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DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
N. H. R. DAWSON, Commissioner.

REPORT

OF THE

COMMISSIONER OF EDUCATION

FOR

THE YEAR 1886-87.

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GOVERNMENT PRINTING OFFICE.
1888.

THE UNITED STATES
BUREAU OF EDUCATION.

[Created as a Department March 2, 1867. Made an Office of the
Interior Department July 1, 1869.]

COMMISSIONERS.

HENRY BARNARD,
March 14, 1867, to March 15, 1870.

JOHN EATON,
March 16, 1870, to August 5, 1886.

NATHANIEL H. R. DAWSON,
August 6, 1886, to date.

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1886-'87

CONTENTS.

CHAPTER I.—THE COMMISSIONER'S STATEMENT.

	Page.
The work of the Office	11
The Museum	12
The Library	13
Publications of the Office	13
Plan and scope of the Annual Report	15
History of American education	19
The College of William and Mary	19
Report on the Study of History in American Colleges and Universities	23
Opinions of the recent work of the Bureau	25
Alaska	28
Sketch of the history, geography, etc., of the Territory	28
Civil government	31
Education	32
Tour of inspection	33
Metlakatla	34
Plan of education	37
Present condition of the schools	38
What provision is necessary for school-houses	39
Application of school fund for the present year	41
Future policy of the Government	42
Removal of the Office	44
Delay in the publication of the Report	47
Conclusion	49

CHAPTER II.—STATISTICS OF STATE COMMON-SCHOOL SYSTEMS.

Completeness of the returns	51
System pursued	51
Limitations of statistics	52
Urban and rural school systems	52
Misuse of the tables—sources of error	52
School year, total population, and population 6-14 (Table 1)	53
School ages and school census (Table 2)	55
Enrolment (Table 3)	58
Average daily attendance (Table 4)	60
Total attendance—duration of schools (Table 5)	63
Number of school buildings—seating capacity (Table 6)	65
School libraries—high schools (Table 7)	67
Private schools (Table 8)	68
Teachers (Table 9)	70
Salaries of teachers (Table 10)	74
School revenue (Tables 11, 12, and 12 A)	76
School expenditures (Tables 13, 14, and 14 A)	80
Permanent school fund, total assessed valuation, and value of school property (Table 15)	86
Percentage of increase or decrease during the past year of various items (Table 16)	88
Ten years' growth of the public school system (Table 17)	89
Education in the South	89
Expenditure	89
Education in the North and West	90
Chief State school officers (Table 18)	92

27364

CHAPTER III.—DIGESTS OF STATE SCHOOL REPORTS.

	Page.
Alabama	94
Alaska	98
Arizona	112
California	113
Colorado	113
Connecticut	114
Dakota	117
Delaware	120
District of Columbia	123
Florida	125
Georgia	126
Idaho	127
Iowa	129
Kansas	131
Kentucky	138
Maine	140
Maryland	141
Massachusetts	143
Michigan	143
Minnesota	145
Mississippi	146
Missouri	149
Montana	150
Nevada	150
New Hampshire	151
New Jersey	152
New Mexico	153
New York	155
Oregon	157
Pennsylvania	158
Rhode Island	159
South Carolina	162
Texas	163
Vermont	165
Virginia	166
Washington Territory	168
West Virginia	169
Wisconsin	170
Wyoming	171

CHAPTER IV.—DISCUSSIONS OF EDUCATIONAL QUESTIONS BY STATE SUPERINTENDENTS AND OTHERS.

Administration	173
Censuses, school	176
Co-education	176
Compulsory attendance	176
Country schools	178
Education, nature and objects of	187
Graded schools	188
High schools	194
Hygiene	195
Libraries for schools	196
Public schools	196
Religious and moral training	201
Revenue	202
School-houses	204
School systems	207
Statistics of education	207
Supervision	209
Teachers	211
Temperance instruction	214
Text-books	218

CHAPTER V.—CITY SCHOOL SYSTEMS.

	Page.
Progress of public education in cities.....	223
Salaries of primary teachers.....	223
Women as principals.....	225
School savings banks.....	225
Physical training.....	227
Corporal punishment.....	228
Half-day sessions.....	228
Division of classes.....	230
Recess or no recess.....	231
Truancy.....	231
Punctuality.....	232
The effect of comfortable accommodations.....	233
The effect of school work upon the eyesight.....	233
Supplementary reading.....	236
Music.....	237
Arithmetic.....	238
Civics.....	239
Other studies.....	239
Examinations and promotions.....	240
Evening schools.....	244
Notes from city school reports, arranged alphabetically by States and cities.....	246
Comparative statistics of city school systems (Table 19).....	274
Summary by States, etc., of comparative statistics of city systems (Table 20).....	305
Summary by classes of cities according to population of the comparative statistics of city school systems (Table 21).....	309
Statistics of city school systems (Table 22).....	312

CHAPTER VI.—TRAINING OF TEACHERS.

General recognition of the importance of normal training.....	396
Normal schools.....	396
Courses of study in State normal schools.....	397
City training schools.....	399
Model schools.....	400
Physical and manual training at normal schools.....	401
Teachers' institutes.....	402
Teachers' reading circles.....	404
Summer schools for teachers.....	406
Present condition of normal training (by States).....	407
Remarks upon the tables.....	451
General summary showing teaching force, where educated, teachers' certificates, etc. (Table 23).....	453
Statistics of teachers' institutes (Table 24).....	454
Summary of statistics of normal schools (Table 25).....	456
Statistics of public normal schools (Table 26).....	458
Statistics of private normal schools (Table 26 A).....	464

CHAPTER VII.—KINDERGARTENS.

General progress of kindergarten training.....	466
Kindergarten training schools.....	466
Summary of statistics of kindergartens (Table 27).....	467
Summary of statistics of kindergarten training schools (Table 28).....	467
Statistics of kindergartens (Table 29).....	468
Statistics of kindergarten training schools (Table 30).....	491

CHAPTER VIII.—SECONDARY INSTRUCTION.

Total number of pupils receiving secondary instruction.....	494
Explanation of the tables.....	494
Scholastic characteristics of secondary schools.....	494
Summary of statistics of secondary schools supported wholly by public funds (Table 31, Division A).....	496
Summary of statistics of secondary schools supported partly by public funds (Table 31, Division B).....	498

	Page.
Summary of statistics of private secondary schools for girls (Table 32, Division A).....	500
Summary of statistics of private secondary schools for boys (Table 32, Division B)	502
Summary of statistics of private secondary schools for both sexes (Table 32, Division C).....	504
Comparative statistics of secondary schools.....	508
General considerations arising from the comparative view.....	508
Supervisory agents—the Regents of the University of the State of New York.....	508
State universities as supervisory agents.....	509
Private associations.....	509
Commission of colleges on admission examinations.....	509
Duration of secondary courses.....	511
Comparative statistics of secondary schools supported wholly by public funds (Table 33, Division A).....	512
Comparative statistics of secondary schools supported partly by public funds (Table 33, Division B)	513
Comparative statistics of private secondary schools for girls (Table 34, Division A)	514
Comparative statistics of private secondary schools for boys (Table 34, Division B)	515
Comparative statistics of private secondary schools for both sexes (Table 34, Division C)	516
Number and classification of all secondary students (Table 35).....	517
Remarks upon the detailed tables.....	517
Statistics of secondary schools supported wholly by public funds (Table 36, Division A).....	519
Statistics of secondary schools supported partly by public funds (Table 36, Division B).....	544
Statistics of private secondary schools for girls (Table 37, Division A).....	560
Statistics of private secondary schools for boys (Table 37, Division B).....	568
Statistics of private secondary schools for both sexes (Table 37, Division C).....	588
Addenda to the statistics of secondary instruction.....	629
Admission requirements—universities and colleges (Table 38).....	631
Admission requirements—agricultural and mechanical colleges (Table 39).....	639
Admission requirements—institutions for the superior instruction of women (Table 40).....	640

CHAPTER IX.—SUPERIOR INSTRUCTION.

I.—INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

General character.....	642
Obstacles to classification.....	642
Explanation of Table 42.....	642
Admission of women to Columbia College.....	643
Summary of statistics of institutions for the superior instruction of women (Table 41).....	644
Statistics of institutions for the superior instruction of women (Table 42).....	645

II.—UNIVERSITIES AND COLLEGES.

The tabular scheme.....	656
Universities.....	656
Statistics of foundations comprising groups of related faculties, etc. (Table 43).....	658
Statistics of State universities (Table 44).....	660
Colleges or collegiate departments.....	662
Summary of statistics of colleges of liberal arts (Table 45).....	664
Comparative statistics of the undergraduate work of colleges (Table 46).....	666
Classification of undergraduate students.....	667
Endowed professorships in Harvard University.....	667
Organization of the University of Pennsylvania.....	668
Organization of the University of Virginia.....	668
University of Alabama.....	668
Organization of Cornell University—recent building operations.....	669
West Virginia University.....	670
Notable events in the history of superior instruction.....	670
Extracts from college catalogues, etc.....	671
Statistics of colleges of liberal arts (Table 47).....	675

III.—SCHOOLS OF SCIENCE.

Character of the U. S. land grant schools.....	706
Summary of statistics of land grant schools (Table 48).....	708
Percentage of students engaged in field, shop, etc. (Table 49).....	709
View of practical work as reported from twenty-five colleges.....	710
Appropriations and benefactions to land grant colleges (Table 50).....	710

	Page.
Equipment of land grant colleges.....	711
Statistics of schools of science endowed with the National land grant (Table 51).	716
Notes from the catalogues of these schools.....	720
Summary of statistics of schools of science not endowed with the National land grant (Table 52)	725
Statistics of the same (Table 53).....	726
Comparative statistics of attendance upon colleges and scientific schools (Table 54).....	730
Ratio of college attendance to white population in 1857 (Table 55).....	734

CHAPTER X.—PROFESSIONAL INSTRUCTION.

Summary of statistics of professional schools (Tables 56 and 57).....	735
---	-----

I.—SCHOOLS OF THEOLOGY.

Summary, by States, of statistics of schools of theology (Table 58)	736
Summary of same by denominations (Table 59).....	737
St. Vincent's Seminary, Germantown, Pa.....	738
Statistics of schools of theology (Table 60)	740

II.—SCHOOLS OF LAW.

Summary of statistics of schools of law (Table 61).....	749
Statistics of schools of law (Table 62).....	750

III.—SCHOOLS OF MEDICINE, DENTISTRY, AND PHARMACY.

Summary of statistics of schools of medicine, dentistry, and pharmacy (Table 63).....	754
Statistics of the same (Table 64)	760

CHAPTER XI.—DEGREES CONFERRED.

Analysis of bachelors' degrees conferred (Table 65).....	776
Statistical summary of all degrees conferred (Table 66).....	777

CHAPTER XII.—MANUAL AND INDUSTRIAL TRAINING.

I.—MANUAL TRAINING AND INDUSTRIAL DEPARTMENTS.

In the public schools	782
Purpose	782
Location, equipment, and course of training.....	783
Co-ordination with the other studies of the system.....	783
Cost.....	783
Results.....	784
Industrial training for girls	784
Opinions as to the advisability of introducing manual training into the public schools....	785
Drawing	785
Industrial exhibits	786
In other educational institutions	787
In schools for the deaf	787
In schools for the blind	788
In reform schools.....	789
In schools for the feeble-minded	789
In Indian schools	789
In colored schools	790
Societies for the promotion of manual training	790

II.—MANUAL TRAINING AND TRADE SCHOOLS.

Saint Louis Manual Training School	791
Chicago Manual Training School	792
Baltimore Manual Training School.....	792
Other manual training schools.....	792
New York Trade Schools.....	793
Statistics of manual training schools (Table 67).....	794
Summary of statistics of unclassified industrial schools (Table 68).....	796
Statistics of industrial schools (Table 69).....	797

CHAPTER XIII.—BUSINESS COLLEGES—NURSE TRAINING SCHOOLS.

Summary of statistics of commercial and business colleges (Table 70).....	802
Statistics of commercial and business colleges (Table 71).....	804

	Page.
Summary of statistics of training schools for nurses (Table 72).....	814
Statistics of training schools for nurses (Table 73).....	815
CHAPTER XIV.—EDUCATION OF SPECIAL CLASSES.	
Introductory remarks.....	818
Schools, or asylums.....	818
Attendance.....	819
I.—EDUCATION OF THE DEAF.	
New institutions and buildings.....	819
Changes of the year.....	820
Training of teachers for the deaf.....	820
Articulation.....	820
Articular instruction.....	821
Periodicals.....	822
Conventions.....	823
Notes from catalogues and reports of institutions.....	824
Number of schools for the deaf, teachers, and pupils (Table 74).....	830
Summary of financial statistics of schools for the deaf (Table 75).....	832
Summary of comparative statistics of schools for the deaf (Table 76).....	833
Statistics of schools for the deaf (Table 77).....	834
II.—EDUCATION OF THE BLIND.	
New institutions and buildings.....	838
Higher education.....	833
Printing for the blind.....	833
Workshops for the blind.....	838
Convention.....	839
Meeting of the Board of Trustees of the American Printing House for the Blind.....	841
Notes from catalogues and reports of institutions.....	841
Number of schools for the blind, teachers, and pupils (Table 78).....	844
Summary of financial statistics of schools for the blind (Table 79).....	845
Summary of comparative statistics of schools for the blind (Table 80).....	847
Statistics of schools for the blind (Table 81).....	848
III.—EDUCATION OF THE FEEBLE-MINDED.	
New institutions.....	850
Convention.....	850
Notes from catalogues and reports of institutions.....	851
Summary of statistics of schools for the feeble-minded (Table 82).....	853
Summary of comparative statistics of schools for the feeble-minded (Table 83).....	854
Statistics of schools for the feeble-minded (Table 84).....	855
IV.—EDUCATION OF JUVENILE DELINQUENTS.	
New institutions.....	856
Classification of pupils.....	856
The cottage system.....	856
Results of reformatory training.....	857
Reformatories for men.....	857
Notes from catalogues and reports of institutions.....	858
Summary of statistics of reform schools (Table 85).....	863
Summary of comparative statistics of reform schools (Table 86).....	865
Statistics of reform schools (Table 87).....	866
V.—EDUCATION OF INDIANS.	
Education of the uncivilized tribes.....	868
Accommodations (Table 88).....	868
The English language in Indian schools.....	869
Course of study.....	869
Finances (Table 89).....	870
Boarding-schools.....	870
Schools in civilized communities.....	870
New schools.....	870
Contract schools.....	871
Teachers.....	871
Day schools.....	872
School systems of the Five Nations.....	873

VI.—EDUCATION OF THE COLORED RACE.

	Page.
Colored public school statistics (Table 90)	874
Comparative statistics of white and colored public schools (Table 91)	875
Statistics of colored public school teachers (Table 92)	875
Remarks upon the tables	876
Notes from the reports of State superintendents.	876
Colored schools for normal, secondary, and collegiate education	877
Statistics of these schools (Table 93)	878
Colored professional schools	879
Statistics of the same (Table 94)	879
Statistics of colored pupils in schools for the deaf, blind, etc., (Table 95)	880

CHAPTER XV.—GIFTS AND BEQUESTS TO EDUCATION.

Noteworthy gifts and bequests to schools, etc. (Table 96)	882
---	-----

CHAPTER XVI.—OBITUARY LIST OF NOTABLE EDUCATORS.

American	888
Foreign	892

CHAPTER XVII.—EDUCATIONAL ASSOCIATIONS AND CONVENTIONS.

National Educational Association	894
Department of Superintendence of the National Educational Association	896
American Institute of Instruction	896
American Philological Association	897
American Association for the Advancement of Science	897
Modern Language Convention	898
Chautauqua Assemblies for 1887	898

CHAPTER XVIII.—LIBRARIES IN THE UNITED STATES.

Former library tables	901
Classification adopted in the present Report	901
Free public lending libraries (Tables 97 and 98)	902
Free public reference libraries (Tables 99 and 100)	917
Public school libraries (Tables 101 and 102)	925
Free corporate lending libraries (Tables 103 and 104)	931
Libraries of societies, associations, and clubs (Tables 105 and 106)	941
Corporate lending libraries open to subscribers (Tables 107 and 108)	954
Circulating libraries (Tables 109 and 110)	970

CHAPTER XIX.—EDUCATIONAL PERIODICALS.

Statistics of educational periodicals (Table 111)	973
---	-----

CHAPTER XX.—EDUCATION IN FOREIGN COUNTRIES.

Elementary education in London	980
Agricultural education in France	983
Trade and industrial schools in Switzerland	984
American colleges in Asia Minor	988
Education in the Argentine Republic	990
Remarks on the tables	998
Comparative statistics of elementary education in foreign countries (Table 112)	1000
Ratio of school enrolment to total population, etc., in foreign countries (Table 113)	1004

CHAPTER XXI.—PAPERS ON EDUCATIONAL SUBJECTS.

Can School Programmes be Shortened and Enriched?	1005
The High School Question	1015
The <i>Raison d'Être</i> of the Public High School	1017
Medical Colleges and the Medical Profession	1023

CHAPTER XXII.—INDEX TO THE PUBLICATIONS OF THE BUREAU OF EDUCATION.

List of publications	1031
Index to publications	1035

REPORT OF THE COMMISSIONER OF EDUCATION.

CHAPTER I.

THE COMMISSIONER'S STATEMENT.

The work of the Office—The Museum—The Library—Publications of the Office—Plan and scope of the Annual Report—History of American education—The College of William and Mary—Report on the Study of History in American Colleges and Universities—Opinions of the recent work of the Bureau—Alaska: Sketch of the history, geography, etc., of the Territory; civil government; education in Alaska; tour of inspection; Metlakatla; plan of education; present condition of the schools; what provision is necessary for school-houses; application of school fund for the present year; future policy of the Government—Removal of the Office—Delay in the publication of the Report—Conclusion.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., September 30, 1887.

SIR: I have the honor to submit the following report of the operations of this Office for the year ending June 30, 1887:

I was appointed by the President on the 3d and confirmed by the Senate on the 5th of August, 1886; but having obtained your permission to arrange my private business before entering upon my duties, I did not assume personal charge of the Office until the 27th of September following.

THE WORK OF THE OFFICE.

Upon assuming charge of the Office, after consultation with you and an examination into its condition and its business methods, I deemed it best to reduce the number of divisions into which it had been organized from seven to three, called, respectively, the Division of Records, the Division of the Library and Museum, and the Division of Statistics. This consolidation was made with the purpose of making the organization more simple, the responsibility of the employés more explicit, the service more efficient, and the work more systematic, prompt, and accurate.

The Division of Records is charged with the correspondence, indexing and filing of all communications, and the distribution of the publications of the Office and other public documents.

The Library and Museum Division is charged with the care of all the books, pamphlets, journals, apparatus, and other articles embraced in these collections.

The Division of Statistics is charged with the collection, arrangement, and comparison of statistics for the Annual Report and other publications of the Office, and with their preparation for publication.

To the supervision of each of these divisions was assigned an experienced chief, who became responsible for the proper execution and dispatch of its work. This plan has worked admirably, and has enabled the Office to complete much work previously unfinished, to respond to all the calls made upon it for information, and to perform promptly the routine duties assigned to it by law.

During the year this Office has received, written letters, 11,006; acknowledgments, 43,990; documents, 4,825; and 20,000 replies to statistical forms of inquiry; and has sent out 19,354 written letters and distributed 218,526 copies of documents. The statistical forms related to the Report for 1885-86, and the result appears in the appendices to the volume for that year, recently completed.

The documents received, above mentioned, comprising school reports, educational journals, treatises and other works and pamphlets on educational subjects, have been catalogued and filed in the Library and Museum Division, wherein the card catalogue of the general collection of books has been carried very far towards completion, and the special catalogue of the articles in the museum prepared.

THE MUSEUM.

This collection of educational apparatus and appliances has never received the attention which its value and extent demand, partly on account of the want of space for an adequate display of the same. Desiring that it should be made serviceable to some extent, I have caused a selection of the articles to be made, have made some additions in order to complete the collection, and have had the same catalogued, cased, and displayed in accordance with the most approved methods, following the general plan furnished by the National Museum. Visitors to this Office will find this collection of infinitely greater value than ever before for educational purposes, on account of the ease with which they can have access to the articles for examination, comparison, and study.

The museum, as now arranged, will be a genuine surprise to almost any one not connected directly with the Office.

That portion now exhibited contains approximately two thousand five hundred objects and series of objects.

It has been suggested that the museum, on account of the want of room for its proper display, and the want of means to bestow upon it that care and attention which are necessary for its preservation, should

be deposited in the National Museum until proper accommodation shall be provided for this valuable collection.

For many reasons this arrangement would be a subject of regret to the friends of education, who have so zealously and carefully watched and fostered the growth of this valuable addition to the educational facilities of the Bureau, and the idea could only be entertained on account of the great necessity that exists for its preservation.

THE LIBRARY.

The value of the library is well known to educationists of every grade, and it has been used during the past year by a number of persons engaged in the investigation of educational subjects. Inquiries are frequently made upon these subjects by correspondents, not only in the United States, but in foreign countries, for information which can not be obtained elsewhere.

It now contains 19,200 volumes and 60,000 pamphlets, besides many thousand duplicates which are used for exchange and distribution. During the year 1,700 volumes and 15,000 pamphlets were added to the library, indexed, and filed; 8,000 cards for the catalogue were written, and over 300 cards giving references to investigators on various topics were prepared. Some of these cards were the result of very elaborate research, and were prepared with great care and labor.

Many of the books in the library and a very large portion of the articles in the museum are the gifts of foreign Governments and of native and foreign authors and inventors, and are pecuniarily of great value. These parts of the collection could not be duplicated if scattered or destroyed. So valuable a collection should be deposited in a fire-proof building, and I trust that the time is approaching when the claims of this Office for a building suitable for its purposes and capable of preserving these collections will be recognized by the Government.

A complete Index to the publications of the Bureau since its foundation to the close of the fiscal year now under review, has also been prepared. This will add greatly to the convenience of those who may wish to examine these publications. It will be found in Chapter XXII of this volume.

It is intended that these catalogues and indexes shall hereafter contain all additions as soon as made.

PUBLICATIONS OF THE OFFICE.

Upon taking charge of the Office I found that the Annual Report for 1884-85 was not completed, and that no steps had been taken for the preparation of the Report for 1885-86.

Under these circumstances it was deemed best to forward the completion of these Reports and other unfinished work, so that hereafter the preparation of the Annual Reports would begin immediately after the end of the fiscal year.

In pursuance of this plan, the Report of 1884-85 was completed and sent to the printer in January, 1887, and has been published and distributed. The Report of 1885-86 was then taken up and pushed forward rapidly, and was placed in the hands of the printer on the 15th of last June, and will be ready for distribution soon after the meeting of Congress in December.¹

In addition to the preparation and publication of these Reports, much other unfinished work was completed. Circular of Information No. 1, 1886, respecting the Study of Music in the Public Schools, was completed and published; and the Proceedings of the Department of Superintendence of the National Educational Association for the year 1885-86 was edited and published as a circular, in accordance with the usages of the Office.

The Special Report of Education at the New Orleans Exposition, consisting of three parts, was also printed and distributed; and the second part of the Special Report on Fine and Industrial Art has been revised, and a small part of it printed during the year.

This work was undertaken in response to a resolution of the Senate, dated February 2, 1880, directing the Secretary of the Interior, through the Bureau, to "furnish the Senate with a statement of all the information relative to the development of instruction in drawing as applied to the industrial or fine arts in the colleges of agriculture and the mechanic arts, and in the public schools and other institutions of the country, with special reference to the utility of such instruction in promoting the arts and industries of the people."

Part I of this work was completed and published in 1886. I deem it important that the other parts of this work should be finished at an early period, in order that no further delay may occur in laying the information in the possession of the Office before the Senate. The work has been in charge of Mr. I. Edwards Clarke since its inception. The second part will cover at least one thousand pages, and there are to be two additional volumes.

The Special Report on Indian Education and Civilization, undertaken in response to a resolution of the Senate dated February 23, 1885, was continued and completed under the editorial charge of Miss Alice C. Fletcher, assisted by a portion of the clerical force in the Division of Statistics. This volume is now in the hands of the printer, and will cover at least seven hundred printed pages.

In response to a general expression from the correspondents of the Office, the list of libraries, other than private, containing over three hundred volumes, which appeared in the Report for 1884-85, was also reprinted and largely distributed.

During the year Circulars Nos. 1 and 2 have been prepared and published. The first, containing a historical account of the College of William and Mary in Virginia, was prepared by Prof. Herbert B.

¹ This Report was printed and published in the month of January, 1883.

Adams, Ph. D., associate professor of history in Johns Hopkins University, and has been received with singular favor. This forms the first of a series of historical monographs which I have made arrangements to publish at suitable times. Considerable work in this direction has been done during the year with reference to the history of higher education in the universities and colleges of the older States in the Union, with special reference to the period anterior to the war of the Revolution.

Circular No. 2 is a historical summary respecting The Study of History in the Colleges and Universities of the United States, and has elicited great interest and commendation.

The Proceedings of the Department of Superintendence of the National Educational Association, held in this city in March, 1887, were prepared and edited as Circular No. 3, and are now in the hands of the printer, to whom it was delivered in the month of July, 1887.¹

THE PLAN AND SCOPE OF THE ANNUAL REPORT.

Upon examining the previous Reports of the Office, it seemed to me that, without violating the spirit or lessening the usefulness of the series, it was possible to increase the promptness of publication, the variety of contents, and the value of deductions in future issues by suitable changes in the method of their preparation and the details of their arrangement.

These changes may be summarized by saying that they contemplate the absolute avoidance of duplicate mention of facts, the omission of columns in the statistical tables which experience has shown can not be filled, the union and printing together of text and tables wherever relating to the same subject, and the addition of many convenient ratios and comparisons.

Following the lines of this plan, in preparing for the Report of 1885-86, the forms of inquiry were systematically revised, and in many cases simplified, though new topics were introduced wherever thought advisable. This process was continued in the preparation for the present Report, and the forms, printed in a convenient shape, were distributed to all the systems and schools upon the lists of the Office, amounting to nearly fifteen thousand.

The current literature of education was carefully examined, both for facts and opinions of value. The printed reports of States and cities, the catalogues and circulars of public and private schools of every grade, and other documents, were also examined with care for suitable material.

Having determined what facts could be best stated in tabular form, blank sheets for such tables were prepared in advance, and the names and addresses of schools were inserted therein. When the forms were received back from our correspondents, the statistical facts therein

¹ This Circular was printed and published in May, 1883.

given were promptly tabulated as received; meanwhile such portions of the text as did not require consultation of the tabular matter were hastened. As now presented, it is believed that the statistics relating to public and private instruction of all grades and kinds in the United States will be found more thoroughly systematized and more fully analyzed than heretofore.

The statistics of State and Territorial systems previously published by the Office, somewhat remodelled and extended in my first Report, are now further modified, so as to render the tabulated statements shorter and more compact and the discussion thereof more plain and convenient. While the concrete facts are thus presented, the ratio-tables and other comparative statistics then begun have been correspondingly extended and re-arranged. The main lines, now as then, are to illustrate and define (1) the increase or decrease during the year of each item for each State; (2) the ratio which each item in each State bears to every item in the same State, thus enabling the educational status of each State to be compared with that of every other; (3) tabular summaries by geographical sections, thus enabling broader comparisons and generalizations to be instituted.

Instead of depending upon the kindness and taking the time of correspondents by asking them to supply these ratios and comparisons, I have had them calculated in this Office according to carefully considered rules; in short, the object has been to give the information itself instead of the materials therefor, and to present accurate and complete statistics on a uniform basis.

The Report for 1885-86 presented these features mainly for State systems; in the present volume the work of improvement on the lines referred to above has been continued and enlarged. For example, the most important difference in the method of presenting the statistics of city and town systems in the Reports for 1885-86 and 1886-87 consists in the introduction in the latter of a comparative table similar in purpose to those described in the preceding paragraphs respecting State systems. A short account of the modifications introduced in this part of this Report is not out of place here.

The statistics have been extended to those cities whose population is 4,000 or more. The census of 1880 made that number the dividing line between the urban and the rural population, and this standard has been adopted as the lowest limit of population of "cities" by this Bureau. Though only a single column has been added to the table of statistics, the value of the figures there shown is vastly increased by the deductions drawn from them in the comparative table that follows.

In the blanks sent out for 1885-86 superintendents were asked to state "the average number of scholars per teacher;" the "average cost per capita of pupils in average attendance, based upon cost of supervision and instruction," and upon "incidental and contingent expenses;" and the "tax for school purposes upon the total property,

assessed and estimated." All these questions are omitted in the inquiries for the 1886-87 Report. Instead, all these calculations and others of a similar nature are made in this Office, thus insuring uniform methods of computation.

Further, the population between the ages of 6 and 14 years has been determined in each case, and averages are made upon that basis, as well as upon the average attendance upon the schools. For purposes of comparison upon equal terms this is absolutely necessary, since the "legal school age" is so variable as to make comparison impossible unless uniform bases were established.

The new tables show the percentage of "enrolment to population 6 to 14;" of "average daily attendance to population 6 to 14, and to enrolment;" the "average number of days that each person between the ages of 6 and 14 has been instructed;" the "average number of days of attendance of each pupil enrolled;" the "number of sittings for each 100 pupils enrolled and for each 100 pupils in average attendance;" the "average number of sittings to a building;" "the number of pupils in average attendance to each teacher;" "ratio of male teachers to whole number;" "ratio of high-school enrolment to total enrolment;" "ratio of private school enrolment to total public and private school enrolment;" "ratio of total public and private enrolment to population 6 to 14;" "number of volumes in libraries to each 100 pupils in average attendance;" "assessed value of property per capita of population 6 to 14;" "value of school property per capita of population 6 to 14 and of average attendance;" "ratio of value of school property to total assessed valuation;" "amount raised by city tax per capita of population 6 to 14 and of average attendance;" "ratio of amount raised by city or town tax to total assessed valuation;" "salaries of superintendents and teachers per capita of population 6 to 14 and of average attendance;" and finally, "ratio of salaries of superintendents and teachers to total assessed valuation."

The several instrumentalities for the training of teachers are carefully considered and represented in Chapter VI. In addition to the public normal schools and to a class of private schools which make the training of teachers their principal work, the summaries of pupils reported in the normal courses of secondary schools and colleges are included in the chapter, so that the general view of normal-school instruction may be as complete as heretofore.

On the other hand, care has been taken in other parts of the volume to display the amount and statistics of normal teaching afforded in each secondary or superior school, and copious cross-references are made wherever necessary.

Kindergartens, of which detailed tables were omitted in the Report for 1884-85, were carefully tabulated in my first Report, and similar tabulations appear in this volume (Chapter VII). The application

of kindergarten methods to the instruction of the blind and of other special classes is set forth in connection with other related facts.

The statistics of secondary instruction (Chapter VIII) have been rendered more complete in regard to public high schools, while the subdivisions adopted for the table correspond more exactly to the present condition of the schools considered, and therefore better facilitate the study of the details.

The changes in the forms and methods of the classification adopted are explained in the remarks relating to these schools. The whole subject was considered from every practicable point of view, and the best result attainable has been presented. It should not be understood, however, that the scheme here indicated is not open to future modifications; on the contrary, the experience gained during the year under review will be used to improve and extend the subject in future volumes.

Those familiar with the educational history of the past few years can not fail to be impressed with the evidence it affords of vital force in the superior institutions of learning in the United States, and of the great and growing interest manifested by foreign students of education in the details of their organization, equipment, and conduct.

The number and varied character of these institutions make it exceedingly difficult to devise a scheme suited at once to the just representation of individual institutions and to the record of particulars common to a class. The former is necessary to give a fair idea of the genius and growth of our institutions, and the latter to show their relation to educational problems of universal moment.

Two departures from the scheme formerly employed in this division of the Report have been made, namely, the introduction of Tables 43 and 44, presenting in a single view all the departments of State universities and foundations of private origin which consist of groups of related faculties or schools, and the removal from Table 48 of those departments whose statistics could not be separated from those elsewhere tabulated. These changes are fully explained in Chapter IX.

The treatment of details here, as in the division of secondary instruction, has been determined by the consideration of the information of chief importance to those charged with the duty of promoting the educational interests of the country.

Training for special pursuits and the education of special classes are considered with such fulness as is consistent with their relations to other parts of the field of instruction.

The section relating to libraries (Chapter XVIII) is much enlarged since my last Report. The general table of libraries, printed in the Report for 1884-85, was taken as the point of departure, and the tabulated statistics presented in this volume are the result of three processes, viz.: (1) the elimination of libraries connected with schools and systems mentioned in other parts of the volume; (2) the adding of all libraries discovered since the publication of that list; and (3) the classification of libraries having one thousand or more volumes into seven divisions,

according to the nature of their support and the conditions appended to their use. Summaries of libraries connected with schools and systems treated in other parts of this Report present the reader with the general facts useful for geographical and chronological comparison.

Chapter XXII contains a list of the publications of this Bureau from its origin in 1867 to the year covered by this volume, and an alphabetical index to their contents. This index is intended to render the use of these publications more easy when they are accessible, and to save the time of investigators and applicants when they do not possess the documents themselves.

The general condition and progress of education during the year under review thus set forth is discussed and exemplified in connection with the tables and statistics above described, and needs no further exemplification here. An examination of these discussions, etc., will show that the conditions and progress heretofore characteristic of American education have been, in general, maintained during the year 1886-87. There may have been here and there retrogressions and reactions, but these are more than balanced by healthy growths and judicious improvements. The subjects that attracted the attention of the profession in the year 1885-86 still continue to be the main objects of interest in the following year.

Among notable events of the year in the educational world may be mentioned the celebration by Harvard University of the two hundred and fiftieth anniversary of its foundation; the formal assumption by the corporation of Yale College of the name of "Yale University," as more exactly expressing the extent and importance of its present work in education; the centennial celebration of the incorporation of Columbia College, and the opening by that institution of its "School of Library Economy," and the various experiments, public and private, instituted for the introduction and application of manual and industrial training in the schools, both public and private.

HISTORY OF AMERICAN EDUCATION.

The Bureau of Education, with your approval, has entered upon an important line of educational inquiry. It has undertaken to investigate the history of American education from its earliest beginnings. The approaching Centennial of the United States Government under the Constitution renders such an historical review of the educational progress of the whole country both fitting and desirable. Our States will be stimulated to greater individual activity in the promotion of sound learning by a comparative history of what has been already accomplished.

THE COLLEGE OF WILLIAM AND MARY.

This new work of inquiry was begun in a very modest way by a study of the history of the College of William and Mary, the oldest collegiate institution of the South. At Williamsburg, the old capital of Virginia,

were trained many of the statesmen of the Revolutionary period, men who devised the so-called "Virginia plan," upon which our present Federal Constitution is based. George Washington was for many years the Chancellor of this famous college, and Thomas Jefferson and John Marshall were among its most distinguished sons. The influence of William and Mary College upon Southern education was carefully traced out, and the results of the inquiry were published as Circular of Information No. 1, 1887, a monograph of ninety pages, which has attracted great interest and favorable mention in the North and West, as well as at the South. The subject of Southern educational history has been so long neglected, and contains so much of real value, that the friends of American education, irrespective of section, are well pleased to have systematic inquiries extended into that part of our common country.

The precise scope of the above monograph can be quickly perceived from the following letter which was addressed by me to you.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., January 20, 1887.

The Honorable THE SECRETARY OF THE INTERIOR,
Washington, D. C. :

SIR: The history of the higher education in the United States deserves organized inquiry and national attention. The origin, development, academic status, and practical usefulness of many of our older and better institutions of learning are scarcely known beyond their own scholastic environment. Documentary and manuscript material for such educational history and statistics is abundant, although often widely scattered, as will be seen by an examination of the bibliography appended to the present sketch.

The College of William and Mary, founded in 1693 by royal grant, and long supported by popular legislation in Virginia, has been suffered to decline almost to ruin since the civil war, which destroyed the greater part of its property. The oldest college in the South, in fact the oldest in the country, with the exception of Harvard University, has been left to decay, while the latter institution, with which William and Mary College used to share the annual income of the bequest by Robert Boyle, the English philosopher, has lately celebrated its 250th anniversary amid general rejoicing, with the President of the United States and representatives of American and European universities to do honor to the occasion. The old college at Williamsburg, which gave Washington his first degree as civil engineer, and to which he gave his last public service as chancellor, the college which trained in law and politics Thomas Jefferson, Governor Randolph, Chief Justice Marshall, and nearly all of the Virginia statesmen of the Revolutionary and formative periods in our Federal history, has not now a single student. Its classic halls are closed and deserted. From a once flourishing faculty, which early and ably represented both history and political science, with other liberal arts, only the president, who is also professor of mathematics and physics, now remains. At the opening of every academic year, in October, Doctor Ewell causes the chapel bell to be rung, reminding Williamsburg that the ancient college still lives. To friends of the higher education in all of our States this fact will echo as a note of warning against public neglect and legislative indifference toward higher institutions of learning.

The present monograph has been prepared by Dr. Herbert B. Adams, the head of the department of history and political science at the Johns Hopkins University in Baltimore, in connection with his more extended inquiry for the Bureau of Education respecting the study of history in American colleges and universities.

This special inquiry is, however, not designed to be a special plea for the College of William and Mary, whose claim for reimbursement for damages suffered at the hands of undisciplined and straggling soldiers has more than once been presented to Congress, and more than once favorably reported by the Committee on Education and Labor, sustained by the opinions of lawyers and Federal officers. The primary objects of the present investigation have been to discover the historical beginnings of the higher education at the South; to trace the causes of the early prosperity of William and Mary College; to show its influence upon Virginia statesmen and the Southern States, its relation to the university ideas of Jefferson and Washington, and its significance to the whole country; to point out the causes of the decline of William and Mary College; to explain the rise of the University of Virginia, and the necessity of popular support for the higher education.

The most practical of all results from this historical study of William and Mary College is the suggestion of a possible revival in the city of Washington and throughout the country of the original Virginia idea of political education, which made Williamsburg a school of statesmen who were fitted in the college-capital to prepare the so-called "Virginia plan," from which our present Constitution grew. It is the idea of intimate organic connection between education and government in a municipal environment.

The promotion of political education by connection on the one hand with the people, and on the other with the administration of State and Nation, is an idea worthy of consideration in this centennial year of our Constitution, which was founded upon political wisdom and Federal democracy. In December, 1886, it was proposed, at a meeting in Philadelphia of delegates from the various States and Territories in the Union, to create a suitable memorial commemorative of the Constitution. Doctor Adams suggests a civil academy in the city of Washington for the practical training of representative college graduates appointed to government fellowships for two years from Congressional districts. He would combine, at the national capital, the West Point idea and the Williamsburg idea for the highest political education, and apply the results to the general improvement of civic life throughout the country. This eminent scholar writes with the freedom of one who understands as well as loves his subject; his article will commend itself to the hearty approval of all who are interested in American learning, in the history of our country, and in the faithful record of the first steps in American education.

In view of these facts I recommend the publication of the paper as a circular of information. I have the honor to be,

Very respectfully, your obedient servant,

N. H. R. DAWSON,
Commissioner.

L. Q. C. LAMAR,
Secretary.

Approved.

Encouraged by the favorable reception of the history of William and Mary College, I urged the author to prepare a similar but more extensive monograph upon Thomas Jefferson and the University of Virginia. Jefferson was the pioneer of university education and of free schools at the South. He advocated both as early as 1779, when serving as a visitor or trustee of William and Mary College. It has taken nearly a century for his noble scheme of public education for the whole people to find practical realization. Doctor Adams has traced the process of educational development in Virginia through various phases, and has discovered in the writings of Thomas Jefferson many early anticipations of what are now thought to be progressive ideas in pri-

mary, secondary, and higher education. A review of Jefferson's influence upon American institutions of learning can not fail to interest American educators in all parts of the country. His influence in this regard was not confined to a single State; it has pervaded the whole land; it is a vital element in modern educational democracy.

In connection with the monograph upon Jefferson and the University of Virginia, now in the hands of the Public Printer, sketches have been prepared of all the colleges of Virginia, with pictorial illustrations. This supplementary matter, together with the history of William and Mary College and of Jefferson's larger institution, will make the higher educational history of Virginia quite complete. The importance of this State as the original training-ground of many Southern statesmen and of teachers of every profession clearly justifies the historical attention bestowed upon it.

From such beginnings I have advanced gradually to the idea of an organized inquiry with regard to the history of American education, to be treated in State groups and in the following order:

1. *The Southern Atlantic States*, embracing Virginia, North and South Carolina, and Georgia. The work in this group of States has been already nearly completed by representatives of those States, working under the editorial direction of Dr. H. B. Adams, who himself elaborated the Virginia report as a model for the rest. These monographs upon the history of education in the older Southern States will all be ready for the Public Printer at an early date, and will be published during the current year. The historical interest discovered in the educational fields of North and South Carolina and Georgia is not surpassed even by Virginia, mother of institutions of learning, as well as of presidents and statesmen.

2. *The Northwest*.—The rapidly approaching centennial of the settlement of the old Northwest Territory made proper an immediate extension of these historical inquiries into that rich educational field. Prominent educators in each State in that territory have been engaged to co-operate in the prosecution of an organized inquiry under the general direction of this Bureau. Professor William F. Allen, of the historical department of the University of Wisconsin, has consented to be responsible for the educational history of that State; Professor George W. Knight, a graduate of the University of Michigan, and now professor of history in the State University of Ohio, will group the returns from Michigan, Ohio, and Illinois; and Professor Jas. A. Woodburn, of the State University of Indiana, will write the monograph upon that State. Illustrations will be secured to represent all the leading institutions.

3. *The Southwest*.—Justly balancing the inquiry into the educational history of the Old Northwest, I now propose, for the year 1889, a series of monographs upon the History of Education in the Southwest and Gulf States, embracing Kentucky, Tennessee, Alabama, Florida, Mississippi, Louisiana, Texas, Arkansas, Kansas, and Missouri. The successful pros-

ecution of this inquiry demands preliminary arrangement during the current year. Writers will be engaged and systematic investigations begun promptly under competent direction. The resources of this Bureau do not admit of a rapid extension of the work, but they are capable of achieving satisfactory results within limited areas in successive years. The method of handling a great subject, like American educational history, by State groups and State monographs seems to me not only best suited to the economic resources of the Bureau, but also quite in harmony with the State and local spirit of this country. The individual monographs can be freely distributed throughout all the States, but more especially in the sections most interested. The combined monographs will form a series of volumes representing handsomely and characteristically the various State groups already described.

4. *The New Northwest*.—After the completion of the work in the Southwest the inquiry will be extended into the great Northwest beyond the Mississippi River. This region of investigation will embrace Iowa, Minnesota, Dakota, Nebraska, Wyoming, and Montana.

5. *The Far West and the Pacific Slope* will conclude the pioneer work in American educational history.

6. *New England*.—Returning eastward, our inquiries will be centred for a time upon the Eastern States, considered as one educational group. Historical investigation in the older fields may well be undertaken after the pioneer work in the West and South has been completed. The educational history of New England is already comparatively well known, whereas in other sections of the country very little has been done toward the historical treatment of American education. All fair-minded and thoughtful men will rejoice to see work done first where it is most needed; and the older fields of American educational history will acquire fresh interest from the application of the comparative method of treatment.

7. *New York, New Jersey, Pennsylvania, Delaware, Maryland, and the District of Columbia* will form a convenient group for the conclusion of this educational series. Organized inquiry should finally be brought to bear upon the educational history of the city of Washington and upon an historical review of the scientific work of the United States Government, including the work of the Bureau of Education.

REPORT ON THE STUDY OF HISTORY IN AMERICAN COLLEGES AND UNIVERSITIES.

Public interest in American educational history has been tested by the Bureau of Education in a broader field than that opened by the monograph on William and Mary College. Immediately after the publication of the latter, the Bureau issued a larger monograph by the same author upon the Study of History in American Colleges and Universities. This report, while chiefly concerned with the origin and development of historical studies in American institutions of learning, gave

some account of representative American universities, notably of Harvard and Yale, Columbia and Cornell, the University of Michigan, and the new Johns Hopkins University, together with the principal American colleges for women. The following preliminary letter to you will explain concisely the general scope and purpose of the work:

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., April 18, 1887.

The Honorable THE SECRETARY OF THE INTERIOR,

Washington, D. C. :

SIR: The accompanying monograph, prepared at the request of the Bureau of Education by Dr. Herbert B. Adams, of Johns Hopkins University, relates to the methods of studying history in American colleges and universities. The subject is treated from an historical point of view, and is a substantial contribution to the history of the higher education in the United States. Doctor Adams' sketch of William and Mary College, Circular of Information No. 1, 1887, with its practical suggestions for reviving political education throughout our country, was preliminary to this larger report, which is designed to promote the study of history as a basis for political science.

In December, 1885, a circular letter was issued from this Office, inquiring into the present condition of historical studies, not only in colleges and universities, but also in high schools, normal schools, institutes, academies, etc. The returns, while extensive, were on the whole unsatisfactory. In a few instances there were encouraging signs of good work in both higher and secondary training, but the general results indicated a serious absence of proper historical instruction in all grades of American education. By my advice the tabulation of statistical returns was restricted to institutes of the college and university grade. The question of secondary education in history demands special treatment and a study of the best methods now in use in the German gymnasia, the French lycées, and the English public schools.

From the unsatisfactory nature of the great mass of statistical returns, Doctor Adams was driven to another method of treating his subject—to a descriptive statement of the best experience of a few representative institutions in different parts of the country, based upon an original and independent study of documents, official reports, and catalogues. Harvard, Yale, Columbia, and Cornell were selected to represent the best Eastern and Northern experience in the teaching of history; the University of Michigan worthily stands for the great West; while the young Johns Hopkins University represents the historical spirit of the New South. At this latter institution studies are in preparation upon Jefferson and the University of Virginia, and the History of Higher Education in North and South Carolina and Georgia.

The best colleges for women have been included in the present monograph, namely, Vassar, Wellesley, Smith, and Bryn Mawr.

Many other institutions are brought into rapid review by means of the statistical tables appended to this report, and representing returns actually made to this Office. Other colleges are mentioned in a special inquiry into the subject of American History in our Schools and Colleges, contributed to this report, at the request of Doctor Adams, by Dr. Francis N. Thorpe, Fellow of the University of Pennsylvania. An account of the Study of History and Political Science in the Washington High School, by Dr. E. R. L. Gould, formerly Fellow of Johns Hopkins University, concludes the report. Doctor Gould's account shows what can be done for the development of secondary education in history and economics, and what actually has been done in the Federal capital under the auspices of the Government.

In this monograph, prepared by Doctor Adams, theoretical and ideal views of historical training have been carefully avoided. The writer has deliberately confined his attention to select chapters of actual American experience, and to things done or

attempted by particular institutions and individuals, whose work he has studied from authentic records. He has thus opened up a new line of inquiry, namely, the history of academic departments.

History is simply the record of human experience, whether in physics, politics, economics, ethics, or education. History has been called philosophy teaching by example; or, as teachers say, by object-lessons. Doctor Adams has applied the historical method to the discovery of the most approved methods of teaching history and of organizing historical departments in our American schools and colleges.

One of the most suggestive and noticeable features of his work is the attempt to illustrate by photo-engravings and diagrams the actual environment or library surroundings of certain schools of history and politics. In these modern days the college or university library has been brought into close *rapport* with department work by means of an ingenious system of seminary or class libraries in the very room where students meet. This suggested the introduction of the laboratory method for the study of history and other moral sciences. The growing value of historical and political studies, and the importance of promoting them throughout the country as a means of strengthening good government and good citizenship, I need not emphasize.

I beg leave to recommend the publication and illustration of this report on The Study of History in American Colleges and Universities as a most valuable contribution to the history of higher education in the United States.

Very respectfully, your obedient servant,

N. H. R. DAWSON,
Commissioner.

Approved.

H. L. MULBROW,
Acting Secretary.

OPINIONS OF THE RECENT WORK OF THE BUREAU.

In commendation of these contributions to American educational history many letters and acknowledgments have been received by the Bureau of Education from competent specialists and educators in the Old World, as well as in the United States and Canada. Our publications have been gratefully acknowledged, not only by American libraries and institutions of learning, but by the universities and learned academies of all the leading countries of Europe. It is impossible in this connection to present this mass of letters of acknowledgment; but the following selections from American critical journals and popular newspapers will serve to show how the recent work of the Bureau has been received.

"The Study of History in American Colleges and Universities. By Herbert B. Adams, PH. D. Washington, Government. 8°.

"The Study of History in England and Scotland. By Paul Fredericq. Baltimore, Johns Hopkins University. 8°.

"By a pleasant coincidence these two volumes reach us together, and they have a great and reciprocal interest. When Dr. Adams comes to look over the present series of his Studies, we believe that he will find it the most interesting, and perhaps the most valuable, of all.

* * * * *

"Dr. Adams's paper on the study of history in American colleges and universities is quite as painstaking and far more comprehensive a study than that of Professor Fredericq. The substance of some of the chapters has previously appeared as articles in Education, but they are now reproduced with many additions. Dr. Adams traces the study of history at Harvard from its foundation up to the preparation of

Mr. Winsor's Narrative and Critical History of America, and at Yale from the seventeenth century to the foundation of the courses now given by Professors Wheeler and Dexter. To Columbia College the writer awards the honor of being the first institution in America to recognize history as worthy of a professorial chair. His sketch of the historical teaching at Columbia, which embraces the work of Vardill, Anthon, MeVickar, Lieber, and Burgess, is in many respects the most interesting in the volume, and to it a very appreciative account of the School of Political Science is added. The University of Michigan and Cornell receive separate and generous treatment. The chapter on the Johns Hopkins University is a slightly revised reprint of Dr. Adams's earlier paper on the subject. We were very much interested in reading of the excellent instruction being given in the colleges for women, particularly at Wellesley.

"Read in connection with each other and together with Professor Fredericq's articles on the teaching of history in Germany and France, published some little time ago in the *Revue Internationale de l'Enseignement*, these pamphlets afford us the data for determining with some approach to exactness the comparative value of the historical instruction now being given at the world's great colleges and universities. We find advance everywhere—promising, hopeful advance. The spirit of Savigny, Ranke, and Droysen is abroad; and the work of Freeman and Seeley in England, and of Burgess, Emerton, Adams, and Channing in this country, is in the right direction, and productive of excellent results. But the next generation will be even better able than our own to appreciate what the modern method of studying and teaching history really means."—*Science*, December 9, 1887.

"One of the most interesting publications ever sent out by the Government Bureau of Education is a book entitled *The Study of History in American Colleges and Universities*, by Herbert B. Adams, Ph. D., associate professor of history in the Johns Hopkins University. It is a work of 300 pages, and it is excellently illustrated with full-page wood-cuts of the reading rooms of leading institutions. The picture of the book room of the Peabody Library is especially good. The work was prepared at the request of the Bureau of Education. Dr. Adams treats the subject from an historical point of view, and his book, in point of general and special value, is one of the most substantial contributions to higher education that has been published this year. Harvard, Yale, Columbia, and Cornell were selected to represent the best Eastern and Northern experience in the teaching of history; the University of Michigan worthily stands for the great West, while Johns Hopkins University represents the historical spirit of the new South. At this latter institution studies are in preparation upon Jefferson and the University of Virginia, and the History of Higher Education in North and South Carolina and Georgia. The colleges for women that have been included in the monograph are Vassar, Wellesley, Smith, and Bryn Mawr. Many other institutions are brought into rapid review by means of the statistical tables appended to this report, and representing returns actually made. Other colleges are mentioned in a special inquiry into the subject of American history in our schools and colleges, contributed to the report, at the request of Dr. Adams, by Dr. Francis N. Thorpe, fellow of the University of Pennsylvania. An account of the study of history and political science in the Washington High School, by Dr. E. R. L. Gould, formerly fellow of the Johns Hopkins University, concludes the report. In the monograph theoretical and ideal views of historical training have been carefully avoided. The writer has deliberately confined his attention to select chapters of actual American experience, and to things done or attempted by particular institutions and individuals, whose work he has studied from authentic records. He has thus opened up a new line of inquiry, namely, the history of academic departments."—*Baltimore American*.

"It is not often that Government publications can be recommended as interesting reading, but this monograph [*The College of William and Mary*], written by one of the most distinguished historical scholars in America, is an exception to the general

rule. Several practical educational questions * * * are ably discussed, and those interested in the higher education will find it instructive as well as entertaining."—*State Chronicle (Raleigh, N. C.), May 26, 1887.*

"The second circular, also by Doctor Adams, is an extended and valuable report on The Study of History in American Colleges and Universities. Its aim is to revive the study of political science throughout the country by promoting the study of the American nation as a basis."—*The (Philadelphia) American, December 24, 1887.*

"Of all the Circulars of Information issued by the Bureau of Education, one of the most valuable is No. 2 for 1887, entitled The Study of History in American Colleges and Universities, by Dr. Herbert B. Adams, Professor of History in the Johns Hopkins University, Baltimore.

"This 'circular' reaches the respectable dimensions of a volume of 300 pages, and consists of two parts; the first is an extended account of the origin and growth of historical study at some of our largest universities, and the second a summary of its present condition, to which are added extensive tables, showing all the details of the departments of history in forty-seven colleges and universities at the present time.

"To all interested in education this monograph will be welcome. To those who hold to the 'classical' side of the controversy concerning the proper subjects of college discipline, it will bring comfort in the oft repeated statement that the study has ever been and must continue to be 'based upon the solid substructure of thorough classical study.' Believers in the 'elective' programme will welcome it as indicating a tendency toward studies practical as well as disciplinary. It is well worth the attention of conservative institutions as indicating to them some of the distinctively modern demands which are now so plainly made upon them, while at the same time it shows clearly enough that they are in the best position to meet these demands. The large number of students at institutions of very recent origin shows that an exclusive reliance upon the traditions and methods of previous generations can not be maintained, certainly not if that reliance implies the deliberate closing of the eyes to tendencies which are none the less deep and strong because they are only lately developed.

"Several very attractive pictures of library interiors are found in the book, and help to make it the most complete and satisfactory account we have of college work in this one line."—*The (New York) Independent, February 9, 1888.*

As additional evidence of the influence of the work already done in the field of educational history, I would call attention to the fact that the Legislature of Virginia has lately agreed to revive the College of William and Mary by an annual grant of \$10,000 to make it a normal college in addition to its general academic functions. The accompanying letter from General William B. Talliaferro, president of the Board of Governors, is a gratifying statement of this fact:

DEAR SIR: In response to my request, you did me the favor to send me a number of copies of the paper prepared for your Bureau by Dr. Herbert B. Adams, of Johns Hopkins University, upon the College of William and Mary. In the extreme financial embarrassment to which events beyond control had reduced that college, which resulted practically in closing its doors, the Board of Governors determined, for the first time in her history, to apply to the Commonwealth for some relief, and accordingly a proposition was submitted to the General Assembly at its late session by which in consideration of an annual appropriation of \$10,000, the college proposed to educate free of all charge for tuition not less than one young white man for each county or delegate to the General Assembly, on condition that satisfactory assurance should be given by the student that he would teach two years in the public free schools of the State. In addition to the collegiate course it was proposed to establish a system of normal instruction in which these pupils should be trained without expense.

The college possessed ample buildings for lecture rooms, assembly halls, boarding houses, dormitories, and it was believed by the friends of the institution that the free school system of the State, to support which more than a million and a half of dollars is annually collected from the people of Virginia, would receive, by the infusion of trained teachers into the public schools, a benefit which can hardly be over-estimated.

It is perhaps well to state that we have in Virginia two normal schools for colored pupils, namely, at Hampton and Petersburg, and one at Farmville for white females, but no normal institution for white males. To present this scheme to the Legislature a committee was appointed, of which I was chairman. Believing that the naked presentation of the simple economic and practical proposition above stated would be greatly aided by an appeal to the sentiment involved in the even partial restoration of this ancient institution, and that the recollection of her history, and of the vast influences which she had exerted through her sons upon the destinies of the country, would rekindle the pride with which she had been heretofore regarded, and would aid us in our effort to secure the appropriation, the committee determined to avail themselves of the means of presenting this view to the Legislature which were so opportunely afforded by the admirable and very valuable production of Professor Adams, and it was therefore that I requested you to send me the copies which you so kindly furnished. We have had the good fortune to be successful, having secured the appropriation, and have, I think, the right to hope and the reason to believe that our old institution will renew its course of usefulness. I write now to acknowledge the obligation we are under to the Bureau over which you preside, to yourself, and to Doctor Adams, and to assure you that you may have the satisfaction of believing that the restoration of the oldest but one of the institutions of learning in the country will be quite largely due to the valuable paper which you have published.

I am, very respectfully, your obedient servant,

WILLIAM B. TALLIAFERRO.

Hon. N. H. R. DAWSON,
Commissioner of Education.

ALASKA.

One hundred and sixty years ago Vitus Behring discovered the strait between Siberia and Alaska which still bears his name, and which has since been extended to that part of the Pacific Ocean south of that strait between the continents of Asia and America and the Aleutian Islands. That intrepid explorer, in his second expedition between 1733 and 1741, discovered the Aleutian Islands, and touched the American continent south of Bristol Bay at the 58th degree of north latitude. Two years after this expedition had ended in his shipwreck and death, his attempts to establish a trade with the native tribes resulted in the acquisition of Northwest America by the Russian Empire. From that time until the sale of the territory to the United States, the Russian Government, through the agency of the trading companies, maintained an absolute despotism over the native races, and reduced the Aleuts to a state of serfdom. They were much more intelligent and less warlike than the Esquimaux, and were an entirely different people from the natives of the coast or the interior. The barbarous and inhuman treatment to which they were subjected by the early Russian explorers and trading companies, reduced the population to less than ten per cent. of

its original number. This system continued until 1818, when the Russian Government interposed between them and the trading companies, and adopted a policy which resulted in the improvement of their condition. In 1824 Father Innocentius Veniaminoff, now the Primate of the Greek Church, began his labors as a missionary among the Aleuts, and to him is due in great measure the change which has taken place in their condition. The entire race, under the influence of the clergy, were educated to some extent, and Christianized and converted to the doctrines and worship of the Greek Church.

Alaska, formerly Russian America, comprises all that portion of the North American continent lying west of the 141st parallel of west longitude, together with a narrow strip of land between the Pacific Ocean and the British Dominions, and separated from the latter by a line beginning at the southernmost point of Prince of Wales Island, in latitude $54^{\circ} 40'$ north; running thence north along Portland Canal to the point of the main land where it strikes latitude 56° north; and from this point along the summits of the mountain range parallel with the coast, except where the distance of these summits from the ocean exceeds ten marine leagues, to its intersection with the 141st meridian.

It also includes all the islands near the coast, and the whole of the Aleutian Archipelago, except Behring's Island and Copper Island, on the coast of Kamschatka. The area of Alaska, including the islands, is 532,000 square miles. This territory was ceded to the Government of the United States, in consideration of the sum of \$7,200,000, by a treaty with Russia on the 30th of March, 1867, the ratifications of which by the respective governments were exchanged on the 20th of June following.

By this purchase the United States acquired an additional extent of sea-coast on the Pacific and Arctic Oceans greater than its entire coast line on the Atlantic Ocean and Gulf of Mexico.

In regard to both climate and agriculture, the Territory is divided into three regions: The Yukon district, comprising the country north of the Alaskan Mountains; the Aleutian district, comprising the islands of that name and the peninsula; and the Sitka district, comprising the remainder of the Territory.

In the Yukon district the mean annual temperature is about 25° Fahrenheit, and the ground remains frozen to within two or three feet of the surface throughout the summer.

The climate of the Aleutian district is warmer, the mean annual temperature being from 36° to 40° Fahrenheit. In a series of observations, extending over five years, the greatest cold was found to be zero, while the highest temperature was 77° .

A still warmer and moister climate is characteristic of the Sitka district, the mean annual temperature being 44.7° , and the temperature during the winter seldom reaching the freezing point⁺

The interior of the country is well wooded. On the Pacific Coast dense forests of spruce, yellow cedar, hemlock, and balsam fir clothe the mountain sides, both on the islands and main land.

The Aleutian Islands are wholly destitute of timber. In the Yukon region the wooded district recedes from the coast, but timber is abundant in the interior.

The agricultural resources of Alaska are practically confined to the Aleutian and Sitka districts. The abundant growth of rich grasses in these districts affords excellent pasturage, and good oats, barley, potatoes, and root crops can be raised.

The natives of Alaska may properly be classed into two divisions, the Esquimaux and kindred tribes, and the Indians. To the first belong the inhabitants of the Aleutian Islands and the Innuvit, on the islands along the coast from Behring's Strait to Mount St. Elias.

The commerce of Alaska at present grows out of its fisheries, fur trade, and mining interests. Its extent may be inferred from the following carefully estimated statement of the market value of the products of these industries for the last year by the Governor of Alaska: Fur trade, \$2,500,000; gold (bullion and dust), \$1,350,000; fisheries, \$3,000,000; lumber and ivory, \$100,000; making a total of \$6,950,000.

Four peninsulas project from the continent into the waters of the Arctic and Behring's Seas. The most southern, long and narrow, has given its name to the whole land, and is prolonged by a chain of rocky islands westward for more than eight hundred miles.

From the southeastern corner of the main land projects the coast line as far south as $54^{\circ} 40'$ north latitude. Into the heart of the central portion of this Territory extend the northern ranges of the Rocky Mountains. One of these, the Alaskan range, turns southward at about 147° west longitude, runs along the southern edge of the Alaskan Peninsula, and forms the Aleutian Islands before mentioned, extending into the deeper waters of the North Pacific. North of these ranges the prodigious river Yukon takes its rise, flows through the Arctic plains, penetrates the mountains surrounding Norton Sound, and pours its floods into Behring Sea.

The river of warm water which flows through the Pacific Ocean, known as the Kuro-Siwo, or Japanese Current, is the great climatic influence of the country. It flows northward from the torrid zone along the coast of Japan, turns eastward and southward along the Aleutian Islands, then trends down the Pacific Coast of America, exerting its genial influence from Alaska along the shores of Washington, Oregon, California, and Mexico. Wherever its warm, moisture-laden winds find their way, there winter and drought are almost unknown. Under the influence of this wonderful current, and the winds that are constantly blowing landward across its temperate stream, the climate of the Aleutian Islands and southeastern Alaska is surprisingly temperate and mild, comparing most favorably with regions in the same latitude on the Atlantic coast.

This Territory is the only part of the United States that is not dominated at this day by the Anglo-American ideas and institutions, which began nearly three centuries ago to assert their supremacy in the New World. It has been repeatedly observed that colonization and civilization prosper best when travelling on parallels running east and west. This natural tendency is shown in the presence of the Esquimaux people in Alaska and other Arctic regions. The power that civilization gives increases this capacity, and the English races have shown themselves pre-eminently capable of successful modification and widespread growth. If it be true that

Westward the course of empire takes its way,

then the Anglo American flood-tide will eventually extend also to Alaska. Such seems the lesson of history, as it is the commonplace of poetry. Shall history repeat for Alaska the melancholy tale she has already penned respecting the Indian of the United States? Are the natives of the new Territory to be expelled from their fishing places and hunting grounds, confined to ever-diminishing reservations, or driven into mountains and deserts too poor to tempt the cupidity of the white invader? Are they also to acquire the vices and diseases of the white man, without acquiring his safeguards of industry, education, and religion? Shall they be exterminated, and shall the millstones of our Christian civilization grind to powder the simple children of our Alaskan winds and waves? These problems are to be solved in the shadows of the Rocky Mountains and along the tempestuous coasts of the Pacific, but the moral responsibility will rest upon us here, in the older, richer, better trained, and more thoughtful parts of our land. We may attempt to evade the problem and shirk the responsibility, but not without injury to our moral sense and fair fame as a great factor in the civilization of the Western Continent.

CIVIL GOVERNMENT.

The political condition of Alaska is anomalous and exceptional. The Organic Act of May 7, 1884, which provided a civil government, was deferred until nearly twenty years after the treaty of acquisition, and is an imperfect and crude piece of legislation.

This Act provides little more than the shadow of civil government, without the right to legislate or raise revenue. It expressly inhibits the operation of the general land laws, while it provides that the laws relating to mines and mining shall be in full force and operation. It provides no means by which its citizens may acquire homes or homesteads, or obtain title to an acre of land in its ample domain. It provides no means by which the inhabitants can obtain the benefits and protection of municipal law. It has established a single tribunal, with a more extensive jurisdiction than any similar court in the United States, but provides no means by which its processes and decrees may be

enforced. This Act has been well described as a "legislative fungus, without precedent or parallel in the history of American legislation."

As a consequence, the material progress and advancement of the Territory have been retarded, immigration has been discouraged, and its rich and inviting fields of industry remain undeveloped.

Tracts of land adapted to agriculture, producing vegetables and the grasses, and affording rich pasturage, may be found in many portions of the Territory. With the extension of the land laws to these parts of the country, an industrious and enterprising population would soon find comfortable homes and develop thriving industries. With the same advantages of civil government which are enjoyed by the citizens of other Territories, the people of Alaska would soon enter upon an era of prosperity which would justify the expectations of its most sanguine friends. It is to be hoped that Congress, at its present session, will provide such needful legislation as will protect its citizens and develop its rich resources. Alaska is the gate of the North Pacific, and in the not distant future must become one of our most valuable possessions.

EDUCATION IN ALASKA.

The duty of making needful and proper provision for the education of children of school age in the Territory of Alaska was devolved upon the Secretary of the Interior by the provisions of the act providing a civil government for Alaska, May 17, 1884, section 13, and the Commissioner of Education having been designated to carry out these purposes by the order of the Hon. H. M. Teller, Secretary of the Interior, bearing date March 2, 1885, and the same having been continued in force, with authority to prepare all needful rules and regulations for the management of the schools, a system of rules and regulations for the conduct of the public schools in the Territory was prepared, which was adopted and ordered to be promulgated by your order of the 15th day of June, 1887. These rules and regulations are contained in Chapter III of this Report.

This plan was forwarded to the Hon. A. P. Swineford, Governor of the Territory, and the other gentlemen who were appointed members of the Board of Education, with the request that they would at once organize under it.

When I took charge of this Office, as stated in the Annual Report for 1885-86, I found that Dr. Sheldon Jackson, General Agent of Education for the Territory, had just departed upon a tour of inspection. This was undertaken by order of my predecessor, which was approved by the Secretary of the Interior, bearing date of August 4, 1886. Under the authority given him a vessel was chartered, and he visited, in the fall of 1886, the Kadiak group of islands, the Shumagin Islands, and Unalaska, in Behring's Sea. During this voyage schools were established at several points, and a complete census of the population from Kadiak westward to Attu was taken. For a full report of his expedi-

tion, and of the condition of education in that Territory for the year ending June 30, 1887, I would refer to his report, which will be found in Chapter III, to the interesting details of which I would respectfully call your attention.

TOUR OF INSPECTION.

On the 15th of July last I was directed by you to visit the Territory for the purpose of examining into its educational affairs and public schools. I was instructed to see that the plan of education recently promulgated by your order of the 15th of June was put into operation, and that the schools of the Territory were made to conform to the same in its requirements; to examine the present condition of education among the children of school age, without reference to race; to decide what provision for the building of school-houses was needed, and to direct in what manner the school fund for the current fiscal year should be used, so far as I deemed necessary, and to make a detailed report upon the points covered by these instructions.

I left Washington on the 22d of July, and proceeded via the Northern Pacific Railroad to Tacoma, Wash. Ter., and thence by steamer through the inland passage to Sitka.

I was a passenger on the *Ancon*, and passed through the famous Alexander Archipelago, studded with its thousand islands. The ship stopped at nearly all the villages and settlements, affording me an excellent opportunity of seeing the country and conversing with its inhabitants.

Islands, mountains, glaciers, inlets, and channels appear all along this inland passage; the eye is delighted at every turn by a succession of the most beautiful and picturesque scenery. The islands are never out of sight, and rise from the bosom of the sea like emeralds in a crown of diamonds. The atmosphere is so light and pure that you are hardly conscious that you are breathing the elixir of life. The blue waters are as smooth and calm as those of an Alpine lake. Ranges of lofty mountains, rich in forest and verdure, with snow-capped summits and glaciers covering large areas, are nearly always in sight. All is wild, weird, and grand. Mounts La Perouse, Crillon, and Fairweather, and many others equally imposing, rising from 9,000 to 15,000 feet above the level of the ocean, with immense glaciers debouching from their frozen valleys and slopes, are successively seen; while Edgecumbe, whose fires have slumbered for a hundred years, with its crown of volcanic scoria glistening in the sunlight, appears like a sleeping giant resting from his labors. From its frozen peak cascades come leaping down like threads of silver until lost to view in the forest line.

En route I visited Nanaimo, Bella-Bella, Metlakahtla, and Port Simpson, in British Columbia; Fort Tongass, Annette Island, Port Chester, Fort Wrangell, Loring, Juneau, Douglas Island, Chilcat, and Haines. The steamer stopped for several hours and parts of days at each of these

points. At all of these towns schools have been in operation since 1885. I reached Sitka, the capital, on the 13th of August.

The schools were in vacation, but I met a number of the native children who attended the schools, and many adult Indians and citizens. Most of these children and some of the Indians speak English.

I met also the teachers at Fort Wrangell, Juneau, Killisnoo, Douglas Island, Chilcat, and Sitka, and obtained from them all the information they could give in regard to the condition of the native children under their care. They all unite in the opinion that the natives are both capable and willing, and learn rapidly.

METLAKAHTLA.

During the voyage, William Duncan, the distinguished English missionary, was a passenger on the steamer. Thirty years ago he established a mission for the Indians near Port Simpson, in British Columbia. He found them the slaves of superstition, practicing cannibalism and other disgusting rites of their ancestors.

Under his teachings about twelve hundred of them have been converted to Christianity and have gathered around them, in their Arcadian village of Metlakahltla, many of the comforts and appliances of civilization. The village was situated on a beautiful plateau near the seashore, and was in plain view of the steamer. One hundred dwellings, with gardens attached, two large school buildings, a public hall, several mills and stores, and a Gothic church, built of yellow cedar, equal in architectural design and finish to many of the churches of our own towns, attested their progress. Under his practical and sensible guidance they have been trained to habits of industry, and have become well-behaved and order-loving citizens. The children have had the advantages of schools and religious training. On account of some political differences between Mr. Duncan and the civil authorities of British Columbia, growing out of disputes respecting the title to the lands upon which this village was built, and also with the Church authorities, these people have become alienated from the Columbian government, and have removed to Alaska and placed themselves under the protection of the United States.

The point selected for their present settlement is on Annette Island, near Port Chester, about 60 miles north of the southern boundary of Alaska, and has been named Metlakahltla, after their old home. Mr. Duncan had been to the United States in the interest of his people, and was on his return. The steamer landed on Sunday afternoon, the 7th of August, at this point. The day was perfect—a “bridal of earth and sky.”

Attended by some of the passengers, Mr. Duncan was met upon the beach by a few of his people, and was warmly welcomed. The meeting was exceedingly impressive and affecting. Old men and women, girls and boys, gathered around this good man and expressed with tears their intense joy and gladness. Two United States flags, which had

been presented to him, were raised upon an improvised staff, and the Indians and passengers assembled under their folds in the shade of the trees on the shelving shore.

I quote the following description from the pen of a correspondent, who contributed a graphic account of this incident to the *Portland Oregonian* :

It is impossible to imagine a more lovely place than the harbor where the steamer lay at anchor. Semi-circular in shape, it opens out through a number of small islands to the sea on the westward. On the east and north, wild, rugged, mountains come down to the water's edge, and on the south a low green shore, skirted by a gravel beach, winds in beautiful curves.

The place was entirely uninhabited, except by a few of the Metlakahtlans, who occupied it as an advance guard of the colony. The remainder, about one thousand in number, will come as soon as the means of transportation are provided. The exercises were impromptu. Mr. Duncan addressed the people in their native tongue; told them of his trip to the United States, and mentioned how he had been received and how deep an interest had been excited in their behalf, and concluded by introducing Hon. N. H. R. Dawson, the United States Commissioner of Education, then upon an official tour of Alaska, who, at his request, consented to make an address, in order to allay the uneasiness of the Indians touching their new relations to the United States.

His address was interpreted by Mr. Duncan for the benefit of those who did not understand English. Mr. Dawson congratulated the Indians upon their advent to American soil. They were impressively told of the power of the great nation under whose protection they were about to place themselves, and assured that they would be protected in their rights of person and property and in the enjoyment of their homes, and that, although the general land laws of the United States were not in force in the Territory, they would be protected in the possession of any lands upon which they might settle, and that when these laws were extended over the country they would be allowed to hold their lands. In the meantime they would have the protection of the Government, and the same advantages of education which are enjoyed by the people of the Territory. Efforts had been made to impress them with the idea that the American Government was unfriendly to their settlement, but this impression Mr. Dawson successfully removed. His address was received with evidences of great satisfaction by the Indians. When he concluded, the flags were unfurled to the breeze, the ship saluting them with her single gun. The Indians sang "Rock of Ages" in their own language. The Rev. Dr. Fraser, of California, commended the new settlement to the protection of Divine Providence in a touching prayer, after which all united in singing "Coronation." One of the chiefs or selectmen, Daniel Ne-ash-kum-ack-em, then briefly replied to Mr. Dawson's address as follows:

"I desire to say a few words to let you know what our hearts are saying. The God of heaven is looking at our doings here to-day. You have stretched out your hands to the Indians. Your act is a Christian act. We have long been knocking at the door of another government for justice, but the door has been closed to us. You have risen up and opened your door to us, and bid us welcome to this beautiful island, upon which we have decided to build our home. What can our hearts say to this except that we are thankful and happy? The work of the Christian is never lost. Your work will not be lost to you. It will live, and you will find it after many days. The few of us who are here to-day have been made happy by your words, but how much more joy will they occasion when they reach all our people, numbering over a thousand. What shall we say more to thank you. We were told that no slaves lived under the flag of England. For a long time we relied upon this promise. We were content and happy, but we have found that our trust was misplaced. The promises made to us have been broken, and that nation, in its treatment of us, has set aside and disregarded its own laws, and has dealt with us as if we were slaves.

"We come to you for protection and safety. Our hearts, though often troubled, have not fainted. We have placed our trust in God, and He has helped us. We are now able to sleep in peace. Our confidence is restored. God has given us his strength to reach this place of security and freedom, and we are grateful to Him for His mercy and loving kindness. We again salute you, from our hearts, and thank you in the name of all our people."

This speech was delivered, in the intonations of his musical language, with a grace and ease of manner that harmonized well with the picturesque forum in which he spoke. It was an eventful occasion in the history of these people, and reminded me of the landing of the Pilgrims upon the inhospitable shores of New England, and was well calculated to rouse the highest feelings of devotion and enthusiasm. None who witnessed it, in the light of the serene heavens, and the beautiful landscape of mountain, sea, and forest, will ever forget it. It was one of those rare instances of patriotism and self-sacrifice for conscience' sake which are not often met with in the examples of history.

A large bell which the Indians had brought with them was tolled, its peals re-echoing from the distant mountains across the silent waters, and the passengers joined the Indians in their first service of evening prayer and praise in the presence of a gorgeous sunset. It was a striking illustration of the confidence and faith of these simple people in the providence of that God in whom they had put their trust.

The story of Metlakahltla teems with incidents of surprise and gratification. The abandonment of home and country by its entire population is well calculated to challenge the admiration and excite the sympathy of the country. So notable an event is not deemed unworthy of being called to your attention.

Mr. Duncan has removed nearly all of these people to their new home, and is now engaged in the arduous labor of providing for their shelter and support. He writes that strong efforts were made to dissuade them from carrying out their purpose, but that they have remained firm and steadfast. In December over seven hundred had joined him, and others were to follow. In addition to the Indians who have accompanied him, several neighboring tribes have signified their intention to unite with him in this new settlement.

A school has been established at Metlakahltla under the auspices of the Commissioner of Indian Affairs, and it is to be hoped that this colony will receive the protection and fostering care of the Government and people of the United States.

In making this voyage to Alaska, nearly ten thousand miles by land and water were travelled. Neither pen nor pencil can paint the wonderful scenery of this part of our continent, with its bays, inlets, and islands. It would be well for those who seek the delights of travel at least to acquaint themselves first with the wonderful beauties and features of this part of our continent, before seeking them in the Old World. Its calm and placid seas, its picturesque islands, its marvellous glaciers, its magnificent ranges of lofty mountains, are wonderful features of

its beauty and grandeur. Its immense forests, the abundance of its minerals, its furs and its fisheries, all promise to make it one of the wealthiest portions of our American empire.

It may not be extravagant to predict that, in the years that are to come, the exhaustless resources of this coast will furnish the material to rebuild the American shipping of the Pacific, and that these harbors will be the navy yards and havens for the commerce of half the world.

PLAN OF EDUCATION.

Upon my arrival at Sitka I found that the plan for the government of the schools, promulgated by your order of the 15th of June, had been adopted by the Board of Education, and that the Hon. A. P. Swineford, Governor of the Territory; Hon. Lafayette Dawson, Judge of the Federal Court for the district of Alaska, and Dr. Sheldon Jackson, General Agent of education for the Territory, who had been appointed members of the Board of Education, had promptly organized the same by electing Judge Dawson president and Dr. Sheldon Jackson secretary, and were proceeding to reorganize the schools. I met these gentlemen frequently in consultation, and discussed with them fully the condition of educational affairs in the Territory, and found them in full sympathy with the views and policy of the Department upon the subject of education, and heartily approving the plan of rules and regulations for the government of the schools.

They prescribed and adopted, with my approval, rules requiring the children between the ages of six and fourteen years, within two miles of any Government school, to be sent by their parents or guardians to school at least two-thirds of the time during which the schools should be open. These regulations were deemed absolutely necessary to insure the advantages of education provided for the children of the Territory by the Government. The schools, so far as I was able to ascertain by examination and consultation with officials and citizens, are well conducted, and the teachers are competent and prompt in the performance of their duties.

During my visit I was furnished with a copy of the following resolutions of the Board of Education, attesting its approval of the interest and policy of the Department in the schools of the Territory:

At a meeting of the Territorial Board of Education held at the office of Judge Dawson, at 4 o'clock P. M., August 22, 1887, Governor Swineford introduced the following resolutions, which were unanimously adopted:

Resolved, That the thanks of this Board, as well as of all other friends of education in Alaska, are due to the Hon. L. Q. C. Lamar, the Secretary of the Interior, for the kindly interest in the welfare of our rising generation manifested by him in sending hither the Hon. N. H. R. Dawson, the Commissioner of Education, to personally examine into and report upon the educational needs of our Territory.

Resolved, That the thanks of this Board are likewise due and are hereby tendered to the Hon. N. H. R. Dawson, not only for the excellent plan devised by him for the promotion of the cause of education in Alaska, but as well for the zeal manifested by him in personally investigating the condition of the schools already established, together with the necessity for others, to the end that he may be able to intelligently report

and recommend such further action by Congress as will fully supply the educational needs of the whole Territory.

We look upon his visit to us at this particular time as being fraught with promises of great good to the hundreds and thousands of children of school age in Alaska who are now being permitted to grow up in ignorance, and feel that we can not sufficiently thank him for the encouragement given, nor yet for the many valuable suggestions which have enabled us to put his educational plans into practical and successful operation.

Resolved, That the secretary be, and he is hereby, instructed to forward a certified copy of the foregoing resolutions to the President, the Secretary of the Interior, and Commissioner of Education, respectively.

I am satisfied that the adoption of this plan of education will add greatly to the efficiency of the administration of the schools in Alaska, and that it will be the beginning of a new era in its educational affairs. The education of the native inhabitants is a duty we owe them under the provisions of the treaty of acquisition with Russia. They stand upon the same footing in all their personal and civil rights with our own citizens, and upon the organization of a Territorial government will necessarily be admitted to all the rights of citizenship.

In the mean time they should be prepared, by having the advantages of education extended to them, to enter upon the duties of their new relations, and to meet the requirements and discharge the duties of our civilization.

PRESENT CONDITION OF THE SCHOOLS.

Dr. Sheldon Jackson has been in charge of the public schools since his appointment as General Agent in 1885, and has organized schools at twelve places. The following table, compiled from the monthly reports of these schools, as far as they have been received, shows their condition for the year 1886-87:

	Septem-ber.			October.			Novem-ber.			Decem-ber.			January.			Febru-ary.			March.		
	Total enrolment.	Monthly enrolment.	Average attendance.	Total enrolment.	Monthly enrolment.	Average attendance.	Total enrolment.	Monthly enrolment.	Average attendance.	Total enrolment.	Monthly enrolment.	Average attendance.	Total enrolment.	Monthly enrolment.	Average attendance.	Total enrolment.	Monthly enrolment.	Average attendance.	Total enrolment.	Monthly enrolment.	Average attendance.
Sitka, No. 1	42	37	...	55	51	...	53	49	...	52	46	...	48	44	55	47	43	57	45	38	
Sitka, No. 2	42	28	...	43	23	...	70	27	...	60	19	...	56	24	55	25	128	56	23	...	
Killisnoo	58	18	...	46	16	...	47	21	...	47	21	...	55	14	...	31	14	80	36	10	
Juneau	22	16	...	25	14	...	36	13	...	45	12	...	...	...	...	...	...	*90	...	...
Hoonah	14	9	...	29	17	112	...	45	133	...	70	133	...	49	...	...	40	*150	38	24
Fort Wrangell	80	45	...	89	54	...	87	57	...	67	54	...	73	47	...	77	46	106	48	34	
Jackson	62	19	...	67	25	...	74	47	...	96	64	...	96	58	...	76	37	*120	66	35	
Kadiak .....	...	...	...	32	18	36	30	20	38	30	14	40	26	10	43	35	18	54	37	18
Afognak .....	...	...	...	30	18	...	30	16	...	18	13	31	16	13	32	16	11	*40	...	...
Unga .....	...	...	...	24	20	...	24	20	...	24	22	25	23	19	26	25	23	29	29	24
Klawak .....	...	...	...	...	...	...	124	40	135	124	42	140	36	26	...	...	...	*150	...	...
Haines .....	...	...	...	...	...	...	...	...	...	...	36	36	33	42	42	40	46	46	46	43
Bethel .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	*100	...	...
Saint Michael .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	*30	...	...
Tongass and Loring .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	70	...	...
																		1,250			

* Estimated.

I regret to state that the school at Bethel, which was founded by the Moravian Church, has met with a great many difficulties and disappointments, while that at Saint Michael, which was founded by the Protestant Episcopal Board of Missions, has been equally unfortunate. I trust that the difficulties which have been encountered will be surmounted, and that these schools will yet become centres of civilization in these inhospitable parts of the Territory.

The appropriation of \$25,000 for the present year will barely maintain the Government schools now in operation, including the building and repair of school-houses, and the purchase of supplies of stationery and fuel. In order to make this appropriation go as far as possible towards supporting the schools, it was found necessary to reduce the salaries of the teachers below the sum formerly paid them for their services.

Teachers have been reappointed for the next fiscal year at the above places, except Bethel and Saint Michael, and the indications are that there will be an increased attendance.

While at Sitka the Board recommended the erection of two new school buildings, one at Sitka and one at Juneau, at a cost of \$2,000 each, the completion of the school-house at Killisnoo, and of the school room at Fort Wrangell. To all of these recommendations I gave my consent.

From all the information I could gather, the school population of the whole Territory may be estimated at from 5,000 to 6,000.

There are conflicting opinions in regard to the increase of the native population. I, of course, could form no opinion upon this subject myself, and have had to rely upon the opinion of residents of the Territory. The general opinion seems to prevail that this population is not on the decrease, but is likely to increase. It is estimated that the entire population of the Territory is about 35,000.

Of this population about 25,000 are found in that section of the Territory westward from Kadiak, including the villages along the coast and islands, to the end of the Aleutian peninsula. These contain about 4,000 Creoles and Aleuts, who are civilized, and to a large extent educated. They reside mainly on the islands and are generally members of the Greek church.

In the southeastern section of the Territory the white population is estimated at 2,000, residing principally at Sitka, Juneau, Douglas Island, Wrangell, Killisnoo, and some smaller points, while the natives number seven or eight thousand.

WHAT PROVISION IS NECESSARY FOR SCHOOL-HOUSES.

In order to provide for the present wants of the Territory, and also for the accommodation of children at other points where schools are not now organized, it will be necessary to build a number of school-houses.

The Board of Education, after a full consideration of the educational wants of the Territory, urgently recommend the immediate organization of schools, with the erection of proper school-houses, at the following points: Unalashka, Belkofsky, Morshevoi, Wood Island, Spruce Island, Haguck, Ayakhtalik, Cook's Island, Yakatak, Hoonah, and Metlakahtla.

This would require for the first year an outlay of \$10,500 to build school houses, \$9,000 for the salaries of teachers, besides \$3,400 to provide supplies for the support of the schools, aggregating \$22,900. At these places the population under twenty-one years of age is estimated at 1,097.

The Board of Education also recommend that schools *ought* to be established at the following places :

Karluk, Katmai, Old Harbor, Orlova, Umnak, Skilakh, Sushetno, Atkha, Klukwan, Attoo, and Akhiok.

The population under twenty-one years of age at these places is estimated at 836. In order to establish schools at these points it would require an expenditure for buildings of \$11,000, for teachers' salaries of \$12,800, and for supplies \$3,300, amounting to \$27,100.

In transmitting to me the above recommendation the Board use the following language :

For your guidance in preparing the estimates of appropriations for education in Alaska for the fiscal year ending June 30, 1889, the Territorial Board of Education have the honor to transmit to you, as a preliminary report, the following tables, and to recommend that you urge upon Congress the importance of making an appropriation sufficient to establish these new schools.

Tables Nos. 1, 2, and 3 aggregate \$77,100. New mining camps, like Douglas City and Berner's Bay, and fisheries, like Loring and Tongass Narrows, will also probably require schools soon, so that for one year an appropriation of \$85,000 could be wisely used for education. After the necessary buildings are erected the annual expense need not be so great.

The tables referred to in this communication are as follows :

Estimates for the support of existing schools in Alaska for the year ending June 30, 1889.

Places.	Salaries.	Buildings.	Supplies.	Population under 21 years.	School attendance 1886-87.
Yukon River.....	\$1,200		\$150		
Bethel.....	1,200		150		13
Nushagak.....	1,200		150		
Unga.....	1,200	\$1,200	150	74	32
Kadiak.....	1,200	1,500	150	143	59
Afognak.....	1,200	1,200	150	146	30
Haines.....	1,200		150	60	46
Juneau.....	2,000		150	245	218
Killisnoo.....	800		150	200	125
Sitka.....	1,800		200	503	198
Fort Wrangell.....	1,000		200	110	196
Klawak.....	1,200	1,200	200	132	168
Jackson.....	800	1,000	150	144	123
General agent.....	1,200				
Board of Education.....	600				
Three district superintendents.....	600				
Three school commissioners.....	300				
Travelling and contingent expenses.....			1,000		
Total.....	18,700	6,100	2,200	1,757	1,118

Places in Alaska where schools are urgently needed, with estimate of expenses for the same.

Places.	Salaries.	Buildings.	Supplies.	Population under 21 years.
Unalashka.....	\$1, 200	\$1, 500	\$400	132
Belkofsky.....	800	1, 500	400	91
Morshevoi.....	1, 200	1, 500	400	39
Wood Island.....	800	1, 000	300	50
Spruce Island.....	800	1, 000	300	18
Kaguick.....	300	1, 000	300	45
Ayakhtalik.....	1, 200	1, 000	300	72
Cook's Inlet.....	1, 200	1, 000	400	*100
Yakatat.....	.....	.....	300	*200
Hoonah.....	800	.....	150	*150
Metlakahlia.....	800	1, 000	150	*200
Total.....	9, 100	10, 500	3, 400	1, 097

* Estimated.

Places in Alaska where schools ought to be established.

Places.	Salaries.	Buildings.	Supplies.	Population under 21 years.
Karluk.....	\$1, 200	\$1, 000	\$300	118
Katmai.....	1, 200	1, 000	300	71
Old Harbor.....	800	1, 000	300	66
Orlova.....	1, 200	1, 000	300	82
Umnak.....	1, 200	1, 000	300	59
Skilakh.....	1, 200	1, 000	300	40
Sushetno.....	1, 200	1, 000	300	50
Atkha.....	1, 200	1, 000	300	41
Klukwan.....	1, 200	1, 000	300	200
Attoo.....	1, 200	1, 000	300	61
Akhiok.....	1, 200	1, 000	300	48
Total.....	12, 800	11, 000	3, 300	836

After consultation with the Board, as already stated, I decided that at least \$5,000 of the present appropriation should be used to build school houses at Juneau and Sitka, to complete the school-house at Killisnoo, and to repair that at Wrangell. I deemed the erection and repair of the school buildings at these places absolutely necessary, after a personal inspection of the buildings that had been in use. They did not afford suitable accommodations for the teachers and children.

The cost of building is made expensive by the fact that all the lumber used for building purposes in the Territory has to be purchased at Tacoma or Portland. There are immense forests of spruce and hemlock, which afford abundant timber of excellent quality, but the United States laws prohibit the manufacture of lumber for sale.

APPLICATION OF SCHOOL FUND FOR PRESENT YEAR.

The school fund for the present year will be applied towards the maintenance of the schools now organized, and the completion and repair of school houses at the points mentioned, and for the purchase of supplies of stationery and fuel.

The members of the board desire to do all in their power to increase the efficiency of the schools, and to extend the benefits of education to all the children in the Territory.

It will be remembered that the Government owns no school-houses at any of the points where schools are now established, except at Sitka, Juneau, Killisnoo, and Fort Wrangell. At all other points buildings have to be leased. I can see no good and sufficient reasons to postpone the establishment of schools at all the points where they can be supported and have the attendance of a moderate number of children. If the natives are to be civilized, the earlier the proper means are adopted to educate them, the better for them and the better for the country; they will the sooner become citizens and add to the wealth of the State by their intelligence.

I feel great confidence that the creation of a Territorial Board of Education, with the rules provided for the government of the schools, will insure an honest and faithful administration of the educational affairs of the Territory, and a wise and judicious expenditure of the appropriations made for that purpose. The aid and assistance of a local board I deem absolutely necessary for the proper administration of the educational affairs of that distant and isolated district. The familiarity of its members with the condition and wants of the Territory must be of great advantage in the organization and management of its public schools.

FUTURE POLICY OF THE GOVERNMENT.

It is conceded that the perpetuity of our American institutions depends in great measure upon the intelligence of its citizens, and that this intelligence is due in no small degree to our system of common schools and public education. If it be true that the intelligence of the American citizen is so necessary to the security and enjoyment of his liberties, how much more important is it that the native races, who are now being endowed with all the rights of citizenship, shall be prepared by education to appreciate and enjoy their new privileges, and to understand their new obligations and political relations. Especially is this true of the people of Alaska, whom the Government has undertaken by its treaty stipulations to place upon an equal footing with its own citizens. Their education and elevation in the scale of civilization should become the settled policy of the Government, and should be pursued with earnestness and vigor. It is proposed by the plan for the local management of the schools, which has been put in operation, should the means be furnished, to establish common schools in every native tribe, and in every settlement having a sufficient number of children, which schools shall be open to all, without reference to race. They are to be taught to speak, read, and write English, the purpose of the Government being to educate them in our customs, methods, and language. In addition to the public schools which are supported by the United States Government, seventeen schools are maintained by the

Greek Church on the Aleutian Islands and in the southernmost part of the Territory, at which the children are taught both the Russian and English languages. These schools have an attendance of about four hundred children, and are supported by the Imperial Government, which appropriates annually the sum of \$20,000 towards their maintenance.

At Sitka the Presbyterian Missionary Board maintains an industrial training school, which is partially supported by the Government, and is in a flourishing condition. It has over one hundred inmates, who are taught the elementary branches of a common English education. The boys are also taught carpentry, while the girls are taught to sew, knit, and cook, and are trained in housekeeping. The school is under the management of Prof. William A. Kelley, and for its purposes is a most excellent institution. It is well managed and conducted, and deserves the fostering care of the Government. The children are well clothed, well fed, and well behaved, and are attentive to their studies, and great attention is given to their moral as well as their mental training. It has trained quite a number of boys as carpenters, who are now valuable citizens and a great acquisition to the community.

The improvement of the educational condition of the inhabitants depends entirely upon the liberality of the Government, and unless larger means than the appropriations which have been heretofore made are obtained, no improvement can be expected. Many of the natives speak English, and some are fairly educated in the elementary branches, and seem anxious to adopt the manners and customs of the white man. They make good mechanics, miners, sailors, and laborers, while a few are skilled artisans and carve beautifully in wood and metal. Some of the specimens of their handicraft in carving and jewelry are indeed surprising, when we consider the few opportunities that they have had to improve themselves in any of the arts. Unlike the Indians upon the continent, they are generally industrious and self-supporting, and are in no sense of the term the wards of the nation. They feel the necessity of labor in order to supply themselves with the comforts of life and to protect themselves against the inclemencies which prevail in these Arctic regions. Many have abandoned the savage practices of their ancestors, and have been brought under the humane teachings and influences of Christianity, and are members of the Greek, Roman Catholic, and Protestant communions. This is particularly the case with the Creoles and the Aleuts, who are to a large extent civilized and educated.

My own observation in respect to the character of these people coincides with the opinion of the Hon. A. P. Swineford, expressed in the following paragraph from his report for October, 1885:

These people, it should be understood, are not Indians. Their appearance, habits, language, complexion, and even their anatomy mark them as a race wholly different and distinct from the Indian tribes inhabiting other portions of the United States.

They are far superior intellectually, if not in physical development, to the Indians of the plains, are industrious, more or less skilful workers in woods and metals, and

that they are shrewd, sharp traders all who have had dealings with them will be willing to testify. They yield readily to civilizing influences, and can, with much less care than has been bestowed upon native tribes elsewhere, be educated up to the standard of good and intelligent citizenship. Just in proportion to their educational progress they should have the rights and privileges conferred and the duties and penalties of full citizenship imposed upon them.

It will be observed that the Territorial Board of Education estimates the amount needed for the support and organization of schools in the Territory and the building of the necessary school-houses, at \$77,000. I do not think this sum is extravagant or too large, if it be the purpose of Congress to provide schools for the whole population of the Territory, and to extend the advantages of education to all the children within its limits. In view of the fact, however, that all of these schools cannot conveniently be organized and provided with suitable buildings within one year, I think that an appropriation for the next fiscal year for education in Alaska should not be less than \$50,000. This sum will support the present schools with some additions, and allow \$20,000 to be used in the erection of school-houses at places where they are absolutely necessary. If schools are to be maintained, buildings must be provided. For this reason I believe that the sum of \$50,000 can be wisely and judiciously used for the purposes mentioned, and I therefore recommend it, and I hope that an appropriation of that amount will be recommended by you in your estimates.

I remained in the Territory until the end of August, and during my visit was the recipient of many kindnesses and courtesies at the hands of citizens and officials. To the governor, the judge of the district court, the general agent of education, the collector of the port, the marshal, and clerk, I am specially indebted for many attentions, and also to Commander J. S. Newell, of the United States steamer *Pinta*; Lieut. James A. Turner, U. S. Navy; the late district attorney, Hon. M. D. Ball; Mr. Maurice E. Kenealy, editor of the *Alaskan*; Hon. James Sheakley, U. S. Commissioner at Fort Wrangell; and Mr. George Kosirometinoff, United States interpreter, all of whom gave me every opportunity and facility to prosecute the objects of my visit.

I have also to acknowledge the great kindness of the Rev. Mr. Austin, and of Prof. W. A. Kelley, of the Presbyterian Mission School, at Sitka, and of their excellent staff of teachers.

REMOVAL OF THE OFFICE.

The sundry civil appropriation bill, approved March 3, 1887, enacted that as soon as practicable after the completion of the Pension Building, and not later than December 1, 1888, the Secretary of the Interior should cause to be removed to that building the General Land Office, the Bureau of Education, the office of the Commissioner of Railroads, and the Bureau of Labor, and vacate the buildings now occupied by said Offices and Bureaus.

I would respectfully protest against the removal of this office, as

contemplated, and urge you to use your influence to have the order of Congress, so far as it relates to the removal of this Bureau, revoked, and suitable provision made in the appropriation bills for the retention of it in its present quarters.

The duties performed by the employés of the Bureau of Education, though nominally clerical, generally differ from those performed by clerks in most Offices. The principal duty of this Bureau is the collection, preparation, tabulation, and publication of statistical information in the form of reports, and such other methods as shall seem best fitted for the benefit of the public schools and the improvement of the means of education. In other words, much of its work is original, and requires careful study, analysis, and investigation. In its investigation this Bureau deals largely with questions of a statistical and historical character, and needs for the full performance of its work the use of books and apparatus to which no parallel can be found in the ordinary service of most Government Bureaus. These investigations require the comparison of authorities, the compilation of reading matter, calculation and construction of statistical tables, and the general investigation of educational causes, conditions, and results. To perform this labor successfully its employés need not only good light, good air, comfortable temperature, and properly constructed seats and desks, but also an ample collection of books close at hand and ready for reference, a museum of articles relating to the construction of educational buildings, the furniture of school rooms, and the apparatus of instruction, space around each employé for the proper use of books and articles from the library and museum, and freedom from the disturbance and noise which inevitably exist when large numbers of employés are congregated, no matter how orderly their behavior. It is quite possible in ordinary offices to organize clerks into divisions of one or two hundred, with subdivisions of correspondingly large size. It is utterly impossible to do this in such an office as the Bureau of Education without sacrificing both the unity and the accuracy of results.

In consequence of the character of its work, this Bureau has accumulated a very valuable library of 20,000 volumes, 60,000 pamphlets, and many thousand duplicates, and a museum of approximately twenty thousand articles. These books and articles have been collected from all countries. The books are in many languages, and on all subjects relating to education. The space assigned to them in the present building is inadequate to their perfect use, but is so apportioned that the most useful and necessary parts of these collections are accessible and are effectually protected from the intrusion of unauthorized persons. The isolation of the Office and its property, as at present organized, I deem essential to the usefulness of the one and the safety of the other.

The removal of these collections is no mere matter of transfer from one building to another, but will require time, care, and money.

The loss of time in making such a removal will be great; the loss of convenience almost entire; and the labor and money required for this purpose will be considerable.

The foregoing observations are not presented as my theory of the matter, or from any personal objection to removing to the Pension Building, but are the result of the past experience of the Bureau in a somewhat similar position.

Eleven years ago Congress caused the Bureau of Education to be moved from the present building to a joint occupancy with the Pension Office of the building on the corner of Twelfth Street and Pennsylvania Avenue. The Pension Office then, as now, was the first occupant of the building, and the quarters assigned to this Bureau were so inadequate in extent, inconvenient of access, and unsuited for its work, that practically no efficient work was done by this Office during the year that the joint tenancy continued. The growth of the Pension Office forced the Bureau out of its unwelcome quarters, and Congress removed it back to the present building, the two changes in location costing somewhat more than the present rent of this building for one year.

The Twelfth Street building, like the present Pension Building, consisted of large rooms on each floor, suitable, perhaps, for the large divisions and sections of the Pension Office, but absolutely destructive to the repose, the quiet, and the seclusion found essential to the proper performance of the duty of the Bureau of Education. The plan of the present Pension Building, the great number of employés already in that office, and the very large number proposed to be added by the transfer of other offices, will repeat, and doubtless aggravate, the history of that change.

Another view of the relations of this Bureau to its work would not occur to the ordinary thinker. It was established chiefly for the purpose of supplying the teachers and people of the United States with information as to the methods most useful for the promotion of public and other education. The performance of this duty has made it proper to open the library and museum of the Office to persons interested in education, and such persons, under present circumstances, subject to proper regulations, have made frequent and valuable use of them.

If the Bureau and its collections are to be moved to a building where the necessities of another kind of service will render access to the library and museum difficult or uncertain, the use of them by persons not connected with the Bureau would necessarily be greatly disturbed or prevented.

In this connection I would invite your attention to the wise and liberal action of Congress a few years ago, when a specially constructed building for the Medical Library and Medical Museum was authorized. By this measure the great working tools of that magnificent Bureau were put into a condition for most effective use, both by that Office and by those for whom that Office chiefly labors. The reasons that justified

the construction of that building are equally cogent for the permanent and suitable lodgment of the Bureau of Education separate from other Offices of dissimilar size and purpose.

The Wright Building, now occupied by the Bureau, is situated very near the office of the Secretary of the Interior, and close to lines of cars by which persons desiring to visit it for consultation and study may have easy access; and yet the location is one sufficiently quiet and retired to allow the work of the Office to be done in comfort and with considerable efficiency. Though too small for the needs of the Bureau, it can be made to serve for some time longer by a judicious use of the present space.

It contains about 11,000 square feet and has a basement and four other stories.

Briefly described, the basement is for the storage of fuel and the documents of the Office; the first story is used by the Statistical Division, the second floor by the Commissioner, chief clerk, and Record Division, and the third floor by the library and the clerks employed in connection therewith; while the upper floor is devoted to the museum.

It will be seen that the constructive divisions of the building correspond to the administrative divisions of the Office, while the six rooms on each floor permit that subdivision and seclusion which the nature of its work requires. In case of the removal of the Bureau to the Pension Building, there is no possibility of securing even an equal floor space; a reduction of this would be disastrous to the Bureau in every conceivable way.

If any change is made at all, the one dictated by a regard for the purpose and usefulness of the Bureau, would be to provide it with a building specially adapted for the safe and proper storage and use and display of its valuable collections and the efficient service of its employes, and until such a change can be made, it would seem wise, economical, and expedient to retain it in its present quarters.

DELAY IN THE PUBLICATION OF THE REPORT.

It has been my endeavor to expedite the publication of the Annual Report. I am informed that, as a general rule, of late years it has not been received from the Public Printer until about a year and nine months after the close of the period to which it relates. After so long a delay much of the statistical and other information which it contains is stale, and the value of the whole Report is seriously impaired.

Many causes conspire to produce this delay. The Bureau is in immediate correspondence with every known educational institution in the United States, sending its forms of inquiry at the end of each year to State superintendents of public instruction, superintendents of city schools, presidents and principals of academies, normal schools, kindergartens, professional, agricultural, and scientific colleges, colleges and universities, and to managers of libraries and museums, and receiving from them reports covering every phase and feature of the in-

terests under their charge. This, however, can not be done until after the close of the school year in June, when the work of preparing the Report commences. The statistical tables are made up mainly from the voluntary replies received after this date from these correspondents. Some of them, notably the State superintendents of public instruction, are themselves subjected to delay in receiving and collating the reports of their subordinates, so that their returns are frequently not received until many months after the close of the school year. The importance of early returns to this Office has been urged upon these gentlemen, and it gives me pleasure to say that they have responded promptly to my appeals as far as lay in their power. In some instances, however, they have not been able to give the desired information until seven or eight months after the close of the school year.

The work of digesting, tabulating, and summarizing the statistical returns, when once under the control of this Office, with accuracy and expedition, has been the object of constant solicitude. The employés of the Office constitute a force of experts, trained to handle the material thus collected. From their constant and intelligent study of the subject, and the accumulated experience of the past, they have learned what information is of most value to the educational world, how best to present their inquiries, and the breadth and scope to give them.

As a result of the efforts made in this direction, the preparation of the manuscript of the Annual Report for the Printer has been advanced some six months during the last two years. This Report is now sent to the Printer in ten months after the close of the school year.¹ It is not probable, for the reasons assigned above, that much further improvement can be made in this respect. It is greatly to be desired that the printing and binding of the Report should be conducted with greater dispatch.

The Office is now furnished with 20,000 copies of its Annual Report for distribution among its correspondents. When it is remembered that this Report is sent to all of the State, county, city, and town superintendents, to colleges and universities, secondary schools, public libraries, and a large number of teachers and others interested in education in the United States, and also to foreign Governments and institutions of learning, it will readily appear that this number is entirely too small to supply the demand. There are nearly three hundred thousand teachers in the schools of the United States. If only ten per cent. of these were supplied with a copy of this Report, thirty thousand copies would be necessary.

On account of this limited supply a great many most worthy applications have to be declined. The Reports of other Bureaus, certainly not more valuable to the people than those of the Office of Education, are given a large and liberal circulation. The claims and wants of the educational classes of the country would seem to deserve the same generous recognition and consideration at the hands of Congress.

¹ The manuscript of this Report was sent to the Printer May 16, 1888.

CONCLUSION.

In bringing this Report to a close, I beg to express my obligation to the large number of correspondents who have voluntarily furnished the greater portion of the material for its preparation. Without fee and without reward many thousand educationists promptly and cheerfully responded to all the inquiries and demands that have been made upon them. Without their valuable assistance and co-operation the Annual Reports of this Office could not be prepared.

I would also acknowledge my indebtedness to the employés and clerical corps of the Office, who have zealously, intelligently, and cheerfully performed the labors and duties of their respective positions. To the chief clerk and the chiefs of divisions I am under renewed obligations for their hearty aid and respectful kindness and consideration, while to you I must return my thanks for the interest which you have always taken in the work of the Office and for the uniform courtesy shown me personally and officially.

I have the honor to be, very respectfully, your obedient servant,

N. H. R. DAWSON,
Commissioner.

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

4 ED

ALCOHOLIC
SOLUTION

CHAPTER II.

STATISTICS OF STATE COMMON SCHOOL SYSTEMS.

Completeness of the returns—System pursued—Multiplicity of ratios—Limitations of statistics—Urban and rural school systems—Misuse of the tables—Sources of error—School year, total population, and population 6-14 (Table 1)—School ages and school census (Table 2)—Enrolment (Table 3)—Average daily attendance (Table 4)—Total attendance; duration of schools (Table 5)—Number of school buildings; seating capacity (Table 6)—School libraries; high schools (Table 7)—Private schools (Table 8)—Teachers (Table 9)—Salaries of teachers (Table 10)—School revenue (Tables 11, 12, and 12 A)—School expenditures (Tables 13, 14, and 14 A)—Permanent school fund, total assessed valuation, and value of school property (Table 15)—Percentage of increase or decrease of various items during the past year (Table 16)—Ten years' growth of the public school system (Table 17)—Education in the South—Expenditure—Education in the North and West—Chief State school officers (Table 18).

Completeness of the statistical returns.—The progress and present condition of common school education in the United States is set forth in the following tables with as much accuracy and completeness as the material that came to hand up to the time of going to press permitted. Returns for the current scholastic year, of more or less completeness, were received from forty-one States and Territories, including Georgia and Louisiana, whose statistics for the calendar year 1886 are republished. This equals the number reporting the previous year. It is a matter affording considerable satisfaction that such is the case, since of the twenty-four States and Territories that have adopted the biennial report system few or none issue a report for the present year.

The Bureau is greatly indebted to many State superintendents for the special efforts they have made to forward their returns in season for publication, and in several cases for their courtesy in furnishing advance sheets of their printed reports. It is only through their voluntary co-operation in the interest of education that the exhibits which appear in the following pages have been made possible.

Seven States and Territories failed to send returns for 1886-87, as follows: New Jersey, Delaware, Tennessee, Wisconsin, Wyoming, Utah, and New Mexico. The returns of the preceding year are given in every case, however, except in that of New Mexico, from which no full educational statistics have been received later than those of the United States census of 1880.

The State superintendency of Delaware having been abolished, application for the statistics of the current year was made to the county superintendents; two of the three county superintendents (those for New Castle and Kent Counties) responded; as their returns did not give a complete view of the State, however, it was deemed best to publish the figures for 1884-85 as taken from the printed State report.

The statistics of Wyoming and Washington Territories were taken from the reports of their respective Governors to the Secretary of the Interior, and are very imperfect, especially those of the former Territory.

SYSTEM PURSUED.

The practice of working up in this Bureau the material of the returns made to it has been extensively pursued, as will appear from the following tables. The idea has been to give, not only the materials for information, but the information itself. Such computations as are most needed, and as are of general utility, have been made, so that those who have use for the results may find them ready to hand. Not the least advantage of this work is, that it is uniformly done for all the States, the imperfections and limitations of the data, when known, being taken into consideration, and the best results obtained of which the character of the material admits.

Arrangement.—The arrangement of the tables has undergone some alteration, chiefly with the object of facilitating reference and rendering more easy the comparison of different States and geographical sections with each other as regards their educational condition.

Totals.—No totals are given for the United States or for any geographical section, except in case of those items which are reported from every State or are estimated. The common practice of using incomplete totals as if they were complete, has been a fruitful source of erroneous deductions. Too much emphasis cannot be laid upon the point that only homogeneous numbers, such as only complete totals are, are comparable with each other. In order to fill up the most important columns, if returns were lacking in only a few instances, recourse was had to estimates, if there was any good basis therefor, or to the returns for the preceding year. In such cases it may be seen that the percentage of error in the totals is only a small fraction of what it was in the number so supplied. This course has been pursued on the assumption that it is better to have an approximate knowledge of a subject than to be entirely destitute of information regarding it.

MULTIPLICITY OF RATIOS.

The idea may occur to a person examining the tables for general purposes, without having his attention directed to any particular subject, that there are an unnecessary number of ratios, etc., enough, it may be, to perplex or even confuse him. But it must be borne in mind that each student or investigator who has recourse to the tables for any specific purpose, follows his own line of argument and requires data adapted to his own particular needs, according to the aspect under which he is viewing educational problems.

LIMITATIONS OF STATISTICS.

In the discussions of the tables the Bureau has formulated only the most obvious of the many conclusions of which the data admit. The points that can be satisfactorily elucidated by these statistics, however, are few, compared with the host of questions that are pressing for a solution, or upon which more light is desired. Even within their legitimate sphere the usefulness of the tables is greatly restricted by their incompleteness—to mention no other defect—by the array of blanks which is met with in nearly every column. But above and beyond this, the fact remains that but few of the circumstances or conditions that affect the educational life of a State can be subjected to quantitative measurement. The tables give the number of teachers in a State, but how can their educational force be measured as compared with as many teachers in another State,—their power of developing latent faculties, of moulding character, or of imparting information? We may know that in one State there has been half as much again expended for education for each child as in another, but where are we to find the figures which will tell which State profited most from its expenditure, in which it has been made judiciously under competent direction, and in which it has been marked by extravagance, jobbery, or a vain desire for outward show to the sacrifice of more essential matters? Regard should be had for these and like considerations in the use of statistics; the information they furnish should be compared with and supplemented by that derived from non-statistical sources, in order to get the clearest light practicable upon any subject.

URBAN AND RURAL SCHOOL SYSTEMS.

A comparison of the schools of a State which contains a dense city population with those of a sparsely settled agricultural State, is manifestly unjust to the latter; hence the desirability of making separate exhibits of the rural schools of the different States has forcibly impressed itself upon the attention of this Office. In order to effect this, the city statistics must be eliminated from the State returns, an operation which can be properly effected only when the city returns have all been made; these latter, however, have heretofore been incomplete, a considerable percentage of cities failing to make any report to this Office.

MISUSE OF THE TABLES—SOURCES OF ERROR.

Improper use of the tables.—There are frequently brought to the notice of the Bureau instances where false deductions have been made through improper use of the statistical tables. Nearly all these errors arise from considering as comparable with each other quantities which in point of fact are not so; which do not cover the same extent of territory or are for different years, or are not homogeneous in some other respect, as an inspection of the foot-notes or an examination of other columns of the table would generally have made apparent. For instance, in determining the amount of money expended in any State for each pupil enrolled, care must be taken that the enrolment and expenditure are each reported for the whole State and for the same year, and also that they are free from any other limitations that would impair the accuracy of the result.

The number of "children of school age" in one State can not be compared with that of another, except in those few cases where the school age is the same in the States concerned. This might appear to be a self-evident proposition, were it not for the fact that the expenditure per capita of "school children," the percentage of "school population" enrolled, and such like quantities are continually used as the measures of the educational status of the different States, even in journals of the highest class. If the

capacity of a bushel were different in each State; if in some, for instance, it were twice what it was in others, a comparison, without any notice of this circumstance, of the number of bushels of wheat raised in the different States would furnish results just as truthful as the comparisons involving "population of school age," the school age being arbitrarily determined by the Legislature of each State.

Defects of the tables.—The above remarks apply to the misuse of the statistical tables and the erroneous deductions resulting therefrom. There are other sources of error, however, inherent in the tables themselves, which the most skillful manipulator of statistics cannot avoid, being, in fact, unaware of their existence. These sources of error are of various kinds; but it is the desire of the Bureau again to call attention to that particular one which is the cause of the greatest confusion and misconception, *i. e.*, the want of uniformity in common school statistics.

This want of uniformity has been fully recognized in the addresses and discussions of educationists during the past decade and a half. The necessity for a common language of statistics has been frequently pointed out; but there has been no general movement in the direction of uniformity, notwithstanding the reports and recommendations that have been made. Steps in advance have been taken here and there, but the matter, as a whole, is in nearly the same unsatisfactory condition as ever. Each State has its own understanding as to the meaning of the terms used, its own rules and methods of computation, so that its statistical language is unintelligible when placed in juxtaposition with that of other States.

Classification of school revenue.—The classification of school revenue affords perhaps the most notable instance of diversity. There is a certain source, *viz.* the income of the United States surplus revenue of 1837, which is essentially of the same character in all the States that possess it. Yet it is classified in some States as income from permanent funds, in others as income from State taxes, and in one at least as income from local taxes, varying according to the system of book-keeping that may have been adopted. Again, in the case of taxes levied under a State law the revenue from which is retained and distributed in the localities where it was collected, there is a want of uniformity; such taxes are classed sometimes as State taxes, and sometimes as local taxes. Also, special taxes on the property and capital stock of corporations, and miscellaneous taxes and licenses, are sometimes classed as local taxes, and sometimes as revenue "from other sources." Taking it altogether, the table of school revenue affords but poor facilities for ascertaining the relative amount of income from the different sources in the several States.

Average wages of teachers.—There are two methods in use for ascertaining this quantity; the first gives the simple mean of the several rates of pay; in the second, each rate is given a weight proportioned to the number of months it was in operation, the average being found by dividing the total amount paid to teachers by the total number of months taught. Where the school term is of unequal length in different parts of a State and the salaries vary widely, it makes a great difference which method is used. Either one may be resorted to, provided it is uniformly followed by all the States, with a proper understanding of the result it gives. If the average salary is wanted, the first method would seem to be the proper one to use, since a salary is not a sum received, but is a rate of pay, and is independent of the time it is in operation. If the average amount actually received by each teacher during the year is wanted, the second method would be the one to use.

Reliable vs. unreliable statistics.—The above are only some of the more palpable difficulties that lie in the way of the adoption of a universal language of statistics. It is the more to be regretted that they exist, since, after a uniform system was once adopted, the making of reports, returns, and computations, at least in regard to certain important points, would be as easy as is now the case. A teacher need not be called upon to "lay down his life in a struggle simply to perfect his statistics;" he, as well as school officers, can attain to statistics of wide application with as little labor as they now do to those of limited range; to statistics that will not only answer the question, "Are we of this State advancing or receding?" but also that other question, "How do we stand as compared with our neighbors in other States?"

SCHOOL YEAR, TOTAL POPULATION, AND POPULATION 6 TO 14.

[Table 1, Page 54.]

Mode of computing population.—The necessity of having some statistics of population, and the methods of computing those given in this Report, are set forth somewhat in detail in the Bureau's Report for 1885-86 (pp. 22 and 23). It was erroneously stated in that Report, however, that a committee of the National Council of Education had recommended the age six to fourteen as the school census age. The original recommendation of their report was in accordance with that statement; but after considerable discussion in the council, the committee withdrew this recommendation and substituted four to

twenty-one as the school census age. The age of each individual enumerated was to be noted, however, so that the number of children between any two limits of age could be ascertained.¹

Predominance of child population.—An examination of the last column of Table 1 reveals the circumstance that the proportion of children to be educated in a community varies greatly in different parts of the country. In the North Atlantic Division, for instance, there are only 17 children of the age given to every 100 persons, while in the South Atlantic Division there are 21, and in the South Central Division 22. A computation of the number of children 6 to 14 years of age to every 100 adults would show a still greater disparity. This excess of children whose education is to be provided for forms one of the peculiar disadvantages under which the South labors, and must be taken into account in forming an idea of the educational situation in that section.

Density of population.—The density of population is another important factor affecting education. In sparsely settled agricultural States, where the schools are of necessity small and far between, the conditions are, and must remain, unfavorable to the development of a highly organized system, carried on at great expense for teachers and educational appliances, and holding sessions of nine or ten months in the year, as is the case with densely peopled States having a large urban population. It is on this account that Column 5 of Table 1, giving the population per square mile of each of the States and Territories, has been introduced.

It is a notable circumstance that while the density of population in the North Central States is less than one-third of that in the North Atlantic States (it being twenty-seven and ninety-seven in the two sections respectively), the people of the former group have nearly equalled, and in some cases surpassed, those of the latter in the development of their public schools. The fact that this is so forms a high encomium upon the enterprise and intelligence of the people of the North Central States.

The desirability of having separate exhibits of urban and rural school systems, in addition to the complete State exhibit, is referred to elsewhere in this Report.

TABLE 1.—SCHOOL YEAR, TOTAL POPULATION, AND POPULATION 6 TO 14.

State or Territory.	Return for the year—	School year begins—	Estimated total population, <i>a</i>		Estimated population 6-14, <i>a</i>	
			Number.	Average number to a square mile.	Number.	Average number in each 100 of total population.
1	2	3	4	5	6	7
North Atlantic Division:						
Maine.....	1886-'87	April 1	645,656	21.59	103,431	16.02
New Hampshire.....	1886-'87	April 1	335,433	40.58	51,255	14.02
Vermont.....	1886-'87	April 1	333,330	39.48	54,503	16.35
Massachusetts.....	1886-'87	April 1	1,973,243	245.42	290,351	14.71
Rhode Island.....	1886-'87	May 1	312,075	287.62	47,368	15.17
Connecticut.....	1886-'87	Sept. 1	673,678	139.46	105,368	15.59
New York.....	1886-'87	Aug. —	5,373,687	112.84	885,440	16.47
New Jersey.....	1885-'86	Sept. 1	1,278,693	.....	225,960	17.68
Pennsylvania.....	1886-'87	June —	4,816,252	107.06	908,667	18.86
South Atlantic Division:						
Delaware.....	1885-'86	.....	158,768	81.00	23,966	18.24
Maryland.....	1886-'87	July 1	1,025,473	104.00	195,840	19.09
District of Columbia.....	1886-'87	July 1	209,060	3,484.33	36,259	17.54
Virginia.....	1886-'87	Aug. 1	1,692,125	42.17	364,066	21.51
West Virginia.....	1886-'87	July 1	714,528	28.99	158,080	22.12
North Carolina.....	1885-'87	Dec. 1	1,667,869	34.53	359,729	21.56
South Carolina.....	1886-'87	Sept. 1	1,104,790	36.61	245,829	22.25
Georgia.....	1886	Jan. 1	1,727,102	29.28	383,434	22.20
Florida.....	1886-'87	Oct. 1	354,589	6.53	78,686	22.19
South Central Division:						
Kentucky.....	1886-'87	July 1	1,866,241	46.65	404,229	21.66
Tennessee.....	1885-'86	July 1	1,723,996	41.29	323,638	22.25
Alabama.....	1886-'87	Oct. 1	1,467,884	29.47	326,775	22.26
Mississippi.....	1886-'87	Oct. 1	1,250,783	27.18	288,106	22.87

¹ Addresses and Proceedings of the National Educational Association, 1885, p. 478, note.

a The population is given for the beginning of the school year reported.

TABLE 1.—SCHOOL YEAR, ETC.—Continued.

State or Territory.	Return for the year—	School year begins—	Estimated total population, <i>a</i>		Estimated population 6-14, <i>a</i>	
			Number.	Average number to a square mile.	Number.	Average number in each 100 of total population.
1	2	3	4	5	6	7
South Central Division—Continued.						
Louisiana.....	1886	Jan. 1	1,023,348	22.53	221,724	21.66
Texas.....	1886-'87	Sept. 1	2,128,528	8.11	468,639	22.01
Arkansas.....	1886-'87	Aug. 1	1,130,623	21.87	263,193	22.67
North Central Division:						
Ohio.....	1886-'87	Sept. 1	3,366,590	82.59	642,357	19.03
Indiana.....	1886-'87	July 1	2,072,270	57.70	417,896	20.16
Illinois.....	1886-'87	July 1	3,338,780	59.62	659,487	19.66
Michigan.....	1886-'87	Sept. —	1,966,374	34.24	348,693	17.73
Wisconsin.....	1885-'86	July 1	1,563,423	28.71	305,562	19.54
Minnesota.....	1886-'87	Aug. 1	1,192,035	15.05	216,636	18.17
Iowa.....	1886-'87	Sept. —	1,790,839	32.28	351,261	19.61
Missouri.....	1886-'87	July 1	2,490,597	36.23	524,457	21.05
Dakota.....	1886-'87	July 1	521,377	3.53	85,310	16.36
Nebraska.....	1886-'87	July —	800,854	10.51	158,518	19.79
Kansas.....	1886-'87	June 1	1,387,197	16.97	279,712	23.16
Western Division:						
Montana.....	1886-'87	.....	111,844	.77	12,753	11.40
Wyoming.....	1885-'86	Oct. —	31,391	.32	3,702	11.79
Colorado.....	1886-'87	July 1	255,875	2.46	31,666	12.37
New Mexico.....	1880	.....	119,565	.98	23,352	19.53
Arizona.....	1886-'87	July 1	87,437	.77	10,951	12.52
Utah.....	1885-'86	July 1	179,233	2.18	38,579	21.52
Nevada.....	1886-'87	Sept. 1	54,788	.49	6,541	11.93
Idaho.....	1886-'87	Sept. —	83,560	1.05	13,307	15.02
Washington.....	1886-'87	.....	169,235	2.53	30,034	17.75
Oregon.....	1886-'87	Mar. —	242,913	2.56	44,689	18.39
California.....	1886-'87	July 1	1,040,833	6.67	164,995	15.85
Alaska.....	1886-'87	July 1	35,000	.06	7,000	20.00
SUMMARY.						
North Atlantic Division.....	.....	.....	15,773,387	97.33	2,672,343	15.94
South Atlantic Division.....	.....	.....	8,654,304	32.22	1,850,899	21.39
South Central Division.....	.....	.....	10,659,903	19.67	2,356,309	22.16
North Central Division.....	.....	.....	20,490,336	27.19	3,988,889	19.45
Western Division.....	.....	.....	2,381,679	2.03	380,569	15.93
United States <i>d</i>.....	.....	.....	57,923,609	19.97	11,247,009	19.41

a The population is given for the beginning of the school year reported.*b* For ten months ending June 30, 1887.*c* For later information, received too late for insertion in the tables, see p. 153.*d* Excluding Alaska.

SCHOOL AGES AND SCHOOL CENSUS.

[Table 2, Page 57.]

The primary object of a school census, in nearly every case where one is taken, is to secure a basis for the apportionment of the State school revenue. As a general rule, the persons of the age for free attendance at the public schools are the ones enumerated; in a few instances, however, as in Massachusetts, Rhode Island, Michigan, Oregon, and California, the scope of the school census is determined, not by the age of those entitled to free school privileges, but by special age limits which govern the distribution of the school revenues. Hence, as regards the school population of the different States as given by the school censuses, there is a want of homogeneity, not only in respect to the years included, but as regards the essential natures of these quantities, some of them being merely ages for the distribution of funds, others ages for free attendance.

This circumstance has been mentioned in order to illustrate further the non-comparability of the "State school populations;" this point can not be too strongly emphasized; it may be said, without exaggeration, that the treating of these quantities as homogeneous has been the most fruitful source of the abnormal and contradictory statements

that have been made of late years, in the public press and in legislative debates, regarding educational conditions.

Age for free attendance.—The age for free school privileges, as will be seen by the table, is very different for the different States. In an attempt at classification of these ages, it can not be found that they follow any very well defined law under the different aspects under which they may be viewed. In most cases they were presumably determined by local or temporary causes, and were not based upon any general consideration, else there would not be seen the diversity that actually exists in the case of contiguous and similarly circumstanced States.

The number of different school ages for free attendance is fifteen; of these, the age six to twenty-one has been selected by fourteen States; five to twenty-one comes next, adopted by ten States; and six to eighteen by seven States. Of the remaining ages, no one has been adopted by more than two States.

As regards duration, the Southern Central States have the shortest average period, extending over 13½ years; then follow (excluding in the computation those States whose age limits are undefined) the South Atlantic States, 14½ years; the Western States, 14 $\frac{5}{11}$ years; the North Atlantic States, 14½ years; and lastly the North Central States, 15½ years.

It will be seen that the differences in the duration of the free school age in the different sections of the country are so small as to be practically without significance.

In 1 State (Massachusetts) there is no inferior limit of the free-school age. In 4 States it begins at 4 years of age, in 15 at 5 years, in 23 at 6 years, in 3 at 7 years, and in 1 (Texas) at 8 years. As regards the superior limit of free attendance, in 2 States (Connecticut and Texas) it stops at 16 years, in 8 at 18 years (including the District of Columbia, where the free-school age is 6 to 17 *inclusive*), in 6 States at 20 years, in 28 at 21 years, and in 3 States (Massachusetts, Rhode Island, and Michigan) the free-school age extends indefinitely upwards.

In the preceding paragraphs the word "States" is to be considered as including also the Territories.

Compulsory school age.—Seventeen States, seven Territories (including Alaska), and the District of Columbia have a compulsory attendance law; twenty-one States and two Territories have none. The compulsory school age of New Mexico has not been reported to this Office, though it is known that a law establishing one was recently enacted.¹

The compulsory school age, unlike the free school age, has one well-defined characteristic, which the geographical classification adopted in the tables clearly exhibits. It is entirely wanting (except in the District of Columbia, which stands in a peculiar relation to the rest of the country) in the two southern divisions. Every North Atlantic State has compulsory attendance, except Pennsylvania, and the same is true of every North Central State, except Indiana, Iowa, and Missouri.

In many instances, however, the compulsory attendance law, if not actually a dead letter, is practically so, as will be exhibited in another portion of this Report.

The duration of the period of compulsory attendance ranges from 4 years (in Dakota) to 9 years (in Wyoming). Six years of age is the lowest inferior limit and 10 the highest (the latter also in Dakota). The superior limit ranges from 14 to 16 years of age, in no case going beyond the latter.

Increase of school-census population.—Although the school-census populations may not be compared with each other, nor aggregated, on account of their heterogeneity, the percentage of increase of these populations may, if we assume that the population between any two limits of age in any State increases in the same ratio as that between any other two limits (*i. e.*, that the proportion of the population of any given age remains constant in each State), an assumption that may be made as regards the increase of a few years within very narrow limits of error. It is on this assumption that the percentage of increase or decrease of school-census population has been aggregated by geographical divisions in Column 8 of Table 2.

The largest percentage of increase is found, as might be expected, in the Western Division, which contains the newer States and Territories that are being opened up for settlement, and where a small absolute increase sometimes causes a large relative one. Taking the five States and Territories of that division that furnish the necessary data, the average increase per cent. of the school-census population is found to be 5.63, which would cause it to double in about twelve and a half years.

The next largest rate of growth of school-census population is found in the South; the percentage of increase in the South Atlantic Division (based on two States only) is 3.21,

¹From information received at this Office since the tables were compiled, it appears that the law does not define the age at which children may be compelled to attend school in New Mexico, thereby rendering it applicable to the whole "school population"—*i. e.*, those from 5 to 20 years.

while in the South Central (based on five States) it is 4.21; these rates of increase would cause a doubling in the two divisions in twenty-two and in seventeen years respectively.

Of the individual States of these two last named sections, Alabama shows an increase of 7.2 per cent., equivalent to a doubling of her school population (and also of her total population, upon the assumption referred to above) in about ten years. This growth, if correctly reported, is a truly phenomenal one, and emphasizes the plea for more funds for the schools of Alabama, made by Superintendent Palmer of that State in his last report. The average increase of the school-census population for all the States and Territories affording data to be used in the computation (27 in number) is 2.61 per cent., which would cause it to double in twenty-seven years. States and Territories from all parts of the country and under all conditions of growth are represented in this average, and it may be considered as expressing with a tolerable degree of correctness the actual present rate of growth of the United States in population.

TABLE 2.—SCHOOL AGE AND SCHOOL CENSUS.

State or Territory.	School age.			School census.			
	For free attendance.	For compulsory attendance.	For distribution of funds.	Between what ages enumerated.	Number enumerated.	Increase or decrease.	Increase or decrease per cent.
1	2	3	4	5	6	7	8
North Atlantic Division:							<i>Per cent.</i>
Maine.....	4-21	6-16	4-21	4-21	212,574	D.....208	D......10
New Hampshire.....	5-21	8-14	5-21	.....	(a)	.....	.....
Vermont.....	5-20	8-14	5-20	.....	(b)	.....	.....
Massachusetts.....	All ages.	5-14	5-15	.....	63,199	I.....1,512	I......2.45
Rhode Island.....	5 upward.	7-15	5-15	6-13	153,260	I.....1,094	I......7.32
Connecticut.....	4-16	8-16	4-16	4-16	1,763,115	I.....28,042	I.....1.62
New York.....	5-21	8-14	(d)	5-21	366,317	I.....10,256	I.....2.83
New Jersey.....	5-18	7-12	5-18	5-18	(b)	.....	.....
Pennsylvania.....	6-21	0	(f)	.....	.....	.....	.....
South Atlantic Division:							
Delaware.....	6-21	0	6-21	6-21	943,538	.....	.....
Maryland.....	6-21	0	5-20	.....	(b)	.....	.....
District of Columbia.....	6-17	8-14	.....	.....	(b)	.....	.....
Virginia.....	5-21	0	5-21	.....	(b)	.....	.....
West Virginia.....	6-21	0	6-21	6-21	249,173	I.....6,426	I.....2.05
North Carolina.....	6-21	0	.....	6-21	566,270	I.....18,962	I.....3.46
South Carolina.....	6-18	0	(i)	.....	(b)	.....	.....
Georgia.....	6-18	0	6-18	6-18	(j)	.....	.....
Florida.....	6-21	0	6-21	.....	(k)	.....	.....
South Central Division:							
Kentucky.....	6-20	0	6-20	6-20	641,638	I.....17,391	I.....2.79
Tennessee.....	6-21	0	6-21	6-21	623,450	I.....16,889	I.....2.78
Alabama.....	7-21	0	7-21	7-21	485,551	I.....32,614	I.....7.20
Mississippi.....	5-21	0	5-21	5-21	471,352	I.....21,352	I.....4.74
Louisiana.....	5-18	0	6-18	6-18	311,425	.....	.....
Texas.....	8-16	0	8-16	8-16	507,878	.....	.....
Arkansas.....	6-21	0	6-21	6-21	374,767	I.....16,761	I.....4.68
North Central Division:							
Ohio.....	6-21	6-14	6-21	6-21	1,102,821	I.....1,463	I......13
Indiana.....	6-21	0	6-21	6-21	760,529	I.....19,580	I.....2.64
Illinois.....	6-21	8-14	6-21	6-21	1,096,434	D.....	D......01
Michigan.....	5 upward	8-14	5-20	5-20	620,090	I.....16,323	I.....2.70
Wisconsin.....	4-20	7-15	4-20	4-20	556,093	I.....11,117	I.....2.04
Minnesota.....	5-21	8-16	5-21	5-21	384,026	.....	.....
Iowa.....	5-21	0	5-21	5-21	637,307	D.....	D......13
Missouri.....	6-20	0	6-20	6-20	838,812	I.....15,340	I.....1.86
Dakota.....	7-20	10-14	7-20	7-20	117,675	I.....14,292	I.....13.82
Nebraska.....	5-21	8-14	5-21	5-21	279,982	I.....27,976	I.....11.07
Kansas.....	5-21	8-14	5-21	5-21	526,273	I.....28,488	I.....5.72

a Enumeration by selectmen imperfect.

b No school census.

c Inclusive.

d Distributed in part according to total population.

e These statistics are for 1885-86.

f Distributed according to number of taxable citizens.

g Approximately.

h School census taken every fifth year.

i Distributed according to attendance.

j School census every tenth year, beginning 1883.

k School census taken every fourth year.

TABLE 2.—SCHOOL AGE AND SCHOOL CENSUS—Continued.

State or Territory.	School age.			School census.			
	For free attendance.	For compulsory attendance.	For distribution of funds.	Between what ages enumerated.	Number enumerated.	Increase or decrease.	Increase or decrease per cent.
1	2	3	4	5	6	7	8
Western Division:							<i>Per cent.</i>
Montana.....	4-21	8-14	4-21	4-21	23, 165	I.....2, 972	I.....14. 72
Wyoming <i>a</i>	7-21	7-16					
Colorado <i>b</i>	6-21	0	6-21	6-21	65, 098	I.....4, 300	I.....7. 07
New Mexico <i>c</i>	5-20		5-20	5-20	40, 415		
Arizona.....	6-18	0	6-18				
Utah <i>a</i>	6-18	0	6-18				
Nevada.....	6-18	8-14	6-18	6-18	9, 828	I.....508	I.....5. 45
Idaho.....	5-21	8-14	5-21	5-21	18, 506		
Washington.....	5-21	8-16		6-21	47, 431		
Oregon.....	6-21	0	4-20	4-20	87, 217	I.....4, 357	I.....5. 26
California.....	6-21	8-14	5-17	5-17	d 272, 448	I.....12, 475	I.....4. 80
Alaska.....		6-14			(c)		
SUMMARY.							
North Atlantic Division.....							I.....f 1. 62
South Atlantic Division.....							I.....f 3. 21
South Central Division.....							I.....f 4. 21
North Central Division.....							I.....f 2. 09
Western Division.....							I.....f 5. 68
United States.....							I.....f 2. 61

a These statistics are for 1885-86.*b* For ten months ending June 30, 1887.*c* These statistics are for 1880.*d* Including Indians and Chinese.*e* No school census.*f* Only the States for which the increase or decrease is tabulated are represented in this summary.

ENROLMENT.

[Table 3, Page 59.]

The total public school enrolment of the United States, as made up from the latest data received and supplemented by estimates in two cases (Arkansas and Montana), is 11,805,660.

Growth of enrolment.—The yearly increase for the United States can not be accurately determined, as ten States and Territories do not furnish the necessary data. Assuming, however, that the States and Territories so lacking have made the same progress as the others in the same divisions, the yearly increase would be 305,772, or at the rate of 2.66 per cent. per annum. The increase over the amount reported for 1885-86 is greater than this, a circumstance which results from the fact that the returns of some of the States are two or more years later than those given in the preceding Report.

In only five States (New Hampshire, Vermont, South Carolina, Ohio, and Nevada) and one Territory (Arizona) has the enrolment decreased. The largest relative decrease, 5.37 per cent., is found in New Hampshire. Dakota furnishes the largest per cent. of increase, 11.70, followed by Indiana with 9.20. This large development of the school registration of Indiana is a notable circumstance, when compared with the nearly stationary condition of that of the contiguous States, Ohio and Illinois.

The enrolment of Mississippi is considerably less than that reported for last year, as is also the average daily attendance. State Superintendent Preston writes to the Office that there has probably been no actual decrease, but that the attendance has heretofore been fraudulently exaggerated in the reports of certain teachers who were paid according to the number of pupils they taught. The law has been changed so that this method of determining teachers' wages is no longer practised.

Considering the different geographical divisions, all show a satisfactory growth in enrolment, unless it may be the North Atlantic Division, where the rate of increase (.71 per

cent.) is less than one-half the rate of increase of school population (1.62 per cent.); this last quantity, however, is computed from such defective data that entire reliance can not be placed upon it.

Proportion of children enrolled.—In the proportion of children enrolled in the public schools, the North Central States are far in the lead, having 121 pupils in the public schools for every one hundred children six to fourteen years of age. That this result should be a matter of congratulation, considering the relatively low density of population of these States, has been already noted.

Notwithstanding the tremendous strides that have been taken in the development of the school systems of the Southern States during the last ten years, as exhibited in Table 17, they are still far behind the Northern States in regard to *proportion of children enrolled in the public schools*. In the South Atlantic States only 89, and in the South Central States only 79 children out of every 100, 6 to 14 years of age, are enrolled as pupils in the public schools. This results in a great degree from the excessive proportion of children to grown persons met with in the Southern States; for if we compare the *proportion of total population enrolled*, the disparity which appears to the prejudice of the Southern States almost disappears, and in one case is quite reversed, *i. e.*, the proportion of total population enrolled is actually greater in the two Southern divisions (being 19.06 and 17.49 in the cases referred to) than it is in the Western Division (16.86).

No account is taken here of the duration of attendance at school, but only of the circumstance that the pupils were on the school registers. If the element of time is taken into consideration, the South appears much more at disadvantage.

The great advantage which the Northern States possess is the much larger number of tax-payers in proportion to the number of children to be educated. Even if the relative wealth of the North and South were equal, which is far from being the case, each tax-payer of the former section would have a far less burden to bear in the work of getting all the "schoolable" children within the schools.

TABLE 3.—ENROLMENT.

State or Territory.	Total enrolment, excluding duplicates.	Increase or decrease since preceding year.	Increase or decrease per cent.	Average number enrolled to each 100 of total population.	Average number enrolled to each 100 of population 6 to 14.
1	2	3	4	5	6
North Atlantic Division:			<i>Per cent.</i>		
Maine.....	145,530	I.....213	I......15	22.54	140.70
New Hampshire.....	60,770	D.....3,449	D.....5.37	16.63	118.60
Vermont.....	71,402	D.....265	D......36	21.42	131.00
Massachusetts.....	353,052	I.....3,435	I......98	17.89	121.60
Rhode Island.....	49,507	I.....1,625	I.....3.39	15.86	104.52
Connecticut.....	125,794	I.....255	I......20	13.62	119.38
New York.....	1,037,812	I.....10,045	I......98	19.31	117.21
New Jersey <i>a</i>	222,741	I.....424	I......19	17.43	98.57
Pennsylvania.....	698,664	I.....9,235	I......93	20.73	109.88
South Atlantic Division:					
Delaware <i>a</i>	33,802			21.29	116.70
Maryland.....	175,269	I.....289	I......17	17.09	89.50
District of Columbia.....	33,418	I.....1,082	I.....3.35	15.98	92.16
Virginia.....	325,184	I.....16,888	I.....5.48	19.22	89.32
West Virginia.....	179,309	I.....7,052	I.....4.69	25.09	113.42
North Carolina.....	325,279	I.....19,681	I.....6.44	19.50	60.42
South Carolina.....	175,017	D.....68,949	D.....4.86	15.84	71.19
Georgia.....	319,724	I.....10,130	I.....3.27	18.51	83.38
Florida.....	82,453			23.25	104.79
South Central Division:					
Kentucky.....	2319,022	I.....16,186	I......5.24	19.63	78.92
Tennessee <i>a</i>	383,507	I.....9,630	I.....2.58	22.25	99.97
Alabama.....	259,432	I.....6,540	I.....2.59	17.68	79.39
Mississippi.....	270,744			21.49	93.97
Louisiana.....	193,416	I.....3,475	I.....3.48	10.11	46.64
Texas.....	335,000			15.74	71.48
Arkansas.....	e188,400			e16.20	e71.43

a These statistics are for 1885-86.

b Enrolment of Philadelphia for 1885-86 is used.

c For an explanation of this decrease see page 162.

d Highest number enrolled.

e Estimated.

TABLE 3.—ENROLMENT—Continued.

State or Territory.	Total enrolment, ex- cluding duplicates.	Increase or decrease since preceding year.	Increase or decrease per cent.	Average number en- rolled to each 100 of total population.	Average number en- rolled to each 100 of population 6 to 14.
1	2	3	4	5	6
North Central Division:					
Ohio	767,030	D...8,119	D...1.05	22.78	119.41
Indiana	552,712	I...46,536	I...9.20	26.67	132.30
Illinois	749,994	I...6,649	I... .89	22.46	114.24
Michigan	421,258	I...4,608	I...1.11	21.42	120.81
Wisconsin <i>a</i>	332,327	I...10,609	I...3.30	21.43	109.66
Minnesota	253,860	I...20,139	I...8.62	21.29	117.18
Iowa	483,285	I...7,497	I...1.56	27.27	139.01
Missouri	535,353	I...16,401	I...2.88	23.50	111.61
Dakota	92,560	I...9,694	I...11.70	17.75	108.50
Nebraska	191,270	I...14,211	I...7.89	24.26	122.55
Kansas	392,118	I...26,879	I...7.36	28.27	140.20
Western Division:					
Montana	613,100			611.70	6102.72
Wyoming <i>a</i>	4,988			15.89	134.72
Colorado <i>c</i>	43,110	I...2,420	I...5.95	16.85	136.14
New Mexico <i>d</i>	4,755			3.98	20.36
Arizona	5,934	D...142	D...2.34	6.79	54.19
Utah <i>a</i>	31,583	I...1,605	I...5.35	17.62	81.87
Nevada	7,644	D...253	D...3.20	13.95	116.86
Idaho	10,607			11.97	79.71
Washington	29,992			17.72	99.86
Oregon	53,025	I...3,849	I...7.83	21.83	118.66
California	196,907	I...7,687	I...4.06	18.92	119.34
Alaska	1,510			4.21	21.57
SUMMARY.					
North Atlantic Division	3,065,272	I...21,518	I... .71	19.43	114.70
South Atlantic Division	1,649,455	I...649,600	I...c3.10	19.06	89.12
South Central Division	1,859,521	I...661,500	I...c3.48	17.49	78.92
North Central Division	4,829,767	I...155,154	I...3.32	23.57	121.14
Western Division	401,645	I...618,000	I...e4.69	16.86	105.53
United States <i>f</i>	11,805,660	I...5305,772	I...62.66	20.38	104.97

a These statistics are for 1885-86.*b* Estimated.*c* For ten months ending June 30, 1887.*d* These statistics are for 1880.*e* Only the States for which the increase or decrease is given are represented in this summary.*f* Excluding Alaska.

AVERAGE DAILY ATTENDANCE.

[Table 4, Page 62.]

According to the most recent returns, the number of pupils daily attending all the public schools of the United States while they are in session is, on an average, 7,571,416.

As in the case of enrolment, it is not possible to determine the exact yearly increase, but a very fair approximation places it at 218,500, or at the yearly rate of 2.89 per cent.

The greatest increase in average attendance is observable in the South; in both of the Southern divisions it is not only remarkably large, but it is to be noted that it exceeds the increase of enrolment; in other words, not only more pupils are going to school there, but also the attendance of those who do go is more regular. This is an evidence of increased appreciation of public schools not to be overlooked.

Florida shows the greatest growth of average attendance, viz, 13.94 per cent.; in the District of Columbia, Virginia, and Georgia the growth is also exceedingly noteworthy. Indiana stands in the same relation to the States on her east and west borders as in the case of enrolment.

The average attendance has decreased in six States, so far as reported, viz, New Hampshire, Vermont, Rhode Island, Connecticut, New York, and South Carolina. The greatest decrease, 3.64 per cent., took place in New Hampshire.

Regularity of attendance.—The rate of increase of average attendance for the United States (2.89 per cent.) exceeds slightly the rate of increase of enrolment (2.66 per cent.) as estimated; this indicates a greater regularity of attendance for the country at large.

Column 7 of Table 4 gives this regularity of attendance explicitly. The average for the United States is 64.13; that is, for every one hundred pupils enrolled during the school year, sixty-four have attended daily, on an average, during the sessions of the schools; or, looking at the matter in another light, each pupil enrolled was present, on an average, sixty-four days out of every one hundred his school was in session.

Regularity of attendance is greatest in the Western Division (66.51), and least in the South Atlantic Division (62.79), but it is nearly uniform in the different sections of the country, more so, perhaps, than any other single item which admits of statistical record. When the individual States are considered, a greater inequality is observed; in Maine and Arizona the regularity of attendance is 82.79 and 84.26, respectively, while in Minnesota it drops to 49.17; it is possible, however, as in other instances, that this inequality may be due in some measure to inaccuracy or incompleteness in the school reports, or to a lack of uniformity in the methods used.

This regularity of attendance is far from being as high as is to be desired. Compulsory attendance laws do not seem to affect it to any appreciable extent, as it is somewhat higher in the South Central States, where there are no compulsory laws, than in the North Central States. It will probably depend for improvement upon a growing appreciation of the benefits of a public school education.

Such as it is at present, however, it is far in advance of any former period, and the progress it has made in the last semi-decade is especially noteworthy. This virtually uninterrupted growth in the regularity of school attendance will become very apparent from an inspection of the following tabular statement:

Ratio of average daily attendance to enrolment at various periods since 1871-72; computed from the Annual Reports of the Bureau of Education.

Year.	The United States.	North Atlantic Division.	South Atlantic Division.	South Central Division.	North Central Division.	Western Division.
	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>
1871-72 .....	.....	59.29	58.26	.....	57.14	.....
1876-77	60.31	60.95	57.19	.....	59.40	62.42
1881-82	60.67	61.67	59.85	55.34	60.94	63.60
1886-87	64.13	65.10	62.79	65.51	63.25	66.51

The tendency suggested by the above figures is unmistakable; they show conclusively the steady growth of a sentiment in favor of popular education—a growth not confined to any one part of the country, but extending throughout its length and breadth.

This remark will be seen to possess greater force when it is considered that there has been an increase in the proportion of children enrolled as pupils, as well as an increase in the proportion of the number enrolled who attend regularly (see Table 3).

Average number of pupils to a teacher.—This (as given in Column 8) may be said to be a measure of the sufficiency of the teaching force. It is only given for those States that report the number of teachers' places; and as that highly important item is reported from only a few States, the column is mostly blank.

As far as it is possible to ascertain, the number of pupils to a teacher is very nearly uniform in the different sections of the country, ranging from 23.59 in the Western Division (founded on two States only) to 28.06 in the North Atlantic Division (founded on three States). The figures for the individual States, however, show great inequalities, enough so to throw some suspicion on the accuracy or uniformity of the returns.

TABLE 4.—AVERAGE DAILY ATTENDANCE.

State or Territory.	Average daily attendance.	Increase or decrease since preceding year.	Increase or decrease per cent.	Number of pupils in average daily attendance to each 100 of—			Average number of pupils in attendance to a teacher.
				Total population.	Population 6 to 14.	Enrolment.	
1	2	3	4	5	6	7	8
North Atlantic Division:							
Maine <i>a</i>	102,513	I.....3,876	<i>Per cent.</i> I.....3.93	15.84	98.86	82.79	.....
New Hampshire.....	43,139	D.....1,630	D.....3.64	11.81	84.15	70.99	.....
Vermont.....	45,705	D.....929	D.....1.97	13.71	83.86	64.01	17.95
Massachusetts.....	6262,600	.....	.....	4138.39	691.01	474.39	630.82
Rhode Island.....	32,632	D.....391	D.....1.18	10.46	68.89	65.91	30.13
Connecticut.....	78,981	D.....403	D......51	11.69	74.96	62.79	.....
New York.....	625,610	D.....203	D......03	11.64	70.65	60.42	.....
New Jersey <i>a</i>	134,480	I.....2,463	I.....1.87	10.52	59.51	60.38	.....
Pennsylvania.....	609,732	I.....4,420	I......66	13.90	73.71	67.60	.....
South Atlantic Division:							
Delaware <i>a</i>	221,859	.....	.....	413.77	675.47	661.67	.....
Maryland.....	96,410	I.....1,848	I.....1.95	9.40	49.23	55.01	27.55
District of Columbia.....	25,866	I.....1,845	I.....7.68	12.37	71.34	77.40	41.72
Virginia.....	184,520	I.....12,169	I.....7.06	10.99	50.68	56.74	.....
West Virginia.....	107,893	I.....4,681	I.....4.54	15.10	68.25	60.17	.....
North Carolina.....	196,119	I.....10,413	I.....5.61	11.76	54.52	60.29	.....
South Carolina.....	125,521	D.....1,175	D......93	11.36	51.05	71.70	.....
Georgia.....	226,407	I.....17,223	I.....8.23	13.11	59.05	70.81	.....
Florida.....	51,059	I.....6,216	I.....13.94	14.40	64.89	61.92	22.03
South Central Division:							
Kentucky.....	208,476	.....	.....	12.83	51.58	65.35	.....
Tennessee <i>a</i>	278,276	.....	.....	16.14	72.54	72.56	.....
Alabama.....	4162,516	I.....9,740	I.....6.38	11.07	49.73	62.64	.....
Mississippi.....	163,864	.....	.....	13.01	56.88	60.52	.....
Louisiana.....	73,091	I.....2,745	I.....3.90	7.14	32.96	70.68	.....
Texas.....	215,000	.....	.....	10.10	45.87	64.18	.....
Arkansas.....	6117,000	.....	.....	610.08	644.45	662.23	.....
North Central Division:							
Ohio.....	519,110	I.....1,266	I......24	15.42	80.81	67.68	27.90
Indiana.....	378,828	I.....32,253	I.....9.30	18.28	90.65	68.54	28.06
Illinois.....	506,197	I.....2,399	I......48	15.23	77.11	67.49	.....
Michigan.....	6266,000	.....	.....	613.53	676.28	663.14	.....
Wisconsin <i>a</i>	177,004	I.....2,160	I.....1.24	11.32	57.92	52.82	22.42
Minnesota.....	124,833	I.....6,136	I.....5.17	10.47	57.62	49.17	17.83
Iowa.....	294,429	I.....9,862	I.....3.47	16.44	83.82	60.30	19.96
Missouri.....	378,572	I.....4,263	I.....1.14	15.20	72.18	64.67	32.24
Dakota.....	55,536	I.....574	I.....1.04	10.65	65.10	60.00	12.89
Nebraska.....	6122,000	.....	.....	615.22	676.96	662.80	.....
Kansas.....	232,502	I.....12,594	I.....5.73	16.76	83.12	59.30	.....
Western Division:							
Montana.....	68,200	.....	.....	67.33	664.30	662.59	.....
Wyoming <i>a</i>	63,300	.....	.....	610.51	689.13	666.16	.....
Colorado <i>a</i>	27,243	I.....815	I.....3.08	10.65	86.03	63.19	22.89
New Mexico <i>a</i>	3,150	.....	.....	2.63	13.49	66.25	.....
Arizona.....	66,000	.....	.....	65.72	645.66	684.26	.....
Utah <i>a</i>	19,437	I.....759	I.....4.06	10.84	50.33	61.54	.....
Nevada.....	5,899	I.....530	I.....9.87	10.77	90.19	77.17	.....
Idaho.....	6,500	.....	.....	67.34	618.85	661.28	.....
Washington.....	21,604	.....	.....	12.76	71.93	72.03	.....
Oregon.....	37,466	I.....2,161	I.....6.13	15.40	83.70	70.54	24.13
California.....	129,397	I.....3,679	I.....2.93	13.43	78.42	65.71	.....
Alaska.....	387	I.....65	I.....20.19	1.08	5.53	25.63	.....
SUMMARY.							
North Atlantic Division.....	1,995,392	6I.....8,300	gI......42	12.65	74.67	65.10	g28.06
South Atlantic Division.....	1,035,654	6I.....54,490	gI.....5.54	11.97	55.95	62.79	g26.92
South Central Division.....	1,218,223	6I.....64,500	gI.....5.59	11.46	51.70	65.51	.....
North Central Division.....	3,055,011	6I.....81,700	gI.....2.75	14.91	76.63	63.25	g24.79
Western Division.....	267,135	6I.....9,600	gI.....3.75	11.22	70.19	66.51	g23.59
United States <i>h</i>	7,571,416	6I.218,500	6I.....2.89	13.07	67.32	64.13	g25.29

a These statistics are for 1885-86.*b* Estimated.*c* Approximately.*d* Attendance of four cities estimated.*e* For ten months ending June 30, 1887.*f* These statistics are for 1880.*g* Only the States tabulated are represented in this summary.*h* Excluding Alaska.

TOTAL ATTENDANCE; DURATION OF SCHOOLS.

[Table 5, Page 64.]

The total number of days attended is reported by but thirteen States. This quantity is so important for statistical purposes, however, and withal so simple and easy to obtain, that it has been deemed best to retain it in the tables, in the hope that it will come to be more generally reported.

It should be obtained by aggregating, or summing up, all the days attended in all the schools as shown by the school registers, and by no other method.

Comparative amount of schooling given.—Column 3 shows how many days' attendance each child 6 to 14 years of age would have been able to obtain if the actual attendance had been divided up among such children equally. This quantity possesses greater significance, as a measure of the amount of schooling given in a community, than perhaps any other single one that can be deduced from the data supplied to the Bureau. The results are comparative merely; any other minor age might have been selected, with the result of giving another series of numbers of virtually the same relative values.

It will be seen from this table that, so far as reported, the greatest relative amount of schooling was given in Massachusetts—enough, in fact, to provide each child six to fourteen years of age, with 194.79 days, or 9.74 months of twenty days each. From this the numbers range down to 39.51 days, given in Alabama, about one-fifth of that given in Massachusetts.

The summary of Column 3 by geographical divisions exhibits vividly the disparity in the amount of schooling given in the different sections of the country. The statistics given in Tables 3 and 4 related only to the number of pupils going to school, without regard to the length of time they went; the inequality under those circumstances was considerable, but still within bounds. It is when the element of time is introduced, and the whole school population brought into consideration, that the disparity between the sections is brought into strong relief.

Actual average amount of schooling given to each pupil enrolled.—Column 4 furnishes an entirely different set of numbers. Only the pupils on the school registers are taken into account, and the number of days each one on an average attended is shown. This quantity is of inferior significance to that contained in Column 3 or that in Column 5; but as it may be found useful to know in certain inquiries, it has been computed and tabulated here.

Average duration of attendance.—This quantity, given in Column 5, gives the average length of session of the schools in days, when to each school is given a weight proportioned to its average daily attendance. This is manifestly the proper basis upon which to compute the average number of days the schools were in session during the year. A school with ten times the average attendance of another school should count for ten times as much.

The "average duration of schools in days," tabulated in Column 6, is presumed to give the simple mean of the number of days of session of the different schools, regarding all the schools as equal units. This quantity is of no practical use, or would be of none, if the material existed for computing Column 5. It is less than that contained in Column 5, since the larger city schools with their greater number of days of session are not given their proper weight.

In the case of some States the numbers tabulated in Columns 5 and 6 are equal. This shows that in these States the average duration of schools in days (Column 6) has been derived from the average daily attendance or total attendance (Column 2), or *vice versa*, while in other States these quantities have been computed independently of each other.

This want of uniformity should be noted for the purpose of guarding against it. The quantities contained in Columns 2 and 6 are independent of each other, and each should be derived as previously stated.

The average duration of attendance, then, it may be repeated, is the average number of days the schools were in session, giving to each school a weight proportioned to its size (or number of pupils), and is found by dividing the total number of days' attendance by the average daily attendance.

The greatest duration of attendance, 189.62 days, is found in the North Atlantic Division, the least 94.23 days, in the South Central Division, so far as can be ascertained.

Increase in the duration of schools.—Of the States which furnish data for tabulating the change in the duration of schools, 18 show an increase, 8 a decrease, and 3 no change from the previous year. This indicates a decided balance in favor of more days of schooling in a year, but no estimate has been made of the extent of this change. Whatever it may be, however, taken into consideration with the increased regularity of attendance previously set forth, it shows a condition of affairs full of promise as regards the number of days' schooling given to each pupil.

It is hoped in the next Report of this Office to give more definite information regarding the increase over previous years in the duration of schools.

TABLE 5.—TOTAL ATTENDANCE ; DURATION OF SCHOOLS.

State or Territory.	Total attendance in days.	The total attendance is equivalent to an attendance of each person 6 to 14 for—	Average number of days' attendance of each pupil enrolled.	Average duration of attendance.	Average duration of schools in days.	Increase or decrease.
1	2	3	4	5	6	7
North Atlantic Division:	Days.	Days.	Days.	Days.	Days.	Days.
Maine.....					112	
New Hampshire.....					112	I...10.15
Vermont.....	6,353,006	116.56	88.98	139.00	139	I...3
Massachusetts.....	56,558,788	194.79	160.20	a215.38	178	I...6
Rhode Island.....	6,352,260	134.11	161.53	194.67	190	I...0
Connecticut.....					180.18	I...44
New York.....	114,004,602	128.75	109.85	182.22	179	I...5
New Jersey.....					192	I...0
Pennsylvania.....					155	I...12
South Atlantic Division:						
Delaware.....						
Maryland.....					190	D...1
District of Columbia.....	4,733,478	130.55	141.65	183.00	183	D...6
Virginia.....	22,142,400	60.82	68.09	120.00	120	I...2
West Virginia.....					112	
North Carolina.....					60	0
South Carolina.....					72	I...2
Georgia.....						
Florida.....					132	D...9
South Central Division:						
Kentucky.....					95	
Tennessee.....					80	I...2
Alabama.....	c12,910,299	c39.51	c49.76	c79.44	{ d70.5 } e155	
Mississippi.....	13,848,576	48.07	51.15	84.51	84	
Louisiana.....					126	
Texas.....	24,254,893	51.75	72.40	112.81	101.6	
Arkansas.....						
North Central Division:						
Ohio.....					150	D...11
Indiana.....					131	I...2
Illinois.....	78,106,230	118.98	104.15	154.30	b153	
Michigan.....					153	I...9
Wisconsin.....	31,081,909	101.72	92.76	175.60	175.6	I...5.6
Minnesota.....					118	I...2
Iowa.....					148	I...2
Missouri.....	44,412,944	81.68	75.87	117.32	105	I...3
Dakota.....					109	D...1
Nebraska.....					130	
Kansas.....						
Western Division:						
Montana.....					115	I...1
Wyoming.....						
Colorado.....					107	
New Mexico.....						
Arizona.....					120	D...80
Utah.....					125	I...20
Nevada.....						
Idaho.....					79.89	D...17.11
Washington.....						
Oregon.....					99.2	D...2.3
California.....	30,499,348	184.85	154.89	235.71	155.5	I...5.7
Alaska.....						
SUMMARY.						
North Atlantic Division.....		f143.40	f121.23	f189.62	g158	
South Atlantic Division.....		f67.13	f74.94	f127.74	g103	
South Central Division.....		f47.08	f58.06	f94.23	g88	
North Central Division.....		f103.33	f92.10	f144.66	g139	
Western Division.....					g133	
United States.....		f100.89	f96.79	f153.04	g135	

a Estimated.

b These statistics are for 1885-86.

c Estimated in part (a few cities).

d Country schools.

e City schools.

f Only the States tabulated are represented in this summary.

g Approximately.

NUMBER OF SCHOOL BUILDINGS; SEATING CAPACITY.

[Table 6.]

School accommodations.—Column 2 of Table 6 gives the number of school buildings in each State, so far as reported. In some cases where reports were lacking the number of schools is given instead.

A knowledge of the number of school-houses is useful for some purposes; on account of their great difference in size, however, something else is needed to determine the question of sufficiency of school accommodations. This is effected by a consideration of the number of sittings taken in connection with the number of pupils for whom seats are to be provided.

The number of sittings is reported only from ten States and Territories. It is hoped that this number will be increased in future years.

As regards the sufficiency of the seating capacity, it should be observed that the number of seats may fall short of the enrolment, and yet be large enough, since all the scholars enrolled during the year are seldom present at one time. On the other hand, it should be greater than the average daily attendance, since the number actually attending must sometimes exceed the average. The number it should just equal, in order to show a sufficiency without a surplus, is the maximum attendance, a statistical quantity almost unknown in the United States, though used with effect in some foreign systems.

Whenever the number of sittings, then, exceeds the enrolment, there is, *ipso facto*, a sufficiency of school accommodation. This is the case with all the States reporting, except Rhode Island and the District of Columbia, as will be seen from an inspection of Column 6. Yet in these two cases the number of sittings exceeds the average attendance, so that a deficiency can not be argued; the data simply are not sufficient to determine whether or not the sittings are sufficiently numerous.

Column 8 gives the average number of sittings to a building, or the average size of school buildings.

TABLE 6.—NUMBER OF SCHOOL BUILDINGS; SEATING CAPACITY.

State or Territory.	Number of school buildings.	Increase or decrease since preceding year.	Total number of sittings.	Increase or decrease since preceding year.	Average number of sittings to—		
					Each 100 pupils enrolled.	Each 100 pupils in average attendance.	Each school building.
1	2	3	4	5	6	7	8
North Atlantic Division :							
Maine.....	4,310	D.....10					
New Hampshire.....	2,045						
Vermont.....							
Massachusetts.....							
Rhode Island.....	465	I.....6	46,507		93.94	142.52	100.00
Connecticut.....	1,655	D.....4	129,344	I.....994	102.82	163.77	78.15
New York.....	11,966	I.....26					
New Jersey <i>a</i>	1,586	D.....10					
Pennsylvania.....	*21,062	I.....379					
South Atlantic Division:							
Delaware <i>a</i>	*562						
Maryland.....	*2,124	I.....12					
District of Columbia.....	679		28,163		84.23	108.88	356.50
Virginia.....	6,155		354,200		108.93	191.96	57.55
West Virginia.....	4,587	I.....325					
North Carolina.....	5,200	I.....165					
South Carolina.....	3,531						
Georgia.....	*7,211	I.....255					
Florida.....	†1,724	I.....220					
South Central Division:							
Kentucky.....	7,017						
Tennessee <i>a</i>	5,413						
Alabama.....							
Mississippi.....							
Louisiana.....							
Texas.....							
Arkansas.....	2,102	I.....333					

* Number of schools.

a These statistics are for 1885-86.

† Number of schools in 1884-85.

b Eighteen of these are rented.

TABLE 6.—NUMBER OF SCHOOL BUILDINGS; SEATING CAPACITY—Continued.

State or Territory.	Number of school buildings.	Increase or decrease since preceding year.	Total number of sittings.	Increase or decrease since preceding year.	Average number of sittings to—		
					Each 100 pupils enrolled.	Each 100 pupils in average attendance.	Each school building.
1	2	3	4	5	6	7	8
North Central Division:							
Ohio.....	12,589	D....114					
Indiana.....	10,142	I....326					
Illinois.....	12,174	I....15					
Michigan.....	7,318	I....83	534,735	I..15,919	126.94	201.03	73.07
Wisconsin.....	6,113	I....90					
Minnesota.....	5,208						
Iowa.....	12,892	I....448					
Missouri.....	611,744	I....615	631,286	I..12,017	107.84	166.76	
Dakota.....	3,857	I....390	118,789	I..8,678	128.34	213.90	30.80
Nebraska.....	4,590						
Kansas.....	7,860	I..1,069					
Western Division:							
Montana.....	287	I....37					
Wyoming.....	111						
Colorado.....	689	I....53	45,241	I..2,377	164.94	166.07	65.66
New Mexico.....	46		5,580		117.35	177.14	121.30
Arizona.....							
Utah.....							
Nevada.....	145						
Idaho.....	216						
Washington.....	863						
Oregon.....	1,324	D....51	54,960		103.65	146.93	41.51
California.....							
Alaska.....	2						
SUMMARY.							
North Atlantic Division.....					d100.31	d157.55	d82.95
South Atlantic Division.....	31,173				d106.62	d181.74	d61.33
South Central Division.....							
North Central Division.....	94,487				d116.89	d183.51	d58.48
Western Division.....					d104.84	p156.02	d51.37
United States.....					d112.39	d178.80	d61.03

a These statistics are for 1885-86.

b Number of school-rooms.

c These statistics are for 1880.

d Only the States tabulated above are represented in this summary.

SCHOOL LIBRARIES; HIGH SCHOOLS.

[Table 7, Page 67.]

School libraries.—The educational value of school libraries is beginning to be more fully appreciated by superintendents and teachers. No statistics upon this point in any degree approaching completeness, however, have ever been collected. Those given in Columns 2 and 3 of Table 7 present what information of a quantitative character touching this subject it has been possible to collect.

It appears that Ohio and Michigan are the States in which, so far as known, school libraries have received their greatest development, the former having 191 volumes and the latter 154 volumes for every one hundred pupils in average attendance. In the Southern States no public school libraries of any consequence are reported.

It is not possible, from want of data, to make summaries of the statistics of school libraries that would be of any use whatever.

High schools.—High school statistics in like manner are, and apparently must remain, in an unsatisfactory condition. There is no well-defined line outside of cities, as a general rule, separating high schools from other schools. In the rural districts schools, and even the studies of individual pupils, are of a mixed primary and secondary character. The high school statistics that are given, therefore, can lay no claim to accuracy or completeness in most cases, but are presented as being the best that could be collected from State superintendents, and as furnishing valuable indications of a general character.

The statistics of individual high schools are given in detail in another chapter of this Report (see Index).

By far the greatest public high school enrolment is found in the North among the older States. In the North Atlantic Division, out of every 1,000 pupils enrolled 64 are high school pupils. Maine leads in this point, 77 pupils out of every 1,000 enrolled in that State being high school pupils (Column 9).

With the exception of the District of Columbia, and an estimate by the State superintendent of Mississippi, no high school statistics are reported from the two Southern divisions. It is known, however, that in these divisions the great bulk of secondary instruction is or was given in private high schools and academies. In Georgia, at least, there is a constitutional provision forbidding any except the elementary branches being taught in the public schools at the charge of the public funds.

In the North Central States 23 pupils out of every 1,000, and in the Western States 17, are high school pupils. The average for all the States reporting is 35.

TABLE 7.—SCHOOL LIBRARIES; HIGH SCHOOLS.

State or Territory.	School libraries.		High schools.		High school enrolment.			
	Number of volumes.	Number of volumes to each 100 of average attendance.	Number of high schools.	Increase or decrease since preceding year.	High school enrolment.	Increase or decrease since preceding year.	Increase or decrease per cent.	Ratio to total enrolment.
1	2	3	4	5	6	7	8	9
North Atlantic Division:						<i>Per cent.</i>		<i>Per cent.</i>
Maine.....			a180		a11,174			a7.69
New Hampshire.....			44		3,860			6.35
Vermont.....			42		62,058			
Massachusetts.....			229		22,406	1,1,036	1,4.85	6.35
Rhode Island.....	e10,000	e30.65	10		1,435			2.90
Connecticut.....	47,907	60.66	23					
New York.....	737,715	117.92						
New Jersey.....								
Pennsylvania.....								
South Atlantic Division:								
Delaware.....								
Maryland.....								
District of Columbia.....			2		1,103			3.30
Virginia.....								
West Virginia.....	a3,365	a3.24	21					
North Carolina.....	(d)							
South Carolina.....								
Georgia.....								
Florida.....			32					
South Central Division:								
Kentucky.....								
Tennessee.....								
Alabama.....								
Mississippi.....			e100		e12,000			e4.43
Louisiana.....								
Texas.....								
Arkansas.....								
North Central Division:								
Ohio.....	991,086	190.92	692		32,928	D, 37	D, 0.11	4.29
Indiana.....	300,000	79.19						
Illinois.....	122,822	24.26	179	I, 10	14,517	1, 995	1, 9.17	1.94
Michigan.....	408,602	153.61						
Wisconsin.....	41,128	23.24	127	I, 8	8,496	1, 524	1, 6.57	2.53
Minnesota.....			64		3,579			1.41
Iowa.....	55,173	18.74						
Missouri.....			150					
Dakota.....			24					
Nebraska.....			206					
Kansas.....								
Western Division:								
Montana.....	500	6.10	2		e75			e.57
Wyoming.....								

a These statistics are for 1885-86.

b Seven schools not reporting.

c Estimated.

d Small beginnings in cities.

e Approximately.

TABLE 7.—SCHOOL LIBRARIES; HIGH SCHOOLS—Continued.

State or Territory.	School libraries.		High schools.		High school enrolment.			
	Number of volumes.	Number of volumes to each 100 of average attendance.	Number of high schools.	Increase or decrease since preceding year.	High school enrolment.	Increase or decrease since preceding year.	Increase or decrease per cent.	Ratio to total enrolment.
1	2	3	4	5	6	7	8	9
Western Division—Cont'd.							<i>Per cent.</i>	<i>Per cent.</i>
Colorado.....	13,733	50.41	17	.....	1,130	.....	.....	2.62
New Mexico.....	976	19.52	.....	.....	.....	.....	.....	.....
Arizona.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada.....	.....	.....	6	.....	.....	.....	.....	.....
Idaho.....	1,220	18.77	2	.....	.....	.....	.....	.....
Washington.....	.....	.....	14	.....	700	.....	.....	1.32
Oregon.....	.....	.....	20	.....	3,364	D...726	D...17.75	1.71
California.....	.....	.....	.....	.....	.....	.....	.....	.....
Alaska.....	.....	.....	.....	.....	.....	.....	.....	.....
SUMMARY.	.....	.....	.....	.....	.....	.....	.....	.....
North Atlantic Division.....	.....	.....	.....	.....	.....	.....	.....	a6.39
South Atlantic Division.....	.....	.....	.....	.....	.....	.....	.....	.....
South Central Division.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division.....	.....	.....	.....	.....	.....	.....	.....	a2.84
Western Division.....	.....	.....	.....	.....	.....	.....	.....	a1.72
United States.....	.....	.....	.....	.....	.....	.....	.....	a3.52

a Including only the States tabulated above.

PRIVATE SCHOOLS.

[Table 8, Page 69.]

The statistics of private schools, notwithstanding the importance that attaches to them, are of the most fragmentary character. One phase of educational activity, a definite knowledge of which is absolutely necessary to a full understanding of the subject, is thus left almost wholly unrecorded. Furthermore, the statistics that are given bear in some cases internal evidences of unreliability.

The obligations which should be imposed upon private school teachers, in the matter of reporting the statistics of their schools, have become a subject of discussion. In Connecticut legislative action has been taken which should result in a complete system of private school reports. Superintendent Orr, of Georgia, has urged the right of the State to require private school reports, and has defined the basis upon which this right rests. (See Index, under head of "Private schools.")

Growth of private schools.—It would be useful to compare the percentage of increase or decrease of the private school enrolment as given in Column 6 with that of the public school enrolment, to see if the public schools are more than holding their own. The abnormal results that are recorded for some of the States, however, in the column mentioned, would seem to indicate that either this year's or last year's report, as the case may be, was extremely defective.

The three North Atlantic States reporting apparently furnish the most reliable statistics of growth; enough so, perhaps, to enable a fair estimate to be made of the present prospects of private schools in that section. It will be found that while Vermont shows a decrease of .36 per cent. in public school enrolment, and Connecticut and New York an increase of only .20 and .98, respectively, the private school enrolment has increased 3.57 per cent. in Vermont, 5.13 in Connecticut, and 4.12 in New York. Those figures may be considered as establishing conclusively the fact that the private schools are gaining on the public schools in the States mentioned, and the presumption that they are so doing in the neighboring States.

Extent of private school enrolment.—Column 7 gives the proportion of pupils who are enrolled in the private schools. It shows that, so far as can be determined, private schools have received their greatest development in the North Atlantic Division, where 11.17 per cent. of all pupils are enrolled in private schools; that is, out of every 100 pupils enrolled in schools of all kinds, 11 are enrolled in private schools.

Illinois and California also show a large private school enrolment; Dakota a phenomenally small, perhaps imperfectly reported one. For all the States reporting 8.56 per cent. of their total enrolment is to be found in private schools, leaving 91.44 per cent. for the public schools.

Comparative enrolment to be found in all schools.—Column 6 of Table 3 gave the average number of pupils enrolled in the public schools for each 100 persons 6 to 14 years of age. Column 8 of the table under review gives the same, taking in also the pupils enrolled in the private schools; that is to say, it shows how many pupils are enrolled in all schools, public and private, for each 100 persons of the age mentioned. Table 3 gave only a partial view, *i. e.*, it was confined to the public schools. Table 8 gives a complete view, but unfortunately it is limited to a few States.

TABLE 8.—PRIVATE SCHOOLS.

State or Territory.	Number of private school teachers.	Increase or decrease since preceding year.	Private school enrolment.	Increase or decrease since preceding year.	Increase or decrease per cent.	Ratio of private school enrolment to total public and private enrolment.	Average number enrolled in public and private schools to each 100 persons 6 to 14.
1	2	3	4	5	6	7	8
North Atlantic Division:					<i>Per cent.</i>	<i>Per cent.</i>	
Maine.....							
New Hampshire.....			6,433			9.58	131.13
Vermont.....			27,506	1.....259	1.....3.57	29.51	214.80
Massachusetts.....							
Rhode Island.....							
Connecticut.....			15,953	1.....778	1.....5.13	11.25	134.53
New York.....			133,051	1.....5,268	1.....4.12	11.36	132.24
New Jersey.....							
Pennsylvania.....							
South Atlantic Division:							
Delaware.....							
Maryland.....							
District of Columbia.....							
Virginia.....							
West Virginia.....							
North Carolina.....			27,500			27.79	298.07
South Carolina.....							
Georgia.....							
Florida.....	6128						
South Central Division:							
Kentucky.....							
Tennessee c.....	1,223		31,355			7.55	108.14
Alabama.....							
Mississippi.....			18,000			26.23	1100.22
Louisiana.....							
Texas.....							
Arkansas.....							
North Central Division:							
Ohio.....							
Indiana.....	1,086	D.....455	37,514	D.10,029	D.21.09	6.35	141.20
Illinois.....	2,253	D.....34	87,825	D.3,432	D...3.76	10.48	127.62
Michigan.....	580		32,607	1...3,106	1...10.53	7.18	130.16
Wisconsin c.....			14,164	1.....539	1...3.96	4.09	113.39
Minnesota.....							
Iowa.....							
Missouri.....							
Dakota.....	79		790			.85	109.42
Nebraska.....							
Kansas.....							
Western Division:							
Montana.....	56		457	1.....99	1...27.65	3.37	106.30
Wyoming.....							
Colorado.....			1,942	D.....37	D...1.87	4.30	142.27
New Mexico.....							

a Estimated.

b Number reported.

c These statistics are for 1885-86.

d Approximately.

TABLE 8.—PRIVATE SCHOOLS—Continued.

State or Territory.	Number of private school teachers.	Increase or decrease since preceding year.	Private school enrollment.	Increase or decrease since preceding year.	Increase or decrease per cent.	Ratio of private school enrollment to total public and private enrollment.	Average number enrolled in public and private schools to each 100 persons 6 to 14.
1	2	3	4	5	6	7	8
Western Division—Cont'd.					<i>Per cent.</i>	<i>Per cent.</i>	
Arizona							
Utah							
Nevada							
Idaho	a30		a1,000			a8.61	a87.22
Washington							
Oregon	251	D.....20	4,934	I...2,151	I...77.20	8.51	129.69
California			23,661	I...3,742	I...19.78	10.32	133.00
Alaska							
SUMMARY.							
North Atlantic Division						b11.17	b133.03
South Atlantic Division							
South Central Division						b7.01	b103.34
North Central Division						b7.45	b127.99
Western Division						b8.91	b130.04
United States						b8.56	b122.90

a Estimated.

b Including only the States tabulated above.

TEACHERS.

[Table 9, Page 72.]

Table 9 gives (1) the whole number of different teachers, classified by sex, and (2) the number necessary to supply the schools, or number of teachers' positions. This latter quantity does not admit of classification by sex, since any teacher's position may be occupied at one time by a man and at another time by a woman.

The number of teachers necessary to supply the schools, though reported from only comparatively few States, is the more important item of the two. It is the quantity which should be used, as a general rule, when the "number of teachers" is wanted; that is to say, though a number of different teachers may in succession occupy the same position in the course of a school year, they only count as one teacher for most statistical purposes.

The "whole number of different teachers" is wanted principally for determining questions of sex in teachers, and of frequency of change in the teaching force. It is, however, almost universally used, or rather misused, when the "number of teachers" is wanted for any purpose whatever, thereby vitiating the arguments or conclusions based upon it. Still it furnishes the only knowledge we have regarding the number of teachers in the majority of States and Territories.

Attention is called to this point for the purpose of emphasizing the great need that exists of having reported the number of teachers necessary to supply the schools.

The whole number of different teachers in the United States, according to the latest returns, is 338,637, an increase of 15,571 over the number last reported. This increase, however, possesses no particular significance, since it may arise from an increased number of changes in the existing teaching force instead of the establishment of new teachers' positions. What knowledge the Bureau has regarding the actual sufficiency of the teaching force is given in Column 8 of Table 4.

Sex of teachers.—A comparison of the increase of the whole number of male teachers with that of female teachers should show to what extent one sex has displaced the other during the year. As far as can be determined the number of male teachers in the United States increased at the rate of 2.63 per cent., female at the rate of 2.61 per cent., showing practically no change in the relative numbers of the two sexes for the country at large.

In the North Atlantic Division the male teachers would seem to be gaining in numbers, due to the heavy decrease of female teachers (20.90 per cent.) in New Hampshire.

In the next three divisions the female teachers have increased in greater proportion than the males. The large decrease of teachers in Mississippi is probably one of the results of the re-organization of the school districts of that State, securing fewer and larger schools. In the Western Division, again, the male teachers have gained in proportionate numbers.

The present relative number of teachers of each sex is given in Column 13. The different sections of the country present well-marked distinctions in this matter. In the North Atlantic States only 23 teachers out of every 100 are male; then come the North Central and Western Divisions, in which about one-third of all of the teachers are male; in the two Southern divisions the males are in the majority, in the South Central Division largely so.

Massachusetts has the smallest proportion of male teachers of any State or Territory, or about one in ten. In Arizona and Arkansas the proportion of male teachers is largest, being in each instance more than three-fourths of the whole.

Though no considerable change in the relative number of teachers of each sex has taken place during the year covered by this Report, yet when the last 10 years are taken into account a decided displacement of male teachers is apparent, extending through every section of the country, except in one instance. This displacement will be seen from the following tabular statement:

Percentage of male teachers at intervals of five years since 1876-77, computed from the Reports of the Bureau of Education.

Year.	The United States.	North Atlantic Division.	South Atlantic Division.	South Central Division.	North Central Division.	Western Division.
	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
1876-77	42.37	28.88	63.20	60.25	44.28	44.65
1881-82	39.39	26.11	58.66	67.46	38.14	36.27
1886-87	35.95	22.63	52.25	62.23	32.64	33.26

It will be observed that in the North Atlantic Division, where the relative number of male teachers was smallest in 1876-77, the displacement of males has been going on nearly as extensively as in any other section. Whether this process can continue without detriment to the best interests of the schools, especially as regards the education of the older boys, is a question worthy of serious consideration.

Changes in the teaching force.—Column 12 is designed to show the average number of changes in the teaching force to every 100 teachers' positions during the school year. This will be seen to vary exceedingly in the several States reporting the necessary data, so much so as to suggest a greater or less degree of inaccuracy in the reports made. The averages for the North Atlantic, North Central, and Western Divisions, however, are tolerably uniform, being 25.41, 23.60, and 27.15, respectively. The want of permanency in the teachers' position is one of the greatest drawbacks to the progress of the public schools to a higher degree of efficiency. Just to what extent this want of permanency exists can be determined in no better way than the one given, and it would be a matter affording peculiar satisfaction if the data required for the purpose were more accurate and complete.

TABLE 9.—TEACHERS.

State or Territory.	1	2	3	4	5	6	7	8	9	10	11	12	13
	Whole number of male teachers.	Whole number of male teachers.	Increase or decrease since preceding year.	Increase or decrease per cent.	Whole number of male teachers.	Increase or decrease since preceding year.	Increase or decrease per cent.	Whole number of both sexes.	Increase or decrease since preceding year.	Number necessary to supply the schools.	Increase or decrease since preceding year.	Per cent. of change in the teaching force.	Ratio of male teachers to whole number of teachers.
				Per cent.			Per cent.					Per cent.	Per cent.
North Atlantic Division:													
Maine.....	2,010		D.....36	D.....8.91	8,277	D.....643	D.....20.90	10,287	D.....679				19.54
New Hampshire.....	368		D.....15	D.....4.54	2,433	D.....153	D.....4.02	2,801	D.....129	2,547			13.14
Vermont.....	555		D.....27	D.....2.55	3,614	D.....86	D.....1.00	4,199	D.....59	8,529			13.22
Massachusetts.....	1,033		D.....18	D.....10.46	8,696	D.....17	D.....1.54	9,729	D.....35	1,083			10.62
Rhode Island.....	190		D.....28	D.....4.99	1,120	D.....82	D.....3.31	1,310	D.....54				14.19
Connecticut.....	4533		D.....3	D.....0.87	2,559	D.....60	D.....2.25	3,092	D.....57				14.50
Delaware.....	4343		D.....131	D.....2.20	2,730	D.....124	D.....0.49	3,073	D.....7				17.24
New York.....	5,821		D.....8	D.....0.98	25,497	D.....71	D.....2.37	31,318	D.....79				11.16
New Jersey.....	826		D.....340	D.....3.86	3,669	D.....179	D.....1.23	3,395	D.....519				18.59
Pennsylvania.....	9,133				14,687			23,822					21.21
South Atlantic Division:													
Delaware.....	1,135		D.....59	D.....4.54	2,416	D.....64	D.....2.72	635	D.....5				31.96
Maryland.....	71		D.....15	D.....26.79	519	D.....35	D.....6.80	8,651	D.....129	63,500			11.45
District of Columbia.....	3,433		D.....34	D.....1.10	3,722	D.....342	D.....10.12	6,620	D.....376				0.60
Virginia.....	3,371		D.....134	D.....4.14	1,752	D.....187	D.....2.79	7,161	D.....131				48.02
West Virginia.....	3,740		D.....622	D.....18.95	2,699	D.....697	D.....34.82	5,106	D.....319				66.08
North Carolina.....	2,227		D.....136	D.....6.50	1,767	D.....23	D.....1.32	6,439	D.....139				58.08
South Carolina.....								3,934	D.....159				55.76
Georgia.....								47,700	D.....530				54.60
Florida.....	1,293		D.....290	D.....27.64	1,075	D.....250	D.....30.30	2,368	D.....476	2,318			2.16
South Central Division:													
Kentucky.....	4,421		D.....117	D.....2.72	4,088	D.....12	D.....0.29	8,509	D.....139				51.96
Tennessee.....	4,961		D.....38	D.....0.76	2,316	D.....131	D.....5.91	7,807	D.....93				67.89
Alabama.....	3,764		D.....145	D.....4.01	1,857	D.....14	D.....0.76	5,621	D.....331				66.96
Mississippi.....	3,261		D.....15	D.....15.65	2,732	D.....287	D.....8.54	6,113	D.....862	6,137			54.23
Louisiana.....	1,036		D.....23	D.....2.27	1,176	D.....33	D.....2.89	2,212	D.....56				46.84
Texas.....	5,801		D.....331	D.....11.63	2,760	D.....145	D.....17.14	8,501	D.....476				68.24
Arkansas.....	3,176		D.....14	D.....0.13	991	D.....53	D.....0.88	4,167	D.....67				76.22
North Central Division:													
Ohio.....	10,839		D.....242	D.....3.52	13,848	D.....421	D.....6.50	24,687	D.....236	18,603			43.90
Indiana.....	7,114		D.....658	D.....9.67	6,892	D.....1,648	D.....11.93	14,066	D.....240	13,500			50.79
Illinois.....	7,462		D.....98	D.....2.49	15,463	D.....338	D.....2.97	22,925	D.....182				32.55
Michigan.....	3,836		D.....73	D.....3.01	11,730	D.....255	D.....3.02	15,566	D.....475				24.64
Wisconsin.....	2,349		D.....191	D.....10.67	8,699	D.....284	D.....5.65	11,048	D.....182	7,893			21.26
Minnesota.....	1,981				5,307			7,238	D.....475	7,000			27.18

Iowa.....	5,850	D...77	D...1.30	18,382	D...356	D...1.95	24,232	D...443	14,747	64.32	24.14
Missouri.....	1,722	I...108	I...6.69	3,770	I...329	I...9.56	13,296	I...329	11,744	13.21	31.35
Dakota.....	2,106	D...31	D...1.45	5,183	I...571	I...12.38	5,492	I...437	4,308	27.48	28.89
Nebraska.....							7,289	I...540			
Kansas.....							10,626	I...1,239			
Western Division:											
Montana.....	109	D...6	D...5.22	285	I...23	I...8.78	394	I...17			27.66
Wyoming.....	d46	D...2	D...0.58	d174	I...93	I...9.72	d220	I...91	1,190	17.23	d20.91
Colorado.....	345			1,050			1,395				24.73
New Mexico.....	128			36			164				78.05
Arizona.....	71	I...10	I...16.40	95	I...7	I...7.95	166	I...17			42.77
Utah.....	303	I...13	I...4.48	308	D...16	D...4.94	611	D...3			49.59
Nevada.....	48	D...1	D...2.04	179	I...14	I...8.48	227	I...13			21.14
Idaho.....	d125			d215			d340				36.76
Washington.....	479	I...59	I...14.05	752	I...72	I...10.59	1,231	I...131			38.91
Oregon.....	919	I...112	I...13.88	1,170	I...116	I...11.01	2,089	I...128	1,550	34.77	43.99
California.....	1,303	I...175	I...15.51	3,585	I...279	I...8.44	4,888	I...444			26.65
Alaska.....	10	I...6	I...150.00	5	D...1	D...16.67	15	I...5			66.67
SUMMARY.											
North Atlantic Division.....	20,471		I...70.92	69,982		D...0.42	90,453			f25.41	22.63
South Atlantic Division.....			I...78.23			I...f11.66	37,574			f1.57	f52.25
South Central Division.....	26,420		D...70.13	15,910		I...70.38	42,430				62.28
North Central Division.....			I...72.21			I...f3.35	156,455	I...6,921		f28.60	f32.64
Western Division.....	3,876		I...f11.19	7,849		I...f8.60	11,725			f27.15	33.06
United States <i>g</i>			I...f2.63			I...f2.61	338,637	I...h15,571		f26.42	f36.95

a In winter.*b* In summer.*c* These statistics are for 1885-86.*d* Estimated.*e* These statistics are for 1880.*f* Only the States tabulated in the same column above are included in this summary.*g* Excluding Alaska.*h* Increase over number given in the preceding Report of the Bureau.

SALARIES OF TEACHERS.

[Table 10.]

The average monthly salaries of male teachers have increased in 15 States and Territories, and decreased in 17, out of the 32 in which this change can be determined satisfactorily. As regards the salaries of female teachers, there has been an increase in 17 States and Territories, a decrease in 13, and no change in 2.

The greatest difference between the salaries of male and female teachers is met with in the North Atlantic and North Central Divisions; the least, in the South Atlantic Division.

The want of uniformity in the methods of computing the average wages of teachers has already been pointed out in previous Reports of the Office; so long as it continues to exist, no reliable comparisons of the wages of teachers in different States can be made. There is one method that is unqualifiedly incorrect, namely, taking the mean between the maximum and minimum salaries of a county or township as the average salary.

The average salary of all the male or female teachers of a State possesses no great degree of significance. The classification should be more in detail, distinguishing city from country teachers, and white from colored, in order to be useful as a guide in determining the remuneration of teachers.

TABLE 10.—SALARIES OF TEACHERS.

State or Territory.	Average monthly salaries.				Average annual salaries.	
	Males.	Increase or decrease.	Females.	Increase or decrease.	Males.	Females.
1	2	3	4	5	6	7
North Atlantic Division:						
Maine	\$33.82	D...\$0.33	\$20.70	I...\$4.02		
New Hampshire.....	41.03	I.... .81	24.46	I.... .90		
Vermont	33.80	D.... .10	20.88	D...1.12		
Massachusetts.....	116.85	I....5.62	44.93	I.... .96		
Rhode Island.....	82.67	I....2.82	44.38	I.... .53	\$785	\$422
Connecticut.....	68.82	D...1.07	38.50	I.... .53	619	346
New York.....					(409)	
New Jersey <i>a</i>	63.01	D.... .55	40.51	I...4.21	580	375
Pennsylvania.....	38.53	I.... .15	29.85	D.... .04		
South Atlantic Division:						
Delaware						
Maryland.....						
District of Columbia	100.76	D...6.86	61.12	D.... .05	1,698	611
Virginia	31.20	I.... .43	26.62	I.... .08	187	160
West Virginia.....						
North Carolina.....	22.80	D...2.25	22.00	D.... .50		
South Carolina	28.07	D.... .57	25.19	D.... .11		
Georgia.....						
Florida	52.00	D...1.00	52.00	D...1.00	812	312
South Central Division:						
Kentucky	5113.87		547.06			
Tennessee.....						
Alabama.....						
Mississippi.....						
Louisiana.....	35.00		32.00			
Texas						
Arkansas.....						
North Central Division:						
Ohio	a55.00	I....1.00	a40.00			
Indiana.....	45.00	I.... .40	36.00	D.... .80	292	234
Illinois.....	51.48	D.... .66	42.17	I.... .44		
Michigan.....	45.31	I.... .24	31.06	D.... .14	314	236
Wisconsin <i>a</i>	b106.58	I.... .86	39.90	I...1.36		
Minnesota.....	c 42.64	I.... .89	28.15	D.... .05		
Iowa	41.00	I....2.00	30.20	I.... .20		
Missouri.....	38.00	D.... .42	28.59	D.... .51		
Dakota	34.29	D...1.13	31.12	I.... .22	189	171
Nebraska.....	55.00	I...12.32	35.00	I.... .30		
Kansas	39.00	D...3.00	32.90	D.... .95		
Western Division:						
Montana.....	75.00		60.00		0	
Wyoming <i>a</i>	53.85	D...5.00	53.85			

a These statistics are for 1885-86.*b* For city schools.*c* For country schools.

TABLE 10.—SALARIES OF TEACHERS—Continued.

State or Territory.	Average monthly salaries.				Average annual salaries.	
	Males.	Increase or decrease.	Females.	Increase or decrease.	Males.	Females.
1	2	3	4	5	6	7
Western Division—Continued.						
Colorado.....	\$67.56	I...\$2.92	\$57.60	I...\$1.01		
New Mexico.....						
Arizona.....	87.69	I...7.15	79.69	I...3.42		
Utah.....	46.90	D...2.20	27.33	D...2.27	\$328	\$160
Nevada.....	98.25	D...2.75	66.91	D...81	982	669
Idaho.....						
Washington.....	44.86	D...1.14	36.87	I...6.87		
Oregon.....	45.78	D...42	34.79	I...14	700	400
California.....	80.75	I...1.53	64.12	D...21		
Alaska.....	131.25	I...6.25	72.00	I...13.50	1,312	720
SUMMARY.						
North Atlantic Division.....	645.50		631.25			
South Atlantic Division.....	630.65		629.80			
South Central Division.....						
North Central Division.....	647.73		633.70			
Western Division.....	662.90		654.38			
United States.....	644.35		633.72			

^a These statistics are for 1885-86.^b Approximately.

SCHOOL REVENUE.

[Tables 11, 12, and 12A, Pages 76, 78, and 79.]

A consideration of school revenue is chiefly valuable for comparing the relative amounts derived from different sources in the several States.

The value of the results arrived at, however, is considerably vitiated through a want of uniformity in the classification of school revenue. As an instance of this, it may be said that certain revenues of essentially the same character in all the States are classed in some States as income from permanent funds, in others as income from State taxes, and in others still as income from local taxes. Also, taxes imposed by a State law, but retained and distributed in the communities where they were collected, are sometimes reported as State taxes and sometimes as local taxes. These taxes may be called compulsory local taxes, as they differ both from voluntary local taxes and from taxes paid into the State treasury and distributed therefrom on some general basis of population or attendance, which latter are State taxes proper. A more detailed classification would remedy the misunderstanding in this matter, were there any possibility of its being adopted.

State aid to education.—There may be noted a growing sentiment in favor of having more of the school revenues collected and apportioned by the State authorities according to population or attendance (see Index under the head of "Revenue"). The design is to equalize the school funds, so that all parts of a State may have a school term of equal length, or nearer equal than at present.

Ten States and Territories, all situated in the North and West, report no State tax whatever (Table 11, Column 3). In the North Central Division only 9.8 per cent. of all the school revenue (Table 12 A, Column 3) is raised by State taxes, hardly sufficient to give anything like equal school privileges to all the children in the States composing that division.

TABLE 11.—SCHOOL REVENUES.

State or Territory.	From per- manent funds and rents.	From taxation.				From other sources.	Total rev- enue for the year, excluding money borrowed.	Increase or de- crease since pre- ceding year.	Balance from pre- vious year.	From sale of bonds.
		From State taxes.	From local taxes.	Total from taxes.	Increase or de- crease since pre- ceding year.					
1	2	3	4	5	6	7	8	9	10	11
North Atlantic Division:										
Maine.....	0	\$351,293	\$676,916	\$1,028,209	D...17,999	\$26,131	\$1,054,340	D...\$22,171	\$66,157	.....
New Hampshire.....	0	458,265	92,891	551,156	I...5,253	71,386	627,542	I...5,070	.....	.....
Vermont.....	0	520,418	520,418	520,418	D...16,896	76,135	697,552	D...13,988	.....	.....
Massachusetts.....	\$10,820	68,518	6,810,578	6,909,097	D...23,433	88,496	7,000,634	D...13,703	59,665	.....
Rhode Island.....	105,750	111,519	613,417	724,936	I...120,197	40,062	844,000	I...130,350	.....	.....
Connecticut.....	153,781	223,800	1,325,350	1,555,249	I...859,695	84,340	1,793,389	I...706,140	2,180,040	.....
New York.....	0	3,493,080	10,065,634	13,528,715	I...27,546	715,374	14,244,088	I...314,789	185,426	.....
New Jersey.....	132,324	1,424,214	897,447	2,316,661	.....	387,511	2,736,529	.....	.....	.....
Pennsylvania.....	.....	1,000,000	.....	.....	.....	.....	.....	.....	.....	.....
South Atlantic Division:										
Delaware.....	.....	60,697	185,994	246,691	.....	0	246,691	D...6,971	30,993	.....
Maryland.....	50,877	512,215	1,023,506	1,535,722	I...22,992	161,223	1,747,921	I...24,846	.....	.....
District of Columbia.....	0	236,112	236,112	236,112	I...184,648	0	390,225	I...46,683	290,477	.....
Virginia.....	36,983	775,483	611,420	1,416,908	D...26,436	268,009	1,685,318	D...23,264	109,158	.....
West Virginia.....	0	339,483	402,690	742,173	I...68,646	126,048	868,221	I...68,646	84,401	.....
North Carolina.....	0	519,556	1,803	521,359	.....	62,948	528,307	.....	0	.....
South Carolina.....	0	276,429	114,474	390,904	I...150,957	0	541,858	I...152,231	.....	.....
Georgia.....	0	494,185	278,109	769,294	.....	.....	769,294	.....	.....	.....
Florida.....	40,274	114,025	295,000	409,025	.....	.....	449,259	.....	0	.....
South Central Division:										
Kentucky.....	29,531	1,058,703	665,574	1,724,277	I...1,111,224	133,791	1,858,068	I...1,106,102	3,421	.....
Tennessee.....	.....	799,253	938,360	1,737,613	.....	246	1,985,979	.....	.....	.....
Alabama.....	145,427	300,000	136,896	366,896	.....	.....	600,000	.....	.....	.....
Mississippi.....	63,000	300,000	612,000	912,000	.....	.....	972,578	.....	.....	.....
Louisiana.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Texas.....	0	250,179	462,191	712,370	.....	185,256	897,626	I...26,051	21,694	.....
North Central Division:										
Ohio.....	242,637	1,678,561	7,445,399	9,123,961	I...29,874	372,686	9,798,284	I...64,116	3,798,399	\$494,011
Indiana.....	637,361	1,443,177	2,509,141	3,952,318	D...377,748	385,624	4,338,062	D...53,406	2,269,885	419,225
Illinois.....	634,411	1,000,000	8,400,658	9,400,658	I...181,616	341,248	10,366,312	I...148,501	1,028,923	.....
Michigan.....	665,697	0	3,583,904	3,583,904	I...207,448	711,398	4,300,999	I...328,007	1,382,122	.....
Wisconsin.....	492,520	0	2,644,859	2,644,859	I...106,723	93,471	2,738,330	I...382,122	721,350	.....

Minnesota.....	352,640	h 385,577	2,422,327	2,807,905	l 810,991	387,437	3,547,992	l 923,827	885,272	464,589
Iowa.....	717,889	0	5,200,809	5,200,809	l 956,486	604,943	6,523,641	l 980,025	2,047,727	
Missouri.....	348,749	705,192	3,290,753	3,995,945	l 538,494	390,069	4,699,762	l 484,347	845,091	
Dakota.....	0	0	1,267,125	1,267,125			1,267,125	l 267,125	460,435	292,698
Nebraska.....						407,124	2,452,882	l 314,454	428,288	242,444
Kansas.....	499,265	0	2,560,938	2,560,938	D 99,679	184,648	3,244,351	l 1,106	578,819	774,089
Western Division:										
Montana.....	0	0	288,575	288,575	l 60,242	0	288,575	l 60,242		
Wyoming.....										
Colorado.....	2,554	0	850,867	850,867	l 49,049	86,137	939,578	l 3,434	293,771	
New Mexico.....										
Arizona.....	0	301	107,562	107,863	l 11,441	2,463	432,171	D 4,537	9,301	
Utah.....	3,329	100,171	53,086	153,257	D 9,522	65,131	221,717			
Nevada.....		d 42,648	88,508			288	131,444			
Idaho.....							a 35,313			
Washington.....	0	0	302,592	302,592	l 2,592	37,142	330,734	l 39,734	151,746	
Oregon.....	85,625	0	451,824	451,824	l 59,982	232,263	769,712	D 81,249	100,223	
California.....	292,298	1,825,432	1,793,810	3,619,242		51,310	3,872,850	l 159,484	571,881	
Alaska.....	0	0	0	0	0	0	15,000		10,000	0
SUMMARY.										
North Atlantic Division.....										
South Atlantic Division.....		7,136,809								
South Atlantic Division.....		3,384,102					7,446,746			
South Central Division.....			3,238,109	6,622,211						
North Central Division.....							55,299,752			
Western Division.....										
United States.....										

a These statistics are for 1885-86.
b United States appropriations.
c Including subscriptions.
d State apportionment.
e Including funds disbursed in cities and not classified.

f For 1885.
g Including loans.
h Including fines, estrays, and licenses.
i For the 10 months ending June 30, 1887.
j For 1880.

TABLE 12.—SCHOOL REVENUES, REDUCED TO A PER CAPITA BASIS.

State or Territory.	Revenue per capita of population 6 to 14.				Revenue per capita of average attendance.			
	From permanent funds and rents.	From State taxes.	From local taxes.	From other sources.	From permanent funds and rents.	From State taxes.	From local taxes.	From other sources.
1	2	3	4	5	6	7	8	9
North Atlantic Division:								
Maine.....	\$ 0	\$3.39	\$6.54	\$0.25				
New Hampshire.....	0	8.94	1.81	1.39	\$ 0	\$10.62	\$2.15	\$1.65
Vermont.....	.29	0	9.55	1.39	.23	0	11.38	1.66
Massachusetts*.....	.36	.23	23.56	.30	.40	.26	26.05	.34
Rhode Island.....	.41	2.35	12.95	.84	.60	3.42	18.80	1.23
Connecticut.....	1.46	2.18	12.58	.80	1.95	2.91	16.78	1.07
New York.....	0	3.94	11.33	.81	0	5.53	16.04	1.14
New Jersey ^a.....	.58	6.30	3.95	1.71	.98	10.59	6.64	2.88
Pennsylvania.....								
South Atlantic Division:								
Delaware ^a		2.09	6.42	0		2.78	8.50	0
Maryland.....	.26	2.61	5.23	.82	.53	5.31	10.62	1.67
District of Columbia.....	0	68.14	8.14	0	0	611.41	11.41	0
Virginia.....	.10	2.13	1.76	.08	.20	4.20	3.48	.16
West Virginia.....		2.15	2.55	1.68		3.15	3.73	2.46
North Carolina.....	0	1.44	.001	.35	0	2.65	.01	.64
South Carolina.....	0	1.12	.46	.25	0	2.20	.91	.50
Georgia.....	0	1.28	.72	0	0	2.17	1.23	0
Florida.....	.51	1.45	3.75	0	.79	2.23	5.78	0
South Central Division:								
Kentucky.....	.07	2.58	e1.38	0	.13	4.91	e2.63	0
Tennessee ^a		d.36	2.08	.36		d.50	2.87	.50
Alabama.....	.44	.70	.42		.89	1.41	.84	
Mississippi.....	.22	1.04	2.12		.38	1.83	3.73	
Louisiana.....								
Texas.....								
Arkansas*.....	0	.95	1.76	.70	0	2.14	3.95	1.58
North Central Division:								
Ohio.....	.38	2.61	11.59	.58	.47	3.23	14.34	.72
Indiana.....	1.57	3.45	6.00	.92	1.73	3.81	6.62	1.02
Illinois.....	.97	1.52	12.83	.52	1.25	1.97	16.63	.67
Michigan*.....	1.91	0	10.23	2.04	2.50	0	13.47	2.67
Wisconsin ^a	0	0	8.65	e1.09		0	14.94	e1.89
Minnesota.....	1.63	f1.78	11.18	1.79	2.82	f3.09	19.40	3.10
Iowa.....	0	0						
Missouri.....	.65	1.34	6.27	.69	.91	1.86	8.69	.95
Dakota.....	0	0	14.85		0	0	22.82	
Nebraska.....								
Kansas.....	1.78	0	9.16	.66	2.15		11.01	.79
Western Division:								
Montana*.....	0	0	22.63	0	0	0	35.19	0
Wyoming.....								
Colorado ^g.....	.08	0	26.87	2.73	.09	0	31.23	3.16
New Mexico.....								
Arizona*.....	0	.08	9.82	.22	0	.06	21.51	.49
Utah ^a.....	.09	2.60	1.88	1.69	.17	5.15	2.73	3.35
Nevada.....								
Idaho.....								
Washington.....	0	0	10.07	1.24	0	0	14.01	1.72
Oregon.....	1.92	0	10.11	5.20	2.29	0	12.03	6.21
California.....	1.23	11.06	10.87	.31	1.56	14.10	13.86	.39
Alaska.....	0	b2.14	0	0	0	b38.76	0	0
SUMMARY.								
North Atlantic Division.....	h.24	2.67	h11.99	h.84	h.34	h3.58	h16.61	h1.20
South Atlantic Division.....	h.08	1.83	1.75	.35	h.14	3.27	3.13	.62
South Central Division.....	h.18	h1.18	h1.60	h.23	h.36	h2.13	h2.88	h.42
North Central Division.....	h1.20	h1.36	h10.29	h1.03	h1.57	h1.78	h13.43	h1.37
Western Division.....	h.88	h5.73	h11.55	h1.39	h1.13	h7.76	h15.52	h1.87
United States i.....	h.64	h1.90	h7.42	h.75	h.95	h2.75	h10.92	h1.12

* Average attendance estimated.

^a These statistics are for 1885-86.^b United States appropriation.^c Including subscriptions.^d State apportionment.^e Including loans.^f Including fines, estrays, and licenses.^g For the 10 months ending June 30, 1887.^h Only the States furnishing the necessary data are included in this summary.ⁱ Excluding Alaska.

TABLE 12 A.—PERCENTAGE CLASSIFICATION OF SCHOOL REVENUE, SHOWING THE PERCENTAGE OF THE WHOLE REVENUE RECEIVED FROM EACH SOURCE NAMED.

State or Territory.	Interest on per- manent funds and rent of school lands.	State taxes.	Local taxes.	Other sources.
1	2	3	4	5
	Per cent.	Per cent.	Per cent.	Per cent.
North Atlantic Division:				
Maine.....	0	33.32	64.20	2.48
New Hampshire.....	0	73.61	14.92	11.47
Vermont.....	1.73	0	85.68	12.54
Massachusetts.....	1.51	.98	97.72	1.26
Rhode Island.....	2.49	14.21	75.19	5.11
Connecticut.....	8.53	12.82	73.90	4.70
New York.....	0	24.53	70.45	5.02
New Jersey <i>a</i>	4.83	52.04	32.61	14.16
Pennsylvania.....				
South Atlantic Division:				
Delaware <i>a</i>		24.58	75.42	0
Maryland.....	2.91	29.31	58.56	9.22
District of Columbia.....	0	650.00	50.00	0
Virginia.....	2.49	52.26	43.23	2.02
West Virginia.....		32.08	38.05	25.13
North Carolina.....	0	80.25	.28	19.47
South Carolina.....	0	60.91	25.22	13.87
Georgia.....	0	63.85	36.15	0
Florida.....	8.96	25.33	65.66	0
South Central Division:				
Kentucky.....	1.63	60.36	c37.96	0
Tennessee <i>a</i>		d12.91	74.20	12.89
Alabama <i>e</i>	24.24	38.33	22.82	.04
Mississippi.....	6.47	30.84	62.90	
Louisiana.....				
Texas.....				
Arkansas.....	0	27.87	51.49	20.64
North Central Division:				
Ohio.....	2.49	17.23	76.45	3.83
Indiana.....	13.16	28.89	50.23	7.72
Illinois.....	6.10	9.62	81.00	3.25
Michigan.....	13.42	0	72.24	14.34
Wisconsin <i>a</i>	14.19	0	76.19	f9.62
Minnesota.....	9.94	g10.87	68.27	10.92
Iowa <i>a</i>	11.01	0	79.72	9.27
Missouri.....	7.31	15.01	70.02	7.66
Dakota.....	0	0	100.00	0
Nebraska.....				16.60
Kansas.....	15.39	0	73.92	5.69
Western Division:				
Montana.....	0	0	100.00	0
Wyoming.....				
Colorado.....	.27	0	90.56	9.17
New Mexico.....				
Arizona.....	0	.28	97.49	2.23
Utah <i>a</i>	1.50	45.18	23.94	29.38
Nevada.....		32.45	67.33	.22
Idaho.....				
Washington.....	0	0	89.07	10.93
Oregon.....	11.13	0	58.70	30.17
California.....	5.22	47.13	46.32	1.33
Alaska.....	0	b100.00	0	0
SUMMARY.				
North Atlantic Division <i>h</i>	1.53	17.06	76.04	5.37
South Atlantic Division <i>h</i>	2.00	45.64	43.64	8.72
South Central Division <i>h</i>	5.64	36.99	50.16	7.21
North Central Division <i>h</i>	8.65	9.80	74.14	7.41
Western Division <i>h</i>	4.49	29.49	53.93	7.09
United States <i>h</i> <i>i</i>	5.98	17.74	69.28	7.00

a These statistics are for 1885-86.*b* United States appropriation.*c* Including subscriptions.*d* State apportionment.*e* 14.57 per cent. (local funds) unclassified.*f* Including loans.*g* Including fines, estrays, and licenses.*h* These summaries are only approximately correct.*i* Excluding Alaska.

SCHOOL EXPENDITURES.

[Tables 13, 14, and 14 A, Pages 81, 83, and 84.]

The total amount expended for common schools in the United States during the school year 1886-87, or according to the latest reports, was \$115,103,886, an increase of \$3,798,959 over the amount last reported by this Office.

This amounted to an average expenditure of \$1.99 per capita of total population, \$10.27 per capita of population 6 to 14 years of age, and \$15.40 per capita of average attendance. The schools were kept open a mean length of 135 days (Table 5, Column 6), so that each dollar expended furnished about 9 days' schooling on an average.

The Northern and Western Divisions expended from three to five times as much per capita of population 6 to 14 as did the two Southern divisions. When the proportion of actual wealth expended is considered, however, the disparity nearly or quite disappears; though the statistics on this point are incomplete and unreliable, yet they show satisfactorily in a general way that the South is expending about as much relatively of its available means for education as the North. The average expenditure for all the States reporting the necessary data was 5.61 mills per dollar of assessed valuation.

By far the greatest expenditure per capita of average attendance (setting aside Alaska with its expenditure of \$59.72 per capita of average attendance) is met with in the Western Division where it averages \$25.12.

The amount reported as expended for salaries of superintendents and teachers is \$79,531,925, indicating a yearly increase of \$2,641,722, or at the rate of 3.44 per cent. per annum. This exceeds the rate of increase of either the school population or average attendance, as will be seen by reference to Table 16.

Of the total amount expended for schools, 14.42 per cent. was expended for sites, buildings, furniture, libraries, and apparatus; 69.10 per cent. for the salaries of superintendents and teachers; and 16.48 per cent. for all other purposes. (Table 14 A.)

It will be observed that the older North Atlantic States are expending proportionably quite as much of their school moneys for sites, buildings, etc., as the newer North Central States, and considerably more than the Western States. The least relative expenditure of this permanent character is met with in the Southern States, as might be expected from the low density of population and mild winter climate.

TABLE 13.—SCHOOL EXPENDITURES.

State or Territory.	1	2	3	4	5	6	7	8	9	10	11	12
	Sites, buildings, and furniture.	Libraries and apparatus.	Salaries of superintendents.	Salaries of teachers.	Salaries of superintendents and teachers.	Increase or decrease since preceding year.	Increase or decrease per cent.	Other expenditures.	Total expenditure.	Increase or decrease since preceding year.		
North Atlantic Division:												
Maine.....	\$160,741	.....	\$32,532	.....	\$51,014,516	I.....\$8,439	I.....84	.....	\$1,057,572	D.....\$41,780	.....	.....
New Hampshire.....	52,769	.....	20,987	.....	45,083	D.....7,365	D.....1.55	\$70,642	615,357	I.....	.....	\$19,160
Vermont.....	39,214	.....	11,418	.....	473,802	I.....4,381	I.....1.55	101,232	614,257	I.....14,733	.....	.....
Massachusetts.....	1,142,763	.....	94,060	.....	65,676,969	I.....46,388	I.....81	.....	7,000,084	D.....150,991	.....	.....
Rhode Island.....	161,482	.....	13,192	.....	506,105	I.....52,612	I.....5.30	85,985	1,775,202	I.....15,272	.....	.....
Connecticut.....	117,861	.....	31,083	.....	1,297,413	I.....40,388	I.....3.82	378,822	1,768,371	D.....23,205	.....	.....
New York.....	2,394,004	.....	399,931	.....	9,206,426	I.....204,157	I.....2.24	61,660,349	13,790,670	I.....475,784	.....	.....
New Jersey.....	628,894	.....	29,316	.....	1,740,082	I.....118,454	I.....2.06	824,205	2,796,599	I.....97,706	.....	.....
Pennsylvania.....	1,540,486	.....	.....	.....	5,878,750	I.....	I.....	.....	10,129,733	I.....	.....	.....
South Atlantic Division:												
Delaware.....	932,445	.....	66,202	.....	178,086	I.....	I.....	52,798	269,528	I.....	.....	.....
Maryland.....	205,394	.....	.....	.....	1,354,072	I.....11,673	I.....87	290,361	1,839,826	I.....7,443	.....	.....
District of Columbia.....	75,000	.....	.....	.....	413,489	D.....13,240	D.....3.07	98,785	539,225	I.....21,848	.....	.....
Virginia.....	148,873	.....	4,727	.....	1,227,402	I.....73,811	I.....6.40	194,333	1,575,324	I.....122,221	.....	.....
West Virginia.....	137,985	.....	1,875	.....	1,717,414	I.....35,194	I.....5.16	.....	1,087,675	I.....50,801	.....	.....
North Carolina.....	74,725	.....	16,438	.....	531,776	D.....13,752	D.....2.52	46,537	1,633,037	D.....18,079	.....	.....
South Carolina.....	17,488	.....	84	.....	388,009	D.....5,317	D.....1.85	18,846	424,426	D.....1,477	.....	.....
Georgia.....	.....	.....	.....	.....	666,303	I.....3,491	I......53	45,657	711,990	D.....11,172	.....	.....
Florida.....	.....	.....	.....	.....	339,000	I.....	I.....	.....	449,299	I.....	.....	.....
South Central Division:												
Kentucky.....	(239,342)	.....	.....	.....	1,416,840	I.....57,873	I.....4.26	97,925	1,754,107	I.....33,739	.....	.....
Tennessee.....	(85,791)	.....	.....	.....	927,824	I.....32,603	I.....3.64	33,428	1,047,223	I.....	.....	.....
Alabama.....	.....	.....	.....	.....	546,343	I.....	I.....	.....	600,000	I.....	.....	.....
Mississippi.....	.....	.....	.....	.....	389,797	I.....37,321	I.....4.05	.....	839,797	I.....37,321	.....	.....
Louisiana.....	.....	.....	.....	.....	382,677	D.....8,716	D.....2.23	67,553	450,030	D.....20,287	.....	.....
Texas.....	.....	.....	.....	.....	2,540,000	I.....	I.....	.....	2,840,000	I.....	.....	.....
Arkansas.....	.....	.....	.....	.....	719,597	I.....5,479	I......77	36,939	835,048	D.....31,814	.....	.....
North Central Division:												
Ohio.....	1,023,905	.....	190,450	.....	6,252,518	I.....109,914	I.....1.74	1,876,766	9,353,639	I.....26,091	.....	5-6,174
Indiana.....	(1,534,689)	.....	.....	.....	3,481,990	D.....12,937	D......37	.....	5,016,679	D.....197,519	.....	.....
Illinois.....	1,312,534	.....	124,000	.....	6,459,276	I.....202,410	I.....m3.30	2,316,205	10,134,150	I.....	.....	414,692
Michigan.....	780,081	.....	54,889	.....	2,951,472	I.....109,909	I.....3.87	914,224	4,730,665	I.....397,697	.....	337,140

j Estimated.

k These statistics are for 1885.

l Incomplete return for 1885-86.

m Increase of salaries of teachers only.

j Including debt paid.

g In the city of Wilmington.

h Including office expenses.

i Estimated in part.

a Current expenditure, 1885-86.

b Salaries of teachers only.

c Includes salaries of city superintendents.

d These statistics are for 1885-86.

e Cost of tuition.

TABLE 13.—SCHOOL EXPENDITURES—Continued.

State or Territory.	1	2	3	4	5	6	7	8	9	10	11	12
		Sites, buildings, and furniture.	Libraries and apparatus.	Salaries of superintendents.	Salaries of teachers.	Salaries of superintendents and teachers.	Increase or decrease since preceding year.	Increase or decrease per cent.	Other expenses.	Total expenditure.	Increase or decrease since preceding year.	Indebtedness paid.
North Central Division—Cont'd.	1	2	3	4	5	6	7	8	9	10	11	12
Wisconsin <i>a</i>		(\$549, 875)		\$49, 585	\$2, 063, 635	\$2, 119, 221	I.....\$134, 820	<i>Per cent.</i>	\$146, 329	\$3, 115, 436	I.....\$180, 374	\$129, 239
Minnesota.....		\$592, 625		57, 605	1, 773, 485	1, 831, 090	I.....383, 888	I.....6.79	822, 042	3, 245, 267	I.....373, 767	424, 533
Iowa <i>a</i>		741, 743	\$0		3, 081, 633	3, 081, 633	I.....203, 941	I.....21.80	1, 290, 348	6, 011, 894	I.....219, 679	320, 371
Missouri.....		394, 428	8, 680		3, 172, 097	3, 172, 097	I.....64, 553	I.....5.40	1, 769, 039	4, 357, 636	I.....239, 872	222, 355
Dakota.....		339, 078	22, 032		750, 379	750, 379	I.....58, 792	I.....2.08	274, 823	1, 364, 280	I.....197, 301	167, 820
Nebraska.....		763, 119	0	56, 274	1, 474, 269	1, 530, 543	I.....307, 246	I.....15.68	254, 511	2, 548, 173	I.....216, 449	113, 545
Kansas.....		833, 586	75, 856	0	2, 333, 704	2, 333, 704	I.....120, 183	I.....3.43	822, 321	4, 065, 467	I.....216, 449	
Western Division:												
Montana.....					225, 000	225, 000	I.....1, 219	I......24		228, 575	I.....395, 667	
Wyoming <i>a</i>					499, 187	499, 187	I.....1, 219	I......24		503, 000	I.....395, 667	
Colorado.....		(193, 288)		0	38, 002	49, 187	I.....1, 219	I......24	172, 554	863, 029	I.....395, 667	22, 731
New Mexico <i>a</i>		25, 200	0	4, 175	56, 062	28, 002	I.....1, 219	I......24	971	28, 973	I.....395, 667	
Arizona.....			551	4, 175	136, 072	30, 237	I.....1, 219	I......24	1, 288	117, 276	I.....395, 667	
Utah <i>a</i>		9, 510	417	12, 052	106, 874	162, 124	I.....1, 219	I......24	22, 287	217, 989	I.....395, 667	
Nevada <i>a</i>					106, 874	6106, 874	I.....1, 219	I......24	11, 483	128, 285	I.....395, 667	
Idaho <i>a</i>				0	213, 633	6106, 000	I.....1, 219	I......24	33, 263	135, 313	I.....395, 667	
Washington.....		58, 589	0	0	413, 633	213, 633	I.....1, 219	I......24	33, 263	305, 365	I.....15, 991	
Oregon.....		70, 490	3, 511	10, 665	434, 513	424, 180	I.....1, 219	I......24	70, 629	563, 811	I.....287, 296	
California.....		408, 705	87, 868	64, 495	2, 912, 869	2, 977, 304	I.....1, 219	I......24	480, 456	3, 954, 333	I.....383, 907	
Alaska.....		2, 074	4, 839	1, 200	13, 150	14, 350	I.....1, 219	I......24	5, 849	23, 112	I.....383, 907	
SUMMARY.												
North Atlantic Division.....		6, 238, 214					I.....471, 000	I.....71.82		38, 457, 766	I.....383, 907	
South Atlantic Division.....						26, 367, 032	I.....471, 000	I.....71.82		7, 601, 330	I.....383, 907	
South Central Division.....						5, 831, 501	I.....471, 000	I.....71.82		8, 365, 205	I.....383, 907	
North Central Division.....				210, 088	7, 162, 980	7, 372, 078	I.....471, 000	I.....71.82		53, 943, 686	I.....383, 907	
Western Division.....						35, 053, 773	I.....471, 000	I.....71.82	9, 806, 638	6, 734, 899	I.....383, 907	
United States <i>k</i>						4, 906, 511	I.....471, 000	I.....71.82		115, 103, 886	I.....383, 907	

a These statistics are for 1885-86.
b Salaries of teachers only.
c Estimated.
d Amount of receipts.
e These statistics are for 1880.
f For 1882-83.
g Increase of salaries of teachers only.
h For text-books, etc.
i Approximately.
j Including only the States of the division tabulated in the same column above.
k Excluding Alaska.
l Increase over amount reported last year.

TABLE 14.—EXPENDITURE FOR SALARIES OF SUPERINTENDENTS AND TEACHERS AND TOTAL EXPENDITURE, REDUCED TO A PER CAPITA BASIS.

State or Territory.	Expenditure for salaries of superintendents and teachers per capita of—				Total expenditure per capita of—			
	Total population.	Population 6 to 14.	Average daily attendance.	Paid to superintendents and teachers in mills per dollar of assessed valuation.*	Total population.	Population 6 to 14.	Average daily attendance.	Total expenditure in mills per dollar of assessed valuation.*
1	2	3	4	5	6	7	8	9
				<i>Mills per dollar.</i>				<i>Mills per doll.</i>
North Atlantic Division:								
Maine.....					\$1.64	\$10.23		4.49
New Hampshire.....	\$1.27	\$9.07	\$10.78	1.68	12.01	\$14.26		
Vermont.....	1.42	8.69	10.37	3.01	1.84	11.27	13.44	3.91
Massachusetts.....				3.55	21.11	26.66		
Rhode Island.....	1.68	11.05	16.05	2.48	15.36	23.76		
Connecticut.....	1.86	11.94	15.93	2.62	16.78	22.39		
New York.....	a1.73	a19.51	a14.88	a2.77	2.56	15.51	22.00	4.09
New Jersey <i>b</i>	1.38	7.83	13.15	2.94	2.14	12.11	20.35	4.54
Pennsylvania.....	c1.22	c6.47	c8.78		2.10	11.15	15.13	
South Atlantic Division:								
Delaware <i>b</i>	a1.12	a6.15	a8.15		1.70	9.30	12.33	
Maryland.....	1.32	6.91	14.04	2.84	1.79	9.39	19.08	3.86
District of Columbia.....	2.00	11.54	16.18		2.82	16.28	22.82	
Virginia.....	.72	3.78	6.67	3.62	.93	4.33	8.54	4.64
West Virginia.....	1.00	4.54	6.65	4.04	1.52	6.88	10.08	6.12
North Carolina.....	.32	1.48	2.71	2.53	.39	1.81	3.33	3.91
South Carolina.....								
Georgia.....	.39	1.74	2.94		.41	1.86	3.14	
Florida.....	d.99	d4.45	d6.85		1.27	5.71	8.80	
South Central Division:								
Kentucky.....	.76	3.50	6.79	2.93	.94	4.34	8.41	3.63
Tennessee <i>b</i>.....	.54	2.42	3.33	4.09	.61	2.73	3.76	4.62
Alabama.....	.37	1.67	3.36	2.73	.41	1.83	3.69	3.00
Mississippi.....	d.67	d2.91	d5.13		.67	2.91	5.13	
Louisiana.....								
Texas.....								
Arkansas.....	.62	2.73	6.15	5.14	.72	3.17	7.14	5.97
North Central Division:								
Ohio.....	1.91	10.03	12.41	3.78	2.78	14.56	18.01	5.48
Indiana.....	1.68	8.33	9.19		2.42	12.01	13.24	
Illinois.....	1.90	9.65	12.51	7.94	3.03	15.44	20.02	12.70
Michigan.....	1.50	8.46	11.09		2.40	13.57	17.78	
Wisconsin <i>b</i>	1.35	6.93	11.97	4.25	1.99	10.20	17.60	6.25
Minnesota.....	1.54	8.45	14.67	3.89	2.72	14.98	26.00	6.90
Iowa.....								
Missouri.....	a1.27	a6.05	a8.38	a4.52	1.75	8.31	11.51	6.21
Dakota.....	a4.44	a8.80	a13.51	a4.78	2.62	15.99	24.57	8.68
Nebraska.....	1.91	9.65	12.54	9.53	3.18	16.07	20.89	15.83
Kansas.....	1.68	8.34	10.04		2.93	14.53	17.48	
Western Division:								
Montana.....					e2.58	e22.63	e35.19	e4.79
Wyoming.....								
Colorado.....	1.95	15.76	18.32	3.53	3.38	27.32	31.75	6.12
New Mexico <i>f</i>.....	.23	1.20	8.89		.24	1.24	9.20	
Arizona.....	1.03	8.24	18.05	3.47	1.34	10.71	23.46	4.51
Utah <i>b</i>.....	.90	4.20	8.34	4.55	1.36	6.34	12.58	6.86
Nevada.....								
Idaho.....								
Washington.....	1.26	7.11	9.30	3.80		10.17	14.13	5.44
Oregon.....	1.75	9.49	11.34	4.93	2.34	12.73	15.21	6.61
California.....	2.86	18.04	23.01	3.65	3.79	23.96	30.56	4.84
Alaska.....	.40	2.05	37.08		.64	3.30	59.72	
SUMMARY.								
North Atlantic Division.....	1.67	9.88	13.23	g2.91	2.44	14.39	19.29	g4.16
South Atlantic Division.....	.67	3.15	5.63	g2.91	.88	4.12	7.83	g3.85
South Central Division.....	.79	3.13	6.05	g3.44	.79	3.58	7.89	g4.27
North Central Division.....	1.71	8.79	11.47	g4.72	2.63	13.55	17.71	g7.58
Western Division.....	2.06	12.83	18.37	g3.79	2.86	17.91	25.12	g5.24
United States <i>h</i>	1.38	7.07	10.51	g3.80	1.99	10.27	15.40	g5.61

* As to dependence to be placed upon quantities containing total assessed valuation, see pages 84-5.

a Salaries of teachers only.*b* These statistics are for 1885-86.*c* Cost of tuition.*d* Estimated.*e* Amount of receipts is used in place of total expenditure.*f* These statistics are for 1880.*g* Including only the States tabulated above in the same column.*h* Excluding Alaska.

TABLE 14A.—PERCENTAGE CLASSIFICATION OF SCHOOL EXPENDITURE, SHOWING THE PERCENTAGE OF THE WHOLE EXPENDITURE DEVOTED TO EACH OF THE OBJECTS NAMED.

State or Territory.	Sites, buildings, furniture, libraries, and apparatus.	Salaries of teachers and superintendents.	Other expenses.	State or Territory.	Sites, buildings, furniture, libraries, and apparatus.	Salaries of teachers and superintendents.	Other expenses.
1	2	3	4	1	2	3	4
North Atlantic Division:	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	North Central Division—Continued.	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
Maine.....	15.20			Wisconsin c.....	17.65	68.02	14.33
New Hampshire.....	12.95	75.57	11.48	Minnesota.....	18.26	56.41	25.33
Vermont.....	6.38	77.14	16.48	Iowa c.....	12.48	66.22	21.30
Massachusetts.....	16.33			Missouri.....	9.56	a72.79	17.65
Rhode Island.....	21.36	67.55	11.09	Dakota.....	24.85	a55.00	20.15
Connecticut.....	7.41	71.17	21.42	Nebraska.....	29.95	60.06	9.99
New York.....	20.30	a67.63	b12.07	Kansas.....	22.37	57.40	20.23
New Jersey c.....	23.31	64.66	12.03	Western Division:			
Pennsylvania.....	15.21	d58.03	e26.76	Montana.....			
South Atlantic Division:				Wyoming.....			
Delaware c.....	14.34	a66.07	19.59	Colorado.....	22.34	57.71	19.95
Maryland.....	11.16	73.60	15.24	New Mexico.....	0	96.65	3.35
District of Columbia.....	12.71	70.89	16.40	Arizona.....	21.96	76.94	1.10
Virginia.....	9.75	77.91	12.34	Utah c.....		74.39	10.23
West Virginia.....	12.86	65.96		Nevada c.....	7.74	a83.31	8.95
North Carolina.....	11.44	81.43	7.13	Idaho.....			
South Carolina.....	4.14	91.42	4.44	Washington.....	19.18	69.96	10.89
Georgia.....	0	93.58	6.42	Oregon.....	13.01	74.57	12.42
Florida.....				California.....	12.56	75.29	12.15
South Central Division:				Alaska.....	12.60	62.09	25.31
Kentucky.....	13.65	80.77	5.58				
Tennessee c.....	8.19	88.60	3.19	SUMMARY.			
Alabama f.....		91.06		North Atlantic Division h.....	15.73	67.22	17.05
Mississippi.....	0	85.03	14.97	South Atlantic Division h.....	9.91	77.72	12.37
Louisiana g.....				South Central Division h.....	5.87	88.33	5.80
Texas.....				North Central Division h.....	15.32	65.98	18.70
Arkansas.....	9.40	86.18	4.42	Western Division h.....	11.76	74.85	13.39
North Central Division:				United States h i.....	14.42	69.10	16.48
Ohio.....	11.05	68.88	20.07				
Indiana.....	30.59	69.41	0				
Illinois.....	13.40	63.74	22.86				
Michigan.....	17.65	62.39	19.96				

a Salaries of teachers only.

f 8.94 per cent. not classified.

b Including salaries of superintendents.

g These statistics are for 1885.

c These statistics are for 1885-86.

h These summaries are approximately correct.

d Cost of tuition.

i Excluding Alaska.

e Including debt paid.

PERMANENT SCHOOL FUND, TOTAL ASSESSED VALUATION, AND VALUE OF SCHOOL PROPERTY.

[Table 15, Page 86.]

Permanent school funds.—Twenty-one States report permanent school funds yielding an annual revenue, nine of which are in the North Central Division. A number of other States are known to have some permanent funds not reported in the table. In some cases what was originally a permanent school fund has been so invested or disposed of that it is a mere matter of book-keeping whether it continues to appear as such or not, the practice varying in different States in that respect.

Texas has the largest permanent school fund, both present and prospective; on account of the defective returns from that State, however, it is impossible to say what proportion of her total school revenue, or what revenue per capita, is derived from it. Illinois has the next largest permanent fund, nearly twelve million dollars, though only 6.1 per cent. of her whole school revenue is derived from it (Table 12 A, Column 2). Alabama derives a larger proportion of her school revenue from permanent funds than any other State, depending on that source for nearly one-fourth of the whole, though the amount of the fund itself is not reported.

Total property valuation.—On account of the difference in the rates of assessment in the different States, conjoined to other circumstances, the statistics of total property valuation

tion are of a very uncertain character, and, as was stated in the last Report of this Office, can only be used as a general guide. They were introduced to meet the necessity that exists of providing some way of determining what proportion of their actual means the people of different localities are paying out for education. It may be that it would be preferable to compare the school expenditure with the expenditure for all purposes, State and local, as has been suggested by Superintendent Bettison, of New Orleans, were there not difficulties in the way of determining the latter quantity satisfactorily.

School property.—The value of school property has increased at a much greater rate, in every section of the country, than either the school population or attendance. (See also Table 16.) The average yearly increase in the value of school property for all the States reporting was 6.22 per cent., while that of school population was only 2.61 per cent. and that of average attendance 2.89 per cent. In the State of Missouri alone the increase in the value of school property was close upon two million dollars.

The present value of school property, as related to population, attendance, etc., is given in Columns 12 to 15 inclusive.

TABLE 15.—PERMANENT SCHOOL FUNDS, TOTAL ASSESSED VALUATION, AND VALUATION OF SCHOOL PROPERTY.

State or Territory.	Permanent school fund.			Assessed value of all taxable property.*			Estimated cash value of all school property.							
	Increase during the year.	Amount yielding revenue.	Amount not yielding revenue.	Total assessed valuation.	Increase or decrease since preceding year.	Value per capita of total population.	Value per capita of population 6 to 14.	Value of all school property.	Increase or decrease since preceding year.	Increase or decrease per cent.	Value per capita of total population.	Value per capita of population 6 to 14.	Value per capita of average daily attendance.	Value for each \$100 of total assessed valuation.*
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
North Atlantic Division:														
Maine.....				\$235,599,888	D. \$30,378,828	\$365	\$2,278	\$3,306,367	I. \$196,622	Per cent.	\$5.12	\$31.97		\$1.40
New Hampshire.....						6636	64,538	2,209,232	D. 105,613	D. 4.56	6.04	43.10	\$51.21	61.00
Vermont.....		\$879,087		157,192,262		472	2,884							
Massachusetts.....		2,709,287						2,404,031	I. 109,460	I. 4.77	7.88	50.75	73.67	1.64
Rhode Island.....		273,330	\$3,241	349,177,597		517	3,314	5,739,895	I. 165,424	I. 2.97	8.59	54.47	72.67	1.08
Connecticut.....		2,012,854		3,861,128,177	I. 136,445,834	625	3,796	286,376,553	I. 714,469	I. 2.00	6.77	41.08	58.15	1.20
New York.....		245,000		692,529,619		471	2,667	7,263,039	I. 430,113	I. 6.29	5.63	32.14	54.01	1.20
New Jersey a.....								36,991,147	I. 1,619,298	I. 4.58	7.68	40.71	55.23	
Pennsylvania.....														
South Atlantic Division:														
Delaware a.....				476,829,611	I. 7,236,386	405	2,435	733,032	I. 500,000	I. 25.00	4.62	25.31	33.53	
Maryland.....								62,500,000			62.48	612.96	626.44	6.53
District of Columbia a.....		0	0					1,395,708			6.86	39.55	58.10	
Virginia.....		36,983		339,342,723	D. 2,392,984	200	932	1,907,775	I. 68,833	I. 3.74	1.13	5.24	10.34	56
West Virginia.....				177,659,167	I. 18,144,415	249	1,124	1,934,372	D. 30,573	I. 1.56	2.71	12.24	17.93	1.09
North Carolina.....			100,000	210,035,453	I. 7,287,831	126	584	683,357	I. 10,251	I. 1.57	.40	1.84	3.38	31
South Carolina.....		0		141,674,000	I. 11,074,000	128	574	638,903	D. 11,194					
Georgia.....				329,480,505		191	859							
Florida.....	\$10,000	532,284	\$500,000	676,711,409		6226	61,020	521,500			1.47	6.63	10.21	
South Central Division:														
Kentucky.....	0	1,779,447		483,491,690	I. 59,716,101	297	1,196	2,896,549	I. 325,768	I. 12.67	1.78	7.16	13.89	.60
Tennessee a.....				226,844,184		132	591	1,797,769			1.04	4.69	6.46	.79
Alabama.....	20,000			200,000,000		136	612	6500,000			.34	1.53	3.07	.25
Mississippi.....														
Louisiana.....														
Texas.....		14,000,000	\$265,000	650,412,401	I. 20,287,278	306	1,388							
Arkansas.....				130,832,689		121	732	6554,874			6.59	62.62		6.44

North Central Division:									
Ohio.....	10,988	4,515,778	1,705,182,719	I.....10,506,551	506	2,655	29,287,749	I.....820,744	I.....2.88
Indiana.....	98,486	9,617,374	679,696,497	D.....729,935	6386	61,912	14,000,000	I.....115,151	I......83
Illinois.....	88,140	11,610,593	797,752,888	I.....729,935	239	1,215	24,384,114	I.....1,491,679	I.....6.52
Michigan.....	61,881	4,441,989	694,450,000	I.....729,935	6494	62,802	12,174,599	I.....323,953	I.....2.73
Wisconsin.....	61,881	3,015,409	498,725,813	I.....729,935	319	1,632	7,184,033	I.....1,051,398	I.....17.14
Minnesota.....	730,253	8,033,420	470,000,000	I.....70,270,231	394	2,170	8,527,681	I.....1,081,481	I.....24.56
Iowa.....	4,186,398	495,610,240	701,808,503	I.....24,541,663	277	1,412	11,971,943	I.....1,999,591	I.....5.38
Missouri.....	10,561,954	541,500	157,084,366	I.....24,541,663	252	1,338	11,733,494	I.....235,825	I.....20.54
Nebraska.....	169,506,265	157,084,366	169,506,265	I.....24,541,663	301	1,841	3,225,521	I.....937,799	I.....8.13
Kansas.....	277,570,654	169,506,265	277,570,654	I.....24,541,663	200	1,013	4,789,116	I.....690,614	I.....25.33
Western Division:					6216	61,971	7,283,371	I.....690,614	I.....10.43
Montana.....	38,487	203,190	32,089,613	I.....25,890,890	538	4,721	547,367	I.....109,779	I.....25.08
Wyoming.....	38,487	203,190	32,089,613	I.....25,890,890	941	7,982	495,101	I.....151,118	I.....6.45
Colorado.....	38,487	203,190	32,089,613	I.....25,890,890	552	4,463	413,500	I.....151,118	I.....6.45
New Mexico.....	38,487	203,190	32,089,613	I.....25,890,890	297	2,374	176,000	I.....151,118	I.....6.45
Arizona.....	38,487	203,190	32,089,613	I.....25,890,890	199	923	478,491	I.....151,118	I.....6.45
Utah.....	38,487	203,190	32,089,613	I.....25,890,890	6442	63,702	244,578	I.....151,118	I.....6.45
Nevada.....	38,487	203,190	32,089,613	I.....25,890,890	234	1,559	279,500	I.....151,118	I.....6.45
Idaho.....	38,487	203,190	32,089,613	I.....25,890,890	332	1,763	569,884	I.....151,118	I.....6.45
Washington.....	302,060	1,302,060	56,177,453	I.....5,493,557	354	1,924	1,293,818	I.....29,820	I.....2.40
Oregon.....	302,060	1,302,060	56,177,453	I.....5,493,557	784	4,948	9,484,161	I.....563,177	I.....6.31
California.....	302,060	1,302,060	56,177,453	I.....5,493,557	784	4,948	9,484,161	I.....563,177	I.....6.31
Alaska.....	302,060	1,302,060	56,177,453	I.....5,493,557	784	4,948	9,484,161	I.....563,177	I.....6.31
SUMMARY.									
North Atlantic Division.....					5667	33,423			I.....32.43
South Atlantic Division.....					3212	9983			I.....37.83
South Central Division.....					3204	9921			I.....37.83
North Central Division.....					345	1,763	134,561,621	I.....9,989,706	I.....8.02
Western Division.....					3573	33,638			I.....36.45
United States.....					3346	31,764			I.....36.22

* With regard to this quantity and the reliance to be placed upon it, see pages 84-5. *c* Maximum estimate.

d These statistics are for 1885-86. *f* Acres about 24,000,000 acres of land.

e Sites of school-houses only. *g* 103,120 acres of land unsold.

f Value of school-houses only. *h* These statistics are for 1880.

g 400,000 acres of land at \$1.25 per acre. *i* Estimated.

j Only the States tabulated above are included in this summary.

TABLE 16.—PERCENTAGE OF INCREASE OR DECREASE OF SCHOOL POPULATION, ENROLMENT, ETC., DURING THE YEAR 1886-87.

State or Territory.	School population.	Enrolment.	Average daily attendance.	High-school enrolment.	Private-school enrolment.	Male teachers.	Female teachers.	Salaries of superintendents and teachers.	Value of school property.
1	2	3	4	5	6	7	8	9	10
North Atlantic Division:	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>
Maine.....	D 10	I 15	D 3.64			D 8.91	I 20.90	I 8.84	I 6.32
New Hampshire.....	D 5.37	D 3.64	D 1.97			I 4.51	D 4.02	D 1.57	D 4.56
Vermont.....	D 36	D 1.97			I 3.57	D 2.55	I 1.00	I 0.81	
Massachusetts.....	I 98	D 1.18	I 4.85			I 10.46	I 1.54	I 5.30	I 4.77
Rhode Island.....	I 2.45	I 3.38	D 1.18			D 64.99	I 3.31	I 3.32	I 2.97
Connecticut.....	I 72	D 20	D 51		I 5.13	D 87	I 2.25	I 2.24	I 2.00
New York.....	I 1.62	I 98	D 0.03		I 4.12	D 2.20	I 49	I 2.24	I 2.00
New Jersey.....	I 2.88	I 19	I 1.87			I 98	I 2.37	I 6.29	I 6.29
Pennsylvania.....	I 93	I 93	I 66			I 3.86	I 1.23	I 2.06	I 4.58
South Atlantic Division:									
Delaware.....		I 17	I 95			D 4.94	I 2.72	I 87	I 25.00
Maryland.....		I 35	I 7.68			I 26.79	I 6.81	D 3.07	
District of Columbia.....		I 5.48	I 7.06			I 1.00	I 10.12	I 6.40	I 3.74
Virginia.....	I 2.65	I 4.09	I 4.54			I 4.14	I 2.79	I 5.16	I 1.56
West Virginia.....	I 3.46	I 6.44	I 5.61			I 19.95	I 34.82	D 2.52	I 1.57
North Carolina.....		D 4.80	D 33			I 6.50	I 1.32	D 1.35	
South Carolina.....		I 3.27	I 8.23					I 53	
Georgia.....			I 13.94			I 27.64	I 30.30		
Florida.....									
South Central Division:									
Kentucky.....	I 2.79	I 5.34				I 2.72	I 29	I 4.26	I 12.67
Tennessee.....	I 2.78	I 2.58				D 76	I 5.91	I 3.64	
Alabama.....	I 7.20	I 2.59	I 6.38			I 4.01	D 75		
Mississippi.....	I 4.74					D 15.65	D 8.54	I 4.65	
Louisiana.....		I 3.48	I 3.90			I 2.27	I 2.89	D 2.23	
Texas.....									
Arkansas.....	I 4.68					I 11.63	I 17.14	I 77	
North Central Division:									
Ohio.....	I 13	D 1.05	I 23	D 11		I 13	I 38	I 1.74	I 2.88
Indiana.....	I 2.64	I 9.20	I 9.30		D 21.09	I 3.52	I 5.50	D 37	I 83
Illinois.....	D 61	I 89	I 48	I 9.17	D 3.76	I 9.67	I 11.93	I 3.30	I 6.52
Michigan.....	I 2.70	I 1.11			I 10.53	D 2.49	I 2.97	I 3.87	I 2.73
Wisconsin.....	I 2.04	I 3.30	I 1.24	I 6.57	I 3.96	D 3.01	I 3.02	I 6.73	I 17.14
Minnesota.....		I 8.62	I 5.17			I 10.67	I 5.65	I 24.84	I 24.56
Iowa.....	D 13	I 1.56	I 3.47			I 36	D 1.95	I 5.40	I 5.38
Missouri.....	I 1.86	I 2.88	I 1.14					I 2.08	I 20.54
Dakota.....	I 13.82	I 11.70	I 1.04			I 6.69	I 9.50	I 8.53	I 8.13
Nebraska.....	I 11.07	I 7.89				D 1.45	I 12.33	I 15.60	I 25.33
Kansas.....	I 5.72	I 7.36	I 5.73					I 5.43	I 10.48
Western Division:									
Montana.....	I 14.72				I 27.65	D 5.22	I 8.78		I 25.08
Wyoming.....									
Colorado.....	I 7.07	I 5.95	I 3.08		D 1.87	D 58	I 9.72	I 24	I 6.45
New Mexico.....		D 2.34				I 16.40	I 7.95	D 6.93	
Arizona.....		I 5.35	I 4.06			I 4.48	D 4.94	I 5.02	I 4.12
Utah.....	I 5.45	D 3.20	I 9.87			D 2.04	I 8.48	I 3.68	I 2.77
Nevada.....									
Idaho.....						I 14.05	I 10.59	I 8.14	
Washington.....						I 77.29	I 13.88	I 11.01	I 9.98
Oregon.....	I 5.26	I 7.83	I 6.13		I 19.78	I 15.51	I 8.44	I 7.46	I 6.31
California.....	I 4.80	I 4.06	I 2.93	D 17.75					
Alaska.....			I 20.19			I 150.00	D 16.67	I 48.40	
North Atlantic Division.....	I 1.62	I 71	I 42			I 92	D 42	I 1.82	I 3.43
South Atlantic Division.....	I 3.21	I 3.10	I 5.54			I 8.23	I 11.65	I 1.76	I 7.53
South Central Division.....	I 4.21	I 3.48	I 5.59			D 7.13	I 3.38	I 2.99	
North Central Division.....	I 2.09	I 3.32	I 2.75			I 2.21	I 3.35	I 4.69	I 8.02
Western Division.....	I 5.68	I 4.69	I 3.76			I 11.19	I 8.60	I 6.34	I 6.45
United States.....	I 2.61	I 2.66	I 2.89			I 2.63	I 2.61	I 3.44	I 6.22

a Current expenditure, 1885-86.

b In winter schools.

c In summer schools.

d These statistics are for 1885-'86.

e Increase of salaries of teachers only.

f Only the States tabulated above are included in this summary.

g Excluding Alaska.

h Approximately.

TEN YEARS' GROWTH OF THE PUBLIC SCHOOL SYSTEM.

[Table 17, Page 91.]

The general lines of development of the public schools of the different parts of the United States for the last ten years are indicated in Table 17. In this table it is clearly demonstrated that the growth of the public school system, taking into account the average for the United States, has not only kept pace with the growth of population, but has outstripped it.

While the population of the United States 6 to 14 years of age has increased 29 per cent. during the last decade, the enrolment in the public schools has increased 31.1 per cent., showing that there is an increase of 1.6 per cent. in the proportion of children 6 to 14 enrolled.

EDUCATION IN THE SOUTH.

This increase in the proportion of school children enrolled is due entirely to the growth of the public schools of the two southern divisions, which are the only ones in which the public school enrolment has increased at a greater rate than the population 6 to 14. In the South Central Division, especially, the growth in school enrolment, as compared with the increase of school population, has probably never been paralleled in a country so long settled; the school enrolment has, in fact, in the division referred to, nearly doubled during the decade, while the population 6 to 14 has only increased by about one-third.

From the relative increase of population 6 to 14 and enrolment, it may be deduced that the proportion of school population enrolled as pupils has increased 25.3 per cent. in the South Atlantic Division, and 34.1 per cent. in the South Central Division. In the three northern and western divisions there has been a decrease, amounting to 9.3, 1.7, and 8 per cent., respectively.

The actual proportion of children enrolled in the public schools (Table 3, Column 6) is still at the present time less in the South than in the North. If the extension of the public school system in the South, however, should continue at the marvellous and unprecedented rate it has exhibited during the past decade, the two sections would be placed nearly on an equal footing in this respect (though not in regard to length of school term). Whether such will prove to be the case will probably depend on the growth of the South in material prosperity. It has already been shown that, as near as can be ascertained, the people of that section are paying nearly as largely of their means for education as those of the North (Table 14, Columns 5 and 9). Any further considerable development of their public school system will probably depend, therefore, on their increased ability to bear the expense, *i. e.*, on the increase of their property per capita of population.

EXPENDITURE.

The increase of expenditure has in every geographical division grown at a greater rate than the increase of population 6 to 14; that is to say, the expenditure for schools per capita of population 6 to 14 has increased in all the different groups of States in which it has been summarized. This increase in per capita expenditure is least in the Western Division (2.2 per cent.), greatest in the South Central Division (20.9 per cent.), and averages 9.4 per cent. for the United States.

On account of the inordinate increase of enrolment in the South, however, the increase in expenditure has not been able to keep pace with it; so that the expenditure *per capita of enrolment* shows a small decrease in the two southern divisions. This is a result that might have been anticipated from a school enrolment growing to such a degree that it has begun to tax to the utmost the ability of the people to provide for it.

The status of education in the South, it may be remarked, can not be properly considered without a reference to the fact that the funds for educating both the whites and colored people are, and must continue to be, supplied in the main by the whites. Further reference is made to this point in another chapter.

In the three northern and western divisions the expenditure per capita of enrolment has largely increased, allowing longer school terms, and higher wages for teachers.

The following tabular summary has been computed from Table 17, and presents a more complete view of some of the data made use of in the preceding remarks:

Percentage of increase during a decade.

[1876-77 to 1886-87.]

[NOTE.—Dec. indicates a decrease.]

Group of States.	Increase in the number of pupils enrolled to every 100 children 6 to 14.	Increase in the expenditure per capita of population 6 to 14.	Increase in the expenditure per capita of enrolment.
	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
North Atlantic Division.....	Dec. 9.3	4.4	15.1
South Atlantic Division.....	25.3	18.7	Dec. 5.2
South Central Division.....	34.1	20.9	Dec. 9.8
North Central Division.....	Dec. 1.7	14.5	16.5
Western Division.....	Dec. 8.0	2.2	11.1
The United States.....	1.6	9.4	7.6

EDUCATION IN THE NORTH AND WEST.

It may be noted here that the proportion of children 6 to 14 years of age enrolled in the public schools has decreased only in those divisions in which compulsory attendance laws are generally in force, and in each one of these there has been a decrease.

It is possible that this decrease has been offset, or more than offset, by an increase in private school enrolment. On this point no satisfactory knowledge can be obtained on account of the general absence of private school statistics.

Whether, however, the private schools have absorbed the children who might have swelled the public school enrolment, or whether such children are out of school altogether, the fact remains that the public schools of the three divisions referred to seem to have been on the wane during the past decade, and that they do not gather in as large a proportion of the school population as they did ten years ago, although more money is expended upon them.¹ This is a matter of the highest gravity, and requires serious consideration. Has the public school system reached and passed its maximum phase in the North and West? Is universal education by the State an abstraction not to be realized in the concrete?

The disclosures made by the tables which are given in this connection impart new significance to the remark made by Superintendent Le Roy D. Brown at a recent meeting of the Department of Superintendence of the National Educational Association: "Strange it would be if a growth, at once so rapid and luxuriant, should be altogether sound and enduring!"

¹As to the causes at work to produce the falling off in the proportion of children enrolled in Connecticut, see page 114.

²Bureau of Education, Circular of Information No. 3, 1887, p. 64.

TABLE 17.—INCREASE FOR TEN YEARS OF POPULATION 6 TO 14, ENROLMENT, AND EXPENDITURE.

[NOTE.—D indicates a decrease.]

State or Territory.	Estimated population 6 to 14.				Enrollment.			Expenditure.			
	1876-77.	1886-87.	Increase in ten years.	Percent- age of increase.	1876-77.	1886-87.	Increase in ten years.	Percent- age of increase.	1876-77.	1886-87.	Increase in ten years.
	2	3	4	5	6	7	8	9	10	11	12
I											
North Atlantic Division:											
Maine.....	102,530	103,431		0.9	155,428	145,530	D 9,898	D 6.4	\$1,170,698	\$1,037,572	D \$113,096
New Hampshire.....	47,017	51,255	4,238	9.0	68,035	69,770	D 1,755	D 2.6	604,643	615,357	10,708
Vermont.....	54,218	54,503	285	.5	72,969	71,402	D 1,567	D 2.1	587,163	614,243	27,080
Massachusetts.....	243,431	290,351	46,920	19.3	307,852	333,032	25,180	8.2	5,552,514	7,000,081	1,447,567
Rhode Island.....	38,698	47,363	8,665	22.4	39,959	49,507	9,548	23.9	4,504,744	7,738,202	3,233,458
Connecticut.....	91,553	105,368	13,815	15.1	119,208	125,794	6,586	5.5	1,510,223	1,703,371	193,148
New York.....	789,316	885,440	96,124	12.2	1,027,715	1,037,812	10,097	1.0	10,976,231	13,700,670	2,724,439
New Jersey.....	178,991	225,960	46,969	26.2	219,652	222,741	3,089	1.4	62,154,415	62,736,529	582,114
Pennsylvania.....	747,224	908,697	161,473	21.5	997,412	998,429	82,017	8.2	8,583,379	10,128,733	1,545,354
South Atlantic Division:											
Delaware.....	624,699	728,966	4,267	17.3	623,251	728,892	10,551	16.6	6,216,225	7,280,538	1,064,313
Maryland.....	166,144	195,849	29,695	17.8	150,276	175,269	24,993	16.6	1,637,583	1,838,839	201,256
District of Columbia.....	27,333	36,259	8,926	32.7	21,264	33,418	12,154	57.2	1,370,396	1,900,235	529,839
Virginia.....	239,126	364,066	64,940	27.1	201,974	325,184	120,210	58.7	1,060,346	1,573,821	513,475
West Virginia.....	119,631	158,000	38,369	32.0	125,332	173,309	48,977	39.1	738,272	1,087,675	349,403
North Carolina.....	271,559	359,729	88,169	32.5	202,396	325,279	122,883	61.5	230,790	633,037	402,247
South Carolina.....	156,029	245,829	89,800	57.5	101,396	175,017	73,621	72.6	236,021	424,426	188,405
Georgia.....	308,043	383,434	75,391	24.5	179,465	319,734	140,269	78.2	630,000	711,900	81,900
Florida.....	51,149	78,636	27,487	53.5	31,133	52,453	21,320	68.5	139,340	449,239	309,899
South Central Division:											
Kentucky.....	326,899	404,229	77,330	23.7	227,607	319,022	91,415	40.2	1,130,000	1,754,107	624,107
Tennessee.....	610,033	633,638	23,605	3.9	619,180	638,507	19,327	3.1	6,698,220	6,617,223	-80,997
Alabama.....	255,812	326,775	70,963	27.7	141,230	259,432	118,202	83.7	382,463	680,600	298,137
Mississippi.....	223,384	288,106	64,722	28.9	160,528	270,744	110,216	68.7	467,760	684,776	217,016
Louisiana.....	183,757	221,724	37,967	20.7	74,307	103,416	29,109	39.2	660,448	745,070	84,622
Texas.....	268,601	468,689	200,088	74.5	33,370	418,400	385,030	1155.0	Data incomplete.		
Arkansas.....	114,477	263,198	148,721	129.9	83,370	418,400	335,030	400.0	143,391	835,048	691,717
North Central Division:											
Ohio.....	567,301	642,357	75,056	13.2	722,240	767,039	44,799	6.2	7,411,008	9,353,639	1,942,631
Indiana.....	373,755	417,896	44,141	11.8	498,726	552,712	53,986	10.8	4,673,706	5,016,479	342,773
Illinois.....	560,427	636,457	76,030	13.6	694,459	749,964	55,505	8.0	7,388,596	10,134,150	2,745,554
Michigan.....	260,153	348,693	88,540	34.0	357,139	421,253	64,119	18.0	3,157,313	4,730,665	1,573,352

a For 1876-75.

b For 1885-86.

c Revenue.

d Approximately.

e For 1872.

f For 1885.

TABLE 17.—INCREASE FOR TEN YEARS OF POPULATION 6 TO 14, ENROLMENT, AND EXPENDITURE—Continued.

[NOTE.—D indicates a decrease.]

State or Territory.	Estimated population 6 to 14.					Enrolment.			Expenditure.			
	1876-77.	1886-87.	Increase in ten years.	Percent- age of increase.	1876-77.	1886-87.	Increase in ten years.	Percent- age of increase.	1876-77.	1886-87.	Increase in ten years.	Percent- age of increase.
1	2	3	4	5	6	7	8	9	10	11	12	13
North Central Division—Continued.												
Wisconsin.....	229,945	230,562	75,617	<i>Per cent.</i> 32.9	252,186	232,327	50,141	<i>Per cent.</i> 17.8	\$2,126,641	\$3,115,436	\$988,795	<i>Per cent.</i> 46.5
Minnesota.....	121,518	216,636	95,118	78.3	162,551	253,860	91,309	56.2	1,181,326	3,245,757	2,064,431	174.8
Iowa.....	298,970	351,261	61,291	21.1	421,163	488,285	67,122	15.9	\$4,057,774	\$6,011,804	1,954,030	21.3
Missouri.....	416,322	524,457	108,135	26.0	364,189	585,353	221,164	60.7	\$2,374,961	\$4,097,764	1,722,803	72.5
Dakota.....	8,790	85,310	76,520	870.5	6,431	92,560	86,129	1339.3	27,362	1,364,290	1,336,918	4,886.0
Nebraska.....	53,186	158,518	105,332	198.0	56,774	194,270	137,496	242.2	861,264	2,548,173	1,686,909	195.9
Kansas.....	140,064	279,712	139,648	99.7	158,075	392,118	234,043	148.1	1,328,376	4,065,467	2,737,091	206.0
Western Division:												
Montana.....	3,453	12,753	9,300	269.3	4,597	13,100	8,503	185.0	54,104	288,575	234,471	433.5
Wyoming.....	41,624	63,702	22,078	53.0	41,222	64,988	23,766	57.7	No information.	No information.	No information.	
Colorado.....	12,762	31,666	18,904	148.1	14,085	43,110	29,025	206.1	215,256	\$85,029	649,773	301.9
New Mexico.....	47,944	423,352	375,408	783.4	41,888	44,755	4,867	11.6	No information.	No information.	No information.	
Arizona.....	2,856	10,951	8,095	283.4	903	5,934	5,031	557.1	62,843	117,276	54,433	86.6
Utah.....	24,058	638,579	614,521	2505.5	219,886	631,583	411,697	187.5	\$123,298	\$217,939	\$88,641	68.5
Nevada.....	6,380	6,541	161	2.5	7,333	7,644	311	4.0	162,760	128,285	D 34,475	D 20.6
Idaho.....	3,892	13,307	9,415	240.5	5,385	29,992	24,607	457.0	40,765	305,365	265,600	513.6
Washington.....	8,440	30,034	21,594	255.9	45,854	83,025	37,171	80.9	241,863	568,811	326,918	135.1
Oregon.....	24,757	44,689	19,932	80.5	147,863	196,907	49,044	33.2	2,740,729	3,954,333	1,204,604	43.8
California.....	115,228	164,995	49,767	43.2								
SUMMARY.												
North Atlantic Division.....	2,292,978	2,672,343	379,365	16.5	2,890,750	3,056,017	165,267	5.7	31,603,989	38,457,766	6,853,777	21.7
South Atlantic Division.....	1,460,684	1,850,899	390,215	26.7	1,039,490	1,649,455	609,965	58.7	5,054,573	7,601,330	2,546,757	50.4
South Central Division.....	1,722,117	2,356,209	634,192	36.8	683,222	1,521,521	838,299	122.7	\$3,342,252	\$5,827,184	\$2,484,932	65.4
North Central Division.....	3,021,431	3,985,889	964,458	32.0	3,723,953	4,829,767	1,105,814	29.7	\$5,519,047	\$3,683,814	\$1,835,233	51.1
Western Division.....	221,094	390,569	169,475	72.1	724,036	1,031,038	306,992	42.3	\$3,665,648	\$6,445,613	\$2,779,965	75.9
United States <i>b</i>	8,718,304	11,247,009	2,528,705	29.0	98,732,491	111,450,798	12,718,307	12.9	\$79,185,509	\$111,715,707	\$32,530,198	41.1

a For 1875-76.*b* For 1885-86.*c* For 1870.*d* For 1880.*e* Excluding Texas.*f* Excluding Idaho.*g* Excluding the States and Territories not tabulated above.*h* Excluding Alaska.

TABLE 18.—CHIEF STATE SCHOOL OFFICERS.

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

Name.	Address.	Official title.
Solomon Palmer-----	Montgomery, Ala----	State superintendent of education.
Woodville E. Thompson	Little Rock, Ark----	State superintendent of public instruction.
Ira G. Hoitt-----	Sacramento, Cal ----	Do.
Leonidas S. Cornell ----	Denver, Colo -----	Do.
Chas. D. Hine-----	Hartford, Conn-----	Secretary of State board of education.
J. H. Caldwell-----	Newark, Del.-----	President of State board of education.
Albert J. Russell-----	Tallahassee, Fla----	State superintendent of public instruction.
James S. Hook-----	Atlanta, Ga.-----	State school commissioner.
Richard Edwards-----	Springfield, Ill-----	State superintendent of public instruction.
H. M. La Follette-----	Indianapolis, Ind.---	Do.
Henry Sabin-----	Des Moines, Iowa---	Do.
J. H. Lawhead-----	Topeka, Kans-----	Do.
Jos. Desha Pickett-----	Frankfort, Ky-----	Do.
Joseph A. Breaux-----	Baton Rouge, La-----	State superintendent of education.
Nelson A. Luce-----	Augusta, Me.-----	State superintendent of common schools.
M. A. Newell-----	Baltimore, Md-----	State superintendent of public instruction.
John W. Dickinson-----	Boston, Mass-----	Secretary of State board of education.
Joseph Estabrook-----	Lansing, Mich-----	State superintendent of public instruction.
D. L. Kiehle-----	Saint Paul, Minn.---	Do.
J. R. Preston-----	Jackson, Miss-----	State superintendent of education.
Wm. E. Coleman-----	Jefferson City, Mo---	State superintendent of public schools.
Geo. B. Lane-----	Lincoln, Nebr-----	State superintendent of public instruction.
W. C. Dovey-----	Carson City, Nev-----	Do.
James W. Patterson-----	Concord, N. H.-----	Do.
Chas. W. Fuller-----	Trenton, N. J.-----	Do.
Andrew S. Draper-----	Albany, N. Y.-----	Do.
Sidney M. Finger-----	Raleigh, N. C.-----	Do.
Eli T. Tappan-----	Columbus, Ohio-----	State commissioner of common schools.
E. B. McElroy-----	Salem, Oregon-----	State superintendent of public instruction.
E. E. Higbee-----	Harrisburg, Pa.-----	Do.
Thos. B. Stockwell-----	Providence, R. I.---	Commissioner of public schools.
James H. Rice-----	Columbia, S. C.-----	State superintendent of education.
Frank M. Smith-----	Nashville, Tenn-----	State superintendent of public schools.
Oscar H. Cooper-----	Austin, Tex.-----	State superintendent of public instruction.
Justus Dartt-----	Springfield, Vt.-----	Do.
John L. Buchanan-----	Richmond, Va.-----	Do.
Benj. S. Morgan-----	Charleston, W. Va-----	State superintendent of free schools.
Jesse B. Thayer-----	Madison, Wis.-----	State superintendent of public schools.
Sheldon Jackson-----	Sitka, Alaska-----	General agent of education for Alaska.
Charles M. Strauss-----	Prescott, Ariz-----	Superintendent of public instruction.
E. A. Dye-----	Mellette, Dak-----	Do.
Wm. B. Powell, white } G. T. Cock, colored-- }	Washington, D. C.---	Superintendent of District schools.
Silas W. Moody-----	Boisé City, Idaho-----	Superintendent of public instruction.
A. C. Logan-----	Helena, Mont-----	Do.
Trinidad Alarid-----	Santa Fe, N. Mex-----	Ex-officio superintendent for reports.
P. L. Williams-----	Salt Lake City, Utah-----	Superintendent of public instruction.
J. C. Lawrence-----	Olympia, Wash. T.-----	Do.
John Slaughtier-----	Cheyenne, Wyo.-----	Do.

CHAPTER III.

DIGESTS OF STATE SCHOOL REPORTS.

ALABAMA.

[From Report of State Superintendent Solomon Palmer, 1886-87.]

The schools of Alabama during the past year have been in as prosperous a condition as the meagre school revenues permitted. "The pressing want of our school system," says Superintendent Palmer, "is more money, that the public schools may continue a longer period each year, and that our teachers may be paid better salaries. Notwithstanding the fact that the system is sorely crippled in its operations for the want of adequate funds to meet the constantly growing demands upon it, there is no doubt of its increasing popularity and usefulness. The advantages to be derived from a good school system are more keenly felt by the great body of the people of the State to-day than ever before in its history."

CHANGE IN THE PLAN OF THE REPORT.

The statistical tables and summaries of the report include only the country schools. Special reports are given from the cities and separate school districts. These reports, however, are not upon any uniform plan, so that it is not possible to get exact totals for the State except upon one or two points. Alabama is thus placed upon a different plane from the other States as regards her educational statistics, and is not comparable with them. There is no question as to the desirability, for certain purposes, of separating the statistics of the country from those of the city schools in all the States; without so doing, States with a large urban population can not be justly compared in many respects with the more sparsely settled States. But it is necessary to have in addition a general summary for the whole State.

COMPARATIVE STATISTICS.

During the scholastic year there were—

Enrolled in white schools.....	153,304
Enrolled in colored schools.....	98,396

Total enrolled.....	251,700
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Average daily attendance in white schools.....	93,723
Average daily attendance in colored schools.....	63,955

Total daily attendance.....	157,718
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Of the enrolment the attendance was 63 per cent.—of whites 61 per cent., of colored 65 per cent.

Number of schools for white.....	3,658
Number of schools for colored.....	1,925

Total schools taught.....	5,583
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Teachers in white schools, males.....	2,413
Teachers in white schools, females.....	1,237
	3,650

Teachers in colored schools, males.....	1,264
Teachers in colored schools, females.....	569

Total teachers in colored schools.....	1,833
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Total teachers employed.....	5,483
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These statistics are very near the same as those in last report. If the cities were included in this they would show a gratifying increase during this year.

Average monthly pay of white teachers.....	\$22.16
Average monthly pay of colored teachers.....	21.58
Average monthly pay of teachers.....	21.87

Decrease in white \$5.43, and in colored \$4.39 since last report.

Average paid each teacher.....	\$82.83
A decrease of.....	\$29.96
Average enrolment to white teacher.....	33
Last year it was.....	39
Average enrolment to colored teacher.....	45
Last year it was.....	48
Average cost of pupil per month, on basis of enrolment.....	cents. 54½
Average cost of pupil per month, on basis of attendance.....	do. 84
Last year on enrolment.....	45½
Last year on attendance.....	do. 75½
Average length of schools in days, white.....	70
Average length of schools in days, colored.....	71
Average length of schools in days.....	70½
Average length of schools in days, white, last year.....	87½
Average length of schools in days, colored, last year.....	87½
Average decrease since last report.....	16½

The marked decrease in these figures, as before explained, is on account of the omission of the cities and separate school districts; were they included there would be but little change since last report.

It might be of interest to note a few changes in the past ten years:

In 1876-77, pupils enrolled.....	143,571
In 1886-87, pupils enrolled.....	251,700
Increase in ten years.....	108,129
In 1876-77, schools taught.....	4,175
In 1886-87, schools taught.....	5,583
Increase in ten years.....	1,408
In 1876-77, poll-tax collected.....	\$116,627.41
In 1886-87, poll-tax collected.....	136,805.75
Increase in ten years.....	20,268.34

SCHOOL CENSUS—REDUCTION OF THE PER CAPITA.

The school census of August, 1887, shows for the whole State a total increase of children of school age (7-21) in two years of 32,614. Speaking of the effect of this increase upon the apportionment of the school revenues, Superintendent Palmer says that "the reduction in the per capita of the colored is larger than that of the whites on account of the liberal appropriations made by the last Legislature out of the fund for that race for the university for the colored people and for normal schools. It should be borne in mind that this reduction in the per capita occurs notwithstanding the additional appropriation of \$20,000 to the school fund made by the last Legislature. But for this appropriation the per capita would have been reduced some 4 cents lower than it was. These figures must impress every thoughtful person who desires the prosperity of the State and values the intellectual and moral culture of the young with the fact that, to make our public school system what it ought and must be,

MORE MONEY IS NEEDED.

"In point of material resources and natural advantages Alabama is surpassed by no State in the Union. Capital as never before is seeking investment within her borders. The demand of the times is a public school system with adequate funds to place the blessings of at least an elementary education within the reach of every child in the State. Possessed of such a system, no State in the Union would have so bright a future as Alabama. But, if in our haste to grow rich, we neglect our public school system and the intellectual and moral training of our youth, these natural advantages and boundless resources may prove a snare and a curse by enticing to our State a mass of ignorant immigrants who care not for education, who regard not our long-cherished institutions, and who are enemies to a higher and more ennobling civilization. But if we foster our public school system and make it the pride of our citizens, as many of our sister States have done, we will be blessed with a thrifty, enterprising class of immigrants, who appreciate and who have been accustomed to free public schools for their children, and who will invest their money among us and heartily co-operate with us in developing our State and in perpetuating our free institutions. To such a class of immigrants, a public school system that pays no more than \$1 per child, including poll tax; that pays teachers on an average only \$21.87 per month; that runs its free public schools only 70½ days in the year, and that does not pretend to provide any school buildings, is not very inviting."

After introducing statistics to show how much more Michigan, Arkansas, and Tennessee are paying for public schools than Alabama, the superintendent continues: "With the foregoing figures before us it is not so surprising that in 1880 the census

shows that Alabama, out of a population of 1,262,505, had 433,447 over the age of 10 years who could not write, while Michigan, with her splendid school system, out of a population of 1,648,690, had only 63,723, and Arkansas, out of a population of 802,525, had only 202,015, and Tennessee, out of a population of 1,542,359, nearly 300,000 larger than Alabama, had only 410,722 illiterates.

"This difference may, it is true, be accounted for in some measure by the large illiterate negro population of the State, but it must be admitted by every one not blinded by prejudice that our meagre appropriations for public schools causes in no small degree this difference so disparaging to Alabama, when compared even with other Southern States.

"One of our wisest statesmen recently said 'that no State in the Union is more deeply interested in the cause of popular education than Alabama.' After citing the fact that more than 96,000 voters in the State could not read the ballots which, as freemen, they are empowered to cast for the weal or woe of their country, he asks with pertinency and much force, 'How can we, with such a mass of ignorance exercising the great privilege of suffrage, hope to perpetuate the life and continued prosperity of our free institutions?'

"How to dispel this dark cloud of illiteracy that hangs over our State, shrouding all in gloom and obscuring our prospects for the future, is the practical question that should engage the mind and stir the heart of every patriot and lover of humanity. There is no better way of rifting this cloud of illiteracy than by letting in the rays of intellectual light into the minds of the young, or of dispelling the gloom that it engenders than by instilling in their young hearts correct principles and habits of living, which can and should be done by every teacher of our public schools. These schools are the available means for the intellectual and moral training of our young, and it is the highest duty of the State to sustain them, but to do this as it should be done, more money is necessary.

"Upon the imperative duty of the State to provide the means for the education of her children, I hope to be excused for making the following apt quotation from a speech of Lord Macaulay, one of the greatest historians, most brilliant writers, and ripest scholars of the past century:

"I say, therefore, that the education of the people ought to be the first concern of a state, not only because it is an efficient means for promoting and obtaining that which all allow to be the main end of government, but because it is the most efficient, the most humane, the most civilized, and in all respects the best means of obtaining that end. This is my deliberate conviction, and in this opinion I am fortified by thinking that it is also the opinion of all the great legislators, of all the great statesmen, of all the great philosophers of all ages and of all nations, even including those whose general opinion is and has ever been to restrict the functions of government."

"Strong as the foregoing is, it is not stronger than the following from that peerless orator and wise statesman, Seargeant S. Prentiss, of Mississippi, taken from a speech delivered in New Orleans in 1846:

"The principle that society is bound to provide for its members' education as well as protection (protection of person and property), so that none need be ignorant except from choice, is the most important that belongs to modern philosophy. It is essential to a republican government. Universal education is not only the best and surest, but the only sure foundation for free institutions. True liberty is the child of knowledge; she pines away and dies in the arms of ignorance."

LOCAL TAX RECOMMENDED.

"In my former reports I have frequently expressed the hope that a sentiment favorable to local taxation for school purposes might be awakened in the minds of the people of the State, and earnestly urged its importance as the best available means of securing sufficient funds to make a public school system efficient. But in this my hopes were blasted by a decision of our Supreme Court in a case brought up from the separate school district of Cullman, in which the Supreme Court held that such a tax was in violation of our constitution. The only chance to increase our school fund by means of local taxation is to have our fundamental law amended. This should be done, as we can not hope to make our school system what it ought to be without local taxation. As may be above seen, Michigan derives more than one-half of her ample school fund from local taxation. But a change of our fundamental law is not only uncertain, but at best its accomplishment requires time, and we can not afford to wait for this to be done."

In addition to the district of Cullman, mentioned by Superintendent Palmer, many communities, small towns, and country neighborhoods, says the Montgomery Advertiser, asked and obtained from the Legislature a special act authorizing them to levy a local tax for schools. These special acts were declared unconstitutional by the Supreme Court, as above stated; but the fact that they were called for is conclusive evidence of the strong public sentiment in favor of free schools, and of the willingness to support them by voluntary local taxes, in addition to the State apportionment.

A STATE TAX PREFERABLE TO AN APPROPRIATION.

"Our only hope, so far as the State is concerned, is to increase the direct appropriation from the State. The people of the State have manifested a willingness to do this, as has been repeatedly expressed by their representatives in the Legislature by an increase of the appropriation for schools within the past few years from \$130,000 to \$250,000. It is confidently hoped that by the time our next Legislature convenes that the values of the taxable property of the State will have so increased that an additional appropriation for school purposes may be made without risk of impairing the State's credit. A better plan still, in my judgment, would be to levy a special tax of say three mills on taxable values, to be used exclusively for public schools. I believe in this way the people would more willingly pay this tax, knowing that it could never be diverted from the sacred purpose for which it was raised, and that it would be returned to them ten-fold in the enhanced valuation of their property, and better still, in the education of their children free of cost."

POLL TAX.

"There was no material difference between the school funds of the two preceding years' except in the amount of poll tax collected. There has been a very decided falling off in the poll tax, both in the amount of assessments and collections, but especially in the latter. The poll tax collected for the year ending September 30, 1886, was \$144,962.37, while that for the past year was only \$135,572.34, a falling off of \$9,390.03. There was a failure on the part of the collectors in Elmore and in Sumter Counties to pay over to the county superintendents all the poll tax due the school fund in these counties, but this only amounts to a few hundred dollars and will not account for this difference. * * * By an examination of preceding reports it will be seen that the collections of poll tax are no more than they were several years ago. It is true that this failure to collect polls is chiefly in the 'black belt,' as it is sometimes termed, where the colored race are most numerous; but I feel sure that by greater vigilance on the part of collectors, and more rigid scrutiny on the part of commissioners' courts, much more poll tax could be collected to increase the school revenues of the State than has been done the past year. By an act of the last Legislature the collector is charged with the collection of the insolvent polls of the preceding year, a much better plan than that of turning the lists over to the justices of the county, as required by the old law. The aggregate of errors and insolvencies allowed the past year amounts to \$72,782.63, nearly one-third of the entire assessment, and more than half as much as was collected. This is not creditable to our people and does not manifest the interest in education that should be shown by those who so sorely need the blessings of a public school system.

SCHOOL LANDS.

"It will be seen that there has been collected, during the year, on claims for school lands, the sum of \$8,855.79. It is to be regretted that the records of this office are so defective, caused, no doubt, by the confusion resulting from the Civil War, that it is impossible to ascertain, with any degree of certainty, what particular subdivisions of school lands were purchased by those persons against whom the State holds claims; and, in many cases, parties claim that they have made full payment for school lands when the record fails to show any payments; and in some cases, lands were sold before the war, and there is no evidence in this office of any such sales. It is very desirable both for the State and for the persons claiming these lands that the question of title should be settled, and patents issued to those entitled to them, and the claim of the State enforced against those who have not paid for the school lands claimed and used by them. During the year there has been constant inquiry about title to school lands, caused, no doubt, by the fact that these lands are becoming more valuable. It is to be hoped that county and township superintendents will take advantage of the favorable opportunity offered by the demand for these lands to secure settlements of these old claims held by the State. In many cases parties have been in the adverse possession of these lands for twenty and thirty years, claiming that the purchase money has all been paid, and yet there is no pretence that the State has been divested of her legal title to them. In such cases the interest of the claimants demands that they should have these questions settled, and should secure a patent from the State under compromise act, approved March 1, 1881. Quite a number of settlements under this act have been effected during the year, and considerable money certified into the State treasury to the credit of the school fund of the townships in which the land lies."

ARBOR DAY.

"In compliance with a request made by the Southern Forestry Congress, and in accordance with a beautiful custom that is prevailing in well nigh every State in the Union, I requested the schools of the State to observe the 22d of February, George Wash-

ington's birth-day, as Arbor Day, by planting shade trees and shrubbery on their school-grounds, and dedicating them with appropriate ceremonies to the memory of those they love.

"Notwithstanding the fact that the appointed day was most unfavorable, by reason of heavy rains, hundreds of schools observed the day, and thousands of trees were planted and dedicated amid the songs of the joyous children."

"That the day may continue to be observed until such results are obtained, I hereby designate the 22d of February as Arbor Day, and request its proper observance by all the schools of the State."

For other information relating to education in Alabama consult the Index.

ALASKA.

The following rules and regulations were issued by the Secretary of the Interior on June 15, 1887:

RULES AND REGULATIONS FOR THE CONDUCT OF PUBLIC SCHOOLS AND EDUCATION IN THE TERRITORY OF ALASKA.

By virtue of the power conferred upon the Secretary of the Interior by the Act of Congress of May 17, 1884, authorizing him to make needful and proper provision for the education of children of school age in the Territory of Alaska, without reference to race, until such time as permanent provision shall be made for the same, the following rules and regulations for the government of the public schools in Alaska are hereby promulgated:

I.—General Management.

SEC. 1. The general supervision and management of public education in Alaska is hereby committed to the Commissioner of Education, subject to the direction and control of the Secretary of the Interior.

SEC. 2. There is hereby organized in the Territory of Alaska a board to be known as the Territorial Board of Education, to whom shall be committed the local management of the schools in that Territory, subject to the general management and supervision of the Commissioner of Education.

The Governor of the Territory, the judge of the United States court for the time being, and the general agent of education in Alaska shall constitute this Board of Education, and the general agent shall be secretary of said board and shall keep a record of its proceedings.

SEC. 3. The regular meetings of the Board of Education shall be held, at such times as said board may appoint, in the town of Sitka, in said Territory.

SEC. 4. The Territorial Board of Education shall have power, subject to the approval of the Commissioner of Education—

(a) To select and appoint the teachers of the public schools, to prescribe their duties, and to fix their salaries;

(b) To provide general rules for the government of the schools and the attendance of the children;

(c) To prescribe the series of text-books to be used in the public schools and to require all teaching to be done in the English language;

(d) To select the location and supervise the erection of the school-houses, to provide plans for the same, and to lease houses for school purposes.

SEC. 5. Requisitions for all materials for the erection of school buildings, articles of school furniture, supplies of books, stationery, and other necessary materials for the use of the schools must be made by the Territorial Board of Education upon the Commissioner of Education, and when such requisitions are approved by the Commissioner they will be transmitted to the Secretary of the Interior for his approval, and, when approved by him, the supplies will be purchased by the Commissioner of Education, and paid for as hereinafter provided.

SEC. 6. The Board of Education, at least three months in advance of the close of the scholastic year, shall submit to the Commissioner of Education detailed estimates of the probable necessary expenses for the support of the Territorial schools for the next fiscal year, including therein the erection of school buildings, the pay of school officers and teachers and other employés, travelling expenses of the general agent and the district superintendents, rents, fuel and lights, furniture, school books, apparatus, and all other necessary expenses for the maintenance of the schools.

SEC. 7. All salaries, expenditures, and other claims for the payment of educational expenses in Alaska must be audited by the Territorial Board of Education, approved by the Commissioner of Education, and, when approved by him, transmitted to the Secretary of the Interior for his approval, and when so approved, will be paid out of the funds appropriated by Congress for the education of the children of the Territory.

SEC. 8. In cases of special emergency the Board of Education may incur expenditures for immediate necessary school purposes in advance of the approval of the Commissioner of Education, but such liabilities shall be only for unforeseen and necessary purposes, and shall in no case exceed \$100.

SEC. 9. Whenever such extraordinary expense is incurred the Board shall make an immediate report thereon, in writing, to the Commissioner of Education, setting forth the reasons for incurring said expense, and transmitting properly signed and audited vouchers for the payment thereof.

SEC. 10. In the preparation of estimates, vouchers, and other official forms and papers the blanks approved by the Treasury and Interior Department will be used by the Board of Education.

SEC. 11. For his services each member of the Territorial Board of Education hereby established shall receive the sum of \$200 per annum.

SEC. 12. At the close of the school year the Territorial Board shall make a report to the Commissioner of Education, transmitting the hereinafter-mentioned report of the general agent, and containing their opinions and recommendations respecting the subjects thereof, and such other topics as shall be deemed by them proper for the general welfare of education in Alaska.

II.—The General Agent.

SEC. 1. A superintendent of education, to be known as the general agent of education in Alaska, shall be appointed by the Secretary of the Interior, and shall hold the position during the pleasure of the Secretary, and until his successor is appointed.

He shall receive from the Government for his services as general agent an annual salary of \$1,200.

SEC. 2. The general agent of education shall reside at Sitka, and shall be provided with an office, with the necessary furniture, stationery, fuel, and lights. He shall not leave the Territory without the written permission of the Secretary of the Interior.

SEC. 3. It shall be the duty of the general agent to exercise general supervision and superintendence over the public schools and teachers in the Territory, subject to the approval of the Territorial Board of Education.

SEC. 4. He shall visit each school district and each school in the district of Sitka at least once a year. He may, once a year, in each district hold a teachers' association at such time and place as in his judgment will best promote the interests of the public schools. The schools in the district of Sitka shall be under his immediate supervision.

SEC. 5. The general agent shall make a report at the end of the school year to the Territorial Board of Education, which report shall embrace—

(a) The number and general condition of the schools in the Territory.

(b) The rules and regulations prescribed by the Board of Education for the government of the schools and the duties of the teachers.

(c) The number of children between the ages of six and twenty-one years in the Territory, the number of children attending the public schools, the number attending other schools, and the number not attending any school.

(d) The names, ages, residence of the teachers and other officers employed in the schools, and the amount of their respective salaries.

(e) The time spent by the general agent in the Territory and the time spent by him in visiting the schools.

(f) And any and all information and suggestions that may be useful for the advancement of education in the Territory, or that may be required by the Commissioner of Education.

SEC. 6. It shall be the duty of the general agent to keep an inventory of school books, school furniture, and other property received by him from the Government, and at the end of his term of office he shall deliver to his successor all of the books and papers of his office, taking a receipt therefor.

III.—School Districts.

The Territory of Alaska is divided into three school districts, which shall conform to the geographical divisions known as Sitka, Kadiak, and Unalashka, as follows:

SEC. 1. Sitka, comprising all Southeastern Alaska, with an area of 28,980 square miles.

SEC. 2. Kadiak, comprising the region from Mount Saint Elias westward to Zakharoff Bay, with an area of 70,884 square miles.

SEC. 3. Unalashka, comprising the region from Zakharoff Bay westward to the end of Aleutian Islands, and northward to the Arctic Ocean, with an area of 431,545 square miles.

SEC. 4. In the districts of Kadiak and Unalashka the district superintendent, the United States deputy collector of customs, and the United States commissioner at Kadiak and Unalashka shall constitute and are hereby appointed a school committee. The supervision of the schools in these districts shall be under these committees, and all reports of the progress and condition of the schools, with recommendations for the location of new schools, and for the erection and repair of school buildings, shall be made to the general agent by said committees, and for their services as members of such committees the deputy collectors and commissioners shall be allowed \$100 each per annum.

SEC. 5. In each of these two last-named districts or divisions the Territorial Board of Education shall appoint one of the teachers to act as district superintendent. These superintendents shall visit the schools of their districts at least once a year, and keep the general agent informed of their condition and wants as to school buildings, the manner in which the teachers perform their duties, and all reports shall be made to the general agent by the superintendents through the committees of their districts. The district superintendent, in addition to his salary as teacher, shall be paid the sum of \$200, which shall be in full payment of his services and travelling expenses as such superintendent.

SEC. 6. The children shall be taught in the English language, and the use of school books printed in any foreign language will not be allowed. The purpose of the Government is to make citizens of these people by educating them in our customs, methods, and language. The children are primarily to be taught to speak, read, and write the English language. Vocal music may also be taught in the schools.

SEC. 7. The Sitka training school should teach the primary branches of industrial education. The boys should be taught shoemaking, carpenter and cabinet work, printing, and such other trades as are of use in the Territory, while the girls should be instructed in intelligent housekeeping and household industries.

SEC. 8. A common school should be established in every settlement where there are children in sufficient number, and at least one school in every tribe of Indians or native settlement.

Comfortable school-houses must be provided. These schools must be open to all children without reference to race.

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

The organization of the board of education provided for in the above rules and regulations has already been referred to in Chapter I (see p. 32). The board met at Sitka July 14, 1887. Judge Lafayette Dawson was chosen president of the board, and Dr. Sheldon Jackson, general agent of education for Alaska, secretary.

Following is the report of the general agent to the Territorial board of education, together with the letter of the board transmitting the report, with recommendations, to the Commissioner of Education.

LETTER TRANSMITTING REPORT OF GENERAL AGENT.

SITKA, ALASKA, November 17, 1887.

SIR: We have the honor to transmit to you the annual report of the educational agent for Alaska, with our approval, except the recommendation, on page 57¹, of a division of the field.

We consider a division of the district unnecessary—that it would only complicate and retard the educational interests of Alaska.

But we would recommend one superintendent or general agent for the whole district, at a salary of not less than \$2,500 per annum, and that he be compelled to remain in the Territory and give his undivided personal attention to the Government schools.

Action of the Territorial board of education in Alaska.

SHELDON JACKSON, *Secretary.*

TO HON. N. H. R. DAWSON,
*United States Commissioner of Education,
Washington, D. C.*

¹ Page 111 of this Report.

REPORT OF THE GENERAL AGENT.

OFFICE OF THE GENERAL AGENT OF EDUCATION IN ALASKA,
Sitka, Alaska, June 30, 1887.

To the TERRITORIAL BOARD OF EDUCATION:

SIRS: In accordance with the recent regulations received from the Hon. N. H. R. Dawson, United States Commissioner of Education, I have the honor to send you my second annual report as general agent of education in Alaska.

This report covers the period from July 1, 1886, to June 30, 1887.

But few of the friends of Alaskan education, outside of her borders, realize that this Territory is without roads, horses, stages, and railroads, and much the larger portion without steamers or other means of regular communication with the outside world.

A monthly line of mailsteamers reaches Sitka and a few points in southeastern Alaska, and that is all; and when tourists make the grand excursion to Alaska, they only sail among the islands in one small corner of the country.

The great main-land of Alaska, with its smoking volcanoes, mammoth hot springs, highest mountains, largest glaciers, grandest rivers, wildest scenery, teeming animal life, and strangest natural phenomena, unvisited and unseen, stretches away two thousand miles beyond them.

And not only is Alaska largely cut off from the outside world, but in a certain sense it is cut off from itself; that is, there are no public means of intercommunication between its widely-separated sections. The private steamers of the Alaska Commercial Company, a few whaling vessels, an occasional trading schooner, and the Revenue Marine steamer, on their annual cruise to Behring Sea, are the only vessels seen in its waters, and they only for a few months in summer.

When, therefore, the United States Government was led to undertake the establishment of public schools in Alaska it was met at once with the difficulty of transportation. This proved so serious that the Government was compelled to be content the first year with taking charge of the schools in southeastern Alaska previously established by the Presbyterian Board of Home Missions. The only exceptions were the schools at Unalashka and on the Kuskokwim River.

Very unexpectedly a teacher was able to reach the former on a steamer chartered for another purpose. To reach the latter the Moravian Church, which took the contract for conducting the school, chartered a schooner at San Francisco, which conveyed the teacher and his party 4,479 miles to the mouth of the river. The material for the houses, school supplies, and supplies for the household were then transferred to row-boats, which carried them to their destination, 150 miles up the river. The same vessel that conveyed the teacher carried the lumber and hardware for the necessary buildings, the family furniture, the school appliances, and provisions for twelve months. They left San Francisco on the 3d of May, 1885, and it was the middle of the following August before all the building material reached its destination, at Bethel. This was the Moravian party of Rev. and Mrs. William H. Weinland, Rev. and Mrs. John H. Killbuck, and Mr. Hans Torgersen.

When, therefore, in 1885 the responsibility of establishing schools in all sections of Alaska was placed upon the Hon. John Eaton, United States Commissioner of Education, he was greatly embarrassed by his inability to secure reliable and explicit information concerning the educational needs of the villages of civilized Creoles, Aleuts, and Eskimaux in southern and southwestern Alaska.

Application was made to and instructions received from the Honorable the Secretary of the Navy, directing the commanding officer of the United States ship *Pinta* to take the general agent on a trip of inspection along the coast.

A combination of circumstances prevented the ship from making the trip.

It was then decided that the only practical way of securing the information absolutely necessary for the intelligent action of the Government was to send a special vessel under the control of the general agent.

Nothing could be done, however, until the amount of the appropriation for 1886-87 should be known. The appropriation was not made until the 4th of August, 1886.

Immediately upon the passage of the bill I was authorized to charter the schooner *Leo*, and by September 3 teachers had been summoned from Texas, California, and Washington Territory, the vessel loaded with lumber for school-houses, family furniture, and supplies, and we were on our way to sea. The authority to charter the vessel was given by Hon. John Eaton, by letter dated on the 4th day of August, 1886, as shown by a copy of his letter among the papers. The schooner was chartered from John G. Brady, of Sitka. The cost of the trip was \$4,535, which was paid to Brady on the 1st of February, 1887, out of the appropriation, as per voucher on file.

The cruise proved a stormy one, consuming 104 days. Passing through the equinoctial storms, we encountered the early winter gales of that high northern latitude.

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. Ka-

diak Island is the western limit of forests along the southern coast of Alaska. It is also near the eastern limit of the Innuited, or civilized Eskimau 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 of 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 had 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 babe, 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 can not." 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 sea-otter.

Still farther 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, cake, home-made preserves, and Russian tea served in glass tumblers.

From Afognak we visited Karluk, with its 118 children; Akhiok, 48; Ayakhatalik, 72; and Kagiak, 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 Russo-Greek Church. The teacher, Tsikoores, was born in Greece and partly educated in San Francisco.

The boys attend school in the forenoon and the girls in the afternoon. The instruction is mainly in the Russian language.

The public school maintained in 1885-86 had been discontinued.

The appropriation of Congress was made so late in the summer that there was no opportunity of communicating with the teacher.

He hearing nothing from the Bureau with reference to continuing another year took passage upon the revenue steamer, at the close of her summer cruise, and left the country. The desks and school supplies were removed to Unga.

The Greek Church has 16 general holidays and 200 minor ones during the year, which are celebrated more or less by the Alaskan churches. These numerous holidays prove a serious hindrance in securing regular attendance at school.

American citizens that 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.

Passing out of the beautiful harbor of Unalashka four days brought us by the magnifi-

cent smoking volcanoes of Shishaldin and Pavloff to Belkofsky, the centre of the sea-otter fur trade.

This place, with its white houses crowning a high bluff, presents a very pleasant appearance from the sea. It has a population of 203 Aleuts and Creoles, of whom 91 are under 21 years of age. The Greek Church keeps a small school with an attendance of 16 at the time of our visit. The teaching is in Russian, with the exception of two afternoons in the week, when a Creole teaches in broken English. We were importuned to establish a good Government school, but the appropriation was too small.

From thence we sailed to Unga, the centre of the cod fisheries of the North Pacific. Unga has the largest American population of any village in Western Alaska, and a greater appreciation of the value of a good school. It has 74 children under 21 years of age.

At this point I 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 Attou, and in a total population of 3,840 I enumerated 1,649 children. These are children of a civilized people who, by the terms of Article III 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, and the American churches but one missionary.

At every station visited the agents and employés of the Alaska Commercial Company, without an exception, gave us their hearty co-operation and all the assistance in their power towards the establishment of their schools. At two of the stations they supplied the buildings necessary for the schools free of rent, and at all of them furnished the teachers with their household supplies on the same terms given their own agents. Without these facilities it would have been almost impossible to have established the schools in that section.

From Unga eight days' driving before the storm brought us to Klawak, one of the principal settlements on Prince of Wales Island. It was my purpose to establish a new school at this point, but finding that the salmon cannery and saw-mill had closed for the season and the larger number of the people left for their winter village, Tuxikan, with the full consent of the teacher, Prof. L. W. Currie, I took him and his family to Tuxikan and temporarily established the school at that point. In the spring, when the people returned to Klawak for work, the school was removed to that point, where it now is.

Bidding them God speed, four days bring us to Sitka, the capital of the Territory, with its two good day schools and flourishing industrial training school.

At Sitka, taking on board the Governor and his interpreter, we sailed to Killisnoo, where was landed lumber and materials for a new school building.

Calls were made and schools inspected at Hoonah, Juneau, Wrangell, and Tongass.

Mr. and Mrs. S. A. Saxman, with their furniture and school supplies, were removed from Loring to Tongass, and finally we dropped anchor at Seattle, Puget Sound, on the 15th of December, and the memorable voyage of the first load of school teachers for Alaska was at an end.

All the objects of the trip were secured.

CONDITION OF THE SCHOOLS.

St. Michael.—In pursuance of the plan of the United States Commissioner of Education to establish schools in at least a few of the leading centres of the Territory (as the amount appropriated was not sufficient to do more), correspondence was had with the Mission Board of the Protestant Episcopal Church with reference to the establishment of a public school in the valley of the Yukon River.

Owing to the impossibility of getting the necessary supplies into that region the first season, it was finally arranged that the school might temporarily be located at St. Michael, on the coast. Consequently on the 1st day of July, 1886, a contract for the establishment of such a school was entered into between the Hon. John Eaton, United States Commissioner of Education, and Dr. William S. Langford, Secretary of the Protestant Episcopal Mission Board.

Rev. Octavius Parker, of Oregon, was appointed teacher. From a correspondence between Dr. Langford and the Alaska Commercial Company, the former was led to believe that although houses were very scarce at St. Michael, yet they would be able to provide for the teacher.

Upon Mr. Parker's arrival at his destination he found, to his great disappointment, that although the agent of the company did everything in his power for him, even to sharing his own residence, yet the quarters were so contracted that it was with great discomfort that his own family could get along, and that there was no possible place for holding a school.

To add to his difficulties the priest of the Russo-Greek Church, who had previously been living in the Yukon Valley, removed to St. Michael and opened a school, teaching the natives in the Russian language. This church school, while doing next to nothing

for the children, yet through misrepresentation and prejudice kept them away from the Government school.

Professor Parker, however, taught a few from time to time in his own sitting-room.

He has now purchased a building at Anvik, on the Yukon River, where he will open a school next September with Rev. John W. Chapman as assistant. Although there are two teachers the Government pays but one salary.

This school met with a great loss last winter in the death of Mrs. McDowell, who had accompanied Professor Parker as an assistant.

Bethel.—At this point, 150 miles up the Kuskokwim River from Behring Sea, school was opened on the 8th of September with six pupils—four boys and two girls; of these, three boys were boarding pupils, living in the teacher's family. This number gradually increased until he had an attendance of thirteen. The migratory habits of the people after food, and the custom of the whole family accompanying the man and father, greatly interferes with the attendance on school. The few children who did attend were found to be willing and apt scholars, and made as good progress as could be expected in a strange language. The boys are taught and required to do their own washing, ironing, and cooking. As the children have never been accustomed to any restraint, the school hours have been broken up as much as possible. The school day consists of two hours in the forenoon, two in the afternoon, and one in the evening. Outside of these hours they cut and split wood, wash, iron, cook, and do chores. Good buildings were erected at the expense of the Moravian Church, and the foundations of an industrial training school are being wisely laid. During the last two years there has been a great scarcity of food in the valley of the Kuskokwim, which has interfered with school operations, but it is thought that a sufficient supply can be secured this season, which will enable the teacher to receive all the pupils that shall offer.

There are twenty-two regular villages on the river, with a population of 2,600.

On the coldest day last winter the thermometer recorded 44° below zero as over against 50° below during the winter of 1885-86. I regret to say that, owing to illness in his family and hemorrhages of the lungs himself, Professor Weinland has been compelled to leave the field and return to Pennsylvania.

The school will be carried on by Mr. and Mrs. John H. Killbuck, experienced teachers from Kansas. They have been in the work at that place for the past two years, and have made considerable progress in mastering the native language.

Nushagak.—During the summer of 1886, Rev. Frank E. Wolff, of Wisconsin, was sent out by the Moravian Church to erect a teacher's residence and school-house at Nushagak, at the mouth of the Nushagak River, Behring Sea. After the erection of the residence, he returned east for the winter. On the 12th of May last, accompanied by his family and Miss Mary Huber, he sailed from San Francisco to open a Government school at Nushagak. Miss Huber is a teacher from Pennsylvania, of large experience and great success, who resigned her position in a prominent ladies' seminary in order to enter the Alaska work. At this school, as at the others, the Government pays but one salary.

These three schools, 500 miles from each other, and central to a population of from 10,000 to 12,000 uncivilized natives, should by all means be sustained. They are the entering wedges to the civilization of that whole great region—the beginning of better things. And the trained men and cultivated women who are willing to exile themselves from the world, endure the rigors of an arctic climate, battle continuously with cruel superstitions and filthy customs, and work with a barbarous, degraded, and dirty people, in their zeal to educate, civilize, and lift up the child population and transform them into useful citizens, are worthy of full sympathy, hearty co-operation, and a generous support.

Unga.—This is the chief sea-port and village on the Shumagin Islands. School opened on the first day of November, 1886, with Professor and Mrs. John H. Carr, of Washington Territory, teachers.

The only place that could be obtained for the school was a small and uncomfortable room 22 by 9½ feet. Into this the children were crowded so closely that they could not leave their seats for recitation. A commodious school-house is a pressing necessity. The progress of the pupils has been as gratifying as it was unexpected. Towards the close of the school year the Russo-Greek Church established a school in this village and sought to draw the children away from the Government school, but without success.

The Russian school, like the majority of their schools in Alaska, is mainly taught in the Russian language, and the studies are largely on the liturgy and catechism of the church. This school met with a great loss in the death of Mrs. Carr on the 15th of June. By her sweet disposition, as well as skill in teaching, she had secured the affections of her pupils to an unusual degree.

Kodiak.—This school was kept in a cooper shop, which was fitted up and kindly tendered to the Government by the Alaska Commercial Company. While it was a generous act on the part of the company, for which the Bureau of Education should render it thanks, yet it is not to the credit of a great Government that it must be dependent on private parties for buildings in which to hold its schools.

A good substantial school building is greatly needed at Kadiak.

The pupils manifested a great fondness for and excelled in writing and drawing, but with a few exceptions were dull in arithmetic. In addition to the ordinary day school Professor Roscoe held an evening school for working men who could not attend during the day, and Mrs. Roscoe an afternoon school for married women.

Strenuous efforts were made upon the part of some to discourage the attendance of the children, and a strong prejudice manifested itself against the children being taught English. But notwithstanding the opposition 59 pupils were enrolled during the year.

Over against these discouragements there were some encouraging examples of unusual eagerness to secure the advantages of a good school.

One family, over 80 miles away by sea, reading in a stray copy of a San Francisco paper that a public school was to be established at Kadiak, broke up housekeeping and the mother and two grown daughters moved to Kadiak to attend school, reaching there six months in advance of the teacher.

Another family, consisting of a mother and five children, on their way to school were shipwrecked and lost. There is no doubt that there are many families ready to make great personal sacrifices to secure educational advantages.

Professor Roscoe has made good progress in learning the Russian language, spoken by the pupils of his school. As he becomes more and more proficient in it he will be more and more successful in teaching English.

Afognak.—This school has met the usual difficulties encountered in all the schools among the Aleut and Creole population. The people in language, and still more in sympathy and feeling, are Russian. They are taught in some cases to believe that the American occupation is but temporary and that Russia will again come into possession. Many of them look upon the Americans as barbarians and do not wish their children to learn English. In some cases an effort has been made to frighten those who manifested some interest by telling them that as soon as their boys learned English the Government would draft them into the army and carry them off, no one knew where.

The school at Afognak had the further difficulty that there was no interpreter to be had, as at Kadiak and Unga, or any children of American fathers, as a nucleus for the school. Neither parents nor children have any idea of the necessity of application or the importance of the advantages offered them by the school. Then, the building used for the school (the only one suitable that could be rented in the community) was too far one side to accommodate the people. Notwithstanding these and other hindrances, a good school was maintained and the children that attended with any degree of regularity made good progress. They excel in music, writing, and drawing.

The murder of Mr. B. G. McIntyre, the general agent of the Alaska Commercial Company at Kadiak, was a great blow to the school. He had great influence among the people of the islands and had actively interested himself in behalf of the schools.

Prof. James A. Wirth, who has natural gifts in acquiring language, being able to speak several European tongues, is making rapid progress in learning the Russian, which is the language of his district.

The private building occupied by the school is inconvenient and unsuited for the purpose and a comfortable building should be erected at once in a central location.

Chitcheet.—Owing to the infrequency of communication (this school being 100 miles from a post office) it was not for some weeks after school should have commenced that I received the resignation of Miss Sarah M. Dickinson as teacher and it was several weeks after her successor was appointed before he could reach the place.

The school was opened in January by Mr. Salomon Ripinsky with a good attendance. The average continued large until April, when the parents, hiring as packers to the miners going into the interior, took their children away with them.

This greatly diminished the attendance during the spring months.

Through the courtesy of Rev. Eugene S. Willard, in charge of the Presbyterian mission, a good building, desks, etc., were furnished the school free.

Juneau.—Dr. F. F. White, in taking charge of this important school at the commencement of the school year, at once proceeded to systematize and grade it.

The school opened with a good attendance of American and Creole children, the natives being largely away from home preparing their winter supply of food. But as the natives returned to their homes the attendance of their children steadily increased through the winter until spring, when they were off again for food. As the attendance of the native children increased that of the Americans and Creoles fell off. It was the old story of mixed schools. The appropriation allowed of but one teacher, and consequently there could be but the one school. In 1885 and 1886 the attendance was largely Creole; in 1886 and 1887 it was largely native.

The advanced classes finished their geography and made satisfactory progress in United States history, physiology and hygiene, and arithmetic, both mental and practical.

It was a notable fact that the first and second chiefs of the Auke tribe were at times daily attendants, and their children among the most regular of the pupils.

Juneau, being the largest and most important settlement in Alaska, should have a good, substantial school building and separate schools for the whites and natives.

Killisnoo.—This school has had to contend in common with the others with irregular attendance.

Professor Johnston speaks approvingly of the eagerness to learn manifested by the Creole pupils.

At the commencement of the school year lumber and material were procured to erect the much needed school-house, but a difficulty arising with regard to the location the erection of the building was delayed until this summer. This is the first school building erected by the Government in Alaska.

Sitka.—The two Government schools at the capital of the Territory are housed in buildings that a thrifty farmer would not consider comfortable enough for his cattle. They also have to contend with irregularity of attendance, especially in the school for natives.

Miss Powell reports the rapid advancement of the Creole pupils and the gratifying progress they are making in learning the English language.

If suitable buildings can be erected this coming fall the usefulness of these schools will be greatly increased.

Fort Wrangell.—This eldest of the schools in southeastern Alaska has had a most successful year.

The school year opened with 45 pupils and steadily increased to 112. It can well be called the polyglot school. Among the pupils were representatives of 13 tribes, Americans, and the following half bloods: French and Stickine, Irish and Stickine, American and Stickine, American and Russian Creole, American and Alaskan Creole, American and Hydah, Scotch and Hanegah, and Norwegian and Taltan.

With regard to the intellectual capacity of the full and half bloods, Miss McAvoy reports that while the half bloods learn more easily, the full bloods master their studies more thoroughly. That while the half bloods are more nimble of brain, the full bloods have quite as much of it. And that the full bloods learn to speak better English than the half bloods. She also reports the great interest her children have taken in the Child's Health Primer and the hygiene for young people.

The school has been kept in a room in the old hospital. The roof leaks, the water pours in around the windows, and the floor of the front porch has rotted away, and partly fallen in. If the school is to be kept in the same place another season the building should be extensively repaired.

Klawak.—This is a new station, the school being established for the first time last winter. The school was first commenced at Tuxikan, where, with commendable heroism, Mr. and Mrs. Currie had volunteered to go. As no white man had ever resided in the village there was no suitable dwelling to be had, and the teacher was compelled to occupy a portion of one of the native houses. This was a plank building about thirty-seven feet square with a rotten bark roof. Through the cracks of the plank floor the surf could be seen at high-tide dashing under the building. The house was constructed after the native fashion, all in one room. Entering the door, steps led down two feet to a plank platform seven and one-half feet wide, which extended around the four sides of the room. From the platform steps descended three feet to the lower floor, which formed a pit twenty-one by twenty-two feet in extent.

In the centre of this pit a space eight feet square had been left unplanked. This was the fire-place. In the roof directly over the fire-place a similar opening had been left for the escape of so much of the smoke as had not previously escaped through the cracks of the sides of the building. Through this same hole in the roof the rain descended in sufficient quantities to put out the fire.

On the platform opposite the door was a small room fifteen and a half by six and a half feet used as a bed and store room. The hole in the roof was roughly boarded up, and a large box stove placed in the pit, which became the school room.

Posts were erected at each corner of the pit, and sheeting stretched across, curtaining off the platforms on two sides of the building. These platforms thus curtained off became the residence of the teacher. The native with his family of six occupied the other two platforms.

Into this dilapidated and uncomfortable building this cultured family, in their zeal to lift up this poor people, moved without a murmur.

In the spring Mr. Currie, with his family, removed to Klawak, renting the only building to be had, an unfinished board shanty erected out of refuse lumber.

Notwithstanding all these discomforts and hindrances he had a very large school, his total enrolment for the whole year being 184. The best work, however, can not be expected until the teacher has a comfortable building in which to house his school.

Howkan.—This school has continued to send in its good monthly reports.

The temporary shanty which for several years past has been used for the school during a heavy snow storm last winter was crushed, and now the school is shelterless.

In some respects the Hydah are considered the best people on the North Pacific Coast, and immediate steps should be taken to erect a school-house suitable for this important Hydah centre.

Tongass.—In southeastern Alaska are the three small villages of Port Tongass, Cape Fox, and Scowls, neither of them with a population sufficient to justify the expense of a school, and yet, if united, would form the constituency of a good school.

To secure such a school the leading men of the three villages have agreed to leave their old settlements and together build a new one.

In the hope that the united village would be located at Loring, Prof. S. A. Saxman, of western Pennsylvania, was sent to that place.

Finding but very few people there (work for the season having closed at the salmon cannery), it was thought advisable that for the winter at least he should teach the school at Tongass.

During the Christmas holidays Professor Saxman, accompanied by Mr. Louis Paul, a native missionary, and another native, started to visit Port Chester, a place that had been mentioned as a suitable location for the new village. The party was lost at sea. When they did not return two search parties were sent out, who found the canoe broken on the rocks. The bodies of the men were never recovered. This sad event closed the school.

It is now more than probable that Port Chester will be settled this summer by a colony of Christianized and civilized natives from Metlakahla led by Mr. William Duncan. If this proves to be the case, it will make a centre around which the scattered population can cluster and secure good school facilities.

The above schools furnish the following statistics:

Attendance.

	Bethel.	Unga.	Kadiak.	Afognak.	Chilcoot.	Hoonah.	Juneau.	Ktilisnoo.	Sitka No. 1.	Sitka No. 2.	Wrangell.	Klawak.	Howkan.
September:													
Total.....	7					14	22	58	42	42	80		62
Average.....	7					9	16	18	37	28	45		19
October:													
Total.....	7	24	32	30		29	26	46	55	43	89		68
Average.....	7	20	18	18		17	14	16	51	23	54		25
November:													
Total.....	11	24	30	30		36	47	53	70	87	124		73
Average.....	10	20	20	16		45	18	21	49	27	51		47
December:													
Total.....	11	24	30	18		45	47	52	60	67	124		96
Average.....	10	22	14	13		70	12	21	46	19	54		64
January:													
Total.....	13	23	26	16	35		54	35	48	56	73		96
Average.....	9	19	10	13	33	49	13	14	41	24	47		58
February:													
Total.....	12	25	35	16	42		90	31	47	55	77		76
Average.....	9	23	18	11	40	40	18	14	43	25	46		37
March:													
Total.....	11	29	37	14	46	38	93	36	45	56	48		66
Average.....	8	24	18	10	43	24	16	10	38	23	34		35
April:													
Total.....	10	28	35	15	46		68	39	49	50	40		51
Average.....	8	19	13	9	31		15	16	38	23	30		23
May:													
Total.....		25	33	13	15		59	26	44	41	36		53
Average.....		19	16	7	9		12	14	41	16	28		23
June:													
Total.....		25	29	10	20		23	28	41	13	30		28
Average.....		19	18	6	17		8	12	37	10	25		18
July:													
Total.....		26											66
Average.....		20											29
August:													
Total.....													46
Average.....													20
Total enrolment for the year.....	13	35	59	35	46	150	236	125	60	138	106	184	123
Total number of children under 21 years of age.....		74	143	146	60		245	200		503			134

Number in sundry branches of study.

	Primary charts.	1st and 2d readers.	3d and 4th readers.	Spelling.	English language lessons.	Geography.	Arithmetic.	Grammar.	Drawing.	Physiology.	Temperance hygiene.	U. S. History.	Writing.	Use of tools.	Sewing.	Other studies.	No. of classes taught daily.
Unga.....	6	27		19		8	17		17		3		20				24
Kadiak.....	32	20	7	59	59	7	59		59		7		59	59			4
Afognak.....	14	10		10		14	14		14				14			14	2
Chilcoot.....	32	2	13	13	13	9	14		14				12	4	3	1	10
Juneau.....	76	13		8		2	32			7			93				12
Killisnoo.....	29	6	4	8	4	4	4		34				5				12
Sitka, 1.....	1	30	18	49	18	18	49		49	49	4	4	49		23		20
Sitka, 2.....	29	19	2	50	50	7	50		50	50	50		50		12	50	
Wrangell.....		22	18	40	17	14	30		40		19	2	40		12	26	12
Klawak.....	23	43		66			43		43				43	43	23		4
Howkan.....	24	42	12	6	32	12	35	26	78	26	26			78			16

CHURCH AND PRIVATE SCHOOLS.

In addition to the above, schools have been in operation on each of the seal islands, St. Paul and St. George, supported by the Alaska Commercial Company. The Russo-Greek Church has had small schools at Unalashka, Belkofsky, Kadiak, and Sitka. * * *

At Juneau there has been a school under the auspices of the Roman Catholic Church, and at Sitka an industrial training school under the control of the Presbyterian Board of Home Missions, assisted by the Indian Bureau.

Although applied for, I have failed to receive the statistics of the Russian and Roman Catholic schools.

The Sitka Industrial Training School, with its large and commodious buildings and teaching force of 13 persons, is the best equipped school in the Territory.

The two principal industries at present taught the boys are carpentering and blacksmithing. The institution is also furnished with tools for boot and shoe making, and a press and complete outfit for a printing office.

During the present summer the Elliott F. Shepard Industrial Building has been erected, furnishing accommodations for the carpenter shop, wood-carving, boot and shoe room, and printing office. A hospital building has also been erected in connection with the school.

Mr. Edwin Hale Abbott, of Milwaukee, has generously offered to found a department of wood-carving and weaving, in which the native population excel.

The attendance has averaged 100.

As the boys and girls are clothed, fed, lodged, and taught at the institution, they are continuously under the influence of the teachers, and the best results are secured.

The school is under the management of Prof. William A. Kelly, assisted by Rev. Alonzo E. Austin, chaplain; Mrs. A. E. Austin, matron of the Boys' Home; Miss A. R. Kelsey, matron of the Girls' Home; Miss Ida M. Rogers, teacher in the school-room; Mrs. Susan S. Winans, teacher in sewing room; Miss Virginia M. Pakle, teacher in the laundry; Mrs. Charles E. Overend, teacher in the kitchen; Mr. C. E. Overend, teacher in the carpenter shop; and Mr. Joel Liberty, teacher in the blacksmith shop.

* * * * *

During my trip last fall along the coast of southern Alaska to Behring Sea, I procured a complete census of the Aleut, Eskimau, and Creole population from Kadiak to the end of the Aleutian Islands.

Last winter the teachers of southeastern Alaska took a census of their respective villages. These statistics are embodied in the following table with those taken by myself during my trip of last fall to the Aleutian Islands:

Name of village.	Adults.		Minors under 21.		Total adults.	Total children.	Total population.
	Men.	Women.	Boys.	Girls.			
Afognak.....	101	74	81	65	175	146	321
Akhiok.....	31	26	31	17	57	48	105
Akutan.....	25	18	19	17	43	36	79
Atkha.....	81	90	16	25	171	41	212
Attoo.....	41	51	27	34	92	61	153
Avatanok.....	4	9	4	3	13	7	20
Ayakhatalik.....	57	42	39	33	99	72	171
Belkovsky.....	57	55	42	49	112	91	203
Borka.....	25	21	19	16	46	35	81
Chernovsky.....	20	13	11	29	33	40	73
Douglass and Kukak.....	23	17	16	20	40	36	76
Kadiak.....	100	80	75	68	180	143	323
Kaguiak.....	27	32	27	18	59	45	104
Karluk.....	58	53	62	56	111	118	229
Katmai.....	49	33	39	32	82	71	153
Killuda.....	11	7	11	4	18	15	33
Korovinsky.....	9	10	10	4	19	14	33
Koshigin.....	12	6	10	14	18	24	42
Makushin.....	10	11	11	15	21	26	47
Morshevoi.....	32	21	21	18	53	39	92
Nikolaievsky.....	5	12	14	7	17	21	38
Oganok.....	17	18	13	14	35	27	62
Old Harbor.....	48	34	41	25	82	66	148
Orlova.....	43	37	31	51	80	82	162
Spruce Island.....	40	38	4	14	78	18	96
Umnak.....	27	33	30	29	60	59	119
Unalashka.....	117	91	70	62	208	132	340
Unga.....	34	33	36	35	67	74	141
Vosnessensky.....	10	10	5	7	20	12	32
Wood Island.....	41	34	31	19	75	50	125
Chilcoot.....	41	52	31	29	90	60	150
Juneau.....	413	202	131	114	615	245	860
Douglass City.....	337	146	69	88	533	157	690
Killisnoo.....	200	150	100	100	350	200	550
Sitka.....	390	338	256	247	778	503	1,281
Tuxikan.....	58	57	76	56	115	132	247
Howkan.....	81	60	62	72	141	134	275
Total.....	2,725	2,164	1,571	1,509	4,889	3,080	7,969

The following persons have been employed and paid from the school fund:

Name.	Occupation.	Place.	Compensation.
Sheldon Jackson.....	General agent.....	Sitka.....	\$1,200.00
Octavius Parker.....	Teacher.....	St. Michael.....	No school.
			<i>Per month.</i>
William H. Weinland.....	do.....	Bethel.....	\$150.00
John H. Carr.....	do.....	Unga.....	150.00
W. E. Roscoe.....	do.....	Kadiak.....	150.00
James A. Wirth.....	do.....	Afognak.....	50.00
Salomon Ripinsky.....	do.....	Chilcoot.....	30.00
F. F. White.....	do.....	Juneau.....	150.00
Marion Murphy.....	do.....	do.....	40.00
George B. Johnston.....	do.....	Killisnoo.....	120.00
Margaret Powell.....	do.....	Sitka.....	80.00
Elizabeth Patton.....	do.....	do.....	80.00
Lyda L. McAvoy.....	do.....	Wrangell.....	80.00
L. W. Currie.....	do.....	Klawak.....	150.00
Clara A. Gould.....	do.....	Howkan.....	80.00
S. A. Sarman.....	do.....	Tongass.....	150.00
G. Sokloff.....	Janitor.....	Sitka 1.....	2.00
Edward (September to January).....	do.....	Sitka 2.....	2.00
Garfield (February to June).....	do.....	do.....	2.00
Flora Koonk (September to March).....	do.....	Wrangell.....	2.00
Lelia McCormick (April to June).....	do.....	do.....	2.00
J. G. Charles (Septemberto February).....	do.....	Howkan.....	2.00
Benjamin John (March).....	do.....	do.....	2.00
J. S. Skultka (April and May).....	do.....	do.....	1.50
Alfred Skili (June).....	do.....	do.....	1.50

No official course of study has been marked out for the various schools. The experience of the two years during which public schools have been in operation, and the experience of the mission schools for nearly twelve years, have demonstrated the fact that it would not be wise to hamper the teachers with a course of study that would not fit the surroundings of the school. Attendance is so irregular, the pupils of such different ages (from 6 to 60), with such varying aptitudes for acquiring the English language, and all ages in the primary grades, that a uniform plan would be impossible. It must be left necessarily to the tact and originality of the teacher.

COMPULSORY ATTENDANCE.

The reports of the several teachers during the year are burdened with complaints of irregular attendance and of their inability to secure the best results from their teaching because of this irregularity. The new board of education has taken this matter in hand, and it is hoped that something may be accomplished next year in securing a more regular attendance of the pupils.

The appropriation of Congress for the education of children in Alaska, without distinction of race, was only \$15,000.

If the schools had been dependent upon that alone, either one-half of them would have had to be closed, or all of them closed up at the end of six months. Fortunately there was an unexpected balance of 1884 which was available. The aggregate expense of running the schools the past year has been \$25,000. In the appropriation for 1887 and 1888 the sum of \$25,000 has been granted. As it is very essential that the number of schools should be increased and buildings erected at the more important points, I would urgently recommend that the appropriation for 1888 and 1889 be increased to \$50,000.

Every publication which helps to make Alaska known to the outside world, either directly or indirectly, helps the school work.

Among the popular works on Alaska published in recent years are the following:

Life in Alaska. By Mrs. Eugene S. Willard. Illustrated. Philadelphia: Presbyterian Board of Publication, 1334 Chestnut Street. Pp. 384. Price \$1.25.

Among the Alaskans. By Mrs. Julia McNair Wright. Illustrated. Philadelphia: Presbyterian Board of Publication. Pp. 351. Price \$1.25.

A Trip to Alaska. By George Wardman. San Francisco: Samuel Carson & Co., 3 Sansome Street. Pp. 237. Price \$1.25.

Our New Alaska. By Charles Hallock. Illustrated. New York: Forest and Stream, 39 Park Row. Pp. 200. Price \$1.50.

Alaska and Missions on the North Pacific Coast. By Sheldon Jackson, D. D. Illustrated. New York: Dodd, Mead & Co., 755 Broadway. Pp. 400. Price \$1.50.

Alaska, Its Southern Coast and the Sitkan Archipelago. By E. Ruhamah Seidmore. Boston: D. Lothrop & Co. Pp. 333.

Along Alaska's Great River. By Frederick Schwatka. Illustrated. New York: Cassell & Co., Limited, 739 Broadway. Pp. 360.

History of Alaska, 1730-1885. By Hubert Howe Bancroft. San Francisco: A. L. Bancroft & Co. Pp. 775.

Our Arctic Province. By Henry W. Elliott. Illustrated. New York: Charles Scribner's Sons. Pp. 473.

Alaska and its Resources. By William H. Dall. Illustrated. Pp. 627.

Travel and Adventure in the Territory of Alaska. By Frederick Whympier. Illustrated. New York: Harper & Brothers. Pp. 353.

Report of the Expedition to Point Barrow, Alaska. By Lieut. P. H. Ray. Illustrated. Government Printing Office. Pp. 695.

Pacific Coast Pilot, Alaska, Part 1. United States Coast and Geodetic Survey. Pp. 333. Price \$2.

Report on the Population, Industries, and Resources of Alaska. By Ivan Petroff. Illustrated. Government Printing Office. Pp. 189.

Report on Seal Islands. By Henry W. Elliott. Illustrated. Government Printing Office. Pp. 188.

Alaska and its People. By Capt. G. W. Bailey. Government Printing Office. Pp. 52.

Education in Alaska, 1881. By Sheldon Jackson, D. D. Illustrated. Government Printing Office. Pp. 28.

Education in Alaska, 1886. By Sheldon Jackson, D. D. Illustrated. Government Printing Office. Pp. 88.

The Cruise of the United States Revenue Steamer Corwin in the Arctic Ocean, 1881. By Capt. C. L. Hooper. Illustrated. Government Printing Office. Pp. 148.

Alaska Coast Pilot, Appendix 1, Meteorology. By Wm. H. Dall. Government Printing Office.

* * * * *

I would recommend the following additions to and modifications of the school laws:

1st. That as the new rules and regulations look to obligatory school attendance, the board of education be authorized to employ a special policeman to enforce attendance at each settlement where a public school exists and at which there is no other policeman to perform the duty; said policeman to be paid from the educational fund.

2d. That the supervision of the schools of the Territory be divided into the eastern and western division.

The eastern division shall comprise southeastern Alaska and the western division the remainder of the Territory.

That a superintendent of public instruction be appointed by the United States Commissioner of Education for each of these divisions.

That the superintendent of the eastern division shall have his headquarters at Sitka, and be *ex officio* secretary of the board of education.

That the superintendent of the western division shall have his office at the Bureau of Education, Washington, and spend that portion of the year in which vessels are plying between the different ports of western Alaska in visiting the schools in his district.

This division of the superintendence is rendered necessary—

(a) Because there is no means of transportation between eastern and western Alaska. The one section is reached by sea from Puget Sound, and the other section by sea from San Francisco. This is such a barrier to jurisdiction, that although the civil government has been in existence over three years, not one of the civil officials has been able to visit any portion of the Territory outside of southeastern Alaska, except the general agent of education, and he only succeeded by chartering a special vessel. There have been several murders in southwestern Alaska, but the guilty parties are at large because the court has no means of reaching them.

(b) This division is rendered necessary by section 4 of rules and regulations, which directs that the general agent "shall visit each school district and each school in the district at least once a year."

This is a physical impossibility. With the present means of communication no one person can visit each school in the Territory once during the same year. If he gives his attention to the schools in southeastern Alaska he can not reach those in western Alaska the same season. And *vice versa*, if he attempts to visit the schools in western Alaska it will keep him away from southeastern Alaska the entire season. In the forming state of the schools it is important that a yearly visit should be made, but this can only be accomplished by a subdivision.

3d. I would again renew my recommendation that the Honorable Secretary of the Interior be requested to ask Congress for \$50,000 for the school fund for the year ending June 30, 1889.

4th. I would further recommend that the annual reports of the several teachers, the special report of Miss Alice C. Fletcher to the Honorable Secretary of the Interior on the need of schools in western Alaska, and the proceedings of the Territorial board of education be printed in the appendix to this report.

5th. I would still further recommend that legislation be asked from Congress setting apart one-fourth of the gross revenues of Alaska annually as a fund for the education of the children of Alaska without distinction of race.

In the Western States and Territories Congress has granted sections 16 and 36 in each township for the use of the schools in said States and Territories.

In Alaska the lands are unsurveyed, and when in course of time the general land laws are extended over it, the nature of the country and the requirements of the population will prevent the laying out of the land to any great extent in sections of a mile square.

While no school fund is practicable for years from the lands, the General Government derives a regular revenue from the Seal Islands, a portion of which can be used in the place of the proceeds of the sale of the school lands.

The present method of supporting the schools by an annual appropriation prevents the feeling of permanence. A failure on the part of Congress any one year to make provision for the support of the schools will close them up, causing a loss of public property and a serious drawback to the success of the schools.

Very truly, yours,

SHELDON JACKSON,
United States General Agent of Education in Alaska.

For other information relating to education in Alaska consult the Index.

ARIZONA.

[From Report of Governor C. M. Zulick, 1887.]

PUBLIC SCHOOL SYSTEM.

The public school system of Arizona is a subject of pride to all of her citizens. School advantages are freely offered to every child in every part of the Territory. Paying higher salaries than any State or other Territory, it also requires a higher standard of ability in the teacher. The public schools are supervised by a Territorial superintendent of public instruction, who is elected biennially. There is also a Territorial board of education, consisting of the superintendent of public instruction, Territorial treasurer, and the Governor, whose duty is to adopt rules and regulations for the government of the public schools and libraries, devise plans for the increase and management of the Territorial school fund, prescribe and enforce the use of uniform series of text-books and course of studies, grant educational diplomas, and revoke for immoral conduct or evident unfitness for teaching Territorial diplomas. The probate judge of each county in the Territory is made *ex officio* county superintendent of the public schools for his county. His duty is to apportion the school moneys to each district of his county, to draw the necessary warrants on the county treasurer for expenses against the school fund, enforce the course of study, the use of text-books, and the rules and regulations for the examinations of teachers as prescribed by the proper authority. The Territory is divided into school districts, which are presided over by three school trustees, who are elected at a special election, and whose duties are to generally superintend all school matters within their district. The public schools of the Territory are maintained by the levy of a tax of 3 cents upon each \$100 value taxable property, collected and paid into the Territorial treasury as a special fund for school purposes, and then apportioned to the respective counties. The school year begins on the 1st day of July and ends on the last day of June. The Territory has also in successful operation a normal school, located at Tempe, Maricopa County, and has endowed a university at Tucson, Pima County, which is not yet constructed.

All moneys accruing to the Territory by the sale of personal or real property of an escheated estate, or from the rents or profits of lands or tenements held as escheated, are payable into the school fund, as also all moneys arising from fines, forfeitures, and gambling licenses.

By her liberal and progressive system of public schools Arizona is diffusing knowledge among her rising generation and preparing her youths to intelligently assume the duties of American citizenship when clothed with its cares and responsibilities.

SCHOOL LANDS.

By act of Congress there have been seventy-two sections of public lands within the Territory granted for the purposes of a university, also the sixteenth and thirty-sixth sections of every township for a school fund. The Territory is deprived of the use of these lands until it becomes a State. If the sixteenth and thirty-sixth sections in every township could be sold and the money arising from the same appropriated to defraying the school expenses of the Territory, it would prove a great benefit to the cause of education and greatly relieve our overburdened tax-payers. Arizona needs the benefits to accrue from these lands now more than when she becomes a State, and should enjoy the privilege of their disposal the same as is granted the States. Not having any control over these lands they are fast being denuded of timber, so that when we do enter statehood and control them they may practically prove valueless. Again, many of these sections are being occupied by settlers who innocently and from want of information are wasting time, labor, and money in clearing the land, erecting buildings, and making improvements which will in the future prove a total loss to them.

I respectfully recommend that Congress be asked to give the Territories the same privileges as the States now enjoy in this matter and authorize the absolute transfer of these lands to the respective Territories for the immediate benefit of the cause of public education.

For other information relating to education in Arizona consult the Index.

ARKANSAS.

For the statistical and other information in the possession of the Bureau relating to education in Arkansas consult the Index.

CALIFORNIA.

NEW LEGISLATION.

State text-books.—In addition to the books heretofore directed, the State board of education shall compile or cause to be compiled an elementary arithmetic, an elementary grammar or language lessons, an elementary geography, and a physiology and hygiene, including a system of gymnastics and instruction as to the nature and effects of alcoholic drinks and narcotics.

All orders for text-books shall be made upon the superintendent of public instruction, and shall be accompanied by cash at the price fixed as the cost price at Sacramento. The following persons are entitled to order: (1) County superintendents of schools, (2) principals of State normal schools, (3) secretaries and clerks of school districts, (4) retail dealers who make affidavits not to sell any books of the State series at a price to pupils exceeding that fixed for them.

All State text-books shall be furnished to pupils at the cost of printing, publishing, and postage.

For other information relating to education in California consult the Index.

COLORADO.

NEW LEGISLATION.

State superintendent to construe laws.—The State superintendent is to decide all points touching the construction of the school laws, and his decision shall be held to be correct and final until set aside by a court of competent jurisdiction or subsequent legislation.

School year.—The beginning of the school year has been changed from September 1 to July 1.

Maps of counties.—Each county superintendent is required to have prepared a map of his county, showing the correct boundaries of the district.

Penalty of failure to make reports.—Whenever any district shall fail to make the annual report required by law, or to maintain a school for one year, or keep up its organization of officers, the county superintendent may declare such district annulled, and annex its territory to adjoining districts.

Term of school directors.—One school director is to be elected annually, to serve for five years, instead of two for three years, as heretofore.

Qualification of voters in the matter of contracting a school debt.—At all elections held for voting upon a proposition to create or contract a debt by loan for the purpose of erecting or furnishing school buildings, or purchasing school grounds, only such qualified electors of the district shall vote thereat as shall have paid a school tax in such district in the year next preceding such election.

Free text-books.—District school boards are required to furnish free text-books for the use of all pupils when authorized to do so by a majority vote of the district as expressed at any regular or special meeting.

Expurgation of school libraries.—School boards are directed to exclude from school and school libraries all books, tracts, papers, and other publications of an immoral or pernicious tendency.

Library tax.—The board of any district may order the levy of not to exceed one-tenth of 1 mill, the proceeds of which shall be used exclusively in the purchase of books for a library, to be open to the public under such rules as the district board may deem needful for the proper care of the said library.

Forfeiture of school funds.—Any school district failing to maintain a public school at least three months of any school year shall not be entitled to receive any portion of the school fund for that year.

Schools taught in the German and Spanish languages.—Whenever the parents or guardians of twenty or more children of school age of a district shall so demand, the district board may procure efficient instructors to teach the branches required by law in the German and Spanish languages, or in either.

Temperance instruction.—SEC. 1. The nature of alcoholic drinks and narcotics, and special instructions as to their effects upon the human system, in connection with the several divisions of the subject of physiology and hygiene, shall be included in the branches of study taught in the public schools of the State, and shall be studied and taught as thoroughly and in the same manner as other like required branches are in said schools by the use of text-books, designated by the board of directors of the respective school districts, in the hands of pupils where other branches are thus studied in said schools, and by all pupils in all said schools throughout the State.

SEC. 2. It shall be the duty of the proper officers in control of any school, described in the foregoing section, to enforce the provisions of this act; and any such officer, school

director, committee, superintendent, or teacher, who shall refuse, fail, or neglect to comply with the requirements of this act, or shall neglect, refuse, or fail to make proper provisions for the instruction required, and in the manner specified by the first section of this act, for all pupils in each and every school under his or her jurisdiction, shall be removed from office, and the vacancy filled as in other cases.

Rents of school lands.—The law requiring rents of school lands to be applied to the increase of the permanent school fund has been repealed.

For other information relating to education in Colorado consult the Index.

CONNECTICUT.

[From Report of Board of Education for 1886-87—Charles D. Hine, Secretary.]

ENUMERATION AND ATTENDANCE.

Of the 153,260 children enumerated as between four and sixteen years of age, 126,426 were reported as having attended school. This attendance may have been for one day or a few days only. It includes those who attended private as well as public schools, but does not include any over sixteen years of age.

Of the whole number enumerated, 26,834 are reported as having attended no school.

Of these non-attendants, 10,203 were reported to be under five, and 8,891 were between five and eight years of age. Thus 19,094 were either too young to attend or were below the compulsory limit; 5,556 were reported to be over fourteen and had passed the compulsory limit.

We have left 2,184 non-attendants between eight and fourteen, the limit of compulsory attendance. This is larger than last year by 268.

Causes of falling off in attendance.—In 1879, 86 out of every 100 children enumerated were enrolled in public schools, and 53 out of every 100 enumerated were in regular attendance. In 1887, 82 and 49 out of every 100 were enrolled and in attendance respectively. The fact which deserves attention is that a decreasing proportion of the persons enumerated attend school.

Among the causes of this falling off are:

1. The large towns exclude all children under five, and everywhere there is little disposition to send very young children.

2. The limit of sixty days has become in many places the standard, and instead of long periods of attendance there have been long periods of work with intervals of school.

The law prohibiting employment of children under thirteen would naturally increase the number in attendance; but so many advanced with a bound from eleven or twelve to fourteen that in few schools has any increase from this cause been noted. The difficulties encountered in ascertaining the ages of children, whether by reference to town or school records, are very great. Without doubt many children under thirteen are to-day escaping the provisions of the law relating to employment and attendance through false statements of parents.

Effect of private schools upon attendance.—The average attendance in all the schools was 853 less than last year.

This contraction is in part explained by the opening in several large towns of private schools. This special cause can not long operate, because the number which can be withdrawn from public to private schools is limited, and the limit will soon be reached. Moreover, private schools can not exist in competition with public schools as long as the latter maintain a clear superiority. This superiority has thus far been easily maintained, and no considerable number of people can be enticed or compelled to diminish the privileges of their children. So long as the best education is found in public schools these schools will attract the great body of children.

Connecticut leads in the matter of compulsory attendance.—The law which requires all children under thirteen years of age to attend 120 days in each year places this State in the lead in respect of compulsory attendance. In districts where school is open not longer than six months in the year conformity to the law will permit no absence not guarded by the recognized legal excuses.

The law now regards each week's absence a distinct offence on the part of the parent, who may be proceeded against at once, and also permits the State board of education more actively to engage in enforcing attendance.

EMPLOYMENT OF CHILDREN.

The record of active work by the agents for the enforcement of the Child-Labor Act of 1886 is summarized for the year as follows:

Number of towns visited.....	150
Number of establishments specially inspected	401
Number of establishments visited	2,149
Number of children under thirteen found.....	83
Number of children reported as discharged	1,173

Few cases of violation of the law have been discovered. These cases range all the way from pure accident to careless and illegal negligence.

The law is plain and simple and easy of administration. None of the evils which were apprehended from its passage have resulted. Business has not been affected; no appreciable number of families have left the State; idleness has not increased; vagabondage is not prevalent, and cases of hardships have not been numerous.

There is no evidence that attendance at school has sensibly increased in consequence of the discharge of 1,173 children from employment. The rapacity of parents has impelled them to false statements concerning the ages of their children. The reports indicate extensive, deliberate, and unqualified lying for the sole purpose of securing the money which their children can earn. It is difficult and generally impossible to fix this falsification by evidence admissible in court. The result is that children are employed who ought not to be employed, and are out of school when they ought to be in school.

Employés have generally yielded cheerful obedience to the law, assisted in its execution, and approved its form and principle. The exceptions are so few that they are conspicuous. Deliberate and intentional evasion and deception have been found in one case only.

TEACHERS.

Sex of teachers.—The secretary gives a tabular summary of the statistics of teachers since 1866, from which the following conclusions are drawn:

In the winter of 1865, 31 in every 100, and in summer, 5 in every 100 teachers were men; in 1887, in winter 13, and in summer 11, in every 100 were men. The number of teachers increased about one-third.

In the same period the number of female teachers employed in winter increased 1,111, while the number of male teachers decreased 122. The number of male teachers employed in summer is larger by 230, and the number of female teachers in summer by 771. The number of male teachers in summer shows accurately the number of male teachers continuously employed. It is evident that, so far as permanent situations are concerned, men are not giving place to women; while more and more districts that formerly alternated in winter and summer employ women for the whole year. Moreover, women have entirely superseded men in primary and most grammar schools, leaving open to men only a small number of grammar schools, an insignificant number of high school positions, and substantially all the positions requiring supervisory duties. In ungraded schools few men are employed, either in summer or winter.

Number continuously employed.—The number continuously employed has more than doubled, and the number of beginners shows a steady decrease.

Wages of teachers.—The wages of men show fluctuations from year to year, being affected by the addition or subtraction of two or three large salaries to the small aggregate.

The average wages of women have increased, but not very rapidly or largely. There are still about 900 female teachers whose salaries are \$30 a month or less, and of these 500 receive \$25 or less. This sum is received for six to nine months' service, in most cases for not more than eight months. In fine, 900 teachers receive less than \$240 per year, and out of this all expenses must be paid. It will be profitable to those who accept poor teachers and regard poor schools as a necessity to consider the effect of such meagre salaries. There is no encouragement for preparation nor for continuance in the business. There is no chance for a decent living, nor any stimulus, except that of duty, to thoroughness or improvement.

SCHOOLS.

Number of days of session.—There has been a steady advance in the number of days schools are in session. The average for the State is now 180 days, or 9 months in the year. In many towns schools are open 10 months or 40 weeks, and a majority of the children of the State can attend for this longer period. In too many districts there are but 120 days or 6 months in the school year, and children can not and do not make a steady progress.

SCHOOL-HOUSES AND SCHOOL LIBRARIES.

School accommodations.—The number of school-houses built since 1865 is 618, which is more than one-third of the whole number now standing.

While the number of school-houses reported is the same for 1867 as for 1888, there have in 20 years been great changes. New buildings are constantly demanded and erected in cities and large towns, while in declining towns school-houses have been entirely abandoned.

Often two or more contiguous districts have united and occupy one school-house instead of the two or more formerly required.

The number of sittings is greater than the number of scholars who enter the public schools. It can not be said, however, that there are ample accommodations for all children. There are towns and districts where little children are wasting their time,

because too many are crowded into one room. Not more than 40 children can be seated and instructed in one room, if due regard is paid to health and efficient teaching.

Especially do young children form bad habits and fail in the special work of early years, if they can not receive adequate attention.

School libraries.—In the last few years the interest in libraries and books for schools has greatly increased. The number of school libraries has increased in 4 years from 219 to 322. The number of districts drawing money, from 195 to 287, and the amount drawn, from \$3,025 to \$5,000, the limit of the State appropriation.

There were more applications at the close of the last fiscal year than could be paid out of the appropriation for the year.

These libraries have everywhere been of advantage to the schools. They have stimulated the scholars and aided the teachers. There is need of legislation which will make the benefits received from this library money permanent. There are many districts which have in years past drawn this money from the State and to-day have not a remnant of a book or of any apparatus. There are well-known cases of misappropriation, while the cases of neglect and loss because of changing offices are very numerous.

The gratifying advances shown in the matters of buildings and libraries is not universal. There are still poor school-houses and 300 districts which have never drawn library money. The following statement, verified by personal inspection, describes a school-house in a district which will neither repair nor build: "The appearance of the inside of the room is bad. The floor is dirty, the desks cut and unpainted, some of the seats broken so that they are hardly 6 inches wide, most of the plastering is off the walls and ceiling, and the windows are loose and dirty. The outhouse was in an awful condition. * * * The door was off its hinges, and the building faced the road."

PERMANENT SCHOOL FUNDS.

The town deposit fund.—An illustration of the result of unconditional gratuities to education.—The amount of fund as reported for 1887 was \$753,326.87:

Invested in town securities (orders, bonds, etc.)	\$528,593.88
Notes and mortgages	144,862.13
Bank stock	21,184.51
Savings banks	29,135.48
Railroad and water bonds	10,400.00
In State treasury	17,328.48
Cash in hands of treasurers	1,822.39

753,326.87

In the amount (\$528,593.88) reported as invested in town securities is included a large sum upon which towns do not make any pretence of paying interest; other considerable sums which the town officers never heard of; other sums invested in town farms, public buildings, etc. The reports from officers charged with the care and legal application of this fund unmistakably indicate that not a dollar¹ thus invested in any sense promotes education in the common schools, as the condition of the trust requires. It follows that this large trust fund given upon plain conditions has been to the extent of these town orders and bonds entirely estranged, if not illegally diverted, from its original purpose.

Of the notes secured by mortgage, a large part not accurately ascertained are worthless. A few towns hold some unproductive real estate taken on foreclosure.

In fine, five-sevenths of this fund devoted by the State and received in trust by the towns, if not dead, is in a profound and very unhealthy sleep.

The interest is not a substantial sum of money which can be devoted to schools, but a fiction, legal or illegal, which appears on the books or not, as the town desires.

Local funds.—The amount of interest on local funds is reported to be \$7,723.20. While no investigation has been made, it is probable that these funds have been absorbed and have practically disappeared in the same manner as the town deposit fund, that this showing of interest is merely a method of book-keeping, and that there accrues therefrom no real addition to the amount appropriated to public schools.

TEMPERANCE INSTRUCTION.

Text book on physiology.—The text book of physiology and hygiene, with whose preparation the board of education was charged in 1886, was, after numerous and somewhat troublesome delays, issued in September last.

It was at first intended that the book should consist of two parts, one for the teacher and the other for the scholar. This was, for the present at least, abandoned, and the work was issued in a duodecimo cloth cover of 53 pages, with a series of charts for each school using the book.

¹A considerable sum, perhaps \$20,000, is held by town officers, a waiting investment. This, when invested, would be really productive.

In reference to the purpose of the book, one view regards the law as mainly requiring the teaching of "the effects of alcoholic liquors, stimulants, and narcotics on the human system." If this is correct, there should only be enough physiology and hygiene in the book to furnish a peg on which to hang such teaching. Precisely this idea obtains in some quarters and finds public expression. Another view regards the law as requiring primarily the teaching of physiology and hygiene, but with the effects of alcoholic liquors, etc., more fully dwelt on than in the usual text-books for the teaching of that study. This view was entertained by the board in the belief that it was correct and that it expressed the intention of the General Assembly, which during its deliberations on the subject struck the word "evil" from the bill, which originally provided for teaching concerning "the evil effects of stimulants and narcotics." It was the purpose of the board to follow faithfully the law in the preparation of the book (which duty was far from the desires of the members of the board) and to the best ability to set forth only the truth.

The call for books has been voluntary on the part of school officers. Thus far the board has not prescribed its book to the exclusion of any other. It is a noteworthy and gratifying fact that without such prescription the books have gone into all the towns and independent districts except six. This general distribution of the book is due largely to the fact that it costs nothing; but it is presumed that if the book were a bad one it would not be accepted.

It is too early to pronounce a confident opinion upon the experiment. Some like the book and some do not. So far as can be learned, and the investigation has been impartial, those who like it are more than those who do not. It is not in purpose, nor in methods suggested, an ordinary text-book, but many who are interested in good teaching approve its plan.

TOWN MANAGEMENT.

A bill was introduced at the last session of the General Assembly providing for the control by every town of the schools within its limits.

ARBOR DAY.

In 1886 the State Legislature passed an act directing the Governor to designate annually an Arbor Day to be observed in the schools, and for economic tree planting. April 29, 1887, was so designated. Returns have been received from 412 out of 1,424 school districts in the State, showing that on that day 3,432 trees and 727 shrubs were planted.

NEW LEGISLATION.

Child labor.—The agents appointed by the State board of education under the act of 1886 (which forbids the employment of children under 13 years of age) are authorized to enforce the provisions of the law as they may be directed by the State board.

Right of women to hold office.—No person shall be deemed ineligible to serve as a member of any board of education, school visitor, or school committee by reason of sex.

Compulsory attendance.—Children under 13 years of age who have attended school 24 weeks of the preceding 12 months, and children between 13 and 14 who have attended school 12 weeks within the preceding 12 months, and children over 14 years of age shall not be required to attend school during all the school year, provided they are lawfully employed to labor at home or elsewhere.

Any parent who fails to have his children attend school regularly during the entire school year, except when they are excused as above, and except when the child is destitute of suitable clothing, or is mentally or physically unfit to receive instruction, shall be subject to a penalty of \$5 for each week's failure.

Attendance at private schools shall not be regarded as compliance with the provisions of the law requiring attendance at school unless the person in charge of such school shall make reports to the State board of education similar in form to those required from the public schools.¹

For other information concerning education in Connecticut consult the Index.

DAKOTA.

[From Report of Superintendent E. A. Dye, 1886-87.]

"Dakota has passed the time of phenomenal growth, as shown in a more numerous population and increasing number of school-houses and an enlarged taxation for the support of the schools. She must now be content with a slower growth than has characterized

¹ "It has been difficult for many years to obtain full statistics of private schools, and the method adopted in this statute, while perhaps displeasing to many, is yet one brought about by necessity, in order that the authorities may get more accurate notions as to the amount of schooling which is being given to the children of the State."—(Hartford School Report, 1886-87, p. 31.)

her progress in the decade closing with 1885, as shown in these tangible results; but though slower in these directions, it does not argue that there is not a substantial and certain growth in the educational affairs of the Territory. The statistics herewith reported present a very healthful growth, but the most important results of school work can not be tabulated nor presented in statistics. As the excitements that usually attend rapid settlements and material development in a measure subside, men are disposed to attend more and more to the immaterial affairs of life. We already have ample evidence of this change in the rapidly multiplying private and sectarian schools; in the anxiety which men manifest to secure the establishment of these schools near to their homes, and in an awakening interest in the real progress and work of the school. The past year has been fruitful in new schools, and we may safely assert that education has shared fully in the general prosperity, and in the steady development of the Territory it has more than held its own. The people of Dakota generally have a lively, if not an enthusiastic, interest in the schools and education. They are demanding better schools and are liberally voting taxes upon themselves for the purpose of providing and supporting them. The children are kept more continuously and regularly at school, the best teachers are being sought and employed, and the length of terms is gradually increasing. In many of the counties it is with the greatest difficulty that a teacher without a special training for her work can find employment. Normal schools are increasing in number and efficiency. The demand for more numerous opportunities to obtain a professional training for the work of teaching was met by the last Legislature in an act authorizing the appointment of certain schools to give a normal training at the expense of the Territory. The creation of the Territorial board of education, by increasing the number of persons in the educational department, has made that department more prompt and efficient, and enables it to perform all of its duties and to have more time to unify and systematize the educational work. The county supervision is becoming very efficient. The increase of school interests has, in the first place, made it necessary to secure capable men for the office of county superintendent, and the increasing wealth of the people has, in the second place, made it possible to secure them. There are numerous instances where men of eminent ability and of extended experience in the school work of our Eastern States are now superintendents of some of our counties. School men are being sought for these positions and are generally chosen."

EXHIBIT OF GROWTH.

Years.	Youth of school age.	Enrolled in public schools.	Average daily attendance.	Ungraded schools.	Average number of days taught.	Whole number of teachers.	Average monthly pay of men.	Average monthly pay of women.	Value of school property.	Expenditures for school purposes.
1875	8,343	4,428	.....	.....	.....	208	\$35.00	\$25.00	\$24,926	\$32,603
1879	18,535	9,822	4,681	315	97	464	36.00	25.00	133,952	75,959
1883	56,476	33,985	20,560	1,356	93	1,517	39.70	30.70	537,764	529,837
1887	109,475	87,131	58,379	3,856	112	4,924	31.81	30.33	3,265,590	1,635,561

"The foregoing table shows somewhat of the remarkable growth made by Dakota and her school system during the twelve years beginning with 1875 and ending with 1887. Not only do these figures show a vast increase in the school population, and a consequent increase in the number enrolled, but it shows that in proportion to the whole number a larger per cent. of the children are enrolled in the schools, and further that those enrolled are attending more regularly than in the forepart of the period covered by these statistics. In 1875 only 53 per cent. of the children of school age were enrolled in the schools and the same per cent. in 1879. In 1883 the per cent. had increased to 62, while the report of 1887 shows that 79 per cent. of the school population attended school for the whole or part of the year. During the year 1879 only 25 per cent. of the school population were in regular attendance at school. The per cent. of the population attending regularly in 1883 increased to 37, while in 1887 we make the magnificent showing of 53 per cent. attending every day for the whole term of 112 days. In this respect Dakota leads nearly all of the States.

"The whole number of teachers has increased from 208 in 1875 to 4,924 in 1887, but the average wages for the same period show a slight decrease for the male teachers, while the wages of the female teachers have increased from \$25 in 1875 to \$30.33 in 1887.

"The school population multiplied thirteen times during the period from 1875, and at the same time the number of schools multiplied twenty times. In 1875 there was one school

for every 40 pupils of school age, and in 1887 there is one school for every 28 of the children of school age. These figures explain in part the more general and regular attendance during the last years of the period, but only in part. Much of the increase in the attendance is doubtless due to the increase in the wealth of the people. Many parents in the early days were compelled to keep their children at home to work in various capacities on the farm. The steady prosperity of these years has given many more of the comforts of life, and has enabled parents not only to do without the service of the children, but to provide them with books and clothing necessary to attend the schools. The real object and best results of the public school will be most nearly realized in that community where the largest proportion of the population comes most directly under the influence of the school. In these items Dakota bears comparison with any of the older States of the East, which surely argues that she has accomplished much in the few years since the organization of her school system.

COMPARISON WITH OTHER STATES.

"Probably no State or Territory in the Union has had such a remarkable growth as Dakota. Surely none have accomplished so much in the same period of time; indeed, many have not accomplished as much in much longer time. What we have done is shown in our growth; what we are is best shown in comparison with other States. In school population Dakota leads Colorado, Delaware, Florida, Nevada, New Hampshire, Oregon, Rhode Island, Vermont, and all of the Territories.

"In the number of her teachers Dakota is ahead of Arkansas, California, Connecticut, Delaware, Florida, Georgia, Louisiana, Maryland, Nevada, New Jersey, New Hampshire, Oregon, South Carolina, Tennessee, Vermont, and West Virginia.

"Dakota has more days of school than Colorado, Florida, Kentucky, Louisiana, Maine, New Hampshire, North Carolina, Oregon, South Carolina, Tennessee, West Virginia, or any of the Territories, except Arizona and Utah.

"In the value of her school property Dakota exceeds all of the States and Territories, except California, Connecticut, Illinois, Indiana, Iowa, Kansas, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, New York, Ohio, Pennsylvania, and Wisconsin. In the amount of expenditures for the support of the public schools Dakota is in the lead of the same list, including Connecticut."

"When it is considered that Dakota's population is scattered over such a wide area, that she is supposed to be more unfavorably situated as to her climate, and that her soil has, until a few years ago, been useless as maintaining civilized life, this feature of the report is perhaps the most surprising to those unfamiliar with the work of education in this Territory, and the most satisfactory to those interested in the educational progress of Dakota.

RECENT SCHOOL LEGISLATION.

"There has been for some time a demand for a new school law or a considerable revision of the ones in force in the past. The Legislature of 1887 undertook to revise the law, or rather to make a new law. The main features of the law are good and quite satisfactory to the people, but the same may be said of the law of 1883, which was repealed by this act. The demand for a change was more for a change in a few of the minor features of the law, and for harmony in the territorial system. It may be doubtful whether, in these respects, the new law has accomplished what it was intended to accomplish. Heretofore, seventy-one of the counties were operated under the township system, and were known as the township counties; fifteen counties were operated under the district system; and besides these two systems there were many towns, cities, and villages operated under special or general acts passed by various Legislatures. The new law does not aim to harmonize these systems, but simply takes the place of the law of 1883 in the seventy-one counties to which the latter applied. It does, however, provide a general law for the organization of towns and cities as independent schools.

"The law of 1887 has made considerable change in the organization and administration of the school system of the Territory. The general supervision and control of public instruction is vested in a Territorial board of education consisting of three members appointed by the Governor. The Territorial superintendent is a member of the board and its chairman, and when the board is not in session the other members are assistant superintendents. The members of this board at present are Eugene A. Dye, of Mellette, superintendent; George A. McFarland, of Scotland, secretary; and Frank A. Wilson, of Bathgate, vice-president. This board prescribes the rules for all institutes and examinations, prepares all examination questions, grants Territorial certificates, provides for the printing of the law and of all blanks and reports, directs the superintendents of counties in their work, and makes annual report to the Governor. The township organization is somewhat changed. Each school has a representative upon the township school board, and each school district has definite fixed boundaries. The township school board is by law required to grade teachers' wages according to the grade of certificate held. The county superintendent of schools is now to be elected in June instead

of at the general election in November. The number of subjects upon which teachers are examined has been increased by the addition of physiology and hygiene for all grades of certificates, and of algebra, geometry, natural philosophy, civil government, physical geography, book-keeping, and theory and practice for those who desire the first-grade certificate. The Territorial board of education is authorized to designate ten auxiliary normal schools, and provision is made whereby the township school board may establish and maintain a high school for the township at its expense.

FINANCES.

"The financial condition of most of our school corporations is very good. The amount of outstanding warrants is not large, and they are good for their face value and are easily sold at a small discount. The school bonds find ready sale at their par value, and in many instances are sold above par. The unpaid warrants draw interest at 8 per cent., and the bonds vary from 7 to 8 per cent. The interest on bonds is usually paid promptly when due, and the bonds are in most counties cancelled at maturity.

"Taxation for the support of common schools is of four kinds: (1) The county clerk at the time of making the annual assessment levies a tax of \$1 upon each elector; (2) at the same time he levies an additional tax of 2 mills upon each dollar of taxable property in the county, and the fund raised by these two is apportioned to the children of school age resident thereof as shown by the last school census; (3) a township tax not exceeding 3 per cent. of the taxable property of the township is levied by the township board for the support of the schools of the township; (4) the patrons of any given school may meet in what is known as a subdistrict meeting and vote an additional tax upon their own property for the support of the school of their own subdistrict. The tax levied for schools is spread upon the tax list by the county clerk the same as levies for other purposes, and the taxes are collected by the county treasurer. The funds raised by county taxation are apportioned by the county superintendent to the several corporations in the county in the proportion before mentioned. The money is drawn from the county treasury by the several township treasurers, and is by them paid out upon orders from the township clerk."

SCHOOL LANDS.

"The subject of the school lands is one of great interest to the people of Dakota, but owing to the fact that these lands are still held in trust by the National Government, there is very little definite information concerning them among the people. The educational department not having any authority in cases in which they are involved has not taken the time from numerous other duties to make inquiry about their condition or value. The reports have often come to the Department, and complaints have been made that the school lands were being quite generally cultivated in some parts of the Territory, that valuable timber was being taken from those sections where it is growing, and that the lands were otherwise being despoiled. The complainants have been informed that the Department has no jurisdiction, but the complaints becoming more frequent of late, the Department determined to send out circulars of inquiry concerning school lands, and so far reports have been made from seventy counties, and from these reports the following information has been gleaned: It shows that in several localities there are persons that care more for present gain than for the future of the school fund. The danger is that if the tendency to cultivate and occupy these lands is not checked, there will be so strong a sentiment in certain parts of the Territory in favor of the settler on school lands, that it will have a controlling influence in State legislation on this important question of the disposal of the lands—an influence that will be to the advantage of the settler and in favor of a great public wrong. Every crop removed from the land diminishes the value when put upon the market, and the cultivation of them ought to be in some way regulated if Dakota is to receive her generous gift in all its fair proportions. The seventy counties reporting have a total of 3,684 sections of school land, or 2,347,760 acres. The average value of the land, if put upon the market at the present time, is \$5.50 per acre, as estimated in the different counties. At this rate a fund of \$12,912,680 would be realized from the sale of lands in seventy of the counties."

For other information concerning education in Dakota consult the Index.

DELAWARE.

[From Report of State Superintendent T. N. Williams, 1884-86.]

GROWTH OF THE FREE SCHOOL SYSTEM.

A survey of the educational work in Delaware reveals the undeniable fact of real progress. No State in the Union, according to the belief of Superintendent Williams, is developing more rapidly its educational interests than is Delaware. "Gladly we survey the results of patient years of growth and look hopefully to the future. Our district

schools are improved, and all of our towns are seen to vie with each other in the elegant and commodious buildings to be found all over the State. It affords me satisfaction to bear testimony to the fact that the prejudice against free schools is fast giving way, and the people are beginning to look upon them as the surest and only means by which a large portion of the rising generation can ever hope to acquire an education sufficient to fit them for intelligent citizenship. As the schools of every community answer to local public opinion, their success must depend on the sympathy and appreciation of the people. We can not go ahead of public sentiment, but we can endeavor to make it a correct one. Of one thing we are assured, our schools are taking year by year stronger hold upon the affections of the people. Our work is but begun. A complete, well-organized system may be yet far in the future, but I believe it is *there*, and though we may be long in reaching a perfect system, we are constantly attaining to a *better* one."

SCHOOL ACCOMMODATIONS.

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

AGRICULTURE.

The desire manifested by many throughout the State to have taught in the public schools some practical study on the subject of agriculture meets the hearty approval of Superintendent Williams. The State board of education has been unable to procure a suitable book for that purpose; but in a short time this study will probably form an important feature of the student's work.

SCHOOL LIBRARIES.

Special efforts have been made during the year to have school libraries established in connection with the school, and in several localities they have been attended with success. There are already several districts supplied with good school libraries.

EXAMINATION OF TEACHERS.

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

FREE TEXT-BOOKS AND LIBRARY BOOKS.

Superintendent Williams expresses himself as of the opinion that the time has come when the State would furnish text-books free to pupils. He also recommends that an act be passed requiring the superintendent to furnish to the clerk of each school district, at cost price, a library of text-books sufficient to meet the wants of the school, and that the same be charged to the district, and that the amount be deducted from the school dividend by the auditor in his settlement with the clerk of the district.

COLORED SCHOOLS.

For an account of the colored schools of Delaware, see Chapter XIV.

NEW LEGISLATION.

The following is the substance of an act making important changes in the administration of the common school system, passed April 4, 1887:

SEC. 1. *State superintendency abolished.*—The offices of State and assistant State superintendent of free schools are abolished after the expiration of the term of office of the present incumbents, and in lieu thereof county superintendents are appointed.

SEC. 2. *Qualifications of county superintendents.*—County superintendents shall be of good moral character, and well qualified for the office by their mental and scholarly attainments. Their term of office is to be one year. They shall be residents of the county for which they are appointed, and continue such during their term of office.

SEC. 3. *Duties of county superintendents.*—The superintendent shall visit each school within the county for which he is appointed at least twice a year, each visit to be of not less than two hours' duration, provided said school is kept open at least eight months each year. He shall note in a book to be kept for that purpose the number of scholars, the condition of school buildings, grounds, and appurtenances, the qualification and efficiency of teachers, the conduct and standing of the scholars, the method of instruction, and the discipline and government of the schools. In the visits of the superintendent to the schools, he shall advise with the teachers respectively, and give them such instructions in regard to discipline and teaching as he may deem necessary, and shall have power to suspend or withdraw any teacher's certificate upon his refusal to comply with the reasonable directions of the superintendent, subject, however, to an appeal, as in other cases. He shall, by every means in his power, strive to promote and advance the cause of education and interest in the schools, and, in order to secure his entire time, he shall not engage in any other business, or pursue any other calling.

SEC. 4. *Teachers' examinations and certificates.*—The superintendent shall examine all persons who apply to him for that purpose, and who propose to teach in the county for which he is superintendent, and any one interested may attend such examination, which may be oral, or by printed or written questions, or partly by each method. These examinations may be at such times and places as the superintendent may appoint. Each applicant who is of good moral character, and 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, good for three years, unless sooner revoked by the superintendent for cause to be approved by said board. Every applicant who is of good moral character and who shall in examination answer ninety per centum 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, which shall be good for two years, unless sooner revoked for cause to be approved by said board. If any such applicant fail to answer ninety per centum of the questions asked in examination in the branches mentioned for a second-grade certificate, but shall answer at least sixty per centum thereof, he shall receive from the superintendent a third-grade certificate, which shall be good for one year, unless sooner revoked for cause. Any applicant having been refused a certificate may appeal to the State board of education. The superintendent shall also keep an accurate list of all certificates granted by him, with the dates thereof, and the names of the persons to whom granted.

SEC. 5. *Compensation of county superintendents.*—Each one is to receive \$1,000 per annum.

SEC. 6. *Employment of teachers.*—It shall not be lawful for the school commissioners of any school district to employ as teacher any person who does not hold a certificate from the superintendent of the county wherein said district is located, and any one so employed shall receive no compensation whatever.

SEC. 7. *Reports of county superintendents.*—These are to be made annually in writing to the president of the State board of education.

SEC. 8. *The State not to furnish text-books.*—The superintendents provided for in this act shall not be allowed to purchase any of the school books used in the public schools of this State at the expense of the State.

SEC. 9. *State board of education.*—The secretary of State, president of Delaware College, and the three superintendents provided for in this act shall constitute a State board of education for this State, which shall meet on the first Tuesday of January in each and every year in the capitol at Dover at two (2) o'clock in the afternoon. The secretary of State shall act as secretary of said board of education. The president of Delaware College shall, by virtue of his office, be president of said board of education. The State board of education shall hear appeals and determine finally all matters of controversy between the superintendent and teachers, or any applicant for a certificate and the superintendent or commissioners, and between school commissioners and teachers. The State board of education shall determine what text-books are to be used in free schools of this State;

it shall issue an uniform series of blanks for the use of teachers, and shall require all records to be kept and returns to be made according to these forms. The members of the State board of education shall receive no salary or compensation for the performance of the duties thereof.

SEC. 10. *Report of the president of the State board of education.*—This officer is to make a biennial report to the Governor in writing for which he is to receive \$25.

SEC. 12. *Teachers' institutes.*—Each superintendent provided for in this act shall hold a teachers' institute in the county of which he is superintendent at least once a year of at least three days' session, at which time all the teachers of the county shall attend, unless unavoidably detained, at which time the superintendent shall give all the information to teachers within his power, and such other instructions as he may deem advisable for the advancement of education, and have a general interchange of views of teachers as to the wants of the various schools.

In a subsequent section provision is made for a fund of \$100, for the expenses of each county institute.

The above act does not apply to any school or school district managed by an incorporated board of education, unless by special request of said board.

THE STUDY OF SCIENTIFIC TEMPERANCE.

[From Act passed April 12, 1887.]

"Provision shall be made immediately upon the passage of this act by the school commissioners and local school boards for instructing all pupils in all public schools receiving aid from the school fund of the State, in physiology and hygiene with special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system, such instruction to be given orally in primary schools where pupils can not read.

"No certificate shall be granted any person to teach in the public schools of the State of Delaware after the first day of January, eighteen hundred and eighty-eight, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system."

SCHOOLS OF NEW CASTLE COUNTY, 1886-87.

Superintendent Bessey, of New Castle County, writes to the Bureau that the schools of that county are in a prosperous condition. The school dividends are greater than ever before. Several beautiful and commodious school houses have been erected and supplied with modern furniture. The school apparatus is generally good, and the teachers are enthusiastic, active, and progressive.

For other information concerning education in Delaware consult the Index.

DISTRICT OF COLUMBIA.

[Report of 1886-87.]

SCHOOL ACCOMMODATIONS.

Although the seven new buildings provided for at the last session of Congress have relieved to a considerable extent the lack of school accommodations, still it will require another and at least as liberal an appropriation for the same purpose to afford accommodation equal to the growing needs of the schools.

Many rooms were rented for school purposes during the past year; yet these failed to meet the demand for more room, so that one-third of the white schools and considerably more than one-half of the colored schools were restricted to half-day exercises. As regards the character of the rooms rented, Superintendent Powell says in his report to the board of trustees: "Your attention is called to the fact that it is yet necessary to rent many rooms to accommodate the growing demands of the schools. Nearly all of these rooms also are unfit for school purposes. In many cases they are dark, small, and inconvenient. In nearly all cases they are without means of ventilation. Teachers can not do good work in them; therefore the work of the school suffers, but the greatest objection to these rooms is that the health of the pupils is constantly endangered. Both teachers and pupils work to a disadvantage and in constant danger. Epidemics find in these places food for fearful ravages. The influence of such environments upon the spirits and of such atmosphere upon the vital organs is a constant depression, and can but be pernicious."

HALF-DAY SCHOOLS.

And in regard to half-day schools: "A half-day at school is enough for a first or second grade pupil, if the school is not well taught or is in an unhealthy, uncomfortable, or uninviting school room. These conditions, however, ought not to exist. The school room should be commodious, well lighted and well ventilated, clean and whole-

some, and not overcrowded. Our teachers are competent to teach well, and where opportunity is given do teach well. The children who go to school in the afternoon are tired because of too much play in the forenoon. It has been the custom in the middle of the year to change the afternoon schools to forenoon schools, and *vice versa*. Thus has the condition of all the primary schools changed in the middle of the year. The progress of the children has thereby been greatly impaired.

"Every child who goes to school should have a desk of his own and should not be forced to give it up to some one, he knows not whom, for half the day. The greater part of the moral effect of school life is lost to the child by the half-day school.

"Manual training begins in the kindergarten and should be continued in the primary school, but the child in the half-day school has no time to draw, to make forms of clay, or by folding and cutting paper, or by laying sticks or other means, has no time to represent forms. His time must be spent in committing to memory that which he may or may not understand, because the scholastic grade work must be done.

"Education should accomplish the best possible mental, moral, and physical good to the child, especially during the first few years of the formative period of his life. In half-day schools no moral lessons can be wrought in the presence of the child and impressed upon him. There isn't time. The teacher must dictate. Thus the moral lessons the child gets at school are the simple *ipse dixit* of one who is almost a stranger to him. The child can not be developed mentally by self-activity, or gain knowledge by investigation under the direction of the teacher. There isn't time. The teacher must dictate and the child must memorize what is dictated whether he understands it or not—not to say whether he knows it to be true or not. He can not be trained systematically in the use of eye and hand, or be given exercises for rest and physical development. There isn't time. The lessons must be learned, and the desks must be cleared out that other children may come and in turn be filled with facts for examination day. That healthy, mental, moral, and physical growth that can come to childhood only by wisely directed, systematic, pleasing, and conscious self-activity can not be realized in a half-day school. That pure, natural, and earnest love for truth and knowledge is never known by the child who receives without question or investigation doses of facts as from the hands of one who has diagnosed and prescribed without explanation. Most of our teachers can do the legitimate work of the primary school properly, but they complain that the half-day school does not afford the time for doing it, and their complaint is well founded. Little time is allowed for calisthenic exercises, for games, for songs, and repetition of mottoes; but all effort must be directed to accomplishing the grade work that can be done only by a continued pouring in, and a nervous, hurried, and too often meaningless memory drill. No one knows this better than the conscientious teacher, and no one speaks of it more frequently or more feelingly. That such *memoriter* work can be found in the schools is too true. That such work is found in the schools is not the fault of the teacher who is forced to do work on the half-time allotment. If we would have more and better training in school and fewer home lessons to be studied by our small children, we must give more time and better opportunity to do the work."

ENUMERATION OF SCHOOL POPULATION.

No enumeration of the children of school age has been made since 1880. Superintendent Powell recommends that "provision should be made for ascertaining biennially, if not annually, (a) the number of children of school age residing in the District; (b) the number of such children attending private and parochial schools, and (c) the number of such children not attending any school, together with the reasons for non-attendance."

CHARACTER OF ATTENDANCE.

It is a general rule in all public school systems that the attendance falls off rapidly from the lower to the higher grades. The white schools of the District of Columbia form an exception in this regard. The attendance in the lower grades, as compared with the population of school-going age, is fully equal to that of the most favored cities; yet a large percentage of these pupils continue on through the higher grades, nearly half of them, in fact, through the entire eight grades. Thus, in the first six divisions, embracing the white schools of the District; there were enrolled in the first grade 3,378 pupils; in the second, 2,729; in the third, 2,904; in the fourth, 3,097, and in the fifth, 3,013; while in the sixth there were 2,294; in the seventh, 1,689, and in the eighth 1,399. The enrolment in the High School was 827.

In the schools for colored children there is a diminished attendance as the grades ascend, more in accordance with the statistics of other cities. Thus, during the past year, the number of colored children in attendance in the first grade was 4,720; in the second, 2,293; in the third, 1,508; in the fourth, 1,267; in the fifth, 868; in the sixth, 546; in the seventh, 350; and in the eighth, 220, with 276 in the High School.

The trustees, in their report, explain this peculiarity, as follows: "The attendance in the primary grades, as compared with the population of school-going age, is equal to

that of the most favored of our sister cities. But the absence of large manufacturing and other industrial enterprises deprives us of a class of pupils common to other cities, whose educational privileges are usually limited to the lowest or primary grades. With fewer accumulations of large fortunes, the wealth of the District is more equally distributed than in most large cities; and with us the average citizen is able to afford to his children opportunity to take the full course of instruction provided in the public schools. The result and the conditions which give rise to it are matters of congratulation to the community, and can not fail to be gratifying to all friends of education."

PAY OF TEACHERS.

The board of trustees earnestly recommends a substantial increase in the salaries of teachers. This class of public servants occupies a most responsible position, calling for intelligence, culture, manual dexterity, tact and delicacy in management, sympathy, patience, gentleness, fidelity, and other qualities of the highest order; their influence is all powerful for good or evil; yet their wages, as compared with that of laborers, door-keepers, etc., is so low as to draw the following just observations from the board:

"The salary of messengers throughout the Departments of the Government is fixed by Congress at \$840 per annum—that of what are known as assistant messengers is \$720 per annum; while the average salary of the cultivated men and women who constitute the teachers of our public schools is limited to \$670 per annum, or only \$10 per annum more than that of a laborer in the Departments. All reside in the same community and subject to the same general conditions which regulate the cost of the necessities of life. That the average salary thus allowed teachers is, in the city of Washington, barely adequate to the comfortable and decent support of a single person occupying that position in life, and that it affords no possible margin for provision for sickness or old age, to say nothing of the maintenance of a family, must be apparent, not only to every citizen, but to every temporary sojourner in our midst.

"Whatever difference may exist upon other subjects, the board feels that it represents the entire community in expressing its regret at the remarkable discrimination against this most important, useful, and meritorious body of workers above pointed out. Nor is it for a moment believed, if only its attention to the subject can be secured, that the Congress of the United States will accord inferior considerations and recompense to the educating class, the teachers of our public schools, than to others, whose duties are neither so important nor exacting, whose qualifications are of a less difficult order, and to whom the cost of living certainly is not greater."

No less than four of the High School teachers resigned last June to accept more remunerative positions in private schools, showing that the salaries are too low to command the services of the best teachers.

PHYSIOLOGY AND HYGIENE.

It is believed that this subject was taught in compliance with the spirit as well as with the letter of the law prescribing it.

For other information concerning education in the District of Columbia consult the Index.

FLORIDA.

[From Report for 1886-87 of State Superintendent A. J. Russell.]

There has been a steady growth of interest throughout the State in the public schools, a constant advance in their efficiency, while a most healthful *esprit de corps* animates the teachers as a rule, a result of which is that much better work has been accomplished. Patrons are becoming more identified with the schools and manifest a deep and lively interest in their encouragement and success.

It can be safely said there are but few children who live in isolated places now in the State to whom the door of the school is not opened without fee or hindrance, of any race or condition of the population, and there is every reason for believing there are comparatively very few of the youth of school age who are not able to read.

Every county in the State, even the most remote and isolated, is organized and has its public schools in operation. The six new counties created by the last Legislature have been organized and started off upon their work at the beginning of the school year, October 1, with less friction than could possibly have been expected, reflecting great credit upon the officers selected to manage the affairs of the schools in those counties.

A convention of the county superintendents was held in February. Eighteen of the thirty-nine were present, and the conference, and comparison of work, the manner of superintendence of the county schools, the difficulties encountered and the impediments

existing and how overcome, made this meeting of county superintendents most profitable and pleasant, every one present expressing great gratification.

The increase in the number of schools is very gratifying; also the increase in the number of teachers employed. New and neat comfortable school-houses have been built all over the State; new and modern improved sittings have been supplied, and much closer attention is given in many parts of the State to the hygiene, ventilation, and light of the school-room and grounds.

COUNTY HIGH SCHOOLS.

County high schools, or graded schools, have been established and are in successful operation in several counties and are doing an excellent work. Notably among the counties having these schools are Duval at Jacksonville, Jefferson at Monticello and Waukeelah, Madison at Madison, Nassau at Fernandina, Saint John's at Saint Augustine, Escambia at Pensacola, Hillsborough at Tampa, and Columbia at Lake City.

These are county schools, open to any pupil who may advance to such grade as is required to enter the high school, from any county school, thus affording an opportunity to all the people of the county who desire a High School course for their children.

It is aimed to make these schools intensely practical and useful. In addition to the branches usually taught in high schools, a business course, embracing book-keeping and business rules, is taught, and normal instruction is given and practice work is afforded in the school in teaching, resulting in giving some of the best, brightest, and freshest young teachers we have in the work. These are in most cases employed as assistants under older teachers, and are thus matured in the work.

There are no city schools exclusive as in some of the States; each county is a school district under the government of a board of public instruction, consisting of five members, who are appointed by the State board of education, and are made a corporate body by the law; and also a county superintendent; and all the schools are county schools, whether in cities and towns or not, and are under the same government.

ARBOR DAY.

On the 10th of February, 1887, Arbor Day was almost universally observed with great enthusiasm and pleasure and profit. The schools, as well as the patrons, look forward in each recurring year for the coming of Arbor Day, and all commend the introduction of its observance as full of blessing and profitable instruction, and desire most heartily its perpetuation.

Three hundred and four schools are reported as participating, and 5,129 trees were planted.

For other information concerning education in Florida consult the Index.

GEORGIA.

NEW LEGISLATION.

The session of the Legislature which closed on October 20, 1887, passed an act revising and consolidating the school law. Among the changes to which Superintendent Orr has called attention are the following:

Apportionment of the school fund.—The apportionment of the school fund no longer has to be laid before the Governor. Time has effected a change in the provision of the old law for including Confederate soldiers under thirty years of age in the school population, and the change thus made is recognized in the Act by omitting them from its provisions.

Expenses of State school commissioners.—The provision of the old law which made the State school commissioner pay his own board and hotel bills when travelling on official business is omitted.

County school boards.—Members of county school boards are made exempt from road, militia, and jury duty, and are to receive no other compensation.

Schools.—One school must be established in every sub-district for white pupils and one for colored pupils, "where the population of the two races is sufficient," and no additional school can be established in the sub-district without an enrolment therein of not less than twenty-five pupils. The schools must be as near "the centre of the sub-school districts as can be conveniently arranged, reference being had to any school-house already erected and population of said sub-school district, and to the location of white and colored schools with regard to contiguity." The power to change district lines remains intact.

Text-books.—There shall be no change in the books adopted for a term of five years, save by a three-fourths vote of all the board. This would require the concurrence of

four members. Should a teacher allow a pupil to use any other than the prescribed books, he can not receive pay from the public fund for that pupil.

Qualifications of county school commissioners.—Applicants for the office of county school commissioners must submit to an examination by the president of the board, or by some one appointed by him, or by the board for that purpose. This examination is by means of questions furnished by the State school commissioner and is on the subjects taught in the common schools, "upon the science and theory of common school teaching and government, and upon such other subjects as the State school commissioner may deem proper." "The said county board of education shall then elect such applicant county school commissioner who has stood satisfactory examination, taking into consideration the moral character, business qualifications and general availability of each applicant."

Examination of teachers.—A new branch is added to those formerly examined upon, viz: "The science and practice of teaching in common schools," and the questions are to be prepared and furnished to the county school commissioners by the State school commissioner. He also instructs as to the grading of applicants, and fixes "the lowest standard for each class of licenses." County school commissioners grade the applicants according to the State school commissioner's instructions and submit to the board a written report and recommendation. The board licenses, provided the applicants obtain the lowest mark fixed for the several grades by the State school commissioner. Evidence of good moral character is required to be submitted in writing. Fourth-grade licenses are abolished. The Act requires the State school commissioner to fix a "day, or days," for the examination of all teachers throughout the State. The county school commissioner is to give notice of the day (not days) on which examinations are to be had. No teacher can be examined at any other time except on affidavit that "he or she was providentially hindered from being present on the general examination day, or days, and has not seen or been informed of the contents of the general question papers." Papers of unusual merit may be forwarded to the State school commissioner, with an indorsement by the county school commissioner of the author's good moral and professional character. Upon these papers the State school commissioner may issue a permanent State license, revocable for "good and sufficient cause" by him only.

Co-education of white and colored pupils.—"No teacher receiving or teaching white and colored pupils in the same school shall be allowed any compensation at all out of the common school fund."

"Ambulatory schools" abolished.—The provision of the old law permitting a two months' school term instead of three in sparsely settled districts, the terms being so arranged that the same teachers might serve in two or more schools, has been rescinded.

Attempted legislation.—A number of bills to increase the school revenues were introduced, prominent among which was one to levy an annual tax of one-tenth of one per cent. upon the taxable property of the State for the support of common schools; it did not pass, however, and the sources of the State school revenue remain practically as before, nearly stationary, while the number of school children is continually increasing. Superintendent Orr says, however, that there was a stronger feeling in the House in favor of increasing the school fund than there has been for a long time.

For other information concerning education in Georgia consult the Index.

IDAHO.

[Report of Superintendent Moody, 1886-87.]

SCHOOL SYSTEM.

"Our school system is that commonly known as the 'common-school plan,' designed to give all resident children an education in the elementary branches, and is similar in character to that in many of the Eastern States.

"The school officers consist of a Territorial superintendent of public instruction, a county superintendent of schools in each county, and a board of three school trustees in each district."

NEW SCHOOL-HOUSES.

"I think that all is being done that can be reasonably expected of districts in the parts of the Territory remote from markets and transportation, in the matter of erecting school houses. In what may be termed the new communities, the lands are not yet patented, and only the improvements and personal property of the settler are placed upon the assessment roll and subject to taxation for school-house purposes, so that until such time as the land is patented and the assessment roll shall show the true value of each man's property in the district, we can not expect that much will be accomplished except what may be done by voluntary subscription. It is a matter of regret that very many districts are obliged to use structures erected and owned by religious societies, in

default of owning school houses of their own. No district should be placed at the mercy of any religious society, or be compelled to keep its school in any building not owned or controlled by the trustees."

THE MORMON COUNTIES.

"Much trouble has been experienced, and more is to be apprehended, in connection with the problem presented under the existing laws of the Territory and the sentiments of the members of the organization known as 'The Church of Jesus Christ Latter Day Saints,' hostile to the carrying out of the provisions of the law applicable to the public schools.

"The board of school trustees is composed of three members, one of whom goes out of office and his successor is elected on the first Monday of September in each year, in each district. Among other requirements of the law, each incoming trustee takes an official oath in which is embodied the test oath annexed to this report.

"In certain portions of Bear Lake, Bingham, Cassia, and Oneida Counties there are school districts in which there are no 'Gentiles' eligible either for election or appointment as trustees. The entire community is 'Mormon.' No 'Mormon' can take the official oath without danger of conviction of perjury. Hence but two trustees remain in office in such districts. Next year there will be but one trustee, and where there is but one trustee the schools can not be carried on. In many districts, I am informed, the latter is the case already arising from the fact of vacancies caused by death or removal of one of the trustees prior to the last election.

"The school superintendents of the above-named counties (except of Bear Lake) have, in the discretion given them by law, held that a person who belongs to an organization which teaches things defined by our statutes to be crimes, as a matter of performance of a religious duty, is not a law-abiding citizen or a person of good moral character, and therefore they refuse to license any member of that organization to teach in our public schools. The 'Mormons,' represented by the reputed leaders of their organization, have notified this office that in cases where 'Gentile' teachers are employed, they will not permit their children to attend the public school, but will either cause schools to be started by subscription, wherein their children can be under the instruction of 'Mormon' teachers, or else keep their children at home.

"The issue seems to be, either that the schools of Idaho, in those districts, shall be subject to the control and supervision of the priesthood of the so-called 'Mormon' church, or else that they must be closed. Their leaders set up no reasonable excuse for this demand or threat, nor do they allege that 'Gentile' teachers endeavor to enforce any sectarian, political, or denominational doctrines in the schools which their children attend.

"From an extended and patient investigation I am satisfied that the real reason why they do not wish their children to attend non-Mormon and non-sectarian public schools is, that they do not wish them taught that obedience to the law of the land is one of the evidences of good citizenship, or that acts which the 'Mormon' church denominates a religious duty or privilege are, in fact, crimes against the law of the land, and that they fear that under the instruction of non-sectarian teachers the rising generation, which is now taught by the priesthood that violators of the law when punished are 'martyrs for conscience sake,' may learn the contrary to be true.

"So far as I am advised, every effort has been made by the superintendents to keep the schools open in accordance with the law. It is a matter of deep regret that the innocent children must be made to suffer for the fanaticism and disloyalty of their parents. With every sentiment and desire to extend the facilities and advantages of a non-sectarian public school education to all the children, without regard to the religious or political creeds of the parents, existing among those who have the general supervision of the schools and the administration of the law, the responsibility for the continuance of blind faith in the leadership of an organization teaching crime to be duty, and for the prevalence of ignorance in the years to come among those who should now be studying in the public schools, but who are not because of the hostility of their parents, must rest upon the infatuated fathers and mothers of the children upon whose future they invoke the curse of ignorance, and not upon school officers who would help the children to knowledge."¹

TEMPERANCE INSTRUCTION.

"The Act of Congress approved May 20, 1886, concerning the teaching of the effects of alcoholic drinks and narcotics upon the human system, has been complied with except

¹ In a letter to this Office under date of December 13, 1887, Superintendent Moody says upon this point: "I am happy to say that reports from two of the counties where the trouble had arisen show that the Mormons are taking a more sensible view of the situation. It is an unfortunate and bitter fact, but we propose to make Americans of the rising generation in spite of the priesthood's efforts to the contrary."

in a few instances. As a general rule the law has met with but little opposition. In my judgment the terms of the first section of the act are too severe, and if a strict construction be put upon the language thereof, it will be impossible to comply literally with the law. Strictly construed, it requires a child to study hygiene and the nature and effects of alcoholic drinks and narcotics by the use of text-books before the child can read.

"By Act of the last Legislature every parent or guardian is required to send his child to school for at least twelve weeks in each school year, eight weeks of which must be consecutive. This act applies only to children between the ages of 8 and 14 years who reside within 2 miles of the school-house by the nearest travelled road. A failure to comply with said law subjects the parent or guardian to a fine of not less than \$5 nor more than \$50. There are many exceptions made in the law, and the board of trustees in each district is permitted to excuse the parent from complying with the provisions of the law. As a fair test of its efficiency can not be made at present, it is impossible to say whether or not its effects will be beneficial.

"Sections 16 and 36 in each surveyed township are reserved for public school purposes. There being no record kept in the surveyor-general's office of the number of surveyed townships in this Territory, I am not able to state the number of acres or sections now reserved."

BENEFITS OF A MORE RIGID SUPERVISION.

"The separation of the office of Territorial superintendent from that of the comptroller occurring but a few months ago by enactment of the Fourteenth Legislative Assembly, has afforded opportunities for a more rigid inspection and supervision of the schools generally. I have visited nine of the fifteen counties. A detailed report at this time is not feasible, but I would remark in general that I am satisfied that the effects of such visitations are good, and that they tend to a renewed interest on the part of parents and teachers and all school officers. Thus far I have discovered escheated estates amounting to about \$3,000, and proceedings are being taken by which the Territorial treasury will soon receive the benefit of that sum.

"It is a difficult matter to impress upon school trustees, as well as upon county superintendents, the necessity of complying strictly with the law regarding our school system. Many of the trustees are illiterate, and too often the business of the district is neglected. I do not hope, after affairs have run so many years without supervision worth mentioning, to at once correct all mistakes, but trust that a gradual improvement may take place and eventually reach the point already attained in the Eastern States of the Union."

MORE MONEY NEEDED.

"The Territory needs money to perfect the work of education and to extend aid to the poorer districts. With the school lands not available and with no national assistance, we can only rely upon the assistance of the people and await the time when by reason of increased taxable wealth we can better help ourselves."

For other information concerning education in Idaho consult the Index.

ILLINOIS AND INDIANA.

No school reports for 1836-37 are issued by either Illinois or Indiana. For what statistical or other information concerning education in these States is in the possession of the Bureau, consult the Index.

IOWA.

[From Report of Superintendent J. W. Akers, 1884-85 and 1885-86.]

GENERAL REMARKS.

"It is gratifying to be able to report a most satisfactory and prosperous condition of education throughout the State. The past two years have been years of increased interest, activity and growth. This applies to no particular county or locality, but is general. The number of school-houses has been increased by about five hundred, and their aggregate value by more than \$550,000. The number of teachers is increased by about five hundred, while our school population is ten thousand greater than the same as reported two years ago.

"The total number of teachers attending normal institutes in 1884 was 14,794. This report shows 18,026.

"Our report for 1884 shows \$4,962,276 raised by district taxation. For 1886 the amount is \$5,200,807; showing an increase of \$238,531. This does not represent our entire receipts for 1886, that being, for the three funds, \$6,514,639.56. The aggregate dis-

bursements of the three funds for 1884 were as follows: School-house fund, \$1,182,544.15; contingent fund, \$1,329,459.91; teachers' fund, \$3,724,966.54; making a total of \$6,236,847.82. For the year 1886 these amounts are as follows: Total disbursements of the school-house fund, \$952,540.03; contingent fund, \$1,361,749.39; teachers' fund, \$4,008,883.54; making the total disbursements of the three funds for 1886, \$6,323,172.42; leaving on hand in all funds, \$2,091,028.29.

"Since 1884 there has been quite a decrease in the amount of money expended for school-houses and sites. The years 1883 and 1884 were remarkably active in this respect, as compared with earlier and later years. The explanation of the falling off of the last two years is, of course, to be found in the hard times and the general depression in business enterprise."

In connection with a tabulated statement of receipts and expenditures for the past six years, the superintendent remarks: "These tables will reward a careful study. It should be remembered that thousands of boards of directors, acting entirely independent of each other, contribute to these grand totals; that while they represent millions of dollars received and disbursed, they vary but a few thousands from year to year; and these variations usually represent an increase in the current expenses, consequent upon the growth of the system. There could be no more satisfactory showing that boards of directors as a rule are honest and regular in the transaction of business and in disbursing the people's money, than is to be found in the regularity of these annual totals."

TEMPERANCE INSTRUCTION.

"The county superintendents are entitled to great credit for the general success which has attended our law requiring that scientific instruction in physiology having special reference to the influence of stimulants and narcotics upon the human system, should be taught in all public schools. The law has been very generally obeyed. Owing to the fact that while the law went into effect on the 1st day of July, 1886, and the provision that teachers should be examined on the subject after July, 1887, many boards of directors, supposing that the law would not come into full force and effect until July, 1887, failed to make immediate preparation for teaching the subject as early in the year as should have been done. There were those, no doubt, who, being unfriendly to the law, intentionally neglected making the required provisions, and subsequently claimed not to have understood that they were required to do anything in the matter before July, 1887.

"These cases were not numerous, however, and it is to be hoped that hereafter the law will be honestly and faithfully carried out in all schools.

"In all county superintendents' conventions held in the spring and summer following the enactment of this law, the subject was very generally and thoroughly discussed, and an earnest desire manifested by the great majority of superintendents to secure an observance of all its provisions in their several counties. It soon became apparent, however, that the construction and execution of the law was attended with many difficulties. For the purpose of clearing the subject of these difficulties, so far as possible, a circular letter containing notes and suggestions of an advisory character was issued by the superintendent. In accordance with the views of the superintendent therein expressed, (1) the influence of alcohol, etc., should be taught 'in each division of the subject,' such as nutrition, digestion, circulation, etc., and that text-books that did not so teach it did not conform to the law; (2) 'regular' teaching should be construed to mean daily teaching; (3) the subject should be studied by all pupils, from the primary classes through the high school; this must continue until satisfactory examinations have been passed; (4) it is made the duties of boards of directors not only to provide that certain instruction shall be given, but to see that it is given; (5) the duty of reporting the manner and extent to which the law has been complied with is made mandatory upon the county superintendent.

"One of the principal difficulties experienced in carrying out the provisions of this law has been the unwillingness of many parents to purchase text-books for their children. To avoid trouble where any considerable number of parents have shown an unwillingness to provide the necessary books, boards have simply directed their teachers to teach the subject orally.

"While under some circumstances such teaching amounts to a compliance with the law, in many cases it is simply an evasion. Where boards of directors have secured the preparation of a complete outline, covering the entire subject of physiology, and having special reference to stimulants and narcotics, and containing information either by statement or reference, and where such outline has been formally adopted and the teachers officially notified that they are required to teach the subject regularly, and where it is so taught from such outlines, it has been held that this is a compliance with the law. But where boards have simply requested their teachers to teach the subject orally and have not provided for and regularly adopted an outline or course of instruction, it is

not a compliance with, but an evasion of, the law. Boards are required to 'make all necessary provisions,' and to see that the subject is regularly taught. Owing to the fact that sources of information on this special phase of physiology are scarce, and that many of our teachers are young and comparatively inexperienced, a text-book in the hands of both teacher and pupils is a great advantage if not a necessity."

TEXT-BOOKS.

The superintendent renews his recommendation in favor of a law permitting the electors of any school district to authorize the board of directors to purchase text-books, the use of which is to be free to the children of the district.

ARBOR DAY.

In regard to Arbor Day, Superintendent Akers says: "Chapter 23, Laws of 1883, makes it the duty of boards of directors to plant shade trees upon school-house sites, and authorizes payment from the contingent fund. In obedience to this law, thousands of young trees have been planted; but this necessary improvement has so far been neglected in many districts. For the purpose of encouraging tree planting, and investing the exercise with all possible interest, I issued a circular letter, under date of April 4, 1887, designating the 4th day of May to be generally observed by all the schools of Iowa as Arbor Day. The day was very generally observed, and many interesting and delightful exercises were held. Owing to the early opening of the season, May 4th proved a little late for many varieties of trees, but it is believed that May 4th will be early enough for the average season. The hard-wood trees should be selected, and the planting of such trees may safely be deferred to May 4th."

For additional information concerning education in Iowa consult the Index.

KANSAS.

REPORT ON THE KANSAS SCHOOL SYSTEM BY A COMMITTEE OF THE KANSAS STATE TEACHERS' ASSOCIATION.

To the Kansas State Teachers' Association:

The committee appointed at the last annual meeting of this association to report on the desirability of a change from our present district system to either the township or county system, early in September sent a circular of inquiry to every county superintendent in the State. More or less complete reports were received from about forty counties, and these faithfully represent the condition of all parts of the State, as will be found in perusing the tabular statements embodied in this report.

In the first place, let us ask attention to the fact that the present system results in a choice of three school officers from a very small community, and from a very limited number of men.

They may be (perhaps generally are) as good men as can be found in that community; but this fact does not relieve them from being only too often very poor school officers.

Now the county superintendents referred to, in making their special reports, answered very generally this question: "How many school officers in your county visit their schools?" A careful compilation of the replies shows that out of nearly 8,000 officers only some 1,300 (or less than one-sixth) discharge this very plain duty. In other words, the result is the same as though in all the odd-numbered districts the officers never visit their schools, and in the even-numbered districts only one member of the board knows by personal observation the conditions and needs of the weighty matters intrusted to him!

This would seem bad enough, and might well cause us to look more carefully into district affairs; but there is worse than this. Another question was: "What proportion of your school officers thoughtfully and intelligently discharge their duties?" It is quite possible that some school officers are busy men, with no time for visitations—and yet give much thought to their work. It is not impossible that excellent teachers make visits from the board almost unnecessary. But there can be no excuse for carelessness, thoughtlessness, or incapability. Yet answering for more than 7,000 officers, but 2,000 were reported favorably. On an average, then, in each district about seven-eighths of a man "thoughtfully and intelligently discharges his duties" as a school officer! And the education of our children, and intelligent citizenship, and the future of this State, depend largely on the results of this two-sevenths management! Is it not time to investigate, to see whether the system or the men are to blame; to see what remedies are needed, and what can be applied?

It is quite probable that districts do as well as they can in selecting officers. Further, the superintendents in question have doubtless understated rather than overstated the evils prevalent in their own counties. This last should be constantly in mind. Men speak as favorably as possible of their constituents, even in confidential and privileged communications. We may be sure that the case is worse than actually reported, rather than better.

To proceed: Superintendents having within their jurisdiction over 7,000 officers report 2,000 of these as "wholly unfit for their positions." It might be questioned as to the respects in which these officers were unfit, but on one point the returns are painfully explicit. It is with much hesitation that we quote the figures. As Kansans and citizens we are ashamed of the showing. But we believe that the evil will never be remedied till the facts are brought to the public eye, ear, and conscience.

Asked, "How many officers are virtually illiterate?" the gentlemen interrogated say more than one fifth—1,600 in 7,200 (round numbers)!

We wish to pause right here to ask careful consideration of the facts thus made prominent. As business men, as practical men, it is time citizens carried to school matters practical and business sense. If taxes are not a good investment, then taxes had better come to an end. They can not be a good investment, however, when expended by a body of men a large per cent. of whom have no knowledge of the business, while still a larger per cent. give it no attention whatever. If of any 70 hired men only 13 gave the business in hand the benefit of their presence and personal effort, 21 "thought about it," and 36 knew nothing about it at all, how long could the employers of such laborers keep out of bankruptcy? Suppose that Superintendent Parnham, at the capitol building, should report to the commissioners: Total number of men employed and paid, 70; average reporting for duty, 13; number who say "they are thinking about it," 21; cripples, blind, and "wholly unfit" for work, 36; about how long before Superintendent Parnham would be on his journey to Lawrence?

Yet this is precisely what we seem to be doing all over this State—partly because we are wedded to precedent (the district system), and largely because we are so very busy making money that we can not stop to see that it is wisely expended.

For our children's sake, if not for our own, we should seek a remedy for the prevailing inefficiency of a large per cent. of our rural schools.

There is another phase of our present system which is almost as disheartening as the wretched showing made in official zeal and ability. That is, the limitations, inequalities, and rank injustice of the resulting taxation. We are generally so alert to perceive that which touches our pockets, that it is remarkable that this inequality of burdens has not made itself felt before.

From part of the reports referred to the following contrasts have been drawn. The figures may speak for themselves. They are said to be confined to districts in which one teacher only is employed:

County.	Lowest district valuation.	School population.	Highest district valuation.	School population.
Anderson.....	\$10,245	30	\$47,505	67
Atchison.....	14,600	93	105,160	65
Crawford.....	12,114	54	53,710	58
Chautauqua.....	5,267	40	29,706	41
Cloud.....	9,770	55	65,826	57
Cherokee.....	4,015	28	63,242	74
Dickinson.....	12,481	30	57,747	73
Doniphan.....	12,021	78	81,102	41
Ellisworth.....	7,570	21	80,398	81
Elk.....	6,577	12	52,844	60
Ellis.....	3,491	23	86,207	63
Edwards.....	3,980	47	53,764	24
Hodgman.....	4,495	23	52,993	43
Harvey.....	7,249	17	61,198	35
Harper.....	7,680	33	53,775	106
Jewell.....	6,881	36	33,040	34
Marion.....	10,206	30	58,751	45
Mitchell.....	4,747	21	61,377	64
Rooks.....	1,674	37	28,175	53
Rush.....	1,489	15	23,857	43
Sedgwick.....	15,460	23	191,650	72

Remember, these are communities within the same county limits, in some cases side by side, engaged in the same struggle for existence and for education, as one of the essentials to an enjoyable existence. By a purely artificial division of territory, by lines

which can not be seen but can be most severely felt, for reasons that are frequently inscrutable and are often those of some little clique with political influence, these people find themselves under the most unequal system of taxation that can be devised. Why should Atchison County be so divided that one community has over \$1,600 assessable values for every child of school age, while another has but \$150? Why has one district in Chautauqua \$725 assessable for each child, and another but \$125? What thoughtfulness, or justice, or equity can be claimed for a system that produces such results as can be seen through the entire list.

The showing ought to arouse public indignation. The least it can do is to promote discussion.

It will, perhaps, be objected, that the contrasts exhibited in the statistical tables were exaggerated in this respect; that they touched extreme cases only. It is impossible, of course, to make a minute showing of every phase of the present slovenly, unjust, and inequitable system of managing and providing for our schools. But, in order that the question may be wisely discussed, and the presentation of facts as fair as possible, the following table has been prepared. Again the reports are made for districts employing but one teacher. The counties are taken, without selection, from the alphabetically-arranged list, as far as complete returns have been made:

County.	Average valuation five lowest districts.	Average school population.	Average valuation five highest districts.	Average school population.
Allen.....	\$14,962	47	\$50,031	66
Anderson.....	12,938	35	45,579	59
Atchison*.....	17,796	40	90,157	56
Brown.....	24,902	43	71,507	62
Chautauqua.....	6,270	37	26,327	55
Cherokee.....	9,421	46	51,875	83
Cloud.....	11,190	40	58,511	56
Crawford.....	12,976	61	47,252	59
Dickinson.....	13,043	33	52,150	63
Doniphan.....	14,249	43	66,460	71
Edwards.....	5,071	39	47,027	33
Elk.....	16,026	31	47,323	61
Ellsworth.....	9,873	34	58,402	50
Harper.....	10,109	38	42,124	75
Harvey.....	12,048	36	56,937	54
Jewell.....	8,431	43	27,426	40
Marion.....	11,904	30	45,217	50
Marshall.....	13,148	34	40,177	53
Mitchell.....	6,471	27	47,961	43
Nemaha.....	16,442	33	45,814	46
Pawnee.....	10,852	17	76,963	43
Rush.....	3,537	26	20,370	36

* Returns not quite definite.

We cannot see the use of pursuing these comparisons further. The result is the same from Alpha to Omega, from A to Izzard! Any one can see the existing inequalities at a glance.

We venture the assertion, that if these inequalities and disabilities were political rather than educational—if they affected the political interests or prospects of parties as they do the educational of communities—there would be a redistricting or a revolution, and that before next spring.

What is a fair estimate of the annual cost of a good school? We do not mean the very best; but the least that we have a perfect right to demand and expect in every district, if our system is to be more than a farce.

Something as follows:

A good teacher six months, at \$50.....	\$300
Janitor.....	50
Fuel.....	20
Repairs, improvement of grounds, etc.....	25
Additions to library, apparatus, etc.....	30

425

We do not care to discuss this statement by even one printed line of argument. Any one whose opinion is worth anything knows that this is really a minimum, and by no means all that can be desired.

What kind of schools, then, can be expected in the five lowest districts in each county reported in the last table? Examine the following table for the answer:

County.	Average valuation 5 lowest.	Maximum levy, 20 mills, gives.	County.	Average valuation 5 lowest.	Maximum levy, 20 mills, gives.
Allen	\$14,962	\$299	Elk	\$10,026	\$200
Anderson	12,988	258	Ellsworth	9,873	197
Atchison	17,796	355	Harper	10,109	202
Brown	21,962	498	Harvey	12,048	240
Chautauqua	6,270	125	Jewell	8,481	168
Cherokee	9,421	188	Marion	11,904	238
Cloud	11,190	223	Marshall	13,148	262
Crawford	12,976	259	Mitchell	6,471	129
Dickinson	13,046	280	Nemaha	16,442	328
Doniphan	14,249	284	Pawnee	10,852	217
Edwards	5,071	101	Rush	8,537	70

That's a comfortable showing! In twenty-two counties—representative counties, selected at random—the average district of the five lowest valuations can raise, by taxing itself to the extreme legal limit, \$232, or a trifle more than half enough for a good six months' school! No wonder that the chief qualifications of some rural teachers seem to be "cypherin' and lickin'."

*Take the average of the five highest valuations (holding still to districts employing but one teacher); suppose them to tax themselves equally with the five lowest, and then compare the educational possibilities of the children of one with those enjoyed (?) by children in the other. Compare, or, better, contrast, the tables as you read.

County.	Average valuation 5 highest.	Maximum levy, 20 mills, gives.	County.	Average valuation 5 highest.	Maximum levy, 20 mills, gives.
Allen	\$50,631	\$1,000	Elk	\$47,323	\$946
Anderson	45,579	911	Ellsworth	58,402	1,168
Atchison	90,157	1,803	Harper	42,124	842
Brown	71,507	1,430	Harvey	56,937	1,138
Chautauqua	26,827	526	Jewell	27,426	548
Cherokee	51,875	1,037	Marion	45,217	904
Cloud	58,511	1,170	Marshall	40,177	803
Crawford	47,252	945	Mitchell	47,961	959
Dickinson	52,150	1,043	Nemaha	45,814	916
Doniphan	66,400	1,329	Pawnee	76,963	1,539
Edwards	47,027	940	Rush	20,370	407

This shows an average of \$1,014; or considerably more than four times the average of the five lowest. This is called equality of taxation, "equality before the law," educational equality.

In the estimate given above, \$425 was considered the minimum expense of a tolerably good six months' school. It was shown that many districts could not raise this amount under the present limitation; while some districts under a 20-mill tax could raise three or four times this amount.

Can a single valid objection be raised to spreading the aggregate running expense of all the schools of a county upon the county rolls?

The State has three objects in view in public education. It wishes to make each man an intelligent voter; it wishes to make each independent of the necessity for public aid—that is, to lift him above possible pauperdom; it wishes to make him strong enough to bear his share of all public burdens. "These are such essentials in a free republic, that we have accepted as a truism, "the State must educate or perish."

Education, then, is the public necessity, a public duty, a public burden (as far as expense goes), and a public blessing. Its methods, therefore, should be as largely public and as little communal as possible.

In this State, as in most Western States, the county is really the political unit. The desirability and justice of distributing to the county at large what had been so long carried by townships (under the rather limited New England system)—such as bridges, the care of the poor, etc.—has long been recognized. The school, which should have been

first to receive this more just as well as more generous treatment, has thus far been left to be handled in a happy-go-lucky way by the petty little communalities, which we insist on retaining for no reason other than "for the sake of self-government;" as though self-government did not exist in the county, or as though self-government were desirable for its own sake rather than for its results!

Let us suppose a county system, for taxation at least, and note the results. The task of making the necessary computations for many counties is arduous and unnecessary. One county, a thoroughly representative one, will be sufficient.

In this county we find, outside of its one city, a valuation of \$3,200,000. It has eighty-five school districts—far too many, if any reasonable amount of discretion had been used in districting the county. But we will take it as it is.

The problem then is: 85 times \$425 equals \$36,225; \$36,225 equals 11.8 mills on \$3,-200,000.

Think of it! A good six months' school in every district in the county for less than a twelve-mill tax. If any district wishes to do more, let it do so; but here is an absolute guarantee of good work throughout the county.

It seems impossible to study the figures in the foregoing tables, and the inferences drawn from the answers of superintendents, without concluding that our school system is wretchedly inefficient, and that our legislature should at once be asked to enact a law which will secure for us a juster taxation, more efficient supervision, more intelligent officers, a simpler machinery, a uniform course of study, uniform text-books, and, as a consequence of all these, infinitely better results in our schools than it is possible to expect under the present system.

Your committee therefore recommend, that all laws in relation to our independent school district system be repealed. We have carefully examined the school systems of various States, and we conclude that the model system of schools for a State, approved by the National Association of Superintendents, at Philadelphia, in 1876, and also by the veteran Commissioner of Education, General Eaton, who has given the best years of his life to a study of school systems, is the best for Kansas, and it is the system your committee now respectfully present to you. As that part of the Kansas school system which relates to higher education is in the main satisfactory, it has not been touched in this report; and all the recommendations made have reference solely to the rural parts of the State, excluding all cities of the first and second class.

In dividing the State for school purposes, we recommend—

That the county should exercise a limited general supervisory control over its schools, select a county superintendent, have a county board of education, secure uniformity in text-books, have power to establish county high schools.

That the county board of education should be composed of the school trustees of corporations which are under the supervision of the county superintendent, consider the general needs and wants of the schools under its charge, seek to unify the school work, arrange a course of study, make general rules and regulations in regard to the employment of teachers, time of commencing schools, the government of the schools and the conduct of the teachers and pupils, etc., adopt text-books, levy a county tax.

That the city or township should be left to the local control of its schools, elect its officers, build its own houses, select its own teachers from among those that have been duly qualified under the laws of the State, be permitted to levy local taxes for the building of houses, etc.; be permitted to levy local taxes for the continuance of the schools beyond the minimum period fixed by the State, be permitted to levy local taxes for the maintenance of schools of an advanced grade.

That districts should be formed for the purpose of localizing the patrons of the school; have an advisory power in the selection of teachers and the erection, removal, or repair of school-houses.

That trustees of townships and cities should be three for each corporation; be elected by the people; serve for three years, one retiring annually; receive school revenues; have power to levy local taxes, within specified limitations, for grounds, buildings, furniture, repairs, supplies, apparatus, etc., and for library purposes and for additional tuition purposes; be compelled to locate, establish, and maintain a sufficient number of schools for a certain number of months in each year; have power to abolish old school districts, create new ones, build and remove houses; be compelled to make provisions for instruction in certain prescribed branches; have power to establish township or town graded schools; have power to provide instruction in branches additional to those prescribed by law; employ and contract with teachers, being restricted in their selection to those who have been duly licensed by competent authority; properly account to proper officers for all school revenues that come into their hands; receive reports from teachers, and should transmit reports to the county superintendent and other county officers; have authority to dismiss refractory pupils from school; be prohibited from contracting debt; carry out the orders of the county board of education in respect to course of study and text-books.

We further recommend that no person shall be eligible to the office of county superintendent who does not possess a diploma from a college or university legally empowered to grant literary degrees, or a diploma or State certificate issued according to law by the authorities of a State normal school, or a certificate from the State board of education, or a first-grade certificate from a county or city examining board; nor shall he be eligible unless he has a sound moral character, and has had successful experience in teaching within three years of the time of his first election.

We further recommend that in each county the tax levied by the county board be sufficient to secure to each district in the county six months' school each year; and that the one-mill State tax be restored.

We have placed before you as concisely as possible the evils we seek to remedy; and, in like manner, recommend a system which has received the approval of the most eminent educational bodies and men in the land. We sincerely hope that the substantial outlines of the system will be adopted, and that immaterial details may not delay your action. We recommend that this report, if adopted, be printed at the expense of the association, and that a copy be sent to each member of the State legislature.

We further suggest that a committee be appointed to draught a bill embracing the system herein outlined, and to further the passage of this bill at the next session of the legislature.

Respectfully submitted,

JOHN MACDONALD.
J. H. CANFIELD.
H. D. MCCARTY.
W. H. SWEET.

The State Teachers' Association adopted the foregoing report, and added to the original committee the following gentlemen: Hon. J. H. Lawhead; Hon. H. C. Speer, Superintendent R. W. Turner, of Jewell; Superintendent J. H. Lee, of Riley; Superintendent Matt. Thomson, of Wabaunsee.

For additional information concerning education in Kansas consult the Index.

KENTUCKY.

[Report of 1884-86.]

The Kentucky report of 1884-86 shows that the condition of the public schools of that State has been one of almost uninterrupted progress, and that the prospects for continued improvement are very encouraging.

The greatest drawback arises from (1) a want of interest and appreciation, which is very decidedly marked in some counties; and (2) a lack of funds, caused in part by this want of interest and in part by the slender resources of the people. Hence proceeds the indisposition or inability in some sections to raise local revenues to supplement the State grants, which results in turn in the continued existence of poor, even wretched, school-houses and the employment of underpaid teachers. "When they [the trustees] try to employ a first-class teacher and ask the district for a tax or a subscription, they are met with the following reply from the patrons: 'I thought it was to be a free school! I paid my taxes; that is all I'm going to do. The public money pays the teacher \$20 a month; that's more than I can get working on a farm. You needn't say anything more to me. I am against the tax.' The trustee leaves in disgust; and the energetic, thorough teacher, with an ambition, is soon on his way to other more appreciative States, or to a more remunerative profession."—(Superintendent of Ballard County.)

A comparison of the county superintendents' reports for the two years covered by the State report shows the growth of a much more hopeful tone, though there is still a strong undercurrent of such complaints as the above. Particularly is this noticeable in the increased willingness to raise funds by local taxes and subscriptions. The superintendent of Boyd County says: "When the present school law took effect there were 37 districts, 4 good houses, 11 medium, and 20, if not 31, that should be condemned; 2 districts had no house at all; 14 houses were at once condemned. Eleven of these districts have voted tax to build new houses in place of condemned ones; 8 of the new houses are completed; 1 brick, worth \$800; 7 frame, average value about \$400. Three others will be built in the spring, with probable cost of \$3,500. At the end of five years from the date of the new law it is hoped and believed every district in Boyd will have a good, comfortable, healthy school house. A vote for county tax in August was defeated by only 27 votes; at another time the tax will carry." The superintendent of Lyon County: "The school houses were found to be a disgrace to civilized communities, so 18 out of 23 were condemned. The people are responding nobly, and next year, instead of houses valued at \$20, \$50, and \$75, an increase of value is confidently expected at the rate of

\$300, \$500, and \$800." Superintendent Pickett shows that the cause of education is not merely keeping pace with the general development of the State in material prosperity, but is considerably outstripping it.

A marked feature of this report, and one which distinguishes it from most Southern school reports, is the information it gives as to the condition and prospects of the colored schools and as to the sources from which they draw their revenues, showing what the white inhabitants of Kentucky are doing for the education of the negroes. This matter is treated of more in detail in Chapter XIV.

The following extracts show the superintendent's treatment of the principal topics of interest:

SCHOOL POPULATION.

	1886.	1880.	Increase.
White school population.....	524,448	478,554	45,894
Colored school population.....	99,799	66,561	33,235
Aggregated totals.....	624,247	545,118	79,129

Total increase during this period, 79,129; white, 45,894; colored, 33,235. The extraordinary relative increase of the latter over the former must be referred, mainly, to the extension of the school age, in 1882-83, to correspond with the school age of the white children. The increase of the census of white children for 1886 over that of 1885 is 9,993, while that of colored children, is only 1,905.

SCHOOL REVENUES.

The increase of the school fund, as apportioned, from 1880 to 1886, is \$399,864.33, and the increase in local taxation and subscription from 1880 to 1885 is \$205,165.75, making a grand total of \$605,030.08. Thus while the number of school children has been largely augmented, the increase of the general school fund for the same period has been correspondingly greater, producing an increase of the per capita from \$1.25 to \$1.65 for the white school children, and from \$0.48 to \$1.65 for the colored school children. Of course this is referable, first, to the additional 2-cent tax voted by the people in 1882; secondly, to the acquirement of the just proportion of the school tax from railroads, turnpike roads, banks, and other corporations; thirdly, to the increase of the taxable property of the Commonwealth; and, fourthly, to the increasing popular interest in the common schools. This speaks well for the progress and prosperity of our people. It is, in fact, the practical realization of one of the fundamental principles in political economy—the increase in the wealth of a State, intelligently directed, exceeding the ratio of the increase in population.

THE FOURTH INSTALMENT OF THE SURPLUS REVENUE.

Kentucky, with her inborn intelligence, energy, and sense of independence, and with her vast and varied material resources only needing further development, must continue to rely mainly on herself for the proper conduct and sustenance of her common schools. Every importunate effort in any other direction contributes to lessen her self-reliance and her self-respect in regard to her schools. Yet there are legitimate claims that the Commonwealth has upon the General Government, which in no sense should be ignored by your honorable body or disregarded by your obedient servant. In virtue of the large and unavailing surplus in the Treasury of the United States, the following "suggestions" were prepared and published by the superintendent for the special consideration of the last General Assembly, and as they are of equal force at present, they are duly reproduced:

"In the common school report for 1880-81, pages 218-222, the origin of the school fund is succinctly recited. It will be seen that under the Deposit Act of June 23, 1836, Kentucky received \$1,433,757.39 from the General Government, that sum constituting the three instalments. The fourth instalment, calling for \$477,919.13, has never been paid, or, in other words, has never been deposited, as the law clearly requires. According to the act of Congress the deposits were subject to call in ratable sums by the Secretary of the Treasury if wanted to meet appropriations by law. These instalments have never been called for, and no law has ever been enacted by Congress preventing the payment of the fourth instalment. It is still due, and there is a large surplus in the public treasury at Washington. That amount should be legally collected and added to the common school fund of this Commonwealth.

"Kentucky has suffered largely by the late war. According to the United States census of 1880 as compared with that of 1860, in assessed valuation of property there was

a decline in this Commonwealth of 34 per cent., or \$177,648,722. In simple terms, 'the loyal State of Kentucky' was subjected to the sacrifice of more than one-third of her property in support of the Federal Government in the late war. She has sustained this loss, while her sister States of Ohio, Indiana, and Illinois have, respectively, enjoyed for the same period an increase of 60 per cent., 77 per cent., and 102 per cent. in assessed valuation of property.

"In common with all the late slave States, Kentucky has not only suffered from the deprivation and depreciation of property, but has had imposed upon her a mass of illiterate freedmen, whose descendants must be educated for citizenship, and as 'mixed schools' will not be tolerated in the South, a dual system is a necessity in every Southern State, thus imposing an extraordinary burden in the way of additional taxation upon the white citizens. In Kentucky, for the school year ending June 30, 1883, they apportioned for the support of colored teachers \$92,845.36, while the colored people contributed only \$16,661.19, the entire revenue derived from them. This is not stated in reproach to the colored people, but simply in justice to the white tax-payers.

"It is not the province of the superintendent to say what other Southern States should do, but in regard to Kentucky, and in virtue of the foregoing statement, he respectfully suggests the following:

"*First.* That, inasmuch as there is a large surplus revenue reported to be in the United States Treasury, which is not needed for the ordinary expenses of the Government and is not demanded for the payment of any portion of its debts, and inasmuch as 'the fourth instalment' has not been paid to Kentucky for common school purposes, the General Assembly take such steps as may be necessary for the proper consideration of the matter. It should be added that Virginia and other States are moving in the same direction.

"*Second.* In consideration of the facts stated above, and that Kentucky has annually and largely contributed to the creation of the surplus revenue in the Federal Treasury by the regular payment of taxes thereto, she is in a position to expect, as a moral and political obligation, her legitimate quota of such surplus, independently of all form of subsidy or of compromise of her inherent rights as a State.

"*Third.* Creation involves the obligation of legitimate preservation. Inasmuch as a large additional citizenship, with equal political rights and privileges, but of unequal material, had been created in Kentucky by the power of the Federal Government, and in view of all the facts given, the superintendent suggests that such steps shall be taken as shall lay before said Government that which is due, both to the white and the colored citizens of the Commonwealth, in regard to the necessities of the common school system of Kentucky.

"Attention is invited to the following compendium from the United States census of 1880 in regard to Kentucky:

White males of 21 years of age and upward.....	317,579
Returned as unable to write.....	54,956
Percentage.....	17.3
Colored males of 21 years of age and upward.....	53,642
Returned as unable to write.....	43,177
Percentage.....	73.6
Total number of males of 21 years of age and upward.....	376,221
Total number who can not write.....	98,133
Percentage.....	26.0

In response to the proposition concerning the "fourth instalment" indicated above, the honorable joint committee on education favored the "suggestion;" the superintendent accordingly drew up a bill covering the whole ground, which duly became an act of the General Assembly, approved April 12, 1884.

In accordance with the second "suggestion," a bill, drawn also by the superintendent, guarding the character and credit of the Commonwealth in the event of national aid to common schools, was introduced in the senate, and finally, by executive approval, became a law on the 12th of May, 1884.

No special action was directly taken in regard to the third "suggestion;" but as Kentucky was always rated and ranked as "a loyal State" by the General Government, and in view of her heavy loss in property, her slaves alone being assessed in 1860 by the proper State officers at \$103,876,402, and that she is maintaining, as already shown, at the expense of her white schools a system of common schools for the very descendants of those slaves, the superintendent hereby "suggests," as a matter of law and as a measure of relief, that these facts be duly represented to the General Government. A low rate of interest on one-tenth of the value of the emancipated slaves of the "loyal citizens" of the State would, with the present census of pupil children, maintain the system of colored schools, with a fair appropriation for the building of school-houses. The State would compensate for the increase of the school census. This plan is entirely practicable by the execution of a bond by the General Government in favor of the Commonwealth, draw-

ing interest, without invading the principal, at 4 per cent. per annum until the system becomes at least measurably and by degrees self-sustaining.

NEW LEGISLATION.

Night schools.—The following act was approved February 26, 1886:

Whereas, the management of the night schools in the city of Louisville by the board of trustees of the public schools of said city has developed the fact that a large number of the applicants for admission are by laboring people of both sexes who are unable to read and write, have to be excluded under the present law because over the school age; and whereas such people, ignorant from misfortune, poverty, or lack of opportunity, are children in knowledge, and manifest a laudable ambition in seeking knowledge to overcome their ignorance and become better citizens by studying and attending school at night after their toil of the day; and whereas it is manifestly to the interest of the public at large that every person know how to read and write, without which knowledge they can not properly or fully discharge the duties of citizenship under a free and enlightened Government: *Therefore * * ** the board of trustees of the public schools of any city in this Commonwealth, having a population of 20,000 or over, are hereby authorized and empowered to admit as pupils in the night schools under their direction and control such persons over the pupil age now prescribed by law and under the age of 40 years, at their discretion, and under such rules, regulations, and restrictions as the said board of trustees provide, not inconsistent with the laws of the Commonwealth: *Provided*, That on no account shall the pupils admitted to said school by virtue of this act be enumerated as pupils under the common school law of the State.

Payment of teachers' wages.—For the purpose of providing for the monthly payment of the wages of the teachers of the common schools, the superintendent of common schools in any county is hereby authorized to borrow for said purpose, at a rate of interest not exceeding 6 per cent. per annum, a sufficient sum of money duly estimated from the apportionment table furnished by the superintendent of public instruction.

Substitution of district for county taxation.—County taxation has been repealed and district taxation substituted as follows: A tax may be voted at any time, once a year, or for three successive years, after notices have been duly posted, for the better payment of teachers, for the extension of the district school for a longer term, or for the payment of any debt contracted by the trustees on account of the common school. The tax shall not exceed twenty-five cents in any one year on the hundred dollars' worth of taxable property in the district.

School-house sites.—A site for a school-house may be purchased, a school-house built, repaired, or furnished, without submission of the question to a vote.

Adoption of text-books.—Instead of trustees adopting text-books, from lists recommended by the State board of education, to be used in their respective districts, the county superintendent shall adopt from said lists text-books to be used in their respective counties.

Text-books for indigent children.—The county judge of any county is authorized to make an allowance out of the county levy, not to exceed \$100 in any one year, for providing necessary text-books to indigent children, provided they attend the public school.

State teachers' institutes appropriations.—Five hundred dollars shall be appropriated annually by the State for the benefit of the State teachers' institutes.

Duty of superintendent of public instruction.—It shall be the duty of the superintendent of public instruction, whenever it shall come to his knowledge, to report any habitual neglect of duty or any misappropriation of common school funds on the part of any of the county superintendents or trustees of common schools of this Commonwealth to the county attorney, whose duty it shall be to prosecute such person in the circuit court of the county in which such neglect of duty or such misappropriation of funds may occur.

Age of eligibility for county superintendent.—No person shall be eligible to the office of county superintendent who is not at the time twenty-one years old.

Terms of office of county superintendents.—County superintendents shall hold their offices for four years, or until their successors are elected and qualified.

Eligibility to office of county superintendent dependent on certificate of qualification.—No person shall be eligible to the office of county superintendent unless he shall have first obtained a certificate of qualification from the State board of examiners, which may be granted on an examination held before them or upon a written examination held before the county judge, the county attorney, the county clerk, and a competent person selected by them. The result of said written examination to be forwarded to the State board of examiners, who may, if they deem it sufficient, grant a certificate, and, if they refuse it, shall notify the aforesaid county board, and no certificate can then be granted the said applicant for the election then pending. The State board of education shall designate to the county board the character of examination required.

Report of county superintendents.—Under penalty of a fine from twenty to fifty dollars, county superintendents are required to report for payment, at the legal periods, schools duly taught.

Buying of teachers' claims, etc., prohibited.—No county superintendent shall be allowed to buy for himself or another any teacher's claim, directly or indirectly, or to act as agent for the sale of any books, under the penalty of removal from office by the superintendent of public instruction.

Certificates.—No certificate, except first class and second class, shall be issued to the same person more than twice.

Recommendation of normal instructors.—The superintendent of public instruction may recommend able and experienced normal instructors to conduct the county teachers' institutes.

Taxes.—No tax shall be levied upon the property or poll, or any services required of any white person for the benefit of a school for colored children, and no tax shall be levied upon the property or poll, or any services required of any colored person for the benefit of a school for white children.

For other information concerning education in Kentucky consult the Index.

LOUISIANA.

For statistical and other information concerning education in Louisiana contained in this Report consult the Index.

MAINE.

[From Report for 1886-87 of State Superintendent N. A. Luce.]

There was a slight decrease in the number of schools, but the number of pupils was larger than in the previous year; the school term was longer, being on an average twenty-two weeks and two days—an increase of one week and three days—and there was a larger proportion of experienced teachers and of those who had enjoyed the regular and systematic training of the Normal School. It is a legitimate inference, therefore, that more thorough, effective, and successful work was accomplished, and that greater progress was made by the pupils.

SCHOOL DISTRICT SYSTEM.

There was an increase of nine in the number of towns having the town system of managing the schools, causing a reduction of 89 in the number of school districts and of 26 in the number of parts of districts. This was a decided improvement, if we are to judge by the language of Superintendent Luce: "Not till we are rid of that iniquitous product of educational folly and democracy run mad—the school district system—can all of our schools be brought up to full efficiency in the annual amount of schooling which they should offer to every child in the State."

TEMPERANCE INSTRUCTION.

The law enacted by the Legislature in 1885 requires that "all pupils in all schools supported by public money or under State control" shall be instructed in "physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system;" and that no certificate shall be granted to any person who has not "passed a satisfactory examination in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system." This law has been in force two years. There were some serious difficulties encountered in its introduction. There were a great many young pupils who could not read and could understand only the simplest statements. Such instruction could only be given them *directly* by the teacher—*by word of mouth*. This was a method of teaching with which many of the teachers were utterly unacquainted.

A second difficulty was that, although text-books on physiology and hygiene were used in many schools, few of them directed special attention to the effects of alcoholic drinks, stimulants, and narcotics upon the human system. Consequently, new text-books had to be introduced.

As was to be expected, many parents were opposed to such instruction for different reasons, and the more so when asked to supply their children with books on the subject, which they frequently refused to do.

Notwithstanding these difficulties, however, the law was very generally complied with, so that such instruction was given to nearly all the pupils—probably to between 80 and 90 per cent. of them.

Superintendent Luce claims that as the end of such instruction is to give the child such a knowledge of the evil effects of stimulants and narcotics upon the human system as to forever deter him from intemperate habits, any other means which will assist in this purpose should be adopted. Hence, the child should also be instructed as to the moral, social, and financial evils resulting from habits of intemperance. He should be taught how large a part of the crimes, poverty, and disease results from intemperance.

COMPULSORY ATTENDANCE.

The first law for compulsory school attendance was enacted in 1875, but it was found impossible to enforce it. Another was enacted by the Legislature in 1887, requiring all children between 8 and 15 years of age to attend school for at least 16 weeks in each year; but, as it has been in effect only a few months, it can not be stated definitely as yet what will be its effect. It is very probable that it will secure a much larger school attendance, especially if the law is rigidly enforced for the first year or two, after which it can be easily enforced.

COURSES OF STUDY FOR UNGRADED SCHOOLS.

Superintendent Luce recommends the establishment of regular courses of study for ungraded schools and that when pupils have completed this course they be graduated, just as in graded schools. It would afford a strong incentive to diligent and accurate study on the part of pupils, and furnish them with a definite and well-marked standard or degree of education to which all pupils would aspire and which their parents would desire them to reach before finally quitting school.

RECOMMENDATIONS.

Superintendent Luce recommends—

- (1) That school committees and supervisors earnestly endeavor to increase school attendance, especially by a rigid enforcement of the new compulsory law.
- (2) That they endeavor to secure teachers of high attainments and skill, and to retain teachers who have given satisfaction.
- (3) That they introduce regular courses of study in ungraded schools.
- (4) That they endeavor to abolish the district system, to secure the adoption of the free text-book plan, and the establishment of free high schools.
- (5) That they encourage educational meetings.
- (6) That they encourage young teachers of promise to attend a normal school.
- (7) That they endeavor in every way to elevate the public school system.

MARYLAND.

[From Report of State Board of Education for 1886-87, Hon. M. A. Newell, Secretary.]

The number of pupils enrolled in the county schools, 1886-87, was 121,177, as against 123,423 two years previously. Considering the natural increase of population, the falling off of more than 2,000 pupils in two years is a matter calculated to excite inquiry. It is true that this decrease is to a certain extent compensated by the fact that the average daily attendance has increased 2,821 during the same period.

Extending the comparison over a greater interval of time, the changes in the public school system can be more clearly discerned. In 1867 the average duration of the school was 9 months. In 1887 it 3½ months. In 1867 13 counties kept schools open 10 months in the year; in 1887 only 10 counties had schools open for a similar period. This apparent retrogression may be explained by the fact that in 1867 the white schools received \$359,226 from the State (being \$293,550 from the State school tax and \$62,676 from the free school fund), and in 1887 they received only \$309,846 from the State (being \$267,522 from the State school tax and \$42,324 from the free school fund). This loss of \$50,000 could have been easily met if the conditions had remained permanent. But with the gradual diminution of income from the State there came a gradual increase of necessary expenses, owing to the natural increase of population and the growing popularity of the public schools.

The number of white children enrolled in the county schools in 1867 was 71,060; in 1887 it was 95,331. In 1867 the average annual salary of a white teacher was \$316. In 1887 it was not quite \$300. In order to make a just comparison it has been necessary to limit the inquiry to white schools, because the colored schools had no aid from the State till the year 1872. In truth, the embarrassments of the white schools sprang indirectly from the establishment of the colored schools.

In 1872 the General Assembly appropriated the *entire proceeds of the State school tax* (\$525,000, more or less) to the support of the white schools, and \$50,000 additional to the colored schools. In 1874 the General Assembly appropriated "whatever sum may be paid into the treasury on account of the levy of the public school tax" to the white schools, and to the colored schools \$100,000. There was no interference with the law

and the custom of devoting the whole income of the State school tax to the white schools until the year 1878, when the General Assembly passed an Act requiring the amount set apart for colored schools, the appropriation to the State normal school, and the expenses of the State board of education, amounting in all to \$111,500, to be paid out of the annual proceeds of the State school tax.

The counties, with some exceptions, have done their best to make up the deficiency from this diversion of the State school tax, the county school tax having risen from \$335,371 in 1873 to \$457,802 in 1887. But there are indications that the limit, whether of ability or of inclination we need not inquire, has been nearly reached. The school year is growing shorter; the teacher's salary is growing smaller, and the necessary result will be a corresponding deterioration of the public schools. All that is needed is to go back to the condition of things in 1877, devote the whole proceeds of the State school tax to the white schools, and give from the general treasury the same proportion per capita for the support of colored schools. The \$100,000 now given by law to the colored schools is very nearly the proportion of the State school tax and the free school fund to which they would be entitled by a per capita distribution.

RECOMMENDATIONS FOR NEW LEGISLATION.

The following suggestions for the improvement of the schools and the advancement of education are made to the Legislature by Superintendent Newell:

1st. Necessary text-books for use in the school room should be supplied without charge.

2d. The State school tax should be 12 cents on the \$100, and the minimum county tax should be less.

3d. The State tax should be distributed to the several counties in proportion to the average enrolment of the pupils, white and colored, no pupil to be counted who has not made an attendance of at least 60 days (or 120 half days) in the year.

4th. The few remaining county academies should be made a part of the public school system.

5th. There should be but one school district trustee, in place of three under the present law.

6th. Every principal of a public school should be required to make a report at least twice a month, by postal card to the examiner, of the condition of his school as regards attendance, etc.

7th. Legal provision should be made for ascertaining accurately once in every two years, in the city of Baltimore and the several counties, the number of children of school-going age (say over six years and under sixteen), the number attending public schools, and the number attending private and denominational schools.

TEMPERANCE INSTRUCTION.

The General Assembly of Maryland at its last session enacted a law "to provide for teaching the study of physiology and hygiene, with special instructions as to the nature and effect of alcoholic drinks, stimulants, and narcotics upon the human system, in the public schools of the State and educational institutions receiving aid from the State," and inquiries have been made as to whether the law has been complied with. Early in the school year 1886-87 the State board of education revised the uniform course of instruction for use in the several county schools, and inserted physiology among the studies of the fifth and sixth grades of the district schools, and the seventh and eighth grades of the high schools. The result has been that while the number of pupils in the county schools studying physiology was reported in 1885 as 110, it rose in 1887 to 10,200. At the last annual meeting of the Association of Public School Commissioners this subject was discussed earnestly and intelligently. It was admitted that the full number of pupils contemplated in the law had not yet been reached, but an obstacle was mentioned which had not occurred to those who framed the law. In the majority of counties parents buy the books which their children need. They have thus an effective veto upon the teacher's wish to form classes in any study. In point of fact many parents refused to purchase the necessary text-books of physiology; but the teachers in these cases made such compensation as was possible by reading to the school from the text-book and giving the needed explanations and questions. It is hoped that the next annual report will show a decided increase in the number of pupils studying physiology; but the friends of temperance must bear in mind that more is needed than scientific instruction; the conscience must be enlightened and the will strengthened, and for these purposes other forces than legislative enactments must be brought into action. Let us hope that the beginning now made may be like the path of the just, "a shining light that shineth more and more unto the perfect day."

For additional information concerning education in Maryland consult the Index.

MASSACHUSETTS.

[From Report for 1886-87 of Hon. John W. Dickinson, Secretary of State Board of Education.]

There has been a gratifyingly large increase (993) in the number of pupils over 15 years of age. On the other hand, the number of very young pupils continues to diminish, 58 less being returned as under 5 years of age. The returns also show a decrease in the number of pupils intrusted to each teacher. This is a change in the right direction. The law now authorizes 50. This is an excessive number for one teacher to control and teach, but the agents of the board find many primary schools containing a larger number, sometimes as many as 70 or 80 little ones being crowded into a single room and in the care of a single teacher. Such schools can not be good schools. It is gratifying to know that the school authorities are convinced of this fact, and by multiplying the schools are making the conditions for work more favorable.

While the whole number of teachers employed has increased the number of men reported as teaching has slightly diminished. The average monthly wages of the men has increased \$5.62. These facts taken together seem to show that the decrease has been in the number of cheap male teachers. Last year several men were found keeping school for \$22 a month. The more rapidly the number of such is diminished the better will be the schools.

The high schools continue to prosper. The number of these schools is 229, an increase of 5; the number of teachers 701, an increase of 24; the number of students 22,406, an increase of 1,036. Of these 229 schools 42 are kept by towns which are not required by law to keep them. The marked growth of this grade of schools is doubtless due in a large measure to the continued influence of the free text-book law. The sum expended for sundries, including text-books and supplies, has decreased \$63,513.15. This was to be expected, as the first cost of supplying the schools under the new law was necessarily larger than the average would prove to be. The towns are now approaching the average expenditure for this purpose. This is undoubtedly much smaller than the expenditure under the old system.

The returns of private schools are defective. The whole number of pupils in such schools during the past year is reported to be 28,941. From official sources it is known that there were 30,000 pupils in schools maintained by the Catholic Church alone.

A detailed course of study for ungraded schools has been prepared, which is designed to aid the school boards of towns in preparing courses for their own schools.

ILLITERACY.

The State decennial census, taken in 1885, has disclosed the gratifying fact that illiteracy has not increased at so great a rate as the population during the last decade, and consequently is not so prevalent as it was ten years ago. This is true both for the native and foreign born population. In 1885 there were 122,263 illiterates, forming 7.73 per cent. of the population. Of these 122,263 illiterates of all degrees, 6.79 per cent. were born in Massachusetts, 4.53 per cent. in other States, while 88.63 per cent. were foreign born. The native born illiterates were, in 1875 and 1885, 1.33 and 1.29 per cent. of the total population, respectively, while the foreign born were 23.12 and 21.50 per cent. for the same periods.

The above figures include illiterates of all ages, many of whom have come into the State after reaching maturity, and are therefore beyond the reach of elementary instruction. If only the minors from 10 to 20 are taken into consideration they will be found to be only 9.92 per cent. of the total number illiterates, as against 11.09 in 1875.

For other information concerning education in Massachusetts consult the Index.

MICHIGAN.

NEW LEGISLATION—SESSION OF 1887.

Temperance instruction.—The law relating to instruction in physiology and hygiene was amended as follows: (1) Such instruction must be given by text-books in the case of pupils who are able to read and as thoroughly as in other studies pursued in the same school; the text-books to be used for such instruction shall give at least one-fourth of their space to alcoholic drinks and narcotics, and at least 20 pages in the highest grade. (2) Text-books used must be approved by the State board of education, the approval of the board of health no longer being necessary. (3) Each teacher of a public school must certify whether or not such instruction has been given in the school presided over by him or her. (4) School boards are subject to fine or forfeiture for neglecting to carry

out the provisions of this act. (5) This act applies to all schools in the State, whether incorporated under special charter or general laws.

Reports of township inspectors.—Reports of township inspectors are hereafter to be made to the county board of school examiners, instead of to the county clerk.

School libraries.—The provision authorizing the voters of a township at their annual meeting to apply any part of the township tax to the purchase of books for a school library, has been stricken out.

Examination of teachers.—(1) The board of school examiners of a county is to consist of two members elected by the chairmen of the township boards of inspectors, and of a secretary, who is to be *ex-officio* a member, elected by these two, acting with the county judge of probate. (2) The secretary is to hold two regular, and not more than six special, examinations annually; first and second grade certificates shall be granted only at the regular examinations. (3) In addition to the requirements heretofore in force, candidates for teachers must have attained the age of sixteen years. (4) Certificates of the first grade are made valid throughout the State; no special certificate shall be granted to a person who at any previous examination has failed to secure a regular certificate; holders of special certificates who have failed to present themselves for examination shall not have their certificates renewed.

Supervision of schools.—The secretary of the county board of school examiners, in addition to the duties heretofore prescribed, shall (1) visit, or cause his assistants to visit, each school in the county at least once a year; (2) counsel with teachers and school boards as to the courses of study and discipline; (3) make suggestions with regard to school buildings and grounds, heating, ventilation, etc.; (4) promote the improvement of schools, and the elevation of the characters and qualifications of teachers and officers; and (5) receive the reports of the township inspectors. Duties (2), (3), and (4) formerly devolved upon the chairman of the township inspectors; and (5) upon the county clerk. The provision authorizing county boards of examiners to hold special meetings to suspend or revoke the certificates of teachers is withdrawn.

The compensation of the secretary of the county board of examiners shall not exceed \$300 in counties having 30 districts or less, or \$10 a district in counties having over 30 districts, in no case to exceed \$1,500 per annum; he shall not receive any compensation until his reports, required by law, have been made and filed.

Crime and truancy.—Any girl from ten to seventeen years, a boy from ten to sixteen, who shall wilfully absent himself or herself from school or legitimate employment, or frequent a place where intoxicating liquors are kept for sale, or lounge upon the streets against the command of parents, or attend a dance, skating rink or show without the consent of parents, shall be deemed a truant and disorderly person. Any such minor, upon conviction, may be sentenced to a reformatory institution, provided the circuit judge or probate judge of the county has first approved the sentence.

[From Report for 1885-86, Theodore Nelson, State superintendent.]

TOWNSHIP SCHOOL DISTRICTS.

"During my brief connection with this department I have become convinced that there exist two radical defects in our present school system, *i. e.*, imperfect supervision and too many school districts. These defects have been noted and discussed at length by several of my predecessors, and I am simply falling into line with their views in urging the necessity of some change in these particulars. The argument in favor of consolidating the common school districts in each township is exhaustively presented by Hon. H. R. Gass, in the annual report of this department for 1883, and I shall only attempt to emphasize some of the facts presented in support of his advocacy of the proposed change.

"The inequality of the cost per capita for instruction incident to the present system is shown in the reports of the township inspectors on file in this office. The following cases are taken at random from the different counties in the State, and are not exceptional."

Superintendent Nelson then instances a number of cases to show this inequality in the cost per capita for instruction, in some districts it being six times as much as in others in the same county. He then goes on to say:

"Instances of a similar character could be cited from nearly every county in the State. Assuming that the districts reporting the least enrolment are the more sparsely settled and the less able to bear the burden of taxation necessary to support the schools, and adding to the cost of instruction the current expenses of the school, cost of buildings, etc., the inequality is most marked.

"While the inequality would not be entirely done away with in each instance by placing all the schools of the township under one management, the evil would be lessened very materially, and the school taxes would be equitably distributed over all the

territory comprised in the township. Nor is this all. The wages of all the teachers in the township would be more equally adjusted, resulting in supplying the same grade of instructors to all sections of the township.

"The adoption of the township district would naturally result in a uniform series of text-books for all the schools of the township. The advantages that would accrue from greater uniformity are self-evident, the only question being to what extent is uniformity desirable? Should it be confined to the district, the township, the county, or should it include the entire State? While I am not favorable to State uniformity and am somewhat in doubt as to the advisability of a county uniformity even, I am satisfied that a uniform series of text-books for all the schools of a township would be of great benefit to the district schools, and would simplify the adoption of county uniformity should it be deemed advisable."

STATUS OF TEMPERANCE INSTRUCTION.

"What is the exact *status* of temperance teaching in our public schools? The question is raised because it has been a matter of some inquiry, as well as controversy.

"While the duty to provide for special instruction in physiology is made mandatory upon all district boards, there is no special penalty provided for failure to comply with the law. With a view to ascertain to what extent the law was complied with, special efforts were made during the past year to secure reliable information upon this point. The returns from the graded schools are quite complete, but the reports from the district schools are not as satisfactory. The blanks furnished the school directors of the State by this department included the following query: 'Is physiology and hygiene taught in your school as provided in section 15, chapter 3, General School Laws of 1885?' Of the 6,897 districts in the State 2,313 answered 'Yes,' 1,789 answered 'No,' and 2,795 made no report. Among the latter are undoubtedly a number of districts in which the subject is taught, but it is, of course, impossible to form any reliable estimate of the number. The fact that more than 1,700 districts report that the subject is not taught indicate a very general disposition on the part of district officers to either ignore the provisions of law, or to deliberately disregard them. The fact that they reply to the query at all is evidence that they are not ignorant of their duties in this regard. To secure a general compliance with this requirement it is evident that a specific penalty should be imposed for non-compliance.

"The reports from the graded schools are much more complete and satisfactory. The blanks for special reports of graded schools included this question: 'In what grades is physiology and hygiene taught with special reference to the effects of alcohol, etc.?' Reports were received from 248 schools, of which all but 25 included replies to the above question. Seventy-eight report the subject taught in all the grades; 39 report it taught in the grammar and high school grades; 7 in the primary and grammar grades; 2 in the primary and high school departments; 12 in the grammar grade only; 82 in the high school only; 1 in the primary grade only, and 1 reported the subject not taught.

"These statistics show that the subject is taught in over 33 per cent. of all the schools of the State. While this showing is far from meeting the expectations of the friends of the law, some encouragement can be derived from the fact that the report for the school year ending September 3, 1883, the year before the statute above quoted went into effect, showed that only 653 districts out of 6,336 included physiology in their course of study. In four years this law has resulted in increasing the number of schools affording instruction in this important branch of study from 10 per cent. to 33 per cent."

For other information concerning education in Michigan consult the Index.

MINNESOTA.

NEW LEGISLATION.

Investment of State school funds.—A constitutional provision, adopted November 2, 1886, provides that the permanent school funds of the State may be loaned upon interest at the rate of 5 per cent. per annum to the several counties or school districts of the State, to be used in the erection of county or school buildings. No such loan shall be for an amount exceeding 3 per cent. of the last preceding assessed valuation of the real estate of the county or school district receiving the same. The State auditor shall annually certify to the county auditors the taxes necessary to be levied to meet the accruing interest and principal of such loans, adding 50 per cent. thereto; any excess collected shall be credited to the general funds of the respective counties or school districts.

School month; legal holidays.—In every contract between any teacher and board of trustees, or board of education, a school month shall be construed and taken to be 20 days or 4 weeks of 5 school days each. And no teacher shall be required to teach

school on Christmas Day, the First day of January, the Fourth of July, Memorial Day, or the day appointed by the President of the United States or the Governor of the State as a day of thanksgiving. And no deduction from the teacher's time or wages shall be made by reason of the fact that a school day happens to be one of the days referred to in this section. And any contract made in violation of this section shall have no force or effect as against the teacher.

Attendance.—In reckoning attendance all scholars enrolled shall be credited upon the days named in the preceding paragraph whenever they occur within the school term, the same as if school had been held and all had been present.

Office of State superintendent.—The superintendent of public instruction is allowed \$1,600 per annum for clerical assistance.

Teachers' institutes.—The sum of \$1,000, in addition to the sum now allowed by law, \$6,000, is to be annually appropriated for defraying the current expenses of State teachers' institutes, and for institutes of instruction in normal methods in the elementary departments of graded schools.

Minimum school age.—Children under 6 years of age may be excluded from the public school of a district by a vote of the board of trustees.

Apportionment of funds.—The State school funds shall be apportioned semi-annually in proportion to the number of scholars between the ages of 5 and 21 years, who have been enrolled and have been in attendance 40 days in the public schools, that have had at least 5 months of term within the year by a qualified teacher.

Length of school.—The minimum length of school of independent school districts has been lengthened from 12 to 20 weeks.

High schools.—The annual appropriation for State high schools is increased from \$23,000 to \$25,000.

Normal schools.—The annual appropriations for the State normal schools at Mankato and Saint Cloud are increased from \$15,000 to \$16,000, and a standing appropriation of \$5,000 made for that at Moorhead.

Temperance instruction.—It is made the duty of boards of education and trustees to provide for, and of teachers to give, systematic and regular instruction in physiology and hygiene, including special reference to the effects of stimulants and narcotics upon the human system. Any neglect of a teacher to give such instruction shall be considered sufficient cause for annulling his or her certificate. Teachers' certificates will, after January 1, 1888, be granted only to such persons as have passed a satisfactory examination in the above branches. Provision is made for withholding a part of its apportionment of the State school fund from any district where no arrangement has been made for such instruction. The superintendent of public instruction and the presidents of the normal schools are directed to recommend some suitable text-book.

School library list.—The superintendent of public instruction and the presidents of the normal schools of this State are directed to prepare a list of books, to be amended from time to time, suitable for school libraries, to include books of reference, history, biography, literature, political economy, agriculture, travel, and natural science; they shall advertise in at least two leading papers for the lowest rates at which sellers will fill orders of school districts for books selected from this list, and make contracts accordingly with the lowest responsible bidder for a period not to exceed two years.

Districts which have purchased books under these contracts are entitled, under certain limitations, to receive from the State one-half the sum so expended. An amount not exceeding \$10,000 is annually appropriated by the State for this purpose.

For other information concerning education in Minnesota consult the Index.

MISSISSIPPI.

[From Report of State Superintendent J. R. Preston, 1885 and 1886-87.]

DEFECTS HERETOFORE EXISTING IN THE SCHOOL SYSTEM.

The school system of Mississippi during the past fifteen years has been undergoing the phases of development incident to every enterprise requiring complicated machinery and involving important and often antagonistic interests.

Peculiar difficulties were encountered at the outset, chief among which were those arising from the dual character of the population, the larger portion of which were wholly illiterate and in the main non-tax-payers. It was not to be expected that a system of such magnitude could be perfected in fifteen years, or that laws could be enacted to operate unerringly in the solution of such a complex problem; hence, efforts to establish a system of free schools have been chiefly tentative and experimental, and they must so continue for many years to come.

From the stand-point of its development up to 1886 it was patent to all who had given the subject even casual consideration that the schools were not educating the children, and experiments showed conclusively that a revision of the law was needed to remove the causes of failure. These defects had been pointed out from time to time by previous superintendents, and may be stated as follows: (1) A want of qualified teachers; (2) too many schools; (3) no supervision and inspection of the teaching force; (4) a waste of the school fund by dividing the term into sessions of two months each.

Lack of qualified teachers.—When free schools were established the vital question was, how to get teachers of any kind. There were few qualified teachers among the whites, and to import aliens was a policy at once repugnant and injudicious. A supply of qualified teachers has been the prime need from the beginning, and the lack of them is the one great evil which has obstructed progress. A license to teach was within the reach of any tyro who could call to his assistance enough personal influence to induce a kind-hearted superintendent to waive an examination on the ground that the applicant needed the place and was represented as suited to the community where he proposed to teach. In some counties, it is true, where superintendents were bold enough to brave unpopularity and were animated by a determination to force poor teachers from the field, there were examinations, and in these counties the schools advanced constantly in efficient work; but the examinations were highly unpopular, as they always will be if left to the judgment of those who are not qualified to pass them.

Want of money to sustain the schools has done far less injury to the cause of education than this neglect to establish and enforce a uniform test of scholarship—a test which would insure competency by stimulating teachers to improve in knowledge year by year. The want of competent teachers has made the system weakest where it should be strongest.

Too many schools.—The location of schools under laws prior to 1886 was placed in the hands of supervisors. The law required the schools to be 3 miles apart, but with an exception providing for the pay of teachers in small schools which had located on account of impassable obstructions. The distance apart was generally disregarded, and the exception came to be the rule. By this means schools were located at the instance of every neighborhood faction. The education of the children was overlooked in the zeal to get a school located for a particular teacher, who resided in the neighborhood and needed a support. Indigence was the leading argument in favor of such applicants.

Counties were thus overburdened with little schools, where emulation among pupils was impossible, and where the pay was too small to employ proficient teachers.

This was a process of continual disintegration and too many schools was the result. The school fund was not equal to the demands made upon it, and local relief bills were passed to levy additional tax to make up the deficit.

Want of supervision.—When the people of the State wrested the government from the sway of aliens, the office of county superintendent had been debased in many instances by maladministration, and was virtually abolished, being changed into a mere clerkship and the salary reduced to a sum which was a meagre compensation even for that. The State was yearly spending three-quarters of a million of dollars, with no agents to see how it was spent, or whether the children were receiving an education.

Waste of the school fund by dividing the session.—It had become a practice in many portions of the State to divide the term into two sessions. This had its origin in the claim that in an agricultural country the children could not be spared from work for four successive months. The claim when made means simply this: That the people must make slaves of their children; that they must rob them of the opportunity to become intelligent citizens; that parents must have the labor, and neglect the education of their own offspring.

The people have not realized the significance of this evil, which, while it may give more labor, at the same time inevitably deprives of all education. The child who has toiled for his parent during eight months of the year can not be denied the right of securing during the other four months all the advantages which the State has provided for his education. •

LEGISLATION OF 1886.

The Legislature of 1886 sought to correct these evils by a revision of the school law, as follows:

(1) *Examination and pay of teachers.*—They provided for uniform examinations to test the scholarship of applicants to teach, and to classify those applicants so that they could be paid according to their qualifications, county superintendents being required to fix the salary of each teacher, with due regard not only to his scholarship, but also to his executive ability and the scholastic population of the district in which he was to teach. They established monthly institutes to improve the qualifications of teachers by disseminating among all the experience of the best.

(2) *New system of districts.*—They provided a system of districts to limit the number of schools and to make each school large enough to justify the employment of a competent teacher.

(3) *Supervision of teachers.*—They required the superintendent to inspect the work of the teachers and to see that it was properly done, and also to organize and manage the institutes for the advancement of teachers in the best methods of instruction and discipline.

(4) *Continuous school sessions.*—They required continuous sessions, so that the school fund might not be frittered away in worse than useless schools of only two months' duration, and provided that all schools of a term should be in session at the same time, so that the work of supervision and institutes might be systematic and effective.

(5) *Pay of teachers.*—The salary system based on the per diem average attendance had been a fruitful source of unjust discriminations and of many frauds. It was abolished and the pay for teachers of the different grades was fixed between a maximum and a minimum limit.

That these heroic remedies have created commotion and aroused opposition, says Superintendent Preston, is not to be wondered at when we take into consideration the number of barnacles that had to be shaken off when the work of repair and renovation was begun.¹

EXPENDITURE MADE COMPARED WITH RESULTS ACHIEVED.

That the State of Mississippi, in the last decade and a half, has spent on free schools nearly \$15,000,000—a sum almost equal to one-eighth of the entire assessable property—is a fact not calculated to inspire enthusiastic confidence in popular education, when it is viewed in contrast with the meagre advance made in educating those who have entered life and taken the obligation of citizenship since the State assumed control of the schools. The money has been spent, and it must be conceded by any fair-minded man that it has been largely squandered, producing inadequate results, doled out month by month to indigent and incompetent school-keepers, who were placed in charge of most sacred interests of the Commonwealth, in many instances without even the semblance of a test as to their capacity and fitness for the vital trusts confided to their care.

The most earnest advocate of popular education must stand appalled as he compares these vast expenditures with the scanty results; and the time is at hand when this comparison must be instituted.

NEED OF TRAINED TEACHERS.

Superintendent Preston utters it as his most positive conviction that the greatest need of the system to-day is a corps of trained teachers. The State has squandered enough money in the last decade on worthless incompetents to train twice the number needed to do the whole work. Many of the leading, progressive teachers, it is true, are equal in ability, enterprise, originality, and power to those of any State. But they alone can not carry the dead weight of the laggards, or relieve the teaching force of the truthfulness of the strictures that have been made upon it.

ECONOMIC ADVANTAGES OF THE NEW SYSTEM.

The average term was 78 days in 1885 and 84 days in 1887. This shows an increase in time of nearly 8 per cent. If the schools had continued as long in 1885 as in 1887, they would have cost \$905,451, nearly \$64,000 more than they cost in 1887. An increase of 6 days at the same cost, or a gain of \$65,000 for the same time, is the true economic advantage of conducting our schools under the law of 1886. Taking into consideration that these results were produced in the first year's trial of the law, it is but reasonable to expect that, when teachers are more carefully graded and their salaries scaled according to the provisions of the law, the school term can be still further lengthened and the total cost reduced.

The total receipts reported for the scholastic year 1886-87 are \$972,806.94, about \$100,000 more than in 1885. The reported expenditures are \$143,000 less than the receipts. A portion of this surplus has been consumed in taking up warrants previously issued and carried over, and in building school-houses in cities, but in the main it will be brought forward and will place the schools on a cash basis in most counties. At present about forty-five counties are practically on a cash basis. In the other counties from one-fourth to three-fourths of the warrants are discounted. With an economical administration of our finances for the scholastic year 1887-88 the next year can be begun on a cash basis in nearly every county in the State. This will put an end to speculation in

¹ Superintendent Preston writes, under date of March 13, 1888, at the close of the last session of the Legislature, as follows:

"The reform measures embodied in the law of 1886 stood the test, and the law was not changed materially, although there was considerable effort made to do so. We are now on a basis which will remain, and though the law is ahead of public sentiment, I am satisfied that it will draw the public up to its plane."

school warrants, an evil which has annually deprived teachers of thousands of dollars and proportionally decreased the aggregate value of their services.

For other information relating to Mississippi consult the Index.

MISSOURI.

[From Report for 1886-87 of State Superintendent W. E. Coleman.]

NEW LEGISLATION.

The last General Assembly, while making no radical changes in the school law, passed some valuable amendments, among which are the following:

Formation of districts.—The section relating to the formation of new districts and to the change of boundary lines, was greatly improved by simplifying the language and rendering the law more definite in its requirements.

Change of date of school census.—As the apportionment of State school moneys is made in July, the time for making the enumeration was changed from June to the first fifteen days in May, so that the county clerks can make their annual reports before the State moneys are apportioned; this enables the State and county apportionment to be made upon the enumeration in May of the same year.

Colored schools.—The three sections relating to colored schools were repealed and two new sections enacted, which outline the duties of the school boards in unmistakable language. Whenever there are 15 colored children within any school district, they are entitled to the same school facilities as are provided for the white children of the district; but when there are less than 15 in any district, they can attend any colored school in the county, and the board in the district from whence they come must pay for such attendance.

Powers of town and city boards.—The powers of town and city boards were enlarged, by giving them the authority to continue their schools for a term of not less than 7 nor more than 10 months in the year; by authorizing them to locate additional school sites after the first site has been located by the people; by authorizing them "as soon as the funds are provided" to establish an adequate number of primary or school wards, and furnish the same; and by authorizing them to loan any surplus "sinking fund," and apply the interest thereon to augment the said "sinking fund."

Normal school diplomas.—A diploma, granted by any one of our State normal schools, upon completion of the full course therein, is made authority for the holder thereof to teach in the public schools of the State without further examination by any authorized examiner, until said authority is revoked by the county commissioner, State superintendent, or the board that issued such diploma, for causes therein set forth.

RECOMMENDATIONS.

Among the changes in the school law recommended by Superintendent Coleman in the present report are the following:

(1) The establishment of efficient county supervision. This matter was entirely ignored by the General Assembly at its last session.

(2) Making the minimum school term 6 months.

(3) The enactment of a law enforcing the provision of the State constitution forbidding the appropriation of public funds for any sectarian purpose or in aid of any sectarian institution.

This law is being violated daily in many of the public schools of the State, and it results in prejudice and open opposition to the public schools in those communities where it is practised.

(4) The law should specify definitely in what language instruction in the primary schools must be given; two languages cannot be taught in these schools, at the same time, without great detriment to the teaching of English.

ARBOR DAY.

The 15th day of last April was observed by hundreds of school districts as Arbor Day, and thousands of trees and shrubs were planted in the school yards. It has been such a dry season that many of the trees did not live; besides, it was apparent that the date fixed was too late, therefore this date will be observed hereafter on Friday following the annual school meeting, which will be the first Friday after the first Tuesday in April; instructions are given to this effect in the school law; and April 6, 1888, will be observed as "Arbor Day."

For other information in this Report concerning education in Missouri consult the Index.

MONTANA.

Governor Leslie, in his report to the Secretary of the Interior for 1887, makes the following remarks upon education and school lands in Montana: "Montana is justly proud of her public and private schools. Liberal provision is made by direct taxation for the support of public schools, and good buildings have been erected for these people's colleges in all the populated portions of the Territory. Our cities and towns have substantial, commodious, and even elegant school buildings, and the most approved systems of graded schools, kept up for the larger part of the year. In fact, these schools will compare favorably with the schools, in towns of equal size in any of the States. These public schools are supported by direct county and district taxes, and penal fines for violation of Territorial laws.

"The county taxes can not be less than 3 mills nor more than 5 mills per dollar on the valuation of all taxable property. Districts may vote additional taxes for building, apparatus, and salaries of teachers.

"The amount of school money raised by direct taxation during the last year was \$223,871, and from fines in various courts \$6,466, making for public schools, \$230,337."

SCHOOL LANDS.

"Montana has been the home of the white man only a fraction over a quarter of a century; her people have no school fund except as they draft upon their estates by the process of taxation. The General Government has heretofore donated to our people for school purposes lands which consist of the 16 and 36 sections of each township and 72 sections for the support of a State university. But these lands are still held by the giver, and Montana has no title to or control over them. They have been selected and designated, so that the school mark is upon them. It therefore appears to be appropriate for me to ask your attention to this most sacred trust, involving the intelligence and virtue of the future population of this promising Commonwealth.

"I am advised, and believe the information to be true, that very much of these lands has been seized by certain persons, who have them fenced up and live upon them, and in this and other ways are appropriating and consuming their products, greatly to the injury and tending much to the destruction of this valuable school property, and I am assured that this species of taking for private uses of the wrong-doer has been going on for a number of years.

"Moreover it is a fact that already some portions of these school lands have been lost, in this, that a portion of them were found to have been appropriated before they were surveyed and designated for school or university purposes; and still another portion was taken as mineral lands.

"I ask for the people of Montana that such action be taken as will insure the immediate expulsion from these lands of every person who is engaged in their occupancy, cultivation, or selfish appropriation in any way, and that ample provision be made for their oversight and protection against trespass and spoliation."

For other information concerning education in Montana consult the Index.

NEBRASKA.

Reference is made to the Index for the statistical and other information concerning education in Nebraska contained in this Report.

NEVADA.

State Superintendent W. C. Dovey writes as follows: "During the year there has been a revival of interest in educational matters, both among teachers and the public generally.

"The State teachers' institute, held at Reno during Thanksgiving week, was the largest, most successful, and most profitable ever held in this State. Many teachers came from a distance of more than 200 miles to attend the meeting. A State teachers' association was organized, which already embraces in its membership a majority of all the teachers in Nevada. From three to four meetings will be held each year in different parts of the State, besides State teachers' institutes. One of the chief objects of the association is to arouse public interest in education, to the end that much needed legislation may be secured thereby.

"County supervision in Nevada is a failure, and must remain so as long as county superintendents receive an annual salary of from three to four hundred dollars only. My

predecessor, Hon. C. S. Young, made vigorous and persistent efforts to secure through the Legislature reform in county supervision, but without avail, for the session of the Legislature which met in January, 1887, passed an act making district attorneys *ex officio* county superintendents, thus destroying the last vestige of county supervision. Let us hope, if we can, that this retrograde legislation may produce, by its excessive viciousness, a reformation so long deferred."

For other information relating to education in Nevada contained in this Report consult the Index.

NEW HAMPSHIRE.

[From Report for 1886-87 of State Superintendent J. W. Patterson.]

RESULTS OF THE CHANGE TO THE TOWN SYSTEM.

The present State report affords material for a study of the results of the compulsory change from the district to the town system, under the law of 1885. It is found that the number of school districts has been reduced from 1,890 to 275, and that the number of districts organized under special acts is only 46, which is six less than were reported the previous year. There has been a decrease of 494 schools numbering 12 scholars or less,—schools that were not needed, but were necessarily kept up at a wasteful expenditure of public funds under the old system. Included in this number there were a few schools numbering more than 12 scholars. From the same cause, the average length of the schools for the whole State the past year has been 22.39 weeks, while the previous year we had but 20.37 weeks.

If we multiply this average increase of 2.02 by 2,276, the number of schools in the State, we shall have 4,598, which shows the total number of weeks of increase which the new law has given to the schools of the State.

The length of the village schools has not materially varied from previous years, but the outlying schools have increased, in towns which have united their small schools, from one-third to double their former length.

The number of enrolled scholars given in the report of 1886 is 64,219, while this year we have only 60,770. This apparent decrease has resulted from the opening of parochial schools, and from the more accurate returns of the school boards.

The number of teachers employed in the public schools under the new law is 679 less than under the old. The average wages of male teachers per month the past year has been \$41.03. The year previous it was \$40.22. The average wages of female teachers the past year has been \$24.46 per month, as against \$23.56 the year before. There have been 154 towns in which teachers from normal schools have been employed the past year, and only 142 the year previous. The average attendance to each school of the State has increased from 16.16 in 1886 to 18.73 in 1887. These are some of the results of the new law.

The new school law has run the gauntlet of misrepresentation and abuse for a year, and has come forth stronger in itself and in the number of its friends than when it entered upon its course. No law ever encountered, at the outset, bitterer or more groundless prejudices than this, and none ever disarmed opposition more quickly, and demonstrated its power to benefit the State.

The town reports, with hardly an exception,—and many of them were prepared by boards hostile to the law when elected,—comment favorably upon the results of the new system. There has been a more equitable distribution of educational opportunities than formerly, and, as a rule, better teachers have been employed and more careful supervision given to their work.

FREE TEXT-BOOKS.

By an act passed in 1883, any town or district may, at any lawful meeting, raise money, by taxation or otherwise, for supplying the scholars in the common schools with suitable text-books free of charge. A number of towns and cities in the State have adopted the law, and have been more than satisfied with the results. It has been found that school boards could purchase books for all the schools at less than two-thirds the cost to private parties; that the plan gave to boards an easy method of securing a uniform system of text-books; enabled them to reduce the number of classes to reasonable limits, and so enhance the educational value of a majority of the schools.

Superintendent Patterson recommends that the free text-book law be made compulsory instead of permissive, that the schools may become more absolutely free to the poor, and more efficient and beneficial to all.

The law is popular with teachers, parents, and scholars wherever it has been tested, and would seem to be the next step in the line of progress. With this system it will be easier to establish consecutive courses of study, now impossible by reason of a multitude of different books and classes; and the scholars will be ready for work on the first day of school.

SANITARY SURVEY OF SCHOOL-HOUSES.

A sanitary survey of the school-houses of New Hampshire was commenced by the State board of health about 2 years ago. A blank book containing 50 questions was prepared and sent directly to the teachers. In addition to the questions, a sketch of the ground plan of the house was asked for, and a page divided into squares was appended in order that the teacher might be able to draw the plan readily to any given scale.

The questions embraced all the important points connected with school-house sanitation. The size of the school-house, also the size of the different rooms, was obtained by actual measurement, and by a comparison of these in the report their accuracy was in a measure proved. Reports were received from 1,228 school-houses.

A study of these reports proves conclusively that the school-houses of the State were constructed without any reference to the amount of air space which science and experience have proved necessary for the welfare of the pupil. The average cubic air space per seat for all the schools reported upon is 173.8 feet, whereas 250 is the smallest tolerated by any standard authority, and then should be accompanied by suitable provisions for ventilation, a condition not fulfilled by the school-houses of New Hampshire. The average cubic air space per seat does not reach 250 feet in a single county in the State, the nearest approach to it being in Hillsborough County, where it is 244 feet.

The amount of lighting or window area necessary for a school-room has been variously estimated at from one-sixth to one-third of the floor space. In 1,068 school-rooms in New Hampshire, however, the lighting area is less than 16½ per cent. of the floor area, and in 488 rooms it does not exceed 10 per cent., and in 26 rooms it is 5 per cent. and under. Moreover, the windows are badly placed. If it had been the direct object to destroy the eyesight of the pupils, better plans could not have been produced than evidently exist in regard to location of windows in these rooms. The arrangement in most of the rooms is abominable, and can not fail to have an exceedingly bad effect upon the eyesight of the scholars. In 402 rooms there are windows directly in front of the pupils, a condition which should be prohibited by the strictest law. In 271 rooms light is admitted from all sides, and in 781 from three sides.

It is universally conceded, continues Superintendent Patterson, by all experts in school hygiene that, whenever possible, light should be admitted from one side only, and in no case from more than two sides of the room. In the latter case it must be in such a manner as not to produce cross lights.

Under the circumstances, then, it is no wonder that 600 near-sighted pupils are reported.

The condition of the public school-houses with regard to water supply, privies, cellars, heating, and drainage is equally unsatisfactory; in short, it may be said without exaggeration that the revelations of these reports are well calculated to excite alarm in the minds of persons sensible of the importance of good sanitary surroundings for school children.

Reference is made to the Index for other information concerning education in New Hampshire contained in this Report.

NEW JERSEY.

NEW LEGISLATION.

Consolidation of school districts.—The State board of education, upon the application of a majority of the trustees of each of the school districts of a township, not exceeding 4 square miles in area, may consolidate such districts into one school district. In each consolidated township district there are to be elected six school trustees, or two from each ward if divided into wards. Such trustees are to be subject to all the provisions of the law relating to district trustees now in force.

Loans to cities.—Any city may borrow money, not exceeding in the aggregate \$30,000, for the purchase of land and buildings for schools, and give bonds therefor.

Expenditures by cities.—Any city may raise by taxation and expend annually for current purposes a sum which, together with the State apportionment, shall be equal to \$15 per capita of average number enrolled.

Industrial education.—Whenever in any school district there shall have been raised, by special tax or by subscription, or by both, not less than \$1,000 (instead of \$3,000, as heretofore), for the establishment of a school or schools for industrial education, or for the purpose of adding industrial education to the course of study pursued in the public schools, there shall be appropriated by the State a like amount; also the State shall appropriate annually for the maintenance of such school or study a sum equal to that appropriated by the district, not exceeding \$5,000 in any one year.

Right of women to vote.—Women shall have the right to vote at any school meeting in any school district where they may reside.

School district bonds.—The bonds of the several school districts shall be a lien upon the real and personal estates of the inhabitants of said districts, as well as upon the property of the districts. District clerks shall report to the State superintendent each year the condition of the district indebtedness.

For other information contained in this Report concerning education in New Jersey consult the Index.

NEW MEXICO.

[From Educational Report of Trinidad Alarid, Territorial Auditor, for 1886-87.]

No complete statistics of education in New Mexico have been collected since the United States census of 1880. Those given in the educational report of the Territorial auditor for 1886-87, a summary of which appears below, are not only very defective as regards the number of counties reporting, but bear internal evidence of unreliability. The school population (five to twenty years) is less than that reported by the census of 1880, one county reporting a school population of only one-fourth of the enrolment. Sierra County reports an average daily attendance more than three times as large as the enrolment.

Superintendent Parker, of that county, makes some very pertinent suggestions tending to more complete and accurate reports by teachers and school officials.

STATISTICAL SUMMARY.

	Number of counties reporting (14 in Territory).	Report of these counties for 1886-87.	Whole Territory in 1880 (U. S. census).
School population (5 to 20).....	All.	36,435	40,415
Enrolment.....	9	13,136	4,755
Average daily attendance.....	10	11,024	3,150
Teachers { Males.....	9	227	128
{ Females.....	8	74	36
{ Total.....	12	414	164
Duration of schools, in days.....	8	57	
Salaries of teachers.....	6	\$33,313	\$23,002
Total expenditure.....	5	\$37,018	\$28,973
Value of school buildings.....	6	\$68,204	\$13,500

GROWTH OF THE PUBLIC SCHOOL SYSTEM.

The above figures, incomplete and unsatisfactory as they are, establish the fact that there has been within a few years a notable improvement in educational affairs in New Mexico. The enrolment in nine counties during the past year was nearly three times as great as that of the whole Territory in 1880, and a corresponding advance in other respects may be noted. Seven years ago there existed scarcely anything deserving the name of a public school system; only about 4 per cent. of the population were enrolled in the public schools against an average of over 20 per cent. for the United States. There are now probably about 12 per cent. enrolled, and a well-defined school law in operation which will serve as a stimulus to the further development of an organized and unified system.

PRESENT CONDITION.

In regard to the present condition of the schools Governor Ross says in his annual report: "There has been a marked improvement in the educational affairs of the Territory during the past year. There is a growing appreciation among the native people of the necessity and advantages of acquiring an education in the English language, and in the American methods of thought and of business and general affairs.

"A compulsory school law was enacted by the last Legislative Assembly, which, though crude, is a step in the right direction, and its general effects will be good. The number of public schools has been largely increased throughout the Territory, and the attendance improved correspondingly, as has also the general morale of the system. The public

school system is assuming a condition of coherency which has not characterized it heretofore. The superintendents are generally intelligent, educated gentlemen, with good capacity for organization, and devoted to their work, and the good results of that work are manifest in the reasonably rapid improvement, often under adverse circumstances, which is observable."

One of the most encouraging signs is the increased interest in education noted in the reports of the county superintendents. In San Miguel County "the attendance is two times, and in many places three times as much as in previous years." In Sierra County the superintendent visited a school, and "before the close of the afternoon session, not less than fifteen persons, parents, relatives, or friends of the pupils, visited the school. * * * With such sentiments prevailing among the people a proper enforcement of a good school law must produce great results for good in the near future."

COMPULSORY ATTENDANCE.

The compulsory school law contains no requirement as to age, leaving all the "school population," *i. e.*, those from 5 to 20 years of age, to come within its scope. With regard to the character and effect of this law Superintendent De Baun, of Socorro County, writes: "The new compulsory (?) school law, although imperative, is having a good effect in some districts where it is thoroughly understood, and at least has proven that a proper compulsory law would have the desired effect and cause a better attendance. In many of the native districts it has been customary for parents to keep their children away from school for frivolous reasons, such as doing small chores, etc., and the teachers and directors have heretofore been unable to put a stop to the abuse; but now a threat to resort to the so-called compulsory law has the desired effect quite frequently, and compels a better attendance. While it is true that many of these people are very poor and almost unable to live without the work of their children, especially of those who have reached an age when their labor is of some value, yet even the parents in many instances are beginning to appreciate the fact that in at least an ordinary education lies all hope for an improvement of their condition. It is possible that in the near future a compulsory law, not quite as crude as the last attempted legislation, will be passed, in which case the lawmakers might conclude that five years is too tender an age to compel children to regularly attend school. They will learn more at home, devoting even less than one hour a day to their simple studies; and when it is considered that some districts are miles in extent and but sparsely settled, such a law is not only cruel, but impossible of enforcement."

TEMPERANCE INSTRUCTION.

Superintendent Parker also reports: "Only one pupil in the county has been instructed in physiology during the year. Instruction in this subject and in the effects of alcohol and tobacco on the human system, I deem of the greatest importance, and in compliance with the recent act of Congress on this subject I have determined to require of teachers a thorough knowledge of these branches."

PRIVATE SCHOOLS.

The public school system continues to be supplemented largely by private schools in which all the branches of a good English education are taught. The Catholic Church supports fifteen such schools in different parts of the Territory. According to Governor Ross the capacity of these schools ranges from 40 to 300 pupils, and they are generally well patronized and successful.

The value of private school property in Santa Fé County is \$150,000 against \$27,100 for public school buildings.

SCHOOL LANDS.

"The usual provision for school lands," says Governor Ross, "applies to this Territory as to all others. But they, being in no sense the property of the Territory or under its jurisdiction, no steps have been taken or can be taken for their utilization. Ordinarily the Territory on admission into the Union would be entitled to 4,305,920 acres for school purposes, but this amount will of course be materially diminished by the appropriation of some millions of acres to the satisfaction of grants made by the Spanish and Mexican Governments prior to the acquisition of the country by the United States. There will still be left, however, over 3,000,000 acres to the school fund of the State—sufficient for the very handsome endowment of schools, even after discarding from the estimate the worthless and inaccessible lands lying in mountain ranges, if the trust shall be honestly and properly administered."

For other information concerning education in New Mexico, consult the Index.

NEW YORK.

[From Report for 1896-98 of State Superintendent Andrew S. Draper.]

The total expenditure for common schools exceeded that of last year by nearly half a million dollars; nearly 97 per cent. of this increase belongs to the cities. Of the increase in the value of school property, less than 1 per cent. is reported from the towns.

CONDITIONS OF EDUCATIONAL WORK IN DIFFERENT PARTS OF THE STATE.

In the cities.—As would be expected, the greatest energy and vigor are manifest in the cities and larger villages. Here extensive buildings, with such modern appliances as experience has shown to be most essential to school purposes, are provided; and instructors, who enjoy what amounts to a life tenure of office with fair compensation paid at regular and stated intervals, are employed. The terms cover about forty weeks each year. The text-books are uniform in all the schools subject to the same management, and are the latest and best in the world. The courses of study are systematically arranged. There are incentives to promotion and graduation. The schools are commonly supervised by competent superintendents, who perform their work intelligently and thoroughly. These superintendents form a sort of enthusiastic and progressive educational brotherhood; they are in frequent communication, either directly or through educational journals; they hold conferences at least annually for the discussion of matters involved in their work; and they are quick to seize upon suggestions which give promise of good results. The outcome of this is that in the schools under their supervision there is very general similarity in the methods and system employed, and these are ordinarily of proved and acknowledged excellence.

Yet school work in great cities is encompassed with innumerable perplexities. The conditions of life among the people are widely different in all localities, but these differences are multiplied and intensified in great and thickly settled communities. All classes meet in the public schools. The schools are large. The grading and classification of pupils are necessarily close and arbitrary. Individuality disappears, and there is small opportunity to bestow special care upon those personal traits of character and genius which in smaller and less mechanical schools are developed and cultivated so advantageously. The exactions and controversies of politics unfortunately encroach more upon the administration of school affairs in large places than in small ones. The people are farther removed from the schools, and they manifest less interest in them because they have less responsibility and power in managing and directing them. It not infrequently happens, also, that the law gives the granting of appropriations for the extension or even the maintenance of a city school system with the common council, or some board which, in either case, was chosen without any reference to the schools, and which seems bound to offset its extravagances in other directions with severe parsimony towards the schools.

In the country.—But nearly half the children of the State are in the rural districts. Here the schools are very much smaller, and of course there are many more of them. There are 11,253 school districts in the State outside of the cities. Of these there are 82 in which the entire property of the district has an assessable valuation of less than \$5,000. There are 457 districts in which the valuation is under \$10,000; 1,578 districts are under \$20,000; 2,423 districts have a valuation above \$20,000 and under \$40,000; and 7,252 districts have a valuation above \$40,000. It necessarily follows that in a great many districts the tax rate must be large or the receipts must be excessively small and the people very commonly feel poorer than they really are. In many cases the school-houses are cheerless and entirely unfit for use, but it seems as though the legislation of last year must work a reform in this direction. In these rural schools the work done depends almost exclusively upon the character and capability of the teacher. There is no "system" to fall back upon, no machine which will turn out passable work, whether or no. If the teacher is discerning and bright and enthusiastic, results will frequently be attained which surpass any accomplished in the great schools; if indifferent, the results are of no consequence. Good teachers will of course soon find places in the larger and wealthier districts. All teachers are entitled to consideration, for their work is trying and exacting; but this is more strikingly so of those in the cross-roads districts than elsewhere. Their pay is small; prior to the legislation of last year it was received only after many months of labor, and the wrong is not yet altogether set right. Their work is not confined to a single grade; they must meet the requirements of all grades and all classes. They must lay out their own course of study, if they have any. Text-books are frequently antiquated; there is no uniformity, even in the same school, and frequently not in the same class, and the teacher finds it impossible to work an improvement. The school is very likely maintained only twenty-eight weeks in the year, just long enough to share in the public moneys. Attendance is irregular. Trustees drive

hard bargains, for the number of young persons who want the place is very large. Continual change in the teachers is the order of the day. The time of the employment is but for a single term, and frequently the trustee undertakes to make it by the day or the week, in order that he may be free to make a change at any time, or that he may withhold pay, in violation of the spirit and intent of the statute, for the week occupied in attendance upon a teachers' institute. Supervision amounts to little or nothing, for distances are great, during a good part of the year roads are impassable, and it is physically impossible for the commissioner, with generally more than one hundred schools under his charge, to visit each very frequently.

In view of the foregoing considerations, Superintendent Draper recommends for serious inquiry, *first*, whether it would not be well to lengthen the term of office of sole trustees, or to provide that in all cases there should be at least 3 trustees, 1 of whom only should go out each year; or *second*, whether it is not advisable to discontinue the district as the unit of school government and unite all the schools of a town under one management and support them all by a common tax; and *third*, whether teachers should not be employed at the beginning of the school year for the whole year, unless removed within the year for cause, on account of moral delinquency, of improper conduct, or of being unable to properly fill the position.

ATTENDANCE.

There is a large uneducated class in the State, and our statistics show that it is growing larger. The attendance upon the schools does not keep pace with the advance in population. Recent legislation forbids the employment of children under 13 years of age in any manufacturing establishment, but no adequate provision is made for gathering them into the schools, and the number of children in the streets grows more rapidly than the number in the schools. Indeed, nothing practical has ever been done in this State by way of compelling attendance upon the schools. The result is sadly apparent and the premonitions are full of warning. Some occurrences of the last year have particularly aroused public interest in the matter and point to the wisdom of painstaking consideration and vigorous action.

To be sure, we have a compulsory education law upon our statute-books, but it is a compulsory law which does not compel. It has never been acted under to any considerable extent, and, this being so after 14 years of trial, it is fair to presume that it never will be. In my opinion there are good reasons why it has never accomplished what was desired of it. In the first place it requires members of boards of education to look after and apprehend delinquent children, and it is unreasonable to expect that officials elected only to manage the schools, and who serve without pay, will devote the necessary time, or that they will engage in work which should devolve upon a policeman or constable, or some other officer specially charged with and paid for such service. Again, the penalties provided for in the act run mainly against children, and no people will be swift to enforce penalties against children for delinquency, not amounting to crime, for which they are not so properly answerable as are their parents or guardians. The penalties in the act which go against parents are mere fines, so inconsiderable as to be ridiculous, and the machinery provided for collecting them is too cumbersome and expensive to be commonly made use of. Moreover, the act requires that children under 14 years of age should attend for at least fourteen weeks in the year. Attendance for so small a part of the year is hardly of enough importance to justify any serious effort to insure it. Again, the law does not require communities to act in the matter, nor does it provide any adequate school facilities for the accommodation of delinquents if brought in.

ARCHITECTS' PLANS FOR SCHOOL-HOUSES.

Chapter 675 of the Laws of 1887 directed the State superintendent to secure and publish the most improved designs for school-houses to cost from \$600 to \$10,000, to accompany them with appropriate suggestions in relation to the preparation of the grounds, and the arrangement of the building with reference to heating, ventilating, sanitation, etc., and then to publish for gratuitous distribution. In carrying out this direction, I invited competition among architects and secured the presentation of fifty-eight different designs distributed in six classes. The most artistic and perfect designs will be published as early as practicable, and it is confidently expected that as a result of this movement the coming years will witness a greatly improved class of school-houses in the rural districts of the State.

PROMISE OF AN EDUCATIONAL RE-ORGANIZATION.

There seems to be unmistakable promise of an educational re-organization and revival in this State. Public occurrences during the year have forced the subject upon the attention of the people. Our supervisory officers and teachers are coming more and more to realize the importance, as they are striving more and more earnestly to accomplish the organization of a comprehensive, symmetrical, and harmonious State educational

system, in which the district schools, the union schools, the high schools, the academies, the normal schools, and the colleges and universities shall have their appropriate place, and shall not rival or antagonize, but arrange their courses of instruction so as to support and supplement each other and work intelligently together for a common and beneficent purpose.

NORTH CAROLINA AND OHIO.

Reference is made to the Index for the statistical and other information contained in this Report concerning education in these States.

OREGON.

[Special statement furnished the Commissioner of Education.]

EDUCATIONAL PROGRESS.

State school fund apportionments.—Below is presented a schedule of the annual apportionment of the State school fund for the past nine years, beginning with the year 1879. This table exhibits a steady and healthy growth and excellent management on part of the State boards of school land commissioners:

State apportionment for 1879.....	\$36,137.15
State apportionment for 1880.....	45,903.54
State apportionment for 1881.....	51,778.40
State apportionment for 1882 ^a	45,651.20
State apportionment for 1883.....	48,353.25
State apportionment for 1884.....	55,400.25
State apportionment for 1885.....	59,046.70
State apportionment for 1886.....	74,571.32
State apportionment for 1887.....	87,217.00
Total	504,058.81

In addition to this, special attention is called to the following statistical summaries. This exhibit indicates a marked improvement in the public school work of the State:

STATISTICAL SUMMARIES.

[For the school years ending the first Mondays in March, 1886 and 1887.]

	1886.	1887.	Increase or decrease.
Whole number of organized districts in the State.....	1,371	1,491	I.....120
Number of districts reporting.....	1,309	1,464	I.....155
Whole number of persons reported between 4 and 20 years of age	82,860	87,217	I.....4,357
Number of pupils enrolled.....	49,176	53,025	I.....3,849
Daily average attendance.....	35,054	37,406	I.....2,352
Number of teachers employed in public schools.....	1,861	2,089	I.....228
Total value of school property.....	\$1,239,993.00	\$1,269,918.06	I.....\$29,925.06
Average salary paid male teachers per month.....	\$46.18	\$45.78	D.....\$0.40
Average salary paid female teachers per month.....	\$34.74	\$34.79	I.....\$0.05
Value of school-houses and grounds.....	\$1,144,384.00	\$1,159,747.50	I.....\$15,363.50
Value of school furniture.....	\$84,657.00	\$97,261.26	I.....\$12,604.26
Value of school apparatus.....	\$10,907.00	\$12,809.30	I.....\$1,902.30
Number of male teachers employed.....	807	919	I.....112
Number of female teachers employed.....	1,054	1,170	I.....116
Number of applicants for teachers' certificates.....	1,418	1,652	I.....234
Number of teachers employed holding first-grade certificates	1,204	1,353	I.....149
Number of teachers employed holding second-grade certificates	677	733	I.....56
Amount of funds in hands of district clerks at beginning of year ending March 1.....	\$76,770.40	\$100,223.26	I.....\$23,452.86
Amount raised by district tax.....	\$131,580.08	\$165,446.65	I.....\$33,866.57
Amount raised by 4-mill county tax.....	\$259,761.44	\$286,377.33	I.....\$26,615.89
Amount received from State school fund.....	\$76,565.11	\$85,625.29	I.....\$9,060.19
Amount paid out for teachers' salaries.....	\$375,158.49	\$413,515.36	I.....\$38,356.87
Amount paid for repairs on school-houses.....	\$12,066.73	\$18,371.46	I.....\$6,304.73
Amount paid for school furniture.....	\$8,979.38	\$9,841.23	I.....\$861.85
Amount paid for incidentals.....	\$11,531.33	\$19,962.04	I.....\$8,430.71
Amount paid for school apparatus.....	\$1,853.62	\$3,511.24	I.....\$1,657.62
Amount paid for school-house sites.....	\$1,779.81	\$8,593.00	I.....\$6,813.19
Amount of State school funds apportioned to the several counties.....	\$74,571.30	\$87,217.00	I.....\$12,645.70

^a Year of the rust.

NEW LEGISLATION.

Salary of State superintendent.—The salary of the State superintendent of public instruction has been raised from \$1,500 to \$1,800.

Salaries of county superintendents.—The annual salaries of county superintendents are to be determined by the county courts; the salaries now being paid, however, are to be maintained.

Teachers' institutes.—Each county superintendent is required to hold annually a teachers' county institute for a term of not less than three days; all teachers in the county are required to attend, and the county superintendent may at his discretion revoke the certificate, reduce the grade, or refuse to grant a certificate to any teacher who refuses to attend a county institute without cause.

Examination of teachers.—In each county there is to be a board of county examiners, composed of the county superintendent and two persons appointed by him. This board is to hold quarterly examinations for the benefit of persons desiring teachers' certificates. Such certificates shall be valid only in the county where given. They are to be of three grades, and to continue in force two years, one year, and six months, respectively:

(1) Certificates of the first grade are issued to persons who have taught at least twelve months and have attained at examination in the branches required by law, an average of 90 per cent. of all questions asked, without falling below 70 per cent. in any one branch.

(2) Certificates of the second grade are issued to persons who have taught not less than three school months, and who have made at examination a general average of 80 per cent. without falling below 60 in any one branch; second-grade certificates shall not be issued to the same persons more than twice, and then only upon re-examination.

(3) Certificates of the third grade will be granted to persons who have made a general average of 70 per cent., without falling below 40 per cent. in any one branch. Certificates of the third grade will not be renewed, and will not be issued to the same persons more than once. Temporary certificates or permits to teach may be granted by the county superintendent upon examination in cases of necessity, and valid only until the next regular public quarterly examination.

For other information concerning education in Oregon consult the Index.

PENNSYLVANIA.

[From Report for 1886-87 of E. E. Higbee, State Superintendent.]

GENERAL STATEMENT.

The general advance of the schools during the past year has been very satisfactory. Fifteen new school districts have been formed, making the present number 2,281. The increase in number of schools has been 379, making the total at present 21,062. The increase in number of graded schools has been 357, making the present number 9,444. Four superintendents have been added to the work of school supervision, making the present number 115. The increase in number of teachers has been 519; male teachers 340, and female teachers 179, making the present total 23,822. There has been a slight increase in the average monthly salary of male teachers, and a small decrease in the average monthly salary of female teachers. The average monthly salary of male teachers is \$38.53, and of female teachers \$29.86. The length of school term is steadily advancing. The average term is now 7.75, an increase of .62. The increase in number of pupils, excluding Philadelphia, has been 9,235. Many new and excellent school buildings have been erected throughout the Commonwealth.

RECENT LEGISLATION.

State appropriation.—The increased appropriation of \$500,000 to our public schools ought to give great encouragement to our educational work, removing the necessity of too severe local taxation. In our centres of advanced culture, it is true, schools will be vigorously carried forward at any cost. Here the public sentiment is such as to enforce a proper attention to the young. But in the many sections of the Commonwealth where the benefits of intellectual discipline are not so fully recognized, schools will not advance if made to depend too largely upon local taxation. Here the absence of culture shows itself in the want of interest in the same. In our judgment, therefore, the increased appropriation will greatly aid the department in bringing the schools, especially of such sections, up to a higher standard of efficiency. There must be care, on every hand, that the increased fund be rightly applied. It is for the good of the schools. It must not be used by the townships or school districts in such way as to lessen their own vigorous support of the schools.

Minimum school term—six months.—We are gratified that at last the minimum school term has extended to 6 months. The teachers of the State have been urging this for years. By the Act of May 8, 1854, the minimum term was fixed at 4 months, and so it continued for 18 years. By Act of April 9, 1872, it was extended to 5 months, and so continued until this year. It is surprising that during all this time about 800 townships or school districts, embracing nearly 6,000 schools, failed to increase the term a single day.

It must not be supposed for a moment that the Legislature, in fixing the minimum term now at 6 months, intended to favor so short a term or to establish it as a proper standard. The aim of the law is to lengthen short terms, not to shorten long terms; and it is an encouraging fact that our average school term is quite beyond what has been fixed as the minimum term, and is steadily advancing.

The benefits of this law must be apparent to any one. It will give, during the coming year, one additional month of school discipline to over 225,000 children in Pennsylvania. We must guard against weakening the benefits of this law to teachers as well as to children. Directors should not make the teachers bear the burden of this effort to advance, by lowering their monthly salaries so as to make the cost the same as before. Any conduct of this kind will rapidly show its evil effects. Good teachers will be driven to other and more advanced districts, and a lazy indifference soon characterize the district in which it is practiced. We are satisfied, however, that only in rare cases will any such course be pursued. On the contrary, we feel convinced that it will not be long before a school of only 6 months will be regarded as an anomaly.

Employment of children.—The act prohibiting the employment of children under 12 years of age to work in or about mills, manufactories, or mines, should insure, in many localities, largely increased school attendance of children under the age named. To be made properly effective, this law should be supplemented by legislation requiring a careful school census under direction of the authorities of each school district in the Commonwealth, and providing for the appointment of inspectors, whose duty it shall be to see that its provisions are not violated by employers. Thus fortified, and the law properly enforced, it would prove a vast boon to the children and result in great good to the State.

The act referred to is as follows:

"SEC. 1. *Be it enacted, etc.,* That it shall be unlawful for any person, persons, firms, companies, associations, or corporations, to employ any child under the age of 15 years to do any work in or about any mill, manufactory, or mine in this Commonwealth.

"SEC. 2. That any person, persons, or corporations who may violate this act shall, on conviction, pay a fine of not less than \$20, nor more than \$100, at the discretion of the court. Said fines, arising from the violation of this act, shall be paid to the treasury of the proper county where said violation shall occur."

Approved June 1, A. D. 1887.

For other information concerning education in Pennsylvania consult the Index.

RHODE ISLAND.

[From Report of Thomas B. Stockwell, Commissioner of Public Schools, for 1886-87.]

ATTENDANCE.

The falling off in attendance the past year is due to two prominent causes: first, the prevailing sickness throughout the State, and secondly, the negligence upon the part of the authorities of certain places in enforcing the compulsory law.

Seldom has a single year witnessed such widespread sickness throughout the State. In not a few towns or localities schools have been closed for absolute lack of pupils, and in other cases the absentees for this cause have often numbered half the school. The diseases have seldom been of a violent nature and but few deaths have occurred among the school children, but the work of the schools has been very greatly interfered with, and the average attendance brought down quite low.

The average is also very materially affected by the rule, which is quite generally enforced now, that when a child is sick with any of the ordinary zymotic diseases all of the other children of the same family are to be excluded from school. At first sight such a rule may seem rather harsh, but a little reflection will convince one that such a course is in the interest of the general health, and hence of every one. There is no question but that such a rule, strictly carried out, will tend to restrict such diseases to comparatively narrow limits, and even to aid rather than hinder the school work.

As regards compulsory attendance, the truant law is ignored and practically nullified in the city of Providence and some other places. This is due in the main to indifference.

By the terms of the law its enforcement is made very largely dependent upon those who have had little or no interest in the question of education, and who, therefore, can be expected to have but very limited knowledge of the issues involved and the necessity for action. Again, the enforcement of any such law will inevitably at times and in places interfere with the personal interests of parties holding prominent positions or exercising considerable influence, and the official finds it easier to yield to such influences than to withstand them. But back of these causes lies the fact that as yet the people have not become sufficiently aroused to give voice to their belief. There has not been a sufficient recognition of the necessity for action, or that any great number were in real need of the law's intervention in their behalf. When the facts come to light, public sentiment will demand a more thorough enforcement of the law.

A sufficient time has not elapsed since the enactment of the revised truant law to say definitely how beneficial the changes have been. It should have, however, the effect of stimulating attendance, as did the original truant law enacted four years previously. In every town there is now at least one truant officer, and a truant ordinance has been enacted. The machinery for carrying the law into general effect therefore exists. But it is to be noted that in some places it is almost, if not quite worthless, for the lack of any suitable provision for the compensation of the truant officer. Still, if only the meagre amount of work be done, for which provision is made, that will have a very healthful effect, and if even that be maintained much good can be accomplished. Because the whole work can not be done is a very poor reason for not beginning it and doing what can be done.

NUMBER AND SIZE OF SCHOOLS.

The number of ungraded schools has diminished by 7 during the year, while the graded schools have increased by 32. This shows that the movement of the population is still from the farms and rural sections of the State to the centres, and that the advantages of education are being curtailed for those who remain. For it seldom happens when a district becomes so sparsely settled as to be no longer able to maintain a school, that there are no children left there; hence, when the school is abandoned, the two or three who survive are obliged to travel two, three, or more miles, or go without an education. There is an evil here that can be met only by adopting some scheme or plan of school maintenance different from that which so generally prevails in the towns of the State. In such cases the locality or district is absolutely unable to make the proper provision for the children, and unless the unity of interest and responsibility, which really inheres in the town and State, be recognized and acted upon, they will go uncared for.

The increase in the number of graded schools is partly accounted for by the fact that in several communities additional schools have been provided, thereby relieving schools greatly overcrowded. This has been done to such an extent as to reduce the average number belonging to each teacher from 35 to 33.

TEACHERS.

There has been an increase this year of 35 in the number of different teachers, and of 40 in the number regularly employed. It is an encouraging sign to note that the gain in permanent teachers is the greater of the two. It shows a tendency to permanency that is desirable, and it also indicates that correct views as to the proper number of pupils for one teacher are beginning to prevail. No teacher can do passable work with from 50 to 75 pupils, and it is an act of cruelty to both teacher and pupils to compel them to make the attempt.

There has been an increase in the wages of teachers of \$2.82 per month for males and 53 cents for females. These results are probably due in great measure to the effects upon the smaller towns of the increased State appropriations. They have been enabled in many cases to offer sufficient inducements to normal graduates and teachers of experience to hold them, and thus have been secured unusual advantages. One effect of this has been that at no time during the year have there been any such teachers waiting for places. The demand has always been ahead of the supply.

FREE PUBLIC LIBRARIES.

The number of public libraries has been increased by two, and there are now pending action for organization several libraries in various parts of the State, so that it may be safely said that the general interest in this branch of the work was never greater than at the present time.

The total amount appropriated for the aid of the thirty-seven libraries was \$3,950. The total number of books in all the libraries was 133,484, an increase of 10,442 volumes from last year. The circulation is 293,212, or 6,004 less than for the previous

year. The falling off is mainly in the two largest libraries, those of Providence and Pawtucket, while in the smaller libraries the circulation was fairly well maintained. It is impossible to explain these fluctuations in the circulation of the libraries, but unless they are of a much more serious character than any yet noticed, they afford no cause of apprehension. It is probable that any series of years will show a gain, either for the whole number, or in the case of any individual library, unless some special circumstances have intervened to bring about a different result.

The number of new patrons enrolled during the year was 6,422, about 400 more than last year. This shows that the libraries are interesting more and more of the people each year. To be sure they may not hold them all steadily, but having once availed themselves of the privileges, they will ever and again return.

SCHOOL ACCOMMODATIONS.

In connection with the subject of the enforcement of the Truant and Absentee Law, there has frequently arisen that of accommodations for the children. In a number of instances it has been openly claimed that the school-houses would not hold all that would seek admission if the law were to be thoroughly enforced, and that, therefore, there was nothing to do but let it go. Again, it not infrequently happens that a school-house becomes utterly unfit for use, and still the majority of the voters will refuse to make any provision for better accommodations, claiming that it is "as good as they had," or that they have no use for it and they don't care whether there is any school or not. It has happened that there was but one voter in a district where there were over fifty children, and if he declined to move, it was absolutely impossible to raise the necessary funds to make the school-house fit for occupancy.

If the State is to make provision as she does for the education of *all* the children of suitable age within her borders, it would seem as though they should be furnished with the opportunity to obtain that education; that no false policy of economy on the part of a town, or selfish indifference on the part of a few persons who happen for the time to be in a majority in a district, should stand in the way of providing fit and abundant accommodations for them.

From the beginning, the law of Rhode Island has recognized the importance of this point and has made partial provision for securing its proper care. Where the district system prevails, the town school committee are made the judges of the fitness of the school accommodations to the extent of determining whether they are suitable, but not as to their extent. If in their judgment a school-house is unfit for use by a school, they have power to condemn it, whereupon the district can no longer draw any portion of the "public money" for the support of its school. In this way the State has sought to *compel* districts to live up to their responsibilities, and it has unquestionably in many cases, both directly and indirectly, accomplished its purpose.

But there are instances where even the alternative of the loss of the school would not move the hard-hearted tax-payer. Moreover, under the town system there is no such opportunity for compulsion, as there is no one between the committee and the town. It is therefore necessary, in order to carry out the ideas of the founders of our system, that the laws be so amended that in case of obdurate municipalities or districts refusing to conform to the demands of the properly constituted authorities in these matters, they may be compelled to give heed thereto.

GENERAL CONDITION OF THE SCHOOLS.

The general condition of the schools, in spite of many exceptions and some glaring ones, is probably better than at any previous time. The last two examinations for entrance to the Normal School have shown that the general standard of scholarship is rising in the State, the last one in particular being remarkable for the excellent showing made by pupils from the ungraded schools.

Evidences of a more thorough and scientific teaching are to be found on every hand. The graduates of the Normal School are being more generally employed in the district or ungraded schools. The new teachers are not so much superior to the old ones in extent and character of acquirements oftentimes, as they are in methods of teaching, and in plans for classifying and systematizing the work of the school. Economy of time and labor is introduced, and results are secured that are very gratifying.

For other information relating to education in Rhode Island contained in this Report, consult the Index.

SOUTH CAROLINA.

[From Report for 1886-87 of State Superintendent James H. Rice.]

Superintendent Rice visited every county in the State during the year, and delivered addresses upon the subject of free schools. He reports that the people are more thoroughly aroused than ever to the duty of elementary training for their children. More money is devoted to this object than to any other department of the State government.

The public school system in its present form has been the growth of a decade. Ten years ago a 2-mill property tax and a poll-tax were imposed. Since then much good work has been accomplished; the foundations for a system of universal education have been laid broad and deep. Such systems are a growth, however; they must take into account the genius of the institutions, and be accommodated to the habits, resources, and hopes of a people. They cannot be forced except into an unhealthy development. Time must be given for adjustment. On this account progress has been slow, and hasty legislation avoided. The situation, however, is now clear, and the time has arrived to give to the children a good elementary school in every neighborhood in the State. The superintendent recommends the following legislation in order to accomplish this:

(1) An annual voluntary district tax, sufficient to give 10 months' school and free tuition to every child. Many school districts have been already formed under special Acts among the more thickly populated communities, and large sums of money raised for buildings and other purposes. A general law is now desired, to enable all the people of the State to organize into school districts and to tax themselves.

(2) The amendment of the law relating to county school commissioners, requiring them to stand an examination conducted by the State board of education before being appointed. Hitherto the office has been too often bestowed as a reward for party service, and as a consequence has fallen into disrepute. The county commissioner should either be a teacher, or one who has mastered the details and fundamental laws of the profession.

It is also recommended that his salary should be raised to \$1,000, and that he should be required to devote every day to his duties.

(3) The establishment of a State normal school or schools, at the same time fostering existing institutions.

(4) The restoration of their pay to the examining boards.

The statistics show a falling off in enrolment and average daily attendance as compared with the preceding year. This decrease is more apparent than real. There was an error in the return of Berkeley County for 1885-86, doubling the figures; moreover, the schools of Georgetown County were closed during the scholastic year 1886-87 by an Act of the Legislature. Superintendent Rice says that the returns for the next school year will demonstrate the fact that there has been an increase in enrolment and attendance.

[From the message of the Governor to the General Assembly.]

THE PUBLIC SCHOOLS.

There is an apparent decrease in the enrolment, and, therefore, in the average attendance of the public schools for the year 1886-87. This is due to the closing of the schools of Georgetown County during the year, under the authority of an act of the General Assembly, and to an error in the last return from Berkeley County. There is beyond question in the schools generally throughout the State a gradual and constant annual increase in the number enrolled and a corresponding increase in the average attendance.

This desirable result has been reached notwithstanding the short crops and the low prices of the past few years. The people of the State are more aroused upon this important subject of education than ever before in their history, and the next report of the superintendent will, in his opinion, vindicate this assertion. They demand longer terms and more thoroughly trained teachers. There should be a general act providing for local taxation to supplement the school fund wherever the tax-payers of a community desire the establishment of schools of a higher grade; and liberal efforts should be made by the Legislature to give greater facilities for the training of teachers in schools specially adapted to that end. The constitution enjoins this, and the people demand it. The report of the superintendent urges the passage of an act to provide for more efficient superintendence, and the argument he advances is so clear and complete as to carry conviction with it. A large amount of money is expended by the State for this most important object—education—and it is the duty of the representatives of the people to see that the greatest possible amount of good is accomplished, and that a return in some degree commensurate with the sacrifices made by the tax-payers is secured. Nothing makes such a handsome return to a State as the provision made for the elementary train-

ing of her children, and this subject should always demand our most thoughtful and earnest attention and our wisest and most progressive legislation.

The superintendent of education has been most active in his efforts to enkindle in the public mind a due conception of the vital importance of popular education to the safety and well-being of society, and has visited every county in the State, addressing audiences and giving his personal supervision to the conduct of the public schools. It is hoped that these efforts will create new and increased interest in this important department of the Government.

For other information concerning education in South Carolina consult the Index.

TENNESSEE.

Reference is made to the Index for the statistical and other information contained in this Report concerning education in Tennessee.

TEXAS.

[From Report for 1886-87 of State Superintendent Oscar H. Cooper.]

GENERAL CONDITION.

While there are some serious defects in the public school system of Texas, it is still accomplishing much in the cause of education, and is making steady advances in the number of schools and the number of children attending them. With its large endowment in bonds and lands, half a million acres, it should become one of the most successful school systems in the United States.

The entire number of schools maintained in the State during the year 1886-87 was 8,987, an increase over the previous year of 267, or 3 per cent. The number of white children enrolled was 295,510, the number of colored children 113,150; total, white and colored, 408,660, an increase of about 3½ per cent. The number of teachers employed was 11,123, about three-fourths of whom were white. The average monthly salary of—

White teachers:	
In counties.....	\$43. 27
In cities.....	69. 39
Colored teachers:	
In counties.....	38. 65
In cities.....	49. 78

The entire amount expended for schools during the year was \$2,016,745.

NEW LEGISLATION.

Teachers' examinations.—By enactment of the last Legislature, examinations of teachers are to be conducted wholly in writing, and the county boards of examiners are required to report on oath the results of the examinations. These regulations have had very gratifying effects and have given universal satisfaction. Sets of questions for these examinations were made out by the State superintendent and forwarded to the county examiners. The use of them, however, is entirely optional with the examiners. In order to secure uniformity in the examinations throughout the State, the use of the questions prepared by the State superintendent should be required by law.

County superintendents.—Provision was made by the Twentieth Legislature for supervision of the county schools by county superintendents, and about twenty counties have availed themselves of the privilege. The county superintendents discharged their duties faithfully and efficiently, and, as the result of their work, the schools have been much improved, the teachers have been encouraged and enabled to perform their work more satisfactorily. Many of the counties did not appoint a superintendent because of their inability to secure a thoroughly competent one for the salary allowed.

Children not enumerated.—The provision of the law that all children whose names had been omitted from the census rolls by the county assessors should be permitted to attend school in the district or community in which they live, has proved to be an eminently wise one. By this measure, a large number of children, who otherwise would have been deprived of all school privileges, through no fault of their own but on account of the carelessness of the county assessors, have been allowed to attend school. The number of names omitted from the census rolls was quite large, amounting in one county alone to about 1,000.

UNIFORMITY OF TEXT-BOOKS.

There is a strong demand throughout the State for uniformity of text-books. In about 25 counties much has already been done in this direction by the voluntary efforts of

teachers and trustees. It is desirable, however, that uniformity be secured by law; at least in each district.

FINANCIAL EMBARRASSMENT.

The most unpleasant feature connected with the school operations for the year was the great deficiency of funds, or rather delay in the receipt of the funds. This deficiency amounted at the close of the year to more than \$1,000,000. As a result, teachers were compelled, either to wait for weeks or months not knowing when their claims would be paid, or else to sell them at a heavy discount,—from 5 to 50 per cent. This was a heavy drain upon a class poorly paid at best, and who, as a rule, were dependent upon their salaries for a support, and therefore could ill afford either to hold their claims or to have them discounted.

The causes assigned for this deficiency were as follows:

(1) The annual apportionment is required by law to be made about the middle of July for the scholastic year beginning September 1, not of money already in the treasury, but of money which is *expected to be received* during the year, and which, therefore, must necessarily be a very uncertain quantity. The receipts from one source especially—from school lands—is an exceedingly variable one.

(2) Only a small portion of the available school fund is received before December, three months after the beginning of the school year.

(3) County collectors are allowed either to pay over the school tax to the county treasurer or to remit it to the State treasurer. The amount of school money collected in some counties far exceeds their apportionment, and consequently, if it were in the hands of the State treasurer, the excess could be used in paying the claims in other counties where the school receipts are less than the apportionments.

(4) The postponement of the collection of the interest on land sales from January 1 to August 1 is partly responsible for the deficiency.

(5) There was no cash balance to the credit of the schools in the treasury at the beginning of the scholastic term.

(6) The receipts from school lands for the last two years were less than in previous years.

Superintendent Cooper recommends as a remedy for the financial difficulty either a loan from the general State revenue, which was considerably in excess of the immediate necessities of the State government, or else a direct appropriation from the State funds.

DEFECTS OF THE SYSTEM.

I. One of the greatest defects in the operation of the school system of the State is the careless and unbusinesslike management of the school funds. This is shown by the discrepancies in the annual reports of the county treasurers and by the conflicting statements in the reports of the county treasurers and county judges. The amount brought forward on the books of the county treasurer at the beginning of the school year, September 1, should correspond exactly with the amount carried forward the day before, August 31, the close of the last school year. But instead of being the same, it will be found different in eighty-one counties. In some counties this difference is quite large, and for all the counties it aggregates about \$75,000. The amount paid to teachers, according to the county treasurers' reports, is found to differ by \$30,000 from the same amount as reported by the county judges.

The State holds no vouchers whatever to show what has become of the school funds, except that so much has been paid to each county treasurer. The county treasurers have practically no check whatever. They are not required by law to report to any one. In many cases in which their attention was called to the discrepancies in their reports, they either gave the matter no attention or else failed to give a satisfactory explanation of it.

Superintendent Cooper suggests three methods by which the disbursements of the public funds could be guarded more effectively.

(1) The State superintendent might be required to inspect annually the records of each local disbursing officer, either personally or through inspectors appointed to assist him in the work.

(2) All disbursements might be made directly from the State treasury. This plan, however, would necessitate delay and some expense.

(3) The third method is that the county superintendent or judge, at the beginning of each month, send to the Department of Education an estimate of the amount needed for that month, when the money will be forwarded to him, and at the end of the month forward the vouchers of the money paid out.

II. The second defect is want of proper supervision. The town and city schools already have efficient supervision, but the county schools, which need it most and could be most improved by it, have practically no supervision at all. It is one of the duties of the county judges to visit the schools, but only three judges in the entire State vis-

ited all the schools in their division during the year; and, even when the duty is performed, it is done in the most perfunctory manner, so that no improvement results from it. It is to be hoped, however, that the legislation already made on this subject will correct this evil.

III. The third defect is lack of uniformity. There are four methods of organization in the county schools, four methods in the city schools, and four methods of taking the scholastic census. As a consequence, endless confusion and mismanagement have resulted, each officer depending upon the other for a performance of the duties.

COMMUNITY PLAN.

This is a feature of the school system peculiar to Texas, and a very objectionable feature it is. In the first place, the community has no definite geographical limits, the prime requisite of a school district. It can not elect its own trustees, and has no power to vote local taxes. It has no permanency about it, but is continually shifting from place to place with the population, and may entirely cease to exist. It has a tendency to foment local strifes and sectarian feelings, which result in the establishment of a number of weak and inefficient schools, where only one strong, progressive school should be maintained.

GENERAL SUMMARY.

Although we find many defects in the operation of the school system of the State, they are only defects in management and can easily be corrected, so that there is every reason for expecting great progress in educational matters. Says Superintendent Cooper: "Texas has some of the elements of one of the strongest free-school systems in the world. The endowment, in bonds and land notes, is already over \$15,000,000. The landed endowment of the schools, if wisely managed, will yield early in the twentieth century \$100,000,000. There are nearly half a million children, taught by more than 10,000 teachers, enrolled in the schools during the present year. The State is rapidly advancing in wealth, population, and intelligence. No single element in the life of the people will conduce more to the progress of the State than an efficient system of public free schools."

UTAH.

Reference is made to the Index for the statistical and other information contained in this Report concerning education in Utah.

VERMONT.

NEW LEGISLATION.

Failure to execute compulsory attendance law.—Sheriffs and prudential committees neglecting to execute the provisions of the compulsory attendance law, after a demand made upon them to do so, become liable to a fine not exceeding \$20.

Return to district system.—A town having abolished its school district system in pursuance of law, may at any second annual town meeting thereafter abolish its town system.

Holidays.—No teacher in any public school shall be required to teach on any legal holiday, nor be subject to any deduction of pay for not teaching.

Tax for school-houses.—If a district neglects to provide a suitable school-house after an order by the selectmen, the selectmen may provide such school-house and assess a tax upon the district therefor.

Report of town superintendent.—Each town superintendent of schools shall at the close of his term of office make a detailed account of his services, stating the date, time spent, and kind of service, and the number of districts in which a school has been taught during the year; but he shall receive no money for his services until he has made to the State superintendent the statistical returns required by law.

Kindergartens.—Towns and school districts may at any meeting vote to establish or pay the expenses of kindergarten schools.

Amended law relating to temperance instruction.—Instruction shall be given to all pupils in all public schools as to the nature of alcoholic drinks and narcotics, and their effect upon the human system. Such subjects shall be taught as thoroughly as arithmetic and geography, and given orally to pupils not able to read; those able to read shall be taught by text-books, of which at least one-fourth of their space, or twenty pages, shall be given to these subjects.

Each teacher of a public school shall be required to certify that such instruction has been given in the school or grade presided over by him or her, before receiving any pay.

Text-books required for this instruction shall be furnished to the scholars at the expense of the State; such books shall be selected by a board of three persons appointed by the Governor.

For other information concerning education in Vermont contained in this Report consult the Index.

VIRGINIA.

[From Report of State Superintendent John L. Buchanan for 1886-87.]

In all the essential elements of growth, so far as they can be indicated by statistics, the school system of Virginia has reached this year the highest stage of development thus far recorded during the seventeen years of its history. More money has been appropriated and expended, more schools opened, more teachers employed, more pupils enrolled and in average attendance, than during any preceding year, and also a smaller aggregate amount due teachers at the close of the year than for the past ten years. The information derived from observation and the reports of school officers also indicate an advance all along the line.

NUMBER OF SCHOOLS.

The total number of schools in operation during the year 1887 is 7,140; in 1886 it was 6,763; increase, 377. This is regarded as a very gratifying and encouraging exhibit, and is due to the larger amount of money provided for the schools, the activity and fidelity of school officers and teachers, and the larger measure of encouragement and moral support accorded the system by the people.

When, however, it is considered that only about 30 per cent. of the State school population (5 to 21 years) is in average daily attendance upon the common schools, it is quite evident that there is not a sufficient number of schools to meet the educational wants of the people. The number of pupils attending private schools does not amount to 5 per cent. of the State school population. Therefore, for education in the common school branches, at least, the children of the State are dependent mainly upon the public free schools; and hence the only wise course to pursue is to extend their advantages as widely as possible. To bring the public schools within the reach of all, however, is a difficult matter.

DISTRICTS WITH SPARSE POPULATION.

There are portions of the State which are but sparsely inhabited. In some sections there is not a sufficient number of families residing within convenient distance of any one point to furnish the requisite number of pupils for a legal school, and hence they are practically without schools. In other neighborhoods families residing on the borders of districts are at too great a distance from the schools to patronize them.

Again, as the population consists of both white and colored people, there are not a few districts in which there are enough of children of one race to form a school, and not enough of the other, and, hence, some for this reason are without schools. How to remedy these evils, how to supply these deficiencies, is a perplexing question.

FORMATION OF SCHOOL DISTRICTS.

It has been suggested that each magisterial district be divided into a number of school districts, containing approximately the same number of persons of school age (about 85), and receiving a proportionate share of the school funds. The principle herein involved is undoubtedly correct, but its practical application is attended with great difficulty. There is already in force a law which aims to effect this object, but it is permissive rather than mandatory, and for some reason has not met with much favor.

Some sort of subdivision into school districts does and ought to prevail, but to so subdivide that the same, or about the same, number of persons of school age would be contained in each district would be a difficult, though perhaps not an impossible, undertaking. But supposing such a subdivision to be made, it could not, of course, render scattered communities more compact, and could not, therefore, obviate the inconveniences above recognized. It would doubtless result in a diminished attendance upon some of the schools in sparsely settled districts. It would also necessitate a change in the location of a good many school-houses. School districts containing each the same number of persons of school age would vary largely in area on account of the varying density of population in different sections of the country. Hence, in many instances, pupils would be cut off by the proposed district lines from the schools which they have been attending. Furthermore, a kind of double subdivision into school districts would be necessary in order to accommodate both the white and colored races. This necessity, it will be observed, constitutes a most troublesome factor in the problem, for each school district of 85 pupils is entitled to but one school of the usual length of the school term. If,

then, a part of the 85 pupils are white and a part colored—separate schools being required for the two races—the one part or the other must go without a school. To obviate this difficulty, there must needs be one set of school districts for white children and another set for colored. Again, if the school districts should be so arranged as to contain, even approximately, the same number of persons of school age, a good many fractional parts of districts would be left which it would be hard to properly dispose of.

Such are among the difficulties which would attend the effort to subdivide into school districts in the manner above indicated, and there are, therefore, good reasons for apprehending that such a scheme would hardly prove practicable, at least, for the present. Possibly some other scheme of subdivision might be devised. But any scheme which would not require an approximately equal number of persons of school age in the several school districts could not furnish a basis for an equitable distribution of school funds, and would therefore be liable to the same objections as are conceived to lie against the present system.

Under existing laws, boards of district school trustees, with the advice and counsel of the superintendents of schools, determine where and how many schools shall be opened in each magisterial district. As a rule, they have gone to the limit of the funds at their command, and in not a few instances have opened schools in which the average attendance has proved so small and irregular as to necessitate their suspension. But still complaints reach the central office that some neighborhoods and some families are without school facilities, and in some instances that citizens who have been paying school taxes ever since the inauguration of the system have rarely, if ever, had the opportunity of sending to a public school.

NUMBER OF TEACHERS.

The number of white male teachers in 1886-87, as compared with 1879-80, stands as follows:

	1879-80.	1886-87.
Number of white male teachers	2,478	2,416
Number of white female teachers	1,610	2,889
Excess of white male teachers in 1880		868
Excess of white female teachers in 1887		473

These figures show a large increase in the past eight years in the number of female teachers. At the same rate of increase the schools of Virginia in a few years will be pretty largely in the hands of female teachers.

SALARIES OF TEACHERS.

Superintendent Buchanan calls attention to the circumstance that the wages of teachers are too low, the average annual salary for the State being \$173.46.

In many rural districts the school term is not over twenty weeks (five months), and the monthly salary as low as \$20 or \$25, thus giving an annual salary of \$100 or \$125.

For good teachers such salaries are far too small. But while it may be, and doubtless is, true that some teachers on small salaries are doing better work than others who receive twice as much, yet it can not be doubted that an increase of salaries would increase the efficiency of the teaching force. The laborer is worthy of his hire.

But there is no possible way of increasing salaries without more money. If the number of schools were diminished, more money could go to those that would be continued. But this would greatly increase the complaint about the lack of school facilities. It has been suggested that one teacher could teach two schools in a year—a five-month fall term in one place and a five-month spring term in another, and thus be occupied twice as long and receive twice as much pay. The objection to this is the difficulty of securing the attendance of pupils. The first school would begin by the 1st of August; the last one continue till the 1st of June. During a large part of each term the children in many places would be kept at home for work. If this objection could be obviated, the superintendent sees no reason why a system of alternating schools might not work well.

(It may be remarked that "ambulatory" schools have recently been abolished in Georgia. See page 127.)

Suitable legislation is recommended to secure the prompt payment of teachers' salaries. As few monthly school warrants have passed through the hands of shavers this year as formerly; perhaps less. In many counties teachers have been paid with reasonable promptness. But there ought to be no occasion for discounting any school warrant.

The laws and regulations making the salaries of teachers in certain cases depend upon average attendance are cited, and the arguments *pro* and *con* as to the advantages of this system are given somewhat in detail. In summing up Superintendent Buchanan doubts whether it would be expedient to withdraw this matter from the control of the board

¹These arguments are quoted in another part of this Report. See Index under head of "Teachers."

of education and make it a subject of special legislative enactment. The law authorizing the board to prescribe the minimum number of pupils required to form a public school, is necessary to guard against a wasteful or useless expenditure of public school funds. A different policy in some of the States has worked badly. One annual school report, at least, noted the existence of schools with an average attendance of less than half a dozen pupils, and recommended prompt measures to correct the evil. While all proper effort ought to be made to guard against injudicious or useless expenditure of the public school funds, it would be both just and expedient to make such modifications of, or additions to, existing regulations as will tend to more carefully guard the interests of teachers, and support and encourage them in the discharge of their responsible duties.

PHYSIOLOGY AND HYGIENE.

The enactment of a law is recommended placing physiology and hygiene on the list of subjects required to be taught in the public schools.

SENTIMENT IN RESPECT TO PUBLIC SCHOOLS.

Of the county superintendents reporting to the central office the state of public sentiment regarding public schools, 99 report favorably, 11 report an improvement, and 4 report some opposition.

NEW LEGISLATION.

[From the *Educational Journal of Virginia*.]

School trustee electoral boards.—Under an Act of the General Assembly, in force February 20, 1884, the appointment of district school trustees was vested in county school electoral boards, composed of 3 citizens of each county, elected by the General Assembly. This law has been repealed, and the old law, providing that the county judge, Commonwealth's attorney, and county superintendent of schools shall constitute the school trustee electoral board of each county, with power to appoint and remove trustees, has been re-enacted.

Virginia Normal and Collegiate Institute, summer sessions.—Under the former law the summer session was fixed at 8 weeks, and county superintendents were required to revoke the license of any colored teacher in the public schools who failed "to attend one session, or any part of said summer course for 3 consecutive school years," unless such teacher was excused by the board of education. The present act reduces the length of the session to 5 weeks, and relieves the teacher of the severe penalty imposed for non-attendance.

For further information concerning education in Virginia consult the Index.

WASHINGTON TERRITORY.

The following is taken from the special report of Superintendent J. C. Lawrence to the Governor of the Territory:

PROGRESS OF EDUCATION.

"I take pleasure in reporting progress in the educational affairs of Washington Territory for the past year. The interest taken in our public schools by patrons, teachers, and superintendents seems greater now than ever before. This is shown, first, in the amount of money raised for school purposes, in special tax and voluntary subscriptions, and in other means, aside from the regular tax levied in each county for the support of schools, by the increased amount of school furniture, apparatus, globes, dictionaries, etc., for the use of schools; second, by the interest teachers have taken in institutes the past year—a greater interest than ever before taken. Twenty counties of the 33 in the Territory have held institutes of from 3 days' to 2 weeks' duration. The majority of our teachers have attended these institutes. The counties failing to hold institutes were such as had fewer than 500 children of school age. In some instances the services of trained institute workers have been secured at an expense of several hundred dollars, and teachers have contributed from their own resources to meet these expenses. The new methods of teaching have been discussed and are being adopted. A large number of our teachers have had the best training the Eastern schools afford, and have had successful experience in the East prior to coming here. District clerks and county superintendents have taken pains to make full reports to this office. All these I take to be indications of greater interest in educational matters.

"It is needless to say that the public schools of the Territory are in their infancy. Scarcely more could be expected. With 65,000 children, and a total amount raised for school purposes of only \$500,000, only a portion of which has been used in teachers' sal-

aries, little can be expected. Indeed, I am surprised that we have made so much advancement under the circumstances. The maximum tax for school purposes of 6 mills on each dollar of assessed valuation is not sufficient, yet an increase in the tax would be felt as a burden. Our hope is from another source. Until the school land is sold, and the interest on the purchase-money made a State fund, we can not expect to have our schools rest on a sufficient financial basis. This alone should secure the immediate admission of this Territory into the Union of States. With the proceeds of the sale of the school lands used, as they will be when we are admitted, with the county tax now levied, we will maintain an average of nine months' school in each district. The present average duration of schools is but four and a half months. Admission means four and a half months' additional schooling to 65,000 children now in the Territory."

SCHOOL LANDS.

"The Government has set apart 2,000,000 acres for the use of our schools, but we have at present no control of such lands. A law, indeed, was many years ago passed by the Legislature, and afterwards re-enacted, authorizing the county commissioners to lease them to tenants, but this has naturally been but little acted upon, as there was no power in the premises.

"The value of these lands varies a great deal, from \$2 to \$3 an acre in some localities to \$50 and even \$75 in others. I believe there is no law by which any title to these lands can be vested in individuals, and I recommend that they be left in that condition until the admission of the Territory as a State of the Union."

For other information concerning education in Washington Territory consult the Index.

WEST VIRGINIA.

NEW LEGISLATION.

[From the *West Virginia School Journal*.]

Appropriations for State normal schools.—The maximum aggregate amount to be appropriated to State normal schools has been raised from \$2,000 to \$2,200. The law in its amended form does not permit any part of the amount appropriated to each school when not earned by it to revert to the State treasury, but authorizes the board of regents to use it for the payment of teachers in these schools. This provision will enable the board now to supply these schools with something like a sufficient corps of teachers, and do away with the scaling of salaries that has been suffered in the past.

State board of examiners.—The State board of examiners is to consist of four competent persons, one from each Congressional district, to be appointed by the State superintendent; their term of office is to be four years, and they are to meet at least twice in each Congressional district each year.

The board thus constituted may issue two grades of certificates to such as are found to possess the requisite scholarship and who exhibit satisfactory evidence of good moral character and of professional experience and ability, as follows: First-class certificates, for twelve years; second-class, for six years. Any person holding a certificate of the first-class who shall have taught for eight years of said twelve years, shall be entitled, without examination, to have the same renewed at the expiration of the said twelve years. The second-class, to be issued to applicants of satisfactory attainments in the branches required for county certificates, and in addition not fewer than four other branches, to be determined upon by the board.

The second-class certificates shall be issued upon application, without examination, to the graduates of the State Normal School and its branches, and of the State University when such graduates shall have presented to the board satisfactory evidence that they have taught successfully three years in the State under No. 1 county certificates, two of which said three years shall immediately precede the application for such certificates.

Teachers who shall present to the board satisfactory evidence that they have taught successfully four years under second-class certificates shall be entitled to receive, without examination, first-class certificates at the expiration of the second-class.

All certificates issued by such board shall be countersigned by the State superintendent; and such certificates shall supersede the necessity of any and all other examinations of the persons holding them by any board of examiners, and shall be equivalent to number one certificates granted by a county board of examiners, and shall be valid in any school district in the State, unless revoked by the State board for good cause.

School month.—The school month is to consist of twenty days, instead of twenty-two, as heretofore.

Temperance instruction.—The nature of alcoholic drinks and narcotics, and special instruction as to their effects upon the human system, in connection with the several di-

visions of the subject of physiology and hygiene, shall be included in the branches of study taught in the common or public schools, and shall be taught as thoroughly and in the same manner as other like required branches are in said schools, to all pupils in all said schools throughout the State.

It shall be the duty of the proper officers in control of any school described in the foregoing section to enforce the provisions of this act, and any such officer, school director, committee, superintendent, or teacher, who shall refuse or neglect to comply with the requirements of this act, or shall neglect or fail to make proper provisions for the instruction required and in the manner specified by the first section of this act for all pupils in each and every school under his jurisdiction, shall be removed from office, and the vacancy filled as in other cases.

No certificate shall be granted to any person to teach in the public schools of the State after the 1st of January, 1889, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the nature and the effects of alcoholic drinks and narcotics upon the human system.

[Approved February 7, 1887.]

For other information concerning education in West Virginia contained in this Report consult the Index.

WISCONSIN.

NEW LEGISLATION.

Maps.—Provision is made for distributing annually 1,400 railroad maps of Wisconsin among the schools of the State.

Violations of the compulsory attendance act.—Complaints for violation of the compulsory attendance act may be made by any legal voter of the district, or of any town, city, or village, when the schools are managed by a board of education, and directly to the magistrate having jurisdiction; the section requiring school officers to prosecute under the act is repealed.

Teacher's certificates.—(1) County superintendents are authorized to withhold certificates from applicants known to them to be immoral in character, and are forbidden to give certificates to persons manifestly deficient in learning, or in ability to teach.

(2) Second-grade certificates are to be in force two years, and first-grade certificates four years; the latter, however, may be limited to one year at their issue, if the applicants have had no experience in teaching, and the limitation may be removed when experience evidences that the holders are successful and apt as teachers.

(3) Papers of applicants for certificates written in one county may, in the discretion of the county superintendent, be made the bases of certificates in another county, under the conditions and restrictions named.

The State superintendent is authorized to countersign diplomas of graduates of the University of Wisconsin who have taken the course in the science and art of teaching in that institution, after the holders shall have taught public schools in the State successfully eight months. Any such diploma when so countersigned shall be a certificate of qualification to teach in any public school of Wisconsin until annulled by the State superintendent.

School census.—School district clerks, in addition to their present duties relating to the taking of the school census, will also report the names of the children from four to twenty-one years, and the age of each.

Loans to districts.—School districts are authorized to borrow money to refund indebtedness, so as to extend twenty years the period during which the loan is to be paid. Loans in school districts from trust funds of the State may now be made at the rate of 6 per cent. per annum instead of 7 per cent., as heretofore demanded.

Vote on free text-books.—Districts are required to vote directly at each annual meeting upon the question of providing the text-books for the use of pupils free, and levying a tax to meet the expense.

Forfeiture of State school apportionment.—No apportionment will be made of school money to any town, city, or village which failed to raise by tax during the preceding year an amount equal to that received from the State at the preceding apportionment.

Teachers' contracts.—Contracts with teachers are required to be in writing, and filed in the office of the secretary with copies of the teachers' certificates attached.

Change from township to district system.—Provision is made for organizing independent school districts when a town having the township system votes to abolish the same.

School libraries.—Provision is also made for a system of school libraries to be purchased and managed by the town officers under the direction of the State superintendent. The treasurer of each town may annually withhold from the several school districts of his town one-twentieth of the school fund income appropriated thereto, together with one-

twentieth of all county and town taxes annually raised to secure said income, for the purchase of school libraries.

For other information concerning education in Wisconsin consult the Index.

WYOMING.

The following, from the report of Governor Warren, for 1885, is the most recent general statement with regard to education in Wyoming in the possession of the Bureau:

"Wyoming takes front rank in educational matters, considering her age as a Territory. There is a strong and growing interest on the part of her citizens which cannot fail to keep the public schools up to the standard of our older and wealthier neighbors.

"The Territorial school laws, among other provisions, provide for a Territorial superintendent of public schools, appointed by the Governor, and a county superintendent in each county, elected by the electors of the county. Each school district elects its trustees, 3 to 6 in number, at a 'spring meeting,' and none can vote who did not pay poll-tax the fall previous.

"The law also provides for a 'teachers' institute,' which shall hold annual meetings at some point in the Territory (usually in different towns in rotation), for not less than 6 nor more than 10 days each session. Every teacher or superintendent of public schools may attend, and his fare to and from the institute is paid by the Territory. When there are 15 or more colored children within any one district, the trustees, with the approval of the county superintendent, may provide for a special school. The law prohibits any discrimination as to pay or otherwise on account of sex in employing teachers. Although a compulsory law with penalty clause exists, obliging children from 7 to 16 years of age to attend school at least 3 months in every year, unless excused by physician's certificate or special excuse granted by the district board, yet not to exceed 65 per cent. of all the children are enrolled at public schools, because, first, in cities and towns many attend private, select, or parochial schools; and, second, outside the towns, where thinly populated, many families are so isolated from neighbors that schools cannot yet be established and maintained. This last cause is rapidly improving with settlement. At Cheyenne a convent building is now being completed at a cost of between \$50,000 and \$60,000, by the Society of the Holy Child Jesus; there are also two branches of the Saint John's Parochial School in Cheyenne, with about 250 scholars and valuable school property; also a kindergarten school with a few score of the younger children, and several private and select schools having from half a dozen to a score of pupils each.

"At Laramie City the Sisters of Charity have an academy with 100 or more scholars, and appropriate school property of their own (they also have an extensive hospital for the sick, at this place), and, as at Cheyenne, select and private schools are also taught.

"Other places throughout the Territory have schools, other than public, according to the size of the city or town."

STATISTICAL SUMMARY.

	1885-86.	Number of counties reporting (8 in the Territory).
<i>School-houses.</i>		
School-houses.....	111	8
Cost of same.....	\$173,471	5
Schools taught.....	154	7
<i>Pupils.</i>		
Pupils enrolled.....	4,988	8
Male pupils enrolled.....	2,572	8
Female pupils enrolled.....	2,416	8
<i>Teachers.</i>		
Teachers employed.....	190	7
Male teachers employed.....	40	7
Female teachers employed.....	150	7
<i>Financial statement.</i>		
Average salary of teachers per month.....	\$38.85	7
Aggregate amount paid teachers.....	\$68,059	7
Amount raised by tax to build school-houses.....	\$46,776	7
Amount raised by tax for other purposes.....	\$46,592	6
Amount raised from the general school fund.....	\$27,425	2
Amount of money in hands of district treasurer.....	\$11,304	1
Amount of bonded school debt.....	\$23,000	1

SCHOOL LANDS.

Governor Moonlight, in his report for 1887, in common with other Governors of Territories, calls attention to the circumstance that the school lands set apart by the General Government are not yielding any revenue for school purposes, although largely utilized for agricultural purposes by persons who occupy them free of rent, after fencing them in. The Governor makes the following recommendation:

"An act of Congress, authorizing the boards of county commissioners of the various counties, under the direction of the Commissioner of the General Land Office, to lease the school lands in their respective counties, for a term of years, and the proceeds to be applied to the support of the common schools of the respective school districts, pro rata, according to the number of school children in each district, and by the Territorial superintendent of public instruction, would be the greatest boon which could be conferred upon the people of the Territories, and the greatest blessing which could befall the children. Those leasing the lands should be required to pay in advance to the respective county treasurers, who would be required to transmit the same to the Territorial treasurer, from whom it should be drawn by the Territorial superintendent of public instruction for distribution among the school districts. The leases should be made to expire at the close of the year in which the Territorial government terminated. The act of Congress could fix the minimum price for the three classes of land to be leased, viz, uplands, second bottom, and bottom or meadow lands; could prohibit the cutting of any timber for any purpose; prohibit the quarrying of rocks of every description, and the taking out of any coal, mineral, or other valuable deposit wherever found. Thus the lands would lose none of their original value, and in many instances would be made more valuable. Within the limits of the railroad-grant lands many of the school sections are now fenced in and used for grazing purposes and for the production of hay, which brings in no revenue to the Government and no addition to the school fund, and upon which the parties pay no taxes.

"An act of Congress placing these school lands in the hands of the county boards would create a local power and a local pressure, which would compel the parties having the lands fenced to pay a reasonable annual rental to the support of the public schools, or tear down their fences so as to give others a chance who were willing to pay. The whole tax-paying population, outside of some of those holding the lands, and they are by far the fewest in number, would become the friends and allies of the Government and the law, and would force a compliance to the very letter. The land in Wyoming is being rapidly taken up, and of course the best land is usually the first taken. It is very likely that many of sections 16 and 36 have prior claims, and that many are deficient in area, and many others are so located as to be of almost no value, and as the law authorizes the selection of indemnity sections to be certified by the Commissioner of the General Land Office to the State, it seems to me that the interest of the common school fund would be best served by permitting this to be done during the Territorial form of government through the surveyor-general of the Territory, the registers and receivers of the land office, and the Territorial superintendent of public instruction. This would make it possible to select some of the good lands as indemnity before they were all taken up, and locating within each county its proper proportion. I am informed that the Wyoming Territorial lines cut through townships so as to deprive the Territory of some 440 school sections.

"The Yellowstone Park, the military reservations, and the Indian reservation deprive the Territory of about 200 more, and it would appear but just that the indemnity sections be given in lieu thereof before all the desirable land shall be taken up. The granting of the power to lease these lands would prevent the possibility of any monopoly control, as the people are keenly alive to the interests of education, and will sacredly guard and protect the common school fund, to supply which all are taxed. In this age of enlightenment it is apparently anomalous that the Territories can not share the advantage equally with States of leasing their school lands, and at a time when this advantage would be most serviceable to them. I have made these suggestions with some diffidence, but believe they are worthy of a careful consideration."

For other information concerning education in Wyoming consult the Index.

CHAPTER IV.

DISCUSSIONS OF EDUCATIONAL QUESTIONS, CHIEFLY BY STATE SUPERINTENDENTS.

Administration—Censuses, school—Co-education—Compulsory attendance—Country schools—Education, nature and objects of.—Graded schools—High schools—Hygiene—Libraries for schools—Public schools—Religious and moral training—Revenue—School-houses—School systems—Statistics of education—Supervision—Teachers—Temperance instruction—Text-books.

I.—ADMINISTRATION.

The unwisdom of the district system illustrated.—Superintendent Kiehle, of Minnesota: "Noticing the defects of our system more in detail, I call attention to the common school district. This may be known as the neighborhood plan, in which as many families as can conveniently send to one school have their own officers and school-house, and tax their property for the education of their children. This plan prevails nowhere but in the country, although it is not a whit better adapted to it than to cities. The unwisdom of this plan would be fairly illustrated if our cities should adopt it, and provide by law that every one, two, or more blocks might organize for the support and control of their school affairs by a separate set of officers. If the two cities of St. Paul and Minneapolis should adopt the plan of the country, they would support over 500 districts and over 1,500 school officers; there would be some very rich districts, with excellent schools supported at trifling cost, and there would be other very poor districts, with few children, poor schools and short terms, maintained at a burdensome expense. And this is the precise condition of things in the country. Some districts are large, rich and thriving; others are poor, sparsely settled, have few children, and can hardly support a four-months school by levying the highest tax allowed by law.

"There is no more reason for having a set of officers for each school in the country than there is for making as many separate districts in a city as there are school buildings. The same rule should govern in the country that governs in cities. As the territory of the municipality is the territory of the school district, so the township should be the school district in the country; and as in the city a single board provides school privileges as they are needed, so in the township, under one board, school-houses should be located, teachers employed and all conveniences provided as the distribution of population and the progress of the children may require."

Evils of the district system in Arkansas.—Superintendent Thompson, of Arkansas, renews his recommendation of a change to the township system, and says: "After two more years' experience with the present law I am more firmly impressed with the wisdom of the change recommended in 1884. * * * The present plan of separate, independent districts divides the funds into such small parts, that the length of the school term is reduced to the minimum, and to maintain a school for three months it is necessary to employ the cheapest teacher. The school buildings are uncomfortable and poorly furnished. Some are even without any conveniences. This is the school the directors are forced, for want of means, to give the children in their districts.

* * * * *

"Another reason for changing to the township system, is that under our statutes separate schools must be provided for whites and blacks. In some districts there are only five or ten children, for whom a school must be provided at a cost of from \$25 to \$40 per month. In the township system in the northern part of the State, schools could be maintained at much less cost for the few colored children who are in the township. The same conditions are found in many districts in the eastern and southern portion of the State, where there are not more than five or ten white children. There is an imperative necessity for a change, if we expect to advance our schools to that degree of usefulness that is desired and demanded by the spirit of the age."

Not a mere passing notion.—Superintendent Raab, of Illinois, in renewing his recommendation for a change to the township system, says: "It is not a mere passing notion which prompts me to urge this matter of school administration, and to ask such a sweeping modification of the existing laws, but an earnest desire to help to simplify and improve the school affairs of the State causes me to again propose a measure, which it becomes the more difficult to carry into effect the longer we wait. I mean the change from the present district system to the township system in school administration."

Advantages of the township system.—The following synopsis of the advantages of the township system is given by Superintendent Thompson, of Arkansas:

- "1. The building of better and more convenient school-houses.
- "2. The schools could be classified and graded with more ease.
- "3. Better teachers would be employed.
- "4. School terms would be longer.
- "5. Taxation would be equalized.
- "6. The school revenues would be more equitably distributed.
- "7. Equal educational privileges could be extended to all parts of the township.
- "8. Children could attend the school that was most convenient.
- "9. School-houses would be better furnished.
- "10. The *per capita* cost of education would be diminished.
- "11. There would be but little uncertainty about district boundaries.
- "12. Reliable statistics and information could more easily be obtained.
- "13. There would be better management and supervision of the schools.
- "14. Text-books could not be so easily changed.
- "15. The school law would be simplified and better understood and obeyed."

Consolidation of school districts.—Superintendent Williams, of Delaware: "There can be no reasonable doubt of the practical benefits to be derived from the consolidation of small school districts. In district schools some of the difficulties which are met, and which tend greatly to impede the progress of the schools, are the large number of classes, in one instance numbering as high as 26 in a school of 35 scholars; the shortness of the school terms; the necessity in some districts of employing inexperienced teachers, owing to the small amount of money, and the frequent changing of teachers. These, and many others which might be mentioned, could be overcome by consolidating some districts and establishing graded schools.

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

Practical results of the adoption of the town system in Vermont.—Superintendent Dart: "At the last session of the Legislature a law was passed requiring all towns having the district system to vote upon the question of abolishing the districts and adopting the town system at the annual meetings in 1885 and 1886; the vote to be by ballot and opportunity to be given for discussion.

"It will be seen from the record that in the 2 years 16 towns voted to adopt the town system, and one voted to return to the district system after using the town system 5 years."

Town superintendent of Bolton, Vt.: "Five years have passed since this town entered upon the town system, and when the people had an opportunity to return to the old district system at the last annual meeting, not a single person, to all appearance, desired to do so. Surely a good argument for the town system, when almost a majority were at first bitterly opposed to it."

Of Middletown: "We note a very decided improvement in our schools under the town system. It is working admirably with us and fast gaining friends. Its adoption by our town is a long step in the right direction."

Of Grand Isle: "The town system has made many friends in this town since we adopted it one year ago."

Of Warren: "This is the first year under the town system, and I am satisfied that after we get settled into business and the people become accustomed to the new way, there will be no desire to return to the old district system with its unequal taxation. We have not had so much friction as we anticipated. Our schools are in better condition than before."

A county system recommended.—Superintendent Lawhead, of Kansas: "While there appears to be some ground for the present agitation demanding the abolition of the district system and the establishment of the township plan, it is questionable whether that plan will be the panacea for all the ills of our school system that its advocates claim. It is true that under our present district system taxation is unequal; the district that is financially weak has, in order to secure anything like equal school advantages, to tax itself almost to the point of bankruptcy. Should the township plan be adopted it would not equalize

taxation fully, while it would create endless confusion in district lines, as no school districts have been so formed as to have their boundary lines conform to the boundary lines of the municipal townships. It seems to me that if we are to destroy our present system of school districts, it would be wiser to resort to a county system, and thereby secure a greater degree of equalization of taxation and at the same time avoid all changes and confusion in the boundary lines of districts. * * * Is there not danger of losing that general interest which we now have under the district system, should we pass to the township system and thereby place the control of our schools in the hands of a few? It seems to me that by a carefully considered law providing for a system of school taxation by the county, and the locating and building of school-houses by the same authority, the burden of taxation could be much more equally distributed, and the school-houses so located as to more fully accommodate the children than by any other system. Such a thing as a district financially weak would be unknown; hence, this man or that man would have no incentive in the way of escaping taxation to ask to be transferred from one district to another."

The district system the best at present for North Carolina.—Superintendent Finger: "The district system is, perhaps, not the best system, but as we have it, and our people are accustomed to it, I think best to retain it, at least for the present. The general machinery of the system is working fairly well, and I suggest only such changes as seem to be necessary in the present condition of public sentiment, and considering the small amount of funds now raised under our statutes."

The State superintendent should be independent.—Superintendent Baker, of Texas: "The superintendent of public instruction is selected with special reference to his fitness to conduct the educational interests of the State. The general public holds him responsible, and it is fair to presume that he understands the duties of the position better than others who give those duties little or no attention. The people impose no higher trust upon the government than the supervision of the education of their children. I hold therefore that the department of education ought to be made entirely an independent one, with a head not subject to the dictation of other officers. The Governor, comptroller, and secretary of state, the officers who compose the board of education, have enough to do to occupy their whole time in discharging the duties particularly appertaining to their several offices, without being called upon to determine the correctness of the rulings of the superintendent of public instruction upon subjects with which they are in no way familiar. Such a power bestowed on a board cripples the influence of the superintendent, and in many instances renders him powerless to amicably settle the most trying differences between inferior officers. The superintendent is selected by the people just as the Governor and comptroller are selected, and there is as much reason for a board to act upon the decisions of those officers as upon the decisions of the superintendent; better reason, if the boards were chosen with reference to their understanding of the matters they were to act upon. I unhesitatingly state that the several boards of education since 1873, notwithstanding they were composed of gentlemen of distinguished ability and upright character, have been potent factors in retarding the advance of popular education and the successful administration of the school law."

Relation between superintendent and school committee.—Superintendent Stockwell, of Rhode Island: "It is extremely unfortunate for the welfare of our schools that, in the development in our State of the work and status of the superintendent of schools, the idea should have been allowed to gain a foothold that the office was in any way independent of the school committee, or that the occupant thereof was responsible to any others than the committee, for the whole theory of the office and of its duties has ever been to make it the medium of the committee's actions, to give opportunity for so unifying and simplifying the work of the committee as to make it more effective in every respect, and thus to afford a constant and suitable medium for the expression of their will.

"We are all aware how long it took to place the selection of the superintendent where it naturally should go, in the hands of the school committee, whose servant he is to be, and who confer upon him every particle of power or influence which he may exert. We have one more step to take before the office is placed in its true position of entire independence from any body or interest, save that to which it is legitimately subject, the school committee. The salary of the superintendent should be fixed by the school committee and paid upon their order, just the same as that of any teacher. In fact, the superintendent is but a principal teacher. Just so far as he fulfils the ideal requirements of his place, does he do his best and most valuable work in teaching, both by precept and by example, the teachers of the town. To thoroughly discharge the duties of his place he must himself be a teacher. It is evident, therefore, that upon that ground alone the school committee are the only authority naturally fitted to determine the value of his services and the rate of compensation. It is to be hoped that the time

is not far distant when this change may be effected and another long step taken in the direction of simplifying our educational machinery and determining more clearly the nature and extent of the responsibility for its smooth and successful working."

II.—SCHOOL CENSUS.

The facts should be made known.—Superintendent Dartt, of Vermont: "It is a matter of regret surely that no provision is made by this State for the enumeration of all the children of school age. If there are those within our borders who are growing to manhood and womanhood without any education, who do not attend school at all, the facts as to their number and where they are should be fully known, that effectual means may be used to remedy this evil and remove the reproach from the Commonwealth."

We should know the facts.—Superintendent Powell, of the District of Columbia: "If education is of value as a factor in society, and if the schools are the only tangible measure of that value, we should know the facts by means of which an estimate may be made, so far, at least, as numbers of children are concerned, of the relations between what is accomplished and what ought to be accomplished."

III.—CO-EDUCATION.

Will become more sensible men and women.—Superintendent Fred W. Campbell, of Oakland, Cal.: "It seems to be the natural order of things that boys and girls should be educated together. They are together in the family, in the relation of brother and sister. In the co-education of the sexes in school, there are secured greater economy in instruction, better discipline, more natural, and therefore more healthful, intellectual, and moral and æsthetic development for both the boys and girls. The mingling of the sexes in the school-room checks the tendencies both to the romantic fancies and overwrought and unreal imaginings engendered by attendance on separate schools; and this it does by substituting for such illusions the every day commonplace reality of mutual rivalry in a common labor. Thus each forms correct and sensible judgments of the other. They learn that they are much alike in their natures, that they possess about the same ability to learn, with nearly everything yet to learn. By so much as all this is the effect of educating boys and girls together, by so much will they become more sensible men and women than by educating them separately."

IV.—COMPULSORY ATTENDANCE.

A proximate and provisional enforcement desired.—Superintendent Akers, of Iowa: "To say the least, there must be a strong presumption in favor of an educational measure in which all the leading nations of the world are enlisted, and which has almost the unanimous advocacy of the teaching profession, and of those public officials who are best informed as to the necessities of the case. In face of this there is everywhere acknowledged difficulty in putting a compulsory school law into force. A close study, however, of this kind of legislation will make two things apparent, both setting aside any objection to the law on the score that it can not be enforced.

"First, wherever boards of education have been empowered to employ a special officer or officers, whose business it should be under some systematic method of search and report, to find out the defaulters and get the children to school, the end contemplated by the law has been gratifyingly attained. It has been suggested that this officer be partly police and partly missionary in his functions, but mostly missionary, as being more in keeping with the kind of work he has to do. And this suggestion brings us to the second most important lesson from the study we have had in hand, namely that for the ends of public well being a proximate and provisional enforcement of a compulsory school law is all that should be desired. In the language of one of our most eminent educators, Dr. Welch, compulsory education should not be reckoned of value simply to the extent to which it can be rigidly enforced, but in the main it should be prized because of the 'compulsory environment' it throws round the ignorant and the dilatory, and the general public interest it arouses in the cause of education as lying also at the very heart of the national life."

The rights of the children should be secured to them.—Superintendent Stockwell, of Rhode Island: "I think the duty of the hour to lie in the direction of arousing and directing public sentiment to demand that the rights of these children, so many thousands of whom are practically dependent on the State for all the opportunity they will ever have, be recognized and secured to them. Our people need to be reminded that these children are the future voters; that in their hands will be placed the destiny of the State, and that we are responsible for the training given both to their hands, and also to the minds and hearts which will control them. We are trifling with tremendous issues, and we shall be fortunate if we do not pay for our folly by some terrible experience. Let us awake from our lethargy ere it is too late."

Reasons of failure in Minnesota.—Superintendent Kiehle: "I am not able to report any 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. It very properly allows children to be educated in other than the public schools, yet leaves the condition so indefinite that there is not the least guarantee that the children are receiving the equivalent of a common school education. Whatever else is required, every school which is to be recognized by the law should certify that it is conducted in the English language, and that instruction is given in the branches of a common school education, viz.: reading, writing, arithmetic, grammar, and the geography and history of the United States.

"2. The difficulty inherent in this method of improving the people. The more children there are in any given district who do not attend school, the more probable it is that no one in the district will take the trouble, or endure the odium necessary to the enforcement of the law. There should be a truant officer in the city, and a constable in the country, whose duty it would be to attend to the enforcement of the law."

The best possible compulsory law.—Superintendent Jones, of Dakota: "The law for compulsory education in our Territory, which is intended to be provided for in sections 119, 120, is not enforced. To enforce such a law requires first, that public sentiment be educated up to a proper appreciation of the principles involved. This may yet be in the somewhat distant future so far as it interests those communities which are most negligent. I fully believe that a law which taxes the parent or guardian of every child, say twenty-five cents per week, *per capita*, for all children of school age under his care or control, to be collected as are all other taxes, and the amount collected to go to the support of the schools, would be the best possible compulsory law. The parent or guardian may then receive a credit upon such tax of twenty-five cents, in favor of any particular child, naming it, for each week of school attendance, upon presenting the certificate of the director showing the attendance. But the credits of one child should not be accepted from the parent or guardian in favor of another."

Justification of compulsory attendance laws—Limits of the rights of parents.—Superintendent Hine, of Connecticut: "There are many parents who assert what they call their right of governance. Such think it unjust that they must send their children to school, and thus lose the profit of their labor. Others, timid about interfering with the relation of parent and child, prefer that the child should suffer abuse and deprivation rather than disturb the principle of parental control.

"There is no necessity of confusion or hesitation here. That parents may have the governance of their children is not an unalterable principle upon which unchangeable laws are based. It is only a proposition based upon extensive experience and embodying the general conviction that parents inspired by instinctive love will treat their children wisely and humanely. There is a strong probability that they will so treat them. This presumption of good will yield to a certainty of evil. When it is certain that a parent is injuring his child a point is reached where society says his action is not reasonable, and the law says it is not lawful. It may be unreasonable long before it is unlawful, but it is merely a question of degree when the legal limit is overstepped.

"Responsibility for the education of the child is placed upon the parent. It is admitted that the parent may and ought to understand what is the best education for his own children. But at the point of no education or of limited education resulting in mental starvation, the law undertakes to make the parent do his duty. If in the exercise of his judgment and right of control, the parent gives no education he has overstepped the reasonable limit of control and transgressed the positive enactment. He is now compelled to do what he ought to do.

"Similarly there is no principle which confers upon a parent the right to cause his child to work for gain or for the support of the family. It is supposed that the labor which the parent compels the child to perform will [not] result in good to the child. If the mind or body of the child is injured by work in any industry, the limit of reason is again overstepped, and the law compels the parent to refrain from doing what he ought not to do. Both in depriving the child of education and in causing him to spend his early years in labor the parent is not conforming to what the experience and convictions of society regard as right. He is not acting in a reasonable manner, and the law says he is not acting in a lawful manner.

"The enactments relating to attendance and employment have restrained and mitigated in many cases the harshness of parental control. If they have accomplished nothing more their operation has been beneficial."

V.—COUNTRY SCHOOLS.

A course of study adopted for country schools in Indiana—Classified schools.—In Indiana, under the superintendency of Hon. J. W. Holcombe, a standard course of study for one-room country schools, prepared by a committee of the County Superintendents' Association, was adopted by that body in 1884. From that time a general effort has been made throughout the State to conform the district schools to the standard course. It is divided into three parts, known as the Primary, the Grammar, and the Graduation Divisions.

Diplomas, tastefully lithographed, are granted to pupils who attain an average of 75 per cent. and who do not fall below 65 per cent. in any one branch. The graduating exercises are held in each township under the supervision of the county superintendent; these have been attended with a degree of interest far beyond expectation.

Following are the courses of study referred to above, and a daily programme of study and recitations for a district school. The word *year* is used somewhat indefinitely in the arrangement of the work, and does not mean necessarily either the calendar year or the school term (since the latter is not uniform), but rather such a time as is necessary for the completion of the work allotted—in other words, the interval between the promotions.

COURSE OF STUDY ADOPTED FOR ONE-ROOM DISTRICT SCHOOLS OF INDIANA.

PRIMARY DIVISION.

First grade—first year.

Spelling.—All the words of the reading lessons by letter and sound.

Reading.—First reader complete; introduced by the word, in conjunction with the object method, afterwards combining phonic method.

Writing.—Blackboard and slate exercise.

Arithmetic.—Adding 1's, 2's, 3's, and 4's. Roman numerals; Arabic numerals.

General lessons.—Language lessons in connection with reading. Object lessons—color, orm. Geography—distance and direction.

Second grade—second year.

Spelling.—Written exercises, slate, board, and spelling tablets.

Reading.—Second reader completed.

Writing.—A complete drill on position at desk, as to pen and movement and form of letters.

Arithmetic.—Oral lessons, addition, subtraction, multiplication, and tables constructed as far as learned.

Geography.—Home—outline of township, county, and State.

Language.—Lessons in connection with reading, notation, and numeration.

Third grade—third and fourth years.

Spelling.—All the words of importance in the various lessons; new words defined, spelled by sound and letters, using proper diacritical marks—slate and blackboard.

Reading.—Third completed.

Writing.—Copy-books Nos. 2 and 3. Special attention given to position, holding pen, movement, etc.

Arithmetic.—Addition, subtraction, multiplication, and division, mastered as principles without the use of text-books.

Grammar.—Oral language lessons; analysis by diagrams, giving subject, predicate, object, and simple modifiers.

Geography.—Oral lessons, by subject, to primary geography.

History.—Oral lessons; important events and dates. (Occasional.)

GRAMMAR DIVISION.

Fourth grade—fifth and sixth years.

Spelling.—Same as Third Grade.

Reading.—Fourth completed; supplemental reading introduced.

Writing.—Copy-books Nos. 4 and 5.

Arithmetic.—Practical, to percentage.

Geography.—Primary.

Grammar.—Elementary, completed.

History and Physiology.—Oral lessons.

GRADUATION DIVISION.

Fifth grade—seventh and eighth years.

Spelling.—Previous methods continued.

Reading.—Fifth completed; suitable supplemental reading.

Writing.—Adopted system completed.

Arithmetic.—Completed, giving special attention to analysis and formulas.

Geography.—Completed; map drawing and physical conditions mastered.

Grammar.—Completed, including a practical knowledge of composition and analysis by diagram.

History and Physiology.—Completed; civil government.

Special.—Familiar lessons or tasks in elementary science, and a practical knowledge of the United States system of land survey.

Daily programme of study and recitations for a one-room district school, State of Indiana.

Hour.	Time.	First grade.	Second grade.	Third grade.	Fourth grade.	Fifth grade.	Summary of recitations.
9.00	10	Devotional or literary opening exercises.					
9.10	20	Reading.	Reading.	Reading.	Arithmetic.	Reading.	Reading, fifth grade.
9.30	10	Reading.	Reading.	Reading.	Arithmetic.	Arithmetic.	Reading, first grade.
9.40	10	Blackboard work.	Blackboard work.	Reading.	Reading.	Arithmetic.	Reading, second grade.
9.50	15	Rest.	Slate work.	Numbers on slate.	Reading.	Arithmetic.	Reading, third grade.
10.05	15	Slate work.	Slate work.	Numbers on slate.	Arithmetic.	Arithmetic.	Reading, fourth grade.
10.20	20	Book work.	Recess.	Recess.	Recess.	Recess.	Arithmetic, fifth grade.
10.40	15	Numbers.	Numbers on slate.	Numbers on slate.	Arithmetic.	Recess.	Recess.
10.55	15	Numbers.	Numbers.	Numbers.	Arithmetic.	Physiology.	Numbers, first grade.
11.10	15	Book work.	Language.	Language.	Arithmetic.	Physiology.	Numbers, second and third grades.
11.25	20	Book work.	Language.	Language.	Arithmetic.	History.	Arithmetic, fourth grade.
11.45	15	Recess.	Recess.	Recess.	Language.	Physiology.	Physiology, fifth grade.
12.00	60	Recess.	Recess.	Recess.	Recess.	Recess.	Recess.
1.00	20	Book work.	Book work.	Language.	Language.	History.	Language, third and fourth grades.
1.20	10	Book work.	Book work.	Geography.	Geography.	Grammar.	Reading, first grade.
1.30	15	Blackboard work.	Reading.	Geography.	Geography.	Grammar.	Reading, second grade.
1.45	15	Slate work.	Blackboard work.	Geography.	Geography.	Grammar.	Geography, third and fourth grades.
2.00	20	Writing.	Writing.	Writing.	Writing.	Writing.	Writing, all grades.
2.15	15	Recess.	Recess.	Recess.	Recess.	Recess.	Recess.
2.30	25	Slate work.	Slate work.	Language.	Language.	History.	History, fifth grade.
2.35	25	Reading.	Reading.	Spelling.	Spelling.	Reading.	Reading, first grade.
3.00	10	Book work.	Recess.	Written spelling.	Written spelling.	Written spelling.	Reading, second grade.
3.10	15	Recess.	Recess.	Recess.	Recess.	Grammar.	Spelling, third, fourth, and fifth grades.
3.25	15	Recess.	Recess.	Recess.	Recess.	Grammar.	Grammar, fifth grade.
3.40	20	Recess.	Recess.	Recess.	Recess.	Dismissed.	Dismissed.

Black Type denotes recitations.

Plain type denotes study.

"Additional branches" before 9 a. m. or after 4 p. m.

The following is an extract, relating to the above course of study, from a circular letter of State Superintendent Holcombe to township trustees and school boards: "All the one-room schools of a township should follow the same course of study, covering the eight 'common branches,' and not attempting to go beyond these unless additional branches are demanded by patrons, according to law. Schools of two or more rooms should divide the grades between the departments, and introduce additional branches in the highest department, as far as facilities permit.¹ Pupils should be classified in the course of study according to their advancement, and should be carried through it to graduation, and no pupil should be permitted to graduate until he has studied all the common branches. Trustees have the power to require pupils to follow the course of study, and no pupil should be excused from any subject appropriate to his advancement except by special permission of the trustee for good cause."

INDIANA DISTRICT SCHOOL DIPLOMA.

The form of diploma generally used is as follows:

<p>INDIANA COMMON SCHOOLS</p> <hr style="width: 20%; margin: auto;"/> <p>COMMON SCHOOLS [INDIANA] THE HOPE OF OUR COUNTRY.</p>		<p><u>DIPLOMA.</u></p>
<p>THIS CERTIFIES that.....</p> <p>of District No. Township of..... County of....., having passed a creditable examination in Orthography, Reading, Writing, Arithmetic, Geography, En- glish Grammar, Physiology, and United States History, and having sustained correct deportment, is granted this</p>		
<p><u>CERTIFICATE OF PROFICIENCY.</u></p>		
<p>IN TESTIMONY WHEREOF, Our signatures are affixed this.... day of....., 1884.</p>		
<p>{ SEAL OF INDIANA. }</p>	<p>.....County Supt.</p>	
	<p>.....Trustee.</p>	
	<p>.....Teacher.</p>	

Remarks on the classified country schools of Indiana.—At a convention of the county superintendents of Indiana, Superintendent David N. Nelson, of Jasper County, made the following criticisms and suggestions regarding the course of study and programme of recitations, etc., given above:

"The uniform course alluded to above is excellent, and with slight modifications may be operated in every county in the State. Its adoption should be made uniform at once. But a clear view of the characteristics of such a course is necessary to our purpose.

"I. The course should state clearly and definitely the work intended.

"II. This work should be divided into parts, and a definite time allotted for the completion of each part.

"III. These parts should be arranged in their logical and psychological orders—considering the parts themselves, in the order of dependence; considering the relation of these parts to the child, in the order of mind-growth.

"Confusion very often arises from the fact that teachers do not know what work is required of them. The course is not specific. Details are not outlined, and the work is stated only in general. It must be remembered that the district school is not subject to the same close supervision that is found in the city and town. There the superintendent

¹An account of the Indiana graded school system is given in another part of this Chapter. See p. 188.

outlines the work in detail from month to month, and if any doubt exists in the teacher's mind it may at once be removed by consulting the competent, responsible head, whose thought is being worked out in each department. In the county in which I live, some teachers are at work in the school-rooms 25 miles from the county seat, and many times during the winter 35 miles from the superintendent. A question arises as to what work is to be done. It cannot be settled for weeks and perhaps months, when the emergency is passed and the question forgotten. In the mean time the teacher proceeds as best she can without the stimulus of settled convictions, and does an inferior kind of work, of an entirely different character from that intended and from what is being done in an adjacent school. This is not confined to Jasper County. A similar circumstance within a few miles of the centre of this city came under my observation within the last school year. Again, it is true that the teachers most competent in carrying out a system of instruction find their way into the cities and towns, where they have less exposure and greater conveniences, where there are more opportunities for promotion, and where the wages are higher. These two discriminations against the district school make it necessary that the course of instruction in the country be more definitely and explicitly stated than in the towns and cities. My observation has been that the reverse is generally true. The course in the district schools should be outlined in detail, making it easy for pupils and parents to understand, and thus aiding in its enforcement.

"Under our present school laws it is impossible for our schools to continue in session during the entire year, and with the present amount of labor and confinement required each day of the pupil, such long terms are not desirable. As the time for study is divided into parts, there should be corresponding divisions in the course of study, *i. e.*, a definite portion to be accomplished each year. How much can be done in each of these divisions of time depends mainly upon three conditions:

"I. The length of school each year.

"II. The efficiency of teachers.

"III. The regularity of pupils.

"If these three points be properly regulated, the problem of uniform gradation is easily solved. In them we find the greatest tendency to disintegration, and, consequently, the greatest obstacles to be overcome. In the consideration of these points we shall find many difficulties to be removed.

"The length of term in the various counties of the State varies widely. The longest for the year 1883 was 180 days; the shortest, 93 days. The longest for the year 1884 was 172 days; the shortest, 77 days. Between the townships of most counties a like contrast appears. In my own county, in 1883, the term was 62 days in one township and 140 in another. In 1885 the shortest term was 80 days and the longest 135. Under these circumstances, with equally good teachers in every school, nothing like uniformity in gradation can be maintained. Some pupils will complete the course in one-half the time it requires others to complete it; or one pupil will do double the work of another in the same number of years. The course, therefore, which is adapted to one school is not suited to another, perhaps within the same county, to say nothing of remoter parts of the State, where different industries and physical conditions may hold trustees within still narrower limits. Nor does the remedy lie within the reach of all. In many counties the county board can arrange the local levy for tuition in such a manner as to produce uniformity of terms in that individual county. This will greatly assist in gradation, and where it is possible it becomes the imperative duty of the county board and superintendent to see that it is speedily done. But in other counties, if the levy be made to the greatest extent authorized by law, the longest term will be only 135 days, while the shortest will be 80 days. In this case the only way to equalize is to reduce the maximum length to the minimum. This would be unjust and exceedingly impractical. The only remedy here lies in new legislation.

"All teachers are not equally skilful in the management of their schools. One teacher will accomplish as much in 6 weeks as another in 4 months. This, added to the fact that the poor teacher falls heir to the short term, seriously disorganizes the work, for the good teachers, with the long term, can do at least four times as much work as the poor teachers with the short term. Again, teachers seldom succeed themselves from year to year, so that good and bad ones alternate, and, like positive and negative quantities, mutually destroy each other's influence. To avoid these evils is the desideratum. If the teacher is inefficient, all fails—course of study, classification, methods of promotion, systems of instruction, all fall to the ground. The county that would carry into effect any settled line of policy, which is absolutely essential in order to sustain a system of graded schools, must employ teachers who have made some 'special preparation for the work, and who are reasonably familiar with the principles which must be observed in the formation and preservation of a graded course of study.'

"The grades in the district schools are subject to disintegration from another cause—irregularity in attendance. Where no system of reports is used superintendents and school

officers generally are not aware of the enormity of this evil. Few parents understand that they have no right to detain the pupil at home; and long, muddy roads, inefficiency of teachers, impossibility of close supervision, all operate against the school in this respect. Jasper County, being one of the largest in the State, has suffered loss from each of the causes just enumerated. Last fall, during the first 3 months, only 70 per cent. of the enumeration enrolled, and 79.6 per cent. of the enrolment, attended every day. During the succeeding 3 months the attendance was considerably less, owing partly to the severity of the winter. I do not think these figures below the average, but that a like relation holds in other counties as well. In nearly every school are to be found a class of pupils who enter late in the fall, quit early in the spring, and are absent 1 or 2 days each week in the meantime. This destroys the classification, and where any considerable number are of this character, renders gradation well nigh impossible. If we carry into effect any system of gradation, we must secure the regular attendance of the pupils.

"Any course of study must be arranged in accordance with two things—first, the organic relation of the branches and different parts of branches taught, and second the order of mind-development. These are co-ordinate thoughts, and are each primary. Studying history, geography, and arithmetic—in fact all study—is but discovering the relations which exist in the great order and system of things called nature, of which our minds, bodies, the earth, and all organized and unorganized beings are but parts. Nowhere in this domain is the rule of chance, or caprice; all is system. Certain things necessarily condition others, and render them possible. What is meant by arrangement in the 'logical order' is simply that the order which nature has established in the constitution of the thing should not be violated. The discovery and statement of these relations would form an excellent theme for an hour's discussion, and cannot be attempted here.

"In this day, when psychology is the hobby in education, it has come to be understood that even mind is a part of nature, and that it, too, acts within the domain of law. That under all the phenomena of thinking, feeling, and willing, there are unchanging laws whose actions are in harmony with each other and with things. This harmony, adaptation, or fitness, is universal. The mimicry of the tiger adapts it to its native jungle; the eye is adapted to the beautiful green of earth and blue of sky, the ear to the vibrations of the air. So also the mind, in its secret constitution and working, is adapted to the other departments of nature which it must apprehend or know. As nature is always harmonious with itself, it follows that the mind must know things in their necessary and inevitable relations, and thus it is seen that the logical and psychological orders coincide and are the same. That this should be the arrangement in any system, whether graded or ungraded, is beyond question. That a *graded* system should be arranged so is doubly important, since the tendency to disintegration in any organism increases with its complexity, and since only by such arrangement can its harmonious operation be secured.

"This brings us to the second branch of our subject—the classification of the school according to the course of study. Here the work before us is to give each pupil his proper work by placing him in the grade to which he belongs. It is a fact that in all schools the size of the classes steadily decreases as we pass from the lower grades to the higher. This is shown in both town and country, by the small number of pupils in the graduating classes as compared with the number that are doing first-grade work. Since this is so, a larger portion of time should be given to the lower grades of the school. Again, the time allotted for the completion of the course of study is 8 years. Each year brings new accessions to the school, and as these pupils are 1 year behind, it seems that the most natural division of the pupils is into 8 grades. But such a division in the district school is altogether impracticable, as it would necessitate at least 32 recitations daily. This would so divide the time of the teacher that but little would be accomplished. It is absolutely necessary, then, that in our district schools certain of these years be combined in the formation of the grades, and since the number of pupils decreases as we advance, these combinations must be made in the last years of the course. Thus, in order to decrease the number of classes, the years are combined as follows:

- "(a) First year pupils are kept by themselves.
- "(b) Second year pupils also form a grade.
- "(c) Third and fourth years are placed together.
- "(d) Fifth and sixth years are placed together.
- "(e) Seventh and eighth years are placed together.

"With this arrangement all the pupils of the school are classified into five grades. On an average each grade may have five recitations daily, without frittering away the time of the teacher, and with very satisfactory results. More recitations than these are not advisable. Several points require special attention just here:

"I. With such an arrangement, how are promotions possible without destroying the classification of the school? Here is a most difficult question. If a difference of one year only existed between the grades, or if pupils were admitted to the school only once in two years, it could be easily answered. No trouble is found in promoting from the first to the second grade; but it is observed that when they pass from the second to the third grade, they must combine with pupils who have already done one year's work on that part of the course allotted to the third grade. This, of course, where everything has been efficiently done, works detriment to the school. Were it not that the logical and psychological orders, stated above, must be followed on passing to the third grade, they could commence fourth year work, and the following year do third year work, and again the two divisions would combine at the beginning of the fifth year. With this arrangement the class that enters the school in the odd years would progress evenly and symmetrically through the entire course, while the class that enters on the even years would work half the time with the class which is a year ahead, and the other half the time with a class a year behind its true standing. This is out of the question, and the close and rigid gradation here spoken of is impossible. The most practical way seems to be to make the gradation loose, to allow the bright, strong ones to pass on to a higher grade, while the dull, weak ones fall back where an opportunity is given to make up lost work. Some difficulty is experienced here, owing to a difference of advancement; but it is hardly to be expected that the pupils of any grade will be of the same degree of scholarship.

"II. When new pupils present themselves, how shall they be classified? Three things should be taken into consideration—age, ability, scholarship. Other things being equal, such a pupil should be placed among those of his age. If ability is good and scholarship somewhat less, he should be *still* placed there, allowing that with his good ability he will soon 'catch up' with those of his own age. In deciding upon scholarship, *reading* should be made the basis for classifying primary pupils, while *arithmetic* is a more satisfactory basis for classifying advanced pupils. It is always best to place a boy of good ability among his superiors than among his inferiors. Care should be taken, however, not to class him so high as to make a change necessary.

"III. Whose duty is it to classify, and is this duty imperative? Manifestly the pupil is not prepared to choose his studies or classify himself. He sees the school from below, not from above. He looks upon the school as an end in itself, and is not expected to know what constitutes the best and most rapid progress. Neither can his parents decide the question of his classification; for if they do, decisions will conflict and again classification is impossible. Certainly it is the duty of the teacher, acting under the direction and supervision of the county superintendent. This is an imperative duty upon the teacher, one that he should discharge without fear or favor. 'Where does the pupil belong?' is the question, and his 'duty to the child, to the parent, to himself and to his profession, demands a correct classification.' It is my opinion that, in the first place, teachers do not sufficiently understand the principles of gradation to act with confidence and decision; in the second place, they do not understand it to be one of their sacred duties; and in the third place, they fear the opposition of parents. The unpopularity which a teacher is likely to incur by assigning the pupils to the classes where they really belong, acts as a powerful barrier against the gradation of our schools. This is its negative phase; its positive phase, though not so generally practiced, is another great evil. Teachers will curry favor with parents and seek popularity by classifying pupils too high. Such work has been appropriately termed 'demagogic pedagogy,' and has been characterized as a base, unprofessional trick. A great duty devolves upon the superintendent in properly directing the work of his teachers in this respect; also in visiting his schools the work of classification should be carefully inspected.

"IV. Uniform text-books are necessary. This is absolutely essential, in order to prevent the multiplication of classes. The means of accomplishing this are in the hands of the county board, and should be exercised with great care.

"V. The necessity of a suitable programme. It is not the purpose here to state what the programme should be—to decide whether arithmetic or reading should come first in the day, but to determine some of its characteristics and show its value in sustaining a graded system of schools. The programme should state a time for each exercise of the school; thus none will be omitted, none forgotten, and irregularity in this respect is avoided. It should also state the *length* of time for each exercise; thus none will usurp the time of the other; none will be slighted. A properly arranged programme is absolutely essential in securing these two results; and though they may seem little things, their violation has a powerful tendency to disintegrate and disorganize. A lack of method and system here rapidly spreads until it infests every thread and fibre of school work.

"Having arranged a course of study and decided upon the classification of the school the promotions naturally follow. These have already been incidentally noticed under the head of 'Classification of Schools,' but a few points are deserving of special mention. Any perfect scheme of promotion necessitates—

"I. A standard which must be reached.
 "II. An accurate, just, and uniform method of determining the standing of pupils.
 "III. A permanent record of this standing for the use of school officers and succeeding teachers.

"IV. A system of graduation.

"Only those pupils should be allowed to pass whose work has been good, and a high degree of excellence should be required. Teachers and school officers fail, many times, by lowering the standard of scholarship. Thus pupils come to believe that accuracy is not desirable, and that hard work and faithful effort are not essential to success. Seventy-five per cent. at least should be the minimum in any branch. A higher standard would be still preferable. This standard should be determined by the county board.

"That the standing of pupils should be made up from both the class work and examination will hardly admit of question. Baldwin, in his 'Art of School Management,' recommends that the class-standing be multiplied by 4 and the result added to the grade received on examination, and that this sum be divided by 5 in determining the standing of any pupil. This method seems eminently just. But while teachers differ so widely in their methods of grading, and while such a difference exists between the questions used by one teacher and those of another, uniformity is not so easily secured, and pupils of one school advance more rapidly in the grades than those of another. The difficulty here again grows out of the impossibility of close supervision. Two plans for unifying the work may be suggested:

"1. The township plan, in which the work of preparing questions for examinations, grading manuscripts, and controlling promotions is in the hands of a township principal, who in turn works under the supervision of the county superintendent.

"2. The county plan, in which the superintendent prepares the questions for each school at least twice a year, and collecting the manuscripts, grades them himself. This entails an almost endless amount of work on the superintendent, but it has been successfully accomplished, I understand, in at least one county of the State. Either method if taken would greatly aid in establishing the fixed policy necessary to gradation.

"The status of a school being once determined for a given month it should become a matter of permanent record, so that school officers and succeeding teachers may have something to assist them in maintaining the gradation of the school. Each teacher should be supplied with a grade-book, with definite instructions as to its use, where the standing of a pupil, made up as suggested above, should be recorded monthly and in permanent form. At the close of the year a summary of these monthly standings should be made and the averages given. This average standing should reach the standard already adopted by the county board before a promotion takes place. Where a township principal is employed, as stated above, he should have a record of the name, classification, and standing of every pupil of the township. Where no such principal is employed the county superintendent should have a similar record made from the monthly reports of his teachers. These records should be summarized and published for annual distribution to teachers and parents.

"Graduation is the last step in promotion, and is essential. No greater impetus has ever been given to the work of the district schools than that which has attended the introduction of this feature. It, like Janus of old, looks both ways, forward, backward—backward over the entire school course, and necessitates efficiency at every point. It is destined to work a revolution in that it strengthens the work all along the line. It secures better instruction, better gradation, closer supervision. It looks forward to the high school, to which its diploma is a ticket of admission. It thus unites the district school and the high school, and as it marks a degree of success, is a powerful incentive to good.

"To recapitulate: The essentials to gradation are course of study, classification, promotion.

"The course should state the work in detail, should divide it into parts and allot a definite time to each, and should arrange these parts in their logical and psychological orders. The course for the district schools should be more definitely outlined than that for towns and cities. The amount of work that can be done in a given time depends mainly upon length of term, efficiency of teacher, and regularity of pupils. The logical and psychological orders are the same, and are the inherent relations of the mind and the thing studied.

"Only five grades are practical. Classification should be loose; new pupils classified according to age, ability, scholarship. It is the duty of the teacher and the superintendent to classify. Uniformity in text-books is necessary; programmes are essential.

"Any scheme of promotion includes standard, test of scholarship, permanent record, system of graduation."

What the ungraded school demands.—Superintendent Raab, of Illinois, in speaking of the qualities demanded of the teachers of ungraded schools, remarks: "Every one can

see that to instruct 30 to 40 pupils of such various attainments as the difference in the ages between 6 and 21 years conditions is a difficult task, and that the teacher must possess a high degree of self-denial and energy to do this work well. He must occupy silently three or more divisions while he instructs one. In order to make this silent occupation of use to the pupils, how carefully must the exercises be selected, how well prepared beforehand, and how much time does their control and criticism consume? How must the teachers continually study the means of doing the work most thoroughly in the shortest possible time? It is self-evident. *The ungraded school demands the most skilful and thorough teacher and educator.*

"The communities with ungraded schools are mostly far removed from larger towns and cities. Their inhabitants belong mostly to the less wealthy and cultivated. Not rarely there is a lack of intellectual incitement and æsthetic refinement so essential for a young person to feel and imitate. Frequently the few refined are too far removed socially from the majority to encourage intercourse between them. A teacher who is to work in such a community has great difficulties to overcome socially. His education may predispose him for the intercourse with the few cultured families, but he is rarely in such pecuniary situation as to mingle with them freely, socially, and familiarly. For the sake of his efficiency he can not withdraw from the society of the majority. Much tact and a strong character are necessary to do the right thing under all circumstances; to displease neither the one nor the other. The teacher of an ungraded school must not only be a thorough teacher and educator, *he must at the same time be a man of wisdom and of character.*

"But what kind of a teacher do we find in many ungraded schools? Young people just dismissed from the same kind of school. What is the cause of this? Because this class of school is considered the proper one for the beginners and it is the most poorly paid. When the latter have instructed in such a school for some time they either strive for a village school or they abandon the work of teaching altogether and other tyros take their place.

"These young people enter upon their duties and find themselves before a gigantic task. Hardly any one of them has ever seen a school properly conducted; some will perhaps remember one thing or another from their childhood experience.

"Many a one would find it a difficult task to instruct one division properly and to gain its attention and interest, and now he is called upon to employ four or more divisions at the same time. If he loses all hope and grows dispirited is it to be wondered at? It is a wonder if he does not lose courage and succeeds in creating order and fresh life out of chaos."

"As a rule there is little enthusiasm among the teachers of ungraded schools. How can there be any as long as the teachers do not know or even feel what great opportunities for doing good to their fellow men are put into their hands. Instead of creating fresh life and vigor they consider their work a drudgery from which to flee as soon as there is a chance seems natural. They know no better. No one has ever opened to them the portals of science or pointed out the blessings which may be conferred upon a community by conscientious, thorough work in ungraded schools.

"School directors having charge of ungraded schools should never employ teachers who have not at least served an apprenticeship of several years in a graded school under the supervision of a competent principal or superintendent. The salaries of teachers in ungraded schools should, of course, be much better than those of subordinate teachers in graded schools. Teachers who have successfully taught in ungraded schools will form the best material from which to select principals and superintendents for village and city graded schools, because they are familiar with all the details of the entire course from the primary grade to the high school.

"A public school teacher, especially the teacher of an ungraded school, who successfully leads the young to the high aims of intellectual and moral culture, is certainly one of the most useful servants of the State; hence the community should do everything in its power to retain the greatest possible number of such men in the profession and to secure to them satisfactory and respected positions."

Grading country schools.—Superintendent Cornell, of Colorado: "Our country schools cannot be made as thorough and efficient as they should be until a definite course of study is adopted and the pupils classified. * * * If the country schools are graded the work must be accomplished largely through the efforts of the county superintendents. They must see that the teachers properly classify the pupils of such schools, and keep proper records of such classification. From these records the teacher should make monthly reports to the county superintendent, which shall show the progress of the school. The mere adoption of a course of study by a school board will avail but little unless some system is inaugurated for having it carried out and made permanent. It is not expected that any one course of study can be adopted in detail in every school. County superintendents must determine what course is best suited to the schools of their coun-

ties. Yet, if possible, it will be better to follow one general outline of work in every county."

A system of grading proposed for Kansas.—The subject of grading the common schools of Kansas has been recommended by Superintendent Lawhead to the consideration of the Legislature of that State. The objects to be sought and some of the advantages that would result he enumerates as follows: "(1) An ultimate reduction in the number of classes, consequently more time could be given to each class. (2) More systematic work could be done, hence each pupil taught by example the necessity and practical benefit of system in everything—a very important element. (3) Each pupil would realize that his advancement would depend upon the thoroughness with which he performed his work, therefore he would be stimulated to do everything in the best manner possible."

Organization of ungraded schools.—Hon. John W. Dickinson, secretary of Massachusetts board of education: "A serious hindrance to successful work in ungraded schools is a large number of classes. A large number of classes seems to make necessary many exercises during each daily session. Where there are many different class exercises in the day but little time can be given to each, and with but little time for an exercise, not much good teaching can be done.

"Just as good teaching can be done in an ungraded school as in a school that is graded, and it can be done in the same time and in the same way.

"It seems desirable, therefore, that an earnest effort should be made by the committees and teachers having these schools in charge to make the number of daily exercises small enough to make good teaching possible.

"This may be accomplished in the following way:—

"*First.* By uniting as far as practicable the classes in each subject.

"The course of study [for ungraded schools in Massachusetts] is laid out for eight years of school attendance, but there are few schools in which all these grades of work are represented at one time.

"By the use of supplementary reading matter, and by the topical method in other subjects, classes representing different grades may be brought together.

"*Second.* By alternating the recitations of the older pupils in certain subjects. Thus the recitations in geography and history may occur on alternate days; so may physiology and grammar; writing and drawing may alternate. The reading exercises of the higher classes may alternate with each other.

"*Third.* By frequent and regular substitution of written for oral recitations in most of the subjects. This will leave the teachers free for other classes, and the written papers can be examined out of school. Such exercises are of great value to the pupils themselves.

"A written programme should be prepared as soon as possible after the beginning of the term. This should contain the order of exercises for each day of the week, and should indicate the time at which each exercise should begin and end. It should be placed where it can be read by the pupils, that they may be guided in their study. If rigidly followed by the teacher it will train the pupils to habits of promptness and punctuality."

VI.—EDUCATION.

A man of more account than his trade.—Superintendent Hinsdale, of Cleveland, Ohio: "One of the most discouraging things that the teacher encounters is the erroneous views of the nature and objects of education that are so very common. An intelligent manufacturer tells me, for instance, that he is anxious to find out as speedily as possible what trade or profession his son is fitted for by nature, and then to educate him to follow it. He says he can see the sense of a classical education for a minister or a physician, but evidently it would be thrown away on a mechanic or tradesman. No doubt it would be folly to give, or seek to give, a classical education to all mechanics and tradesmen, or even to many of them. But that is not the point. After all the preaching of 'sweetness and light' we have heard the number of people who can not raise the question of a boy's education above the level of the daily work that he will probably perform is alarmingly large. These people think a man is merely a tool or instrument, and that he should be educated solely for the reason that a chisel or saw should be kept sharp. Now, it scarcely need be said that education should fit men and women for efficiency in work and business. Life has a physical basis; a man can do nothing without his breakfast, and a complete scheme of education must provide for bread-winning. How a boy or girl will be best prepared in school to earn money, and so to win bread, whether by general studies, by special studies, or by a combination of both, I do not now inquire. But I do assert that a man is of more account than his trade. The life is more than meat, and the body than raiment. Man lives not by bread alone; his life consists not of the abundance of the things that he possesses. The human mind is capa-

ble of knowledge and of seeking truth for truth's sake; capable of sublimity, faith, reverence, sympathy, and pathos; capable of happiness and joy and love, and to deny it the food that feeds these capacities, to try to appease its hunger with a mere business education, or with the husks of learning, is nothing short of starvation."

VII.—GRADED SCHOOLS.

THE INDIANA SYSTEM OF GRADED SCHOOLS.

The State of Indiana furnishes a typical illustration of the American system of graded schools in its fullest development, in which every child may receive an education at the public expense, beginning with the rudiments of learning and continuing on by successive steps up through the highest grade of the university. State Superintendent J. W. Holcombe, in his last published report, gives an account of the system as it has been developed in Indiana, from which the following has been compiled.

What the term "graded school" is understood to mean in Indiana.—State Superintendent G. W. Hoss (1865), in interpreting the provision of the statute regarding graded schools said: "1st. A graded school is a school in which the pupils are placed in different rooms and under different teachers according to advancement. Consequently, the greater the number of rooms and teachers for any given school the more favorable the means for perfect grading. From this it will be seen that a graded school as contemplated in the above section can not exist with less than two teachers. With one the school may be classified but not graded. Trustees will therefore have regard to this element when they put up buildings designed for graded schools. 2d. As to the time when a graded school should be established for any given township, no definite directions can be given. There are too many local elements to admit of any special directions. It is, however, safe to say that whenever there are pupils in the township whose advancement is such that the district schools can not furnish them instruction, at that moment begins the need of a township graded school furnishing instruction of a higher grade. The trustee must, however, be satisfied that the number of such pupils is sufficient to justify the establishment of such a school before providing the same. 3d. As to place, I would suggest that whenever practicable the township graded school should be established in connection with a district school, thus economizing in building, perhaps in teaching, also furnishing the means of a more thorough grading in at least one primary school in the township. It is suggested further that a village, if centrally located, is usually a favorable place for the township school."

"A graded school, it is therefore obvious [Mr. Holcombe says in continuation], may be extended from the smallest township school of two rooms, carrying its course of study no farther than 'the eight branches,' or including but one or two 'additional branches,' to the highly developed city system, which embraces elementary instruction in the higher mathematics, languages, literature, and science. The graded school develops as the population increases and as the demand for higher instruction grows. The cities, therefore, first established graded schools, and have, as a rule, extended their system in proportion to their size and wealth. All the cities of the State, and most of the towns, maintain graded school systems, terminating in a high school course of from two to four years."

The course of study.—The law determining the subjects of instruction in the common schools of the State is as follows: "The common schools of the State shall be taught in the English language; and the trustee shall provide to have taught in them orthography, reading, writing, arithmetic, geography, English grammar, physiology, history of the United States, and good behavior, and such other branches of learning and other languages as the advancement of the pupils may require and the trustees from time to time direct. And whenever the parents or guardians of 25 or more children in attendance at any school of a township, town, or city shall so demand, it shall be the duty of the school trustee or trustees of said township, town, or city to procure efficient teachers and introduce the German language, as a branch of study, into such schools; and the tuition in said schools shall be without charge: *Provided*, Such demand is made before the teacher for said district is employed."

Upon the extent to which the course of study may be carried, James H. Smart, State superintendent (1880), said: "It is fair to assume that the trustees must provide suitable instruction for all the children who may have a right to attend school; that is, they must afford them such instruction as their attainments demand. If a child has mastered all the primary branches, and, being less than twenty-one years of age, still desires to attend school, the trustees must provide suitable instruction for him. It is not reasonable to expect him to spend further time on branches which he has mastered. The fact that the law permits children to attend school till they are twenty-one years of age is presumptive proof that the trustees may be required to furnish such instruction

as is suitable to their attainments till they reach that age. I think the argument here adduced equally applicable to trustees in cities as to those in townships, as the language of the statute applies to both alike."

Upon the power of the school authorities to arrange a course of study, the following official opinion was given in 1833: "The school law provides that instruction shall be imparted in certain studies, the German language under certain circumstances being included in the list. The time at which these studies shall be commenced, the order in which they shall be taken up, and the length of time devoted to each are matters which are left to the trustee or school board."

In accordance with the statutes and decisions cited the local school authorities throughout the State have prescribed courses of study which are essentially similar, while differing in details. The importance of uniformity in the high school grades, which are immediately introductory to the university, has led to an effort on the part of the State Teachers' Association to secure a uniform high school course. (See page 193.)

High school commissions.—The country schools, the high schools, and the State universities, which in many States form practically three distinct systems, are in Indiana happily united. The work of the country school or of corresponding departments of the city or town school prepares the pupil for admission to the high school. The latter, if it be a representative one, prepares its charge for admission to Indiana University, Purdue University, and the State Normal School.

In the term of Superintendent Milton B. Hopkins, in July, 1873, the following resolution was adopted by the board of trustees of the Indiana University:

"In order to bring the university into closer connection with the high schools of the State we recommend the following plan: A certificate from certain high schools (to be named hereafter by the State board of education) of a satisfactory examination sustained in the preparatory course, will entitle the bearer to admission to the freshman class."

At the meeting of the State board in the following August, a circular letter was addressed to the presidents of school boards and the superintendents of schools, with a view to determining how many and what high schools were qualified to perform the work of a preparatory department of the university. From that time, whenever a superintendent of schools has presented proof to the board that his course of study and the attainments of his teachers were sufficient to prepare pupils satisfactorily for the university, he has received a commission to certify graduates for admission to that institution. More recently a similar arrangement has been made by Purdue University and the State Normal School. The form of commission now in use is as follows:

STATE OF INDIANA.

HIGH SCHOOL COMMISSION.

This certifies that, Superintendent of the Graded Schools of the, is authorized by the State Board of Education to certify students of the High School Department of said schools for admission to the Indiana University, Purdue University, and the State Normal School, in accordance with the requirements of the said several institutions.

Department of
Public Instruction.

Indianapolis,, 18 . . .

For the State Board of Education.



. President.
. Secretary.

This plan has had an excellent influence upon the graded schools of the State, stimulating many cities and towns to extend their course of study. Commissions were granted during the years 1885-86 to the schools of 83 cities and towns.

A GRADED SCHOOL COURSE OF STUDY, AS EXEMPLIFIED IN INDIANAPOLIS.

First year.		Second year.	
First half, 1 B.	Second half, 1 A.	First half, 2 B.	Second half, 2 A.
READING: Word method. Chart primer. Blackboard.	READING: First Readers, parts I and II.	READING: Second Reader.	READING: Second Reader. Supplementary reading.
SPELLING: By sound. Letters learned.	SPELLING: Words of reading by letters.	SPELLING: Written from dictation.	SPELLING: Same as first half.
WRITING: Lines, curves, and combinations.	WRITING: Letters and combinations. Figures.	WRITING: No. 2, shorter course.	WRITING: No. 2, shorter course
NUMBER: Exercises with 1, 2, and 3.	ARITHMETIC: Addition and subtraction through 10.	ARITHMETIC: Review of first year. Grube's method; $\frac{1}{2}$ and $\frac{1}{3}$, add and subtract. Notation.	ARITHMETIC: Work of first half reviewed and continued.
GENERAL LESSONS: Songs, games, clay modelling, color and form.	GENERAL LESSONS: Plants, drawing, modelling, paper-cutting.	LANGUAGE: Sentences. Words. Verbs <i>have</i> and <i>be</i> . Conversations.	LANGUAGE: Work of first half reviewed and continued. Compositions.
MUSIC: Imitation exercises.	MUSIC: In book No. 1.	DRAWING: Compends. Nos. 1 and 2. Clay and paper work.	DRAWING: Book No. 1. Clay and paper work.
		MUSIC: In book No. 1.	MUSIC: In book No. 1.
Third year.		Fourth year.	
First half, 3 B.	Second half, 3 A.	First half, 4 B.	Second half, 4 A.
READING: Third Reader. Sight reading.	READING: Third Reader. Supplementary reading.	READING: Third Reader, etc.	READING: Third Reader.
SPELLING: Written from dictation.	SPELLING: Speller, Part I.	SPELLING: Speller, Part I.	SPELLING: Speller, Part I.
WRITING: No. 3, shorter course.	WRITING: No. 3, shorter course.	WRITING: No. 3, regular course.	WRITING: No. 3, regular.
ARITHMETIC: Addition, subtraction, notation. Mental exercises.	ARITHMETIC: Multiplication and division.	ARITHMETIC: Problems.	ARITHMETIC: Division, problems.
LANGUAGE: Nouns, verbs, sentences, compositions.	LANGUAGE: Lessons. Quotations. Compositions.	LANGUAGE: Lessons. Compositions and letters.	LANGUAGE: Lessons and compositions.
DRAWING: Book No. 1.	GEOGRAPHY: Oral. Supplementary reading.	GEOGRAPHY: Central and Middle States. Map-drawing.	GEOGRAPHY: Southeastern States, Far West. Map-drawing.
MUSIC: In book No. 2.	DRAWING: Book No. 2. Clay and paper work.	DRAWING: Book No. 3. Clay and paper work.	DRAWING: Book No. 4. Clay and paper work.
	MUSIC: In book No. 2. Writing and singing.	MUSIC: In book No. 2. Singing.	MUSIC: Book No. 2 completed.

A GRADED SCHOOL COURSE OF STUDY, AS EXEMPLIFIED IN INDIANAPOLIS—Cont'd.

Fifth year.		Sixth year.	
First half, 5 B.	Second half, 5 A.	First half, 6 B.	Second half, 6 A.
READING: Fourth Reader.	READING: Fourth Reader.	READING: Fourth Reader.	READING: Primary U. S. His- tory.
SPELLING: Speller, Part I.	SPELLING: Speller, Part II.	SPELLING: Speller, Part II.	SPELLING: Speller, Part II.
WRITING: No. 3, regular.	WRITING: No. 3, regular.	WRITING: No. 4½, regular.	WRITING: No. 4½ regular.
ARITHMETIC: Fractions.	ARITHMETIC: Decimals, U. S. money.	ARITHMETIC: Problems, mensura- tion.	ARITHMETIC: Percentage, interest.
LANGUAGE: Lessons and compo- sition.	LANGUAGE: Lessons and compo- sitions.	LANGUAGE: Lessons and compo- sitions.	LANGUAGE: Lessons and compo- sitions.
GEOGRAPHY: Oral lessons on globe, North and South America, Europe.	GEOGRAPHY: Africa, Asia, Austra- lia, review of Eu- rope, United States.	GEOGRAPHY: United States in groups, map-draw- ing.	GEOGRAPHY: British America, etc., South America.
DRAWING: Book No. 5.	DRAWING: Book No. 5.	DRAWING: Book No. 6.	DRAWING: Book No. 7.
MUSIC: Book No. 3.	MUSIC: Book No. 3.	MUSIC: Book No. 3.	MUSIC: Book No. 3 com- pleted.
Seventh year.		Eighth year.	
First half, 7 B.	Second half, 7 A.	First half, 8 B.	Second half, 8 A.
READING: Fifth Reader.	READING: Fifth Reader.	READING: Fifth Reader.	READING: Fifth Reader.
SPELLING: Speller, Part II.	SPELLING: Speller, Part II.	SPELLING: Speller, Part II.	SPELLING: Difficult words in all lessons.
WRITING: No. 7, regular.	WRITING: No. 7, regular.		
ARITHMETIC: Complete to cubic measure.	ARITHMETIC: Complete, problems.	ARITHMETIC: Complete.	ARITHMETIC: Complete, review.
LANGUAGE: Lessons and composi- tions.	LANGUAGE: Lessons, letter writ- ing and composi- tions.	LANGUAGE: Begin grammar, com- positions.	LANGUAGE: Grammar, composi- tions.
GEOGRAPHY: Intermediate.	HISTORY: Geography of In- diana, History of United States.	HISTORY: History of United States.	PHYSIOLOGY: Lessons.
DRAWING: Book No. 7.	DRAWING: Book No. 8.	DRAWING: Book No. 8.	DRAWING: Book No. 9.
MUSIC: No. 4. Scales, trans- position.	MUSIC: No. 4. Transposi- tions, singing.	MUSIC: Transpositions, sing- ing.	MUSIC: Transpositions, sing- ing.

A GRADED SCHOOL COURSE OF STUDY, AS EXEMPLIFIED IN INDIANAPOLIS—Cont'd.

HIGH SCHOOL GRADES.

Ninth year.		Tenth year.	
First half, 9 B.	Second half, 9 A.	First half, 10 B.	Second half, 10 A.
ENGLISH GRAMMAR.	ENGLISH GRAMMAR.	ENGLISH.	ENGLISH.
ALGEBRA.	ALGEBRA.	Plane geometry.	Arithmetic.
Physical geography.	Physics.	Physics.	Chemistry.
German, I.	German, I.	German, I.	German, I.
NOTES. 1. Pupils are graded by their English studies. 2. Three recitations are required of every pupil daily, unless excused. 3. Subjects in SMALL CAPITAL LETTERS are prescribed and must be taken in the order named. 4. Subjects in black type are prescribed and must be taken before graduation, but may give place to electives. 5. Subjects in <i>italics</i> may be taken as indicated. The subject is placed in the lowest grade in which it may be elected without special permission. Pupils of a higher grade may take any electives arranged for a lower grade. 6. There are two courses in German: I, extending through four years, and II, extending through three years.		German, II.	German, II.
		Commercial.	Commercial.
		Drawing.	Drawing.
		Latin.	Latin.
			Botany.
Eleventh year.		Twelfth year.	
First half, 11 B.	Second half, 11 A.	First half, 12 B.	Second half, 12 A.
ENGLISH: <i>General history.</i> <i>Chemistry.</i> <i>German, I.</i> <i>German, II.</i> <i>Political economy</i> and <i>Civil government.</i> <i>Latin (Cæsar).</i> <i>Botany.</i> <i>Physiology.</i> <i>Greek.</i> <i>French.</i> <i>Astronomy.</i> <i>Solid geometry.</i> <i>Zoology.</i> <i>Geology.</i>	ENGLISH: <i>General history.</i> <i>German, I.</i> <i>German, II.</i> <i>Latin (Cæsar).</i> <i>Trigonometry</i> and <i>Surveying.</i> <i>Greek.</i> <i>French.</i>	<i>English literature.</i> <i>German, I.</i> <i>German, II.</i> <i>Latin (Virgil).</i> <i>Greek (Anabasis).</i> <i>French.</i>	<i>English literature.</i> <i>College class.</i> <i>German, I.</i> <i>German, II.</i> <i>Latin (Virgil).</i> <i>Greek (Anabasis).</i> <i>French.</i>

PROPOSED UNIFORM COURSE OF STUDY FOR THE HIGH SCHOOLS OF THE STATE.

Reported December, 1885, by a Committee of the State Teachers' Association.

I. [9th year.]		II. [10th year.]	
First half.	Second half.	First half.	Second half.
Algebra.	Algebra.	Arithmetic.	Geometry.
Literary readings—two recitations a week. Grammar and thought analysis—three recitations a week.		American literature—two recitations a week. Composition and rhetoric—three recitations a week.	
Constitution.	Political economy.	Ancient history.	Mediæval and modern history.
Latin or German.	Latin or German.	Latin—Cæsar, or German.	Latin—Cæsar, or German.
III. [11th year.]		IV. [12th year.]	
First half.	Second half.	First half.	Second half.
Geometry.	Trigonometry and surveying.		
American literature—three recitations a week.	English literature—three recitations a week.	English literature and composition.	
Rhetoric—two recitations a week.	English history—two recitations a week.		
Physics.	Physics.	Mental science.	Moral science.
Latin—Virgil, or German.	Latin—Virgil, or German.	Chemistry, zoology.	Botany, physical geography.

NOTES.

1. Mathematics, 540 lessons—20 per cent. English, 648 lessons—24 per cent. History and philosophy, 432 lessons—16 per cent. Physical science, 540 lessons—20 per cent. Language, 540 lessons—20 per cent.

2. The course has been prepared with special reference to use in cities of ten thousand inhabitants and less, and with not more than three teachers in the high school.

3. The arrangement is such that pupils who wish to do so may enter the freshman year in our State colleges at close of the third year high school.

VIII.—HIGH SCHOOLS.

Township high schools necessary to a complete system.—Superintendent Jones, of Dakota: "In my last annual report I suggested that authority be delegated to each township in the Territory to establish a central high school, and that it be made a connecting link between the common schools and the universities. It would not be expected of each township that it establish and maintain such a school at once; but if the power is granted to them those having the necessary wealth may move in that direction immediately, while the weaker corporations should either wait till they acquire the ability or unite with one, two, or three others for the purpose. I am of the opinion that while the State undertakes to provide for the collegiate education of our children in addition to the common school course, there should be no break in the connection between them.

"No satisfactory reason can be urged for tolerating the 'missing link' which now exists, if there is a satisfactory reason that can be given for the establishment and maintenance by the State of the universities, which provide for the higher education. In fact the high school course is of far greater importance to the *people* than is the university course. At all events, the pupil is now barred from the university by a yawning chasm, which should be bridged over by the same system which bestows the common school education, when the structure will be complete. The pupil who begins with the first steps will climb the intellectual ladder round by round, till he reaches the climax; and the complete idea, the perfect system, the unity and grandeur of the structure will be the glory of the Commonwealth."

Influence of the high school.—Superintendent Morgan, of West Virginia: "As a part of the free schools the high school has become a factor of transcendent importance in the education of the people.

"Its influence is now specially marked in two directions. It is the crown and completion of the free school system, and by its close connection with the intermediate schools and the system of promotion therefrom it not only encourages but compels thorough work in them. The intermediate schools are in turn encouraged to thorough work by the prospect of advancement. In the second place, it affords the great body of the people the convenient means of academic training."

IX.—HYGIENE.

An improvement in heating and ventilation.—Superintendent Kennedy, of Wayne County, Pennsylvania: "The improvement made in heating and ventilating the graded school building at Honesdale deserves notice. The plans were made by William J. Baldwin, of the Sanitary Engineer, and are in successful operation. This system furnishes each of the 600 pupils 1,000 cubic feet of fresh, warm air per hour, and keeps the rooms at a proper temperature in the coldest weather. The air is introduced into the building through a cold air duct; from this extend smaller ducts, conveying the air to the heating-coils, of which there is one for each room. The air, when warmed, is passed by a separate duct into each room about 8 feet from the floor. Each room is provided with a foul-air duct (ventilating shaft), which starts from the floor and extends to the attic. Each ventilating shaft is provided with two registers—one near the floor, and the other near the ceiling—the first for ordinary ventilation, the last for ventilation in summer. Each ventilating shaft is provided with a radiator, to secure perfect draught. The foul-air ducts are collected in a chamber above, and from this a large duct passes through the roof, allowing the foul air to escape. The air is introduced into and taken from the rooms without perceptible currents, is pure, and maintained at a temperature of nearly 72 degrees."

Forcible removal of foul air necessary.—Superintendent Smith, of Syracuse, N. Y.: "We have not found the best results while depending on natural ventilation, and for this reason the power ventilation is contemplated in the High School at the beginning of next school year, by which the cold and foul air is to be withdrawn from the building by means of a fan acting on the principle of suction, and forcing the air through ventilating shafts into the open air in the roof. Drawing in the air in this manner from the rooms causes a partial vacuum, which is balanced by an equal amount of pure air, coming over steam-heated radiators in cold weather, or through the same apertures in warm weather without heat, making it possible to have nearly perfect ventilation at all seasons. This school was built with these shafts just as they will be when the apparatus is completed, depending upon the natural flow of foul air through these shafts; but during all the years the building has stood there has been at times no ventilation, and never such as should be had. The newer buildings are better than the old, but, as has been found in respect to the High School, we shall not realize such changes in the air as the best sanitary conditions require, till some mechanical appliance is made use of for driving out the contaminated and used-up school-room air."

Speaking of buildings without ventilating shafts, Superintendent Smith says: "Only the greatest care on the part of the teachers by opening windows or doors will protect pupils, as well as themselves, from the effects of overheated and bad air. This is not likely to be attended to as it should be on account of the many duties requiring teachers' attention and thought; and in many cases teachers are made conscious of the condition of the room by the complaints of pupils that they have headache, or by a feeling of exhaustion or prostration in themselves. The teacher at once opens into the outside air and exposes all in the room to such sudden change of temperature that there is even more danger than to have continued as they were. We hope for better things in the near future."

Ventilation of rural school-houses.—Dr. D. M. Currier, of New Hampshire, suggests a plan for the ventilation "of rural school-houses by constructing an incoming or cold-air duct under the timbers of the floor, reaching from outside and opening directly upwards under the stove, and furnished with a valve to regulate the flow. Completely surround the stove by a galvanized iron case. Ventilation could be provided by placing a register in the chimney near the floor. The chimney should be large, and the smoke-pipe should pass through it to the top, thus creating a powerful ventilating draught."

Headache in school children.—"Prof. N. J. Bystroff has examined 7,478 boys and girls in the St. Petersburg schools during the last five years, and found headache in 868, that is, 11.6 per cent. He states that the percentage of headache increases almost in a direct progression with the age of the children, as well as with the number of hours occupied by them for mental labor; thus, while headache occurred in only 5 per cent. of the children aged 8, it attacked from 28 to 40 per cent. of the pupils aged from 14 to 18. The author argues that an essential cause of obstinate headache in school children is the excessive mental strain enforced by the present educational programme, which leaves out of consideration the peculiarities of the child's nature and the elementary principles of scientific hygiene. The overstrain brings about an increased irritability of the brain and consecutive disturbances in the cerebral circulation. Professor Bystroff emphatically insists on the imperative necessity for permanently admitting medical men to conferences of school boards. Of palliative measures he mentions methodical gymnastics, mild aperients, in well-nourished children; steel in the

anæmic, bromides, inhalations of oxygen, and, in severe cases, a temporary discontinuance of all studies."—*British Medical Journal*, May 15, 1886.

A silent factor in education.—Superintendent Raab, of Illinois: "I take this opportunity of once more calling the attention of school directors, and school officers generally, to this silent factor in the education of our children: clean, healthful, pleasant school-houses and surroundings. Not only is the health of the pupils thereby preserved, but also the æsthetic and moral sense is aroused and cultivated."

X.—SCHOOL LIBRARIES.

The dime novel has disappeared.—Superintendent Howland, of Chicago, Ill.: "The value of a well-selected library, wisely used, in a school can hardly be estimated. In more than one of our schools dime novels, once so commonly found in the desks of the pupils, or between the leaves of their geographies, have disappeared, and the neighboring dealers no longer keep them in stock, as the demand has gone. Nor scarcely can there be a stronger safeguard against the many evil attractions of city life than this love—this habit of reading good books—a habit and a love which must begin even in the primary grades. This is the sparkling fount from which will flow the healthful current of virtue, intelligence, and good citizenship."

No better investment could be made.—Superintendent Hinsdale, of Cleveland, Ohio: "One of the most formidable obstacles to carrying out any large scheme of work, in language, composition, and history, is want of books. The books in private hands, both teachers' and pupils', and in the public library, are insufficient for the purpose. No better investment of an adequate amount of the public funds could be made than the purchase of a well-selected library of books, history, travel, etc., for every one of the large school buildings."

The most valuable part of the school.—Superintendent Kiehle, of Minnesota, in recommending State aid for the purchase of school libraries, says:

"At the age of 12 years every child ought to be a reader, and ought to begin to gather the harvest of knowledge found in good books. And especially is the life of the country well adapted to the improvement of this habit. The occupations of country life are quiet, and tend to thoughtfulness, and the lack of personal companionship and diverting amusements make the companionship of books the more enjoyable and profitable.

"I consider the well selected and carefully distributed library the most valuable part of the school. It is very possible that intelligence may prevail where there are many good books with but poor schools, but it is not to be expected that any school without the help of books will furnish society with intelligent and well informed men and women."

A most important factor.—Superintendent Lawhead, of Kansas: "From observation I am fully convinced that communities in which school district libraries are maintained are more intelligent, more progressive, and more law-abiding than communities that do not have such libraries. I believe them worthy the fostering care of the State as one of the important factors in the training of the young to become useful and intelligent citizens."

XI.—PUBLIC SCHOOLS.

THE FUNCTION OF THE PUBLIC SCHOOL.

[From the report of the Committee on Pedagogics of the National Council of Education.]

"Reasons for their existence.—The people in their corporate capacity have undertaken the establishment and maintenance of public schools for the following reasons:

"1. Private schools from their nature must be limited in number, while education should be universal.

"2. The education of the young is indispensable to the State, and cannot be left to the contingency of the pecuniary and social circumstances of the family. Education is a need of the poor as well as of the rich, and a need of the State should not be allowed to depend on charity.

"3. The matter and form of instruction imparted in the schools of a nation cannot be left to the contingency of private selection; they should be subservient to the objects of the State, and, therefore, influenced by the State. The State could not tolerate, for instance, that doctrines subversive of its institutions should be systematically inculcated in the minds of the young.

"While the State may favor private schools, it cannot look to them to meet the general want of education.

"4. Since the efficient government of the State requires the harmonious co-operation of the masses, it is a condition for the welfare of the State to provide schools in which the children of the people grow up together without class or sect distinction, so that a more homogeneous population may make the action of the Government harmonious and energetic.

"*The aim of the public school.*—The task of the public school is to co-operate with the family and the church, and to prepare for life in civil society. But the first two among these agencies are variable factors in the individual case, since family education may have neglected one child, and church education may be lacking in another. The scope of public school education is necessarily enlarged by this circumstance; it must not only complement, but supplement family and church education. The aim of public school training becomes thereby the development of relatively perfect manhood and womanhood.

"Since the power of the school is but a delegated one, and its prescribed function is instruction, the aim of public schools may be said to be the development of relatively perfect manhood and womanhood through instruction and through the guidance and discipline incidental thereto.

"*Classification of the public school.*—In so far as the public school has for its function to impart that education which is indispensable for the perpetuity of the body politic, it is the common school.

"The public school when organized as high school or college imparts education which, while not indispensable to each intelligent citizen, should, for the general good, be possessed by a considerable number of individuals. Such higher public education is designed to train that directive ability which is so important an element in the development of the material and intellectual resources of the State and in the administration and perfection of its laws.

"*The duty of the State.*—The State has the duty of maintaining common schools, because they are indispensable for its continued existence.

"*Function of the common school.*—The function of the common school is to develop more perfectly manhood and womanhood by educating children through instruction in that secular knowledge which in a civilized community is indispensable to the individual, and through the guidance and discipline incidental to such instruction.

"*The subjects of instruction in the common school.*—The subjects of instruction in the common school are, the acquisition of the means of civilized communication, language, reading, writing, arithmetic, which supplies the measure for the exchange of the common necessities of life and the more general economic values; a general knowledge of the country, its resources and position in the world, or popular geography; a knowledge of the institutions of the country, of their growth, and of the duties of citizenship.

"In addition to these studies which refer to the duties of citizenship more particularly, there are others which may be incorporated into the curriculum of the public school, since its aim is to train and develop manhood and womanhood and to supplement family and church instruction. The child should learn the laws of health, and have a general knowledge of the most common objects and laws of nature. Since he should be prepared for the duties of civil life, the local conditions of a system of schools may influence the course of study. Thus in cities or manufacturing centres more attention might be paid to drawing than in rural schools.

"Singing, originally introduced to aid church education, remains an object of instruction in most of the public schools, on account of the ennobling influence it has on the sentiments and the will, and on account of the assistance which it gives in the management of the school-room.

"The common school should also attend to physical training. 1. By observing proper hygienic conditions. 2. By gymnastic exercises.

"Instruction is a means to an end. The aim is the development of manhood and womanhood in accordance with the genius of national institutions. Instruction is imparted because it educates.

"Instruction educates because it gives exercise and thereby training to the faculties. The circle of subjects should, therefore, be sufficiently wide and various to appeal to the faculties in general.

"Instruction educates by widening the views of life and supplementing the experience of the child, thus extending the circle of his interests. Through the deeper insight into the relations of life he must learn to act on principle and intelligently.

"The moral training of the public school is, in a general way, to place the pupil in a position similar to those in which he finds himself in life; to accustom him to live with his equals, to make him reflect on his actions, to lead him to act according to fixed principles, intelligently.

"To state the moral influences of the public school more in detail: The moral agencies incidental to instruction are guidance and discipline. There is, in the first place, guidance in the moral school-room habits of silence, self-control, concentration of effort, of punctuality and regularity, of industry. There is also the preparation for civil life, which the child receives by being thrown into the society of his equals, by which he learns to respect their rights and to maintain his own; the habitual submission to law and authority; experience of the evil consequences of wrong-doing; reverence for authority; reflection on moral rules and action controlled by moral intelligence as opposed to impulse."

How far the State should go in educating a child.—Superintendent Baker, of Texas: "I believe that in this day the character of its public schools will determine how far a State has advanced in civilization. An intense desire for the ultimate success of the public schools of Texas makes me bold to call attention to a much mooted and very important subject. It has not yet been carefully considered by any Legislature so far as I know, but there is no reason for longer delay. The object of providing free tuition for the child is to fit him for intelligent citizenship; to enable him to participate in the privileges of a citizen and discharge the duties incumbent upon him as a member of society. It is rather a duty the Government owes to itself than to the child. This, added to the fact that without free schools a great number of the people would be reared in ignorance of the privileges and duties of citizenship, I conceive to be the only argument in support of a free school system. Just how far the State should go in thus preparing a child is a question of much moment. Shall the line be drawn at what is commonly termed secondary education, or shall the high school, having in its curriculum the higher mathematics, the sciences, and Latin and Greek, be supported? Is the high school necessary to mould the character of citizenship mentioned? I believe not. A thorough knowledge of orthography, penmanship, reading, English grammar, geography, arithmetic, and English composition I believe amply sufficient for the purpose indicated. A knowledge of the branches taught in the high school may better prepare one for advanced thought and exalted position, but they are not necessary to the performance of the simple duties appertaining to the citizen. If what is termed the higher education is bestowed at the public expense, the poor as well as the rich are taxed to bestow it. The children of these poor seldom go through the high school, no matter if the tuition is free, because when ready for the branches taught in it they have arrived at the age of breadwinners and must work. Those who attend the high school are as a rule (and there are few exceptions to the rule) the sons and daughters of people who are so fortunate as to be able to educate their children at private schools. The high school, therefore, is in fact a school only for the fortunate few, while the many are taxed for its support. Drawing, as it does, largely from the school fund, its teachers being paid higher salaries than other teachers, the terms of the primary and intermediate schools are shortened and the State is debarred from the privilege of increasing the scholastic age. They thus keep out of the schools children under 8 and over 16 years whose education the State has made itself responsible for, and cause the Government to fail to comply with the constitutional provision declaring that a term of six months shall be maintained. These are potent reasons against the maintenance of high schools, but they are not more potent than the simple one first stated: 'The State does not owe the child the character of education they bestow.'

The settled policy of the whole country.—Superintendent Buchanan, of Virginia: "Education at public expense has become the settled policy of the whole country. Hence a system of public free schools is to be found in every State and Territory of the Union. In support of these systems the annual expenditures now reach \$110,000,000. This vast sum is meant to be an investment in enlightened and virtuous citizenship, upon which depends the safety of society, State and nation. Virginia is endeavoring to furnish her proper share of this investment."

A better sentiment in favor of public education required.—Superintendent Finger, of North Carolina: "Education at the expense of the State is a part of modern civilization. It can not be successfully resisted. Especially is this so in a republican form of government, such as that of the United States. If there is any one thing that stands out prominently in the history of the country, it is the stress that has all the time been laid upon the importance of education for the people.

"The constitution of North Carolina says: 'The people have a right to the privilege of education, and it is the duty of the State to guard and maintain that right.' This doctrine is fundamental and right, and therefore it must have recognition.

"There are now and always have been persons, in our State and in all the States, who say that it is wrong to tax one man to educate another man's children, forgetful of this fundamental right; forgetful of the fact that the safety of life and property and the welfare of the State depend upon the virtue and intelligence of the people. Such persons

try to make it appear that the public schools produce crime, because in some communities where they have flourished crime has not decreased, or perhaps has increased. They are not mindful of the fact that, if in such communities crime has increased, as shown by the number of arrests, there has also been a large increase of criminal statutes which may account for them. Courses of conduct are now often criminal under statute laws which were not criminal before their enactment. They are not mindful of the fact that any increase of crime might be accounted for by a number of causes consequent upon the ever changing conditions of the population of such communities.

"The facts are that if there is real increase of crime in such communities, which is to be doubted, figures to the contrary notwithstanding, it occurs *in spite of all* remedial agencies and not because of any one of them. It may be true, and doubtless is, that the public schools have not done as much as they might have done, but this is no reason for wholesale condemnation. It is rather a reason why all good people should lend their active influence to make them come up to the full measure of usefulness.

"If those who complain of poor results would actively join the public school workers and help to manage the schools, better results would everywhere be attained. The public schools are here to stay, and they will gradually be improved—so improved as more and more to command the respect and patronage of our people. It is the part of wisdom for all good people to recognize these things as facts, and take an active interest in making the schools better. Let us have a *better sentiment in favor of public education*, to the end that the money we do pay may have the best possible application and results.

"It is a common complaint that the public school terms are so short that they do not do much good. Of course all the friends of public education very much regret that we can not have longer terms; but how easy it would be for almost any neighborhood in the State to supplement the public funds by *private subscriptions* and have longer terms. Many districts are now doing this, and more will do it as sentiment in favor of educating the people improves. Legislation that tends to improve the teachers and lengthen the sessions will help to create favorable sentiment."

What shall be taught in the public schools?—Superintendent Draper, of New York State: "What shall be taught in the schools is a question of no small importance, and it is a difficult one to answer. The law leaves it to each locality to settle for itself. The tendency of the times, particularly in the larger places, is to undertake too much. It ought to be remembered that it does not devolve upon the public schools to put into a child's head all that he will ever be expected to know. It is useless to tax the memory with multitudinous pieces of mere information, no matter how worthy of note such information may be. Of course some facts must be remembered, but the remembering of too many mere facts is now being insisted upon. It is better to create a desire for knowledge, and supply the implements with which to gain it. When searched out through effort, it will be retained without difficulty. The fact is, that the manner in which the school education is started, is of more consequence than the manner in which it is finished out. The people are not generally unwilling that the State should foster and support advanced education, but they will insist that it shall not be done at the expense of elementary work, well knowing that it is of far greater importance that the masses be thoroughly grounded in fundamentals than that the few shall be elaborately topped out and polished off. If school work is not well commenced, it never will be well finished.

"More than 90 per cent. of all the children who ever come into the public schools never get beyond the study of the elementary branches, and there is a wide-spread feeling that the schools do not accomplish the results for this great mass of pupils which they ought to produce. A wide-spread feeling usually rests upon some foundation. It seems to me that a State which is spending \$15,000,000 a year for general education, can well afford to enter upon a full inquiry which will determine whether the mass of children in this country of a given age can read and write and spell and figure as well as the mass of children of the same age in the monarchical governments of Europe, and if not, why not? My reading and observation, confessedly not large, raise grave doubts upon this question. A republican state can not afford to have any doubts about such a question as this.

"There has been much discussion during the year relative to the introduction of manual training as a regular branch of public school work, and several cities, notably New York and Albany, have undertaken a thorough trial of the experiment. It is much to be hoped that it may prove a wise undertaking. There will hardly be two opinions as to the advantages of industrial training, but it must be demonstrated, upon actual trial, that it can be made a part of our common school work with advantage to pupils, without detracting from the old-fashioned and essential work, to which reference has just been made, before it should be generally taken in hand by the school authorities. The experiments which have been entered upon will be watched with much interest. The

test will be a severe one, but it must be met successfully, by a trial in good faith, before the already over-full courses of study in the schools should everywhere be opened to admit what is commonly called industrial training.

"There is a common misapprehension in this connection. Manual training need not be confined to carpentry work with boys, or making aprons or dresses with girls. Free-hand or industrial drawing may train the hand and the eye more effectually than handling a saw or a needle. It is easily taught, it is inexpensive, and it is practicable. It is the best possible preparation for further manual work. Every school in the State may undertake this without difficulty, and with good promise of excellent results, and then safely wait for the verdict of those who are further experimenting upon the subject.

"The schools must not only educate the mind but the heart as well. Schools are maintained for the purpose of turning out good citizens. Character is forming while the intellectuality is being educated, and the influence of the schools should be exercised to form and shape it rightly. We have had much discussion in this country in reference to the reading of the Bible and the observance of religious exercises in the schools, and it has been determined that these must be omitted because of the likelihood of their being used for the propagation of sectarianism. But this must not be deemed to prevent all moral training in the public schools. On the contrary, there should be a strong moral influence exerted at all times, in every school-room, which will go continually to the sound training and preparation of boys and girls for the social duties and obligations of life and for the responsibilities of citizenship in a republic where the 'will of the people is the law of the land.'

"There is, unfortunately, but little done to stimulate patriotism among children in the public schools, or outside of them. A generation ago it was common to use the masterpieces of our national oratory for the purposes of recitation and declamation in the schools, and the resultant influences were of no small consequence in arousing and cultivating patriotic ardor in the rising generation. Then every child was required to take part in these exercises. But even this is no longer common. The modern fashion is to take pupils who give promise of special success as orators and readers and train them elaborately for show upon public occasions. The older custom might be revived with profit. The setting apart of an occasional hour for exercises which would lead children to revere and love their country, and the requiring of every child to take part in such exercises, is a thing which may properly and profitably be done in every public school.

"The mission of the public schools is to best prepare the greatest possible number of children for the activities of life, for social and industrial relations, and for the responsibilities of citizenship under such a Government as ours. The few must not be favored at the expense of the many. The beginners must have the most care and the best work. What is done must be practical. A philosophy is of small use unless it materializes. Children must be evenly educated in all directions. Just what shall be taught, in detail, must depend upon what, in a practical way, promotes the end for which the schools are maintained at public and general expense."

Necessity of public schools.—Hon. John W. Dickinson, secretary of Massachusetts board of education: "The ends to be accomplished by a free state are the development of the people and protection in the enjoyment of their natural rights. The effectual means to be employed for the accomplishment of these ends are public educational institutions and a popular government, neither of which can exist without the other. For the existence of a free state a common education of the people is necessary, that they may be trained to think alike and to exercise that common sympathy through which alone it is possible for human individuals to become a people. Burke says that 'in a state of rude nature there is no such thing as a people. A number of men in themselves have no collective capacity. The idea of a people is the idea of a corporation. It is wholly artificial, and made, like other legal fictions, by common agreement.' A common agreement is the result of common thinking and common sympathy. The conditions of unity in thinking and feeling are public educational institutions where the young may be trained by common courses of study pursued in accordance with a common method.

"Public schools, therefore, are necessary to the existence of a people in the true sense of that term, and especially to the existence of a free people who must labor together for common ends. But the existence of these institutions is impossible unless they are organized, controlled, and supported by the state. For in no other way can a plan of instruction be made common and in harmony with the constitution of the state, nor universal and regular study be compelled, nor constant and ample means of support be provided.

"The right, duty, and necessity of establishing public schools, and making the use of them universal and compulsory under the direction of the state, become evident by the same mode of reasoning as would be employed to prove the right, duty, and necessity of establishing the state itself.

"The dissolution of a State has begun when any considerable portion of its citizens refuses to be educated into the spirit of its constitution and into sympathy with its important provisions. Loyalty to the State is shown in fidelity to those institutions which are adapted to make intelligent, loyal, and virtuous citizens."

XII.—RELIGIOUS AND MORAL TRAINING.

The teacher who neglects it a signal failure.—Superintendent Finger, of North Carolina: "Besides practical intellectual training, we insist upon moral and religious development. Of course we cannot give religious instruction except in a general way, all denominational or sectarian teaching being excluded. But there is common and undisputed ground for all to stand upon. No person rises to the full stature of manhood until he chooses to model his life according to the eternal principles of right, and this is only tantamount to saying, until he chooses to please God. *Love and fear* of Him must be made to result in reverence for Him and in obedience to His will.

"In proper training at home, the child is brought to love and, in a sense, to fear its parents, the two principles of action working together to produce reverence and obedience. So, too, when at school the pupil has proper treatment, he will love and fear his teacher and will choose, habitually, to obey him.

"But all obedience in the family, the school, or the state should be insisted upon, because such obedience is in accordance with the fundamental principles of *right*. I do not mean to discuss the foundation of obligation—whether a given course of conduct is right because it results in good, or whether it is right because commanded by the great Creator of all things. The ten commandments embody great principles, obedience to which results in good to those who obey and to all men, and at the same time they have the divine approval.

"If it be said that these principles were *eternal* truth, binding upon men before they were commanded by God from Mount Sinai, yet He did sanction them because, as the Creator of all things, He did so constitute the relations between all men and their fellows and between all men and Himself, that these principles always result in good. And so we come back to the will of God as the foundation of all obligation and of obedience to all proper authority.

"It is therefore the divine will that all teachers should strive to know and make the foundation of all moral teaching. A child may, at home and at school, be compelled by fear to keep himself within certain rules of action, but this course will afford him but a poor preparation for the duties of life as a citizen. If he is not taught continually to choose his lines of conduct in accordance with what is right—right in this highest sense—so that he may grow up into the *habit of choosing* to do right, he will most probably be unfit to meet the duties and temptations of active life when they confront him.

"It is the *will* that determines what any intellectual being shall do and what he shall not do, and hence the *will* must be so trained that what is right shall be habitually followed. The teacher who neglects to emphasize moral and religious training to this extent makes a signal failure.

"If it be said that this requirement excludes from the school-room the atheist and all whose lives are not directed in the love and fear of God, the ready reply is, for the children's sakes so let it be; for the country's sake so let it be.

"If it be said that we cannot apply religious tests, the ready reply is that the employment of teachers is a matter of contract, and no committee is compelled to employ any particular person, no matter what his intellectual qualifications may be, if not satisfied with his character in this highest sense.

"If it be said that this line of training involves the use of the Bible, the ready reply is that scarcely any one will be found to object to its use in the schools if used without sectarian teaching; and no one will object to the teaching of the grand and eternal principles of truth which it contains, that all religious people in this country hold in common."

Should never be omitted nor postponed.—Superintendent Welcker, of California: "The one great want in the public schools is a greater 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, is that which should be, not merely acknowledged, but *felt* to be the principal end and aim of the public schools; that nothing should come before or be allowed to interfere with this good design; that intellectual education should be subordinated to it, and that this instruction should be not merely incidental, coming to the front on all suitable occasions, but that it should have its regular and frequent place on the programme of exercises. It should never be omitted or postponed in favor of anything else."

The highest end of education.—The following resolution, among others, was adopted at a State convention of the county superintendents of Colorado:

"*Resolved*, That we consider the development of character as the highest end of education and the only safe basis of American citizenship, and we urge upon superintendents the duty of doing all in their power to purify the moral atmosphere of the schools and all their surroundings."

XIII.—REVENUE.

Remedy for inequality of school term.—Superintendent Finger, of North Carolina, also calls the attention of the General Assembly to the need of a State tax for the purpose of equalizing the school term throughout the State: "While an increase of the rate in the school law could be made to provide an average of four months in the State, that would not afford all the counties that length of term. Some would have more and some less than four months, according to their respective valuation of property and density of population. There is no way to remedy this inequality other than to have legislation that would distribute all or a part of the school money direct from the State treasury to the counties on a per capita basis. Our system as it now stands contemplates that each county shall furnish its own school funds. The State board of education has essentially no funds to distribute to the counties other than such as may be derived from the entry of public lands and from the sale of swamp lands, from which the receipts are very small. Under our statutes, our system is a county system."

The State should provide facilities.—Superintendent Young, of Nevada: "I would renew my recommendation of two years ago that the rate of State school tax be increased. Experience demonstrates that it is not satisfactory to leave this question of education so largely to the counties. The State should provide adequate school facilities for all of its children. Under the existing laws some counties have an average school year of ten months, while other counties have an average of less than five months. By increasing the State tax the terms of school might be made more uniform and the schools be made more efficient."

Object of State appropriation.—Superintendent Higbee, of Pennsylvania: "The purpose of all State appropriation to the schools is to help the children of the Commonwealth, that they all may have every opportunity of securing that culture without which the possibilities of their personal being can not be realized. Any movement, therefore, upon the part of directors to weaken the autonomy of their districts by making them dependent upon the State appropriation, or to lessen, in any way, their sense of the necessity of vigorous self-supporting work, violates the very spirit and intent of the act of appropriation. Let the increased fund be used in granting better salaries to teachers now underpaid, in securing better teachers by a general advance of salaries, in lengthening the school term, and in increasing apparatus and libraries."

A State tax recommended for Minnesota.—Superintendent Kiehle, after showing how much shorter school terms some districts have than others, notwithstanding they tax themselves at a heavier rate and expend more per pupil, recommends a State tax, to be uniformly distributed. He says: "We have no State tax for the aid of common schools. The one mill tax is only a compulsory local tax, and what is called the State appropriation is only a distribution by the State of a government fund, just as the university receives aid from the university and agricultural college land grants. The State is aiding by direct tax all departments of education,—university, normal schools, high schools, reform school, institutions for deaf, blind, and imbeciles,—all, except the common schools, the schools of the people. Still more, these districts are not allowed even the full local tax for the support of their schools. The railroads pay an income tax to the State, and are therefore exempt from all local taxation. This tax, which amounts to over \$600,000 annually, is used for the support of every department of government, and is distributed to every educational institution except the common schools. The necessities of the situation compel me to urge upon the attention of the Legislature the important interests of these schools, which care for nine-tenths of the children of the State."

A uniform State and county tax needed.—Superintendent Pearsall, of Cameron County, Pa.: "Many of our districts are paying a high rate of school tax, yet are unable to provide first-class school-houses, furniture or apparatus and keep the schools in session over six months.

"I do not know as this can be remedied. But if the common schools were founded on the benevolent plan—that the taxes of the rich might aid in educating the poor—why not extend the plan and let the taxes of the rich districts aid the poor districts. In other words make the school-tax uniform through the county or State.

"Again, we deem the present plan of distributing the State appropriation as clearly favoring the thickly-settled portions of the Commonwealth; were the distribution rated upon the number of schools, or the number of pupils, instead of the number of tax-

ables, it would direct the appropriation where most needed—that is, to the poor and thinly-settled districts.”

The strong should help the weak.—Superintendent Buchanan, of Virginia: “They do in the matter of school funds. Upwards of \$300,000 of State funds were apportioned during the present year. The school population is the basis of apportionment. To the poor child, therefore, is allotted the same amount as to the rich. Some counties, and the cities as well, pay into the public treasury more State school money than is returned to them by apportionment. The excess goes to the weaker counties. For illustration, county A pays \$8,000 State school tax, county B only \$4,000. But suppose the school population of the two counties to be the same. Then each is entitled to the same apportionment, say, \$6,000. Therefore A helps B to the extent of \$2,000. Furthermore, the State fund, when apportioned to the counties, is distributed just as is the county school money among the magisterial districts on the basis of the school population. So the stronger magisterial districts help the weaker in the matter of county school funds.”

Apportionment should be based on attendance.—Superintendent Holcombe, of Indiana: “The State’s school revenues are apportioned among the several counties and the several school corporations in each county, on the basis of the entire number of persons of school age residing within the counties and corporations, respectively, without considering how many of these actually attend the schools. The variation in the attendance upon the public schools in different counties is very great. In a number of towns and cities, and in the rural districts of several counties, there are many private schools which receive a liberal patronage. Yet all the resident children attending these are enumerated, public revenue is apportioned for them and drawn by the corporations in which they live. Such a corporation, it is evident, maintains schools for only a part of its children; yet it receives revenue for the tuition of all. In other counties the people depend entirely upon the public schools, and must, therefore, provide accommodations for all the children who desire to attend. Thus the communities that have to educate only a part of their children are placed at an unfair advantage compared with those that must provide for all. The former receive from the State enough money to maintain their schools for as long a term as is desired, and sometimes even to accumulate a surplus from year to year; the latter can not keep their schools open a reasonable length of time without heavy local taxation. This establishes a kind of premium upon a small attendance in the public schools.”

“I think, therefore, that the revenues ought to be apportioned upon the actual attendance of children in the schools, as nearly as it can be ascertained. Such is the practice in several States. This attendance could be reported by the teachers directly to the county superintendent, and by the county superintendent to the State superintendent.”

“The enumeration is now taken every year. It is the work of not less than one man, for several days, in each of fifteen hundred or more corporations. The expense of this work is considerable. I think \$15,000 a year a low estimate. This expense would be saved by the plan I have suggested. But as that plan involves a radical change in the system of apportioning our revenues, it may not commend itself to the approval of the Assembly. Should such be the case, I suggest that a biennial enumeration of the school children would be sufficient to secure a proper apportionment of revenue on the present basis.”

Apportionment of township school revenue; where compulsory charity should stop.—Superintendent Jones, of Dakota: “The tuition fund of the township should be apportioned by the board in equal amounts to the various subdistricts, whenever the amounts to be apportioned do not exceed the sum of \$180 per annum to each subdistrict. This admits of hiring a teacher for six months each year for each school in the township at the rate of \$30 per month. If there is a balance in the tuition fund of the township after the above division is made, such balance should be apportioned to the several subdistricts in proportion to their assessed valuation. If any subdistrict fails to use its share of the funds for any year, the amount should be withdrawn from such subdistrict and divided among those subdistricts in which the fund has been used and six months’ school taught, as provided for in the apportionment. This provision would assist the weaker settlements in maintaining a reasonably fair school for a reasonable time each year and admit of hiring, at least, an average teacher. Further than this compulsory charity should not be required to extend, even from an educational standpoint. After this generous provision is made the remainder of the public funds should be divided according to the assessed valuation. This will admit of the maintenance of a better school for a longer time in the stronger subdistricts, and in many cases it will admit of the support of graded schools in small towns and villages where they are as much needed as are the primaries in the rural settlements. Another benefit to be derived from such provision is the compulsory payment of fair wages to teachers, thereby inducing qualified teachers to seek and remain in the profession. Let it once be understood that

the minimum of wages paid in Dakota is \$30 per month and we shall soon have a corps of teachers who will work miracles, almost, in our educational advancement. One very excellent teacher writes me as follows: 'I find many teachers of our county wide awake and interested in their work, but the majority are so poorly paid that they can not afford to buy books, travel to institutes, and otherwise improve themselves. I know of one who is getting \$25 per month and pays \$14 per month—or \$3.50 per week—for board.' Some good teachers are compelled to teach at such wages because they are forced into competition with non-professional and unqualified teachers. Thus, the professional teacher is forced into competition with farm hands who would otherwise be idle during the winter months, and who possess, as a rule, very few of the qualifications that go to make up the real teacher. It is here that we find an illustration of the most marked difference between *teaching* and *keeping school*."

XIV.—SCHOOL-HOUSES.

COUNTRY SCHOOLS.

[From the *School Laws of Oregon*, 1887, pp. 135-8.]

Location.

1. It is assumed that the school district has been accurately surveyed and the metes and bounds recorded. Without this the choice must be to some extent guess work. The location should be as near as may be convenient to the geographical centre of the district; but reference must be had to the roads by which it can be reached and the impediments that may lie in the way. In rural districts the geographical centre when access is easy should be preferred to the centre of population, because the latter is liable to change.

Site.

2. Hollows and the edges of swamps should be avoided. Hill-tops are also objectionable. A moderate elevation from which the ground slopes in all directions is to be preferred. A piece of woods which would shelter the house from the prevalent winds of winter is a great protection; but no trees should be allowed to stand within 50 feet of the building.

Orientation.

3. This question has not yet been settled by theorists. So much depends on the location and the site and the kind of building that is erected that no general rule can be given. Considering that the country school-house is usually closed for about four months in summer, it will generally be most convenient to have the house built so that the pupils may sit facing the north; the windows should then be on the east and west sides.

Plan and size.

4. Let us for the sake of simplicity confine our attention to the country school-house with one teacher and an attendance of from 20 to 50 pupils. In such school-houses more than two-thirds of the people of the United States have received and will receive their elementary education. A square house is objectionable. The length should be about one-third greater than the width. This gives room for the teacher's platform and for a recitation bench, and places the desks in a square block in front of the teacher. There should be at least 12 square feet of floor space for each pupil. The ceiling should be $12\frac{1}{2}$ feet in average height; this will allow each pupil 150 cubic feet of air space, and under no circumstances should there be less than this amount. A house 24 x 18, inside measurement, will accommodate twenty-two pupils; a house 28 x 21 will accommodate forty pupils, 24 x 32, fifty pupils. It is advisable to build a house large enough for an attendance one-fourth larger than the number usually going to school in the district. The new house attracts better teachers and the double attraction secures more pupils.

Light, heat, and ventilation.

5. If the teacher's platform is on the north side of the house and the pupils' entrance on the south side, the windows should be on the east and west, none on the other sides. The eastern windows should be grouped towards the north and the western windows should be grouped towards the south. If the windows are equally distributed over the walls, the lighting is bad for some purposes, and there is no good place for black-boards. If two-fifths of the length of each of the two walls (the eastern and western) is assigned to a group of windows, the remaining wall-space is ample for black-board surface, and

each black-board is exactly opposite to a window. The placing of black-boards on the piers between the windows is very objectionable. Whether the black-board surface is wood, or slate, or plaster, it should be a permanent part of the wall itself. Slate is in the long run the *cheapest*, as it is also the best material. Movable black-boards in small houses are troublesome.

A ventilating stove is the best available source of heat. It costs but little more than an ordinary stove. Almost any stove can be converted into a "ventilator" by surrounding it with a sheet-iron jacket, and bringing a tube from the exterior air to the space between the stove and the outer casing. The chimney flue should be divided longitudinally into two parts, one for the escape of smoke and the other for the escape of vitiated air. The opening for the latter purpose should be at or very near the floor. The best place for the stove is usually the northwest corner of the house. Two moderate sized stoves placed in different corners are better than one large one. Only one of them is needed in moderate weather and two will make the room comfortable in the coldest part of winter. A large stove in the middle of a school-room is an unsightly obstruction and tends to produce disorder. A ventilating stove placed in the northwest corner, with a stove-pipe extending almost to the ceiling and by a horizontal branch entering a flue in the southwest corner will give an almost equable temperature in all parts of the room. The opening into such a smoke flue near the floor will be a very efficient aid to ventilation, but the opening should be protected by a register which can be closed at pleasure.

It frequently happens that such aids to ventilation as have been described are not sufficient. Our reliance must then be placed on the doors and windows. The windows should be within 12 inches of the ceiling and should come down to the level of the desks. They should be in two sashes, with cords and pulleys to move up and down. It is quite a common practice to lower the top sashes a few inches and keep them in this position while the school is in session. This is a double error, it lets out the pure, warm air which we wish to retain, and lets in a stream of cold air directly on the heads of the pupils. If the ventilating flue with an opening at the floor, is not sufficient to carry off the impure air, the best plan is to open every door and window in the building for one or two minutes, not more than three minutes, and when the room has been thoroughly flushed with fresh air close all the openings. If necessary, the operation may be repeated at the end of every hour.

Wardrobes or cloak rooms.

6. A place for depositing the outer garments in safety and in an orderly manner is a necessity in even the cheapest and smallest school-house. Such a place is often obtained by building a vestibule in front of the house. This arrangement improves the external appearance of the house, but it is comparatively costly and not free from other objections. The cheapest and best plan in a house of only one room is to cut off from the south side of the room two small cloak rooms, one for the boys and one for the girls. The pupils' entrance is by a door leading into the small passage between these two closets. There is no door to the closets; an arched doorway always open exposes the interior of the closets at all times to the eye of the teacher whose desk is in the north side of the house. These closets should be furnished with suitable clothes pins and with shelves to hold lunch baskets.

Larger houses.

7. If two rooms are needed they should be on the same floor and separated by a glass partition with movable sashes. A front room 24 by 32 and a back room 24 by 30 will accommodate about one hundred pupils. The flues should be in the walls adjoining the partition. For three rooms the building should be of a T shape, the perpendicular line representing a room 24 by 32, and the horizontal line two rooms, each 23 by 21. The flues may be conveniently placed in the angles where the front building adjoins the rear building. For four rooms place a corridor 6 feet wide between two sets of rooms, such as are described in the beginning of this paragraph. It is only when more than four rooms are needed, or where the ground is unusually expensive, that a two-story house should be built.

Plastering.

8. As most of country school-houses are closed during nearly half the year, the plastering is apt to be affected by the damp. The walls should be wainscoted to the height of 4 feet from the floor. If the rest of the wall were sheathed with wood of a lighter color than the wainscoting and the ceiling covered with the same material, it would be found much better than plaster, more ornamental, more durable, and not so much more expensive.

Outbuildings.

9. The health and comfort of teacher demand:

First. That a substantial woodshed be built, and a sufficient supply of good fuel be placed therein at the beginning of each term.

Second. Common decency always demands that water-closets be provided and placed in the opposite rear angles of the school-yard, or in some other convenient situation. Gravel, plank, or brick should be laid from the school-house to these buildings. The advantages of placing these closets in easy and convenient communication with the school-room are numerous. The fierce winds of winter, the wet and soft grounds in fall and spring are dangerous exposures to delicate children in leaving a hot room and who are compelled to traverse the length of the playground through mud and water to a mean and miserable shed, through which the wind constantly and freely blows. These water-closets should be simple and substantial in construction and not too large. Two feet and a half room is ample for each child, and never under any circumstances should there be two seats in the same inclosure. Each seat should be in an inclosure by itself, and the screens between each one should be 6 feet in height or more. In very many delicate and nervous children nature refuses to perform its usual functions, however great the necessity, in the presence of others or under unaccustomed circumstances, and a decent privacy in the school conveniences is necessary to save such from daily pain and more often serious consequences.

The promiscuous arrangement and condition of the ordinary school privileges urgently demand that these necessary appliances should receive at least as much care as the other circumstances of school life.

Apparatus.

10. Globes, charts, numeral frames, outline wall maps, ink, paper, text-books, cube and square root blocks are necessary appliances for the efficient management of every school.

Furniture.

11. Among the indispensable articles of furniture are a few chairs, a teacher's table, black-board and crayons, a clock, a dictionary, a water pail and cups, pointers, erasers, brooms, and brushes. Each school should be furnished with a closet, in which the movable property may be secured.

Improvements in school-houses.—Superintendent Williams, of York County, Pa.: "Directors should exercise more care in the location of school buildings. A house should never be built on low, swampy ground, on the top of the highest hill in the district, or on a stony piece of ground that is of no value for any other purpose, nor on the rear of the lot, compelling children to wade to it through mud over shoe-tops. Houses should be built on dry ground, sheltered from the cold blasts of wind, and the entrance should always be away from the sunny side. Houses are often built too small. A house should be long enough to afford ample room for seating, recitation, and black-board exercises. The space between the last seat and the black-board is nearly always too small for convenience and satisfactory recitation work. The width of the room is very often insufficient, causing narrow aisles, and great inconvenience in passing to and from recitation. The centre aisle is often not more than four feet wide, making it inconvenient and unsatisfactory. Ceilings are generally too low. A house should be long enough, wide enough, and high enough to afford ample room and capacity for good ventilation. School grounds are nearly always insufficient. No less than half an acre should be given to every house. A few dollars invested for this purpose might save many dollars, broken limbs, and many other serious injuries. A few porches should be removed and built larger, more substantial, and closed at the ends. Several pupils have been severely injured, and, in one case, a pupil lost his life by neglecting so small a matter as closing the sides of a porch."

The grounds should be fenced.—Superintendent McNeal, of Dauphin County, Pa.: "Arbor Day has done much for the improvement of our school grounds. In many of the yards shade trees have been planted and are growing nicely, and in a few years will present the appearance of beautiful parks. Much more would have been done in this direction if the yards were all fenced. Let directors fence the grounds so that the trees and shrubbery will be protected, and the teachers and pupils can be relied upon to do the rest in the way of beautifying them."

A factor of more than ordinary importance.—Superintendent Hamilton, of Allegheny County, Pa.: "The school-room environment of the pupil is a factor in his educational development of more than ordinary importance. Nothing, perhaps, if we except good teachers, contributes more to the success of school work than well-planned and suitably-

furnished school buildings. The proper heating, lighting, and ventilating of these buildings, as well as the suitable fencing, grading, and beautifying of the grounds attached thereto, must each have its requisite attention before the highest results can be expected."

Provide home-like attractions and conveniences.—Superintendent Strayer, of Cambria County, Pa.: "There is not, however, the interest taken in the improvement of school grounds and houses that there should be. Grounds should be inclosed with a neat, substantial fence and shade trees planted. It is an absolute waste of time and money to plant trees according to the instructions of the Governor and State Superintendent, unless grounds are freed from rubbish and placed in proper condition. Arbor Day exercises will never be generally observed until a radical change is made, and school officers, teachers, and patrons plainly see that houses and grounds should receive the same attention that is bestowed on other educational agencies. Is it not the duty of all concerned to provide home-like attractions and conveniences for our boys and girls if we would wisely expend the money given to the support of the common schools?"

XV.—SCHOOL SYSTEMS.

The Minnesota system of education.—Superintendent Kiehle: "Our system of education may be considered complete when a good common school, well equipped, and well taught for at least eight months of the year, is located within the reach of every family, and from which every boy and girl of promise and ambition may reach the high school. From the high school the way should be plain and practicable to any of the departments of the university. In brief, every child of the State should have the opportunity and encouragement to make the most of himself, to attain the highest degree of skill, intellectual and mechanical, of which he is capable, and therefore his highest usefulness.

"Moreover, a system of education does not consist in the aggregate of all parts, as when the elementary, the academic, and the collegiate are all formed within the State without organic relations.

"I believe that Minnesota may claim justly, and with some pride, 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 pupil who does well in the lower grade finds, when he knocks at the door of the grade above, that his record has gone before him, and is there set to his credit. He finds, too, that the work of the school above is adapted to the training already given, and the promise of all this has been his encouragement from the beginning."

XVI.—STATISTICS.

POINTS FOR CONSTANT CONSIDERATION IN THE STATISTICS OF EDUCATION.

[*Report of the Committee on Educational Statistics of the National Council of Education, presented by Hon. John Eaton.*]¹

1. Statistics of education are not to be regarded as of greater value than the end for which they are kept. We do not educate that we may keep statistics, but we gather statistics that we may know better how to educate.

2. Statistics of education can not give completely that wonderful work in man. At best they must come short of the whole story of what education does, and its results. We should not expect from them what there is not in them.

3. We should neither overestimate them nor underestimate them, nor put them out of place in our plans or efforts. If a teacher may lay down his life for his pupils, he certainly should not, in a struggle simply to perfect his statistics. Better sacrifice the record of a school than the children in it.

4. Numerals are not the whole of statistics. There must be description or descriptive texts enough for their correct understanding and interpretation; graphics may add much to their value.

5. Whatever adaptation to local peculiarities with respect of what statistics include or exclude, the more they approach to a universal language the better. The progress of statistics towards the universal may foreshadow the international in law, commerce, and, generally, in intercourse among communities and nations and the possibilities of universal peace. How long has the measuring of social and civil forces been subordinated to the problems of war? How long have war statistics been to the front? Why has not the time come to bring to the front statistics tending to peace, of which the educational are the most central and significant of other conditions, showing the power in their individual or collective capacity in respect to all that pertains to human progress

¹National Council of Education—Proceedings, 1887, p. 60.

in every department? Is not this precisely what has been going on for these fifty years? Compare educational statistics of to-day with those fifteen years old. The United States are in the way to lead in perfecting educational statistics. Are our institutions to be preserved? The knowledge of their value, the signs which point out the causes and prevention of peril, must be in possession of the people. Our affairs are not to be directed by a king or a class, but by a majority of all the people. Therefore the people, all the people, should be constantly studious of the vital interests which these statistics represent. Do farmers and seamen watch the storm signals? Every citizen should watch the signals of sociology. How stands the barometer of intelligence? Whither tend the currents? What are their velocity and force? No citizen should be ignorant or indifferent. He should not only see how his child or neighborhood stands, what the details of these facts are in themselves, but how they compare with others and with the best standards. This would have some effect on the universal boasting that my class, my school, my college, my city, my State is the best,—which we have *ad nauseam*.

6. The aiming towards larger or more universal bearings of statistics in education need not, and should not, take from their local meaning or lessons; but should add to them by affording larger range of comparisons. Each school, each district, ward, town, parish, borough, or city or county, each seminary, academy, college, university, should keep its statistics so as to accord with all others of similar character in its State; and each State should so keep its records as to compare in certain important particulars with those of every other State in our Union; indeed, every nation may so keep its statistics that they may have some accord, some fair ground of comparison, with those of every other nation.

7. Statistics of education should be, in form and nomenclature, not only to be compared with themselves, but with statistics representing other sociological conditions. They should not only show what the school attendance and the school work performed are in a given civil unit, district, ward, city, etc., but what the school population is; and at once furnish a safe basis of comparison, first as to illiteracy, second as to morals, crime, etc., third as to health, sickness, longevity, and so forth.

8. It should not be forgotten that statistics of education in the United States are not primarily authoritatively secured by the same agency; and in bringing them into comparison, all essential differences should be regarded. The nation has gathered certain facts about education for a series of decades; each State, also, now has its statistics of education; moreover, certain municipalities report special items for their own benefit; besides, private institutions, whether chartered or not, have their own way of making the facts about themselves known. The National Bureau of Education, an agency for collecting and publishing statistics of education, has issued annually a Report since 1870; all reports to it are voluntary. But it has sought to utilize all authoritative collections of educational data and to give to each statement or collection the actual value of the authority or source from which it was derived. The Bureau has drawn from the United States censuses, State censuses, city school reports, and the authorized statements made by all classes of institutions. During the time of half a generation in which this work has gone forward systematically year by year, the points for constant consideration above enumerated have been kept in mind, and greater and greater approximation to them has been secured. Is it not time to revise what has already been accomplished and to take a step forward?

9. In working toward any ideal of statistics, it should be remembered how much is dependent upon legislation, and under what a variety of difficulties it must be accomplished in Congress, in the several States and Territories, and in numerous municipalities.

10. The great advantage of a national initiative is the last point that I wish to enumerate in this preliminary statement of the points for constant consideration in the statistics of education. If this council can agree thus far, may it not be prepared to go forward at a future time in a specific enumeration of what educational statistics should include, and in what periods and in what manner they should be recorded, collected, and published?

More accurate and reliable under a township system.—Superintendent Raab, of Illinois: "What is true in mechanical affairs is equally true in intellectual affairs—the simpler the machinery the more effective it is, and the less liable to get out of order. The gathering of the general and financial statistics of the schools of the State, as at present conducted, is a difficult task, and their accuracy is in an inverse ratio to the difficulties under which it is accomplished. To most boards of directors, because it is an unusual task to them, the reports to the trustees cause a great deal of annoyance, and because the work is done unwillingly the reports are made late, thus preventing the boards of trustees from making their reports to the county superintendents in time. What an amount of time and labor could be saved, and how much could the accuracy and reliability of these statistics be increased, if one report from each township were to be made to the county superintendent, embracing in one document the data which now have to be collected by from six to ten boards of directors."

Registers not correctly kept.—Superintendent Bell, of Monroe County, Iowa: "In 1885 a careful inspection of the school registers revealed the fact that about three-fourths of them were not correctly kept. As a consequence, at least that ratio of reports to district secretaries must have been incorrect. What reliance, then, can be placed in the school statistics of the whole State, if those from Monroe County are an average in point of correctness?"

Penalty for failure to report.—Superintendent Moody, of Idaho, writes to the Bureau: "I regret exceedingly that I can not give more complete statistics. The neglect of the trustees is at the bottom of the trouble. The only penalty that I can inflict is to withdraw the apportionment of non-reporting districts, and I am loth to take such a step for the reason that it deprives the children of educational facilities without making the real culprit suffer."

Private schools should be required to report.—Superintendent Orr, of Georgia: "As the private high schools, and perhaps to a small extent the private elementary schools, are likely to remain in coming years a portion of our educational machinery, I think some mode ought to be provided whereby a report of what they are accomplishing may be obtained. Though they are private enterprises I can see no wrong in requiring them to give information in which the entire public is deeply interested. This principle is recognized in all census legislation. Private persons are required to give such information as is of vital interest to the public."

XVII.—SUPERVISION.

Essential elements of supervision.—Superintendent Dutton, of New Haven, Conn.: "Our schools could never have reached their present high rank had it not been for the careful supervision of the principals of all the school-rooms in their several sub-districts. The quiet, satisfactory, and thorough manner in which the schools are conducted from year to year is a sufficient proof of the excellence of the system. The only possible danger is that principals may suffer their time and energies to be too much absorbed by clerical duties and by sundry details that are always claiming attention. To be much in the school-rooms, to bring judgment and experience to bear in weighing the merits of the actual teaching, and to offer suggestions and criticisms without reserve, as opportunity requires,—these constitute the essential elements of that immediate oversight which principals are expected to give. To help the weaker and less talented teachers to become as good as the average, and to deal frankly with all that savors of incompetency, is the best service that a supervisor can render his patrons. He will also endeavor to secure a full and punctual attendance of the pupils in his district. He will see that the programmes are so arranged that the several subjects of study receive due attention. He will conduct such examinations, oral and written, as are needed to keep him well informed concerning the advancement of the several classes."

Well considered and thoughtful economy.—Superintendent Nelson, of Michigan: "As might be anticipated, experience demonstrates the efficiency and value of an enlightened supervision of any and every system of public instruction. Our cities wisely intrust this supervision to a single person. The advantages of this method of organization are quite obvious, and are well certified by prolonged experience. It secures unity, it inspires emulation, it promotes a nobler standard of merit, it commands more intelligent and competent teaching gifts. It seems rational to anticipate that a similar supervision of rural schools would tend to the accomplishment of similar results. Some system of county superintendence, well remunerated, and, so far as possible, removed from the petty jealousies and intrigues of political partisanship, would be undoubtedly, a measure of wise and needed legislation. Objections raised on the score of economy are scarcely pertinent. It may be doubted whether it would add a farthing's weight to the burden of school taxation. Yet, if so, is the objection really valid and worthy of serious consideration? Not in a free commonwealth whose very existence depends upon the intelligence and virtue of its people. Extravagance in government expenditure is pernicious, no doubt; but unstinted and generous provision for the maintenance of free schools is not extravagance. The rather, it is well considered and thoughtful economy. As truly as 'the life is in the blood,' so free governments subsist by free schools. Whatever they cost, it is the price which we must inevitably pay for our immunity from the evils of anarchy or despotism."

County superintendents in Illinois.—Superintendent Raab: "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, and the reports concerning the working of these amendments coming from the different counties are unanimously commendatory. * * * 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 will be felt, I hope, in the remotest nooks and corners, thus tending to equalize the benefits of education and making the population of the State more homogeneous."

County superintendents needed in Arkansas.—Superintendent Thompson, of Arkansas, says: "The more I see of the actual work of our schools, the more fully am I convinced that one of the greatest wants of the public school system of Arkansas is intelligent county supervision."

Most fruitful of good results.—Superintendent Lawhead, of Kansas: "In school work, as in other departments, system is essential to the accomplishment of the highest results, and this is best secured by means of a well-devised supervision. Our method of supervision by county superintendents is, in my opinion, the most fruitful of good results that has been tried, and when our people shall come to appreciate the importance of that office and realize what a power it may be made for the improvement of our schools, I believe they will select their superintendent with more care than any other officer."

Beneficial effects noticeable.—Superintendent Finger, of North Carolina: "The beneficial effects of superintendence is specially noticeable in many counties in this State, in which, even with small pay, active and competent men have been induced to work in this line. I am glad to state that much more progress has been made in such counties than in those in which superintendents have not been so active, but have held their places mainly as examiners of teachers."

Tenure of office of county superintendents.—Superintendent Cornell, of Colorado: "The condition of the schools is largely dependent upon the county superintendents. This is especially true of the country schools, and in no department of the educational work is there more need of able supervision than in these schools. A judicious, earnest, and capable county superintendent can do much toward improving the schools of his county, but it requires earnest effort. It is sometimes said that the office of the county superintendent is not appreciated. It is called an unimportant office. The importance of the office depends upon how it is filled. The county superintendent has it in his power to render the office one of great value, and compel the people to acknowledge its importance. * * * Unfortunately, changes in this office occur too frequently for the good of the schools. When a county superintendent holds the office but two years, he has but little time to mature and carry out plans. It takes him one year at least to learn the wants and conditions of the schools of his county; then he has but little time left to carry out any methods for advancing the schools. For this reason, county superintendents who are doing good work should be retained as long as possible."

Pay of county superintendents.—Superintendent Welcker, of California: "In every county the superintendent of the schools should receive a decent and comfortable support, so that he may be contented, and able to give his whole time to his duties. His reasonable travelling expenses should be reimbursed to him. Certainly they should not be deducted from his salary, which, as said before, should be decent and comfortable. He should have certain days fixed for duty in his office, and the entire residue of his time should be given to continuous visitation of the schools. Then the teachers and trustees would know that they were being continually looked after. The teachers would feel that they had a professional friend to advise and sympathize with them—one capable of instructing and helping them. His frequent visits and constant supervision would create and preserve thorough organization; would infuse into the system all the new and valuable improvements evolved by experience everywhere, and would make the system consistent and homogeneous. His efforts would be those of an equalizer, to raise the lowest school on to a level with the highest, and to make them everywhere good."

"It will be objected that many counties are too poor to pay their school superintendent a salary which will engage his whole time in their service; that they are too sparsely settled, and that they must wait till more money shall have been invested within their borders. The ready answer is that to have good schools in the county is the best invitation to settlement and investment; with population comes wealth, the enhancement of existing property, and the production of more. Let it be well understood that any county, even the remotest and least developed, has superior schools, and the fact will give an immediate and great impulse to migration thither. Now, this great desideratum may be had by simply paying one officer a decent salary."

Effect of politics.—A four years' term for county superintendents recommended.—Superintendent Akers, of Iowa: "The law should strengthen the office, and enlarge the powers of the county superintendent, keeping, of course, within safe and prudent limitations.

"The office is now greatly weakened by the political situation in many counties. However successful, competent, and faithful a superintendent may be, if the control of the county passes from one political party to another the experienced and successful officer is displaced, and a new and inexperienced man or woman, as the case may be, succeeds to the administration of the office.

"This is prejudicial to the interests of our schools and greatly retards progress.

"The success of educational work depends very largely upon organization. A change in the system of organization and management of the schools of a county, is always attended with confusion, and not infrequently results in a relapse of several years.

"It has been suggested from many sources that the county superintendency should be made a non-political office. Just how this may be done so as to improve upon our present method, is difficult to determine.

"The proposition to make the office appointive, either by the board of supervisors or any other county authority, has not been favorably received. It is by no means certain that this would either take the office out of politics or secure more competent officers. The county superintendent should be elected by the people. If this could be done at a non-partisan election, as for instance, at the school elections in March, it would be a great improvement over our present plan. The term of office, as I have heretofore suggested, should be four years instead of two. This would tend more to give the office strength and independence, than anything else that could now be done. Four years would allow sufficient time to develop and mature a plan of organization, and to test the fitness and ability of a superintendent. A system, if good and effective, would obtain a strong hold upon teachers and leave a lasting impression upon the schools of the county. Succeeding officers would find it more difficult to make radical changes in the work of the county, and in many cases they would adopt the system of their predecessors, and continue the work without material change or interruption. A term of four years would enable the superintendent to become well acquainted with school officers and the condition of schools throughout the county, as well as to become informed as to the character and teaching ability of teachers. He would become familiar with the school law, and his influence thus largely increased he would be able to settle amicably the petty troubles which are usually litigated to the great injury of the schools."

XVIII.—TEACHERS.

Average attendance as affecting teachers' salaries.—Superintendent Buchanan, of Virginia: "Objections are urged against the principle of regulating salaries by school attendance. Where it entails loss it begets complaint. But how to wisely and equitably adjust the matter of teachers' salaries is a difficult question. Interests are to be guarded which seem to be in conflict. On the one hand, it is urged that to subject teachers to reduction of pay for causes which they can not control, and without regard to the manner in which they discharge their duties, is manifestly unjust; that the number of pupils in a school is not necessarily a test of the teacher's efficiency or even popularity; that many causes affect school attendance, such as sparseness of population, indifference among patrons, real or fancied need of children's services at home, sickness, bad weather, bad roads, uncomfortable school-houses, etc.; that non-attendance from such causes should not diminish teachers' pay; that making salaries depend on average attendance tends to make teachers less independent, and therefore less inclined to exact thorough work of their pupils, enforce proper discipline, and discharge all other duties without fear or favor.

"The remedy suggested can be briefly stated. Place the schools where they ought to be, assign them the best teachers available, and pay the teachers the whole amount of salaries agreed upon. If a teacher proves inefficient, dismiss him and employ another. If the average attendance fall below a certain number, close the school.

"On the other hand, it is maintained that our school fund, being insufficient to furnish all the school facilities needed, ought to be so managed as to reach as many children as possible; that this cannot be done except on some such plan of regulating salaries on the basis of school attendance as now exists; that the public interests are to be guarded in the expenditure of public funds, as well as the interests of private individuals; that the principle which makes the amount of teachers' salaries independent of an efficient discharge of duty is vicious; that, as a rule, good teaching attracts more pupils than poor teaching, and ought to be better paid; that as teachers of private schools are, as a rule, dependent wholly on their patronage for their income, it is not unjust that public school teachers should be partly so."

Grading of teachers' salaries.—Superintendent Jones, of Dakota: "Teachers' salaries in our public schools should be graded to correspond with their certificates of qualifica-

tion. The plan has been thoroughly tested elsewhere, and found to work to great advantage. When schools are put up at auction—which is practically done in numerous instances—and teachers of the first grade are required, in order to secure a school, to underbid third grade and even probation teachers, it may well be concluded that our educational system requires looking after. We may now be looking too much to that which is showy and ornamental, and slighting that which is of material, practical value. It would be well to establish these salaries by law, as is done in California, had we a permanent school fund of reasonable proportions; but this being wanting, it would be well to provide for the grading being done in each county by a proper board, composed, for example, of the county superintendent and the chairmen of the various school boards, in order that the salaries fixed may be in proportion to the tuition fund to be expended, these funds now being of local origin."

Proposed service pension for teachers.—Superintendent Welcker, of California, in speaking of the necessity of keeping experienced teachers in the service, especially a due proportion of male teachers, says: "How shall we invite and retain the best of both sexes? How shall we secure the inestimable benefits of experience? By saying to the teachers, 'Here is a great and noble calling, which it has always been, but which henceforth will provide against destitution in old age.' The teacher has at present no cheerful outlook to the future. He fears the approach of old age, hand and hand with poverty, and sometimes he leaves and looks out for something else. Suppose that some reasonable pension after thirty years of faithful and successful service were granted to the teachers, say \$25 per month during the residue of his or her life. I mention a very low sum, indeed, to render this proposition, not merely to do justice, but to make a wise and economical investment for the State, less startling. It might be that the liberality of the people, as expressed by the Legislature, would prescribe a larger sum. But let us think of \$300 per annum. What a revolution that would create in the *personnel* of the profession!

"The intending teacher, man or woman, would say to himself or herself: 'Here is a noble calling in which for thirty years I can find a respectable living, and then when old age comes on, and possibly failing health, even at the worst I shall not starve!'

"They will be able to enter upon their life-work without fear and misgiving; they will be able to give themselves up to it unreservedly; to devote their whole energies to it, and to become year by year more and more valuable to the State. Could the State make wiser investment of its money?

"When we come to consider what would be the cost of so great a boon, we are surprised that it is so small. I have not the means of knowing exactly the number of teachers now on the rolls who have had 30 years of successful experience. But I think we may come pretty near it. The honor and advantages of a life diploma are so great that we may assume that as soon as a teacher is entitled to one he obtains it. Of the life diplomas on the rolls at this time there are but 18 which will be 20 years old at the expiring of this year, showing but 20 who have had 30 years' experience, even assuming them all to have continued teaching, which is by no means true. Then to start this beneficial measure into operation would cost but \$5,400 *per annum*! A sum so small that it could not be felt in the taxes of the State. No tax-payer in the State could discover from his own tax dues whether the appropriation had been made or not, and yet not since the opening of the first public school has there been a measure so fraught with good to the public."

The bane of our common schools.—Superintendent Mann, of Clay County, Iowa: "The bane of our common schools is, we have no teachers that enter the work as a vocation. The salaries paid to teachers will not warrant any person of energy in entering the work for any length of time. Consequently, our best teachers are constantly dropping out, and their places are being filled by young and inexperienced teachers."

Teachers should be able to rely with reasonable certainty upon employment.—Superintendent Buchanan, of Virginia: "Schools which experience frequent change of teachers are not the most progressive. Such changes are often inevitable, often expedient. Beyond this, they are to be avoided, as detrimental both to the schools and the teachers. A good many persons engage in teaching as a temporary expedient, looking in other directions for permanent or more lucrative employment. These, after a session or two, drop out, leaving their places to be filled by others.

"Again, there is a class of peripatetic teachers. They do not stay long in one place. Changes from these causes are unavoidable, and may also be expedient. At any rate it is always expedient to exchange an indifferent teacher for a good one. But when a teacher has proved faithful and efficient, has become acquainted in a neighborhood, has secured the confidence of the community, knows the capacities and temperaments of the pupils, and their different degrees of advancement in their studies, such teacher can begin a new term with manifest advantages over a new teacher, and for this reason as well as others, ought, in the interests of the patrons and pupils to be retained. But it is es-

pecially due teachers that they, having chosen teaching as a profession, and proven themselves competent, worthy, and efficient, should be able to rely with reasonable certainty on employment, and thus be relieved as far as practicable of suspense and anxiety in regard thereto. If ability, skill, energy, and good character secure steady employment in other pursuits, they ought especially to do so in that of teaching."

Length of service not always an advantage.—Superintendent Hinsdale, of Cleveland, Ohio: "There is, no doubt, a considerable probability that a person who teaches many years will acquire considerable skill as a teacher; but when one remembers how many persons never make progress in any occupation beyond the initial steps, and how deadening to the mind routine is when care is not taken to keep the mind fresh and elastic, as well as how many teachers fall into routine, he must see that time in the service and skill in teaching are very different things. Sometimes length of service is a positive disadvantage, owing to the influences just set forth; and there is reason to think the tendency in this direction is especially strong in lower-grade work, where the field is narrow and routine benumbing. Some teachers are less efficient at the end of 20 years than they were at the end of 10. At the end of 1 year, some teachers have more experience in the best sense, than others at the end of 10 or 20 years; and, it may be said, some persons who have never taught a day are better teachers potentially than others are actually who have served half a lifetime. In fact, one is often surprised to see how quickly young persons of scholarship, aptness for teaching, and character take very high rank as teachers as he is to observe how many of the greatest teachers have been very young men.

* * * * *

"Touching the teacher's experience, then, the main question is not '*How much experience have you had?*' but '*What kind of an experience has it been?*' Not '*How long have you taught?*' but '*What have you learned about teaching?*'"

"All this has an intimate bearing on a question now much discussed. That something should be done to make teachers' tenures more fixed and lasting, and so to protect them from the predatory habits of those who prey upon them, goes without argument; but those who are seeking to solve the problem should not overlook the danger at the other extreme. An arrangement to keep all teachers who are once elected in, is not a solution of the tenure problem. That solution also includes the protection of the public and the schools against teachers who have proved failures."

The one thing most effective.—Superintendent Bayes, of Dubuque County, Iowa: "Probably the one thing more than any other that has enhanced the usefulness of our schools, is an unwritten rule of action among our boards of directors regarding the teachers' tenure of office. It is generally understood among them that when a teacher is once employed in a district his claim for reappointment shall take precedence of all others, in case he gives reasonable satisfaction."

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

Cannot afford to stop the pruning.—Superintendent Preston, of Mississippi: "We must not look simply to the saving of money, and the consequent ability to lengthen the term of our schools. Our public school system improves only as the teaching force performs its function better, and there can be no doubt that with rigid, impartial examinations, with institutes, with real supervision and inspection of their work, our teachers will be stimulated to broader and more accurate scholarship, and to a more faithful performance of their duties. The sacred duty of the State is to see that the best possible corps of teachers is obtained, and she fails in her obligations to tax-payers and to her children in every instance where an incompetent teacher is placed in charge of a school. Every energy should be utilized to remove the incompetent, and to stimulate the efficient teacher to his best efforts. We have vigorously used the pruning hook during the past year, and better fruit will be the result. We cannot afford to stop the pruning because of the clamor of the falling branches. They bore no fruit and we cannot stop to listen to them, or their friends, or their kindred."

There are reasons for preferring male teachers.—Superintendent Buchanan, of Virginia: "At the same [present] rate of increase our schools in a few years will be pretty largely

in the hands of female teachers. No unfavorable comment is to be made on this tendency, yet it ought not to go too far. Intelligent and careful observation accords to women, as teachers, the possession of equal tact, skill and fidelity with men. For instructing younger children, especially, they are by natural endowments better fitted than men. They have met with good success also in more advanced work. But for schools composed of older pupils, where a somewhat vigorous discipline is necessary, there are reasons for preferring male teachers."

No one has a "right" to a position in a school.—Superintendent Stockwell, of Rhode Island: "One great obstacle in some of our cities and towns to the employment of a better class of talent, is that by a sort of unwritten law residents of the place are supposed to have a sort of pre-emptive right to the position of teacher, and so they present their 'claims' and they are elected. Now, no one should be allowed to entertain the notion that he has any 'right' to a position in a school. 'Other things being equal,' as is sometimes said, it is well enough to give a preference to residents, but even then there is a liability of a dangerous precedent creeping in and establishing itself. The committee should always keep the matter of appointments so completely in their hands as never to feel bound to any one, except to the best one that can be found for the salary to be paid.

"Moreover, there is oftentimes great advantage to be gained by introducing into a system of schools teachers who have been trained in a different way, in another atmosphere, under different minds. By so doing new ideas and methods, a new spirit and life are set at work, and progress is the inevitable result."

How security in position is to be attained.—Superintendent Stockwell, of Rhode Island: "Security in position for the teacher, not so much through a 'tenure-of-office' law as by the fact that the power to hire and to discharge is in the hands of a board specially chosen for the work, and if not specially qualified at the outset, very soon becoming so in the discharge of their duties, and governed, as a rule, solely by the desire to secure the best service for the means at command, is the result to be looked for."

A teacher should not be allowed to learn to teach at the expense of the children.—Superintendent Preston, of Mississippi: "If a man should undertake to operate a machine shop with hands gathered in from the cotton fields, his speedy failure would teach him a pointed lesson of experience, viz, that he should have selected skilled workmen. Can we, then, expect to operate the complex machinery of a school system without providing a reliable and strict test of the capacity of those artisans who are to labor in our great intellectual workshop?"

"In the expenditure of large means in any important enterprise, the worst and unwise economy is that which fails to provide the necessary agencies and appliances to utilize all the forces which contribute to successful results. Yet the State had ignored that 'a poor teacher is worse than no teacher,' a maxim which is embedded in the very heart of all educational philosophy, and which has been demonstrated by the experiments of all States that have developed a system of public instruction.

"No person should be permitted to teach in a public school without a valid license issued by an agent of the State, after a careful test examination. A teacher should not be allowed to learn to teach at the expense of the children, robbing them of their time and opportunities by his futile experiments and fatal blunders."

XIX.—TEMPERANCE INSTRUCTION.

Present status of temperance instruction.—In the autumn of 1887 the following inquiry was addressed to State superintendents: "Is the study of physiology and hygiene with special reference to the effects of stimulants and narcotics required by law, and in what grades?" The following replies were received up to the time of going to press, the remarks within parentheses being added by the Bureau:

North Atlantic Division—

MAINE.—Yes; in all grades. (Laws of Maine relating to public schools, 1885, p. 31.)

NEW HAMPSHIRE.—Yes; in all grades sufficiently advanced. (Laws of New Hampshire relating to common schools, 1886, p. 66.)

VERMONT.—It is required by law to be taught to all scholars, in every grade. (Act approved November 24, 1886, repealing previous acts.)

MASSACHUSETTS.—It is required by law and in all grades. (Act approved June 16, 1885.)

RHODE ISLAND.—Yes; in all grades. (Public laws, January session, 1884.)

CONNECTICUT.—It is required in all grades. (Laws of the State of Connecticut relating to education, 1886, Chap. III, sec. 5, p. 15.)

North Atlantic Division—Continued.

- NEW YORK.—Yes; grades not specified. (Act passed March 10, 1884. General School Laws of the State of New York, 1886, p. 125.)
 NEW JERSEY.—(No law upon the subject, so far as known to the Bureau.)
 PENNSYLVANIA.—In all grades. (Act of April 2, 1885. Pennsylvania School Laws and Decisions, 1885, p. 113.)

South Atlantic Division—

- DELAWARE.—Yes. (Act of April 12, 1887, requires the above instruction to be given to all pupils in all public schools.)
 MARYLAND.—Fifth grade and all grades above the fifth. (Act of April 5, 1886.)
 DISTRICT OF COLUMBIA.—Required by United States law in all grades. (Act of May 20, 1886.)
 VIRGINIA.—Not required.
 WEST VIRGINIA.—Shall be taught in all the free schools.
 NORTH CAROLINA.—Named (*i. e.*, physiology and hygiene) as one of the public school branches to be used at option of pupils, but all teachers are examined on the subject as on other subjects. (Public School Law of North Carolina, 1887, p. 25.)
 SOUTH CAROLINA.—Yes; matter of grade left to local authority; no general rule.
 GEORGIA.—(No law upon the subject known to the Bureau.)
 FLORIDA.—By the regulations made by the State board of education, all schools are required to teach the evil effects, etc.

South Central Division—

- KENTUCKY.—General instruction to each school on laws of health. Text-book on physiology and hygiene in highest class in common schools. (The Common School Laws of Kentucky, 1886, p. 15.)
 TENNESSEE.—(No law upon the subject known to the Bureau.)
 ALABAMA.—Yes; in first and second grades. (Public School Laws of Alabama, 1885, p. 26.)
 MISSISSIPPI.—(The curriculum of the common schools of the State embraces, among other studies, the elements of physiology, without any special reference to stimulants and narcotics. Laws in Relation to Common Schools, secs. 48 and 51.)
 LOUISIANA.—(No law upon the subject known to the Bureau.)
 TEXAS.—No.
 ARKANSAS.—No.

North Central Division—

- OHIO.—No.
 INDIANA.—It is not required by law, but is generally taught in the fifth grade (eighth year).
 ILLINOIS.—Not especially required by law, but school authorities may prescribe such a study.
 MICHIGAN.—Yes; in all grades. (Amendments to the School Laws, 1887, p. 4.)
 WISCONSIN.—(Required in all grades. School Laws of Wisconsin, 1885, p. 73.)
 MINNESOTA.—Yes; generally in all grades. (The law does not specify the grades, but requires "systematic and regular" instruction. School Laws of Minnesota, 1887, p. 99.)
 IOWA.—Yes; in all grades and in all public schools. (Act approved February 17, 1886. Amendments to the School Laws of Iowa, 1886, p. 5.)
 MISSOURI.—Yes; in all grades. (This instruction must be given upon the demand of any patrons of the public schools, and only to the children of those so demanding it. School Laws of Missouri, 1885, sec. 7077.)
 DAKOTA.—(Required by United States law in all grades. Act of May 20, 1886.)
 NEBRASKA.—Yes; in all grades. (School Laws of Nebraska, 1885, p. 53.)
 KANSAS.—In all grades of all public schools. (Laws for the Regulation of the Common Schools, 1885, p. 92.)

Western Division—

- MONTANA.—(Required by United States law in all grades. Act of May 20, 1886.)
 WYOMING.—Same.
 COLORADO.—Yes; grades not specified. (To take effect July 3, 1887. School Law of Colorado, 1887, pp. 3 and 65.)
 NEW MEXICO.—(Required by United States law in all grades. Act of May 20, 1886.)
 ARIZONA.—Same.
 UTAH.—Same.
 IDAHO.—Same.
 WASHINGTON.—Same,

Western Division—Continued.

NEVADA.—It is, in all grades, but is too much neglected by county schools. (School Laws of Nevada, 1885, p. 7.)

OREGON.—Yes: in all grades. (Amended School Laws of Oregon, 1887, p. 34.)

CALIFORNIA.—Yes; in all grades. (School Law of California, 1887, p. 25.)

Summary.—From the above replies it will be seen that instruction in physiology and hygiene with special reference to the effects of stimulants and narcotics is made compulsory by statute in some part of their school life on all pupils in 24 out of the 38 States, viz: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, Pennsylvania, Delaware, Maryland, West Virginia, South Carolina, Florida, Alabama, Michigan, Wisconsin, Minnesota, Iowa, Nebraska, Kansas, Colorado, Nevada, Oregon, and California; reference has been made to the statute whenever it could be found by the Bureau. The same compulsion exists in all the Territories and in the District of Columbia by United States statute. In Missouri the instruction under consideration is compulsory upon the demand of patrons of the public schools and forbidden otherwise.¹

Reports of Pennsylvania county superintendents on the operation of the new law.—Adams County: "The study of physiology and hygiene met with considerable opposition in certain quarters, but it was owing mainly to a misapprehension of the intent and purpose of the law, and a want of proper judgment on the part of teachers and directors in introducing it in the schools. The people everywhere entertain a commendable respect for law and authority, yet they are apt to chafe under supposed arbitrary exercise of power. Upon the whole the results of this new branch of study have thus far been most satisfactory."

Carbon County: "Little or no trouble has been caused by the introduction of physiology and hygiene into the schools, and the teaching of the branch has been fully equal to that of the teaching of any of the other branches."

Clarion County: "Physiology and hygiene has been taught in all the schools. The new study met with some opposition in places, but is rapidly gaining a foothold in the public schools of this county. Teachers are learning how to teach it better, and parents are becoming better satisfied with the results."

Clinton County: "The new branch of physiology and hygiene met with considerable opposition the past year."

Dauphin County: "The new law requiring physiology and hygiene to be taught has been obeyed in all the districts of the county. Text-books were not used by all the pupils, but suitable oral instruction was given in the subject where pupils were not competent to use the book. I am of the opinion that in some cases text-books were used when oral instruction would have accomplished better results."

Monroe County: "About the only drawback experienced was in the introduction of the new branch of study—physiology and hygiene. It was not very favorably received by the people, and a great many parents refused to supply their children with books, so that it became necessary, in such cases to teach it by the oral method. In fact this was the only way in which it could be taught to quite young pupils who had not yet learned to read, or to those who had been in school but a year or two. Such, I take it, is not the letter, nor indeed the spirit, of the law, but it is the best that can be done and it is the best that ought to be attempted."

Potter County: "That physiology shall be studied seems now to have become an accepted fact, and with a few slight exceptions our teachers report no opposition in carrying out the law."

Susquehanna County: "Physiology and hygiene is growing in popularity with both schools and people. It is impossible, however, to act up to the letter of the law in some localities; the general use of the branch by oral exercises being the only undertaking practicable."

Wayne County: "Physiology and hygiene was taught in all the schools, with varied success. We believe much good will follow the study of this branch."

Recommended in Minnesota.—Superintendent Kiehle: "In view of the alarming spread of intemperance and the devastation it is working in the State and in the home, in the bodies and in the minds of men, fostering all vice and destructive of all thrift and virtue, in addition to the restraints imposed by law, the youth should be instructed in the natural and necessary effects of stimulants and narcotics. I recommend that a law be enacted requiring the teachers of youth to include in their instruction in hygiene careful teaching in the nature of narcotics and stimulants, and the evil effects of their use."

¹ Though the matter does not chronologically come within the scope of the present Report, it may be remarked that the General Assembly of Ohio enacted a law April 11, 1888, requiring "the nature of alcoholic drinks and narcotics, and their effects on the human system, in connection with the subjects of physiology and hygiene," to be "included in the branches to be regularly taught in the common schools" of the State. Oral instruction is to be considered sufficient compliance.

Over-teaching is perilous.—Superintendent Nelson, of Michigan: "In my opinion, it is the design of the law to give to this class of studies the same *status* it gives to other practical topics, such as reading or grammar, *i. e.*, that somewhere in his course, the pupil shall be taught the physiological and moral effects of narcotics and alcoholic stimulants upon the whole being of man. To my mind, this is quite enough. Less would be insufficient; more would be unnecessary, and possibly harmful. It is to be regretted that in any public school the full requirements of the law should suffer neglect; yet, it would be a mistake quite as serious, to give to these special studies a disproportionate, unequal place in the school curriculum—to co-ordinate them, as some extremists insist upon doing, with every other subject from the low zones of a, b, c, up to the high regions of calculus. *Over-teaching* upon a subject which relates to moral conduct, especially if it concerns the appetites or passions, is really perilous. Too constant dwelling upon topics of this character has a tendency to invoke morbid conditions in the mind of the youth which either provokes or fascinates him to attempt dangerous experiments. Were you to teach a boy the flagrant wickedness of burglary it would not be expedient, nor would it be necessary, to induct him into the mysteries of picking a lock. The *specialist* finds a peculiar charm in the ugly spider—he sees a thousand beauties in the bright colors and sinister eyes of a loathsome snake. We may well fear the consequences of making our boys and girls too familiar with nauseating details of any evil which we desire them to shun. The teacher or parent cannot be too earnest to enjoin correct principles, to give warning of penalties, and to himself exhibit a blameless example; which having done, he can effectively add nothing further, except to devoutly leave the result with God."

In Kansas.—Superintendent Lawhead remarks: "A vigorous mind inhabiting a healthy body can do more for the State than the same mind can in a body that is weak and diseased; and as the public school is sustained at public expense upon the theory that the permanency of the State depends upon the intelligence of its citizens, the State claims the right to have those branches taught in her schools that will best secure these results. Now a thorough knowledge of the human system is essential to its preservation and highest development, which can only be secured by a study of its physiology and hygiene, and the effects of such substances as may be deleterious to its growth and the healthy exercise of its various functions; and it has been decided by the best medical authority, as well as by universal observation of mankind, that both alcoholic stimulants and narcotics exert a baneful and destructive influence, not only upon the body and its various functions, but it likewise destroys the intellect and deadens the moral sensibilities. In view of all these results, we, as school officers and good citizens, should unite to make the teaching of the effects of alcoholic stimulants and narcotics upon the human system a success. We should supply our teachers with all the necessary appliances to secure the best results, and furnish our schools with the best maps, charts, and books, to enable the teacher to perform his part in this great work. I am pleased to note that teachers throughout the State have, in most instances, taken hold of this subject with an earnestness that is full of promise for good results."

Action to secure proper text-books.—Report (1887) of Iowa State Board of Health: "The law enacted by the Twenty-first General Assembly requiring physiology and hygiene to be taught in the public schools, with special reference to the effect of alcoholic drinks, stimulants, and narcotics upon the human system, was a step in the right direction toward the preservation of public health. Experience, since the passage of the law, has shown an important omission therein. No provision is made to protect the public against the mercenary wiles of unscrupulous book-makers and the propagation of error.

"Books on physiology and hygiene generally need no approval nor censorship, but when the law requires that they shall treat upon the effect of alcohol and narcotics upon the human system, it becomes important that the subjects shall be given truthfully. It can be readily seen that unless the approval of some reliable board or censorship be secured, a class of books might be introduced in the public schools, at least in some sections, most pernicious and erroneous in their teachings.

"In view of the apparent importance of this matter the State board, at its May meeting in 1886, unanimously adopted the following resolution:

"*Resolved*, That a committee of three be appointed by the president to examine the various publications on physiology now in use in the public schools in Iowa under the provisions of Chapter 1, Acts of the Twenty-first General Assembly, and such other publications as they may deem proper with a view to recommend to the next General Assembly the adoption of a series on said subject best calculated to furnish correct knowledge upon the subjects required to be taught by said chapter, and to report at the next regular meeting of this board, with such recommendations as they shall deem proper.

"It is not the purpose of the State board to select or recommend any particular publications, but to secure such supervision as will prevent the introduction into the schools of erroneous ideas."

May be made interesting and profitable.—W. W. Hyde, acting visitor of Hartford, Conn.: "While there seems to be good ground for regretting that this study is to be forced into our schools, and also good reason to doubt whether it will be of any advantage in the direction hoped for by its promoters, yet if we are to teach it at all, it must be in a systematic and thorough way. The whole subject can easily be made ridiculous, and of no value; but we hope by the exercise of care to make this study, like all others, interesting and profitable to the pupils."

For other information coming under this head consult the Index.

XX.—TEXT-BOOKS.

An argument for State uniformity.—Superintendent Baker, of Texas: "I again most earnestly recommend that provision be made for uniformity in school books. I fear that gentlemen of the Legislature have not heretofore realized the enormous expense attending the present mode of selecting books. Whatever interested parties may say as to the merits and demerits of the various publications, the best educators know that all school books now in use are nearly of equal merit, and that it is a matter of small importance which a child may use. It is rather a question of expense than one of the merits of the various books. My views, expressed in other reports upon this subject, have undergone no change. The years that have passed have strengthened me in the belief that the demand for uniformity is imperative. The sum annually expended for school books can not fall short of half a million dollars. Not only do the frequent and unnecessary changes in books help to make up this large sum, but the prices demanded for the books are unreasonable and extortionate. These prices are a grievous burden to the poor parent, and instances are not wanting in which they have effectually barred the door of the school-house against the poor. I admit that other States have failed in efforts to remedy this evil, but I believe that the failures can be safely attributed to a want of nerve and perseverance. The State has assumed the power to maintain public schools, and the right to manage and make rules for their government follows. It is said that the right of the parent to select the books his child shall study should not be taken away; that popular prejudice is against the proposition. The universal demand for uniformity shows that the argument is without foundation. Besides, it is a well known fact that it is not the parent, but the teacher, who selects the books. Other benefits would also arise from uniformity. The superintendent of public instruction, knowing the books that would be in use in a certain county, would be able to prescribe a course of study for the schools of that county, and thus practically *grade* the country schools. As the matter now stands, with all sorts of books in every school, he can not do so; the result being that the cities with graded schools march smoothly on, while the rural schools scamper hither and thither without object or aim."

Superintendent Harvey, of Chester County, Pa.: "While district uniformity is entirely proper, I have no faith whatever in State or county uniformity."

Uniformity desired in Arkansas.—Superintendent Thompson writes: "The importance of this subject demands the earnest, thoughtful consideration of every friend of economy and progress in our public schools. All admit that text-books have ever been a source of annoyance to parent and teacher. Parents complaining because they are called on to buy some new book when they think their children have old ones that are as good, if not better, than the new ones. Teachers complaining and discouraged because the children have no books, or, if they have, some are old and almost worn out and worthless, and others have an entirely different one. This want of uniformity in books, necessitates the forming of too many classes. The teacher knows at the time, he can not be successful in his work, when his time is so completely occupied with giving only a few minutes to each class. If these pupils had the same book, the classes could be consolidated, and more time given to each recitation. The complaint made by parents is reasonable, since there is no doubt that too many books are asked for by teachers—too many changes are required."

State uniformity in Indiana.—Superintendent Holcombe, of Indiana: "Several expedients for securing uniform text-books at the cheapest rates have been tried in other States. One of these is the State list, the books to be used in all the schools being prescribed by a central board or committee. This plan was tried for ten years in Indiana, but was never successful. The selections of the State board were generally disregarded in the more progressive schools, and the provision of the law requiring such selection was repealed in 1865.

"Another plan is the State contract system, by which the State controls the manufacture, distribution, and sale of books. The merits claimed for it are that perfect uniformity in books is secured throughout the entire State, and that books are supplied to

the pupils at manufacturers' wholesale rates. Experience and opinion, however, seem adverse to both these plans."

Township uniformity desired—*Experience of East Saginaw with free text-books.*—Superintendent Nelson, of Michigan: "The adoption of the township system will, in my opinion, open a new way for the speedy adjustment of the difficulties arising out of the diversity and expense of text-books. There can be no question that the variety of the text-books in use in our public schools is one of the most fruitful sources of dissatisfaction to the patrons of the schools and a very serious obstacle to securing the best results in school work. This is especially apparent in our ungraded district schools, where frequently the number of text-books on some one subject will equal the number of children enrolled in the school. The disadvantages of such a diversity are too apparent to need any argument. How best to secure some degree of uniformity and at the same time reduce the cost of the text-books to a minimum is a question of great importance to the educational interests of the State.

"After thoughtful consideration of the various plans and expedients suggested I am convinced that the solution of the problem lies in the consolidation of the school districts of each township and placing all the schools under the control of a township board of education and having a uniform series of text-books for the township, all such books to be purchased by the township district and loaned to the pupils under such regulations as the board of education may prescribe. The advantages that would naturally follow making the township the unit in school matters are referred to elsewhere in this report. The best argument in favor of free text-books will be found in the universal approval that this plan has received in localities where it has been tried.

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"East Saginaw is the only city in this State where the pupils of the public schools are furnished text-books and stationery. By special act of the Legislature of 1885, the board of education was given authority to purchase text-books and all the necessary supplies for all scholars attending the public schools. The plan has therefore been in operation less than two years. That it has proved satisfactory is shown by the following statement from Mr. C. B. Thomas, city superintendent:

"The free text-book plan was adopted here in June, 1885. It has therefore been in operation about a year and a half. In this time we have pretty nearly completed our plant—i. e., bought a stock of books, slate and lead pencils, pens and pen-holders, writing and drawing books, paper and pads, etc., etc., for two years.

"Our total expense for the stock is about \$7,000; about \$4,500 last year, and \$2,500 thus far this year. Suppose we call it in round numbers for the two years \$8,000.

"Our school enrolment is or will be 4,500. The figures then stand thus:

Amount invested in books, etc	\$8,000
Number of pupils supplied.....	4,500
Cost per pupil.....	\$1.77

"Our books after two years' service will be in excellent condition. Even the first readers, in the hands of little children six years of age, after a full year's service, are sound, not much soiled, and good for a year or two more of similar careful usage.

"The advantages of the system may be summed up about as follows:

"1. A gain of from 25 per cent. to 40 per cent. on first cost.

"2. A gain of at least 33 per cent. in the time the book will be usable.

"3. I think, taking the last two items together, we make a gain of not far from 50 per cent. in cost to community.

"4. Classes are uniformly supplied, both as to time and material.

"5. No distinction between rich and poor.

"6. I am quite confident that about \$0.50 per scholar will keep the stock good, the children always furnished.

"7. To insure care, we fine children who needlessly or maliciously injure books in their hands."

"I would suggest that the law be amended so as to empower any district to authorize the purchasing of text-books for use in the schools of the district and am satisfied that wherever tried it will result in an increased attendance, better instruction, and cheaper books."

Enforced uniformity in every school of a county.—Superintendent Preston, of Mississippi: "A law without a penalty is a mere exhortation and may induce the timid to comply; but it has no power to loosen the parental grip on a dime which is asked for by the child who wants a new first reader—especially when there is on hand an old one which has served the father and possibly one or two of the older children. So the child goes to school and is ready to be classed with ten others who have books alike. The teacher must devote an undue proportion of time to this one pupil, or neglect him altogether. I cite this as a simple illustration of what exists in nearly every school in the State

Every teacher has encountered this obstacle to successful work, and has been powerless to remove it. If we determine to touch this subject by legislation, and I think no one will question the propriety and necessity of doing so, we should pass a law with a penalty, and have enforced uniformity in every school of a county, except those of separate school districts. These should conform as nearly as possible to the county adoption; but from the nature of their organization they should be allowed to select books suited to their particular wants."

A strong argument for free text-books.—Superintendent Strayer, of Cambria County, Pa.: "The want of uniformity in text-books prevents classification in a few districts. Constant change of teachers and pupils from different districts hinders classification. Here is a strong argument for free text-books. Is it right that teachers and pupils should be required to purchase books when a change of school or residence is made? The same principle that makes tuition free should make every department of our common school system free. The plan is in successful operation in the most progressive boroughs and districts in the county, and a few more years will doubtless witness a general adoption of free books and school supplies throughout the county and State."

The law should be mandatory.—Superintendent McNeal, of Dauphin County, Pa.: "Two districts, Conewago and Lower Swatara, have for several years furnished free text-books. Since the Legislature affirmed the power of school boards to do this, several other districts are gradually adopting the plan by furnishing the books in one or more branch each year.

"In our opinion the law should have been mandatory instead of permissive, and it is a matter of only a few years until it will be so amended.

"The policy has been thoroughly tested in the districts named, and the people are fully convinced of its wisdom as a measure of economy. It has been proven that the average annual cost to each taxable in furnishing all the books used in the schools is less than thirty-three cents. While this is the most forcible argument in favor of free books that can be used with the tax-payers, those engaged in school work know that the plan has many more advantages. It is the only practical question pertaining to school text-books. With free books, county and State uniformity is neither necessary nor desirable."

In Colorado.—Superintendent Cornell says: "There is a strong and growing sentiment in this State in favor of school districts purchasing and owning the text-books. The frequent changes that our people make from one locality to another has caused the purchase of text-books to become a burden."

Give unqualified satisfaction in Minnesota.—Superintendent Kiehle: "The provision for text-books is usually borne by the pupils or their parents.

"In the aggregate, the cost of books is not great when compared with the cost of instruction, but to the individual it may be so heavy a burden that, when, to the cost of maintaining children, the cost of school books is added, it becomes a serious obstacle to prevent them from availing themselves of what is otherwise a free school.

"For this and other reasons, the plan has been adopted in many cities and in several States, permitting the districts or townships to supply free text-books to all the children. The districts that have made thorough trial of this plan report their unqualified satisfaction.

* * * * *

"In view of the advantages to our education in increasing attendance, in cheapening the price of books, in improving the instruction and grading by a full and prompt supply of text-books, all well attested by abundant testimony, I recommend the enactment of a law authorizing school districts to make purchase of such text-books and supplies as are necessary for the instruction of their pupils."

How the text-book question will be solved.—Superintendent Raab, of Illinois: "Various are the devices which have been proposed for the purpose of supplying cheap or free text-books to the pupils in our public schools, and every session of our legislature witnesses a number of bills for accomplishing this end. No doubt the text-book question may be a 'burning one' in some localities, but the remedy is to be sought in a different way than by legislation. Our text-book makers attempt too much; they want to make books, which, while they are manuals for the teacher, are also books for the children to study. These two objects can not very well be accomplished in one work. The teacher must know a great deal more than the pupil upon any subject to be taught, hence the book is unsatisfactory to him; and the book for the pupil need not contain what is intended for the teacher, hence the pupil has to pay much more for his book than is just and reasonable. * * * Our authors should endeavor (1) to put no more into school books than is necessary for the pupils, and (2) should keep the matter for pupils and teachers separate, *i. e.*, publish special manuals for the teacher. But this will not be the practice

as long as teachers are not prepared properly for their work *before* they begin to teach, and are not so trained that they can teach without the book constantly *before* their eyes. All defects in the results may be traced, directly or indirectly, to that one defect mentioned above—the lack of properly prepared teachers.

"Among the various plans for obviating a frequent change of text-books, the one of furnishing the books to the children at the expense of the district seems the most feasible and reasonable. It has been tried in the Boston schools with excellent results, and any one desirous of informing himself on the subject may read the Boston School Report. I do not consider the question of sufficient importance to make any suggestions further than what I have said above. In fact this question, like so many others, will be solved by provisions for the better qualification of teachers and in no other way."

High school attendance increased through free text-books.—The committee on accounts of the Boston school committee report as follows: "The free text-book act has undoubtedly been a large factor in filling up our high schools and the upper classes of the grammar schools, on account of the expense saved to parents by relieving them from the purchase of text-books, which, in these grades, requires quite a large sum.

"This increase in the upper grades not only adds to the cost to the city for books, which is a minor expense, but adds considerably to the cost for instruction, as the teachers thus employed generally receive the larger salaries.

"Two of the advantages thus far developed by the use of free text-books, are, first, *avoiding delay* in getting the schools into working order, and, second, in *prolonging* the school life of children."

Progress made in the introduction of free text-books.—Notwithstanding the almost absolute unanimity of the testimony in favor of the free text-book system wherever it has been tried, it has been adopted as yet only to a very limited extent. It is surely making its way, however, and as it appears to be one of those reforms that never move backward, its general adoption can only be a matter of time.

The following table gives a brief summary of the extent to which the free text-book system has been introduced into the different States and Territories, as reported to this Office:

North Atlantic Division—

MAINE.—In about 8 per cent. of the towns.

NEW HAMPSHIRE.—One city and two or three towns have adopted the free text-book law; the law will probably be made compulsory.

VERMONT.—Text-books for the study of "scientific temperance" are free to all pupils; no others.

MASSACHUSETTS.—All towns are required to purchase text-books and loan them to pupils free of charge.

RHODE ISLAND.—Two towns have adopted the plan.

CONNECTICUT.—Three towns have adopted the free text-book system.

NEW YORK.—Very slightly.

PENNSYLVANIA.—Boards have the power to purchase books. They do so in some places but it is by no means general.

South Atlantic Division—

DELAWARE.—In New Castle County.

MARYLAND.—Books free in Baltimore City. Indigent pupils (so-called) free in the counties.

DISTRICT OF COLUMBIA.—We furnish text-books to indigent pupils.

VIRGINIA.—Text-books are furnished free to pupils whose parents or guardians are by reason of their poverty unable to provide books.

NORTH CAROLINA.—No free text-books—children buy and own the books used.

SOUTH CAROLINA.—Not at all.

FLORIDA.—Three well-known citizens certifying that parents are unable to purchase books, the board will supply them.

South Central Division—

KENTUCKY.—Allowance for each county by county judge, for indigent children, not exceeding \$100 in any one year.

ALABAMA.—None.

TEXAS.—To no extent.

ARKANSAS.—No extent.

North Central Division—

OHIO.—None, except that boards of education may purchase books for indigent pupils.

INDIANA.—Under the Indiana statute a few boards of trustees supply free text-books.

North Central Division—Continued.

ILLINOIS.—Boards of directors have authority to purchase text-books for indigent pupils only.

MICHIGAN.—One city in the State uses the system.

MINNESOTA.—One or two districts.

IOWA.—No text-book law, but strong probability of immediate action.

MISSOURI.—The system does not prevail except in the city of Saint Louis.

DAKOTA.—No free text-books are furnished. Law permits school boards to furnish needy pupils.

NEBRASKA.—Four hundred and forty districts out of 5,218 have the free text-book system.

KANSAS.—Not authorized by law.

Western Division—

MONTANA.—Universally.

COLORADO.—It is allowed by law, but has not been adopted to any considerable extent.

ARIZONA.—Is not in use.

NEVADA.—Each school district is authorized to supply free text-books only to children whose parents are too poor to purchase them.

IDAHO.—Indigent pupils are furnished text-books by the district boards of trustees, but application for such aid is seldom made.

OREGON.—The free text-book system does not prevail in this State.

CALIFORNIA.—To indigent pupils only.

ALASKA.—All books furnished by the Government.

CHAPTER V.

CITY SCHOOL SYSTEMS.

Satisfactory progress of public education in cities—Discussion concerning the readjustment of the salaries of assistant teachers—The advantages to be derived from the general employment of men as principals demonstrated by the superintendents of the schools of Macon, Ga., and Pawtucket, R. I.—The importance of school savings banks in teaching children habits of economy—Lack of systematic physical training in the schools, and the need therefor—Gradual abandonment of harsh methods of discipline—Arguments for and against half-day sessions—The division of classes for purposes of recitation and study—Recess or no recess—Causes and remedies suggested for truancy—The proper attitude to be assumed toward tardiness—Experiences of various cities in their efforts to secure habitual promptness—The effect of a new building upon a Baltimore school—Results of examinations of the eyes of the school children of Memphis, Tenn., Columbus, Ohio, and Kansas City, Mo.—The popularity of supplementary reading, and testimony as to its value—The study of music in the schools—The simplification of arithmetic—Civics, and other studies—The opposition to written examinations, and experiments in the promotion of classes without their use—The combination plan frequently adopted—Other methods of promotion—Unpromising reports concerning evening schools in certain cities, and statements from other cities in which their condition is more encouraging—Summaries of city reports, arranged alphabetically—Explanation of the table of comparative statistics, and remarks upon the same—Table of comparative statistics of city public school systems—The difficulties experienced in preparing tables of summaries—Comments upon the table presented—The cities of various States compared—Summary, by States and geographical divisions, of comparative statistics of cities—Summary of same by classes, according to population, with observations thereupon—Remarks relating to the table of absolute statistics—Table of statistics of public school systems of 518 cities and towns, in four parts—List of 162 cities and towns from which no returns were received—List of 10 cities from which statistics unavailable for use were forwarded.

PROGRESS OF PUBLIC EDUCATION IN CITIES.

A review of the work accomplished by the organized systems of schools in our cities during the period covered by this Report, must afford real cause for gratification. That substantial progress and permanent improvement have been made is apparent. More effective organization, better buildings, the employment of larger numbers of trained and experienced teachers, more rational methods of instruction, greater enrolment and more regular attendance on the part of the pupils, are among the phrases which occur most frequently in the reports forwarded to this Office. Nor do these encouraging reports come from a single State or section. New England continues to manifest the zeal in the common schools that has so long distinguished that section, but the reports for the year indicate that in the interest shown by the people and in the manner in which they sustain the schools, New England maintains but scant supremacy over other sections. In the newer cities of the West, and in the impoverished States of the South, where there was perhaps the greatest need for improvement, have appeared signs of marked progress and commendable interest in school affairs. The increased number of Southern cities represented in the statistical tables, and the number of new systems mentioned in the verbal summaries, possess a significance that can not be mistaken.

The popular appreciation of the schools can not be better illustrated than by the difficulty everywhere felt in providing new accommodations as fast as they are needed by the constantly growing schools. The cities in which the number of sittings is sufficient for all the requirements of the schools are rare; yet the cities that do not greatly extend their school facilities every year are much more so.

In the pages immediately following may be found the opinions of experienced educators upon many questions relating primarily to education in cities that have attracted the attention of the school world, with brief descriptions of the status of various improvements suggested or undertaken.

SALARIES OF PRIMARY TEACHERS.

"The impression has been somewhat prevalent in the past, that the candidate for the teacher's vocation who has not the experience or attainments requisite for a position in grammar school grades, can be tried in the primary schools. This impression is decidedly wrong. The person who has not the literary attainments sufficient for a grammar school, is not qualified to occupy the teacher's desk of a school of any grade; and

certainly no position demands special preparation, peculiar tact, and the ability and fitness which come from successful experience, more than that of the primary teacher.

"The trite saying, 'the teacher makes the school' is so readily understood that its truth needs no special argument to prove it. But its truth applies nowhere with so much force as in the primary grades. The primary teacher, more than any other, must draw from her own resources to awaken and keep alive an interest in the minds of the children who are yet incapable of prolonged study from the text-books, and have not acquired the power of independent, patient investigation.

"The fact also has come to be recognized that our primary schools are really the foundation of our educational structure. In them are commenced the formation of those habits which, gaining strength during the various stages of intellectual, moral, and physical growth, influence thought and action during the whole course of subsequent school training. Nor is this all. As 'first impressions are the most lasting,' so the habits thus early formed will not only affect the entire course of training to be acquired in the schools, but also will characterize, in a large measure, the person of mature years.

"The impression to which I have referred gave rise to the practice—which still prevails in connection with your schools—of grading the salaries according to consecutive stages in the classification of the schools, assigning the minimum salary to the teachers in the primary grades. This practice has the tendency on the one hand, to cause the work in primary schools to be regarded as an inferior order of service, from which the teachers gain promotion when they succeed in obtaining a transfer to the grammar grades. On the other hand, its influence is to discourage the competent and faithful whose increased and superior ability and skill in their chosen line of work, have been shown by the sure test of experience; or else, perhaps, its effect is to lead them to accept similar positions in other localities where better remuneration is given for the effective work which they have become able to accomplish.

"The principle of grading the salaries with reference to qualifications and experience is right; but when the promotions to higher grades of salary are on the ground of successful experience they should be made for the double purpose of encouraging the teachers to aim at progressive efficiency, and of inducing those who have achieved a success to continue their service in our schools, in the very kind of work in which they have become adepts. A gradation of salaries on this principle need not involve great additional expense; because, while the salaries for the experienced primary teachers would be considerably larger than now paid, those for the inexperienced would be less." [From the report of Superintendent W. W. Waterman, Clinton, Mass.]

The force of arguments similar to those set forth above is generally recognized, and several cities have already recast their scheme of salaries in accordance with the plan which Mr. Waterman recommends for adoption in Clinton. The school directors of Portland, Oregon, say: "Our experience has demonstrated that we are obliged to pay our eighth or primary grade teachers a higher salary than some of the more advanced grades. The reason of this is obvious; it requires greater experience to handle and properly teach children of six years than to teach those a little older."

At Chelsea, Mass.: "The scale of salaries received a new adjustment and adoption by the board to take effect in September (at the beginning of the school year), by which the majority of assistant teachers now receive an increase of \$50 per annum. Instead of maintaining longer a distinction in the salaries paid in the higher grades, it was thought that the duties and responsibilities of all were equal, and should receive like compensation, the high school and special teachers excepted."

In summing up the recent improvements made in the Philadelphia schools, the president of the board of education uses these words: "The compensation of teachers was so modified as to lessen the distinction formerly existing among the assistants, caused by the wide differences in their salaries. The tendency has been towards an equalization of salary, and therefore in the direction of equal rank and honor. The plan of increasing the salary upon the basis of the term of service has become thoroughly established, and has yielded many excellent results."

A difference yet remains, however, in the salaries of the teachers between the lower grades and those in the higher. President Steel further says: "I trust that at the earliest opportunity this discrimination against primary and secondary teachers may be removed. The board will pardon me for reiterating my conviction that it is the duty of this board to equalize the compensation of assistants in every department of the schools. We shall never be able to get the kind of service that is needed in the lower schools until the salaries are made the same as those in the higher. No one can blame capable and ambitious teachers, employed in primary and secondary schools, for seeking promotion to the grammar schools. The higher salary paid in the latter is the just reward for the better service which they are able to render; and the constant drain upon the primary schools must go on until a position in them is made equal in rank and salary to one in the higher department. I believe that culture, training, and experience are needed quite as much in the primary as in the grammar school; but

we shall fail to secure these qualities in the latter until the pay is made the same as in the former. Make the salaries of all grades of teachers alike; and teachers will then seek employment where they feel they can do the best and most satisfactory work, regardless of other considerations. The rules of this board require the same acquirements for primary teachers as for grammar school teachers. Taken all in all, no one can fairly say that the work required differs essentially as to difficulty or amount in any of the departments; and there is no just reason why the position of a teacher in a primary school should not be equal in honor and profit to that in any other department of the public school system. No duty of the board seems to me more imperative than this, and I trust that some action upon this important matter may be taken at an early day."

WOMEN AS PRINCIPALS.

In August, 1886, the board of education of Columbus, Ohio, resolved that thereafter in case of a vacancy in the principalship of a building of twelve or more rooms, a man be employed. Since women had previously filled these positions, this action was an innovation of considerable importance, and provoked a great deal of discussion. Three such vacancies have occurred since the passage of the resolution, and in accordance with the determination of the board, men have been selected to fill them.

For a number of years only lady teachers have been employed in the schools of Macon, Ga. The superintendent says: "Five years of close observation and a careful comparison, as opportunity offered, of the work done by these ladies with that done in similar grades of public schools in other cities, have not made me feel that in the matter of instruction our pupils lost anything by the substitution of ladies for men in the highest grade of our grammar schools. * * * But in the general administration of these schools the directing hand and the personal presence of a man are also absolutely necessary." He therefore asks for "the appointment of a man whose duty it shall be to supervise these schools and make himself felt in every room and class."

Mr. Alvin F. Pease, superintendent of the Pawtucket, R. I., schools, believes in the superiority of male principals, for these reasons:

"They have usually more executive ability than women. They have a larger acquaintance with practical business and a better knowledge of 'the world.' * * * Besides, it usually occurs that boys of 13 to 15 years of age need the strong influence and restraining power of a man; and where that influence is felt, the occasion for special discipline is largely removed. In some of our best grammar schools it frequently happens that there is no necessity for the infliction of punishment for weeks or even terms at a time; and the same influence over the larger pupils extends to the other rooms of the building, so that a majority of the cases of insubordination and serious difficulty occur in smaller buildings where there is no male principal."

SCHOOL SAVINGS-BANKS.

"The importance of teaching children to save, not so much for the amounts hoarded as for the educational value of the weekly lesson, has for many years been recognized with more or less earnestness by the managers of charitable and mission schools. In most of our cities various simple and practical methods have been used, in connection with voluntary school work to help the waifs of our population to acquire habits of thrift; but it is a rather curious fact that the first public school (Third Ward Grammar School of Long Island City, N. Y.) in the United States to adopt as part of its weekly drill the savings-bank plan only did so in 1885, and that during 1886 but six other public schools followed suit. Now, however, many school boards are moving in that direction, and there seems no reason to doubt that during this year more than one hundred schools will have introduced the plan into their curriculum.

"Such an absolutely new departure in the education of American children must interest all mothers, and it behooves them clearly to understand what school banks are, the drift of their teaching, and its effect on character.

"Fortunately school banks are no experiment, although a novel addition to the public school system of the United States; therefore those who advocate their general adoption in this country can support the demand by pointing to the experience of a great nation, France. The economic training of the French people was proved to the admiration of the civilized world in 1870, after the Franco-Prussian War, when the war indemnity was subscribed several times over, mainly by the *bourgeoisie* and peasantry, and this stupendous act of patriotic thrift, M. Gambetta said, was largely due to the industrious and saving character of the French women; therefore any national teaching in economy adopted by France must claim our serious investigation.

"Until this year no special book or treatise on school savings-banks was published in English, and except in government reports little information was available in any

language; but Miss Agnes Lambert, of London, has just published a small *School Bank Manual*, and Mr. J. H. Thiry, of Long Island City, has issued a *History of the Penny School Savings-Banks of the Public Schools of Long Island City, N. Y.* Timely as such directions are for educators and school boards, reports and pamphlets do not tempt the general reader, who is almost always a busy, often tired, man or woman; so we propose for the benefit of all those interested in children, to state briefly what school banks are, and why they are valuable helps to national education.

"The *modus operandi* of a school bank is as follows: Having arranged with some savings-bank to receive deposits, the principal of a school gives notice to the several classes that every Monday morning their teacher when calling the roll, will receive their small savings (from 1 cent up to 50 cents). On making the first deposit, a pupil is given a card with his or her name, date, and amount deposited, receipted by the teacher; this card the pupil keeps, presenting it every time a deposit is made, the card having dates for the whole school year.

"After the first few collections, when, like any other new drill, children are awkward, fifteen minutes is sufficient to receive the savings of a class of 50.' The teacher appoints some bright pupil 'collector,' who takes the card and money from each child and hands it to the teacher, who counts the money, receipts the card, and returns it to the scholar. The ordinary roll-book serves as a record book. For instance, a name is called—'Jane Smith.' She makes answer, 'Three cents,' and three cents is entered in the savings column opposite Jane Smith's name. If nothing has been saved, a cross so indicates, and merely 'attendæ nec' is marked. The principal, who is the *de facto* treasurer, requires a special book for names of depositors and amounts saved, as the savings of all classes are handed to him, and he sends them each day to the savings-bank, getting a receipt for the whole amount. When a pupil has saved 25 cents (or any other sum agreed on) he is given a bank-book, and becomes a regular contributor—although interest is rarely paid on very small sums—and until he receives a book his name does not go on the journal of the savings-bank, but his savings are kept to the credit of the principal in what is called a 'general fund.' These pupil bank-books, kept by the principal, are sent to the bank monthly to be balanced. They can be taken home at regular dates to be shown to parents; and during vacation, or when a pupil leaves, he receives his book. Money can be drawn out at any time with the consent of parents or guardians, by procuring the principal's signature. After leaving school permanently a scholar can still continue to use the school bank-book for other savings.

"This simple plan, unsuccessful operation in several American schools, differs slightly in some of its details from that used in Europe; but it has been carefully worked out to suit our own school system, can be modified by any intelligent set of teachers or school directors to meet local views and needs, and fulfils the essential requisite of a school bank—that it should form part of the school course.

"On January 1, 1887, 7 schools in the United States had 'adopted' school savings-banks, 6 of these being in or near Long Island City, and 1 in McCook, Nebr. What had they added to their curriculum? Strictly an *object lesson* in thrift, industry, self-denial—a practical lesson which, without pushing any theoretical instruction out of its way, can do more to undermine the dangerous communistic spirit of the age than any amount of mere book learning.

"A woman is principal of the first American school with a school bank, and out of 450 scholars 403 are depositors, having saved from March, 1885, to January, 1887, \$2,382; of this amount \$602 was withdrawn for use, and \$1,780 remained 'due depositors,' an average of \$4.16 per child.

"Before passing to our second point—the educational value of school banks—a few facts in connection with their encouragement and growth in Europe may meet and answer in advance objections which will occur to many to whom the question of juvenile thrift is new and objectionable.

"France, the only country with a national system of school banks, between 1874 and 1886 established 24,000 of these banks, with nearly half a million of depositors, whose savings aggregated a trifle less than 12,000,000 francs, or about \$2,400,000.

"Spurred by this marvelous example, the educators of other nations turned their attention to school banks. Italy has 3,456, Hungary 700, and various Belgian cities have adopted them with success. Great Britain, with 19,000 elementary schools, teaching 4,000,000 children, has only 2,000 school banks, but their unprecedented success in towns like Liverpool, Birmingham, and Manchester shows that where school boards and teachers understand the matter their growth is certain. In 1885 the Board schools of Liverpool had 74 banks, numbering 10,000 depositors, who that year deposited \$20,000, drew out \$15,000, and left \$5,000 in the Liverpool Savings-Bank. In that same year English educators showed their estimate of school banks in a circular for instruction of the Education Department, addressed to school inspectors, where it was expressly stated that where circumstances permit, a school must have a savings-bank if it desires the aid granted to schools that are reported as "excellent."

"It has been well said that school banks are to the lesson in thrift what pen, ink, and paper are to the lesson in writing, and although much abuse has been heaped on our over-education of the masses, few would seriously curtail the facility with which every child born on American soil can learn to read and write. When the equal value of the other lesson is understood, we will be no less reluctant to deprive our children, the men and women who are to complete any good works begun by us, of instruction in that high human office, economy, said by Emerson to be 'a sacrament when its aim is grand.'" [Catherine Baldwin in Harper's Bazar.]

To this it may only be well to add the following, from the report of the superintendent of the Rutland, Vt., schools for 1886-87: "The savings-bank feature continues to operate satisfactorily, the total average deposit being about \$75 per month. There are now 453 accounts among the scholars and an aggregate deposit of \$1,323.26."

PHYSICAL TRAINING.

This subject has not yet been accorded the attention it deserves. In a few instances gymnasiums have been provided for the students of high schools, but beyond the general calisthenic exercises that obtain in some localities, no provision has been made by any city for the systematic training of pupils of the elementary grades. An occasional recommendation or reference to the matter by some superintendent or school committee is the only evidence that the necessity of such training in the schools is felt. The following extracts are taken from recent reports:

"Too many principals and teachers mistake for physical culture the performance of a few dilatory movements once or twice a day. * * * Beyond all other things, attention should be paid: first, to the *preservation* of the functions, afterward to their development; yet the unnatural focus, the cramped hand, folded arms, and contracted chest are not hard to find, though they have no place in the economy of nature and certainly not in the school room. After these have been carefully remedied, it is time enough to think of training the eye, the hand, and the ear, to expand the chest, and to strengthen the back muscles; but to attempt to undo in five minutes the harm that has been done in five hours is manifestly useless. Above all considerations develop a sound *body*, if possible, and then a sound mind, and '*mens sana in corpore sano*' will be no longer a mere formula." [From the report of the superintendent of schools, New York City.]

"In any system of education worthy of the name, physical culture must be a prominent factor. Muscle needs to be developed as well as brain. Indeed, mental power is, to a great extent, dependent upon a robust physical development. To cultivate one to the exclusion of the other is to disjoin things which the Creator never intended to be separated. * * *

"It is too much to expect that our regular teachers, who have had no special instruction in this subject, will be able to lay out and pursue a well arranged course of instruction in physical culture for the children in their schools. It needs an expert, a specialist, one who has had a thorough drill in physical movements and who can direct the kind of exercises to which children should be subjected from the time they enter the primary school till they are graduated from the high school." [Superintendent Wm. Connell, Fall River, Mass.]

"As the games are to the kindergarten course so ought calisthenics to be to the district school, namely, a timely alternation to physical training from mental application, which in the young may easily be pushed beyond the limits of unflagging interest. Not only ought this exercise to be given a regular place on the programme of every school, but its occasional omission from the actual work of the day ought not to be excused except for very good and sufficient cause." [Report of Board of Public Schools, Saint Louis, Mo.]

The pupils of the Rochester, N. Y., Academy three years ago obtained the permission of the board of education to fit up an unused chapel as a gymnasium. An advantageous arrangement was made by which the services of an instructor were secured without cost, and thus the benefits of physical culture were obtained almost without effort on the part of the board.

It appears that the instruction has been extended in a measure to the children of the lower grades, since a late report states that "physical exercises are carried more or less into every grade of our schools. * * * The exercises are varied in the upper grades, both with dumb-bells and swinging clubs. The competition in the several schools is great, and each school is trying to excel the other. The result of this training is such that the muscles are greatly strengthened, the body better developed, the mind increased in capacity, giving the whole system a tone of healthfulness heretofore almost unknown among school children."

The question of introducing general systematic instruction in gymnastics in the schools

of Cleveland, Ohio, is thus discussed by the president of the board of education in his report for 1885-86:

"The object of educational training is the general preparation for life. Man possesses a dual nature, soul and body; general and harmonious education therefore must embrace the body as well, and demands of the educator the furtherance of physical development and culture. In practical life a strong and well trained body is indispensable; labor and effort are abortive, when the spirit has not a storm proof physical instrument—when the shock that smites the spirit also prostrates the body. General culture and practical fitness for life both require gymnastic training, and therefore gymnastics have a just claim to our recognition in our system of public education."

CORPORAL PUNISHMENT.

"The most important change, which these later years have brought, has been the coming in of more sympathetic relations between teacher and pupil; in less show of authority and more real power; in letting down the formal barriers of restraint, and letting in a sweeter and truer control; in bringing the teacher's platform nearer the pupil's desk, and the teacher herself closer the pupil's mind and heart. In furnishing a mellow light and a purer air for the school room the teacher has fully kept pace with the architect." [Superintendent George Howland, Chicago.]

"One of the most important steps taken by the board of education—a step taken, as I believe, in good faith and in the interest of humanity—has been the permanent abolition of corporal punishment in the schools of our city. The resolution passed to this effect by the board was a general surprise to the faculty of teachers as well as to the citizens of Cleveland. There have been not wanting warning voices in the public prints and among the people condemning the action of the board as premature, inconsiderate, and even demagogical. It is a matter of special pleasure and satisfaction to me to inform you that the discipline of the classes has not suffered through the abolition of corporal punishment. The question whether it will ever again be desirable may safely and calmly be submitted to posterity." [President E. A. Schellentrager, of the Cleveland, Ohio, school board.]

"The by-law prohibiting corporal punishment of any kind is still an essential part of the system of discipline. The severest punishment that may be inflicted is suspension or expulsion, and the efficiency of the system is clearly apparent in the constant diminution of the number of these suspensions." [Report of New York City school board.]

"The abolishment of corporal punishment has not added to the number of mischievous or backward pupils. The unlimited use of the rod is certainly not desirable. It may be, however, that its use under some restrictions, to be devised by the board may be advisable, for it seems there are mischievous and ill-behaved pupils, who undoubtedly would be benefited by the application of it." [Superintendent John Miller, Newburgh, N. Y.]

"Corporal punishment will be allowed only in exceptional cases, and then it must be inflicted in the presence of the superintendent." [A rule of the Atchison, Kans., board.]

"No corporal punishment is permitted, except by request or consent of parents or guardians. While many object to the use of corporal punishment as a means of discipline in school, I would not recommend its abolition. Cases are likely to arise in any school in which corporal punishment, if applied in the right spirit and in the proper manner, is the best and most effectual means to which a teacher can resort." [Superintendent John Cooper, Leavenworth, Kans.]

"As the State law explicitly forbids the infliction of corporal punishment in schools, suspension or expulsion must be resorted to when moral suasion fails. Cases occasionally arise where it seems as though this prohibition was a mistake, where Solomon's admonition, 'Spare the rod and spoil the child,' should be heeded. However, as long as the present law remains in force, parents should be the responsible parties in the question of 'spoiling the child.' No law forbids their use of the rod." [Mr. A. W. Edson, city superintendent, Jersey City, N. J.]

"Your committee would report that in its opinion the law prohibiting corporal punishment by the principals of our schools has had a bad influence on the pupils; that the ill-disposed scholars take advantage of it, knowing that the greatest punishment that can be meted out to them for their disobedience is either suspension or expulsion, which in many cases is more of a gratification to them than a punishment." [Committee on visitation, Paterson, N. J.]

HALF-DAY SESSIONS.

This plan, originally devised as a temporary expedient to be utilized only in the absence of accommodations sufficient to permit the attendance of all pupils during the

entire day, has been received with high favor in some localities. Mr. D. C. Tillotson says, in his last report as superintendent of schools at Topeka, Kans.: "The first grades have for a number of years been managed on the half-day plan—one set of pupils attending in the forenoon, and another in the afternoon. This saves from eight to ten teachers, saving about \$5,000 per year in running expenses. This saving has put the board on a sound financial basis, and experience shows that the pupils lose nothing in scholarship. A child will do as much mental labor in a half-day as should be required in the twenty-four hours."

The superintendent at Rockville, Ind., reports: "Since our last public announcement we have adopted and tested the half-day system for first year pupils. The plan has proved entirely satisfactory. While it maintains the interest and vigor of the school, it also sustains the scholarship and prepares the grade for promotion upon a record that the all-day plan can not secure. The continuance of the system is especially desired."

After an experience covering a year with half-day sessions in the primary schools, Mr. M. L. Knight, of Beaver Falls, Pa., thus states the disadvantages and advantages of the plan: "I find even in these lower rooms a class of older pupils, who have had but a limited opportunity of attending school, who have made but little advancement, but who are old enough to study. Some are found whose time when not in school is spent on the street, or in company with those whose influence is evil, and whose conduct is demoralizing. A few instances have also been reported where pupils were deeply interested in school when permitted to attend all day, but when in attendance half a day they seemed to lose much of the former interest. In these instances I believe the half-day system has been a disadvantage.

"On the other hand, I have found many advantages, among which I would mention improvement in order, fewer cases of discipline, a much purer and more healthful atmosphere in the school-rooms, and consequently, better health among pupils, only one death occurring in eight months out of an enrollment of over 1,600 pupils. I found also a more intimate acquaintance and personal knowledge of the disposition and ability of pupils by the teacher, greater confidence and less restraint on the part of pupils, thus transforming the rigid government so often found in the school-room into the more perfect freedom of the kindergarten or the family.

"I have endeavored to take an unbiased view of this system, and to formulate a report based upon facts. While I am not able from our brief trial of the system, to recommend the plan for permanent adoption in all of the rooms in which it has been tried, I will say, however, without hesitation, that for children the first year in school, whether few or many are in the room, I am satisfied that three hours' drill each day, such as is given in our first primary rooms, is long enough. Pupils of this age can not study, hence they learn only while being taught, and if they can receive the same attention and instruction in three hours that they otherwise would receive in six, I can see no advantage to be gained by the long period of confinement. The school-room is not a nursery, but a place to receive and impart instruction.

"What has been said respecting pupils in school the first year is to a great extent true of children of the second or even the third year in school, and yet the exceptions heretofore referred to leave it an open question. If permission were given, and suitable provision made whereby those who desire the privilege and would be benefited thereby could attend both morning and afternoon sessions, I believe it would meet with favor and be open to but few objections."

Superintendent W. B. Powell, of Washington, D. C., looks with little favor on the plan which allows the pupils' attendance but half the school day, and devotes a considerable part of his report to the subject. He says: "A half day at school is enough for a first or second grade pupil, if the school is not well taught or is in an unhealthful, uncomfortable, or uninviting school-room. These conditions, however, ought not to exist. The school-room should be commodious, well lighted and well ventilated, clean and wholesome, and not overcrowded. Our teachers are competent to teach well, and where opportunity is given do teach well. * * * The greater part of the moral effect of school life is lost to the child by the half-day school. Time is an important element in good teaching, particularly in the primary grades, as it is a necessary element in the acquisition of knowledge and in the assimilation of thought. If knowledge is to be gained by effort, and its value proved by experiment and application before it can become a source of power to its possessor, teaching that is wholly didactic has but little in it that is purely educational. Yet the teacher who has 50 or 60 pupils to instruct in three short hours, shortened by the encroaching darkness of a winter day, can do little or nothing in the way of training. The primary pupil of six or seven years, who is learning to see, who is taking his first steps in language, cannot be properly taught didactically. He learns to see, to talk, to read, to write, by seeing, talking, reading, writing; he learns numbers only by handling numbers of things; he learns forms by making and comparing forms; and he learns to represent forms by much practice in representation. The child himself must do.

"The teacher's office is to direct, to guide; and as the young learner is teaching himself by self-activity, requiring much time, the exercises must be changed frequently, that he may have proper recreation, and this also requires much time. The child's school hours should be spent in doing or in activity for specific mental improvement, alternated by doing or physical activity for recreation, enjoyment, or specific physical improvement. This takes time. If the teacher has not the time to do this work right, she will dictate the scholastic part of the work and the child will suffer by loss of both mental self-activity and the physical activity. The primary schools should take the child as they find him coming from the home, with all the perceptive faculties active, contributing to enjoyment and adding to knowledge, and should seek to teach him by the continued activity of these same faculties systematically directed for specific purposes, and should not so radically change the child's life as to make his school life a mere memory drill. But the short-time school converts the teaching into almost purely *memoriter* work.

"Manual training begins in the kindergarten and should be continued in the primary school, but the child in the half-day school has no time to draw, to make forms of clay, or, by folding and cutting paper, or by laying sticks or other means; has no time to represent forms. His time must be spent in committing to memory that which he may or may not understand, because the scholastic grade work must be done.

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"That healthy, mental, moral, and physical growth that can come to childhood only by wisely directed, systematic, pleasing, and conscious self-activity can not be realized in a half-day school. That pure, natural, and earnest love for truth and knowledge is never known by the child who receives without question or investigation doses of facts as from the hands of one who has diagnosed and prescribed without explanation. Most of our teachers can do the legitimate work of the primary school properly, but they complain that the half-day school does not afford the time for doing it, and their complaint is well founded. Little time is allowed for calisthenic exercises, for games, for songs, and the repetition of mottoes; but all effort must be directed to accomplishing the grade work, that can be done only by continued pouring in, and a nervous, hurried, and too often meaningless memory drill. No one knows this better than the conscientious teacher, and no one speaks of it more frequently or more feelingly. That such *memoriter* work can be found in the schools is too true. That such work is found in the schools is not the fault of the teacher who is forced to do work on the half-time allotment. If we would have more and better training in school, and fewer home lessons to be studied by our small children, we must give more time and better opportunity to do the work.

"Six hours may be too long for the youngest child to go to school, but four hours—two in the forenoon and two in the afternoon, or five hours—two and a half in the forenoon and two and a half in the afternoon, for the child to be alternately working and playing, improving and resting, developing mentally and developing physically, by turn, are none too many. The child is better off in such a school than at play."

DIVISION OF CLASSES.

The following rule prevails in the schools of Washington, D. C.: "They [the teachers] shall divide their schools, when all pupils are of one grade, into two sections, and shall have one section studying while the other is reciting, as far as practicable. In penmanship, drawing, vocal music, and a few general exercises and explanations, the school should be instructed as a whole."

This arrangement is in use in a number of cities. In many cities of smaller size in which semi-annual promotions are the rule, it has been necessary to assign two classes of different grade to each teacher for the sake of economy, and in nearly every case of this kind the results have shown not only that the financial interests of the city have been advanced, but that the quality of the instruction has actually been improved.

At Steubenville, Ohio, "this has been the plan followed for the past seven years, and it is believed to be better than having all pupils in one class."

Mr. H. M. Maxson, of Attleborough, Mass., suggests that "in the arrangement of classes it would be an improvement to give each teacher 40 pupils of two nearly equal grades, rather than 40 pupils of one grade. Nearly all the recitation work in a school of one grade should be done in two divisions; thus the number of recitations with one grade in a room is about the same as it would be with a like number of pupils in two grades. The higher grade would suffer no loss in consequence of each teacher having two grades, while many of the lower grade would gain much by what they heard of the recitation of the higher grade. There would also be a greater variety of work for the teacher, and no necessity for teaching the same thing twice each day, with the loss of interest which necessarily follows from such repetition."

Mr. Joseph O'Connor, deputy superintendent of San Francisco common schools, thinks that, "the elasticity would be increased and the time and money saving made

greater if each class were arranged to consist of two consecutive grades; for then, without at all disturbing the general order and classification, the teacher might at any time promote deserving pupils from the lower to the higher division of the class."

This gentleman quotes, in further support of his proposition, a letter from the principal of the Vallejo (California) High School, as follows: "For three years past the grammar schools of Vallejo have been arranged with two grades in each room. The teachers have all had experience of years with one grade in a room, and now three years' experience with two grades in each room, and all prefer having two grades in each room; not one would willingly change to the one-grade arrangement."

The following method of division reported from Decatur, Ind., also finds supporters: "The four grades of the primary department and the first two grades of the grammar department are each divided into two classes. The work of the two classes is the same, the only difference being the thoroughness with which the work is done. Pupils are transferred by the teacher from one class to another at any time on merit. By this means no pupil is held back on account of a dull class, but is permitted to go on as soon as he is ready. While this is no detriment to the indolent, it is of great advantage to the industrious."

RECESS OR NO RECESS.

The recess question continues to be one concerning which men wise in school affairs disagree. The year has brought forth nothing new or important in the way of argument, for the main points in the discussion had been frequently elaborated in past years. It may be well, however, to add the results of another year's experience to the supply of testimony pro and con, that has accumulated.

Mr. A. P. Marble, rejoicing that the schools under his supervision in Worcester, Mass., did not discard the recess plan, says: "We may congratulate ourselves that we were left behind in this instance by the so-called car of 'progress.' The progress is the wrong way."

The Mankato, Minn., superintendent does not believe in "no recess," and in the schools of that city the recess time in inclement weather is profitably employed by the teachers in teaching the girls to knit and crochet.

The Danvers, Mass., school committee explain that an intermission in the school work at noon is better suited to the habits of the majority of the people of that town, and is for that reason, preferable, even if no other were urged.

In New York City there are 2 sessions of 3 hours each, daily.

In behalf of "no-recess" is the following from Albany, N. Y.: "The fifth year of the no-recess system has corroborated the evidence of previous years, that, as promotive of healthfulness and moral and intellectual progress, it is a great step in advance over the old-fashioned mid-session recess."

The esteem in which the system is held in Muscatine, Iowa, is shown by this utterance from the principal of one of the ward schools: "Another benefit from the no-recess plan is a fuller and more regular attendance in the higher grades. It gives more time for necessary 'chores' at home by shortening the school sessions, and hence more time to attend the regular school sessions."

From Attleborough, Mass.: "For a year and a half the schools have followed the no-recess plan. Last year and also this I made inquiries of teachers as to its results. The universal testimony is that it is satisfactory to the teachers, and also to the parents, as far as their opinion is known. The only thing approaching complaint in this connection has been concerning excuses to leave the room, and the co-operation of parents with teachers will easily remove this."

TRUANCY.

In the requirements for an efficient system of schools the importance of regular attendance on the part of the pupils comes next to the necessity of securing competent teachers. There must always be unavoidable reasons which necessitate the occasional absence of a child from school. The occurrence of such reasons is recognized as unfortunate but necessary, and does not, therefore, cause concern. Save in exceptional cases, as during the general prevalence of disease, the proportion of absences from such causes to the total membership is practically uniform in all cities. It is not this proportion, but the number of absences for which there is no legitimate excuse that school managers everywhere exert themselves to reduce. The aversion of some children to the schools, and the indifference of their parents, are supposed to be the most common causes for needless absences.

In those States where attendance is required by law the employment of special officers to seek out absentees and bring them into the schools, has become quite common. That plan has usually yielded excellent results in the cities. Such an officer being brought in con-

tact with children who yield reluctant obedience to the law may be expected to discover facts which would not ordinarily be known to the teachers, and to recommend remedies that would not suggest themselves to those whose acquaintance with truants is limited to the intercourse of the school room.

There can be little doubt that the following from the report of the truant officer at Haverhill, Mass., might be said of the majority of cities:

"In almost every instance the boys who give me the most trouble are those who have the least care at home, both as regards their moral training and personal appearance. Some of the worst cases I have to contend with are those who are obliged to attend school with clothing so indecent as to make them ashamed to mingle with their well-clad associates. There are some parents who utterly refuse to send their children to school, not being able to clothe them respectably, and there are as many pupils out of school from that cause as from any other."

The superintendent at Williamsport, Pa., is inclined to throw much of the blame for truancy upon the parents of the delinquent, and states that they are often "willing to cover the fault of the child by lying to shield him from merited punishment."

At Hartford, Conn., the question of absence and excuses had grown to such importance that the board took decisive action upon the subject during the year in the form of a vote "that no excuse be granted by the acting school visitor, excusing any pupil from attendance at the whole or any part of the regular session of any school in this town, or from any of the regular exercises of such school, except upon the certificate of a reputable physician that such excuse is required by the state of such pupil's health."

PUNCTUALITY.

Closely related to the question of school attendance is that of promptness. Upon this subject Mr. Henry N. Mertz, superintendent of the Steubenville, Ohio, schools, thus sensibly expresses his views:

"As regards tardiness there is a golden mean that the teacher should strive to maintain. The evil effects both on the school and in the formation of the habits of the child are recognized by all, and no reasonable effort should be spared to prevent all unnecessary tardiness; but the fact should be recognized also, that sometimes the child or his parent has to choose between tardiness and absence. There may arise some combination of circumstances which make it impossible for the child to be at school on time. Now, tardiness may be made so odious by the teacher, and absence be so lightly passed over, that both parents and children prefer absence, and the child who might have been in school all the half-day except the first five minutes, stays away and misses the half-day's instruction rather than be numbered with the tardy troop. After considering the effect of the interruption caused by a pupil coming in late, the moral effect upon the school, and the influence in forming the character of the pupil himself, we believe there is still a balance in favor of having the pupil come to school as soon as he can. No teacher should make tardiness so much greater offence than absence that children will prefer the latter."

Crawfordsville, Ind., a city of 7,473 inhabitants, with a school enrolment of 1,293 and an average attendance of 995, is the only city in the country that has secured entire immunity from tardiness during the year. The superintendent says: "The publication of the yearly catalogue with its faithful record of the attendance and punctuality of every pupil has had much to do toward putting our schools in the enviable position they occupy with respect to punctuality, as has also the kindness of the local newspapers in publishing our monthly roll of honor."

Another city in the same State, Warsaw, reports only 85 cases of tardiness, but 13,252 half-day absences. The superintendent states that, "with the high sentiment against tardies, quite a number, when they find themselves tardy, return home and come in with a quarter or a half day's absence, thus increasing the evil."

The plan of rewarding classes perfect in attendance with a partial holiday has been tried in several cities with excellent effect. Mr. M. L. Hawley, of Gloucester, Mass., reports: "This object is effected by our practice of allowing schools to be dismissed an hour earlier on Fridays for perfect class attendance during the week. This privilege, with the generally admirable work of the teachers, has produced excellent results. Our school attendance is now at high-water mark."

At Chelsea, Mass., "the plan of dismissing one hour earlier at the close of each month all who have been neither absent nor tardy during said month, has undoubtedly had a salutary influence upon the attendance, and if one half-day were the reward instead, for such constancy, it is believed that the actual gain in scholarship and the formation of good character would more than balance the loss occasioned by the extra half-holiday."

The superintendent at Chicopee, Mass., thus bears witness to the efficacy of the plan:

"The per cent. of attendance for the year is 93.4, an increase of 2.8 over that of last year, which is largely due to the adoption of the plan of giving a half-holiday each

month to pupils, in all grades below the high schools, who are neither absent nor tardy. This plan, although in operation less than a half year, has proved to be a wise one, giving us an increased percentage of attendance for each month, and consequently giving teachers opportunity to do more and better work in teaching; for it must be apparent to any one conversant with school attendance that more can be taught in thirty-nine half days with perfect attendance than in forty half days with broken and irregular attendance, which amounted previously in many cases to an absence of from one-eighth to one-half of the entire number of sessions for the month. I would most earnestly recommend the continuance of this plan."

THE EFFECT OF COMFORTABLE ACCOMMODATIONS.

"Commodious, neat, convenient, well lighted and ventilated class-rooms play an important part in promoting the moral, intellectual, and physical usefulness of a school. The school at Locust Point demonstrates the truth of this statement. When the school, numbering about 100 pupils with 3 teachers, was kept in a dingy, cheerless old chapel, near its present location, it was small, difficult to manage, and although the teachers did everything possible to promote the efficiency of the school, yet the pupils were untidy, unpunctual, hard to discipline, and did not make satisfactory progress. After the school was transferred to the new building in which it is at present accommodated, great improvement was immediately apparent—the number of pupils increased from 100 to 333, and the number of teachers from 3 to 8. The neater appearance, better conduct and attendance, greater progress, and the increased efficiency of the school generally, is admitted by all." [From the report of Mr. Henry A. Wise, superintendent of Baltimore, Md., schools.]

EFFECT OF SCHOOL WORK UPON THE EYE-SIGHT.

This subject, in the general discussion of school hygiene, has received its share of attention.

"In the old school-rooms, and we need not go far back for them, the light was often so insufficient, that much harm undoubtedly resulted to the eyes of the children. But in our newer buildings so much thoughtful attention has been given to this subject, that the evil no longer exists there. Pupils, too, have been allowed to study with too little regard to position, and with the object too near the eye; perhaps with the result of myopia in some cases, but by no means, in my judgment, to the extent often charged.

"The oculist is too definite, and too certain in his knowledge. Why should the book or paper always be '15 inches from the eye?' Five feet seven may be the average height of a man, and 8 the right number for his boot; but is he to be considered deformed, or a monstrosity, who is 5 feet 6, or who wears a number 7, or 9?

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"Of over 80,000 children in our schools I have never seen one voluntarily take that distance, and have eminent professional opinion that such an enforced rule would work more harm than ever our neglect has done. Nothing will lie so unblushingly as figures.

"Much attention has been given to this subject, and in many of our schools the result is all that good sense, or good science can demand." [From the report of Mr. George Howland, superintendent of Chicago schools.]

The following, from the report of the board of education, describes the results of a recent examination of the eyes of the pupils of two of the leading public schools of Memphis, Tenn.:

"The eyes of 681 pupils have been examined. Of these 588 had perfect sight, 60 had imperfect sight from general causes, and 30 had impaired vision from eye strain. It is interesting to trace the gradual increase of this form of impaired sight (near-sightedness) from the primary classes, where it is hardly noticeable, to the highest grade, where it reaches 15 per cent. In this particular my results are similar to those obtained by examiners in this and other countries. But a point which should not be overlooked is this—that my examinations were confined to pupils in two different school buildings, each of which may be taken as a sample of its class. The Market street building has been recently constructed and is well arranged, both as to illumination and ventilation, whereas the antiquated structure on Linden street is sadly deficient in both of these particulars. Now, compare the percentage of near-sighted children in corresponding classes (fourth, fifth, and sixth) in the two buildings, and you will find that while the Market street school has 2.8 per cent., the Linden street school has 5 per cent. These figures commend the new building as strongly as they condemn the old, and no stronger plea can be advanced for new buildings, so constructed as to furnish proper illumination and a plentiful supply of fresh air than is furnished by these figures, which show that nearly double the number of pupils with impaired sight come from a badly constructed building with poor light and bad air."

In November, 1886, Dr. H. P. Allen, of Columbus, Ohio, was appointed by the board of education of that city to examine the eyes of the pupils of the public schools. In his report he says:

"I examined between December 12, 1886, and June 6, 1887, the eyes of 4,700 pupils of the public schools, as follows: All of the high school classes, 12 in number; all of the grammar schools, 72 in number; all of the primary schools, 24 in number; and 12 of the B, C, and D primary schools, making a total of 120 schools out of the 200 of the city. This included all of the children above 10 years of age, with the exception of about 250, who were scattered through the various lower schools. I visited all of the school buildings and saw most of the school rooms.

"The examinations were made chiefly to determine the condition of vision of the children, and find, in cases where vision was defective, the correcting glasses. The work was done in the school room during school hours. Each child was examined separately, its name, age, sex, nationality, complexion, color of eyes, condition of sight, and required glass noted at the time. * * * My records indicate the kind of trouble and the condition of sight with sufficient accuracy for all practical purposes, and enable us to draw certain well-defined deductions. * * * The points to which I wish especially to call your attention are as follows:

"First. The large number and percentage of pupils among the 4,700 with one or two defective eyes—1,175 cases, or 25 per cent. of all the children examined. * * *

"Second. Those with two defective eyes—936, or 20 per cent. of all the children examined. * * *

"Third. The increase in prevalence of near-sightedness as we go up the scale from 0 per cent. in the D primary schools to 13 per cent. in the senior class of the high school, and 17 per cent. among the females of the senior class from 0 per cent. at the age of 6 years to 11.3 per cent. at the age of 17 years, showing the relation of this trouble to increasing age and increasing demands upon the eyes.

"Fourth. The about equal percentage of each of the other defects in the low, intermediate, and high grades, showing their independence of increasing years and increasing demands upon the eyes.

"Fifth. The diminution in the percentage of good eyes as we ascend the scale, from 80 per cent. in the D primary to 66.6 per cent. in the senior class of the high school."

A similar examination was made during the year of the eyes of pupils in the public schools of Kansas City and Nevada, Mo., and of the students of the State normal schools at Warrensburg and Kirksville, Mo., and the State universities of Missouri and Kansas, by Flavel B. Tiffany, M. D., of Kansas City, Mo. The results of this examination differ in at least one material respect from those reported from Memphis and Columbus. The most important facts developed, with other matters of interest mentioned by the examiner, are here shown:

"That perfect vision, perfect eye-sight, be enjoyed by our progeny depends largely upon the recognition of any defect, slight though it may be, in early life, timely correction of the same if possible, and care and proper use of the organ while in the school room. That many a boy or girl with some anomaly of refraction or accommodation has been allowed to suffer day after day in order to keep pace with his class, and eventually develop more serious conditions or even blindness, is too evident; whereas if the trouble had been recognized in time and proper steps taken much suffering as well as serious consequences could have been averted. The object of these investigations is to ascertain the condition of the eyes of the youth, the effect of use of the organ for near and small objects, and the final consequences; and finally, if possible, to correct the evils arising before irremediable damage has been done.

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"In our investigations not only myopia but hypermetropia, astigmatism, spasm of accommodation, and strabismus were looked for. Every eye that was not up to the standard of vision (that of twenty-twentieths) was not dubbed myopic. A careful examination was made with the trial glasses, or optometer, and a more accurate diagnosis made. Our results show a much larger per cent. of hypermetropia and astigmatism and spasm of accommodation than myopia, there being nearly four times as many hypermetropic pupils as myopic. Of the whole number examined, 2,040, in the different grades and schools, 99 or 4.8 per cent. had spasm of accommodation. Now, spasm of accommodation, or simple hypermetropia even, if not corrected by glasses or relieved by rest from near and small objects, is likely to develop into myopia or possibly intraocular disease; hence the importance of these examinations.

"In our examinations the increase of anomaly of refraction as we ascend in the grades is not marked. In fact, in some schools it seems to diminish; but this would not be a definite proof one way or the other, since from one examination, as a different set of pupils are examined in each grade and in each school, there is no means of knowing but that those of the higher grades started with the same degree of anomaly in the primary

departments as is found in the seventh year of the grammar school or the high school. In fact, it seems to be true that pupils with anomalies of refraction, both myopes and hypermetropes, are closer students and fonder of books and study than the emmetropes or those of perfect vision, and hence these students remain in school while many of those with perfect vision drop out before they reach the higher departments. In our examinations we find a greater percentage of anomaly among the normal schools of Kirksville and Warrensburg than any other, but it does not necessarily follow that this is the result of a longer course of study and closer application with the eyes, although it is conjecturally true. The only way to prove that study is the cause, or otherwise, is to watch the same set of pupils from the primary department up through the different grades, and see if John, Mary, and James, starting at 6 or 7 years of age in the primary department with perfect emmetropic eyes finally later on develop myopia. In our examinations this can be done, as we have the name in full, color of each eye, present amount of vision, whether there is any hereditary defect or not; and now, should the examinations be continued and the same pupils called for as they enter the higher grades year after year, a very definite and satisfactory idea can be gained.

"As to the lighting and ventilation of our school-rooms very little need be said, as so much attention has been given to this subject by our efficient board that the Kansas City school room is almost perfection in those particulars. In the Washington School, where we find the largest per cent. of defective eyes in the lower grades, I noticed first and second year pupils, for want of room, were crowded into a room calculated for older pupils, and hence the distance between the desk and the seat was too great, as well as that from the seat to the floor, compelling the little pupil to hang, as it were, upon the desk, his feet not touching the floor. This position of necessity brought his face too near his book or slate, and hence taxed the power of accommodation of the eyes to a great degree; and besides, this school from its location, on the north side of the hill, is not so well lighted and ventilated as others. In the Nevada school I found a less degree of anomaly among the same grade of students than in the Kansas City schools. This I attributed to the fact that the school is in a small country town, where the children have more freedom of the field, where they are not crowded so much as our city children are, and perhaps have better ventilated school-rooms.

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"There were 2,040 pupils examined, embracing seven different nationalities, besides several of mixed nationality.

"Of the 1,422 Americans, 300, or 21.1 per cent., have some anomaly of refraction.

"Of the 129 Germans, 32, or 24.8 per cent., are affected; of the 26 French, 5, or 19.2 per cent.; of the 15 Scotch, 3, or 20 per cent.; of the 67 Irish, 20, or 27.8 per cent.; of the 47 English, 8, or 17 per cent.; of the 11 Swedish, 3, or 27.2 per cent.; of the 93 mixed, 23, or 23.6 per cent.

"The Irish, Swedish, and Germans have the highest percentage of affections; the English, French, Scotch, and Americans the lowest percentage. Out of the whole number examined, 1,162 were girls and 878 boys; 458 had some ametropia (some anomaly of refraction). Of the 1,162 girls, 290, or 24.9 per cent., were ametropic. Of the 878 boys, 163, or 19.1 per cent., were ametropic, being a larger per cent. of affection among the girls than among the boys.

* * * * *

"Out of the 2,040 pupils, 13, or 0.6 per cent., had strabismus; 94, or 4.6 per cent., were myopic; 202, or 9.9 per cent., were hypermetropic; 42, or 2.06 per cent., were astigmatic; 99, or 4.8 per cent., had spasm of accommodation, and 63, or 3.1 per cent., had latent hypermetropia.

"We find that hypermetropia predominates; if we add latent hypermetropia and spasm of accommodation, saying nothing of astigmatism, of which the majority was hypermetropic, we have 364 hypermetropes to 94 myopes, or nearly four times as many hypermetropes as myopes, or over twice as many as all the other affections taken together. In the table, as seen, all the grades from the primary through the grammar school, high school, normal school, and university are represented, but in no instance, excepting the Kansas State University, is there anything like a gradual increase of myopia or any of the anomalies simply or collectively. In nearly all of the schools there seems to be a higher per cent. of affection in the first years; then, a little later in the course, a marked diminution, and then again an increase. Probably many of those having some trouble after remaining in school for a short time drop out, which would account for the diminution, and then, spasm of accommodation and latent hypermetropia becoming manifest later on, or perhaps developing into myopia, would account for the increase in this affection.

"School life, however, as stated above, so far as I can gather by these examinations, has little or nothing to do in the development of these anomalies. That they exist, however, in a much greater degree than is generally supposed is very evident, and that

continuous use of the eyes having these errors of refraction, whether in the school-room or out of it, if not corrected, is sure to have its evil consequences. The importance of a recognition of the existence of these anomalies, of their extreme frequency, and of detecting and correcting them, is obvious enough. We should take into consideration that spasm of accommodation and latent hypermetropia frequently exist, and that these affections often develop into myopia, and if recognized early, and timely treated by rest and glasses, much suffering and irremediable troubles are averted. Cohn and others may have been able twenty years ago to trace the development of myopia to badly appointed school rooms, but here in America our school rooms are so carefully arranged as to light, seats, desks, ventilation, etc., that we can scarcely attribute to the work in the school room the cause of anomalies. In a very great degree these errors of refraction are congenital; frequently they are latent, and if the eyes were not overtaxed by near work they would never become manifest. The evil arising from work in the school-room is that these errors of refraction are not perceived, and hence not corrected. If the teacher could be made to understand that the little pupils complaining of headache, pain through the temples, and weakness of the eyes, or dimness of vision, arose neither from stupidity nor desire to avoid study, but that these complaints were symptoms of some defect of the organ of vision, or what would be better still, let a competent oculist carefully examine each child as he enters upon each year of study in the school work, and his anomaly, if he have any, corrected, anomalies would gradually diminish."

SUPPLEMENTARY READING.

With the single exception of industrial training, no innovation has been made in the schools within the last few years for which so much is claimed, and from which such far-reaching results are expected by practical educators, as supplementary reading. To form a taste for good reading and thus overcome the evil influences of pernicious, cheap literature is the highest object which it is hoped to secure; but, apart from this, the use of the works of standard authors in connection with the regular readers, furnishes, according to the testimony of many superintendents, an excellent means of testing the pupils' ability to read understandingly, and at the same time imparts an interest to school work which nothing else can. In some cities not only standard books but instructive and entertaining periodicals are provided. This is the case at Canton, Ohio, where the effects are thus described:

"These periodicals were used for class reading supplementary to the text book, thus giving freshness, additional interest and instruction in the reading exercises. Pupils were allowed to take the papers home for evening reading, and were also permitted to use them during school hours, providing they had any spare time after the preparation of their lessons. The teachers find this school literature a valuable help in moral instruction and in the intellectual culture of the pupils. Providing reading matter so elevating in tone, and so attractive, is the best and surest way of overcoming the habit of reading the trashy, demoralizing literature of the day. There is marked improvement in taste for reading noticeable in many instances. Some pupils who were formerly addicted to dime novels and other sensational reading have voluntarily abandoned that since we are furnishing them something better. A knowledge of history, of current events, of familiar facts in science, and language culture are some of the benefits resulting from this work."

At San Francisco, Cal., "the principals as a unit want supplementary reading matter."

The school committee of Southbridge, Mass., say: "Supplementary reading, which has been gradually gaining ground for the past three years, is one of the most advantageous results of the system of free text-books. Its beneficial effects are plainly visible."

From Steubenville, Ohio, comes the following: "Supplementary readers have now been in use long enough to enable us to judge of the results. These are very satisfactory. The children can read in any book of the grade of their reader, and not merely in the one which they have learned by heart from hearing its lessons read over and over, as was so often the case when but one reading book was used in a grade, and the reading is far better in every respect."

In New Haven, Conn., "the method of teaching pursued requires much independent reading by pupils, and so the habit of reading is formed. Moreover, as supplementary to the school reading books, standard authors are being introduced and are read somewhat critically. * * * We can well afford to teach a little less of arithmetic, if by so doing we can insure a love of good books, and a habit of reading that shall be a life-long benefit."

The report of the committee on books and supplies at Lowell, Mass., mentions the subject thus: "With regard to supplementary reading for the different schools, a very small quantity was purchased, though had your committee acted according to its incli-

nation a generous sum would have been expended in this direction, as it is assured of the good resulting from a plentiful supply of choice and suitable reading matter for all the different classes."

The Washington, D. C., teachers are told that "the supplementary books, to be read at sight, are second in importance only to the text books. They should be used at least for one exercise each week. This part of the reading will show the practical results of the efforts of the teacher and pupils."

The New York City superintendent says: "The good that has been already accomplished by these supplementary readers suggests a more comprehensive application of the same general idea."

A number of titles have been lately added to the list of books authorized for use as supplementary readers in the Boston, Mass., schools.

At Bay City, Mich., a pupil must carefully read at least two books of a prescribed list before he is entitled to promotion to the next higher grade.

The opinion of Mr. George Howland, superintendent of the Chicago schools, is thus expressed: "One of the most serviceable aids in the teaching of reading, enriching the pupil's vocabulary, widening the range of his thought, and strengthening his grasp of words and their meaning, is a wise use of the supplementary readers, which to a limited amount have been in use in our schools for four or five years."

"With these books, in which most of the words, though familiar, are employed in other relations, with a few new words interspersed, the forms and meanings of the words are more permanently fixed in the mind, the alertness of thought in seizing upon the new words greatly quickened, and an ever increasing interest and power, both of thought and expression, secured, admitting the pupils to more fruitful fields in the domain of history, literature, and science."

"No outlay of money, I think, can be more usefully incurred than in furnishing a sufficient amount of well selected books for supplementary reading."

MUSIC.

The value of music in the schools has been thoroughly discussed during several years past. That the utility of the study is generally conceded is shown by the fact that it is systematically taught in nearly every city school in the country. Here and there, however, there may still be found cities of importance whose school officers see not enough good in music to permit its study to occupy the time of the scholars.

In denying the request of a number of citizens for the introduction of vocal music, the board of education of Dubuque, Iowa, adopted the report of its committee on course of study, which contained the following:

"The regular and legitimate work occupies all the time now. * * * Your committee is sure that the introduction of special matters to be taught by special teachers would seriously interfere with the regular work, and have the tendency to make such regular work superficial and of secondary importance with many pupils."

A view of the matter not infrequently taken is that of Mr. F. B. Richardson, superintendent of schools, of Woburn, Mass. He says: "That there are many advantages to be gained by means of the study of music is very evident, but it may be fairly a question whether it is the business of the schools to teach this subject as an art, and measure the progress of the pupils by the amount of pleasing harmony they can produce at a given time. As drawing is taught, not to make a finished draughtsman but to train the judgment and secure attentive observation, so music should be directed toward training the mind in such a way as to give it more power, not merely in the production of sweet sounds, but in performing the ordinary duties of life. "There is no room in the curriculum for musical training; but training in music, properly directed, may be made of great value. If this distinction and the limits of this study are kept clearly in view, the efficiency of your educational system may be increased by devoting an hour a week to this branch, otherwise the time had better be spent on some other phase of mental development."

That singing is of great value in strengthening the lungs and developing the vocal organs is never denied; that it is of direct educational importance is proved by the results shown in the schools of New York City. In the words of the superintendent, "this subject is steadily gaining ground, not merely as regards proficiency in reading or executing vocal music, but in the improvement it is working in the perception of sounds and in the consequent softness and roundness in uttering ordinary speech."

Words of commendation for music appear in nearly every city report received by the Bureau, but the ground has been so fully covered by previous reports and circulars that further extracts are unnecessary. It must be said, however, that musical instruction is not always satisfactory. Where so many different systems of instruction exist, there must necessarily be degrees of excellence; it is even possible that systems may be found in which defects largely counterbalance the excellencies; causes of local character some-

times affect the results; indifference of teachers, which it appears to be impossible to overcome, is occasionally reported. It cannot be expected, therefore, that the most flattering results will be obtained in every instance; but lack of success is not often reported, and never without some substantial reason.

There is a considerable difference of opinion as to the advisability of employing special teachers for music. Mr. John Jasper, city superintendent of the New York schools, recommends:

"Inasmuch as the by-laws now provide that all candidates for a teacher's license shall be examined in music and in drawing, and as the teachers employed before the addition of these qualifications have had sufficient time to prepare themselves to teach these subjects, that the by-laws be so amended as to prohibit the further appointment of special teachers of music and drawing."

At Lowell, Mass., the committee on music of the school board two years ago decided to dispense with the services of the supervisor of music, the results of this work being unsatisfactory. In the year following no better success was achieved, and during the past year a supervisor was again appointed. According to the last report "he has succeeded in the limited time he has been at work in bringing about a marked change for the better."

Superintendent Taylor, of the Saint Paul, Minn., schools, says that "a superintendent of music was employed by the board of education, who continued in service until two years since, when teaching music as a specialty was suspended. Since that time, until the beginning of the last school year, music was a somewhat neglected branch in our public school. Some note singing, some singing without note or system, was attempted. These methods seemed more of a disadvantage than an advantage, as none of the principles which underlie a knowledge of music were understood. * * * It seemed wise that so important a matter of culture and refinement should no longer be neglected. Consequently the board of education engaged the services of Mr. C. H. Congdon, as superintendent of music, who entered on his work at the beginning of the year."

ARITHMETIC.

The "simplification" of the study of arithmetic has been a much discussed subject during the year. Boston, Mass., has taken the initiative in action upon the question, while few other cities have done more as yet than discuss it. In April, 1886, the following was introduced in the Boston school board:

"Whereas, The study of so-called arithmetic in the grammar schools of this city covers much ground which does not come within the proper scope of arithmetic, which is the art of numbers, no small part of the time and strength of the pupils being given to merely technical applications of arithmetical rules; and

"Whereas, The exercises prescribed are often difficult beyond the best conditions of mental discipline, the problems set for the pupils being really exercises, not in arithmetic, but in logic, such as pertain to a period of life several years later:

"Resolved, That the committee on examinations are requested to inquire and report whether it is not practicable to reduce and simplify the studies and exercises now prescribed under the head of arithmetic."

The committee designated proceeded with a thorough investigation, obtaining the written opinions of all the principals of the schools concerned. Their conclusions and recommendations were thus stated:

"1. Home lessons in arithmetic should be given out only in exceptional cases.

"2. The mensuration of the trapezoid and of the trapezium, of the prism, pyramid, cone, and sphere; compound interest, cube root and its applications; equation of payments, exchange, similar surfaces, metric system, compound proportion, and compound partnership, should not be included in the required course.

"3. All exercises in fractions, commission, discount, and proportion should be confined to small numbers, and to simple subjects and processes, the main purpose throughout being to secure thoroughness, accuracy, and a reasonable degree of facility in plain, ordinary ciphering.

"4. In 'practical problems,' and in examples illustrative of arithmetical principles, all exercises are to be avoided in which a fairly intelligent and attentive child of the age concerned would find any considerable difficulty in making the statement which is preliminary to the performance of the properly arithmetical operations.

"When arithmetical work is put into the form of practical or illustrative problems, it must be for the purpose of interesting and aiding the child in the performance of the arithmetical operations, and with a view to their common utility.

"5. In oral arithmetic no racing should be permitted; but the dictation should be of moderate rapidity.

"6. The average time devoted to arithmetic throughout the primary and grammar school course should be three and a half hours a week; and in the third primary grade

not more than two hours, and in the first and second primary grades not more than three and a half hours each per week.

"And also all examinations for promotion from primary to grammar schools should be as simple as possible, and strictly confined within the limit of an hour in each subject."

The course of study was subsequently altered to include and conform to these recommendations. This was not done, however, without considerable opposition, the reduction proposed in the time being the particular feature to which objection was urged. The board of supervisors, in their report for the year ending September 1, 1887, several months after the revision of the course of study, take a hopeful view of the new departure.

In Brooklyn, N. Y., the method of presenting the study has been modified, but the quantity of work remains undisturbed. The lower grade pupils will deal only with small numbers and perform such operations as may be readily understood by them, but the grammar school work has not been lightened.

Syracuse, N. Y., reports "more real advancement" by the pupils since a similar plan has been followed. In the revised course of study for the grammar schools of Somerville, Mass., "the requirements in arithmetic have been reduced in all the classes whose work seemed excessive. This reduction was accomplished in the fourth class by the substitution of the brief course for the complete arithmetic; in the third class by the omission of denominate fractions; in the second class by omitting problems in interest; in the first class by omitting or making optional true discount, foreign exchange, compound proportion, cube root, similar surfaces, and similar solids."

CIVICS.

Instruction in civics, or the science of civil government, is eagerly called for in some quarters. Mr. Thomas Tash, superintendent of schools at Portland, Me., says:

"The labor troubles frequently occurring, the financial questions that have arisen since the war of the rebellion, and the many instances of questionable legislation in State and nation, have suggested to thoughtful persons the question whether or not the young may be educated in the public schools preparatory to a better appreciation and performance of their duties as good citizens in a republic. In countries where social distinction exists, such instruction is mainly confined to children of the governing classes; but here, where every man is a sovereign and every woman may soon become such, civic instruction should manifestly be universal."

At Frankfort, Ind., "recognizing that social instability comes from popular ignorance of law, of rights of persons and property, of the sound principles of political economy, the following work has been mapped out, and was done during the last year: 1. A study of local government—officers, institutions, elections, local improvements. 2. A study of State government—officers, educational, benevolent and penal institutions, elections, legislature. 3. A study of National Government—legislative, judicial, executive; comparison of, and relation between State and National Government; process of law-making; reasonableness of obedience to authority; national institutions and improvements. 4. A study of business relations, wealth, exchange."

OTHER STUDIES.

In the teaching of geography great changes have been made from the methods of a few years ago. According to the more recent methods many details of doubtful importance are omitted and considerably more attention is paid to local geography. The use of the moulding board has become quite general.

Nor is grammar now what it once was. Technical rules are usually reserved for the higher grades of the grammar schools, while the younger children are taught to speak correctly by means of "conversation exercises," "language lessons," etc., in which rules as such are seldom, if ever, referred to.

In history, Mr. John Jasper says: "There are still a few classes in which the 'question and answer' method prevails, but these are fortunately the great exception. Still they exist, and in them the legends of Capt. John Smith and Pocahontas are deemed of vastly more importance than the 'Purchase of Louisiana,' or the struggle of the British and French for the possession of this continent.

"All important in all grades is the constant recurrence to the skeleton outline, which should be the basis of all superstructure."

The elements of geometry have been taught in the higher grammar school classes with success in some cities. Even a little drill in this study has been found to furnish an excellent idea of logical reasoning, and as such is particularly valuable to those pupils whose school lives end with the completion of the grammar school course.

The study of German is much more common in the schools of those Western cities

whose population contains an important Teutonic element, than in the cities of the East. In Milwaukee a "superintendent of German" has recently been appointed, and more systematic, effective arrangements made for instruction in that language than ever.

In 1885-86 St. Louis employed 96 special teachers of German at a cost of \$58,000, in addition to 75 German-English teachers who had charge of rooms. There were 21,990 children, 40 per cent. of the total enrolment, who received instruction in that language.¹

The old methods of learning to spell are beginning to show the evidences of conflict from the attacks of educational reformers. A "spelling book" is a thing unknown in several city systems. "Spelling is a means, not an end," is a motto which appears to be gaining in popularity.

EXAMINATIONS AND PROMOTIONS.

The movement against written examinations, begun within the last few years, has constantly gained ground. The tendency at present is undoubtedly in the direction of greatly lessening the scope and importance of these tests. Comparatively few cities now rely implicitly upon them in determining the classification and standing of the pupils.

The views of those school officers who are most emphatic in their opposition to the system of percentages, and the reasons given for limiting its importance are generally similar to those set forth by Mr. Charles H. Morss, superintendent of the schools of Portsmouth, N. H., in his report for 1886. The following is an extract:

"The chief end and aim of much of the teaching seems to be to pass examination, and great honor and prestige is accorded to the boy or girl who scores 100 per cent. What does this signify? What is the meaning of 100 per cent. in school work? Does it mean that the pupil knows all there is to be known about the subject? Take two pupils in an examination, one receives 100 per cent. and the other 75 per cent.; does this imply that one has 25 per cent. less intelligence than the other? In another examination this might be reversed, and the perfect (?) one receive only 75 per cent. while the ignoramus (?) might in this case reach 100. A high per cent. means simply that one child has had the good luck to remember certain facts which, from lack of interest or a poorer memory, the other forgot. Examinations, then, are lotteries in which those minds that can be crammed with the most facts draw the prizes. How often do we notice that the ignoramus, so-called, develops in after life into the most successful and brilliant man of the class and makes his mark in the world, while the pupil of *marks* is never again heard from. To attempt to grade the human mind in per cents., to estimate the comparative mental capabilities of pupils by a mathematical calculation, is an absurdity.

* * * * *

"Such considerations lead us to believe that the marking system as practised is an unmitigated evil and should be abolished; that is, abolished as a means of obtaining data from which to make promotions. The good judgment and recommendation of those who know intimately the work of the pupils should be substituted as a basis for promotion. The whole theory of examinations is based on the supposition that pupils are made for the schools, and not the schools for the pupils."

Few superintendents admit the advisability of omitting examinations entirely from the school exercises, and even these whose ideas are as extreme as those of Mr. Morss agree that they exert a strong influence for good when used by teachers merely as written reviews. The principal of the high school of Fall River, Mass., though an advocate of examinations in a narrowed sphere, states the following reasons, founded on his experience, against attaching as much importance to them as formerly:

"(1) The efforts of many pupils are not distributed uniformly over the period intervening between examinations, but are often relaxed at the beginning and middle of the period and intensified near the close.

"(2) The great stress laid upon the examinations suggests to the pupil a wrong motive for study. Many pupils—often by the advice of their parents—ask to be allowed to drop a study and to select from another course a substitute, on the ground that they cannot get a high per cent. in the study to be changed. Furthermore, at the beginning of the year pupils change from one course to another, influenced by the same reason.

"(3) It is not uncommon to observe pupils—usually young ladies—who are of a sensitive and nervous temperament, and are, perhaps, morbidly conscientious, so concerned regarding the approaching examination as to be quite seriously affected in health.

"(4) There are certain exercises of the school in which no examination can be given, and these the pupils are inclined to neglect, for the reason, as they frankly say, they 'don't count.'

"(5) The written examinations fail to make a correct measure of the effort put forth by individual pupils. It is easy to pick out scholars in every class who have not been over-industrious during the month, but who, nevertheless, produce excellent examina-

¹ Since the close of the year 1886-87 it has been decided by a considerable majority in a popular election to entirely dispense with instruction in German in the city.

tion papers; while others, who in their daily work have been attentive and studious, present inferior results in their written tests.

"(6) It is difficult in written examinations to so frame the questions as to test all the powers of the mind. The portative memory is the faculty chiefly called into action.

"(7) Not only are the pupils led to study in a manner to meet merely the demands of the examination, but the teacher, unconsciously perhaps, but none the less certainly, keeps the examination in view as he shapes the character of his instruction.

"(8) Since the results of the examinations have so important consequences for the pupil, he is necessarily exposed during the time of these exercises to extraordinary temptations to seek improper means of information upon questions regarding which he feels that his knowledge is uncertain. The practice of cheating at examinations is a matter of great moral concern."

Actual experiments.—At Milwaukee, Wis., the superintendent may exempt pupils from examination upon satisfactory evidence that they are fitted for promotion. That this rule has resulted in the practical abolition of the system of examinations, without evil consequences, may be inferred from the following paragraph from the superintendent's report for 1885-86:

"The change from the system of promotions upon examinations as carried out under the directions of the board, has not been followed by these calamitous consequences which some supposed would result from the abandonment of that modern fetic of the graded system. Classes have been promoted without examination on the teacher's estimate. The standard of scholarship has not been lowered. Unmerited promotions have not embarrassed the teachers who receive the pupils promoted on record or estimate. Teachers have shown no diminution in zeal nor manifested any lack of energy since the supposed indispensable spur of examination has been removed."

Regular written tests at stated intervals have been abolished at Lima, Ohio, on the ground that they have already accomplished the thorough grading of the schools and their further use will only tend to produce narrow, mechanical, and unprogressive work.

It has recently been determined to consider the teacher's estimate only in making promotions in the schools of Cincinnati, Ohio. The new plan went into effect in February last, and though there has not been sufficient time to judge the results, the indications are regarded as hopeful. Following this action of the Cincinnati board the principals of the schools of Louisville, Ky., adopted a resolution commending the movement, and requesting their own board to take similar action.

"Shortly after the present board of education [of San Francisco, Cal.] entered upon the discharge of their duties they authorized the superintendent to notify the principals and assistant teachers that the yearly written examinations would be dispensed with, and that all promotions would be made by the principals and the class teachers, subject to appeal to the superintendent on the part of parents dissatisfied at the non-promotion of their children."

The superintendent—the above was taken from his last report—thus continues: "This method of determining the promotion or non-promotion of pupils was enforced, and so far as I have been able to learn, has met with general approbation. I have for several years been impressed with the defects of the written examination system, and could see but one argument in its favor, and that argument itself a defect. Teachers, instead of exercising an independent judgment in reference to the fitness or the unfitness of the pupils for promotion, seemed to desire to shift the responsibility. I have invariably maintained that teachers could arrive at more correct conclusions as to the status of the pupils taught by them by taking into consideration the general standing of those pupils throughout the year, than they could upon a single examination upon questions emitted from the superintendent's office. Besides, this method of promotion gave greater opportunity to take into consideration other circumstances, such as natural ability, faithfulness of application, and general character of understanding. In addition to enabling teachers to arrive at more equitable conclusions, it has been to both teachers and pupils a saving of much valuable time, and a freedom from the ordeal of trouble, vexation, and labor incident to written examinations. I am satisfied that the result of the present plan has conclusively proved the wisdom thereof, and that the promotions have been made this year with as much accuracy as before, if not more. Besides, nearly one month of actual school work and teaching has been added to the school year, inasmuch as the written examinations usually consumed nearly one month of valuable time. The teachers and pupils were thus enabled, too, to close the term without that worry and weariness heretofore noticeable."

Favorable opinions.—The sentiment opposed to examinations is by no means universal, however. The conservative school men who believe regular, systematic, written tests to be indispensable, lack neither numbers nor ability. In their report for 1886-87 the board of supervisors of Boston, Mass., devoted considerable space to the advocacy of rightly conducted examinations. They present the following:

"(1) The subject may be regarded from the teacher's standpoint. He has taught and trained his pupils in certain directions to the best of his ability. He wishes to know how well they understand what he has taught, and how well they can succeed in what he has been training them to do. How does he find out? He tries them. He finds, let it be supposed, that they stand very well all his tests. What more natural than that he should desire to have them also tested by others? He may have overlooked some points; his way of putting things may not be the way such things will be generally put by others; his standard may be a little lower than usually prevails, or even a little higher—who more than he can be interested in knowing how his work will appear to others competent to judge its worth? If he has taught to a right purpose, he has endeavored to make his pupils independent of himself; to put them, as it were, upon their own feet, and will most certainly welcome every fair trial of their ability to stand. * * *

"(2) The teacher is a public servant. They who employ him, to whom the people intrust the oversight of the work he is to do, are not only by statute law, but by the higher law of faithfulness to trusts, in duty bound to know how he discharges the responsibilities of his office. This they can know only through inspection and examination. And the more thoroughly they inspect and examine, the more they know the spirit and methods of the teacher, the more justly and closely they apply their tests to his work, the better it is for him and his pupils, so long as he works in the spirit of his profession and shows himself skilled in the delicate handling of youthful minds and hearts. * * *

"(3) The examination is advantageous to the pupils. It has a bracing effect upon them; gives them confidence in themselves, makes them more careful to understand, arouses their ambition. Of course, a just examination is referred to. It must be admitted an examination may be discouraging in its effects. * * * But examinations of this kind have never much prevailed, and are rarer now than ever before.

"(4) The schools of a city are an organized system of which each school is a part. Certain schools of one grade prepare for schools of another grade, and these still for another. In all schools of a grade there is a like or corresponding classification. The second-class grammar in one school ought to match very nearly the second-class grammar in another school. The exigencies of city life cause much moving of families from one part of the city to another. If schools are rightly classified the change of schools will not affect the standing of the transferred pupils. In all schools promotion depends mainly upon examinations. But these examinations are not uniform, nor is it essential that all should be; yet it is important that there should be some uniform examinations, in order to suggest uniform standards, and to hold like classes as closely as circumstances will allow, to like work. * * *

"(5) Without pressing the matter very strongly, it may be stated that there is a tendency in some quarters to teach with less thoroughness and persistency subjects in which there is no examination than subjects in which an examination is to follow. There may be, then, in addition to the above reasons for examinations, another, in their effect upon the teachers themselves in holding them to systematic, precise, and clear teaching and training. By no means is this remark to be taken as general. It is believed that the teachers who are bent upon doing their best work for their pupils, examination or no examination, are in the majority.

"(6) It is often said that the examination too much influences the teacher in his aims and methods, hedges in his activities, and prevents him from doing the best he knows. That raises the question, Must it of necessity have that influence? It may be answered that in the public schools of this city the 'course of study' is binding upon both teachers and examiners. In following that, there is no restriction upon the teacher's methods, no preventing the free outpouring of all that is greatest and best in him. He is to do in a large way a specified work. He is concerned for the moral and intellectual growth of his pupils, concerned for their manners as well as for their ability to answer questions. * * * Absorbed in this work he may well forget examinations. His motto may well be the old maxim, 'Take care of everything but the examination and let the examination take care of itself.' There will be much more likelihood of his pupils passing an excellent examination than if he should work with that end in view. If they fail, so much the worse for the examination. It would be pleasant to be able to say that there is no such thing in the schools as 'cramming' for examinations. It is a lessening evil, but it is still a visible one. If the influence of examinations is to lead to 'cramming' it is a heavy offset to whatever good may come from them. How can a teacher who has it before him to come into honest relations with his pupils, to bring out all that is best in them, to increase their faculty and quicken their life, to give them real knowledge and a growing independent power of thought,—how can he turn from his high calling to the lower work of simply preparing his pupils to pass a specified examination?

"(7) The attitude of the teacher and pupils towards examinations has an important bearing upon results. The constant dread of an examination, the holding it up before

the class as a terrible ordeal, the painting in vivid colors the dread consequences of a failure, and visiting with censure pupils who do not reach full success, are only so many hindrances to the success desired. Pupils are thrown into just that nervous state which weakens their confidence in themselves, deprives them, partially, of their control over their faculties, leads to confusion of thought, and takes away all pleasure from exertion. On the other hand, let the teacher look upon the examination as a matter of course, a very necessary and helpful part of the school régime, to be welcomed when the time for it has come; let his cheerful and hopeful spirit be infused into his pupils, encouraging them to undertake the test with thoughtfulness and patience, with no Damocles' sword hanging over their heads, and the results, even if not perfectly satisfactory, will be more creditable than under other circumstances, and will be the fair outcome of the ability of the class. Encouraging words, bracing up the will to undertake, are better in every way than the constant nagging to which some pupils are subjected. But suppose there are failures. In the nature of things there must be some failures, unless the class is a remarkable one. They can easily be accounted for; some of them will be very suggestive in regard to future efforts, and all will be robbed of their discouraging features. When work is carried on in a brave, hopeful, and conscientious spirit, even failures may be made helpful; and pupils who have failed may be made only the more determined to win future success."

Mr. George A. Littlefield, of Newport, R. I., thus renders his opinion in his report for the year just passed:

"Recent discussion has made examinations one of the most conspicuous of educational forces. They are standing the fire well. It is found that when wisely conducted they are a process of teaching as well as testing, are reviews pure and simple with the extraordinary power added to compel attention as nothing else can."

A complete and thorough system of examinations has been inaugurated in the schools of Philadelphia by the superintendent, Mr. James McAlister. The president of the board of education of that city, in his report for 1886, says concerning them: "The influence of these examinations in unifying the work done by the twenty-three hundred teachers in the service of the board has been deep and far-reaching; and no other work undertaken by him [the superintendent] has tended more to the general improvement of the schools."

At Oshkosh, Wis., the examination methods have recently undergone modifications, and there appears to be a willingness on the part of several members of the board to abolish examinations altogether, and to substitute the marking of daily recitations. In regard to this the superintendent says:

"I believe the adoption of this plan would be a serious mistake. Even thoroughly conscientious teachers would be inclined to 'send up' many incompetent pupils. It would give prominence to the feature of measuring a pupil in each recitation. Too much thought would be given to marking at the expense of teaching. The child would commit the lesson for the day, get his mark, and forget the lesson, there being no examination ahead. Who would stand between the teacher and the parents of such pupils as are not permitted to go forward? No two teachers mark alike. The annual classes coming to the grammar grades would represent six different opinions in reference to the worth of recitations. At present the teacher of the B grammar grade makes the lists for examination, thus securing a class of uniform capacity."

"*The Golden Mean.*"—The plan of promotion which has found favor in by far the greatest number of cities, consists of a combination of the examination and the no-examination system. These cities might be said to occupy the middle ground, where, it is claimed, the defects of both are to a great extent avoided, and the benefits retained. Uniformity of instruction and close grading are secured by examinations, but they are made less formidable by being deprived of a great deal of their former importance. On the other hand, the proficiency shown in the daily work of the pupils is taken into account to encourage evenness of effort throughout the term, and to prevent the scholars from looking forward to the examination with unnecessary trepidation.

The relative importance attached to the two factors is widely different in the various cities. In the majority, they are of equal value; but in some cities, notably Kansas City, Mo., the daily work of the pupils receives four times as much weight as the examinations in determining their standing. The marks of proficiency in daily work generally consists of the teacher's estimate of each child's work, expressed weekly or monthly, and averaged at the end of the term or year. In some cities teachers are permitted to use their own discretion in the employment of methods in arriving at their weekly or monthly estimates; they may hold examinations on their own account, or mark daily recitations, or they may make the estimates upon mere opinion as to the pupils' work, or upon a combination of the three methods. This freedom, however, is not often allowed. One method is usually officially prescribed.

The plan which has been tried in a number of cities of

Exempting a portion of each class from examination for special excellence has been quite successful. The superintendent at San José, Cal., thus describes the working of the plan there, where it has been in operation two years:

"A monthly record of the standing of each pupil is kept by the teacher and a copy sent regularly to his parents. Those who reach 90 per cent. in their studies during the year and an average of 95 per cent. in deportment were promoted as honorary pupils. Those ranking next to the honorary pupils were promoted on the recommendation of the teacher. The honorary pupils and those who were recommended number one-half of each class, and were not required to take the final examinations.

"This plan of promoting has worked well in our schools during the two years it has been in operation. It may be assumed that one-half of the pupils at least will be promoted, and this half will include those who were most regular in their attendance and most attentive to their duties while in school. It is certainly an unnecessary labor and expense to examine pupils whose daily recitation and monthly record entitle them to be ranked among the better half of the class. This method of promotion has been a decided incentive to the pupils, stimulating them to greater studiousness and better deportment; at the same time the annual examinations furnish the balance of the class an opportunity to show their ability to do the work of the next higher grade."

Mr. W. M. Crow, of Galveston, Tex., says: "Excusing one-third of the pupils from final examination on account of excellence in class studying during the term, has proved to be a healthy and far-reaching incentive to good work."

The general scheme of promotion in use at Wilmington, Del., is well spoken of by the superintendent, Mr. D. W. Harlan; it includes the promotion without examination of the half of each class bearing the best recitation marks.

Special or unusual methods.—A number of plans which have not found their way into general use, have been tried by various cities with different degrees of success. New Bedford, Mass., for several years promoted all classes in mass. The plan is still in operation in the lower grades, where it appears to work well, but its effects in the high school were disastrous. Pupils who were unprepared for the high school were admitted; and, conscious of their incapacity, soon became totally indifferent, and consequently a disturbing element in the school, affecting the more industrious scholars.

Brookline, Mass., does not promote in mass, but the method of dealing with incompetents is not far removed from the New Bedford plan. The following appears in the last report of the school committee:

"There were the usual number of children who are incapable of doing the work; and these were allowed to be promoted with the understanding that their averages should not affect the general average of the class. While, of course, a promotion under such circumstances is, in one sense, no promotion, yet when children attain a certain age and stature, there seems to be nothing else to do but to allow them to go on with a higher class and do the best they can, absorbing what benefit they may."

Age is an important consideration in the classification of the Portland, Me., schools. The superintendent says:

"While fitness in studies will, no doubt, long remain the principal basis on which promotions are made, yet in graded schools age is by no means to be overlooked in classification. This recognition of age in promotions was adopted by rule in the Portland schools earlier than in any other system of schools, so far as we have noticed." And again:

"The attainments of children differ very essentially at the same age, but there is a common law governing the growth and maturity of the mind as well as of the body. We should not be deceived by the physical appearance of children, and impose on a robust boy of fourteen years the labor and burdens which a man of twenty-five can easily bear. Mental, like muscular growth, requires time to develop. In graduating the tasks of school children, age must be taken as an approximate guide. The indiscreet assignment to children of studies or of branches of any study beyond their age and maturity, or the promotion of individuals or of classes to such studies, only produces harm."

Frequency of promotion.—The advantages of semi-annual promotions are generally recognized. Questions of expediency have in many instances prevented the change from the annual plan, but in no case where the change has been made has dissatisfaction been expressed with the results. Cities in which changes of grade occur more frequently than twice a year are the exception.

EVENING SCHOOLS.

It can not be said that this important branch of educational work has met with universal success during the past year. The great obstacle everywhere reported has been irregular attendance.

Upon the opening of an evening school the attendance for the first few sessions is almost invariably large, but when the curiosity of some is satisfied, and when others discover that hard work and not play is expected, an immediate decrease is noticed in the size of the classes. Amusements and other matters of equal importance so frequently prevent the attendance of even those who do not entirely drop off, that some have gone so far as to doubt that an evening school can be successfully conducted except in large cities. The following, from Orange, N. J., explains the situation there:

"The evening school as a whole has not met the anticipations of its supporters simply by reason of the small attendance. With the promise made for free instruction, with experienced teachers, with text-books furnished, those who have been willing to avail themselves of the advantages of the school have been very few. * * * The experience of the two winters goes to prove that the return for the money appropriated is not sufficient to warrant a continuation of the school, except possibly in the special study of mechanical drawing, and in the class for colored adults. The few who attended regularly made fair progress."

At Salem, Mass., the registration in the evening schools was 279; the average attendance in November was 155; in the following February, but 40. "The committee endeavored to induce a larger attendance at these schools, personally and by public notice in the papers at the middle of the term, but without success."

Even Milwaukee, Wis., a city with a population of 158,000, reports that "evening schools have been organized, but their lack of patronage does not encourage their continuance."

At Lewiston, Me., "notwithstanding the fact that excellent advantages are offered to pupils of evening schools, a small percentage of the boys who register derive any benefit therefrom."

The president of the Dayton, Ohio, board of education says:

"To my mind it is a serious question, and one worthy of the calm consideration of the board, whether the night grammar schools ought to be continued beyond the present year. It has been the experience of all the members of the committee having this school in charge that the attendance after the first few weeks dwindles to such a small number as not to warrant the board in the employment of half the teaching force usually appointed for that purpose. Then, too, the work of the few who do attend for the purpose of honest and conscientious study is disturbed by others who, coming to the school under the pretense of pupils, annoy teacher and school alike. Surely the substantial benefit derived from a school carried on under circumstances such as have been described can not be very great, and can not and ought not to warrant the board in the expenditure of any considerable sum of money."

Turning to more encouraging fields, we find that in St. Paul, Minn., "the general success of these schools for the past four years has made them a permanent feature in the educational system of this city." In Boston, "the order in these schools is now almost universally good. * * * It is now possible to introduce considerable classification into the elementary schools, thus utilizing to better advantage the teaching force."

During the past few years, the night schools of Philadelphia, Pa., have greatly increased in usefulness as the result of wiser and more faithful management, and this has so commended them to the city councils that the appropriation of \$10,000 for 1880 has steadily advanced to the sum of \$35,000 for 1886.

In the annual examination of the 27 evening schools of New York City, it was found that all but 1 were managed excellently; and of the 237 classes, 190 received excellent instruction, and 45 good; the discipline was excellent in nearly all the classes. The average attendance was 7,251, out of an enrolment of 19,832.

Springfield and New Bedford, Mass., may be cited as instances of smaller cities in which evening schools have been successfully conducted. In the last report of the former is found: "In both of these schools during the last two winters, as well as in the new evening school this season at Oak street, work has been done that would compare favorably with many day schools."

The evening school committee of New Bedford say: "The favorable anticipations in which we indulged a year ago in reviewing the work of the evening schools have crystallized into realities to-day, and we report with pleasure that the generous and enlightened action of the school board, in anticipating and supplying the wants of these schools, has been met by a full appreciation and use of the aids afforded. We have passed the day of experiment, and, on a broad and firm foundation, are building up our evening school system."

Even in those cities in which the success of these schools is assured irregular attendance is a great evil, which it seems to be impossible to overcome. Careful investigation on the part of the associate superintendents of the Brooklyn, N. Y., schools, led

to the conclusion that the rapid decline which is seen every year may be traced to the following causes:

"First. Indifference on the part of parents.

"Second. Difficulty of notifying parents, who are not indifferent, when their children are absent.

"Third. Admission of persons who seek amusement rather than instruction.

"Fourth. Retention of such persons until the demoralization caused by their conduct has driven many more desirable pupils from school.

"Fifth. Admission of pupils without the imposition of proper conditions as to regularity and continuance of attendance, or without the exaction of trustworthy guarantees that such conditions shall be respected.

"Sixth. Discouragement of pupils consequent upon finding themselves graded lower than they think they should be.

"Seventh. Dissatisfaction of individual pupils on account of the time devoted to studies which they consider of little value."

Of the plans of improvement suggested, the majority have been directed toward the removal of the third cause mentioned above. Upon the supposition that only those who appreciate the advantages offered them will comply with the condition, the Worcester, Mass., committee "have decided to require a deposit of \$1 from each pupil, as a guarantee of promptness; it will be refunded at the close of the term to those whose attendance has been satisfactory." This plan has proved to be quite efficacious, and has been copied in other cities.

An admission fee is used to keep out the undesirable element in Newport, R. I., and in some places a written pledge of good behavior and regular attendance has been required of each pupil, with good effect. The objection urged against the "admission fee" plan is that such a school is "not free." If the object of this and similar plans is to keep from the schools all save the earnest and studious, the plan in operation at Oshkosh, Wis., may commend itself. There each pupil pays \$1 per month tuition, but with an enrolment of 80, the average attendance is 60. "The results are satisfactory," and the percentage of attendance is quite as high as in the average day school.

NOTES FROM CITY SCHOOL REPORTS.

ALABAMA.

Anniston.—Though the condition of the city's finances made it necessary to reduce the teaching force in the fall of 1886, the prospect for greater usefulness has recently been increased by the appropriation of \$10,000 for the erection of a handsome four-room edifice.

Birmingham.—In a new city like this it can not be expected that the schools will make as favorable a showing as those of older cities, and it is not surprising to find an unusually low percentage of average attendance. In view of the many difficulties encountered, the working of the system has been remarkably smooth and harmonious. A considerable sum has been spent for additional accommodations.

Decatur.—The school system is in its infancy, having been organized this year. A small tuition fee is necessary, to supplement the amount received from taxes, to prevent the schools from falling behind financially.

Huntsville has a graded school in a new, spacious, and comfortable building.

Montgomery has expended considerable money during the past year in furnishing new buildings and furniture for the schools, and now owns one of the finest and best arranged school buildings in the South. The course of study is about the same as last year, except that physiology and supplementary reading receive more attention than before. An important change was made in the administration of the schools during the year, by which the board of education was abolished, and the city council assumed direct control of the affairs of the system.

Talladega.—The system is a new one, having been organized at the beginning of the year just passed. The course of instruction at present covers only 6 years, but its extension is contemplated. Lack of suitable quarters was the greatest difficulty experienced during the year; ample provision has been made, however, for both white and colored children for the ensuing term. One building recently completed cost \$15,000.

Tuscaloosa.—The number of children in attendance has increased nearly 50 per cent. over last year, and the cost of maintaining the schools was nearly \$2,000 more. Vocal music and industrial branches are desired. This city, also, is building a handsome brick school-house which will cost \$20,000.

ARKANSAS.

Hot Springs schools, though lacking the supervision of a superintendent, have made fine progress during the last five years. The board of directors and the principals of the schools have been earnest and thorough in the discharge of their duties, and the system is efficient and prosperous. A high school was established at the beginning of the year, opening with 44 scholars. Two of these graduated in May last. A reasonably complete laboratory and improved desks and seats, have been provided for this school, and its results have been highly satisfactory. One of the buildings of the board has been enlarged; the total seating capacity of the schools is now 950. The limit of indebtedness fixed by the constitution of the State is such that the usual expedient, the sale of bonds, cannot be resorted to for the erection of new school-houses.

CALIFORNIA.

San José.—The financial condition of the school system is excellent; though the city tax rate for schools is less than half the rate of 1884, the amount on hand at the end of the year was considerably larger. In regard to the kindergarten in operation during the year much difference of opinion exists; it is plain, however, that it is not appreciated as its merits deserve, and no demand exists for the extension of its facilities. An important step has been taken in the establishment of a library in each ward school.

San Francisco.—While the appropriations for the last year were more liberal than for several years past, the funds at the disposal of the school department were far from adequate to meet its pressing wants. Not only has the city fallen in arrears in the payment of its teachers, but it has failed to supply such buildings and school appliances as are necessary for the proper instruction of the children. The system of inspection inaugurated a few years ago has been an instrument of great good in the schools. Provision has been made for a limited amount of kindergarten work in the lower grades. The readers and arithmetics of the State series have already been adopted. These books will be sold to pupils at the actual cost of publishing; earnest endeavors will be made to make the experiment successful. Yearly written examinations have recently been dispensed with, and all promotions are now made by the principals and class teachers, subject to appeal to the superintendent by parents dissatisfied with the non-promotion of their children.

COLORADO.

Aspen.—The course of study and regulations of the schools were revised at the beginning of the year. The new course provides twelve years' study, three of which are to be devoted to the high school.

CONNECTICUT.

Bridgeport.—To provide for the increased number of children in West End, a building capable of accommodating 200 scholars has been rented. The increased number of teachers has made it possible to give more attention to individual pupils, and kept many from falling out of the classes. Evening schools for young men only were open during the winter.

Bristol.—A high school, established at the last meeting of the town, began its operations at the opening of the spring term, with 77 scholars. Its teachers are capable and its prospects flattering. By a recent vote of the school committee there may be, in addition to the regular branches laid down in the course of study, exercises in declamation, reading, and composition, at the discretion of each teacher. In the methods of teaching reading and geography special improvement is noticeable.

Enfield.—The school-houses are in good condition, since considerable attention was paid to their improvement during the year. The three high schools lack efficiency, and should be consolidated. It is proposed to begin the teaching of music and to improve the character of the instruction in penmanship, during the next year.

Greenwich reports show that the last has not been a year of satisfactory progress; indeed, many of the schools have fallen below their usual standard. For 17 years the public schools have not been as poorly attended as during 1886-87. This fact was mainly due to the opening of two private schools, one controlled by Catholics, the other by Germans, which took large numbers of children of these classes from the public schools.

Hartford.—The new buildings erected during the year, and the improvements in the hygienic condition of the old ones, have done much to advance the character of the school accommodations of the city. Irregularity of attendance had grown to be such an evil that, in order to stop it, a rule was made that no absence or tardiness may be excused except upon a physician's certificate that such absence or tardiness was caused by illness. A new course has been opened in the high school, embracing book-keeping, commercial arithmetic, instruction in business forms and commercial law as far as practicable.

This course was adopted in May for a year on trial, and as far as can now be judged, is going to prove a success. Again this year two evening schools have been conducted, one of which was partly supported by private funds; only a moderate degree of success was attained in either. A kindergarten established in one of the districts has been a very successful experiment.

Manchester.—Some of the school-houses have been very much improved in appearance and conveniences. Sufficient attention is not paid to regular attendance by either teachers or parents.

Meriden.—The greatest needs of the schools are the abrogation of the district system, and the employment of a regular superintendent. The course of study is too much encumbered with details, and should be abridged in order that essentials may be more thoroughly mastered. The study of music was introduced a year ago, and has been taught by the regular teachers with at least moderate success. The evening school of the past year was an experiment, and though not entirely satisfactory, it has met with greater success than usually falls to the lot of such schools, showing an average attendance of 249 out of a total enrolment of 498.

Middletown.—Noteworthy improvement in the matter of tardiness is reported. The attendance shows an increase except in the high school, where a falling off is noticed. Buildings are in good order, necessary repairs having been made.

New Britain.—The number enrolled this year was less by 109 than in 1885-86, a difference explained by the increased attendance in the parochial and private schools. The evening school constantly increases in its usefulness.

New Haven.—Increased attention to mechanical industry is the most important of the changes mentioned in the reports from this city. After considerable difficulty in procuring suitable rooms and a competent teacher for the new wood-working school, satisfactory arrangements were at last completed. The shop was properly fitted up and instruction was begun to 10 classes of 24 boys each at the opening of the school year. The boys were selected, by the principals of the various schools, from the two highest grammar grades, with the understanding that if they failed to maintain their records in their regular studies they were to be dropped from the carpentry class. A systematic course of lessons was given, each class receiving instruction covering two hours in every week of the term. Good results are already noticeable, and decided gain of the pupils in manual power is manifest. Two thousand five hundred girls receive weekly lessons in sewing; several of the teachers state that the girls under them have perceptibly improved in deportment and tidiness since beginning the course. Some 3,660 garments have been made. An ungraded school, formerly used as a truant school, has been discontinued, but to avoid the evil results of such action, incorrigibles are sent to other ungraded schools. The evening schools suffer from irregular attendance, an evil attributed largely to the inexperience of the teachers. The training schools have grown in favor with the graduates of the high school, and it may soon be possible to supply the demand for new teachers with home talent. The high school building is filled to its utmost capacity. Something has been done toward improving the curriculum of this school; a course in English, covering two years, has been carefully planned, and the discussion of current events introduced as a part of the regular daily programme. The works of standard authors are being generally introduced as supplementary to the school reading books. A new course of study prepared by the superintendent and a committee of teachers has been adopted.

New London.—During the year just passed the health of the children has been excellent and the attendance in the schools larger than ever before; the corps of teachers has been slightly enlarged in consequence. Success in drawing has not been as uniform as in some other studies. The school houses are in better condition than they have been for years past. The erection of new buildings, aggregating \$25,000 in cost, has been recommended by the board of education and the common council, and the appropriations therefor will doubtless be made at the next town meeting.

Norwich.—Unusual prevalence of children's diseases prevented the attendance this year from coming up to the standard of 1885-86, and the enlargement of the private schools lessened the enrolment of the city schools by 111. The teachers are interested in their work, and generally employ excellent methods. The houses and premises have been put in good repair.

Portland.—The showing made by the census this year does not compare favorably with that of last year. The enumeration is 39 less, and there are 5 more children not in school. The instruction and the character of the schools is good. Two entertainments were given during the year by the school of District No. 1, netting nearly \$50, which sum was expended for scientific apparatus and books for the library. The attendance in District No. 2 was reduced by the prevalence of scarlet fever during the last term of the year. Of the buildings, 2 are classed good, 4 fair, and 2 poor.

Rockville.—The irregular attendance of the pupils is the greatest obstacle in the way of success. A parochial school has been opened during the year with over 300 pupils,

drawn largely from the overcrowded primaries and intermediate departments of the east district.

Stafford.—The schools have enjoyed more than their usual measure of prosperity during the year just passed. Improvement is apparent in the efficiency of the teachers and in the quality of the work done.

DELAWARE.

Wilmington.—There were no radical changes during the year. The work of the schools went on steadily and with quiet energy. The attendance has not been so good as last year, though the total enrolment was 137 more. It is expected that opportunity will soon be offered for the pursuit of high school studies in the colored schools. The buildings appear to be good, supplied with good furniture, and generally well heated, but ventilation is obtained by most approved methods in but few of them.

DISTRICT OF COLUMBIA.

Washington.—The liberal provision of Congress for the erection of 7 new buildings will relieve to a considerable extent the unfortunate state of affairs shown in previous reports. But even these extensive additions to the school facilities of the city will fall far short of supplying the whole amount of desk room absolutely needed. This may be more readily understood when it is stated that 134 of the 400 white schools were limited to half-day sessions last year, and in the division embracing the colored schools the proportion of those for whom half-day sessions only were possible, was even larger. This condition of affairs was not confined to the lower grades, but even in the high school 150 of the pupils were unavoidably denied the privileges of the school, except for a half of each day of the school year. Six night schools were in session 52 evenings each, with an average attendance of about a thousand, nearly equally divided between the white and colored races; the good that these schools do is unquestioned. The past year is particularly notable as that in which manual training was first introduced in the schools of the city. The appropriation for the purpose was sufficient only to equip a school of carpentry in the high school building. Two hundred and twenty-five boys elected to take the course arranged. "The time devoted to the work was not sufficient to produce any marked results, but it is certain that it did not hinder the general progress of any boy who engaged in it, and it is equally certain that the influence of the work was beneficial in various ways in the school." The appropriation of \$5,000 for the purpose of industrial training for the next year has rendered a considerable enlargement of facilities for such work possible. It is proposed to establish three new shops in addition to that in operation during the past year. Instruction will be given in bench work, lathe working, moulding, and forging. Besides these four shops for boys, two cooking schools will be established. It is estimated that 1,300 pupils, male and female, may be trained. These will be taken from the classes between the seventh grammar grade and the last year of the high school. A clause in the appropriation bill restricting the number of teachers receiving salaries of \$900 or more has caused considerable inconvenience, and the uncertainty as to the intent of the restriction has given rise to some anxiety. Very much to the dissatisfaction of the teachers, the appropriations for the year were not sufficient to make the usual annual increases in the salaries of new teachers, except for those receiving less than \$500 per annum. "The abolition of the annual examinations at the close of the term for advancement to the high school, and the substitution instead of the average standing maintained during the year, has proven wholly beneficial."

GEORGIA.

Americus.—Attendance during 1886-87 was not as good as in the year before; an exceptionally severe winter and the prevalence of measles of a virulent type for a considerable time, are adduced as causes.

Athens.—This was the first year of organized school work. Five buildings were secured early in the year for the use of the schools until the completion of the two 10-room brick buildings that were at once provided for by the city council. Great care was taken in the selection of teachers, and an enthusiastic and well qualified corps of instructors was secured. All the desks and equipments provided are of the best obtainable, and are abundant in quantity. Not only is the city government earnest and generous in the support of the schools, but the citizens as well have shown their interest by donating \$1,000 for the establishment of a library. Despite the disadvantages surrounding an entirely new system, signal success has attended the year's work.

Atlanta.—This has been the most prosperous year in the history of the schools. The health of the city has been excellent, and no epidemic has interfered with school work. In the general appearance of the children there has been noticeable improvement; they are better clad and neater in appearance than ever before; nor is as much trouble experienced in having parents provide necessary books as formerly. The schools are well established

and the teachers proficient. The great need of the system seems to be more school houses. The high schools are not properly housed, and the accommodations for the colored pupils are not adequate.

Columbus has solved the problem of "supernumeraries" by the employment of a regular assistant teacher, who shall supply vacancies when they occur, and, when not so engaged, shall assist the regular teachers, devoting one day at a time to each teacher. The seating capacity of certain primary grades being insufficient, it was necessary to resort to half-day sessions. Supplementary readers were introduced in January, and give much satisfaction. The plan of teachers' meetings has been changed, so that now meetings of the teachers in the several schools are held regularly, and alternate with the meetings of the entire body of teachers. The enrolment this year was larger than ever before, and the schools were conducted at an unusually low cost per scholar.

Griffin.—The public school system established two years ago has steadily grown in public favor. A department has been opened during the year for the teaching of high school branches.

Macon school accommodations have been increased by two additional rooms, one of which was built with funds raised by the efforts of the teachers. Five teachers more than last year are now employed, and the enrolment exceeds that of 1885-86 by 306. The colored pupils will soon be supplied with all needed accommodations by the erection of a large new building upon a lot already provided. The board of education controls not only the city schools but those of the county, and are thus compelled to divide their attention between the two distinct systems. A great deal of time must be given to the country schools by the superintendent, and in order that this may be done without injustice to those of the city, an assistant has been provided.

Rome.—The chief want of the system is proper accommodations for the colored schools; the limited and somewhat embarrassed condition of the city's finances has made it impossible to provide for them properly.

Savannah.—The work of the year has been more than usually successful. Considerable increase has been made in the school accommodations of the city, and quite an addition has been made to the number of the out-of-town schools controlled by the board. An additional story has been built upon one city school-house, a two story addition has been erected to another, and a building containing 21 rooms and a large hall, formerly used as a hotel, has been purchased and converted into a commodious school-house. With these, all complaints of overcrowding must cease. Corporal punishment has been forbidden, and after a year's trial the teachers differ widely as to the advisability of the step, but the superintendent is convinced that the general deportment of the scholars has been better than before. An assistant teacher has been employed for each grammar school, so that the principal may be able to devote more time to the supervision of other grades than his own. The number of high school scholars is greater than usual, necessitating an additional teacher.

IDAHO.

Boisé City estimates its school property to be worth \$60,000. The instruction given embraces both the elementary and the higher branches. The total enrolment last year was 603, and the average attendance 506.

Lewiston has a fine 6-room school-house, furnished with modern appliances, the total cost of which was about \$10,000.

ILLINOIS.

Aurora.—A considerable sum has been expended for furnaces and general repairs. The school census shows that only 22 persons between 8 and 14 years of age attend no school, and only 2 between 12 and 21 can neither read nor write. The attendance has been fairly good during the year.

Belleville teachers are not as well paid as they deserve, but sufficient explanation of this may be found in the fact that the system is under the cloud of a large bonded debt, upon which a considerable sum must be annually paid as interest. With an enrolment 200 less, the average attendance was fully up to that of 1885-86, though the city was visited by an epidemic of measles during the year. A new building is being erected, which, when completed, will have cost \$25,000. It will supply all accommodations needed for some time.

Bement.—The grade of the school work has been perceptibly raised during the past year, and the scholars have improved in deportment and punctuality.

Cairo schools are crowded, and new buildings are urgently needed. Owing to limited accommodations for the high school, further additions to its library have been impossible. This school was recently placed on the list of those whose graduates are entitled to admission to the University of Illinois without examination. The general sanitary condition of the buildings in use is bad; out-houses and closets need immediate attention.

Elgin.—The course of study of the high school has been lengthened one year, and in consequence, the graduating class this year numbered only 5.

Freeport.—All the school record books have been destroyed, and no statistical or other report can be made.

Hyde Park is proud of a handsome new high school building, completed during the year. "Great pains were taken to have its arrangement, heating, ventilation, light, and construction as perfect as experience and modern science could suggest."

Joliet.—The board owns 10 buildings, of which 7 are of stone and 3 of wood; 2 of the latter have well-nigh outlived their usefulness. The supply does not equal the demand for seats, and it will soon be necessary to provide more ample accommodations. The grounds need attention. Industrial work is encouraged by holding annually an "industrial fair" for the exhibition of the handiwork of the pupils. A small admission fee is charged, and the receipts are distributed among the children as prizes. The schools every year, for the last 5 years, made an exhibit at the State fair, and have in that time secured \$250 in cash premiums and 18 diplomas. The work of the high school is fair. Changes have been suggested in its course of study which will tend to improve it. A two years' business course is proposed.

Moline.—The school board appreciates the value of ample accommodations, and has nearly completed a substantial new building of 8 rooms, which is expected to furnish all the room needed for several years. As a precaution against fire, as well as to conduce to the health and convenience of the pupils, city water has been introduced in several of the buildings. A new form of reports to parents has been adopted, in which figures have been discarded, and words used instead, to show the pupils' standing; the plan gives satisfaction to parents and relieves the teachers of much unnecessary work. The fourth annual handicraft exhibit held in April last was more successful than any of its predecessors.

Peru schools have a manual training department, in which wood working and sewing are taught.

Quincy school board has reduced its permanent indebtedness to \$1,000, and hopes to still further materially decrease it during the next year. Improvements have been made in several houses, and steam heat was introduced in one. The number of parish schools in Quincy is quite large for a city of its class, and the percentage of enrolment in the public schools to the school population is relatively small for that reason. For fully half the year epidemics of measles and scarlet fever have prevailed, seriously affecting the enrolment, attendance, and school work generally. The year, therefore, is considered an unsatisfactory one, though much good work was done.

Sterling.—The last has been a profitable year, with little interruption of the routine work of the schools from any cause. In March an "exposition" was held under the auspices of the teachers' association of the county, which developed, among others, the fact that the improvement of the children in drawing has been remarkable.

INDIANA.

Bluffton schools appear to be well organized and successful. An exposition of school work held during the year was decidedly satisfactory as an initiatory effort.

Cambridge.—The work of the schools is laid out with great exactness. A great deal of attention is paid to the study of the English language.

Crawfordsville seems to have solved the problem of punctual attendance, for with 1,293 pupils enrolled, not a single case of tardiness is reported. The regular publication of lists of all pupils perfect in attendance has been an important aid in bringing about this result. It has been possible during the year to eliminate the ninth year from the grammar school course. This extra year had been added because, with the short sessions made necessary by limited appropriations, it was impossible to properly prepare pupils for the high schools in the usual 8 years.

Crown Point also reports great improvement in the matter of promptness, the tardy record having been reduced from 753 in 1883, to 79 in 1887. The schools made a creditable exhibit at the recent National Educational Exposition in Chicago. The buildings and premises were never before in such a perfect state of repair; they will supply all demands for several years to come.

Decatur.—The new building did much to increase the success of this year's work, since its arrangement is such that school government was rendered comparatively easy; and its excellent system of ventilation had a beneficial effect upon the health of the pupils. Every room available is crowded beyond its capacity; the city needs more teachers and more buildings.

Frankfort.—Since the completion of the new 8-room building at the beginning of the year, the number of sittings has exceeded the number enrolled by over 200. Abundant accommodation is thus guaranteed for all pupils that may seek admission for a year or

two, at least. Much good has come of the teachers' efforts to stimulate in the scholars a love of good reading.

Hagerstown.—The finances of the school board are in excellent condition. The school is liberally supplied with chemical and physical apparatus.

Knightstown has a thoroughly organized and well-graded school with a course of study covering 12 years.

Michigan City.—The crowded condition of some of the rooms made it apparent at the beginning of the year that more room was essential for the proper prosecution of school work. Accordingly, a dwelling house was purchased and converted by a series of alterations into a school house. The study of language received more attention this year than formerly.

Peru.—The feature of the system is the careful and systematic study of English literature, extending through the whole course. German may be taken up in the fourth year, and when begun must be continued throughout the course. The high school may issue certificates of admission to the freshman class of the State University without examination at that institution.

Plymouth.—The work of the year has been pleasant and successful, with improvement in registration, attendance, and punctuality. Only 22 cases of tardiness occurred, and in nearly every instance the offense was committed by new scholars. An excursion to Chicago was given to the pupils and their parents, in addition to the regular commencement exercises at the end of the year.

Richmond school statistics do not make so favorable a showing as last year, either in the percentage of enrolment to school population or in the tables of attendance. Much valuable apparatus has been added to the physical and chemical laboratories, and 30 fine microscopes have been procured for the use of the classes in botany and zoölogy. Drawing has been taught under the supervision of a specialist for 2 years, and the progress made during that time has been remarkable. The plan of semi-annual promotions has also been in operation two years, and all expectations of improvement through its agency have been fully realized.

Rochester.—A step has been made towards manual training by the introduction of drawing and clay modelling.

Rockville.—The half-day system has been adopted for the first-year pupils, and has proved even more successful than the all-day plan. Drawing and music have been taught for 3 years, the former with success; the latter with such meager results that it is recommended that it be discontinued as a branch unless a special teacher can be secured.

South Bend.—The "school fair" held during the year was highly gratifying in its results, and furnished the means with which to establish a reference library in each building. The library and museum of the high school have received important additions during the year. Two flourishing literary societies, each of which supports a paper, are aids to this school. The progress in music has been very gratifying.

Vincennes.—Particular attention is paid to supplementary and sight reading. German is optional, and may be begun after the second year. The high school instruction embraces an English and a Latin course.

Warsaw.—The cost per pupil of the schools for the year 1886-87 has been slightly in advance of that for the previous year, principally because more experienced teachers were employed, at the maximum salary. The number of "tardies" has been reduced to a very low point, but the number of those absent a half day was so great as to lead to a suspicion that the sentiment against tardiness has grown to be an evil rather than a means for good.

Washington.—While the schools have not yet attained the highest standard of efficiency, they are constantly improving. A good beginning has been made towards a school library, and the excellent plan prevails of requiring each child who reads a book to write an essay upon it. The main building is undergoing repairs.

IOWA.

Council Bluffs.—The financial year has been changed, and now ends August 31, instead of December 31, as formerly.

Dubuque.—German is taught as an optional in the grammar grades, and outside of the regular school hours by special teachers. It is, however, a part of the regular high school course. The system utilizes 72 rooms for the graded schools and 1 for an ungraded school.

Iowa City high school arranges its studies in three distinct courses, with considerable latitude allowed to students in the choice of studies in the last year. A course of reading is prescribed in connection with the English course.

Lyons.—The system of grades and the course of study were amended before the beginning of the school year. The new course is arranged to cover 11 years, but under certain circumstances special promotions may be made, thereby lessening the time.

Muscatine.—The opening of the schools at the beginning of the year was delayed three weeks on account of the alarming prevalence of diphtheria. For some time after the opening the attendance in the lower classes was very scant, and the work done was of a fragmentary nature. The higher grades made quite as good progress as usual during the year.

Oskaloosa.—An exhibit in May of the handiwork of the school children excited a great deal of interest. It was the largest ever made by the children, and was regarded as a success and of great educational value. In addition to the usual teachers' meetings, weekly "grade meetings" have been introduced, affording opportunity for consultation of teachers of like grade. These have been productive of much good. Prevalence of measles among the pupils of the primary grades caused some interruption of the work of these grades in the spring, but when the epidemic subsided, the loss was almost, if not wholly, made up through the extra efforts of the teachers. The museum of the high school has received important additions. Music is skillfully taught by a specialist.

Ottumwa.—Especial attention is paid to English in the high school; the writings of standard authors are critically read and discussed in class. Singing, drawing, and penmanship are studied throughout the entire course.

West Des Moines.—The most gratifying improvement noted is that of the high school; at the beginning of the year its course was carefully and judiciously revised, and its work put on a broader and more practical basis. A pupil may now choose a 2-, 3-, or 4-year course, or, under proper restrictions, may arrange a course to suit himself. The enrolment of boys in this school has increased wonderfully, and is now 30 per cent. more than for either of the last 5 years. So great has been the influx that the building is overcrowded, and more accommodations are demanded. An evening school was opened for the first time in the city in November last, and its enrolment speedily increased from 85 to 131. It was in session four and a half months, and its success was such that it is now considered a permanent branch of the system. Kindergarten methods are employed in three of the buildings, and continue to find favor with the patrons of the schools. A manual training school is earnestly desired, and lack of funds is the only hindrance that prevents its establishment. Two new sites have been bought during the year, and \$15,000 have been spent in providing heating apparatus for four buildings. Four new rooms have been opened, and the number of sittings increased to 3,510.

KANSAS.

Atchison.—Low assessments caused the shortening of the school year by two months, and made it necessary to readjust the course in order that it might be completed in the shortened time. Despite this, inclement seasons, and the prevalence of disease, the extra efforts of the teachers accomplished good results. For reasons economic and hygienic, the first year pupils will in future attend school only a half of each day. The high school has been reorganized and the course graded and extended. There are now two courses, one of which is intended for those preparing for college, and the other for those whose school life will end with the high school. During the year a literary and musical entertainment was given by the pupils, netting over \$80.

Clay Centre.—The schools are crowded in all the grades, and in the primary schools it has been necessary to exclude all children under 6, and to make use temporarily of the half-day plan. A new 8-room building, soon to be completed, will remedy this condition of things. The attendance has been greater and more regular than in any previous year.

Kansas City.—The school system is yet undergoing the process of formation, and can not be said to have done as good work as may be expected later. The city as at present constituted was recently formed by an act of the State Legislature, by the consolidation of three distinct corporations. A thorough reorganization of all the schools was necessary to secure a reasonable degree of uniformity. Complete order has not yet been evolved, but it is hoped that by the end of next year a well organized system may be secured. Some trouble was experienced in the sale of bonds on account of an old State law, but a special act was obtained, which obviated the difficulty.

Lawrence.—The schools "move forward without jar or confusion," steadily growing in numbers and effectiveness every year. The belief expressed by many that school work is often beyond the powers of the children has induced the authorities to make a number of changes. The primary schools have been in session only a half day; studies have been arranged with a view of reducing home study to a minimum; and an additional year has added to the course with but little increase in the work.

Leavenworth.—A larger balance than usual remains in the hands of the treasurer this year, showing that the finances of the system are well cared for. The schools are crowded, and it will be necessary during the year to provide new houses, especially for the children living in the remote parts of the city. A vacant building was leased for the use of the high school and occupied, but it being ill adapted to school purposes, no little

inconvenience has resulted. Notwithstanding this drawback the school has done good work during the year; a small tuition fee is charged.

Ottawa.—Though three more teachers were employed during the past year than in 1885-86, the number of pupils in average attendance averaged 52 to each teacher. The half-day plan was adopted for the first-grade primaries and in other schools, but a rearrangement of the grades made all day sessions again possible in all but the lowest classes. More attention has been given to mental arithmetic, and some improvement has resulted.

Topeka schools have been brought up to a high state of efficiency. That they have improved in attractiveness is shown by the fact that the average attendance has increased in greater ratio than the enrolment, and that tardiness has diminished. The introduction of drawing and music added much to the labor of the teachers, since it was necessary for them to qualify themselves to instruct in these branches, yet their work has been highly commendable. Individual schools are encouraged to beautify their premises and to provide themselves with libraries and musical instruments; many of them are now quite well equipped in these respects.

KENTUCKY.

Hopkinsville.—The mildness of the last winter and the good weather that has generally prevailed during the year have been very favorable to school work. Pupils and their parents do not appreciate the value of promptness, as the number of tardinesses shows. Drawing and vocal music were placed in the course of study this year. The heating apparatus is becoming old and defective, and the adoption of better methods of heating and ventilation is being discussed.

Maysville.—The school board has abolished the office of superintendent of schools.

Newport.—A new building, a model of convenience in all its appointments, was completed January 1, and in two hours after its opening it was filled by over 500 pupils. The relief thus afforded to the other buildings made a thorough reclassification possible, and all half-day classes were discontinued as such in all but two buildings. The high school is a source of especial gratification to the citizens.

Owensborough is doing good work educationally. The citizens, by a more than two-thirds vote, have increased the *ad valorem* tax for 2 years, in order to provide new school-houses. A \$20,000 house has already been erected.

Paducah.—The regulations and course of study are undergoing revision.

LOUISIANA.

New Orleans schools receive an inadequate support. The appropriations made by the city are not in just proportion to those for other departments of the municipal government. The school houses are not what they should be in number or in quality, being not only badly crowded, but in some cases even unsafe. The teachers are poorly and irregularly paid.

MAINE.

Augusta.—Improvements over last year in many respects are noted. Fewer changes have been made in the teaching force, and the school year has been lengthened by two weeks. Teaching methods have also generally improved. Complaint is made against the district system; the supervisor states that it is impossible to obtain results commensurate with the amount of labor and money expended. Changes have been made in the text-books of arithmetic and grammar in use, the new books being considered far superior to the old. An attempt has been made to make the English course in the high school more of a practical business course. The free text-book system has been in operation a year, and all advantages expected to result from it have been fully realized. An evening school was requested by a class of 100 persons last winter, and the subject was brought up at a district meeting, but action was deferred, since the proper season for such schools had nearly passed. Except during the prevalence of measles last fall the attendance has been better than ever before. This was undoubtedly due to the passage of a more effective truant law by the city council and the employment of a truant officer.

Bangor.—The prosperity of the schools is steadily advancing. This year's class was the largest that ever graduated from the high school. Single-entry book-keeping has been introduced in the highest grammar grade.

Calais has been free from prevalent disease, but the average attendance for the year was only fair. When repairs already begun have been completed, the buildings will be in a very creditable condition. New stoves have been provided where needed, and the heating apparatus is, therefore, now generally good. Single seats have been substituted for the double desks in the high school—a change for the better.

Cape Elizabeth.—A review of the work done during the year discloses very gratifying results. The teachers have been cordially supported by the patrons of the schools, and no unfavorable incident has occurred to mar the general harmony of their relations.

Deering has opened two new schools, requiring the employment of four additional teachers. The average attendance for the year was lowered by the prevalence of contagious diseases incident to childhood. A year has been added to the grammar school course.

Gardiner.—The free text-book system is being gradually introduced. The new \$9,000 house is sufficient for all present needs of its section. With one exception, all the buildings are excellent.

Lewiston.—The excellent condition of the schools is a matter of congratulation. The teachers are enthusiastic and well posted in educational matters, and the houses generally are a credit to the city. Their number has been augmented by the completion during the year of a neat and tasteful building of 6 rooms, which is to be used for primary and intermediate schools. Notwithstanding the excellent advantages that are offered to the pupils of the evening schools, only a small proportion of the 400 enrolled derived any benefit from their attendance; irregularity, the evil so common in such schools, was the cause.

Portland.—The number of sittings has been considerably enlarged during the year. Five third-story rooms in different buildings have been fitted up for school purposes and will accommodate about 50 pupils each. An additional site has been purchased and a new house for a primary school begun upon it. Improvements are mentioned in the sanitation of the buildings; in some cases still, however, sickness of teachers and pupils is charged directly to the bad hygienic condition of school-houses. The attendance of the pupils during the year has been excellent, and the deportment good, without too frequent resort to corporal punishment. The study of single-entry book-keeping has been introduced in the higher grades of the grammar schools, to take the place of exercises in penmanship. In the two months that have elapsed since the inauguration of the change it has proved to be both interesting and profitable. A new system of teaching music has been introduced by the special teacher; it is highly spoken of. A school for the deaf is controlled by the city board, but is largely supported by the State, only \$22 of the city appropriation having been used last year.

Saco needs more schools, since those now established are badly crowded. Slight changes have been made in the list of text-books used in the high school, but some still in use were published over a score of years ago.

MASSACHUSETTS.

Adams schools are crowded and more buildings are needed. The need of an additional teacher in the high school is so great as to impair the efficiency of the school. Double daily sessions have been necessary in the lower grades of some schools, and though first intended as a temporary arrangement only, no serious objection has been urged to the permanent adoption of the plan. The percentage of attendance to school population, 75, is the highest ever reached in this city.

Amherst.—Reduction of appropriations compelled the school committee to reduce the number of weeks of school and to neglect needed repairs upon school property.

Arlington.—Harmony has distinguished the meetings of the board and the management of the schools. No material change has been made in the course, excepting the promulgation of a rule requiring the study of English three full years in the high school. The musical instruction is excellent. School buildings are generally in good order, and the expense for repairs continues to be comparatively light. Thirty new desks have been bought for the high school.

Attleborough.—The last was a year of quiet prosperity, during which no disturbance has occurred to excite public comment, as in former years. The excellent system and organization introduced by the superintendent has had the best opportunity yet afforded for showing its many advantages. So rapidly has the population of the town increased that there is again need of more school accommodations.

Beverly.—The record of the year, as a whole, is a good one. A superintendent is needed to bring the system up to its best work. A new grammar school was opened at the beginning of the year, but its continuance is somewhat doubtful, since the number of children enrolled is not so large as was expected. The entering class of the high school was unusually large this year, and necessitated the opening of a new class room.

Boston.—The school committee have made only one considerable change in the course of study, and that in regard to arithmetic. The study has been abridged by omitting a number of subjects thought to be beyond the comprehension of children or of little practical good, and simplified by confining problems to small numbers and simple subjects and processes. The time has been shortened to from two to three and one-half hours per week. The supervisors speak hopefully of the reduction now, though they opposed it at the time of its enactment.

Blackstone.—The percentage of absenteeism and non-enrolment is entirely too large for the best good of the schools, and a potent cause of it is the lack of sufficient room in certain

districts. Temporary quarters have been found for one new school in a church, and 40 pupils are there accommodated.

Bourne schools compare favorably with those of towns of similar size. Good discipline is secured with but little necessity for corporal punishment.

Braintree.—As a rule the schools are well accommodated and the discipline is generally excellent. The study of literature was systematically begun in the high school last fall. The wisdom of the free text-book system has already been proved, since it has resulted in a saving of time and money.

Brookton.—The school buildings have been generally improved during the year. The method of employing janitors is such that they can not be compelled to attend to their duties properly, and a change is desired. Music is successfully taught, but no enthusiasm is manifested in the study of drawing. The evening school is doing well.

Brookline.—Lack of sufficient accommodations causes considerable trouble, and numbers of transfers, involving some inconvenience to the children and a great deal of trouble to the school officers, have been necessary. A new building, however, is in course of erection, which will relieve the pressure. This building will be larger than any of those now standing, and will in addition furnish suitable rooms for industrial instruction. An experiment has recently been made, without cost to the town, of instruction in cooking. The plan has been successful as far as could have been expected, and the result of it is that the advisory board recommends the establishment of a vacation cooking school for girls, on the same plan as the vacation manual training school for boys. An evening school was opened in November and has continued so far with fair success, 20 scholars being in regular attendance. Slight changes have been made in the curriculum of the high school, less time being given to physical geography, and more to the study of English literature. Military drill has been introduced and has had good effect upon the discipline of the school. The number of teachers employed during the year is larger than ever before.

Cambridge.—The system has lost an unusually large number of experienced teachers, whose resignations caused serious loss to the schools. The most important event of the year has been the division of the high school into two distinct schools. Of the 500 pupils, 335 remained, with 10 of the 15 teachers, in the old building, as the "English High School." The others removed to a building specially fitted up for them and formed the "Latin High School." In the English school the work in chemistry has been extended to cover six months, and in physics to cover one year. Laboratories have been fitted up and pupils have been set to work under an experienced instructor. Latin is studied in this school for the first three years only; diplomas are given only after a full four years' course. The "city school" for pauper children has been transferred from the control of the school committee to that of the overseers of the poor, in order that manual training may be introduced without the specific appropriation which the city council failed to make. Seven classes of twelve boys each receive instruction in the use of tools in the rooms of the Cambridge Industrial Association. It is expected to make a trial of vacation schools during the coming summer. Music and drawing are systematically taught by specialists; decided improvement in the latter study is reported. The school committee have no control over the janitors, consequently the buildings are not properly cared for; at one time it was necessary to close 20 rooms in the short period of eight days, because they were too cold to be occupied.

Canton.—Through the generosity of one of its members, the board has been enabled to offer to the girls of the schools a course of lessons in cooking. One hundred and two pupils enrolled themselves as members of this class, and took lessons during school hours, making up the time thus lost from their regular studies. Besides the work done in class, the girls were encouraged to put into practical use at their homes the knowledge obtained; 2,557 dishes were thus repeated. The record shows that the instruction is such that it interests and holds the scholars, and so far from lessening the attainments of the pupils in other departments of school work, it tends to increase their interest in their regular studies. Instruction in sewing is also given by the approval of the board, but by volunteer teachers and outside of regular school hours. The no-recess plan adopted last year entails no hardship on the children, and gives general satisfaction. In the summer vacation all the buildings were thoroughly cleaned and put in good order.

Chelsea.—The scale of salaries of all assistant teachers, excepting those of the high school and the specialists, has received a new adjustment, by virtue of which length of service, and not difference of grade taught, will be the standard of rank. German and zoölogy have been introduced in the high school, but otherwise the course of study remains practically the same as formerly. In vocal music the pupils are very proficient, a fact due largely to the enthusiasm of the teachers, many of whom received thorough musical training in the schools of the city. The laws respecting truancy are not altogether effective. The evening schools have been in a measure successful, but irregularity of attendance is a serious hindrance. The drawing school is well conducted, and

notwithstanding its poor and insufficient accommodations, the work produced is of a very high order. A large brick building will be completed in time for use in September, and will provide for the increase in the number of scholars, which is expected then.

Chicago.—The percentage of attendance shows a large increase, attributed to the plan recently instituted of giving a half holiday in each month to those perfect in attendance during that time. Thorough grading has been secured through the efforts of the superintendent, who prepared the new and very effective course of study now in use. In the matter of charts, maps, and supplies of like kind, the schools were never better supplied than at present.

Cinton.—The excellence of the heating arrangements is a notable feature of the school buildings. Regularity of attendance was affected by the prevalence of scarlet fever.

Danvers.—General improvement is noticeable, and in English and composition the progress is especially marked. The plan of examination for admission to the high school is believed to be faulty, and important changes are contemplated. The pernicious effects of competitive examinations for percentages are in future to be avoided by keeping the rank of the scholars secret. The percentages will be used in the advancement of classes, but pupils will be told only if their standing is "good," "fair," or "bad." The classes of the high school are unusually large.

Dedham.—Work of instruction in the high school has been carried on this year under serious disadvantages, but the completion of the building already begun will do much for the improvement of its condition. The attendance has been excellent—somewhat better than last year. The systematic study of music under a specialist was begun this year, and good results may even now be noticed. The evening school was conducted with a large but irregular attendance; it is notable that the average for the last week was the best attained.

Everett.—Many unusual drafts have been made upon the funds of the school committee during the year, and a deficit has resulted. The accommodations appear to be better than last year, as only one district complains of overcrowding.

Fall River.—A special committee has been appointed to examine into the merits of the system of industrial education adopted in other cities and to report upon the advisability of its adoption here. A most encouraging sign of the progress of the teachers is found in the increasing popularity of periodicals devoted to professional subjects. The primary schools form a particularly important part of the system. Though they require only 3 years' study, they are attended by more children and require more teachers than all the other schools, which cannot be completed in less than 10 years. Single entry book-keeping has been introduced in the last year of the grammar school course, and has given the pupils excellent practice in penmanship, and some knowledge of business transactions without interfering with the other studies. Twenty-one rooms for evening schools, each room in charge of two teachers, were opened in December last. The evening drawing schools are not attended as well as they should be. The importance of the study of music and drawing is appreciated, as is evidenced by the recent employment of special teachers for these branches. One of the finest high school buildings in the country has just been donated by a private individual, who also gave the school \$50,000, the income of which will be applied to instruction in mechanical, chemical, and philosophical branches.

Fitchburg.—With the growth of the city has naturally come a large increase in the number of scholars in the schools. During the year two new houses of two rooms each have been opened, and these, with the recently established Catholic parochial schools, have relieved the pressure in the portion of the city in which they stand. In other quarters, however, the crowding still continues. The school board has adopted a new schedule of salaries, based on length of service, putting a premium upon experience and continued service. The evening schools have not accomplished as much as their friends anticipated, for they have not been well graded, the attendance has been irregular, and experienced teachers could not be obtained.

Framingham.—Among the improvements reported are a scientific laboratory with provision for individual experiment, and 4 new school rooms. Interest in vocal music steadily increases. The number of teachers has been augmented.

Franklin has expended a considerable amount in improvement and repairs. The attendance for the year has not been up to the expectations of the committee, and the explanation is found in the eagerness of the children to earn money.

Gloucester.—The year has been one of steady progress in school affairs, the suburban schools showing especial improvement. Parochial schools were opened in January, which withdrew a little over 200 scholars from the public schools for the remainder of the year. This fact affords a reasonable explanation for the decreased enrolment and attendance shown by the statistics. An offer of kindergarten materials and a fund to partially defray the expenses of a public kindergarten was regretfully declined by the school committee, as the city could not afford the additional expense the acceptance of

the offer would involve. The old high school building, with all its furniture and apparatus, including the equipments of the military battalion, was consumed by fire in June. The city council has met the emergency by a liberal appropriation for a new building, immeasurably superior to the old one. The new house will comfortably seat nearly 400 pupils.

Great Barrington.—The principal schools are full to overflowing, and at the present rate of increase more buildings will soon be needed. The necessity for better supervision is felt, and a plan is suggested by which the principal of the high school may be supplied with an additional teacher and devote a part of his time to the supervision of the schools. Considerable difficulty is experienced from absence and tardiness. Special attention is paid in the high school to the study of local and national government and the duties of citizenship. In all the grades the instruction in mathematics is very thorough.

Haverhill.—The number of pupils connected with the schools during the year has been the largest in the history of the city. The affairs of the system have been economically administered, and the real cost per pupil was reduced by \$1.70. The method of promotion has been altered and the daily work of the pupils and the judgment of the teacher will have an equal bearing with the two examinations. The no-recess plan was adopted for the primary and grammar grades, and after a trial of a year has proved itself to be a wise measure. The names on the register of the evening school are constantly changing, and the result is little real progress. Excepting 2, the buildings are good; they will afford sufficient room for the increased numbers that will be enrolled in the fall.

Holliston.—The schools have been conducted during the past year without a superintendent; attempts were made to join with some other town to secure one, but without success. Early in the year the committee arranged a more systematic course of study for the schools, and issued printed instructions for the guidance of teachers. Instruction in music was more thorough and systematic than was possible in previous years.

Hopkinton.—It is impossible to secure the best returns for the money expended under the circumstances that now prevail, since the districts are so numerous and small that effective organization cannot be secured. The attendance during the past year was not all it should have been, one-seventh of the school time of the pupils having been lost by absence.

Hyde Park.—By generous appropriations the committee has been enabled to maintain in the schools a higher standard than usual this year. Fire-escapes and city water have been provided for the largest buildings, conducting both to the comfort and to the safety of the children. A number of carpenters' benches with the necessary tools were presented to the committee by a public-spirited citizen, and with these an experimental school of carpentry was opened, and in a short session met with good success, resulting in the recommendation by the committee that it be made a permanent feature of the system. The evening school was conducted with success.

Lee.—The school population of the town has constantly decreased for several years past, and naturally the school attendance has also diminished. A more marked falling off than usual, however, appears in the latter during the past year, as the result of the opening of a convent school. Instead of the lack of school room complained of in previous reports, there is now more than is needed, and consolidation and reduction in the number of the schools will soon be in order.

Leominster reports an improved condition of school buildings, and an enrolment increased by 150. Unforeseen contingencies have raised the expenses to several hundred dollars more than the amount received. Additional teachers and increased appropriations will be needed next year.

Lowell.—The school committee complains bitterly of insufficient appropriations. The teachers are poorly paid, and the buildings in some districts are not adequate for the requirements of their localities, and many of them have become old, unhealthy, and useless. Music has not been a success, and little interest is manifested in the study. One thousand nine hundred scholars were instructed in the evening schools at a cost of \$10,125. Six school-rooms and 4 teachers were added during the year. The equipment of the battalion of cadets has been greatly improved, and more interest than ever is shown in the military drills.

Lynn.—The evil of truancy causes much trouble, and the establishment of a school for incorrigibles is recommended. Irregular attendance affects the work of some of the schools to an undesirable extent. Considerable attention has been given to the sanitation of the buildings, and in this respect their condition is better than ever before. Additional accommodations are needed. This is especially true of the high school, where 325 scholars are crowded in a building whose seating capacity is only 284. To provide the better for those scholars who expect to remain in the high school for 1 or 2 years only, it is proposed to establish an English high school, whose course of study shall be especially adapted to this class of students. The evening schools, especially those devoted to book-keeping and short-hand, are firmly established and successful. Special

instruction in penmanship has been discontinued, the regular teachers doing the entire work. A new system of teaching music was introduced this year, and has been highly successful. The subject of industrial training is under the consideration of a special committee. Its adoption is doubtful.

Marblehead has no superintendent, and the schools show the want of constant supervision. The primary schools particularly are irregular in their instruction. The attendance is not as good as the best interests of the schools demand, and a truant school is sadly needed.

Medford.—A new building has been erected, which is the most inviting in appearance and the best appointed in the town. An appropriation is recommended for an evening school, none having hitherto been in existence here.

Melrose.—The instruction given is of good quality, and the facilities for school work are excellent. The necessity for a superintendent becomes continually more apparent.

Milford.—The division of the town and the incorporation of a part of it under a new name by an act of the Legislature took from the Milford school system four schools and considerably affected the school statistics. The evening schools are not successful, though every inducement is offered to secure regular attendance. Interest in drawing has been fully sustained.

Montague.—Twenty-eight per cent. of all the money expended by the town is devoted to the education of the children. A new high school has recently been established, and is doing well.

Needham.—The regulations and course of study have been revised and printed for use at the beginning of 1887-88.

Newburyport.—The schools are highly prosperous, the rooms well filled, and the pupils generally interested. The high school is in a more satisfactory condition than for years past; the work done has been thorough and the discipline excellent. During the year the teachers and scholars have established a library of 300 volumes, without cost to the town.

North Adams.—After a series of transfers it has been possible to abandon two undesirable buildings, and, general repairs having been made on the others, the present school accommodations are better than ever before. Necessity no longer exists for a new school as at the latter part of last year, since a Roman Catholic school has been opened, drawing a considerable number of children from the public schools. Better success has been attained in the evening schools than in any previous year. Sufficient aid is not received by the teachers from the truant officers.

North Brookfield has passed through a year of quiet, steady work with no great difficulties to contend against, and no unusual improvements made. A school paper has been established and an entertainment given by the high school, for the purpose of buying a piano.

Northampton is without proper arrangement for the confinement and instruction of habitual truants, and the law respecting them can be successfully resisted. All the school buildings, with a single exception, are in good repair and furnish comfortable accommodations. An evening school was opened with an enrolment of 84 pupils, but so irregular was the attendance that not more than a dozen derived any real benefit from it. The evening draughting classes were quite successfully conducted.

Northbridge.—The school work has been similar to that of previous years, presenting no especial feature or noteworthy change.

Peabody.—Both enrolment and attendance show increase over previous years. Greater thoroughness in instruction is desired, and with the object of securing this the committee has directed that the length of the lessons be lessened. The course in music used for several years is now being carried out with greater exactness than was ever before obtained. The need of a superintendent is felt. The building burned a short time since has been rebuilt with the money received from insurance.

Pittsfield schools are too small and too numerous to accomplish the best results. The sanitary condition of some of the houses is bad, and should receive immediate attention. Truancy has caused more trouble than ever before, a fact probably due to the failure of the judicial authorities to sustain the truancy regulations of the school committee. The efficiency of the drawing school has increased and a larger number of scholars have availed themselves of its privileges.

Randolph.—The corps of teachers still remains unchanged. The health of the children has been remarkable good, not a death having been reported.

Rockland.—This has been a year of good, substantial work in the schools. The introduction of music in the primary schools has done much to enliven the work, and has been of great benefit to the children. The evening school has not been as successful this winter as last, the number in attendance being so small as to render the continuance of the school doubtful.

Salem.—The study of book-keeping, and of physiology and hygiene, though authorized some time before, was begun this year in the grammar schools. The second annual industrial exhibit of the children of one of the schools was highly creditable, and the judges were so well pleased that they contributed liberally to purchase a full set of carpenters' tools for the use of the pupils of that school.

Salisbury.—By an act of the State Legislature, a large portion of the town has been annexed to Amesbury, leaving only 6 schools instead of 20 under the control of the Salisbury committee.

Somerville.—The work of the grammar school has been curtailed in order that essentials may be more thoroughly mastered, and that the work may be accomplished, generally, during school hours. A library has been selected and a catalogue prepared. An additional primary school has been established. Of the class entering the high school in 1882, 50 per cent. graduated last June and 25 per cent. have entered various colleges. Two new houses are being erected and will be finished during the coming summer. The cost of each will be \$10,500, exclusive of land, heating apparatus, and furniture. The prevalence of truancy causes much solicitude.

Southbridge.—The higher grades have been unfortunate in suffering from frequent changes in the teaching force. All the schools except the high school were in session one week longer than usual this year, increasing the expenditures by about \$200. A new course of study has been put in operation, which aims to be thoroughly practical as far as possible. It is to be elastic, so that special promotions are permissible, and special students may be accommodated in the high school. The houses are not in keeping with the requirements of the system. Their sanitary condition is bad, the heating apparatus defective, and the yards unattractive. The schools lack thorough discipline.

Spencer is troubled with crowded primaries; some rooms that were intended for not more than 70 scholars have been packed with 100 or more. Drawing has been well taught by a special teacher, employed this year for the first time.

Springfield.—The preparations for instruction in carpentry were completed at the beginning of the year, and 84 boys from the grammar and high schools volunteered to take the course of 15 lessons. One and a half hours per week were devoted to the work, which was so arranged that no time was lost from the regular recitations. The school was successful to such an extent that the committee recommends that the city government increase the appropriation for this purpose from one to five thousand dollars, in order that manual education may be more extensively introduced, and upon a more satisfactory basis. The establishment of a kindergarten is being considered also. The schools generally are not as efficient as they should be, and a great reason for their shortcomings is the badly overcrowded condition of so many of the rooms. The department system of teaching is on trial in one of the grammar schools, and its results have so far been quite encouraging. The evening schools are thoroughly organized and compare favorably with some of the day schools.

Stoneham.—The general good condition of the school is cause for congratulation, and to the earnest efforts of the teachers much credit is due. The discipline in the majority of the schools is very good.

Taunton.—Floods during the spring reduced the percentage of attendance, but even had these not occurred the percentage would not have been as high as it might have been had parents been less lenient with their children. The hygienic condition of the buildings has been investigated, and where defects were found the remedy was applied as far as possible. The cost of the free text-book system for the year has been \$5,000—\$1,000 less than last year. The system, by the way, does not appear to give satisfaction here; the superintendent opposes it as taking too much of his time and that of the teachers. A scientific laboratory is being provided for the high school, \$500 having been appropriated for that purpose during the year. The evening and drawing schools are in good condition and are doing good work. The high school offers four courses, with a considerable range of electives. Flexibility is the distinguishing characteristic of the courses. Music is taught by a specialist and excellent results are attained. The superintendent's report does not indicate a very high state of efficiency in the schools.

Waltham.—Early in the year a sub-committee of the board was appointed to investigate the subject of manual training, and to propose a feasible and economical plan of grafting it upon the public school system. The committee has devised a scheme by which elementary manual instruction may be given to those pupils who desire it, and which will in no way interfere with the regular school exercises. The plan will receive a fair trial. Five hundred and thirty-eight girls received instruction in sewing during the year. The no-recess plan has been adopted for the high school, but sufficient time has not yet elapsed to judge of its merits. The holding of elections in two of the school-houses causes serious interference with the work of these schools. The evening schools show constant improvement; the drawing school is not yet as well attended as its excellence merits.

Watertown.—The school year has been changed, so that it now contains two terms instead of three, as formerly. A training school for teachers has been established, and

young ladies may enter as pupil teachers, receiving no pay, but improving themselves by observation and practice. Sewing has been introduced and is taught one hour per week by the regular teachers. A great deal of additional material for object teaching has been purchased. A new primary school has been established; transfers and reorganizations have been made where deemed expedient.

Webster's school committee has indulged in extensive repairs this year, which have resulted in the expenditure of more money than was appropriated by the town. A few changes have been made in the text-books used, on advantageous terms. Neither drawing nor music has as yet been introduced; but public sentiment seems to demand them, and both will probably be incorporated in the course of study at no distant day.

West Springfield.—The salaries paid to teachers are not sufficient to hold the best, and the schools suffer from constant resignations. All grammar school studies have been eliminated from the high school course, thus raising the grade of the school. A new method of teaching music has been adopted, and perceptible improvement has already resulted. An evening school was conducted three evenings a week for twenty weeks.

Westboro.—The method of supervision has been changed during the year. That responsibility now rests upon one of the members of the board, while the principal of the high school, who has hitherto acted as superintendent of the other schools as well, confines his attention to the high school only. In the large graded schools the year has been a prosperous one, with the average attendance considerably better than the preceding year; but the condition of the ungraded schools is neither satisfactory nor hopeful.

Westfield.—That popular interest in the schools is increasing is shown by the decrease in the number of parents applying for certificates of school attendance, and by the small number of cases of truancy. The evening schools are well conducted, but with the exception of the drawing class are but poorly attended.

Weymouth.—The teachers' meetings held during the year have been of more than usual interest. The superintendent considers the lack of musical instruction "the one great weakness of the schools." Many long-needed improvements have been made in the school-houses.

Woburn reports a remarkable increase in attendance. Two new schools were opened, and one was discontinued during the year. The course of study adopted in 1835 is now well understood, and so far from causing trouble, as it occasionally did for a time after its introduction, the work done under it is better both in quality and in quantity.

MICHIGAN.

Ann Arbor schools have suffered terribly from a widespread epidemic of measles that prevailed during last February and March. Nearly 200 pupils were daily absent on account of sickness during that time, and 7,399 school days were lost from the total attendance. Some of the rooms were closed for a time and work was retarded in all. As a natural result, the character of the work accomplished during the year has been below the average both in thoroughness and in the amount. Nearly 100 of the pupils withdrawn during the epidemic did not return. The work of the high school has been fairly good, though the number in attendance exceeds the capacity of the building. The remedy for this was found in paying the regular teachers extra wages to teach the surplus classes out of the usual school hours.

Bay City.—An excellent course of reading is arranged for each school year after the fifth, and the pupil must have read at least two of the prescribed books before he may be entitled to promotion to the next higher grade. A physical laboratory is in course of construction for the high school. By a recent act of the State Legislature the limits of the school district were made to conform to those of the town.

Coldwater.—Early in the year diphtheria prevailed to some extent, creating uneasiness among the patrons of the schools and necessitating the closing of all the schools for two weeks. This cessation caused serious interruption in the work. More attention is being paid to English literature than formerly. The furniture and school apparatus generally have been improved during the year. The high school has four courses of four years each, arranged with special reference to the requirements for admission to the State University.

Fenton.—The studies of the primary, grammar, and high school departments require four years attention each. The high school is said to be one of the best in the State, having been on the "accepted list" of the University of Michigan for 13 years. Besides the regular 4-year courses arranged for the double purpose of preparation for the University and affording a practical business education, a two years' "teachers' course" is provided for persons expecting to teach, but who cannot devote more than two years to study. A short fall course in pedagogy may be taken by those who desire to teach during the winter.

Grand Rapids.—Extensive additions to the school facilities are reported, but it appears that the work of providing for the increase in the school population is a never ending

task, for already 16 new rooms are receiving the attention of the building committee. The salaries of the teachers were raised somewhat by the adoption of a new schedule in May. The appointment of an assistant to the superintendent has been a great relief to that officer, enabling him to devote his entire time to the more important matters pertaining to the management of the schools. The high school building is not conveniently situated, and in other respects is not well adapted to the needs of the school. The charter has been so amended as to permit the city to furnish text-books and supplies free to school children.

Hastings boasts of "excellent school buildings, and efficient and thorough corps of teachers and the hearty co-operation of the citizens with the school authorities." A teachers' class, for the benefit of the teachers of the county, is conducted parts of the year, and members of the class frequently inspect the schools and witness the practical application of the principles studied. Annual examinations of teachers are no longer held, but teachers are required to pursue the course of study prescribed by the State Reading Circle. The percentages of enrolment and attendance show satisfactory increase over last year.

Jackson.—A physical and chemical laboratory has been recently provided for the high school.

Marshall.—The schools are equipped with all appliances necessary for good instruction. The school library contains 500 well-selected reference and miscellaneous books, 150 of which were added during the year. Besides the general library, it is intended to place in each room a case of books especially suited to the age and advancement of the pupils of that room. Stenography is taught in the high school.

Monroe.—The scheme of studies of the high school has been revised and "adapted to the latest requirements for admission to the University of Michigan. Care has also been taken to adapt the course to the wants of those not expecting to enter college." There are four well-defined courses, each covering four years.

Pontiac.—A commercial course, designed to be a thorough preparation for business, has been added to the curriculum of the high school.

MINNESOTA.

Duluth.—It is apparent that the progress of the schools has not been as rapid as in the previous year. Private schools have drawn away many who had previously attended the public schools, and contagious diseases have been quite prevalent. A high school building, completed in January last, is an excellent and handsome building.

Mankato.—It has been impossible to obtain a rigid classification of pupils, because of the unusual division of the population and the unfavorable situation of the buildings. Small libraries have been established in several of the rooms, in many cases by the efforts of the children themselves. The success achieved in drawing has been very flattering. The facilities for doing high school work are not up to the needs of the town. The out-houses and closets provided are neither private nor comfortable.

Minneapolis.—The growth of the schools has been remarkable. The enrolment in the day schools has increased by 2,000, and in the evening schools by 522 over 1885-86. The board has provided for this increase by erecting four new eight-room houses and one twelve-room building, besides extensive additions to those already standing. Even with these additions to the seating capacity it will be necessary to refuse admission to several hundred children or to institute half-day sessions in several of the schools. The large addition to the Central High School, now in course of erection, will, besides supplying additional seating capacity, furnish the space necessary for the new manual training department, a large and well-lighted room for drawing, and a fine assembly room. The basement of this annex has already been fitted up with all appliances necessary for instruction in carpentry, and in February the first class of 30 boys began the work with enthusiasm; all continued to the end of the year. The class spends 80 minutes daily in the shop and 40 minutes in the drawing-room. Nothing but wood-working and mechanical drawing has yet been attempted. As far as may be judged in the short time, the experiment has been highly successful. Plans have been formed for the organization of a training class for teachers in September next; a course in pedagogy to cover a year has been arranged. It is hoped to extend both the scope and the time of this work in the course of time. "Arbor Day" was celebrated by all the schools with appropriate exercises. Incidental to the study of music, a juvenile concert was given in April; it was a success in all substantial respects, tending to improve the singing of the children and to increase their interest in the study. The total expenditures of the system were \$23,213 more than last year, and closely approached a half million dollars. The regular work of the schools has progressed quietly and prosperously.

Red Wing.—The rules laid down for the working of the system are complete and practical, and the course of study well arranged, though hardly up to the times in some respects.

St. Cloud has issued bonds to the amount of \$20,000 for new school buildings.

St. Paul.—An extension of the territorial limits of the city by act of the State Legislature has brought in the city 3 additional school districts, all of which are sufficiently provided with school facilities for the present at least. The high school department has been particularly prosperous during the year, and its growth has been such that the board has ordered the erection for its use of 14 additional rooms, comprising class-rooms, a chemical laboratory, and apartments for the commercial department and the contemplated manual training school. A great deal of interest has been awakened in the last-named innovation, and its results are awaited with high hopes. Special instruction in music was resumed this year after that branch had remained somewhat neglected for two years. New houses, aggregating \$75,000 in cost and containing a total of 1,330 sittings, were added to the system during the year. Attention is being paid to school sanitation, and it will not be long before every building in the city is supplied with all proper appliances for furnishing heat, air, and water.

Stillwater.—The number of trustees has been increased from 5 to 7, and their powers of taxation have been enlarged. The method of their election has also been altered, and they are now chosen directly by the people at a special election.

MISSISSIPPI.

Meridian.—The recently established public schools have continued the sound progress so well begun last year. A general superintendent has been appointed and several new teachers engaged. The inadequacy of the buildings is the greatest hindrance yet to be overcome. The curriculum has been materially changed by the introduction of industrial branches in the higher grades; telegraphy, type-writing, drawing, and wood-working are studies regularly pursued. A gymnasium has been provided, that physical exercise may not be neglected.

MISSOURI.

Kansas City has made wonderful progress in the last few years, and the public schools have kept pace with the growth of the city. Fifty-five more teachers were employed in 1886-87 than in the year before, and for 1887-88 the number has been still further increased by 50, yet, notwithstanding these additions to the force, the problem of providing for all applicants for admission to the schools still remains unsolved. Three new buildings have been finished since the last report, and others are in course of erection. Meetings of teachers have been frequent and fruitful of good results. A careful examination of the eyes of the pupils of the schools of the city and of those of neighboring educational institutions during the year developed a number of interesting and important facts. It was shown that defective vision is more common in the lowest grades than among more advanced scholars, and that in no instance, except the Kansas State University, is there anything like a gradual increase of optical affections from grade to grade. This fact is taken as evidence that such diseases are necessarily aggravated by school work.

Moberly has a well-selected school library of 600 volumes, purchased by a club organized for that purpose.

St. Charles issues its first printed report this year.

St. Joseph.—The schools are well attended and prosperous. Notwithstanding the recently completed additions to three of the buildings, still further extension of the school facilities is needed. The colored schools are in excellent condition and are increasing in numbers and usefulness.

Sedalia.—The average attendance has been unusually small this year, owing to the alarming prevalence of contagious diseases. An exhibit of examination papers and specimens of school work at the close of the term attracted a great deal of attention.

NEBRASKA.

Lincoln.—Eleven years' work is minutely described in the manual of the public schools for 1886-87. The course includes music and free-hand drawing.

Omaha practically tested the free text-book system this year at a cost of \$12,000. The board of education has been increased from 9 to 15 members. The school elections will in future be held at different times from the city elections, and at school-houses. Women are now allowed to vote at such elections.

NEW HAMPSHIRE.

Dover.—The system of marking and promotion has been radically changed, and upon the teacher the responsibility of promotion largely rests; an appeal may be made from her decision to the sub-committee in charge of the school, and the decision of the sub-committee must be final. Not enough attention was paid to light and ventilation in the construction of the buildings, and many alterations are now needed. Salaries of teachers are not sufficient to retain the best.

Keene, Town District.—The condition of the schools is already fairly satisfactory, though the system is a new one. Much should be done in the way of repairs.

Keene, Union District.—The district has lost 317 scholars by the organization of a parochial school. The withdrawal of so many pupils disturbed the schools to some extent and required considerable labor to redistribute the remaining scholars. The system, however, has regained its equilibrium, but there are three fewer schools than before. The building of the new \$1,300 house and the loss of so many pupils will render the further use of rented rooms unnecessary. An evening school was in session fourteen weeks during the year, and though the attendance was irregular, good progress was made.

Rochester.—An experiment of the town system has been made during the last year. Not enough money is expended for repairs, and some of the buildings are not in proper condition for use. Music is under the charge of a special teacher and is "an assured success."

Somersworth.—Two marked changes have been made this year which go far toward perfecting the system. These are the furnishing of all text-books in the grades below the high school, and the introduction of the study of music. Both these innovations have shown themselves to be beneficial, facilitating school work and adding interest to the studies.

NEW JERSEY.

Elizabeth has organized a central high school. The high schools have hitherto been mere departments of the schools, and the change is regarded as a great improvement in the system.

Morristown.—A \$20,000 school-house was recently completed.

Orange.—An evening class in drawing has been formed and is meeting with good success; with this exception, however, the evening school does not flourish as its supporters hoped, and its continuation is not warranted by the results obtained. The heating apparatus of two buildings have been improved. The attendance in the schools was 1 per cent. better than in 1885-86.

Rahway.—The schools are in good working order and are showing good results.

NEW YORK.

Albany, with exactly the same enrolment as in the year previous, reports the average attendance as 138 more; even greater improvement than this would have been shown if the accommodations had been more ample. The condition of the schools in respect to discipline was never more healthy than during the past year. The drawing exhibition this year was more than usually interesting, and attracted thousands of visitors. Interest has been awakened in manual training, and a committee appointed by the board to investigate the matter has rendered a report favorable to the adoption of a plan through which it will receive a thorough test. A number of changes have been made in the curriculum of the high school, the practical departments of mathematics and English being especially strengthened, and certain sciences, which in the time allotted to them could be only superficially studied, being eliminated.

Auburn is erecting a new house for the use of the high school. Its total cost will be scarcely less than \$75,000. Of this, \$40,000 was borrowed upon advantageous terms from the State. An important departure from the former methods of teaching reading was experimentally tried in the highest grade of one of the grammar schools during the year. The old reader was entirely discarded, and Irving's "Alhambra" substituted in its stead. The pupils were allowed no previous preparation, and the books were distributed just before the exercise was to begin. The plan was not successful at first, but as the pupils became interested in the subject-matter of the book they read with surprising ease and expression. The results were so satisfactory in the end that the plan will be extended to the other schools. The attendance of the children enrolled continues to be regular and punctual as in former years, but the impression prevails that the number of idlers and truants in the city is constantly increasing. The sanitary condition of the schools is excellent.

Binghamton.—During the past year the study of vocal music was added to the curriculum, and a marked degree of efficiency has already been attained. The usual good health of the children is the best evidence of the good sanitary condition of the buildings and their surroundings.

Brooklyn.—Substantial improvement has been made during the last 5 years in many respects, as the statistics show. Better grading has been secured, and although the requirements for promotion have been made more severe with each succeeding year, the proportion of those promoted to the average attendance is steadily increasing. Thoroughness in the primary grades is an important factor in securing this result, and especial precautions are taken in promoting the primary pupils. The effect of this is seen in slightly decreased proportion of promotion to the grammar schools. By the use of judicious methods the numbers in the higher and lower grades have been nearly correctly adjusted. Since 1832 a great deal of time and thought has been given to the revision of the course of study. The superintendent has visited other cities and examined

the methods and means in vogue in other places. The result of his labors has been submitted to the board of education. The main object of the new course is to lessen rote work and cramming as far as possible, and to secure more thorough grading. In July, 1886, the curriculum of the Central School was extended by the adoption of a three-years' language course and the extension of the commercial course from 1 to 2 years. This school is not yet a full-grade high school, since no branches are taught save those necessary to fit young ladies for teaching, and to prepare young men for the every-day affairs of life. The evening schools appear to prosper; the average attendance is greater by 109 than last year. The training school for teachers, established in 1884, has achieved such success that the opening of another of the same kind is considered advisable. A change was recently made in the method of examining teachers for "A" or grammar school certificates. Formerly those selected for promotion from the primary grades were subjected to a special examination, but by the late rule all eligible for promotion are examined at stated times, and selections are made from the number who pass to fill the higher positions. The accommodations are fairly adequate, the whole number of sittings being greater than the whole number in average attendance, but the three lowest primary grades are overcrowded to such an extent that in some cases half-day classes have been necessary. Four buildings were erected during the year, and are said to be admirably adapted to their purpose. The annexation of the town of New Lots to Brooklyn gave the board jurisdiction over 6 new schools. The increase in enrolment over 1885-86 is 2,296.

Canandaigua.—A board of education was elected in December last, but no radical changes were made until the close of the school year. Then the plans were perfected for a complete overhauling of the system. The schools were regraded and an academic department, introducing all the studies of the advanced regents, established. New and better text-books will be substituted in proper time. With school buildings in good repair, and with good laboratory facilities, the prospects of the re-organized schools seem particularly bright.

Gloversville.—Instruction in drawing has been given in all grades with highly gratifying results. The regents' advanced examinations have been introduced and the passing of two of them made a requisite for graduation. The enrolment and attendance for 1886-87 exceeded those of any previous year. Many of the school-rooms are small and badly ventilated.

Hornellsville.—The facts of importance mentioned in the report for 1886-87 are shown in our statistical tables.

Ithaca.—A business department is to be added to the advantages offered by the high school. The special instruction in penmanship in all the classes promises to become a marked success. The average attendance has been slightly below that of the preceding year on account of the prevalence of diphtheria in the autumn of 1886.

Jamestown.—Prominent in the catalogue of the city schools appear the departments of physical culture and industrial training. Printing, stenography, type-writing, cabinet-making, sewing, and knitting are taught.

Kingston.—The attendance has not, for various reasons, been as good as last year, but the character of the instruction given was better than ever before. By a new law, the district will receive over \$600 more than at present from the State. The academy continues to maintain a high standard of excellence, and is practically self-supporting. Of the five buildings, all save one are in prime condition.

Lansingburg.—Accommodations are entirely inadequate. Not more than 1,000 pupils can be comfortably seated, while there are 3,131 persons of school age in the town. Thirteen hundred and five of these were enrolled in the schools during the year. The free text-book system was adopted at the last town meeting and has proved to be a complete success, facilitating school work and costing less than 45 cents per scholar.

Lyons has employed a special teacher for writing.

New York.—There are 305 schools under the supervision of the board of education, 6 of which were added during the year to provide for the increase of 4,299 in the number enrolled. The corps of teachers has been increased by 104, and the average attendance was 2,619 more than last year. Three new buildings have been completed, additions to the 3 others have been furnished and occupied, and 6 houses owned by private parties have been leased, all of which has increased the seating capacity by 8,115. Improvements have been made in the heating and ventilating apparatus as far as the funds apportioned would allow. In pursuance of the fixed policy of the board, the number of 2-department schools has been increased until now only 24 of the 83 grammar schools remain 3-department schools; a primary school, a male grammar, and a female grammar school being each designated a department. The examinations of the assistant superintendents show that of the 2,982 classes in the primary and grammar schools, the instruction in 2,376 is excellent, in 591 good, and in 15 fair. Of the principals whose management is recorded, 94 per cent. are graded excellent. In most of the schools the order

and discipline are especially satisfactory, and the punctuality of the pupils is highly commended. The subject of industrial training has occupied a large share of the attention of the board during the year; the committee on course of study and text-books has been directed to thoroughly investigate the subject and, with the aid of the city superintendent, examine the working of the system in the various cities of the country where it has been adopted, as well as in the cities of Europe.¹ The elements of geometry have been introduced in the highest grammar grades to give pupils an idea of the purely logical arrangement of thoughts and to equip them with a few facts that will assist them in the study of mensuration. The use of supplementary readers is becoming common; their proper use is favored. The subject of physiology and hygiene has received increased attention during the year and much permanent good has been accomplished. Vocal music is steadily gaining ground, both in proficiency in reading and executing music and in the improvement it is working in the perception of sounds. Some 9,193 pupils study German, and 2,029 are in the French classes, requiring for the two languages 29 special teachers. With the increasing excellence of the instruction in modern languages in the Normal College, and the requirement that the regular teachers must be proficient in music and drawing, the need of special teachers becomes constantly less. Indeed, it is already recommended that the specialists in the two last subjects be dispensed with altogether as such. The Normal College is growing in popularity, and the pressure for admission continues to increase. Seventy-five per cent. of its graduates have held positions in the city schools. The establishment of a reformatory school is needed for the proper enforcement of the compulsory education law, and is earnestly recommended. The evening schools continue to flourish; one-fourth of the pupils in attendance are foreigners studying the English language. Statistics of juvenile crime furnished by the records of the police department, before and after the passage of the compulsory education act, present a strong argument in favor of that measure. The number of offenses committed by persons between 8 and 14 has decreased nearly 50 per cent.

Newburg.—The opening of the new academy building vies with the introduction of manual training and the free text-book system for the honor of being the most important event of the year. The academy was opened with interesting ceremonies in September, 1886. With this important addition, the accommodations are more than sufficient for the accommodation of all pupils. There are now sixty-two rooms under the control of the board, and all are in good condition. Rooms have been fitted up and all necessary tools provided for instruction in carpentry. One hundred and fifteen boys, divided into ten sections, take one lesson each week, and are very enthusiastic. Sufficient time has not yet elapsed to judge the results. Though the free text-book plan has had as yet only an incomplete trial, it is clear that it teaches habits of care; one principal attributes the increase in attendance in his school directly to this cause. The abolishment of corporal punishment has not increased the number of mischievous children.

Rome.—Two additional teachers were employed this year, and these, with other extraordinary expenses, increased the total expenditures to more than \$1,700 more than last year. The arrangement of the buildings is faulty, and the accommodations they afford are inadequate.

Saratoga Springs.—Diphtheria and measles among the school children caused such a falling off in attendance during the winter that some of the schools were almost broken up. After a trial of six weeks the no-recess plan was adopted, and has been quite favorably received by teachers and pupils. The discipline of the schools continues to improve.

Seneca Falls.—A new school building has been erected, but the board claims that the terms of the contract were not fulfilled and refuses to accept it. A suit is now pending in the courts. The scientific apparatus, hitherto of little value, will soon be materially increased.

Syracuse.—The school system has been extended to take in seven additional schools in the suburbs and two primaries recently opened in remote parts of the city. One new building was opened during the year to replace the structure burned during 1885-86. The hygienic condition of the houses is not what it should be in the majority of instances. In only seven of the twenty-seven buildings are proper arrangements provided for heating and ventilation. The high school shows steady and decided improvement. The school library shows a net increase of nearly 800 volumes, and now numbers 18,062.

Troy.—Though no protracted interruptions have occurred like those of the two previous years, the progress and condition of the schools in 1886-87 can hardly be consid-

¹Since the publication of the report from which this information is obtained, the committee has rendered an exhaustive and valuable report, in which the subject is thoroughly reviewed, and the effects set forth. The committee estimates that the introduction of the system in all the schools would cost \$123,500 the first year and \$89,500 each succeeding year—this to include all the cost of instruction of all boys in the grammar and primary departments in carpenter work, of all girls in cooking and sewing, and of both sexes in modelling in clay, construction work in paper and paste-board, and drawing to scale. The committee favors the introduction of such training in all the schools. In October, 1887, the board decided to make the experiment in 6 schools before adopting the system for all.

ered entirely satisfactory. The school, law, and finance departments of the city government were not in accord, and the schools suffered. In the discussions that followed the stirring up of municipal affairs, the schools were subjected to much unjust criticism. The uncertainty concerning money matters during the winter also had a detrimental effect. In March the entire corps of teachers was dismissed, but was subsequently re-engaged. These events created unrest, and though all ended well, the school work of the year was not as satisfactory as it would have been without their occurrence. The growth of the schools is slow and hardly commensurate with the growth of the city. It is estimated that there are 2,000 children in the city under fourteen years who receive no instruction. The enrolment for the year has been 113 greater than last year, but 1,476 more days were lost by absence than in 1895-86. The accommodations are substantially the same as last year, the only addition reported being one hundred new sittings. The methods of work in drawing and in vocal music have been subjected to revision and improvement. In drawing a course has been adopted which looks wholly to the industrial features of the study while continuing all the advantages of the system formerly in use. Physiology in the grammar schools, and English literature and natural history in the high school have received increased attention.

Utica.—The schools show an average increase of 137 pupils per year for the last twenty years. The attendance also shows a constant and satisfactory improvement. The accommodations are not sufficient, and in too many cases the houses are ill adapted to the uses to which they are applied. The evening schools have been more than usually successful; good order has prevailed and excellent work has been accomplished. A special teacher was placed in charge of penmanship during the year, and the work done under her direction has been much more satisfactory than was ever obtained by the former method of instruction by the regular teachers.

Watertown.—The schools are in a prosperous condition, with an enrolment increased by 196 and the average attendance increased by 157 over last year. The number of cases of tardiness shows a considerable increase. The condition of the school property is generally good.

NORTH CAROLINA.

Raleigh.—The patronage of the schools has largely increased during the year. A new school building has been erected by private parties and leased by the school committee for a term of 20 years. The use of the rooms rented in the business portion of the city will be no longer necessary. Additional teachers have been employed, and the force is now sufficient for the instruction of all pupils enrolled. The attendance in the colored schools has also increased, and it has become necessary to employ assistant teachers for several of the grades. The discipline steadily improves and is now fairly good. A high school department is needed; the course at present covers but 9 years.

OHIO.

Alliance school facilities have been greatly improved during the last few years, and are at present in quite a satisfactory condition. The teachers are as a rule well qualified and faithful.

Ashland completed in time for use this year a handsome school-house whose total cost amounted to \$33,000.

Canton.—The event of the year was the dedication of a magnificent new high school building in April. Such a building had long been wanted, and when it was finally completed, elaborate ceremonies were arranged for its reception by the board and people. It covers nearly 15,000 square feet of ground, is 3 stories high, besides the basement and bell tower, and is believed to be one of the best warmed and ventilated buildings in the State. "Nothing was left undone to make it what it ought to be in every respect." The total cost was a few dollars less than \$100,000. The enrolment and attendance each shows an increase of 1 per cent. over last year. The number of cases of tardiness has decreased by 46. In the high school an English course has been established and pupils may choose between that and the regular course.

Chillicothe.—The school library contains over 10,000 volumes, and is supplied with standard periodicals, newspapers, etc. There are special German and writing departments.

Cincinnati.—The year just passed has been prolific in changes and improvements. Perhaps the most important of these regarded the appointment of teachers and the supervision of the schools. Until this year, "local trustees" nominated all teachers for the schools of each district, and were charged with certain supervisory duties. The plan recently inaugurated entirely abolishes these local committees, and places the appointment of teachers and the supervision of the schools under the direct control of the board of education. Another sweeping change was the abolishment of examinations as tests of fitness for promotion. According to the scheme now in use, pupils of the several grades are promoted primarily on their proficiency in the several branches, as shown by the

teachers' recorded estimates, duly approved by the principal. These estimates are made without the daily marking of recitations, and without the use of stated examinations. The course of study has also come in for its share of the alterations, and an entirely new course has been outlined for next year's work.

Columbus.—The work done in the construction of new buildings has not kept pace with the rapid increase in the population of the city. Several of the school-houses are now overcrowded for the first time in 16 years. The growth of the school library is gratifying. Arbor day was observed with elaborate ceremonies. The results of a thorough examination of the eyes of the pupils of the schools indicate that 22½ per cent. of all the children enrolled suffer some form of optical affection.

Dayton.—The finances of the board continue to be in excellent condition, and the prosperity of the schools is apparent and gratifying. The night schools have met with only a modicum of success, and their results are not such as to arouse enthusiasm. Drawing has been discontinued in the high school.

Lima.—Ground has been broken for a handsome building, which is expected to be the most commodious and best adapted to school uses in the city. Natural gas as fuel has been introduced in the school buildings, and its use, it is thought, will be a material advantage. The attendance during the year has not been up to the usual standard owing to the presence in the schools of a new element, which deems regular attendance a matter of minor importance.

Zanesville.—The high school course has been lengthened to four years.

OREGON.

Portland.—Four new rooms have been opened and four additional teachers employed. All the school buildings in the city were repainted and repaired during the year. An apparent decrease of 700 in the school population is explained by the defective methods of enumeration employed. The average number belonging was larger than in any preceding year. The plan of electing teachers annually has caused a great deal of dissension among the teachers, and undoubtedly impaired their work. It will probably be changed before the next year.

Salem.—One of the finest wooden school edifices in Oregon has just been completed here at a cost of \$50,000.

PENNSYLVANIA.

Beaver Falls adopted the "half-day session" plan for relieving overcrowding in primary grades this year. The plan was fairly successful and will be continued. Natural gas has been introduced as fuel, and the results are better heat and better ventilation than could ever be secured before.

Chambersburg.—The new course of study put in operation at the beginning of the year has been found to be well adapted to the needs of the schools. The work done was satisfactory as a whole—many defects of former years having been remedied or removed.

Harrisburg.—"The board of control has dispensed with music in the schools and ordered the same to be stricken from the course of study in all the grades."

Johnstown.—The schools suffered no serious hinderance to progress this year. The course of study has been rearranged for next year's work. At the fourth annual drawing exhibit at the end of the term there were displayed the most meritorious specimens yet exhibited.

Norristown.—The year has been a profitable one to the schools of this city. Six hundred and five admission tickets were issued to new scholars; a fact that shows a considerable change in the school population. A resolution has been passed to employ a special teacher for music.

New Castle.—A small paper is issued quarterly, under the direction of the superintendent, in the interest of the schools. Tardiness causes a great deal of trouble.

Philadelphia.—The results of the labors of the board of education for the past 10 years are becoming evident in the greatly improved and very satisfactory condition of the schools. Much of the progress made is accredited to the working of the system of superintendence inaugurated 4 years ago. Perhaps one of the most important tasks undertaken under this régime, was begun during the year just passed—that of securing uniformity of instruction in all the schools. The preparation of all examination papers in the office of the superintendent is expected to go far toward the accomplishment of this desirable object. A general increase of \$50 per annum in the salaries of teachers is another step which will undoubtedly lead to improved instruction; this may also be said of the adoption of the plan of increasing salaries in various departments upon the basis of term of service. A difference yet exists in the pay of instructors in the different departments, but it is probable that the time is close at hand when the rank of primary teachers will be equal to that of the secondary and grammar school teachers. Until recently the city has made annual appropriations for the support of kindergartens controlled by

a society of citizens, but within a few months the sub-primary schools have come under the direction of the board of education. They have been thoroughly reorganized, and a code of rules and regulations prepared that will effectually bring them into the city system. The instruction in sewing in the schools is believed to be more extensive and thoroughly organized than in any other city in the country; the results have been of the most gratifying character. The system of training in the Manual Training School is excellent; a new brick building, fitted up as a blacksmith shop and foundry, has been added to the facilities of the school during the year. Material changes have been made in the exercises of the Industrial Art School, which have resulted advantageously to the instruction and comfort of the pupils. The Girls' Normal School, which really includes a girls' high school with a 3 years' course, besides a post-graduate course of 1 year for professional training, is filled to its utmost capacity; 167 of its graduates were appointed to teachers' positions during the year. Marked improvement continues to be perceptible in the evening schools; the annual appropriations for their support have steadily increased from \$10,000 in 1880 to \$35,000 in 1886.

Shenandoah.—The new course of study prescribed for next year shows careful preparation and a judicious arrangement of studies. Considerable attention is paid to physical exercise.

South Bethlehem.—The schools have lately been re-graded. The free text-book system is favored and will probably be adopted during the next year.

West Chester.—A handsome building of 12 rooms has been erected during the year and will be ready for occupation at the beginning of next term. Arithmetic receives especial attention in the schools.

Wilkes-Barre.—A satisfactory reduction in the number of tardinesses is reported. Two new primary schools have been opened and several changes have been made in the lowest grades, the object being to equalize the number of pupils to each teacher and to secure better instruction. The general order of the schools is excellent. The high school is crippled and its work made less satisfactory by the lack of a sufficient number of teachers. Fire escapes have been erected for 3 of the buildings and a system of electric bells has been put in each of 3 others.

Williamsport reports the organization of 3 additional schools, in one of which the studies of the lower high school grades are taught. The accommodations are ample, but the location of some of the buildings is objectionable, and it may be necessary to build new houses soon on that account. The practice of holding elections in school-houses causes much annoyance, as the schools must be dismissed two days in each term for that reason. The attendance is good and the number of cases of tardiness has materially decreased. An alumni association was organized by the graduates of the high school, and annual meetings will be held in the future.

RHODE ISLAND.

Bristol.—The primary schools were badly crowded during the summer term, and in order to make room for new scholars coming in at the opening of the fall term, the highest primary grades of all the schools were placed in charge of teachers of the lowest intermediate grades, thus placing double work upon those teachers. This plan was not just to either teachers or pupils, but was the only remedy at hand. In December last a change was made in the high school course, making it simpler and more practical.

Cranston schools have suffered considerably from various causes during the year. Measles and other children's diseases have reduced the classes in some instances to a single individual. The residents of District No. 7 have erected a spacious and handsome school edifice, which will be occupied at the opening of the next term.

Cumberland.—Nearly \$400, received from the city and State for apparatus, was invested in books, maps, charts, etc. It appears that the buildings are not properly cared for, since two or three comparatively new ones are in such a condition as to be hardly habitable. A resolution has been passed to pay teachers monthly. Drawing has been introduced and teachers are preparing themselves to teach it.

East Providence.—Much inconvenience and trouble have resulted from want of school rooms, and resort has been necessary to temporarily rented rooms, which were not suited to school uses. Drawing has been introduced, and its study has awakened a great deal of interest in both teachers and pupils.

Johnston.—A high school was organized in September last, and was conducted for 30 weeks with an average attendance of 25. Its prospects are good for continued success, although in the absence of a well-defined course of study in the lower schools, it is quite difficult to prepare scholars for admission. Most of the buildings are old and by no means as good as should be furnished for school purposes.

Newport.—One of the old school-houses has been abandoned and sold, and its pupils were transferred to an elegant new building, whose use will also allow the reduction of the other schools to the proper size. A radical departure has been made in the matter

of school furniture by purchasing combined single desks and seats in all cases where new furniture has been required. More system will in future be observed in the employment and duties of janitors.

Pawtucket.—Substantial improvements in more than one respect have annually been reported for several years past, and the last is not an exception to the rule. Perhaps in the general increase of teachers' salaries appears the most important gain of the year; then, naturally following the improved work which must have been a result of such a measure, comes increased attendance and further expansion of school facilities. A new \$25,000 edifice and another house containing 4 rooms were opened for the admission of scholars at the beginning of the school year, and next term will see the completion of still another handsome building. A training school for teachers has been established and is expected to add much to the efficiency of the corps. The work in music and drawing has been systematized and better graded.

South Kingston schools do not appear to be worthy of the highest praise. The instructors are not all of that high professional character that the best interests of a school system demand, nor is the length of the school year sufficient for the accomplishment of the best results even under more favorable circumstances. A superintendent was employed during the year, but his labors were evidently not appreciated.

Westerly.—Commendable progress has been made during the year and the general condition of the schools is highly spoken of. A well-appointed primary school-house has been completed and improvements of a substantial character have been instituted in older buildings. Truancy is too common and steps are being taken to abate it. The abolishment of the district system and the establishment of an evening school are among the improvements recommended.

Woonsocket.—A proposition has been received from the conductor of one of the French parochial schools, offering to place his school under the supervision of the school committee for four hours daily. The superintendent thinks the acceptance by the town of this proposition would tend to improve the parochial schools, and sees no impropriety in endorsing it. The results of the evening schools are not entirely satisfactory, and means of improvement are being sought. The study of music under a special instructor was begun this year, and all are enthusiastic in its praise. The compulsory education law, with its provision concerning the employment of children, is not enforced universally in the State, and consequently in this town, where it is enforced, it operates unjustly to the schools and to the manufacturers. The latter are deprived of the child labor that those of adjacent towns get, and the schools are injured, because children can work in establishments close at hand, but outside of the jurisdiction of the truant officer.

SOUTH CAROLINA.

Columbia.—Constant improvement is being made in the schools from year to year. The attendance shows a considerable increase over last year, and the improvement in this respect would have been still greater had not lack of room obliged the superintendent to refuse admission to several applicants. The division of the lower grades into morning and afternoon sections resulted in the saving of \$1,000 without detriment to the instruction of the children.

TENNESSEE.

Chattanooga.—The schools are popular and prosperous; the percentage of enrolment to population is high. Two high schools are maintained, one for white and the other for colored pupils; sixteen graduates from these received diplomas last year.

Jackson.—The city authorities cordially co-operate with the board of education to make the schools successful. The session just closed was the best in the history of the system in enrolment, attendance, and in the general average of the pupils for proficiency. The age for the admission of children has been raised from six to seven years.

Memphis.—In school work this has been the most satisfactory since the advent of the present management. An examination of the eyes of the pupils of two schools has been made, revealing the fact that a large number of them suffer from eye-strain or near-sightedness. The proportion is much larger in the older building. Thirteen schools in the primary department were conducted on half time this session.

Nashville.—Comparison with previous years shows a considerable increase in the percentage of attendance, but the enrolment has not increased in corresponding ratio with the scholastic population of the city. For this, the presence of a large number of excellent private schools is mentioned as the probable reason. A school building capable of seating 1,000 pupils, handsome in design, and modern in all its appointments, was completed in September last. Another building similar to this in design and construction, though somewhat smaller, will be ready for occupancy at the coming session. The instruction in music, penmanship, and drawing is satisfactory and thorough.

Union City no longer requires an incidental fee from school children.

TEXAS.

Brenham.—The public schools have obtained such a hold that at the beginning of the year the German-American Union abandoned its private school, and rented the building to the board at a nominal rate. The legal school age of the city has been changed from six to sixteen to seven to seventeen.

El Paso.—From a beginning of 68 scholars in March, 1893, the public schools have rapidly grown in importance. A handsome \$20,000 building has been completed and furnishes excellent opportunities for successful school work. This building has been crowded this year, and at least two additional rooms are needed. It is said that the teachers are better paid than those of any other city in the State.

Fort Worth.—It is expected to introduce drawing and vocal music next year.

Galveston.—The condition of the public schools is entirely satisfactory. The first class to graduate from the high school received diplomas last June; it numbered twenty-two, all ladies but one. The proportionately small number of boys in the higher grades causes some solicitude.

Houston teachers are enthusiastic in their efforts for self-improvement, and take great interest in their meetings and their library. A new building was opened during the year.

Palestine school facilities are adequate for the accommodation of all the children in the city. Irregularity of attendance is still the greatest difficulty to be overcome.

Sherman.—The schools were opened in September as usual, but owing to the prevalence of dengue, regular work was not begun until November. Industrial drawing was made a regular study during the session, and the results obtained were such as to justify its continuance. The appointment of one of the teachers in each school as principal has provided the local supervision necessary to make each school a complete organization in itself.

Waco.—The year has been characterized by the rapid growth and improvement of the schools. The organization, discipline, and instruction are better with each succeeding year. An increase is noted in enumeration of 15 per cent., in enrolment of 13 per cent., in regularity of attendance of 3 per cent., and in the value of school property of 100 per cent. A large sum of money has been expended for new buildings. Roomy additions are nearly complete to two of the houses, and the fine central high school building, begun a year ago, will be ready for occupation at the opening of next session. The first class graduated from the high school last June, and was the occasion of much congratulation. A literary society was organized during the year and already finds great favor.

VERMONT.

Bennington.—Antagonism to the graded school system is fast disappearing and little opposition to the schools now exists. The character of the instruction is generally satisfactory, and the schools are in good condition. Unnecessary absences and truancy reduce the average attendance at least 12 per cent. The course of study for all the schools has been carefully revised. In the high school more attention will be paid to the English language; a general course of three years and a business course of two years are innovations. Vocal music was introduced in all grades.

Rutland.—An additional building to cost \$12,000 is soon to be erected, and by its architectural beauty will be an ornament to the town. The course of study has been systematically revised. Important among the changes introduced are the study of music in all grades and of drawing in the primary department, and the extension of the grammar school course by one year. Public interest in educational matters has greatly increased recently.

VIRGINIA.

Richmond.—Three new buildings were begun during 1885-86, and it was expected to complete them during the year just passed.

Staunton.—The public schools are well organized and thoroughly graded. The system comprises primary, grammar, and high schools.

WISCONSIN.

Baraboo.—There are seats in the three substantial school-houses for 1,000 pupils. A small library has been established. The scholars of the high school publish a monthly paper devoted to the interests of the schools.

Berlin offers instruction covering 14 years, of which the first is to be devoted to kindergarten and preliminary work before entering the primary school. Text-books are owned by the city, and may be rented by pupils for a year or term at moderate prices.

Green Bay.—The adoption of the free text-book system is being considered. The evening school established 1885, and so successful that year, was but poorly attended

during the past winter. A committee of 14 citizens has been requested by the board of education to inspect the schools during the next year.

Janesville.—A steady growth is perceptible in attendance, though but 52 per cent. of the school population attend any school, public or private. A library of 164 volumes was provided by the board during the year. Preparation has been made for the erection of a two-story steam-heated building of 6 rooms. The cases of tardiness and corporal punishment were much fewer than in the previous year.

La Crosse.—The schools have been so economically administered this year that the cost per pupil was less than it has been for the last ten years. The experience of another year adds to the popularity of the free text-book system, no objection whatever being urged against it.

Manitowoc.—A course of study has been prepared and adopted, and will be used from the beginning of the next term.

Neenah buys all school books and sells them at cost to those pupils who are able to buy them, and furnishes them gratis to those who cannot afford to pay for them. This system has been in operation for seven years, and gives entire satisfaction, no change being considered advisable. The year has been marked by good, healthy progress.

Oshkosh schools are not as perfect in their organization as they should be; to the defective method of supervision is laid the blame for the shortcomings of the system in this respect. The rule relating to promotions has been altered, so that the standing of the pupils in "weekly oral reviews" is of as much importance as the percentages obtained in the final examinations. Night schools were in session 4 months during the winter, with an enrolment of 80 and an average attendance of 60; \$1 per month was charged each scholar. Supplementary reading receives considerable attention. A reference library has been established for the high school. A new building, representing a cost of \$20,000, was completed and occupied in September last; it contains approved appliances for supplying heat, pure air, etc. Excepting in this building, the methods of heating and ventilation are at best of questionable utility.

Racine reports the enrolment decreased by 43—caused by the opening of a parish school in the vicinity of one of the city schools—and an increase of 44 in the average attendance. The city limits have been extended and a new school opened; the employment of two or three more teachers will therefore be necessary. Salaries have not been sufficient to hold several experienced teachers. A new building has been provided for, and advertisements have been inserted in the local papers inviting bids upon it. The school discipline has been in general effective and praiseworthy.

THE TABLE OF COMPARATIVE STATISTICS OF CITIES.

[Table 19, Page 274.]

The following table, introduced in this Report for the first time, is intended to present, in the most available form for comparison, the statistics of the 518 cities and towns that have forwarded returns to this Bureau. The plan of its preparation is similar to that adopted in the table of comparative statistics of State school systems in the Report for the year 1885-86. The population of each city between the ages of 6 and 14 is taken as the principal basis for the calculations concerning that city. It is to be regretted that so many cities, especially in the States of Louisiana, Maryland, Minnesota, and Pennsylvania, cause no school census to be taken; for unless the number of children of legal school age be known, it is not possible to compute with accuracy this all-important factor for comparison.

In the main, the columns comprise averages and ratios that have been frequently utilized before in school statistics, and the methods of calculating may be readily understood. Column 6, however, may have an unfamiliar appearance, and may require some explanation, as it has not been previously used. The figures there shown were obtained by dividing the "total attendance in days" of each city by the corresponding "population 6 to 14." The result forms a uniform basis upon which the amount of instruction given in all cities for which it is recorded may be compared. It shows the number of days all persons between 6 and 14 years of age in each city may have attended the schools, had their benefits been conferred upon such persons only. In importance this column must be ranked even above that showing the "ratio of average attendance to population," for while the latter is an excellent test of the quality of the instruction imparted, it is powerless to show the quantity. The schools of a city may have been in session for only 80 days, and during that time may have maintained a high ratio of attendance. Yet, it would be manifestly wrong to rate the educational work done by such a city above that accomplished by another whose schools were in session for twice as many days, even

if the percentage of attendance in the latter be somewhat smaller than in the former case. In indicating, then, both the length of the school year and the attractiveness of the teaching, the value of Column 6 is apparent.

To show what proportion of the sittings needed by a system of schools is actually provided, is a task of much difficulty. The number of sittings to each 100 pupils enrolled, and the number to each 100 pupils in average attendance, are shown, as being nearer to the desired result than any other ratio available. It is not generally necessary that there should be as many sittings as there are pupils enrolled during the entire year, but it is essential that there should be a seat for every child who actually belongs to the schools at any one time, and naturally there should be more sittings than there are pupils in actual attendance. Then, when it is remembered that it is beyond the limits of possibility to always adjust the size of the classes and the capacity of the rooms with such nicety that there will be no surplus of either pupils or desks at any point, the importance of having a much larger number of seats than the number of children in average attendance will be further emphasized. While the figures presented do not afford a satisfactory answer to the question as to the adequacy of the school accommodations of a city, they are amply sufficient for purposes of comparison.

It cannot be accepted as a rule that the instruction is best in those cities in which the "number of pupils in average attendance to each teacher" is smallest; yet, there is a point in the size of classes beyond which it is not well to venture. It may be safely asserted that when the average for a full-fledged system of schools, embracing grammar grades and high schools, rises above 50 pupils to each teacher, the children lose, in the character of the instruction they receive, much more than the city's treasury gains in the saving effected. From the nature of things, 50 pupils in average attendance per teacher for a school system generally means about 65 children in average attendance to each teacher in the primary grades; and 65 children in average attendance generally means the frequent attendance of fully 80 young children upon the instruction of a single teacher. It is not believed that any teacher, however efficient, can do full justice to this number of children.

In view of the frequently expressed demand for a larger proportion of male teachers in the schools, Column 11 is of considerable value. It will be observed that as a rule the proportion of males is larger in cities of moderate and small size than in the largest cities. The reason for this is obvious. Male teachers form 3.6 per cent. of the entire force in Philadelphia; 4.2 per cent. in Chicago and Brooklyn; 5.8 per cent. in New York; 5.9 per cent. in New Orleans; 7.5 per cent. in San Francisco; 11.9 per cent. in Baltimore; 16.6 per cent. in Cincinnati. The percentage in a number of the smaller cities is above 30. In Baton Rouge, La., it rises to 42.9; in South Easton, Pa., to 44.5; in Union City, Tenn., to 46.2.

It is well to consider Column 16 in connection with those which follow. The wealth of a corporation must be known in order that the schools it supports may be fairly judged. A difficulty arises in this connection, however, which it is not easy to overcome. The methods of assessment employed vary greatly. In some cities, property is assessed at its full value, while in others the assessed valuation is not more than one-tenth the actual cash value. With such differences to contend with, it is apparent that comparisons involving this quantity must be made with caution, especially when the cities compared are of different States.

Columns 20 and 21 indicate the direct cost to any city of its schools, per capita of scholastic population and average attendance. Column 22 shows, practically, the city tax rate for the schools, the costs of collection not being considered.

TABLE 19, PART I.—Comparative statistics of city public school systems for 1886-87; computed from returns made to the United States Bureau of Education.

	City or town.	Ratio of enrolment to population 6-14.	Ratio of average daily attendance to—		Average number of days attendance of each person enrolled.	Equivalent to attendance of each person between 6 and 14 for—	Number of sittings for study to—		Average number of sittings to a building.
			Population 6-14.	Enrolment.			Each 100 pupils enrolled.	Each 100 pupils in average attendance.	
	1	2	3	4	5	6	7	8	9
ALABAMA.									
		<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Days.</i>	<i>Days.</i>			
1	Birmingham	205.2	95.7	46.6	83.1	169.3	70.1	150.3	249.3
2	Mobile	41.2	36.3	83.1	159.5	65.7			
3	Montgomery		42.4			67.9		125.9	350.0
4	Selma	49.9	36.7	71.9	129.4	66.1	87.8	122.0	369.0
5	Talladega	75.8	49.2	65.0	121.5	92.1	126.9	195.3	125.0
ARKANSAS.									
6	Fort Smith	126.0	77.6	61.6	117.0	147.5			
7	Hot Springs	92.0	65.5	71.2			83.6	117.5	190.0
8	Little Rock	74.3	46.8	63.0	108.4	80.6	88.9	141.2	215.8
CALIFORNIA.									
9	Los Angeles	108.1	65.0	60.2	90.9	103.0	72.2	119.9	203.5
10	Marysville	106.8	79.4	74.3		156.8			
11	Oakland	107.7	76.8	71.3	145.5	136.2	84.1	117.9	500.0
12	Sacramento	79.9	74.8	93.6	177.9	142.2	113.6	121.4	284.6
13	San Francisco	81.3	58.8	72.3	157.6	128.1			
14	San José	108.8	70.6	64.9	128.2	139.5			
COLORADO.									
15	Aspen	186.0	153.8	82.7	118.2	219.9	81.6	98.8	200.0
16	Colorado Springs	174.4	102.3	58.6	106.5	185.8	75.8	129.3	144.8
17	Leadville	107.4	63.3	53.9	92.2	99.0	122.1	207.5	375.0
18	Pueblo	137.0	79.8	58.3	104.9	143.7	99.9	171.3	168.8
CONNECTICUT.									
19	Bridgeport	115.5	84.3	73.0			90.5	124.1	349.6
20	Bristol	142.6	91.4	64.1	128.2	182.9	111.3	173.3	113.2
21	Enfield	95.0	65.1	68.5			119.7	174.9	89.1
22	Greenwich	122.5	54.5	44.5	88.9	108.9	118.0	265.3	90.6
23	Groton	133.4	84.5	63.4	116.2	155.0			
24	Hartford	109.3	72.3	66.1	126.9	138.7	95.3	144.1	407.1
25	Killingly	117.9					93.5		80.0
26	Manchester	124.8	77.5	62.1	119.9	149.6	82.5	132.9	135.0
27	Meriden	109.5	72.3	66.0	132.0	144.5	79.8	120.9	191.0
28	Middletown	100.0	72.2	72.2	144.0	144.4	106.6	147.7	350.0
29	Naugatuck	122.8	75.2	62.0	124.0	150.5	97.2	156.7	97.0
30	New Britain	79.9	59.6	74.6	141.7	113.2	108.4	145.3	223.5
31	New Haven	125.3	86.5	69.0	138.0	172.9	79.9	120.7	323.9
32	New London	133.0	100.9	74.2	144.6	196.7	88.3	119.3	265.4
33	Norwalk	129.8	86.9	66.9	131.2	170.4	93.3	139.4	425.0
34	Norwich	93.8	70.1	74.8	149.5	140.2	129.9	173.8	292.5
35	Plainfield	137.8	76.8	55.7	103.1	142.1	106.9	191.8	87.2
36	Portland	123.8	89.3	72.1	144.2	178.5	123.0	170.7	125.0
37	Putnam	63.6							
38	Rockville								
39	Stafford	110.5	60.7	55.0			128.7	234.2	55.6
40	Stamford	96.2							
41	Thompson	120.0	46.9	39.1			82.8	211.6	70.0
DELAWARE.									
42	New Castle	125.3	100.0	79.8	159.6	199.9	85.7	107.4	154.3
43	Wilmington			70.0	138.6		89.7	123.8	318.3
DISTRICT OF COLUMBIA.									
44	Washington			77.4	141.7		84.3	108.9	356.5

TABLE 19, PART I.—Comparative statistics of city public school systems, etc.—Continued.

	City or town.	Ratio of enrolment to population 6-14.	Ratio of average daily attendance to—		Average number of days attendance of each person enrolled.	Equivalent to attendance of each person between 6 and 14 for—	Number of sittings for study to—		Average number of sittings to a building.
			Population 6-14.	Enrolment.			Each 100 pupils enrolled.	Each 100 pupils in average attendance.	
	1	2	3	4	5	6	7	8	9
FLORIDA.									
45	Key West.....	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Days.</i>	<i>Days.</i>			
				74.1	88.9		123.3	166.3	400.0
GEORGIA.									
46	Americus.....	181.5	110.2	60.7	109.3	198.4	93.4	153.8	394.0
47	Athens.....	73.2	54.2	74.0	116.9	85.6	90.0	121.5	244.0
48	Atlanta.....			92.9	185.7		100.0	107.7	533.4
49	Augusta.....	56.9	42.7	75.0	187.5	106.8			
50	Columbus.....			71.2	136.6		83.6	116.6	240.0
51	Macon.....			74.3	132.2		92.3	124.2	223.6
52	Rome.....	64.1	58.6	91.4	156.3	100.2	138.3	151.3	174.8
53	Savannah.....			85.4	170.7		109.0	127.7	388.9
ILLINOIS.									
54	Aurora.....	98.2	67.9	69.1		143.9	104.2	123.8	331.0
55	Belleville.....	85.3	71.8	84.2	168.7				
56	Bloomington.....	94.9	68.8	72.6	127.3	120.8	81.8	112.7	254.5
57	Cairo.....	87.6	62.4	71.3	114.0	99.9	74.3	104.2	178.8
58	Chicago.....	82.6	61.4	73.9	144.4	120.0	90.9	122.7	811.0
59	Danville.....	117.1	81.5	69.7	132.4	155.0	114.1	163.7	466.7
60	Decatur.....	109.1	82.8	75.9	133.6	145.7	83.0	109.3	281.2
61	East St. Louis.....	95.9	85.8	89.5	179.1	171.7			
62	Elgin.....	100.4	75.6	75.3	138.6	139.4	94.9	126.0	178.8
63	Englewood.....	139.8	90.1	64.5	128.6	179.8	76.5	118.6	350.0
64	Evanston.....	194.0	80.2	77.1	147.2	153.2	81.2	105.4	266.7
65	Galena.....	60.8	40.0	65.8	128.3	78.0	123.3	187.5	300.0
66	Galesburg.....	81.2	62.1	76.4	137.6	111.8	102.0	133.5	298.0
67	Jacksonville.....	63.4	47.9	75.5	128.8	82.8	117.3	155.3	285.7
68	Joliet.....	91.1	60.4	66.4	131.4	119.7	80.6	121.4	240.0
69	Kankakee.....	61.5	39.4	64.0	124.2	76.4	113.8	177.8	300.0
70	Lincoln.....	67.8	46.0	67.8	130.0	88.1	91.5	135.0	200.0
71	Litchfield.....	106.5	77.1	72.4	123.5	131.5	85.7	118.4	450.0
72	Mendota.....	132.8	107.8	81.2	143.5	190.5	87.9	108.3	536.0
73	Moline.....	113.9	84.5	74.2	129.8	147.8	95.1	128.3	316.7
74	Ottawa.....	86.0	72.2	84.0	151.7	130.5	94.7	112.8	200.0
75	Paris.....	147.4	95.8	65.0	119.6	176.5	81.3	125.0	300.0
76	Pekin.....	91.6	77.5	84.6	150.5	137.9	97.3	115.1	214.0
77	Peoria.....	98.2			134.7	132.3	78.5		401.1
78	Peru.....						81.3		194.0
79	Quincy.....	67.7	43.8	64.7	126.6	85.7	86.4	133.4	364.6
80	Rockford.....	100.5	77.1	76.7	151.2	132.0	86.0	112.1	244.3
81	Rock Island.....	98.9	79.1	79.9	141.8	139.9	93.8	117.4	283.8
82	Springfield.....	57.3	47.4	82.8	149.0	85.3	89.8	120.6	320.0
83	Streator.....	103.9	77.0	70.7	141.4	153.9	92.6	130.9	271.4
84	Waukegan.....	74.1	71.6	96.5	192.1	143.1	113.0	117.1	275.0
INDIANA.									
85	Columbus.....	104.4	95.9	91.8	165.3	172.6	115.3	124.4	280.0
86	Crawfordsville.....	104.6	80.4	76.9	138.4	144.8			
87	Evansville.....	70.3	53.0	75.4	147.5	103.7	103.1	136.7	404.8
88	Fort Wayne.....	45.2	35.3	78.2	150.1	67.9	113.4	145.0	350.0
89	Goshen.....	109.3					109.5		240.0
90	Indianapolis.....	58.9	43.0	73.1	134.5	79.2			
91	Jeffersonville.....	81.7	59.0	72.2	128.9	105.7	103.4	143.3	321.3
92	Kokomo.....	139.0	95.0	68.3	113.4	157.6	83.0	121.5	298.0
93	La Porte.....	54.6	45.9	84.2					
94	Lawrenceburg.....						106.7		400.0
95	Logansport.....	83.6	57.9	69.2	123.9	103.7	96.2	129.0	210.7
96	Michigan City.....	50.5	36.0	71.2	137.5	69.4	114.2	160.2	270.0
97	Muncie.....	112.7	81.7	72.5	134.9	151.9	101.0	139.4	325.0
98	New Albany.....	76.7	56.1	73.3	132.0	100.9			
99	Peru.....	95.6	69.0	72.2	135.0	129.0	85.4	118.4	333.3
100	Richmond.....	76.2	60.1	78.9	142.0	108.2	96.6	122.5	274.5
101	Seymour.....			72.9	121.7		114.1	156.4	300.0

TABLE 19, PART I. — *Comparative statistics of city public school systems, etc.*—Continued.

	City or town.	Ratio of enrolment to population 6-14.	Ratio of average daily attendance to—		Average number of days attendance of each person enrolled.	Equivalent to attendance of each person between 6 and 14 for—	Number of sittings for study to—		Average number of sittings to a building.
			Population 6-14.	Enrolment.			Each 100 pupils enrolled.	Each 100 pupils in average attendance.	
	1	2	3	4	5	6	7	8	9
INDIANA—continued.									
102	South Bend	61.2	48.1	78.6	123.5	75.6	105.0	133.7	357.1
103	Terre Haute	62.6	47.7	76.3	143.1	89.5	102.0	133.8	310.9
101	Vincennes	78.4	66.1	84.3	105.3	129.5	91.8	108.8	212.2
105	Washington	96.6	64.1	66.4	112.8	108.9	98.2	148.2	237.5
IOWA.									
106	Atlantic	154.5	105.1	68.1	125.9	194.5	74.5	109.5	275.0
107	Boone	131.2	108.6	82.7	161.1	211.4	160.8	194.3	328.0
108	Burlington	105.8	68.9	65.1	125.0	132.3	89.8	137.9	333.3
109	Council Bluffs	65.1	46.7	71.8	142.1	92.5	93.9	130.9	198.9
110	Creston	146.9	99.5	69.3	131.7	189.1	76.5	110.4	162.5
111	Davenport	90.3	66.7	73.9	144.8	130.8			
112	Des Moines, West Side	126.2	78.9	62.6	111.1	140.1	84.3	134.7	354.0
113	Dubuque	81.1	55.6	68.6	137.2	111.2	87.0	126.7	348.2
114	Fort Dodge	116.0	82.9	71.5	124.4	144.2	99.0	138.5	201.2
115	Iowa City	75.9	55.8	73.5	139.7	106.0	96.4	131.1	194.4
116	Keokuk	94.4	73.6	77.9	144.2	136.2	102.1	131.0	345.3
117	Lyons	107.6	74.7	69.4	138.9	149.4	92.6	133.3	250.0
118	Marshalltown	158.0	110.6	70.0	124.6	196.9	99.8	142.5	306.7
119	Mount Pleasant	148.2	115.1	77.7	136.5	202.6	114.5	147.4	272.0
120	Muscatine	125.4	90.9	72.5	130.5	163.7	91.7	126.4	212.3
121	Oskaloosa	165.4							
122	Ottumwa	125.0	88.6	70.8	134.6	168.3			
123	Sioux City	71.2	45.8	64.4	119.7	85.2	73.6	114.3	217.8
124	Waterloo, East Side	119.1	85.8	72.1	137.3	151.6	98.2	136.2	283.3
KANSAS.									
125	Atchison	92.5	72.7	78.6	110.0	101.8	90.8	115.5	416.7
126	Clay Centre	124.0	107.9	87.0	108.8	134.9	90.0	103.4	450.0
127	El Dorado	143.4	86.2	60.1	136.3	195.5	102.6	170.8	272.0
128	Emporia	113.8	77.9	68.5	119.8	136.3	145.6	216.7	316.7
129	Hutchinson	142.2	97.1	68.3	122.9	174.8	132.9	194.5	498.7
130	Independence		126.3			219.8		102.1	300.0
131	Kansas City	77.3	46.8	60.6	96.9	74.9	79.7	131.7	308.6
132	Lawrence	122.1	90.5	72.1	116.9	142.9	72.4	100.0	157.8
133	Leavenworth	79.3	51.1	64.5	114.8	91.0	73.2	113.5	296.0
134	Marysville	121.0	80.4	66.4	126.2	152.7	81.3	122.4	237.5
135	Newton	143.3	87.7	61.2	107.9	154.6	68.8	112.5	337.0
136	Ottawa	124.2	90.8	73.1	130.8	162.4	83.6	114.3	453.3
137	Parsons	145.6	87.1	59.8	101.7	148.0	71.4	119.4	313.5
138	Salina	108.6	71.0	65.4	117.7	127.8			
139	Topeka								
140	Wichita	83.3	43.2	51.9	87.0	72.5	60.5	116.6	222.2
141	Winfield	144.1	97.1	67.4	107.8	155.3	83.9	124.5	275.0
KENTUCKY.									
142	Bowling Green			84.8	161.2		113.6	133.9	600.0
143	Covington	53.7	39.6	73.7	146.0	78.3	83.9	114.8	533.3
144	Hopkinsville	112.3	78.9	68.7	140.5	157.8	94.9	135.1	600.0
145	Lexington	59.6					105.8		277.8
146	Louisville	54.0	39.5	73.2	149.3	80.5			
147	Maysville	74.9	55.2	73.6	147.3	110.4			
148	Newport	63.1	52.4	82.8	105.6	104.8	93.8	112.2	375.0
149	Owensborough	99.8	74.3	74.5			88.3	118.6	287.5
150	Paducah	79.6	57.8	74.1	145.1	115.5	79.9	107.8	262.8
LOUISIANA.									
151	Baton Rouge			84.6	97.3				
152	New Orleans			62.7	114.8		72.9	116.2	329.5

TABLE 19, PART I.—Comparative statistics of city public school systems, etc.—Continued.

	City or town.	Ratio of enrolment to population 6-14.	Ratio of average daily attendance to—		Average number of days attendance of each person enrolled.	Equivalent to attendance of each person between 6 and 14 for—	Number of sittings for study to—		Average number of sittings to a building.
			Population 6-14.	Enrolment.			Each 100 pupils enrolled.	Each 100 pupils in average attendance.	
	1	2	3	4	5	6	7	8	9
MAINE.									
153	Angusta	<i>Per ct.</i> 144.5	<i>Per ct.</i> 93.7	<i>Per ct.</i> 64.8	<i>Days.</i> 109.2	<i>Days.</i> 157.8	71.2	109.8	44.2
154	Bangor	121.4	108.1	89.0	163.8	194.3			
155	Bath								
156	Biddeford	94.1	70.6	75.1	131.4	123.6	99.6	132.7	92.9
157	Calais	129.2	107.6	83.3	150.0	193.7	120.0	144.0	138.8
158	Deering		109.9			217.6			
159	Eastport	135.7	79.6	58.7	109.2	148.1	77.3	131.6	144.3
160	Gardiner	132.0	118.7	89.9	161.4	213.1	115.7	128.7	86.0
161	Lewiston	73.4	69.6	94.9	177.5	130.2			
162	Portland	133.4	90.0	67.5	128.2	171.0	85.6	126.9	375.2
163	Rockland								
164	Saco	114.7	94.3	82.2	152.1	174.5	142.8	173.6	91.8
MARYLAND.									
165	Baltimore			81.4	166.0		106.8	131.2	611.9
166	Frederick			63.1	96.6		99.7	157.9	225.0
167	Hagerstown			65.5	100.8		97.8	149.4	400.0
MASSACHUSETTS.									
168	Adams	130.9	94.2	72.0	140.3	183.7	79.8	111.0	214.3
169	Amherst	148.6	89.7	60.3	102.6	152.4	126.6	209.8	90.0
170	Arlington	126.5	106.4	84.1			109.0	129.6	210.0
171	Athol	145.1	103.2	71.2					
172	Attleborough	149.7	108.5	72.4	135.5	202.8			
173	Beverly	123.8	100.3	81.0	162.1	200.7	107.0	132.1	194.4
174	Blackstone	128.6	83.2	64.8					
175	Boston	111.3	91.7	82.4					
176	Braintree	126.2	87.7	69.5	139.0	175.4	137.1	154.1	109.4
177	Brockton	145.9	113.3	77.7	155.3	226.5			
178	Brookline	127.5	100.3	78.6	157.2	200.5			
179	Cambridge	111.8	96.1	86.0	172.0	192.2			
180	Canton			72.3					
181	Chelsea	127.8	98.6	77.2	154.4	197.3	94.0	121.8	353.9
182	Clinton	123.5	98.8	80.0	156.8	193.6	101.2	126.6	150.0
183	Danvers	140.8	112.8	80.1	148.1	208.6	106.2	132.7	118.2
184	Dedham	142.5	109.0	76.8	153.6	217.9	101.0	131.5	103.8
185	Easthampton	123.9					111.0		69.2
186	Everett		107.9						
187	Fall River	112.7	72.9	64.7	129.4	145.8	95.0	146.0	245.9
188	Fitchburg	172.5	119.5	69.3	124.0	213.9	104.3	150.6	150.5
189	Framingham	152.8	105.5	69.1	131.2	200.5	101.0	146.0	106.0
190	Franklin	116.5	80.1	68.9	117.8	137.3	125.0	181.5	83.1
191	Gloucester	137.4	112.8	82.1	156.3	214.8	108.5	132.1	205.1
192	Great Barrington	140.8	99.8	70.9	143.1	201.6	74.5	105.1	50.0
193	Greenfield	151.5	109.4	72.2	150.0	197.0	110.7	153.2	89.5
194	Haverhill	127.6	97.1	76.1	145.3	185.4	99.3	130.5	153.4
195	Hingham	139.7	126.8	90.7	177.0	247.4	102.8	113.3	72.7
196	Hopkinton	141.1					132.0		77.5
197	Hyde Park	123.1	102.4	83.2			85.0	102.0	287.5
198	Lawrence	133.5	114.2	85.5	171.0	228.3	109.6	128.2	285.7
199	Lee								37.5
200	Leominster	139.5	110.5	79.2	158.4	221.0	81.0	102.0	75.0
201	Lowell		70.3			130.3		141.1	195.7
202	Lynn	113.1	89.2	78.9	151.4	171.3	98.3	124.7	225.8
203	Malden	119.6	82.2	68.7	131.3	157.0	90.3	131.4	238.7
204	Marblehead	120.9	95.3	78.9	161.7	195.5	113.8	144.3	131.6
205	Marlborough	125.4	117.0	93.3	163.3	204.8	111.1	119.1	227.3
206	Medford	130.5	105.8	81.0	149.9	195.7	104.7	129.1	150.0
207	Melrose	106.5					126.8		146.0
208	Methuen	113.9	95.0	83.4	150.1	170.9	124.7	149.5	90.0
209	Middleborough	124.0	108.4	87.4					
210	Milford	132.4	93.9	70.9					

TABLE 19, PART I.—Comparative statistics of city public school systems, etc.—Continued.

	City or town.	Ratio of enrolment to population 6-14.	Ratio of average daily attendance to—		Average number of days at- tendance of each person enrolled.	Equivalent to attendance of each person between 6 and 14 for—	Number of sittings for study to—		Average number of sittings to a building.
			Population 6-14.	Enrolment.			Each 100 pupils en- rolled.	Each 100 pupils in average attend- ance.	
	1	2	3	4	5	6	7	8	9
MINNESOTA—continued.									
		<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Days.</i>	<i>Days.</i>			
269	Mankato			64.5	113.5		82.2	127.5	268.8
270	Minneapolis			66.6	113.2		80.4	121.7	403.2
271	Red Wing			74.0	133.3		119.8	161.9	320.0
272	St. Cloud			72.7	130.9		90.9	125.0	500.0
273	St. Paul			61.4			102.0	166.1	456.1
274	Stillwater			73.6	130.7				
275	Winona			70.5	110.0		116.0	164.6	466.7
MISSISSIPPI.									
276	Jackson			81.1	129.7		94.7	116.9	150.0
277	Meridian								350.0
278	Natchez	53.0	34.5	65.1	117.2	62.1	100.4	154.2	600.0
279	Vicksburg	63.9	36.9	57.7	103.9	66.4	103.3	179.0	516.7
MISSOURI.									
280	Chillicothe	93.4	64.6	69.2	109.5	102.3	94.7	137.0	300.0
281	Hannibal	96.3	65.7	68.2	120.7	116.2	87.2	128.1	429.0
282	Jefferson City	77.2	57.5	74.5	131.1	101.2	85.3	114.4	283.3
283	Kansas City	67.3	38.1	56.7	102.0	68.7	80.5	142.2	501.0
284	Moberly	73.0	61.4	84.1	133.9	97.8	95.0	113.0	312.5
285	St. Charles	35.7	31.5	88.2	174.2	62.2			
286	St. Joseph	45.3	31.9	70.4	133.8	60.6	89.9	127.6	200.0
287	Sedalia	113.9	79.4	69.7	124.1	141.3	106.8	153.2	350.0
288	Springfield	117.7	70.1	59.5	110.0	129.5	61.9	104.0	490.0
NEBRASKA.									
289	Beatrice	136.5					103.5		280.0
290	Fremont	147.6	97.0	65.7	124.9	184.3	100.6	153.1	240.0
291	Grand Island	126.5	82.0	64.8	138.9	163.1	94.6	146.0	316.5
292	Hastings	117.9	74.6	63.5	111.7	130.7	88.7	139.1	275.0
293	Lincoln	82.8	52.1	62.9	113.3	95.7	83.0	131.9	271.7
294	Omaha	100.6	65.2	64.9	123.9	124.6	84.8	130.8	292.8
NEVADA.									
295	Virginia City	97.3	79.5	81.7	163.4	158.9	146.3	175.1	540.0
NEW HAMPSHIRE.									
296	Claremont	123.3	91.8	74.4					
297	Concord			77.8	136.2		101.1	129.9	158.3
298	Dover	87.4	68.6	78.6					
299	Keene			81.3					
300	Manchester			68.1	115.8		103.2	151.5	156.3
301	Nashua	120.0	69.8	58.2	101.6	121.9	93.4	160.3	127.2
302	Portsmouth	121.7	92.5	76.0	151.9	184.9	102.3	134.7	
303	Rochester	119.6	101.9	85.1	135.3	161.8	112.0	131.6	62.2
304	Somersworth	106.9	76.3	71.4	154.3	164.8	105.4	147.5	112.5
NEW JERSEY.									
305	Atlantic City	118.8	68.0	57.2	108.7	120.1	80.2	140.3	291.5
306	Camden	109.1	57.0	52.2	109.7	119.7	84.9	162.4	600.0
307	Chambersburg								
308	Elizabeth	67.9	48.0	70.8	134.5	93.4	68.2	96.4	648.8
309	Gloucester								174.8
310	Harrison	61.8	30.2	48.9	117.3	72.4	56.8	110.0	450.0
311	Jersey City	67.8	44.1	66.5	133.4	90.5	70.3	105.6	658.3
312	Lambertville	78.9	48.8	61.8	123.7	97.6	127.1	205.5	225.3
313	Long Branch	85.8	64.1	74.7	151.6	130.0	104.5	139.9	242.9
314	Millville	108.6	65.6	60.4	132.9	144.3	101.3	167.8	155.2
315	Newark	75.9	52.7	69.4	138.8	105.3	89.8	129.4	597.0

TABLE 19, PART I.—Comparative statistics of city public school systems, etc.—Continued.

	City or town.	Ratio of enrolment to population 6-14.	Ratio of average daily attendance to—		Average number of days attendance of each person enrolled.	Equivalent to attendance of each person between 6 and 14 for—	Number of sittings for study to—		Average number of sittings to a building.
			Population 6-14.	Enrolment.			Each 100 pupils enrolled.	Each 100 pupils in average attendance.	
	1	2	3	4	5	6	7	8	9
NEW JERSEY—continued.									
316	New Brunswick.....	<i>Per ct.</i> 85.1	<i>Per ct.</i> 62.1	<i>Per ct.</i> 73.0	<i>Days.</i> 140.1	<i>Days.</i> 119.3	86.2	118.1	356.5
317	Orange.....	55.4	39.1	70.6	138.3	76.6	87.7	124.3	376.0
318	Phillipsburg.....	113.5	91.3	80.5	161.0	182.7	90.5	112.5	289.9
319	Plainfield.....	99.5	71.2	71.6	141.7	138.7	86.6	121.0	350.0
320	Rahway.....	100.8	62.2	61.7	117.3	118.2	107.6	174.4	292.5
NEW YORK.									
321	Albany.....			75.1	145.5		94.6	125.9	514.2
322	Auburn.....	104.1	82.1	78.9	154.6	161.2	100.1	126.9	275.7
323	Batavia.....	116.6	77.1	66.1	132.5	154.4	87.0	131.6	200.0
324	Binghamton.....	116.7	89.6	76.7	144.3	172.4	97.2	126.7	442.6
325	Brooklyn.....			64.1	125.7		70.1	110.3	1,020.2
326	Buffalo.....	74.4	49.0	65.9	127.8	95.0			
327	Canandaigua.....	96.4	64.5	66.9	126.3	121.8	106.2	158.9	212.5
328	Cohoes.....	74.2	45.4	61.2	123.7	91.8	76.5	125.0	55.1
329	Corning.....	159.6	92.3	57.8	120.2	191.7	101.7	176.0	483.3
330	Cortland.....	67.7	42.1	62.2	121.1	82.0	86.6	139.4	162.0
331	Dunkirk.....	91.1	66.5	73.1	143.2	130.4	110.3	150.9	177.8
332	Elmira.....	119.3	91.1	76.3	148.9	177.7	89.2	116.8	465.3
333	Flushing.....	57.0	39.5	69.2	136.1	77.6	99.7	144.1	333.3
334	Geneva.....	142.7	102.3	71.7	142.0	202.5	77.9	108.7	250.0
335	Gloversville.....	129.3	87.3	67.5	128.9	166.7	86.4	128.0	468.0
336	Green Island.....	152.4	83.2	58.6	117.7	179.4	89.0	136.6	390.0
337	Hoosick Falls.....	151.1	120.9	80.0	151.3	228.6			
338	Hornellsville.....	139.3	84.2	60.4	120.8	168.2	114.5	189.4	600.0
339	Hudson.....						106.4		500.0
340	Ithaca.....	120.3	92.1	70.7	141.6	184.4	102.7	145.2	306.8
341	Johnstown.....	120.0	83.3	69.4	132.5	159.0	103.7	149.5	424.7
342	Kingston.....	117.9	79.5	67.4	132.2	156.0	100.3	148.8	355.0
343	Lansingburg.....	94.8	66.4	70.1	132.5	125.5	76.6	109.3	287.5
344	Little Falls.....	100.2	70.3	70.2	139.6	139.9	83.3	118.7	358.7
345	Lockport.....			69.1	142.4				
346	Lyons.....	102.4	110.4	68.0	132.3	214.8			
347	Malone.....	155.7	103.2	64.8	127.9	199.2	102.8	155.1	145.0
348	Middletown.....	139.0	92.6	66.6	135.5	188.4	83.9	126.0	212.8
349	Newburg.....	83.6	66.8	79.9	164.3	137.3	102.7	128.5	475.0
350	New York.....	112.2	72.3	64.5	127.7	143.2	70.9	109.9	126.1
351	Ogdensburg.....	94.0	65.7	69.9	132.5	124.6	113.3	162.1	200.9
352	Olean.....	140.1	86.4	61.7	120.1	168.2	74.1	120.2	250.0
353	Owego.....	141.4	104.0	73.6	147.0	207.9	121.5	165.5	104.0
354	Plattsburg.....	109.2	80.2	74.0	137.0	149.6	89.7	122.1	200.8
355	Port Jervis.....	137.0	98.7	72.0	141.5	193.9	95.2	132.2	359.0
356	Poughkeepsie.....			73.9	145.5		86.3	116.9	264.1
357	Rochester.....	75.1	56.1	74.7	146.4	110.0	89.1	119.2	426.0
358	Rome.....	133.1	81.0	63.1	119.3	158.7	93.9	148.9	274.5
359	Saratoga Springs.....	159.8	103.0	65.9	123.1	156.7	93.0	145.7	228.2
360	Seneca Falls.....	112.3	78.3	69.7	138.2	155.2			
361	Sing Sing.....	119.4	85.3	71.4	140.7	168.0	90.0	126.0	324.7
362	Syracuse.....	99.6	79.2	79.5	155.7	155.1	96.7	121.6	425.3
363	Troy.....			68.3	133.1		94.4	138.3	500.0
364	Utica.....	88.5	58.0	65.5	121.8	107.8	82.5	125.8	286.6
365	Watertown.....	116.1	80.0	68.9	139.0	161.4	121.3	175.9	277.8
366	Yonkers.....	68.3	44.9	65.7	130.1	88.9	78.2	119.0	331.7
367	West New Brighton.....	103.6	64.9	62.7	123.5	127.8	75.8	120.9	312.5
NORTH CAROLINA.									
368	New Bern.....	77.7	61.0	78.6	141.4	160.9			
369	Raleigh.....	78.8	48.1	61.1	168.7	85.7			
OHIO.									
370	Akron.....	113.9	94.8	83.2	160.6	183.0	95.6	114.9	394.6
371	Alliance.....	122.1	85.5	70.0	137.3	167.6	93.7	133.8	389.7

TABLE 19, PART I.—Comparative statistics of city public school systems, etc.—Continued.

City or town.	Ratio of enrolment to population 6-14.	Ratio of average daily attendance to—		Average number of days attendance of each person enrolled.	Equivalent to attendance of each person between 6 and 14 for—	Number of sittings for study to—		Average number of sittings to a building.
		Population 6-14.	Enrolment.			Each 100 pupils enrolled.	Each 100 pupils in average attendance.	
1	2	3	4	5	6	7	8	9
OHIO—continued.								
	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Days.</i>	<i>Days.</i>			
372 Ashtabula	123.9	88.6	71.5	133.0	164.7	86.1	120.3	234.7
373 Cauton	106.6	78.9	74.1	142.2	151.5			
374 Chillicothe	94.3	75.9	80.5	149.7	144.4	103.5	128.6	399.2
375 Cincinnati	76.5	58.1	82.4	161.7	116.2	106.5	129.3	641.1
376 Circleville	102.9	70.2	68.2	136.4	140.4	112.0	164.2	482.3
377 Cleveland	88.9	68.4	76.9	149.9	133.3			
378 Columbus	80.8	64.0	79.2	154.5	124.9	98.8	124.8	479.8
379 Dayton	91.1	71.6	78.5	104.0	94.8	120.5	153.4	445.2
380 Defiance	99.3	72.3	72.8	131.2	130.5	94.5	129.8	287.5
381 East Liverpool	94.7	63.5	67.1	122.5	114.3	103.5	154.2	237.5
382 Elyria	105.4	80.9	76.7			96.3	125.6	189.4
383 Fremont	98.2	70.3	71.6	129.0	126.6	106.0	148.0	171.4
384 Gallipolis	115.7	82.2	71.0	134.9	156.1	105.3	148.2	216.7
385 Hamilton	85.6	68.9	80.5	155.3	132.9	98.6	122.6	383.3
386 Ironton	102.7	94.6	92.1	153.3	157.5	105.5	114.7	330.0
387 Lancaster	113.8	84.1	75.7	143.8	163.7	120.7	159.4	504.0
388 Lima	106.9	73.8	70.7	119.4	127.6	84.2	119.5	425.0
389 Mansfield	120.0	97.1	81.0	142.5	170.9	133.3	162.8	336.7
390 Marietta	108.9	88.8	81.6	149.2	162.6	129.3	158.6	360.0
391 Massillon	94.6	70.1	74.1	143.7	136.0	94.8	128.0	265.7
392 Middletown	78.7	54.3	68.9	133.1	104.8	122.1	177.1	594.3
393 Mount Vernon	127.7	93.2	72.9	138.6	177.0	98.7	135.3	200.0
394 Newark	98.2	74.9	76.2	144.0	141.5	116.7	153.2	361.9
395 Norwalk	102.1	78.0	76.4	149.8	153.0	106.0	138.7	216.7
396 Piqua	73.7	54.9	74.5					
397 Portsmouth	81.2	62.0	76.4	145.2	117.8	101.8	133.2	334.3
398 Salem								490.0
399 Sandusky	83.3	65.6	80.0	155.6	129.6	117.5	146.9	366.7
400 Springfield	99.4	71.5	72.0	136.0	135.2	100.1	139.1	312.5
401 Steubenville	92.9	69.0	74.2	143.3	133.2	100.3	135.1	375.9
402 Tiffin	81.4	65.0	79.8	159.7	130.0	109.6	137.3	238.0
403 Toledo	71.6	54.7	76.4	152.7	109.2	117.4	153.7	440.0
404 Urbana	101.4	72.0	71.1	128.6	130.4	84.5	118.9	153.3
405 Wooster	117.0	42.0	78.6	157.2	184.0	109.0	138.8	280.0
406 Xenia	117.0	89.3	76.3	143.5	171.8	104.4	136.8	207.1
407 Youngstown	85.5	64.9	75.9	140.5	120.1			
408 Zanesville	87.0	70.1	80.6	153.2	156.3			
OREGON.								
409 Portland	124.0	91.5	73.8	147.7	183.1	85.9	116.3	591.7
410 Salem	74.3							
PENNSYLVANIA.								
411 Allentown			68.0	134.0		95.9	141.0	370.0
412 Altoona			80.3	144.5		97.7	121.7	319.1
413 Ashland								251.0
414 Beaver Falls			73.3	117.2		100.6	137.3	541.7
415 Bethlehem			72.2	144.1		97.0	134.6	420.0
416 Bradford			73.8	147.6		90.4	122.6	283.3
417 Bristol						100.1		290.0
418 Carlisle			90.1	130.7		105.4	116.9	137.5
419 Chambersburg			83.1	149.5		93.0	112.0	280.0
420 Chester			62.6	122.7		89.5	143.0	262.7
421 Columbia			88.7	150.7		100.0	112.8	412.5
422 Conshohocken			74.5	149.0		106.2	142.6	256.7
423 Cory								
424 Danville			65.6	118.0		48.8	74.5	70.0
425 Dunmore	155.6	102.5	65.9	131.7	205.0	81.8	124.2	122.2
426 Easton			77.2	154.5		113.2	146.6	275.8
427 Harrisburg			66.2	125.7		94.6	143.1	311.5
428 Hazleton			72.9	120.4		96.7	132.6	336.0
429 Johnstown			76.2					

TABLE 19, PART I.—Comparative statistics of city public school systems, etc.—Continued.

City or town.	Ratio of enrolment to population 6-14.	Ratio of average daily attendance to—		Average number of days attendance of each person enrolled.	Equivalent to attendance of each person between 6 and 14 for—	Number of sittings for study to—		Average number of sittings to a building.
		Population 6-14.	Enrolment.			Each 100 pupils enrolled.	Each 100 pupils in average attendance.	
1	2	3	4	5	6	7	8	9
PENNSYLVANIA—continued.								
	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Days.</i>	<i>Days.</i>			
430 Lancaster			74.4	148.7		105.3	141.7	201.6
431 Lock Haven	183.0	160.1	87.5	140.0	256.2	102.9	117.6	350.0
432 Mahanoy			78.4	62.7		103.5	132.0	546.7
433 McKeesport			67.9	122.3		84.0	124.5	475.0
434 Meadville			79.5	143.2		103.3	129.8	327.2
435 Nanticoke			76.7	138.1		99.8	130.2	240.0
436 New Castle			72.5	128.6		94.2	130.0	360.0
437 Norristown			69.6	139.1		98.6	137.5	383.3
438 Oil City			73.4	132.1		81.2	110.6	221.4
439 Philadelphia			91.7	189.0		106.4	116.0	
440 Phoenixville	142.6					97.3		335.0
441 Pittsburg			69.5	139.0		100.5	144.6	468.3
442 Pittston			64.8	116.7		89.0	137.0	199.5
443 Plymouth			59.7	95.5				
444 Pottsville			71.8	143.5		99.2	138.3	208.3
445 Scranton			66.3	132.7		77.0	116.1	286.6
446 Shenandoah	122.7	81.4	66.3	119.3	146.4	81.8	123.4	351.7
447 South Bethlehem	135.9	95.7	70.4	140.8	191.4			
448 South Easton	134.4	111.5	83.1	165.9	223.0	107.5	129.6	181.0
449 Tamaqua	121.0	72.3	59.8	119.6	144.7	75.8	126.7	333.3
450 Titusville			76.9	146.1		96.8	125.8	396.0
451 West Chester			62.8	117.9		87.0	138.5	321.3
452 Wilkes Barre	122.8	84.3	68.6	124.9	153.3			
453 Williamsport	79.1	56.2	71.1	128.0	101.2			
454 York	156.0					107.8		
RHODE ISLAND.								
455 Bristol	98.9	73.8	74.7	150.4	145.3	100.5	134.6	151.3
456 Cranston	97.9	56.6	57.8	97.7	95.6			
457 Cumberland	79.1	50.8	64.2	125.2	99.1	93.6	145.8	66.0
458 East Providence	121.9	82.5	67.6	138.7	169.1	98.6	145.8	108.2
459 Johnston	94.1	63.1	67.1	107.8	101.4			
460 Newport	79.8	55.3	69.3	135.4	110.6	104.0	150.0	218.9
461 Pawtucket	101.2	68.2	67.4	126.7	128.3	92.5	137.2	187.7
462 Providence	90.7	66.2	73.0	139.4	126.5	91.0	124.7	256.9
463 South Kingstown	96.1	66.2	68.9	124.0	119.2	109.3	162.3	42.6
464 Westerly	149.4	103.1	69.0			87.2	126.4	93.3
465 Woonsocket	57.2	48.9	85.4	149.9	85.5	111.9	131.1	148.6
SOUTH CAROLINA.								
466 Charleston	128.4	99.4	77.4	161.9	207.7	69.7	90.0	833.3
467 Columbia			61.6	107.0		64.6	105.0	352.3
468 Greenville								
TENNESSEE.								
469 Chattanooga	114.7	69.8	60.9	108.3	124.2	70.5	115.9	476.0
470 Clarksville	85.5	60.4	70.7	138.7	118.6	76.9	168.8	437.5
471 Jackson	66.2	55.8	84.2	152.2	100.8	137.7	163.5	300.0
472 Knoxville	86.6	66.4	76.7	139.6	120.9	84.4	110.0	275.0
473 Memphis	60.8	37.3	61.3	102.4	62.3	60.1	98.1	275.0
474 Union City	101.9	67.5	66.2	105.9	107.9	77.3	116.8	206.7
TEXAS.								
475 Austin	106.5	84.7	79.5	143.1	152.4	79.2	99.6	125.0
476 Brenham	91.5	66.0	79.5	134.1	122.7	50.4	71.4	137.5
477 Brownsville	41.1	33.0	80.2	162.9	67.0	102.2	127.4	100.0
478 El Paso	113.8	60.4	53.1	93.4	106.3	61.2	115.3	188.5
479 Fort Worth	140.2	90.3	64.4	115.9	162.5	68.5	166.5	200.0
480 Galveston			87.9	145.0		100.0	113.8	490.0
481 Houston	57.4	37.7	65.8	118.8	68.0	90.7	137.9	202.7

TABLE 19, PART I.—Comparative statistics of city public school systems, etc.—Continued.

	City or town.	Ratio of enrolment to population 6-14.	Ratio of average daily attendance to—		Average number of days attendance of each person enrolled.	Equivalent to attendance of each person between 6 and 14 for—	Number of sittings for study to—		Average number of sittings to a building.
			Population 6-14.	Enrolment.			Each 100 pupils enrolled.	Each 100 pupils in average attendance.	
	1	2	3	4	5	6	7	8	9
TEXAS—continued.									
482	Palestine.....	<i>Per ct.</i> 67.0	<i>Per ct.</i> 41.3	<i>Per ct.</i> 61.6	<i>Days.</i> 108.3	<i>Days.</i> 72.6	92.2	149.8	174.3
483	Sherman.....	53.3	35.7	66.9	133.7	71.2	107.9	181.1	412.0
484	Waco.....	82.0	49.5	60.4	107.5	88.2	66.1	109.5	181.2
UTAH.									
485	Ogden.....	119.4	56.8	48.6	95.3	111.2	71.4	146.8	182.0
VERMONT.									
486	Brattleborough.....								
487	Rutland.....	95.8	69.5	72.2	130.4	124.9	113.2	156.8	250.0
488	St. Johnsbury.....				116.3		158.0		83.3
VIRGINIA.									
489	Alexandria.....	53.5	42.9	73.3	147.3	86.1	130.1	177.3	410.0
490	Fredericksburg.....			86.3	159.3				
491	Lynchburg.....	83.4	63.0	75.5	144.1	120.3	92.5	122.6	337.5
492	Norfolk.....	64.1	40.9	63.8	71.2	45.6	85.8	134.5	285.7
493	Petersburg.....			70.7	130.8		75.4	106.5	234.5
494	Richmond.....	69.5	60.3	86.8	158.8	110.9	101.8	117.3	473.8
495	Staunton.....	98.2	70.3	71.6	132.4	130.0	114.1	159.4	300.0
496	Winchester.....	86.5	57.4	64.8	132.7	114.7	106.4	160.4	425.0
WEST VIRGINIA.									
497	Charleston.....								250.0
498	Martinsburg.....	107.4							
499	Wheeling.....	78.6	63.3	84.5	167.3	131.5	101.0	119.5	454.6
WISCONSIN.									
500	Appleton.....	122.5	110.6	90.1	162.1	199.0	115.0	127.6	325.0
501	Beloit.....	147.4	103.3	70.1	140.2	206.6	141.7	203.5	400.0
502	Berlin.....	108.0	83.1	76.9	138.4	149.5			
503	Fond du Lac.....	88.5	65.1	73.6	145.7	129.0	124.4	169.1	147.4
504	Green Bay.....	92.4	68.8	74.5	145.8	134.7	108.5	145.7	216.7
505	Janesville.....	74.7	55.1	73.8	126.5	94.5	117.3	159.0	303.3
506	Kenosha.....	74.9	50.5	67.4	128.0	95.9	29.8	44.2	50.0
507	La Crosse.....	100.9	67.1	66.5	131.1	132.2	83.3	125.2	269.2
508	Madison.....	166.4							
509	Milwaukee.....	81.0	54.7	67.6	131.5	106.4	80.5	119.0	638.7
510	Neenah.....	119.9	72.4	60.4	111.8	134.2	118.9	197.0	260.0
511	Oconto.....	175.6	165.0	94.0	188.0	330.0	84.7	90.1	250.0
512	Oshkosh.....	59.2	44.2	74.6	149.2	88.3	160.8	215.6	350.0
513	Portage.....	118.2	73.8	62.4	123.1	145.5	120.9	193.5	240.0
514	Racine.....	82.3	61.1	74.2	147.7	121.6	95.6	128.9	414.3
515	Sheboygan.....	65.9	45.6	69.2	133.6	88.0	94.8	137.1	334.0
516	Stevens' Point.....	111.5	95.2	85.4	162.2	180.9	45.0	52.7	170.8
517	Waukesha.....	113.0	91.7	81.1	149.9	169.5	97.5	120.2	312.5
518	Wausau.....	110.8	61.4	55.4	99.8	108.1	94.4	170.3	172.2

TABLE 19, PART II.—*Comparative statistics of city public school systems, etc.*—Continued.

City or town.		Number of pupils in average attendance to each teacher.	Ratio of male teachers to whole number of teachers.	Ratio of high school enrollment to total public school enrollment.	Ratio of private school enrollment to total public and private enrollment.	Ratio of total public and private enrollment to population 6-14.	Number of volumes in school libraries to each 100 pupils in average attendance.	Assessed value of property per capita of population 6-14.
1		10	11	12	13	14	15	16
ALABAMA.								
1	Birmingham	31.4	<i>Per ct.</i> 27.0	<i>Per ct.</i> 3.9	<i>Per ct.</i> 16.7	<i>Per ct.</i> 246.4	43.1	\$16,478
2	Mobile .....	.....	30.0	5.7	.....	.....	15.1	.....
3	Montgomery .....	.....	14.3	.....	.....	.....	28.8	.....
4	Selma	33.6	22.2	.....	.....	.....	74.4	.....
5	Talladega	18.3	28.6	.....	33.7	114.2	.....	2,884
ARKANSAS.								
6	Fort Smith	47.7	22.7	5.7	.....	.....	9.5	1,479
7	Hot Springs .....	.....	.....	.....	.....	.....	.....	200
8	Little Rock	40.4	9.4	4.1	20.5	93.4	.....	1,639
CALIFORNIA.								
9	Los Angeles	32.1	9.4	3.1	14.5	126.5	75.7	5,218
10	Marysville	24.0	28.6	1.5	11.5	120.7	551.7	.....
11	Oakland .....	.....	8.0	4.8	13.6	124.7	23.6	4,155
12	Sacramento	34.3	5.6	4.0	23.5	104.5	.....	2,945
13	San Francisco	39.2	7.5	2.7	21.9	104.1	69.2	4,309
14	San José	40.1	16.7	2.6	19.8	135.7	20.1	4,218
COLORADO.								
15	Aspen	45.0	22.2	2.9	3.0	191.7	27.4	3,796
16	Colorado Springs	35.4	5.3	5.8	4.2	182.0	81.9	3,479
17	Leadville	38.1	5.3	2.3	28.9	151.2	27.7	1,531
18	Pueblo	30.3	7.7	10.9	.....	.....	76.1	5,201
CONNECTICUT.								
19	Bridgeport	40.6	3.2	.....	10.0	128.4	.....	2,593
20	Bristol	27.0	13.8	6.3	0.2	143.0	127.9	2,650
21	Enfield	25.5	10.0	0	31.4	138.4	111.4	2,255
22	Greenwich	22.0	12.9	0	18.9	150.9	73.2	3,405
23	Groton	27.9	31.8	.....	3.5	138.2	4.1	2,815
24	Hartford	29.1	14.5	8.8	.....	.....	.....	7,199
25	Killingly .....	.....	18.2	4.8	.....	.....	.....	2,968
26	Manchester	36.6	9.7	0	2.6	128.2	50.3	2,406
27	Meriden	35.1	11.1	5.9	23.9	143.8	83.0	2,899
28	Middletown	29.6	.....	8.6	20.2	125.4	112.5	5,076
29	Naugatuck	29.3	10.5	.....	3.3	124.0	143.6	.....
30	New Britain	35.8	2.3	7.3	42.1	138.0	39.0	2,324
31	New Haven .....	.....	6.3	5.2	12.9	143.8	100.7	4,266
32	New London	36.3	5.0	4.0	3.9	141.6	.....	.....
33	Norwalk .....	.....	5.6	10.1	.....	.....	412.2	.....
34	Norwich .....	.....	3.2	.....	36.0	146.4	.....	.....
35	Plainfield	25.0	20.0	.....	8.2	150.1	.....	2,912
36	Portland	32.6	10.5	.....	1.5	125.7	204.8	2,946
37	Putnam .....	.....	33.3	8.3	40.6	107.0	.....	.....
38	Rockville .....	.....	6.9	.....	.....	.....	.....	.....
39	Stafford .....	.....	16.0	.....	19.5	137.3	.....	.....
40	Stamford .....	.....	9.3	.....	.....	.....	.....	.....
41	Thompson	23.9	27.7	.....	31.3	174.5	69.8	3,272
DELAWARE.								
42	New Castle	47.9	11.1	8.5	6.9	134.5	183.6	.....
43	Wilmington	36.9	0.6	2.6	.....	.....	1.2	.....
DISTRICT OF COLUMBIA.								
44	Washington	41.7	11.5	3.3	.....	.....	.....	.....
FLORIDA.								
45	Key West .....	.....	26.7	3.7	38.1	.....	6	.....

TABLE 19, PART II.—Comparative statistics of city public school systems, etc.—Continued.

City or town.		Number of pupils in average attendance to each teacher.	Ratio of male teachers to whole number of teachers.	Ratio of high school enrollment to total public school enrollment.	Ratio of private school enrollment to total public and private enrollment.	Ratio of total public and private enrollment to population 6-14.	Number of volumes in school libraries to each 100 pupils in average attendance.	Assessed value of property per capita of population 6-14.
1		10	11	12	13	14	15	16
GEORGIA.			<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>		
46	Americus.....	34.2	26.7	4.7	5.6	192.3	-----	\$3,657
47	Athens.....	40.2	15.0	0	21.7	93.5	155.7	3,712
48	Atlanta.....	62.6	9.5	7.7	13.5	-----	20.2	-----
49	Augusta.....	-----	20.0	3.8	33.3	85.4	-----	2,847
50	Columbus.....	39.9	9.8	0	14.8	-----	0	-----
51	Macon.....	34.8	5.4	10.3	10.3	-----	3.9	-----
52	Rome.....	36.1	12.5	0	24.8	85.2	36.0	-----
53	Savannah.....	45.7	13.3	5.7	27.2	-----	11.0	-----
ILLINOIS.								
54	Aurora.....	-----	-----	5.9	18.4	120.4	-----	-----
55	Belleville.....	42.1	25.0	4.0	23.8	112.0	24.8	767
56	Bloomington.....	33.1	2.7	5.6	24.3	125.4	-----	1,080
57	Cairo.....	46.8	9.1	4.3	20.7	110.1	43.5	1,061
58	Chicago.....	-----	4.2	2.5	15.9	26.8	36.6	1,573
59	Danville.....	35.6	10.4	4.2	14.0	136.1	81.7	953
60	Decatur.....	51.5	15.0	11.0	-----	-----	48.6	851
61	East St. Louis.....	42.0	34.1	-----	2.4	92.8	0	1,626
62	Elgin.....	34.7	6.7	5.5	24.0	132.1	29.5	1,226
63	Englewood.....	33.3	9.7	5.0	22.4	142.8	72.6	963
64	Evanston.....	40.0	5.3	-----	20.1	130.2	658.8	1,267
65	Galena.....	32.0	10.0	9.9	38.1	98.3	28.1	-----
66	Galesburg.....	40.1	8.1	5.6	16.4	97.1	32.0	1,112
67	Jacksonville.....	-----	0	6.3	26.0	85.7	31.1	778
68	Joliet.....	33.3	5.2	4.7	23.2	118.6	3.8	1,121
69	Kankakee.....	32.1	4.8	5.0	36.4	96.6	51.9	370
70	Lincoln.....	-----	9.5	6.8	29.2	95.7	-----	434
71	Litchfield.....	44.7	11.8	11.1	15.4	125.8	6.6	643
72	Mendota.....	49.5	20.0	6.9	6.9	142.6	808.1	-----
73	Moline.....	57.0	10.0	4.1	13.1	131.0	33.8	856
74	Ottawa.....	40.0	3.8	-----	14.5	100.6	24.2	719
75	Paris.....	32.7	4.5	9.5	5.1	155.3	69.5	-----
76	Pekin.....	-----	13.0	6.6	15.0	107.8	6.4	-----
77	Peoria.....	-----	7.3	4.5	18.4	120.4	-----	1,058
78	Peru.....	-----	10.5	7.3	26.8	-----	-----	-----
79	Quincy.....	-----	4.8	4.0	36.1	106.0	16.3	810
80	Rockford.....	34.9	2.7	6.5	10.5	112.3	19.2	1,609
81	Rock Island.....	37.1	8.7	6.3	28.1	137.6	29.3	1,099
82	Springfield.....	32.8	9.9	9.0	38.4	93.0	37.7	3,125
83	Streator.....	-----	3.1	-----	18.2	133.1	3.4	-----
84	Waukegan.....	35.2	15.0	11.2	7.6	89.2	78.1	-----
INDIANA.								
85	Columbus.....	48.9	17.4	9.4	17.0	125.7	17.8	1,842
86	Crawfordsville.....	39.8	16.0	5.3	-----	-----	30.2	-----
87	Evansville.....	31.2	11.9	5.1	18.6	86.3	-----	2,397
88	Fort Wayne.....	25.6	5.3	6.6	48.6	87.9	196.8	1,578
89	Goshen.....	-----	8.0	8.9	8.4	119.3	-----	1,993
90	Indianapolis.....	35.8	7.0	4.2	7.3	63.5	379.5	1,885
91	Jeffersonville.....	33.6	20.0	5.7	10.7	91.5	12.3	1,139
92	Kokomo.....	43.3	29.4	11.7	3.6	144.2	95.1	2,009
93	La Porte.....	-----	11.1	9.8	33.9	82.6	356.2	-----
94	Lawrenceburg.....	-----	33.3	5.3	28.6	-----	-----	-----
95	Logansport.....	35.3	10.5	6.1	26.5	113.8	37.3	1,596
96	Michigan City.....	32.1	19.1	4.1	33.4	75.9	59.3	1,228
97	Muncie.....	44.4	9.5	8.8	-----	-----	-----	-----
98	New Albany.....	40.1	18.2	4.0	9.1	84.1	145.2	1,719
99	Peru.....	40.2	21.8	9.3	21.5	121.7	59.1	979
100	Richmond.....	33.6	8.3	5.2	25.6	103.3	-----	2,618
101	Seymour.....	40.4	21.1	3.0	22.2	-----	39.1	-----
102	South Bend.....	38.2	18.4	5.6	27.4	84.3	21.4	1,572
103	Terre Haute.....	33.4	11.5	7.1	16.5	74.9	175.7	2,031
104	Vincennes.....	42.4	8.7	9.7	40.9	132.6	76.5	2,117
105	Washington.....	33.7	36.8	7.9	23.7	126.6	70.2	1,078

TABLE 19, PART II.—Comparative statistics of city public school systems, etc.—Continued.

	City or town.	Number of pupils in average attendance to each teacher.	Ratio of male teachers to whole number of teachers.	Ratio of high school enrollment to total public school enrollment.	Ratio of private school enrollment to total public and private enrollment.	Ratio of total public and private enrollment to population 6-14.	Number of volumes in school libraries to each 100 pupils in average attendance.	Assessed value of property per capita of population 6-14.
	1	10	11	12	13	14	15	16
IOWA.								
106	Atlantic	37.7	<i>Per ct.</i> 15.0	<i>Per ct.</i> 10.1	<i>Per ct.</i> 60.2	<i>Per ct.</i> 388.5	26.6	.....
107	Boone	27.2	6.5	10.7	15.2	124.8	189.6	.....
108	Burlington	36.3	17.5	5.0	15.2	124.8	.....	\$118
109	Council Bluffs .....	.....	6.7	4.5	2.9	67.0	3.1	1,003
110	Creston	39.3	13.3	7.4	8.1	156.3	12.7	406
111	Davenport .....	.....	12.5	5.6	21.3	114.7	.....	896
112	Des Moines, West Side	30.2	1.1	4.0	6.2	135.2	19.0	2,382
113	Dubuque	36.4	10.8	5.2	37.1	128.9	26.5	1,106
114	Fort Dodge	38.2	15.8	4.4	19.7	144.5	20.7	885
115	Iowa City	34.6	10.0	9.8	26.2	102.8	33.7	1,075
116	Keokuk	36.2	21.6	5.9	17.4	114.4	43.4	1,296
117	Lyons	41.7	5.6	6.5	31.6	157.4	10.7	622
118	Marshalltown	30.7	7.1	8.1	3.2	163.3	38.7	1,592
119	Mount Pleasant	36.9	5.0	12.6	26.9	202.8	.....	.....
120	Muscatine	33.6	12.5	6.8	9.7	138.9	14.9	1,185
121	Oskaloosa .....	.....	9.4	14.2	.....	.....	.....	.....
122	Ottumwa	41.9	2.5	3.4	7.8	135.6	44.8	.....
123	Sioux City	38.9	7.4	3.2	5.8	75.5	10.7	2,182
124	Waterloo, East Side	34.7	5.6	8.0	14.8	139.7	52.1	.....
KANSAS.								
125	Atchison	52.8	14.6	4.2	26.6	126.1	13.0	672
126	Clay Centre	62.1	7.1	7.9	2.9	127.7	80.5	825
127	El Dorado	35.4	16.7	9.5	.....	.....	32.2	828
128	Emporia	35.3	5.3	8.3	11.3	128.3	.....	1,563
129	Hutchinson	48.1	12.5	5.4	10.0	158.0	91.0	2,332
130	Independence	58.8	25.0	.....	.....	.....	.....	753
131	Kansas City	39.1	.....	2.6	13.4	89.2	12.8	786
132	Lawrence .....	.....	27.3	7.4	13.0	140.5	8.6	1,059
133	Leavenworth	43.5	16.7	6.9	.....	.....	.....	1,145
134	Marysville	48.5	50.0	.....	.....	.....	309.3	675
135	Newton	45.0	10.0	4.2	9.3	158.0	22.2	1,150
136	Ottawa	44.1	14.8	3.7	2.4	127.3	2.5	836
137	Parsons	43.9	29.2	4.0	16.6	174.7	23.8	1,078
138	Salina .....	.....	11.8	3.2	13.6	125.7	.....	.....
139	Topeka .....	.....	15.5	.....	.....	.....	.....	.....
140	Wichita	35.7	13.8	4.5	8.3	90.1	2.9	2,142
141	Winfield	36.8	8.0	3.8	3.7	149.5	11.3	.....
KENTUCKY.								
142	Bowling Green	52.7	.....	.....	22.1	.....	.....	.....
143	Covington	42.0	10.5	4.9	.....	.....	18.2	2,250
144	Hopkinsville	34.2	7.7	.....	17.0	134.0	226.4	2,446
145	Lexington .....	.....	17.0	.....	11.3	67.2	.....	2,777
146	Louisville .....	.....	9.8	3.1	.....	.....	0	1,671
147	Maysville	42.3	33.3	13.9	22.5	96.7	0	1,566
148	Newport	47.3	8.9	5.0	15.8	75.1	30.0	1,498
149	Owensborough	44.1	13.6	4.3	17.7	121.2	37.1	1,915
150	Paducah	75.2	15.0	2.2	6.9	85.4	16.6	.....
LOUISIANA.								
151	Baton Rouge	38.6	42.9	.....	.....	.....	.....	.....
152	New Orleans	38.5	5.9	1.7	43.7	.....	112.2	.....
MAINE.								
153	Augusta	26.2	7.7	8.1	3.6	149.9	19.1	4,253
154	Bangor	29.5	4.9	8.0	.....	.....	.....	.....
155	Bath	51.3	12.1	.....	.....	.....	53.2	.....
156	Biddeford	31.9	15.2	5.3	23.5	122.9	20.4	2,875
157	Calais	46.3	11.1	4.7	6.3	137.8	0	1,658
158	Deering	28.7	4.0	.....	.....	.....	.....	.....
159	Eastport	36.6	22.2	8.1	2.6	139.3	30.4	1,065

TABLE 19, PART II.—Comparative statistics of city public school systems, etc.—Continued.

City or town.		Number of pupils in average attendance to each teacher.	Ratio of male teachers to whole number of teachers.	Ratio of high school enrollment to total public school enrollment.	Ratio of private school enrollment to total public and private enrollment.	Ratio of total public and private enrollment to population 6-14.	Number of volumes in school libraries to each 100 pupils in average attendance.	Assessed value of property per capita of population 6-14.
1		10	11	12	13	14	15	16
MAINE—continued.								
160	Gardiner.....	40.1	10.0	11.3	5.3	139.3	74.8	\$3,225
161	Lewiston.....	32.8		7.5	37.0	116.5	38.1	
162	Portland.....	33.5	6.7	7.6	14.9	156.7	39.8	5,987
163	Rockland.....		9.4					3,593
164	Saco.....	28.5	17.6	8.4	5.3	121.1	54.1	
MARYLAND.								
165	Baltimore.....		11.9	2.3	24.0		10.4	
166	Frederick.....	35.6	13.8	0	27.9			
167	Hagerstown.....	34.5	32.3	4.2	15.5			
MASSACHUSETTS.								
168	Adams.....	38.6		3.2	0	130.9		
169	Amherst.....		18.2	11.7	10.9	166.8		5,926
170	Arlington.....	30.0	14.8	6.8	0	126.5	96.3	
171	Athol.....	29.0	4.0	6.3			0	4,014
172	Attleborough.....		5.0	5.0	0.7	150.9		3,695
173	Beverly.....	34.0	12.8	8.4	1.8	126.1	15.1	10,234
174	Blackstone.....							
175	Boston.....	40.9						
176	Braintree.....	29.9		9.4			1,461.5	
177	Brookton.....	45.1		4.9	10.6	163.2	0	5,210
178	Brookline.....	32.2	11.6	7.0	7.9	138.4		24,237
179	Cambridge.....	36.6	8.1	4.2	15.8	132.7		6,697
180	Canton.....							
181	Chelsea.....		4.3	4.7	9.1	140.8	13.2	4,911
182	Clinton.....	40.6	2.9	6.0	1.1	124.0		3,578
183	Danvers.....	35.0	14.3	9.1				4,177
184	Dedham.....	27.0	14.6	11.2	50.4	286.1	39.0	5,552
185	Easthampton.....		0	4.9	0	123.9		3,749
186	Everett.....							
187	Fall River.....		5.7	4.5	12.1	128.3	7.1	
188	Fitchburg.....	31.0	9.9	10.2	13.6	199.7	0	7,044
189	Framingham.....		5.0	7.5	0	152.8		
190	Franklin.....	33.1	16.7	8.0	3.5	120.7	0	2,707
191	Gloucester.....		5.0	6.3	6.7	147.3	10.4	4,145
192	Great Barrington.....	27.8	20.8	14.3	3.1	145.3	9.0	4,263
193	Greenfield.....	25.3	10.0	11.4	2.8	155.8		
194	Haverhill.....	55.0	6.4	4.5	12.2	145.3	9.1	4,544
195	Hingham.....	39.2	22.1	13.5	11.4	157.7		
196	Hopkinton.....		4.5	5.7				3,724
197	Hyde Park.....		14.6	8.0	0	123.1	0	3,170
198	Lawrence.....		6.2	6.4	22.6	172.5		6,619
199	Lee.....		16.7					
200	Leominster.....			13.5	0	139.5	0	4,782
201	Lowell.....	34.5	7.4					6,117
202	Lynn.....	39.8	7.8	4.5	9.0	124.3	26.7	4,671
203	Malden.....	29.4	2.9	5.3	18.9	147.5	78.3	5,494
204	Marblehead.....	37.7	10.3	5.8	0	120.9	0	3,898
205	Marlborough.....	38.9	3.7	5.8	13.5	144.9	47.6	2,524
206	Medford.....	32.4	18.6	6.9	2.3	133.5	43.0	6,160
207	Melrose.....		3.6	10.4	0	106.5	0	4,690
208	Methuen.....	27.4	9.1	5.5	0	113.9	0	4,478
209	Middleborough.....	25.0	10.7	8.7	7.5	134.1		3,097
210	Milford.....	30.5	5.3	7.9	6.9	142.2	17.2	3,933
211	Millbury.....		12.5				0	2,658
212	Montague.....	32.7	5.4	6.2	0	113.7	10.9	2,764
213	Needham.....	31.1	11.7	7.3	0	160.7	0	5,260
214	New Bedford.....	30.6	8.4	8.1	27.5		783.8	
215	Newburyport.....	31.0	13.5	8.0	36.8	108.4	89.7	3,991
216	Newton.....		14.6	11.0	8.6	152.8		10,409
217	North Adams.....	33.0	7.3	3.4	11.5	137.4	11.0	
218	Northampton.....	29.7	6.3	4.8	3.9	135.8		4,811

TABLE 19, PART II.—Comparative statistics of city public school systems, etc.—Continued.

City or town.		Number of pupils in average attendance to each teacher.	Ratio of male teachers to whole number of teachers.	Ratio of high school enrollment to total public school enrollment.	Ratio of private school enrollment to total public and private enrollment.	Ratio of total public and private enrollment to population 6-14.	Number of volumes in school libraries to each 100 pupils in average attendance.	Assessed value of property per capita of population 6-14.
1		10	11	12	13	14	15	16
MASSACHUSETTS—continued.			<i>Perct.</i>	<i>Perct.</i>	<i>Perct.</i>	<i>Perct.</i>		
219	Northbridge	33.4	6.3	3.0	0	139.5	0	\$3,295
220	North Brookfield	32.8	4.2	8.5	4.2	131.7	0	2,756
221	Peabody	35.8	13.9	3.3	2.3	126.7	0	4,256
222	Pittsfield	30.0	6.9	3.9	5.9	148.3	.....	2,585
223	Randolph	36.0	16.7	12.5	0	139.9	30.6	4,837
224	Rockland	37.7	22.7	6.9	.....	.....	0	.....
225	Salem	30.7	6.9	5.4	25.8	130.4	48.8	6,294
226	Somerville	39.0	7.5	6.6	10.5	129.7	.....	5,699
227	Southbridge	25.8	4.2	6.9	43.4	129.8	0	2,554
228	Spencer	37.4	10.5	6.1	.....	.....	.....	2,662
229	Springfield	33.9	6.7	6.1	18.2	137.5	0	7,312
230	Stoneham	31.2	7.7	7.8	2.3	150.7	30.9	4,280
231	Stoughton	32.0	20.0	7.3	25.8	142.5	16.5	2,924
232	Taunton .....	.....	11.0	4.7	2.7	126.9	.....	.....
233	Waltham .....	.....	10.6	6.4	2.7	152.4	.....	5,711
234	Watertown .....	.....	.....	.....	.....	.....	.....	.....
235	Webster .....	.....	14.3	9.2	70.5	171.7	.....	2,156
236	Westborough .....	.....	9.1	9.0	1.1	.....	.....	.....
237	Westfield	27.6	8.9	6.4	1.8	122.7	10.1	5,111
238	West Springfield	29.1	6.7	4.6	.....	.....	.....	3,781
239	Weymouth	38.6	13.7	8.6	1.1	148.2	20.2	3,818
240	Woburn	33.1	13.7	5.3	20.2	.....	.....	.....
241	Worcester	34.7	16.3	5.5	15.5	144.2	20.6	6,310
MICHIGAN.								
242	Adrian	29.5	9.4	10.8	30.7	150.8	488.6	2,959
243	Ann Arbor	36.5	16.7	28.9	13.2	140.0	182.5	3,140
244	Battle Creek	32.6	7.9	7.3	16.4	121.7	661.3	1,946
245	Bay City .....	.....	4.1	5.1	27.5	135.2	397.2	2,437
246	Cadillac	31.8	20.0	8.0	0	132.1	62.9	1,071
247	Cheboygan	35.0	25.0	.....	41.7	163.3	178.6	.....
248	Coldwater	33.7	13.0	13.4	.....	.....	.....	5,226
249	East Saginaw	37.9	11.2	5.9	13.4	168.4	222.0	2,103
250	Grand Haven	45.6	4.8	5.6	.....	.....	174.2	1,555
251	Grand Rapids	31.0	4.1	7.4	17.3	133.3	285.2	2,631
252	Ionia	34.1	16.0	15.0	18.0	165.8	58.6	2,718
253	Jackson	34.5	7.3	12.0	16.1	162.6	49.5	.....
254	Kalamazoo	32.4	4.9	5.6	14.1	133.1	759.5	2,475
255	Ludington	39.3	11.1	4.6	3.8	.....	195.5	.....
256	Marquette .....	.....	4.8	6.2	16.8	147.6	152.3	2,437
257	Marshall	26.7	13.6	11.8	16.7	134.5	83.8	2,804
258	Menominee	35.4	8.3	4.5	18.4	130.7	35.3	1,970
259	Negaunee	33.6	20.0	7.4	36.1	125.2	19.8	3,057
260	Niles	29.6	9.1	9.9	10.9	141.1	92.2	2,402
261	Pontiac	32.3	16.7	11.8	0	156.4	150.7	3,497
262	Port Huron	40.7	2.7	3.8	26.3	141.9	.....	1,869
263	Saginaw .....	.....	9.6	.....	.....	.....	.....	1,848
264	West Bay City	35.4	10.3	2.6	9.1	169.3	102.0	2,453
265	Ypsilanti	26.1	21.7	11.2	10.1	111.7	200.0	.....
MINNEAPOLIS.								
266	Crookston	26.7	13.3	6.3	0	190.8	31.8	1,680
267	Duluth	28.7	8.9	3.3	21.0	.....	116.1	.....
268	Faribault	33.9	9.1	.....	.....	.....	67.1	.....
269	Mankato	26.7	17.4	5.9	.....	.....	118.6	.....
270	Minneapolis .....	.....	1.7	4.7	.....	.....	57.8	.....
271	Red Wing	38.0	7.7	5.4	17.1	.....	20.4	.....
272	St. Cloud	36.4	9.1	5.5	64.5	.....	25.0	.....
273	St. Paul .....	.....	10.0	3.6	.....	.....	.....	.....
274	Stillwater	32.2	5.3	5.9	15.2	.....	.....	.....
275	Winona	32.7	9.6	3.2	29.3	.....	14.7	.....

TABLE 19, PART II.—*Comparative statistics of city public school systems, etc.*—Continued.

City or town.		Number of pupils in average attendance to each teacher.	Ratio of male teachers to whole number of teachers.	Ratio of high school enrollment to total public school enrollment.	Ratio of private school enrollment to total public and private enrollment.	Ratio of total public and private enrollment to population 6-14.	Number of volumes in school libraries to each 100 pupils in average attendance.	Assessed value of property per capita of population 6-14.
1		10	11	12	13	14	15	16
MISSISSIPPI.								
276	Jackson	35.0	<i>Per ct.</i> 7.7	<i>Per ct.</i> 0	<i>Per ct.</i> 55.8	<i>Per ct.</i>	0	.....
277	Meridian		9.1					.....
278	Natchez	33.8	8.7	3.3	36.9	84.1	321.3	.....
279	Vicksburg	33.3	7.7	.....	31.8	93.7		\$1,597
MISSOURI.								
280	Chillicothe	43.8	26.7	9.5	17.4	113.1	456.6	.....
281	Hannibal		4.5	5.6	7.4	106.0	17.5	1,175
282	Jefferson City	43.7	17.6	6.5			16.8	1,016
283	Kansas City		11.3	4.1			17.7	.....
284	Moberly		13.0	6.1	18.6	89.7	91.1	667
285	St. Charles	39.8	33.3	3.7	74.7	149.0	275.1	1,731
286	St. Joseph	49.1	12.8	5.0	12.5	51.7		1,202
287	Sedalia	42.5	11.6	5.2	10.3	126.9	54.7	.....
288	Springfield	57.0	22.2	.....	18.8	145.0	13.0	1,273
NEBRASKA.								
289	Beatrice		13.0	5.0	10.0	151.7		.....
290	Fremont	37.3	9.5	5.3			12.8	.....
291	Grand Island	33.4	15.3	5.2	8.5	138.3	8.7	662
292	Hastings	37.7	4.8	9.0	7.5	126.2	0	1,232
293	Lincoln	40.0	9.4	4.2				1,034
294	Omaha	33.8	3.8	4.5	17.9	122.4	18.6	1,445
NEVADA.								
295	Virginia City	53.2	6.9	10.5	4.2	101.6	66.8	.....
NEW HAMPSHIRE.								
296	Claremont		4.5	12.5	3.3	127.5	0	3,985
297	Concord		2.6	8.5				.....
298	Dover .....							.....
299	Keene .....							.....
300	Manchester	33.5	13.0	6.7	48.4			.....
301	Nashua	25.0	8.3	6.0	27.4	165.2	10.8	2,269
302	Portsmouth			8.0	8.8	132.4	16.8	4,944
303	Rochester	33.4	5.9	9.3	7.0	128.6	6.6	2,450
304	Somerset	26.5	8.7	8.1				2,127
NEW JERSEY.								
305	Atlantic City	41.6	10.0	3.5	6.4	127.0	134.5	3,015
306	Camden	35.4	4.8	0	16.8	131.1	5.8	1,708
307	Chambersburg .....							.....
308	Elizabeth		6.5	3.1	35.5	105.3	48.7	2,570
309	Gloucester						0	.....
310	Harrison	38.7	30.0	0	65.5	178.7	0	1,560
311	Jersey City	41.8	4.7	2.0			18.6	2,111
312	Lambertville	25.3	7.7	14.3	30.6	113.8	7.6	3,707
313	Long Branch	40.5	20.0	9.2	3.0	90.5	41.2	.....
314	Millville	27.1	12.2	6.0	3.9	113.0	10.8	.....
315	Newark	40.5	13.1	3.3	23.1	96.7	49.8	3,195
316	New Brunswick	39.3	8.0	6.3	28.4	119.0	145.4	.....
317	Orange		5.7	4.0	44.9	160.6	90.2	1,788
318	Phillipsburg	45.5	8.8	4.8	3.8	117.9	19.4	1,772
319	Plainfield	26.2	3.0	11.1	17.8	119.1	86.4	3,004
320	Rahway	32.0	19.0	0	17.6	122.3	0	.....
NEW YORK.								
321	Albany	37.4	8.4	4.8	27.7		66.2	.....
322	Auburn	32.7	3.2	9.5	23.7	136.5	32.9	2,935
323	Batavia	38.0	5.0	12.6	23.3	152.1	1,052.7	3,299

TABLE 19, PART II.—Comparative statistics of city public school systems, etc.—Continued.

City or town.		Number of pupils in average attendance to each teacher.	Ratio of male teachers to whole number of teachers.	Ratio of high school enrollment to total public school enrollment.	Ratio of private school enrollment to total public and private enrollment.	Ratio of total public and private enrollment to population 6-14.	Number of volumes in school libraries to each 100 pupils in average attendance.	Assessed value of property per capita of population 6-14.
1		10	11	12	13	14	15	16
NEW YORK—continued.								
324	Binghamton	35.3	7.4	5.8	11.4	131.8	191.2	\$4,435
325	Brooklyn		4.2	1.7	27.3		30.9	
326	Buffalo	31.5	7.1	1.7	28.6	104.3	132.1	
327	Canandaigua	33.4	10.5		36.0	150.7	267.9	4,918
328	Cohoes	37.7	3.2	2.5	24.3	98.1	131.8	2,765
329	Corning	34.3	4.2	7.9			41.4	2,057
330	Cortland	38.8	0		5.1	71.3	32.3	
331	Dunkirk		2.5	7.2	21.6	116.2	75.1	
332	Elmira	28.9	6.1	6.2	13.8	110.0	125.1	3,534
333	Flushing	20.2	4.3	11.0	31.0	82.6	288.2	1,138
334	Geneva	41.8	13.6	22.1	26.4	193.8	226.4	4,447
335	Gloversville	43.9	4.0	7.5			31.0	2,032
336	Green Island	40.8	0.3				162.0	2,783
337	Hoosick Falls							
338	Hornellsville	36.2	5.7		10.9	156.3	40.7	2,954
339	Hudson		12.5	5.7	31.6			
340	Ithaca	37.3	5.9	17.0	17.3	157.5	140.8	1,990
341	Johnstown	44.8			0	120.0	352.1	2,216
342	Kingston	33.1	19.4	13.9	13.0	135.6	204.8	4,060
343	Lansingburg	32.9	3.1		16.7	113.7	178.2	3,721
344	Little Falls	37.2	17.3	8.0	19.7	124.8	233.6	1,020
345	Lockport	35.7	7.7	9.6			262.8	
346	Lyons	39.7	20.0				222.7	2,665
347	Malone	39.0	4.2	7.9			336.6	2,297
348	Middletown	38.6	5.7	13.9	3.7	144.3	285.3	2,200
349	Newburg	37.6	8.7	7.4	25.0	111.5	699.5	2,774
350	New York		5.8				21.7	6,688
351	Ogdensburg	34.4	16.7		28.3	131.2	309.5	1,999
352	Olean	37.1	7.1	6.6	4.4	146.5	130.0	1,667
353	Owego	28.0	7.7	15.2	41.5	241.6	586.4	1,947
354	Plattsburg	31.8	3.2	6.3	6.9	117.3	24.4	1,168
355	Port Jervis		6.1	6.0	3.4	141.9	226.6	975
356	Poughkeepsie	33.2	2.9	7.1			654.1	
357	Rochester	31.7	3.1	3.4	35.1	115.7	153.5	3,837
358	Rome	32.6	8.1	9.1	12.6	154.0	108.2	
359	Saratoga Springs	33.5	11.9	6.5	4.4	167.2	152.1	2,782
360	Seneca Falls	34.0	4.3	12.9	24.3	148.4	173.8	3,449
361	Sing Sing	35.1	0	2.8	6.9	128.2	140.8	1,951
362	Syracuse	37.4	5.3	5.5	17.0	120.0	184.4	3,072
363	Troy	34.0	11.0	2.5	22.8		19.0	
364	Utica	27.0	3.7	15.5	25.8	119.3	269.5	2,631
365	Watertown	27.4	5.6	11.6	8.8	127.3	281.5	3,210
366	Yonkers	36.8	5.7	5.3	37.3	108.9	363.7	4,663
367	West New Brighton	30.9	13.3		19.5	128.7	187.6	1,255
NORTH CAROLINA.								
268	New Bern	61.1	22.2		22.2	99.9	181.8	
369	Raleigh							
OHIO.								
270	Akron	42.4	5.6	7.7	14.6	133.4	16.5	2,436
371	Alliance	28.0	13.0	7.3	9.1	134.3	114.4	2,299
372	Ashtabula	36.6	11.8	6.8	13.3	142.8	17.1	
373	Canton	41.3	16.9	2.5	19.0	131.6	68.0	2,203
374	Chillicothe	33.0	8.5	7.1	13.5	109.0	644.3	2,669
375	Cincinnati	39.2	16.6	4.2	32.8	104.9	585.7	3,524
376	Circleville	27.6	6.3	6.2	10.4	112.2	51.0	2,961
377	Cleveland	28.6	5.4	3.9			214.8	
378	Columbus	40.7	5.8	5.8	23.0	105.0	147.8	2,932
379	Dayton	35.0	13.8	4.3	18.9	112.4	430.8	3,321
380	Defiance	36.9	4.2	6.9	29.1	140.1	135.4	2,040
381	East Liverpool	31.9	3.4	1.9	10.4	105.6	32.5	
382	Elyria	34.3	9.1	16.4	23.0	137.0	66.3	2,286

TABLE 19, PART II.—Comparative statistics of city public school systems, etc.—Continued.

City or town.		Number of pupils in average attendance to each teacher.	Ratio of male teachers to whole number of teachers.	Ratio of high school enrollment to total public school enrollment.	Ratio of private school enrollment to total public and private enrollment.	Ratio of total public and private enrollment to population 6-14.	Number of volumes in school libraries to each 100 pupils in average attendance.	Assessed value of property per capita of population 6-14.
1		10	11	12	13	14	15	16
OHIO—continued.								
383	Fremont	31.2	<i>Per ct.</i> 15.4	<i>Per ct.</i> 8.8	<i>Per ct.</i> 28.4	<i>Per ct.</i> 137.2	123.3	\$1,734
384	Gallipolis	32.5	11.1	5.5			45.6	
385	Hamilton	40.8	19.6	8.7	31.0	124.1	10.6	2,384
386	Ironton	44.7	10.5	6.6	17.8	125.0	5.9	
387	Lancaster	53.6	17.9	6.6	16.7	136.7	42.5	2,528
388	Lima	37.5	2.6	4.9	13.0	122.8	21.1	1,857
389	Mansfield	38.3	4.2	7.1	8.1	130.5	16.3	
390	Marietta	37.8	8.0	9.5			63.4	1,177
391	Massillon	44.5	6.7	4.7	27.6	130.7	72.3	1,702
392	Middletown	30.4	4.5	5.6	17.1	95.0	63.6	2,601
393	Mount Vernon	35.5	16.0	7.7	14.1	148.7	55.1	
394	Newark	35.2	10.6	10.7	53.2	210.0	30.2	2,554
395	Norwalk	36.0	7.1	13.0	22.2	131.3	53.4	1,582
396	Piqua	35.5	8.7	8.1	21.5	93.9		2,051
397	Portsmouth	35.0	7.0	5.0	14.3	94.8	498.4	1,815
398	Salem		0					
399	Sandusky	36.8	4.9	5.4	17.6	101.1	133.6	1,709
400	Springfield	34.9	18.4	3.4	23.1	129.2	11.8	3,103
401	Steubenville	34.1	14.3	6.9	21.1	117.7	120.3	2,068
402	Tiffin	31.8	6.1	10.8	34.8	124.2	33.4	1,994
403	Toledo	38.1	95.2	3.4	27.2	98.3	9.8	2,291
404	Urbana	38.7	35.0	11.0			25.8	3,368
405	Wooster	36.0	7.1	11.8	52.2	244.7	69.4	
406	Xenia	33.1	15.6	9.1	12.6	133.9	28.3	3,363
407	Youngstown	42.3	13.6	4.2			89.6	
408	Zanesville	33.4	9.7	6.0	7.7	94.6		
OREGON.								
409	Portland	38.1	8.8	6.9	13.4	143.2	19.7	4,200
410	Salem		29.4					
PENNSYLVANIA.								
411	Allentown	41.7	21.9	3.7	3.7		19.1	
412	Altoona	43.1	13.3	3.4	23.4			
413	Ashland		23.8					
414	Beaver Falls	39.5		2.6	1.1		42.2	
415	Bethlehem	44.6	28.6	5.5	25.7		16.0	
416	Bradford	39.6	0	3.5	13.8		113.2	
417	Bristol		0	5.8	18.7			
418	Carlisle	42.7	29.2	12.5				
419	Chambersburg	41.7	13.3	5.4	6.2		24.0	
420	Chester	34.7	0	4.8	14.6			
421	Columbia	45.7	6.2	3.4	19.5		170.9	
422	Conshohocken	38.6	7.1	4.8	37.0		143.1	
423	Corry		9.1	5.2	25.7			
424	Danville	31.3	13.3	8.2				
425	Dunmore		8.7	3.9	1.8	158.7	8.5	
426	Easton	33.0	21.1	5.0			300.7	
427	Harrisburg	38.2	15.8	5.7	9.0		24.3	
428	Hazleton	43.7	17.2	3.5	14.7		4.7	
429	Johnstown		22.9					
430	Lancaster		10.5	7.1	11.1			
431	Lock Haven	42.5	25.9	7.9	15.5	215.6	21.0	2,019
432	Mahanoy	46.0	14.8	4.0	5.9		35.4	
433	McKeesport	40.2	5.3	3.0	25.9			
434	Meadville	36.9	2.4	7.9	17.4		59.5	
435	Nanticoke	41.9	18.2	4.6	25.0		4.3	
436	New Castle	39.6	8.6	3.9	18.6		25.3	
437	Norristown	34.9	8.3	4.5	11.1		17.9	
438	Oil City		8.6	6.8	20.8		17.0	
439	Philadelphia	41.7	2.6	1.9	18.5		8.1	
440	Phoenixville		7.1	2.9	0.8	147.2		3,106
441	Pittsburg		7.5	2.2				

TABLE 19, PART II.—Comparative statistics of city public school systems, etc.—Continued.

City or town.		Number of pupils in average attendance to each teacher.	Ratio of male teachers to whole number of teachers.	Ratio of high school enrollment to total public school enrollment.	Ratio of private school enrollment to total public and private enrollment.	Ratio of total public and private enrollment to population 6-14.	Number of volumes in school libraries to each 100 pupils in average attendance.	Assessed value of property per capita of population 6-14.
1		10	11	12	13	14	15	16
PENNSYLVANIA—continued.			<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>		
442	Pittston .....	.....	21.7	3.3	34.2	.....	23.0	.....
443	Plymouth	39.2	28.6	2.8	20.2	.....	6.1	.....
444	Pottsville	35.5	13.7	4.8	.....	.....	66.4	.....
445	Scranton	31.5	8.1	2.2	15.2	.....	.....	.....
446	Shenandoah	43.9	10.3	3.0	4.3	128.3	70.2	\$801
447	South Bethlehem	4.6	40.9	4.6	52.4	285.8	5.4	3,524
448	South Easton	46.6	44.5	7.3	16.5	161.0	0	1,762
449	Tamaqua	46.4	11.8	7.6	.....	.....	228.2	1,100
450	Titusville	37.0	0	5.7	.....	.....	.....	.....
451	West Chester	29.0	0	6.9	31.5	.....	125.9	.....
452	Wilkes Barre .....	.....	18.3	1.3	14.0	142.8	9.5	720
453	Williamsport	38.7	14.7	3.3	19.7	98.5	58.6	1,349
454	York .....	.....	.....	.....	7.4	168.5	.....	4,512
RHODE ISLAND.								
455	Bristol	32.7	12.5	4.6	6.5	105.7	.....	5,262
456	Crauston	28.6	14.3	.....	11.8	111.0	188.6	7,764
457	Cumberland	27.2	15.2	0	20.9	100.1	143.7	4,556
458	East Providence	32.5	2.6	4.9	6.1	129.9	25.2	5,048
459	Johanson	28.8	15.4	2.2	6.7	100.9	.....	3,818
460	Newport	54.9	13.0	5.3	28.0	110.8	37.4	9,973
461	Pawtucket	38.3	10.3	3.1	11.2	113.9	87.1	4,277
462	Providence	33.2	5.6	4.3	19.2	112.2	.....	7,181
463	South Kingstown	22.9	23.1	5.6	5.6	101.8	242.7	6,130
464	Westerly	33.6	26.0	3.7	1.5	151.8	83.5	4,415
465	Woonsocket	37.8	9.5	4.6	46.7	107.3	.....	2,928
SOUTH CAROLINA.								
466	Charleston	51.0	8.3	3.5	14.3	149.8	0	3,577
467	Columbia	40.2	36.0	2.4	11.2	.....	34.8	.....
468	Greenville .....	.....	23.5	0	.....	.....	.....	.....
TENNESSEE.								
469	Chattanooga .....	.....	15.7	2.5	12.9	131.6	0.8	1,835
470	Clarksville	53.6	20.0	5.7	14.0	100.5	74.6	1,502
471	Jackson .....	.....	16.7	.....	.....	.....	45.4	.....
472	Knoxville	40.0	32.7	4.1	.....	.....	18.7	1,741
473	Memphis .....	.....	15.5	3.6	29.5	86.9	.....	2,626
474	Union City	40.8	46.2	8.1	7.0	109.5	49.0	.....
TEXAS.								
475	Austin	39.4	15.7	5.1	28.4	148.7	24.9	3,374
476	Brenham	42.8	17.1	7.1	5.1	96.5	32.5	1,550
477	Brownsville	42.8	27.3	7.8	20.4	51.6	63.7	841
478	El Paso	27.3	16.7	.....	14.0	132.2	15.3	7,729
479	Fort Worth	38.5	25.6	3.2	11.4	158.2	0	3,604
480	Galveston	42.3	17.1	3.6	.....	.....	19.9	.....
481	Houston	36.5	22.2	3.2	9.4	63.3	20.9	1,382
482	Palestine	34.9	40.0	4.6	10.3	74.7	.....	1,749
483	Sherman .....	.....	10.0	.....	34.4	81.2	.....	1,162
484	Waco .....	.....	21.9	2.6	.....	.....	3.8	1,944
UTAH.								
485	Ogden	38.8	31.2	.....	23.9	153.3	48.4	2,289
VERMONT.								
486	Brattleborough .....	.....	6.1	.....	.....	.....	.....	.....
487	Rutland	34.7	4.3	7.2	22.0	122.3	150.6	4,859
488	St. Johnsbury .....	.....	.....	.....	19.5	.....	0	.....

TABLE 19, PART II.—Comparative statistics of city public school systems, etc.—Continued.

City or town.		Number of pupils in average attendance to each teacher.	Ratio of male teachers to whole number of teachers.	Ratio of high school enrollment to total public school enrollment.	Ratio of private school enrollment to total public and private enrollment.	Ratio of total public and private enrollment to population 6-14.	Number of volumes in school libraries to each 100 pupils in average attendance.	Assessed value of property per capita of population 6-14.
1		10	11	12	13	14	15	16
VIRGINIA.			<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>		
489	Alexandria	44.2	26.9	0	27.2	80.4	372.3	\$1,544
490	Fredericksburg	64.1	16.7	3.3				
491	Lynchburg	40.8	24.1	5.2	9.3	92.0	4.5	2,858
492	Norfolk	53.1	21.4		51.5	132.2		3,829
493	Petersburg	48.9	6.7	5.5	16.2		136.3	
494	Richmond		14.7	11.0	17.3	83.7	13.8	3,566
495	Staunton	39.6	42.1	4.9	33.1	146.7	0	2,088
496	Winchester	40.8	30.8	12.5	11.1	97.3	0	2,631
WEST VIRGINIA.								
497	Charleston		13.0					
498	Martinsburg		27.3	10.7				1,397
499	Wheeling	37.7	5.4	0	13.9	91.4	7.2	2,600
WISCONSIN.								
500	Appleton	46.3	11.4	6.6	18.1	150.0	52.3	1,938
501	Beloit	31.5	12.0	9.0	1.8	150.0	25.4	2,494
502	Berlin	31.6	11.1	13.0	9.8	119.7	123.2	1,385
503	Fond du Lac	36.0	2.2	4.5	18.2	108.2	20.2	
504	Green Bay	37.2	4.2	6.2	33.4	138.7	16.8	1,520
505	Janesville	29.4	5.1	6.6	27.4	105.3	26.2	2,888
506	Kenosha	28.3	6.3	11.5	47.2	141.8	75.7	1,338
507	La Crosse	35.8	11.1	4.4			12.9	2,601
508	Madison							
509	Milwaukee	45.1	14.1	1.8	37.9	130.3		2,595
510	Neenah	36.7	5.6	9.3	16.8	144.1	19.1	1,536
511	Oconto	63.4	18.8	4.1	14.5	205.3	27.0	1,306
512	Oshkosh	37.1	13.3	5.6	40.8	100.0	36.9	
513	Portage	32.6	5.3	13.2	22.7	153.9	24.2	1,786
514	Racine	38.8	13.8	4.0	23.7	105.4	44.6	2,320
515	Sheboygan	45.1	22.2	3.9	41.5	112.7	75.5	967
516	Stevens Point	92.6	4.8	3.2	13.3	128.6	113.1	
517	Waukesha	40.0	7.7	13.3	15.2	133.3	86.5	4,374
518	Wausau	33.7	6.9	4.2	26.8	151.3	22.0	1,350

TABLE 19, PART III.—Comparative statistics of city public school systems, etc.—Continued.

	City or town.	Value of school property per capita of—		Ratio of value of school property to total assessed valuation.	Amount raised by city or town tax per capita of—		Ratio of amount raised by city or town tax to total assessed valuation.	Salaries of superintendents and teachers per capita of—		Ratio of salaries of superintendents and teachers to assessed valuation.
		Population 6-14.	Average attendance.		Population 6-14.	Average attendance.		Population 6-14.	Average attendance.	
	1	17	18	19	20	21	22	23	24	25
	ALABAMA.									
1	Birmingham.....	\$78.27	\$81.63	<i>Per ct.</i>	\$32.96	\$34.45	<i>Mills per dollar.</i>	\$14.44	\$15.10	<i>Mills per dollar.</i>
2	Mobile.....	10.66	29.27	0.5			2.0			0.9
3	Montgomery.....	18.19	42.88		4.40	10.51		6.03	14.21	
4	Selma.....	5.65	15.74					6.59	17.94	
5	Talladega.....	69.60	141.41	2.4	11.44	23.25	4.0	11.71	23.79	4.0
	ARKANSAS.									
6	Fort Smith.....	76.22	98.19	5.2				9.60	12.37	6.5
7	Hot Springs.....	14.98	22.87	7.5				8.52	13.02	42.6
8	Little Rock.....	37.96	81.18	2.3				6.90	14.75	4.2
	CALIFORNIA.									
9	Los Angeles.....	55.14	84.77	1.1	7.25	11.15	1.4	13.43	20.65	2.0
10	Marysville.....	32.59	41.06		5.41	6.81		17.32	21.82	
11	Oakland.....	53.82	70.02	1.3	7.73	10.06	1.8	18.83	24.50	3.6
12	Sacramento.....	45.41	60.68	1.5	5.62	7.51	1.9	16.14	21.57	5.5
13	San Francisco.....	59.77	102.16	1.4	4.85	8.25	1.1	13.81	23.49	3.2
14	San José.....	54.63	77.33	1.3	4.47	6.33	1.1	13.96	19.76	3.3
	COLORADO.									
15	Aspen.....	100.60	65.43	2.7	57.19	37.19	15.1	33.48	21.78	8.8
16	Colorado Springs.....	193.65	193.24	5.7	21.51	21.02	6.2	21.67	21.19	6.2
17	Leadville.....	101.05	159.75	6.6				10.45	16.51	6.8
18	Pueblo.....	131.70	164.97	2.5				20.46	25.63	3.9
	CONNECTICUT.									
19	Bridgeport.....	51.53	61.14	2.0	11.58	13.74	4.5	11.33	13.44	4.4
20	Bristol.....	55.89	61.13	2.1	14.23	15.57	5.4	16.53	18.08	6.2
21	Enfield.....	40.74	62.63	1.8	6.92	10.63	3.1	9.69	14.89	4.3
22	Greenwich.....	33.94	62.33	1.0	10.31	18.93	3.0	9.49	17.43	2.8
23	Groton.....	24.73	29.32	0.9	7.86	9.30	2.8	10.68	12.63	3.8
24	Hartford.....				13.62	18.85	1.9			
25	Killingly.....				8.27		4.0			
26	Manchester.....	45.68	58.97	1.9	6.51	8.49	2.7			
27	Meriden.....	93.69	129.67	3.2	13.36	18.49	4.6	11.56	16.00	4.0
28	Middletown.....	77.77	107.74	1.5	11.17	15.47	2.2	13.16	18.22	2.6
29	Naugatuck.....				9.46	12.53		12.02	15.97	
30	New Britain.....	98.77	165.80	4.3				8.59	14.42	3.7
31	New Haven.....	65.65	75.92	1.5	17.63	20.45	4.1	15.78	18.25	3.7
32	New London.....	38.79	38.44							
33	Norwalk.....	57.01	65.59							
34	Norwich.....	167.52	238.91		6.94	9.90		19.92	29.07	
35	Plainfield.....				6.90	8.99	2.4	10.19	13.27	3.5
36	Portland.....	21.48	24.03	0.7	11.84	13.26	4.0	13.48	15.10	4.6
37	Putnam.....							6.64		
38	Rockville.....				9.01	14.83		9.35	15.41	
39	Stafford.....				13.48			11.30		
40	Stamford.....	143.97			3.48	7.43	1.1	6.07	12.94	1.9
41	Thompson.....									
	DELAWARE.									
42	New Castle.....	36.19	36.19					9.05	9.05	
43	Wilmington.....		64.83	1.3		18.56	3.7		11.83	2.4
	DISTRICT OF COLUMBIA.									
44	Washington.....					11.41			16.18	

TABLE 19, PART III.—Comparative statistics of city public school systems, etc.—Continued.

	City or town.	Value of school property per capita of—		Ratio of value of school property to total assessed valuation.	Amount raised by city or town tax per capita of—		Ratio of amount raised by city or town tax to total assessed valuation.	Salaries of superintendents and teachers per capita of—		Ratio of salaries of superintendents and teachers to assessed valuation.
		Population 6-14.	Average attendance.		Population 6-14.	Average attendance.		Population 6-14.	Average attendance.	
	1	17	18	19	20	21	22	23	24	25
	FLORIDA.						<i>Mills per dollar.</i>			<i>Mills per dollar.</i>
45	Key West	\$21.83		<i>Per ct.</i> 0.7		\$17.67	5.7		\$6.61	2.1
	GEORGIA.									
46	Americus.....	\$21.51	19.52	0.6	\$15.12	13.72	4.1	\$17.81	16.18	4.9
47	Athens.....	26.12	48.19	0.7	5.66	10.45	1.5	6.23	11.50	1.7
48	Atlanta.....		45.42	0.9		10.37	2.1		9.40	1.9
49	Augusta.....	12.81	30.00	0.5	5.84	13.67	2.1	5.24	12.27	1.8
50	Columbus.....		32.71						11.99	
51	Macon.....		51.05	0.7					14.01	1.8
52	Rome.....	15.72	26.83		6.59	11.25		6.81	11.62	
53	Savannah.....		95.07			18.25			21.46	
	ILLINOIS.									
54	Aurora.....				11.59	17.07		10.56	15.57	
55	Belleville.....	49.24	68.60	6.4	19.78	27.55	25.8	9.60	12.37	12.5
56	Bloomington.....	86.41	125.51	8.0	13.94	20.24	12.9	10.38	15.08	9.6
57	Cairo.....	26.31	42.14	2.6	3.41	5.46	3.4	5.13	8.22	5.1
58	Chicago.....	56.40	91.73	3.6	17.48	28.45	11.1	10.98	17.87	7.0
59	Danville.....	73.61	90.29	7.7				11.43	14.09	12.0
60	Decatur.....	55.40	66.91	6.5	18.80	22.71	22.1	9.17	11.07	10.8
61	East St. Louis.....	41.79	48.70	2.6	0.15	0.17	0.1	20.34	23.70	12.5
62	Elgin.....	61.78	81.74	5.0	20.90	27.65	17.0	9.88	13.07	8.1
63	Englewood.....	10.26	11.39	1.1	42.75	47.46	44.0	20.17	22.40	20.8
64	Evanston.....	50.70	63.24	4.0						
65	Galena.....				6.38	15.94		5.33	13.33	
66	Galesburg.....	38.25	61.77	3.4	9.85	15.87	8.3	8.14	13.11	7.3
67	Jacksonville.....	54.09	112.97	7.0	3.35	6.99	4.3	6.57	13.71	8.4
68	Joliet.....	42.59	70.46	3.8	11.04	18.27	9.9	8.01	13.25	7.1
69	Kankakee.....	61.39	155.93	16.6	8.75	22.22	23.7	5.34	13.59	14.4
70	Lincoln.....	43.76	95.21	10.1	7.03	15.29	16.2	6.30	13.71	14.5
71	Litchfield.....	55.77	72.37	8.7	5.92	7.69	9.2	6.49	8.42	10.1
72	Mendota.....	13.72	12.73		15.24	14.14		12.63	11.76	
73	Moline.....	77.28	91.49	9.0	18.87	22.33	22.1	12.03	14.24	14.1
74	Ottawa.....	38.24	52.94	5.3	14.54	20.13	20.2	10.43	14.45	14.5
75	Paris.....	61.90	64.58		19.97	20.83				
76	Pekin.....	79.39	102.48		10.33	13.33		9.33	12.04	
77	Peoria.....	60.06		5.7	11.59		11.0	9.51		9.0
78	Peru.....									
79	Quincy.....	34.14	77.94	4.2	6.80	15.52	8.4	5.85	13.37	7.2
80	Rockford.....	53.39	69.23	3.3	12.95	16.79	8.0	11.31	14.06	7.0
81	Rock Island.....	50.01	63.26	4.5	13.24	16.75	11.22	14.20		10.3
82	Springfield.....	42.68	90.05	1.4	10.99	23.18	3.5	7.48	15.79	2.4
83	Streator.....	20.37	39.46		8.03	10.44		6.95	9.04	
84	Waukegan.....	53.98	75.44					9.44	13.19	
	INDIANA.									
85	Columbus.....	80.53	84.60	4.4	13.28	13.85	7.2	9.05	9.43	4.9
86	Crawfordsville.....	77.27	96.08					9.41	11.70	
87	Evansville.....	48.39	92.38	2.0				8.70	16.37	3.6
88	Fort Wayne.....	29.05	82.20	1.08	3.65	10.33	2.3	7.37	20.81	4.7
89	Goshen.....	53.35		2.7						
90	Indianapolis.....	36.22	84.17	1.9	4.72	10.98	2.5	7.09	16.48	3.8
91	Jeffersonville.....	32.65	55.37	2.9	5.48	9.80	4.8	7.74	13.13	7.0
92	Kokomo.....	55.51	58.42	2.8	20.90	21.99	10.4	11.69	12.31	5.8
93	La Porte.....									
94	Lawrenceburg.....			0.9						5.1
95	Logansport.....	04.06	110.70	4.0				7.24	12.50	4.5
96	Michigan City.....	35.02	97.33	2.9	2.27	6.31	1.9	6.08	17.29	5.1
97	Muncie.....	71.78	87.89		4.75	5.82		10.38	12.71	
98	New Albany.....	45.79	81.67	2.7						
99	Peru.....	56.56	82.01	5.8				8.45	12.25	8.6
100	Richmond.....	63.28	105.25	2.4				9.79	16.29	3.7

TABLE 19, PART III.—Comparative statistics of city public school systems, etc.—Continued

	City or town.	Value of school property per capita of—		Ratio of value of school property to total assessed valuation.	Amount raised by city or town tax per capita of—		Ratio of amount raised by city or town tax to total assessed valuation.	Salaries of superintendents and teachers per capita of—		Ratio of salaries of superintendents and teachers to assessed valuation.
		Population 6-14.	Average attendance.		Population 6-14.	Average attendance.		Population 6-14.	Average attendance.	
	1	17	18	19	20	21	22	23	24	25
	INDIANA—continued.			Per ct.			Mills per dollar.			Mills per dollar.
101	Seymour.....									
102	South Bend.....	\$41.78	\$86.90	2.7				\$6.10	\$12.70	3.9
103	Terre Haute.....	33.49	70.19	1.6	\$5.25	\$11.01	2.6	8.11	16.99	4.0
104	Vincennes.....	41.21	62.36	1.9	1.47	2.23	0.7	8.40	12.72	4.0
105	Washington.....	48.48	75.66	4.5	2.31	3.60	2.1	8.21	12.82	7.6
	IOWA.									
106	Atlantic.....	67.77	63.37		18.14	17.26		13.95	13.27	
107	Boone.....	67.15	61.85		20.58	18.96				
108	Burlington.....	24.32	49.83	28.9	12.05	17.49	101.4	10.86	15.77	91.5
109	Council Bluffs.....	54.61	117.20	5.4	10.16	21.75	10.1	6.75	14.46	6.7
110	Creston.....	68.42	68.76	16.9	15.20	15.28	37.5	12.08	12.14	29.8
111	Davenport.....	61.76	92.54	6.9	14.29	21.41	16.0	12.05	18.05	13.5
112	Des Moines, West Side.....	96.86	122.54	4.1	24.72	31.32	10.4	15.11	19.14	6.3
113	Dubuque.....	40.48	72.80	3.7	9.78	17.59	8.8	7.56	13.69	6.8
114	Fort Dodge.....	57.75	69.67	6.5				9.70	11.71	11.0
115	Iowa City.....	32.53	58.29	3.0	12.37	22.17	11.5	8.65	15.51	8.0
116	Keokuk.....	51.06	69.58	3.9	14.43	19.61	11.1	11.33	15.40	8.7
117	Lyons.....	52.09	69.73	8.4				7.67	10.28	12.3
118	Marshalltown.....				33.20	30.01	20.9	18.19	16.44	11.4
119	Mount Pleasant.....							12.87	11.18	
120	Muscatine.....	59.57	65.52	5.0	13.17	14.49	11.1	15.75	17.32	13.3
121	Oskaloosa.....	91.69								
122	Ottumwa.....	79.20	89.41							
123	Sioux City.....	70.00	152.82	3.2	8.87	19.37	4.1	5.67	12.38	2.6
124	Waterloo, East Side.....	51.02	59.45					11.16	13.00	
	KANSAS.									
125	Atchison.....	55.76	76.71	8.3	8.61	11.84	12.8	5.67	7.80	8.4
126	Clay Centre.....	120.92	112.07	14.7	10.84	10.04	13.1	6.92	6.41	8.4
127	El Dorado.....	55.46	64.36	6.7	15.55	18.05	18.8	11.05	12.83	13.4
128	Emporia.....	51.66	66.32	3.3	14.20	18.23	9.1	12.17	15.63	7.8
129	Hutchinson.....	85.00	87.52	3.8	23.08	23.77	10.3	12.07	12.43	5.4
130	Independence.....	73.66	58.30	9.8	8.69	6.81	11.4	9.24	7.32	12.3
131	Kansas City.....	26.55	56.74	3.4	8.95	19.13	11.4	5.19	11.09	6.6
132	Lawrence.....	59.96	66.28	5.8	9.06	10.02	8.8	7.95	8.79	7.7
133	Leavenworth.....	35.95	70.33	3.1	8.11	15.87	7.1	7.49	14.65	6.5
134	Marysville.....	35.22	43.82	5.2	0	0	0	8.98	11.17	13.3
135	Newton.....	41.63	47.55	3.6	14.11	16.10	12.3	10.73	12.24	9.3
136	Ottawa.....	44.38	52.35	5.7	12.81	14.10	15.3	8.51	9.37	10.2
137	Parsons.....	48.44	55.62	4.6	9.93	11.47	9.3	7.46	8.57	6.8
138	Salina.....	78.71	110.87		9.79	13.79		7.87	11.09	
139	Topeka.....									
140	Wichita.....	47.89	110.79	2.2	11.59	26.82	5.4	6.38	14.87	3.0
141	Winfield.....	109.38	112.66							
	KENTUCKY.									
142	Bowling Green.....		31.70			11.16			11.53	
143	Covington.....	33.61	84.96	1.5	4.99	12.63	2.2	5.28	13.36	2.3
144	Hopkinsville.....	32.34	40.99	1.3	10.86	13.77	4.4	10.93	13.85	4.5
145	Lexington.....	21.71		0.8						
146	Louisville.....	23.19	58.63	1.4	4.72	11.94	2.8	6.20	15.71	3.7
147	Maysville.....	20.23	36.67	1.3	3.70	6.71	2.4	6.59	11.95	4.2
148	Newport.....	25.90	49.44	1.7	3.55	6.79	2.4	4.30	8.21	2.9
149	Owensborough.....	38.54	51.86	2.0	11.53	15.51	6.0	6.43	8.65	3.4
150	Paducah.....	73.11	124.17							
	LOUISIANA.									
151	Baton Rouge.....		37.41			2.22				
152	New Orleans.....		48.09	0.5		10.96	1.4		11.16	1.4

TABLE 19, PART III.—Comparative statistics of city public school systems, etc.—Continued.

City or town.	Value of school property per capita of—		Ratio of value of school property to total assessed valuation.	Amount raised by city or town tax per capita of—		Ratio of amount raised by city or town tax to total assessed valuation.	Salaries of superintendents and teachers per capita of—		Ratio of salaries of superintendents and teachers to assessed valuation.
	Population 6-14.	Average attendance.		Population 6-14.	Average attendance.		Population 6-14.	Average attendance.	
1	17	18	19	20	21	22	23	24	25
MAINE.									
			<i>Per ct.</i>			<i>Mills per dollar.</i>			<i>Mills per dollar.</i>
153 Augusta.....	\$44.74	\$47.76	1.1	\$9.78	\$10.44	2.3	\$12.80	\$13.66	3.0
154 Bangor.....				12.07	11.16		12.01	11.12	
155 Bath.....		59.07	1.6		6.65	1.8		7.33	2.0
156 Biddeford.....	49.76	70.46	1.7	8.65	12.25	3.0	8.89	12.59	3.1
157 Calais.....	59.61	36.80	2.4	6.03	5.60	3.6	8.01	7.44	4.8
158 Deering.....	87.14	79.39							
159 Eastport.....	22.57	28.34	2.1	5.27	6.61	4.9	6.21	7.80	5.8
160 Gardiner.....	9.10	7.67	2.8	7.77	6.55	4.4	7.45	6.28	2.3
161 Lewiston.....									
162 Portland.....	67.63	76.90	1.2	16.33	18.15	2.7	12.47	13.86	2.1
163 Rockland.....	58.27		1.1	7.99		12.2	8.65		2.5
164 Saco.....	51.42	57.70		14.02	14.86				
MARYLAND.									
165 Baltimore.....		65.34	0.8		19.29	2.5		16.97	2.1
166 Frederick.....		40.70						8.82	
167 Hagerstown.....		33.61	1.1					8.15	2.7
MASSACHUSETTS.									
168 Adams.....	64.80	68.79		14.63	15.53		9.55	10.13	
169 Amherst.....	129.80	144.75	2.2	17.77	19.81	3.0	15.03	16.77	2.5
170 Arlington.....	109.67	103.09					20.87	19.02	
171 Athol.....				14.57	14.11	3.6	11.04	10.70	2.8
172 Attleborough.....				17.17	15.83	4.6	15.12	13.94	4.1
173 Beverly.....	133.59	133.13	1.3	16.63	16.60	1.6	11.89	11.83	1.2
174 Blackstone.....				11.55	13.87		7.90	9.48	
175 Boston.....									
176 Braintree.....									
177 Brockton.....				16.96	14.97	3.3	13.81	12.19	2.7
178 Brookline.....	212.07	211.53	0.9						
179 Cambridge.....	76.32	79.41	1.1	27.55	28.66	4.1	18.88	19.65	2.8
180 Canton.....					33.80			21.99	
181 Chelsea.....	125.31	127.05	2.6	21.76	22.06	4.4	14.60	14.80	3.0
182 Clinton.....	159.11	161.04	4.4				12.15	12.30	3.4
183 Danvers.....	48.32	42.86	1.2	19.62	17.31	4.7	14.01	12.43	3.4
184 Dedham.....	154.90	142.16	2.8	35.76	32.81	6.4	24.40	22.40	4.4
185 Easthampton.....	60.34		1.6	16.34		4.4	11.28		3.0
186 Everett.....				20.81	19.29		14.70	13.62	
187 Fall River.....				12.96	17.78				
188 Fitchburg.....	130.67	109.35	1.9	36.14	30.24	5.3	21.04	17.61	3.1
189 Framingham.....				18.17	17.23		19.08	18.09	
190 Franklin.....	50.94	64.97	1.9	22.36	27.87	8.3	9.23	11.50	3.4
191 Gloucester.....	65.07	57.67	1.6				15.36	13.61	3.7
192 Great Barrington.....	37.46	37.54	0.9	16.29	16.33	3.8	13.02	13.05	3.1
193 Greenfield.....	92.87	84.87		20.10	18.37				
194 Haverhill.....	99.07	102.06	2.2	19.38	19.97	4.3	15.37	15.83	3.4
195 Hingham.....	152.72	120.40		26.95	21.25		20.80	16.40	
196 Hopkinton.....				12.99		3.5			
197 Hyde Park.....	73.33	71.60	2.3	21.06	20.57	6.6	15.09	14.73	4.8
198 Lawrence.....	86.81	76.04	1.3						
199 Lee.....									
200 Leominster.....	80.26	72.65	1.7	21.17	19.16	4.4	16.82	14.88	3.5
201 Lowell.....	77.60	110.40	1.3	21.65	30.79	3.5	14.50	20.63	2.4
202 Lynn.....	85.34	95.67	1.8	20.17	22.61	4.3	14.95	16.76	3.2
203 Malden.....	120.15	146.24	2.2	21.24	25.85	3.9	15.40	18.73	2.8
204 Marblehead.....	28.22	29.59	0.7	14.70	15.45	3.8	11.18	11.73	2.9
205 Marlborough.....	40.41	34.52	1.6	16.72	14.29	6.6			
206 Medford.....	98.25	92.90	1.6	25.64	23.68	4.1	21.28	20.12	3.5
207 Melrose.....				20.12		4.3	13.73		2.9
208 Methuen.....	65.15	68.60	1.5	14.20	14.95	3.2	13.02	13.70	2.9
209 Middleborough.....				22.45	20.72	7.3	18.58	17.14	6.0
210 Milford.....	48.59	51.77	1.2	16.18	17.24	4.1	13.25	14.12	3.4

TABLE 19, PART III.—Comparative statistics of city public school systems, etc.—Continued.

	City or town.	Value of school property per capita of—		Ratio of value of school property to total assessed valuation.	Amount raised by city or town tax per capita of—		Ratio of amount raised by city or town tax to total assessed valuation.	Salaries of superintendents and teachers per capita of—		Ratio of salaries of superintendents and teachers to assessed valuation.
		Population 6-14.	Average attendance.		Population 6-14.	Average attendance.		Population 6-14.	Average attendance.	
1		17	18	19	20	21	22	23	24	25
	MINNESOTA—continued.			<i>Per ct.</i>			<i>Mills per dollar.</i>			<i>Mills per dollar.</i>
268	Farmbault.....		\$117.45	4.4		\$17.75	6.6		\$13.93	5.2
269	Mankato.....		70.61	2.4		20.66	7.0		13.45	4.6
270	Minneapolis.....		120.39	1.5		40.39	5.0		18.37	2.3
271	Red Wing.....		71.32	3.6		15.20	7.7		13.95	7.1
272	Saint Cloud.....		47.25	1.9					13.13	5.3
273	Saint Paul.....		133.97							
274	Still Water.....		88.96	2.2		20.03	4.9		17.65	4.3
275	Winona.....		154.03	4.0		15.01	3.9		15.11	4.0
	MISSISSIPPI.									
276	Jackson.....									
277	Meridian.....				\$5.46			\$6.55		
278	Natchez.....				3.11	9.00		4.50	13.03	
279	Vicksburg.....	\$14.65	39.72	0.9	6.39	17.32	4.0	5.24	14.22	3.3
	MISSOURI.									
280	Chillicothe.....	38.85	60.12							
281	Hannibal.....	25.85	39.36	2.2	8.56	13.11	7.3	6.95	10.60	5.9
282	Jefferson City.....	34.99	60.83	3.4	8.36	11.55	8.2	5.88	10.23	5.8
283	Kansas City.....	46.56	122.06		8.89	23.31				
284	Moberly.....	31.67	51.58	4.8	6.64	10.82	10.0	5.56	9.66	8.3
285	St. Charles.....	46.16	146.65	2.7	3.16	10.05	1.8	4.26	13.53	2.5
286	St. Joseph.....	21.12	66.26	1.8	5.11	16.04	4.3	4.55	14.27	3.8
287	Sedalia.....									
288	Springfield.....	41.10	58.67	3.2	9.00	12.85	7.1	5.14	7.34	4.0
	NEBRASKA.									
289	Beatrice.....	94.53						11.14		
290	Fremont.....	54.45	56.12		9.90	10.20		12.46	12.85	
291	Grand Island.....	96.69	117.94	14.6	12.33	15.04	18.6	13.58	16.91	20.9
292	Hastings.....	99.25	133.98	8.1	2.61	3.49	2.1	9.47	12.68	7.7
293	Lincoln.....	73.53	141.20	7.1						
294	Omaha.....	112.52	172.48	7.8	5.97	9.15	4.1	14.27	21.87	9.9
	NEVADA.									
295	Virginia City.....	39.94	50.26					12.20	15.36	
	NEW HAMPSHIRE.									
296	Claremont.....	34.55	37.66	0.8	13.44	14.64	3.4	7.67	8.26	1.9
297	Concord.....					6.97				
298	Dover.....				13.17	19.16		11.32	16.49	
299	Keene.....					18.87			11.31	
300	Manchester.....					22.52	2.6		17.57	2.0
301	Nashua.....	223.94	326.65	10.1	18.03	25.82	8.2	14.81	21.20	6.7
302	Portsmouth.....	35.80	38.72	0.7	14.03	15.17	2.8	13.20	14.30	2.7
303	Rochester.....	57.95	56.88	2.4	5.84	5.74	2.4	10.58	10.63	4.4
304	Somersworth.....	62.57	81.97	2.9	13.14	17.21	6.2	10.97	13.20	4.7
	NEW JERSEY.									
305	Atlantic City.....	65.42	96.27	2.2	8.99	15.24	5.0			
306	Camden.....	36.69	64.49	2.1	8.55	15.01	5.0	7.54	13.24	4.4
307	Chambersburg.....									
308	Elizabeth.....	19.99	41.62	0.8						
309	Gloucester.....									
310	Harrison.....	13.41	44.45	0.9	1.56	5.17	1.0	5.46	18.09	3.5
311	Jersey City.....	20.14	44.50	1.0	1.16	2.57	0.6	5.96	13.29	2.8
312	Lambertville.....	28.32	58.05	0.8	2.07	4.26	0.6	8.91	18.26	2.4
313	Long Branch.....	78.56	122.63		8.96	13.99		8.92	13.92	

TABLE 19, PART III.—Comparative statistics of city public school systems, etc.—Continued.

	City or town.	Value of school property per capita of—		Ratio of value of school property to total assessed valuation.	Amount raised by city or town tax per capita of—		Ratio of amount raised by city or town tax to total assessed valuation.	Salaries of superintendents and teachers per capita of—		Ratio of salaries of superintendents and teachers to assessed valuation.
		Population 6-14.	Average attendance.		Population 6-14.	Average attendance.		Population 6-14.	Average attendance.	
	1	17	18	19	20	21	22	23	24	25
NEW JERSEY—continued.										
				<i>Per cent.</i>			<i>Mills per dollar.</i>			<i>Mills per dollar.</i>
314	Millville.....	\$25.41	\$38.74		\$7.33	\$11.18		\$9.22	\$14.07	
315	Newark.....	37.27	70.80	1.2	4.11	7.80	1.3	8.48	16.11	2.7
316	New Brunswick.....	42.73	68.77		4.04	7.14		8.13	13.09	
317	Orange.....	33.91	86.78	1.9	2.75	7.02	1.5	6.89	17.63	3.9
318	Phillipsburg.....	20.50	22.45	1.2	4.90	5.37	2.8	8.34	9.13	4.7
319	Plainfield.....	79.84	114.00	2.7	11.30	16.14	3.8	12.48	17.83	4.2
320	Rahway.....	54.26	87.18					9.95	15.99	
NEW YORK.										
321	Albany.....		88.59	1.4		19.78	3.1		16.19	2.6
322	Auburn.....	62.35	75.98	2.1	14.58	17.76	5.0	11.09	13.52	3.8
323	Batavia.....	115.31	149.67	3.5	14.19	18.42	4.3	9.78	12.70	3.0
324	Binghamton.....	72.13	80.53	1.6	12.95	14.46	2.9	11.24	12.55	2.5
325	Brooklyn.....		60.43	1.1		23.13	4.1		14.35	2.6
326	Buffalo.....	32.59	66.55		13.12	26.79		9.66	19.72	
327	Canandaigua.....	85.58	132.71	1.7	9.43	14.62	1.9	9.22	14.29	1.9
328	Cohoes.....	27.65	60.87	1.0	7.92	17.43	2.9	6.51	14.26	2.3
329	Corning.....	110.10	119.30	5.4	16.13	17.88	7.8	11.73	12.71	5.7
330	Cortland.....	21.66	51.40		4.39	10.43		4.27	10.13	
331	Dunkirk.....									
332	Elmira.....	104.36	114.56	3.0	12.26	13.46	3.5	12.28	13.48	3.5
333	Flushing.....	41.33	104.75	3.6	9.15	23.18	8.0	7.42	18.80	6.5
334	Geneva.....	44.47	43.38	1.0	8.33	8.15	1.9	9.45	9.46	2.2
335	Gloversville.....	38.42	44.01	1.9	9.13	10.46	4.5	9.16	10.49	4.5
336	Green Island.....	62.12	69.61	2.2	11.38	12.76	4.1	11.23	12.59	4.0
337	Hoosick Falls.....	54.31	44.91		19.45	16.06		14.26	11.80	
338	Hornellsville.....	52.66	62.55	1.8	17.10	20.31	5.8	10.46	12.40	3.5
339	Hudson.....			1.3			1.2			1.9
340	Ithaca.....	99.17	107.65	5.0	14.79	16.05	7.4	11.84	12.86	6.0
341	Johnstown.....	76.25	91.58	3.4	11.19	13.44	5.0	8.59	10.81	3.9
342	Kingston.....	114.68	144.18	2.8	15.61	19.63	3.8	13.50	16.97	3.3
343	Lansingburg.....	31.57	47.53	0.8	10.03	15.10	2.7	8.81	13.26	2.4
344	Little Falls.....	66.52	94.63	6.5	7.06	10.04	6.9	9.48	13.49	9.3
345	Lockport.....		55.99	1.6		12.57	3.9		14.27	4.4
346	Lyons.....	27.23	24.66	1.0	10.51	9.52	3.9	11.59	10.50	4.4
347	Malone.....	73.95	71.66	3.2	14.41	13.96	6.3	11.53	11.18	5.0
348	Middletown.....	56.19	60.69	2.5	13.98	15.10	6.2	11.14	12.03	4.9
349	Newburg.....	76.82	114.99	2.8	16.50	24.83	6.0	9.85	14.74	3.5
350	New York.....	69.42	96.00	1.0	19.14	26.41	2.9	14.23	19.68	2.1
351	Ogdensburg.....	45.22	68.81	2.3	7.99	12.16	4.0			
352	Olean.....	69.66	80.67	4.2	15.24	17.65	9.1	10.80	12.50	6.5
353	Owego.....	78.75	75.70	4.0	20.76	19.95	10.6	15.73	15.12	8.1
354	Plattsburg.....	55.33	69.00	4.7	11.44	14.27	9.8	9.84	12.23	8.4
355	Port Jervis.....	30.75	31.17	3.2	6.71	6.80	6.9	10.61	10.75	10.9
356	Poughkeepsie.....		65.94	1.3		13.31	2.5		13.21	2.5
357	Rochester.....	33.39	59.47	0.9	11.86	21.13	3.1	8.58	15.28	2.2
358	Rome.....	52.90	63.02		10.19	12.14		11.54	13.75	
359	Saratoga Springs.....	78.68	76.41	2.8	25.38	24.70	9.1	16.57	16.09	6.0
360	Seneca Falls.....	50.60	64.64	1.5	10.46	13.36	3.0	9.82	12.55	2.8
361	Sing Sing.....	29.14	34.15	1.5	17.43	20.43	8.9	13.39	15.70	6.9
362	Syracuse.....	79.88	108.10	2.6	13.83	17.47	4.5	10.86	13.71	3.5
363	Troy.....		89.54	1.1		15.56	1.9		19.24	2.4
364	Utica.....	50.24	86.63	1.9	9.34	16.10	3.5	9.83	16.95	3.7
365	Watertown.....	64.20	80.23	2.0	14.64	18.30	4.6	11.93	14.94	3.7
366	Yonkers.....	41.97	93.47	0.9	12.83	28.53	2.8	9.48	21.12	2.0
367	West New Brighton.....	37.03	57.06	3.0	14.63	22.55	11.7	12.33	19.01	9.8
NORTH CAROLINA.										
368	New Berne.....	16.65	27.27							
369	Raleigh.....	14.02	29.13		36.43	75.70		3.63	7.55	

TABLE 19, PART III.—Comparative statistics of city public school systems, etc.—Continued.

City or town.		Value of school property per capita of—		Ratio of value of school property to total assessed valuation.	Amount raised by city or town tax per capita of—		Ratio of amount raised by city or town tax to total assessed valuation.	Salaries of superintendents and teachers per capita of—		Ratio of salaries of superintendents and teachers to assessed valuation.
		Population 6-14.	Average attendance.		Population 6-14.	Average attendance.		Population 6-14.	Average attendance.	
1		17	18	19	20	21	22	23	24	25
OHIO.				<i>Per ct.</i>			<i>Mills per dollar.</i>			<i>Mills per dollar.</i>
370	Akron	\$125.47	\$122.35	5.1	\$21.66	\$22.81	8.9	\$11.70	\$12.34	4.8
371	Alliance	69.66	81.47	3.0	9.10	10.64	4.0	9.04	10.57	3.9
372	Ashtabula	79.50	89.75	...	15.33	17.36	...	11.42	12.83	...
373	Canton	73.44	93.04	3.3	15.28	19.37	6.9	8.57	10.55	5.9
374	Chillicothe	73.32	96.65	2.7	13.90	18.33	5.2	12.52	16.50	4.7
375	Cincinnati	46.44	79.97	1.3	14.72	23.35	4.2	12.27	21.12	5.5
376	Circleville	108.49	151.47	3.7	14.51	20.68	4.9	13.40	19.09	4.5
377	Cleveland	85.88	125.35	...	15.84	22.44	...	11.96	17.49	...
378	Columbus	77.69	121.34	2.7	14.98	23.40	5.1	10.77	16.83	3.7
379	Dayton	55.64	77.73	1.7	20.74	28.97	6.2	14.61	20.41	4.4
380	Defiance	69.36	95.94	3.4	5.93	8.20	2.9	7.83	10.84	3.8
381	East Liverpool	36.09	56.82	...	4.08	6.42	...	6.42	10.10	...
382	Elyria	89.01	110.08	3.9	20.11	24.87	8.8	12.01	14.85	5.3
383	Fremont	48.12	68.43	2.8	8.29	11.79	4.8	10.00	14.22	5.8
384	Gallipolis	40.95	49.83	...	10.71	13.03	...	10.82	13.17	...
385	Hamilton	55.03	79.92	2.3	...	...	...	11.13	16.16	4.7
386	Ironton	50.58	53.50	...	11.00	11.64	...	9.70	10.26	...
387	Lancaster	93.36	108.39	3.7	17.76	20.62	7.0	14.86	17.25	6.0
388	Lima	48.39	64.09	2.6	9.74	12.91	5.2	7.94	10.51	4.3
389	Mansfield	112.18	115.49	...	23.53	24.23	...	13.14	13.53	...
390	Marietta	19.58	21.99	1.7	7.41	10.50	7.9	11.55	13.00	9.8
391	Massillon	67.55	96.39	4.0	11.69	16.68	6.7	8.13	11.60	4.8
392	Middletown	81.92	156.44	3.3	10.73	19.75	4.1	8.55	15.75	3.3
393	Mount Vernon .....	...	...	...	14.00	15.03	...	12.23	13.13	...
394	Newark	57.17	76.37	2.2	15.85	21.17	6.2	10.70	14.30	4.2
395	Norwalk	79.46	101.82	5.0	23.20	29.73	14.7	12.50	16.01	7.9
396	Piqua .....	...	...	...	11.43	20.80	5.6	8.13	14.60	4.0
397	Portsmouth	74.12	119.53	4.1	9.90	15.96	5.5	7.92	12.78	4.4
398	Salem .....	...	...	1.0	...	...	2.9	...	...	2.1
399	Sandusky	74.17	111.31	4.3	10.68	16.02	6.2	8.40	12.60	4.9
400	Springfield	49.73	69.55	1.6	15.13	21.17	4.9	11.23	15.70	3.6
401	Stenbenville	67.39	97.66	3.3	14.82	21.48	7.2	10.26	14.87	5.0
402	Tiffin	77.44	119.16	3.9	12.23	18.83	6.1	9.44	14.52	4.7
403	Toledo	54.45	99.62	2.4	11.41	20.88	5.0	6.72	12.30	2.9
404	Urbana	97.72	135.66	2.9	19.64	27.26	5.8	12.24	16.99	5.6
405	Wooster	111.21	120.91	...	13.32	14.48	...	12.43	13.52	...
406	Xenia	75.39	84.43	2.2	29.08	32.57	8.6	15.20	17.03	4.5
407	Youngstown	69.78	107.53	...	8.37	12.90	...	7.70	11.87	...
408	Zanesville .....	...	...	...	...	...	...	11.26	16.06	...
OREGON.										
409	Portland	107.40	117.32	2.6	20.32	22.20	4.8	20.26	22.14	4.8
410	Salem .....	...	...	...	...	...	...	...	...	...
PENNSYLVANIA.										
411	Allentown .....	...	177.14	5.7	...	20.36	6.5	...	10.23	3.3
412	Altoona .....	...	50.89	7.0	...	17.09	23.4	...	8.38	11.5
413	Ashland .....	...	...	3.3	...	...	...	...	...	7.7
414	Beaver Falls .....	...	61.65	7.3	...	22.67	26.8	...	8.14	9.6
415	Bethlehem .....	...	121.76	...	...	21.93	...	...	10.00	...
416	Bradford .....	...	57.07	7.6	...	21.39	28.7	...	12.09	16.2
417	Bristol .....	...	...	2.2	...	...	5.4	...	...	3.7
418	Carlisle .....	...	42.51	1.6	...	15.94	6.2	...	9.94	3.9
419	Chambersburg .....	...	50.00	3.1	...	13.02	8.1	...	9.72	6.1
420	Chester .....	...	80.65	...	...	...	...	...	...	...
421	Columbia .....	...	30.98	...	...	9.64	...	...	7.23	...
422	Coshohocken .....	...	85.56	1.7	...	20.19	4.0	...	10.85	2.2
423	Corry .....	...	...	...	...	...	...	...	...	...
424	Danville .....	...	60.64	...	...	12.56	...	...	9.72	...
425	Dunmore	35.61	34.75	...	14.40	14.05	...	10.69	10.43	...
426	Easton .....	...	127.70	2.9	...	22.03	5.1	...	14.60	3.4

TABLE 19, PART III.—Comparative statistics of city public school systems, etc.—Continued.

	City or town.	Value of school property per capita of—		Ratio of value of school property to total assessed valuation.	Amount raised by city or town tax per capita of—		Ratio of amount raised by city or town tax to total assessed valuation.	Salaries of superintendents and teachers per capita of—		Ratio of salaries of superintendents and teachers to assessed valuation.
		Population 6-14.	Average attendance.		Population 6-14.	Average attendance.		Population 6-14.	Average attendance.	
	1	17	18	19	20	21	22	23	24	25
	PENNSYLVANIA—continued.			<i>Per ct.</i>			<i>Mills per dollar.</i>			<i>Mills per dollar.</i>
427	Harrisburg		\$80.88	6.0		\$17.09	12.6		\$12.58	9.3
428	Hazleton		51.20	7.3		13.47	19.1		9.80	13.9
429	Johnstown		85.05			13.60			10.75	
430	Lancaster		72.81	1.8		13.50	3.4		12.06	3.0
431	Lock Haven	\$117.75	73.53	5.8	\$16.15	10.03	8.0	\$12.92	8.07	6.4
432	Mahanoy		43.88	3.6		11.14	9.1		7.46	6.1
433	McKeesport		81.91	2.5		15.86	4.8		11.05	3.4
434	Meadville		59.86	4.4		16.76	12.3		12.48	9.2
435	Nanticoke		58.57			21.69			9.87	
436	New Castle		55.60	2.4		14.35	6.2		10.71	4.6
437	Norristown		93.07	2.1		20.22	4.6		13.90	3.2
438	Oil City		57.46	5.0		20.51	18.0		12.28	10.8
439	Philadelphia		75.43	1.2		19.83	3.2		13.63	2.2
440	Phoenixville	34.69		1.1	17.51		5.6	11.10		3.6
441	Pittsburg		103.29	1.7		27.74	4.2		16.12	2.4
442	Pittston		45.87	5.5		16.55	20.0		10.26	12.4
443	Plymouth		51.28	7.3		12.38	17.5		8.66	12.3
444	Pottsville		124.45	5.7		19.93	9.1		12.71	5.8
445	Seranton		48.74	12.0		24.29	60.0		12.88	31.8
446	Shenandoah		38.06	46.78	4.8	12.70	15.61	8.48	10.42	10.6
447	South Bethlehem		56.02	58.55	1.6	12.78	13.36	3.6	9.91	10.36
448	South Easton		39.25	35.20	2.2	11.31	10.14	6.4	10.47	9.40
449	Tamaqua		51.98	71.86	4.7	7.20	9.96	6.5	5.27	7.29
450	Titusville		51.05	4.7		17.74	16.2		12.71	11.1
451	West Chester		31.54	3.6		28.33	3.2		16.73	1.9
452	Wilkes Barre		50.35	59.76	7.0	15.72	18.65	21.8		
453	Williamsport		37.62	66.67	2.8	9.61	17.08	7.1	6.91	12.28
454	York				22.96		5.1	11.67		2.6
	RHODE ISLAND.									
455	Bristol	60.98	82.59	1.2	8.52	11.53	1.6	9.17	12.41	1.7
456	Cranston	25.65	45.31	0.3	5.47	9.67	0.7	7.69	13.59	1.0
457	Cumberland	35.18	69.29	0.8	5.98	11.78	1.3	8.29	16.33	1.8
458	East Providence	55.56	67.37	1.1	11.91	14.44	2.4	11.12	13.48	2.2
459	Johnston	17.90	28.38	0.5	4.93	7.81	1.3	7.67	12.16	2.0
460	Newport	61.44	111.14	0.6	12.57	22.74	1.3	12.67	22.92	1.3
461	Pawtucket	67.68	99.26	1.6	16.86	24.72	3.9	10.24	15.01	2.4
462	Providence				11.79	17.80	1.6	11.80	17.62	1.6
463	South Kingstown	34.82	52.59	0.6	4.12	6.23	0.7	10.73	16.20	1.7
464	Westerly	78.81	76.44	1.8	2.91	2.83	0.7	13.08	12.69	3.0
465	Woonsocket	46.18	94.52	1.6	8.22	16.82	2.8	7.20	14.74	2.5
	SOUTH CAROLINA.									
466	Charleston	34.16	34.37	1.0	6.34	6.38	1.8	11.17	11.24	3.1
467	Columbia		31.27	0.9					9.92	3.0
468	Greenville			0.4			0.7			1.6
	TENNESSEE.									
469	Chattanooga	41.20	59.04	2.2	4.53	6.49	2.5	7.39	10.59	4.0
470	Clarksville	18.92	31.33	1.3	2.51	4.16	1.7	5.52	9.15	3.7
471	Jackson	5.86	10.50		2.81	5.05		4.18	7.49	
472	Knoxville	29.15	43.87	1.7	5.32	8.00	3.1	8.08	12.15	4.6
473	Memphis	21.73	58.25	0.8	4.96	13.28	1.9	4.85	13.01	1.6
474	Union City	21.83	32.36		2.63	3.89		5.73	8.49	
	TEXAS.									
475	Austin	23.38	27.62	0.7	7.66	9.05	2.3	11.65	13.77	3.5
476	Brenham	16.34	25.32	1.1	4.27	6.62	2.8	8.83	13.68	5.7
477	Brownsville				0.84	2.55	1.0	3.99	12.10	4.7
478	El Paso	61.31	101.53	0.8	25.63	42.45	3.3	16.37	27.11	2.1

TABLE 19, PART III.—Comparative statistics of city public school systems, etc.—Continued.

	City or town.	Value of school property per capita of—		Ratio of value of school property to total assessed valuation.	Amount raised by city or town tax per capita of—		Ratio of amount raised by city or town tax to total assessed valuation.	Salaries of superintendents and teachers per capita of—		Ratio of salaries of superintendents and teachers to assessed valuation.
		Population 6-14.	Average attendance.		Population 6-14.	Average attendance.		Population 6-14.	Average attendance.	
	1	17	18	19	20	21	22	23	24	25
TEXAS—continued.										
				<i>Per ct.</i>			<i>Mills per dollar.</i>			<i>Mills per dollar.</i>
479	Fort Worth.....	\$30.43	\$33.72	0.8	\$9.01	\$9.98	2.5	\$15.62	\$17.31	4.3
480	Galveston.....		60.46	1.1		9.23	1.6		13.63	2.4
481	Houston.....	20.67	51.79	1.4	3.00	7.96	2.2	5.13	13.60	3.7
482	Palestine.....	16.55	40.12	0.9	4.11	9.93	2.4	7.32	17.67	4.2
483	Sherman.....	39.35	85.14	2.6	4.65	12.04	4.0	5.28	14.80	4.5
484	Waco.....	32.28	65.18	1.7	6.89	13.92	3.5	6.29	12.71	3.2
UTAH.										
485	Ogden.....	45.18	79.60	2.0	4.61	8.11	2.0	6.17	10.86	2.7
VERMONT.										
486	Brattleborough.....									
487	Rutland.....	49.02	70.89	1.0	11.21	16.20	2.3	9.17	13.26	1.7
488	St. Johnsbury.....						4.6			2.6
VIRGINIA.										
489	Alexandria.....	16.32	38.10	1.1	3.34	7.79	2.2	4.08	9.52	2.6
490	Fredericksburg.....		15.95	0.7		3.97	1.9		4.95	2.3
491	Lynchburg.....	20.86	33.14	0.7	5.65	8.97	2.0	7.57	12.03	2.7
492	Norfolk.....	22.92	56.19	0.6	3.39	8.50	0.9	5.31	12.99	1.4
493	Petersburg.....		30.90	0.7		6.29	1.5		8.76	2.1
494	Richmond.....	33.73	55.94	0.9	6.66	11.05	1.9	7.12	11.80	2.0
495	Staunton.....	24.59	35.00	1.2	5.69	8.10	2.2	6.54	9.10	3.0
496	Winchester.....	17.32	30.19	0.7	3.25	5.66	1.2	5.31	9.26	2.0
WEST VIRGINIA.										
497	Charleston.....			1.0			5.9			4.5
498	Martinsburg.....	31.15		2.2	5.59		4.0			
499	Wheeling.....	41.06	61.81	1.5	9.84	14.82	3.7	7.82	11.78	2.9
WISCONSIN.										
500	Appleton.....	89.76	81.15	4.6	16.51	14.92	8.5	11.12	10.05	5.7
501	Beloit.....	132.68	128.45	5.3	13.79	13.35	5.5			
502	Berlin.....	26.32	31.67	1.9	10.24	12.32	7.4	9.58	11.53	6.9
503	Fond du Lac.....	48.92	75.13		3.93	6.04		6.61	10.15	
504	Green Bay.....	45.11	65.59	3.0	7.71	11.21	5.1	8.10	11.78	5.3
505	Janesville.....	107.83	195.63	3.7	6.02	10.92	2.1	6.75	12.25	2.3
506	Kenosha.....	25.75	50.99	1.9	4.46	8.83	3.3	7.05	13.96	5.3
507	La Crosse.....	52.24	77.86	2.0	11.34	16.90	4.4	8.20	12.21	3.2
508	Madison.....				20.91			17.19		
509	Milwaukee.....	34.57	63.17	1.3	7.91	14.46	3.1	8.24	15.40	3.2
510	Neeah.....	54.27	74.93	3.5	9.63	13.29	6.3	8.03	11.08	5.2
511	Oconto.....	9.55	5.54	0.7	10.76	6.52	8.2			
512	Oshkosh.....	40.82	92.40		11.97	27.11				
513	Portage.....	52.61	71.29	2.9	6.99	9.47	3.9	9.28	12.58	5.2
514	Racine.....	32.50	52.23	1.4	5.70	9.33	2.5	7.79	12.76	3.4
515	Sheboygan.....	22.99	50.45	2.4	7.48	16.42	7.7	4.56	10.00	4.7
516	Stevens' Point.....	18.84	19.80							
517	Waukesha.....	78.80	85.96	1.8	12.14	13.25	2.8	10.39	11.33	2.4
518	Wausau.....	34.56	56.25	2.6	8.23	13.40	6.1	6.88	11.20	5.1

THE SUMMARY, BY STATES AND DIVISIONS, OF COMPARATIVE STATISTICS OF CITIES

[Table 20, Page 305.]

The difficulties and uncertainties that have surrounded the preparation in past years of the summaries, by States and divisions, of the school statistics of cities, have led to a radical change in the method of presenting them. It has not yet been possible to procure returns from all the cities on the lists of the Office. Of 690 blank forms sent to as many different cities, 518 were returned with statistics available for the Report; 162 cities and towns were not heard from, though the efforts of the Bureau were four times repeated; ten of the returns received were rejected, as the information they contained did not properly concern any city system. It will be seen that nearly all the States are represented in the list of cities that furnished no statistics. Under such circumstances it is plain that no summary of absolute quantities could be prepared that would not do injustice to the State for which it is made. The "number of children enrolled" in 75 per cent. of the cities and towns of a State cannot, by any process now known to this Office, be made to represent the "number of children enrolled in the public schools of the cities" of that State, without bearing on its face a palpable error. Any summarized statement of totals concerning any number of cities, not the whole number in any State or division, would be for all practical purposes meaningless.

For these reasons it has been decided to abandon the use of totals in the summaries of city statistics and present, instead, summaries comprising the same averages and ratios as are shown in the foregoing table. These are believed to be approximately correct, upon the hypothesis that the averages shown by any number of cities under substantially similar conditions will not materially differ from those shown by three-fourths of that number. The statistics of the States are presented in a previous chapter, and furnish all information ordinarily desired as to totals.

In the table it has been necessary to leave a number of the columns blank, for the reason that the items necessary for the computation were not reported by a sufficient number of cities to make an equitable average for the State. Two States—Florida and Vermont—are entirely without representation. Of the three cities in the former, the return of but one was available for use; and from the latter State, with seven cities and towns on the list, only two returns that could be considered satisfactory were received.

In instituting comparisons between the States as represented by the cities, it appears that Massachusetts leads in two important respects: the average attendance is equal to 92.8 per cent. of the population between 6 and 14, and the total amount of instruction imparted is equivalent to the attendance of the population 6 to 14 for 179.9 days. The same State excels in the amount (\$20.75) appropriated for schools by the cities and towns per capita of population 6 to 14, and is second only to Colorado in the amount paid for supervision and teaching, upon the same basis. New York, with 149.8 per cent., heads the list in the ratio of total public and private school enrolment to the established basis, being 7.6 per cent. ahead of Massachusetts. The proportion of enrolment to the population 6 to 14 is remarkably large in Colorado, reaching 138.4 per cent.; the value of school property and the amount paid to superintendents and teachers are also unusually large per capita. The children enrolled in the cities of Georgia are most regular in their attendance, 82 per cent. of them, on an average, being present every day; 163.7 represents the average number of days of each pupil's attendance. Ohio has the largest number of sittings in proportion to enrolment, but Colorado again leads if the number be compared with the average attendance. The average number of sittings to a building is greatest in South Carolina and least in New Hampshire. The cities of Michigan are best supplied with libraries, there being 313.7 volumes to each 100 pupils in average attendance. The percentage of male teachers to the whole number of teachers is largest in Alabama. The number of pupils in average attendance to each teacher is largest in South Carolina and smallest in Minnesota. Michigan and New Hampshire share the distinction of having proportionally the largest high school enrolment, with the advantage slightly in favor of the former.

TABLE 20, PART I.—Summary of comparative school statistics of cities, by States and geographical divisions.

State.	Ratio of enrolment to population 6-14.	Ratio of average daily attendance to—		Average number of days' attendance of each pupil enrolled.	Equivalent to attendance of each person between 6 and 14 for—	Number of sittings for study to—		Average number of sittings to a building.
		Population 6-14.	Enrolment.			Each 100 pupils enrolled.	Each 100 pupils in average attendance.	
1	2	3	4	5	6	7	8	9
	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Days.</i>	<i>Days.</i>			
1 Alabama	51.5	41.2	74.7	135.0	72.9	.....	136.5	280.2
2 Arizona .....	.....	.....	.....	.....	.....	.....	.....	.....
3 Arkansas	88.4	56.6	64.1	111.3	97.5	87.6	134.7	209.0
4 California	87.3	62.8	71.9	.....	.....	.....	.....	.....
5 Colorado	138.4	85.8	62.0	102.9	142.4	97.3	157.0	215.3
6 Connecticut	114.1	77.9	67.1	.....	.....	93.2	138.7	192.1
7 Dakota .....	.....	.....	.....	.....	.....	.....	.....	.....
8 Delaware .....	.....	.....	70.6	139.8	.....	86.6	122.8	300.1
9 District of Columbia .....	.....	.....	77.4	141.7	.....	84.3	108.9	356.5
10 Florida .....	.....	.....	.....	.....	.....	.....	.....	.....
11 Georgia .....	.....	.....	82.0	163.7	.....	99.7	118.9	343.8
12 Idaho .....	.....	.....	.....	.....	.....	.....	.....	.....
13 Illinois	81.8	62.4	74.0	142.0	120.2	90.7	123.7	467.4
14 Indiana	67.0	49.9	75.1	137.8	92.1	102.8	129.6	318.0
15 Iowa	100.1	69.0	70.3	132.8	130.3	91.5	132.1	274.6
16 Kansas	100.2	68.8	65.9	109.3	114.4	84.6	126.8	297.9
17 Kentucky	58.0	43.0	74.6	150.4	85.4	92.2	116.1	349.2
18 Louisiana .....	.....	.....	63.0	114.6	.....	.....	.....	.....
19 Maine	116.5	89.7	76.3	139.7	164.8	.....	.....	.....
20 Maryland .....	.....	.....	80.4	162.2	.....	106.3	132.2	581.9
21 Massachusetts	119.7	92.8	78.2	150.0	179.9	101.7	133.0	165.2
22 Michigan	111.4	77.8	69.8	134.8	150.5	94.1	135.0	274.8
23 Minnesota .....	.....	.....	65.3	115.4	.....	91.8	141.5	375.1
24 Mississippi .....	.....	41.1	64.0	112.8	.....	101.0	128.7	390.0
25 Missouri	68.9	43.7	63.5	114.3	78.9	84.3	133.5	355.8
26 Montana .....	.....	.....	.....	.....	.....	.....	.....	.....
27 Nebraska	103.1	65.0	64.4	121.0	122.1	95.7	134.2	282.7
28 Nevada .....	.....	.....	.....	.....	.....	.....	.....	.....
29 New Hampshire	111.8	80.9	72.6	121.4	.....	102.0	143.6	116.0
30 New Jersey	78.2	51.7	66.1	140.8	110.1	82.5	124.8	440.5
31 New Mexico .....	.....	.....	.....	.....	.....	.....	.....	.....
32 New York	104.4	69.3	65.3	130.3	136.1	76.6	115.7	626.1
33 North Carolina	78.5	51.3	65.4	116.7	91.7	.....	.....	.....
34 Ohio	85.4	66.7	78.1	150.2	128.3	106.7	135.6	406.2
35 Oregon	111.3	.....	.....	.....	.....	.....	.....	.....
36 Pennsylvania .....	.....	.....	80.9	160.7	.....	100.6	123.1	408.8
37 Rhode Island	91.1	65.0	71.3	135.2	120.8	94.5	131.5	197.2
38 South Carolina .....	.....	.....	74.5	151.7	.....	68.7	92.3	673.0
39 Tennessee	78.5	52.5	66.9	118.4	93.0	75.9	113.4	313.8
40 Texas	77.9	52.6	72.0	128.3	96.2	83.3	115.7	205.1
41 Utah .....	.....	.....	.....	.....	.....	.....	.....	.....
42 Vermont .....	.....	.....	.....	.....	.....	.....	.....	.....
43 Virginia	71.4	56.1	77.7	139.7	100.3	97.5	126.1	364.3
44 Washington .....	.....	.....	.....	.....	.....	.....	.....	.....
45 West Virginia	83.4	.....	.....	.....	.....	.....	.....	400.0
46 Wisconsin	88.5	61.8	70.9	136.7	119.1	92.0	128.0	336.5
47 Wyoming .....	.....	.....	.....	.....	.....	.....	.....	.....
North Atlantic Division	105.0	74.2	67.8	141.4	140.4	87.9	123.0	320.5
South Atlantic Division	79.3	60.9	78.4	151.8	117.9	95.0	123.5	421.0
South Central Division	64.7	46.2	69.2	129.8	85.9	88.7	118.1	283.7
North Central Division	86.0	62.5	72.6	137.2	118.5	94.9	127.8	362.7
Western Division	90.7	65.0	71.4	147.5	134.8	90.6	128.3	323.9
The United States	92.9	66.6	70.1	140.5	125.4	90.6	124.1	337.5

TABLE 20, PART II.—Summary of comparative school statistics of cities, etc.—Continued.

	State.	Number of pupils in average attendance to each teacher.	Ratio of male teachers to whole number of teachers.	Ratio of high school enrollment to total public school enrollment.	Ratio of private school enrollment to total public and private school enrollment.	Ratio of total public and private school enrollment to population 6-14.	Number of volumes in school libraries to each 100 pupils in average attendance.	Assessed value of property per capita of population 6-14.
		10	11	12	13	14	15	16
			<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>		
1	Alabama.....		25.4				25.8	
2	Arizona.....							
3	Arkansas.....	42.5	13.3	4.6				\$1,664
4	California.....		8.8	3.0	20.1	109.3		
5	Colorado.....	30.6	8.3	5.2			52.9	2,973
6	Connecticut.....		10.1		16.9	139.0		
7	Dakota.....							
8	Delaware.....	37.5	1.1	2.9			13.3	
9	District of Columbia.....	41.7	11.5	3.3				
10	Florida.....							
11	Georgia.....	47.8	12.4	5.8	21.1		26.5	
12	Idaho.....							
13	Illinois.....	37.1	6.2	3.9	29.2	119.4	45.3	1,414
14	Indiana.....	35.8	12.1	5.8	20.4	82.6	206.5	1,867
15	Iowa.....	34.3	10.0	6.1	20.0	120.7	30.5	1,190
16	Kansas.....	47.3	14.2	5.2	12.6	119.4	28.6	1,165
17	Kentucky.....	47.2	11.1	3.7	14.9	82.9	11.7	1,811
18	Louisiana.....	38.5	6.6					
19	Maine.....	33.7	9.1	7.5			36.5	
20	Maryland.....		12.6	2.4	23.3			
21	Massachusetts.....	35.7	9.3	6.2	14.2	142.2		5,447
22	Michigan.....	33.7	8.9	7.9	17.9	136.4	313.7	2,431
23	Minnesota.....	33.4	6.4	4.4			57.8	
24	Mississippi.....	33.9	8.3		27.9			
25	Missouri.....		12.8	4.8	18.6	86.1	49.6	
26	Montana.....							
27	Nebraska.....	35.5	7.0	4.9	15.1	127.0		1,252
28	Nevada.....							
29	New Hampshire.....		9.0	7.9	40.8			3,044
30	New Jersey.....		9.1	3.0			36.4	
31	New Mexico.....							
32	New York.....	34.1	5.8	4.2	25.5	149.8	77.0	5,603
33	North Carolina.....							
34	Ohio.....	37.8	15.7	5.2	26.5	110.8	258.3	2,916
35	Oregon.....		12.4					
36	Pennsylvania.....	40.3	7.5	2.9	17.4		23.5	
37	Rhode Island.....	34.0	10.2	4.0	18.9	112.3	84.0	6,264
38	South Carolina.....	49.0	14.6	3.3	13.7		5.3	
39	Tennessee.....	43.2	21.6	3.8	21.6	99.8	25.2	2,204
40	Texas.....	39.3	19.5	4.0	17.9	94.0	19.0	2,086
41	Utah.....							
42	Vermont.....							
43	Virginia.....	46.1	18.4	7.0	23.8	95.3	40.4	3,172
44	Washington.....							
45	West Virginia.....		9.6	2.3				2,453
46	Wisconsin.....	41.2	11.7	4.0	32.2	127.1	44.7	2,533
47	Wyoming.....							
	North Atlantic Division.....	36.4	7.5	4.3	20.3	136.0	59.9	4,794
	South Atlantic Division.....	43.1	12.4	3.8	22.0	100.9	19.1	3,076
	South Central Division.....	40.3	14.1	3.4	26.9	93.0	41.7	2,079
	North Central Division.....	37.6	10.9	5.0	25.0	114.1	144.7	2,367
	Western Division.....	37.8	9.2	3.5	19.4	112.4	69.9	4,211
	The United States.....	37.4	9.3	4.5	22.4	120.4	83.0	3,386

TABLE 20, PART III.—Summary of comparative school statistics of cities, etc.—Continued.

	State.	Value of school property per capita of—		Ratio of value of school property to total assessed valuation.	Amount raised by city or town tax per capita of—		Ratio of amount raised by city or town tax to total assessed valuation.	Salaries of superintendents and teachers per capita of—		Ratio of salaries of superintendents and teachers to assessed valuation.
		Population 6-14.	Average attendance.		Population 6-14.	Average attendance.		Population 6-14.	Average attendance.	
	1	17	18	19	20	21	22	23	24	25
				Per ct.			Mills per dollar.			Mills per dollar.
1	Alabama	\$16.37	\$39.73					\$8.07	\$15.58	
2	Arizona									
3	Arkansas	41.83	73.85	2.5				7.65	13.96	4.7
4	California	57.31	91.26		\$5.25	\$8.72		14.50	23.10	
5	Colorado	132.27	154.15	4.4				17.04	20.55	5.9
6	Connecticut				12.98			12.58		
7	Dakota									
8	Delaware		62.96						11.65	
9	District of Columbia					11.41			16.18	
10	Florida									
11	Georgia		49.14	0.7		12.86			12.95	1.9
12	Idaho									
13	Illinois	54.90	86.59	3.9	15.25	24.84	10.9	10.22	16.50	7.3
14	Indiana	42.26	84.17	2.1				7.74	15.57	4.1
15	Iowa	58.45	86.26		13.83	20.94		10.18	15.15	8.4
16	Kansas	50.73	73.74	4.1	10.54	15.58	9.3	7.54	11.30	6.4
17	Kentucky	26.93	62.42	1.4	4.85	11.47	2.8	5.97	14.05	3.4
18	Louisiana		42.99			10.81				
19	Maine	57.83	64.62		11.80	13.41				
20	Maryland		92.37						16.20	
21	Massachusetts	79.85	87.79	1.4	20.75	22.97	4.0	15.32	16.62	2.9
22	Michigan	70.24	92.58	2.9	13.82	17.87	5.6	10.51	13.59	4.3
23	Minnesota		122.67	1.8		32.81	5.1		17.99	2.9
24	Mississippi				4.97	12.10		6.91	16.81	
25	Missouri	45.06	107.65		7.64	18.49				
26	Montana									
27	Nebraska	96.44	148.60	7.9	6.54	9.34		13.44	19.48	
28	Nevada									
29	New Hampshire	107.11	127.01	3.5	13.50	16.77	2.0	12.05	15.30	2.9
30	New Jersey	31.63	61.16							
31	New Mexico									
32	New York	73.09	95.12	1.3	16.58	24.65	3.4	12.58	17.23	2.4
33	North Carolina	14.67	28.06							
34	Ohio	66.09	99.18	2.0	14.62	21.93	5.0	11.11	16.64	3.8
35	Oregon									
36	Pennsylvania		77.03	1.6		19.90	4.1		12.67	2.7
37	Rhode Island	52.55	82.46	1.0	10.88	16.74	1.7	10.82	16.65	1.7
38	South Carolina		33.90	0.9			1.6		11.42	3.1
39	Tennessee	24.70	47.05	1.2	4.47	8.52	2.2	5.86	11.16	2.7
40	Texas	23.93	50.34	1.1	5.60	10.27	2.3	7.76	14.46	3.3
41	Utah									
42	Vermont									
43	Virginia	27.19	44.70	0.8	5.47	9.01	1.3	6.42	10.80	2.0
44	Washington									
45	West Virginia	39.43		1.5	9.14		3.9			3.1
46	Wisconsin	41.57	67.31	1.7	8.49	13.63	3.5	8.27	13.52	3.5
47	Wyoming									
	North Atlantic Division	66.71	86.04	1.4	14.91	21.26	3.4	12.16	15.67	2.5
	South Atlantic Division	26.67	65.63	0.9	6.19	13.97	2.4	7.00	14.10	2.3
	South Central Division	23.12	52.23	1.0	5.28	11.05	2.1	6.50	13.24	2.5
	North Central Division	55.11	92.05	2.7	12.49	20.64	6.3	9.82	15.70	4.7
	Western Division	61.05	93.98	1.5	6.24	9.72	1.5	14.67	22.58	3.5
	The United States	57.23	85.00	1.4	12.54	19.56	3.7	10.77	15.69	3.0

THE SUMMARY BY CLASSES.

[Table 21, Page 309.]

It appears from the figures of the following summary that if there is any advantage on the side of any class of cities, that advantage lies on the side of those whose population is less than 10,000. In only two cases is there a marked gradation, but it will be noted that in some of the most important columns the superiority of the small city from an educational stand-point is manifest. The ratio of enrolment to the population between 6 and 14, the amount of instruction imparted in proportion to the scholastic population, the average length of school life as shown by the number enrolled in high schools, the ratio of total public and private school enrolment to population, and the proportional value of school property, may be mentioned as matters in which the cities of Class 6 excel those of the other classes. The statement that these advantages are due chiefly to the size of the cities would not be borne out by the statistics, for, if such an assertion were true, it would be expected to find a gradual increase in every important column. Instead of this, it is shown that in the largest cities—those of Class 1—the averages attained are, in at least two important instances, more favorable than those of the other classes, and in the ratio of enrolment to population, and in the proportional amount of instruction furnished, the largest cities rank next to the smallest.

Column 7 plainly indicates that as the size of a city increases, the chances of the average child for a long school life diminish. To attempt to discuss the reasons for this fact would be to open a question concerning the social conditions of cities which it is not within the province of this Report to settle. It is evident, however, that it is not due to any failure on the part of the authorities of the larger cities to provide liberally for the schools, since it is proved by Column 14 that the proportional amount paid for supervision and teaching increases with the population, though not in regular progression.

The amounts apportioned to the schools are generally larger per pupil in average attendance in the large than in the small cities; and since the value of school property is greater per pupil in the smaller cities, it may be inferred that the authorities in the great cities prefer to devote the funds at their disposal to the improvement of the character of the instruction, rather than to the acquirement of property, and that in the cities of lesser population the tendency is in the other direction. It can only be a matter of conjecture to what extent these conclusions are affected by the well-known facts that the difference in the cost of living makes it possible to secure good teachers at lower salaries in the less populous cities, and that the more crowded condition of the large cities renders practicable the use of larger and therefore less expensive buildings.

So few of the cities concerned reported the items required for the calculations that Column 9 for Class 1, and Columns 8 and 9 for Class 2, could not be filled. It appears, however, that private schools are patronized least in the towns and smaller cities, and that the total enrolment steadily increases from Class 3 to Class 6.

TABLE 21.—Summary of comparative school statistics of cities, by classes, according to population.

	Ratio of enrolment to population 6 to 14.	Ratio of average attendance to enrolment.	Average number of days' attendance of each pupil enrolled.	Equivalent to attendance of each person between 6 and 14 for—	Number of pupils in average attendance to each teacher.	Ratio of high school enrolment to total public school enrolment.
1	2	3	4	5	6	7
	<i>Per ct.</i>	<i>Per ct.</i>	<i>Days.</i>	<i>Days.</i>		<i>Per ct.</i>
Cities of first class (population 200,000 and upwards)	98.0	73.2	145.1	132.4	40.6	2.5
Cities of second class (population 100,000 to 200,000)	74.5	71.3	139.0	103.2	38.6	2.8
Cities of third class (population 50,000 to 100,000)	89.3	69.0	133.6	119.0	36.0	4.6
Cities of fourth class (population 25,000 to 50,000)	86.3	71.0	136.6	116.4	35.3	5.1
Cities of fifth class (population 10,000 to 25,000)	94.3	70.2	138.2	129.8	36.5	5.3
Cities of sixth class (population under 10,000)	102.7	62.9	140.3	111.3	36.5	7.1

	Ratio of private school enrolment to total public and private school enrolment.	Ratio of total public and private school enrolment to population 6 to 14.	Value of school property per pupil (based on average attendance).	Ratio of value of school property to total assessed valuation.	Amount raised by city or town tax per pupil (based on average attendance).	Ratio of amount raised by city or town tax to total assessed valuation.	Salaries of superintendents and teachers per pupil (based on average attendance).
1	8	9	10	11	12	13	14
	<i>Per ct.</i>	<i>Per ct.</i>		<i>Per ct.</i>		<i>Per ct.</i>	
Cities of first class (population 200,000 and upwards)	27.3	.....	\$82.20	1.2	\$22.69	3.2	\$18.70
Cities of second class (population 100,000 to 200,000) .....	.....	.....	81.00	1.3	16.52	2.4	16.50
Cities of third class (population 50,000 to 100,000)	19.6	109.7	82.43	1.4	20.49	3.5	16.25
Cities of fourth class (population 25,000 to 50,000)	19.9	112.6	83.35	1.7	19.28	3.9	16.07
Cities of fifth class (population 10,000 to 25,000)	19.4	118.5	89.34	2.2	18.37	4.5	15.10
Cities of sixth class (population under 10,000)	18.3	140.5	90.35	1.2	16.19	5.4	9.51

THE STATISTICS OF CITY SCHOOLS.

[Table 22, Page 312.]

The arrangement of the table of absolute statistics in this Report differs in no material respect from that of the Report of 1885-86. Those columns that were of the nature of ratios have been eliminated from this table, but may be found by reference to Table 19, where they are presented with other statistical facts of like kind. Experience has proved that it is more satisfactory in every respect to make the computations necessary for obtaining these ratios in this Office, rather than to ask the voluntary correspondents of the Bureau to furnish deductions that can be made here with equal accuracy and greater uniformity.

The following table represents information received directly from the school officers mentioned in connection with the statistics of each city. An exception to this statement must be made, however, so far as Columns 5 and 6 are concerned. In but few cities does the school census taken show the population between 6 and 14 or that between 4 and 21, and estimates of these items are necessary. The figures presented are the results of calculations based upon the proportion which the population between the required ages has been shown by previous censuses to bear to the school population of any city or State. The estimates calculated in this way are probably as nearly correct as can be obtained without an actual enumeration, and are certainly more accurate than any conjecture could be under the circumstances that ordinarily surround the school officers of large cities.

In the matter of enrolment there is practical uniformity of method in all the cities, and little fault can be found with the columns devoted to that subject. Wherever there is any organization worthy of the name, a good account is kept of the pupils enrolled. This item is, therefore, of all those required by the table, the most easily obtained and the most satisfactorily reported. The only trouble experienced in this connection has been with those cities which support evening and special schools, for in a number of such instances it has been difficult to determine whether the reported "whole number enrolled" included the enrolment in the special schools.

Improvement is noticeable in the columns relating to attendance; the attendance records of nearly all the cities are now kept in accordance with essentially the same plan. The evening and special schools are sometimes elements of uncertainty in this connection also. Though it is manifestly wrong to add two quantities so entirely dissimilar as the average attendance in evening schools and the average daily attendance in the day schools, this is often done and the result is called "total average daily attendance." The records and statistics of evening schools should be kept entirely separate from those of the day schools, as long as there is as much difference in the character of the two branches of educational work as at present. Evening schools are not usually in session more than 60 evenings, nor more than 3 hours each evening, while the day schools are generally open between 180 and 200 days for 6 or 7 hours each day. When such wide differences in the value of the two quantities are considered, the impossibility of combining them upon equal terms is apparent, and in all cases where it was evident that the records of evening schools had contributed to increase the "average daily attendance," the proper diminution was made from the latter before the calculations for Table 19 were made.

In Column 18 there are indications that many different methods of arriving at the "total attendance in days of all pupils" exist. Properly, it should be identical with the product of the average daily attendance multiplied by the number of days the schools were taught. In the manner of dealing with half-day and quarter-day absences is the disparity which explains the failure, in a number of instances, of the "total attendance in days" to coincide exactly with the product mentioned. Presence at the morning roll-call is considered by many superintendents, in summing up the total attendance for the year, to be a day's attendance, while in calculating the average daily attendance it occasionally happens that the same officers are so precise as to deduct the time lost by tardiness as well as the longer absences. The reverse of this is sometimes true, and precision regarding the total attendance is exercised, while presence for a part of the day only is equivalent to a day in reckoning the average daily attendance. This diversity of method will account for many of the seeming discrepancies that the careful observer may detect in this column. To be strictly accurate only actual presence in the schools should be considered in compiling the records of attendance. The value of all school statistics would be enhanced if this rule were universally observed.

Column 26, "number of teachers necessary to supply the schools," is an innovation whose value would have been greater had there not been some uncertainty in the minds of a large number of superintendents whose reports were received, as to the meaning of the inquiry as it appeared in the blank forms. Nevertheless, a sufficient number replied to the question to make the column one of considerable importance. It will be seen that in connection with the "whole number of teachers in all public

schools," this quantity should indicate the number of changes in the teaching force of any city during the year under consideration, in addition to its primary purpose of showing the number of teachers' places provided. That this double object is secured in only a comparatively small number of cases is due to a cause that will, of course, speedily disappear.

Certain correspondents have been doubtful as to the proper treatment of rented rooms and buildings in replying to the question for Column 27. The combinations of circumstances that arise are so numerous that it is difficult to form a rule that will be satisfactory for universal application; but generally, all buildings, rented or otherwise, that contain independent schools should be counted. When only 1, 2, or even 3 rooms are rented or built merely to accommodate the "overflow" from an adjacent school-house, it would hardly be proper to consider the "annex" as an additional building. The "number of buildings" is of value in that it tends to show the policy pursued by any city in the erection of school-houses, for it is by no means settled whether large or small buildings are most advantageous. If this principal object of the inquiry be remembered, superintendents will probably have but little difficulty in the exercise of their discretion, when the correct reply is involved in doubt.

The systems employed in keeping the accounts of receipts and expenditures are nearly as numerous as the cities themselves, and it was with the columns pertaining to finances that the greatest difficulties experienced in the preparation of this table were encountered. The methods of book-keeping of all the cities doubtless accord with local usages and needs, but for purposes of comparison with other school organizations many of the systems used are woefully deficient, for the reason that they fail to take into account many of the items that are generally considered essential. The facts set forth in the accompanying table are commended to school officers as having been found by the foremost educators of the country to be of prime importance, and easily obtainable. Other items are often necessary to supply local wants, and in the larger cities further subdivision is desirable, but it is infrequent that circumstances occur to render objectionable a classification similar to that of this table.

The attention of superintendents has been often drawn to the importance of uniformity in this respect, and the improvement resulting has been constant and gratifying, but much still remains to be done before comparisons, satisfactory in every particular, can be instituted between any and all the cities in the country.

TABLE 22, PART I.—*School statistics of cities containing 4,000 inhabitants and over,*

	City or town.	Superintendent.	Total population (census of 1880).	Total population in 1886, actual or estimated.	Population 4-21.
	1	2	3	4	5
ALABAMA.					
1	Birmingham	J. H. Phillips	4,500	30,000	2,382
2	Mobile	E. R. Dickson .....	.....	45,000	26,879
3	Montgomery	S. H. Bartlett	27,000	30,000	6,423
4	Selma	J. W. Mabry	7,529	10,486	3,232
5	Talladega	George E. Brewer .....	.....	.....	510
ARKANSAS.					
6	Fort Smith	N. P. Gates	4,000	14,000	2,562
7	Hot Springs	J. D. Kimbell <i>a</i> .....	.....	.....	2,339
8	Little Rock	J. R. Rightsell	17,000	27,000	8,667
CALIFORNIA.					
9	Los Angeles	W. M. Friesner	11,183	40,000	10,759
10	Marysville	F. B. Crane	4,321	.....	3,140
11	Oakland	Fred M. Campbell	34,555	45,000	16,365
12	Sacramento	M. R. Beard	21,420	27,000	8,632
13	San Francisco	J. W. Anderson	234,144	300,000	112,891
14	San José	F. P. Russell	12,567	15,000	5,778
COLORADO.					
15	Aspen	W. R. Callicotte	50	5,000	566
16	Colorado Springs	E. L. Byington	5,000	6,500	1,412
17	Leadville	W. W. Watters	16,000	15,000	2,456
18	Pueblo	F. B. Gault	500	6,000	1,061
CONNECTICUT.					
19	Bridgeport	H. M. Harrington	29,148	40,000	12,816
20	Bristol	John J. Jennings	5,347	6,530	1,822
21	Enfield	G. W. Winch <i>b</i>	6,755	.....	2,502
22	Greenwich	Myron L. Mason <i>c</i>	7,892	8,000	2,673
23	Groton	Samuel S. Lamb <i>c</i>	5,128	5,128	1,547
24	Hartford	William Waldo Hyde <i>d</i>	42,551	.....	14,157
25	Killingly	A. Ames <i>d</i>	6,921	7,200	2,318
26	Manchester	Dr. O. B. Taylor <i>c</i>	6,462	6,740	2,514
27	Meriden	Rev. J. T. Pettée <i>d</i>	18,340	24,309	7,457
28	Middletown	W. B. Ferguson	6,826	7,000	2,099
29	Naugatuck	Rev. E. C. Gardner <i>c</i>	3,500	4,500	1,577
30	New Britain	J. N. Bartlett .....	.....	18,000	5,501
31	New Haven	Samuel T. Dutton .....	.....	76,215	24,455
32	New London	J. P. Brown	10,537	12,000	3,296
33	Norwalk	J. J. Millard <i>d</i> .....	.....	.....	1,495
34	Norwich	Nathan L. Bishop .....	.....	.....	2,124
35	Plainfield	S. H. Fellows <i>a</i>	5,244	5,244	1,387
36	Portland	George B. Cleveland <i>e</i>	4,160	4,500	1,398
37	Putnam	Rev. F. H. Church <i>a</i> .....	.....	.....	2,206
38	Rockville	Wilbur B. Foster <i>d</i>	5,500	7,000	2,010
39	Stafford	Rev. F. L. Batchelder <i>b</i> .....	.....	.....	1,417
40	Stamford	Edwin L. Brady <i>f</i> .....	.....	.....	4,445
41	Thompson	Stephen Ballard <i>g</i>	5,051	6,200	1,954
DELAWARE.					
42	New Castle	J. H. George	3,800	5,000	909
43	Wilmington	David W. Harlan	42,585	55,000	.....
DISTRICT OF COLUMBIA.					
44	Washington	W. B. Powell .....	.....	.....	.....
FLORIDA.					
45	Key West	Robert J. Perry <i>h</i>	9,890	18,000	6,000
GEORGIA.					
46	Americus	John M. Gannon	5,000	6,000	890
47	Athens	E. C. Branson .....	.....	10,000	2,836

a Secretary of school board.*b* Chairman of board of school visitors.*c* Secretary of board of school visitors.*d* Acting school visitor.

for 1886-87; from replies to inquiries by the United States Bureau of Education.

Population 6-14.	Legal school age.	Whole number of children of legal school age.			Whole number enrolled in public schools, excluding duplicates.			Average daily attendance in public schools.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
6	7	8	9	10	11	12	13	14	15	16
1,214	7-21	850	975	1,825	1,148	1,343	2,491	560	601	1,161
13,695	7-21	12,463	8,129	20,592	2,780	2,860	5,640	2,435	2,536	4,971
3,217	7-21			4,928				640	750	1,390
1,647	7-21	1,098	1,378	2,476	339	502	841	250.8	354	604.8
260	7-21			391	96	101	197	64	64	128
1,353	6-21	1,073	1,074	2,147	798	907	1,705	490	560	1,050
1,235	6-21			1,960			1,136			809
4,575	6-21	3,538	3,724	7,262	1,602	1,797	3,399	1,013.9	1,125.8	2,139.7
5,078	6-21			9,370	2,860	2,628	5,488	1,663	1,640	3,303
1,482	5-17	1,060	1,116	2,176			1,582			1,176
7,724	5-17	5,666	5,676	11,342	4,207	4,115	8,322			5,937.3
4,074	5-17	2,982	3,001	5,983	1,577	1,680	3,257			3,049
53,290	6-21	40,735	37,511	78,246	23,002	20,309	43,311			31,316
2,732	6-21	1,898	2,106	4,004	1,578	1,388	2,966			1,926
263	6-21	252	231	483	256	234	490	190	215	405
657	6-21	574	631	1,205	572	574	1,146	334.2	337.8	672
1,143	6-21	1,174	922	2,096	645	583	1,228	368	355	723
494	6-21	419	486	905	325	351	676	190	204	394
6,016	4-16			9,045			6,950			5,070
855	4-16			1,286			1,220			782
1,175	4-16			1,766			1,116			764
1,254	4-16	967	919	1,886	793	743	1,536			683
726	4-16			1,092			969			614
6,645	4-16			9,991			7,264			4,801.5
1,088	4-16	814	822	1,636			1,283			25
1,180	4-16	888	886	1,774	755	717	1,472	450	464	914
3,476	4-16	2,763	2,500	5,263	1,930	1,902	3,832	1,264	1,265	2,529
985	4-16			1,481			985			711
740	4-16			1,113			898			557
2,582	4-16			3,882			2,062			1,538
11,479	4-16			17,259			14,383			9,926
1,547	4-16			2,326			2,105			1,561
702	4-16			1,055			911			609.9
997	4-16			1,499			935			699
651	4-16	479	500	979	413	484	897	225	275	500
656	4-16			987			813			586
1,036	4-16			1,558			659			
1,188	4-16			1,786						1,000
665	4-16			1,000			735			404
2,086	4-16			3,137			2,008			
917	4-16			1,379			1,100			430
431	6-21	430	353	788	262	278	540	210	221	431
	6-21						8,814			6,170
	6-17						33,418			25,866
13,000	6-21	12,800	12,200	15,000	307	342	649	206	275	481
465	6-18	284	342	626	391	453	844	236	276	512
1,482	6-18			1,995	510	575	1,085	400	403	803

e President of board of education.

f Chairman of school board.

g School visitor.

h Also county superintendent.

i Estimated.

TABLE 22, PART I.—*School statistics of cities containing 4,000 inhabitants and over, for*

	City or town.	Superintendent.	Total population (census of 1880).	Total population in 1886, actual or estimated.	Population 4-21.
	1	2	3	4	5
	GEORGIA—continued.				
48	Atlanta.....	W. F. Slaton.....	37,400	60,000	
49	Augusta.....	Lawton B. Evans.....			13,446
50	Columbus.....	A. P. Mooty.....	16,000	25,000	
51	Macon.....	B. M. Zettler.....	12,749	15,000	
52	Rome.....	B. Neely.....	7,428	9,832	1,887
53	Savannah.....	W. H. Baker.....	30,709	50,000	
	ILLINOIS.				
54	Aurora.....	N. A. Prentiss.....			4,810
55	Belleville.....	Henry Raab.....	14,640	17,000	5,760
56	Bloomington.....	Sarah E. Raymond.....	17,181	24,000	7,392
57	Cairo.....	T. C. Clendenen.....	9,117	12,000	3,378
58	Chicago.....	George Howland.....	503,185	703,817	209,205
59	Danville.....	O. E. Latham.....	10,800	10,000	4,296
60	Decatur.....	E. A. Gastman.....		14,371	5,090
61	East St. Louis.....	J. B. Lovingsstone.....	10,000	16,000	4,408
62	Elgin.....	H. F. Derr.....	8,787	14,347	2,066
63	Englewood.....	Orville T. Bright.....	3,000	12,000	4,695
64	Evanston.....	H. H. Kingsley.....		6,000	1,939
65	Galena.....	O. P. Bostwick.....	6,600	7,000	3,277
66	Galesburg.....	W. L. Steele.....	12,100	15,000	5,156
67	Jacksonville.....	Miss Lyde Kent.....	12,000	12,000	5,509
68	Joliet.....	D. H. Darling.....	16,500	22,000	6,699
69	Kankakee.....	F. N. Tracy.....	7,084	6,500	3,511
70	Lincoln.....	W. F. Bromfield.....	5,625	7,500	3,302
71	Litchfield.....	Joel M. Bowlby.....	3,500	4,496	2,017
72	Mendota.....	William Jenkins.....	3,200	3,187	941
73	Moline.....	W. S. Mack.....	6,465	10,514	2,852
74	Ottawa.....	D. R. A. Thorp.....		9,533	3,519
75	Paris.....	A. Harvey.....	4,517	4,800	1,538
76	Pekin.....	C. O. Scudder.....	5,993	7,000	2,458
77	Peoria.....	N. C. Dougherty.....	31,086	40,000	13,842
78	Peru.....	R. L. Barton.....	6,500	7,000	
79	Quincy.....	T. W. Macfall.....	27,428	31,000	11,497
80	Rockford.....	P. R. Walker.....	13,135	21,155	6,942
81	Rock Island.....	S. S. Kemble.....	11,660	12,100	4,410
82	Springfield.....	A. J. Smith.....	19,746	26,000	11,467
83	Streator.....	B. B. Lakin.....			3,861
84	Waukegan.....	William E. Toll.....	4,500	4,500	2,016
	INDIANA.				
85	Columbus.....	A. H. Graham.....	5,000	7,000	2,386
86	Crawfordsville.....	Temple H. Dunn.....	5,251	8,000	2,515
87	Evansville.....	J. W. Layne.....	29,240	42,000	18,184
88	Fort Wayne.....	John S. Irwin.....	26,880	30,400	16,275
89	Goshen.....	W. H. Sims.....	4,500	6,000	2,040
90	Indianapolis.....	L. H. Jones.....	75,056	100,000	50,822
91	Jeffersonville.....	R. W. Wood.....	9,359	11,000	4,643
92	Kokomo.....	Sheridan Cox.....	4,042	6,000	1,576
93	La Porte.....	W. N. Hailmann.....		9,000	4,356
94	Lawrenceburg.....	W. H. Rucker.....	5,560	6,000	
95	Logansport.....	J. C. Black.....	11,560	15,283	4,717
96	Michigan City.....	S. E. Miller.....	7,500	10,000	3,811
97	Muncie.....	J. M. Bloss.....	5,219		2,325
98	New Albany.....	J. B. Starr.....	17,000	24,000	7,968
99	Peru.....	George G. Manning.....	5,200	8,000	2,493
100	Richmond.....	Justin N. Stady.....	12,742	17,000	6,826
101	Seymour.....	William S. Wood.....		6,000	
102	South Bend.....	J. Dushane.....	13,380	22,093	7,913
103	Terre Haute.....	William H. Wiley.....	26,040	35,000	14,824
104	Vincennes.....	Edward Taylor.....	7,680	11,000	3,002
105	Washington.....	W. F. Hoffmann.....	4,323	5,000	2,036
	IOWA.				
106	Atlantic City.....	J. J. McConnell.....	3,662	4,000	1,458
107	Boone.....	George I. Miller.....	3,000	7,000	1,581

a Enumeration of 1882.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Population 6-14.	Legal school age.	Whole number of children of legal school age.			Whole number enrolled in public schools, excluding duplicates.			Average daily attendance in public schools.			
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
6	7	8	9	10	11	12	13	14	15	16	
7,026	6-18	5,021	5,553	10,574	2,721	3,681	6,402	2,448	3,496	5,944	48
	6-18	4,633	4,827	9,460	2,300	1,700	4,000	1,700	1,300	3,000	49
	6-18				737	985	1,722	555	683	1,238	50
	6-18				870	864	1,734			1,288	51
986	6-18	446	882	1,328	283	349	632	192.6	385.2	577.8	52
	6-18			67,745	1,521	1,689	3,210	1,307	1,433	2,740	53
2,349	6-21	2,022	2,146	4,168	1,166	1,141	2,307			1,594.4	54
2,813	6-21	2,459	2,532	4,991	1,261	1,138	2,399			2,019	55
3,610	6-21	3,257	3,148	6,405	1,675	1,750	3,425			2,485	56
1,650	6-21	1,417	1,510	2,927	725	720	1,445	504	526	1,030	57
102,158	6-21	89,657	91,612	181,269	41,981	42,921	84,902			62,774.4	58
2,098	6-21	1,948	1,774	3,722	1,264	1,191	2,455			1,710	59
2,485	6-21	2,192	2,218	4,410	1,347	1,365	2,712	1,019	1,039	2,058	60
2,152	6-21	1,910	1,909	3,819	1,008	1,055	2,063	902	945	1,847	61
4,230	6-21	1,807	1,858	3,665	1,053	1,020	2,073	780	781	1,561	62
2,293	6-21	1,952	2,116	4,068	1,531	1,673	3,204	1,000	1,065	2,065	63
947	6-21	799	881	1,680			985			759	64
1,600	6-21	1,364	1,475	2,839	491	482	973	325	315	640	65
2,518	6-21	2,128	2,339	4,467	980	1,065	2,045	733	830	1,563	66
2,690	6-21	2,367	2,406	4,773	815	890	1,705			1,288	67
3,271	6-21	2,671	3,133	5,804	1,454	1,525	2,979			1,977	68
1,714	6-21	1,445	1,597	3,042	578	476	1,054	375	300	675	69
1,612	6-21	1,316	1,545	2,861	543	550	1,093	370	371	741	70
985	6-21	840	908	1,748	508	542	1,050	360	400	760	71
459	6-21	418	397	815	312	298	610	258	237	495	72
1,753	6-21	1,540	1,571	3,111	995	1,002	1,997			1,481	73
1,718	6-21	1,557	1,492	3,049	785	693	1,478			1,241	74
1,751	6-21	664	669	1,333	557	550	1,107			720	75
1,201	6-21	1,120	1,010	2,130	530	570	1,100	450	480	930	76
6,759	6-21	5,690	6,304	11,994	3,186	3,452	6,638				77
	6-21				465	490	955				78
5,614	6-21	4,832	5,130	9,962	1,856	1,943	3,799	1,183	1,276	2,459	79
3,990	6-21	2,692	3,323	6,015	1,593	1,814	3,407	1,292	1,322.2	2,614.2	80
2,156	6-21	1,949	1,876	3,825	1,061	1,072	2,133	829	875	1,704	81
5,600	6-21	4,962	4,974	9,936	1,625	1,581	3,206	1,354	1,300	2,654	82
1,885	6-21	1,713	1,632	3,345	1,010	1,042	2,052	720	731	1,451	83
985	6-21			1,747	334	396	730	322.3	382.2	705.5	84
1,173	6-21	1,036	1,016	2,052	610	615	1,225	560	565	1,125	85
1,236	6-21	1,082	1,112	2,194	625	668	1,293	474	520	994	86
8,937	6-21	7,816	8,048	15,864	3,044	3,236	6,280			4,739	87
8,194	6-21	6,856	7,359	14,215	1,764	1,940	3,704			2,896	88
1,003	6-21	918	862	1,780			1,096				89
24,978	6-21	22,550	21,789	44,339			14,701			10,749	90
2,282	6-21	1,939	2,112	4,051	942	922	1,864	672.1	673.5	1,345.6	91
775	6-21	692	683	1,375	518	559	1,077	358	378	736	92
2,141	6-21			3,800			1,168			983	93
	6-21	900	900	1,800			750				94
2,318	6-21	1,976	2,139	4,115	920	1,018	1,938			1,341.5	95
1,873	6-21	1,645	1,680	3,325	468	478	946	332	342	674	96
1,142	6-21			2,028	630	657	1,287			933	97
3,931	6-21	3,463	3,515	6,978	1,501	1,506	3,007			2,204	98
1,225	6-21	1,076	1,099	2,175	558	613	1,171	400	445	845	99
3,355	6-21	2,922	3,033	5,955	1,203	1,353	2,556			2,017	100
	6-21				532	520	1,052	387	380	767	101
3,889	6-21	3,517	3,387	6,904			2,380			1,870	102
7,286	6-21	6,402	6,531	12,933	2,223	2,334	4,557			3,475.7	103
1,475	6-21	1,318	1,301	2,619	573	583	1,156	482	493	975	104
1,000	6-21	883	893	1,776	492	474	966	302	339	641	105
717	5-21			1,356			1,107			753.3	106
777	5-21	800	671	1,471	533	487	1,020	434	410	844	107

b Enumeration of 1880.

c Township treasurer.

TABLE 22, PART I.—*School statistics of cities containing 4,000 inhabitants and over, for*

	City or town.	Superintendent.	Total population (census of 1880).	Total population in 1886, actual or estimated.	Population 4-21.
	1	2	3	4	5
	IOWA—continued.				
108	Burlington	R. G. Saunderson			8,563
109	Council Bluffs	James McNaughton	18,063	26,880	9,271
110	Creston	H. B. Larrabee	5,400	8,000	2,408
111	Davenport	J. B. Young	23,831	25,000	10,012
112	Des Moines (west side)	J. M. St. John <i>a</i>	14,005	25,000	6,773
113	Dubuque	Thomas Hardie <i>b</i>	22,254	30,000	11,055
114	Fort Dodge	Melvin F. Arey	3,586	3,550	1,782
115	Iowa City	W. A. Willis		7,000	3,783
116	Keokuk	W. W. Jamieson		14,000	5,100
117	Lyons	H. E. Robbins	5,000	6,000	1,996
118	Marshalltown	C. P. Rogers	6,240	8,298	2,374
119	Mount Pleasant	Fred. A. Jackson	5,500	6,000	1,304
120	Muscatine	F. M. Witter	8,900	12,000	3,005
121	Oskaloosa	Orion C. Scott	6,200	7,500	1,918
122	Ottumwa	A. W. Stuart	9,027	12,000	3,848
123	Sioux City	A. Armstrong	7,400	20,000	9,324
124	Waterloo (east side)	E. G. Young	3,500	4,300	1,479
	KANSAS.				
125	Atchison	F. M. Draper	15,200	20,000	5,964
126	Clay Centre	Frank J. Baker	2,500	7,000	1,615
127	El Dorado	H. C. Ford	2,000	5,733	1,481
128	Emporia	J. E. Klock	6,000	11,000	3,446
129	Hutchinson	John Schurr	1,590	6,140	1,588
130	Independence	T. W. Conway	5,400	6,500	1,863
131	Kansas City	John W. Ferguson	14,000	21,486	10,036
132	Lawrence	E. Stanley	8,510	12,000	3,842
133	Leavenworth	John Cooper	17,500	31,210	8,922
134	Marysville	J. W. Quay			967
135	Newton	J. W. Cooper	9,000	7,000	2,055
136	Ottawa	G. I. Harvey	4,032	8,000	2,624
137	Parsons	L. Tomlin	6,000	8,000	2,415
138	Salina	William B. Flanders <i>c</i>			2,051
139	Topeka	John M. Bloss			
140	Wichita	M. Chidester	5,000	28,000	7,949
141	Winfield	James H. Hays	4,050	7,500	1,823
	KENTUCKY.				
142	Bowling Green	W. B. Wylie	5,114		
143	Covington	Alva T. Wiles	29,720	35,000	14,173
144	Hopkinsville	C. H. Dietrich	4,860	6,000	1,113
145	Lexington	John O. Hodges	16,800	25,000	7,838
146	Louisville	George H. Tingley, Jr.	123,758	143,000	79,236
147	Maysville	C. J. Hall <i>d</i>		8,000	2,274
148	Newport	John Burke	20,433	27,500	10,011
149	Owensborough	A. C. Goodwin	6,616	8,360	2,643
150	Paducah	Arthur H. Beals	8,036	15,750	5,052
	LOUISIANA.				
151	Baton Rouge	George W. Buckner <i>e</i>	8,000	12,000	
152	New Orleans	Ulric Bettison	216,090	243,011	
	MAINE.				
153	Augusta	J. O. Webster	8,666	10,000	2,367
154	Bangor	S. F. Bradbury <i>g</i>	16,857		5,265
155	Bath	J. G. Richardson			
156	Biddeford	Royal E. Gould		15,000	4,396
157	Calais	A. J. Padelford	7,000	7,000	2,460
158	Deering	S. M. Watson	5,000	5,500	1,384
159	Eastport	E. E. Livermore <i>h</i>	4,006	5,000	1,750
160	Gardiner	O. B. Clason <i>h</i>	4,439	5,000	1,431
161	Lewiston	A. M. Edwards	19,083	22,000	6,388
162	Portland	Thomas Tash	33,829	40,000	11,828
163	Rockland	F. E. Hitchcock <i>i</i>	7,599	7,755	2,275
164	Saco	J. M. Bailey	6,396	6,396	1,662

a Secretary of school board.*b* Secretary of school board of education.*c* Clerk of board of education.*d* Principal of high school.*e* President of parish school board.

+886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Population 6-14.	Legal school age.	Whole number of children of legal school age.			Whole number enrolled in public schools, excluding duplicates.			Average daily attendance in public schools.			
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
6	7	8	9	10	11	12	13	14	15	16	
4,210	5-21	3,878	4,088	7,966	.....	.....	4,454	.....	.....	2,900	108
4,558	5-21	4,305	4,319	8,624	1,423	1,542	2,965	959	1,169	2,128	109
1,184	5-21	1,100	1,140	2,240	.....	.....	1,700	.....	.....	1,178	110
4,922	5-21	4,453	4,860	9,313	2,256	2,190	4,446	1,632.3	1,632.7	3,285	111
3,330	5-21	2,870	3,430	6,300	.....	.....	4,201	.....	.....	2,628.3	112
5,435	5-21	4,863	5,421	10,284	2,353	2,052	4,405	.....	.....	3,022	113
876	5-21	816	842	1,658	484	532	1,016	338.7	387.6	726.3	114
1,860	5-21	1,649	1,870	3,519	.....	.....	1,412	.....	.....	1,038	115
2,507	5-21	2,294	2,450	4,744	1,107	1,200	2,307	872	973	1,845	116
1,004	5-21	900	1,000	1,900	500	580	1,080	400	350	750	117
1,167	5-21	1,060	1,148	2,208	908	936	1,844	617	674	1,291	118
641	5-21	595	618	1,213	.....	.....	950	.....	.....	738	119
1,477	5-21	1,380	1,415	2,795	.....	.....	1,852	.....	.....	1,343.2	120
943	5-21	810	974	1,784	739	820	1,559	.....	.....	.....	121
1,892	5-21	.....	.....	3,580	.....	.....	2,366	.....	.....	1,676	122
4,584	5-21	4,435	4,238	8,673	1,600	1,662	3,262	1,000	1,100	2,100	123
727	5-21	670	706	1,376	.....	.....	866	.....	.....	624.1	124
2,977	5-21	2,887	2,651	5,538	1,361	1,393	2,754	.....	.....	2,164	125
806	5-21	775	725	1,500	500	500	1,000	440	430	870	126
739	5-21	.....	.....	1,375	502	558	1,060	298	339	637	127
1,720	5-21	1,600	1,700	3,200	957	1,000	1,957	600	740	1,340	128
792	5-21	740	733	1,473	545	581	1,126	373	396	769	129
920	5-21	790	940	1,730	.....	.....	510	665	.....	1,175	130
5,009	5-21	4,081	5,238	9,319	1,848	2,022	3,870	1,106	1,238	2,344	131
1,918	5-21	1,736	1,832	3,568	1,111	1,234	2,345	809	926	1,735	132
4,500	5-21	3,850	3,752	7,602	1,782	1,857	3,639	1,121	1,225	2,346	133
1,426	5-21	468	430	898	316	268	584	190	198	388	134
1,026	5-21	913	995	1,908	670	800	1,470	424	475	899	135
1,310	5-21	.....	.....	2,437	.....	.....	1,627	.....	.....	1,100	136
1,206	5-21	1,100	1,143	2,243	800	956	1,756	500	550	1,050	137
1,024	5-21	937	968	1,905	533	579	1,112	.....	.....	727	138
3,968	5-21	3,595	3,786	7,381	2,468	2,713	5,181	.....	.....	.....	139
910	5-21	.....	.....	1,601	1,601	1,704	3,305	822	893	1,715	140
.....	5-21	.....	.....	1,693	.....	.....	1,311	.....	.....	883.6	141
7,112	6-20	5,623	5,764	11,387	.....	.....	1,056	.....	.....	896	142
563	6-20	422	479	901	290	342	3,816	.....	.....	2,813	143
3,961	6-20	3,170	3,170	6,340	1,134	1,228	632	204	240	444	144
40,041	6-20	31,201	32,913	64,114	10,629	10,972	21,601	7,779	8,030	15,809	145
1,149	6-20	883	957	1,840	.....	.....	861	.....	.....	634	146
5,059	6-20	4,000	4,100	8,100	1,500	1,700	3,200	1,280	1,370	2,650	147
1,305	6-20	1,024	1,066	2,090	606	696	1,302	458	512	970	148
2,553	6-20	1,982	2,106	4,088	997	1,034	2,031	509	995	1,504	149
.....	6-18	.....	.....	.....	160	159	319	140	130	270	151
.....	6-18	34,400	34,731	69,131	11,980	12,881	24,861	7,487	8,110	15,597	152
1,118	4-21	.....	.....	2,367	.....	.....	1,615	.....	.....	1,047	153
2,486	4-21	.....	.....	5,265	.....	.....	3,019	.....	.....	2,687	154
2,080	4-21	.....	.....	4,396	997	960	1,957	.....	.....	1,603	155
1,161	4-21	1,000	1,460	2,460	500	1,000	1,500	450	800	1,250	156
653	4-21	.....	.....	1,384	.....	.....	.....	.....	.....	718	157
826	4-21	878	872	1,750	539	582	1,121	325	333	658	158
670	4-21	741	690	1,431	426	466	892	376	426	802	159
3,016	4-21	.....	.....	6,368	.....	.....	2,213	.....	.....	2,100	161
5,584	4-21	5,828	6,000	11,828	4,191	3,258	7,449	2,500	2,525	5,025	162
1,074	4-21	.....	.....	2,275	.....	.....	900	.....	.....	.....	163
781	4-21	.....	.....	1,662	.....	.....	.....	.....	.....	740	164

f Estimated.

g School agent.

h Chairman of superintending school committee.

i Secretary of school committee.

TABLE 22, PART I.—School statistics of cities containing 4,000 inhabitants and over, for

	City or town.	Superintendent.	Total population (census of 1880).	Total population in 1886, actual or estimated.	Population 4-21.
	1	2	3	4	5
MARYLAND.					
165	Baltimore.....	Henry A. Wise.....	332,313	395,000	.....
166	Frederick.....	F. F. Neighbours.....	8,659	8,659	.....
167	Hagerstown.....	P. A. Witmer <i>b</i>	6,627	10,000	.....
MASSACHUSETTS.					
168	Adams.....	W. P. Beckwith.....	5,593	10,000	3,115
169	Amherst.....	J. B. Child.....	4,298	4,199	1,038
170	Arlington.....	William A. Winn <i>c</i>	4,097	4,800	1,653
171	Athol.....	L. B. Caswell <i>d</i>	4,307	4,900	1,400
172	Attleborough.....	Henry M. Maxson.....	11,111	14,000	3,792
173	Beverly.....	William H. Lovett <i>d</i>	8,456	9,300	2,866
174	Blackstone.....	Adrian Scott.....	.....	.....	1,997
175	Boston.....	Edwin P. Seaver.....	.....	.....	121,379
176	Braintree.....	Charles L. Hunt.....	.....	24,040	1,405
177	Brockton.....	B. B. Russell.....	13,608	21,000	6,133
178	Brookline.....	D. H. Daniels.....	8,074	9,200	2,904
179	Cambridge.....	Francis Cogswell.....	52,740	60,000	10,264
180	Canton.....	W. C. Bates.....	.....	.....	.....
181	Chelsea.....	E. H. Davis.....	.....	.....	8,314
182	Clinton.....	William W. Waterman.....	6,781	9,000	3,124
183	Danvers.....	A. P. Learoyd <i>f</i>.....	.....	7,100	1,886
184	Dedham.....	Henry E. Crocker.....	6,600	7,000	2,046
185	Easthampton.....	F. G. Morris.....	3,920	4,500	1,421
186	Everett.....	D. G. Bailey <i>c</i>.....	.....	.....	1,982
187	Fall River.....	William Connell.....	49,006	59,021	20,925
188	Fitchburg.....	Joseph G. Edgerly.....	12,500	18,000	3,993
189	Framingham.....	O. W. Collins.....	6,235	9,325	2,501
190	Franklin.....	Salmon W. Squire <i>c</i>	4,051	5,779	1,609
191	Gloucester.....	M. L. Hawley.....	19,329	22,000	6,571
192	Great Barrington.....	Frank A. Hosmer <i>g</i>	4,653	5,000	1,440
193	Greenfield.....	Freeman C. Griswold <i>c</i>	3,903	5,000	1,508
194	Haverhill.....	W. E. Hatch.....	18,472	22,500	7,359
195	Hingham.....	Louis P. Nash.....	4,456	4,500	1,208
196	Hopkinton.....	George L. Hemenway <i>c</i>	4,601	.....	1,353
197	Hyde Park.....	Charles G. Chick <i>c</i>	7,088	8,463	2,949
198	Lawrence.....	Geo. E. Chickering.....	.....	40,000	12,594
199	Lee.....	Theron I. Foote <i>c</i>	4,000	4,274	.....
200	Leominster.....	I. Freeman Hall.....	5,772	6,000	1,731
201	Lowell.....	George F. Lawton.....	59,485	79,000	20,136
202	Lynn.....	O. B. Bruce.....	38,284	46,000	13,658
203	Malden.....	Charles A. Daniels.....	12,017	17,326	5,277
204	Marblehead.....	W. D. T. Trefry <i>c</i>	7,518	7,600	2,490
205	Marlborough.....	G. T. Fletcher.....	10,127	12,000	3,894
206	Medford.....	E. Hunt.....	7,573	9,500	2,861
207	Melrose.....	John O. Morris <i>c</i>	4,560	6,536	2,347
208	Methuen.....	W. M. Rogers <i>c</i>	4,392	4,507	1,876
209	Middleborough.....	E. P. Fitts.....	5,000	5,500	1,402
210	Milford.....	S. F. Blodgett.....	9,310	9,300	2,682
211	Milbury.....	I. B. Sayles <i>c</i>	4,555	4,800	1,592
212	Montague.....	Seymour Rockwell <i>c</i>.....	.....	5,628	2,269
213	Needham.....	Emery Grover <i>c</i>	2,538	2,600	836
214	New Bedford.....	Isaac B. Tompkins <i>f</i>	26,875	39,000	.....
215	Newburyport.....	Wm. P. Lunt <i>f</i>	13,538	14,000	4,351
216	Newton.....	Thomas Emerson.....	17,000	19,750	6,737
217	North Adams.....	Anson D. Miner.....	10,192	13,500	4,792
218	Northampton.....	Geo. B. Drury.....	12,172	13,681	4,102
219	Northbridge.....	R. R. Clarke <i>c</i>	4,469	3,763	1,293
220	North Brookfield.....	L. Emerson Barnes <i>c</i>.....	.....	3,200	1,384
221	Peabody.....	Thomas Carroll <i>a</i>	9,028	9,700	3,659
222	Pittsfield.....	Thomas H. Day.....	13,364	15,000	4,967
223	Randolph.....	John B. Wren <i>c</i>	3,807	4,000	1,106
224	Rockland.....	J. C. Gleason <i>c</i>	4,553	5,000	.....
225	Salem.....	Alfred B. Brown <i>d</i>	27,563	28,500	9,037
226	Somerville.....	J. H. Davis.....	24,985	31,000	9,903
227	Southbridge.....	John T. Clarke.....	6,500	6,900	2,622
228	Spencer.....	W. M. McLaughlin.....	7,446	8,750	3,162

a Estimated.*b* County school examiner and secretary to county school board.*c* Chairman of school committee.*d* Secretary of school committee.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Population 6-14.	Legal school age.	Whole number of children of legal school age.			Whole number enrolled in public schools, excluding duplicates.			Average daily attendance in public schools.			
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
6	7	8	9	10	11	12	13	14	15	16	
-----	6-21	a45,000	a47,000	a92,000	20,982	20,274	41,256	16,926	16,655	33,581	165
-----	6-21	-----	-----	a1,000	-----	-----	903	-----	-----	570	166
-----	6-18	-----	-----	a2,000	-----	-----	1,636	-----	-----	1,071	167
1,435	5-15	-----	-----	1,800	-----	-----	1,879	-----	-----	1,352	168
478	5-15	-----	-----	600	-----	-----	711	-----	-----	429	169
762	5-15	-----	-----	955	-----	-----	963	-----	-----	810	170
645	5-15	369	440	809	-----	-----	936	-----	-----	666	171
1,747	5-15	-----	-----	2,191	1,340	1,276	2,616	-----	-----	1,895	172
1,320	5-15	-----	-----	1,656	-----	-----	1,635	-----	-----	1,325	173
920	5-15	-----	-----	1,154	-----	-----	1,183	-----	-----	766	174
55,920	5-15	-----	-----	70,127	-----	-----	62,259	-----	-----	51,291	175
647	5-15	-----	-----	812	-----	-----	817	-----	-----	568	176
2,826	5-15	-----	-----	3,544	-----	-----	4,122	-----	-----	3,201	177
1,380	5-15	-----	-----	1,730	-----	-----	1,750	-----	-----	1,383	178
8,875	5-15	-----	-----	11,131	4,820	5,099	9,919	-----	-----	8,530	179
-----	5-15	-----	-----	-----	-----	-----	543	-----	-----	392.6	180
3,831	5-15	-----	-----	4,804	-----	-----	4,894	-----	-----	3,778	181
1,439	5-15	913	892	1,805	839	879	1,778	721	701	1,422	182
869	5-15	-----	-----	1,090	-----	-----	1,224	-----	-----	980	183
943	5-15	-----	-----	1,182	-----	-----	1,337	-----	-----	1,027	184
655	5-15	-----	-----	821	-----	-----	811	-----	-----	-----	185
913	5-15	-----	-----	1,145	-----	-----	-----	-----	-----	985	186
9,641	5-15	-----	-----	12,091	-----	-----	10,868	-----	-----	7,029	187
1,840	5-15	1,124	1,183	2,307	1,702	1,472	3,174	1,172.4	1,025.9	2,198.3	188
1,100	5-15	700	680	1,380	882	805	1,687	603	558	1,161	189
742	5-15	479	451	930	429	435	864	286	309	595	190
3,028	5-15	1,884	1,913	3,797	2,069	2,091	4,160	1,699	1,717	3,416	191
667	5-15	415	422	837	465	475	940	300	366	666	192
695	5-15	-----	-----	871	-----	-----	1,052	-----	-----	760	193
3,390	5-15	-----	-----	4,252	2,062	2,263	4,325	-----	-----	3,291	194
556	5-15	353	340	698	380	398	778	-----	-----	706	195
624	5-15	-----	-----	782	-----	-----	880	-----	-----	-----	196
1,657	5-15	882	822	1,704	1,095	945	2,040	965	732	1,697	197
4,101	5-15	-----	-----	7,277	-----	-----	5,476	-----	-----	4,682	198
-----	5-15	-----	-----	-----	-----	-----	-----	-----	-----	-----	199
797	5-15	-----	-----	1,000	-----	-----	1,112	-----	-----	881	200
9,278	5-15	5,701	5,934	11,635	-----	-----	a3,700	-----	-----	6,521.5	201
6,293	5-15	-----	-----	7,892	-----	-----	7,120	-----	-----	5,614	202
2,431	5-15	1,510	1,539	3,049	1,467	1,440	2,907	971	1,027	1,998	203
1,148	5-15	-----	-----	1,439	701	686	1,387	527	567	1,094	204
1,794	5-15	1,100	1,150	2,250	1,100	1,150	2,250	1,000	1,100	2,100	205
1,818	5-15	810	843	1,653	-----	-----	1,720	-----	-----	1,394	206
1,081	5-15	-----	-----	1,356	-----	-----	1,151	-----	-----	-----	207
694	5-15	-----	-----	795	-----	-----	722	-----	-----	602	208
646	5-15	-----	-----	810	-----	-----	801	-----	-----	700	209
1,236	5-15	-----	-----	1,550	-----	-----	1,636	-----	-----	1,160	210
734	5-15	-----	-----	920	-----	-----	879	-----	-----	-----	211
1,046	5-15	650	661	1,311	581	607	1,188	413	503	916	212
385	5-15	234	249	483	305	314	619	-----	-----	436	213
-----	5-15	-----	-----	a6,842	2,210	2,282	4,492	1,800	1,900	3,700	214
2,005	5-15	-----	-----	2,614	-----	-----	1,372	-----	-----	1,148	215
3,104	5-15	-----	-----	3,893	-----	-----	4,337	-----	-----	3,357	216
2,208	5-15	-----	-----	2,769	1,295	1,388	2,683	-----	-----	1,815	217
1,890	5-15	1,168	1,202	2,370	1,217	1,250	2,467	916	953	1,869	218
624	5-15	383	400	783	-----	-----	871	-----	-----	534	219
638	5-15	-----	-----	800	-----	-----	805	-----	-----	623	220
1,689	5-15	1,016	1,102	2,118	-----	-----	2,089	-----	-----	1,538	221
2,289	5-15	-----	-----	2,870	-----	-----	3,193	-----	-----	2,162	222
509	5-15	300	339	639	309	358	667	293	350	648	223
-----	5-15	-----	-----	-----	-----	-----	930	-----	-----	830	224
4,164	5-15	2,581	2,641	5,222	2,416	1,612	4,028	1,883	1,190	3,073	225
4,563	5-15	-----	-----	5,722	-----	-----	5,300	-----	-----	4,678	226
1,208	5-15	725	790	1,515	417	471	888	290	329	619	227
1,457	5-15	874	953	1,827	917	1,016	1,933	660	762	1,422	228

e Census of 1885.

f Secretary of school board.

g Principal of high school.

h Chairman of school board.

TABLE 22, PART I.—*School statistics of cities containing 4,000 inhabitants and over, for*

	City or town.	Superintendent.	Total population (census of 1880).	Total population in 1886 actual or estimated.	Population 4-21.
	1	2	3	4	5
	MASSACHUSETTS—continued.				
229	Springfield	A. P. Stone	33,340	38,000	11,275
230	Stoneham	Sarah A. Lynde <i>a</i>	4,981	6,000	1,620
231	Stoughton	Winslow Battles	4,875	5,235	1,774
232	Taunton	J. C. Bartlett			7,401
233	Waltham	Henry Whittemore	11,712	15,288	4,342
234	Watertown	Geo. R. Dwyer			1,888
235	Webster	E. P. Carter <i>b</i>	6,220	6,300	2,239
236	Westborough	E. B. Harvey	5,214	4,880	
237	Westfield	Henry Fuller <i>b</i>	7,587	9,500	2,875
238	West Springfield	Addison H. Smith <i>b</i>	4,149	4,650	1,741
239	Weymouth	Gilman C. Fisher	10,578	11,000	3,259
240	Woburn	F. B. Richardson	10,694	11,886	
241	Worcester	Albert P. Marble	68,383	75,000	24,312
	MICHIGAN.				
242	Adrian	Geo. W. Walker	7,849	9,319	2,675
243	Ann Arbor	W. S. Perry	9,493	9,600	3,360
244	Battle Creek	L. R. Halsey	10,061	13,500	3,613
245	Bay City	J. W. Smith	20,693	32,000	8,247
246	Cadillac	A. S. Hall	2,213	4,600	1,313
247	Cheboygan	F. O. Wickham <i>c</i>	4,000	5,000	908
248	Coldwater	W. T. Lowry	5,000	5,103	1,451
249	East Saginaw	C. B. Thomas	29,000	32,000	9,956
250	Grand Haven	Egbert L. Briggs	6,000	6,000	2,213
251	Grand Rapids	F. M. Kendall	32,016	48,810	15,970
252	Ionia	W. D. Clizbe	5,000	5,600	1,517
253	Jackson	Calvin N. Kendall	12,000	13,000	3,151
254	Kalamazoo	Henry N. French	13,552	18,000	5,221
255	Ludington	Chas. W. Pickell	5,431	6,500	
256	Marquette	Charles Kelsey	4,690	8,500	2,285
257	Marshall	W. J. Dibble	4,200	4,500	1,376
258	Menominee	W. G. Witter	3,288	8,000	2,514
259	Negaunee	F. D. Davis	4,935	6,000	1,822
260	Niles	J. D. Schiller			1,472
261	Pontiac	Fertis S. Fitch	4,500	5,000	1,435
262	Port Huron	Henry J. Robeson	8,882		4,414
263	Saginaw	E. C. Thompson	13,760	16,000	5,512
264	West Bay City	E. J. Demorest	14,000	13,000	3,362
265	Ypsilanti	R. W. Putnam	6,000	6,000	1,936
	MINNESOTA.				
266	Crookston	John Moore	1,227	5,000	1,094
267	Duluth	Robert E. Denfeld	3,000	25,000	
268	Faribault	S. B. Wilson	5,280	7,600	
269	Mankato	A. F. Bechdolt	8,000	9,000	
270	Minneapolis	John E. Bradley		175,000	
271	Red Wing	O. Whitman	5,876	7,500	
272	St. Cloud	C. C. Schmidt	4,200	7,000	
273	St. Paul	S. S. Taylor		123,395	
274	Stillwater	Frank T. Wilson	9,063	16,200	
275	Winona	V. G. Curtis	15,000	20,000	
	MISSISSIPPI.				
276	Jackson	H. J. Fry	6,000	7,000	
277	Meridian	A. A. Kincannon	4,300	12,000	3,534
278	Natchez	J. W. Henderson		8,000	4,346
279	Vicksburg	H. T. Moore	11,800	18,000	4,528
	MISSOURI.				
280	Chillicothe	I. M. Gross	4,078	5,500	2,033
281	Hannibal	H. K. Warren	11,074	13,238	5,109
282	Jefferson City	Ralph E. Oldham	6,000	7,271	2,584
283	Kansas City	J. M. Greenwood	56,609	120,000	44,323
284	Moberly	L. E. Wolfe	6,070	10,000	3,200

a Secretary of school committee.
b Chairman of school committee.

c Secretary to board of education.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Population 6-14.	Legal school age.	Whole number of children of legal school age.			Whole number enrolled in public schools, excluding duplicates.			Average daily attendance in public schools.			
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
6	7	8	9	10	11	12	13	14	15	16	
5,195	5-15			6,515			5,841			4,344	229
746	5-15	476	460	936	522	552	1,074			810	220
817	5-15	527	498	1,025	436	429	865	310	297	607	231
3,410	5-15			4,277			4,213			3,094	232
1,996	8-14	640	840	1,480			2,959			2,539	233
870	5-15			1,091			1,291			1,075.4	234
1,032	5-15	635	659	1,294	250	272	522			235	
	5-15						941			709	256
1,325	5-15	800	861	1,661	790	805	1,595	620	621	1,241	237
892	5-15			1,006			1,019			756	238
1,502	5-15	946	937	1,883	1,075	1,125	2,200	970	1,007	1,977	239
	5-15				1,396	964	2,360			1,687	240
11,202	5-15	7,482	6,566	14,048	7,270	6,379	13,649	5,106	4,620	9,726	241
1,297	5-20			2,356	673	683	1,356	468	476	944	242
1,630	5-20	1,554	1,405	2,959	1,070	912	1,982			1,534	243
1,753	5-20	1,532	1,650	3,182	862	920	1,782	617	623	1,240	244
4,000	5-20	3,562	3,701	7,263	2,013	1,905	3,918			2,662	245
637	5-20	553	603	1,156	389	452	841	212	265	477	246
441	5-20	350	450	800	200	220	420			280	247
704	5-20			1,278			1,058			774.4	248
4,823	5-20	4,336	4,432	8,768	2,310	2,226	4,536	1,674	1,699	3,373	249
1,073	5-20			1,949			1,349			958	250
7,746	5-20			14,066	4,244	2,495	8,539			6,045	251
736	5-20			1,336			1,000			853	252
1,528	5-20			2,775	977	1,108	2,085			1,415	253
2,532	5-20	2,226	2,372	4,598	1,340	1,534	2,874			1,975	254
	5-20				742	786	1,528			1,023	255
1,108	5-20			2,012	690	670	1,360	483.9	476.9	960.8	256
667	5-20	632	580	1,212			748			587	257
1,219	5-20			2,214	642	652	1,294			850	258
884	5-20			1,605	365	342	707			504	259
714	5-20			1,296			897			651	260
696	5-20			1,264	527	562	1,089			774.5	261
2,141	5-20	1,883	2,004	3,887	1,142	1,096	2,238	746	720	1,466	262
2,673	5-20			4,854			2,800			2,600	263
1,631	5-20	1,400	1,561	2,961	1,235	1,276	2,511	700	716	1,416	264
939	5-20			1,705	451	398	849			600	265
536	5-21	501	512	1,013	508	517	1,025	237	313	550	266
	5-21						1,882			1,206	267
	5-21							325	420	745	268
	5-21						1,307			843	269
	6-21			452,700	9,520	8,676	18,196			12,111	270
	5-21				671	665	1,336	496	492	988	271
	5-21						550			400	272
	0-21						12,516			7,695	273
	5-21						1,661			1,223	274
	5-21						2,413			1,701	275
1,833	5-21			3,250	225	250	475	175	210	385	276
2,254	5-21			3,996	545	650	1,195	353	425	778	277
2,348	5-21	2,070	2,094	4,164	710	790	1,500	350	516	866	278
1,017	6-20	838	807	1,645	482	468	950			657	280
2,556	6-20	2,017	2,118	4,135	1,191	1,316	2,507			1,678	281
1,292	6-20	998	1,092	2,090	493	504	997			743	282
22,172	6-20	17,505	18,366	35,871	7,375	7,554	14,929			8,458	283
1,800	6-20	1,390	1,420	2,810	640	674	1,314	540	565	1,105	284

d Estimated.

TABLE 22, PART I.—*School statistics of cities containing 4,000 inhabitants and over, for*

	City or town.	Superintendent.	Total population (census of 1880).	Total population in 1886, actual or estimated.	Population 4-21.
	1	2	3	4	5
	MISSOURI—continued.				
285	St. Charles	George W. Jones.....	5,014	8,360	2,122
286	St. Joseph	Edward B. Neely.....	32,431	60,000	21,675
287	Sedalia	William Richardson		20,000	4,603
288	Springfield.....	J. Fairbanks.....	10,000	15,000	4,392
	NEBRASKA.				
289	Beatrice	William Ebright.....		10,000	1,940
290	Fremont	J. Alva Hornberger.....		8,225	1,589
291	Grand Island	Robt. J. Barr.....	3,000	7,000	2,079
292	Hastings	J. B. Monlux.....	5,000	12,000	2,083
293	Lincoln	H. S. Bowers <i>a</i>	20,002	30,000	8,556
294	Omaha	Henry M. James.....	30,518	75,000	16,190
	NEVADA.				
295	Virginia City.....	F. M. Huffaker.....	16,115	17,250	4,078
	NEW HAMPSHIRE.				
296	Claremont	Edwin Vaughan <i>b</i>	4,704	5,058	1,317
297	Concord	L. J. Rundlett.....	13,843		
298	Dover	C. Folsom.....			3,558
299	Keene	Ira J. Prouty <i>c</i>			
300	Manchester.....	William E. Buck.....	32,630	38,000	
301	Nashua	Oscar S. Williams.....	13,397	15,000	4,229
302	Portsmouth.....	C. H. Morss.....	9,690	10,000	2,814
303	Rochester.....	Henry Kimball <i>c</i>	5,788	7,000	2,437
304	Somersworth.....	Fred L. Chapman <i>b</i>	5,585	5,600	1,750
	NEW JERSEY.				
305	Atlantic City	L. C. Albertson		8,500	2,533
306	Camden	Martin V. Bergen.....	50,000	60,000	18,796
307	Chambersburg				
308	Elizabeth	J. A. Dix.....	28,143	33,000	11,603
309	Gloucester	J. C. Stinson	5,347		
310	Harrison	J. Dwyer <i>f</i>	8,000	7,500	2,636
311	Jersey City	A. W. Edson.....	120,723	165,000	68,680
312	Lambertville.....	W. D. L. Robbins <i>f</i>	4,094	4,067	1,397
313	Long Branch.....	J. M. Green <i>f</i>	3,891	6,000	3,928
314	Millville	J. W. Newlin	9,160	9,500	3,506
315	Newark	William N. Barringer.....	136,400	158,200	61,652
316	New Brunswick.....	Charles Jacobus.....	17,166	18,300	6,544
317	Orange	U. W. Cutts.....	13,207	16,000	6,413
318	Phillipsburg.....	Edwin C. Beers.....	7,181	8,000	3,506
319	Plainfield.....	Rev. J. L. Hurlbut.....	8,125	8,913	3,366
320	Rahway	G. R. Lindsay.....		7,500	2,232
	NEW YORK.				
321	Albany	Charles W. Cole.....	90,903	93,000	
322	Auburn	B. B. Snow.....	21,924	26,000	7,828
323	Batavia	Gardner Fuller.....	7,516	9,000	2,084
324	Binghamton.....	M. W. Scott.....	17,317	25,568	7,416
325	Brooklyn	Calvin Patterson.....	580,344		
326	Buffalo	James E. Crooker.....	157,000	230,920	83,622
327	Canandaigua.....	John Raines <i>g</i>	5,875	7,000	1,753
328	Cohoes	Charles F. Merrill.....	19,416	22,000	8,406
329	Corning	A. Gaylord Slocum.....	4,661	6,007	1,886
330	Cortland	Frank Place.....		7,500	2,334
331	Dunkirk	J. W. Babcock.....	7,248	10,060	3,351
332	Elmira	G. V. R. Merrill.....	20,541	24,619	7,790
333	Flushing	John H. Clark.....	6,683	8,000	3,316
334	Geneva	H. K. Clapp.....	6,784	7,100	1,900
335	Gloversville.....	H. A. Pratt.....	7,001	10,000	2,656
336	Green Island.....	James Heatly <i>f</i>	4,125	4,350	1,352
337	Hoosick Falls.....	Joseph Buckley <i>g</i>			1,751
338	Hornellsville.....	Robert Simpson, Jr. <i>h</i>	8,800	11,000	3,180
339	Iudson	J. M. Frost.....	8,670	12,000	

a Acting superintendent.
b Chairman of school board.

c Secretary of board of education.
d Estimated.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Population C-14.	Legal school age.	Whole number of children of legal school age.			Whole number enrolled in public schools, excluding duplicates.			Average daily attendance in public schools.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
6	7	8	9	10	11	12	13	14	15	16
1,137	6-20	871	969	1,840	179	227	406	179	179	358
10,818	6-20	8,126	9,875	17,501	2,341	2,554	4,895	1,551	1,897	3,448
2,302	6-20	1,878	1,847	3,725	1,241	1,344	2,622	754	785	1,539
2,197	6-20	1,696	1,858	3,554	1,241	1,344	2,585	754	785	1,539
891	5-21	890	902	1,792	633	720	1,353	-----	-----	-----
808	5-21	659	802	1,461	553	640	1,193	-----	-----	754
1,058	5-21	883	1,029	1,912	652	886	1,538	409	458	867
1,060	5-21	895	1,021	1,916	604	833	1,437	395	396	791
4,352	5-21	-----	-----	7,868	1,856	1,746	3,602	1,146.8	1,119.8	2,266.6
8,235	5-21	7,317	7,572	14,889	4,046	4,237	8,283	2,584	2,788	5,372
1,940	6-18	1,323	1,321	2,644	1,006	882	1,888	-----	-----	1,542
602	4-21	-----	-----	1,317	389	353	742	294	258	552
-----	5-21	-----	-----	-----	922	958	1,880	-----	-----	1,462
1,629	5-15	1,033	1,005	2,038	708	715	1,423	-----	-----	1,118
-----	5-21	-----	-----	47,500	1,812	1,820	3,632	-----	-----	2,475
1,932	5-21	1,356	1,061	2,417	1,306	1,011	2,317	751	598	1,349
1,235	5-15	872	736	1,608	822	742	1,564	-----	-----	1,188
1,113	5-15	713	680	1,393	682	650	1,332	580	554	1,134
799	5-15	500	500	1,000	407	447	854	300	310	610
1,223	5-18	1,022	913	1,935	785	668	1,453	413	418	831
9,075	5-18	-----	-----	14,359	-----	-----	9,900	-----	-----	5,171
5,202	5-18	-----	-----	8,864	-----	-----	3,803	-----	-----	2,691
1,282	5-18	1,100	929	2,029	412	380	792	200	187	387
33,160	5-18	-----	-----	52,467	-----	-----	22,488	-----	-----	14,998
1,074	5-18	506	561	1,067	263	299	562	150	179	329
1,897	5-18	1,492	1,509	3,001	808	819	1,627	600	615	1,215
1,693	5-18	1,512	1,163	2,675	932	906	1,838	509	601	1,110
29,767	5-18	-----	-----	47,098	11,288	11,297	22,585	-----	-----	15,672
3,190	5-18	2,580	2,419	4,999	-----	-----	2,690	-----	-----	1,963
3,096	5-18	-----	-----	4,899	-----	-----	1,715	-----	-----	1,210
1,695	5-18	1,375	1,303	2,678	945	876	1,921	768	778	1,546
1,625	5-18	-----	-----	2,571	848	769	1,617	-----	-----	1,157
1,078	5-18	-----	-----	1,706	-----	-----	1,087	-----	-----	671
3,705	5-21	3,586	3,738	7,324	6,516	6,534	13,050	1,504	1,537	3,041
886	5-21	950	1,000	1,950	550	600	1,150	345	415	760
3,510	5-21	2,776	4,163	6,939	2,050	2,048	4,098	1,579	1,565	3,144
39,580	5-21	37,615	40,627	78,242	50,964	50,101	101,065	32,942	31,827	64,769
830	5-21	-----	-----	1,640	-----	-----	800	-----	-----	535
3,979	5-21	3,830	4,035	7,865	1,438	1,500	2,933	-----	-----	1,807
893	5-21	869	896	1,765	658	767	1,425	-----	-----	824
1,105	5-21	-----	-----	2,184	-----	-----	748	-----	-----	465
1,593	5-21	-----	-----	3,150	-----	-----	1,451	-----	-----	1,660
3,468	5-21	3,401	3,513	6,914	2,106	2,068	4,174	-----	-----	3,186
1,759	5-21	-----	-----	3,477	-----	-----	1,003	-----	-----	694
899	5-21	861	917	1,778	589	694	1,283	420	500	920
1,257	5-21	-----	-----	2,465	-----	-----	1,625	-----	-----	1,097
640	5-21	620	645	1,265	468	507	975	265	306	571
829	5-21	-----	-----	1,638	-----	-----	1,252	-----	-----	1,002
1,505	5-21	-----	-----	2,975	-----	-----	2,096	-----	-----	1,297
-----	5-21	-----	-----	43,700	-----	-----	1,410	-----	-----	639

e Member of board of education.

f Principal of schools.

g President of board of education.

h Statistics furnished by Joseph Cameron, secretary of board of education.

TABLE 22, PART I.—*School statistics of cities containing 4,000 inhabitants and over, for*

	City or town.	Superintendent.	Total population (census of 1880).	Total population in 1886, actual or estimated.	Population 4-21.
	1	2	3	4	5
	NEW YORK—continued.				
340	Ithaca	L. C. Foster	10,000	11,000	2,908
341	Johnstown	William S. Snyder	5,100	7,000	2,162
342	Kingston	Charles M. Ryan	9,000	12,000	3,169
343	Lansingburg	Edward Wait	7,500	10,000	3,346
344	Little Falls	Leigh R. Hunt	6,910	7,889	2,573
345	Lockport	Charles W. Wasson	13,522	20,000	
346	Lyons	William Kreutzer ^b			1,215
347	Malone	D. H. Stanton ^c	4,350	4,600	1,914
348	Middletown	A. B. Wilbur		11,000	3,083
349	Newburg	R. V. K. Montfort	18,050	22,000	7,013
350	New York	John Jasper			448,180
351	Ogdensburg	Barney Whitney	10,500	12,000	3,963
352	Olean	W. L. MacGowan ^d			2,545
353	Owego	E. J. Peck ^e	5,525	6,500	1,476
354	Plattsburg	Fox Holden	5,245	6,667	2,661
355	Port Jervis	John M. Dolph	8,678	10,500	2,884
356	Poughkeepsie	Edward Burgess	20,207	20,500	
357	Rochester	S. A. Ellis	89,363	117,000	41,681
358	Rome	M. J. Michael	12,194	14,000	3,035
359	Saratoga Springs	E. N. Jones	8,421	11,000	2,887
360	Seneca Falls	William M. Wilcoxen	6,800	7,500	2,109
361	Sing Sing	J. Irving Gorton	5,007	6,000	1,913
362	Syracuse	Edward Smith	56,877	81,339	26,134
363	Troy	David Beattie	56,747	63,000	
364	Utica	A. McMillan	33,984	40,000	14,932
365	Watertown	Fred. Seymour	10,697	14,000	3,751
366	Yonkers	Charles E. Gorton	18,892	26,000	9,185
367	West New Brighton	Charles E. Surdam	5,000	7,000	1,683
	NORTH CAROLINA.				
368	New Berne	John S. Long	7,000	7,000	1,768
369	Raleigh	E. P. Moses			5,362
	OHIO.				
370	Akron	Elias Fraunfelter	16,467	26,170	8,144
371	Alliance	Charles C. Davidson	4,636	6,130	2,089
372	Ashtabula	I. M. Clemens	3,800	5,000	1,349
373	Canton	J. H. Lehman	12,258	21,000	6,957
374	Chillicothe	John Hancock	10,938	12,000	4,181
375	Cincinnati	E. E. White	255,608		101,200
376	Circleville	M. H. Lewis	6,046	8,000	2,571
377	Cleveland	L. W. Day	160,146	240,000	71,547
378	Columbus	R. W. Stevenson	51,665	74,215	27,001
379	Dayton	J. J. Burns	38,677	48,426	16,563
380	Defiance	C. W. Butler	5,907	6,668	2,564
381	East Liverpool	A. J. Surface	5,685	8,000	3,042
382	Elyria	Henry M. Parker	4,775	5,500	1,906
383	Fremont	W. W. Ross		8,500	2,337
384	Gallipolis	J. J. Allison			2,181
385	Hamilton	L. R. Klemm	12,122		5,571
386	Ironton	R. S. Page	8,857	12,000	3,677
387	Lancaster	George W. Welsh	6,500	7,500	2,233
388	Lima	J. M. Greenslade		10,000	3,851
389	Mansfield	John Simpson	9,839	13,000	3,871
390	Marietta	Charles K. Wells	5,444	6,000	2,176
391	Massillon	E. A. Jones	6,836	10,000	3,630
392	Middletown	Frank J. Barnard	4,500	6,600	2,515
393	Mount Vernon	J. A. Shawan	5,400	7,500	1,946
394	Newark	J. C. Hartzler	9,603	14,000	4,515
395	Norwalk	William R. Comings	7,000	8,000	2,454
396	Piqua	F. A. Hardy ^f	6,000	8,000	3,039
397	Portsmouth	E. S. Cox	11,321	13,500	4,963
398	Salem	M. E. Howe	4,014	6,000	
399	Sandusky	Henry A. Balcum	15,838	23,500	6,888
400	Springfield	A. E. Taylor	20,729	35,000	10,273
401	Steubenville	Henry Ney Mertz	12,093	14,000	4,913

^a Estimated.^b President of board of education.^c Secretary of board of education.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Population 6-13.	Legal school age.	Whole number of children of legal school age.			Whole number enrolled in public schools, excluding duplicates.			Average daily attendance in public schools.			
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
6	7	8	9	10	11	12	13	14	15	16	
1,376	5-21			2,721			1,793			1,268	340
1,024	5-21	989	1,034	2,023	605	623	1,228	416	436	852	341
1,500	5-21	1,522	1,443	2,965	908	861	1,769	621	572	1,193	342
1,584	5-21			3,131	772	729	1,501			1,052	343
1,218	5-21	1,300	1,107	2,407			1,220			856	344
	5-21			44,000	1,049	1,485	2,534	733.7	1,016.7	1,750.4	345
575	5-21			1,137			934			635	346
906	5-21			1,791			1,411			935	347
1,450	5-21			2,885			2,029			1,351	348
3,320	5-21			6,562			2,775			2,218	349
212,462	5-21	209,500	210,500	420,000	119,019	119,301	238,320	76,659	76,981	153,643	350
1,885	5-21			3,727	892	881	1,773			1,239.2	351
1,204	5-21			2,381			1,687			1,040	352
699	5-21	681	700	1,381	490	498	988			726.8	353
1,231	5-21	1,169	1,321	2,490	721	623	1,344	495	492	987	354
1,342	5-21	1,348	1,304	2,652	862	976	1,838	610	714	1,324	355
					1,455	1,605	3,060			2,260	356
19,728	5-21	13,000	26,090	39,000	7,597	7,426	14,823	5,388	5,688	11,076	357
1,437	5-21	1,295	1,545	2,840	856	1,056	1,912			1,206	358
1,366	5-21			2,701			2,181			1,407	359
998	5-21			1,973			1,121			781	360
906	5-21			1,790			1,082			773	361
12,369	5-21			24,452	6,055	6,265	12,320	4,811	4,952	9,763	362
	5-21	410,000	411,000	821,000	4,480	3,996	8,476	3,287	2,498	5,785	363
7,067	5-21	6,691	7,280	13,971	3,232	3,024	6,256	2,035	2,061	4,099	364
1,776	5-21			3,510	1,032	1,029	2,061			1,421	365
4,347	5-21			8,594	1,603	1,367	2,970			1,952	366
797	5-21	856	719	1,575	425	400	825	255	262	517	367
901	6-21	700	800	1,500			700			550	368
2,732	6-21	2,151	2,397	4,548	300	400	2,153	250	300	1,315	369
3,985	6-21	3,473	3,600	7,073	2,265	2,274	4,539	1,902	1,876	3,778	370
1,022	6-21	938	876	1,814	651	597	1,248	455	419	874	371
660	6-21	572	600	1,172	414	404	818	296	289	585	372
3,404	6-21			6,042	1,798	1,830	3,628	1,290	1,397	2,687	373
2,046	6-21	1,831	1,800	3,631	995	934	1,929	811	741	1,552	374
49,525	6-21	44,303	43,590	87,893	18,003	16,918	34,921	14,976	13,786	28,762	375
1,258	6-21	1,136	1,097	2,233	658	637	1,295	443.6	439.5	883.1	376
35,012	6-21	31,358	30,782	62,140	15,568	15,570	31,138	12,048	11,884	23,932	377
13,213	6-21	11,965	11,486	23,451	5,225	5,456	10,681	4,158.5	4,301.6	8,460.1	378
8,105	6-21	7,290	7,095	14,385	3,707	3,680	7,387	2,912	2,890	5,802	379
1,225	6-21	1,142	1,033	2,175	634	583	1,217	453	433	886	380
1,455	6-21	1,242	1,340	2,582	707	670	1,377	460	464	924	381
933	6-21	780	875	1,655	516	467	983	388	366	754	382
1,153	6-21			2,047	526	606	1,132	380	431	811	383
1,067	6-21	910	984	1,894	633	602	1,235	441	436	877	384
2,725	6-21	2,398	2,440	4,838	1,139	1,194	2,333	912	965	1,877	385
1,799	6-21			3,193	898	950	1,848	751	950	1,701	386
1,093	6-21	974	965	1,939	646	597	1,243	474	467	941	387
1,885	6-21			3,345	1,011	1,003	2,014	704.8	718.3	1,423.1	388
1,894	6-21	1,724	1,638	3,362	1,142	1,131	2,273	911	929	1,840	389
1,065	6-21	952	938	1,890	525	635	1,160	423	523	946	390
1,777	6-21	1,590	1,563	3,153	859	822	1,681	612	603	1,215	391
1,231	6-21	1,105	1,079	2,184	490	479	969	342	326	668	392
952	6-21	790	900	1,690	570	616	1,216	411	476	887	393
2,209	6-21	1,889	2,092	3,921	1,013	1,157	2,170	767.7	886.1	1,653.8	394
1,201	6-21	1,034	1,097	2,131	599	627	1,226	458	479	937	395
1,487	6-21	1,311	1,328	2,639	522	574	1,096	390	427	817	396
2,428	6-21	2,096	2,214	4,310	985	985	1,971	747	759	1,506	397
	6-21										398
3,371	6-21	2,894	3,088	5,982	1,374	1,434	2,808	1,080.5	1,165.5	2,246	399
5,027	6-21			8,922	2,472	2,523	4,995	1,758.5	1,836	3,594.5	400
2,419	6-21	2,201	2,092	4,293	1,108	1,140	2,248	817	852	1,669	401

d Report furnished by A. S. Williams, clerk to board of education.

e Principal of high school.

f Clerk to board of education.

TABLE 22, PART I.—*School statistics of cities containing 4,000 inhabitants and over, for*

	City or town.	Superintendent.	Total population (census of 1880).	Total population in 1886, actual or estimated.	Population 4-21.
	1	2	3	4	5
	OHIO—continued.				
402	Tiffin	James W. Knott	7, 882	10, 000	3, 299
403	Toledo	H. W. Compton	50, 143	72, 000	26, 760
404	Urbana	A. C. Deuel	6, 250	6, 500	2, 196
405	Wooster	W. S. Eversole	5, 812	6, 000	2, 242
406	Xenia	Edward B. Cox	7, 026	9, 000	2, 426
407	Youngstown	F. Trendley	15, 435	—	5, 785
408	Zanesville	W. D. Lash	18, 321	24, 000	7, 003
	OREGON.				
409	Portland	T. H. Crawford	20, 549	34, 000	6, 827
410	Salem	S. A. Randle	—	—	2, 340
	PENNSYLVANIA.				
411	Allentown	L. B. Landis	18, 068	22, 500	—
412	Altoona	D. S. Keith	19, 716	26, 000	—
413	Ashland	J. H. Michener	6, 652	7, 500	—
414	Beaver Falls	M. L. Knight	5, 103	8, 500	—
415	Bethlehem	G. H. Desh	5, 200	7, 000	—
416	Bradford	M. D. Harris	9, 197	11, 000	—
417	Bristol	Matilda S. Booz	5, 271	6, 000	—
418	Carlisle	C. P. Humrich	6, 209	7, 200	—
419	Chambersburg	W. H. Hockenberry	6, 877	9, 000	—
420	Chester	Charles F. Foster	14, 996	16, 000	—
421	Columbia	S. H. Hoffman	8, 312	9, 000	—
422	Conshohocken	Joseph K. Moore	4, 663	6, 500	2, 892
423	Corry	A. D. Colegrove	6, 250	7, 000	—
424	Danville	W. D. Steinbach	6, 000	8, 000	—
425	Dunmore	L. R. Fowler	6, 000	7, 500	1, 754
426	Easton	William W. Cottingham	12, 040	15, 000	—
427	Harrisburg	L. O. Foose	30, 762	40, 000	—
428	Hazleton	David A. Harman	6, 935	10, 000	—
429	Johnstown	T. B. Johnston	—	—	—
430	Lancaster	R. K. Baehrie	25, 000	30, 000	—
431	Lock Haven	John A. Robb	6, 000	7, 000	1, 500
432	Mahanoy	William L. Valentine	7, 172	9, 000	—
433	McKeesport	Charles W. Deane	8, 000	18, 000	—
434	Meadville	Henry V. Hotchkiss	—	11, 000	—
435	Nanticoke	W. L. Monroe	—	13, 000	—
436	New Castle	P. M. Bullock	8, 418	13, 500	—
437	Norristown	Joseph K. Gotwals	13, 139	16, 000	—
438	Oil City	C. A. Babcock	7, 315	11, 000	—
439	Philadelphia	James MacAlister	847, 170	1, 000, 187	—
440	Phoenixville	H. F. Leister	7, 000	7, 500	1, 962
441	Pittsburg	George J. Luckey	156, 381	200, 000	—
442	Pittston	Robert Shiele	7, 472	12, 000	—
443	Plymouth	Patrick Martin	6, 065	10, 000	—
444	Pottsville	B. F. Patterson	13, 253	14, 000	—
445	Scranton	George W. Phillips	45, 850	75, 000	—
446	Shenandoah	L. A. Freeman	10, 147	15, 000	4, 270
447	South Bethlehem	Owen R. Wilt	5, 500	7, 000	1, 762
448	South Easton	S. E. Shull	4, 500	5, 000	1, 527
449	Tamaqua	Robert F. Ditchburn	6, 000	6, 500	2, 216
450	Titusville	R. M. Streeter	9, 046	10, 000	—
451	West Chester	Sarah W. Starkweather	7, 050	8, 000	—
452	Wilkes Barre	A. W. Potter	—	34, 000	10, 167
453	Williamsport	S. Transeau	18, 934	27, 000	10, 476
454	York	W. H. Shelley	—	—	4, 052
	RHODE ISLAND.				
455	Bristol	J. P. Reynolds	6, 028	7, 000	2, 312
456	Cranston	Aaron S. Haven	5, 940	6, 300	2, 680
457	Cumberland	Robert Murray, Jr	6, 445	7, 300	2, 900
458	East Providence	George W. Bliss	5, 056	7, 500	2, 732
459	Johnston	W. E. Wilson	5, 765	6, 000	2, 774
460	Newport	George A. Littlefield	15, 693	20, 000	6, 297
461	Pawtucket	Alvin F. Pease	19, 039	24, 000	9, 135

a Information furnished by George A. Peebles, superintendent of Marion County.

b President of board of school controllers.

c Estimated.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Population 6-14.	Legal school age.	Whole number of children of legal school age.			Whole number enrolled in public schools, excluding duplicates.			Average daily attendance in public schools.			
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
6	7	8	9	10	11	12	13	14	15	16	
1,614	6-21	1,414	1,451	2,865	617	697	1,314	492	557	1,049	402
13,100	6-21	11,032	12,211	23,243	4,756	4,614	9,370	3,588	3,569	7,157	403
1,074	6-21	979	928	1,907	560	529	1,089	388	386	774	404
1,097	6-21	.....	.....	1,947	612	672	1,284	471	538	1,009	405
1,187	6-21	1,099	1,008	2,107	707	682	1,389	534	526	1,060	406
4,299	6-21	3,678	3,952	7,630	1,863	1,811	3,674	1,411	1,379	2,790	407
3,427	6-21	.....	.....	6,082	1,522	1,458	2,980	1,231	1,171	2,402	408
3,333	4-20	3,166	3,251	6,417	1,946	2,186	4,132	1,425.4	1,626	3,051.4	409
1,142	4-20	.....	.....	2,199	.....	.....	849	.....	.....	.....	410
.....	6-21	.....	.....	.....	1,996	1,863	3,859	.....	.....	2,625	411
.....	6-21	.....	.....	.....	1,937	1,982	3,919	1,566	1,581	3,147	412
.....	6-21	.....	.....	.....	.....	.....	.....	.....	.....	.....	412
.....	6-21	.....	.....	.....	756	860	1,616	551	633	1,184	414
.....	6-21	.....	.....	.....	432	434	866	310	314	624	415
.....	6-21	.....	.....	.....	912	968	1,880	568	819	1,387	416
.....	6-21	.....	.....	c1,100	454	415	869	c275	c325	c600	417
.....	6-21	.....	.....	.....	513	531	1,044	465	476	941	418
.....	6-21	c1,000	c1,000	c2,000	731	774	1,505	600	650	1,250	419
.....	6-21	.....	.....	.....	1,425	1,509	2,934	.....	.....	1,837	420
.....	6-21	.....	.....	.....	800	850	1,650	715	748	1,463	421
1,420	6-21	c1,250	c1,250	c2,500	360	365	725	263	277	540	422
.....	6-21	.....	.....	.....	577	578	1,155	.....	.....	.....	423
.....	6-21	c700	c800	c1,500	679	755	1,434	500	440	940	424
864	6-21	700	820	1,520	562	782	1,344	379	506	885	425
.....	6-21	.....	.....	.....	1,235	1,201	2,436	963.8	917.9	1,881.7	426
.....	6-21	.....	.....	.....	3,167	3,417	6,584	2,037	2,298	4,355	427
.....	6-21	c1,365	c1,400	c2,765	880	878	1,758	620	647	1,267	428
.....	6-21	.....	.....	.....	891	960	1,851	683	728	1,411	429
.....	6-21	.....	.....	.....	1,920	2,100	4,020	.....	.....	2,989	430
743	6-21	628	680	1,308	649	711	1,360	569	621	1,190	431
.....	6-21	c1,000	c900	c1,900	755	830	1,585	639	603	1,242	432
.....	6-21	.....	.....	.....	1,160	1,086	2,246	783	743	1,526	433
.....	6-21	.....	.....	.....	896	1,005	1,901	710	802	1,512	434
.....	6-21	.....	.....	.....	514	688	1,202	398	524	922	435
.....	6-21	c1,259	c1,268	c2,627	940	970	1,910	665	720	1,385	436
.....	6-21	.....	.....	.....	1,246	1,159	2,405	854	819	1,673	437
.....	6-21	.....	.....	.....	951	958	1,909	693	708	1,401	438
.....	6-21	.....	.....	.....	.....	.....	110,258	.....	.....	101,138	439
966	6-21	850	850	1,700	684	693	1,377	.....	.....	.....	440
.....	6-21	.....	.....	.....	.....	.....	29,353	.....	.....	20,397	441
.....	6-21	.....	.....	.....	583	762	1,345	391	481	872	442
.....	6-21	.....	.....	.....	642	736	1,379	388	435	823	443
.....	6-21	.....	.....	.....	1,337	1,183	2,520	927	881	1,808	444
.....	6-21	.....	.....	.....	5,283	5,881	11,164	3,523	3,884	7,407	445
c2,102	6-21	c1,800	c1,900	c3,700	1,243	1,337	2,580	897	903	1,710	446
868	6-21	658	869	1,527	550	629	1,179	392	438	830	447
752	6-21	675	648	1,323	498	512	1,010	376	462	838	448
1,091	6-21	983	937	1,920	683	637	1,320	417	372	789	449
.....	6-21	.....	.....	.....	786	851	1,637	.....	.....	1,259	450
.....	6-21	.....	.....	.....	517	591	1,108	295	401	636	451
5,005	6-21	4,494	4,316	8,810	3,226	2,920	6,146	.....	.....	4,217	452
5,157	6-21	c4,092	c4,986	c9,078	1,992	2,088	4,080	1,409	1,492	2,901	453
1,995	6-21	1,826	1,685	3,511	1,626	1,485	3,111	.....	.....	.....	454
1,066	95-15	658	678	1,336	545	509	1,054	.....	.....	787	455
859	95-15	655	547	1,202	459	480	939	.....	.....	543	456
1,337	95-15	848	828	1,676	541	517	1,058	.....	.....	679	457
1,260	95-15	790	789	1,579	767	769	1,536	.....	.....	1,039	458
1,279	95-15	812	791	1,603	606	597	1,203	.....	.....	807	459
2,903	95-15	1,709	1,840	3,639	1,178	1,139	2,317	817	788	1,605	460
4,212	5-16	.....	.....	5,279	2,163	2,099	4,262	.....	.....	2,872	461

d Secretary of school board.
e Supervising principal.

f Principal of schools.
g Inclusive.

TABLE 22, PART I.—*School statistics of cities containing 4,000 inhabitants and over, for*

	City or town.	Superintendent.	Total population (census of 1880).	Total population in 1886, actual or estimated.	Population 4-21.
	1	2	3	4	5
	RHODE ISLAND—continued.				
462	Providence	Horace S. Tarbell	104,857	120,000	40,478
463	South Kingstown	Arthur W. Brown	5,114	5,600	2,025
464	Westerly	O. U. Whitford	6,104	7,000	2,331
465	Woonsocket	F. E. McFee	16,050	20,000	7,045
	SOUTH CAROLINA.				
466	Charleston	Henry P. Archer	49,984	58,000	10,892
467	Columbia	D. B. Johnson	10,036	12,000	.....
468	Greenville	William S. Morrisson	6,153	7,967	.....
	TENNESSEE.				
469	Chattanooga	H. D. Wyatt	12,892	29,701	6,870
470	Clarksville	J. W. Graham	7,326	8,000	2,590
471	Jackson	Frank M. Smith .....	.....	.....	3,840
472	Knoxville	Albert Ruth	9,712	28,185	6,588
473	Memphis	Charles H. Collier	33,533	.....	17,545
474	Union City	J. H. Hinemon	5,000	6,000	1,531
	TEXAS.				
475	Austin	John B. Winn	11,013	20,000	4,592
476	Brenham	W. H. Flynn	5,500	6,000	2,310
477	Brownsville	William Kelly <i>b</i>	6,200	5,000	2,763
478	El Paso	C. Esterly .....	.....	10,500	1,048
479	Fort Worth	Alex. Hogg	20,000	21,000	3,224
480	Galveston	Jacob Bickler .....	.....	40,548	.....
481	Houston	W. S. Sutton	16,513	36,463	9,805
482	Palestine	J. E. Rodgers	2,997	5,000	1,638
483	Sherman	N. Somerville	6,093	11,500	4,165
484	Waco	J. N. Gallagher	8,660	18,000	5,176
	UTAH.				
485	Ogden	E. H. Anderson <i>c</i>	6,000	7,500	2,173
	VERMONT.				
486	Brattleborough	Albert D. Spaulding	4,333	6,000	1,210
487	Rutland	E. L. Temple	6,500	10,000	2,399
488	St. Johnsbury	E. T. Sandford	5,800	5,000	.....
	VIRGINIA.				
489	Alexandria	Richard L. Carne	13,658	14,500	5,234
490	Fredericksburg	E. M. Crutchfield	5,010	5,010	.....
491	Lynchburg	E. C. Glass .....	.....	18,381	6,794
492	Norfolk	William M. Jones <i>d</i>	22,999	29,879	7,065
493	Petersburg	D. M. Brown	21,656	23,000	.....
494	Richmond	John B. Cary	78,000	80,000	23,415
495	Staunton	W. W. Robertson	6,752	8,000	2,080
496	Winchester	Maurice M. Lynch	5,000	5,300	1,794
	WEST VIRGINIA.				
497	Charleston	Richard Gaill	4,250	6,000	.....
498	Martinsburg	J. A. Cox .....	.....	.....	2,394
499	Wheeling	W. H. Anderson	31,186	29,928	12,190
	WISCONSIN.				
500	Appleton	A. B. Whitman	8,005	11,000	3,804
501	Beloit	T. A. Smith	6,000	6,500	1,573
502	Berlin	N. M. Dodson	3,870	4,350	1,413
503	Fond du Lac	J. N. Mitchell	12,776	12,000	5,254
504	Green Bay	J. C. Crawford .....	.....	7,111	2,679
505	Janesville	C. H. Keyes	10,009	12,500	4,292
506	Kenosha	James Cavanagh	5,029	5,500	1,853

a Inclusive.*b* Chairman of board of trustees.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Population 6-14.	Legal school age.	Whole number of children of legal school age.			Whole number enrolled in public schools, excluding duplicates.			Average daily attendance in public schools.			
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
6	7	8	9	10	11	12	13	14	15	16	
18,664	a5-15	11,556	11,835	23,391	8,555	8,374	16,929	5,870	6,488	12,358	462
934	a5-15	570	600	1,170	444	453	897			618	463
1,075	a5-15	693	654	1,347	817	789	1,606	512	596	1,103	464
3,248	a5-15	2,602	2,069	4,671	966	892	1,858			1,587	465
5,591	6-16	3,383	4,120	7,503	3,200	3,975	7,175	2,478	3,079	5,557	466
	6-18				788	848	1,636	486	521	1,007	467
	6-18										468
3,531	6-21	2,867	3,011	5,878	1,935	2,114	4,049			2,464.2	469
1,331	6-21	1,081	1,135	2,216	528	610	1,138	400	404	804	470
1,974	6-21			3,286			1,307			1,101	471
3,387	6-21	3,012	2,625	5,637	1,363	1,571	2,934	1,034	1,216	2,250	472
9,019	6-21			15,012	2,527	2,960	5,487			3,365	473
787	6-21	645	665	1,310	480	322	802	215	316	531	474
2,372	7-21	1,207	1,319	2,526	1,248	1,278	2,526	979	1,029	2,008	475
1,193	7-17	557	757	1,314	510	582	1,092	295	475	770	476
1,427	6-16	856	818	1,674	306	281	587	264	207	471	477
542	6-19			775	313	303	616			327	478
1,665	7-18	1,199	1,233	2,432	1,260	1,135	2,395			1,503	479
5,065	8-16			4,503	1,904	2,096	4,000	1,623	1,891	3,514	480
846	8-16	345	407	752	254	313	567	154	195	349	482
2,152	7-16			2,200			1,143			767	483
2,674	7-18			3,150			2,193			1,324	484
1,092	6-18	819	715	1,534	736	539	1,275			620	485
581	5-20			1,064							486
1,153	5-20			2,110			1,104			797	487
	5-20						950				488
2,696	5-21	2,475	2,371	4,846	869	707	1,576	649	506	1,155	489
	5-21						817			705.1	490
3,499	5-21	3,089	3,201	6,290	1,338	1,581	2,919	988	1,215	2,203	491
3,638	5-21	3,559	3,621	7,180	1,102	1,230	2,332	756.3	730.5	1,486.8	492
	5-21				1,461	1,651	3,112	1,054	1,147	2,201	493
12,059	5-21	10,225	11,454	21,679	2,793	5,586	8,379	2,424	4,848	7,272	494
1,071	5-21	969	957	1,926	537	515	1,052			752.9	495
924	5-21	839	822	1,661	412	387	799	272	260	530	496
1,236	6-21	1,063	989	2,052	671	657	1,328				497
6,295	6-21	5,280	5,170	10,450	2,460	2,490	4,950	2,085	2,097	4,182	498
	6-21										499
1,841	4-20	1,688	1,908	3,596	1,109	1,152	2,261	956	1,081	2,037	500
761	4-20	709	778	1,487			1,122			786.3	501
684	4-20	674	662	1,336			739			568.3	502
2,543	4-20	2,438	2,530	4,968	1,130	1,121	2,251			1,656	503
1,977	4-20	1,302	1,231	2,533	616	582	1,198			892	504
2,577	4-20	2,038	2,020	4,058	706	882	1,588	530	615	1,145	505
897	4-20	866	862	1,728	353	319	672			453	506

c County superintendent.

d Acting superintendent.

TABLE 22, PART I.—*School statistics of cities containing 4,000 inhabitants and over, for*

	City or town.	Superintendent.	Total population (census of 1880).	Total population in 1886, actual or estimated.	Population 4-21.
	1	2	3	4	5
	WISCONSIN—continued.				
507	La Crosse.....	Albert Hardy.....	15,000	25,000	7,945
508	Madison.....	W. H. Beach.....			2,259
509	Milwaukee.....	William E. Anderson.....	115,578	180,099	62,790
510	Neenah.....	Robert Shiells.....	4,202	5,000	1,883
511	Oconto.....	D. P. Moriarty.....	4,178	4,800	1,390
512	Oshkosh.....	W. A. Gordon.....	22,064	25,000	7,502
513	Portage.....	W. S. Stroud.....	5,501	6,000	1,736
514	Racine.....	H. G. Winslow.....	16,031	22,000	7,528
515	Sheboygan.....	George Heller.....		13,000	5,522
516	Stevens Point.....	Frank W. Cooley.....	6,005	8,000	4,221
517	Waukesha.....	George H. Reed, <i>a</i>	2,700	5,000	1,172
518	Wausau.....	Charles V. Bardeen.....	4,200	9,000	3,061

a Principal of schools.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Population 6-14.	Legal school age.	Whole number of children of legal school age.			Whole number enrolled in public schools, excluding duplicates.			Average daily attendance in public schools.			
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
6	7	8	9	10	11	12	13	14	15	16	
3,845	4-20	3,677	3,834	7,511	2,006	1,873	3,879	1,315	1,265	2,580	507
1,094	4-20	.....	.....	2,136	.....	.....	1,820	.....	.....	.....	508
30,391	4-20	28,786	30,578	59,364	12,590	12,014	24,604	.....	.....	16,630	509
911	4-20	852	928	1,780	515	578	1,093	.....	.....	600	510
673	4-20	674	640	1,314	.....	.....	1,181	.....	.....	1,110	511
3,675	4-20	3,466	3,712	7,178	.....	.....	2,176	.....	.....	1,623.3	512
840	4-20	819	822	1,641	.....	.....	993	.....	.....	620	513
3,686	4-20	3,487	3,630	7,117	1,490	1,474	2,964	1,135	1,115	2,250	514
2,673	4-20	2,667	2,554	5,221	869	892	1,761	.....	.....	1,218	515
2,043	4-20	2,634	1,357	3,991	1,454	824	2,278	1,224	721	1,945	516
567	4-20	548	560	1,103	.....	.....	641	.....	.....	520	517
1,482	4-20	1,454	1,440	2,894	838	801	1,642	.....	.....	910	518

TABLE 22, PART II.—*School statistics of cities containing 4,000 inhabitants and over,*

	City or town.	Number of days schools were taught.	Total attendance in days of all pupils.	Whole number of teachers in all public schools.			High schools.	
				Male.	Female.	Total.	Teachers.	Pupils.
	1	17	18	19	20	21	22	23
ALABAMA.								
1	Birmingham	177	205,497	10	27	37	4	96
2	Mobile	181	869,751	24	56	80	8	320
3	Montgomery	160	222,400	5	30	35	5	172
4	Selma	180	108,864	4	14	18		
5	Talladega	187	23,936	2	5	7		
ARKANSAS.								
6	Fort Smith	190	199,500	5	17	22	3	98
7	Hot Springs					18		
8	Little Rock	173	368,580	5	48	53	4	138
CALIFORNIA.								
9	Los Angeles	166	548,298	8	77	85	4	172
10	Marysville			14	35	49	1	24
11	Oakland	204	1,211,304.5	12	138	150	12	400
12	Sacramento	190	579,310	5	81	89	5	129
13	San Francisco	218	6,830,688	60	739	799	29	1,174
14	San José	200	380,331	8	40	48	3	78
COLORADO.								
15	Aspen	143	57,915	2	7	9	1	14
16	Colorado Springs	183	122,065	1	18	19	3	67
17	Leadville	160	113,165	1	18	19	2	28
18	Pueblo	180	70,920	1	12	13	3	74
CONNECTICUT.								
19	Bridgeport			4	121	125	7	
20	Bristol	200	156,400	4	25	29	2	77
21	Enfield	190		3	27	30	0	0
22	Greenwich	200	136,600	4	27	31		
23	Groton	180	112,585	7	15	22		
24	Hartford	193	926,689.5	24	141	165	17	636
25	Killingly	190		6	27	33	2	62
26	Manchester	185	170,654	3	28	31		
27	Meriden	200	505,800	8	64	72	5	226
28	Middletown	200	142,200			24	7	85
29	Naugatuck	200	111,400	2	17	19		
30	New Britain	190	292,220	3	40	43	5	150
31	New Haven	200	1,985,200	19	285	304	18	746
32	New London	195	304,395	2	28	40	3	85
33	Norwalk	196	119,540.4	1	17	18	3	92
34	Norwich	200	139,800	1	30	31	0	0
35	Plainfield	185	92,500	4	16	20		
36	Portland	200	117,200	2	17	19		
37	Putnam	180		5	10	15	2	55
38	Rockville	180		2	27	29	3	65
39	Stafford			4	21	25		
40	Stamford			7	68	75	3	
41	Thompson	180		5	13	18		
DELAWARE.								
42	New Castle	200	86,200	1	8	9	1	46
43	Wilmington	198	1,221,660	1	166	167	7	229
DISTRICT OF COLUMBIA.								
44	Washington	183	4,733,478	71	549	620		1,103
FLORIDA.								
45	Key West	120	57,720	4	11	15	1	24

a Text-books are free to indigent children.

b Text-books on physiology free.

c Does not prevail in some districts.

for 1886-87; from replies to inquiries by the United States Bureau of Education.

Evening schools.		Number of teachers necessary to supply the schools.	Number of public school buildings.	Number of sittings in all public schools.	Estimated enrolment in private schools.	Annual salary of city superintendent.	Annual salary of high school principals.		Average annual salary of all teachers.		Free text-book system?	
Teachers.	Pupils.						Male.	Female.	Male.	Female.		
24	25	26	27	28	29	30	31	32	33	34	34 A	
0	0	37	7	1,745	500	\$2,000	\$890	.....	\$675	\$450	No....	1
.....	.....	.....	12	.....	.....	.....	.....	.....	.....	.....	.....	2
.....	.....	.....	5	1,750	.....	2,000	1,600	\$800	800	450	No....	3
0	0	18	2	738	.....	100	1,425	.....	1,425	500	No....	4
.....	.....	7	2	250	100	1,200	.....	.....	685	338	No....	5
.....
.....	.....	22	4	.....	.....	1,800	1,200	.....	810	504	No....	6
.....	.....	.....	5	950	.....	.....	.....	.....	.....	.....	.....	7
0	0	52	14	3,021	875	1,800	1,200	.....	500	500	No....	8
.....
.....	.....	103	19	3,961	934	2,200	1,080	.....	945	765	No....	9
0	0	49	36	.....	206	600	.....	.....	.....	.....	Yes..	10
3	108	.....	14	7,000	1,309	2,400	2,250	0	1,991	755	No....	11
2	110	89	13	1,000	1,800	2,500	.....	.....	1,000	682	No....	12
18	3,230	799	74	3,700	12,167	4,000	3,000	.....	1,577	902	No....	13
3	210	48	7	.....	734	1,500	1,500	.....	1,171	703	No....	14
.....
.....	.....	9	2	400	15	1,350	990	.....	1,170	900	No a..	15
.....	.....	19	6	869	50	2,000	.....	900	2,000	700	No....	16
.....	.....	19	4	1,500	500	1,540	.....	.....	.....	578	No....	17
.....	.....	13	4	675	.....	1,800	.....	810	.....	620	No....	18
.....
1	72	125	18	6,292	775	2,500	2,500	812	1,675	500	No....	19
4	56	29	12	1,358	3	450	1,600	700	992	397	No....	20
0	0	30	15	1,338	510	.....	.....	.....	967	300	No....	21
.....	.....	31	20	1,812	357	.....	.....	.....	.....	332	No b.	22
.....	.....	22	12	.....	35	.....	.....	.....	.....	.....	No....	23
11	515	165	17	6,920	.....	1,000	.....	.....	.....	.....	Yes c.	24
.....	.....	33	15	1,200	.....	.....	1,400	600	500	389	No....	25
.....	.....	25	9	1,215	40	.....	.....	.....	610	337	No....	26
12	498	72	16	3,056	1,200	800	1,800	600	1,256	464	No d..	27
0	0	24	3	1,050	250	2,000	.....	.....	1,200	440	No a..	28
.....	.....	19	9	873	30	1,000	1,000	.....	1,000	383	Yes..	29
6	200	43	10	2,235	1,500	500	1,900	600	.....	450	No....	30
13	769	.....	37	11,984	2,128	3,000	2,700	.....	1,717	508	No....	31
0	0	43	7	1,858	85	.....	.....	1,200	.....	.....	No a..	32
0	0	.....	2	850	.....	.....	1,550	.....	1,550	463	No....	33
0	0	.....	6	1,215	525	2,250	.....	.....	1,590	520	No....	34
.....	.....	20	11	959	80	.....	.....	.....	.....	.....	No....	35
.....	.....	18	8	1,000	12	.....	.....	.....	1,050	397	No a..	36
4	186	15	8	.....	450	.....	1,200	.....	650	325	No....	37
0	0	29	10	.....	300	.....	1,500	.....	.....	.....	No....	38
.....	.....	.....	17	946	178	.....	.....	.....	.....	.....	No....	39
3	92	75	.....	.....	.....	.....	.....	.....	.....	.....	No a..	40
2	100	18	12	910	500	.....	3	3	.....	.....	No....	41
.....
.....	.....	9	3	463	40	1,000	1,000	.....	1,000	363	Yes..	42
.....	.....	167	24	7,640	.....	1,600	1,300	1,000	1,300	450	Yes..	43
.....
.....	.....	620	79	28,163	.....	.....	.....	.....	1,068	611	No a..	44
1	25	.....	2	80	400	400	800	.....	.....	.....	No....	45

d Text-books free in evening schools.

e Some grades were taught only 150 days.

TABLE 22, PART II.—*School statistics of cities containing 4,000 inhabitants and over, for*

	City or town.	Number of days schools were taught.	Total attendance in days of all pupils.	Whole number of teachers in all public schools.			High schools.	
				Male.	Female.	Total.	Teachers.	Pupils.
	1	17	18	19	20	21	22	23
GEORGIA.								
46	Americus	180	92, 222	4	11	15	2	40
47	Athens	158	126, 874	3	17	20	0	0
48	Atlanta	200	1, 188, 800	9	86	95	9	495
49	Augusta	250	750, 000	8	32	40	3	150
50	Columbus	190	235, 220	3	28	31	0	0
51	Macon	178	229, 264	2	55	57	5	179
52	Rome	171	98, 806	2	14	16	0	0
53	Savannah	200	548, 000	8	52	60	7	183
ILLINOIS.								
54	Aurora							135
55	Belleville	201	404, 648	12	36	48	3	97
56	Bloomington		426, 065	2	93	75	6	191
57	Cairo	160	164, 758	2	20	22	3	62
58	Chicago	195	12, 263, 207	68	1, 539	1, 607	50	2, 087
59	Danville	195	325, 058	5	43	48	3	100
60	Decatur	176	362, 208	6	34	40	7	297
61	East St. Louis	200	369, 498	15	29	44		
62	Elgin	190	287, 273	3	42	45	3	113
63	Englewood	200	412, 147	6	56	62	6	160
64	Evanston	191	145, 041	1	18	19		
65	Galena	195	124, 800	2	18	20	4	96
66	Galesburg	180	281, 340	2	37	39	3	115
67	Jacksonville	178	219, 536	0	38	38	4	108
68	Joliet	198	391, 446	3	55	58	4	140
69	Kankakee	194	130, 950	1	20	21	3	53
70	Lincoln	192	142, 036	2	19	21	3	73
71	Litchfield	176	129, 664	2	15	17	3	117
72	Mendota	185	87, 508	2	8	10	3	42
73	Moline	175	259, 175	4	36	40	3	82
74	Ottawa	196	224, 211	1	30	31		
75	Paris	184	122, 411. 3	1	21	22	3	105
76	Pekin	178	165, 540	3	20	23	3	73
77	Peoria	198	834, 357	9	115	124	9	301
78	Peru			2	17	19	3	70
79	Quincy	196	481, 016	3	59	62	5	152
80	Rockford	195	515, 174	2	73	75	5	222
81	Rock Island	177	391, 666	4	42	46	5	135
82	Springfield	180	477, 720	8	73	81	9	289
83	Streator	200	290, 200	1	31	32		
84	Waukegan	200	140, 890	3	17	20	3	82
INDIANA.								
85	Columbus	180	202, 500	4	19	23	3	115
86	Crawfordsville	180	178, 920	4	21	25	2	68
87	Evansville	195. 5	926, 475	19	133	152	11	320
88	Fort Wayne	192	556, 032	6	107	113	10	243
89	Goshen	180		2	23	25	3	98
90	Indianapolis	183	1, 977, 890	21	279	300	15	623
91	Jeffersonville	180	241, 246. 5	8	32	40	3	107
92	Kokomo	177	122, 079. 9	5	12	17	3	126
93	La Porte			3	24	27	5	115
94	Lawrenceburg	190		6	12	18	2	40
95	Logansport	179	240, 148. 5	4	34	38	4	118
96	Michigan City	193	130, 082	4	17	21	3	39
97	Muncie	186	173, 533	2	19	21	3	113
98	New Albany	180	396, 720	10	45	55	3	121
99	Peru	187	158, 015	5	16	21	4	109
100	Richmond	180	363, 050	5	55	60	7	134
101	Seymour	178	186, 474	4	15	19	2	32
102	South Bend	178	293, 735	9	40	49	4	134
103	Terre Haute	187	651, 956	12	92	104	10	323
104	Vincennes	196	191, 100	2	21	23	5	112
105	Washington	170	108, 970	7	12	19	2	76

a Text-books are furnished by the city at low prices. *b* Text-books are free to indigent children.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Teachers.	Pupils.	Number of teachers necessary to supply the schools.	Number of public school buildings.	Number of sittings in all public schools.	Estimated enrolment in private schools.	Annual salary of city superintendent.	Annual salary of high school principals.		Average annual salary of all teachers.		Free text-book system?	
							Male.	Female.	Male.	Female.		
24	25	26	27	28	29	30	31	32	33	34	34A	
0	0	15	2	788	50	\$1,256	\$900	-----	\$473	\$448	No....	46
0	0	20	4	976	300	1,500	640	\$0	-----	289	No....	47
0	0	95	12	6,400	1,000	2,000	1,600	1,200	1,410	614	No....	48
0	0	-----	11	-----	2,000	1,800	1,250	720	-----	-----	No....	49
0	0	31	6	1,440	300	1,600	-----	-----	-----	-----	No a.	50
0	0	37	7	1,600	200	2,000	1,350	720	900	405	No....	51
0	0	16	5	874	208	1,500	720	-----	675	495	No....	52
0	0	60	9	3,500	1,200	2,800	2,000	-----	1,500	700	No....	53
-----	-----	-----	-----	-----	521	750	-----	-----	-----	-----	No b.	54
-----	-----	48	6	2,500	-----	2,000	1,300	-----	(505)	-----	No....	55
-----	-----	75	11	2,800	1,100	1,500	1,100	-----	888	489	No....	56
-----	-----	22	6	1,073	277	1,300	-----	600	360	347	No....	57
139	5,861	-----	95	77,041	43,500	4,500	2,467	0	1,840	698	No....	58
0	0	48	6	2,800	400	1,600	1,200	675	-----	-----	No....	59
0	0	40	8	2,250	-----	2,000	1,300	-----	926	448	No....	60
0	0	44	7	-----	50	1,500	-----	-----	-----	-----	No....	61
0	0	45	11	1,967	655	1,500	1,300	-----	1,028	425	No....	62
-----	-----	62	7	2,450	70	3,000	3,000	-----	1,436	690	No....	63
-----	-----	19	3	800	248	2,000	-----	-----	2,000	640	No....	64
-----	-----	20	4	1,200	600	1,300	-----	600	600	288	No....	65
-----	-----	39	7	2,036	400	1,700	-----	800	1,250	486	No b.	66
0	0	-----	7	2,000	600	810	-----	720	-----	442	No....	67
0	0	53	10	2,400	900	1,600	1,100	-----	800	450	No....	68
0	0	21	4	1,200	602	1,200	750	-----	1,200	398	No....	69
0	0	-----	5	1,600	450	1,200	-----	700	825	448	No....	70
0	0	17	2	900	191	1,200	322	480	400	360	No....	71
0	0	10	1	536	45	1,200	500	450	488	422	No....	72
0	0	40	6	1,900	509	1,800	1,235	-----	769	436	No....	73
0	0	31	7	1,400	250	1,350	-----	-----	1,000	564	No b.	74
0	0	22	3	900	60	1,800	-----	-----	1,800	-----	No....	75
0	0	-----	5	1,070	194	1,500	-----	765	830	510	No....	76
6	210	124	13	5,214	1,500	2,500	1,800	500	1,600	510	No....	77
0	0	19	4	776	350	1,300	850	-----	1,075	400	No....	78
-----	-----	-----	9	3,281	2,150	1,500	1,500	620	1,150	475	No....	79
0	0	75	12	2,931	400	2,000	1,800	-----	1,550	463	No....	80
-----	-----	46	7	2,000	833	1,750	1,400	-----	1,314	472	No....	81
0	0	81	10	5,200	2,000	1,800	1,500	-----	1,088	410	No....	82
-----	-----	-----	7	1,900	456	1,300	-----	-----	1,300	400	No....	83
-----	-----	20	2	825	60	100	1,200	-----	-----	600	No....	84
0	0	23	5	1,400	250	1,485	-----	630	619	445	No....	85
-----	-----	25	3	-----	-----	-----	585	-----	506	381	No....	86
-----	-----	153	16	6,477	1,433	2,500	1,400	-----	832	432	No....	87
-----	-----	113	12	4,200	3,500	2,500	1,500	-----	1,100	480	No....	88
-----	-----	25	5	1,200	100	1,350	-----	800	-----	-----	No....	89
-----	-----	300	28	-----	1,150	2,750	2,225	-----	551	305	No b.	90
-----	-----	49	6	1,928	225	1,300	810	-----	585	385	No....	91
-----	-----	17	3	834	40	1,300	1,200	600	612	475	No....	92
-----	-----	-----	7	-----	600	-----	-----	-----	-----	-----	No....	93
-----	-----	-----	2	800	300	1,100	659	-----	447	380	No....	94
-----	-----	38	6	1,894	700	1,500	900	510	619	372	No....	95
-----	-----	21	4	1,080	475	1,500	800	800	925	468	No....	96
-----	-----	21	4	1,300	-----	1,700	800	600	750	462	No d.	97
-----	-----	55	12	-----	300	1,200	1,200	650	684	360	No....	98
-----	-----	21	3	1,000	320	1,500	890	500	625	400	No....	99
0	0	60	9	2,470	885	2,200	1,200	-----	981	475	No b.	100
0	0	19	4	1,200	30	1,250	-----	-----	-----	-----	No....	101
0	0	49	7	2,500	900	1,800	1,500	700	650	387	No....	102
0	0	104	15	4,649	900	2,500	1,400	-----	805	510	No....	103
-----	-----	23	5	1,061	800	1,700	800	650	750	500	No....	104
-----	-----	19	4	950	300	1,000	610	-----	479	365	No....	105

c Superintendent is principal of high school.

d Supplementary reading books furnished free.

TABLE 22, PART II.—*School statistics of cities containing 4,000 inhabitants and over, for*

	City or town.	Number of days schools were taught.	Total attendance in days of all pupils.	Whole number of teachers in all public schools.			High schools.	
				Male.	Female.	Total.	Teachers.	Pupils.
	1	17	18	19	20	21	22	23
IOWA.								
106	Atlantic City	185	139,360.5	3	17	20	3	112
107	Boone	180	164,313	2	29	31	4	109
108	Burlington	192	556,800	14	66	80	7	224
109	Council Bluffs	198	421,544	4	56	60	3	133
110	Creston	190	223,820	4	26	30	3	125
111	Davenport	196	643,860	12	84	96	7	151
112	Des Moines, West Side	177	466,393	1	86	87	6	170
113	Dubuque	200	604,400	9	74	83	6	229
114	Fort Dodge	174	126,376.2	3	16	19	2	45
115	Iowa City	190	197,220	3	27	30	4	138
116	Keokuk	185	341,325	11	40	51	5	140
117	Lyons	200	150,000	1	17	18	2	70
118	Marshalltown	178	229,798	3	39	42	5	149
119	Mount Pleasant	176	129,888	1	19	20	3	120
120	Muscatine	180	241,776	5	35	40	4	125
121	Oskaloosa			3	29	32	6	221
122	Ottumwa	190	318,440	1	39	40	3	80
123	Sioux City	186	390,600	4	50	54	3	104
124	Waterloo, East Side	177	110,472	1	17	18	3	69
KANSAS.								
125	Atchison	140	302,360	6	35	41	2	116
126	Clay Centre	160	108,503	1	13	14	2	79
127	El Dorado	173	144,503	3	15	18	2	101
128	Emporia	175	234,500	2	36	38	5	162
129	Hutchinson	180	138,420	2	14	16	2	61
130	Independence	174	204,450	5	15	20	2	75
131	Kansas City	160	375,040			60	2	101
132	Lawrence	158	254,130	9	24	33	4	173
133	Leavenworth	178 ^b	417,588	9	45	54	5	251
134	Marysville	190	73,720	4	4	8		
135	Newton	180	158,593.5	2	18	20	2	62
136	Ottawa	178	212,820	4	23	27	3	61
137	Parsons	170	178,500	7	17	24	2	70
138	Salina	180	130,860	2	15	17	1	36
139	Topeka			11	60	71	4	
140	Wichita	167	287,546	8	50	58	4	150
141	Winfield	160	141,376	2	23	25	2	50
KENTUCKY.								
142	Bowling Green	190	170,240			17		
143	Covington	198	557,000	7	60	67	5	188
144	Hopkinsville	200	88,800	7	12	13		
145	Lexington	200		8	39	47		
146	Louisville	204	3,225,036	41	379	420	21	665
147	Maysville	200	126,800	5	10	15	2	120
148	Newport	200	530,000	5	51	56	3	160
149	Owensborough			3	19	22	2	56
150	Paducah	196	294,765	3	17	20	2	45
LOUISIANA.								
151	Baton Rouge	115	31,050	3	4	7		
152	New Orleans	183	2,854,251	24	381	405	13	417
MAINE.								
153	Augusta	172 ^c	170,637	4	48	52	4	130
154	Bangor	180	483,660	5	97	102	7	241
155	Bath	170	287,810	4	29	33	4	217
156	Biddeford	175	257,075	7	39	46	3	103
157	Calais	180	225,000	3	24	27	3	70
158	Deering	198	142,164	1	24	25	3	136
159	Eastport	186	122,388	4	14	18	2	91

^a Text-books are free to indigent children.^b High school was in session 198 days.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Evening schools.		Number of teachers necessary to supply the schools.	Number of public school buildings.	Number of sittings in all public schools.	Estimated enrolment in private schools.	Annual salary of city superintendent.	Annual salary of high school principals.		Average annual salary of all teachers.		Free text-book system?	
Teachers.	Pupils.						Male.	Female.	Male.	Female.		
24	25	26	27	28	29	30	31	32	33	34	34A	
0	0	20	3	825		\$1,200	\$712		\$570	\$447	No	106
		31	5	1,640	2,000	1,500	1,100				No	107
4	400	80	12	4,000	800	2,000	1,500	\$800	1,681	447	No	108
0	0		14	2,784	90	2,000	1,000		750	487	No	109
0	0	30	8	1,300	150	1,300	1,000				No	110
6	256		10		1,200	2,000	1,500		1,075	513	No	111
5	259	37	10	3,540	300	1,800		1,360		557	No	112
0	0	83	11	3,820	2,600		1,800				No	113
0	0	19	5	1,036	250	1,500	1,090		635	354	No	114
		30	7	1,361	500	1,300	665		665	409	No	115
0	0	51	7	2,417	500	1,400	1,200	720	1,300	447	No	116
		18	4	1,000	500	1,500			1,300	363	No	117
		42	6	1,840	10	1,800		1,030	675	495	No	118
0	0	20	4	1,088	350	1,200		450		387	No	119
		40	8	1,698	200	1,500	1,000	550	900	500	No	120
0	0	32	4			1,400	800		900	456	No	121
		40	5		200	1,800		1,000		456	No	122
0	0	54	11	2,400	200	1,800		900	750	420	No	123
		18	3	850	150	1,500		675		393	No	124
0	0	41	6	2,500	1,000	1,500	1,200	600	600	315	No	125
		14	2	2,900	30	1,200		500		360	No	126
		18	4	1,088		1,200	540	540	495	473	No	127
0	0	38	9	2,850	250	1,600	900		788	450	No	128
0	0	16	3	1,496	125	1,000	1,000		750	411	No	129
0	0	20	4	1,200	200	1,200	600	500	621	365	No	130
0	0	60	10	3,086	600	1,500	800		640	320	No	131
0	0		11	1,736	350	1,200	720		469	424	No	132
		54	9	2,664		2,400	2,000		973	485	No	133
		8	2	475		1,000			687	450	No	134
0	0	20	3	1,011	150	1,200	675		630	459	No	135
		27	3	1,360	40	1,450		700	763	426	No	136
		24	4	1,254	350	1,000	630				No	137
0	0		2		175	1,500			518		No	138
			17								No	139
0	0	48	9	2,000	300	1,500	1,000	600	600	412	No	140
		24	4	1,100	50	1,500		480	400	390	No	141
		17	2	1,200	300	1,400				425	No	142
4	200	67	6	3,200		1,800	1,600		1,243	585	No	143
		13	1	600	125	1,300			1,300	441	No	144
		47	9	2,500	300	600			850		No	145
31	968		33			2,500	2,250		1,172	522	No	146
0	0	15	5		250	1,200		700	700	400	No	147
		56	8	3,100	600	1,600	900	760	709	450	No	148
0	0	22	4	1,150	280	1,700	800	600	912	294	No	149
		20	8	1,622	150	1,500		450	400	370	No	150
0	0	7	2			0			260	240	No	151
		405	55	18,120	16,739	3,000	1,215	1,125	729	460	No	152
0	0	40	26	1,150	60	300	1,600		993	247	Yes	153
		91	36				1,400	538			No	154
		33	15			300	1,250	600	800	485	Yes	155
4	150	46	21	1,950	600	1,400	1,200	700	940	330	No	156
0	0	27	13	1,800	100	300	1,800	260	800	250	No	157
		25	15			300			1,000	216	No	158
0	0	18	6	806	20		1,000		535	250	No	159

c Ungraded schools were in session 123 days.

TABLE 22, PART II.—*School statistics of cities containing 4,000 inhabitants and over, for*

	City or town.	Number of days schools were taught.	Total attendance in days of all pupils.	Whole number of teachers in all public schools.			High schools.	
				Male.	Female.	Total.	Teachers.	Pupils.
	1	17	18	19	20	21	22	23
MAINE—continued.								
160	Gardiner	180	144,000	2	18	20	3	101
161	Lewiston	187	392,700				5	106
162	Portland	190	954,750	10	140	150	12	564
163	Rockland	155		3	29	32	3	104
164	Saco	185	136,900	6	28	34	3	76
MARYLAND.								
165	Baltimore	204	6,850,524	120	891	1,011	40	966
166	Frederick	152	87,210	3	13	16	0	0
167	Hagerstown	154	161,934	10	21	31	2	69
MASSACHUSETTS.								
168	Adams	195	263,640			35	3	60
169	Amherst	170	72,930	4	18	22	3	83
170	Arlington			4	23	27	3	65
171	Athol			1	24	25	2	59
172	Attleborough	187	354,365	3	57	60	5	131
173	Beverly	200	265,000	5	34	39	4	138
174	Blackstone							
175	Boston					1,400	102	c, 571
176	Braintree	200	113,600			20	2	77
177	Brookton	200	640,200			82	5	202
178	Brookline	200	276,600	5	38	43	5	124
179	Cambridge	200	1,706,000	19	216	235	18	416
180	Canton							
181	Chelsea	200	755,600	4	88	92	7	230
182	Clinton	196	278,712	1	34	35	3	104
183	Danvers	185	181,300	4	24	28	3	111
184	Dedham	200	205,400	6	55	41	6	150
185	Easthampton	180		0	33	33	2	40
186	Everett					29		91
187	Fall River	200	1,405,800	12	195	210	10	486
188	Fitchburg	179	393,495	7	64	71	7	323
189	Framingham	190	220,530	2	38	40	4	126
190	Franklin	e 170	101,802	3	15	18	2	69
191	Gloucester	192.5	650,310	5	96	101	7	263
192	Great Barrington	202	134,532	5	19	24	2	134
193	Greenfield	180	136,800	3	27	30	5	120
194	Haverhill	191	628,581	6	88	94	7	194
195	Hingham	195	137,670	5	13	18	3	105
196	Hopkinton			1	21	22	2	50
197	Hyde Park			6	35	41	4	163
198	Lawrence	200	936,400	8	122	130	9	350
199	Lee	225		4	20	24	3	100
200	Leominster	200	176,200			24	4	150
201	Lowell	186	1,209,000	14	175	189	13	400
202	Lynn	192	1,077,888	11	130	141	11	323
203	Malden	191	381,618	2	66	68	5	153
204	Marblehead	205	224,270	3	26	29	2	117
205	Marlborough	175	367,500	2	52	54	4	130
206	Medford	185	267,890	8	35	43	5	118
207	Melrose			1	27	28	3	120
208	Methuen	180	108,362	2	20	22	3	40
209	Middleborough			3	25	28	3	70
210	Milford	g 180		2	36	38	4	129
211	Millbury	212		3	21	24	2	
212	Montague	180	164,889	2	35	37	4	74
213	Needham	200	87,200	2	15	17	1	45
214	New Bedford	197	728,900	13	142	155	10	364
215	Newburyport	200	229,600	5	32	37	4	110

a About one-half the books used are furnished free.

b Text-books are free to indigent children.

c Average attendance.

d For half his time.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Teachers.	Pupils.	Number of teachers necessary to supply the schools.	Number of public school buildings.	Number of sittings in all public schools.	Estimated enrolment in private schools.	Annual salary of city superintendent.	Annual salary of high school principals.		Average annual salary of all teachers.		Free text-book system?	
							Male.	Female.	Male.	Female.		
24	25	26	27	28	29	30	31	32	33	34	34A	
0	0	20	12	1,032	50	.....	\$1,200	\$450	\$900	\$300	Yes...	160
13	300	64	28	.....	1,300	\$1,500	1,700	600	1,400	600	Yes...	161
0	0	150	17	6,379	1,300	2,250	2,000	.....	1,275	400	No a...	162
0	0	.....	12	.....	100	300	1,100	825	.....	.....	No...	163
0	0	20	14	1,285	50	300	1,200	500	1,050	365	No...	164
39	1,477	.....	72	44,653	13,000	2,500	2,272	.....	.....	.....	Yes...	165
.....	.....	16	4	960	350	.....	.....	.....	314	314	No b...	166
.....	.....	31	4	1,600	300	.....	900	600	(280)	.....	No...	167
0	0	35	7	1,500	0	1,700	1,200	.....	.....	.....	Yes...	168
0	0	.....	10	900	87	700	1,000	400	510	261	Yes...	169
0	0	27	5	1,050	0	.....	1,800	650	1,500	500	Yes...	170
0	0	23	14	.....	6	.....	1,000	500	1,000	268	Yes...	171
.....	.....	.....	23	.....	20	1,800	1,100	550	.....	.....	Yes...	172
.....	.....	39	9	1,750	30	.....	1,300	625	900	369	Yes...	173
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Yes...	174
135	2,711	1,254	.....	.....	.....	.....	.....	.....	.....	.....	Yes...	175
0	0	19	8	875	.....	1,200	1,200	600	600	320	Yes...	176
4	135	71	26	.....	400	2,000	1,900	.....	1,500	725	Yes...	177
2	63	43	12	.....	150	2,500	2,700	.....	.....	.....	Yes...	178
22	354	238	34	.....	1,853	2,600	2,800	950	1,680	600	Yes...	179
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Yes...	180
8	150	.....	13	4,600	500	2,400	2,200	.....	.....	.....	Yes...	181
6	130	35	12	1,800	20	1,600	1,600	550	1,600	440	Yes...	182
0	0	28	11	1,900	.....	.....	1,400	500	1,175	400	Yes...	183
3	70	38	13	1,850	1,360	1,700	1,600	.....	1,500	550	Yes...	184
.....	.....	23	13	900	0	.....	1,600	850	1,500	450	Yes...	185
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Yes...	186
42	1,555	.....	42	10,328	1,501	2,000	2,700	.....	1,366	467	Yes...	187
48	622	71	22	8,310	500	2,000	1,950	.....	1,150	400	Yes...	188
0	0	.....	16	1,700	0	21,000	1,700	500	.....	.....	Yes...	189
0	0	18	13	1,080	31	.....	1,000	1,000	394	356	Yes...	190
.....	.....	.....	22	4,612	300	2,200	2,000	.....	1,480	380	Yes...	191
0	0	24	14	700	30	.....	1,550	500	600	400	Yes...	192
0	0	30	13	1,164	20	.....	1,400	493	541	342	Yes...	193
12	331	94	23	4,294	600	2,100	1,900	.....	1,350	528	Yes...	194
.....	.....	18	11	800	100	1,000	1,600	.....	1,200	470	Yes...	195
.....	.....	.....	15	1,163	.....	.....	900	400	.....	.....	Yes...	196
2	39	.....	6	1,725	0	1,800	1,800	600	.....	.....	Yes...	197
27	270	.....	21	6,000	1,600	2,200	2,000	800	1,200	550	Yes...	198
.....	.....	24	16	600	175	.....	1,500	600	.....	280	Yes...	199
0	0	.....	12	900	0	1,500	1,500	600	.....	.....	Yes...	200
70	1,450	189	47	9,200	2,900	2,600	2,200	.....	1,671	594	Yes...	201
59	537	141	31	7,000	700	2,250	2,250	750	1,510	532	Yes...	202
5	131	68	11	2,626	679	2,100	2,200	700	1,850	528	Yes...	203
0	0	29	12	1,573	0	.....	1,600	500	1,000	415	Yes...	204
0	0	54	11	2,500	350	1,700	1,600	650	1,300	391	Yes...	205
0	0	43	12	1,800	40	2,000	2,200	800	1,500	500	Yes...	206
0	0	.....	10	1,460	0	.....	1,700	575	.....	.....	Yes...	207
0	0	22	10	900	0	.....	1,100	.....	750	320	Yes...	208
0	0	28	20	.....	65	1,000	1,200	450	620	350	Yes...	209
1	35	38	17	.....	121	1,500	1,700	.....	1,700	365	Yes...	210
0	0	18	7	950	.....	.....	1,400	500	985	416	Yes...	211
0	0	28	11	1,400	0	.....	800	500	650	338	Yes...	212
0	0	14	6	600	0	.....	1,200	.....	900	428	Yes...	213
27	980	121	25	5,200	1,763	2,000	2,500	.....	1,440	507	Yes...	214
5	60	37	12	1,657	800	.....	2,000	1,220	.....	379	Yes...	215

e High and grammar schools were in session 190 days.

f "And expenses."

g High school was in session 200 days.

TABLE 22, PART II.—*School statistics of cities containing 4,000 inhabitants and over, for*

	City or town.	Number of days schools were taught.	Total attendance in days of all pupils.	Whole number of teachers in all public schools.			High schools.	
				Male.	Female.	Total.	Teachers.	Pupils.
	1	17	18	19	20	21	22	23
MASSACHUSETTS—continued.								
216	Newton	200	671,400	15	88	103	13	477
217	North Adams			4	51	55	6	90
218	Northampton	2174	355,238	4	60	64	6	118
219	Northbridge	198	105,751.8	1	15	16	1	26
220	North Brookfield	200	124,600	1	23	24	2	68
221	Peabody	240	369,120	6	37	43	3	69
222	Pittsfield	196	423,752	5	67	72	5	124
223	Randolph	190	123,120	3	15	18	3	85
224	Rockland	220		5	17	22	3	64
225	Salem	203	623,819	8	108	116	8	216
226	Somerville	190	888,820	9	111	120	0	350
227	Southbridge	183	100,964	1	22	24	2	61
228	Spencer	180	255,900	4	34	38	3	119
229	Springfield	200	868,800	10	121	131	11	356
230	Stoneham	200	162,000	2	24	26	3	84
231	Stoughton	180	109,260	4	16	20	3	63
232	Taunton			9	73	82	5	196
233	Waltham	200	567,800	7	59	66	6	180
234	Watertown							
235	Webster	180	37,220	2	12	14	2	48
236	Westborough			2	20	22	3	85
237	Westfield	180	223,380	4	41	45	5	102
238	West Springfield			2	28	30	2	47
239	Weymouth	194	383,538	7	44	51	5	190
240	Woburn	200	337,400	7	44	51	5	125
241	Worcester	200	1,945,200	54	278	332	21	748
MICHIGAN.								
242	Adrian	192	181,841	3	29	32	5	147
243	Ann Arbor	190	291,460	7	55	62	11	573
244	Battle Creek	197	233,266	3	35	38	5	130
245	Bay City	196	497,428	3	71	74	7	201
246	Cadillac	196	95,124	3	12	15	4	67
247	Cheboygan	194	54,320	2	6	8		
248	Cold Water	188	145,597.3	3	20	23	5	142
249	East Saginaw	194	657,262	10	79	89	8	267
250	Grand Haven	200	190,905	1	20	21	2	76
251	Grand Rapids	193	1,166,685	8	187	195	19	630
252	Ionia	194	165,482	4	21	25	5	150
253	Jackson	189	267,435	3	38	41	7	150
254	Kalamazoo	195	294,058	3	58	61	5	160
255	Ludington	180	190,268	3	24	27	3	70
256	Marquette	196.5	188,089	1	20	21	2	93
257	Marshall	194	113,896	3	19	22	4	88
258	Menominee	196	175,600	2	22	24	3	58
259	Negaunee	192	96,432	3	12	15	3	52
260	Niles	185	120,435	2	20	22	3	89
261	Pontiac	200	154,279.5	4	20	24	5	128
262	Port Huron	195	285,870	1	36	37	3	85
263	Saginaw	200		5	47	52	5	164
264	West Bay City	196	274,699	4	35	39	2	66
265	Ypsilanti	200	110,994	5	18	23	6	95
MINNESOTA.								
266	Crookston	180	99,000	2	13	15	2	65
267	Duluth	194	233,964	4	41	45	3	62
268	Faribault	177	129,937	2	20	22	2	48
269	Mankato	176	148,368	4	19	23	3	77
270	Minneapolis	189	2,059,581	6	353	359	23	862
271	Red Wing	189	178,699	2	24	26	3	72
272	St. Cloud	180	72,000	1	10	11	2	30
273	St. Paul			27	243	270	26	445

a High school was in session 189 days.

b Lower grades were taught only 180 days.

c Superintendent is principal of high school. Total salary, \$1,760.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Evening schools.		Number of teachers necessary to supply the schools.	Number of public school buildings.	Number of sittings in all public schools.	Estimated enrolment in private schools.	Annual salary of city superintendent.	Annual salary of high school principals.		Average annual salary of all teachers.		Free text-book system?
Teachers.	Pupils.						Male.	Female.	Male.	Female.	
24	25	26	27	28	29	30	31	32	33	34	34A
11	120	.....	21	4,525	407	\$2,800	\$3,000	.....	\$1,929	\$671	Yes... 216
4	123	55	9	2,700	350	1,800	1,135	\$570	1,439	323	Yes... 217
2	53	63	24	2,572	100	1,000	1,250	.....	1,150	228	Yes... 218
.....	.....	16	9	812	0	.....	1,200	.....	1,200	428	Yes... 219
0	0	19	9	.....	35	.....	1,200	430	1,200	333	Yes... 220
.....	.....	43	8	2,100	50	.....	1,400	575	1,280	425	Yes... 221
4	132	72	27	500	200	1,500	1,800	.....	860	340	Yes... 222
0	0	18	8	830	0	.....	1,500	450	1,167	374	Yes... 223
2	25	22	10	1,000	.....	.....	1,200	.....	712	352	Yes... 224
16	483	100	16	4,463	1,400	.....	2,200	.....	1,671	546	Yes... 225
10	209	120	23	6,000	620	2,000	2,400	883	1,681	593	Yes... 226
0	0	24	12	598	680	1,400	1,000	600	1,000	329	Yes... 227
10	190	33	15	1,792	.....	.....	.....	.....	625	325	Yes... 228
13	608	128	27	5,675	1,300	3,000	2,700	.....	1,820	557	Yes... 229
0	0	26	7	1,000	25	.....	1,700	.....	1,700	486	Yes... 230
0	0	19	11	1,080	300	500	1,100	.....	726	314	Yes... 231
4	331	.....	33	.....	116	.....	.....	.....	.....	.....	Yes... 232
9	283	.....	15	3,089	82	2,200	1,066	717	.....	.....	Yes... 233
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Yes... 234
.....	.....	14	8	500	1,250	.....	1,100	600	709	350	Yes... 235
.....	.....	14	14	1,000	10	600	150	.....	.....	.....	Yes... 236
5	95	45	20	1,700	30	.....	1,700	560	1,150	322	Yes... 237
3	35	26	11	1,190	.....	.....	1,200	.....	800	288	Yes... 238
0	0	51	18	2,500	25	1,800	1,200	.....	1,200	483	Yes... 239
4	66	51	13	2,400	600	1,600	2,000	600	1,250	490	Yes... 240
46	613	280	49	13,211	2,500	3,500	3,000	.....	1,374	546	Yes... 241
.....	.....	32	5	1,770	600	1,600	1,300	.....	800	400	No... 242
0	0	43	7	1,860	300	2,000	1,600	.....	1,064	405	No... 243
1	26	38	4	1,680	350	1,600	1,000	.....	950	345	No d... 244
0	0	.....	10	3,631	1,489	2,000	1,200	.....	900	387	No... 245
0	0	15	4	762	0	1,200	.....	600	683	397	No d... 246
.....	.....	8	2	375	300	1,000	.....	500	750	350	No... 247
.....	.....	23	4	1,000	.....	1,100	850	533	709	379	No... 248
3	175	89	14	4,102	700	2,500	1,350	.....	810	400	Yes... 249
.....	.....	21	5	1,332	.....	1,200	.....	600	432	348	No... 250
4	184	195	23	8,048	1,788	2,250	1,650	.....	.....	.....	No... 251
0	0	25	4	1,000	220	1,500	.....	750	738	450	No... 252
.....	.....	41	8	2,150	400	1,800	1,400	750	1,400	550	No e... 253
0	0	61	9	2,650	475	2,100	1,100	800	1,000	.....	No e... 254
1	27	26	5	1,285	60	1,455	.....	.....	.....	.....	No... 255
0	0	.....	5	1,069	275	1,700	1,700	750	1,700	467	No... 256
.....	.....	22	5	1,000	150	1,400	800	.....	883	343	No e... 257
.....	.....	24	6	1,257	300	1,400	.....	650	950	450	No... 258
0	0	15	5	700	400	1,500	.....	800	.....	400	No... 259
.....	.....	22	6	954	110	1,300	900	522	1,000	360	No... 260
0	0	24	5	1,100	0	1,500	1,000	600	1,083	384	No e... 261
0	0	36	8	1,822	800	1,600	.....	750	.....	.....	No... 262
0	0	.....	7	3,000	.....	1,800	1,200	.....	1,620	375	No... 263
0	0	40	10	1,850	250	1,500	600	450	550	375	No... 264
.....	.....	23	4	1,000	200	1,500	1,100	.....	1,620	359	No... 265
0	0	15	4	800	0	1,575	675	.....	1,125	374	No f... 266
.....	.....	42	8	1,865	500	2,500	1,400	.....	1,050	550	No... 267
0	0	22	7	1,100	500	1,500	1,000	500	1,250	360	Yes g... 268
0	0	23	4	1,075	.....	1,800	720	700	500	375	..... 269
35	2,002	.....	36	14,624	.....	4,000	2,500	.....	1,500	560	No... 270
0	0	26	5	1,600	275	1,650	1,100	600	1,100	469	No... 271
0	0	11	1	500	1,090	1,200	.....	.....	1,200	405	No... 272
.....	1,293	.....	28	12,770	.....	.....	.....	.....	.....	.....	..... 273

d Supplementary readers are furnished by board.

e Text-books are free to indigent children.

f Supplementary readers are furnished free.

g Under certain restrictions.

TABLE 22, PART II.—School statistics of cities containing 4,000 inhabitants and over, for

	City or town.	Number of days schools were taught.	Total attendance in days of all pupils.	Whole number of teachers in all public schools.			High schools.	
				Male.	Female.	Total.	Teachers.	Pupils.
	1	17	18	19	20	21	22	23
MINNESOTA—continued.								
274	Stillwater.....	177.5	217,062.5	2	36	38	5	98
275	Winona.....	196	265,504	5	47	52	5	76
MISSISSIPPI.								
276	Jackson.....	160	61,600	1	12	13	0	0
277	Meridian.....	180	.....	2	20	22	.....	.....
278	Natchez.....	180	140,040	2	21	23	2	40
279	Vicksburg.....	180	155,880	2	24	26	.....	.....
MISSOURI.								
280	Chillicothe.....	159	104,004	4	11	15	2	90
281	Hannibal.....	177	297,006	2	42	44	5	139
282	Jefferson City.....	176	130,729	3	14	17	2	65
283	Kansas City.....	180	1,522,440	24	183	212	12	609
284	Moberly.....	160	176,000	3	20	23	2	80
285	St. Charles.....	197	70,732	3	6	9	1	15
286	St. Joseph.....	190	655,120	11	75	86	7	245
287	Sedalia.....	178	325,384	5	58	63	3	136
288	Springfield.....	160	284,414	6	21	27	3	.....
NEBRASKA.								
289	Beatrice.....	180	.....	3	20	23	3	68
290	Fremont.....	190	148,960	2	19	21	3	63
291	Grand Island.....	198	172,485	4	22	26	3	70
292	Hastings.....	175	138,476	1	20	21	3	112
293	Lincoln.....	180	407,980	6	58	64	5	153
294	Omaha.....	191	1,026,014	6	153	159	17	372
NEVADA.								
295	Virginia City.....	200	308,400	2	27	29	4	109
NEW HAMPSHIRE.								
296	Claremont.....	.....	.....	1	21	22	4	93
297	Concord.....	175	256,025	1	57	58	5	160
298	Dover.....	.....	.....	.....	.....	43	.....	.....
299	Keene.....	.....	.....	.....	.....	.....	.....	.....
300	Manchester.....	170	420,750	13	87	100	6	243
301	Nashua.....	175	235,375	6	66	72	5	139
302	Portsmouth.....	200	237,600	5	.....	.....	6	125
303	Rochester.....	1180	180,160	2	22	24	4	124
304	Somersworth.....	216	131,760	2	21	23	3	69
NEW JERSEY.								
305	Atlantic City.....	190	157,890	2	18	20	3	51
306	Camden.....	210	1,085,910	7	139	146	0	0
307	Chambersburg.....	.....	.....	.....	.....	.....	.....	.....
308	Elizabeth.....	194.5	523,400	4	58	62	10	117
309	Gloucester.....	215	.....	1	.....	.....	4	.....
310	Harrison.....	240	92,880	3	7	10	0	0
311	Jersey City.....	200	2,999,600	17	341	358	10	457
312	Lambertville.....	200	658,000	1	12	13	3	76
313	Long Branch.....	203	246,635	6	24	30	6	150
314	Millville.....	223	244,200	5	36	41	3	110
315	Newark.....	200	3,134,400	59	391	450	19	734
316	New Brunswick.....	192	373,896	4	46	50	6	170
317	Orange.....	196	237,160	2	23	25	3	68
318	Phillipsburg.....	200	306,200	3	31	34	3	92
319	Plainfield.....	198	229,688	1	32	33	4	180
320	Rahway.....	190	127,490	4	17	21	0	0

a Text-books are free to indigent children.

b Some schools were in session 140 days.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Evening schools.		Number of teachers necessary to supply the schools.	Number of public school buildings.	Number of sittings in all public schools.	Estimated enrollment in private schools.	Annual salary of city superintendent.	Annual salary of high school principals.		Average annual salary of all teachers.		Free text-book system?
Teachers.	Pupils.						Male.	Female.	Male.	Female.	
24	25	26	27	28	29	30	31	32	33	34	35A
		38	6		300	\$1,800		\$1,000	\$540	\$557	No.... 274
		52	6	2,800	1,000	2,500	\$1,250		890	473	No.... 275
0	0	11	3	450	600				(280)		No.... 276
		22	2	700	300	1,500			700	450	No.... 277
0	0	23	2	1,200	700	1,000	900		788	360	No.... 278
		26	3	1,550	700	273			788	497	No.... 279
		15	3	900	200	1,200	550	550	(362)		No.... 280
0	0		5	2,145	200	1,500	900		1,100	383	No.... 281
0	0	17	3	859		1,350	720	720	765	379	No.... 282
			24	12,026		3,000	2,000		1,005	573	No a.... 283
			4	1,250	300	1,200		600			No.... 284
0	0	9	3		1,200	1,000	1,000		700	458	No.... 285
		86	23	4,400	700	2,000	1,800		1,032	504	No.... 286
		43	8	2,800	300	1,800	1,000	630			No.... 287
		27	4	1,600	600	1,800	1,200	520	693	344	No.... 288
0	0		5	1,400	150	1,500		585	518	435	No.... 289
		21	5	1,200		1,200		560	900	435	No.... 290
0	0	26	4	1,265	125	1,500	800	750	750	640	No.... 291
		21	4	1,100	100	1,500		540	1,500	427	No.... 292
0	0	57	11	2,989		1,800	1,000		713	420	No.... 293
		159	24	7,027	1,800	3,000	2,200		1,300	750	Yes.... 294
		29	5	2,700	83		1,550		1,300	778	No.... 295
0	0		22		25		1,500	500			No.... 296
			12	1,900		1,200	2,250	2,400			Yes.... 297
			18								Yes.... 298
21	215	74	24	3,750	3,400	1,800	2,000		1,350	400	No.... 299
18	498	54	17	2,163	876	1,000	2,300	900	1,825	400	No.... 300
0	0			1,000	150	1,800	2,000	900	1,680	385	No.... 301
0	0	34	24	1,492	100		1,200		703	284	Yes c.... 302
		23	8	900			1,350	350	1,350	306	Yes.... 303
		20	4	1,166	100	233	1,000	500	1,000	500	Yes.... 304
14	1,000	146	17	8,400	2,000	900			1,500	425	Yes.... 305
0	0		4	2,595	2,093	600	1,638		1,638	520	Yes.... 306
4	210	11	4	699	350	0	1,000	500	1,000	475	Yes.... 307
5	260	10	1	450	1,503				1,400	600	Yes.... 308
		358	24	15,800		2,600	2,500		1,788	494	No.... 309
		13	3	676	235		1,000	475	1,000	417	No.... 310
		30	7	1,700	50		1,890	750	560	556	No.... 311
17	533	41	12	1,882	75	450	1,200	475	698	375	Yes.... 312
63	2,969	387	40	20,279	6,800	2,800	2,100		1,467	773	Yes.... 313
8	293	50	6	2,219	1,039	2,500	2,000	700	1,563	415	Yes.... 314
4	217		4	1,504	1,400	2,200			1,500	470	No a.... 315
0	0	34	6	1,739	75	1,405	975	500	833	382	No.... 316
0	0	32	4	1,400	350			2,250	1,300	535	No.... 317
0	0	21	4	1,170	232	400			900	400	Yes.... 318

c Partially.

d Superintendent is also principal of high school.

TABLE 22, PART II.—*School statistics of cities containing 4,000 inhabitants and over, for*

	City or town.	Number of days schools were taught.	Total attendance in days of all pupils.	Whole number of teachers in all public schools.			High schools.	
				Male.	Female.	Total.	Teachers.	Pupils.
	1	17	18	19	20	21	22	23
NEW YORK.								
321	Albany.....	193	1,889,365	22	240	262	22	624
322	Auburn.....	194	595,923	3	90	93	10	359
323	Batavia.....	200	152,340	1	19	20	4	145
324	Binghamton.....	198	591,523	7	88	95	6	239
325	Brooklyn.....	203	12,704,791	67	1,516	1,583	36	1,698
326	Buffalo.....	194	3,759,627	44	572	616	18	501
327	Canandaigua.....	189	101,035	2	17	19		
328	Cohoes.....	201	365,263	2	61	63	3	75
329	Corning.....	198	171,214	1	23	24	4	113
330	Cortland.....	195	90,588		12	12		
331	Dunkirk.....	196	207,763	1	39	40	3	105
332	Elmira.....	195	621,326	5	77	82	5	258
333	Flushing.....	187	136,625	1	22	23		110
334	Geneva.....	198	182,160	3	19	22	7	284
335	Gloversville.....	191	209,527	1	24	25	3	122
336	Green Island.....	201	114,797	1	15	16		
337	Hoosick Falls.....	189	189,378	3	24	27		
338	Hornellsville.....	193	253,094	2	33	35		
339	Hudson.....	200		3	21	24	2	80
340	Ithaca.....	197	253,936	2	32	34	6	304
341	Johnstown.....	191	162,743			19		
342	Kingston.....	196	233,403	7	29	36	9	246
343	Laurensburg.....	189	198,772	1	31	32		
344	Little Falls.....	199	170,344	4	19	23	4	96
345	Lockport.....	196	369,735	4	48	52	7	242
346	Lyons.....	190	123,569	3	12	15		
347	Malone.....	194	180,490	1	23	24	4	112
348	Middletown.....	199	274,964	1	33	35	6	283
349	Newburg.....	201	455,824	6	63	69	6	206
350	New York.....	198	29,421,314	230	3,768	3,998	39	61,439
351	Ogdensburg.....	195	234,917	6	30	36	5	
352	Olean.....	192	202,539	2	26	28	4	112
353	Owego.....	200	145,216	2	24	26	5	150
354	Plattsburg.....	187	184,169	1	30	31	3	85
355	Port Jervis.....	194	260,069	2	31	33	3	110
356	Poughkeepsie.....	197	445,220	2	66	68	8	218
357	Rochester.....	193	2,170,896	11	332	343	17	502
358	Rome.....	189	228,051	3	34	37	6	174
359	Saratoga Springs.....	191	268,796	5	37	42	5	143
360	Seneca Falls.....	199	154,905	1	22	23	5	145
361	Sing Sing.....	197	152,196	0	22	22	1	30
362	Syracuse.....	196	1,919,428	14	248	262	16	674
363	Troy.....	200	1,128,467	19	153	172	7	213
364	Utica.....	196	761,691	6	155	161	25	967
365	Watertown.....	195	286,589	3	51	54	8	238
366	Yonkers.....	198	386,507	3	50	53	4	158
367	West New Brighton.....	197	101,849	2	13	15		
NORTH CAROLINA.								
368	New Berne.....	180	99,000	2	7	9		
369	Raleigh.....	178	234,070					
OHIO.								
370	Akron.....	193	729,134	5	84	89	9	349
371	Alliance.....	196	171,304	3	20	23	2	91
372	Ashtabula.....	185	108,765	2	15	17	2	56
373	Canton.....	192	515,904	11	54	65	3	92
374	Chillicothe.....	183	288,672	4	43	47	4	137
375	Cincinnati.....	200	5,752,400	125	626	751	34	1,460
376	Circleville.....	200	176,620	2	30	32	3	81
377	Cleveland.....	195	4,666,740	35	618	653	37	1,209
378	Columbus.....	195	1,619,795	12	196	208	16	618

a Text-books are free to indigent children.

b Average attendance.

1886-87; from replies to inquiries by the United States Bureau of Education--Continued.

Evening schools.		Number of teachers necessary to supply the schools.	Number of public school buildings.	Number of sittings in all public schools.	Estimated enrollment in private schools.	Annual salary of city superintendent.	Annual salary of high school principals.		Average annual salary of all teachers.		Free text-book system?
Teachers.	Pupils.						Male.	Female.	Male.	Female.	
24	25	26	27	28	29	30	31	32	33	34	34A
		262	24	12,340	5,000	\$3,000	\$3,000		\$1,640	\$500	No a..
		93	14	3,859	1,200	2,000	2,000		1,333	390	No a..
0	0	20	5	1,000	350	1,800		\$700	1,800	413	No a..
		89	9	4,076	529	2,000	2,000		1,071	340	No a..
163	10,491		70	71,416	38,000	2,500	2,300				Yes
48	1,523	616	57		11,837	2,500	1,300		1,225	581	No a..
0	0	16	4	85	450	1,300	1,300		850	383	No a..
15	500		41	2,259	950	1,500	1,000	540	1,000	500	No a..
		24	3	1,450		2,000	2,000	650	2,000	368	No a..
		12	4	648	40	800				320	No a..
			9	1,000	400	1,500	900			240	No a..
3	122	82	8	3,722	608	1,600	1,700		1,500	439	No a..
		23	3	1,000	450	1,700	1,700			550	Yes
		22	4	1,000	400	1,500	800	700	600	380	No a..
		25	3	1,404		1,500		600	300	415	No a..
		14	2	780					1,400	460	No a..
			3								337
		35	4	2,400	256	1,700	1,000	600	1,000	390	No a..
		24	3	1,500	650	1,000	1,300	500	500	395	No a..
0	0	34	6	1,841	375	2,000	1,200		800	405	Yes
		19	3	1,274	0	1,200		550		399	No a..
0	0	36	5	1,775	264	1,400	2,500		1,200	408	No a..
		32	4	1,150	300	1,500			400	425	Yes
		23	3	1,016	300	1,400	1,400	750	762	400	No a..
		49	6			1,200	1,800		1,150	436	No a..
		16	1				1,500	400	900	330	No a..
		24	10	1,450		800	1,600	560	1,600	391	No a..
0	0	35	8	1,702	77	1,600	1,200	500	850	291	No a..
		59	6	2,850	924	1,500	1,500		1,107	477	Yes
329	68,266		134	168,926		7,500	2,625	1,500			Yes
0	0	36	10	2,009	700	1,500	1,500		750	385	No a..
0	0	28	5	1,250	77	2,000		600	1,180	409	No a..
0	0	26	6	1,200	700		1,150		1,150	423	No a..
0	0	31	6	1,205	100	1,700		750	650	333	No a..
			5	1,750	65	1,800	900	500	900	350	No a..
		68	10	2,641		1,600	1,800	600	1,200	380	No a..
8	350	343	31	13,205	8,000	2,200	2,000		1,345	430	No a..
		37	8	1,796	300	1,600	1,400		900	361	No a..
0	0	42	9	2,050	100	1,550	1,400		1,000	435	No a..
		23	4		360	250	1,400	575	1,400	365	No a..
0	0	22	3	974	80	1,917					No a..
		262	28	11,909	2,520	2,500	2,500		1,457	450	No a..
0	0	170	16	8,000	2,500	2,300	2,000		1,314	532	No a..
9	490	152	18	5,159	2,180	2,500	1,900		1,300	422	No a..
0	0	53	9	2,500	200	1,300	1,800	800	800	350	No a..
13	400	53	7	2,322	1,765	3,300	2,300		1,333	666	Yes
		14	2	625	200	1,500	1,200		1,350	600	Yes
			9		200		560	360		270	No a..
											369
0	0	89	11	4,340	777	2,500	1,400		1,050	480	No a..
		23	3	1,169	125	1,300	700	400	650	330	No a..
		16	3	704	125	1,300		550	500		No a..
		65	11		850	1,800	1,000		830	360	No a..
		47	5	1,995	300	2,200	1,300		925	463	No a..
		734	58	37,182	17,006	4,500	2,600		1,400	685	No a..
		32	3	1,450	150	1,800		1,100	550	502	No a..
26	1,937	620	48			3,300	2,400		1,050	598	No a..
0	0	208	22	10,555	3,100	3,000	2,400		1,410	600	No a..

* Slates and pencils furnished to the primary department and all books to indigent pupils.

TABLE 22, PART II.—*School statistics of cities containing 4,000 inhabitants and over, for*

	City or town.	Number of days schools were taught.	Total attendance in days of all pupils.	Whole number of teachers in all public schools.			High schools.	
				Male.	Female.	Total.	Teachers.	Pupils.
	1	17	18	19	20	21	22	23
OHIO—continued.								
379	Dayton.....	200	768,248	24	150	174	8	318
380	Defiance.....	200	159,603	1	23	24	3	84
381	East Liverpool.....	180	100,320	1	28	29	1	26
382	Elyria.....	200	.....	2	20	22	3	161
383	Fremont.....	180	145,980	4	22	26	3	100
384	Gallipolis.....	180	166,630	3	24	27	3	68
385	Hamilton.....	193	362,261	9	37	46	5	203
386	Ironton.....	185	283,369.5	4	34	38	2	122
387	Lancaster.....	190	178,790	5	23	28	2	82
388	Lima.....	176	240,448	1	37	38	4	99
389	Mansfield.....	176	323,840	2	46	48	4	162
390	Marietta.....	183	173,118	2	23	25	3	110
391	Massillon.....	194	241,530	2	28	30	2	83
392	Middletown.....	193	128,924	1	21	22	5	54
393	Mount Vernon.....	190	168,550	4	21	25	3	94
394	Newark.....	189	312,561.2	5	42	47	5	232
395	Norwalk.....	196	183,652	2	26	28	4	159
396	Piqua.....	.....	.....	2	21	23	2	89
397	Portsmouth.....	190	286,140	3	40	43	3	98
398	Salem.....	190	.....	0	18	18	2	50
399	Sandusky.....	194	436,945	3	58	61	4	153
400	Springfield.....	189	832,050	19	84	103	5	169
401	Stuebenville.....	193	322,127	7	42	49	5	156
402	Tiffin.....	200	202,800	2	31	33	3	142
403	Toledo.....	200	1,432,400	179	9	188	7	323
404	Urbana.....	180	140,004	7	13	20	3	120
405	Wooster.....	200	201,800	2	26	28	5	152
406	Xenia.....	192	203,904	5	27	32	3	126
407	Youngstown.....	185	516,150	9	57	66	4	154
408	Zanesville.....	190	456,583	7	65	72	6	179
OREGON.								
409	Portland.....	200	610,280	7	73	80	7	284
410	Salem.....	.....	.....	5	12	17	.....	.....
PENNSYLVANIA.								
411	Allentown.....	197	517,125	14	50	64	4	144
412	Altoona.....	180	566,460	10	67	77	4	122
413	Ashland.....	180	.....	5	16	21	3	60
414	Beaver Falls.....	160	189,440	0	30	30	1	42
415	Bethlehem.....	200	121,800	4	10	14	1	48
416	Bradford.....	200	277,490	0	35	35	1	65
417	Bristol.....	200	.....	0	16	16	2	50
418	Carlisle.....	200	188,200	7	17	24	4	130
419	Chambersburg.....	180	225,000	4	26	30	3	81
420	Chester.....	196	360,052	0	53	53	5	140
421	Columbia.....	170	248,710	2	30	32	2	56
422	Conshohocken.....	200	108,000	1	13	14	1	35
423	Corry.....	180	.....	2	20	22	3	60
424	Danville.....	180	169,200	4	26	30	3	117
425	Dunmore.....	200	177,000	2	21	23	2	52
426	Easton.....	200	376,340	12	45	57	5	121
427	Harrisburg.....	190	827,450	18	96	114	11	374
428	Hazleton.....	180	299,322	5	24	29	3	60
429	Johnstown.....	.....	.....	8	27	35	3	.....
430	Lancaster.....	200	597,800	8	68	76	7	285
431	Lock Haven.....	160	190,400	7	20	27	4	107
432	Mahanoy.....	80	99,360	4	23	27	2	63
433	McKeesport.....	180	274,680	2	36	38	2	68
434	Meadville.....	180	272,160	1	40	41	3	150
435	Nanticoke.....	180	165,960	4	18	22	2	55
436	New Castle.....	180	245,600	3	32	35	2	75

a The board sells books at cost to district pupils.

b Text-books are free to indigent children.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Evening schools.		Number of teachers necessary to supply the schools.	Number of public school buildings.	Number of sittings in all public schools.	Estimated enrolment in private schools.	Annual salary of city superintendent.	Annual salary of high school principals.		Average annual salary of all teachers.		Free text-book system ?
Teachers.	Pupils.						Male.	Female.	Male.	Female.	
24	25	26	27	28	29	30	31	32	33	34	34A
8	356	163	20	8,903	1,720	\$2,500	\$2,000		\$1,310	\$600	No.... 379
		24	4	1,150	500	1,300		\$600	432	No a.... 380	
0	0	29	6	1,425	160	1,200		585	324	No.... 381	
		22	5	947	294	2,000				No.... 382	
0	0	26	7	1,203	450	1,800	900	700	400	No.... 383	
		27	6	1,300		1,400	750	650	510	330	No.... 384
0	0	46	6	2,300	1,050	2,000	1,200		845	515	No.... 385
0	0	38	5	1,950	400	1,800	900		750	500	No.... 386
0	0	28	3	1,560	250	1,500	1,100	600	882	423	No.... 387
		38	4	1,700	300	1,500	1,100	500	1,100	300	No.... 388
0	0	48	9	3,030	200	2,000		1,000	800	475	No.... 389
0	0	25	5	1,500		1,500		700	700	426	No b.... 390
		28	6	1,504	640	1,800		900	725	417	No.... 391
		22	3	1,183	200	1,400		750		434	No.... 392
		25	6	1,200	200	1,650	1,100				No.... 393
		47	7	2,523	2,470	1,800	1,000	600	850		No.... 394
		26	6	1,300	350	1,600	1,000		410	700	No.... 395
0	0	23	4		300	2,000		900	675	432	No.... 396
1	65	43	6	2,006	330	1,700	1,000		780	380	No.... 397
		18	2	980		1,600		925		495	No.... 398
0	0	61	9	3,306	600	2,500		1,000	913	464	No.... 399
		103	16	5,000	1,500	1,800	1,300	800	920	530	No b.... 400
0	0	49	6	2,255	600	1,750	1,400		980	430	No.... 401
0	0	33	5	1,440	700	1,800		700	480	400	No b.... 402
5	45	188	25	11,000	3,500	2,200	1,400				No.... 403
0	0	20	6	920		1,800	1,350	675	765	450	No.... 404
		23	5	1,400	1,400	1,800		750	650	420	No.... 405
0	0	32	7	1,450	200	1,600	1,200	900	840	490	No b.... 406
0	0	66	10			2,000	1,800		970	460	No.... 407
		72	16		250	2,000	1,250	600	500	475	No.... 408
0	0	80	6	3,550	641	2,000	2,000	2,000	1,685	763	No.... 409
						1,000					410
		63	10	3,700	150	1,200	900				No.... 411
		73	12	3,829	1,200	1,200	900	495	527	329	No.... 412
4		21	4	1,004	125	1,200	765		649	293	No.... 413
1	30	30	3	1,625	18	1,350		500		252	No.... 414
		14	2	840	300	1,020	650		513	317	Yes.... 415
0	0	35	6	1,700	360	2,000		900		488	No.... 416
0	0	16	3	870	200	500		420		375	Yes.... 417
		22	8	1,100			675	570	583	371	No.... 418
		30	5	1,400	100	800	700	700	513	342	No b.... 419
4	150	53	10	2,627	500	1,200		850		397	Yes.... 420
0	0	32	4	1,650	400	1,400		680		327	No b.... 421
0	0	14	3	770	425		1,200		425		No.... 422
		22	4		400	1,350					No.... 423
		30	10	700							No.... 424
3	120		9	1,100	25	1,100	750	500	600	460	No.... 425
0	0	57	10	2,758		1,600	1,000		717	387	No.... 426
2	93	114	20	6,230	650	1,500	1,050	950	655	438	No b.... 427
2	139	29	5	1,680	300	1,400	675		504	354	No.... 428
			6								429
8	210		21	4,235	500	1,500	1,200	750	789	398	No b.... 430
		28	4	1,400	250	1,100		600	376	296	No.... 431
0	0	27	3	1,640	100	1,200	300		246	130	No.... 432
		38	4	1,960	800	1,350	765	450	743	375	No.... 433
		41	6	1,963	400	1,500	900		900	399	No c.... 434
1	100	22	5	1,200	400	1,000	450	450	450	400	Yes.... 435
		35	5	1,803	450	1,000	675	475	450	375	No.... 436

e Readers are furnished by the board to all pupils, and all books are furnished to indigent children.

TABLE 22, PART II.—*School statistics of cities containing 4,000 inhabitants and over, for*

City or town.	Number of days schools were taught.	Total attendance in days of all pupils.	Whole number of teachers in all public schools.			High schools.	
			Male.	Female.	Total.	Teachers.	Pupils.
1	17	18	19	20	21	22	23
PENNSYLVANIA—continued.							
437 Norristown.....	200	334,600	4	44	48	3	106
438 Oil City.....	180	252,153	3	32	35	3	130
439 Philadelphia.....	206	20,834,428	88	2,337	2,425	59	2,114
440 Phoenixville.....	180	.....	2	26	28	2	40
441 Pittsburgh.....	200	4,079,400	44	541	585	23	657
442 Pittston.....	180	156,960	5	18	23	2	45
443 Plymouth.....	160	131,680	6	15	21	1	33
444 Pottsville.....	200	361,600	7	44	51	3	120
445 Scranton.....	200	1,481,400	19	216	235	7	242
446 Shenandoah.....	180	307,800	4	35	39	4	75
447 South Bethlehem.....	200	166,000	9	13	22	2	51
448 South Easton.....	200	167,600	8	10	18	2	74
449 Tamaqua.....	200	157,800	2	15	17	3	100
450 Titusville.....	190	229,210	0	34	34	6	94
451 West Chester.....	191	130,936	0	24	24	2	76
452 Wilkes Barre.....	182	767,494	17	76	93	4	80
453 Williamsport.....	180	522,223	11	64	75	4	133
454 York.....	180	.....	.....	.....	61	3	.....
RHODE ISLAND.							
455 Bristol.....	200	154,865	3	21	24	1	49
456 Cranston.....	160	91,767	4	23	27	.....	.....
457 Cumberland.....	195	132,505	5	28	33	0	0
458 East Providence.....	.....	213,000	1	37	38	3	75
459 Johnston.....	190	129,766	6	33	39	1	26
460 Newport.....	200	321,000	6	40	46	5	122
461 Pawtucket.....	193	540,195	8	70	78	6	131
462 Providence.....	191	2,360,374	21	351	372	24	724
463 South Kingstown.....	180	111,240	9	30	39	2	50
464 Westerly.....	.....	.....	13	37	50	3	59
465 Woonsocket.....	195	277,508	4	38	42	4	85
SOUTH CAROLINA.							
466 Charleston.....	200	1,161,413	9	100	109	8	253
467 Columbia.....	174	175,027	9	16	25	3	40
468 Greenville.....	180	.....	4	13	17	0	0
TENNESSEE.							
469 Chattanooga.....	173	438,624.5	8	43	51	3	102
470 Clarksville.....	195	157,850	3	12	15	2	65
471 Jackson.....	180	198,980	3	15	18	.....	.....
472 Knoxville.....	182	409,591.5	18	37	55	6	119
473 Memphis.....	169	571,665	13	71	84	6	199
474 Union City.....	160	84,960	6	7	13	2	65
TEXAS.							
475 Austin.....	180	361,440	8	43	51	4	128
476 Bonham.....	130	146,453	3	15	18	1	77
477 Brownsville.....	203	95,613	3	8	11	2	46
478 El Paso.....	176	57,552	2	10	12	3	.....
479 Fort Worth.....	180	270,540	10	29	39	3	75
480 Galveston.....	165	579,810	15	73	88	5	144
481 Houston.....	175	344,425	11	41	52	3	92
482 Palestine.....	176	61,385	4	6	10	1	26
483 Sherman.....	200	153,176	2	18	20	.....	.....
484 Waco.....	178	235,672	7	25	32	2	57
UTAH.							
485 Ogden.....	196	121,520	5	11	16	.....	.....

a Text-books are free to indigent pupils.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Evening schools.		Number of teachers necessary to supply the schools.	Number of public school buildings.	Number of sittings in all public schools.	Estimated enrolment in private schools.	Annual salary of city superintendent.	Annual salary of high school principals.		Average annual salary of all teachers.		Free text-book system?
Teachers.	Pupils.						Male.	Female.	Male.	Female.	
24	25	26	27	28	29	30	31	32	33	34	34A
.....	.....	48	6	2,300	300	\$1,400	\$1,400	.....	\$875	\$429	Yes... 437
.....	.....	.....	7	1,550	500	2,000	1,010	.....	770	430	No a... 438
330	9,380	2,425	213	117,281	25,000	5,000	2,450	\$540	1,375	623	Yes... 439
.....	.....	23	4	1,340	12	1,200	1,200	.....	85	38	Yes... 440
52	2,350	.....	63	29,500	.....	3,500	2,200	.....	1,350	500	No... 441
6	300	.....	6	1,197	700	1,000	1,000	405	.....	.....	No a... 442
6	350	.....	4	.....	350	560	440	.....	420	279	No... 443
1	50	.....	12	2,500	200	1,700	1,500	.....	950	320	No... 444
.....	.....	235	30	8,588	2,000	1,850	1,200	.....	730	425	No... 445
.....	.....	89	6	2,110	116	1,500	1,000	.....	581	340	No... 446
.....	.....	.....	3	.....	1,300	.....	800	.....	366	373	No... 447
1	23	.....	18	6	1,086	200	1,000	600	486	316	Yes... 448
.....	.....	.....	17	3	1,000	.....	1,000	700	850	275	No... 449
0	0	.....	34	4	1,584	.....	1,800	.....	808	429	No... 450
0	0	.....	24	3	964	.....	1,300	1,300	.....	490	Yes... 451
9	552	.....	.....	.....	1,000	.....	.....	.....	774	454	No... 452
.....	.....	75	18	.....	1,000	1,500	1,075	675	707	415	No... 453
.....	.....	61	.....	3,355	250	1,300	1,050	.....	630	450	No... 454
.....	.....	24	7	1,059	73	600	1,200	500	867	315	Yes... 455
.....	.....	19	10	.....	126	150	.....	.....	533	360	No... 456
11	336	25	15	900	280	265	.....	.....	600	380	No... 457
0	0	32	14	1,515	100	300	1,200	.....	1,200	504	No... 458
0	0	28	17	.....	87	300	800	.....	560	350	No... 459
9	183	46	11	2,408	900	3,000	3,500	.....	1,492	630	No... 460
33	745	75	21	3,941	537	2,000	1,500	.....	1,094	465	No... 461
125	2,610	372	60	15,411	4,013	3,500	2,500	1,800	1,524	526	No... 462
0	0	27	23	960	53	425	800	.....	490	210	No... 463
0	0	33	15	1,400	25	200	1,500	.....	723	367	No... 464
20	462	42	14	2,081	1,627	1,500	1,400	600	900	400	Yes... 465
.....
0	0	109	6	5,000	1,200	2,500	1,750	1,500	1,500	600	No... 466
.....	.....	25	3	1,057	200	1,500	.....	.....	.....	.....	No... 467
0	0	.....	5	.....	515	900	.....	.....	315	225	No... 468
.....	.....	.....	6	2,856	600	1,800	1,125	.....	(480)	.....	No... 469
.....	.....	15	2	875	200	1,500	.....	600	433	437	No... 470
.....	.....	.....	6	1,800	.....	1,500	.....	.....	.....	.....	No... 471
.....	.....	55	9	2,475	.....	1,500	650	650	470	470	No... 472
.....	.....	.....	12	3,360	2,300	2,000	.....	900	.....	484	No... 473
0	0	13	3	620	60	1,000	700	.....	(351)	.....	No... 474
.....
0	0	51	16	2,006	1,000	1,800	1,200	750	600	550	No... 475
.....	.....	18	4	550	60	1,200	.....	750	650	550	No... 476
.....	.....	11	6	600	150	.....	1,300	750	700	450	Yes... 477
0	0	12	2	377	100	2,000	2,000	1,000	1,250	750	No... 478
.....	.....	39	8	1,600	500	2,000	810	80	563	562	No... 479
.....	.....	81	10	4,000	.....	2,400	1,445	595	840	460	No... 480
0	0	52	13	2,635	300	2,000	1,500	.....	.....	.....	No... 481
0	0	10	3	523	65	1,500	1,000	.....	550	500	No... 482
.....	.....	.....	3	1,236	600	1,200	.....	.....	525	506	No... 483
0	0	.....	8	1,450	.....	1,500	900	.....	630	458	No... 484
.....
.....	.....	16	5	910	400	.....	.....	.....	(421)	.....	No... 485

b Not including rented buildings.

TABLE 22, PART II.—*School statistics of cities containing 4,000 inhabitants and over, for*

City or town.	Number of days schools were taught.	Total attendance in days of all pupils.	Whole number of teachers in all public schools.			High schools.	
			Male.	Female.	Total.	Teachers.	Pupils.
1	17	18	19	20	21	22	23
VERMONT.							
486 Brattleborough			2	31	33	4	50
487 Rutland	181	144, 276	1	22	23	3	80
488 St. Johnsbury		110, 514		41	41	60	60
VIRGINIA.							
489 Alexandria	201	232, 155	7	19	26	0	0
490 Fredericksburg	184.6	130, 161.6	2	10	12	1	27
491 Lynchburg	191	420, 773	13	41	54	7	190
492 Norfolk	193	166, 354.3	6	22	28		
493 Petersburg	185	407, 185	3	42	45	5	172
494 Richmond	183	1, 330, 776	27	157	184	27	919
495 Staunton	185	139, 294	8	11	19	2	52
496 Winchester	260	106, 600	4	9	13	2	100
WEST VIRGINIA.							
497 Charleston	173		3	20	23	2	
498 Martinsburg	187		6	16	22	4	142
499 Wheeling	198	828, 036	6	105	111	0	0
WISCONSIN.							
500 Appleton	180	266, 393	5	39	44	5	150
501 Beloit	200	157, 264	3	22	25	4	101
502 Berlin	180	102, 308.5	2	16	18	3	96
503 Fond du Lac	198	327, 964	1	45	46	4	101
504 Green Bay	198	174, 670	1	23	24	4	74
505 Janesville	195	196, 240	2	37	39	4	103
506 Kenosha	190	86, 007	1	15	16	3	77
507 La Crosse	198	568, 440	8	64	72	6	170
508 Madison							
509 Milwaukee	194.5	3, 234, 535	54	328	382	15	455
510 Neenah	185	122, 166	1	17	18	3	102
511 Oconto	200	222, 000	3	13	16	1	48
512 Oshkosh	200	324, 654	8	52	60	12	122
513 Portage	197	122, 203	1	18	19	3	131
514 Racine	200	448, 116	8	50	58	4	122
515 Sheboygan	197	234, 665	6	21	27	3	68
516 Stevens' Point	190	369, 550	1	20	21	2	73
517 Waukesha	183	96, 117.5	1	12	13	3	85
518 Wausau	180	163, 851	2	27	29	2	69

a Books on physiology furnished free.*b* Graduates of the grammar schools sent to St. Johnsbury Academy.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Evening schools.		Number of teachers necessary to supply the schools.	Number of public school buildings.	Number of sittings in all public schools.	Estimated enrollment in private schools.	Annual salary of city superintendent.	Annual salary of high school principals.		Average annual salary of all teachers.		Free text-book system?	
Teachers.	Pupils.						Male.	Female.	Male.	Female.		
24	25	26	27	28	29	30	31	32	33	34	34A	
		33	16		210	\$300	\$1,500		\$1,000	\$300	No a..	486
		23	5	1,250	310	400	1,500			330	No....	487
0	0	32	18	1,500	230			\$700		372	No a..	488
0	0	26	5	2,050	590	380			504	373	No c..	489
0	0	11	4			200		900	575	277	No....	490
		54	8	2,700	300	1,350	1,210	650	660	390	No....	491
2	136	28	7	2,000	2,476	1,140			1,017	541	No c..	492
0	0	45	10	12,345	600	900	720	720	615	391	No c..	493
0	0		18	8,523	1,709	2,000	1,500	567	412	408	No....	494
0	0	19	4	1,200	520	1,010	675		336	289	No....	495
0	0	13	2	850	100	460	875	450	456	288	No....	496
0	0	23	4	1,000	100	1,200		600	320	320	No....	497
		18	6			200	1,000			1,000	No....	498
		111	11	5,000	800	1,600			1,083	400	No c..	499
		44	8	2,600	500	425	1,400	600	1,020	384	No....	500
		25	4	1,600	20	103	1,500		1,000	399	No....	501
0	0	18	4		80	200	1,200	500	850	375	No d..	502
		46	19	2,860	500	400	1,000		1,000	342	No....	503
2	70	24	6	1,300	600	250	1,500	500	1,500	450	No....	504
		39	6	1,820	600	1,500	700	400	894	322	No....	505
0	0	16	4	200	600	200	1,500	550	1,500	372	No....	506
		72	12	3,230		2,100	1,200		1,383	433	Yes ..	507
												508
52	1,637	369	31	19,800	15,000	3,000	2,500		1,139	568	No....	509
0	0	18	5	1,300	220	200	1,000		1,000	360	No....	510
		16	4	1,000	200	200					No....	511
1	30	60	10	3,500	1,500	600	1,750		825	390	No....	512
		19	5	1,200	300	300	1,350	600	1,350	350	No c..	513
		58	7	2,900	922	1,200	1,700		1,069	382	No....	514
		27	5	1,670	1,250	500	1,500		667	375	No....	515
0	0	21	6	1,025	350	200	1,200	400		378	No....	516
0	0	13	2	625	115		1,300	538	1,300	383	No....	517
2	81	27	9	1,550	600	300	1,000	500	900	372	No....	518

c Text-books are free to indigent children.

d Books rented to pupils.

TABLE 22, PART III.—*School statistics of cities containing 4,000 inhabitants and*

City or town.	Public school libraries.		Estimated real value of property used for school purposes.				
	Number of libraries.	Number of volumes.	Grounds or sites.	Buildings.	Furniture.	Libraries and apparatus.	Total.
1	35	36	37	38	39	40	41
ALABAMA.							
1 Birmingham	1	500	\$62,000	\$27,000	\$5,000	\$1,000	\$95,000
2 Mobile	1	750		125,000	18,000	3,000	146,000
3 Montgomery	1	400	20,000	36,000	3,000	600	53,600
4 Selma	1	450	4,000	3,500	800	1,000	9,300
5 Talladega			5,000	12,000	1,000	100	18,100
ARKANSAS.							
6 Fort Smith		100	35,000	65,000	3,000	100	103,100
7 Hot Springs			(16,000)		(2,500)		18,500
8 Little Rock			76,800	85,300	11,300	300	173,700
CALIFORNIA.							
9 Los Angeles	19	2,500	120,000	140,000	15,000	5,000	280,000
10 Marysville	36	6,488				10,365	48,290
11 Oakland	14	1,400	154,576	222,900	31,200	7,050	415,726
12 Sacramento				160,000	15,000		185,000
13 San Francisco	61	21,665	1,930,000	1,017,000	205,000	32,575	3 184,575
14 San José	5	560	44,900	90,000	(14,650)		148,950
COLORADO.							
15 Aspen	1	111	1,000	23,000	2,000	500	26,500
16 Colorado Springs	1	550	14,000	110,000	6,000	1,200	131,200
17 Leadville	2	200	10,000	100,600	5,000	500	115,500
18 Pueblo	1	300		62,000	2,500	500	65,000
CONNECTICUT.							
19 Bridgeport	1						310,000
20 Bristol	12	1,000	(44,300)		3,000	500	47,800
21 Enfield	4	851	1,500	43,350	2,000	1,000	47,850
22 Greenwich		500	(41,575)		500	500	42,575
23 Groton	4	25					18,000
24 Hartford			(1,107,500)				
25 Killingly	3	250		50,000			
26 Manchester	9	460	3,000	47,000	3,000	900	53,900
27 Meriden	7	2,100	56,145	249,939	19,850	2,000	327,934
28 Middletown	1	800	(75,000)		(1,600)		76,600
29 Naugatuck	2	800					
30 New Britain	3	600					255,000
31 New Haven	11	10,000					753,600
32 New London	1						60,000
33 Norwalk	1	2,514					40,000
34 Norwich	1		25,000	130,000	10,000	2,000	167,000
35 Plainfield				26,400			
36 Portland	4	1,200	2,100	10,000	1,500	500	14,100
37 Putnam							
38 Rockville	2						
39 Stafford			(37,135)				
40 Stamford	3		(264,000)		28,000	6,500	298,500
41 Thompson	8	300		7,400		300	
DELAWARE.							
42 New Castle	1	800	(13,000)		2,000	600	15,600
43 Wilmington	1	75					400,000
DISTRICT OF COLUMBIA.							
44 Washington							

a Receipts from bond sales are omitted from total receipts in order to avoid duplication. Such of taxes, which will be recorded in due season. For an analogous reason expenditure to liquidate

b Overdrawn \$454.

over, for 1886-87; from replies to inquiries by the United States Bureau of Education.

Balance on hand from last school year.	Receipts.						Received from sales of bonds, &c
	From interest on permanent fund.	From taxation.		From tuition fees.	From all other sources.	Total.	
		City or town tax.	Other taxes.				
42	43	44	45	46	47	48	48 A
		\$40,000	\$1,375	\$6,000		\$47,375	\$40,000
		14,600	3,597	1,978	\$3,200	23,375	
		2,976		1,133	411	4,520	12,000
	\$14,562		10,804	400		25,766	
\$1,383		(42,612)				13,771	
						42,642	
38,516		36,838	68,061	308		105,207	
3,788		8,013	26,965		122	35,100	
12,456		59,707	117,998	1,658		179,363	
1,047		22,693	49,889	207	26	72,820	
2,579		258,503	577,883		5,076	840,962	
22,137		12,190	40,197	462	33	52,887	
1,182	300	15,064				15,364	
2,214		14,127	4,773			18,900	
614			17,880			17,880	
						22,131	
	544	69,657		901	20,723	91,823	
	1,303	12,172	6,655		372	20,502	
0	1,620	8,122	4,952	0	2,963	17,663	
		12,932			2,184	15,116	
	3,042	5,708				8,750	
		90,512	84,770		14,395	189,677	
	461	9,000			3,500	12,961	
	270	7,682		27	13,810	21,899	110
0		46,769	26,774	500		84,658	
5,060	1,568	11,000		903	7,918	21,389	4,800
		7,005	2,594		16	9,526	
5,946	1,663	202,970	39,789	1,763	10	31,523	
						216,195	
			5,025		195	29,224	
1		6,920	21,942	725	55	28,792	
60		4,494	2,003			29,642	
	371	7,770	1,867			7,068	
	740			0	1,180	11,557	900
						803,200	
		5,991	249		2,971	9,211	
		28,117				28,117	
	186	3,194			3,103		
1,590						5,968	
3,983	8,544	114,500	0	0	1,013	124,057	0
		295,112	295,113			590,225	

receipts do not add anything to the wealth of the school system, but are only borrowed in anticipation bonded indebtedness is also excluded from total expenditure.

TABLE 22, PART III.—*School statistics of cities containing 4,000 inhabitants and over, for*

	City or town.	Public school libraries.		Estimated real value of property used for school purposes.				
		Number of libraries.	Number of volumes.	Grounds or sites.	Buildings.	Furniture.	Libraries and apparatus.	Total.
	I	35	36	37	38	39	40	41
FLORIDA.								
45	Key West.....			\$1,500	\$3,000	\$1,000		\$10,500
GEORGIA.								
46	Americus.....			2,000	6,000	2,000		10,000
47	Athens.....	1	1,250	5,000	30,000	1,700	\$2,000	38,700
48	Atlanta.....	2	1,200	40,000	290,000	20,000	10,000	270,000
49	Augusta.....			30,000	50,000	10,000		90,000
50	Columbus.....	0	0	16,000	22,000	2,500		40,500
51	Macon.....	1	50	(61,500)		3,750	500	65,750
52	Rome.....	1	208		13,500	1,800	564	15,864
53	Savannah.....	1	300	150,000	100,000	10,000	500	260,500
ILLINOIS.								
54	Aurora.....							
55	Belleville.....	1	500	39,000	90,000	7,500	2,000	138,500
56	Bloomington.....						1,900	311,900
57	Chico.....	1	500	1,500	39,500	1,500	900	43,400
58	Chicago.....		23,000	1,348,656	4,148,100	212,500	52,500	5,761,756
59	Danville.....	1	1,397				1,400	151,400
60	Decatur.....	1	1,000		135,000		2,700	137,700
61	East St. Louis.....	0	0	40,000	41,500	5,000	450	89,950
62	Elgin.....	1	460	50,000	67,500	8,700	1,400	127,600
63	Englewood.....	1	1,500	46,150	175,627	11,365	2,050	235,192
64	Evanston.....	1	5,000					48,000
65	Galena.....	1	1,800	2,000	23,000		1,200	
66	Galesburg.....	5	500				550	96,550
67	Jacksonville.....	1	400	19,700	115,000	10,000	800	145,500
68	Joliet.....	1	75	20,000	107,000	12,000	300	139,300
69	Kankakee.....	1	350	16,000	87,000	4,000	700	107,700
70	Lincoln.....			8,500	10,000	1,500	550	70,550
71	Litchfield.....	1	50	4,000	45,000	5,000	1,000	55,000
72	Mendota.....	2	4,000	4,500	50,000	2,500	6,000	63,000
73	Moline.....	4	500	20,000	110,000	4,000	1,500	135,500
74	Ottawa.....	6	300				700	65,700
75	Paris.....	1	500	500	40,000	5,000	1,000	46,500
76	Pekin.....	1	60	5,000	80,000	10,000	100	95,500
77	Peoria.....	7	3,284	75,000	300,000	25,000	6,000	406,000
78	Peru.....	1	250	5,000	15,000	1,500	500	22,000
79	Quincy.....	3	400	70,000	110,000	10,000	1,650	191,650
80	Rockford.....	1	501	32,500	139,280	5,605	2,500	180,975
81	Rock Island.....		500	30,000	70,000	6,700	1,300	107,800
82	Springfield.....	1	1,000	62,000	151,000	25,000	1,000	239,000
83	Streator.....	1	50				250	57,250
84	Waukegan.....	1	550	15,000	35,000	2,400	750	53,150
INDIANA.								
85	Columbus.....	1	200	20,000	70,000	3,000	1,500	94,500
86	Crawfordsville.....	1	300					95,500
87	Evansville.....			100,000	325,000	12,000	800	437,800
88	Fort Wayne.....	1	5,700	61,650	137,000	12,500	6,500	238,050
89	Goshen.....	1	1,360	15,000	35,000	2,000	1,500	53,500
90	Indianapolis.....	1	40,788	217,800	562,000	(125,000)		904,800
91	Jeffersonville.....	1	165	10,000	55,000	7,500	2,000	74,500
92	Kokomo.....	3	700	8,000	30,000	2,000	3,000	43,000
93	La Porte.....		3,500					
94	Lawrenceburg.....			4,000	8,000	2,500	300	14,800
95	Logansport.....	1	500				500	148,500
96	Michigan City.....	1	400	10,000	50,000	5,000	600	65,600
97	Muncie.....						2,000	82,000
98	New Albany.....	1	3,200					180,000
99	Peru.....	1	500	25,000	40,000	4,000	300	69,300

a See note a, page 352.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Balance on hand from last school year.	Receipts.						Received from sales of bonds, <i>a</i>
	From interest on permanent fund.	From taxation.		From tuition fees.	From all other sources.	Total.	
		City or town tax.	Other taxes.				
42	43	44	45	46	47	48	48A
	\$825	\$8,500					45
		7,028	\$1,004	\$209		\$8,241	46
\$43		8,392	1,793	11	\$1,836	12,032	\$20,000 47
16,720		61,658	10,000			71,658	48
		41,000	8,779	1,637		57,436	49
			20,400	2,491	15,484	17,955	50
4,800		6,500	1,475	133	779	21,312	51
1,454	500	50,000	10,000	855		8,830	52
				5,000		65,500	53
9,129		27,217	14,763		20	42,000	54
19,570	4,784	55,026	71	254	26	59,831	55
25,702	392	50,309	6,850	357	1,378	59,286	56
7,183	2,701	5,621				8,322	57
	16,651	1,785,620	142,050	1,507	220,893	2,103,756	58
12,756	0	46,730	4,853	0	263	51,854	0 59
2,920	77	315	77,747		848	78,987	10,000 61
	53	43,167	2,677		7,675	53,372	5,910 62
0	0	98,000	2,020	508	0	100,528	0 63
						23,250	64
2,804		10,201	2,386			12,567	5,300 65
9,641	408	24,807	4,530	22		29,767	66
26,108	417	9,000	3,547	215	125	13,714	67
3,608	6,430	36,110		706	279	43,525	68
1,823	216	13,000	2,240	511		17,967	5,000 69
1,531		11,329		94	2,726	14,149	70
988	445	5,838		295	4,020	10,598	71
2,370	0	7,000	0	234			0 72
5,151		33,076	2,379	73	5,049	40,577	73
6,861		24,984	2,550	81	4	27,619	0 74
4,500	0	15,000		203	1,300	16,500	75
3,600	136	12,396		36	2,345	14,913	0 76
12,718		78,374				129,536	77
2,803	0	12,845		135	38	13,018	78
954		38,172	10,128	125		49,379	79
4,544		43,888		291	5,118	49,297	80
43		28,512	3,727	239	5,115	37,623	18,315 81
8,848	7,993	61,516	0	700	2	70,211	0 82
9,610		15,144	3,157		3,293	21,594	4,000 83
							84
16,763		15,577		238		15,815	85
12,300						17,900	86
124,205	10,222	29,920	30,418		11,419	82,679	87
7,801						29,266	88
60		117,994	141,342	315	4,041	263,692	70,000 89
13,379	12,027	12,515		53	92	25,687	90
2,558	118	16,186			110	16,414	91
						c10,000	92
3,895						23,428	93
12,651	10,392	4,253		24		14,679	94
9,149		5,427		88		5,515	95
						53,885	96
							97
							98
							99

b \$81,258 indebtedness remaining from 1885-86.*c* Estimated.

TABLE 22, PART III.—*School statistics of cities containing 4,000 inhabitants and over, for*

	City or town.	Public school libraries.		Estimated real value of property used for school purposes.				
		Number of libraries.	Number of volumes.	Grounds or sites.	Buildings.	Furniture.	Libraries and apparatus.	Total.
		35	36	37	38	39	40	41
INDIANA—continued.								
100	Richmond.....						\$4,000	\$212,282
101	Seymour.....	1	300					
102	South Bend.....	1	400					162,500
103	Terre Haute.....	1	6,106				2,092	243,964
104	Vincennes.....	1	746	\$12,000	\$14,000	\$4,000	800	60,800
105	Washington.....	1	450	9,000	(33,000)		500	48,500
IOWA.								
106	Atlantic.....	1	200					50,000
107	Boone.....	1	1,600	6,000	40,000	3,200	3,000	52,200
108	Burlington.....			113,500	113,500	25,000	6,000	144,500
109	Council Bluffs.....	1	65	52,560	175,500	17,600	3,200	248,860
110	Creston.....	2	150	(75,000)		5,000	1,000	81,000
111	Davenport.....			64,000	213,000	27,000		304,000
112	Des Moines, West Side.....		500	60,000	250,000	12,000	500	322,500
113	Dubuque.....		800		60,000			220,000
114	Fort Dodge.....	1	150	3,000	40,000	6,500	700	50,600
115	Iowa City.....	1	350				500	60,500
116	Keokuk.....	4	800	20,000	100,000	7,000	1,000	128,000
117	Lyons.....	1	80	10,000	40,000	2,000	300	52,300
118	Marshalltown.....	1	500	22,000	85,000	8,000		
119	Mount Pleasant.....			(38,000)			625	
120	Muscatine.....	3	200	12,000	70,000	4,500	1,500	88,000
121	Oskaloosa.....	1	1,064	4,800	76,000	4,050	1,600	86,450
122	Ottumwa.....	1	750	18,000	125,000	5,000	1,850	149,850
123	Sioux City.....	1	225	100,000	200,000	20,000	850	320,850
124	Waterloo, East Side.....	1	325	10,000	25,000	1,600	500	37,100
KANSAS.								
125	Atchison.....	1	300	48,000	100,000	15,000	3,000	166,000
126	Clay Centre.....	1	700	60,000	35,000	2,000	500	97,500
127	El Dorado.....	1	205	9,200	30,000	1,470	325	40,995
128	Emporia.....			18,850	62,218	7,802		88,870
129	Hutchinson.....	1	700	11,000	52,000	3,800	500	67,300
130	Independence.....			12,000	50,000	6,000	500	68,500
131	Kansas City.....	1	300	40,000	60,000	30,000	3,000	133,000
132	Lawrence.....	1	150					115,000
133	Leavenworth.....			22,000	136,000	6,000	1,000	165,000
134	Marysville.....	1	1,200	1,000	14,000	1,000	1,000	17,000
135	Newton.....	1	200	20,000	20,000	2,500	250	42,750
136	Ottawa.....	1	30	3,000	52,000	7,200	100	62,300
137	Parsons.....	1	250	4,000	50,000	4,000	400	58,400
138	Salina.....			35,000	39,500	5,500	600	80,600
139	Topeka.....							
140	Wichita.....	1	50	100,000	85,000	4,500	500	190,000
141	Winfield.....	1	100	(50,000)		(4,544)		99,544
KENTUCKY.								
142	Bowling Green.....			4,000	21,000	3,000	400	28,400
143	Covington.....	1	500	(183,000)		(50,000)		239,000
144	Hopkinsville.....	1	1,005	3,000	13,000	1,000	1,200	18,200
145	Lexington.....	3	500	50,000	30,000	5,000	1,000	86,000
146	Louisville.....	0	0	217,379				928,467
147	Maysville.....	0	0		21,600	1,650		23,250
148	Newport.....	1	800	30,000	90,000	10,000	1,000	131,000
149	Owensborough.....	1	360	18,000	29,000	3,000	300	50,300
150	Paducah.....	1	250	125,000	57,000	4,250	500	186,750
LOUISIANA.								
151	Baton Rouge.....			3,000	6,000	1,000	100	10,100
152	New Orleans.....	4	17,500	200,000	400,000	60,000	12,000	672,000

α See note α, page 352.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Balances on hand from last school year.	Receipts.						Received from sales of bonds. ^a
	From interest on permanent fund.	From taxation.		From tuition fees.	From all other sources.	Total.	
		City or town tax.	Other taxes.				
42	43	44	45	46	47	48	48A
\$37,150						\$83,898	
30,751							
18,630	\$48,477	\$38,264	\$2,915	\$239	\$10,008	99,903	
30,128	8,753	2,175		76	6	11,010	
202		2,307	10,946	27	201	13,481	
	2,000	13,000		200		17,200	
1,900		16,000		200		16,200	
267	8,634	50,715		155	5,159	64,063	
34,558	10,418	46,294		456	122	66,834	
		18,000	1,500	300		19,800	
9,960	9,983	70,344		456		82,908	
4,991	5,588	82,303		380	108	88,271	\$2,017
2,727	9,424	53,160		112		63,636	
8,205	1,658	(15,060)		121	340	16,845	
1,774		23,013		856	4,538	28,407	
1,470	5,718	36,178		125		42,021	
2,400	2,036		9,519			11,555	
10,031	3,405	38,742		209		42,356	
811			8,973	464	1,861	11,298	8
3,477	3,514	19,460	4,000	124	1,709	28,807	
	5,000	40,672			39,384	85,056	
1,069	1,619		11,184	208	2		
7,017		25,624		1,036	956		5,000
911	2,160	8,740		183	1,402	12,485	8,000
331	833	11,495		10	64	12,402	5,000
5,074		24,433	74		3,301	27,808	
	1,669	18,276		132	271	20,348	13,000
2,575		8,000	2,500	200		10,700	
		44,848	7,419		7,000	59,267	3,200
		17,385		320	3,893	21,598	
9,738	8,038	37,232	12,566	2,567	1,463	61,866	
660	983		7,416		107	8,506	
		14,477	3,089	9		17,575	
2,512		16,777	2,639		182	19,598	
300		12,040	2,000			14,040	
1,254		10,023	893				
17,162		42,015	23,317	1,527	1,064		21,000
20,000	3,000	46,000			9,000	58,000	
1,800		10,000	2,000			12,000	
60		35,513	19,326	855	65,286	121,079	20,000
1,075	1,621	6,113		360			
4,671	0	188,805	97,314	2,527	634,226	322,872	0
		4,255	3,106	90		7,431	
1,499	12,000	18,000		200		30,200	
5,389		15,048	12,000	207		27,255	
3,876							
	250	600	1,500			2,350	
19,739	0	171,000	35,000	0	0	206,000	

^b Overdraft \$925.^c From January 1, 1886, to January 1, 1887.

TABLE 22, PART III.—*School statistics of cities containing 4,000 inhabitants and over, for*

City or town.	Public school libraries.		Estimated real value of property used for school purposes.				
	Number of libraries.	Number of volumes.	Grounds or sites.	Buildings.	Furniture.	Libraries and apparatus.	Total.
1	35	36	37	38	39	40	41
MAINE.							
153 Augusta	2	200				\$2,000	\$50,000
154 Bangor							
155 Bath	1	900					100,000
156 Biddeford	1	200	\$12,000	\$85,000	\$5,000	1,500	103,500
157 Calais	0	0	5,000	30,000	10,000	1,000	46,000
158 Deering							57,200
159 Eastport	2	200	3,000	13,000	2,400	250	18,650
160 Gardiner	3	600	8,000	50,000	2,500	1,000	61,500
161 Lewiston	2	800					
162 Portland	3	2,000	90,000	264,000	28,000	4,440	386,440
163 Rockland	1	300	4,650	35,250		1,200	41,100
164 Saco	1	400		40,000	2,500	200	42,700
MARYLAND.							
165 Baltimore	1	3,500	750,000	1,269,211	(175,000)		2,194,211
166 Frederick			(21,500)		1,700		23,200
167 Hagerstown			3,000	30,000	3,000		36,000
MASSACHUSETTS.							
168 Adams			12,000	75,000	5,000	1,000	93,000
169 Amherst			(60,000)		1,500	600	62,100
170 Arlington	1	780					83,500
171 Athol				20,000			
172 Attleborough	2	6					
173 Beverly	1	200	20,000	145,000	11,000	400	176,400
174 Blackstone							
175 Boston							
176 Braintree	1	8,303					
177 Brockton	0						
178 Brookline			96,050	187,000	9,500		292,550
179 Cambridge	1		192,100	485,300			677,400
180 Canton							
181 Chelsea	1	500					480,000
182 Clinton			100,000	120,000	8,000	1,000	229,000
183 Danvers			85,000	30,600	2,400	500	42,000
184 Dedham	2	400	20,000	100,000	25,600	1,000	146,000
185 Easthampton			2,500	35,000	2,000		39,500
186 Everett							
187 Fall River	1	500					
188 Fitchburg			(226,500)		(14,781)		240,281
189 Framingham	1						
190 Franklin	0	0	4,638	29,500	3,463	175	37,776
191 Gloucester	1	355	47,400	138,100	10,000	1,500	197,000
192 Great Barrington	1	60	5,000	17,000	2,500	500	25,000
193 Greenfield			20,000	30,000	5,000	500	64,500
194 Haverhill		300	30,000	278,900	25,000	2,000	335,900
195 Hingham	15		5,000	75,000	3,000	2,000	85,000
196 Hopkinton							
197 Hyde Park	0	0	(115,000)		6,000	500	121,500
198 Lawrence	1						350,000
199 Lee	1	8,000					
200 Leominster	0	0	10,000	50,000	3,000	1,000	64,000
201 Lowell			275,000	400,000	35,000	10,000	720,000
202 Lynn	8	1,500	(515,582)		18,000	3,500	537,082
203 Malden	1	1,565	81,038	189,580	20,000	1,500	292,178
204 Marblehead	0	0	3,875	26,500	2,000	0	32,375
205 Marlborough	3	1,000	8,500	55,000	7,000	2,000	72,500
206 Medford	6	600	15,000	105,000	7,000	2,500	129,500
207 Melrose			13,200	67,500			
208 Methuen	0	0	3,000	34,000	4,000	300	41,300
209 Middleborough			(52,000)				
210 Milford	1	200	(59,700)			350	60,050

a See note a, page 352.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Balance on hand from last school year.	Receipts.						Received from sales of bonds. <i>a</i>
	From interest on permanent fund.	From taxation.		From tuition fees.	From all other sources.	Total.	
		City or town tax.	Other taxes.				
42	43	44	45	46	47	48	48A
\$965		\$10,933	\$13,106			\$24,039	
0		30,000		\$325		39,373	
0		11,250	4,930	140		16,320	
		18,000	7,202			25,202	
	\$200	7,000			\$1,070	11,270	
0	0	4,350	3,105	0	0	7,455	\$0
0	0	5,250	2,418	99		7,767	9,623
						35,083	
0	0	91,198	19,834		1,567	112,599	
		8,580	3,810		10	12,409	
		11,000	2,813			13,813	
0	0	647,655	156,815	5,592	692	810,754	0
			5,859		684	6,543	
		21,000					
75		8,500	265	150	190	9,106	
		(22,553)		140		22,693	
170		9,400		40	538	9,978	0
3,000		30,000		200		30,200	
	180	22,000			2,976	25,156	
		10,627	220	123		10,970	
				14,594			
360							
109		47,929		107	844	48,880	
	669	244,492		305		46,970	
		13,268				245,466	
0		83,345		1,095	11	84,451	
	0			0			
		16,826			513	17,339	
0	0	33,700	0	400	3,000	37,100	28,500
		10,709			350		
60		19,000	55		36	19,091	
		125,000					
0	0	66,483	0	26	10	66,519	0
76	78	20,000	229	84		20,401	
0	0	16,581	374	26	214	17,965	0
0	76,696		120			76,816	
894	57	10,874	185	416	290	11,822	
2,337		13,960	59	147	2	14,168	
0	430	65,717		153		66,300	
		15,000			38	15,038	
2,028	350	8,100		135	387	8,972	
	0	34,900	168			35,068	
						84,000	
450	90	8,000	300	200		8,590	
79	620	16,877			24	17,521	
11,425		200,816		235	486	201,537	
		126,906		80	167	127,153	
0	0	51,651	0	0	0	51,651	0
0	0	16,866	0	0	0	16,866	0
0	300	30,000				30,300	
0	0	33,005	0	0	210	33,215	0
		21,750	65	23	10	21,818	
0	0	9,000	94	79	194	9,367	0
		14,500		150			
0		20,000	445	281	184	20,911	

b Overdrawn \$161.

TABLE 22, PART III.—*School statistics of cities containing 4,000 inhabitants and over, for*

City or town.		Public school libraries.		Estimated real value of property used for school purposes.				
		Number of libraries.	Number of volumes.	Grounds or sites.	Buildings.	Furniture.	Libraries and apparatus.	Total.
1		35	36	37	38	39	40	41
MASSACHUSETTS—continued.								
211	Millbury	0	0					\$27,000
212	Montague	3	100	\$12,000	\$45,000	\$12,800	\$200	70,000
213	Needham			4,000	43,500	2,500	1,500	53,500
214	New Bedford	24	29,000		49,850	25,000	20,000	474,850
215	Newburyport	5	800	(95,200)		2,000	1,000	98,200
216	Newton							581,600
217	North Adams	1	200	18,000	108,600	3,000	500	129,500
218	Northampton	2		27,000	75,600	7,000	1,200	110,200
219	Northbridge	0	0	2,000	38,000	1,500		41,800
220	North Brookfield				23,000	4,000	500	27,500
221	Peabody	0	0	20,000	107,000			
222	Pittsfield			13,400	70,000	10,000		93,400
223	Randolph	1	198	5,350	37,550	4,000	1,200	48,100
224	Rockland			3,800	30,000	4,000	500	38,300
225	Salem	6	1,500		346,500	25,000	5,000	376,500
226	Somerville							413,714
227	Southbridge	0	0	5,150	27,200	1,196	225	33,771
228	Spencer							65,400
229	Springfield	0	0					575,000
230	Stoneham	1	250	8,000	47,000	5,000	800	60,800
231	Stoughton	2	100	5,010	33,300	3,500	350	42,160
232	Taunton							
233	Waltham						8,029	
234	Watertown							
235	Webster			1,200	40,000	2,000	1,000	44,200
236	Westborough			(43,350)				
237	Westfield	1	125	25,000	100,000	10,000	15,000	150,000
238	West Springfield			3,000	58,900	3,000	800	65,700
239	Weymouth	2	400	9,000	100,000	5,000	2,000	116,000
240	Woburn							175,000
241	Worcester	1	2,000	2,457	7,810	44,482	13,793	68,542
MICHIGAN.								
242	Adrian	1	4,612	(75,000)		(30,000)		105,000
243	Ann Arbor	1	2,800	35,500	120,000	2,500	5,000	163,000
244	Battle Creek	1	8,200	12,000	110,000	12,000	20,000	154,000
245	Bay City	1	10,573					198,000
246	Cadillac	1	300	4,000	20,000	5,000	500	29,500
247	Cheboygan	1	500	1,000	6,000	2,000	300	9,300
248	Cold Water							60,000
249	East Saginaw	1	7,488				6,933	256,835
250	Grand Haven	1	1,669	5,000	50,000	3,000	3,000	61,000
251	Grand Rapids	1	17,243					652,100
252	Ionia	2	500	6,000	50,000	3,000	1,500	60,500
253	Jackson	1	700					
254	Kalamazoo	2	15,000	41,000	120,000	16,000	48,000	225,000
255	Ludington	1	2,000					
256	Marquette	1	1,463	17,300	54,000	3,800	500	75,600
257	Marshall	1	492					100,000
258	Menominee	1	300	11,000	35,000	5,000	1,000	52,000
259	Negaunee	1	100	5,000	8,000	2,000	500	15,500
260	Niles	1	600	5,000	45,000	1,908	500	52,498
261	Pontiac	1	1,167	12,000	85,000	4,500	3,000	104,500
262	Port Huron						5,000	105,000
263	Saginaw	1	6,000	18,650	96,000	6,437	3,600	124,687
264	West Bay City	3	14,450	25,000	85,000	13,000	20,000	143,000
265	Ypsilanti	1	1,200					
MINNESOTA.								
266	Crookston	1	175	10,000	40,000	3,000	425	53,425
267	Duluth	1	1,400	75,900	129,500	11,500	4,000	220,900
268	Faribault	1	500	10,000	75,000	1,500	1,000	87,500
269	Mankato	2	1,000	(49,924)		8,103	1,500	59,527
270	Minneapolis	1	7,000	765,000	650,000	30,000	12,000	1,457,000

a See note a, page 352.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Balance on hand from last school year.	Receipts.						Received from sales of bonds. <i>a</i>
	From interest on permanent fund.	From taxation.		From tuition fees.	From all other sources.	Total.	
		City or town tax.	Other taxes.				
42	43	44	45	46	47	48	48A
80		\$9,252	\$212		\$14	\$9,478	
0	\$246	13,500		\$56	43	13,845	
		9,650			488	10,138	
1,594	3,000	102,975	795			106,770	
	675	20,000		137	291	21,103	
		114,300			2,338	116,638	
0		31,000		340	542	31,882	
	360	33,467		165	403	34,395	
936							
0	0	9,000	370		204	9,574	
0		33,285		22	995	34,302	
379		39,854	171	315		40,340	
0	749	10,000	194		665	11,608	
		12,300		86	195	12,581	
0		81,338		700	2,437	84,475	
		125,567		298		125,865	
2,081	0	12,400	0	0	276	12,676	\$0
						21,370	
	0	120,108	0	295	0	120,493	0
		16,750				16,750	
0	0	10,500	0	0	405	10,905	0
	0	70,892	0	40		70,932	
		7,150	550			7,700	
525		14,000	206	66		14,272	
400	0	31,865		93	155	32,113	
	762	10,700		36	449	11,947	
0	275	49,600	120	88	705	50,788	
4,088		33,450		282	304	34,056	
0	0	239,554	0	370	439	240,363	0
2,902	2,707	16,857		548	3	20,115	
1,384		24,647	3,360	6,008	2,044	36,059	
259	6993	32,000	3,306	583	573	37,460	
14,346		40,000			9,502	49,502	
840	1,314	10,000	652	81		12,047	4,505
8,110						23,898	
722	9,311	76,065		158	1,467	87,001	3,000
130	2,250	12,363		22	98	14,733	
4,915	14,495	123,100	12,230	1,359	74,778	225,962	27,475
1,186		14,099		1,137	4,654	19,890	
18	3,209	26,982	5,101	677	48	36,017	
4,566	0	42,876		466	5,297	48,639	
245	2,317	16,000	2,254	60	321	20,952	
2,800		15,535	1,428	507		17,470	
3,584	2,075	12,175	2,181	27	19	16,477	12,000
3,574	0	6,500	2,358	0	2,164	11,022	0
1,689	1,412	10,989		299	30	12,730	
	1,403	10,000	0	780	5,839	18,022	0
12,755		7,500	8,000	41		15,544	
18,573		33,912	5,233	438	600	49,183	
4,635	0	14,000	1,944	407	3,703	20,054	12,630
9,571	1,663	10,974	865	0	0	13,502	0
62,385		(89,667)			1,726	91,393	
632	1,898	13,222	1,818	200	2,509	22,647	33,000
156		17,418				17,418	11,200
93,458		489,209	20,871		181,960	692,040	

^b For library only.

TABLE 22, PART III.—*School statistics of cities containing 4,000 inhabitants and over, for*

	City or town.	Public school libraries.		Estimated real value of property used for school purposes.				
		Number of libraries.	Number of volumes.	Grounds or sites.	Buildings.	Furniture.	Libraries and apparatus.	Total.
		35	36	37	38	39	40	41
MINNESOTA—continued.								
271	Red Wing	1	300	\$16,800	\$47,085	\$6,082	\$500	\$70,467
272	St. Cloud	1	100	1,200	16,000	1,500	200	18,900
273	St. Paul			(925,000)		(105,200)		1,030,200
274	Stillwater	3		27,800	72,500	5,000	3,500	108,800
275	Winona	1	250	50,000	200,000	10,000	2,000	262,000
MISSISSIPPI.								
276	Jackson	0	0	(6,000)				
277	Meridian	1	300	5,000		3,000		
278	Natchez	2	2,500		20,000		100	
279	Vicksburg			5,000	25,400	4,000		34,400
MISSOURI.								
280	Chillicothe	1	3,000		30,000	2,000	2,500	39,500
281	Hannibal	4	300					66,000
282	Jefferson City	1	125	4,000	40,000	1,000	200	45,200
283	Kansas City	7	1,500	624,000	356,700	26,650	25,000	1,032,350
284	Moberly	1	1,000	10,000	40,000	5,000	2,000	57,000
285	St. Charles	1	935	20,000	(30,000)		2,500	52,500
286	St. Joseph			61,300	155,168	10,000	2,000	228,468
287	Sedalia	5	1,000					
288	Springfield	1	200	35,000	50,600	5,000	300	90,500
NEBRASKA.								
289	Beatrice	1	100	40,000	50,000	3,000	700	93,700
290	Fremont	1	100	13,000	(30,000)		1,000	44,000
291	Grand Island	1	75	34,600	65,250	2,000	400	102,250
292	Hastings	0	0	50,000	50,000	5,000	184	105,184
293	Lincoln			185,000	115,000	15,000	5,000	320,000
294	Omaha	1	1,000	444,900	452,200	24,500	5,000	926,600
NEVADA.								
295	Virginia City	3	1,030	50,000	25,000		2,500	77,500
NEW HAMPSHIRE.								
296	Claremont	0	0	(21,160)		125	500	20,785
297	Concord							
298	Dover							
299	Keene							
300	Manchester	1						
301	Nashua	1	145	25,000	396,883	9,000	1,660	432,543
302	Portsmouth	1	200					46,000
303	Rochester	1	75	6,635	54,731	2,200	880	64,505
304	Somersworth							50,000
NEW JERSEY.								
305	Atlantic City	4	1,118	20,000	51,000	6,000	3,000	80,000
306	Camden	1	300	100,000	221,000	11,000	1,000	333,000
307	Chambersburg							
308	Elizabeth	3	1,310	(101,000)		(11,000)		112,000
309	Gloucester	0	0					35,000
310	Harrison	0	0	3,000	12,000	2,000	200	37,200
311	Jersey City	11	2,786					665,730
312	Lambertville	1	225	5,000	11,000	3,025	75	19,100
313	Long Branch	1	500	9,000	120,000	5,000	15,000	149,000
314	Millville	1	120	8,000	30,000	4,000	1,000	43,000
315	Newark	21	6,400	292,500	(817,000)			1,109,500
316	New Brunswick	1	2,854					135,000
317	Orange	4	1,092					105,000
318	Phillipsburg	1	300	8,500	22,700	2,500	1,000	34,700
319	Plainfield	1	1,000	22,000	100,000	8,100	1,800	131,900
320	Rahway	0	0	10,000	40,000	8,000	500	58,500

a See note a, page 352.

b Deficit.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Balance on hand from last school year.	Receipts.						Received from sales of bonds. ^a
	From interest on permanent fund.	From taxation.		From tuition fees.	From all other sources.	Total.	
		City or town tax.	Other taxes.				
42	43	44	45	46	47	48	48 A
\$3,345	\$2,003	\$15,016	\$1,981		\$400	\$36,425	\$17,025
				\$211			
7,559		24,500	5,000	94	500	30,094	
		25,463	5,347	78		69,715	12,365
0							
		10,000	1,500	300	2,500	14,300	
0	0	7,000	2,135	0	0	9,135	0
		15,000	317		4,000	19,317	
60							
2,748		21,877	6,317	5	63	28,262	
		10,802	2,542	90		13,434	
42,638		197,167	55,052	464	27,231	279,914	101,760
12,274		11,959	2,955	181	990	16,094	
420	2,147	3,597		129	1,451	7,324	
	6,999	55,304	21,124	248	128	83,803	
2,293		19,773		541	3,945	24,259	
7,000							
7,646		8,000	7,562	128		15,720	
12,805	5,231	13,043	8,470	55	1,913	28,762	
13,374	7,200	2,764	13,975	97	17,764	41,800	
		49,153	19,580	353	321,305	390,401	
10,171			30,683			30,683	
	600	8,084	530		627	9,341	
		8,886	17,614	855	7,091	34,446	
220		21,446	982	164	1	22,593	
2,104	102	15,397		52	560	16,111	
		55,734	2,619	167		58,520	
38	0	34,823	863	265	1,702	37,658	0
0		18,024	2,236	24		20,284	
416	0	6,505	10,308	254	1,040	18,107	2,155
		10,500	1,137		547	12,184	
8,441	706	11,000	7,385			19,091	
39,981	6,328	77,600	43,872		1,054	138,554	
1,378		6,000	11,091		640	17,731	
3,500	500	2,000	7,600			10,160	
		38,500				241,332	
216		1,400			5,912	7,312	
7,207		17,000	12,947	340		30,287	30,000
		12,414	8,476		396	21,286	
38,020	240	122,365	206,102		90,249	418,956	
175		14,010	15,496	683		30,189	7,000
		8,500	22,237	1,098	81	31,916	
273	0	8,300	11,466	104	0	19,870	0
3,118		18,675	9,932	743	351	29,701	

^c Library recently burned.^a Books for reference only.

TABLE 22, PART III.—*School statistics of cities containing 4,000 inhabitants and over, for*

	City or town.	Public school libraries.		Estimated real value of property used for school purposes.				
		Number of libraries.	Number of volumes.	Grounds or sites.	Buildings.	Furniture.	Libraries and apparatus.	Total.
	1	35	36	37	38	39	40	41
NEW YORK.								
321	Albany.....	1	6,490	\$170,000	\$643,000	\$40,000	\$15,000	\$868,000
322	Auburn.....	1	61,000	70,000	150,000	8,000	3,000	231,000
323	Batavia.....	1	8,000	7,000	95,000	5,000	6,750	113,750
324	Binghamton.....	1	6,010	56,431	176,258	10,822	9,677	253,188
325	Brooklyn.....	1	20,000	650,000	3,234,000	.....	30,000	3,914,000
326	Buffalo.....	39	25,599	280,515	860,950	121,000	27,390	1,289,855
327	Canandaigua.....	1	1,453	15,000	50,000	5,000	1,000	71,000
328	Cohoes.....	1	2,382	40,000	.....	.....	.....	110,000
329	Corning.....	1	341	11,000	85,000	1,500	800	98,300
330	Cortland.....	1	150	2,500	14,500	5,500	400	23,900
331	Dunkirk.....	6	796	.....	.....	.....	3,000	.....
332	Elmira.....	6	3,986	75,000	270,000	16,000	4,000	365,000
333	Flushing.....	2	2,000	11,000	54,700	5,000	2,000	72,700
334	Geneva.....	1	2,100	6,000	30,000	2,000	2,000	40,000
335	Gloversville.....	1	340	10,000	35,000	2,000	1,278	48,278
336	Green Island.....	1	925	7,000	29,000	2,500	1,250	39,750
337	Hoosick Falls.....	.....	.....	.....	.....	.....	.....	45,000
338	Hornellsville.....	3	516	14,800	53,000	10,000	1,449	79,249
339	Hudson.....	1	5,000	13,500	59,500	.....	3,579	76,579
340	Ithaca.....	1	1,785	35,000	90,000	9,000	2,500	136,500
341	Johnstown.....	1	3,600	7,000	60,000	7,000	4,029	78,029
342	Kingston.....	5	2,443	51,000	112,000	5,500	3,500	172,000
343	Lansingburg.....	1	1,875	14,000	30,000	4,000	2,000	50,000
344	Little Falls.....	1	2,000	45,000	30,000	3,000	3,000	81,000
345	Lockport.....	5	4,600	25,000	60,000	8,000	5,000	98,000
346	Lyons.....	.....	1,414	2,500	11,000	.....	2,160	15,660
347	Malone.....	1	3,147	14,000	46,000	3,000	4,000	67,000
348	Middletown.....	1	3,855	20,500	50,000	7,000	4,500	82,000
349	Newburg.....	1	15,515	30,000	175,000	20,000	30,000	255,000
350	New York.....	.....	33,258	4,100,000	9,400,000	1,250,000	.....	14,750,000
351	Ogdensburg.....	1	3,835	16,888	63,500	1,280	3,595	85,263
352	Olean.....	3	1,352	18,000	60,000	4,500	1,400	83,900
353	Owego.....	1	4,281	7,000	39,000	3,000	6,016	55,016
354	Plattsburg.....	1	241	7,500	55,000	5,000	600	68,100
355	Port Jervis.....	1	3,000	7,750	26,000	2,500	5,000	41,250
356	Poughkeepsie.....	1	14,782	23,600	104,405	.....	21,022	149,027
357	Rochester.....	1	17,000	133,000	465,430	40,000	20,300	658,730
358	Rome.....	1	1,305	21,000	51,000	2,800	1,200	76,000
359	Saratoga Springs.....	2	2,140	35,000	65,000	5,000	2,500	107,500
360	Seneca Falls.....	1	1,357	9,000	35,000	4,000	2,500	50,500
361	Sing Sing.....	1	1,088	3,700	19,000	2,500	1,200	26,400
362	Syracuse.....	1	18,062	218,000	695,000	40,000	35,000	988,000
363	Troy.....	1	1,100	50,000	450,000	15,000	3,000	518,000
364	Utica.....	1	11,048	92,114	334,640	26,632	1,707	355,103
365	Watertown.....	1	4,000	10,000	100,000	3,000	1,000	114,000
366	Yonkers.....	1	7,100	22,625	129,821	15,000	15,000	182,446
367	West New Brighton.....	1	970	2,500	25,000	1,500	500	29,500
NORTH CAROLINA.								
368	New Berne.....	1	1,000	2,500	12,000	500	.....	15,000
369	Raleigh.....	.....	.....	(35,500)	.....	2,800	.....	38,300
OHIO.								
370	Akron.....	.....	625	135,000	317,000	42,000	6,000	500,000
371	Alliance.....	1	1,000	20,000	35,000	15,000	1,200	71,200
372	Ashtabula.....	1	100	6,000	45,000	1,000	500	52,500
373	Canton.....	1	1,828	60,000	180,000	8,000	2,000	250,000
374	Chillicothe.....	1	10,000	30,000	100,000	15,000	5,000	150,000
375	Cincinnati.....	1	168,444	.....	.....	.....	.....	2,300,000
376	Circleville.....	1	450	20,000	110,000	5,000	1,500	136,500
377	Cleveland.....	1	51,397	.....	.....	.....	.....	3,000,600

a See note a, page 352.

b Reference books only.

c Includes amount appropriated by the State.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Balance on hand from last school year.	Receipts.						Received from sales of bonds. ^a
	From interest on permanent fund.	From taxation.		From tuition fees.	From all other sources.	Total.	
		City or town tax.	Other taxes.				
42	43	44	45	46	47	48	48A
\$77,036		\$193,793	\$51,667	\$1,539	\$4,794	\$251,793	321
6,362		54,008	14,936	1,245	1,584	71,773	322
3,250		14,000		550	500	15,050	323
6,320		45,455	12,913	1,177	81	59,626	324
241,135	\$0	1,497,928	267,350		37,638	1,802,916	325
212,934		519,133	97,537	195		616,865	326
315		7,822	3,262	378	21	11,483	327
20,364		31,493	12,022		428	43,943	328
6,458		14,401		425	4,894	19,720	329
8,901		4,850	800		2,000	8,250	330
							331
1,732		42,878	14,320	658	42	57,898	332
6,001		16,087	5,118	954	246	22,405	333
876		7,500		684	4,200	12,384	334
		11,471	5,377	230	942	18,020	335
2,254		7,285	19		2,698	10,002	336
		16,118	3,463	410	379	20,370	337
5,607		25,736	7,062	74	978	42,850	338
50		7,000		48	5,726	12,774	339
4,655		20,354		1,942	8,352	30,648	340
		11,448			7,645	19,093	341
	153	23,413	7,048	1,060	515	32,132	342
269		15,884		108	7,647	23,639	343
600		8,600		372	5,850	14,822	344
4,130		22,000		3,182	8,860	34,042	345
		6,047	2,691	375	233	9,346	346
		13,051	3,556	1,090	701	18,398	347
14,726		20,402	5,913	593	1,060	28,068	348
253	755	55,077	11,401		648	67,881	349
		4,057,033				4,057,033	350
	0	15,072		842	8,022	23,936	351
16,421	5,283	18,356		295	118	24,052	352
1,427		14,500	4,223	911	1,252	20,886	353
0		14,083		988	8,081	23,152	354
5,387		9,004		285	7,326	16,615	355
16,304		30,081	12,828		839	43,748	356
1,168		234,000	45,420	1,866	830	282,116	357
240		14,640		410	7,944	22,994	358
18,728		34,750	7,554	442	758	43,504	359
8,731		19,437		432	c5,646	16,515	360
282		15,791		287	4,377	20,455	361
97,085		171,467	43,162	1,054	12,287	227,970	362
		80,000		2,000	38,500		363
6,109		66,000	24,187	955		91,142	364
	0	26,000	8,475	791		35,266	365
24,235		55,795	11,121	50	77	77,043	366
2,967		11,656	3,659	90	551	15,356	367
							368
1,929		9,955	800		72	10,827	369
							370
35,568	597	86,301	10,963	823	53	98,737	371
5,731	229	9,303	1,451	831		11,814	372
6,164		10,155	3,000	212		13,367	373
37,288	476	52,034	9,365		1,615	63,490	374
13,607	0	28,443	5,628	197	405	34,673	375
e0	14,932	729,106	137,619	9,593	778	892,028	376
16,772	296	18,258	3,461	517		22,532	377
78,065		537,084			185,474	722,558	378

^a The financial report of this city is based upon estimates of the superintendent, which he considers nearly, if not absolutely, accurate.

^e Overdrawn \$6,810.

TABLE 22, PART III.—*School statistics of cities containing 4,000 inhabitants and over, for*

	City or town.	Public school libraries.		Estimated real value of property used for school purposes.				
		Number of libraries.	Number of volumes.	Grounds or sites.	Buildings.	Furniture.	Libraries and apparatus.	Total.
	1	35	36	37	38	39	40	41
OHIO—continued.								
378	Columbus	2	12,500	\$231,200	\$678,900	\$40,450	\$26,000	\$1,026,550
379	Dayton	1	25,000	140,000	275,000	26,700	9,300	451,000
380	Defiance	1	1,200	80,000		4,000	1,000	85,000
381	East Liverpool	1	300	(50,000)		2,000	500	52,500
382	Elyria	1	500					83,000
383	Fremont	1	10,000	10,000	40,000	5,000	500	55,500
384	Gallipolis	1	400	5,200	35,750	2,200	600	43,700
385	Hamilton	1	200	35,000	100,000	13,000	2,000	150,000
386	Ironton	1	100	25,000	60,000	6,600		91,000
387	Lancaster	1	400	10,000	85,000	5,000	2,000	102,000
388	Lima	1	300	16,000	60,600	15,000	200	91,200
389	Mansfield	1	306	33,000	169,000	10,000	500	212,500
390	Marietta	1	600	3,000	15,000	2,000	800	20,800
391	Massillon	1	900					120,000
392	Middletown	1	425	20,000	80,000	4,000	500	104,500
393	Mount Vernon	1	500					
394	Newark	1	500					126,300
395	Norwalk	1	500	30,000	62,900	2,000	500	95,400
396	Piqua	1		7,500	75,000	4,000		
397	Portsmouth	1	7,506	45,000	110,000	23,000	2,000	180,000
398	Salem	1	309	5,000	45,000	2,500	400	52,900
399	Sandusky	1	3,009					250,000
400	Springfield	1	425					250,000
401	Stonbonville	1	2,007	27,500	123,500	9,000	3,000	163,000
402	Tiffin	1	350					125,000
403	Toledo	1	700	150,000	550,000	12,000	1,000	713,000
404	Urbana	1	200	13,500	89,500		2,000	105,000
405	Wooster	1	700	5,000	95,000	20,000	2,000	122,000
406	Xenia	1	300	18,000	63,000	(8,500)		89,500
407	Youngstown	1	2,500					300,000
408	Zanesville							
OREGON.								
409	Portland	1	600	88,000	260,000	9,000	1,000	358,000
410	Salem			(70,000)				
PENNSYLVANIA.								
411	Allentown	3	500					465,000
412	Altoona			30,000	121,500	8,000	500	160,000
413	Ashland	1	1,000					46,000
414	Beaver Falls	1	500					73,000
415	Bethlehem	1	100					75,977
416	Bradford	1	1,570	7,500	60,000	6,650	5,000	79,150
417	Bristol	1	168		36,000	2,100	200	38,300
418	Carlisle			(40,000)				40,000
419	Chambersburg	1	300	8,000	50,000	4,000	500	62,500
420	Chester							150,000
421	Columbia	1	2,500	(36,584)		4,943	3,800	45,327
422	Conshohocken	1	767	12,000	30,000	3,000	1,200	46,200
423	Corry	2	300					
424	Danville							57,000
425	Dunmore	1	75				250	30,750
426	Easton	1	5,650	(227,700)		9,600	3,000	240,300
427	Harrisburg	4	1,060	4,000	325,250	19,972	3,000	352,222
428	Hazleton	1	60	6,000	47,000	11,800	200	65,000
429	Johnstown							120,000
430	Lancaster							217,638
431	Lock Haven	1	250	12,000	70,000	5,000	500	87,500
432	Mahanoy	1	440	9,000	42,000	2,500	1,000	54,500
433	McKeesport							125,000
434	Meadville	3	900	(80,000)		5,500	5,000	90,500
435	Nanticoke	1	40		42,000			54,000
436	New Castle	1	350	8,000	65,000	3,000	1,000	77,000

a See note a, page 352.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Balance on hand from last school year.	Receipts.						Received from sales of bonds, a
	From interest on permanent fund.	From taxation.		From tuition fees.	From all other sources.	Total.	
		City or town tax.	Other taxes.				
42	43	44	45	46	47	48	48A
\$27,582	\$354	\$197,942	\$34,726	\$810	\$433	\$234,265	\$0
52,892	1,932	163,081	22,403	1,103	948	191,467	
12,005	164	7,265	3,276	215		10,920	
4,490	64	5,936	2,066		899	8,965	7,109
8,619	139	18,754	2,565	893		22,351	
6,585	61	9,557	3,193	235	330	13,331	10,021
171	434	11,427	2,895		1	14,757	
11,564	797	(46,711)		161		647,340	
		19,794		978		28,486	
8,005		19,497	3,189	474	7,714	27,716	
9,742		18,395	5,185	100	282	23,952	18,500
9,030		44,573	4,801	217		49,591	
9,503	2,509	9,935		415		12,850	
7,827		20,761	4,887	192		26,757	
23,893	474	13,195	3,136		424	17,229	
2,742	155	13,329	2,606		3,096	19,186	0
	326	35,018	5,436	578		49,356	0
11,613		27,859	3,303	126	1,786	23,074	393
4,807	640	16,991	4,002	575	117	22,325	394
9,734		24,031	6,606	676	92	31,405	395
8,881		15,392	2,269	430	791	18,882	396
15,698	494	35,978	9,085	254		45,811	6,000
17,777		76,684	13,829	969	306	91,179	40,550
14,590	60	35,847	6,858	226	43	43,034	
10,514	40	19,748	4,470	61		24,319	
43,417	18,504	140,422	1,502	224		169,742	
3,015	96	21,101	2,954	124		24,275	
8,465	164	14,613	70	54	3,473	18,374	
12,710	212	34,521	4,788		590	40,111	
31,224		35,939	12,503	217		48,709	
19,670						60,712	
		67,742	40,306	1,531	15	109,594	
3,841		53,455		145	6,292	59,892	580
9		53,786			10,074	64,860	
						16,310	
		26,843	1,592	100	300	28,835	10,500
423		12,687			2,616	15,703	10,300
8,439		29,664	1,818		9,162	40,644	
788		9,296	32	104	1,222	10,654	
113		15,003	1,637	56	340	17,636	2,000
		16,273		213	1,700	18,186	
2,097						37,452	
75		14,099		38	2,239	16,426	1,596
429		10,900	41	422	972	12,335	
2,478		11,897	196		1,965	13,968	
212		12,430	884		965	14,279	
1,734		41,451		25	3,209	44,685	3,000
5,991		74,429		222	6,871	81,522	
1,752		17,060		62	1,693	18,815	
2,048		19,183	2,020		7	21,210	
2,581		40,358		124	9,545	50,027	11,765
500		12,000		250	150	12,400	
3,902	0	13,838	1,798	56		15,692	
3,314		24,196	2,462	182	134	26,974	
1,773		25,241	133	1,247	2,818	29,569	
		20,000	4,748		1,900	26,648	
5,993		19,877	2,081	111	5,438	27,161	

^b The items amount to \$47,699.^c The items amount to \$27,507.

TABLE 22, PART III.—*School statistics of cities containing 4,000 inhabitants and over, for*

	City or town.	Public school libraries.		Estimated real value of property used for school purposes.				
		Number of libraries.	Number of volumes.	Grounds or sites.	Buildings.	Furniture.	Libraries and apparatus.	Total.
1		35	36	37	38	39	40	41
PENNSYLVANIA—continued.								
437	Norristown.....	1	300	\$50,000	\$90,000	\$15,000	\$700	\$155,700
438	Oil City.....	3	2,375	10,000	60,000	6,000	4,500	89,500
439	Philadelphia.....	8	8,200	2,297,424	4,942,757	6,000	4,500	7,628,916
440	Phoenixville.....	1	600	7,500	20,000	5,000	1,000	33,500
441	Pittsburg.....	63						2,229,000
442	Pittston.....	1	200					40,000
443	Plymouth.....	1	50	10,000	30,000	2,000	200	42,200
444	Pottsville.....	1	1,200					225,000
445	Scranton.....			80,000	255,000	25,000	1,000	361,000
446	Shenandoah.....	1	1,200	17,000	57,000	4,000	2,000	80,000
447	South Bethlehem.....	1	45		45,000	3,000	000	48,000
448	South Easton.....			4,000	23,500	1,800	200	29,500
449	Tamaqua.....	9	1,800	9,000	45,000	2,400	300	56,700
450	Titusville.....							64,275
451	West Chester.....	1	876	8,500	11,000	1,425	1,000	21,925
452	Wilkes Barre.....	3	400				1,000	252,000
453	Williamsport.....	1	1,700	6,500	165,000	20,000	2,500	194,000
454	York.....	1						
RHODE ISLAND.								
455	Bristol.....	1						65,000
456	Cranston.....	10	1,024					24,602
457	Cumberland.....	15	976	(44,550)			1,550	47,050
458	East Providence.....	8	262					70,000
459	Johnston.....	0	0					22,900
460	Newport.....		600					178,373
461	Pawtucket.....	65	2,500					285,057
462	Providence.....							
463	South Kingstown.....	29	1,500	2,500	20,000	5,000	5,000	32,500
464	Westerly.....	5	925					84,700
465	Woonsocket.....							150,000
SOUTH CAROLINA.								
466	Charleston.....	0	0	50,000	120,000	20,000	1,000	191,000
467	Columbia.....	2	350	13,000	15,500	2,693	300	31,493
468	Greenville.....			4,000	3,500	750		8,250
TENNESSEE.								
469	Chattanooga.....	1	19	(137,500)		(8,000)		145,500
470	Clarksville.....	1	600	6,000	18,000	1,778		25,778
471	Jackson.....	1	500	(9,500)		1,550	510	11,560
472	Knoxville.....	1	421	27,000	65,000	6,300	400	98,700
473	Memphis.....			75,000	115,000	6,000		196,000
474	Union City.....	1	260	1,500	14,200	1,365	120	17,185
TEXAS.								
475	Austin.....	2	500	20,000	30,650	4,500	300	55,450
476	Brenham.....	1	250	2,000	15,500	1,709	300	19,500
477	Brownsville.....	1	300	0	0	0	0	do
478	El Paso.....	1	50	8,000	20,000	5,000	200	33,200
479	Fort Worth.....	0	0					50,675
480	Galveston.....	2	700	48,000	140,000	21,468	3,000	212,468
481	Houston.....	1	400	24,000	70,000	9,290	1,500	104,700
482	Palestine.....			5,000	7,100	1,600	300	14,000
483	Sherman.....			6,000	55,000	4,000	300	65,300
484	Waco.....	1	50	20,200	59,500	(6,000)		86,300
UTAH.								
425	Ogden.....	1	300	12,000	32,500	4,300	550	49,530

a See note a, page 352.

b Includes loans.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Balance on hand from last school year.	Receipts.						Received from sales of bonds, &c
	From interest on permanent fund.	From taxation.		From tuition fees.	From all other sources.	Total.	
		City or town tax.	Other taxes.				
42	43	44	45	46	47	48	48A
\$3, 879		\$33, 821	\$3, 453	\$1, 500	\$41	\$38, 814	437
		28, 728	1, 611		1, 987	32, 326	438
71, 888		2, 005, 757				2, 005, 757	439
223		16, 910	1, 616	300	340	19, 166	440
192, 347		565, 719	32, 547		50, 612	648, 878	\$26, 000 441
207		14, 416	1, 486	76	161	16, 139	442
		10, 191		12	1, 497	11, 700	443
5, 773		36, 035		846	7, 720	44, 601	60 444
12, 855		179, 913		162	11, 729	191, 804	42, 526 445
75		26, 688	2, 433	161	12	29, 294	446
1, 337		11, 044	1, 459	56	12	12, 611	3, 500 447
1, 587	\$0	8, 500	0	100	930	9, 530	0 448
		7, 856	1, 268	30		9, 154	449
4, 176		22, 329	2, 379		1, 893	29, 601	3, 000 450
389	0	19, 719	0	59	1, 613	21, 391	36, 000 451
1, 114	0	78, 659	5, 505		1, 182	85, 346	10, 000 452
16, 852		49, 567	4, 614		532	54, 713	490 453
9, 000		45, 800		174			454
0	982	9, 077	390		3, 045	13, 494	455
1, 266		5, 250	1, 166		3, 121	9, 537	949 456
773		8, 000	4, 538		565	13, 103	457
1, 742	0	15, 000	4, 187		6	19, 193	458
216	0	6, 300	348	0	7, 980	14, 628	0 459
592	5, 217	36, 500	6, 366	635	1, 498	50, 216	460
39, 724		71, 000	12, 315	315	1, 424	81, 054	461
		220, 000	14, 244	2, 319	102, 303	338, 866	462
1, 047	600	3, 847	3, 182	1, 100	1, 649	10, 378	463
436	3, 130	3, 130	13, 510		66, 877		464
		23, 700	6, 909	605	1, 500	35, 714	0 465
12, 139		35, 453	49, 583			85, 026	466
		(11, 522)		759	158	12, 439	467
		1, 453	1, 804		850	4, 107	468
619		16, 000	13, 500	481	1	29, 982	469
15		3, 342	4, 734	189		8, 265	470
	3, 893	5, 554	945		1, 500	11, 892	471
2, 959		18, 000	13, 000	1, 300		32, 300	472
c0		44, 691	28, 030	1, 517	214	74, 452	473
35		2, 066	2, 597	508	383	5, 464	474
620	0	18, 181	16, 454	210	911	35, 756	475
638		5, 100	5, 781	608	750	12, 239	476
7, 016		1, 200	8, 792			9, 992	477
17		13, 880	2, 907	113	2, 500	19, 400	478
		15, 000	12, 025			27, 625	479
		32, 434	35, 131	6	13, 351	79, 922	480
208		15, 268	34, 889	166	1, 014	51, 217	481
831		3, 477	1, 938	430	103	5, 938	482
		10, 000	7, 289	318	452	18, 059	483
5, 229		18, 433		556	11, 268	30, 257	484
368		5, 031	3, 288	2, 925	46	11, 290	485

c An indebtedness of \$29,684 remained from last year.

d No public buildings; all rented.

TABLE 22, PART III.—*School statistics of cities containing 4,000 inhabitants and over, for*

	City or town.	Public school libraries.		Estimated real value of property used for school purposes.				
		Number of libraries.	Number of volumes.	Grounds or sites.	Buildings.	Furniture.	Libraries and apparatus.	Total.
	1	35	36	37	38	39	40	41
VERMONT.								
486	Brattleborough							
487	Rutland	1	1,200	\$15,000	\$37,000	\$3,000	\$1,500	\$56,500
488	St. Johnsbury	0	0					
VIRGINIA.								
489	Alexandria	3	4,300	8,200	30,000	1,800	4,000	44,000
490	Fredericksburg				11,250			11,250
491	Lynchburg	1	100	20,000	48,000	5,000		73,000
492	Norfolk			50,000	30,000	3,000	400	83,400
493	Petersburg	1	300	4,500	60,000	3,200	300	68,000
494	Richmond	1	1,000	91,303	302,003	12,400	1,000	405,703
495	Staunton	0	0	4,000	20,274	2,000	75	26,349
496	Winchester	0	0	500	14,000	1,200	300	16,000
WEST VIRGINIA.								
497	Charleston	2	400		20,000	1,500	450	21,950
498	Martinsburg			6,000	30,000	2,500		38,500
499	Wheeling	8	300	57,500	177,500	21,070	2,400	253,478
WISCONSIN.								
500	Appleton	4	1,066	32,500	110,000	20,000	2,750	165,250
501	Beloit	1	200	25,000	75,000		1,000	101,000
502	Berlin	1	700	8,000	5,600	3,000	2,000	18,000
503	Fond du Lac	1	335	22,000	98,700	2,000	1,718	124,418
504	Green Bay	1	150	5,000	(53,000)		500	58,500
505	Janesville	1	300	80,000	134,000	9,000	1,000	224,000
506	Kenosha	1	343	12,000	10,000	500	600	23,100
507	La Crosse	6	333	60,000	130,000	9,000	1,890	200,890
508	Madison							
509	Milwaukee	4		725,000	250,000	58,187	17,346	1,050,533
510	Neenah	1	126				450	49,450
511	Oconto	1	300	1,550	1,200	3,000	350	6,100
512	Oshkosh		600	(112,000)			1,000	150,000
513	Portage		150	35,000	6,500	2,000	700	44,200
514	Racine		1,000	37,200	79,000	10,257	2,215	119,772
515	Sheboygan	1	919	11,000	47,000	2,500	950	61,450
516	Stevens' Point	1	2,200	10,500	20,000	5,000	3,000	38,500
517	Waukesha	1	450	16,000	28,000		700	44,700
518	Wausau	1	200	10,500	35,000	5,000	700	51,200

1886-87; from replies to inquiries by the United States Bureau of Education--Continued.

Balance on hand from last school year.	Receipts.						Received from sales of bonds. ^a
	From interest on permanent fund.	From taxation.		From tuition fees.	From all other sources.	Total.	
		City or town tax.	Other taxes.				
42	43	44	45	46	47	48	48A
			\$14,852		\$4,935		
\$675	\$4,603	\$12,915		\$368	632	\$18,518	486
	596	15,515	4,041			20,152	487
							488
4,623		9,000	6,455	0	75	15,530	\$0 489
672		2,800		595	2,169	5,474	490
81		19,770	8,798	1,037	15	29,620	491
		12,341	9,564		253	22,158	492
27		13,520	9,765	207		23,492	493
42	180	80,362	28,877	1,017		110,436	494
249	0	6,100	2,567	271	0	8,938	0 495
0	0	3,000	2,244	240	140	5,724	0 496
4,088		10,861	2,509	99		13,460	497
1,480		6,908	4,487	86	17		498
2,501		61,955	15,248	184	19,888	97,275	499
4,472	4,785	30,400	1,500	235		36,920	500
	10,500	2,027	600		10,275	23,492	501
1,021	1,654	7,000	1,569	584	230	12,057	502
4,767	6,569	10,000	6,570		403	23,542	503
2,622		10,000	6,809	66	4,717	21,592	504
6,420		12,500	9,580	217	792	23,029	505
4,772		4,000	2,200	45	2,150	8,395	506
18,284		43,600	24,003	242	1,142	68,987	507
		22,862	4,830	797	123	28,612	508
147,093		240,519	68,332	1,163	11,951	321,965	509
3,375		8,773	2,149		1,210	12,132	510
		7,240				7,240	511
9,824		44,000	8,783	171	676	53,636	512
1,493		5,869		214	5,836	11,919	513
11,787		21,000	8,543		4,365	33,908	514
13,720		20,000	10,563		618	31,181	515
979							516
0	0	6,887	2,969	400	2,135	12,391	15,675 517
2,985		12,197	3,885		356	15,938	518

^a See note a, page 352.

TABLE 22, PART IV.—*School statistics of cities containing 4,000 inhabitants and over,*

City or town.		Expenditures.					
		Permanent.				For tuition.	
		Sites and buildings.	Furniture.	Libraries and apparatus.	Permanent repairs.	Salaries of superintendents.	Salaries of teachers.
1		49	50	51	52	53	54
ALABAMA.							
1	Birmingham	\$23, 000	\$3, 000	.....	\$1, 500	\$2, 000	\$15, 525
2	Mobile .....	.....	.....	.....	.....	.....	.....
3	Montgomery	2, 000	600	\$250	.....	2, 000	17, 750
4	Selma .....	.....	.....	230	.....	(10, 850)	.....
5	Talladega	12, 000	916	.....	.....	1, 200	1, 845
ARKANSAS.							
6	Fort Smith	36, 740	.....	.....	100	1, 800	11, 190
7	Hot Springs .....	.....	.....	.....	.....	.....	10, 530
8	Little Rock	6, 797	.....	.....	.....	1, 800	20, 752
CALIFORNIA.							
9	Los Angeles .....	.....	.....	509	(a)	2, 200	65, 993
10	Marysville	2, 927	4, 151	1, 482	.....	0	25, 659
11	Oakland	13, 763	2, 084	363	1, 953	2, 400	143, 075
12	Sacramento .....	.....	144	.....	3, 218	2, 700	63, 070
13	San Francisco .....	.....	5, 364	1, 727	20, 918	9, 400	726, 173
14	San José .....	.....	1, 000	233	1, 280	1, 500	36, 566
COLORADO.							
15	Aspen .....	.....	.....	50	100	1, 350	7, 470
16	Colorado Springs	3, 000	3, 085	425	.....	2, 000	12, 242
17	Leadville .....	.....	.....	125	.....	1, 540	10, 409
18	Pueblo .....	.....	.....	.....	.....	1, 800	8, 300
CONNECTICUT.							
19	Bridgeport	3, 057	1, 386	489	4, 080	2, 500	65, 632
20	Bristol .....	.....	.....	315	1, 898	450	13, 686
21	Enfield	0	100	20	1, 572	300	11, 103
22	Greenwich .....	.....	(50)	.....	1, 043	0	11, 993
23	Groton .....	.....	.....	.....	.....	0	7, 756
24	Hartford	27, 500	.....	1, 759	26, 009	.....	126, 707
25	Killingly .....	.....	.....	.....	.....	.....	.....
26	Manchester	13, 000	2, 800	200	575	.....	.....
27	Meriden	0	500	100	491	800	39, 756
28	Middletown .....	.....	278	106	348	2, 000	10, 957
29	Naugatuck .....	.....	.....	.....	.....	324	8, 370
30	New Britain .....	.....	.....	.....	.....	500	21, 680
31	New Haven	4, 624	1, 045	1, 444	10, 668	3, 000	178, 118
32	New London .....	.....	.....	.....	.....	.....	.....
33	Norwalk .....	.....	.....	.....	.....	0	8, 950
34	Norwich .....	.....	.....	159	.....	2, 250	17, 667
35	Plainfield .....	.....	.....	.....	223	162	6, 474
36	Portland .....	.....	.....	43	1, 084	0	8, 850
37	Putnam .....	.....	.....	.....	.....	0	6, 880
38	Rockville .....	.....	.....	.....	.....	.....	.....
39	Stafford	4, 891	.....	30	362	.....	6, 227
40	Stamford	\$23, 000	\$8, 000	\$200	.....	0	23, 566
41	Thompson .....	.....	.....	65	.....	150	5, 416
DELAWARE.							
42	New Castle .....	.....	.....	.....	.....	1, 000	2, 000
43	Wilmington	20, 600	251	0	2, 830	1, 600	71, 373
DISTRICT OF COLUMBIA.							
44	Washington	75, 000	.....	.....	.....	4, 950	413, 490

a See note a, page 332.

b The items amount to \$18,727.

c Total permanent expenditure, \$50,477.

for 1886-87; from replies to inquiries by the United States Bureau of Education.

Expenditures.					Total expenditure.	Paid on bonded indebtedness. ^a	Amount carried forward to next year.	Total taxable property.	
Incidental or contingent.								Estimated cash value.	Assessed valuation.
Officers of board, secretaries, messengers, etc.	Janitors.	Fuel.	Text-books.	All other current expenses.					
55	56	57	58	59	60	61	62	63	64
	\$1,000	\$2,000		\$1,500	\$49,525		\$42,350	\$30,000,000	\$20,000,000
	400	200		125	23,325				
	100	50	\$0	409	16,520	\$0	409	1,000,000	750,000
\$300	785	288			52,203				2,000,000
300	1,701			8,377	14,796		358	500,000	247,162
					647,873		19,899	18,000,000	7,500,000
				17,064	135,734		7,989	50,000,000	26,494,812
					34,219		4,670		
1,313	9,772	1,687	139	11,111	187,660		3,160	48,144,727	32,096,485
5,914	45,894	2,175	150	4,888	82,273				12,000,000
	4,202	5,628		31,678	843,298		244		230,151,009
		710		4,705	50,196		24,829		11,500,000
120	945	200	75	100	10,410	2,282	2,673	1,000,000	1,000,000
200	1,600	500	100	1,000	24,152			2,286,270	2,286,270
750	1,420	1,200		1,501	16,811		969	5,000,000	1,750,000
				7,410	17,510	3,500	1,488		2,566,808
250	4,295	3,453	99	1,294	87,535		4,290	25,000,000	15,600,000
146		21,198		1,984	19,677	2,000		4,000,000	2,266,943
65	300	1,500	0	574	15,534	1,950	179		2,648,686
449		694		335	15,565			5,000,000	4,270,807
		782			8,750				2,044,553
		19,144		32,016					47,824,068
									2,250,000
287	853	794		454	211,948			3,547,812	2,838,251
875	3,485	2,894	200	635	90,269	4,000	0	13,526,661	10,144,996
350	800	664	50	4,710		6,120	4,836		5,000,000
		626	1,350						
					4,560			9,000,000	6,000,000
3,467	12,776	8,626	472	18,460	242,700		9,121		48,968,015
	1,428	804			27,755				
					28,791	4,879			
25	1,400	1,536	50	4,768	26,536		1,540		
		594			7,453				1,896,099
0		1,106		639	11,722			2,300,000	1,934,107
					8,400				
				2,074	13,554				
500				3,632		78,600			
					6,289			6,000,000	
					4,378				
475	4,150	3,712	5,834	3,234	113,459	13,775	1,340	30,673,319	30,673,319
				96,785	590,225				

^c Fuel and incidentals.

^e The items amount to \$18,963.

^f Not paid from school fund.

TABLE 22, PART IV.—*School statistics of cities containing 4,000 inhabitants and over, for*

City or town.	Expenditures.					
	Permanent.				For tuition.	
	Sites and buildings.	Furniture.	Libraries and apparatus.	Permanent repairs.	Salaries of superintendents.	Salaries of teachers.
1	49	50	51	52	53	54
FLORIDA.						
45 Key West	\$0	\$0			\$0	\$3,180
GEORGIA.						
46 Americus					1,250	7,028
47 Athens	20,000	653	\$1,200	\$0	1,500	7,736
48 Atlanta	2,478	1,686			2,000	53,862
49 Augusta	7,000	1,500		1,090	1,800	55,000
50 Columbus					1,000	13,243
51 Macon	850	431			2,000	10,050
52 Rome	1,846	785			1,450	5,266
53 Savannah	10,000	590	250	1,500	2,550	50,000
ILLINOIS.						
54 Aurora				8,911	2,000	22,810
55 Belleville	1,069	717	284	7,633	2,000	25,000
56 Bloomington	500	131		3,591	1,475	35,991
57 Cairo		124	200	1,388	1,300	7,105
58 Chicago	446,928	22,453	4,281	182,706	11,100	1,110,622
59 Danville		288	(1,279)		1,600	22,491
60 Decatur	6,952	541	0	3,556	2,000	20,788
61 East St. Louis	9,922	(1,126)		3,304	1,500	42,268
62 Elgin	27,512	1,808	622	1,622	1,500	18,898
63 Englewood	32,000	2,500	500	500	3,000	43,250
64 Evanston	(d)	(d)	(d)	(d)		
65 Galena		556		613	1,800	6,733
66 Galesburg		107	733	1,887	1,700	18,791
67 Jacksonville	1,874	400	400	2,317	810	16,953
68 Joliet				1,010	(26,190)	
69 Kankakee	4,673	393	200	427	1,200	7,950
70 Lincoln				593	1,200	8,957
71 Litchfield		153	77	267	1,200	5,200
72 Mendota	0	0	198	213	1,200	4,622
73 Moline	12,841	29	601	2,576	1,800	19,292
74 Ottawa	0			10,133	1,350	16,580
75 Paris	2,600	500	100	600	1,800	
76 Pekin		120	20	3,245	1,500	9,697
77 Peoria					2,500	61,758
78 Peru	606	0	0	1,252	1,300	8,585
79 Quincy			30	471	1,500	31,361
80 Rockford		440	204	4,874	2,000	36,331
81 Rock Island	13,383	382		1,310	1,750	22,445
82 Springfield	10,424	605		7,177	1,800	40,103
83 Streator	3,331	489		2,033	1,300	11,810
84 Waukegan					100	9,190
INDIANA.						
85 Columbus	12,030	700	300	100	1,485	9,126
86 Crawfordsville					1,600	10,026
87 Evansville					3,250	74,528
88 Fort Wayne	20,885	3,101	594	692	2,500	57,893
89 Goshen						
90 Indianapolis		128	12,704	5,795	6,550	170,587
91 Jeffersonville		55	132	238	1,300	16,304
92 Kokomo	508	200	435	658	1,300	7,755
93 La Porte						
94 Lawrenceburg		160	100	506	1,100	7,120
95 Logansport		338	45		1,517	14,753
96 Michigan City		300	50	200	1,500	10,150
97 Muncie					1,700	10,155

a See note a, page 352.

b The sum of the items is \$9,457.

c The items reported amount to \$31,647.

d Total permanent expenditures, \$18,350.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Expenditures.					Total expenditure.	Paid on bonded indebtedness. <i>a</i>	Amount carried forward to next year.	Total taxable property.		
Incidental or contingent.								Estimated cash value.	Assessed valuation.	
Officers of board, secretaries, messengers, etc.	Janitors.	Fuel.	Text-books.	All other current expenses.						
53	56	57	58	59	60	61	62	63	64	
	\$500			\$25	\$3,705			\$2,000,000	\$1,500,000	45
	108	\$200		871	67,899		\$1,173		1,700,000	46
				826	31,915		117	6,603,700	5,500,000	47
	2,400	840			71,658	\$0	0		29,000,000	48
		1,000	\$150		50,056		18,100	17,000,000	20,000,000	49
	270	367	1,053		17,089	0		10,500,000		50
\$100	423	411		328	20,593		719		10,000,000	51
				393	9,979					52
500	1,000	500		3,000						53
	1,990	1,106		2,513		\$7,224	4,575			54
	2,316	437	66	678	40,145	12,016	27,270	5,390,250	2,156,100	55
	3,279	1,753	1,506	10,113	58,339		26,649	11,000,000	3,900,000	56
100	703	238		828	12,051		3,454	4,955,355	1,651,735	57
16,520	98,726	44,735	2,589	81,988	2,022,738	95,285			160,649,631	58
300	2,361	3,328		c34,816				6,000,000	2,000,000	59
0	2,400	872	0	2,252	39,361	3,000	9,413	8,461,204	2,115,326	60
300	6,092	907	87	3,257	68,773		20,212	10,000,000	3,500,000	61
150	2,134	2,178	202	2,839		1,253		7,597,146	2,532,382	62
600	4,925	2,877	0	5,000	95,152	0	0	7,750,000	2,227,000	63
100	1,320	1,200	500			5,000		4,000,000	1,200,000	64
	772	649		2,546			4,218			65
	1,818	3,830			36,931		7,011		2,800,000	66
300	1,241	988	25	845	26,950		12,462		2,691,771	67
300	(6,054)				45,331	7,870	5,679	9,197,820	3,685,940	68
75	1,172	622		35	16,747	1,000	6,757	2,534,568	633,642	69
176	823	517	40	1,449	13,761		1,958	2,100,000	700,000	70
128	748	500		10,000	e11,376			2,537,600	634,400	71
20	375	413	13			0				72
200	1,959	986		3,656	43,940	3,625	70		1,500,000	73
100	2,640	(1,343)		1,239	33,385		1,005	4,940,340	1,235,085	74
0	1,090					2,000				75
350	930	325		1,054	17,241					76
					125,767		3,769	25,000,000	7,150,000	77
75	879	297	7	906	14,015	0	1,809			78
530	2,324	1,736	149	4,470	43,271	700	6,108	18,000,000	4,547,815	79
200	3,002	3,000	104	2,793	52,953		5,499		5,456,076	80
	3,163	74	60	5,034	47,602		3,336	7,050,000	2,350,000	81
362	3,468	1,214		4,138	69,259	0	12,744	60,000,000	17,500,000	82
100	1,499	505		464	23,532	2,000	7,793			83
	1,200	1,000	50		12,000					84
300	864	500	50	150	25,525	0	12,821	3,000,000	2,159,685	85
250	800	600		250	17,000		16,000			86
	6,765							30,000,000	21,424,503	87
1,750	4,279	3,865		2,617	97,876		109,068	12,933,475	12,933,475	88
					21,465				2,000,000	89
3,212	9,996	5,815	1,831	17,175	233,793	108,857	69		47,089,553	90
150	1,216	527		1,944	21,926		16,141	5,000,000	2,600,000	91
50	817	434		1,742	13,999		5,073	4,679,460	1,559,820	92
										93
50	640	200							1,600,000	94
300	1,469	823		2,381	22,128		5,195	11,000,000	3,700,000	95
100	1,050	575		1,480	15,405		11,926	3,000,000	2,300,000	96
250	1,320									97

^a The items reported amount to \$18,273.^g Indebtedness carried forward, \$90,216.^f Overdrawn, \$1,837.

TABLE 22, PART IV.—*School statistics of cities containing 4,000 inhabitants and over, for*

City or town.	Expenditures.					
	Permanent.				For tuition.	
	Sites and buildings.	Furniture.	Libraries and apparatus.	Permanent repairs.	Salaries of superintendents.	Salaries of teachers.
1	49	50	51	52	53	54
INDIANA—continued.						
98 New Albany.....						
99 Peru.....					\$1,500	\$8,850
100 Richmond.....		\$1,000	\$578	\$3,674	2,000	30,849
101 Seymour.....					1,250	
102 South Bend.....	\$6,000	745			1,800	21,957
103 Terre Haute.....	17,328	52	2,615	0	2,500	56,555
104 Vincennes.....		120	40	160	1,700	10,700
105 Washington.....					1,000	7,216
IOWA.						
106 Atlantic.....	0	0	25		1,200	8,800
107 Boone.....		300	325	2,000	1,500	
108 Burlington.....	4,816	1,686	159	2,217	1,900	43,824
109 Council Bluffs.....	2,044	3,145		6,873	2,000	28,775
110 Creston.....			300	1,000	1,300	13,000
111 Davenport.....	2,800	426	152	2,030	2,000	57,310
112 Des Moines, West Side.....	4,670	1,597		3,330	1,800	48,507
113 Dubuque.....	5,258	1,597	374	1,513	0	41,080
114 Fort Dodge.....	2,500	250	150	750	1,500	7,002
115 Iowa City.....				1,913	1,300	14,796
116 Keokuk.....		200	100	567	1,400	27,004
117 Lyons.....	615	177	100		1,300	6,466
118 Marshalltown.....					1,800	19,423
119 Mount Pleasant.....					(8,250)	
120 Muscatine.....	4,000				1,500	21,760
121 Oskaloosa.....						
122 Ottumwa.....			300	4,000	0	26,000
123 Sioux City.....	40,000	3,500		304	1,500	6,614
124 Waterloo, East Side.....	99		242			
KANSAS.						
125 Atchison.....	3,000			500	1,500	15,381
126 Clay Centro.....	17,000	1,000	258	200		
127 El Dorado.....	5,300	567		1,201	1,120	7,049
128 Emporia.....		500	50	800	1,600	19,340
129 Hutchinson.....	13,000				1,000	8,561
130 Independence.....	200	150		100	1,200	7,395
131 Kansas City.....	21,088	2,952	143	6,342	1,500	24,486
132 Lawrence.....		343		1,866	1,200	14,056
133 Leavenworth.....	5,148	2,510		4,477	2,400	31,965
134 Marysville.....	3,400	228	42		1,000	3,335
135 Newton.....		250	150		1,250	9,750
136 Ottawa.....		290		996	(11,146)	
137 Parsons.....					1,000	8,000
138 Salina.....		283		689	1,500	6,563
139 Topeka.....			500			
140 Wichita.....	11,000	900		2,000	1,500	24,000
141 Winfield.....						
KENTUCKY.						
142 Bowling Green.....	25,000	3,000	400	3,000	1,400	8,930
143 Covington.....				2,335	1,800	35,775
144 Hopkinsville.....					1,300	4,850
145 Lexington.....						
146 Louisville.....	13,943			17,178	3,850	214,537
147 Maysville.....				325	1,200	6,475
148 Newport.....	12,000	3,000	50	3,000	1,600	20,150
149 Owensborough.....	21,127	240			1,700	6,638
150 Paducah.....						

a See note a, page 352.

b Amount of special school fund overpaid at last report.

c The items amount to \$11,330.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Expenditures.					Total expenditures.	Paid on bonded indebtedness. <i>a</i>	Amount carried forward to next year.	Total taxable property.		
Incidental or contingent.								Estimated cash value.	Assessed valuation.	
Officers of board, secretaries, messengers, etc.	Janitors.	Fuel.	Text-books.	All other current expenses.						
55	56	57	58	59	60	61	62	63	64	
\$120 490	\$835 3,301	\$500 1,428		\$2,000 1,429	\$14,087 45,049		\$23,147 37,150	\$4,200,000 1,300,000	\$6,758,005 1,200,000 8,782,383	98 59 100 101
309 1,042 300 275	1,507 4,542 880 568	2,161 1,604 240 203		2,714 4,996 650 886	91,234 14,790 10,148	\$5,000 0 0 b253	27,300 16,469 3,183	18,340,140	6,113,380 14,797,720 3,124,000 1,078,118	102 103 104 105
150	1,100		0		11,275	2,000				106
481	890 4,120	400 1,468	10 49	600 1,871	62,591	0	2,339	2,500,000	500,000	107 108
275	4,384	2,326		7,930	57,752		33,640	13,706,370	4,568,790	109
200	1,800	400	50	2,000	27,050	7,000	14,000	1,200,000	480,000	110
1,060	4,590	1,940	85	6,452	78,845		14,023	20,000,000	4,407,182	111
700	4,547	1,968		8,898	86,017	5,000	2,245	18,000,000	7,929,890	112
1,500	4,260	4,098		2,271	61,951		3,811	15,021,390	6,008,556	113
125	876	582		109	13,844	1,000	10,356	2,714,453	775,558	114
209	1,793	1,111		695	21,808	6,945	1,428	4,000,000	2,000,000	115
300	2,160	1,163	15					9,000,000	3,250,000	116
100	740			500		2,340	1,458	2,000,000	625,000	117
250	2,489	2,981		4,206	31,149	9,435	11,803	5,573,520	1,857,840	118
48	815	703		1,114	e10,920		1,226			119
235	1,700	1,036	350	1,903	d32,284			3,500,000	1,750,000	120
200	3,225	4,600	100	5,500	90,000				10,000,000	121
150	603	595		1,841						122
240	180				36,442			6,000,000	2,000,000	123
50	450				21,396			2,000,000	665,096	124
200	753	500		834	17,524			3,667,822	611,637	125
109	1,590			1,574	25,554	2,500	7,329	8,065,521	2,688,507	126
300	840			9,186	32,887		329	6,500,000	1,767,520	127
60	700	600	50	20	10,475			1,400,000	700,000	128
735	3,718	1,869		12,183	e82,426	16,241	8,841	50,000,000	3,937,953	129
100	1,337	768				5,062			1,985,000	130
2,700	3,000	1,036				7,721	10,647	15,000,000	5,254,586	131
		758								132
120	1,053				8,763		403	1,404,128	326,037	133
200	811	1,010		3,679	16,809		766	3,537,000	1,179,000	134
100	960	440		300	18,132		3,978	5,476,498	1,095,300	135
150	848	771	23	332	10,800	3,000	240	3,500,000	1,300,000	136
					11,159		1,011			137
600	3,240	1,000	100	2,000	10,122	21,255	12,642			138
					46,840	9,000	22,160	32,000,000	8,500,000	139
					14,454					140
500	2,880	500						2,000,000		141
	309	667		29,097	73,054	49,000	21,478	16,000,000	16,000,000	142
	1,000	148		363			2,987	1,800,000	1,376,165	143
3,540	15,766	1,000	100	1,000	27,000				11,000,000	144
				25,127	f323,941	0	2,854	66,890,000	66,890,000	145
					8,260			3,587,442	1,799,432	146
350	1,950	1,250	60	200				8,000,000	7,580,000	147
75	500	325	1	692	31,298		1,346	4,000,000	2,500,000	148
										149

d The items amount to \$32,484.*e* The items reported amount to \$75,026.*f* June 30, 1886, to June 30, 1887.

TABLE 22, PART IV.—*School statistics of cities containing 4,000 inhabitants and over, for*

City or town.		Expenditures.					
		Permanent.				For tuition.	
		Sites and buildings.	Furniture.	Libraries and apparatus.	Permanent repairs.	Salaries of superintendents.	Salaries of teachers.
1		49	50	51	52	53	54
LOUISIANA.							
151	Baton Rouge.....						
152	New Orleans.....	\$0	\$3, 000	\$200	\$5, 000	\$3, 000	\$171, 000
MAINE.							
153	Augusta.....		121	200	500	300	13, 998
154	Bangor.....					0	29, 867
155	Bath.....				800	300	12, 107
156	Biddeford.....			200	1, 051	1, 400	17, 095
157	Calais.....		300	50	700	300	9, 000
158	Deering.....				500		
159	Eastport.....	0	376	0	1, 300	0	5, 130
160	Gardiner.....	9, 623				0	5, 034
161	Lewiston.....						
162	Portland.....	20, 836	1, 567	300	4, 461	2, 250	67, 393
163	Rockland.....		217		716	400	9, 889
164	Saco.....						
MARYLAND.							
165	Baltimore.....	66, 737	13, 793	225	17, 541	5, 220	551, 625
166	Frederick.....						5, 027
167	Hagerstown.....	1, 600	1, 200		300		8, 724
MASSACHUSETTS.							
168	Adams.....					1, 700	12, 000
169	Amherst.....				351	700	6, 493
170	Arlington.....					0	15, 893
171	Athol.....	0	16		550	0	7, 124
172	Attleborough.....				1, 500	1, 800	24, 616
173	Beverly.....				2, 590	0	15, 702
174	Blackstone.....				1, 069	(7, 265)	
175	Boston.....				163, 111	d55, 740	1, 213, 806
176	Braintree.....						
177	Brockton.....					2, 000	37, 022
178	Brookline.....					2, 500	
179	Cambridge.....	(35, 633)				2, 900	161, 674
180	Canton.....				441	1, 200	8, 612
181	Chelsea.....		(1, 500)		11, 773	2, 400	53, 531
182	Clinton.....	58, 690	1, 275		1, 264	1, 600	15, 890
183	Danvers.....	0	0	0	800	0	12, 181
184	Dedham.....	28, 500	3, 500	400	500	1, 700	21, 300
185	Easthampton.....					200	7, 185
186	Everett.....		514		1, 016	0	13, 417
187	Fall River.....						
188	Fitchburg.....	14, 251	0	0	890	2, 000	36, 709
189	Frammingham.....	11, 000				1, 000	20, 000
190	Franklin.....	5, 400	920	75	2, 059	612	6, 232
191	Gloucester.....	8, 678	1, 185	379	6, 923	2, 200	44, 289
192	Great Barrington.....	0	0	20	379	0	8, 688
193	Greenfield.....						
194	Haverhill.....	0	337		4, 818	2, 100	50, 000
195	Hingham.....		344	1, 000	590	1, 000	10, 573
196	Hopkinton.....						
197	Hyde Park.....	1, 360			3, 609	1, 800	23, 190
198	Lawrence.....	0	0	0	3, 000		
199	Lee.....				400	0	5, 781
200	Leominster.....				721	1, 560	11, 855
201	Lowell.....	17, 315	(1, 507)		15, 182	3, 020	131, 516
202	Lynn.....		1, 125	900	11, 096	2, 250	91, 818

a See note a, page 352.

b Account overdrawn, \$68.

c The items amount to \$12,472.

d Salaries of officers.

e Fuel, gas, and water.

f Exclusive of new school-houses.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Expenditures.						Paid on bonded indebtedness. <i>a</i>	Amount carried forward to next year.	Total taxable property.		
Incidental or contingent.					Total expenditure.			Estimated cash value.	Assessed valuation.	
Officers of board, secretaries, messengers, etc.	Janitors.	Fuel.	Text-books.	All other current expenses.						
55	56	57	58	59	60	61	62	63	64	
\$7,400	\$10,904	\$3,000	.....	\$17,372	\$220,876	.....	\$4,863	\$124,000,000	\$124,000,000	151
.....	747	1,167	\$870	2,751	20,654	\$4,052	298	6,336,716	4,752,537	153
.....	1,230	963	920	.....	16,320	.....	.....	.....	.....	154
0	1,200	1,036	200	3,635	25,817	6,000	0	12,000,000	6,246,640	155
.....	300	500	20	100	11,270	.....	.....	.....	5,981,382	156
.....	500	800	.....	.....	9,840	.....	.....	2,605,100	1,925,539	157
25	285	400	0	7	7,523	.....	60	1,000,000	879,615	158
.....	290	555	527	1,361	17,300	.....	0	3,000,000	2,179,243	159
0	5,063	4,564	1,680	.....	35,087	.....	.....	.....	.....	160
.....	726	570	0	150	112,599	0	0	33,433,000	33,433,000	162
.....	.....	.....	.....	.....	12,668	.....	.....	.....	3,859,027	163
.....	.....	.....	.....	.....	.....	.....	.....	3,328,595	.....	164
5,700	28,000	17,365	41,927	62,621	810,754	.....	.....	262,000,000	262,000,000	165
.....	.....	410	720	386	6,543	.....	.....	.....	.....	166
.....	100	400	63	85	69,682	.....	.....	4,000,000	3,200,000	167
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	168
100	1,000	1,000	1,000	2,000	18,700	.....	.....	.....	.....	169
150	349	565	620	.....	9,178	1,000	152	.....	2,835,340	170
300	1,432	.....	1,587	4,315	21,930	.....	.....	530,330	.....	171
50	249	411	820	639	19,109	0	.....	.....	2,589,265	172
.....	2,837	2,156	2,000	500	35,459	.....	.....	.....	6,456,599	173
.....	1,705	1,374	1,883	1,902	25,156	.....	.....	13,514,225	13,514,225	174
24	218	.....	1,442	163	10,211	.....	759	.....	.....	175
.....	89,803	657,387	34,119	.....	1,648,455	.....	.....	.....	.....	176
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	177
400	3,414	.....	2,043	2,541	47,020	.....	1,860	.....	14,721,079	178
646	(30,933)	.....	1,926	.....	46,970	.....	.....	.....	33,434,400	179
60	739	425	10,680	.....	244,493	.....	.....	.....	59,445,670	180
.....	.....	.....	.....	586	12,559	.....	707	.....	.....	181
350	4,613	3,072	5,252	2,099	84,240	.....	.....	18,806,662	18,806,662	182
680	1,554	1,498	1,899	2,164	86,184	316	.....	.....	5,150,000	183
0	770	973	1,031	904	17,339	.....	.....	.....	3,630,760	184
.....	1,700	1,600	1,147	1,000	61,347	5,000	0	7,000,000	5,232,531	185
200	439	412	1,000	1,193	10,575	.....	.....	.....	2,454,305	186
.....	1,239	908	1,351	483	19,128	.....	60	.....	.....	187
0	2,821	2,947	3,849	3,052	66,519	0	0	.....	12,602,703	188
.....	780	.....	1,500	2,550	36,630	.....	.....	.....	.....	189
.....	703	590	666	438	17,695	.....	.....	2,509,519	2,007,695	190
1,110	3,237	2,528	3,201	1,955	75,455	.....	60	13,500,000	12,550,570	191
.....	.....	.....	.....	.....	11,043	.....	779	5,000,000	2,843,517	192
0	4,136	4,310	4,494	1,260	15,433	.....	1,072	.....	.....	193
.....	236	661	1,000	526	66,300	.....	0	20,000,000	15,406,023	194
300	.....	.....	.....	.....	115,038	.....	.....	.....	.....	195
100	865	1,347	1,500	500	34,211	.....	737	.....	2,322,454	196
900	1,080	5,256	5,000	3,299	84,085	0	0	27,144,050	5,627,688	197
300	250	400	520	800	.....	.....	.....	.....	.....	198
.....	743	827	877	1,017	17,600	.....	.....	.....	3,813,418	199
.....	15,589	9,755	5,949	11,480	211,713	0	1,249	56,743,253	56,749,253	200
800	9,114	4,774	5,078	200	127,153	.....	.....	29,397,759	29,397,759	201
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	202

g The items amount to \$245,466.*h* Overdrawn, \$176.*i* Balance transferred to other departments of city government.*j* The items reported amount to \$15,935.

TABLE 22, PART IV.—*School statistics of cities containing 4,000 inhabitants and over, for*

City or town.	Expenditures.					
	Permanent.				For tuition.	
	Sites and buildings.	Furniture.	Libraries and apparatus.	Permanent repairs.	Salaries of superintendents.	Salaries of teachers.
1	49	50	51	52	53	54
MASSACHUSETTS—continued.						
203 Malden	\$48,601	\$13	\$0	\$2,442	\$2,100	\$35,329
204 Marblehead	0	200	0	336	0	12,828
205 Marlborough	0	500	200	1,000	1,700	.....
206 Medford	12,500	1,000	0	1,500	1,000	27,050
207 Melrose	16,500	564	0	2,668	0	14,845
208 Methuen	0	0	0	0	400	7,850
209 Middleborough .....	.....	.....	.....	1,000	1,000	11,000
210 Milford .....	.....	.....	.....	305	1,500	14,880
211 Millbury .....	.....	.....	.....	354	0	8,066
212 Montague .....	.....	.....	.....	690	0	9,925
213 Needham .....	.....	185	46	504	0	7,013
214 New Bedford	4,500	769	2,358	3,500	2,000	75,475
215 Newburyport	0	300	0	500	0	17,906
216 Newton	54,627	1,000	.....	10,500	2,800	86,079
217 North Adams .....	.....	.....	.....	2,303	1,800	21,625
218 Northampton .....	.....	.....	.....	2,582	1,000	24,557
219 Northbridge .....	.....	.....	.....	.....	350	7,870
220 North Brookfield	0	0	0	300	0	7,244
221 Peabody	4,732	168	.....	768	0	21,064
222 Pittsfield .....	.....	.....	.....	.....	1,500	27,648
223 Randolph	0	100	50	675	0	9,073
224 Rockland	\$100	\$100	\$50	\$500	0	9,556
225 Salem .....	.....	1,000	400	6,300	0	64,788
226 Somerville	17,000	.....	.....	8,732	2,000	80,942
227 Southbridge .....	.....	163	102	264	1,400	8,889
228 Spencer .....	.....	.....	.....	.....	1,000	13,600
229 Springfield .....	.....	375	327	8,153	3,000	86,635
230 Stoneham .....	.....	277	.....	1,541	0	11,747
231 Stoughton	0	30	300	300	500	7,621
232 Taunton .....	.....	.....	.....	.....	.....	.....
233 Waltham	7,745	500	.....	1,200	2,125	40,265
234 Watertown .....	.....	.....	.....	.....	500	17,758
235 Webster	41,200	2,000	1,000	600	0	5,600
236 Westborough .....	.....	350	.....	700	600	10,000
237 Westfield	0	100	100	998	0	17,803
238 West Springfield .....	.....	60	25	400	0	8,807
239 Weymouth	14,000	1,000	.....	.....	1,800	22,700
240 Woburn .....	.....	.....	.....	3,000	1,600	25,069
241 Worcester	23,321	680	441	7,738	3,500	172,969
MICHIGAN.						
242 Adrian .....	.....	.....	447	300	1,600	13,234
243 Ann Arbor	337	.....	340	360	2,000	22,041
244 Battle Creek	3,857	700	1,287	2,752	1,600	15,715
245 Bay City	22,000	1,500	.....	1,287	2,000	27,475
246 Cadillac	2,500	992	42	.....	1,200	5,616
247 Cheboygan .....	.....	.....	.....	.....	.....	.....
248 Cold Water .....	.....	.....	.....	.....	1,100	8,923
249 East Saginaw	18,187	2,160	675	8,019	2,500	42,179
250 Grand Haven .....	.....	176	178	470	1,200	7,576
251 Grand Rapids	23,780	2,017	4,210	3,347	2,250	94,725
252 Ionia .....	.....	.....	52	704	1,500	9,904
253 Jackson	4,000	.....	.....	.....	1,800	20,545
254 Kalamazoo	900	.....	1,078	.....	2,000	23,335
255 Ludington .....	.....	.....	.....	.....	.....	.....
256 Marquette .....	.....	200	175	2,202	1,700	9,650
257 Marshall .....	.....	250	275	.....	1,400	7,763
258 Menominee	10,531	685	200	263	1,400	8,474
259 Negaunee	0	390	50	500	1,500	5,136
260 Niles .....	.....	.....	100	700	1,300	8,095

a See note a, page 352.

b This expense was met by a special appropriation, not included in the amount reported in Column 48.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Expenditures.						Paid on bonded indebtedness. ^a	Amount carried forward to next year.	Total taxable property.	
Incidental or contingent.					Total expenditure.			Estimated cash value.	Assessed valuation.
Officers of board, secretaries, messengers, etc.	Janitors.	Fuel.	Text-books.	All other current expenses.					
55	56	57	58	59	60	61	62	63	64
\$150	\$2,910	\$2,361	\$1,613	\$4,607	\$101,026				
125	450	820	1,404	1,239	16,866	\$0	\$0	\$5,250,000	\$13,358,800
300	1,600	1,500	1,200	1,200					4,473,105
400	1,800	2,000	1,590	2,465	c45,715	0	0	12,000,000	4,528,026
450	1,192	1,228	606	1,189	39,242		17,394		8,121,211
0	575	757	875	931	11,388	0	0	2,838,542	5,071,400
	800		1,000						2,838,542
25	929	819	1,266	983	20,911	0		4,860,726	2,000,000
	336	402	327	1,118	9,478				2,000,000
300	728	626	580	1,795	13,644	0	501	3,500,000	4,860,726
253	792	699	490	212	10,196				1,949,692
1,450	8,496	3,514	4,000	3,271	d110,286		2,013	2,889,181	2,889,181
250	934	452	786	1,669	23,037	0		2,025,856	2,025,856
300	6,408	7,229	3,842	6,560	179,345	19,880		8,000,000	32,000,000
				5,692	31,420		463		8,000,000
	1,499	1,062	1,692	1,372	33,764			5,440,461	32,277,307
	(955)		612		11,423			9,000,000	
278	282	427	700		9,705		847		9,091,687
620	1,841	1,368	1,336	1,556	33,453			1,900,000	2,057,105
50	2,016	1,624	1,596	5,576	40,010		849	7,186,900	1,758,060
345	523	432	859	378	e10,859	0	330	7,886,943	7,186,900
325	440	716	1,052	647	g12,630	0	0	2,500,000	5,915,207
2,010	4,909	3,993	2,818	5,385	92,003	0	0		2,464,327
	4,020	5,203	2,322	5,649	125,865	0			2,381,067
	337	351	647	1,010	13,163	0	2,082	3,857,429	26,207,727
	1,663	1,152	1,696		40,184				26,003,200
125	7,750	4,793	5,134	4,111	120,403	0	0		3,085,544
400	952	1,124	1,005	271	17,317				3,877,950
400	777	680	1,261	857	12,726	0	0	3,194,215	37,982,664
			5,348		58,670			3,194,215	3,194,215
125	2,850	3,156	2,800	688	61,453		0	2,389,870	2,389,870
	1,608	1,051	1,715	2,148					231
225	524	239	452	500	52,340				11,398,764
	550	750	1,000	300	14,250		44,800	2,500,000	2,225,047
700	1,448	1,218	1,392	2,998	26,747	2,100	5,366	8,000,000	2,256
300	775	588	800	560	12,315		15	3,032,897	6,768,877
298	1,640	1,290	3,118	4,251	50,097		691	8,598,615	3,032,897
	2,000	2,000	1,621	993	36,283		1,842		5,732,410
3,260	9,730	10,125	9,899	22,021	263,684	0	0	60,060,230	8,000,000
									239
150	1,525	811	140	2,628	20,836	0	2,181		8,839,650
500	1,193	1,429		2,797	30,997	3,150	1,912	5,116,570	5,116,570
125	1,475	1,358	63	924	29,336	7,000	883	5,683,330	3,410,000
	4,000	1,468		1,999	h65,892	0	0	9,746,246	9,746,246
150	830	312		1,270	12,912	500	4,052	1,900,000	682,000
									245
200	980				23,898	2,000	6,013	3,677,925	3,677,925
2,088	5,290	2,462	3,010	3,158	89,728		995	15,000,000	10,156,260
					13,548		1,055		1,669,445
1,500	12,233	7,105		16,539	167,706	10,000	12,022		20,380,411
0	1,080	640		2,442	15,565	2,667	1,707	2,700,000	2,000,000
	1,900	1,474			36,035		1,934		251
300	2,295	1,954		7,227	38,089	10,550	5,629	8,000,000	6,266,850
									253
400	1,020	1,165	11	4,092	20,615		582	2,700,000	2,700,000
120	695	500	50	650	11,728	5,500	3,042		2,700,000
225	742	159	26	842	25,595	20,000	6,467		1,871,610
200	1,109	600	50	777	10,223	0	4,351	2,728,350	2,401,763
300	853	660	25		13,298		1,120	2,000,000	2,728,350
								2,000,000	2,000,000

^e The items amount to \$51,215.^d The sum of the items is \$19,333.^e The sum of the items is \$12,333.^f Estimated.^g The items as reported amount to \$13,486.^h The items amount to \$61,729.

TABLE 22, PART IV.—School statistics of cities containing 4,000 inhabitants and over, for

City or town.	Expenditures.					
	Permanent.				For tuition.	
	Sites and buildings.	Furniture.	Libraries and apparatus.	Permanent repairs.	Salaries of superintendents.	Salaries of teachers.
1	49	50	51	52	53	54
MICHIGAN—continued.						
261 Pontiac.....				\$1,291	\$1,500	\$9,451
262 Port Huron.....	\$5,000	\$500	\$100	100	1,600	13,511
263 Saginaw.....	1,550	1,943	278	5,900	1,800	20,516
264 West Bay City.....	13,000	2,000	436	2,000	1,500	14,312
265 Ypsilanti.....						
MINNESOTA.						
266 Crookston.....	1,194	916	150	201	1,575	5,116
267 Duluth.....	42,331			746		25,107
268 Faribault.....	35,000	600	1,000	300	1,500	8,875
269 Mankato.....					1,800	9,539
270 Minneapolis.....	154,626	9,431	5,127	20,929	4,033	218,388
271 Red Wing.....	16,585	1,122		395	1,650	12,128
272 St. Cloud.....	0	0	50	0	1,200	4,050
273 St. Paul.....						
274 Stillwater.....	1,409	869	500	2,537	1,800	19,785
275 Winona.....	7,618		375	2,377	(25,703)	
MISSISSIPPI.						
276 Jackson.....						
277 Meridian.....	2,000	500			1,500	10,500
278 Natchez.....	350	100	25		1,000	9,135
279 Vicksburg.....	4,629		50	150	1,375	10,935
MISSOURI.						
280 Chillicothe.....						
281 Hannibal.....	781	16	239	706	1,500	10,279
282 Jefferson City.....	0			300	1,350	6,250
283 Kansas City.....	97,734	3,923	4,234	45,929		136,040
284 Moberly.....	13,449		250	219	1,200	8,813
285 St. Charles.....			140	290	1,000	3,845
286 St. Joseph.....	3,217	1,160		4,303	2,000	47,193
287 Sedalia.....						
288 Springfield.....	3,341		147	711	1,830	9,498
NEBRASKA.						
289 Beatrice.....	8,000	900	50	500	1,500	9,540
290 Fremont.....					1,200	8,873
291 Grand Island.....	5,224	248	218	1,218	1,500	13,150
292 Hastings.....	23,139	3,614	189	300	1,500	8,534
293 Lincoln.....						
294 Omaha.....	99,439	3,606	3,253	13,629	3,000	114,491
NEVADA.						
295 Virginia City.....		2,053	529		0	23,680
NEW HAMPSHIRE.						
296 Claremont.....					0	4,615
297 Concord.....	0	175		697		
298 Dover.....					1,600	16,830
299 Keene.....	1,300			829	0	9,227
300 Manchester.....		1,010		3,663	1,800	41,689
301 Nashua.....	0	180	480	1,200	1,000	27,597
302 Portsmouth.....					600	16,489
303 Rochester.....	0	0	129	0	350	11,761
304 Somersworth.....					0	8,018

a See note a, page 352.

b The sum of the items is \$34,217.

c The items reported amount to \$11,230.

d The items amount to \$17,958.

e The sum of the items is \$11,428.

f The items reported amount to \$40,247.

g The sum of the items is \$34,107.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Expenditures.						Paid on bonded indebtedness. <i>a</i>	Amount carried forward to next year.	Total taxable property.	
Incidental or contingent.					Total expenditure.			Estimated cash value.	Assessed valuation.
Officers of board, secretaries, messengers, etc.	Janitors.	Fuel.	Text-books.	All other current expenses.					
55	56	57	58	59	60	61	62	63	64
-----	\$800	\$1,200	-----	\$1,199	\$15,441	-----	\$2,201	-----	\$2,434,500
-----	2,358	1,309	\$100	150	-----	-----	-----	-----	4,000,000
\$200	2,369	1,845	-----	1,970	38,452	\$5,750	14,554	\$6,172,000	4,940,000
100	1,315	985	75	1,077	36,890	886	0	2,000,000	4,000,000
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
150	921	483	-----	259	10,965	1,665	10,593	1,500,000	900,000
700	3,890	2,409	2,394	7,478	85,055	-----	68,723	-----	-----
150	630	1,300	200	2,000	54,255	6,000	-----	4,000,000	2,000,000
100	1,178	619	-----	1,605	-----	11,528	-----	-----	2,481,115
-----	20,115	16,544	-----	206,693	660,863	-----	124,635	300,000,000	98,000,000
150	1,039	1,039	-----	816	34,924	1,865	2,981	4,500,000	1,950,343
60	350	700	0	50	6,560	1,000	-----	1,600,000	1,000,000
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
250	1,714	1,304	-----	4,049	633,917	-----	3,735	-----	5,000,000
500	1,919	2,850	-----	-----	59,303	4,000	10,412	12,000,000	6,500,000
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
-----	-----	-----	0	-----	-----	0	0	-----	-----
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
180	850	800	0	100	10,635	0	0	2,000,000	-----
-----	-----	-----	-----	-----	18,469	-----	848	10,000,000	3,750,000
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
100	1,017	1,246	-----	1,557	23,441	8,277	1,169	5,000,000	2,996,331
100	600	368	101	2,419	411,157	2,301	6,808	2,500,000	1,312,789
10,456	10,958	5,790	4,294	36,019	355,426	-----	-----	-----	-----
200	750	457	5	-----	27,080	-----	1,288	4,000,000	1,200,000
150	420	143	-----	188	6,176	-----	1,568	5,000,000	1,938,855
1,300	5,350	1,958	-----	32,483	93,964	16,000	-----	25,000,000	13,000,000
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
200	900	255	-----	1,106	227,114	1,200	8,102	5,000,000	2,795,727
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
500	900	1,500	-----	-----	14,127	0	9,239	-----	-----
180	1,561	885	-----	1,672	25,856	-----	15,711	2,800,000	700,000
160	850	982	50	1,964	745,646	-----	9,528	5,223,332	1,305,833
-----	-----	-----	-----	-----	-----	-----	-----	20,000,000	4,500,000
1,620	11,868	7,708	11,762	20,032	290,350	100,000	51	100,000,000	11,898,317
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
120	2,663	4,011	-----	1,081	931,025	-----	9,176	2,000,000	-----
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
150	141	275	10	426	75,568	-----	-----	2,500,000	2,397,329
-----	1,064	1,903	1,239	-----	131,377	-----	3,070	-----	-----
150	1,323	1,562	-----	1,105	22,570	-----	243	-----	-----
-----	184	-----	-----	3,380	14,920	-----	3,295	-----	-----
280	3,249	3,169	-----	3,660	58,520	-----	-----	-----	21,379,384
200	1,981	2,480	896	1,638	37,651	0	8	5,000,000	4,266,658
67	752	1,119	-----	1,239	20,266	-----	-----	-----	6,353,925
115	789	795	183	1,096	15,218	5,963	70	3,655,528	2,726,646
-----	-----	-----	959	177	9,184	3,000	-----	1,700,000	1,700,000
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

^a The items reported amount to \$5,717.[†] Deficit, \$503.[‡] Items not all reported.

TABLE 22, PART IV.—*School statistics of cities containing 4,000 inhabitants and over, for*

City or town.	Expenditures.					
	Permanent.				For tuition.	
	Sites and buildings.	Furniture.	Libraries and apparatus.	Permanent repairs.	Salaries of superintendents.	Salaries of teachers.
1	49	50	51	52	53	54
NEW JERSEY.						
305 Atlantic City			\$222	\$2,564		\$9,556
306 Camden	\$24,800	\$1,000	1,000	7,651	\$900	67,539
307 Chambersburg				2,129		10,975
308 Elizabeth						
309 Gloucester					0	6,192
310 Harrison			2,000	500		7,000
311 Jersey City		7,149		2,979	2,600	195,050
312 Lambertville	120	110		15		6,010
313 Long Branch	30,000	5,000	250		0	16,913
314 Millville		500	227		450	15,160
315 Newark	49,471	9,588		14,798	2,500	249,972
316 New Brunswick		60		949	2,500	23,195
317 Orange		2,446		3,702	(21,327)	
318 Phillipsburg	0	369	44	565	1,405	12,711
319 Plainfield		320	26	978	0	20,624
320 Rahway	0	0	0	920	400	10,330
NEW YORK.						
321 Albany	23,756	1,756	896	16,735	2,667	155,915
322 Auburn	30,974	927	152	3,875	2,090	39,102
323 Batavia	350	500	300	200	1,800	7,850
324 Binghamton	12,437	1,150	1,845	1,442	2,000	37,448
325 Brooklyn	(348,844)			72,860	12,500	918,818
326 Buffalo	90,184	7,746	1,804	19,700	2,500	379,619
327 Canandaigua		3	69	2,148	0	7,646
328 Cohoes		364	79	3,072	0	25,767
329 Corning	3,801	911	119	1,000	2,000	8,475
330 Cortland		340	250	2,669	830	3,912
331 Dunkirk						
332 Elmira	1,663	892	479	3,706	1,600	41,336
333 Flushing	2,000	1,077	31	2,422	1,700	11,344
334 Geneva				1,000	1,500	7,200
335 Gloversville		635		2,716	1,500	10,012
336 Green Island		125	125	1,261		7,188
337 Hoosick Falls					0	11,817
338 Hornellsville		1,060	652	3,532	1,700	14,015
339 Hudson	26,800	1,322		344	800	9,890
340 Ithaca	2,246		29	1,021	2,000	14,339
341 Johnstown	8,129		76	323	1,200	7,587
342 Kingston	5,135	615	143	978	1,100	19,149
343 Lansingburg	1,480	127	152		1,500	12,446
344 Little Falls		200	300	400	1,400	10,150
345 Lockport		555	702	4,957	1,267	23,608
346 Lyons		47	41		0	6,668
347 Malone		480	1,034	738	800	9,650
348 Middletown		555	929	2,009	1,000	14,653
349 Newburg	14,364	4,425	2,877	797	1,375	31,313
350 New Ycrk	297,246	(21,782)		205,997	(3,022,993)	
351 Ogdensburg	1,026	190	338	1,200		
352 Olean	12,184	735	622	1,806	2,000	10,904
353 Owego			874	608		0
354 Plattsburg		348	144	1,208	1,700	10,416
355 Port Jervis		256	348	403	1,000	12,737
356 Poughkeepsie		250	5,265	2,530	1,600	28,265
357 Rochester		9,064	1,359	44,869	2,200	167,654
358 Rome	1,200		217	615	1,600	14,983
359 Saratoga Springs	1,223	593	451	2,766	1,550	21,085
360 Seneca Falls	3,930	3,048	1,061	451	250	9,548
361 Sing Sing	1,617	200	30	171	1,954	10,179
362 Syracuse	17,668	2,574	3,160	14,418	2,325	131,927

a See note a, page 352. b The sum of the items reported is \$11,620. c Deficit carried forward, \$1,165.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Expenditures.					Total expenditure.	Paid on bonded indebtedness. ^a	Amount carried forward to next year.	Total taxable property.	
Incidental or contingent.								Estimated cash value.	Assessed valuation.
Officers of board, secretaries, messengers, etc.	Janitors.	Fuel.	Text-books.	All other current expenses.					
55	56	57	58	59	60	61	62	63	64
\$1,458	\$957 8,077	\$583 3,544	\$1,006 4,843	\$595 11,699 5,239	\$15,483 132,511 18,343	\$0 1,009	\$12,049 39,294 766	\$10,000,000 25,833,333	\$3,687,722 15,500,000
50	500	334	474		7,578	0			14,403,460
75	620	125	300	1,000	611,325	1,025	60	4,000,000	2,000,000
1,500	15,362	7,645	3,388	4,690	d240,871				70,000,000
25	425	267	20		6,993		319		2,500,000
500	2,000	798	20			3,000	7,727		
	948	1,050	750	1,001	20,086		1,200		
5,178	19,213	9,248	16,193	8,156	384,417		34,639	96,716,539	95,090,502
250	1,700	1,025	514	9,053	39,246	3,000		5,510,375	
333	1,557	1,009	362	903	31,639			11,074,000	5,537,000
480	776	502	24	1,213	18,089	0	1,781	2,600,000	3,000,000
150	2,080	881	946	732	26,737	5,317	764	9,000,009	4,962,000
200	775	571	1,489	368	15,053				
1,850	8,852	8,502	5,685	4,558	231,172		97,657	61,886,884	61,886,884
	3,579	2,810	69	3,632	87,120		31,014	15,300,000	10,888,977
200	1,400	600		350	13,550	2,000	2,750	5,000,000	3,250,000
110	4,267	3,263	50	414	64,426		1,520	15,567,685	15,567,685
21,874	53,540	29,816	84,625	139,326	1,682,198		361,854	517,156,000	262,000,202
3,713	20,063	14,902		9,968	550,229		279,375		
	624	802		461	11,753	0	45	5,000,000	4,079,970
600	2,948	2,778	41	1,560	37,209	250	26,848	11,000,000	11,000,000
200	910	1,034		1,416	19,856	4,663	1,649	3,674,334	1,837,167
	485	523		412	9,396				
100	3,384	2,490		1,682	57,332		2,298	12,360,817	12,360,817
233	1,255	500	850	1,094	22,406	3,468	2,531	5,000,000	2,001,180
	650	700		650	11,700			4,500,000	4,000,000
150	600	1,028		185	16,836		1,184	5,000,000	2,554,782
194	700	500	75	170	10,338		1,917		1,781,165
110	1,200	973	85	6,185	20,730				
200	2,026	899	41	9,091	33,546	3,000	6,304	5,927,881	4,445,911
	433	450		150	40,282		6,099		5,759,470
	1,475	1,202	501	740	23,553	6,875	270	6,000,000	2,739,748
100	550	829		659	19,453	4,200	755	6,804,481	2,268,160
307	2,460	850	100	1,295	32,138	0		6,089,971	6,069,971
366	1,067	619	441	3,870	22,008	1,410	221	5,500,000	5,500,000
100	450	600		2,000	15,600		772	4,000,000	1,242,000
	1,553	1,666		635	35,043	0	3,129		5,685,840
	400	393		902	8,451		788		1,533,023
500	758	842		1,069	16,771	3,410		4,162,740	2,081,370
	1,461	123		1,283	22,609		20,185		3,298,470
	1,758	1,971	5,396	3,629	67,905		229	15,347,000	9,208,604
88,403	123,285	79,696	138,681	78,949	4,057,092			2,100,000,000	1,420,968,286
0	1,092	1,828	76	506	37,555		14,658	5,652,082	3,768,065
200	1,007	1,073		1,123	31,744	3,990	4,738	4,016,446	2,008,223
50	1,275	884	25	568	15,298	3,348	3,667		1,360,200
	514	1,020	18	1,985	17,443	5,710	0	35,000,000	1,437,064
100	948	1,009		108	17,412		4,589	3,926,244	1,308,748
500	1,920	1,674		572	42,585		17,464	15,595,540	11,696,655
4,317	14,696	14,130	1,181	3,879	262,149		21,134	75,514,275	75,514,275
	1,200	859		2,300	221,952		1,042		
350	2,610	2,055		1,383	34,070		28,162		3,800,840
	919	681		1,298	21,189		19,352	5,000,000	3,442,813
	697	463		1,702	17,013		3,442		1,767,755
912	8,904	5,810	2,009	7,099	196,827		128,228	45,588,655	37,990,546

^a The sum of the items is \$140,363.^c The sum of the items is \$22,994.

TABLE 22, PART IV.—*School statistics of cities containing 4,000 inhabitants and over, for*

City or town.	Expenditures.					
	Permanent.				For tuition.	
	Sites and buildings.	Furniture.	Libraries and apparatus.	Permanent repairs.	Salaries of superintendents.	Salaries of teachers.
1	49	50	51	52	53	54
NEW YORK—continued.						
363 Troy b	\$14,000	\$500	\$100	\$7,700	\$2,300	\$100,000
364 Utica	700	2,852	1,859	4,105	2,500	67,142
365 Watertown	9,388	656	399	1,559	1,300	19,932
366 Yonkers	16,183	601	3,514	3,432	3,303	37,921
367 West New Brighton		426	129	2,064	1,500	8,327
NORTH CAROLINA.						
368 New Berne						
369 Raleigh	378	10		187	1,350	8,570
OHIO.						
370 Akron	17,060	5,600	500	7,470	2,500	44,134
371 Alliance	13,000	69	35	1,483	1,300	7,939
372 Ashtabula					1,300	6,240
373 Canton	35,731				1,800	27,379
374 Chillicothe	0	649	1,513	723	2,034	29,581
375 Cincinnati	107,027	4,409	12,786	19,646	65,563	541,976
376 Circleville			80	2,089	1,800	15,062
377 Cleveland	53,184				12,497	406,135
378 Columbus	36,717	6,454	1,538	11,318	3,000	139,553
379 Dayton					4,000	114,440
380 Defiance			500	500	1,300	8,200
381 East Liverpool	7,434				1,200	8,136
382 Elyria					2,000	9,200
383 Fremont	3,750	100	100		1,800	9,733
384 Gallipolis					1,400	10,150
385 Hamilton					2,000	28,325
386 Ironton					1,800	15,659
387 Lancaster					1,500	14,735
388 Lima	4,647				1,500	13,461
389 Mansfield	8,300	500		450	2,000	22,893
390 Marietta	1,685		30	1,000	1,500	10,600
391 Massillon					1,200	13,241
392 Middletown	(9,552)		0	0	1,400	9,120
393 Mount Vernon			300		1,600	10,014
394 Newark					1,800	21,846
395 Norwalk		300	100	2,000	1,400	13,603
396 Piqua					1,500	10,590
397 Portsmouth				3,456	1,700	17,543
398 Salem					1,600	9,400
399 Sandusky					2,500	23,805
400 Springfield	40,340	2,364		1,612	1,820	54,624
401 Steubenville	2,310		591	1,549	1,750	23,060
402 Tiffin					1,800	13,431
403 Toledo	26,760	3,590	273	2,558	1,800	85,844
404 Urbana			200	1,349	1,300	11,350
405 Wooster	0	0	0		1,800	11,840
406 Xenia	1,000	1,400	300	2,009	1,600	16,450
407 Youngstown	4,229	2,518	545	4,165	2,000	31,114
408 Zanesville	1,827	383	189	2,215	2,000	36,586
OREGON.						
409 Portland		493	43	4,252	2,000	65,544
410 Salem						
PENNSYLVANIA.						
411 Allentown	2,000	147		345	1,225	25,624
412 Altoona	15,522	2,000		1,317	1,290	23,187
413 Ashland					1,200	8,215

a See note a, page 352.

b See note d, page 365.

c Account overdrawn, \$7,533.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Expenditures.						Paid on bonded indebtedness. <i>a</i>	Amount carried forward to next year.	Total taxable property.		
Incidental or contingent.								Estimated cash value.	Assessed valuation.	
Officers of board, secretaries, messengers, etc.	Janitors.	Fuel.	Text-books.	All other current expenses.	Total expenditure.					
55	56	57	58	59	60	61	62	63	64	
\$1,500	\$9,275	\$4,485	\$720			\$0		\$60,000,000	\$47,434,173	363
900		4,682	612	\$4,638	\$89,990		\$7,651	25,000,000	18,597,430	364
	2,115	1,927		225	42,799	5,298	e 0	8,500,000	5,700,000	365
750	2,705	2,433		5,353	76,192		15,088		20,277,580	366
	600	355	680	2,307	16,408		2,515	5,000,000	1,000,000	367
				2,087	12,588		168			368
										369
625	5,436	1,854	100	5,826	91,105	10,381	30,820	20,000,000	9,907,979	370
324	650	373	6	1,348	26,526		4,018	4,500,000	2,350,000	371
800	608	375		290	9,113	5,000				372
				26,051	91,908	11,046	28,952		7,500,000	373
300	1,630	740	521	422	33,113	0	15,167	8,000,000	5,459,550	374
8,169	32,164	9,369	1,331	56,516	858,956		39,047		174,537,847	375
250	1,100	300	50	2,299	23,030	2,870	16,772	4,418,803	3,725,863	376
4,250	39,527	22,736	1,850	46,518	586,697	23,619				377
1,528	16,938	4,488	110	8,753	230,257	0	31,569	80,000,000	38,735,690	378
2,440	8,833	5,656		9,183	211,144		36,216	90,000,000	27,000,000	379
75	735	1,000		2,000	14,410	2,182	6,423	6,000,000	2,500,000	380
				4,167	20,937					381
	740				19,034	4,000	11,936	6,398,610	2,132,870	382
100	600	600	3	1,527	18,313		11,675	3,000,000	2,000,000	383
150				2,555			823			384
325	58			8,113		5,000	13,966		6,500,000	385
				3,810			7,217	3,000,000		386
				1,496	19,131	520	8,065		2,760,000	387
150	1,250				24,257	2,375	25,541		3,500,000	388
100				2,928	40,560		9,031			389
300	2,252	937		2,586	18,357		6,148		1,253,000	390
0	(6,270)		0	1,504	18,984	6,951	8,648	4,000,000	3,022,870	391
150					28,846		13,014	6,000,000	3,200,000	392
150					20,658		1,270			393
50	1,188	800	25	6,095	29,891	11,331	8,134	8,500,000	5,642,191	394
150	510	997		2,864	22,330	3,300	7,443	4,000,000	1,900,000	395
96	1,598	3,456		1,853	15,600	7,156	4,377	4,500,000	3,050,000	396
	950	5,152		4,682	27,381	4,682	13,759		4,408,360	397
150	2,664				18,642	2,510	8,121	12,500,000	5,300,000	398
350	6,774	2,825		7,054	48,455	2,713	19,054		5,760,000	399
435	2,321	629		11,925	122,634	10,000	16,872		15,600,000	400
				1,796	34,441	5,563	17,620	5,002,210	5,002,210	401
				4,764	19,995	3,720	11,117	5,000,000	3,218,000	402
1,620	5,394	5,181	365	10,417	144,232	31,600	37,327	55,000,000	30,000,000	403
100	1,040	588	25	260	16,712	3,114	7,465	4,523,584	3,618,867	404
100	770		140	2,485	17,135	0	9,704			405
120	1,680	700	300	1,710	27,260	4,038	21,424		4,000,000	406
340	3,845	1,715		3,364	53,838		26,095			407
300	3,768	852		5,365	51,845	2,025	7,941			408
1,665	5,518	1,947		10,633	92,095	10,000	7,409	30,000,000	14,000,000	409
										410
550	2,724	1,647		27,807	62,069		3,243	15,000,000	8,178,402	411
240	3,889	2,198		12,325	63,878		e 0	6,900,000	2,300,000	412
					16,285		25		1,219,925	413

^a Includes all permanent expenses.^e Eighteen dollars due treasurer.

TABLE 22, PART IV.—*School statistics of cities containing 4,000 inhabitants and over, for*

City or town.	Expenditures.					
	Permanent.				For tuition.	
	Sites and buildings.	Furniture.	Libraries and apparatus.	Permanent repairs.	Salaries of superintendents.	Salaries of teachers.
1	49	50	51	52	53	54
PENNSYLVANIA—continued.						
414 Beaver Falls.....		\$50	\$150	\$1,357	\$1,350	\$8,288
415 Bethlehem.....	\$2,804	52		601	1,020	5,219
416 Bradford.....	18,805	378		2,396	2,000	14,763
417 Bristol.....		260	96	728	500	5,865
418 Carlisle.....	(4,395)			309	0	9,356
419 Chambersburg.....	1,000		60	500	80c	11,345
420 Chester.....					1,200	
421 Columbia.....		311	50	715	1,400	9,180
422 Conshohocken.....				932	150	5,710
423 Corry.....						
424 Danville.....				1,444	0	9,134
425 Dunmore.....	910	184	100	152	1,100	8,132
426 Easton.....		684	99	2,255	1,600	25,877
427 Harrisburg.....	4,047			4,467	1,500	53,302
428 Hazleton.....		181		1,514	1,400	11,018
429 Johnstown.....		932		1,120		15,163
430 Lancaster.....	8,941	932		2,267	1,500	34,548
431 Lock Haven.....		500		450	1,100	8,500
432 Mahanoy.....	130	727	0		1,200	8,069
433 McKeesport.....	300			2,251	1,350	15,515
434 Meadville.....	522			1,099	1,500	17,361
435 Nanticoke.....	12,819	621	250	300	1,000	8,100
436 New Castle.....	2,125	218		1,972	1,000	13,433
437 Norristown.....		675	90	2,189	1,400	21,859
438 Oil City.....	2,389		165	2,185	2,000	15,205
439 Philadelphia.....	460,833	37,833	10,858	159,567	18,600	1,260,510
440 Phoenixville.....		274	150	624	1,200	9,522
441 Pittsburg.....	(128,037)			19,760	3,500	325,327
442 Pittston.....				1,109	(8,943)	
443 Plymouth.....		154		518		7,128
444 Pottsville.....				2,757	1,700	21,274
445 Scranton.....				10,600	1,850	93,561
446 Shenandoah.....	1,681			597	1,625	16,191
447 South Bethlehem.....	3,095	716	160	2,365	0	8,599
448 South Easton.....	0	173	0	236	1,000	6,880
449 Tamaqua.....		300		1,000	1,000	4,750
450 Titusville.....				953	1,800	14,203
451 West Chester.....	39,149	346	189	80	1,300	10,345
452 Wilkes Barre.....	(15,916)		160	3,393		44,504
453 Williamsport.....	1,062			2,522	1,400	34,220
454 York.....	80,000	10,000			1,300	21,986
RHODE ISLAND.						
455 Bristol.....			54	789	550	9,220
456 Cranston.....			190		150	7,227
457 Cumberland.....	50		409		265	10,824
458 East Providence.....			451	2,035	300	13,708
459 Johnston.....	3,865		42		300	9,512
460 Newport.....	48,738	1,500			3,000	33,782
461 Pawtucket.....	24,844	1,729	487	4,85	2,000	41,121
462 Providence.....	(67,790)		492		3,500	216,697
463 South Kingstown.....		316	1	100	425	9,587
464 Westerly.....	6,574		79		200	13,855
465 Woonsocket.....					792	22,608
SOUTH CAROLINA.						
466 Charleston.....	4,346	676	66	3,286	2,500	62,462
467 Columbia.....		197	158	172	(9,990)	
468 Greenville.....					299	2,339

a See note a, page 352.

b Deficiency carried forward, \$146.

c Does not include the amounts in Columns 49 and 53.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Expenditures.					Total expenditure.	Paid on bonded indebtedness. ^a	Amount carried forward to next year.	Total taxable property.		
Incidental or contingent.								Estimated cash value.	Assessed valuation.	
Officers of board, secretaries, messengers, etc.	Janitors.	Fuel.	Text-books.	All other current expenses.						
55	56	57	58	59	60	61	62	63	64	
\$125	\$1,003	\$285		\$170	\$19,562	\$10,500		\$3,000,000	\$1,000,000	414
359	425	383	\$679	255	11,797	14,254	\$375			415
412	1,504	1,227	500	4,594	46,379	2,274	430	2,500,000	1,035,000	416
250	779	283	286	210	9,257	1,544	641	2,589,255	1,726,170	417
864	640	573		420	16,557	2,311	168		2,425,508	418
200	861	400	120	900	16,186		1,990	3,000,000	2,000,000	419
					32,355					420
120	690	485	86	2,985	17,022	1,000	68			421
150	600	441		169	8,152		2,435	3,635,000	2,725,000	422
										423
100		816		3,844	15,338		11,085			424
402	300	246		660	12,216	1,500	775			425
1,168	3,681	2,295	300	4,321	42,280	3,000	4,139		8,172,920	426
3,510	4,431	(2,980)		9,481	83,718		3,895	24,000,000	5,916,227	427
150	782	443		234	15,722	1,458	4,585	5,000,000	892,000	428
			193	5,369	20,845	600	1,813			429
250	2,172	1,879	650		61,792		4,138		12,000,000	430
500	600	700	20	120	14,000			4,500,000	1,500,000	431
140		772		1,643	12,681	3,935	2,978	2,700,000	1,515,125	432
150	1,046	469		3,697	21,778	2,404	3,106		5,000,000	433
(1,962)		(1,337)			23,781	5,683			2,060,000	434
125	868	819	500	1,048	26,450	16,662				435
150	1,269	560		1,746	23,757	3,550	60	7,000,000	3,200,000	436
575	2,323	1,019	1,216	4,004	35,350	5,200	2,145		7,300,000	437
300	1,030	570	1,982	832	26,658	6,796	1,130	6,400,000	1,600,000	438
	124,685	56,553	114,323	163,951	62,028,280		46,115	634,966,105	623,679,312	439
200	979	838	759	569	719,082	3,091	7	4,500,000	3,000,000	440
4,957		5,952		67,933	555,465	105,541	206,218		134,731,031	441
295	(1,207)				11,554	3,045	1,747	5,037,291	719,613	442
150	612	261		250	9,073	2,625		5,230,494	581,166	443
525	2,397	1,098		3,114	32,865	5,071	12,498	5,226,000	3,950,000	444
1,236	5,781	2,492		10,754	155,509	60,064		30,000,000	3,000,000	445
1,513	1,463	843		1,589	25,502	3,832	35	5,000,000	1,683,591	446
				1,043	15,978		1,488		3,056,722	447
75	722	548	792	140	10,157	0	960	17,662,556	1,324,692	448
155	533	682		361	8,781		2,002	3,600,000	1,200,000	449
200	1,488	1,794		206	20,644	12,193	940		1,347,706	450
552	880	563	1,059	775	56,971	867	1,675		6,090,450	451
1,508	5,440	2,164		2,946	76,031	10,110		20,000,000	3,602,886	452
1,736		63,157		4,849	50,503	1,557	27,007	13,000,000	6,956,742	453
200	1,686	1,205		2,500		14,700	69		9,000,000	454
	615	522	933	811	13,494		0		5,609,400	455
					9,121	847	1,168	7,350,000	7,445,660	456
10	(1,409)			303	13,270			8,200,000	6,093,144	457
200	1,335			1,288	19,317	306	1,312		6,360,066	458
170	0	1,374	0	0	15,263	0	0	4,883,500	4,883,500	459
500	2,604	1,540		7,927	749,353		1,455		28,957,200	460
350	4,604	3,290		2,768	86,047		37,731	18,015,890	18,015,990	461
1,000	16,048	9,877	3,415	20,046	339,866	13,500			134,021,720	462
		200		14	10,644		778	7,000,000	5,722,420	463
	400	1,969		16	23,084	3,879			4,745,410	464
100	2,327	1,560			34,120		0		9,511,125	465
	1,680	539		32	76,187		8,849	25,000,000	20,000,000	466
150	315	317		1,130	12,429		10		3,350,000	467
	60	66		409	3,974		136	3,500,000	2,000,000	468

^d The items amount to \$15,115.^e Fuel and contingencies.^f Does not include "permanent" expenditures.

TABLE 22, PART IV.—School statistics of cities containing 4,000 inhabitants and over, for

City or town.	Expenditures.					
	Permanent.				For tuition.	
	Sites and buildings.	Furniture.	Libraries and apparatus.	Permanent repairs.	Salaries of superintendents.	Salaries of teachers.
1	49	50	51	52	53	54
TENNESSEE.						
469 Chattanooga		\$736		\$105	(\$26, 102)	
470 Clarksville					1,200	6, 155
471 Jackson	\$343	145		217	1,500	6, 745
472 Knoxville					1,500	25, 845
473 Memphis	10, 568	930		1, 035	2, 000	41, 765
474 Union City					(4, 507)	
TEXAS.						
475 Austin	12, 750	1, 043	\$100	297	1, 800	25, 840
476 Brenham	750	343		219	1,200	9, 331
477 Brownsville		250			0	5, 700
478 El Paso	1, 000	(2, 738)		777	2, 000	6, 865
479 Fort Worth				774	2, 000	24, 018
480 Galveston	16, 229	2, 646	148	3, 031	2, 400	45, 672
481 Houston	11, 607	1, 146		287	1, 949	24, 037
482 Palestine			100	235	1,500	4, 695
483 Sherman	4, 280				1,200	10, 150
484 Waco	8, 765			690	(16, 822)	
UTAH.						
485 Ogden	908	162	161	534		6, 736
VERMONT.						
486 Brattleborough						
487 Rutland	507	355	447		800	10, 257
488 St. Johnsbury		25		1, 059		8, 787
VIRGINIA.						
489 Alexandria				889	380	10, 615
490 Fredericksburg		34		185		3, 493
491 Lynchburg		663		612	1, 350	24, 148
492 Norfolk	10, 000	400		485	1, 140	18, 180
493 Petersburg				630		19, 270
494 Richmond	4, 312	1, 447		3, 879	960	84, 854
495 Staunton	0	0	14	98	1, 010	5, 841
496 Winchester	200	75	34	0	460	4, 450
WEST VIRGINIA.						
497 Charleston		231	100		1, 200	8, 680
498 Martinsburg		225				
499 Wheeling	17, 740	1, 713	2, 400	2, 761	1, 600	47, 644
WISCONSIN.						
500 Appleton	1, 492	496	505		425	20, 037
501 Beloit						
502 Berlin					200	6, 352
503 Fond du Lac		416	176	1, 536	400	16, 412
504 Green Bay	5, 501	735		428	250	10, 253
505 Janesville				1, 802	1,500	12, 521
506 Kenosha			18	740	200	6, 125
507 La Crosse	4, 215	546	151	8, 815	2, 100	29, 412
508 Madison	450	895	76	1, 063	(18, 798)	
509 Milwaukee					3, 000	253, 194

a See note a, page 352.

b The city auditor reports \$3,797 expended for school purposes in addition to the amount expended by the school board.

c The sum of the items is \$8,182.

d Amount paid on last year's indebtedness.

e \$24,317 indebtedness.

f The sum of the items reported is \$47,867.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Expenditures.						Paid on bonded indebtedness. <i>a</i>	Amount carried forward to next year.	Total taxable property.	
Incidental or contingent.					Total expenditure.			Estimated cash value.	Assessed valuation.
Officers of board, secretaries, messengers, etc.	Janitors.	Fuel.	Text-books.	All other current expenses.					
55	56	57	58	59	60	61	62	63	64
\$240	\$1,196	\$716	.....	\$745	b\$30,140	.....	\$461	.....	\$6,480,960
.....	120	180	.....	458	c7,823	.....	101	\$2,600,000	2,000,000
.....	255	262	.....	.....	9,701	.....	.....	.....	.....
100	1,725	1,120	.....	1,566	31,866	.....	3,393	7,860,554	5,895,416
(5,502)	.....	1,302	.....	5,983	69,075	d\$5,367	e 0	.....	23,682,670
80	223	55	.....	576	5,456	.....	7	.....	.....
.....	1,206	408	.....	4,423	f37,549	.....	1,527	12,000,000	8,004,406
.....	255	139	.....	428	12,665	.....	212	2,000,000	1,850,000
.....	400	250	\$130	1,472	8,202	.....	8,806	.....	1,200,000
120	420	.....	.....	4,500	18,420	.....	996	4,185,473	4,185,473
.....	.....	.....	.....	1,925	38,727	.....	0	.....	6,000,000
950	1,926	588	.....	6,332	79,922	.....	6,821	.....	20,000,000
.....	2,183	496	.....	2,870	44,575	1,480	5,162	7,000,000	7,000,000
.....	396	64	.....	.....	6,894	.....	624	.....	1,479,155
.....	553	176	.....	1,451	17,791	.....	268	4,000,000	2,500,000
.....	.....	.....	.....	3,669	29,946	5,540	740	.....	5,197,267
600	(950)	.....	.....	816	10,867	.....	790	5,000,000	2,500,000
.....	800	811	.....	646	15,866	1,243	2,326	10,000,000	5,600,000
.....	700	979	.....	.....	18,971	4,000	.....	.....	3,382,748
450	821	460	.....	539	14,154	.....	6,378	4,000,000	4,162,464
100	150	152	1	384	4,499	.....	1,647	.....	1,502,917
150	925	791	147	819	29,610	.....	90	.....	9,998,662
300	565	656	495	226	32,024	.....	134	17,411,988	13,929,590
445	1,107	1,052	172	763	23,440	0	80	.....	9,193,110
1,350	4,563	4,277	1,239	3,597	110,478	0	0	43,000,000	43,000,000
102	335	655	10	241	8,306	.....	880	.....	2,248,153
25	442	357	14	255	.....	0	0	2,600,000	2,431,049
.....	.....	.....	.....	.....	11,346	.....	.....	.....	2,172,315
50	480	300	.....	.....	11,430	.....	1,565	.....	1,726,947
100	700	800	50	100	4,704	j84,235	2,501	.....	16,744,444
533	2,325	1,170	334	.....	.....	.....	.....	.....	.....
.....	2,400	3,000	.....	3,401	37,659	6,729	3,733	10,000,000	3,568,225
.....	.....	.....	.....	.....	14,117	.....	9,285	.....	1,900,060
.....	1,233	.....	.....	.....	8,674	.....	3,383	1,515,339	947,087
.....	.....	.....	.....	4,635	23,575	.....	4,734	.....	.....
.....	840	1,427	.....	693	20,127	.....	1,464	.....	1,970,491
320	1,729	1,315	87	1,458	k20,630	.....	8,719	28,000,000	6,000,000
.....	925	.....	.....	1,000	9,403	.....	3,804	.....	1,200,000
210	2,544	2,480	865	4,143	55,481	.....	31,790	15,000,000	10,000,000
150	1,470	1,837	.....	4,286	29,044	.....	70	.....	.....
2,317	18,438	20,534	.....	19,264	316,747	.....	152,311	.....	78,861,366

g Deficit carried forward to next year, \$1,112.*h* Deficit carried forward to next year, \$5,190.*i* The items amount to \$32,448*j* The items amount to \$82,984.*k* The items amount to \$20,712.*l* Deficit carried forward to next year, \$434.

TABLE 22, PART IV.—*School statistics of cities containing 4,000 inhabitants and over, for*

City or town.	Expenditures.					
	Permanent.				For tuition.	
	Sites and buildings.	Furniture.	Libraries and apparatus.	Permanent repairs.	Salaries of superintendents.	Salaries of teachers.
1	49	50	51	52	53	54
WISCONSIN—continued.						
510 Neenah.....					\$200	\$7,115
511 Oconto.....						
512 Oshkosh.....	\$10,614	\$1,231	\$911	\$1,210		24,812
513 Portage.....				297	300	7,500
514 Racine.....		279		2,495	1,200	27,512
515 Sheboygan.....	8,291	188	446		333	11,844
516 Stevens' Point.....						
517 Waukesha.....	16,615	1,800		745	0	5,892
518 Wausau.....	153,150				300	9,898

a See note a, page 352.

1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Expenditures.						Paid on bonded indebtedness. <i>a</i>	Amount carried forward to next year.	Total taxable property.	
Incidental or contingent.					Total expenditure.			Estimated cash value.	Assessed valuation.
Officers of board, secretaries, messengers, etc.	Janitors.	Fuel.	Text-books.	All other current expenses.					
55	56	57	58	59	60	61	62	63	64
\$50	\$580	\$613	\$95	\$171	\$9,579	\$1,210	\$4,918	\$2,000,000	\$1,400,000
733	500	800					4,432		878,775
	2,208	2,501		4,413	43,633		14,821		
	489	641		211	9,498		2,479	3,000,000	1,500,000
150	2,090	1,794		624	36,143		10,165	12,000,000	3,552,000
	1,080	1,240		1,005	24,427		20,473	4,000,000	2,534,740
75	350	475		404	26,852	1,000	386		2,481,135
	710	178		1,440	14,152		4,771	3,500,000	2,000,000

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Cities and towns containing 4,000 inhabitants and over from which no statistics have been received.

City.	State.	City.	State.
Gadsden	Alabama.	Brainerd	Minnesota.
Huntsville	Alabama.	Rochester	Minnesota.
Tuscaloosa	Alabama.	Joplin	Missouri.
Tucson	Arizona.	Louisiana	Missouri.
Alameda	California.	St. Louis	Missouri.
Stockton	California.	Warrensburg	Missouri.
Vallejo	California.	Nebraska City	Nebraska.
Denver	Colorado.	Plattsmouth	Nebraska.
Fort Collins	Colorado.	Carson City	Nevada.
Danbury	Connecticut.	Eureka	Nevada.
Derby	Connecticut.	Gold Hill	Nevada.
Newtown	Connecticut.	Bayonne	New Jersey.
Southington	Connecticut.	Bordentown	New Jersey.
Stonington	Connecticut.	Bridgeton	New Jersey.
Stratford	Connecticut.	Burlington	New Jersey.
Wallingford	Connecticut.	Hoboken	New Jersey.
Waterbury	Connecticut.	Mont Clair	New Jersey.
Winchester	Connecticut.	Morristown	New Jersey.
Windham	Connecticut.	Passaic	New Jersey.
Alton	Illinois.	Paterson	New Jersey.
Braidwood	Illinois.	Perth Amboy	New Jersey.
Champaign	Illinois.	Salem	New Jersey.
Freeport	Illinois.	Trenton	New Jersey.
La Salle	Illinois.	Weehawken	New Jersey.
Mattoon	Illinois.	Santa Fé	New Mexico.
Monmouth	Illinois.	Amsterdam	New York.
Sterling	Illinois.	Catskill	New York.
Anderson a	Indiana.	College Point	New York.
Aurora	Indiana.	Edgewater	New York.
Elkhart	Indiana.	Jamestown	New York.
La Fayette	Indiana.	Long Island City	New York.
Madison	Indiana.	Matteawan	New York.
Valparaiso	Indiana.	New Rochelle	New York.
Cedar Rapids	Iowa.	Oneida	New York.
Clinton	Iowa.	Oswego	New York.
Fort Madison	Iowa.	Schenectady	New York.
Fort Scott	Kansas.	Whitehall	New York.
Wellington	Kansas.	Charlotte	North Carolina.
Frankfort	Kentucky.	Wilmington	North Carolina.
Henderson	Kentucky.	Bellair	Ohio.
Shreveport	Louisiana.	Delaware	Ohio.
Auburn	Maine.	Findlay	Ohio.
Belfast	Maine.	Galion	Ohio.
Brunswick	Maine.	Pomeroy	Ohio.
Camden	Maine.	Sidney	Ohio.
Cape Elizabeth	Maine.	Van Wert	Ohio.
Ellsworth	Maine.	Warren	Ohio.
Waterville	Maine.	Allegheny	Pennsylvania.
Annapolis	Maryland.	Carbondale	Pennsylvania.
Cumberland	Maryland.	Erie	Pennsylvania.
Amesbury	Massachusetts.	Franklin	Pennsylvania.
Andover	Massachusetts.	Huntingdon	Pennsylvania.
Barnstable	Massachusetts.	Lebanon	Pennsylvania.
Chicopee	Massachusetts.	Pottstown	Pennsylvania.
Gardner	Massachusetts.	Reading	Pennsylvania.
Grafton	Massachusetts.	St. Clair	Pennsylvania.
Holyoke	Massachusetts.	Shamokin	Pennsylvania.
Ipawich	Massachusetts.	Sharon	Pennsylvania.
Natick	Massachusetts.	Sunbury	Pennsylvania.
Palmer	Massachusetts.	Washington	Pennsylvania.
Plymouth	Massachusetts.	Burrillville	Rhode Island.
Provincetown	Massachusetts.	Coventry b	Rhode Island.
Quincy	Massachusetts.	Lincoln	Rhode Island.
Wakefield	Massachusetts.	Warren	Rhode Island.
Ware	Massachusetts.	Warwick	Rhode Island.
Warren	Massachusetts.	Columbia	Tennessee.
West Gardner	Massachusetts.	Nashville	Tennessee.
Winchester	Massachusetts.	Dallas	Texas.
Alpena	Michigan.	Dennison	Texas.
Big Rapids	Michigan.	Marshall	Texas.
Detroit	Michigan.	San Antonio	Texas.
Flint	Michigan.	Salt Lake City	Utah.
Ishpeming	Michigan.	Bennington	Vermont.
Lansing	Michigan.	Burlington	Vermont.
Manistee	Michigan.	Colchester	Vermont.
Monroe	Michigan.	St. Albans	Vermont.
Muskegon	Michigan.	Danville	Virginia.
Anoka	Minnesota.	Manchester	Virginia.

a No city system.

b Inquiry returned undelivered.

Cities and towns containing 4,000 inhabitants and over from which no statistics have been received—Continued.

City.	State.	City.	State.
Portsmouth	Virginia.	Eau Claire	Wisconsin.
Seattle	Washington.	Manitowoc	Wisconsin.
Parkersburg	West Virginia.	Watertown	Wisconsin.

Cities and towns from which returns were received, and rejected for reasons stated.

Cities.	State.	Return—
Nevada	California	Embraces county.
Visalia	California	Embraces county.
Jacksonville	Florida	Embraces county.
Pensacola	Florida	Embraces county.
Le Mars	Iowa	Embraces other towns.
Carthage	Missouri	Embraces county.
Hackensack	New Jersey	Embraces county.
Mount Vernon	New York	Embraces other towns.
Peekskill	New York	Embraces district not identical with city.
West Troy	New York	Embraces district not identical with city.

CHAPTER VI.

TRAINING OF TEACHERS.

General recognition of the importance of normal training—Normal schools—Courses of study in State normal schools—City training schools—Model schools—Physical and manual training at normal schools—Teachers' institutes—Teachers' reading circles—Summer schools for teachers—Present condition of normal training (by States)—Remarks upon the tables—General summary, showing teaching force, where educated, teachers' certificates, etc. (Table 23)—Statistics of teachers' institutes (Table 24)—Summary of statistics of normal schools (Table 25)—Statistics of public normal schools (Table 26).

GENERAL RECOGNITION OF THE IMPORTANCE OF NORMAL TRAINING.

In a review of the work for the professional training of teachers during the past year the conclusion is unavoidable that it has been one of marked advance and effectiveness. From all quarters come encouraging reports of increased interest and intelligent zeal in the line of the teacher's profession; and the larger appropriations, the thorough repair and enlargement of existing institutions and appliances, the establishment of new schools upon most liberal and approved patterns, the eager crowds of students seeking admission, as well as the growing demand on the part of the public for better and professionally trained teachers, indicate that pedagogy, as a profession, is beginning to receive the consideration due its usefulness and its prime importance. The pivotal question, after all, in discussing this subject, is the question of the teacher: "this question of learning, skill, and personal power in the teacher is really that before which all others pale; and when it is fully settled, the knowledge which is of most value will find its way into the schools and the minds of the people as easily and naturally as the sunshine finds its way into every nook of the landscape." Courses of study and methods of instruction lead quickly to the question, "Who are to do the teaching and the supervising?" Like other instruments of vast power, the public school system may be greatly abused, and whether it is or not will depend mainly on the intelligence, education, and devotion of teachers and supervisors. The teacher makes the school. If the teacher be abundantly competent, the school is abounding good. No improved text, no new apparatus, no Pestalozzian methods, no frequent examinations, no careful supervision, can take the place of the teacher; and in all discussion of the subject it is needful to bear this truth in mind.¹

NORMAL SCHOOLS.

Among the most generally approved appliances and methods in vogue for the furtherance of this great end—the professional training of teachers—first in point of efficiency and value are the public normal schools. Much has been said, pro and con, by educators and the public in general regarding the true province and importance of these schools. It is now no longer a question, however, as to the necessity of the normal school to the well-being of a system of State public schools. Nearly all the States now recognize this fact, and in some of the older Commonwealths liberal support is given to from two to eleven of these institutions. It is considered bad economy to expend millions for the support of common schools, and then leave the instruction of the children of the State in unskilled hands. Scholarship, although of primary importance, is no longer deemed a sufficient qualification. There are laws underlying the art of instruction and the science of teaching, the recognition and application of which are as necessary to successful practice as in the case of any other occupation.² Perhaps the most convincing proof of the estimation in which these schools are held is the fact of the large and increasing appropriations of money made for their support in those States where they have had a thorough trial. Experience has proved that a normal school under the care and direction of the State is a necessary part of a State educational system; that good schools cannot be had without properly trained

¹ City superintendent of public schools, Columbus, Ga.

² Nebraska State Report.

teachers, and to supply these no agency has been found so efficient as properly conducted normal schools where education is taught as a science and teaching as a high art.¹

Three new public schools are reported to this Bureau as having been established during the past year. The Territorial Normal School at Tempe, Ariz., owns grounds, buildings, and apparatus valued at \$10,000, and received a Territorial appropriation of \$5,000. During its first session there were enrolled 53 students and 5 normal graduates, taught by 1 professor. The State Normal School at Clarion, Pa., was organized in the spring of 1887 with 10 professors and 147 students. This institution received a State appropriation of \$30,000, and is valued at \$100,000. The Winthrop Training School at Columbia, S. C., owes its origin to the liberality of the Peabody fund, having received for the purpose a donation of \$1,500. One student from each county of the State is received free of charge for tuition, which gives it the semblance of a State school. Besides these new schools, enlargements and repairs are reported from many of the older institutions. A notable example is that of Pennsylvania, in which State ten out of eleven State normal schools have received important improvements and additions in the matter of buildings, etc. The Indiana Normal College, an institution under private auspices, has been established at Covington, Ind., and reports 10 professors, 105 students, and 10 normal graduates during the year.

Three States will report additional normal schools next year. California is building one at Chico, in the northern part of the State; Alabama is adding another at Troy; and Florida reports provision for a normal school at De Funiak Springs. Legislative provision has been made for one also at Oneonta, N. Y., and one for colored teachers in Kentucky. Nebraska and other States need more schools, besides those already established; Michigan must provide increased accommodations for the students of that State desiring professional training; Nevada asks that its university be conducted for the present as a State normal school; while North Carolina and South Carolina are persistently demanding a normal school in their respective States for the education of white teachers. The demand for professionally trained teachers is still largely in excess of the supply. In some States the need of competent teachers is so urgent that many pupils remain only one year at the normal school before assuming the responsibilities of the profession.

COURSE OF STUDY.

In regard to the course of study in the State normal schools, the standard in many instances is being gradually raised. The tendency is to abolish preparatory departments, and to make the schools more strictly professional in character as fast as the higher grammar grades and the high schools can supply properly qualified candidates. In many of the schools there are two courses of study: an elementary—usually of 2 years—for the preparation of teachers for the primary and lower grades of the common schools, and a higher course of 1 or 2 years additional to qualify teachers for positions in the grammar and high school grades. Satisfactory examination in the common school branches is the ordinary qualification for admission as regards scholarship. The age of eligibility ranges from fifteen years and over, though in a few cases, as at the Philadelphia Normal School for Girls, the limit is brought down to fourteen years. Tuition is mostly free to normal students, who are required to pledge themselves to teach after graduation. Text-books are furnished at some schools, and expenses of board, fees, and incidentals are brought down to a low figure at all the schools. Diplomas are awarded at these institutions, and are recognized in many States as first-grade certificates, obviating the necessity of further examination.

No common pattern for all normal schools can be established, for they have at all times and in all places accommodated themselves to circumstances, teaching their pupils what they needed as teachers. These schools are created by authority of the different States, and to the scope and plan of organization prescribed by law they must conform. In the summary, by States and Territories, of the normal training provided for teachers will be found an indication of the need of each section and the provision being made to supply it. The courses of study at representative schools of the East, South, and West are herewith given.

Courses of study.—Pennsylvania State normal schools.

The normal school law of Pennsylvania provides for three distinct courses of study: the elementary course, the scientific course, and the classical course.

The studies of the elementary and scientific courses may be classified as follows:²

ELEMENTARY COURSE.

1. LANGUAGE.—Orthography; reading and elocution; English grammar; composition; outlines of rhetoric and English classics; elements of Latin (Cæsar, Helvetian war).

¹ Catalogue of State Normal School, Monmouth, Oreg.

² Catalogue of State Normal School, Millersville, Pa., 1886-87.

2. MATHEMATICS.—Mental arithmetic; written arithmetic; algebra; geometry.
3. NATURAL SCIENCE.—Political geography; elements of mathematical and physical geography; physiology; natural philosophy; botany.
4. HISTORY.—History of the United States; Constitution of the United States.
5. THE ARTS.—Penmanship; drawing; vocal music; book-keeping.
6. TEACHING.—School economy; methods of instruction; mental science and methods of culture; history of education; practice of teaching.

SCIENTIFIC COURSE.

This includes the studies of the elementary course and the following branches:

1. LANGUAGE.—Rhetoric; English composition; English literature; analysis of English classics; Latin (six books of Virgil, four orations of Cicero, and the Germania of Tacitus).
2. MATHEMATICS.—Higher algebra; trigonometry and surveying; analytical geometry; differential and integral calculus.
3. NATURAL SCIENCE.—Geology; chemistry; zoölogy; optics; acoustics; electricity and galvanism; analytical mechanics; astronomy.
4. HISTORY.—General history.
5. ARTS.—Higher culture in vocal and instrumental music (voluntary).
6. TEACHING.—Mental philosophy; moral philosophy; logic; lectures on the history of education and the philosophy of education.

CLASSICAL COURSE.

This course includes the studies of the elementary and scientific courses and the usual collegiate course in Latin and Greek.

Course of instruction.—Nashville (Tenn.) Normal College.

First year.—Primary and grammar school studies, with reference to teaching them, viz: Arithmetic, oral and written; algebra; geography, civil and physical, with map drawing; English grammar and analysis; history of the United States; physiology and hygiene; rhetoric; etymology; book-keeping; free-hand drawing.

Second year.—Geometry; plane trigonometry; geology; zoölogy; botany; general history; moral science; Latin; perspective drawing.

Third year.—Spherical geometry and trigonometry; astronomy; chemistry, with work in laboratory; physics; English literature; history and Constitution of the United States, with civil government; Latin; psychology.

BACCALAUREATE CLASS.

No students are admitted to this class who have not taken the regular senior class studies, etc., at this college.

Fourth year.—Conic sections, considered geometrically; analytical geometry, calculus, English literature, Latin, German, psychology, model drawing, designing, etc.

Such changes are made in the course from time to time as circumstances require. No student is allowed to take a higher study until that which precedes it in the course has been mastered.

The Latin and German languages are taken according to a parallel course, and are taught by the most approved modern methods. Drawing with black-board delineations, English composition, declamation, reading, spelling, defining, penmanship, vocal music, etc., and practice in teaching, receive attention throughout the year.

Course of instruction.—California State Normal School, San José, Cal.

Junior year.

LANGUAGE.....	English grammar..... Spelling.....	English grammar. Spelling.
MATHEMATICS.....	Arithmetic.....	Elementary algebra.
SCIENCE.....	Descriptive geography.....	Zoölogy.
MISCELLANEOUS.....	Drawing..... Reading..... Vocal music.....	Drawing. Reading. Penmanship. Vocal music.
PROFESSIONAL.....	Methods in geography teaching— weekly.	Methods in arithmetic teaching— weekly.

Course of instruction.—California State Normal School, San José, Cal.—Continued.

Middle year.

LANGUAGE.....	Composition	Word analysis. Literary reading.
	Spelling	
MATHEMATICS	Elementary algebra	Book-keeping.
	Arithmetic	
SCIENCE.....	Botany	Physiology.
	Physics	Chemistry.
MISCELLANEOUS	Reading	United States history and Constitution.
	School law	Drawing.
	Vocal music	Vocal music.
PROFESSIONAL	Methods in language teaching— weekly.	Methods in reading teaching— weekly.

Senior year.

LANGUAGE.....	Rhetoric.....	English and American literature.
MATHEMATICS	Geometry.....	
SCIENCE.....	Physics.....	Geology. Astronomy.
MISCELLANEOUS	Vocal music	Drawing. Vocal music.
PROFESSIONAL	Review of elementary studies	Practice teaching in training depart- ment.
	Observation in training department ..	Study of professional text-books.
	Lectures on methods of teaching	Lectures on methods of teaching.

CITY TRAINING SCHOOLS.

In all the large cities the problem of supplying the schools with well qualified teachers is one of pressing importance. The State normal schools, many of which have borne an honorable part in the educational progress of the last twenty years, are utterly inadequate to furnish teachers for all the schools. This fact, and the wish to give a systematic and homogeneous character to the instruction, have induced most of the large cities to establish normal schools or training classes to supply their own schools with teachers. These two classes of normal schools act in perfect harmony, and, under somewhat different conditions, labor for the same ends.¹

While the State normal schools are generally co-educational, the city training schools are usually for young ladies exclusively; and as the professional course is seldom more than a year in length, the scholarship required for admission is higher, usually equivalent to that of high school graduates.

Mr. S. A. Ellis, city superintendent of public schools at Rochester, N. Y., has kindly furnished this Bureau with a statement of the plan of the normal training class of that city, an outline of which is here given:

(1) *Condition of entrance.*—Each applicant for membership must be eighteen years of age, and must have received at least three years of academic training.

(2) *Time.*—The course embraces the forty weeks of the school year. The class meets for one hour each week to discuss the topic assigned the previous week.

(3) *Subjects.*—The subjects studied are—

(a) Education.

(b) Teachers' qualifications.

(c) School organization, management, and discipline.

(d) Duties of teachers in reference to the physical, moral, and intellectual well-being of pupils.

(e) History of pedagogy.

(f) Psychology—its practical application to the work of teaching.

(g) Mental philosophy in its application to the work of teaching.

(h) Methods of teaching the various school branches.

(i) Moral training.

(4) *Method of study.*—Questions upon each topic are arranged, printed, and distributed to the class a week or more previous to the discussion of that topic. Mem-

¹ Report of City Superintendent, Minneapolis, Minn.

bers of the class are required to prepare for the discussion by the study of the books of any good author, by personal observation, by conversation with those who have given attention to the subject, and by their own thinking and reasoning.

(5) *Programme of weekly meeting:*

(a) Roll call.

(b) Literary quotations from six or eight members of the class, these having been previously appointed for the purpose.

(c) Reading of the minutes of the previous meeting by any one upon whom the leader may call, and additions and corrections.

(d) The leader calls upon members of the class in turn (using cards) to answer and discuss the questions in the printed list, opportunity being given for voluntary remarks or questions upon each topic thus discussed.

(6) *Reference library.*—Books of leading authors upon all subjects in the course of study, from a reference library for the special use of training class.

(7) *Examination certificates.*—A second-grade certificate is given to each member of the class who passes successfully the examination given at the close of the year's work, which is good for one year of teaching. At the expiration of that time, all who shall have demonstrated their ability to manage and instruct a class of pupils receive first-grade certificates, which entitle them to teach in any position in the public schools below the high school, except as principal.

(8) *Practice.*—All substitutes and temporary assistants are taken from the training class, as well as nearly all appointments to permanent positions.

MODEL SCHOOLS.

The value of practice schools has often been the subject of discussion. At the present time, however, all authorities are well nigh unanimous in recognizing the usefulness and necessity of practice schools, or some other provision for actual school-room work for young teachers, before they enter upon the work independently. As a matter of fact, provision of some kind for training, or practice teaching, is made almost everywhere in institutions where teachers are educated. If the query arises: "Can these model schools be conducted successfully to the real benefit of the student-teachers and without injury to the young pupils?" the evidence at hand would seem to answer in the affirmative. In spite of certain inherent difficulties of managing a practice school with success, and although it is no doubt true that many of these schools are not *model* schools, experience has shown that it is quite possible for them to compete with the public schools of the respective localities, and even to surpass them in efficiency and excellency of management. Of the Toronto Practice School it has been said by a very competent judge that "the instruction is of the best kind. The fees of admission are higher than those of the high school. Notwithstanding Toronto is abundantly supplied with excellent schools, the model school has 400 pupils, all it can accommodate, and more than 1,000 registered applicants are waiting their turn to enter." Careful supervision of the work of the young teacher, and conscientious preparation on his part under proper guidance, go far to make up for certain advantages which the regular public school may have over such a practice school; so that the latter ranks high relatively, if not absolutely. It is evident, however, that the value of practice teaching to the student-teacher depends largely on the criticism which follows it; in criticising, "reasons based upon a sound philosophy should be given for the opinions expressed and conclusions reached." This condition is not always easily fulfilled, but it is by no means unattainable.¹

Of 124 public normal schools tabulated for the past year, 84 report practice training schools attached. These are of several grades, in some instances beginning with the kindergarten and including all the intermediate grades through the grammar school. Many of the city training schools are model schools entirely, a primary or grammar school being assigned for the purpose, in which the pupil-teachers have daily practice under the supervision of an experienced instructor. Recitations and lectures on professional subjects furnish opportunity for acquiring knowledge of the theory as exemplified in the practice of the art.

The system of "apprenticeship," as practised by the pupils of the State Normal School at Worcester, Mass., is worthy of note:

The student, after three terms, or a year and a half in the normal school, is allowed to go into one of the public schools of the city of Worcester to serve as assistant to the teacher of that school; to take part in the instruction, management, and general work of teaching, under the direction of the teacher; and even to act as substitute for the teacher for an hour, a half-day or a day, at the discretion of the latter and with the approval of the superintendent. One student only at a time is assigned to any one teacher; but each student serves in at least three grades of schools in the course of his term of service, the duration of which is six months, or half a school year. After finishing his apprenticeship, the student resumes his course at the normal school, spending another half-year there before receiving his diploma.

¹ Professor Lodeman, in paper read before Michigan Schoolmasters' Club.

During the period of apprenticeship, four days of each week are devoted exclusively to it by those employed in the work. One day of the week (Wednesday) is spent by them in the normal school, where they are employed, not in the ordinary study and work of the institution, but in the following manner: They hold such consultation with the teachers of the school and make such use of books as may be most helpful to them in their immediate work as apprentices; they make informal statements to the school of such facts of their experience as may be of advantage to the other students to hear,—concerning ways of teaching, cases of discipline and the like,—keeping in mind always the private character of the daily life of the school room, and under special warning against revelations that might seem objectionable. Each apprentice keeps a diary of the occupation and experience of every day's service, and this record is inspected by the faculty of the normal school. He also makes out a report at the end of his term, in which he gives his own estimate of his success in his work.

The apprenticeship is designed to give the student practical acquaintance with the work of teaching, and training in that work. It is founded in the conviction that, whether education be a science or not, teaching in the public schools of Massachusetts is an art,—an art to the successful practice of which there is need of some initiation under the guidance of experience and skill; an initiation akin to that which an apprentice passes through in learning his trade.

A secondary purpose is to furnish the faculty of the normal school with more full and satisfactory data for their estimate of the teaching ability of students. How the recruits will behave under fire cannot be determined by drill in the manual, or by dress parade. The apprenticeship goes far towards answering the important question. The apprentice is visited by the faculty of the normal school while engaged in his work, and is carefully observed and assisted by suggestions. The teacher of each school in which he has served makes out a report of the apprentice work of the pupil-teacher, on a scale of ten credits, showing the number of absences and tardinesses, power of control, power of interesting, skill in questioning, skill in explaining and illustrating, enthusiasm, bearing, with remarks on weakness or deficiency, and what traits of excellence (if any) have been shown in teaching or management.

The additional 6 months of preparation required by the system under consideration secure to the student greater maturity of body and mind. The need of such maturity is apparent in the case of the majority of those who enter upon the work of teaching.

That the object of the apprenticeship is attainable by the plan adopted, is not merely probable, but is already matter of experience. The method, although believed to be new in this country, is not in itself a thing new or untried.

The German system of public education requires of the candidate for the office of teacher a season of service under direction, of probation under supervision, the essential elements of which are embodied in this apprenticeship. Something like it also prevails extensively in England.

Moreover, the method is simply the extension of one that was for five years in successful operation in this school. The students are found to derive from their experience a fresh interest in their chosen work. They realize the practical bearings of the principles and methods they have studied; they acquire the "courage of having done the thing before"; they test their remedies for the school diseases of inattention, disobedience, and the like, by trial on actual patients; they acquire skill that is of vast moment to them at the critical period when they take charge, as teachers, of their first school.

It is no small evidence of good results that the school board of the city of Worcester heartily approve the system on the ground of the benefit accruing indirectly to the city schools, through the greater fitness of the apprentices to become teachers.

As the student of the normal school who passes successfully through the period of apprenticeship receives a certificate of the fact in connection with his diploma at graduation, the extra time required for the experience must in almost every case be more than made good by the greater probability of securing a position, and the greater likelihood of success at the outset of the teacher's career.

There are, however, individuals in the school for whom it is impossible or impracticable to undertake this special preparation. The apprenticeship is not enforced upon any student; it is simply recommended. Individuals who do not enter upon it enjoy all the advantages of the school with this single exception.¹

PHYSICAL AND MANUAL TRAINING AT NORMAL SCHOOLS.

In the matter of physical training, calisthenics and light gymnastics are the means most generally employed. Free movements, wands, rings, dumb-bells, Indian clubs, bars, chest-weights, etc., are in use, with out-door sports, and at some schools military

¹ Catalogue.

drill for male pupils. Well-equipped gymnasiums are provided at a number of the institutions, with special instructors, as at the Nashville Normal College, where an hour's exercise in the gymnasium is required on alternate days, under the charge of a lady and a gentleman director. Manual training is furnished chiefly in the construction of apparatus, with practice in the use of tools in schools where workshops have been established. At the Female Normal School at Salem, Mass., the use of carpenter's tools is taught to those ladies who may desire such instruction. At most of the normal schools for colored pupils industrial training is provided in connection with normal instruction; and at Hampton, Va., this is made compulsory, both as a matter of discipline and in order that the colored teacher may be self-supporting during the long intervals between the sessions of colored schools.

At white State normal schools where such instruction is given, it is not claimed that students are necessarily introduced to what is known as manual training, as this is not the primary object. The object is to enable students to furnish for themselves, at small expense, the apparatus which can be used for teaching elementary science in their future schools. This end may be fully accomplished, and none go out without an equipment which is ample at the beginning of their work. They also possess the ability to enlarge and perfect this equipment as occasion demands. Teachers thus supplied have the means of objective teaching no matter where they go, and the construction of such apparatus is stimulating to teachers, while the possession of it carries interest and delight as well as useful knowledge to the common schools.¹

In urging the necessity for manual and industrial training in the New York Normal College, where the course is four years, President Hunter says:

Inasmuch as the chief difficulty encountered in engrafting manual training on the common school system is the want of competent teachers, I would suggest that such teachers could be easily trained in the normal college, and a sufficient number prepared in a year or two to enable your board to introduce manual training in all the primary and female grammar schools of the city. If manual and industrial training is to become a part of the public school curriculum, the normal college is the proper place to make a beginning. At the end of the second year in the college, at the time when the professional work is begun, the students, through their parents, could be permitted to select either of two normal courses,—a normal course (the same as at present), or a normal course for manual and industrial training. This change could be made at a moderate cost, and the superior intelligence of our students would quickly enable them to master all the mysteries of manual training as far as it may be carried out in the common schools. The change would have this advantage, too, it would relieve the pressure by the regular graduates for positions as teachers of the ordinary classes in the common schools; and, above all, it would provide excellent employment for that class of students whose aptitudes run in the line of handicraft rather than in that of purely intellectual work.²

TEACHERS' INSTITUTES.

In discussing the professional training of teachers, next to normal schools in importance, we must notice teachers' institutes, associations, conventions, and reading circles. For the great mass of teachers who either from lack of time, means, or opportunity, have failed to acquire a special training in normal schools for the work of their profession, there is no instrumentality so helpful and so potent for good as the teachers' institute. This important feature of professional preparation has received recognition in this country for the last half century, and in the same year with the establishment of the two oldest normal schools in America, the first institute for teachers was held in the city of Hartford, Conn. So general is the recognized importance of this work that the States, with few exceptions, and also several of the Territories, have incorporated in the school laws a proviso for teachers' institutes, making attendance compulsory, and, in some instances, withholding teachers' certificates and imposing penalties for non-attendance. For two decades after their introduction, teachers' institutes led a desultory sort of existence, tentative and fragmentary, experiencing rebuffs of fortune, apathetic consideration at the hands of teachers and educators generally, though most seriously retarded by lack of interest and the paralyzing conservatism of legislators who failed to see the necessity or importance of these "peripatetic normals." Credit is due the New England States, however, for their early legislation on the subject, and the readiness with which the teaching fraternity accepted these powerful and necessary aids to educational progress. The Middle and several of the Western States, likewise, soon awoke to the practical value of institutes, and as early as 1847 we find legislative appropriations for these in New York State, which have been continued uninterruptedly since that date.

Dennison Olmstead, a graduate of Yale, projected a plan for a schoolmaster's academy in 1816; and Professor Kingsley, of the same institution, in 1823, proposed that intermediate schools be maintained in every county for thorough training of those

¹Connecticut State Report.

²Report of President.

who desired to teach in the common schools. Rev. Thomas H. Gallaudet advocated teachers' seminaries in a series of essays published in 1825, but the credit of the first regularly organized teachers' institute was reserved for Hon. Henry Barnard, then secretary of the board of education of the State of Connecticut, who with a few friends conducted the first meeting of the kind of which we have record, in October, 1839, in the city of Hartford. A class of 26 young men was assembled, and for 6 weeks they were instructed by able teachers and lecturers, reviewing and extending the topics then usually taught in common schools, and receiving thorough instruction in pedagogics with the advantage of observation in the public schools of the city. In the spring of 1840 a similar arrangement was made for female teachers, but for several years afterwards there were no meetings of a similar character. New York held its first institute in 1843, which was the first so named, and which was conducted by J. S. Denman, school superintendent of Tompkins County. This meeting lasted two weeks, and was a revelation of the new agent in school improvement. Rhode Island and Massachusetts took up the work in 1845; New Hampshire and Vermont in 1846, with Maine the year following. The western country, largely peopled by settlers from the more cultured eastern States, was not slow in building up schools and following out the lines of educational advancement as far as the sparsely settled districts would permit. Indiana reports an institute in 1846, believed to have been the first held in the State. Ohio had one in 1847, while Wisconsin held educational meetings somewhat like teachers' institutes before it assumed the dignity of Statehood in 1848.

Only meagre details of the form and scope of these pioneer institutes are accessible. They were often more of teachers' conventions than what we now understand as normal institutes; yet they gave an impetus to educational work, and inspired a feeling of dignity and pride in the profession that has been invaluable in the results to the cause of common school education. It is not to be supposed that they were generally of as long duration, or as professional in character, as the first institute held by Dr. Barnard. They were properly experimental, and, doubtless, usually disconnected and fragmentary, for at that early day the public school system itself was by no means efficient, and normal schools for the professional training of teachers had just made their advent upon the educational horizon. While in Wisconsin the present system of institutes grew out of the establishment of normal schools and pedagogical departments in seminaries, in Iowa the first statutory organization for the improvement of teachers in public schools was called a "teachers' institute," and for a long time these migratory *academies* supplied the place of schools of professional training. These early assemblies of teachers were purely voluntary, and grew out of ambitious endeavors to keep abreast of the progress of the age, and a conscientious desire to qualify themselves for the responsibilities of their position. Experience has corrected many of the evils of the earlier systems, and well-nigh perfected the teachers' institute as an essential factor in educational training.

It is sometimes urged by those who have either insufficient knowledge of the subject, or whose observation has comprehended only ill-conducted institutes, or those too ambitious in scope, and consequently superficial, that teachers' institutes interfere with the work of normal schools. They claim that the teacher students acquire only a smattering of the branches professedly taught, with a modicum of practical training; or else, by an energetic and systematic " cramming " process, they are enabled to pass the required examination and secure the coveted teacher's certificate, and thus swell the army of incompetents, whose chief work is the "artificial production of stupidity in schools." This impression is erroneous, as may be learned from the testimony of principals of normal schools, who, from their opportunities of observing results as conductors of institutes and at the same time professors in normal schools, are the best authority on the subject. As a body they indorse the teachers' institute as absolutely necessary to qualify the great mass of new recruits who each year enter the profession; and instead of creating the belief that the institute is a sufficient preparation for the work of teaching, as is sometimes alleged, these organizations, when wisely conducted, convince the teacher of his need of thorough training, and incite in many an ambition to pursue a complete normal course. Properly managed institutes are useful auxiliaries to normal schools where such exist, and they are important, though not perfect, substitutes where none exist. Even with normal schools established and supported by law, it is absolutely impossible to confine instruction in practical pedagogics to these institutions. The increase in population in the United States will always create a demand for competent teachers which the normal schools will be unable to supply, so that the great body of reserves must rely upon the institutes for practical training for their sphere of labor.

The legitimate and formal province of teachers' institutes, and their direct work, is practical and progressive instruction in methods and principles of teaching, and in organizing, conducting, and controlling schools. These objects are effected in a variety of ways. The managers must consider the educational status of the locality in which the institute is held, as well as the most important needs of the teachers who are to be instructed. In a community where normal schools of approved excellence

have been in operation for some years, the institutes may be of short duration. Their aim, under such circumstances, is to revive the spirit and confidence of teachers, awaken a pride in the profession, stimulate to self-improvement, and by a progressive course of study and instruction review the branches taught in the schools, and increase the practical acquirements of the teachers.

Where normal schools are few and small, or not yet established, where the public as well as teachers need to be enlightened, and where the attendance is voluntary, the institute acquires at once much greater importance as a factor in educational training. Under such conditions it assumes the proportion and duties of an itinerant teachers' seminary, and very properly extends its sessions into weeks instead of days, enlarging the scope of instruction, and increasing the number of methods and appliances for promoting efficiency and retaining popularity. Many of the mistakes which occur in the management of institutes, as conducted at present, arise from want of policy in not allowing this difference to govern the amount, kind, and method of instruction given.

Continued interest is manifest in the teachers' institute. In some States, indeed, this method of preparation supplies chiefly and well-nigh exclusively the lack of normal schools. In Delaware, North and South Carolina, Georgia, Arkansas, Colorado, and Nevada, these "migratory normals" are a power for good, and even in some States having one or more well-appointed normal schools, a vigorous and progressive system of institutes is maintained, attendance being made compulsory. Some of the States while requiring institutes to be held, make no appropriation for the expense, though, as a rule, provision is made for this purpose from the public school fund.

Teachers' meetings are held in nearly every town having a graded system of public schools. These are helpful in systematizing the instruction given in the schools, in strengthening weak teachers, in advancing and discussing both methods and matter, and in stimulating a healthy ambition and professional pride in the corps of teachers. Educational conventions are held in every State and in nearly all of the Territories. New Mexico has recently formed an association for the express purpose of promoting the educational interests of the Territory, and the prospects bid fair for success. Few, if any, States are without a State teachers' association, meeting annually or semi-annually for the discussion of educational problems. Sections of States, counties, cities, towns, and townships have their associations of teachers, all with one end in view—the improvement of the schools through the teacher.

TEACHERS' READING CIRCLES.

In the profession of teaching, as in other professions, the highest success must depend both upon a general culture and upon a technical training. General culture is needed that the teacher may be kept from the narrowness of a merely professional life, and a technical or professional training is requisite that he may be successful in the details of his work. The most available means for acquiring this training, outside of normal schools and institutes, is attendance at teachers' meetings, at State and local associations, visits of inspection to schools of acknowledged excellence, the formation of a teachers' library, and membership in a reading circle for the study of professional subjects as set forth in books treating upon the theory and practice of teaching, in books upon applied psychology and physiology, and in educational periodicals.

Of the value of reading circles as a means for general culture, Chancellor Vincent, of Chautauqua, says: "Reading circles give opportunities to those who cannot, or who think they cannot, attempt thorough study. If they once taste good literature and test their own capacity to appreciate and profit by it, under a system which requires nothing but 'reading,' they will be more likely to address themselves to the severer tasks of study. Reading circles, through the power of association, will promote enthusiasm in intellectual and literary pursuits, increase popular interest in local courses of scientific and literary lectures, lead to greater care in selecting the books which find a place in the house, tone up conversation, elevate the standard of household decoration, and in many ways improve the social standing of the family. These circles may embrace a wide range of literature, and thus bring within the reach of 'the people' the world of the learned, with its visions, pleasures, and inspirations. Reading circles may be organized to pursue courses in art, travel, history, current news, and all other subjects which are involved in a broad culture and in wholesome living."¹ As an aid to teachers the possibilities of this educational factor are very great.

Though the methods now in vogue may not be all that can be hoped for, yet with its crudeness the teachers' reading circle is perhaps the most valuable agency in existence to-day for the improvement of the rural schools, as these associations must supply the place of normal schools and institutes to a large part of the teachers of country schools. Whatever of knowledge they obtain of the theory and art of teaching, and whatever promptings they receive to enter upon the study of mind, and know something of the laws of its growth, may be set down largely to the credit of the

¹ Proceedings of the National Educational Association, Chicago, July, 1887.

reading circle. As to the true significance of the reading circle work, President Allyn, of Illinois, says: "The work of the teachers' reading circles is in the direction of healthful mental and moral progress. No one can read a good book without profit, and when such a book is in the line of one's life work it is both an inspiration and motive power."

The first organized effort in the direction of the reading circle idea seems to have had its beginning in a London "society to encourage home study," founded about 1870. A similar society was organized in Massachusetts in 1873, followed in 1878-79 by the most notable reading circle in existence—the "Chautauqua Literary and Scientific Circle."

The State teachers' reading circles are of more recent date. In Ohio, a common course of reading was marked out for teachers in 1882, and they were generally enrolled in a reading club for the purpose of uniformity of work.

Wisconsin claims to have suggested a similar plan at an earlier day, but to Ohio belongs the distinction of organizing the first State teachers' association, which was perfected in the year 1883. Indiana followed in 1884, and at present more than twenty States have State teachers' reading circles. It has been estimated that at least 75,000 teachers in the United States are reading methodically and systematically works bearing upon professional and general culture.

The objects of the State teachers' reading circles are substantially the same, namely, the improvement of the members in literary, scientific, and professional knowledge and the promotion of habits of self-culture. This end is sought by prescribing a certain course of study, securing books at reduced rates, preparing lists of the best educational publications, by offering advice and direction to the methods of reading and study, by examinations of the work done, and by certificates of proficiency.

The act of organizing the State circle has generally been accomplished at the annual assembly of the State teachers' associations, and the work is usually carried on under the control of this association. Directors, boards of management, etc., are chosen, who map out the course and direct the work of the circle. County and local circles are also formed, subsidiary to the general or State circle, and even individual members may pursue the course alone.

The conditions of membership are liberal, any teacher or other person being received who promises to pursue the prescribed course of study and pays the small fee—usually 25 cents or 50 cents annually. Meetings of local circles for conference, discussion, and review are held once a week in some States, and biweekly in others.

The course of study is usually outlined and published in the educational journals and in the county papers. In the preparation of these outlines a department of study is under the special supervision of some member of the State board. The object of this study is twofold, namely, professional and general culture. As for the prominence given to one or the other of these subjects, that will be determined by the actual needs of the teachers. The fourth year's reading (1886-87) for the Ohio Teachers' Reading Circle is given herewith, to indicate the general scope of such studies:

- I. *Psychology*.—Sully's Teachers' Hand-Book of Psychology.
- II. *Literature*.—"Hamlet" and "As You Like It;" selections from Wordsworth.
- III. *History*.—Barnes' Brief General History of the World, or Thalheimer's General History.
- IV. *Political Economy*.—Gregory's Political Economy, or Chapin's First Principles of Political Economy; with at least one educational periodical.

In a majority of the States provision is made for stated examinations of the work performed, and certificates are awarded with diplomas upon completion of the course. The Union Reading Circle, a paper published in the interest of this work, reports (June, 1887) three new societies in Georgia, two in Kentucky, five in Iowa, and twelve others in as many different States. Memorial days are now the fashion, the poets Bryant, Longfellow, and Tennyson, with Dickens and other literary men, receiving their share of honor in various places. The Agassiz Society, of Philadelphia, promises to make the summer vacation a grand opportunity for scientific research and study, and each one will contribute towards the common museum. The Gesenius, a new circle of Cleveland, makes Hebrew a specialty, as the Xenophon Society carries on the systematic study of Greek. The Curtis Society, of Buffalo, N. Y., studies politics and discusses all questions of reform. The Tulane Home Study and Reading Society is organized with headquarters at Tulane University, New Orleans, La.

Besides the State associations, others claiming a national character have been organized. In 1885 the Teachers' National Reading Circle was legally incorporated under the laws of New York. Prof. W. H. Payne, of Michigan, was chosen president, supported by 18 directors, constituting the official board. This organization provides 18 courses of reading, 6 being professional, 3 in general culture, and 9 non-professional. In the first, 27 books are recommended. Each course includes 3 groups of studies, 2 books in each group, and any course (three books for the year) may be taken by the reader. Diplomas will be granted to members who pass the three different ex-

aminations in some one prescribed course, and who prepare an accepted thesis on some educational topic connected with the reading.

The Chautauqua Teachers' Reading Union is a recent department of the Chautauqua University, and is under the personal supervision of Hon. J. W. Dickinson, secretary of the State board of education of Massachusetts and also principal of the department of pedagogy in the university. The course of study covers three years, a certificate being awarded for each year's work. The annual membership fee is 50 cents. The first year's reading includes (1) principles and methods of education, (2) general culture; the second year: (1) history of education, (2) primary and kindergarten work, (3) general culture; the third year: (1) psychology, (2) school economics and school supervision, (3) political science, (4) general culture.

The educational department of Canada prescribes a course of reading for teachers, purely voluntary, and hence followed by no examination. The department provides, however, that, "should the teachers of any inspectorial division agree to read the course with this end in view, and should the county board of examiners make adequate provision for such examination, the department would recognize, by special certificate, this additional element of professional culture."¹

SUMMER SCHOOLS FOR TEACHERS.

Summer schools are growing in numbers and popularity each year. Recreation, pleasure, and study are here combined for the tired, worn-out teacher, while new methods and improved theories are presented by some of the ablest educators the country affords. Some idea of the importance of this work may be learned from the statement that there were in various parts of the country no less than twenty different summer schools in active operation, with, it is believed, more than 2,000 students, the State of New York sending the largest number, Massachusetts and Pennsylvania the next largest. The educationally awakened South sent to one school in the North no less than sixteen teachers, seven of whom came all the way from Louisiana.²

It is the work of the several summer schools, organized in different localities, to train teachers in the more rational and natural methods which have been increasingly adopted in the most progressive schools of this country during the last 5 years. The new system is better for pupils, but is harder for teachers. It requires more ingenuity, a wider observation and culture, as well as good literary attainments and special training, but in compensation for more exacting work in teaching, discipline of pupils is easier, and "dull" classes are no longer the *bête noire* of the school room.³

The editor of the Journal of Education, Boston, July 7, 1887, says: "Thirteen years only have passed since Dr. J. H. Vincent called together a host of earnest men and women at Lake Chautauqua, and already forty-five assemblies are under the same general plan, influenced largely by the same general management. It is this unanimity of action that enables these gatherings to bring to our country such a man as President Fairbairn, of Mansfield College, Oxford, England; to bring from the Pacific coast such a teacher and lecturer as Col. Homer B. Sprague; and to take into an educational gathering men of such popular gifts as the Hon. George W. Bain, R. G. Horr, and John D. Long.

"The managers of these assemblies, the men who organize classes, teaching and inspiring teachers, are men whose knowledge of the art and science of teaching gives them deserved prominence as educators. Dr. Vincent stands, by natural tact and experience, at the head of this list, while Dr. J. L. Hurlbut, Dr. A. E. Dunning, Prof. R. S. Holmes, Dr. B. T. Vincent, and Dr. A. H. Gillet have, practically, equal skill as instructors and directors. Under their influence, public school teachers and teaching have in the warm season been very generally left for professional schools at Chautauqua, Saratoga, Asbury Park, Round Lake, Martha's Vineyard, Glens Falls, Niagara Falls, Amherst, Ann Arbor, Normal Park, etc., but they have furnished high literary inspiration, close study of Shakspeare, Milton, and other English classics, as well as created the science of Sunday School teaching on pedagogical principles. The assembly idea is a success, with permanency insured. The forty-five assemblies of 1887 will certainly be largely increased in the near future."

Following is a list of summer schools held during the summer of 1887, compiled from available data furnished this Bureau. In addition to these, a number of colleges and universities held special sessions during the vacation: Amherst Summer School, July 6-9; Asbury Park Seaside School of Pedagogy, July 18 to August 5; Batchellor's Tonic Sol-fa Institute, Philadelphia, Pa., June 22 to July 12; Blackboard School, Cedar Falls, Iowa, July 5-26; Chautauqua College of Liberal Arts, New York, commencing July 9; Curry's School of Expression, Saratoga Springs, N. Y.; Glens Falls Training School, New York, August 1-26; Hamill's School of Elocution, Chicago, Ill., June 1 to July 18; Haupt's German School, Boston; Kindergarten, Mountain Lake Park, W. Va., July 12 to August 20; Manual Training School, Saint Louis, June 20 (six

¹ Indiana School Journal, Nov., 1886.

² American Teacher, Boston, Mass., Oct., 1887.

³ Report, Springfield, Mass.

or eight weeks); Martha's Vineyard Summer School, July 11, five weeks; Missouri Teachers' Summer Academy, Sweet Springs, June 24-31; Monroe College of Oratory, Boston, July 12 to August 13; National School of Elocution and Oratory, Ann Arbor, July 5 to August 13; National Summer School of Methods, Saratoga Springs, July 18 to August 5; Niagara Falls Summer School of Methods, July 18 to August 5; North Carolina Teachers' Assembly, Morehead City, June 14-29; Summer Review Term of the Michigan Normal College, Flint, July 5, eight weeks; Normal and Business College, Fremont, Nebr., July 5 to August 13; Northwestern Summer School, Normal Park, Ill., July 18, three weeks; Round Lake Summer School, near Saratoga, N. Y., July 11 to August 6; Sauveur Summer School of Languages, Oswego, N. Y., July 11 to August 19; Seward's Tonic Sol-fa Institute, Fredonia, N. Y., July 6-21; Summer Course of the Physical Training School, Harvard University; Straub's American Normal Musical Institute, Charleston, Ill., July 11, four weeks; Summer Courses in Chemistry at Harvard University, July 11, continuing six weeks; Summer School, Holton, Kans., July 7 to August 2; Summer School of Philosophy, Concord, Mass., commencing July 13; Summer School of Pedagogy, Ann Arbor, Mich., August 5-20; Stern's Summer School of Language, Saratoga Springs, July 11 to August 12; Summer School of Pedagogy, Wisconsin University, four weeks; Summer School of Languages, Cornell and Iowa Colleges, Iowa, July and August; Summer Schools at University of Virginia.

PRESENT CONDITION OF NORMAL TRAINING.

The following general summary, by States, of the system and progress of professional schools and appliances for the training of teachers, is compiled from the latest accessible reports of State and city superintendents, school laws bearing on the subject, catalogues and returns from normal schools, educational journals, etc.:

ALABAMA.

Alabama has 6 normal schools, 3 for white and 3 for colored students. These schools are located at Florence, Jacksonville, and Livingston for white pupils; and at Huntsville, Tuskegee, and Montgomery for colored pupils. The last named school was formerly at Marion. Hon. Solomon Palmer, State superintendent of education, reports these schools in a prosperous condition, and doing an invaluable work in furnishing the public schools of the State with well-qualified and well-trained teachers.

The course of study covers from 2 to 4 years, and comprises mental science, pedagogics, mathematics, English literature, ancient and modern languages, natural science, and vocal and instrumental music. At some of the schools there are college preparatory departments and post-graduate courses. Any student of suitable age and attainments may enter, and tuition is free to normal pupils signing a pledge to teach 2 years in the public schools of the State after graduation. Diplomas for the entire normal course authorize the holders to teach in public schools of any grade without further examination. All the schools have practice work in model schools or sub-collegiate departments.

The last General Assembly established a white normal school at Troy, Pike County. The citizens of the town, as soon as the bill became a law and the location decided upon, at once raised funds to erect for the accommodation of the school a suitable two-story brick building, which has been furnished and is now occupied. The school began its first session in September, 1887, and under the same management and in connection therewith a high and graded school is operated, with 10 teachers and nearly 300 pupils in all departments, including the normal.¹

The Legislature repealed the act establishing a normal school for colored teachers at Marion, and in the same act provided for the establishment of a "university for colored students," with an annual appropriation of \$7,500 for current expenses, and \$10,000 to procure suitable buildings. This school, with normal and industrial departments, is located at Montgomery, and has a large attendance. Provision was also made for another colored normal school in Greene County.

In the schools for colored pupils already established, industrial departments are maintained, largely through the liberality of the Slater fund, in which the trades for each sex are practically taught, a certain amount of this work being required. At Tuskegee farming is added to other industries, and this school has recently received a donation of \$6,000 from a few Boston ladies for the general improvement of the institution.

In addition to the State appropriation of \$26,000 for normal schools and teachers' institutes, the Peabody fund has been more liberal than ever before in its contribution to the same cause. For this purpose alone, not including other gifts from the same source, during the past year the fund has contributed to the State in the aggregate over \$6,000, divided among the 13 normal scholarships at Nashville, white and colored normal schools in the State, and congressional teachers' institutes. Of the 13 Alabama students holding State scholarships at the Normal College, at Nashville, Tenn.,

¹ State Report, and Alabama Teachers' Journal, Oct., 1887.

3 graduated in the class of 1887. Applicants for these scholarships are required to stand a competitive examination held at the various congressional institutes.

Birmingham has a training school with a special course of one year for the preparation of high school graduates, and others of equivalent qualifications for the work of teaching, with special reference to the schools of that city. The course comprises the usual pedagogical studies, with lectures and practice work.

Decatur.—In this town teachers' meetings are held at stated intervals. The teachers are specialists of experience, and mostly graduates of approved normal schools.

Montgomery.—In this city lectures and teachers' meetings are arranged and successfully conducted.

Talladega has a normal class meeting every two weeks.

Tuscaloosa has teachers' meetings at the call of the superintendent.

A new feature in educational matters for the past year was the Congressional Teachers' Institute. Under the inspiration of the progressive State superintendent, the Legislature made a special appropriation for an institute in each congressional district. The legislative appropriation of \$500 was supplemented by a like amount from the Peabody fund, and with this sum the State superintendent conducted 15 institutes, 10 for white and 5 for colored teachers. The interest awakened in the community at large is shown by the fact that wherever such assemblies were held the people offered strong resolutions thanking the instructors, the Legislature, and the State superintendent for this new departure in Alabama education. In addition to the congressional institutes, the State superintendent held annual county institutes in twenty-two counties. In each of these he reports a growing interest in the public schools among the people, and in many instances earnest efforts are made to establish and maintain schools of higher grade, which was shown by the anxious inquiry for well-qualified and successful teachers, by building more comfortable school-houses, and by very large and attentive audiences at the institute and other meetings held for educational purposes.¹

The white and colored teachers maintain separate State associations, which are growing in numbers and importance. The sixth annual meeting of the State Teachers' Association (white) was held at Tuscaloosa July 5-7, 1887, and is reported the largest and most successful ever convened. A resolution was passed endorsing the movement to erect an Alabama teachers' home at Monteagle, and each teacher in the State was requested to contribute 50 cents or more to this enterprise.

The Colored Teachers' Association met in Birmingham, April 14-16, 1887. The State superintendent, speaking of this meeting, says: "No one can witness a gathering of these teachers, as I have done for the past two years in their annual meetings, without being impressed with their burning desire to secure the benefits of an education for their race, and with their wonderful progress since the war. They deserve encouragement by the State."²

The Alabama Teachers' Reading Circle received an impetus at the first State normal institute, held at Florence in 1886, and a large number of teachers were enrolled. The first year's course of reading selected was Barnes's General History, Page's Theory and Practice, Watts on the Mind, and selections from Hawthorne's works.

ARIZONA.

This Territory established a normal school in 1885, located at Tempe, in Maricopa County, central Arizona. The school was first opened for instruction in 1886, and reports 53 students and 5 graduates for the year 1887. The course of study comprises an elementary and an advanced course; the former requiring 2 years, the latter 3 years for completion. At the conclusion of either of these courses a corresponding diploma is granted which permits the holder to teach in the public schools of the Territory. The requirements for admission are 16 years of age; a valid certificate, either Territorial or county, of any grade; a diploma of graduation from any public grammar or high school; and an examination in the common branches for those not possessing either a certificate or diploma. Tuition is free to those intending to teach in the public schools of the Territory and also to those nominated by a member of the Legislature. Others are charged \$4 per month. A Territorial appropriation of \$5,000 was made for last year. The school reports the beginning of a library, and estimates the value of grounds, buildings, and apparatus at \$10,000.

Teachers' institutes from 3 to 5 days each are required by law when the number of school districts will justify. Attendance is compulsory, and the expenses are drawn from the county school fund.

ARKANSAS.

The Branch Normal College of the Arkansas Industrial University, at Pine Bluff, is intended for the education of colored teachers. This school has been in operation since 1877, and is designed for "the training of teachers for effective service in the public schools of the State," the law establishing the same having been enacted with

¹State Report.

²Ibid.

special reference to the "convenience of the poorer classes." Two courses of study, covering 2 and 3 years respectively, include the usual normal branches. There is no charge for tuition for appointees, the only requirement for admission being suitable age and qualifications, an appointment from one of the county judges, and the payment of \$5 entrance fee. Students thus appointed are entitled to 4 years' free tuition, and by the apportionment among the several counties of the State, according to the population, 395 students are entitled to the benefit of this law.

The chief provision for the training of white teachers is in the Peabody normal scholarships at the Normal College at Nashville, Tenn., and the Peabody normal institutes held throughout the State. Of the 10 students at Nashville to which Arkansas is entitled, 2 graduated in the class of 1887. The normal institutes are of one week each, and are required by law to be held annually in each judicial district of the State. They are so distributed as to reach every section, and make attendance comparatively easy. The work of these normal institutes is intended to be plain and practical, and instruction in the best methods of teaching the common school branches is imparted by performing the work of a teacher before the class.

The State superintendent commends the summer work of the institutes and affirms that they are an indispensable auxiliary to the development of first-class teachers, and suggests that the school laws be so amended that teachers be required to attend institutes, present reasonable excuses for their absence, or forfeit their certificates. The Peabody fund being insufficient for this purpose, he asks that it be supplemented by a reasonable appropriation from the State, and recommends that institutes of 4 weeks be held in each congressional district. There are separate institutes for the white and colored races, though in some instances both attend the same meeting. A noticeable result of the normal institutes is the formation in a number of counties of regular teachers' associations.

The twentieth annual meeting of the State Teachers' Association was held at Lonoke, June 22-24, 1887. The Southwestern Arkansas Teachers' Association met at Lewisville, October 9, 1886.

Arkansas has a State teachers' reading circle. Pulaski County teachers have inaugurated a reading circle with a membership of over 70, and are following a course of reading and study relating especially to their work as teachers.

CALIFORNIA.

The normal schools of this State at Los Angeles and San José are reported to be in a most satisfactory condition. In the present arrangement of the schedule of studies, night study is diminished somewhat by allowing more time during the day. Close individual discrimination as to the comparative standing of students is done away with, and those in the upper third of the class are now considered as honorary students, without individualizing any above or below the line of demarkation. The positions of salutatorian and valedictorian are also abolished, which will prevent undesirable competition for the honors. To summarize the recent reforms, they may be stated as emphasizing the technical features of the schools, improving the status of the faculty by making the tenure of professorship permanent, diminution of the overburden of labor, and the prevention of unhealthy competition for honors. Three years are required to complete the course of study, which consists of the usual branches taught in all grades of the public schools with approved professional work.

New laws relating to the State normal schools were passed by the Legislature in March, 1887, of which the most noteworthy features are given. The names of the schools are changed from branch State normal to State normal schools. Among other duties, the boards of trustees are required "to establish and maintain training or model schools, and require the pupils of the normal schools to teach and instruct classes therein." Teachers holding State certificates of first and second grades may be admitted to the normal schools from the State at large. Residents of other States may be admitted upon letters of recommendation from the Governor or State superintendent thereof. A declaration to teach in the State of California, or in the State or Territory where the applicant resides, is required of every candidate for admission. No charge is made for tuition. County and city boards of education may grant teachers' certificates without examination to holders of California life diplomas, California State educational diplomas, California normal school diplomas, the State University diplomas (when recommended by the faculty of the University), unexpired State certificates, and city certificates granted in other cities of California, and State normal school diplomas of other States. Educational diplomas are granted to graduates of the State normal schools who have afterwards taught successfully for three years in the public schools of the State, and also to each pupil who worthily completes the post-graduate course at the normal schools.

An act approved March 9, 1887, appropriated \$50,000 for the erection of a normal school for the northern portion of the State. The site selected is at Chico, Butte County, on a beautiful tract of ground, 8 acres in extent, donated to the State by General Bidwell, of Chico. The value of this gift, with the water right, is at least

\$20,000, and to this the town of Chico has added \$10,000 in coin. The building is now in process of construction, and is to be of brick, three stories in height, and modelled somewhat after that at Los Angeles. It is expected that the school will be in operation within a year.

In July, 1887, the normal school at San José completed a quarter century of its existence. A history of the school is to be issued to show especially what the institution as a normal school has accomplished for the State through its graduates. The attendance for the past session is the largest ever enrolled. The school at Los Angeles is also largely attended and thoroughly equipped for professional work. Members of the senior class at this institution have the advantages of a training school composed of five grades of the city public schools, under the charge of regular teachers, in which normal instruction in methods of teaching and governing are practically applied.

The normal class in the San Francisco Girls' High School has a professional course extending over one year, to which only graduates of the high school are admitted. At the beginning of the school year the pupils of this class are divided into two equal sections, which alternate monthly from professional study to practical work in the school room, the members being distributed among the different primary departments of the city for practice work. At the end of each month the principals of these schools are required to make to the superintendent a written report on the success of each pupil-teacher, and at the end of the year these reports are examined and due credit given for practical success in teaching.

There are two inspecting teachers in this city, whose duty it is to thoroughly acquaint themselves with the improvements in the methods of conducting schools, and of teaching, and to exemplify these methods in the various schools. They are also required to examine the work of the teachers and pupils from time to time, and report to the superintendent and the board, making such suggestions as may seem desirable or necessary for the greater efficiency of the schools. The city superintendent reports this work of inspection as highly successful and promotive of zeal upon the part of both teachers and pupils.¹

New life has been infused into the institute work of the State, and county institutes are becoming more effective and popular. The institute held in San Francisco in July, 1886, was attended by fully one thousand educators, besides many persons from the State and abroad, interested in the cause of education. The annual State institute of California teachers held its session at San José, December 26 to 29, 1886. Among the topics discussed were the proposed amendments to the school laws, and measures were adopted to compel more regular and general attendance at teachers' institutes. The teachers of San José hold monthly meetings throughout the year, which are usually informal discussions of school matters.

A State teachers' reading circle was organized in March, 1887, and a course of study in professional works on education, history, biography, literature, and philology mapped out. Any teacher or other person in the State may become a member by forwarding his name, a fee of 50 cents, and his pledge to pursue the prescribed course of study to the board of directors of his county.

COLORADO.

Colorado has as yet no public normal school, and since the supply of teachers in the State exceeds the demand, owing to large districts sparsely settled, the need of such professional schools is not pressing. The State University, at Boulder, has established and maintains a normal department. Concerning this, the State superintendent reports: "The only direct or special work done in this department has been by a course of lectures on methods of instruction. These lectures were given by the president and two members of the faculty. The academic studies of this class have been the same as provided for the preparatory classes."

By amendment of the school laws in March, 1887, it is enacted that State diplomas shall only be granted upon public examination, etc.; "Provided, That the State board of education may, upon the recommendation of the State board of examiners, grant State diplomas without examination to persons who, in addition to good moral character and scholarly attainments, have rendered eminent services in the educational work of the State for a period of not less than 5 years." For the purpose of organizing and maintaining teachers' normal institutes, the State is divided into six institute districts, and new counties formed within the limits of any institute district are to be included in that district. A normal institute may be held annually for a term of not less than two weeks in each normal district of the State, and each county superintendent is authorized to add 5 per cent. to the average standing in examination of teachers who shall attend this institute from his county. The institutes receive county and State aid, in addition to the registration fees paid by the teachers.

County superintendents may hold meetings and county teachers' associations whenever in their judgment the interests of the school work demand it. Local teach-

¹ Report of the Superintendent of Schools.

ers' associations have been organized in a number of the counties, and district and county educational meetings are also held.

Aspen.—The teachers of Aspen are allowed a half-day each term to visit schools, for the purpose of observing modes of discipline and instruction as adopted in other departments.

Fort Collins.—A monthly institute is held at Fort Collins, with weekly teachers' meetings, and the opportunity is given for visiting schools.

Leadville has monthly teachers' meetings.

The twelfth annual meeting of the State Teachers' Association was held at Colorado Springs, December 23-30, 1886.

CONNECTICUT.

The normal school at New Britain is reported in a prosperous condition and steadily improving in the quality of its work. The present corps of teachers is not only efficient and enthusiastic, but appears to make it a point to devise fresh and improved ways and methods of instruction from year to year. A special appropriation of \$7,000 for improvements about the building has resulted in better facilities for heating and ventilation, which are now entirely satisfactory. In the third or attic story have been placed a commodious workshop and an exceptionally well-equipped gymnasium. A systematic course of physical training is obligatory upon every student; and a regular instructor is employed, and classes give one period every day to gymnastic work. The number of pupils is as great as the school can accommodate and successfully train. The graduates of 1887 numbered 62, constituting the largest class that has ever been sent out. All of them are teaching, and thus in one year the school has supplied about one sixth of the beginners in the State. The demand for these professionally trained teachers is far in excess of the supply. Every year it is estimated that not less than two thousand visitors inspect the school, many of them teachers, whose purpose is to observe the methods in use in the various model schools.¹

The course of instruction at this school occupies 2 years, but for those who find the work too difficult, because of inadequate preparation or defective training, a special course with an extra term is provided. The common school studies, the English language and English literature and elementary science, are regarded as essential to intelligent teaching, and to these special attention is given. In all branches the topical method is chiefly pursued, and students are encouraged in independent investigation.

The training department is a distinctive feature of the school, and the course extends over a full year. No part of this course can be omitted, whatever may have been the previous preparation of the student. The model schools comprise all grades, from an extensive kindergarten training department to the highest grammar grades. Students of the normal school are introduced to a great variety of elementary forms of technical work. Kindergarten occupations, moulding, modelling, the use of tools, writing, drawing, coloring, gymnastics, and experimental work in physiology, chemistry, and physics, are the technical features in which instruction is at present given.² The advantages of the normal school are offered free to all who declare their intention to teach in the common schools of the State, and necessary text-books are provided without charge.

New Haven has two training schools—the Cedar Street School, which is a practice rather than a method school, and the Welch School, with a normal course of one year. Two distinct lines of effort are carried on in these schools: (1) the teaching and training of the children who attend them; (2) the initiation of young teachers into the true theory of education, and the application of that theory to actual school work. The training school course has so grown in favor with the graduates of the high school that there is every reason to believe that the supply of teachers will soon be equal to the demand. Of the class graduated in April, 1887, more than thirty have signified their desire to take the training course.³

The Welch School is of a twofold character. Standing on the same plan as the other grammar schools of the city, it has in addition the kindergarten and the training departments. During the first half-year the training class forms no part of the teaching force, but during the latter half the young ladies in training go into the rooms to take their share in the actual work of the school. Through the generosity of a friend, the Welch School has received the nucleus of a teachers' library. Cedar Street School, in addition to the work with teachers during school hours, has biweekly teachers' meetings after school, with other work of a professional nature.

Bridgeport has a training school, but no information has been received concerning it. During the past year more than one-half the teachers formed a teachers' reading union, under the auspices of the Chautauqua Union, and held regular semimonthly meetings.

¹ Annual Report of the Board of Education, 1883.

² *Ibid.*

³ Report of the City Superintendent.

Enfield had a series of teachers' meetings, which were informal home gatherings.

New Britain held meetings, but the time is not stated.

New Haven had several general meetings of teachers during the year, at which prominent educators of the State and elsewhere took part in the exercises. Something has also been accomplished in some of the subdistricts in the way of systematic study of some standard work on the science and art of education. The principals and superintendent held monthly meetings, when the various interests of the schools were discussed and improvements suggested.

Norwich held regular teachers' meetings. Studies in physiology and hygiene were continued for 13 weeks, with weekly recitations after school hours. A reading club was organized, meeting once in two weeks, at which portions of "Swett's Methods of Teaching" and "White's Elements of Pedagogy" were read and discussed.

Salisbury.—The association of the teachers of Salisbury held ten sessions during the year, of which the most important result seems to be the *esprit de corps* developed in the teaching force.¹

Thompson had a series of meetings, introduced by the school board but maintained and carried on by the teachers.

Institutes and teachers' meetings are becoming more numerous throughout the State, and are more generally attended year by year. These are held under the direction of the State by local school officers, and also by voluntary association. It is proposed by the State board to form a State teachers' union, which shall have for its object the improvement of public schools through the teachers, a result to be accomplished by teachers' meetings, courses of study and reading for teachers, and investigation of work done. A summer school for teachers is announced to be held at Niantic for 2 weeks, beginning the first week in July. The fortieth annual session of the State Teachers' Association was held at New Haven, October 29-30, 1886. Connecticut has a State teachers' reading circle.

DAKOTA.

There are two normal schools in the Territory, one at Madison, and the other at Spearfish, in the Black Hills region. These schools are supported entirely by Territorial appropriations, and aim to give thorough training and preparation for the profession of teaching. Tuition is free to all residents of Dakota who signify their purpose to teach in the public schools of the Territory. The schools are managed by boards appointed by the Governor.

The State Normal School at Madison was destroyed by fire in February, 1886, but its fine building and library were at once restored by the enterprising citizens of Madison. The Legislature at its last session made an appropriation to reimburse those who had contributed to the rebuilding.² This school offers an elementary course of 3 years, and an advanced one of 4 years. Both normal and professional certificates will be given hereafter.

The Territorial Normal School at Spearfish has received an appropriation of \$25,000 for a new building, which is to be ready for occupancy at the opening of the fall session in 1887. The school has an endowment of twenty sections of excellent land which can not be sold for less than \$3 per acre. This school has at present only the elementary course of study of 3 years, but students entering the school prepared to pursue the higher branches will receive instruction in such of these subjects as they may elect. Both institutions have model schools attached. By a recent school law no certificates are issued to undergraduates. Those completing either the elementary or advanced course of study are entitled to the diploma of the Territory.

In addition to these a normal school has been established at Springfield, but no appropriation has ever been made to support it. The last Legislature made further provision for professional training of teachers at public expense in its act authorizing the Territorial board of education to designate 10 private or sectarian schools to give normal training to classes of not less than 10 nor more than 25 pupils, the tuition to be paid from the Territorial treasury at the rate of \$1 per week for each student. Seven of these appointments have thus far been made, as follows: Jamestown College, Tower University, of Tower City, Groton College, Redfield College, Pierre University, Mitchell University, and Scotland Academy. The board has prescribed the course of study and training to be pursued, and formulated the rules and regulations governing the conduct of the classes and admission to them. Besides these free normal schools, the Territorial universities have normal departments, to which admission is free. Nearly all the sectarian colleges and academies maintain normal courses, and a private normal school has recently been established at Milnor, Sargent County, which is the first organized in the Territory by private enterprise.³

In addition to the usual certificates of three grades granted by the county superintendent, the Territorial board grants upon satisfactory examination other certificates of two grades. These are the normal certificate valid for 5 years, and the professional certificate valid for 10 years. The standard of qualification is being gradually raised

¹ Connecticut State Report.

² Report of the Governor of Dakota.

³ Ibid.

and weak and inefficient teachers are crowded out by rigorous examinations and the advancing standard of proficiency.

A special feature of the educational system of Dakota is the teachers' institute. Much interest has always been manifested by teachers and school officers in this means of improvement, and the recent school law adds further to its efficiency by placing the work under one general head, thereby making uniformity and system possible. All institutes are now under the general control of the Territorial board, and the instructors are appointed by the Territorial superintendent, with the advice of the board. Formerly one institute a year has, in general, been held in each county. The board is now planning to hold two institutes annually in each county. They are arranged for two courses, one in the autumn and one in the spring season, and the instructors being given continuous employment during the course are thereby enabled to work for a lower rate per week. This reduction in the expense, with the increase of revenue for institute purposes, makes two sessions a year possible. The funds for the support of institutes are derived from three sources: (1) The Territorial Legislature has appropriated the sum of \$50 to each county having ten or more resident teachers; (2) each applicant for a county certificate is required to pay to the county superintendent \$1 to create an institute fund; (3) the county commissioners are empowered to appropriate the sum of \$50 or less for institute purposes. The institutes, as rule, are in session but one week. The law also provides for township institutes at least one Saturday of each month. Many of the county superintendents are using these meetings as a means of unifying the county work by giving instruction in grading the schools and other work of the kind.¹

Numerous voluntary association meetings of teachers are held, and their discussions and deliberations are interesting and instructive. Among these the teachers' associations of North Dakota and South Dakota are the most notably successful ones. They have a large membership of teachers in the common schools, high schools, and colleges, and hold annual sessions at various accessible points in the Territory. The South Dakota Association held its fourth annual session at Mitchell, June 28-30, 1887. Besides these, the Sioux Valley Association and numerous county associations are in successful operation.

A reading circle, with a four years' course, has been organized by the South Dakota Teachers' Association. The teachers are engaging in the work in many counties with commendable zeal, and it is proving an efficient means of self-improvement. The reading circle is aided financially by all funds collected as fees for Territorial certificates. Each member also pays the sum of 50 cents upon joining the circle.

DELAWARE.

One of the great needs of the State is a normal or training school for the professional preparation of teachers.² Notwithstanding the urgent recommendation of the State superintendent that such an institution be established, and the assurance that no appropriations would be needed for buildings or current expenses of the school, the Senate of Delaware, in its session of 1886-87, defeated a proposed bill for a State normal school, though the buildings are said to have been offered free of expense.³ The only expenditure necessary would be that of providing free tuition for a number of students. Sixty free scholarships continuously maintained at a school of this character, which ought to yield thirty graduates a year, would cost only \$2,400, or about 1½ cent. per annum for each inhabitant of the State.⁴

Wilmington has a training school, four divisions of which are taught by pupil-teachers who are in training and on trial. There are 6 of these teachers, and they receive no salary.

The value of the institutes in this State is almost incalculable, as the lack of a normal school for the training of teachers leaves whatever work is done in that direction for the county institute.⁵ Each of the three counties of the State held an institute during January, 1887.

Delaware has a State teachers' association.

DISTRICT OF COLUMBIA.

Normal instruction for white pupils is provided for by the Washington Normal School. The scholastic year beginning September, 1886, marked an increase in the number of pupils and in the work at this institution. The faculty consisted of the principal, two teachers of methods, two practice teachers, and the teachers of music and drawing. The course of study is chiefly professional and is limited to one year. Hand in hand with the work in theory and methods proceeds the practical application of both. "The manual training in the primary classes proved a success. The training of the eye and hand in making form and representing it, the oral description of the work, followed by a written account of it, made a unit of physical

¹ Report of the Governor of Dakota.

² State Report.

³ Michigan School Moderator, May 19, 1887.

⁴ State Report.

⁵ Ibid.

and mental discipline founded on universally acknowledged psychological principles." The importance of enlarging the library and the establishment of a reading room is urged as necessary to the better equipment of the students for their profession.¹

The Miner Normal School, organized on the same plan as the Washington Normal, prepares colored teachers, and heretofore has received the support of the Miner fund. By the terms of agreement this aid terminated with the last session, and the school will hereafter be maintained by the District funds. The professional training is commended as having given to the teacherships a degree of efficiency that has aided most materially in the growth and progress of the schools.²

Model schools are attached to each of these normal schools. The selection of pupils for the normal schools is made from graduates of the high schools, the number being limited to 40, of whom 10 may be male. Each candidate must be at least 18 years of age, and must pass an examination equivalent to that upon which teachers' fourth-class certificates are issued. An examination of candidates is held in the month of June, and those standing highest in scholarship are admitted in the order of their rank. A pledge is exacted to continue the course until completed and afterwards to teach for a period of at least 2 years in the public schools of the District. Graduates of the normal schools receive certificates equivalent to fourth-class certificates, good for one year. After having taught satisfactorily not less than one year, they are entitled to receive diplomas which are equivalent to fourth-class certificates.³

Teachers in the District are required to attend all meetings to which they are called, and all special classes for their instruction organized by the superintendent.

FLORIDA.

The superintendent of public instruction for this State reports that a normal college for each race has been organized and opened during the year 1887. The school for whites is located at De Funiak Springs, Walton County, the headquarters of the Southern Chautauqua. In a perfectly healthy climate, surrounded by a beautiful country, and having an excellent corps of instructors, the college looks forward to a course of usefulness and success. A school has been organized under precisely the same circumstances and in the same manner for colored persons who desire to prepare themselves for the work of teaching. This school is also provided with an excellent and earnest corps of teachers, and is located at Tallahassee, the capital of the State. In both of these institutions tuition is free, and there is no expense except board, which may be obtained at moderate cost. Normal departments are also reported at De Land College, Volusia County, and at Rollins College, Orange County. The Peabody normal scholarships at Nashville have been withdrawn.

Teachers' institutes have been well attended, and much interest is manifest among those for whom they are primarily intended, as well as among the citizens generally. The expenses of these meetings were greatly reduced by the liberality and economy of instructors and the favors of public carriers, as railroad and steam-ship companies, etc. Normal schools for colored teachers were organized and conducted at Tallahassee and at Gainesville, each for 2 months. Competent instructors were provided, and the aim was to make the instruction practical in every sense and to inspire teachers with a proper ambition and impress upon them the dignity and importance of their profession. They were "deeply impressed and studious, evidently trying to take in all that was possible to them. Those only were given certificates, as the law directs, who passed the examination required, fully up to the mark." For the year 1886 the State Legislature appropriated \$1,000 for the purpose of holding teachers' institutes at such times and places as the State superintendent might designate.

The first annual session of the Teachers' Normal Institute was planned by the managers of the Florida Chautauqua, and held at De Funiak Springs, February 23 to March 31, 1887.

A State teachers' association has been organized.

GEORGIA.

The State school commissioner of Georgia reports increased interest in public schools among the members of the Legislature, but, as yet, no legal provision for normal schools or teachers' institutes. The liberality of the Peabody Fund makes the latter possible and efficient, and the normal scholarships at Nashville, received from the same source since 1877, offer some opportunity of professional training to the teachers of the State. A few academies also announce normal departments, and several boards of education in the cities and larger towns maintain normal classes during the scholastic year. The lack of facilities for training teachers in the State is the subject of an earnest appeal by the school commissioner for normal schools for both races. He shows conclusively that the largest proportion of schools, those taught in the country, must be supplied by teachers who lack collegiate education,

¹ Report of the Principal to Superintendent of Public Schools, Washington, D. C.

² Report of the Board of Trustees of the Public Schools, District of Columbia,

³ Course of Study of the Public Schools, etc., District of Columbia.

and who must necessarily depend upon professional schools of training. He suggests, as a beginning, that the State university and the male and female colleges make provision for pedagogical instruction, with special reference to those persons who expect to become country teachers. The trustees of colored colleges, it appears, have already taken steps in that direction, and with most valuable results. The commissioner further suggests to the teachers of private high schools to prepare themselves by special study to teach pedagogical subjects, and to make a feature of the *curricula* of their schools the preparation of young persons intending to teach in the country.

For the year 1887 Georgia held 14 Peabody normal scholarships at Nashville, with 10 graduates in a class of 54.

Americus reports a normal class comprising the teachers in the public schools of the town. Special assistance is given to those having charge of primary classes and to those having little experience in their profession.

Athens has weekly normal sessions of teachers, and the instruction seems to be appreciated as well as highly useful.

Atlanta has a normal class for white teachers which meets weekly during the school year. A separate class for colored teachers will be organized when the number will justify such an organization. A general meeting of all the teachers of the city is held the first Saturday of each month. At this meeting the teachers are paid their salaries for the previous month, and institute work is practically conducted. The remaining Saturdays are occupied respectively by the teachers of the high school, of the grammar grades, and of the primary grades. In these meetings regular lessons taught in the respective departments are recited, and methods of teaching them fully discussed.

Columbus has a normal class for white and for colored teachers. The work consists of institutes and teachers' meetings, the former being conducted by the superintendent twice a month with the whole class, and the latter by the principals of white schools, each in his own school, twice a month.

Glynn County, including the city of Brunswick, has two normal classes, one for each race, and all the teachers of the schools are required to attend and take part in whatever exercises may be held.

Griffin.—The teachers of Griffin are required to meet as often as may be deemed advisable to receive instruction on the subject of teaching and discipline, the nature of the school system, and the best means of accomplishing its object.

Rome has weekly normal classes for each race, conducted separately. Regular and special teachers' meetings are also held.

Savannah has a weekly normal class for the instruction of public school teachers, "and of such other persons in this city and county as may desire to prepare themselves to be teachers." Members of this class always have preference in case of appointments, and certificates from the president of the board and the superintendent are given to those who complete the prescribed course of study.

In order to continue and to render more effective the institute work of the State, the school commissioner recommends an annual appropriation of at least \$1,500 to be made from the school fund and to be applied for this purpose, together with any additions from the Peabody Fund, the work of these institutes to be done under the direction of the State board of education.

The Peabody State Institute was held at Atlanta for one month, beginning July 18, 1887. Arrangements were made for both white and colored students, in separate buildings, but with like instruction for each race. The work of the normal classes was well arranged and thorough, and the attendance was large and the teachers enthusiastic.

The twenty-first annual meeting of the Georgia Teachers' Association was held at West Point, May 3-5, 1887. The colored association met at Atlanta May 4, 1887.

ILLINOIS.

This State has two public normal schools supported by the State, and one by county appropriations, of which the State Normal University at Normal, founded in 1857, is the oldest and most largely attended by normal students. This institution includes besides the normal department, high school, grammar, and primary grades in the model department. All normal students have excellent opportunities for observation, instruction in theory and practice of teaching, actual training work, and experimental and practical study of methods for presenting various subjects to children, with special reference to the use of apparatus. The course of normal study occupies 3 years. By a vote of the board of education, all persons who by examination before the faculty show themselves entitled to a first-grade certificate may be received into a class for a year's course, to be devoted exclusively to training, and those so working in the training school shall be entitled to certificates of attendance.

The Southern Illinois Normal University is located at Carbondale, and a new normal building was opened and dedicated February 24, 1887. It was built and fur-

nished at a cost in round numbers of \$152,000, in addition to the foundation of the old building, which was worth \$8,000 additional. This institution has 3 departments: A normal university, with courses of study occupying 4, 3, and 2 years respectively; a preparatory normal course of one year, and a training department. Male pupils who may so desire are formed into a cadet battalion under supervision of a U. S. Army officer, and are drilled at stated times during the week. The pedagogical course of normal study embraces the science and methods of teaching in its application to all stages of education from the kindergarten to the college and university. The instruction is chiefly by lectures, examinations, observations, experiments, and criticisms, somewhat similar to clinics in medical schools.

Cook County Normal School, at Normal Park, has a professional training class and four high school classes representing the usual four grades in an English high school course. Pupils are admitted to the professional training class who have diplomas from colleges and high schools. Three or more years of successful teaching and a first-class teachers' certificate are accepted as equivalent to a diploma from a high school. The professional study includes mental science, pedagogics, history of education, theory and practice of the kindergarten, manual training, elocution and the Delsarte system of expression, technical training in penmanship, drawing, painting, and modelling, with practice teaching one hour daily. The manual training is devoted to moulding in clay and sand, pasteboard work, making apparatus for experiments in physics, and working in wood. The county superintendent holds an institute for county teachers in the normal school during the month of September.

Aurora, Moline, and Springfield report normal training classes for their teachers, and regular institutes and teachers' meetings are held in *Belleville, Cairo, Elgin, Jacksonville, Peoria, Quincy, and Rockford*. In *Belleville* there is also a monthly institute for teachers instructing in the German language.

Institute work in the State is general and usually effective. The *Intelligence* of September 1, 1887, states that "in 1887 an institute will be held in every county of the State for the first time in its history." The *Illinois School Journal* of June, 1887, contains a list of 81 institutes arranged by the State school authorities, beginning in March and extending to September, 1887. These are usually held by the several county superintendents with two or more assistants. A law involving possibilities of reform in county institute instruction was passed in 1887, providing that the teachers in a county can attend their county institute in term time and be paid for 3 days of the time so employed. They are entitled to pay for 5 days in the year, but not to more than 3 days in a school term.¹

Teachers' associations are numerous and held at stated intervals. Besides those of the counties there are State and district associations.

The thirty-third annual meeting of the State Teachers' Association convened at Springfield, December 28-30, 1886. The attendance numbered nearly 500 leading and progressive teachers from every section of the State. The annual meeting of county superintendents was held at the same time and place. The Northern Illinois Teachers' Association met at Aurora, January 28-29; and at Polo, April 29-30, 1887. The Northern Illinois High School Teachers' Association held a meeting April 15-16, 1887, at Hyde Park. The association for the central part of the State held its third annual meeting at Danville, March 25-26, 1887, which was one of the largest teachers' conventions ever held in the State. Four hundred were enrolled as members and paid the fee of 50 cents into the treasury. The Southern Illinois Teachers' Association held its sixth annual meeting at Du Quoin, August 24-26, 1886.

The teachers' reading circle, as a separate and distinct institution, seems to have a sure foothold in Illinois. The large assembly of county superintendents at Springfield spoke with no uncertain voice of the importance of the circle as an agency for improving the schools, and of their determination to foster it and extend its usefulness. The fundamental idea of the Illinois Teachers' Reading Circle is the professional and general culture of its members. Certificates have been given to 838 persons who have completed the first year of the elementary course. A portion of Barnes's General History, Payne's Theory of Education, and Hewett's Pedagogy, with collateral reading, comprised the course for 1886-87. The *Illinois School Journal* for July, 1887, states that the reading for next year has been simplified and consists of Barnes's General History and White's Pedagogy. Full outlines are to be prepared and furnished to all readers connected with the circle, to indicate clearly the important topics to be studied.

INDIANA.

Normal instruction in this State is furnished by the State Normal School at Terre Haute, and other institutions under private management. In addition to these a free training class is reported at Indianapolis, and the system of institutes, teachers' meetings, educational associations, and reading circle work is developing most satisfactory results.

¹ *Illinois School Journal*, July, 1887.

The State school at Terre Haute receives liberal support by standing and occasional appropriations, and its buildings and equipments are of the best quality. The faculty numbers 17 trained normal instructors, while more than 700 pupils were in attendance last session, representing nearly all the counties of the State. The sole object of the school is the professional preparation of teachers for the common schools of the State. With that end in view it provides courses of study of 3 and 4 years in English and Latin, with special courses for high school and college graduates. Tuition is free, and residents of Indiana must promise to teach, if practicable, in the common schools of the State a period equal to twice that spent as pupils in the normal school. A training school of eight grades is attached to the institution.

The Indiana Normal College was organized in September at Covington. This institution reports a faculty of 10 teachers with an enrolment of over 100 normal students. The college building contains ten recitation rooms, an office, a library, and a chapel with seating capacity for 600 persons; with a total valuation of grounds, buildings, and apparatus at \$40,000. The course of study embraces ancient and modern languages, professional normal and training instruction, commercial branches, and instruction in the fine arts. A teachers' training class is maintained for practice work and observation. A valuable laboratory offers advantages in the study of science, and pupils are taught to manufacture most of the necessary apparatus used in experimenting.

The State University has established a course in the "science and art of teaching," the design of which is chiefly to meet the demand for well-prepared teachers for the higher positions in the public schools and colleges.¹

Indianapolis has a training class connected with the public school system, the course extending over one and a half years. *Hagerstown High School* includes mental science and pedagogics in its course of study, and graduates are given certificates to teach after passing the required examination. *La Grange County* requires attendance at township institutes with forfeiture of pay for absence. *Crawfordsville, Frankfort, Michigan City, Richmond, Warsaw, and Washington* have stated teachers' meetings. *South Bend* teachers are allowed a half day each term to visit schools of similar grade for the purpose of observation. *Terre Haute* teachers, in addition to their regular meetings, levied a tax upon themselves for lectures by experienced educators on subjects pertaining to their profession.

Indiana is not backward in the matter of teachers' institutes, having inaugurated such assemblies in 1846, which is believed to be the date of the earliest teachers' institutes in the State. The law of 1865, requiring one to be held in each county at least once a year and making a small appropriation for this purpose, marks the beginning of the institute period. This means of professional improvement has been most effectual in elevating the standard of teaching, popularizing public schools, and fostering among the masses a healthy educational sentiment, besides creating a thirst for knowledge. A list of 61 counties holding institutes from July to November, 1886, is given.²

The thirty-third annual meeting of the State Teachers' Association was held at Indianapolis December 28-30, 1886. County and village school and high school sections were held in connection with the association. The enrolment was the largest ever made, and by the election of a lady as its president, Indiana is the first State to take that step. The Northern Indiana Teachers' Association met at South Bend, March 17-19, 1887, and the Southern Indiana Teachers' Association held its tenth annual session at Madison, March 23-25, 1887.

The Indiana Teachers' Reading Circle was organized in 1884, and is under the care and direction of the State Teachers' Association. This is the first organization to follow the lead of Ohio in establishing a State system of reading circles. The popularity of this movement is evinced by the statement that one-fourth of the teachers of the State, over 3,000,³ are reading the course prescribed, and 32 counties are represented in the examination of 1887. A fee of 25 cents and a pledge to faithfully pursue the prescribed course of study are required for membership. The books for 1886-87 are Green's Shorter History of the English People; Watts on the Mind, for new members, and a part of Brooks's Mental Science for those entering in 1885; with Hailman's Lectures on Education. Examinations are held annually and diplomas awarded to all who successfully complete the work laid out for each of the four years of the course. As indicating the importance attached to this work and the general culture of teachers, the State board of education orders that after January 1, 1887, every applicant for a teacher's license must present to the county superintendent at the time of examination a review or composition upon one of the books in a list which is given, said composition to contain not less than 600 nor more than 1,000 words, in the applicant's own handwriting, with assurance that it is the applicant's original work. The list from which selection is to be made comprises poems, novels, sketches, etc., by classic English and American authors of recent times.

¹ Intelligence, September 1, 1886.

² Indiana School Journal, July, 1886.

³ Ibid., April, 1887.

IOWA.

The State Normal School at Cedar Falls is reported to be in a prosperous condition. Another teacher has been added to the faculty, and a new course of study prepared. This new course comprises, (1) the study for one year of the elementary branches as applied to elementary schools; (2) the study of elective branches the second year to fit students for doing high school work, giving them a review of such studies as they most need. Some modifications are also made in the regular courses to cover the subject-matter required for State certificates and State diplomas.¹

The regular course extends over four years, and includes scientific and didactic study, with professional departments for high school and college graduates. A declaration to teach in the State secures free tuition. The demand for trained teachers is so urgent that many students leave after one year's study, and it is estimated that about 300 teachers annually enter the profession who have received partial or finished training at this school.²

In view of this increasing and imperative demand for trained teachers throughout the State, the board of directors ask an appropriation of \$10,000 for a new building, to contain sleeping apartments and study rooms for not less than 100 students; \$5,000 are asked for a cottage for the president, besides other provision for repairs to old building, increasing the efficiency of domestic arrangements, electric lights, library, and apparatus.

West Des Moines training school is established in connection with the public school system of that city, and is intended especially for the instruction of high school graduates. The course extends over 1 year, and includes the careful study of prescribed authorities, with actual school work. The *Audubon* school board grant the entire corps of teachers a leave of absence of 1 week, to be spent in visiting the *Des Moines* schools. *Lyons*, *Muscataine*, *Oskaloosa*, *Sioux City*, and *Des Moines* hold general, grade, and other teachers' meetings.

The majority of the teachers of the State receive professional training through the medium of the county normal institutes. These have annual sessions of from 2 to 8 weeks, with abridged courses of normal work and study. The importance of these educational agencies may be inferred from the attendance, which has been steadily increasing, until it numbered over 13,000 for the year 1886. The difficulty now experienced in most counties is how to provide accommodations for the large numbers that attend. Review schools have been held in the counties of northern Iowa, meeting from 2 to 4 weeks previous to the session of the normal institute. These schools have for their object a careful and critical study of the elementary principles of the common branches, that methods and their application to the developing mind may be studied to better advantage at the normal institutes.³ During the spring of 1887 short sessions of institutes were held in many counties of the State, which proved of especial benefit to inexperienced teachers.

In the fall of 1886 a large number of district educational meetings were held by county superintendents, and largely attended by teachers and patrons. The requirement of the State law for scientific instruction regarding the effects of alcoholic drinks, stimulants, and narcotics was very generally discussed, and much accomplished towards securing the faithful observance of the law.⁴

The thirty-first annual meeting of the State Teachers' Association was held at *Des Moines*, December 28-31, 1886. The enrolment was 403, being the largest ever made, with one exception. This association prepares a graded course of instruction for normal institutes, covering a period of 4 years. "Schoolmasters' Round Tables" have been organized in various portions of the State, furnishing opportunities for social and professional improvement.

Iowa teachers are fully alive to the importance of professional and general reading as a means for improvement. As an example, it may be mentioned that Superintendent Scott, of *Oskaloosa*, has secured statistics of the expenditures of his teachers for last year's reading in these subjects. The total is \$516.50, or an average of \$24 per teacher. This is a good showing, and indicates wide awake and progressive teachers.⁵

The State Teachers' Reading Circle has marked out a 4 years' course of study on the Chautauqua plan. The reading for 1887-88 covers a broad field and serves as a good foundation for the 3 years' work to follow. The course for the present year consists of mediæval and modern history, mental and natural science, literature, and the United States Constitution. There is a manager in each county, usually the county superintendent, who enrolls members, organizes local circles, and distributes books. The reading circle board reports 51 counties with working circles.

KANSAS.

Kansas has a well-organized State normal school at *Emporia*, with a total enrolment of nearly 750 students, representing 81 counties of Kansas and 16 States. The Legis-

¹ Intelligence, April 15, 1887.

² Iowa State Report, 1886-87, Appendix.

³ Journal of Education, April 1, 1887.

⁴ Report of the State Superintendent.

⁵ Intelligence, October 15, 1886.

lature provided for the erection of a new wing to the already commodious building, which will contain, with the addition, 50 rooms, exclusive of closets and wardrobes, especially adapted to school purposes. The cost of improvements is estimated at \$25,000, with an additional appropriation of nearly \$10,000 for library, apparatus, etc. Tuition in the normal department is free to all regular students, and railroad fare in excess of \$3 is refunded to all pupils from the State. The strictly professional branches are grouped in a single year, the entire course of normal study occupying 3 and 4 years. Pupils completing satisfactorily the first 2 years of the prescribed course are granted teachers' certificates good for 1 year in any part of the State, and the diploma of the school is equivalent to a life certificate. The model department is organized into a graded school, from kindergarten to grammar grades, and in this all students are required to teach during the professional year. For admission to the normal school, first and second grade certificates are accepted in lieu of examination, also diplomas from 34 high schools of the State, while other candidates are required to pass a fair examination in the common school branches. The State superintendent highly commends the important work and beneficial results of the normal school, and suggests that the ends of normal training might be better secured by making the present State normal school a normal university, devoted exclusively to training in the higher departments of normal work. For this purpose branch normal schools should be established, 1 in each Congressional district, in which academic would be combined with normal instruction, thus relieving the normal university at Emporia of all preparatory work.¹

Kansas City High School has a normal course of 3 years, designed especially for the preparation of young ladies to teach in the graded schools of that city. The following cities and towns have regular institutes and teachers' meetings, in some cases the teachers being allowed to visit schools of other teachers for the purpose of observation: *Atchison, Beloit, Concordia, Ellsworth, Emporia, Kansas City, Lawrence, Leavenworth, Ottawa, Paola, Topeka, Wellington, and Winfield.*

For the summer of 1887, eighty-seven normal institutes were appointed. The State superintendent speaks in highest terms of these factors of educational training, and urges continued appropriations for increasing their efficiency.

The twenty-fourth annual meeting of the State Teachers' Association was held at Topeka, December 28-30, 1886. In addition to the State organization, the North-western Association meets at Beloit, the South-eastern Association at Fort Scott, and the South-western Association at Wichita. All of these associations are doing much in the way of stimulating professional pride among teachers and elevating the educational standard of the State.

Kansas has a State Teachers' Reading Circle, with a comprehensive course of study, which receives the support of teachers and others interested in educational matters.

KENTUCKY.

No public State normal school has as yet been established for white students. Provision was recently made by the Legislature for a normal school for colored pupils by appropriating \$7,000 for a suitable building, and \$3,000 annually for its support. Tuition will be free to all colored residents of Kentucky, possessing the necessary qualifications and signing a pledge to teach, as far as practical, in the colored common schools of the State, a period equal to twice the time spent as a pupil in the school. Certificates of proficiency will be granted to those who complete the prescribed course of study, and 2 years' successful teaching after graduation will entitle teachers to appropriate professional diplomas, allowing them to teach in any of the colored common schools in the State.²

The State College has a normal department also for professional training of teachers. Educational sentiment in the State is eminently in favor of such schools for whites, and the establishment of three normal schools is strongly urged, one each for the eastern, central, and western parts of the State.

Normal institutes for the judicial districts of the State are required by law, and many county institutes are also held. Three normal institutes, one for each of the supreme court districts, were appointed for the summer of 1887, with the understanding that at the close of each a district association would be organized to meet yearly at the same place as the institute.³

Louisville.—Normal classes for white and colored students separately are reported from Louisville. At *Newport* the senior principal convenes the teachers twice a month for normal instruction. *Corvinton* has monthly meetings of the teachers' association.

The State Teachers' Association (white) met at Louisville, July 7-9, 1887; and that for colored teachers at Lexington, July 10-12, 1887.

The Teachers' Reading Circle has a course of 3 years' study in history and art, pedagogy, science, and literature. No membership fee will be charged for the year 1887-88, but teachers are expected to register their names with the secretary.

¹ Report of the State Superintendent, 1885-86.

² Common School Report.

³ Lexington Observer, July 16, 1887.

LOUISIANA.

The Louisiana State Normal School at Natchitoches, during the few years of its existence, has become the centre of the public school system of the State. This school is assuming an individuality and independence that promise to make it a prominent institution in the South. Psychology is made the basis of all work in the normal department, and the plan of the institution, as now conducted, is essentially the same as that pursued in the best normal schools of the country. Reviews and methods of teaching the grammar studies, literature, science, civil government, and professional branches are prescribed in the course of studies. To this is added daily exercises in teaching in the practice school. The course of study covers 3 years, and tuition is free. An annual appropriation of \$13,000, allowed by the Legislature, with assistance from the Peabody fund, secures to the school the necessary means for its further growth. The Peabody fund donated \$2,000 to the school and \$1,000 additional for institutes. The State receives 8 Peabody scholarships at the Nashville Normal School. Two graduates from the State are reported in the class of 1887.

New Orleans has a city normal school in connection with the Girls' High School. The course hereafter will extend over 2 years. Daily sessions are held on at least three school days of the week, and on Saturday morning. The annual session must be at least 6 months, and the school is divided into a junior and a senior class. Tuition is free, and teachers holding certificates, graduates of the Girls' High School, and other institutions of equal grade, and applicants who have spent at least 3 years in systematic study after leaving the highest grammar grades of the public and private schools of the city, are admitted after examination. The course of study includes a comprehensive review of the grammar school studies, the Tulane lessons in drawing and physiology, and lectures on other educational subjects by professors of the Tulane University and others. It is proposed to add, from time to time, elective courses of special study. Classes in stenography and Latin have been formed, and it is hoped that means will be found to open classes in book-keeping and solfège.¹ It is recommended that this school receive from the State a support at least equal to that given to the normal school at Natchitoches.

The Southern University at New Orleans is a State institution which supplies the place of the high and normal schools for colored boys and girls. There is also a Peabody normal school for colored pupils, in this city, with a course of 2½ years.

Monroe High School has a 2 years' course, and in both years pupils receive normal instruction. Teachers' meetings are held semimonthly, and the scholars of the high school who receive normal instruction are required to attend.

Teachers' institutes were successfully conducted in this State during the past year, through the liberality of the Legislature and the Peabody fund.

The instruction was carried out under the direction of the president of the State Normal School, and the instructors were all members of the faculty. The institutes continued one week, and were conducted separately for the races. It is recommended that an annual summer normal of 6 weeks be held at the State Normal School.

The annual meeting of the Louisiana Educational Association was held at Mansfield, May 6 and 7, 1887.

MAINE.

Maine has State normal schools at Castine, Farmington, and Gorham, with the Madawaska Training School at Fort Kent and Grand Isle. The course covers 2 years, with an additional year of advanced study at Farmington for graduates of the regular course who may desire it. The common English branches in thorough reviews, with such higher branches as are especially adapted to prepare teachers to conduct the mental, moral, and physical education of their pupils, are included in the curriculum. Tuition is free, and pupils are required to pledge themselves to teach in the public schools of the State for as long a time as they have been connected with the normal schools. Castine, Farmington, and Gorham report model schools. Farmington received an appropriation of \$3,000 for enlargement of the school building.

The Madawaska Training School is designed to educate teachers, in English specially, for the common schools in the French district. The legislative act providing for the school authorizes the establishment and maintenance, for a period of not less than 6 months in each year, of two schools in the "Madawaska Territory," so-called. This training school takes from the schools, existing teachers and some of the best and brightest of the older pupils, and by means of reviews endeavors to give them a thorough knowledge of the elementary branches usually taught in the common schools. The results of this instruction are said to be most gratifying.

Lewiston has a normal practice school which, having been discontinued for a term of 4 years, was reopened in September, 1886. The class numbered 12, and in addi-

¹ Report of Chief Superintendent of Public Schools, 1885.

tion to practice work the pupil-teachers received comprehensive instruction in professional branches. The teachers united and took at their own expense some of the leading educational journals. Monthly teachers' meetings are held, and also grade meetings at times. A teacher's association has been formed for mutual improvement and the formation of a teachers' library, and as a result nearly 200 books have been added to this library. The Chautauqua Reading Circle has also had recruits from the teachers.

Portland has a city training school with a course of one year, and a model school with over 200 pupils. One of the primary schools of the city is utilized for this purpose, having 6 classes of primary grades. The school work has been done by the practice class, with two members in a room for the most part, under the immediate supervision of the principal. General and grade meetings are held in this city, and there is also a teacher's association.

Augusta held seven meetings during the year which resulted in the formation of a teacher's association, embracing the teachers in both the graded and rural schools, and holding monthly meetings during the school year.

There are 18 county teachers' associations in the State, Oxford and Aroostook having 2 each, and the other counties 1. The sessions are from two to three days, and are conducted by the State superintendent.

The annual meeting of the Maine Pedagogical Society was held at Brunswick, December 30, 1886.

MARYLAND.

The State Normal School is located at Baltimore. The law directs that 200 students shall be admitted free of tuition, but the apportionment of two students for each member of the General Assembly brings the number to 234. These students are also provided with English text-books and school stationery free of charge, and must file a written declaration of their intention to teach within the State. Besides the regular appointees, a limited number of students are received, who pay \$50 annual tuition and purchase their own text-books. Such students are not required to become teachers. The course of study extends over 3 years, and includes the usual English branches, without any ancient or modern language. A model school is attached to the institution. The young ladies of the normal school have practical cooking-school experiences.

The Colored Normal School is also located in the city of Baltimore, and has a large attendance. In the normal class there were 30 students, of whom 3 were sent out into the counties to teach. The objection that young persons reared in the city have to the comparative discomfort of such boarding as a colored teacher can secure in a country district will account for the small number of teachers that this school has been able to furnish to the colored schools. It is recommended that a small addition to the usual State appropriation be applied to the travelling expenses of county students who should engage to teach in the counties from which they come, which would enable the colored schools to obtain a supply of well-qualified teachers.¹

An important step in the improvement of the public schools of the State is the requirement by the State board of education that teachers be examined in the science and methods of teaching, and of classifying certificates according to the manner of work performed in the school room.

Caroline County has 3 teachers' associations and a reading circle. *Frederick County* teachers, during the past year, purchased over 200 books on the science and methods of teaching, and subscribed for nearly 100 school journals. *Kent County* held 5 regular meetings of the teachers' county association, with large attendance. *Montgomery County* has quarterly associations for teachers. *Somerset County* has a white and a colored teachers' association. In order to secure competent colored teachers, a colored normal class was organized during the summer, with an attendance of 18 pupils. The session lasted 7 weeks, and the course of study included all the branches required for teachers' certificates. A similar class is announced for next summer. *Talbot County* held a teachers' institute, and also a normal institute for colored teachers, lasting 6 weeks. This class had a good attendance, and began immediately after the close of schools for the summer vacation.

The twenty-first annual meeting of the white State Teachers' Association was held at Old Point Comfort, Va., July 5-8, 1887. There was an attendance of over 300 from Maryland. The colored State Teachers' Association met at Baltimore, June 21-23, 1887.

MASSACHUSETTS.

Normal schools in the United States had their origin in one of the first acts of the board of education of the State of Massachusetts, and the creation of the board itself grew directly out of a public demand that teachers should have better qualifications for their work. The object of the normal schools is to give teachers special training for

¹ State Report.

the responsible work of instructing and managing their schools, and, more especially, to aid them in directing the children and youth committed to their care in securing a correct and natural development of their powers, and in the formation of a well-rounded character. This work the State normal schools are doing well, and those teachers who go forth from them into the schools are, in good measure, improving the character of those schools, and are giving a higher and a more wholesome tone to the intelligence and morality of the rising generation of the Commonwealth.¹

Since the establishment of the board of education in Massachusetts, 6 State normal schools have been established, training schools in many of the cities and larger towns have been added to the system of public schools, and teachers' associations are numerous and well attended. About one-fourth of the public teachers are normal school graduates, and nearly one-third have attended a normal school. Many more have had the advantages of such instruction as the training school can give, and all others have had their ideas and practices modified by the example of those who have been trained in the theory and practice of the best methods.²

The normal schools are improving in the methods of training they practice, and in the results they produce. The present entering classes of these schools are better prepared for a professional course of study than were those of former times. This previous preparation will in time relieve the normal schools of a large amount of academical work which is now required in connection with professional study. The State normal schools are the Normal Art School, at Boston, and normal schools at Bridgewater, Framingham, Salem, Westfield, and Worcester. The school at Framingham is the first State normal school ever established on this continent. In 1838 a member of the board of education and an earnest friend of the public schools, the Hon. Edmund Dwight, of Boston, offered the gift of \$10,000, to be expended under the direction of the board, for the training of public school teachers, provided the State would furnish an equal amount for the accomplishment of the same end.³ The offer was accepted, and on the 3d of July, 1839, the school was opened at Lexington, removed in 1844 to West Newton, and thence to Framingham in 1852, the removal in each instance being caused by the increased demand for accommodations. The school at Westfield followed in September, 1839, and a year later the third school was established at Bridgewater. For nearly 50 years normal school graduates and under-graduates have been entering the ranks of public school teachers in their State.

Two courses of study are offered at the State normal schools, one of 2 years and an advanced course of 2 years additional. The curriculum embraces the usual grammar studies, higher mathematics, natural and mental science, book-keeping, language, literature, didactics, civics, school laws of Massachusetts, drawing, vocal music, and gymnastics. In addition to these subjects the 4 years' course includes advanced studies in mathematics, science, general history, Latin, and French. Greek and German additional is optional with the principal and board of visitors of each school. At Worcester, German may be substituted for French, as the interests of the school from time to time demand. Graduates of the regular course who desire to prepare themselves for the higher departments of teaching are permitted to take an advanced course at some of the schools, occupying 2 years, and including instruction and training in the Latin, French, and German languages, the higher mathematics, and other branches required to be taught in the high schools of the State.

Tuition, and generally the use of all text-books, is free to such students as pledge themselves to complete the course of study and afterwards to teach in the public schools of Massachusetts, irrespective of their place of residence. Those whose purpose is to teach in other States or in private schools are required to pay in advance \$30 annual tuition. Pecuniary aid is furnished by the State to the amount of \$4,000 per annum for the normal schools, which is distributed among the several institutions and given to promising pupils from Massachusetts who are unable without assistance to meet all their expenses. This aid is distributed among the students at the close of each term in sums varying according to the distance of their residences from the school, but not exceeding in any case \$1.50 per week. At the normal school at Salem additional assistance is given from the income of the fund of \$5,000, a bequest of Nathaniel I. Bowditch, Esq., of Brookline.

The Massachusetts Normal Art School was established by the State as a training school for teachers of industrial art. The intention and scope of the school are broad. It aims to fit pupils for two very different kinds of work, namely: (1) To train students to teach and supervise drawing in the public schools; (2) to fit pupils to give instruction in the various branches of study in the evening and other industrial drawing schools. It also aims to provide for high skill in technical drawing, and for industrial art culture. Candidates for admission are examined in the common English branches of study, and in free-hand drawing of ornament from copy. Tuition is free to students residing within the State and intending to teach drawing in the public schools; for others, the charge is \$50 per term. The school offers a 4 years' course of training in the mechanical and artistic branches, and their practical application

¹ State Report.² Ibid.³ Ibid.

to industry, and a 2 years' course of training for the work of teaching and supervising drawing in the public schools. A post-graduate course of 1 year is provided for graduates without payment of fees, on condition that if called upon by the principal they will devote some of their time to teaching in the school.

The normal school at Bridgewater has of late years given increased attention to the study of natural and physical science as related to school work, especially intended to indoctrinate the pupils in those methods of scientific study which may be exemplified in the most elementary work. The institution has 7 laboratories—2 in the department of physics, 2 for chemistry, a mineralogical and geological laboratory, a biological laboratory, and an industrial laboratory—furnished with the approved modern appliances for teaching how to teach and study the physical and natural sciences. This institution reports a "School of Observation," which the students visit to observe the teaching of elementary subjects to children by a model teacher. Physical exercise is provided for by grounds for out-door sports and a pond for skating.

Framingham has a practice school which includes classes of all grades, from the lowest primary to the grammar. The work in this department is an important part of the training course, and occupies from 5 to 8 weeks in the last year of the course. Teaching exercises form a large and important part of the school work at Salem, and during the senior term object lessons are given to classes of primary school children. At Westfield the policy is to advance the standard of graduation from year to year. The most pressing need is a practice school. This need is partially met by frequent visits of the members of the senior class to one of the best of the public schools of the town, and by bringing small detachments of children from the same school into the normal school building to be there taught by the normal school pupils.

The normal school at Worcester has no practice school connected with the institution, but systematic observation of schools and actual practice in teaching, under the joint supervision of the city superintendent and the faculty of the normal school, constitute an important element in the course of training, and is known as the "apprenticeship."¹ The systematic, objective study of children has developed into a regular feature of the school, and its influence in bringing students into close and true relations to children is already apparent. It is the source of a new and fresh interest in the whole aim and object of teaching, and it gives at the same time valuable aid in forming correct habits of scientific observation and induction that may be applied to the pursuit of any object of study whatever. The records of these observations of children, now amounting to several thousands in number, are carefully classified and preserved, and are believed to contain much valuable material for a revised and improved psychology of childhood, that may in the future render important service to the art of teaching.²

Boston.—The work of the Normal School is satisfactorily and judiciously carried on. The course of study extends through one year and is pursued with special reference to teaching. The curriculum embraces mental and moral science and logic, principles of education, school economy and methods of instruction, physiology and hygiene, natural science, study of language, elementary studies, vocal music, drawing and black-board illustration, observation and practice in the training school and other public schools of the city. Tuition is free to residents, \$75 being the annual charge for others. Most of the graduates find employment at once as substitutes, temporary teachers, special assistants, or teachers in the evening schools, and some are fortunate enough to be early called to permanent positions. The normal school is proving more and more its value to the city as class after class adds experience to knowledge.³

Cambridge has a practice school in which all the classes are taught by young teachers under the immediate supervision of a master and a female assistant. The object of this plan is to give the young women of that city, who so desire and have made special preparation for the work, an opportunity to gain experience under conditions favorable to their own success, and without prejudice to the interest of their pupils. Graduates of the English High School or the Latin School, who have also graduated from one of the State normal schools, or from the Boston Normal School, are preferred as candidates for the position of teacher in this school, though other persons of equal attainments may also be elected. The required term of service is 1 year, but teachers may be retained for a longer period. Compensation is paid at the rate of \$150 per annum for the first 4 months, and afterwards at the rate of \$200 per annum. The school contains all the classes of the primary grade with the fourth, fifth, and sixth classes of the grammar grade, the number of pupils being about 450.

Stated meetings of primary and grammar grade teachers respectively are held once in each term, and their schools are dismissed for the purpose.

Chelsea has a system of apprenticeship, with preparatory course, for pupil teachers. From 20 to 25 graduates have been elected to permanent positions, which they have held with more than ordinary success. The disposition of the school board to select

¹ Catalogue.

² State Report.

³ Report of the Board of Supervisors.

grammar teachers from this corps after sufficient experience in the primary schools will do much towards harmonizing the system and strengthening the teaching force.

Fall River has a training school for teachers which is reported in successful operation, both as regards the teaching power of the pupil-teachers and the attainments of the children. The course extends through one year of study, and tuition is free. The model school consists of 6 rooms. The floor-teachers are required to teach about one hour daily in the presence of the pupil-teachers to illustrate what they regard as the best methods of teaching the different branches of study. At other times they have been required to watch the young ladies teach; and at some convenient time afterward to make suitable suggestions to them, looking towards their improvement in all those things which go to make up the faithful and efficient instructor.

Gloucester reports that the training of pupil-teachers in the schools has been entirely successful. The high school is the main reliance for the supply, although the normal schools are well represented. All candidates are required to serve a year without pay, unless they receive an earlier appointment.

Haverhill has a training school, and the advantages derived by the schools from its influence are marked and valuable. The course of study extends over a period of one year and a half, and graduates of the high school are given the preference in admission. Teachers' meetings for grammar and primary schools are held monthly, and teachers of the other grades meet about as often. The teachers of the city have formed an association known as the Haverhill Teachers' Association, which meets monthly.

Lawrence has a training school which is reported to be doing excellent service in the lines of work for which it was established. The subjects are taught on the topical plan, and teaching exercises by the principal and subteachers form a large part of the class work. The course requires one year and a half, and a high school education is necessary for admission to the school. The normal and practice schools are combined, the pupils acting as teachers when not engaged in normal work. The school consists of 7 rooms, 6 of which contain primary and middle grades of pupils, about 300 in all. More than 100 teachers have been graduated at this school since its organization, and 72 are now in service as teachers in the city schools.

North Adams has a training school with one year's course of study. Daily recitations are held under the charge of the principal, in the approved professional branches, and good facilities are furnished for the proper training of those who have the natural qualities and aptitudes of a teacher. Practice in teaching is given, and the training class with other teachers attend the teachers' meetings held alternate Monday evenings. Certificates of graduation are given upon the satisfactory completion of the course, but employment is not insured to the graduates.

Watertown has established during the past year a training school for teachers. Under conditions imposed by the committee, young ladies now enter the schools as pupil-teachers. They act as unpaid assistants, and find their compensation in the example and guidance of the regular teachers and the practice permitted to themselves.

Springfield reports that more than half of the teachers employed in the primary and grammar grades of that city have made special preparation for their work. Appreciating not only the increasing demands of public school instruction, but recognizing that special preparation is as essential to efficient teaching as to skillful work in other professions, the school committee has resolved to give preference, in the selection of teachers, to those having received training at some well-accredited normal school, or who can bring satisfactory evidence of successful work in the profession.¹ The excellent and progressive spirit animating the teachers is manifest by the attendance of about 40 per cent. of the entire corps at the Saratoga School of Methods, besides attendance of many at the National Educational Convention at Chicago, and other educational associations. The benefits obtained from these opportunities, with teachers' reading circles, and the study of professional educational literature, are observed not only in the school work of those who availed themselves of their use, but in a quickening of the general interest in advanced methods of teaching in the schools. The earnestness and industry of a considerable number of the Springfield teachers, and the spirit of inquiry that animates them, is perhaps at this time the most encouraging feature of the schools.²

Adams.—In order to raise the standard of the teaching force without depending upon outside institutions, the superintendent of schools strongly urges the holding of annual examinations for teachers' certificates of two classes, primary and grammar, these to be confined to high school graduates or those who have received an equivalent training. The great need is a training school for those residents who desire to teach, and the demand for teachers is now large enough to make such a measure feasible.

Blackstone.—A course of professional reading is recommended for the teachers of this town, comprising psychology, principles and methods of teaching, and history of education.

¹ Report of the School Committee.

² Ibid.

Braintree.—A large per centum of the teachers employed in this town have received special training, and to further promote professional and general intelligence, and thereby increase their teaching power, the teachers have formed a reading circle, with meetings twice a month. The plan of work, in their line, embraces readings and investigation in the science, art, and history of education, with discussions and illustrations upon important topics.

Brockton.—In order to sustain a uniformity in the work throughout the city, principals' meetings have been held monthly. In addition to these there have been meetings of all the teachers, at which have been considered the methods of teaching, and one meeting specially assigned for the consideration of physiology is worthy of mention as producing valuable results. Besides these, there have been grade meetings for the consideration of questions and methods which apply only to a few teachers.

Framingham allows visits of inspection. *Leominster* teachers met once a fortnight, or oftener, for consultation and instruction, and during the last two terms a majority of them met once a week to read and study the history of education.

Middleborough has had monthly meetings of teachers. *Milford* teachers have formed a reading circle for the study of the history and philosophy of education, and the voluntary attendance at these meetings gives promise of satisfactory results in the future. *Needham* teachers are allowed one day in each term for visits of school inspection.

New Bedford.—During the winter of 1886-87 there was considerable professional activity among the teachers of this city. The Swain Free School offered two courses, in the English language and in Shakspeare's "Twelfth Night," with weekly or bi-weekly lectures, which a large number of the teachers attended. An enthusiastic group were busy with practical work in zoölogy, several local groups followed lines of professional and more general reading, and not a few worked singly in special lines of self-education. Perhaps the most interesting feature was the series of public meetings held about once a month under the auspices of the Chautauqua Teachers' Reading Union, in which there was first a principal address and then a discussion of the subject by others. The audiences were frequently large, and in the discussions leading ministers and lawyers took part with teachers in forming and expressing an intelligent public opinion on educational matters.¹

Waltham.—The school committee of this city accepts as candidates for positions as teachers in all schools below the high school only graduates of normal schools, or those who have had a successful experience in the particular work called for.

Weymouth had teachers' meetings during the year, of unusual interest and conducted chiefly by the ladies, who brought a number of their pupils with them and gave practical illustrations of the methods to be pursued in taking up and developing certain subjects.

As early as 1846 provision was made in this State for teachers' institutes. For several years it has been the policy of the school authorities to hold teachers' institutes principally, or wholly, in the smaller towns of the State. The limited means of these towns oftentimes does not allow them to employ teachers of high qualifications, or of successful experiences, and hence educational meetings being seldom held in them there is a greater need for that stimulus and interest so often experienced for good in larger and more favored communities. During the year 1885-86 few institutes were held, and only such as were invited by local school authorities. The time usually given to that work was spent in visiting the schools of the towns, in holding meetings of the teachers and committees, and in addressing the people on the educational needs of the several localities. The schools of one hundred and fifteen towns were thus visited by the agents of the board in company with the school committees, and on the last day of the visits committees and teachers have been called together for suggestions and instruction. These visits were usually closed by an evening lecture for the people, given by the secretary or agents.

In 1837 the first county teachers' association was incorporated, and since that time teachers' associations have been formed in nearly every one of the fourteen counties of the State, for the discussion of those problems which present themselves in the every-day work of the public schools. These associations holding meetings of not less than one day annually receive assistance from the State.

The forty-second annual meeting of the State Teachers' Association was held in Boston, November 26-27, 1886. The sum of \$300 annually is paid to this association by the State, subject to the approval of the board of education. The twentieth annual meeting of the Massachusetts Association of Classical and High School Teachers convened in Boston, April 8-9, 1887. The eleventh triennial convocation of the State Normal Association was held in Salem, July 1, 1887. The Lady Teachers' Association, of Boston, is a mutual benefit society of teachers for the purpose of aiding such of its members as may be sick. Meetings are held quarterly for business and social purposes, and any one among the 1,100 lady teachers of the city is eligible to membership. The Schoolmasters' Club meets bimonthly at the Brunswick, Boston.

¹Journal of Education, March 17, 1887.

MICHIGAN.

The State Normal School is located at Ypsilanti. The present accommodations are inadequate for the large attendance, and provision is being made to supply this need. Each member of the Legislature of Michigan is authorized by the board of education to appoint two students from his district, who are received free of charge for tuition. Each appointment is good for one year. Students are offered a choice from several courses of study, which have been arranged to meet the demands of the various grades of schools and the needs of the different classes of teachers; but all the courses of study demand an equal amount of professional training and instruction.

The four-years' courses are the scientific, literary, ancient classical, modern classical, Latin and German, and scientific Latin; the three-years' courses are the English, and the special course with music. This latter has been extended to afford instruction in choral singing and in instrumental music. Pupils of the school who receive diplomas from any course are entitled to legal certificates of qualification to teach in any of the public schools of the State. Diplomas of the English course are equivalent to certificates for five years; of the other courses, for life. The practice school connected with the institution includes primary and grammar grades, and has an enrolment of 244 pupils.

Adrian has a training class, for which, from a number of applicants, 4 are selected each year, with special reference to scholarship and fitness for the work of teaching. Both theory and practice receive due attention in the course, which extends over 1 year. Monthly teachers' meetings are held, and days allowed for school visits of inspection.

Bay City has a training school, comprising the primary grades in one of the grammar schools. This department occupies 4 rooms and is in charge of a principal with 6 assistants, chosen from the graduating class of the high school. These assistants serve 7 months without pay and 3 months with pay, and, if successful in their work, are appointed as regular teachers for the following year. A general teachers' meeting is held at the beginning of the school year; principals' meetings and high school teachers' meetings, each monthly; and special meetings at the call of the superintendent. Visiting other schools is allowed.

Cadillac holds monthly teachers' meetings and permits school visits.

Cheboygan, during the fall and spring terms, has classes for normal training when the number of pupils will justify the use of time for that purpose.

Coldwater has weekly teachers' meetings.

Detroit has a normal training class, which is taught in the high school building. The salient features of this class are one half-year's instruction in the science and art of teaching and one half-year's observation and supervision of practice work of the class instructed during the previous half-year. The candidates for the training class are selected by competitive examination from the graduates of the high school and others who have pursued an equivalent course of study. The entire year spent in the training class is probationary, but pupil-teachers who prove efficient and valuable are assured of regular employment and precedence in appointment over members of any subsequent class. It is suggested to return to the original idea of depending on the training class for 80 per cent. of all appointees in the primary and grammar schools, and to add a new feature by the payment of \$10 per month to the pupil-teachers during their 5 months of probationary service.

Fenton.—At the high school a teachers' course of 1 year may be selected from the English course, and the student who completes the studies will be prepared to obtain a first-grade certificate; but it is expected that the student who does this work in 1 year has completed the first years' course of study in the high school. Teachers are allowed one day each half-year for visiting other schools.

Grand Rapids.—The "cadet system" of training teachers has superseded the regular training school for resident graduates of the high school in this city. This plan assigns young persons desiring to fit themselves for the profession as assistants to principals of schools, who supervise their practice work in the lower grades of the school. The city superintendent recommends that these "cadets" be instructed, as a class, in the principles and methods of teaching, and then be required to work them out for themselves; and if the work of a year fails to develop fairly good teachers, they should be dropped altogether from the rolls. A teachers' library has been started in this city. Regular monthly teachers' meetings are held, with grade meetings additional.

Hastings has a teachers' class conducted during the first half of the fall and last half of the winter term. The pupils make frequent visits to primary and grammar departments for inspection. Tuition is charged at the rate of 35 cents per week. An annual teachers' institute of 2½ days is held before the opening of schools in September, and absence from any part of it renders the teacher liable to dismissal. Regular and special teachers' meetings are held additional. A teachers' reading circle has been in operation some time, and receives unbounded praise from the city superintendent for its valuable work.

Howell has a normal class in the fall, continuing 6 weeks. Fifty cents weekly is charged for tuition. Teachers' meetings are held the first day of each term, and thereafter semimonthly during the school year.

Ludington has normal classes during the fall and winter terms for the benefit of high school graduates. Monthly teachers' meetings are held.

Institute work in Michigan is important and popular. The State superintendent reports that the institutes during 1886 rallied a large and enthusiastic attendance of teachers and school officers, and that their work has been, in the main, satisfactory and prolific of good.¹ A manual of institute work is published in the superintendent's report for 1886, which will be found useful in organizing and conducting institutes. The organization and work of the teachers' reading circle is introduced and earnestly recommended as a most important means of the teacher's growth and culture.

The thirty-sixth annual meeting of the State Teachers' Association was held at Lansing, December 28-30, 1886.

Michigan has a State teachers' reading circle. During the year changes were made in the organization of local circles, by which they may be established directly by the State Reading Circle Council whenever five teachers unite in requesting such organization. A payment of the membership fee, 50 cents a year, will entitle to all the privileges of the circle.²

MINNESOTA.

The normal schools of this State are among the best of the kind in the country. Preparatory classes have been abolished, which action was made necessary by the demands of the rapidly growing normal departments. The schools are taught by experienced instructors and are thoroughly furnished with modern appliances and valuable libraries and cabinets for instruction in academic and professional branches. Since the establishment of the first school at Winona in 1860, more than 1,300 pupils have graduated and many partial students have received instruction, who afterwards entered the profession of teaching. The course of study covers 3 and 4 years, except for graduates of high schools and colleges, for whom a professional course of 1 year is prepared. Excellent work is done in natural sciences, both by experiment and individual collection and analysis. *Mankato* has been for several years a United States signal station, and students at the normal school have opportunity of acquiring practical knowledge of the subject of meteorology. The school at Saint Cloud is also connected with the Signal Service Bureau, and work of that kind is made tributary to class instruction in science. Five thousand dollars have been appropriated by the Legislature for the enlargement and improvement of the grounds at Mankato. The school at Winona has a special kindergarten training course, to graduates of which special diplomas are awarded. Candidates holding second-grade certificates are admitted to the normal schools without examination, also graduates of approved high schools and others with equivalent attainments. Other candidates are required to pass a creditable examination in the common branches, and to receive the benefit of free tuition, all pupils must pledge themselves to teach at least two years in the public schools of the State.

Minneapolis has formed plans for a training class to begin in September, 1887, and *Saint Paul* has a training school with a course of one year, which is considered equivalent to the senior year in either course in the high school.

Duluth.—Teachers' meetings have been held biweekly in Duluth, with occasional model class exercises, and opportunity for visiting and inspecting other schools. *Saint Cloud* district has teachers' meetings, and *Saint Paul* has weekly grade meetings and general monthly meetings.

Teachers' institutes are held annually in every county in which there are schools, and the sentiment is becoming prevalent that teachers should avail themselves of these opportunities for improvement.

The State Teachers' Association met in tenth annual session at Saint Paul, December 28-30, 1886.

The Teachers' Reading Circle, with a comprehensive course of study and annual examinations, is a further aid in the professional training of teachers.

MISSISSIPPI.

This State has, as yet, no normal school for white pupils, but two such institutions are maintained for the colored race. By a recent apportionment of Peabody scholarships at the Nashville College, those formerly assigned to Mississippi have been withdrawn. The State superintendent urges the establishment of a State normal school for white teachers, or a chair of pedagogy in the State University, and one in the Agricultural and Mechanical College. A normal course of 2 years has been established at the Industrial Institute and College for White Girls, with free tuition for residents of the State. By law the trustees of this school apportion to each county its quota of scholars on the basis of the educable white girls in the State and several counties,

¹ State Report.

² Michigan School Moderator, Feb. 3, 1887.

and these are admitted into the institution, with all its privileges, for the course of studies selected. The studies of the normal students are first directed so as to enable them to pass the examinations required by the State law. After this, those who remain long enough are carried forward to the study of advanced subjects to prepare them to become teachers in high schools and colleges. A prominent feature of the normal work is the introduction of a well-arranged line of instruction in free-hand drawing and industrial drawing, so that young ladies will be competent to give boys and girls thorough instruction in drawing, in order that these may be able to read designs and plans, and to represent with the pencil any object it is desirable to manufacture. This is intended to produce a large class of educated, skilled workers, and thus contribute ultimately to the general industrial development and wealth of the State.

Private normal schools are reported at Iuka, Duck Hill, Buena Vista, and Troy.

The State Normal School at Holly Springs, for colored pupils, was abolished by the Legislature in 1886, and reorganized and reopened the same year. The standard of admission has been raised, and the course of study covers 2 years. There is a model class taught in rotation by the normal pupils under the supervision of some member of the faculty. Tuition in the normal school is free to students from the State, and text-books are also furnished gratis. Students are required, by way of compensation, to teach at least 3 years in the public schools of the State.

Tougaloo University, at Tougaloo, which is mainly an industrial school, has also a normal department receiving State aid. There is an elementary, and an advanced course, of 2 and 4 years respectively. Tuition is charged at the rate of \$1 monthly. Alcorn Agricultural and Mechanical College trains colored teachers for the public schools; and most of the graduates and some of the undergraduates who are teaching in the State have first-grade certificates under the new school law.

The new education is rapidly gaining ground in this State, and there never was a time in its history when such an interest was manifested in educational matters as at present. Five years ago there was not a normal institute for whites in the State, while now there is one in nearly every county.¹ The law requires teachers' institutes, separate for the races, to be held monthly during the school year. Each county is divided into three institute districts, or a less number, if such a division will not give 10 teachers to each district, and teachers are required to attend, with a penalty for unexcused absence. Superintendent John S. Lamkin, of Pike County, suggests a change in the law requiring the county superintendent to hold semiannual institutes from 3 to 5 days, for the races separately, not longer than 3 weeks prior to the commencement of the school term that follows.² The State superintendent recommends that counties be allowed to employ expert institute managers to hold county institutes of a week's duration prior to the opening of the winter term. A summer normal institute for whites was conducted at Pontotoc for 6 weeks during July and August. At the annual examination of teachers throughout the State, those averaging 95 per cent. receive State licenses for 5 years. The State superintendent suggests that the law be amended so as to provide life licenses for all teachers who, at the expiration of their first, obtain second State licenses and continue regularly in the service; and also that licenses be valid for 2 years when issued to first-grade teachers who make an average of 90 per cent. on the regular examinations.

Jackson.—The city superintendent of schools is required to organize a normal class of teachers, to meet as often as he may deem advisable. *Meridian High School* has a course of theory and practice of teaching in the third year. A normal class of teachers is also organized, similar to that in Jackson.

The North-eastern Mississippi Teachers' Association met at Starkville July 14-18, 1887.

MISSOURI.

The State of Missouri is divided into 3 normal school districts, with State normal schools in each. These are located—for the first district, at Kirksville; for the second district, at Warrensburg; and for the third district, at Cape Girardeau. Saint Louis has a city normal school, and Lincoln Institute at Jefferson City is a State normal school for colored teachers. The revised course of study, constructed with special reference to fitting teachers for the common and high schools, is substantially the same in the three State normals. Embracing precisely the same range of subjects, each school adjusts the course to suit its special wants. The English language and literature, Latin, mathematics, science, history, professional studies, and art are included in the two courses of study. The elementary course occupies 2 years, conferring an elementary certificate which indicates the studies pursued and the grade obtained in each, with authorization to teach in any county of the State for a period of 4 years from date, unless sooner annulled. The advanced course occupies 2 years additional, conferring a diploma which authorizes the holder to teach in the public schools of the State without further examination, until such authority is revoked.

¹ School Journal, November 20, 1886.

² State Report.

To those holding diplomas and teaching successfully 2 and 3 years after graduation, masters' degrees are conferred, after examination, if the prescribed post-graduate course of reading, or its equivalent, be completed. This course includes history, biography, science, poetry, fiction, and professional subjects. Tuition is free at the State normal schools, but all pupils are required to sign a declaration of intention to teach, giving preference to the public schools of the State. Kirksville and Warrensburg have practice training schools.

The Saint Louis Normal School, though intended exclusively for the education of young ladies intending to teach in the public schools of that city, is open to ladies from any section of the country. Tuition is free, and text-books are furnished for use free of charge. Graduates of the high school are admitted to the special course, which requires $1\frac{1}{2}$ years for completion. Applicants who have finished at least 2 years of the high school course take the general course of $2\frac{1}{2}$ years. The number of pupils is limited for the present to 150, and all are required to sign a pledge of intention to teach in the public schools of the city at least 2 years. The course of study embraces the usual English branches, Latin or German, calisthenics, and professional subjects. In the general course instruction is provided for those who wish to become German-English teachers, and who are far enough advanced in the study to converse in German. Diplomas of graduation are given upon completion of the normal school course to those students who have previously graduated from the high school. All other students, upon completing the course, receive certificates of qualification, which, as well as the diplomas, entitle the students to positions in the Saint Louis public schools without further examination whenever their services are needed. Every student of the school teaches for at least 5 weeks, under supervision.

Lincoln Institute, at Jefferson City, originated in a fund contributed by the Sixty-second and Sixty-fifth regiments United States Colored Infantry, when discharged from service in January, 1866. The institution has been a State normal school for a number of years, and receives appropriations commensurate with its needs. The course includes preparatory and normal departments, the latter occupying 4 years. At a meeting of colored citizens of the State, held at Kansas City in January, 1887, it was determined to petition the Legislature for a manual training school and collegiate department in connection with the Colored State Normal School, as at present there is no school of higher grades provided at public expense for colored students.¹

Although normal institutes in this State do not as yet receive State aid, depending on local effort and support, fully one-half of its 114 counties are reported to have made arrangements for these meetings, with prospective sessions of from 1 to 6 weeks, for the summer and autumn of 1887.² The exercises are conducted by county commissioners, or special institute conductors, and year by year the teachers' institutes become more prominent as a valuable factor in preparing teachers for the arduous and peculiar work necessary to success in the school room. Regarding the results of these meetings, it is observed as a noteworthy fact that those counties are making the greatest progress in which successful institutes have been liberally sustained for a term of years, while the poorest schools are found in those counties in which institute work is discouraged and neglected.³

Carthage has monthly teachers' meetings. *Kansas City* has regular monthly meetings, monthly consultations with principals and teachers, and special or grade meetings. *Moberly* has monthly teachers' meetings, with model lessons, discussions, lectures, etc. *Saint Joseph* has a reading circle, which holds weekly meetings after school hours, and has entered upon a systematic study of the elementary principles of mental science. No person is appointed as teacher without satisfactory evidence of some experience in the profession, or of having attended an approved normal or training school for at least one school year. Teachers are allowed two days during the year for school inspection. The Saint Louis Society of Pedagogy was formed for the purpose of discussing the subjects belonging to the science of pedagogy, and the collection of information in regard to the same. Monthly meetings are held from September to May, inclusive, and are open to the public. The work of this society has developed a greatly increased interest in school matters generally, as well as having been productive of mutual improvement in the science and art of education. *Sedalia* has regular monthly teachers' institutes.

The twenty-sixth annual meeting of the State Teachers' Association convened at Sweet Springs, June 21-23, 1887. The colored State Teachers' Association met at Saint Louis, December 23, 1886. There are 4 district associations in the State; 3 of these—the North-west or Missouri Valley Association, the North-east District Association, and the South-west District Association—hold meetings during the Christmas holidays, while the South-east Association convenes in August. The Missouri School of Science and Pedagogy, established in 1884, is a summer school under the auspices of the State Teachers' Association. The object of this school is the further education

¹ Journal of Education, February 17, 1887.

² School Journal, New York and Chicago, September 3, 1887.

³ State Report.

of teachers in science (in its broader sense) and pedagogy. Thus far the teachers who have attended have been of a high grade, but special effort has been made to provide for the common school teacher. The presidents of the State normal schools and other distinguished educators are among the instructors.¹ The Missouri Teachers' Academy, organized in July, 1886, and the Summer School of Science and Pedagogy met in joint session at Sweet Springs, June 24-30, 1887, immediately following the State Teachers' Association.

The Missouri Teachers' Reading Circle has a considerable membership. A fee of 25 cents was charged during the past year. The entire course includes 4 years' reading, 2 in elementary and 2 in advanced work. The course is optional, but the State board urges a regular course. Local circles are recommended. Certificates are awarded to those completing either course.

MONTANA.

Teachers' institutes are the principal agency for the professional training of teachers in Montana. All the counties of the Territory now come under the law requiring institutes to be held once each year in every county having more than 5 organized school districts. These institutes have become very popular with teachers and friends of education, and are wonderfully helpful to teachers. Attendance for the most part is willing and cheerful, and the few who absent themselves because the law does not prescribe a penalty for non-attendance, are those who have little interest in the profession, and who, in most cases, should not be employed to teach at all. The superintendent of public instruction recommends that teachers be required to obtain excuse for non-attendance, with revocation of certificate as penalty for failure to comply with the law.

The Territorial Teachers' Association has become a permanent institution in the Territory. Great interest is taken in the annual meetings, and it is to be regretted that the distance to be travelled, and the consequent expense, keep many away who would otherwise attend. Attention is called to the benefits which would result to the cause of education if some legislative aid were granted to teachers who attend the Territorial Association, such as paying a portion of the mileage. The favors of railroads in this regard receive complimentary notice.

The annual session of the association was held at Butte City, December 28-30, 1886, and is reported as a very successful meeting. Among the resolutions adopted as recommendations to the Legislature on needed changes in the school law, was one asking that power be granted to the Territorial superintendent to issue Territorial certificates to all whom he shall find qualified to teach, on personal observation, or after personal examination by himself, or deputy appointed by himself, said certificates to be of two grades, valid for 5 and 10 years, respectively, throughout the Territory.²

NEBRASKA.

The State Normal School at Peru is reported in a most flourishing condition, and with its added facilities and the liberal legislative appropriations, it stands upon a footing surpassed by few schools of like character. There is pressing need for two additional normal schools. Though the present building was doubled in capacity one year ago, there is now scarcely room for those in attendance. The increase of pupils during the past 5 years has been more than 200, or nearly double, while the average attendance has increased in even a greater ratio. Thirty-nine counties of the State were represented in the school last year.³ An elementary course of study, occupying 2 years, is designed to prepare teachers for the common ungraded and lower grade schools. At the completion of this course a certificate of qualification is granted, which is equivalent to a second grade State certificate valid for 2 years. A higher course of 3 years' additional study is provided for those intending to become strictly professional teachers, and to prepare them for any educational position to which they may be called. Besides the common English branches taught in the elementary course, higher branches are included, with advanced professional study. Graduates of the higher course receive a diploma which is valid for 3 years as a State certificate of the first grade, and any graduate furnishing satisfactory evidence of success for 2 years will be granted an additional diploma, equivalent to a first grade State certificate for life. Tuition in the regular courses of the school is free to all students. Provision has been made for admitting students into a preparatory department and elementary classes, which will be mainly taught by members of the advanced classes in the normal department under the eye of trained instructors.

Hastings held regular and special teachers' meetings, and 2 half days each year are allowed for school inspection.

Lincoln has a general meeting of teachers at the opening of the school year, and also grade meetings and others during the term.

¹ State Report.

² Report of Superintendent of Public Instruction.

³ State Report.

Teachers' institutes have proved of greatest value, and the growth of the work has been phenomenal. The clause in the law giving the county superintendent power to revoke a certificate for refusal to attend the institute has proved most efficacious. A more systematic and uniform course of study is desirable.¹ Of other educational helps, county associations of teachers, district associations, educational columns in public journals, and the reading circle organization, have been most prominent. Forty-two counties have associations and report 219 meetings. These are devoted to discussion of educational problems, methods of work, lectures, and exhibits of school work, etc. Three district organizations have been formed, in the south-eastern, central, and northern parts of the State.

The State Teachers' Association held its annual meeting at Lincoln during the spring of 1887. The Northern Nebraska Teachers' Association met in winter session at Norfolk, December 28-30, 1886. The South-eastern Association met at Beatrice during the fall of 1886.

The State Teachers' Reading Circle is subdivided into county circles, which may again organize local reading classes. An annual fee of 50 cents is charged. The course of reading occupies 2 years and consists of professional subjects, history, science, and general literature. Thirty-five counties are reported as having circles, with a large membership. The historical and professional courses appear to give the most satisfaction.¹

NEVADA.

The State Superintendent, in his biennial report (1885-86), renews his former recommendation that a normal school be established in Nevada. He suggests a normal class in the State University; or, since there is little demand at present for a university, while there is an immediate and almost imperative demand for a normal school, let the university itself be converted into a normal school, and the proceeds from sale of lands for the university be devoted to the support of the normal school.

The State Teachers' Institute has exercised a potent influence upon the cause of education in Nevada. In July, 1886, two sessions of the seventh annual institute were held, one at Reno, July 27-30, and an evening session at Carson City, July 31, 1886. Ninety-three teachers were enrolled at this meeting.

The State board of education is now authorized to grant State certificates, educational diplomas, and life diplomas. The issuance of these State credentials to teachers has elevated the profession in Nevada, and is now generally approved by the people. Under this law, also, upon the recommendation of the county superintendent where the applicant lives, a first-grade county certificate may be made valid in any county in the State.¹

A new law, understood to be an experiment, provides that on and after the first Monday in January, 1889, district attorneys, in addition to their other duties, shall be *ex officio* county superintendents of schools.²

NEW HAMPSHIRE.

The New Hampshire State Normal School is located at Plymouth. The prescribed course of study is completed in 2 years, and includes the English language and literature, mathematics, natural science, professional study, history, civil government, etc. A model school is connected with the institution, and training in teaching, beginning the first year, increases in amount with successive terms, according to the pupil's preparation for it by study of principles and methods. Tuition is free, and all students are required to declare their intention to teach.

Manchester has a city training school which requires of candidates for admission graduation in some high school, or an equivalent. The regular course of study for those intending to become primary teachers is 1 year; and an advanced course of 6 months is further required of those desiring to teach in the higher grades. Pupils in the training class are paid at the rate of \$10 per month after 6 months, and \$20 per month after a year's service for actual work in the school. In the selection of teachers graduates of the training school have the preference, if equally qualified. For several years more than 50 per cent. of the corps of lady teachers of this city has come from the training school, and this year it was 71 per cent.

Dover has a teachers' library which has proved of great value. The city superintendent urges very strongly the establishment of a training school.

Portsmouth had frequent and stated meetings of teachers, and in addition there has been a weekly class in psychology. The necessity for trained teachers has been recognized to some extent by requiring inexperienced teachers to go about among the schools for three months and observe the methods. A class of pupil teachers was organized near the beginning of the autumn term, several members of which are rendering efficient service.

Annual teachers' institutes are required by law to be held in each county, the expenses being defrayed from the proceeds of the sale of State lands. Manchester

¹ State Report.

² Journal of Education, November, 1887.

reports, early in 1887, the largest and most successful institute held in the State. The registered teachers in attendance numbered 213. A State teachers' institute was held at Exeter, March 23-25, 1887.

The thirty-third annual meeting of the State Teachers' Association was held at Concord, November 4-5, 1886.

NEW JERSEY.

The New Jersey State Normal School is located at Trenton. This institution stands high in value and importance to the cause of education in the State, as is shown by the fact that so many schools are under the superior discipline and teaching of those who are graduates of the State Normal School, and that so many of its graduates are now applied for and sought to fill the places of teachers in the public schools of the State. The course of study is constantly kept at the line which will enable those perfecting themselves for practical teaching to advance in the knowledge of the science of teaching, step by step. All known methods of imparting instruction which are really useful and advantageous are adopted, but nothing is allowed to interfere with the long-practiced, thorough mental drill, which is the daily, hard, plodding, and severe work of teachers and students.

Two courses of instruction are offered, one extending through 2 years and the other through 3 years. These courses include the usual English branches, book-keeping, music, drawing, natural and mental science, history, literature, algebra, and geometry, with professional instruction and pedagogics. Lectures upon subjects connected with school work are delivered before the schools during each year, as well as lectures upon other topics of interest to young ladies and gentlemen. In the model school attached to the institution the normal classes have opportunity for exercising their talent and ability by active work, practically applying and testing their knowledge, capability, and fitness as teachers in the common schools. During the last five months of their course of study in the Normal School the members of the graduating class are required to teach in the model school.

Applicants for admission to the Normal School, who have successfully pursued the whole course of study prescribed by the county superintendent, upon the recommendation of the superintendent, are admitted without examination to the first year of the elementary course. Tuition is free to those intending to teach in New Jersey, and students must sign a declaration of intention to teach for at least 2 years in the public schools. Students in the model and Farnum Schools are admitted into the Normal School upon the certificate of the principals of those schools as to their fitness for admission. The model school connected with this institution, having boys and girls' departments separate, besides including all the primary, grammar, and high school grades, offers special courses for business and preparation for college.

The Farnum Preparatory School at Beverly is intimately associated with the State Normal School in the work of preparing teachers for the public schools of the State. Pupils desiring to enter the preparatory class for teaching, and found qualified in the required studies, must sign an agreement to enter the Normal School to finish their training upon leaving the Farnum School. Pupils graduating at this school are received into the State Normal School without further examination.

Jersey City has a normal training course which is taught during the second term of the senior year in the normal and English course at the high school. This term is devoted to pedagogical work, mental and moral science, history and science of education, methods of teaching, and school economy. At the end of the senior year the students graduate with their class and receive diplomas from the high school. A post-graduate course is then required during which the work of the class consists of observation, teaching classes under supervision, practice in charge of a particular class, practice in as many grades as possible other than in the practice school, and particular study of the management and the working machinery of large schools. At the close of the post-graduate course pupils receive diplomas from the training school and are eligible to serve as monitors. Nearly all of the new teachers in the city schools are graduates of the high and training schools, though graduation at the training school implies no obligation of employment. All examinations for increase in salary when the teachers have completed their terms of service in a lower grade of salary, are held largely upon the theory and practice of teaching. This city has a teachers' association and a reading circle, and visits of school inspection are permitted.

Newark has a city normal and a training school. The superintendent of schools reports the work done in the training class as very satisfactory. More room is needed for both the normal and training schools, and it is recommended that the course be extended to 2 years, and also that a kindergarten class be organized as part of the training course. The course of instruction consists of 1 year in the usual professional studies, and in addition each pupil in the normal school is required to spend at least 8 weeks in practical class room work in the training school, under special direction of the city superintendent, principal of the normal school, and principal of the training

school. No pupil is admitted to the training school without a certificate of graduation from the high school, or upon examination equivalent to the high school course. Non-resident pupils are admitted upon payment of tuition fees determined by the board. All pupils entering must sign a written declaration of intention to teach in the schools of the city, if desired. Diplomas of graduation are given, which are also certificates of qualification to teach. Three teachers' institutes of 3 hours each are held during the year for primary teachers, and for teachers of grammar, high, and normal schools respectively.

Paterson has a normal training school with a course of 1 year's study. The entire year is devoted chiefly to class work and practice, with the constant study of methods of teaching. Provision for manual training is reported as about to be made at this school.

Union County has a teachers' association, with four meetings annually.

The teachers and school officers of the State, at a meeting in Trenton in 1887, organized a New Jersey Council of Education, to be composed of 48 members, divided into 3 classes, serving periods of 3 years each. The membership is to be limited to those engaged in professional school work, of recognized standing as educators, residing or teaching in New Jersey. Two regular meetings are to be held each year to discuss educational topics, disseminate information bearing on these topics, and consider and recommend means of advancing educational interests.¹ The State Teachers' Association met in twenty-ninth annual session at Trenton, December 28-30, 1886.

State, district, and local teachers' reading circles are enthusiastically supported in New Jersey, except in county districts where bad roads and unfavorable weather prevent gatherings. The State circle has a membership of nearly 2,000. The course of reading for the second year (1886-87) comprises four books from a selection of professional works, history, mental science, Swinton, Hawthorne, Irving, and the Chautauquan. Plainfield is the headquarters of the Chautauqua University, which includes the Chautauqua Literary and Scientific Circle and the Chautauqua Teachers' Reading Union, both of which organizations have enrolled many teachers throughout the United States.

NEW MEXICO.

Efforts have been made from time to time to organize the educational forces of the Territory into an effective union. Circumstances, however, were unfavorable until last fall, when the Presbyterian Board, the American Missionary Association, and others, impelled by the wretched condition of public schools, determined to attempt an organization. This effort was cordially aided by the Governor and other public officials, and resulted in the formation of the Educational Association of New Mexico. The first meeting was held at Santa Fé, December 28-30, 1885, and proved a decided success. Important educational topics were discussed, papers read, and class exercises conducted in the presence of the assemblage. An interesting feature was an exercise in numbers by a class of Apache Indian girls, who, previous to last September, had never been inside of a school-house and did not know a word of English. A committee was appointed to urge upon the Legislature needful changes in the school law.²

NEW YORK.

The normal schools of this State, although doing most excellent work, are totally inadequate to supply the pressing demand for trained teachers. These schools as now operated do not fill one in ten of the vacancies occurring in the ranks of the 30,000 common school teachers of the State. The system of teachers' training classes in high schools and academies is doing something to meet the needs of the service in some of the cities and villages, where those classes have the advantages of actual practice as well as of instruction in methods, but in the greater part of the State, outside of these favored localities, the need of well-trained teachers is not properly met.³

Under the present laws of the State the normal school system has little or no organic connection with the public school system, or with the systems of secondary and higher schools supervised by the regents of the university. It is recommended that the laws be amended (1) so that regents' certificates and pass-cards could be accepted by the normal schools for their face value, and (2) so that union schools and academies could establish courses of study approved by the local boards of the normal schools and by the superintendent of public instruction, and pupils holding diplomas from those courses of study should be admitted without examination into the normal schools of the State, to enter at once upon professional work, which would enable those students to be graduated from the normal schools in a year from the time they enter. All the union schools, high schools, academies, and seminaries of the State would thus become

¹ School Journal, New York City, July 16, 1887.

² Journal of Education, February 10, 1887.

³ State Report.

intimately related to the normal schools, and permit these to attend more rigidly and uninterruptedly to their peculiar province of professional work.

New York stands next to Pennsylvania in the list of States having normal schools. There are nine State institutions of this character, located at Albany, Brockport, Buffalo, Cortland, Fredonia, Geneseo, New Paltz, Oswego, and Potsdam. The school at New Paltz is the latest addition, having begun operations in February, 1886. A new school has been sanctioned by the State authorities, and has elected its officers and undertaken preparatory work on buildings at Oneonta.¹

In order to meet the necessity for some normal instruction among the large class of young persons desiring to teach, but who can not afford the time or expense of a normal school course, the superintendent suggests a normal institute lasting from 4 to 8 weeks in any county where a suitable number of such persons might indicate their desire for such instruction. It is estimated that from 3,000 to 4,000 teachers in the common schools drop out every year, and their places are supplied by as many more without previous experience, nine-tenths of whom have no adequate preparation for the responsible work which they are taking up. The necessity of taking steps which will at least show them how little they do know and give them some realization of the need of better preparation, and then start them in the way of securing it, is pressing.²

The courses of study at the normal schools vary in length. Albany has a 2 years' course, New Paltz 2 and 3 years, and the others 2, 3, and 4 years' courses. The studies required for a diploma authorizing the holder to teach in the public schools of the State consist of the usual grammar studies, higher mathematics, natural and mental science, civics, English literature, ancient history, didactics, drawing, and vocal music, with practice work. All the schools teach these studies, most of them having in addition classical and scientific courses. In the normal course proper only English is taught, with ancient and modern languages in the classical and scientific courses. Model training departments are reported at all the schools, with grades ranging from kindergarten through primary, intermediate, and advanced departments. The normal schools are practically open to any properly qualified and duly appointed candidates who may desire to avail themselves of such advantages. Persons desiring to attend consult the school commissioner of their district, and his recommendations are made to the State superintendent of public instruction, whose approval constitutes an appointment. Entrance examinations are required of all students. Tuition and the use of all text-books are free, and the amount of fare necessarily paid in coming by public conveyance to the school is refunded to those who remain a full term. Normal students pledge themselves to teach in the public schools of the State for as long a period, at least, as that spent in the school. Appropriate diplomas are offered on the satisfactory completion of each course of study, which serve as licenses to teach in the public schools of the State.

The Normal College of New York City reports an enrollment of 1,620 female pupils, with 66 instructors, being the largest normal school in the United States. The demand for admittance has been so great that a rule was passed limiting the number of admissions to 600 in any one year. In the admission of students it was deemed wisest to institute a purely competitive examination and admit the 600 in the order of merit, without regard to any fixed per centum, except that no candidate could be admitted unless she answered three-quarters of the questions proposed. A high standard, however, with comparatively easy questions was established, but the result proved a disappointment. It was subsequently determined that the entrance examinations should consist of comparatively difficult questions, and to admit all who received an average of seventy-five. Of the total number of graduates since the establishment of the college (3,700), about one-half are now doing good work in the common schools of New York City, in which they occupy all positions from that of the lowest primary teacher up to that of principal. When deaths, marriages, and removals from the city are taken into account this is an excellent showing, and clearly proves that almost all the graduates sooner or later obtain positions.

The course of study covers a period of 4 years, and tuition is free to all students. The instruction is comprehensive and thorough, and includes, in addition to the studies in English, Latin, French, German, history, higher mathematics, drawing, music, natural, mental, and moral science, with methods of teaching and practice in the training department during the last two years. In the two modern languages, French and German, the work has been so thoroughly done that there is now no difficulty in obtaining graduates well qualified to instruct children in the common schools in these subjects, and thus dispensing with the services of special teachers. Special mention is also made of the marked success achieved in the department of free-hand drawing and original design. Beautiful work has been done by the graduates, which some of them have sold for fair prices.³

¹ School Journal, New York City, October 15, 1887.

² Ibid.

³ Report of the President.

New York City has a teachers' mutual benefit association, which received in June, 1887, a donation of \$3,000 from a friend of the cause. Hereafter one-half of the receipts of this association are to go to retired members, women that have taught for 35 years and men that have taught for 40 years.¹

Albany has a teachers' training class, which has become an indispensable adjunct to the system of schools in that city. The city superintendent reports that the good effects of the training school are felt to-day in every school room in the city; for, aside from the direct benefit given to its graduates, the principles and methods inculcated have permeated the whole corps of teachers.² The school was organized for 2 terms under the direction of the office of the regents of the university, who appropriated the customary amount of \$500 for maintaining the class. The certificate of that body is issued to the graduates. The course of study extends through 1 year, and there is practically no instruction in subject matter, the whole time being given to the theory and practice of teaching. The instruction for the past year included music, drawing, school economy, and civil government, United States history, and physiology for members of the class who had not passed the regents' examination in these studies, with methods in primary branches. Each member of the class has given lessons in the class on assigned subjects, and has observed 1 month and taught a number of weeks in a primary and a grammar school designated for the purpose. All the members of the class have voluntarily given extra time to teaching in the preparatory class of the primary school in periods of from 1 week to several months, thus exhibiting a commendable desire to obtain all the benefit possible. Tuition is free to residents of the city, while others are charged \$75 annually.

Meetings of teachers for the purpose of discussion and mutual improvement have been held regularly during the school year, to the great advantage of all who attended.

Brooklyn has a training school, occupying 4 rooms in one of the primary schools of the city, which constitutes the model primary school. One year's course of study is devoted to strictly professional subjects, reviewing only the elementary studies, and doing this for the purpose of exhibiting improved methods of instruction. The work of the pupil-teachers embraces, first, the study of the principles of education, school government, and methods of instruction; second, the observation of work done by the model teachers in the primary classes; third, actual experience in teaching, each pupil-teacher being required to successfully instruct a primary class for at least 10 weeks before receiving a diploma. Tuition is free, and only holders of "B" certificates are admitted to the training school as pupil-teachers. These certificates are granted after examination in the grammar studies, with algebra, geometry, astronomy, and natural philosophy. Graduates of the training school may be appointed to any primary grade, and their experience in the training school shall entitle them to be credited as having had 2 years' experience as teachers in the public schools. Although the pupil-teachers have no guarantee of an appointment upon the completion of their course in the school, yet the number seeking admission is larger than can be admitted, and those in attendance seem to be controlled by a single purpose, that of properly fitting themselves for positions as teachers.³

The city superintendent is required to call the principals of the schools together at least twice in each year for the purpose of consulting with and directing them in the discharge of their duties, and he has also authority to call heads of departments and teachers together at such times and places as he may think proper for the purpose of instructing them in the principles and methods of teaching. There is a teachers' association in this city.

Rochester.—Regarding the normal class in this city the superintendent says: "A sufficient number of those who have received training class diplomas have already been employed in our schools to give opportunity for judging of the practical results of this preparatory training; and facts prove, what reason would indicate, that the average graduate of the training class gets an intelligent hold of her work in very much less time than was required by those of equal scholarship and ability who used to enter the teacher's calling without any special preparation."³ A more extended notice of this training class is found elsewhere. The only certificates now recognized by the school board of this city, besides those issued to graduates of the training class, are New York State College and Normal School certificates.

Syracuse training school admits only graduates of the high school, or others having had equal literary advantages, the required standard being 75 per cent. upon the entrance examination. The course extends through one school year, and is divided into two terms' work. The first term comprises a course in history, mental philosophy, methods of teaching arithmetic, geography, language, history of education, with something of practice in teaching. The second term's work comprises more fully the theory and practice of teaching with the study of methods. The practice of teaching is under the criticism of the training teacher, and is thorough. The philosophy and

¹ New England Journal of Education, June 16, 1887.

² Report of the City Superintendent.

³ Annual Report.

history of education is continued and applied. At the end of the course the candidates are examined upon these subjects and upon their ability to handle classes and conduct recitations. To all who are able to stand the required test the board of education grants certificates of qualification to teach in the city schools. Tuition is free to residents, and others are charged \$34 annually. At present not less than from 25 to 50 per cent. of the teachers in the city schools are graduates from this training school.¹

Monthly teachers' meetings were held according to regulations during the year with more than customary regularity in attendance. The meetings have usually been interesting, and such topics have been considered and discussed as should call for earnest consideration of every one engaged in teaching. During the year teachers have had the privilege of listening to five or six addresses from prominent men engaged in work similar to their own, and of participating in the discussion of those topics which are intimately connected with the every-day work of the school room. This feature of work has existed from the beginning of the city organization, and has been an important aid in building up the school system, and in unifying the work of the various schools and departments.¹

Appropriation is provided by law for the instruction in academies and union schools in the science and practice of common school teaching. Each scholar instructed for the full term required by law in such classes, who has passed the preliminary examination and also the final examination prescribed by the regents of the university, is considered competent to teach in the common schools of the State. A testimonial is granted to such a student, which, when endorsed by any school commissioner, constitutes a certificate to teach in the district for one year, which certificate, at successive expirations thereafter, may be re-endorsed and made valid for a period not to exceed three years after each endorsement.

Auburn.—Theory and practice of teaching is an elective study in the fourth year at the high school. *Canandaigua*.—Provision is made in the academical department for a normal course of one year, with free tuition to non-resident pupils. *Corning* has monthly teachers' meetings. *Gloversville* had monthly teachers' meetings and also a teachers' association for reading and discussing standard educational books and for the study of English literature. *Ithaca* has general teachers' meetings on the first Saturday of each school year, and at other times thereafter.

Jamestown.—The Jamestown Union School and Collegiate Institute has a special normal department, which is organized at the opening of the fall term. The course of instruction consists of lectures semiweekly by the superintendent and class recitations in those subjects required by the regents. Three terms are required to complete the course, two terms for those who have taught one or more terms successfully. Twenty-five members of the class will receive their tuition free for one term. Students completing the course of instruction receive teachers' diplomas of the first or second grades according to qualifications. At least twelve teachers' meetings are held each term, at which all the teachers are required to be present. *Kingston Academy* has a normal class, taught during the fall and winter terms. *Lansingburg* had teachers' meetings averaging two a month; also a local teachers' association, which met monthly for class work and discussion. Two meetings of the Rensselaer County Teachers' Association were held, and the schools were closed during institute week. *Newburg* held general monthly teachers' meetings, and also monthly grade meetings. *Oswego* has general teachers' meetings during the first week of each term. *Rome Free Academy* has a teachers' class, the State paying for the instruction of all the members. Teachers' meetings are held monthly. *Saratoga Springs* has a training class with daily practice in actual teaching throughout the year. *Troy* has monthly teachers' meetings for primary, intermediate, and grammar grades separately, and also general meetings, with attendance obligatory on the part of the teachers, and the forfeiture of one-half day's pay for absence from any meeting. The teachers of each school are required on one day in each term to visit other public schools of the city, and to send a written report of their observations to the superintendent within one week thereafter. *Utica Academy* has a 2 years' normal course, with certificate of the studies pursued. Frequent teachers' meetings have been held during the past year, and all teachers are required to attend the meetings of the Utica Teachers' Association, as well as meetings called by the superintendent. *Watertown* held 63 grade meetings for teachers during the year. *Yonkers* has monthly as well as occasional teachers' meetings.

The institute work in the State is one of vast importance. Although difficulties in the way of organization exist, no other plan has been suggested for keeping the great body of teachers up to the front in methods of instruction. For more effective work the State superintendent proposes to change from county to district institutes, and hold but one a year; insist that every school in the district shall be closed while an institute is in progress, teachers required to attend and promptly paid during such attendance; adapt the work as far as possible to the needs of the particular district,

¹ Report of the City Superintendent.

and distribute a programme of the same to teachers 2 weeks before the institute; supply the best and most practical instruction possible, and bring the normal school faculties into active coöperation in institute work, thereby securing their invaluable aid and leading them to a fuller appreciation of the needs of the system.

The forty-second anniversary of the State Teachers' Association was held at Elizabethtown, July 6-8, 1887. The second annual session of the State Association of Academic Principals convened at Syracuse, December 23, 1886. The State Association of School Commissioners and Superintendents met in the same city, January 19-21, 1887.

New York has a State teachers' reading circle which was determined on at the meeting of school commissioners and city superintendents in 1885-86. This circle is reported to have formed subordinate circles in most of the counties of the State, teachers in large numbers pursuing the prescribed course of reading, which extends through three years, and relates to the history, science, and art of teaching and of school government.¹

NORTH CAROLINA.

The University of North Carolina has a limited normal course of three months, to which teachers are admitted without tuition by recent act of the Legislature. Connected with the city schools of Charlotte is a training school, from which most of the teachers are chosen. Raleigh has several private schools with normal departments, and teachers' meetings are held at stated intervals during the school year. The aid from the Peabody fund has done much to create a healthy public sentiment in favor of public education. The scholarships at the Normal College at Nashville are eagerly sought after, North Carolina receiving fourteen. Six students graduated in the class of 1887.

State normal schools for colored pupils are established at Fayetteville, New Berne, Plymouth, and Salisbury. The normal course covers three years, during which the pupils receive training in the art and methods of imparting instruction in the several branches of study taught in the public free schools of the State. The curriculum includes the common English branches, book-keeping, Latin, history, literature, science, algebra, geometry, and theory and practice of teaching. Tuition is free to all residents of the State, and the text-books required are furnished as far as possible from the school library without charge. Salisbury reports a model department with 33 pupils last session.

The professional training of teachers is chiefly through the agency of State normal institutes, called "normal schools," which have annual sessions of several weeks. The State appropriates \$4,000 for each race, there being eight schools for white and five for colored teachers. The State superintendent urges the necessity for a regular normal college for white pupils, to be so conducted as to allow the professors time to hold county institutes from two to three months every year.² A State colored normal institute of 10 weeks was held at New Berne in the summer of 1887, with an attendance of 80 in normal and secondary grades. More than the usual number of county institutes are reported, and the impression seems to be gaining ground that the county institutes are worth more to the State than are the normals.³

The North Carolina Teachers' Assembly met in fourth annual session at Morehead City, June 14-29, 1887. This meeting was one of the largest and most intelligent assemblages of teachers ever seen in the South, with a membership of nearly 2,000. The object of this assembly is "to enable teachers to meet for discussion of educational questions, to give an opportunity to hear the opinions and methods of distinguished specialists in the various departments of teachers' work, to aid teachers in securing situations, and to afford the means of combined action in obtaining such educational legislation as the best interests of the State may demand."⁴ Meetings are held annually, with fees of \$2 for males and \$1 for females, the fund thus obtained to be used solely in defraying incidental expenses and in securing talented instructors for each assembly. The chief topic discussed at the last meeting was the need of a State normal college for both sexes. The committee appointed to present this matter before the Legislature was continued, with instructions to keep the subject before that body until the school was established. A resolution was adopted to establish a school for the critical study of literature in connection with the assembly. Through the liberality of some special friends of North Carolina education, a building is to be erected at Morehead City for the use of the assembly, and is expected to be ready for the session of 1888.⁵

Teachers' councils have been organized in many counties of the State. The colored teachers met at Raleigh, November 11, 1886, to consider the importance of a State institution for training colored teachers and for the higher education of the colored youth of the State.

¹ Report of the State Superintendent, 1886.

² Report of the State Superintendent.

³ Journal of Education, August 25, 1887.

⁴ Constitution of the Teachers' Assembly.

⁵ North Carolina Teacher, October, 1887.

The Teachers' Reading Circle has an excellent course in history, biography, literature, and professional study.

OHIO.

There is no State normal school in Ohio. The establishment of a normal department at the University of Ohio at Athens, and the appointment of a professor of pedagogics, is said to be the first thing of the kind ever begun by the State Legislature in Ohio.¹

There are several cities having training classes, and a number of private institutions which offer professional instruction for teachers.

The course of study at the Cincinnati Normal School has been extended to 3 terms, covering a period of 1½ years, or 15 school months. The subjects include the usual professional studies, with practice teaching under critic-teachers during the second and third terms in the practice department of the school. A course in German is offered in which the pupils receive the same instruction in the department of theory as the English pupils, with the exception of one hour a day, which is devoted to the study of theory in German.

The subjects considered are pedagogics, including didactics, discipline, and methods of teaching German in the several grades, attention being given to German grammar and composition and methods of teaching these branches; German literature, including history of the German language, some of the most celebrated authors, their lives and writings; German educators and their methods. The pupils in the German course have practice also in the four grades of the practice school.

Tuition is free to residents of Cincinnati, who must be graduates of the high schools or pass satisfactory examinations in all the branches included in assistant teachers' certificates, the theory and practice of teaching excepted. Non-residents are charged an annual fee of \$40. Pupils who complete the course of instruction and training and pass satisfactory examinations receive certificates of graduation which entitle them to preference, other things being equal, for positions as teachers in the public schools of the city.

Cleveland has a training school for graduates of the high schools of that city or some other academic institution of equal grade. Regarding the value of this school the city superintendent says: "There can be no question that the training school has strongly tended to raise the average level of general culture and of professional ability of the teachers." The course of study extends over 1 year and comprises history of education, mental and moral science, and school management, with review studies, to which constant attention is paid as to the methods of teaching the various subjects. Practical work is provided for all students under the direction of practice teachers. Instruction in German is provided for pupils who have graduated in the German course in the high schools, which is provided for pupils of German speaking parents. Practice is likewise afforded in the German department of the model school. Tuition is free to residents, while others are charged an annual fee of \$40. The graduates of the training school do not have preference over others in appointments to schools. There is a pedagogical society in this city holding regular monthly meetings from October to May.

Columbus has a normal school which consists of a separate department of one year with two divisions—a department of theory and a department of practice. A class of 13 female pupils is reported at the normal school for 1887, of whom 11 received diplomas at the end of the course. There are 3 practice schools connected with the normal school, and each normal pupil taught 10 weeks. Tuition is free to resident graduates of the high school and others of equivalent qualifications, who pass satisfactory examinations and declare their intention of becoming teachers—to teach, if practicable, in Columbus schools for three consecutive years, provided their services are needed. Non-residents of the city pay a tuition fee of \$40. A diploma from the training school exempts the holder from further examination, provided the person has reasonable success in teaching and governing a school, and the term of service is understood to be for a consecutive number of years. Graduates of the normal school have no preference in appointment over others of equivalent qualifications. Separate teachers' meetings are held for English and German teachers.

Dayton Normal School continues to do excellent work in indoctrinating true theories of education and modes of teaching, and in the arts of management suited to the grades for which the young ladies are trained, and in which they have opportunity to practice. The minimum course of study covers a period of 1 year, and tuition is free. The practice rooms consist of a first grade room and a mixed second and third grade room, and in immediate connection there is a German room of first, second, and third grades in charge of a regular teacher. Dayton teachers held a social meeting once a month, and for the literary part are studying Ohio history.

Geneva Normal School offers a special teachers' course, and if desirable, students can study the languages and higher mathematics in the regular classes.

¹ School Journal, December 11, 1886.

² Report of the City Superintendent, 1885-86.

Steubenville has a normal and training school in which each pupil takes turn, 1 month at a time, in the training school, which consists of 2 rooms in charge of the training teacher. The pupils are detailed in alphabetical order, and are on duty about three times during the year. The minimum time for completing the course in the normal and training school is 1 year.

Zanesville has a normal school with a course of instruction in both theory and practice extending over 1 year. Any resident of the city, upon satisfactory examination, may attend the school free of charge, others paying an annual tuition fee of \$40. The class is limited to 20 in number, beginning with the highest in rank of scholarship and admitted in order after. One month is devoted to the practical work of teaching, for which purpose 2 schools are specially designated and located in the building of the normal school. Graduates have preference in appointment as teachers, other things being equal, and such graduation is considered equivalent to 1 year's practical experience in the estimation of salary. An average of 80 per cent. in the studies of the year is required for graduation, and after 1 year's successful teaching a diploma is given. General teachers' meetings are held every 4 weeks, and the normal pupils are required to attend all regular meetings.

Lancaster.—Soon after the opening of the schools in September, 1886, a class composed of all the teachers in the city schools, together with some who were not teachers, was organized and took up the study of Sully's psychology. This class met every 2 weeks during the fall and winter, and made commendable progress in the study. In addition to psychology, the teachers took lessons in vocal music, and some were members of a Chautauqua reading circle, while others read educational periodicals. Teachers are allowed one-half day during the year for school inspection.

Canton has teachers' meetings every 2 weeks, with a penalty of \$1 for unexcused absence, and 50 cents for each tardiness.

Newark has general teachers' meetings on the Saturday preceding the opening of schools at the beginning of the school year, and as soon after the close of each school month; also general and sectional meetings.

Norwalk has weekly teachers' meetings, and also special meetings at the call of the superintendent.

Salem teachers holding 2 or 3 years' certificates may have the same renewed upon passing satisfactory examinations in psychology and general history as laid out in the Ohio teachers' reading course. General grade meetings are held monthly; also report meetings, and the Teachers' Reading Circle has weekly sessions.

Sandusky teachers have stated meetings and opportunity for school inspection.

Springfield has an annual teachers' institute and teachers' associations. For a few years past normal work has been attempted in connection with the regular work of the schools, and the city superintendent advises a more thorough organization and liberal provision for this department.

Chillicothe, *Ironton*, *Massillon*, and *Xenia* afford their teachers opportunity for visits of school inspection.

Ohio has many teachers' associations. During April, 1887, 7 meetings of teachers were held in different parts of the State for discussion of educational topics, and 3 more were announced for the first half of May.

The forty-first annual meeting of the State Teachers' Association was held July 29-30, 1887, at Akron, where the association was organized in 1847. A special resolution was adopted that there should be appropriate exercises in all the schools of Ohio in connection with the centennial celebration of the first settlement of the State, and it was urged that this subject be presented in all the institutes to be held during the year. The North-western Ohio Teachers' Association met at Lima, December 28-29, 1886; the South-western Association at Cincinnati, January 29, 1887; the North-western Association at Ashtabula, May 14, 1887; the South-eastern Association at Middleport in November, 1886; and the Central Association at Columbus, November 12-13, 1886.

The Ohio Teachers' Reading Circle, founded in 1883, was the first organized State reading circle in the United States. At the meeting of the State Teachers' Association at Akron, in June, 1887, 99 members of the circle were reported as having finished the 4 years' course of reading and were given diplomas. Membership in the circle was reported at 1,120, with a balance in the treasury of about \$130.

OREGON.

Normal schools are established by law at Ashland, Drain, Monmouth, and Weston. Returns, however, have been received from the first two only. The school at Ashland, for the first time in its history, will be conducted under the auspices of the State board of education, during the coming session. The course of study in these schools covers a period of from 2 to 4 years, and consists of elementary, advanced, and professional work, with a collegiate department at Monmouth. Model schools are reported at Ashland and Drain. Free scholarships, apportioned among the different counties, are established at these schools, candidates being required to sign a pledge

to teach and pass such an examination as will entitle them to second-grade certificates. Diplomas of the normal schools are equivalent to State educational diplomas, good for 6 years, and after teaching that length of time, graduates are entitled to life diplomas.

State teachers' institutes are held in the several judicial districts of the State, and are usually largely attended by teachers and people. County institutes were held in 14 counties during the past 2 years, and the increased attendance indicates the growing popularity of these assemblies. Among the good results of institute work noticeable in the State, which applies also to other States, the superintendent of public education mentions that the best teachers are always present at the institute and are active in its support and emphatic in its approval. The best educators from college, university, academy and high school are also in attendance and active in the work; school directors, impressed with the necessity of employing the best teachers, attend the institutes for the very purpose of securing the best qualified and enterprising teachers; and the energetic efforts of county superintendents to improve their schools is also the means of arousing in the minds of school officers and people a renewed and lasting interest in the public schools.¹

The State Teachers' Association held a meeting at Yaquina City, July 6-9, 1886, which was more largely attended than ever before, having 420 teachers enrolled.

PENNSYLVANIA.

The results of normal training in this State are comprehensively summarized by the State superintendent. He says that the commendable service now being rendered in the public schools of that Commonwealth by teachers who have had the advantages of normal school training is the best evidence that can be offered in proof of the fact that these schools are cooperating in the work of education within their proper and legitimate sphere. The marked increase in the number of earnest and faithful students in attendance during the past year shows that the State normal schools as a whole are regarded by thoughtful people with growing favor, and are proving themselves worthy of a most generous support.²

There are 11 State normal schools, besides the Girls' Normal School of Philadelphia, and various training schools and high schools with normal courses throughout the State. The course of study at the State normal schools covers a period of 2 and 3 years, while at the Philadelphia school the fourth, or post-graduate year, is devoted exclusively to practice work in the schools. Tuition is charged at all the State institutions, but the law appropriates to every student over 17 years of age who shall sign a declaration of intention to teach in the common schools of the State the sum of 50 cents per week, and every student who upon graduation shall sign an agreement to teach in the common schools of the State 2 full years receives the sum of \$50. The course of instruction, as recently revised and approved by the State authorities, consists of an elementary course of 2 years and a scientific course of 1 year additional, which arrangement appears to meet with general approval. Academic courses are also established for students desiring to enter college. Admission to the senior class of the professional course is determined by examination in the junior studies, with the exception of pedagogy, the examination being held by the State board of examiners, and being final for those studies. Students passing this examination successfully are given certificates which entitle the holders to admission into the senior class in any State normal school of Pennsylvania at the beginning of any senior year. Diplomas are awarded on the completion of both the elementary and scientific courses. Normal school diplomas are teachers' certificates of highest grade, conferring the right for life to teach, without further examination, in the common schools of the State.

A new State normal school for the thirteenth district, at Clarion, was opened April 12, 1887, with nearly 150 students and a faculty of 10 instructors. The Carrier Seminary, in operation at that place, formed the basis for the school. Two large 3-story dormitories were erected, with all modern appliances for comfort and convenience, and provision has been made for furnishing the library. The chief fact to be noted in connection with the Bloomsburg school is the opening in January of the building for the use of the model school and of the teachers' classes. At the California State Normal School a large extension to the ladies' dormitory was completed and partly occupied before the close of the year. The grounds also have been improved. The school at Edinborough has a model school divided into ten grades, from primary to grammar grades. There is an armory for military drill in stormy weather, while on fair days the young men drill on the campus. The library of 6,500 volumes continues a prominent feature of the school. It is open every day in the year, and a librarian devotes her entire time to its care. Improvements have been made in the heating arrangements at this school. At Indiana important improvements have been made within the year in regard to heating and ventilation. Other improvements of

¹ Report of the State Superintendent.

² State Report, 1887.

value are now in progress and will be completed in time for next year. Much emphasis is placed upon the training department at this institution, and many kindergarten features have been recently introduced in connection therewith. At the opening of the third term at Kutztown, on the first Monday in April, the school took possession of the new building containing a chapel, dining hall, and additional dormitories and recitation rooms. Notwithstanding these increased accommodations, upwards of 40 young men were compelled to room and board outside of the buildings. Among the appliances recently purchased is a solar camera with a large collection of well selected slides. This is used as an aid in teaching geography, and it is intended to be utilized also for the purpose of showing microscopic objects to an entire class during the recitations in botany and physiology. The Central State Normal School at Lock Haven received an extra appropriation from the Legislature of \$15,000, with which the south wing of the building has been finished. That portion of the building which has been in use from the beginning has been also thoroughly renovated. Additions have been made to the teaching force at the Mansfield school. Ten post-graduates were in attendance last year, and all departments of the school are full. More apparatus and furniture have been added to the model school, and the plan of work in this department has been very much improved. Every teacher is required to make careful preparation for every recitation, including both matter and method. A plan of the week's work is submitted to the principal, and he observes whether it be correct and sees that it is put into execution. At Millersville improvements have been completed to the approximate amount of \$16,000. Much interest and enthusiasm is manifested among the students, extra work being done in addition to the required studies. An unusually large number of resident graduates attended the school during the summer session and pursued studies of the scientific course and reviewed others. A reading room has recently been opened at this school. At Shippensburg the libraries have been increased. The building has been thoroughly repaired during the summer and is now in first class condition as to convenience and comfort. The attendance is large and the standard of scholarship has been raised, and the students generally have manifested a spirit of earnest attention to work. At West Chester additions and improvements have been made to new buildings. A new chapel has been erected, with fixed seats for 1,000 persons; the total cost of all improvements made during the year will amount to more than \$40,000. The new course of study has added at least one-half a year to the length of the course and fully a year to its value. High school graduates generally plan to be there 2 years and are well satisfied if they can finish the course in that time. In addition to the careful study of psychology, methods of instruction, school management, and history of education, the graduating classes must now read carefully, and under close supervision, half a dozen of the leading works on pedagogy. These they all buy, and thus make a creditable beginning towards professional libraries of their own. This has proved to be a most valuable feature of the course. Model schools are in operation at all the State normal schools.

The Philadelphia Normal School for Girls has a 3 years' course of professional study and 1 year of practice additional. Only residents of the city and those having been pupils of the twelfth grade in the public schools are admitted. The school is crowded to its utmost capacity, and the principal urges the importance of increasing the age of admission from 14 years. A kindergarten department has been recently established. A notable feature of the curriculum at this school is the teaching of sewing, cutting, and fitting. An examination in this branch of work is held at the close of the 4 years' course of study, and a trial certificate of qualification as teacher of sewing for 1 year is awarded to each member of the fourth year class who obtains an average of 80 per cent. or upwards. At the expiration of a year's teaching on the part of the holder of this trial certificate it becomes void unless evidence of satisfactory teaching is furnished, when the certificate is made permanent. The fourth year students enter the school of practice as teachers immediately after graduation in the normal school, and give instruction at intervals during half the year. Principals', assistants', and trial certificates are awarded to those completing the fourth year, in the order of their scholarship.

Teachers' institutes now stand upon their own merit. Proper remuneration is given to teachers for attendance, and all schools are closed during the time of the institute. They are of inestimable value to the school work, and carry with them wide-spread educational power. Not only are teachers encouraged and benefited by them, but whole communities come under their influence, and the educational authorities can find no surer way to reach the mass of the people than through their instrumentality.¹

Many of the counties have local institutes, educational meetings, teachers' associations, and reading circles. *Allentown* held semimonthly meetings, the primary grades studying Brooks' Normal Methods of Teaching. *Altoona* has a teachers' reading circle. *Beaver Falls* has stated teachers' meetings. *Bethlehem* has semimonthly meetings, and Tate's Philosophy of Education was the subject for special study during the year. There is a teachers' library in this city. *Bristol* has primary teachers' meetings twice

¹State Report.

a month, and meetings once a month for teachers of other grades; in addition to these an institute is held by the teachers. *Chambersburg* had a normal class during the past year composed of the younger teachers, and the improvement made is indicated by a rise in the grade of certificates granted at the last examination. At *Chester* the fifth year at the high school is devoted to a normal class, which reviews all branches named on teachers' provisional certificates. Practice is given in conducting recitations in the high school at the call of the principal, and by observation in the lower grades under direction of the superintendent. Two meetings of the district institute are held each school month, except the month of May. *Easton* has local teachers' institutes. *Eric* has a teachers' training class of one year's study, for high school graduates. Four recitations of 1½ hours have been held weekly, but a convenient room for recitation and practice is needed. Institutes are also held in this city. *Hazleton* has institutes and a reading circle, subdivided into several local clubs. *Lancaster* teachers have general meetings monthly, and primary grade meetings usually semimonthly. There is a teachers' library in this city. *Johnstown* held 5 teachers' meetings during the term, 3 of these being institute meetings. At each, two class drills were given on subjects regarding which assistance had been asked by some teachers. *Meadville* teachers met as an institute every Monday evening during the year, and made a special study of Sully's Psychology. *Nanticoke* high school has a normal course for post-graduates, embracing methods of teaching, mental science, and the history of education. *Norristown* reports the regular district institute as having been continued at stated times, and in addition to the regular school work, a number of teachers organized a class for the study of psychology. This study formed part of the exercises of the institute. *Philadelphia's* city superintendent is authorized to dismiss grammar and consolidated schools two half-days during each term, and all schools of lower grade four half-days each term, for the purpose of holding teachers' meetings; he is also authorized to hold such meetings at other times when the schools are not in session. *Plymouth* township has monthly district institutes, and professional works are recommended for perusal at the beginning of the year. Reading training school was organized a year ago, but the work was interrupted in the middle of the year. The school will be opened again in September, 1887. A teachers' institute is held separate from the annual county institute. *Scranton* has a normal course, taught during the second year at the high school. Monthly institutes are held, and at the close of the winter term an annual institute continuing for 1 week. No teacher will be employed hereafter except high school graduates who have completed the normal course, or graduates of the State normal schools. *Sharon* held monthly meetings, and weekly meetings in some grades, and in others once in 2 weeks. *Shenandoah* has weekly teachers' meetings. *Springboro* high school offers professional instruction during a part of its course for those intending to become teachers. *Tamaqua* held district institutes. *Wilkes Barre* has district institutes, and all the teachers but one are reported to be regular readers of educational journals. The total for the year was 576 monthlies and 834 weeklies. *Williamsport* has a monthly institute, held on Saturdays, with the session the same length as the regular school hours. Visits to other schools for inspection are allowed.

The thirty-third annual meeting of the Pennsylvania State Teachers' Association was held at Clearfield, July 5-7, 1887.

Pennsylvania has a State teachers' reading circle, with elementary and advanced courses of reading.

RHODE ISLAND.

The State Normal School at Providence is gaining year by year a firmer position among the prime factors of education in the State. The past year has been one of most gratifying prosperity, and the school has been full to its utmost capacity. The course of study is academic rather than professional, which is made necessary by the needs of the pupils who enter. These come from localities where there is no high school or other good secondary school, and are hence defective in scholarship. It is recommended to furnish academic instruction of a first-class high school course and then form the normal class of high school graduates and those of equal scholarship. Graduates of the Providence, Newport, and other accredited high schools will be admitted to the last year, and if their work is satisfactory they will be graduated at the end of the year. This course includes the common school branches, with higher and professional studies. The general course occupies three years, with no foreign language in either course. Special attention is paid to the preparation and delivery of original papers on pedagogical themes. Saturday classes are held, to which teachers occupied during the week are admitted. Pupils have practice in teaching and opportunities for observation in the kindergarten and public schools of the city. Tuition is free to all who complete the course of study with the intention of teaching in the public schools of the State. Students are aided by a mileage appropriation of \$1,500, which is distributed among those pupils residing in the State

¹State Report.

at a distance from Providence exceeding 5 miles. Pupils boarding in the city are entitled to the same mileage as if they came from home. The aid furnished to any one pupil can not exceed \$40 annually. Text-books needed for reference are furnished in part by the school.

Cumberland allows two half-days each term for school inspection. *East Providence* held teachers' meetings, and *Exeter* and *Hopkinton* had local institutes. *Newport* school board has declared by vote that in the selection of new teachers they will hereafter give the preference, other things being equal, to normal graduates. This city had various meetings during the past year—a most practical institute, a course of twelve valuable lessons upon reading, the week's session of the American Institute of Instruction in the summer, a course of suggestive lessons upon the principles of teaching by the president of the State Normal School, and recently a fortnightly literary club has been formed numbering 100 members, which includes nearly all the teachers, and exacts from them at least one-half hour of home study daily. *Pawtucket* has a normal teachers' class to which only graduates of high or normal schools are admitted. The plan followed last year was to secure a good primary teacher of experience and place under her charge three young ladies at a small salary each, who should perform most of the work of teaching the two primary rooms of that building, making the training teacher responsible for the character of the work done. A local teachers' institute was held in October. *Tiverton* has monthly meetings of teachers. The Rhode Island Institute of Instruction is the oldest and one of the largest of the State teachers' associations. It partakes more of the character of an institute than of a convention. The forty-second annual meeting was held at Providence, October 28-30, 1886.

A State teachers' reading circle, in which the teachers have shown much interest, has been formed as a recent outgrowth of the Institute of Instruction. The one great object of this organization is to secure the circulation among the teachers of important works on the subject of teaching and of educational training.

SOUTH CAROLINA.

The white teachers of South Carolina are asking for a State normal school for white teachers, and rapid strides are being made in accomplishing the desired end. The founding of the Winthrop Training School for Teachers at Columbia marks a new era in the educational history of the State. The school is named in honor of Hon. Robert C. Winthrop, through whose influence chiefly the Peabody appropriation of \$1,500 was secured which made the establishment of the school possible. The first session opened November 15, 1886, and 14 young ladies graduated at its close. The school occupied the chapel of the Presbyterian Theological Seminary free of charge, but during the year 1887-88 it will be established in a new school building which can be fitted up according to the wants of the school. The annual session is coincident with that of the city schools, the normal course being completed in one year. The studies include the usual common school branches, natural and mental science, science and history of education, with methods and practice of teaching. A model school is connected with the institution. One student from each county, selected by the county board of examiners, is admitted free of tuition; other pupils are charged \$2 monthly. Diplomas are awarded upon completion of the course, equivalent to first-grade State certificates, without further examination.

The Saturday Normal School at Charleston has a course of 4 years' study, with free tuition. South Carolina College at Columbia offers a 2 years' course preparatory for the profession of teaching. Of the 10 Peabody scholarship students allowed this State at the Nashville Normal College, 3 students were graduated at the close of the last session.

Clafin University at Orangeburg, the colored department of the State University, has a normal course of 3 years. For those who can not take the full course there will be organized at the beginning of each spring term a special teachers' class in theory and practice of teaching. The advantages of this course, together with the regular normal course, will be open to teachers free of charge.¹ Five other institutions in the State report normal instruction for colored teachers. About 500 students are in attendance at all these schools.²

The State made no appropriation for normal institutes during the past year. Through the liberality of the Peabody Fund an inter-county institute of 2 weeks was held at Williamston. About 150 teachers from all parts of the State were present. A similar institute was held at Sumter, and others elsewhere, reaching no less than 500 teachers.³

A State institute for colored teachers was held under the same auspices at Columbia. County institutes are held in many counties of the State, and have created an

¹ Catalogue.

² School Journal, November 27, 1886.

³ Report of the Trustees of the Peabody Fund.

enthusiastic interest in the cause of education that must result in a better pecuniary and moral support of the schools.

Columbia reports its teachers laboring to perfect themselves more and more by study and investigation for the work of their profession. The psychological laws and the pedagogical principles which underlie all true teaching have been a special subject of study with them during the year, to the improvement of the schools in instruction and discipline. White's Elements of Pedagogy and Page's Theory and Practice of Teaching have been read and discussed at teachers' meetings in addition to the educational works and journals read privately. Monthly teachers' meetings are held for each race.

State teachers' associations separate for the races are in operation, and hold annual meetings during the sessions of their respective institutes.

Reading circles are reported in some of the counties.

TENNESSEE.

The State Normal College at Nashville, which constitutes the literary department of the University of Nashville, has been in operation as a normal school since 1875. It is designed for the professional education and training of teachers, and "practice in all grades of instruction." Support is received from the funds of the university, the Peabody education fund, and the State. The institution receives as students young gentlemen and ladies from any of the States, and combines with a State normal school for Tennessee a normal college of high grade for the benefit of all the Southern States.¹ The trustees of the Peabody Fund distribute 114 scholarships annually among ten Southern States. These scholarships, of \$200 each, are awarded by the State superintendents to persons not under 17 years of age, after competitive examination in the studies required for admission to the second year class, and the candidates must give evidence of such knowledge of these branches as will justify omitting their further study. Students are again examined at the college with reference to their classification.¹ An accepted candidate must give a pledge to remain at the college 2 years, and promise to teach at least 4 years in the public schools of his or her own State unless formally excused by the superintendent of public instruction. These scholarships will, in no case, be continued to students whose rank or standing is low, or who are otherwise lacking in promise of usefulness in the profession. All students failing to complete their course of study according to the conditions prescribed, or to teach after graduation, are required to refund to the president of the college the amount of money received from the Peabody scholarship. The State of Tennessee receives 14 of these scholarships, and of the students holding these 10 graduated in the class of 1887.

Tuition is free at present, as no person is admitted to the privileges of the college who does not intend to teach. The course of instruction covers 3 and 4 years, and embraces a rapid review of the more elementary studies, with reference to the best ways of teaching them; a review of the more common of the higher branches of knowledge with the same object, and a careful study of such others as time and circumstances will permit, together with the general management of classes and schools, organization, government, discipline, etc. The fourth year, or baccalaureate class, is intended solely for those having completed the regular senior class studies at the college, and includes advanced studies in mathematics, English literature, Latin, psychology, drawing, designing, etc., with German. Students completing satisfactorily the first 2 years of the course receive certificates, and those completing the entire course receive the diploma of the college with the degree "Licentiate of Instruction." This diploma is a State certificate, accepted without further examination by all the States holding scholarships at the college. Students who finish the fourth year may receive in addition the usual baccalaureate degree of the university. As a provision for physical training, a commodious gymnasium has been erected and supplied with Dr. Sargent's apparatus, and placed under the charge of competent and skilled directors, a gentleman and a lady. Attendance at the gymnasium is required of all students, unless excused on the certificate of a physician.

Chattanooga.—The city superintendent of schools is required to form a normal class, with special reference to the practical work of teaching and school government, which all teachers in the public schools must attend regularly. Other persons desiring to prepare themselves for teaching in the city schools may also be received as members of this class.

Clarksville has normal meetings semimonthly for its teachers.

Jackson has regular teachers' meetings with continued courses of study.

Nashville has a successful normal class with regular meetings. Monthly teachers' meetings are held, summer normals conducted, and a teachers' association and a reading circle are also in active operation.

Teachers' institutes for white and colored separate are held by the State superintendent in all parts of the State, and many counties have stated meetings of this character.

¹Catalogue.

The twenty-third session of the State Teachers' Association was held at Jackson, August 23-26, 1887. The importance of summer institutes was brought out at this meeting, and it was recommended that teachers failing to attend such institutes be deprived of their certificates.

Tennessee has a State teachers' reading circle, which is well organized and doing a good work. It has the confidence and support of the State board of education; so much so that it is ordered that "membership in the circle and completion of its course of reading shall be recognized in the future on the teachers' certificates issued by county superintendents."

TEXAS.

Texas has two State normal schools, one for each race, but more normal schools are needed in the State. The superintendent of public instruction recommends the immediate establishment of two more such schools for white teachers, one in west and one in north Texas, and one for colored teachers in east Texas.

The Sam Houston Normal Institute for white pupils is located at Huntsville. Of the influence of this school the State superintendent says: "Sam Houston Normal Institute continues to grow in merit. It has done a wonderful work for Texas, and, if liberally supported, will increase in usefulness each succeeding year. Teachers who have attended this institution may be found in every county and in almost every city. In every instance they are worthy and competent."¹ The eighth annual session, 1886-87, has been a prosperous one; more than 200 students, representing ninety-eight counties of the State, were enrolled.

One State student from each senatorial and each representative district and nine from the State at large receive tuition, books, and board free for one year. Such as show decided ability for teaching, and pledge themselves to make teaching their profession may, upon the recommendation of the principal, be reappointed for a second year. State students are required to stand a competitive examination. Pay students receive tuition and books free, but must pay their own board. All students pass the same examination for admission, take the same obligations, and receive the same certificates and diplomas.²

The course of study is mainly professional, extending over 3 years, each year's work, however, being made complete in itself as far as possible. Satisfactory completion of the first year's work entitles the student to a second-grade certificate, the second year's work to a first-grade certificate, and the third to a diploma.

Through the liberality of the Legislature, during the summer of 1887 the buildings were remodelled and greatly improved, and the apparatus and library increased by one-half, making the normal school the best equipped institution in the State with the exception of the university.

From the beginning the institution has received generous aid from the Peabody Fund, and was, indeed, founded through the agency of Dr. Barnas Sears. This Fund has annually contributed from \$3,000 to \$7,000 to enable the best teachers to be secured and a normal school of a high order to be maintained. In addition, medals have been annually contributed to be awarded to meritorious students, and for all these substantial encouragements the president and school authorities make grateful mention. Nine scholarships are granted the State at the Nashville Normal College, and of the holders of these, 5 graduated in 1887.

The Prairie View State Normal School for colored students is located at Hempstead. The State superintendent reports that it has a most excellent faculty and is doing splendid work. It has accomplished much in elevating the professional character of the colored teachers of the State.³ The course of study extends through 2 years. There were 23 graduates and more than 100 students in attendance last session.

Galveston has normal classes for white and colored teachers. All public school teachers are required to attend, and others may be admitted upon conditions prescribed by the superintendent. Members of these classes, after passing the regular examination, are preferred in appointments, provided they have certificates.

Houston High School has a normal course for pupils of the senior year, giving instruction in the theory and practice of teaching. In addition, normal classes are held for the teachers of the city, attendance being compulsory. Pupils of the normal course in the high school are obliged to attend these meetings when required by the superintendent. Waco has normal classes for each race. Brenham, El Paso, Fort Worth, Houston, Palestine, and Sherman report teachers' meetings and institutes at stated times. Several years ago the teachers of Houston organized a library association which has contributed largely to the efficiency and progress of the schools.

Heretofore a summer normal institute has been conducted each year for the white teachers in each senatorial district, and for colored teachers in each Congressional district except the eleventh, which has not a sufficient number of colored teachers to

¹Report of the State Superintendent, 1885-86.

²Catalogue.

³Report of the State Superintendent, 1885-86.

organize an institute.¹ The Legislature, however, having failed to make an appropriation for the usual summer normal schools, the regents of the State University at Austin tendered the use of the building, apparatus, and library during the month of August, 1887, to be used for that purpose. Excellent work in various lines was accomplished and there was a large attendance of teachers, county judges, and city and county superintendents.

The white State Teachers' Association met at Dallas, June 28-30, 1887, with an attendance of over 500 teachers. The colored State Teachers' Association met at the same place, June 21-23, 1887.

Several years ago the teachers of Houston organized a library association which has contributed largely to the efficiency and progress of the schools.

Texas has a State teachers' reading circle.

UTAH.

The University of Deseret at Salt Lake City has a normal department which has been in successful operation since its creation in 1875. This course was established on its present basis in pursuance of an act of the Legislature of Utah providing for the instruction of 40 normal students annually in the university free of charge for tuition, books, and apparatus. The law provides that such students shall be selected by the Territorial commissioner of district schools from persons nominated by the boards of examination of the several counties. These nominations are usually the result of a competitive examination which is free to all persons in the county. The only condition attached to this provision is that for each year's free tuition so received the students shall serve one year as district school teacher if required by their respective county superintendents.

The course of study is designed principally for those intending to become teachers in the district schools. The instruction given is of a practical character, embracing the every-day work of the teacher at school as well as that of parents in educating their children at home. The completion of the course requires 2 years and the studies and their arrangement are approved by the Territorial commissioner of district schools as required by law. Normal students must take the studies in their prescribed order, and each student on completing the course receives a certificate of graduation. Sixteen graduates in the normal department are reported for 1887.²

Teachers' institutes are maintained in some of the counties but no recent reports of this work have been received.

VERMONT.

Vermont has State normal schools at Castleton, Johnson, and Randolph. No recent data have been received from Castleton. At Johnson and Randolph there are 2 courses, one of 2 years and the other of 1½ years additional, the studies consisting of the usual elementary and professional branches, without any foreign language. Special attention is given to singing in general exercises and by classes, and during 1 term to methods of teaching singing. In view of the fact that professionally trained teachers with ability to teach some language other than English are in constant demand in high schools and academics, it is suggested that the normal schools, in order to provide for this demand, be allowed to add one foreign language to the studies of the second course.³

The higher standard in scholarship of teachers required by the progress made in the educational field has necessitated the raising of the standard for admission to the normal schools. The result has been most satisfactory, and shows a gain in scholarship, which is a better preparation for doing strictly normal work. Every town in the State is entitled to 1 scholarship, and may have others not exceeding 10, "provided the number of scholarships in the 3 normal schools does not exceed the number of towns in the State." Each scholarship is valued at \$12 per term. Graduates who have received the benefit of scholarships must teach 2 years in the State. The diploma for completion of the first course of study is equivalent to a State certificate for 5 years, and that of the second course for 10 years.⁴

Annual teachers' institutes of 3 days are held by the State superintendent in any county where application is made by 15 to 25 teachers of that county. In addition to the county institutes educational meetings of 1 day and evening, or longer, are frequently held.

Rutland has monthly teachers' meetings, and 1 day each term is allowed for inspection of other schools.

The annual meeting of the State Teachers' Association was held at West Randolph, January 27-29, 1887. A State teachers' reading circle has been organized in connection with the "Chautauqua Teachers' Reading Union." Local circles have already been established under this in several towns of the State.

¹ State Report.

² Catalogue of the University of Deseret.

³ Vermont School Report, 1885-86.

⁴ Catalogue of the Johnson State Normal School.

VIRGINIA.

This State offers normal training for white teachers at Farmville and the University of Virginia, and for colored teachers at Hampton and Petersburg. The State Female Normal School at Farmville is divided into three departments, the normal, or professional department proper; the preparatory school, which is simply a well-taught primary and grammar school; and a model school, which is composed of children under 10 years, who are instructed and trained by an expert model-school teacher. This model school is for the special benefit of the senior class of the normal department, who attend the school in sections, and there observe and teach, and receive practical instruction and criticism from the principal of the school.

The normal department proper covers two years, and the six elementary branches required by law to be taught in every public school, constitute the main lines of study. Besides this standard line of professional work, other studies are pursued with the design of assisting in the teaching of these primary studies. Each line of elementary study is pursued to some extent into its higher continuations, and incidental studies are introduced. The philosophy of the mind, school management, and the theory and practice of teaching each branch, constitute the regular course of separate professional study. One hundred and twenty-eight students are received from the State, who must be recommended by a county or city superintendent, after an approved examination on the six elementary studies. These pay no tuition or other school fees, but must sign a pledge to teach in the public schools of the State at least two years after leaving the normal school. Other students from Virginia may be received on payment of \$25 annual tuition, if their admission does not interfere with the privileges of State students. Public school teachers are also allowed to attend by virtue of their licenses, without tuition fees. A legislative appropriation of \$15,000 served to erect and equip during the past year a commodious building, which furnishes much needed facilities in the way of lecture rooms, dormitories, etc.

White male teachers and superintendents of the free schools of Virginia are admitted to the schools of the academic department of the University of Virginia without payment of fees. The faculty of that institution offers special courses of instruction for such students in Latin, Greek, English, French, German, pure and applied mathematics, natural philosophy, chemistry, botany, geography, and pedagogies, and they are also privileged to attend any of the regular classes in the academic department of the University free of charge. At the conclusion of the courses certificates of attendance will be given by the several professors to those students whose work is approved. University dormitories will be assigned free of rent, in the order of application, as far as the vacant rooms will serve. During the past session about 30 public school teachers of the State availed themselves of this offer and proved diligent, earnest, and successful in their studies.¹

Virginia receives 14 Peabody scholarships at the Nashville Normal College, and of the students filling these, 8 graduated in the class of 1887.

The almost unparalleled career of usefulness and success of the Normal and Agricultural Institute at Hampton, which aims to supply teachers for the colored schools of the middle Southern States and for the Indians, is known and recognized throughout the country. This institution reports 65 teachers and a total enrolment of 709 negro and Indian students for the year ending June, 1887.² Of these over 300 were normal students. In the organization of the school there seems to have been clearly in view the actual condition, the deficiencies, and wants of the negro race. Intellectual development was therefore by no means the only end, if even the leading end, aimed at. The substantial elements of personal character were recognized as the basis of improvement. Honesty, truthfulness, sobriety, industry, economy, and intelligence were to be developed and strengthened as absolutely essential to useful and worthy citizenship. Hence the courses of study—literary, industrial, normal—and the government and discipline have been judiciously directed to these ends. The theory and the practice have been consistent, and the wisdom of both is vindicated by the results. The school is doing a great work. Its graduates are in active demand as teachers for the public schools, and are considered by school superintendents as among the best teachers to be had.³ Six hundred of its graduates and 200 of its under-graduates are said to be teaching about 45,000 colored youth in public schools. Industrial as well as intellectual training is given by most of the teachers reared under these influences.³ This institution is specially a training school for negro teachers and is not able to supply the demands which are made upon it. The teacher of a negro school must be able to earn his living by manual labor during the greater part of the year. This the Hampton graduates can do, because in the school they have had an industrial education. The cost of giving a year's education at Hampton is but \$70; the scholars practically earn their own living in the workshops and on

¹ State Report.

² Report of the State Superintendent to the Trustees of the Peabody Fund.

³ School Journal, New York City, July 16, 1887.

the farm. The farm contains 700 acres, and there are 32 buildings upon the premises, including 13 workshops. Improvements have been made during the past year in the heating arrangements and the gas works. A powerful new steam fire-engine, with a supply of hose, was purchased last summer, and with a drilled fire-brigade is kept ready for emergencies. A partial endowment fund of \$500,000—part of which has been raised—is needed for the further enlargement and support of the school.

The course of study occupies three years, and tuition is free. A training school furnishes the senior class with opportunity for daily observation and practice. The common branches are the main ones throughout the course, and at the close of the term a three weeks' institute is held as a special preparation for teaching. The industrial arts are taught both sexes, the males having instruction in practical farming and in mechanic arts, commenced and continued throughout the entire course, from a day and a half to two days each week. The girls spend an equal period of time in sewing and household industries. Labor is required of all for the sake of discipline and instruction. The school endeavors to give each student over 18 years of age \$5 worth of work monthly, and \$4 in work to each one under 18. This amount, however, is not guaranteed, as the rate of wages varies according to the age of the student and the real value of the work done. In accordance with the law, 100 students are received from the public schools of Virginia free of tuition and room rent.

The Virginia Normal and Collegiate Institute at Petersburg was established by act of the General Assembly, for the higher education of the colored youth of the State, and with special reference to the training of teachers. Twenty thousand dollars annually are appropriated for its support. In addition, the Legislature of 1885-86 appropriated \$32,000 for the completion of the building, and the entire edifice is expected to be ready for occupancy during 1887. Three departments, academic, normal, and preparatory, are in successful operation. The normal course covers 4 years—2 years being preparatory, and 2 years in the regular course. The studies are confined to the English branches exclusively, and are such as are adapted for the profession of teaching. Practice is afforded in the model school attached. The institution is open to pupils of both sexes, and 50 students are furnished with free tuition by the State, provided they promise to teach 2 years in Virginia after graduating. The school does not furnish manual labor to the students, but a farm attached offers opportunity to industrious students to earn sufficient to pay a great part of their expenses.

A summer session of 5 weeks is established by law, intended as a teachers' normal institute, where both the matter to teach and the method of teaching may be obtained. The course of study is not fixed, but varies with the needs and demands of the teachers attending. For the most part the course includes the branches taught in the public schools. Thirty-eight males and 93 females were in attendance during the summer normal of 1887.

During the past summer there were held in the State eight Peabody, two State, and a number of county institutes. The Peabody institutes were so distributed as to make them accessible to a large number of teachers at a comparatively small travelling expense. Some of them were in sections of the State where they had never been held before, and were specially intended to reach a class of teachers who had never enjoyed the benefits of such instruction. The attendance upon the institutes, considering the extreme heat of the season, was exceptionally large, and the work done highly satisfactory.¹ Competitive examinations were held at the various institutes for white teachers to fill vacancies in eight of the Peabody scholarships at Nashville.

The State superintendent says that what is needed in Virginia in regard to institutes is: a State appropriation for their support; a radical change in the plan of institute work, for instead of a few State institutes there ought to be one at least held annually in each senatorial district, and if practicable, one in each county; a 4 years' graded course of instruction, with proper examinations required at the end of each year. Upon these examinations satisfactory certificates should be awarded for the first 3 years, and a diploma for the fourth year, which should relieve from further examination for a period of years, provided the teacher held a first-grade certificate, and had had successful experience in teaching for 3 or 4 years. A course of professional reading should be prescribed for each year, and an examination required therein in connection with the institute work of that year. The superintendent further suggests that teachers be classified at first mainly by grade of certificates and successful experience in teaching; and that an efficient corps of institute instructors be provided whose services could be relied on from year to year.²

The Virginia Teachers' Reading Association, organized little more than 2 years ago, is reported as doing good service. Nearly 500 teachers are taking the course in whole or part, and there has been a considerable increase in the membership during the past year. The reading extends over 2 years, and includes methods and management of schools, anatomy, physiology and hygiene, principles and practice of teaching,

¹ Report to the Trustees of the Peabody Fund.

² State Report.

Painter's History of Education, with White's Elements of Pedagogics.¹ At the Lynchburg institute for colored teachers, the Virginia Teachers' Reading Circle was formed, with a basis of organization similar to that of the white association.

WASHINGTON TERRITORY.

The professional preparation of teachers in this Territory is provided for by teachers' institutes, which are established by law, and attendance made compulsory, with a penalty for absence. An annual Territorial institute is held by the Territorial superintendent of public instruction; and county superintendents are required to hold yearly institutes in counties whenever the number of school children is 500 or more. The county commissioners are empowered to make appropriations for this purpose. The institutes of the past year are reported to have excited more than usual interest among the teachers.

Teachers' certificates, valid for 5 years, and diplomas for life, are issued upon examination by the Territorial board of education. The board of county examiners issues county certificates of 3 grades.

Reading circles are reported at several points in the Territory.

WEST VIRGINIA.

The result of normal school work in this State is a convincing proof of the necessity and importance of such institutions. The president of the board of regents affirms that "no institutions in the State are doing a more noble work for its development, or deserve better of the State than the normal schools."² In order to secure that efficiency and development commensurate with the educational interests of the State, a fixed and settled policy in regard to their financial support is urged by the board. It is also recommended that the academic work outside of the normal course should be made to harmonize with the higher institutions of learning, and for this purpose academic departments have been established in each of the normal schools, in which the work is limited to the preparation required to enter the State University. The graduates of these academic courses are admitted into the University upon certificates of graduation.²

Six schools are established for white pupils, as follows: Concord, Fairmont, Glenville, Marshall College at Huntington, Shepherd College at Shepherdstown, and West Liberty. Storer College at Harper's Ferry is devoted to normal instruction of colored students. Free tuition at these schools is provided for 600 pupils from the different counties of the State. The appointments are made by county superintendents, and subject to the approval of the State superintendent; males and females being selected in equal proportion, as far as practicable. Of such students, 1 year's teaching in the public schools of the State is required after the completion of the normal course. The professional course occupies 3 years, with Latin, French, and German optional. The academic course consists of 2 years' study, which is considered equal to the preparatory course at the State University. Diplomas of the normal department are equivalent to number one certificates anywhere in the State, when the holders have taught 3 years under number one county certificates.

Storer College has an industrial department in which the girls are taught sewing, cutting of plain garments, etc.

West Virginia is allowed 8 Peabody scholarships at the Nashville Normal College. Two students from the State graduated in the class of 1887. The liberal aid from this fund for normal work in the State has largely stimulated interest and enthusiasm in the cause of public schools. This has been reflected in the Legislature by more liberal laws affecting education, and more liberal appropriations to normal schools.

Regarding teachers' institutes, the State superintendent reports the present institute law a success. The teachers in many of the interior counties can not attend the normal schools, and to provide in a measure for some professional training, institutes have been organized in every county of the State, and in some counties where there is a large number of teachers 2 institutes have been held. A Peabody institute is held yearly in the chapel of Storer College during the first week in June, and certificates from the instructor answer the requirements of the law for teachers from any county in the State.

Wheeling.—Teachers' meetings are held at stated periods in this city.

The West Virginia Educational Association held a meeting at Charleston, July 5, 1887.

A State teachers' reading circle has been organized, and is reported to be in successful operation.

WISCONSIN.

The first 20 years of the history of the normal schools in this State show a steady advance towards a clearer conception of the proper province of these schools, a better

¹ Journal of Education, March 10, 1887. ² Report of the Board of Regents of the Normal Schools.

understanding of their possibilities and a more intimate acquaintance with their defects and excellencies.¹

Normal schools are now established at *Milwaukee*, *Oshkosh*, *Platteville*, *River Falls*, and *Whitewater*. The State superintendent reports these schools under the management of able and experienced faculties, equipped with apparatus, laboratories, cabinets, and libraries reasonably sufficient for the requirements of such institutions, and superior to those found in any other schools in the State, outside of the University. The curriculum embraces elementary and advanced study, and is kept abreast of the educational progress of the day. The course extends over a period of from 2 to 4½ years. The school at *Milwaukee*, relying upon thorough preparation at the high schools, has a course of 2 years. The requirements for admission to these schools are being gradually raised as fast as the graded and high schools of the State can furnish pupils with the necessary scholastic training. The attendance is large, and additional teachers are recommended. Each assembly district in the State is entitled to 8 representatives in the normal schools, candidates being nominated by county or city superintendents. An examination is necessary in branches required by law for third-grade certificates, and tuition is free to those signing the pledge to teach. Completion of the elementary course entitles the pupil to a certificate, which, after 1 year's successful teaching in the State, may be countersigned by the State superintendent and is then equivalent to a 5 years' State certificate. To those who complete the full course of 4 years, diplomas are given, which, after a year's experience in teaching and on receiving the signature of the State superintendent, are equal to first-grade State certificates. Light gymnastics are provided for in all the schools, while those at *Milwaukee* and *Whitewater* have workshops for manual training, where students are instructed in the use of wood-working tools. Each of the 5 normal schools has a model school attached, with the various grammar grades of study.

A number of high schools give instruction for the profession of teaching. *Milwaukee* has a normal department with 1 year's course of strictly professional study. There is also a training class in that city for instruction in kindergarten teaching. *Appleton*, *Baraboo*, *Berlin*, *Evansville*, *Green Bay*, *Janesville*, *Madison*, *Sheboygan*, *Sparta*, *Viroqua*, and *Wausau* have incorporated the study of the theory and art of teaching as a part of the high school course. *Appleton* has stated teachers' meetings, at which one study is regularly pursued, and upon which an examination is held at the end of the year. If this examination is satisfactory a certificate to teach is awarded. During the past year the teachers met once a month to recite in history, algebra, and physiology, as well as for the discussion of other topics. Many of the teachers voluntarily organized into a reading circle and did thorough work. A city institute of 2 days was held in the fall, with a large attendance from the neighboring towns and villages. *Baraboo*, *Berlin*, *Green Bay*, *La Crosse*, *Milwaukee*, and *Sheboygan* have monthly teachers' meetings. *Janesville* has meetings every 2 weeks, and at least 1 teachers' institute during the year. The teachers' meetings during the past year were devoted to the consideration of physiology, general history, science, and art of teaching, music, and penmanship. Among the subjects proposed for next year are psychology, school economy, and English literature. *Oshkosh* also has meetings every 2 weeks, while in *Madison* and *Wausau* they are held weekly. In some of these cities the teachers are allowed opportunities of visiting other schools for inspection. *Milwaukee* has a teachers' library which numbered nearly 1,000 volumes in 1886.

The work of teachers' institutes is conducted according to what is known as the Wisconsin system. The usual conferences of institute workers are held semiannually in connection with the meetings of the State Teachers' Association. Fifty-one counties are reported to have held institutes in the summer of 1887, 28 of these of 1 week each, 22 of 2 weeks each, and 1 in Green County of 4 weeks.² A series of institutes for graded school teachers was held during the fall and winter, conducted as far as practicable by a normal school professor, and continuing 2 days, Friday and Saturday.³

The Wisconsin University summer school for teachers during the summer of 1887 enrolled 40 members. The work was elective and discretionary.

The semiannual meeting of the State Teachers' Association was held December 27-29, 1886, at Madison, and the thirty-fourth annual meeting convened at Milwaukee, July 6-7, 1887. The attendance at the latter was about 350.

Wisconsin has a State teachers' reading circle, with a course of study comprising general history, history of education, civil government, psychology, and English literature. In order to increase the efficiency of this work and add interest to the course it is recommended to reduce the studies, have a system of county organization, and hold examinations at stated periods.

¹ Report of the State Superintendent, 1886.

² *Intelligence*, September 1, 1887.

³ *Ibid*, October 15, 1886.

WYOMING.

The chief need in educational matters in this Territory seems to be a normal school, but it is doubtful whether such an institution could be maintained with the present number of schools.¹ The University of Wyoming, recently established at Laramie, includes in its curriculum a course of study in the theory and art of teaching, and the law provides free tuition to all students of the University who are nominated by the county commissioners of the several counties.²

Annual teachers' institutes of at least a week's duration are required, and the fare to and from the institute, of all teachers and superintendents of public schools who attend, is paid from the Territorial fund.² A Territorial institute was held at Laramie, August 29, 1887.

PEABODY AID TO NORMAL SCHOOLS.

In regard to appropriations for normal schools and other appliances for the training of teachers, the generous aid of the Peabody Education Fund, with its important results to the cause of Southern education, must not be overlooked. "The graded schools in so many cities and towns and districts; the excellent school laws in so many States; the training schools and normal colleges which have been established in so many quarters of the South; and the normal institutes which have been attended by such throngs of teachers and students, and of people of all classes and ages, and of both sexes, during the summer months, bear abundant testimony to the work which has been done since George Peabody signed that memorable letter of trust."³ While disclaiming all these great results as having been accomplished solely through this assistance, and making due acknowledgment of the coöperation and cordial concurrence of the Southern people in this work, the chairman of the board adds: "It is not too much to say that Mr. Peabody's munificent endowment opened the way, gave the original impulse, and secured a successful progress for that great educational movement in which the Southern States are now rejoicing, and in which it is our privilege and pride to rejoice with them."

The settled policy of the trustees is to use the greater portion of the annual income for normal schools and institutes, believing that nothing is so much needed in the South as trained teachers for the public schools.

The following table will show the several amounts distributed among ten States, for educational purposes, since October 1, 1886⁴—\$57,000 in all, not including \$13,000 to public schools:

State.	Normal scholar- ships.	Value of normal scholarships.	Donated to nor- mal schools in the State.	Donated to teach- ers' institutes.
Alabama	13	\$2,600	\$4,030	\$500
Arkansas	10	2,000	.....	1,500
Georgia	14	2,800	.....	1,500
Louisiana	8	1,600	2,000	1,000
North Carolina	14	2,800	.....	1,000
South Carolina	10	2,000	21,000	1,000
Tennessee	14	2,800	19,500	1,200
Texas	9	1,800	2,500	.....
Virginia	14	2,800	2,500	2,000
West Virginia	8	1,600	1,000	2,000
Total	114	\$22,800	\$22,500	\$11,700

a Claflin Normal School. b Nashville Normal College. c Sam Houston Normal Institute.

REMARKS UPON THE TABLES.

TRAINED TEACHERS, NEW TEACHERS, CERTIFICATES, ETC.

[Table 23, Page 453.]

Table 23 shows approximately the proportion of professionally trained teachers, new teachers, and number and grades of certificates given to the whole number of teachers employed. The teaching force is given for the present year, from replies of the State superintendents to this Office, while the other data, unless otherwise specified, are compiled from the latest accessible State reports, usually for the year previous. In Cali-

¹ Iowa Normal Monthly, June-July, 1887.

² Report of the Governor of Wyoming.

³ Address of the Chairman to the Board of Trustees of the Peabody Fund.

⁴ Proceedings of the Trustees of the Peabody Fund.

fornia, of the 900 normal school graduates reported as teaching in 1886, more than two-thirds were graduates of the California State normal schools; and of the entire teaching force, 2,012 subscribed for some educational journal. The total number of teachers, winter and summer, in Connecticut were 6,163, as given in the table, of whom less than one-half were continuously employed. The Illinois State Normal University reports over 1,100 graduates and under-graduates teaching in the State during 1886. In Kansas the 335 teachers holding State certificates are all graduates of the State Normal School; and of nearly 12,000 certificates of all grades issued to teachers in Michigan, about one-half had attended institutes during the year. New Hampshire reports 146 towns as employing teachers from normal schools; in Pennsylvania, during the past year, nearly 15,000 teachers read books on teaching; and in West Virginia about one third of the teachers subscribed for some educational journal during 1886.

TEACHERS' INSTITUTES.

[Table 24, Page 454.]

The statistics of this work throughout the country are incomplete, as they are compiled from the reports of the superintendents of public instruction for the several States when such information is given. These State reports are issued annually in some States and biennially in others, and hence complete statistics for the current year are not available. The latest statistics of teachers' institutes are tabulated below. Of the 37 held in Alabama, 15 were Peabody normal institutes for both races separate. Besides the county institutes in Indiana, there were 4,190 township institutes additional; and in Minnesota, 167 local associations and meetings were convened by the county superintendents. District institutes were held in 747 school districts in Pennsylvania during the past year, and the three institutes reported from South Carolina were inter-county institutes, besides which several others were held, with a total attendance of at least 500 teachers. In Vermont many educational meetings were held in addition to the institutes. Wisconsin reports 6,246 teachers in attendance at the seventy-five institutes held in that State during 1886, of whom 1,757 had not taught.

TABLE 23.—General summary showing teaching force, where educated, teachers' certificates, etc.

State or Territory.	Teachers employed.			Number of new teachers. ^a	Where educated. ^a			Teachers' certificates. ^a						
	Male.	Female.	Entire teaching force.		Graduates of normal schools.	Attended normal schools.	Male.	Female.	Life.	State.	County.	First grade.	Second grade.	Third grade.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
California.....	1,203	3,585	4,888		905				954	652		2,666	1,355	
Connecticut.....	876	5,289	6,165	378	(411)					66				
Dakota.....	1,722	3,770	5,492				(3,592)		7				79	379
Delaware.....	7,462	15,463	22,925		148	999	(15,603)	6,421		9				
Illinois.....	7,114	6,892	14,006				(23,404)					8,440	11,644	2,870
Indiana.....	5,850	18,382	24,232	4,101			(9,110)			335		659	3,060	3,863
Iowa.....			10,625	2,192	335									
Kansas.....			9,729		2,420	3,003	(41,600)			62		133	312	9,322
Massachusetts.....	1,033	8,096	9,129									1,838	8,817	2,364
Michigan.....	3,836	11,730	15,566	2,334	357	1,010				71		1,764	2,310	864
Minnesota.....	1,981	5,207	7,288							265		391	2,433	9,271
Mississippi.....	3,261	2,752	6,013									171	96	95
Missouri.....			13,296									55	76	
Montana.....	119	265	384				(482)		40	10				
Nevada.....	48	179	227									80	212	1,545
New Hampshire.....		368	2,433	565	(346)									
New Jersey.....	6826	23,069	29,895	1,427			470	1,367	34			2,147	2,196	777
New York.....	5,821	25,497	31,318		(1,200)									
North Carolina.....	3,740	2,669	6,409								10,204			
Ohio.....	10,839	13,848	24,687				11,255	9,683	33	993				
Pennsylvania.....	9,135	14,687	23,822	1,512	1,410	4,265								
Rhode Island.....	199	1,120	1,310	120		(327)								
South Carolina.....			3,994											
Tennessee.....	2,227	1,767	3,994									1,881	795	1,159
Texas.....	64,071	62,346	126,417				4,591	2,141				2,803	3,086	1,098
Vermont.....	5,391	2,700	8,091				5,693	2,166				2,775		
Virginia.....	3,374	3,644	7,000											
West Virginia.....			4,199		407	551						3,181	1,285	342
Wisconsin.....	62,849	38,699	101,548		216	1,121				182	9,339	317	739	8,283

^a These statistics are for 1885-86, except for Connecticut, Dakota, Iowa, Mississippi, and Pennsylvania.

^b Statistics for 1889-90.

^c Professional certificates.

^d For two years, 1885 and 1886.

^e The statistics for New Jersey, except teaching force, are for the year 1884-85.

^f Number twenty-one counties teaching one year or less, 1884-85.

^g Ten-year certificates issued during the year.

^h Permanent certificates.

ⁱ Seven hundred and eighty-one teachers additional were educated at university, colleges, academies, and high schools.

TABLE 24.—Statistics of teachers' institutes.

State or Territory.	Year of latest statistics.	State, county, and district.			Attendance.			Cost.	Appropriations.			Total days of session.
		White.	Colored.	Total.	White.	Colored.	Total.		State.	County.	Peabody.	
1	2	3	4	5	6	7	8	9	10	11	12	13
Alabama.....	1886-87	32	5	37					\$560		\$523	
Arkansas.....	1885-86	94	10	104			3,120	\$1,679			1,500	
California.....	1885-86	45		45	3,841		3,841					
Colorado.....	1885-86	10		10								
Connecticut.....	1886-87	21		21			1,313					
Dakota.....	1886-87	63		63				3,718				
Delaware.....	1886-87	3		3								
Florida.....	1885-86	10	3	13	6345	141		3,761	2,474		1,387	
Georgia.....	1887											
Illinois.....	1885-86	110		110	13,669	(413)	413			\$225		1,425
Indiana.....	1885-86	92		92			13,734	9,005		4,500		1,460
Iowa.....	1886-87	99		99			18,026	49,781				4289
Kansas.....	1886-87	87		87								
Kentucky.....	1886-87				6181							
Louisiana.....	1886-87	11	8	19	307	111	418				1,000	
Maine.....	1885-86	21		21								
Massachusetts.....	1885-86	11		11	685		685					
Michigan.....	1885-86	73		73			6,932	10,162	1,759	8,373		
Minnesota.....	1885-86	69		69	4,258		4,258		6,000			825
Missouri.....	1885-86						4,014	4,208				
Montana.....	1886-87	69										
Nebraska.....	1885-86	3		3	225		225	300	100	200		7
Nevada.....	1885-86	10		10	1,047		1,047	1,063				
New Hampshire.....	1885-86	77		77			17,739	18,987				
New York.....	1885-86	63	50	113	1,180	814	1,191	3,538			1,000	
North Carolina.....	1885-86	88		88	13,332		13,332	20,480		18,484		744
Ohio.....	1885-86											19
Oregon.....	1886-87	3		3								349
Pennsylvania.....	1886-87	70		70			17,836	38,185		12,749	1,000	664
South Carolina.....	1886-87	2	1	3			4,809				1,200	
Tennessee.....	1885-86	454		454								
Texas.....	1885-86	31	10	41	1,855	478	2,333					
Vermont.....	1885-86	2		2	220							7
Virginia.....	1886-87	6	4	10	1,098	474	1,572	92,230			2,230	
Washington.....	1886-87	20		20								
West Virginia.....	1886-87											
Wisconsin.....	1885-86	75		75	6,246		6,246	6,696	6,696		2,000	477

^a State institute.^b From Report of Trustees of Peabody Fund for 1886-87.^c Held in summer of 1887.^d Weeks.^e Attendance at two institutes.^f Cost of instruction only.^g Cost of eight Peabody normal institutes.^h Estimated.

PUBLIC NORMAL SCHOOLS.

[Tables 25 and 26, Pages 456 and 458.]

In the following tables giving the statistics of public normal schools reporting to this Office for the year 1885-87, only those schools are included which receive appropriations from State, county, city, or Peabody funds. These number 124 schools, with 1,235 instructors and 30,296 students. Of the last mentioned, 26,594 are normal pupils, 7,576 of whom are males and 17,507 females, with 1,511 whose sex is not stated. Normal pupils are also reported from high schools (including public and partly public schools), the number aggregating 2,967, while private normal schools and academies increase the number by 18,386 pupils. To these are to be added 1,542 normal students reported from 58 colleges, giving a total of 27,895 in other than public normal schools, and a grand total of 49,489 normal students in public and private schools throughout the country.

About two-thirds of the public normal schools receive State aid; a few are assisted by county funds; while many are supported wholly from the appropriations for city schools. The Peabody Education Fund assists liberally in this cause, distributing nearly \$50,000 annually among normal schools in the South.

PRIVATE NORMAL SCHOOLS.

[Table 26A, Page 464.]

Peculiar difficulties attend the classification of schools reporting under the head of private normals, on account of the following conditions:

Their work is twofold; general and special. The general course is sometimes of an elementary grade, sometimes corresponds to the usual academic course, and is sometimes a union of the two. Again, the special or teachers' training course may consist of a brief series of lectures on methods of instruction or an extended course in the theory and art of teaching, including practice in a model school.

In the former case the special course is not a feature of sufficient prominence to be made the basis of classification. In the latter case the schools are essentially training schools for teachers, and are so regarded in their respective communities.

It is hoped that special inquiries now in progress may secure information that will lead to a more satisfactory exhibit of the number and character of the schools in question than is possible with the present data.

Table 26A presents the statistics of twenty-six private normal schools, having 238 instructors and 8,470 pupils.

TABLE 25.—Summary of statistics of normal schools for 1886-87.

State or Territory.	Number of schools.			Number of instructors.	Number of students in public normal schools.						Normal students in other schools.		Graduates from public normal schools in 1887.		Number of institutions having model schools.	Number of volumes in library.	Value of grounds, buildings, and apparatus.	Appropriations.			
	Total.	Other.			Normal.		Male.	Female.	Male.	Female.	Nor-mal.	Other.	State.	City.				Other.			
		7	8		9	10													11	12	13	14	15	16	17	18	19
Alabama.....	5	5	.....	1,094	341	335	168	250	519	52	3	4	4,900	\$165,000	\$19,500	.....	.....	\$165,000	\$19,500	.....	.....
Arizona.....	1	1	1	53	20	30	3	.....	.....	5	.....	0	50	10,000	5,000	.....	.....	10,000	5,000	.....	.....
Arkansas.....	1	1	1	215	44	12	99	60	351	.....	.....	0	739	25,060	2,700	.....	.....	25,060	2,700	.....	.....
California.....	3	2	1	a24	1,056	934	.....	.....	242	190	.....	2	4,300	a400,000	54,000	.....	.....	a400,000	54,000	.....	.....
Connecticut.....	3	1	2	c542	c5	c261	(a276)	81	23	94	.....	2	4,568	a157,000	17,000	.....	.....	a157,000	17,000	.....	.....
Dakota.....	2	2	.....	489	163	190	55	.....	114	16	.....	2	1,725	100,000	71,500	.....	.....	100,000	71,500	.....	.....
Delaware.....	.....	.....	.....	.....	.....	.....	.....	.....	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
District of Columbia.....	2	2	.....	60	4	56	.....	.....	216	60	.....	2	a547	.....	.....	.....	.....	.....	.....	.....	.....
Florida.....	.....	.....	.....	.....	.....	.....	.....	.....	191	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia.....	.....	.....	.....	.....	.....	.....	.....	.....	573	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho.....	.....	.....	.....	.....	.....	.....	.....	.....	31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Illinois.....	3	2	a1	1,550	{	(317)	400	248	180	1,497	100	13	3	16,260	675,000	47,090	.....	675,000	47,090	.....	.....
Indiana.....	3	1	2	896	371	525	.....	.....	6,223	59	6	2	5,400	a230,000	22,000	.....	.....	a230,000	22,000	.....	.....
Iowa.....	3	1	2	066	117	338	80	131	1,415	46	33	2	2,000	a100,000	12,625	.....	.....	a100,000	12,625	.....	.....
Kansas.....	1	1	.....	501	200	301	.....	.....	1,822	23	.....	1	2,000	.....	21,100	.....	.....	.....	.....	.....	.....
Kentucky.....	3	1	c2	287	15	167	40	65	467	65	.....	1	800	c60,000	10,900	.....	.....	c60,000	10,900	.....	.....
Louisiana.....	5	4	1	716	181	535	.....	.....	308	130	21	4	5,115	102,000	40,465	.....	.....	102,000	40,465	.....	.....
Maine.....	1	1	.....	315	24	291	.....	.....	80	63	1	1	2,516	130,000	10,500	.....	.....	130,000	10,500	.....	.....
Maryland.....	1	1	.....	1,364	92	1,272	.....	.....	65	303	.....	5	a20,020	957,000	64,828	.....	.....	957,000	64,828	.....	.....
Massachusetts.....	10	5	5	a26	a676	231	445	{	(16)	75	103	1	a71,988	a170,793	98,478	.....	.....	a170,793	98,478	.....	.....
Michigan.....	2	3	.....	861	250	505	30	60	26	115	.....	3	13,500	475,000	50,000	.....	.....	475,000	50,000	.....	.....
Minnesota.....	3	2	.....	339	63	36	.....	.....	145	3	.....	1	3,500	59,000	6,000	.....	.....	59,000	6,000	.....	.....
Mississippi.....	2	2	.....	1,571	669	731	46	65	725	180	11	3	5,777	a720,000	32,003	.....	.....	a720,000	32,003	.....	.....
Missouri.....	5	4	1	.....	.....	.....	.....	.....	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Montana.....	.....	.....	.....	.....	.....	.....	.....	.....	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nebraska.....	1	1	.....	474	138	234	37	65	235	61	.....	.....	3,250	12,500	.....	.....	12,500	.....	.....	.....	.....
New Hampshire.....	2	1	1	131	1	82	17	31	59	28	13	2	a140	a15,000	5,000	.....	.....	a15,000	5,000	.....	.....
New Jersey.....	3	2	1	320	15	305	.....	.....	49	111	.....	2	1,740	c500,000	21,268	.....	.....	c500,000	21,268	.....	.....
New York.....	14	9	5	5,391	{	(484)	3,506	(231)	1,288	810	62	12	a23,070	a2,300,367	187,180	.....	.....	a2,300,367	187,180	.....	.....
North Carolina.....	4	4	.....	472	238	297	8	190	225	14	2	2	a2,100	6,350	4,700	.....	.....	.....	4,700	.....	.....

Ohio.....	4	f^2	2	26	329	71	258	.....	2,497	70	59	3	a^{449}	$g^{50,000}$	($e^8,550$)	.....
Oregon.....	3	2	1	25	a^{387}	$\left\{ \begin{array}{l} (187) \\ 28 \end{array} \right\}$	41	.....	62	a^{20}	a^5	2	a^{50}	29,000	.....	500
Pennsylvania.....	12	11	1	201	5,667	$\left\{ \begin{array}{l} (223) \\ 1,847 \end{array} \right\}$	3,370	.....	1,034	390	255	12	$a^{32,575}$	1,829,629	$a^{78,000}$	32,462
Rhode Island.....	1	1	.....	6	150	$\left\{ \begin{array}{l} 8 \\ 142 \end{array} \right\}$	.....	.....	16	39	.....	0	1,200	83,000	12,500	.....
South Carolina.....	2	a^4	1	10	a^{21}	.....	21	.....	528	a^{14}	.....	1	a^{50}$	.....	.....	f^1,500$
Tennessee.....	1	1	.....	11	178	$\left\{ \begin{array}{l} 61 \\ 117 \end{array} \right\}$	117	.....	1,455	54	.....	0	500	.....	10,000	.....
Texas.....	2	2	.....	12	322	$\left\{ \begin{array}{l} 153 \\ 169 \end{array} \right\}$	169	.....	410	76	.....	1	8,375	63,000	19,350	.....
Utah.....	.....	.....	.....	.....	.....	.....	.....	.....	71	.....	.....	.....	.....	.....	.....	.....
Vermont.....	3	3	.....	15	379	$\left\{ \begin{array}{l} (185) \\ 41 \end{array} \right\}$	133	.....	30	58	.....	1	2,400	13,830	9,761	d^{100}
Virginia.....	3	3	.....	48	693	$\left\{ \begin{array}{l} 342 \\ 317 \end{array} \right\}$	317	.....	234	67	.....	3	2,050	635,000	40,275	.....
Washington.....	.....	.....	.....	.....	.....	.....	.....	.....	49	.....	.....	.....	.....	.....	.....	.....
West Virginia.....	6	6	.....	25	784	$\left\{ \begin{array}{l} (115) \\ 311 \end{array} \right\}$	264	.....	.....	50	4	0	$a^5,200$	$a^{135,000}$	13,580	.....
Wisconsin.....	5	5	.....	69	1,377	$\left\{ \begin{array}{l} 375 \\ 824 \end{array} \right\}$	824	.....	455	80	.....	5	13,429	$a^{305,000}$	$g^{32,470}$	.....
Total.....	124	$\left\{ \begin{array}{l} (5) \\ 90 \end{array} \right\}$	$\left\{ \begin{array}{l} 29 \\ 29 \end{array} \right\}$	1,235	30,296	$\left\{ \begin{array}{l} (1,511) \\ 7,576 \end{array} \right\}$	17,507	.....	22,895	3,557	508	84	198,283	10,217,469	$\left\{ \begin{array}{l} (8,550) \\ 1,026,771 \end{array} \right\}$	$\left\{ \begin{array}{l} 500 \\ 30,547 \end{array} \right\}$

 a One school not reported. b County appropriation, \$247; Slater Fund, \$700. c Two schools not reported.
 d County. e One Peabody school.
 f From Peabody Fund. g Three schools not reported.
 h Four schools not reported. i Five schools not reported.
 j Undetermined.

TABLE 26.—Statistics of public normal schools for 1886-87; from

	Post-office address.	Name.	Year in which opened for instruction.	Principal.
	1	2	3	4
1	Florence, Ala.	State Normal School	1873	T. J. Mitchell, Ph. D.
2	Huntsville, Ala.	State Normal and Industrial School ..	1875	Peter H. Clark
3	Jacksonville, Ala.	State Normal School	1883	Carleton B. Gibson
4	Livingston, Ala.	Alabama Normal College for Girls ..	1883	James W. A. Wright and Miss Julia S. Tutwiler.
5	Tuskegee, Ala.	Tuskegee State Normal School	1881	Booker T. Washington....
6	Tempe, Ariz.	Territorial Normal School	1886	Bradford Farmer
7	Pine Bluff, Ark.	Branch Normal College of Arkansas Industrial University.	1877	J. C. Corbin
8	Los Angeles, Cal.	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 State Normal School	1851	C. F. Carroll
12	New Haven, Conn.	Cedar Street Training School	1869	Maria L. Breen
13	New Haven, Conn.	Welch Training School	1884	Sarah A. Wilcox
14	Madison, Dak.	Dakota Normal School	1883	William F. Gorrie
15	Spearfish, Dak.	Territorial Normal School	1885	Fayette L. Cook
16	Washington, D.C. (17th and Sampson streets).	Miner Normal School	1877	Lucy E. Moten
17	Washington, D.C.	Washington Normal School	1873	Emma S. Atkinson
18	Carbondale, Ill.	Southern Illinois Normal University ..	1874	Robert Ailyn
19	Normal, Ill.	Illinois State Normal University	1857	Edwin C. Hewett, LL. D. ..
20	Normal Park, Ill.	Cook County Normal School	1868	Francis W. Parker
21	Covington, Ind.	Indiana Normal College	1886	J. V. Coombs
22	Indianapolis, Ind.	Indianapolis Normal School	1866	M. E. Nicholson
23	Terre Haute, Ind.	Indiana State Normal School	1870	W. W. Parsons
24	Cedar Falls, Iowa	Iowa State Normal School	1876	H. H. Searley
25	Davenport, Iowa	Normal Department of the High School. ^f	1873	E. E. Stratton, A. M.
26	Des Moines, Iowa	West Des Moines Training School	1882	Elizabeth K. Matthews ...
27	Emporia, Kans.	Kansas State Normal School	1865	A. R. Taylor
28	Natchitoches, La.	Louisiana State Normal School	1885	E. E. Sheib, A. M., Ph. D. ..
29	New Orleans, La.	City Normal School	1885	Mrs. Mary Stamps
30	New Orleans, La.	Peabody Normal School	1877	Mrs. S. F. Williams
31	Castine, Me.	Eastern State Normal School	1867	Rolston Woodbury
32	Farmington, Me.	State Normal and Training School ..	1864	George C. Purington
33	Gorham, Me.	State Normal School	1879	W. J. Corthell
34	Grand Isle and Fort Kent, Me.	Madawaska Training School. ^f	1879	Vetal Cyr
35	Portland, Me.	Normal Training and Practice Class ..	1878	Sarah M. Taylor
36	Baltimore, Md.	Maryland State Normal School	1866	M. A. Newell
37	Boston, Mass.	Boston Normal School	1852	Larkin Duntun
38	Boston, Mass. (1645 Washington street).	Massachusetts Normal Art School ..	.....	George H. Bartlett
39	Bridgewater, Mass.	State Normal School	1840	Albert G. Boyden, A. M. ..
40	Fall River, Mass.	Fall River Training School .....	.....	Ariadne J. Borden
41	Framingham, Mass.	State Normal School	1839	Ellen Hyde
42	Haverhill, Mass.	Haverhill Training School	1881	Cora A. Newton
43	Lawrence, Mass.	Lawrence Training School	1873	Miss L. P. Shepard
44	Salem, Mass.	State Normal School	1854	Daniel B. Hagar, Ph. D.
45	Westfield, Mass.	Westfield State Normal School	1839	J. C. Greenough
46	Worcester, Mass.	Massachusetts State Normal School ..	1874	E. Harlow Russell
47	Adrian, Mich.	City Training School for Teachers ..	1880	Mrs. S. M. Sicks
48	Ypsilanti, Mich.	State Normal School	1852	John M. B. Sill
49	Mankato, Minn.	State Normal School	1869	Edward Searing
50	Saint Cloud, Minn.	State Normal School	1869	Thomas J. Gray
51	Winona, Minn.	State Normal School	1860	Irwin Shepard
52	Holly Springs, Miss.	State Normal School	1871	J. H. Henderson

a Seven hundred dollars from Slater fund for industrial training.

b Except subcollegiate department, in which normal pupils teach some for practice.

c Since 1879, inclusive.

d The institution itself is a practice school.

e Included in public school estimate.

f These statistics are for the year 1885-86.

g Includes estimated income from endowment and fees.

h From Peabody Fund, \$2,000 for school and \$1,000 for institutes.

i School located in high school building.

replies to inquiries by the United States Bureau of Education.

Appropriation for the last year.			Number of instructors.	Students.					Is there a model school at- tached.	Graduates in 1887.		Total number of graduates since organization.	Years in normal course.	Weeks in scholastic year.	Number of volumes in li- brary.	Value of grounds, build- ings, and apparatus.		
State.	County.	City.		Total.	Normal.		Other.			Normal.	Other.							
					Male.	Female.	Male.	Female.										
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
\$7,500				331	130	111	50	40	Yes.	12				4	36	1,000	\$50,000	1
4,000	a\$700		4	155	40	36	36	43	Yes.	6	0			3	36	150	12,000	2
2,500			6	189	4	17	82	86	Yes.	6	0	13		3	40	500	15,000	3
2,500	247	0	8	125	0	44	0	81	No.	11	3	c57	2 & 4	40	250	18,000		4
3,000			20	294	167	127			Yes.	17		32		4	36	3,000	70,000	5
5,000			1	53	20	30	3		No.	5		5		3	40	50	10,000	6
2,700			3	215	44	12	99	60	No.		20	33	2 & 3	40	739	25,000		7
16,000			8	278	34	244			Yes.	48		148		3	40	1,300	150,000	8
				146		146			No.	44		420		1	42			9
38,000			16	632	88	544			Yes.	98		1,192		3	40	3,000	250,000	10
17,000			17	516	5	261	(250)		Yes.	62				2	40	4,000	150,000	11
	\$6,175		5	26			26		No.	12					40	168	7,000	12
			20						No.	20				1	40	400		13
35,800			7	266	127	138	10	21	Yes.	6		12	3 & 4	40	525	60,000		14
35,700			7	193	36	52	45	60	Yes.	10		10	3	38	1,200	40,000		15
	(e)		5	20	0	20	0	0	Yes.	20	0	120	1	40	547			16
			7	40	4	36			Yes.	40	0	326		1	39			17
22,000			14	505	123	103	164	115	Yes.	23		132	3 & 4	39	8,260	225,000		18
25,000			16	728	189	390	84	65	Yes.	24	13	618	3	39	3,000	150,000		19
	25,000		18	317					Yes.	48			1 & 2	40	5,000	300,000		20
		340	10	105	56	49			No.	10	6	16	2	45	1,200	40,000		21
			3	22		22			Yes.	22				1 1/2	40	200		22
22,000			17	769	315	454			Yes.	27		314	3 & 4	39	4,000	250,000		23
12,625			10	435	117	318			No.	24		117	4	39	1,760	100,000		24
			8	225	0	14	80	131	Yes.	14	33		1	40	200			25
		1,000	1	6		6			Yes.	6		30		1	36	40		26
\$21,100			12	501	200	301			Yes.	23		270	3 & 4	40	2,000			27
\$13,000	0	0	10	179	15	65	40	59	Yes.	11	0	15		3	28	500	60,000	28
900	0	0	7	90	0	90	0	0	No.	52	0	52	2	25	200	(i)		29
0	0	0	1	18	0	12	0	6	No.	2	0	42	2 1/2	40	100			30
6,633			6	247	81	166			Yes.	34		415	2	38	1,300	25,000		31
\$14,500			8	250	53	197			Yes.	45		541	2 & 3	38	1,712	20,000		32
6,333			5	109	23	86			Yes.	35	21	293		40	1,687	40,000		33
(13,000)			2	101	24	77			No.	7			2	40	200	2,000		34
0	0	2,000	k1	9	0	9	0	0	Yes.	9	0	84		1	40	216	15,000	35
10,500	0	0		315	24	291	0	0	Yes.	63	1	508		3	40	2,516	150,000	36
	(l)		7	134	0	134	0	0	Yes.	62	0	m890		1	40			37
			9	153	25	128				9		73	n2 & 4	41	216			38
14,465			12	234	56	178	0	0	Yes.	43	0	1,944	2 & 4	40	4,000	125,000		39
0	0	2,600	4	26	0	26	0	0	Yes.	26	0	150	1	40	300	6,000	40	
12,300			12	144		144			Yes.	25		1,669	2 & 4	40	2,000	80,000		41
	(o)		2	10	0	10	0	0	Yes.	1	0	26		1 1/2	40	50		42
	(o)		14	18	0	18			(5)			100		1 1/2	40	125	15,000	43
14,938			13	294	0	294	0	0	No.	63		1,568	2 & 4	40	5,000	50,000		44
11,500			8	149	8	141			No.	27		1,166	2 & 4	40	2,000	150,000		45
11,625			8	202	3	199			No.	42		330	2	38	6,329	111,000		46
	(o)								(p)	4		20		1	40			47
98,478			26	6676	231	445	(q)		Yes.	99		1,441	3 & 4	40	7,938	170,793		48
16,000	0	0	13	408	98	220	30	60	Yes.	34		327	3 & 4		2,500	100,000		49
16,000			13	287	97	174	(16)		Yes.	31		335	3 & 4	38	6,000	175,000		50
18,000			15	166	55	111			Yes.	50		683	3 & 4	38	5,000	200,000		51
3,000			3	107	51	26	14	16	Yes.	0	0	32	2	40	3,000	9,000		52

j Eight thousand dollars appropriated for new building included.

k Instructors in music and drawing additional.

l City funds.

m Since the separation of the normal from the high school in 1872.

n Two years for teaching in public schools; four years for industrial drawing.

o Expenses paid from appropriation for public schools.

p The institution itself is a model school.

q Not including 244 pupils of primary and grammar grades in practice school.

TABLE 26.—Statistics of public normal schools for 1886-87; from replies

	Post-office address.	Name.	Year in which opened for instruction.	Principal.
	1	2	3	4
53	Tougaloo, Miss	Tougaloo University	1869	Rev. Frank G. Woodworth
54	Cape Girardeau, Mo ..	Missouri State Normal School (third district).	1873	L. H. Cheney
55	Jefferson City, Mo ..	Lincoln Institute	1866	Inman E. Page
56	Kirksville, Mo	Missouri State Normal School (first district).	1871	J. P. Blanton
57	St. Louis, Mo	St. Louis Normal School	1857	F. Louis Soldan
58	Warrensburg, Mo ..	State Normal School (second district) ..	1871	George L. Osborne, LL. D
59	Peru, Nebr	Nebraska State Normal School	1869	George L. Farnham
60	Manchester, N. H.	City Training School	1869	Caroline E. Wing
61	Plymouth, N. H	New Hampshire State Normal School ..	1871	Charles C. Rounds
62	Newark, N. J	Newark Normal School	1880	Miss Jane E. Johnson ..
63	Paterson, N. J	Normal Training School	1880	J. A. Reinhart, Ph. D ..
64	Trenton, N. J	New Jersey State Normal School	1862	Washington Hasbrouck ..
65	Albany, N. Y	State Normal School	1844	E. P. Waterbury, LL. D ..
66	Albany, N. Y	Teachers' Training Class	1883	Euretta Crannell
67	Brookport, N. Y	State Normal and Training School f ..	1867	C. D. McLean
68	Brooklyn, N. Y	Brooklyn Training School	1885	Terence Jacobson
69	Buffalo, N. Y	State Normal and Training School	1871	James M. Cassety
70	Cortland, N. Y	State Normal and Training School	1871	J. H. Hoose, Ph. D
71	Fredonia, N. Y	State Normal and Training School	1868	Francis B. Palmer
72	Geneseo, N. Y	State Normal and Training School	1871	W. J. Milne, Ph. D., LL. D.
73	New Paltz, N. Y	State Normal and Training School	1886	Eugene Bouton
74	New York, N. Y	Female Normal College	1870	Thomas Hunter, A. M., Ph. D., president.
75	Oswego, N. Y	State Normal and Training School	1861	Edward A. Sheldon
76	Potsdam, N. Y	State Normal and Training School	1869	E. H. Cook
77	Rochester, N. Y	Teachers' Normal Training Class	1883	Sarah P. Ellis
78	Syracuse, N. Y	Syracuse Training School	1881	Edward Smith
79	Fayetteville, N. C ..	State Colored Normal School	1877	E. E. Smith
80	New Berne, N. C	New Berne State Normal School f	1884	Rev. L. C. Vass, A. M., chairman board directors.
81	Plymouth, N. C	Plymouth State Colored Normal School.	1881	H. C. Crosby
82	Salisbury, N. C	State Colored Normal School	1881	Rev. J. O. Crosby, A. M., B. E.
83	Cincinnati, Ohio	Cincinnati Normal School	1868	Carrie N. Lathrop
84	Cleveland, Ohio	Cleveland Normal School	1875	Ellen G. Reveloy
85	Dayton, Ohio	Dayton Normal School	1869	Mary F. Hall
86	Geneva, Ohio	Geneva Normal School	1867	J. S. Lowe
87	Ashland, Oregon	Ashland College and Normal School ..	1882	J. S. Sweet
88	Drain, Oregon	State Normal School	1882	Frank W. Benson
89	Monmouth, Oregon ..	Oregon State Normal School l	1882	D. T. Stanley, A. M
90	Bloomsburg, Pa	Pennsylvania State Normal School (sixth district).	1869	D. J. Waller, jr.
91	California, Pa.	Southwestern State Normal School ..	1874	Theodore B. Noss
92	Clarion, Pa	State Normal School	1887	A. J. Davis
93	Edinborough, Pa	State Normal School	1861	J. A. Cooper
94	Indiana, Pa	State Normal School	1875	L. H. Durling
95	Kutztown, Pa	Keystone State Normal School	1866	Rev. N. C. Schaeffer, Ph., D
96	Lock Haven, Pa	Central State Normal School	1877	George P. Beard
97	Mansfield, Pa	Pennsylvania State Normal School (fifth district).	1862	D. C. Thomas
98	Millersville, Pa	Pennsylvania State Normal School (second district).	1859	Eliphalet Oram Lyte
99	Philadelphia, Pa. (n. e. cor. 17th and Spring Garden streets).	Philadelphia Normal School for girls.	1848	George W. Fetter

a In elementary department 115 pupils additional.

b City funds.

c Many other members were taken out in the early history of the school to teach before they could complete the course.

d From literature fund through regents of the University.

e Twelve critic teachers in model school additional.

f These statistics are for the year 1885-86.

to inquiries by the United States Bureau of Education—Continued.

Appropriation for the last year.			Number of instructors.	Students.					Is there a model school attached?	Graduates in 1887.		Total number of graduates since organization.	Years in normal course.	Weeks in scholastic year.	Number of volumes in library.	Value of grounds, buildings, and apparatus.		
State.	County.	City.		Total.	Normal.		Other.			Normal.	Other.							
					Male.	Female.	Male.	Female.										
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
\$3,000			13	232	12		101	109	No..	3	0	50		4	32	500	\$50,000	53
10,000			9	299	190		109		No..	11		55		4	40	1,800	60,000	54
9,000			7	a42	29	13			No..	6		41		4	40	850	60,000	55
10,000			11	532	199	222	46	65	Yes.	25	11	196		4	40	1,127	400,000	56
		\$8,530	8	140	0	140	0	0	Yes.	80	0	1,300		4	40	500		57
10,000	0		11	558	251	307	0	0	Yes.	68	0	655	2 & 4	40	1,500	200,000		58
	0	e	12	474	133	234	37	65		61		488	2 & 5	36	3,250	12,500		59
5,000		(b)	1	19		19			Yes.	6		c82	1 1/2	37	140	15,000		60
1,268		1,800	9	112	1	63	17	31	Yes.	22	13	322	2	38				61
		218	1	55		55			Yes.	53		279	1	40	40			62
		(b)	2	20		20			No..	15			2	40	1,200			63
20,000			28	245	15	230			Yes.	43			2 & 3	38	500	500,000		64
25,000			15	715	(484)		(231)		Yes.	103		3,050	2	40	750	249,478		65
4500			e1	36		36			Yes.	32		172	1	40				66
18,000			18	435	106	219	56	54	Yes.	12	12		2 to 4	40	7,000	156,000		67
			12	74		74			Yes.	48			1	40				68
25,780		4,000	18	191	21	159	6	5	Yes.	23	3	9344	2, 3, 4	40		217,939		69
18,000			13	381	124	257			Yes.	53		609	2, 3, 4	40	2,220	93,750		70
21,000			16	264	44	128	41	51	No..	39	7	415	2 to 4	40	2,500	112,000		71
18,000			17	622	196	326	68	32	Yes.	57	10	482	2 to 4	40	4,000	175,000		72
18,000			12	111	29	51	13	18	Yes.	5	1	6	2 & 3	40	1,500	48,500		73
		99,060	66	1,620		1,620			Yes.	289		3,700	4	40	1,500	1,000,000		74
20,000			14	335	39	296			Yes.	47		1,328	2 to 4	40	1,600	100,000		75
18,000			14	498	164	261	43	30	Yes.	40	9	387	2, 3, 4	40	2,000	147,700		76
0	0	0	1	55		55			No..	42		219	1	40				77
400			2	24		24			Yes.	20	106	h1	40	(b)				78
2,000			3	126	73	53			No..	14	2	79	3	36	1,300	6,000		79
(\$700)			10	138	71	67			Yes.					10	200			80
500			3	64	18	19	8	19	No..	0	0	0	3	36		200		81
1,500	0	0	3	144	76	68			Yes.	0		6	j4	32	600	k150		82
	(b)		5	54	0	54	0	0	Yes.	42		859	1	40	100			83
	(b)		8	104		104			Yes.		59	469	1	40				84
	1,550		4	22		22			Yes.	17		228	1	40	249			85
	(7,000)		9	149	71	78	0	0	No..	11		80	3		100	50,000		86
	500		13						Yes.				2 & 4	40	50	10,000		87
			4	126	28	41	25	32	Yes.	5		6	3	40		5,000		88
			8	261	(m187)		(74)		Yes.	15	5	60	3	40		14,000		89
5,000			14	323	(223)		(100)		Yes.	43		470	2	42	1,200	142,225		90
5,000	0	0	14	320	155	175			Yes.	23		305	2	42	1,000	170,000		91
30,000			10	147	56	91			Yes.				3	42		100,000		92
5,000			15	586	284	302			Yes.	65	11	577	2	42	6,500	110,000		93
5,000			16	457	159	268			Yes.	55		312	2 & 3	42	1,500	200,000		94
0			19	645	409	109	69	58	Yes.	42	1	342	2	42	3,700			95
5,000			9	170	89	81			Yes.	23		398	2	42	1,000	150,000		96
8,000			18	269	169	206			Yes.	51	4	641	2	42	6,000	110,000		97
5,000			21	464	263	201			Yes.	34		815	2	42	5,050	224,554		98
		32,462	33	1,537		1,537			Yes.		237	4,305	3	43	1,625	300,000		99

g Thirty-three academic additional.

h Only graduates from high schools admitted.

i Use Central Library.

j Including preparatory.

k Apparatus.

l From catalogue 1886-87.

m Including 2 post-graduates and 7 collegiate students.

TABLE 26.—Statistics of public normal schools for 1886-87; from replies

	Post-office address.	Name.	Year in which opened for instruction.	Principal.
	1	2	3	4
100	Shippensburg, Pa.	Cumberland Valley State Normal School.	1873	John F. McCreary.....
101	West Chester, Pa.	West Chester State Normal School...	1871	George Morris Philips....
102	Providence, R. I.	Rhode Island State Normal School...	1871	Thomas J. Morgan.....
103	Charleston, S. C.	Saturday Normal School	1859	Henry P. Archer.....
104	Columbia, S. C.	Winthrop Training School for Teachers.	1886	D. B. Johnson.....
105	Nashville, Tenn.	State Normal College, University of Nashville.	1875	Benjamin B. Penfield, A. M., acting president.
106	Hempstead, Tex.	Prairie View Normal Institute.....	1880	L. C. Anderson
107	Huntsville, Tex.	Sam Houston Normal Institute	1879	J. Baldwin.....
108	Castleton, Vt.	State Normal School	1867	Abel E. Leavenworth.....
109	Johnson, Vt.	Johnson State Normal School.....	1867	A. H. Campbell
110	Randolph, Vt.	State Normal School	1867	Edward Conant
111	Farmville, Va.	State Normal School of Virginia	1884	John A. Cunningham.....
112	Hampton, Va.	Hampton Normal and Agricultural Institute.	1868	S. C. Armstrong.....
113	Petersburg, Va.	Virginia Normal and Collegiate Institute.	1833	J. M. Langston.....
114	Fairmont, W. Va.	Fairmont State Normal School.....	1869	Conrad A. Sipe
115	Glenville, W. Va.	Glenville Branch of the State Normal School.	1873	S. B. Brown.....
116	Harper's Ferry, W. Va.	Storer College.....	1867	N. C. Brackett
117	Huntington, W. Va. ...	Marshall College, State Normal School	1867	Thomas E. Hodges.....
118	Shepherdstown, W. Va.	Shepherd College, State Normal School	1872	Asa B. Bush
119	West Liberty, W. Va.	West Liberty State Normal School...	1871	Robert A. Armstrong.....
120	Milwaukee, Wis.	Wisconsin State Normal School.....	1885	John J. Mapel.....
121	Oshkosh, Wis.	State Normal School	1871	George S. Albee
122	Platteville, Wis.	Wisconsin State Normal School.....	1866	D. McGregor
123	River Falls, Wis.	State Normal School	1875	W. D. Parker.....
124	Whitewater, Wis.	State Normal School	1863	Albert Salisbury

a Including \$1,500 mileage for students.

b Peabody appropriation \$1,500.

Memoranda to Table 26.

Location.	Name.	Remarks.
Marion, Ala.	State Normal University	Moved to Montgomery and reorganized.
Gainesville, Fla.	East Florida Seminary	Normal department discontinued.
Baltimore, Md.	Baltimore Normal School for Colored Teachers.	No information received.
Bloomington, Nebr.	Bloomington Normal School.....	No information received.
Concord, W. Va.	Concord State Normal School	No information received.

to inquiries by the United States Bureau of Education—Continued.

Appropriation for the last year.			Number of instructors.	Students.					Is there a model school attached?	Graduates in 1887.		Total number of graduates since organization.	Years in normal course.	Weeks in scholastic year.	Number of volumes in library.	Value of grounds, buildings, and apparatus.	
State.	County.	City.		Total.	Normal.		Other.			Normal.	Other.						
					Male.	Female.	Male.	Female.									
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
\$5,000			12	166	63	103			Yes.	31		330	3	42	1,509	\$97,850	100
5,000			22	473	200	273			Yes.	20	2	239	3	42	3,500	225,000	101
12,500			6	150	8	142			No.	39		405	3	39	1,200	80,000	102
(b)			6	21		21	0	0	No.			523	4	40			103
			4	21		21	0	0	Yes.	14	0	14	1	36	50		104
10,000			11	178	61	117			No.	54	0		3 & 4	32	500		105
1,350			5	110	68	42			Yes.	23		42	2	38	375	40,000	106
18,000			7	212	85	127	0	0	No.	53	0	745	3	37	8,000	20,000	107
	(\$4,573)		5	185						21			2 & 3 1/2	40			108
2,800			5	124	31	73	10	10	Yes.	18		362	40	1,200	5,000		109
2,388	100		5	70	10	60	0	0	No.	19		736	40	1,200	8,830		110
10,000			12	191	0	157	0	34	Yes.	14	0	500	36	250	25,000		111
10,275		\$240	26	310	150	160	0	0	Yes.	35		587	3	38	1,500	460,000	112
20,000			10	192	192				Yes.	18	0	29	4	36	300	200,000	113
2,200			5	227	142	77	4	4	No.	8		248	3	40	900	15,000	114
4,200			5	89	51	38			No.	7		53	3	40	700	10,000	115
630			6	165	(115)	(50)			No.	19	1	156	3	35	3,000	60,000	116
2,000			3	147	45	74	15	13	No.	6	0		3	40	600	50,000	117
2,500			4	81	35	38	3	5		6	3	169	4	40			118
2,050			2	75	38	37			Yes.	4		128	3	40			119
12,470			9	47	1	46	0	0	Yes.	14		29	2	40	500	55,000	120
			19	508	124	249	57	78	Yes.	28		237	4 1/2	40	1,969	110,000	121
0	0	0	13	292	106	186			Yes.	8		198	2 1/2 & 4	40	7,000		122
			12	204	45	116	15	28	Yes.	13		137	4	40	2,100	60,000	123
20,000			16	326	99	227			Yes.	17		391	2 1/2 & 4 1/2	40	1,860	80,000	124

* These statistics are for the year 1885-86.

TABLE 26 A.—Statistics of

	Post-office address.	Name.	Year in which the school was opened for instruction.	Principal.
	1	2	3	4
1	Huntsville, Ala.	Central Alabama Normal Institute....	1870	A. W. McKinney
2	Mobile, Ala.	Emerson Institute	1865	George P. Armstrong
3	Helena, Ark.	Southland College and Normal Institute.	1864	O. T. Taylor, B. S.
4	Dixon, Ill.	Northern Illinois Normal School	1881	J. B. Dille
5	Richmond, Ind.	Richmond Normal School <i>a</i> .....	.....	Cyrus W. Hodgkin
6	Valparaiso, Ind.	Northern Indiana Normal School	1873	{ H. B. Brown
7	Columbus Junction, Iowa.	Eastern Iowa Normal School.....	1874	{ O. P. Kinsey
8	Dexter, Iowa	Dexter Normal School	1880	{ E. R. Eldridge
9	Woodbine, Iowa	Woodbine Normal School and Academy	1887	W. H. Monroe
10	Fort Scott, Kans.	Kansas Normal College and Business Institute. <i>a</i>	1879	H. A. Kinney
11	Springfield, Me.	Springfield Normal School <i>a</i>	1885	D. E. Sanders, president ..
12	Baltimore, Md. (cor. Harlem and Arlington avenues).	St. Catherine's Normal Institute .....	.....	M. D. Barnes
13	Republican City, Nebr.	McPherson Normal College	1884	.....
14	Newark, N. J. (College Place).	German-English Presbyterian School.	1860	W. N. Doyle
15	Tremont City, Ohio ...	Western Normal University	1886	Gustav Fischer.....
16	Wadsworth, Ohio	Western Reserve Normal College <i>b</i>	1885	.....
17	Wauseon, Ohio	Northwestern Normal and Collegiate Institute.	1881	B. L. Barr
18	Muncy, Pa.	Lycoming County Normal School	1870	J. B. Eberly, A. M.
19	Aiken, S. C.	The Schofield Normal and Industrial School. <i>a</i>	1868	Solomon Metzler, A. M.
20	Chester, S. C.	Brainerd Institute <i>a</i>	1874	William R. Peoples
21	Knoxville, Tenn.	Knoxville College <i>a</i>	1875	William T. Rodenback
22	Memphis, Tenn.	Le Moyne Normal Institute <i>a</i>	1872	Rev. S. Loomes, A. M.
23	Murfreesborough, Tenn.	Eclectic Normal Institute <i>a</i>	1884	Rev. J. S. McCullough, D. D., president.
24	Winchester, Tenn.	Winchester Normal <i>a</i>	1878	Andrew J. Steele
25	Austin, Tex	Tillotson Collegiate and Normal Institute.	1881	James Waters
26	Richland Springs, Tex.	Normal School <i>a</i>	1885	James W. Terrell
27	Milwaukee, Wis. (No. 637 Broadway).	National German-American Teachers' Seminary <i>a</i>	1878	Rev. John Kershaw, president.
28	Saint Francis, Wis.	Catholic Normal School of the Holy Family.	1870	A. D. Wallace
				Dr. Herman Dörner
				Rev. Charles Fessler, rector.

a These statistics are for the year 1885-86.

private normal schools.

Number of instructors.	Students.					Is there a model school attached?	Graduates in 1887.		Total number of graduates since organization.	Years in normal course.	Weeks in scholastic year.	Annual charge 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	19	
3	105	37	38	15	15	No.	.....	.....	.....	3	36	\$6.00	400	\$12,000	1
9	64	6	14	9	35	No.	.....	9	0	17	2	9.60	150	15,000	2
5	305	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15,000	3
21	897	422	475	.....	.....	.....	25	.....	.....	.....	4	40	2,000	200,000	4
6	278	(232)	.....	(46)	.....	.....	.....	.....	.....	.....	.....	40.00	.....	.....	5
28	3,103	1,875	1,228	.....	.....	No.	192	321	4,166	3	50	40.00	8,000	300,000	6
9	216	53	47	59	57	No.	8	2	84	4	42	32.00	500	30,000	7
7	460	200	240	15	5	No.	12	8	49	3	48	40.00	500	22,000	8
4	.....	.....	.....	.....	.....	Yes.	.....	.....	.....	2	40	28.00	.....	8,000	9
14	580	350	230	.....	.....	No.	.....	.....	.....	4	42	32.00	800	15,000	10
4	90	(90)	.....	.....	.....	.....	.....	.....	.....	.....	.....	8.00	.....	6,000	11
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12
6	96	33	27	.....	36	.....	.....	.....	.....	.....	36	25.00	600	10,000	13
5	.....	.....	.....	160	120	No.	.....	25	.....	.....	45	15.00	300	15,000	14
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8,000	15
8	155	78	32	10	35	No.	.....	1	1	4	38	24.00	800	20,000	16
12	484	263	201	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000	25,000	17
13	195	94	98	3	0	Yes.	8	.....	53	23	20	8.00	500	30,000	18
8	100	20	15	29	36	Yes.	.....	.....	.....	3	36	10.00	1,400	15,000	19
5	129	(129)	.....	.....	.....	Yes.	.....	.....	.....	6	36	0	100	10,000	20
13	327	(52)	.....	(275)	.....	.....	.....	.....	.....	.....	.....	55.00-64.00	1,220	46,000	21
12	145	60	85	.....	.....	Yes.	.....	.....	.....	4	34	14.00	1,600	20,000	22
7	138	12	7	74	45	No.	.....	.....	.....	7	40	16.00-50.00	400	.....	23
8	350	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	50.00	.....	.....	24
11	113	(13)	.....	(100)	.....	.....	.....	.....	.....	.....	35	.....	.....	.....	25
2	28	16	12	0	0	Yes.	.....	.....	.....	3	44	22.00	196	500	26
6	17	11	6	.....	.....	Yes.	.....	.....	.....	3	40	0	400	25,000	27
7	95	52	.....	43	.....	.....	4	.....	.....	4	40	40.00	800	50,000	28

b Reports \$14,000 township appropriation for building.

CHAPTER VII.

KINDERGARTENS.

General progress of kindergarten training--Kindergarten training-schools--Summary of statistics of kindergartens (Table 27)--Summary of statistics of kindergarten training schools (Table 28)--Statistics of kindergartens (Table 29)--Statistics of kindergarten training schools (Table 30).

There are 544 kindergartens reported to this Office for the present year, with 1,256 instructors and 25,925 children, a considerable increase over the year 1885-86.

The majority of kindergartens, whether giving or not giving free tuition, are still supported by private means, only 158 of the whole number being supported by public funds. St. Louis, Milwaukee, and Philadelphia are the only cities in which kindergartens seem to be firmly established as a part of the public school system.

In January, 1887, the kindergartens, which for several years had been under the care of the Subprimary School Society of Philadelphia, were formally transferred to the board of education, and \$15,000 were appropriated for their support. Edward T. Steel, president of the board of education, in accepting the care of these kindergartens in the name of the city of Philadelphia, said: "While I am earnestly in favor of what is known as higher education as a part of the public school system, I believe that it is secondary to the necessity for a perfectly organized system of instruction for the youngest children; and when these kindergartens shall become as extensive as the other grades of our schools—which I believe they will—and manual training (the principle of which is one of the leading features of the kindergarten system) shall be in practice throughout all of our schools, we shall have accomplished the highest position possible to attain in a system of public education, and have fulfilled a duty in regard to youth which the enlightenment and civilization of the times demand."

Boston will soon follow the example of Philadelphia. In December, 1887, the committee on examinations made a report on the establishment of kindergartens in connection with the public schools, proposing to adopt the 14 kindergartens now supported by Mrs. Shaw, and recommending an appropriation of \$20,000 for the year 1888-89 for the support of these and others in different parts of the city.

Other cities are taking steps in this direction, among them Lynn, Mass.; Hartford and New Haven, Conn.; Des Moines, Iowa; and Ionia and Muskegon, Mich.

The kindergarten is found to be invaluable in schools for the blind, and a very interesting fact indicative of progress in this work is the establishment during the present year of a kindergarten in connection with the Perkins Institution for the Blind at Roxbury, Mass. A fine three-story building, built especially for the purpose with money raised by subscription, largely through Laura Bridgman's efforts, was dedicated in April, 1877, with very interesting exercises. Friends of the cause are now soliciting funds for an endowment, in order to place this department of the institution on a firm foundation.

KINDERGARTEN TRAINING SCHOOLS.

For the present year there are 49 training schools reported, with 65 instructors and 524 pupils. Eight of these are connected with public normal schools or supported by public funds, and 5 are supported by free kindergarten associations.

The training school under the auspices of the Subprimary School Society of Philadelphia has been given up to the care of the school board and a modern kindergarten connected with it. In September, 1887, a school of psychology, embracing a chair in "Psychology of childhood and the science and art of teaching and kindergarten," was established, having in connection with it a model kindergarten, primary, and other grades on the Froebel principle and method of education.

TABLE 27.—*Summary of statistics of kindergartens.*

State or Territory.	Number of kindergartens.	Number of teachers.	Number of pupils.	Supported by public funds.		Supported by charity.		Supported by tuition.	
				Number of kindergartens.	Number of children.	Number of kindergartens.	Number of children.	Number of kindergartens.	Number of children.
1	2	3	4	5	6	7	8	9	10
Alabama.....	1	3	35	.....	.....	.....	.....	1	35
California.....	56	121	2,815	1	44	31	2,074	21	697
Colorado.....	1	3	105	1	105	.....	.....	.....	.....
Connecticut.....	13	30	519	3	193	2	100	8	226
Dakota.....	1	2	28	.....	.....	.....	.....	.....	.....
Delaware.....	1	2	21	.....	.....	.....	.....	.....	21
District of Columbia.....	11	22	195	1	24	4	79	5	92
Georgia.....	2	3	31	.....	.....	.....	.....	2	31
Illinois.....	48	157	2,684	1	117	32	2,098	12	451
Indiana.....	12	31	446	.....	.....	5	300	5	130
Indian Territory.....	1	1	23	.....	.....	.....	.....	1	26
Iowa.....	8	22	368	4	263	.....	.....	4	105
Kansas.....	2	3	51	.....	.....	.....	.....	1	.....
Kentucky.....	1	1	.....	1	.....	.....	.....	.....	.....
Louisiana.....	3	11	192	.....	.....	.....	.....	3	192
Maine.....	3	5	69	1	48	.....	.....	1	21
Maryland.....	10	19	286	.....	.....	3	123	4	158
Massachusetts.....	46	86	1,446	1	20	20	963	24	403
Michigan.....	16	31	725	11	514	3	134	2	77
Minnesota.....	10	19	336	1	12	4	180	4	124
Missouri.....	71	244	6,681	68	5,981	2	80	1	20
Nebraska.....	1	4	50	1	50	.....	.....	.....	.....
Nevada.....	1	1	30	.....	.....	.....	.....	1	30
New Jersey.....	15	28	630	2	100	2	75	10	445
New Mexico.....	1	1	10	.....	.....	.....	.....	1	10
New York.....	60	124	2,813	10	563	18	1,283	29	807
North Carolina.....	1	1	30	.....	.....	1	30	.....	.....
Ohio.....	23	74	850	5	106	9	437	17	307
Oregon.....	6	13	192	.....	.....	3	147	2	45
Pennsylvania.....	63	108	1,899	56	946	13	414	23	539
Rhode Island.....	5	15	186	2	70	1	54	2	62
Tennessee.....	2	2	32	.....	.....	1	.....	2	32
Texas.....	4	6	116	1	24	.....	.....	3	92
Utah.....	1	1	50	.....	.....	.....	.....	1	50
Vermont.....	1	2	17	.....	.....	.....	.....	1	17
Washington.....	1	1	10	.....	.....	.....	.....	1	10
Wisconsin.....	31	58	2,491	17	1,873	6	323	8	290
Wyoming.....	1	1	10	.....	.....	.....	.....	1	10
Total.....	544	1,256	25,925	153	11,053	159	8,904	202	5,555

TABLE 28.—*Summary of statistics of kindergarten training schools.*

State or Territory.	Number of schools.	Number of instructors.	Number of pupils.	State or Territory.	Number of schools.	Number of instructors.	Number of pupils.
1	2	3	4	1	2	3	4
Alabama.....	1	1	2	Missouri.....	1	4	25
California.....	2	3	33	New York.....	11	15	72
Connecticut.....	1	1	10	Ohio.....	2	2	29
District of Columbia.....	3	5	11	Oregon.....	1	2	8
Illinois.....	4	7	101	Pennsylvania.....	5	13	83
Indiana.....	2	11	32	Rhode Island.....	1	4	12
Iowa.....	1	1	5	Tennessee.....	1	1	4
Louisiana.....	1	2	4	Utah.....	1	1	30
Maryland.....	1	2	3	Wisconsin.....	1	1	13
Massachusetts.....	5	5	34	Total.....	49	85	524
Michigan.....	1	1	4				
Minnesota.....	3	3	9				

TABLE 29.—Statistics of kindergartens for 1886-87; from replies to inquiries by the United States Bureau of Education.

	Post-office address.	Name of kindergarten.	When established.	Name of conductor.	Number of assistants.	Pupils.			Annual charge for tuition—		How supported.
						Number in kindergarten.	Number in connecting class.	Between what ages admitted.	In kindergarten.	In connecting class.	
	I	2	3	4	5	6	7	8	9	10	11
1	Mobile (St. Emanuel Street)....	Mobile Kindergarten a.....	1885	Miss Lella Ledyard.....	2	35	.....	4-10	2 $\frac{4}{3}$	.....	Tuition.
ALABAMA.											
CALIFORNIA.											
2	Arcata.....	Arcata Kindergarten.....	1887	Miss M. L. Cutler.....	1	25	.....	3-7	20	.....	Tuition.
3	Berkeley.....	Berkeley Kindergarten.....	1887	Alice Halmina Byrko.....	1	12	.....	3-8	42	.....	Tuition.
4	Fresno City (J Street).....	Fresno City Kindergarten.....	1886	Gertrude H. Wilson.....	.....	33	12	2-10	63	.....	Tuition.
5	Livermore.....	Livermore Kindergarten.....	1885	Grace Kimball.....	0	16	0	3-8	62 $\frac{1}{2}$	.....	Tuition.
6	Los Angeles (Sainsevain Street).....	Sainsevain Free Kindergarten.....	1884	Miss Mabel Corey.....	1	49	.....	3-6	36	.....	Charity.
7	Marysville.....	Froebel Kindergarten and Primary School.....	1887	Henrietta Casebolt.....	1	16	11	2 $\frac{1}{2}$ -3	48	.....	Tuition.
8	Mayfield.....	Stanford Free Kindergarten, No. 7.....	1886	Miss Mary Lindberg.....	1	50	.....	2-6	0	.....	Charity.
9	Menlo Park.....	Stanford Free Kindergarten, No. 6.....	1885	Miss Emma Dixon.....	1	50	.....	2-6	0	.....	Charity.
10	Oakland (1257 Jackson Street).....	Miss Dyer's Kindergarten.....	1884	Miss Ruth Dyer.....	1	10	10	4-9	65	.....	Tuition.
11	Oakland (Market and 21st Sts.).....	Market Street Free Kindergarten a.....	1883	Miss Grace E. Barnard.....	1	60	0	2 $\frac{1}{2}$ -6	0	.....	Charity.
12	Oakland (Pacific and Peralta Sts.).....	Newland Free Kindergarten.....	1886	Miss Elizabeth Betts.....	1	70	0	2 $\frac{1}{2}$ -3	0	.....	Charity.
13	Oakland (659 $\frac{1}{2}$ Broadway).....	Oakland Free Kindergarten, No. 1.....	1880	Miss Abbie H. Houseman.....	2	90	0	2-6	0	.....	Charity.
14	San Francisco (64 Clementina St.).....	Adler Kindergarten.....	1884	Anna L. Manning.....	1	60	.....	3-6	0	.....	Tuition.
15	San Francisco (1015 Leavenworth Street).....	Miss Boyd's School and Kindergarten.....	1882	Flora S. Boyd.....	2	(12)	.....	5-	64	.....	Charity.
16	San Francisco (Pacific and Polk Streets).....	Buford Free Kindergarten.....	1882	Miss A. J. Cullen.....	4	64	.....	2 $\frac{1}{2}$ -6	0	.....	Charity.
17	San Francisco (64 Silver Street).....	Crocker Kindergarten.....	1882	Miss Nora A. Smith.....	e2	80	0	3-6	0	.....	Charity.
18	San Francisco (613 Gough St.).....	Miss Dittmer's Kindergarten.....	1885	Miss E. Dittmer.....	1	20	10	3-7	45	.....	Tuition.
19	San Francisco (64 Silver Street).....	Etting Kindergarten.....	1882	Miss Alice M. Flint.....	e2	75	0	3-6	0	.....	Charity.
20	San Francisco (612 Union St.).....	Emily Faithful Kindergarten.....	1881	Miss Cora Griffin.....	1	60	0	2-6	0	.....	Charity.
21	San Francisco (394 $\frac{1}{2}$ Harrison St.).....	First Congregational Church Kindergarten.....	1884	Miss Charlotte F. Williams.....	1	65	.....	2-6	0	.....	Charity.
22	San Francisco (334 Beale St.).....	Flora Sharon Kindergarten.....	1886	Miss Sumner Johnson.....	1	86	0	2-6	0	.....	Charity.
23	San Francisco (512 Union St.).....	Heart Kindergarten.....	1883	Miss Eva Taylor.....	1	50	0	2-6	0	.....	Charity.

24	San Francisco (512 Union St.)...	Helping Hand Kindergarten	1887	Miss Nellie Moore	0	38	.....	2-6	0	Charity.
25	San Francisco	Jackson Street Kindergarten	1879	Miss Belle Scott	2	89	0	2-6	0	Charity.
26	San Francisco (116 Jackson St.)	Jackson Street Produce Exchange Kindergarten.	1884	Miss Belle Scott	1	30	.....	2-6	0	Charity.
27	San Francisco (512 Union St.)...	Kahler Free Kindergarten	1887	Miss Stella Sovall	0	50	0	2-6	0	Charity.
28	San Francisco (Fulton Street and Franklin)	Kindergarten, Children's Day Home	.....	.....	.....	.....	.....	.....	.....	.....
29	San Francisco (Dolores and 17th Streets).	Kindergarten, College of Notre Dame	1886	.....	2	50	.....	4-8	.....	Tuition.
30	San Francisco (421 1st Street)...	Kindergarten, Convent of Our Lady of Mercy.	1882	Sister Mary Elizabeth	3	67	.....	2-6	.....	Tuition.
31	San Francisco	Kindergarten, Ladies' Protection and Relief Society.	.....	.....	.....	.....	.....	.....	.....	.....
32	San Francisco (1018 Folsom St.)	Kindergarten, No. 4	1880	Lucy J. Gamble	1	69	0	3-6	0	Charity.
33	San Francisco	Kindergarten, Protestant Orphan Asylum.	1881	.....	.....	.....	.....	.....	.....	.....
34	San Francisco (218 Brannan St.)	Mail Dock Kindergarten	1886	Miss Mary J. Schuetze	1	62	.....	2-6	0	Charity.
35	San Francisco (1810 Sacramento Street).	Model Kindergarten a	1886	Miss Emma Marvedel	30	.....	.....	3-12	.....	Tuition.
36	San Francisco (514 Howard St.)	Occidental Kindergarten	1880	Fredrica Fox	0	36	0	3-6	.....	Charity.
37	San Francisco (26th and Bartlett Streets).	Pacific Kindergarten, No. 1	1888	Mrs. M. E. Arnold	70	0	2-6	0	.....	Charity.
38	San Francisco (8th and Harrison Streets).	Pacific Kindergarten, No. 2	1886	Mrs. M. E. Arnold	.....	.....	.....	2-6	0	Charity.
39	San Francisco (64 Silver Street).	Peabody Kindergarten	1883	Miss Helen M. Garrison	.....	.....	.....	3-6	0	Charity.
40	San Francisco (1519 Sacramento Street).	Private School and Kindergarten	1879	Mrs. Mary E. Ward	1	9	.....	4-	35	Tuition.
41	San Francisco (806 Sansome St.)	Silver Star Free Kindergarten	1884	Miss Bertha H. Bossé	3	100	.....	3-6	0	Charity.
42	San Francisco (1906 Mason St.)	Stanford Free Kindergarten, No. 1	1884	Miss Louise Patch	1	80	0	2-6	0	Charity.
43	San Francisco (1906 Mason St.)	Stanford Free Kindergarten, No. 2	1884	Miss May Loveland	1	80	0	2-6	0	Charity.
44	San Francisco (8th and Brannan Streets).	Stanford Free Kindergarten, No. 3	1884	Miss Jennie Wheaton	2	152	0	2-6	0	Charity.
45	San Francisco (8th and Brannan Streets).	Stanford Free Kindergarten, No. 4	1885	Miss Anna Herrick	2	73	0	2-6	0	Charity.
46	San Francisco (3270 Mission St.)	Stanford Free Kindergarten, No. 5	1885	Miss Mary Gamble	2	85	0	2-6	0	Charity.
47	San Francisco (Capp and 17th Streets).	Stanford Free Kindergarten	.....	Miss Lily Ransom	1	68	0	3-6	0	Charity.
48	San Francisco (Webster and Fulton Streets).	Willard Kindergarten	1884	Miss Jennie C. Parker and Mrs. Annie S. Porter.	0	52	.....	2-7	.....	Tuition and charity.
49	San Francisco (922 Post Street).	Zeitska Institute Kindergarten	1876	Mrs. Taulmann	1	25	20	3-7	50	Tuition.
50	San Jose (253 Balbach)	German-American Kindergarten	1885	Miss Anna L. Welner	1	20	4	3-8	65	Tuition.
51	San Jose	Model Kindergarten, University of the Pacific.	1887	Miss Willette A. Allen	2	20	.....	4-6	40	Tuition.
52	San Jose (Santa Clara Street)	Notre Dame Kindergarten	1886	.....	4	100	.....	3-6	.....	Tuition and charity.
53	San Jose (Guadalupe Street)	San José Kindergarten	1886	Miss Eva Mackenzie	1	44	.....	5-7	0	Public funds.
54	San Rafael (4th and C Streets)	San Rafael Kindergarten	1887	Miss Eva Pettit	2	40	.....	3-6	.....	Tuition and charity.
55	Santa Cruz (Temperance Hall, Mission Street).	Froebel Kindergarten	1886	Alice R. D. Gardner and Miss Adele J. Willard.	.....	12	8	3-10	62½	Tuition.

^a These statistics are for the year 1885-86. ^b Charge per month.

^c Also assisted by pupils of the California Kindergarten Training School.

TABLE 29.—Statistics of kindergartens for 1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

	Post-office address.	Name of kindergarten.	When established.	Name of conductor.	Number of assistants.	Pupils.			Annual charge for tuition—		How supported.
						Number in kindergarten.	Number in connecting class.	Between what ages admitted.	In ten.	In connecting class.	
	1	2	3	4	5	6	7	8	9	10	11
CALIFORNIA—continued.											
56	Santa Rosa (35 A Street)	Santa Rosa Kindergarten	1886	Mrs. C. S. Hunley	1	26	.....	3-7	\$22	.....	Tuition.
57	Vallejo	Solano Kindergarten	1887	Fannie Lawton .....	.....	25	.....	3-9	20	.....	Tuition.
COLORADO.											
58	Fort Collins (Remington Street) ..	Remington Street Public Kindergarten.	1884	Miss L. Eva Spencer	2	(105)	.....	5-7	0	0	Public funds.
CONNECTICUT.											
59	Bridgeport (289 Myrtle Avenue) ..	Miss Thum's Kindergarten .....	.....	Miss Susan F. Thum	4	70	7	4-12	.....	.....	Tuition.
60	Greenwich (Second Avenue)	Kindergarten, Greenwich Institute ..	1885	Mademoiselle Delray Long- champ	1	16	12	4-7	40	\$40	Tuition.
61	Hartford (Morgan Street Chapel)	Hartford Free Kindergarten	1879	Miss Adele M. Woodcock	2	50	.....	3-7	0	.....	Charity.
62	Hartford (40 Pratt Street)	Kindergarten, Hartford Female Semi- nary	1881	M. Louise Bacon, principal of seminary .....	.....	12	.....	3-8	40	.....	Tuition.
63	Hartford (297 Asylum Avenue) ..	West Middle School Kindergarten	1886	Mario Louise Henry	2	70	23	3-7	20	.....	Public funds.
64	New Britain	Kindergarten, Connecticut Normal and Training School	1884	Clara W. Mingins .....	.....	6	.....	2½- 3-6	.....	.....	Tuition and public funds.
65	New Haven (81 Howe Street)	Miss Benan's Kindergarten	1886	Mrs. Emma B. Lee .....	.....	6	.....	3-6	.....	.....	Tuition.
66	New Haven (193 Franklin St.)	Free Kindergarten	1884	Miss Mary L. Bickford	1	50	.....	3-7	0	.....	Charity.
67	New Haven (33 Wall Street)	Kindergarten, Miss Bartlett's School ..	1886	Miss Minnie A. Leighton	2	20	23	3-7	40	40	Tuition.
68	New Haven (21 Vester Place)	Miss Livermore's Kindergarten	1886	Mary C. Livermore	1	23	.....	3-7	36	.....	Tuition.
69	New Haven (14 Vernon Street)	Welch Training School Kindergarten ..	1884	Winnie S. Evenden	2	40	.....	4-7	0	.....	Public funds.
70	New Haven (99 Howe Street)	West End Institute Kindergarten	1875	Miss M. L. Crossette	2	6	16	4-10	40	40	Tuition.
71	New Milford (Elm Street)	American Kindergarten a	1877	Mary C. Wells	0	6	9	3-12	.....	.....	Tuition.
DAKOTA.											
72	Sioux Falls (Spring Avenue and 14th Street)	Spring Avenue Kindergarten a	1885	Emily A. Leavitt	1	28	.....	3-8	.....	.....	.....

DELAWARE.		1880	Miss Thalia L. M. Negendank.	1	15	6	3-12	50	45	Tuition.
73	Wilmington (601 Washington St.)	.....	Miss Thalia L. M. Negendank.	1	15	6	3-12	50	45	Tuition.
DISTRICT OF COLUMBIA.										
74	Georgetown	.....	Mrs. Louise Pollock	1	16	.....	4-7	0	.....	Charity.
75	Washington (13th and C Streets, S. W.)	.....	Mrs. Louise Pollock	1	16	.....	4-7	0	.....	Charity.
76	Washington (1127 13th Street)	.....	Misses Susie Pollock and Catharine Noer.	1	32	14	4-12	.....	.....	Tuition.
77	Washington (923 10th Street)	.....	Miss Emily Bever.	1	11	.....	3-7	35	.....	Tuition.
78	Washington (9th Street)	.....	Miss Nellie A. Plummer.	6	18	6	3-6	0	0	Public funds.
79	Washington (1224 12th St.)	.....	Miss Rosa Poesche, principal.	1	6	.....	5-8	49	.....	Tuition.
80	Washington (1918 Sunderland Place).	.....	Mrs. Louisa C. F. Mann	1	8	4	4-10	40	40	Tuition.
81	Washington (cor. 11th and R Sts.)	.....	Miss Charlotte E. Hunter	0	20	0	3-6	0	6	Charity.
82	Washington (1017 10th Street)	.....	Mrs. Louise Pollock	3	15	12	4-8	42	50	Tuition.
83	Washington (923 10th Street)	.....	Miss Mary F. van de Sande	1	15	0	3-7	0	.....	Charity.
84	Washington (706 K Street)	.....	Mrs. Louise Pollock	1	28	0	4-7	0	.....	Charity.
GEORGIA.										
85	Albany (Residence and Jefferson Streets)	.....	Miss Josephine Waller	.....	.....	.....	.....	.....	.....	Tuition.
86	Augusta (915 Reynolds Street)	.....	Miss Minnie K. Hora	1	(31)	4-11	22½	22½	22½	Tuition.
ILLINOIS.										
87	Bellevoille (Jackson Street)	.....	Miss Mary Schneider	1	82	.....	3-7	.....	.....	Tuition.
88	Chicago (147 Milton Avenue)	.....	Sophie L. Bowditch	2	45	.....	3-7	0	.....	Charity.
89	Chicago (32d and Butterfield Sts.)	.....	Miss F. A. McNair	4	50	.....	3-7	0	.....	Charity.
90	Chicago (406 South Clark St.)	.....	Mrs. Mary Holman	3	50	.....	3-7	0	.....	Charity.
91	Chicago (670 Throop Street)	.....	Frederica Burch	3	69	.....	3-6	0	.....	Charity.
92	Chicago (Lime street, between Archer Avenue and 27th St.)	.....	Frances M. Bracken	2	45	.....	3-6	0	.....	Charity.
93	Chicago (18 South Peoria Street)	.....	Miss Ellen M. Crocker	3	57	.....	3-7	.....	.....	Tuition and charity.
94	Chicago (245 Clybourn Avenue)	.....	Mrs. A. B. Scott	3	320	125	3-10	0	0	Charity.
95	Chicago (3927 Butler Street)	.....	Miss Anna B. Holmes	3	.....	.....	.....	0	.....	Charity.
96	Chicago (3711 Cottage Grove Avenue)	.....	Miss Desio Falshead	.....	.....	.....	.....	.....	.....	.....
97	Chicago (881 West Monroe St.)	.....	Mrs. Susan W. Beardsley	3	21	39	3-	40	40	Tuition.
98	Chicago (423 Greenwood Ave.)	.....	Emily G. Hayward	3	74	43	3-	0	0	Public funds.
99	Chicago (Ashland Avenue and 14th Street)	.....	Pammy J. Gardner	6	125	.....	3-7	0	.....	Charity.
100	Chicago (122 South Morgan St.)	.....	Miss Mathilde Burnester	2	25	20	3-8	.....	.....	Tuition.

These statistics are for the year 1883-86.

TABLE 29.—Statistics of kindergartens for 1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

	Post-office address.	Name of kindergarten.	When established.	Name of conductor.	Number of assistants.	Pupils.			Annual charge for tuition—		How supported.
						Number in kindergarten.	Number in connecting class.	Between what ages admitted.	In kindergarten.	In connecting class.	
	1	2	3	4	5	6	7	8	9	10	11
ILLINOIS—continued.											
101	Chicago (James and Ullman Streets)	German Kindergarten.....	1884	Miss Johanna E. Bethke.....	1	60	70	3-	\$0	.....	Charity.
102	Chicago (406 22d Street).....	Herford Free Kindergarten.....	1881	Miss Hattie A. Lindsley.....	3	48	.....	3-6	0	.....	Charity.
103	Chicago (Lake and Woodlawn Avenues)	Kenwood Kindergarten.....	1886	Mrs. Olive E. Weston.....	3	25	5	3-10	60	\$60	Tuition.
104	Chicago (487 La Salle Avenue)	Kindergarten, Girls' Higher School.....	1877	Miss Lillian Greenleaf.....	.....	15	7	3-7	50	50	Tuition.
105	Chicago (247 Dearborn Avenue)	Kindergarten, Misses Grant's Seminary.....	1881	Annie L. Howe.....	1	30	15	5-9	60	60	Tuition.
106	Chicago (2355 Prairie Avenue)...	Kindergarten, Mrs. Loring's School for Young Ladies.....	1878	Miss Elizabeth Harrison.....	3	20	10	4-7	60	80	Tuition.
107	Chicago (1623 Indiana Avenue)	Kindergarten, Miss Martin's School.....	1887	Mrs. W. Treat.....	2	20	.....	3-5	50	.....	Tuition.
108	Chicago (114 Honore Street)....	Kindergarten, Miss Minnie's Seminary.....	.....	Hannah M. Brown.....	2	20	10	3-7	60	60	Tuition.
109	Chicago (La Salle and Ohio Sts.)	Kinzie School Kindergarten.....	1887	Miss Lewis Smith.....	3	46	0	3-6	0	.....	Charity.
110	Chicago (275 Huron Street).....	Kirkland Kindergarten.....	1881	Miss Mary L. Barnes.....	1	18	.....	3-7	50	.....	Tuition.
111	Chicago (Garfield Avenue and Mohawk Street)	Lincoln Park Kindergarten.....	1881	Miss Susie Spauld.....	.....	.....	.....	4-7	0	.....	Charity.
112	Chicago (101 Bushnell Street)...	Marie Chapel Kindergarten a.....	1883	Miss Anna E. Bryan.....	5	95	.....	3-6	0	.....	Charity.
113	Chicago (3500 Dearborn Street)	Michigan Avenue Kindergarten.....	1884	Marion E. Noble.....	4	74	.....	3-7	0	.....	Charity.
114	Chicago (147 Milton Avenue)...	Morning Memorial Kindergarten.....	.....	Stella Louise Wood.....	3	45	.....	3-7	0	.....	Charity.
115	Chicago (2539 Calumet Avenue)...	Mosley Chapel Kindergarten.....	1881	Mary McC. Boomer.....	4	85	.....	3-5	0	.....	Charity.
116	Chicago (2238 Michigan Avenue)	Protestant Orphan Asylum Kindergarten.	.....	Miss Butts.....	.....	.....	.....	.....	0	.....	Charity.
117	Chicago (1419 State Street).....	Railroad Chapel Kindergarten.....	1882	Miss Ida Cunningham.....	3	65	.....	3-7	0	.....	Charity.
118	Chicago (Wabash Avenue).....	Raymond Kindergarten.....	1886	.....	2	60	.....	3-6	0	.....	Charity.
119	Chicago (29 Dearborn Street)...	St. Paul's Kindergarten.....	1886	Florance A. Pine.....	3	60	.....	3-7	0	.....	Charity.
120	Chicago (888 Sedgewick Street)...	Sedgewick Chapel Kindergarten.....	1887	Miss Harriet E. Fuller.....	2	55	.....	3-7	0	.....	Charity.
121	Chicago (778 South Halsted St.)	South Halsted Street Kindergarten.....	1881	Miss Nellie Cloudman.....	5	100	.....	3-7	.....	.....	Charity.
122	Chicago (Morgan and Indiana Streets)	Tabernacle Church Kindergarten a.....	1883	Miss Georgia E. Tanner.....	3	70	.....	3-8	0	.....	Charity.
123	Chicago (159 West Adams St.)...	Talcott Day Nursery Kindergarten No. 1.a	1885	Miss Nettie E. Weeks.....	1	38	.....	3-7	0	.....	Charity.

No.	City	Name	Teacher	4	50	0	3	7	0	Charity.
124	Chicago (Wood Street and Austin Avenue)	Talcott Day Nursery Kindergarten No. 1	Mary L. Sheldon	4	50	0	3	7	0	Charity.
125	Chicago (80 Elm Street)	Unity Church Industrial School Kindergarten	Miss E. L. Larrabee	2	50		3	7	0	Charity.
126	Englewood	Kindergarten, Voice and Hearing School for the Deaf								
127	Evanston (Davis Street)	Evanston Free Kindergarten	Mrs. Hester E. Walker	1	28		4	7	0	Charity.
128	Evanston (429 Oak Avenue)	Miss Webster's Kindergarten	Miss Ella Capron	10	5		3	7	38	Tuition.
129	Galesburg (25 W. Tompkins St.)	Galesburg Kindergarten	Mrs. Evelyn Strong	4	20	25	3	9	30	Tuition.
130	Geneva	Mrs. Beebe's Kindergarten	Mrs. Emma A. Beebe	1	12		2	8	40	Tuition.
131	Hyde Park (5756 Madison Ave.)	Miss Hoyt's Kindergarten	Miss Hattie C. Hoyt	1	10	6	3	7	40	Tuition.
132	Normal Park	Cook County Normal Kindergarten	Mrs. Alice H. Putnam, sup't.	40			3	6	20	Tuition.
133	Peoria (400 Perry Street)	Miss Miller's Kindergarten &c.	Miss Anna Miller	1	18		3	8		Tuition and charity.
134	Quincy (1117 Maine Street)	Congregational Church Kindergarten	Miss A. P. Kimball	3	44		3	7		Tuition and charity.
INDIANA.										
135	Indianapolis (426 North Pennsylvania Street)	Miss Farquhar's Kindergarten	Miss Nora Farquhar	2	40		4	6	50	Tuition.
136	Indianapolis (321 W. Pearl St.)	Free Kindergarten, No. 1	Miss Nettie M. Duzan	5	75	20	3	7	0	Charity.
137	Indianapolis (Yandes Street and Home Avenue)	Free Kindergarten, No. 2	Miss Ida M. Perry	3	50	15	3	7	0	Charity.
138	Indianapolis (402 Blackford St.)	Free Kindergarten, No. 3	Mary T. Cooper	2	50	0	3	7	0	Charity.
139	Indianapolis (Church and Morris Streets)	Free Kindergarten, No. 4	Lavalette Davidson	2	50	0	3	7	0	Charity.
140	Indianapolis (Maryland Street near Virginia Avenue)	Free Kindergarten, No. 5	Mrs. Sara Thatcher	2	40	0	3	7	0	Charity.
141	Indianapolis (243 North Pennsylvania Street)	German Kindergarten	Mrs. Laura Struby	1	25	0	4	7	36	Tuition.
142	Indianapolis (52 Fletcher Ave.)	Miss McConnell's Kindergarten	Miss Eva McConnell	1	20	0	3	7	30	Tuition.
143	Indianapolis (7th and Bellefontaine Streets)	North East Kindergarten	Mrs. Jessie Wright	1	30		3	7	40	Tuition.
144	La Porte	La Porte Kindergarten	Mrs. Endora L. Hallmann	1	15		4	5		Tuition.
145	Marion (Seventh Street)	Marion Kindergarten &c.	Eva B. Pearce	16			3	7		
146	Terre Haute	Kindergarten, Indiana State Normal School	L. Estelle Husted							
INDIAN TERRITORY.										
147	Vinita	Kindergarten, Worcester Academy	Ella M. Boedeker		26		6	8	12	Tuition and charity.
IOWA.										
148	Burlington (929 College Place)	Burlington Kindergarten	Miss Sarah M. Johnson	0	12				27	Tuition.
149	Davenport (223 East 15th St.)	Davenport Kindergarten	Ira M. Burrows	4	14	16	3	10	44	Tuition.
150	Des Moines (904 Ninth St.)	Miss Baldwin's Kindergarten	Clara W. Baldwin	1	20	8	4	8	63	Tuition.
151	Des Moines (Twelfth and Crocker Streets)	Crocker Public Kindergarten	Ira A. Kurtz	3	60		5	7	0	Public funds.
152	Des Moines (Twelfth and Crocker Streets)	Franklin Public Kindergarten	Mrs. Ida L. Foster	1	50		5	7	0	Public funds.
153	Des Moines (Crocker and 17th Sts.)	Hawthorne Public Kindergarten	Lizzie M. Willis	2	53		5	7	0	Public funds.

b Charge per month.

c These statistics are for the year 1885-86.

a These statistics are for the year 1885-86.

		1886	Mrs. G. P. T. Jones	1	27	35	3-9	0	Charity.
166	Baltimore (Fremont and China Streets).	1886	Mrs. G. P. T. Jones	1	27	35	3-9	0	Charity.
167	Baltimore (Barre and St. Peter Streets.)	1886	Miss Esthier M. Livingston	24	24	3-6	0	0	Charity.
168	Baltimore (Franklin and Schreeder Streets.)	1886	Miss Loula White						
169	Baltimore (909 Cathedral St.)	1886	Miss L. Koyne	1	12	8	4-7	50	Tuition.
170	Baltimore (4 East Eager Street).	1883	Mrs. James Ross Parkhurst.	7	43	45	4-7	69	Tuition.
171	Baltimore (102 Madison Avenue, extended).	1883	Miss Hodges						
172	Baltimore (704 Baltimore Street).	1883	Mrs. S. L. Welsh	1	42	3-7	0	0	Charity.
173	Baltimore (North Gay Street).	1876	Miss H. Kassmann	12	12	20	5-6	22	Tuition.
174	Enla.		Kindergarten, Notre Dame of Maryland.	12	12	4-8	0	28	Tuition.
MASSACHUSETTS.									
175	Amherst (Northampton Street).	1880	Misses Perkins and Hill	0	12	8	3-6	36	Tuition.
176	Attumdale (Woodland Avenue and Hancock Street).	1886	Miss S. C. Aiken	1	8	7	3-3	40	Tuition.
177	Boston (Winchell Schoolhouse).	1878	Ellen Gray	1	60	32-5	0	0	Charity.
178	Boston (Hotel Cluny, Boylston Street).	1880	Mrs. Annie K. Brown	1	15	10	3-6	80	Tuition.
179	Boston (School-house, Chardon Street).	1880	Ida A. Noyes	1	28	32-5½	0	0	Charity.
180	Boston (259 Doyleston Street).	1874	Lacy Wheelock	1	6	12	3-6	75	Tuition.
181	Boston (Parker Street).	1878	Annie L. Page	1	118	33-5½	0	0	Charity.
182	Boston (41 Mill Street).	1885	Miss H. B. Foster	1	6	6	3-8	50	Tuition.
183	Boston (21 Hudson Street).	1880	A. M. Small	1	47	32-5½	0	0	Charity.
184	Boston (25 Chestnut Street).	1872	Misses Mary J. Garland and Rebecca J. Weston.	1	20	14	32-4½	80	Tuition.
185	Boston (39 N. Bennett Street).	1881	Mary C. Peabody	2	74	32-5½	0	0	Charity.
186	Boston (3 N. Margin Street).	1878	Alice Spooner	22	22	32-5½	0	0	Charity.
187	Boston (15 Warren Avenue).	1886	Ella T. Burgess	8	8	3-6	45	0	Tuition.
188	Boston (Rutland Street).	1879	Emma S. Altor	16	16	32-5½	0	0	Charity.
189	Boston (Anderson and Finknew Streets).	1881	Serena J. Fye	32	32	32-5½	0	0	Charity.
190	Boston (Starr King School-house, Fenimoyon Street).	1873	Mary T. Smith	1	60	3-6	0	0	Charity.
191	Boston (10 Vinton Street).	1879	Lucy H. Symonds	1	38	22-5½	0	0	Charity.
192	Brockton (21 Winthrop Street).	1887	Miss Chafin	0	16	16	33-5½	0	Charity.
193	Brockline (Fremont Street and Walter Avenue).	1880	Miss Harriet B. Stodder	1	41	33-5½	0	0	Charity.
194	Brookline (71 Harvard Street).	1881	Annie B. Winchester	1	6	1	2-8	50	Tuition.
195	Cambridge (41 Holyoke Street).	1878	Nelly R. Hutchinson	1	49	32-5½	0	0	Charity.
196	Cambridgeport, Boston (Wind-sor Street).	1879	Caroline C. Voorhees	1	52	32-5½	0	0	Charity.
197	Cambridgeport, Boston (Grace M. E. Church, Magazine and Perry Streets).	1885	Misses Chamberlain and Co-mey.	16	16	3-7	40	0	Tuition.
198	Cambridgeport, Boston (76 Moore Street).	1878	Caroline E. Carr	1	25	32-5½	0	0	Charity.

b Charge per month.

a These statistics are for the year 1885-86.

TABLE 29.—Statistics of kindergartens for 1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

	Post-office address.	Name of kindergarten.	When established.	Name of conductor.	Number of assistants.	Pupils.			Annual charge for tuition—		How supported.
						Number in kindergarten.	Number in connecting class.	Between what ages admitted.	In kindergarten.	In connecting class.	
	I	2	3	4	5	6	7	8	9	10	11
MASSACHUSETTS—continued.											
199	Chelsea, Boston (16 Everett Avenue.)	Private Kindergarten 2.	1879	Louise De Bacon.	.....	11	.....	3-9	\$50	.....	Tuition.
200	Dorchester, Boston (11 Hancock Street).	Miss Blaisdell's School and Kindergarten.	1887	Miss Alma Blaisdell	1	8	8	4-12	32	\$40	Tuition.
201	Dorchester, Boston (Hooper St.)	Millville School Kindergarten	1886	Elizabeth E. Manson.	0	12	13	3-6	60	60	Tuition.
202	Fall River (22 High Street)	Fall River Kindergarten	1874	Annie B. Deane.	3	22	17	3½-10	40	40	Tuition.
203	Florence (Tine Street)	Florence Kindergarten	1876	Ella C. Elder	7	80	20	3-7	.....	.....	Endowment.
204	Haverhill (76 Main Street)	American Kindergarten	1876	Mrs. M. H. Moore	0	(14)	.....	4-10	61	61	Tuition.
205	Haverhill (14 Summit Street)	Miss Twichell's Kindergarten	1887	Miss Hattie Twichell	0	17	.....	3½-7	52	52	Tuition.
206	Holyoke (214 Walnut Street)	Holyoke Kindergarten	1887	Misses Hall and Wilson	6	16	2	3-11	40	40	Tuition.
207	Newton (Church Street)	Miss Smallwood's Kindergarten	1884	Miss Fannie L. Smallwood	1884	Miss	18	0	3-7	50	Tuition.
208	Newton Centre (Warren Street and Glen Avenue).	Miss Sylvester's Kindergarten	1885	Mary P. Sylvester	7	1	1	3-10	50	50	Tuition.
209	Northampton (6 West Street)	Miss Clark's Kindergarten	.....	Miss Mary K. Clark	.....	12	.....	3-7	.....	.....	Tuition.
210	Palmer	Kindergarten, State Primary School	1880	Mrs. L. J. Blaisdell	0	20	0	3-6	0	0	Public funds.
211	Roxbury, Boston (933 Albany St.)	Albany Street Kindergarten	1876	Miss Mary Hall	2	48	.....	3½-5½	0	0	Charity.
212	Roxbury, Boston (Cottage Place School-house).	Free Kindergarten, No. 1.	1879	Miss Sarah E. Wilton	1	50	.....	3½-5½	0	0	Charity.
213	Roxbury, Boston (Cottage Place School-house).	Free Kindergarten, No. 2.	1880	Miss Anna E. Marble	1	45	.....	3½-5½	0	0	Charity.
214	Roxbury, Boston (Day and Perkins Streets).	Kindergarten, Massachusetts School for the Blind.	1887	M. Anagnos, director	1	10	0	5-9	0	0	Charity.
215	Roxbury, Boston (147 Ruggles Street).	Ruggles Street Kindergarten	1878	Miss C. M. Joselyn	1	50	.....	3½-5½	0	0	Charity.
216	South Boston (5th Street)	Howe School Kindergarten	1878	Emily F. Bathmann	1	58	.....	3½-5½	0	0	Charity.
217	South Boston (414 5th Street)	Private Kindergarten a	1885	Frieda M. Bathmann	0	10	.....	3-7	.....	.....	Tuition.
218	Worcester (Y. M. C. A. Building, Elm Street).	Kindergarten, Mrs. Morgan's School	1886	Elizabeth H. Kilham	0	14	9	3-7	45	50	Tuition.
219	Worcester (1 Crown Street)	Mrs. Sibley's Kindergarten	1886	Mrs. I. M. Sibley	1	11	.....	3-7	50	50	Tuition.
220	Worcester (6 Kendall Street)	Miss Wilson's Kindergarten	1877	Mary E. Wilson	.....	20	.....	3-7	50	50	Tuition.

[illegible]

c In 1865-86.

b Charge per week.

a These statistics are for the year 1885-86.

TABLE 20. — *Statistics of kindergartens for 1886-87; from replies to inquiries by the United States Bureau of Education—Continued.*

Post-office address.	Name of kindergarten.	When established.	Name of conductor.	Number of assistants.	Pupils.			Annual charge for tuition—		How supported.
					Number in kindergarten.	Number in connecting class.	Between what ages admitted.	In kindergarten.	In connecting class.	
1	2	3	4	5	6	7	8	9	10	11
MISSOURI—continued.										
255 St. Louis (Dodier street and St. Louis Place).	Blair (p. m.) Kindergarten.....	.....	Ida Richeson	25	2175	.....	6-7	0	.....	Public funds.
256 St. Louis (15th and Carr Sts.)	Carr (a. m.) Kindergarten.....	1885	Lizzie Hart.....	3	50	.....	6-7	0	.....	Public funds.
257 St. Louis (15th and Carr Sts.)	Carr (p. m.) Kindergarten.....	1885	Sevilla Brady.....	1	50	.....	6-7	0	.....	Public funds.
258 St. Louis (10th and Carroll Sts.)	Carroll (a. m.) Kindergarten.....	1875	Sallie A. Shawk.....	2	282	.....	6-7	0	.....	Public funds.
259 St. Louis (10th and Carroll Sts.)	Carroll (p. m.) Kindergarten.....	1875	Sallie A. Shawk.....	2	294	.....	6-7	0	.....	Public funds.
260 St. Louis (Sherandoth and Missouri Avenues).	Charles (a. m.) Kindergarten.....	1877	Lillie Hammerstein.....	3	80	.....	6-7	0	.....	Public funds.
261 St. Louis (Sherandoth and Missouri Avenues).	Charles (p. m.) Kindergarten.....	1877	Lillie Hammerstein.....	2	65	.....	6-7	0	.....	Public funds.
262 St. Louis (2800 Chouteau Ave.)	Chouteau (a. m.) Kindergarten.....	1885	Louisa Miller.....	2	65	.....	6-7	0	.....	Public funds.
263 St. Louis (2800 Chouteau Ave.)	Chouteau (p. m.) Kindergarten.....	1886	Ida Jorgensen.....	3	65	.....	6-7	0	.....	Public funds.
264 St. Louis (10th and Farrar Sts.)	Clay (a. m.) Kindergarten.....	1876	Irene F. Wilson.....	3	100	.....	6-7	0	.....	Public funds.
265 St. Louis (10th and Farrar Sts.)	Clay (p. m.) Kindergarten.....	1876	Irene F. Wilson.....	3	75	.....	6-7	0	.....	Public funds.
266 St. Louis (Gratton and Hickory Streets).	Clinton (a. m.) Kindergarten.....	1877	Miss Sarah E. Hughes.....	23	2102	.....	6-7	0	.....	Public funds.
267 St. Louis (Gratton and Hickory Streets).	Clinton (p. m.) Kindergarten.....	.....	Mary Fleming.....	22	293	.....	6-7	0	.....	Public funds.
268 St. Louis (Henrietta and Thompson Streets).	Compton (a. m.) Kindergarten.....	1880	.....	22	251	.....	6-7	0	.....	Public funds.
269 St. Louis (Dayton and Glasgow Avenues).	Divoll (a. m.) Kindergarten.....	1874	Sosie M. Simmons.....	21	2108	.....	6-7	0	.....	Public funds.
270 St. Louis (Dayton and Glasgow Avenues).	Divoll (p. m.) Kindergarten.....	1873	Kate Sayers.....	22	291	.....	6-7	0	.....	Public funds.
271 St. Louis (15th and Pine Streets).	Fals (a. m.) Kindergarten.....	.....	Ella Ford.....	25	2111	.....	6-7	0	.....	Public funds.
272 St. Louis (8th Street)	Everett (a. m.) Kindergarten.....	1874	Annie E. Harbaugh.....	21	282	.....	6-7	0	.....	Public funds.
273 St. Louis (8th Street)	Everett (p. m.) Kindergarten.....	1874	Lillie Field.....	2	280	.....	6-7	0	.....	Public funds.
274 St. Louis (1623 Lucas Avenue)	Franklin (a. m.) Kindergarten.....	1870	Mabel A. Wilson.....	2	75	.....	6-7	0	.....	Public funds.

275	St. Louis (1623 Lucas Avenue)...	Franklin (p. m.) Kindergarten.....	1870	Mabel A. Wilson.....	2	60	.....	6-7	.....	Public funds.
276	St. Louis (23d and Dixon Sts.) ..	Hamilton (a. m.) Kindergarten.....	1876	Lucretia Nangle.....	a1	a83	.....	6-7	.....	Public funds.
277	St. Louis (23d and Dixon Sts.) ..	Hamilton (p. m.) Kindergarten.....	1876	Nettie Gregory.....	a2	a90	.....	6-7	.....	Public funds.
278	St. Louis (3d Street and Russell Avenue).....	Humboldt (a. m.) Kindergarten.....	.....	Marian Brindle.....	a3	a129	.....	6-7	.....	Public funds.
279	St. Louis (3d Street and Russell Avenue).....	Humboldt (p. m.) Kindergarten.....	.....	Lizzie Niel.....	a3	a155	.....	6-7	.....	Public funds.
280	St. Louis (25th Street and Bre-men Avenue).....	Irving (a. m.) Kindergarten.....	1879	Kate E. Ernst.....	3	104	0	6-7	.....	Public funds.
281	St. Louis (25th Street and Bre-men Avenue).....	Irving (p. m.) Kindergarten.....	1879	Mrs. Annie J. Barclay.....	2	75	0	6-7	.....	Public funds.
282	St. Louis (18th St. and Maiden Lane).....	Jackson (a. m.) Kindergarten.....	.....	Mary J. Kincaid.....	c2	a95	.....	6-7	.....	Public funds.
283	St. Louis (18th St. and Maiden Lane).....	Jackson (p. m.) Kindergarten.....	.....	Mary J. Kincaid.....	a2	a55	.....	6-7	.....	Public funds.
284	St. Louis (9th and Wash. Sts.) ..	Jefferson (a. m.) Kindergarten.....	1877	Julia Nievergelder.....	a6	a173	.....	6-7	.....	Public funds.
285	St. Louis (9th and Wash. Sts.) ..	Jefferson (p. m.) Kindergarten.....	1877	Julia Nievergelder.....	a3	a173	.....	6-7	.....	Public funds.
286	St. Louis (1827 Morgan Street) ..	Kindergarten, Missouri School for the Blind.....	1885	.....	1	22	.....	9-12	.....	Public funds.
287	St. Louis (Ann Ave. near 9th St.) ..	La Fayette (a. m.) Kindergarten.....	1873	Agnes Ketchum.....	2	75	.....	6-7	.....	Public funds.
288	St. Louis (Ann Ave. near 9th St.) ..	La Fayette (p. m.) Kindergarten.....	.....	Emma G. Noyes.....	a2	a39	.....	6-7	.....	Public funds.
289	St. Louis (Eugenia and 23d Sts.) ..	Lincoln (a. m.) Kindergarten.....	.....	Nellie Flynn.....	a7	a37	.....	6-7	.....	Public funds.
290	St. Louis (Eugenia and 23d Sts.) ..	Lincoln (p. m.) Kindergarten.....	.....	Jessie Gilmarin.....	a4	a85	.....	6-7	.....	Public funds.
291	St. Louis (8th and Pestalozzi Streets).....	Lyon (a. m.) Kindergarten.....	.....	Ida Gilkeson.....	a3	a121	.....	6-7	.....	Public funds.
292	St. Louis (8th and Pestalozzi Streets).....	Lyon (p. m.) Kindergarten.....	.....	Ida Gilkeson.....	a2	a105	.....	6-7	.....	Public funds.
293	St. Louis (Maramee Street)	Maramee (a. m.) Kindergarten.....	.....	Sarah J. Sharpe.....	a1	a71	.....	6-7	.....	Public funds.
294	St. Louis (14th Street)	Mallanphy (a. m.) Kindergarten.....	.....	Lillie Park.....	a2	a55	.....	6-7	.....	Public funds.
295	St. Louis (14th Street)	Mallanphy (p. m.) Kindergarten.....	.....	Addie E. Andrews.....	a1	a71	.....	6-7	.....	Public funds.
296	St. Louis (7th Street)	New Madison (a. m.) Kindergarten.....	1878	Ida R. Bates.....	a2	a102	.....	6-7	.....	Public funds.
297	St. Louis (7th Street)	New Madison (p. m.) Kindergarten.....	1878	Martha S. Edwards.....	a3	a103	.....	6-7	.....	Public funds.
298	St. Louis (12th and Clinton Sts.) ..	New Webster (a. m.) Kindergarten.....	1877	M. W. Miller.....	6	109	.....	6-7	.....	Public funds.
299	St. Louis (12th and Clinton Sts.) ..	New Webster (p. m.) Kindergarten.....	1877	M. W. Miller.....	6	109	.....	6-7	.....	Public funds.
300	St. Louis (Lucas Avenue).....	No. 1 (a. m.) Kindergarten.....	.....	Ida Richeson.....	a1	a78	.....	6-7	.....	Public funds.
301	St. Louis (15th Street)	O'Fallon (a. m.) Kindergarten.....	1875	Lizzie V. Anderson.....	a4	a106	.....	6-7	.....	Public funds.
302	St. Louis (15th Street)	O'Fallon (p. m.) Kindergarten.....	1876	Fannie K. Campbell.....	a1	a91	.....	6-7	.....	Public funds.
303	St. Louis (Carroll Street and Second Carondelet Avenue).....	Peabody (a. m.) Kindergarten.....	1876	Maggie Gorman.....	a4	a85	.....	6-7	.....	Public funds.
304	St. Louis (Carroll Street and Second Carondelet Avenue).....	Peabody (p. m.) Kindergarten.....	1876	Maggie Gorman.....	a3	a73	.....	6-7	.....	Public funds.
305	St. Louis (Madison Street)	Penrose (a. m.) Kindergarten.....	.....	Mary L. Shirley.....	a3	a81	.....	6-7	.....	Public funds.
306	St. Louis (Madison Street)	Penrose (p. m.) Kindergarten.....	.....	Mary L. Shirley.....	a1	a104	.....	6-7	.....	Public funds.
307	St. Louis (Laclede and Ewing Avenues).....	Pope (a. m.) Kindergarten.....	1877	Lillie I. Park.....	2	60	.....	6-7	.....	Public funds.
308	St. Louis (Laclede and Ewing Avenues).....	Pope (p. m.) Kindergarten.....	1877	Lillie I. Park.....	2	50	.....	6-7	.....	Public funds.

a In 1885-86.

TABLE 29.—Statistics of kindergartens for 1886-87; from replies to inquiries by the United States Bureau of Education.—Continued.

Post-office address.	Name of kindergarten.	When established.	Name of conductor.	Number of assistants.	Pupils.			Annual charge for tuition—		How supported.
					Number in kindergarten.	Number in connecting class.	Between what ages admitted.	In ten.	In class.	
1	2	3	4	5	6	7	8	9	10	11
MISSOURI—continued.										
309 St. Louis (Manchester Road).....	Rock Spring (a. m.) Kindergarten.....	1876	Lizzie Diekey.....	51	664	.....	6-7	0	.....	Public funds.
310 St. Louis (Manchester Road).....	Rock Spring (p. m.) Kindergarten.....	.....	Lizzie Diekey.....	51	664	.....	6-7	0	.....	Public funds.
311 St. Louis (near Marine Hospital).	Shepard (a. m.) Kindergarten.....	.....	Mollie E. Meisinger.....	51	683	.....	6-7	0	.....	Public funds.
312 St. Louis (near Marine Hospital).	Shepard (p. m.) Kindergarten.....	.....	Lillie P. Johnson.....	52	692	.....	6-7	0	.....	Public funds.
313 St. Louis (Lucas and Ewing Avenues).	Stoddard (a. m.) Kindergarten.....	1877	Clara B. Hubbard.....	56	674	.....	6-7	0	.....	Public funds.
314 St. Louis (Lucas and Ewing Avenues).	Stoddard (p. m.) Kindergarten.....	.....	Manie Rosborough.....	53	692	.....	6-7	0	.....	Public funds.
315 South St. Louis (6901 Longborough Avenue).	Blow (a. m.) Kindergarten.....	1878	Cornelia L. Maury.....	1	40	.....	6-7	0	.....	Public funds.
316 South St. Louis (6901 Longborough Avenue).	Blow (p. m.) Kindergarten.....	1878	Cornelia L. Maury.....	1	30	.....	6-7	0	.....	Public funds.
317 South St. Louis (Minnesota Ave. and Harek Street).	Carondelet (a. m.) Kindergarten.....	.....	Mary F. Choisel.....	2	50	.....	6-7	0	.....	Public funds.
NEBRASKA.										
318 Ashland.....	Ashland Kindergarten.....	1881	Mrs. M. M. Winfield.....	3	50	.....	3-7	.....	.....	Public funds.
NEVADA.										
319 Carson City (King and Nevada Streets).	Miss Edwards's Kindergarten.....	1887	Eleanor K. Edwards.....	.....	20	6	63-7	23	3	Tuition.
NEW JERSEY.										
320 Carlstadt.....	Public Kindergarten.....	1875	Mrs. Augusta Gavrenz.....	0	50	.....	5-7	0	.....	Public funds.
321 Hoboken (Willow and 6th Sts.)	Kindergarten, Hoboken Academy.....	1881	Charlotte Gelbach.....	1	48	.....	4-7	22	.....	Tuition.
322 Jersey City (28 Sherman Ave.)	Frißelscher Kindergarten.....	1877	Miss Ella Haaseman.....	2	60	.....	4-6	.....	.....	.....

323	Mont Clair	Kindergarten, Miss Hubbard's School.	1882	Miss E. P. Hunger	.....	50	Tuition.
324	Mont Clair (Riverside Avenue)	Mont Clair School and Kindergarten	1881	Miss Mary F. Seymour	.....	4	Tuition.
325	Morrisdown (26 Hart Street)	The Misses Campbell's Kindergarten	1878	Miss Emma Campbell	.....	16	4-7
326	Morrisdown (South Street)	Miss Danes's Kindergarten	1886	Elizabeth North	.....	12	24-10
327	Newark (17 Newark Street)	Fifteenth Ward Kindergarten	1877	Miss Gottschalk	.....	19	4-6
328	Newark (19 Green Street)	German-American Kindergarten	1871	Hermann von der Heide	.....	45	4-6
329	Newark (38 Colver Place)	Kindergarten, First German Presby- terian School	1878	Miss Emma Eckert	.....	1	50
330	Newark (44 Beacon Street)	Kindergarten, German-American School	1872	Arnold Voges, principal	.....	3	80
331	Newark (77 Gardon Street)	Kindergarten, Tenth Ward German and English School	1887	Miss B. Oir	.....	0	25
332	Newark (Nigara and Elizabeth Streets)	Kindergarten, Twelfth Ward German and English School	1874	M. Zehnder	.....	1	50
333	Newark (39 Holland Street)	West Newark Kindergarten	1885	Miss Bertha Huber	.....	0	30
334	Newton (High Street)	Newton Kindergarten	1878	M. I. Stevens	.....	1	24
335	Santa Fé (Palace Avenue)	Kindergarten, Santa Fé Academy	1882	Mrs. S. E. Carpenter	.....	10	3-7
336	Albany (Washington Park)	Kindergarten, State Normal School	1885	Miss Effie M. Fraats	.....	2	3-6
337	Albany (Elk Street)	Kindergarten, St. Agnes School	1874	Susanne Schmalz	.....	1	16
338	Batavia (Richmond Avenue)	Kindergarten, New York State Institu- tion for the Blind	1880	Mrs. Julia Stone	.....	21	6-14
339	Brooklyn (Atlantic and Grand Avenues)	Kindergarten, Free Kindergarten	1886	Miss Mamie E. Rust	.....	39	3-7
340	Brooklyn (210 Clinton Street)	Brooklyn Froebel Kindergarten	1877	Misses Mary and E. P. Sharpe	.....	1	30
341	Brooklyn (62 Lafayette Ave.)	Froebel Kindergarten	1883	Miss Marie C. Dietrich	.....	11	16
342	Brooklyn (125 High Street)	Home Kindergarten	1883	Hannah Cuthbert	.....	0	18
343	Brooklyn (119 6th Avenue)	Kindergarten, Christiansen Institute	1874	E. S. McCracken	.....	1	20
344	Brooklyn (Atlantic and Kings- ton Avenues)	Kindergarten, Orphan Asylum Society	1884	E. S. McCracken	.....	0	25
345	Brooklyn (Albany and St. Mark Avenues)	Kindergarten, St. John's Home	1886	Mother M. de Chantal, prin- cipal	.....	2	110
346	College Point (2d Avenue)	Kindergarten, Popenhusen Institute	1869	Miss A. C. Tardenheuer	.....	1	95
347	Elmhurst (68 Park Place)	Kindergarten and Primary School	1886	Miss Mary E. Norton	.....	2	23
348	Fredonia (Temple Street)	Kindergarten, State Normal School	1881	Mary A. Dennis	.....	1	20
349	Lansingburg (478 2d Avenue)	Lansingburg Kindergarten	1883	Cornelia R. Wright	.....	1	13
350	Mechanicville (3 Elm Street)	Kindergarten, Mechanicville Academy	1873	Mrs. S. E. King Ames	.....	1	18
351	New Rochelle	Public Kindergarten	1885	Eliza A. Daldwin	.....	50	30
352	New York (15 E. 130th Street)	Miss Ellis and Miss Greene's Kinder- garten and Elementary Class	1885	Miss Ellis and Miss Greene	.....	1	20
353	New York (439 W. 45th Street)	Free Kindergarten, All Souls Church	1878	Mary L. Van Wageningen	.....	3	125

Charge per month.

b In 1885-86.

a These statistics are for the year 1885-86.

TABLE 29.—Statistics of kindergartens for 1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

	Post-office address.	Name of kindergarten.	When established.	Name of conductor.	Number of assistants.	Pupils.			Annual charge for tuition—		How supported.
						Number in kindergarten.	Number in connecting class.	Between what ages admitted.	In kindergarten.	In connecting class.	
	1	2	3	4	5	6	7	8	9	10	11
	NEW YORK—continued.										
354	New York (340 Cherry Street) .	Free Kindergarten, Society for Ethical Culture.	1887	Cora A. Smith	1	35	0	2-6	0	.....	Charity.
355	New York (109 W. 54th Street) .	Free Kindergarten, Society for Ethical Culture.	1877	Miss Caroline T. Haven	4	90	90	3-6	0	.....	Charity.
356	New York (207 E. 117th Street) .	Harlem Kindergarten	1877	Mathilde Becker and Olga Jacobi	1	30	30	4-9	.....	.....	Tuition.
357	New York (206 E. Broadway) .	Hebrew Free Kindergarten, No. 1.	1882	Ida Mandel	2	65	.....	2-7	.....	.....	Charity.
358	New York (Lexington Avenue and 88th Street) .	Immanuel German-American School and Kindergarten.	1876	Clara M. Letzelter	1	50	.....	3-7	\$18	.....	Tuition.
359	New York (243 W. 4th St.) .	Kindergarten, Academy Mt. St. Vincent.	1878	Sister Jean Mary	.....	15	13	4-8	.....	.....	Tuition.
360	New York (304 E. 4th St.) .	Kindergarten, Avenue C School.	1887	M. L. Baker	0	70	50	3-7	0	.....	Public funds.
361	New York (70 Avenue D) .	Kindergarten, Children's Charitable Union.	1877	Grace A. Cohen	1	139	.....	3-6	0	.....	Charity.
362	New York (412d Street and 10th Avenue) .	Kindergarten, Colored Orphan Asylum.	1882	Emily McGinley	.....	30	.....	3-5	.....	.....	.....
363	New York (298 Bleeker Street) .	Kindergarten, Cottage Place School.	1881	Kate L. Overton	0	60	.....	5-.....	0	.....	Charity.
364	New York (569 Broadway) .	Kindergarten, Douai Institute	1881	Editha v. Briesen	1	20	.....	3-7	48	.....	Tuition.
365	New York (68th St. and 3d Ave.) .	Kindergarten, Foundling Asylum.	1875	Sister of Charity	.....	50	50	3-6	.....	.....	Charity.
366	New York (138th Street and 19th Avenue) .	Kindergarten, Hebrew Orphan Asylum.	1881	Miss Rebecca Schwartz	.....	(72)	.....	3-6	.....	.....	Charity.
367	New York (824 Lexington Ave.) .	Kindergarten, Heidenfeld Institute	1864	Dr. Theo. E. Heidenfeld, principal.	2	12	20	4-7	75	\$100	Tuition.
368	New York (18 W. 93d St.) .	Kindergarten, Heywood Collegiate Institute. ^a	1883	Miss Lizzie Chegwidden	.....	6	.....	3-7	60	.....	Tuition.
369	New York (9 University Place) .	Kindergarten, Industrial Education Association.	1887	.....	.....	30	.....	3-6	.....	.....	.....
370	New York (Lexington Avenue, bet. 67th and 68th Streets) .	Kindergarten, Institute for Improved Instruction of Deaf Mutes.	1886	D. Greenberger, principal	4	49	.....	6-10	0	.....	Public funds.
371	New York (156 Leonard Street) .	Kindergarten, Italian School.	1885	Lillie J. Hooker	0	46	.....	5-6	0	.....	Charity.
372	New York (431 W. 78th Street) .	Kindergarten, Mrs. Jonson's and Miss Jones's School.	1878	.....	.....	30	.....	3-6	90	.....	Tuition.

[illegible]

Charge per month.

a Those statistics are for the year 1885-86.

TABLE 29.—Statistics of kindergartens for 1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Post-office address.	Name of kindergarten.	When established.	Name of conductor.	Pupils.			Annual charge for tuition—		How supported.	
				Number of assistants.	Number in kindergarten.	Number in connecting class.	Between what ages admitted.	In kindergarten.		In connecting class.
1	2	3	4	5	6	7	8	9	10	11
OHIO—continued.										
407 Cincinnati	Kindergarten, House of Refuge	1886	Miss Jessie F. Martheus	1	6	4	3-7	.....	.....	Public funds.
408 Cincinnati (138 W. 9th Street) ..	Ninth Street Kindergarten	1887	Miss May Close	1	60	4	4-6	.....	.....	Tuition.
409 Cincinnati (7 Locust Street) ..	North (a. m.) Kindergarten	1883	Mrs. Edna D. Worden	8	60	.....	4-6	10	.....	Charity.
410 Cincinnati (7 Locust Street) ..	North (p. m.) Kindergarten	1883	Mrs. Edna D. Worden	0	35	0	4-6	0	.....	Charity.
411 Cincinnati (State Avenue)	Twenty-first Ward Kindergarten	1886	Charlotte K. Wulff	0	35	0	3-7	.....	.....	Tuition and charity.
412 Cincinnati (Hubert's Hall, Western Avenue) ..	West (a. m.) Kindergarten	1885	Miss May Bishop .....	.....	60	.....	4-6	0	.....	Charity.
413 Cincinnati (Hubert's Hall, Western Avenue) ..	West (p. m.) Kindergarten	1885	Miss May Bishop	7	40	.....	4-6	0	.....	Charity.
414 Cleveland (785 Euclid Avenue) ..	Miss Brown's Kindergarten	1886	Miss Caroline M. Stealing .....	.....	13	.....	3-7	\$60	.....	Tuition.
415 Cleveland (Olivet-Chapel Hill St.)	Free Kindergarten	1886	Miss Lillian G. Platt	4	50	.....	3-6	0	.....	Charity.
416 Cleveland (561 Euclid Avenue) ..	Miss Hutchinson's Kindergarten	1880	Miss Jane W. Hutchinson	0	12	0	3-7	48	.....	Tuition.
417 Cleveland (1020 Prospect St.) ..	Kindergarten, Miss Mittelberger's School, a ..	1877	Miss S. E. Rolland	1	20	.....	3½-6	60	.....	Tuition.
418 Columbus (135 E. Broad Street) ..	Kindergarten, English and Classical School, a ..	1885	Elizabeth Osgood	1	20	8	3-6	50	\$50	Tuition.
419 Columbus (Mt. Vernon Avenue) ..	Kindergarten, Franklin County Children's Home ..	1881	Ida Glover	0	40	.....	3-6	0	.....	Public funds.
420 Columbus	Kindergarten, Institution for the Blind ..	1879	Laura A. Strother	1	27	.....	4-9	0	.....	Public funds.
421 Columbus (118 E. State Street) ..	Miss Kinsell's Kindergarten	1886	Florence Kinsell	1	20	.....	2½-6	33	.....	Tuition.
422 Columbus (383 Moulawk Street) ..	New Street Kindergarten	1884	Malinda Fassig .....	.....	.....	.....	.....	.....	.....	.....
423 Columbus (100 Third Avenue) ..	Third Avenue Kindergarten a ..	1884	Elizabeth Osgood	1	10	.....	4-6	30	.....	Tuition.
424 Dayton (528 S. Summit Avenue) ..	Kindergarten, Montgomery County Children's Home ..	1883	Lula B. Schaefer	0	15	.....	3-6	0	.....	Public funds.
425 Dayton (Monument Avenue and Wilkeson Street) ..	Miss Peirce's Kindergarten a ..	1876	Miss Sarah H. Peirce	1	24	.....	3-7	30	.....	Tuition.
426 Middletown (N. Main Street) ...	Kindergarten and Primary School	1885	Miss Mary E. Ball	2	14	6	3-12	39	45	Tuition.
427 Mount Union	Kindergarten, Fairmont Children's Home, a ..	1878	Miss Vina L. Johnston	0	24	.....	4-7	0	.....	Public funds.

No.	Name	Address	Teacher	Age	Tuition
428	Toledo (Adams Street)	W'oming (Young Avenue)	Frederick Kindergarten a.	Miss Van Zandt's Kindergarten.	1883 1886
429	Oregon.				
430	Portland (G Street, bet. 13th and 14th Streets).	Portland Mission Chapel.	Free Kindergarten, No. 1.	Miss Kate Story.	1884
431	Portland (Columbia Street).	Portland Mission Chapel.	Free Kindergarten, No. 2.	Miss Belle Goldman.	1885
432	Portland (Watson's Addition).	Portland (7th and Clay Streets).	Free Kindergarten, No. 3.	Miss Georgia Peters.	1885
433	Portland (7th and Clay Streets).	Portland (7th and Clay Streets).	Miss Walpole's Kindergarten.	Miss May Walpole.	1886
434	Portland (236 Washington St.).	Portland (402 Fourth Street).	Private Kindergarten.	Mrs. Caroline Dunlap.	1887
435	Pennsylvania.				
436	Allentown (63 N. Diamond St.).	Bethlehem.	Miss Bain's Kindergarten School.	Rebecca Bain.	1879
437	Erie.	Germantown, Phila. (Chelton Avenue, near Green Street).	American Kindergarten and Intermediate School. a	Miss S. L. Pierie.	1885
438	Germantown, Phila. (Chelton Avenue, near Green Street).	Germantown, Phila. (Coultter Street).	Free Kindergarten, Friend's School.	Susie L. Garst.	1884
439	Germantown, Phila. (Green Street and Chelton Avenue).	Germantown, Phila. (5580 Main Street).	Free Kindergarten, Unitarian Church.	Ada M. Smith.	1876
440	Germantown, Phila. (Calvary Church, Pulaski Avenue).	Germantown, Phila. (Morton Street).	Free Kindergarten, Lutheran Orphans' Home. a	Miss Marianna Gay.	1886
441	Germantown, Phila. (Pulaski Avenue and Coultter Street).	Johnstown (Locust Street)	Kindergraten and Primary Class.	R. J. Wegman.	1879
442	Lancaster (117 N. Duke Street).	Philadelphia (619 Alaska Street).	Morton Street Kindergarten.	Misses Lee and Thompson.	1883
443	Philadelphia (619 Alaska Street).	Philadelphia (St. Mary's Street).	Pulaskitown Free Kindergarten.	Agnes G. Gay.	1884
444	Philadelphia (St. Mary's Street).	Philadelphia (2105 Spruce St.) . .	Kindergraten, Classical and English School.	Lena C. Myrtetus.	1884
445	Philadelphia (2105 Spruce St.) . .	Philadelphia (4229 Franklin St.).	Miss Bennett's School and Kinder- garten. Misses Cohen's Kindergarten and School.	C. A. Horne.	1880
446	Philadelphia (4229 Franklin St.).	Philadelphia (706 N. 46th Street).	Free Kindergarten a	Miss Anna M. Pennoek.	1883
447	Philadelphia (706 N. 46th Street).	Philadelphia (26th and Jeffer- son Streets).	Elisha Kent Kane Kindergarten.	Miss Belle Clay.	1881
448	Philadelphia (26th and Jeffer- son Streets).	Philadelphia (Lombard Street)	Free Kindergarten, Cato School Build- ing. a	Miss Agnes Miller.	1882
449	Philadelphia (Lombard Street)			Miss Anna Bennett.	1884
450				Miss C. Solis-Cohen.	1880
451				Miss Florence Frantz.	1885
452				Isabel Halsall.	1881
453				Miss Elizabeth Lybrane.	1884
454					

a These statistics are for the year 1885-86.

TABLE 29.—Statistics of kindergartens for 1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Post-office address.	Name of kindergarten.	When established.	Name of conductor.	Number of assistants.	Pupils.			Annual charge for tuition—		How supported.
					Number in kindergarten.	Number in connecting class.	Between what ages admitted.	In kindergarten.	In connecting class.	
1	2	3	4	5	6	7	8	9	10	11
PENNSYLVANIA—continued.										
455 Philadelphia (23d and Oxford Streets). ^a	Free Kindergarten, Centennial Baptist Church. ^a	1882	Miss Belle Halsall	1	50	.....	3-6	0	.....	Public funds.
456 Philadelphia (Eighth Street, above Bainbridge).	Free Kindergarten, Church of the Crucifixion. ^a	1880	Miss Alice Hall	.....	25	.....	3-6	0	.....	Public funds.
457 Philadelphia (6th Street)	Free Kindergarten, Forten School Building. ^a	1886	Miss M. I. Cassey	.....	25	.....	3-6	0	.....	Charity.
458 Philadelphia (23d Street)	Free Kindergarten, Livingstone School Building. ^a	1826	Miss Ursula Chapman	1	50	.....	3-6	0	.....	Charity and public funds.
459 Philadelphia (42d and Ludlow Streets).	Free Kindergarten, Public School Building. ^a	1884	Mrs. Sibyl Birchard	1	50	.....	3-6	0	.....	Public funds.
460 Philadelphia (Susquehanna Avenue and Hancock Street).	Free Kindergarten, Public School Building. ^a	1884	Miss Kate Pigott	.....	25	.....	.....	0	.....	Public funds.
461 Philadelphia (Filbert Street)	Free Kindergarten, Public School Building. ^a	1884	Miss Elizabeth Hunt	.....	25	.....	3-6	0	.....	Charity and public funds.
462 Philadelphia (New Street)	Free Kindergarten, Public School Building. ^a	1880	Miss Belle Clay	.....	25	.....	.....	0	.....	Public funds.
463 Philadelphia (Crown Street)	Free Kindergarten, Public School Building. ^a	1880	Miss Jessie Baggy	.....	25	.....	3-6	0	.....	Charity and public funds.
464 Philadelphia (Sansom Street, above 21st).	Free Kindergarten, Reformed Episcopal Church. ^a	1881	M. Louisa Morrison	1	60	3	3-5	0	.....	Charity and public funds.
465 Philadelphia (35 W. 40th Street)	Free Kindergarten, Western Temperance Union. ^a	1882	Miss Irene Stilwell	.....	25	.....	3-6	0	.....	Charity and public funds.
466 Philadelphia (318 S. Fourth Street).	Free Kindergarten, Young Women's Union.	1885	Miss Fanny Binevanger	2	35	0	3-7	0	.....	Charity.
467 Philadelphia (15th and Race Streets).	Friends' Kindergarten ^a	1877	Susan T. Comly	2	25	12	3-7	\$50	\$50	Tuition.
468 Philadelphia (41st Street)	Girard Kindergarten ^a	1885	Miss Sophie Burgess	.....	25	.....	3-6	0	.....	Charity and public funds.
469 Philadelphia (121 N. Eleventh Street).	Mrs. Gourlay's Kindergarten ^a	1880	Mrs. Guion Gourlay	4	20	10	3-15	40	50	Tuition.

TABLE 29.—Statistics of kindergartens for 1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Post-office address.	Name of kindergarten.	When established.	Name of conductor.	Number of assistants.	Pupils.			Annual charge for tuition—		How supported.
					Number in kindergarten.	Number in connecting class.	Between ages admitted.	In kindergarten.	In connecting class.	
1	2	3	4	5	6	7	8	9	10	11
RHODE ISLAND.										
499 Newport (2 ^d Mill Street)	Public Kindergarten	1882	Florence V. Newton	1	70	.....	2-7	0	.....	Public funds.
500 Phenix (Spencer block)	Phenix Kindergarten	1883	Elizabeth B. McAllister	1	14	16	3-7	.....	.....	Tuition.
501 Providence (East Street)	East Street Public Kindergarten	1887	Miss Helen M. Lathrop .....	.....	20	.....	3-5	0	.....	Public funds.
502 Providence (44 Angell Street)	Froebel School and Kindergarten	1876	Mrs. Caroline M. N. Alden	7	20	12	3-7	\$60	\$60	Tuition.
503 Providence (9 Benefit Street)	St. John's Guild Kindergarten	1886	Alice H. Coggeshall	1	42	12	3-7	0	0	Charity.
504 Providence (Smith Street)	Smith Street Public Kindergarten	1886	Miss Helen M. Lathrop	1	50	.....	3-5	0	.....	Public funds.
TENNESSEE.										
505 Dyersburg	Kindergarten and Primary School	1885	Misses Sugg and Ford .....	.....	13	.....	4-10	63	.....	Tuition.
506 Nashville (8 Broad Street)	Kindergarten and Primary School	1887	Miss Lula Trousdale .....	.....	19	.....	4-10	63	.....	Tuition.
TEXAS.										
507 Austin (509 W. 13th Street)	Kindergarten, Austin Preparatory School	1881	Mrs. G. W. Donnan	1	20	15	4-	30	30	Tuition.
508 Austin (706 E. 18th Street)	Kindergarten, Texas Institution for the Blind	1883	Miss Leah Boulware	0	24	.....	7-13	0	.....	Public funds.
509 Fort Worth (5 Hartfield building),	Miss Nash's Kindergarten	1883	Miss Hattie F. Nash	1	14	18	3-11	40	30	Tuition.
510 Waco (3d and Jackson Streets)	Kindergarten, Waco Female College	1884	Miss Edna K. Halsey	0	15	10	4-7	.....	.....	Tuition.
UTAH.										
511 Salt Lake City (125 W. 3d St.)	Kindergarten, Jones High School	1880	Mrs. Marcus E. Jones .....	.....	250	.....	.....	.....	.....	Tuition.
VERMONT.										
512 Montpelier (149 Main Street)	Miss Fisk's Kindergarten	1884	Miss Amy B. Fisk	1	12	5	3-7	50	50	Tuition.

513	WASHINGTON TERRITORY. Vancover (Main Street)	Main Street Kindergarten	1887	M. I. McCracken	10	4-7	40	Tuition.
514	Appleton (616 Union Street)	Appleton Kindergarten and Primary School.	1886	Margaret and Jennima Bell	14	3-8	18	Tuition.
515	Fond du Lac	St. Monica Kindergarten	1887	I. N. Mitchell	20	0	.....	Charity and Tuition.
516	Janesville (208 Ravine Street)	Janesville Kindergarten	1885	Miss Susie Harlow	30	3-7	36	Public funds.
517	Janesville	Kindergarten, Wisconsin School for the Blind.	1883	Clara J. Morse	16	0	.....	.....
518	La Crosse (Fifth Street)	Kindergarten des Frauenvereins	1877	Ella Naffy	30	3-7	.....	Tuition.
519	Milwaukee (Fourth and Walnut Streets)	Calvary Church Kindergarten	1887	Sarah W. Trautwein	68	.....	0	Charity.
520	Milwaukee (Seventh and Prairie Streets)	Central Kindergarten	1878	Mamie E. Young	94	4-6½	0	Public funds.
521	Milwaukee (Fifth Avenue and Madison Street)	Eighth District Kindergarten, No. 1	1882	Ella L. Weide	111	4-6	0	Public funds.
522	Milwaukee (Sixteenth Avenue and Mineral Street)	Eighth District Kindergarten, No. 2	1886	Lizzie Dingwall	128	4-7	0	Public funds.
523	Milwaukee (Tenth Street and Forest Home Avenue)	Eleventh District Kindergarten	1886	Emma L. Wick	102	4-7	0	Public funds.
524	Milwaukee (Cold Spring Avenue and Twentieth Street)	Fifteenth District Kindergarten	1885	Mariette A. Smith	155	4-6	0	Public funds.
525	Milwaukee (Greenbush and Walter Streets)	Fifth District Kindergarten	1883	Antoinette Schunette	119	4-6	0	Public funds.
526	Milwaukee (Eighth and Sycamore Streets)	Fourth District Kindergarten	1885	Mary L. Lutz	90	4-7	0	Public funds.
527	Milwaukee (Cambridge Avenue and Dane Place)	Immanuel Mission Kindergarten	1886	Mary E. Kolfe	71	.....	0	Charity.
528	Milwaukee (613 Broadway St.)	Kindergarten, German and English Academy.	.....	Miss Emily Moritz	22	32	24	Tuition.
529	Milwaukee	Kindergarten, Wisconsin Industrial School.	1881	Rose J. Osborne	34	10	0	Public funds.
530	Milwaukee	Northwest Side Kindergarten	1874	Anna Greike	65	3-7	.....	.....
531	Milwaukee (Seventh Street, between Walnut and Sherman)	Second Ward Mission Kindergarten	1885	Fanny U. Burnell	45	.....	0	Charity.
532	Milwaukee (Third Street)	Seventh District Kindergarten	1887	Frances M. Walsh	116	4-7	0	Public funds.
533	Milwaukee (Eighteenth and Cedar Streets)	Sixteenth District Kindergarten	1882	Mary J. McCullough	150	4-7	0	Public funds.
534	Milwaukee (Twenty-seventh Street, between Sycamore and Clybourne)	Sixteenth District Kindergarten	1883	Mrs. Anna Teall	60	4-7	0	Public funds.
535	Milwaukee (Greenbush Street, between Mineral and Washington)	South Side Independent Kindergarten	1870	Sophia Holghauser	70	4-7	61	Tuition.

b Charge per month.

a These statistics are for the year 1885-86.

TABLE 29. — Statistics of kindergartens for 1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

	Post-office address.	Name of kindergarten.	When established.	Name of conductor.	Number of assistants.	Pupils.			Annual charge for tuition—		How supported.
						Number in kindergarten.	Number in connecting class.	Between what ages admitted.	In kindergarten.	In connecting class.	
	1	2	3	4	5	6	7	8	9	10	11
WISCONSIN—continued.											
536	Milwaukee (Lloyd and Twelfth Streets).	Tenth District Kindergarten.....	1882	Mina Marshall.....	1	123	.....	4-6	0	.....	Public funds.
537	Milwaukee (Tenth Street, near Walnut).	Tenth District Kindergarten, No. 1.....	1887	Georgia Miller.....	1	114	.....	4-7	0	.....	Public funds.
538	Milwaukee (Detroit and Jackson Streets).	Third District Kindergarten.....	1885	Annie V. Galligan.....	1	180	.....	4-7	0	.....	Public funds.
539	Milwaukee (209 Broadway).....	Third Ward Mission Kindergarten.....	1883	Mrs. M. I. Carpenter.....	.....	54	.....	.....	0	.....	Charity.
540	Milwaukee (Hanover and Mitchell Streets).	Twelfth District Kindergarten.....	1882	Nellie R. Galligan.....	1	188	.....	4-7	0	.....	Public funds.
541	Milwaukee (Winchester Street).	Twelfth District Kindergarten.....	1886	Pessie J. Gray.....	1	94	.....	4-7	0	.....	Public funds.
542	Milwaukee (284 Fourth Street).	West Side Kindergarten.....	1875	Ira Scholz.....	2	70	.....	3-7	0	.....	Charity.
543	Shioogan (Seventh Street and New York Avenue).	Shioogan German Kindergarten.....	1875	Miss Bella C. L. Meyer.....	0	20	0	3-6	.....	.....	Tuition and charity.
544	Whitewater (Fourth Street).....	Miss Morgan's Kindergarten.....	1886	Miss Clara Morgan.....	1	12	5	4-9	.....	.....	Tuition.
WYOMING.											
545	Cheyenne (406 East Seventeenth Street).	Magic City Kindergarten.....	1887	Mrs. F. D. M. Bratton.....	0	10	0	3-8	63¢	.....	Tuition.

a Charge per month.

TABLE 30.—Statistics of kindergarten training schools for 1886-87; from replies to inquiries by the United States Bureau of Education.

Location.	Name of training school.	Name of principal.	Number of instructors.	Number of students.	Length of course.	Charge for tuition.
I	2	3	4	5	6	7
ALABAMA.						
1 Mobile.....	Kindergarten Training Class <i>a</i>	Miss Lelia Ledyard.....	1	2	18 months.....	.....
CALIFORNIA.						
2 San Francisco (64 Silver Street).....	California Kindergarten Training School.....	Mrs. Kate D. Wiggin.....	2	31	10 months.....	6\$100
3 San Francisco (8th and Harrison Sts.).....	Pacific Kindergarten Normal School.....	Mrs. M. E. Arnold.....	1	12	10 months.....	100
CONNECTICUT.						
4 New Britain.....	Kindergarten Training Class, State Normal School <i>a</i>	Miss Clara W. Miggins.....	1	10	1 year.....	50
DISTRICT OF COLUMBIA.						
5 Washington (1127 13th Street).....	Froebel Normal Institute <i>a</i>	Miss Susie P. Pollock.....	1	2	10 mos. to 2 yrs.....	100
6 Washington (923 19th Street).....	Garfield Kindergarten Training School.....	Miss Emily Weaver.....	2	4	8 months.....	100
7 Washington (1017 16th Street).....	Washington Kindergarten Normal Institute.....	Mrs. Louise Pollock.....	2	5	8 months.....	100
ILLINOIS.						
8 Chicago (2535 Prairie Avenue).....	Chicago Training School for Kindergartners.....	Miss Elizabeth Harrison.....	2	18	7 months.....	50
9 Chicago (175 22d Street).....	Normal Class, Chicago Free Kindergarten Association.....	Miss Dya B. Whitmore and Miss Fannie E. Schwedler.	2	50	15 months.....	0
10 Chicago (17 E. Van Buren Street).....	Training Class, Chicago Froebel Kindergarten Association.....	Mrs. Alice H. Putnam.....	2	26	10 months.....	50
11 Galesburg (25 W. Tompkins Street).....	Kindergarten Normal Class.....	M. Evelyn Strong.....	1	7	1 year.....	100
INDIANA.						
12 Indianapolis (797 N. Meridian Street).....	Indiana Kindergarten and Primary Normal School.....	Mrs. Eliza A. Blaker.....	8	21	15 months.....	50
13 La Porte.....	La Porte Kindergarten Training School.....	Mrs. Eudora L. Hallmann.....	3	11	10 months.....	100

b Free and half scholarships to all assistants in free kindergartens.*a* These statistics are for the year 1885-86.

TABLE 30.—Statistics of kindergarten training schools for 1886-87; from replies to inquiries by the United States Bureau of Education—Continued.

Location.	Name of training school.	Name of principal.	Number of instructors.	Number of students.	Length of course.	Charge for tuition.
1	2	3	4	5	6	7
14 Des Moines	Public Kindergarten Training Class.....	Miss Sarah Greeno.....	1	5	1 year.....	0
IOWA.						
15 New Orleans (216 Coliseum Street).....	Southern Academic and Kindergarten Institute.....	Mrs. J. E. Seaman.....	2	4	9 months.....	\$100
LOUISIANA.						
16 Baltimore (4 E. Eager Street).....	Kindergarten Training Class.....	Mrs. Agnes Ross Parkhurst..	2	13	8 months.....	100
MARYLAND.						
17 Boston (Parmenter Street).....	Cushman School Kindergarten Training Class.....	Miss Annie L. Page.....	1	5	8 months.....	150
18 Boston (Hotel Cluny, Boylston Street).....	Kindergarten Normal Class.....	Mrs. Annie K. Brown.....	1	7	7 months.....	100
19 Boston (52 Chestnut Street).....	Kindergarten Normal Class.....	Miss Mary J. Garland.....	1	20	8 months.....	150
20 Boston (29 Hanson Street).....	Kindergarten Training Class.....	Miss L. H. Symonds.....	1	2	8 months.....	150
21 Boston (Cambridgeport).....	Boardman Street Kindergarten Training Class.....	Mrs. Caroline C. Voorhees....	1	2	8 months.....	150
MASSACHUSETTS.						
22 Muskegon	Public Kindergarten Normal Class.....	Sarah E. Grigg.....	1	4	1 year.....	.....
MICHIGAN.						
23 Minneapolis (9th St. and 4th Ave.).....	Gethsemane Kindergarten Training Class.....	Florence S. Finch.....	1	4	1 year.....	75
24 St. Cloud	Kindergarten Training Class, State Normal School.....	Mrs. A. B. Ogden.....	1	3	8 months.....	.....
25 Winona	Kindergarten Training Class, State Normal School.....	Mrs. Harriet E. Donovan.....	1	2	1 year.....	50
MISSOURI.						
26 St. Louis.....	Public Kindergarten Normal Class.....	Miss Mary C. McCulloch.....	4	25	1 year.....	0

CHAPTER VIII.

SECONDARY INSTRUCTION.

Total number of pupils receiving secondary instruction — Explanation of the tables — Scholastic characteristics of secondary schools — Material resources — Summary of statistics of secondary schools supported wholly by public funds (Table 31, Division A) — Summary of statistics of secondary schools supported partly by public funds (Table 31, Division B) — Summary of statistics of private secondary schools for girls (Table 32, Division A) — Summary of statistics for private secondary schools for boys (Table 32, Division B) — Summary of statistics of private secondary schools for both sexes (Table 32, Division C) — Comparative statistics of secondary schools — General considerations arising from the comparative view — Supervisory agents, the Regents of the University of the State of New York — State universities as supervisory agents — Private associations — Commission of colleges on admission examinations — General bearing of the work of the Commission — Duration of secondary courses — Comparative statistics of secondary schools supported wholly by public funds (Table 33, Division A) — Comparative statistics of secondary schools supported partly by public funds (Table 33, Division B) — Comparative statistics of private secondary schools for girls (Table 34, Division A) — Comparative statistics of private secondary schools for boys (Table 34, Division B) — Comparative statistics of private secondary schools for both sexes (Table 34, Division C) — Number and classification of all secondary students (Table 35) — Remarks upon the detailed tables — Statistics of secondary schools supported wholly by public funds (Table 36, Division A) — Statistics of secondary schools supported partly by public funds (Table 36, Division B) — Statistics of private secondary schools for girls (Table 37, Division A) — Statistics of private secondary schools for boys (Table 37, Division B) — Statistics of private secondary schools for both sexes (Table 37, Division C) — Addendum — Admission requirements of universities and colleges (Table 38) — Admission requirements of agricultural and mechanical colleges (Table 39) — Admission requirements of institutions for the superior instruction of women (Table 40).

The total number of schools for secondary instruction reporting to the Office in 1886-87 was 1,476, having 8,604 instructors and 184,616 students. If to these be added the number of students reported in the preparatory departments of superior institutions (Tables 42, 45, 48, and 52), viz, 32,182, there results a sum total of 216,798 pupils reported in courses of secondary instruction.

The independence, variety, and individuality of secondary schools in the United States render it difficult to bring them within the compass of a common scheme of representation, such as might show the quantity and the resources of this part of the educational provision of the country and indicate the direction in which efforts should be expended for the farther improvement and development of the work.

In the present Report the aim has been to arrive at the best classification of the schools and to make an intelligible presentation of those features which pertain to secondary as distinguished from special training.

The source of support, which is the most obvious distinction between the schools, leads naturally to their division into two groups—public and private. Intermediate between the two is a number of schools supported partly by public funds and partly by private funds or tuition fees. They are mostly in the Southern States, and mark a phase in the progress of the free-school system which has nearly disappeared in other sections. Their separate tabulation serves an historical purpose only.

The private secondary schools have been tabulated in three groups, viz: (1) schools for boys exclusively; (2) schools for girls exclusively; and (3) schools for both sexes. This classification suits well with the scholastic characteristics of the three groups.

In the United States, as elsewhere, secondary instruction tends largely to two courses—the “classical” and the “scientific.” These convenient terms can not, however, be employed in our tabulation, from the want of uniformity in their use. The former has three applications: first, as including both Latin and Greek; second, as allowing alternatives between Greek and French and German; third, but rarely, as including the classical literature of any language.

The importance of the two courses as compared with the entire work of the schools may be inferred from the following summary :

Proportion of students in classical and scientific courses.	Schools so reporting.	
	Grade.	Per cent.
25 to 50 per cent.....	High schools.....	a28
	Private schools.....	16
50 to 100 per cent.....	High schools.....	a36
	Private schools.....	27

a Includes public and partly public.

The schools for boys exceed all other classes of secondary schools in the proportion of their pupils classified as above.

In addition to the classical and the scientific course, there is a third course numerically large, variously constituted and variously named, as "general," "English," and "literary."

Normal and business courses are incidental to the main work of secondary schools, being very generally pursued in connection with other courses.

The work in progress in the schools can not, however, be so well indicated by courses as by particular studies, choice being made of those having known value. Mathematics naturally stands first in the list. Of this branch it is sufficient to say that algebra and geometry are invariably included in the secondary programmes, and are pursued either together or in succession throughout the course. Physics and chemistry are common features, and are generally taken in the order named. From an inquiry respecting the latter it is found to be a requisite for graduation in 295 high schools, or 57 per cent. of the whole number (26 schools specifying scientific or general course), in 61 per cent. of the private schools for girls, in 26 per cent. of the schools for boys, and in 50 per cent. of the schools for both sexes.

The statistics pertaining to language studies which, all things considered, afford the best index of the work, have been tabulated, and are summarized in Tables 31 and 32.

The inquiries were intended to secure information as to the number of students pursuing a foreign language and the number confining themselves to English.

Unfortunately one question, viz, "What is the number of students pursuing English branches exclusively," was susceptible of different interpretations. In several cases it was understood to exclude pupils in drawing; in others the entire enrolment of the school was given in reply, notwithstanding the fact that this was contradicted by the answers to other inquiries.

In the case of all the schools, save those for girls, it was found possible to correct the mistakes arising from this misunderstanding in time to use the information, either in the integral or in the ratio tables. For the girls' schools the statistics remain incomplete.

The tables show further the number of secondary pupils pursuing drawing (free hand and mechanical), a matter of daily-increasing interest, both on account of the recognized importance of the exercise as a part of general training, and as a preparation for scientific and technical training. Statistics of other forms of manual training have also been included. The summary of students preparing for superior institutions completes the view of the scholastic work.

As regards financial particulars, our present information is exceedingly defective, neither income nor expenditure being included. Property valuation, permanent funds, and benefactions are shown in the summaries of the schools for boys and the schools for both sexes. In the summary of the schools for girls, and the high schools, public and partly public, permanent funds have not been tabulated. Six private schools for girls report under this head a total of \$119,000, and 27 high schools a total of \$683,305.

TABLE 31.—SUMMARY OF STATISTICS

DIVISION A.—Schools supported

	State or Territory.	Number of schools.	Instructors.			Students.					
			Male.	Female.	Total.	Male.	Female.	Total.	Number pursuing Latin.	Number pursuing Greek.	Number pursuing French.
	1	2	3	4	5	6	7	8	9	10	11
<i>North Atlantic Division.</i>											
1	Maine	9	17	28	45	559	747	1,306	385	108	358
2	New Hampshire	10	14	24	38	425	611	1,036	589	78	182
3	Vermont	3	4	2	6	53	98	151	33	4	8
4	Massachusetts	71	186	233	419	5,438	6,860	12,298	5,994	1,106	3,995
5	Rhode Island	9	28	28	56	580	811	1,391	770	162	296
6	Connecticut	12	28	54	82	948	1,399	2,347	566	175	248
7	New York	36	78	163	241	3,786	4,045	7,831	2,277	411	550
8	New Jersey	7	20	32	52	811	1,297	2,108	756	55	40
9	Pennsylvania	32	42	78	120	1,496	2,215	3,711	1,215	88	70
<i>South Atlantic Division.</i>											
10	Delaware	1	---	7	7	---	138	138	138	0	0
11	Maryland	4	9	29	38	46	769	815	30	---	378
12	District of Columbia	1	13	14	27	302	506	808	302	23	82
13	Virginia	6	14	20	43	400	806	1,206	767	---	133
14	West Virginia	1	1	3	4	80	95	175	15	---	---
15	North Carolina	2	3	2	5	80	79	159	91	---	---
16	South Carolina	1	1	1	2	40	27	67	0	0	0
17	Georgia	4	9	12	21	319	512	831	659	143	373
18	Florida	2	2	2	4	40	60	100	83	9	---
<i>South Central Division.</i>											
19	Kentucky	3	4	17	21	139	613	752	17	---	---
20	Tennessee	6	9	9	18	339	449	788	368	4	0
21	Alabama	---	---	---	---	---	---	---	---	---	---
22	Mississippi	2	3	1	4	85	85	170	6	---	---
23	Louisiana	1	5	8	13	146	314	490	---	---	---
24	Texas	6	9	14	23	140	368	508	110	2	---
25	Arkansas	2	2	1	3	57	91	148	43	---	---
26	Indian Territory	1	1	3	4	---	103	103	---	---	---
<i>North Central Division.</i>											
27	Ohio	25	59	87	146	1,069	3,121	4,790	2,433	116	15
28	Indiana	35	66	79	145	1,343	2,210	3,553	972	17	13
29	Illinois	29	63	116	179	1,711	3,381	5,092	2,059	55	177
30	Michigan	21	43	95	138	1,791	2,520	4,311	1,354	121	259
31	Wisconsin	23	38	58	96	1,090	1,581	2,671	798	53	51
32	Minnesota	9	18	34	52	411	759	1,170	556	11	38
33	Iowa	15	23	37	60	637	1,206	1,843	545	11	---
34	Missouri	8	30	38	68	631	1,713	2,344	536	34	107
35	Dakota	1	1	2	3	25	40	65	11	0	0
36	Nebraska	3	9	19	28	221	374	595	217	18	---
37	Kansas	6	7	3	10	136	199	335	61	---	---
<i>Western Division.</i>											
38	Montana	---	---	---	---	---	---	---	---	---	---
39	Wyoming	---	---	---	---	---	---	---	---	---	---
40	Colorado	3	3	5	8	51	105	156	60	---	0
41	New Mexico	---	---	---	---	---	---	---	---	---	---
42	Arizona	---	---	---	---	---	---	---	---	---	---
43	Utah	---	---	---	---	---	---	---	---	---	---
44	Nevada	---	---	---	---	---	---	---	---	---	---
45	Idaho	---	---	---	---	---	---	---	---	---	---
46	Washington	---	---	---	---	---	---	---	---	---	---
47	Oregon	1	3	2	5	90	110	200	---	---	---
48	California	8	27	28	55	632	1,478	2,110	455	62	73
<i>Summary of Divisions.</i>											
	North Atlantic Division	189	417	612	1,059	14,096	18,643	32,179	12,585	2,187	5,747
	South Atlantic Division	22	52	99	151	1,307	2,692	4,299	2,085	175	966
	South Central Division	21	33	53	88	966	2,033	2,959	544	6	---
	North Central Division	175	357	563	925	9,665	17,104	26,769	9,542	436	660
	Western Division	12	33	35	68	773	1,693	2,466	515	62	73
	United States	419	892	1,397	2,289	26,747	41,867	68,672	25,271	2,866	7,446

OF PUBLIC SECONDARY SCHOOLS.

wholly by public funds.

Students.													Total benefactions.
Number pursuing German.	Number pursuing free-hand drawing.	Number pursuing mechanical drawing.	Preparing for classical course in college.		Preparing for scientific course in college or scientific school.		Total preparing for college and scientific school.	Total number of 1889-90 who have entered college or scientific school.	Number of schools reporting courses of manual training.	Number of students pursuing the same.	Value of grounds, buildings, and apparatus.		
			Male.	Female.	Male.	Female.							
12	13	14	15	16	17	18	19	20	21	22	23	24	
99	105	.....	146	57	56	8	267	25	1	81	\$149,500	\$1,275	1
1	546	238	56	22	18	12	98	19	12	16	303,500	.....	2
886	3,924	1,599	1,094	382	307	53	1,836	314	2	48	80,700	.....	3
31	337	54	201	49	28	7	285	53	.....	.....	2,349,773	3,950	4
161	840	211	205	55	92	.....	352	61	.....	.....	342,400	.....	5
1,019	1,508	673	300	173	171	110	754	141	2	97	500,000	40	6
262	606	2	59	11	63	8	141	25	.....	.....	1,514,228	66	7
729	1,255	547	15	3	14	3	35	59	1	.....	17,500	.....	8
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	335,000	45	9
0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10
751	736	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	11
351	674	106	61	20	23	7	111	19	1	225	.....	.....	12
365	.....	.....	13	23	.....	.....	36	34	.....	.....	95,000	.....	13
12	.....	.....	.....	.....	.....	.....	.....	3	.....	.....	10,000	.....	14
0	.....	.....	4	2	.....	.....	6	.....	.....	.....	2,000	.....	15
60	500	430	99	160	60	50	369	24	.....	.....	262,000	.....	16
.....	.....	.....	9	.....	.....	.....	9	.....	.....	.....	7,000	58	17
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	18
98	.....	.....	.....	2	.....	2	4	4	.....	.....	225,000	.....	19
13	223	166	16	11	14	20	61	28	.....	.....	267,200	22	20
.....	.....	.....	6	.....	2	.....	8	4	.....	.....	1,800	.....	21
.....	344	.....	.....	.....	.....	.....	.....	20	.....	.....	.....	.....	22
4	37	37	2	1	.....	.....	3	17	.....	.....	215,000	.....	23
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	35,150	200	24
.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	8,000	.....	25
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	26
1,094	1,295	632	92	38	37	45	212	30	.....	.....	856,000	.....	27
320	411	.....	71	153	12	17	253	66	.....	.....	774,000	100	28
1,194	1,638	663	107	87	123	150	467	152	5	209	862,025	509	29
602	559	187	59	85	48	54	314	58	.....	.....	1,100,500	100	30
614	208	66	174	109	212	194	709	112	2	24	528,700	150	31
260	452	119	5	4	25	11	45	18	2	36	424,000	.....	32
115	449	119	33	45	4	.....	125	62	.....	.....	241,500	200	33
318	254	1	28	41	22	43	134	17	.....	.....	682,000	.....	34
0	.....	.....	2	.....	.....	.....	2	2	.....	.....	50,000	.....	35
159	40	32	.....	.....	.....	.....	.....	17	1	32	800,000	.....	36
21	.....	.....	20	40	18	35	113	24	.....	.....	73,000	.....	37
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	38
0	74	15	3	1	5	5	14	3	.....	.....	145,000	0	39
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	41
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	42
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	43
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	44
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	45
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	46
62	191	154	99	21	44	8	172	33	.....	.....	219,000	.....	47
3,183	9,121	3,330	2,084	755	749	192	3,780	697	8	242	5,642,631	5,376	48
1,539	1,910	536	186	205	83	57	531	83	1	225	376,000	58	.....
115	604	203	24	14	16	22	76	74	.....	.....	752,150	222	.....
4,697	5,306	1,819	591	602	501	549	2,374	558	10	301	6,391,725	1,050	.....
62	265	169	102	22	49	13	186	36	.....	.....	364,000	.....	.....
9,601	17,206	6,057	2,987	1,598	1,398	833	6,947	1,448	19	768	13,526,476	6,706	.....

TABLE 31.—SUMMARY OF STATISTICS

Division B.—Schools supported

State or Territory.		Number of schools.	Instructors.			Students.														
			Male.	Female.	Total.	Male.	Female.	Total.	Number pursuing Latin.	Number pursuing Greek.	Number pursuing French.									
1	2	3	4	5	6	7	8	9	10	11										
North Atlantic Division.																				
1	Maine	3	8	7	15	238	225	465	150	73	16									
2	New Hampshire	2	2	3	5	78	85	163	47	18	15									
3	Vermont	1	1	3	4	52	60	112	12	1	0									
4	Massachusetts								0	0	0									
5	Rhode Island								0	0	0									
6	Connecticut								0	0	0									
7	New York	2	3	7	10	128	134	262	44	15	7									
8	New Jersey								0	0	0									
9	Pennsylvania								0	0	0									
South Atlantic Division.																				
10	Delaware	1	2	1	3	68	72	140	8	0	0									
11	Maryland	2	5		5	144		144	41	5	7									
12	District of Columbia																			
13	Virginia																			
14	West Virginia																			
15	North Carolina	6	6	7	13	238	248	486	42	5	2									
16	South Carolina	3	5	6	11	163	140	303	19	2	14									
17	Georgia	35	41	60	101	1,821	1,715	3,536	592	66	202									
18	Florida								0	0	0									
South Central Division.																				
19	Kentucky	5	7	9	16	342	352	694	101	6	0									
20	Tennessee	7	13	9	22	549	439	988	64	21	4									
21	Alabama	6	10	12	22	436	333	769	144	9	13									
22	Mississippi	7	6	15	21	222	288	610	46	4	27									
23	Louisiana	1	2		2	53		53	2	0	0									
24	Texas	6	9	12	21	462	482	944	52	10	0									
25	Arkansas	4	5	5	10	220	218	438	40	1	1									
26	Indian Territory																			
North Central Division.																				
27	Ohio																			
28	Indiana																			
29	Illinois																			
30	Michigan																			
31	Wisconsin																			
32	Minnesota																			
33	Iowa	1	1	2	3	50	70	120	9											
34	Missouri	3	10	11	21	460	498	958	57	25	46									
35	Dakota																			
36	Nebraska																			
37	Kansas																			
Western Division.																				
38	Montana																			
39	Wyoming																			
40	Colorado																			
41	New Mexico	1	3		3	147		147												
42	Arizona																			
43	Utah																			
44	Nevada																			
45	Idaho																			
46	Washington																			
47	Oregon																			
48	California																			
North Atlantic Division											8	14	20	34	496	506	1,002	253	107	38
South Atlantic Division											47	59	74	133	2,434	2,175	4,609	702	78	225
South Central Division											36	52	62	114	2,284	2,212	4,496	449	51	45
North Central Division											4	11	13	24	510	568	1,078	65	26	46
Western Division											1	3		3	147		147			
United States											96	139	169	308	5,871	5,461	11,332	1,470	262	354

OF PUBLIC SECONDARY SCHOOLS.

partly by public funds.

[illegible]

TABLE 32.—SUMMARY OF STATISTICS OF ENDOWED ACADEMIES,

Division A.—Private

	State or Territory.	Number of schools.	Instructors.			Students.		
			Male.	Female.	Total.	Total.	Number pursuing Latin.	Number pursuing French.
	1	2	3	4	5	6	7	8
<i>North Atlantic Division.</i>								
1	Maine.....	1	1	4	5	60		
2	New Hampshire.....							
3	Vermont.....	1		3	3	25		
4	Massachusetts.....	17	21	126	147	1,062	284	530
5	Rhode Island.....	1	3	7	10	36	36	36
6	Connecticut.....	6	5	34	39	251	27	73
7	New York.....	34	54	229	283	2,520	478	930
8	New Jersey.....	6	13	40	53	272	58	89
9	Pennsylvania.....	11	16	78	94	854	181	172
<i>South Atlantic Division.</i>								
10	Delaware.....							
11	Maryland.....	5	7	25	32	388	2	10
12	District of Columbia.....	3	6	20	26	298	16	150
13	Virginia.....	4	6	20	26	303	96	103
14	West Virginia.....	1	2	10	12	100		
15	North Carolina.....	2	2	18	20	508	13	
16	South Carolina.....	2	2	10	12	149	7	1
17	Georgia.....	5	6	41	47	874	55	95
18	Florida.....	1		14	14	339		50
<i>South Central Division.</i>								
19	Kentucky.....	6	4	49	53	625	151	113
20	Tennessee.....	5	6	35	41	665	72	44
21	Alabama.....	4	6	16	22	177	26	54
22	Mississippi.....							
23	Louisiana.....	3	3	13	16	140		90
24	Texas.....	6	8	49	57	652	78	27
25	Arkansas.....	1	3	5	8	100	4	25
26	Indian Territory.....	2	2	9	11	174	1	
<i>North Central Division.</i>								
27	Ohio.....	7	13	81	94	595	65	183
28	Indiana.....	3	6	31	37	500		43
29	Illinois.....	5	4	71	75	690	73	96
30	Michigan.....	1	2	6	8	44	6	19
31	Wisconsin.....	4	3	40	43	545	8	12
32	Minnesota.....	1		7	7	59		8
33	Iowa.....	2		12	12	125	1	3
34	Missouri.....	8	15	100	115	694	81	94
35	Dakota.....							
36	Nebraska.....	2	5	14	19	230	18	59
37	Kansas.....							
<i>Western Division.</i>								
38	Montana.....							
39	Wyoming.....							
40	Colorado.....	1	3	12	15	150	50	30
41	New Mexico.....							
42	Arizona.....							
43	Utah.....	1	2	6	8	113	15	5
44	Nevada.....	1		4	4	54	0	2
45	Idaho.....							
46	Washington.....	1	2	10	12	100	34	6
47	Oregon.....							
48	California.....	8	12	100	112	1,454	51	645
	North Atlantic Division.....	77	113	521	634	5,080	1,064	1,830
	South Atlantic Division.....	23	31	158	189	2,750	189	409
	South Central Division.....	27	32	176	203	2,533	332	353
	North Central Division.....	33	48	362	410	3,482	252	517
	Western Division.....	12	19	132	151	1,871	150	688
	United States.....	172	243	1,349	1,592	15,725	1,987	3,797

SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS.

schools for girls.

Students.						Number of schools reporting courses of manual training.	Number of students pursuing the same.	Total value of grounds, buildings, and apparatus.	Total benefactions.	
Number pursuing German.	Number pursuing drawing.	Preparing for classical course in college.	Preparing for scientific course in college or for scientific school.	Total preparing for college and scientific school.	Total number of 1886-87 who have entered college or scientific school.					
9	10	11	12	13	14	15	16	17	18	
.....	.....	.....	.....	.....	.....	0	0	.....	.....	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
145	369	45	64	109	28	0	0	\$333,000	.....	4
7	12	.....	.....	.....	.....	.....	.....	.....	.....	5
8	33	.....	.....	.....	2	.....	.....	61,000	.....	6
358	627	27	12	39	9	5	176	640,635	.....	7
4	45	17	10	27	3	0	.....	51,000	.....	8
48	216	.....	.....	.....	1	1	.....	165,000	\$4,500	9
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10
.....	190	.....	.....	.....	0	.....	.....	5,000	.....	11
16	155	.....	6	6	2	0	.....	35,000	.....	12
47	66	5	6	11	9	1	.....	26,000	.....	13
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	14
.....	.....	.....	.....	.....	.....	1	208	37,700	4,070	15
0	0	7	.....	7	.....	0	0	15,600	.....	16
4	170	.....	.....	.....	.....	1	646	225,000	7,000	17
.....	16	.....	.....	.....	.....	1	150	40,000	.....	18
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	19
98	167	5	15	20	8	0	.....	37,000	.....	20
4	97	20	50	70	2	1	160	37,500	.....	21
5	50	.....	.....	.....	6	0	.....	71,000	18,000	22
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	23
3	40	.....	.....	.....	1	.....	.....	10,000	.....	24
39	120	.....	.....	.....	.....	2	200	57,000	.....	25
16	4	.....	.....	.....	.....	.....	.....	27,000	.....	26
.....	6	25	.....	25	8	0	.....	28,000	1,800	27
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	28
63	135	8	0	8	2	1	20	355,000	.....	29
25	40	.....	.....	.....	.....	.....	.....	.....	.....	30
122	134	4	.....	4	88	0	0	520,000	1,050	31
11	13	0	.....	.....	0	0	0	50,000	.....	32
141	164	.....	.....	.....	.....	1	34	50,000	.....	33
12	35	.....	.....	.....	4	.....	.....	20,000	.....	34
18	108	.....	.....	.....	.....	.....	.....	50,000	.....	35
30	29	10	5	15	3	0	0	306,000	275	36
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	37
32	130	4	.....	4	2	0	0	350,000	.....	38
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	39
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40
.....	.....	.....	.....	.....	.....	0	.....	200,000	100	41
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	42
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	43
2	80	2	.....	2	.....	.....	.....	10,000	.....	44
0	.....	.....	4	4	0	0	0	25,000	.....	45
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	46
12	42	.....	.....	.....	.....	0	0	50,000	.....	47
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	48
155	220	8	.....	8	.....	1	.....	100,000	.....	49
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	50
570	1,302	89	86	175	43	6	176	1,250,635	4,500	51
67	597	12	12	24	11	4	1,004	383,700	11,070	52
156	484	50	65	115	25	3	360	267,500	19,800	53
454	788	26	5	31	99	2	54	1,701,000	1,325	54
193	382	10	4	14	.....	1	.....	355,000	100	55
1,440	3,553	187	172	359	178	16	1,504	3,987,835	36,795	56

TABLE 32.—SUMMARY OF STATISTICS OF ENDOWED ACADEMIES,

Division B.—Private

State or Territory.		Number of schools.	Instructors.			Students.				
			Male.	Female.	Total.	Total.	Number pursuing Latin.	Number pursuing Greek.	Number pursuing French.	Number pursuing German.
1	2	3	4	5	6	7	8	9	10	
North Atlantic Division.										
1	Maine.....	2	5	3	8	50	12	11	5	.....
2	New Hampshire.....	1	23	.....	23	295	290	162	70	.....
3	Vermont.....	17	76	23	99	1,385	730	551	402	219
4	Massachusetts.....	2	19	4	23	259	81	21	16	4
5	Rhode Island.....	8	21	9	30	404	273	83	25	55
6	Connecticut.....	43	246	37	283	3,106	1,450	615	972	563
7	New York.....	14	77	13	90	1,144	480	258	210	260
8	New Jersey.....	16	110	21	131	1,538	521	208	214	335
South Atlantic Division.										
9	Pennsylvania.....	12	63	.....	63	803	243	52	64	145
10	Delaware.....	5	30	.....	30	379	160	70	39	.....
11	Maryland.....	12	43	.....	43	715	432	81	163	157
12	District of Columbia.....	1	2	.....	2	43	22	8	4	11
13	Virginia.....	10	35	0	35	745	261	55	18	40
14	West Virginia.....	3	11	0	11	268	196	51	140	64
15	North Carolina.....	6	19	1	20	612	39	17	2	.....
16	South Carolina.....									
17	Georgia.....									
18	Florida.....									
South Central Division.										
19	Kentucky.....	5	16	2	18	231	85	29	17	20
20	Tennessee.....	2	7	2	9	205	111	24	.....	12
21	Alabama.....	3	5	0	5	135	59	7	0	0
22	Mississippi.....									
23	Louisiana.....	3	15	7	22	472	28	8	185	38
24	Texas.....	2	16	1	17	400	5	.....	3	60
25	Arkansas.....									
26	Indian Territory.....	1	3	1	4	100	6	.....	.....	.....
North Central Division.										
27	Ohio.....	5	39	5	44	470	84	44	38	360
28	Indiana.....	1	8	.....	8	60	.....	.....	.....	.....
29	Illinois.....	7	47	8	55	735	169	88	23	372
30	Michigan.....	2	23	.....	23	382	205	134	25	59
31	Wisconsin.....	7	50	1	51	763	473	253	72	482
32	Minnesota.....	3	20	2	22	392	105	20	6	82
33	Iowa.....	2	10	.....	10	82	33	5	.....	10
34	Missouri.....	5	25	9	34	556	232	39	10	161
35	Dakota.....									
36	Nebraska.....									
37	Kansas.....									
Western Division.										
38	Montana.....									
39	Wyoming.....									
40	Colorado.....	2	10	.....	10	95	8	.....	6	18
41	New Mexico.....	2	26	.....	26	306	18	12	10	6
42	Arizona.....									
43	Utah.....									
44	Nevada.....									
45	Idaho.....									
46	Washington.....	1	5	.....	5	150	8	0	10	5
47	Oregon.....	2	15	.....	15	242	50	6	2	20
48	California.....	6	58	17	75	858	66	23	18	22
North Atlantic Division.....		103	577	110	687	7,981	3,897	1,909	1,014	1,436
South Atlantic Division.....		49	203	1	204	3,565	1,353	334	430	417
South Central Division.....		16	62	13	75	1,543	294	68	205	139
North Central Division.....		32	222	25	247	3,440	1,301	583	174	1,526
Western Division.....		13	114	17	131	1,651	150	41	46	71
United States.....		213	1,178	166	1,344	18,180	6,935	2,935	2,769	3,589

schools for boys.

[illegible]

TABLE 32.—SUMMARY OF STATISTICS OF ENDOWED ACADEMIES,

DIVISION C—Private schools

	State or Territory.	Number of schools.	Instructors.			Students.				
			Male.	Female.	Total.	Male.	Female.	Total.	Number pursuing Latin.	Number pursuing Greek.
	1	2	3	4	5	6	7	8	9	10
<i>North Atlantic Division.</i>										
1	Maine	16	34	46	80	(42) 1,053	1,015	2,110	711	252
2	New Hampshire	13	22	22	44	487	389	867	122	34
3	Vermont	15	47	50	97	(180) 1,062	955	2,197	533	166
4	Massachusetts	21	67	92	159	(6) 1,338	1,101	2,445	531	125
5	Rhode Island	1	4	5	9	21	27	48		
6	Connecticut	12	24	30	54	(40) 383	359	782	237	94
7	New York	59	166	229	395	3,938	3,755	7,693	928	219
8	New Jersey	14	51	67	118	(432) 946	616	1,994	354	100
9	Pennsylvania	35	104	91	195	(152) 1,998	1,496	3,646	795	181
<i>South Atlantic Division.</i>										
10	Delaware	3	8	13	21	222	179	401	101	22
11	Maryland	6	14	18	32	312	200	512	19	
12	District of Columbia	2	3	8	11	(20) 79	30	129	37	3
13	Virginia	6	14	15	29	(225) 263	250	738	43	4
14	West Virginia	3	3	11	14	(113) 38	62	213		
15	North Carolina	42	(8) 82	76	160	(127) 1,947	1,551	3,625	519	97
16	South Carolina	5	9	20	29	(123) 566	633	1,334	57	25
17	Georgia	23	36	60	96	1,626	1,829	3,455	453	66
18	Florida	7	12	24	33	(70) 280	332	682	91	8
<i>South Central Division.</i>										
19	Kentucky	20	42	67	109	(810) 719	1,204	2,733	299	45
20	Tennessee	18	44	52	96	985	858	1,844	120	19
21	Alabama	13	21	35	56	618	703	1,321	132	9
22	Mississippi	10	23	27	50	(271) 638	562	1,471	124	40
23	Louisiana	4	13	25	38	180	233	413	8	2
24	Texas	8	27	25	52	(200) 655	584	1,439	187	16
25	Arkansas	4	12	15	27	371	312	683	22	6
26	Indian Territory	2	3	10	13	109	120	229	23	0
<i>North Central Division.</i>										
27	Ohio	19	(13) 59	41	113	(177) 2,654	1,259	4,090	582	109
28	Indiana	11	(39) 21	18	78	1,726	1,398	3,124	143	20
29	Illinois	17	45	63	108	(152) 1,266	1,446	2,804	197	35
30	Michigan	4	7	10	17	(170) 146	163	479	9	0
31	Wisconsin	2	6	8	14	123	111	236	68	13
32	Minnesota	7	19	22	41	500	394	894	87	12
33	Iowa	26	(7) 55	41	103	(127) 1,602	1,363	3,098	219	64

SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS.

for both sexes.

Students.								Number of schools reporting courses in manual training.	Number of students pursuing the same.	Total value of grounds, buildings, and apparatus.	Amount of permanent endowment.	Total benefactions.	
Number pursuing French.	Number pursuing German.	Number pursuing English only.	Number pursuing drawing.	Preparing for classical course in college.	Preparing for scientific course in college or scientific school.	Total preparing for college and scientific school.	Total number of 1886-87 who have entered college or scientific school.						
11	12	13	14	15	16	17	18	19	20	21	22	23	
142	25	852	136	252	30	232	76	0	0	\$333,800	\$236,500	\$45,740	1
31	5	402	27	56	11	67	14	1	.....	81,000	932,300	9,900	2
154	53	1,063	276	166	34	200	36	0	0	461,100	347,000	58,600	3
530	155	1,168	631	153	88	246	80	3	239	763,366	678,328	27,151	4
.....	.....	.....	.....	.....	.....	.....	.....	0	0	.....	.....	.....	5
137	124	82	140	169	49	218	14	3	39	192,500	235,000	1,025	6
642	728	4,196	1,115	411	145	556	98	0	0	1,322,889	315,450	75,800	7
310	646	530	646	118	53	171	43	1	20	432,500	36,500	15,000	8
81	278	1,935	706	231	55	286	67	0	0	761,100	87,750	20,965	9
10	22	120	120	20	8	23	13	0	0	61,000	7,000	.....	10
50	64	169	215	.....	.....	.....	.....	0	0	80,500	20,200	.....	11
35	2	65	71	.....	.....	.....	1	.....	.....	46,000	.....	.....	12
15	.....	460	81	14	.....	14	8	1	12	33,000	.....	.....	13
.....	.....	.....	.....	.....	.....	.....	.....	0	0	23,000	.....	.....	14
97	46	1,993	185	334	127	461	77	0	0	249,650	63,000	6,500	15
6	0	32	177	23	.....	28	32	1	152	45,500	.....	650	16
53	14	1,829	505	136	51	187	35	3	142	122,560	40,000	2,300	17
10	5	163	234	61	.....	61	2	1	.....	107,000	65,000	5,500	18
53	145	959	512	91	269	300	13	1	184	221,000	6,000	5,650	19
2	8	1,047	75	54	58	112	11	1	10	120,720	8,000	2,350	20
25	9	430	25	63	7	70	23	2	107	131,850	29,000	11,800	21
14	16	664	151	118	43	161	27	1	75	61,000	.....	3,000	22
95	0	58	17	2	.....	2	1	0	0	33,000	.....	.....	23
30	205	551	132	17	.....	17	6	0	0	381,000	.....	.....	24
0	0	309	0	5	.....	5	.....	0	0	27,000	.....	2,872	25
1	2	204	11	.....	.....	.....	.....	1	69	39,000	.....	2,950	26
76	24	3,037	234	197	137	324	44	1	200	315,000	16,200	1,700	27
0	43	913	19	44	7	51	50	0	0	199,500	60,500	500	28
44	895	523	107	69	162	171	27	.....	.....	214,850	26,100	400	29
0	306	143	146	4	9	13	5	0	0	65,000	22,000	.....	30
0	39	140	6	3	3	6	7	0	0	46,600	35,000	1,000	31
48	26	211	12	60	25	85	8	1	.....	113,500	63,000	2,200	32
3	153	1,454	334	115	68	183	83	1	15	138,000	60,000	1,600	33

TABLE 32.—SUMMARY OF STATISTICS OF ENDOWED ACADEMIES, SEM

DIVISION C.—*Private schools*

State or Territory.	Number of schools.	Instructors.			Students.				
		Male.	Female.	Total.	Male.	Female.	Total.	Number pursuing Latin.	Number pursuing Greek.
1	2	3	4	5	6	7	8	9	10
<i>North Central Division—Cont'd.</i>									
34 Missouri.....	30	80	74	154	{ (310) 1,885 | 1,708 }		3,903	617	213
35 Dakota.....	9	23	27	50	{ (32) 327 | 347 }		706	132	66
36 Nebraska.....	5	{ (12) 9 | 6 }		27	{ (370) 99 | 75 }		544	24	4
37 Kansas.....	8	37	17	54	861	471	1,332	114	24
<i>Western Division.</i>									
38 Montana.....	1	2	3	5	40	52	92	4	0
39 Wyoming.....	1	2	3	5	40	52	92	4	0
40 Colorado.....	5	5	12	17	262	263	525	14	1
41 New Mexico.....	5	5	12	17	262	263	525	14	1
42 Arizona.....	8	10	19	29	553	459	1,017	36	5
43 Utah.....	8	10	19	29	553	459	1,017	36	5
44 Nevada.....	1	2	2	4	24	43	67	9	5
45 Idaho.....	7	11	9	20	268	186	394	40	13
46 Washington.....	4	5	7	12	121	111	232	24	0
47 Oregon.....	9	30	20	50	330	336	666	50	9
48 California.....	9	30	20	50	330	336	666	50	9
North Atlantic Division.....	196	519	632	1,151	{ (852) 11,226 | 9,704 }		21,782	4,261	1,171
South Atlantic Division.....	102	{ (8) 181 | 245 }		434	{ (600) 5,333 | 5,066 }		11,089	1,320	225
South Central Division.....	79	185	256	441	{ (1,281) 4,276 | 4,576 }		10,133	915	128
North Central Division.....	138	{ (71) 361 | 327 }		759	{ (1,338) 11,131 | 8,741 }		21,210	2,192	559
Western Division.....	35	65	72	137	1,543	1,450	2,993	177	33
United States.....	550	{ (79) 1,311 | 1,532 }		2,922	{ (4,161) 33,509 | 29,537 }		67,207	8,865	2,116

INARIES, AND OTHER PRIVATE SECONDARY SCHOOLS—Continued.

for both sexes—Continued.

Students.								Number of schools reporting courses in manual training.	Number of students pursuing the same.	Total value of grounds, buildings, and apparatus.	Amount of permanent endowment.	Total benefactions.
Number pursuing French.	Number pursuing German.	Number pursuing English only.	Number pursuing drawing.	Preparing for classical course in college.	Preparing for scientific course in college or scientific school.	Total preparing for college and scientific school.	Total number of 1886-87 who have entered college or scientific school.					
11	12	13	14	15	16	17	18	19	20	21	22	23
9	347	1,135	131	308	88	396	34	3	374	\$399,500	\$14,000	\$20,658
29	139	251	189	34	32	66	1	1	50	127,000	18,000	2,000
.....	8	87	91	6	.....	6	.....	0	0	68,500	.....	3,600
0	165	627	83	70	63	133	24	1	8	329,500	25,000	54,040
.....
0	2	.....	5	2	3	5	1	0	0	16,000	.....	237
0	4	182	151	.....	.....	.....	4	0	0	41,000	.....	5,400
0	10	569	204	5	13	18	2	0	0	126,600	100,000	15,300
5	6	31	.....	10	17	27	1	0	0	20,000	.....	.....
2	8	266	13	23	.....	23	2	1	12	44,200	.....	15,500
0	36	115	37	13	10	23	6	0	0	47,000	20,000	75
6	12	222	36	5	17	22	18	1	125	111,500	.....	.....
2,027	2,014	10,234	3,677	1,561	465	2,026	428	8	289	4,284,255	2,868,828	254,181
276	153	4,834	1,609	593	186	779	168	6	306	726,150	193,200	14,950
230	385	4,222	923	350	317	667	86	6	445	1,012,570	43,000	28,622
209	2,374	8,521	1,352	910	534	1,444	288	8	647	2,096,350	349,800	96,893
13	78	1,385	446	58	60	118	34	2	137	406,300	120,600	36,512
2,755	5,004	29,196	8,007	3,472	1,562	5,034	1,004	30	1,824	8,525,625	3,576,828	491,163

COMPARATIVE STATISTICS OF SECONDARY SCHOOLS.

Tables 33 and 34 bring into comparative view the particulars summarized in the foregoing tables.

Confining our attention to public schools, it appears that a little more than one-third of the pupils pursue English branches exclusively; in the partly public the proportion is still larger.

Latin holds a prominent place in the curriculum, and is evidently not merely the sign of a course preparatory to college or to scientific school, since the proportion of pupils pursuing it is much greater than the proportion intending to matriculate, as will be seen by the comparison of Columns 3 and 8. It is interesting to note that notwithstanding the enthusiasm for science and the commercial value of scientific knowledge, the classical preparatory course attracts a larger proportion of scholars than the scientific, even in the public high schools, which are often charged with fostering too largely the money-making propensity.

Table 34, Divisions B and C, derived from the statistics of private schools for boys and for both sexes, include one column more than Table 33, showing the number of pupils not distributed under the specified languages.

The larger proportion of the schools not answering the questions relating to particular studies give some data from which the facts may be inferred.

As regards the schools for both sexes, viz, Table 34, Division C, the inference is that the majority of the undistributed pupils are in English branches only, while in the case of the schools for boys (Table 34, Division B), the reverse is to be inferred.

In the schools for boys, as in the public high schools, Latin is a leading feature, and in all classes of secondary schools it holds the first place among foreign languages. The schools for boys are the only secondary schools, as a class, in which Greek has prominence; it is noticeable, further, that they show the highest percentages in all the languages, except French, in which the schools for girls take precedence.

About one-third of the work of the boys' schools is professedly preparatory to college or to scientific school, the proportion in the classical preparatory being a little more than double that in the scientific.

The relation of the several particulars embodied in Tables 33 and 34, as it appears for the entire country, is shown in Table 35.

Several considerations applicable to all classes of secondary schools are suggested by the statistics before us:

First in order is the importance of a well ordered English course, in which the studies, their sequence, and the time allotted to each, shall be carefully and intelligently determined.

Second, the importance of determining the proper relation of Latin to secondary training in general.

Third, the importance of so adjusting the preparatory courses and those of superior schools as to prevent waste of time and effort by the overlapping of studies.

Although individual schools can be instanced in which these essentials are well ordered, considering the country at large there is serious want of authoritative agencies to systematize the work along the lines indicated. A few such agencies have been organized in particular States.

First among these should be noted the supervisory work of the regents of the University of the State of New York. In order to have the benefit of the regents' inspection and examination and to share in consequence in the distribution of the literature fund, academies and union schools must comply with the following conditions: "The possession of property amounting to at least \$5,000 over and above all incumbrances, and that the debts shall not exceed the one-third part of said property; and that, besides the buildings (which, as required by law, must be of the value of at least \$2,000), said property shall include a library of suitable books worth at least \$500, and apparatus and collections suitable for instruction in physics, chemistry, and natural history, worth at least \$500; and that reasonable assurances exist of a sufficient income for the suitable support of said academy and of the attendance thereof of at least 25 scholars who are qualified to pursue the proper studies of an academy."

The following survey of the academic examinations is from the annual report of the regents of the university for the year 1885-86:

"In 1866 the system of academic examinations was organized by the board, for the purpose of determining in a more satisfactory manner the number of qualified scholars entitled each year to share in the distribution of the literature fund. The first year in which this test was applied, the number allowed as entitled to share in the distribution, was reduced from 20,443 in 1865 to 13,140 in 1866, in 1867 it fell to 10,806; a reduction in 2 years of nearly one-half. The minimum of 5,873 was reached in 1872, since which time the increasing number of schools and students, more thorough and efficient instruction, and the influence of examinations in advanced subjects organized in 1878, have caused the number to steadily increase to 12,583 in 1886.

"While these examinations were instituted as a more intelligent means than that before employed for determining a proper basis for the distribution of the literature fund and have more than fulfilled the expectations of their projectors in this particular, they have performed and are performing other and far more important functions, in testing, by instrumentalities outside the regularly employed means of instruction, the efficiency of that instruction; while at the same time the knowledge of the pupil is shown, a uniform standard of scholarship is established throughout the secondary schools of the State, and that standard is maintained at a much higher point than has before been reached in these schools.

"The experience of two decades shows the wisdom with which the foundations of the system were laid. The patient and harmonious efforts of principals and instructors, of boards of trustees and boards of education, combined with those of the board of regents, have developed and strengthened the system until it has reached proportions and is performing functions not anticipated at the outset.

"The system, entirely unique, has the almost unanimous support of those engaged in the work of secondary education in the State, and the fact that each year numerous inquiries are received in regard to the system and numerous applications made by secondary schools to be received under the visitation of the board, chiefly in order to share in the benefits derived from the system of examinations, bears witness that the system is fruitful in good results for the educational interests of the State."

In 1885-86 the number of academies visited was 276, having 1,400 teachers and 37,735 scholars, of whom 12,583 were academic. The number of subjects covered by the examination questions was 41.

While the regents' examinations have a stimulating effect in every part of secondary work, nearly all the other agencies for its improvement are directed to the course preparatory to college or to scientific school.¹ Among these should be noted the system established in a number of Western States, whereby graduates of approved high schools are admitted to the universities without further examination. This becomes virtually a system of supervision.

The following private associations devoted to the work in question have become well known through their published proceedings: The Associated Academic Principals of the State of New York; the Massachusetts Association of Classical and High School Teachers, and the New England Association of Colleges and Preparatory Schools. An outcome of the last mentioned is the Commission of Colleges in New England on Admission Examinations. The purpose of the Commission is sufficiently indicated by its name; its work is that of investigation, discussion, and advice. The wide-spread interest which its deliberations have excited shows that the problems with which it has to deal affect the entire country, so that the solutions which prove sufficient for the exigencies of one section will be of practical advantage to the others.

The Commission was definitely established in September, 1886, and comprised the following colleges: Amherst, Boston University, Brown, Colby, Dartmouth, Harvard, Smith, Trinity, Tufts, Wellesley, Wesleyan, Williams, and Yale. The following statement is from the first annual report, covering the operations of the Commission for 1886-87:

"At a preliminary meeting held April, 1886, the Commission considered the division of admission examinations into preliminary and final examinations, and made the following recommendations to the colleges:

"1. *Voted*, To recommend to the several faculties to permit candidates in the preliminary examination to be examined only in those subjects in which their teachers certify that they are prepared, and in which they present themselves with their teachers' approval.

"2. *Voted*, That this Commission suggest that the several faculties recommend the reservation of the following subjects until the final examinations: Vergil, Latin prose composition, Homer, Greek prose composition, geometry, French, and English composition."

"On the 7th of January, 1887, at a special meeting of the New England Association of College Officers and Preparatory Teachers, the secretary of the Commission, by invitation, read an account of the formation of the Commission, and a statement of its proposed work. He invited the preparatory teachers to present to the Commission any questions which seemed to them important and germane to the work. Responding to this invitation, the Association appointed a committee to communicate with the Commission. This committee, consisting of Messrs. F. A. Hill, principal of the English High School, Cambridge; W. Gallagher, principal of Williston Seminary, Easthampton; and C. F. P. Bancroft, principal of Phillips Academy, Andover, sent a communication, which was presented to the Commission at its annual meeting in April, 1887."

¹ See, in this connection, scheme of admission requirements, Tables 33, 39, and 40.

With respect to the appropriate functions of the Commission the communication set forth that the preparatory schools accepted the views formulated by the Association of the Colleges.¹ As regards other matters of common interest the communication was as follows:

"1. The preparatory schools undoubtedly approve the first vote of the Commission at its meeting in 1886, recommending to the several faculties to permit candidates in the preliminary examinations to be examined only in those subjects in which their teachers certify that they are prepared, in which they present themselves with their teachers' approval.

"2. The second vote of the Commission, recommending the reservation of Vergil, Latin prose composition, Homer, Greek prose composition, geometry, French, and English composition, meets, in its general purpose to set apart certain subjects as suitable for the final examinations, with entire approval.

"3. The committee find that the reservation of French for the final examinations does not commend itself to the preparatory schools. This fact was apparent at the special meeting of the New England Association of Colleges and Preparatory Schools, held in Boston in January last. Wherever the committee have been able to ascertain opinion about the proposed reservation, they have found dissent.

"The objections raised are not against the theory that it is wise to prevent interruption in the study of subjects which would be continued after admission to college, but rather to the practicability of applying this principle fully, on the basis of a fair division of subjects between the preliminary and the final examinations.

"The committee respectfully ask the Commission to consider the propriety of leaving French optional, at least for the present.

"4. The committee beg leave to suggest that in the English requisitions, the limit, not only in the number and variety of authors and works recommended, but also in the annual changes, has been reached, if not passed. They regret the lack of uniformity that still exists in these requisitions, notwithstanding the fact that many colleges are in accord.

"This committee also presented a communication requesting 'that the examination in Greek and in Roman history be divided. The fact that some colleges separate the two subjects while others do not, is, at times, a source of embarrassment.'

"Further, the statement was made, qualifying the suggestion as to the requirement in English, 'that there would be no serious objections to the quantity of reading at present required, if the pupils were not required to carry it all for examination purposes.'"

The report further states that:

"By invitation, Mr. F. A. Hill, chairman of the committee sending the communication, appeared before the Commission and presented more fully the views of his committee.

"As it appeared that the recommendation of the Commission to reserve French for the final examination had been adopted to some extent, it was thought best not to discuss that question at present.

"The requirement in English was discussed at length, as it was clearly the question of most urgent importance in the conviction of the preparatory teachers. It was finally voted 'that further consideration of the subject be postponed until the next meeting of the Commission.'

"This subject, therefore, is now before the colleges for their consideration. It is hoped that discussion by the several faculties may enable the Commission to take more definite action when it next shall meet."

At this point the deliberations of the Commission have an important general bearing, since, as regards the mother tongue, all secondary courses may well be made uniform.

The value to be attached to the study of English language and literature is not a matter of recent recognition, but the extension of courses in this direction, the improvement in methods of instruction, and the appointment of special teachers for the work are noticeable features of recent progress in the leading secondary schools both public and private.

Several investigations in respect to this development are now going on in the Office with the view to a full report upon the same. Intimately connected with this subject is that of provision for other modern languages. Here the secondary schools are benefitted by the labors of the Modern Language Association, which embraces in its inquiries and deliberations both preparatory and collegiate courses.

¹ The views referred to were recorded in the following votes:

"First. To maintain with punctuality the existing degree of uniformity in the requirements for admission.

"Second. To bring about a greater degree of uniformity in requirements upon common subjects.

"Third. To bring about a greater degree of uniformity of regulations in regard to the division of admission examinations into preliminary and final examinations.

"Fourth. To urge the use of identical examination papers upon common requirements."

The most important consideration relative to secondary instruction is that of the time devoted to the work. This underlies all questions of curricula and of the adjustment of preparatory to superior courses, and has, moreover, social and economic bearings which can not be ignored. It is a matter about which there is great diversity of practice, and also one with reference to which it is difficult to secure satisfactory information.

Two inquiries made by the Office this year were directed to this subject. The first asked the age of admission, the second the duration of the course of study under three heads, viz :

- (1) Preparatory to classical course in college.
- (2) Preparatory to scientific course in college or scientific school.
- (3) General academic course.

It was found that as a general rule in the high schools answering the inquiries, the three courses have the same duration, which is either 3 or 4 years. In a few cases the scientific preparatory is one year less than the classical.

In the private schools for boys, on the contrary, the scientific preparatory is, as a rule, a year shorter than the classical.

The following summary shows the possibilities or probabilities as to the age at which pupils will finish secondary courses considering their duration and the age required for admission. Where the three courses differed in time the classical preparatory was the one employed. The number of high schools responding to both inquiries was 97, and the number of private schools for boys (the only class here considered), 91:

Age at completion of course.	Percentage of number of schools answering.		Age at completion of course.	Percentage of number of schools answering.	
	Public.	Private.		Public.	Private.
12 years	None.	6	17 years	31	15
13 years	None.	11	18 years	21	11
14 years	2	20	19 years	13	4
15 years	3	11	20 years	None.	2
16 years	30	29			

TABLE 33.—COMPARATIVE STATISTICS OF PUBLIC SECONDARY SCHOOLS.

DIVISION A.—Schools supported wholly by public funds.

State or Territory.	Students.								
	Total.	Percentage pursuing—					Percentage preparing for college and scientific school.	Percentage of total preparing for college and scientific school.	
		Latin.	Greek.	French.	German.	English only.		In classical course.	In scientific course.
1	2	3	4	5	6	7	8	9	10
<i>North Atlantic Division.</i>									
Maine.....	1,231	28	8	28	8	37	20	75	25
New Hampshire.....	1,036	57	7	17	0	33	10	80	20
Vermont.....	112	18	1	3	0	73	8	100	0
Massachusetts.....	12,298	48	9	32	7	18	15	80	20
Rhode Island.....	1,391	55	12	21	2	33	21	88	12
Connecticut.....	2,347	24	7	11	7	49	15	74	26
New York.....	7,831	29	5	13	19	43	10	63	37
New Jersey.....	2,108	36	26	2	12	45	6	50	50
Pennsylvania.....	3,711	32	24	19	19	44	1	51	49
<i>South Atlantic Division.</i>									
Delaware.....	138	100	0	0	0	—	—	—	—
Maryland.....	815	4	0	46	92	6	—	—	—
District of Columbia.....	808	37	3	10	43	15	14	73	27
Virginia.....	1,206	63	0	11	30	6	3	100	0
West Virginia.....	175	9	0	0	7	85	—	—	—
North Carolina.....	159	57	0	0	0	43	—	—	—
South Carolina.....	67	—	—	—	—	100	9	100	0
Georgia.....	813	79	17	44	7	5	44	70	30
Florida.....	100	83	9	—	—	15	9	100	0
<i>South Central Division.</i>									
Kentucky.....	752	2	0	0	13	—	1	50	50
Tennessee.....	788	47	1	0	2	52	7	44	56
Alabama.....	—	—	—	—	—	—	—	—	—
Mississippi.....	170	3	—	—	—	96	4	75	25
Louisiana.....	490	—	—	—	—	70	—	—	—
Texas.....	508	21	—	—	1	67	1	100	0
Arkansas.....	148	29	—	—	—	71	—	—	—
Indian Territory.....	103	—	—	—	—	100	—	—	—
<i>North Central Division.</i>									
Ohio.....	4,790	50	2	1	23	27	5	61	39
Indiana.....	3,553	27	1	1	9	62	7	8	11
Illinois.....	5,092	40	1	3	23	24	9	42	58
Michigan.....	4,311	31	3	6	14	35	7	66	34
Wisconsin.....	2,671	30	2	2	23	48	27	40	60
Minnesota.....	1,170	47	1	3	22	27	4	20	80
Iowa.....	1,843	30	1	0	6	67	6	97	3
Missouri.....	2,344	23	1	4	13	65	6	51	49
Dakota.....	65	17	—	—	—	83	3	100	0
Nebraska.....	595	36	3	—	—	49	—	—	—
Kansas.....	335	18	—	—	6	77	34	53	47
<i>Western Division.</i>									
Montana.....	—	—	—	—	—	—	—	—	—
Wyoming.....	—	—	—	—	—	—	—	—	—
Colorado.....	156	40	—	—	—	28	9	21	79
New Mexico.....	—	—	—	—	—	—	—	—	—
Arizona.....	—	—	—	—	—	—	—	—	—
Utah.....	—	—	—	—	—	—	—	—	—
Nevada.....	—	—	—	—	—	—	—	—	—
Idaho.....	—	—	—	—	—	—	—	—	—
Washington.....	—	—	—	—	—	—	—	—	—
Oregon.....	200	—	—	—	—	—	—	—	—
California.....	2,110	21	3	3	3	61	8	70	30
North Atlantic Division.....	32,179	39	7	18	10	33	12	75	25
South Atlantic Division.....	4,299	49	4	22	36	14	12	74	26
South Central Division.....	2,959	19	—	—	4	50	3	50	50
North Central Division.....	26,769	36	2	2	18	42	9	55	45
Western Division.....	2,466	21	2	3	2	51	8	67	33
United States.....	68,672	37	4	11	14	37	10	67	33

TABLE 33.—COMPARATIVE STATISTICS OF PUBLIC SECONDARY SCHOOLS—Continued.

DIVISION B.—Schools supported partly by public funds.

State or Territory.	Students.								
	Total.	Percentage pursuing—					Percentage preparing for college and scientific school.	Percentage of total preparing for college and scientific school.	
		Latin.	Greek.	French.	German.	English only.		In classical course.	In scientific course.
1	2	3	4	5	6	7	8	9	10
North Atlantic Division.									
Maine.....	540	35	14	5	0	57	9	76	24
New Hampshire.....	163	29	11	9	10	54	6	70	30
Vermont.....	151	16	2	2	3	80	44	92	8
Massachusetts.....									
Rhode Island.....									
Connecticut.....									
New York.....	262	17	6	3	5	81	10	73	27
New Jersey.....									
Pennsylvania.....									
South Atlantic Division.									
Delaware.....	140	6	0	0	0	94			
Maryland.....	144	28	3	5	4	72	17	100	0
District of Columbia.....									
Virginia.....									
West Virginia.....									
North Carolina.....	486	9	1	0	0	91	3	100	
South Carolina.....	303	6	1	5	0	88	9	10	
Georgia.....	3,536	17	2	6	1	74	4	73	27
Florida.....									
South Central Division.									
Kentucky.....	694	15	1	0	2	82	7	47	53
Tennessee.....	988	7	2	0	0	92	7	52	48
Alabama.....	709	19	1	2	0	77	17	80	20
Mississippi.....	610	8	1	4	0	87	3	95	5
Louisiana.....	53	4	0	0	0	96	6	67	33
Texas.....	944	6	1	0	15	80	2	100	0
Arkansas.....	438	9	0	0	0	91	13	40	60
Indian Territory.....									
North Central Division.									
Ohio.....									
Indiana.....									
Illinois.....									
Michigan.....									
Wisconsin.....									
Minnesota.....									
Iowa.....	120	8	0	0	0	93	42	100	0
Missouri.....	958	6	3	5	7	79	19	64	36
Dakota.....									
Nebraska.....									
Kansas.....									
Western Division.									
Montana.....									
Wyoming.....									
Colorado.....									
New Mexico.....	147					100			
Arizona.....									
Utah.....									
Nevada.....									
Idaho.....									
Washington.....									
Oregon.....									
California.....									
North Atlantic Division.....	1,002	27	10	5	3	65	13	68	32
South Atlantic Division.....	4,609	15	2	5	1	78	4	81	19
South Central Division.....	4,496	10	1	1	3	85	3	65	35
North Central Division.....	1,078	6	2	4	7	81	21	72	28
Western Division.....	147					100			
United States.....	11,332	13	2	3	3	80	8	70	30

TABLE 34.—COMPARATIVE STATISTICS OF PRIVATE SECONDARY SCHOOLS.

DIVISION A.—Private schools for girls.

State or Territory.	Students.						
	Total.	Percentage pursuing—			Percentage preparing for college and scientific school.	Percentage of total preparing for college and scientific school.	
		Latin.	French.	German.		In classical course.	In scientific course.
1	2	3	4	5	6	7	8
<i>North Atlantic Division.</i>							
Maine.....	60						
New Hampshire.....							
Vermont.....	25						
Massachusetts.....	1,062	27	50	14	10	41	59
Rhode Island.....	36	100	100	19			
Connecticut.....	251	11	29	3			
New York.....	2,520	19	37	14	2	69	31
New Jersey.....	272	21	33	1		63	37
Pennsylvania.....	854	21	20	6			
<i>South Atlantic Division.</i>							
Delaware.....							
Maryland.....	388	1	3				
District of Columbia.....	298	5	50	5	2		100
Virginia.....	303	32	34	12	4	45	55
West Virginia.....	106						
North Carolina.....	308	4				100	
South Carolina.....	149	5	1				
Georgia.....	874	6	11				
Florida.....	339		15				
<i>South Central Division.</i>							
Kentucky.....	625	24	18	11	3	25	75
Tennessee.....	665	11	7	1			
Alabama.....	177	15	31	3			
Mississippi.....							
Louisiana.....	140		64	2			
Texas.....	652	12	4	5			
Arkansas.....	160	4	25	16			
Indian Territory.....	174	1			14	100	
<i>North Central Division.</i>							
Ohio.....	595	11	31	11			
Indiana.....	500		9	5			
Illinois.....	690	11	14	18	1	100	
Michigan.....	44	14	43	25			
Wisconsin.....	545	1	2	26			
Minnesota.....	59		13	20			
Iowa.....	125	1	2	14			
Missouri.....	694	12	13	4	3	67	33
Dakota.....							
Nebraska.....	230	8	26	14	2	100	
Kansas.....							
<i>Western Division.</i>							
Montana.....							
Wyoming.....							
Colorado.....	150	33	20	16			
New Mexico.....							
Arizona.....							
Utah.....	113	13	4	2			
Nevada.....	54		4		7		
Idaho.....							
Washington.....	100	34	6	12			
Oregon.....							
California.....	1,454	4	44	11	1	100	
North Atlantic Division.....	5,080	21	36	11	3	51	49
South Atlantic Division.....	2,759	7	15	2	1	50	50
South Central Division.....	2,533	13	14	6	4	38	62
North Central Division.....	3,482	7	15	13		84	16
Western Division.....	1,871	8	37	10		70	30
United States.....	15,725	13	24	9	2	52	48

TABLE 34.—COMPARATIVE STATISTICS OF PRIVATE SECONDARY SCHOOLS—Cont'd.

DIVISION B.—Private schools for boys.

State or Territory.	Students.									
	Total.	Percentage pursuing—						Percentage preparing for college and scientific school.	Percentage of total preparing for college and scientific school.	
		Latin.	Greek.	French.	German.	English only.	Not distributed.		In classical course.	In scientific course.
1	2	3	4	5	6	7	8	9	10	11
<i>North Atlantic Division.</i>										
Maine.....	50	24	22	10	.....	58	.....	30	100	.....
New Hampshire.....	295	98	55	24	.....	1	.....	81	83	17
Vermont.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0
Massachusetts.....	1,385	53	40	29	16	28	1	62	65	35
Rhode Island.....	259	31	8	6	2	35	15	40	71	29
Connecticut.....	404	68	21	6	14	15	.....	51	50	50
New York.....	3,106	47	20	31	18	12	1	4	80	20
New Jersey.....	1,144	42	23	18	23	30	5	53	55	45
Pennsylvania.....	1,338	39	16	16	25	15	12	38	54	46
<i>South Atlantic Division.</i>										
Delaware.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0
Maryland.....	803	30	6	8	18	26	8	29	78	22
District of Columbia.....	379	42	18	10	.....	21	36	26	92	8
Virginia.....	715	60	11	23	22	14	.....	26	73	27
West Virginia.....	43	51	19	9	28	49	.....	0	0	0
North Carolina.....	745	35	7	2	5	25	.....	20	68	32
South Carolina.....	268	73	19	52	24	12	.....	21	100	0
Georgia.....	612	6	3	0	.....	53	16	10	92	8
Florida.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0
<i>South Central Division.</i>										
Kentucky.....	231	57	13	7	13	53	.....	26	69	31
Tennessee.....	205	54	12	.....	6	34	.....	39	91	9
Alabama.....	135	22	5	0	0	25	.....	60	84	16
Mississippi.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0
Louisiana.....	472	6	2	39	8	64	.....	1	100	0
Texas.....	400	1	.....	1	15	.....	78	0	0	0
Arkansas.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0
Indian Territory.....	100	6	.....	.....	.....	94	.....	6	100	0
<i>North Central Division.</i>										
Ohio.....	470	18	9	8	77	3	.....	7	88	12
Indiana.....	69	.....	.....	.....	.....	.....	.....	.....	.....	.....
Illinois.....	735	29	12	3	51	9	16	21	55	45
Michigan.....	382	54	35	7	15	23	.....	53	32	68
Wisconsin.....	763	62	33	9	63	12	.....	46	80	20
Minnesota.....	392	27	5	2	21	28	.....	3	100	0
Iowa.....	82	40	6	.....	12	21	39	61	30	70
Missouri.....	556	42	7	2	29	35	.....	9	70	30
Dakota.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nebraska.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kansas.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<i>Western Division.</i>										
Montana.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado.....	95	8	.....	6	19	.....	42	8	100	0
New Mexico.....	206	6	4	3	2	54	.....	0	0	0
Arizona.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0
Idaho.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0
Washington.....	150	5	0	7	3	.....	.....	0	0	0
Oregon.....	242	21	2	1	8	.....	63	7	75	25
California.....	858	8	3	2	3	52	.....	21	50	50
North Atlantic Division.....	7,981	48	24	24	18	19	4	48	{ 66	32
South Atlantic Division.....	3,565	38	9	12	12	27	8	19	79	21
South Central Division.....	1,543	19	4	13	9	40	20	15	83	17
North Central Division.....	3,440	38	17	5	44	17	4	25	61	39
Western Division.....	1,651	9	2	3	4	37	12	17	55	45
United States.....	18,180	33	16	15	20	23	7	32	68	3

TABLE 34.—COMPARATIVE STATISTICS OF PRIVATE SECONDARY SCHOOLS—Cont'd.
DIVISION C.—Private schools for both sexes.

State or Territory.	Students.									
	Total.	Percentage pursuing—						Percentage preparing for college and scientific school.	Percentage of total preparing for college and scientific school.	
		Latin.	Greek.	French.	German.	English only.	Not distributed.		In classical course.	In scientific course.
1	2	3	4	5	6	7	8	9	10	11
North Atlantic Division.										
Maine	2,110	34	12	7	1	40	18	13	89	11
New Hampshire	867	14	4	4	1	46	36	8	84	16
Vermont	2,197	24	8	7	2	49	14	9	83	17
Massachusetts	2,445	22	5	22	6	49	5	10	64	36
Rhode Island	48									
Connecticut	782	37	12	18	16	10	46	28	78	22
New York	7,693	12	3	8	9	53	21	7	74	26
New Jersey	1,994	18	5	16	32	27	15	9	69	31
Pennsylvania	3,646	22	5	2	8	53	15	8	81	19
South Atlantic Division.										
Delaware	401	25	5	2	5	30	33	7	71	29
Maryland	512	4		10	33	13	41	0	0	0
District of Columbia	129	29	2	27	2	50				
Virginia	738	6	1	2		62	38	2	100	
West Virginia	213						100			
North Carolina	3,625	14	3	3	1	55	24	13	72	28
South Carolina	1,334	4	2		0	2	92	2	100	
Georgia	3,455	13	2	2		53	31	5	73	27
Florida	682	13	1	1	1	13	61	9	100	
South Central Division.										
Kentucky	2,733	11	2	2	5	35	47	11	30	70
Tennessee	1,844	8	1			57	35	6	48	52
Alabama	1,321	10	1	3	1	33	57	5	90	10
Mississippi	1,471	8	3	1	1	45	42	11	73	27
Louisiana	413	2		23	0	14	61		100	
Texas	1,439	13	1	2	14	38	46	1	100	
Arkansas	663	3	1	0	0	45	51	1	100	
Indian Territory	229	10			1	89	16			
North Central Division.										
Ohio	4,090	12	3	2	6	74	6	8	59	41
Indiana	3,124	5	1	0	1	29	68	2	86	14
Illinois	2,804	7	1	2	32	19	44	6	40	60
Michigan	479	2	0	0	64	39	4	3	31	69
Wisconsin	236	29	6	0	17	59		4	50	50
Minnesota	894	10	1	5	3	24	57	10	71	29
Iowa	3,058	7	2		5	47	42	6	63	37
Missouri	3,093	16	5		9	29	46	10	78	22
Dakota	706	19	9	4	20	36	23	9	52	48
Nebraska	544	5	1		1	16	77	1	100	
Kansas	1,332	9	2	0	12	47	40	10	53	47
Western Division.										
Montana										
Wyoming										
Colorado	92	5	0	0	2		93	5	40	60
New Mexico	525	3		0	1	34	64			
Arizona										
Utah	1,017	4		0	1	56	39	2	28	72
Nevada										
Idaho	67	14	7	7	9	46	17	40	37	63
Washington	294	10	3	1	2	68	17	6	100	
Oregon	232	15	0	0	16	50	26	10	57	43
California	666	8	1	1	2	33	55	3	23	77
North Atlantic Division	21,782	20	5	9	9	47	18	9	77	23
South Atlantic Division	11,089	12	2	2	2	43	59	7	76	24
South Central Division	10,133	9	1	2	4	42	46	7	52	48
North Central Division	21,210	10	3	1	11	40	39	7	63	37
Western Division	2,993	6	1		3	46	44	4	49	51
United States	67,207	13	3	4	8	43	34	7	69	31

TABLE 35.—NUMBER AND CLASSIFICATION OF STUDENTS FOR ALL CLASSES OF
SECONDARY SCHOOLS.

	Students.																
	Total.	Number pursuing —						Preparing for classical course in college.	Preparing for scientific course in college or scientific school.	Total preparing for college and scientific school.	Percentage pursuing—					Percentage preparing for college and scientific school.	Percentage of total preparing for college and scientific school.
		Latin.	Greek.	French.	German.	English only.					Latin.	Greek.	French.	German.	English only.	In classical course.	In scientific course.
United States .	181, 116	44, 528	8, 179	17, 121	19, 938	33, 436	12, 904	6, 160	19, 074	25	5	9	11	18	11	63	33

The detailed tables, viz, 36 and 37, show for the individual schools responding to the inquiries of the Office the particulars involved in the summaries.

From an examination of Table 36, Part 1, it will be seen that of the seven largest cities of the United States three, namely, New York, Brooklyn, and Philadelphia, have no place in the table before us, while one, Baltimore, is represented by high schools for girls only. This omission arises not from the lack of public provision for secondary instruction, but from conditions of the work peculiar to the respective cities.

Brooklyn, N. Y., has maintained since 1878 a central school to which pupils are advanced from the grammar grade. In his report for 1886, Hon. Calvin Patterson, superintendent of public instruction in that city, gives the following statistics of the school for the year mentioned :

Sex.	Number admitted.	Number graduated.	
		Commercial course.	Regular course.
Boys	279	90	33
Girls	525	.....	188
Total	804	.....	221

"The courses of study were enlarged in July last by the adoption of a 3 years' language course, and a 2 years' commercial course in place of the 1 year course. The English course remains 2 years as heretofore."

Respecting the general scope of the school the superintendent says: "The courses of study now prescribed for the pupils of the Central School do not materially modify the general scope of the work. Pupils completing the language course would not be admitted to the classical course in any college. The committee of the school and the board of education have refused as yet to include among the subjects taught any branches that were not necessary to the proper preparation of the young ladies for teaching and the young men for the every-day affairs of life. It is to be hoped that the time is not far distant when the young people of Brooklyn will be favored with the same educational advantages that are granted to the youth of other cities."

New York City maintains a normal college for girls, the statistics of which will be found in Chapter VI of this Report, page 460, and the College of the City of New York, which is tabulated in Chapter IX.

The first 2 years in the Normal College are entirely academic, the second 2 partly academic and partly professional. The curriculum includes Latin, French, German, mathematics, extended courses in science and in literature, with music, drawing, and intellectual philosophy considered especially in relation to the art of teaching. Candidates for admission must pass an examination.

Philadelphia maintains a central high school for boys and a normal school for girls, which latter is tabulated in Chapter VI.

The 4 years' course of the Central High School includes Latin, German, and a fine course in drawing. Graduates from this course receive the degree of B. A. The course in the Girls' Normal School is of 3 years' duration with a post-graduate year for those intending to teach. In his report for 1886, Mr. G. W. Fetter, the principal, states that "the chief object of the school is to give the pupils a thorough English education before graduation, and to supplement this by furnishing the post-graduates such additional training as instructors of youth need and must have to insure success."

In addition to the 2 high schools for girls included in the table before us, Baltimore maintains a college for boys which is included in Table 45.

In the city of Boston there are 10 high schools, which were characterized as follows by Mr. Philbrick, "six local mixed schools of the lower order and 4 central schools of the superior order, a classical, and a non-classical, one for each sex."

For convenience of reference the principal statistics of the dissimilar institutions of academic grade comprised in the public school systems of the 7 largest cities are exhibited together in the following table, only the 4 central high schools of Boston being included :

City.	Number of schools or colleges.	Number of instructors.	Total number of students for the year.	Amount paid for teachers' salaries.	Total expenditure.
New York, N. Y.	2	79	3,180	\$174,893.91	\$214,621.97
Philadelphia, Pa.	2	42	1,816	57,694.89	69,885.03
Brooklyn, N. Y.	1	33	1,698	.....	.....
Chicago, Ill.	3	40	1,959	70,429.86	79,768.13
Boston, Mass.	4	71	2,044	.....	.....
Saint Louis, Mo.	2	31	949	23,818.60	23,021.75
Baltimore, Md.	3	43	1,092	54,582.00	68,643.87

TABLE 36.—STATISTICS OF PUBLIC SECONDARY SCHOOLS FOR 1886-87.
DIVISION A.—Schools supported wholly by public funds.—PART I.

Location.	Name.	Principal.	Date of organization.	Male instructors.	Female instructors.	Students.									
						Number of—		Number pursuing—							
						Male.	Female.	Total.	Latin.	Greek.	French.	German.	Free-hand drawing.	Mechanical drawing.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
ARKANSAS.															
1	Brocktown.....														
2	Little Rock.....					24	23	61	84	43					
CALIFORNIA.															
3	Alameda.....					40	59	99							
4	Marysville.....					7	15	22						22	
5	Oakland.....					216	317	533	170	15	65	62		30	
6	Petaluma.....					18	26	44	41				44		
7	Sacramento.....					3	29	103	132	10					
8	San Francisco.....					1	269	39	338	231	47	8	147	102	
9	Girls' High and Normal School.....						883	883							
10	Vallejo.....					23	36	59							
COLORADO.															
11	Aspen.....					4	11	15						15	
12	Colorado Springs.....					28	39	67	35			32	0	0	
13	Pueblo.....					19	55	74	25			45	74		
CONNECTICUT.															
14	Bridgport.....					72	149	221	130	21	41	37	150		
15	Bristol.....					22	43	75	68	8			77		
16	Danversville.....					23	260	283	20	4	18		200		
17	Guilford.....					19	23	42	8	4		5			
18	Hartford.....					206	264	530	42	84	130	40	150		

TABLE 36.—STATISTICS OF PUBLIC SECONDARY SCHOOLS FOR 1886-87.—Continued.

DIVISION A.—Schools supported wholly by public funds.—PART I.—Continued.

Location.	Name.	Principal.	Date of organization.	Male instructors.	Female instructors.	Students.									
						Number of—		Number pursuing—							
						Male.	Female.	Total.	Latin.	Greek.	French.	German.	Free-hand drawing.	Mechanical drawing.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
CONNECTICUT—cont'd.															
19	Meriden.....	Henry S. Pratt.....	1881	2	3	70	130	200	75	1	.....	.....	.....	45	
20	Middletown.....	W. B. Ferguson, A. B.....	1841	2	3	43	30	76	30	10	10	.....	.....	.....
21	New Britain.....	John H. Peck, A. M.....	1850	3	3	84	87	171	117	24	20	52	0	0	
22	New Haven.....	James D. Whitmore.....	1859	6	14	267	315	582	30	10	0	10	216	161	
23	Putnam.....	Roscoe Nelson.....	.....	1	1	24	25	50	22	5	3	7	.....	.....
24	Stamford.....	Wilton H. Desper.....	1884	1	1	25	22	47	6	0	26	0	47	5	
25	Stamford.....	D. S. Sanford.....	.....	1	2	20	56	70	20	4	.....	10	.....	.....
DAKOTA.															
26	Sioux Falls.....	L. McCartney.....	1879	1	2	25	40	65	11	.....	.....	.....	.....	.....
DELAWARE.															
27	Wilmington.....	Miss Mary Miller.....	1872	0	7	0	138	138	138	.....	.....	.....	.....	.....
DISTRICT OF COLUMBIA.															
28	Washington.....	Edward A. Paul.....	1882	13	14	302	506	808	302	23	82	351	674	106	
FLORIDA.															
29	Jacksonville.....	Frederick Pasco.....	1874	1	2	32	51	83	83	9	.....	.....	.....	.....
30	Okahumpka.....	J. H. Powell.....	1884	1	.....	8	9	17	2	.....	.....	1	.....	.....

GEORGIA.		Boys' and Girls' High Schools	Wm. A. Bass and Miss S. McKinley.	1872	3	7	121	279	400	400	121	279	400	400
31	Atlanta.....	Bairdstown Academy.....	W. B. Crawford.....	1873	1	25	20	45	179	10	19	19	179	400
32	Bairdstown.....	Central High School.....	C. B. Chapman.....	1872	3	104	103	207	80	12	75	60	100	30
34	Norcross.....	Georgia School of Language, Science, and Art.	Terrell L. Simmons.....	1872	3	2	103	207	80	12	75	60	100	30
ILLINOIS.		High School of District No. 5.....	S. M. Haskell.....	1872	3	2	46	89	135	64	71	8	23	107
25	Aurora.....	Cairo High School.....	M. C. Clendenen.....	1872	1	21	41	62	29	29	71	8	23	107
36	Chicago.....	Champaign West Side High School.....	T. Moore.....	1870	3	49	77	126	103	15	8	23	44	283
38	Chicago.....	Hyde Park High School.....	W. H. Ray.....	1874	5	129	321	443	196	0	33	211	380	28
39	Chicago.....	North Division High School.....	Jeremiah Stoen.....	1876	12	13	262	850	1,112	788	47	351	672	143
40	Chicago.....	South Division High School.....	George P. Welles.....	1862	3	4	129	168	297	100	4	0	60	73
41	Chicago.....	West Division High School.....	John W. Wilson.....	1862	3	4	129	168	297	100	4	0	60	73
42	Decatur.....	Public High School.....	Robert McCay.....	1860	1	2	40	73	113	24	0	0	30	0
43	Elgin.....	Elgin Public High School.....	Orville T. Bright.....	1860	1	3	50	100	150	40	20	20	73	68
44	Englewood.....	Englewood High School.....	O. P. Bestwick.....	1868	1	3	34	62	96	40	20	20	73	68
45	Galesburg.....	Galesburg High School.....	Mrs. Mary E. Getterny.....	1868	1	3	19	29	48	40	20	20	73	68
46	Jacksonville.....	Washington High School.....	Miss Virginia Graves.....	1861	2	80	75	155	70	20	20	20	73	68
47	Joliet.....	Joliet High School.....	W. F. Manchester.....	1863	1	2	40	40	80	17	31	31	73	68
48	Lacon.....	Lacon High School.....	F. H. Burr.....	1876	1	4	82	82	14	14	40	40	68	68
49	Marengo.....	Marengo High School.....	Jerome McNeill.....	1868	2	9	37	83	120	65	15	15	16	34
50	Oak Park.....	Oak Park High School.....	B. L. Dodge.....	1868	2	9	37	83	120	65	15	15	16	34
51	Panama.....	Panama Public School.....	A. Harvey.....	1865	4	5	103	202	305	171	14	0	43	0
52	Paris.....	Paris High School.....	R. L. Barton.....	1861	2	25	30	55	0	0	55	55	151	151
53	Peoria.....	Peoria High School.....	George E. Knepper.....	1870	2	4	57	78	125	51	49	0	0	0
54	Quincy.....	Quincy High School.....	Rev. Wm. B. Corbryn, D. D.....	1870	2	1	78	62	140	10	6	0	0	0
55	Rock Island.....	Rock Island High School.....	J. M. Nickles.....	1873	1	2	25	56	81	81	35	35	150	150
56	Spaulding.....	Spaulding High School.....	Alfred Bayless.....	1867	2	1	34	52	86	50	35	35	150	150
57	Stirling.....	Stirling High School.....	J. W. Hays.....	1875	1	1	31	39	70	30	4	4	150	150
58	Urbana.....	Urbana High School.....	Enoch A. Fritter.....	1875	1	13	22	41	5	0	0	0	30	0
59	Warren.....	Warren High School.....	Justin L. Hartwell.....	1875	1	2	13	22	41	5	0	0	30	0
60	Washington.....	Washington High School.....	Justin L. Hartwell.....	1875	1	2	13	22	41	5	0	0	30	0
INDIANA.		Amboy Academy.....	J. Z. A. McCaughan, A. B.....	1872	2	1	29	21	50	5	0	0	0	0
61	Amboy.....	Anderson High School.....	Willard W. Hart.....	1873	2	1	17	41	58	10	0	0	30	0
62	Attica.....	Attica High School.....	Samuel E. Howard.....	1873	1	1	17	41	58	10	0	0	30	0
63	Bloomington.....	Bloomington High School.....	Miss Grace Woodburn.....	1873	1	2	15	33	48	46	30	30	150	150
64	Brownstown.....	Brownstown High School.....	Craven L. Howell, Ph. D.....	1880	1	16	20	36	50	30	30	30	150	150
65	Cambridge City.....	Cambridge City Public Schools.....	W. F. L. Sanders.....	1853	2	10	42	28	70	32	150	150	150	150

TABLE 35.—STATISTICS OF PUBLIC SECONDARY SCHOOLS FOR 1886-87—Continued.
DIVISION A.—Schools supported wholly by public funds.—PART I—Continued.

Location.	Name.	Principal.	Date of organization.	Male instructors.	Female instructors.	Students.								
						Number of—		Number pursuing—						
						Male.	Female.	Total.	Latin.	Greek.	French.	German.	Free-hand drawing.	Mechanical drawing.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
INDIANA—continued.														
70	Columbus	Columbus High Schools.	Elizabeth Long.	1	2	38	63	101	22	0	0	5	0	0
71	Connersville	Connersville High School.	D. E. Hunter.	2	2	15	33	48	12	0	0	0	0	0
72	Crawfordsville	Crawfordsville High School.	A. S. Custer; C. S. Kritz.	3	3	11	57	68	43	0	0	0	0	0
73	Decatur	Decatur Public Schools.	C. A. Dugan, A. B.	1	9	17	22	39	20	33	0	0	0	0
74	Edinburg	Edinburg High School.	Andrew Longhery.	2	1	31	38	69	33	33	0	0	0	0
75	Fort Wayne	Fort Wayne High School.	Chester T. Lane.	4	5	25	110	135	100	5	0	0	0	0
76	Frankfort	Frankfort High School.	Charles E. Newlin.	1	2	40	45	85	50	75	0	0	0	0
77	Greensburg	Greensburg High School.	Mrs. Jeany F. Curry.	1	1	31	41	72	75	0	0	0	0	0
78	Hagerstown	Hagerstown High School.	P. V. Voris.	6	12	219	489	708	104	12	5	93	52	0
79	Indianapolis	Indianapolis High School.	Willard W. Grant.	2	1	38	40	78	18	12	0	0	0	0
80	Kokomo	Kokomo High School.	Charles Hewitt.	2	1	38	40	78	18	12	0	0	0	0
81	Kokomo	La Porte High School.	Sheridan Cox, A. M.	3	1	51	75	126	18	12	0	0	0	0
82	La Porte	La Porte High School.	Frederick C. Hicks.	2	3	43	67	110	22	22	0	0	0	0
83	Madison	Madison High School.	J. A. Carnegie.	1	2	64	33	97	58	0	0	0	0	0
84	Marion	Marion High School.	Mrs. Emma Mont. McKee.	2	1	37	66	103	25	25	0	12	0	0
85	Michigan	Michigan City High School.	Hiram A. Sober, A. B.	2	1	12	27	39	4	4	0	0	60	0
86	Monticello	Monticello High School.	R. F. Moon.	2	2	40	60	90	23	23	0	0	0	0
87	New Albany	New Albany High School.	Robert A. Ogg.	1	2	45	62	107	25	25	0	30	0	0
88	Perrin	Perrin High School.	W. E. Henry.	1	1	29	70	109	15	0	0	0	0	0
89	Plymouth	Plymouth High School.	R. A. Chase.	1	1	15	26	41	0	0	0	0	0	0
90	Princeton	Princeton High School.	J. C. Hall.	2	2	19	31	50	12	12	0	0	0	0
91	Richmond	Richmond City High School.	Oscar L. Kelso.	5	2	46	88	134	63	63	0	36	119	0
92	Rochester	Rochester High School.	David K. Goss.	1	1	14	26	40	30	0	0	0	0	0
93	Salem	Salem High School.	Miss Alice F. Bridgman.	2	2	34	34	68	23	23	0	0	0	0
94	South Bend	South Bend High School.	James Du Shane.	3	3	52	85	137	30	30	8	60	0	0
95	Terre Haute	Terre Haute High School.	W. W. Evers.	1	1	119	204	323	127	127	0	0	0	0
96	Union City	Union City High School.	Mrs. M. A. Mead.	1	1	16	26	42	15	15	0	0	0	0

TABLE 36.—STATISTICS OF PUBLIC SECONDARY SCHOOLS FOR 1886-87—Continued.
DIVISION A.—Schools supported wholly by public funds.—PART I.—Continued.

Location.	Name.	Principal.	Date of organization.	Male instructors.	Female instructors.	Students.								
						Number of—		Number pursuing.						
						Male.	Female.	Total.	Latin.	Greek.	French.	German.	Free-hand drawing.	Mechanical drawing.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
MASSACHUSETTS—cont'd.														
201 Ware.....	Ware High School.....	Samuel W. Hallett.....	1853	1	2	20	47	67	67	8	14	7	.....	.....
202 Watertown.....	Phillips High School.....	George R. Dwyer.....	1853	1	1	32	60	92	54	9	29	9	92	92
203 Webster.....	Webster High School.....	W. C. Whiting.....	1870	1	1	18	32	50	15	.....	16	.....	.....	.....
204 West Springfield.....	High School.....	P. W. Pease.....	1867	1	1	47	35	83	17	44	12	17	0	0
205 Weymouth.....	North High School.....	P. H. Beede.....	.....	1	2	40	90	130	2	1	0	0	21	0
206 Woburn.....	Woburn High School.....	Harbert B. Dow, A. M.....	.....	3	2	76	79	155	117	16	48	6	.....	.....
207 Worcester.....	Worcester English and Classical High School.....	Alfred S. Roe.....	1845	8	12	513	518	1,031	809	129	410	140	350	100
208 Westfield.....	Westfield High School.....	W. M. McLaughlin.....	.....	2	3	51	79	130	47	10	18	40	67	34
MICHIGAN.														
209 Ann Arbor.....	Ann Arbor High School.....	J. G. Pattengill.....	.....	6	7	328	215	573	203	50	40	117	.....	.....
210 Battle Creek.....	Battle Creek Public High School.....	Joseph H. Drake.....	.....	2	3	56	74	130	38	7	0	16	.....	.....
211 Bay City.....	Bay City High School.....	A. C. Grier, E. S.....	1868	1	6	73	128	201	75	0	18	28	0	17
212 Detroit.....	Detroit High School.....	Frederick L. Bliss.....	1858	8	15	385	528	833	252	16	104	179	0	0
213 East Saginaw.....	East Saginaw High School.....	John O. Reed.....	1870	1	8	92	181	273	129	12	.....	65	75	10
214 Fenton.....	Public Schools of Fenton.....	F. W. Arbury.....	1850	2	1	27	43	70	22	.....	.....	13	.....	.....
215 Flint.....	Flint High School.....	David MacKenzie.....	1873	1	6	125	177	392	95	5	29	40	.....	.....
216 Grand Rapids.....	Grand Rapids High School.....	W. A. Greenon.....	.....	4	15	253	387	630	229	10	32	62	324	0
217 Kalamazoo.....	Kalamazoo Public High School.....	Fred. B. Richards.....	.....	1	4	40	115	155	57	6	14	4	.....	.....
218 Ludington.....	Ludington Public Schools.....	Edna A. Haskins.....	.....	1	2	20	42	62	50	.....	.....	9	.....	.....
219 Marshall.....	Marshall High School.....	Belmont Waples, A. B.....	1860	2	3	37	50	87	21	.....	.....	5	0	0
220 Menominee.....	Menominee High School.....	W. G. Witter.....	1880	1	2	35	30	65	.....	0	0	0	0	0
221 Milford.....	Milford High School.....	Albert P. Cook.....	.....	1	1	31	46	77	0	0	0	0	0	0
222 Monroe.....	Union High School.....	Prof. John A. Stewart.....	.....	1	2	36	44	60	41	6	.....	3	.....	.....

TABLE 36.—STATISTICS OF PUBLIC SECONDARY SCHOOLS FOR 1886-87—Continued.
DIVISION A.—Schools supported wholly by public funds.—PART I—Continued.

Location.	Name.	Principal.	Date of organization,	Male instructors.	Female instructors.	Students.								
						Number of—		Number pursuing—						
						Male.	Female.	Total.	Latin.	Greek.	French.	German.	Free-hand drawing.	Mechanical drawing.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
NEW HAMPSHIRE—cont'd.														
259	Raymond.....	H. A. Hubbard.....	.....	1	.....	18	33	51	9	.....	.....	.....	.....	.....
260	Rochester.....	William W. Allen.....	1849	3	1	36	66	102	49	7	.....	.....	.....	.....
261	Warner.....	Henry S. Roberts, A. M.....	1871	1	2	20	30	50	12	.....	6	.....	50	.....
NEW JERSEY.														
262	Bordentown High School.....	William Macfarland.....	.....	1	.....	6	13	19	.....	.....	.....	.....	.....	.....
263	Jersey City High School.....	Addison B. Poland.....	1872	4	6	200	400	600	75	30	40	120	.....	.....
264	Millville.....	T. D. Senoon.....	1859	1	2	45	35	80	6	0	0	3	.....	2
265	Newark Public High School.....	E. O. Hovey.....	1855	7	13	36	482	808	558	19	.....	139	606	.....
266	New Brunswick.....	Charles J. Robus.....	1876	3	3	88	93	178	50	3	0	0	.....	.....
267	Orange High School.....	Usher W. Cutts.....	.....	2	1	31	37	68	67	3	.....	.....	.....	.....
268	Paterson High School.....	J. A. Reinhart, Ph. D.....	.....	2	7	115	240	355	0	0	0	0	0	0
NEW YORK.														
269	Albany High School.....	Oscar D. Robinson, A. M.....	1863	9	11	228	305	623	446	34	20	80	623	623
270	Argyle Academy.....	L. S. Packard.....	1843	1	3	35	40	75	5	2	.....	1	.....	.....
271	Bainbridge Union School.....	Fred. J. Imbuhl.....	.....	1	1	27	41	68	10	6	.....	4	.....	.....
272	Batavia Union School.....	Gardner Fuller.....	1863	1	3	60	81	141	24	2	0	25	.....	.....
273	Binghamton Central High School.....	E. R. Payson.....	.....	3	5	104	161	265	75	13	7	.....	.....	0
274	Buffalo High School.....	Henry P. Emerson.....	1857	5	13	172	247	419	101	.....	.....	.....	.....	.....
275	Clarence Parker Union School.....	E. A. Parks.....	1878	1	3	89	105	194	10	.....	.....	11	.....	.....
276	Cohoes Egbert's High School.....	George E. Dixon.....	1864	1	2	32	53	85	18	0	0	0	20	0
277	Elmira Free Academy.....	Herbert U. Lovell.....	1862	1	2	32	53	85	18	0	0	0	20	0
278	Flushing High School.....	John H. Clark, A. M.....	1874	1	4	26	72	98	40	0	0	0	60	.....

TABLE 36.—STATISTICS OF PUBLIC SECONDARY SCHOOLS FOR 1886-87—Continued.
DIVISION A.—Schools supported wholly by public funds.—PART I—Continued.

Location.	Name.	Principal.	Date of organization.	Male instructors.	Female instructors.	Number of—			Students.					
						Male.	Female.	Total.	Number pursuing—					
									Latin.	Greek.	French.	German.	Free-hand drawing.	Mechanical drawing.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
OHIO—continued.														
321 Newark.....	Newark High School.....	S. E. Swartz.....	1848.....	1	4	34	97	131	46	.....	.....	40	.....	.....
322 Norwalk.....	Norwalk High School.....	W. R. Comings.....	1840?.....	1	1	55	104	159	80	10	.....	.....	.....	.....
323 Portsmouth.....	Portsmouth High School.....	Edwin E. Sparks.....	1850?.....	2	1	37	65	103	60	.....	.....	0	.....	.....
324 Sandusky.....	Sandusky High School.....	Miss Emma Padback.....	.....	0	4	43	116	153	40	0	.....	25	140	.....
325 Springfield.....	Public High School.....	William H. Weir.....	1859.....	3	2	49	120	169	96	.....	.....	73	161	.....
326 Steubenville.....	Steubenville High School.....	Alex. M. Rowe.....	1854.....	1	4	42	114	156	45	.....	.....	.....	.....	.....
327 Tiffin.....	Tiffin Public High School.....	J. W. Knott.....	1852.....	1	3	42	100	142	40	.....	.....	50	.....	.....
328 Van Wert.....	Public High School.....	D. E. Corwell.....	.....	1	2	20	45	65	65	.....	.....	.....	.....	.....
329 Xenia.....	Xenia High School.....	G. J. Graham.....	1850.....	2	2	50	76	126	100	10	.....	23	.....	.....
330 Youngstown.....	Ragen School.....	B. M. Hill.....	1865.....	2	2	63	89	154	150	15	.....	20	.....	.....
331 Zanesville.....	Zanesville High School.....	L. L. H. Austin.....	1854.....	2	4	78	105	184	10	.....	.....	.....	.....	.....
OREGON.														
332 Lakeview.....	Lakeview Institute.....	C. J. Caldwell.....	1887.....	3	2	90	110	200	.....	.....	.....	.....	.....	.....
PENNSYLVANIA.														
333 Allentown.....	Allentown High School.....	L. B. Landis.....	1858.....	1	3	73	65	138	52	26	.....	119	.....	.....
334 Altoona.....	Altoona High School.....	P. J. Carmichael.....	.....	1	3	39	92	131	52	.....	.....	30	.....	.....
335 Ashland.....	Ashland High School.....	W. C. Estler.....	.....	2	1	23	36	59	.....	.....	.....	.....	59	.....
336 Beaver Falls.....	Beaver Falls Public High School.....	M. L. Knight.....	1872.....	1	1	8	34	42	.....	.....	.....	.....	42	42
337 Bethlehem.....	Bethlehem High School.....	G. H. Desh.....	.....	1	.....	20	27	47	16	.....	.....	20	18	20
338 Cambridgeborough.....	Cambridge Academy and Day School.....	A. J. Devereux.....	.....	3	3	(248)	27	248	6	.....	.....	.....	.....	100
339 Carbondale.....	Carbondale High School.....	N. J. Hockenberry.....	.....	1	2	38	102	140	60	0	0	0	.....	.....

TABLE 36.—STATISTICS OF PUBLIC SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION A.—Schools supported wholly by public funds.—PART I—Continued.

Location.	Name.	Principal.	Date of organization.	Male instructors.	Female instructors.	Students.								
						Number of—			Number pursuing—					
						Male.	Female.	Total.	Latin.	Greek.	French.	German.	Free-hand drawing.	Mechanical drawing.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
TEXAS.														
381	Austin High School	I. H. Bryant	1881	2	2	40	80	120	.....	2	0	.....	0	0
382	El Paso High School	C. Esterly	1884	1	3	17	20	37	37	0	0	0	37	87
383	Fort Worth High School	W. P. Williams	1884-5	1	3	40	80	120	35	.....	.....	.....	.....	.....
384	Galveston High School	H. Lee Sellers	1881	1	4	36	108	144	.....	0	0	0	0	0
385	San Antonio Public High School	F. M. Halbedel	1879	3	1	7	23	30	.....	0	0	4	.....	.....
386	Waco Public High School	David G. Taylor	1884	1	1	57	57	57	38	0	0	0	0	0
VERMONT.														
387	Bennington High School	F. E. Parlin	1879	1	3	52	60	112	12	1	.....	4	14	.....
388	Rutland High School	Henry O. Aiken	1867	1	2	24	56	80	20	1	.....	.....	.....	.....
389	Winooski Graded School	J. A. Hartigan	.....	1	.....	12	20	32	0	6	4	.....	.....	.....
VIRGINIA.														
390	Fredericksburg High School	Prof. J. G. Swartz	1885	1	.....	10	15	25	17	.....	5	13	.....	.....
391	Lynchburg Public High Schools	John W. Nyatt	1872	6	1	89	131	190	190	.....	15	140	.....	.....
392	Midway Academy	J. L. King	1886	1	1	30	40	70	2	1	2	.....	.....	.....
393	Richmond High School	William F. Fox	1872	3	17	200	388	588	307	.....	99	192	0	0
394	Richmond Normal School	S. T. Beach	1867	1	10	72	200	272	200	0	0	0	0	0
395	Staunton Public High School	Prof. J. H. Boder	.....	2	0	29	22	51	51	0	12	20	0	0
WEST VIRGINIA.														
396	Martinsburg Grammar High School	J. A. Cox	1884	1	3	80	95	175	15	.....	.....	12	.....	.....

[illegible]

TABLE 36.—STATISTICS OF PUBLIC SECONDARY SCHOOLS FOR 1886-87.

DIVISION A.—Schools supported wholly by public funds.—PART II.

	Name.	Number of students of 1887 who have entered college or scientific school since close of last academic year.	Number of volumes in library.	Has the school—			Value of grounds, buildings, and apparatus.	Benefactions
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?		
	2	16	17	18	19	20	21	22
ARKANSAS.								
1	Brocktown School	0	0	.....	0	.....	\$150	\$200.00
2	Scott Street High School .....	.....	.....	Yes.	Yes.	.....	35,000	.....
CALIFORNIA.								
3	Alameda High School	7	80	Yes.	Yes.	No.	40,000	.....
4	Marysville High School .....	.....	1,000	Yes.	Yes.	Yes.	12,000	.....
5	Oakland High School	0	500	Yes.	Yes.	No.	35,000	.....
6	Petaluma High School .....	.....	20	.....	.....	.....	7,000	.....
7	Sacramento High School	6	329	Yes.	Yes.	No.	10,000	.....
8	Boys' High School, San Francisco	20	813	Yes.	Yes.	Yes.	.....	.....
9	Girls' High and Normal School, San Francisco .....	.....	300	Yes.	Yes.	Yes.	75,000	.....
10	Vallejo High School	0	371	No.	Yes.	.....	40,000	.....
COLORADO.								
11	Aspen Public High School	0	110	No.	Yes.	No.	15,000	0
12	Colorado Springs High School	3	550	Yes.	Yes.	No.	130,000	0
13	South Pueblo High School .....	.....	500	Yes.	Yes.	No.	.....	.....
CONNECTICUT.								
14	Bridgeport High School	8	275	Yes.	Yes.	.....	100,000	.....
15	Bristol High School	1	100	Yes.	Yes.	.....	.....	.....
16	Union Graded School, Danielsonville .....	.....	400	Yes.	Yes.	Yes.	35,000	.....
17	Guilford Institute and High School .....	.....	200-300	0	Yes.	No.	11,000	15.00
18	Hartford Public High School	23	1,400	Yes.	Yes.	No.	.....	.....
19	Meriden High School	1	250	No.	Yes.	No.	82,000	.....
20	Middletown High School .....	.....	600	Yes.	Yes.	No.	60,000	.....
21	New Britain Public High School	4	350	Yes.	Yes.	.....	.....	.....
22	Hillhouse High School	22	2,000	Yes.	Yes.	No.	100,000	25.00
23	Patnam High School	2	300	.....	Yes.	Yes.	23,000	.....
24	Stafford Springs High School	0	313	Yes.	Yes.	No.	29,000	.....
25	High School, Stamford	0	50	0	.....	Yes.	60,000	0
DAKOTA.								
26	Sioux Falls High School	2	.....	Yes.	Yes.	.....	50,000	.....
DELAWARE.								
27	Girls' High School of Wilmington .....	.....	125	.....	.....	No.	.....	.....
DISTRICT OF COLUMBIA.								
28	Washington High School (white)	19	5,200	Yes.	Yes.	Yes.	.....	.....
FLORIDA.								
29	Duval High School .....	.....	100	.....	.....	.....	7,000	.....
30	Helena Academy .....	.....	.....	0	0	0	.....	57.50
GEORGIA.								
31	Boys' and Girls' High Schools, Atlanta	24	2,000	0	Yes.	Yes.	250,000	.....
32	Bairdstown Academy .....	.....	58	Yes.	Yes.	0	2,000	.....
33	Central High School, Macon .....	.....	50	No.	No.	Yes.	5,000	0

TABLE 35.—STATISTICS OF PUBLIC SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION A.—Schools supported wholly by public funds.—PART II—Continued.

	Name.	Number of students of 1887 who have entered college or scientific school since close of last academic year.	Number of volumes in library.	Has the school—			Value of grounds, buildings, and apparatus.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?		
	2	16	17	18	19	20	21	22
GEORGIA—continued.								
24	Georgia School of Language, Science, and Art.	0	.....	Yes.	Yes.	Yes.	\$5,000	\$0
ILLINOIS.								
35	High School of District No. 5, Aurora.	1	470	No..	Yes.	Yes.	.....	.....
36	Cairo High School.	20	750	0	Yes.	No..	.....	.....
37	Champaign West Side High School.	30	500	.....	Yes.	No..	80,000	.....
38	Hyde Park High School.	7	500	Yes.	Yes.	Yes.	60,000	0
39	North Division High School, Chicago.	4	.....	Yes.	Yes.	No..	.....	.....
40	South Division High School, Chicago.	2	600	Yes.	Yes.	No..	125,825	.....
41	West Division High School, Chicago.	13	1,200	Yes.	Yes.	No..	170,000	.....
42	Public High School, Decatur.	.....	400	Yes.	Yes.	No..	40,000	.....
43	Elgin Public High School.	0	300	Yes.	Yes.	No..	25,000	.....
44	Englewood High School.	0	1,500	No..	Yes.	No..	.....	.....
45	Galena High School.	2	1,600	.....	Yes.	.....	.....	.....
46	Galesburg High School.	25	300	0	Yes.	Yes.	.....	.....
47	Washington High School.	4	259	Yes.	Yes.	No..	66,500	.....
48	Joliet High School.	2	150	Yes.	Yes.	.....	35,000	0
49	City High School, Lincoln.	6	100	No..	Yes.	No..	65,000	0
50	Marengo High School.	2	300	Yes.	Yes.	No..	.....	.....
51	Moline High School.	3	350	Yes.	Yes.	Yes.	15,000	.....
52	Oak Park High School.	6	200	Yes.	Yes.	No..	.....	.....
53	East Pana Public School.	.....	250	.....	Yes.	0	.....	.....
54	Paris High School.	3	500	Yes.	Yes.	No..	12,000	0
55	Peoria High School.	9	1,250	Yes.	Yes.	No..	50,000	.....
56	Peru High School.	0	250	Yes.	Yes.	0	10,000	.....
57	Quincy High School.	.....	400	Yes.	Yes.	No..	.....	500
58	Rock Island High School.	2	300	Yes.	Yes.	No..	30,000	.....
59	Sparta High School.	3	600	0	Yes.	0	1,200	.....
60	"Second Ward School," High School Department, Sterling.	0	300	Yes.	Yes.	.....	50,000	.....
61	High School Department, Urbana Public Schools.	5	400	No..	Yes.	No..	6,500	.....
62	Warren High School.	1	30	0	Yes.	No..	.....	.....
63	Washington High School.	2	200	Yes.	Yes.	Yes.	20,000	.....
INDIANA.								
64	Amboy Academy.	0	.....	0	Yes.	No..	4,000	.....
65	Anderson High School.	0	0	No..	No..	No..	.....	.....
66	Attica High School.	0	.....	Yes.	No..	.....	40,000	.....
67	Bloomington High School.	5	50	.....	.....	.....	40,000	.....
68	Brownstown High School.	2	70	.....	.....	No..	2,000	.....
69	Cambridge City Public Schools.	1	450	Yes.	Yes.	No..	35,000	.....
70	Columbus High Schools.	2	107	.....	Yes.	.....	.....	.....
71	Connersville High School.	2	.....	No..	Yes.	No..	30,000	0
72	Crawfordsville High School.	.....	250	Yes.	No..	No..	.....	.....
73	Decatur Public Schools.	0	200	Yes.	Yes.	Yes.	20,000	.....
74	Edinburg High School.	0	.....	.....	Yes.	No..	.....	.....
75	Fort Wayne High School.	3	2,000	Yes.	Yes.	No..	.....	.....
76	Frankfort High School.	2	1,000	Yes.	Yes.	No..	15,000	.....
77	Greensburg High School.	0	200	.....	.....	No..	.....	.....
78	Hagerstown High School.	0	150	Yes.	No..	No..	12,000	.....
79	Indianapolis High School.	4	1,203	Yes.	Yes.	No..	100,000	0
80	Knightstown High School.	1	100	Yes.	.....	No..	30,000	.....
81	Kokomo High School.	4	.....	Yes.	Yes.	No..	.....	0

TABLE 36.—STATISTICS OF PUBLIC SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION A.—Schools supported wholly by public funds.—PART II—Continued.

	Name.	Number of students of 1887 who have entered college or scientific school since close of last academic year.	Number of volumes in library.	Has the school—			Value of grounds, buildings, and apparatus.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?		
	2	16	17	18	19	20	21	22
INDIANA—continued.								
82	La Porte High School.....	0	3,000	Yes.	Yes.	No.		
83	Madison High School.....	7	130	Yes.	Yes.	No.		
84	Marion High School.....	1			Yes.	No.		
85	Michigan City High School.....	2	500	Yes.	Yes.	Yes.	\$50,000	\$100
86	Monticello High School.....	12	400	Yes.	Yes.	0	40,000	
87	New Albany High School.....	2		0	Yes.	No.		
88	Peru High School.....	0		Yes.	Yes.			
89	Public High School, Plymouth.....	1	800	Yes.	Yes.	No.	35,000	
90	Princeton High School.....	0	1,000	Yes.	Yes.	No.	30,000	
91	Richmond City High School.....	0		Yes.	Yes.			
92	Rochester High School.....	2	450	Yes.	Yes.	Yes.	20,000	
93	Salem High School.....	1	100	No.	No.	No.	18,000	
94	South Bend High School.....	2	400	Yes.	Yes.	No.	80,000	
95	Terre Haute High School.....	15	300	Yes.	Yes.	Yes.	70,000	0
96	Union City High School.....	5	500-700	Yes.	Yes.	No.		
97	Vincennes High School.....	0	750	Yes.	Yes.	No.	65,000	
98	Washington High School.....	0	443	Yes.	Yes.	No.	40,000	
INDIAN TERRITORY.								
99	New Hope Seminary.....	1	250				8,000	
IOWA.								
100	Atlantic High School.....	0	150	No.	Yes.			
101	Cedar Falls High School.....	5		Yes.	Yes.	Yes.	15,000	
102	Public High School, Clinton.....		400					
103	Council Bluffs High School.....	4	127					
104	Davenport High School.....	6		Yes.	Yes.	Yes.	65,000	\$
105	West Des Moines High School.....	1	200	Yes.	Yes.	Yes.		
106	Public High School, Fort Dodge.....	0	75	No.	Yes.			
107	Iowa City High School.....	26	300	Yes.	Yes.	No.		
108	Lyons High School.....	2	60	Yes.	Yes.	No.	50,000	
109	Marshalltown High School.....	5	500	Yes.	Yes.	Yes.	50,000	
110	Oskaloosa Public High School.....	6	1,101	Yes.	Yes.	Yes.		200
111	Ottumwa High School.....	3	700	Yes.	Yes.	No.		
112	Sioux City Public High School.....	2	40	Yes.	Yes.	No.		
113	East Waterloo High School.....	2	225	Yes.	Yes.	No.	20,000	
114	West Waterloo High School.....	0	75	Yes.	Yes.	Yes.	35,500	
KANSAS.								
115	Beloit City High School.....	7	100	No.	Yes.		25,000	
116	Manhattan High School.....	12	450				30,000	
117	Ottawa High School.....	3	64					
118	Russell High School.....							
119	Valley Falls High School.....	2	250		Yes.	No.	18,000	
120	Wellington High School.....		500		0	No.		
KENTUCKY.								
121	Covington High School.....		1,200				50,000	
122	Female High School, Louisville.....	4	500	Yes.	Yes.	Yes.	140,000	
123	Paducah High School.....		437	No.	Yes.	Yes.	35,000	
LOUISIANA.								
124	Boys' and Girls' Central High Schools, New Orleans.....	20	600	Yes.	Yes.	No.		

TABLE 36.—STATISTICS OF PUBLIC SECONDARY SCHOOLS FOR 1886-87.—Continued.

DIVISION A.—Schools supported wholly by public funds.—PART II.—Continued.

	Name.	Number of students of 1887 who have entered college or scientific school since close of last academic year.	Number of volumes in library.	Has the school—			Value of grounds, buildings, and apparatus.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?		
	2	16	17	18	19	20	21	22
MAINE.								
125	Bath High School.....	7	1,200	Yes.	Yes.	Yes.	\$45,000	\$0
126	Calais High School.....	0	50	Yes.	Yes.	No.	10,000	.....
127	Gardiner High School.....	1	0	Yes.	Yes.	.....	25,000	.....
128	Hallowell Classical and Scientific Academy.....	3	450	Yes.	Yes.	No.	7,500	.....
129	Anson Academy.....	3	300	Yes.	Yes.	Yes.	3,000	1,200
130	Portland High School.....	9	1,258	Yes.	Yes.	0	50,000	0
131	Saco Free High School.....	2	473	Yes.	Yes.	No.	5,000	0
132	Lindsey High School.....	.....	250	Yes.	Yes.	.....	4,000	75
133	Deering High School.....	.....	.....	No.	Yes.	.....	.....	.....
MARYLAND.								
134	Eastern Female High School, Baltimore.....	.....	300	.....	Yes.	No.	.....	.....
135	Western Female High School, Baltimore.....	.....	300	.....	Yes.	No.	.....	.....
136	Broadway Female High School, Hagerstown.....	.....	.....	.....	.....	.....	.....	.....
137	Washington County Male High School.....	3	.....	Yes.	.....	Yes.	.....	.....
MASSACHUSETTS.								
138	Adams High School.....	.....	200	Yes.	Yes.	.....	.....	.....
139	Amherst High School.....	8	300	Yes.	Yes.	No.	10,000	200
140	Punchard Free School.....	0	.....	Yes.	Yes.	No.	30,000	.....
141	Cotting High School.....	2	800	Yes.	Yes.	No.	8,000	.....
142	Cushing Academy.....	4	2,000	Yes.	Yes.	No.	95,000	.....
143	Athol High School.....	1	0	Yes.	Yes.	0	.....	0
144	Blackstone High School.....	0	150-200	Yes.	Yes.	No.	.....	.....
145	Boston Public Latin School.....	40-45	3,797	0	Yes.	Yes.	.....	.....
146	Brighton High School.....	2	.....	Yes.	Yes.	Yes.	20,000	0
147	Dorchester High School.....	3	2,000	Yes.	Yes.	Yes.	90,000	.....
148	English High School, Boston.....	15	1,500	Yes.	Yes.	Yes.	750,800	.....
149	Girls' High School, Boston.....	.....	4,000	Yes.	Yes.	Yes.	.....	.....
150	Girls' Latin School, Boston.....	11	500	Yes.	Yes.	.....	.....	.....
151	Roxbury High School.....	.....	.....	Yes.	Yes.	Yes.	.....	.....
152	Brookton High School.....	6	150	Yes.	Yes.	No.	.....	.....
153	Cambridge Latin School.....	15	300	No.	Yes.	No.	25,000	.....
154	English High School, Cambridgeport.....	5	2,578	Yes.	Yes.	0	.....	0
155	Charlestown High School.....	3	3,000	Yes.	Yes.	Yes.	.....	.....
156	Chelsea High School.....	9	600	Yes.	Yes.	Yes.	80,000	.....
157	Clinton High School.....	2	200	Yes.	Yes.	No.	.....	.....
158	Public High School, Concord.....	4	20,000	Yes.	Yes.	No.	10,000	.....
159	Holton High School.....	0	50	Yes.	Yes.	0	7,000	.....
160	Dedham High School.....	0	100	Yes.	Yes.	No.	.....	0
161	Partridge Academy.....	0	500	Yes.	Yes.	Yes.	6,000	0
162	East Boston High School.....	2	200	Yes.	Yes.	Yes.	.....	.....
163	Everett High School.....	.....	250	Yes.	Yes.	No.	8000-10000	.....
164	Lawrence Academy.....	0	0	Yes.	Yes.	No.	3,500	.....
165	Fall River High School.....	5	.....	Yes.	Yes.	No.	.....	.....
166	Pitchburg High School.....	7	3,000	Yes.	Yes.	No.	75,000	.....
167	Gloucester High School.....	12	325	No.	0	Yes.	.....	.....
168	Great Barrington High School.....	6	100	No.	Yes.	.....	1,000	.....
169	Haverhill High School.....	3	.....	Yes.	Yes.	No.	110,000	.....
170	Holliston High School.....	1	.....	No.	Yes.	No.	20,000	.....
171	High School, Hyde Park.....	5	100	Yes.	Yes.	No.	.....	.....
172	West Roxbury High School.....	3	.....	Yes.	Yes.	Yes.	0	.....
173	Lawrence High School.....	10	200	Yes.	Yes.	No.	.....	.....
174	Field High School.....	6	0	Yes.	Yes.	No.	0	0

TABLE 36.—STATISTICS OF PUBLIC SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION A.—Schools supported wholly by public funds.—PART II—Continued.

	Name.	Number of students of 1887 who have entered college or scientific school since close of last academic year.	Number of volumes in library.	Has the school—			Value of grounds, buildings, and apparatus.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?		
	2	16	17	18	19	20	21	22
MASSACHUSETTS—continued.								
175	Lowell High School.....	5	140	Yes.	Yes.	Yes.	\$48,000	.....
176	Lynn High School.....	6	50	No..	Yes.	No..	17,000	\$0
177	Malden High School.....	8	1,400	Yes.	Yes.	Yes.	40,000	.....
178	Marblehead High School.....	.....	0	0	No..	.....	.....	0
179	Marlborough High School.....	1	250	Yes.	Yes.	No..	10,000	.....
180	Barstow High School.....	0	50	Yes.	Yes.	No..	4,000	.....
181	Medford High School.....	0	275	Yes.	Yes.	No..	20,000	.....
182	Melrose High School.....	6	50	0	0	Yes.	25,000	0
183	Milford High School.....	3	150	Yes.	Yes.	0	10,000	.....
184	Millbury High School.....	.....	.....	No..	Yes.	.....	.....	.....
185	Montague Centre High School.....	0	30	Yes.	0	.....	16,300	.....
186	Needham High School.....	.....	50	0	Yes.	.....	.....	.....
187	New Bedford High School.....	0	560	Yes.	Yes.	No..	140,000	2,400
188	Drury High School.....	2	100	Yes.	.....	.....	.....	.....
189	Northampton High School.....	8	.....	Yes.	Yes.	No..	95,000	.....
190	North Brookfield High School.....	2	3,500	Yes.	Yes.	No..	3,000	.....
191	Palmer High School.....	0	560	Yes.	Yes.	No..	.....	.....
192	Peabody High School.....	.....	100	Yes.	Yes.	No..	.....	.....
193	Rockland High School.....	0	30	No..	Yes.	No..	.....	.....
194	Classical and High School, Salem.....	9	921	Yes.	Yes.	No..	.....	.....
195	Saxonville High School.....	2	.....	No..	Yes.	No..	.....	.....
196	Public High School, Somerville.....	16	.....	Yes.	Yes.	No..	60,000	.....
197	Southbridge Public High School.....	.....	19	Yes.	Yes.	No..	.....	.....
198	Springfield High School.....	8	.....	Yes.	Yes.	Yes.	170,000	.....
199	Stoughton High School.....	2	80	Yes.	Yes.	Yes.	14,000	200
200	Taunton High School.....	4	150	Yes.	Yes.	No..	70,000	.....
201	Ware High School.....	.....	.....	Yes.	Yes.	.....	.....	.....
202	Phillips High School.....	5	420	Yes.	Yes.	No..	40,000	.....
203	Webster High School.....	3	150	Yes.	Yes.	No..	.....	.....
204	High School, West Springfield.....	3	0	0	Yes.	No..	20,000	.....
205	North High School, Weymouth.....	0	150	Yes.	Yes.	No..	.....	.....
206	Woburn High School.....	7	190	Yes.	Yes.	No..	.....	.....
207	Worcester English and Classical High School.....	19	2,000	Yes.	Yes.	No..	166,173	1,150
208	Westfield High School.....	0	.....	Yes.	Yes.	No..	30,000	.....
MICHIGAN.								
209	Ann Arbor High School.....	.....	.....	Yes.	Yes.	No..	.....	.....
210	Battle Creek Public High School.....	6	8,200	Yes.	Yes.	No..	100,000	0
211	Bay City High School.....	4	10,000	Yes.	Yes.	No..	60,000	.....
212	Detroit High School.....	16	1,403	Yes.	Yes.	No..	260,000	.....
213	East Saginaw High School.....	5	425	Yes.	Yes.	0	22,500	.....
214	Public Schools of Fenton.....	0	353	Yes.	Yes.	No..	12,000	.....
215	Flint High School.....	2	9,000	Yes.	Yes.	.....	100,000	.....
216	Grand Rapids High School.....	7	953	Yes.	Yes.	No..	90,000	.....
217	Kalamazoo Public High School.....	3	13,000	No..	Yes.	No..	30,000	0
218	Ludington Public Schools.....	3	2,600	Yes.	No..	.....	.....	.....
219	Marshall High School.....	1	600	Yes.	Yes.	No..	90,000	100
220	Menominee High School.....	0	300	No..	No..	.....	45,000	.....
221	Milford High School.....	0	38	Yes.	Yes.	No..	10,000	.....
222	Union High School, Monroe.....	.....	.....	Yes.	Yes.	.....	.....	.....
223	Muskegon High School.....	3	.....	Yes.	Yes.	Yes.	.....	.....
224	Niles High School.....	0	500	Yes.	Yes.	No..	60,000	.....
225	Pontiac High School.....	2	1,167	Yes.	Yes.	No..	80,000	.....
226	Port Huron Public High School.....	1	1,390	Yes.	Yes.	0	100,000	.....
227	Saginaw High School.....	2	5,000	Yes.	Yes.	0	66,000	0

TABLE 36.—STATISTICS OF PUBLIC SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION A.—Schools supported wholly by public funds.—PART II—Continued.

	Name.	Number of students of 1887 who have entered college or scientific school since close of last academic year.	Number of volumes in library.	Has the school—			Value of grounds, buildings, and apparatus.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?		
	9	16	17	18	19	20	21	22
MICHIGAN—continued.								
228	West Bay City High School	0	14, 000	.....	Yes.	No.	.....	.....
229	Ypsilanti High School	3	1, 200	Yes.	Yes.	No.	\$35, 000	.....
MINNESOTA.								
230	Brainerd High School	0	75	Yes.	Yes.	.....	.....	.....
231	Duluth High School	6	1, 000	Yes.	Yes.	Yes.	35, 000	.....
232	Faribault High School	1	378	Yes.	Yes.	No.	39, 000	.....
233	Mankato High School	0	850	No.	Yes.	No.	.....	.....
234	Central High School, Minneapolis	6	7, 200	Yes.	Yes.	No.	250, 000	\$0
235	Red Wing Public School	3	500	Yes.	Yes.	No.	80, 000	.....
236	St. Cloud High School	0	100	No.	Yes.	No.	20, 000	0
237	Stillwater High School	0	500	Yes.	Yes.	No.	.....	.....
238	Winona High School	2	170	Yes.	Yes.	No.	.....	.....
MISSISSIPPI.								
239	Sylvarena High School	4	200	No.	No.	No.	1, 050	.....
240	Union Normal Institute .....	.....	0	.....	.....	.....	800	.....
MISSOURI.								
241	Hannibal High School .....	.....	150	Yes.	Yes.	No.	.....	.....
242	Central School, Kansas City .....	.....	0	Yes.	Yes.	Yes.	.....	.....
243	Maryville Public High School	3	150	Yes.	Yes.	Yes.	50, 000	.....
244	Moberly High School .....	.....	300	.....	.....	.....	.....	.....
245	St. Joseph High School	2	25	.....	Yes.	No.	.....	.....
246	St. Louis High School .....	.....	.....	Yes.	Yes.	No.	525, 000	.....
247	Salem High School	2	500	Yes.	Yes.	No.	7, 000	.....
248	Sedalia High School	10	3, 000	Yes.	Yes.	No.	100, 000	.....
NEBRASKA.								
249	Hastings High School	3	100	0	Yes.	Yes.	.....	.....
250	Lincoln High School	10	250	0	0	No.	100, 000	.....
251	Omaha High School	4	.....	Yes.	Yes.	Yes.	700, 000	.....
NEW HAMPSHIRE.								
252	Stevens High School	2	200	Yes.	Yes.	No.	25, 000	0
253	Concord High School	3	900	Yes.	Yes.	No.	30, 000	0
254	Dover High School	7	.....	Yes.	Yes.	Yes.	.....	0
255	Franklin High School	0	273	Yes.	Yes.	Yes.	37, 000	.....
256	Great Falls High School	3	250	Yes.	Yes.	No.	35, 000	.....
257	Nashua High School	1	175	Yes.	Yes.	Yes.	130, 000	.....
258	Portsmouth High School	1	700	Yes.	Yes.	Yes.	11, 000	.....
259	Raymond High School .....	.....	.....	.....	.....	.....	500	.....
260	Rochester High School	2	.....	Yes.	Yes.	.....	25, 000	.....
261	Simonds Free High School	0	200	Yes.	Yes.	No.	10, 000	.....
NEW JERSEY.								
262	Bordentown High School	3	.....	Yes.	Yes.	No.	12, 000	.....
263	Jersey City High School	8	5, 000	Yes.	Yes.	No.	.....	.....
264	Millville High School	5	150	No.	Yes.	No.	5, 500	.....
265	Newark Public High School	5	600	Yes.	Yes.	No.	.....	.....
266	Livingston Avenue High School	2	2, 900	Yes.	Yes.	No.	.....	.....
267	Orange High School .....	.....	.....	.....	Yes.	0	.....	.....
268	Paterson High School	2	1, 500	Yes.	Yes.	Yes.	.....	.....

TABLE 36.—STATISTICS OF PUBLIC SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION A.—Schools supported wholly by public funds.—PART II—Continued.

	Name.	Number of students of 1887 who have entered college or scientific school since close of last academic year.	Number of volumes in library.	Has the school—			Value of grounds, buildings, and apparatus.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?		
	2	16	17	18	19	20	21	22
NEW YORK.								
269	Albany High School.....	10	.....	Yes.	Yes.	No.	\$160,000	.....
270	Argyle Academy.....	1	163	No.	Yes.	No.	3,500	\$16
271	Bainbridge Union School.....	2	818	Yes.	Yes.	Yes.	15,000	.....
272	Batavia Union School.....	4	8,000	Yes.	Yes.	No.	90,000	0
273	Binghamton Central High School.....	6	.....	Yes.	Yes.	No.	90,000	.....
274	Buffalo High School.....	.....	1,871	Yes.	Yes.	.....	419,000	.....
275	Parker Union School, Clarence.....	1	1,045	Yes.	Yes.	.....	15,000	.....
276	Egbert's High School, Cohoes.....	0	.....	No.	Yes.	No.	.....	.....
277	Elmira Free Academy.....	3	350	Yes.	Yes.	.....	35,000	.....
278	Flushing High School.....	.....	.....	Yes.	Yes.	Yes.	5,000	.....
279	Geneva Classical and Union School.....	16	2,300	No.	Yes.	Yes.	30,000	.....
280	Gloversville Union School.....	.....	340	Yes.	Yes.	No.	802	.....
281	Gouverneur Seminary.....	4	.....	Yes.	Yes.	No.	8,000	.....
282	Hornell Free Academy.....	.....	350	No.	Yes.	No.	35,000	.....
283	Hudson High School.....	3	6,000	Yes.	Yes.	Yes.	30,000	.....
284	Ithaca High School.....	15	.....	Yes.	Yes.	No.	65,000	.....
285	Lisle Union School.....	2	.....	.....	Yes.	.....	6,000	.....
286	Lockport Union School.....	6	621	Yes.	Yes.	No.	.....	.....
287	Wallkill Academy, Middletown.....	0	23,855	Yes.	Yes.	No.	15,000	.....
288	Newburg Free Academy.....	.....	.....	Yes.	Yes.	No.	85,000	.....
289	Freis Deutsche Academy, New York.....	.....	.....	.....	.....	.....	.....	.....
290	Oneida Union School.....	2	.....	Yes.	.....	.....	.....	.....
291	Onondaga Academy.....	1	21,322	Yes.	Yes.	No.	12,426	.....
292	Oswego High School.....	2	240	Yes.	Yes.	No.	30,000	.....
293	Owego Free Academy.....	.....	4,261	.....	.....	.....	35,000	.....
294	D'Youville Academy and Parochial School, Plattsburg.....	29	565	.....	.....	No.	16,000	.....
295	Port Jervis Union School.....	0	2,640	Yes.	Yes.	No.	24,500	.....
296	Poughkeepsie High School.....	0	14,782	Yes.	Yes.	No.	.....	.....
297	Rochester Free Academy.....	14	634	Yes.	Yes.	Yes.	140,000	.....
298	Rome Free Academy.....	2	1,395	Yes.	Yes.	No.	25,000	.....
299	Saratoga Springs High School.....	2	2,000	Yes.	Yes.	Yes.	.....	.....
300	Schenectady Union Classical Institute.....	7	484	Yes.	Yes.	No.	18,000	.....
301	Syracuse High School.....	0	1,200	Yes.	Yes.	No.	100,000	.....
302	Troy High School.....	5	500	Yes.	Yes.	No.	.....	50
303	Windsor Union School and Academy.....	.....	500	Yes.	No.	.....	8,000	.....
304	Yonkers High School.....	4	.....	Yes.	Yes.	No.	.....	.....
NORTH CAROLINA.								
305	Hookerton Collegiate Institute.....	.....	.....	.....	.....	.....	2,000	.....
306	Raleigh Graded Schools.....	0	0	.....	.....	.....	.....	.....
OHIO.								
307	Akron High School.....	.....	.....	Yes.	Yes.	.....	135,000	.....
308	Ashtabula High School.....	.....	150	Yes.	Yes.	No.	.....	.....
309	Canton High School.....	0	1,860	Yes.	0	No.	130,000	.....
310	Chillicothe High School.....	4	10,000	Yes.	Yes.	No.	.....	.....
311	Circleville High School.....	1	550	Yes.	Yes.	Yes.	5,000	.....
312	City High Schools, Cleveland.....	0	50,000	Yes.	Yes.	No.	.....	.....
313	Dayton High School.....	4	19,000	Yes.	Yes.	No.	35,000	.....
314	Elyria High School.....	3	250	Yes.	Yes.	Yes.	125,000	.....
315	Fremont High School.....	1	10,000	Yes.	Yes.	Yes.	25,000	.....
316	Hartford High School.....	.....	.....	0	0	No.	2,000	.....
317	Ironton High School.....	.....	100	Yes.	Yes.	.....	.....	.....

a Library open to the public.

TABLE 36.—STATISTICS OF PUBLIC SECONDARY SCHOOLS FOR 1886-87—Continued

DIVISION A.—Schools supported wholly by public funds.—PART II—Continued.

	Name.	Number of students of 1887 who have entered college or scientific school since close of last academic year.	Number of volumes in library.	Has the school—			Value of grounds, buildings, and apparatus.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?		
	2	16	17	18	19	20	21	22
OHIO—continued.								
318	High School, Marietta.....		400	Yes	Yes	No..	\$5,000	
319	Massillon High School.....	1	900	No..	Yes	No..	8,000	
320	Public High School, Middletown.....	1	500	Yes	Yes	No..		
321	Newark High School.....		500	Yes				
322	Norwalk High School.....	4	550	Yes	Yes	No..		
323	Portsmouth High School.....	0	80	Yes	Yes	Yes.		
324	Sandusky High School.....	0	300	Yes	No..		175,000	
325	Public High School, Springfield.....		400	Yes	Yes	No..		
326	Steuenville High School.....		2,006				15,000	
327	Tiffin Public High School.....	0	350	Yes	Yes	No..		
328	Public High School, Vanwert.....	3						
329	Xenia High School.....		500	Yes	Yes	0	21,000	
330	Ragen School.....	1	25	Yes	Yes	No..	100,000	
331	Zanesville High School.....	7	500	Yes	Yes	Yes.	75,000	
OREGON.								
332	Lakeview Institute.....							
PENNSYLVANIA.								
333	Allentown High School.....	4	450	No..	Yes	No..	40,000	\$15
334	Altoona High School.....			No..	Yes	No..		
335	Ashland High School.....	0	1,100	No..	Yes	Yes.	15,000	
336	Beaver Falls Public High School.....	9	500		Yes	Yes	35,000	
337	Bathlehem High School.....	0	100	No..	Yes	No..		
338	Cambridge Academy and Day School.....		200	No..	Yes	No..	9,000	
339	Carbondale High School.....	5	300		Yes	0	15,000	
340	Public High School, Chambersburg.....		300	0	Yes	Yes.	15,000	
341	Chester High School.....			Yes	Yes	No..	25,000	
342	Columbia High School.....			Yes	Yes			
343	Corry High School.....	1	150	Yes	Yes	No..		
344	Dunmore Graded School.....		75				30,500	
345	Easton High School.....	10	6,000		Yes	No..		
346	Erie High School.....	1	25	Yes	Yes			
347	Harrisburg High Schools.....	5	400	No..	Yes	No..		
348	Jersey Shore High School.....			No..	No..	No..	18,000	
349	Lancaster High School.....	4		No..	No..	Yes.	30,000	
350	McKeesport High School.....			Yes	No..			
351	Mahanoy City High School.....	0	440	No..	Yes	No..	25,000	
352	New Castle High School.....		252	No..	Yes	No..		
353	Norristown High School.....					0		
354	Saegertown Public Schools.....	0	324	0	0	No..	4,000-5,000	
355	Scranton High School.....	3	200	Yes	Yes			
356	Shenandoah High School.....	0	1,200	Yes	Yes	Yes.		
357	Spartansburg High School.....	0	16	0	0	No..	6,000	
358	Springborough Graded Schools.....	3	150			No..	6,500	0
359	Titusville High School.....	3	0	Yes	Yes	No..		
360	Union High School, Washington.....	4	300					
361	West Chester High School.....	1	1,000	No..	Yes	No..	20,000	0
362	Central High School, Wilkes Barre.....	1	300	Yes	Yes	No..	40,000	
363	Williamsport High School.....	4	1,800	Yes	Yes	No..		
364	York High School.....	1	300	Yes	Yes	No..	50,000	
RHODE ISLAND.								
365	Bristol High School.....	5		Yes	Yes			
366	East Providence High School.....	0		Yes	No..		400	

TABLE 36.—STATISTICS OF PUBLIC SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION A.—Schools supported wholly by public funds.—PART II—Continued.

	Name.	Number of students of 1887 who have entered college or scientific school since close of last academic year.	Number of volumes in library.	Has the school—			Value of grounds, buildings, and apparatus.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?		
2		16	17	18	19	20	21	22
RHODE ISLAND—continued.								
367	Rogers High School.....	3	600	Yes.	Yes.	Yes.	\$42,000	\$0
368	Johnston High School.....	6	69	No.	0	No.		
369	Pawtucket High School.....	6	400	Yes.	Yes.	No.	25,000	
370	Providence High School.....	33	1,200	Yes.	Yes.	Yes.	218,000	
371	South Kingstown High School.....	0	100	Yes.			7,000	
372	Westerly High School.....	4	900	Yes.	Yes.	Yes.	50,000	
373	Woonsocket High School.....	2		Yes.	Yes.	No.		
SOUTH CAROLINA.								
374	Lexington High School.....							
TENNESSEE.								
375	Clarksville Graded Schools.....	5	600	No.	No.	Yes.		
376	Gordonsville Academy.....	0	40	Yes	Yes	Yes.	25,000	25
377	Walnut Grove Academy.....	1			No		1,200	
378	Savannah Grove Academy.....	0	0	0	0	Yes.	500	
379	Nashville High School.....	20	100	Yes.	Yes.		240,000	
380	New Market Academy.....	2					500	
TEXAS.								
381	Austin High School.....	4	450	No.	No.	No.		0
382	El Paso High School.....	5	60	No.	No.	Yes.	25,000	
383	Fort Worth High School.....				Yes.	Yes.		
384	Ball High School.....	5	500	Yes.	No.	No.	100,000	
385	San Antonio Public High Schools.....	0	38	Yes.	Yes.	No.	50,000	
386	Waco Public High School.....	3	50	Yes.	0		40,000	0
VERMONT.								
387	Bennington High School.....	0	64	Yes.	Yes.	No.	61,200	
388	Rutland High School.....	0	1,200	Yes.	Yes.	No.	18,000	0
389	Winooski Graded School.....		30	No.	Yes.	No.	1,500	
VIRGINIA.								
390	Fredericksburg High School.....							
391	Lynchburg Public High Schools.....		103	No.	No.	No.	15,000	
392	Midway Academy.....	3		No.				
393	Richmond High School.....	9	400	Yes.	Yes.	No.	45,000	
394	Richmond Normal School.....		300	Yes.	Yes.	No.	15,000	0
395	Staunton Public High School.....	7	0	0	0	Yes.	20,000	0
WEST VIRGINIA.								
396	Grammar High School, Martinsburg..	3		No.	No.	No.	10,000	
WISCONSIN.								
397	Ryan High School.....	21	575	0	Yes.	Yes.	50,000	0
398	Baraboo Free High School.....	3	360	No.	Yes.	No.	35,000	0
399	Berlin High School.....	2	800	Yes	Yes	Yes.	40,000	0
400	Burlington High School.....		532	Yes.	Yes.	No.		
401	Elkhorn High School.....	0	Burned	0	0	No.		
402	Evansville High School.....	4	654	No.	Yes.	Yes.	15,000	
403	Fond du Lac High School.....	0	335	Yes.	Yes.	No.	120,000	

TABLE 36.—STATISTICS OF PUBLIC SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION A.—Schools supported wholly by public funds.—PART II—Continued.

	Name.	Number of students of 1887 who have entered college or scientific school since close of last academic year.	Number of volumes in library.	Has the school—			Value of grounds, buildings, and apparatus.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?		
	2	16	17	18	19	20	21	22
	WISCONSIN—continued.							
404	Fort Howard Free High School.....	0	85	Yes.	Yes.	Yes.	\$25,000	\$0
405	High School, Green Bay.....		150	Yes.	Yes.	Yes.		
406	Janesville High School.....	9	362	Yes.	Yes.	0		
407	Public High School, La Crosse.....	5		Yes.	Yes.	No.	40,000	
408	Lake Geneva High School.....	2	370	Yes.	Yes.	0	30,000	0
409	Madison High School.....	45	850	Yes.	Yes.	Yes.	35,000	
410	First District High School, Manitowoc.....	0	200	Yes.	Yes.			
411	Menomonie High School.....	3	40		Yes.	No.		
412	Milwaukee High School.....	5	691	Yes.	Yes.			
413	Washington High School.....						5,300	
414	Oshkosh High School.....	1	400	Yes.	Yes.	No.	65,000	150
415	Free High School, Sheboygan.....	3	989	Yes.	Yes.	No.	30,000	
416	Sparta Free High School.....	5	2,300	Yes.	Yes.	Yes.	400	
417	Viroqua High School.....	0	24	0	0	0	20,000	
418	Waukesha Union School.....	0	450	No.	Yes.	No.		
419	Wausau High School.....	4	397	No.	Yes.	No.	18,000	

TABLE 36.—STATISTICS OF PUBLIC SECONDARY SCHOOLS FOR 1886-87.
DIVISION B.—Schools supported partly by public funds.—PART I.

Location.	Name.	Principal.	Date of organization.	Male instructors.	Female instructors.	Number of—		Students.						
						Male.	Female.	Number pursuing—						
								Total.	Latin.	Greek.	French.	German.	Free-hand drawing.	Mechanical drawing.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ALABAMA.														
1	Gaylesville High School	S. L. Russell	1871	3	2	76	44	120	19	3				
2	Huntsville Male Institute and Business College.	J. A. B. Lovett	1882	2	3	165	85	250	12				68	
3	Lineville Institute	George W. Stevens	1869	1	3	63	93	156	43				53	20
4	Prattville Male and Female Academy	C. S. Deane	1860	2		18	19	37	33	6	7			
5	Roanoke Institute male and female.	Leonidas Jones	1872	1	2	65	65	130	25	0	0	0	0	0
6	Uniontown	W. W. Wilson		1	2	49	27	76	12		6			
ARKANSAS.														
7	Clinton	A. M. Smith	1879	1	1	56	35	91						
8	Evening Shade High School.	Alfred Mitchell	1883	1	1	47	50	97	7					
9	La Grange	T. G. Lazzell, A. M., D. D.		1	1	37	43	80	8	1	0	0	0	0
10	Marianna	Thomas A. Futrell	1870	2	2	80	90	170	25		1		75	10
DELAWARE.														
11	Felton Public School.	C. C. Tindal	1886	2	1	68	72	140	8					
GEORGIA.														
12	Atlanta	W. W. Lambdin	1883	1	4	154	102	256	30	0	0	0	100	0
13	Augusta	Sister Mary Genevieve	1876		9	54	232	286	29		29		70	
14	Tubman High School	John Neely	1874	1	1	135	135	135	56		79		60	
15	Barnesville	Charles E. Lambdin, A. M.	1872	2	5	137	125	262	77	3	12	1	18	27
16	Brooks' Station Academy.	L. T. F. Arnall		1	1	37	25	62	2				13	
17	Byron High School.	E. H. Ezell	1885	1	2	40	50	90	25	10	5			

18	Can'on	Elowah Institute	M. G. Bates, A. M.	1884	2	2	80	160	20	4	20	0	0	0
19	Carteay	Oakland High School	Miss M. K. Watts	1883	1	3	28	26	3	4	7	4	0	0
20	Cartersville	West End Institute	Mr. J. W. Harris, Sr., and Mr. G. Mobley	1883	1	3	58	47	105	30	4	0	0	0
21	Cedar Grove	St. Mary's Institute	John Y. Wood	1870	2	1	50	32	82	24	14	14	14	14
22	Chattanooga	Walnut Grove Male and Female High School	W. J. Doster	1880	2	1	81	49	130	18	2	9	9	9
23	Concord	Middle Georgia Institute	D. R. Keith, A. B.	1868	2	2	48	40	88	10	2	2	2	2
24	Conyers	Oakland Seminary	Thomas A. Murray	1869	1	2	56	44	100	8	2	0	0	0
25	Dalton	Dalton High School	W. M. James	1887	2	0	10	18	97	22	2	0	13	13
26	Danbury	Danville High School	William F. Bradford	1870	1	1	21	4	25	3	1	0	0	0
27	Danielsville	Danville High School	Levellyn J. Brown	1870	1	1	60	58	127	8	1	0	0	0
28	Eastman	Eastman Academy	Reuben J. Strozzer	1872	1	3	60	58	120	25	0	0	0	0
29	Flowers Branch	Flowers Branch High School	E. W. Mahaffey	1880	1	1	55	23	30	1	1	1	1	1
30	Gainesville	Gainesville College	R. E. Mitchell	1875	2	4	125	76	201	35	20	15	3	2
31	Greensborough	Greensborough Academy	J. R. Robins	1885	1	1	21	29	47	12	6	2	3	3
32	Hapeville	Mt. Zion Male and Female Academy	Howell B. Parker	1884	2	1	40	35	75	6	1	4	4	4
33	Hollonville	Planters' High School	J. B. Mathews	1876	2	1	38	43	101	15	1	1	1	1
34	Lexington	Meson Academy	Thomas B. Moss	1807	1	1	25	18	43	10	1	1	1	1
35	Madison	Horne School	Mrs. E. Nebhart	1870	1	2	9	15	24	3	30	30	30	30
36	Madison	Madison Male High School	E. C. Mery	1870	1	2	35	45	80	10	10	2	2	2
37	Marshallville	Marshallville High School	J. W. Frederick	1871	1	1	30	50	50	50	50	50	50	50
38	Monroe	Johnston Institute	T. C. Blasingame	1862	1	1	23	27	50	12	2	12	12	12
39	Monticello	Monticello High School	W. T. Dumas	1871	2	2	46	29	75	12	0	2	0	0
40	Norcross	Norcross High School	N. F. Cooledge	1871	2	2	23	25	48	6	1	1	1	1
41	Powellton	Powellton Male and Female School	S. N. Chapman	1882	1	1	43	29	72	3	1	1	1	1
42	Putnam	Glenn Holley	J. M. Callum	1882	1	1	2	60	40	169	1	1	1	1
43	Rutledge	Rutledge High School, male and female	A. J. Burruss	1882	1	2	60	40	169	1	1	1	1	1
44	Tennille	Tennille High School	W. I. Duggan, A. M.	1886	1	3	78	67	145	41	8	0	0	0
45	Wahut	Randolph High School	L. C. Allen	1886	2	1	77	36	113	5	1	0	0	0
46	Woodville	Woodville High School	Robert B. Smith	1886	1	1	31	42	73	8	1	0	0	0
47	Kossuth	Kossuth Academy	O. F. Higbee	1886	1	2	50	70	120	9	0	0	0	0
48	Carrollton	Carrollton Public High School	E. W. Weaver	1887	1	4	112	138	250	19	11	213	213	213
49	Frankonia	Frankonia Seminary	James White and C. G. More- head	1887	2	0	50	30	80	4	3	4	4	4
50	Hiseville	Hiseville Institute	J. M. Hagan	1887	1	1	85	45	130	30	3	3	3	3
51	La Fayette	La Fayette High School	S. L. Frogge, A. M.	1887	1	2	32	38	70	5	3	3	3	3
52	Newport	Newport High School	John Burke	1887	2	2	63	101	164	73	1	1	1	1
53	Minden	Minden Male Academy	A. W. Meadows	1886	2	2	53	2	0	0	0	0	0	0
54	Blue Hill	Blue Hill Academy	C. C. Lee	1883	1	1	43	51	94	22	0	4	4	4

IOWA.

KENTUCKY

LOUISIANA.

MAINE.

TABLE 36.—STATISTICS OF PUBLIC SECONDARY SCHOOLS FOR 1886-87.—Continued.
DIVISION B.—Schools supported partly by public funds.—PART I.—Continued.

Location.	Name.	Principal.	Date of organization.	Male instructors.	Female instructors.	Students.								
						Number of—			Number pursuing—					
						Male.	Female.	Total.	Latin.	Greek.	French.	German.	Free-hand drawing.	Mechanical drawing.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
MAINE—continued.														
55	Bucksport	East Maine Conference Seminary	1851	5	4	145	109	254	122	72	12	—	—	—
56	Lee	Lee Normal Academy	1845	2	2	50	67	117	6	1	0	0	15	0
MARYLAND.														
57	Brookville	C. K. Nelson, D. D.	1816	3	—	40	—	40	15	3	7	6	—	17
58	Centreville	Centreville Academy and High School.	1805	2	—	104	—	104	26	2	—	—	—	—
MISSISSIPPI.														
59	Beth Eden	Rev. C. N. A. Yonce.	1878	2	1	45	23	68	14	4	5	—	—	—
60	Black Hawk	R. P. Patterson	—	1	2	48	40	88	4	—	—	—	—	—
61	Blue Mountain	W. H. M. Durham.	1875	1	4	52	80	132	4	—	—	2	—	—
62	Brandon	Brandon Female College.	—	—	—	80	80	160	16	—	8	—	—	—
63	Clinton	Miss Sarah A. Dickey.	1875	—	5	47	121	168	—	—	—	—	80	—
64	Oakland	Mt. Hermon Female Seminary	1870	1	1	30	20	50	8	0	0	0	0	0
65	Winona	George E. Critz	1870	1	1	—	—	—	—	—	—	—	—	—
		Winona Female College	1887	1	1	—	104	104	—	—	14	—	—	21
MISSOURI.														
66	Brashear	L. B. Barr	1884	3	3	30	38	68	—	—	—	—	—	3
67	Cassville	Brashear Academy, Business College, and Mineral Institute.	1880	3	2	205	197	402	15	—	—	10	—	—
68	Houston	Cassville Collegiate Institute Houston Institute.	1882	4	6	225	263	488	42	26	46	61	98	41
NEW HAMPSHIRE.														
69	Hampton	Hampton Academy and High School.	1885	1	1	37	33	70	21	1	—	—	—	—
70	Haverhill	D. O. Bean	1794	1	2	41	52	93	23	17	15	16	—	—

NEW MEXICO.	St. Mary's College.....	Edward de Hilder.....	1864	3	147	147	10	6	4	5	0	0
71 Mora												
NEW YORK.	Cincinnati Academy.....	F. M. Wilson.....	1851	1	41	44	85	10	6	4	5	0
72 Cincinnati												
73 Delhi	Delaware Academy	Willis D. Graves.....	1819	2	6	87	177	34	9	3	7	2
NORTH CAROLINA.												
74 Asheborough	Friends' Academy	W. Elmore Meade	1885	1	40	35	75	1				
75 Cameron	Cameron Academy	D. McIntyre	1876	1	20	18	38	4	1			
76 Enochville	Enochville High School	F. B. Brown	1877	1	37	51	88	11	2	0	0	0
77 Fremont	Fremont Academy	J. B. Williams	1867	1	2	50	60	7				
78 Glenwood	Glenwood High School	David L. Ellis	1883	1	2	60	70	7	0	2		
79 Hopewell	Hopewell Academy	B. E. Harris	1870	1		31	14	12	2			
SOUTH CAROLINA.												
80 Johnston	Johnston Male and Female Insti- tute.....	J. F. Brown	1884	2	50	60	110	4		8		
81 Leesville	Leesville English and Classical Institute.....	J. G. Baird	1881	1	2	55	43	7	2			
82 Manning	Manning Academy	S. A. Nettles, A. B.	1878	2	2	58	32	8		6		
TENNESSEE.												
83 Bloomingdale	Kingsley Seminary	Joseph H. Ketrone, A. M.	1877	3	108	54	162	8	8	0	0	0
84 Cleo	Flint Spring Academy	J. N. Varnell	1870	1	90	74	164	14				
85 Hickham	Hickman Normal	A. R. Harris	1870	1	1	30	25	55				
86 Santa Fe	Santa Fe Institute	J. W. Patton, A. B.	1850	3	3	101	63	20	5	4		6
87 Smithville	Pure Fountain College	F. M. Bowling	1850	2	2	100	200	14				
88 Tynes	Pleasant Grove Seminary	C. M. Conley	1877	2	1	80	73	8	8	0	0	
89 Woolsey's College	Woolsey's College	W. H. Lovett	1874	1	1	40	50					
TEXAS.												
90 Crockett	Crockett Male and Female Acad- emy.....	G. J. Nunn	1857	1	3	90	80	30	10	0	10	0
91 Cuero	Anglo-German School	Joseph Weiss	1880	2	68	62	130	10			130	14
92 Davilla	Daville Institute	F. L. Smart	1873	2	2	96	112	208				
93 Goliad	Jones Male and Female Institute	H. B. Fry	1880	2	2	55	82	137	2			
94 Rhea's Mills	Rhea's Mills Academy	J. W. Miller	1880	1	2	44	31	75	10			
95 Walnut	Central College	T. W. Elliott, W. H. Davis ..	1885	2	3	109	115	224	0	0	0	0
VERMONT.												
96 Bakersfield	Brigham Academy	F. E. Parlin	1879	1	3	52	60	112	12	1	4	14

TABLE 36.—STATISTICS OF PUBLIC SECONDARY SCHOOLS FOR 1886-87.

DIVISION B.—Schools supported partly by public funds.—PART II.

	Name.	Number of students of 1887 who have entered college or scientific school since close of last academic year.	Number of volumes in library.	Has the school—			Value of grounds, buildings, and apparatus.	Penefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?		
2		16	17	18	19	20	21	22
ALABAMA.								
1	Gaylesville High School	0	0	0	0	0	\$5,000	.....
2	Huntsville Male Institute and Business College.	0	500	Yes.	No.	No.	8,000	.....
3	Lineville Institute.	3	.....	.....	.....	.....	5,000	.....
4	Prattville Male and Female Academy .....	.....	200	Yes.	Yes.	0	10,000	\$300
5	Roanoke Institute, Male and Female.	0	.....	.....	.....	.....	6,000	250
6	William R. King Female College	5	0	0	0	0	1,500	0
ARKANSAS.								
7	Clinton Male and Female Academy .....	.....	154	.....	.....	No.	1,800	.....
8	Evening Shade High School .....	.....	150	Yes.	Yes.	No.	2,000	.....
9	Lee High School .....	.....	.....	.....	.....	.....	1,000	.....
10	Marianna Institute	1	.....	0	0	Yes	5,000	.....
DELAWARE.								
11	Felton Public School	0	.....	Yes.	No.	No.	4,000	.....
GEORGIA.								
12	West End Academy	0	300	0	0	Yes.	10,000	0
13	Sacred Heart Academy .....	.....	500	.....	.....	.....	30,000	.....
14	Tubman High School	4	0	0	0	Yes.	.....	.....
15	Gordon Institute	3	2,100	Yes.	Yes.	No.	12,000	.....
16	Brooks' Station Academy .....	.....	.....	.....	.....	Yes.	1,000	.....
17	Byron High School	0	.....	.....	.....	No.	1,500	0
18	Etowah Institute	1	100	No.	No.	0	3,000	0
19	Oakland High School .....	.....	0	0	0	0	200	0
20	West End Institute	3	.....	.....	.....	Yes.	125	.....
21	St. Mary's Institute	0	0	No.	No.	No.	3,000	.....
22	Walnut Grove Male and Female High School.	.....	.....	No.	No.	No.	800	.....
23	Middle Georgia Institute .....	.....	.....	.....	.....	.....	1,000	0
24	Oakland Seminary	0	0	0	0	0	1,500	0
25	Dalton High School	0	0	0	Yes.	No.	.....	.....
26	Delhi High School .....	.....	0	0	0	.....	400	0
27	Danielsville High School .....	.....	.....	.....	.....	Yes.	1,000	.....
28	Eastman Academy	4	0	No.	No.	No.	2,000	0
29	Flowery Branch High School	10	.....	.....	.....	.....	1,000	0
30	Gainesville College	1	400	Yes.	Yes.	Yes.	1,100	.....
31	Greensborough Academy .....	.....	300	Yes.	Yes.	No.	.....	.....
32	Mt. Zion Male and Female Academy .....	.....	.....	.....	.....	.....	800	.....
33	Planters' High School	23	.....	0	0	0	500	0
34	Meson Academy	2	150	.....	Yes.	.....	6,000	0
35	Home School	3	.....	.....	.....	Yes.	.....	.....
36	Madison Male High School	0	0	No.	0	Yes.	2,000	.....
37	Marshallville High School	2	150	.....	.....	.....	5,000	.....
38	Johnston Institute .....	.....	.....	.....	.....	.....	.....	.....
39	Monticello High School	2	.....	.....	.....	.....	.....	.....
40	Norcross High School	0	.....	.....	.....	No.	1,200	.....
41	Powelson Male and Female School .....	.....	.....	.....	.....	.....	.....	.....
42	Glenn Holley	0	.....	.....	.....	.....	150	.....
43	Rutledge High School, Male and Female .....	.....	.....	.....	.....	.....	2,000	0
44	Tennille High School	0	0	.....	.....	No.	1,700	450
45	Randolph High School .....	.....	.....	.....	.....	.....	500	.....
46	Woodville High School	0	.....	No.	No.	No.	.....	.....
IOWA.								
47	Kossuth Academy	3	30	No.	No.	No.	6,000	0

TABLE 36.—STATISTICS OF PUBLIC SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION B.—Schools supported partly by public funds.—PART II—Continued.

	Name.	Number of students of 1887 who have entered college or scientific school since close of last academic year.	Number of volumes in library.	Has the school—			Value of grounds, buildings, and apparatus.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?		
	2	16	17	18	19	20	21	22
KENTUCKY.								
48	Carrollton Public High School.....					0	\$5,000	
49	Fredonia Seminary.....						1,000	
50	Hiseville Institute.....		150	No..	0	Yes.	1,500	\$0
51	La Fayette High School.....	2					2,500	
52	Newport High School.....	4	900	0	Yes.	No..		
LOUISIANA.								
53	Minden Male Academy.....		0	0	0	0	1,000	
MAINE.								
54	Blue Hill Academy.....						2,500	
55	East Maine Conference Seminary.....	4	3,500	Yes.	Yes.	Yes.	37,000	10,000
56	Lee Normal Academy.....	0	0	Yes.	Yes.		6,000	
MARYLAND.								
57	Brookeville Academy.....	2				Yes.	6,000	
58	Centreville Academy and High School.....				Yes.	No..	2,000	
MISSISSIPPI.								
59	Beth Eden Collegiate Institute.....		800				4,500	
60	Methodist High School.....	0	250			Yes.	3,000	50
61	Blue Mountain Male Academy.....	2					600	
62	Brandon Female College.....							
63	Mt. Hermon Female Seminary.....		300				20,000	3,000
64	Oakland College.....						0	0
65	Winona Female College.....		100					
MISSOURI.								
66	Brashear Academy, Business College and Mineral Institute.....					Yes.	3,000	
67	Cassville Collegiate Institute.....	15	600				12,000	
68	Houston Institute.....	15	1,000	Yes.	Yes.	No..	600	
NEW HAMPSHIRE.								
69	Hampton Academy and High School.....	4		Yes.	Yes.			
70	Haverhill Academy.....	3	250	Yes.			2,500	50
NEW MEXICO.								
71	St. Mary's College.....						3,000	0
NEW YORK.								
72	Cincinnatus Academy.....	3	400	Yes.	Yes.	No..	8,500	
73	Delaware Academy.....	4	1,500	Yes.	Yes.	No..	39,000	1,025
NORTH CAROLINA.								
74	Friends' Academy.....	3	50				600	
75	Cameron High School.....	6	115	No..	No..	No..	1,090	
76	Enochville High School.....	4					500	
77	Fremont Academy.....	0	0	0	0	0	2,500	
78	Glenwood High School.....		500	No..	No..	No..	2,000	
79	Hopewell Academy.....	2					400	

TABLE 36.—STATISTICS OF PUBLIC SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION B.—Schools supported partly by public funds.—PART II—Continued.

	Name.	Number of students of 1887 who have entered college or scientific school since close of last academic year.	Number of volumes in library.	Has the school—			Value of grounds, buildings, and apparatus.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?		
	2	16	17	18	19	20	21	22
SOUTH CAROLINA.								
80	Johnston Male and Female Institute.....	2	.....	0	0	Yes.	\$3,500	.....
81	Leesville English and Classical Institute..	0	.....	.....	.....	Yes.	.....	.....
82	Manning Academy	3	50	.....	.....	Yes.	1,400	.....
TENNESSEE.								
83	Kingsley Seminary	7	.....	.....	Yes.	No..	2,200	.....
84	Flint Spring Academy.....	2	225	No..	No..	No..	1,500	.....
85	Hickman Normal .....	.....	100	.....	.....	.....	1,000	.....
86	Santa Fé Institute.....	0	25	Yes.	.....	.....	1,200	.....
87	Pure Fountain College	1	100	Yes.	Yes.	.....	10,000	\$0
88	Pleasant Grove Seminary.....	.....	.....	No..	0	0	1,800	.....
89	Woolsey's College	5	100	.....	.....	.....	2,000	150
TEXAS.								
90	Crockett Male and Female Academy .....	.....	0	.....	Yes.	No..	2,000	.....
91	Anglo-German	4	.....	.....	.....	.....	2,000	.....
92	Davilla Institute.....	3	.....	.....	Yes.	No..	3,000	.....
93	Jones Male and Female Institute	0	.....	.....	.....	.....	1,000	.....
94	Rhea's Mills Academy	2	.....	.....	.....	Yes.	1,500	.....
95	Central College.....	.....	.....	Yes.	Yes.	Yes.	4,000	.....
VERMONT.								
96	Brigham Academy .....	.....	150	No..	Yes.	No..	15,000	100

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87.
DIVISION A.—Private schools for girls.—PART I.

Location.	Name	Principal.	Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Instructors.		Students.						
						Male.	Female.	Total.	Number pursuing—				Preparing for classical course in college.	Preparing for scientific course in college.
									Latin.	French.	German.	Drawing.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ALABAMA.														
1	Anniston.....	Miss M. C. Bethune.....	1884	1886	P. E.....	2	2	40	8	10				
2	Mobile.....	Mrs. H. V. Wilson.....	1882	1882	Non-sect.....		5	19	3	7	10			
3	Montgomery.....	Rev. Geo. M. Everhart, D.D.....	1860	1861	P. E.....	3	5	60	3	20	5	40		
4	Tusculum.....	J. B. Dell.....	.....	1872	Non-sect.....	1	4	58	12	17				
ARKANSAS.														
5	Little Rock.....	Miss Myra C. Warner.....	1872	.....	.....	3	5	100	4	25	16	4		
CALIFORNIA.														
6	Oakland.....	Convent of Our Lady of the Sacred Heart.....	1880	1868	R. C.....		18	110				40		
7	Oakland.....	Frances H. Dean.....	.....	1872	Non-sect.....	3	11	140	5	15	8		5	
8	Sacramento (8th and G Streets).....	Sister Marten.....	1867	1857	R. C.....	0	11	300	0				0	0
9	San Francisco.....	Sr. Aloyse of the Cross, Superiorior.....	1876	1866	R. C.....		22	500	20	350				
10	San Francisco.....	Rev. E. B. Church, A. M.....	.....	1877	P. E.....	4	12	109	28		6	53		
11	San Francisco.....	Miss Mary B. West.....	.....	1873			11	130	10	100	40	0		
12	San Francisco, (922 Post Street).....	Miss Mary Lake.....	1865	1863	Non-sect.....	4	12	150	63	150	100	125	3	
13	Santa Cruz.....	Young Ladies' Seminary.....	.....	1852	Non-sect.....	1	3	15	0	2	1	2	0	0

a Includes Greek.

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87.—Continued.
DIVISION A.—*Private schools for girls.*—PART I.—Continued.

Location.	Name.	Principal.	Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Instructors.		Students.						Preparing for classical course in college.	Preparing for scientific course in college.
						Male.	Female.	Total.	Latin.	French.	German.	Drawing.	Preparing for classical course in college.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
COLORADO.															
14	Denver	Wolfe Hall	1867	1868	P. E.	3	12	150	450	30	24	40	.....	.....	.....
CONNECTICUT.															
15	Bridgeport	Hillside Seminary .....	.....	1876	Non-sect.	1	8	48	.....	.....	.....	.....	.....	.....	.....
16	Greenwich	Miss C. Debray Longchamps. Greenwich Institute .....	.....	1883	.....	1	6	40	3	41	.....	23	.....	.....	.....
17	Milford	Miss Sarah N. L. Stone. Milford Classical Academy .....	.....	1867	Non-sect.	0	1	20	1	20	.....	.....	.....	.....	.....
18	New Haven (33 Wall Street)	Miss Ellen Strong Bartlett. Home and Day School for Young Ladies .....	.....	1870	Non-sect.	.....	12	79	20	22	.....	10	.....	.....	.....
19	New Haven	Elizabeth C. and Sarah J. Bangs. The Eldridge School .....	.....	1873	Meth.	0	5	28	.....	.....	.....	.....	.....	.....	.....
20	Norwalk	Miss N. F. Baird .....	.....	1872	P. E.	2	3	36	3	10	8	.....	.....	.....	.....
DISTRICT OF COLUMBIA.															
21	Washington	Sister Mary of St. Angelica	1876	1868	R. C. ....	.....	9	150	6	60	4	140	.....	.....	.....
22	Washington	Miss Anna Ellis .....	.....	1883	Non-sect.	4	11	98	10	90	12	15	.....	.....	6
23	Washington	Miss L. A. Lipsecomb .....	.....	1868	Non-sect.	2	.....	50	.....	.....	.....	.....	.....	.....	.....
FLORIDA.															
24	Key West	Convent of Mary Immaculate	R. C.	14	339	50	16

GEORGIA.		Home School.....	Miss C. Sosnowski.....	1860	
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TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87.—Continued.
DIVISION A.—*Private schools for girls.*—PART I.—Continued.

Location.	Name.	Principal.	Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Instructors.		Students.							
						Male.	Female.	Total.	Number pursuing—				Preparing for classical course in college.	Preparing for scientific course in college.	
									Latin.	French.	German.	Drawing.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
MAINE.															
Portland.....	Mrs. Caswell's School.....	Mary S. Caswell.....	.....	1882	Non-sect.	1	4	60	.....	.....	.....	.....	.....	.....
MARYLAND.															
Baltimore.....	St. Francis Academy.....	Sister Theresa Willigmann.....	.....	1829	R. C.	.....	7	56	.....	3	.....	30	.....	.....
Cumberland.....	St. Edward's Academy.....	Sister Mary Joseph.....	1823	1867	R. C.	0	5	160	0	0	0	160	.....	.....
Ellicott City.....	Patapsco Female Institute.....	Amanda Taylor, A. M.....	1834	1836	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hagerstown.....	Hagerstown Seminary for Young Ladies.....	C. L. Keedy.....	1857	.....	.....	5	9	140	.....	.....	.....	.....	.....	.....
Sandy Springs.....	Rockland School for Girls.....	Henry C. Hallowell, A. M.....	.....	1878	Non-sect.	2	4	32	2	7	.....	.....	.....	.....
MASSACHUSETTS.															
Amherst.....	Home School for Girls.....	Mrs. W. F. Stearns.....	.....	1876	Non-sect.	1	5	18	7	17	.....	.....	2	.....
Anbursdale.....	Riverside Home and Day School for Girls.....	Miss Delia T. Smith.....	.....	1882	Non-sect.	.....	7	20	.....	.....	.....	.....	.....	.....
Boston (Chester Sq.).....	Academy of the Sacred Heart.....	Sarah T. Randall.....	1835	1880	R. C.	.....	10	85	12	85	3	76	.....	.....
Boston (Berkeley St.).....	Academy of Notre Dame.....	Sister Mary Bernardine.....	.....	1853	R. C.	.....	10	125	33	90	.....	30	.....	.....
Boston (21 Marlborough Street).....	Home and Day School for Girls.....	Solma Wesselhoft.....	.....	1877	.....	2	5	54	28	36	30	45	.....	.....
Boston (18 Newbury Street).....	Home and Day School for Young Ladies.....	Miss Abby H. Johnson.....	.....	1875	Non-sect.	3	10	60	10	40	20	25	.....	.....
Boston.....	Miss Ireland's School.....	C. I. Ireland.....	.....	1872	Non-sect.	4	7	55	33	55	21	.....	.....	.....
Boston (140 Marlborough Street).....	Sears's School for Girls.....	Edmund H. Sears.....	.....	1885	Non-sect.	2	4	33	12	30	15	.....	.....	.....

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.
DIVISION A.—*Private schools for girls.*—PART I—Continued.

Location.	Name.	Principal.	Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Instructors.		Students.								Preparing for scientific course in college.	Preparing for classical course in college.
						Male.	Female.	Total.	Latin.	French.	German.	Number pursuing—		Drawing.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
NEW YORK.																	
93 Albany (76 Chapel St.).	Albany Select Academy.....	Miss Annie Wrightson.....	.....	1870	P. E.....	2	3	15	2	15	3	15	.....	.....	
94 Allegany	St. Elizabeth's Academy.....	Mother M. Teresa.....	.....	1860	R. C.....	.....	7	80	18	12	.....	37	.....	.....	
95 Batavia	Park Place School.....	Mrs. Ellen K. Hooker, A. E.....	.....	1884	Non-sect.....	.....	7	45	49	8	12	.....	3	.....		
96 Brooklyn (183 and 185 Lincoln Street).	Berkely Institute for Young Ladies.....	Rev. Alfred C. Roe.....	1880	1883	Non-sect.....	1	6	70	7	43	7	50	0	0			
97 Buffalo	Holy Angels' Academy.....	Sister D. M. Kirby.....	1834	1861	R. C.....	.....	.....	220	0	100	10	75	0	0	
98 Carmel	Drew Seminary and Female College.....	Geo. Crosby Smith, A. M.....	1866	1866	M. E.....	2	4	40	6	12	.....	.....	.....	.....
99 Clifton Springs	Clifton Springs Seminary.....	Miss C. E. Hehn.....	1868	1868	P. E.....	.....	4	25	2	8	.....	4	.....	.....	
100 Clinton	Cottage Seminary.....	Rev. Chester W. Hawley, A. M.....	.....	1861	Non-sect.....	1	5	60	215	3	8	31	.....	.....	
101 Clinton	Houghton Seminary.....	A. G. Benedict, A. M.....	1881	1861	Presb.....	3	6	89	436	21	12	10	1	.....		
102 Dobbs' Ferry	Boarding and Day School.....	Miss L. P. Masters.....	.....	1877	Presb.....	1	10	80	.....	.....	14	.....	.....	.....
103 Fushing	St. Joseph's Academy.....	Mother M. Teresa.....	1861	1861	R. C.....	3	12	150	3	4	.....	.....	.....	.....
104 Goshen	School for Girls.....	Miss Mary O. Hogarth.....	.....	1860	P. E.....	.....	6	50	3	4	2	.....	.....	.....
105 Hudson	School for Young Ladies.....	Miss Sarah R. Skinner.....	.....	1867	.....	.....	2	19	12	1	14	.....	.....	.....
106 Newburg	Gornely Seminary.....	Miss J. S. Lourie.....	.....	1875	.....	1	2	30	.....	3	.....	.....	.....	.....
107 Newburg	Mt. St. Mary's Academy.....	Sister M. Hildgarde.....	.....	1883	R. C.....	.....	4	50	5	.....	.....	24	.....	10
108 New York (No. 6 East 45th Street).	Breartley School.....	James G. Croswell.....	.....	1884	.....	5	16	130	470	112	27	100	6	.....		
109 New York (1861 Madison Avenue).	Classical School for Girls.....	Misses Barnes and North.....	.....	1883	Non-sect.....	1	7	60	229	36	14	50	5	.....		
110 New York.	Comstock School.....	Miss Lydia Day.....	.....	1863	Non-sect.....	4	15	65	210	63	12	25	.....	.....	

	New York	English and French School for Girls	Miss Julia Gibbons	1872	P. E.	1	7	60	221	60	5	.....
111	New York (223 East 17th Street)	St. John Baptist School for Young Ladies.	Sisters of St. John Baptist.	1880	P. E.	2	7	38	9	38	7	22
112	New York (9 West 39th Street)	School for Girls.	Anna C. Brackett.	1872	.....	0	8	89	280	70	40	1
113	New York (20 East 62d Street)	School for Young Ladies	Prof. and Madame Alfred Colin.	1871	Non-sect.	1	5	32	5	32	15	14
114	New York (711 Madison Avenue)	School for Young Ladies and Kindergarten.	Mrs. Leopold Weil	1867	Non-sect.	7	11	97	.....	53	96	61
115	New York (2 West 62d Street)	Van Norman Institute.	Madame Van Norman.	1867	Non-sect.	4	11	95	.....	.....	.....	.....
116	New York	Nyack Seminary	Mrs. Imogene Bartholf	1878	Non-sect.	2	5	30	5	20	5	20
117	Nyack	Willistone Hall	Miss J. A. Kampshall	1880	.....	1	3	20	.....	18	2	.....
118	Poughkeepsie	Lyndon Hall	Sarah W. Buck, A. M.	1848	Non-sect.	2	9	195	45	10	16	20
119	Rochester (7-9 Gibbs Street)	Boarding and Day School for Young Ladies.	C. R. Kingsley, A. M.	1875	.....	2	5	75	220	60	10	6
120	Rochester	Livingston Park Seminary	Mrs. C. M. Curtis	1858	Epis.	1	7	40	15	20	12	15
121	Rome	St. Peter's Academy	Madame Embrasia.	1883	R. C.	11	267	.....	40	40	.....	.....
122	Sag Harbor	Academy Sacred Heart of Mary	Sister Marie	1877	R. C.	5	30	.....	12	.....	.....	.....
123	Tarrytown	Mount Hope Ladies' Seminary	Robert C. Rice, A. M.	1859	Non-sect.	2	8	14	4	8	5	0
124	Tarrytown	School for Girls.	Miss H. L. Rutley	1859	Non-sect.	2	6	40	30	30	12	.....
125	Troy	Troy Female Seminary	Emily T. Wilcox	1857	Non-sect.	3	10	120	30	18	12	.....
126	NORTH CAROLINA.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
127	Concord	Scott's Seminary	Rev. D. J. Satterfield	1870	Presb.	1	12	208	13	.....	.....	.....
128	Shelby	Shelby Female College	Edward J. Willis	1882	.....	1	6	100	.....	.....	.....	.....
129	Cincinnati (East 6th Street)	Academy of the Sisters of Notre Dame.	Sister Agnes Aloysia, S. N. D.	1843	R. C.	.....	20	170	.....	.....	.....	.....
130	Cincinnati	Eden Park School	Madame B. Freidin	1881	.....	2	9	63	6	63	20	63
131	Cincinnati (166 West Seventh Street)	School for Girls.	Misses Storor and Lupton	1881	.....	3	7	53	212	45	15	12
132	Columbus	English and Classical School	Miss Lucretia M. Phelps	1884	P. E.	2	9	110	.....	.....	.....	.....
133	Gambier	Harcourt Place Seminary.	Miss Lucy C. Andrews	1887	P. E.	4	8	45	217	.....	40	.....
134	Saint Martin's	Ursuline Academy for Young Ladies.	Sister M. Ursula	1847	R. C.	.....	20	94	12	60	7	20
135	Zanesville	Putnam Seminary	Misses Porter and Howard	1836	Non-sect.	2	8	60	18	15	21	.....
136	PENNSYLVANIA.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
137	Allegheny	School for Girls and Young Ladies.	Miss Mary Mairland	1872	Non-sect.	.....	4	27	15	7	.....	20
138	Beaver	Beaver College and Musical Institute.	Rev. R. T. Taylor, A. M., D. D.	1853	M. E.	3	5	146	230	2	12	.....
139	Blairsville	Blairsville Ladies' Seminary	Rev. T. R. Ewing, D. D.	1851	Presb.	2	6	61	230	3	10	40
140	Lititz	Linden Hall Seminary	Rev. H. A. Brickenshten	1863	Moravian	2	9	66	.....	.....	.....	.....
141	McSherrystown	St. Joseph's Academy	Rev. Mother Ignatius	1854	R. C.	8	3	37	3	17	3	23

a Includes Greek.

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.
DIVISION A.—*Private schools for girls.*—PART I—Continued.

Location.	Name.	Principal.	Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Instructors.		Students.						
						Male.	Female.	Total.	Number pursuing—				Preparing for classical course in college.	Preparing for scientific course in college.
									Latin.	French.	German.	Drawing.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
PENNSYLVANIA—cont'd.														
141 Philadelphia (2011 De Lancy Place).....	Agnes Irwin's School.....	Agnes Irwin.....	.....	1869	.....	2	13	115	25	93	15	93	.....	.....
142 Philadelphia.....	West Chestnut Street Institute.....	Mrs. Julia A. Bogardus.....	.....	1878	Presb.....	1	7	50	.....	.....	.....	.....	.....	.....
143 Philadelphia.....	West Chestnut Street Seminary.....	Miss M. B. Cochran.....	.....	1878	Non-sect.....	1	3	30	18	30	.....	.....	.....	.....
144 Pittsburgh.....	Bishop Bowman Institute.....	Rev. J. Coster.....	1866	1862	P. E.....	3	6	90	50	20	8	40	.....	.....
145 Washington.....	Washington Female Seminary.....	Miss N. Sheppard.....	1836	1836	Presb.....	2	14	182	.....	.....	.....	.....	.....	.....
146 Williamsport.....	Ladies' Classical Institute.....	Miss Jane M. Wilson.....	.....	1865	Non-sect.....	.....	3	50	.....	.....	.....	.....	.....	.....
RHODE ISLAND.														
147 Providence (235 Benefit Street).....	East Side School for Young Ladies and Children.....	Miss Ida M. Gardner.....	.....	1880	Non-sect.....	3	7	36	36	7	12	.....	.....	.....
SOUTH CAROLINA.														
148 Reidville.....	Reidville Female College.....	Joseph Venable.....	1857	1857	Presb.....	2	2	39	7	1	0	0	7	.....
149 Sumter.....	Sumter Institute.....	Mrs. L. A. Browne and Miss E. E. Cooper.....	.....	1867	Presb.....	.....	8	110	.....	.....	.....	.....	.....	.....
TENNESSEE.														
150 Bristol.....	Sullins College.....	Rev. L. L. H. Carlock.....	1874	1868	M. E. So.....	2	6	170	20	6	.....	3	.....	.....
151 Covington.....	Tipton Female Seminary.....	George D. Holmes.....	1833	1833	Non-sect.....	1	4	123	12	.....	.....	.....	.....	.....
152 Gallatin.....	Howard Female College.....	A. M. Barney.....	1856	1837	Non-sect.....	1	9	120	10	8	2	40	.....	.....

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87.

DIVISION A.—*Private schools for girls.*—PART II.

Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions
			A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?					
3	16	17	18	19	20	21	22	23	24	25
ALABAMA.										
1 Noble Institute						\$45		\$31,000		\$18,000
2 Home and Day School.						50-100				
3 Hammer Hall.....			Yes.	Yes.		30-60	\$200	25,000		
4 Deshler Female Institute.	5-6	0	No.	No.			125	15,000		
ARKANSAS.										
5 Arkansas Female College.			No.	Yes.				27,000		
CALIFORNIA.										
6 Convent of Our Lady of the Sacred Heart.		1,350		Yes.	Yes.	(300)				
7 Field Seminary	0	500	Yes.			60	270	40,000		
8 St. Joseph's Academy		2,000						20,000		0
9 College of Notre Dame.							260			
10 Irving Institute.....		800	No.	Yes.		100	250	5,000		
11 School for Girls.....						160-110				
12 Zeitska Institute	0	1,000	Yes.	Yes.		150	300	20,000		
13 Young Ladies Seminary.	0	1,500	0	0		50-60	250	15,000	\$0	0
COLORADO.										
14 Wolfe Hall.....		1,500	Yes.	Yes.		40-60	550	203,000		150
CONNECTICUT.										
15 Hillside Seminary....	1	700	Yes.	Yes.		30-80	300	22,000		
16 Greenwich Institute..		400				40-100	400	14,000		
17 Milford Classical Academy.										
18 Home and Day School for Young Ladies.	1					70	300			
19 The Eldridge School.							350	25,000		
20 Institute for Young Ladies and Children.						50	300			
DISTRICT OF COLUMBIA.										
21 Academy of the Holy Cross.	0	500	Yes.	Yes.						
22 McDonald-Ellis School.	2	200				60-100	600	35,000		
23 Waverly Seminary...		500					400			
FLORIDA.										
24 Convent of Mary Immaculate.		400				20	200	40,000		
GEORGIA.										
25 Home School.....		500				20-80	220			
26 Speyman Seminary...		500	No.	No.		8	56	65,000		7,000
27 Washington Seminary.						24.75	225	25,000		

a A month.

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION A.—Private schools for girls.—PART II—Continued.

Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
			A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?					
2	16	17	18	19	20	21	22	23	24	25
GEORGIA—continued.										
28 Select School for Girls.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
29 St. Joseph's Academy	....	200	Yes.	Yes.	.....	\$150	.....	\$5,000	.....	.....
ILLINOIS.										
30 Misses Grant's Seminary.	.....	400	Yes	Yes.	Yes.	.....	\$500	.....	.....	.....
31 St. Francis Xavier's Academy.	.....	2,000	Yes.	Yes.	.....	.....	150	250,000	.....	.....
32 Monticello Female Seminary.	.....	3,500	.....	Yes.	.....	40	125	200,000	.....	\$1,000
33 St. Agatha's School	.....	200	.....	.....	.....	30-60	200	20,000	.....	50
34 Institute of Our Lady of the Sacred Heart.	88	.....	.....	.....	.....	160	160	50,000	.....	.....
INDIANA.										
35 Classical School for Girls.	.....	.....	Yes.	Yes.	Yes.	60-120	320	.....	.....	.....
36 Indianapolis Institute for Young Ladies.	.....	0	.....	Yes.	Yes.	32-60	.....	.....	.....	.....
37 St. John's Academy.	.....	.....	.....	.....	.....	12-32	150	.....	.....	.....
INDIAN TERRITORY.										
38 Harrell International Institute.	5	300	.....	.....	.....	15-25	100	15,000	.....	.....
39 Wheelock Seminary.	3	700	.....	.....	.....	0	50	12,000	.....	1,800
IOWA.										
40 Academy of the Visitation.	.....	500	Yes.	Yes.	.....	15-25	160	50,000	.....	.....
41 Young Ladies' School	.....	.....	.....	.....	Yes.	40-60	.....	.....	.....	.....
KENTUCKY.										
42 Nazareth Academy	.....	3,800	Yes.	Yes.	.....	(154-176)	.....	.....	.....	.....
43 East Kentucky Normal School.	8	500	Yes.	Yes.	.....	30-50	200	20,000	.....	.....
44 Hampton College	.....	5,000	Yes.	Yes.	Yes.	150	.....	.....	.....	.....
45 Hayswood Female Seminary.	0	0	0	0	.....	40	200	12,000	.....	.....
46 Garth Female Institute.	.....	.....	.....	.....	.....	40-50	.....	.....	.....	.....
47 Miss Tipton's Select School.	.....	400	.....	.....	.....	40	160	5,000	.....	.....
LOUISIANA.										
48 Readvilla Seminary	.....	.....	.....	.....	.....	50	150	.....	.....	0
49 Carnatz Institute	.....	.....	.....	.....	.....	50-120	360	.....	.....	.....
50 School for Young Ladies.	1	100	.....	.....	.....	50-100	.....	10,000	.....	.....
MAINE.										
51 Mrs. Caswell's School	.....	.....	.....	.....	.....	60	.....	.....	.....	.....

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION A.—Private schools for girls.—PART II—Continued.

	Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?					
	2	16	17	18	19	20	21	22	23	24	25
MARYLAND.											
52	St. Frances Academy.										
53	St. Edward's Academy.	0	500	No..	No..			\$0			
54	Patapsco Female Institute.						(\$280)				
55	Hagerstown Seminary for Young Ladies.		1,500	Yes.	Yes.	Yes.	40	200			
56	Rockland School for Girls.		500	No..	Yes.	Yes.	46	190	\$5,000		
MASSACHUSETTS.											
57	Home School for Girls		1,000					500	8,000		
58	Riverside Home and Day School for Girls	4	500			Yes	75	325	25,000		
59	Academy of the Sacred Heart.		700				60-100				
60	Academy of Notre Dame.		2,000	Yes.	Yes.	Yes.	40				
61	Home and Day School for Girls.			No..	Yes.		100-250	600	42,000		
62	Home and Day School for Young Ladies.					Yes.	200	600			
63	Miss Ireland's School.					Yes.	250	0			
64	Sear's School for Girls		600	No..	Yes.	No..	200-250				
65	Mrs. Perry's Family School.										
66	Shawmut School					Yes.	80-160	400	8,000		
67	Home School	0					75				
68	Prospect Hill School.	2		Yes.	Yes.		100	250	25,000		
69	Home School						75				
70	Northfield Seminary.	3	3,500	Yes.	Yes.	Yes.	100	150	225,000		
71	Notre Dame Academy.		1,500	No..	Yes.		200				
72	Dana Hall Preparatory School.	17	700	0	0	0	75	400			
73	Miss Williams' School	2	1,000	No..	No..		100-200	600			\$0
MICHIGAN.											
74	Somerville School....	0		Yes.	Yes.	Yes.	40	310	50,000		
MINNESOTA.											
75	Bethlehem Academy.	4	500		Yes.	Yes.	12-25	125	20,000		
MISSOURI.											
76	Cooper Institute		500				30-60	140	10,000		
77	Kansas City Ladies' College.						50	170	50,000		275
78	St. Agnes Hall	1	60				40	300	6,000		
79	Academy Sacred Heart.										
80	Young Ladies' Institute.			Yes.	Yes.		40	200	30,000		
81	Academy of the Sacred Heart.		5,000	Yes.	Yes.	Yes.	250		200,000		

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION A.—Private schools for girls.—PART II—Continued.

	Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?					
	2	16	17	18	19	20	21	22	23	24	25
	MISSOURI—continued.										
82	School of the Good Shepherd.	0	.....	.....	.....	Yes.	\$30-130	\$215-270	.....	.....	.....
83	Mrs. Miller's Seminary.	2	500	Yes.	Yes.	Yes.	40-50	160	\$10,000	.....	.....
	NEBRASKA.										
84	Academy of the Sacred Heart.	.....	1,000	Yes.	Yes.	.....	100	200	150,000	.....	\$0
85	Brownell Hall	2	2,500	Yes.	Yes.	.....	60	250	200,000	.....	.....
	NEVADA.										
86	Mt. St. Mary's Academy.	.....	.....	Yes.	.....	.....	250	.....	25,000	.....	.....
	NEW JERSEY.										
87	Ivy Hall Seminary...	1	1,000	.....	.....	Yes.	40-50	180	11,000	.....	.....
88	English and Freach School.	.....	.....	.....	.....	Yes.	48-100	.....	.....	.....	.....
89	Hightstown Seminary	.....	200	Yes.	Yes.	.....	24-48	300	10,000	.....	.....
90	Morristown Seminary	.....	.....	.....	.....	.....	50-130	130	.....	.....	.....
91	English and French Day School.	2	460	No.	.....	Yes.	50-120	.....	.....	.....	.....
92	Plainfield Seminary ..	.....	1,000	Yes.	Yes.	Yes.	40-100	250	30,000	.....	.....
	NEW YORK.										
93	Albany Select Academy.	.....	.....	Yes.	Yes.	.....	24-80	.....	8,000	.....	.....
94	St. Elizabeth's Academy.	.....	700	.....	.....	.....	25	150	.....	.....	.....
95	Park Place School .....	.....	.....	.....	.....	Yes.	(400)	.....	.....	.....	.....
96	Berkeley Institute for Young Ladies.	0	.....	Yes.	Yes.	Yes.	60-130	.....	30,000	.....	.....
97	Holy Angels' Academy.	.....	1,127	Yes.	Yes.	.....	26	180	100,000	.....	.....
98	Drew Seminary and Female College.	.....	3,000	Yes.	Yes.	.....	30-100	230	50,000	.....	0
99	Clifton Springs Seminary.	.....	505	.....	.....	.....	28	250	10,000	.....	.....
100	Cottage Seminary .....	.....	500	.....	.....	.....	20-30	200	11,000	.....	0
101	Houghton Seminary...	1	1,097	Yes.	Yes.	Yes.	25-30	320	50,170	.....	.....
102	Boarding and Day Schools.	.....	.....	.....	.....	Yes.	60-110	600	100,000	.....	.....
103	St. Joseph's Academy	.....	2,000	Yes.	Yes.	Yes.	.....	.....	.....	.....	.....
104	School for Girls .....	.....	.....	.....	.....	.....	40-60	300	6,000	.....	.....
105	School for Young Ladies.	.....	100	.....	.....	.....	24-48	300	7,000	.....	.....
106	Gormly Seminary	1	500	.....	.....	.....	12-30	.....	.....	.....	.....
107	Mt. St. Mary's Academy.	.....	300	Yes.	Yes.	.....	28	150	26,000	.....	.....
108	Brearley School	2	.....	Yes.	Yes.	Yes.	(250-350)	.....	.....	.....	.....
109	Classical School for Girls.	1	1,000	No.	No.	Yes.	125	500	.....	.....	.....
110	Comstock School .....	.....	500	Yes.	Yes.	Yes.	100-200	800	.....	.....	.....
111	English and French School for Girls.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
112	St. John Baptist School for Young Ladies.	.....	300	.....	Yes.	.....	60-125	300-400	.....	.....	.....
113	School for Girls .....	.....	.....	.....	Yes.	.....	100-500	.....	.....	.....	.....

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION A.—Private schools for girls.—PART II—Continued.

	Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?					
	2	16	17	18	19	20	21	22	23	24	25
	NEW YORK—continued.										
114	School for Young Ladies.	.....	1,500	Yes.	No.	.....	\$100-275	\$625	\$1,000	.....	.....
115	School for Young Ladies.	1	2,000	No.	Yes.	Yes.	100-235	400-500	.....	.....	.....
116	Van Norman Institute.	.....	1,200	.....	Yes.	.....	60-250	800	.....	.....	.....
117	Nyack Seminary	.....	.....	.....	Yes.	.....	.....	.....	.....	.....	.....
118	Willistine Hall.	.....	.....	.....	.....	.....	100	400	20,000	.....	.....
119	Lyndon Hall.	2	.....	Yes.	Yes.	Yes.	32-60	350	30,000	.....	.....
120	Boarding and Day School for Young Ladies.	1	380	Yes.	No.	.....	40-80	400	30,000	.....	.....
121	Livingston Park Seminary.	.....	600	Yes.	.....	Yes.	50	300	30,000	.....	.....
122	St. Peter's Academy.	.....	.....	.....	.....	.....	16-24	120	20,000	.....	.....
123	Academy Sacred Heart of Mary.	.....	.....	.....	.....	.....	200	.....	8,000	.....	.....
124	Mount Hope Ladies' Seminary.	0	.....	Yes.	Yes.	.....	40-80	6	.....	.....	.....
125	School for Girls	.....	300	.....	Yes.	.....	60-100	400	.....	.....	.....
126	Troy Female Seminary.	.....	1,683	Yes.	Yes.	.....	72	.....	103,465	.....	.....
	NORTH CAROLINA.										
127	Scotia Seminary	.....	600	No.	No.	Yes.	.....	45	25,000	\$1,600	\$4,070
128	Shelby Female College.	.....	.....	.....	.....	.....	50	150	12,700	.....	.....
	OHIO.										
129	Academy of the Sisters of Notre Dame.	.....	.....	.....	Yes.	.....	.....	.....	.....	.....	.....
130	Eden Park School	.....	700	Yes.	Yes.	Yes.	160	440	.....	0	.....
131	School for Girls	2	3,000	Yes.	Yes.	Yes.	95-155	380	60,000	.....	.....
132	English and Classical School for Young Ladies.	.....	.....	Yes.	.....	.....	50-100	400	.....	.....	.....
133	Harcourt Place Seminary.	0	.....	.....	.....	Yes.	(400)	.....	50,000	.....	.....
134	Ursuline Academy for Young Ladies.	.....	.....	Yes.	Yes.	.....	(200)	.....	.....	.....	.....
135	Putnam Seminary	.....	9,000	Yes.	Yes.	Yes.	225	175	35,000	.....	.....
	PENNSYLVANIA.										
136	School for Girls and Young Ladies.	0	.....	.....	.....	.....	80	.....	.....	.....	.....
137	Beaver College and Musical Institute.	.....	1,150	Yes.	Yes.	Yes.	35-45	185	50,000	.....	4,500
138	Blairsville Ladies' Seminary.	0	700	Yes.	Yes.	.....	40	160	30,000	.....	.....
139	Linden Hall Seminary.	.....	2,700	.....	Yes.	.....	(250)	.....	60,000	.....	.....
140	St. Joseph's Academy.	.....	300	.....	.....	.....	150	.....	.....	.....	.....
141	Agnes Irwin's School.	1	.....	.....	.....	.....	100-170	.....	.....	.....	.....
142	West Chestnut Street Institute.	.....	.....	.....	.....	.....	40-120	450	.....	.....	.....
143	West Chestnut Street Seminary.	0	0	0	0	.....	50-120	.....	.....	.....	.....
144	Bishop Bowman Institute.	.....	1,500	.....	.....	No.	100	320	.....	.....	.....
145	Washington Female Seminary.	.....	500	Yes.	Yes.	Yes.	24-40	210	25,000	.....	.....

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION A.—*Private schools for girls.*—PART II—Continued.[illegible]

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION A.—*Private schools for girls.*—PART II—Continued.

	Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?					
	2	16	17	18	19	20	21	22	23	24	25
	WISCONSIN.										
169	St. Mary's Day and High School.	.....	.....	Yes.	Yes.	.....	\$6-60	.....	.....	\$0	.....
170	St. Mary's Institute	.....	.....	.....	.....	.....	(170)	.....	.....	.....	.....
171	Home School for Young Ladies and Small Boys and Girls.	.....	2, 100	.....	.....	Yes.	24-100	\$300	\$10, 000	.....	.....
172	St. Catharine's Female Academy.	.....	2, 200	.....	.....	Yes.	(140)	.....	40, 000	.....	\$0

REMARKS ON THE TABLES.

PROMINENCE GIVEN TO LATIN.

The value of Latin as an instrument of mental discipline has been the most prominent subject in the discussions excited by the movement toward the "modern" or "scientific" course. The summarized and comparative statistics of secondary schools (Tables 31, 32, 33, and 34) show very clearly the extent of the demand made upon them for instruction in this branch. To this showing the detailed Tables, viz, 36 and 37, add some suggestive particulars. For instance, it will be seen that the demand for Latin is not confined to a few schools, nor to particular sections of the country. Of the public and partly public schools 88 per cent. report students in the language specified. For the private schools the proportions are 68 per cent. of the schools for girls, 84 per cent. of the schools for boys, and 72 per cent. of the schools for both sexes.

These indications are farther emphasized by comparison with the relative number of each class of schools reporting students in French or German. These proportions are as follows: Of public and partly public schools, 61 per cent. ; of private schools for girls, 75 per cent. ; of private schools for boys, 74 per cent. ; and of private schools for both sexes, 52 per cent.

PHYSICAL CULTURE.

By reference to Column 20, Table 36 ; to the same column, Table 37, Division A ; to Column 23, Table 37, Division B ; and to Column 25, Division C, it will be seen that a large proportion of the secondary schools have answered the inquiry respecting provision for physical culture.

The inquiries as to the system of training and the nature of the appliances were not answered as fully as could have been desired.

Gymnasiums suitably equipped were reported from 13 private schools for girls, 81 private schools for boys, and 57 private schools for both sexes. Military drill is a feature of the training in 26 private schools for boys and in 13 of the schools for both sexes.

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES,

DIVISION B.—*Private*

Location.	Name.	Principal.
1	2	3
ALABAMA.		
1 Mobile.....	Towle's Institute for Boys.....	Amos Towle.....
2 Selma.....	St. Andrew's Academy.....	Jordan J. Williams.....
3 Tuscaloosa.....	University High School.....	W. H. Verner.....
CALIFORNIA.		
4 Belmont.....	Belmont School.....	W. T. Reid, A. M.....
5 Oakland.....	California Military Academy.....	W. H. O'Brien.....
6 Oakland.....	Hopkins Academy.....	Rev. H. E. Jewett, M. A.....
7 Oakland.....	Sackett School.....	D. P. Sackett, A. M.....
8 San Francisco.....	Sacred Heart College.....	Brother Genebern.....
9 San Mateo.....	St. Matthew's Hall.....	Alfred Lee Brewer.....
COLORADO.		
10 Denver.....	Jarvis Hall.....	Rev. S. M. Holden, M. A.....
11 Morrison.....	College of the Sacred Heart.....	Rev. Dominic Pantanella, S. J.....
CONNECTICUT.		
12 Black Hall.....	Black Hall School.....	Charles G. Bartlett.....
13 Bridgeport.....	Park Avenue Institute.....	S. B. Jones, A. M.....
14 Brookfield Centre.....	The Curtis School for Boys.....	Frederick S. Curtis, Ph. B.....
15 Middletown.....	Wilson Grammar School.....	E. H. Wilson, A. M.....
16 New Haven.....	Hopkins Grammar School.....	Rev. Geo. L. Fox, M. A., rector.....
17 New London.....	Bulkeley School.....	E. R. Hall.....
18 Stamford.....	School for Boys.....	Hiram U. King.....
19 Wilton.....	Wilton Boarding Academy.....	Augustus Whitlock.....
DISTRICT OF COLUMBIA.		
20 Georgetown.....	Linthicum Institute of Georgetown.....	.....
21 Washington (621 Seventh Street, northwest).....	Arlington Academy.....	Burton Macafee, A. M., M. D.....
22 Washington (1335 H Street, northwest).....	Preparatory School of Columbian College.....	Andrew P. Montague, A. M.....
23 Washington (306 Indiana Avenue).....	Rittenhouse Academy.....	O. C. Wight.....
24 Washington.....	St. John's College.....	Rev. Brother Dennis.....
GEORGIA.		
25 Atlanta.....	Atlanta Baptist Seminary.....	Rev. Samuel Graves, D. D.....
26 Augusta.....	Academy of Richmond County.....	C. H. Withrow.....
27 Augusta.....	St. Patrick's Commercial Institute.....	Brother Francis.....
28 Cave Spring.....	Hearn Institute.....	Edgar T. Whately.....
29 Columbus.....	Slade's School for Boys.....	James J. Slade.....
30 Marietta.....	Marietta Male Academy.....	J. C. Harris, A. M.....
ILLINOIS.		
31 Addison.....	German Evangelical Lutheran Teachers' Seminary.....	E. A. W. Krauss.....
32 Bunker Hill.....	Bunker Hill Academy.....	Rev. S. L. Stiver, A. M.....
33 Chicago (623 West Adams Street).....	German - American Academy of Chicago.....	Robert Haentze.....
34 Chicago (2101 Indiana Avenue).....	The Harvard School.....	{ J. J. Schobinger..... }
35 Chicago (312 Chicago Avenue).....	University School.....	{ John C. Grant..... }
36 Elmhurst.....	Evangelical Proseminary.....	C. N. Fessenden.....
37 Jacksonville.....	Whipple Academy.....	Rev. Daniel Irion.....
		Jos. R. Harker.....

AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87.

schools for boys.—PART I.

Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Instructors.		Students.										Preparing for classical course in college.	Preparing for scientific course in college.
			Male.	Female.	Total.	Number pursuing—										
						English.	Latin.	Greek.	French.	German.	Free-hand drawing.	Mechanical drawing.				
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
.....	1860	Non-sect.	2	0	41	24	17	2	0	0	37	4	17	3	1	
.....	1882	Non-sect.	1	.....	34	.....	42	.....	.....	.....	.....	.....	.....	.....	2
.....	1877	Non-sect.	2	.....	60	10	42	5	0	0	0	0	50	10	3
.....	1885	Non-sect.	4	2	60	.....	34	9	.....	.....	.....	.....	28	6	4
.....	1865	Non-sect.	8	1	70	22	12	4	10	8	32	17	8	26	5	
.....	1871	Cong	6	1	85	60	20	10	.....	4	.....	10	10	10	6
.....	1878	Non-sect.	11	1	41	.....	.....	.....	.....	.....	.....	.....	17	7	.....
.....	1874	R. C	19	.....	500	300	.....	.....	.....	.....	.....	.....	50	70	8
.....	1866	P. E	10	12	102	64	.....	.....	8	10	12	4	2	2	9
.....	1868	P. E	1	.....	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	10
.....	1884	R. C	9	.....	55	.....	8	.....	6	18	6	.....	8	.....	11
.....	1876	Non-sect.	2	2	26	6	16	7	12	3	0	0	10	3	12	
.....	1872	Non-sect.	1	1	35	20	3	.....	.....	1	21	.....	10	8	13
.....	1875	Non-sect.	1	2	22	.....	18	.....	.....	.....	.....	.....	1	1	14
.....	1884	.....	2	1	40	0	40	12	.....	25	.....	.....	12	.....	15
.....	1660	Non-sect.	4	1	97	6	91	40	0	12	.....	.....	39	31	16
.....	1850	Non-sect.	2	.....	53	.....	58	8	0	8	.....	.....	8	50	17
.....	1875	Non-sect.	7	1	86	.....	37	16	13	6	86	0	25	10	18
.....	1840	Non-sect.	2	1	40	30	10	.....	.....	.....	10	.....	.....	.....	19
.....	1872	Non-sect.	6	.....	110	.....	.....	.....	.....	.....	.....	.....	.....	.....	20
.....	1880	Non-sect.	5	.....	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	21
.....	1821	Non-sect.	9	.....	91	6	85	50	22	.....	.....	.....	23	1	22
.....	1840	Non-sect.	1	.....	21	10	11	1	.....	.....	.....	.....	5	1	23
.....	1887	R. C	9	.....	132	62	64	19	17	.....	70	18	.....	19	24
.....	1879	Baptist	6	.....	146	65	2	5	.....	.....	121	.....	5	.....	25
.....	1783	Non-sect.	3	.....	97	.....	.....	.....	.....	.....	.....	.....	.....	.....	26
.....	1875	R. C	6	.....	200	200	.....	.....	.....	.....	.....	.....	.....	.....	27
.....	1846	Baptist	1	.....	30	18	12	5	2	.....	.....	.....	10	5	28
.....	1866	Non-sect.	1	.....	35	.....	.....	.....	.....	.....	.....	.....	35	.....	29
.....	1886	Non-sect.	2	1	104	40	25	7	.....	.....	104	.....	10	.....	30
.....	1865	Ev. Luth.	7	.....	206	.....	.....	.....	.....	206	.....	.....	.....	.....	31
.....	1857	Cong	3	.....	40	.....	3	0	3	5	.....	.....	.....	.....	32
.....	1882	.....	6	3	80	5	18	2	20	60	60	.....	4	10	33
.....	.....	Non-sect.	8	5	114	.....	.....	.....	.....	.....	.....	.....	.....	.....	34
.....	1875	Non-sect.	6	.....	50	0	.....	.....	.....	.....	.....	.....	50	.....	35
.....	1870	Evang	8	.....	112	0	73	61	0	101	37	0	10	9	36
.....	.....	Non-sect.	9	.....	133	58	75	25	.....	.....	.....	.....	20	50	37

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND

DIVISION B.—*Private schools*

Location.	Name.	Principal.
1	2	3
INDIANA.		
38 Indianapolis	Classical School for Boys	Theodore L. Sewall, A. B.
INDIAN TERRITORY.		
39 Nelson	Spencer Academy	H. R. Schermerhorn
IOWA.		
40 Davenport	Kempe Hall	Rev. P. C. Wolcott, M. A., S. T. B.
41 Waverly	Wartburg College	Rev. G. Grossmann
KENTUCKY.		
42 Cecilian	Cecilian College	H. A. Cecil, A. M.
43 Gethsemane	Select and Preparatory School	Rev. B. M. Benedict, abbot.
44 Lancaster	Lancaster Male Seminary	James M. Harbison
45 Louisville	Louisville Rugby School	A. L. McDonald
46 Shelbyville	Shelbyville Male Academy	George L. Sampson, A. M.
LOUISIANA.		
47 New Orleans	Graded Institute for Boys	Amedeus S. Leche
48 New Orleans, 3rd District	St. Isidore's College	Rev. J. M. Scherer, c. s. c.
49 Thibodeaux	Thibodeaux College	Very Rev. C. Menard
MAINE.		
50 Farmington	Abbott Family School	A. H. Abbott
51 Topsham	Franklin Family School	D. L. Smith
MARYLAND.		
52 Baltimore	Oxford School for Boys	William C. Hynds, A. M.
53 Baltimore (16 Saratoga St.) ..	St. Joseph's Academy	Brother Paphylinus, F. S. C.
54 Baltimore (851 North Eutaw Street) ..	School for Boys	George G. Cary, A. M.
55 Beltsville	Ammendale Normal Institute	Brother Alician
56 Carrollton	Mt. St. Joseph's College	Brother Joseph
57 Charlotte Hall	Charlotte Hall School	R. W. Silvester
58 College of St. James	College of St. James Grammar School ..	Henry Onderdonk, A. M.
59 Colora	West Nottingham Academy	John G. Conner
60 Ellicott City	Maupin's University School	Chapman Maupin, M. A.
61 Frederick	Frederick College	Thomas A. Gatch, A. M.
62 McDonogh	McDonogh Institute	W. Allan, M. A., LL. D.
63 St. George	St. George's Hall	James C. Kinear, A. M.
MASSACHUSETTS.		
64 Andover	Phillips Academy	Cecil F. P. Bancroft, PH. D. ...
65 Boston (20 Boylston Place) ..	Private Classical School	J. P. Hopkinson
66 Boston (18 Boylston Place) ..	Private School for Boys	Albert Hale
67 Bradford	Carleton School for Young Men and Boys ..	Isaac N. Carleton
68 Cambridge (13 Appian Way) ..	Day and Family School for Boys ..	Joshua Kendall
69 Duxbury (Powder Point), ..	Scientific Preparatory School	Frederick B. Knapp
70 Easthampton	Williston Seminary	William Gallagher
71 Great Barrington	Sedgwick Institute	H. J. and E. J. Van Lennep.

OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87--Continued.

for boys.—PART I—Continued.

Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Instructors.		Students.										Preparing for classical course in college.	Preparing for scientific course in college.	
			Male.	Female.	Total.	Number pursuing—								Preparing for classical course in college.			Preparing for scientific course in college.
						English.	Latin.	Greek.	French.	German.	Free-hand drawing.	Mechanical drawing.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
1880	1876	Non-sect.	8		60										38		
		Pres	3	1	100	94	6						6		39		
1859	1885	P. E	6		50	17	33	5		10			15	35	40		
	1879		4		32										41		
1867	1860	R. C	5		40	35	5	1	2				6	6	42		
1868	1851	R. C	3	0	43	43	0	0	0	0	0	0			43		
1840		Non-sect.	1	1	45	25	12	4		6			10		44		
1876	1872	Non-sect.	5	1	63	5	42	6	4	12		20	9	8	45		
	1881	Non-sect.	2		40	14	26	18	11	11	6	6	16	4	46		
1885	1882	Non-sect.	6	7	327	300	20	7	65	18	150	150			47		
	1879	R. C	6		85		3	1	60	20			3		48		
1859	1859	R. C	3		60		5	0	60	0					49		
1870	1844		3	1	20	12	4	8			4	4	10		50		
	1857	Non-sect.	2	2	30	17	8	3	5				5		51		
	1873	Non-sect.	2		18	5	9		2	2			9		52		
	1845	R. C	11		175										53		
	1864	Non-sect.	6		70		64	18	12	20			18		54		
	1880	R. C	7		65										55		
1876	1877	R. C	9		94	56	12		6	20	60	10			56		
1774	1774	Non-sect.	4	0	64	10	40	3	20	25	0	20	14	20	57		
1842	1842	P. E	5		32		30	10	10	6					58		
1812	1741	Pres	2		40	11	15	4		2			6	2	59		
	1883	Non-sect.	4		39	2	36	8	9	24			19	3	60		
1829	1797	Non-sect.	3	0	92	63	29	7					20		61		
	1873	Non-sect.	6		80	42	0	0	1	38	50	16	0		62		
	1876	P. E	4		34	21	8	2	4	8	5		4	3	63		
1780	1778	Non-sect.	10		312		191	149	60	49			191	121	64		
	1869	Non-sect.	7		130	0	130	130	130	60			130		65		
	1883	Non-sect.	5	0	37	11	8	0	25	0	36	36	0	37	66		
	1884	Cong	2	1	19										67		
	1865		1	1	13		7	5	5	1			6	1	68		
	1886		2	0	6	0	1	0	4	1	0	1	0	4	69		
1841	1841	Non-sect.	7		87		31	30	14	16	14	19	31	56	70		
	1855	Non-sect.	3	3	20		13	7	5	9	3	9	11	5	71		

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND

DIVISION B.—*Private schools*

Location.	Name.	Principal.
1	2	3
MASSACHUSETTS—continued.		
72 Groton.....	Groton School	Rev. Endicott Peabody, LL. M.
73 Mt. Hermon	Mt. Hermon School	H. E. Sawyer, sup't.....
74 Plymouth	Home School for Boys	Frederick N. Knapp.....
75 Shelburne Falls.....	Classical and English School	H. A. Pratt, A. M.....
76 Southborough	St. Mark's School.....	Wm. E. Peck, A. M.....
77 South Byfield.....	Dummer Academy	John W. Perkins, A. M.....
78 South Williamston	Greylock Institute	George F. Mills, A. M.....
79 Worcester	Highland Military Academy	C. B. Metcalf, A. M., sup't...
80 Worcester	Worcester Academy	D. W. Abercrombie, A. M.....
MICHIGAN.		
81 Detroit	Detroit College	Rev. John P. Frieden.....
82 Orchard Lake	Michigan Military Academy	Col. J. Sumner Rogers, sup't.
MINNESOTA.		
83 Faribault.....	Shattuck School.....	Rev. James Dobbin
84 Red Wing	Red Wing Evangelical Lutheran Seminary.	O. S. Meland.....
85 Sauk Centre	Lake View Academy.....	D. J. Cogan
MISSOURI.		
86 Concordia.....	St. Paul's College	Andrew Baepler.....
87 Lexington	Wentworth Male Academy.....	Sandford Sellers, M. A.....
88 Macon	St. James Military Academy.....	F. E. Moulton.....
89 St. Louis	Lutheran High School.....	A. C. Burgdorf.....
90 St. Louis	Smith Academy	Denham Arnold, A. M.....
NEW HAMPSHIRE.		
91 Concord	St. Paul's School	Rev. Henry A. Coit, D. D.....
NEW JERSEY.		
92 Bordentown	Adelphic Institute.....	Rev. Robert Julien, A. M....
93 Bordentown	Bordentown Military Institute.....	Rev. T. H. Landon, A. M....
94 Bridgeton	West Jersey Academy	Caleb Allen, A. B.....
95 Broomfield.....	Academic Department of the German Theological School of Newark, N. J.	Rev. Charles E. Knox, D. D.
96 Englewood	English and Classical School	W. W. Smith, A. M.....
97 Freehold	Freehold Institute.....	Rev. A. G. Chambers, A. M.
98 Hoboken	Stevens High School.....	Edward Wall.....
99 Lawrenceville	Lawrenceville School.....	Dr. Jas. C. Mackenzie, PH. D.
100 Morristown.....	Morris Academy	Charles D. Platt, A. M.....
101 Mt. Holly.....	Mt. Holly Academy	Henry M. Walradt.....
102 Newark	Newark Academy	Samuel A. Farrand, A. M., PH. D.
103 New Brunswick	Rutgers College Grammar School	E. T. Tomlinson, A. M., head-master.
104 Princeton.....	Preparatory School.....	J. R. Bishop.....
105 Summit.....	Summit Academy	James Heard, A. M.....
NEW MEXICO.		
106 Las Vegas	Las Vegas College	S. Personé, s. J.....
107 Santa Fé.....	St. Michael's College.....	Brother Botolph.....

OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

for boys.—PART I—Continued.

Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Instructors.		Students.										
			Male.	Female.	Total.	Number pursuing—								Preparing for classical course in college.	Preparing for scientific course in college.
						English.	Latin.	Greek.	French.	German.	Free-hand draw- ing.	Mechanical draw- ing.			
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1884	1884	P. E.	6	.....	50	0	50	35	50	38	.....	.....	45	.....	72
1882	1881	Non-sect.	5	11	336	232	90	49	14	10	.....	.....	.....	.....	73
.....	1886	Non-sect.	2	2	15	.....	5	.....	3	.....	15	.....	2	6	74
.....	1882	Baptist ..	1	1	12	.....	12	5	2	.....	.....	.....	8	.....	75
1865	1865	P. E.	6	.....	60	.....	60	35	50	10	.....	.....	.....	.....	76
1783	1763	Non-sect.	3	1	58	31	27	16	14	8	.....	.....	30	28	77
.....	1842	Non-sect.	4	3	60	45	15	10	3	3	0	0	10	5	78
.....	1856	.....	6	.....	40	30	.....	.....	3	2	.....	6	2	3	79
1834	1834	Baptist ..	6	.....	130	40	90	80	20	12	.....	.....	90	40	80
1881	1877	R. C.	15	.....	266	86	180	130	15	42	52	.....	56	120	81
1877	1877	Non-sect.	8	.....	116	.....	25	4	10	17	.....	5	8	16	82
1860	1865	P. E.	11	2	177	70	74	12	6	33	.....	.....	12	.....	83
1878	1879	Ev. Luth.	5	.....	115	.....	25	8	.....	30	.....	.....	.....	.....	84
.....	1876	Non-sect.	4	.....	100	40	6	.....	.....	19	.....	.....	0	0	85
1883	1884	Ev. Luth.	3	.....	37	.....	30	6	.....	37	31	.....	.....	.....	86
1881	1880	Non-sect.	4	0	71	15	20	0	2	10	0	10	5	15	87
1881	1875	P. E.	5	1	76	24	33	5	2	21	5	0	10	.....	88
.....	1867	Ev. Luth.	2	.....	58	.....	20	.....	.....	58	53	.....	20	.....	89
1853	1857	Non-sect.	11	8	314	155	129	28	6	25	200	62	.....	.....	90
1855	1856	P. E.	23	.....	295	3	290	162	70	.....	65	.....	200	40	91
.....	1866	.....	1	.....	15	.....	1	.....	.....	.....	.....	.....	.....	.....	92
.....	1881	.....	6	.....	57	.....	10	4	.....	6	.....	6	4	2	93
1851	1852	Pres.	10	2	80	50	30	8	.....	4	.....	10	8	4	94
1871	1869	Pres.	4	.....	17	0	17	17	0	17	0	0	.....	.....	95
.....	1880	.....	3	2	40	5	25	5	6	4	5	.....	20	10	96
1884	1844	Pres.	7	1	85	.....	.....	.....	.....	.....	.....	.....	30	.....	97
.....	1870	Non-sect.	9	.....	122	97	24	2	51	12	25	97	2	82	98
1883	1883	Pres.	9	.....	150	0	150	160	100	100	50	.....	100	50	99
.....	1793	Non-sect.	3	3	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	100
.....	1886	Non-sect.	3	2	69	54	10	2	1	9	10	10	.....	.....	101
1795	1775	Non-sect.	7	2	197	127	70	40	20	55	0	0	40	50	102
1770	1770	Reformed	7	1	163	.....	90	50	12	28	.....	40	90	60	103
.....	1874	Non-sect.	4	.....	54	.....	41	29	10	6	.....	.....	41	13	104
.....	1882	Non-sect.	4	.....	35	6	12	1	10	19	0	3	.....	.....	105
1880	1877	R. C.	16	.....	205	97	18	12	10	6	.....	.....	.....	.....	106
1883	1859	R. C.	10	.....	101	69	0	0	.....	.....	.....	.....	0	0	107

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND

DIVISION B.—*Private schools*

	Location.	Name.	Principal.
	1	2	3
	NEW YORK.		
108	Astoria (75 Main St.)	Astoria Latin School	Charles Lyman Shaw
109	Brooklyn	Brooklyn Latin School	Caskie Harrison, A. M.
110	Brooklyn (44 Court St.)	College Grammar School	Rev. Levi W. Hart, A. M.
111	Brooklyn (144 Park Place)	Prospect Park Institute	Richard D. Dodge
112	Buffalo (247 Allen St.)	English, Classical, and Mathematical School.	Lucius E. Hawley, A. M.
113	Canandaigua	Canandaigua Academy	J. Carlton Norris
114	Clinton	Clinton Grammar School	Rev. Isaac O. Best, A. M.
115	Cornwall-on-Hudson	Cornwall Heights School	Carlos H. Stone
116	Cornwall-on-Hudson	Courtlandt Place School	Thomas D. Supl��, PH. D.
117	Croton Landing	Croton Military Institute	Frank S. Roberts
118	Dobbs Ferry	Glen Tower School	Fancher & Bailey
119	Garden City	Cathedral School of St. Paul	Chas. Sturtevant Moore, A. B.
120	Hamilton	Colgate Academy	James W. Ford, PH. D.
121	Manlius	St. John's Military School	John W. Craig, A. B., head-master.
122	New Brighton (S. I.)	St. Austin's School	Rev. Alfred G. Mortimer, B. D.
123	Newburg	Siglar's Preparatory School	Henry W. Siglar
124	New York (117-119 W. 125th Street).	Barnard School	William L. Hazen and John W. French.
125	New York	Berkeley School	John S. White, LL. D.
126	New York (181 W. 43d St.) ..	Callisen's School for Boys and Young Men.	Dr. A. Callisen
127	New York (721 Madison Avenue).	The Collegiate School	Rev. Henry B. Chapin, PH. D.
128	New York (729 6th Avenue).	Columbia Institute	Edwin Fowler, A. B., M. D.
129	New York (29 W. 43d Street)	Cutler's Private School for Boys ..	Arthur H. Cutler, A. B.
130	New York (34 W. 40th St.) ..	Everson's Collegiate School for Boys	D. S. Everson and Wm. D. Halsey.
131	New York (20 W. 59th St.) ..	Fifth Avenue School for Boys	E. A. Gibbens and D. Beach ..
132	New York (578 Fifth Ave.) ..	Lyon's Classical School	Edward D. Lyon
133	New York (W. 161st Street and 10th Avenue).	Private School of John MacMullen ..	John MacMullen
134	New York (1475 Broadway) ..	School for Boys	Wm. W. Richard
135	New York (1473 Broadway) ..	University Grammar School	M. M. Hobby
136	New York (32 E. 45th St.) ..	Woodbridge School	J. Woodbridge Davis
137	Peeckskill	Mohegan Lake School	Wallace C. Wilcox, A. M.
138	Peeckskill	Peeckskill Military Academy	C. J. Wright and J. M. Tilden ..
139	Poughkeepsie	Revierview Military Academy	Joseph B. Bisbee, Harlan P. Amen.
140	Rochester	Classical and English School	Rev. Nehemiah W. Benedict, D. D.
141	Rochester (13 Grove Place) ..	Fort Hill School	James Hattrick Lee, head-master.
142	Rochester (107 State St.)	Hale's Classical and Scientific School.	Geo. D. Hale
143	Rochester	Wagner Memorial Lutheran College	Rev. Joseph Rechtsteiner ..
144	Sing Sing	Dr. Holbrook's Military School	Rev. D. A. Holbrook, PH. D.
145	Sing Sing	St. John's School	Rev. J. Breckenridge Gibson, rector.
146	Troy	St. Mary's Academy	Brother Farnian, director ..
147	Westchester	Boys' Boarding School	B. T. Harrington, A. M.
148	White Plains	Alexander Institute	Oliver R. Willis, A. M., PH. D.
149	Yonkers (181 Woodsworth Avenue).	Davison's Institute	Rev. I. S. Davison
150	Yonkers	Hooper's Academy for Boys	Montgomery R. Hooper
	NORTH CAROLINA.		
151	Asheville	Asheville Military Academy	S. F. Venable
152	Belmont	St. Mary's College	Rev. Julius Pohl, O. S. B., director.
153	Bingham School	Bingham School	Robert Bingham, A. M.

OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

for boys.—PART I—Continued.

Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Instructors.		Students.										Preparing for classical course in college.	Preparing for scientific course in college.
			Male.	Female.	Total.	Number pursuing—										
						English.	Latin.	Greek.	French.	German.	Free-hand draw- ing.	Mechanical draw- ing.				
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
	1883		1		16	3	13	3							108	
	1883	Non-sect	5	0	70	10	25	10	15	25			25	10	109	
	1849	Non-sect	1		20								8		110	
	1883		3		34										111	
	1886	Non-sect	1	1	20	6	10	1		3			10	4	112	
1795	1795		4	3	153	50	53	21		15	20		25	10	113	
1815	1813	Pres	3	3	119	54	65	50			100	3	50	10	114	
	1867	Pres	3		11	2	2	1	4	5					115	
	1884	P. E	4		12	4	8	2	6	6			2	6	116	
	1880	P. E	7	0	30								2	6	117	
	1886	Non-sect	8		45	6	20	6	15	12			12		118	
1878	1885	P. E	16		131	0	120	25	48	35	27	4	30	22	119	
1872	1872	Baptist	6		166	38	120	62					102	15	120	
1881	1869	P. E	5		34	4	22	10	3	8			20	1	121	
1886	1883	P. E	9		104		90	10	70	30	14				122	
	1863	Non-sect	5		36	7	24	5	6	5	20		16	4	123	
	1886	Non-sect	10	2	100		55	5	50	50	94	6	50	8	124	
	1880		10	4	208		140	80	160	20	60	7	190	5	125	
	1868	P. E	5		60	0	30	30	40	40	7	100	190	3	126	
	1820	Non-sect	8	2	90	43	31	17	23	11	13		20	5	127	
	1872	Non-sect	16	2	150		29	21	53	40	100	18	23	16	128	
	1876		8	4	100		80	40	95	20	12		80	2	129	
	1863	Non-sect	10	2	120	20	90	30	100	40	35	35	70	20	130	
	1873	Non-sect	8		85		50	12	30	28	50				131	
	1881	Non-sect	6	1	30		20	15	24	3			20	5	132	
	1850	Non-sect	1	0	8	1	5	2	7	3	8	0	3	1	133	
	1877		5		30		30		30				30	30	134	
	1837		6		84		30	11	10		8	4	19		135	
	1882		9	1	25	3	7	2	20	17	20	17	3	19	136	
	1850	Non-sect	4	2	43	18	25	6	5	6	20	10	10	5	137	
1833	1833	Non-sect	7		90	20	12	12	26	24	18	8	12	10	138	
1836	1836	Non-sect	9		132	60	50	20	18	15		4	20	6	139	
	1883	Non-sect	2		18		18	15	0	0		0	18	0	140	
	1883	P. E	2	1	42	2	17	5	4				15	2	141	
	1871		1		27	6	20	2	1				2	7	142	
	1883	Ev. Luth	4	2	26		26	26		26	26	26			143	
	1865	Non-sect	6	0	60		22	10	15	15	6	3	20	10	144	
	1869	P. E	8		41		24	14	30				22		145	
	1887	R. C.	13		450		25	25	40	50	40	200	30		146	
	1849	P. E		5	30	10	17	2	10	2	3	0	10	2	147	
	1845	Pres	4	1	26	9	6	1	6	4	5		4	2	148	
	1859	Non-sect	1		10		4	2					3		149	
	1867		2	1	20	4	15	4	8	5	20		15		150	
1887	1878	Non-sect	3		56	22									151	
1886	1878	R. C.	11		85		15	7		20	3	4			152	
	1793	Non-sect	6		150		100	25	10	15			50	25	153	

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND

DIVISION B.—*Private schools*

	Location.	Name.	Principal.
	1	2	3
	NORTH CAROLINA—continued.		
154	Clinton	Clinton Male Academy	W. M. Brooks
155	Jackson	Jackson Male Academy	John W. Fleetwood, A. B.
156	Raleigh	Raleigh Male Academy	Hugh Morson and C. B. Den- son.
157	Reidsville	Reidsville Male Academy	George R. McNeill, A. M.
158	Shelby	Shelby Military Institute	W. T. R. Bell and S. E. Gidney
159	Statesville	Male Academy	J. H. Hill, A. M.
160	Wilmington	Cape Fear Academy	Washington Catlett
	OHIO.		
161	Cincinnati (6 W. 4th Street). ..	Collegiate School	Rev. J. Babin, A. B.
162	Cincinnati	Franklin School	J. E. White and G. S. Sykes ..
163	Cincinnati	St. Francis Gymnasium	Rev. P. Jerome Kilgenstein, O. S. F.
164	Dayton	St. Mary's Institute	Rev. John Harks
165	Woodville	Teachers' Seminary of the Evangeli- cal Lutheran Synod.	Rev. William Steinmann, PH. D.
	OREGON.		
166	Portland	Bishop Scott Grammar School	J. W. Hill, B. A., M. D.
167	Portland	St. Michael's College	J. B. Bertram
	PENNSYLVANIA.		
168	Bethlehem (22 High Street). ..	Bethlehem Academy	C. H. Schwartz
169	Bethlehem	Preparatory School for Lehigh Uni- versity.	William Ulrich
170	Chambersburg	Chambersburg Academy	M. R. Alexander, A. B.
171	Germantown (1 Shoemaker Lane). ..	Germantown Academy	William Kershaw, PH. D.
172	Lewisburg	Bucknell Academy	William E. Martin, A. M.
173	Nazareth	Nazareth Hall	Rev. Eugene Leibert
174	Norristown	Treemount Seminary	John W. Loch, A. M., PH. D. ...
175	North-east	St. Mary's College	Rev. Jos. M. Schwarz, rector
176	Philadelphia (1324 Locust St.) ..	Academy of the Protestant Episco- pal Church.	Rev. James W. Robins, D. D. ...
177	Philadelphia (3903 Locust St.) ..	Martin's School for Boys	George F. Martin
178	Philadelphia (700 N. Broad Street). ..	North Broad Street Select School for Young Men and Boys.	George Eastburn, M. A.
179	Philadelphia (N. E. corner 18th and Chestnut Streets)	Rittenhouse Academy	DeB. K. Ludwig
180	Philadelphia (8 South 12th Street). ..	William Penn Charter School	Richard M. Jones, M. A.
181	Shoemakertown	Cheltenham Academy	Rev. S. Clements, D. D.
182	West Philadelphia (235 South 42d Street). ..	Hamilton School	Lo Roy Bliss Peckham
183	Wilkes Barre	Harry Hillman Academy	Edwin L. Scott, A. M., PH. D. ...
	RHODE ISLAND.		
184	Providence (63 Snow St.) ...	English and Classical School	Goff, Rice & Smith
185	Providence	University Grammar School	M. & E. Lyon
	SOUTH CAROLINA.		
186	Charleston	High School of Charleston	Virgil C. Dibble, A. M.
187	Charleston (141 Meeting St.) ..	University School	Walter D. McKenney
188	Summerville	Summerville High School	John Gadsden

OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

for boys.—PART I—Continued.

Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Instructors.		Students.										Preparing for classical course in college.	Preparing for scientific course in college.	
			Male.	Female.	Total.	Number pursuing—											
						English.	Latin.	Greek.	French.	German.	Free-hand draw- ing.	Mechanical draw- ing.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
.....	1850	Non-sect.	1	.....	35	.....	25	3	.....	.....	.....	.....	5	.....	154	
.....	.....	Non-sect.	1	.....	24	.....	16	6	.....	.....	.....	.....	8	.....	155	
.....	1878	Non-sect.	3	.....	94	.....	28	60	12	8	5	0	0	20	15	156
.....	1874	Non-sect.	2	.....	65	.....	53	12	1	.....	.....	.....	.....	2	4	157
1840	1841	Non-sect.	5	.....	117	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	158
.....	1877	Non-sect.	1	.....	30	.....	10	9	5	.....	.....	.....	6	3	.....	159
.....	1871	Non-sect.	2	.....	89	.....	60	34	2	0	0	0	0	10	.....	160
.....	1877	P. E.	3	2	35	.....	12	20	5	6	7	.....	.....	4	.....	161
.....	1882	Non-sect.	3	3	56	.....	24	14	12	10	.....	.....	.....	.....	.....	162
.....	1858	R. C.	3	.....	56	.....	40	25	20	40	.....	.....	.....	.....	.....	163
1882	1850	R. C.	28	0	295	.....	0	.....	.....	275	180	160	30	.....	164	
.....	1882	Ev. Luth.	2	.....	28	.....	.....	.....	.....	28	28	.....	.....	.....	165	
1870	1870	P. E.	11	.....	99	.....	50	6	2	20	.....	.....	30	10	166	
.....	1871	R. C.	4	.....	152	.....	.....	.....	.....	.....	.....	.....	.....	.....	167	
.....	1857	Non-sect.	2	.....	29	.....	26	3	1	.....	.....	.....	2	3	.....	168
.....	1878	Non-sect.	2	.....	40	.....	9	9	10	10	.....	.....	9	31	169	
1797	1797	Pres.	5	0	50	.....	.....	.....	.....	.....	.....	.....	25	10	170	
1784	1760	Non-sect.	6	7	180	.....	15	100	25	25	30	100	14	75	75	171
1846	1846	Baptist ..	9	2	49	.....	3	45	24	.....	.....	.....	27	16	172	
.....	1863	Moravian	8	0	56	.....	41	3	0	0	12	5	8	3	.....	173
.....	1884	Non-sect.	5	1	45	.....	20	24	8	.....	5	7	8	10	174	
.....	1881	R. C.	7	.....	73	.....	73	71	72	73	.....	.....	.....	.....	175	
1787	1785	P. E.	14	.....	165	.....	.....	.....	.....	.....	.....	.....	.....	.....	176	
.....	1882	.....	4	.....	43	.....	0	37	5	43	6	0	37	6	177	
.....	1868	Non-sect.	12	1	130	.....	35	33	17	15	75	75	15	22	15	178
.....	1854	.....	7	.....	70	.....	60	7	13	16	30	12	(70)	.....	179	
1711	1689	Friends ..	6	6	218	.....	0	0	0	0	.....	.....	.....	.....	180	
.....	1887	P. E.	7	.....	60	.....	60	20	12	15	.....	.....	.....	.....	181	
1887	1880	Non-sect.	10	3	33	.....	0	33	8	10	15	22	11	12	9	182
.....	1881	Non-sect.	6	1	97	.....	55	41	13	4	83	74	74	13	25	183
.....	1864	Non-sect.	15	4	219	.....	90	80	21	16	4	91	8	75	30	184
.....	1764	Baptist...	4	0	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	185	
1839	1839	Non-sect.	7	.....	185	.....	145	40	120	50	.....	.....	50	.....	186	
.....	1882	Non-sect.	2	.....	43	.....	11	31	6	20	14	.....	.....	.....	187	
.....	1880	Non-sect.	2	0	40	.....	20	20	5	.....	.....	.....	5	.....	188	

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND
DIVISION B.—*Private schools*

	Location.	Name.	Principal.
	1	2	3
	TENNESSEE.		
189	Culleoka.....	Culleoka Academy	S. V. Wall and W. D. Mooney.
190	Nashville.....	Montgomery Bell Academy.....	S. M. D. Clark, A. M.....
	TEXAS.		
191	Brownsville	St. Joseph's College	Rev. P. F. Parisot
192	San Antonio	St. Mary's College.....	Rev. Fr. Feith.....
	VIRGINIA.		
193	Alexandria	Episcopal High School of Virginia.....	L. M. Blackford, M. A.....
194	Alexandria	Potomac Academy	John S. Blackburn.....
195	Alexandria	St. John's Academy	Richard L. Carne, A. M.....
196	Bellevue	Bellevue High School.....	W. R. Abbot
197	Bethel Academy.....	Bethel Classical and Military Academy.	Maj. A. G. Smith.....
198	Culpeper C. H.	Virginia Midland Academy.....	R. R. Powell
199	Mitchell Station	Mt. Welcome High School	Dr. F. S. Hall.....
200	New Canton.....	Seven Islands School	Philip B. Ambler
201	Norfolk.....	Norfolk Academy	Robert W. Tunstall.....
202	Petersburg	University School	W. Gordon McCabe, A. M.....
203	Suffolk	Suffolk Military Academy	Joseph King, A. M.....
204	Taylorsville	Hanover Academy.....	Hilary P. Jones, M. A.....
	WASHINGTON TERRITORY.		
205	Vancouver	Holy Angels' College.....	Rev. Fr. A. Becker.....
	WEST VIRGINIA.		
206	Charlestown.....	Charlestown Male Academy.....	Edmund R. Taylor.....
	WISCONSIN.		
207	Beloit.....	Beloit College Academy	Almon W. Burr, A. M.....
208	Franklin.....	Mission House of the Reformed Church in the United States.	H. A. Muehlmeier, D. D.....
209	Milwaukee	Concordia College	Rev. Ch. H. Loeber.....
210	Milwaukee	Markham Academy	Cyrus F. Hill and Isaac Thomas.
211	Mt. Calvary	St. Lawrence College.....	Rev. P. Antonius Rottensteiner.
212	Prairie du Chien.....	College of the Sacred Heart.....	Rev. A. Leiter, S. J.....
213	St. Francis	Catholic Normal School.....	Charles Fessler.....

OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

for boys.—PART I—Continued.

[illegible]

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87.

DIVISION B.—*Private schools for boys.*—PART II.

	Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?					
	2	19	20	21	22	23	24	25	26	27	28
ALABAMA.											
1	Towles Institute for Boys.	8	.....	.....	Yes.	Yes.	\$75-90	\$200	\$12,000	.....	.....
2	St. Andrew's Academy	.....	.....	.....	.....	.....	30-40	.....	9,200	.....	.....
3	University High School.	20	500	No..	No..	Yes.	46	180	15,000	.....	.....
CALIFORNIA.											
4	Belmont School.....	2	500	Yes	Yes.	.....	500-600	.....	30,000	.....	.....
5	California Military Academy.	7	1,324	Yes.	Yes.	Yes.	50	300	50,000	.....	.....
6	Hopkins Academy....	7	400	Yes.	Yes.	Yes.	60	240	50,000	\$30,000	.....
7	Sackett School.....	.....	.....	Yes	Yes.	Yes.	50-80	350	.....	.....	.....
8	Sacred Heart College..	2,500	.....	Yes.	.....	.....	.....	.....	.....	.....	.....
9	St. Matthew's Hall....	2	400	Yes.	Yes.	Yes.	40	200	.....	.....	.....
COLORADO.											
10	Jarvis Hall.....	.....	.....	.....	.....	.....	80	380	10,000	.....	.....
11	College of the Sacred Heart.	.....	.....	.....	Yes.	Yes.	40	200	.....	.....	.....
CONNECTICUT.											
12	Black Hall School....	4	.....	.....	Yes.	.....	(400)	.....	10,000	.....	.....
13	Park Avenue Institute	3	1,000	No..	No..	Yes.	100	450	25,000	.....	.....
14	The Curtis School for Boys.	.....	.....	.....	.....	.....	(500)	.....	.....	.....	.....
15	Wilson Grammar School.	4	1,000	.....	.....	.....	100	400	.....	.....	.....
16	Hopkins Grammar School.	15	70	.....	.....	.....	80	80-360	3,000	.....	.....
17	Bulkeley School.....	2	100	No..	No..	Yes.	0	.....	40,000	65,000	\$0
18	School for Boys.....	9	200	Yes.	Yes.	Yes.	100-150	750	25,000	.....	.....
19	Wilton Boarding School.	.....	.....	.....	.....	.....	(220)	.....	.....	.....	.....
DISTRICT OF COLUMBIA.											
20	Linthicum Institute of Georgetown.	.....	0	Yes.	Yes.	.....	.....	.....	.....	70,000	.....
21	Arlington Academy...	.....	.....	.....	.....	.....	80-100	.....	.....	.....	.....
22	Columbian College Preparatory School.	18	.....	.....	Yes.	.....	80	.....	30,000	.....	6,500
23	Rittenhouse Academy.	1	.....	Yes.	Yes.	Yes.	100	.....	5,000	.....	.....
24	St. John's College.....	.....	.....	Yes.	Yes.	.....	50	.....	120,000	.....	.....
GEORGIA.											
25	Atlanta Baptist Seminary.	.....	2,800	No..	Yes.	.....	8	70	18,000	.....	7,000
26	Academy of Richmond County.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
27	St. Patrick's Commercial Institute.	8	1,000	.....	.....	.....	15-30	.....	20,000	.....	.....
28	Hearn Institute.....	3	.....	Yes.	Yes.	Yes.	40	120	25,000	.....	15,000
29	Slade's School for Boys	1	0	Yes.	Yes.	.....	60	.....	1,500	.....	.....
30	Marietta Male Academy.	3	.....	.....	Yes.	Yes.	20-40	125	2,000	.....	.....

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87.—Continued.

DIVISION B.—Private schools for boys.—PART II.—Continued.

	Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?					
	2	19	20	21	22	23	24	25	26	27	28
ILLINOIS.											
31	German Evangelical Lutheran Teachers' Seminary.	....	3,000	Yes.	Yes.	.....	\$0	\$57	\$50,000	.....	.....
32	Bunker Hill Academy.	....	500	.....	.....	Yes.	(350)		30,000	.....	.....
33	German-American Academy of Chicago.	6	600 to 700	Yes.	Yes.	Yes.	40-100	300	25,000	.....	.....
34	The Harvard School ..	13	.....	Yes.	Yes.	Yes.	100-250	.....	25,000	.....	.....
35	University School	7	.....	Yes.	Yes.	.....	125-200	.....	.....	.....	.....
36	Evangelical Proseminary.	18	400	Yes.	Yes.	Yes.	40	120	70,000	.....	\$10,000
37	Whipple Academy.....	40	9,000	Yes.	Yes.	Yes.	36	86	.....	.....	.....
INDIANA.											
38	Classical School for Boys.	.....	.....	Yes.	Yes.	Yes.	60-100	300	.....	.....	.....
INDIAN TERRITORY.											
39	Spencer Academy.....	4	300	.....	.....	Yes.	.....	.....	18,000	.....	.....
IOWA.											
40	Kempe Hall.....	.....	8,000	.....	Yes.	Yes.	(375)	.....	50,000	.....	.....
41	Wartburg College.....	.....	10,000	.....	.....	Yes.	.....	.....	15,000	.....	.....
KENTUCKY.											
42	Cecilian College.....	.....	2,000	.....	.....	.....	21	80	20,000	.....	.....
43	Select and Preparatory School.	.....	500	.....	.....	.....	(110)	.....	6,000	.....	3,500
44	Lancaster Male Seminary.	1	.....	.....	.....	.....	25-40	.....	2,000	.....	.....
45	Louisville Rugby School.	6	.....	Yes.	Yes.	Yes.	85-135	280	11,800	.....	0
46	Shelbyville Male Academy.	10	.....	.....	.....	.....	50-80	300	3,000	.....	.....
LOUISIANA.											
47	Graded Institute for Boys.	10	500	Yes.	Yes.	Yes.	70	325	25,000	.....	0
48	St. Isidore's College...	.....	.....	.....	.....	.....	30	160	.....	.....	.....
49	Thibodeaux College...	0	0	.....	.....	.....	30-60	120	6,000	.....	0
MAINE.											
50	Abbott Family School.	.....	2,000	Yes.	Yes.	Yes.	250-300	.....	.....	.....	.....
51	Franklin Family School.	1	450	.....	.....	Yes.	(300)	.....	4,000	.....	.....
MARYLAND.											
52	Oxford School for Boys.	.....	.....	.....	.....	.....	126	.....	.....	.....	.....
53	St. Joseph's Academy.	.....	4,000	.....	Yes.	.....	24-48	.....	.....	.....	.....
54	School for Boys.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....
55	Amundale Normal Institute.	.....	800	No.	.....	.....	.....	.....	60,000	.....	.....
56	Mt. St. Joseph's College.	3	4,500	.....	.....	.....	4	180	65,000	.....	.....
57	Charlotte Hall School.	.....	200	Yes.	Yes.	Yes.	30-60	130	\$30,000	\$1,600	.....

a Per week.

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION B.—Private schools for boys.—PART II—Continued.

	Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?					
	2	19	20	21	22	23	24	25	26	27	28
	MARYLAND—continued.										
58	College of St. James Grammar School.	---	---	---	---	---	(\$300)		\$12,000	---	---
59	West Nottingham Academy.	2	---	Yes.	No.	---	\$30-40	\$160	7,000	---	---
60	Maupin's University School.	5	150	No.	Yes.	Yes.	60-80	245, 265	11,000	---	---
61	Frederick College.	3	2,000	---	---	---	25-60	---	10,000	---	---
62	McDonogh Institute.	1	2,500	Yes.	Yes.	---	0	175	250,000	\$785,000	---
63	St. George's Hall.	3	500	Yes.	Yes.	Yes.	80	220	30,000	---	---
	MASSACHUSETTS.										
64	Phillips Academy.	68	2,800	Yes.	Yes.	Yes.	60	350	100,000	240,000	\$2,500
65	Private Classical School.	22	---	---	Yes.	---	200	---	---	---	---
66	Private School for Boys.	9	---	Yes.	Yes.	---	200	---	---	---	---
67	Carlton School for Young Men and Boys.	1	---	---	---	---	125	400	15,000	---	---
68	Day and Family School for Boys.	1	---	---	---	---	150	---	---	---	---
69	Scientific Preparatory School.	3	550	Yes.	Yes.	Yes.	(600)	---	10,000	0	0
70	Williston Seminary.	9	2,000	Yes.	Yes.	---	63	a41-8	149,650	255,000	---
71	Sedgwick Institute.	2	---	Yes.	Yes.	Yes.	(500)	---	---	---	---
72	Groton School.	3	700	---	Yes.	Yes.	(500)	---	110,000	---	20,000
73	Mount Hermon School.	3	2,450	Yes.	Yes.	---	100	200	250,000	---	---
74	Home School for Boys.	3	2,000	Yes.	Yes.	Yes.	(600)	---	15,000	---	---
75	Classical and English School.	1	500	---	---	---	100	---	---	---	---
76	St. Mark's School.	8	1,500	---	---	Yes.	500	---	15,000	---	---
77	Dummer Academy.	6	600	---	---	Yes.	(450)	---	25,000	10,000	---
78	Greylock Institute.	5	450	Yes.	Yes.	Yes.	55	295	65,000	---	---
79	Highland Military Academy.	2	1,000	Yes.	Yes.	Yes.	(350)	---	50,000	---	---
80	Worcester Academy.	16	1,000	Yes.	Yes.	Yes.	30	175	100,000	100,000	6,000
	MICHIGAN.										
81	Detroit College.	8	6,050	Yes.	Yes.	Yes.	40	---	95,000	---	1,000
82	Michigan Military Academy.	6	---	---	---	Yes.	(350)	---	100,000	---	---
	MINNESOTA.										
83	Shattuck School.	7	1,000	Yes.	Yes.	Yes.	(400)	---	220,000	112,000	80,316
84	Red Wing Evangelical Lutheran Seminary.	0	400	---	---	---	25	75	35,000	---	---
85	Lake View Academy.	---	200	No.	No.	Yes.	50	150	11,000	---	---
	MISSOURI.										
86	St. Paul's College.	7	---	---	---	Yes.	20	50	7,000	---	---
87	Wentworth Male Academy.	3	200	Yes.	No.	Yes.	30-50	240	15,000	0	0
88	St. James Military Academy.	---	---	Yes.	---	Yes.	322	---	20,000	---	---
89	Lutheran High School.	3	---	---	---	---	40	---	---	---	---
90	Smith Academy.	13	---	Yes.	Yes.	Yes.	70-100	---	75,000	---	---

a Per week.

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION B.—Private schools for boys.—PART II—Continued.

	Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?					
	2	19	20	21	22	23	24	25	26	27	28
	NEW HAMPSHIRE.										
91	St. Paul's School.....	43	5,000	Yes.	Yes.	Yes.	\$40	\$500	.....	.....	.....
	NEW JERSEY.										
92	Adelphic Institute.....	0	.....	.....	.....	.....	40	225	.....	.....	.....
93	Bordentown Military Institute.	.....	.....	Yes.	Yes.	Yes.	(275-325)	.....	.....	.....	\$0
94	West Jersey Academy	3	500	Yes.	Yes.	Yes.	50	300	\$40,000	.....	.....
95	Academic Department of the German Theological School of Newark.	4	3,000	Yes.	Yes.	Yes.	.....	150	18,000	.....	6,500
96	English and Classical School.	2	.....	.....	Yes.	.....	106	.....	.....	.....	.....
97	Freehold Institute.....	.....	1,500	Yes.	.....	.....	50-80	350	50,000	.....	.....
98	Stevens High School..	30	0	Yes.	No..	.....	150	0	26,000	.....	.....
99	Lawrenceville School.	17	6,000	Yes.	Yes.	Yes.	100	500	750,000	\$500,000	.....
100	Morris Academy.....	4	.....	Yes.	Yes.	.....	100-140	.....	.....	.....	400
101	Mt. Holly Academy....	1	500	Yes.	Yes.	Yes.	40-60	300	10,000	.....	2
102	Newark Academy.....	9	200	Yes.	Yes.	Yes.	50-120	.....	60,000	20,000	0
103	Rutgers College Grammar School.	25	.....	.....	.....	Yes.	52-72	360	50,000	.....	.....
104	Preparatory School....	8	100	Yes.	No..	Yes.	100	300	30,000	.....	.....
105	Sunmit Academy.....	1	250	Yes.	Yes.	Yes.	75-150	300	10,000	.....	.....
	NEW MEXICO.										
106	Las Vegas College.....	7	2,320	Yes.	Yes.	.....	30	220	60,000	.....	.....
107	St. Michael's College..	.....	1,500	Yes.	No..	.....	20	180	20,000	.....	.....
	NEW YORK.										
108	Astoria Latin School..	.....	.....	.....	.....	.....	75	.....	.....	.....	.....
109	Brooklyn Latin School.	5	.....	Yes.	Yes.	.....	125-200	.....	.....	.....	.....
110	College Grammar School.	0	250	.....	Yes.	Yes.	60	.....	.....	.....	.....
111	Prospect Park Institute.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
112	English Classical and Mathematical School.	3	50	No..	No..	No..	60-140	.....	.....	.....	.....
113	Canandaigua Academy	0	2,000	Yes.	Yes.	Yes.	40	260	35,000	15,000	.....
114	Clinton Grammar School.	6	225	Yes.	Yes.	Yes.	20-48	175	6,700	.....	.....
115	Cornwall Heights School.	.....	200	Yes.	No..	Yes.	(500)	.....	20,000	.....	.....
116	Courtlandt Place School.	4	2,500	.....	.....	.....	150	700	20,000	.....	.....
117	Croton Military Institute.	.....	500	Yes.	Yes.	Yes.	75	275	50,000	.....	.....
118	Glen Tower School....	1	.....	Yes.	No..	Yes.	100-150	300	60,000	.....	.....
119	St. Paul's Cathedral School.	4	1,500	Yes.	Yes.	Yes.	400	250	700,000	.....	.....
120	Colgate Academy.....	23	1,600	Yes	Yes.	.....	33	120	63,000	55,000	.....
121	St. John's Military School.	1	300	.....	.....	Yes.	(400)	.....	125,000	.....	.....
122	St. Austin's School....	4	.....	.....	.....	Yes.	(500)	.....	200,000	.....	.....
123	Siglar's Preparatory School.	3	450	No..	No..	Yes.	100	400	30,000	.....	.....
124	Barnard School.....	2	800	Yes.	Yes.	Yes.	75-240	600	60,000	.....	.....
125	Berkeley School.....	22	500	No..	Yes.	Yes.	300	950	200,000	.....	.....

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION B.—Private schools for boys.—PART II—Continued.

	Name.	Number of students of 1887 that entered college	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?					
	2	19	20	21	22	23	24	25	26	27	28
	NEW YORK—continued.										
126	Callisen's School for Boys and Young Men.	2	.....	No..	No..	Yes	\$200	.....	.....	.....	.....
127	The Collegiate School.	3	.....	.....	.....	Yes.	75-250	.....	.....	.....	.....
128	Columbia Institute....	8	200	No..	Yes.	Yes.	90-300	\$400	.....	.....	.....
129	Cutler's Private School for Boys.	10	.....	No..	No..	Yes.	250-400	.....	.....	.....	.....
130	Everson's Collegiate School for Boys.	10	.....	.....	.....	Yes.	100-300	.....	.....	.....	.....
131	Fifth Avenue School for Boys.	...	500	.....	.....	.....	100-300	.....	.....	.....	.....
132	Lyon's Classical School	4	.....	.....	Yes.	.....	200-300	.....	.....	.....	.....
133	MacMullen's School for Boys.	0	500	No..	No..	Yes.	100-240	400	.....	.....	.....
134	School for Boys	4	.....	.....	.....	.....	150-250	.....	.....	.....	.....
135	University Grammar School.	.....	.....	.....	.....	.....	50-250	.....	.....	.....	.....
136	Woodbridge School....	10	250	Yes	Yes.	Yes.	75-300	250	.....	.....	.....
137	Mohegan Lake School.	2	350	.....	Yes.	Yes.	80	450	\$20,000	.....	.....
138	Peekskill Military Academy.	14	1,500	Yes.	Yes.	Yes.	(400)	.....	75,000	.....	.....
139	Riverview Military Academy.	8	500	Yes.	Yes.	Yes.	60	500	85,000	.....	.....
140	Classical and English School.	6	0	No..	No..	.....	100	.....	0	.....	.....
141	Fort Hill School.....	2	.....	Yes.	Yes.	.....	50-125	600	250	.....	a\$250
142	Hale's Classical and Scientific School.	8	0	No..	No..	No..	200	.....	.....	.....	.....
143	Wagner Memorial Lutheran College.	6	.....	.....	.....	Yes.	.....	.....	.....	.....	.....
144	Dr. Holbrook's Military School.	3	400	Yes	Yes.	Yes.	80	500	30,000	.....	.....
145	St. John's School.....	2	1,000	Yes.	Yes.	Yes.	600	.....	75,000	.....	.....
146	St. Mary's Academy....	1	1,000	Yes.	Yes.	Yes.	40	.....	40,000	.....	0
147	Boys' Boarding School.	1	1,000	.....	.....	Yes.	160	500	30,000	.....	.....
148	Alexander Institute....	2	2,000	Yes.	Yes.	Yes.	100	400	30,000	\$0	0
149	Davison's Institute....	3	1,000	No..	No..	.....	120	280	6,000	.....	.....
150	Hooper's Academy for Boys.	1	.....	.....	.....	No..	160	.....	.....	.....	.....
	NORTH CAROLINA.										
151	Asheville Military Academy.	.....	.....	.....	.....	.....	50-80	200	10,000	.....	.....
152	St. Mary's College.....	.....	.....	Yes.	Yes.	.....	(170)	.....	.....	.....	.....
153	Bingham School	10	5,000	.....	.....	Yes.	100	120	25,000	.....	.....
154	Clinton Male Academy	.....	.....	.....	No..	No..	10-20	100	500	.....	.....
155	Jackson Male Academy.	1	0	No..	No..	Yes.	12-20	100-120	600	.....	.....
156	Raleigh Male Academy.	8	.....	.....	.....	No..	40-60	.....	4,500	.....	.....
157	Reidsville Male Academy.	2	.....	No..	No..	No..	30	110	2,000	.....	.....
158	Shelby Military Institute.	...	500	Yes.	.....	.....	15-45	115	2,700	.....	.....
159	Male Academy.....	2	.....	.....	.....	.....	20-40	125	2,500	.....	.....
160	Cape Fear Academy...	1	75	No..	.....	.....	36-54	.....	.....	.....	.....
	OHIO.										
161	Collegiate School.....	1	.....	.....	.....	.....	150	300	.....	.....	.....

a Apparatus.

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION B.—Private schools for boys.—PART II—Continued.

	Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?					
	2	19	20	21	22	23	24	25	26	27	28
	OHIO—continued.										
162	Franklin School	8	.....	Yes.	Yes.	.....	\$175	.....	\$14, 000	.....	.....
163	St. Francis Gymnasium .....	.....	.....	.....	.....	.....	30	\$120	.....	.....	.....
164	St. Mary's Institute .....	.....	3, 000	Yes.	Yes.	Yes.	30	180	150, 000	.....	.....
165	Teacher's Seminary of the Evangelical Lutheran Synod .....	.....	400	.....	.....	.....	0	120	10, 000	.....	\$4, 000
	OREGON.										
166	Bishop Scott Grammar School .....	.....	1, 000	.....	.....	Yes.	60-45	320	100, 000	\$10, 000	.....
167	St. Michael's College .....	.....	.....	.....	.....	.....	20	.....	.....	.....	.....
	PENNSYLVANIA.										
168	Bethlehem Academy	3	.....	.....	Yes.	.....	40-80	200	.....	.....	.....
169	Preparatory School for Lehigh University	33	1, 800	.....	Yes.	Yes.	100	350	15, 000	.....	.....
170	Chambersburg Academy	8	300	Yes.	Yes.	.....	60	240	20, 000	.....	.....
171	Germantown Academy	18	500	.....	Yes.	.....	50-125	.....	100, 000	.....	.....
172	Bucknell Academy	13	.....	.....	.....	.....	30	150	.....	200, 000	.....
173	Nazareth Hall .....	.....	5, 000	Yes.	Yes.	Yes.	(295)	.....	50, 000	.....	.....
174	Treemount Seminary	5	1, 400	Yes.	Yes.	No.	54-80	200	40, 000	.....	.....
175	St. Mary's College .....	.....	3, 000	.....	Yes.	.....	.....	.....	.....	.....	.....
176	Academy of the Protestant Episcopal Church .....	.....	.....	.....	.....	Yes.	100-150	.....	.....	.....	.....
177	Martins' School for Boys	4	500	0	0	Yes	200	.....	.....	.....	.....
178	North Broad Street Select School for Young Men and Boys	6	350	Yes.	Yes.	Yes.	60-160	0	6, 000	.....	.....
179	Rittenhouse Academy	5	0	No.	Yes.	No.	100	0	.....	.....	.....
180	William Penn Charter School	12	500	Yes.	Yes.	Yes.	125-150	.....	80, 000	100, 000	.....
181	Cheltenham Academy	3	300	Yes.	Yes.	Yes.	(500)	.....	65, 000	.....	.....
182	Hamilton School	2	.....	.....	.....	Yes.	100-150	450	.....	.....	.....
183	Harry Hillman Academy	7	250	Yes.	Yes.	Yes.	50-100	400	40, 000	.....	.....
	RHODE ISLAND.										
184	English and Classical School	10	1, 000	Yes.	Yes.	Yes.	48-125	280	110, 000	0	0
185	University Grammar School	7	.....	.....	.....	.....	50-125	.....	.....	.....	.....
	SOUTH CAROLINA.										
186	High School of Charleston	9	100	No.	Yes.	Yes.	40	.....	15, 000	4, 000	.....
187	University School	4	.....	.....	.....	.....	80-125	.....	.....	.....	.....
188	Summerville High School .....	.....	0	No.	No.	.....	40	275	0	.....	.....
	TENNESSEE.										
189	Culleoka Academy .....	.....	1, 675	Yes.	Yes.	Yes.	50	120	4, 000	.....	.....
190	Montgomery Bell Academy	4	309	Yes.	Yes.	.....	61-81	180-240	23, 000	50, 000	.....

a Shared with Bucknell University.

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION B.—Private schools for boys.—PART II—Continued.

	Name.	Number of students of 1887 that entered college	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?					
	2	19	20	21	22	23	24	25	26	27	28
	TEXAS.										
191	St. Joseph's College....						\$2		\$20,000		
192	St. Mary's College.....	3		Yes.	Yes.		5-25	\$180	50,000		
	VIRGINIA.										
193	Episcopal High School of Virginia.	6		No.	No.	Yes.	90	200	20,000		
194	Potomac Academy....	3	6	Yes.	Yes.		50-90	230	5,200		
195	St. John's Academy....	3	1,100	Yes.	Yes.	Yes.	40	160	12,000		
196	Bellevue High School...	8	5,000	No.	No.	Yes.	(350)		20,000		
197	Bethel Classical and Military Academy.	9	1,500	Yes.	Yes.	Yes.	(200)		25,000		
198	Virginia Midland Academy.	12		Yes.			50	175			
199	Mt. Welcome High School.		300				(206)		3,000		
200	Seven Island Schools.						40	150	5,000		
201	Norfolk Academy.....	8	0	No.	No.		68	180	75,000		
202	University School.....		5,000	No.		Yes.	80	260	13,000		
203	Suffolk Military Academy.							200	8,000		
204	Hanover Academy.....		1,000			Yes.	(300)		15,000		\$0
	WASHINGTON TERRITORY.										
205	Holy Angels' College..		6,000								
	WEST VIRGINIA.										
206	Charlestown Male Academy.	2					40-60	150			
	WISCONSIN.										
207	Beloit College Academy.	17	13,000	Yes.	Yes.		26	120			
208	Mission House of the Reformed Church in the United States.	1	4,500	No.	Yes.		20	100		\$8,800	7,600
209	Concordia College.....	41	600	No.	Yes.	Yes.		60	75,000		
210	Markham Academy.....		700	Yes.	Yes.	Yes.	80-120		20,000		
211	St. Lawrence College...	5	1,800	No.	Yes.		65-130	500	44,500		
212	College of the Sacred Heart.	7	5,000	Yes.	Yes.	Yes.		200			
213	Catholic Normal School		600					175	75,000		

REMARKS ON TABLE 37.

The financial statistics presented in Table 37, Divisions A, B, and C, show a general want of endowment funds for the purposes of secondary instruction. Very few reports under this head are made from schools for girls, and the larger proportion of the endowed schools for boys and for both sexes are located in the North Atlantic and the South Atlantic States. It is noticeable, further, that for the most part these endowments date back to an early period of our history.

It is to be feared that the rapid and vigorous development of public high schools has tended to divert the attention of the wealthy patrons of learning from the need of private funds for the same grade of instruction. Private agencies are, however, as necessary as public for its full development. The dignity and independence which ample and permanent resources impart are conditions favorable to sound instruction and effective discipline. Hence, endowed schools like Phillips' Academy and the William Penn Charter School can not be spared from the forces that are to shape public character and develop public intelligence.

Among comparatively recent foundations due to private liberality the McDonogh School is one of the most important and interesting. In the expressed purposes of its founder and the manner in which these have been realized it bears a close analogy to the great endowed schools of England. "In accordance with the will of Mr. McDonogh, the foundation is designed for the education, first, of the poor boys of the city of Baltimore; second, of those of the towns and villages of the State of Maryland; and third, of those from 'the different large cities of the Union.'"

Such has been the growth of the school since its opening in 1872, that a system of appointment, based upon a comparative examination of all applicants, has been found necessary. It is now proposed to extend the opportunities of the school by the admission of a certain number of pay scholars.

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES,
DIVISION C.—*Private schools*

	Post-office address.	Name.	Principal.
	1	2	3
	ALABAMA.		
1	Andrews' Institute.....	Andrews' Institute.....	Jeff. Roberts.....
2	Athens (box 90).....	Trinity School.....	Miss M. F. Wells.....
3	Camden.....	Wilcox Male and Female Institute..	W. C. Jones.....
4	Fort Deposit.....	Fort Deposit Institute.....	W. P. Stott.....
5	Furman.....	Furman Academy.....	E. Y. McMorries.....
6	Greenville.....	South Alabama Institute.....	J. B. Little, A. M.....
7	Grove Hill.....	Male and Female Academy.....	J. F. Gillis.....
8	Havana.....	Travis Academy.....	N. A. Pattillo, B. S.....
9	Opelika.....	Opelika Seminary.....	Rev. D. M. Banks, president.
10	Remlap.....	Remlap Institute.....	E. J. Geeters.....
11	Springville.....	Springville Educational Institute..	S. A. Ellis.....
12	Talladega.....	Talladega College.....	Rev. H. S. DeForest, D. D., president.
13	Wetumpka.....	Wetumpka Academy.....	J. A. Linc.....
	ARKANSAS.		
14	Altus.....	Central Collegiate Institute.....	Rev. A. C. Millar, A. B.....
15	La Crosse.....	La Crosse Collegiate Institute.....	M. Shelby Kennard, A. M.....
16	Rogers.....	Rogers Academy.....	Rev. J. W. Scroggs, A. M.....
17	Searcy.....	Searcy College.....	W. H. Tharp.....
	CALIFORNIA.		
18	Colusa.....	Commercial and Normal Institute..	A. M. Armstrong.....
19	Healdsburg.....	Healdsburg College.....	William C. Grainger.....
20	Irrington.....	Washington College.....	J. H. McCollough, A. M., president.
21	Placerville.....	Placerville Academy.....	George P. Findall.....
22	Red Bluff.....	Red Bluff College.....	Hamilton Stillson, A. M., M. D.
23	Sacramento.....	Howe's High School and Normal In- stitute.	Edward P. Howo.....
24	Sacramento.....	Young Ladies' Seminary.....	William S. Hunt, A. M.....
25	San Francisco (129 Haight Street).	Westminster School.....	Rev. James Matthews, D. D..
26	Visalia.....	Visalia Normal School.....	R. E. Johnston.....
	COLORADO.		
27	Trinidad.....	Tillotson Academy.....	Henry E. Gordon.....
	CONNECTICUT.		
28	Darien.....	Elmwood Home School.....	Myra J. Davis.....
29	Mystic Bridge.....	English and Classical School.....	John K. Bucklyn, A. M., LL. D.
30	New Canaan.....	New Canaan Institute.....	Mrs. E. F. Ayres.....
31	New Preston.....	Upson Seminary.....	Rev. Henry Upson.....
32	Norfolk.....	Robbins School.....	James A. Towle.....
33	Norwich.....	Norwich Free Academy.....	Robert P. Keep.....
34	Plainfield.....	Plainfield Academy.....	Mrs. Elizabeth C. Wheeler.
35	Simsbury.....	McLean Seminary.....	J. B. McLean.....
36	Southport.....	Seaside Seminary.....	Miss Augusta Smith.....
37	Suffield.....	Connecticut Literary Institution..	Martin H. Smith, A. M.....
38	Wilton.....	Wilton Academy.....	Edward Olmstead.....
39	Woodstock.....	Woodstock Academy.....	J. C. Simpson, A. B.....
	DAKOTA.		
40	Arvilla.....	Arvilla Academy.....	Miss Sadie P. Brown.....

AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87.

for both sexes.—PART I.

Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Number of male instructors.	Number of female instructors.	Students.														
					Male.	Female.	Total number.	Number pursuing—					Number preparing for classical course in college.	Number preparing for scientific course in college or for scientific school.	Total number preparing for college and scientific school.				
								English exclusively.	Latin.	Greek.	French.	German.				Drawing.			
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
1876	1874	M. E.	1	...	35	27	62	...	...	...	...	...	...	...	...	...	1
.....	1865	Cong.	2	4	...	...	...	...	...	...	...	...	...	5	...	5	2
1849	1849	Non-sect. .	2	3	78	57	135	...	...	...	...	...	...	...	...	...	3
.....	1870	Non-sect. .	2	2	58	60	118	...	13	1	...	...	...	...	...	4	5
.....	1882	Non-sect. .	2	3	30	32	62	...	...	...	...	...	...	29	...	29	4
1878	1854	Baptist ..	2	7	23	112	135	114	18	3	8	6	15	18	...	18	6		
.....	1872	Non-sect. .	1	1	41	38	79	...	3	...	...	...	...	3	...	3	7
.....	1881	Non-sect. .	2	3	80	85	165	15	25	...	7	...	...	8	7	15	8
1884	1881	.....	1	...	13	6	19	125	45	1	20	3	10	...	...	...	9
.....	1885	.....	2	...	13	6	19	19	...	...	...	...	...	...	...	...	10
.....	1887	.....	1	2	65	60	125	105	15	...	...	...	...	...	...	...	11
1869	1869	Cong.	5	9	145	176	321	...	5	4	0	0	0	0	0	0	12		
.....	.....	.....	1	1	27	33	60	52	8	...	...	...	...	...	...	...	13
.....	1886	M. E. So. .	3	3	83	57	140	...	...	...	...	...	...	...	...	...	14
.....	1881	Non-sect. .	2	1	55	21	76	57	17	5	...	...	...	3	...	3	15
1883	1883	Cong.	2	3	123	134	257	252	5	1	0	0	0	2	...	2	16		
.....	1883	Non-sect. .	5	8	110	100	210	...	...	...	...	...	...	...	...	...	17
.....	1887	Non-sect. .	3	0	27	21	48	...	17	3	...	...	24	...	4	16	18
1882	1882	7th D. A .	7	7	109	114	223	...	...	...	...	...	...	...	...	...	19
1871	1872	Christian .	4	3	42	20	62	59	...	...	...	...	...	...	...	...	20
.....	1861	Non-sect. .	4	1	20	35	55	45	10	1	0	...	7	...	1	2	21		
.....	1878	Non-sect. .	4	3	35	48	83	8	0	1	6	0	...	...	...	...	22
.....	1873	.....	2	...	25	30	55	50	5	...	...	...	...	...	...	...	23
.....	1862	Non-sect. .	1	2	18	16	34	13	5	5	5	6	a5	0	0	0	24		
1859	1859	Presb.	3	3	27	19	46	...	...	...	...	...	...	...	...	...	25
.....	1876	Non-sect. .	2	1	27	33	60	55	5	...	...	...	...	...	...	...	26
1880	1880	Cong.	2	3	40	52	92	...	4	0	0	2	5	2	3	5	27		
.....	1865	Non-sect. .	1	5	30	40	70	...	...	...	...	...	...	...	...	...	28
1880	1868	Non-sect. .	3	2	56	20	76	...	36	9	21	16	a7	13	2	15	29		
.....	1873	Christian .	2	2	2	28	30	26	2	...	2	...	...	...	...	...	30
.....	1869	Cong.	2	...	10	4	14	7	4	2	...	5	3	2	1	3	51		
.....	1884	Cong.	2	1	14	9	23	...	...	...	...	...	...	...	...	...	32
.....	1856	Non-sect. .	5	5	130	108	238	...	170	35	70	70	a75	65	...	65	33		
1783	1770	Non-sect. .	0	2	(40)	...	40	...	...	...	...	...	...	...	...	...	34
.....	1879	Non-sect. .	2	4	27	30	57	10	7	2	14	3	44	...	...	...	35
.....	1867	.....	2	3	10	30	40	...	8	1	14	3	7	...	...	...	36
1833	1833	Baptist ..	4	5	75	65	140	15	50	40	10	25	...	80	45	125	37		
.....	1817	Cong.	1	...	15	5	20	...	...	...	...	...	...	4	1	5	38
1801	1801	Non-sect. .	2	1	14	20	34	24	10	5	6	2	4	5	...	5	39		
.....	1886	Non-sect. .	2	2	25	30	55	20	12	4	15	19	14	...	...	...	40

a Includes mechanical drawing.

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND
DIVISION C.—*Private schools*

	Post-office address.	Name.	Principal.
	1	2	3
	DAKOTA—continued.		
41	Canton	Augustana College and Normal Institute.	M. D. Miller, A. M.
42	Grand Forks	St. Bernard's College	Mother Stanislaus Rafter ..
43	Groton	Groton College	Rev. Jas. A. Marshall, M. A. .
44	Jamestown	Jamestown College	N. M. Cronr, A. M.
45	Scotland	Scotland Academy	Alexander Strachan, A. M. .
46	Sioux Falls	All Saints' School	Miss Helen S. Peabody
47	Sioux Falls	Sioux Falls University	Rev. E. B. Meredith, A. M., B. D., president.
48	Tower City	Tower University	W. T. Williams
	DELAWARE.		
49	Dover	Wilmington Conference Academy..	W. L. Gooding, A. M.
50	Newark	Academy of Newark and Delaware Normal School.	Albert N. Raub, A. M., PH. D.
51	Wilmington (4th and West Streets).	Friends' School	Isaac T. Johnson, A. M.
	DISTRICT OF COLUMBIA.		
52	Washington (1811 I St. NW)	Friends' Select School	Thomas W. Sidwell
53	Washington (1915 H St. NW)	West End Seminary	Miss Faust
	FLORIDA.		
54	Daytona	Daytona Institute	Miss L. A. Cross
55	De Funiak Springs	McCormick Institute	Miss Mina Selby
56	De Land	De Land University	J. F. Forbes, A. M., PH. D. .
57	Gainesville	East Florida Seminary	Edwin P. Cater, A. M., supt.
58	Jacksonville	Cookman Institute	Samuel E. Darnell
59	Live Oak	Florida Institute	Rev. J. L. A. Fish
60	Pensacola	St. Hilda's School	Mrs. Mary Goode Scott
	GEORGIA.		
61	Acworth	Acworth High School	J. C. Holmes
62	Atlanta	Storrs School	Mrs. H. I. Miller
63	Augusta	Paine Institute	Rev. George Wms. Walker ..
64	Bluffton	Bluffton High School	John N. Rogers
65	Butler	Butler Female College and Male Institute.	P. E. Davant
66	Cave Spring	Cherokee Wesleyan Institute	J. S. Stewart, Jr.
67	Cochran	Ebenezer College	Palemon J. King
68	Cuthbert	Howard Normal School	F. H. Henderson, A. B.
69	Dawson	South Georgia Male and Female College.	M. L. Parker, A. B., pres't ..
70	Fairburn	Male and Female High School	A. M. Patterson, A. M., M. D. .
71	Garden Valley	Oak Grove Academy	J. O. Mangham
72	Goggansville	Fleming High School	George B. Merritt
73	Harlem	Harlem Institute	Rev. J. W. Ellington
74	Irwinton	Talmage Institute	J. C. Bass
75	Jefferson	Martin Institute	Benjamin T. Hunter, A. M. .
76	Lawrenceville	Lawrenceville Seminary	W. R. Grey
77	Lincolnton	Lincolnton High School	W. L. Hawes
78	Lumpkin	Lumpkin High School	A. S. Harris, A. B.
79	Macon	Lewis Normal Institute	Mrs. Livia A. Shaw
80	Morganton	Morganton Academy	Mrs. O. F. Chastain
81	Senoia	Excelsior High School	P. D. Pollock
82	Sharpsburg	Sharpsburg Academy	V. A. Ham
83	Smyrna	Smyrna High School	T. D. Power

OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

for both sexes.—PART I—Continued.

Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Number of male instructors.		Number of female instructors.		Students.												
			7	8	9	10	Total number.	Number pursuing—						Number preparing for classical course in college.	Number preparing for scientific course in college or for scientific school.	Total number preparing for college and scientific school.			
								English exclusively.	Latin.	Greek.	French.	German.	Drawing.						
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
.....	1884	Lutheran	3	2	50	48	98	.....	12	8	.....	20	.....	.....	.....	.....	41
1885	1883	R. C.	0	6	60	75	135	125	2	0	2	3	106	.....	.....	.....	42
1885	1885	Presb.	5	2	42	23	65	42	13	4	0	8	.....	10	10	20	43	
1883	1886	Presb.	4	3	35	53	88	.....	52	40	9	49	669	20	22	42	44	
1885	1886	Presb.	3	2	38	34	72	20	11	4	.....	15	.....	4	.....	4	45
.....	1885	P. E.	2	7	25	49	74	35	7	0	3	25	0	0	0	0	46		
.....	1883	.....	4	3	52	35	87	9	23	6	0	0	0	.....	.....	.....	47
1884	1886	Baptist ..	.....	.....	(32)	.....	32	.....	.....	.....	.....	.....	.....	.....	.....	.....	48
1873	1873	Meth.	4	4	90	69	159	45	60	15	5	18	10	6	6	12	49		
1769	1768	Non-sect. .	2	3	42	40	82	75	6	2	.....	.....	30	5	.....	5	50
.....	1748	Friends..	2	6	90	70	160	.....	35	5	5	4	80	9	2	11	51	
.....	1883	Friends..	2	6	79	30	109	50	32	3	30	2	71	.....	.....	.....	52
.....	1873	.....	1	2	(20)	.....	20	15	5	.....	5	.....	.....	.....	.....	.....	53
.....	1880	Cong. ....	.....	5	8	12	20	11	5	.....	10	.....	20	.....	.....	.....	54
.....	1885	M. E. ....	.....	1	(70)	.....	70	.....	.....	.....	.....	.....	.....	.....	.....	.....	55
1887	1843	Baptist ..	4	5	22	60	82	33	22	2	.....	5	16	21	.....	21	56
1853	1853	Non-sect. .	3	2	78	21	99	89	10	4	.....	.....	51	.....	.....	.....	57
.....	1872	M. E.	3	4	108	163	271	41	.....	.....	.....	.....	167	38	.....	38	58
.....	1880	Baptist ..	2	4	44	56	100	.....	6	2	.....	.....	.....	2	.....	2	59
.....	1856	P. E. ....	.....	3	20	20	40	33	7	.....	.....	.....	.....	.....	.....	.....	60
.....	.....	Non-sect. .	1	1	32	28	60	.....	.....	.....	.....	.....	.....	0	0	0	61
.....	1866	Cong. ....	.....	10	149	300	449	.....	.....	.....	.....	.....	.....	.....	.....	.....	62
1883	1884	M. E. So. .	2	2	98	97	195	.....	25	10	3	1	.....	10	.....	10	63
.....	.....	.....	1	2	20	30	50	43	7	.....	.....	.....	.....	4	.....	4	64
.....	.....	Non-sect. .	2	2	50	47	97	69	28	1	.....	.....	7	28	.....	28	65
1854	1855	M. E. So. .	1	2	34	68	102	90	12	2	0	0	75	8	18	26	66		
.....	.....	Baptist ..	2	1	65	60	125	99	25	3	1	1	.....	15	.....	15	67
.....	1870	Non-sect. .	1	1	69	99	168	162	6	.....	.....	.....	.....	6	.....	6	68
1882	1881	Non-sect. .	3	3	106	72	178	56	40	3	15	10	50	.....	.....	.....	69
.....	1884	Non-sect. .	2	2	80	60	140	44	34	14	6	2	.....	8	2	10	70	
.....	.....	Non-sect. .	2	.....	31	28	59	52	7	.....	.....	.....	.....	1	.....	1	71
.....	1881	.....	1	1	41	27	68	60	8	.....	.....	.....	.....	.....	.....	.....	72
.....	1869	Non-sect. .	1	2	52	40	92	68	20	0	0	.....	.....	0	0	0	73
.....	.....	.....	1	1	35	34	69	49	20	2	.....	.....	.....	9	7	16	74
1859	1859	Non-sect. .	2	4	120	92	212	176	30	6	.....	.....	635	.....	.....	.....	75
1845	1849	Non-sect. .	1	1	32	32	65	40	24	2	0	0	.....	.....	.....	.....	76
.....	.....	Non-sect. .	1	.....	26	27	53	.....	.....	.....	.....	.....	.....	.....	.....	.....	77
1881	.....	Non-sect. .	1	3	61	39	100	80	20	2	8	.....	.....	7	1	8	78
.....	1868	Cong.	1	8	135	203	338	319	19	.....	.....	.....	338	19	.....	19	79
.....	1878	Non-sect. .	1	2	40	33	73	70	2	1	.....	.....	.....	9	17	26	80
.....	1872	Non-sect. .	1	3	42	58	100	67	15	10	.....	.....	.....	6	6	12	81
.....	.....	.....	1	1	40	48	88	.....	.....	.....	.....	.....	.....	.....	.....	.....	82
.....	.....	.....	1	.....	34	36	70	.....	10	.....	3	.....	.....	2	.....	2	83

a Includes mechanical drawing.

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND
DIVISION C.—*Private schools*

	Post-office address.	Name.	Principal.
	1	2	3
	GEORGIA—continued.		
84	Sparta.....	Sparta Male and Female Academy..	Charles E. Little.....
85	Summerville.....	Summerville High School.....	W. T. Irvine.....
86	Temple.....	Temple Seminary.....	C. P. Sanders.....
87	Thomaston.....	R. E. Lee Institute.....	G. F. Oliphant.....
88	Villa Rica.....	New Villa Rica Academy.....	W. S. Featherston.....
	IDAHO.		
89	Lewiston.....	Wilbur College.....	Ira A. Richards.....
	ILLINOIS.		
90	Aledo.....	Aledo Academy.....	J. R. Wylie, A. M.....
91	Anna.....	Union Academy of Southern Illinois	Rev. W. W. Faris, D. D.....
92	Aurora.....	Jennings Seminary.....	Rev. Cyrus C. Lovejoy, A. M.....
93	Chicago.....	Girls' Higher School.....	Rebecca S. Rice.....
94	Chicago.....	Kirkland School.....	Miss E. S. Kirkland.....
95	Chicago (16 Brown Street).....	Lutheran Immanuel School.....	H. Hattstaedt.....
96	Chicago.....	Mrs. Loring's School.....	Mrs. Stella Dyer Loring.....
97	Dakota.....	College of Northern Illinois.....	Rev. F. Wetzel.....
98	Decatur.....	St. Teresa's Academy.....	Mother Alphonsus.....
99	Dover.....	Dover Academy.....	A. A. Rothrock.....
100	Du Quoin.....	Du Quoin Seminary.....	Rev. A. T. Stone, A. M., M. D.....
101	Fairfield.....	Hayward Collegiate Institute.....	U. J. Hoffman, president.....
102	Fulton.....	Northern Illinois College.....	A. M. Hansen, A. M., Ph. D., president.....
103	La Harpe.....	Gitting's Seminary.....	I. W. Cassell, A. M., president.....
104	Loxa.....	Lee's Academy.....	T. J. Lee, A. M.....
105	Mt. Morris.....	Mt. Morris College.....	J. G. Royer.....
106	Oregon.....	School for Teachers and of Individ- ual Instruction.....	E. L. Wells.....
107	Vermilion.....	Vermilion Academy.....	Theodore Reynolds, B. S.....
	INDIANA.		
108	Angola.....	Tri-State Normal College.....	L. M. Sniff.....
109	Bloomington.....	Friends' Bloomington Academy.....	Andrew F. Mitchell.....
110	Fort Wayne.....	Fort Wayne College.....	Rev. W. F. Yocum, A. M., M. D., president.....
111	Hope.....	Normal Pedagogical Institute.....	Jas. H. Clark, president.....
112	Indianapolis.....	Mrs. E. J. Price's School.....	Mrs. E. J. Price.....
113	Ladoga.....	Central Indiana Normal School.....	Charles Crumacker.....
114	Logansport.....	American Normal College.....	Chas. E. Kircher, A. M.....
115	Mitchell.....	Southern Indiana Normal College.....	Lugenbeel & Sutherland.....
116	Roanoke.....	Roanoke Classical Seminary.....	Rev. D. N. Howe, A. M.....
117	Vincennes.....	Vincennes University.....	E. A. Bryan, A. M.....
118	Westfield.....	Union High School.....	Erastus Test, M. D.....
	INDIAN TERRITORY.		
119	Muskogee.....	Indian University.....	A. C. Bacone, A. M., president.....
120	Vinita.....	Worcester Academy.....	Rev. F. W. Hullinger.....
	IOWA.		
121	Ackworth.....	Ackworth Institute.....	W. G. Stanley.....
122	Algona.....	Northern Iowa Normal School.....	J. C. Gilchrist, A. M.....
123	Birmingham.....	Birmingham Academy.....	J. Wesley Wolf.....
124	Bloomfield.....	Normal and Scientific Institute.....	R. S. Galer, B. PH.....
125	Burlington.....	Burlington Institute.....	De Witt D. Forward, A. B.....
126	Burlington.....	First German Evangelical School.....	F. Clausen.....

OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

for both sexes.—PART I—Continued.

Date of charter. Year in which institution was first opened for instruction.		Religious denomination.	Students.																
			Number of male instructors.	Number of female instructors.	Male.	Female.	Total number.	Number pursuing—						Number preparing for classical course in college.	Number preparing for scientific course in college or for scientific school.	Total number preparing for college and scientific school.			
								English exclusively.	Latin.	Greek.	French.	German.	Drawing.						
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
.....	1833	Non-sect.	1	2	16	23	39	6	10	2	5	.....	.....	.....	.....	.....	84
.....	1881	Non-sect.	1	1	43	48	91	76	15	2	.....	.....	.....	4	.....	4	85
.....	1882	Non-sect.	1	1	40	25	65	65	.....	.....	.....	.....	.....	.....	.....	.....	86
1875	1872	Non-sect.	2	3	90	119	209	138	71	6	12	.....	.....	.....	.....	.....	87
1884	1884	Non-sect.	1	1	45	55	100	.....	5	.....	.....	.....	.....	.....	.....	.....	88
1885	1882	M. E.	2	2	24	43	67	31	9	5	5	6	.....	10	17	27	89	
.....	1874	Non-sect.	2	1	15	13	28	21	7	.....	.....	1	4	4	.....	4	90
1887	1883	Presb.	2	2	45	37	82	37	45	7	0	21	.....	11	20	31	91	
1855	1856	M. E.	4	6	116	100	216	162	32	8	.....	24	.....	11	15	26	92
.....	1876	Non-sect.	.....	12	35	75	110	.....	10	0	25	90	50	10	.....	10	93
.....	1875	.....	2	14	40	200	240	.....	.....	.....	.....	.....	.....	.....	.....	.....	94
.....	1855	Ev. Luth.	6	1	347	339	686	.....	.....	.....	.....	686	.....	.....	.....	.....	95
.....	1878	Non-sect.	3	18	10	120	130	.....	15	1	18	25	0	.....	.....	.....	96
1883	1882	Reform'd	3	1	24	21	45	.....	11	7	0	10	0	0	.....	.....	97
1881	1872	R. C. ....	.....	4	97	115	212	.....	.....	.....	.....	.....	21	.....	.....	.....	98
.....	1882	U. B.	1	1	17	19	36	.....	6	.....	.....	9	.....	3	3	6	99
1855	1855	Presb.	1	1	28	23	51	43	8	1	0	0	0	4	.....	4	100	
.....	1886	M. E.	3	5	123	127	250	.....	6	2	.....	10	.....	.....	.....	.....	101
1866	1867	Non-sect.	5	3	(152)	.....	152	.....	.....	.....	.....	.....	.....	.....	.....	.....	102
1876	1879	M. P.	2	2	30	28	58	.....	6	1	.....	4	.....	.....	.....	.....	103
.....	1871	Non-sect.	1	.....	44	46	90	87	3	0	1	.....	.....	10	21	31	104
1840	1846	Dunk'ds.	8	2	153	72	225	130	32	8	0	15	32	.....	.....	.....	105
.....	1879	.....	(2)	.....	52	82	134	.....	.....	.....	.....	.....	.....	.....	.....	.....	106
1875	1874	Friends..	2	.....	30	29	59	43	16	0	0	0	0	16	43	59	107	
.....	1884	.....	(10)	.....	230	139	360	.....	25	2	.....	.....	16	.....	.....	.....	108
1859	1845	Friends..	1	2	50	32	82	57	25	2	.....	.....	.....	.....	.....	.....	109
1846	1846	M. E.	5	4	80	45	125	50	30	6	0	20	3	6	.....	6	110	
.....	1885	.....	(10)	.....	136	182	318	.....	.....	.....	.....	.....	.....	.....	.....	.....	111
.....	1869	.....	.....	1	10	15	25	25	.....	.....	.....	.....	.....	0	0	0	112
1877	1876	Non-sect.	7	3	312	259	571	450	53	.....	.....	23	.....	38	7	45	113
.....	1884	.....	(11)	.....	438	293	731	.....	.....	.....	.....	.....	.....	.....	.....	.....	114
.....	1880	.....	(8)	.....	200	200	400	.....	20	.....	.....	.....	.....	.....	.....	.....	115
.....	1861	U. B.	4	0	90	49	139	.....	20	12	.....	.....	.....	.....	.....	.....	116
1806	1810	Non-sect.	2	5	89	105	194	169	25	.....	.....	.....	.....	.....	.....	.....	117
1879	1860	Friends..	2	3	91	88	179	.....	.....	.....	.....	.....	.....	.....	.....	.....	118
1681	1830	Baptist ..	2	5	41	28	69	53	14	0	1	2	11	.....	.....	.....	119
.....	1882	Cong	1	5	68	92	160	151	9	.....	.....	.....	.....	0	0	0	120
.....	1870	Friends..	1	1	(127)	.....	127	95	16	.....	.....	.....	30	8	.....	8	121
.....	1886	.....	(7)	.....	6	64	70	.....	.....	.....	.....	.....	.....	.....	.....	.....	122
1879	1864	Non-sect.	1	1	16	20	36	32	4	.....	.....	.....	.....	.....	.....	.....	123
1884	1878	Non-sect.	3	3	20	36	56	.....	.....	.....	.....	.....	.....	.....	.....	.....	124
.....	1852	Baptist ..	3	4	15	30	45	.....	14	4	.....	10	.....	6	2	8	125
.....	1843	Ger. Ev..	1	.....	53	46	99	.....	.....	.....	.....	60	.....	.....	.....	.....	126

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND
DIVISION C.—*Private schools for*

	Post-office address.	Name.	Principal.
	1	2	3
	IOWA—continued.		
127	Burlington	German Evangelical Zion School ..	F. G. Klein
128	Council Bluffs	Western Iowa College	W. S. Paulson
129	Decorah	Decorah Institute	J. Breckenridge
130	Elk Horn	Danish High School	Christian Anker
131	Epworth	Epworth Seminary	Bourland D. Smith, PH. B. ..
132	Grinnell	Iowa College Academy	O. F. Emerson
133	Hull	Pattersonville Educational Institute	Rev. J. B. Chase
134	Humboldt	Humboldt Academy and Commer- cial School.	W. M. Martin, A. M.
135	Iowa City	Iowa City Academy	Tripp and Loughridge
136	Knoxville	Knoxville Academy	W. A. McKee
137	New Providence	New Providence Academy	C. L. Michener, A. B.
138	Newton	Hazel Dell Academy	G. W. Wormley
139	New Vienna	St. Boniface's School	B. W. Schulte
140	Orange City	Northwestern Classical Academy ..	J. A. De Spelder, A. M.
141	Osage	Cedar Valley Seminary	Alonzo Abernethy, A. M.
142	Ottumwa	Ottumwa Normal School	Mrs. Martha A. Peck
143	Pleasant Plain	Pleasant Plain Academy	Albert H. Lloyd, B. S.
144	Read	Evangelical Lutheran Parish School	Rev. F. W. Leifert
145	Waukon	Waukon Normal and Training School.	Amos Row
146	Wilton Junction	Norton Normal and Scientific Acad- emy.	Brower and Parsons
	KANSAS.		
147	Harlan	Gould College	Rev. Peter Wagner, A.M.
148	Lincoln	Kansas Christian College	Hon. Thos. Bartlett, A.M.
149	Lindsborg	Bethany College	Edward Neland, A.M.
150	Morrill	Morrill Normal and Business Insti- tute.	John M. Reid, A. M.
151	Salina	Salina Normal School	L. O. Thoroman, president..
152	Tonganoxie	Friends' Academy	William P. Trueblood
153	Wichita	Lewis Academy	J. M. Naylor, A. M.
154	Winfield	Southwest Kansas College	John E. Earp
	KENTUCKY.		
155	Bardstown	Male and Female Institute	H. J. Greenwell, A.M., prest.
156	Bowling Green	Southern Normal School and Busi- ness College.	Mell & Williams
157	Buffalo	East Lynne College	G. H. Watts
158	Covington	Academy of Notre Damo	Mary Hildegard, s. do N. D. ..
159	Crab Orchard	Collegiate Institute	Mrs. Flora Harrod Hawes ..
160	Greenville	Greenville College	Rev. E. W. Hall, A.M., prest.
161	La Fayette	La Fayette High School	S. L. Frogge, A.M.
162	Leitchfield	Grayson Seminary	W. P. Arnold
163	Lexington	Lexington Normal Institute	Rev. A. Hatch, A. B.
164	Louisville	Presentation Academy	Sister Sophia
165	Louisville	State University	Rev. Wm. J. Simmons, D. D. prest.
166	Madisonville	Madisonville Academy	H. O. Snow
167	Olmstead	Browder Institute	James C. Vick
168	Princeton	Princeton Collegiate Institute	Rev. H. H. Allen, D. D.
169	Richmond	Madison Female Institute	C. P. Williamson, A. M., prest
170	Russellville	Miss Sevier's School	Miss Elizabeth Sevier
171	Sharpsburg	Male and Female College	Mrs. Fannie B. Talbot
172	South Carrollton	West Kentucky Classical and Nor- mal College.	E. B. Smith, A. M., president.
173	Winchester	Male and Female High School	Rev. Wm. Stewart, M. A., D. D.
174	Wingo	Wingo College	J. C. Neville

OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

both sexes.—PART I—Continued.

Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Number of male instructors.	Number of female instructors.	Students.													
					Male.	Female.	Total number.	Number pursuing—					Number preparing for classical course in college.	Number preparing for scientific course in college or for scientific school.	Total number preparing for college and scientific school.			
								English exclusively.	Latin.	Greek.	French.	German.						
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
None	1864	Evan	1	0	25	35	60	0	—	—	—	—	—	—	—	—	127	
	1884	Non-sect.	3	1	207	85	292	292	—	—	—	—	—	—	—	—	128	
	1874	—	3	2	276	238	504	504	0	0	0	—	200	0	1	1	129	
	1877	Ev. Luth.	4	0	47	17	64	—	—	—	—	—	—	—	—	—	130	
	1856	Meth	4	5	125	115	240	48	20	4	—	—	18	64	3	14	17	131
1847	1848	Cong	2	1	98	67	165	60	100	40	—	—	30	45	36	81	132	
1884	1884	Cong	3	4	20	47	67	47	13	6	3	10	10	7	6	13	133	
1882	Non-sect.	1	—	26	19	45	45	0	—	—	—	—	—	0	0	0	134	
1865	1860	Non-sect.	4	4	130	112	242	175	—	—	—	—	—	—	—	—	135	
	1872	—	1	—	19	21	40	—	—	—	—	—	—	0	0	0	136	
	1878	1868	Friends..	1	1	38	33	71	37	12	—	—	4	—	—	—	137	
	1858	—	2	2	40	41	81	—	—	—	—	—	—	—	—	—	138	
	1875	R. C	1	3	120	120	240	—	—	—	—	—	—	—	—	—	139	
1882	1883	Reformed	2	2	35	7	42	15	25	9	—	—	0	27	—	27	140	
1869	1863	Baptist..	4	3	80	55	135	—	—	—	—	—	—	—	—	—	141	
1872	Non-sect.	1	1	17	29	46	45	—	1	—	—	—	—	—	—	—	142	
1876	1876	Friends..	2	0	35	48	83	59	5	—	—	6	—	8	9	17	143	
1862	Ev. Luth.	1	0	20	18	38	—	—	—	—	—	—	—	—	—	—	144	
1	1	27	23	50	—	—	—	—	—	—	—	—	—	—	—	—	145	
1884	1866	Non-sect.	6	2	107	53	160	—	10	0	0	50	—	11	—	11	146	
1880	1881	U. B.	2	2	28	31	59	—	5	3	0	—	—	—	—	—	147	
	1884	Christian	4	1	41	39	80	74	4	1	—	—	—	—	—	—	148	
	1881	Lutheran	12	4	369	45	414	210	56	14	—	121	229	26	33	59	149	
	1882	Non-sect.	3	1	60	51	111	90	14	0	0	6	20	30	30	60	150	
	1883	1884	Non-sect.	6	2	155	70	225	185	6	3	0	6	234	—	—	—	151
1884	1884	Friends..	1	1	56	55	111	24	5	—	—	—	—	—	—	—	152	
1884	1866	Presb.	1	3	42	60	102	44	24	3	—	32	—	14	—	14	153	
1885	1886	M. E.	8	3	110	120	230	—	—	—	—	—	—	—	—	—	154	
1840	1835	Baptist..	3	4	45	50	95	—	21	2	0	3	213	10	33	43	155	
	1875	Non-sect.	11	2	(750)	—	750	—	—	—	—	—	—	—	—	—	156	
	1880	1874	Non-sect.	1	1	(60)	—	60	—	—	—	—	—	—	—	—	157	
	1875	R. C.	7	7	24	67	91	5	—	—	—	—	86	38	—	—	158	
	1882	1883	Non-sect.	3	3	20	30	50	—	—	—	—	—	—	0	0	0	159
1848	1849	M. E.	1	2	4	80	84	—	25	3	4	—	—	—	—	—	160	
1860	—	—	1	2	47	43	90	48	10	2	—	—	—	12	16	28	161	
1850	Non-sect.	2	1	30	20	50	39	11	4	0	0	0	0	1	—	1	162	
1866	Cong	5	1	57	159	216	262	14	—	—	—	—	216	—	—	—	163	
1827	R. C	7	7	20	80	100	—	—	—	—	—	—	—	—	100	100	164	
1883	1880	Baptist..	4	6	84	100	184	150	60	12	12	—	60	—	—	—	165	
1870	1886	Non-sect.	2	3	74	56	130	123	7	0	0	0	15	5	—	5	166	
	1865	Non-sect.	1	2	43	32	75	53	8	2	—	—	—	—	—	—	167	
	1882	1880	Presb.	1	7	41	52	93	63	24	6	—	6	93	6	—	168	
	1858	1858	Christian	2	6	33	114	147	123	24	—	—	—	20	—	—	169	
	1864	P. E.	1	1	8	8	16	12	4	—	1	2	4	—	—	—	170	
1875	1839	—	1	4	53	62	115	—	2	—	—	—	8	—	—	—	171	
1872	1872	Non-sect.	4	3	68	136	204	77	47	6	11	34	45	41	56	97	172	
1877	1872	Non-sect.	2	3	43	85	128	64	42	8	25	14	—	16	4	20	173	
1884	1884	Baptist..	2	1	25	30	55	—	—	—	—	—	—	—	—	—	174	

α Includes mechanical drawing.

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND
DIVISION C.—*Private schools for*

	Post-office address.	Name.	Principal.
	1	2	3
	LOUISIANA.		
175	Jackson	Feliciana Female Collegiate Institute.	Miss L. J. Catlett, M. E. L.
176	Jackson	Jackson Academy	John Jay Dickey
177	Mt. Lebanon	Mt. Lebanon College	Rev. W. M. Reese, A. M., Ph. D., president.
178	New Orleans	Picard Institute	Madame A. Picard.....
	MAINE.		
179	Deering	Westbrook Seminary and Female College	James P. Weston, D.D., president.
180	Foxcroft	Foxcroft Academy	C. E. B. Libby
181	Fryeburg	Fryeburg Academy	Albert F. Richardson, A. M.
182	Gray	Pennell Institute	Lee B. Hunt, A. M.
183	Hampden	Hampden Academy	F. A. Spratt, A. B.
184	Hebron	Hebron Academy	William E. Sargent, A. M.
185	Houlton	Ricker Classical Institute	Arthur M. Thomas, A. M.
186	Limington	Limington Academy	Wm. G. Lord, A. M.
187	New Castle	Lincoln Academy	Henry K. White, A. M.
188	Parsonfield	Parsonfield Seminary	Nathan Currier
189	Pittsfield	Maine Central Institute	J. H. Parsons, A. M.
190	South Berwick	Berwick Academy	Albert Somes, A. M.
191	Strong	May School	J. H. May
192	Vassalborough	Oak Grove Seminary	Charles H. Jones
193	Waterville	Coburn Classical Institute	J. H. Hanson, LL. D.
194	Wilton	Wilton Academy	I. C. Phillips, A. B.
	MARYLAND.		
195	Baltimore	Knapp's Institute	Frederick Knapp
196	Baltimore (909 Cathedral St.)	Wilford School	Mrs. Caroline Bullock
197	Baltimore	Zion School	Rev. H. Scheib
198	Churchville	Holy Trinity School	Rev. Edw'd A. Colburn, A. M.
199	Darnestown	Andrew Small Academy	Rev. D. L. Rathbun
200	Northeast	Northeast Classical Academy	W. L. Cooling
	MASSACHUSETTS.		
201	Ashfield	Sanderson Academy	Phebe P. Hall
202	Barnardston	Powers Institute	Edward L. Underwood, A. B.
203	Billerica	Howe School	Samuel Tucker, A. M.
204	Boston (Boylston and Berkeley Streets).	Berkeley School	Taylor, De Meritte & Hagar.
205	Boston (259 Boylston St.)	Chauncy Hall Private School	Ladd & Daniell
206	Brimfield	Hitchcock Free High School	Arthur A. Upham
207	Cambridge	Everett School	Miss Sarah H. Page
208	Dudley	Nichols Academy	Emerson G. Clark, A. M., C. E.
209	Groton	Lawrence Academy	Sanford L. Cutler, A. B.
210	Hanover	Hanover Academy	Frank W. Brett
211	Harvard	Bromfield School	Salah Howell, A. M.
212	Hatfield	Smith Academy	William Orr, Jr., A. B.
213	Hingham	Derby Academy	Henry M. Wright, A. B.
214	Lawrence	Lawrence Private School	Misses Packard and Harman.
215	Middleborough	Eaton School	Amos H. Eaton

OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

both sexes.—PART I—Continued.

Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Number of male instructors.	Number of female instructors.	Students.														
					Male.	Female.	Total number.	Number pursuing—						Number preparing for classical course in college.	Number preparing for scientific course in college or for scientific school.	Total number preparing for college and scientific school.			
								English exclusively.	Latin.	Greek.	French.	German.	Drawing.						
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
1850	1848	Non-sect.	....	4	33	45	78	.....	.....	.....	.....	.....	.....	.....	.....	.....	175
1885	1883	Non-sect.	4	2	33	33	66	58	8	2	0	0	11	2	.....	2	176	
1853	1853	Baptist ..	7	7	89	85	174	.....	.....	.....	.....	.....	.....	.....	.....	.....	177
.....	1880	R. C.	2	12	25	70	95	.....	.....	.....	95	.....	6	.....	.....	.....	178
1831	1834	Univ.	3	3	45	53	98	.....	.....	.....	.....	.....	.....	.....	.....	.....	179
1823	1823	Non-sect.	2	2	30	50	80	42	14	5	.....	.....	14	10	13	23	180
1792	1793	Cong.	2	5	150	162	312	100	212	40	50	0	.....	27	.....	27	181
1885	1886	Non-sect.	1	3	61	69	130	65	45	12	0	0	0	17	.....	17	182	
1803	1805	Non-sect.	3	3	82	91	173	101	32	8	14	.....	62	8	4	12	183	
1804	1804	Baptist ..	3	4	69	52	121	.....	.....	.....	6	0	.....	.....	.....	.....	184
1847	1847	Baptist ..	2	4	85	70	155	78	38	25	15	2	.....	.....	.....	.....	185
1848	1851	.....	1	1	52	35	87	.....	15	8	5	.....	.....	7	.....	7	186
1801	1804	Non-sect.	1	3	52	58	110	70	35	15	12	.....	35	15	5	20	187	
.....	1881	Non-sect.	2	1	57	67	124	.....	38	19	.....	.....	.....	7	.....	7	188
1866	1866	Free Bapt	4	4	118	112	230	150	70	26	8	7	5	36	.....	36	189	
1791	1793	Non-sect.	2	3	45	44	89	44	41	11	15	1	.....	21	1	22	190	
.....	1868	Cong.	1	2	(42)	42	17	25	3	6	2	.....	14	0	14	191		
.....	1850	Friends ..	3	3	49	43	92	44	21	7	1	1	.....	10	5	15	192	
1842	1829	Baptist ..	2	3	102	62	164	68	96	54	7	12	20	61	2	63	193		
1867	1869	Non-sect.	2	2	56	47	103	73	29	19	3	0	0	19	.....	19	194	
1804	1853	Non-sect.	6	2	150	35	185	.....	.....	.....	.....	.....	40	.....	.....	.....	195
.....	1879	Presb.	0	10	10	60	70	.....	10	.....	50	.....	40	.....	.....	.....	196
.....	1836	Non-sect.	5	2	107	62	169	.....	.....	.....	.....	169	169	.....	.....	.....	197
.....	1869	P. E.	1	1	8	7	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	198
.....	1807	Non-sect.	1	3	31	30	61	56	6	.....	.....	.....	.....	.....	.....	.....	199
.....	.....	Presb.	1	.....	6	6	12	8	3	.....	.....	.....	7	.....	.....	.....	200
1821	1816	Non-sect.	....	1	12	12	24	20	4	.....	.....	.....	.....	.....	.....	.....	201
.....	1858	Non-sect.	1	2	40	30	70	20	11	1	15	.....	.....	1	.....	1	202
1852	1852	Non-sect.	1	1	13	17	30	19	2	0	9	0	0	0	0	0	203		
.....	1884	Non-sect.	7	7	96	31	127	10	35	5	80	10	a127	.....	.....	.....	204
.....	1828	Non-sect.	7	16	200	85	285	83	44	14	73	16	.....	9	11	20	205	
1855	1855	Non-sect.	2	2	45	52	97	62	23	4	13	0	a47	.....	4	4	206	
.....	1865	Non-sect.	0	4	20	14	34	14	1	0	18	1	.....	0	0	0	207	
1819	1816	Non-sect.	2	4	74	20	94	68	11	9	14	1	a65	11	8	19	208		
1793	1793	.....	1	.....	10	19	38	21	12	1	8	4	.....	4	.....	6	209
1862	1828	Non-sect.	1	2	12	25	37	1	36	2	7	0	37	0	3	3	210		
1875	1877	Non-sect.	2	2	12	12	24	.....	6	.....	7	8	.....	.....	2	2	211
1870	1873	.....	1	2	27	38	65	58	6	1	.....	.....	.....	4	.....	4	212
1784	1791	.....	1	2	12	27	39	7	30	.....	29	.....	37	4	1	5	213
.....	1881	.....	0	6	12	33	45	0	0	0	35	6	39	.....	.....	.....	214
.....	1854	Non-sect.	1	2	30	10	40	33	2	0	5	.....	40	1	2	3	215	

a Includes mechanical drawing.

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND
DIVISION C.—*Private schools for*

	Post-office address.	Name.	Principal.
	1	2	3
	MASSACHUSETTS—contin'd.		
216	Monson.....	Monson Academy.....	Dana M. Dustan.....
217	Nantucket.....	Admiral Sir Isaac Coffin's Lancasterian School.....	E. B. Fox.....
218	New Bedford.....	Friends' Academy.....	Thomas H. Eckfeldt.....
219	New Bedford.....	Swain Free School.....	Francis B. Gummere, PH. D., master.....
220	New Salem.....	New Salem Academy.....	Paul F. Ela, A. B.....
221	Northborough.....	Allen Home School.....	Edward A. H. Allen, C. E.....
222	Shelburne Falls.....	Arms Academy.....	Henry S. Cowell, A. M.....
223	Sherborn.....	Sawin Academy and Dowse High School.....	Horace W. Rice.....
224	South Braintree.....	Thayer Academy.....	J. B. Sewall, A. M., head-master.....
225	South Lancaster.....	South Lancaster Academy.....	Chas. C. Ramsey, A. M.....
226	Stockbridge.....	Edwards Place School.....	Ferdinand Hoffmann.....
227	Taunton.....	Bristol Academy.....	Frederic T. Farnsworth, A. M.....
228	Westford.....	Westford Academy.....	William E. Frost, A. M.....
229	West Newton.....	English and Classical School.....	Nathaniel T. Allen.....
230	Wilbraham.....	Wesleyan Academy.....	Rev. George M. Steele, LL. D.....
231	Williamstown.....	Glen Seminary.....	Frances A. and Marcia P. Snyder.....
	MICHIGAN.		
232	Adrian.....	Raisin Valley Seminary.....	F. R. Hathaway, B. S.....
233	Detroit (251-259 Lafayette Street E.).....	German American Seminary.....	G. Herrmann.....
234	Marshall.....	Saint Mary's Academy.....	
235	Spring Arbor.....	Spring Arbor Seminary.....	A. H. Stilwell, A. B.....
	MINNESOTA.		
236	Excelsior.....	Excelsior Academy.....	Edward O. Fiske.....
237	Hokah.....	Saint Mary's School.....	Sister Superior M. Ludovica.....
238	Minneapolis.....	Judson Institute.....	Abby A. Judson.....
239	Minneapolis (1313 Fourth Street S. E.).....	Minneapolis Academy.....	Eugene D. Holmes, M. A.....
240	Northfield.....	Saint Olaf's School.....	Rev. Thomas N. Mohn.....
241	Owatonna.....	Pillsbury Academy.....	J. L. Ingraham, A. M.....
242	Willmar.....	Minnesota Lutheran Seminary and Institute.....	H. S. Hilleboe, A. M.....
	MISSISSIPPI.		
243	Buena Vista.....	Buena Vista Normal College.....	J. S. Dickey.....
244	Daleville.....	Cooper Normal College.....	W. E. Johnson.....
245	Handsborough.....	Gulf Coast College.....	Josiah Hurty, A. M., president.....
246	Harperville.....	Harperville College.....	C. A. Huddleston, A. M., president.....
247	Inka.....	Inka Normal Institute.....	H. A. Dean, A. M.....
248	Jackson.....	Jackson Collegiate Academy.....	T. A. S. Adams.....
249	McComb City.....	McComb City Institute.....	R. M. Lusher.....
250	Meridian.....	Meridian Academy.....	J. H. Brooks.....
251	Oxford.....	Warren Female Institute.....	Mrs. C. A. Lancaster.....
252	Vaiden.....	Vaiden Male and Female Institute.....	O. P. Lee.....
	MISSOURI.		
253	Avalon.....	Avalon College.....	F. A. Z. Kumler, A. B.....

OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

both sexes.—PART I—Continued.

Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Number of male instructors.	Number of female instructors.	Students.														
					Male.	Female.	Total number.	Number pursuing—						Number preparing for classical course in college.	Number preparing for scientific course in college or for scientific school.	Total number preparing for college and scientific school.			
								English exclusively.	Latin.	Greek.	French.	German.	Drawing.						
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
1804	1806	Cong.	2	1													216		
1827	1827	Non-sect.	1	3	45	41	86	45	15	0	20	15	20	0	0	0	217		
1812	1813	Non-sect.	1	2	11	11	22	2	12	3	14	13	....	5	2	7	218	
1881	1882	Non-sect.	4	0	15	112	127										219		
1795	1795	Non-sect.	2	....	16	16	32	20	12	2				1		1	220	
.....	1882	Non-sect.	1	4	12	5	17	2	9	1	5	5	9	2	3	5	221		
1860	1880	Non-sect.	2	2	67	68	135	88	34	5	7	7		4	1	5	222		
1871	1874	Non-sect.	1	1	35	32	67	47	13	....	7	....	67		2	2	223
1879	1877	Non-sect.	4	1	34	51	85	.....	47	18	61	30	440	18	10	28	224	
1883	1882	7 Day Ad	2	6	99	79	178	166	4	3	3	2	....	2	3	5	225	
.....	1855	Non-sect.	1		(6)	6	6							2	1	4	226		
1792	1796	Non-sect.	3	4	82	66	148	115	14	4	25	1	0	8	1	9	227		
1793	1792	Non-sect.	1	1	36	24	60	30	24	2	16	0	10	2	6	8	228		
1855	1854	Non-sect.	7	6	57	27	84	50	24	6	30	9	222	24	12	36	229		
1824	1825	M. E.	8	5	198	132	330	185	80	40	25	20	66	48	14	62	230		
.....	1876	.....		3	7	12	19	2	11	4	4	7	5	7		7	231	
.....	1849	Friends..	1	2	50	43	93	57	5	....		10	6		9	11	232	
.....	1861	Non-sect.	2	3	(170)		170	.....				170	140				233	
.....	1883	R. C.	1	4	49	77	126	.....	.....			126	.....	.....	.....	.....	234
1872	1874	Free Meth	3	1	47	43	90	86	4	0	0	0	.....	2		2	235	
1884	1884	Cong.	1	3	12	19	31	21	10	0	0	0	0	4	.....	4	236	
.....	1868	R. C.	1	2	15	23	38	38						.....	.....	.....	237
.....	1877	Non-sect.	1	8	7	80	87	0	0	30	18			.....	.....	.....	238
.....	1879	Non-sect.	3	4	116	60	176	98	42	3	....	8	12	41	25	66	239	
1874	1875	Lutheran	5	1	68	17	85	.....	.....					6	.....	6	240
1876	1877	Baptist..	3	3	74	122	196	54	31	9	18			9	.....	9	241	
1882	1883	Lutheran	6	1	208	73	281	.....	4	.....				.....	.....	.....	242
1886	1885	Non-sect.	3	4	(271)		271	.....	.....					1	.....	1	243
1885	1836	.....	3	2	80	60	140	.....	.....				0	.....	.....	.....	244
1883	1884	Non-sect.	2	3	47	35	82	50	12	4	4	6	0	19	19	38	245		
1881	1875	Non-sect.	5	2	80	50	130	74	19	19	0	0	100	18	11	29	246		
1885	1882	Non-sect.	3	5	135	148	283	252	30	4	.....		12	.....	.....	.....	247
1884	1884	Non-sect.	3	.....	34	8	42	15	24	4	4	2		4	.....	4	248
1872	1873	Non-sect.	1	3	113	90	203	203	0	0	0	0	0	0	0	0	249		
.....	1875	M. E.	1	2	72	90	162	.....	.....					23	.....	23	250
1880	1866	Baptist..	1	3	17	33	50	26	16	2	6		4	21	.....	21	251	
1878	1878	Non-sect.	1	3	60	48	108	44	23	7	....	8	35	32	13	45	252	
1881	1881	U. B.	4	4	75	50	125	.....	.....					36	43	79	253

α Includes mechanical drawing.

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND
DIVISION C.—*Private schools for*

Post-office address.	Name.	Principal.
1	2	3
MISSOURI—continued.		
254 Bowling Green	Pike County College	Ernest W. Dow
255 Brookfield	Brookfield College	Rev. J. P. Finley, D. D.
256 Bunceton	Parrish Academy	Sterne Rogers
257 Butler	Butler Academy	Wilber C. Mickey, A. B.
258 Caledonia	Bellevue Collegiate Institute	W. D. Vandiver, PH. D., president.
259 Cape Girardeau	German Lutheran School	J. F. Lindoerfer
260 Clarksburg	Clarksburg College	W. E. Grube
261 Clarksburg	Hooper Institute	J. N. Hooper
262 Clinton	Clinton Academy	E. P. Lamkin, A. M.
263 Edina	Knox Collegiate Institute	Arthur V. Francis, A. M.
264 Farmington	Farmington Baptist College	E. J. Jennings
265 Gravelton	Concordia College	Rev. L. M. Wagner, A. M., president.
266 Humphreys	College and Business Institute	G. A. Smith, A. M., president.
267 Independence	Woodland College	George S. Bryant, A. M.
268 Kidder	Kidder Institute	G. S. Ramsay, A. M.
269 La Belle	Western Academy	W. B. Anderson, A. B., M. S.
270 Louisiana	McCune College	Rev. H. T. Morton, A. M.
271 Marbie Hill	Mayfield-Smith Academy	D. W. Graves, A. M.
272 Marionville	Marionville Collegiate Institute	E. T. Brewster, A. M.
273 Odessa	Odessa College	Rev. W. O. H. Perry, A. M.
274 Otterville	Otterville College	J. V. Curlin, president
275 Palmyra	Centenary High School	James A. Lanus
276 Palmyra	St. Joseph's School	Rev. James Nolte
277 Palmyra	St. Paul's College	Rev. J. A. Wainwright, A. M., M. D.
278 Parkville	Park College	Rev. John A. McAfee, D. D., president.
279 Plattsburg	Plattsburg College	J. W. Ellis, A. M., PH. D., president.
280 Pleasant Hope	Pleasant Hope Normal Institute	J. C. Ryan
281 Rensselaer	Van Rensselaer Academy	Rev. Charles W. Latham
282 Stanberry	Northwestern Normal School and Business Institute.	Allen Moore
NEBRASKA.		
283 Beatrice	The Blake School	Henry N. Blake
284 Franklin	Franklin Academy	C. H. Dye, A. M.
285 Fremont	Normal School and Business College	Mrs. M. E. Jones, A. M.
286 Oakdale	Oakdale Seminary	Rev. Harvey Wilson, pres't.
287 Wahoo	Luther Academy	S. M. Hill, A. M.
NEW HAMPSHIRE.		
288 Atkinson	Atkinson Academy	F. B. Rice
289 Candia Village	Candia Village High School	E. D. Perry
290 Gilmanton	Gilmanton Academy	S. W. Robertson, A. M.
291 Meriden	Kimball Union Academy	D. G. Miller, A. B.
292 Mt. Vernon	McCullom Institute	C. S. Campbell
293 New Hampton	New Hampton Literary Institution	A. B. Meservey, A. M., PH. D.
294 Northwood Centre	Coe's Northwood Academy	Rev. S. G. Norcross
295 Northwood Ridge	Northwood Seminary	J. H. Hutchins, A. M.
296 Pembroke	Pembroke Academy	Isaac Walker, A. M.
297 Portsmouth	Smith's Academy and Commercial College.	Lewis E. Smith
298 Reed's Ferry	McGaw Normal Institute	F. E. Burnette
299 Strafford	Austin Academy	I. Copp
300 Wolfeborough	Brewster Free Academy	Edwin H. Lord

OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

both sexes.—PART I—Continued.

Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Number of male instructors.	Number of female instructors.	Students.														
					Male.	Female.	Total number.	Number pursuing—					Number preparing for classical course in college.	Number preparing for scientific course in college or for scientific school.	Total number preparing for college and scientific school.				
								English exclusively.	Latin.	Greek.	French.	German.				Drawing.			
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
1887	1881	Non-sect.	1	4	(85)		85		8			9				254			
1886	1880	Pres.	2	3	50	54	104	47	28	15		10		9		255			
	1873	Non-sect.	1	2	29	20	49	40	8	0	0	1		5		256			
	1874	Pres.	2	1	35	37	72	52	20	1	0	5				257			
1867	1867	M. E. So.	3	3	75	78	153	95	25	1	4	9				258			
		Ev. Luth.	2		(125)		125	100				125				259			
1886	1876	Non-sect.	4	1	48	44	92		10	6		2				260			
	1876	Non-sect.	3		40	42	82	72								261			
1885	1879	Non-sect.	3	4	80	40	120	81	25	5		11		2	4	262			
	1878	Non-sect.	3	4	20	50	70		12	0	0	7	0			263			
	1884	Bap. Mis.	2		46	21	67	52	5			7			4	264			
1886	1885	Non-sect.	2		50	20	70	40				70		20		265			
	1884		6		68	70	138	80	3				a30			266			
1874	1869		2	4	40	60	100									267			
1884	1884	Cong	4	4	95	109	204	70	24	4		20		4	24	268			
	1880	Non-sect.	2	3	60	80	140		30		2					269			
1881	1880	Baptist	1	5	56	51	107	67	30	5	0	0	36	16	3	19	270		
	1884	Baptist	2	1	76	42	118		20	2	0	0					271		
1872	1872	M. E.	3	3	76	80	156	114	16	2	0	7	2	1	10	11	272		
1883	1883	Non-sect.	3	2	53	57	110	75	25	6	0	8	0				273		
1886	1885	Non-sect.	2	2	25	35	60	38	6	4			8				274		
1884	1884	M. E. So.	2	6	48	67	115		50	6	0	6	16	12	0	12	275		
	1868	R. C.	1	2	30	30	60					28					276		
1852	1848	P. E.	2	3	20	30	50	16	11		2	6					277		
1879	1875	Pres.	6	4	175	120	295	65	230	150				190		190	278		
1881	1880	Non-sect.	3	4	65	71	136	117	13		1	4	10	13		13	279		
1885	1885	Cu. Pres.	2	2	(100)		100	14	10	4	0	0					280		
1852	1852	Presb.	1	1													281		
1881	1881	Non-sect.	6	2	450	350	800		8	1	0	12	29				282		
	1881		1	1	42	49	91	87	4				91				283		
1881	1881	Cong	4	3	(70)		70		16	4		8					284		
	1884		(12)		(300)		300										285		
1881	1882	Pres	1		7	8	15										286		
1883	1883	Ev. Luth.	3	2	50	18	68		4					6		6	287		
1701	1789	Non-sect.	1	1	27	16	43	32									288		
	1878	Non-sect.	1														289		
1794	1787	Non-sect.	2	2	22	27	49	45	4	0	0	0	0	3	2	5	290		
1813	1815	Cong	2	2	28	25	53	28	25	8	2			15	5	20	291		
1850	1850	Non-sect.	1	2	30	27	57	45	8	1	5		a19	2	1	3	292		
1853	1821	F. W. B.	5	4	134	72	206										293		
1866	1866	Cong	1	2	30	15	45	37	5	3	5	5	a4	7		7	294		
1866	1867	F. W. B.	1	1	20	29	49	30	16	5	4			8		8	295		
1818	1819	Cong	1	2	37	41	78	60	16	5				5		5	296		
	1873		3	0	54	15	69	48	10	4	7		4	6	3	9	297		
1849	1849	Non-sect.	1	3	54	54	108		9	2	4			2		2	298		
1834	1834	Non-sect.	1	1	30	28	58	50	8	4				6		6	299		
1887		Non-sect.	2	2	21	31	52	27	21	2				2	2	2	300		

a Includes mechanical drawing.

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND
DIVISION C.—*Private schools for*

	Post-office address.	Name.	Principal.
	1	2	3
	NEW JERSEY.		
301	Blairstown	Blair Presbyterial Academy	J. H. Shumaker, A. M., PH. D.
302	Cinnaminson	Westfield Friends' School	Miss Elizabeth White
303	Cranbury	Brainerd Institute	Edward Wiese, A. M., pres't.
304	Hightstown	Peddle Institute	Rev. John Greene, PH. D.
305	Hoboken	Hoboken Academy	Jos. Schrenk
306	Jersey City	Hasbrouck Institute	Charles C. Stimets, A. M.
307	Keyport	Keyport Academy	George W. Holmes
308	Matawan	Glenwood Collegiate Institute	J. Calvin Rice, A. M.
309	Newark (33 Walnut Street)	School for Young Ladies and Children	Miss Margaretta T. Craven
310	Newton	Newton Collegiate Institute	Joel Wilson, A. M.
311	Orange	Dearborn-Morgan School	Dearborn, Morgan & Co.
312	Paterson	Paterson Seminary	Albert B. Wiggins, A. M.
313	Pennington	Pennington Seminary	Thomas Hanlon, A. M., D. D. ..
314	Plainfield	Rodman Seminary	Mrs. R. C. Dingee
	NEW MEXICO.		
315	Albuquerque	Albuquerque Academy	F. E. Whittemore, B. A.
316	Las Vegas	Las Vegas Academy	W. H. Ashley
317	Santa Fé	Santa Fé Academy	Miss Clara E. Lyon
318	Silver City	Academy of Our Lady of Lourdes	Sisters of Mercy
319	Tiptonville	Tiptonville Institute	R. Frampton
	NEW YORK.		
320	Adams	Adams Collegiate Institute	O. B. Rhodes, A. M.
321	Amenia	Amenia Seminary	F. M. Smith, PH. B.
322	Antwerp	Ives Seminary	J. D. Stay
323	Bedford	Bedford Academy	F. S. Smith
324	Brooklyn	Adelphi Academy	Albert C. Perkins
325	Brooklyn	Chenevière Institute	Rev. W. A. and Madame J. M. Stamm
326	Brooklyn	Christiansen Institute	Mrs. E. C. Stacker
327	Brooklyn	Friends' School	Susan P. Peckham
328	Cazenovia	Cazenovia Seminary	Isaac N. Clements, A. M.
329	Cherry Valley	Cherry Valley Academy	Arial McMaster
330	Claverack	Claverack College and Hudson River Institute	Rev. Arthur H. Flack, A. B., president
331	College Point	Evening Classes of the Conrad Poppenhusen Institute	F. Martens
332	Dover Plains	Dover Plains Academy	A. E. Bangs
333	Easton	Marshall Seminary	Linwood S. Pratt
334	Eddytown	Starkey Seminary	G. R. Hammond, PH. D.
335	Elbridge	Munro Collegiate Institute	T. K. Wright, PH. D.
336	Fairfield	Fairfield Seminary	D. D. and F. L. Warne
337	Fishkill-on-Hudson	Mount Beacon Academy	J. Fred. Smith, A. M.
338	Flatbush	Erasmus Hall Academy	Rev. R. G. Strong
339	Florida	S. S. Seward Institute	Mrs. M. S. Parks
340	Fort Edward	Fort Edward Collegiate Institute	Jos. E. King, D. D., PH. D., president
341	Franklin	Delaware Literary Institute	Charles H. Verrill, A. M., PH. D.
342	Glens Falls	Glens Falls Academy	Daniel C. Farr, A. M.
343	Greenville	Greenville Academy	Johnson Childs
344	Hartwick Seminary	Hartwick Seminary	Rev. James Pitcher, A. M.
345	Havana	Cook Academy	A. C. Hill, A. M.
346	Hudson	Hudson Academy	J. W. Thomas, A. M.
347	Lansingburg	Lansingburg Academy	Charles T. R. Smith, A. M.
348	Lawrenceville	Lawrenceville Academy	Elmore G. Page, B. A.

OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

both sexes.—PART I—Continued.

Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Students.																
			Number of male instructors.	Number of female instructors.	Number pursuing—														
					Male.	Female.	Total number.	English exclusively.	Latin.	Greek.	French.	German.	Drawing.	Number preparing for classical course in college.	Number preparing for scientific course in college or for scientific school.	Total number preparing for college and scientific school.			
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
.....	1848	Presb.	4	3	65	38	103	20	57	18	7	26	15	30	10	40	301		
1801	1800	Friends..	..	2	19	23	42	22	15	..	20	16	42	9	..	9	302		
1865	1865	Non-sect.	3	2	26	38	64	28	17	8	3	20	..	3	2	5	303		
.....	1869	Baptist ..	4	8	133	75	208	178	25	12	8	15	..	30	5	35	304		
1860	1861	.....	12	5	(432)	..	432	..	..	..	125	432	432	..	..	..	305
.....	1856	.....	10	4	160	90	250	100	35	15	28	75	5	31	22	53	306	
.....	1857	.....	1	1	49	27	76	70	6	..	..	..	..	0	0	0	307
1835	1835	Non-sect.	3	4	56	45	101	10	1	5	18	28	1	10	11	..	308		
.....	1875	.....	1	6	10	30	40	..	..	..	..	..	..	..	..	..	309
.....	1852	Non-sect.	2	3	66	24	90	51	22	2	3	24	17	12	2	14	310		
.....	1876	Non-sect.	3	15	113	113	226	..	85	11	79	12	105	4	2	4	311		
.....	1864	Non-sect.	1	3	53	14	67	61	5	3	2	8	..	..	..	..	312
1839	1840	Meth.	7	7	178	82	260	75	30	30	..	..	..	..	..	..	313
.....	1875	.....	..	4	18	17	35	2	..	..	..	..	6	..	..	..	314
.....	1879	Cong.	2	2	123	100	223	..	2	..	..	..	..	..	..	..	315
1880	1880	Cong.	2	3	80	70	150	120	12	1	..	4	150	..	..	..	316
.....	.....	Presb. ....	..	2	15	15	30	..	..	..	..	..	..	..	..	..	317
.....	1884	R. C. ....	..	5	30	70	100	40	..	..	..	..	1	..	..	..	318
.....	1869	M. E.	1	..	14	8	22	22	0	0	0	0	0	0	0	0	319		
.....	1855	.....	3	4	72	94	166	96	25	6	12	2	..	8	..	8	320	
1834	1835	Meth.	2	3	20	30	50	..	4	..	8	..	6	..	1	..	321		
1856	1853	M. E.	3	5	70	61	131	109	18	6	3	..	..	6	26	32	322
1826	1810	Non-sect.	1	..	21	13	34	..	..	..	..	2	..	..	..	..	323
1869	1869	Non-sect.	20	21	387	502	889	746	143	21	71	94	1274	29	10	39	324		
.....	1865	Non-sect.	2	9	70	70	140	70	2	..	70	..	..	2	..	2	325
.....	1872	Non-sect.	..	6	20	45	65	5	..	..	10	60	..	..	..	..	326
.....	1866	Friends..	2	5	40	40	80	..	9	..	28	20	163	..	..	..	327
1824	1824	M. E.	7	2	150	142	292	115	100	30	25	50	..	50	10	60	328		
.....	1881	Presb.	2	2	28	25	53	15	9	3	6	4	..	6	..	6	329		
.....	1854	Meth.	8	9	93	86	179	122	..	..	..	..	..	6	..	..	330
1868	1870	Non-sect.	3	1	134	28	162	..	..	..	..	..	94	..	..	..	331
1881	1881	Non-sect.	1	1	26	21	47	40	7	..	..	..	2	..	..	..	332
.....	1863	Non-sect.	1	1	23	22	45	..	..	..	..	..	..	1	1	2	333
1848	1842	Christian	6	6	135	68	203	..	..	..	..	..	..	..	..	..	334
1839	1839	Non-sect.	2	4	60	65	125	100	..	..	3	3	0	..	..	..	335
1803	1803	Non-sect.	5	5	150	125	275	22	60	25	30	30	45	20	22	42	336		
1885	1883	Non-sect.	3	2	52	47	99	46	22	3	6	12	43	8	3	11	337		
1737	1787	Non-sect.	4	5	44	34	78	60	10	5	..	10	50	10	..	10	338		
1846	1843	Non-sect.	..	3	5	15	20	17	3	0	0	1	0	3	..	3	339		
1854	1854	Non-sect.	6	7	140	90	230	180	45	15	35	15	..	20	10	30	340		
1835	1836	Non-sect.	4	3	100	82	182	130	50	15	..	12	..	25	..	25	341		
1841	1841	Non-sect.	3	8	85	114	199	140	55	25	25	..	..	55	1	56	342
1816	1816	Non-sect.	7	2	24	21	45	33	..	..	..	..	..	7	4	11	343
1816	1815	Lutheran	4	3	59	19	78	50	..	..	..	..	..	..	..	..	344
1872	1873	Baptist ..	5	5	93	71	164	..	..	..	..	..	..	..	..	..	345
1807	1807	Non-sect.	2	2	34	42	76	56	12	2	2	5	..	2	6	8	346		
1796	1797	Non-sect.	3	2	56	46	102	72	19	4	8	8	..	6	5	11	347		
1860	1860	Non-sect.	1	2	47	46	93	60	2	2	0	0	0	1	..	1	348		

a Includes mechanical drawing.

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND
DIVISION C.—*Private schools for*

Post-office address.	Name.	Principal.
1	2	3
NEW YORK—continued.		
349 Le Roy	Le Roy Academic Institute	F. M. Comstock, A. M., C. E. .
350 Locust Valley (S. I.)	Friends' Academy	O. B. Wilbur
351 Macedon Centre	Macedon Academy	Lewis H. Clark
352 Marion	Marion Collegiate Institute	Frederick W. Colegrove, A. M.
353 Mechanicville	Mechanicville Academy	Mrs. S. E. King Ames
354 Moriah	Sherman Academy	E. J. Owen, A. M.
355 Mt. Vernon	School for Young Ladies	Miss L. H. Lockwood
356 Nanuet	Home School	Martha A. Wight
357 Nassau	Nassau Academy	Rev. Leander Hall, A. M. .
358 New Brighton	Brighton Heights Seminary	George W. Cook, Ph. D. .
359 New Brighton	Trinity Classical and English School	John M. Hawkins, A. M. .
360 New York (16th Street and Rutherford Place)	Friends' Seminary	John M. Child, A. M.
361 New York (1203 9th Ave.) ..	Charlier School	Mrs. M. L. Brodnax
362 New York (824 Lexington Ave.)	Heidenfeld Institute	Dr. Theo. E. Heidenfeld ..
363 New York (18 West 93d St.) ..	Heywood Collegiate Institute	Mrs. L. Louise Heywood ..
364 New York (250 W. 38th St.) ..	School for Young Ladies and Chil- dren	Susanna C. Marshall
365 Oakfield	Cary Seminary	Reginald H. Coe, A. B.
366 Oxford	Oxford Academy	Frank L. Gamage, A. M. .
367 Peterborough	Evans Academy	A. E. Dunham
368 Pine Plains	Seymour Smith Academy	Rev. A. Mattice, A. M.
369 Pompey	Pompey Academy	W. E. Lockner, A. B.
370 Red Creek	Red Creek Union Seminary	G. A. Jacobs, M. S.
371 Rensselaerville	Rensselaerville Academy	Walter E. Rowley
372 Saugerties	Saugerties Institute	William Wight
373 Sauguit	Sauguit Academy	Frederic C. Kane
374 Stamford	Stamford Seminary	Francis M. Smith
375 Stapleton	Staten Island Academy and Latin School	Frederick E. Partington, A. M.
376 Syracuse	St. John's Academy	Brother Rodolphus
377 Wilton	Wilton Seminary	John Anthony
378 Yates	Yates Academy	Richard C. Watt
NORTH CAROLINA.		
379 Archdale	Archdale High School	C. P. and R. W. Frazier ..
380 Ashpole	Ashpole Institute	Rev. S. Ivey
381 Bayborough	Bayborough Academy	G. T. Farnell
382 Belvidere	Belvidere Academy	E. A. and M. J. White ..
383 Burlington	Holt's School	Rev. Jeremiah W. Hilt ..
384 Burnsville	Burnsville Academy	James J. Britt
385 Cedar Grove	Cedar Grove Academy	B. C. Patton
386 Chocowinity	Trinity School	Rev. N. C. Hughes, A. M., D. D.
387 Dallas	Gaston College	Rev. M. L. Little, A. M. .
388 Ellerbe Springs	Ellerbe Springs High School	Thomas C. Brooks, Ph. B. .
389 Elizabeth City	Elizabeth City Academy	S. L. Sheep
390 Fairfield	Fairfield Academy	Wm. H. Carroll, A. M., B. P.
391 Farmville	Farmville Seminary	W. E. Mewborn
392 Fork Church	Fork Academy	J. T. Alderman
393 Franklinton	Literary and Theological Institute	Rev. George Young
394 Fremont	Nahunta Academy	Jesse H. Moore, A. B.
395 Germantown	Germantown Institute	W. B. Harris
396 Graham	Graham College	Rev. W. S. Long, A. M., pres.
397 Hendersonville	Judson College	Rev. J. B. Boone, pres ..
398 Hickory	Claremont College	A. C. Hottenstein

OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

both sexes.—PART I—Continued.

Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Number of male instructors.	Number of female instructors.	Students.													
					Male.	Female.	Total number.	Number pursuing—						Number preparing for classical course in college.	Number preparing for scientific course in college or for scientific school.	Total number preparing for college and scientific school.		
								English exclusively.	Latin.	Greek.	French.	German.	Drawing.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1864	1863	Non-sect.	1	7	124	77	201	187	14	2	0	8	α8	8	6	14	349	
.....	1876	Friends..	2	3	49	34	83	51	12	.....	7	13	14	7	.....	7	350
1842	1841	Non-sect.	1	2	56	43	99	65	25	4	.....	8	.....	.....	.....	.....	351
1855	1856	Baptist..	2	3	57	77	134	91	.....	.....	.....	.....	.....	19	.....	19	352
1861	1862	Non-sect.	1	5	50	71	121	50	10	4	20	18	7	10	2	12	353	
1873	1873	Non-sect.	2	1	70	90	160	140	20	.....	.....	.....	.....	2	.....	2	354
.....	1884	Non-sect.	.....	10	25	40	65	3	30	.....	60	.....	45	.....	.....	.....	355
.....	1878	Non-sect.	.....	2	8	14	22	20	1	.....	.....	.....	3	.....	.....	.....	356
1835	1835	Non-sect.	.....	1	37	15	52	40	5	3	.....	3	.....	4	1	5	357
1881	1882	Non-sect.	3	5	13	37	50	40	3	.....	30	20	50	.....	.....	.....	358
.....	1867	P. E.....	.....	2	25	4	29	14	15	12	10	7	α5	10	.....	14	359
.....	1861	Friends..	5	8	65	70	135	100	25	2	20	25	40	2	5	7	360	
.....	1882	Non-sect.	.....	2	8	11	19	.....	.....	.....	17	.....	17	.....	.....	.....	361
.....	1864	Non-sect.	6	7	65	50	115	95	.....	.....	40	100	α115	6	4	10	362
.....	1883	Non-sect.	1	2	7	10	17	7	3	.....	10	.....	17	.....	.....	.....	363
.....	1859	Friends..	1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	364
1845	1843	P. E.....	2	2	72	45	117	100	17	1	5	.....	.....	2	.....	2	365
1794	1793	Non-sect.	1	6	125	110	235	204	28	5	3	.....	.....	6	0	6	366
1853	1853	Non-sect.	1	1	32	38	70	68	2	.....	.....	2	.....	.....	.....	.....	367
1879	1879	Non-sect.	2	1	33	13	46	30	15	3	0	0	1	3	1	4	368	
1811	1809	Non-sect.	1	2	45	56	101	49	14	8	4	3	.....	4	6	10	369
1839	1840	Non-sect.	1	2	52	60	112	20	1	1	.....	.....	.....	1	.....	1	370
1844	1844	.....	2	.....	9	11	20	17	.....	.....	.....	4	.....	.....	.....	.....	371
1866	1866	Non-sect.	1	4	30	40	70	60	9	2	12	6	12	2	.....	2	372
1847	1843	Non-sect.	1	2	40	70	110	100	5	.....	.....	4	.....	5	.....	5	373
.....	1881	.....	3	5	100	110	210	.....	.....	.....	.....	.....	.....	6	.....	6	374
1885	1884	.....	6	6	135	90	225	175	50	3	65	175	200	50	17	67	375
.....	1880	R. C.....	4	8	314	334	648	.....	.....	.....	.....	.....	.....	.....	.....	.....	376
.....	1886	Non-sect.	1	3	14	16	30	16	3	0	0	0	.....	2	1	3	377
1842	1842	Non-sect.	2	1	40	55	95	92	3	1	.....	.....	.....	2	.....	2	378
.....	1882	Friends..	2	2	60	50	110	60	25	2	0	0	5	15	25	40	379	
.....	1878	Baptist..	1	1	30	15	45	13	12	1	.....	.....	.....	6	.....	6	380
1887	1872	Meth.....	1	.....	18	22	40	30	.....	.....	.....	.....	.....	10	10	20	381
.....	1835	Friends..	.....	2	23	24	47	42	5	.....	.....	.....	.....	.....	.....	.....	382
.....	1881	Christian	1	1	18	16	34	30	4	.....	.....	.....	.....	.....	.....	.....	383
.....	1843	Non-sect.	2	.....	(87)	.....	87	87	.....	.....	.....	.....	.....	.....	.....	.....	384
.....	1883	Non-sect.	1	1	24	22	46	.....	.....	.....	.....	.....	.....	.....	.....	.....	385
.....	1874	P. E.....	4	1	23	15	38	16	22	3	.....	.....	.....	6	.....	6	386
1885	1878	Luth.....	4	3	60	68	128	.....	.....	.....	.....	.....	.....	33	.....	33	387
.....	1865	Non-sect.	1	1	(40)	.....	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	388
1840	1878	Non-sect.	2	3	50	65	115	20	25	.....	40	.....	.....	.....	.....	.....	389
1876	1876	Non-sect.	1	1	20	18	38	28	10	5	13	13	1	8	13	21	390	
.....	1886	.....	1	2	29	31	60	57	3	.....	.....	.....	.....	.....	.....	.....	391
.....	1879	Baptist..	2	1	42	33	75	65	10	4	5	.....	.....	13	.....	13	392
.....	1880	Christian	1	4	120	118	238	.....	7	1	.....	.....	.....	3	.....	3	393
.....	1883	Friends..	2	1	41	40	81	78	3	.....	.....	.....	.....	1	.....	1	394
1856	1853	Non-sect.	1	1	18	27	45	40	5	.....	.....	.....	.....	11	.....	11	395
1880	1852	Christian	5	1	95	41	136	91	45	2	2	.....	.....	25	5	30	396
.....	.....	Baptist..	3	3	55	34	89	.....	22	10	6	3	.....	.....	.....	.....	397
1880	.....	.....	1	2	8	34	42	.....	.....	.....	.....	.....	.....	.....	.....	.....	398

α Includes mechanical drawing.

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND
DIVISION C.—*Private schools for*

	Post-office address.	Name.	Principal.
	1	2	3
	NORTH CAROLINA—continued.		
399	Holly Springs	Holly Springs Institute	Rev. J. M. White, A. M.
400	Huntersville	Huntersville High School	Rev. W. W. Orr, A. M.
401	Kinston	Kinston College	Richard H. Lewis, A. M., M. D.
402	Leasburg	Somerville Institute	Rev. Solomon Lea
403	Leicester	Leicester Seminary	H. F. Ketron, A. M.
404	Moravian Falls	Moravian Falls Academy	G. W. Greene
405	Mooresville	Mooresville Academy	J. K. Hall
406	Morton's Store	Gilliam's Academy	John W. Gilliam
407	Mount Vernon Springs	Mount Vernon Springs Academy	R. P. Johnson, A. M.
408	New Garden	Friends' School	Joseph Moore
409	Oakdale	Oakdale Literary Academy	H. H. Ransom
410	Oak Ridge	Oak Ridge Institute	J. A. and M. H. Holt
411	Raleigh	St. Augustine Normal School and Collegiate Institute	Rev. Robert B. Sutton, D. D.
412	Selma	Selma Academy	C. Alphonso Smith, A. M.
413	Stantonsburg	Barnes' School	W. S. Barnes
414	Summerfield	Summerfield High School	F. S. Blair
415	Troy	Troy High School	B. G. Marsh, A. B.
416	Warsaw	Warsaw Institute	C. H. Spencer
417	Wilmington	Gregory Institute	George A. Woodard
418	Wilmington	Morrelle's English and Classical School	Rev. Daniel Morrelle
419	Wilmington	Tilston Normal School	Miss Amy M. Bradley
420	Yadkin College	Yadkin High School	A. R. Morgan
	OHIO.		
421	Ada	Ohio Normal University	Henry S. Lehr
422	Austinsburg	Grand River Institute	R. G. McClelland
423	Barnesville	Friends' Boarding School	Barclay Stratton, supt.
424	Chester	Chester Academy	S. F. Smith
425	Clermontville	Clermont Academy	James K. Parker
426	Defiance	Defiance Normal College	Solomon F. Hogue
427	Ewington	Ewington Academy	F. F. Vale, A. B.
428	Fultonham	Fultonham Academy	H. K. Gebhart, A. M.
429	Green Spring	Green Spring Academy	Paul E. Lauer, A. B.
430	Harlem Springs	Harlem Springs College	John R. Steeves, A. M.
431	Hopedale	Hopedale Normal College	W. G. Garvey, A. M., M. S., president
432	Hudson	Western Reserve Academy	Newton B. Hobart, A. M.
433	Milan	Western Reserve Normal School	B. B. Hall
434	New Hagerstown	New Hagerstown Academy	J. Howard Brown
435	Perrysville	Green-Town Academy	J. C. Sample
436	Smithville	Northern Ohio Normal School	P. C. Palmer
437	South New Lyme	New Lyme Institute	J. Tuckerman, A. M., Ph. D.
438	South Salem	Salem Academy	W. W. Findley, A. B.
439	Springfield	Springfield Seminary	Mrs. Ruth A. Worthington ..
	OREGON.		
440	Dallas	La Creole Academic Institute	R. F. Robinson
441	Grand Ronde	Grand Ronde School	Rosa Butch
442	Portland	German Independent School	Frederick Becher
443	The Dalles	Wasco Independent Academy	R. H. Willis
	PENNSYLVANIA.		
444	Brandywine Manor	Manor Academy	Kimber Cleaner

OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-S7—Continued.

both sexes.—PART I—Continued.

Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Number of male instructors.		Number of female instructors.		Students.												
							Male.	Female.	Total number.	Number pursuing—						Number preparing for classical course in college.	Number preparing for scientific course in college or for scientific school.	Total number preparing for college and scientific school.	
										English exclusively.	Latin.	Greek.	French.	German.	Drawing.				
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
.....	1880	Non-sect.	2	2	38	37	75	53	22	4	.....	.....	.....	.....	.....	.....	399
1885	1880	Non-sect.	3	3	92	71	163	143	20	10	.....	.....	.....	.....	25	.....	400
1882	1882	Non-sect.	3	3	67	70	137	98	25	.....	.....	.....	.....	.....	11	6	401
.....	1840	M. E. So.	1	2	25	20	45	42	3	0	3	0	0	.....	3	3	402	
.....	1881	M. E.	1	1	50	27	77	.....	.....	.....	.....	.....	.....	.....	.....	.....	403
1877	1877	Baptist ..	2	1	81	39	120	88	32	5	2	.....	.....	.....	31	.....	404
.....	.....	.....	1	2	21	31	52	.....	.....	.....	.....	.....	.....	.....	8	.....	405
.....	1879	Non-sect.	1	.....	16	9	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	406
.....	1889	Non-sect.	5	2	66	35	101	61	10	3	0	0	0	.....	10	30	407	
1833	1837	Friends ..	4	2	101	61	162	125	35	8	0	0	50	.....	9	.....	408
.....	1880	Non-sect.	4	3	44	38	82	42	16	12	10	10	13	.....	12	6	409	
.....	1850	Non-sect.	5	1	200	23	223	40	76	13	2	.....	.....	6	20	1	410
1867	1868	P. E.	5	3	59	62	121	97	22	5	.....	.....	.....	.....	22	.....	411
.....	1881	Non-sect.	1	1	45	31	76	63	10	3	.....	.....	.....	.....	10	.....	412
.....	1886	Non-sect.	1	1	16	21	37	11	16	.....	.....	.....	.....	37	0	0	413
.....	1873	Non-sect.	1	3	26	27	53	50	3	.....	.....	.....	.....	.....	.....	.....	414
.....	1870	M. E. So.	1	2	49	45	94	84	10	3	6	5	16	.....	22	28	415	
1855	1850	Baptist ..	1	2	42	29	71	.....	.....	.....	.....	.....	.....	.....	17	.....	416
.....	1872	.....	(8)	.....	8	2	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	417
.....	1859	P. E.	1	0	19	5	24	5	12	2	4	7	.....	.....	.....	.....	418
.....	1872	Non-sect.	.....	10	112	178	290	290	.....	.....	.....	.....	.....	.....	.....	.....	419
1868	1856	M. P.	3	1	36	17	53	44	9	1	.....	.....	2	53	3	.....	420
.....	1871	.....	22	7	1834	604	2,438	1,950	300	30	.....	150	230	.....	60	100	160
1832	1831	.....	4	5	(177)	177	177	160	17	2	.....	6	.....	.....	2	.....	421
.....	1876	Friends ..	2	3	31	32	63	60	3	.....	.....	.....	.....	.....	.....	.....	422
1838	1839	Non-sect.	1	1	55	49	104	101	3	.....	.....	.....	.....	.....	4	.....	423
.....	1839	Baptist ..	2	1	19	10	29	12	14	3	.....	.....	.....	.....	2	.....	424
.....	1886	.....	(9)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	425
1837	1857	Non-sect.	1	1	43	21	64	49	12	0	0	2	0	.....	2	15	426	
1880	1880	Non-sect.	1	.....	18	12	30	14	16	1	.....	7	.....	.....	.....	.....	427
.....	1882	Non-sect.	3	2	28	30	58	40	15	3	.....	.....	.....	.....	6	.....	428
1867	1857	Non-sect.	4	2	65	45	110	90	12	3	.....	5	.....	.....	.....	.....	429
1857	1852	Non-sect.	4	2	40	35	75	54	9	4	.....	6	.....	.....	2	4	430
.....	1881	Non-sect.	3	1	.....	.....	.....	.....	63	16	.....	32	.....	.....	23	18	431
.....	1858	.....	(4)	.....	38	38	76	.....	.....	.....	.....	.....	.....	.....	.....	.....	432
1837	1837	Non-sect.	1	.....	30	13	43	39	3	1	.....	.....	.....	.....	2	.....	433
.....	1865	Non-sect.	3	.....	100	50	150	75	50	30	6	20	4	.....	68	.....	434
1885	1885	Non-sect.	2	5	175	125	300	270	6	.....	.....	.....	.....	.....	.....	.....	435
1883	1879	.....	5	3	137	111	248	96	33	10	.....	12	.....	.....	14	.....	436
.....	1841	Presb.	1	1	25	20	45	22	17	6	.....	.....	.....	.....	6	.....	437
1874	1874	Non-sect.	.....	7	16	64	80	5	9	.....	70	5	.....	.....	6	.....	438
.....	1856	Non-sect.	2	1	28	28	56	54	2	.....	.....	.....	.....	444	.....	.....	439
.....	1862	R. C.	1	1	33	27	60	.....	.....	.....	.....	.....	.....	.....	13	.....	440
1870	1870	Non-sect.	1	1	10	9	19	.....	0	0	0	19	0	.....	.....	2	441
1880	1881	.....	1	4	50	47	97	61	32	0	0	17	23	.....	0	0	442
.....	1884	Non-sect.	1	.....	14	8	22	15	4	2	.....	6	.....	.....	3	.....	443

a Includes mechanical drawing.

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND

DIVISION C.—*Private schools for*

Post-office address.	Name.	Principal.
1	2	3
PENNSYLVANIA—continued.		
445 Callensburg	Callensburg Academy	W. A. Beer
446 Chester (box 164)	Chester Academy	George Gilbert
447 Concordville	Maplewood Institute	Joseph Shortlidge, A. M.
448 Doylestown	Doylestown Seminary	John Gosman, PH. D.
449 Easton	Home Boarding School	Mrs. M. M. Disbrow
450 Erie	Erie Academy	Alaric Stone, A. M.
451 Factoryville	Keystone Academy	John H. Harris, PH. D.
452 Huntingdon	Normal College	J. H. Brumbaugh
453 Kennett Square	Martin Academy	Louis B. Ambler
454 Kingstons	Wyoming Seminary	Rev. L. L. Sprague, A. M., D. D.
455 Lahaska	Buckingham Friends' School	Belle Vansant
456 Langhorne	Langhorne Friends' Institute	Cassandra H. Rice
457 McAlevy's Fort	Stone Valley Academy	J. H. Webster, A. B.
458 Meyersdale	Meyersdale Preparatory School	John D. Meese, M. PH.
459 Mifflintown	Mifflin Academy	R. F. Elliott
460 Mt. Pleasant	Western Pennsylvania Classical and Scientific Institute	Rev. Leroy Stephens, A. M., president
461 Murrys ville	Laird Institute	Rev. Thomas J. Porter, A. B.
462 Myerstown	Palatinate College	Rev. William C. Schaeffer, A. M.
463 New Berlin	Central Pennsylvania College	Rev. A. E. Gobble, A. M.
464 New Bloomfield	Bloomfield Academy	W. H. Schuyler, PH. D.
465 New Lebanon	McLwain Institute	H. G. Dodds, B. S.
466 North Hope	North Washington Academy	D. L. Terwilliger, A. B.
467 North Wales (P.O. box 725)	North Wales Academy	S. U. Brunner, M. ACCT
468 Oxford	Oxford Academy	Miss Anna F. Webb
469 Parkesburg	Parkesburg Academy	J. Q. Griffith, PH. B.
470 Pennsburg	Perkiomen Seminary	James H. Griffith
471 Philadelphia (Chestnut Hill)	Mt. St. Joseph Academy	Sisters of St. Joseph
472 Pleasant Mount	Pleasant Mount Academy	William Miller, M. D.
473 Rimersburg	Clarion Collegiate Institute	Rev. W. W. Deatrick, A. M.
474 Selinsgrove	Missionary Institute	J. R. Dimm, A. M., D. D.
475 Stewartstown	English and Classical Academy	John E. Bahn, A. M.
476 Waterford	Waterford Academy	W. C. Gorman, A. M.
477 Westtown	Westtown Boarding School	J. G. Williams, supt.
478 Williamsport	Williamsport Dickinson Seminary	Rev. Edward J. Gray, D. D., president
RHODE ISLAND.		
479 Newport (Gillliatt Cottage, 30 High Street)	School of Languages and Art	Louis Fennebresque, director
SOUTH CAROLINA.		
480 Charleston	Avery Normal Institute	M. A. Holmes
481 Charleston	Wallingford Academy	Rev. T. A. Grove
482 Chester	Brainerd Institute	Rev. S. Loomis, A. M., supt.
483 Clinton	Clinton Presbyterian College	Rev. Robert P. Smith, A. M., president
484 Frogmore	Penn School	Misses Towne and Murray
TENNESSEE.		
485 Alexandria	Masonic Normal School	H. L. W. Gross
486 Chatata	Chatata High School	M. R. M. Burke
487 Dandridge	Maury Academy	E. W. Doran, A. M.
488 Friendsville	Friendsville Academy	Z. H. Dixon
489 Grassy Cove	Grassy Cove Academy	John Silsby
490 Kimbrough's Store	Chilhowee Collegiate Institute	Jas. L. Truett

OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

both sexes.—PART I—Continued.

Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Number of male instructors.	Number of female instructors.	Students.														
					Male.	Female.	Total number.	Number pursuing—					Number preparing for classical course in college.	Number preparing for scientific course in college or for scientific school.	Total number preparing for college and scientific school.				
								English exclusively.	Latin.	Greek.	French.	German.				Drawing.			
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
1856	1856	Non-sect.	2	1	10	20	30	30	...	...	...	...	30	...	...	...	445
1870	1862	Friends	3	4	35	15	50	40	10	...	...	...	...	1	...	1	446
1869	1869	Non-sect.	4	5	65	56	121	87	34	4	6	35	...	3	3	6	447		
1817	1819	Non-sect.	1	3	(15)	...	15	...	...	...	...	...	...	...	...	...	448
1868	1869	Baptist	5	3	122	83	205	89	34	0	0	33	82	...	...	...	449
1876	1876	Baptist	7	3	107	66	173	...	...	...	...	...	...	...	...	...	450
1873	1873	Friends	1	2	51	46	97	71	16	0	0	10	654	0	8	8	451		
1844	1844	M. E.	15	4	320	150	470	195	80	50	20	30	32	21	15	36	452		
1794	1794	Friends	0	1	21	21	42	26	16	...	...	...	...	...	...	...	453
1790	1790	Friends	...	4	39	60	99	95	4	...	...	...	40	0	0	0	454
1884	1862	Non-sect.	1	1	55	42	97	87	10	1	...	...	...	1	4	5	455
1884	1884	Non-sect.	2	1	95	49	144	106	37	5	0	15	58	20	...	20	456		
1882	1882	Non-sect.	...	...	20	20	40	23	14	4	...	...	...	...	...	...	457
1873	1873	Baptist	3	5	91	51	142	60	36	5	2	30	66	18	4	22	458		
1862	1862	Non-sect.	3	...	30	20	50	37	13	3	...	...	...	13	0	13	459
1868	1868	Reformed	6	3	(137)	...	137	...	...	...	...	...	...	...	...	...	460
1880	1885	Evan. As.	5	1	110	12	122	80	40	11	3	33	32	2	1	3	461		
1838	1839	Non-sect.	2	2	52	30	82	55	27	7	0	0	0	11	0	11	462		
1883	1880	Non-sect.	2	0	37	33	70	37	20	3	...	...	60	16	10	26	463
1879	1879	Non-sect.	1	...	18	30	48	39	9	1	...	...	...	2	...	2	464
1871	1871	Luth.	5	1	35	10	45	28	17	3	5	10	...	7	3	10	465		
1878	1878	Non-sect.	2	5	28	22	50	34	14	3	1	...	64	2	1	3	466		
1857	1857	Reformed	1	1	14	17	31	23	8	...	...	...	...	1	5	6	467
1875	1875	Reformed	1	1	18	8	26	20	5	1	...	...	...	5	...	5	468
1860	1859	R. C.	...	13	15	75	90	40	...	20	30	7	70	...	...	...	469
1881	1869	Non-sect.	2	3	38	55	93	87	6	...	...	...	...	3	0	3	470
1859	1858	Reformed	2	1	49	42	91	75	16	5	0	5	76	9	...	9	471		
1859	1858	Ev. Luth.	4	1	83	8	91	3	80	33	0	40	...	88	...	88	472		
1857	1856	Non-sect.	2	...	31	21	52	38	7	0	3	9	...	2	...	2	473		
1811	1822	Non-sect.	...	3	40	50	90	60	5	...	...	5	...	...	...	...	474
1799	1799	Friends	8	6	124	105	229	141	68	2	...	10	645	...	...	...	475
1848	1848	M. E.	8	6	129	153	282	142	140	18	4	10	...	3	1	4	476		
1860	1860	Non-sect.	4	5	6	21	27	...	...	...	...	...	...	...	...	...	477
1865	1865	Cong	2	5	78	122	200	...	0	...	...	...	35	0	0	0	478
1872	1868	Pres.	3	4	319	351	670	...	5	...	...	...	...	3	...	3	479
1874	1874	Pres.	(10)	...	(135)	...	135	...	...	...	...	...	...	...	...	...	480
1882	1872	Pres.	3	3	54	40	94	32	38	25	6	...	9	25	...	25	481		
1862	1862	Non-sect.	1	8	115	120	235	0	14	0	0	0	133	0	0	0	482		
1873	1873	Non-sect.	2	2	80	60	140	...	...	...	...	...	...	...	...	...	483
1855	1855	Non-sect.	1	1	100	70	170	170	...	...	...	...	...	...	...	...	484
1880	1855	Friends	1	1	37	45	82	72	10	...	...	...	...	...	...	...	485
1884	1883	Pres.	1	2	62	48	110	95	15	...	...	...	...	...	...	...	486
1884	1884	Pres.	1	2	38	29	67	60	7	0	...	...	...	4	...	4	487
1884	1884	Pres.	2	1	65	71	136	128	8	...	...	...	...	...	...	...	488

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND
DIVISION C.—*Private schools for*

	Post-office address.	Name.	Principal.
	1	2	3
	TENNESSEE—continued.		
491	Knoxville.....	Knoxville College	Rev. J. S. McCulloch, D. D., president.
492	Lexington	Lexington Academy	S. A. Mynders, A. B.
493	Loudon	Loudon High School	George W. Fox, A. B.
494	Manchester.....	Manchester College	Allen D. Carden, president.
495	Maryville.....	Freedmen's Normal Institute.	William P. Hastings.....
496	Maryville.....	Preparatory School.....	Timothy Wilson, supt.
497	Orysa.....	Hatchie Academy	C. A. Folk
498	Parrottsville.....	Parrottsville High School.....	J. W. Lucas, A. M.
499	Pikeville	People's College	J. M. Scott, M. A.
500	Savannah	Hardin College	H. J. Cox and W. H. Weedon.
501	Washington College.....	Washington College.....	Rev. J. W. C. Willoughby, president.
502	White Pine.....	Edwards Academy	W. K. Gardner.....
	TEXAS.		
503	Buffalo Gap	Buffalo Gap College	J. M. Wagstaff, A. M.
504	Fort Worth.....	Texas Wesleyan College.....	Rev. A. A. Johnson, A. M., president.
505	Marshall.....	Bishop College.....	S. W. Culver, president
506	Marshall.....	Wiley University.....	Rev. N. D. Clifford, B. A.
507	San Antonio	German-English School.....	William Barbeck
508	San Marcos.....	Coronal Institute.....	W. J. Spillman, A. M., prest.
509	San Saba.....	San Saba College	George H. Hagan
510	Sulphur Springs	Central College	Rev. J. W. Adkisson, A. M.
	UTAH.		
511	American Fork.....	Willard Academy.....	Miss Clara Pierce
512	Logan	Brigham Young College	James Z. Stewart, president.
513	Logan	Cache Valley Seminary.....	Miss S. E. De Graff
514	Mt. Pleasant.....	Wasatch Academy.....	N. J. Geyer
515	Ogden	School of the Good Shepherd.	Arthur Colton Newill
516	Park City	Park Academy.....	F. E. Merrill
517	Salt Lake City	Salt Lake Academy.....	Edward Benner
518	Salt Lake City	Salt Lake Collegiate Institute	J. F. Millspaugh, B. A., M. D.
	VERMONT.		
519	Barre	Goddard Seminary	A. W. Dana, PH. D.
520	Derby	Derby Academy	I. O. Palmer
521	Fairfax	New Hampton Institution.	J. N. Eno, A. M.
522	Lyndon Centre	Lyndon Institute	Walter E. Ranger, A. M.
523	McIndoes Falls.....	McIndoes Falls Academy.....	Walter M. Morgan.....
524	Manchester.....	Burr and Burton Seminary.	Rev. M. L. Severance, A. M.
525	Montpelier	Vermont Methodist Seminary and Female College.	Rev. E. A. Bishop, A. M., prest.
526	Peacham	Caledonia County Grammar School.	C. A. Bunker, A. M.
527	Poultney.....	Troy Conference Academy	Rev. C. H. Duntton, D. D.
528	St. Johnsbury.....	St. Johnsbury Academy	Charles E. Putney, PH. D.
529	Saxton's River.....	Vermont Academy	Horace M. Willard, A. M.
530	South Woodstock.....	Green Mountain Perkins Academy.	F. O. Kendall, A. M.
531	Thetford	Thetford Academy	W. H. Cummings, A. M.
532	Underhill	Bell Institute	J. C. Robinson
533	Waterbury Centre.....	Green Mountain Seminary.....	Miss Elizabeth Colley, A. M.
	VIRGINIA.		
534	Abbyville	Bluestone Mission School.....	Rev. J. A. Ramsay.....

OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

both sexes.—PART I—Continued.

Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Number of male instructors.	Number of female instructors.	Students.														
					Male.	Female.	Total number.	Number pursuing—					Number preparing for classical course in college.	Number preparing for scientific course in college or for scientific school.	Total number preparing for college and scientific school.				
								English exclusively.	Latin.	Greek.	French.	German.				Drawing.			
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
.....	1875	U. P.	3	10	15	19	34	.....	.....	.....	.....	.....	.....	.....	.....	.....	491
1825	1826	.....	2	2	53	54	107	93	13	.....	1	.....	.....	.....	.....	.....	492
1869	1870	Cumb. P.	1	2	36	39	75	72	3	.....	1	.....	15	.....	44	44	493
1856	1856	Non-sect.	1	3	50	50	100	75	.....	.....	.....	.....	60	.....	.....	.....	494
.....	1874	Friends..	13	15	45	28	73	.....	.....	.....	.....	.....	.....	.....	.....	.....	495
.....	1877	Friends..	2	1	64	34	98	.....	20	0	0	5	0	4	.....	4	496
1883	1877	.....	1	.....	19	12	31	13	8	2	.....	.....	.....	8	.....	8	497
1879	1882	Non-sect.	1	2	52	46	98	85	13	0	0	0	0	13	.....	13	498	
1872	1872	M. E. So.	3	1	62	34	96	79	10	4	0	0	0	25	14	39	499		
.....	1870	Non-sect.	2	3	60	65	125	.....	8	4	0	3	.....	.....	.....	.....	500
1795	1779	Pres.	6	2	99	94	193	.....	.....	.....	.....	.....	.....	.....	.....	.....	501
1879	1877	U. B.	1	1	49	60	109	105	5	.....	.....	.....	.....	.....	.....	.....	502
1886	1882	Cumb. P.	4	3	70	85	155	5	75	.....	20	30	.....	.....	.....	.....	503
1881	1881	M. E.	5	4	72	92	164	121	43	1	4	6	12	.....	.....	.....	504
1885	1881	Baptist..	5	3	188	141	329	.....	.....	.....	.....	.....	.....	14	.....	14	505
1882	1873	M. E.	2	3	(200)	.....	200	.....	.....	.....	.....	.....	.....	.....	.....	.....	506
1890	1853	.....	2	2	90	72	162	.....	.....	.....	.....	162	120	.....	.....	.....	507
1879	1879	M. E. So.	4	5	94	80	174	149	28	2	.....	7	.....	.....	.....	.....	508
1885	1882	M. E. So.	1	2	.....	.....	.....	195	.....	.....	.....	.....	.....	3	.....	3	509
1884	1883	M. E. So.	4	3	141	114	255	84	41	13	6	.....	.....	.....	.....	.....	510
.....	1879	Pres. ....	.....	2	47	37	84	84	.....	.....	.....	.....	100	.....	.....	.....	511
.....	1878	L. D. S. ..	3	2	170	90	260	250	.....	.....	.....	.....	100	.....	.....	.....	512
.....	1878	Pres.	4	4	30	34	64	57	7	.....	.....	.....	64	.....	.....	.....	513
.....	1875	Pres.	1	2	25	50	75	45	.....	.....	.....	.....	20	.....	13	13	514
.....	1874	P. E.	1	2	78	64	142	90	10	.....	.....	.....	.....	.....	.....	.....	515
1881	1882	Cong.	1	1	40	40	80	30	4	0	0	0	20	.....	.....	.....	516
1878	1878	Cong.	2	5	150	124	274	.....	.....	.....	.....	.....	.....	.....	.....	.....	517
1878	1875	Pres.	2	1	18	20	38	13	15	5	.....	10	.....	5	.....	5	518
1893	1870	Univ.	5	5	103	53	156	118	18	2	20	9	.....	12	2	14	519	
1839	1839	Non-sect.	1	2	(130)	.....	130	121	8	1	2	.....	.....	2	.....	2	520
1824	1825	Baptist..	1	.....	19	9	28	.....	2	0	0	0	.....	1	.....	1	521
1887	1869	Non-sect.	4	4	98	90	188	105	30	6	15	4	6	11	1	12	522		
1853	1854	Cong.	1	1	20	20	40	28	10	4	2	0	.....	4	0	4	523	
1829	1833	Cong.	2	3	65	65	130	105	25	6	6	0	10	.....	.....	.....	524
1833	1834	M. E.	5	5	106	147	253	.....	60	26	26	5	44	.....	.....	.....	525
1795	1797	Non-sect.	1	4	69	63	132	.....	.....	.....	.....	.....	.....	10	.....	10	526
1834	1834	M. E.	8	5	136	106	242	150	65	45	13	15	21	44	6	50	527		
1843	1840	Non-sect.	4	4	179	164	343	158	155	40	20	10	25	40	15	55	528		
1872	1876	Baptist..	5	5	89	83	172	23	100	26	25	8	130	.....	.....	.....	529
1848	1848	Univ.	3	2	18	15	33	22	11	0	0	0	0	2	.....	2	530	
1819	1819	Cong.	1	5	40	50	90	64	26	8	.....	.....	27	26	4	30	531
1852	1852	Non-sect.	1	.....	(50)	.....	50	.....	5	.....	.....	.....	.....	2	.....	2	532
1862	1869	FreeBap.	5	5	120	90	210	175	18	2	25	2	13	12	6	18	533		
.....	1879	U. P.	1	2	(225)	.....	225	.....	.....	.....	.....	.....	.....	.....	.....	.....	534

a Includes mechanical drawing.

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND
DIVISION C.—*Private schools for*

	Post-office address.	Name.	Principal.
	1	2	3
	VIRGINIA—continued.		
535	Brentsville	Brentsville Seminary	Ezra Bauder, A. M.
536	Chase City	Thyne Institute	Rev. J. H. Veazey
537	Dayton	Shenandoah Institute	Rev. George P. Hott
538	Harrisonburg	Shenandoah Normal College	G. W. Hoenshel
539	Suffolk	Suffolk Collegiate Institute	P. J. Kernodle, A. M.
	WASHINGTON TERRITORY.		
540	Cheney	Benj. P. Cheney Academy	M. M. Carraher
541	Colfax	Colfax College	Rev. E. T. Trimble, A. M.
542	Ellensburg	Ellensburg Academy	Rev. H. G. Denison, A. M.
543	Montesano	Chehalis Valley Academy	Hiram F. White
544	Olympia	Collegiate Institute	L. E. Follansbee
545	Sumner	Sumner Academy	Rev. Alex. Scott
546	Vancouver	Saint Luke's Parish School	Miss A. Loomis
	WEST VIRGINIA.		
547	Buckhannon	West Virginia Academy	W. O. Fries, A. M.
548	Charleston	Saint Mary's Academy	Sisters of Saint Joseph
549	Morgantown	Morgantown Female Seminary	Mrs. J. R. Moore
	WISCONSIN.		
550	Beaver Dam	Wayland Academy	Rev. G. F. Linfield
551	Evansville	Evansville Seminary	Rev. J. Emory Coleman

OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

both sexes.—PART I—Continued.

Date of charter.	Year in which institution was first opened for instruction.	Religious denomination.	Number of male instructors.		Number of female instructors.		Students.												Number preparing for classical course in college.	Number preparing for scientific course in college or for scientific school.	Total number preparing for college and scientific school.
							Male.	Female.	Total number.	Number pursuing—											
										English exclusively.	Latin.	Greek.	French.	German.							
															Drawing.						
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20					
.....	1879	P. E.	1	6	8	9	17	11	6	.....	5	.....	.....	.....	.....	.....	535
.....	1876	U. P.	1	4	128	137	265	265	.....	.....	.....	.....	81	0	0	0	536
1884	1876	U. B.	4	.....	20	20	40	28	12	1	.....	.....	.....	.....	.....	.....	537
.....	1883	Non-sect	5	.....	73	60	133	123	10	.....	.....	.....	.....	.....	.....	.....	538
1872	1872	Christian	2	3	34	24	58	33	15	3	10	.....	.....	14	.....	14	539	
1881	1882	Non-sect.	1	1	20	40	60	60	.....	.....	.....	.....	.....	.....	.....	.....	540
1885	1878	Baptist ..	3	3	52	39	91	74	7	4	.....	.....	.....	.....	.....	.....	541
1884	1884	Pres.	2	1	33	28	61	54	.....	.....	.....	.....	.....	.....	.....	.....	542
1885	1885	Pres.	1	.....	7	5	12	12	.....	.....	.....	.....	.....	.....	.....	.....	543
1883	1883	M. E.	3	2	65	45	110	24	25	7	2	8	.....	15	.....	15	544		
.....	1884	Pres.	1	1	18	19	37	29	8	2	.....	.....	.....	8	.....	8	545
.....	1868	P. E. ....	.....	1	13	10	23	13	.....	.....	.....	.....	13	.....	.....	.....	546
.....	1881	.....	3	4	(113)	.....	113	.....	.....	.....	.....	.....	.....	.....	.....	.....	547
.....	1861	R. C.	0	4	35	45	80	.....	.....	.....	.....	.....	.....	.....	.....	.....	548
1851	1869	Non-sect.	.....	3	3	17	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	549
1855	1855	Baptist ..	3	4	60	51	111	61	50	9	0	15	6	.....	.....	.....	550	
1855	1856	F. Meth. .	3	4	65	60	125	79	18	4	0	24	.....	3	3	6	551			

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87.

DIVISION C.—Private schools for both sexes.—PART II.

	Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?					
	2	21	22	23	24	25	26	27	28	29	30
ALABAMA.											
1	Andrews' Institute.....										
2	Trinity School.....	4	500	No..	No..	Yes.	\$6-12		\$12,000		\$2,000
3	Wilcox Male and Female Institute.....						20-30	\$110			
4	Ft. Deposit Institute.....		0				30	100	1,000		
5	Furman Academy.....	5	0	No..	No..	No..	20-40	100	2,500		0
6	South Alabama Institute.....			No..	No..		10-50	125	10,000		
7	Male and Female Academy.....						25	90			
8	Travis Academy.....	3					18-27	150	500		
9	Opelika Seminary.....	10		Yes.	Yes.		18-45	170	2,000		
10	Remlap Institute.....						15	100	350		
11	Springville Educational Institute.....	1					30	120	2,000		
12	Talladega College.....	0	2,000	Yes.	Yes.		5-10	70	100,000	\$29,000	9,800
13	Wetumpka Academy.....		1,000			No..		100	1,500		
ARKANSAS.											
14	Central Collegiate Institute.....		200	Yes.	Yes.		20-40	100	13,000		
15	La Crosse Collegiate Institute.....	0				No..	20-50	90	2,000		
16	Rogers Academy.....	0	200	Yes.	Yes.		9-18	81	12,000		2,872
17	Searcy College.....			Yes.	Yes.	Yes.	30-50	125			
CALIFORNIA.											
18	Commercial and Normal Institute.....	7	897	Yes.	Yes.	Yes.	60	20	4,000		
19	Healdsburg College.....		400	Yes.	Yes.		30-50	180	75,000		
20	Washington College.....										
21	Placerville Academy.....	9	200	Yes.	Yes.		50	250	15,000		
22	Red Bluff College.....		650	Yes.	Yes.		40-60	180			
23	Howe's High School and Normal Institute.....	0	400	No..	No..		72	250	0		
24	Young Ladies' Seminary.....	0	0	No..	Yes.		48	180	0		
25	Westminster School.....						40-120	280	15,000		
26	Visalia Normal School.....	2	20	No..	Yes.		23-55	180	2,500		
COLORADO.											
27	Tillotson Academy.....	1	200	No..	Yes.	Yes.	30		16,000		237
CONNECTICUT.											
28	Elmwood Home School.....						5-25	200	8,000		
29	English and Classical School.....	2	500	Yes.	Yes.	Yes.	50	200	10,000		
30	New Canaan Institute.....						40	250			
31	Upson Seminary.....	2	500		No..	Yes.	(600)		8,000		
32	Robbins School.....			No..	Yes.	Yes.	57	400			
33	Norwich Free Academy.....	8	5,000	Yes.	Yes.	Yes.	15-45	160		170,000	
34	Plainfield Academy.....						16-22	50	2,500		
35	McLean Seminary.....	2	500	Yes.	Yes.		60	240	15,000		1,025
36	Seaside Seminary.....		500				32-60	200	6,000		

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION C.—Private schools for both sexes.—PART II—Continued.

	Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?					
	2	21	22	23	24	25	26	27	28	29	30
	CONNECTICUT—cont'd.										
37	Connecticut Literary Institution.	.....	1,600	Yes.	Yes.	Yes.	\$36	\$130	\$125,000	\$40,000	.....
38	Wilton Academy.	.....								
39	Woodstock Academy.	0	3,000	Yes.	Yes.	.....	25	120	18,000	25,000	.....
	DAKOTA.										
40	Arvilla Academy.	.....	700	Yes.	Yes.	Yes.	20	15	8,000		\$0
41	Augustana College and Normal Institute.	0	340	Yes.	Yes.	.....	21	60	10,000	18,000	
42	St. Bernard's College.	.....	200	No.	No.	.....	10-30	150	24,000		
43	Groton College.	.....	500	No.	Yes.	.....	37	111	25,000		2,000
44	Jamestown College.	.....	500			Yes.	36	200	35,000		
45	Scotland Academy.	.....	25			.....	32	70	10,000		
46	All Saints' School.	0	250	No.	No.	.....	30-60	140			
47	Sioux Falls University.	1	.....			.....	
48	Tower University.	.....				.....	30	120	15,000		
	DELAWARE.										
49	Wilmington Conference Academy.	5	1,600	No.	Yes.	.....	45	155	60,000		
50	Academy of Newark and Delaware Normal School.	2	500	Yes.	Yes.	Yes.	40	150	1,000	7,000	0
51	Friends' School.	6	400	Yes.	Yes.	.....	50				
	DISTRICT OF COLUMBIA.										
52	Friends' Select School.	.....	137	Yes.	Yes.	Yes.	50-104		40,000		
53	West End Seminary.	1	.....			.....	
	FLORIDA.										
54	Daytona Institute.	.....	200	No.	.....	Yes.	18-36	126	6,000		
55	McCormick Institute.	.....				.....	12-24		4,000		
56	De Land University.	2	2,000	Yes.	Yes.	.....	40	140	35,000	20,000	5,000
57	East Florida Seminary.	.....	1,000	No.	No.	.....	25	120	40,000	45,000	
58	Cookman Institute.	2	500		Yes.	.....	20	45	15,000		500
59	Florida Institute.	.....	500	No.	No.	.....	7	55	7,000		
60	St. Hilda's School.	.....				.....	6				
	GEORGIA.										
61	Acworth High School.	.....	0	No.	No.	.....	10				
62	Storrs School.	13				.....	9		3,000		
63	Paine Institute.	3	295	No.	No.	.....	9	64	17,000	25,000	800
64	Bluffton High School.	.....	0	No.	No.	.....	20	65	500		
65	Butler Female College and Male Institute.	1	200	No.	No.	.....	15-25	80	5,000		
66	Cherokee Wesleyan Institute.	5	.....	Yes.	Yes.	.....	30-40	100	3,500		
67	Ebenezer College.	1	0	No.	No.	.....	20-50	10	15,000		1,500
68	Howard Normal School.	.....				.....	12	56	600		
69	South Georgia Male and Female College.	.....	800	No.	No.	.....	20-40	125, 135	5,000		
70	Male and Female High School.	4	840	No.	No.	.....	20-40		1,800		0

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION C.—Private schools for both sexes.—PART II—Continued.

	Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provisions for physical culture?					
	2	21	22	23	24	25	26	27	28	29	30
	GEORGIA—continued.										
71	Oak Grove Academy.	0	0	No.	No.	.....	\$20	\$80-100	\$800	.....	\$0
72	Fleming High School.	.....	.....	.....	.....	.....	10	90	1,000	.....	.....
73	Harlem Institute.	1	0	No.	No.	No.	29	100	2,000	.....	0
74	Talmage Institute.	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
75	Martin Institute.	.....	.....	Yes.	Yes.	.....	20	125	16,500	\$15,000	0
76	Lawrenceville Seminary.	1	0	No.	No.	No.	22	100	3,000	.....	.....
77	Lincolnton High School.	.....	.....	.....	.....	.....	23	.....	500	.....	.....
78	Lumpkin High School.	.....	.....	.....	.....	.....	20-40	.....	10,000	.....	.....
79	Lewis Normal Institute.	1	6,000	No.	No.	.....	8	.....	20,000	.....	.....
80	Morganton Academy.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
81	Excelsior High School.	.....	100	No.	.....	.....	9-22	100	1,500	.....	.....
82	Sharpsburg Academy.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
83	Smyrna High School.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
84	Sparta Male and Female Academy.	0	.....	No.	Yes.	.....	30	125	3,000	.....	.....
85	Summerville High School.	3	0	No.	No.	.....	10-30	90	1,800	.....	0
86	Temple Seminary.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87	R. E. Lee Institute.	.....	.....	Yes.	No.	.....	15	115	10,000	.....	.....
88	New Villa Rica Academy.	.....	.....	.....	.....	.....	.....	.....	1,000	.....	.....
	IDAHO.										
89	Wilbur College.	1	600	No.	No.	.....	36	135	20,000	.....	0
	ILLINOIS.										
90	Aledo Academy.	.....	200	No.	Yes.	.....	30	150	5,000	.....	200
91	Union Academy of Southern Illinois.	4	260	Yes.	Yes.	.....	30	120	5,850	1,100	200
92	Jennings Seminary.	1	200	Yes.	Yes.	Yes.	36	100	75,000	.....	.....
93	Girls' Higher School.	.....	1,400	Yes.	Yes.	.....	50-150	500	.....	.....	.....
94	Kirkland School.	.....	1,000	Yes.	Yes.	Yes.	80	400	27,000	.....	.....
95	Lutheran Immanuel School.	3	.....	.....	.....	.....	9	.....	24,000	.....	.....
96	Mrs. Loring's School.	3	.....	Yes.	Yes.	Yes.	60-150	.....	.....	.....	.....
97	College of Northern Illinois.	.....	250	.....	.....	.....	33-75	100	7,000	.....	.....
98	St. Teresa's Academy.	.....	.....	.....	.....	.....	5-10	180	.....	.....	.....
99	Dover Academy.	.....	300	.....	.....	.....	20	96	.....	.....	.....
100	Du Quoin Seminary.	8	5,000	Yes.	Yes.	.....	25	120	10,000	.....	.....
101	Hayward Collegiate Institute.	0	300	No.	Yes.	.....	32	75	12,000	.....	.....
102	Northern Illinois College.	.....	.....	Yes.	.....	.....	32	120	100,000	.....	.....
103	Gittings Seminary.	1	.....	Yes.	.....	.....	20	90	2,000	15,000	.....
104	Lee's Academy.	5	800	No.	Yes.	Yes.	35	123	2,500	.....	0
105	Mt. Morris College.	.....	27,500	Yes.	Yes.	.....	33	40-53	30,000	.....	.....
106	School for Teachers and of Individual Instruction.	.....	100	.....	.....	.....	52	.....	5,000	.....	.....
107	Vermilion Academy.	2	164	No.	No.	.....	18	90	9,500	10,000	0
	INDIANA.										
103	Tri-State Normal College.	.....	600	.....	.....	.....	38	.....	25,000	.....	.....

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION C.—Private schools for both sexes.—PART II—Continued.

	Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provisions for physical culture?					
	2	21	22	23	24	25	26	27	28	29	30
INDIANA—continued.											
109	Friends' Bloomingdale Academy.	2	400	Yes.	Yes.	.....	\$24-30	\$108	\$10, 000	\$5, 500	.....
110	Fort Wayne College..	10	400	Yes.	Yes.	.....	32	110	50, 000	.....	.....
111	Normal Pedagogical Institute.	.....	11, 500	.....	.....	.....	.....	.....	40, 000	.....	.....
112	Mrs. E. J. Price's School.	10	.....	.....	.....	.....	50	.....	.....	.....	.....
113	Central Indiana Normal School.	20	3, 000	Yes.	Yes.	No..	30	108	15, 000	.....	.....
114	American Normal College.	.....	600	.....	.....	.....	40	.....	500	.....	.....
115	Southern Indiana Normal College.	.....	2, 000	.....	.....	.....	38	.....	20, 000	.....	.....
116	Roanoke Classical Seminary.	2	50	No..	No..	.....	30	100	4, 000	.....	.....
117	Vincennes University	.....	4, 000	Yes.	Yes.	.....	20	117	25, 000	50, 000	.....
118	Union High School...	6	200	No..	Yes.	.....	25	120	10, 000	5, 000	\$500
INDIAN TERRITORY.											
119	Indian University....	.....	500	Yes.	Yes.	.....	18	72	29, 000	.....	.....
120	Worcester Academy..	0	100	Yes.	Yes.	.....	6-18	100	10, 000	.....	2, 950
IOWA.											
121	Ackworth Institute..	1	350	.....	.....	.....	24	90	.....	.....	.....
122	Northern Iowa Normal School.	.....	1, 000	.....	.....	.....	25	.....	10, 000	.....	.....
123	Birmingham Academy.	.....	60	No..	No..	.....	22-25	100	1, 500	.....	.....
124	Normaland Scientific Institute.	1	450	Yes.	Yes.	.....	32	110	8, 000	.....	.....
125	Burlington Institute..	7	1, 800	Yes.	Yes.	.....	25	125	10, 000	30, 000	.....
126	First German Evangelical School.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
127	German Evangelical Zion School.	.....	.....	.....	.....	.....	25	.....	20, 000	.....	.....
128	Western Iowa College	.....	200	Yes.	Yes.	.....	50	.....	.....	.....	.....
129	Decorah Institute....	2	495	Yes.	Yes.	.....	16	80	4, 800	.....	.....
130	Danish High School..	.....	.....	.....	.....	.....	0	0	.....	.....	.....
131	Epworth Seminary....	.....	600	Yes.	Yes.	Yes.	22-27	90	15, 000	.....	.....
132	Iowa College Academy.	60	.....	.....	.....	Yes.	27	150	.....	.....	.....
133	Pattersonville Educational Institute.	0	350	No..	Yes.	.....	20-50	100	7, 200	21, 000	300
134	Humboldt Academy and Commercial School.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
135	Iowa City Academy..	.....	.....	.....	Yes	.....	32	100-175	3, 000	.....	.....
136	Knoxville Academy..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
137	New Providence Academy.	0	110	Yes.	Yes.	Yes.	25	80	5, 000	.....	.....
138	Hazel Dell Academy.	5	.....	.....	.....	.....	.....	.....	.....	.....	.....
139	St. Boniface School...	.....	.....	.....	.....	.....	.....	.....	10, 000	.....	.....
140	North-western Classical Academy.	2	350	No..	No..	Yes.	0	120	9, 000	.....	1, 200
141	Cedar Valley Seminary.	.....	700	.....	.....	.....	27	100	20, 000	9, 000	.....
142	Ottumwa Normal School.	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
143	Pleasant Plain Academy.	3	325	Yes.	Yes.	.....	15-25	100	3, 000	.....	100

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION C.—*Private schools for both sexes.*—PART II—Continued.

	Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?					
	2	21	22	23	24	25	26	27	28	29	30
	IOWA—continued.										
144	Evangelical Lutheran Parish School.	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
145	Waukon Normal and Training School.	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
146	Norton Normal and Scientific Academy.	2	1,200	Yes.	Yes.	Yes.	\$42	\$113	\$12,000	-----	-----
	KANSAS.										
147	Gould College.....	0	200	No..	Yes.	-----	25	104	3,000	-----	\$240
148	Kansas Christian College.	-----	-----	-----	-----	-----	18-21	-----	10,000	-----	700
149	Bethany College.....	9	3,000	Yes.	Yes.	Yes.	45	75	100,000	-----	50,000
150	Morrill Normal and Business Institute.	7	150	Yes.	Yes.	-----	30-36	115	7,500	-----	-----
151	Salina Normal University.	8	1,200	Yes.	Yes.	-----	40	115	40,000	-----	-----
152	Friends' Academy....	-----	150	No..	No..	-----	15-25	100	6,000	-----	2,100
153	Lewis Academy.....	-----	115	-----	Yes.	-----	20-40	-----	103,000	\$15,000	1,000
154	South-west Kansas College.	-----	-----	Yes.	Yes.	-----	30	125	60,000	20,000	-----
	KENTUCKY.										
155	Male and Female Institute.	3	-----	Yes.	Yes.	Yes.	60	120	12,000	-----	0
156	Southern Normal School and Business College.	-----	-----	Yes.	-----	-----	40	76	30,000	-----	-----
157	East Lynne College ..	-----	-----	No..	No..	-----	20-40	100	4,000	-----	-----
158	Academy of Notre Dame.	-----	-----	No..	Yes.	-----	10-20	-----	-----	-----	-----
159	Collegiate Institute..	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
160	Greenville College...	-----	500	Yes.	Yes.	-----	44-57	80-100	50,000	-----	-----
161	La Fayette High School.	4	-----	-----	-----	-----	20-40	100	2,000	-----	-----
162	Grayson Seminary ...	2	0	No..	No..	-----	20-40	100	3,000	-----	-----
163	Lexington Normal Institute.	-----	150	-----	-----	-----	60-11	-----	5,000	-----	-----
164	Presentation Academy.	-----	500	-----	-----	-----	40	-----	-----	-----	-----
165	State University.....	2	200	Yes.	Yes.	-----	9	120	20,000	-----	3,500
166	Madisonville Academy.	-----	500	No..	No..	-----	20-40	100	5,000	-----	-----
167	Browder Institute....	2	350	Yes.	Yes.	-----	40	100	8,000	-----	-----
168	Princeton Collegiate Institute.	2	1,200	Yes.	Yes.	Yes.	42	125	40,000	6,000	1,150
169	Madison Female Institute.	-----	-----	Yes.	Yes.	-----	30-60	160	20,000	-----	1,000
170	Miss Sevier's School.	-----	-----	-----	-----	-----	15-30	-----	5,000	-----	-----
171	Male and Female College.	1	450	-----	-----	-----	20-40	200	-----	-----	-----
172	West Kentucky Classical and Normal College.	-----	750	Yes.	Yes.	-----	40	100	4,000	-----	-----
173	Male and Female High School.	2	0	No..	Yes.	Yes.	30-60	120	10,000	-----	-----
174	Wingo College	-----	-----	-----	-----	-----	40	80	3,000	-----	-----
	LOUISIANA.										
175	Feliciana Female Collegiate Institute.	-----	-----	-----	-----	-----	22-42	150	10,000	-----	-----

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION C.—Private schools for both sexes.—PART II—Continued.

	Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?					
	2	21	22	23	24	25	26	27	28	29	30
LOUISIANA—cont'd.											
176	Jackson Academy.....	1	1, 100	No..	No..	.....	\$24	\$100	\$6, 000	.....	.....
177	Mount Lebanon College.	.....	.....	.....	.....	.....	10-30	110	.....	.....	.....
178	Picard Institute.....	.....	.....	.....	.....	.....	100	100	17, 000	.....	.....
MAINE.											
179	Westbrook Seminary and Female College.	.....	4, 000	Yes.	Yes.	Yes.	26	125	80, 000	\$20, 000	.....
180	Foxcroft Academy....	5	500	Yes.	Yes.	.....	16	100	3, 500	1, 500	\$150
181	Fryeburg Academy....	0	1, 000	Yes.	.....	No..	15-21	308	50, 000	14, 000	.....
182	Pennell Institute.....	6	.....	No..	Yes.	.....	15-24	125	25, 000	25, 000	300
183	Hampden Academy....	4	700	No..	Yes.	.....	12	100	5, 000	.....	290
184	Hebron Academy.....	4	650	Yes.	Yes.	No..	16	160	.....	34, 000	15, 000
185	Ricker Classical Institute.	4	500	Yes.	Yes.	.....	20-24	100-125	40, 000	40, 000	30, 000
186	Limington Academy...	3	100	Yes.	.....	.....	10	.....	3, 500	.....	.....
187	Lincoln Academy.....	5	100	Yes.	Yes.	.....	15-24	140	5, 000	11, 000	.....
188	Parsonfield Seminary..	.....	50	Yes.	Yes.	.....	8-10	100	10, 000	10, 000	.....
189	Maine Central Institute.	6	600	Yes.	Yes.	.....	21-24	108	40, 000	10, 000	.....
190	Berwick Academy....	.....	305	Yes.	Yes.	.....	20	120	15, 000	21, 000	.....
191	May School.....	3	.....	No..	No..	.....	14	84	1, 800	.....	.....
192	Oak Grove Seminary..	.....	.....	.....	.....	.....	15-30	108	.....	.....	.....
193	Coburn Classical Institute.	29	236	No..	Yes.	.....	24	120	50, 000	50, 000	.....
194	Wilton Academy.....	5	125	Yes.	Yes.	.....	13-18	85	5, 000	.....	.....
MARYLAND.											
195	Knapp's Institute.....	.....	2, 000	Yes.	Yes.	.....	(220-260)	.....	40, 000	.....	.....
196	Wilford School.....	.....	100	Yes.	.....	No..	50-125	400	.....	.....	.....
197	Zion School.....	.....	.....	Yes.	Yes.	.....	26	.....	40, 000	.....	.....
198	Holy Trinity School..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
199	Andrew Small Academy.	.....	200	.....	.....	.....	24-40	100	.....	20, 000	.....
200	North-east Classical Academy.	.....	50	.....	.....	.....	20	.....	500	200	.....
MASSACHUSETTS.											
201	Sanderson Academy....	.....	40	No..	Yes.	.....	15-18	165	2, 000	2, 000	8, 000
202	Powers Institute.....	0	5, 000	Yes.	Yes.	.....	21	118	15, 000	10, 000	320
203	Howe School.....	0	.....	No..	Yes.	.....	12	.....	10, 000	23, 000	5, 000
204	Berkeley School.....	7	.....	Yes.	Yes.	Yes.	80-248	80-100	.....	.....	.....
205	Channey Hall Private School.	10	500	Yes.	Yes.	Yes.	75-208	.....	100, 000	.....	0
206	Hitchcock Free High School.	3	1, 500	Yes.	Yes.	No..	0	160	15, 000	80, 000	.....
207	Everett School.....	.....	.....	.....	.....	.....	80	.....	.....	.....	.....
208	Nichols Academy.....	2	2, 059	Yes.	Yes.	.....	25	190	50, 000	8, 000	1, 310
209	Lawrence Academy....	.....	2, 000	Yes.	Yes.	Yes.	21-30	138	30, 000	34, 000	.....
210	Hanover Academy.....	3	200	Yes.	Yes.	.....	25, 26	130	4, 000	1, 500	521
211	Bromfield School.....	0	1, 000	Yes.	Yes.	.....	12, 30	200	22, 000	71, 000	.....
212	Smith Academy.....	2	300	Yes.	Yes.	.....	12-24	300	25, 000	40, 000	.....
213	Derby Academy.....	.....	.....	Yes.	Yes.	.....	6, 26	.....	.....	.....	.....
214	Lawrence Private School.	.....	50	.....	.....	.....	75	.....	3, 800	.....	.....
215	Eaton School.....	2	.....	Yes.	Yes.	Yes.	(300)	.....	8, 000	.....	.....
216	Monson Academy.....	.....	1, 900	Yes.	Yes.	Yes.	21-27	200	30, 000	30, 000	10, 000

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION C.—*Private schools for both sexes.*—PART II—Continued.

2	Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?					
2		21	22	23	24	25	26	27	28	29	30
MASSACHUSETTS—cont.											
217	Admiral Sir Isaac Coffin's Lancasterian.	1	1,200	Yes.	Yes.	.....	\$8	\$300	\$1,200	\$4,500	.....
218	Friends' Academy.....	.....	1,000	Yes.	Yes.	Yes.	100-150	.....	.....	.....	.....
219	Swain Free School.....	.....	800	Yes.	Yes.	.....	0	.....	.....	.....	.....
220	New Salem Academy.....	0	200	.....	.....	.....	22	150	15,000	5,000	.....
221	Allen Home School.....	1	.....	Yes.	Yes.	.....	100	350	3,700	.....	.....
222	Arms Academy.....	3	130	Yes.	Yes.	.....	24-27	.....	20,166	29,328	.....
223	Sawin Academy and Dowse High School.	1	20	Yes.	Yes.	.....	18	.....	25,000	20,000	.....
224	Thayer Academy.....	5	400	Yes.	Yes.	.....	75	240	115,000	250,000	.....
225	South Lancaster Academy.	1	300	No..	Yes.	.....	17-25	116	50,000	.....	.....
226	Edwards Place School	5	500	.....	.....	.....	600	500	.....	.....	.....
227	Bristol Academy.....	5	200	Yes.	Yes.	.....	32-80	.....	16,000	10,000	.....
228	Westford Academy.....	1	300	Yes.	Yes.	.....	18	175	5,500	45,000	.....
229	English and Classical School.	9	2,500	Yes.	Yes.	Yes.	75-150	300	50,000	.....	.....
230	Wesleyan Academy..	18	5,000	Yes.	Yes.	Yes.	21-36	158	150,000	15,000	\$2,000
231	Glen Seminary.....	1	100	No..	Yes.	.....	50	200	2,000	.....	.....
MICHIGAN.											
232	Raisin Valley Seminary.	4	500	Yes.	Yes.	Yes.	22	100	20,000	22,000	.....
233	German-American Seminary.	.....	.....	Yes.	Yes.	.....	15	.....	25,000	.....	.....
234	St. Mary's Academy..	.....	350	.....	.....	.....	14	.....	10,000	.....	.....
235	Spring Arbor Seminary.	1	350	Yes.	No..	.....	18	90	10,000	.....	.....
MINNESOTA.											
236	Excelsior Academy ..	1	75	No..	No..	.....	25	170	20,000	18,000	2,000
237	St. Mary's School.....	.....	.....	.....	.....	.....	6	100	.....	.....	.....
238	Judson Institute.....	.....	.....	Yes.	Yes.	Yes.	48-100	350	.....	.....	.....
239	Minneapolis Academy.	1	.....	Yes.	Yes.	.....	42	200	7,500	.....	200
240	St. Olaf's School.....	6	.....	.....	.....	.....	30	80	35,000	.....	.....
241	Pillsbury Academy..	0	1,000	Yes.	Yes.	.....	19-25	140	35,000	45,000	.....
242	Minnesota Lutheran Seminary and Institute.	.....	300	Yes.	Yes.	.....	30	80	16,000	.....	.....
MISSISSIPPI.											
243	Buena Vista Normal College.	0	900	Yes.	Yes.	.....	20-40	70	5,000	0	0
244	Cooper Normal College.	.....	500	Yes.	No..	.....	20-40	100	3,000	.....	.....
245	Gulf Coast College...	4	200	No..	Yes.	Yes.	20-45	170	10,000	.....	.....
246	Harperville College...	.....	600	Yes.	Yes.	.....	43	81	3,500	.....	.....
247	Iuka Normal Institute	0	800	Yes.	Yes.	.....	46	10	7,000	.....	.....
248	Jackson Collegiate Academy.	.....	.....	.....	.....	.....	50	13-20	7,500	.....	.....
249	McComb City Institute.	.....	.....	.....	.....	.....	20	.....	.....	.....	3,000
250	Meridian Academy...	6	187	No..	No..	.....	.....	.....	4,000	.....	.....
251	Warren Female Institute.	5	.....	.....	.....	.....	50	150	8,000	.....	.....
252	Vaiden Male and Female Institute.	12	.....	.....	Yes.	.....	21-36	150	13,000	.....	.....

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION C.—Private schools for both sexes.—PART II—Continued.

Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
			A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?					
2	21	22	23	24	25	26	27	28	29	30
MISSOURI.										
253 Avalon College.....	---	1,000	Yes.	Yes.	---	\$26	\$75	\$25,000	\$6,000	---
254 Pike County College....	17	200	Yes.	Yes.	Yes.	36	160	5,000	---	\$2,300
255 Brookfield College.....	2	600	Yes.	Yes.	---	20-30	140	4,000	---	---
256 Parrish Academy.....	4	100	No.	Yes.	---	25-40	---	3,000	---	---
257 Butler Academy.....	---	150	Yes.	Yes.	---	25	135	6,000	---	0
258 Bellevue Collegiate Institute.	---	450	Yes.	Yes.	---	40	120	20,000	---	600
259 German Lutheran School.	---	---	---	---	---	8	---	---	---	---
260 Clarksburg College.....	---	---	Yes.	Yes.	---	30	110	5,000	---	---
261 Hooper Institute.....	0	800	Yes.	Yes.	---	28-38	100	5,000	---	---
262 Clinton Academy.....	1	300	No.	---	Yes.	28-43	120	4,500	---	---
263 Knox Collegiate Institute.	0	---	No.	Yes.	---	30	120	6,000	---	---
264 Farmington Baptist College.	---	---	---	---	---	15-30	100	8,000	---	---
265 Concordia College.....	2	---	---	---	---	20	70	2,000	---	---
266 College and Business Institute.	---	---	---	No.	---	20	140	6,000	---	---
267 Woodland College.....	---	---	---	---	---	40	144	30,000	---	---
268 Kidder Institute.....	---	1,200	---	Yes.	---	27	96	25,000	---	300
269 Western Academy.....	---	1,000	Yes.	Yes.	---	30	100	5,000	---	---
270 McCune College.....	0	2,500	Yes.	Yes.	Yes.	20-50	140	12,000	---	---
271 Mayfield-Smith Academy.	0	---	No.	No.	---	13-27	81	5,000	---	300
272 Marionville Collegiate Institute.	0	600	No.	Yes.	---	31	92	10,600	---	---
273 Odessa College.....	0	50	Yes.	No.	---	30	60	7,000	---	0
274 Otterville College.....	2	150	No.	No.	---	30-40	110	40,000	---	0
275 Centenary High School.	4	---	Yes.	Yes.	---	40	120	5,000	0	0
276 St. Joseph's School....	1	200	---	---	---	10	---	10,000	---	---
277 St. Paul's College.....	1	2,000	Yes.	Yes.	---	15-40	160	10,000	---	---
278 Park College.....	---	4,000	Yes.	Yes.	---	22-30	60	102,000	8,000	26,358
279 Plattsburg College.....	---	3,000	---	Yes.	---	42	125	10,000	---	0
280 Pleasant Hope Normal Institute.	---	---	---	---	---	14-27	72	3,000	---	---
281 Van Rensselaer Academy.	---	---	---	---	---	20	84	---	---	0
282 North-western Normal School and Business Institute.	---	1,200	Yes.	Yes.	---	40	100	25,000	---	0
NEBRASKA.										
283 The Blake School.....	---	380	No.	No.	---	20	---	2,500	---	---
284 Franklin Academy.....	0	800	Yes.	Yes.	---	18	80	16,000	---	2,000
285 Normal School and Business College.	---	---	---	---	---	50	---	30,000	---	---
286 Oakdale Academy.....	---	0	No.	No.	---	20	---	5,000	---	800
287 Luther Academy.....	---	---	---	---	---	25	70	15,000	---	800
NEW HAMPSHIRE.										
288 Atkinson Academy.....	---	1,200	---	---	---	24	125	6,000	20,000	---
289 Candia Village High School.	---	---	---	---	---	---	---	---	---	---
290 Gilmanton Academy.....	0	900	No.	Yes.	---	15, 18	100	7,000	10,000	---
291 Kimball Union Academy.	5	2,500	Yes.	Yes.	---	10	110	15,000	30,000	---
292 McCollum Institute....	4	954	Yes.	Yes.	---	21	120	7,000	15,000	---

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION C.—Private schools for both sexes.—PART II—Continued.

	Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?					
2		21	22	23	24	25	26	27	28	29	30
	NEW HAMPSHIRE—continued.										
293	New Hampton Literary Institute.	.....	4, 000	Yes.	Yes.	.....	\$22-28	\$135	.....	\$12, 000	.....
294	Coe's Northwood Academy.	0	560	Yes.	Yes.	.....	15-20	125	\$8, 000	10, 000	\$5, 000
295	Northwood Seminary.	.....	.....	.....	.....	.....	18	108	5, 000	.....	.....
296	Pembroke Academy.	0	600	Yes.	Yes.	.....	17-21	125	5, 000	20, 300	4, 500
297	Smith's Academy and Commercial College.	3	.....	Yes.	Yes.	.....	.....	.....	.....	.....	.....
298	McGaw Normal Institute.	.....	600	No..	Yes.	Yes.	25	144	12, 000	10, 000	0
299	Austin Academy.	2	.....	Yes.	Yes.	.....	12	75	4, 000	5, 000	400
300	Brewster Free Academy.	.....	.....	.....	.....	.....	0	100-150	15, 000	800, 000	.....
	NEW JERSEY.										
301	Blair Presbyterial Academy.	7	1, 000	No..	Yes.	Yes.	40	185	60, 000	15, 000	.....
302	Westfield Friends' School.	2	.....	.....	.....	.....	50	.....	5, 000	4, 000	.....
303	Brainerd Institute ...	2	500	Yes.	Yes.	Yes.	50	200	15, 000	.....	.....
304	Peddle Institute	4	3, 000	Yes.	Yes.	Yes.	225	120	150, 000	15, 000	15, 000
305	Hoboken Academy	10	.....	Yes.	Yes.	Yes.	22-100	.....	25, 000	.....	.....
306	Hasbrouck Institute	5	.....	Yes.	Yes.	Yes.	100	.....	.....	.....	.....
307	Keyport Academy .....	.....	300	.....	.....	.....	20-40	.....	5, 000	.....	.....
308	Glenwood Collegiate Institute.	0	600	Yes.	Yes.	Yes.	40-60	300	20, 000	.....	.....
309	School for Young Ladies and Children.	.....	.....	.....	.....	.....	50-100	.....	.....	.....	.....
310	Newton Collegiate Institute.	2	800	Yes.	Yes.	Yes.	20-70	250	12, 000	.....	.....
311	Dearborn-Morgan School.	3	.....	.....	Yes.	.....	48-180	.....	30, 000	.....	.....
312	Paterson Seminary...	1	1, 300	.....	.....	Yes.	6-25	200	10, 500	2, 500	.....
313	Pennington Seminary	7	1, 000	.....	.....	Yes.	240	200	100, 600	.....	.....
314	Rodman Seminary .....	.....	50	.....	.....	.....	40-80	.....	.....	.....	.....
	NEW MEXICO.										
315	Albuquerque Academy.	4	150	.....	.....	.....	.....	.....	.....	.....	1, 600
316	Las Vegas Academy .....	.....	150	No..	No..	No..	15-30	.....	15, 000	.....	3, 800
317	Santa Fé Academy .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
318	Academy of Our Lady of Lourdes.	.....	.....	.....	.....	.....	30	200	23, 000	.....	.....
319	Tiptonville Institute.	0	.....	No..	No..	No..	20	100	3, 000	.....	0
	NEW YORK.										
320	Adams Collegiate Institute.	1	632	No..	Yes.	.....	37	193	50, 000	.....	.....
321	Amenia Seminary.....	0	1, 500	.....	.....	.....	20-75	250	.....	.....	.....
322	Ives Seminary	2	250	Yes.	Yes.	No..	30	120	30, 000	5, 000	.....
323	Bedford Academy.....	.....	.....	.....	.....	.....	20-48	100	2, 500	.....	150
324	Adelphi Academy.....	5	1, 938	Yes.	Yes.	Yes.	40-160	.....	186, 963	.....	60, 000
325	Chenevière Institute .....	.....	.....	.....	.....	.....	34-122	.....	15, 000	.....	.....
326	Christiansen Institute .....	.....	.....	.....	.....	.....	32-100	360	.....	.....	.....
327	Friends' School .....	.....	.....	.....	.....	.....	48-72	.....	.....	.....	.....
328	Cazenovia Seminary..	15	3, 000	Yes.	Yes.	.....	21-33	156	74, 418	25, 000	5, 000

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION C.—Private schools for both sexes.—PART II—Continued.

	Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?					
	2	21	22	23	24	25	26	27	28	29	30
	NEW YORK—continued.										
329	Cherry Valley Academy.	3	10	.....	.....	No..	\$9-24	.....	\$3,500	.....	.....
330	Claverack College and Hudson River Institute.	2	1,358	Yes.	Yes.	.....	55	\$195	45,020	.....	.....
331	Evening Classes of the Conrad Poppenhusen Institute.	.....	2,171	.....	.....	.....	.....	.....	.....	.....	.....
332	Dover Plains Academy	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Marshall Seminary	.....	876	No..	Yes.	.....	16-30	150	11,000	.....	.....
333	Starke Seminary	.....	1,200	Yes.	Yes.	.....	38	.....	.....	.....	.....
334	Monroe Collegiate Institute.	2	1,000	Yes.	Yes.	.....	21	150	25,000	\$12,000	.....
335	Fairfield Seminary...	12	6,784	Yes.	Yes.	Yes.	30	150	30,000	.....	.....
336	Mount Beacon Academy.	.....	.....	Yes.	Yes.	.....	33-00	240	1,800	.....	.....
337	Erasmus Hall Academy.	1	2,760	Yes.	Yes.	.....	24-100	200	20,000	.....	.....
338	S. S. Seward Institute	1	450	No..	Yes.	.....	12-30	250	.....	20,000	.....
339	Fort Edward Collegiate Institute.	6	500	Yes.	Yes.	Yes.	24-36	160	83,000	.....	.....
340	Delaware Literary Institute.	2	2,000	Yes.	Yes.	.....	27-42	120	30,000	.....	.....
341	Glens Falls Academy	.....	2,000	Yes.	Yes.	.....	32-48	200	15,000	.....	.....
342	Greenville Academy	.....	200	No..	Yes.	.....	18-33	78	3,000	.....	.....
343	Hartwick Seminary	.....	4,000	Yes.	Yes.	.....	29	175	30,000	65,000	\$1,000
344	Cook Academy	5	1,260	Yes.	Yes.	Yes.	25-50	158	104,743	.....	5,500
345	Hudson Academy	3	200	Yes.	Yes.	.....	60	240	10,000	.....	.....
346	Lansingburg Academy.	2	562	Yes.	Yes.	.....	33	140	9,626	10,000	650
347	Lawrenceville Academy.	1	367	Yes.	Yes.	.....	15-27	107	5,950	.....	.....
348	Le Roy Academic Institute.	2	1,068	Yes.	Yes.	.....	9-48	.....	30,000	7,000	.....
349	Friends' Academy	1	1,000	Yes.	Yes.	.....	20	130	30,000	100,000	.....
350	Macedon Academy	0	250	Yes.	Yes.	.....	21	300	4,000	.....	.....
351	Marion Collegiate Institute.	1	480	Yes.	Yes.	.....	20	100	16,589	.....	600
352	Mechanicville Academy.	1	561	Yes.	Yes.	Yes.	21-60	200	20,000	.....	.....
353	Sherman Academy	2	202	No..	Yes.	.....	15	117	8,175	26,000	0
354	School for Young Ladies.	3	.....	No..	Yes.	.....	60-100	.....	20,000	.....	.....
355	Home School	.....	.....	.....	.....	.....	(225)	.....	3,500	.....	.....
356	Nassau Academy	.....	.....	No..	Yes.	.....	18-30	120	6,000	.....	.....
357	Brighton Heights Seminary.	0	1,000	.....	.....	Yes.	150	500	30,000	.....	.....
358	Trinity Classical and English School.	4	2,000	Yes.	Yes.	.....	100-120	400	24,500	.....	0
359	Friends' Seminary	2	500	Yes.	Yes.	.....	16-48	.....	100,000	.....	0
360	Charlier School	.....	.....	.....	.....	.....	50-200	.....	.....	.....	.....
361	Heidenfeld Institute.	6	.....	.....	Yes.	Yes.	100-200	400	.....	.....	.....
362	Heywood Collegiate Institute.	.....	.....	.....	.....	.....	60-200	500	30,000	.....	.....
363	School for Young Ladies and Children.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
364	Cary Seminary	.....	867	No..	Yes.	.....	21	156	22,398	20,000	.....
365	Oxford Academy	2	1,500	Yes.	Yes.	.....	18-24	130	30,000	10,000	.....
366	Evans Academy	.....	341	No..	Yes.	.....	6-18	.....	9,240	15,000	.....
367	Seymour Smith Academy.	1	332	Yes.	Yes.	.....	24-54	152	15,017	.....	.....

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION C.—Private schools for both sexes.—PART II—Continued.

	Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?					
2		21	22	23	24	25	26	27	28	29	30
NEW YORK—continued.											
369	Pompey Academy.....		506	.....	Yes.	.....	\$12-24	\$150	\$700	\$450	.....
370	Red Creek Union Seminary.		600	No.	Yes.	.....	24	120	10,000	.....	.....
371	Rensselaerville Academy.			Yes.	Yes.	.....	12-32				.....
372	Saugerties Institute.....	0		No.	.....	.....	24-40		6,000		.....
373	Sauquoit Academy.....		115	Yes.	Yes.	.....	24-30	125	3,500		.....
374	Stamford Seminary.....		2,000	Yes.	Yes.	.....	24	140	8,000		.....
375	Staten Island Academy and Latin School.	3	3,300	Yes.	Yes.	Yes.	40-140	300	24,500		\$2,900
376	St. John's Academy.....	5	700	No.	No.	.....	12		75,000		.....
377	Wilton Seminary.....	1	100	Yes.	Yes.	Yes.	30-50	150-180	6,000		.....
378	Yates Academy.....	0	325	Yes.	Yes.	No.	15-21		3,250		.....
NORTH CAROLINA.											
379	Archdale High School	10	100	Yes.	Yes.	Yes.	15-35	100	3,000		.....
380	Ashpole Institute.....			No.	.....	.....	17-33	80	1,200		.....
381	Bayborough Academy	0					30-60				.....
382	Belvidere Academy.....						16-22		1,000		.....
383	Holt's School.....						10-20	75-100			.....
384	Burnsville Academy.....	0						80	5,000		.....
385	Cedar Grove Academy						30-50	100	300		.....
386	Trinity School.....	1					20-40	80	1,000		.....
387	Gaston College.....		800	No.	Yes.		30-40	100	10,000		0
388	Ellerbe Springs High School.										.....
389	Elizabeth City Academy.	7	100			Yes.	25-40	100	5,000		.....
390	Fairfield Academy.....	6	85	No.	No.	Yes.	20-60	100	5,000		.....
391	Farmville Seminary.....	2					20-40	100	2,500		.....
392	Fork Academy.....	1	200		Yes.		16-35		1,500		.....
393	Literary and Theological Institute.	0	400	No.	No.		1-3	40	8,000	3,000	1,500
394	Nahunta Academy.....	0	100	No.	No.		25	100	2,500		.....
395	Germanton Institute.....	2		No.	No.		15-30	96	1,000		.....
396	Graham College.....	10	200			Yes.	35-45	85	10,000		.....
397	Judson College.....						40-50	125	35,000		.....
398	Claremont College.....						12-40		13,000		.....
399	Holly Springs Institute.	4					30	70			.....
400	Huntersville High School.		0	No.	No.		12-36	80	6,000		0
401	Kinston College.....	4		Yes.	Yes.		20-50	100	3,500		0
402	Somerville Institute.....	1	150	Yes.			20	80	500		.....
403	Leicester Seminary.....						10-25	80-100	2,000		.....
404	Moravian Falls Academy.	4	100	No.	No.		10-40	70	1,500		.....
405	Mooreville Academy.....						a6	a10			.....
406	Gilliam's Academy.....										.....
407	Mt. Vernon Springs Academy.	0	250	No.	No.		20	70-75	2,100		0
408	Friends' School.....	3	1,180	Yes.	Yes.		30	120	28,800	20,000	.....
409	Oakdale Literary Academy.	8		Yes.	Yes.	Yes.	15-40	70	1,500		0
410	Oak Ridge Institute.....		1,200		Yes.		40	100	10,000		.....
411	St. Augustine's Normal School and Collegiate Institute.	3	1,300	No.	Yes.		9	60	24,000	40,000	0
412	Selma Academy.....	3					30	100	1,000		.....
413	Barnes School.....	2		No.	No.		30-60	100	250		.....

a Per month.

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION C.—Private schools for both sexes.—PART II—Continued.

	Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?					
2		21	22	23	24	25	26	27	28	29	30
	NORTH CAROLINA—continued.										
414	Summerfield High School.	1	0	.....	.....	.....	\$15-30	\$80	\$1,500	.....	.....
415	Troy High School....	1	50	No..	No..	.....	40	75	1,000	.....	\$0
416	Warsaw Institute.....	.....	.....	No..	.....	.....	16-32	100	3,000	.....	0
417	Gregory Institute.....	.....	150	.....	.....	.....	10	.....	18,000	.....	.....
418	Morrelle's English and Classical School.	2	2,000	No..	Yes.	.....	42-100	.....	5,000	.....	.....
419	Tilston Normal School.	0	717	Yes.	Yes.	Yes.	25	.....	30,000	.....	5,000
420	Yadkin High School..	.....	.....	.....	.....	.....	12-60	80	5,000	.....	.....
	OHIO.										
421	Ohio Normal University.	20	4,600	Yes.	Yes.	Yes.	40	110	60,000	.....	.....
422	Grand River Institute	.....	500	Yes.	Yes.	Yes.	18-36	75	12,000	\$16,000	0
423	Friends' Boarding School.	.....	600	Yes.	Yes.	No..	(115)	.....	45,000	.....	1,760
424	Chester Academy....	.....	150	.....	.....	.....	20	100	.....	.....	.....
425	Clermont Academy....	0	1,500	Yes.	.....	.....	30	125	3,000	.....	0
426	Defiance Normal College.	.....	300	.....	.....	.....	40	.....	25,000	.....	.....
427	Ewington Academy..	4	.....	.....	.....	.....	20	70	1,000	.....	0
428	Fultonham Academy.	3	150	Yes.	Yes.	.....	24	70	12,000	.....	.....
429	Green Spring Academy.	.....	150	Yes.	Yes.	.....	30	90	5,000	.....	.....
430	Harlem Springs College.	.....	700	.....	.....	.....	40	100	10,000	.....	.....
431	Hopedale Normal College.	.....	2,000	Yes.	Yes.	Yes.	40	100	40,000	.....	.....
432	Western Reserve Academy.	5	900	Yes.	Yes.	Yes.	34	119	40,000	.....	.....
433	Western Reserve Normal School.	.....	.....	.....	.....	.....	30	.....	4,000	.....	.....
434	New Hagerstown Academy.	.....	100	Yes.	.....	.....	12-36	.....	.....	200	.....
435	Greentown Academy.	2	1,500	Yes.	Yes.	.....	27	100	5,000	.....	.....
436	Northern Ohio Normal School.	.....	.....	.....	.....	.....	35	100	5,000	.....	.....
437	New Lyme Institute.	3	550	Yes.	Yes.	.....	18-24	100	15,000	.....	.....
438	Salem Academy.....	1	500	.....	Yes.	.....	20-30	120-140	3,000	.....	.....
439	Springfield Seminary.	6	.....	Yes.	Yes.	Yes.	45,75	.....	30,000	.....	.....
	OREGON.										
440	La Creole Academic Institute.	6	120	Yes.	Yes.	.....	14-22	120	6,000	6,000	.....
441	Grand Ronde School..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
442	German Independent School.	.....	0	.....	No..	.....	24	.....	16,000	0	0
443	Wasco Independent Academy.	.....	160	Yes.	Yes.	.....	26-50	140	25,000	14,000	75
	PENNSYLVANIA.										
444	Manor Academy.....	.....	0	.....	.....	.....	12-18	.....	2,000	.....	.....
445	Callensburg Academy	.....	.....	.....	.....	.....	50	195	12,000	.....	0
446	Chester Academy....	1	500	Yes.	Yes.	.....	72	223	30,000	.....	.....
447	Maplewood Institute	4	2,000	Yes.	Yes.	.....	60-70	.....	25,000	.....	.....
448	Doylestown Seminary	1	400	Yes.	Yes.	Yes.	150-180	200	.....	.....	.....
449	Home Boarding School.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION C.—Private schools for both sexes.—PART II—Continued.

	Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provision for physical culture?					
	2	21	22	23	24	25	26	27	28	29	30
PENNSYLVANIA—cont'd.											
450	Erie Academy	2	.....	Yes.	Yes.	Yes.	\$20-40	.....	\$75,000	\$18,000	.....
451	Keystone Academy .....	.....	3,000	Yes.	Yes.	.....	36	\$124	50,000	.....	.....
452	Normal College .....	.....	1,972	.....	.....	.....	42	.....	30,000	.....	.....
453	Martin Academy	0	22	Yes.	Yes.	.....	22	126	3,000	800	.....
454	Wyoming Seminary	9	2,000	Yes.	Yes.	Yes.	45	200	200,000	25,000	\$15,000
455	Buckingham Friends' School .....	.....	200	No.	No.	.....	0	.....	.....	10,000	.....
456	Langhorne Friends' Institute	6	.....	.....	.....	.....	4-14	.....	2,000	9,400	5,000
457	Stone Valley Academy	0	.....	.....	.....	.....	25	100	.....	.....	0
458	Meyersdale Preparatory School	3	100	No.	Yes.	.....	10-20	100-120	2,000	.....	25
459	Mifflin Academy	4	.....	.....	.....	.....	40	130	2,000	.....	.....
460	Western Pennsylvania Classical and Scientific Institute	1	1,500	Yes.	Yes.	.....	36-45	125	32,000	50	700
461	Laird Institute	0	200	No.	No.	.....	18-26	75	.....	.....	0.
462	Palatinate College	5	.....	Yes.	Yes.	.....	40	140	25,000	.....	.....
463	Central Pennsylvania College	2	3,000	Yes.	Yes.	.....	32	80	22,000	.....	190
464	Bloomfield Academy	3	100	No.	Yes.	.....	40	140	10,000	.....	.....
465	McElwain Institute	0	600	No.	No.	.....	24	80	6,500	.....	6
466	North Washington Academy .....	.....	.....	No.	No.	.....	21	.....	.....	.....	.....
467	North Wales Academy	4	.....	Yes.	Yes.	Yes.	45	135	12,000	.....	.....
468	Oxford Academy	5	.....	Yes.	Yes.	No.	19-48	.....	.....	.....	.....
469	Parkesburg Academy	2	.....	.....	.....	.....	32-48	.....	.....	.....	.....
470	Perkiomen Seminary .....	.....	.....	.....	.....	.....	24-40	200	.....	.....	.....
471	Mt. St. Joseph Academy .....	.....	3,000	.....	Yes.	.....	200	.....	100,000	.....	.....
472	Pleasant Mount Academy	0	500	No.	Yes.	.....	10-21	130	1,500	.....	.....
473	Clarion Collegiate Institute .....	.....	490	No.	Yes.	.....	30	125	6,000	.....	50
474	Missionary Institute	8	2,500	Yes.	Yes.	.....	27-39	66	25,000	20,000	.....
475	English and Classical School	2	0	No.	Yes.	Yes.	30	100	2,500	.....	.....
476	Waterford Academy .....	.....	300	Yes.	Yes.	.....	21	75	5,000	4,500	.....
477	Westtown Boarding School	1	4,000	Yes.	Yes.	Yes.	160	235	.....	.....	.....
478	Williamsport Dickinson Seminary	4	.....	Yes.	Yes.	Yes.	20-33	184	80,000	.....	.....
RHODE ISLAND.											
479	School of Languages and Art .....	.....	2,500	No.	No.	No.	30-70	350	.....	.....	.....
SOUTH CAROLINA.											
480	Avery Normal Institute	4	520	No.	Yes.	Yes.	9-15	.....	25,000	.....	.....
481	Wallingford Academy .....	.....	300	.....	.....	.....	.....	.....	1,200	.....	.....
482	Brainerd Institute .....	.....	100	.....	.....	.....	0	.....	10,500	.....	.....
483	Clinton Presbyterian College	28	.....	Yes.	Yes.	.....	44	125	8,000	.....	.....
484	Penn School	0	300	No.	No.	.....	0	0	800	.....	650

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION C.—Private schools for both sexes.—PART II—Continued.

	Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions
				A chemical laboratory?	Apparatus for illustrating physics?	Provisions for physical culture?					
	2	21	22	23	24	25	26	27	28	29	30
TENNESSEE.											
485	Masonic Normal School.	.....	250	.....	.....	.....	\$20	\$90	.....	.....	.....
486	Chatata High School.	.....	.....	.....	.....	.....	15-20	80	\$1,200	.....	.....
487	Maury Academy.	.....	0	No..	No..	.....	15-20	80-100	.....	\$8,000	\$0
488	Friendsville Academy.	1	500	.....	Yes.	.....	9-18	46	5,000	.....	100
489	Grassy Cove Academy.	2	50	No..	Yes.	.....	5	.....	1,500	.....	750
490	Chilhowee Collegiate Institute.	.....	0	No..	No..	No..	13	60	1,500	.....	.....
491	Knoxville College.	.....	1,220	.....	.....	.....	5	50	50,000	.....	.....
492	Lexington Academy.	5	1,200	Yes.	No..	.....	25-35	80	3,000	.....	1,500
493	London High School.	.....	50	Yes.	Yes.	.....	15	100	8,000	.....	.....
494	Manchester College.	.....	500	No..	No..	No..	15-40	80-100	1,500	.....	.....
495	Freedmen's Normal Institute.	.....	1,250	.....	.....	Yes.	11	.....	18,000	.....	.....
496	Preparatory School.	3	150	No..	No..	.....	15	90	7,500	.....	.....
497	Hatchie Academy.	0	.....	.....	.....	.....	40	150	300	.....	.....
498	Parrottsville High School.	.....	.....	No..	No..	.....	10-25	65	1,600	.....	.....
499	People's College.	.....	.....	No..	No..	.....	20-35	80	16,000	.....	.....
500	Hardin College.	.....	60	Yes.	.....	.....	15-35	75-100	2,000	.....	.....
501	Washington College.	.....	.....	Yes.	Yes.	.....	9-22	81	1,220	.....	.....
502	Edwards Academy.	.....	100	.....	Yes.	.....	.....	75	3,000	.....	.....
TEXAS.											
503	Buffalo Gap College.	.....	500	Yes.	Yes.	.....	30	180	15,000	.....	.....
504	Texas Wesleyan College.	0	300	Yes.	Yes.	.....	23-47	160	50,000	.....	.....
505	Bishop College.	.....	700	Yes.	Yes.	.....	10	80	55,000	.....	.....
506	Wiley University.	.....	.....	No..	No..	.....	11	68	200,000	.....	.....
507	German-English School.	4	250	.....	Yes.	Yes.	32-44	.....	20,000	.....	.....
508	Coronal Institute.	2	.....	.....	.....	.....	20-50	125-150	16,000	.....	.....
509	San Saba College.	.....	0	No..	No..	.....	15-40	.....	10,000	.....	.....
510	Central College.	.....	350	No..	No..	.....	20-50	150	15,000	.....	.....
UTAH.											
511	Willard Academy.	.....	.....	.....	.....	.....	0	.....	.....	.....	.....
512	Brigham Young College.	.....	.....	.....	.....	.....	12-24	90	35,000	100,000	0
513	Cache Valley Seminary.	.....	.....	.....	.....	No..	10	160	100	.....	.....
514	Wasatch Academy.	.....	800	No..	Yes.	.....	6-8	100	1,000	.....	.....
515	School of the Good Shepherd.	.....	60	No..	No..	.....	15	.....	10,000	.....	1,200
516	Park Academy.	0	0	No..	No..	.....	10	.....	.....	.....	.....
517	Salt Lake Academy.	.....	600	No..	Yes.	Yes.	34	108	50,000	.....	10,000
518	Salt Lake Collegiate Institute.	2	325	Yes.	Yes.	Yes.	40	220	20,500	.....	3,100
VERMONT.											
519	Goddard Seminary.	3	1,452	Yes.	Yes.	Yes.	30-40	140	75,000	20,000	8,300
520	Derby Academy.	.....	.....	.....	.....	.....	15-24	.....	8,000	1,000	.....
521	New Hampton Institute.	.....	3,000	.....	.....	.....	15, 18	.....	10,000	.....	.....
522	Lyndon Institute.	0	640	Yes.	Yes.	.....	18-30	.....	25,000	30,000	.....
523	McIndoes Falls Academy.	3	0	No..	No..	.....	13-16	100	5,000	2,500	.....

TABLE 37.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS FOR 1886-87—Continued.

DIVISION C.—Private schools for both sexes.—PART II—Continued.

	Name.	Number of students of 1887 that entered college.	Number of volumes in library.	Has the school—			Annual charge for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Permanent endowment fund.	Benefactions.
				A chemical laboratory?	Apparatus for illustrating physics?	Provisions for physical culture?					
2		21	22	23	24	25	26	27	28	29	30
VERMONT—continued.											
524	Burr and Barton Seminary.	1	500	Yes.	Yes.	Yes.	\$24	\$130-175	\$20,000	\$30,000	\$200
525	Vermont Methodist Seminary and Female College.	.....	1,500	Yes.	Yes.	Yes.	30	125	80,000	20,000	.....
526	Caledonia County Grammar School.	0	.....	Yes.	Yes.	.....	16	.....	10,000	15,000	3,500
527	Troy Conference Academy.	0	1,170	Yes.	Yes.	Yes.	20-36	140	50,600	.....	.....
528	St. Johnsbury Academy.	20	500	Yes.	Yes.	Yes.	30	150-175	150,000	100,000	.....
529	Vermont Academy...	9	1,000	Yes.	Yes.	Yes.	30,36	134	.....	100,000	15,000
530	Green Mountain Perkins Academy.	0	250	Yes.	Yes.	.....	60	120	2,500	8,000	0
531	Thetford Academy...	0	.....	No..	Yes.	Yes.	15-21	135	4,000	5,000	0
532	Bell Institute .....	.....	0	No..	Yes.	.....	12	80	1,600	.....	.....
533	Green Mountain Seminary.	0	1,200	Yes.	Yes.	.....	21-75	90	20,000	15,500	1,600
VIRGINIA.											
534	Bluestone Mission School.	.....	.....	.....	.....	.....	0	100	5,000	.....	.....
535	Brentsville Seminary.	3	300	.....	.....	.....	30	100	2,000	.....	.....
536	Thyne Institute.....	1	1,500	.....	.....	.....	0	50	6,000	.....	.....
537	Shenandoah Institute.	3	400	Yes.	Yes.	.....	12-39	125	10,000	.....	.....
538	Shenandoah Normal College.	1	.....	.....	.....	.....	38	130	.....	.....	.....
539	Suffolk Collegiate Institute.	0	600	No..	.....	.....	19-49	100	10,000	.....	.....
WASHINGTON TERRITORY.											
540	Benjamin P. Cheney Academy.	.....	.....	.....	.....	.....	21	.....	.....	.....	.....
541	Colfax College .....	.....	723	No..	Yes.	.....	36	144	12,000	.....	.....
542	Ellensburg Academy.	.....	300	No..	No..	.....	30	140	8,000	.....	1,500
543	Chehalis Valley Academy.	.....	.....	.....	Yes.	Yes.	18	.....	14,000	.....	14,000
544	Olympia Collegiate Institute.	2	.....	.....	Yes.	Yes.	24-40	120-150	10,000	.....	.....
545	Sumner Academy....	0	.....	.....	.....	.....	24-30	.....	.....	.....	.....
546	St. Luke's Parish School.	.....	.....	.....	.....	.....	24-32	.....	200	.....	.....
WEST VIRGINIA.											
547	West Virginia Academy.	.....	409	.....	.....	.....	27	.....	15,000	.....	.....
548	St. Mary's Academy .....	.....	.....	.....	.....	.....	12-20	150	.....	.....	.....
549	Morgantown Female Seminary.	.....	.....	.....	.....	.....	16-32	135	8,000	.....	.....
WISCONSIN.											
550	Wayland Academy....	.....	2,000	Yes	Yes.	.....	33	.....	30,000	35,000	1,000
551	Evansville Seminary.	2	100	Yes.	Yes.	.....	12-24	115	16,000	.....	.....

ADDENDA TO THE STATISTICS OF SECONDARY INSTRUCTION.

In accordance with the announcement made upon the inquiry forms issued by the Commissioner in preparation for this Report, the tables were closed at an earlier date than in former years as a means of insuring the more timely publication of the matter.

Returns were received from the following schools at a date so near that assigned that it has been possible to present the leading statistics as addenda to Tables 36 and 37.

These statistics are not, however, included in the foregoing discussions nor summaries, excepting only in the general summary, p. 494.

Addenda to statistics of secondary schools.

Location.	Name.	Principal.	Religious denomination.	Instructors.	Pupils.			Value of grounds and buildings.
					Male.	Female.	Total.	
1	2	3	4	5	6	7	8	9
Selma, Ala.....	Knox Academy.....	Rev. J. W. Dill....	Reformed	7	168	332	500	\$20,000
Rabun Gap, Ga.....	Rabun Gap Institute...	Wm. A. Curtis.....	.....	2	34	25	59	800
Sumach, Ga.....	Sumach Seminary.....	C. H. Humphreys...	.....	2	85	55	140	2,500
Chicago, Ill.....	Allen Academy.....	Ira W. Allen, A. M., LL.D.	Non-sect.	15	78	24	102	.....
Spiceland, Ind.....	Spiceland Academy....	Thomas Newlin....	Friends..	9	(465)		465	10,000
Hustonsville, Ky...	Christian College.....	B. F. Blakeman....	Christian.	4	46	32	78	.....
Winchester, Ky.....	English and Classical School.	A. Spencer.....	Non-sect.	1	25		25	.....
Baldwin, La.....	Gilbert Seminary.....	W. D. Godman.....	M. E.....	11	152	128	280	35,000
Portland, Me.....	Portland Academy.....	Miss E. A. Files....	.....		10	7	17	.....
Okolona, Miss.....	Okolona College.....	John S. Long.....	Non-sect.	6	110	90	200	10,000
Boonville, Mo.....	Kemper Family School..	T. A. Johnston.....	.....	4		32	62	30,000
Chester, N. H.....	Chester Academy.....	Harriette A. Melwin.	Non-sect.		31		31	.....
Exeter, N. H.....	Phillips Exeter Academy	Walter Quincy Scott, D. D.	Non-sect.	9	281		281	163,700
Beverly, N. J.....	Farnum Preparatory School.	James B. Dilks, A. M.	.....	5	72	84	156	.....
Pike, N. Y.....	Pike Seminary.....	E. J. Quigley.....	Baptist..	4	65	60	125	15,000
Poughkeepsie, N. Y.	Classical and Home In- stitute.	Miss S. V. H. But- ler.	Non-sect.	8	10	60	70	.....
Poughkeepsie, N. Y.	Riverview Academy....	{Joseph J. Bisbee.} {Harlan P. Amen.}	Non-sect.	9	139		139	80,000
Zeb, N. C.....	Zebsonian Institute....	H. N. Thompson....	Lutheran.	1	35	30	65	1,000
Painesville, O.....	Home School.....	Mrs. Samuel Mathe- wews.	Non-sect.	5	1	15	16	6,000
Philadelphia, Pa. (140 N. 16th St.).	Friends' Select School..	John H. Dilling- ham.	Friends..	10	70	80	150	40,000
Wilkes Barre, Pa...	Harvey Hillman Acad- emy.	Edwin L. Scott, A. M.	Non-sect.	7	96		96	50,000
Chapel Hill, Tenn	Chapel Hill Academy...	T. B. Fisher.....	Non-sect.	4	60	50	110	.....
Plano, Tex.....	Plano Institute.....	{W. F. Mister.....} {T. G. Harris.....}	Non-sect.	7				12,000
Rusk, Tex.....	Rusk Masonic Institute.	B. A. Stafford.....	Non-sect.	4	79	87	157	8,000
Essex, Vt.....	Essex Classical Institute.	Albert G. Cox, A. M.	Non-sect.	4	36	28	64	5,500
Racine, Wis.....	Racine College Gram- mar School.	A. Z. Gray, S. T. D.	P. E.....	11	112		112	120,000

Memoranda for secondary institutions, 1886-87.

Location.	Name.	Remarks.
Colusa, Cal.....	Colusa Commercial and Normal Institute.	Formerly St. Helena's College, removed to Colusa and name changed.
Simsbury, Conn.....	McLean Seminary	Formerly Simsbury Academy.
Washington, D. C.....	St. John's College	Formerly St. John's Collegiate Institute.
Conyers, Ga	Middle Georgia Institute	Formerly Conyers Academy.
Madison, Ga	Select School for Girls.....	Formerly Female High School.
Danville, Ill.....	Danville Wesleyan Seminary and School.	Closed.
Rock Island, Ill.....	Fairview Academy	Closed.
Anamosa, Iowa.....	Jones County Academy.....	School not in session.
Pattersonville, Iowa	Pattersonville Educational Institute...	P. O. changed to Hull, Iowa.
Holton, Kansas	Campbell Normal University and Commercial Institute.	Transferred to universities.
Carrollton, Ky.....	Carroll Seminary	Discontinued.
Catlettsburg, Ky.....	East Kentucky Normal School.....	Removed to Normal, Ky.
Nicholasville, Ky.....	Bethel Academy.....	Removed to Lexington and name changed to Allegan Academy.
Baton Rouge, La.....	Readvilla Seminary.....	Closed.
Baltimore, Md.....	Wilford Boarding and Day School.....	Identical with Miss Bullock's School.
Bowling Green, Mo.....	Bowling Green College	Name changed to Pike County College.
Pleasant Hill, Mo.....	Brannock Collegiate Institute	Closed.
Noligh, Nebr.....	Gates College.....	Transferred to universities.
Silver Ridge, Nebr.....	Silver Ridge Seminary.....	Closed.
East Jaffrey, N. H.....	Conant High School	Closed.
Columbus, N. J.....	Columbus Seminary	Closed.
Hightstown, N. J.....	Hightstown Seminary	Formerly Home Seminary.
Clifton Springs, N. Y.....	Foster School.....	Closed.
Glen Falls, N. Y.....	Glenwood Commercial and Select School.	Name changed and transferred to business colleges.
New York, N. Y. (6 East 45th Street).	Brearley School.....	Formerly Day School for Girls.
Rochester, N. Y.....	Fort Hill School	Removed from Canandaigua.
Archdale, N. C.....	Archdale High School	Formerly Frazier's High School and removed from Bush Hill.
Belmont, N. C.....	St. Mary's College	P. O. formerly Garibaldi.
New Garden, N. C.....	Guilford College.....	Formerly Friends' School.
Reynoldson, N. C.....	Male Institute.....	Closed.
Wilmington, N. C.....	Gregory Institute	Formerly Wilmington Normal School.
Yadkin College, N. C.....	Yadkin High School.....	Formerly Yadkin College.
Butler, Pa.....	Witherspoon Institute.....	Closed.
New Berlin, Pa.....	Union Seminary.....	Name changed to Central Pennsylvania College.
Newport, R. I.....	School of Languages and Art.....	Formerly Family and Day School for Girls.
Dukedom, Tenn.....	Mrs. S. H. Welch High School.....	Removed from Paris, Tenn.
Harrisonburg, Va.....	Shenandoah Normal College	Removed from Middletown, Va.

TABLE 38.—Comparative view of admission requirements in twenty-one representative universities and colleges; based upon the scheme in the *Biennial Report of the President of the University of California, 1886.*—PART I.

Character.	Name of college.	English.	Arithmetic.	Algebra.	Geometry.	History and geography.
1863	<i>University of California</i> , classical course, degree of A. B.	Short composition upon a subject announced at the time of the examination and taken from the following works: School Days at Rugby; Lady of the Lake; Alhambra; New-comers; Merchant of Venice, and Julius Cesar. Analysis of sentences; Kellogg's Rhetoric, 71 lessons.	Including the metric system, technical parts of commercial arithmetic not insisted on.	To quadratic equations.	All of plane geometry, except the metrical properties of regular polygons and the measurement of the circle.	History of the United States, and the general facts of physical and political geography.
	Literary course, degree of B. L. Course in science, degree of B. S.	Same as for classical course.	Same as for classical course.	Same as for classical course. Including quadratic equations.	Same as for classical course. Plane geometry, including the metrical properties of regular polygons, and of the measurement of the circle.	Same as for classical course. Same as for classical course with addition of English history.
1856	<i>Harvard College</i> , A. B.	Short composition upon a subject announced at the time of examination and taken from one or more of the following works: Julius Cesar; Merchant of Venice; Johnson's Lives of Milton and Dryden; Macaulay's Essays on Milton and Dryden; Paradise Lost, Books I-II; Dryden's Alexander's Feast; Queen's Durward; Irving's Bracebridge Hall. Correction of bad English.	Higher arithmetic, including the metric system.	To logarithms in Loomis's Treatise.	Euclid Book I and the first 33 exercises in Todhunter's edition, or the first 4 books in other geometries with the above exercises.	History of Greece and Rome, or history of the United States and of England.
1701	<i>Yale College</i> , A. B.		Including metric system.	Through quadratic equations, including radicals and fractional exponents.	Euclid I and II.	Geography and United States history.
1746	<i>College of New Jersey</i>	Grammar; short essay (in 1887, on the life of Franklin or Scott).	Including metric system.	First 5 chapters of Peck's Manual.	First 4 books of Davies' Legendre.	Geography.
1754	<i>Columbia College</i>	English grammar; composition on subject given at time of examination.	Including metric system.			

TABLE 35.—Comparative view of admission requirements in twenty-one representative universities and colleges, etc.—PART I—Continued.

Character.	Name of college.	English.	Arithmetic.	Algebra.	Geometry.	History and geography.
1755	<i>University of Pennsylvania</i> , classical course, A. B.	Grammar (as in Abbott's <i>How to Parse</i> , or Whitney's <i>Essentials of English Grammar</i>); Abbott's <i>How to Write Clearly</i> ; composition on subject from the last named of the following works (all to be read): Macaulay's <i>England</i> , chap. VII-XII; <i>Marble Faun</i> ; <i>Frontenac Education</i> ; and <i>Marmion</i> . Same as for classical course with addition of etymology. Same as for scientific course.	Including decimal system of weights and measures. Same as for classical course. Same as for classical course. Including metric system	Through quadratic equations. Same as for classical course. Same as for classical course. Through equations of second degree, progression, and binomial formula.	Plane geometry..... Plane and solid geometry. Same as for scientific course. Plane geometry.....	Ancient and modern geography; United States history.
1764	Scientific course, B. S. Ph. B. course..... <i>Brown University</i> , A. B. course.	Brief composition on subject assigned at examination for 1887 from one of the following works: <i>Julius Caesar</i> ; <i>Johnson's Lives of Milton and Dryden</i> ; <i>Paradise Lost</i> , I-II; <i>Alexander's Feast</i> ; <i>Quentin Durward</i> ; <i>Bracebridge Hall</i> . Same as for classical course.	Same as for classical course. Including metric system	Same as for classical course. Through quadratic equations, including radicals.	Same as for classical course. Plane geometry (4 books of Wentworth) including the problems and exercises.	Modern geography; United States history. Same as for scientific course.
1770	Ph. B. course..... <i>Rutgers College</i>	Grammar and spelling; short essay on subject from one of the following: for 1887, <i>King Lear</i> ; <i>School Days at Rugby</i> ; <i>Vicar of Wakefield</i> ; <i>Ode on Immortality</i> . Grammar, orthography, and punctuation; for 1887 the following subjects should be read: <i>Julius Caesar</i> ; <i>The Abbot</i> ; <i>Marmion</i> ; <i>Carlyle's Essay on Burns</i> ; <i>Bracebridge Hall</i> . Short composition on subject taken from one of the following works: <i>Julius Caesar</i> ; <i>Merchant of Venice</i> ; <i>Paradise Lost</i> , I-II; <i>Quentin Durward</i> ; <i>Alexander's Feast</i> ; <i>Bracebridge Hall</i> . Correction of incorrect English; short composition on subject taken from one of the following works: <i>Julius Caesar</i> ; <i>As You Like It</i> ; <i>Paradise Lost</i> , I-II; <i>Quentin Durward</i> ; <i>Snow Bound</i> ; <i>Michael</i> ; <i>Lorna Doone</i> .	Arithmetic..... Including metric system	Through quadratic equations.	Same as for classical course. Plane geometry.....	Geography; United States history.
1791	<i>University of Vermont</i> .			Through quadratic equations.	Plane geometry.....	Ancient and modern geography.
1793	<i>Williams College</i>		Including metric system	Through quadratic equations, including radicals.	Plane geometry.....	Ancient and modern geography.
1825	<i>Amherst College</i>		Including metric system	Through quadratic equations, radicals, and binomial theorem.	Plane geometry.....	

1837	<i>University of Michigan</i> , A. B. course.	Grammatical and rhetorical analysis; short essay on subject taken from the following: Midsummer Night's Dream; Lowell's Biglow Papers; Thackeray's 'The Newcomes.' (Extravagants accepted). Same as for classical course.	Including metric system	Same as for classical course.	Through quadratics, progression, and logarithms.	Plane, solid, and spherical geometry.	Physical geography, ancient and modern political geography; history of the United States to the close of the Revolutionary War. Outline of general history; United States history to close of Revolutionary War. Same as for above B. S. Same as for classical course.
	B. S. in general science, in chemistry, or in biology.	Same as for classical course.	Same as for classical course.	Same as for classical course.	Same as for classical course.	Same as for classical course.	Same as for above B. S. Same as for classical course.
	B. S. in engineering.	Same as for classical course with more English literature.	Same as for classical course.	Same as for classical course.	Same as for classical course.	Same as for classical course.	Same as for above B. S. Same as for classical course.
	Ph. B. course.	Same as for classical course.	Same as for classical course.	Same as for classical course.	Same as for classical course.	Same as for classical course.	Same as for above B. S. Same as for classical course.
	B. L. course.	Same as for classical course with more English literature.	Same as for classical course.	Same as for classical course.	Same as for classical course.	Same as for classical course.	Same as for above B. S. Same as for classical course.
1838	<i>University of Wisconsin</i> , ancient classical course.	Reading, spelling, penmanship, grammar, short composition on subject taken from the following works: Merchant of Venice; Evangeline; Ronold. Same as above.	Arithmetic.	Through quadratics.	Plane geometry.	Physical geography, ancient and modern political geography; history of the United States to the close of the Revolutionary War. Outline of general history; United States history to close of Revolutionary War. Same as for above B. S. Same as for classical course.	Same as for above B. S. Same as for classical course.
	Modern classical course.	Same as above.	Same as above.	Same as above.	Plane geometry.	Physical geography, ancient and modern political geography; history of the United States to the close of the Revolutionary War. Outline of general history; United States history to close of Revolutionary War. Same as for above B. S. Same as for classical course.	Same as for above B. S. Same as for classical course.
	Science course.	Same as for classical course.	Same as for classical course.	Same as for classical course.	Plane and solid geometry.	Physical geography, ancient and modern political geography; history of the United States to the close of the Revolutionary War. Outline of general history; United States history to close of Revolutionary War. Same as for above B. S. Same as for classical course.	Same as for above B. S. Same as for classical course.
	English course.	Same as for classical course.	Same as for classical course.	Same as for classical course.	Same as for science course.	Physical geography, ancient and modern political geography; history of the United States to the close of the Revolutionary War. Outline of general history; United States history to close of Revolutionary War. Same as for above B. S. Same as for classical course.	Same as for above B. S. Same as for classical course.
1858	<i>University of Texas</i> , A. B. course.	Short composition.	Including metric system	Including radicals and quadratics.	Plane geometry, Halsted, 6 books.	Physical geography, ancient and modern political geography; history of the United States to the close of the Revolutionary War. Outline of general history; United States history to close of Revolutionary War. Same as for above B. S. Same as for classical course.	Same as for above B. S. Same as for classical course.
1862	B. S. and B. L. courses.	Same as for A. B. course.	Same as for A. B. course.	Same as for A. B. course.	Same as for A. B. course.	Physical geography, ancient and modern political geography; history of the United States to the close of the Revolutionary War. Outline of general history; United States history to close of Revolutionary War. Same as for above B. S. Same as for classical course.	Same as for above B. S. Same as for classical course.
	<i>Ohio State University</i> .	Rhetoric and composition.	Arithmetic.	Algebra.	Geometry and trigonometry.	Physical geography, ancient and modern political geography; history of the United States to the close of the Revolutionary War. Outline of general history; United States history to close of Revolutionary War. Same as for above B. S. Same as for classical course.	Same as for above B. S. Same as for classical course.
1865	<i>Cornell University</i> , A. B. course.	Grammar; short composition, taken, if desired, from one of the following works: Merchant of Venice; Lady of the Lake; Twice Told Tales; Vision of Sir Launfal. Same as for classical course.	Including metric system	Through quadratics, radicals, and exponents.	Plane geometry; 5 books Chauvenet's Elementary Geometry; or 5 books, Wentworth's P. and S., or an equivalent.	Physical geography, ancient and modern political geography; history of the United States to the close of the Revolutionary War. Outline of general history; United States history to close of Revolutionary War. Same as for above B. S. Same as for classical course.	Same as for above B. S. Same as for classical course.
	Courses in science, science and letters, mathematics, chemistry and physics, and analytical chemistry.	Same as for classical course.	Same as for classical course.	Same as for classical course.	Plane geometry; 5 books Chauvenet's Elementary Geometry; or 5 books, Wentworth's P. and S., or an equivalent.	Physical geography, ancient and modern political geography; history of the United States to the close of the Revolutionary War. Outline of general history; United States history to close of Revolutionary War. Same as for above B. S. Same as for classical course.	Same as for above B. S. Same as for classical course.
	Course in natural history.	Same as for classical course.	Same as for classical course.	Same as for classical course.	Same as for classical course.	Physical geography, ancient and modern political geography; history of the United States to the close of the Revolutionary War. Outline of general history; United States history to close of Revolutionary War. Same as for above B. S. Same as for classical course.	Same as for above B. S. Same as for classical course.
	Courses in literature, philosophy, and history and political science.	Same as for classical course.	Same as for classical course.	Same as for classical course.	As above, and plane trigonometry.	Physical geography, ancient and modern political geography; history of the United States to the close of the Revolutionary War. Outline of general history; United States history to close of Revolutionary War. Same as for above B. S. Same as for classical course.	Same as for above B. S. Same as for classical course.

TABLE 38.—Comparative view of admission requirements in twenty-one representative universities and colleges, etc.—PART I—Continued.

Char- ter.	Name of college.	English.	Arithmetic.	Algebra.	Geometry.	History and geography.
1867	<i>Johns Hopkins University.</i>	English grammar and correct expression; outlines of the history of the English language; short composition.	Including metric system	As in Todhunter, 38 chapters.	Plane and solid geometry; plane trigonometry; analytical geometry.	Physical and political geography; United States history, and English history, or ancient history.
1869	<i>Boston University</i>	Short composition on subject taken from one of the following works: Julius Caesar; Merchant of Venice; Alexander's Feast; Quentin Durward; Paradise Lost, I-II; Bracebridge Hall; Johnson's lives of Milton and Dryden; Macaulay's essays on same.	Including metric system	Including quadratics, radicals, and binomial theorem.	Plane geometry.....	.....
1873	<i>Vanderbilt University.</i>	Grammar and analysis; short composition on subject taken from the following works: Lady of the Lake; Merchant of Venice; Tom Brown at Rugby; Lamb's Tales of Shakespeare.	Including metric system	Including quadratics, radicals, binomial theorem, logarithms.	6 books of Chauvenet or equivalent.	United States history; geography.
1820	<i>University of Alabama,</i> classical course.	Grammar and English composition; short composition on subject taken from one of the following: Anderson's Popular History of the United States; Robinson Crusoe; Vicar of Wakefield.	Arithmetic	Through equations of the second degree.	Geometry, first 2 books	Geography.
1789	Scientific course..... <i>University of North Carolina,</i> classical course. Philosophical course.. Scientific course.....	Same as for classical course..... Grammar, rhetoric, and composition .. Same as for classical course..... Same as for classical course.....	Same as for classical course. Arithmetic	Same as for classical course. To equations of the second degree. Same as for classical course. Same as for classical course.	Same as for classical course.	Same as for classical course.

TABLE 38.—Comparative view of admission requirements in twenty-one representative universities and colleges; based upon the scheme in the *Biennial Report of the President of the University of California, 1886*.—PART II.

Name of college.	Latin.	Greek.	Ancient history.	Science.	Modern languages.
<i>University of California</i>	Cæsar, Gallic War, books I-IV (or Civil War, books I-IV); Cicero, the Four Catilinian Orations, the Orations Pro Archia Poeta and Pro C. Manilio; Æneid, books I-VI; Latin at sight and Latin prose composition; grammar and prosody. Same as for classical course.	Anabasis, I-IV; White's First Lessons in Greek, I-LX; Æneid, I-IV; Jones's Greek Prose Composition, or equivalent; Greek at sight, grammar, archaeology, and prosody.	Greek history to the death of Alexander, with connected geography. Roman history to the death of Commodus, with connected geography.		
<i>B. L. course.</i> <i>Harvard College</i>	Translation at sight of simple prose, with questions on the usual forms and ordinary constructions of the language. Advanced mathematic and physical science may be substituted for either elementary Greek or elementary Latin.	Translation at sight of simple Attic prose, with questions on the usual forms and ordinary constructions of the language. Grammar; composition; Anabasis, 3 books; Æneid, 2 books, with prosody; sight translation of Xenophon.	See history and geography	Any two of the following: physics, elementary chemistry, botany, physiology, mineralogy, plane trigonometry, and free-hand drawing. Same as for literary course Either elements of astronomy and physics, or a course of experiments in the subjects of mechanics, sound, light, heat, and electricity, not less than 40 in number actually performed at school.	German; translation at sight of simple prose. French; translation at sight of ordinary prose.
<i>Yale College</i>	Grammar, Gallic War, I-III; Cicero against Catiline and for Archia; Vergil—Æneides, Æneid I-VI, with prosody; Ovid—Metamorphoses, translation at sight; sight translation of prose; prose composition.	Grammar; composition; Anabasis, 3 books; Æneid, 2 books, with prosody; sight translation of Xenophon.	Roman history as in Creighton's Primer; Greek history as in Smith's or Fyfe's textbook.		Sight translation of easy prose in either French or German.
<i>College of New Jersey</i>	Grammar and prosody; Cæsar, 5 books; Catiline or Jugurtha; Æneid, 6 books; 6 orations of Cicero; composition; ancient geography.	Grammar and prosody; Anabasis, 4 books; Homer, 2 books; Greek composition; ancient geography.			
<i>Columbia College</i>	Grammar and prosody; composition; Cæsar, 5 books; Eclogues and Æneid, 6 books; 6 orations of Cicero.	Grammar and prosody; composition; Anabasis, 4 books; Æneid, 3 books.	As in Rawlinson's Manual of Ancient History.		
<i>University of Pennsylvania</i> , A. B. course.	Grammar; Cæsar, Gallic War, I-III; Æneid, I-VI; Cicero, 5 orations; Arnold's Latin Prose Composition to exercise 21.	Grammar; Arnold's Greek Prose Composition, to exercise 29; Xenophon, Anabasis, I-IV; Æneid, I-III.	Freeman's General Sketch of History, Chapters I-VI.		

TABLE 38.—*Comparative view of admission requirements in twenty-one representative universities and colleges, etc.—PART II—Continued.*

Name of college.	Latin.	Greek.	Ancient history.	Science.	Modern languages.
<i>University of Pennsylvania</i> , B. S. course.	.....	.....	Same as for classical course	.....	Harrison's French Syntax (first 45 exercises); Télémaque, 3 books; German, Ahn's Method (first course, pp. 1-100 and 133-140; second course, pp. 1-64.) Same as for scientific course.
Ph. B. course.....	Same as for classical course.....	.....	Same as for classical course	.....	French, Part I of Whitney's Grammar; Docteur's Otto's Reader, 40 pages (real equivalents will be accepted).
<i>Brown University</i> , A. B. course.	Galic War, I-IV or I-III and Sallust's Catiline; Ovid, 2,500 lines; orations against Catiline and for Archias; Æneid I-VI, or I-V, and Eclogues; sight translation of Caesar, Cicero, Vergil, and Ovid; composition. For course including Latin, same as for classical course. For course omitting classical studies, 5 books of Caesar, or its equivalent in Cicero or in Vergil. Grammar and prosody; Jones's Latin Composition or equivalent; Gallic War, I-IV or I-II and Sallust's Catiline; Æneid, I-VI; 7 orations of Cicero; geography and mythology involved; sight reading.	Grammar; Harkness' First Greek Book; Anabasis, or 5 books of Anabasis and 2 books of Homer; 20 exercises of Arnold's Greek Prose Composition. For course including Greek same as for classical course.	Greek history to the death of Alexander. Roman history and geography to end of Marcus Aurelius's reign.	.....	Same as for classical course.
<i>Rutgers College</i>	Grammar and prosody; Jones's books of Anabasis; Arnold's First Greek Book; Jones's Greek Composition; Æneid, 3 books; subject-matter of above; sight reading; geography and mythology involved; sight reading.	Grammar and prosody; books of Anabasis; Arnold's First Greek Book; Jones's Greek Composition; Æneid, 3 books; subject-matter of above; sight reading; geography and mythology involved; sight reading.	Smith's Smaller History of Rome to time of Empire; Smith's Smaller History of Greece.	.....	.....
<i>University of Vermont</i>	Grammar and prosody; Caesar, 3 books; Cicero, 6 orations and De Amicitia; Æneid, 6 books, and Eclogues; Jones's Latin Prose Composition, 30 lessons. Grammar and composition; Caesar, 4 books; Cicero, 7 orations; Æneid, 8 books and Bucolics; sight reading.	Grammar and prosody; Anabasis, 3 books; Æneid, 2 books; Jones's Greek lessons. Grammar and composition; Anabasis, 4 books; Æneid, 2 books; sight reading.	Roman history to Augustus; Greek history to death of Alexander.	.....	.....
<i>Williams College</i>	Galic War, I-IV; orations against Catiline and for Archias; Æneid, I-VI or I-V and Eclogues; sight translation from Caesar, Cicero, Æneid, and Metamorphoses; composition; grammar, prosody, etc.	Grammar; Jones's Greek Prose, 20 exercises; Anabasis, 4 books; Æneid, 3 books; sight reading.	Greek history to the death of Alexander; Roman history to Augustus.	.....	.....
<i>Amherst College</i>.....	.....	.....	Greece to the death of Alexander; Rome to the death of Marcus Aurelius, with geography.	.....	Keetels's Elementary French Grammar, or Otto's, Part I.

<i>University of Michigan</i> , A. B. course.	Grammar; prose composition; Caesar, 4 books; Cicero, 6 orations; all of the <i>Zenaid</i> ; all the <i>Eclogues</i> and <i>Georgics</i> may be substituted for the last 6 books of <i>Zenaid</i> ; for the last 4 all the <i>Eclogues</i> ; for the last two, 1, 200 lines of <i>Orvid</i> ; prosody. Jones's First Latin Book; Caesar, 4 books; 1 of Cicero's orations.	Grammar and etymology; Jones's Prose Composition; <i>Anabasis</i> , 3 books.	First three books of Smith's History of Greece, omitting chapters on literature and art; Leighton's History of Rome to accession of Augustus.	
B. S. in general science, in chemistry, or in biology.			One of the following: Chemistry, geology, zoology, and physiology. Also natural philosophy and botany. Any two of the above. Natural philosophy.	French: grammar; reading and translating at sight. Or, German: grammar; reading and translating at sight.
B. S. in engineering	Same as in classical course			Same as for scientific course.
B. L. course. <i>University of Wisconsin</i> , ancient classical course.	Grammar and composition; Caesar, 4 books; Sallust's <i>Cataline</i> ; Cicero, <i>Orations</i> ; <i>Zenaid</i> , 6 books; Latin at sight; prosody.	<i>Anabasis</i> , 3 books; <i>Iliad</i> , 2 books; Jones's Composition.	Leighton's History of Rome to accession of Augustus.	Same as for E. S. course.
Modern classical course. Science course.	Same as above.		Same as above.	German. Sheldon's Short German Course, and 20 lessons of German Reader.
English course. <i>University of Texas</i> , A. B. course.	Grammar; Caesar, any 2 books; Cicero, 3 orations; <i>Zenaid</i> , I-II; elementary composition.	Grammar; <i>Anabasis</i> , 2 books; 2 books Memorabilia; elementary composition.	Same as for classical course.	Same as for science course.
B. S. and B. L. courses. <i>Ohio State University</i>	Caesar, 3 books; Vergil, 5 books; Cicero, 5 orations; grammar and composition.			German may be substituted for Latin.
<i>Cornell University</i> , A. B. course.	Gallie War, 4 books; <i>Eclogues</i> , and 6 books of <i>Zenaid</i> ; Cicero, 6 orations; prosody; Latin at sight; Latin composition.	100 pages of Attic prose and 3 books of Homer; easy Greek at sight, and Greek composition.	Physics; botany.	
Courses in science, science and letters, mathematics, chemistry and physics, and analytical chemistry.				French: grammar; 2 of Bocher's Modern French Plays, and Lacombe's Petite Histoire du Peuple Français. German: <i>Trançais</i> . German: grammar; composition; translation at sight.
Course in natural history.	Grammar; Caesar, 4 books.	<i>Alphabet</i> .		Same as for science courses.

TABLE 33.—Comparative view of admission requirements in twenty-one representative universities and colleges, etc.—PART II.—Continued.

Name of college.	Latin.	Greek.	Ancient history.	Science.	Modern languages.
Courses in literature, philosophy, and history and political science.	Same as for classical course		Same as for classical course.		Either French or German as above, or mathematics.
<i>Johns Hopkins University.</i>	Gallie War, 5 books; Eclogues and 6 books of <i>Zineid</i> ; Ovid; Cicero, 7 orations; Latin at sight; composition; grammar and prosody.	Anabasis, 4 books; <i>Iliad</i> , 4 books; Herodotus, 7th book; grammar, prosody, and composition. (Elective with German and French.)	Greek and Roman history. (Elective with United States and English history).	Elementary physics, chemistry, botany, or physiology.	German and French; elements of one and more advanced work in either. (Elective with Greek.)
<i>Boston University.</i>	Gallie War, I-IV; <i>Zineid</i> , I-VI; Cicero's orations against Catiline and for Archias; sight translation of Caesar, Cicero, Vergil, and Ovid; composition, grammar, prosody, subject matter.	Anabasis, 4 books; sight translation of Xenophon and Homer; prose composition.	Greek history to the death of Alexander. Roman history to the death of Marcus Aurelius. Ancient geography.	Elementary physics as in Stewart's Primer.	Sight translation of easy French prose.
<i>Vanderbilt University.</i>	Grammar; Caesar, 4 books; Vergil, 4 books; Cicero, 4 orations; prose composition.	Etymology; syntax, prose composition; Anabasis, 4 books; <i>Iliad</i> , 2 books; grammar and syntax; Anabasis, 1 or 2 books.			
<i>University of Alabama,</i> classical course.	Grammar and syntax; Cicero's orations; Gallie War, I-III; and <i>Zineid</i> .	Optional Grammar; Anabasis, 3 books; Leighton's or White's Greek exercises. Same as for classical course. (Elective with Latin.)	Ancient history, geography, and mythology.		
Scientific course	Same as for classical course				
<i>University of North Carolina.</i>	Gallie War, I-V; <i>Zineid</i> , I-V; 4 of Cicero's orations; composition.				
Philosophical course	Same as for classical course. (Elective with Greek).				
Scientific course					

TABLE 39.—Comparative view of admission requirements for Freshman class in B. S. course in twelve representative agricultural and mechanical colleges.

Character.	Name of college.	English.	Arithmetic.	Algebra.	Geometry.	Science.
1855	<i>Michigan Agricultural College.</i>	Geography, grammar, reading, spelling, and penmanship.	Arithmetic	Elementary algebra is desirable.	.....	.....
1854	<i>Pennsylvania State College . . .</i>	Grammar; geography, both descriptive and physical; United States history.	Arithmetic	Through quadratics and progressions.	Four books of Wentworth.	Elements of natural philosophy.
1859	<i>Iowa State Agricultural College.</i>	Orthography, grammar, United States history.	Arithmetic	Through simple equations.	.....	Human physiology.
1865	<i>Maine State College of Agriculture and the Mechanic Arts.</i>	Grammar, geography, United States history.	Arithmetic	To quadratic equations.	Geometry, 5 books.	.....
1865	<i>State College of Kentucky</i>	Grammar, composition, geography, and outlines of history.	Ray's Arithmetic, Part III.	Ray's Algebra, Part I.	.....	.....
1871	<i>Agricultural and Mechanical College of Texas.</i>	Grammar, composition, geography.	To proportions . . . . .	.....	.....	.....
1877	<i>Colorado State Agricultural College.</i>	Grammar, United States history, descriptive and physical geography.	Arithmetic . . . . .	.....	.....	.....
1863	<i>Massachusetts Agricultural College.</i>	Grammar, geography, United States history.	Including metric system.	To quadratic equations.	.....	.....
1883	<i>Kansas State Agricultural College.</i>	Grammar, geography, spelling.	Including percentage and interest.	.....	.....	.....
1878	<i>Agricultural and Mechanical College of Mississippi.</i>	Grammar, geography, United States history.	Through interest.	.....	.....	.....
1871	<i>Alabama Agricultural and Mechanical College of Mississippi.</i>	Grammar, geography, United States history, composition.	Arithmetic	Elementary algebra . . . . .	.....	Physiology and hygiene.
.....	<i>Rutgers Scientific School</i>	Grammar, United States history, descriptive and physical geography.	Arithmetic	Through quadratics and progressions.	Geometry	Elementary physics and chemistry.

TABLE 40.—*Comparative view of admission requirements in six representative institutions for the superior instruction of women.*

Character.	Name of college.	English.	Mathematics.	Latin.	Greek.	French.	German.
1861	<i>Vassar College</i>	Essay on subject from one of the following works: <i>Vicar of Wakefield</i> , <i>Mercantile of Venice</i> , <i>Milton's Comus</i> , <i>Franklin's Autobiography</i> ; geography; United States history.	Arithmetic, including the metric system; algebra, <i>Oreney's</i> University, through quadratics; geometry, <i>Chauvenet</i> or <i>Wentworth</i> , through plane geometry.	Grammar; <i>Allen's</i> Composition, 50 lessons; <i>Cesar</i> , 4 books; <i>Cicero</i> , 6 orations; <i>Æneid</i> , 6 books and 6 Eclogues.	Grammar; <i>Jones's Exercises</i> , 20 lessons; <i>Analasis</i> , 4 books; <i>Iliad</i> , 3 books. (Elective with German or French.)	Grammar; translation; (Elective with Greek or German.)	Translation at sight; grammar; composition; <i>Märchen</i> ; <i>Einer</i> ; <i>Musa Heintzen</i> ; <i>Eigenmann</i> ; <i>Minna von Barnhelm</i> ; or <i>Wilhelm Tell</i> . (Elective with French or Greek.)
1880	<i>Bryn Mawr College</i> .	Essay on subject from one of the following works: <i>Abbot</i> , <i>How to Write Clearly</i> ; <i>Burke</i> , <i>Reflections on the French Revolution</i> ; <i>Landor</i> , <i>The Citation and Examination of William Shakespeare</i> ; <i>Chaucer</i> , <i>The Knight's Tale</i> , <i>History of England and United States history</i> ; physical geography.	Arithmetic, including the metric system; algebra through quadratics, proportion, and progression; plane geometry.	Grammar and composition; <i>Cesar</i> , books 1-IV; <i>Cicero</i> , 7 orations, including the 4 against <i>Catiline</i> ; 4 against <i>Catiline</i> ; <i>Æneid</i> , books 1-VI (or the <i>Eclogues</i> and 5 books of the <i>Æneid</i>).	Grammar and composition; <i>Xenophon</i> , books 1-VI; <i>Iliad</i> , books 1-III; and sight reading.	Grammar; prose; poetry.	Grammar; prose; poetry.
1870	<i>Smith College</i> , classical course.	Grammar; rhetoric; outlines of Greek and Roman history.	Arithmetic; algebra, 18 chapters of <i>Wentworth</i> ; plane geometry.	Grammar and composition; <i>Cesar</i> , 4 books; <i>Cicero</i> , 7 orations; <i>Æneid</i> , 6 books. Same as classical course.	Grammar; <i>Anabasis</i> , 4 books; <i>Iliad</i> , 3 books; <i>Jones's</i> Greek Prose, 18 exercises.		Grammar; composition, 100 pages of <i>Whitney's</i> German Reader; 1 drama of <i>Lessing</i> , and 1 of <i>Schiller</i> ; selections from prose of <i>Goethe</i> , <i>Schiller</i> , or <i>Lessing</i> . (Elective with French.)
	Literary course....	Same as classical course..	Same as classical course.	Same as classical course.		Grammar; <i>Le Cid</i> ; <i>Le Misanthrope</i> ; 23 of <i>La Fontaine's Fables</i> ; <i>Histoire de la Littérature Française</i> , 21 chapters. (Elective with German.)	Grammar; composition, 100 pages of <i>Whitney's</i> German Reader; 1 drama of <i>Lessing</i> , and 1 of <i>Schiller</i> ; selections from prose of <i>Goethe</i> , <i>Schiller</i> , or <i>Lessing</i> . (Elective with French.)
	Scientific course ¹ .	Same as classical course..	Same as classical course.	Same as classical course.		Same as literary course. (Elective with German.)	Same as literary course. (Elective with French.)

¹ Hutchinsonson's Physiology, descriptive botany, and elements of natural philosophy are required in addition to above.

1876	Wellesley College, classical course.	Grammar; rhetoric; composition on subject from one of the following: Julius Caesar, Twelfth Night, Johnson's Lives of Addison and Pope, Bracebridge Hall, Lays of Ancient Rome, Pope's Rape of the Lock and Essay on Criticism, Pride and Prejudice, English Humourists; geography, United States history to close of Revolutionary War; Greek history to Peloponnesian War; of Rome to close of the first century A. D.	Scientific course..	Same as classical course.	Arithmetic, including metric system; algebra, through quadratics, proportions, and progression; plane geometry.	Grammar: prosody; Jones's Exercises in Latin Prose Composition; Caesar, 4 books; Cicero, 7 orations; Aesop, 6 books. Equivalents will be accepted.	Grammar: Jones's Greek Prose Composition; Anabasis, 3 books.	Sauveur's Grammar: Canaries avec des Fleves, Les Contes Merveilleux; 6 of La Fontaine's Fables; 2 of Bucher's College Plays; Herquin's Idiomatique French, and Roulers Translations; Lectures Françaises by A. Colin; and 2 classic plays. (Elective with German.)	Grammar; composition Deutsches Lesebuch; Deutscher Anschauungs-Unterricht für Amerikaner, pp. 1-19, 38-47, 315-322, 20-23, 47-111; Die Schönsten Deutschen Lieder; 5 Volkslieder; 20 Lieder from Stufe, French.)	Grammar; composition Fouque's Undine; Schiller's Wilhelm Tell, or Maria Stuart and Die Piccolomini. (Elective with French and Greek.)
1842	Cincinnati Wesleyan College.	Grammar; geography; physical geography; general history.		Latin grammar, lessons and reader.	Arithmetic; algebra, through quadratics; geometry, 3 books.	Grammar: Caesar, 4 books; Aesop, 6 books; Cicero, 5 orations; Jones's Exercises in Latin Prose Composition.	Grammar; Jones's Exercises in Greek Prose Composition; Anabasis, 3 books. (Elective with French and German.)	Grammar; Duffet's French Method; Sauveur's Exercitien sur la Grammaire; 2 Modern Plays; 12 of La Fontaine's Fables. (Elective with Greek and German.)	Grammar; composition Fouque's Undine; Schiller's Wilhelm Tell, or Maria Stuart and Die Piccolomini. (Elective with French and Greek.)	
1817	Rockford Seminary.	Grammar; political and physical geography; United States history; rhetoric; ancient history.								

CHAPTER IX.

SUPERIOR INSTRUCTION.

I: Institutions for the superior instruction of women—General character—Obstacles to classification—Explanation of Table 42—Admission of women to Columbia College—Summary of statistics of institutions for the superior instruction of women (Table 41)—Statistics of institutions for the superior instruction of women (Table 42)—II: Universities and colleges—The tabular scheme—Universities—Statistics of foundations comprising groups of related faculties, etc. (Table 43)—Statistics of State Universities (Table 44)—Colleges or collegiate departments—Summary of statistics of colleges of liberal arts (Table 45)—Classification of undergraduate students—Comparative statistics of the undergraduate work of colleges (Table 46)—Endowed professorships in Harvard University—Organization of the University of Pennsylvania—Organization of the University of Virginia—The University of Alabama—Organization of Cornell University—Recent building operations—West Virginia University—Notable events in the history of superior instruction—Extracts from college catalogues, etc.—Statistics of colleges of liberal arts (Table 47)—III: Schools of science—Character of the United States land grant schools—Summary of statistics of land grant schools (Table 48)—View of practical work as reported from twenty-five colleges—Percentage of students engaged in field, shop, etc. (Table 49)—Appropriations and benefactions to land grant colleges (Table 50)—Equipment of land grant colleges—Statistics of schools of science endowed with the national land grant (Table 51)—Notes from the catalogues of schools of science not endowed with the national land grant—Summary of statistics of these schools (Table 52)—Statistics of the same (Table 53)—Comparative statistics of attendance upon colleges and scientific schools (Table 54)—Ratio of college attendance to white population in 1857 (Table 55).

I.—INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

The institutions providing advanced courses of instruction for women may be divided into two classes; the one including a small number of colleges organized upon the usual plan of the arts colleges; the other a large class of colleges and seminaries most of which make provision for a complete course of instruction, beginning at a very elementary stage and carrying pupils on to graduation.

All the institutions of the former class, and a large proportion of the latter, are authorized by law to confer degrees, and it seems that eventually the fact of such authority, taken in connection with the main purpose of individual institutions as indicated by concentration upon collegiate work or provision for all grades, may afford the basis for a better classification than is now possible.

The information thus far collected by the Office is not sufficiently definite and exact upon several points.

For example, without any apparent change of status certain seminaries have been reported one year as authorized by law to confer degrees and the next as not so authorized. Again, in some cases, when the inquiry as to the authority to confer degrees has been answered in the negative, a statement has been made as to the number and kind of degrees conferred. Moreover, the requirements for degrees, and the significance of the various degrees, are not clearly indicated. The differences in respect to these particulars between the seminaries for women and the colleges for men must be taken into account in considering the relative number of degrees conferred by each. Thus, according to returns received at the Office in 1885-86, the number of women receiving the A. B. degree exceeded the number of men in two States, while in three States the numbers were nearly equal. There is, however, every reason for believing that the number of young men completing the recognized course for A. B. in each of these States excelled the number of women. As to the number of women who avail themselves of the provision for higher education the present information is unsatisfactory, as many seminaries make no distinction between the elementary and the academic departments in reporting the number of their students.

In view of these circumstances the study of the subject of the higher education of women must be extended to the details of the colleges and seminaries engaged in the work before a satisfactory tabulation can be accomplished. This investigation has been commenced; meanwhile the endeavor in the present Report has been simply to preserve in convenient form the principal statistics for the year.

In Table 42, Division A, have been placed three colleges for women in New York, which on account of their relation to the University of the State have heretofore ap-

peared in Table 47, three colleges which, as is well known, are organized and conducted in strict accordance with the plan of the arts colleges, together with the Harvard Annex, whose standards are also definitely fixed.

Division B includes all other institutions reporting under the head of Superior Instruction of Women.

ADMISSION OF WOMEN TO COLUMBIA COLLEGE, NEW YORK.

The following announcement, from the Hand-book of Information of Columbia College, explains in full the arrangements under which women have been admitted to its privileges:

"By a resolution of the trustees of Columbia College adopted June 8, 1883, it was ordered that a course of collegiate study equivalent to the course given to young men in the college should be offered to such women as may desire to avail themselves of it, to be pursued under the general direction of the faculty of the college in accordance with the following principles and regulations:

- "1. That such course of study shall extend over a term of four years.
- "2. That it shall be arranged in groups.
- "3. That of these groups one shall be required for the first two years, and that with it another shall be selected.
- "4. That on the expiration of the first two years all the groups shall become elective.
- "5. That a general and very strict preliminary examination shall be held for admission to the four years' course, and that this examination shall have reference to the course in general, like the examination for entrance into the freshman class in college.
- "6. That, unless under special circumstances, no young woman shall be admitted to such entrance examination before she shall have attained the age of seventeen years.

"7. That every student so admitted shall be entirely free as to where and how to pursue her studies, whether in some school, private or public, or at home, or under the auspices or direction of any association interested in her welfare and advancement, and providing her with the means of education.

"8. That examinations shall be held as often as may be necessary, such examinations to be conducted by officers of the college or their duly appointed representatives, and to be in writing.

"In accordance with these principles a course of collegiate study is offered to women arranged under the following groups:

- "1. English language and literature.
- "2. Modern languages and foreign literature.
- "3. Latin language and literature.
- "4. Greek language and literature.
- "5. Mathematics.
- "6. History and political science.
- "7. Physics, chemistry, and hygiene.
- "8. Natural history, geology, paleontology, botany, and zoölogy.
- "9. Moral and intellectual philosophy.

"The course shall extend over four years, to be known simply as the first, second, third, and fourth.

"No woman shall be admitted to the course before she shall have attained the age of seventeen years, unless in case of extraordinary proficiency, of which the examiners shall be the judges.

"A preliminary examination for entrance shall be held annually at such time and place as shall be agreed upon hereafter. The fee for such preliminary examination shall be \$5.

"Every person having passed the entrance examination shall pursue for the first and second years the first group, viz, English language and literature, and must in addition select at least one more group. At the end of the first year a new selection may be made in place of the group selected at the beginning of that year, and at the end of the second year the entire course is elective.

"The place and manner of pursuing her studies are left to the discretion of each student.

"Examinations shall be held as often as may be necessary; they shall be in writing and conducted by professors or officers of the college, to be appointed by the board of the college, and at such time and place as may be duly appointed. The fee at each examination shall be \$5.

"The degree of bachelor of arts will be conferred on such students as shall have pursued during four years a course of study fully equivalent to that for which the same degree is conferred in the school of arts, and shall have passed all the examinations required.

"Any woman who shall have taken the degree of bachelor of arts in the collegiate course for women may study for higher degrees under the direction of the faculty of the college.

"Women graduates of other colleges in good repute who shall have satisfied the faculty of the college that the course of study for which they have received their degrees is equivalent to that for which similar degrees are conferred in the collegiate course for women, or shall have passed such examination as the faculty may prescribe, may be admitted to higher degrees on the same terms and conditions as are prescribed for the admission of graduates in the collegiate course for women to the same degrees.

"To students not pursuing the full course required for the degree of bachelor of arts, but limiting themselves to one or more courses of inferior range, a certificate of proficiency in the subjects pursued will be given on the satisfactory completion of such course or courses of study, to be signed by the president of the college and the examining professor or professors.

"Special students may be admitted to the collegiate course for women. No entrance examination is required of such students, except such as may be necessary to ascertain whether they are qualified to pursue with profit the special course for which they apply."

TABLE 41.—Summary of statistics of institutions for the superior instruction of women.

State.	Number of schools.	Professors and instructors.			Students.			Number of volumes in library.	Value of grounds, buildings, and apparatus.	Amount of permanent endowment.
		Male.	Female.	Total.	Number in preparatory department.	Number in academic department.	Total number in all departments.			
1	2	3	4	5	6	7	8	9	10	11
Alabama.....	9	14	60	83	303	404	1,155	12,333	\$489,600	.....
California.....	2	9	18	27	.....	.....	224	4,500	500,000	\$75,000
Connecticut.....	1	1	5	6	10	25	35	.....	.....	.....
Georgia.....	9	30	60	90	207	370	1,298	7,400	541,000	40,000
Illinois.....	5	17	48	65	242	175	626	5,000	375,000	17,000
Indiana.....	2	.....	9	14	23	28	89	300	15,000	.....
Iowa.....	2	3	27	30	185	140	334	2,527	50,000	.....
Kansas.....	2	3	28	31	.....	.....	366	1,625	367,000	.....
Kentucky.....	17	33	124	157	422	344	1,979	11,450	455,500	.....
Louisiana.....	2	4	9	13	30	60	170	1,500	35,000	.....
Maine.....	1	.....	.....	.....	.....	.....	579	.....	.....	.....
Maryland.....	5	9	48	57	45	165	452	9,320	146,600	20,500
Massachusetts.....	8	14	74	233	.....	943	716	64,265	3,063,000	691,000
Michigan.....	1	.....	7	7	.....	.....	42	1,300	.....	.....
Minnesota.....	3	3	25	28	57	199	279	1,600	185,000	4,500
Mississippi.....	8	15	46	61	336	234	1,034	8,150	217,000	.....
Missouri.....	11	25	93	118	159	244	1,209	9,090	380,000	77,000
Nevada.....	1	1	8	9	.....	.....	65	410	.....	.....
New Hampshire.....	3	7	18	25	.....	.....	359	2,300	180,000	170,000
New Jersey.....	2	4	13	17	43	99	142	675	60,000	.....
New York.....	10	25	117	190	443	822	2,065	33,060	1,208,939	655,867
North Carolina.....	8	13	41	59	91	384	969	3,350	175,000	3,000
Ohio.....	5	15	53	73	.....	.....	558	3,300	325,000	28,000
Oregon.....	1	2	12	14	.....	.....	150	750	.....	.....
Pennsylvania.....	9	21	59	127	21	178	849	21,300	766,862	710,000
South Carolina.....	2	7	15	22	35	.....	351	700	50,000	.....
Tennessee.....	11	22	46	108	158	331	1,692	16,900	373,000	.....
Texas.....	3	14	22	36	205	50	500	1,575	50,000	.....
Vermont.....	1	4	2	6	24	189	213	5,200	240,000	.....
Virginia.....	9	20	38	73	79	213	751	5,200	240,000	.....
West Virginia.....	3	3	19	22	.....	.....	128	400	25,000	.....
Wisconsin.....	3	2	42	44	84	70	592	4,400	87,000	9,000
United States.....	152	250	1,240	1,854	3,195	5,936	20,772	239,799	10,350,901	2,496,307

TABLE 43, DIVISION A.—Statistics of institutions for the superior instruction of women for 1886-87; from replies to inquiries by the United States Bureau of Education.—PART I.

Post-office address.	Name.	President.	Date of charter.	Date of organization.	Religious denomination.	Preparatory department.	Collegiate department.	Endowed professorships.	State scholarships.	Other scholarships.	Degrees conferred in course at last commencement.	Volumes in library.
						Instructors.	Students.	Instructors.	Undergraduate students.	Graduate students.	Total number.	
1 Cambridge, Mass.	Society for the Collegiate Education of Women.	Arthur Gilman, secretary.	1882	1879	Non-sect.	0	0	47	80	10	90	1,988
2 Northampton, Mass.	Smith College.	L. Clark Sedgwick, D. D.	1871	1875	Non-sect.	0	0	24	263	1	263	5,000
3 Wellesley, Mass.	Wellesley College.	Alfred E. Freeman, Ph.D., L. H. D.	1870	1875	Non-sect.	0	0	74	570	20	590	32,277
4 Andover, N. Y.	Wells College.	Rev. Edward S. R. Phelps, D. D.	1868	1868	Non-sect.	0	0	16	18	69	85	8,250
5 Le Roy, N. Y.	Ingham University.	Rev. W. W. Webster.	1857	1867	Non-sect.	2	82	18	12	191	0	0
6 Poughkeepsie, N. Y.	Vassar College.	Rev. James M. Taylor, D. D.	1861	1865	Non-sect.	0	0	13	53	10	63	15,000
7 Bryn Mawr, Pa.	Bryn Mawr College.	James E. Rhoads.	1880	1885	Non-sect.	0	0	13	53	10	63	4,500

TABLE 43, DIVISION A.—Statistics of institutions for the superior instruction of women for 1886-87, etc.—PART II.

Name.	Annual charge to each student for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from other sources.	Total income.	Benefactions.
1 Society for the Collegiate Education of Women	\$200	\$300	\$50,000	\$75,000	\$3,500	\$12,114	.....	\$15,614	\$4,500
2 Smith College	100	250	350,000	360,000	.....	.....	.....	.....	25,000
3 Wellesley College	100	200	2,000,000	225,000	23,871	6122,385	.....	145,736	17,600
4 Wells College	100	400	282,150	200,000	9,250	6,000	\$22,788	38,028	1,500
5 Ingham University	36	260	91,000	.....	.....	8,402	.....	22,402	14,000
6 Vassar College	100	300	727,750	453,357	26,442	6119,334	18,814	164,650	.....
7 Bryn Mawr College	100	250	331,862	700,000	40,000	6,300	25,621	71,021	.....

a Financial statement taken from the Report of the Commissioner of Education for 1885-86.

b Includes board.

TABLE 42, DIVISION B.—Statistics of institutions for the superior instruction of women

	Post-office address.	Name.	Religious denomination.	President.
	1	2	3	4
	ALABAMA.			
1	Athens.....	Athens Female College.....	M. E. So.	Rev. M. G. Williams
2	Enfauia.....	Union Female College.....	Non-sect.	A. H. Todd.....
3	Huntsville.....	Huntsville Female College.....	M. E. So.	Rev. A. B. Jones, D. D., LL. D.
4	Huntsville.....	Huntsville Female Seminary.....	Presb.	J. D. Anderson, A. M.....
5	Marion.....	Judson Female Institute.....	Baptist	Sam'l W. Averett.....
6	Talladega.....	Synodical Female Institute.....	Presb.	Rev. G. W. Maxson, D. D.....
7	Tuskaloosa.....	Alabama Central Female College.	Baptist	S. B. Foster, A. M.....
8	Tuscaloosa.....	Tuscaloosa Female College.....	Non-sect.	Alonzo Hill.....
9	Tuskegee.....	Alabama Conference Female College. ^a	Meth.	John Massey.....
	CALIFORNIA.			
10	Mills Seminary.....	Mills College and Seminary.....	Non-sect.	C. C. Stratton, D. D.....
11	Santa Rosa.....	Santa Rosa Ladies' College.....	.....	Rev. W. A. Finley, A. M., D. D.
	CONNECTICUT.			
12	Hartford.....	Hartford Female Seminary.....	Non-sect.	Dr. Andrews.....
	GEORGIA.			
13	Covington.....	Georgia Methodist Female College.	Meth.	Rev. J. T. McLaughlin, A. M.
14	Forsyth.....	Monroe Female College.....	Baptist	Richard T. Asbury, A. M.....
15	Gainesville.....	Georgia Baptist Seminary for Young Ladies. ^a	Baptist	A. W. Van Hoose.....
16	La Grange.....	La Grange Female College.....	M. E. So.	Rufus W. Smith, A. M.....
17	La Grange.....	Southern Female College.....	Non-sect.	I. F. Cox.....
18	Macon.....	Wesleyan Female College.....	Meth.	Rev. W. C. Bass, D. D.....
19	Newnan.....	College Temple.....	Non-sect.	M. P. Kellogg, A. M.....
20	Rome.....	Shorter College.....	Baptist	L. R. Gwaltney.....
21	Thomasville.....	Young Female College.....	Non-sect.	John E. Baker, A. M.....
	ILLINOIS.			
22	Jacksonville.....	Jacksonville Female Academy.....	Non-sect.	E. F. Bullard, A. M.....
23	Knoxville.....	St. Mary's School.....	P. E.	Rev. C. W. Leffingwell, D. D.....
24	Lake Forest.....	Ferry Hall, Lake Forest University.	Presb.	L. Seeley, Ph. D.....
25	Mt. Carroll.....	Mt. Carroll Seminary.....	Non-sect.	Mrs. F. A. W. Shimer.....
26	Rockford.....	Rockford Seminary.....	Non-sect.	Martha Hillard, B. A. prin...
	INDIANA.			
27	Ft. Wayne.....	Westminster Seminary.....	Presb.	Miss C. B. Sharp and Mrs. D. B. Wells, principals.
28	New Albany.....	De Pauw College for Young Women. ^a	Meth.	Rev. L. M. Albright.....
	IOWA.			
29	Davenport.....	Immaculate Conception Academy. ^a	R. C.....	Sister Mary Gonzaga.....
30	Des Moines.....	Callanan College.....	Non-sect.	C. R. Pomeroy, D. D.....
	KANSAS.			
31	Oswego.....	Oswego College for Young Ladies.	Presb.	Miss Susan H. Johnson, prin.
32	Topeka.....	College of the Sisters of Bethany.	P. E.	Rt. Rev. T. H. Vail, D. D., LL. D.

^a These statistics are for the year 1885-86.

for 1886-87; from replies to inquiries by the United States Bureau of Education.

Date of charter.	Year in which institution was first opened for instruction.	Professors and instructors.			Students.				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.	Amount of permanent endowment.	Benefactions.	Number of degrees conferred at last commencement.	
		Male.	Female.	Total.	Number in preparatory department.	Number in academic department.	Total.	Number of graduates in 1886-87.								
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1843	1843	1	4	5	50	40	90	7	150	\$46	\$134	\$20,000	.....	.....	7	1
1852	1853	1	4	5	.....	.....	72	.....	.....	30-50	150.	5,000	.....	.....	.....	2
1850	1843	1	14	15	.....	.....	235	34	4,683	50-60	150	35,000	.....	.....	28	3
1829	1829	1	5	6	.....	.....	70	.....	.....	30-50	150	10,000	.....	.....	.....	4
1840	1839	2	15	17	43	48	91	11	3,000	60	140	.....	.....	\$0	6	5
1840	1841	2	4	6	75	71	146	.....	.....	25-30	125	20,000	.....	.....	3	6
1857	1857	3	8	11	29	.....	100	9	.....	20-60	150	300,000	.....	0	9	7
1860	1860	3	6	9	56	145	201	.....	3,000	20-60	150	30,000	.....	.....	8	8
1855	1856	.....	.....	9	50	100	150	.....	1,500	15-25	150	60,000	.....	.....	10	9
1877	1871	6	16	22	.....	.....	190	2	4,500	60	270	500,000	\$75,000	53,000	0	10
.....	1884	3	2	5	.....	.....	34	.....	.....	(300)	.....	.....	.....	.....	.....	11
1827	1827	1	5	6	10	25	35	.....	.....	40-100	.....	.....	.....	.....	.....	12
1882	1852	5	3	8	35	105	140	0	800	40	90-125	20,000	.....	.....	.....	13
1849	1849	3	5	8	62	.....	115	.....	.....	20-50	120	15,000	.....	.....	.....	14
1873	1878	1	4	5	30	50	80	.....	400	30-50	120	10,000	.....	.....	.....	15
1846	1843	4	8	12	.....	.....	146	5	1,000	30-50	135	50,000	.....	.....	22	16
1846	1843	5	12	17	50	115	165	.....	1,000	30-50	150	40,000	.....	.....	.....	17
1846	1839	6	15	21	.....	.....	284	.....	2,500	50	160	250,000	.....	.....	45	18
1853	1853	2	8	10	30	100	130	.....	1,500	20-50	125	23,000	.....	.....	.....	19
1877	1873	3	12	15	.....	.....	163	9	200	27-54	180	130,000	40,000	.....	0	20
1868	1869	1	2	3	.....	.....	75	.....	.....	30	125	.....	.....	.....	.....	21
1835	1830	0	11	17	85	55	140	.....	.....	30-50	270	50,000	.....	.....	.....	22
1882	1868	3	6	9	60	62	122	9	1,000	100	260	100,000	.....	200	9	23
1857	1869	5	9	14	.....	.....	79	.....	1,000	60	240	.....	.....	.....	.....	24
1852	1853	2	10	12	.....	.....	150	11	.....	(210)	.....	100,000	.....	.....	.....	25
1847	1849	1	12	13	97	58	155	.....	2,000	45	255	125,000	.....	14,880	1	26
.....	1883	.....	9	9	25	28	53	.....	500	50	200	15,000	.....	300	.....	27
1852	1852	.....	.....	5	.....	.....	36	.....	.....	.....	.....	.....	.....	.....	.....	28
1860	1859	.....	17	17	126	64	190	.....	2,527	.....	.....	.....	.....	.....	65	29
1880	1879	3	10	13	59	85	144	.....	.....	30,36	180	50,000	.....	.....	.....	30
.....	1886	.....	5	5	.....	.....	60	.....	125	30-40	210	17,000	.....	7,000	.....	31
1870	1870	3	23	26	.....	.....	306	2	1,500	24-42	c275-400	350,000	.....	.....	.....	32

b Diplomas on completion of course.

c Includes tuition.

TABLE 42, DIVISION B.—Statistics of institutions for the superior instruction of women

	Post-office address.	Name.	Religious denomination.	President.
	1	2	3	4
KENTUCKY.				
33	Danville.....	Caldwell College.....	Presb....	Miss Lottie A. Campbell.....
34	Georgetown.....	Georgetown Female Seminary. <i>a</i>	Baptist..	James J. Rucker, LL. D.....
35	Glasgow.....	Liberty Female College <i>a</i>	Baptist..	E. W. Elrod.....
36	Harrodsburg.....	Daughters' College.....	Non-sect.	John Aug. Williams.....
37	Hopkinsville.....	Bethel Female College.....	Baptist..	J. W. Rust, LL. D.....
38	Lancaster.....	Garrard Female College <i>a</i>	Non-sect.	Morris Evans, D. D.....
39	Lexington.....	Hamilton Female College.....	Christian	J. T. Patterson.....
40	Lexington.....	St. Catherine's Academy.....	R. C.....	Sister Superior.....
41	Lexington.....	Sayre Female Institute.....	Presb....	H. B. McClellan.....
42	Louisville.....	Louisville Female College <i>a</i>		Thomas D. Davidson.....
43	Millersburg.....	Millersburg Female College.....	Meth....	Rev. C. Pope.....
44	Nicholasville.....	Jessamine Female Institute.....	Non-sect.	Miss M. F. Hewitt, prin.....
45	Russellville.....	Logan Female College.....	Meth. So.	H. K. Taylor.....
46	Shelbyville.....	Science Hill School.....	M. E. So.	W. T. Poynter, D. D.....
47	Shelbyville.....	Stuart's Female College.....	Presb. So.	W. H. Stuart.....
48	Stanford.....	Stanford Female College.....	Non-sect.	Alex. S. Paxton, A. B.....
49	Woodburn.....	Cedar Bluff Female College.....		Rev. B. F. Cabell.....
LOUISIANA.				
50	Mansfield.....	Mansfield Female College.....	M. E. So.	Rev. Francis M. Grace, A. M., D. D.....
51	Minden.....	Minden Female College.....	Non-sect.	Maj. A. L. Cox, J. M., M. S.....
MAINE.				
52	Kent's Hill.....	Maine Wesleyan Seminary and Female College. <i>a</i>	M. E....	Rev. Edgar M. Smith, A. M.....
MARYLAND.				
53	Baltimore.....	Academy of the Visitation.....	R. C.....	Sister Mary Paula Combs.....
54	Baltimore.....	Baltimore Female College.....	Non-sect.	N. C. Brooks, LL. D.....
55	Cambridge.....	Cambridge Female Seminary.....	Non-sect.	J. F. Baugher, A. M.....
56	Frederick.....	Frederick Female Seminary.....	Non-sect.	William H. Purnell, A. M., LL. D.....
57	Lutherville.....	Lutherville Seminary.....	Luth....	Rev. J. H. Turner, A. M.....
MASSACHUSETTS.				
58	Andover.....	Abbot Academy.....	Non-sect.	Miss Philena McKeen.....
59	Auburndale.....	Lasell Seminary for Young Women.	Meth....	Charles C. Bragdon, A. M.....
60	Bradford.....	Bradford Academy <i>a</i>	Cong....	Annie E. Johnson.....
61	Norton.....	Wheaton Female Seminary.....	Tri. Cong	Miss A. E. Stanton.....
62	South Hadley.....	Mt. Holyoke Female Seminary	Non-sect.	Miss E. Blanchard, prin.....
MICHIGAN.				
63	Kalamazoo.....	Michigan Female Seminary.....	Presb....	Antoinette Bryant.....
MINNESOTA.				
64	Albert Lea.....	Albert Lea College.....	Presb....	Rev. R. B. Abbott, D. D.....
65	Faribault.....	St. Mary's Hall <i>a</i>	P. E.....	Rt. Rev. H. B. Whipple, D. D.....
66	Minneapolis.....	Bennet Seminary <i>a</i>	Non-sect.	J. C. Whitney, pres' of board
MISSISSIPPI.				
67	Blue Mountain.....	Blue Mountain Female College.....	Baptist..	W. T. Lowrey, A. M.....
68	Brookhaven.....	Whitworth Female College <i>a</i>	M. E. So.	Lewis T. Fitzhugh, A. M.....
69	Clinton.....	Central Female Institute <i>a</i>	Baptist..	Walter Hillman, A. M., LL. D.....
70	Corinth.....	Corinth Female College <i>a</i>		J. Wm. Stokes.....
71	Pontotoc.....	Chickasaw Female College <i>a</i>	Presb....	W. V. Frierson.....

a These statistics are for the year 1885-86.

for 1886-87; from replies to inquiries by the U. S. Bureau of Education—Continued

Date of charter.	Year in which institution was first opened for instruction.	Professors and instructors.			Students.				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.	Amount of permanent endowment.	Benefactions.	Number of degrees conferred at last commencement.
		Male.	Female.	Total.	Number in preparatory department.	Number in academic department.	Total.	Number of graduate students.							
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1860	1861	2	12	14	...	...	180	5	...	\$50	\$160	\$25,000	...	...	33
1829	1846	4	7	11	30	78	108	...	500	30-60	160	2,500	...	...	34
1874	1875	1	4	5	80	54	134	...	500	30, 40	130	20,000	...	...	35
1846	1856	2	7	9	...	...	150	10	3,500	50	250	40,000	...	...	36
1854	1856	1	6	7	...	...	75	9	300	50	200	50,000	...	9	37
1883	1884	2	9	11	66	52	118	...	250	30-60	160	20,000	...	3	38
1808	1869	7	9	16	...	...	169	10	400	60	200	100,000	...	...	39
...	1831	...	7	7	...	...	75	...	800	30	125	...	...	...	40
1856	1854	2	10	12	...	...	100	...	60	230	100,000	...	...	14	41
1884	1881	3	7	10	...	...	50	...	300	50-130	300	20,000	...	...	42
1883	1834	2	11	13	73	91	164	1	1,200	50	215	13,000	...	8	43
1854	1854	...	8	8	113	18	131	...	30-50	160	...	...	...	...	44
1897	1867	2	7	9	...	...	140	10	1,000	42	135	35,000	...	10	45
1879	1825	1	7	8	...	...	130	...	30-60	250-300	120	12,000	...	9	46
1849	1859	1	4	5	60	51	111	9	500	32-50	120	12,000	...	9	47
1868	1868	1	4	5	...	...	74	...	200	50	160	8,000	...	\$0	48
1864	1862	2	5	7	...	...	70	...	2,000	...	180	30,000	...	4	49
1855	1855	3	5	8	30	60	90	...	500	20-50	135	25,000	...	0	50
1833	1853	1	4	5	...	...	80	...	1,000	50	100	10,000	...	3	51
1821	1821	...	...	...	...	...	570	...	...	...	...	...	...	...	52
1838	1837	...	25	25	...	...	150	...	2,000	...	...	...	...	...	53
1849	1848	3	5	8	...	...	55	...	3,920	60	225	25,600	...	4	54
1853	1854	1	4	5	...	...	37	...	600	20-50	200	10,000	...	0	55
1841	1843	1	8	9	26	76	99	14	2,000	55	120	75,000	20,000	...	56
1853	1853	4	6	10	25	89	114	5	800	60	145	35,000	...	...	57
1829	1820	3	9	12	...	...	95	17	2,800	54	246	...	...	...	58
1851	1851	7	20	27	...	...	151	10	1,300	100	300	105,000	...	...	59
1814	1803	2	10	12	...	...	128	...	4,000	20	260	200,000	25,000	...	60
1837	1834	2	10	12	...	...	84	...	5,000	65	235	88,000	...	...	61
1837	1837	...	25	25	...	...	315	...	12,000	(175)	...	290,600	...	...	62
1856	1867	0	7	7	...	...	42	...	1,300	(200)	...	...	...	...	63
1881	1885	1	5	6	...	38	61	...	1,300	30	200	35,000	...	4,500	64
1866	1866	1	11	12	25	95	120	...	...	40,50	...	100,000	...	...	65
1869	1870	1	9	10	32	66	98	...	300	50-75	275	50,000	...	4	66
1877	1873	2	10	12	...	...	118	5	600	40	110	20,000	...	...	67
1860	1859	4	4	8	47	91	138	...	350	30-50	120	75,000	...	14	68
1853	1853	2	9	11	38	85	123	...	2,000	40-50	140	25,000	...	...	69
1878	1878	1	5	6	200	30	230	...	200	20-40	100	4,000	...	...	70
1852	1852	1	3	4	51	28	79	...	2,000	20-40	80	15,000	...	6	71

b Annual appropriation from State.

TABLE 42, DIVISION B.—Statistics of institutions for the superior instruction of women

	Post-office address.	Name.	Religious denomination.	President.
	1	2	3	4
	MISSISSIPPI—cont'd.			
72	Port Gibson	Port Gibson Female College...	M.E. So..	Rev. E. H. Mounger.....
73	Starkville.....	Starkville Female Institute...	Baptist ..	T. G. Sellers, A. M., D. D.
74	Summit.....	Lea Female College	Baptist ..	Chas. H. Otken, A. M.
	MISSOURI.			
75	Columbia	Christian Female College <i>a</i>	Christian	W. A. Oldham
76	Columbia	Stephens Female College <i>a</i>	Baptist ..	T. W. Barrett, A. M.
77	Fayette	Howard Female College <i>a</i>	Meth.	Hubbard K. Hinde.....
78	Fulton.....	Synodical Female College.....	Presb.	Rev. B. H. Charles, D. D.
79	Jennings	St. Louis Seminary.....	Non-sect..	B. T. Blewett, LL. D.
80	Lexington	Baptist Female College.....	Baptist ..	John F. Lanneau, A. M.
81	Lexington	Central Female College.....	M.E. So..	W. F. Kerdolff, Jr.
82	Lexington	Elizabeth Aul Female Seminary.	Presb.	J. D. Blanton.....
83	Mexico	Hardin College.....	Baptist ..	A. K. Vancey, Jr.
84	St. Charles	Linderwood College for Young Ladies. <i>a</i>	Presb.	Rev. Robert Irwin, D. D.
85	St. Louis.....	Ursuline Academy.....	R. C.	Mother Johanna.....
	NEVADA.			
86	Reno	School for Girls (Bishop Whitaker's).	P. E.	Miss Amy Pease
	NEW HAMPSHIRE.			
87	Exeter.....	Robinson Female Seminary ...	Non-sect..	George N. Cross, A. M.
88	Tilton	New Hampshire Conference Seminary and Female College.	M. E.	Rev. D. C. Knowles, D. D.
89	West Lebanon.....	Tilden Seminary	Non-sect..	E. Hubbard Barlow, A. M., PH. D.
	NEW JERSEY.			
90	Bordentown	Bordentown Female College <i>a</i> ...	Non-sect..	Rev. William C. Bowen, A. M.
91	Freehold	Freehold Young Ladies' Seminary. <i>a</i>	Non-sect..	Rev. Frank Chandler, D. D. ..
	NEW YORK.			
92	Brooklyn	Packer Collegiate Institute <i>a</i> ...	Non-sect..	Truman J. Backus, LL. D.
93	Buffalo	Buffalo Female Academy <i>a</i>	Non-sect..	Albert T. Chester
94	Canandaigua	Granger Place School <i>a</i>	R. C.	Caroline A. Comstock
95	New York (Manhattanville).	Academy of the Sacred Heart <i>a</i>	R. C.	Madame S. Jones
96	New York (603 Fifth avenue).	Boarding and Day School for Young Ladies. <i>a</i>	Non-sect..	Rev. Charles H. Gardiner, PH. D.
97	New York (11 E. 32d st).	English, French, and German Boarding and Day School. <i>a</i>	Non-sect..	M. H. Jonson and Miss A. L. Jones.
98	Plattsburg.....	D'Youville Academy <i>a</i>	R. C.	Sister M. de la Victoire.
	NORTH CAROLINA.			
99	Charlotte	Charlotte Female Institute.....	Presb.	Rev. William R. Atkinson ..
100	Greensborough	Greensborough Female College. <i>a</i>	Meth.	Rev. T. M. Jones, A. M., D. D.
101	Lenoir	Davenport Female College <i>a</i> ...	Non-sect..	Will. H. Sanborn
102	Murfreesborough.....	Chowan Baptist Female Institute. <i>a</i>	Baptist ..	G. B. Brewer, A. M.
103	Raleigh	Estey Seminary <i>a</i>	Baptist ..	Rev. H. M. Tupper, D. D.
104	Statesville	Statesville Female College <i>a</i> ...		Fannie Everett, prin

a These statistics are for the year 1885-86.

for 1886-87; from replies to inquiries by the U. S. Bureau of Education—Continued.

Date of charter.	Year in which institution was first opened for instruction.	Professors and instructors.			Students.				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.	Amount of permanent endowment.	Benefactions.	Number of degrees conferred at last commencement.	
		Male.	Female.	Total.	Number in preparatory department.	Number in academic department.	Total.	Number of graduates.								
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1854	1837	1	5	6	.....	.....	100	.....	1,000	.....	\$125	\$30,000	.....	.....	.....	72
1872	1869	3	6	9	.....	.....	188	12	1,500	\$25-50	125	18,000	.....	.....	.....	73
1877	1877	1	4	5	.....	.....	58	.....	566	30-50	120	10,000	.....	.....	.....	74
1850	1850	4	6	10	.....	.....	101	.....	.....	10-20	\$3	25,000	.....	.....	17	75
1857	1856	3	7	10	25	85	110	.....	600	20-40	160	35,000	\$20,000	.....	4	76
1859	1855	2	8	10	64	65	129	.....	.....	30-50	140	15,000	.....	.....	4	77
1870	1872	4	8	12	15	.....	107	7	.....	50	150	30,000	.....	.....	7	78
1872	1871	2	6	8	.....	.....	30	5	2,000	60	180	40,000	.....	.....	5	79
1855	1855	3	5	8	.....	.....	72	4	400	50	150	25,000	.....	.....	10	80
1869	1870	1	12	13	.....	.....	125	4	1,000	50	140	50,000	.....	\$3,500	4	81
1859	1860	1	6	7	.....	.....	58	5	400	20-50	160	30,000	.....	.....	6	82
1872	1873	2	8	10	.....	.....	120	.....	1,000	40	160	55,000	45,000	0	9	83
1853	1820	2	7	9	3	94	97	.....	2,500	40,50	200	75,000	12,000	.....	.....	84
1884	1849	1	20	21	.....	.....	260	.....	1,100	50	150	.....	.....	.....	.....	85
.....	1876	1	8	9	.....	.....	65	8	410	280	200	.....	.....	1,700	.....	86
1867	1869	2	7	9	.....	.....	119	8	550	30	95-135	90,000	170,000	.....	.....	87
1852	1843	4	4	8	.....	.....	192	16	400	.....	.....	30,000	.....	.....	.....	88
1854	1854	1	7	8	.....	.....	48	.....	1,400	50	255	60,000	.....	5,000	.....	89
1853	1851	3	6	9	23	49	72	.....	675	(250-300)	.....	30,400	.....	.....	9	90
1884	1844	1	7	8	20	50	70	.....	.....	50,60	280	30,000	.....	.....	.....	91
1853	1854	3	33	41	.....	.....	640	.....	4,929	64-140	.....	.....	.....	.....	.....	92
1851	1851	4	10	14	70	100	170	.....	1,435	50-120	280	70,000	400	.....	.....	93
.....	1876	3	9	12	43	44	87	.....	1,000	57-76	400	15,000	.....	.....	.....	94
1851	1841	7	30	37	163	93	255	.....	4,446	(300)	.....	.....	.....	.....	.....	95
.....	1858	.....	15	15	25	75	100	.....	.....	75-250	750	.....	.....	.....	.....	96
.....	1869	8	9	17	.....	.....	100	.....	.....	.....	.....	.....	.....	.....	.....	97
1869	1860	0	6	6	36	69	105	.....	.....	10-22	130	14,000	2,050	.....	.....	98
1839	1857	2	8	10	.....	.....	170	.....	.....	50	160	25,000	.....	.....	.....	99
1839	1846	3	12	15	23	183	206	.....	2,000	12-25	100	75,000	3,000	.....	21	100
1855	1856	2	6	8	.....	89	89	.....	.....	20-50	150	4,000	.....	.....	1	101
.....	1848	2	7	9	25	73	98	.....	1,000	40-50	108	45,000	.....	.....	.....	102
1874	1870	.....	.....	.....	.....	.....	172	.....	.....	12	40	.....	.....	.....	.....	103
.....	.....	.....	5	.....	.....	.....	104	.....	.....	20-40	130	.....	.....	.....	.....	104

TABLE 42, DIVISION B.—Statistics of institutions for the superior instruction of women

	Post-office address.	Name.	Religious denomination.	President.
	1	2	3	4
	NORTH CAROLINA—cont.			
105	Thomasville	Thomasville Female College <i>a</i>	Bapt.	Rev. J. N. Stallings
106	Wilson	Wilson Collegiate Institute	Non-sect.	Silas E. Warren
	OHIO.			
107	Cincinnati (Lawrence and Third Streets)	Bartholomew English and Classical School	P. E.	George K. Bartholomew, A. M.
108	Glendale	Glendale Female College	Presb.	Rev. L. D. Potter, D. D.
109	Hillsborough	Hillsborough Female College	M. E.	Rev. W. C. Helt, S. T. B., Ph. D.
110	Oxford	Oxford Female College	Presb.	Rev. Paye Walker, D. D.
111	Painesville	Lake Erie Female Seminary	Non-sect.	Miss Mary Evans
	OREGON.			
112	Portland	St. Helen's Hall	P. E.	Miss Mary B. Rodney, prin.
	PENNSYLVANIA.			
113	Allentown	Allentown Female College	Reformed.	Rev. W. M. Reilly, Ph. D.
114	Bethlehem	Moravian Seminary for Young Ladies	Moravian.	Rev. J. Blickensderfer, prin.
115	Blairsville	Blairsville Ladies' Seminary <i>a</i>	Presb.	T. R. Ewing
116	Lewisburg	Bucknell Institute <i>a</i>	Baptist ..	David J. Hill, LL. D.
117	Ogontz	Ogontz School for Young Ladies	Non-sect.	Misses F. E. Bennett and S. J. Eastman
118	Philadelphia	Philadelphia Seminary .....	.....	Rebecca E. Judkins
119	Pittsburg	Pittsburg Female College	M. E.	Rev. A. H. Norcross, D. D.
120	Washington	Washington Female Seminary <i>a</i>	Non-sect.	Miss N. Sherrard
	SOUTH CAROLINA.			
121	Columbia	Columbia Female College	M. E. So.	Rev. O. A. Darby, D. D.
122	Greenville	Greenville Female College	Baptist ..	A. S. Townes
	TENNESSEE.			
123	Brownsville	Brownsville Female College	Baptist ..	Rev. J. D. Anderson, A. M.
124	Brownsville	Wesleyan Female College	M. E. So.	Rev. John Williams, A. M.
125	Columbia	Columbia Athenæum	Non-sect.	Robert D. Smith, A. M.
126	Jackson	Memphis Conference Female Institute	M. E. So.	Rev. A. W. Jones, A. M., D. D.
127	McMinnville	Cumberland Female College <i>a</i>	Cumb. P.	N. J. Finney, A. M.
128	Murfreesborough	Scott Female College	M. E. So.	Rev. John R. Thompson, A. M.
129	Nashville	Nashville College for Young Ladies	M. E. So.	Rev. Geo. W. F. Price, D. D.
130	Nashville	Seminary for Young Ladies <i>a</i>	Non-sect.	W. E. Ward
131	Rogersville	Synodical Female College	Presb.	Mrs. F. A. Ross and Chas. C. Ross
132	Shelbyville	Shelbyville Female College	Non-sect.	J. P. Hamilton, A. M.
133	Winchester	Mary Sharp College <i>a</i>	Baptist ..	J. C. Graves, LL. D.
	TEXAS.			
134	Georgetown	Ladies Annex, Southwestern University	M. E. So.	Rev. John W. Heidt, A. M., D. D., regent.
135	Victoria	Nazareth Academy <i>a</i>	R. C.	Mother Saint Claire
136	Waco	Waco Female College	Meth.	R. O. Rounsavall, A. M.
	VERMONT.			
137	Montpelier	Vermont Methodist Seminary and Female College <i>a</i>	M. E.	Rev. J. D. Decman, A. M.

a These statistics are for the year 1885-86.

for 1886-87; from replies to inquiries by the U. S. Bureau of Education—Continued.

Date of charter.	Year in which institution was first opened for instruction.	Professors and instructors.			Students.				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.	Amount of permanent endowment.	Benefactions.	Number of degrees conferred at last commencement.	
		Male.	Female.	Total.	Number in preparatory department.	Number in academic department.	Total.	Number of graduates.								
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1855	1849	3	5	8	43	30	82	...	350	\$30-40	\$100	\$16,000	.....	.....	5	105
1872	1872	1	3	4	...	...	48	...	.....	40	125	10,000	.....	.....	...	106
.....	1875	4	12	16	.....	.....	133	15	400	20-160	275	40,000	.....	.....	...	107
1854	1854	1	11	12	.....	.....	102	5	3,000	30-50	250	75,000	.....	.....	...	108
1854	1839	3	7	10	.....	.....	50	6	400	45	170	50,000	.....	.....	6	109
1851	1851	4	10	14	.....	.....	133	...	2,500	20	200	25,000	.....	.....	...	110
1856	1859	3	18	21	.....	.....	140	3	2,000	(200)	...	135,000	\$28,000	.....	...	111
1869	1869	2	12	14	.....	.....	159	6	750	30,50	360	.....	.....	.....	...	112
1870	1870	1	5	6	.....	.....	96	...	700	40	225	50,000	.....	.....	...	113
1863	1749	3	12	15	.....	.....	95	1	6,000	60	200	160,000	.....	.....	0	114
.....	1851	...	...	9	.....	.....	51	...	800	4	200	25,000	.....	.....	...	115
.....	1832	6	7	13	15	48	63	...	1,000	36	225	.....	.....	.....	...	116
.....	1850	5	14	19	.....	.....	118	...	5,000	(600)	...	1,000,000	.....	.....	...	117
.....	1871	2	12	14	.....	.....	100	13	1,800	80-150	650	35,000	.....	.....	...	118
1854	1854	11	8	19	.....	.....	127	6	1,000	60,80	220	150,000	10,000	\$2,000	...	119
1836	1836	13	1	14	6	130	136	...	500	24-40	210	25,000	.....	.....	...	120
1854	1857	4	5	9	.....	.....	116	9	200	50	150	50,000	.....	.....	9	121
1854	1855	3	10	13	35	.....	235	17	500	25-50	125-120	.....	.....	.....	...	122
1851	1852	1	4	5	.....	.....	70	...	300	20-50	135	20,000	.....	.....	...	123
1870	1867	1	3	4	.....	.....	66	...	500	29-54	135	6,000	.....	.....	...	124
1858	1852	4	12	16	.....	.....	140	14	5,250	30-50	200	60,000	.....	.....	...	125
1844	1844	2	9	11	.....	.....	160	...	4,000	25	130	45,000	.....	.....	...	126
1850	1850	3	2	5	51	99	150	...	2,000	15,25	120	25,000	.....	.....	8	127
1851	1852	1	6	7	.....	.....	89	2	50	40-50	120	16,000	.....	.....	9	128
1881	1880	2	15	17	.....	.....	284	...	.....	40-70	200	75,000	.....	.....	...	129
1869	1865	1	19	20	35	290	325	...	2,000	30,60	200	100,000	.....	.....	42	130
1819	1850	2	8	10	.....	.....	94	...	1,000	17-36	120	.....	.....	.....	...	131
1884	1853	1	4	5	.....	.....	100	...	300	30-50	136	6,000	.....	.....	...	132
1850	1851	4	4	8	72	142	214	...	1,500	30-60	135	20,000	.....	.....	23	133
1875	1840	10	5	15	55	.....	149	...	.....	50	150	20,000	.....	.....	...	134
1880	1867	...	10	10	150	50	200	...	1,000	20,30	.....	.....	.....	.....	...	135
1854	1854	4	7	11	.....	.....	151	...	575	50	140	30,000	.....	.....	...	136
1834	1834	4	2	6	24	189	213	...	.....	.....	.....	.....	.....	.....	2	137

b Value of leased property.

TABLE 42, DIVISION B.—Statistics of institutions for the superior instruction of women

	Post-office address.	Name.	Religious denomination.	President.
	1	2	3	4
	VIRGINIA.			
138	Danville.....	Danville College for Young Ladies.	M. E. So.	R. H. Sharp, Jr.
139	Danville.....	Roanoke Female College.....	Baptist..	J. T. Averett, A. M.
140	Keswick.....	Edge Hill School.....	Non-sect.	Miss C. R. Randolph.....
141	Marion.....	Marion Female College.....	Lutheran	Rev. J. J. Scherer, A. M.
142	Petersburg.....	Southern Female College.....	Non-sect.	W. T. Davis, A. M.
143	Staunton.....	The Staunton Female Seminary.	Lutheran	Rev. Jas. Willis, A. M.
144	Staunton.....	Virginia Female Institute.....	P. E.	Mrs. Gen. J. E. B. Stuart
145	Staunton.....	Wesleyan Female Institute <i>a</i>	M. E. So.	Rev. W. A. Harris, D. D.
146	Warrenton.....	Fauquier Female Institute <i>a</i>	Non-sect.	A. Fleet
	WEST VIRGINIA.			
147	Clarksburg.....	Broadus Female College.....	Baptist..	F. S. Lyon, A. M.
148	Parkersburg.....	Parkersburg Seminary.....	Non-sect.	Mrs. H. L. Field.....
149	Wheeling.....	Wheeling Female College.....	Non-sect.	Rev. H. R. Blaisdelle, Ph. D.
	WISCONSIN.			
150	Fox Lake.....	Wisconsin Female College.....	Cong.....	Helen A. Pepoon, principal.
151	Milwaukee.....	Milwaukee College <i>a</i>	Non-sect.	Charles S. Farrar, A. M.
152	Sinsinawa Mound.....	St. Clara Academy <i>a</i>	R. C.....	Mother M. Emily

a These statistics are for the year 1885-86.

for 1886-87; from replies to inquiries by the U. S. Bureau of Education—Continued.

Date of charter.	Year in which institution was first opened for instruction.	Professors and instructors.			Students.				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.	Amount of permanent endowment.	Benefactions.	Number of degrees conferred at last commencement.	
		Male.	Female.	Total.	Number in preparatory department.	Number in academic department.	Total.	Number of graduate students.								
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1883	1883	3	6	9	39	99	138	....	350	\$50	\$135	\$40,000	.....	.....	5	138
1859	1859	3	3	6	....	....	100	6	0	26-50	135	37,000	.....	.....	....	139
.....	1866	....	6	6	....	....	26	....	2,000	300	180	.....	.....	.....	....	140
1874	1873	3	4	7	20	85	107	2	....	20-40	100	26,000	.....	.....	....	141
1863	1862	2	3	5	....	....	00	....	1,200	20-60	150	25,000	.....	.....	....	142
1870	1870	4	4	8	....	....	70	....	800	50	175	20,000	.....	.....	....	143
1844	1847	4	10	14	....	....	105	3	500	(250)	....	40,000	.....	.....	....	144
1837	1837	....	15	....	....	....	105	....	....	....	....	40,000	.....	.....	12	145
1856	1857	1	2	3	11	29	40	....	350	50-50	135	12,000	.....	.....	....	146
1877	1871	1	7	8	....	....	68	3	200	30-50	150	10,000	.....	.....	....	147
1883	1872	....	4	4	....	....	....	....	....	....	....	....	.....	.....	....	148
1848	1848	2	8	10	....	....	70	13	200	50	200	15,000	.....	.....	....	149
1885	1856	....	6	6	....	....	59	....	1,400	28	122	30,000	\$9,000	.....	....	150
1851	1852	2	13	15	....	....	183	....	3,000	50-80	....	57,000	.....	.....	....	151
1852	1852	....	23	23	80	70	150	....	1,000	(163)	....	....	.....	.....	....	152

II.—UNIVERSITIES AND COLLEGES.

In the tabular scheme employed since 1873 in the reports of this Office, the superior scholastic institutions for men or for both sexes have been divided into three groups, viz, universities and colleges, schools of science, and professional schools. This scheme suffices for about two-thirds of the institutions, but is inadequate for the remainder, owing to their complex organization and the rapid expansion of what are generally termed university features.

The separate presentation of a few of the more comprehensive foundations was made in the Report for 1885-86. This view is extended in the present Report, as will be seen by reference to Tables 43 and 44, the former including foundations comprising "groups of related faculties, colleges, or schools" endowed by private funds, and the latter, State universities. The details of the separate departments, colleges, etc., of these foundations are presented as heretofore in the tables to which they respectively pertain, and are included in the corresponding summaries.

The more thoroughly the general college work of the country is understood, the more clearly will be seen the importance of foundations which are destined to become great centres of the higher learning.

Disciplined minds and steady enthusiasm on the part of students; freedom, devotion, and concentration on the part of professors; libraries; laboratory equipments, full and varied as the forms and forces of nature; the inspiring contact of minds representing diverse formative influences; are the essentials of university life and labor.

The possible number of such seats of learning is limited; they can not exist at all excepting in a condition of public intelligence, and of public and of private liberality which are, or should be, promoted by the smaller colleges and diffused by their agency throughout the land.

It is not pretended that the foundations which have been selected for representation in the tables following are all universities, or even that they all bear the promise of becoming universities, in the special sense of that much-abused term. It is, however, believed that the principle of selection employed is justified by the facts and tendencies as known at present. The foundations comprised in Table 43 illustrate every source from which the material equipments of the highest order of institutions is likely to arise, excepting State or national bounty. All of them have progressed far enough to be judged by their actual work, and nearly all of them have achieved more than national distinction.

The undergraduate work of five of these institutions is carried on in colleges of arts and schools of science having their distinct faculties and students; in three, schools of science have distinct recognition, although the faculties and students are not reported separately from those of the college of arts; in the remaining four, the undergraduates are classified by the subjects or courses of study pursued.

Graduate departments, not professional, are reported from ten of the institutions. Seven of the ten report also professional schools, as do the two that do not report a graduate department.

The graduate students include 7 per cent. and the professional students 50 per cent. of the students of their respective institutions.

Ten of the twelve foundations in question report productive funds amounting in the aggregate to \$24,567,745, which is 34 per cent. of the total productive funds reported for all colleges of liberal arts, schools of science, and professional schools.

The total receipts for the year as reported from ten of the institutions were \$2,474,463, which sum was made up as follows: income from productive funds, 52 per cent.; receipts from tuition fees, 32 per cent.; State appropriations, 1 per cent.; other sources, 15 per cent.

The twenty-four institutions included in Table 44, while differing widely from each other in respect to their present development, have this in common—that they are all State universities.

Fourteen of the universities report graduate students, and seventeen report professional students, the number of the former being 2 per cent., and of the latter 35 per cent., of the students of their respective institutions.

With a single exception all the State universities report their productive funds, the aggregate amount being \$6,881,045.

The total income reported for twenty-three of the universities is \$1,302,042. This amount was made up as follows: income from productive funds, 32 per cent.; receipts from tuition fees, 11 per cent.; from State appropriations, 49 per cent.; from other sources, 8 per cent. Tuition fees, it will be seen, form but a small proportion of the aggregate income; the details show further that in three cases only do they represent a comparatively large part of the individual incomes.

The attendance upon post-graduate courses in the State universities is small as compared with the same in the universities included in Table 43. The number of graduate students in the latter is 55 per cent. of the entire number of such students reported from all colleges and universities.

As regards professional schools, theology has no representation in the State universities, and but four schools, with 272 students, in the universities of Table 43.

The law schools in Table 44 number 14, with 973 students, and in Table 43, 8, with 1,262 students. The number of medical schools in Table 44 is 11, with 969 students, and in Table 43, 9, with 2,412 students. The remaining professional students are distributed in dental, pharmaceutical, and veterinary schools.

The theological students of Table 43 represent 4 per cent. of all such students reported; the attendance upon law schools in both tables, 70 per cent. of all law students reported; and the attendance upon the medical schools, 28 per cent. of the medical students reported for the country at large.

In the report of funds distinction is not generally made between the several schools or departments of universities. So far as that has been done in the case of the universities here tabulated, the fact can be ascertained by reference to the detailed tables, in which the several departments have separate representation.

Comparisons of institutions with respect to their material resources are misleading, unless all the conditions under which their work is maintained can be taken into account. This is true when the institutions considered are in the same country, and doubly so when they are in different countries. At the same time, the knowledge of the resources available or which are deemed necessary for the conduct of higher education in any established seat of learning is always helpful to those charged with the same responsibility elsewhere. Information of this kind is not readily obtained from foreign countries, a circumstance which makes the publication of what is obtained all the more desirable.

In connection with the view here presented of university work and resources in the United States, the following statement respecting the colleges which are comprised in Cambridge University, England, is likely to be suggestive.

It presents the result of the assessment by the Financial Board of the income of the several colleges for the purposes of contribution to the Common University Fund. The source of the information is the Educational Times¹ of July 1, 1888.

The funds which in the original were given in English currency are here converted into dollars.

Name of college.	Assessed income.	Name of college.	Assessed income.
Peterhouse	\$30,169	Jesus	\$50,991
Clare	44,879	Christ's	50,963
Pembroke	52,110	St. John's	147,192
Gonville and Caius	65,311	Magdalene	21,663
Trinity Hall	31,284	Trinity	227,432
Corpus Christi	37,132	Emmanuel	47,687
Kings	111,174	Sidney Sussex	34,008
Queens	29,152	Downing	20,496
St. Catharine's	28,967		

¹ Published in London.

TABLE 43.—Statistics of foundations comprising groups

	Name.	College of arts and science.				Schools of science, pure and applied.		Professional schools.			Total number of instructors without duplication.		Total number of students without duplication.		Number of endowed professorships.		Number of State scholarships.		Number of other scholarships.		Number of volumes in libraries.	
		Number of instructors.	Number of students.	Number of schools.	Number of instructors.	Number of students.	Number of students in graduate department.	Number of schools.	Number of instructors.	Number of students.	Total number of instructors without duplication.	Total number of students without duplication.	Number of endowed professorships.	Number of State scholarships.	Number of other scholarships.	Number of volumes in libraries.						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16						
1	Yale University, New Haven, Conn.	46	570	1	30	256	56	3	53	194	121	1,134	13	.....	.....	183,000				
2	Columbian University, Washington, D. C.	19	107	1	.....	.....	.....	2	28	286	39	393	.....	.....	.....	.....		
3	Johns Hopkins University, Baltimore, Md.	52	150	.....	.....	.....	228	.....	.....	.....	52	378	0	0	60	30,000
4	Boston University, Boston, Mass.	18	163	.....	.....	.....	167	3	76	382	126	769	.....	80	69	18,504		
5	Harvard University, Cambridge, Mass.	88	1,077	2	37	22	70	5	120	524	179	1,688	31	.....	111	313,950					
6	Dartmouth College, Hanover, N. H.	18	249	3	17	107	1	1	12	61	44	418	6	12	125	67,000						
7	College of New Jersey, Princeton, N. J.	39	342	1	27	92	58	.....	.....	.....	39	492	.....	.....	64	60,000	
8	Cornell University, Ithaca, N. Y.	97	788	.....	.....	.....	41	.....	.....	.....	97	829	2	512	36	95,700
9	Columbia College, New York, N. Y.	50	249	1	31	260	22	2	78	1,005	150	1,570	1	0	66	87,279						
10	University of the City of New York, New York, N. Y.	26	116	1	.....	.....	15	2	67	701	78	831	.....	.....	.....	10,000	
11	University of Pennsylvania, Philadelphia, Pa.	47	352	1	.....	.....	28	5	108	715	136	1,088	2	2	76	60,000				
12	Vanderbilt University, Nashville, Tenn.	23	224	.....	.....	.....	.....	5	64	435	65	625	.....	.....	9	15,900

of related faculties, colleges, or schools, for 1886-87.

Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Amount of State appropriation.	Receipts during the year from other sources.	Total receipts.	Benefactions.	Number of degrees conferred in course at last commencement.	Other schools.	
17	18	19	20	21	22	23	24	25	26	
.....	\$2,284,589	\$146,825	\$147,772	.....	\$207,245	\$501,842	\$108,843	285	"School of the Fine Arts" reporting 7 in the faculty and 44 students.	1
\$320,000	250,000	.....	10,400	.....	.....	10,400	.....	.....	.....	2
828,442	3,000,000	179,192	23,093	\$0	0	202,285	10,000	44	.....	3
561,890	390,575	15,231	23,146	10,000	.....	48,377	6,500	128	"School of All Sciences" reporting 100 students, and a "College of Music" reporting 19 students.	4
.....	6,172,691	363,123	253,083	.....	86,628	703,736	1,023,576	395	.....	5
.....	.....	.....	.....	.....	.....	.....	.....	99	.....	6
.....	.....	.....	.....	.....	.....	.....	.....	189	.....	7
1,360,581	4,282,042	187,599	29,775	19,327	14,920	251,621	60,000	94	.....	8
1,033,328	5,500,000	242,086	130,293	.....	17,465	389,844	1,300	.....	"School of Political Science" reporting 74 students, and "School of Library Economy" reporting 20 students. 19 women are included in the College of Arts and Science.	9
550,000	430,000	28,000	0	.....	2,500	461,500	100,000	179	.....	10
1,489,645	1,357,843	74,892	120,638	.....	42,328	237,858	72,250	320	"Department of Philosophy" reporting 5 students, and "Department of Biology" reporting 14 students.	11
790,000	900,000	63,000	34,000	.....	.....	97,000	.....	145	.....	12

TABLE 44.—Statistics of State universities for 1886-87.

Name.	College of arts and science.				College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			College of arts and science.			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13	University of Missouri, Columbia, Mo. ^a	31	39	470	2	11	88	41	589	17,820	125,000	72,000	3,680	1,000	7,500	12,100	22
14	University of Nebraska, Lincoln, Nebr.	2	143	17	2	18	28			8,382	250,000						24
15	University of Nevada, Reno, Nev.	2								1,600	25,000	135,471		0	1,651	1,651	
16	University of North Carolina, Chapel Hill, N. C.		17	179	2	1	26	17	204	96	3	8,350	7,800	6,582	20,000	272	30
17	Ohio State University, Columbus, Ohio.	0	142	25	140	1			25	335	0	7,708	537,841		19,100	5,869	0
18	University of Oregon, Eugene City, Oregon.	1	119	9	90		1	5	13	15	222		9,000	4,000	5,000		4
19	University of South Carolina, Columbia, S. C.	0	9	17	147	0	1	6	13	17	183	0	5,750	480	23,000	29,500	300
20	University of Tennessee, Knoxville, Tenn.	1		11	127	4	2	32	206	39	337	0	24,500	1,200			72
21	University of Texas, Austin, Tex.		58	14	179	8	1	2	73	16	252	0	45,000	1,460		25,700	
22	University of Virginia, University, Va.			24			2		24				17,236			46,460	29
23	West Virginia University, Morgantown, W. Va.	3	103	13	66		1	2	17	13	169		6,300	300	21,000	17,236	46
24	University of Wisconsin, Madison, Wis.			37	336	3	2	10	135	47	505		12,050	13,108	257,063	282,221	92

^a Includes the Missouri School of Mines and Metallurgy at Rolla, Mo.

COLLEGES OR COLLEGIATE DEPARTMENTS.

Table 45 presents the summarized statistics of 361 colleges or collegiate departments. Of these, 248 report distinct preparatory departments with 26,550 students. There are, in addition, 21 colleges known to have preparatory departments, but which have not made separate reports of the same. The total of students in these is 3,507, or less than 9 per cent. of the sum total (viz, 43,474) reported in all collegiate departments.

The value of grounds, buildings, and apparatus is reported from 304 colleges, the amount being \$45,948,778; 206 colleges report productive funds to the amount of \$44,416,188. Of this sum, \$1,136,946 is not included in the reported income from productive funds, viz, \$2,655,081. On the other hand, a very small proportion of the income, viz, \$15,500, is realized from funds not stated.

The comparison of Tables 47 and 48, and the tables of professional schools, viz, 58, 61, and 63, with the one before us, will show that distinction is not always made between the funds of separate departments of the same institution. This is true also of State appropriations (Column 20). The larger proportion, however, of both these amounts is devoted to the service of the undergraduate work. The number of institutions richly endowed is small; only 23, or about 14 per cent. of those reporting the item, have income from funds amounting to \$25,000 or upwards. Of this number, 14 are either State universities or are included in the universities (Table 43), while of the remaining 15 all but 7 comprise one or more professional schools.

The State appropriations reported for the year amount to \$911,124. Of this sum, \$678,907 went to State and Territorial universities, and the balance, \$232,217, was divided between thirteen colleges.

The total income reported from 275 colleges was \$7,475,200. Of this sum, 36 per cent. was derived from productive funds, 26 per cent. from tuition fees, 12 per cent. from State appropriations, and 26 per cent. from all other sources.

The numerical strength of the teaching force and the number and classification of students are shown in Columns 9-14. As an index of power and resources, these numbers must be relatively considered. In a new country, in a sparsely settled or a poor country, a few professors and a small body of eager students may be the sign of high purpose and the promise of large results. In any community a college, small as to the number of its students, but well equipped as to teachers and material resources, is a power which cannot be spared and which cannot be supplied by more imposing institutions.

The full discussion of the statistics in the columns indicated requires a consideration of details that cannot be attempted here; it may be noted, as indicating the lines within which the discussion might be pursued, that 192 of the colleges tabulated report less than 100 collegiate students. Of the remaining 169, there are 145 colleges reporting from 100 to 300 students, 20 from 300 to 500, 3 from 500 to 800, and one above 800.

Comparisons between colleges with respect to the ratio of professors to students are apt to be misleading, since many colleges that report preparatory departments or affiliated professional schools have a combined faculty for all. The number of colleges reporting only college work is less than 20 per cent. of the total number.

The number of endowed professorships tabulated (Column 11, Table 45) emphasizes the need of increased funds for this important purpose. The 421 reported are distributed among 96 colleges. As to their value, which is the matter of chief importance, it is difficult to secure information, although it might naturally be supposed that the published statement would be the means of inducing larger contributions for this purpose. Some idea of the sum necessary to put the highest order of teaching service upon a free and secure footing may be gathered from the statement of the endowment funds¹ of Harvard University, for which the Office is indebted to the president, Dr. C. W. Eliot.

At the request of Dr. Edward Mussey Hartwell, associate in physical training, Johns Hopkins University, an inquiry as to the provision for physical training was included in the form addressed to colleges of arts and sciences. The replies show great variety of provision and widely different views as to the purposes and the importance of the training.

The colleges and universities reporting a gymnasium for the use of students, or military training as a part of their course, or both of these provisions, are presented in the following table:²

¹See p. 667.

²Yale University was accidentally omitted. In his report for 1887 President Dwight calls attention to the movement for the erection of a new gymnasium.

Name of institution and location.	Gymnasium.	Military tactics.	Gymnasium and military tactics.	Name of institution and location.	Gymnasium.	Military tactics.	Gymnasium and military tactics.
Howard College, Birmingham, Ala.	x	x		Mississippi College, Clinton, Miss.		x	
Spring Hill College, Spring Hill, Ala.	x			Central College, Fayette, Mo.	x		
University of Alabama, University, Ala.		x		Westminster College, Fulton, Mo.	x		
The Missionary College of St. Augustine, Benicia, Cal.		x		Washington University, St. Louis, Mo.	x		
University of California, Berkeley, Cal.	x	x	x	Drury College, Springfield, Mo.			
Napa College, Napa City, Cal.	x			College of Literature, Science, and Arts, of University of Nebraska, Lincoln, Nebr.		x	
Pacific Methodist College, Santa Rosa, Cal.		x		Dartmouth College, Hanover, N. H.	x		
The University of Colorado, Boulder, Colo.		x		Rutgers College, Newark, N. J.	x		
Trinity College, Hartford, Conn.	x			College of the Sacred Heart of Vine-land, Vineland, N. J.	x	x	x
University of North Dakota, Grand Forks, Dak.		x		St. Bonaventure's College, Allegany, N. Y.	x		
Delaware College, Newark, Del.	x			Hamilton College, Clinton, N. Y.	x		
Georgetown University, West Wash- ington, D. C.	x			Hobart College, Geneva, N. Y.	x		
Columbia Institute for the Deaf and Dumb, District of Columbia.	x			Union College, Schenectady, N. Y.	x		
Rollins College, Winter Park, Fla.		x		Niagara University, Suspension Bridge, N. Y.	x		
Bowdon College, Bowdon, Ga.		x		University of North Carolina, Chapel Hill, N. C.	x		
St. Viateur's College, Bourbonnais, Ill.	x			Rutherford College, Rutherford Col-lege, N. C.		x	
University of Illinois, Champaign, Ill.	x	x	x	Wake Forest College, Wake Forest, N. C.	x		
St. Ignatius College, Chicago, Ill.	x			Bueltel College, Akron, Ohio	x		
Illinois College, Jacksonville, Ill.	x			Ohio State University, Columbus, Ohio		x	
Lake Forest University, Lake For-est, Ill.	x			Kenyon College, Gambier, Ohio	x		
Augustana College and Theological Seminary, Rock Island, Ill.	x			Denison University, Granville, Ohio.	x		
Franklin College, Franklin, Ind.		x		Oberlin College, Oberlin, Ohio	x		
Ashbury College of Liberal Arts of De Pauw University, Greencastle, Ind.	x	x	x	Wilmington College, Wilmington, Ohio	x		
Griswold College, Davenport, Iowa	x	x	x	University of Wooster, Wooster, Ohio	x		
Norwegian Luther College, Decorah, Iowa	x			Lebanon Valley College, Annville, Pa.	x		
Drake University, Des Moines, Iowa.	x			Lafayette College, Easton, Pa.	x		
Parson's College, Fairfield, Iowa	x			Pennsylvania College, Gettysburg, Pa.	x		
Upper Iowa University, Fayette, Iowa	x			Haverford College, Haverford Col-lege, Pa.	x		
Iowa College, Grinnell, Iowa	x			Allegheny College, Meadville, Pa.		x	
State University of Iowa, Iowa City, Iowa.		x		University of Pennsylvania, Phila-delphia, Pa.	x		
Cornell College, Mount Vernon, Iowa.		x		Swarthmore College, Swarthmore P. O., Pa.	x		
College of Emporia, Emporia, Kans.	x			Augustinian College of Villanova, Villanova, Pa.	x		
Georgetown College, Georgetown, Ky.	x			Washington and Jefferson College, Washington, Pa.	x		
South Kentucky College, Hopkinsville, Ky.		x		Brown University,* Providence, R. I.	x		
Central University of Kentucky, Richmond, Ky.	x			South Carolina College, Columbia, S. C.	x		
Bethel College, Russellville, Ky.	x			Clarin University, Orangeburg, S. C.	x		
St. Mary's College, St. Mary's, Ky.		x		Vanderbilt University, Nashville, Tenn.	x		
Bowdoin College, Brunswick, Me.	x			Middlebury College, Middlebury, Vt.	x		
Bates College, Lewiston, Mo.	x			Randolph-Macon College, Ashland, Va.	x		
Colby University, Waterville, Me.	x			Emory and Henry College, Emory, Va.	x		
St. John's College, Annapolis, Md.		x		Washington and Leo University, Lexington, Va.	x		
Johns Hopkins University, Balti-more, Md.	x			Richmond College, Richmond, Va.	x		
Western Maryland College, West-minster, Md.	x			University of Virginia, University of Virginia, Va.	x		
Amherst College, Amherst, Mass.	x			Beloit College, Beloit College, Wis.	x		
College of Liberal Arts, Boston Uni-versity, Boston, Mass.	x			University of Wisconsin, Madison, Wis.	x		
Harvard University, Cambridge, Mass.	x			Ripon College, Ripon City, Wis.	x		
Tufts College, College Hill, Mass.	x			North-western University, Water-town, Wis.	x		
Williams College, Williamstown, Mass.	x						
Battle Creek College, Battle Creek, Mich.	x						
Hillsdale College, Department of Art, Hillsdale, Mich.	x						

* Students have the use of a well-ordered gymnasium in the city.

TABLE 45.—Summary of statistics of

	State or Territory.	Number of colleges and universities.	Preparatory department.		Collegiate department.						Number of endowed professorships.	Number of fellowships.	Number of State scholarships.	Number of other scholarships.		
			Number of instructors.	Number of students.	Officers of instruction and government.		Students.									
							Number in the faculty.	Number of additional instructors and lecturers.	Number in regular courses.	Number in special or partial courses.					Number of resident graduate students.	Total number.
1	2	3	4	5	6	7	8	9	10	11	12	13	14			
1	Alabama.....	5	3	250	53	0	229	81	0	544	1			2		
2	Arkansas.....	4	6	286	16	1	24	2	0	272				2		
3	California.....	12	30	1,041	170	65	488	415	33	1,528						
4	Colorado.....	3		138	15		31	68	3	192						
5	Connecticut.....	3	0	0	75	0	855	11	35	901	32	4				
6	Dakota.....	3	10	259	17	0	39	40	0	79				1		
7	Dist. of Columbia.	5	11	166	60	4	129		1	368						
8	Florida.....	2	4	76	8	0	29	7	0	36		0				
9	Georgia.....	7	30	696	46	0	342	30	2	602	9		53	6		
10	Illinois.....	24	57	2,157	252	17	1,444	484	63	2,812	16			407		
11	Indiana.....	14	48	1,294	141	14	1,390	360	57	1,807	41		23	108		
12	Iowa.....	20	53	2,019	226	24	1,210	587	10	2,186	27			159		
13	Kansas.....	10	12	1,249	115	7	430	120	29	792	1			17		
14	Kentucky.....	15	29	798	98	15	636	86	27	1,589	11			122		
15	Louisiana.....	11	61	1,404	103	2	441	207	20	959			11	8		
16	Maine.....	3	0	0	31	3	392	1	0	393	3		10	141		
17	Maryland.....	9	30	329	133	10	627	3	235	1,192		20	52	92		
18	Massachusetts.....	6	5	104	154	30	1,932	182	111	2,225	35	13	9	389		
19	Michigan.....	9	16	690	133	12	895	275	52	1,959	21			1,004		
20	Minnesota.....	6	5	373	78	8	319	51	22	614	3			5		
21	Mississippi.....	4	16	454	29	6	192	0	15	418				4		
22	Missouri.....	17	25	931	203	10	1,235	266	23	1,944	10	1		64		
23	Montana.....	1	1	18	8	5	25	10	0	35	0	0	0	0		
24	Nebraska.....	6	11	555	55	7	315	300	0	615	2			6		
25	Nevada.....	1	2													
26	New Hampshire.....	1	0	0	14	0	249	0	1	250	6					
27	New Jersey.....	4	2	54	76	1	549	77	66	692	4	7	40	65		
28	New Mexico.....	1	1	10	3	0	8	11	0	19	0	0	0	0		
29	New York.....	20	102	2,509	327	52	2,176	356	101	2,842	36	18		344		
30	North Carolina.....	9	11	231	72	14	545	82	4	1,234	1		96	14		
31	Ohio.....	34	69	2,510	344	44	2,241	978	146	3,632	66			395		
32	Oregon.....	7	16	693	39	0	123	144		364	1			25		
33	Pennsylvania.....	25	77	1,859	302	65	2,563	259	88	3,186	45	1	2	256		
34	Rhode Island.....	1	0	0	19	3	241	0	2	243	2		34	64		
35	South Carolina.....	8	8	254	47	6	329	99	21	560	6	6	33	14		
36	Tennessee.....	19	20	1,318	174	27	865	335	39	1,931	9	10	311	52		
37	Texas.....	8	13	390	67	0	233	78	8	1,466						
38	Utah.....	1	2		6	5				349	0	0	0	0		
39	Vermont.....	2	0	0	23	1	201	12	0	213	4		0	81		
40	Virginia.....	7	5	76	69	15	264	46	5	1,024	14	2		49		
41	Washington.....	2	6	228	19	0	52	98	0	150			36	1		
42	West Virginia.....	3	7	240	23	0	66	3		135			104			
43	Wisconsin.....	9	20	900	100	17	709	404	18	1,122	6			1,013		
	Total.....	361	824	26,550	3,952	49	25,054	6,568	1,237	43,474	421	82	814	4,910		

colleges of liberal arts for 1886-87.

Number of bound volumes in college 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 for the last year from all other sources.	Total income.	Number of degrees conferred in course at last commencement.	Benefactions.	
15	16	17	18	19	20	21	22	23	24	
32,000	\$1,020,000	\$301,000	\$24,800	\$1,000	.....	.....	\$25,800	83	\$202,220	1
1,800	108,000	.....	.....	2,336	.....	\$600	2,936	8	.....	2
64,100	660,000	174,500	6,000	78,113	.....	151,650	235,663	103	150	3
3,100	460,000	52,840	3,705	1,138	\$22,000	3,500	30,343	4	19,631	4
193,000	1,509,630	2,209,272	127,027	118,450	.....	268,084	513,561	250	109,296	5
3,200	240,000	.....	.....	550	64,000	1,500	66,050	6	.....	6
60,500	800,000	430,000	11,031	.....	25,500	25,411	61,942	22	4,100	7
1,800	50,500	65,200	2,812	3,220	0	2,800	8,832	0	26,494	8
31,350	763,000	597,452	32,409	6,387	25,000	26,288	90,084	83	28,853	9
116,195	2,399,597	1,973,553	85,032	167,187	.....	138,391	408,610	225	340,034	10
87,650	1,772,000	1,310,500	83,792	32,566	23,000	24,775	164,133	243	114,188	11
96,425	1,568,763	889,854	60,039	77,373	52,000	34,571	223,983	217	143,835	12
38,010	1,200,000	431,000	20,350	29,935	33,700	5,200	98,185	41	38,000	13
49,032	889,500	960,885	59,238	67,432	.....	51,722	178,392	107	137,500	14
46,660	545,742	1,408,514	93,652	28,565	14,750	.....	136,967	36	50,095	15
65,237	300,000	898,645	57,276	22,907	.....	.....	80,183	144	85,250	16
61,400	1,188,442	3,000,000	179,192	27,303	14,700	.....	221,195	102	10,000	17
335,500	1,100,000	3,693,039	248,688	233,139	.....	74,101	555,928	515	46,734	18
103,541	1,647,000	1,242,296	73,551	91,756	51,500	89,774	306,581	431	39,049	19
45,000	1,785,854	1,046,056	59,994	14,831	35,000	17,412	127,237	79	21,107	20
15,000	328,000	549,061	33,325	4,550	32,643	6,670	77,188	35	4,800	21
103,370	1,992,000	1,049,200	68,530	142,250	.....	426,570	637,350	103	392,500	22
760	68,000	0	0	.....	.....	.....	.....	.....	4,360	23
20,032	551,630	280,542	16,925	6,250	.....	5,932	20,107	20	24,654	24
1,000	25,000	135,471	.....	0	1,651	.....	1,651	.....	.....	25
67,000	.....	.....	.....	.....	.....	.....	.....	55	.....	26
86,930	475,000	481,000	33,900	3,057	.....	.....	36,957	222	23,000	27
300	15,000	.....	.....	476	.....	4,500	4,976	0	12,000	28
292,471	6,127,795	7,766,486	373,885	263,980	150,387	89,798	1,065,754	413	318,903	29
38,512	816,690	403,000	27,300	30,282	20,000	7,027	84,609	86	84,500	30
239,944	5,526,574	3,911,837	269,112	142,854	28,550	116,463	556,979	484	249,554	31
8,800	261,000	381,500	22,650	16,100	5,000	2,400	46,150	10	21,950	32
202,020	4,323,208	3,072,676	210,362	168,129	.....	100,658	479,149	640	787,312	33
65,594	600,000	709,979	42,832	17,510	.....	.....	60,342	68	100,710	34
55,625	482,090	335,150	19,423	7,770	23,000	34,165	84,353	54	2,300	35
59,510	1,164,700	1,573,037	103,866	40,627	1,000	51,268	202,761	153	75,198	36
8,450	103,500	683,009	45,000	4,400	1,700	.....	51,100	21	.....	37
2,837	75,000	0	0	7,162	5,000	0	12,162	0	0	38
53,000	100,000	145,252	10,537	1,132	0	1,049	12,718	8	250	39
100,600	910,000	1,305,434	78,419	27,750	.....	4,800	110,969	103	66,000	40
4,900	137,000	9,425	1,100	8,700	3,000	.....	12,800	3	2,500	41
5,100	135,000	117,000	6,500	300	21,000	500	28,100	1	125	42
58,334	1,714,843	700,422	47,927	53,225	257,063	46,100	403,415	88	71,961	43
2,920,429	45,948,778	44,416,188	2,655,081	1,950,692	911,124	1,813,579	7,475,200	5,266	3,659,113	

TABLE 46.—Comparative statistics of the undergraduate work of colleges for 1886-87.

State or Territory.	Total number of undergraduates.	Percentage of undergraduates in regular courses.	Students.			
			Percentage of students in regular courses reported in—			
			Classical course.	Scientific course.	Both classical and scientific courses.	Other first degree courses.
1	2	3	4	5	6	7
<i>North Atlantic Division.</i>						
Maine	393	100	100	0	0	0
New Hampshire	249	100	100	0	0	0
Vermont	213	94	60	24	0	16
Massachusetts	2,114	91	97	3	0	0
Rhode Island	241	100	100	0	0	0
Connecticut	866	99	91	9	0	0
New York	2,741	79	64	29	5	2
New Jersey	626	88	86	14	0	0
Pennsylvania	3,098	83	61	51	0	5
<i>South Atlantic Division.</i>						
Delaware						
Maryland	957	66	65	5	0	0
District of Columbia	367	35	100	0	0	0
Virginia	688	38	84	16	0	0
West Virginia	135	49	9	0	91	0
North Carolina	1,230	44	55	18	27	0
South Carolina	539	61	89	10	0	1
Georgia	600	57	91	9	0	0
Florida	36	81	69	31	0	0
<i>South Central Division.</i>						
Kentucky	1,562	41	59	35	0	6
Tennessee	1,892	46	71	29	0	0
Alabama	514	42	48	52	0	0
Mississippi	403	48	47	39	0	14
Louisiana	939	52	51	16	33	0
Texas	1,458	16	58	29	13	0
Arkansas	272	9	0	0	100	0
<i>North Central Division.</i>						
Ohio	3,486	61	56	17	0	27
Indiana	1,750	79	53	22	13	12
Illinois	2,749	52	42	34	24	0
Michigan	1,907	47	40	22	0	38
Wisconsin	1,104	63	59	23	0	18
Minnesota	592	54	35	39	0	26
Iowa	2,176	56	43	45	0	12
Missouri	1,921	64	28	15	57	0
Dakota	79	49	33	62	0	0
Nebraska	615	51	52	29	0	19
Kansas	763	56	44	25	0	31
<i>Western Division.</i>						
Montana	35	71	44	56	0	0
Wyoming						
Colorado	189	16	52	48	0	0
New Mexico	19	42	50	50	0	0
Arizona						
Utah	349					
Nevada						
Idaho						
Washington	150	35	50	59		
Oregon	364	34	26	23	34	17
California	1,495	33	45	19	25	11
North Atlantic Division	10,541	87	77	19	1	3
South Atlantic Division	4,552	51	81	10	9	0
South Central Division	7,070	38	59	31	8	2
North Central Division	17,142	60	46	25	12	17
Western Division	2,601	28	43	25	23	9
United States	41,906	60	62	22	8	8

a Does not include the University of Virginia.

CLASSIFICATION OF UNDERGRADUATE STUDENTS.

Table 46 presents a comparative view of the undergraduate work of the colleges included in this Report.

For the country at large, sixty per cent. of college students are in degree courses, the remainder being classified in normal, business, partial, and special courses. These courses include the majority of students in the South Central and Western Divisions of the country, and have the smallest representation in the North Atlantic Division. The distribution of students among the degree courses is shown in Columns 4, 5, 6, and 7, the last mentioned including students in literary courses leading to the B. L. degree, philosophical leading to B. Ph., and civil engineering courses leading to the degree of B. S. or of C. E. Of degree courses, the classical shows the largest proportion of students, whether regard be had to the entire country or to the several geographical sections.

INFORMATION DERIVED FROM LETTERS AND SPECIAL STATEMENTS CALLED FORTH BY THE CORRESPONDENCE ARISING FROM THE PREPARATION OF THIS REPORT.

Endowed professorships in Harvard University.

Name.	Object.	Amount August 31, 1886.
HARVARD COLLEGE:		
Alford.....	Natural religion, moral philosophy, and civil polity.	\$27,748.64
Boylston.....	Rhetoric and oratory.....	28,337.40
Ehot.....	Greek literature.....	31,619.50
Erving.....	Chemistry and mineralogy.....	3,500.01
Fisher.....	Natural history.....	35,990.99
Hersey.....	Theory and practice of physic.....	41,961.26
Hersey.....	Anatomy.....	
Hollis.....	Mathematics and natural philosophy.....	3,747.33
Hollis.....	Divinity.....	34,517.60
McLean.....	Ancient and modern history.....	43,092.93
Perkins.....	Astronomy and mathematics.....	21,606.00
Plummer.....	Christian morals.....	25,020.19
Pope.....	Latin.....	52,500.00
Rumford.....	Application of science to useful arts.....	52,996.37
Smith.....	French and Spanish language and literature.	23,130.83
DIVINITY SCHOOL:		
Bussey.....	Theology.....	37,583.74
{ Hancock.....	Hebrew and Oriental languages.....	6,008.43
{ Dexter.....	Biblical literature.....	20,208.38
Parkman.....	Theology.....	16,015.81
Winn.....	Ecclesiastical history.....	40,345.73
LAW SCHOOL:		
Bussey.....	Law.....	23,979.82
Dane.....	Law.....	15,750.00
Royall.....	Law.....	8,340.81
New.....	Law.....	94,135.26
MEDICAL SCHOOL:		
Jackson.....	Clinical medicine.....	19,192.65
Shattuck.....	Pathological anatomy.....	17,129.20
LAWRENCE SCIENTIFIC SCHOOL:		
Sturgis-Hooper.....	Geology.....	100,190.00
Abbott Lawrence Fund.....	Professors of (1) zoology and (2) palaeontology.	61,536.43
Fund.....	Professorship of engineering.....	38,807.17
OBSERVATORY:		
Paine.....	Astronomy.....	50,000.00
ARNOLD ARBORETUM:		
Arnold ¹	Arboriculture.....	153,299.69

¹ Salary paid from income of Arnold fund.

Making a total of 31 endowed professorships.

In a letter accompanying this statement, Dr. Eliot calls attention to the fact that only three of the professorships here mentioned are completely endowed.

In his report for 1886-87, he notes that the university has received this year gifts and bequests to the amount of more than a million of dollars. This includes the Price Greenleaf bequest of \$630,000, the scholarships and other aid provided for poor students, but which are restricted in their application to undergraduates of the college proper.

ORGANIZATION OF THE UNIVERSITY OF PENNSYLVANIA.

[From letter of Jesse T. Burk, secretary of the University.]

"The college department comprises a department of arts, one of science, a course of philosophy for undergraduates, a course in music, and a department of finance and economy. The one faculty governing and teaching this complex body is not all concerned in the teaching of any one section. Indeed, throughout the university, one professor may belong to and teach in several faculties. * * * So also an endowed chair, of which we have but few, may provide for instruction in several of these united departments. * * * I beg to add a few special statements:

"1. This university receives no State or municipal aid. Its board of trustees fills its own vacancies, and has no other connection with the State than that the Governor is *ex officio* the president.

"2. In addition to the fixed scholarships noted in the report on colleges (2 State and 50 city prizes), there are special grants made of an average of 25 others, privately, at the discretion of the board.

"3. Two commencements are held annually,—1st, that in May, of the medical and dental departments; 2d, that in June of the college (arts, science, finance, philosophy, music), law, and veterinary departments. Honorary degrees may be conferred at either.

"The schools of arts, science, philosophy, finances are in fact one for the first two years, diverging only on entering third or junior year, hence no separate report can be made of income from tuition fees."

ORGANIZATION OF THE UNIVERSITY OF VIRGINIA.

[From letter of Prof. Charles S. Venable, chairman of the faculty.]

"* * * The University of Virginia is a university in the broad sense of the European universities.

"The library is undivided and is as a whole for the institution.

"Neither the law class nor the medicine class have a separate dean. All the students of the institution are on the same footing, and many in the academic departments have also some of the law school or medicine school. We have no separate college of arts or of sciences. Many in scientific departments are also in departments of arts. All of these departments report to one head, the chairman of the faculty.

"Attendance is required of all students in any and every department, and all are subject to daily examination in portion of subject assigned.

"As requested I send several catalogues and sketches. You see all of the students are catalogued together."

THE UNIVERSITY OF ALABAMA.

The material resources of the University of Alabama have been greatly improved during the year by the completion of the new university building. The work fitly closes a series of efforts that form an interesting chapter in the educational record of the last decade. In 1875 the university was placed under the control of a board of trustees nominated by the Governor and approved by the Senate of the State. They found the university in a prostrate condition and applied themselves to the difficult task of restoring its prestige. Their first endeavor was to clear up the accounts and place the funds upon a sound basis. This was so successfully accomplished that since 1876-77 it has been possible to obtain, whenever desired, an accurate knowledge of the university finances. Then followed the revision of the rules and regulations affecting the internal discipline and the conduct of studies. The result is seen in the elevated tone of the university life, in the advancement of its scholastic standards and its consequent increase in numbers and influence.

It remained to secure proper housing for the revived institution. The need in this respect is indicated by a statement in the report of the trustees for 1881-82. "The building now in use," they say, "is only the rear portion and a part of the two sides of the structure as originally planned, was not constructed or adapted for many of the uses to which it is now put, and its use, except as barracks, messroom, and recitation rooms, was only a makeshift until the building could be completed."

In their appeals to the General Assembly for the appropriation of a building fund the trustees simply sought justice, the State being debtor to the university for large sums on account of the proceeds of the sale of the "university lands." Such, how-

ever, was the condition of the State finances that no appropriation for the purpose was possible until 1884, in which year \$60,000 were allowed. Since that time the work has been steadily pushed to its completion.

The buildings erected comprise 4 halls, inclosing a quadrangle or court 230 by 250 feet, from the centre of which a sentinel on duty commands a view of all the rooms.

Clark Hall, the central building on the south side, which is the front of the quadrangle, is a handsome structure of brick and gray limestone, and is appropriated to general academic uses. It is three stories in height, and has a front of 60 feet and a depth of 100 feet. The first story contains the library and reading rooms, and the chapel. The great public hall of the university occupies the second and third stories. This hall will seat with comfort 800 people on the first floor, with accommodations for several hundred more in the galleries. An extensive laboratory has also just been completed.

In its organization the University of Alabama comprises two departments, the academic and professional. The former consists of eleven schools, the studies of which are so arranged as to form four separate and complete courses, as follows: (1) The classical course; (2) the scientific course; (3) the civil engineering course; (4) the mining engineering course.

"A suitable degree is conferred upon students, who complete the studies in either of these courses."

Military training is a feature of the academic department, which has attracted much attention especially since the interstate drill for cadets held at New Orleans in 1885, on which occasion the prize was won by the university students.

The law department organized in 1873 embraces: (1) The school of internal and constitutional law; (2) the school of common and statute law; (3) the school of equity jurisprudence.

This course may be completed in one scholastic year and leads to the degree of bachelor of laws, which entitles the recipient to practice law in all the courts of law and equity in this State.

The progress of the university here outlined is emphasized by the statistics reported to this Office. As compared with 1875 the number of professors has increased from 10 to 15, the number of students from 75 to 212, and the volumes in the library from 4,000 to 7,115.

Moreover, the statistics for the years between 1875 and 1886-87 show that the increase has been steady during the period.

CORNELL UNIVERSITY — ORGANIZATION, RECENT BUILDING OPERATIONS.

[From letter of C. H. Thurber, secretary of the university, and special documents.]

"The only division recognized in the university is that according to courses of study. This division on broad lines is between general and technical courses. Among the latter are included courses in agriculture, mechanical engineering, civil engineering, architecture, etc. But the students in these various courses are all classified together; they have the same instructors so far as they have the same branches of study; they recite in the same classes, they are subject to the same discipline, and are in no way separated, except by the fact of the difference in courses. All students in mechanical engineering must take shop work during the whole four years of the course; all agricultural students must take practical work in the field, and so on. There are always a considerable number taking this work who are not required to take it."

From an analysis of the statistics reported to this Office it appears that the 743 classified students reported for 1886-87 were distributed among the courses of study as follows: 4 per cent. in agriculture; 15 per cent. in civil engineering; 15 per cent. in mechanical engineering; 8 per cent. in electrical engineering; 6 per cent. in architecture; 1 per cent. in chemistry; 8 per cent. in science (including 3 students in preparatory medical); 11 per cent. in letters; 6 per cent. in arts; 8 per cent. in philosophy, and 18 per cent. in special or partial courses.

The chemical and physical building was opened for occupancy in September, 1883. The rooms of the physical department occupy the first floor and the basement. The second and third floors are occupied by the chemical department. The building contains, in addition to the amply equipped laboratories, two large lecture rooms. A fire-proof one-story annex, built of brick, was erected north of the chemical and physical building during the year 1886-87, for the further extension of the work of the chemical department. It contains the laboratories of organic chemistry and assaying, with the necessary balance rooms and store room.

The unexpectedly large attendance of students at the beginning of the year at Sibley College made it immediately apparent that the room would soon be inadequate to the accommodation of the new classes. The director reported that another class as large as the one entering in the fall of 1886-87 could not possibly be accommodated. The matter having been brought before Mr. Sibley, he added to his already generous gifts to the university a sum sufficient for the building and equipment

of the required extension. The Sibley College extension, now nearly completed, is 150 feet long, 40 feet wide, and 2 stories high. The whole upper floor is devoted to drawing, and the rooms are fitted with improved drawing desks. The lower floor is divided by a transverse hall, at the right side of which is a large room in which are placed all the testing machines for use in investigating the strength and other properties of the materials used in mechanical engineering and construction. At the extreme right of the building are a room for an instructor and for the use of students working up their data, and another room for special research. At the left of the hall is a group of rooms devoted to tests of engines, steam pumps, and various motors, which will be set up permanently, and to the temporary mounting of small motors sent in for test. At the extreme west end of this floor are the boiler room and a room devoted to calorimetric investigations.

A noteworthy addition to the material equipment of the university made in the course of the year has been the gift by ex-President White of his library of history and political science. This remarkable collection of books, brought together as the result of very careful study and observation, and consisting of about 30,000 volumes, is doubtless, in many respects, the most valuable private historical library ever collected in this country.

WEST VIRGINIA UNIVERSITY—NEEDS OF AGRICULTURAL DEPARTMENT.

[From letter of E. M. Turner, president.]

"You will observe from my report in the blank relating to the agricultural department, that we are very weak in that line. The truth is that very little attention is paid to this department by the Legislature, or by the board of regents, owing to the following facts: (1) Our people are not a farming people in the sense of tilling, though there is marked advance in that department of agricultural work in the recent past; our principal business is raising stock, horses, sheep, cattle, etc. Experiments in the feeding and breeding of animals are expensive, and they have never been undertaken by the university. (2) We have no college farm, and have never had a practical agriculturist connected with the institution. (3) The fund of the university arising from the land grant amounts to only about \$90,000, which is invested in United States bonds. The Legislature appropriates about \$20,000 annually for the support of the university.

"If the Hatch bill, passed last winter, should be perfected and the scope of it modified so as to include the class of agricultural industry in which our people are mainly interested, I have no doubt the Legislature will at its next session provide a suitable farm and buildings, for an experiment station in connection with the university. I may say, in a general way, that educational work, in all departments, in West Virginia, is in a crude condition owing to the history of our State and its undeveloped condition. A large part of the State was the prey of both armies during the War, and the cost of building public edifices has been a great tax, as also the inception and development of a State system of schools. There has really been nothing left for higher educational or technical or industrial education. The State also received a very small share of the land grant scrip for agricultural colleges, and what was received was very improvidently disposed of by the Legislature.

"Taking all these matters into consideration, I think the State is to be congratulated on the condition of its educational system. We are now engaged in trying to encourage the establishment of local high schools and academies; so as to give the youth of the State the advantages of preparatory training at home, and thus make it easier for them to bear the cost of the college course.

"I trust that these explanations may account for the meagre report I make of our agricultural department. I am very anxious to develop this part of our work, but see no prospect of our being able to do so in the present condition of our finances."

MEMORABLE EVENTS OF THE YEAR.

The year has been made memorable in the history of superior instruction by the following events:

The University of Michigan celebrated the completion of its first half century in June, 1887.

On Wednesday, the 13th of April, 1887, Columbia College commemorated the one hundredth anniversary of the revival and confirmation by the Legislature of the State of New York of the royal charter granted in 1754.

The two hundred and fiftieth anniversary of the founding of Harvard College was celebrated from the 5th to the 8th of November, 1886.

As usual the current college catalogues and the reports of presidents contain valuable information and suggestive discussions relative to superior instruction. Much of this material is reserved for use in the treatment of special topics which are being investigated in the Office. This is particularly the case with matter bearing upon the development of college courses in English language and literature and the increasing provision for the study of the history and civil polity of our own country—

subjects with reference to which there is great activity in all classes of superior institutions.

In the present Report extracts from the catalogues have been for the most part limited to accounts of the increase in material resources and building operations, which have been a noticeable feature of the current record.

NOTES FROM COLLEGE CATALOGUES.

CALIFORNIA.

University of California—Lick Observatory.—During the year covered by this Report great advance has been made toward the completion of the buildings of the Lick Observatory. The glass discs for the 36-inch objective, cast by M. Fell, in Paris, and figured by Alvau Clark & Sons, have been safely stored at the observatory. If the necessary glass for a photographic corrector (36 inches in aperture) can be obtained, it is the intention of the Lick trustees to order the same to be made.

If no unforeseen accident occurs, the observatory will be delivered, completed, to the University of California before the close of 1887.

St. Ignatius College.—The scientific department of St. Ignatius College, San Francisco, has attained a high degree of efficiency. It is provided with commodious quarters, comprising lecture rooms for physics and chemistry, a chemical laboratory, and an extensive cabinet of physics, rooms for qualitative and quantitative analysis, engineering, with magneto-electric machines, battery rooms, complete telegraphic stations, rooms for preparations, balances, spectroscopic studies, and other scientific experiments and investigations, museums of mineralogy, geology, and collections of natural objects and curiosities of different kinds, and it is furnished with a very large and choice collection of philosophical and chemical apparatus. Among recent additions are a large improved electrical machine, and a modern dynamo-electric generator to supply fifteen large arc lights, and above one hundred incandescent lamps, designed to illustrate all the most recent improvements in electric lighting, electro-motion, etc.

The Santa Clara College, at Santa Clara, has a well-equipped scientific department and special facilities for practical training, among which is a printing office furnished with two steam presses and all the necessary appendages of a complete establishment for job and book work.

COLORADO.

University of Denver.—During the year steps have been taken towards securing a large permanent endowment for this university. Nearly 500 acres of land have been obtained on an elevation overlooking the city. Here a town site has been laid out with over 2,500 lots, including a large campus for the university. One quarter of each block in this town is to be retained in perpetuity for the endowment of the institution, while the proceeds of the sales of the remainder are to be devoted to other purposes in the discretion of the board of trustees. With this plan it is believed that the university has a prospective endowment which will insure its success.

CONNECTICUT.

Trinity College reports a building in progress to contain a gymnasium and a public hall. It will be ready for occupation before the close of the year. The cost will be nearly \$35,000, a large part of which was provided by special contributions of alumni and friends of the college.

Yale University.—The designation Yale University, which was officially authorized by the corporation of Yale College soon after President Dwight's accession, has been legalized by an act of the General Assembly of the State, passed in March, 1887. In December, 1886, the university suffered a great loss in the sudden death of Mr. Henry C. Kingsley, who had served as its treasurer for nearly 25 years. Under his wise and prudent management the invested funds had increased from less than seven hundred thousand dollars to considerably over two millions. Among the gifts recorded in 1887 is \$100,000 from Hon. Simeon B. Chittenden, of Brooklyn, N. Y., for an enlargement of the university library.

GEORGIA.

The School of Technology, Emory College, Oxford, Ga., was opened in October, 1884. By gifts from friends interested in industrial education, North and South, its facilities for practice and instruction have rapidly increased, until at present it represents in buildings and appliances an investment of \$10,000.

INDIANA.

DePauw University, Greencastle, Ind., celebrates its semi-centennial during the present year, having been chartered January 10, 1837. The progress of the university is thus summed up in the catalogue for 1887: "At the beginning it did not own a foot

of land; now its grounds embrace 150 acres. From a small rented building of but 2 rooms it now has 9 edifices, most of them among the best devoted to the purposes of education anywhere. From a faculty of 4 members its present staff of instruction comprises 41 professors and teachers, besides occasional lecturers, with libraries, physical, chemical, and biological laboratories, and all the appliances of first-class instruction. Beginning with 85 students, mostly from the immediate neighborhood, its attendance now reaches 843, and from nearly all parts of the world."

Through the liberality of the late Hon. W. C. De Pauw, and the coöperation of the citizens of Greencastle and of Putnam County, and of the Indiana Methodist Conferences, a large endowment fund was assured to the university in 1884, and the name changed from Indiana Asbury to De Pauw. By means of this endowment, tuition has been made free in nearly all departments.

Earlham College, Richmond, Ind., has received from Mordecai Parry the gift of a science hall, now in process of erection. It is to be 35 by 56 feet, and will contain large and well-equipped chemical and physical laboratories, a lecture-room, apparatus room, etc. A new college building is also in process of erection, which will greatly increase the capacity of the institution.

ILLINOIS.

North-western University, at Evanston, reports the completion of a new memorial hall. It contains a large chapel library, and reading-room, six lecture-rooms, several private rooms for professors, and a fire-proof vault for the valuable books and papers. It is built of pressed brick, stone, and terra cotta, and is a very beautiful and commodious structure. In the chapel are to be several fine memorial windows.

Augustana College, at Rock Island, reports a memorial hall now in progress of erection. The building is under roof, but for want of necessary funds its completion has been delayed. It will contain the library, the museum, the apparatus, the conservatory, the recitation-rooms, and the assembly hall.

The semicentennial of *Knox College*, Galesburg, was celebrated June 9, 1887.

IOWA.

Cornell College, Mt. Vernon, Iowa, has added a building for the accommodation of young women. It provides rooms for about one hundred students. The privileges of the dining hall are not confined to those who live in the building.

Tabor College, Tabor, Iowa, reports a new building containing 17 rooms for offices and recitations, together with rooms for the library, art department, etc. The building has been erected by the gifts of 245 persons and is finished free of debt.

Western College, Toledo, Iowa, reports its main building completed and a hall in process of erection for the accommodation of young women.

KANSAS.

University of Kansas.—In 1885 the Legislature of Kansas appropriated \$50,000 for the erection of a building for the department of natural history of the University of Kansas. The building was completed and formally dedicated November 16, 1886. Its museums are designed to make complete display of the material illustrative of botany, zoölogy, and geology, in which the university is particularly rich. The laboratories are so related to the cabinets as to secure the utmost convenience.

Washburn College, Topeka, Kans., reports the completion of two buildings during the year, viz, Boswell Memorial Library, erected at a cost of \$20,000, and the Hallbrook Hall for young women, at a cost of \$10,000.

The College of Emporia, reports a new college building sufficiently completed to be available for use during the present year. It is named Stuart Hall, as a memorial of Mrs. Robert Stuart, of New York City, who, by a gift of \$10,000, contributed largely to its erection.

LOUISIANA.

Southern University, the Louisiana State University for the colored people, has just secured a special appropriation of \$14,000 from the Legislature for the completion of the new university building.

MARYLAND.

Johns Hopkins University.—In his report for 1886-87 Dr. Gilman, president of Johns Hopkins University, gives the following summary of progress during the year: The number of teachers has been slightly enlarged; the number of students has considerably increased; a new department of instruction, pathology, has been initiated; a

physical laboratory, the largest and costliest building yet erected for the university, has been completed and occupied; a building has been set apart for the petrographical laboratory; an astronomical observatory for the instruction of students has been equipped; and a new fellowship has been founded by the gift of a generous individual.

The laboratory is a brick building, with sandstone facings, and its exterior dimensions are 117 feet by 71½ feet. The cost of the structure, including the land, furniture, gas-fitting, steam-heating, steam power, and astronomical dome (but not including large amounts previously paid for instruments and apparatus, and not including the dynamos nor the telescope), was \$174,765.86.

MASSACHUSETTS.

Boston University reports within the past year the erection of a new hall for the school of theology at an expense of about \$150,000.

Williams College.—Dr. Franklin Carter, president of Williams College, in his report for 1886 calls attention to the new gymnasium recently completed at a cost of about \$50,000. The athletic field, the cost of which, including the drainage, has amounted to \$5,000, came into use in the spring of 1886.

Clark University.—The corporation of Clark University, Worcester, Mass., was organized May 4, 1887. It takes its name from the gentleman through whose liberality it has been founded, Mr. Jonas G. Clark, of Hubbardstown, whose gifts for the purpose are as follows:

For the general working or construction fund, to be applied to the erection and equipment of buildings, \$300,000; for a library fund, the income only to be used, \$100,000; for a university fund, the income to be devoted to the general uses of the institution, \$600,000; real estate, library, and works of art of an estimated value of \$500,000. Mr. Clark also proposes to give a further sum of \$500,000 for the maintenance of three professorships in the university, provided other person or persons, before July 1, 1889, shall pledge an equal amount for a like purpose.

MISSOURI.

From the report of the *University of Missouri* for the current year it appears that the General Assembly of the State at its last session appropriated the sum of \$20,000 for the erection of club-houses for students, and \$24,750 for the erection of a barn, vaccine laboratories, cottages, sheds, and other needed improvements, and for the purchase of stock for the agricultural college farm. This is the first appropriation ever made for the farm.

NORTH CAROLINA.

University of North Carolina.—President Kemp P. Battle, in his report for 1886-87, notes the completion of a new laboratory.

OHIO.

Bucktel College, at Akron, reports the erection of a new gymnasium, to be called the Crouse Gymnasium in honor of one of the donors to the fund.

Oberlin College has nearly completed a new building, Peters Hall. It contains class rooms, rooms for physical laboratory, a large audience room, etc. The only part remaining unfinished is the astronomical observatory. The cost of the work thus far, exclusive of furniture and some extras, is \$68,000.

PENNSYLVANIA.

Bucknell University, at Lewisburg, reports the erection and equipment of a first-class astronomical observatory, the gift of Mr. William Bucknell.

Westminster College, at New Wilmington, reports the erection of a building to be used as a conservatory of music and a ladies' hall. It contains private rooms for the accommodation of fifty ladies, also parlors, library, and music rooms, all fitted up in such a manner as to render them both comfortable and attractive.

THE AMERICAN SCHOOL OF CLASSICAL STUDY AT ATHENS

The American School of Classical Studies at Athens has just closed its fifth year of work with increased numbers and with every prospect of increasing usefulness. The government of Greece has taken a warm interest in the enterprise, and by a royal edict, issued July 25, 1886, presented a valuable piece of land on Mount Lycabettus, about an acre and a half in extent, and of the estimated value of \$13,000, as a site for the school. Through the liberality of friends in America means were supplied to build and furnish a house, which will be ready for occupation in October, 1887. The number of students during the year 1886-87 was ten.

The following are the colleges co-operating in the maintenance of the school: Amherst College, Brown University, College of the City of New York, College of New Jersey, Columbia College, Cornell University, Dartmouth College, Harvard University, Johns Hopkins University, University of the City of New York, University of Michigan, University of Missouri, University of Pennsylvania, University of Virginia, Wesleyan University, Wellesley College, Williams College, Yale University.

TABLE 47.—Statistics of colleges of liberal arts for 1885-87; from replies to inquiries by the United States Bureau of Education.—PART I.

Location.	Name.	President.	Date of charter.	Date of organization.	Religious denomination.	Preparatory department.		Collegiate department.									
						Number of instructors.	Number of students.	Number in the faculty.		Number of additional instructors and lecturers.	Number in regular courses.	Number in special or partial courses.	Number of graduate students.	Total number in collegiate department.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14				
ALABAMA.																	
1	Birmingham.....	Howard College.....		1842	Baptist.....	1	12	5	0	.....	.....	.....	91	
2	Greensborough.....	Southern University <i>a</i>	1856	1859	M. E. South.	1	25	8	0	.....	.....	.....	134	
3	Near Mobile.....	Spring Hill College.....	1836	1840	R. C.....	1	16	22	0	91	.....	.....	100		
4	Selma.....	Rev. David McKinstry, S. J.....	1878	1878	Baptist.....	.....	167	6	0	1	24	0	25			
5	University.....	Rev. Charles L. Purce, A. B.....	1820	1831	Non-sect.....	0	0	12	0	137	57	0	192				
ARKANSAS.																	
6	Batesville.....	Rev. I. J. Long, D. D.....	1872	1872	Presb.....	.....	.....	3	1	.....	.....	.....	6106
7	Boonsborough.....	Rev. F. R. Earle.....	1852	1868	Presb.....	.....	.....	3	0	.....	.....	.....	6140
8	Little Rock.....	Rev. Alfred Noon, A. M.....	1883	1882	M. E.....	5	110	4	0	14	0	0	18				
9	Little Rock.....	Rev. Thomas Mason, A. M.....	1883	1877	M. E.....	1	176	6	0	10	2	0	12				

a These statistics are for the year 1885-86.*b* Preparatory and collegiate.*c* Financial part is for the year 1885-86.

TABLE 47.—Statistics of colleges of liberal arts for 1886-87, etc.—PART I—Continued.

Location.	Name.	President.	Date of charter.	Date of organization.	Religious denomination.	Preparatory department.		Collegiate department.					
						Number of instructors.	Number of students.	Number in the faculty.	Number of additional instructors and lecturers.	Number in regular courses.	Number in special or partial courses.	Number of graduate students.	Total number in collegiate department.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
CALIFORNIA.													
10. Benicia.....	College of St. Augustine.....	Rev. J. H. D. Wingfield, D. D., LL. D.....	1867	1867	P. E.....	0	0	6	0	.....	.....	5	43
11. Berkeley.....	University of California.....	Edward S. Holden, LL. D.....	1868	1869	Non-sect.....	2	44	64	25	.....	.....	9	315
12. College City.....	Pacific Christian College.....	James C. Keith, A. B.....	1874	1874	Christian.....	0	8	0	0	64	25	0	89
13. Los Angeles.....	St. Vincent's College.....	Rev. A. J. Meyer, C. M.....	1869	1867	R. C.....	4	57	7	4	24	28	1	53
14. Los Angeles.....	University of Southern California.....	Rev. A. M. Royard, A. M., D. D.....	1880	1880	M. E.....	3	127	11	0	30	0	0	30
15. Napa City.....	Napa College.....	Rev. A. B. Lasher, A. M.....	1885	1870	M. E.....	1	61	6	0	12	103	0	115
16. San Francisco.....	St. Ignatius College.....	Rev. J. Sasia, S. J.....	1859	1855	R. C.....	8	490	12	15	145	135	0	280
17. San Jose.....	University of the Pacific.....	Rev. A. C. Hirst, D. D.....	1852	1852	M. E.....	5	235	11	0	74	114	0	188
18. Santa Clara.....	Santa Clara College.....	Rev. R. E. Kenna, S. J.....	1855	1851	R. C.....	1	.....	23	0	.....	.....	.....	235
19. Santa Rosa.....	Pacific Methodist College.....	J. S. Austin, A. M.....	1861	1861	M. E.....	6	13	6	2	103	.....	13	163
20. Woodbridge.....	San Joaquin Valley College.....	Rev. Darius A. Mobley, D. D.....	1853	1860	U. B.....	44	44	6	9	30	10	4	58
21. Woodland.....	Hesperian College.....	A. M. Elston, A. M.....	1860	1860	Christian.....	.....	40	7	0	.....	.....	1	33
COLORADO.													
22. Boulder.....	University of Colorado.....	Horace M. Hale, A. M.....	1875	1877	Non-sect.....	0	.....	.....	.....	.....	.....	3	93

TABLE 47.—Statistics of colleges of liberal arts for 1886-87, etc.—PART I—Continued.

Location.	Name.	President.	Date of charter.	Date of organization.	Religious denomination.	Preparatory department.		Collegiate department.													
						Number of instructors.	Number of students.	Number in the faculty.		Number of additional instructors and lec.	Number in regular courses.	Number in special or partial courses.	Number of graduate students.	Total number in college department.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14								
ILLINOIS—continued.																					
54	Galesburg.....	Hon. Newton Bateman, A. M., LL. D.....	1837	1841	Non-sect.....	7	153	10	0	143	22	9	174								
55	Galesburg.....	Rev. N. White, Ph. D.....	1851	1852	Universalist.....	0	61	11	2	35	3	0	38								
56	Jacksonville.....	Rev. Edward A. Tanner, D. D.....	1835	1830	Non-sect.....	0	133	10	0	61	0	0	61								
57	Lake Forest.....	Rev. William C. Roberts, D. D., LL. D.....	1856	1876	Presb.....	6	64	17	0	86	0	11	604								
58	Lake Forest.....	Rev. E. A. Whitnam, D. D.....	1835	1836	M. E.....	5	5	5	0	56	44	4	104								
59	Lebanon.....	Rev. A. J. McElmurry, D. D.....	1865	1866	Cumb. Presb.....	0	99	9	0	45	0	0	45								
60	Lincoln.....	Rev. J. E. McMichael, D. D.....	1857	1856	U. Presb.....	6	164	14	0	96	0	0	96								
61	Monmouth.....	Rev. H. H. Resawiler, A. M.....	1865	1861	Evangel.....	0	175	12	0	70	52	0	122								
62	Monmouth College.....	M. D. Hornbeck, A. M., S. T. B.....	1878	1878	M. E.....	0	36	8	1	39	0	0	39								
63	Quincy.....	Rev. P. Anselmus Mueller, O. S. F.....	1873	1880	R. C.....	0	0	11	1	0	0	0	11								
64	Rock Island.....	Rev. T. N. Asselman, D. D.....	1865	1880	Luth.....	1	78	8	0	64	17	1	82								
65	St. Joseph's College.....	Rev. P. Michael Richardt, O. S. F.....	1881	1881	R. C.....	0	14	10	0	89	27	0	116								
66	Teutopolis.....	Rev. H. A. Kendrick, D. D.....	1835	1837	Baptist.....	4	109	5	1	29	4	0	33								
67	Upper Alton.....	Rev. I. L. Kephart, D. D.....	1865	1865	U. B.....	0	119	7	3	23	24	0	47								
68	Westfield.....	Charles A. Blanchard.....	1861	1865	Non-sect.....	0	125	13	0	38	15	0	53								
69	Wheaton.....																				
INDIANA.																					
69	Bloomington.....	David S. Jordan, M. D., Ph. D.....	1830	1836	Non-sect.....	3	106	19	0	227	28	8	263								

70	Crawfordsville.....	Rev. Joseph F. Tuttle, D. D., LL. D.	1834	1833	Presb.	3	116	11	4	115	0	10	125
71	Fort Wayne.....	Rev. G. Schack.	1830	1848	Ev. Luth.	0	0	7	0	178	0	0	178
72	Franklin.....	Rev. W. T. Stott, D. D.	1844	1837	Baptist	0	86	9	1	65	34	0	49
73	Greencastle.....	Bishop Thomas Bowman, D. D., LL. D., chancellor.	1837	1837	M. E.	9	324	14	0	207	14	9	230
74	Hanover.....	Rev. D. W. Fisher, D. D.	1832	1827	Presb.	6	44	9	2	84	3	2	89
75	Hartsville College.....	Rev. C. H. Kiraote, A. M.	1851	1851	U. B.	0	70	4	3	31	20	0	54
76	Irvington.....	A. R. Benton, LL. D.	1850	1855	Christian	1	53	8	0	93	21	0	117
77	Merion.....	Rev. L. J. Altrich, A. M., D. D.	1839	1839	Christian	4	103	9	4	24	5	0	29
78	Moore's Hill.....	Rev. L. G. Adkinson, A. M.	1854	1856	Method.	1	33	5	0	49	39	1	89
79	Notre Dame.....	Very Rev. Thomas E. Walsh, C. S. C.	1814	1845	R. C.	15	180	17	0	158	120	27	365
80	Notre Dame.....	Joseph J. Milla, A. M.	1859	1847	Friends.	1	113	16	0	96	48	0	114
81	Richmond.....	Rev. E. O. Dickinson, A. M., D. D.	1867	1867	Baptist	0	3	0	5	0	5	0	5
82	Ridgeway College.....	P. Thomas Ay. Weikert, O. S. B.	1867	1857	R. C.	5	56	10	0	55	25	0	59
83	St. Meinrad.....												
84	St. Meinrad's College.....												
85	Amity College.....	Rev. T. J. Kennedy, D. D.	1858	1857	Non-sect.	2	121	10	0	45	49	1	95
86	Griswold College.....	Rev. W. W. Stevens, D. D.	1859	1859	P. E.	22	167	9	2	17	0	2	19
87	LL. D., D. C. L.												
88	Decorah.....	Rev. Laur. Larsen	1861	1861	Luth.	1	89	7	1	44	0	0	44
89	Des Moines.....	G. T. Carpenter, A. M.	1881	1881	Christian	2	42	6	0	8	0	0	304
90	Des Moines.....	Rev. Ira E. Kenney, D. D.	1865	1865	Baptist	2	21	7	0	50	2	0	8
91	Dubuque.....	Very Rev. R. Ryan	1873	1873	R. C.	0	101	12	0	68	10	0	52
92	Fairfield.....	Rev. Thomas D. Ewing, D. D.	1875	1875	Presb.	4	131	9	2	40	152	1	185
93	Fayette.....	Rev. J. W. Bissell, D. D.	1857	1857	M. E.	3	140	12	0	135	52	0	187
94	Grinnell.....	Rev. Samuel J. Buck, A. M.	1847	1848	Cong.	0	83	6	0	81	0	1	82
95	Iowa College.....	J. A. Ritchey, D. D.	1858	1859	Presb.	5	113	7	7	65	68	2	136
96	Lennox College.....	Rev. W. E. Hamilton, A. M.	1867	1861	M. E.	0	0	13	8	201	42	2	245
97	Indianola.....	Josiah L. Pickard, LL. D.	1847	1869	Non-sect.	2	20	12	0	8	66	1	74
98	Iowa City.....	Rev. John Schlegelhauf, A. M.	1873	1873	M. E.	8	342	14	0	183	0	1	182
99	German College.....	Rev. J. T. McFarland, A. M., D. D.	1855	1852	M. E.	1	63	6	1	70	3	0	73
100	Iowa Wesleyan University.....	Rev. Wm. F. King, A. M., D. D.	1857	1857	M. E.	0	106	7	1	18	0	0	18
101	Cornell College.....	R. H. Johnson, A. M.	1857	1861	Christian	1	145	19	0	25	45	0	71
102	Oskaloosa.....	Benjamin Truchlood, LL. D.	1853	1853	Friends	0	114	17	0	65	58	0	123
103	Peun College.....	Rev. L. A. Dunn, D. D.	1853	1853	Baptist	1	145	19	0	25	45	0	71
104	Central University of Iowa.....	Rev. William M. Brooks, A. M.	1858	1857	Cong.	0	114	17	0	65	58	0	123
105	Tabor College.....	Rev. Wm. M. Leardshear, A. M.	1858	1857	U. B.	0	114	17	0	65	58	0	123
106	Western College.....												
107	St. Benedict's College.....	Rt. Rev. Innocent Wolf, O. S. B., D. D.	1859	1859	P. C.	0	36	21	0	47	26	4	77
108	Baker University.....	Rev. Hillary A. Gobin, A. M., D. D.	1858	1858	M. E.	4	242	8	7	91	40	10	141
109	College of Emporia.....	Rev. John F. Hendy, D. D.	1862	1863	Presb.	0	63	7	0	10	0	0	10
110	Hickland University.....	Rev. Duncan Brown, D. D.	1858	1858	Presb.	1	53	5	0	20	0	0	20
111	University of Kansas.....	Rev. J. A. Lippincott, D. D., LL. D.	1864	1865	Non-sect.	0	146	22	0	202	0	14	218
112	Leavenworth.....	Rev. J. A. Lippincott, D. D., LL. D.	1864	1865	Non-sect.	0	146	22	0	202	0	14	218
113	Lawrence.....	J. A. Weller, A. M.	1862	1862	U. B.	0	205	8	0	205	8	0	213
114	Leavenworth.....	Rev. M. L. Ward, D. D.	1869	1865	Baptist	0	159	8	0	24	0	0	24
115	Ottawa.....	Rev. Daniel McErlane, S. J.	1869	1869	R. C.	2	51	18	0	24	0	0	213
116	St. Mary's.....												

a These statistics are for the year 1885-86.
b Financial part is for the year 1885-86.
c Preparatory and collegiate.
d Includes law and medical faculties.

			S. W. Peasey	1853	1854	Christian	3	82	9	1	57	1	6	64
124	North Middletown.....	Kentucky Classical and Business College.....	Rev. L. H. Blanton, D. D., chancellor.....	1873	1874	South Presb.....	3	3	9	3	148	25	2	175
125	Richmond.....	Bethel College.....	W. S. Ryland.....	1853	1854	Baptist.....	0	29	5	0	0	0	0	71
126	Russellville.....	St. Mary's College.....	Rev. D. F. Kennessy, C. R.....	1857	1851	R. C.....	0	0	10	0	0	0	0	82
127	St. Mary's.....													
LOUISIANA.														
123	Baton Rouge.....	Louisiana State University and Agricultural and Mechanical College. ^a	Col. D. F. Boyd.....	1876	1858	Non-sect.....	11	0	0	0	95	0	0	95
129	Convent P. O.....	Jefferson College (St. Mary's) ^a	V. S. Rapier, S. M.....	1842	1842	R. C.....	9	49	10	0	0	0	0	66
130	Grand Coteau.....	St. Charles College.....	V. Rev. Jean Mondillot, S. J.....	1852	1857	R. C.....	1	7	15	0	75	0	8	83
131	Jackson.....	Centenary College of Louisiana	Rev. W. A. S. Adams, A. M.....	1825	1825	M. E. South.....	1	33	4	0	51	0	0	51
132	Keachi.....	Kean College.....	T. N. Coleman.....	1855	1856	Baptist.....	50	12	0	0	0	0	0	150
133	New Orleans.....	College of the Immaculate Conception. ^a	V. Rev. Theobald W. Butler, S. J.....	1856	1847	R. C.....	2	102	16	0	72	156	0	228
134	New Orleans.....	New Orleans University.....	Rev. L. G. Adkinson, D. D.....	1873	1873	M. E.....	8	0	0	0	9	0	0	9
135	New Orleans.....	Southern University.....	Rev. George W. Bothwell, M. A., D. D.....	1880	1882	Non-sect.....	9	55	12	2	13	35	7	55
136	New Orleans.....	Strategic University ^a	Rev. R. C. Hitchcock.....	1869	1870	Non-sect.....	14	390	4	0	65	0	0	83
137	New Orleans.....	Tulane University of Louisiana.	William Preston Johnston, LL. D.....	1884	1884	Non-sect.....	25	218	19	0	61	16	5	82
138	Shreveport.....	Thatcher Institute. ^a	George E. Thatcher.....	1886	1871	Non-sect.....	3	0	0	0	0	0	0	75
MAINE.														
139	Brunswick.....	Bowdoin College.....	Rev. William DeWitt Hyde, D. D.....	1794	1802	Cong.....	0	0	14	0	136	1	0	137
140	Lewiston.....	Bates College.....	Rev. Oren E. Cheney, D. D.....	1863	1863	Baptist.....	0	0	7	2	137	0	0	137
141	Waterville.....	Colby University.....	Rev. G. D. E. Pepper, D. D., LL. D.....	1820	1818	Baptist.....	0	0	10	1	119	0	0	119
MARYLAND.														
142	Annapolis.....	St. John's College.....	Thomas Fell, A. M., acting president.....	1784	1789	Non-sect.....	3	39	9	0	46	3	4	53
143	Baltimore.....	Baltimore City College.....	William Elliott, Jr.....	1859	1859	Non-sect.....	14	0	0	0	356	0	0	356
144	Baltimore.....	Johns Hopkins University.....	D. C. Gilman, A. M., LL. D.....	1867	1876	Non-sect.....	52	0	0	0	0	0	228	378
145	Chestertown.....	Washington College ^a	William J. Rivers, A. M.....	1782	1782	Non-sect.....	3	0	0	0	0	0	0	0
146	Ellicott City.....	Rock Hill College.....	Bro. Attale.....	1865	1857	R. C.....	7	80	8	0	27	0	0	27
147	Ellicott City.....	St. Charles's College.....	Rev. F. L. Dumont, A. M.....	1830	1848	R. C.....	0	100	15	0	121	0	0	121
148	Emmitsburg.....	Mt. St. Mary's College.....	Rev. Edward P. Allen, A. M.....	1830	1840	R. C.....	12	45	10	8	0	0	0	75
149	New Windsor.....	New Windsor College and Windsor Female College. ^a	Rev. A. M. Jelly, D. D.....	1866	1840	R. C.....	2	8	0	0	0	0	0	6102
150	Westminster.....	Western Maryland College.....	Rev. Thomas H. Lewis, M. A., D. D.....	1868	1867	Meth. Prot.....	6	55	14	2	77	0	3	80
MASSACHUSETTS.														
151	Amherst.....	Amherst College.....	Rev. Julius H. Seelye, D. D., LL. D.....	1825	1821	Cong.....	0	0	27	0	310	20	1	331
152	Boston.....	Boston College.....	Rev. Edward V. Boursand, S. J.....	1863	1864	R. C.....	5	104	13	2	133	13	14	166
153	Boston.....	Boston University (College of Liberal Arts).	W. F. Warren, LL. D.....	1869	1873	M. E.....	0	0	18	0	127	33	18	181
154	Cambridge.....	Harvard University.....	Charles W. Eliot, LL. D.....	1650	1698	Non-sect.....	0	0	61	27	931	96	70	1,147
155	College Hill.....	Tufts College.....	Rev. Elmer H. Capen, D. D.....	1852	1855	Universalist.....	0	0	13	1	192	11	7	110

^a These statistics are for the year 1885-86.

^b Preparatory and collegiate.

TABLE 47.—Statistics of colleges of liberal arts for 1886-87, etc.—PART I—Continued.

Location.	Name.	President.	Date of charter.	Date of organization.	Religious denomination.	Preparatory department.		Collegiate department.					
						Number of instructors.	Number of students.	Number in the faculty.	Number of additional instructors.	Number in regular courses.	Number in special or partial courses.	Number of graduate students.	Total number in collegiate department.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
MASSACHUSETTS—continued.													
156	Williamstown	Williams College	1793	1793	Cong.	0	0	22	0	239	0	1	239
MICHIGAN.													
157	Adrian	Adrian College	1859	1859	Meth. Prot.	...	...	12	0	...	...	...	199
158	Albion	Albion College	1861	1861	M. E.	9	260	10	0	83	139	...	213
159	Ann Arbor	University of Michigan ^a	1836	1841	Non-sect.	0	0	43	0	540	111	25	676
160	Battle Creek	William Warren Prescott, A. M.	1874	1874	7th Day Bap.	...	...	16	0	...	...	...	493
161	Benzonia	S. B. Harvey	1873	1873	Cong.	...	...	4	1	...	...	...	45
162	Hillsdale	Hon. George F. Mosher, A. M.	1835	1856	F. W. Bap.	5	290	14	8	112	0	25	137
163	Holland	Hon. Charles Scott, D. D.	1866	1862	Reformed.	2	103	8	3	33	0	0	33
164	Kalamazoo	Rev. Kendall Brooks, D. D.	1833	1833	Baptist	0	94	6	3	29	23	2	54
165	Olivet	Rev. Horatio Q. Butterfield, D. D.	1859	1844	Cong. & Pres.	...	63	15	0	98	141	0	239
MINNESOTA.													
163	Collegeville	St. John's University ^a	1857	1857	R. C.	2	30	19	3	...	...	...	122
167	Hamline	Hamline University ^b	1854	1854	M. E.	...	79	9	0	39	8	0	47

168	Macomber College	Rev. T. A. McCurdy, D.D.	1858	1855	Presb.	0	66	8	0	17	0	0	17
169	Augsburg Seminary	Rev. George Sverdrup	1874	1869	Luth.	0	98	22	0	135	43	22	160
170	University of Minnesota	Cyrus Northrop, LL. D.	1867	1869	Non-sect.	0	98	22	0	135	43	22	2260
171	Northfield	Rev. James W. Strong, D. D.	1863	1870	Cong.	3	100	16	5	68	0	0	63
MISSISSIPPI													
172	Mississippi College	Rev. W. S. Webb, D.D.	1850	1880	Baptist	2	120	4	0	---	---	9	220
173	Rust University	Charles F. Libby	1870	1868	M. E.	10	233	10	6	3	0	0	3
174	Kavanaugh College	Rev. H. Walter Featherstone	1884	1884	Meth.	1	66	5	0	50	0	0	50
175	University of Mississippi	Edward Mayes, LL. D., F. S. S.	1844	1843	Non-sect.	3	30	10	0	139	0	6	145
MISSOURI													
176	Southwest Baptist College	J. M. Leavitt, A. M., Ph.D.	1879	1878	Baptist	1	25	7	0	---	---	---	120
177	Christian University	J. H. Hardin	1862	1857	Christian	1	---	8	11	2	52	46	97
178	St. Vincent's College	Very Rev. P. V. Byrne, C. M.	1843	1843	R. C.	---	---	---	39	0	454	0	454
179	University of the State of Missouri	Samuel S. Laws, A. M., M. D., LL. D.	1839	1840	Non-sect.	---	---	---	---	---	---	---	---
180	Grand River College	Rev. J. T. Williams, A. M., D. D.	1870	1845	Baptist	1	33	4	0	44	0	---	44
181	Central College	O. H. P. Corprew, A. M.	1855	1867	M. E.	2	77	8	0	46	0	7	53
182	Westminster College	Rev. W. H. Marquess	1852	1852	Presb.	2	28	8	0	52	41	0	93
183	Lewis College	Rev. M. L. Curt, D. D.	1867	1867	M. E.	---	---	---	8	0	53	37	7
184	Pritchett School Institute	J. S. Kendall	1866	1866	Non-sect.	---	---	---	6	0	67	9	79
185	La Grange College	J. F. Cook, A. M., LL. D.	1859	1866	Non-sect.	---	---	---	---	---	---	---	---
186	William Jewell College	James G. Clark, LL. D., chairman	1849	1850	Baptist	2	123	7	0	41	8	1	50
187	Morrisville College	Rev. J. B. Ellis	1872	1870	M. E. South	0	113	6	0	---	---	---	---
188	College of the Christian Brothers	Rev. Bro. Paulian	1855	1855	R. C.	8	175	25	0	41	125	0	166
189	St. Louis University	Rev. H. Moeller, S. J.	1832	1829	R. C.	3	95	17	0	249	0	0	249
190	Washington University	Rev. William G. Elliot, D. D.	1853	1854	Non-sect.	0	0	21	3	76	0	4	80
191	Drury College	Rev. N. J. Morrison, D. D., LL. D.	1873	1873	Cong.	4	153	11	4	27	1	0	28
192	Central Wesleyan College	Rev. Herman A. Koch, D. D.	1865	1864	M. E.	1	104	9	1	33	---	---	59
MONTANA													
193	Deer Lodge	Rev. D. J. McMillan, D. D.	1884	1883	Presb.	1	18	8	5	25	10	0	35
NEBRASKA													
194	Central City	D. Marquette	1885	1885	M. E.	---	---	---	44	6	0	18	33
195	Crete	Rev. David B. Perry, A. M.	1872	1872	Cong.	1	98	8	0	29	43	0	82
196	Lincoln	Irving J. Manatt, Ph.D., chancellor	1869	1871	Non-sect.	2	143	12	5	120	20	0	140
197	Gates College	G. A. Gregory, A. B.	1881	1882	Cong.	0	93	7	0	8	10	0	18
198	Omaha	Rev. M. P. Dowling, S. J.	1879	1879	R. C.	3	93	10	0	104	0	0	104
199	Methodist Episcopal College of Nebraska	Rev. Edward Thomson, Ph.D., S. T. B.	1833	1830	M. E.	5	84	12	2	26	104	0	220
NEVADA													
200	State University of Nevada	Le Roy D. Brown	1865	1874	Non-sect.	2	---	---	---	---	---	---	---

c Preparatory and collegiate.

d Does not include 55 students in artisans' training school.

a Financial part is for the year 1885-86.

b These statistics are for the year 1885-86.

	Brooklyn	Brooklyn Collegiate and Poly-technic Institute.	David H. Cochran, Ph. D., LL. D.	1854	1855	Non-sect.	27	555	13	24	165	18	2	185
211	Brooklyn	St. Francis College ^a	Brother Jerome, O. S. F.	1884	1859	R. C.	20	405	25	0	21	44	0	65
212	Buffalo	Canisius College.	Rev. Theodore Van Rossum, S. J.	1883	1859	R. C.	8	133	18	10	133	0	173	83
213	Canton	St. Lawrence University	Rev. A. G. Gaines, D. D.	1836	1850	Universalist	0	0	7	0	67	0	15	47
214	Clinton	Hamilton College	Rev. Henry Darling, D. D., LL. D.	1812	1812	Presb.	0	0	11	0	173	0	1	174
215	Fordham	St. John's College	Rev. Patrick F. Dealy, S. J.	1846	1846	R. C.	0	0	33	0	0	0	0	73
216	Geneva	Hobart College	Rev. E. N. Pottor, D. D., LL. D.	1825	1834	P. E.	0	0	10	0	59	12	2	73
217	Hamilton	Madison University	Rev. E. Dodge, D. D., LL. D.	1846	1819	Baptist	0	166	12	1	102	10	0	112
218	New York	College of St. Francis Xavier	Rev. John J. Murphy, S. J.	1861	1847	R. C.	0	318	18	0	89	0	0	80
219	New York	College of the City of New York	Alexander S. Webb, LL. D.	1865	1848	Non-sect.	12	514	40	0	33	76	0	429
220	New York	Columbia College	F. A. P. Barnard, S. T. D., LL. D., L. H. D.	1787	1764	Non-sect.	0	50	0	21	38	22	0	271
221	New York	Manhattan College	Rev. Brother Justin	1863	1849	R. C.	4	220	15	7	103	42	0	174
222	New York	University of the City of New York.	Rev. H. M. MacCracken, D. D., LL. D., vice-chancellor.	1831	1832	Non-sect.	0	0	13	8	116	0	15	131
223	Rochester	University of Rochester	M. B. Anderson, LL. D.	1850	1859	Baptist	0	0	42	0	21	38	0	159
224	Schenectady	Union College	Hon. Judson S. Landon, LL. D.	1795	1795	Non-sect.	0	0	16	0	106	8	0	114
225	Suspension Bridge	Niagara University	P. V. O'Savaneagh, C. M.	1883	1856	R. C.	11	73	9	0	47	0	0	47
226	Syracuse	Syracuse University	Rev. C. N. Sims, D. D., LL. D., chancellor	1870	1871	M. E.	0	0	9	2	167	18	0	185
NORTH CAROLINA.														
227	Chapel Hill	University of North Carolina	Hon. Kemp P. Battle, LL. D.	1789	1795	Non-sect.	0	0	15	2	147	32	2	181
228	Charlotte	Biddle University ^a	Rev. W. F. Johnson, D. D.	1877	1867	Presb.	7	95	5	0	30	0	0	30
229	Davidson	Davidson College	Rev. L. McKimmon, D. D.	1837	1837	Presb.	0	0	7	0	109	8	2	119
230	Mount Pleasant	North Carolina College	H. L. J. Ludwig, Librarian	1859	1859	Ev. Luth.	1	29	3	3	24	0	0	24
231	Raleigh	Slaw University ^a	Rev. H. M. Tupper, D. D.	1875	1865	Baptist	0	0	15	0	0	0	0	c402
232	Rutherford	Rutherford College	Rev. R. L. Abernethy, A. M., D. D.	1853	1852	Non-sect.	0	0	7	8	144	11	0	155
233	Trinity	Trinity College	John F. Crowell	1852	1852	M. E. South.	0	0	6	2	91	31	0	122
234	Wake Forest	Wake Forest College	Rev. Charles E. Taylor, D. D., B. Litt.	1828	1834	Baptist	0	0	9	9	0	0	0	201
235	Weaverville	Weaverville College	Rev. S. R. Trevick, A. M.	1873	1873	M. E. South.	3	107	5	0	0	0	0	0
OHIO.														
236	Akron	Bachtel College	Rev. O. Cone, D. D.	1870	1871	Universalist	3	125	8	4	67	11	1	79
237	Ashland	Ashland College	David Bailey	1873	18 9	Brethren	0	0	4	0	45	2	2	47
238	Athens	Ohio University	Charles W. Supper, A. M., Ph. D.	1864	1869	M. E.	5	29	7	7	49	4	2	55
239	Berea	Baldwin University ^a	William Kepler	1856	1855	M. E.	0	0	13	0	0	0	0	c38
240	Deer	German Wallace College	Rev. William Nash, D. D.	1864	1865	M. E.	1	34	6	2	29	15	1	45
241	Brooklyn Village	Calvin College	Rev. H. J. Ruckewick, D. D.	1867	1873	Reformed	3	58	5	0	0	0	0	19
242	Cincinnati	St. Joseph's College	Rev. James Rogers, C. S. C.	1873	1871	R. C.	0	45	12	0	31	117	0	148
243	Cincinnati	St. Xavier College	Rev. H. A. Chapman, S. J.	1869	1831	R. C.	8	176	8	13	43	104	9	156
244	Cincinnati	University of Cincinnati	Jacob D. Cox, A. M., LL. D.	1870	1871	Non-sect.	0	0	14	0	103	2	10	113
245	Cleveland	Albion College of Western Reserve University.	Rev. Carroll Cutler, D. D.	1825	1826	Presb. and Cong.	4	82	9	1	65	0	0	65
246	College Hill	Bedmont College ^a	P. V. N. Myers, A. M.	1846	1846	Non-sect.	0	0	6	0	0	0	0	c22
247	Columbus	Capital University	Rev. M. Loy, D. D.	1850	1840	Luth.	4	27	8	0	52	0	0	52
248	Columbus	Ohio State University	William H. Scoff, LL. D.	1870	1873	Non-sect.	0	143	21	4	140	0	1	141

^a These statistics are for the year 1855-56.
^b From Regents' Report of the University of the State of New York for 1880.
^c Preparatory and collegiate.

TABLE 47.—Statistics of colleges of liberal arts for 1886-87, etc.—PART I—Continued.

Location.	Name.	President.	Date of charter.	Date of organization.	Religious denomination.	Preparatory department.		Collegiate department.					Students.				Total number in collegiate department.
						Number of instructors.	Number of students.	Number in the faculty.	Number of additional instructors.	Number in regular courses.	Number in special or partial courses.	Number of graduate students.	Number in regular courses.	Number in special or partial courses.	Number of graduate students.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
OHIO—continued.																	
249 Delaware.....	Ohio Wesleyan University.....	Rev. Charles H. Payne, D. D., LL. D.....	1842	1844	M. E.....	3	357	27	0	336	139	0	475				
250 Gambier.....	Kenyon College.....	Rev. William B. Bodine, D. D.....	1824	1826	P. E.....	7	73	9	0	58	0	0	58				
251 Germantown.....	Twin Valley College.....	Orvon Graf Brown, A. M.....	1887	1886	Non-sect.....	.....	.....	10	0	4	85	0	89		
252 Granville.....	Deuison University.....	Galusha Anderson, LL. D.....	1882	1881	Baptist.....	3	78	8	0	75	10	2	87				
253 Hiram.....	Hiram College.....	Colman Bancroft, chairman.....	1887	1887	Disciples.....	3	86	8	8	32	118	0	150				
254 Marietta.....	Marietta College.....	Hon. John Eaton, Ph. D., LL. D.....	1885	1885	Non-sect.....	4	97	8	0	71	0	0	71				
255 Mount Union.....	Mount Union College.....	O. N. Harshorn, LL. D.....	1838	1846	Non-sect.....	.....	.....	12	0	0	.....	.....	.....	
256 New Athens.....	Franklin College.....	J. C. Black.....	.....	1835	.....	.....	.....	4	0	0	.....	.....	.....	
257 New Concord.....	Muskingum College.....	Rev. John D. Irons.....	1837	1837	United Pres.....	0	58	8	0	56	46	0	102				
258 Oberlin.....	Oberlin College.....	Rev. James H. Fairchild, D. D.....	1833	1833	Cong.....	477	24	1	396	45	0	441	45				
259 Oxford.....	Miami University.....	R. W. McFarland, A. M., LL. D.....	1809	1816	Non-sect.....	0	30	8	0	45	0	0	45				
260 Rio Grande.....	Rio Grande College.....	Albanus A. Monton, A. M.....	1875	1876	F. W. B.....	.....	.....	.....	.....	.....	.....	.....	.....
261 Scioto.....	Scioto College.....	Rev. E. J. Marsh, A. M., D. D.....	1866	1869	M. E.....	3	18	9	.....	91	40	5	136			
262 Springfield.....	Wittenberg College.....	Rev. S. A. Ort, D. D.....	1845	1845	Lutheran.....	3	88	6	4	65	22	10	97				
263 Tiffin.....	Heidelberg College.....	Rev. George W. Willard, D. D.....	1850	1850	Reformed.....	.....	.....	8	0	83	0	0	83		
264 Urbana.....	Urbana University.....	Thomas F. Moses, A. M., M. D., acting president.....	1830	1832	Swedenborg.....	2	17	4	0	5	3	0	8				
265 Westerville.....	Otterbein University.....	Rev. Henry Gaust, D. D.....	1847	1847	U. B.....	3	115	14	0	48	11	10	69				
266 Wilberforce.....	Wilberforce University.....	Rev. S. T. Mitchell, A. M.....	1863	1863	Af. M. E.....	.....	77	17	0	23	.....	.....	23	
267 Wilmington.....	Wilmington College.....	James B. Unthank, M. S.....	1875	1870	Friends.....	.....	.....	6	.....	31	19	.....	50	

	University of Wooster.....	Rev. Sylvester F. Scorel.....	1870	Presb.....	10	160	19	0	204	53	93	349
	Antioch College b.....	Rev. Daniel A. Long, A. M., D. D., LL. D.....	1852	Non-sect.....	113	14	14	0	36	90	0	126
OREGON.												
270	Corvallis College a.....	B. L. Arnold, A. M.....	1868	M. E. South.....	2	---	4	0	---	---	---	c97
271	University of Oregon b.....	John W. Johnson, A. M.....	1876	Non-sect.....	119	9	9	0	42	48	0	90
272	Pacific University and Tualatin Academy.....	Rev. J. F. Ellis, D. D.....	1854	Cong.....	1	110	6	0	24	0	0	24
273	McMinnville College.....	Rev. T. G. Brownson.....	1858	Baptist.....	1	105	3	0	5	0	0	5
274	Christian College a.....	D. T. Stanley, A. M.....	1865	Christian.....	5	73	2	0	4	---	---	4
275	Philomath College a.....	G. M. Miller, A. M.....	1865	U. B.....	1	83	9	0	12	0	0	12
276	Willamette University.....	Rev. Thomas Van Scoy, A. M., D. D.....	1853	M. E.....	6	204	6	---	36	96	---	132
PENNSYLVANIA.												
277	Western University of Pennsylvania.....	Milton B. Goff, A. M., Ph. D.....	1819	Non-sect.....	4	112	14	0	43	19	0	62
278	Allentown.....	Rev. T. L. Seip, D. D.....	1867	Lutheran.....	2	63	5	4	61	0	0	61
279	Annapolis.....	Geo. W. Bowman, President pro tem.....	1866	U. B.....	0	78	9	3	34	41	12	87
280	Beatty.....	Rt. Rev. Boniface Wimmer, O. S. B.....	1870	R. C.....	---	---	---	---	---	---	---	c270
281	Beaver Falls.....	Rev. H. H. George, D. D.....	1871	Ref. Presb.....	---	---	---	7	67	0	0	67
282	Carlisle.....	Rev. J. A. McCauley, D. D.....	1783	M. E.....	---	---	---	9	113	0	1	114
283	Chesler.....	Col. Theodore Hyatt, A. M.....	1862	Non-sect.....	---	15	11	0	116	---	---	116
284	Easton.....	Rev. James H. Mason Knox, D. D., LL. D.....	1826	Presb.....	---	---	25	0	229	0	25	247
285	Freeland (Collegeville P. O.).....	Geo. W. Bowman, President pro tem.....	1869	Reformed.....	6	91	8	0	44	17	0	61
286	Gettysburg.....	Rev. H. W. McKnight, D. D.....	1832	Lutheran.....	3	43	7	3	106	0	10	116
287	Grovesville.....	Rev. D. McKee, A. M.....	1874	Lutheran.....	0	40	7	0	63	0	0	63
288	Grove City College.....	Isaac C. Kelder, A. M., Ph. D.....	1884	Non-sect.....	5	329	9	0	86	0	0	293
289	Haverford College.....	Isaac Sharpless, Sc. D.....	1833	Presb.....	---	---	14	5	93	0	0	95
290	Jefferson.....	C. S. James.....	1871	Rapdist.....	2	19	9	0	13	---	---	13
291	Lancaster.....	Rev. Thomas G. Apple, D. D., LL. D.....	1853	Reformed.....	2	19	9	0	83	0	0	83
292	Lewisburg.....	David G. Hill, LL. D.....	1846	Baptist.....	---	---	---	9	1	05	0	66
293	Lincoln University a.....	Rev. Isaac N. Kendall, D. D.....	1854	Baptist.....	6	23	9	8	154	16	0	159
294	Meadville.....	Rev. D. H. Wheeler, D. D., LL. D.....	1815	Presb.....	8	168	8	8	129	0	8	147
295	New Wilmington.....	Rev. R. G. Ferguson, D. D.....	1852	United Pres.....	0	96	9	0	111	30	0	111
296	Philadelphia.....	Brother Isidore.....	1753	R. C.....	8	166	13	5	129	30	0	139
297	University of Pennsylvania.....	William Pepper, M. D., LL. D., Provost.....	1753	Non-sect.....	0	29	18	265	87	28	350	350
298	Catholic College of the Holy Ghost.....	Rev. John T. Murphy.....	1852	R. C.....	4	165	14	0	---	---	---	---
299	Swarthmore College.....	Edward H. Magill, LL. D.....	1864	Friends.....	16	117	12	13	110	13	0	123
300	Villanova.....	Very Rev. F. M. Sheeran, S. T. B., O. S. A.....	1842	R. C.....	4	23	12	4	23	20	1	44
301	Washington and Jefferson College.....	Rev. James D. Moffat, D. D.....	1802	Presb.....	3	66	11	0	126	16	0	142
RHODE ISLAND.												
302	Providence.....	Rev. E. G. Robinson, D. D., LL. D.....	1764	Non-sect.....	0	0	19	3	241	0	2	243

c Preparatory and collegiate.

b Financial part is for the year 1885-86.

a These statistics are for the year 1885-86.

TABLE 47.—Statistics of colleges of liberal arts for 1886-87, etc.—PART I—Continued.

Location.	Name.	President.	Date of charter.	Date of organization.	Religious denomination.	Preparatory department.		Collegiate department.						
						Number of instructors.	Number of students.	Officers of instruction and government.		Students.				
								Number in the faculty.	Number of additional lecturers.	Number in regular courses.	Number in special or partial courses.	Number of graduate students.	Total number in collegiate department.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
SOUTH CAROLINA.	Charleston	College of Charleston	1785	1785 Non-sect. ....	.....	.....	5	0	23	0	3	31	
	Columbia	Allen University	1881	Af. M. E.	3	50	5	0	7	80	6	93		
	Columbia	South Carolina College	1801	Non-sect.	0	9	11	6	128	19	9	156		
	Due West	Erskine College	1841	Ref. Presb.	1	26	6	0	65	0	0	65		
	Greenville	Furman Univ. sity	1850	Baptist	2	39	5	0	.....	.....	.....	111	
	Newberry	Newberry College	1850	Ev. Luth.	1	29	5	0	28	0	2	40		
	Spartanburg	Wofford College	1852	M. E. South.	1	35	8	0	63	0	1	64		
	Walhalla	Adger College &	1877	Non-sect.	1	66	2	0	.....	.....	.....	.....
	TENNESSEE.													
		Athens	Grant Memorial University	1836	M. E.	0	213	18	0	99	0	3	93	
Bristol		King College	1870	Presb. ....	.....	.....	5	0	.....	.....	.....	63	
Chattanooga		Chattanooga University	1886	M. E.	207	10	9	0	17	9	0	26		
Clarksville		Southwestern Presbyterian University	1875	Presb. ....	.....	.....	10	0	.....	.....	.....	9	150
315	Hixvasco	Hixvasco College	1850	M. E. ....	.....	.....	4	0	.....	.....	.....	.....
316	Jackson	Southwestern Baptist University	1874	Baptist .....	.....	.....	7	2	130	0	0	130	

337	Knoxville.....	University of Tennessee and State Agricultural and Mechanical College.	Col. S. B. Crawford, A. M., chairman of the faculty.	1897	Non-sect.....	1	.....	11	0	.....	4	b131
338	Lebanon.....	Lebanon College.....	Nathan Green, LL. D., chancellor.....	1842	.....	2	87	5	0	85	0	85
339	McKenzie.....	Rebel College.....	Rev. J. L. Dickens, Pitt. D.....	1847	Cumb. Presb.....	115	7	3	114	5	0	129
340	Maryville.....	Maryville College a.....	Rev. P. M. Bartlett, D. D.....	1850	Presb.....	69	10	0	42	189	0	222
341	Memphis.....	Christian Brothers' College.....	Brother Maurelian.....	1842	R. C.....	108	20	0	132	0	0	132
342	Mossy Creek.....	Carson College.....	Rev. S. W. Tindell, A. M.....	1872	Baptist.....	5	107	4	9	23	0	29
343	Nashville.....	Central Tennessee College.....	Rev. John Braden, D. D.....	1853	M. E.....	0	1	1866	0	7	104	111
344	Nashville.....	Fisk University.....	Rev. Erasmus Milo Grayath, A. M.....	1867	Conf.....	6	46	7	0	42	37	186
345	Nashville.....	Roger Williams University.....	W. E. Morang, A. M.....	1882	Baptist.....	0	28	9	0	0	0	134
346	Nashville.....	Vanderbilt University.....	L. C. Gaillard, chancellor.....	1882	M. E.....	0	12	11	0	0	0	224
347	Nashville.....	University of the South.....	Rev. Telfair Hodgson, D. D.....	1875	Prot. Epis.....	6	151	18	2	153	0	153
348	Spencer.....	Burritt College a.....	A. T. Seitz, A. M.....	1850	Christian.....	112	8	0	0	0	0	30
349	Tusculum.....	Greenville and Tusculum College.	Rev. Jere Moore, A. M.....	1850	Presb.....	0	74	5	0	30	0	30
350	Austin.....	University of Texas.....	Leslie Waggener, M. A., LL. D.....	1881	Non-sect.....	.....	58	14	0	101	78	187
351	Georgetown.....	South-western University c.....	Rev. J. W. Heidt, D. D.....	1875	M. E. South.....	4	142	13	0	0	0	291
352	Italy.....	Hope Institute.....	A. T. Seitz.....	1879	.....	.....	.....	6	0	0	0	142
353	Mansfield.....	Mansfield Male and Female College.	D. C. Limbang and S. P. Render.....	1872	Non-sect.....	.....	.....	3	0	0	0	114
354	Salado.....	Salado College a.....	S. J. Jones.....	1860	Non-sect.....	2	180	3	0	102	0	102
355	Sherman.....	Austin College a.....	Rev. D. McGregor.....	1849	Presb.....	.....	10	3	0	30	0	30
356	Tehuacana.....	Trinity University a.....	L. A. Johnson, president pro tem.....	1870	Cumb. Presb.....	3	.....	12	0	0	0	241
357	Waco.....	Baylor University.....	Rufus C. Burleson, D. D., LL. D.....	1845	Baptist.....	4	.....	13	0	0	0	6429
358	Salt Lake City.....	University of Deseret.....	John R. Park, M. D.....	1850	Non-sect.....	2	.....	6	5	0	0	349
359	Burlington.....	{ University of Vermont and } State Agricultural College. }	Rev. Matthew H. Buckham, D. D.....	1791 1865	Non-sect.....	0	0	15	0	143	7	150
360	Middlebury.....	Middlebury College.....	Ezra Brainard, A. M.....	1800	Non-sect.....	0	0	8	1	53	5	63
361	Ashtand.....	Randolph Mason College.....	William W. Smith.....	1830	M. E. South.....	.....	.....	8	4	0	0	109
362	Emory.....	Emory and Henry College.....	Thomas W. Jordan, A. M.....	1836	Meth.....	2	35	8	2	90	21	111
363	Hampden Sidney.....	Hampden-Sidney College.....	Rev. Richard McIlwaine, D. D.....	1783	Presb.....	6	1	91	5	1	5	100
364	Lexington.....	General G. W. C. Lee.....	General G. W. C. Lee.....	1782	Non-sect.....	.....	.....	11	3	0	0	122
365	Richmond.....	Washington and Lee University.....	H. H. Harris, LL. D., chairman of faculty.	1840	Baptist.....	.....	.....	8	0	0	0	151
366	Salem.....	Roanoke College.....	John D. Dreher, A. M., Ph. D.....	1853	Ev. Luth.....	3	41	9	0	80	20	100
367	University of Virginia.....	University of Virginia.....	Charles S. Venable, LL. D.....	1819	Non-sect.....	.....	.....	19	5	0	0	331

c Financial part is for the year 1885-86.

b Includes preparatory students.

a These statistics are for the year 1885-86.

TABLE 47.—Statistics of colleges of liberal arts for 1886-87, etc.—PART I—Continued.

Location.	Name.	President.	Date of charter.	Date of organization.	Religious denomination.	Preparatory department.		Collegiate department.					
						Number of instructors.	Number of students.	Officers of instruction and government.	Students.				
									Number in the faculty.	Number of additional instructors.	Number in regular courses.	Number in special or partial courses.	Number of graduate students.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
WASHINGTON.													
348	Seattle.....	University of Washington Territory & Whitman College.....	1861	1862	Non-sect.....	78	7	0	35	55	0	90	
349	Walla Walla.....	A. J. Anderson, A. M., Ph. D.....	1883	1882	Non-sect.....	150	12	0	17	43	0	60	
WEST VIRGINIA.													
350	Bethany.....	W. K. Pendleton, LL. D.....	1840	1841	Christian.....	1	17	6	0	60	3	0	63
351	Wilmington.....	Thomas E. Feden.....	1869	1869	F. W. B.....	3	120	4	0	6	.....	6	6
352	Morgantown.....	E. M. Turner, LL. D.....	1867	1867	Non-sect.....	3	103	13	0	.....	.....	.....	66
WISCONSIN.													
353	Appleton.....	Rev. B. P. Raymond, Ph. D., D. D.....	1849	1849	M. E.....	0	52	10	0	44	125	1	192
354	Beloit.....	Rev. Edward D. Eaton, D. D., LL. D.....	1846	1847	Cong. and Presb.....	0	207	15	12	58	0	0	58
355	Galesville.....	Rev. J. Irwin Smith, D. D.....	1854	1859	Presb.....	1	103	6	2	15	57	3	75
356	Madison.....	T. C. Chamberlin, A. M., Ph. D.....	1848	1849	Non-sect.....	0	0	37	0	269	117	3	389
357	Milton.....	Rev. W. C. Whitford, D. D.....	1867	1844	7th day Bapt.....	8	175	6	0	70	0	0	70
358	Racine.....	Rev. Albert Z. Gray, S. T. D.....	1852	1852	Prot. Epis.....	10	121	7	0	28	0	0	28

359	Ripon.....	Ripon College.....	Rev. Edward H. Merrell, A. M., D. D.....	1854	Cong. and Presb.	.....	183	11	2	19	61	11	91
360	St. Francis.....	Seminary of St. Francis Sales.	Very Rev. A. Zeisinger.....	1856	R. C.....	.....	.....	11	0	134	0	0	134
361	Watertown.....	North-western University.....	Rev. Augustus F. Ernst.....	1867	Ev. Luth.....	1	59	6	1	41	44	.....	85

a Financial part is for the year 1885-86.

b These statist

are or the year 1885-86.

TABLE 47.—Statistics of colleges of liberal arts for 1886-87, etc.—PART II.

Name.	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	Number of endowed professors.	Number of fellowships.	Number of State scholarships.	Number of other scholarships.	Number of years in collegiate course.	Number of bound volumes in college library.	Annual charge to each student for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Amount of productive fund.	Income from productive fund.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Receipts for the last year from all other sources.	Total income.	Number of degrees conferred in course at last commencement.	Benefactions.
ALABAMA.																	
1 Howard College.....	0	0	0	0	4	.....	\$50	\$106	\$200,000	.....	.....	.....	\$0	.....	.....	15	\$200,000
2 Southern University <i>a</i>	0	0	0	2	4	.....	50	105	.....	.....	.....	.....	.....	.....	.....	15	.....
3 Spring Hill College.....	0	0	0	0	6	25,000	(300)	.....	300,000	0	\$500	.....	0	\$0	\$800	15	420
4 Selma University.....	0	0	0	0	4	.....	8	65	20,000	.....	.....	.....	.....	.....	.....	15	1,800
5 University of Alabama.....	0	0	0	0	4	7,000	.....	108	500,000	300,000	24,000	\$1,000	.....	.....	25,000	38	.....
ARKANSAS.																	
6 Arkansas College.....	1	0	0	2	4	800	25-40	120	.....	.....	.....	.....	.....	.....	.....	7	.....
7 Canine Hill College.....	0	0	0	0	4	.....	36-50	90	8,000	.....	.....	.....	.....	.....	.....	1	.....
8 Little Rock University <i>b</i>	0	0	0	0	4	1,000	24-30	100	80,000	.....	.....	1,600	.....	.....	1,600	.....	.....
9 Philander Smith College.....	0	0	0	0	4	.....	8	70	20,000	.....	.....	736	0	600	1,336	.....	.....
CALIFORNIA.																	
10 College of St. Augustine.....	0	0	0	0	4	.....	60-100	200	40,000	.....	.....	.....	.....	.....	.....	.....	0
11 University of California <i>b</i>	0	0	0	0	4	33,000	0	270	.....	.....	.....	.....	.....	.....	.....	40	.....
12 Pierce Christian College.....	0	0	0	0	4	3,200	50	100	15,000	12,000	1,000	4,000	0	0	5,000	2	150
13 St. Vincent's College.....	0	0	0	0	4	3,000	50	230	100,000	0	0	.....	0	0	.....	1	0
14 University of Southern California <i>b</i>	0	0	0	0	4	.....	40	200	45,000	90,000	.....	.....	.....	144,000	144,000	.....	.....
15 Napa College.....	0	0	0	0	4	700	50	260	65,000	.....	.....	.....	.....	.....	.....	.....	.....
16 St. Ignace College.....	0	0	0	0	7	10,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
17 University of the Pacific <i>b</i>	0	0	0	0	3-4	2,800	60	250	150,000	33,000	2,500	12,600	0	7,550	22,550	9	0
18 Santa Clara College <i>b</i>	0	0	0	0	12	1,000	(350)	.....	150,000	.....	.....	53,589	0	0	53,589	25	.....
19 Pacific Methodist College.....	0	0	0	0	4	1,000	60	185	50,000	.....	.....	4,800	0	.....	4,800	6	.....
20 San Joaquin Valley College.....	0	0	0	0	4	1,000	54-60	240	15,000	17,500	700	3,224	.....	.....	3,924	13	0

	21	Hesperian College.....	4	400	50	200	30,000	22,000	1,800	1,800	2	-----
		COLORADO.										
22	University of Colorado.....	0	0	0	0	-----	60,000	50,000	3,500	29,000	3	0
23	Colorado College.....	0	0	0	35	180	100,000	2,840	205	1,343	0	14,631
24	University of Denver.....	-----	4	1,000	100	250	300,000	-----	-----	0	1	50,000
	CONNECTICUT.											
25	Trinity College.....	10	46	100	205	1,000,000	518,000	23,000	13,832	204,832	22	45,000
26	Wesleyan University.....	9	1	0	75	509,630	660,852	38,600	917	50,102	68	-----
27	Yale University.....	13	3	140	162-283	1,030,420	65,427	103,701	0	89,499	180	63,296
	DAKOTA.											
28	Pierre University.....	0	0	1	36	40,000	0	0	550	1,500	6	-----
29	University of North Dakota.....	-----	4	1,200	0	140	100,000	-----	-----	64,000	0	-----
30	University of Dakota.....	-----	4	1,000	0	100,000	0	0	0	-----	0	-----
	DISTRICT OF COLUMBIA.											
31	Columbian University.....	-----	-----	90-125	-----	300,000	250,000	-----	-----	-----	18	-----
32	Georgetown College.....	-----	8	35,000	50	-----	-----	-----	-----	-----	-----	-----
33	Gonzaga College.....	-----	7	10,000	40	-----	-----	-----	-----	-----	-----	-----
34	Howard University.....	0	0	0	0	87	500,000	180,000	11,031	61,942	2	4,100
35	National Deaf-Mute College.....	-----	4	3,500	(150)	-----	-----	-----	25,500	-----	2	0
	FLORIDA.											
36	Seminary West of the Suwannee River.....	0	0	0	0	120	17,500	65,000	2,800	5,600	0	20,000
37	Rollins College.....	0	0	0	50	165	42,000	200	12	3,220	0	6,494
	GEORGIA.											
38	University of Georgia.....	9	0	0	0	120	218,000	445,202	31,164	8,000	33	0
39	Atlanta University.....	0	0	53	8-16	85	200,000	27,250	1,245	1,537	4	7,853
40	Clark University.....	40	4	2,000	78	80	200,000	-----	0	8,000	4	35,870
41	Bowdon College.....	0	0	0	15	50	5,000	0	0	9,000	6	19,000
42	Mercer University.....	43	4	-----	90-180	120	40,000	-----	3,000	1,450	8	-----
43	Pio Nono College.....	0	0	0	60	100	100,000	125,000	-----	3,000	28	2,000
44	Emory College.....	-----	4	5,000	50-60	-----	-----	-----	-----	-----	-----	-----
	ILLINOIS.											
45	Hedding College.....	-----	4	1,800	36	108	60,000	7,000	400	2,200	6	2,300
46	Illinois Wesleyan University.....	46	4	2,408	15	-----	100,000	98,360	5,340	1,500	56	25,000
47	St. Vincent's College.....	40	8	3,000	200	-----	85,000	-----	-----	15,000	2	0
48	Carthage College.....	40	4	2,000	32	130	60,000	20,000	1,200	300	11	-----
49	St. Ignatius College.....	0	0	0	40	-----	275,000	0	0	10,000	5	0

^a These statistics are for the year 1885-86.^b Financial part is for the year 1885-86.

	1	2	3	4	5,000	24	135	47,000	107,500	8,500	4,200	20,000	12,700	15	20,000
Franklin College.....	15	0	---	4	5,000	0	---	250,000	450,000	30,000	0	---	50,000	76	75,000
De Pauw University.....	45	0	---	4	9,500	0	---	70,000	15,000	800	700	3,000	4,500	5	3,000
Hanover College.....	1	30	---	4	1,000	28	125	20,000	180,000	8,737	3,941	---	12,678	16	---
Hartsville College.....	1	---	---	4	1,000	24	175	75,000	50,000	4,380	1,250	---	750	6	---
Butler University.....	2	---	---	4	3,700	8	75	80,000	50,000	1,275	2,675	---	500	---	550
Union Christian College.....	78	---	---	4	1,200	30	120	25,000	20,000	---	---	---	---	49	---
Moore's Hill College.....	78	---	---	4	1,200	(300)	---	600,000	65,000	3,900	11,500	---	15,400	26	15,000
University of Notre Dame ^a	0	0	0	4	25,000	65	215	200,000	18,000	1,200	---	---	---	8	---
Earlham College.....	0	0	0	4	5,000	21	£0	25,000	---	---	---	---	---	---	---
Ridgeville College.....	1	---	---	4	250	(180)	---	---	---	---	---	---	---	---	---
St. Meinrad's College.....	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
IOWA.															
Amity College.....	0	0	0	4	1,000	18-24	110	30,000	30,000	2,700	1,000	---	4,300	5	---
Griswold College.....	2	0	0	4	8,000	50	---	200,000	80,000	---	---	---	---	3	---
Norwegian Luther College.....	0	0	0	4	4,300	70	---	110,000	6,227	374	0	---	374	---	0
Drake University.....	0	0	0	4	22,000	30	100	75,000	60,000	4,800	---	---	4,800	17	25,000
University of Des Moines.....	0	0	0	4	---	30	100	30,000	---	---	---	---	---	0	1,000
St. Joseph's College.....	0	0	0	4	2,000	(195)	---	58,000	---	---	---	---	---	9	---
Parson's College.....	1	0	0	4	2,400	38	240	60,000	36,000	2,900	1,200	---	6,850	---	0
Upper Iowa University.....	2	0	0	4	2,500	33	200	6,800	7,000	---	4,000	---	1,300	33	6,000
Loras College.....	6	---	---	4	12,225	31	125-175	127,000	172,000	14,500	5,000	---	7,900	7	52,000
Lenox College.....	---	---	---	6	800	24-30	100	15,000	15,000	1,000	3,811	---	20,100	14	---
Sioux College.....	---	---	---	4	1,500	30	100	25,000	30,000	2,400	---	---	---	6	---
State University of Iowa.....	0	0	0	4	18,000	10-25	208	400,000	215,067	16,905	17,768	---	7,600	42	---
Grinnell College.....	4	---	---	4	---	18-35	100-200	---	---	---	---	---	---	---	---
Lewis Wesleyan University ^a	4	0	0	4	7,500	12	110	170,000	50,000	4,000	13,000	---	20,000	41	30,000
Cornell College.....	4	---	---	4	2,000	20	100	31,000	12,000	900	2,450	---	3,550	4	4,000
Oskaloosa College.....	4	---	---	4	5,000	24	150	43,000	---	---	---	---	10,200	8	---
Central College.....	4	0	0	4	2,000	18	100	30,000	65,000	3,000	---	---	7,000	1	1,200
University of Iowa.....	44	0	0	4	2,000	30	125	70,963	36,000	2,500	3,880	---	6,280	1	13,000
Tabor College.....	46	0	0	4	3,200	21	102	90,000	75,000	2,500	---	---	8,383	6	6,635
Western College.....	2	---	---	4	---	---	---	---	---	---	---	---	---	---	---
KANSAS.															
St. Benedict's College.....	---	---	---	7	5,000	40	100	75,000	---	---	---	---	---	4	---
Baker University.....	104	---	---	4	3,000	24	108	100,000	4,000	400	6,000	---	6,400	10	3,000
College of Emporia.....	105	---	---	4	700	30	120-175	120,000	23,000	1,750	1,875	---	3,625	---	---
Highland University.....	1	---	---	4	5,000	28-39	130	20,000	22,000	1,500	1,800	---	4,300	---	---
University of Kansas.....	0	0	0	4	10,000	10	150	500,000	175,000	9,000	3,400	---	1,000	22	---
Lane University.....	108	---	---	---	---	---	78	75,000	20,000	1,200	500	---	800	1	---
Ottawa University.....	109	---	---	4	1,163	30	120	30,000	50,000	4,600	3,000	---	2,500	---	---
St. Mary's College.....	0	0	0	4	8,000	30	130	60,000	---	---	---	---	---	---	---
Kansas Wesleyan University.....	110	---	---	4	150	30	133	50,000	35,000	3,500	7,500	---	4,000	1	5,000
Washington College.....	112	---	---	4	5,000	33	100	170,000	100,000	8,000	5,500	---	1,000	3	30,000

^aOne for each recognized high school to its honor student.

^cPartially.

^a These statistics are for the year 1885-86.

^b Financial part is for the year 1885-86.

^c Includes receipts from board, etc.

TABLE 47.—Statistics of colleges of liberal arts for 1886-87, etc.—PART II—Continued.

Name.	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
		Number of endowed professorships.	Number of fellowships.	Number of State scholarships.	Number of other scholarships.	Number of years in collegiate course.	Number of bound volumes in college library.	Annual charge to each student for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Amount of productive fund.	Income from productive fund.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Receipts for the last year from all other sources.	Total income.	Number of degrees conferred in course at last commencement.	Donations.
NEW YORK.																		
207 Alfred University <i>a</i>						4	5,000	\$36		\$255,000			\$33,500			\$14,763		
208 St. Bonaventure's College.....						6	6,358	200	\$210	208,000						33,500	1	\$0
209 St. Stephen's College.....						4	5,500	0	225	175,000	\$400			\$0	\$7,000	7,400	19	13,600
210 Brooklyn Collegiate and Polytechnic Institute.....						4	3,000	100	263	177,562	32,875		\$7,118	367		87,485		
211 St. Francis College <i>b</i>						4	3,000	60	240	100,000			30,000			30,000		
212 Canisius College.....						6	14,000	40	190	114,000							6	
213 St. Lawrence University.....						33	9,400	30	135	114,000	214,136	9,826	1,020	0	22,555	33,701	16	51,103
214 Hamilton College.....						25	20,000	75	162	500,000	280,000	8,000				8,000	45	
215 St. John's College <i>a</i>						4	24,800	60		854,425						112,961		
216 Hobart College.....						4	18,000	75	200	132,350	282,383	13,032	4,526	0	5,350	22,908	19	
217 Madison University.....						64	17,821	54	140	201,500	510,000	25,965	4,401		5,990	36,356	17	
218 College of St. Francis Xavier <i>a</i>						37	22,000	16		255,000						150,000	20	
219 College of the City of New York.....						5	33,878			1,033,328	5,500,000	242,086	27,692		3,623	273,411	46	
220 Columbia College.....						4	10,000	130	250	150,000	430,000	28,000	13,800	0	0	13,800	23	1,300
221 Manhattan College.....						4	10,000	60		250,000					3,500	31,500	28	
222 University of the City of New York.....						4	10,000	0										
223 University of Rochester.....						4		75	152	482,280	403,268	18,572	5,468	0	534	24,574	24	130,000
224 Union College.....						4		90	200	500,000	264,234	14,779	6,202		22,276	43,257	39	5,600
225 Niagara University.....						4	8,000	(250)		262,000			30,000			20,000	5	
226 Syracuse University.....						4	10,714	50-60	160	416,750	301,500	21,223	12,253	0	18,660	52,138	53	118,000
NORTH CAROLINA.																		
227 University of North Carolina.....						4	8,000	75	95	288,500	130,000	7,800	6,582	20,000	272	34,654	22	0

228	Biddle University <i>b</i>	4	3,000	64	60,000	105,000	7,000	4,000	2,500	13,500	21	5,000
229	Davidson College.....	4	10,000	115	150,000	150,000	0	1,200	0	2,400	2	6,000
230	North Carolina College.....	4	1,000	40	15,000	200,000	0	7,000	1,200	7,000	6	0
231	Shaw University <i>b</i>	4	3,000	12	200,000	200,000	0	1,500	375	1,875	17	0
232	Rutherford College.....	4	4,000	100	30,000	30,000	0	3,000	0	5,680	0	10,000
233	Trinity College.....	4	4,000	50	30,000	108,000	12,500	7,000	2,680	19,500	18	63,500
234	Wake Forest College.....	3-5	9,000	60	110	60,000	0	0	0	0	0	0
235	Weaver College.....	4	112	80	10,000	0	0	0	0	0	0	0
OHIO.												
236	Buchtel College.....	5	3,800	40	169,374	162,620	13,974	3,464	2,045	19,483	19	30,988
237	Ashtand College.....	4	8,000	32	80,000	80,000	0	852	0	852	4	0
238	Ohio University.....	4	8,000	30	80-100	6,000	8,000	2,500	5,000	15,500	6	1,000
239	Baldwin University <i>b</i>	4	5,000	22	58,000	57,000	4,300	8,000	0	7,300	7	0
240	German Wallace College.....	4	2,000	30	100	50,000	65	2,500	0	2,500	13	0
241	Culvin College.....	4	1,300	69	100,000	500,000	28,000	1,000	0	46,000	28	6,351
242	St. Joseph's College.....	4	18,000	75	200,000	617,000	44,000	2,000	0	92,000	28	0
243	St. Xavier's College.....	4	23,000	30	970,000	0	0	0	0	0	0	0
244	University of Cincinnati.....	4	1,800	18	80,000	80,000	0	0	0	0	0	0
245	Adelbert College of Western Reserve University.....	4	6,000	40	125	850,000	32,270	40,514	19,100	57,229	21	62,005
246	Belmont College <i>b</i>	4	7,708	0	0	385,000	26,000	2,275	0	19,225	11	0
247	Capital University.....	4	13,836	29	270,000	240,000	17,250	2,000	0	3,500	4	0
248	Ohio State University.....	4	20,000	75	30,000	320,000	17,500	2,500	0	19,500	18	0
249	Kenyon College.....	4	275	32	100-200	50,000	3,000	2,500	0	5,500	8	0
250	Twin Valley College.....	4	14,000	34	200	125,000	0	0	0	0	0	0
251	Denison University.....	4	5,500	93	45,000	50,000	0	0	0	0	0	0
252	Hiram College.....	4	34,000	45	303,000	518,000	0	0	0	0	0	0
253	Marietta College.....	4	6,650	23	20,000	32,000	2,100	1,700	500	800	5	0
254	Mt. Union College <i>b</i>	4	400	45	15,000	450,495	27,418	39,619	1,200	5,000	17	0
255	Franklin College.....	4	17,125	90	72-144	200,000	9,500	2,000	3,049	70,115	43	97,210
256	Muskingum College.....	4	500	150	200,000	62,000	0	0	4,450	15,950	0	0
257	Oberlin University.....	4	500	30	120,000	120,000	0	0	4,500	4,700	2	0
258	Miami University.....	4	10,000	39	160,000	120,000	9,000	5,100	15,000	29,100	11	0
259	Rio Grande College <i>b</i>	4	4,000	85	100,000	80,000	3,500	800	0	5,000	17	6,000
260	Solo College.....	4	4,000	24	120,000	53,000	3,500	2,800	0	4,000	0	0
261	Wittenberg College.....	4	4,000	25	110	60,000	4,500	2,800	9,000	16,100	12	6,000
262	Heidelberg College.....	4	2,500	12	14-20	31,000	1,800	3,200	0	5,000	4	0
263	Urbana University.....	4	1,500	39	30,000	108,931	12,600	15,000	3,000	30,000	89	40,000
264	Offenber University.....	4	1,500	45	370,000	0	0	0	0	0	0	0
265	Wilberforce University <i>b</i>	4	6,000	37	10,000	0	0	0	0	0	0	0
266	University of Wooster.....	4	6,000	81	10,000	0	0	0	0	0	0	0
267	Antioch College.....	4	6,000	81	10,000	0	0	0	0	0	0	0
268	Corvallis College <i>b</i>	4	6,000	81	10,000	0	0	0	0	0	0	0
269	Corvallis College <i>b</i>	4	6,000	81	10,000	0	0	0	0	0	0	0
270	Corvallis College <i>b</i>	4	6,000	81	10,000	0	0	0	0	0	0	0

From the city of New York.

From the Report of the Regents of the State of New York for 1886.

From the Report of the Regents of the University of the State of New York for 1885-86.

These statistics are for the year 1885-86.

OREGON.

291	Franklin and Marshall College <i>a</i>	4	5,000	39	136	250,000	117,869	7,223	850	0	20,000	28,073	35	2,000
292	Bucknell University	4	10,000	50	120	145,850	270,000	13,500	2,950	0	0	16,450	14	100,000
293	Lincoln University <i>b</i>	4	9,000	25	95	160,000	155,000	9,000	925	0	20,000	29,325	34	15,000
294	Allegheny College	4	12,500	30	150	150,000	148,000	8,000	7,100	0	0	15,100	37	0
295	Westminster College	4	4	24	24	210,000	100,000	0	10,200	0	3,800	14,000	32	0
296	La Salle College	4	43,000	80	250	1,089,569	1,344,510	69,721	42,335	0	3,300	116,446	124	69,250
297	University of Pennsylvania	4	5,000	150	250	750,000	215,000	12,000	0	0	0	12,000	7	0
298	Catholic College of the Holy Ghost	4	10,310	24	130	150,000	250,000	15,896	0	0	5,261	21,157	35	0
299	Swarthmore College	4	5,000	24	450	750,000	215,000	12,000	0	0	0	12,000	7	0
300	Villanova College	4	5,000	24	250	150,000	250,000	15,896	0	0	5,261	21,157	35	0
301	Washington and Jefferson College	4	5,000	24	130	150,000	250,000	15,896	0	0	5,261	21,157	35	0
302	Brown University	4	65,594	34	64	600,000	769,979	42,892	17,510	0	0	60,312	68	100,710
303	College of Charleston	4	10,000	8	300	37,000	249,400	10,000	600	0	0	10,000	3	0
304	Allen University	4	25	8	50	10,000	95,750	5,750	0	23,000	29,500	58,250	6	300
305	South Carolina College	4	27,000	0	100-125	350,000	95,750	5,750	0	0	0	0	31	0
306	Erskine College	4	6,000	29	100	50,000	25,000	2,000	4,800	0	4,500	6,800	9	0
307	Furman University	4	6,000	60	76	50,000	25,000	2,000	4,800	0	4,500	6,800	9	0
308	Newberry College	4	6,000	50	102	20,000	12,000	600	3,800	0	4,500	7,400	5	2,000
309	Wofford College	4	6,000	60	60-128	5,000	13,000	1,073	70	0	155	1,308	7	0
310	Adger College <i>b</i>	4	600	10-40	100	5,000	13,000	1,073	70	0	155	1,308	7	0
311	Grant Memorial University	4	700	24	100	50,000	25,000	1,200	2,250	0	6,000	8,250	20	50,000
312	King College	4	700	40-50	100	15,000	25,000	1,200	3,331	0	300	1,500	4	250
313	Chattanooga University	4	3,000	30	90	200,000	140,000	8,000	3,000	0	12,400	15,731	3	0
314	South-western Presbyterian University	3-5	3,000	50	100	100,000	140,000	8,000	3,000	0	1,200	12,200	26	10,000
315	Hwassee College	4	2,451	30-40	50	15,000	40,000	2,340	0	0	0	2,340	18	1,000
316	South-western Baptist University	5	2,400	50	125	50,000	40,000	2,340	0	0	0	2,340	3	0
317	University of Tennessee and State Agricultural and Mechanical College	4	7,000	40	120	300,000	24,500	24,500	0	0	0	24,500	0	0
318	Cumberland University	4	3,000	45	100	30,000	20,000	1,500	3,000	0	0	4,500	12	0
319	Bellevue College	4	1,000	14-50	90	16,000	0	0	3,800	0	300	4,100	10	100
320	Maryville College <i>b</i>	4	6,000	0	94	75,000	115,000	7,000	1,500	0	7,000	15,500	6	0
321	Christian Brothers' College	4	4,000	40-72	175	13,000	19,000	1,200	3,200	0	150	4,550	5	0
322	Carson College	4	4,500	40-43	90	13,000	19,000	1,200	3,200	0	150	4,550	7	0
323	Central Tennessee College	4	2,100	9	84	60,000	5,000	1,480	1,586	0	7,812	9,878	0	348

c Includes \$572,210 hospital productive funds.

b These statistics are for the year 1885-86.

a Financial part is for the year 1885-86.

TABLE 47.—Statistics of colleges of liberal arts for 1886-87, etc.—PART II—Continued.

Name.	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	Number of endowed professors.	Number of fellowships.	Number of State scholarships.	Number of other scholarships.	Number of years in collegiate course.	Number of bound volumes in college library.	Annual charge to each student for tuition.	Average cost of board and lodging per annum.	Value of grounds, buildings, and apparatus.	Amount of productive fund.	Income from productive fund.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Receipts for the last year from all other sources.	Total income.	Number of degrees conferred in course at last commencement.	Benefactions.
TENNESSEE—continued.																	
324 Fisk University.....	0	0	22	5	4	\$3,359	\$13	\$90	\$275,000	\$10,037	\$586	\$3,000	\$0	\$7,086	\$10,672	\$11	\$0
325 Roger Williams University <i>a</i>.....	.....	.....	.....	.....	4	3,000	8	64	125,000	1,000	60	1,200	1,000	4,500	6,700	8	7,500
326 Vanderbilt University.....	.....	10	.....	9	4	13,000	65	135	650,000	900,000	63,000	10,500	.....	.....	73,500	11	.....
327 University of the South.....	.....	14	2	.....	.....	.....	11	120	40,000	.....	.....	.....	0	4,000	4,000	.....	4,000
328 Burritt College <i>b</i>	0	.....	.....	.....	4	1,000	15-20	100-120	20,000	0	0	3,600	0	.....	3,600	.....	.....
329 Greenville and Tusculum College.	.....	.....	.....	.....	4	7,000	22	.....	20,700	.....	.....	650	.....	520	1,130	9	2,000
TEXAS.																	
330 University of Texas.....	0	0	0	0	4	5,200	0	140	.....	650,000	45,000	0	0	0	45,000	9	0
331 South-western University <i>b</i>	0	0	0	0	3-4	.....	50	15	65,000	.....	.....	.....	.....	.....	.....	12	.....
332 Hope Institute.....	0	0	0	0	.....	100	32	80	3,500	0	0	1,700	700	0	2,400	.....	0
333 Mansfield Male and Female College.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000	.....	.....	.....	.....
334 Salado College <i>b</i>.....	.....	.....	.....	.....	3	150	36	13	25,000	.....	.....	2,000	.....	.....	3,000	.....	.....
335 Austin College <i>b</i>.....	.....	0	.....	.....	4	3,000	43	150	10,000	.....	.....	700	.....	.....	3,700	.....	.....
336 Trinity University <i>b</i>.....	.....	.....	.....	.....	4	.....	25-50	80-140	.....	33,000	.....	.....	.....	.....	.....	.....	.....
337 Baylor University.....	.....	.....	.....	.....	4	.....	30-50	125	.....	.....	.....	.....	.....	.....	.....	.....	.....
UTAH.																	
338 University of Deseret.....	0	0	0	0	4	3,837	48	200	75,000	0	0	7,102	5,000	0	12,102	0	0

VERMONT.													
339	University of Vermont and State Agricultural College.	183-261	45	37,000	4	0	36	0	2	0	0	4	18,225
340	Middleburg College.	100	45	16,000	4	0	45	0	2	0	0	4	250
VIRGINIA.													
341	Remond Macon College.	135	75	4,000					6				
342	Emory and Henry.	120	60	4,000	4	0	0		0			11,100	33,500
343	Hampden-Sidney College.	130	60	3,500	4	1	0		1			7,000	0
344	Washington and Lee University.	108	50	16,100	4	29	4		7			8,500	3,000
345	Richmond College.	125	70	9,000	3-5	10	0		1			38,803	20
346	Roanoke College.	80-135	60	16,000	4	0	10		0			18,000	16
347	University of Virginia.	148-175		48,000					0			10,330	23
												17,236	12
WASHINGTON.													
348	University of Washington Territory. ^a	200	40	2,500	4	0	36		0			6,000	
349	Whitman College.	180	39-45	2,400	4	0	1		0			6,800	3
WEST VIRGINIA.													
350	Bethany College. ^b	120	40		4	0			0				
351	West Virginia College.	100	28	100	4								125
352	West Virginia University.	140	37	5,000	4	104						28,100	1
WISCONSIN.													
353	Lawrence University.	119	0	11,234	4				6	0	0	7,704	15
354	Beloit College.	150	36		4							56,875	16
355	Galena University.	100	24	2,000	4							3,700	3
356	University of Wisconsin.	150	413	1,000,000	4	10						278,821	33
357	Milton College.	117	27-33	8,300	4							5,165	7
358	Racine College. ^b	110	150	65,000	4							23,000	10
359	Ripon College.	110	150	140,000	4							11,000	
360	University of St. Francis of Sales.	110	150	180,000	4							6,000	
361	North-western University.	100	30	60,000	4							7,150	1

c For non-residents.

^a Financial statement is for the year 1885-86.^b These statistics are for the year 1885-86.

List of universities and colleges from which no information has been received.

Location.	Name.	Location.	Name.
San Francisco, Cal....	St. Mary's College.	South Orange, N. J. . .	Seton Hall College.
Carlinville, Ill.	Blackburn University.	Brooklyn, N. Y.	St. John's College.
Terre Haute, Ind.	St. Bonaventure's College.	Salisbury, N. C.	Livingston College.
New Liberty, Ky.	Concord College.	La Grande, Oreg.	Blue Mountain University.
Baltimore, Md.	Loyola College.	Loretto, Pa.	St. Francis College.
Worcester, Mass.	College of the Holy Cross.	Philadelphia, Pa.	St. Joseph's College.
Sedalia, Mo.	Sedalia University.	Winchester, Tenn.	Winchester Normal.
Nebraska City, Nebr.	Nebraska College.	Galveston, Tex.	St. Mary's University.

Memoranda to Table 47.

Location.	Name.	Remarks.
Fayetteville, Ark.	Arkansas Industrial University.	Reported with agricultural colleges. (See Table 51.)
Newark, Del.	Delaware College.	Reported with agricultural colleges. (See Table 51.)
Chicago, Ill.	University of Chicago.	Suspended September 7, 1886.
Urbana, Ill.	University of Illinois.	Reported with agricultural colleges. (See Table 51.)
Greenwood, Mo.	Lincoln College.	Suspended until 1887.
Stewartsville, Mo.	Stewartsville College.	Building burned and college closed.
Ithaca, N. Y.	Cornell University.	Reported with agricultural colleges. (See Table 51.)
Independence, Tex.	Baylor University.	Removed to Waco, Tex., and consolidated with Waco University, under the name of Baylor University.

III.—SCHOOLS OF SCIENCE.

The number of institutions in the United States sharing in the benefit of the land grant of 1862 is 48.

In 13 States the grant was made over to universities or colleges already existing, and has served to establish or to augment the funds of courses, departments, or schools of applied science in the same. In the 25 remaining States the fund has served as the chief source of endowment for new institutions, or as the nucleus around which have collected additional funds, in several cases far exceeding the amount derived from the national grant. In 6 States the grant has been divided. In Georgia it has been applied to the endowment of 6 colleges of agriculture affiliated to the State University; in Massachusetts separate colleges, one of agriculture, the other of the mechanic arts, have been the recipients; in Missouri a portion of the grant has been applied to the endowment of an "agricultural and mechanical college" and the rest to the endowment of a "school of mines and metallurgy," both under the auspices of the University of Missouri; in Mississippi, South Carolina, and Virginia the fund has been divided between institutions for white and colored students, respectively.

Certain of the schools have developed particularly in the direction of the mechanical arts; others are agricultural colleges, pure and simple; a few combine both departments, with large provision for theoretic instruction, while some differ in no essential particular from the ordinary classical college.

Under these circumstances it is difficult, and as time passes it must become more and more difficult, to group in a single table institutions which have shared in this national benefaction. In the present Report, 33 of these institutions are included together in Table 51. The statistics of the remaining 15 are included in Table 47. For convenience of reference, a list of these is appended to the table before us.

As in the case of the older classical colleges, the characteristic work of the "colleges of agriculture and the mechanic arts" has been organized in degree courses. Where the requirements for admission to these are above the attainments of the probable applicants, preparatory departments have been established, whereby the purpose of keeping the colleges in line with the common schools of the country is accomplished. The distinction between the preparatory students and those of collegiate grade is even less marked than in the classical colleges, since all classes participate in the provision for technical and industrial training.

Of the 33 colleges here tabulated 19 report preparatory departments having 2,166 students, the number of students in collegiate departments is 5,910, and the number of graduate students 157, making a sum total of 8,233 students.

The value of grounds, buildings, and apparatus as reported from 24 colleges is \$6,707,799. The amount of productive funds reported from 26 colleges is \$10,169,308; one more college is included in the reported income from productive funds, viz, \$563,204.

From the statement of funds it would seem that these colleges show a higher average of endowment than any other class of institutions save theological schools. Omitting Cornell University, which is one of the five richest foundations in the United States, it appears that 5 of the institutions in Table 51 have productive funds exceeding \$400,000; 3 have from \$300,000 to \$400,000; 4 from \$200,000 to \$300,000; and 8 from \$100,000 to \$200,000. The remaining 5 which report the particular have funds ranging from \$10,000 to \$98,575, the aggregate for the 5 being \$275,575.

The total income is \$1,207,516 reported for 30 colleges. Of this amount 47 per cent. was derived from productive funds, 33 per cent. from State appropriations, 17 per cent. from tuition fees, and 3 per cent. from other sources.

The year has been made memorable in the history of the colleges under consideration by the passage of an act, approved March 2, 1887, "to establish agricultural experiment stations in connection with the colleges established in the several States under the provisions of an act approved July 2, 1862, and of the acts supplementary thereto." Under the provisions of this act an annual appropriation of \$15,000 will be made to each State for the purpose therein specified.

The following are the colleges of agriculture and the mechanic arts that report themselves as sustaining relations to State agricultural stations:

- Agricultural and Mechanical College of Alabama.
- Colorado State Agricultural College.
- Sheffield Scientific School (Yale University).
- University of Florida and State Agricultural College.
- Purdue University (Indiana).
- Kansas State Agricultural College.
- Agricultural and Mechanical College of Kentucky.
- Maine State College of Agriculture and Mechanic Arts.
- Massachusetts Agricultural College.
- Michigan State Agricultural College.
- University of Minnesota.
- University of Nebraska.
- University of Nevada.
- New Hampshire College of Agriculture and Mechanic Arts.
- Rutgers Scientific School (New Jersey).
- University of North Carolina.
- Ohio State University.
- Pennsylvania State College.
- University of Tennessee.
- University of Vermont and State Agricultural and Mechanical College.
- Virginia Agricultural and Mechanical College.
- University of Wisconsin.

TABLE 48.—Summary of statistics of schools of science endowed with the national land grant, for 1886-87.

State.	Number of schools.	Instructors.		Students.						Number of State scholarships.	Number of other scholarships.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Amount of State appropriation for the last year.	Receipts for the last year from tuition fees.	Total income.	19	20	Benefactions.
		Number in department only.	Number in collegiate department.	Collegiate department.				Number of graduate students.												
				Number in preparatory department.	Number in degree courses.	Number in other courses.	Total number.													
									7												8	9	10	11	12	13	14	15	16	17	18
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Alabama.....	1	2	11	27	38	110	148	10	1,000	0	3,500	\$105,000	\$253,500	\$20,280	\$12,806	\$2,040	\$25,126	16	0	
Arkansas.....	1	5	8	213	77	0	77	2	1,000	0	3,000	300,000	130,000	10,400	39,200	1,741	51,341	2	0	
Colorado.....	1	0	9	24	135	0	135	23	0	0	1,350	61,512	12,000	1,400	0	0	1,400	4	0	
Connecticut.....	1	0	29	0	250	6	256	23	0	0	5,000	160,989	160,989	11,762	0	28,610	81,948	0	24,500	
Delaware.....	1	0	5	0	24	1	25	0	30	0	4,000	50,000	85,000	4,780	0	0	4,960	4	0	
Florida.....	1	6	21	27	0	0	15	3	0	0	2,700	56,000	154,000	9,227	3,750	0	12,977	0	0	
Georgia.....	1	7	21	402	233	8	435	3	0	0	4,300	40,000	10,000	12,400	5,000	575	21,335	2	0	
Illinois.....	1	1	29	91	228	24	232	0	0	0	17,000	545,000	450,000	26,314	23,962	9,045	59,321	17	56,000	
Indiana.....	1	1	21	163	228	24	211	11	0	0	3,700	350,000	340,000	17,000	24,000	3,000	44,000	8	0	
Iowa.....	1	0	27	38	471	27	267	0	0	0	6,000	360,000	600,000	46,000	5,300	0	51,300	28	0	
Kansas.....	1	0	20	0	0	471	0	10	0	0	8,922	220,588	499,786	32,253	5,800	674	38,727	2	0	
Kentucky.....	1	4	10	112	0	184	12	400	0	0	6,000	200,000	165,000	9,900	17,000	2,113	29,013	2	0	
Maine.....	1	1	0	10	0	111	0	11	1	0	0	165,000	230,300	11,500	20,550	2,710	34,760	20	660	
Maryland.....	1	1	5	10	56	0	56	0	0	0	0	100,000	112,086	6,431	5	0	6,436	0	0	
Massachusetts.....	2	0	106	0	541	183	724	32	80	24	6,204	964,890	652,575	34,431	15,266	131,446	181,143	78	101,500	
Michigan.....	1	0	27	0	312	0	312	11	208	0	10,603	387,854	435,568	29,921	22,617	0	52,538	37	150	
Mississippi.....	2	4	23	247	205	26	231	7	0	0	8,938	203,402	212,150	10,008	30,325	15	40,948	26	0	
Missouri.....	1	0	5	31	16	0	16	0	0	0	3,300	115,000	72,000	3,600	7,500	1,000	12,100	4	0	
New Hampshire.....	1	0	8	0	40	0	40	0	40	0	0	0	0	0	0	0	0	0	0	
New Jersey.....	1	0	13	0	44	8	52	0	40	0	95,700	1,360,581	116,000	6,960	19,328	14,920	6,960	15	60,000	
New York.....	1	0	97	0	743	45	788	41	512	36	4,200	450,000	500,000	30,000	2,500	1,269	221,846	94	60,000	
Oregon.....	1	1	5	30	0	0	0	0	60	0	4,200	450,000	500,000	0	112,000	0	3,769	3	0	
Pennsylvania.....	2	1	4	13	100	78	15	193	1	0	8,000	50,000	500,000	0	5,600	800	142,000	0	0	
South Carolina.....	1	14	9	622	19	0	19	0	0	0	2,912	238,972	209,000	14,280	15,000	0	7,800	3	0	
Texas.....	1	0	12	30	0	0	0	1	0	0	7,500	400,000	489,312	26,159	10,329	0	29,280	0	0	
Virginia.....	2	0	66	0	0	0	718	2	110	425	7,500	400,000	489,312	26,159	10,329	0	36,488	2	60,000	
Total.....	33	40	589	2,106	3,861	453	5,910	157	2,463	535	213,449	6,707,799	10,169,308	563,204	397,838	210,138	1,297,516	456	392,810	

TABLE 49.—Showing the percentage of students in schools of science endowed with the national land grant engaged in field, shop, or laboratory practice, etc., as reported in 1886-87.

Name.	Number of students.		Per cent. in field or garden work.	Per cent. in mechanical shops.	Per cent. in field engineering.	Per cent. in chemical laboratory.	Per cent. in physical laboratory.	Per cent. in zoological laboratory.	Per cent. in mechanical drawing.	Per cent. in free-hand drawing.	Per cent. in military drill.	Per cent. in girls' industrial department.	Remarks.
	Male.	Female.											
1 Alabama State Agricultural and Mechanical College.....	185	0	30	50	9	20	0	10	61	0	90	0	4 students, or 1½ per cent., in observatory practice.
2 Colorado State Agricultural College.....	89	45	a100	a100	0	15	0	7	53	20	a100	32	
3 Delaware College.....	25	0	0	0	0	20	19	1	0	0	40	0	
4 University of Illinois.....	252	0	0	0	0	20	19	1	0	0	40	0	
5 Purdue University.....	(392)	0	9	31	20	26	20	13	40	54	90	0	33 students in "School of Mechanic Arts," and 63 in "Lowell Free School of Practical Design," all engaged in practical work.
6 Kansas State Agricultural College.....	(481)	0	5	27	10	18	4	6	60	50	20	30	
7 Kansas State Agricultural College.....	(481)	0	14	50	10	18	4	6	60	50	20	30	
8 Agricultural and Mechanical College of Kentucky.....	(184)	0	23	4	10	18	4	6	60	50	20	30	
9 Maine State College of Agriculture and Mechanic Arts.....	(112)	0	9	14	32	32	0	14	41	19	92	0	100 per cent. engaged in practical work corresponding in each case to the course of study and training pursued.
10 Maryland Agricultural College.....	55	0	0	0	0	50	0	0	23	12	100	0	
11 Massachusetts Agricultural College.....	108	0	45	0	0	78	0	54	20	33	100	0	
12 Massachusetts Institute of Technology.....	637	0	0	0	90	46	21	3	30	30	0	0	
13 Michigan State Agricultural College.....	(323)	0	70	17	36	23	14	43	17	46	50	0	8 students, or 4 per cent., in observatory practice.
14 College of Agriculture (University of Minnesota).....	20	0	100	30	0	30	30	30	30	0	0	0	
15 College of Mechanic Arts and Artisans' Training School (University of Minnesota).....	50	0	0	0	0	0	0	0	0	0	0	0	
16 Agricultural and Mechanical College of Mississippi.....	(276)	0	100	0	17	12	0	14	12	9	98	0	
17 Alcorn Agricultural and Mechanical College.....	(209)	0	91	0	0	0	0	0	0	0	0	0	All but military drill and drawing reckoned on the number of pupils in the special school.
18 Pennsylvania State College.....	(187)	0	30	44	13	28	16	12	0	0	80	0	
19 South Carolina College of Agriculture and Mechanic Arts (University of South Carolina).....	(192)	0	0	8	8	18	0	10	14	0	20	0	
20 Cladin University and School of Agriculture.....	(50)	0	12	100	0	0	0	0	22	12	58	100	
21 South Carolina Col. School of Carpentry and Mechanic Arts.....	(36)	0	0	0	0	0	0	0	0	0	0	0	All but military drill and drawing reckoned on the number of pupils in the special school.
22 College of Agriculture (School of Domestic Economy and Mechanic Arts).....	(120)	0	0	0	0	0	0	0	0	0	0	0	
23 Agricultural and Mechanical College of Texas.....	176	0	12	70	20	14	0	0	85	10	100	0	
24 Agricultural and Mechanical College of Virginia.....	110	0	2	45	60	16	2	0	32	0	100	45	
25 Hampton Normal and Agricultural Institute.....	433	175	a23	0	0	0	0	0	3	0	a100	45	a of males.
26 College of Arts (University of Wisconsin).....	85	0	(70)	0	0	43	60	34	60	0	43	0	

VIEW OF PRACTICAL WORK AS REPORTED FROM TWENTY-FIVE COLLEGES.

Table 49 presents the result of an inquiry addressed to the land grant colleges for the purpose of ascertaining the proportion of their students who receive practical as well as theoretic training in agriculture, the mechanic arts, etc.

The questions included such practical work in the field or shops as serves to illustrate or to test the theoretic instruction or to familiarize one with a routine of labor, and also investigations carried on in laboratories or elsewhere in pursuit of scientific knowledge applicable to the arts.

From the number and varied character of the colleges addressed it could not be expected that a single form of inquiry would suffice for an exhaustive presentation of this part of their training. But a beginning has been made with results which are not devoid of interest.

Two of the colleges here included report only field and laboratory practice. Delaware College and many land grant agricultural colleges report only laboratory practice.

In the remaining colleges, which reported shop practice also, the courses of training are generally identical, or nearly so, for one or more years, so that whatever may be the final selection, students work in two or more of the lines indicated, and hence the ratios tabulated involve reduplications—in other words, their sum is not 100 per cent. A number of the colleges afford opportunity for remunerative work, of which students, without regard to courses, often avail themselves. It has not been possible so far, even if it were desirable, to discriminate between the work pursued considered as to its purposes, which for convenience may be called illustration, investigation, remuneration.

At the request of the Hon. Justin S. Morrill, the following inquiry was embodied in the form addressed to the colleges under consideration: "What is the full amount given by individuals, towns, counties, or States, either as an outright donation or as an annual appropriation on the part of the Legislatures, to the land grant colleges established under the act of 1862?" The information thus secured, supplemented by statistics previously furnished to the Office, is presented in Table 50.

TABLE 50.—*Appropriations and benefactions to land grant schools.*

Name of college.	State appropriations.	Benefactions.
Alabama State Agricultural and Mechanical College.....	\$66,000	\$65,000
Arkansas Industrial University.....	62,000	130,000
Colleges of Agriculture and Mechanic Arts (University of California).....	60,000	
Colorado State Agricultural College.....	141,688	
Sheffield Scientific School (Yale University).....		503,000
Delaware College.....		
Florida State Agricultural College.....	30,750	20,000
Georgia State College of Agriculture and Mechanic Arts.....	25,200	25,000
South-west Georgia Agricultural College.....	4,000	
North Georgia Agricultural College.....	21,850	7,700
West Georgia Agricultural and Mechanic College.....		
Middle Georgia Military and Agricultural College.....	12,000	4,400
South Georgia College of Agricultural and Mechanic Arts.....	275	
University of Illinois.....	499,550	306,400
Purdue University.....	250,150	200,000
Iowa State Agricultural College.....	150,772	
Kansas State Agricultural College.....		(277,962)
Agricultural and Mechanic College of Kentucky.....	87,600	104,082
Louisiana State University and Agricultural and Mechanic College.....	40,000	
Maine State College of Agriculture and Mechanic Arts.....	247,218	127,000
Maryland Agricultural College.....	60,000	2,000
Massachusetts Agricultural College.....	536,575	106,447
Massachusetts Institute of Technology.....		545,500
Michigan Agricultural College.....	329,611	10,000
Colleges of Agriculture and Mechanic Arts (University of Minnesota).....		
Agricultural and Mechanic College of Mississippi.....	339,611	10,000
Alcorn Agricultural and Mechanic College of Mississippi.....	56,467	
Missouri Agricultural and Mechanic College (University of Missouri).....	500	90,325
Missouri School of Mines and Metallurgy.....	85,600	
Industrial College of the University of Nebraska.....	143,500	
University of Nevada.....		
New Hampshire College of Agriculture and Mechanic Arts.....	31,800	63,100
Rutgers Scientific School (Rutgers College).....		
Colleges of Agriculture, Mechanic Arts, etc. (Cornell University).....		90,000
Agricultural and Mechanic College (University of North Carolina).....	15,500	
Ohio State University.....	205,593	328,000
Oregon State Agricultural College.....	20,500	50
Pennsylvania State College.....	192,000	1,500
Agricultural and Scientific Department of Brown University.....		

TABLE 50.—*Appropriations and benefactions to land grant schools—Continued.*

Name of college.	State appropriations.	Benefactions.
South Carolina College of Agriculture and Mechanic Arts (University of South Carolina).	71, 200	-----
Claflin University and South Carolina Agricultural College and Mechanics' Institute.	-----	-----
University of Tennessee and Agricultural and Mechanical College.	-----	-----
State Agricultural and Mechanical College of Texas.	333, 787	17, 912
University of Vermont and State Agricultural College.	3, 500	-----
Virginia Agricultural and Mechanical College.	72, 183	28, 000
Hampton Normal and Agricultural Institute.	10, 329	875, 645
Agricultural Department of West Virginia University.	-----	-----
College of Arts (University of Wisconsin).	-----	-----

EQUIPMENT OF AGRICULTURAL AND MECHANICAL COLLEGES.

The Special Report on Industrial Education in the United States, issued by this Office in 1883, contains a full report on the equipment of agricultural and mechanical colleges to that date. In order to ascertain the improvements in the farms, buildings, apparatus, etc, made since that year, an inquiry was addressed to the college presidents asking for further information on the subject. Some of the colleges reported fully. In the case of those not answering the inquiry the catalogues were consulted for the particulars desired. The following is a summary of the information furnished directly by the presidents or gathered from the printed documents:

ALABAMA STATE AGRICULTURAL AND MECHANICAL COLLEGE.

[From letter of Prof. O. D. Smith, secretary of faculty.]

The Agricultural and Mechanical College, Auburn, was organized in 1872. The endowment derived from the sale of the land scrip is \$253,500, yielding an annual income of \$20,280. The college had no other income, except incidental fees, and received no aid from the State until the year 1885. That year the State Legislature appropriated \$30,000 to repair and furnish the college building and equip the agricultural, mechanical, and scientific departments. An annual appropriation was also made of one-third the net proceeds of the tax on commercial fertilizers, for the establishment and support of an experiment station and a mechanic art laboratory. In 1887 an additional appropriation of \$12,500 was made for further equipment of the mechanical and scientific departments.

June 24, 1887, the main college building was burned. The trustees immediately provided for rebuilding it and for the erection of a chemical laboratory. The latter is about complete, and the main building will be completed during the next scholastic year.

In the endeavor to carry out the provisions of the land grant act, the college has become a distinctive school of industrial science or polytechnic institute. It offers three degree courses for undergraduates leading to the degree of bachelor of science (B. Sc.), requiring four years for their completion: (1) Course in chemistry and agriculture; (2) course in mechanics and engineering; (3) general course. There are also two partial courses, each requiring two years for their completion: (1) agriculture; (2) mechanics. Laboratory instruction constitutes an important feature in the work of the college, and is obligatory for all students.

The facilities for this are as follows: In agriculture, a farm of 226 acres, on which is the State experiment station. The students of agriculture accompany the professor in the field, garden, conservatory, stock yard, where lectures are delivered in presence of the object discussed. The mechanic-art laboratory consists of two shops: the first, 90 by 50, contains the wood and the machine shop; the second, 72 by 36, the forge and foundry, all fully equipped.

The power for running the machinery of this department is furnished by a twenty-five horse power Harris-Corliss engine. A steam pump, heater, and indicator form a part of the steam apparatus. The course in shop work extends through three years: first year, carpentry, turning, and pattern making; second year, moulding and casting in iron and brass, forge work in iron and steel; third year, machine work and steam and mill engineering. All students are required to take the first year's work in the shop at least 6 hours per week. Special students take 12 hours per week throughout the entire three years.

The chemical laboratory is a separate two story building, 60 by 43, with a one story annex, 57 by 36. The cost, including furnishings, was about \$20,000. It contains the students' laboratory to accommodate 60 students in analytical work, the State chemical laboratory, two balance rooms, an office, library, apparatus room, and a large lecture room. The engineering department is fully equipped for field and office work.

The departments of physics and natural history will be provided with laboratories in the new college building, and offices and equipment for printing and telegraphy.

All students are required to take technical drawing for two years.

The experiment station has been organized in accordance with act of Congress, with the following corps of directors: (1) president of the college; (2) agriculturist and director; (3) chemist and vice-director; (4) physiologist, animal and vegetable; (5) botanist; (6) entomologist and meteorologist; (7) first and second assistant agriculturalists; (8) first and second assistant chemists. Work will begin at once on the station.

Notwithstanding the fire the college has maintained its patronage, and is growing in public favor.

ARKANSAS INDUSTRIAL UNIVERSITY.

Farm.—The farm consists of 160 acres of land, 120 acres of which are susceptible of cultivation, of which 60 acres are actually under cultivation. A large and commodious barn has been built and the farm has been very well equipped.

Shop.—The shops of the department of mechanic arts and engineering are in the basement of the university building and consist of the following rooms: wood-working room, finishing room, forging room, foundry, metal-working room, engine and boiler room, tool room and a wash room. Each of these rooms contains a full complement of machinery and tools necessary for instruction in the various departments.

Laboratories.—The chemical and mineralogical laboratories have been greatly developed by the addition of appliances, etc.

COLLEGE OF MECHANIC ARTS, ENGINEERING, ETC., UNIVERSITY OF CALIFORNIA.

Shops.—A valuable addition to the equipment of this college was made by the erection of a mechanical laboratory. It is designed to offer facilities for tests and experimental inquiry and comprises a machine shop, carpentry and pattern shop, shop for fine work, steam-fitting apparatus, foundry and blacksmith shops, engine room, and experimental laboratory. These shops are supplied with the latest improved machinery and tools.

Laboratories.—The assaying laboratory is very well equipped and the appliances are of the most approved pattern.

The metallurgical laboratory has been erected and is now being equipped out of the appropriation made for this purpose by the Legislature.

Miscellaneous.—The students' astronomical observatory has been constructed and equipped out of the Legislative appropriation of \$10,000 made for that purpose.

COLORADO STATE AGRICULTURAL COLLEGE.

Shops.—Additions have been made to the machinery in the mechanics' shop.

Laboratories.—The chemical laboratory has been enlarged and provided with more suitable and efficient appliances.

Miscellaneous.—A new conservatory has lately been built and now contains 10,000 plants.

FLORIDA STATE AGRICULTURAL COLLEGE.

The first annual catalogue of this college was published in 1886. The trustees have acquired by donation and purchase more than 100 acres of land suitable for agricultural, horticultural, and ornamental purposes, lying within the corporate limits of Lake City. A commodious building has been erected and farm buildings, equipments, etc., have been added. The college has acquired a large and costly museum of natural history and mineralogy.

GEORGIA STATE COLLEGE OF AGRICULTURE AND THE MECHANIC ARTS (UNIVERSITY OF GEORGIA).

Laboratories.—The only improvement mentioned in the catalogue of this institution is the addition of appliances in the new laboratory.

NORTH GEORGIA AGRICULTURAL COLLEGE.

Laboratories.—A valuable philosophical and chemical apparatus has been added to the appliances, and is used in the department of natural science.

WEST GEORGIA AGRICULTURAL AND MECHANICAL COLLEGE.

This college was established as a branch college of the State University by an act of the General Assembly, approved September 28, 1881. The main building was completed in 1884 at a cost of about \$10,000.

ILLINOIS INDUSTRIAL UNIVERSITY.

Shops.—An addition to the mechanical hall has lately been built, and is used as a blacksmith shop. It contains sixteen forges with anvils and tools, and a cupola for melting iron.

The following additions have been made to the appliances: machinery and tools for the machine and carpenter shops, at a cost of \$4,000; a testing machine of 100,000 pounds capacity; a large dynamo with variety of apparatus for electrical measurements.

Laboratories.—Full equipments for the zoölogical and metallurgical laboratories have been provided, while the botanical laboratory has been enlarged.

PURDUE UNIVERSITY.

Shops.—The new mechanical laboratory is wholly occupied by the school of mechanics and engineering. It contains nearly 11,000 square feet of available floor space. The main portion of the building is occupied by 2 recitation rooms, 2 drawing rooms, and an office. In the wings of the building are a wood-working room, a foundry, a forge room, and a machine room; and connected with these, an engine room, a tool room, and a coat room. The wood-working room contains 20 benches, 11 lathes for turning, a grindstone, a circular saw, and a scroll saw. The foundry is equipped with a cupola furnace for iron, a crucible furnace for brass, a core oven, and a full supply of sand, flasks, and moulders' tools. The forge room contains 12 forges, 12 anvils, and 12 sets of smithing tools. The machine room contains 7 screw-cutting machine lathes, a machine planer, a shaper, a milling machine, a grindstone, 2 vertical drilling machines, a speed lathe, and an emery grinder.

Laboratories.—A new testing and experimental laboratory has been organized, and large additions to the apparatus of the physical laboratory have recently been made.

IOWA AGRICULTURAL COLLEGE.

Shops.—The new hall for the department of civil and mechanical engineering is a substantial brick building, and furnishes all necessary accommodations for these rapidly growing departments, including power, machinery, and tools for working in iron and other metals.

Miscellaneous.—The new office is a substantial two-story brick building for the use of the board of trustees, the president, secretary, and treasurer. The veterinary buildings, costing \$10,000, comprise a building for the offices and class-rooms of professors in this department, and a hospital with all the modern appliances for the treatment of diseased animals.

KANSAS STATE AGRICULTURAL COLLEGE.

Farms.—One of the farms of this college has been enlarged from 170 to 215 acres, so that the two farms now contain 315 acres. A new experimental barn was erected at a cost of \$4,500, and a cattle shed and corn crib at a cost of \$1,100. Numerous, important, and very expensive additions have been made to the stock of farm machinery during the past few years.

Shops.—A number of additions have been made to the machinery and tools for use in the mechanical department.

Laboratories.—An appropriation of \$1,500 for steam-heating apparatus in the chemical laboratory was wholly used as contemplated, in providing steam heat for the building and the various heating apparatus required in connection with the uses of the building, including drying closets and evaporating hoods.

MAINE STATE COLLEGE OF AGRICULTURE AND THE MECHANIC ARTS.

Shops.—The new shop, built during the summer of 1883, is equipped for instruction in three departments of mechanical work, viz, filing, forging, and working in wood.

Laboratories.—Valuable additions have been made to the apparatus and appliances of the chemical laboratory.

Miscellaneous.—The entire herd of cattle, numbering 51 head, was exterminated in the fall of 1885 on account of the appearance in it of a contagious disease.

MASSACHUSETTS AGRICULTURAL COLLEGE.

Farm.—The farm has been greatly improved by clearing and draining during the last few years. A corn crib, with a capacity of 2,800 bushels, has been built at the north-west corner of the barn, while the entire lower floor of the barn has been repaired and rearranged. An ice house for use in connection with the dairy, of a capacity of 100 tons, has been annexed to the farm-house.

Laboratories.—The entire apparatus and appliances of the laboratory have been replaced, and several thousand dollars have been expended in the purchase of models and apparatus in the departments of physics and natural history.

Miscellaneous.—The new south dormitory and agricultural hall, replacing that destroyed by fire, February 4, 1885, and the chapel-library building, are in every way convenient and adapted to supply wants long felt.

MICHIGAN STATE AGRICULTURAL COLLEGE.

Shops.—The State Legislature of 1885 appropriated \$17,000 for the establishment of a department of mechanic arts, with shops for working in wood and iron. The new building, erected for this purpose, furnishes a large lecture room, a mechanical laboratory, a draughting room, and a blue print room. In this building there is a complete blacksmith shop and brass foundry. There is also an iron-working shop, furnished with an engine and all appliances necessary to a complete shop. The Legislature of 1887 appropriated \$3,000 additional for the extension of these shops.

Laboratories.—The Legislature of 1885 gave \$7,486 for the purpose of building and equipping a veterinary laboratory, and the Legislature of 1887 gave \$5,000 for building a horticultural laboratory.

Miscellaneous.—A new armory and drill hall has lately been erected, the Legislature of 1885 having appropriated \$5,000 for that purpose.

MINNESOTA COLLEGE OF AGRICULTURE AND THE MECHANIC ARTS (UNIVERSITY OF MINNESOTA).

Farm.—A new experimental farm of 250 acres of valuable land is located between Minneapolis and St. Paul. The regents erected a complete set of buildings and equipped them with a full complement of stock, implements, and machinery.

Shops.—The college of mechanic arts building has been erected quite recently. It has two stories, with a high basement, and a one-story wing to the rear.

The basement of the new building is occupied by the testing laboratory, machine and vise shop, and wood-working shop; the wing, by the engine and boiler room, forge shop, and foundry.

These shops are equipped completely with tools from leading manufacturers, which represent the best American practice. Each shop will accommodate 10 students at a time.

AGRICULTURAL AND MECHANICAL COLLEGE OF MISSISSIPPI.

Farm.—The farm now contains 1,750 acres of land, of which 600 acres are under cultivation. A full outfit of stock, implements, and machinery has been provided by the trustees.

MISSOURI AGRICULTURAL AND MECHANICAL COLLEGE (UNIVERSITY OF MISSOURI).

Farm.—The State of Missouri failed for a long time to make any provision towards equipping the farm of the college. At a recent session of the Legislature the following appropriations were made: For sheds, tool-houses, and hog barn, \$1,000; for cattle and sheep barn, \$5,000; for dairy, ice house, and repairs, \$2,000; for two cottage houses, \$1,200; for the purchase of sheep of the various breeds, \$500; for the purchase of swine of different breeds, \$250; for the purchase of breeds of cattle, \$3,500; for the purchase of horses, tools, etc., \$2,000; for experimental work, \$2,000; for students' labor, \$1,000; for horticultural building, \$1,300.

Shops.—In the new improvements of the university a magnificent workshop with power has been provided.

Laboratories.—The State has appropriated \$5,000 for a veterinarian's laboratory and apparatus.

MISSOURI SCHOOL OF MINES AND METALLURGY (UNIVERSITY OF MISSOURI).

Laboratories.—The new chemical laboratory has been in use one year. It contains the following apartments: The quantitative laboratory; the qualitative laboratory; directors' laboratory; lecture room; assay laboratory and weighing room; a quantitative and qualitative evaporating room; preparation room; a supply room; and two basement rooms.

INDUSTRIAL COLLEGE OF THE UNIVERSITY OF NEBRASKA.

Farm.—The farm has been greatly improved during the last few years and the cattle yards rebuilt. An additional corn crib of 500 bushels capacity has been built.

Laboratories.—The new chemical laboratory was completed in 1886. It measures 132 feet in length by 65 in width, and is three stories high. On the ground floor is a large general laboratory, in which 80 students can be provided with conveniences for work at the same time. Adjacent to this laboratory are rooms for storage of apparatus and chemicals, and for assaying, combustions, and distilling. On the second floor is the qualitative laboratory, accommodating 32 students, a small lecture and class room, a special analytical laboratory, a room for analysis of gases, and the necessary store rooms. On the third floor are the large lecture room, a quantitative laboratory, a library and balance rooms, a professor's study and laboratory, store and apparatus rooms.

COLLEGE OF AGRICULTURE AND THE MECHANIC ARTS (UNIVERSITY OF NORTH CAROLINA).

Laboratories.—Among the recent improvements is a new laboratory, well arranged for all the needs of general, industrial, and agricultural chemistry. It includes rooms for qualitative and quantitative analysis by students, and private laboratory room for the professors.

OHIO STATE UNIVERSITY.

Laboratories.—An appropriation of \$2,500 has been recently expended in procuring additional apparatus for the mechanical laboratory; and the same amount in equipping the laboratory of agricultural chemistry.

PENNSYLVANIA STATE COLLEGE.

Shops.—The new building, which is now occupied by shops, was completed in February, 1886. It is divided into four main compartments, viz, carpenter shop, wood-turning room, forge room, and machine-shop. Besides these, the attic of the engine-house is used for a lumber-room. Each of the shops has been fitted with a full complement of tools and machinery.

TEXAS AGRICULTURAL AND MECHANICAL COLLEGE.

Farm.—During the years 1883-84, there were erected on the farm, a new barn, costing about \$1,800, and cattle sheds costing about \$1,200. Provision has been made for erecting creamery buildings and a residence for the farm superintendent.

Shops.—A brick machine-shop was erected during the year 1883-84 at a cost of \$4,500. Provision has also been made for an extension of the shops for additional forges.

Laboratories.—The chemical and physical laboratories have recently received important accessions of apparatus.

Miscellaneous.—A new building, "Pfeuffer Hall," for the accommodation of additional students, was reported to be ready for occupancy by September 5, 1887.

UNIVERSITY OF WISCONSIN.

In 1884 Science Hall, one of the largest and most necessary buildings, was destroyed by fire. With it were destroyed much scientific apparatus and collections of great value. The Legislature of 1885 provided in large part for the reconstruction of the building and for the addition of such other buildings as were necessary to place the university upon a lasting foundation. As a result of this action, a chemical laboratory, a new and commodious machine-shop, boiler-house and appurtenances, and a new science hall have been erected. In 1887 the Legislature provided funds and directed the regents to establish an agricultural experiment station. The chemical laboratory of the station has been gradually provided with a good working outfit of apparatus.

TABLE 51.—Statistics of schools of science endowed with the national land grant, for 1886-87; from replies to inquiries by the United States Bureau of Education.—PART I.

Location.	Name.	Presiding officer.	Date of organization.	Instructors.		Students.						Number of State scholarships.	Number of other free scholar- ships.	Number of years in full course of study.	Number of weeks in scholastic year.
				Number in preparatory department.	Number in collegiate department.	Number in preparatory department.	Number in degree courses.	Number in other courses.	Collegiate depart- ment.						
									Total number.	Number of grad- uate students.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1 Auburn, Ala.....	State Agricultural and Mechan- ical College.	William Le Roy Broun, A. M., LL.D. .	1872	2	11	27	38	110	148	10	.....	.....	.....	4	40
2 Fayetteville, Ark.....	Arkansas Industrial University ..	E. H. Murfee, A. M., LL.D., acting president.	1872	5	8	213	77	77	77	.....	1,000	0	.....	4	.....
3 Fort Collins, Colo.....	State Agricultural College ..	Charles L. Ingersoll, M. S. .	1879	0	9	24	135	0	135	2	0	0	4	36	
4 New Haven, Conn.....	Sheffield Scientific School of Yale University.	Rev. Timothy Dwight, D. D., LL.D. .	1847	0	29	0	250	6	256	23	23	.....	3	37	
5 Newark, Del.....	Delaware College ..	Rev. J. H. Caldwell, A. M., D. D. .	1870	0	5	0	24	1	25	0	30	0	4	40	
6 Lake City, Fla.....	State Agricultural College ..	A. Q. Holladay, A. M. .	1885	0	6	27	.....	15	0	.....	.....	.....	4	36	
7 Cuthbert, Ga.	South-west Georgia Agricultural College (University of Georgia), ^a	Benj. T. Hunter, A. M. .	1879	1	1	29	90	0	90	0	.....	.....	.....	44	
8 Dahlonega, Ga.....	North Georgia Agricultural Col- lege (University of Georgia).	William S. Basinger ..	1873	0	6	0	.....	114	.....	.....	.....	.....	6	40	
9 Hamilton, Ga.....	West Georgia Agricultural and Mechanical College.	John W. Dozier, A. M. .	1882	1	4	.....	.....	100	.....	.....	.....	.....	4	40	
10 Milledgeville, Ga.....	Middle Georgia Military and Ag- ricultural College (University of Georgia).	General D. H. Hill, LL.D.	1880	5	7	293	138	8	146	3	.....	.....	.....	.....
11 Thomasville, Ga.....	South Georgia College of Agri- culture and the Mechanic Arts (University of Georgia), ^a	L. S. MacSwain, A. M.	1879	.....	3	80	5	0	5	0	.....	.....	.....	40	
12 Urbana, Ill.....	University of Illinois ..	Solim H. Peabody, PH.D., LL.D., regent	1868	1	29	91	228	24	252	0	0	0	4	36	
13 La Fayette, Ind.....	Purdue University ..	James H. Smart, LL.D. .	1874	.....	21	162	.....	211	.....	11	.....	.....	5	38	
14 Ames, Iowa ..	Iowa Agricultural College ..	W. L. Chamberlain, A. M., LL.D. .	1869	.....	27	38	240	27	267	0	.....	.....	4	34	
15 Manhattan, Kans.....	Kansas State Agricultural College.	George T. Fairchild, A. M. .	1863	0	20	.....	471	0	471	10	.....	.....	4	37	
16 Lexington, Ky.....	Agricultural and Mechanical Col- lege of Kentucky.	James K. Patterson, PH. D., F. R. H. S., F. S. A.	1866	4	10	112	.....	184	184	2	400	.....	4	38	

17	Orono, Me.	Maine State College of Agriculture and the Mechanic Arts.	M. C. Fernald, Ph. D.	1868	0	10	0	111	0	111	1	0	0	4	36
18	Agricultural College, Md.	Maryland Agricultural College	Allen Dodge, president <i>pro tem</i> .	1859	1	5	10	56	0	56	0	56	0	4	40
19	Amherst, Mass.	Massachusetts Agricultural College.	Henry H. Goodell, A. M.	1867	0	24	0	103	0	103	11	80	12	4	37
20	Boston, Mass.	Massachusetts Institute of Technology.	Francis A. Walker, LL.D.	1865	0	82	0	433	183	616	21	0	12	4	38
21	Agricultural College, Mich.	Michigan State Agricultural College.	Edwin Willits, A. M.	1857	0	27	0	312	0	312	11	-----	-----	4	36
22	Agricultural College, Miss.	Agricultural and Mechanical College of the State of Mississippi.	General Stephen D. Lee	1880	4	17	95	148	26	174	7	-----	-----	5	39
23	Rodney, Miss.	Alcorn Agricultural and Mechanical College.	J. H. Burrus, M. A.	1871	-----	6	152	57	0	57	0	208	0	8	36
24	Tolla, Mo.	Missouri School of Mines and Metallurgy (University of Missouri).	Samuel S. Laws, LL.D., president; Chas. E. Watt, C. E., M. E., director.	1870	-----	5	31	16	0	16	-----	-----	-----	3	26
25	Hanover, N. H.	New Hampshire College of Agriculture and the Mechanic Arts.	Rev. S. C. Bartlett, D. D., LL.D.	1868	0	8	0	40	0	40	-----	-----	-----	-----	-----
26	New Brunswick, N. J.	Rutgers Scientific School.	Merrill Edwards Gates, Ph.D., LL.D.	1865	-----	13	-----	44	8	52	0	40	-----	4	36
27	Rhinecl, N. Y.	Cornell University.	C. K. Adams	1863	0	97	0	743	45	788	41	512	36	4	-----
28	Corvallis, Oregon.	State Agricultural College.	B. L. Arnold, A. M.	1872	1	5	30	-----	-----	60	-----	-----	-----	4	39
29	State College, Pa.	Pennsylvania State College.	George W. Atherton, LL.D.	1859	4	13	100	78	15	103	1	0	50	4	38
30	Orangeburg, S. C.	Clayton University and South Carolina Agricultural College and Mechanics Institute.	Rev. L. M. Dutton, A. M., D. D.	1869	14	9	622	19	0	19	0	0	0	4	33
31	College Station, Tex.	State Agricultural and Mechanical College of Texas.	H. H. Dinwiddie, chairman of faculty.	1876	0	12	30	-----	-----	146	1	0	0	3	36
32	Blacksburg, Va.	Virginia Agricultural and Mechanical College.	L. L. Lomax	1872	0	10	0	-----	-----	110	2	110	0	4	40
33	Hampton, Va.	Hampton Normal and Agricultural Institute.	S. C. Armstrong	1868	-----	56	-----	-----	-----	6698	-----	-----	425	3	35

b Total number in the school.

a These statistics are for the year 1885-86.

TABLE 51.—Statistics of schools of science endowed with the national land grant, for 1886-87, etc.—PART II.

	Name.	16	17	18	19	20	21	22	23	24	25	26
		Number of volumes in library.	Increase in the library during the last school year.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Amount for State appropriation for the last year.	Receipts for the last year from tuition fees.	Total income.	Number of degrees conferred in course at last commencement.	Benefactions.
1	State Agricultural and Mechanical College.....	3,500	200	\$0	\$105,000	\$253,500	\$20,280	\$12,806	\$2,040	\$35,426	16	\$0
2	Arkansas Industrial University.....	3,000	30	30	300,000	130,000	10,400	39,200	1,741	51,341	2	0
3	State Agricultural College.....	1,950	220	0	61,512	12,000	1,400	(0)	0	0	4	0
4	Sheffield Scientific School of Yale University.....	5,000	150	150	0	100,889	11,762	0	28,010	81,048	69	24,500
5	Delaware College.....	4,000	20	60	50,000	83,000	4,780	0	180	4,960	4	0
6	State Agricultural College.....	2,700	0	0	50,000	154,000	9,227	3,750	0	12,977	0	0
7	South-west Georgia Agricultural College (University of Georgia). ^c	1,300	0	0	30,000	10,000	400	2,000	\$575	2,575	2	10,000
8	North Georgia Agricultural College (University of Georgia).....	3,000	100	30	10,100	0	12,000	3,000	0	3,400	0	0
9	West Georgia Agricultural and Mechanical College.....	0	0	0	0	0	0	0	0	0	0	0
10	Middle Georgia Military and Agricultural College (University of Georgia). ^c	0	0	0	0	0	0	0	0	0	0	0
11	South Georgia College of Agriculture and the Mechanic Arts (University of Georgia). ^c	0	0	0	0	0	0	0	0	0	0	0
12	University of Illinois.....	17,000	1,000	0	545,000	450,000	20,314	23,962	9,045	59,321	17	56,000
13	Purdue University.....	3,700	350	25	350,000	340,000	17,000	24,000	62,000	41,000	8	0
14	Iowa Agricultural College.....	6,000	0	0	360,000	600,000	46,000	5,300	0	51,300	28	0
15	Kansas State Agricultural College.....	8,922	881	20	250,588	459,786	32,253	17,000	674	38,727	26	0
16	Agricultural and Mechanical College of Kentucky.....	6,000	200	20	200,000	165,000	9,900	17,000	2,113	23,013	2	0
17	Maine State College of Agriculture and the Mechanic Arts.....	0	0	0	165,000	230,300	11,500	20,550	2,710	34,760	20	660
18	Maryland Agricultural College.....	6,204	764	0	160,000	112,086	6,431	10,000	800	6,436	0	0
19	Massachusetts Agricultural College.....	0	0	0	264,890	360,575	13,631	10,000	123,446	31,051	19	1,500
20	Massachusetts Institute of Technology.....	0	0	80	700,000	292,000	21,400	5,266	0	130,112	69	100,000
21	Michigan State Agricultural College.....	10,603	783	200	387,854	455,568	29,321	22,617	0	52,538	37	150
22	Agricultural and Mechanical College of the State of Mississippi.....	7,601	310	0	203,402	98,575	4,929	25,000	15	29,929	17	0
23	Alcorn Agricultural and Mechanical College.....	1,357	15	15	115,000	72,000	3,600	7,500	1,000	11,019	9	0
24	Missouri School of Mines and Metallurgy (University of Missouri).....	3,300	140	20	115,000	72,000	3,600	7,500	1,000	12,100	4	0
25	New Hampshire College of Agriculture and the Mechanic Arts.....	0	0	0	0	0	0	0	0	0	0	0
26	Rutgers Scientific School.....	0	0	75	116,000	116,000	6,960	0	0	6,960	5	0

27	Cornell University.....	95,700	-----	75	1,300,551	4,282,042	187,598	419,828	14,920	221,816	94	60,000
28	State Agricultural College.....	4,200	-----	14	0	450,000	-----	2,500	1,269	3,769	-----	-----
29	Pennsylvania State College.....	8,000	-----	0	0	500,000	30,000	112,000	0	142,000	3	-----
30	Clarin University and South Carolina Agricultural College and Mechanics' Institute.....	-----	600	3	50,000	-----	-----	5,600	800	7,800	3	-----
31	State Agricultural and Mechanical College of Texas.....	2,912	600	0	228,972	209,000	14,280	15,000	0	29,280	0	0
32	Virginia Agricultural and Mechanical College.....	2,500	-----	0	-----	344,312	20,559	0	0	20,559	2	0
33	Hampton Normal and Agricultural Institute.....	5,000	250	-----	400,000	145,000	5,500	10,329	-----	15,829	0	60,000

a Incidental fees.*b* One-fifth mill tax.*c* These statistics are for the year for 1885-86.*d* Income from permanent fund.

List of agricultural and mechanical colleges whose work cannot be separated from that of the State universities of which they are departments. (See Table 44.)

Location.	Name.
Berkeley, Cal.....	College of Agriculture, Mechanics, Mining, Engineering, and Chemistry (University of California).
Athens, Ga.....	Georgia State College of Agriculture and Mechanic Arts (University of Georgia).
Baton Rouge, La.....	Louisiana State University and Agricultural and Mechanical College.
Minneapolis, Minn.....	College of Agriculture and Mechanic Arts (University of Minnesota).
Columbia, Mo.....	Missouri Agricultural and Mechanical College (University of Missouri).
Lincoln, Nebr.....	Industrial College of the University of Nebraska.
Reno, Nev.....	University of Nevada.
Chapel Hill, N. C.....	Agricultural and Mechanical College (University of North Carolina).
Columbus, Ohio.....	Ohio State University.
Providence, R. I.....	Agricultural and Scientific Department of Brown University.
Columbia, S. C.....	South Carolina College of Agriculture and the Mechanic Arts (University of South Carolina).
Knoxville, Tenn.....	University of Tennessee and Agricultural and Mechanical College.
Burlington, Vt.....	University of Vermont and State Agricultural College.
Morgantown, W. Va.....	Agricultural Department of West Virginia University.
Madison, Wis.....	College of Arts (University of Wisconsin).

SCHOOLS OF SCIENCE NOT ENDOWED WITH THE NATIONAL LAND GRANT.

NOTES FROM CATALOGUES.

CONNECTICUT.

Storrs Agricultural School, at Mansfield, is purely an agricultural school. The full course of study requires 2 years, of 3 terms each. The school possesses a farm of 170 acres well suited to the purposes of instruction. The last State Legislature appropriated \$9,000 for the erection of a new laboratory and a barn. The former, which is nearly completed, is a one-story building, with attic for storage. It is 35 feet wide and 64 feet long, and very complete in its arrangement. The entire cost will be \$7,000. The appropriation for the barn is \$3,000. It will be a plain, substantial structure, 40 by 80 feet.

DAKOTA.

The *Agricultural College*, at Brookings, provides 2 courses of study, viz, a course in agriculture for young men, and a course in domestic economy for young women. These courses include the usual literary and scientific studies that lead to the bachelor of science degree. In addition, one industrial study or occupation is required each term. The college has just come into possession of a half-section of improved land, which, with the 80 acres given by the people of Brookings, constitutes a tract of 400 acres for college campus and practical farming. The college buildings are three in number, viz, college hall, which contains finely equipped laboratories for experimental purposes; the ladies' dormitory, and the gentlemen's dormitory. Finely equipped shops for wood and metal work have been provided.

The *Dakota School of Mines*, at Rapid City, was opened February 17, 1887, for a special course in assaying, etc. Four professorships were established, and a number of students presented themselves and were in attendance until the close of the term. The school has established three full courses of study, viz, mining engineering, civil engineering, and a general scientific course. The school of mines building proper is a commodious brick structure, 3 stories in height. The laboratory building is 2 stories in height, and is 138 by 60 feet. It is not attached to the college building proper, but stands 200 feet distant from it.

INDIANA.

Rose Polytechnic Institute, at Terre Haute, offers 3 courses of study, viz, mechanical engineering, civil engineering, and chemistry. A course in electrical engineering will soon be added. This, like the other courses of this richly endowed institution, will be placed upon an excellent footing as regards professors and material equip-

ment. The shops for practical work comprise a wood shop, a machine shop, a forge room, a brass foundry, an engine and boiler room, and an engineering laboratory. The academic building is a brick structure, 4 stories high.

MASSACHUSETTS.

The *Lawrence Scientific School* of Harvard University, at Cambridge, offers 4 courses of instruction, viz, a course in civil and topographical engineering, a course in chemistry, a course in natural history, and a course in mathematics and physics. The celebration of the 250th anniversary of the founding of Harvard College led to the first reunion of the graduates of this school which has ever been held, and at this meeting the future of the school was most earnestly considered. Three plans were suggested. In his report for the current year, the dean, W. S. Chaplin, expresses his preference for that of concentrating the work of the school on the one subject of engineering.

Bussey Institution of Harvard University, at Jamaica Plain, gives systematic instruction in agriculture, useful and ornamental gardening, and stock-raising. The farm belonging to the institution and upon which the school buildings are situated comprises 200 acres.

The *Worcester Polytechnic Institution*, at Worcester, offers courses of instruction in the following departments, viz, civil engineering, mechanical engineering, chemistry, physics, and drawing. The capacity of the shop has recently been nearly doubled by a gift of \$13,600. The shop contains an engine and boiler room, blacksmith shop, tool room, draughting room, painting and finishing room, work rooms equipped with tools and machinery, and other auxiliary rooms.

MICHIGAN.

The *State Mining School*, at Houghton, was first opened for instruction on September 15, 1886, with 3 professors and 24 students. The course of study embraces geology, mineralogy, chemistry, mining and mining engineering, and such other branches of practical and theoretical knowledge as will conduce to the end of enabling the students of this institution to obtain a full knowledge of the science, art, and practice of mining, and the application of machinery thereto. Tuition is free to all bona fide residents of the State.

MISSISSIPPI.

The *Industrial Institute and College for Women*, at Columbus, was opened October 22, 1885. The design of the institution is threefold: (1) To confer a thorough general education. (2) To give the best normal training, together with teaching and practice in kindergarten. (3) To train pupils in the various industrial arts. The buildings occupied by this institution were donated by the city of Columbus to the State, and have been repaired and improved so as to conform to the uses for which they are intended.

MISSOURI.

The *Polytechnic School* of Washington University, at Saint Louis, offers 4 courses of study extending through 5 years. They are, a course in civil engineering, in dynamic engineering, in chemistry, and in mining and metallurgy. During the year under consideration, a metallurgical mill has been erected in connection with the department of mining and metallurgy for the sampling of ores and mineral substances, the testing of ores, etc., on a commercial scale. The mill is equipped with a complete set of machinery. The university is supplied with finely equipped laboratories for the study of physics and chemistry.

NEW HAMPSHIRE.

The *Chandler Scientific Department* of Dartmouth College, at Hanover, provides a 4 years' course, at the completion of which the B. S. degree is conferred. This course is intended to qualify young persons for the duties and employments of active life.

The *Thayer School of Civil Engineering*, at Hanover, is a department of Dartmouth College, and aims to provide an exclusively professional training for young men who may desire instruction of an advanced character. The course is essentially "post-graduate," and extends through 2 years.

NEW JERSEY.

The *Stevens Institute of Technology*, at Hoboken, is purely a mechanical engineering school. It offers a 4 years' course, at the completion of which the degree of M. E. is conferred. The institute is provided with a machine and carpenter shop, an iron and brass foundry, and a blacksmith shop, each of which is fitted with a full complement of tools and machinery.

The *Newark Technical School*, at Newark, was opened on February 9, 1885. The course of study comprises instruction in mathematics, drawing, chemistry, and physics, extending over 4 years. This school is designed to give mental training to men who are already well advanced in some line of manual art. The State appropriates annually from \$3,000 to \$5,000 towards the support of the school.

The *John C. Green School of Science*, at Princeton, is a department of the College of New Jersey. It provides a course in general science and a course in civil engineering, at the completion of which the degrees B. S. and C. E. are conferred. Laboratories with experimental apparatus have been provided in order to familiarize the student with the practical part of the profession which he is studying.

NEW YORK.

The *Cooper Union Free Night Schools of Science and Art*, in New York, provide courses of study in science, art, stenography, type-writing, telegraphy, drawing, modelling in clay, designing, etc. The building occupied by these schools has been practically reconstructed at a cost of about \$275,000.

The *School of Mines of Columbia College*, in New York, offers seven parallel courses of study, viz, mining engineering, civil engineering, metallurgy, geology and palæontology, analytical and applied chemistry, architecture, and sanitary engineering. Each of these courses occupies 4 years. The plan of instruction includes lectures and recitations; practice in the different laboratories; field and underground surveying; practice and study in mines, mills, machine-shops, and foundries; reports on mines, industrial establishments, and field geology.

The *Rensselaer Polytechnic Institute*, at Troy, now offers two courses of study—a course in civil engineering and a course in natural science—each of which covers a period of 4 years. During the first 2 years the courses are identical, but during the last 2 years the course in natural history embraces less of higher mathematics and more of natural history, chemistry, and geology. The main building is four stories in height, and contains full suites of recitation, lecture, and drawing rooms, the cabinet of natural history, and the library. The Winslow Laboratory contains the metallurgical laboratory, the chemical laboratory, and lecture, recitation, and apparatus rooms.

OHIO.

The *Industrial and Art School of the Ohio Mechanics' Institute*, in Cincinnati, provides instruction under 3 departments, viz, mechanical department, architectural department, and artistic department. This is an evening school, where instruction is given free of charge.

The *Case School of Applied Science*, at Cleveland, offers five regular courses of study. Each course requires 4 years for completion, and for proficiency in any of them the degree B. S. is conferred. The following are the courses, viz, general course, civil engineering, mathematics and astronomy, physics, and chemistry. The Case School building, to which the school was transferred in September, 1885, was burned on October 27, 1886. The trustees and faculty of Adelbert College generously offered rooms and appliances for carrying on the work of the school, and recitations were resumed on the following Monday, work having been suspended but 3 days. The rebuilding of the burnt structure was begun at once, and a temporary laboratory was erected for immediate use. Instruments and apparatus were procured for the classrooms and laboratories, and the work of the classes proceeded with comparatively little interruption.

PENNSYLVANIA.

The *Pardee Scientific Department* of Lafayette College, at Easton, is designed for those students who wish to study mainly the sciences, history, and the modern languages, and for those wishing to prepare for professional work in civil engineering, mining engineering, and chemistry.

The *Franklin Institute*, at Philadelphia, is designed for the promotion of the mechanic arts. The instruction consists of a course of lectures on subjects of a scientific and technical character, 30 or 40 of these lectures being delivered each year. Members' tickets admit to these lectures, and members have the privilege of receiving admission tickets for friends. A school of instruction in drawing, embracing the mechanical, architectural, and free-hand branches, has been maintained since the foundation of the Institute. The tuition fee in the drawing school is \$5 per term of 16 weeks.

The *Spring Garden Institute*, at Philadelphia, maintains schools in two distinct departments—art and mechanical. Each department has night and day classes, the former being intended for apprentices, boys learning trades, and boys and girls still attending the public schools. The art department includes all the drawing and painting classes and the classes in modelling. The mechanical department includes the mechanical schools in wood and metal, the drawing classes attached thereto, and the classes in metallurgy and chemistry.

The *Towne Scientific School* of the University of Pennsylvania, at Philadelphia, offers 5 technical courses of instruction covering a period of 5 years. The courses are chemistry and mineralogy, metallurgy and mining, civil engineering, dynamical engineering, and mechanical drawing and architecture.

Instruction in the *Wagner Free Institute of Science*, at Philadelphia, is given by a course of free lectures on scientific and technical subjects.

Lehigh University at South Bethlehem comprises two schools—the school of general literature and the school of technology. The former offers 3 distinct courses, viz, the classical course, the Latin-scientific course, and a course in science and letters. The school of technology includes 5 distinct courses, viz, civil engineering, mechanical engineering, mining and metallurgy, electrical engineering, and chemistry. Ample opportunity for practical work is afforded by the laboratories and work-shops of the University.

SOUTH CAROLINA.

The branches of study taught at the *South Carolina Military Academy* at Charleston are grouped under the following departments, viz, mathematics and English, physics, science, history, belles-lettres and ethics, modern languages, and military science and tactics. No degrees are conferred by this institution.

VERMONT.

Norwich University, at Northfield, is a military, scientific, and classical school. Five regular courses of study have been established, as follows: Civil engineering, architecture, chemistry, science, and literature, and a course in arts. At the completion of any of these courses, the appropriate bachelor's degree is conferred.

VIRGINIA.

The *Virginia Military Institute*, at Lexington, offers besides a regular academic course, special courses in general and applied chemistry and civil engineering, one of which may be elected by students of the first and second classes. These courses are so arranged as not to disturb the class standing in the academic course, equivalent studies being supplied to maintain the established value of the academic degree. Cadets who successfully accomplish either of the special courses receive in addition to the academic degree, the degree of bachelor of science or of civil engineer.

The *Polytechnic Institute*, at New Market, offers preparatory, academic, and collegiate courses of study. At the completion of the last named, the degree of A. B. or C. E. is conferred.

REMARKS UPON TABLES 52 AND 53.

Table 52 presents the summarized statistics of 32 schools of science not endowed with the land grant. Of these, 8 are department schools or colleges embraced in larger

organizations; the remainder are independent foundations. Their work is generally organized on well-defined lines, and can easily be expressed in tabular form.

The total income reported for the year, 12 schools not included, is \$631,279. Of this sum, 24 per cent. was derived from productive funds, 21 per cent. from tuition fees, 39 per cent. from State appropriations, and 16 per cent. from other sources.

On account of the varied character of the institutions here classed together, the statistical information is supplemented by brief descriptions of the individual schools.

TABLE 52.—Summary of statistics of schools of science not endorsed by the national land grant, for 1896-97.

State or Territory.	Number of schools.	Instructors.		Students.		Number of endowed professorships.	Number of State scholarships.	Number of other scholarships.	Number of bound volumes in 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 for the last year from other sources.	Total income.	Benefactions.	Total number of degrees conferred in course at last commencement.
		Preparatory.	Scientific.	Preparatory.	Scientific.								14	15					
1 Colorado.....	1	1	0	0	32	.....	0	0	1,100	\$50,000	\$0	\$0	80	900	\$8,000	.....	\$8,900	\$100	.....
2 Connecticut.....	1	0	0	0	36	.....	.....	.....	1,046	2,500	0	0	0	0	0	.....	145,000	2,100	0
3 Dakota.....	2	16	78	202	78	.....	.....	.....	1,900	165,000	0	22,935	4,315	0	145,000	.....	145,824	1,250	0
4 Indiana.....	1	0	0	0	79	.....	.....	.....	5,000	208,000	400,060	70,705	7,414	0	.....	.....	54,824	13,000	34
5 Massachusetts.....	3	0	163	0	163	5	20	86	7,003	177,000	1,521,022	.....	.....	.....	.....	11,039	89,158	0	0
6 Michigan.....	1	0	34	0	34	.....	.....	.....	3,000	150,000	.....	.....	30	29,929	10,000	30	10,000	0	0
7 Mississippi.....	1	0	388	0	388	0	400	0	2,000	.....	.....	.....	.....	.....	.....	.....	20,983	0	0
8 Missouri.....	1	0	27	0	27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9 New Hampshire.....	2	9	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10 New Jersey.....	3	46	417	153	417	.....	20	100	.....	140,105	410,000	24,000	24,015	0	0	0	48,015	0	19
11 New York.....	5	96	437	437	437	1	.....	.....	19,568	.....	110,000	5,560	78,140	0	0	33,178	116,818	0	42
12 Ohio.....	2	21	396	.....	396	.....	12	.....	.....	200,000	1,750,000	4,000	4,000	0	0	.....	4,000	.....	49
13 Pennsylvania.....	5	.....	.....	.....	.....	5	.....	.....	2,120,500	1,000,000	2,270,303	27,500	5,430	0	.....	11,195	44,175	15,500	125
14 South Carolina.....	1	0	113	1,673	113	7	68	0	1,000,000	1,000,000	0	0	.....	.....	20,000	13,000	33,000	.....	10
15 Vermont.....	1	0	42	0	42	0	30	0	3,000	35,000	0	0	500	0	1,500	2,900	4,900	.....	3
16 Virginia.....	2	17	210	21	210	1	2	2	9,500	403,500	40,000	2,400	10,100	30,000	30,000	.....	42,500	.....	28
Total.....	32	10	382	376	8,062	19	518	122	173,817	2,630,005	6,501,325	153,041	134,894	244,459	88,915	631,270	31,950	.....	322

TABLE 53.—Statistics of schools of science not endowed with the national land grant, for 1886-87; from replies to inquiries by the United States Bureau of Education.—PART I.

Location.	Name.	President.	Date of charter.	Date of organization.	Preparatory department.			Collegiate department.											Number of years in full course of study.	Number of endowed professors.	Number of State scholarships.	Number of other scholarships.	
					Students.		Number of instructors.	Students.						Number of instructors.	Students.								
					Male.	Female.		Whole number.	Number in course of civil engineering.	Number in course of mechanical engineering.	Number in course of mining engineering.	Number in course of electrical engineering.	Number in course of applied chemistry.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19					
1 Golden, Colo.....	State School of Mines.....	Regis Chauvenet.....	1874	1874	0	0	0	6	32	0	0	0	0	0	4	0	0	0					
2 Mansfield, Conn.....	Storrs Agricultural School.....	B. F. Koons, A. M., Ph. D.	1881	1881	0	0	0	3	36	0	0	0	0	0	2	0	0	0					
3 Brookings, Dak.....	Agricultural College.....	Louis McLouth, A. M., Ph. D.	1881	1884	0	(260)	11	55	0	0	0	0	0	0	4	0	0	0					
4 Rapid City, Dak.....	Dakota School of Mines.....	F. R. Carpenter.....	1885	1887	2	0	5	22	0	0	13	0	2	0	4	0	0	0					
5 Terre Haute, Ind.....	Rose Polytechnic Institute.....	T. C. Mendenhall, Ph. D.	1874	1883	0	0	9	79	16	62	0	1	0	0	4	0	0	0					
6 Cambridge, Mass.....	Lawrence Scientific School (Harvard University).	C. W. Eliot, LL. D., President; W. S. Chapin, A. M., dean.	1632	1848	0	0	31	14	2	0	0	0	0	0	4	4	4	4					
7 Jamaica Plain, Mass..	Bussey Institution (Harvard University).	F. H. Storrs, S. B., A. M., dean.	1871	1871	0	0	6	8	0	0	0	0	0	0	0	0	0	0					
8 Worcester, Mass.....	Worcester Polytechnic Institute.....	Horner T. Fuller, Ph. D.	1885	1868	0	0	14	141	18	169	0	1	21	31.3	1	20	32	0					
9 Houghton, Mich.....	State Mining School.....	M. E. Wadsworth.....	1885	1886	0	0	3	21	0	0	0	24	0	0	2	0	0	0					
10 Columbus, Miss.....	Industrial Institute and College for Women.	R. W. Jones.....	1884	1885	0	0	22	388	0	0	0	0	0	8	4	0	400	0					
11 St. Louis, Mo.....	Polytechnic School of Washington University.	Wm. G. Eliot, D. D.....	1853	1854	0	0	0	0	27	13	6	6	0	2	0	0	0	0					
12 Hanover, N. H.....	Chandler Scientific Department of Dartmouth College.	S. C. Bartlett, D. D., LL. D.	1769	1852	0	0	6	63	0	0	0	0	0	0	4	0	0	0					

Memoranda to Table 53.

Location.	Name.	Remarks.
1 Ontario, Cal.	Chaffey College of Agriculture (University of Southern California)	Closed during 1886-87.
2 San Francisco, Cal.	School of Practical, Civil, Mining, and Mechanical Engineering, Surveying, and Drawing.	No information received.
3 Oxford, Md.	Maryland Military and Naval Academy.	No information received.
4 Worcester, Mass.	Worcester County Free Institute of Industrial Science.	Name changed to Worcester Polytechnic Institute.
5 Schenectady, N. Y.	School of Civil Engineering of Union College.	Reported with classical department (see Table 47).
6 Allegheny, Pa.	School of Engineering and Chemistry (Western University of Pennsylvania)	Reported with classical department (see Table 47).
7 Philadelphia, Pa.	Towne Scientific School (University of Pennsylvania).	Reported with classical department (see Table 47).
8 Lexington, Va.	School of Civil and Military Engineering (Washington and Lee University).	Reported with classical department (see Table 47).

TABLE 53A.—Statistics of the United States Naval and Military Academies for 1886-87.

Location.	Name.	Presiding officer.	Date of organization.	Number of instructors.	Number of students.	Number of years in full course of study.	Number of weeks in scholastic year.	Number of volumes in library.	Increase in the library during the last school year.	Value of grounds, buildings, and apparatus.	Amount of United States appropriation for the last year.
Annapolis, Md.	United States Naval Academy.	Commander W. T. Sampson, U. S. N.	1845	66	246	6	.....	28,146	.....	\$965,214	\$469,392
West Point, N. Y.	United States Military Academy.	Col. John G. Parke, U. S. A.	1802	51	304	4	.....	31,600	.....	.....	.....

COMPARATIVE STATISTICS OF ATTENDANCE UPON COLLEGES AND SCIENTIFIC SCHOOLS
FOR 1875-76 AND 1885-86.

Table 54 presents a comparative view of attendance at colleges and at both colleges and scientific schools for the years 1875-76 and 1885-86, and the ratio which such attendance bore to the population at those dates.

The populations have been estimated from the data furnished by the United States census of 1870 and 1880, and the statistics showing attendance, as specified, from the reports of this Office. Students in preparatory courses or departments have not been included.

Considering the institutions involved in the discussion, it will be seen that there was a decrease of 9 in the number of colleges reporting attendance in 1885-86 as compared with the number in 1875-76, and an increase of 10 in the number of scientific schools. The attendance upon the smaller number of colleges in 1885-86 exceeded the attendance in 1875-76 by 7,072, or 27 per cent.; the attendance upon both colleges and scientific schools increased by 8,950, or 28 per cent.; whilst the increase in the estimated population was 11,355,972, or 25 per cent.

The comparative view of the relation of students to population for the years selected is presented by States and by geographical sections in Columns 12, 13, 14, and 15 of the table before us. The statistics, as tabulated, show increase in the number of students as compared with the population for colleges alone and for both colleges and scientific schools in the North Atlantic and North Central Divisions of the country, and decrease in the three remaining sections.

Many considerations are suggested by this view; the most important pertains to the statistics themselves. Do they fairly represent the situation? If they do not, the failure is attributable to the want of accuracy in the returns made to the Office, or to the failure of institutions to make any returns.

With respect to the first-named source of possible error, it can only be said that an examination of the returns for the years intermediate between 1875 and 1886 confirms the statistics reported for those years.

With respect to the second source of error, it is evident that a number of colleges reporting at the earlier date failed to do so at the later date. Some of these have suspended operations; others, finding it impossible to maintain the college standard, have assumed the work of secondary schools; a few have not furnished recent information. While the number of these last is not large, their omission is to be regretted in an inquiry of this kind.

As regards the country at large the conclusions here established must be approximately correct. If any State or section is misrepresented it is hoped that the additional data required to do justice to the same will be immediately forthcoming. Indeed, one great purpose of the inquiry, carried so far as the material at hand permits, will have been served if this illustration of its importance in settling questions of public moment shall induce greater care and promptness in replying on the part of those by whom the facts must be supplied.

In considering the relative status of the geographical sections of the country, as shown in Columns 12, 13, 14, 15, it should be remembered that the two Southern sections have a large colored population which is scarcely represented in college attendance. Comparison between the ratios here given and those published in De Bow's Review as early as 1857 will naturally occur to many minds.

The latter estimates were for 29 States, considering the white population only. The conclusions established by De Bow's figures are placed in comparison with the foregoing in the following summary, the same States being included in both sets of ratios:

Section.	Number of States.	White population to 1 college student, 1857.	Total population to 1 college student, 1885-86.	Total population to 1 student-college and scientific school, 1885-86.
North Atlantic Division	9	901	1,281	945
South Atlantic Division	7	521	2,489	1,859
South Central Division	6	534	2,350	2,149
North Central Division	7	817	1,543	1,394

De Bow's table is given in full, p. 734.

TABLE 54.—Comparative statistics of attendance upon colleges and scientific schools for 1875-76 and 1885-86.

State or Territory.	1875-76.						1885-86.						Population to one student.		
	Population.	Number of colleges.	Number of students attending colleges.	Number of colleges and scientific schools.	Number of students attending scientific schools.	Population.	Number of colleges.	Number of students attending colleges.	Number of colleges and scientific schools.	Number of students attending scientific schools.	Colleges.				
											1875-76.	1885-86.	1885-86.		
North Atlantic Division.															
1 Maine	640,036	3	363	4	456	617,319	3	403	4	503	1,763	1,006	1,287		
2 New Hampshire	325,217	1	249	4	353	362,292	1	250	4	376	1,346	1,449	1,963		
3 Vermont	331,591	2	173	4	201	333,155	2	227	3	238	1,917	1,407	1,352		
4 Massachusetts	1,644,860	7	1,730	14	2,555	1,942,141	6	2,165	12	3,203	897	1,729	606		
5 Rhode Island	251,138	1	220	2	252	304,284	1	245	1	245	1,142	996	1,242		
6 Connecticut	587,030	3	923	4	1,153	670,807	3	929	5	1,221	1,232	569	549		
7 New York	4,750,319	25	3,065	31	4,391	5,320,431	22	4,165	29	4,939	1,562	1,259	1,069		
8 New Jersey	1,035,080	4	716	7	900	1,278,033	4	580	7	807	1,446	2,203	1,130		
9 Pennsylvania	3,930,550	28	2,265	35	2,653	4,722,954	26	3,271	35	4,810	1,751	1,444	981		
South Atlantic Division.															
10 Delaware	137,556	1	41	1	41	158,768	1	41	1	41	3,355	3,872	3,872		
11 Maryland	809,978	8	797	9	754	1,009,798	6	654	9	948	1,216	1,154	1,065		
12 District of Columbia	157,592	4	152	4	152	203,450	4	288	4	288	1,365	706	706		
13 Virginia	1,390,292	8	1,901	14	1,458	1,660,783	7	839	13	1,255	1,389	1,979	1,353		
14 West Virginia	540,705	3	165	3	165	692,726	2	63	2	63	3,277	10,996	10,996		
15 North Carolina	1,256,043	7	383	8	414	1,525,341	7	536	7	536	2,870	2,846	2,839		
16 South Carolina	807,501	6	351	7	451	1,085,789	7	502	8	615	2,163	1,933	1,765		
17 Georgia	1,387,515	6	488	8	581	1,694,869	6	591	12	875	2,471	2,867	1,937		
18 Florida	233,216	0	0	0	0	338,406	1	65	1	65	.....	.....	5,206
South Central Division.															
19 Kentucky	1,568,849	14	969	15	1,014	1,801,831	9	867	10	942	1,660	2,078	1,488		
20 Tennessee	1,421,855	17	1,014	18	1,168	1,723,996	12	951	12	951	1,362	1,812	1,217		
21 Alabama	1,148,726	9	316	4	420	1,467,384	3	438	4	456	3,635	3,350	3,218		

TABLE 54.—Comparative statistics of attendance upon colleges and scientific schools for 1875-76 and 1885-86—Continued.

State or Territory.	1875-76.						1885-86.						Population to one student.		
	Population.	Number of colleges.	Number of students attending colleges.	Number of colleges and scientific schools.	Number of students attending colleges and scientific schools.	Population.	Number of colleges.	Number of students attending colleges.	Number of colleges and scientific schools.	Number of students attending colleges and scientific schools.	Colleges.		Colleges and scientific schools.		
											1875-76.	1885-86.	1875-76.	1885-86.	
South Central Division—Continued.															
Mississippi.....	998,644	4	192	4	192	1,297,453	3	337	5	569	5,201	3,672	5,201	2,175	
Louisiana.....	848,116	4	55	5	170	1,008,951	9	705	5	705	15,420	1,431	1,431	1,431	
Texas.....	1,219,069	6	528	7	618	2,627,895	5	468	6	591	2,310	4,324	1,974	3,431	
Arkansas.....	655,816	4	108	5	175	985,038	4	180	4	180	6,072	5,195	3,748	5,195	
North Central Division.															
Ohio.....	2,973,227	28	2,262	29	2,411	3,848,589	22	2,274	24	2,407	1,315	1,473	1,233	1,391	
Indiana.....	1,853,382	16	1,318	17	1,336	2,601,008	14	1,478	16	1,696	1,406	1,394	1,387	1,215	
Illinois.....	2,850,267	24	1,565	25	1,951	3,286,204	22	1,689	23	1,813	1,821	1,942	1,461	1,804	
Michigan.....	1,438,032	8	845	9	1,011	1,912,181	7	1,159	8	1,454	1,702	1,649	1,422	1,315	
Wisconsin.....	1,204,265	9	695	9	695	1,553,423	8	670	9	732	1,733	2,333	1,733	2,135	
Minnesota.....	620,354	3	139	4	168	1,117,738	4	489	4	489	3,903	2,386	3,693	2,286	
Iowa.....	1,436,332	17	960	18	1,262	1,766,289	19	2,006	20	2,273	1,496	880	1,138	1,777	
Nebraska.....	1,977,097	13	952	16	1,056	2,433,747	13	1,310	15	1,358	2,077	1,858	1,872	1,792	
Dakota.....	54,856	0	0	0	0	415,610	3	43	4	133	2,921	9,665	2,559	3,125	
Montana.....	268,699	2	92	3	105	740,645	3	299	4	308	2,477	2,477	2,477	2,404	
Kansas.....	666,211	6	170	7	473	1,284,869	9	917	10	1,345	3,919	1,401	1,408	955	
Western Division.															
Montana.....	30,263	0	0	0	0	93,029	1	38	1	38		2,418		2,418	
Wyoming.....	14,951	0	0	0	0	31,391	0	0	0	0					
Colorado.....	103,122	0	0	1	47	243,910	3	92	6	181		2,651	2,194	1,847	
New Mexico.....	107,607	0	0	0	0	131,985	0	0	0	0					
Arizona.....	22,806	0	0	0	0	76,892	0	0	0	0					
Utah.....	117,579	0	0	0	0	179,238	0	0	0	0					

TABLE 55.—Ratio of college attendance to the white population in 29 States in 1857.

[From De Bow's Review, 1857, p. 517.]

State.	White population.	Number of college and university students.	Proportional number of students to white population.
1	2	3	4
<i>North Atlantic Division.</i>			
Maine.....	561,813	282	2,083
New Hampshire.....	317,456	273	1,162
Vermont.....	313,402	464	684
Massachusetts.....	985,450	1,043	944
Rhode Island.....	143,875	150	955
Connecticut.....	363,099	738	441
New York.....	3,043,325	2,673	1,144
New Jersey.....	465,509	470	990
Pennsylvania.....	2,258,166	3,286	687
<i>South Atlantic Division.</i>			
Delaware.....	71,169	144	491
Maryland.....	417,943	992	421
Virginia.....	894,800	1,343	666
North Carolina.....	553,028	513	1,078
South Carolina.....	274,563	720	381
Georgia.....	521,572	1,535	389
<i>South Central Division.</i>			
Kentucky.....	761,413	1,873	406
Tennessee.....	756,836	1,605	471
Alabama.....	426,513	567	752
Mississippi.....	295,071	308	958
Louisiana.....	255,491	469	544
Arkansas.....	162,189	150	1,031
<i>North Central Division.</i>			
Ohio.....	1,955,050	3,321	539
Indiana.....	977,154	1,062	913
Illinois.....	846,034	442	1,904
Michigan.....	395,971	308	1,282
Wisconsin.....	304,756	75	4,083
Iowa.....	91,635	100	916
Missouri.....	592,004	1,009	586
North Atlantic Division.....	8,452,095	9,379	901
South Atlantic Division.....	2,733,075	5,247	521
South Central Division.....	2,657,513	4,972	534
North Central Division.....	5,162,604	6,317	817
United States.....	19,005,287	25,915	733

CHAPTER X.

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 56.—*Summary of statistics of schools of theology and law, by geographical sections, for 1886-87.*

Division.	Schools of theology.					Schools of law.				
	Number of schools.	Number of professors and instructors.	Students.			Number of schools.	Number of professors and instructors.	Students.		
			Number of.	Number who have received a degree in letters or science.	Ratio of students who have received a degree to total number.			Number of.	Number who have received a degree in letters or science.	Ratio of students who have received a degree to total number.
North Atlantic Division.....	43	313	1,860	1,043	<i>Per ct.</i> 56	8	89	1,084	399	<i>Per ct.</i> 37
South Atlantic Division.....	23	164	1,178	50	4	14	62	483	55	11
South Central Division.....	20	94	1,025	94	9	10	42	353	22	6
North Central Division.....	56	285	2,227	369	17	15	104	1,165	183	16
Western Division.....	3	11	16	4	25	3	13	100	27	27
United States.....	145	867	6,306	1,560	25	50	310	3,185	686	22

TABLE 57.—*Summary of statistics of schools of medicine, by geographical sections, for 1886-87.*

Division.	Schools of medicine.									
	Regular.					Homœopathic.				
	Number of schools.	Number of professors and instructors.	Students.			Number of schools.	Number of professors and instructors.	Students.		
			Number of.	Number who have received a degree in letters or science.	Ratio of students who have received a degree to total number.			Number of.	Number who have received a degree in letters or science.	Ratio of students who have received a degree to total number.
					<i>Per ct.</i>					<i>Perct.</i>
North Atlantic Division.....	20	573	3,591	503	14	4	109	454	30	7
South Atlantic Division.....	16	219	1,235	94	8	.....	.....	.....	.....	.....
South Central Division.....	11	150	1,705	15	1	.....	.....	.....	.....	.....
North Central Division.....	36	677	3,011	175	6	8	98	656	29	4
Western Division.....	6	93	264	24	9	1	19	28	0	0
United States.....	89	1,712	5,806	811	8	13	226	1,138	59	5

In the Report of the Bureau for 1885-86 attention was called to the fact that the faculty of Harvard had 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. The subject was made a special order for the December meeting of the Academic Council; and, in consequence of the discussion which then took place, a committee of nine persons was appointed to consider the whole question of the relation of the degree of A. B. to the other degrees conferred by the university. That committee made their report to the Academic Council at the close of the year 1886-87; and the Academic Council have now recommended to the college faculty that, in the interest both of the professional schools and of the graduate department, some reduction be made in the requirements for the degree of A. B.

I.—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 1877 to 1887 inclusive (1883 omitted), with the number of professors and number of students:

	1877.	1878.	1879.	1880.	1881.	1882.	1884.	1885.	1886.	1887.
Number of institutions.....	124	125	133	142	144	145	146	152	142	145
Number of instructors.....	561	577	600	633	624	712	750	793	803	867
Number of students.....	3,965	4,320	4,738	5,242	4,793	4,921	5,290	5,775	6,344	6,306

TABLE 58.—*Summary of statistics of schools of theology for 1886-87.*

State or Territory.	Number of schools.	Number of professors and instructors.	Number of endowed professorships.	Students.				Libraries.		
				Total number of undergraduate students.	Number who have received a degree in letters or science.	Number of graduates at the commencement of 1887.	Number of resident graduates.	Number of volumes.	Number of pamphlets.	Increase in the last year in books.
1	2	3	4	5	6	7	8	9	10	11
Alabama.....	3	6	—	64	—	14	1	3,200	300	175
California.....	2	11	6	14	4	—	—	19,700	8,600	50
Colorado.....	1	—	—	2	—	0	—	5,000	600	—
Connecticut.....	2	26	11	137	117	43	15	45,000	4,000	—
District of Columbia.....	2	17	1	168	—	33	—	1,800	300	20
Georgia.....	3	11	1	212	4	19	—	7,300	725	1,950
Illinois.....	17	91	15	904	108	106	26	45,819	5,550	3,404
Indiana.....	4	25	7	253	5	53	6	9,700	540	53
Indian Territory.....	1	7	—	69	—	2	—	350	—	—
Iowa.....	6	16	6	111	9	15	3	2,325	240	50
Kentucky.....	3	14	8	242	84	25	2	20,500	1,550	210
Louisiana.....	3	5	—	68	—	—	—	1,100	—	—
Maine.....	2	11	4	61	10	14	—	17,700	—	225
Maryland.....	6	78	—	339	7	47	3	120,800	13,300	3,578
Massachusetts.....	6	59	19	296	180	39	19	91,100	20,500	2,468
Michigan.....	3	10	5	71	10	4	—	7,060	69	—
Minnesota.....	4	19	3	75	20	15	30	7,700	—	50
Mississippi.....	1	6	—	30	—	—	—	—	—	—
Missouri.....	4	24	2	225	85	72	2	21,213	6,980	700
Nebraska.....	2	6	1	10	0	4	0	545	300	—
New Jersey.....	6	44	12	320	183	93	4	107,785	34,121	1,565
New York.....	12	87	23	566	314	156	13	160,401	64,683	2,381
North Carolina.....	5	19	—	268	—	15	—	1,000	200	—
Ohio.....	11	68	16	482	96	57	12	50,608	2,000	450
Pennsylvania.....	15	86	14	480	239	151	4	123,516	8,455	699
South Carolina.....	4	22	—	31	5	2	16	2,512	525	—
Tennessee.....	7	33	3	225	10	27	9	28,925	6,160	4,707
Texas.....	2	13	—	327	—	—	—	1,300	100	70
Virginia.....	3	17	6	160	34	11	8	19,924	—	687
Wisconsin.....	5	26	1	96	36	50	1	26,200	4,500	350
Total.....	145	867	164	6,306	1,560	1,071	174	950,143	183,629	23,900

TABLE 58.—Summary of statistics of schools of theology for 1886-87—Continued.

State or Territory.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Benefactions.	Number of degrees conferred in course at last commencement.
1	12	13	14	15	16
Alabama.....	\$32,000	\$12,000	\$400	\$1,800	12
California.....	110,000	290,000	5,000	500	4
Colorado.....	25,000				
Connecticut.....		416,124	73,464	4,025	41
District of Columbia.....	60,000			1,100	33
Georgia.....	93,000	200,000	1,200	221,225	18
Illinois.....	632,000	1,156,000	71,670	93,100	59
Indiana.....	20,000	90,000	6,800	10,000	
Indian Territory.....	30,000			1,005	2
Iowa.....	45,200	85,000	6,080	7,842	15
Kentucky.....	171,000	474,000	27,000	40,000	9
Louisiana.....				500	
Maine.....	75,000	200,000	13,000		14
Maryland.....	515,000	16,000		15,200	42
Massachusetts.....	803,729	1,893,815	103,190	2,007	22
Michigan.....		30,850	1,800	2,000	4
Minnesota.....	178,000	203,000	13,500	6,000	19
Mississippi.....	30,000				
Missouri.....	350,000	30,000	1,800	11,654	40
Nebraska.....	5,000	8,000	600	1,200	
New Jersey.....	618,000	386,000	19,400	66,500	94
New York.....	1,701,427	2,579,257	132,256	224,423	33
North Carolina.....	35,000			6,200	
Ohio.....	607,137	491,500	42,495	25,442	53
Pennsylvania.....	391,000	1,547,380	77,258	30,155	39
South Carolina.....	44,500	94,000	6,400		2
Tennessee.....	135,000	40,000	3,000	3,400	17
Texas.....	52,000				
Virginia.....	65,000	271,064	16,524	8,000	20
Wisconsin.....	302,000				18
Total.....	7,125,993	10,513,999	622,837	783,278	615

TABLE 59.—Statistical summary of schools of theology, according to denominations, for 1886-87.

Religious denominations.	Number of—			Religious denominations.	Number of—		
	Schools.	Instructors.	Students.		Schools.	Instructors.	Students.
Baptist.....	19	107	1,014	Congregational.....	11	66	378
Free Baptist.....	2	11	78	Universalist.....	3	22	61
Roman Catholic.....	17	150	663	Unitarian.....	1	7	30
Lutheran.....	17	69	1,057	Christian.....	6	18	236
Methodist Episcopal.....	16	107	645	Reformed.....	5	15	73
Methodist Protestant.....	2	10	26	Reformed (Dutch).....	1	6	22
Methodist Episcopal, South.....	2	20	207	Associate Reformed.....	1	6	
German Methodist Episcopal.....	1	3	39	Unsectarian.....	4	30	152
Wesleyan Methodist.....	1	5	20	United Brethren.....	2	9	65
Presbyterian.....	14	81	749	Jewish.....	1	9	
Cumberland Presbyterian.....	2	19	327	Evangelical Association.....	1	4	9
United Presbyterian.....	2	19	65	German Evangelical.....	1	3	82
Reformed Presbyterian.....	1	3	22				
Protestant Episcopal.....	12	68	286	Total.....	145	867	6,306

ST. VINCENT'S SEMINARY, GERMANTOWN, PA.

The following account of St. Vincent's Seminary, Germantown, Pa., is furnished by the president, Rev. James McGill. It illustrates the character of a number of seminaries in the United States which combine collegiate and professional instruction in such a manner as to make it difficult to give them exact representation in the tables.

The seminary, as such, holds no real estate nor funds. It is supported by an association of Catholic clergymen for the purpose of giving a select number of young men an opportunity to pursue a course of study in literature, higher mathematics, modern languages, philosophy, and theology. For admission an examination is required which would entitle the applicant in any well-conducted college to the A. B. degree. The course of study embraces a period of eight years; each scholastic year consists of forty weeks.

The entire number of students for the scholastic year 1886-87 was 25; and the classification—9 in theology, 6 in philosophy, and 10 in the two years' preparatory course, which consists of an exhaustive review of previous studies in English, Latin, Greek, French, German, and mathematics. The study of higher mathematics may be continued during the two years' course of philosophy, and, if the needs of the student demand it, during the first and second years of the theology course. All the students are required to follow both the classical and scientific courses. The language of the class during the last 6 years of the course is Latin.

The library contains from 11,000 to 12,000 volumes. The institution has never received any State or municipal appropriation of any kind. Tuition is free for all who pass the examination for admission. The professors number 6.

PROGRESS DURING THE DECADE.

As in the case of similar tables, the comparative statistics of schools of theology from 1877 to 1887, inclusive, simply show the relative numbers reporting to the Office in the successive years.

The details as recorded during the period indicated show further the degree of permanency in institutions, and the positive increase in their numbers.

From a comparison of the detailed statistics of 1877 with those of the current year, it appears that of 124 schools tabulated at the earlier date, 91, or 73 per cent., are still found in the table.

Ten of the remaining 33 have ceased to exist, and 23 have made no recent report.

Thirty-two schools which were in existence prior to 1877, but did not report at that date, are now reporting. Of the remaining 22 schools found in the table for 1886-87, 4 had just begun operations in 1877 and 18 have been opened since.

Of the 91 schools which reported in 1877 and in 1886-87, 12 failed at one of the dates to report the particulars required for comparative study; the remaining 79 show increase during the decade of 31 per cent. in the number of instructors; 30 per cent. in the number of students; 53 per cent. in the number of volumes in libraries; 65 per cent. in property valuation; and 42 per cent. in productive funds.

The 91 schools whose permanence and vigor are attested by the statistical record have been the recipients of liberal and repeated benefactions. So far as reported to this Office, the total of money gifts and legacies to schools of theology during the ten years under review was \$6,697,210. Of this amount 91 per cent. went to the schools in question.

The present relative importance of the same schools may be judged from the fact that they include 73 per cent. of the instructors and 73 per cent. of the students reported from schools of theology. Forty-two of the number report their productive funds, the total amount being 93 per cent. of the total productive funds in the table.

The 22 schools whose operations are limited to the ten years under review include 10 per cent. of the instructors and 10 per cent. of the students in the table.

From this analysis it is evident that the schools which have reported irregularly represent but a small part of the entire provision for theological instruction, and do not greatly affect the general bearing of the statistical record.

THEOLOGICAL SCHOOLS ORGANIZED SINCE 1876.

Table 59 shows the relative position of the various religious denominations in respect to the number of schools which they maintain, and the number of students attracted to them.

The 22 schools organized during the decade are distributed among twelve denominations. The Baptist, Lutheran, and Methodist Episcopal Churches have contributed 4 schools each.

The first named include 23 per cent. of the instructors and 23 per cent. of the students reported from the new schools; the second, 14 per cent. and 19 per cent., respectively; the third, 14 per cent. and 16 per cent., respectively. The financial

resources of the new schools are not fully given, only 15 of the 22 reporting even their property valuation. Of the entire amount, viz, \$434,000, 31 per cent. is owned by the four Baptist schools, 20 per cent. by three of the four Lutheran schools, 22 per cent. by three of the Methodist Episcopal schools, and 23 per cent. by one school under the auspices of the Protestant Episcopal Church. Productive funds are reported from seven only of the new schools. In these, as in all theological schools whose invested funds are small, special contributions from churches and individuals form a large part of the income, tuition fees being low, and in many cases remitted entirely.

Six of the 22 schools established since 1876 are for the education of colored students. One of the most important of these is the Gammon School of Theology at Atlanta, Ga., which was organized in 1883 as a department of Clark University. Beginning with an attendance of 2 students, it closed its first year with 19, and has steadily increased in numbers year by year, reaching in the current year a total of 57.

Among the favoring conditions attending the origin of the school, not the least was the gift of twenty thousand dollars by Rev. E. H. Gammon, of Batavia, Ill. The growth of the institution, and the rapid extension of its field of influence, with the corresponding demand for enlarged facilities, have prompted him recently to propose a munificent addition to the endowment, which will establish the school on a firm and permanent basis. The only condition imposed by Mr. Gammon, in unfolding his plan, was that the school should be made an institution of a purely theological character, entirely independent of any other institution in its organization and government. In accordance with his views, the official connection of the school with Clark University was dissolved in April, 1887, and it was placed on an independent basis.

TABLE 60.—*Statistics of schools of theology for 1886-87; from*

	Location.	Name.	President or dean.
	1	2	3
1	Selma, Ala.....	Theological Department of Selma University.	Rev. Charles L. Purce, A. B.....
2	Talladega, Ala.....	Theological Department of Talladega College.	Rev. Henry S. De Forest, D. D....
3	Tuscaloosa, Ala.....	Institute for training colored ministers.	Rev. C. A. Stillman
4	Oakland, Cal.....	Pacific Theological Seminary	Rev. J. A. Benton, D. D.....
5	San Francisco, Cal.....	San Francisco Theological Seminary.	Rev. George Burrowes, D. D.....
6	Denver, Colo	Matthews Hall'	Rt. Rev. John F. Spalding, D. D....
7	Hartford, Conn.....	Hartford Theological Seminary.....	Rev. William Thompson, D. D....
8	New Haven, Conn.....	Theological Department of Yale University.	Rev. Timothy Dwight, D. D., LL. D.
9	Washington, D. C....	Theological Department of Howard University.	Rev. W. W. Patton, D. D., LL. D..
10	Washington, D. C....	Wayland Seminary	Rev. Geo. M. P. King, A. M.
11	Atlanta, Ga.....	Gammon School of Theology.....	Rev. W. P. Thirkield, B. D.....
12	Atlanta, Ga.....	Theological Department of Atlanta Baptist Seminary.	Rev. Samuel Graves, D. D.....
13	Macon, Ga.....	Theological Department of Mercer University.*	Rev. James G. Ryals, D. D.....
14	Bourbonnais Grove, Ill.	Theological Department of St. Viators College.	Rev. M. J. Marsile, c. s. v.....
15	Chicago, Ill.....	Chicago Theological Seminary.....	Franklin W. Fisk.....
16	Chicago, Ill.....	McCormick Theological Seminary of the Presbyterian Church.	Rev. Le Roy J. Halsey, D. D., LL. D.
17	Chicago, Ill.....	Western Theological Seminary.....	Rt. Rev. W. E. McLaren, S. T. D....
18	Eureka, Ill	Bible Department of Eureka College	Carl Johann
19	Evanston, Ill.....	Garrett Biblical Institute	Rev. H. B. Ridgaway, D. D.....
20	Evanston, Ill.....	Norwegian and Danish Theological School.	Rev. N. E. Simonsen, A. M., B. D..
21	Evanston, Ill.....	Swedish Theological Seminary*.....	Rev. Albert Ericson.....
22	Galena, Ill.....	Theological Department of German-English College.	Rev. Fr. Schaub, A. M.....
23	Galesburg, Ill.....	Theological Department of Lombard University.	Rev. N. White, PH. D.....
24	Lebanon, Ill.....	Theological Department of McKendree College.*	Rev. W. F. Swahlen, A. M., PH. D.
25	Morgan Park, Ill.....	Baptist Union Theological Seminary.	Rev. G. W. Northrup, D. D., LL. D.
26	Naperville, Ill.....	Union Biblical Institute.....	Bishop J. J. Esher
27	Rock Island, Ill.....	Augustana Theological Seminary....	Rev. T. N. Hasselquist, D. D.....
28	Springfield, Ill.....	Concordia Seminary.....	Prof. A. Cramer
29	Upper Alton, Ill.....	Theological Department of Shurtleff College.	Rev. A. A. Kendrick, D. D.....
30	Wheaton, Ill.....	Wheaton Theological Seminary.....	Lemuel N. Stratton.....
31	Fort Wayne, Ind.....	Concordia College.....	George Schick
32	Greencastle, Ind.....	School of Theology of De Pauw University.	Alexander Martin, D. D., LL. D....
33	Merom, Ind.....	Berean Department, Union Christian College.	Rev. L. J. Aldrich, A. M., D. D....
34	St. Meinrad, Ind.....	St. Meinrad's Ecclesiastical Seminary.*	Rt. Rev. Fintan Mundwiler, O. S. B.
35	Muskogee, Ind. T.....	Theological Department of Indian University.	A. C. Bacone, A. M.....
36	Beloit, Iowa.....	Norwegian Augustana Seminary.....	Prof. D. Lysnes.....
37	Davenport, Iowa.....	Theological Department of Griswold College.	Rt. Rev. W. S. Perry, D. D., LL. D.
38	Des Moines, Iowa.....	Bible Department of Drake University.	G. T. Carpenter, A. M.....
39	Dubuque, Iowa.....	German Presbyterian Theological School of the Northwest.*	A. J. Schlæger, D. D.....

*From Report of the Commissioner of Education for 1885-86.

replies to inquiries by the United States Bureau of Education.

Date of organization.	Religious denomination.	Number of professors and instructors.		Number of endowed professorships.		Students.					Number of years in full course of study.	Library.			Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Benefactions.	Number of degrees conferred in course at last commencement.	
4	5	6	7	8	9	10	11	12	13	14		15	16	17							18	19	20
1878	Baptist	2	23	9	7	500	100	100	\$25,000							\$1,800	9	1		
1872	Cong	1	14	0	2	0	3	1,500		75	5,000	\$8,000	\$400	0	0	2				
1876	Presb	3	27	0	3	1	4	1,200	200		2,000	4,000			3	3				
1869	Cong	7	2	14	4	4	3	3,700	1,000	50	80,000	90,000	5,000	500	4	4				
1871	Presb	4	4				3	16,000	7,000		30,000	200,000			5	5				
1872	P. E.	2	2					5,000	600		25,000				6	6				
1834	Cong	11	5	42	37	16	2	342,000	4,000						14	7				
1822	Non-sect	15	6	95	80	27	13	3	3,000			416,124	73,464	4,025	27	8				
1867	Non-sect	5	1	38		10	3							51,100	10	9				
1865	Baptist	12	130	23	3	1,800	300	20	60,000						c23	10				
1882	M. E	5	1	57	4	7	3	4,500	600	1,700	75,000	200,000	1,200	220,500	d6	11				
1867	Baptist	5	152	12	6	2,800	125	250	18,000						725	12	12			
....	Baptist	1	3														13			
1869	R. C.	6	6	5	2	20	6	2,000		100	80,000			0	2	14				
1858	Cong	11	6	112	22	24	1	3	8,475		1,526	127,000	400,000	22,920		24	15			
1859	Presb	8	6	115			1	3								16				
1885	P. E.	8	0	17	5	0	1	3-5	2,394	500	1,228	100,000	100,000	6,000		0	17			
1855	Christian	3	53	6	5		3						15,000	600	1,500		18			
1854	M. E	14	1	130	34	23	1	3	5,000		400	200,000	350,000	24,000	35,000	14	19			
1856	M. E		18					3				12,000					20			
1870	M. E	1	19	3					100			8,000			1,600		21			
1868	M. E	3	9									10,000	8,000	600			22			
1881	Univ.	6	10	0	2		3									2	23			
....	M. E	5	10														24			
1867	Baptist.	8	90	22	2	3	25,000	5,000		75,000	250,000	15,000	50,000	14	25					
1876	Ev. Ass'n.	4	9	1		3	150				30,000	2,400			26					
1860	Luth	2	0	48	25	22	6	2							0	27				
1874	Luth	4	225			5	800			20,000						28				
1827	Baptist.	3	2	13	2	1		2	1,800						5,000	1	29			
1881	Wes. Meth.	5	0	24	8	2	0	3	100	50	50	0	3,000	150	0	2	30			
1839	Luth	6	196	46		6											31			
1834	M. E	14	7	47	5	6	1	3	1,500	500	50	20,000	90,000	6,800	10,000	2	32			
1879	Christian	e	0	10	0	1	5	3	200	40	3						33			
1854	R. C.	5							8,000								34			
1830	Baptist.	7	69	2		4	350			30,000					1,005	2	35			
1869	Luth	1	1	8			1	3				5,200	14,000	950		0	36			
1850	P. E.	4	3	6	5	2		3					51,000	2,400		2	37			
1881	Christian	2	1	50	3	3	1	3						1,200		3	38			
1852	Presb	4	28	4					2,000			25,000			7,842	f4	39			

a Total receipts.

b Also reported in college table.

c Same as college faculty.

c Certificates.

f Diplomas.

d 1 B. D. and 5 diplomas.

TABLE 60.—Statistics of schools of theology for 1886-87; from replies

	Location.	Name.	President or dean.
	1	2	3
40	Mt. Pleasant, Iowa.....	German College.....	Rev. John Schlagenhauf, A. M....
41	Oskaloosa, Iowa.....	Bible Department of Oskaloosa College.	R. H. Johnson, A. M.....
42	Danville, Ky.....	Danville Theological Seminary.....	Stephen Yerkes.....
43	Lexington, Ky.....	College of the Bible.....	Robert Graham.....
44	Louisville, Ky.....	Southern Baptist Theological Seminary.	Rev. James P. Boyce, D. D., LL. D.
45	New Orleans, La.....	Gilbert Haven School of Theology (New Orleans University).	Rev. L. G. Adkinson.....
46	New Orleans, La.....	Theological Department of Leland University.	Rev. Marsena Stone, D. D.....
47	New Orleans, La.....	Theological department of Straight University.*	Rev. R. C. Hitchcock, A. M.....
48	Bangor, Me.....	Bangor Theological Seminary.....	Rev. Levi L. Paine, D. D.....
49	Lewiston, Me.....	Bates College Theological Seminary..	Rev. Oren B. Cheney, D. D.....
50	Baltimore, Md.....	Centenary Biblical Institute.....	Rev. W. M. Frysinger, D. D.....
51	Baltimore, Md.....	Theological Seminary of St. Sulpice and St. Mary's University.	V. Rev. A. Magnien, S. S., D. D....
52	Emmitsburg, Md.....	Mount St. Mary's Ecclesiastical Seminary.	Rev. Edward P. Allen.....
53	Ilchester, Md.....	Scholasticate of the Congregation of the Most Holy Redeemer, Mount St. Clement.	Rev. Eugene Grimm.....
54	Westminster, Md.....	Westminster Theological Seminary..	Rev. J. T. Ward, D. D.....
55	Woodstock, Md.....	Woodstock College.....	Rev. Peter O. Racicot, S. J.....
56	Andover, Mass.....	Andover Theological Seminary.....	Edbert C. Smyth.....
57	Boston, Mass.....	Boston University School of Theology.	William F. Warren, S. T. D.....
58	Cambridge, Mass.....	Divinity School of Harvard University.	Rev. C. C. Everett, D. D.....
59	Cambridge, Mass.....	Episcopal Theological School.....	Rev. George Z. Gray, D. D.....
60	College Hill, Mass.....	Tufts College Divinity School.....	Rev. Elmer H. Capen, D. D.....
61	Newton Centre, Mass.....	Newton Theological Institution.....	Alvah Hovey.....
62	Adrian, Mich.....	School of Theology (Adrian College).	D. S. Stephens, A. M.....
63	Hillsdale, Mich.....	Theological Department of Hillsdale College.	George F. Mosher, A. M.....
64	Holland, Mich.....	Western Seminary of the Reformed Church of America.	Rev. N. M. Steffens, D. D.....
65	Collegeville, Minn....	St. John's University (ecclesiastical course).	Rt. Rev. Alexius Edelbrock, O. S. B.
66	Faribault, Minn.....	Seabury Divinity School.....	Rt. Rev. H. B. Whipple, D. D.....
67	Minneapolis, Minn....	Augsburg Seminary.....	Prof. George Sverdrup.....
68	Red Wing, Minn.....	Red Wing Norwegian Evangelical Lutheran Seminary.	O. S. Meland.....
69	Jackson, Miss.....	Jackson College.*	Rev. Charles Ayer.....
70	Cape Girardeau, Mo..	St. Vincent's College and Theological Seminary.	Very Rev. P. V. Byrne, C. M.....
71	St. Louis, Mo.....	Eden College.....	Louis Haeberle.....
72	St. Louis, Mo.....	Concordia College (seminary).....	Prof. F. Pieper.....
73	Warrenton, Mo.....	Theological Department of Central Wesleyan College.	Rev. Herman A. Koch, D. D.....
74	Crete, Nebr.....	German Congregational Theological Seminary.	Rev. William Snecss.....
75	Santee Agency, Nebr.	Theological Institute.....	Alfred L. Riggs, principal.....
76	Bloomfield, N. J.....	German Theological School of Newark.	Rev. Charles E. Knox, D. D.....
77	Madison, N. J.....	Drew Theological Seminary *.....	Rev. Henry A. Buttz, D. D., LL. D.
78	New Brunswick, N. J.	Theological Seminary of the Reformed (Dutch) Church in America.	Rev. S. M. Woodbridge, D. D., LL. D.
79	Princeton, N. J.....	Theological Seminary of the Presbyterian Church.	Rev. W. H. Green, D. D., LL. D....

* From the Report of the Commissioner of Education for 1885-86.

a Also in College faculty.

b Includes term bills to the amount of \$3,343.

to inquiries by the United States Bureau of Education—Continued.

Date of organization.	Religious denomination.	Number of professors and instructors.		Students.				Number of years in full course of study.	Library.			Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Benefactions.	Number of degrees conferred in course at last commencement.
		Number of endowed professorships.	Total number.	Number who have received a degree in letters or science.	Graduates at the commencement of 1887.	Resident graduates.	Number of bound volumes.		Number of pamphlets.	Increase in books during the last year.						
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1873	M. E.	3	1	6	1	6	1	4	325	240	50	\$15,000	\$20,000	\$1,500	.....	0
1872	Christian	2	...	13	...	...	...	...	...	...	...	...	...	...	.....	41
1853	Presb	4	4	10	6	0	0	3	10,000	50	10	16,000	179,000	10,500	.....	42
1877	Christian	3	3	107	6	16	1	4	2,000	500	100	...	40,000	3,000	\$5,000	43
1859	Baptist	7	1	125	72	9	1	3	8,500	1,000	100	155,000	255,000	12,500	35,000	9
1873	M. E.	2	...	10	...	...	...	...	...	...	...	...	...	...	500	45
1871	Baptist	2	...	22	...	...	...	3	1,000	...	...	...	...	...	...	46
1870	Cong	1	...	36	...	...	...	...	100	...	...	...	...	...	...	47
1816	Cong	5	4	35	4	8	...	3	14,500	...	225	75,000	200,000	13,000	...	8
1870	Free Bapt.	6	...	26	6	6	...	3	3,200	...	...	...	...	...	...	6
1872	M. E.	11	...	44	...	...	...	3	1,500	200	300	30,000	16,000	...	15,000	49
1791	R. C.	12	...	220	7	40	...	6	26,000	...	...	250,000	...	...	0	50
1808	R. C.	27	0	...	...	4	...	7	10,000	2,000	...	150,000	...	...	...	40
1868	R. C.	7	...	59	...	...	...	6	11,300	500	728	80,000	...	...	...	52
1882	Meth. Prot.	7	...	16	...	3	3	3	1,000	100	50	5,000	...	...	200	2
1866	R. C.	14	0	...	...	...	...	...	62,000	10,500	2,500	...	...	...	0	54
1808	Cong	11	9	61	46	5	...	3	45,000	16,000	1,068	235,000	825,000	52,500	...	55
1847	M. E.	14	2	99	63	12	6	3	4	5,000	...	150,000	...	...	...	56
1819	Non-Sect.	9	7	13	10	3	7	3	17,600	...	...	...	380,673	526,396	1,057	11
1867	P. E.	0	...	17	10	4	1	3	5,000	2,500	1,000	300,000	100,000	5,000	9,500	4
1869	Univ.	11	1	37	5	4	...	3	...	...	...	...	...	...	...	1
1825	Baptist	8	0	69	46	16	0	3	18,500	2,000	400	128,729	583,142	19,294	...	4
1878	Meth. Prot.	3	...	10	...	...	...	...	...	...	...	...	...	...	...	60
1873	Free Bapt.	5	4	52	1	...	...	3	7,060	...	60	...	...	...	2,000	61
1867	Reformed	2	1	9	9	4	...	3	...	...	...	...	30,850	1,800	...	62
1857	R. C.	6	...	27	...	...	...	...	...	...	...	...	...	...	...	63
1860	P. E.	7	1	27	4	5	0	3	6,300	...	...	68,000	143,000	9,500	3,000	5
1869	Lutheran	4	2	...	...	10	30	3	1,000	...	...	75,000	60,000	4,000	...	10
1879	Lutheran	2	...	21	16	...	...	3	460	...	50	35,000	...	...	3,000	67
1877	Baptist	6	...	30	...	...	...	...	...	...	...	30,000	...	...	...	68
1844	R. C.	12	...	9	3	...	1	6	10,000	4,000	100	...	...	...	...	69
1850	Ger. Ev.	3	...	82	...	39	0	3	2,378	300	...	100,000	...	...	9,954	39
1839	Lutheran	6	...	95	81	32	...	3	5,235	2,680	400	250,000	...	...	...	71
1864	Ger. M. E.	3	2	39	1	1	1	4	3,600	...	200	...	30,000	1,800	1,700	1
1878	Cong	3	1	10	0	4	0	6	500	300	0	5,000	8,000	600	1,200	...
1870	Cong	3	0	...	...	...	...	...	45	...	...	...	...	...	...	0
1869	Presb	4	1	12	0	5	0	3	3,000	...	...	18,000	36,000	1,400	6,500	5
1867	M. E.	13	...	97	36	23	...	...	18,000	10,000	...	300,000	...	...	60,000	226
1785	Ref. (Dutch)	6	5	22	15	6	0	3	39,000	7,033	791	300,000	350,000	18,000	...	6
1812	Presb	11	6	152	132	57	4	3	47,785	17,088	774	...	...	...	...	57

a Certificates.

e Certificates of graduation.

d Fourteen of these are diplomas.

TABLE 60.—Statistics of schools of theology for 1886-87; from replies

	Location.	Name.	President or dean.
	1	2	3
80	South Orange, N. J....	Diocesan Seminary of the Immaculate Conception.	Rev. William P. Salt, A. M.
81	Vineland, N. J.	College of the Sacred Heart and Theological Seminary.	Very Rev. E. H. Porcilo, S. P. M. .
82	Allegany, N. Y.	St. Bonaventure's College.	Fr. Joseph Butler, O. S. F.
83	Auburn, N. Y.	Auburn Theological Seminary.	Rev. S. M. Hopkins, D. D.
84	Canton, N. Y.	Canton Theological Seminary <i>b</i>	Rev. Isaac M. Atwood, D. D.
85	Hamilton, N. Y.	Hamilton Theological Seminary.	Rev. Ebenezer Dodge, D. D., LL. D.
86	Hartwick Seminary, N. Y.	Hartwick Seminary (Theological Department).	Rev. James Pitcher, A. M., principal.
87	New York, N. Y.	General Theological Seminary of the Protestant Episcopal Church.	Rev. Eugene A. Hoffman, D. D. .
88	New York, N. Y.	Union Theological Seminary.	Thomas S. Hastings, secretary...
89	Rochester, N. Y.	Rochester Theological Seminary.	Rev. Augustus H. Strong, D. D. .
90	Stanfordville, N. Y.	Christian Biblical Institute.	Rev. John B. Weston, A. M., D. D.
91	Suspension Bridge, N. Y.	Seminary of Our Lady of Angels.	Very Rev. P. V. Kavanaugh.
92	Syracuse, N. Y.	St. Andrews Divinity School.	W. D. Wilson.
93	Troy, N. Y.	St. Joseph's Provincial Seminary.	Very Rev. Henry Gabriels, D. D. .
94	Charlotte, N. C.	Theological Department of Biddle University. <i>b</i>	Rev. S. Mattoon, D. D.
95	Conover, N. C.	Theological Department of Concordia College.	Rev. J. C. Moser, A. M.
96	Raleigh, N. C.	Theological Department of St. Augustine Normal School.	Rev. Robert B. Sutton, D. D.
97	Raleigh, N. C.	Theological Department of Shaw University.	Rev. H. M. Tupper, D. D.
98	Trinity, N. C.	Theological Department of Trinity College. <i>b</i>	J. F. Heitman.
99	Berea, Ohio.	Theological Department of German Wallace College.	Rev. William Nast, D. D.
100	Cincinnati, Ohio.	Hebrew Union College.	Dr. Isaac M. Wise.
101	Cincinnati, Ohio.	Lane Theological Seminary.	William H. Roberts, clerk.
102	Cleveland, Ohio.	St. Mary's Theological Seminary.	Rev. N. A. Moos.
103	Columbus, Ohio.	German Ev. Lutheran Seminary.	Rev. M. Loy, D. D.
104	Dayton, Ohio.	Union Biblical Seminary.	Rev. G. A. Funkhouser, D. D.
105	Gambier, Ohio.	Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio.	Rt. Rev. Gregory T. Bedell, D. D.
106	Oberlin, Ohio.	Department of Theology (Oberlin College).	Rev. James H. Fairchild, D. D.
107	Springfield, Ohio.	Wittenberg Seminary.	Rev. S. A. Ort, D. D.
108	Tiffin, Ohio.	Heidelberg Theological Seminary.	Rev. J. H. Good, D. D.
109	Xenia, Ohio.	United Presbyterian Theological Seminary of Xenia.	Rev. James Harper, D. D.
110	Allegheny, Pa.	Theological Seminary of the Reformed Presbyterian Church.	D. B. Willson.
111	Allegheny, Pa.	Theological Seminary of the United Presbyterian Church.	Rev. D. R. Kerr, D. D., LL. D.
112	Allegheny, Pa.	Western Theological Seminary of the Presbyterian Church.	Rev. W. H. Jeffers, D. D., LL. D.
113	Beatty, Pa.	Theological course in St. Vincent's College. <i>b</i>	D. Block, A. M., O. S. B.
114	Bethlehem, Pa.	Moravian Theological Seminary.	Rev. Augustus Schultze.
115	Freeland, Pa.	Theological Department of Ursinus College. <i>b</i>	Rev. J. H. A. Bomberger, D. D.
116	Gettysburg, Pa.	Theological Seminary of the General Synod of the Lutheran Church in the United States.	Rev. M. Valentine, D. D., LL. D.

a Diplomas.*b* These statistics are for the year 1885-86.

to inquiries by the United States Bureau of Education—Continued.

Date of organization.	Religious denomination.	Number of professors and instructors.		Students.					Number of years in full course of study.	Library.			Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Benefactions.	Number of degrees conferred in course at last commencement.	
		6	7	8	9	10	11	12		13	14	15						
																		Total number.	Number who have received a degree in letters or science.	Graduates at the commencement of 1887.	Resident graduates.	Number of bound volumes.	Number of pamphlets.	Increase in books during the last year.
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1856	R. C	4	16	2	4												80	
....	R. C	6	21														81	
1859	R. C	8	16	1	6	7	6,358	600	100	\$208,600	\$83,500						82	
1821	Presb	6	5	50	45	14	2	3	16,000	190	200,000	512,066	\$17,855	\$6,393	a14	83		
1858	Univer	5	14	2	4				7,800	300	50,000			1,500	a1	84		
1819	Baptist	8	48	23	15	3	18,500	2,500	450	100,000	200,000	10,000				85		
1815	Lutheran ..	5	2	15				3									86	
1819	P. E.	10	4	92	68	26	2	3	19,231	11,698	684		469,378	12,361	124,421	14	87	
1836	Presb.	9	6	134	126	52	3	3	51,940	47,055		800,000	900,000	65,000	5,000		88	
1851	Baptist	12	6	33	15	3	22	422	947	102,827	441,313	25,694	85,100				89	
1869	Christian ..	8	0	3	0	0	0	3	1,950	230	10	40,000	23,000	1,346	2,006	0	90	
1856	R. C	8	66	20	7	0	6	6,000	100								91	
....	.....	1	6														92
1864	R. C	7	122		22		6	10,200	2,200			200,000					93	
1868	Presb.	2	11														94	
1881	Lutheran ..	5	0	60				7	100	100		5,000			200		95	
1871	P. E.	2	0	15	0	0	0	3	900	100							96	
1865	Baptist	2	40		3		4								6,000		97	
1852	M. E., South.	8	142		12							30,000					98	
1865	M. E.	5	0	25	0	1	0	3									99	
1875	Jewish	9				1	1	8	10,000	200	300	30,000					100	
1829	Presb.	7	5	50	40	17	1	3	15,000			313,137	166,509	21,295			101	
1849	R. C	5	0	38	6			6				75,000	0	0	10,000		102	
1830	Lutheran ..	4	29	21	8	3	3	4,000									103	
1871	U. B.	4	40		9	3	3	600		150	24,000	75,000	40,000	15,442			104	
1825	P. E.	5	4	2	1	3	3	7,000									105	
1835	Cong.	12	2	50	27	7	0	3									7	106
1845	Lutheran ..	10	5	200			10	4	10,000	1,000		150,000	180,000	12,000			16	107
1851	Reformed ..	2	18				23											108
1794	Un. Presb. ..	5	4	28		13	0	3	4,008	800		15,000	70,000	5,200	0			109
1856	Ref. Presb. ..	3	3	22	20	6	6	4	3,000	200		25,000	50,000	2,500	6,555	c6		110
1825	Un. Presb. ..	14	0	37		37	1	3				75,000	124,420	7,322	7,350	10		111
1827	Presb.	6	68	63	19		3	17,166	755	87	165,000	462,000	27,000		(d)			112
1846	R. C	6	37	4	21			24,300										113
1807	U. B.	5	0	25	6		6	5,500		30	9,000	73,000	3,700	3,750	15			114
1871	Reformed ..	4	10	10	6			3,600	500									115
1826	Lutheran ..	5	3	38	37	10	3	1,200				75,000	91,960	5,036				116

c Certificates of graduation.
d No degrees are conferred.

TABLE 60.—Statistics of schools of theology for 1886-87; from

	Location.	Name.	President or dean.
	1	2	3
117	Lancaster, Pa.....	Theological Seminary of the Reformed Church in the United States.	Rev. Emil V. Gerhart, D. D
118	Lincoln University, Pa.....	Theological Department of Lincoln University. <i>a</i>	Rev. Isaac N. Rendall, D. D
119	Meadville, Pa.....	Meadville Theological School.....	Rev. Abiel A. Livermore, A. M....
120	Philadelphia, Pa.....	Divinity School of the Protestant Episcopal Church in Philadelphia. <i>a</i>	Rev. Edward T. Bartlett, A. M....
121	Philadelphia, Pa.....	Theological Seminary of the Evangelical Lutheran Church in Philadelphia.	Rev. C. W. Schaeffer, D. D.....
122	Selin's Grove, Pa.....	Missionary Institute.....	Rev. Peter Born, D. D., superintendent.
123	Upland, Pa.....	Crozer Theological Seminary.....	Henry G. Weston
124	Villanova, Pa.....	Ecclesiastical Department of Villanova College.	Rev. F. M. Sheeran, O. S. A.
125	Columbia, S. C.....	Benedict Institute.....	Rev. C. E. Becker, A. M.....
126	Columbia, S. C.....	Theological Department of Allen University.	J. W. Morris, A. M., LL. D
127	Due West, S. C.....	Associate Reformed Theological Seminary.	Rev. W. M. Grier, D. D.....
128	Newberry, S. C.....	Theological Seminary of the South Newberry College.	Rev. G. W. Holland, Ph. D.....
129	Chattanooga, Tenn.....	Theological Department of Chattanooga University.	Rev. E. S. Lewis, A. M.....
130	Lebanon, Tenn.....	Theological School of Cumberland University.	Nathan Green, LL. D., chancellor.
131	Nashville, Tenn.....	Theological Course in Fisk University.	Rev. E. M. Cravath, D. D.....
132	Nashville, Tenn.....	Theological Department of Central Tennessee College.	Rev. John Braden, D. D.....
133	Nashville, Tenn.....	Theological Department of Roger Williams University. <i>b</i>	Rev. D. W. Phillips, D. D.....
134	Nashville, Tenn.....	Biblical Department of Vanderbilt University.	Rev. W. F. Tillet, D. D.....
135	Sewanee, Tenn.....	Theological Department of the University of the South.	Rev. Telfair Hodgson, D. D.....
136	Marshall, Tex	Theological Department of Bishop College.	Rev. S. W. Culver, A. M.....
137	Tehuacana, Tex	Theological Department of Trinity University. <i>a</i>	L. A. Johnson, A. M.....
138	Hampden-Sidney, Va.	Union Theological Seminary.....	Rev. B. M. Smith, D. D., LL. D., clerk
139	Richmond, Va.....	Richmond Theological Seminary.....	Rev. Charles H. Corey, A. M., D. D.
140	Theological Seminary, Va.	Protestant Episcopal Theological Seminary of Virginia.	Rev. Joseph Packard, D. D.....
141	Franklin, Wis.....	Mission House	Rev. H. A. Muehlmeier, D. D
142	Madison, Wis.....	Luther Seminary <i>a</i>	H. G. Stule
143	Milwaukee, Wis.....	Lutheran Theological Seminary of the Synod of Wisconsin.	Rev. Ad. Hoencoeke.....
144	Nashotah, Wis.....	Nashotah House.....	Rev. George G. Carter, A. M.....
145	St. Francis, Wis.....	Seminary of St. Francis of Sales.....	Very Rev. A. Zeininger

a These statistics are for the year 1885-86.*b* These statistics are for the year 1884-85.

replies to inquiries by the United States Bureau of Education—Continued.

Date of organization.	Religious denomination.	Number of professors and instructors.		Number of endowed professorships.		Students.				Number of years in full course of study.	Library.			Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Benefactions.	Number of degrees conferred in course at last commencement.
						Total number.	Number who have received a degree in letters or science.	Graduates at the commencement of 1887.	Resident graduates.		Number of bound volumes.	Number of pamphlets.	Increase in books during the last year.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1825	Reformed...	4	3	30	25	5	1	3	10,000	2,000	.....	.....	\$70,000	.....	.....	.....	117
1871	Presb.....	8	...	31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	118
1844	Unitarian...	7	0	30	1	4	1	3	18,000	3,000	.....	\$17,000	175,000	\$7,500	.....	3	119
1862	P. E.....	6	...	20	.....	.....	.....	.....	8,000	.....	.....	.....	.....	.....	.....	.....	120
1864	Lutheran...	4	4	62	47	19	...	3	17,500	1,000	50	.....	130,000	.....	\$10,000	.....	121
1858	Lutheran...	2	1	10	2	5	0	3	2,500	.....	.....	25,000	20,000	1,200	2,500	5	122
1868	Baptist.....	6	...	56	23	18	1	3	9,350	1,000	497	.....	351,000	23,000	.....	.....	123
1842	R. C.....	6	0	4	1	1	0	7	4,000	.....	35	.....	.....	.....	.....	.....	124
1871	Baptist.....	6	...	26	.....	.....	.....	3	1,500	.....	.....	4,500	2,000	.....	.....	.....	125
1882	M. E.....	7	...	.....	.....	.....	2	3	12	25	.....	10,000	.....	.....	.....	.....	126
1839	As.Ref.Pres	6	...	.....	.....	.....	14	4	1,000	500	.....	30,000	70,000	5,000	.....	.....	127
1830	Ev. Luth...	3	...	5	5	2	...	3	.....	.....	.....	.....	22,000	1,400	.....	2	128
1886	M. E.....	1	...	29	.....	.....	.....	3	100	.....	100	.....	.....	.....	.....	.....	129
1853	Cumb. Pres.	7	3	27	.....	9	...	2	5,000	.....	.....	10,000	40,000	3,000	.....	9	130
1869	Cong.....	1	...	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	131
1867	M. E.....	9	0	45	2	4	0	3	.....	.....	.....	.....	.....	.....	0	2	132
1865	Baptist.....	2	...	35	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	133
1875	M. E., South	12	...	65	8	6	6	3	2,000	.....	.....	.....	.....	.....	.....	.....	6 134
1876	P. E.....	6	0	20	.....	8	3	5	21,825	6,160	4,607	125,000	.....	.....	3,400	.....	135
1881	Baptist.....	6	...	27	.....	.....	.....	3	700	100	70	50,000	.....	.....	.....	0	136
1871	Cum.b. Pres.	12	...	300	.....	.....	.....	.....	600	.....	.....	2,000	.....	.....	.....	.....	137
1824	Presb.....	5	4	61	34	11	0	3	4,024	.....	385	35,000	271,064	16,524	8,000	11	138
1867	Baptist.....	4	2	56	.....	.....	8	3	3,400	.....	200	30,000	.....	.....	.....	.....	139
1823	P. E.....	8	...	43	.....	.....	.....	3	12,500	.....	100	.....	.....	.....	.....	.....	9 140
1862	Reformed...	3	...	6	.....	.....	.....	3	4,000	200	100	.....	.....	.....	.....	.....	141
1876	Lutheran...	3	...	10	9	.....	.....	3	1,000	.....	.....	30,000	.....	.....	.....	.....	142
1878	Ev. Luth...	3	...	35	20	12	...	3	1,200	300	200	20,000	.....	.....	.....	12	143
1842	P. E.....	6	1	23	7	6	1	3	9,000	3,000	.....	72,000	.....	.....	.....	.....	6 144
1856	R. C.....	11	0	22	.....	32	...	9	11,000	1,000	50	180,000	.....	.....	.....	.....	145

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.
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.
Salisbury, N. C.	Theological Department of Livingston College.
Carthage, Ohio	St. Charles Borromeo Theological Seminary.
Wilberforce, Ohio	Theological Seminary of Wilberforce University.
Overbrook, Pa.	Philadelphia Theological Seminary of St. Charles Borromeo.
Orangeburg, S. C	Baker Theological Institute (Claflin University).

Memoranda to Table 60.

Location.	Name.	Remarks.
Harrisburg, Pa.	Catholic Theological Seminary	Closed June 6, 1886.
Columbia, S. C	Theological Seminary of the General Assembly of the Presbyterian Church.	Closed during 1886-87.

II.—SCHOOLS OF LAW.

The following is a statement of the number of schools of law reporting to this Bureau each year from 1877 to 1887, inclusive (1883 omitted), with the number of instructors and number of students:

	1877.	1878.	1879.	1880.	1881.	1882.	1884.	1885.	1886.	1887.
Number of institutions	43	50	49	48	47	48	47	49	49	50
Number of instructors	175	196	224	229	229	249	269	285	283	310
Number of students	2, 811	3, 012	3, 019	3, 134	3, 227	3, 079	2, 686	2, 744	3, 054	3, 185

TABLE 61.—Summary of statistics of schools of law for 1886-87.

1	State or Territory.	2	3	Students.			Libraries.			10	11	12	13	14	15
				Total number.	Number who had received a degree in letters or science.	Number of graduates at the commencement of 1887.	Number of volumes.	Number of pamphlets.	Increase in books during the last school year.						
1	Alabama	1	3	21	5	19	115	0	0	\$0	\$0	\$0	\$0	.....	19
2	Arkansas	1	7	15	.....	.....	0	.....	.....	.....	.....	.....	.....	.....	.....
3	California	1	4	80	22	21	8,000	.....	.....	.....	100,000	7,000	650	.....	21
4	Connecticut	1	17	73	28	27	.....	.....	.....	.....	37,039	7,015	7,015	.....	28
5	District of Columbia	3	23	211	2	149	.....	.....	.....	10,000	.....	1,404	17,956	.....	72
6	Georgia	3	9	11	6	10	300	.....	.....	.....	.....	.....	.....	.....	10
7	Illinois	4	28	262	39	67	7,500	2,500	.....	50,000	.....	.....	11,000	75	61
8	Indiana	2	11	75	9	5	2,300	2,200	25	258,000	30,000	2,100	2,000	.....	5
9	Iowa	2	16	112	6	51	3,000	204	.....	.....	.....	.....	.....	.....	46
10	Kansas	1	10	32	3	12	.....	.....	.....	.....	.....	.....	552	0	12
11	Kentucky	1	5	26	7	7	7,000	.....	.....	.....	.....	.....	1,700	.....	17
12	Louisiana	2	9	113	.....	23	20,000	.....	.....	20,000	.....	.....	2,000	.....	14
13	Maryland	1	11	90	22	22	587	50	30	10,000	.....	.....	6,463	.....	22
14	Massachusetts	2	35	357	224	71	27,300	.....	500	47,000	180,050	11,968	38,797	.....	71
15	Michigan	1	9	338	44	.....	9,250	.....	.....	.....	.....	.....	.....	.....	.....
16	Mississippi	1	5	10	.....	.....	1,500	.....	.....	.....	.....	.....	.....	.....	.....
17	Missouri	2	12	133	25	39	3,500	.....	.....	10,000	.....	4,000	4,000	.....	39
18	New York	4	32	525	104	37	6,200	1,000	50	30,000	.....	.....	60,688	30	40
19	North Carolina	2	4	26	7	.....	350	.....	.....	.....	.....	.....	.....	.....	.....
20	Ohio	2	12	125	12	86	8,500	1,500	500	5,000	.....	.....	6,800	7,375	86
21	Oregon	1	9	20	57	.....	3,035	1,005	105	.....	.....	.....	9,200	.....	5
22	Pennsylvania	2	5	129	43	48	8,000	.....	.....	.....	.....	.....	.....	50,000	48
23	South Carolina	1	8	21	11	13	.....	200	.....	10,000	.....	.....	480	.....	12
24	Tennessee	3	11	95	10	20	1,475	.....	.....	.....	.....	.....	3,000	.....	57
25	Texas	1	2	73	.....	.....	800	.....	.....	.....	.....	.....	1,460	0	20
26	Virginia	2	5	107	.....	28	400	.....	.....	.....	.....	.....	.....	.....	18
27	West Virginia	1	2	17	2	9	.....	.....	.....	.....	.....	.....	.....	.....	9
28	Wisconsin	1	6	88	.....	42	1,809	.....	61	0	0	0	3,400	0	42
	Total	50	310	3,185	686	875	126,921	6,455	1,485	450,000	347,089	23,172	178,161	57,480	770

TABLE 62.—Statistics of schools of law for 1886-87; from replies to inquiries by the United States Bureau of Education.—PART I.

Location.	Name.	President or dean.	Corps of instructors.				Students.				Are the graduates of your school admitted to practice examination?	Number of years in full course of study.
			Number in faculty.		Number of additional resident professors and lecturers.		Total number.	Number who have received degree in law or science.		Number of graduates at the commencement of 1887.		
1	2	3	4	5	6	7	8	9	10	11	12	
1 Tuscaloosa, Ala.	Law Department of the University of Alabama.	Henry D. Clayton.	1872	3			21	5	19	Yes.	1	
2 Little Rock, Ark.	College of Law, Little Rock University.	Rev. Alfred Noon, A. M.	1883			7	15					
3 San Francisco, Cal.	Hastings College of Law, University of California.	Robert P. Hastings.	1878	3		1	80	22	21	Yes.	3	
4 New Haven, Conn.	Law Department of Yale University.	Hon. Francis Wayland, LL.D.	1824	7	10		73	28	28	Yes.	2	
5 Washington, D. C.	Columbian University Law School.	James C. Walling, LL.D.	1862	6	1	0	188		77	No.	3	
6 Washington, D. C.	Law Department of Georgetown University.	C. W. Hoffman, LL.D.	1870	11					64	No.	3	
7 Washington, D. C.	Law Department of Howard University.	W. W. Patton, D. D., LL.D.	1867	5			23	2	8	No.	3	
8 Athens, Ga.	Law Department, University of Georgia.	Rev. P. H. Mell, D. D., LL.D.	1857	4			11	6	10	Yes.	1	
9 Macon, Ga.	Law Department of Mercer University.	Clifford Anderson, LL.D.	1874	3								
10 Oxford, Ga.	Law Department of Emory College.	Hon. J. M. Pace, A. M.	1837	2			26		8	Yes.	2	
11 Bloomington, Ill.	Bloomington Law School (Illinois Wesleyan University).	Reuben M. Benjamin.	1874	6								
12 Chicago, Ill.	Union College of Law of Chicago and Northwestern Universities.	Hon. Henry Booth, LL.D.	1839	5	0	0	151	39	50	Yes.	2	
13 Lebanon, Ill.	Law Department of McKendree College.	Henry H. Homer, A. M.	1860	7			70		6			
14 Quincy, Ill.	Law Department of Chaddock College.	Ira M. Moore, LL.D.	1880	10	0	0	15	15	3	Yes.	2	
15 Greencastle, Ind.	Law Department of DePauw University.	Rev. Alexander Martin, D.D., LL.D.	1853	4	1	1	28	5	5	Yes.	3	
16 Notre Dame, Ind.	Law Department, University of Notre Dame.	William Hoyne.	1869	5			47	4				
17 Des Moines, Iowa.	Iowa College of Law (Drake University).	Gen. A. J. Baker.	1881	3		5	10		5	No.	2	
18 Iowa City, Iowa.	Law Department, University of Iowa.	Josiah L. Pickard, LL.D.	1868	4	1	3	102	6	46	Yes.	2	
19 Lawrence, Kans.	Law School of University of Kansas.	James W. Green, A.B.	1878	5	3	2	32	3	12	No.	2	
20 Louisville, Ky.	Law Department of University of Louisville.	Rozel Weissiget.	1846	3	2		26	7	7	Yes.	2	
21 New Orleans, La.	Law Department of Straight University.	Alfred Shaw.	1870	5			07		11			
22 New Orleans, La.	Law Department of Tulane University.	William F. Mellen, LL.D.	1847	4			46		11	Yes.	2	
23 Baltimore, Md.	School of Law of University of Maryland.	George W. Dobbin, LL.D.	1812	6	5		99	22	22	No.	3	
24 Boston, Mass.	Boston University School of Law.	E. H. Bennett, LL.D.	1872	5	13	3	177	86	45	No.	3	
25 Cambridge, Mass.	Law School of Harvard University.	C. C. Langdell, LL.D.	1817	6	3		180	138	26	No.	3	

26	Ann Arbor, Mich.	Law Department of University of Michigan.	Henry W. Rogers, A.M.	1859	5	4	338	44	Yes	2
27	Oxford, Miss.	Department of Law, University of Mississippi.	Edward Mayes, LL.D., F. S. SC.	1848	5	10	72	25	Yes	2
28	Columbia, Mo.	Law Department of State University of Missouri.	Philoan Bliss, LL.D.	1872	5	61	18	4	Yes	2
29	St. Louis, Mo.	St. Louis Law School, Washington University.	William G. Hammond	1867	7	0	50	6	No	2
30	Albany, N. Y.	Albany Law School (Union University).	Horace E. Smith, LL.D.	1851	9	0	6	6	No	2
31	Albany, N. Y.	Law School of Hamilton College.	Rev. Henry Darling, pp. LL.D.	1854	11	0	369	104	No	2
32	Clinton, N. Y.	Columbia College Law School.	Theodore W. Dwight, LL.D.	1858	11	0	70	27	No	2
33	New York, N. Y.	Department of Law, University of the City of New York.	Rev. H. M. MacCracken, LL.D., vice-chancellor.	1858	3	8	26	12	No	2
34	Chapel Hill, N. C.	University Law School, University of North Carolina.	Hon. Kemp P. Battle, LL.D.	1795	2	0	116	48	Yes	2
35	Greensborough, N. C.	Greensborough Law School ^a	Hon. John H. Dillard and Hon. Robert P. Dick.	1878	2	0	13	4	Yes	2
36	Cincinnati, Ohio	Law School of Cincinnati College.	Jacob D. Cox, LL.D.	1833	6	0	19	9	No	2
37	Lebanon, Ohio	College of Law, National Normal University ^a .	J. E. Smith.	1832	6	0	17	1	No	2
38	Portland, Ore.	College of Law, University of Oregon.	Richard H. Thornton, LL.D.	1884	5	0	147	43	No	2
39	Salina, Ore.	College of Law, Willamette University.	Rev. Thomas Van Scoy, D.D.	1884	4	0	18	8	Yes	2
40	Philadelphia, Pa.	Law Department of University of Pennsylvania.	G. T. Barker Disphan, A.M.	1769	5	0	55	33	Yes	2
41	Philadelphia, Pa.	Law Department of Allen University.	P. F. Oliver.	1832	2	1	34	9	Yes	2
42	Columbia, S. C.	School of Law of South Carolina College.	J. M. McBryde.	1831	1	5	90	18	No	2
43	Lebanon, Tenn.	Law School of Cumberland University.	Nathan Green, A.M., LL.D.	1837	5	0	17	2	Yes	2
44	Nashville, Tenn.	Law Department of Central Tennessee College.	Rev. John Braden, D.D.	1850	5	0	88	42	Yes	2
45	Nashville, Tenn.	Law Department of Vanderbilt University.	Thomas H. Malone, A.M.	1875	4	0	34	17	Yes	2
46	Austin, Tex.	Law Department of University of Texas.	Leslie Waggoner, M.A., LL.D.	1885	2	2	73	20	No	2
47	Lexington, Va.	School of Law and Equity, Washington and Lee University.	Gen. G. W. C. Lee.	1867	3	17	17	10	No	2
48	University of Virginia, Va.	Law School of University of Virginia.	Charles S. Venable, LL.D.	1825	2	2	90	18	No	2
49	Morgantown, W. Va.	Law Department of West Virginia University.	E. M. Turner.	1877	2	0	17	2	Yes	1
50	Madison, Wis.	Law Department, University of Wisconsin.	Hon. I. C. Sican.	1863	6	0	88	42	Yes	2

^a These statistics are for the year 1885-86.

	150	1,200	1,000	500	30,000	0	0	5,788	40	Yes.	0
30 Albany Law School (Union University)	150	1,200	1,000	500	30,000	0	0	5,788	40	Yes.	0
31 Law School of Hamilton College	60	5,000	1,000	50	.....	.....	.....	.....	6	No.	.....
32 Columbia College Law School	150	.....	.....	.....	.....	.....	.....	54,900	.....	Yes.	.....
33 Department of Law, University of the City of New York	100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
34 University Law School, University of North Carolina	100	350	.....	10	.....	.....	.....	.....	0	No.	30
35 Greensborough Law School .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
36 Law School of Cincinnati College	75	4,000	.....	500	.....	.....	.....	6,800	74	Yes.	7,375
37 College of Law, National Normal University* .....	.....	4,500	1,500	.....	5,000	.....	.....	.....	12	.....	.....
38 Law School of University of Oregon	60	35	5	5	.....	.....	.....	.....	2	No.	.....
39 College of Law, Willamette University	50	3,000	1,000	100	.....	.....	.....	.....	3	Yes.	.....
40 Law Department of University of Pennsylvania	100	8,000	.....	.....	.....	.....	.....	9,200	48	No.	50,600
41 Law Department of Allen University	30	.....	.....	.....	10,000	.....	.....	.....	3	Yes.	.....
42 School of Law of South Carolina College	30	.....	.....	.....	.....	.....	.....	480	9	Yes.	0
43 Law School of Cumberland University	100	500	.....	.....	.....	0	0	3,000	38	Yes.	.....
44 Law Department of Central Tennessee College	30	75	.....	.....	.....	.....	.....	.....	2	Yes.	0
45 Law Department of Vanderbilt University	100	900	200	.....	.....	.....	.....	.....	17	No.	.....
46 Law Department of University of Texas	0	800	.....	.....	.....	.....	.....	.....	20	Yes.	0
47 School of Law and Equity, Washington and Lee University	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
48 Law School of University of Virginia	80	.....	.....	.....	.....	.....	.....	.....	18	No.	.....
49 Law Department of West Virginia University	24	400	.....	.....	.....	.....	.....	.....	9	No.	.....
50 Law Department, University of Wisconsin	(d)	1,809	.....	61	0	0	0	3,400	42	No.	0

* From the Report of the Commissioner of Education for 1885-86.

a Incidental fees.

b For residents of Michigan; \$35 for non-residents.

c From matriculation fees.

d Fifty dollars for the first year and \$25 for the second year.

III.—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 1877 to 1887, inclusive (1883 omitted), with the number of instructors and students:

	1877.	1878.	1879.	1880.	1881.	1882.	1884.	1885.	1886.	1887.
Number of institutions.....	106	106	114	120	126	134	145	152	175	178
Number of instructors.....	1,278	1,337	1,495	1,660	1,746	1,946	2,235	2,514	2,829	2,936
Number of students.....	11,225	11,830	13,321	14,006	14,536	15,151	15,300	15,921	16,407	16,366

TABLE 63.—Summary of statistics of schools of medicine, of dentistry, and of pharmacy for 1886-87.—PART I.

State or Territory.	Number of schools.	Corps of instructors.	Students.			Libraries.	
			Total number.	Number who had received a degree in letters or science.	Number of graduates at the commencement of 1887.	Number of volumes.	Number of pamphlets.
1	2	3	4	5	6	7	8
I.—MEDICAL AND SURGICAL.							
1. Preparatory.							
Florida	1						
Maine	1	10	21	8	0	200	
Total	2	10	21	8		200	
2. Regular.							
Alabama	1	14	133		34	500	75
Arkansas	1	15	61		15		
California	3	52	191	24	44	441	275
Colorado	2	28	43		3		
Connecticut	1	21	26	8	5		
District of Columbia	4	65	180	17	47		
Georgia	3	32	302	30	122	5,000	
Illinois	5	131	754	56	258		
Indiana	3	52	103	5	37	2,351	744
Iowa	3	38	286	22	107	25	200
Kentucky	4	57	614		255	4,000	
Louisiana	1	11	267		37		
Maine	1	8	85	16	20	4,000	
Maryland	5	20	651	37	212	100	1,200
Massachusetts	2	75	209	149	92	1,520	50
Michigan	2	47	433	41	33	3,360	872
Minnesota	3	92	123	2	17	200	
Missouri	9	140	549	33	207	1,700	1,700
Nebraska	2	28	43	1	12	250	200
New Hampshire	1	12	61		20		
New York	9	284	2,170	184	415	7,500	300
North Carolina	1	7	28	8			
Ohio	9	149	720	15	238	5,000	3,600
Oregon	1	13	30		7	150	2,500
Pennsylvania	5	157	760	127	353	6,000	6,000
South Carolina	1	11			18		0
Tennessee	4	53	600	15	200	1,200	3,200
Vermont	1	16	190	19	53		
Virginia	2	24	74	2	31		
Total	89	1,712	9,806	811	2,942	43,297	20,916

TABLE 63.—Summary of statistics of schools of medicine, etc.—PART I—Continued.

State or Territory.	Number of schools.	Corps of instructors.	Students.			Libraries.	
			Total number.	Number who had received a degree in letters or science.	Number of graduates at the commencement of 1897.	Number of volumes.	Number of pamphlets.
1	2	3	4	5	6	7	8
I. MEDICAL AND SURGICAL—Continued.							
3. <i>Eclectic.</i>							
California.....	1	9	26	.....	14	.....	.....
Georgia.....	1	9	68	.....	19	.....	.....
Illinois.....	1	20	112	72	43	.....	.....
Indiana.....	1	13	21	10	10	50	300
Iowa.....	2	31	92	7	20	.....	.....
Missouri.....	1	11	33	7	7	97	.....
New York.....	1	20	92	8	15	625	2,800
Ohio.....	2	21	275	.....	71	.....	.....
Total.....	10	134	719	104	199	772	3,100
4. <i>Homoeopathic.</i>							
California.....	1	19	28	0	7	200	1,000
Illinois.....	2	36	343	12	137	.....	.....
Iowa.....	1	6	37	.....	14	.....	.....
Massachusetts.....	1	36	106	15	28	2,300	2,000
Michigan.....	1	8	62	6	.....	.....	.....
Missouri.....	1	14	40	.....	14	.....	.....
Nebraska.....	1	6	9	.....	4	.....	.....
New York.....	2	50	168	.....	51	460	1,025
Ohio.....	2	23	165	10	39	2,800	3,000
Pennsylvania.....	1	23	180	15	48	6,288	7,630
Total.....	13	226	1,138	59	342	12,057	14,655
5. <i>Physio-Medical.</i>							
Indiana.....	1	12	26	20	.....	150	600
Total.....	1	12	26	20	.....	150	600
6. <i>Graduate.</i>							
Illinois.....	2	66	35	.....	14	.....	.....
Missouri.....	1	10	33	.....	.....	.....	.....
New York.....	2	89	475	.....	.....	626	300
Pennsylvania.....	2	30	8	.....	.....	.....	.....
Total.....	7	195	551	.....	14	626	300
II.—DENTAL.							
California.....	1	18	33	0	12	20	100
District of Columbia.....	2	28	11	.....	6	.....	.....
Illinois.....	3	59	171	6	41	85	107
Indiana.....	1	5	30	.....	14	.....	.....
Iowa.....	1	4	56	.....	24	.....	.....
Kentucky.....	1	19	17	.....	11	.....	.....
Maryland.....	2	54	248	110	98	.....	.....
Massachusetts.....	2	36	93	4	22	200	100
Michigan.....	1	6	91	2	.....	401	.....
Minnesota.....	2	28	80	2	4	.....	.....
Missouri.....	2	22	50	.....	15	.....	.....
New York.....	1	37	194	5	51	.....	.....
Ohio.....	1	8	100	.....	29	.....	.....
Pennsylvania.....	3	73	471	12	168	100	.....
Tennessee.....	3	47	89	1	42	.....	.....
Total.....	26	435	1,684	142	537	809	307

TABLE 63.—*Summary of statistics of schools of medicine, etc.*—PART I—Continued.

State or Territory.	Number of schools.	Corps of instructors.	Students.			Libraries.	
			Total number.	Number who had received a degree in letters or science.	Number of graduates at the commencement of 1887.	Number of volumes.	Number of pamphlets.
1	2	3	4	5	6	7	8
III.—PHARMACEUTICAL.							
California.....	1	7	77	10	14	150	447
District of Columbia.....	2	7	69	.....	16	.....	.....
Illinois.....	2	8	102	.....	70	2,500	5,000
Indiana.....	1	6	27	.....	4	.....	.....
Iowa.....	2	9	19	.....	3	.....	.....
Kentucky.....	2	7	63	5	11	429	1,074
Louisiana.....	1	3	28	.....	14	.....	.....
Maryland.....	1	4	120	.....	34	.....	.....
Massachusetts.....	1	5	219	6	32	3,600	1,600
Michigan.....	1	11	67	7	.....	.....	.....
Minnesota.....	1	5	17	0	1	.....	.....
Missouri.....	1	5	146	.....	44	150	500
New York.....	3	20	383	.....	99	1,619	3,000
Ohio.....	1	5	98	.....	22	800	.....
Pennsylvania.....	2	11	625	7	193	3,600	.....
Tennessee.....	1	6	46	2	13	.....	.....
Wisconsin.....	1	4	47	.....	14	.....	.....
Total.....	24	123	2,153	37	418	12,348	11,621
IV.—VETERINARY.							
Illinois.....	1	11	55	48	26	20	75
Massachusetts.....	1	20	25	2	10	.....	.....
Minnesota.....	1	8	5	3	3	70	40
New York.....	2	37	134	.....	44	150	300
Pennsylvania.....	1	13	49	.....	10	.....	.....
Total.....	6	89	268	53	93	240	415
TOTALS.							
Preparatory.....	2	10	21	8	.....	200	.....
Regular.....	89	1,712	9,806	811	2,942	43,297	20,916
Eclectic.....	10	134	719	104	199	772	3,100
Homoeopathic.....	13	226	1,138	59	342	12,057	14,655
Physio-Medical.....	1	12	26	20	.....	150	600
Graduate.....	7	195	551	.....	14	626	300
Dental.....	26	435	1,684	142	537	809	307
Pharmaceutical.....	24	123	2,153	37	418	12,348	11,621
Veterinary.....	6	89	268	53	93	240	415
Grand total.....	178	2,936	16,366	1,234	4,545	70,499	51,914

TABLE 63.—Summary of statistics of schools of medicine, of dentistry, and of pharmacy for 1886-87.—PART II.

State or Territory.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Benefactions.	Number of degrees conferred in course at last commencement.
1	9	10	11	12	13	14
I.—MEDICAL AND SURGICAL.						
1. Preparatory.						
Florida						
Maine	\$500	\$0	\$0	\$1,220	\$0	0
Total	500			1,220		
2. Regular.						
Alabama	150,000					34
Arkansas	12,000	0	0		0	15
California	150,000			13,950		27
Colorado			2,800	20		3
Connecticut		30,145	2,758	2,995	630	5
District of Columbia	35,800			2,060		40
Georgia	105,000			16,727	0	122
Illinois	245,000			23,239		258
Indiana	7,000			2,090		37
Iowa	50,000	500		7,500		107
Kentucky	155,000			15,000		191
Louisiana					0	57
Maine	25,000	2,500	150	6,129	0	20
Maryland	110,000			54,451	1,785	200
Massachusetts	500	180,314	10,389	59,468		92
Michigan	45,000			8,865		33
Minnesota	60,000			6,400		17
Missouri	75,500			16,050	125,000	118
Nebraska	20,000					12
New Hampshire						20
New York	532,800	11,000	650	60,344	106,000	443
North Carolina	50,000	5,000	250		2,000	
Ohio	503,500	5,000	300	6,257	11,100	205
Oregon	40,000	0	0	2,600	30,000	7
Pennsylvania	285,000	147,500	8,588	67,373	121,000	165
South Carolina	10,000	0	0	4,000	0	18
Tennessee	118,500	5,500	300	18,150	1,760	200
Vermont	20,000	1,000		12,000	1,000	
Virginia	50,000	6,100	4,000	6,100		31
Total	2,895,600	403,559	30,185	411,748	400,215	2,477
3. Eclectic.						
California						14
Georgia	2,500			1,675		1
Illinois	75,000			6,700		43
Indiana				1,250	0	10
Iowa	25,000					20
Missouri	1,000				0	7
New York	46,000			12,844	300	15
Ohio	65,000			19,375		8
Total	215,500			41,844	300	118
4. Homœopathic.						
California	1,000	0	0	3,000		10
Illinois	70,000			12,500		137
Iowa					0	14
Massachusetts	100,000	30,000	2,200	8,500	5,000	29
Michigan						
Missouri						
Nebraska						4
New York	112,000			9,542	82,600	51

TABLE 63.—Summary of statistics of schools of medicine, etc.—PART II—Continued.

State or Territory.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Deductions.	Number of degrees con- ferred in course at last commencement.
1	9	10	11	12	13	14
I.—MEDICAL AND SURGICAL—Continued.						
4. <i>Homœopathic</i> —Continued.						
Ohio	\$58,000			\$11,000		19
Pennsylvania	235,000	\$125,000	\$6,500	16,744	\$20,000	48
Total	576,000	155,000	8,700	61,286	107,000	312
5. <i>Physio-Medical</i> .						
Indiana	4,000				2,462	8
Total	4,000				2,462	8
6. <i>Graduate</i> .						
Illinois	1,000			630		
Missouri	35,000				0	
New York						
Pennsylvania		36,276	2,583			
Total	36,000	36,276	2,583	630		
II.—DENTAL.						
California	1,500	0	0	4,271	0	1
District of Columbia						6
Illinois	11,000	16,000	5,000	16,683	30	41
Indiana	1,000			3,564	0	14
Iowa					0	24
Kentucky						11
Maryland	10,000			11,000		47
Massachusetts		2,166	105	6,093	170	22
Michigan						
Minnesota				1,120		4
Missouri				3,244		15
New York	6,000	0	0	20,805	0	51
Ohio	15,000			10,000		
Pennsylvania				26,500		168
Tennessee	40,600			7,700	710	42
Total	85,100	12,166	5,105	110,380	910	446
III.—PHARMACEUTICAL.						
California	12,000	0	0	2,778	0	9
District of Columbia						16
Illinois	82,000			24,000		70
Indiana						4
Iowa						3
Kentucky	8,000			2,480		13
Louisiana					0	14
Maryland	40,000					
Massachusetts	85,000	200	8	14,400		32
Michigan						
Minnesota	0	0	0	765	0	1
Missouri	10,000			7,587		44
New York	76,600	18,000	1,360	24,333	650	99
Ohio	20,000					22
Pennsylvania	125,000			12,000		7
Tennessee						13
Wisconsin						14
Total	458,000	18,200	1,368	88,343	650	361

TABLE 63.—*Summary of statistics of schools of medicine, etc.*—PART II—Continued.

State or Territory.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Benefactions.	Number of degrees con- ferred in course at last commencement.
1	9	10	11	12	13	14
IV.—VETERINARY.						
Illinois						26
Massachusetts.....				\$18,644		10
Minnesota	\$5,000			250		1
New York.....				9,000		44
Pennsylvania.....	45,000			4,500	\$3,000	10
Total	50,000			32,394	3,000	91
TOTALS.						
Preparatory	500			1,220		
Regular	2,895,600	\$403,559	\$30,185	411,748	400,215	2,477
Eclectic	215,503			41,844	300	118
Homœopathic	576,000	155,000	8,700	61,286	107,000	312
Physio-Medical	4,000				2,462	8
Graduate	36,000	36,276	2,583	630		
Dental	85,100	12,106	5,105	110,380	910	446
Pharmaceutical	458,000	18,203	1,368	88,343	650	361
Veterinary	50,000			32,394	3,000	91
Grand total.....	4,320,700	625,141	47,941	747,845	514,537	3,813

TABLE 64.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1886-87; from replies to inquiries by the United States Bureau of Education.—PART I.

Location.	Name.	President or dean.	Year in which institution was first opened for instruction.	Faculty.		Students.		Number of graduates at commencement of 1887.	Number of years in full course of study.	Are the graduates of your school admitted to practice in the State without further examination?	Library.		Amount of matriculation fee.	Amount of graduation fee.
				Number of resident professors and instructors.	Number of non-resident professors and instructors.	Present number.	Number of present students who have received a degree in letters or science.				Number of bound volumes.	Number of unbound pamphlets.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1 Jacksonville, Fla.....	1. PREPARATORY. University of Florida, Medical Department, Portland School for Medical Instruction.	T. O. Summers, M. D.....	1883											
2 Portland, Me.....		Israel T. Dana, M. D.....	1856	10	0	21	8	0			200		\$0	\$0
3 Mobile, Ala.....	2. UNDERGRADUATE REGULAR. Medical College of Alabama *	Wm H. Sanders, M. D., secretary.	1859	14	0	133		34			500	75		
4 Little Rock, Ark.....		J. A. Dillrell, Jr., M. D.....	1879	15	0	61		15	3	No.			5	25
5 Los Angeles, Cal.....		J. P. Widney, A. M., M. D., dean.	1883	21		20	3		3				5	40
6 San Francisco, Cal.....		L. C. Lane, M. D.....	1850	15	1	108	15	28	3	Yes.	411	275	5	40
7 San Francisco, Cal.....		Robert A. McLean, M. D.....	1894	15		63	6	16	3	Yes.			5	40
8 Boulder, Colo.....		Horace M. Hale, A. M.....	1883	5	3	12	0	1	3	Yes.			5	10
9 Denver, Colo.....		J. C. Davis, M. D., dean.....	1881	20		31		2	2	Yes.			5	30
10 New Haven, Conn....		Herbert E. Smith, M. D., dean....	1813	(21)		26	8	5	3				5	30

TABLE 64.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1886-87, etc.—PART I—Continued.

Location.	Name.	President or dean.	Year in which institution was first opened for instruction.	Faculty.		Students.		Number of graduates at commencement of 1887.	Number of years in full course of study.	Are the graduates admitted to practice in the State without further examination?	Library.		Amount of matriculation fee.	Amount of graduation fee.
				Number of professors and instructors.	Number of non-resident professors and instructors.	Present number.	Number of present students who have received a degree in letters or science.				Number of bound volumes.	Number of unbound pamphlets.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
2. UNDERGRADUATE REGULAR—cont'd.														
42	Ann Arbor, Mich.....	Department of Medicine and Surgery of the University of Michigan.....	1850	15	.....	321	41	.....	3	Yes.	3,360	872	\$100	\$10
43	Detroit, Mich.....	Detroit College of Medicine.....	1885	32	0	112	.....	33	3	Yes.	.....	.....	5	30
44	Minneapolis, Minn.....	Minnesota Hospital College.....	1881	36	10	70	.....	15	3	Yes.	209	.....	5	25
45	Minneapolis, Minn.....	Minneapolis College of Physicians and Surgeons.....	1883	21	1	13	2	1	3	No.	.....	0	5	10
46	St. Paul, Minn.....	St. Paul Medical College.....	1878	24	.....	35	.....	3	1	No.	.....	.....	5	25
47	Columbia, Mo.....	Medical Department, University of Missouri.*.....	1845	6	0	16	.....	1	3	Yes.	.....	.....	5	30
48	Kansas City, Mo.....	Kansas City Medical College.*.....	1880	18	0	29	.....	10	2	Yes.	.....	.....	5	20
49	Kansas City, Mo.....	Medical Department, University of Kansas City.*.....	1881	21	0	30	.....	17	2	.....	.....	.....	5	.....
50	St. Joseph, Mo.....	North-western Medical College of St. Joseph.....	1881	10	.....	31	.....	13	2	Yes.	.....	.....	5	25
51	St. Joseph, Mo.....	St. Joseph Medical College.....	1877	15	0	22	1	6	3	Yes.	200	800	5	25
52	St. Louis, Mo.....	Beaumont Hospital Medical College.....	1886	20	0	54	18	18	2	Yes.	.....	.....	0	0
53	St. Louis, Mo.....	Missouri Medical College.....	1840	10	0	210	.....	27	3	Yes.	0	0	5	30
54	St. Louis, Mo.....	St. Louis Medical College.....	1842	24	.....	80	6	91	3	Yes.	1,300	960	5	0
55	St. Louis, Mo.....	St. Louis College of Physicians and Surgeons.....	1879	14	2	77	8	22	3	Yes.	200	.....	5	25
56	Lincoln, Nebr.....	University of Nebraska, College of Medicine.....	1883	8	4	19	.....	5	3	Yes.	.....	.....	5	5
57	Omaha, Nebr.....	Omaha Medical College.....	1881	13	3	24	1	7	3	Yes.	250	200	5	25
58	Hanover, N. H.....	Dartmouth Medical College.....	1797	3	9	61	.....	20	3	Yes.	.....	.....	5	25

59	Albany, N. Y.	Albany Medical College (Union University).	Willis G. Tucker, M. D., registrar.	1838	13	1	145	.....	37	3	Yes.	5,000	.....	5	25
60	Brooklyn, N. Y.	Long Island College Hospital*.	Alexander J. C. Skene, M. D.	1859	24	0	109	5	52	2	.....	.....	.....	5	25
61	Buffalo, N. Y.	Medical Department, University of Buffalo.	M. D. Mann, M. D.	1846	27	1	160	.....	50	3	Yes.	1,500	.....	5	25
62	Buffalo, N. Y.	Medical Department, Niagara University.	John Cronyn, M. D., president.	1883	17	1	37	3	4	3	Yes.	.....	.....	5	25
63	New York, N. Y.	Bellevue Hospital Medical College.	Isaac T. Taylor, M. D., president.	1861	27	0	401	.....	134	3	Yes.	.....	.....	5	20
64	New York, N. Y.	College of Physicians and Surgeons in the City of New York (Columbia College).	John Call Dalton, M. D.	1807	38	29	606	115	.....	3	Yes.	.....	.....	5	30
65	New York, N. Y.	Medical Department, University of the City of New York.	Charles Inslee Pardee, M. D., dean.	1841	56	.....	631	46	151	3	Yes.	.....	.....	5	30
66	New York, N. Y.	Woman's Medical College of the New York Infirmary.	Emily Blackwell, M. D.	1868	0	19	43	13	8	3	Yes.	.....	.....	5	30
67	Syracuse, N. Y.	College of Medicine of Syracuse University.	Rev. C. N. Sims, D. D., LL. D., chancellor.	1872	19	2	38	2	9	3	Yes.	1,000	300	5	25
68	Raleigh, N. C.	Leonard Medical School.	H. M. Tupper.	1845	7	.....	23	8	.....	4	No.	.....	.....	5	10
69	Cincinnati, Ohio.	Cincinnati College of Medicine and Surgery.	R. C. S. Reed, A. M., M. D., dean.	1851	18	1	3	2	15	3	Yes.	.....	.....	5	25
70	Cincinnati, Ohio.	Medical College of Ohio.	W. W. Seely, M. D., dean.	1819	13	0	217	.....	71	3	Yes.	2,000	.....	5	25
71	Cincinnati, Ohio.	Miami Medical College.	W. H. Taylor.	1852	0	25	99	.....	29	3	Yes.	.....	.....	5	25
72	Cleveland, Ohio.	Medical Department, University of Wooster.	Frank J. Weed, M. D.	.....	16	4	40	.....	18	3	Yes.	100	.....	5	30
73	Cleveland, Ohio.	Western Reserve University, Medical Department.	G. C. E. Weber, M. D., LL. D., dean.	1842	17	.....	143	7	43	3	Yes.	900	600	5	30
74	Columbus, Ohio.	Columbus Medical College.	D. N. Kinsman, M. D., dean.	1875	13	2	56	4	18	3	Yes.	.....	.....	5	25
75	Columbus, Ohio.	Starling Medical College*.	Starling Loving, M. D.	1847	11	0	91	0	23	3	Yes.	2,000	3,000	5	25
76	Toledo, Ohio.	North-western Ohio Medical College.	George A. Collamore, M. D.	1883	14	1	23	2	5	3	Yes.	.....	.....	5	25
77	Toledo, Ohio.	J. H. Pooley, M. D., dean.	J. H. Pooley, M. D., dean.	1883	12	2	48	.....	11	3	Yes.	.....	.....	5	25
78	Portland, Oregon.	Medical Department, Willamette University.	E. F. Fraser, M. D., dean.	1896	13	0	30	.....	7	3	Yes.	150	2,500	5	30
79	Philadelphia, Pa.	Jefferson Medical College.	J. W. Holland, M. D.	1824	.....	.....	.....	.....	187	3	Yes.	.....	.....	5	30
80	Philadelphia, Pa.	University of Pennsylvania, Medical Department.	William Pepper, M. D., LL. D.	1765	58	.....	406	115	99	3	Yes.	6,050	6,050	5	0
81	Philadelphia, Pa.	Medico-Chirurgical College of Philadelphia.	W. H. Pancoast, president.	1831	47	.....	141	.....	15	3	Yes.	.....	.....	5	30
82	Philadelphia, Pa.	Woman's Medical College of Pennsylvania.	Rachel L. Bodley, M. D.	1850	27	.....	156	12	30	3	Yes.	.....	.....	5	30
83	Pittsburgh, Pa.	Western Pennsylvania Medical College.	James B. Murdoch, M. D.	1886	0	25	57	.....	22	3	Yes.	0	0	5	25
84	Charleston, S. C.	Medical College of the State of South Carolina.	J. Ford Prioleau, M. D., dean.	1833	7	4	.....	.....	18	3	Yes.	0	0	5	100
85	Memphis, Tenn.	Memphis Hospital Medical College (South-western Baptist University)*.	William Boddie Rogers, M. D.	1830	10	0	130	.....	37	2	.....	300	200	5	30
86	Nashville, Tenn.	Medical Department of the University of Nashville and of Vanderbilt University.	Thomas Meneses, M. D.	1875	20	.....	210	8	81	2	Yes.	.....	.....	5	25
87	Nashville, Tenn.	Medical Department, University of Tennessee.	Duncan Eve, M. D., dean.	1877	13	0	206	.....	72	3	Yes.	500	.....	5	25

* For residents of Michigan; \$25 for non-residents.

* From the Report of the Commissioner of Education for 1885-86.

TABLE 64.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1886-87, etc.—PART I—Continued.

Location.	Name.	President or dean.	Year in which institution was first opened for instruction.	Faculty.		Students.		Number of graduates at commencement of 1887.	Number of years in full course of study.	Are the graduates of your school admitted to practice in the State without further examination?	Library.		Amount of matriculation fee.	Amount of graduation fee.
				Number of resident professors and instructors.	Number of non-resident professors and instructors.	Present number.	Number of present students who have received a degree in letters or science.				Number of bound volumes.	Number of unbound pamphlets.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
2. UNDERGRADUATE REGULAR—cont'd.														
88 Nashville, Tenn.	Mohrrey Medical Department of Central Tennessee College.	G. W. Hubbard, M. D., dean.	1876	10	0	54	7	10	3	Yes.	400	3,000	\$0	\$10
89 Burlington, Vt.	Medical Department, University of Vermont.	A. P. Grinnell, M. D., dean.	1854	9	7	190	19	53	3	Yes.	.....	.....	5	25
90 Richmond, Va.	Medical College of Virginia.	J. S. D. Cullen, M. D., dean.	1838	18	0	74	2	15	2	No.	.....	.....	5	30
91 University of Virginia, Va.	Medical Department, University of Virginia.	Charles S. Venable, LL. D., chairman of the faculty.	1825	6	0	.....	.....	16	.....	No.	.....	.....	25	20
3. UNDERGRADUATE ECLECTIC.														
92 Oakland, Cal.	California Medical College*.....	D. Maclean, M. D.	1879	9	0	26	.....	14	3	.....	.....	.....	5	30
93 Atlanta, Ga.	Georgia College of Eclectic Medicine and Surgery.	A. G. Thomas.	1885	8	1	68	.....	19	2	Yes.	.....	.....	5	25
94 Chicago, Ill.	Bennett College of Eclectic Medicine and Surgery.	Milton Jay, M. D., dean.	1868	20	.....	112	72	43	3	Yes.	.....	.....	5	25
95 Indianapolis, Ind.	Indiana Eclectic Medical College.	L. Abbott, M. D., dean.	1880	13	0	21	10	10	3	Yes.	50	300	5	25
96 Des Moines, Iowa.	Iowa Medical College.	G. T. Carpenter, president.	1881	8	5	56	5	18	2	Yes.	.....	.....	5	25
97 Des Moines, Iowa.	King Eclectic Medical College.	O. H. P. Shoemaker, M. D.	1883	8	10	36	2	2	3	Yes.	.....	.....	5	25
98 St. Louis, Mo.	American Medical College.	E. Younkin, M. D., dean.	1873	11	0	33	7	7	3	Yes.	97	.....	5	30
99 New York, N. Y.	Eclectic Medical College of the City of New York.	George W. Boskowitz, M. D.	1865	12	8	92	8	15	3	Yes.	625	2,800	5	25
100 Cincinnati, Ohio.	American Eclectic Medical College.	Benjamin K. Malby.	1879	9	3	18	0	8	3-5	Yes.	0	0	5	25
101 Cincinnati, Ohio.	Eclectic Medical Institute.	John M. Scudder, M. D.	1834	9	0	257	.....	63	3	Yes.	(a)	(a)	5	25

4. UNDERGRADUATE HOMOEOPATHIC.															
102	San Francisco, Cal.....	Hahnemann Medical College of San Francisco.	C. B. Currier, M. D.....	1884	17	2	28	0	7	3	Yes	200	1,000	5	40
103	Chicago, Ill.....	Chicago Homoeopathic Medical College.	J. R. Kippax, M. D., secretary.	1876	20	0	131	13	45	3	Yes.	.....	.....	5	25
104	Chicago, Ill.....	Hahnemann Medical College and Hospital.	D. S. Smith, M. D.....	1853	16	0	212	.....	92	3	Yes.	.....	.....	5	25
105	Iowa City, Iowa.....	Homoeopathic Medical Department, State University of Iowa.	Charles A. Schaeffer, Ph. D., president.	1877	4	2	37	.....	14	2-3	Yes.	.....	.....	5	25
106	Boston, Mass.....	Boston University School of Medicine.	I. T. Talbot, M. D.....	1873	30	6	106	15	28	3-4	Yes.	2,300	2,000	5	30
107	Ann Arbor, Mich.....	Homoeopathic Medical College of the University of Michigan.	Henry L. Obetz, M. D., dean.....	1875	8	0	62	6	.....	3	.....	(b)	(b)	10	10
108	St. Louis, Mo.....	Homoeopathic Medical College of Missouri.	Scott B. Parsons, M. D.....	1857	14	0	40	.....	14	3	Yes.	.....	.....	5	25
109	Lincoln, Nebr.....	University of Nebraska, College of Homoeopathic Medicine.*	Bartlett L. Paine, M. D.....	1883	6	0	9	.....	4	.....	.....	.....	.....	.....	.....
110	New York, N. Y.....	New York Homoeopathic Medical College.	T. F. Allen, M. D., LL. D.....	1860	29	.....	141	.....	41	3	Yes	300	250	5	30
111	New York, N. Y.....	New York Medical College and Hospital for Women.	Mrs. Clemence S. Lozier, M. D., dean.	1863	.....	21	27	.....	10	3	Yes.	169	775	5	30
112	Cincinnati, Ohio.....	Fulton Medical College.....	J. D. Buck, M. D., dean.....	1871	13	2	75	10	19	3	Yes.	800	.....	5	30
113	Cleveland, Ohio.....	Homoeopathic Hospital College.....	John C. Sanders, A. M., M. D., dean.	1849	13	0	90	.....	20	3	Yes.	2,000	3,000	5	30
114	Philadelphia, Pa.....	Hahnemann Medical College and Hospital.	A. R. Thomas, M. D., dean.....	1848	23	0	180	15	48	3	Yes.	6,288	7,630	5	30
5. UNDERGRADUATE PHYSIO-MEDICAL.															
115	Indianapolis, Ind.....	Physio-Medical College of Indiana.....	E. Anthony, M. D.....	1873	6	6	26	20	.....	2	Yes.	150	600	5	25
6. GRADUATE.															
116	Chicago, Ill.....	Chicago Ophthalmic College.....	J. E. Harper, A. M., M. D.....	1886	10	0	25	.....	14	(d)	.....	0	0	5	0
117	Chicago, Ill.....	Chicago Polyclinic*.....	William T. Bedford.....	1886	56	0	.....	.....	.....	(e)	.....	.....	.....	.....	.....
118	St. Louis, Mo.....	St. Louis Post-Graduate School of Medicine.	Dr. W. A. Hardaway.....	1885	10	.....	53	.....	.....	(e)	No.	.....	.....	.....	.....
119	New York, N. Y.....	New York Polyclinic.....	J. A. Wyeth, M. D., dean.....	1882	44	.....	315	.....	.....	(f)	.....	626	300	.....	.....
120	New York, N. Y.....	New York Post-Graduate Medical School and Hospital.*	D. B. St. John Roosa, M. D., LL. D.	1882	45	0	160	.....	.....	.....	.....	.....	.....	.....	.....
121	Philadelphia, Pa.....	Auxiliary Department of Medicine, University of Pennsylvania.	William Pepper, M. D., LL. D.....	1865	6	.....	8	.....	.....	.....	.....	.....	.....	10	.....
122	Philadelphia, Pa.....	Philadelphia Polyclinic and College for Graduates in Medicine.	Dr. R. J. Lewis.....	1882	24	0	.....	.....	.....	.....	.....	.....	.....	.....	.....
7. DENTAL.															
123	San Francisco, Cal.....	Dental Department (University of California).	C. L. Goddard, A. M., D. D. S.....	1882	15	3	33	0	12	3	Yes.	20	100	5	30

* From the Report of the Commissioner of Education for 1885-86.

b Included in the library of the regular medical school.

c For residents of Michigan; \$25 for non-residents.

d Three months.

e Six weeks' course.

f Course from four weeks to one year.

a Library burned.

TABLE 64. — *Statistics of schools of medicine, of dentistry, and of pharmacy for 1886-87, etc.*—PART I—Continued.

Location.	Name.	President or Dean.	Year in which institution was first opened for instruction.	Faculty.		Students.		Number of years in full course of study.	Are the graduates of your school admitted to practice in the State without further examination?	Library.		Amount of matriculation fee.		Amount of graduation fee.	
				Number of resident professors and instructors.	Number of non-resident professors and instructors.	Present number.	Number of present students who have received a degree in letters or science.			Number of bound volumes.	Number of unbound pamphlets.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
7. DENTAL—continued.															
124	Washington, D. C.	Dental Department, National University.	1884	18					2				\$5	\$30	
125	Washington, D. C.	Howard University, Dental Department.	1887	4	6	11		6	2	Yes.			5	0	
126	Chicago, Ill.	American College of Dental Surgery.	1886	12	2	35	3	3	3	Yes.			5	25	
127	Chicago, Ill.	Chicago College of Dental Surgery.	1883	10	17	113	3	37	2	Yes.	30	80	5	5	
128	Chicago, Ill.	North-western College of Dental Surgery.	1885	7	23	23		1	2	Yes.	55	27	5	0	
129	Indianapolis, Ind.	Indiana Dental College.	1879	5	0	30		14	2	Yes.			5	25	
130	Iowa City, Iowa.	Dental Department, State University of Iowa.	1882	1	3	56		24	2	Yes.			5	25	
131	Louisville, Ky.	Louisville College of Dentistry, Department of Central University.	1886	11	8	17		11	3	Yes.			5	30	
132	Baltimore, Md.	Baltimore College of Dental Surgery.	1849	8	20	123	25	47	2	Yes.	0		5	30	
133	Baltimore, Md.	University of Maryland, Dental Department.	1897	16	10	125	85	51	2	Yes.			5	30	
134	Boston, Mass.	Boston Dental College.	1863	15	0	65	2	8	3	No.	200	100	5	0	
135	Boston, Mass.	Harvard University, Dental Department.	1868	11	10	28	2	14	3	No.			0	0	
136	Ann Arbor, Mich.	Dental College of the University of Michigan.	1874	6		91	2		3		404		\$10	10	
137	Minneapolis, Minn.	Minneapolis Hospital College, Dental Department.	1883	15		30	2	4	2	Yes.			5	25	

TABLE 64.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1886-87, etc.—PART I—Continued.

Location.	Name.	President or dean.	Year in which institution was first opened for instruction.	Faculty.		Students.		Number of graduates at commencement of 1887.	Number of years in full course of study.		Are the graduates of your school admitted to practice in the State without further examination?	Library.		Amount of matriculation fee.	Amount of graduation fee.
				Number of resident professors and instructors.	Number of non-resident professors and instructors.	Present number.	Number of present students who have received a degree in letters or science.					Number of bound volumes.	Number of unbound pamphlets.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	15
8. PHARMACEUTICAL—continued.															
165 Albany, N. Y.	Albany College of Pharmacy (Union University).	A. B. Husted, secretary of board of trustees.	1881	3	0	52	.....	17	2	No.	.....	.....	.....	3	10
166 Buffalo, N. Y.	Department of Pharmacy, University of Buffalo.	D. S. Kellicott.	1886	5	2	50	.....	1	2	Yes.	34	.....	.....	3	10
167 New York, N. Y. (209-213 East Twenty-third Street).	College of Pharmacy of the City of New York.	Ewen McIntyre, ph. c.	1829	10	0	231	.....	81	2	Yes.	1,585	3,000	.....	0	10
168 Cincinnati, Ohio (South-west Corner Fifth and John Streets).	Cincinnati College of Pharmacy.	J. F. Judge, M. D., secretary.	1870	5	.....	98	.....	22	4	.....	300	.....	.....	0	10
169 Philadelphia, Pa.	Philadelphia College of Pharmacy.	John M. Maisch, PHAR. D.	1821	7	0	580	.....	147	2	No.	3,600	.....	.....	5	15
170 Pittsburg, Pa.	Pittsburg College of Pharmacy.	George A. Kelly.	1878	.....	4	45	7	7	2	No.	.....	.....	.....	4	10
171 Nashville, Tenn.	Department of Pharmacy, Vanderbilt University.	J. M. Safford.	1875	6	.....	46	2	13	4	Yes.	.....	.....	.....	10	5
172 Madison, Wis.	Department of Pharmacy, University of Wisconsin.	T. C. Chamberlin, A. M., PH. D.	1883	4	0	47	.....	14	2	Yes.	.....	.....	.....	5	3
9. VETERINARY SCHOOLS.															
173 Chicago, Ill.	Chicago Veterinary College.	R. J. Withers, M. D., V. S.	1883	11	.....	55	48	26	2	Yes.	.....	20	75	5	10
174 Boston, Mass. (50 Village Street).	Veterinary Department, Harvard University.	C. W. Elliot, LL. D.	1883	11	9	25	2	10	3	.....	.....	.....	.....	5	30
175 Minneapolis, Minn.	North-western Veterinary College.	C. C. Lyford, M. D., C. M., B. S., V. S.	1881	7	1	5	3	3	3	Yes.	.....	70	40	5	10

176	New York, N. Y.	American Veterinary College.....	A. F. Liantard, M.D., V.M.	1875	.....	18	134	.....	44	2	Yes	150	300	5	25
177	New York, N. Y.	New York College of Veterinary Sur- geons.	W. T. White, M.D.	1857	.....	19	.....	.....	.....	2	.....	.....	.....	5	25
178	Philadelphia, Pa.	Veterinary Department, University of Pennsylvania.	Rush Shippen Huidekoper, M. D.	1883	.....	13	49	.....	10	3	Yes	.....	.....	5	0

27	Medical Department, University of Iowa.	33					42	Yes.	No.	Yes.	0
28	College of Physicians and Surgeons	50	50,000				57	Yes.	No.	Yes.	0
29	Hospital College of Medicine (Central University)	75	15,000			6,000	25	Yes.	No.	Yes.	0
30	Kentucky School of Medicine	50				15,000		Yes.	Yes.	Yes.	0
31	Louisville Medical College*	75					85				
32	University of Louisville Medical Department*	75	150,000				81				
33	Medical Department, Tulane University of Louisiana.	130					57	Yes.	Yes.	No.	0
34	Medical School of Maine at Bowdoin College	78	25,000	2,500	150	6,129	20	No.	Yes.	No.	0
35	Baltimore Medical College.	100	35,000	0	0	7,000	10	Yes.	Yes.	No.	0
36	Baltimore University School of Medicine	120	15,000	0	0	4,951	18	No.	No.	Yes.	285
37	College of Physicians and Surgeons	125				24,000	90	Yes.	No.	No.	0
38	University of Maryland, School of Medicine	120	60,000	0	0	18,500	80	No.	No.	No.	1,500
39	Woman's Medical College of Baltimore.	60					2	Yes.	No.	Yes.	0
40	College of Physicians and Surgeons	85	6500			1,500	8	Yes.	Yes.	No.	0
41	Harvard University Medical School	200		180,314	10,389	57,968	84	Yes.		Yes.	0
42	Department of Medicine and Surgery of the University of Michigan	225									
43	Detroit College of Medicine	60	45,000	0	0	8,865	33	Yes.	No.	Yes.	0
44	Minnesota Hospital College	40	35,000			3,500	15	Yes.	No.	Yes.	0
45	Minneapolis College of Physicians and Surgeons.	45				900	1	Yes.	Yes.	Yes.	0
46	St. Paul Medical College	55	25,000			2,200	1	Yes.	Yes.	Yes.	0
47	Medical Department, University of Missouri*	70					3				
48	Kansas City Medical College	50					10				
49	Medical Department, University of Kansas City*	40					17			Yes.	0
50	North-western Medical College of St. Joseph.	45					13			Yes.	0
51	St. Joseph Hospital Medical College	50	4,500			1,500	6	Yes.	No.	Yes.	125,000
52	Beaumont Hospital Medical College	70	18,000			3,750	18	Yes.	No.	Yes.	0
53	Missouri Medical College.	70						No.	No.	Yes.	0
54	St. Louis Medical College.	90	40,000	0	0	8,000	27	Yes.	No.	No.	0
55	St. Louis College of Physicians and Surgeons	50	13,000	0	0	2,800	24	Yes.	No.	Yes.	0
56	University of Nebraska, College of Medicine	0					5	Yes.	No.	Yes.	0
57	Omaha Medical College.	55	20,000	0	0		7	Yes.	Yes.	Yes.	0
58	Dartmouth Medical College	77					20	Yes.	No.	Yes.	0
59	Albany Medical College (Union University)	100	77,000	-6,000	350	9,776	37	No.	No.	Yes.	0
60	Long Island College Hospital *	60					52				
61	Medical Department, University of Buffalo.	100	75,000	0	0		52	Yes.	No.	No.	0
62	Medical Department, Niagara University	75						Yes.	Yes.	No.	0
63	Bellevue Hospital Medical College	75-505	100,000	0	0	44,750	134	No.	No.	No.	6,000
64	College of Physicians and Surgeons in the City of New York (Columbia College).	654						Yes.		Yes.	0
65	Medical Department, University of the City of New York.	140	300,000	0	0		151	Yes.	Yes.	Yes.	100,000
66	Woman's Medical College of the New York Infirmary.	100	6800	0	0	2,518	8	Yes.	Yes.	Yes.	0
67	College of Medicine of Syracuse University	100	10,000	5,000	300	3,300	9	Yes.	No.	Yes.	0
68	Leonard Medical School.	60	50,000	5,000	250			Yes.	Yes.	Yes.	2,000
69	Cincinnati College of Medicine and Surgery	55	15,000					Yes.	No.	Yes.	0
70	Medical College of Ohio	75	5,000				71	No.	No.	Yes.	0
71	Miami Medical College.	75					29	Yes.	No.	Yes.	0
72	Medical Department, University of Wooster.	50	250,000				43	No.	Yes.	No.	0
73	Western Reserve University, Medical Department	75	32,500	0	0		18	Yes.	No.	No.	11,100
74	Columbus Medical College	55				3,142			No.	No.	0

* From the Report of the Commissioner of Education for 1885-86.

a Apparatus only.

^b For residents of Michigan; \$35 for non-residents.

TABLE 64.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1886-87, etc.—PART II—Continued.

Name.	16	17	18	19	20	21	22	23	24	25	26
Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts from tuition and other fees.	Total number of degrees conferred during last year.	Is chemical work obligatory on students?	Is a knowledge of medical botany essential to a diploma?	Instruction in anatomical drawing?	Is there any examination for admission?	Benefactions.	
2. UNDERGRADUATE REGULAR—continued.											
Starling Medical College*.....	\$50	\$200,000			\$905	28	Yes.	Yes.	Yes.	Yes.	
North-western Ohio Medical College.....	40			\$300	2,210	5	Yes.	No.	Yes.	Yes.	
Toledo Medical College.....	45	1,000	\$5,000	0	2,600	11	Yes.	Yes.	Yes.	Yes.	\$30,000
Medical Department, Willamette University.....	130	40,000	0			7	Yes.	No.	Yes.	No.	100,000
Jefferson Medical College.....	140						Yes.	Yes.	Yes.	No.	
University of Pennsylvania, Medical Department.....	150	175,000	52,500	2,588	55,373	99	Yes.	Yes.	No.	Yes.	21,000
Medico-Chirurgical College of Philadelphia.....	80	25,000		6,000	4,000	15	No.	No.	Yes.	Yes.	
Woman's Medical College of Pennsylvania.....	81	60,000	95,000	0		30	Yes.	No.	Yes.	Yes.	
Western Pennsylvania Medical College.....	100	25,000	0	0	8,000	21	Yes.	No.	Yes.	Yes.	
Medical College of the State of South Carolina.....	100	10,000	0	0	4,000	18	No.	No.	No.	No.	0
Memphis Hospital Medical College (South-western Baptist University)*.....	50					37					
Medical Department of the University of Nashville and of Vanderbilt University.....	85	100,000			16,000	81	No.	Yes.			
Medical Department, University of Tennessee.....	75	3,500			1,200	72	No.	No.	No.	Yes.	0
Meharry Medical Department of Central Tennessee College.....	20	15,000	5,500	300	350	10	Yes.	Yes.	No.	Yes.	1,700
Medical Department of the University of Vermont.....	75	20,000	1,000		12,000		Yes.	No.	No.	No.	1,000
Medical College of Virginia.....	135	50,000	6,100	4,000	6,100	15	Yes.	Yes.	Yes.	No.	
Medical Department, University of Virginia.....	110					16	Yes.		No.		
3. UNDERGRADUATE ECLECTIC.											
California Medical College*.....	120					14	No.	No.		Yes.	
Georgia College of Eclectic Medicine and Surgery.....	70	3,500			1,675	1	No.	No.	No.	No.	
Bennett College of Eclectic Medicine and Surgery.....	75	75,000			6,700	43	Yes.	Yes.	Yes.	Yes.	
Indiana Eclectic Medical College.....	50				1,250	10	Yes.	Yes.	Yes.	Yes.	0
Iowa Medical College.....	45					18	Yes.	Yes.	Yes.	Yes.	0
King Eclectic Medical College.....	25	25,000				2	Yes.	Yes.	Yes.	Yes.	
American Medical College.....	100	1,000				7	Yes.	Yes.	Yes.	Yes.	
Eclectic Medical College of the City of New York.....	100	46,000			12,844	15	Yes.	Yes.	No.	Yes.	300

TABLE 64.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1886-87, etc.—PART II—Continued.

Name.	16	17	18	19	20	21	22	23	24	25	26
	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts from tuition and other fees.	Total number of degrees conferred during last year.	Is chemical work obligatory on students?	Is a knowledge of medical botany essential to a diploma?	Instruction in anatomical drawing?	Is there any examination for admission?	Benefactions.
7. DENTAL—continued.											
135 Harvard University, Dental Department.....	{ \$50 } { 150-200 } 625	.....	\$2, 106	\$105	\$8, 093	14	.....	.....	.....	Yes....	\$80
136 Dental College of the University of Michigan.....	63	.....	.....	.....	1, 120	4	Yes....	No....	No....	Yes....	.....
137 Minneapolis Hospital College, Dental Department.....	50	.....	.....	.....	.....	8	Yes....	Yes....	No....	Yes....	.....
138 St. Paul Medical College, Department of Dentistry.....	60	.....	.....	.....	3, 244	7	Yes....	No....	No....	Yes....	.....
139 Kansas City Dental College.....	90	.....	.....	.....	20, 805	51	No....	No....	No....	Yes....	0
140 Missouri Dental College.....	145	686, 000	0	0	10, 000	79	Yes....	No....	No....	Yes....	0
141 New York College of Dentistry.....	75	13, 000	.....	.....	16, 000	50	Yes....	No....	No....	Yes....	.....
142 Ohio College of Dental Surgery.....	100	0	.....	.....	10, 500	39	Yes....	No....	No....	Yes....	.....
143 Pennsylvania College of Dental Surgery.....	100	.....	.....	.....	.....	22	Yes....	No....	No....	Yes....	710
144 Philadelphia Dental College and Hospital of Oral Surgery*.....	100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
145 University of Pennsylvania, Dental Department.....	50	.....	.....	.....	200	3	Yes....	No....	No....	Yes....	.....
146 Dental Department, University of Tennessee.....	30	600	.....	.....	.....	.....	.....	.....	.....	.....	.....
147 School of Dentistry, Meharry Medical Department, Central Tennessee College.....	50	40, 000	.....	.....	7, 500	17	No....	Yes....	Yes....	No....	.....
148 Vanderbilt University, Department of Dentistry.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8. PHARMACEUTICAL.											
149 California College of Pharmacy (University of California).....	50	12, 000	0	0	2, 778	9	No....	Yes....	No....	Yes....	0
150 National College of Pharmacy.....	.....	.....	.....	.....	.....	10	.....	.....	.....	.....	.....
151 Pharmaceutical College of Howard University.....	50	.....	.....	.....	.....	6	Yes....	Yes....	Yes....	Yes....	.....
152 Chicago College of Pharmacy.....	65	75, 000	.....	.....	18, 000	58	Yes....	Yes....	Yes....	Yes....	.....
153 Illinois College of Pharmacy (North-western University).....	65	7, 000	.....	.....	6, 000	12	Yes....	Yes....	Yes....	Yes....	.....
154 School of Pharmacy, Purdue University.....	.....	.....	.....	.....	.....	4	Yes....	No....	Yes....	Yes....	.....
155 Iowa College of Pharmacy.....	36	.....	.....	.....	.....	2	Yes....	Yes....	No....	Yes....	.....
156 Pharmaceutical Department of the State University of Iowa.....	63	.....	.....	.....	.....	1	Yes....	Yes....	No....	Yes....	0
157 Louisville College of Pharmacy.....	40-70	8, 000	.....	.....	2, 200	11	Yes....	Yes....	No....	Yes....	.....
158 Louisville School of Pharmacy for Women.....	30	.....	.....	.....	280	62	Yes....	Yes....	No....	Yes....	0

	Class in Pharmacy of the Medical Department of the Tulane University of Louisiana.....	40	40,000	200	8	14,400	14	Yes...	No...	No...	0
159	Maryland College of Pharmacy.....	36	40,000	200	8	14,400	32	Yes...	No...	Yes...	0
160	Massachusetts College of Pharmacy.....	60	85,000	200	8	14,400	32	Yes...	No...	Yes...	0
161	School of Pharmacy of the University of Michigan.....	a25	0	0	0	765	1	Yes...	Yes...	Yes...	0
162	Minnesota College of Pharmacy.....	40	10,000	0	0	765	44	Yes...	Yes...	Yes...	0
163	St. Louis College of Pharmacy.....	56	10,000	0	0	765	44	Yes...	Yes...	Yes...	0
164	Albany College of Pharmacy (Union University).....	30	1,200	0	0	1,923	17	Yes...	No...	Yes...	650
165	Department of Pharmacy, University of Buffalo.....	30	1,200	0	0	1,923	17	Yes...	No...	Yes...	0
166	College of Pharmacy of the City of New York.....	50	74,800	18,000	1,300	19,000	81	Yes...	No...	Yes...	0
167	Cincinnati College of Pharmacy.....	55	20,000	0	0	12,000	22	Yes...	No...	Yes...	0
168	Philadelphia College of Pharmacy.....	36	125,000	0	0	12,000	7	No...	No...	No...	0
169	Pittsburg College of Pharmacy.....	36	125,000	0	0	12,000	7	No...	No...	No...	0
170	Department of Pharmacy, Vanderbilt University.....	50	(c)	(d)	(d)	(d)	13	Yes...	Yes...	Yes...	0
171	Department of Pharmacy, University of Wisconsin.....	50	(c)	(d)	(d)	(d)	14	Yes...	Yes...	Yes...	0
172	Department of Pharmacy, University of Wisconsin.....	(e)									
9. VETERINARY SCHOOLS.											
173	Chicago Veterinary College.....	100	100	100	100	100	26	No...	No...	Yes...	0
174	Veterinary Department, Harvard University.....	100	100	100	100	100	10	Yes...	Yes...	Yes...	0
175	Northwestern Veterinary College.....	50	5,000	1	1	250	1	Yes...	Yes...	Yes...	0
176	American Veterinary College.....	110	5,000	1	1	250	44	Yes...	No...	Yes...	0
177	New York College of Veterinary Surgeons.....	40	45,000	45,000	45,000	45,000	10	Yes...	Yes...	Yes...	3,000
178	Veterinary Department, University of Pennsylvania.....	100	45,000	45,000	45,000	45,000	10	Yes...	Yes...	Yes...	3,000

* From the Report of the Commissioner of Education for 1885-86.

d Included in the report of Vanderbilt University.

e Free to residents of the State; \$25 for non-residents.

f Includes \$14,797 hospital and forge fees, and \$1,110 subscriptions to veterinary hospital.

b Apparatus only.

c Certificates of proficiency.

Memoranda to Table 64.

Location.	Name.	Remarks.
Boulder, Colo.....	School of Pharmacy in the Department of Medicine of the University of Colorado.	No information received.
Chicago, Ill.....	Physio-Medical Institute.....	Mail returned.
Chicago, Ill.....	Post Graduate Medical School of Chicago.....	Mail returned.
Lawrence, Kans.....	Medical Department, University of Kansas.....	No information received.
Baltimore, Md.....	Medical Department, Johns Hopkins University.....	No information received.
Minneapolis, Minn.....	Medical Department, University of Minnesota.....	No instruction offered at present.
Chapel Hill, N. C.....	Medical Department, University of North Carolina.....	No information received.
Chapel Hill, N. C.....	Department of Pharmacy, University of North Carolina.....	No information received.
Memphis, Tenn.....	Memphis School of Pharmacy.....	No information received.

CHAPTER XI.

DEGREES CONFERRED.

Table 65 presents the results of an analysis of bachelors' degrees, or other first degrees, conferred in course by colleges for men or for both sexes, and by schools of science, as reported to the Office in 1885-86.

The distribution of degrees is shown for the five geographical sections and for the three classes of institutions considered.

TABLE 65.—*Analysis of bachelors' degrees.*

Division.	Degrees.											
	Total number conferred.	Ratio of A. B. degrees to the total number.	Ratio of B. S. degrees to the total number.	Ratio of Ph. B. degrees to the total number.	Ratio of B. L. degrees to the total number.	Ratio of technical degrees to the total number.	Class of institutions conferring.	Percentage of A. B. degrees conferred.	Percentage of B. S. degrees conferred.	Percentage of Ph. B. degrees conferred.	Percentage of B. L. degrees conferred.	Percentage of technical degrees conferred.
North Atlantic	2,144	69	15	6	1	9	{ Classical colleges..... Agricultural colleges... Scientific schools.....	99 1 0	61 10 29	100 0 0	100 0 0	57 7 36
South Atlantic	298	73	11	9	4	3	{ Classical colleges..... Agricultural colleges... Scientific schools.....	99 1 0	41 59 0	100 0 0	100 0 0	100 0 0
South Central	316	57	29	5	3	6	{ Classical colleges..... Agricultural colleges... Scientific schools.....	95 5 0	45 55 0	100 0 0	100 0 0	100 0 0
North Central . . .	1,338	50	26	8	10	6	{ Classical colleges..... Agricultural colleges... Scientific schools.....	100 0 0	79 15 6	100 0 0	100 0 0	82 18 0
Western.....	79	20	53	22	4	1	{ Classical colleges..... Agricultural colleges... Scientific schools.....	100 0 0	95 3 2	100 0 0	100 0 0	0 0 100

Table 66 presents the statistical summary of all degrees conferred in seminaries for women, colleges and universities, schools of science, and professional schools, as reported to the Office in 1886-87.

TABLE 66.—Statistical summary of all degrees conferred.

[illegible]

[illegible]

TABLE 66.—*Statistical summary of all degrees conferred—Continued.*

State and class.	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.
Nebraska.....	36		14		6								16			
Classical and scientific colleges.....	20		14		6								16			
Professional schools.....	16															
New Hampshire.....	99	12	55	8	24							1	20			3
Classical and scientific colleges.....	79	12	55	8	24							1	20			3
Professional schools.....	20															
New Jersey.....	382	10	193	4	94		2	1			94	2				2
Classical and scientific colleges.....	279	10	185	4	94		2					2				2
Colleges for women.....	9		8					1			94					
Professional schools.....	94															
New York.....	1,343	47	339	5	183		39	6			33	22	703		46	14
Classical and scientific colleges.....	556	47	335	5	182		39	6				22				14
Colleges for women.....	5		4		1								703		46	
Professional schools.....	782										33					
North Carolina.....	113	11	88		8		8	4	3			6	6			1
Classical and scientific colleges.....	86	11	64		8		8	4				6	6			1
Colleges for women.....	27		24						3							
Ohio.....	892	51	356	19	93	1	45	2			58	23	254		86	6
Classical and scientific colleges.....	488	51	350	19	93	1	45	2				23				6
Colleges for women.....	6		6										254		80	
Professional schools.....	398										58					
Oregon.....	22	4	3		5							1	7		7	3
Classical and scientific colleges.....	10	4	3		5							1			2	3
Professional schools.....	12												7		5	

	1,253	102	495	40	210	8	34	8	68	36	398	48	10
Pennsylvania.....													
Classical and scientific colleges.....	708	102	495	40	210	8	34	8	29	36	368	48	10
Professional schools.....	485								39				
Rhode Island.....													
Classical and scientific colleges.....	68	3	63				5			1			2
South Carolina.....													
Classical and scientific colleges.....	68	3	63				5			1			2
Colleges for women.....	108	4	52	2	14		1		2	1	18	21	1
Professional schools.....	67	4	43	2	14		1					9	1
Tennessee.....	32		9						2		18	12	
Classical and scientific colleges.....	564	24	166	9	48		16	1	22	10	255	57	4
Colleges for women.....	153	24	84	9	48		16	1	5	10			4
Professional schools.....	329		82						17		255	57	
Texas.....	41	2	18		3					2		20	
Classical and scientific colleges.....	21	2	18		3					2			
Professional schools.....	20											20	
Vermont.....	13	6	10	1	3	1				2			2
Classical and scientific colleges.....	11	6	8	1	3	1				2			2
Colleges for women.....	2		2										
Virginia.....	219	14	104	1	34		4		20	9	31	26	4
Classical and scientific colleges.....	133	14	87	1	34		4			9		8	4
Colleges for women.....	17		17						20		31	18	
Professional schools.....	69												
Washington.....	3		3										
Classical and scientific colleges.....	3		3										
West Virginia.....	10	1	1							1		9	
Classical and scientific colleges.....	1	1	1							1			
Professional schools.....	9											9	
Wisconsin.....	162	19	58	8	26		4		18	10	14	42	1
Classical and scientific colleges.....	88	19	53	8	26		4			10			1
Professional schools.....	74								18		14	42	

CHAPTER XII.

MANUAL AND INDUSTRIAL TRAINING.

I. MANUAL TRAINING AND INDUSTRIAL DEPARTMENTS IN THE PUBLIC SCHOOLS.—Purpose—Location, equipment, and course of training—Coördination with the other studies of the system—Cost—Results—Opinions of superintendents as to the advisability of introducing manual training into the public schools—Industrial training in schools for the deaf; in schools for the blind; in reform schools; in schools for the feeble-minded; in Indian schools; in colored schools—Societies for the promotion of manual training. **II. MANUAL TRAINING AND TRADE SCHOOLS.**—St. Louis manual training school—Chicago manual training school—Baltimore manual training school—Other manual training schools—New York trade schools—Statistics of manual training schools (Table 67)—Summary of statistics of industrial schools (Table 68)—Statistics of industrial schools (Table 69).

I. MANUAL TRAINING AND INDUSTRIAL DEPARTMENTS.

IN THE PUBLIC SCHOOLS.

The introduction of manual training as a public school study may be said to be yet in the experimental stage, rendering an exposition of its condition less complete and more difficult than an account of the more thoroughly organized branches of the system of public schools. The recent addition of the study, however, invites inquiry as to the objects to be attained by its introduction, the methods of accomplishing them, the cost entailed, and the results; while the agitation against the so-called overloaded curriculum of the upper grades of the public schools calls for an examination of the manner of interpolating a study new in a twofold sense into that curriculum. The reports of the city superintendents and other school officials have therefore been examined with reference to these heads of inquiry; for no better testimony, it is thought, could be obtained than that of the agents of the people at whose expense the new study has been introduced and is supported.

Purpose.—In Portland, Me., the superintendent of the city schools was encouraged by a petition signed "by all to whom it was presented," to ask the city council for a grant of \$1,500 to establish a manual training school, because "the belief is gaining ground in our own country, as well as in other countries, that youth should be educated in the use of the tools of industry as well as in books; and in other cities it has been found by trial that this can be done during school life without impeding other studies." Considerations of a fiscal nature sent the matter over for a year. The school committee of Springfield, Mass., say: "It has been and will continue to be the aim of the committee to bring the course of study in the schools into harmony with the best and most practical educational methods known, in order that the analytical, reasoning, and constructive powers of the scholars may be developed, that they may become familiar with practical things and leave school * * * equipped with knowledge * * * that will be useful to them in whatever honest occupation they may follow. As nearly 95 per cent. of the scholars who go out from the schools will from necessity become engaged in some kind of manual labor, it is important that manual training should have an established place in our school system." In New Haven, Conn., it is considered "as a protest against the teaching of mere words, and makes its eloquent appeal for recognition on the ground that it supplies an element in education that has been almost entirely lacking."

In his report for 1885-86, the superintendent of the Newburg, N. Y., schools, after remarking "that drawing gives the qualifications of a good mechanic except the practice," continues: "These views have long been held by the board of education of the city of Newburg, and in order more fully to carry out the ideas involved therein, this board has established a manual training school for the more perfect and symmetrical development of the hand and eye. A most weighty and practical reason for this is that by far the greater number of pupils must after leaving school get their living and employment by the use of their hands and eyes. * * * Primarily, the aim of the manual training school is to train the hands of the pupils, to give them the power of doing."

In their matter-of-fact and otherwise very valuable report on manual training in the common schools, the committee on course of study and school books of the board of education, New York City, after noting that the leading purpose of manual instruction in Europe "is to foster industrial skill," and "only incidental reference is had in most cases to its general educational, disciplinary, and intellectual relations," that "it has long been a matter of deep regret, and even of apprehension, that a large proportion of our young people are growing up with a positive distaste for manual labor;" that the introduction of manual training "into many of the schools and higher educational institutions of the country, has already begun to exert an influence towards bringing about a better state of things;" and that a wide gap exists "between the kindergarten and the high school," arrived at this, the first of several conclusions: "That the introduction of what is generally known as manual training would be an improvement to our present course of study." "Instruction in drawing," they continue, "and the introduction of object-teaching have proved of the greatest advantage, and lead directly and naturally to those subjects and methods now under discussion;" and "it has come to be generally recognized as true that a certain amount of *work*, some application of mental power through the bodily powers, some production of physical results of thought and intention, implying the training of the senses, especially through the hand and the eye, are needed to produce a well-trained mind."

At Minneapolis, Minn., "An important reason for introducing industrial training into the public schools is found in the wide-spread distaste for manual labor. Serious apprehensions may well be aroused in view of the large number of youth growing up to manhood, not only without a handicraft, but even disdaining such an occupation," and "One of the practical benefits which may be expected from the introduction of manual training into the schools is the furnishing of superior foremen and superintendents for our various industries. The apprentice system is a thing of the past." * * * In no way can men be more successfully fitted for these responsible positions, than by combining with a thorough intellectual discipline, early familiarity with the principles of mechanics and the use of tools." In the course of his comments on the recent introduction of manual training in the schools of St. Paul, Minn., the superintendent remarks: "The coördination of mental and manual training to its practical limit in our public schools, will foster an industrial spirit and bring to the surface, not intellectual strength but a genius adapted to this kind of education. That there is in our schools a large amount of undeveloped skill will surely be seen as soon as an opportunity is given, and which has heretofore been clearly demonstrated in the work which has already been done under the general subject of drawing." The object at Omaha, Nebr., among the first to introduce manual training, is not to teach "but to prepare the students for greater proficiency in a trade should they conclude to become mechanics."

Location, equipment, and course of training.—In four cities the school is located in the high-school building of the system, in three other cities it is situated in buildings of other grades. In Boston the present quarters are too small for proper instruction in carpentry, and on the vacation of the building now occupied by the Horace Mann School for the Deaf, the committee on manual training will ask for it. The course of instruction is invariably in wood-working—carpentry—given, as at Springfield, Mass., in 15 lessons of 45 problems, or, as at Mont Clair, N. J., in 40 graded lessons. In several instances the instruction is under the care of graduates of manual training schools, in others under a skilled mechanic who has had some experience in teaching. The equipment is almost invariably for about 10 or 20 students, and consists of carpenters' benches and the necessary tools. It is understood that the course of instruction is of 1 year, with the exception of Mont Clair where it is of 3.

Coördination with the other studies of the system.—Five of the seven school systems giving information on the subject have schools to which the students come especially to receive this instruction, not of course including the pupils attending schools occupying rooms in the same building in which the manual training school is located. One exception is the Minneapolis course, the manual training apparently being confined to the high school pupils, which perhaps would throw it into the category of manual training schools (see page 791). The classes, either 10 or 12 or 20, usually receive one lesson a week, generally occupying the half of a school day; at Omaha and Minneapolis instruction is given for over an hour daily, and at Mont Clair for the second and third grades for an hour semiweekly. The pupils are drawn from the high school or the upper grades of the grammar schools or both, except at Mont Clair, where the pupils of the high school and highest grammar grade are excluded.

Cost.—This is a very difficult question to discuss. The word "equipment" may include many things at one place not included by it at another, vitiating results as to per capita cost. Nor is this the only obstacle. In a public school the pupil or his fictitious representative "in average attendance" occupies the same desk every day of the school year; in these schools for manual training, only an hour or two every week, and then gives place to another. In Boston, for instance, the total cost for the first year for 200 pupils was \$2,500, a per capita cost of \$12.50 each, but as they were divided

into classes of 20, receiving a lesson a week, covering a half a day, the weekly attendance of 200 under such circumstances is merely equivalent to the attendance of 20 pupils for 5 full days; thus the per capita cost viewed in this light would be \$125. The cost for the last school year was \$7.50. It may be said that the cost of manual training as a part of the public school system should be dealt with as if it were a question as to the cost of grammar or geography. But, even ignoring the fact that the cost of the apartment in which manual instruction is given—and to which instruction it is wholly devoted—is not included as a part of the cost, it would be manifestly wrong to compare the per capita cost of a course in manual training in which a lesson of an hour is given daily to the same class, with the per capita cost of instructing the same class for half a school day once a week. At Springfield, Mass., the equipment cost \$503, or \$42 per capita (8 classes of twelve each, instructed once weekly), and the running expenses \$3.03, based on total number instructed. At Omaha the equipment cost \$2,129, and the expenses of running about \$18 a pupil, based on average attendance. At Mont Clair the expenses for equipment were \$350, those for 1886-87 \$1,000. The New York committee, in their report already referred to, compute that an outfit for a workshop will cost \$300, and running expenses, exclusive of teachers' salaries, \$80, to which must be added the cost of constructing or preparing a workroom, computed at \$100.

Results.—After giving some statistics of attendance in Boston, the superintendents will again be allowed to speak for themselves.

Of the 200 boys that began the course in the Boston school for the last school year, 49 dropped out, 33, or 17 per cent. of the whole number, from obtaining employment, 2 from dullness in their regular studies, and 4 were expelled for insubordination. In Springfield, Mass., the school committee ask for an appropriation of \$5,000 to extend the scope of the school "in view of the encouraging results of the experiment," and "it is the testimony of the principals of the high school and grammar schools that the time given to manual training has not retarded the pupils in their regular studies." In Mont Clair, N. J., the "boys show great diversity of talent, some becoming in a little time quite expert in tool handling, while others find it much more difficult." In New Haven, Conn., "some boys were heedless and seemed to lack the power of close attention and nice execution. The inability of some to use their hands at first and the decided gain in manual power exhibited after a few weeks of practice, furnish strong arguments in favor of such training."

In Newburg, N. Y., it is too soon to speak of results, but "the boys take to the work with enthusiasm, and many of them show unmistakable signs of becoming expert in the use of tools." The introduction of steam power is advised, and the intention to increase the equipment noted.

In Minneapolis, Minn., the principal of the high school remarks: "So far as can be judged from the work of the past term, the school is a success, and will continue to be more and more useful as experience shows better methods of management. This course seems to attract and hold boys who would at this stage of their work drop out of school if such course was not provided."

In Omaha, Nebr., the committee on manual training says: "We can not emphasize too strongly the value of this system, which we believe in time will come into general use." "On the whole," says the superintendent, "our experiment with a manual training department in our high school, as far as it has gone, must be considered a success. It has not interfered with the regular academic work, * * * and the progress of the boys in the mechanic arts has been satisfactory."

Industrial training for girls.—The courses of industrial training for girls are as yet sewing and cooking. With the thorough introduction of "construction" work, as contemplated at New York and Washington, D. C., for instance, the girls will receive instruction in the general principles governing the combination of elements into a harmonious whole, as well as in the specific duties of two branches of industry both eminently adapted to their sphere in domestic life, and also immediately useful. Sewing would appear to be excellently fitted for introduction into the school course, since from its nature the students are not required to leave the class-room while under instruction; and although the superintendents of the evening schools of Brooklyn, N. Y., advocate the congregation of those who desire instruction into a class, their recommendation is based on the complaint of individual scholars of the evening schools that they were being retarded in other studies by the time consumed in sewing, and not upon any fundamental difficulty of teaching the art in the ordinary school-room.

At Boston, where the study has been most thoroughly introduced and organized, even to the extent of holding weekly meetings of the sewing teachers for conference, the course of instruction is, in brief, as follows: After the child has been taught how to select both thread and needle, to thread the needle and to hold it, it is put to basting together a "bag-apron," in which to keep the work; then it is taught to back-stitch, to hem, and to overcast the seams of the basted apron. This method has the advantage, says the supervisor of sewing, of interesting the child, since it is employed in making something that it is to wear. The material is almost invariably furnished by

the pupil; the garment is prepared by the teacher and sewed under her direction. Great interest is manifested at the homes of the children, and cases are known in which the child has instructed the mother in the lesson that it has learned at school. In a few schools dressmaking has been introduced; simple dresses, however, are made in all the schools. In concluding her remarks the supervisor says:

"There is no doubt that the habits formed in connection with learning to sew have an important influence on the life and character of the girls and of their homes. It may be confidently asserted that the influence of the sewing is healthful and lasting upon the mind and character of the pupils, and on that account, no less than for its material utility, it deserves the respect and encouragement of the community. As a department of school work it is second to none in the success which it has attained and the interest it has enlisted in and out of the school-room."

At Philadelphia, the success of the instruction in sewing caused its introduction into the secondary and grammar schools for girls; and the experience of two years has been most satisfactory. "It is believed," says the superintendent, "that the instruction in this branch is more extensively and thoroughly organized in this city than in any other in the country. Twenty-five thousand girls are now regularly taught the principles and practice of sewing by a corps of thirty-two special teachers." At Mont Clair, N. J., three grammar grades receive instruction in a graded course of sewing, cutting, and fitting, given to the girls in their class rooms, while the boys are engaged in the shops.

The inexpensiveness of the materials (in Boston costing about \$200 a year), the cleanliness, and particularly the simplicity of the work, permitting the pupil to remain at her desk, render sewing much less difficult to introduce and maintain as a study than cooking, which not only requires appliances that are inappropriate to a school-room, but an activity that is incompatible with the order that is exacted there. At Boston, where instruction in cooking is more extensively introduced than in any other city, there are four cooking schools, or kitchens, as they are there called. Each school has ten classes composed of 15 or 20 pupils, as the case may be, each class receiving about twenty lessons. Taking the oldest school, instituted and as yet sustained by the liberality of Mrs. Hemenway, as illustrating the manner of conducting these "kitchens" and of connecting them with the usual studies of public schools, the course may be said to be as follows: From each of five public schools in the vicinity of the "kitchen," 30 pupils are selected and divided into two equal classes. For the two classes thus formed from the contingent of each school, a day of the week is set apart (it is presumed that in the forenoon one class is instructed and in the afternoon the other) for instruction. Thus the two classes of the Hyde School have Monday, of the Winthrop School, Tuesday, and so on for twenty weeks. Still using the statistics of Kitchen No. 1 as typical of the class, it appears that the cost of giving 150 girls a course of twenty lessons was $28\frac{1}{2}$ cents a girl, or $1\frac{1}{2}$ cents for each lesson given to each pupil. Of the 700 families who have been represented at this school during the years 1885-87, 692 have expressed themselves in favor of it. "No school," says the chairman of the Committee on Manual Training of Boston, "established among us ever received such quick appreciation from all classes of our people."

Opinions as to the advisability of introducing manual training into the public schools.—An analysis of the answers made by 16 State superintendents to an item on one of the Bureau's forms of inquiry shows that 11 favor the introduction of manual training into the public school system, 4 of whom and 2 others who are otherwise non-committal think it impracticable to introduce it into the country schools; 1 considers it a good thing in the abstract, and 2 are opposed to it. The superintendent of Brooklyn, N. Y., thinks the question merely one of expense, remarking: "It is clearly impossible to introduce manual training to any extent in our present class-rooms, and I do not think the board of education would be justified in expending any portion of its appropriations for the erection of work-shops so long as thousands of children are refused admission or permitted to attend but half a day." The superintendent of Worcester, Mass., though far from questioning the utility or necessity of technical schools, is a determined opponent to the introduction of manual training into the public schools, and the superintendent of Meriden, Conn., says in his report for 1886-87: "The testimony we have gathered from places where the experiment has been tried are far from satisfactory;" while the superintendent of Joliet, Ill., recommends a middle course, objecting to the manual training as "no part of the public school system, and for several reasons is out of place as an annex to it," but would "encourage the pupil to spend part of his time while out of school in industrial and mechanical work." To this end, annual "industrial fairs" are held with highly satisfactory results.

Drawing.—The unmistakable tendency to make drawing the hand-maiden of constructive work is plainly evinced in several quarters. "The work in this department [that of drawing] was recast somewhat," says the superintendent of the Troy (N. Y.) city schools, "by the adoption of a course which looked wholly toward the industrial features of the study, but preserving and continuing all the advantages derived from the system in use." "It," [drawing] says the president of the St. Louis

school board, "contributes in several ways to educate; it teaches the eye to see better, the hand to yield up some of its almost incorrigible obstinacy; and the faculty of memory is strengthened by its pursuit. As we are engaged in training some thousands of boys who in the fulness of time will become artisans and mechanics, engaged in the numerous branches of industry common to a great centre like St. Louis, we owe it to ourselves and to them that our well-earned credit for intelligence shall not suffer by any appearance of indifference here. Drawing ought to be kept very near to the three R's, because it is one of the arts of expression, that one which is capable of depicting the worker's thought with graphic clearness, such as no formula of words can always adequately do."

Under the caption "Drawing in the grammar schools as a means of manual training," the superintendent of the Washington (D. C.) schools remarks: "The work, as a whole, is included under three heads, construction, representation, and ornamentation. In each of the above lines of work the effort is first to lead the pupil to see and decide, and afterwards to make or to do."

The new course of study in drawing adopted in 1885 by the Brooklyn (N. Y.) board of education is reported as eminently preferable to the old. The third feature of this new course is its "industrial application." Although the concurrent testimony given above shows a marked tendency to make instruction in drawing an introduction to manual training, the Office has been unable to ascertain its magnitude. The subject of drawing is again, though incidentally, referred to in the following.

Industrial exhibits.—Under the heading, "Opinions of superintendents as to the advisability of introducing manual training into the public schools," mention has been made of the advocacy and adoption by the superintendent of Joliet, Ill., of industrial exhibits; he is not alone in his practice. At several other towns similar exhibits of manual work, "realized drawing," as the superintendent of Moline calls it, are annually made.

The Office is not in possession of sufficient evidence to assert that these exhibits are the natural outcome of the exhibitions in the past of the progress of the pupil in drawing, and that the effort to "realize," to materialize what has been taught as drawing, is a development as natural as the effort now making in several quarters to fill the gap that exists between the kindergarten and the manual training school, but the following quotation from the report of the Albany (N. Y.) superintendent would seem, together with hints from other sources, to justify such a conclusion: "The Drawing Exhibition * * * was made one of the most attractive features of the occasion. The scholars' work exhibited was even more varied and extensive than at the last exhibition. Much interest was shown by the thousands that viewed the drawings; especially in the unusually large number of strictly industrial pieces, which showed to all the highly practical nature of this study, now admitted to be as essential a part of primary education as reading or writing." If the interest was augmented by the representation of industrial pieces, why not still further enhanced by showing the thing itself.

The opportunity of giving the public a tangible evidence of what they are accomplishing is far too favorable to be neglected by superintendents. "Exhibitions," says the superintendent of Lewiston, Me., "possess many valuable features, inasmuch as the public is reached and moved by them. An interest in behalf of the public schools is aroused which otherwise would lie dormant. * * * To encourage manual labor I recommend industrial exhibitions, where not only school work may be seen, but work performed out of school, including sewing, cooking, carpentry, etc."

"While there may be a difference of opinion regarding the value of these exhibits," says the superintendent of Moline, Ill., "there should, it seems to us, be only one opinion concerning the value of the training which must inevitably accompany the 'doing' or 'making' which have rendered these exhibits possible, especially if properly planned, and accomplished with due regard to the other work of the school."

At Oskaloosa, Iowa, where the exhibition lasted 3 days, the handiwork of the pupils filled 5 rooms. The exhibit comprised articles made with tools from wood, drawings, needle-work, and specimens of cooking. At Joliet, Ill., where the exhibitions, inaugurated in 1884-85, are called industrial fairs, and "the effect upon many of the pupils was magical," no exhibition was held for 1886-87 owing to the prevalence of sickness. At Salem, Mass., the pupils of the Bowditch School gave their second industrial exhibition, making a display highly creditable, though not so varied as the first. At Moline, Ill., 10 classes constitute the scheme of exhibition, which is so systematic and well digested as to call for insertion in full:

CLASS I. Drawing:

- A. Representative or object drawing (free-hand). All grades.
- B. Construction or working drawings. Grade 6 to high school.
- C. Decoration designs in black and white. Grade 4 to high school.
- D. Free-hand outline copy. First 3 grades.

CLASS II. Stencil work:

(Color effects obtained by using paper of different colors.) Grade 5 to high school.

CLASS III. Scroll-saw work:

(Patterns for wood, iron, brass, etc., cut out of Manilla board.) Grade 3 to high school.

CLASS IV. Cut-work designs:

(Paper of different colors.) Grades 1 to 5. (Grades 1 and 2, paper folding and weaving.)

CLASS V. Outline embroidery:

(Butchers' linen, crash, muslin, and other materials.) Grade 2 to high school. (Grade 2, embroidery cards.)

CLASS VI. Applique work:

(Felt, etc., in different colors.) Grade 4 to high school.

CLASS VII. Construction:

A. Wood joints, etc. (from plans). Grade 6 to high school.

B. Forms made of paper and other sheet materials (from patterns). Grade 6 to high school.

CLASS VIII. Wood carving:

Grade 6 to high school.

CLASS IX. Exercises in plain hand-sewing:

A. Running (unbleached muslin 8 by 4 inches). Grade 2.

B. Over and over (unbleached muslin 8 by 4 inches). Grade 3.

C. Hemming and gathering (Lonsdale cambric 12 by 2½ inches). Grades 4 and 5.

D. Patching (woolen 4 by 4 inches). Grade 6.

E. Darning (woolen 4 by 4 inches). Grade 7.

F. Button-holes (cotton and woolen, with lining, 4 by 4 inches). Grade 8.

G. Hem-stitching (lawn 6 by 6 inches). High school.

CLASS X. Drawings, models, collections, etc.:

Illustrating subjects taught in school (map work is included in this class). Grade 6 to high school.

For the preparation of this work the following regulations were issued:

"1. This exhibit is designed to be, in the fullest sense, a school exhibit; *i. e.*, an exhibit of such work as it is possible and desirable to do in school under the direction and guidance of the teacher.

"It comprises (a) specimens of drawing, showing the kind and variety of class work given as a means of training pupils to appreciate and represent form, and (b) specimens of created or materialized form which have for their basis a knowledge of drawing.

"2. The specimens handed in need not, as heretofore, be obtained as test work. They may be obtained under such conditions as accompany the proper teaching of any subject.

"3. It is not expected (drawing excepted) that every pupil in the grades designated will attempt to prepare a specimen of each kind of work. Some pupils may take up one thing, some another.

"4. Each girl is expected to prepare a specimen of plain hand-sewing.

"5. All material will be furnished. Send to the principal or superintendent for such material as is needed.

"6. Work should be completed ten days before close of term.

"7. Try to get as many products for class X as possible. Here is a wide field for effort.

"8. The time assigned to drawing and 1½ hours Friday afternoons may be taken for this work. This is the *maximum time* to be taken during the regular session.

"9. All specimens should be numbered according to plan of last year."

IN OTHER EDUCATIONAL INSTITUTIONS.

Manual training in the form of apprenticeship at trades (see p. 82, "Convention," abstract of the remarks of Superintendent Clarke) has long been coordinate with the ordinary school work in the education of the deaf; the absence of the feature in day schools for them making such schools an exception. "Institutions having the whole care of children between the years of 10 and 20 owe them an industrial training," says Dr. G. O. Fay.¹ The old system of working in the morning and in the afternoon of each day is being supplanted by one of two systems denominated rotating. By one, the pupil spends one-half of his school day in school and the other in working; by the other, only one-third of the day is spent at work. Dr. Fay, in the article quoted from above, states that the latter plan is preferable; for while giving a reasonable proficiency at a trade, it allows the pupil the time for school work that the pupils of the higher classes and the brighter scholars have felt the need of. Seven pupils from

¹Proceedings of 11th Convention of American Instructors of the Deaf, p. 224.

the Chicago schools for the deaf, ranging from 14 to 21, have entered the industrial school of the city board of education, and "so far are holding their own with those who hear and speak;" while in Boston the pupils of the Horace Mann School were permitted to attend institutions of that city for manual instruction. In 41 institutions giving manual instruction, 29 provide shoemaking; 25, printing; 15, cabinet-making; 12, carpentry; 12, dress-making, and 8, tailoring. Although the number following these and less generally introduced trades is not given, the predominance of shoemaking, printing, and wood-working may be taken as indicating their adaptability as trades for the deaf.

The object of introducing manual training into the public schools is mainly to supply a correlative to the mental training they are intended to give. In the deaf-mute institution the object has been to make the trade learned in the institution a means of support in after life. In his report to the committee of the board of directors of the Pennsylvania Institution, Principal Crouter remarks that the difficulty experienced by the deaf in acquiring trades does not arise so much from want of mechanical ingenuity on their part as from the indisposition of employers of skilled labor to afford them a fair opportunity to learn them. Accurate statistics as to deaf-mutes are very difficult to obtain; so much so, that the government of Holland declined to attempt to collect such information in the census of 1879. But the desire to judge of their work by evidences of a more practical character than the results of the final examination, to investigate the intricate question of heredity in deaf-mutism, and to ascertain if their graduates have been helpless in the community, has induced most extensive inquiries on the part of the Pennsylvania Institution and the American Asylum at Hartford. The inquiries instituted by the first institution among its graduates as to the callings they followed showed that of 119 pupils taught shoemaking or tailoring (the trades principally taught), 34.5 per cent. followed that taught them in the institution and supported themselves thereby; the percentage of shoemakers being 53, that of the tailors 19. The result of the inquiry of the American Asylum, at Hartford, shows that 19 per cent. of 368 of its graduates are farmers, 16 per cent. are engaged in some business by which wood is fashioned by hand tools, and 13 per cent. are shoemakers; the occupations, mainly mechanical, of the other half are too diverse for classification. The trades taught at the institution are cabinet-making, shoemaking, and tailoring, but the statistics do not show the relation between the manual instruction given at the school and the vocation followed as a means of livelihood. Principal Williams observes, however, that comparatively few of the former pupils follow the trade taught them.

In schools for the blind.—Music and the trade of broom-making stand out so prominently, are so generally recognized as vocations for the blind, that the other occupations taught are comparatively insignificant. "My personal experience as a blind man," says F. J. Campbell, now principal of the Royal Normal College and Academy of Music for the Blind, London, "and my experience as a teacher of the blind in Tennessee, Wisconsin, New England, and Great Britain, prove conclusively to my mind that if music, based upon a thoroughly good intellectual training, is properly taught, it is worth more, in a practical point of view, than all other avocations combined which are open to the blind." In the fortieth annual report of the Indiana institution, Superintendent Jacobs remarks: "There is probably no attainment a blind man can possess, that he can turn to better account in an effort to find congenial and lucrative employment than the ability to repair, regulate, and tune pianos and cabinet organs. Good tuners are always in demand." The experience of the Pennsylvania institution and of others confirms Superintendent Chapin in the belief that "its [tuning] relative importance as a bread-winner is very high." As to the ability of the blind to acquire this very desirable art, Director Anagnos uses no doubtful language: "I have repeatedly stated in my previous reports that the blind develop * * * a remarkable power of distinguishing the pitch and qualities of sounds; that as a result of this ability they acquire great proficiency in the art of tuning piano-fortes; that in this calling they labor under no disadvantage whatsoever, * * * and that their work is, in many respects, more thoroughly and satisfactorily done than that of most of their seeing competitors. I desire to repeat the assertion * * * it does not rest upon a mere *a priori* reasoning, but is warranted by experience gathered in the field of observation and confirmed by an array of indisputable facts." "Of nineteen who have acquired the trade and have been furnished with tools," says Superintendent Clement, of the New York State Institution, "fourteen are successful."

While competent testimony shows piano-tuning to be a profession that may be followed by the blind with success in the North, West, or South, or in Europe, the trades taught stand upon a different basis, the locality having much to do with the return the workman receives for his labor. Where the corn is cheap, as in Texas, broom-making is remunerative; in Illinois broom-making and cane-seating are the most lucrative occupations, and carpet-weaving has been dropped as unprofitable, while in Pennsylvania broom-making and carpet weaving are the most profitable, and cane-seating is unreliable.

In reform schools.—The claims of industrial education, taught in a thorough and systematic manner, for recognition in this class of schools are briefly stated by the trustees of the Illinois State Reform School, who say: "Boys from 13 up to 20 years old, who are deprived (no matter from what cause) of their liberty, should have an opportunity of acquiring some trade. The large majority of men who get into State prison have passed the age." The organic act of the Ohio Industrial School requires the board of trustees to have the pupils taught in some agricultural or mechanical industry, which has been done "so far as circumstances and appropriations would permit"; but in many cases it would appear that the industrial instruction given is more adapted to keep the boys from idleness or to produce revenue while in the school than to furnish them with a means of livelihood after they have left it. But the tide is setting against "reform schools for revenue," to use the vigorous phrase of the superintendent of the Indiana School for Boys, and he looks forward to the time when the pupils of his institution can be taught "the science and art of working in wood or iron," while the superintendent of the Newark (N. J.) City Home follows in the same line, declaring that "the purpose of profit should yield to the design of reformation." The board of control of the Michigan School heartily endorses and concurs in the recommendation that some form of light manufacturing be introduced into their institution "as a reformatory agency," and only as such. In New York and Pennsylvania the contract system has been abolished and the managers of the New York House of Refuge ask for an appropriation to enable them to reclaim a tract of marsh in order to train the pupils in agriculture and horticulture, "as best for the interests and future welfare of the boys;" while the managers of the Philadelphia House of Refuge desire to move from their present city quarters and establish an agricultural reform school where farming and trades may be taught, as "it is of essential importance that children should have the benefits of a manual training as a reformatory factor for their present and future advantage." In New Jersey the boys have been taken (though at a loss) from the ironing of shirts and put to work at farming, carpentry, blacksmithing, and shoemaking; and in New Hampshire a hosiery mill has been established in connection with the school. Although our reformatory schools are as yet only on the borderland of systematic manual training, as that term is used above, it is not because its value as a means of reformation and of future self-support are ignored. The superintendents of the New Jersey, Indiana, Michigan, and Cincinnati institutions are asking for the "manual training school system." The superintendent of the Illinois School, where the contract for making shoes is about to expire, is inclined to it, but fears that "the money required to carry on such industries, with but little prospect of profitable return on a currency basis, is the only apparent obstacle to technological labor in a reform school;" while the superintendent of the Nebraska School has already introduced the system to a limited extent (at the expense of two of the officers), and asks not only that an appropriation be made to carry it on, but that the name State Reform School be changed to State Industrial School. The results already attained in the "Mechanical School" (a school of carpentry) of the Maine State Reform School "fully justify the wisdom of the Legislature in establishing this labor-teaching department."

In schools for the feeble-minded.—Nine years ago instruction in trades was introduced as a part of the school work of the Kentucky institution for this class of children. "It was an experiment," says Superintendent Stewart, "as nothing of the kind had ever been tried before, and it was adopted by the board of commissioners after much thought and many fears." A small carpenter and shoe shop was built for the boys, and a sewing-room and laundry for the girls, in which instruction was given in the afternoon. It was soon developed that work in the shop was an incentive to mental and physical effort, and applications by the children for permission to learn a trade had to be refused from want of accommodations. The additions to and repair of the institutional buildings are done by the boys learning carpentry, while the 20 boys at work in the shoe shop make shoes for the inmates and supply a demand at Frankfort. In a report made in 1881, after an experience of several years, Superintendent Stewart remarks: "It has been demonstrated in our institution that some children who could not be taught to read or write could be taught some useful kind of labor." In this report the superintendent states that the pupils in the shops are graded by their intelligence, the first or most intelligent class are taught carpentry; the second class, shoemaking; the third class, mattress, broom, or mop making, and the lowest class have been found surprisingly apt in tying brooms, making mops and stuffing and sewing mattresses. The girls do the sewing and a large part of the laundry work of the institution. The number of inmates at the institution is kept down by the non-admission of idiots and the unimprovable, and the fact that "the system of instruction in the common trades enables us [the Kentucky institution] to send away every year almost as many as we receive, they being reasonably equipped in those branches and able to maintain themselves or contribute largely to their own support."

In Indian schools.—"All Indian schools should be agricultural training schools on the reservation," says Agent Cramsie in a report to the Commissioner of Indian Af-

fairs. "The one great and important industry which should be taught to all Indian boys is agriculture," says Agent Kinney. "We have endeavored to give agricultural knowledge to every pupil by our system of outing [placing the student with a farmer]; and to that end the apprentices in the different shops have been largely allowed to go out on farms," says Superintendent Pratt of the Carlisle School, in his annual report. Without admitting that the only road out of savagery lies through herding or agriculture, Superintendent Pratt urges against the objection that trades are taught that can not be utilized, that "there is scarcely a mechanical pursuit that does not directly minister to agricultural success." The enactment of the law providing for citizenship and the allotment of land would seem to call for agricultural training for the rising generation of Indians, the future landholders; manual training being especially valuable as inculcating habits of industry.

It is inferred from a remark of the superintendent of Indian schools that mechanic trades are not taught at many of the reservation schools, "as no provision has been made," and it appears that while 40 "industrial teachers" are employed at an average annual salary of \$575 in the 57 reservation boarding-schools, none are employed in the 90 day schools. In the boarding-schools under bonded superintendents, 6 "industrial teachers" are on the rolls as such at an average salary of \$708; but, for reasons given under the "Education of the Indian," Chapter XIV, this is believed to fall far short of the true number.

Working in wood and leather, and blacksmithing are the principal mechanic industries taught at these schools. At Carlisle the distribution for the year last passed was as follows: Carpentry, including wagon-making, 34; shoe and harness-making, 69; tailoring, 39; printing, 15. Full statistics are not given for the other schools, but it appears that shoemaking and carpentry are most commonly taught. The erection of a 3-story building, 60 by 40, has given the Haskell Institute at Lawrence, Kans., facilities to teach the above-mentioned and other trades.

In colored schools.—The annual distribution of \$45,000 by the trustees of the John F. Slater fund is enabling the institutions aided, 39 in 1886-87,¹ to provide the organization and appliances that systematic industrial education demands, but the institutions for the colored people that give industrial training differ so in character and methods as to render a statement in tabular form of the statistics of their industrial departments impracticable at this date. Of 26 secondary institutions for colored persons, containing nearly 7,000 pupils, 9 institutions had industrial courses attended by 1,525 pupils; that is, of the whole body of secondary pupils in 26 schools about 25 per cent. were receiving industrial training. Although the diversity of the character of the institutions precludes tabulation of the number in industrial courses the uniformity with which the same trades have been adopted at the several schools permits a statement of the kind of industrial instruction given. To the female pupils house-work, cooking, and sewing are taught; to the male pupils carpentry, farming, and printing very generally, with occasional instances of work in iron, as at Atlanta (Ga.) University, State Normal School, Tuskegee, Ala., and Tougaloo, Miss. At Knoxville, Tenn., the directress of the Slater Training School hopes "to engraft industrial training upon the regular city school system." Three grades from the city schools, 168 pupils in all, attend, and on Saturdays there are classes from other grades of the city schools. Two of the 5 teachers are paid by the city school board. The instruction in carpentry in the schools for males is very practical—constructing and repairing buildings, making plain furniture, and wagon-making. At Clark University, Atlanta, Ga., this last industry has assumed considerable proportions. At Tougaloo University, where the instruction is graded and very thorough, the conclusions arrived at are thus expressed by the president of the school: (1) Industrial training is of prime importance for the colored people; (2) it aids the work in the school-room through the discipline and the habits it gives; (3) the industries pursued should be those of the most utility to the people, and a few of these are better than many; (4) to insure success both competent teachers and ample appliances are necessary; and, finally, the chief difficulty is to make the necessary adjustments between head-work and hand-work. It is hoped by the authorities of Fisk University, Nashville, Tenn., that a sufficient sum will be added to a recent gift of \$4,000 to enable them to start a "school of mechanics and engineering."

SOCIETIES FOR THE PROMOTION OF MANUAL TRAINING.

The oldest of these societies, and perhaps the most comprehensive, is the Industrial Education Association of New York, a reorganization of the Kitchen Garden Association of the same city, with a greatly enlarged sphere of activity. The new objects of the association since its reorganization in 1884, are: (1) To secure the introduction of manual training as an important factor in general education, and to promote the training of both sexes in such industries as shall enable those trained to become self-supporting; (2) to devise methods and systems of industrial training, and to put them into operation in schools and institutions of all grades; (3) to provide

¹ Forty-one in all, of which two are medical schools.

and train teachers for this work. To accommodate the Museum of Industrial and Technical Education and the large classes that must be gathered together "to demonstrate the practicability of ingrafting the system advanced by the association on the present system of general education," the building previously occupied by the Union Theological Seminary was leased for 8 years, at an annual rental of \$6,000, and taken possession of in October, 1886. The number of pupils taught by the association in its various departments of instruction in the main and other schools was 4,383 for 1886-87; of the 992 pupils under instruction in the main building, 65 were teachers. Twenty-five teachers in the pay of the association taught classes in different parts and suburbs of the city, and through its instrumentality "industrial drawing, clay-modelling, wood-carving, carpentry, and sewing have been introduced into the public schools of Hoboken and Staten Island with a fair degree of success." The crowning effort of the association, however—the realization of the third feature of its work—is the establishment of an industrial normal school or college for the training of teachers, under the presidency of Dr. Nicholas Murray Butler, who is assisted by four instructors. The conditions of admission, such, with one exception, as a grammar-school graduate should be able to meet, are remarkable from the requirement of as much geometry as is contained in the first five books of Davies's edition of Legendre. The course for female pupils differs from that for men by the addition of domestic science to the studies common to both; that is, the studies of history and science of education, mechanical drawing and wood-working, and modelling and industrial art. A model school of several grades is attached to the college. The Cleveland Manual Training School Company was incorporated June 2, 1885, for the "promotion of education, and especially the establishment and maintenance of a school of manual training." The school that was quickly established is more fully referred to in the following section (p. 792): The Industrial Education Association of New Jersey was organized at a meeting held June 5, 1885, at Hoboken, N. J., with the object of stimulating public favor; to train women and girls in domestic economy; to teach such industries as shall enable those trained to become self-supporting; to study and devise methods and systems of industrial training, and secure their introduction into the public schools, and to provide and, if necessary, to train teachers for the work. Permission was given to the association to place a teacher in the public schools of Hoboken, and 8 classes were instructed in sewing for the girls, and clay-modelling for the boys. The Milwaukee Manual Training Association was organized during the fall of 1885, as "the growth, prosperity, and general welfare of Milwaukee demand that immediate steps be taken to provide industrial education and manual training suited to the genius and character of her people, and to her possibilities and destiny as a leading and influential industrial city." It was thought that the most economical and effectual way to accomplish the desired object "is in connection with the public high school, and that new buildings * * * should be erected at an early day."

It will be observed that one of the objects of these societies is to demonstrate the feasibility and the advantage of introducing industrial training into the public schools; and the matter has therefore been included under this head.

II. MANUAL TRAINING AND TRADE SCHOOLS.

In the foregoing the condition of manual and of industrial instruction as a feature of a school or system of schools has been briefly reviewed. It remains to examine the object and methods of manual training and industrial schools. Provisionally these institutions have been arranged in the following tables under two heads, one containing the schools whose pupils possess the requirements of the upper grades of the public schools, the other those schools which are at the same time elementary schools and workshops. The classification is merely tentative; continued examination will correct the inadvertencies of the tables, and additional information may change their form and, in the case of the second table, their place.

A decade has passed since Professor Runkle became acquainted with the system of instruction pursued at the Imperial Technical School of Moscow, saw its utility, and advocated and secured its introduction into the Massachusetts Institute of Technology. Of the several manual training schools or departments established since that important event, it will here suffice to mention three that claim particular attention by reason of the sources from which they sprang; private munificence at St. Louis, commercial enterprise at Chicago, and the comprehensive interpretation of its educational obligations by the city of Baltimore.

The St. Louis Manual Training School, though a department of the Washington University, owes its establishment in 1879 to the liberality and wisdom of several gentlemen of St. Louis, by whom the buildings were erected and the school endowed. To define the scope of this school and give its program of manual studies is to give those of the other two of which it seems to have been the prototype. "Its object," says the second article of the ordinance given by the Washington University, "shall be instruction in mathematics, drawing, and the English branches of a high school course,

and instruction and practice in the use of tools. The tool instruction, as at present contemplated, shall include carpentry, wood-turning, pattern-making, iron chipping and filing, forge work, brazing and soldering, the use of machine tools, and such other instruction of a similar character as may be deemed advisable to add to the foregoing from time to time." In all the schools the course is of three years. At St. Louis and Chicago the first year is spent at wood-working, the second at the forge, and the third at the metal-working bench and lathe, and in the study of machinery. The sequence at the Baltimore school is somewhat different, forging coming in the first, and pattern-making and vise-work in the second year. Mathematics through trigonometry, English language, literature, and history, and elementary science are relied on for mental training, and free-hand and mechanical drawing is the intermediary that brings the mental and manual work into relation. At St. Louis and Chicago, Latin and French are optional for English; in all the schools the day is about equally divided between the two concurrent systems of development.

The history of the Chicago Manual Training School began at a meeting of the Commercial Club of that city in 1882, during which funds were subscribed and a committee appointed. On April 19, 1883, the Chicago Manual Training Association was incorporated and the control of the school vested in a board of 9 trustees appointed by it. The school was opened in February, 1884, on completion of its building, with 72 pupils, and closed June, 1887, with 190.

But perhaps the most interesting example of the establishment of an institution of this class is the organization of the Baltimore Manual Training School as a part of the public school system of that city. On the 24th of April, 1883, in response to a motion, a committee was appointed by the school commissioners to report upon the best means of fitting boys and girls "as quickly as possible for self-support." On June 19, 1883, the committee reported that it would be expedient to establish a high school for manual education under the supervision of the board, since "a knowledge of some form of industrial labor is as necessary as a knowledge of books; and as the State and city acknowledge their obligations to teach children to read and write they can not deny their obligation to teach them to work, as the latter is as essential for the public welfare as the former. Only a small portion of those who receive their education in the public schools ever enter the professions, but the large number become artisans and adopt mechanical occupations for their future support." On petition, the city council empowered the school commissioners to establish the school, and legislative action was taken in January, 1884. In March of the same year the school was opened with 60 students; in June, 1887, it closed with 150.

The equipment of these typical schools is adequate, perhaps fully adequate to the demand of their students, if such an expression can safely be applied to any school system or school. The cost of the apparatus of the Baltimore school to the close of 1886 was \$10,680, and this school, the youngest of the three, appears to be somewhat less largely equipped than its precursors; the motive power for operating its machinery is less, and the accommodations of the wood-working and forging departments, especially the latter, seem to be intended for fewer pupils, though this may merely indicate more attention to the other subjects of technical study requiring neither steam power nor anvils.

Time enough has not elapsed to speak of "results." Of the 40 graduates of the St. Louis school in 1885, 5 became teachers of manual training, 11 engaged in some business requiring technical knowledge, and 11 entered higher institutions, 3 into technical schools. Of the 27 graduates of the Chicago school, 7 entered higher technical schools, and all but four, whose occupations, if pursuing any, are not reported, have entered manufacturing houses or higher institutions. Of the 34 young men who withdrew from the Baltimore school during 1886-87, 7 are learning the trade of machinist, 4 that of carpentry, and 3 are severally engaged in car, carriage, and watch making.

At the St. Louis school, tuition is \$60, \$80, and \$100 for the three years respectively, and until the close of the last school year it was the same at the Chicago school, an addition of \$20 having recently been made to the charge for each year. At the Baltimore school tuition is free to residents, to others it is \$50. At St. Louis there are 50 to 60 full or partial scholarships; at the Chicago institution provision is made for a limited number who can meet every requirement but the fee.

In 1885, the Philadelphia Manual Training School was opened as a part of the public school system, and on the petition of the Cleveland, Ohio, board of education the State legislature empowered that body to levy a special tax to establish a manual training school for the benefit of the pupils of the Cleveland public schools. As the directors are elected partly by the board of education and partly by the Cleveland Manual Training School Company, a stock company with a capital of \$25,000, the Office assumes that the fine institution established by the company has either wholly or in part been adopted by the city, the only change being the abrogation of the charge for tuition. Both of these schools are on the "Russian or St. Louis plan," but it is noticeable that the central school feature obtains at Cleveland, the pupils attending three times for 3 hours each during the week. This might cause the Cleveland

school to fall more properly under the foregoing general head, but as its pupils must have the requirements necessary to gain admission to the city high schools and be 14 years of age, it has been deemed expedient to treat it as a manual training school as the Office understands that term, a school having a graded course in wood, iron, and machinist's work, systematic and continued instruction in free-hand and mechanical drawing, and a post grammar school course of study, as coördinate departments.

The schools mentioned above give a practical conception of the processes by which the raw materials with which they have to do are operated upon and fashioned to meet the wants of a manufacturing age. But there is another class of schools whose purpose is to teach trades—to make skilful bricklayers, stonecutters, or plumbers, or to improve those who are already mechanics. In this class, or rather school, since, as far as the Office knows, the New York trade schools constitute the class, the system is to leave the general education to the public schools and confine the work to the manual instruction necessary to make a mechanic. The sessions are held three evenings from seven to nine thirty, of every week, and for five and a half months. The class in tailoring meets daily, from eight a. m. to five p. m. Efforts to establish day classes in other trades have, with the exception of plumbing, been unsuccessful. The admission age is 16 to 21, the tuition charge for the season \$15, \$16, and \$17 for carpentry, plastering, and bricklaying, respectively, and \$10 to \$12 for the other trades; the attendance for 1886-87 was 237, the first session, 1881, it was 20. The land and buildings cost \$56,000; the receipts for the last season were \$4,848, the expenses \$9,516. In a letter to the Bureau the proprietor, Richard T. Auchmuty, Esq., says: "The results of this experiment in industrial education have been most gratifying. The young men, after working for from six months to one year after leaving the schools, usually get full wages, if old enough to do a full day's work. That they are thoroughly taught in the science of the trade * * * was shown by the severe examination held by the committee appointed by the Master Plumbers' Association last spring."

TABLE 67.—Statistics of manual training schools for 1886-87; from replies to inquiries by the United States Bureau of Education.—PART I.

Post-office address.	Name.	Year of establishment.	Superintendent or principal.	How supported.
1	2	3	4	5
1 Denver, Colo.	Huish Manual Training School of the University of Denver.	1885	H. F. A. Kleinschmidt	Tuition and interest on endowment.
2 Chicago, Ill.	Chicago Manual Training School	1884	Henry H. Belfield	Tuition and subscription.
3 New Orleans, La.	Manual Training Department of Tulane University ..	1883	John M. Ordway	Endowment.
4 Baltimore, Md.	Baltimore Manual Training School	1884	John D. Ford	Appropriation by city council.
5 McDonough, Md.	McDonough Institute	1873	Col. William Allan	Endowment of John McDonogh, Esq.
6 Minneapolis, Minn.	Artisans' Training School (University of Minnesota) ..	1883	William A. Pike, director	By the State.
7 St. Louis, Mo.	Manual Training School of Washington University ..	1879	C. M. Woodward	Tuition fees and endowment.
8 Omaha, Nebr.	Manual Training Department of the Omaha High School.	1885	Albert M. Beemann	By the city.
9 New York, N. Y.	Manual Training Department of the College of the City of New York.	1883	Alexander S. Webb, LL. D., president of the college.	City tax.
10 New York, N. Y., 222 Bovey.	Technical School of the Carriage Builders' National Association of the United States.	1880	John D. Gribbon, secretary	Contributions by members of association.
11 Cleveland, Ohio.	Cleveland Manual Training School	1886	Newton M. Anderson	City tax.
12 Philadelphia, Pa.	Philadelphia Manual Training School	1885	William L. Sayre	From public funds.
13 Crozet, Va.	Miller Manual Labor School	1878	C. E. Vawter	Private endowment.

TABLE 67.—*Statistics of manual training schools for 1886-87, etc.—PART II.*

Name.	Number of instructors.	Age for admission.	Classification of pupils by sex and color.				Volumes in library.	Income.	Expenditure.	Course of instruction.
			Male.	Female.	White.	Colored.				
2	6	7	8	9	10	11	12	13	14	15
1 Haish Manual Training School of the University of Denver.....	1	14	34	0	34	0	.....	\$600	\$600	The use of tools for wood-work and iron-work, and mechanical drawing.
2 Chicago Manual Training School.....	9	14	191	0	191	0	250	17,000	17,000	Free-hand and mechanical drawing, carpentry, moulding, casting, forging, and machine-shop work.
3 Manual Training Department of Tulane University.....	3	12	250	.....	250	0	.....	.....	.....	Carpentry, turning, blacksmithing, and pattern-making.
4 Baltimore Manual Training School.....	9	14	273	.....	273	0	500	11,000	11,000	Carpentry, pattern-making, wood-turning, moulding, soldering, bracing, machine-shop work.
5 McDonough Institute.....	5	10-14	90	0	90	0	2,500	43,000	27,000	Printing, wood-working, gardening, farming.
6 Artisans' Training School (University of Minnesota).....	5	15	41	0	41	0	20,000	.....	.....	Carpentry, pattern-making, forge, foundry, vise-work, and machine-shop work.
7 Manual Training School of Washington University.....	12	14	235	0	235	0	100	18,500	18,500	General use of tools and properties of building materials.
8 Manual Training Department of the Omaha High School.....	2	14	58	2	60	0	.....	.....	2,603	Carpentry and wood-turning.
9 Manual Training Department of the College of the City of New York.....	2	14	905	0	900	5	24,000	.....	.....	Mechanic arts.
10 Technical School of the Carriage Builders' National Association of the United States.....	2	18	30	0	30	.....	200	4,373	2,687	Carriage drafting and construction.
11 Cleveland Manual Training School.....	6	14	92	0	92	0	.....	18,000	12,000	No special trades, but use of carpenter's tools, wood turning, pattern-work, forging, and machine-shop work.
12 Philadelphia Manual Training School.....	9	14	285	0	283	2	200	15,000	15,000	Carpentry, pattern-making, smithing, moulding, metal and wood-working.
13 Miller Manual Labor School.....	12	9-14	157	50	207	0	2,000	72,000	60,000	Wood and iron-working and agriculture.
Total.....	77	.....	2641	52	2,686	7	49,750	199,473	166,390	

a College library.

REMARKS ON THE SUMMARY OF TABLE 67.

Omitting the statistics of the McDonogh Institute, of the manual training department of the Omaha High School, and of the technical school of the Carriage Builders' Association, which appear for the first time in the Table, there is an increase of 17 in the number of the instructors, of 1,326 in pupils, of \$18,120 in income, and \$10,150 in expenditure over the year 1885-86. In 1885-86 the average number of pupils to a teacher was 23, in 1886-87, 35; the per capita expenditure, excluding the students in institutions not reporting expenditure, in the former year was \$123 and in the latter year \$111. Excluding the statistics of the well-endowed Miller Manual Labor School for both years, and those of the McDonogh Institute for 1886-87, the per capita expense was \$78 for 1885-86, and \$66 for 1886-87.

TABLE 68.—*Summary of statistics of unclassified industrial schools (Table 69).*

State.	Number of schools.	Number of instructors.	Pupils.			Income.	Expenditure.
			Male.	Female.	Total.		
Arkansas	1	2				\$1, 179	\$1, 141
Georgia	3	14	149	236	385	3, 000	3, 000
Illinois	2	47	244	162	406	21, 200	20, 978
Indiana	1	13	20	60	80		
Maine	1	6		60	60		
Massachusetts	4	42	75	547	622	8, 065	8, 074
Michigan	1	10		83	83	300	294
Mississippi	2	19	110	135	245	28, 358	28, 372
New York	12	287	{ 9, 558	{ 7, 995	17, 683	189, 525	295, 215
Ohio	2	9	66	27	93	20	20
Pennsylvania	1	4	2	76	78		
South Carolina	1	7	110	140	250	4, 000	4, 000
Tennessee	1	6	(239)		239		3, 000
Total	32	466	{ 10, 334	{ 9, 521	20, 224	255, 647	364, 094

TABLE 69.—Statistics of industrial schools for 1886-87; from replies to inquiries by the United States Bureau of Education.—PART I.

1	2	3	4	5	6	7
Post-office address.	Name.	Year of establishment.	Superintendent.	Number of instructors.	Age of admission.	How supported.
1 Little Rock, Ark.....	Adeline Smith Industrial Home.....	1884	Miss E. H. McIntosh.....	2	13	Women's Home Mis. So., M. E. Ch., pupils paying board.
2 Atlanta, Ga.....	Industrial department of Clark University <i>a</i>	1880	E. O. Thayer, president.....	7	15	Slater fund and sale of articles.
3 Savannah, Ga.....	Heaven Industrial Home School <i>a</i>	1885	Mrs. J. L. Whitestone.....	3	15	By the W. H. M. S.
4 Thomasville, Ga.....	Confederate Industrial School <i>a</i>	1886	Mrs. J. L. Gordon.....	4	5	American Mission Association.
5 Chicago, Ill.....	Railroad Mission Industrial School <i>a</i>	1872	Mrs. Selva Brinnall.....	24	6	Mrs. Joseph Field, 31st Pres. Ch.
6 Peckanville, Ill.....	St. Mary's Training School.....	1882	Brother Leo.....	23	6	County and private.
7 Richmond, Ind.....	Busy Bee.....	1887	Martha Valentine.....	13	8	Donations.
8 Hallowell, Me.....	Industrial School for Girls.....	1875	E. Royell, manager.....	6	7	Mostly by the State.
9 Boston, Mass.....	Boston North End Mission Sewing Schools.....	1870	C. L. D. Yountin.....	30	6	Contributions.
10 Brookline, Mass.....	Vocational Industrial School.....	1881	School committee.....	4	10	By the town.
11 Brookline, Mass.....	Industrial School for Girls.....	1884	Mrs. S. B. Clark, matron.....	2	8	Subscription and income.
12 Rochester, Mass.....	South End Industrial School.....	1883	Sophia A. M. Eyles.....	6	7	Contributions.
13 Roxbury, Mass.....	Industrial School for Girls of the Lansing Industrial Aid Society. <i>a</i>	1878	Mrs. Nancy Andrews.....	10	7	Contributions.
14 Tongaloo, Miss.....	Tongaloo University.....	1869	Rev. F. G. Woodworth, president.....	16	5	American Missionary Association.
15 Edwards, Miss.....	Southern Christian Institute.....	1882	Jeppiah Hobbs, president.....	3	6	Tuition, farm, rent, and donations.
16 Albany, N. Y.....	St. Joseph's Industrial School.....	1843	Sister Bernardine.....	10	.....	.....
17 New York, N. Y.....	Children's Aid Society Industrial School.....	.....	John W. Skinner.....	127	4	Part charity, part funds.
18 New York, N. Y.....	Five Points House of Industry <i>a</i>	1850	William F. Barnard.....	6	5	Public and private charity.
19 New York, N. Y.....	Home Industrial Schools of American Female Guardian Society.....	1854	Mrs. C. C. North.....	52	5	Appropriation from school fund and contributions.
20 Brooklyn, N. Y.....	Industrial School Association of Brooklyn, E. D.....	1854	Miss M. E. Whittelsey.....	3	24	Contributions.
21 New York, N. Y.....	Industrial School of St. Augustine's Trinity Parish.....	1870	Miss M. P. Darby.....	58	6	Trinity Church vestry appropriation.
22 Brooklyn, N. Y.....	St. Paul's Industrial School <i>a</i>	1858	Sister Maria Louise.....	14	14	Contributions and pupils' work.
23 Brooklyn, N. Y.....	The Brooklyn Industrial School Association and Home for Destitute Children.....	1854	Miss M. E. Ealey, matron.....	3	5	Contributions.
24 New York, N. Y.....	Industrial School of the United Hebrew Charities.....	1880	Eliza Woodle, principal.....	6	10	Contributions.

a From Report of the Commissioner of Education for 1885-86

TABLE 69.—*Statistics of industrial schools for 1886-87, etc.—PART I.—Continued.*

Post-office address.	Name.	Year of establishment.	Superintendent.	Number of instructors.	Age of admission.	How supported.
1	2	3	4	5	6	7
25 New York, N. Y. (125 St. Mark's Place), Rochester, N. Y.	Wilson Industrial School for Girls	1852	Mrs. J. Sturges	4	5	Contributions.
26 Rochester, N. Y.	Industrial, Benevolent, and Scientific School of Sisters of Mercy,	1872	.....	.....	10	By the city and proceeds from work.
27 Rochester, N. Y.	The Industrial School of Rochester <i>a</i>	1856	Miss C. A. Hamilton.....	4	1	Voluntary donations and children's board.
28 Marietta, Ohio.....	Sewing School of the Presbyterian Church... ..	1876	Mrs. C. A. Ewing	2	.....	Contributions.
29 Cleveland, Ohio.....	Industrial School and Home (Children's Aid Society)	1876	William Sampson.....	7	4	Charitable donations.
30 Philadelphia, Pa.	St. James's Industrial School for Girls <i>a</i>	1875	Mrs. George Boker, secretary	4	3	Contributions.
31 Aiken, S. C.	Schofield Normal and Industrial School.....	1893	Martha Schofield	7	6	Contributions.
32 Knoxville, Tenn.	Slater Training School	1880	Emily L. Austin.....	6	.....	Contributions.

a From Report of the Commissioner of Education for 1885-86.

TABLE 69.—*Statistics of industrial schools for 1886-87, etc.*—PART II.

	Name.	Classification of pupils by sex and color.				Volumes in library.	Income.	Expenditure.	Industries taught.
		Male.	Female.	White.	Colored.				
		8	9	10	11	12	13	14	15
1	Adeline Smith Industrial Home					125	\$1,179	\$1,141	Household work.
2	Industrial Department of Clark University*	60	90	0	150		3,000	3,000	Carriage and wagon work, carpentry, etc., and sewing.
3	Haven Industrial Home School*	49	76	0	125	300			
4	Connecticut Industrial School*	40	70	110	110				Sewing and cooking.
5	Railroad Mission Industrial School*		162	130	32		200	178	Sewing.
6	St. Mary's Training School.	244	0	239	5	100	21,000	20,800	Farming, gardening, shoemaking, tailoring, carpentry, blacksmithing, etc.
7	Busy Bee	20	60	80	0				Household work for girls.
8	Industrial School for Girls.		*60						Household duties.
9	Boston North End Mission Sewing Schools	0	175	175	0	800		100	Sewing. A cooking school to be added soon.
10	Vacation Industrial School.	45	75	120	0	0	500	500	Carpentry, sewing, cooking, modelling, and drawing.
11	Industrial School for Girls.	0	27	24	3		4,565	4,474	Household work.
12	South End Industrial School	30	270	300	0	1,000	3,000	3,000	Carpentry, drawing, designing, and sewing and cooking.
13	Industrial School for Girls of the Lansing Industrial Aid Society.*	0	83	75	8		300	294	Plain sewing and housework.
14	Tongaloo University	85	100	4	131	500	26,000	26,000	Blacksmithing, wagon-making, carpentry, etc., and household work.
15	Southern Christian Institute	25	35	0	60	500	2,358	2,372	Agricultural work.
16	St. Joseph's Industrial School	0	27						Sewing.
17	Children's Aid Society Industrial Schools	6,418	3,949			1,000		94,199	Carpentry, moulding, carving, and sewing.
18	Five Points House of Industry*	312	209	521	0	1,000	30,877	34,965	Type-setting and housework.
19	Home Industrial Schools of American Female Guardian Society.	2,563	2,427	4,951	59	2,447	18,091	41,903	Carpentry, moulding, sewing, and cooking.
20	Industrial School Association of Brooklyn, E. D.	135	51	186	0	500	37,327	36,982	Household work.
21	Industrial School of St. Augustine's Trinity Parish.	0	643				600		Sewing of all kinds.
22	St. Paul's Industrial School*	0	185	185	0	400	21,717	22,743	Sewing and housework.
23	The Brooklyn Industrial School Association and Home for Destitute Children.	100	60			200	55,710	43,551	Carpentry and household work.
24	Industrial School of the United Hebrew Charities.	10	184	194	0	0			Sewing.

* From Report of the Commissioner of Education for 1885-86.

TABLE 69.—*Statistics of industrial schools for 1886-87, etc.*—PART II—Continued.

Name.	Classification of pupils by sex and color.				Volumes in library.	Income.	Expenditure.	Industries taught.
	Male.	Female.	White.	Colored.				
2	8	9	10	11	12	13	14	15
25 Wilson Industrial School for Girls.....	0	200	200	0	.....	\$8,000	Household work.	
26 Industrial, Benevolent, and Scientific School of Sisters of Mercy.....	0	60	60	0	200	4,934	Sewing.	
27 The Industrial School of Rochester*.....	(130)	.....	.....	.....	300	8,669	Chair-seating and housework.	
28 Sewing School of the Presbyterian Church.....	0	27	25	2	0	20	Sewing.	
29 Industrial School and Home (Children's Aid Society)*.....	66	.....	66	.....	.....	.....	General farm work.	
30 St. James's Industrial School for Girls*.....	2	76	78	0	.....	.....	Housework.	
31 Schofield Normal and Industrial School.....	110	140	0	250	500	4,000	Printing, carpentry, and all kinds of manual labor.	
32 Slater Training School.....	(239)	.....	0	239	200	3,000	Carpentry, printing, and household work.	

* From Report of the Commissioner of Education for 1885-86.

CHAPTER XIII.

BUSINESS COLLEGES—NURSES' TRAINING SCHOOLS.

TABLE 70.—Summary of statistics of commercial and business colleges for 1886-87.

State or Territory.	Number of schools.	Number of instructors.			Number of students in business colleges.					Number of students in business courses of secondary schools and colleges.	Number of volumes in library.
		Total.	Male.	Female.	Total.	Male.	Female.	In day schools.	In evening schools.		
1	2	3	4	5	6	7	8	9	10	11	12
Alabama										193	.....
Arkansas	1	5	5	...	220	180	40	170	50	183	.....
California	7	a27	18	9	b1,059	{ 764 (16)	249	{ 941 (b)	118	536	c1,050
Colorado	1	3	3	...	48	36	12	29	19	148	24
Connecticut	4	9	5	4	300	200	100	208	92	191	d25
Dakota										44	.....
Delaware	2	12	11	1	285	221	64	126	159	...	...
District of Columbia	3	15	11	4	525	353	172	311	214	107	b5,310
Florida										38	.....
Georgia	3	6	6	...	310	305	5	253	57	672	...
Idaho										3	.....
Illinois	14	102	83	19	b5,248	{ 3,173 (1,005)	1,070	{ 3,344 (1,220)	684	649	e13,100
Indiana	10	b40	31	9	2,880	{ 1,228 (1,285)	307	{ 2,134 (325)	421	424	f6,450
Indian Territory										1	.....
Iowa	17	96	72	24	4,015	{ 2,831 (399)	735	{ 3,013 (359)	643	922	g1,330
Kansas	6	b36	27	9	1,666	1,151	515	1,293	373	165	b200
Kentucky	4	26	23	3	b1,736	1,524	212	{ 740 (700)	296	683	d430
Louisiana	3	18	14	4	370	327	43	265	105	357	b2,165
Maine	3	21	17	4	691	556	135	{ 402 (150)	139	314	a150
Maryland										209	.....
Massachusetts	14	73	47	26	2,508	{ 1,788 (785)	720	{ 1,773 (749)	735	1,806	b847
Michigan	10	34	29	5	2,036	{ 858 (390)	393	{ 1,167 (1,167)	...	718	b9,300
Minnesota	3	13	9	4	622	{ 390 (169)	631	{ 478 (185)	144	91	b600
Mississippi	2	14	13	1	185	{ 185 (185)	...	{ 185 (185)	...	103	b2,000
Missouri	11	73	62	11	3,487	{ 2,429 (330)	528	{ 2,058 (530)	899	694	b2,675
Montana										9	.....
Nebraska	3	20	17	3	1,080	761	319	{ 463 (515)	102	98	125
New Hampshire	3	9	8	1	377	{ 44 (322)	112	{ 263 (263)	114	185	.....
New Jersey	6	43	39	4	1,853	1,598	255	1,171	682	1,224	a2,300
New Mexico										58	.....
New York	23	156	122	34	8,104	{ 6,191 (450)	1,463	{ 6,004 (600)	2,100	1,349	b7,700
North Carolina										446	.....

a Two schools not reported.

b One school not reported.

c Four schools not reported.

d Three schools not reported.

e Ten schools not reported.

f Six schools not reported.

g Eight schools not reported.

h Seven schools not reported.

i Thirteen schools not reported.

TABLE 70.—*Summary of statistics of commercial and business colleges, etc.*—Continued.

State or Territory.	Number of schools.	Number of instructors.			Number of students in business colleges.					Number of students in business courses of secondary schools and colleges.	Number of volumes in library.
		Total.	Male.	Female.	Total.	Male.	Female.	In day schools.	In evening schools.		
1	2	3	4	5	6	7	8	9	10	11	12
Ohio	20	73	60	13	a3,418	{ 2,463 (261)	694	1,957 (756)	705	854	b820
Oregon	1	6	5	1	246	{ 221 (256)	25	176	70	108	.....
Pennsylvania	16	104	95	9	5,871	{ 4,179 (256)	1,436	4,165	1,706	703	b2,820
Rhode Island	3	12	10	2	504	{ 491	103	373	131	4	a377
South Carolina .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	70	.....
Tennessee	8	23	23	.....	960	{ 620 (235)	105	638 (150)	172	235	c992
Texas	2	10	8	2	401	{ 346	55	325	76	63	a150
Utah .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	60	.....
Vermont	3	10	6	4	190	135	55	170	20	177	a1,230
Virginia	2	4	4	.....	84	81	3	45	39	117	612
Washington Territory .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	70	.....
West Virginia	1	4	4	.....	300	290	10	200	100	53	.....
Wisconsin	8	34	24	10	1,609	{ 1,055 (296)	258	1,370	239	450	d1,325
Total	217	1,131	911	220	53,188	{ 36,676 (6,297)	10,215	35,792 (3,872)	11,524	15,584	64,107

a One school not reported.

b Fourteen schools not reported.

c Six schools not reported.

d Three schools not reported.

TABLE 71.—Statistics of commercial and business colleges for 1886-87:

	Post-office address.	Name.	Principal.	Date of charter.	Date of organization.
	1	2	3	4	5
1	Little Rock, Ark.	Little Rock Commercial College ..	M. A. Stone	1881	1874
2	Auburn, Cal.	Sierra Normal and Business College.*	M. W. Ward		1883
3	Oakland, Cal.	Oakland Business College and Normal School.	D. C. Taylor		1876
4	Sacramento, Cal. (716 I Street).	Sacramento Business College*	E. C. Atkinson		1873
5	San Francisco, Cal. (46 O'Farrell Street).	Barnard's Business College	G. B. Barnard		1875
6	San Francisco, Cal. (640 Clay Street).	Globe Business College	H. C. Roeth		1882
7	San Francisco, Cal. (320 Post Street).	Heald's Business College	E. P. Heald		1863
8	San Francisco, Cal. (320 Post Street).	Pacific Business College	T. A. Robinson		1863
9	Denver, Colo.	Denver Business College	John G. Pilsen		1882
10	Bridgeport, Conn.	Gaffey's Short-hand School	Miss Helen L. Mattoon		1887
11	Hartford, Conn.	Gaffey's Short-hand School	Mrs. M. A. Merrill		1887
12	Hartford, Conn.	Hannum's Hartford Business College.	Hannum & Stedman		1877
13	New Haven, Conn. (49 Church Street).	Gaffey's Short-hand School	E. N. Barnes		1884
14	Wilmington, Del.	Crabb's Business College and Writing Parlors.	James H. Crabb		1884
15	Wilmington, Del.	Wilmington Commercial College ..	H. S. Goldey		1886
16	Washington, D. C.	Business Department, Washington High School.	Percy M. Hughes		1882
17	Washington, D. C. (313 Sixth Street).	Martyn's Commercial College	J. H. Hamill		1886
18	Washington, D. C.	Spencerian Business College	Henry C. Spencer		1864
19	Atlanta, Ga.	Moore's Business University	B. F. Moore		1858
20	Augusta, Ga.	Osborne's Business College	S. L. Osborne	1886	1881
21	Macon, Ga.	Macon Commercial College*	W. McKay		1881
22	Champaign, Ill.	Champaign Business College*	J. B. McKee		1883
23	Chicago, Ill. (77, 79 and 81 State Street).	H. B. Bryant's Chicago Business College and Training School.*	H. B. Bryant	1856	1856
24	Chicago, Ill.	Kimball's Short-hand and Typewriting Training School.	D. Kimball		1884
25	Chicago, Ill. (149 and 153 State Street).	Metropolitan Business College	O. M. Powers		1873
26	Chicago, Ill.	Seven Account System Business College.*	C. O. E. Matthern		1884
27	Chicago, Ill. (278 W. Madison Street).	Souder's Chicago Business College.	J. J. Souder		1872
28	Dixon, Ill.	Dixon Business College	J. B. Dille	1882	1881
29	Galesburg, Ill.	Western Business College	G. A. Winans and H. A. Stoddard		1866
30	Jacksonville, Ill.	Jacksonville Business College and English Training School.	G. W. Brown		1866
31	Joliet, Ill.	Joliet Business College and English Training School.	Homer Russell	1866	1866
32	Peoria, Ill.	Parish's Business College and Telegraphic Institute.	A. S. Parish		1865
33	Quincy, Ill.	Gem City Business College	D. L. Musselman		1870
34	Rockford, Ill.	Rockford Business College	M. H. Barringer		1865
35	Springfield, Ill.	Springfield Business College*	Bogardus & Chicken		1864
36	Evansville, Ind. (cor. Main and 3d Streets).	Evansville Commercial College* ..	S. N. Curnick	1850	1850
37	Ft. Wayne, Ind.	Ft. Wayne Business College*	Charles T. Lipes		1880
38	Hope, Ind.	Hope Commercial College	James H. Clark		1885
39	Indianapolis, Ind. (N. Penn. Street).	Indianapolis Business University ..	Redman, Heeb & Osborn	1850	1850
40	La Fayette Ind. (124 Columbia Street).	Union Business College	C. M. Robinson		

* From Report of the Commissioner of Education for 1885-86.

a Including lecturers.

b No limit.

from replies to inquiries by the United States Bureau of Education.

Instructors.		Number of students in day school.	Number of students in evening school.	Students.			Average age of students.	Number of volumes in library.	Number of months in full course of study.		Number of weeks in scholastic year.		Annual charge for tuition.		Cost of life scholarship.	
Male.	Female.			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	
5	...	170	50	220	180	40	20	.....	5	10	52	40	.....	.....	\$50	1
3	3	90	0	90	44	46	17	.....	8	.....	44	.....	\$55	.....	.....	2
2	2	40	6	46	(46)	.....	18	.....	6	12	.....	.....	.....	.....	.....	3
4	1	121	27	148	125	23	17	800	8	12	52	32	75	\$50	.....	4
4	1	65	45	110	95	15	20	150	6	12	.....	.....	115	70	.....	5
.....	.....	.....	.....	.....	.....	.....	18	.....	6	8	.....	.....	.....	.....	.....	6
5	2	500	0	500	350	150	20	100	6-12	.....	52	.....	125	.....	.....	7
2	125	40	165	150	150	15	20	.....	6	12	.....	.....	125	75	75	8
3	...	18	19	48	36	12	17	24	9	12	39	52	75	60	.....	9
1	5	15	20	15	5	20	.....	.....	6	12	52	52	60	60	.....	10
1	10	8	13	12	6	18	.....	.....	6	12	52	52	60	60	.....	11
3	133	29	162	133	29	19	25	3-12	.....	.....	43	25-26	.....	.....	45	12
2	2	60	40	100	40	60	18	.....	6	12	52	52	60	60	.....	13
4	0	75	75	150	103	47	18	.....	.....	3	47	47	60	40	.....	14
a7	a1	51	84	135	118	17	18	.....	8	.....	43	26	80	20	.....	15
2	1	105	.....	105	50	55	16	5,200	20	.....	38	.....	.....	.....	.....	16
5	0	12	14	26	23	3	23	110	(b)	(b)	52	52	e40	d20	40	17
4	3	194	200	394	280	114	.....	.....	10	10	40	40	70	60	.....	18
2	.....	175	.....	175	175	.....	22	.....	4-6	.....	50	.....	(e)	.....	100	19
3	.....	61	52	113	110	3	16	.....	5	6½	48	48	50	30	50	20
1	.....	17	5	22	20	2	.....	.....	3	6	52	52	55	.....	.....	21
3	1	163	34	197	122	75	17	.....	6	6	50	24	40	30	.....	22
25	5	(1220)	.....	1220	915	305	19	.....	.....	.....	52	28	100	30	.....	23
1	1	70	21	91	33	58	20	.....	4	6	(52)	.....	f30	f20	.....	24
10	2	483	112	595	(595)	.....	18	.....	12	7	52	30	100	29	.....	25
2	.....	30	20	50	46	4	18	.....	.....	.....	40	40	.....	.....	75	26
7	.....	586	184	770	512	258	19	.....	12	14	52	29	90	28	.....	27
7	2	324	.....	324	239	85	19	1,600	9	.....	50	.....	45	.....	.....	28
5	2	255	46	301	239	62	10	.....	6-10	.....	10	12	.....	.....	60	29
3	2	300	110	410	(410)	.....	15	11,000	1	1½	50	40	50	40	.....	30
1	2	114	30	144	109	35	18	.....	6-10	.....	51	17	60	15	.....	31
9	0	600	.....	600	550	50	18	100	6-9	0	50	0	60	.....	60	32
6	1	257	54	311	223	88	18	400	6	.....	52	24	50	25	.....	33
4	1	162	73	235	185	50	18	.....	6-8	.....	40	25	.....	.....	.....	34
2	2	165	35	200	170	30	19	.....	6	18	52	50	45	30	50	35
2	0	74	40	114	101	13	20	.....	10	7	40	28	40	22	.....	36
4	.....	40	.....	40	40	.....	20	150	6	.....	46	.....	37	.....	.....	37
5	.....	400	100	500	350	150	20	150	9	27	51	26	75	25	.....	38
3	2	150	50	200	151	49	18	.....	9	18	36	24	50	18	.....	39
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40

c To complete course in order to pass examination.

d Three months.

e Three months, \$40 ; six months, \$60.

f Three months.

TABLE 71.—Statistics of commercial and business

	Post-office address.	Name.	Principal.	Date of charter.	Date of organization.
	1	2	3	4	5
41	Logansport, Ind.	Hall's Business College.	E. A. Hall. ....	.....	1867
42	Millersburg, Ind.	C. M. Immel's Institute.	C. M. Immel. ....	.....	1884
43	Richmond, Ind.	Richmond Business College and Normal Penmanship Institute.	O. E. Fulghum. ....	.....	1860
44	Terre Haute, Ind. (corner Main and 6th Streets).	Terre Haute Commercial College.	Isbell and Miller. ....	.....	1862
45	Valparaiso, Ind.	Northern Indiana Commercial College.*	H. B. Brown.	1878	1873
46	Burlington, Iowa.	Elliott's Business College*.	G. W. Elliott. ....	.....	1879
47	Cedar Rapids, Iowa.	Cedar Rapids Business College.	S. H. Goodyear. ....	.....	1880
48	Clinton, Iowa.	Clinton Business College.	O. P. Judd.	1887	1886
49	Davenport, Iowa.	Davenport Business College.	J. C. Duncan. ....	.....	1864
50	Davenport, Iowa.	Iowa Commercial College.	Wood & Van Patten. ....	.....	1887
51	Decorah, Iowa.	Decorah Business College.	John R. Slack. ....	.....	1874
52	Des Moines, Iowa.	Capital City Commercial College.	J. M. Mehan. ....	.....	1884
53	Des Moines, Iowa.	Iowa Business College.	Jennings & Chapman.	1885	1858
54	Dubuque, Iowa.	Bayless Business College.	C. Bayless.	1859	1865
55	Dubuque, Iowa.	Mathematical School*.	John Henry Metcalf. ....	.....	1876
56	Iowa City, Iowa.	Iowa City Commercial College.	J. H. Williams.	1865	1865
57	Keokuk, Iowa.	Peirce's Business College.	Chandler H. Peirce.	1857	1858
58	Muscatine, Iowa.	Muscatine Business College.	J. B. Harris. ....	.....	1886
59	Oskaloosa, Iowa.	Oskaloosa Business College.	W. L. Howe.	1885	1886
60	Ottumwa, Iowa.	Ottumwa Business College*.	O. L. Miller. ....	.....	1885
61	Sioux City, Iowa.	North-western Business College.	O. S. Davidson. ....	.....	1884
62	Storm Lake, Iowa.	Hawkeye Business College.	Charles J. Conner. ....	.....	1884
63	Atchison, Kans.	Atchison Business College.	Coonrod & Smith. ....	.....	1885
64	Emporia, Kans.	Emporia Business College.	O. W. Miller.	1885	1881
65	Lawrence, Kans.	Lawrence Business College.	E. L. McIlrath, supt..	1887	1869
66	Topeka, Kans.	Pond's Business College*.	M. A. Pond. ....	.....	1867
67	Topeka, Kans.	Topeka Business College*.	J. W. Rondebush. ....	.....	1885
68	Wichita, Kans.	South-western Business College.	E. H. Fritch.	1885	1885
69	Lexington, Ky.	Commercial College of Kentucky University.	Wilbur R. Smith. ....	.....	.....
70	Louisville, Ky. (406 3d Street).	Bryant and Stratton Business College.	Ferrier, Burks & Spencer.	1864	1864
71	Louisville, Ky. (Green Street).	Southern Business College.	Ben C. Weaver. ....	.....	1878
72	Madisonville, Ky.	National Institute of Mathematics.	E. McCulley. ....	.....	1886
73	New Orleans, La. (401 Bayou Road).	Babad's Academy.	Charles H. Babad. ....	.....	1862
74	New Orleans, La. (131 Carondelet St.).	J. W. Blackman's Commercial College.	J. W. Blackman. ....	.....	1862
75	New Orleans, La. (cor. of St. Charles and Lafayette Sts.).	Soulé's Commercial College and Literary Institute.	George Soulé.	1861	1856
76	Augusta, Me. (Water Street).	Dirigo Business College and Telegraph Institute.	R. B. Capen.	1865	1863
77	Portland, Me.	Portland Business College.	Levi A. Gray. ....	.....	1863
78	Rockland, Me.	Rockland Commercial College*.	H. A. Howard and J. L. Hills. ....	.....	1879
79	Boston, Mass. (608 Washington Street).	Bryant & Stratton Commercial School.	H. E. Hibbard. ....	.....	1860
80	Boston, Mass. (666 Washington Street).	Comer's Commercial College.	Charles E. Comer. ....	.....	1840
81	Boston, Mass. (cor. Boylston and Berkeley Streets).	French's Business College and Stenographic Institute.	Charles French, A. M..	.....	1848
82	Boston, Mass.	Reckers & Bradford's Commercial School.	Reckers & Bradford. ....	.....	1876
83	Boston, Mass. (161 Tremont Street).	Sawyer's Commercial College.	George A. Sawyer. ....	.....	1838
84	Fall River, Mass.	Holmes' Bryant & Stratton Commercial College.*	Freeman A. Holmes. ....	.....	1868

* From Report of the Commissioner of Education for 1885-86. a Nine months.

colleges for 1886-87, etc.—Continued.

Instructors.		Number of students in day school.		Students.			Average age of students.	Number of volumes in library.	Number of months in full course of study.		Number of weeks in scholastic year.		Annual charge for tuition.		Cost of life scholarship.
Male.	Female.			Total.	Male.	Female.									
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
4	---	168	35	203	178	25	17	150	8	12	40	24	a\$46	\$40	41
2	---	28	81	109	69	40	17	---	3, 4	1	28	28	25	1-25	42
4	2	149	80	229	169	60	20	---	4	8	50	30	---	40	43
---	---	(325)	---	325	(325)	---	22	---	10	6	---	---	---	---	44
5	3	960	---	960	(960)	---	20	6,000	9	---	50	---	40	---	45
13	4	536	---	536	457	79	19	---	12	---	52	---	70	---	46
4	0	181	79	260	199	61	20	0	8	24	52	36	75	30	47
5	2	114	99	213	174	39	---	---	---	---	52	22	60	36	48
5	2	497	63	560	520	40	20	---	8	---	52	26	60	20	49
5	1	368	73	441	259	182	22	160	8	12	52	26	40	15	50
2	1	67	10	77	73	4	20	60	6	---	52	---	---	---	51
4	2	180	25	205	134	71	---	300	6-10	---	41	24	50	15	52
5	1	(239)	---	239	(239)	---	---	---	6	12	52	26	75	20	53
6	1	240	65	305	229	76	19	300	6	12	52	26	75	25	54
1	---	33	37	70	70	---	18	375	9	12	11	12	120	40	55
4	1	(120)	---	120	104	16	19	---	6-10	6	52	26	50	20	56
3	1	126	47	173	148	25	20	---	5	5	12	6	---	---	57
3	2	38	15	53	39	14	19	45	6-12	12-30	52	15	50	50	58
4	2	157	25	182	159	23	23	65	7	6	50	24	75	30	59
2	1	207	74	281	241	40	19	---	12	24	30	50	55	25	60
3	2	140	---	140	75	65	19	25	6-12	---	52	40	100	50	61
3	1	129	31	160	(160)	---	19	---	6	10	48	16	40	40	62
3	1	122	28	150	101	49	18	---	6	6	50	26	50	25	63
3	4	310	160	470	237	233	19	---	6	6	50	24	40	15	64
12	2	260	---	260	180	80	19	---	8	---	52	---	50	---	65
2	0	154	50	204	139	65	19	---	6	12	46	24	---	50	66
---	---	100	30	130	100	30	17	200	6	15	48	24	50	20	67
7	2	347	105	452	394	58	23	---	9	6	52	24	100	25	68
10	1	(700)	---	700	650	50	20	---	3	6	---	---	---	---	69
7	1	590	171	761	624	137	18	---	4-6	6-12	50	26	100	40	70
3	1	150	125	275	250	25	20	---	3-5	4-6	52	52	70	70	71
3	0	---	---	---	---	---	19	430	---	---	52	---	39	---	72
1	2	25	---	25	25	---	12	---	11	---	46	---	55	---	73
5	---	13	21	34	34	---	18	180	4-6	8-12	52	52	100	75	74
8	2	227	84	311	268	43	16	1,985	6-12	12-24	652	652	90-150	60-120	75
9	1	210	43	253	194	59	20	---	4½	3	40	12	35	---	35
5	1	192	96	288	248	40	18	150	---	---	48	28	55	---	77
3	2	(150)	---	150	114	36	19	---	---	---	42	32	20	5	78
17	4	650	---	650	500	150	18	50	10	---	40	---	160	---	79
7	5	350	75	425	300	125	---	---	6-9	---	44	26	(c10)	---	80
3	0	87	18	105	79	26	18	347	6	---	40	---	140	50	81
2	2	98	62	160	125	35	18-20	150	5-20	9-18	44	26	120, 140	25	82
2	2	107	---	107	83	24	20	50	6	---	44	---	130	---	83
1	1	85	170	255	204	51	19	---	11	18	46	40	75	75	84

b In literary course nine months. c Per quarter.

TABLE 71.—Statistics of commercial and business

	Post-office address.	Name.	Principal.	Date of charter.	Date of organization.
	1	2	3	4	5
85	Holyoke, Mass.....	Childs' Business College.....	C. H. and E. E. Childs.....	.....	1883
86	Lawrence, Mass.....	Cannon's Commercial College.....	Gordon C. Cannon.....	.....	1880
87	Lowell, Mass.....	Lowell Commercial College.....	Albert C. Blaisdell.....	.....	1859
88	Pittsfield, Mass.....	Chickering's Commercial College.....	Benj. Chickering.....	.....	1860
89	Springfield, Mass. (22 School Street).	Childs' Business College.....	C. H. and E. E. Childs.....	.....	1884
90	Springfield, Mass.....	Gaffey's Short-hand School.....	Burton S. Curtis.....	.....	1887
91	Worcester, Mass.....	Foster's Business College*.....	C. C. Foster.....	.....	1841
92	Worcester, Mass.....	Gaffey's Short-hand School.....	George C. Creelman.....	.....	1887
93	Battle Creek, Mich.....	Commercial Department of Battle Creek High School.	M. W. Cobb.....	.....	1881
94	Battle Creek, Mich.....	Krug's Business College.....	J. B. Krug.....	1882	1882
95	Bay City, Mich.....	Devlin's Bay City Business College*	Cyrus H. Devlin.....	.....	1880
96	Big Rapids, Mich.....	Industrial School of Business.....	W. N. Ferris.....	.....	1884
97	Detroit, Mich.....	Commercial Department of Detroit High School.*	L. C. Hull.....	1884	1884
98	Detroit, Mich.....	Detroit Business University.....	Jewell, Spencer, Felton, and Loomis.	.....	1850
99	Grand Rapids, Mich..	Grand Rapids Business College and Practical Training School.	C. G. Swensberg.....	.....	1866
100	Ionia, Mich.....	Poucher Business College.....	Irvin M. Poucher.....	.....	1877
101	Kalamazoo, Mich.....	Parsons' Business College, Short-hand and Telegraphic Institute.*	William F. Parsons.....	1869	1869
102	Lansing, Mich.....	Capital City Business College*.....	C. E. & W. A. Johnson.....	.....	1867
103	Duluth, Mich.....	Parsons' Business College.....	W. F. Parsons.....	1886	1886
104	Minneapolis, Minn..	Archibald Business College.....	A. R. Archibald.....	.....	1877
105	Winona, Minn.....	Winona Business College*.....	R. A. Lambert.....	1878	1878
106	Bay Saint Louis, Miss.	Saint Stanislaus Commercial College.*	Robert Osmond.....	1870	1855
107	Jackson, Miss.....	Capital Commercial College.....	L. A. Wyatt.....	1885	1884
108	Humphreys, Mo.....	Business Institute*.....	G. A. Smith.....	.....	.....
109	Kansas City, Mo.....	National Business College.....	Henry Coon.....	.....	1885
110	Kirksville, Mo.....	Kirksville Mercantile College and Writing Institute.	Alice Heath Proctor.....	.....	1880
111	St. Joseph, Mo.....	Chapman's Business College.....	Thomas C. Chapman.....	1880	1880
112	St. Joseph, Mo.....	Ritner's Commercial College.....	P. Ritner.....	.....	1879
113	St. Joseph, Mo.....	St. Joseph Commercial College*.....	Brother Icarion.....	1882	1868
114	St. Louis, Mo.....	Bryant & Stratton Business College.*	W. M. Carpenter, M. D.....	1861	1854
115	St. Louis, Mo.....	Jones' Commercial College*.....	J. G. Bohmer.....	1849	1841
116	St. Louis, Mo.....	Mound City Commercial College..	Thomas A. Rice, A. M., LL. B.	1859	1859
117	St. Louis, Mo.....	St. Louis Mercantile College.....	Perkins and Herpel.....	.....	1882
118	Sedalia, Mo.....	Central Business College.....	C. W. Robbins.....	.....	1883
119	Hastings, Nebr.....	Hastings Commercial College.....	H. B. Gilbert.....	.....	1884
120	Lincoln, Nebr.....	Lincoln Business College.....	D. R. Lillibridge and F. F. Roose.	.....	1884
121	Omaha, Nebr. (1114 and 1116 Farnam Street).	Omaha Commercial College*.....	M. G. Rohrbough.....	1880	1875
122	Manchester, N. H.....	Bryant and Stratton Business College.	William Heron, Jr.....	.....	1865
123	New Hampton, N. H..	New Hampton Commercial College.	A. B. Meservy.....	.....	1877
124	Portsmouth, N. H.....	Smith's Academy and Commercial College.	Lewis E. Smith.....	.....	1873
125	Jersey City, N. J. (23 & 25 Newark Ave.).	Jersey City Business College.....	William E. Drake.....	.....	.....
126	Newark, N. J.....	Coleman National Business College.	H. Coleman.....	.....	1862
127	Newark, N. J.....	New Jersey Business College.....	C. T. Miller.....	.....	1874
128	Paterson, N. J.....	Paterson Business College.....	George W. Latimer.....	.....	1876
129	Trenton, N. J. (10 and 12 S. Greene Street).	The Stewart and Hammond Business College.	Thomas J. Stewart.....	.....	1883
130	Trenton, N. J.....	Trenton Business College.....	Andrew J. Rider.....	.....	1865
131	Albany, N. Y.....	Albany Business College.....	Carnell & Carhart.....	.....	1857

* From Report of the Commissioner of Education for 1885-86.

a Public school library.
b For non-residents.

colleges for 1886-87, etc.—Continued.

Instructors.		Number of students in day school.	Number of students in evening school.	Students.			Average age of students.	Number of volumes in library.	Number of months in full course of study.		Number of weeks in scholastic year.		Annual charge for tuition.		Cost of life scholarship.
Male.	Female.			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
2	2	30	60	90	66	24	19	.....	8	10	43	40	\$90	\$50	85
3	2	37	90	127	89	38	19	.....	3	9	40	40	40	20	86
4	4	125	175	300	147	153	17	50	10	20	48	42	40	40	87
1	1	40	15	64	49	15	18	.....	3	2	40	8	100	.....	88
2	1	70	35	165	75	30	20	.....	10	8	43	35	30	15	\$60-80
1	.....	6	5	11	4	7	18	.....	6	12	52	52	60	60	90
1	2	75	25	100	60	40	20	200	6-10	.....	40	20	75	30	100
1	.....	4	5	9	7	2	18	.....	6	12	52	52	60	60	92
1	.....	21	.....	21	13	8	18	as, 200	20	.....	40	.....	640	.....	93
2	.....	50	10	60	55	5	19	.....	10½	12	.....	16	20	12	40
2	2	(167)	.....	167	121	46	18	.....	8-10	12-14	40	40	58-75	58-75	95
2	1	245	60	305	107	198	20	1,000	6-8	10-12	45	20	50	20	96
1	.....	108	0	108	(169)	(108)	16	.....	.....	.....	40	.....	.....	.....	97
12	0	(750)	.....	750	(750)	.....	.....	.....	.....	.....	.....	.....	75	25	98
3	.....	(250)	.....	250	204	46	21	.....	.....	.....	.....	.....	(c)	.....	99
1	.....	50	.....	50	42	8	19	.....	6	.....	40	.....	.....	40	100
2	1	200	25	225	180	45	18	100	9	12	40	24	50	35	55
3	1	75	25	100	63	37	.....	.....	12	6	52	24	50	20	102
2	1	50	30	80	70	10	19	.....	12	12	50	50	100	75	103
4	2	303	70	373	320	53	19	30	8	12	50	24	90	42	104
3	1	125	44	169	(169)	.....	18	300	12	6	.....	.....	45	20	45
10	0	60	0	60	60	0	14	2,000	60	.....	40	.....	50	.....	106
3	1	125	.....	125	(125)	.....	20	.....	4	.....	.....	.....	.....	.....	40
7	.....	(138)	.....	138	(138)	.....	.....	.....	.....	.....	.....	.....	20	20	108
5	.....	120	180	300	240	60	22	.....	6	10	52	40	60	25	109
3	3	(392)	.....	392	(392)	.....	.....	.....	.....	.....	40	40	.....	40	110
3	2	150	140	290	216	74	18	.....	4	6	52	26	60	25	111
4	1	94	52	146	118	28	19	.....	6	12	51	26	40	25	112
9	.....	160	.....	160	160	.....	14	1,600	10	.....	44	.....	35	.....	113
12	2	675	150	825	600	225	18	.....	6	18	52	35	105	35	114
5	1	250	150	400	350	50	18	75	6	18	53	53	100	50	115
6	0	110	95	205	200	5	17-18	500	12	6	52	26	30-100	30	116
2	.....	44	37	81	65	16	20	.....	6	10	52	30	100	50	117
6	2	455	95	550	480	70	19	500	12	.....	52	52	60	40	118
3	.....	93	34	127	51	76	23	25	6	12	52	32	25-50	15-30	119
6	.....	370	68	438	297	141	.....	.....	6-15	15-40	52	20	60	.....	120
8	3	(515)	.....	515	413	102	20	100	6	9	52	40	65	30	65
2	.....	100	114	214	(214)	.....	18	.....	4	.....	52	32	65	16	122
3	1	108	.....	108	(108)	.....	.....	.....	8	.....	40	.....	(d)	.....	e50-40
2	.....	55	.....	55	44	11	17	.....	.....	.....	.....	.....	.....	.....	124
6	.....	58	85	143	134	9	17	.....	10	14	44	30	75	25	125
10	1	358	82	440	406	34	19	1,000	4	6	52	30	75	25	50
7	1	165	150	315	231	84	19	350	12	10	52	40	70	20	127
.....	.....	83	71	154	136	18	18	.....	10	15	42	32	75	30	128
7	1	245	151	396	335	61	16	450	10	6	.....	.....	75	30	129
9	1	262	143	405	356	49	18	500	10	12	42	24	75	20	130
8	1	310	160	470	391	79	19	.....	.....	.....	52	26	75	40	131

e\$25 for 2 months; \$30 for 3 months; \$40 for 4 months; \$50 for 6 months.

d\$12.50 per term of 10 weeks.

eIncluding telegraphy.

f\$25 for 6 months.

TABLE 71.—Statistics of commercial and business

	Post-office address.	Name.	Principal.	Date of charter.	Date of organization.
	1	2	3	4	5
132	Binghamton, N. Y.	Lowell Commercial College.	Daniel W. Lowell.	1885	
133	Brooklyn, N. Y. (38 and 44 Court Street).	Claghorn's Bryant and Stratton Business College.	C. Claghorn.	1861	
134	Brooklyn, N. Y. (16 Court Street).	French's Business College.	Geo. W. French, LL. D.	1868	
135	Brooklyn, N. Y.	Kissick's Business College, English, Classical, and Mathematical Institute.*	W. A. Kissick, A. M.	1866	
136	Brooklyn, N. Y. (Jay Street).	St. James' Commercial College*	Brother Joseph.	1850	
137	Brooklyn, E. D., N. Y.	Wright's Business College.	Henry C. Wright.	1873	
138	Buffalo, N. Y.	Buffalo Business College.	J. C. Bryant, M. D.	1854	
139	Buffalo, N. Y.	Buffalo Business University.	A. S. Osborn.	1886	
140	Elmira, N. Y.	Elmira School of Commerce and Allen Business College.	N. A. Miller.	1880	
141	Geneva, N. Y.	Geneva Business College.	Ansel E. Mackey.	1880	
142	Glens Falls, N. Y.	Glens Falls Business College.	E. O. Sylvester.	1887	
143	New York, N. Y. (805 Broadway).	Packard's Business College*	S. S. Packard.	1858	
144	New York, N. Y. (62 Bowery, cor. Canal Street).	Paine's Business College*	Rutherford and Howell.	1849	
145	New York, N. Y. (36 E. 14th Street).	Spencerian Metropolitan Business College.*	H. A. Spencer.	1873	1873
146	New York, N. Y. (107 W. 34th Street).	The Paine Up-town Business College.	H. W. Remington.	1872	
147	Olean, N. Y.	Westbrook Commercial College.	E. D. Westbrook.	1882	
148	Peekskill, N. Y.	Westchester County Institute.	Charles Unterreiner.	1877	
149	Poughkeepsie, N. Y.	Eastman National Business College.	Clement C. Gaines.	1859	
150	Rochester, N. Y. (cor. State and Market Streets).	Rochester Business University.	Williams & Rogers.	1863	
151	Rochester, N. Y.	Taylor & Son's Business College ..	A. J. Taylor and Hinman S. Taylor.	1876	
152	Troy, N. Y.	Troy Business College.	Thos. H. Shields.	1871	1858
153	Utica, N. Y.	Bryant and Stratton Utica Business College.	H. B. McCreary and Thos. H. Shields.	1863	
154	Akron, Ohio.	Akron Business College*	O. S. Warner.	1866	
155	Canton, Ohio.	Canton Business College*	William Feller.	1875	
156	Cincinnati, Ohio (N. W. cor. 4th and Walnut Streets).	Nelson's Business College*	Richard Nelson.	1856	
157	Cincinnati, Ohio.	Nelson's Ladies' Business College*.	Ella Nelson.	1881	1881
158	Cincinnati, Ohio (N. W. cor. 5th and Walnut Streets).	Martin's Queen City Business College.	Thomas Martin.		
159	Cleveland, Ohio (208 Superior Street).	Standard Business College and School of Science.	H. Day Gould.	1882	
160	Columbus, Ohio.	Capital City Commercial College..	M. B. Cooper and Frank Humphreys.	1878	
161	Columbus, Ohio.	Columbus Business College and Normal School.*	P. F. Wilkinson.	1864	
162	Dayton, Ohio.	Miami Commercial College*	Wilt & Sunderland.	1860	
163	Delaware, Ohio.	National Pen Art Hall and Business College.	L. L. Hudson.	1881	
164	Findlay, Ohio.	Findlay Business College.	C. J. Oller and C. B. Browning.	1883	
165	Hamilton, Ohio.	Ohio Commercial College*	W. A. Nichols.	1875	
166	Mansfield, Ohio.	Ohio Business College.	J. W. Sharp.	1866	
167	Oberlin, Ohio.	Oberlin Business College*	McKee & Henderson.		
168	Springfield, Ohio.	Nelson's Business College.	R. J. Nelson.	1881	
169	Springfield, Ohio (339 W. Pleasant Street).	Van Sickle's Business College.	J. W. Van Sickle, A. M., LL. D.	1871	
170	Toledo, Ohio.	Ohio Business University*	Edmund J. H. Duncan.	1883	
171	Toledo, Ohio.	Toledo Business College*	M. H. Davis, B. A.	1868	
172	Youngstown, Ohio.	Youngstown Normal Business College.	J. C. Steiner.	1885	

* From Report of the Commissioner of Education for 1885-86.

colleges for 1886-87, etc.—Continued.

Instructors.		Students.				Average age of students.	Number of volumes in library.	Number of months in full course of study.		Number of weeks in scholastic year.		Annual charge for tuition.		Cost of life scholarship.	
Male.	Female.	Number of students in day school.	Number of students in evening school.	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
3	...	130	120	250	200	50	18	.....	3-4	6-8	52	26	\$35	\$25	\$35
6	1	158	.....	158	154	4	17	.....	12-18	.....	40	.....	120	.....	132
1	3	254	133	387	201	186	20	.....	10	4	40	16	.....	.....	134
7	3	264	86	350	286	64	.....	.....	10-20	.....	43	43	45	35	125
12	.....	725	.....	725	725	.....	14	3,000	10	.....	42	.....	.....	.....	136
5	2	275	166	441	313	128	17	200	10	6	40	24	80-100	20	137
7	3	493	219	712	538	174	.....	.....	6	18	52	30	120	26	138
8	2	317	119	436	323	113	.....	.....	7-12	.....	52	43	50	40	139
5	3	220	141	361	269	92	17 1/2	200	4-12	.....	52	14	.....	.....	140
1	1	26	10	36	26	10	18	.....	4-6	6-10	40	24	50	25	141
2	1	28	12	40	24	16	17	0	5	8	40	20	80	30	142
8	2	450	.....	450	(450)	.....	17	500	10-24	.....	44	.....	180	.....	143
4	1	218	120	338	296	42	.....	.....	12	12	52	52	88	88	144
3	1	143	39	182	148	34	17	.....	4-10	.....	52	8	100	32	145
3	2	235	190	425	354	71	25	.....	12	12	52	52	65	65	146
3	2	96	43	139	110	29	21	50	6	10	40	24	50	24	147
2	1	52	.....	52	20	32	40	600	10	.....	40	.....	60	.....	148
15	0	800	50	850	775	75	20	3,000	3-6	3	52	52	50-100	25	50
7	1.	361	67	428	368	60	20	0	5-12	.....	12	6	109	30	150
3	0	105	190	295	199	96	.....	.....	3-6	6-12	52	52	100	48	151
5	1	175	150	325	260	65	18	150	12	6	52	26	75	45	152
4	3	169	85	254	211	43	20	.....	3	6	43	25	75	40	153
2	.....	21	16	37	30	7	18	.....	6-12	6-18	30-38	30	20-40	15-25	154
3	.....	90	60	150	132	18	20	.....	4-6	12	52	32	100	60	40
5	.....	(357)	.....	357	357	.....	20	.....	.....	.....	.....	.....	110	.....	156
2	3	127	0	127	.....	127	19	.....	10	.....	42	.....	110	.....	157
3	.....	45	75	120	112	8	18	.....	6-8	6-8	48	48	.....	.....	50
1	.....	39	30	69	57	12	19	150	9-12	12-18	52	52	60-75	40	65, 75
1	1	.....	.....	.....	.....	.....	.....	.....	4-8	.....	40	.....	40, 45	.....	50
7	0	275	80	355	298	57	17	200	6	12	44	44	50	25	161
3	1	.....	.....	.....	.....	.....	18	.....	5	6	52	26	50	25	162
5	1	325	75	400	290	110	18	.....	3	6	52	52	.....	.....	110
3	1	95	40	135	94	41	18	50	4	3	52	32	.....	.....	65
2	.....	(62)	.....	62	56	6	.....	.....	.....	.....	44	.....	90	.....	165
3	1	87	46	133	97	36	21	120	5	12	50	12	100	30	100
3	1	261	.....	261	(261)	.....	20	.....	4 1/2	.....	52	.....	40	.....	40
3	.....	147	40	187	167	20	19	.....	10	5	.....	.....	50	25	168
1	.....	13	13	26	22	4	23	200	6	12	40	24	50	25	50
3	2	(237)	.....	237	147	90	17	.....	6	9	48	36	50	30	70
5	.....	337	120	457	384	73	18	.....	7	12	52	24	60	20	50
3	2	95	110	205	140	65	19	.....	3	6	52	52	.....	.....	35

a Average.

TABLE 71.—Statistics of commercial and business

	Post-office address.	Name.	Principal.	Date of charter.	Date of organization.
	1	2	3	4	5
173	Zanesville, Ohio.....	Zanesville Business College *.....	H. B. Parsons .....	.....	1866
174	Portland, Oregon.....	Portland Business College.....	A. P. Armstrong .....	.....	1866
175	Allentown, Pa.....	Allentown Business College.....	W. L. Blackman .....	.....	1869
176	Altoona, Pa	International Business College	S. D. Forbes .....	.....	1883
177	Altoona, Pa	Mountain City Business College	G. G. Zeth, A. M. ....	.....	.....
178	Easton, Pa.....	Easton Business College	Charles L. Free.....	.....	.....
179	Erie, Pa.....	Clark's Commercial College*	H. C. Clark.....	.....	1883
180	Harrisburg, Pa. (307 Market Street).	Pennsylvania Business College....	J. N. Currey.....	1873	1873
181	Lancaster, Pa.....	Lancaster Commercial College	H. C. Weidler .....	.....	1880
182	Meadville, Pa.....	Bryant, Stratton, and Smith Busi- ness College.*	A. W. Smith.....	1866	1865
183	Philadelphia, Pa. (1709 Chestnut Street).	Palms National Business College ..	T. W. Palms .....	.....	1885
184	Philadelphia, Pa.....	Peirce College of Business	Thos. May Peirce ....	.....	1865
185	Pittsburg, Pa.....	Commercial Department of Pitts- burg Central High School.	C. B. Wood, T. D. Ever- hart, ^a	1855	1855
186	Pittsburg, Pa.....	Curry Institute and Union Busi- ness College.	James Clark Williams	1884	1860
187	Pittsburg, Pa.....	Duff's Mercantile College.....	P. Duff & Sons.....	1851	1840
188	Union City, Pa.....	Luce's Business College	Rev. N. R. Luce.....	.....	1876
189	Wilkes Barre, Pa.....	Wilkes Barre Business College.....	Frederick Schneider ..	1887	1886
190	Williamsport, Pa.....	Williamsport Commercial College ..	F. M. Allen.....	1866	1866
191	Providence, R. I.....	Gaffey's Short-hand School.....	Geo. W. Bristol.....	.....	1887
192	Providence, R. I. (283 Westminster Street).	Providence Bryant and Stratton Business College.	Theodore B. Stowell ..	.....	1863
193	Providence, R. I. (174 Westminster Street).	Scholfield's Commercial College....	Albert G. Scholfield..	.....	1846
194	Chattanooga, Tenn...	Behm's Chattanooga Commercial College.	Jeremiah Behm.....	.....	1875
195	Chattanooga, Tenn...	Mountain City Business College....	D. M. Agey, pres.; J. W. Agey, prin.	.....	1886
196	Knoxville, Tenn. (box 354).	Knoxville Business College.....	J. T. Johnson.....	.....	1885
197	Memphis, Tenn.....	Leddin's Business College.....	T. A. Leddin.....	1867	1865
198	Memphis, Tenn.....	Nelson's Business College	A. E. Nelson.....	.....	1887
199	Nashville, Tenn.....	Goodman's Business College.....	Frank Goodman.....	1865	1865
200	Nashville, Tenn.....	Practical Business School (R. W. Jennings).	R. W. Jennings .....	.....	1884
201	Washington College, Tenn.	Christie's Music and Business Col- lege.	H. R. Christie.....	.....	1877
202	Ft. Worth, Tex.....	Ft. Worth Business College*	F. P. Preuitt.....	1882	1879
203	Waco, Tex	Waco Business College	R. H. Hill.....	1882	1881
204	Burlington, Vt.....	Burlington Business College.....	E. G. Evans, AC. M. ...	.....	1878
205	Lyndon Centre, Vt ...	Lyndon Commercial College.....	Walter E. Ranger, A. M.	1884	1883
206	Waterbury Centre, Vt.	Minard Commercial School	Asbury M. Marsh.....	1881	1881
207	Richmond, Va	Old Dominion Business College....	Geo. M. Nicol	1868	1867
208	Richmond, Va	Smithdeal Business College	G. M. Smithdeal.....	.....	1883
209	Wheeling, W. Va.....	Wheeling National Business Col- lege and Normal Institute.	J. M. Frasher.....	.....	1860
210	Green Bay, Wis.....	Green Bay Business College	J. N. McCann.....	.....	1868
211	La Crosse, Wis.....	La Crosse Business College.....	J. L. Wallace .....	.....	1868
212	Madison, Wis	North-western Business College ..	Deming & Proctor .....	.....	1856
213	Milwaukee, Wis	Charles Mayer's Commercial College and Elementary Select School.	Charles Mayer.....	.....	1876
214	Milwaukee, Wis	Excelsior Business College	H. Mitchell Wilmot....	.....	1881
215	Milwaukee, Wis	Spencerian Business College.....	R. C. Spencer	1887	1863
216	Oshkosh, Wis.....	Oshkosh Business College*	W. W. Daggett	1867	1867
217	St. Francis Station, Wis.	Pio Nono Commercial College.....	Chas. Fessler .....	.....	1871

* From Report of the Commissioner of Education for 1885-86. b Non-residents pay \$100 per annum.

^a Head of commercial department. c Full business course.

d Three months, \$30.

colleges for 1886-87, etc.—Continued.

Instructors.	Number of students in day school.		Number of students in evening school.	Students.			Average age of students.	Number of volumes in library.	Number of months in full course of study.		Number of weeks in scholastic year.		Annual charge for tuition.		Cost of life scholarship.
				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
2	1	176	70	100	80	20	21	100	4-6	10-15	50	52	\$60	\$60	173
2	1	69	38	246	221	25	21	96	6-10	52	52	25	50	25	174
2	1	210	94	304	275	29	18	96	4-6	8-10	52	24	60	35	175
3	1	363	241	604	401	203	21	500	4	5	52	52	50	40	\$75 177
4	1	50	50	100	80	20	20	60	10	12	42	25	50	20	178
4	1	180	76	256	(256)	7	17	300	4-6	12-18	52	26	100	50	50 179
2	1	27	23	50	43	7	18	6	10	42	29	60	25	180	
2	2	78	38	116	84	32	18	6	8	42	34	70	40	181	
3	2	223	223	158	65	17	17	10	4	40	16	40-50	40-50	40-50	182
3	1	85	58	143	137	6	22	12	7	52	31	40	18	40	183
16	2	544	370	914	797	117	19	350	10	12	44	28	120	25	184
3	2	187	0	187	141	46	16	15	40	40	60	0	0	0	185
30	1	1,110	245	1,355	614	741	18	360	10	40	22	65	40	50	186
7	0	700	200	900	800	100	18	4	6	52	26	50	25	50	187
2	1	67	176	67	52	15	20	1,000	9	39	40	30	30	30	c 60 188
6	1	94	176	270	245	25	19	4	10	52	40	(d)	(e)	40	189
5	1	178	97	275	252	23	24	154	5	8	52	35	60	60	190
1	1	12	10	22	7	15	18	6	12	52	52	100	20	20	191
6	1	221	82	303	259	44	18	200	10	6	43	26	100	20	192
3	1	140	39	179	135	44	19	177	6	10	43	34	100	30	193
1	1	24	4	28	26	2	18	52	52	40	40	40	40	40	194
3	1	109	47	156	123	33	19	500	9	27	48	36	60	30	(f) 195
4	1	120	40	160	145	15	20	6	18	52	32	50	25	196	
3	1	50	81	131	124	7	19	492	52	24	100	30	197		
4	1	235	0	235	(235)	3	23	6-8	12-18	51	50	40	198		
3	0	(150)	150	147	3	19	19	12	9	52	40	40	40	40	199
2	1	100	100	55	45	18	18	g 3	36	g 30	g 30	g 30	g 30	g 30	201
4	1	150	50	200	150	50	16	8	12	42	32	50	40	50	202
4	1	175	26	201	193	8	24	150	4	10	52	42	50	25	50 203
1	1	55	20	75	60	15	18	4-6	12	40	24	60	9	204	
2	1	55	55	35	20	18	18	630	9	39	30	205			
3	2	60	60	40	20	19	19	600	9	36	25	30	206		
2	1	28	20	48	48	18	18	565	9	12	35	26	50	50	207
2	1	17	19	36	33	3	20	47	3-4	9-12	52	52	40	208	
4	1	200	100	300	290	10	16	51	51	51	51	51	51	51	209
2	1	120	120	87	33	18	18	150	6	51	50	210			
4	1	154	14	168	160	8	18	375	10	4	40	16	40	211	
4	2	227	38	265	188	77	19	50	6	52	26	45	25	212	
4	3	223	73	296	(296)	17	17	44	40	44	40	80	40	125	213
3	1	82	37	119	80	39	22	6	10	52	43	60	45	80	214
4	3	232	77	309	256	53	19	6-9	12	48	25	100	35	215	
3	1	288	0	288	240	48	20	150	6	52	50	60	60	60	216
4	1	44	44	44	44	16	16	600	40	40	180	217			

e Four months, \$15.

f Two years' tuition certificate, \$80; three years' certificate, \$125.

g Business course.

h New charter.

Memoranda to Table 71.

Location.	Name.	Remarks.
San José, Cal.....	Garden City Commercial College.....	No information received.
New Haven, Conn....	New Haven Phonographic Academy.....	Name changed to Gaffey's Short-hand School.
Lafayette, Ind.....	Star City Business College.....	No information received.
Vernon, Ind.....	Vernon Normal School and Business Institute.	No information received.
Worcester, Mass.....	Hinman's Business College.....	No information received.
Lansing, Mich.....	Bartlett's Business College.....	No information received.
St. Joseph, Mo.....	St. Joseph Normal Business College.....	Name changed to Chapman's Business College.
St. Louis, Mo.....	Franklin Institute.....	No information received.
St. Louis, Mo.....	Johnson's Commercial College.....	No information received.
Elmira, N. Y.....	Elmira Business College.....	No information received.
Canfield, Ohio.....	North-eastern Ohio Normal Business College.	No information received.
Mansfield, Pa.....	Mansfield Business College.....	Moved to Olean, N. Y., and name changed to Westbrook Commercial College.
Thorp's Spring, Tex..	Thorp's Spring Commercial College and Literary Institute.	No information received.
Whitesborough, Tex..	Whitesborough Normal and Commercial School	No information received.
Janesville, Wis.....	Silsbee Commercial College	No information received.

TABLE 72.—*Summary of statistics of training schools for nurses.*

State.	Number of institutions.	Number of instructors.	Number of pupils.	Number of graduates in 1887.
Connecticut	2	a2	65	a14
District of Columbia*.....	1	7	51	8
Illinois	1	13	65	19
Indiana	1	5	14	5
Massachusetts	5	b39	215	68
Michigan	1	.....	22	11
Minnesota	1	4	7	.....
Missouri	1	(c)	16	6
New Jersey.....	2	d9	28	15
New York.....	11	b95	355	133
Pennsylvania.....	3	8	114	46
Rhode Island.....	1	8	20	5
Vermont	1	5	17	5
Total	31	195	980	335

* From Report of the Commissioner of Education for 1885-86.

a One school not reported.

b Two schools not reported.

c Superintendent and medical corps.

d Several lecturers additional.

TABLE 73.—Statistics of training schools for nurses for 1886-87; from replies to inquiries by the United States Bureau of Education.

Post-office address.	Name.	Date of organization.	Superintendent.	Number of instructors, etc.	Number of pupils.	Graduates in the year 1887.	Graduates since date of organization.	Years in full course of study.	Weeks in scholastic year.	Salary paid pupils.	Benefactions.
1	2	3	4	5	6	7	8	9	10	11	12
1 Hartford, Conn.....	Hartford Hospital Training School for Nurses.	1877	Leander Hall.....	.....	20	.....	.....	2	.....	\$14 per month.....	.....
2 New Haven, Conn.....	Connecticut Training School for Nurses.	1873	Miss L. M. Creener.....	2	45	14	145	1½	52	\$182 for whole course of nineteen months.	.....
3 Washington, D. C.....	Washington Training School for Nurses. ^a	1877	Alice R. Westfall.....	7	51	8	.....	2	21	.....	.....
4 Chicago, Ill. (204 Honoré Street).	Illinois Training School for Nurses.	1881	Isabel A. Hampton.....	13	65	19	67	2	50	.....	.....
5 Indianapolis, Ind.....	Flower Mission Training School for Nurses.	1883	Miss K. L. Lett.....	5	14	5	17	2	52	\$8 per month first year; \$12 second year.	.....
6 Boston, Mass.....	Boston City Hospital Training School for Nurses.	1879	G. H. M. Rowe, M. D.....	17	70	29	.....	2	52	\$10, \$14, \$20, \$25, and \$30.....	c\$500
7 Boston, Mass.....	Boston Training School for Nurses (Massachusetts General Hospital).	1873	Anna C. Maxwell.....	16	54	15	145	2	.....	\$10 per month first year; \$14 second year.	3,600
8 Roxbury, Mass. (Dim- ock Street).	Training School for Nurses (New England Hospital for Women and Children).	1872	Eugenia A. Hurd.....	.....	17	12	106	1½	.....	\$1 per week first six months; \$2 per week second six months; \$3 per week third six months. Women, \$12 per month first year; \$15 second year. Men, \$23 per month first year; \$25 second year. \$10 and \$12 per month.....	.....
9 Somerville, Mass.....	McLean Asylum Training School for Nurses.	1882	Miss L. E. Woodward... ^b	6	600	8	24	2	35	.....	.....
10 Worcester, Mass.....	Worcester City Hospital Training School for Nurses.	1883	Charles A. Peabody.....	.....	14	4	13	2	50	.....	.....
11 Detroit, Mich.....	Farand Training School for Nurses.	1884	Miss Helen A. Mitchell.....	.....	22	11	24	2	48	\$6 per month first ten months; \$8 per month for remainder of term. \$2 per week.....	.....
12 Minneapolis, Minn.....	North-western Hospital Training School.	1882	S. E. Norton.....	4	7	.....	8	18	50	.....	.....
13 St. Louis, Mo. (1510 Lafayette Avenue).	St. Louis Training School for Nurses.	1883	Emma L. Ware..... ^c	(c)	16	6	15	2	50	\$10 per month first year; \$12 second year.	5,000

^a From Report of the Commissioner of Education for 1885-86.

^b 25 men; 35 women.
^c Superintendent and medical corps.

TABLE 73.—Statistics of training schools for nurses for 1886-87, etc.—Continued.

P. O. address.	Name.	Date of organization.	Superintendent.	Number of instructors, etc.	Number of pupils.	Graduates in the year 1887.	Graduates since date of organization.	Years in full course of study.	Weeks in scholastic year.	Salary paid pupils.	Benefactions.
1	2	3	4	5	6	7	8	9	10	11	12
Orange, N. J.	Training School for Nurses (Orange Memorial Hospital).	1882	Hanna W. Baker	21	22	11	23	2	50	\$90 first year; \$144 second year.....	\$1,881
Paterson, N. J. (Market Street).	Paterson Training School for Nurses (Ladies' Hospital Association).	1885	Clara S. Weeks	8	6	4	6	2	50	\$9 per month first year; \$14 second year.	.....
Brooklyn, N. Y. (Do Kalb Avenue and Raymond Street).	Brooklyn Training School for Nurses (Brooklyn Hospital).	1889	Mary A. Camp .....	.....	30	13	46	2	50	\$7 per month first year; \$12 second year.	3,000
Brooklyn, N. Y. (46 Concord Street).	New York State School for Training Nurses.	.....	Miss Sarah Allen	7	7	.....	.....	1	52	None.	.....
Brooklyn, N. Y. (109 Cumberland Street).	Training School for Nurses (Brooklyn Homeopathic Hospital).	1884	Harriet C. Camp	9	28	10	19	2	16	\$10 per month first year; \$15 per month second year.	.....
Buffalo, N. Y.	Buffalo General Hospital Training School for Nurses.	1877	Miss Margaret E. Francis.	9	28	13	43	2	50	\$9 per month first year; \$12 second year.	.....
Buffalo, N. Y.	Buffalo State Asylum Training School for Attendants.	1883	J. B. Andrews	3	30	0	7	2	52	Women \$12 to \$15 per month; men \$23 to \$25 per month.	.....
New York, N. Y. (Blackwell's Island).	Charity, Maternity, and Infants' Hospital Training School.	1875	James F. Ferguson, M. D., chairman board of managers.	40	60	16	191	2	26	\$10 per month first year; \$15 per month second year.	.....
New York, N. Y. (852 Lexington Avenue).	Mt. Sinai Training School for Nurses.	1881	Miss A. L. Alston	8	40	21	76	2	50	\$7 per month.....	.....
New York, N. Y. (426 East 28th Street).	Training School for Nurses (Bellevue Hospital).	1873	Eliza P. Perkins	6	64	24	296	2	50	\$7 per month first year; \$12 second year.	3,550
New York, N. Y. (8 West 16th Street).	Training School of New York Hospital.	1877	George P. Ludlam .....	.....	36	17	119	14	.....	\$10, \$13, and \$16 per month for first, second, and third six months.	.....
Rochester, N. Y.	Rochester City Hospital Training School for Nurses.	1880	S. M. Lawrence	8	22	8	36	2	52	\$10 per month .....	.....
Syracuse, N. Y.	House and Hospital of the Good Shepherd.	1885	L. L. Mills	5	10	4	.....	2	46	\$6 per month first year; \$10 second year.	2,000
Philadelphia, Pa. (North College Avenue and 22d Street).	Nurses' Training School of the Woman's Hospital.	1863	Anna M. Fullerton, M. D.	2	36	14	476	2	52	\$10 per month	\$615

28	Philadelphia, Pa.	Nurses' Training School (Philadel- phia Hospital).	1885	Alice Fisher.....	3	65	23	71	1&2	50	\$8 per month for two-year pupils; nothing for those engaged for one year only.	f 2, 200
29	Philadelphia, Pa.	Philadelphia Lying-in Charity and Nurse School.	1892	Charles Meigs Wilson, M. D.	3	13	9	350	1	40	\$5 per month.....	
30	Providence, R. I.	Training School for Nurses of the Rhode Island Hospital.	1882	Miss L. V. Pickett.....	8	20	5	26	2	41	\$10 per month first year; \$15 per month second year.	
31	Burlington, Vt.	Mary Fletcher Hospital Training School for Nurses.	1882	James B. Gibson, M. D.	5	17	5	19	2	.....	\$10 and \$12 per month
ED												

ED

a Several additional lecturers.

b Tuition and instruction considered as equivalent to salary.

c Endowment and thorough organization in 1872.

d Since 1872.

e \$400 from Dr. Wm. Ashmead, of Germantown; \$215 from annual subscription.

f \$1,000 legacy of Henry Seybolt; \$1,200 in annual donations.

Memoranda to Table 73.

Location.	Name.	Remarks.
Brooklyn, N. Y.	Long Island College Hospital Training School.	No information received.
Charleston, S. C.	South Carolina Training School for Nurses	No information received.

CHAPTER XIV.

TRAINING OF SPECIAL CLASSES.

INTRODUCTION—The names “asylum” and “reformatory”—Attendance—I. EDUCATION OF THE DEAF—New institutions and buildings—Changes of the year—Training of teachers for the deaf—Articulation—Auricular instruction—Periodicals—Convention—Notes from catalogues and reports of institutions—Number of schools for the deaf, teachers, and pupils (Table 74)—Summary of financial statistics of schools for the deaf (Table 75)—Summary of comparative statistics of schools for the deaf (Table 76)—Statistics of schools for the deaf (Table 77)—II. EDUCATION OF THE BLIND—New institutions and buildings—Higher education—Printing for the blind—Workshops for the blind—Convention—Meeting of the Board of Trustees of the American Printing House for the Blind—Notes from the catalogues and reports of institutions—Number of schools for the blind, teachers, and pupils (Table 78)—Summary of financial statistics of schools for the blind (Table 79)—Summary of financial statistics of schools for the blind (Table 80)—Statistics of schools for the blind (Table 81)—III. EDUCATION OF THE FEEBLE-MINDED—New institutions—Convention—Notes from catalogues and reports of institutions—Summary of statistics of schools for the feeble-minded (Table 82)—Summary of comparative statistics of schools for the feeble-minded (Table 83)—Statistics of schools for the feeble-minded (Table 84)—IV. EDUCATION OF JUVENILE DELINQUENTS—New institutions—Classification of pupils—The cottage system—Results of reformatory training—Reformatories for men—Notes from catalogues and reports of institutions—Summary of statistics of reform schools (Table 85)—Summary of comparative statistics of reform schools (Table 86)—Statistics of reform schools (Table 87)—V. EDUCATION OF THE INDIAN—Classification of Indian schools—Education of the uncivilized tribes—Accommodations (Table 88)—The English language in Indian schools—Course of study—Fiances (Table 89)—Boarding schools—Schools in civilized communities—New schools—Contract schools—Teachers—School systems of the Five Nations—VI. EDUCATION OF THE COLORED RACE—Colored public school statistics (Table 90)—Comparative statistics—White and colored public schools (Table 91)—Statistics of colored public school teachers (Table 92)—Remarks upon the tables—Notes from the reports of State superintendents—Colored schools for normal, secondary, and collegiate education—Statistics of these schools (Table 93)—Colored professional schools—Statistics of the same (Table 94)—Statistics of colored pupils in schools for the deaf, blind, etc. (Table 95)—Synoptic view of the statistics of schools for the colored race (Table 95 A).

INTRODUCTORY REMARKS.

The classes of persons whose education is treated of in this chapter may be placed in two categories, those whom nature, disease, or accident has placed at a disadvantage as compared with children possessed of a full complement of human faculties, and those who by reason of their social position or transgressions are unlikely to reach a higher level of intelligence unless assisted or coerced. The educational life here dealt with is institutional and it has the additional feature of being fostered by the general public, except in the case of the negro, for a very small proportion of itself, a fact that has not a little tended to give rise to the vicious propensity of looking upon these institutions as public charities rather than as public schools.

Schools or asylums.—Without touching upon the æsthetic side of the question of naming these institutions and the several classes whose instruction it is their purpose to accomplish, the practical evils resulting from what is indicated, or is supposed to be indicated, by the names they bear or have borne is here considered in so far as it interferes with the accomplishment of their specific object. It was stated by President Gallaudet, of the National Deaf-Mute College, in presenting his report as chairman of the executive committee of the Convention of American Instructors of the Deaf (see p. 824), that it was a matter of experience that children who are deaf but not dumb have found difficulty in securing the advantages to which the so-called deaf and dumb are admitted without question; and Superintendent Weston Jenkins, in his article on “Aphasia in Relation to Deafness” read before the Eleventh Convention of the Instructors of the Deaf, speaks as though it was a common thing for superintendents to receive application for the admittance of children who are described as “dumb but not deaf.” But it is among the institutions for the blind that, apparently, the greatest inconvenience is experienced. In its annual report for 1886, the board of trustees of the Texas Institution for the Blind, uses the following language: “In conclusion, we invite a careful perusal of the report of the superintendent, and would again impress the idea that this is not an asylum. * * * At least one citizen of a distant State travelled to Austin under the delusion that this was an asylum. * * * The con-

stitution never intended that it should be used as an 'asylum' and such nomenclature properly has no place in our statute books, and we trust that all legislation in the future will look to this important distinction." Superintendent Sibley, of the Missouri School for the Blind, issues a printed circular: "In view of the fact that a want of proper information on the part of the public concerning this school has been the cause of many blind children growing up in ignorance. * * * This institution is in no sense an asylum." Struggling against the same misconception Superintendent Jacobs, of the Indiana Institution for the Education of the Blind, remarks: " * * * Judging from the contents of many letters that I have received, there seems to be a lack of information relative to the real character and purposes of this institute among all classes of people. They fail to comprehend that this is not an asylum. * * *" Superintendent Miller, of the Ohio Institution, remarks that "An erroneous impression seems to exist * * * as to the intention of our institution. It is not a State infirmary, nor is it in any sense an asylum." Superintendent Clement, of the New York State Institution for the Blind, though not commenting on the evil complained of in the West, issues an "Address to the Parents and Friends of the Blind" ostensibly to advise the parent as to the course of home instruction to be pursued before the child is sent to school, but he carefully notes that the organic act declares "that the institution shall be considered as a department of public instruction." It will be observed that the new school for the blind in Alabama has received the name of Academy for the Blind.

The name "*reformatory*."—If the odium which attaches to the word "asylum," in which light it would seem the public persists in viewing the above institutions, their true names to the contrary notwithstanding, "has been the cause of many blind children growing up in ignorance," it may be supposed that the graduate of a reform school would be at some pains to conceal the name of his *alma mater* rather than undergo the worst evil to a reformed person of having been "in jail." Superintendent Mallalieu, of the Nebraska State Reform School, observes, in suggesting that the name of his institution be changed to State Industrial School that "the word 'reform' when applied to penal institutions carries with it a stigma. It is frequently a misnomer.¹ It projects itself into the future and springs up at the very time when the struggling youth is doing his best to lead an honorable life." The trustees of the Iowa school in recommending that the name be changed to the "State Industrial School" say: "The use of the name 'reform school' was considered inapplicable, although the school is reformatory in its work and character." Superintendent Charlton, of the Indiana School for Boys, however, takes another view of the matter, considering the question in the light of propriety of nomenclature and the life of the boy while in school. He very logically observes: "Let us call things by their right names. I try to impress upon every boy the fact that this is a reform school."

Attendance.—The attendance at these institutions suffers not only from the false conception of their object, but also from ignorance of their existence and, in some cases, a wilful neglect of the advantages proffered. Among several methods followed by superintendents of schools for the deaf to make the schools and their true character known (see page 822, Education of the Deaf—Convention), that pursued by Superintendent Noyes, of the Minnesota school, seems to be, not only ingenious in its conception and thorough in its operation, but highly valuable in its results. "That method alone," observed Mr. Noyes, "has given me tenfold more reliable information in the State of Minnesota than all the census returns that have been made, either by the national or State government, since that [the Minnesota] institution was founded."

This plan is based on the fact that a child in the public school will be more likely to know if there is a deaf and dumb child in the neighborhood than his father or his mother. Taking advantage of the superintendent of public instruction's annual distribution of blank forms to be filled out and returned, a table was added to the form; and on this, county superintendents and teachers were required to write the name, the age, and the parent's post-office address of each deaf or blind child in the State. The responses the State superintendent had tabulated and transmitted to Superintendent Noyes, who recommends that the word "dumb" be not used, "because some parties * * * make the same child deaf, dumb, and blind" quite contrary to the fact. The matter of attendance was not formally before the ninth biennial meeting of instructors of the blind, but the same ignorance of the existence of schools for the blind was adverted to by several members.

I.—EDUCATION OF THE DEAF.

I.—GENERAL REMARKS.

New institutions and buildings.—Three schools for the education of the deaf have been opened during the year and two provided for. Of the schools established those at Evansville, Ind., and La Crosse, Wis., are respectively a part of the common school sys-

¹ See page 856, Classification of pupils.

tem of the city, while that at Cincinnati, Ohio, is under the auspices of the Society for the Improved Instruction of Deaf-Mutes, of Cincinnati. The institution for the deaf and the blind lately established at Cheyenne by the Legislature of Wyoming is prepared to begin its work as soon as a sufficient number shall have presented themselves for instruction, and the institution for the education of the colored deaf and blind, provided for by the twentieth Legislature of Texas (1887), will be ready in September, through the activity of the three commissioners appointed to carry out the act and to whom the \$50,000 appropriated was intrusted.

Two schools have ceased to exist, the private school of Prof. A. Graham Bell, in Washington, and the St. Joseph's Deaf-Mute School, Hannibal, Mo., whose pupils have been removed to the Convent of Maria Consilia Deaf-Mute Institute, Saint Louis, Mo. The school in Baltimore, known as F. Knapp's Institute, is supposed to have been discontinued as a school for the deaf, as no information of it or from it as such has been received for several years.

The Kansas, Nebraska, Pennsylvania, Oregon, West Virginia, and the national institution have largely increased their accommodations. The central and the northern New York institutions are making preparations to begin the erection of institutional buildings, the State Legislature having appropriated \$40,000 to each; while the appropriation of \$40,000 by the Massachusetts Legislature to the Horace Mann School having been found inadequate to erect the building contemplated, work has not yet been begun. As to the plan and arrangement of these buildings, the Office possesses no information.

Changes of the year.—The changes in the management of the institutions for the class under review are few but marked. The Alabama Institution for the Deaf and Dumb and the Blind has been separated into its elements and an institution established for each class of its inmates; the New Mexico institution has been adopted by the Territory; and the New England Industrial School for Deaf-Mutes, Beverly, Mass., has, for the first time, been aided (to the amount of \$2,000) by the State. In the Pennsylvania and Wisconsin institutions the oral department has been enlarged, and in the former institution is now taught in a separate establishment. The "advanced class" of the Chicago schools for the deaf, or high school, in the language of the principal of this class of city schools, "bids fair to become an established feature, as it has done well and grows more and more useful." Another "experiment," the most important innovation of the year, has been the determination on the part of the board of directors of the National College to admit young women to the college on the same terms and conditions as have been applied to young men. The results will determine the future policy of the board.

Training of teachers for the deaf.—The normal department of the Eleventh Convention of American Instructors of the Deaf, the first of its kind, was opened on July 16, 1886, by its superintendent, Mr. Ely, of the Maryland School for Deaf and Dumb, in the following language:

"The first subject to be considered is primary language. * * * The idea is to have set before us here the methods of the class-room—how we begin, how we go on, what means we use to reach the minds of our pupils to illustrate certain things, to get over certain difficulties, and in the progress of the discussion it is expected that the teachers present will ask questions, make suggestions, and offer remarks from their places in the room. It is to be as informal as is consistent with good order." Mr. Weed, of the Pennsylvania institution, was in charge of the exercises of the section of language for primary and intermediate classes, and selected as topics for discussion: (1) Vocabulary; (2) tense; (3) correction of mistakes; (4) methods of review; (5) exercises most profitable for primary teaching. Then followed in order arithmetic, in charge of Mr. F. W. Booth; kindergarten work, in charge of Mr. Z. F. Westervelt; geography, under Mr. Weston Jenkins; natural science, in charge of Mr. F. D. Clarke; art, in charge of Mrs. A. J. Griffith; history, in charge of Mr. George Goodall; and the sections of sign language, Mr. I. L. Peet, of articulation and lip reading, Miss L. D. Richards, and of auricular instruction, Mr. J. A. Gillespie. Space is wanting to follow the discussions. It is necessary, however, to say that the presiding officer's expectation that questions would be asked was fully realized.

Miss Garrett, principal of the Pennsylvania Oral School for the Deaf, Scranton, Pa., devotes a portion of her time to training teachers in the oral method. The course continues 10 months—4 of observation and 6 of practice. Twenty of those who have received instruction at the school are engaged in teaching; the class for the year just closed consisted of 3. The National College at Washington has done so much toward furnishing the institutions of the country with teachers that, though its object is the higher education of the deaf, it may in a manner be regarded as a normal institution. Eighteen per cent. of those who have been connected for a longer or shorter time with the college have been engaged in teaching, and it is interesting to note that not infrequently their work has been that of pioneers.

Articulation.—The eclecticism and the intelligent advocacy of teaching the deaf to speak, and to read from a speaker's lips, as evinced in the resolution unanimously

adopted at the Eleventh Convention of American Instructors, contrasts with the enthusiastic preference given to the "pure oral method" by the Milan Convention,¹ representing the opinion on the continent of Europe.

The desirability of teaching the deaf to speak, and to read from the lips, is fully appreciated by American instructors, but experience causes them to doubt the possibility of the congenitally deaf acquiring these arts, except in cases of exceptional brightness. A trial of the combined system in its second and fourth features, Professor Fay's classification (see page 823, Convention), at the Pennsylvania institution, showed, after a trial of several years, the second method to be unsatisfactory as regards articulation and lip-reading, while in the trial of the fourth method the oral department was found worthy of being continued, though the "results were not such as its most ardent friends had expected." "It is believed," says Superintendent Crouter, of the Pennsylvania institution, "that a large percentage of our pupils, namely, the semi-mutes and the semi-deaf, and such of the congenitally deaf (few in number probably) as are capable of receiving oral instruction, can and should be orally taught, and that all others, forming, to be sure, the majority of the pupils, should be taught by manual methods" (see page 823, Convention). Calculations by this Office, based upon replies made to the inquiry of the editor of the *American Annals of the Deaf* and published in that journal, show that 36 of the schools reporting statistics for the year 1886 used the combined method exclusively, 13 the oral, and 10 the manual. Of the whole number of pupils (excluding the pupils of the New York institution) of these institutions (about 8,000), 32.5 per cent. were instructed in articulation. In the 45 institutions reporting teachers of articulation as such, the average number of pupils to a teacher is 15, so far as this is not modified by the fact that some of the pupils that appear in the aggregate were only present for a part of the year, causing this average to be too high. In the London city schools for the deaf, 10 is the maximum number committed to the charge of one teacher, and this number was one of the "six cardinal demands" of the schools for the deaf in Germany, almost unanimously adopted at the convention of German instructors of the deaf. The teachers of articulation formed 24 per cent. of the whole teaching body.

The oral branch of the Pennsylvania institution, above referred to, is taught in a separate establishment, with accommodations increased to admit 100 pupils. The Wisconsin institution has enlarged its oral department, which now receives the entire attention of three teachers; and the board of directors of the Oregon school asks the legislature to provide the means of employing a teacher of articulation. Two of the new schools of the year are oral schools, the Evansville, Ind., school being taught on the manual system.

Auricular instruction.—This lately introduced and rapidly extending method of instruction has been defined by the auricular teacher of the Nebraska institution, Miss Plum, as "educating the brain to use the hearing so that speech may be gained," and Professor Currier, of the New York Institution for the Education of the Deaf and Dumb, explains the phrase "aural development" as "the systematic training of an ear in abnormal condition to perform, with the aid of mechanical contrivance, the operations just described [the operations of the ear in a normal state]." To ascertain the number of semi-deaf, the tests made, and the number taught auricularly in the schools for the deaf, Superintendent Gillespie, during 1885-86, sent out a series of questions to the various institutions and received answers from 35. To the first question, "Has there been a general test of the hearing made in your school?" 22 answers are in the affirmative. To the question, "How many have you found with sufficient hearing to distinguish vowel sounds?" the 22 institutions answering the previous question in the affirmative, answered, collectively, 80. To the question, "How many have you taught wholly aurally?" the answer was 35, including the Nebraska in-

¹ The resolutions adopted by the international convention at Milan were as follows:

"1. The convention, considering the incontestable superiority of speech over signs, (1) for restoring deaf-mutes to social life, (2) for giving them greater facility of language, declares that the method of articulation should have the preference over that of signs in the instruction and education of the deaf and dumb.

"2. Considering that the simultaneous use of signs and speech has the disadvantage of injuring speech and lip-reading and precision of ideas, the convention declares that the pure oral method ought to be preferred."

The American instructors embodied their views in the following preamble and resolutions:

"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."

stitution. To the inquiry, "How many are taught both aurally and orally?" intended to bring out the number taught with a view to cultivating the hearing, the answer was 399. Superintendent Gillespie, of the Nebraska institution, stated in the Eleventh Convention, at Berkeley, that experience had convinced him that his previous estimate of 15 per cent. was not too low as an estimate of the pupils at schools for the deaf who have sufficient hearing to be developed. At the Mississippi institution during 1885 a class of 10 were daily instructed in this method, and, although 5 could not at first distinguish vowel sounds, they could at the close of the year distinguish words and sentences.

Periodicals.—Of the two journals that are not issued by institutions for the deaf, one, the American Annals of the Deaf, particularly demands attention as an educational publication of the highest class. This journal, 79 per cent. of whose running expenses are derived from assessments on American and Canadian institutions, contained during the year under review twenty-eight articles, three-fourths of which are of a pedagogical nature, the others being historical, biographical, or casual articles relating to persons or subjects connected with deaf-mutism. These constitute the general and largest part of each quarterly issue; the minor departments being a department for notice of the current literature of deaf-mutism, a school-items department, and a department of announcements, and record of current events. The articles, original or translated, are written, with but few exceptions, by instructors. In the other periodical, the Deaf-Mutes' Journal, social rather than educational information predominates. Besides these, the educational and the social journals of the deaf world, there is a class of periodicals printed for, and very frequently, if not in every case, by the pupils of the several institutions.¹ The potential value of these papers, and that their influence is not confined to an institution, was happily illustrated by Superintendent Westervelt during the session of the normal section of the Eleventh Convention, at the close of Miss Harris's account of her method of teaching language at the Maryland institution. He said: "Would it not be a benefit to the profession and to all the institutions where papers are published, if such work as this done by Miss Harris were printed in such paper for the benefit of other institutions? * * * We all look through the institution papers, and we are very glad to get hold of something of this kind."

Convention.—As the proceedings of the Eleventh Convention of American Instructors of the Deaf, at Berkeley, Cal., July 15-22, 1886, cover 320 pages of an octavo volume, it is impossible to do justice to them in a few paragraphs. A faint sketch of the proceedings of the normal department has been given under "Training of Teachers." Those desirous of information as to the intimate or social side of a transcontinental trip that appears to have been as pleasant as long, are referred to the article in the American Annals of the Deaf,² and those who wish the full information, that can not be given here, to the volume of the proceedings.³ In calling the convention to order President Gallaudet, of the National College, gave a historical view of the previous conventions which, as a series, may be separated into two periods; the first from 1850 to 1858, held at intervals of about two years, with an attendance on the average of 35, representing from 3 to 10 institutions; the second, inaugurated after an interval of 10 years, at intervals of 4 years, and a constantly increasing attendance, until at Berkeley 41 institutions were represented by 230 delegates.

At the opening session Mr. I. N. Tate's paper on the means of securing a better attendance at schools for the deaf called forth the discussion intended, Rev. Thomas Gallaudet recommended a multiplication of institutions to accomplish the end, a proposition that was opposed by Mr. Erastus Brooks, of New York, as tending to weaken the power that could only be had by having one institution, and by Miss Black, principal of the Rhode Island school, who observed that notwithstanding the small extent of Rhode Island, not more than a fourth of the deaf children in the State could be gotten into the school. Dr. Peet advocated exhibitions at a central point in the State, as well as at home; Mr. Williams operated by sending out letters; President Gallaudet advocated the teaching of the manual system of conversing in the public schools; and Mr. Noyes gave his ingenious scheme, fully stated in the introduction of this chapter, for finding out deaf children. The session of the 16th was closed with a paper by Mr. James Denison, on "The Manual Alphabet as a Part of the Public School Course," a paper briefly anticipated the day before. As the utility of the proposition met with the unanimous support of the convention⁴ and may not be self-evident, the reasons for introducing this study into the public schools are given quite fully.

¹ The Office takes occasion to thank the superintendents of the Nebraska and Ohio institutions for their courtesy in sending it the Nebraska Mute Journal and the Mutes' Chronicle, respectively, during the year, and the editor of the Deaf-Mutes' Journal for a similar favor.

² Vol. XXXI, p. 244-252.

³ Proceedings of the Eleventh Convention of American Instructors of the Deaf, Sacramento, Cal., 8vo., pp. 328. To be had of Superintendent Wilkinson, of the California Institution, Berkeley. The postage is 7 cents.

⁴ By unanimous vote the executive committee of the convention was requested to have this article printed in the American Annals of the Deaf, and to "memorialize the Department of Public Education at Washington on the subject, and that the principal of each institution in the United States be appointed a committee to memorialize the department of public instruction in that State to the effect that the recommendations of this paper shall be carried out in the public schools."

"There are indisputably times and places in which the finger alphabet fulfills, as writing can not do, the conditions of expression where vocal utterance is either not desirable or not possible. * * * How often at social gatherings * * * do we see individuals separated from each other by the crowd or the length of the room, vainly striving * * * to convey * * * information. * * * In concerts, * * * in the church, * * * in the theatre, * * * and amid the noise and rattle of the machine-shop, factory, or railroad, how often arises an imperious necessity for making a communication to another. * * * Outside of the confessedly deaf, how many persons there are who * * * are yet hardly ever addressed except in tones more or less raised above the conversational pitch. * * * To the invalid and to the sick room the manual alphabet comes, as it were, with healing on its wings. * * * How many last messages * * * have been lost to the loving ones remaining behind; lost because the finger alphabet was not known." Mr. Denison then discusses the advantage of the manual alphabet to the hearing child as a student of the orthography of the English language, because "the more varied the form under which language is presented to the mind through the different senses, the more perfect will be the knowledge of it acquired and the more permanently will it be retained." Mr. Denison concludes with stating the undoubted benefits accruing to the deaf from ability to converse with the general public.

Saturday was a holiday, Sunday was devoted to the discussion of Sabbath Exercises in an institution for the deaf and dumb, and Monday to the great questions of the day in deaf-mute instruction, the relative merits of the oral, the manual, and the combined methods. Professor Cronter, in his paper on "The True Combined System of Instruction"—after quoting Professor Fay's subdivisions of the combined method into four classes, (1) the use of signs and articulation concurrently in the same class; (2) special classes in which lip-reading and articulation are taught as an accomplishment; (3) separate oral and manual classes in the same school; and (4) separate oral and manual schools or departments in the same institution—objected to the concurrent use of signs and articulation in the same class, since the "methods are diametrically opposed," and the semi-mutes are compelled to attend the advancement of the congenitally deaf, which is slow. To teaching articulation and lip-reading as an accomplishment he also objected as producing results inferior to the pure oral method. In the practice of the third species of the combined system, in which pupils are instructed in different classes by the oral or by the manual method, but are permitted to use signs on the play-ground, Mr. Cronter had found that such use of signs had tended to improve the pupil's intellectual faculties; he pronounced, however, for the fourth system of instruction in the following terms: "For all practical purposes and in order to secure immunity from error in the choice of methods, I would divide the deaf into three classes,—the congenitally deaf, the semi-deaf, and the semi-mute. With the first I would include those born deaf and those who lose their hearing from accidental causes very early in life, say within the age of three or four years. These, for the most part, I would instruct manually. The semi-mute and the semi-deaf, and such of the congenitally deaf as appear particularly bright and quick to learn, I would instruct orally." Professor Cronter's remarks are of especial interest, as the institution over which he presides is "working out for the benefit of the American schools," to quote from the paper that followed by Dr. Peet, "a most interesting problem" (see p. 821). Dr. Peet, in his paper on the combined system, after summarizing the progress of manual and oral instruction in this country, proceeded to describe the methods pursued in the New York institution, where, "Except in what we call our kindergarten department, the hours of instruction for each class are four daily. The first hour is devoted to the recitation of the lesson conned in the study hours out of school; the second hour, to exercises in the English language; the third hour, to arithmetic; and the fourth hour, to lip-reading and its corollary, articulation." Mr. G. O. Fay, in his paper on "Comprehensive Education in its Philosophy and Practice," advocated, in order "to secure the best results in existing institutions, sign and oral," a reorganization, gradual or summary; for, though the schools of France for a century, and of this country "have demonstrated only and mainly * * * the importance and possibilities of pantomime and the uses of the manual alphabet, supplemented by written speech, * * * and have produced a remarkable body of silent scholars, easily superior to anything that "oralists have been able to produce," they have been backward * * * in taking up and applying with equal skill and energy the teaching of oral speech." On the other hand, the schools devoted to the pure oral method of instruction "have yet to learn that in omitting the use of pantomime and finger spelling they ignore the uneducated mute's best friend. They take away a ladder, the only ladder known, by which all the deaf can easily rise." The reading of these papers was followed by a keen, though not acrimonious, colloquy as to the probability of error in a segregation of pupils unfit for oral instruction, that was not founded on a long trial, and even re-trials. The discussion was interrupted by Professor Gallaudet, president of the National College, who introduced the resolutions already given (p. 821, note), which, after some amendments in the interest of oral and auricular instruction, were unanimously passed.

The first paper of the following day was by Professor F. D. Clarke, of the Arkansas School, on "Technical Education." Mr. Clarke stated that the California institution was the only one that followed the Russian system of technical instruction, and that, only in the wood-working feature of the system, and that at no institution, so far as he was aware,¹ "is there any regular course of [technical] instruction, any examination, or any attempt at either." He advocated a manual-training course of four years; the pupil during the first 2 years to be instructed in the use of tools in a general way, and during the last 2 made a specialist of. The convention then unanimously adopted the report of the standing executive committee to discontinue the use of the word "dumb" in the title of the convention and of the publication until then known as the American Annals of the Deaf and Dumb. Mr. Chickering's paper on "Physical Culture," not intended "to offer anything new or original," presented the methods and results of physical education at the National College; his testimony as to the value of the exercise to the deaf was corroborated by Professors Fay and Noyes. Miss Garrett's paper, entitled "A Summary of Work done in the Pennsylvania Oral School for Deaf-Mutes, Scranton, Pa., June 18, 1886," stated that the object of the author's school was to develop speech and language, for, if the work is well begun, it will be a comparatively easy matter to instruct the pupils in the ordinary branches later." "If the school were larger," continues the essayist, "I should classify it as I did in [the] oral branch of [the] Pennsylvania institution—placing semi-mutes, semi-deaf pupils, and congenital and practically congenital, each in separate classes; of course sending semi-mutes and semi-deaf pupils to hearing-schools as soon as possible." After taking action in the matter of President Gallaudet's invitation to appear before the royal commission to inquire into the education of the blind and the deaf in Great Britain and Ireland (see Bureau Report, 1875-86), the following resolution was introduced and unanimously passed:

"Resolved, That, in the opinion of this convention, instruction in art is of special importance in the instruction of the deaf, as without its guiding and developing influence the peculiar tendency of the deaf-mute's mind to think in pictures can not be taken advantage of to place him on that plane in life to which he is best adapted, nor can that superiority in handicraft of whatever kind which he is capable of attaining be placed within his grasp."

The evening of the 21st was spent in discussing auricular instruction (see p. 821, Auricular Instruction); the day following was taken up with the closing exercises.

II. NOTES FROM CATALOGUES.

ALABAMA.

Alabama Institution for the Deaf (formerly *Alabama Institution for the Deaf and Dumb and the Blind*), Talladega, Ala.—The oral class recently established in this institution numbered 16, the pupils' ages ranging from 8 to 22 years. They had at the date of the report acquired a vocabulary of 450 words, quite a number of short sentences, and could count and add very well. Industrial training has been reduced to a minimum from want of room, a state of affairs that the erection of the department for the blind into a separate institution and its removal will remedy.

COLORADO.

Colorado Institute for the Mute and the Blind, Colorado Springs, Colo.—Of the 92 persons admitted to the institution and of whom a record was obtained, 30 per cent. were congenitally deaf, though no pupil had had deaf parents. Signs are used freely, while those showing aptitude are also instructed in articulation and lip-reading; some pupils being quite proficient in both. Printing and carpentry are taught as trades.

CONNECTICUT.

American Asylum for the Education of the Deaf and Dumb, Hartford, Conn.—Forty-one per cent. of the 289 pupils admitted since 1877 to this long-established school were born deaf, and 57 per cent. of those born deaf were children not having deaf-mute relatives; 23 per cent. having deaf relatives belonged to 47 families, having in all 240 children (154 hearing and 86 deaf), of whom 64 per cent. were not deaf. The increase in the attendance in the articulation department necessitated the employment of a third teacher of articulation and lip-reading. In this school all new pupils are thoroughly tested as to their ability to continue in it with profit; 68 have been under instruction during the year. Of the 134 pupils in the school at the date of the report, 23 were supported by the State of Maine, 21 by New Hampshire, 17 by

¹ This system had been introduced into the Virginia institution at the date of its report for 1885-86, p. 8.

Vermont, 62 by Massachusetts, 5 by Rhode Island, and 56 by Connecticut. Referring to the objection urged against the combined or eclectic system as occupying the greater part of the pupils' time with the sign language, Principal Williams observes that it certainly does not hold against his school, and that signs are used "as a valuable aid, and only as an aid."

Whipple's Home School for Deaf-Mutes, Mystic River, Conn.—This school is taught wholly on the oral system. The course of study is lip-reading and articulation, language, arithmetic, geography, and history. The boys are taught farming and gardening. The school is partly supported by the State and partly by contributions.

DISTRICT OF COLUMBIA.

National Deaf-Mute College, Washington, D. C.—This, the initial effort to secure to a constantly increasing class the advantages of a rigid and thorough course of intellectual training, was partly instituted to prove that the deaf were capable of profiting by the opportunities it afforded; a theory that the experience of 23 years and the occupations of the alumni have demonstrated. Of the 293 students who have been for a longer or shorter period connected with it, 50 have engaged in teaching, 1 is a minister, 6 have been connected with newspapers as editors, writers, or publishers, 10 have entered the civil service, 2 are scientists, and 2 have held municipal offices. Some have entered business offices as subordinates, while others have embarked on their own account, and many have become farmers and mechanics. The sections of the Union have been represented as follows: New England, 43; Middle States, 58; Southern States, 67; and the West, 130.

The liberality of Congress has been marked and uniform. It has not only provided for the current expenses so liberally as to enable the college authorities to assist indigent students, but has appropriated from time to time over \$400,000 for the splendid college buildings and the extensive grounds by which they are surrounded. The institution, however, has not been wholly dependent on the national treasury. In its early days scholarships were maintained by distinguished citizens of the capital, and to accomplish the purchase of the last and largest addition to the grounds there were many contributors.

The college does not attempt the work of a polytechnic school nor of a university. Its curriculum of four years consists of studies in ancient and modern languages, in natural and political science, and in philosophy and in history. This course, which leads to the degree of B. A., is introduced by a course of instruction lasting a year. Greek, analytical geometry, and the calculus are optional. Latin is finished with the first term of the sophomore year, and English and mathematics are prominent by reason of the continuity with which they are pursued. Candidates for admission are examined as to their ability to converse (oral or finger spelled), to render at sight paragraphs from school-books or newspapers; to compose extemporaneously; and are examined in the studies of the common school.

GEORGIA.

Georgia Institution for the Education of the Deaf and Dumb, Cave Spring, Ga.—The school at the date of the last report had not yet occupied the new building, for which an appropriation of \$5,000 was made in 1880 and an additional sum of \$10,000 by a subsequent Legislature; to complete and equip the building will require \$6,000 more. In the school the usual branches are taught; in the industrial department the boys are taught shoemaking.

ILLINOIS.

Ephpheta School for the Improved Instruction of Deaf-Mutes, Chicago, Ill.—This school, though appearing in the table for the first time, was established in 1884, and has been sustained by the Ephpheta Society (an incorporated association of Roman Catholic ladies); tuition is free. The addition of an industrial department is under consideration, while the formation of a library has already been begun.

Chicago (Ill.) City Schools for the Deaf.—These schools, of which at the date of the last report there were 5, are taught on the manual system. There is, however, a class in articulation and lip-reading. In a letter to this Office transmitting statistics, Superintendent Emery remarks: "Seven deaf boys from the advanced class and Scammon Primary Mute School, ranging from 14 to 21 years of age, have entered the industrial school of the city board of education. So far they are holding their own with those who hear and speak. This * * * overcomes the greatest and only serious objection to mute day schools."

Illinois Institution for the Education of the Deaf and Dumb, Jacksonville, Ill.—Of the 1,613 pupils of whom the cause of deafness was reported, 30 per cent. were born deaf. Since 1845, 1,886 pupils have been admitted into the institution, representing

1,706 families; 90 per cent. of these families had each one deaf child (pupil in the institution), 6 per cent. 2 deaf children, and 4 per cent. 3 or 4. "Of the deaf-mutes who have been connected with the institution as pupils and have left it, 251 have married deaf-mutes, and 19 have married hearing persons. These marriages have been as fruitful in offspring as the average of marriages in society at large, some of them resulting in large families of children. Among all these only 16 have deaf-mute children. In some of the families having a deaf child there are other children who hear." After discussing the evils of non-attendance on the opening day of the school, the fallaciousness of per capita comparisons of the cost of one institution with that of others of a different kind, or of the same kind but of a different environment, the superintendent asks for an appropriation of \$3,000 to erect a cottage for little girls. The gymnasium, for which \$6,000 was appropriated, was nearly completed at the date of the report.

KANSAS.

Kansas Institution for the Education of the Deaf and Dumb, Olathe, Kans.—Articulation and lip-reading are taught to those who show aptitude, about one-sixth of the whole number. The school is divided into 12 classes under as many teachers. In the mechanical department, cabinet-making, carpentry, shoemaking, and printing are taught by competent foremen.

MASSACHUSETTS.

New England Industrial School for Deaf-Mutes, Beverly, Mass.—Articulation is taught to a greater extent than ever before. The course covers the usual common school studies.

Horace Mann School for the Deaf, Boston, Mass.—Although by a recent act of the Legislature the school is now one of those at which pupils may be maintained at the expense of the State, it still remains under the control of the school committee of the city. The want of provision for industrial instruction has compelled the institution to depend upon the courtesy of the North Bennett Street Industrial School and the Tennyson Street Cooking School for such instruction. The primary classes have been much assisted during the year by printed language lessons that private contributions enabled the principal to provide.

MICHIGAN.

Michigan Institution for the Education of the Deaf and Dumb, Flint, Mich.—Of the 336 pupils enrolled during the biennial period covered by the report (1885-86), 19 per cent. were congenitally deaf. In 1855-56, the third year of this school's existence, 18 deaf children were admitted; in 1865-66, 14; in 1875-76, 39; 1885-86, 58. The course covers 10 years, 5 of which are passed in the primary department, 3 in the grammar, and 2 in the academic. As those who enter the school are, with few exceptions, destitute of language, the first 4 or 5 years of their school life are consumed in its acquisition. The general method of instruction pursued is the combined, its elasticity and flexibility rendering it adaptable to the condition of the pupil. Without intending in any way to reflect upon the value of the work done in the articulation department of his school, the superintendent recommends that an oral department, in which promising pupils are to be taught wholly by the oral method, be established at an early day. The 304 pupils enrolled in 1885-86 were taught as 19 classes by 15 teachers, an average of 16 pupils to a class and of 20 to a teacher. Referring to the new study of drawing, the superintendent remarks: "What at the beginning of the year was an * * * experiment * * * has become a decided and well-determined success." In the cabinet-shop (23 pupils), in the shoe shop (28 pupils), or in the printing-office (12 male and 7 female pupils), the pupils above the primary grade spend half of the school day.

NEBRASKA.

Nebraska Institute for Deaf and Dumb, Omaha, Nebr.—Of the 244 children that have attended the school since its opening, 32 per cent. were reported as congenitally deaf. The auricular work, adopted as a special feature of the institution, gives great promise of beneficial results. As an experiment the school has been divided into three divisions, one working in the shop while the others are in school, for the purpose of giving the pupils more thorough manual instruction without taking from their school time. Drawing, pencil and crayon, has been introduced and taught to 60 pupils with highly satisfactory results. In the industrial department, printing, carpentry, engraving, and carving are taught the boys.

NEW JERSEY.

New Jersey School for Deaf-Mutes, Trenton, N. J.—Of the 109 pupils in the institution at the beginning of the school, 35 per cent. were between the ages of 15 and 18,

26 per cent. of 8 and 12, 25 per cent. 12 and 15, and 14 per cent. of 18 and 21; 51 per cent. were born deaf. "Special and continued instruction is given in lip-reading and articulations with varied success." The recent act of the Legislature, appropriating money for the establishment of a system of mechanical instruction, has led to the enlargement of the shoe shop and the introduction of the machinery necessary to teach the trade on a larger scale; a room has been fitted up as a carpenter shop, and another provided with a printing-press. The superintendent regrets that circumstances have as yet prevented him from giving auricular instruction the attention that its promise deserves.

NEW YORK.

Le Coucoux St. Mary's Institution for the Improved Instruction of Deaf-Mutes, Buffalo, N. Y.—Of the 139 pupils in the school at the close of the year covered by the report, 87 were State pupils and 27 county; 19 were supported by parents or guardians, and 6 were charity scholars. The method of instruction is the combined articulation. "The greater number of those who have been born deaf, or who have lost their hearing in infancy, make comparatively small gain in speech and in lip-reading, though still enough to be useful to them in their homes and among their friends." The boys, according to their individual aptitude and taste, are taught printing, tailoring, or shoemaking. The principal remarks that printing not only is attractive to the students, but that the trade promotes their intellectual growth, adding: "Many of our former pupils are now filling lucrative positions in newspaper and job-printing offices in various parts of the country."

St. Joseph's Institute for the Improved Instruction of Deaf-Mutes, Fordham, N. Y.—Although the system of instruction has not radically changed, "there has been a steady advancement from the combined to the oral in the classes where the former system is still in use." The studies are those of the public schools. Shoemaking and tailoring are taught the boys.

Northern New York Institution for Deaf-Mutes,¹ Malone, N. Y.—Of the 56 pupils connected with the school during the year covered by the report, 46 were supported by the State and 10 by counties. Speaking of the method of instruction followed at his school the superintendent says: "We do not use signs as an end in this institution. * * * Even for the most advanced and intelligent deaf-mutes and, I may add, semi-mutes the explanation of difficult words and phrases by signs is of great value; but for beginners, and those whose mental faculties are of the lowest order, they are indispensable." As the parents of several pupils having some power of speech desired that their children should retain it, a teacher was detailed to instruct such pupils in articulation and lip-reading, a temporary arrangement until the services of an articulation teacher can be obtained. After commenting on the difficulties of instructing the deaf, the superintendent remarks: "It is very unfortunate that so many of our pupils arrive at the institution at an age when the difficulty of imparting instruction to them is doubled. Their most impressive years are gone, and they generally find it a task of no small moment to retain in the mind what they commit to memory."

Institution for the Improved Instruction of Deaf-Mutes, New York, N. Y.—The number of State pupils instructed during the year was 103; county, 66; paying tuition, 19; and charity, 1. There were 14 classes, under 4 male and 10 female teachers. The institution has of late received a considerable number of very young pupils, touching the education of whom the superintendent remarks: "Now, in my experience I have found that those deaf-mutes make the most satisfactory progress in speech and lip-reading whose instruction is commenced when they are 8 or 9 years old. * * * All that can be done with such young children is to prepare them for the regular school work, which they have to begin when they are old enough for it." To meet the requirements of this class a preparatory department was organized, with a curriculum consisting of calisthenics, kindergarten work, writing, lip-reading, and, for 2 hours daily, preliminary voice-training. An important advance has been made in the method of teaching science. This consists of a system of object lessons, reinforced and invigorated by a continuous series of succinct questions admitting of concise responses, for the purpose of familiarizing the pupils with those principles of physics, chemistry, and geometry that are most applied in the workshop. In the industrial department instruction is given to the larger boys 4 afternoons in the week, the object being not to teach, as yet, trades, but general mechanical principles. For the girls, in addition to the usual sewing, cutting, and fitting, there is a well equipped cooking school; they are also taught drawing and, to those showing talent, painting.

¹ In his remarks at the convention at Berkeley, on the desirability of multiplying institutions for the purpose of increasing attendance (see page 822, convention), Rev. Thomas Gallaudet says of this institution: "There is a singular fact with regard to this school. The majority of the young men are over eighteen years of age—men who had grown up in ignorance, twenty, twenty-two, and twenty-four years of age. You could see the results of training, even in their physical condition, in the way they looked and carried themselves. I saw them when they began, some two years ago."

NORTH CAROLINA.

North Carolina Institution for the Deaf and Dumb and the Blind, Raleigh, N. C.—Of the 5 classes in the department for the deaf, 2 are taught by the oral method. Shoemaking is the only trade taught, but others are asked for, especially printing. The number taught during the period covered by the report was 26; the girls receive instruction in sewing.

OHIO.

Cincinnati (Ohio) Deaf-Mute School.—The average attendance during the year was 29 in this school, 20 having attended for the whole session of 10 months, and 5 from 8 to 10 months. All studied reading, orthography, writing upon slates, arithmetic, penmanship, and composition; 6 geography, and 6 history. 44 were 10 or under, and 30 were 13 or 14 years of age. The school was taught in two school-rooms having accommodations for 40 pupils.

The Oral School for the Deaf, Cincinnati, Ohio.—This school, the purpose for which the Society for the Improved Instruction of Deaf-Mutes was formed in August, 1886, offers instruction in the purely oral method. In many instances the society assumes the expense of educating the child whose parents or guardians are destitute. For the year under review the work of the society was facilitated by permission to use for school purposes a room in the Children's Home free of rent; a class of 10 was soon formed, and placed under competent teachers. In regard to the success of the school the executive committee observes, "The work accomplished was in every respect gratifying. * * * The executive committee of the society is confident that the work to be accomplished during the present year will increase the usefulness of the school and that it will illustrate practically the main objects and purposes of the work, and typify it not alone as an educational effort but also a desirable charity."

Ohio Institution for the Education of the Deaf and Dumb, Columbus, Ohio.—The whole number of students instructed here has been 2,152, of whom 31 per cent. were born deaf (excluding 80 not reported). Excluding those whose age, at time of becoming deaf, was not reported (411) and those born deaf, 34 per cent. were over 3 years old when deafness occurred. The industrial department is organized on a very practical basis; in the printing-office (38 pupils) the printing for the State agricultural board is done, as well as the job work of the institution; in the shoemaking shop (47 pupils) shoes are made and repaired for the inmates at the expense of their parents, \$1,500 for the year covered by the report; and the repairs, extensions, and alterations necessary to so large an establishment are done by the carpentry class (28 pupils). To these occupations is to be added tailoring.

OREGON.

Oregon School for the Education of Deaf-Mutes, Salem, Oregon.—The present condition of this school contrasts strongly with its original quarters in an utterly inadequate, rented building. The institution now owns 3 fine buildings adapted to the purposes of the school, provided by funds not granted by the State. Articulation is taught every afternoon to those who seem qualified to make progress in it. The great want of the institution is an industrial department.

PENNSYLVANIA.

Pennsylvania Oral School for the Deaf, Scranton, Pa.—The appropriation for a building for this school having been vetoed by the governor of the State, the school can offer its advantages only to those who reside in the vicinity, which greatly interferes with the attendance. The president of the board of directors observes: "The success of the school and advancement of the pupils under our care has been a marvel to those who attended the exhibitions. * * * We can only reiterate what we have expressed before, and experience shows, that the unfortunate deaf children are able to become speaking men and women and to all appearances as those that hear." Miss Emma Garrett, the principal of the school, a teacher of experience, and an advocate of the pure oral method, also devotes a portion of time to normal training as referred to under Training of Teachers, p. 820.

The Western Pennsylvania Institution for the Instruction of the Deaf and Dumb, Wilkensburg, Pa.—Of the 173 pupils under instruction for the year ending September, 1886, 31 per cent. were reported as born deaf, excluding these and those who became deaf before completing their third year, and the unknown cases (4), 23 per cent., lost their hearing after entering upon their fourth year. The system of instruction pursued is the combined, but it is sought as far as possible to adapt the method to the evident needs of the pupil rather than the pupil to general theories. The results of instruction in articulation and lip-reading are encouraging, and children likely to derive benefit from this method are daily exercised in vocalization and lip-reading.

under the supervision of an experienced instructor. Two pleasant rooms have been fitted up as a library, and books will soon be provided by the income from a fund of \$5,000 lately given by Andrew Carnegie, Esq. In the industrial department instruction is given in carpentry, shoe and cabinet making. It has been determined to discontinue the holiday vacations, the authorities having been induced to take the step from having imposed upon them 40 cases of mumps resulting from contact with a pupil who had contracted the disease while at home during the vacation at Christmas, and 21 cases of measles propagated by a pupil who had caught the disease while at home at Easter.

RHODE ISLAND.

Rhode Island School for the Deaf, Providence, R. I.—The aim of this school is "to teach deaf children to use the English language with the spontaneity, correctness, and enjoyment of *hearing* children, as far as this is practicable." To attain this end it is very desirable that children be sent to school even at the age of 5 or 6. Prizes are offered for progress in articulation and speech-reading. The course of instruction is thoroughly graded into 4 divisions of two years each. There appears to be no industrial department, but it is noted that two pupils took lessons in drawing in the Rhode Island School of Design and two others have attended an industrial school on Saturdays. The great want of the school is a boarding department.

SOUTH CAROLINA.

South Carolina Institution for the Education of the Deaf and Dumb and the Blind, Cedar Spring, S. C.—The west wing of the building having been completed during the year covered by the report, it was occupied during the last term. Articulation is taught.

VIRGINIA.

Institution for the Education of the Deaf and Dumb and of the Blind, Staunton, Va.—The course of study has been lengthened one year by the addition of a higher class (the seventh class of the school) which gives effect to the provision which allows the pupil seven years of instruction. By a systematic series of efforts the superintendent has brought the number of pupils present on the first day of the session from 35 in 1884-85 to 68 in 1886-87, thus enabling the school to organize immediately. The class of articulation for 1886-87 consisted of the new scholars and of 25 pupils selected from the two classes of the previous year. The number of these, too large for one teacher, will be decreased by the removal of those not benefited by the instruction. The boys are daily instructed for 3 hours in some handicraft that will enable them to support themselves after leaving school. The Russian system of industrial instruction has lately been introduced into the wood-working shop which has been enlarged to accommodate the new machinery.

TENNESSEE.

Tennessee School for the Deaf, Knoxville, Tenn.—Articulation and lip-reading, taught under the method known as the combined, is steadily growing in favor at this school. The average attendance for the period covered by the report was 103, a number that it is thought should be increased by 25 per cent. Discussing the query, "Are we doing as much as we ought for the deaf of Tennessee?" the superintendent observes: "Most of our young men who wish to attend the National Deaf-Mute College leave us to enter the preparatory department of that institution. I think that we should, at least, with other institutions, fit pupils for the introductory class, * * * and that we should give those boys and girls whose school life will end when they leave us * * * a mental equipment more nearly equal to that of their hearing companions who have received the benefits of the public schools."

TEXAS.

Texas Deaf, Dumb, and Blind Institution for Colored Youth, Austin Tex.—Through the kindness of Z. F. Fulmore, Esq., of Austin, to whom, by the courtesy of Superintendent Rainey of the School for the Blind, the Commissioner's letter of inquiry was referred, the Office has been informed of the circumstances under which this institution has lately come into life. In 1887 the Legislature provided for an institution, appropriated \$50,000 for its establishment, and appointed three commissioners to carry out the act, of whom Mr. Fulmore was one. Uninformed as to the number of

children who were entitled to become beneficiaries, or who would avail themselves of their privilege, the commission entered upon a double line of activity, appointed a superintendent (a colored citizen, the members of the commission are not colored), whose first duty it was to collect statistics and purchase 100 acres of land. The buildings on this farm were re-adjusted and added to in order to accommodate the 50 children that the superintendent soon reported would attend. The school is sufficiently supplied with apparatus, is out of debt, and has funds to carry it on until the next Legislature will have appropriated for its further support. The deaf pupils will be in a large majority.

WISCONSIN.

Oral Department of the Public Schools, for the Instruction of Deaf-Mutes, La Crosse, Wis.—This school has been organized under the statute of 1885 of Wisconsin. That it is a day school taught on the oral method is indicated by its name. Other than that contained in the table, the Office has no information.

WYOMING.

Wyoming Institution for the Blind and the Deaf, Cheyenne, Wyo.—Through the courtesy of George C. Rafter, Esq., of Cheyenne, the Office has been put in possession of the following facts in regard to this as yet unopened institution: The Legislature of 1886 appropriated \$8,000 to defray the expenses of a school for the blind and deaf for two years, providing that the school should not be opened until an attendance of 12 was assured. The commission to whom the plan and the money were entrusted did not delay to purchase a block of land and erect a suitable building, which is now ready for use. The next Legislature will be asked to remove the condition of opening and to provide liberally to carry on the work.

III.—STATISTICS.

TABLE 74.—Number of schools for the deaf and the teachers and pupils, in them for 1886-87, by States and divisions.

	No. of schools.	Instructors.			Pupils.		
		Male.	Female.	Total.	Male.	Female.	Total.
North Atlantic Division:							
Maine.....	1	0	6	6	29	25	54
Massachusetts.....	3	0	22	22	{ 82 ⁽²¹⁾	99	} 202
Rhode Island.....	1	0	5	5	16	16	32
Connecticut.....	2	9	11	20	118	86	204
New York.....	7	31	67	98	835	625	1,460
New Jersey.....	1	0	6	6	57	55	112
Pennsylvania.....	4	13	36	49	{ 340 ⁽¹³⁾	253	} 606
Total for 1886-87.....	19	53	153	206	{ 1,477 ⁽³⁴⁾	1,159	} 2,670
Total for 1882-83.....	18	.....	.....	176	1,352	1,064	2,416
Increase.....	1	.....	.....	30	.....	.....	254
South Atlantic Division:							
Maryland.....	2	5	7	12	62	59	121
District of Columbia.....	1	11	2	13	102	22	124
Virginia.....	1	7	3	10	41	42	83
West Virginia.....	1	3	2	5	32	29	61
North Carolina.....	1	10	7	17	93	93	186
South Carolina.....	1	2	2	4	39	35	74
Georgia.....	1	5	2	7	48	33	81
Florida.....	1	1	1	2	6	2	8
Total for 1886-87.....	9	44	26	70	423	315	738
Total for 1882-83.....	9	.....	.....	57	396	261	657
Increase.....	.....	.....	.....	13	27	54	81

TABLE 74.—Number of schools for the deaf, and the teachers and pupils in them for 1886-87, by States and divisions—Continued.

	No. of schools.	Instructors.			Pupils.		
		Male.	Female.	Total.	Male.	Female.	Total.
South Central Division:							
Kentucky.....	1	8	5	13	103	91	194
Tennessee.....	1	5	3	8	88	65	153
Alabama.....	1	2	3	5	30	23	53
Mississippi.....	1	4	2	6	50	40	90
Louisiana.....	2	3	3	6	{ 13 (40)	5 }	58
Texas.....	1	5	5	10	98	60	158
Arkansas.....	1	2	5	7	56	48	104
Total for 1886-87.....	8	29	26	55	{ 438 (40)	332 }	810
Total for 1882-83.....	7	.....	.....	40	357	234	591
Increase.....	1	.....	.....	15	.....	.....	219
North Central Division:							
Ohio.....	3	14	15	29	{ 266 (10)	235 }	511
Indiana.....	2	8	13	21	202	145	347
Illinois.....	4	12	32	44	361	258	619
Michigan.....	2	10	11	21	189	149	338
Wisconsin.....	4	10	15	25	167	100	267
Minnesota.....	1	5	4	9	97	68	165
Iowa.....	1	7	7	14	145	135	280
Missouri.....	3	7	11	18	{ 139 (23)	102 }	264
Dakota.....	1	1	1	2	30	14	44
Nebraska.....	1	5	4	9	64	38	102
Kansas.....	1	6	8	14	112	90	202
Total for 1886-87.....	23	85	121	206	{ 1,772 (33)	1,334 }	3,139
Total for 1882-83.....	19	.....	.....	168	1,743	1,331	3,074
Increase.....	4	.....	.....	38	.....	.....	65
Western Division:							
Colorado.....	1	3	5	8	34	28	62
New Mexico.....	1	1	0	1	2	3	5
Utah.....	1	1	1	2	13	6	19
Washington.....	1	1	1	2	11	7	18
Oregon.....	1	2	1	3	12	13	25
California.....	1	7	3	10	93	67	160
Total for 1886-87.....	6	15	11	26	165	124	289
Total for 1882-83.....	3	.....	.....	14	113	93	206
Increase.....	3	.....	.....	12	52	31	83
SUMMARY.							
North Atlantic Division.....	19	53	153	206	{ 1,477 (34)	1,159 }	2,670
South Atlantic Division.....	9	44	26	70	423	315	738
South Central Division.....	8	29	26	55	{ 438 (40)	332 }	810
North Central Division.....	23	85	121	206	{ 1,772 (33)	1,334 }	3,139
Western Division.....	6	15	11	26	165	124	289
Total for 1886-87.....	α 65	226	337	563	{ 4,275 (107)	3,264 }	7,646
Total for 1882-83.....	56	.....	.....	455	3,961	2,983	6,944
Increase.....	α 9	.....	.....	108	.....	.....	702

α Not including the recently established schools at Austin, Tex., and Cheyenne, Wyo.

TABLE 75.—Receipts, expenditures, and property valuation of schools for the deaf for 1886-87, by States and Divisions.

	State appro- priation.	Income from tuition fees.	Expendi- ture.	Value of grounds, build- ings, and ap- paratus.
North Atlantic Division:				
Maine.....				
Massachusetts.....	\$17, 100		\$32, 704	\$92, 000
Rhode Island.....	4, 000		4, 000	
Connecticut.....	30, 358		48, 792	250, 000
New York.....	179, 833	\$43, 260	379, 432	1, 247, 261
New Jersey.....	36, 360		24, 294	100, 000
Pennsylvania.....	135, 000	3, 719	158, 069	770, 000
Total for 1886-87.....	462, 631	46, 979	627, 291	2, 450, 261
Total for 1882-83.....	441, 511	122, 261	563, 630	1, 845, 104
Increase or decrease.....	D....38, 880	D....75, 282	I....63, 661	I....614, 157
South Atlantic Division:				
Maryland.....	32, 000	2, 000	33, 944	290, 700
District of Columbia.....	72, 000		68, 736	700, 000
Virginia.....	35, 000	150	34, 889	175, 000
West Virginia.....	25, 000		24, 939	80, 000
North Carolina.....	36, 000		36, 000	75, 000
South Carolina.....	12, 000	592	11, 441	52, 000
Georgia.....	15, 000		15, 749	60, 000
Florida.....	5, 000		3, 700	16, 000
Total for 1886-87.....	232, 000	2, 742	229, 398	1, 448, 700
Total for 1882-83.....	208, 689	3, 056	218, 658	1, 530, 700
Increase or decrease.....	I....23, 320	D.....314	I....10, 740	D.....82, 000
South Central Division:				
Kentucky.....	29, 386		44, 614	152, 000
Tennessee.....	29, 500		30, 116	140, 000
Alabama.....	11, 527		11, 527	50, 000
Mississippi.....	12, 500		12, 500	75, 000
Louisiana.....	10, 000		10, 000	25, 000
Texas.....	46, 362		27, 548	100, 000
Arkansas.....	20, 370	104	20, 120	75, 000
Total for 1886-87.....	159, 645	104	156, 425	617, 000
Total for 1882-83.....	129, 582	135	119, 940	610, 000
Increase or decrease.....	I....30, 063	D.....31	I....36, 485	I.....7, 000
North Central Division:				
Ohio.....	85, 085	0	89, 465	700, 000
Indiana.....	58, 000		57, 002	450, 000
Illinois.....	98, 000		104, 400	370, 000
Michigan.....	50, 000	1, 336	66, 506	502, 362
Wisconsin.....	42, 343	100	38, 536	118, 000
Minnesota.....	38, 500	400	38, 282	225, 000
Iowa.....	62, 000	0	60, 015	400, 000
Missouri.....	59, 272	360	49, 406	189, 000
Dakota.....			8, 200	57, 000
Nebraska.....	87, 259		55, 887	90, 000
Kansas.....	37, 500		37, 500	175, 000
Total for 1886-87.....	608, 950	2, 136	596, 199	3, 276, 362
Total for 1882-83.....	473, 850	16, 269	522, 818	2, 582, 377
Increase or decrease.....	I....135, 100	D....14, 133	I....73, 381	I....693, 985
Western Division:				
Colorado.....	21, 000	0	21, 669	56, 961
New Mexico.....			700	
Utah.....			2, 500	
Washington.....	3, 000		3, 500	5, 000
Oregon.....	6, 350		5, 435	6, 000
California.....	45, 750	0	45, 750	254, 000
Total for 1886-87.....	76, 100		79, 854	421, 961
Total for 1882-83.....	40, 000	200	56, 750	544, 200
Increase or decrease.....	I....36, 100	D.....200	I....23, 064	I....77, 761

TABLE 75.—Receipts, expenditures, etc.—Continued.

	State appro- priation.	Income from tuition fees.	Expendi- ture.	Value of grounds, build- ings, and ap- paratus.
SUMMARY.				
North Atlantic Division	\$402,631	\$46,979	\$627,291	\$2,459,261
South Atlantic Division	232,000	2,742	229,398	1,448,700
South Central Division	159,645	104	156,425	617,090
North Central Division	608,950	2,136	596,199	3,276,362
Western Division	76,100	.....	79,854	421,961
Total for 1886-87.....	1,479,326	51,961	1,689,167	8,223,284
Total for 1882-83.....	1,293,623	141,921	1,481,836	6,912,381
Increase or decrease.....	I....185,703	D....89,960	I...207,331	I...1,310,903

TABLE 76.—Pupils to a teacher, per capita expenditure, etc., for schools for the deaf for 1886-87, by divisions.

	Ratio of male teach- ers to whole number.	Ratio of male pupils to whole number.	Number of pupils to a teacher.	Per capita expendi- ture based on en- rolment ^a	Per capita valuation of property, based on enrolment ^b
	<i>Per cent.</i>	<i>Per cent.</i>			
North Atlantic Division	26	56	13	\$252	\$1,003
South Atlantic Division	63	57	15	311	1,963
South Central Division	53	57	14	198	779
North Central Division	41	57	15	198	1,124
Western Division	53	57	11	276	1,563
The United States.....	40	56.7	14	231	1,135

^a Pupils of institutions not reporting expenditure excluded in making the computations contained in the column.

^b Pupils of institutions not reporting value of property excluded in making the computations contained in the column.

^c Dr. G. O. Fay stated at the Eleventh Convention of American Instructors of the Deaf that the ratio, speaking generally, is three males to two females, *i. e.*, 60 to 40 in the hundred.

During the interval from 1882-83 to 1886-87 the table shows that the net increase in the number of schools has been 9. It remains to indicate how this increase has obtained. Of the 65 schools in the table for 1886-87, 14 have been established since 1883; 6 of them State or Territorial institutions, 5 day schools, 1 a private boarding school, and 2 schools for the instruction of children of Catholic parents. To these are to be added the recently founded public institutions in Wyoming and Texas, both dual institutions. Five schools in the table of 1882-83 do not appear in that of the present report. They are located respectively at Baltimore, Md., Marquette, Mich., St. Joseph, Mo., and Erie, Pa., while the oral department of the Pennsylvania institution is not now, as it was in 1882-83, reported separately. Four of the schools established during this interval use the oral method exclusively; 3 of them belong to the public school system of the town or city in which they are situated.

TABLE 77.—Statistics of institutions for the deaf for 1885-86; from

	Post-office address.	Name.	Year of foundation.	Superintendent or principal.
	1	2	3	4
1	Talladega, Ala.....	Alabama Institution for the Deaf ..	1860	Joe H. Johnson.....
2	Little Rock, Ark.....	Arkansas Deaf-Mute Institute.....	1867	Francis D. Clarke.....
3	Berkeley, Cal.....	Institution for the Deaf and the Blind	1860	Warring Wilkinson.....
4	Colorado Springs, Colo.	Institution for the Education of the Mute and the Blind.	1874	D. C. Dudley, A. B.....
5	Hartford, Conn.....	American Asylum for the Education of the Deaf and Dumb.	1816	Job Williams.....
6	Mystie Bridge, Conn..	Whipple's Home School.....		M. Hammond.....
7	Sioux Falls, Dak.....	Dakota School for Deaf-Mutes.....	1880	James Simpson.....
8	Washington, D. C....	Columbia Institu- tion for the Deaf and Dumb.	1857 1864	E. M. Gallaudet, PH. D., LL. D., president. }
9	St. Augustine, Fla....	Florida Blind and Deaf-Mute Insti- tute.	1885	Park Terrell.....
10	Cave Spring, Ga.....	Georgia Institution for the Deaf and Dumb.	1846	Wesley O. Connor.....
11	Chicago, Ill.....	Ephpheta School	1884	Miss Mary C. Hendrick....
12	Chicago, Ill.....	Chicago Day School for Deaf-Mutes.	1875 1879	Philip A. Emery, M. A.....
13	Englewood, Ill. (Wa- bash Avenue, near Sixty-third Street).	Primary schools..... High school..... Voice and Hearing School for the Deaf.	1884	Miss Mary McCowen.....
14	Jacksonville, Ill.....	Illinois Institution for the Educa- tion of the Deaf and Dumb.	1839	Philip G. Gillett, A. M., LL. D.
15	Evansville, Ind.	Evansville Deaf-Mute School.....	1886	Charles Kerney.....
16	Indianapolis, Ind.....	Indiana Institution for the Educa- tion of the Deaf and Dumb.	1844	Eli P. Baker.....
17	Council Bluffs, Iowa..	Iowa Institution for the Deaf and Dumb.	1859	G. L. Wyckoff.....
18	Olathe, Kans.....	Kansas Institution for the Educa- tion of the Deaf and Dumb.	1859	S. T. Walker.....
19	Danville, Ky.....	Kentucky Institution for the Edu- cation of Deaf-Mutes.	1823	W. K. Argo, A. B.....
20	Baton Rouge, La.....	Louisiana Institution for the Edu- cation of the Deaf and Dumb.	1852	John Jastromski.....
21	New Orleans, La.....	New Orleans Public School for Deaf-Mutes.	1886	Robert Brashear Lawrence.
22	Portland, Me.....	Portland School for the Deaf.....	1876	Ellen L. Barton.....
23	Baltimore, Md. (649 Saratoga Street).	Maryland School for the Colored Blind and Deaf-Mutes.	1872	F. D. Morrison.....
24	Frederick, Md.....	Maryland School for the Deaf and Dumb.	1867	Charles W. Ely.....
25	Beverly, Mass.....	New England Industrial School for Deaf-Mutes.	1879	Nellie H. Sweet.....
26	Boston, Mass. (63 War- renton Street).	Horace Mann School for the Deaf...	1869	Miss Sarah Fuller
27	Northampton, Mass...	Clarke Institution for Deaf-Mutes...	1867	Caroline A. Yale.....
28	Flint, Mich.....	Michigan School for the Deaf	1854	M. T. Gass.....
29	Norris, Mich.....	Evangelical Lutheran Deaf-Mute Institution.	1873	D. H. Uhlig.....
30	Faribault, Minn.....	Minnesota School for the Deaf.....	1863	J. L. Noyes.....
31	Jackson, Miss	Mississippi Institution for the Deaf and Dumb.	1854	J. R. Dobyus, M. A.....
32	Fulton, Mo.....	Missouri Institution for the Educa- tion of the Deaf and Dumb.	1851	William D. Kerr.....
33	St. Louis, Mo. (1849 Cass Avenue).	Convent of Maria Consilia Deaf- Mute Institute.	1885	Sister Adele.....
34	St. Louis, Mo. (corner Ninth and Wash- ington Streets).	St. Louis Day School for Deaf-Mutes.	1878	Delos A. Simpson, B. A.....
35	Omaha, Nebr.....	Nebraska Institute for the Deaf and Dumb.	1869	J. A. Gillespie, A. M.....

* From Report of the Commissioner of Education for 1885-86. c Located in a public school building.

a For both departments. d Less than 7.

b From Treasurer's Report for 1886-87.

replies to inquiries by the United States Bureau of Education.

Instructors.		Classification of pupils by sex, race, and nativity.							Average number of years pupils remain.	Number of graduates in 1887.	Number of volumes in library.	Value of grounds, buildings, and apparatus.	State appropriation for the year.	Income from tuition fees.	Expenditure.	
Male.	Female.	Male.	Female.	White.	Colored.	Native.	Foreign.									
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
1887	2	3	30	23	53	...	53	...	2	500	\$50,000	\$11,527	\$0	\$11,527	1	
	2	3	56	48	101	3	102	2	6	...	75,000	20,370	104	20,120	2	
	3	5	93	67	160	0	149	11	5	1,300	a554,000	a45,750	...	a45,750	3	
	3	5	34	28	61	1	60	2	10	400	a56,961	a21,000	0	a21,969	4	
1888	7	9	108	76	183	1	...	...	12	2,300	250,000	b26,838	...	b48,792	5
	2	2	10	10	20	...	20	...	...	...	...	3,500	...	...	6
	1	1	30	14	44	0	43	1	3½	0	30	57,000	...	0	8,200	7
	{	3	2	47	22	3,800	*700,000	*72,000	...	68,736	8
1		1	6	2	4	4	8	0	...	0	0	a16,600	a5,000	0	a3,700	9
1889	5	2	48	23	51	30	81	0	...	1,200	60,000	15,000	...	15,749	10	
	...	2	18	19	37	0	37	0	...	0	150	...	0	0	2,000	11
	1	3	18	17	35	0	4,400	{
	1	1	4	4	8	0	...	...	...	...	...	...	...	...
1890	1	4	12	10	22	0	22	0	...	...	175	...	0	...	13
	9	22	309	208	514	3	...	6	11	9,500	370,000	98,000	...	98,000	14	
	1	1	17	7	24	0	24	0	3½	...	(c)	...	...	...	15
	7	12	185	138	319	4	323	0	8	7	3,500	459,000	58,000	...	57,002	16
1891	7	7	145	135	279	1	261	19	5	9	800	400,000	62,000	0	60,015	17
	6	8	112	90	193	9	190	12	7	0	200	175,000	37,500	...	37,500	18
	8	5	103	91	160	34	...	7	1	1,650	152,000	*29,386	...	44,614	19	
	2	3	(10)	40	...	40	...	5	...	200	25,000	10,000	0	10,000	20	
1892	1	0	13	5	18	0	17	1	...	0	0	(c)	...	...	21
	0	6	29	25	54	0	54	0	...	...	...	...	...	...	22
	1	1	12	7	...	19	...	6	2	225	40,000	7,000	1,900	8,900	23	
	4	6	50	52	102	0	99	3	5	6	2,380	250,760	25,000	100	25,044	24
1893	0	2	(21)	21	...	20	1	...	1	...	...	2,000	...	2,986	25
	0	8	36	47	82	1	80	3	(d)	0	423	...	...	...	26
	0	12	46	52	98	0	95	3	6½	5	1,209	92,000	e15,100	...	29,718	27
	7	11	163	140	297	6	5½	20	2,823	486,362	50,000	200	62,975	28
1894	3	...	26	9	35	...	27	8	5	2	370	16,000	...	1,136	3,531	29
	5	4	97	68	164	1	...	4	4	1,100	225,000	38,500	400	38,282	30	
	4	2	50	40	70	20	89	1	10	...	500	75,000	12,500	...	12,500	31
	6	7	113	82	191	4	...	...	...	1,050	180,000	f50,272	...	g49,406	32
1895	0	2	(23)	23	...	...	...	...	...	...	...	...	300	...	33
	1	2	26	20	46	...	45	1	8	2	...	(c)	...	...	34
	5	4	64	38	102	...	92	10	7	5	1,000	90,000	87,250	...	h55,887	35

e This is the sum of the amounts received from Massachusetts, New Hampshire, and Vermont for "State Beneficiaries."

f Half of the amount received for the years 1885 and 1886.

g Half of the amount expended during the years 1885 and 1886.

h For year ending October 31, 1886.

TABLE 77.—Statistics of institutions for the deaf for 1885-86; from

	Post-office address.	Name.	Year of foundation.	Superintendent or principal.
	1	2	3	4
36	Chambersburg, near Trenton, N. J.	New Jersey School for Deaf-Mutes.	1883	Weston Jenkins.....
37	Santa Fe, N. Mex....	New Mexico School for the Deaf and Dumb.	1885	Lars M. Larson, B. A.....
38	Buffalo, N. Y. (125 Ed- ward Street).	Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes.	1854	Sister Mary Anne Burke...
39	Fordham, N. Y.....	St. Joseph's Institution for Im- proved Instruction of Deaf-Mutes.	1869	Madam Ernestine Nardin, president.
40	Malone, N. Y.....	Northern New York Institution for Deaf-Mutes.	1884	Henry C. Rider.....
41	New York, N. Y. (Washington Heights).	New York Institution for the In- struction of the Deaf and Dumb.	1818	Isaac Lewis Peet, LL. D.....
42	New York, N. Y. (Lex- ington Avenue, be- tween Sixty-seventh and Sixty-eighth Streets).	Institution for the Improved In- struction of Deaf-Mutes.	1867	David Greenberger.....
43	Rochester, N. Y. (945 N. St. Paul Street).	Western New York Institution for Deaf-Mutes.	1876	Zenas F. Westervelt.....
44	Rome, N. Y.....	Central New York Institution for Deaf-Mutes.	1875	Edward B. Nelson, A. B.....
45	Raleigh, N. C.....	North Carolina Institution for the Deaf and Dumb and the Blind.	1845	W. J. Young.....
46	Cincinnati, Ohio.....	Cincinnati Deaf-Mute Day School...	1875	Alfred F. Wood.....
47	Cincinnati, Ohio.....	Oral School for the Deaf.....	1886	Mrs. Katherine Westendorf.
48	Columbus, Ohio.....	Ohio Institution for the Education of the Deaf and Dumb.	1828	Amasa Pratt, A. M.....
49	Salem, Oregon.....	Oregon School for Deaf-Mutes.....	1870	Rev. P. S. Knight.....
50	Philadelphia, Pa.....	Pennsylvania Institution for the Deaf and Dumb.	1821	A. L. E. Crouter, M. A.....
51	Philadelphia, Pa. (16 South Broad Street).	Private School for Teaching Deaf Children to Speak.	1885	Mary S. Garrett.....
52	Scranton, Pa.....	Pennsylvania Oral School for the Deaf.	1883	Emma Garrett.....
53	Wilkesburg, Pa.....	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb.	1876	John G. Brown, D. D.....
54	Providence, R. I.....	Rhode Island State School for the Deaf.	1877	Anna M. Black.....
55	Cedar Spring, S. C....	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	1849	N. F. Walker.....
56	Knoxville, Tenn.....	Tennessee School for Deaf and Dumb.	1845	Thomas L. Moses.....
57	Austin, Tex.....	Texas Deaf and Dumb Asylum.....	1857	W. A. Kendall.....
58	Salt Lake City, Utah..	Deaf-Mute Department of the Uni- versity of Deseret.	1884	Henry C. White.....
59	Staunton, Va.....	Virginia Institution for the Educa- tion of the Deaf and Dumb and the Blind.	1839	Thomas S. Doyle.....
60	Vancouver, Wash....	Washington School for Defective Youth.	1886	W. D. McFarland, director..
61	Romney, W. Va.....	West Virginia School for the Deaf and the Blind.	1870	H. B. Gilkeson.....
62	Delevan, Wis.....	Wisconsin School for the Deaf.....	1852	John W. Swiler.....
63	La Crosse, Wis.....	Oral Department of Public Schools, for Instruction of Deaf-Mutes.	1887	Albert Hardy, superintend- ent city schools; teacher, Miss E. L. Parker.
64	Milwaukee, Wis. (corner Prairie and State Streets).	Milwaukee Day School for the Deaf.	1883	Paul Binner.....
65	St. Francis Station, Wis.	St. John's Catholic Deaf-Mute In- stitute.	1867	Charles Fessler.....

* From Report of the Commissioner of Education for 1885-86.

a For year ending October 31, 1886.

replies to inquiries by the United States Bureau of Education—Continued.

Instructors.		Classification of pupils by sex, race, and nativity.						Average number of years pupils remain.	Number of graduates in 1887.	Number of volumes in library.	Value of grounds, buildings, and apparatus.	State appropriation for the year.	Income from tuition fees.	Expenditure.	
Male.	Female.	Male.	Female.	White.	Colored.	Native.	Foreign.								
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
0	6	57	55	110	2	160	12	.....	9	200	100,000	36,360	.....	24,294	36
1	0	2	3	5	0	5	0	2	0	0	0	.....	.....	700	37
0	11	78	59	137	0	137	0	6	6	630	127,000	28,727	2,884	33,229	38
2	19	136	161	297	0	287	10	11	.....	500	218,463	42,500	811	81,971	39
4	1	49	16	64	1	60	5	2	0	0	40,000	14,801	.....	20,404	40
8	7	264	149	.....	.....	.....	.....	.....	.....	3,360	560,500	.....	.....	104,184	41
4	10	104	89	193	.....	184	9	84	19	300	160,098	23,898	23,176	53,856	42
6	14	104	86	189	1	178	12	410	23	1,000	75,000	31,102	16,084	46,100	43
7	5	100	65	165	0	.....	.....	10	5	250	66,200	33,895	325	39,658	44
10	7	93	93	129	57	186	0	8	9	1,500	75,000	36,000	0	36,000	45
1	1	16	18	33	1	33	1	3-4	0	.....	(b)	.....	.....	.....	46
0	3	(10)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	47
13	11	250	217	461	6	467	0	7	.....	2,000	700,000	85,085	0	80,465	48
2	1	12	13	25	0	22	3	5	.....	.....	6,000	6,350	.....	5,435	49
9	26	242	194	430	6	432	4	54	61	7,000	600,000	96,000	2,883	106,915	50
0	2	(13)	.....	13	.....	12	1	.....	.....	.....	.....	.....	.....	.....	51
0	2	9	8	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	52
4	6	89	51	138	2	135	5	4	13	350	170,000	39,000	831	31,154	53
.....	5	16	16	29	3	29	3	4	.....	300	.....	4,000	.....	4,000	54
2	2	39	35	62	12	74	.....	7	1	300	652,000	612,000	6592	611,441	55
5	3	88	65	130	23	153	0	5	7	800	140,000	29,500	.....	30,116	56
5	5	98	60	158	0	154	4	64	6	630	100,000	*46,362	.....	27,548	57
1	1	13	6	19	0	12	7	3	.....	.....	.....	.....	.....	2,500	58
7	3	41	42	83	0	83	0	7	0	350	6175,000	685,000	6150	634,889	59
1	1	11	7	18	0	18	0	14	0	0	5,000	3,600	0	3,500	60
2	2	32	29	61	0	61	0	7	7	830	80,000	25,000	0	24,939	61
9	8	132	75	267	.....	.....	.....	4-7	0	1,200	100,000	40,000	0	36,503	62
0	1	4	3	7	.....	7	.....	.....	.....	.....	(b)	343	.....	423	63
.....	4	19	18	37	0	25	2	2	.....	.....	6,000	2,000	.....	.....	64
1	2	12	4	16	.....	16	.....	4	.....	.....	12,000	.....	100	1,610	65

♣ Located in a public school building.

* For both departments.

II.—EDUCATION OF THE BLIND.

I.—GENERAL REMARKS.

New institutions and buildings.—Three institutions for the blind have been established during the year. Two, the Wyoming and Texas institutions—the latter for colored persons—are also for the deaf, and one, the Alabama Academy for the Blind, was formerly the blind department of the Alabama Institution for the Deaf and Dumb and the Blind. Neither the Texas nor the Wyoming school was in operation during the year. In Pennsylvania a number of gentlemen of Pittsburg, in order to render available a legacy of \$20,000, have set about raising additional funds for the establishment of a western Pennsylvania school, but the Office is uninformed as to the result of their exertions. In Kentucky the department created in 1834 for the education of the blind colored children of the State was opened October 4, 1886. At Roxbury, Boston, a brick building large enough to accommodate 35 or 40 pupils is in process of construction on a recently purchased lot of 6 acres, and will be opened during 1887 as the kindergarten department of the Perkins institution. Three lots and a commodious building have been secured for the Oregon school.

The Perkins institution continues to be the New England school for the blind; New Jersey and Delaware still send their blind to the Pennsylvania institution, nine and three, respectively, and the District of Columbia has pupils at the Maryland school.

Higher education.—The effort to secure a college for the blind continues unabated, and at the last biennial meeting of the instructors a committee of thirty-three was appointed to carry on the agitation of the subject. It is proposed to ask Congress to incorporate an institution for the higher education of the blind, such as has already been established for the deaf (see p. 840, Convention). At the instance of Superintendent Anagnos the board of directors of the Perkins institution has taken steps in the organization of a post-graduate course in that institution, for those who have shown marked talent and capacity for higher attainment in any important branch of study or art.

Printing for the blind.—The radical difference of opinion as to the relative merits of the "line" and the point systems of printing for the blind still continues (see p. 840, Convention), and, to accommodate the friends of each system, the annual income from the national fund is expended in equal parts in producing the same work in different type. As between the point systems of printing and writing known as the Braille and the New York, the latter bids fair to become the American system, although it has not been so generally favored here as the Braille has been in England and on the Continent. Editions of seven works—"Pilgrims Progress," "Imitation of Christ," "In His Name," etc.—have been printed and distributed within the last few years by the Society for Providing Evangelical Religious Literature for the Blind, which also publishes a Sunday-school paper having a circulation of 1,000; and the American Bible Society has published during the year an edition of the Psalms in New York point. All these have been printed by the American Printing House, at Louisville, Ky., the great printing centre for the blind. At the printing office of the Perkins institution, which has recently been supplied with a new press, Scott's *Talisman*, in two volumes, the New Testament, in three, and two volumes of an edition of Dickens's *David Copperfield* have been printed in raised type.

Workshops for the blind.—Self-support in after life being the purpose for which manual instruction is given to blind pupils, the result is a matter of great interest to their instructors. If, after the time and money devoted to mental and industrial instruction, the great majority of the pupils become severally an educated rather than an illiterate burden on individuals or the community, merely from failure to make the vocations they have learned profitable, or from inability to obtain employment, it would seem doubly economical to drop the manual feature if, on examination, the cause of the evil be found irremediable. Touching this, Superintendent Chapin of the Pennsylvania institution, who has been familiar with the subject for the last 40 years, says: "In due time these young and elderly mechanics [pupils taught at his institution], having perfected their trades, are honorably discharged, some to their own homes, others to seek their fortunes in our larger towns. They apply for employment at the large manufactories and dealers, but are disappointed. There is not an establishment that will receive a blind man for employment. With the exception of those who succeed at their own homes in the country districts, there is very little hope for employment elsewhere for blind mechanics." Very much the same condition of affairs exists in England, on the competent authority of Dr. Armitage,¹ and did exist in Saxony and other parts of Germany until the "Saxon system" was introduced. This system consists in the institution's keeping up a permanent connection with its former pupils. For this purpose there is an annual fund of about \$7,500 derived from

¹The Education and Employment of the Blind, by T. R. Armitage, M. D., 2nd ed., 1886, pp. 71 seq.

invested funds, subscriptions, and the sale of work done by the pupils in the institution. When the pupil leaves the school, the director goes to his intended place of residence and secures the promise of a clergyman, the mayor, or some manufacturer to recommend and advise the future citizen, and to keep the director informed about him. When a pupil leaves, his outfit consists of a bed, clothing, tools, and material for his trade; all of which have been paid for out of his savings. Raw material is sent at wholesale prices on demand.

Differences of national institutions and the large extent of territory militate against the adoption of this system here, and the result is being accomplished in another way. In the workshop, or working home, for the blind provision is made not only for former pupils of institutions who can not support themselves, but also for the large number of those who, losing their sight after maturity, seek to learn some handicraft by which they can support themselves. Of this class of institutions the Pennsylvania Working Home for Blind Men was the first. In 1875, the year of its opening, 13,900 brooms were made by its six inmates, and the sales amounted to \$4,600; for the year 1886 the 105 inmates made 373,294 brooms, and the sales were \$60,827.11. The inmates are charged \$2.50 a week for board, which is deducted from their earnings, which in all amounted to \$15,638 during 1886. The State appropriates \$16,000 for maintenance and the city \$1,000, while legacies and donations swell the total for 1886 to \$17,000. In 1885, when there were 123 blind persons connected with the institution, of whom 24 were unskilled persons admitted during the year, the average loss for each was \$33.80. Dr. Armitage computes the average amount given by the Dresden, Saxony, institution at \$25.

Convention.—The American Association of Instructors of the Blind held its ninth biennial meeting at the New York Institution for the Blind, New York City, July 6 to 8, 1886, with an attendance of 43 delegates representing 24 institutions.¹ Mr. Wait, superintendent of the New York institution, in welcoming the association briefly reviewed its life. The first convention, at which fourteen out of sixteen schools were represented, was held in 1853, the next, the first of the current series, in 1871, since which the association has met regularly at biennial intervals. Mr. J. F. McElroy, in his paper on "Building for the Blind," advocated the subordination of architectural beauty to the requirements of the use the building is to be put to. As the noise of piano tuning and practice "is one of the most persistent nuisances," the isolation of such sounds becomes highly desirable. In the Michigan school the eighteen rooms for piano practice occupy wings and are on the sides most remote from the large open court in the rear of the main building and from its centre. The corridors of these wings are shut off from the main corridors by doors and heavy brick walls. The floors are concreted over a false flooring, upon which is laid a covering of ash, terminating at the partitions of the room, in order to prevent vibration. The partitions are double and are filled with "mineral wool," a hair-like mass of silica, which is almost impervious to sound and vermin. Mr. McElroy predicts the gradual downfall of the "old congregate dormitory system," "the indiscriminate herding of pupils into one room," through the provision for comfortable private rooms for pupils, and he urges such provision as tending to remove the reproach that institutional life tends to educate the children out of sympathy with their homes. Another point of construction specially relating to the blind (it is only such that space will permit here) is the important one of separating the sexes. If the sexes are completely separated, the building must be constructed to prevent communication; if they are to meet during recitation, such rooms must be centrally located and approaches must be arranged to prevent intermingling in coming and going. In the discussion that ensued Mr. Clement said he would supplant the congregate with the cottage system, a set of cottages for each sex.

Doctor Agnagos in his paper on "Workshops for the Blind," after speaking of the splendid achievements of the institutions for the blind, continued thus: "With all this success and progress, however, there is a proportion of blind adults, who can not maintain themselves by their unassisted labor. What shall be done with these classes? * * * Of the various measures which are proposed * * * the establishment of special asylums or workshops for both sexes seems to be recommended on all sides." But Dr. Agnagos would not have men and women herded together as in an asylum; he would give them an opportunity to support themselves in commodious and well-equipped workshops; he would pay them in cash and leave them "to the wholesome responsibility of taking care of themselves." These industrial auxiliary institutions should be located in large cities where a ready market obtains, they should be non-political and non-sectarian, should offer high salaries to officers, should encourage the blind workman to remain at home by transacting his business for him, and finally should have a permanent fund, the interest of which should be devoted to eking out the earnings of those who can not support themselves by their labor. Two cardinal principles must never be departed from in endeavoring to ameliorate the condition of the

¹ Proceedings of the Ninth Biennial Meeting of the American Association of Instructors of the Blind, 8°, 107 pp., Fort Plain, N. Y., 1887.

blind: they must be dispersed in general society and subjected to the ordinary influences of life; and the sexes should be strictly and absolutely separated. Mr. Chapin's paper dealt with the difficulty of the blind workman in procuring employment (see p. 838, Workshops for the Blind) and the hygienic necessity of work to him. He advocated an industrial establishment for the blind on the model, with a few modifications, of the Pennsylvania Working Home for Blind Men (see p. 839). This paper was followed by one from Mr. Hall, superintendent of the home just referred to, descriptive of the character of that institution. Mr. Huntoon thought the question of providing for the adult blind not germane to the education of youth, while Mr. Wait considered it as quite legitimate by reason of its being a legacy that had come down with the other principles borrowed or inaugurated by the pioneers in the work of educating the American blind. "Every Institution," says the resolution of the First Convention, "should afford employment to all its graduates of good moral character." The experience of his own institution proved this to be impracticable, and the necessity must be met by the incorporation of private associations for the purpose of furnishing employment to the blind workman, and of intruding their care into his private affairs only so far as his inability to care for himself demands. Statistics show that in 1879, of 307 blind persons in the almshouses of the State of New York, 88 per cent. had lost their sight after their twentieth year, and that 87 per cent. had pursued some useful or skilled occupation before losing their sight; of the 1,200 persons who had been instructed at the New York institutions only 21 were in the almshouse at the above date. At the close of the discussion Mr. Battles introduced the following:

"Whereas, deaf-mutes and the blind require entirely different methods of education, and whereas a number of States co-educate these two defective classes,

"Resolved, This association disapproves such co-education."

The resolution was unanimously adopted. The session was then closed by Mr. Battles's paper on "The Powers, Duties, and Responsibilities of the Superintendent," and a vote of confidence in the Society for Providing Evangelical Literature for the Blind.

Mr. Huntoon, in his paper entitled "The General Character of the Embossed Literature which the Schools for the Blind Demand," had the purpose "briefly to summarize what the [American] Printing House has already done," and to protest against the purchase of apparatus with a part of the income from the Congressional fund for printing embossed books. Speaking of the point system, Mr. Huntoon remarked: "The points have come to stay, and they have come to dominate." Mr. Hall acknowledged that he had been converted to the New York point system. Mr. Dow trusted that it would soon become the system universally used. Mr. Battles said that the boys of the Pennsylvania institution averaged in reading only twenty-eight words a minute, while in the New York institution (Mr. Wait's, the author of the New York point system) the average was about sixty-three, although, so he stated, the comparison between the schools was hardly fair as a test of the relative merits of the systems on account of the conditions under which the trial was made at Philadelphia. Mr. Wait thought that the sentiment of the profession is uniting, and the sooner it is decided that the funds of the American Printing House shall be expended upon books of one character of type the greater will be the supply of literature for the blind. Mr. Babcock considered the point as greatly superior to the line in tangible power, and that the one system should be the New York point. Mr. Harvey said he would be glad to know that all the books from the American Printing House were to be in point printing, which, on the principle of the greatest good to the greatest number, should be adopted. On the other side, Mr. Graves maintained that children complained to him that they could not read the point as long as they could the line, because their "sense of touch becomes weak," and Mr. Wood did not think that the test referred to by Mr. Battles was at all final.

Mr. Wait, in his address on the important question of "A College for the Blind," said that as the kindergarten and the university were the educational extremes, as the blind had shown their ability to follow with advantage the higher studies—witness Saunderson, mathematician and successor of Newton at Cambridge; Foster, professor at the same university and postmaster-general; Nelson, of New York, professor of languages; and Carll, blind graduate of Columbia College, New York, and author of the "Calculus of Variations"—and as blindness is a bar to those vocations to the practice of which light and sight are indispensable, and as our public policy recognizes higher education as being the right of all who are competent to receive it, "is it too much to ask that those who must work in darkness shall be given special facilities for enlarging the contracted sphere of their opportunities and for preparing them to do their work well?" To those who would have the blind enter the colleges for the seeing, Mr. Wait responds by saying that experience has shown it is impracticable; the difficulties that Mr. Carll surmounted, aided by the most favoring surroundings, outside of the class room, would prove fatal to the progress of the majority. During the last day of the session (July 8) it was resolved by the association: "(1) That in the judgment of this association, an institution for the higher education of the blind has become a

pressing necessity for the intellectual, professional, and moral advancement of the blind of this country; (2) that this association warmly endorses the efforts of those earnest friends of the blind, who have, by unwearied endeavor, sought to establish such an institution; (3) that a committee of nine¹ be appointed from this association to take up and carry forward this work on behalf of the association, said committee to be appointed by the chair." After the passage of the resolutions, papers were read by Mrs. Little on "Methods of Teaching," and Mr. Dow on "The Idiosyncracies of the Blind." Mrs. Little spoke of the great difficulties under which the congenital or practically congenital blind pupil labored in acquiring ideas, and of the assistance they derived from the objective methods of the kindergarten, and advocated the employment of tangible apparatus in the higher grades. The study of geometry is especially valuable, as it affords the blind pupil the best means "of acquiring the power of forming a correct conception from a verbal description."

Meeting of the board of trustees of the American Printing House for the Blind.—This body, composed of the superintendents of the institutions for the blind, held its annual meeting July 7, 1886, at the New York institution, New York City. After some discussion, Mr. Graves, of the Alabama institution, who presented a proxy from Mr. Johnson, principal of that institution, was admitted as a trustee by a vote of 10 to 7. Mr. Dow then introduced the following resolution: "That requisitions by any institution for the blind upon the American Printing House for the Blind, for books or tangible apparatus, printed or constructed elsewhere than at the American Printing House for the Blind, shall be duly honored, provided that such requisitions do not exceed 20 per cent. of the income from the subsidy fund of the Institution making such requisition." An amendment to strike out 20 and insert 25 per cent. was lost by a vote of 10 to 8. The original question then coming up, Mr. Huntoon opposed the resolution, as it "would cripple materially the resources and the business affairs of the American Printing House." After an extended debate the resolution was passed by a vote of 14 to 5.²

II.—NOTES FROM CATALOGUES AND REPORTS OF INSTITUTIONS.

ALABAMA.

Alabama Academy for the Blind, Talladega, Ala.—Although this school entered upon its life as a separate institution in February, 1887, the source from which the following facts are taken covers a period previous to that event. In the literary department the course is continued above the common school studies, and in the department of music instruction is given on the piano, organ, violin, etc., and in the theory of music and in harmony. The print used is the Braille, New York point, and pin-type. Although the boys are employed in manufacturing mats, mattresses, etc., the object of the school is to prepare as many of its students as possible as instructors in literature and music. In order to secure competency the senior pupils are required to teach several hours every week.

ARKANSAS.

Arkansas School for the Blind, Little Rock, Ark.—This school opened in 1860 with 10 pupils in attendance. In 1870 the attendance was 38, in 1880, 32, and in 1886, 63. The "frail, dangerous, and unsightly wooden shells" formerly used as school rooms and dormitories have been demolished, and a handsome and commodious structure of brick erected, lighted by gas and heated by steam, capable of accommodating 120 children, and permitting a complete separation of the sexes. An annual appropriation of \$500 is asked to enable the superintendent to supply worthy indigent pupils with the tools necessary to the successful prosecution of the trade they have learned in the school. After the kindergarten, the benefits of which are marked, the school is classified in 4 grades, each of 2 divisions; in the highest grade the course is academic. In the music department 37 pupils have received instruction on the piano, 11 on the organ, and 8 on other instruments, while 10 have been taught thorough-bass and harmony, and 6 tuning. In the industrial department shoe and brush making have been added to broom and mattress making, and it is expected soon to add willow work.

¹ Subsequently increased to 33.

² The local board of trustees of the American Printing House for the Blind having asked an opinion from the Secretary of the Treasury of the United States as to the legality of this resolution, the First Comptroller of the Treasury, under date of March 12, 1887, responded as follows: "It is my opinion that the act authorizes the trustees to use the fund set apart by the act for the purchase of the supplies mentioned through the American Printing House for the Blind, at Louisville, Ky., alone; that said trustees are not authorized by the act to make such purchase from other sources, as it appears * * * a majority of the trustees think they have a right to do, and that such a diversion of the fund would be unlawful." The fund here referred to is that established by Congress.

COLORADO.

Colorado Mute and Blind Institute, Colorado Springs, Colo.—Of the 23 blind children that have entered the institution, only one was born blind. The line and the point print are used, and vocal and instrumental music are taught to those competent to derive benefit from the instruction. Very little manual training is attempted in the blind department as yet. An appropriation of \$500 is asked for the purchase of the necessary machinery to introduce broom-making and carpet-weaving.

ILLINOIS.

Illinois Institution for the Education of the Blind, Jacksonville, Ill.—During the 2 years covered by the report, great effort has been made to find the blind persons in the State that were not in the institution though entitled to enjoy the benefits that it offers. Although 7,000 letters were sent to persons most likely to furnish the information, the correspondence did not result in increasing the attendance, forcing the trustees to the conclusion that all are in the school that are entitled to its privileges, or that non-attendants are not to be discovered in their retreats. In the literary department the course carries the pupil through and beyond the common school studies; in the musical department piano-tuning is taught to those capable of profiting by the instruction; and in the industrial section broom-making, cane-seating, and mattress-making are taught.

INDIANA.

Indiana Institution for the Education of the Blind, Indianapolis, Ind.—Of the 130 pupils in this school, October 31, 1886, 32 per cent. were born with their infirmity. Sixty per cent. were not totally devoid of sight, the cases shading down from those unable to distinguish form to those only and barely able to distinguish light from darkness. The object of the literary department, consisting of 6 grades, is to give the pupil a sound English education; all are instructed in music, and special instruction is given to those showing talent; 12 pupils receive instruction on the cabinet or pipe organ, 69 on the piano-forte, and 18 are individually instructed in voice culture. To prepare students intending to become music teachers, "normal teaching exercises" are given, in order that they may anticipate and rectify any deficiency that might interfere with the practice of their future vocation. Piano-tuning receives the attention its importance demands and the inadequate facilities will admit of. Broom-making and cane-seating are the only industries that the blind workman can rely on, and are taught from 1 to 3 hours daily.

IOWA.

College for the Blind, Vinton, Iowa.—This institution was established that the citizens of the State might have for their blind children advantages similar to those offered by the public schools. In view of this, the difference between this school and the public schools has been reduced as much as possible, the course of study covering twelve years—four primary, four grammar, and four academic. The system of government is dual. A principal has charge of the pupils, the educational apparatus, and the building and its domestics, while a secretary has charge of the property and employes outside of the college building, and of the buying and selling. "This system," says the principal, "is eminently satisfactory to the secretary and myself."

KENTUCKY.

Kentucky Institution for the Blind, Louisville, Ky.—Earnest efforts have been made during the year to acquaint parents with the character of the school, and not without results. The pupils are required to exercise daily in light gymnastics. On entering they become members of the kindergarten, where the sense of form and touch are educated.

MASSACHUSETTS.

Perkins Institute for the Blind, Boston, Mass.—The family system of this institution has prevented the evil effects of crowded quarters, but the institution has reached the limit of its capacity, and has been compelled to refuse several eligible applicants. In the literary department the pupils are divided into small classes and receive a certain amount of individual instruction in a simple and natural way. The course in natural science consists of zoölogy, followed by botany and physiology. Throughout this course the teacher's explanations are supplemented by models, and clay is largely used to enable the pupil to form his ideas correctly. "We know that

a girl understands the articulation of the skull and the vertebral column when she can take a bit of clay and show it." In the music department 88 pupils received instruction on the piano, 10 on the organ, 6 on the violin, and 27 on brass or reed instruments; 25 received individual instruction in vocal music, and 38, divided into 7 classes, studied harmony. A full and systematic course of training is given in the tuning section, which is splendidly equipped for the study of musical acoustics and for the development of mechanical proficiency, the pupil receiving instruction in the theory of scales, harmonies, beats, and temperaments, and then, by the use of models and the dissection of instruments, in the construction of the piano and its repair. The trades taught at the institution are cane-seating, broom and mattress making, and upholstering furniture.

MISSOURI.

Missouri School for the Blind, St. Louis, Mo.—The principal events in this institution for the biennial period, 1884–86 are a radical change in its discipline, subjecting its inmates to rules of conduct that are consistent with its character as a public school, and the addition of a kindergarten. The talent of the pupils in the musical department was not such as to produce high results, but there is every reason to believe that the high standard of years past will soon be reached. The superintendent is inclined to think that the industrial rather than the music department is that from which the most benefit is derived, since for every one of the many good musicians instructed by the school ten workmen have been turned out capable of making salable brooms and brushes. Superintendent Sibley suggests as good policy that 10 acres be purchased in the suburbs of Saint Louis, and that a new institution be built on the cottage plan.

NEW YORK.

New York State Institution for the Blind, Batavia, N. Y.—Of the 163 blind children in the institution during the year 11 per cent. were born so, the other cases resulting mostly from inflammation or accident. The literary department, in which both the line and point are used, consists of five grades, of which the last two are academic; kindergarten instruction is also given. In the department of music, 11 pupils received instruction on the organ and 88 on the piano; 23 were taught harmony and almost all were in the singing classes. In the industrial department 18 pupils were taught broom-making, 5 of whom acquired the trade and left the school, 12 were taught mattress-making, and 24 cane-seating. Three of the 27 scholars instructed in tuning left the institution to engage in business.

NORTH CAROLINA.

North Carolina Institution for the Deaf and Dumb and the Blind, Raleigh, N. C.—The literary division of the blind department has a curriculum in which studies of an academic grade are included. Although the liberality of Congress has well supplied the school with books, it lacks the apparatus and appliances that are essential to the instruction of the blind. A kindergarten and a gymnasium are also required. In the department of music instruction is given, mainly to prepare for teaching, in vocal culture and harmony, and on the piano and organ. In the industrial division, in which are 11 boys, cane-seating, broom and mattress making are taught for 2 hours daily.

PENNSYLVANIA.

Pennsylvania Institution for the Instruction of the Blind, Philadelphia, Pa.—In the literary department there are 88 classes for males and 67 for females, an average of 5.6 pupils in each; in the music and work departments the teaching is, in general, individual. A large majority of the students are pursuing the common school studies, some 14 or 15 studying algebra, astronomy, and political economy, and 22 literature; 34 are in the kindergarten. In the music department 67 are receiving instruction on the piano, 15 on the organ, 26 on the violin, and 74 in the theory of music, and 22 in piano-tuning. In the vocal classes there are 105 pupils. It is in these classes, says the superintendent, that a foundation for that further education by the music department is given that has enabled its pupils and graduates to obtain positions again and again, though competing with seeing persons. The tuning department continues to receive the attention that its importance demands. In the industrial department broom and mattress making and cane-seating are pursued. The Legislature has been asked to leave the duration of the pupils' residence to the discretion of the board of trustees.

TEXAS.

Texas Institution for the Blind, Austin, Tex.—Increased facilities are needed in each of the three departments of the school, caused by the increase of its students. The children are prepared in the kindergarten for the regular course which consists of the usual common school studies, English literature, and elementary science; both the line and point print are used. Nearly all the pupils are given an opportunity to study music, but failure to make progress after a fair trial is deemed sufficient proof that further exertions would be useless; the number regularly receiving musical instruction rarely exceeds one-half the enrolment. Broom-making is a satisfactory business in Texas, but brush-making, carpet-weaving, and upholstering are unprofitable. To stimulate and encourage the boys to overcome the natural propensity of the blind to sedentary habits and consequent indisposition to work, the superintendent has introduced a system of remunerating the pupil-worker, the pay he receives being about the same as would have been given him in a broom factory.

III—STATISTICS.

TABLE 78.—*Number of schools for the blind, and the teachers and pupils in them, for 1886-87, by States and divisions.*

State or Division.	Num- ber of schools.	Instructors and other employés.			Pupils.		
		Male.	Female.	Total.	Male.	Female.	Total.
North Atlantic Division:							
Massachusetts	1	32	60	92	88	82	170
New York	2	35	74	109	200	175	375
Pennsylvania	1				105	80	185
Total for 1886-87	4	67	134	201	393	337	730
Total for 1882-83	4			204			675
Increase							55
South Atlantic Division:							
Maryland	2	8	7	15	42	43	85
Virginia	1	3	3	6	28	22	50
West Virginia	1	2	2	4	24	11	35
North Carolina	1	4	5	9	41	39	80
South Carolina	1	2	1	3	13	9	22
Georgia	1	5	3	8	55	40	95
Florida	1				(12)		12
Total for 1886-87	8	24	21	45	{ 203 ⁽¹²⁾	164	379
Total for 1882-83	7			66			280
Increase	1						99
South Central Division:							
Kentucky	1	5	17	22	51	34	85
Tennessee	1	(7)	7	7	(74)		74
Alabama	1	2	1	3	18	12	30
Mississippi	1	4	8	12	(31)		31
Louisiana	1	2	4	6	11	7	18
Texas	1	9	24	33	75	46	121
Arkansas	1	3	5	8	32	41	73
Total for 1886-87	7	{ 25 ⁽⁷⁾	59	91	{ 187 ⁽¹⁰⁵⁾	140	432
Total for 1882-83	7			91			341
Increase							91
North Central Division:							
Ohio	1	9	16	25	141	91	232
Indiana	1	13	18	31	67	65	132
Illinois	1	24	11	35	109	77	186
Michigan	1	7	16	23	44	31	75
Wisconsin	1	5	21	26	44	40	84
Minnesota	1	5	12	17	23	24	47
Iowa	1	8	23	31	56	77	133
Missouri	1	7	15	22	48	44	92

TABLE 78.—*Number of schools for the blind, etc., for 1886-87—Continued.*

State or Division.	Num- ber of schools.	Instructors and other employés.			Pupils.		
		Male.	Female.	Total.	Male.	Female.	Total.
North Central Division—Continued.							
Nebraska	1	2	4	6	12	15	27
Kansas	1	6	18	24	47	40	87
Total for 1886-87	10	86	154	240	591	504	1,095
Total for 1882-83	10			235			927
Increase							168
Western Division:							
Colorado	1	(2)		2	(19)		19
Oregon	1	1	4	5	4	9	13
California	1	2	1	3	15	14	29
Total for 1886-87	3	{ (2)	}	10	{ (19)	}	61
Total for 1882-83	1	{ 3	5 }	3	{ 19	23 }	31
Increase	2						30
SUMMARY.							
North Atlantic Division	4	67	134	201	393	337	730
South Atlantic Division	8	24	21	45	{ (12)	203 }	379
South Central Division	7	{ (7)	25 }	91	{ (105)	187 }	432
North Central Division	10	86	154	240	591	504	1,095
Western Division	3	{ (2)	3 }	10	{ (19)	19 }	61
Total for 1886-87	32	{ (9)	205 }	587	{ (136)	1,393 }	2,697
Total for 1882-83	29			599			2,254
Increase	3						443

TABLE 79.—*Receipts, expenditures, and property valuation of schools for the blind, for 1886-87.*

State or Division.	State or municipal ap- propriation.	Total receipts.	Expenditure.	Value of grounds, buildings, and apparatus.
North Atlantic Division:				
Massachusetts	\$30,000	\$118,376	\$77,512	\$408,412
New York	111,483	162,344	139,224	782,352
Pennsylvania	46,000	107,998	107,075	157,306
Total for 1886-87	187,483	388,718	323,811	1,348,070
Total for 1882-83	144,057	272,933	251,955	1,233,698
Increase	43,426	115,785	71,856	114,372
South Atlantic Division:				
Maryland	27,900	35,016	36,181	300,000
Virginia				
West Virginia				
North Carolina	37,000	37,000		7,500
South Carolina				
Georgia	12,000	20,837	13,575	90,000
Florida				
Total for 1886-87	76,900	92,853	49,756	397,500
Total for 1882-83	77,000	85,523	35,987	414,400
Increase or decrease	D..... 100	I..... 7,330	I.... 13,763	D.... 16,900

a Included here for purposes of comparison, though not so reported.

TABLE 79.—Receipts, expenditures, and property valuation of schools for the blind, for 1886-87—Continued.

State or Division.	State or municipal appropriation.	Total receipts.	Expenditure.	Value of grounds, buildings, and apparatus.
South Central Division:				
Kentucky	\$50,910	\$51,236	\$50,390	\$120,000
Tennessee	16,000	<i>a</i> 16,000	<i>a</i> 17,462	<i>a</i> 90,000
Alabama	6,900	6,900	6,900	20,000
Mississippi	8,000	8,000	.....	50,000
Louisiana	7,500	6,000	6,000	15,000
Texas	32,120	32,120	32,000	110,000
Arkansas	28,116	25,782	24,539	150,000
Total for 1886-87	149,546	146,038	137,291	555,000
Total for 1882-83	98,730	124,754	83,127	353,000
Increase	50,816	21,284	54,164	202,000
North Central Division:				
Ohio	51,094	55,525	57,782	600,000
Indiana	29,000	29,231	25,889	374,000
Illinois	30,500	34,511	42,622	197,939
Michigan	30,000	31,101	22,828	215,163
Wisconsin	18,000	23,000	21,000	170,000
Minnesota	12,893	<i>b</i> 12,893	12,893	60,000
Iowa	31,280	31,280	29,000	250,000
Missouri	24,000	24,000	22,500	250,300
Nebraska	10,200	10,200	9,664	15,000
Kansas	14,900	14,900	14,900	200,000
Total for 1886-87	254,867	266,641	259,078	2,332,102
Total for 1882-83	263,896	299,387	298,422	1,907,232
Increase or decrease	D... 14,029	D... 32,746	D... 39,344	I.... 424,870
Western Division:				
Colorado .....	.....	.....	.....	.....
California .....	.....	.....	.....	.....
Oregon	7,750	7,876	7,876	6,000
Total for 1886-87	7,750	7,876	7,876	6,000
Total for 1882-83 .....	.....	.....	.....	.....
Increase	7,750	7,876	7,876	6,000
SUMMARY.				
North Atlantic Division	187,483	388,718	323,811	1,348,070
South Atlantic Division	76,900	92,853	49,756	397,500
South Central Division	149,546	146,038	137,291	555,000
North Central Division	254,867	266,641	259,078	2,332,102
Western Division	7,750	7,876	7,876	6,000
Total for 1886-87	676,546	902,126	777,812	4,638,672
Total for 1882-83	588,683	782,597	669,491	3,908,330
Increase	87,863	119,529	108,321	730,343

a For 1884-85.*b* Included here for purposes of comparison, though not so reported.

TABLE 80.—*Per capita expenditure of schools for the blind, for 1886-87.*

Division.	Ratio of male pupils to whole number.	Per capita expenditure based on attendance. <i>a</i>	Per capita valuation of property based on attendance. <i>b</i>
North Atlantic Division.....	54	\$444	\$1,847
South Atlantic Division.....	55	c276	2,167
South Central Division.....	57	318	1,285
North Central Division.....	54	237	2,167
Western Division <i>d</i>	45	606	462
The United States.....	54	317	1,891

a Pupils of institutions not reporting expenditure excluded in making the computations contained in the column.

b Pupils of institutions not reporting value of property excluded in making the computations contained in the column.

c Georgia and Maryland.

d Represented here by Oregon.

Of the 3 institutions established since 1883, not including the dual institutions recently established in Wyoming and Texas, two are dual, a form that several times has been publicly objected to by the convention of American Instructors of the Blind (see p. 840, Convention), but which is especially necessary, perhaps, in thinly settled countries. The Alabama Academy, appearing here for the first time, was formerly the blind department of an institution of this dual class. No comparisons have been instituted or percentages obtained in which the number of "instructors and other employes" would have been a factor. In several cases the answer given in the return has been the number of teachers, and the fact stated, while in other cases it is probable that the same thing has been done without indicating it. In the future the inquiry will be "number of instructors." With the exception of the school for colored blind and deaf persons of Maryland and the department for the blind of the North Carolina school, it has been found impossible to separate the financial affairs of the dual institutions, and reference is made to the table for the deaf where receipts and expenditures, etc., are given for the whole institution. To prevent a fictitious increase or the reverse in receipts the Office has, in the tables by States arranged by divisions, assumed the appropriation to have been the total amount received. In computing the per capita expenditure and valuation of Table 80, the number of the pupils in attendance at institutions whose expenditure or property valuation is not given has not been included in the division when computing the percentage.

TABLE 81.—Statistics of institutions for the blind, for 1886-87; from replies to inquiries by the United States Bureau of Education.

Post-office address.	Name.	Year of foundation.	Superintendent or principal.	Number of instructors and employees.		Classification of pupils by sex, race, and nativity.						Number of volumes in library.	Value of grounds, buildings, and apparatus.	State or municipal appropriation for the year.	Total receipts.	Expenditures.
				Male.	Female.	Male.	Female.	White.	Colored.	Native.	Foreign.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1 Tallalega, Ala.....	The Alabama Academy for the Blind.....	1887	J. H. Johnson.....	2	1	18	12	30	0	30	0	300	\$20,000	\$6,900	\$6,900	\$6,900
2 Little Rock, Ark.....	Arkansas School for the Blind.....	1859	John H. Dye.....	63	65	32	41	73	0	73	0	500	150,000	28,116	25,752	24,539
3 Berkeley, Cal.....	Institution for the Deaf and Dumb and the Blind.....	1890	Warring Wilkison ..	62	61	15	14	29	0	27	2	(c)	(c)	(c)	(c)	(c)
4 Colorado Springs, Colo	Institution for the Education of the Mute and the Blind.....	1874	D. C. Dudley, A. B.	(2)	(2)	(19)	(12)	.....	.....	.....	.....	40	.....	.....	.....	.....
5 St. Augustine, Fla.....	Florida Blind and Deaf-Mute Institute.....	1885	Park Terrell.....	.....	.....	d(12)	.....	.....	.....	.....	.....	.....	(c)	(c)	(c)	(c)
6 Macon, Ga.....	Georgia Academy for the Blind.....	1852	W. D. Williams.....	5	3	55	40	83	12	95	0	1,200	90,000	12,000	20,837	13,575
7 Jacksonville, Ill.....	Illinois Institution for the Education of the Blind.....	1849	E. W. Phillips.....	24	11	109	77	181	5	171	15	1,902	197,539	30,500	34,511	42,622
8 Indianapolis, Ind.....	Indiana Institution for the Education of the Blind.....	1847	H. B. Jacobs.....	13	18	67	65	130	2	132	0	1,000	374,000	29,000	29,231	25,889
9 Vinton, Iowa.....	Iowa College for the Blind.....	1852	T. F. McGune.....	8	23	56	77	132	1	122	11	1,369	250,000	31,280	421,280	29,600
10 Wyandotte, Kans.....	Kansas Institution for the Education of the Blind.....	1857	George H. Miller.....	6	18	47	40	83	4	87	0	950	200,000	14,900	14,900	14,900
11 Louisville, Ky.....	Kentucky Institution for the Education of the Blind.....	1842	B. B. Huntton.....	5	17	51	34	74	7	85	0	1,400	120,000	50,910	51,233	50,390
12 Baton Rouge, La.....	Louisiana Institution for the Blind and Industrial Home for the Blind.....	1871	Mary Stratton Lane ..	2	4	11	7	18	17	0	1	400	15,000	7,500	6,000	6,000
13 Baltimore, Md.....	Maryland Institution for the Instruction of the Blind.....	1853	Frederick D. Morrison..	66	66	33	35	68	0	67	1	881	300,000	20,450	25,616	26,781
14 Baltimore, Md.....	Maryland School for the Colored Blind and Deaf-Mutes.....	1872	Frederick D. Morrison..	2	1	9	8	0	17	17	0	200	(c)	7,500	9,409	9,400
15 Boston, Mass.....	Perkins Institution and Massachusetts School for the Blind.....	1829	M. Anagnos, director ..	22	60	88	82	170	0	168	2	8,918	403,412	30,000	113,376	77,512
16 Lansing, Mich.....	Michigan School for the Blind.....	1879	N. G. Race, acting superintendent.....	7	16	44	31	75	0	66	9	1,000	213,163	30,000	31,101	22,828
17 Fairbank, Minn.....	Minnesota School for the Blind.....	1866	J. J. Dow, A. M.....	5	12	23	24	47	0	36	11	710	60,000	12,893	.....	12,893
18 Jackson, Miss.....	Mississippi Institution for the Education of the Blind.....	1848	W. S. Langley.....	4	8	(31)	31	0	31	0	0	682	50,000	8,000	.....	.....
19 St. Louis, Mo. (1837 Morgan Street).	Missouri School for the Blind.....	1851	John T. Sibley.....	7	15	48	44	90	2	92	0	.....	250,000	24,000	24,000	22,500

		1875	J. B. Parnelle	2	4	12	15	26	1	26	1	250	15,000	10,209	10,200	9,664
20	Nebraska City, Nebr.	1867	Arthur G. Clement	18	29	79	80	135	4	.....	.....	2,000	385,353	49,400	54,769	49,958
21	Batavia, N. Y.	1831	William B. Wait	17	45	121	95	214	2	.....	.....	2,700	398,999	61,983	107,635	89,266
22	New York, N. Y.	1815	W. C. Young	4	5	41	39	55	24	80	0	1,500	7,900	37,400	.....	.....
23	Raleigh, N. C.	1837	C. H. Miller	9	16	141	91	226	6	.....	.....	3,040	600,000	54,694	55,525	57,782
24	Columbus, Ohio	1873	D. B. Gray	1	4	4	9	13	0	12	1	250	6,060	7,750	7,876	7,876
25	Salmon, Oregon	1853	Frank Battles	.....	.....	105	80	182	3	.....	.....	4,600	157,306	49,000	107,938	107,075
26	Philadelphia, Pa.	1849	N. F. Walker	2	1	13	9	21	1	.....	.....	.....	(c)	(c)	(c)	(c)
27	Cedar Spring, S. C.	1846	Loyal A. Biglow (now S. A. Link)	b(7)	.....	(74)	.....	.....	.....	.....	.....	.....	.....	19,000	.....	.....
28	Nashville, Tenn.	1856	Frank Kamey, M. D.	9	24	75	46	121	0	119	2	2,035	110,000	32,120	32,120	32,000
29	Anstin, Tex.	1819	Thomas S. Doyle	3	3	28	22	50	0	50	0	250	(c)	(c)	(c)	(c)
30	Staunton, Va.	1870	H. B. Gilkeson	2	2	24	11	35	0	35	0	800	.....	(c)	(c)	(c)
31	Romey, W. Va.	1850	Mrs. Sarah F. C. Little, M. A.	5	21	44	40	81	0	70	14	.....	170,000	18,000	23,000	21,000
32	Janesville, Wis.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1885-86.

d Computed.

e Caused by depreciation of State warrants.

a As a separate institution. See pages 833 and 841.

b Teachers.

III.—EDUCATION OF THE FEEBLE-MINDED.

I.—GENERAL REMARKS.

New institutions.—The act of March 5, 1885, establishing an institution for feeble-minded youth in Nebraska recites that, "Besides shelter and protection the prime object of the said institution shall be to provide special means of improvement for that unfortunate portion of the community who were born or by disease have become imbecile or feeble-minded, and by a well adapted course of instruction reclaim them from their helpless condition, and through the development of their intellectual faculties fit them as far as possible for usefulness in society. To this end there shall be furnished them such agricultural and mechanical education as they may be capable of receiving." By the provisions of the act the institution was to be located near Beatrice, on the condition that not less than 40 acres of land were to be conveyed to the State by that city. Fifty thousand dollars were appropriated to construct buildings, and an annual tax authorized, not to exceed one-eighth of a mill, to support the institution. Children of indigent parents have transportation furnished them and are clothed; the age limitation is 5 to 18. The institution was opened on May 25, 1887, but will really begin its work in September next.

The institution heretofore known as the Indiana Soldiers' Orphans' Home and Asylum for Feeble-Minded Children is reported this year as the Indiana School for Feeble-Minded Youth. The immediate cause of separation appears to have been the destruction by fire of the main building of the dual institution, necessitating the removal of the orphanage to temporary quarters in Knightstown, while the feeble-minded children were accommodated in a 4-room school-house on the grounds of the institution near that place, from which they were removed to Richmond, Ind., on May 17, 1887, to await the completion of a building for them at Fort Wayne. In June, 1886, an institution was established by Dr. Samuel J. Fort, its principal, at Ellicott City, Md., and is strictly a private school, having as yet had no assistance from outside sources.

Convention.—The tenth annual session of the Association of Medical Officers of American Institutions for Idiotic and Feeble-Minded Persons convened at Syracuse, N. Y., September 29, 1886,¹ and continued in session 3 days. Of the several resolutions adopted the following is of importance in an educational sense in view of the legislative action that has been taken regarding its subject matter as a public school study:

"Whereas, the members of this association are convinced from their observation and the records of their institutions that a large percentage of idiocy and feeble-mindedness is due to the transmitted effect of alcohol: Therefore,

"Resolved, That it is their conviction that, together with the educational training of the young in the avoidance of the evils of intemperance, there should be some legal repression upon the indiscriminate sale of intoxicating beverages."

In his inaugural address Dr. Powell, of the Iowa Institution, after briefly tracing the progress of the establishment of institutions for the imbecile, urged their necessity and the amplification of their scope. At his own institution (as in several others) a division into two departments—educational and asylum—obtains, and the utter helplessness of the inmates of the latter makes it the duty of superintendents to ask separate provision for them adapted to their low grade of intelligence. For the "large number" who have not adequate ability to cope with the world, the institution should be a "life-school for its inmates, thereby preventing the transmission of infirmities to a still more degraded progeny;" and the step taken in establishing the custodial institution at Newark, N. Y. (see page 852), is being followed at the Pennsylvania institution, while the visiting committee of the Iowa institution recommend that the care of the State institution be made perpetual. The necessity for this custody of certain adult imbeciles was developed at length by Mrs. C. W. Brown, of Barre, Mass., in a paper entitled "The Future of the Educated Imbecile," in which the essayist stated that "although the feeble body may be invigorated and the useless hand trained, enabling the feeble-minded man or woman to become self-supporting, no means have yet been found to strengthen the will or develop morality in the great majority." Dr. George Brown, of the Barre, Mass., institution, in his paper entitled "The Principles of our Work," would answer the question, "What is the real essence of our teaching the defective minds committed to us?" by saying that "It is to form habits—habits that by their repetition shall become instincts; * * * and these habits shall be the basis of memory." The hope should not be held out to the public that training and teaching are in general likely to overcome radical defects of nerve organization, but what has been accomplished for such unfortunates should be

¹ Proceedings of the Association of Medical Officers of American Institutions for Idiotic and Feeble-Minded Persons. 8^o, pp. 89. Philadelphia, 1887. Dr. I. N. Kerlin, Elwyn, Pa., is the secretary of the association.

most confidently shown as evidences of the improvement that may be attained under the fostering care of institutions for imbeciles. In his paper "On a Broader Provision for Epileptics," Dr. G. H. Knight, of the Connecticut institution, thought that more attention should be given to this class, the teaching of which is the slowest and most discouraging work in an institution for imbeciles. In the 6 institutions that have made a beginning in this work 202 epileptics had been, at the time of reporting, under special treatment, 53 per cent. of whom had been improved; while 4 institutions together report 8.5 per cent. cured. As the other papers were of a pathological or personal nature, their contents would be inappropriate here.

II.—NOTES FROM CATALOGUES AND REPORTS OF INSTITUTIONS.

CALIFORNIA.

California Home for the Care and Training of Feeble-Minded Children, Santa Clara, Cal.—With \$32,400 of the \$45,000 appropriated to establish this school, a farm of 51 acres was purchased, an old building on the place renovated, and new ones built. These buildings were occupied in 1885. The accommodations, however, are already so inadequate that applications for admission are refused, and an appropriation of \$150,000 for additional buildings believed to be necessary.

INDIANA.

Indiana School for Feeble-Minded Children, now at Richmond, Ind.—The work of the school has been much interfered with by the destruction of the main building, making it necessary to send a number of children home; the others were accommodated in a school building of 4 rooms, formerly used by the orphanage. The school-work consists of articulation, spelling, reading, writing, arithmetic, and geography; the occupations are house work for the girls, and farm and garden work for the boys.

KENTUCKY.

Kentucky Institution for the Education and Training of Feeble-Minded Children, Frankfort, Ky.—The pupils are instructed in the common school studies; in the industrial department the boys are taught carpentry and shoe-making. Of the 4 boys returned to their homes, 2 had made sufficient advancement to sustain themselves, 2 were unimprovable; of the 6 girls, 4 had so improved that their friends were glad to receive them, 1 was placed with a respectable family, and the other dismissed as suffering with a contagious disease. The industrial feature of this school, which is quite marked, is more fully referred to under Manual Training (page 789, *Industrial Training in Schools for the Feeble-Minded*).

MARYLAND.

The Font Hill Private Institution for Feeble-Minded Children, near Ellicott City, Md.—This institution, established during the summer of 1836, is situated on a farm of 90 acres, contains twenty large and well ventilated rooms, and is lighted with gas. Dr. Fort, its superintendent, and his wife were formerly instructors in the Pennsylvania Institution for the Feeble-Minded. The object of the school is to furnish a private home for feeble-minded persons requiring special care, and to train those of a higher grade of intelligence. Kindergarten exercises are much used in school work, and, where practicable, the simpler studies of the common school are introduced.

MASSACHUSETTS.

Private Institution for the Education of Feeble-Minded Youth, Barre, Mass.—The purpose of the institution—the education of children not amenable to ordinary modes of instruction—is individual in its character, and is carried somewhat beyond the common school course by the addition of geometry, physics, and German.

MICHIGAN.

Wilbur Home and School for the Feeble-Minded, Kalamazoo, Mich.—To afford an opportunity to parents desirous of having their afflicted children educated in a private establishment, Dr. Wilbur has established this institution, with accommodations for 30 pupils. The small number cared for permits great attention to individuals, and prevents the possible evils of the contact of a pupil with others more unfortunate than himself.

NEBRASKA.

Nebraska Institution for Feeble-Minded Youth, Beatrice, Nebr.—By a series of inquiries the superintendent of this recently established institution has obtained the names of 614 idiotic and imbecile persons in the State, the age of 19 of whom was not ascertained. Fifty-two per cent. of those whose age was obtained were between 5 and 18, and 2.5 per cent. under 5. The superintendent recommends that the introduction of manual training be deferred until the school-room work has been well established.

NEW YORK.

New York State Custodial Asylum for Feeble-Minded Women, Newark, N. Y.—To obviate the evils of the promiscuous association of young women of unsound mind with the male inmates of the county poor-houses of New York, this institution was established in 1878, as a place of custody rather than of education. The teachable inmates, however, are taught to sew, read, write, and do general house-work.

New York State Asylum for Idiots, Syracuse, N. Y.—Of the 203 applications for admission since September 30, 1884, 53 per cent., excluding the cases of whom no record was obtained, were of a parentage untainted by insanity, intemperance, or disease, and in 17 per cent. the father, or mother, or both, were said to be imbecille, epileptic, or insane. There were 5 cases having a consanguineous parentage. In the school there are two grades; the higher is instructed in reading, writing, and numbers; the lower kept occupied with peg-board, dotted pin-cushion, etc. Inmates of sufficient mental and physical capacity are put to work during a portion of the day at some occupation suited to their capacity.

OHIO.

Ohio Institution for Feeble-Minded Youth, Columbus, Ohio.—In the language of the superintendent: "The training of the school-rooms is simply a means to the more important end of developing the industrial power of the children. This has shown convincing practical results in the industrial departments here." The work of the industrial department has been greatly retarded on account of insufficient accommodations caused by the pressure for admittance.

PENNSYLVANIA.

Pennsylvania Training School for Feeble-Minded Children, Elwyn, Pa.—At the date of the report 590 children were lodged in the two separate ranges of buildings of the institution; the first, containing 333 girls and boys, known as the educational and industrial departments; the second, a third of a mile away and containing 252 children, as the department of the asylum, or Hillside Home. One hundred and ninety-two children were enrolled in 8 "day-schools," in which a special class of articulation was formed. In the shoe and mattress shops, the bakery, and the laundry, a number of the more advanced inmates are occupied, many of them supporting themselves, but the greater number of the inmates are employed in agricultural and domestic service. The uniformly unsatisfactory results of placing young women in private homes has induced the superintendent to refuse to permit further trial of this system. A new carpenter-shop and a cottage for young women of slightly-impaired intellect are building. Superintendent Kerlin urges the desirability of separate provision for cases denominated as paralytic, epileptic, or moral imbeciles or idiots.

III.—STATISTICS.

TABLE 82.—*Number of schools for feeble-minded children, the teachers and pupils in them, and their income and expenditure for 1886-87, by States and by divisions.*

State or Division.	Number of institutions.	Instructors and other employes.			Pupils.			Income.	Expenditure.
		Male.	Female.	Total.	Male.	Female.	Total.		
North Atlantic Division:									
Massachusetts	4	21	54	75	151	113	264	\$32,000	\$32,000
Connecticut	1	6	19	25	58	59	117		
New York	2	27	84	111	219	369	588	121,203	99,943
Pennsylvania	1	35	77	112	383	272	655	132,809	121,944
Total for 1886-87	8	89	234	323	811	813	1,624	286,012	253,887
Total for 1882-83	7			222			1,089	190,260	185,009
Increase	1			101			535	95,752	68,878
South Atlantic Division:									
Maryland	1	1	6	7	4	4	8	3,000	2,700
Total for 1886-87	1	1	6	7	4	4	8	3,000	2,700
Increase	1			7			8	3,000	2,700
South Central Division:									
Kentucky	1	10	17	27	89	75	164	36,600	36,790
Total for 1886-87	1	10	17	27	89	75	164	36,600	36,790
Total for 1882-83	1			27			149	31,748	34,446
Increase							15	4,852	2,344
North Central Division:									
Ohio	1	50	96	146	451	274	725	215,684	131,917
Indiana	1	2	10	12	45	38	83	9,960	9,960
Illinois	1	23	52	75	213	170	383	75,084	68,877
Michigan	1	1	2	3	81	11	42	15,000	15,000
Minnesota	1	9	27	36	89	61	150		74,850
Iowa	1	23	33	56	209	131	340	51,800	51,800
Nebraska	1	8	10	18	25	21	46		
Total for 1886-87	7	116	230	346	1,063	706	1,769	367,528	352,404
Total for 1882-83	5			246			1,115	186,945	195,445
Increase	2			100			654	180,583	156,959
Western Division:									
California	1	8	12	20	43	30	73	45,000	54,835
Total for 1886-87	1	8	12	20	43	30	73	45,000	54,835
Increase	1			20			73	45,000	54,835
SUMMARY.									
North Atlantic Division	8	89	234	323	811	813	1,624	286,012	253,887
South Atlantic Division	1	1	6	7	4	4	8	3,000	2,700
South Central Division	1	10	17	27	89	75	164	36,600	36,790
North Central Division	7	116	230	346	1,063	706	1,769	367,528	352,404
Western Division	1	8	12	20	43	30	73	45,000	54,835
Total for 1886-87	18	224	499	723	2,010	1,628	3,638	738,140	700,616
Total for 1882-83	13			495			2,353	408,953	414,900
Increase	5			228			1,285	329,187	285,716

α The Massachusetts school alone; in the total for 1882-83 the amounts received by other Massachusetts institutions have been excluded.

TABLE 83.—*Pupils to a teacher and per capita expenditure in schools for feeble-minded children, for 1886-87.*

Division.	Ratio of male pupils to whole number.	Number of pupils to an employé.	Per capita expenditure. <i>a</i>
North Atlantic Division.....	<i>Per cent.</i> 50	5	\$177
South Atlantic Division <i>b</i>	50	1	338
South Central Division <i>b</i>	54	6	224
North Central Division.....	60	5	205
Western Division <i>b</i>	53	4	(<i>c</i>)
The United States.....	55	5	d194

a Pupils of institutions not reporting expenditure excluded in making the computations contained in the column.

b One institution.

c The disproportionately large per capita here (\$751) results from including the cost of site and erecting buildings, etc., of the California school.

d Omitting the pupils of the California institution, as well as those in institutions not reporting expenditure.

Of the 5 schools established since the Report of 1882-83, those founded severally in the States of Massachusetts, Maryland, and Michigan are private, while the schools in Nebraska and California, respectively, are State institutions. The seeming inconsistency of refusing to make computations in which the number of the "teachers and other employés" is a factor, in the case of the blind, and yet making that very computation here, is to be explained thus, quoting the language of the superintendent of the Ohio Institution in the thirtieth annual report of that school: "They [the pupils of the year] came to this Institution as to a school possessing means for their training and development not attainable elsewhere. It is therefore an *asylum* and *hospital*, as well as a temporary home and school." It would seem, therefore, difficult to distinguish in such an institution between the functions of the teacher and those of the physician or nurse, both characters perhaps being united in the same person; to avoid the possible inclusion of domestics,—cooks, chamber-maids, gardeners, and the like,—who have nothing to do with the personal care of the children, the query hereafter will be "teachers and assistants."

TABLE 8A.—Statistics of institutions for the feeble-minded for 1886-87; from replies to inquiries by the United States Bureau of Education.

Post-office address.	Name.	Year of foundation.	Superintendent or principal.	Number of instructors and employes.		Classification of pupils by sex, race, and nativity.						Income.		Expenditure.	
				Male.	Female.	Male.	Female.	White.	Colored.	Native.	Foreign.	13	14	14	14
1 Santa Clara, Cal.	California Home for the Care and Training of Feeble-Minded Children.	1855	A. E. Osborne, M. D., VII. D.	8	12	43	20	73	0	68	5	\$45,000	\$54,835		
2 Lakeville, Conn.	Connecticut School for Imbeciles.	1888	George H. Knight, M. D.	6	19	58	59	116	1	117	0				
3 Lincoln, Ill.	Illinois Asylum for Feeble-Minded Children.	1885	William B. Fish, M. D.	23	52	213	170	381	2	383	0	\$54,684	\$68,577		
4 Richmond, Ind.	Indiana School for Feeble-Minded Youth.	1879	Mary T. Wilson, acting superintendent.	2	10	43	38	82	1	82	1	9,960	9,960		
5 Glenwood, Iowa.	Iowa Institution for Feeble-Minded Children.	1876	F. M. Powell, M. D.	23	83	209	131	338	2						
6 Winfield, Kans.	Kansas State Asylum for Idiots and Imbecile Youth.	1881	Henry M. Green, M. D.	3	11	28	25	41	0	451	0	51,800	51,800		
7 Frankfort, Ky.	Kentucky Institution for the Education and Training of Feeble-Minded Children.	1886	John Quincy Adams Stewart, M. D.	10	17	59	75	164	0	164	0	36,500	36,790		
8 Ellicott City, Md.	Pont Hill Private Institution for Feeble-Minded Children.	1888	Samuel J. Fort, M. D.	1	6	4	4	8	0	8	0	3,000	2,700		
9 Amherst, Mass.	Home School for Nervous and Delicate Children.	1831	Mrs. W. D. Herrick.	1	2	3	8	0	0	0	0				
10 Barre, Mass.	Private Institution for the Education of Feeble-Minded Youth.	1845	George Brown, M. D., Mrs. C. W. Brown, and George A. Brown.	11	19	33	22	55	0	55	0				
11 Fayville, Mass.	Hillside School for Backward and Feeble Children.	1870	Meadames Knight and Green.	2	3	5	3	8	0	6	2				
12 South Boston, Mass. (728 Eighth Street).	Massachusetts School for the Feeble-Minded.	1848	Walter E. Fernald, M. D.	7	30	110	85	190	5	179	16	\$2,000	\$2,000		
13 Kalamazoo, Mich.	Wilbur Home and School for the Feeble-Minded.	1884	C. T. Wilbur, M. A., M. D.	1	2	31	11	42	0			15,000			
14 Fairbault, Minn.	Minnesota School for the Feeble-Minded.	1879	A. C. Rogers, B. S., M. D.	9	27	89	61	148	2	70	80		74,850		
15 Fairbault, Neb.	Nebraska Institution for Feeble-Minded Youth.	1867	J. T. Armstrong, M. D.	8	10	25	21	46	0						
16 Newark, N. Y.	New York State Custodial Asylum for Feeble-Minded Women.	1878	W. L. Willett.	2	16	0	153					30,000	15,441		
17 Syracuse, N. Y.	New York State Asylum for Idiots.	1852	James C. Carson, M. D.	25	63	219	216	429	6	420	15	91,203	84,502		
18 Columbus, Ohio.	Ohio Institution for Feeble-Minded Youth.	1837	G. A. Doren, M. D.	50	96	451	274	710	9			215,684	151,817		
19 Elwyn, Pa.	Pennsylvania Training School for Feeble-Minded Children.	1853	Isaac N. Kertin, M. D.	35	77	383	272	647	8			132,869	121,944		

a Appropriation for 1885 and 1886 to purchase site, erect building, and support institution; the appropriation was exceeded by \$0,835.

b Owing to the late date at which these statistics were received they have not been included in the preceding tables.

IV.—REFORM SCHOOLS.

I.—GENERAL REMARKS.

New institution.—The only new institution for the year under review that the Office has record of is the Burnham Industrial Farm, Canaan Four Corners, N. Y., an institution founded on the theory in practice at the celebrated Raubes Haus, at Hamburg, and the agricultural modification of it that exists at Mettray, near Tours. Its object is to receive bad but corrigible boys, to awaken in them a desire for respectability, to provide situations for them where industry will be rewarded, and, finally, to guard them from relapsing into old courses. This school is established on advanced lines. It is in the country, surrounded by a splendid farm, has the cottage system of construction, the family system of government, and an unobjectionable name; and to these high and generally recognized advantages the authorities would add freedom from the vexations arising from depending on public funds and from "questions of political control and religious interference, that have perplexed the several institutions that have been founded more or less upon these [its] ideas."

Classification of pupils.—One of the most important elements, if not the most important, in reformatory education, is the removal of the offender from the influence of criminal associates. If all the youths detained were equally bad, or if the shades of their criminality varied within narrow limits, there would be little danger of contamination in congregating them. Experience and statistics testify that no such equality exists. In a paper read before the National Prison Association, Superintendent Gower, of the Reform School at Lansing, Mich., says: "A great majority of boys who come under our care are not by nature bad. * * * They have been deprived of those influences which a good home supplies. * * * Could they have been placed in good homes at the time they are sent to us, most of them would have been saved to society without the intervention of the institution." The reformatory at Lansing is conducted on the open system, but Superintendent Caldwell, of the House of Refuge, Louisville, Ky., an advocate of the enclosed plan, speaks to the same effect: "It seems to me a fair estimate to include in these two classes [those detained, who require care rather than reformation, and 'the small proportion of physical, moral, and intellectual imbeciles'] 75 per cent. of reform-school children."¹ Turning now to the domain of statistics which the interesting and valuable table of the New York House of Refuge permits, it appears that for the decade ending September 30, 1886, 48 per cent. of the whole number of commitments to it were for crime, the other 52 per cent. for vagrancy, disorderly conduct, and the like. But it must not be supposed that the 48 per cent. were hardened criminals. In working the ratio the Office was compelled to include the number committed for petty larceny, though of such Superintendent Hite, of the Ohio institution, says: "It is a lamentable and notorious fact that guardians and even parents have had their children arrested * * * for the most trivial offences * * * . There are at the present time boys serving out long sentences for taking articles * * * valued at 25 cents, for jumping on a railroad train while in motion, taking a small amount of scrap-iron * * * and the commissions of other petty larcenies of similar insignificance." In Great Britain this distinction is made and met by the establishment of two classes of schools: reformatory schools for the better training of juvenile convicted offenders; industrial schools for vagrant and neglected children and children not convicted of theft. In the absence of such provision here the cottage system of construction is thought to be a substitute, as each cottage has its own play ground, and in many instances its own school and place of work; indeed, at the Ohio Industrial School 150 little boys under twelve are placed in a cottage half a mile from the 10 other buildings of the school, and never see the older boys except in marching to or from religious services on Sunday.

The cottage system.—This system of construction, entailing as it does the family system of government, seems to be very popular. We find the board of managers of the House of Refuge at Philadelphia urging the State Legislature to purchase and convert the buildings now occupied by the school into a reformatory for men, in order that an agricultural reform school on the family system may be established with the proceeds, each family to consist of 30 or 40, thus removing "the objectionable feature of the congregate system, where large numbers are confined within high walls and prison-like appliances." At the recently established Burnham Industrial Farm, pupils are placed "in cottages with not more than 15 or 20 under one roof, so that by separation into small families a close personal supervision may be maintained," and the management of the Lyman School for Boys felicitates itself upon the success of a recent change from the congregate to the cottage plan. As to the economy of small buildings the statement of the board of control of the State Industrial Home for Girls, Michigan, is pertinent: "We find the large building, erected as an experi-

¹ The Reform School Problem, in Proceedings of National Conference of Charities and Correction, 1886.

ment, * * * no more economical, much more difficult to manage properly, and less satisfactory in every way than the smaller ones," while the board of trustees of the Maine State Reform School, speaking of the system of cottages there, says that "it does cost more, but it is worth more."

There are various modifications of this system. In some instances each family has its own school and work, while in others there is a general dining-room, and family distinctions do not exist during work or school hours, so as not to interfere with grading; in others a spirit of emulation is evoked, and the family connection is a sign or distinction or the reverse. Perhaps no school on the cottage plan surpasses in wealth of land or buildings the Ohio school, which has a farm of over 1,000 acres, and nine cottages arranged in a semicircle around the main building, in addition to the distant cottage for little boys referred to above.

Results of reformatory training.—As so large a percentage of the inmates of reformatory institutions are not of the criminal class, it would be, quoting the language of Superintendent Caldwell in the address before referred to, "disingenuous * * * to claim credit for reformation in such cases." When it is said, therefore, that 80 per cent. or 90 per cent. of the pupils who leave an institution are doing well, it must be borne in mind that if all had become respectable members of society, from half to three-fourths of them had never seriously, if at all, attacked it. In such cases the institution can claim only that it had received and instructed them when surrounded by every circumstance tending to facilitate an entry on a criminal career. The source of the statistics that are not rough approximations as to the life the former pupil is leading, is the information derived from the reports of the agent of the institution. During the year 1886, 261 boys were discharged from the House of Refuge at Philadelphia, who with those still on the agent's list from previous years made a total of 328, of whom nearly 97 per cent. were located in Pennsylvania, New Jersey, and Delaware. To or about these, 775 letters were written and 723 visits made, and from the information thus obtained the agent estimates that 90 per cent. were doing well—a percentage confirmatory of the estimate of his predecessor. In New Jersey the agent visited 686 of the boys who had left the State institution, and grades them 21 per cent. doing "very well," 56 per cent. "well," 19 per cent. "not well," and 4 per cent. "badly." Besides these, the agent made 325 visits during the year, mainly to ascertain the character of the surroundings of the homes of the boys in the institution, or to have friends secure suitable employment for those ready to go out. It is a part of the duty of the assistant superintendent of the House of Refuge of Cincinnati to report monthly concerning the children paroled or released from that institution. From 1881 to 1886, 1,044 children had been paroled, of whom 240 had been recalled either from the unfitness of the place or pupil, 169 had been dropped on reaching majority, and 82 had been lost sight of or had died. Excluding these, 47 per cent. of the number sent out, in other words considering the 553 that remained out, 97 per cent. are doing well and 3 per cent. badly. In the Nebraska school, of 62 boys and girls who have honorably left the school 6 have been brought back and 2 have relapsed into criminal courses; the others, 87 per cent., have conducted themselves in a creditable manner. In a report asked for by the State Board of Charities and Corrections of Michigan, W. H. Faxon, a county agent of that State, says: "Within the past year I have secured homes for about 30 boys from the reform school at Lansing on leave of absence * * * ; the boys are all doing well." The former practice of visiting children indentured to persons in the neighborhood of New York City has been resumed by the New York House of Refuge, and the information from this source, and from corresponding frequently with masters, parents, and guardians, confirms the superintendent's estimate "that upwards of 80 per cent. of the children are reformed through the instrumentality of this [his] institution." Considering the subsequent career of nearly 2,000 persons who have gone through the course of the Indiana School for Boys, the superintendent says: "The most careful estimates show that nearly 90 per cent. have become good citizens; Of the other 10 per cent. some have done moderately well, and still others have done badly."

Reformatories for men.—Of the two systems of prison discipline that have originated in this country, that known to the French and English investigators sent here to report upon their respective merits as the Auburn or silent system, has, though modified beyond recognition, supplanted the Philadelphia or solitary confinement plan. In practically isolating the criminal, an expedient of Quaker origin, reflection and religious instruction were the reformatory agencies, a course occasionally resulting in madness or suicide, while on the Auburn plan, in its early days at least, no attempt was made at reformation, other than through the deterring effect of a hard life and a continued silence enforced by spontaneous lashing. Sunday instruction in writing was stopped, as it was found that it afforded the prisoners a very easy means of communicating. To these early and now decayed efforts at reform through reflection or intimidation, there has been added, during the last few years, reform by education, founded on the indefinite sentence, the love of liberty, the effects of mental effort, and a trade. There are two institutions in the United States conducted on these principles, though sev-

eral others are coming into existence. One, the State Reformatory at Elmira, N. Y., is entering upon its second decade, while the other, the Massachusetts Reformatory, Concord, Mass., has just completed its second year.

In his report for the year 1886 the superintendent of the Detroit House of Correction, which is not a reformatory institution, sums up the experience of 25 years of that institution in the following energetic and unmistakable language: "It must be evident that there is no marked success in the diminution of crime commensurate with the great improvement in the manner of keeping and caring for criminals. * * * This is clearly shown by the steady growth of an element in the community known as 'incorrigibles,' * * * in whom the practice of short sentences seems to act only as a good opportunity to recuperate energies wasted by debauchery."

The superintendent does not stop here; he gives the figures, and upon these the Office has based some computations. During the 25 years closing with 1886, 40,338 persons were sent to this prison, of whom 15 per cent. had been committed twice, 6 per cent. three times, 12 per cent. over three but under ten times, 3 per cent. ten to twenty times, and 1 per cent. twenty-one to fifty-seven times. After the forty-third commitment the number is only one or two for each step of the notation to fifty-seven. Sixteen per cent were under twenty, 23 per cent. twenty to twenty-five, 18 per cent. twenty-five to thirty; 71 per cent. could both read and write (their facility is not graded), while 6 per cent. said they had had no religious instruction.

If not to rectify, at least to improve, this condition of affairs, has been the mission of the Elmira Reformatory, which is charged with the custody of prisoners committed for the first time, mostly under the Indefinite Sentence Law of 1877, between the ages of 16 and 30. Here in a school of 3 sections closely corresponding to the primary, grammar, and high school divisions of the public schools, the prisoner is lectured to and catechised on political economy, American history, civil government, business ethics, English literature, and physiology in the highest division, numbering 268; is taught arithmetic, composition, and the history of the English language in the intermediate grade, numbering 210; and reading, writing, and arithmetic in the lowest grade, numbering 135. The school ceased to be an experiment after the introduction of history, civil government, and physics, though economics, English literature, and physics are the most successful and lasting studies. Graded instruction in drawing, carpentry, stone-cutting, etc., is given in the evening, while many are employed in commercial manufacture during the day. The inmates are marked according to their diligence in executing their school and other tasks, and according to their conduct. When they have acquired a certain standing they are considered fit to be trusted upon parole, and they are, after each case has been duly considered, provisionally released; the average prison life has been 20.5 months, only 7.8 per cent. remaining over 3 years. Of the 1,476 "indefinites" paroled (.04 per cent. paroled twice and one-half of 1 per cent. three times), 59 per cent. served the probation well and received their release, 7 per cent. are now serving well on parole, in all 66 per cent. known to be doing well. By estimating that one-half of those lost sight of (in all 114) and one-half of those discharged by maximum expiration of sentence (in all 192) and one-third of the 125 sent out of the State have taken to criminal courses, and adding the number of those returned to the prison while on parole and now there, the superintendent finds himself entitled to say that, in all probability, 20 per cent. only have not been reformed by instruction at his institution. The work at the Massachusetts Reformatory is far larger; there is no maximum age limit, and a previously convicted person may be sent to it. This reformatory may be said to have just begun its work.

II.—NOTES FROM CATALOGUES AND REPORTS OF INSTITUTIONS.

CALIFORNIA.

City and County Industrial School, San Francisco, Cal.—Ten per cent. of the inmates of this institution were committed to it because of criminal offences, almost all the others owing their commitment to their idle and dissolute life. Twenty per cent. were recommitments; 27 per cent. had lost their fathers, and 14 per cent. were 12 years of age or under. The girls' department of the school is under the Sisters of Mercy. The school consists of 5 classes, in which the common school studies were pursued for 6 hours daily for 240 days, with an average attendance of 63. The boys are taught shoemaking and tailoring.

COLORADO.

State Industrial School of Colorado, Golden, Colo.—Of the 311 inmates admitted since the school was opened in 1881, 29 per cent. had been committed for non-criminal acts; 70 per cent. had been committed for 3 years; 47 per cent. were 12 years of age or un-

der; 33 per cent had lost their fathers; 23 per cent. had previously been arrested. The school is divided into 3 families and the school course into 4 grades. Instruction is given in carpentry, tailoring, and broom-making. Four hours 5 days weekly are devoted to the school-room and 5 hours to the shop.

CONNECTICUT.

Connecticut State Reform School, Meriden, Conn.—Of the 4,074 commitments made to this school since its establishment, 38 per cent. were held on charges of incorrigibility, truancy, vagrancy, etc., and 44 per cent. were twelve years of age or under. "The boys that come to us," says the superintendent, "are usually recruits from the street loiterers and corner loafers that infest our towns and cities—those who have never known what honest and productive labor signified." On the completion of the two cottages now building, the school will be conducted on the cottage system purely, the additions permitting the necessary classification. The school has a library of well-selected books, having been substantially aided by a gift of \$1,100 from the Hon. I. C. Lewis. Of the 419 pupils remaining in the school at the close of the school year 1886-87, 25 per cent. could not read or could read only in the First Reader, 64 per cent. could not write or wrote only easy words, and 36 per cent. knew nothing of arithmetic when admitted. All the boys attend school three hours for six days of the week for ten months. The schools are divided into ten grades, particular attention being given to reading, writing, and arithmetic. Three hundred boys are employed in the six shops, three-fourths of whom are employed in caning chairs.

ILLINOIS.

Illinois State Reform School, Pontiac, Ill.—The 255 inmates of the Illinois State Reform School were criminals in so far as indicated by the offence for which they were held. Thirty-seven per cent. had previously been convicted of a crime, 13 of them 5 times or more; 15 per cent. were 12 years of age or under. Thirty-two per cent. could not read or read only in the first reader, and 75 per cent. had never studied arithmetic or did not know the multiplication table. The system of reporting monthly to the parents of the pupils of the school has been very successful, a large number of parents taking a lively interest in such reports, and when delayed the superintendent is sure to receive letters inquiring the "reason for delay and whether the report is not up to required standard." It is found that the reports are compared with those obtained by the other children of the family who are in the public or other schools, and praise or blame, as the comparison may be favorable or unfavorable, is written to the pupil at the reform school. The boys of the institution are let out on contract and are engaged in making women's shoes. As the contract would expire in September, 1887, the board of trustees urged the desirability of providing employment for the inmates, as otherwise they would have no employment after the 4 hours of school work. The board does not believe that the contract is the best system, but it will be satisfied with its continuance, inasmuch as it is the only chance that the pupils have had to learn a trade during a period of life beyond which it is very difficult to learn.

Illinois Industrial School for Girls, South Evanston, Ill.—Of the 145 girls received during the year, 122 had been committed, the rest being charity scholars or boarders; about half of them were 12 or under. The common school branches and sewing are taught.

INDIANA.

Indiana Reformatory Institution for Women and Girls, Indianapolis, Ind.—This institution has 2 departments, a penal and a reformatory section. In the reformatory department each girl is required to attend school for half of each school day, and pursues the common school studies. The manual work is domestic duties and cane-seating. Good homes are constantly being offered to the pupils, who are sent out on ticket of leave as soon as fitted for the duties they will be called upon to perform, each being furnished with an outfit on leaving. All money earned by her is placed to her credit. The pupils sent out on ticket of leave during the year, all of whom are under the supervision of the authorities of the school until majority, were 34, of whom 4 had been returned as incompetent. Of the 38 girls committed during the year, 26 per cent. were 12 years old or under.

Indiana Reform School for Boys, Plainfield, Ind.—This school is conducted on the cottage plan. The pupil spends half the day in working and the other half in school. The boys work on the farm, make bricks and lay them, but no regular industries have as yet been introduced. Corporal punishment can only be administered by a written order of the superintendent.

KENTUCKY.

Louisville Industrial School of Reform, Louisville, Ky.—Of the 90 male pupils admitted during the year, 42 per cent. were under 12, 74 per cent. had been committed as incorrigible, homeless, or vagrant, and 34 per cent. had lost both parents or their fathers. Of the 109 boys (white and colored departments) and girls received during the year 48 per cent. were unable to read or were just commencing the primer, and 44 per cent. had never studied arithmetic. The course of study consists of instruction in reading, writing, arithmetic, and geography. The industrial departments, though financially a success, have been "too limited and crude," a condition best remedied by the introduction "of a more perfect manual training system." The principal industries are cane-seating, followed by 107 persons; shoemaking, followed by 12 white boys; and farming and gardening, followed by 15 colored boys.

MAINE.

State Reform School, Cape Elizabeth, Me.—Of the 1,821 boys committed to this institution from its establishment to November 30, 1886, 30 per cent. had been committed as truants, runaways, idlers, etc., 40 per cent. were 12 years of age or under, and 32 per cent. had lost their fathers. The school instruction consists of the common school studies, followed by 137 inmates during the year covered by the report, under 4 instructors, who in their report to the trustees observe: "We regard school work and instruction as among the most important agencies that can be used for the reformation of boys." The feeling in favor of the family and cottage system at this school is very pronounced; "The need of a better classification of the boys, and of the introduction of the 'family principle,' was felt in the early days of the institution." A well-equipped shop, enabling systematic instruction to be given to boys, is under the charge of an able instructor, the repairing and improvements at the school furnishing an excellent opportunity of applying the principles taught.

MARYLAND.

Saint Mary's Industrial School for Boys of the City of Baltimore, Baltimore, Md.—The total number of inmates in the institution, November 30, 1886, was 459, of whom 5 per cent. had not been committed. The institution is not only for youthful offenders against the law, street beggars, etc., but also for destitute and orphan boys. In the school-room the common school studies are pursued; in the shops, printing, tailoring, shoemaking, and cigar-making.

MASSACHUSETTS.

Boston, Mass., Reformatory Institution, Deer Island, Boston Harbor.—Of the several public institutions for the reception of the criminal, indigent, and vagabond classes on Deer Island, two, the House of Reformation and the Truant School, are for the class under consideration. Of the 71 persons (68 boys and 3 girls) committed during 1886 to the House of Reformation, 32 per cent. were committed for non-criminal offences, mostly stubbornness, and 30 per cent. were under 12. Of the 103 boys committed to the Truant School all were committed for truancy, and 86 per cent. were 10 to 14 years of age. "It is doubtful," says the chaplain and superintendent of schools of the Deer Island institutions, "whether there is another penal institution in the land where the temporal and spiritual wants of the inmates are more liberally provided for than in the city institutions located on this island. If the inmates could be classified so that the more vicious could be kept by themselves, it would greatly help reform." There are 5 schools—4 for boys and 1 for girls—under 1 female and 4 male instructors, and while the majority of the pupils do not love study, there are many who are really bright and proficient. The number in school was 189 boys and 8 girls, of whom 165 could "read books generally."

State Primary School at Monson, Mass.—Of the 111 children received at the school during the year, 36 per cent. had been committed as juvenile offenders, the rest being dependent or neglected children. There has been a constant decline in the number of inmates for the last 8 years, which is mainly ascribed to the operation of the changes made in the "settlement laws," causing a decrease in the number of children received from the State alms-house. The full effect of this diminution in the installment from the alms-house in reducing the attendance, however, has been modified by the enforcement of the acts of 1882, relating to the care and custody of "neglected and dependent children." For the period 1879-82, the average received from the alms-house annually was 113, while for the next following quarterly period the annual average was 70.5; during the latter period the annual average of neglected children received was 25.8, and of dependent children 21, in all an annual addition

on the average of 46.8 to the number received from the alms-house. More than 40 boys were employed on the farm. All the members of the five highest schools are compelled to work one half of the day and attend school the other half; those in the lowest schools receive instruction during the whole day. The school has 8 grades or "schools," and a kindergarten.

Lyman School for Boys, Westborough, Mass.—Of the fifty-nine commitments during the year, all but three were made by various courts of law, and to these fifty-nine must be added two cases of recommitment. Of the commitments 23 per cent. were orphans or had lost their fathers, 88 per cent. had been inmates of other institutions or arrested before, and 25 per cent. were 12 years of age or under; 28 boys had been returned and 14 had come back to the institution of their own accord; 8 escaped. The system followed is the "open" or cottage plan, which the buildings lately added now permit. Twenty-one boys on an average were employed in caning chairs, the other work done being for the most part about the house or in the field.

The State Industrial School for Girls, Lancaster, Mass.—The commitments to this institution during the year ending September 30, 1886, were 51, and the number of those for whom places were obtained or who were returned to friends or discharged was 64, of whom 48 per cent. were returned, mostly for bad or unsatisfactory conduct, and 1 escaped; 18 per cent. of the commitments were for offences against public morals, and 12 per cent. against public justice, the others being merely wayward or vagrant girls; 76 per cent. of the new pupils were between the ages of 14 and 16, none were under 13; 9 per cent. were illiterate. The school is conducted on the open system, and is divided into families of 25, the influence being, as far as possible, such as it would be in a good home. The pupils are employed in house-work, and on the farm and in the garden.

Massachusetts Reformatory, Concord, Mass.—Seven per cent. of the persons sent by the courts to this institution (561) during the year ending September 30, 1886, ranging in age from 14 to 65, were committed for crimes against the person, 45 per cent. for crimes against property, and 47 per cent. for drunkenness, licentiousness, vagabondism, etc. Of the 615 received during the year 19 per cent. were to serve an "indeterminate sentence." Of the number in the institution at the close of September, 1886 (660 prisoners), 54 per cent. had served a term in other institutions, and of these 47 per cent. had been committed more than once. Thirty-two per cent. of those received during the year were between the ages of 15 and 20, and 38 per cent. between 20 and 30. Four hundred and thirty-five prisoners were released on permit and 30 permits were revoked. The schools are of three grades—primary, intermediate, and advanced, in which are enrolled 315 inmates under 10 teachers. The work of the primary and intermediate grades is that of the public primary and grammar schools; in the advanced grade algebra, arithmetic, history, book-keeping, and French are taught; drawing is taught to a class of 25. The industries taught principally are shoemaking, tailoring, and harness-making.

MICHIGAN.

State Industrial Home for Girls, Adrian, Mich.—Nineteen per cent. of the girls received during the year were 12 or under. The pupils are located in 5 cottages, each containing about 30 or 35. The course of instruction is graded from the primary to the full grammar; in addition to this instruction the pupils are taught sewing and house-work.

Detroit House of Correction School, Detroit, Mich.—The number enrolled in the school is 140, of whom 29 per cent. were illiterate on entering. The instruction given is elementary, and is under a teacher assisted by several of the more advanced prisoners.

Reform School, Lansing, Mich.—During the 2 years covered by the report, 381 persons were committed to the school, 45 per cent. of whom had been convicted of slight offences, principally truancy and disorderly conduct. In addition to those received on commitments, 48 former inmates were returned, making 429 in all, of whom 34 per cent. were 12 or under. The school day of 9 hours is equally divided between study and work. In the school nothing is attempted beyond thorough instruction in the common school branches. Over 200 boys were employed in the cane shop, about 50 in the tailoring department, and 70 on the farm.

NEBRASKA.

State Reform School, Kearney, Nebr.—The following statistics are given for the number of persons committed to the institution since its opening in 1881. The number received has been 208, of whom 45 per cent. were committed on slight offences, 30 per cent. were orphans or had lost their fathers, and the same percentage were 12 or under. The school is divided into families, of which there are 4. Each inmate is

instructed in the common school branches 4 hours daily, the other part of the day being given to manual labor. Military drill was introduced during 1886, and has been found a valuable aid in promoting order.

NEW HAMPSHIRE.

State Industrial School, Manchester, N. H.—The number committed to the institution during the year was 154, 24 per cent. of whom were convicted of slight offences,—disobedience, idleness, and the like,—34 per cent. were 12 years old or under, and 40 per cent. were committed during minority. The building erected by the principal and accumulated interest of the appropriation of 1879 has enabled the school to embark upon the manufacture of hosiery, at which industry half of the boys and girls are daily employed. The school has several funds, the interest of which is used in adding to the library. The common school studies are taught.

NEW JERSEY.

New Jersey State Reform School, Jamesburg, N. J.—The commitments during the year were 120, of whom 29 per cent. were committed for incorrigibility, etc., and 32 per cent. were 12 or under. Thirty-one per cent. had previously been arrested, and 23 per cent. were orphans or had no fathers; 39 former inmates were returned to the school during the year and 8 pupils escaped. Forty-three per cent. of the new pupils could not read, or read only in the first reader, and only 1 could read in the fifth. The daily instruction in the school has been lengthened from 3 to 4 hours, with a corresponding reduction in the hours of labor. The boys are engaged in cultivating the farm and are instructed in carpentry, shoe-making, blacksmithing, etc.

Newark City Home, Newark, N. J.—The large number of illiterates received during the last two years has almost reduced the school-room work of this institution to primary teaching; the advanced classes pursue arithmetic, geography, and history. The sessions of the school last for 6 hours daily. The inmates work on the farm and in the brush shop connected with the institution.

NEW YORK.

The Burnham Industrial Farm, Canaan, Four Corners, N. Y.—The property of this recently established institution consists of a farm of 580 acres formerly occupied by a Shaker community. It has on it several dwelling-houses, shops, and extensive barns, etc., one of the buildings containing a steam-engine and boilers. The religious influence is Protestant, but not denominational. Besides the agricultural pursuits which the great extent and splendid condition of the farm invite, the trades of carpentry, blacksmithing, etc., will be introduced at the earliest practical moment. The inmates are given the rudiments of a common school education; the daily session is of 2 hours.

New York State Reformatory, Elmira, N. Y.—Education is compulsory here. Of 2,378 inmates received during the last ten years, 20 per cent. were unable to read or write, and though 53 per cent. could do both they practised those arts with difficulty. Of the 711 inmates on September 30, 1886, 90 per cent. could read and write fluently, the others being in the rudiments of language. At the close of each of the three terms into which the school year has been divided, those having passed the last monthly examination are promoted, the proportion of men advanced ranging from 50 to 80 per cent., the percentage being smallest in the primary division. To endeavor to invigorate the understanding of 12 incorrigible dullards, not one of whom knows the name of the country in which we live, they were subjected to a 5-months' course of daily vapor baths, massage, and calisthenics. As the course progressed "their minds brightened," and "from being fairly contented to remain in the lowest grade an ambition to earn perfect records guided the conduct and work of all." The average marking according to the school register was 45.25 before the experiment began, and 74.16 at its close.

New York House of Refuge, Randall's Island, N. Y.—Four hundred and forty-six commitments were made during the year to this institution, of which 54 per cent. were for the slight offences of vagrancy, etc.; the percentage that were 12 or less than 12 years of age was 24, and of those who had been previously arrested, 40. The common school studies are taught very thoroughly and with excellent results. It is contemplated to replace contract labor by a system of agricultural and horticultural training upon ground to be reclaimed, giving the institution about 20 acres of arable land; to carry out the project in part the Legislature is asked to appropriate \$25,000. At this school the younger and less hardened boys are carefully separated from the hardened inmates, each class having its own eating and sleeping apartments, and play-grounds.

OHIO.

Boys' Industrial School, Lancaster, Ohio.—Two hundred and sixty-one boys were committed to this school during the year covered by the report, of whom 29 per cent. were 12 or under, and 30 per cent. were orphans or had lost their fathers. Eighteen inmates that had been released were recommitted, and 12 of those detained escaped. Half the day is spent in school, the other portion being devoted to farming, gardening, blacksmithing, shoemaking, etc. The school is conducted on the family system, being located in 11 buildings.

Cincinnati House of Refuge, Cincinnati, Ohio.—Seventy per cent. of the 367 committed to this institution during the year were detained for slight offences, and 46 per cent. were 12 or under. Fifty-three per cent. were orphans or had lost their fathers, 28 per cent. had been arrested before, and 39 per cent. could not read, or read only in the first reader. The pupils are divided into families, of which there are 4 for the boys and 2 for the girls, each family having its own school, play-ground, workshop, etc.

PENNSYLVANIA.

Pennsylvania Reform School, Morganza, Pa.—Of the 412 persons committed to this school during the two years covered by the report, 83 per cent. were sent on charges of incorrigibility or vicious conduct, 33 per cent. were under 13 years of age, 43 per cent. could not read, or read with difficulty, 29 per cent. were orphans or had lost their fathers, and 3 per cent. were recommitments. The school is conducted on the family system, and the inmates, divided into six families, are required to attend school 6½ hours daily. The pupils are taught shoemaking, tailoring, and brush-making.

House of Refuge, Philadelphia, Pa.—The crowded condition of this institution has induced the board of managers to ask that the buildings of the school be purchased by the State, in order that an agricultural reform school on the family plan may be established with the proceeds. The schools, 17 in all, giving a good elementary education, are under a superintendent and 19 teachers, including a teacher of music. In the industrial department shoemaking, cane-seating, and tailoring, are taught.

WISCONSIN.

Wisconsin Industrial School for Girls and Young Boys, Milwaukee, Wis.—This institution is for girls under 16 and boys under 10, and receives in addition to those committed to its care by legal process a number of charity pupils, who are supported by a fund made up by the citizens of Milwaukee. A kindergarten has been established in connection with the schools.

III.—STATISTICS.

TABLE 85.—Number of reform schools and of employes and pupils in them for 1886-87, by States and Divisions.

State or Division.	No. of institutions.	Instructors, officers, etc.			Pupils.			Committed during year.	Discharged during year.
		Male.	Female.	Total.	Male.	Female.	Total.		
North Atlantic Division:									
Maine	1	7	9	16	113	.....	113	37	36
New Hampshire	1	6	6	12	90	22	112	42	33
Vermont	1	.....	.....	.....	67	16	83	41	44
Massachusetts	12	63	72	135	936	238	1,224	871	871
Rhode Island	1	9	8	17	189	.....	189	124	101
Connecticut	1	15	22	37	420	.....	420	218	246
New York	8	{ 267 ⁽³⁾	84 }	354	3,887	1,060	4,947	3,005	2,993
New Jersey	3	{ 12 ⁽⁴⁾	12 }	28	424	63	487	187	221
Pennsylvania	2	(85)	.....	85	860	259	1,119	722	870
Total for 1886-87	30	{ 379 ⁽⁹²⁾	213 }	684	6,986	708	8,694	5,247	5,415
Total for 1832-83	239	.....	.....	700	.....	.....	9,575	5,659	5,261

a Twelve schools included here not appearing in the list of the year under review.

TABLE 85.—Number of reform schools and of employes and pupils in them for 1886-87, by States and Divisions—Continued.

State or Division.	No. of institutions.	Instructors, officers, etc.		Total.	Pupils.			Committed during year.	Discharged during year.			
		Male.	Female.		Male.	Female.	Total.					
South Atlantic Division:												
Maryland	3	{	(4) 26	2	}	32	712	62	774	227	254	
District of Columbia	1	{	(28)		}	28	168	.....	168	107	79
Total for 1886-87	4	{	(32) 26	2	}	60	880	62	942	334	333	
Total for 1882-83	a5	{			}	107	.....	.....	837	323	346
South Central Division:												
Louisiana	1	{	1	0	}	1	124	0	124	96	124	
Kentucky	2	{	(22)	18	}	40	204	115	319	108	104	
Total for 1886-87	3	{	(22) 1	18	}	41	328	115	443	204	228	
Total for 1882-83	1	{			}	20	.....	.....	247	114	75
North Central Division:												
Ohio	3	{	41	63	}	104	857	372	1,229	788	716	
Indiana	2	{	21	25	}	46	439	140	579	166	267	
Illinois	1	{	1	10	}	11	0	104	104	55	38	
Michigan	4	{	23	42	}	65	{	(140) 450	280	879	218	180
Wisconsin	2	{	(40) 3		}	43	370	132	502	208	195	
Minnesota	1	{	(24)		}	24	195	26	221	.....	.....
Iowa	1	{	4	8	}	12	.....	111	111	30	31
Missouri	1	{	(26)		}	26	196	56	252	159	149	
Nebraska	1	{	(19)		}	19	114	23	137	53	22	
Kansas	1	{	(20)		}	20	101	.....	101	30	41
Total for 1886-87	17	{	(129) 93	148	}	370	{	(140) 2,722	1,253	4,115	1,707	1,639
Total for 1882-83	b20	{			}	362	.....	.....	4,017	1,779	1,607
Western Division:												
Colorado	1	{	9	5	}	14	94	1	95	45	39	
California	1	{	16	2	}	18	107	48	155	147	23	
Total for 1886-87	2	{	25	7	}	32	201	49	250	192	62	
Total for 1882-83	2	{			}	35	.....	.....	264	270	42
SUMMARY.												
North Atlantic Division	30	{	(92) 379	213	}	684	6,986	1,708	8,694	5,247	5,415	
South Atlantic Division	4	{	(32) 26	2	}	60	880	62	942	334	333	
South Central Division	3	{	(22) 1	18	}	41	328	115	443	204	228	
North Central Division	17	{	(129) 93	148	}	370	{	(140) 2,722	1,253	4,115	1,707	1,639
Western Division	2	{	25	7	}	32	201	49	250	192	62	
Total for 1886-87	56	{	(275) 524	388	}	1,187	{	(140) 11,117	3,187	14,444	7,684	7,677
Total for 1882-83	67	{			}	1,224	.....	.....	14,940	8,168	7,379

a One institution reporting that it is not now a school, and another not reporting at all for several years, included here.

b Five institutions included that do not appear in this report.

TABLE 86.—*Pupils to an employé in reform schools for 1886-87.*

Division.	Ratio of male in- mates to whole number.	Pupils to an employé.
	<i>Per cent.</i>	
North Atlantic Division.....	80	13
South Atlantic Division.....	93	16
South Central Division.....	74	11
North Central Division.....	68	11
Western Division.....	80	8
The United States.....	78	12

TABLE 87.—Statistics of reform schools for 1886-87; from replies to inquiries by the United States Bureau of Education.

Post-office address.	Name.	Year of founda- tion.	Superintendent.	Teachers, officers, and assistants.		Age limit of commit- ment.	Number commit- ted during the year.	Classification of inmates by sex, race, and nativity.					V o l u m e s in library.		
				Male.	Female.			Male.	Female.	Colored.	Native.	Foreign.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1 San Francisco, Cal.....	Industrial School.....	1859	James W. Silk.....	16	2	8-21	147	23	107	48	150	5	140	15	590
2 Golden, Colo.....	State Industrial School.....	1881	William C. Sampson.....	9	5	10-16	45	39	94	1	87	8	92	3	670
3 Meriden, Conn.....	State Reform School.....	1853	George E. Howe.....	15	22	7-16	218	246	420	0	398	22	0	0	2,000
4 Washington, D. C.....	Reform School*.....	1869	George A. Shallenberger.....	(28)		10-16	107	79	168	0	70	93	140	28	650
5 South Evanson, Ill.....	Illinois Industrial School for Girls.....	1877	Mary Lyon.....	1	10	No limit.	55	38	0	104	101	3	101	3	800
6 Indianapolis, Ind.....	Indiana Reformatory Institution for Women and Girls.....	1873	Sarah F. Keely.....	3	11	7-16	0	140	128	12	135	5	0	0	100
7 Plainfield, Ind.....	Indiana Reform School for Boys.....	1868	T. J. Charlton.....	18	14	8-17	166	267	439	0	350	89	439	0	900
8 Mitchellville, Iowa.....	Iowa Industrial School, Girls' De- partment.....	1878	C. C. Cory.....	4	8	Under 16	30	31	111	97	14	0	0	0	0
9 North Topeka, Kans.....	State Reform School*.....	1881	Dr. J. F. Duck.....	(20)		8-16	30	41	101	0	88	13	99	2	149
10 Louisville, Ky.....	House of Refuge*.....	1863	P. Caldwell.....	(22)		6-16	101	98	204	41	166	79	238	7	600
11 Newport, Ky. (Higland Ave.).....	House of the Good Shepherd.....	1866	Mother M., of St. Scholas- tica.....	18		3-15	7	6	74	0	74	0	71	3	0
12 New Orleans, La.....	Boys' House of Refuge.....	1817	Capt. W. C. Staunton.....	1	0	6-18	96	124	124	0	34	90	124	0	100
13 Portland, Me. (located at Cape Elizabeth).....	State Reform School.....	1850	J. R. Farrington.....	7	9	8-16	37	36	113	112	1	0	0	0	1,769
14 Baltimore, Md. (cor Baker and Carey Sts.).....	Female House of Refuge*.....	1866	W. K. Bibb.....	(4)		6-18	17	17	0	62	0	0	0	0	385
15 Carroll P. O., Balto. Co., Md.....	St. Mary's Industrial School.....	1886	Bro. Bernadine.....	13	0	8-16	113	144	459	0	0	0	0	0	2,000
16 Cheltenham, Md.....	House of Reformation for Colored Boys.....	1872	Elisha A. Rhodes.....	13	2	6-16	97	93	253	0	0	253	0	0	500
17 Boston, Mass.....	House of Reformation.....	1851	John C. Whiton.....	7	1	8-21	71	74	75	8	77	6	79	4	300
18 Boston, Mass.....	Marcella Street Home.....	1877	Dr. A. B. Heath.....	11	13	Under 16	313	298	251	134	372	13	0	0	1,200
19 Boston, Mass.....	Truant School.....	1869	John C. Whiton.....	5	1	8-14	103	105	117	111	6	110	7	200	1,500
20 Lancaster, Mass.....	State Industrial School for Girls.....	1854	Mrs. L. L. Brackett.....	1	12	7-17	38	5	0	58	55	3	33	5	1,600
21 Lawrence, Mass.....	Lawrence Industrial School.....	1874	Robert B. Risk.....	2	3	0	21	17	33	0	0	0	0	0	600
22 Lowell, Mass.....	Lowell Reform School.....	1852	Albert Pindar.....	2	0	6-15	50	33	33	0	0	0	0	0	1,100
23 New Bedford, Mass.....	City Truant School.....	1878	P. S. Mary.....	2	1	7-15	16	9	16	0	15	1	16	0	25
24 North Cambridge, Mass.....	Cambridge Truant School.....	1853	Martin L. Eldridge.....	1	1	Under 15	8	10	16	0	16	0	16	0	500

	25	Palmer, Mass.	1866	Amos Andrews.	25	16 and under	147	285	228	£8	288	28	253	63	£40
25	Palmer, Mass.	State Primary School.....	1866	Amos Andrews.	25	16 and under	147	285	228	£8	288	28	253	63	£40
26	Salem, Mass.	Plummer Farm School.....	1870	Charles A. Johnson.....	4	Under-16	16	11	31	0	28	3	31	0	750
27	Westborough, Mass.	Lyman School for Boys.....	1848	Henry E. Swan.....	2	7-15	50	90	90	0	35	2	40	0	1,500
28	Worcester, Mass.	Worcester Truant School*.....	1863	R. F. Parkhurst.....	1	7-15	29	24	40	263	247	16	249	14	100
29	Adrian, Mich.	State Industrial Home for Girls.....	1879	Margaret Scott.....	22	10-17	65	42	(140)						577
30	Detroit, Mich.	Detroit House of Correction School (for adults).....	1879	Joseph Nicholson.....	1	0									
31	Detroit, Mich.	Preservation Class of the House of the Good Shepherd.....	1882	Mother Mary of St. Francis Patrick.....	2					26	26	15	11		
32	Lansing, Mich.	Michigan State Reform School.....	1855	Cornelius A. Gower.....	22	10-16	153	138	450	0	405	45	300	50	1,000
33	St. Paul, Minn.	Minnesota State Reform School.....	1868	J. W. Brown.....	21	Under-16	195	26	195	26	218	3	200		1,200
34	St. Louis, Mo.	House of Refuge*.....	1864	John D. Shafer.....	(26)	8-16	150	149	186	56	202	50			1,200
35	Kearney, Neb.	State Reform School*.....	1881	John T. Malahien, A. M.....	(19)	8-16	63	122	114	23	126	11	121	16	540
36	Manchester, N. H.	State Industrial School.....	1837	J. C. Ray.....	6	8-17	42	32	90	22	260	28	279	9	600
37	Jamesburg, N. J.	New Jersey State Reform School.....	1863	Ira Otterson.....	8	8-16	136	147	288	0	260	28	279	9	500
38	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	
39	Verona, N. J.	Newark City Home.....	1874	C. M. Harrison.....	4	8-18	52	68	136	23	153	7	130	32	50
40	Albany, N. Y. (32 How- and St.).....	House of Shelter*.....	1868	Mary L. Dure, matron.....	(3)	No limit.	148	110	28	28	38	0	38	0	471
41	Brooklyn, N. Y. (Cypress Hills, 26th Ward).....	Brooklyn Truant Home.....	1857	Patrick H. Corrigan.....	2	6-14	213	279	65	62	3	60	5	200	
42	Canaan Four Corners, N. Y.	Burnham Industrial Farm.....	1887	B. W. Tice.....	0	7-16	21	0	21	0	21	0	21	0	300
43	Elmira, N. Y.	New York State Reformatory (for men).....	1876	Z. R. Brockway.....	86	16-30	363	284	807	773	34				3,100
44	New York, N. Y. (Station L).....	New York House of Refuge*.....	1824	Israel C. Jones.....		Under-16	514	619	525	108	547	80			4,062
45	New York, N. Y. (176th St. and 16th Ave.).....	New York Juvenile Asylum.....	1851	Elisha M. Carpenter.....	17	7-14	639	614	730	194	843	125	803	75	860
46	Utica, N. Y.	St. Vincent Industrial School.....	1836	Brother Adellerian.....	6	2-14	80	71	156	0	150	6			324
47	West Chester, N. Y.	New York Catholic Protectory.....	1863	Brother Leonine.....	135	3-16	1,047	1,026	1,534	720	2,271	3			5,460
48	Cincinnati, Ohio	Cincinnati House of Refuge.....	1850	Henry Oliver.....	11	Under-16	367	357	282	70	254	98			5,500
49	Delaware, Ohio	Girls' Industrial Home.....	1869	J. M. Crawford.....	8	9-15	60	33	362	237	435	207	5		2,313
50	Lancaster, Ohio	Boys' Industrial School.....	1856	Charles Douglass.....	23	10-16	301	205	573	0	435	120	340	29	2,000
51	Morgantza, Pa.	Pennsylvania Reform School.....	1854	J. A. May.....	32	7-21	214	323	266	93	307	68	322	43	840
52	Philadelphia, Pa.	House of Refuge*.....	1828	J. Hood Lavery.....	(53)	7-16	308	547	594	190	506	188			3,000
53	Howard, D. C.	Locknesset School for Boys.....	1850	Franklin H. Nibecker.....	9	8-13	124	101	189	16					1,000
54	Vermont, Vt.	Vermont Reform School*.....	1865	E. T. Healy.....	3	6-16	41	44	67						631
55	Milwaukee, Wis.	Wisconsin Industrial School for Girls and Young Boys.....	1875	Harriet C. Hunt.....	(40)	Under-16	87	109	45	132	171	6			£00
56	Waukesha, Wis.	Wisconsin Industrial School for Boys.*.....	1890	William H. Sleep.....		10-16	121	86	325		321	4	283	42	

* From the Report of the Commissioner of Education for 1885-86.

Examination shows that 19 schools on the list of the Report for 1882-83 have not reported for the year under review, and 8 on the list of the present Report were not on the Report of 1882-83, although only 3 have been established since it was issued. Comparisons instituted between two bodies of statistics made up from returns from so many institutions that are not common to both would be misleading, and the Office has refrained from giving the increase or decrease, as the case may be.

V.—EDUCATION OF THE INDIAN.¹

EDUCATION OF THE UNCIVILIZED TRIBES.

As to their source of support, Indian schools may be divided into three kinds: those supported by the National Government (in New York by the State) directly or indirectly (contract); those supported by religious societies; and the public school systems of the Five Nations of the Indian Territory. Viewed as educational institutions, they may be separated into boarding schools and schools for day scholars, and this is the classification that has been adopted as best suited to the purposes of this Report; the systems of the Five Nations, however, will be considered apart.

ACCOMMODATIONS, ATTENDANCE, AND COST.

"It is a noteworthy fact," says Superintendent Riley, "that where schools have been established for several years, with accommodations for a considerable proportion of the children of school age, the prejudice [of the Indians] against education has largely disappeared;" and again, "If the Government would be rid of the Indian question educational facilities must be provided for the present generation of Indian children." By the treaties of 1867 and 1868, made with a number of tribes, the Government agreed to furnish school supplies, including building, and a teacher for every 30 children. To meet the obligations thus incurred, but not yet fulfilled, the Secretary of the Treasury submitted estimates in 1885 for an appropriation of \$4,033,700.

Accommodations.—From the insufficiency of the appropriations the Indian Bureau has been able to provide for only a small proportion of the children of the larger tribes; the treaty stipulations with the Navajoes, for instance, calls for 200 schools; one has been provided. The following table shows the school population and the provision made for educating it:

TABLE 88.—*School population and accommodations for uncivilized Indians for 1886-87.*

Agencies in—	Estimated number of Indians.	Estimated number of children 6-16.	School accommodations in—				Children 6-16 for whom there are no accommodations.
			Government schools.		Mission schools.		
			Board- ing.	Day.	Board- ing.	Day.	
Alaska <i>a</i>	19,902	3,800	375			30	3,395
Arizona	4,797	1,260		430	75		755
California	1,728	350		25			325
Colorado	29,747	7,014	1,435	900	320	25	4,334
Dakota	3,449	746	180				566
Idaho	14,898	3,702	1,345	220			2,137
Indian Territory.....	380	80	40				40
Iowa	1,007	210	110				100
Kansas	7,309	1,460		350			1,110
Michigan	6,023	1,104	200	100	285	75	444
Minnesota	12,894	3,096	230	170	360	120	2,216
Montana	3,694	858	215	115	210	10	308
Nebraska	8,238	1,700	75	105			1,520
Nevada	27,489	8,749	315	45	300	280	7,809
New Mexico		1,711					
New York	3,000	600	80	200			320
North Carolina	3,991	846	435	80			331
Oregon	2,308	560	100				460
Utah	10,579	2,095	495	110	320		1,170
Washington	6,796	1,535	100	550	150		735
Wisconsin	1,800	400	80				320
Wyoming							
Total	170,025	41,876	5,810	3,400	2,020	540	28,395

¹ The matter contained in this section is taken from or based upon the comprehensive report of Hon. John B. Riley, superintendent of Indian Schools.

a "There are probably upwards of 7,000 children of school age in Alaska," says Superintendent Riley, "more than nine-tenths of whom are children of the native [non-Indian] population." Contracts were made for the education of 100 pupils at two boarding schools.

b 5-21, for 1885-86.

Excluding the Indians of school age on reservations in New York (1,711 in 1885-86), where the accommodations appear to keep pace with the demand for admittance, the table shows that twenty-nine per cent. (11,770) of the children are provided for. How far this provision is utilized is shown by the following table.

Enrolment and average daily attendance at Indian schools.

Schools.	Enrolment.	Average daily attendance.
Boarding:		
Bonded superintendent class.....	2, 150	1, 753
Indian agent class.....	4, 731	3, 487
Contracting with United States Government.....	3, 283	2, 513
Day:		
In charge of Indian agents.....	3, 123	1, 894
Contracting with United States Government.....	1, 161	598
Missionary.....	484	215
New York.....	1, 061	493
	15, 993	.....

Excluding the New York statistics, it appears that the accommodations are 79 per cent. of the enrolment and, if it be assumed that the total of the average attendances more or less closely represents the true average attendance, the ratio of such an average attendance to the accommodations would be 89 per cent. The language of the treaties above referred to, substantially the same in all, is as follows: "and they [the Navajoes] therefore pledge themselves to compel their children, male and female, between the ages of six and sixteen years, to attend school, and it is hereby made the duty of the agent for said Indians to see that this stipulation is strictly complied with." The statistics would appear to indicate that the Indians are availing themselves of the educational facilities provided for them to the full extent of such provision.

English language in Indian schools.—"The advantage to the Indians of a knowledge of our language can not be overestimated. * * * Understanding English, they can deal directly with their white neighbors and the representative of the Government. * * * They will no longer be the prey of unprincipled white men. In fact, the Indian who speaks the English language is a savage no longer." Continuing, Superintendent Riley quotes from the report of the Indian peace commission, appointed in 1867 for the purpose, among others, of suggesting some plan for the civilization of the Indians: "In the difference of language to-day lies two-thirds of our trouble. * * * Schools should be established, which children should be required to attend; their barbarous dialects should be blotted out and the English language substituted." The superintendent found that in some schools, though he was understood by the pupils when he spoke, they could not express themselves in English, although they had been in school several years.

Course of study.—The efforts of the Indian Bureau to control the work in the school-room has so far been rendered futile by the total lack of system as to text-books and course of study. Each agent or superintendent selects the books and methods that appear best to him, and "the results attained vary as widely as do the methods pursued." To rectify this evil the superintendent recommends the adoption of a series of text-books and a course of study. "Indian education," he observes, "is yet in its infancy. An elaborate system is in process of formation. The enactment of laws enlarging the responsibilities of the Indians and looking to their citizenship makes it important that a well-considered and thoroughly organized system be devised for carrying on a work that will necessarily involve the employment of a large number of persons and the expenditure of many millions of dollars, and will in its operation determine in a large measure the future of the Indian race."

Finances.—The sources from which the money for Indian education is obtained are three: Congressional appropriation; treaty, interest, and other funds; and the treasuries of missionary bodies. The following table exhibits the proportion in which the sum total is contributed to and disbursed:

TABLE 89.—*Receipts and expenditures of schools for the uncivilized Indians, for 1886-87.*

RECEIPTS.	
From the United States Government for—	
General support.....	\$912, 625
Support of 770 students at various institutions.....	126, 040
Buildings { current appropriations.....	134, 750
{ unexpended appropriations.....	19, 894
Transportation of pupils.....	28, 000
Purchase of live stock.....	10, 000
	<hr/>
	1, 231, 219
From treaty, interest, and other funds.....	163, 700
	<hr/>
Total receipts from United States Government.....	1, 394, 919
<hr/>	
EXPENDITURES.	
By United States Government for—	
Schools and pupils { boarding.....	1, 028, 133
{ day.....	67, 247
Buildings, sites, and repairs.....	76, 080
Live stock.....	8, 500
Transportation of pupils.....	24, 000
	<hr/>
	1, 203, 960
	<hr/>
By the State of New York ¹	9, 122
By the American Missionary Association for schools and church work.....	47, 921
By the Society of Friends.....	21, 729
	<hr/>
	78, 772
	<hr/>
Total expenditure for Indian education.....	1, 282, 732

BOARDING SCHOOLS.

As before remarked, the schools for educating the Indian are here classified as boarding and day schools; the first of these classes admits of subdivision into schools under bonded superintendents, under Indian agents, and under societies or individuals either as contractors with the United States Government or as independent missionary enterprises. The specific difference between schools controlled by employés of the Government under the name of superintendent and those under the authority of United States Indian agents is more than one of name. "Experience has shown," says Superintendent Riley, "that the schools so conducted [under the direction of bonded superintendents] have shown much better results than have been attained at the schools supervised by Indian agents;" and further, "in the selection of Indian agents men of good business qualifications are sought. Even if they could devote the time required for the proper supervision of the schools to that work, but few of them would be found to have had the experience or to possess the special qualifications requisite to the successful performance of such duty."

Schools in civilized communities.—To obtain information as to the most desirable location for Indian schools, the Commissioner of Indian Affairs sent a circular letter to the Indian agents asking for information as to the number of children returned from the Eastern schools; the pursuits in which they were engaged; the number who continue to wear civilized dress; and the agents' opinion as to the value of the work done in these schools in comparison with that done on the reservation.

The incompleteness of the record as to the departure and return of children prevented full returns; but the life of 388 pupils who had returned were given by 11 agents. Of these 89 died, 74 were engaged in civilized pursuits, 31 were employed at the agencies, 17 attended school, 12 were not engaged in any occupation, 74 had apparently retrograded and had adopted Indian costume, and 43 had been lost sight of. The large percentage of those who died after their return to reservation life, the radical dissociation of parent and child, and the great difference between life in a civilized community and on the frontier, induces the superintendent to recommend that none but graduates of the reservation schools be sent to Eastern boarding schools, and to suggest that the course of instruction at those schools be adapted to training teachers, professional men, or artisans.

New schools.—Four new schools have been established during the year, situated respectively at Albuquerque, N. M., San Carlos and Keam's Cañon, Ariz., and Grand Junction, Colo. At three of these schools ample facilities are present to enable instruction to be given in irrigation, an essential element of farming in these regions. All the schools appear to belong to the bonded superintendent class.

¹ For 1885-86.

Contract schools.—Many of the buildings erected by the various organizations with which the United States contracts surpass in size and beauty those built by the Government. Nor are their efforts confined to providing suitable accommodations, for the teachers and employes they have secured are as a rule enthusiastic in their efforts to civilize the Indians, frequently giving instruction to grown persons as well as children. In many instances the number of children instructed is much greater than the number contracted for, the additional expense being met by religious denominations, principally the Presbyterian, Catholic, Protestant Episcopal, and Congregational churches.

Number, capacity, and attendance at boarding schools for uncivilized Indians, for 1886-87.

Schools under—	Number.	Capacity.	Enrolment.	Average daily attendance.	Ratio of average attendance to capacity.	Ratio of average attendance to enrolment.	Average duration of session in months.
Bonded superintendents.....	11	2, 240	2, 150	1, 753	78.26	81.53	10.4
Indian agents.....	57	4, 240	4, 731	3, 487	82.24	73.71	10
Private management:							
Contracting.....	52	.....	3, 283	2, 513	.....	76.55	10.1
Missionary.....	1	.....	35	.....	.....	.....	.....
Total.....	121	6, 480	10, 199	.....	.....	.....	10.1

Expenditures for boarding schools for uncivilized Indians, exclusive of buildings and transportation, for 1886-87.

Schools under—	Expenditure.	Per capita expenditure based on average attendance.
Bonded superintendents.....	\$297, 697	\$169.82
Indian agents.....	422, 136	121.06
Private management, cost of Government pupils educated on contract...	308, 300	122.63
Total.....	1, 028, 133	.....

Comparison of the "average" or type school of each class of Indian boarding schools for 1886-87.

Schools under—	Capacity.	Enrolment.	Cost.
Bonded superintendents.....	204	195	\$27, 063
Indian agents.....	74	83	7, 406
Private management (contracting).....	.....	63	5, 929

Teachers.—The small salary of the teachers and the hardships and inconveniences of the service have caused many changes in the teaching force during the year. To retain the service of teachers "whose language, habits, and character are worthy of imitation" the superintendent thinks it better policy to pay higher salaries, and, if absolutely necessary to the accomplishment of this end, have fewer schools.

Teachers in boarding schools for uncivilized Indians, and their salaries, for 1886-87.

Schools under—	Teachers. ^a		Whole number of employes.	Ratio of school teachers to whole number employes.	Average annual salary.	
	School.	Industrial.			Superintendent.	Teachers.
Bonded superintendents.....	44	6	229	19.21	\$1,373	\$613
Indian agents.....	100	46	472	21.19	822	578
	144	52	701	.....	.....	589

^a Not including superintendent, unless that officer is also designated as a teacher, or, if not so designated, has in his institution an "assistant teacher."

Two columns of the above table (the second and the last) call for remark by reason of certain limitations which must be considered with them.

In his remarks on teachers' salaries Superintendent Riley uses the following language: "To insure success every employé must be a person of character and intelligence. The cook, the laundress, and the seamstress are all teachers in their different spheres." In view of this statement, six would very inadequately represent the number of teachers giving industrial instruction, however accurately representing the number of persons on the pay-roll as such; on the other hand, it is impossible to distinguish how far the various farmers and assistant farmers and the seamstresses and assistant seamstresses, are farmers or seamstresses and how far teachers. Confined to the examination of the pay-rolls of the various schools (Exhibit No. 4 of the superintendent's report) in collecting information for the table, the Office has used, not the amount actually paid to teachers for service rendered, as a basis, but the amount that would have been paid had every teacher held his position from the beginning until the close of the year. To have done otherwise would have demanded many computations and, though giving the amount actually expended on the teaching force, would not so well have answered the purpose of the column as showing the average annual salary as provided for. Of the bonded superintendent class of boarding-schools 66 per cent. of the salaries were of the \$600 grade, 16 per cent. were below that grade, and 18 per cent. above; of the Indian agent class, 35 per cent. of the salaries were of the \$600 grade 22 per cent. above it, and 31 per cent. were of the \$480 and \$500 grades.

Pupils to a teacher and to an employé in boarding-schools for uncivilized Indians for 1886-87.

Schools under—	Pupils to a teacher based on average attendance.	Pupils to an employé based on average attendance.	Ratio of amount paid teachers to total cost. ^a
Bonded superintendents.....	40	8	15.32
Indian agents.....	35	7	29.85

^a Including salaries of superintendent and industrial teachers as teachers' salaries.

DAY SCHOOLS.

The utility of day schools for the Indians naturally depends on the extent to which the tribes have discarded nomadic habits or their teachers become nomads. It is evident from the wording of the treaties of 1867 and 1868 that day schools were contemplated, but it will be seen by referring to Table p. 869 that the enrolment at boarding schools is double that of the day schools, omitting the enrolment in New York day schools, although the number of schools are about equal. An interesting feature of the work of the American Missionary Association is the establishment of "out stations" with native teachers graduates of the Santee and Oahe boarding-schools maintained by this society.

Number, capacity, and attendance of day schools for uncivilized Indians, for 1886-87.

Schools under—	Number.	Capacity.	Enrolment.	Average daily attendance.	Ratio of average daily attendance to enrolment.	Average duration of session, in months.
Indian agents.....	90	3,114	3,123	1,894	<i>Per ct.</i> 60.65	9.3
Private management:						
Contract.....	21	.....	1,161	588	51.51	7.3
Missionary.....	16	.....	439	183	41.69	8.9
New York school authorities <i>z</i>	29	.....	1,061	493	46.47	8.1
Total.....	156	.....	5,784	.....	.....	8.9

a For 1885-86.

Teachers in day schools for uncivilized Indians, and their salary, for 1886-87.

Schools under—	Teachers.			Expenditure.
	Number.	Pupils to each, based on average attendance.	Average annual salary.	
Indian agents.....	104	18	\$548.75	\$57,399
Private management:				
Contract.....	.....	.....	.....	9,847
Missionary.....	.....	.....	.....	.....
New York school authorities <i>a</i>	31	16	.....	9,122
Total.....	.....	.....	.....	76,368

a For 1885-86.

SCHOOL SYSTEMS OF THE FIVE NATIONS.

The citizen population of the Indian Territory, including mixed bloods, freedmen, and adopted citizens, is about 64,000, to whom are to be added about 34,000 other persons—farmers, traders, claimants to citizenship, etc.

Cherokees.—This nation, the largest, having a citizen population of 23,000, maintains 2 boarding-schools and an orphan asylum capable of accommodating 550 pupils, and 100 day schools with a capacity of 5,000. In addition to the public schools there are at least 10 other schools, mostly if not all denominational, 7 of which have, together, accommodations for 549. The Nation gives the negroes 12 common schools and the question of providing a high school for them is agitated. The aggregate attendance was 4,200, the average attendance 2,600, and the cost of the national schools \$80,000.

Choctaws.—With a population of 18,000 this Nation maintains 4 boarding-schools with a capacity of 300 fully utilized, at an expense of \$31,000; sends 13 boys and as many girls to schools in the States at a cost of \$7,025; and supports 83 "neighborhood schools," having an aggregate attendance of 3,512, at an expense of \$44,154. The annual appropriation was \$82,269. The school year begins in September and closes with February, for the "neighborhood schools." School property is valued at \$200,000. Of the private and church schools no data can be obtained.

Creeks (population 14,000).—Besides the 5 schools having a capacity of 410, maintained by the Nation at a cost of \$25,200, numerous other boarding-schools, principally denominational, afford opportunities of education. Of the 28 public schools, having a capacity of 700, 7 are for negroes; the cost of these public schools was \$11,600. Twenty-one pupils are supported at schools in the States at a cost of \$6,500.

Chickasaws (population 6,000).—The 4 boarding-schools of this Nation have a capacity of 310, and the 14 common schools of 230; beyond these no statistics are furnished.

Seminoles (population 3,000).—The Nation supports two high schools (boarding), with accommodations for 98 pupils, at an expense of \$6,300, supplemented by grants from the Presbyterian and Methodist churches, amounting in all to \$2,300. Of the 4 district schools and the schools supported and controlled by religious denominations no statistics have been furnished.

VI.—EDUCATION OF THE COLORED RACE.

The scope of this section being to collect under one head the statistics relating to the education of the colored race dispersed through the Report, the following matter is presented in a summarized form, individual mention of an institution coming properly in the particular chapter in which it has been deemed proper to place it.

PUBLIC SCHOOLS.

TABLE 90.—*School population, enrolment, and average attendance in public schools for the colored race for 1886-87; from replies to inquiries by the United States Bureau of Education.*

State.	Date of census.	Age of children enumerated.	Population of school age.		Enrolment.	Average attendance.
			Colored.	Total.		
Alabama	1887	7-21	212,821	485,551	a98,396	a63,995
Arkansas .....	.....	6-21	96,543	374,767	b46,798	.....
Delaware	1886	6-21	c5,750	c42,218	c3,563	.....
District of Columbia	1880	6-17	13,945	43,537	12,048	9,154
Florida	1884	4-21	36,143	84,161	31,566	.....
Georgia*	1882	6-18	243,174	508,722	119,248	.....
Indiana	1887	6-20	17,663	760,529	9,918	7,147
Kentucky	1886	6-20	102,647	641,638	41,932	323,195
Louisiana*	1880	6-18	151,384	291,049	40,909	29,317
Maryland	1880	5-20	68,409	295,215	33,257	14,993
Mississippi	1885	5-21	269,099	471,332	143,825	85,996
Missouri	1887	6-20	47,663	838,812	30,469	.....
North Carolina	1887	6-21	212,789	566,270	123,145	71,466
South Carolina	1880	6-16	180,495	281,684	92,601	65,697
Tennessee*	1886	6-21	158,450	623,450	84,624	62,411
Texas	1887	8-16	130,500	507,878	85,000	55,000
Virginia	1885	5-21	265,249	610,271	115,546	62,949
West Virginia	1887	6-21	9,887	249,178	5,691	2,817
Total .....	.....	.....	2,222,611	7,676,262	1,118,556	.....

* From Report of the Commissioner of Education for 1885-86.

a Exclusive of city schools.

b For 1885-86.

c Exclusive of Wilmington, where there are 4 schools for colored children.

d For counties only.

TABLE 91.—Comparative school statistics of the colored and white races.

State.	Ratio of colored school population to total school population.	Ratio of colored enrolment to total enrolment.	Ratio of colored average attendance to total average attendance.	Ratio of enrolment to school population.		Ratio of average attendance to enrolment.		Average duration of school in days.	
				Colored.	White.	Colored.	White.	Colored.	White.
Alabama.....	<i>Per c't.</i> 43.83	<i>Per c't.</i> a39.09	<i>Per c't.</i> a10.57	.....	.....	.....	.....	{ b71 c140	b70 c170
Arkansas.....	25.76	d26.60	.....	.....	.....	.....	.....	.....	.....
Delaware.....	.....	e14.66	.....	f61.97	80.67	.....	.....	103	g185
District of Columbia.....	32.04	27.74	35.39	.....	.....	75.90	78.20	183	183
Florida.....	42.95	38.28	.....	.....	.....	.....	.....	132	132
Georgia*.....	47.81	38.52	.....	.....	.....	.....	.....	.....	.....
Indiana.....	2.32	1.78	1.89	56.15	73.07	72.06	68.48	131	131
Kentucky.....	16.00	13.15	h12.79	40.87	51.41	h63.76	h62.59	{ b93 c191	94 178
Louisiana*.....	52.01	40.93	41.68	.....	.....	71.66	69.50	108	110
Maryland.....	23.17	18.98	15.55	.....	.....	45.08	57.33	(190)	.....
Mississippi.....	57.09	53.12	52.48	53.45	62.76	59.79	61.35	84	84
Missouri.....	5.68	5.25	.....	63.92	70.13	.....	.....	(105)	.....
North Carolina.....	37.58	37.86	36.44	57.87	57.18	58.03	61.67	60	60
South Carolina.....	64.08	52.91	52.34	.....	.....	70.95	72.50	72	72
Tennessee.....	25.41	22.07	22.43	53.41	64.28	73.75	72.22	.....	.....
Texas.....	25.69	25.87	25.58	65.13	66.25	64.00	64.71	(101.6)	.....
Virginia.....	43.46	35.53	34.12	43.56	60.76	54.48	57.99	120	120
West Virginia.....	3.96	3.17	2.61	57.56	72.56	49.49	60.52	160	110

* From Report of the Commissioner of Education for 1885-86.

a Exclusive of city statistics.

b In counties.

c In cities.

d For 1885-86.

e Exclusive of the enrolment, white and colored, of Wilmington.

f Exclusive of Wilmington.

g Apparently for all the schools in the State.

h For counties only.

TABLE 92.—Teachers in public schools for the colored race, for 1886-87; from replies to inquiries by the United States Bureau of Education.

State.	Teachers of colored schools.	Average monthly salary of teachers of—		Pupils to a teacher (based on average attendance.)		Institutes (State, county, and district).	
		Colored schools.	White schools.	Colored schools.	White schools.	No.	Attendance.
Alabama.....	a1,984	a\$21.58	a\$22.16	a32.2	a25.2	5	.....
Arkansas.....	.....	.....	.....	.....	.....	10	.....
District of Columbia.....	200	61.43	60.37	43.8	40.6	.....	.....
Florida.....	513	52.00	52.00	b61.5	b32.0	3	141
Indiana.....	256	.....	.....	27.9	27.0	.....	.....
Kentucky.....	1,104	c31.15	c28.41	c22.8	c22.9	.....	.....
Louisiana d.....	e927	{ f34.82 g31.75	{ 20.36 27.50	.....	.....	8	111
Maryland.....	570	.....	.....	26.3	27.2	.....	.....
Mississippi.....	.....	e6.92	34.21	.....	.....	.....	.....
Missouri.....	468	.....	.....	b65.1	b60.3	.....	.....
North Carolina.....	2,607	20.00	24.30	27.4	32.4	50	814
South Carolina.....	e1,463	.....	.....	.....	.....	1	.....
Tennessee h.....	1,621	.....	.....	38.5	37.9	.....	.....
Texas.....	2,127	.....	.....	25.8	25.1	10	478
Virginia.....	2,099	28.91	28.61	29.9	24.0	4	474
West Virginia.....	167	.....	.....	16.8	21.2	.....	.....
Total.....	15,815	.....	.....	.....	.....	91	2,018

a Exclusive of city and separate school districts.

b Based on enrolment.

c Counties only.

d In 1885.

e Colored teachers; number of teachers of colored schools not given.

f For males.

g For females.

h For 1885-86.

Of the 18 systems represented in Table 90 only 9 have recently taken a census, 4 are still using the census of 1880, and 4 have not been able to furnish the Office at this date with statistics for 1886-87, while in Kentucky and Alabama the city schools are excluded, and in Delaware the 4 colored schools of Wilmington. Under such conditions, and excluding the statistics of Florida and Indiana, the comparison of the statistics of 1886-87 with those of the preceding year shows a gain of 28,413 in colored enrolment, a gain of 2.7 per cent., and of 124,128, a gain of 4.5 per cent., in white enrolment. Excluding 5 States and the District of Columbia, all using a census taken previous to 1835, the ratio of the colored enrolment of the other States given in the table to their colored population is 51.6 per cent.; of the white enrolment to white population, 64.06 per cent. The ratio of the colored school population of the 17 States and the District of Columbia to the total school population, white and colored, is 28.96, or, excluding Missouri, West Virginia, and Indiana, in which the colored school population is not 10 per cent. of the total school population, 36.85 per cent. The enrolment in colored schools is 24.25 per cent. of the total enrolment, or 32.55 excluding Missouri, West Virginia, and Indiana as before. It is thought that the analytical character of Tables 91 and 92 renders further remarks unnecessary.

In Table 91 the variation among the several States of the ratio which the colored school population bears to the white can not fail to be noted. In North Carolina the colored-school population is 38 per cent. of the total school population, in South Carolina it is 64 per cent., in Georgia it is 48 per cent., in Arkansas it is 26 per cent., in Louisiana 52, in Missouri and West Virginia it is below 6 per cent. Considering the strict separation of schools for educating colored children, and that the life of the colored man is agricultural, it would seem that the colored schools of States with a comparatively small percentage of colored youth would be nearly under the same disadvantages that attend the first educational efforts of a sparsely settled State or Territory.

Although fostering the industrial education of the colored population as the trustees of the Peabody fund have fostered normal instruction "among the entire population" of the South, the trustees of the John F. Slater fund, through their agent, Dr. Haygood, of Georgia, are indefatigable in collecting information as to the condition and progress of the people whose elevation is the purpose of their trust. In February, 1887, Dr. Haygood sent out 300 circular letters "asking the best judgment of those to whom they were sent, on the matters inquired about." Two of the inquiries made are connected with the subject of education: Do colored parents manifest interest in the education of their children? Are the common schools attended by colored children improving in their character? From the 300 letters of inquiry thus sent to officials, educators, and professional and business men, white and colored, 236 replies had been received by May, 1887. To the inquiry as to the interest of colored people in the education of their children 230 answered "yes," to which should be added the response, "There were only two colored families in my neighborhood, and one moved away to get near a school"; no correspondent denied that an interest was manifested, the 5 not answering in the affirmative speaking of it as spasmodic or limited. To the second query, a very material one, as to the improvement in the character of the common schools as educational institutions, 199 respond affirmatively, 6 of whom deny like improvement in the private schools, 20 do not know or do not answer, 4 think not. Personal and diligent inquiry throughout the South causes Dr. Haygood to believe "that the answers given by the majority of those who replied to his circular letter give the true view on the questions asked."

NOTES FROM THE REPORTS OF STATE SUPERINTENDENTS.

Alabama.—The census of 1887 shows that during the biennial period then closed the white school population had increased 8.4 per cent., and the colored 5.7, an increase in all of 7.2. "This large increase in the number of children," says Superintendent Palmer, "reduces the per capita from 73 cents for both white and colored to 72 for white and 66 for colored" for the year 1887-88 notwithstanding the increase of \$20,000 made to the school fund. The greater reduction in the per capita for colored children is due to the liberal appropriations made by the last Legislature out of the fund for whites for the university for the colored people, and for normal schools.

Delaware.—In 1876 the present incumbent, H. C. Conrad, Esq., was appointed Actuary for the Delaware Association for the Education of the Colored People, in whose hands the education of the colored people was placed in 1875. On his advent to office he found 29 schools in existence, having an enrolment of 1,197, "supported by donations from this association and contributions made directly by the colored people." In 1881 the State made the first direct appropriation, which was materially increased in 1883, and still further augmented at the last session of the General Assembly, when the amount was raised from \$5,000 to \$6,000 annually, the law touching

schools for this race simplified, and permission granted to the colored people of Dover and of Cedar Creek Hundred to elect their own trustees, who should levy and collect a school tax and provide for the maintenance of colored schools in the districts at the same time created. The total amount distributed to the schools was \$7,057.56, of which \$4,713.23 came from the State and \$2,344.33 from the school-tax fund. "Each year," says the actuary, "shows an improvement in the corps of teachers, those of the past year being, I think, better equipped in point of education and experience than those of any preceding year." During the year the Delaware Association for the Education of Colored People, which had been engaged for the last 20 years in the education of colored youth, was disbanded, and the African School Society, incorporated in 1824, assumed the work. The two organizations were practically identical.

Kentucky.—In 1882, the annual capitation tax of \$1 on each male colored person above the age of 21, reserved exclusively for and the principal source of support of colored public schools, was repealed as unconstitutional by the General Assembly, reducing the per capita amount available for colored children from 43, for 1880, to 13 cents, for 1883. To obviate the ill effects of this the people voted "an additional 'tax of 2 cents on each \$100 of property in this Commonwealth, subject to taxation for State revenue purposes,' for the benefit of the common school fund," and at the same time made the per capita and the school age the same for white and colored children. The result of this action is best shown by comparing the financial operations of 1880, in matters relating to education, with the operations of 1886. In 1880 \$598,193, or \$1.25 per capita, were appropriated for the white and \$31,951, or 48 cents per capita, for the colored. In 1886 the apportionment for the white schools was \$865,052, a per capita of \$1.65, and for the colored \$164,429, a per capita of \$1.65. In 1882-83, the first year of the new order of things, \$106,117 were disbursed for colored public schools, of which 16 per cent. were received from colored tax-payers; in 1885-86 \$167,666 were disbursed for colored schools, of which 8.6 per cent. were from colored tax-payers. "That the people," says Superintendent Pickett, in his report for 1886, which should be considered rather as a retrospect of an important educational period, "should, by their own act, draw the revenue from the white schools at so large a rate each successive year, to supplement the meager sum contributed by the colored people, is the most remarkable fact in the school history of Kentucky. That it should all be accomplished quietly and successfully without interruption of the schools, leading, at the same time, to a higher qualification of teachers, because required, and, consequently, to a higher standard in the schools * * * makes this an era in her history."

SCHOOLS FOR NORMAL, SECONDARY, AND COLLEGIATE EDUCATION.

In considering the institutions for the education of the colored race, it is noticeable how constantly present are the characteristics of a public elementary school, an academy, a normal school, and in some instances of a theological seminary, all in the same institution. These schools have been placed in the various chapters according as one or another feature predominated, and are there mentioned, if at all.

The usual charge for tuition in these institutions is \$1 a month; occasionally the fee falls below this figure, and not unfrequently rises above it, though rarely exceeding \$2. Many of the institutions give instruction free.

Board averages \$6 to \$8 a month. The lowest limit is \$5, while \$10 seems to mark the other extreme. In some instances the student can reduce his expenses or defray them by manual labor at the institution or in the vicinity.

Normal and secondary instruction.—The object of the normal and secondary instruction of the colored students seems to be the thorough grounding of the pupil in the principles of a common school education, with the additional purpose in the normal department of exercising the pupils in imparting the rudiments of the course they are completing. The course of the normal department or school is mostly of 4 years' duration, occasionally divided into a higher and a lower course; frequently the course is of 3 years, sometimes of 2. The secondary school, under its various names of high school, higher English preparatory, or academic course, runs from 2 to 4 years. The requirements for admission are ability to read and write and work examples in the fundamental rules of arithmetic. Some schools refuse to receive applicants under 14 or 15 years of age, as the case may be. In replying to the second query of Dr. Haygood's circular of inquiry referred to, p. 876, in every case where a comment was added to the affirmation of improvement in the colored public schools the cause was attributed to the better teachers furnished by the colleges and other training schools for colored people.

TABLE 93.—*Statistics of schools for normal, secondary, and collegiate education of the colored race for 1886-87; from replies to inquiries by the Bureau, by States.*

State.	Normal schools.						
	Number.	Instructors.	Students.		Average length of course.	Appropriation.	Value of property.
			Normal.	Other.			
					Years.		
Alabama	2	24	370	79	3.5	\$7,700	\$82,000
Arkansas	1	3	56	159	2.3	2,700	25,000
District of Columbia	1	5	20	0	1		
Louisiana	1	1	12	6	2.5	0	
Mississippi	2	13	99	240	3	6,000	59,000
Missouri	1	7	42	0	4	9,000	60,000
North Carolina	4	19	445	27	3.3	4,700	6,350
Texas	1	5	110	0	2	1,350	40,000
Virginia	2	36	502		3.5	30,275	660,000
West Virginia	1	6	115	50	3	630	60,000
Total	16	119	1,771	561	3	62,355	992,350

State.	Secondary schools.						
	Number.	Instructors.	Students.				Value of property.
			Secondary.	Normal.	Business.	Classical or scientific.	
Alabama	2	18	378	91	0	16	\$112,000
Florida	3	27	326	126		41	62,000
Georgia	6	54	1,315	511	35	81	123,600
Kentucky	2	16	202	184	0	12	25,000
Mississippi	1	3	162	0	0	0	4,000
New York	1	5	7	0	4	19	30,000
North Carolina	4	36	425	90		60	75,000
Ohio	1	4	23	0	0	58	40,000
South Carolina	4	23	1,147	93	0	0	37,500
Tennessee	2	28	18	89			63,000
Texas	2	13	284	161	0	14	255,000
Virginia	3	15	376	207	0	0	11,000
Total	31	247	4,663	1,552	39	301	843,100

State.	Colleges of arts and sciences.						
	Number.	Instructors.	Students.			Average length of college course.	Value of property.
			Classical.	Scientific.	Normal.		
Alabama	1	6	71		65	Years. 4	\$20,000
Arkansas	1		10		12		20,000
District of Columbia	1	7	26		216	4	500,000
Georgia	1	6	3	0	0	4	200,000
Kentucky	1	5	(15)			4	118,000
Louisiana	2	20	20	2	35	4	125,000
Mississippi	1	10	3			4	75,000
South Carolina	1	14	131	6	137	4	50,000
Tennessee	2	11	49	0	146	4	335,000
Total	11	79	313 (15)	8	601	4	1,443,000

Summary of the statistics of Table 93, showing number of colored students receiving normal, secondary, or collegiate instruction.

Normal	3,924
Secondary	5,263
Collegiate	637
Total	9,824

These 9,824 pupils were taught by 445 teachers, an average of 22.1 pupils to each instructor. The value of the property used in connection with the instruction of these pupils was \$2,978,450, a per capita of \$303.

PROFESSIONAL SCHOOLS.

Of the several classes of institutions for the education of the colored race, only the schools for theological instruction are present in sufficient number to warrant comment. The amount of work done by schools of law and medicine falls far short of that of normal and theological schools. The course in a majority of the theological institutions may be described as simple, being confined to the study of the Bible and church history, while in the case of the recently reorganized Richmond Theological Seminary of the American Baptist Home Mission Society, a systematic and thorough study of theology, including instruction in Greek and Hebrew, obtains, and the same remark holds good of the Gammon School of Theology, controlled by the Freedmen's Aid Society of the M. E. Church, and formerly of Clark University. As remarked above, many of these schools are only departments of institutions that offer in addition, normal, secondary, or collegiate instruction, sometimes all three, thus affording to theological students an opportunity of removing the impediments to their studies, following from inadequate knowledge of the elements of learning. For ministers already in the pulpit one year courses are in some instances provided.

TABLE 94.—*Statistics of professional schools for the colored race for 1886-87; from replies to inquiries by the Bureau of Education.*

State.	Schools of science.						Schools of theology.				
	Number.	Instructors.	Pupils in—		Average length of course.	Value of property.	Number.	Instructors.	Pupils.	Average length of course.	Value of property.
Alabama							3	13	271	4.6	\$32,000
District of Columbia							2	17	168	3	100,000
Georgia							3	10	209	4.5	93,000
Louisiana							2	4	32	3	
Maryland							1	11	44	3	30,000
Mississippi	1	6	57	152	8						
North Carolina							2	4	53	3.5	150,000
South Carolina	1	23	9	622		\$50,000	1	6	26	3	4,500
Tennessee							1	2	45	3	
Texas							1	6	27	3	50,000
Virginia							1	4	56	3	30,000
Total	2	29	66	774		50,000	16	77	933	3.6	489,500

a To this is to be added forty-six students in secondary institutions and fifty-three in colleges principally in the Northern and Western States, making in all 9,923.

TABLE 94.—*Statistics of professional schools for the colored race, etc.—Continued.*

State.	Schools of law.					Schools of medicine.						
	Number.	Instructors.	Pupils.	Length of course.	Value of property.	Number.	Instructors.	Pupils in—			Length of course, in years.	Value of property.
								Medicine.	Dentistry.	Pharmacy.		
District of Columbia...	1	5	23	3	\$10,000	1	21	54	11	9	{ M. 3, D. } { & P. 2 }	\$15,000
Louisiana	1	4	46	2	20,000	1	7	28	0	0	4	50,000
North Carolina	1	2	6	2	10,000	1	17	54	9	0	{ M. 3, } { D. 2 }	15,000
Tennessee	1	5	6	2		1	17	54	9	0	{ M. 3, } { D. 2 }	15,000
Total	4	16	81	2.2	40,000	3	48	136	20	9	{ M. 3, 3, D. } { & P. 2 }	80,000

PROVISION FOR THE DEFECTIVE AND DEPENDENT CLASSES.

The colored pupils of the schools for these classes, being either taught with the white pupils or forming a department of a white school, it is impossible to distinguish with precision the number of teachers employed in instructing colored children. Two of the deaf graduates of the North Carolina Institution are teaching in schools in other States and three blind graduates are ministers of the gospel and one is a music teacher.

TABLE 95.—*Statistics of colored pupils in schools for special classes, for 1886-87; from replies to inquiries by the Bureau of Education.*

State.	Pupils in schools for the deaf.	Pupils in schools for the blind.	Pupils in schools for the feeble-minded.	Pupils in reform schools.
Arkansas	3			5
California				8
Colorado	1			22
Connecticut	1		1	98
District of Columbia				
Florida	4			
Georgia	30	12		3
Illinois	3	5	2	101
Indiana	4	2	1	14
Iowa	1	1	2	13
Kansas	9	4		79
Kentucky	34	7		90
Louisiana				1
Maine				253
Maryland	19	17		62
Massachusetts	1		5	61
Michigan	6			3
Minnesota	1		2	
Mississippi	20			
Missouri	4	2		50
Nebraska		1		11
New Jersey	2			29
New York	2	6	6	257
North Carolina	57	24		
Ohio	7	6	9	293
Pennsylvania	8	3	8	256
Rhode Island	3			
South Carolina	12	1		
Tennessee	23			
Wisconsin				10
Total	255	91	36	1,699

TABLE 95 A.—*Synoptic view of the statistics of schools for the colored race for 1886-87.*

Class of institutions.	Number of schools.	Teachers.	Pupils.	Value of property.
Public schools .....	.....	15,815	1, 118, 556	.....
Normal schools	16	119	1, 771	\$92, 350
Secondary schools	31	247	6, 555	847, 100
Colleges of arts and sciences	11	79	922	1, 447, 000
Schools of science	2	29	810	50, 000
Schools of theology	16	77	933	489, 500
Schools of law	4	16	81	40, 000
Schools of medicine	3	48	165	80, 000
Schools for the deaf .....	.....	.....	255	.....
Schools for the blind .....	.....	.....	91	.....
Schools for the feeble-minded .....	.....	.....	36	.....
Reform schools .....	.....	.....	1, 699	.....
Total .....	.....	16, 430	1, 131, 904	.....

CHAPTER XV.

NOTEWORTHY GIFTS AND BEQUESTS TO EDUCATION.

The entire amount received by each school, college, or other institution of learning, as reported to this Bureau, will be found, with the other particulars relating thereto, elsewhere in this Report.

The table here presented contains only those gifts and bequests that amounted to \$500 or more. It does not include anonymous benefactions; nor those made by or to church societies or by aid organizations of any kind.

The purposes of the table are, briefly, to place on record the names of the chief benefactors to schools and colleges, and to show the several objects for which their generosity has been excited.

Of the 209 gifts and bequests here tabulated, 25 represented \$50,000 or more; 72 were sums between \$5,000 and \$49,000; and 112 were sums less than \$5,000.

TABLE 96.—*Noteworthy gifts and bequests to schools, colleges, and other institutions of learning during the scholastic year 1886-87.*

Name of giver.	Post-office address.	Name of institution receiving.	Post-office address.	Amount of gift or bequest.	Purpose of gift or bequest.
C. F. Almsworth	Black River Falls, Wis.	St. Lawrence University	Canton, N. Y.	\$500	Endowment.
Henry Almsworth	Versailles, Ky.	Central College	Afron, Ohio	25,000	General uses.
A. J. Alexander	Philadelphia, Pa.	Dickinson College	Richmond, Ky.	10,000	Professorship of philosophy.
W. C. Allison	Late of Moline, Ill.	Pacific University	Carlisle, Pa.	1,500	Scholarship fund.
Charles Atkinson, deceased	Canton, N. Y.	St. Lawrence University	Forest Grove, Oregon	11,000	Endowment.
I. M. Atwood	Lewisburg, Pa.	Bucknell University	Canton, N. Y.	100,000	Library fund.
Dr. W. H. Backus, deceased	Cleveland, Ohio	Oberlin College	Lewistown, Pa.	20,000	Building.
E. J. Baldwin	Newark, N. J.	Rutgers College	Oberlin, Ohio	500	Library.
Robert F. Ballantyne	New York, N. Y.	Howard Seminary	New Brunswick, N. J.	300	Various uses.
Stephen Ballard		Goddard Seminary	Washington, D. C.	7,000	Endowment.
Jonas Barber, deceased		German English College	Galena, Ill.	300	Endowment.
Gilbert Barois, deceased	Bridgeport, Conn.	St. Lawrence University	Canton, N. Y.	2,500	Endowment.
P. T. Barnum	New York, N. Y.	Central University	Brunswick, Me.	5,000	Scholarships.
Judge W. G. Barrows	Angusta County, Va.	Union Theological Seminary	Richmond, Ky.	1,000	Scholarships.
E. B. Bartlett	Massdon, N. Y.	Bates College	Lewiston, Me.	40,000	General uses.
David Baylor, deceased	Philadelphia, Pa.	St. Lawrence University	Canton, N. Y.	3,000	Endowment.
Mrs. Sarah C. Becher, deceased	Woodstock, Vt.	University of Pennsylvania	Philadelphia, Pa.	50,000	Biddle Memorial Law Library.
Lyman Bickford	Tolodo, Ohio	Oberlin College	Oberlin, Ohio	1,000	Scholarship.
George Biddle, family of	Branchport, N. Y.	University of Vermont	Burlington, Vt.	18,000	New wing of library building.
Miss L. Pierce, <i>et al</i>		Ohio Wesleyan University	Delaware, Ohio	21,000	Professorship.
Hon. Frederick Billings		St. Lawrence University	Canton, N. Y.	1,000	Endowment.
Anna Bishop		Richmond College	Richmond, Va.	20,000	Endowment.
P. H. Bidley		Southern Baptist Theological Seminary	Louisville, Ky.	25,000	Endowment.
John A. Bostwick		Wake Forest College	Wake Forest, N. C.	50,000	Endowment.
Mrs. Narcissa S. Bourne		Dowdell College	Brunswick, Me.	1,000	Scholarships.
J. I. Bowditch		Harvard University	Cambridge, Mass.	1,000	Observatory.
Uriah A. Boyden, deceased		Harvard University	Cambridge, Mass.	237,387	Astronomical stations.
Thomas Breslin		University of the South	Swansea, Tenn.	5,000	Buildings.
John Brewster, deceased		Brewster Free Academy	Wolborough, N. H.	800,000	Buildings, endowment, etc.
B. S. Brown		University of Wooster	Wooster, Ohio	1,000	Scholarship.
Mrs. A. T. Bruce		Johns Hopkins University	Baltimore, Md.	10,000	For fellowship in biology.
William Bucknell		Bucknell University	Lewisburg, Pa.	50,000	Observatory building and equipment.
William Bucknell		Bucknell University	Lewisburg, Pa.	10,000	Payment of indebtedness.
T. M. Caldwell		St. Lawrence University	St. Lawrence, N. Y.	1,500	Laboratory.
Andrew Carnegie		Bellevue Hospital Medical College	New York, N. Y.	6,000	Endowment.
Philo Carpenter, deceased		Ripon College	Ripon, Wis.	2,000	General fund.
J. H. Chapin		St. Lawrence University	Canton, N. Y.	1,300	For "Science Hall."
Rev. N. G. Chase, deceased		Kalamazoo College	Kalamazoo, Mich.	1,300	
T. M. Cheeseman		Trinity College	Hartford, Conn.	5,000	

TABLE 95.—*Noteworthy gifts and bequests to schools, colleges, and other institutions of learning during the scholastic year 1883-87—Continued.*

Name of giver.	Post-office address.	Name of institution receiving.	Post-office address.	Amount of gift or bequest.	Purpose of gift or bequest.
Abner Coburn, deceased	{ Covington, Ky. Fawccket, K. I. Washington, D. C. Bloomington, Ill. Omaha, Nebr.	Colby University.....	Waterville, Me.....	50,000	
D. C. Collins.....		Houlton Academy.....	Waterville, Me.....	5,000	
Hezekiah Conant.....		Central University.....	Richmond, Ky.....	10,000	Professorship of chemistry.
S. F. Cooper.....		Nichols Academy.....	Dudley, Mass.....	1,330	Clock, etc.
William W. Corcoran.....		Oberlin College.....	Oberlin, Ohio.....	1,000	Building.
Charles Cramp.....	Washington, D. C.	Columbian University Preparatory School.	Washington, D. C.	6,000	A painting.
J. A. Creighton.....	Bloomington, Ill.	Illinois Wesleyan University.....	Bloomington, Ill.....	25,000	For endowment.
John Dean, deceased.....	Omaha, Nebr.	Creighton College.....	Omaha, Nebr.....	17,000	Mainly for general purposes.
W. C. De Pauw, deceased.....		Allegheny Theological Seminary.....	Allegheny, Pa.....	2,000	Endowment.
		De Pauw University.....	Greencastle, Ind.....	40,000	For Asbury College of Liberal Arts.
William Dows.....	New York, N. Y.	New York Homœopathic Medical College.	New York, N. Y.	25,000	
W. F. Draper.....	Andover, Mass.	Phillips Academy.....	Andover, Mass.....	2,500	Scholarship.
Samuel Ensforth, deceased.....		St. Joseph Medical College.....	St. Joseph, Mo.....	125,000	Buildings and endowment.
Hon. Sloat Fassett.....		University of Rochester.....	Rochester, N. Y.....	2,400	Endowment.
Miss Abby Faulkner.....		Howe School.....	Billerica, Mass.....	5,000	Books, apparatus, and land.
Rev. G. W. Field, D. D.....	Washington, D. C.	Boyds College.....	Brunswick, Me.....	1,500	Scholarships.
Mrs. J. W. Field.....	Washington, D. C.	Sanderson Academy.....	Ashtabula, Mass.....	8,000	Building, etc.
F. N. Finney.....	Oberlin, Ohio	Oberlin College.....	Oberlin, Ohio.....	9,200	Building lot.
R. P. Flower.....	New York, N. Y.	St. Lawrence University.....	Canton, N. Y.....	500	Endowment.
Orville Ford.....	Emmure, Ky.	Central University.....	Richmond, Ky.....	20,000	Professorship of English.
L. K. Fuller.....	Brattleborough, Vt.	Vermont Academy.....	Saxton's River, Vt.....	10,000	Building.
A. G. Gaines.....	Canton, N. Y.	St. Lawrence University.....	Canton, N. Y.....	1,500	Endowment.
Charles K. Gaines.....	Canton, N. Y.	St. Lawrence University.....	Canton, N. Y.....	500	Endowment.
Margaret Galbraith, deceased.....		Allegheny Theological Seminary.....	Allegheny, Pa.....	1,475	Endowment.
Joel Gilbert.....	Batavia, Ill.	Gammon School of Theology.....	Atlanta, Ga.....	210,000	Endowment, etc.
Rev. E. H. Gammon.....	Mantua, Ohio	Buchtel College.....	Akron, Ohio.....	788	Endowment.
E. A. Goodnow.....	Worcester, Mass.	Iowa College.....	Grimmell, Iowa.....	5,000	For Woman's College.
John C. Graves.....	Baltimore, Md.	Centenary Biblical Institute.....	Baltimore, Md.....	5,000	Endowment.
Caleb C. Green.....	Buffalo, N. Y.	St. Lawrence University.....	Canton, N. Y.....	500	Current expenses.
E. Price Greenleaf, deceased.....	New York, N. Y.	Lewis Academy.....	Wichita, Kans.....	500	Endowment.
		Harvard University.....	Cambridge, Mass.....	630,000	Scholarship. Income for books for library, and scholarships.
Hon. H. S. Greenleaf.....		University of Rochester.....	Rochester, N. Y.....	1,000	Endowment.
Nathaniel Grey.....	Oakland, Cal.	Mills College and Seminary.....	Mills Seminary, Cal.....	3,000	Scholarship.
Mrs. Livia Guernsey Griffin.....	West Troy, N. Y.	Cazenovia Seminary.....	Cazenovia, N. Y.....	5,000	Endowment.
Jacob Haish.....	De Kalb, Ill.	University of Denver.....	Denver, Colo.....	50,000	Building and endowment for Haish Manual Training School.
Julius Harmon.....	Louisville, Ky.....	De Pauw University.....	Greencastle, Ind.....	10,000	Professorship in School of Theology.

Donor	Institution	Amount	Remarks
Robert C. Haskell	Lansingburg, N. Y.	500	Current expense
George Hasty	Indianapolis, Ind.	1,200	Library.
Mrs. Mary Hemenway	Boston, Mass.	5,000	
George Higginson	Wilmington, N. C.	1,000	Observatory.
Rev. A. F. Hoffmann	Cambridge, Mass.	1,000	Library building.
Mrs. S. V. Hoffmann	Amandale, N. Y.	5,000	For chapel.
Erasmus E. Holden	New York, N. Y.	100,000	Observatory and equipment.
Rev. Dr. S. Hollingsworth's heirs.	Syracuse, N. Y.	15,000	Books for library.
Messrs. Hollister Brothers	Cambridge, Mass.	1,500	
Cyrus W. Holmes	Rochester, N. Y.	1,500	Endowment.
Cyrus W. Holmes, Jr.	Monson, Mass.	5,000	Endowment.
W. S. Houghton	do.	5,000	Endowment.
Mrs. Houston	Grinnell, Iowa	500	For president's house.
Rev. E. P. Humphrey, D. D.	Wooster, Ohio	1,000	Scholarship.
Mrs. Augusta M. Huntington, deceased.	Princeton, Ky.	1,800	Books for library.
Prof. E. A. Huntington	Faribault, Minn.	75,000	Building.
Mrs. H. B. Hurlbut	Auburn, N. Y.	1,000	Building.
Illinois Central R. R. Company.	Oberlin, Ohio	1,000	To be expended in freights.
George A. Jarvis	Champaign, Ill.	50,000	For Jarvis Hall.
Mrs. Mary Jewett, deceased	New York, N. Y.	5,000	For "Science Hall."
Samuel Johnson	Hartford, Conn.	30,000	Endowment.
Silvester Johnson	Bethlehem, Pa.	1,000	For president's house.
Hon. E. S. Jones	Grinnell, Iowa	1,500	Scholarships.
Jacob P. Jones, deceased	Gethsemane, Ky.	3,500	New observatory.
Marcus Judson	Northfield, Minn.	1,000	General purposes.
Walter Keney	Haverford College, Pa.	500,000	
Mrs. Mary J. Kinkead	Auburn, N. Y.	2,000	For "Science Hall."
A. E. Kilby	Hartford, Conn.	5,000	General fund.
Mrs. Jane King	Richmond, Ky.	10,000	Endowment.
Hezekiah Kittredge	Delaware, Ohio	3,000	General uses.
L. J. Knowles, deceased	Worcester, Mass.	3,600	Students' loan fund.
F. B. Knowlton	Worcester, Mass.	12,000	Endowment.
Miss Sarah P. Knox	Winter Park, Fla.	2,000	Buildings.
Mrs. A. M. Lanson	Pembroke, N. H.	4,000	Buildings.
Mrs. — Lassar	Oberlin, Ohio	1,000	Buildings.
J. H. Lassiter	Santa Fe, N. Mex.	5,000	Buildings.
Robert E. Lawrence	Wako Forest, N. C.	500	Laboratory building.
S. S. Lea	Wichita, Kans.	500	Scholarship.
John S. Lee	Wako Forest, N. C.	8,000	Laboratory building.
Nathan Lehe	Canton, N. Y.	2,800	Endowment.
Miss Anna C. Lowell	Auritan, Mich.	2,600	Botanic garden fund.
D. S. Lowman, deceased	Cambridge, Mass.	1,000	
Mrs. M. J. Lyons	Crete, Neb.	500	Endowment.
James H. M. Childes	Canton, N. Y.	500	Lectureship.
Mrs. H. M. Childes	Richmond, Ky.	5,000	Endowment.
Mrs. N. F. McCormick	Allegheny, Pa.	2,000	General fund.
Miss Eliza McCoy	Richmond, Ky.	5,000	Building.
	Greenville, Tenn.	6,000	
	Franklin, Ind.	2,000	

TABLE 96.—*Noteworthy gifts and bequests to schools, colleges, and other institutions of learning during the scholastic year 1886-87—Continued.*

Name of giver.	Post-office address.	Name of institution receiving.	Post-office address.	Amount of gift or bequest.	Purpose of gift or bequest.
Delaplane McDaniel, deceased.	Philadelphia, Pa.	Dickinson College.	Carlisle, Pa.	5,000	Scholarship prizes.
Hon. J. A. Macomber.		University of Rochester.	Rochester, N. Y.	500	Endowment.
Hon. John A. McShane.		Cweighton College.	Omaha, Neb.	1,000	Astronomical apparatus.
Mrs. John A. Mangault.	New York, N. Y.	University of the South.	Savannah, Tenn.	1,000	Library.
Mrs. E. A. Melarry.	Nashville, Tenn.	McHenry Medical College.	Nashville, Tenn.	1,600	Current expenses.
Edwin A. Merritt.	Potsdam, N. Y.	St. Lawrence University.	Canton, N. Y.	2,500	Endowment.
Mrs. L. A. E. Messingot, deceased.		Bucillet College.	Akron, Ohio.	5,000	Do.
William Metcalf.	Pittsburg, Pa.	Shattuck School.	Fairbault, Minn.	4,000	Scholarship.
Mrs. C. T. Mills.	Oakland, Cal.	Mills College and Seminary.	Mills Seminary, Cal.	50,000	Professorship.
J. M. Mitchell.	Hilliard Station, Ohio.	Ohio Wesleyan University.	Delaware, Ohio.	20,000	Do.
Miss M. M. Mitchell.		Oberlin College.	Oberlin, Ohio.	500	Building.
Mrs. McConnell Moore, deceased.		Pembroke Academy.	Pembroke, N. H.	500	
Samuel Morrill.	London, England.	Iowa College.	Hartford, Conn.	6,000	For "Science Hall."
J. S. Morgan.	Des Moines, Iowa.	Trinity College.	Grimmell, Iowa.	20,000	For professorship endowment.
W. A. Morrison.	Allegheny, Pa.	Adrian College.	Adrian, Mich.	5,000	Building.
Mrs. E. F. Murdock.	Minneapolis, Minn.	Pacific University.	Forest Grove, Oregon.	1,500	Laboratory.
Estline Norton.	New York, N. Y.	Bethel College.	Russellville, Ky.	1,000	Do.
G. W. Norton.	do	do	do	5,000	
Mrs. Jane Oswald, deceased.		Union College.	Schenectady, N. Y.	21,000	Lecture hall and museum.
William H. Pancoast, M. D.	Philadelphia, Pa.	Medico-Chirurgical College.	Philadelphia, Pa.	500	Endowment.
A. X. Parker.	Potsdam, N. Y.	St. Lawrence University.	Canton, N. Y.	5,000	For chemical laboratory building.
Monceai Parry.	Minneapolis, Minn.	Earlham College.	Richmond, Ind.		
Francis E. Parker, deceased.		Harvard University.	Cambridge, Mass.	91,505	General uses.
Henry B. Payne, U. S. Senator.	Ohio.	Emory College.	Oxford, Ga.	1,000	For technological department.
Robert Treat Payne.		Harvard University.	Cambridge, Mass.	10,000	Fellowship.
Mrs. Davis Pearson.	Philadelphia, Pa.	Pennsylvania College.	Gettysburg, Pa.	1,000	Professorship.
Prof. H. M. Perkins.	Delaware, Ohio.	Ohio Wesleyan University.	Delaware, Ohio.	9,000	Do.
Richard Perkins, deceased.		Massachusetts Institute of Technology.	Boston, Mass.	100,000	Free scholarship fund, and general endowment.
Bernard Peters.	Brooklyn, N. Y.	St. Lawrence University.	Canton, N. Y.	570	Endowment.
R. G. Peters.	Ann Arbor, Mich.	Oberlin College.	Oberlin, Ohio.	50,000	Building.
E. J. Phelps.		Yale Law School.	New Haven, Conn.	25,000	Fund.
R. V. Pierce.	Buffalo, N. Y.	St. Lawrence University.	Canton, N. Y.	500	Endowment.
Charles Pratt.	Wooster, Ohio.	University of Wooster.	Wooster, Ohio.	1,000	Scholarship.
Mrs. Platt.	Brooklyn, N. Y.	Adelphi Academy.	Brooklyn, N. Y.	60,000	Endowment.
Henry Priest.	Canton, N. Y.	St. Lawrence University.	Canton, N. Y.	500	Physical apparatus.
S. Morris Fryer.	New York, N. Y.	Randolph-Macon College.	Asheband, Va.	1,000	Endowment.
Hannah Reeves.	Pittsburg, Pa.	Adrian College.	Adrian, Mich.	2,000	Laboratory building.
M. F. Reynolds.		University of Rochester.	Rochester, N. Y.	25,000	Endowment.
George Robinson.	Canton, N. Y.	St. Lawrence University.	Canton, N. Y.	1,000	Do.
Nelson L. Robinson.	do	do	do	500	

Donor	Institution	Location	Amount	Purpose
John D. Rockefeller.	William Rockefeller	New York, N. Y.	25,000	Payment of indebtedness.
	Leah W. Russell	Sioux Falls, Dak.	3,000	Endowment.
	Hon. Henry W. Sage	Rochester, N. Y.	26,000	Endowment.
	Robert H. Sayre	Rochester, N. Y.	2,500	Do.
	T. D. Seefeld	Canton, N. Y.	500	Professorship.
	David Seil	Ithaca, N. Y.	60,000	Scholarship.
	G. G. Shepard	Muhlenberg College	1,000	Professorship.
	L. N. Sherman	Montesand, Wash.	10,000	Building.
	Milton Shirk	Oberlin, Ohio	40,000	For endowment.
	R. A. Sibley	Franklin, Ind.	5,000	For new building.
	John Smith, deceased	Franklin, Ind.	1,000	Endowment.
	Baswell Smith	Tabor, Iowa	2,000	For president's house.
	P. Vanderbilt Spader	Ginnell, Iowa	1,000	Books for library.
	Alonso State	New Brunswick, N. J.	15,000	For professorship endowment.
	J. Dorman Steele, deceased	Ginnell, Iowa	20,000	Professorship of theistic sci-
		Syracuse, N. Y.	50,000	ence.
				For professorship endowment.
	Mrs. L. B. Stevens	Ginnell, Iowa	1,000	Building.
	L. S. Swetzy, deceased	Crete, Nebr.	500	Endowment.
	George C. Thomas	Oberlin, Ohio	2,500	Do.
	E. H. Townsend	Canton, N. Y.	500	Do.
	Alanson Trask	do	2,000	Building.
	C. P. Treat	Oberlin, Ohio	500	Endowment.
John B. Trevor	John B. Trevor	College of Montana	500	Payment of indebtedness.
	Paul Tulane	Oberlin College	500	Endowment.
	Hon. John Van Voorhis	Sioux Falls, Dak.	18,000	Tulane College.
	Mrs. Fellowes Watt	Rochester, N. Y.	50,000	Endowment.
	Mrs. Ann A. Walters	New Orleans, La.	500	General fund.
	Mrs. A. M. Walworth	Rochester, N. Y.	1,000	Professorship of mathematics.
	L. C. Warner	Kalamazoo, Mich.	4,000	Endowment.
	Don Alonzo Watson	Richmond, Ky.	1,400	Building.
		Oberlin College	1,600	Professorship of political econ-
		University of Rochester	50,000	omy.
		Rochester, N. Y.	1,000	Building.
		Oberlin, Ohio	20,000	General purposes.
		Tallahassee, Fla.	1,000	New observatory.
		Northfield, Minn.	1,000	General purposes.
		Ashtland, Va.	5,000	Scholarship.
		Langhorne, Pa.	800	Land for enlargement of
		Rock Island, Ill.		grounds.
		Providence, R. I.	100,000	Physical laboratory.
		University of Wooster	50	Scholarship.
		Houlton, Me.	30,000	Building.
New York, N. Y.	N. Y. Homeopathic Medical College	New York, N. Y.		
	Sioux Falls University	Sioux Falls, Dak.		
	University of Rochester	Rochester, N. Y.		
	University of Rochester	Rochester, N. Y.		
	St. Lawrence University	Canton, N. Y.		
	Cornell University	Ithaca, N. Y.		
	Muhlenberg College	Allentown, Pa.		
	Christian Valley Academy	Montesand, Wash.		
	Haverford College	Haverford, Pa.		
	Oberlin College	Oberlin, Ohio		
	Iowa College	Ginnell, Iowa		
	Franklin College	Franklin, Ind.		
	University of Rochester	Franklin, Ind.		
	Tabor College	Tabor, Iowa		
	Iowa College	Ginnell, Iowa		
	Rutgers College	New Brunswick, N. J.		
	Iowa College	Ginnell, Iowa		
	Syracuse University	Syracuse, N. Y.		
	Iowa College	Ginnell, Iowa		
	Doane College	Crete, Nebr.		
Cedar Rapids, Iowa	Oberlin College	Oberlin, Ohio		
	St. Lawrence University	Canton, N. Y.		
	do	do		
	College of Montana	College of Montana		
	Oberlin College	Oberlin, Ohio		
	Sioux Falls University	Sioux Falls, Dak.		
	University of Rochester	Rochester, N. Y.		
	Tulane University	New Orleans, La.		
	University of Rochester	Rochester, N. Y.		
	Kalamazoo College	Kalamazoo, Mich.		
	Central University	Richmond, Ky.		
	Oberlin College	Oberlin, Ohio		
	do	do		
	University of Rochester	Rochester, N. Y.		
	Oberlin College	Oberlin, Ohio		
	Seminary West of the St Lawrence River	Tallahassee, Fla.		
	Carleton College	Northfield, Minn.		
	Randolph-Macon College	Ashtland, Va.		
	Langhorne Frontiers' Institute	Langhorne, Pa.		
	Augustana College	Rock Island, Ill.		
Providence, R. I.	Brown University	Providence, R. I.		
	University of Wooster	University of Wooster		
	Ricker Classical Institute	Houlton, Me.		
	Northfield, Minn.	Northfield, Minn.		
	Glastonbury, Conn.	Glastonbury, Conn.		
	Anna M. Williamson, deceased	Rock Island, Ill.		
	A. W. Williamson	Rock Island, Ill.		
	George F. Wilson	Providence, R. I.		
	William Wood	Sidney, Ohio		
	Mrs. Catherine Wonding	Grand Forks, Dak.		

CHAPTER XVI.

OBITUARY LIST OF NOTABLE EDUCATORS AND BENEFACTORS TO EDUCATION.

The list here presented contains such names among the dead of the year 1886-87, as were notable either for their connection with some form of educational labor or for their gifts and bequests to educational purposes. Of course the list is incomplete, or may be so considered; some names are omitted because no trustworthy information of the kind here given could be procured respecting them; and other names might have been included by the partiality of friends.

No attempt has been made to include some men of eminence whose work as educationists was merely incidental; for example, the late Rev. Henry Ward Beecher was a lecturer for three years in the Yale Divinity School at New Haven; yet Mr. Beecher's name is not included.

These exclusions have been necessary in order to prevent the list from becoming too cumbersome for publication and too vague in design.

Usually facts respecting those included in the list, which relate to other interests or labors are passed over in silence.

A few names, omitted from the report for 1885-86, are included in this list.

AMERICAN.

- ADAMS, James O., in Boscawen, N. H., February 7, 1837, aged sixty-eight years; superintendent of public schools in Manchester, N. H., 1855-59 and 1861-67; secretary of the New Hampshire State Board of Agriculture and editor of its valuable reports, 1870-87.
- AIKEN, David Wyatt, in Cokesbury, S. C., April 6, 1887, aged fifty-nine years; professor of mathematics in South Carolina College, 1849-51; a prominent agriculturist; member of Congress, 1876-84, part of the time being chairman of the Committee on Education and Labor; an officer in the Confederate service during the civil war.
- ANDERSON, Luther W., in Quincy, Mass., June 13, 1887, aged sixty-six years; teacher and head master in the English High School in Boston, 1848-87.
- ASHBURNER, William, in San Francisco, Cal., April 20, 1887, aged fifty-six years; professor of mining, 1874, and regent, 1880, of the University of California, and trustee of the newly endowed Leland Stanford, Jr., University; a well-known geologist and mining engineer.
- AYRES, William O., A. M., M. D., in Brooklyn, April 30, 1887, aged sixty-nine years; a teacher, 1837-52; professor in Toland Medical College, San Francisco, and in the Yale Medical School.
- BARTLETT, John Russell, at Providence, R. I., May 28, 1886, aged eighty years; one of the founders of the Providence Athenæum, and of the American Ethnological Society; historian, archaeologist, and bibliographer; author of the well-known Dictionary of Americanisms.
- BOLLINGSOFF, Catherine, in religious vows, Mother Euphemia, in Emmitsburg, Md., March 13, 1887, aged about sixty-seven years; for many years teacher in St. Joseph's Academy, and superior of the Sisters of Charity in this country.
- BUCKHAM, the Rev. James, at Burlington, Vt., October 22, 1886, aged nearly ninety-two years; taught many years at Ellington, Conn., and elsewhere.
- CAMPBELL, John L., in Lexington, Va., February 2, 1886, aged sixty-six years; a notable chemist and geologist; professor of those branches in Washington and Lee University from 1851 till his death.
- CHAPIN, Mrs. Dorcas, at Springfield, Mass., November 14, 1886, aged eighty-five; a liberal giver in the cause of education, especially to the Springfield Public Library and to Amherst College.
- CHASE, Pliny Earle, at Haverford, Pa., December 17, 1886, aged sixty-six; professor in Haverford College, 1871-86; vice-president of the American Philosophical Society, etc.

- CLARK, William S., Ph. D., in Amherst, Mass., March 9, 1886, aged nearly sixty years; educated at Williston Seminary, Amherst College, and the University of Göttingen; professor of chemistry in Amherst College, 1852-67; president of the Massachusetts Agricultural College, 1867-79; in the service of the Japanese Government, organizing the Imperial College of Agriculture, 1876-77; member of the Massachusetts Board of Agriculture, 1859-61.
- CLEVELAND, the Rev. Edward, at Burlington, Kans., September 29, 1886, aged nearly eighty-two years; was a teacher and county superintendent of schools for eighteen years.
- CONWAY, Thomas W., in Brooklyn, April 6, 1887, aged forty-seven years; State superintendent of education in Louisiana, 1867-71.
- DALL, the Rev. Charles H. A., in Calcutta, India, July 18, 1886, aged seventy years; prominent in educational and missionary work for thirty years.
- DAVIS, Joseph A., M. D., in Bloomfield, N. J., August 4, 1886, aged seventy-three years; one of the early advocates and successful founders of public free schools in New Jersey.
- DE PAUW, Washington C., in Chicago, Ill., May 5, 1887, aged sixty-five years; the endower of De Pauw (formerly Indiana Asbury) University, at Greencastle, Ind., with more than \$2,000,000; of De Pauw College for young women, at New Albany; of a free industrial and charitable school and infirmary in the same town.
- DETWILLER, Henry, in Easton, Pa., April 21, 1887, aged ninety-one years; the father of American homeopathic medicine, and one of the founders of the American Institute of Homeopathy.
- DOTON, Hosea, in Woodstock, Vt., January 17, 1886, aged seventy-six years; for sixteen years a successful trainer of teachers, and a marked influence in the common schools of his State.
- DUDLEY, William H., M. D., in Brooklyn, N. Y., October 9, 1886, aged seventy-five years; one of the founders, and long a professor and president, of the Long Island Hospital and the medical college connected therewith.
- DULLES, the Rev. John W., in Philadelphia, April 13, 1887, aged sixty-three years; sometime secretary of the American Sunday School Union.
- ELIOT, William G., D. D., in Pass Christian, La., January 23, 1887, aged seventy-five years; president and chancellor of Washington University, St. Louis, Mo., from 1854 to 1886.
- FAIRBANKS, Thaddeus, in St. Johnsbury, Vt., April 12, 1886, aged ninety years; endower of St. Johnsbury Academy with \$200,000; famous as an inventor and manufacturer of lever-scales for weighing commodities, large and small.
- FEWSMITH, the Rev. Joseph, D. D., in Newark, N. J., June 22, 1887, aged seventy years; a director of the Union Theological Seminary in New York, and one of the founders of the German Theological School at Bloomfield.
- FORSYTH, the Rev. John, in Newburg, N. Y., October 17, 1886, aged seventy-six years; formerly professor in the theological seminary at New Brunswick, N. J., and chaplain and professor in the U. S. Military Academy at West Point, N. Y.
- GILLESPIE, Miss Elva ("Mother Angelica"), in South Bend, Ind., March 4, 1887; foundress of St. Mary's Academy in South Bend, and, as superior of the "Sisters of the Holy Cross" in this country, promoter and supervisor of many other female academies.
- GREEN, the Rt. Rev. William M., D. D., LL. D., bishop of Mississippi, in Sewanee, Tenn., February 13, 1887; professor of belles-lettres in the University of North Carolina, 1837-49; one of the founders and, since 1867, chancellor of the University of the South at Sewanee.
- GURNEX, Ephraim W., in Beverly, Mass., September 12, 1886, aged fifty-eight years; teacher in Boston, 1852-57; tutor and assistant professor in Harvard, 1857-61; professor of Latin, 1863; 1863-86 professor of history; dean of the college faculty, 1870-76; fellow of the Harvard corporation, 1884; sometime editor of the North American Review.
- HAMILTON, Frank H., M. D., LL. D., in New York City, August 11, 1886, aged seventy-three years; educated at Union College, the College of Physicians and Surgeons, Fairfield, N. Y., and the medical department of the University of Pennsylvania; professor of surgery at Fairfield, 1839, in Geneva Medical College, 1840, in Buffalo Medical College, 1846-58, and in Long Island College Hospital, 1858-61; professor of military surgery, fractures, dislocations, and chemical surgery in Bellevue Hospital Medical College, New York, 1861-68; and professor of general surgery in the same, 1868-75; author of a famous treatise on "Fractures and Dislocations," 1860, and several other surgical works; one of the consulting surgeons in the case of the late President Garfield.
- HARRINGTON, Calvin S., in Middletown, Conn., February 16, 1886, aged sixty years; for a quarter century professor of classic languages in Wesleyan University; editor of Plautus.

- HITCHCOCK**, the Rev. Roswell Dwight, D. D., LL. D., in Somerset, Mass., June 16, 1887; born in Maine August 15, 1817; educated at Amherst College, Andover Theological Seminary, and at Halle and Berlin Universities in Germany; professor in Bowdoin College, 1852-55; professor of church history, 1855, and president, 1880, of the Union Theological Seminary of the Presbyterian Church in New York; author of many works on theology, history, etc.
- HODGE**, the Rev. Archibald A., D. D., in Princeton, N. J., November 12, 1886, aged sixty-three years; professor of theology in the Western Theological Seminary of the Presbyterian Church in Allegheny, Pa., 1864-76, and at the Princeton Theological Seminary, 1876-86.
- HOOVER**, the Rev. Edward T., at West Salem, Wis., October 2, 1886, aged forty-nine years; for five years a teacher in Avery Institute, Charleston, S. C.
- HOPKINS**, Mark, M. D., D. D., LL. D., at Williamstown, Mass., June 17, 1887; born in Stockbridge, Mass., February 4, 1802; graduated at Williams College, 1824; professor of moral philosophy in that college, 1830-35; president, 1835-72; again professor, 1872 till his death; one of the ablest educators ever known; a profound metaphysician; author of many valuable treatises, and notably of "Moral Science," "The Law of Love and Love as a Law," and "Outline of the Study of Man." Of him it may be said with entire truth that he was, as a man, gentleman, and scholar, "totus, teres, atque rotundus."
- HUDSON**, E. D., M. D., in New York City, May 10, 1887, aged forty-four years; professor of medicine in the New York Polyclinic; author of a work on "Physical Diagnosis," etc.
- JEWELL**, James S., M. D., in Chicago, April 18, 1887, aged fifty years; professor of nervous and mental diseases in the Chicago Medical College, 1872-87; founder and editor of the "Journal of Nervous and Mental Diseases," etc.
- JEWITT**, the Rev. George B., D. D., at Salem, Mass., June 9, 1886, aged sixty-eight years; formerly tutor and professor in Amherst College; associated with Prof. J. H. Thayer in the preparation of the Lexicon of the Greek New Testament.
- KELOGG**, Albert, M. D., in Alameda, Cal., March 31, 1887, aged seventy-three years; famous as a botanist and botanical author; one of the founders of the California Academy of Sciences.
- LEA**, Isaac, in Philadelphia, Pa., December 9, 1886, aged ninety-four years; an eminent conchologist and mineralogist; president of the Philadelphia Academy of Natural Sciences, and vice-president of the American Philosophical Society.
- LEE**, the Rt. Rev. Alfred, D. D., LL. D., bishop of Delaware, in Wilmington, Del., April 12, 1887; an excellent classical scholar, and one of the American committee for the revision of the English version of the New Testament.
- LEWIS**, Dio, M. D., in Yonkers, N. Y., May 21, 1886, aged sixty-three years; inventor of the system of light gymnastics for schools, etc.
- LOTHROP**, the Rev. Samuel K., D. D., in Boston, Mass., June 12, 1886, aged eighty-two years, member of the Boston school committee for thirty years.
- MCLEAN**, the Rev. John, D. D., LL. D., in Princeton, N. J., August 10, 1886, aged eighty-six years; graduated from the College of New Jersey in 1816; tutor and professor in same 1816-54; president 1854-68; having served the corporation in various capacities with eminent ability for more than half a century.
- MAGOON**, the Rev. Elias L., D. D., in Philadelphia, November 25, 1886, aged seventy-six years; a generous benefactor of American colleges.
- MORRIS**, Charles D., LL. D., in Baltimore, February 7, 1886, aged fifty-six years; teacher and professor of classics in Peekskill, in New York City, and in Johns Hopkins University, Baltimore.
- MOULD**, Jacob W., in New York City, June 14, 1886, aged sixty-one years; landscape architect, employed in the Central Park, N. Y., 1857-74, to whom much of its charm is due.
- NEVIN**, the Rev. John W., D. D., in Lancaster, Pa., June 6, 1886, aged eighty-three years; president of Franklin and Marshall College, 1866-76; a theological controversialist of marked vigor and originality.
- NICHOLS**, Wm. R., in Hamburg, Germany, July 14, 1886, aged thirty-nine years; instructor and professor of chemistry in the Massachusetts Institute of Technology from 1869 till his death; author of several chemical text-books; well-known for his papers on water analysis, ventilation, etc.
- OLNEY**, Edward, LL. D., in Ann Arbor, Mich., January 16, 1887, aged nearly sixty years; a self-educated mathematician; teacher in public schools, 1846-53; professor of mathematics in Kalamazoo College, 1853-63, and in the University of Michigan till his death; author of an admirable series of school and college mathematical texts.
- PALMER**, the Rev. Ray, D. D., in Newark, N. J., March 29, 1887, aged seventy-eight years; one of the best of modern Protestant hymn writers; in early manhood a successful teacher.

- PERKINS, Charles C., in Windsor, Vt., August 25, 1886, aged sixty-three years; an eminent writer on art; one of the founders of the Massachusetts Normal Art School, etc.
- POTTER, the Rt. Rev. Horatio, D. D., LL. D., D. C. L., bishop of New York, January 2, 1887, aged nearly eighty-five years; professor in Trinity College, Connecticut, 1828-33; eminent in every good work during his long episcopate of more than thirty-four years.
- RICHARDSON, Edmund, in Jackson, Miss., January 11, 1886, aged sixty-seven years; promoter and liberal contributor to the success of the New Orleans Cotton Centennial Exhibition of 1883-84.
- RICHARDSON, Henry H., in Boston, Mass., April 27, 1886, aged forty-seven years; famous as the architect of Trinity P. E. Church in Boston; architect of Sever Hall and other buildings for Harvard University, the Crane Memorial Library, Quincy, Mass., etc.
- ROBERTSON, the Rt. Rev. Charles F., S. T. D., Bishop of Missouri, in St. Louis, May 1, 1886, aged fifty-one years; prominently identified with orphan and reformatory education.
- ROCHESTER, Thomas F., M. D., in Buffalo, N. Y., May 24, 1887, aged sixty-six years; professor of the practice of medicine in the medical department of the University of Buffalo, 1853-87.
- SEGHERS, the Most Rev. Charles J., archbishop of Oregon in 1880, and of Vancouver, 1884; born in Ghent, Belgium, 1839; murdered on the Yukon River, Alaska, November 28, 1886, while traveling to inspect Roman Catholic schools and missions in Alaska.
- SHANAHAN, the Rt. Rev. Jeremiah F., bishop of Harrisburg, September 24, 1886, aged fifty-two; organizer of many academies, parochial schools, and orphan asylums in his diocese.
- SHORT, Charles, LL. D., in New York City, December 24, 1886, aged sixty-five years; president of Kenyon College, Ohio, 1863-67; professor of Latin in Columbia College, N. Y., 1868-86; an admirable classical scholar; one of the authors of Harper's Latin Lexicon, etc.
- SILL, Edward R., A. M., in Cleveland, February 27, 1887, aged forty-six years; principal of the high school, Oakland, Cal., 1871-74; professor in the University of California, 1874-82; a poet and writer of rare quality and of great promise.
- SLOANE, the Rev. J. M. W., D. D., in Allegheny, Pa., March 5, 1886, aged sixty-three years; formerly president of Geneva College, N. Y., and more recently professor in the Theological Seminary of the Reformed Presbyterian Church in Allegheny.
- SMITH, Anson, D. D., in Cleveland, Ohio, May 2, 1887, aged seventy-five years; State commissioner of common schools in Ohio, 1856-62; city superintendent of public schools in Cleveland, 1862-66; for several years editor of the "Ohio Journal of Education."
- STEARNS, Eben S., in Nashville, Tenn., April 11, 1887, aged sixty-seven years; chancellor of the University of Nashville and president of its normal college, 1875-87.
- STEELE, J. Dorman, Ph. D., in Elmira, N. Y., May 25, 1886, aged fifty years; author of several text-books of great popularity on chemistry, geology, astronomy, etc.
- STOWE, the Rev. Calvin E., D. D., at Hartford, Conn., August 15, 1886, aged eighty-four. Born in South Natick, Mass., April 26, 1802; educated at Bowdoin College, 1824, and Andover Theological Seminary, 1828; instructor and professor in both, and in Dartmouth College and Lane Theological Seminary, 1828-64. Author of a famous report on elementary instruction in Prussia, published by the State of Ohio in 1833 and frequently reprinted. The really great abilities and solid labors of Dr. Stowe have been eclipsed by the genius of his more famous wife, Harriet Beecher Stowe.
- TAYLOR, William, in Middletown, N. Y., December 13, 1886, aged seventy-six years; for many years a school trustee in New York City; one of the founders of the New York Free Academy, now the College of the City of New York.
- TILDEN, Lucius L., at Nashua, N. H., November 4, 1886, aged eighty-four. Principal of a Ladies' Seminary at Middlebury, Vt., for many years.
- TILDEN, Samuel J., at Greystone-on-the-Hudson, N. Y., August 4, 1886, aged seventy-four years; eminent as a politician, lawyer, and statesman; overthrower of the "Tweed ring" in New York City, and of the "canal ring" in New York State; governor of New York, and the recipient of a popular majority of votes for the Presidency of the United States; his will left the bulk of his great fortune, estimated at \$5,000,000 to trustees, with a view to the establishment of a great free library in the city of New York.
- TUCKERMAN, Edward, LL. D., in New York City, March 15, 1886, aged sixty-nine years; from 1854 till his death an instructor and professor, first of history and afterwards of botany, in Amherst College; member of the American and National Academies of Science; author of several standard works on lichens, etc.

- TULANE**, Paul, in Princeton, N. J., March 27, 1887, aged eighty-six years; having accumulated a handsome fortune in his business in New Orleans, he munificently endowed Tulane University with more than \$2,000,000 during his life.
- VODGES**, William, in Philadelphia, January 29, 1886, aged eighty-four years; for twenty-four years professor of mathematics in the Philadelphia High School; author of excellent arithmetics, etc.
- WALTHER**, Carl F. W., D. D., in St. Louis, Mo., May 7, 1887, aged seventy-five years; professor in the Concordia Evangelical Lutheran College in St. Louis from 1849 till his death.
- WELSH**, John, LL. D., in Philadelphia, April 10, 1886, aged eighty years; trustee of the University of Pennsylvania for twenty years, and chairman of the finance committee of the Centennial Exhibition of 1876.
- WHITTLESEY**, Charles, in Cleveland, Ohio, October 18, 1886, aged seventy-eight years; widely known as a geologist and archaeologist; author of many valuable geological works, etc.; founder of the Western Reserve Historical Society; a colonel and military engineer in the Federal service during the civil war.
- WILDER**, Marshall P., in Boston, December 16, 1886, aged eighty-eight years; founder of the Massachusetts Agricultural College and the Massachusetts Board of Agriculture; an influential promoter of the Massachusetts Institute of Technology; widely known for his agricultural and horticultural labors and writings.
- WOLFE**, Miss Catharine L., in New York City, April 4, 1887, aged fifty-nine years; a munificent giver to educational, charitable, and religious objects; her gifts and bequests since 1872 amount to more than \$2,000,000.
- YOUMANS**, Edward L., M. D., in New York, January 18, 1887, aged sixty-five years; a self-educated scientist; author of a "Chemical Chart" and a "Class-Book of Chemistry" which have been widely used in schools; editor of the "Popular Science Monthly."

FOREIGN.

- AMOS**, Sheldon, at Alexandria, Egypt, January 2, 1886, aged forty-nine years; formerly professor of jurisprudence in University College, London; legal author of acknowledged soundness.
- BAYNE**, Herbert Andrew, in Picton, Canada, September 16, 1886, aged forty years; for more than twenty years prominent in secondary and higher science teaching in the Dominion.
- BAYNES**, Thomas S., in London, May 31, 1887, aged sixty-five years; formerly professor in the University of St. Andrews; editor of the ninth and latest edition of the *Encyclopedia Britannica*.
- BECKX**, Pierre Jean, in Rome, Italy, March 3, 1887, aged ninety-two years, general of the "Society of Jesus" from 1853 till his death.
- BÉCLARD**, Dr. Jules, in Paris, France, February 16, 1887, aged sixty-nine years; assistant professor, 1844, and professor, 1871, of physiology in the Paris Faculty of Medicine; author of a standard "Treatise on Human Physiology," etc.
- BERT**, Paul, in Tonquin, French Anam, November 11, 1886. Born in Auxerre, October 19, 1838; graduated in medicine at Paris in 1863; in 1866 became an assistant of Claude Bernard in the College de France; in 1867 professor of science at Bordeaux, and in 1869 at Paris in succession to his famous instructor; he made many important physiological researches for which he was rewarded by the prize of the Academy of Sciences. After the Franco-German war Professor Bert took an active part in the administration and legislation of the French Republic, becoming in 1874 an active advocate of the laws by which public primary instruction was made compulsory and entirely removed from the control of religious orders; in 1881 he was made minister of public instruction in the cabinet formed by M. Leon Gambetta. He was a voluminous writer on scientific subjects, especially on physiology.
- BORODIN**, Dr. Alexander P., in St. Petersburg, Russia, February 23, 1887, aged fifty-three years; professor of organic chemistry in the Military Medical College of St. Petersburg.
- BOUSSINGAULT**, Jean Baptiste, in Paris, France, May 12, 1837, aged eighty-five years; professor of chemistry at Lyons; of agriculture in Paris; author of many important works on those subjects.
- DUNCKER**, Maximilian Wolfgang, in Anspach, Germany, July 5, 1886, aged seventy-four years; a noted German writer on history, and professor of history in the university at Tübingen.
- FORSTER**, William E., in London, April 5, 1886, aged sixty-eight years; author of the English Education Act of 1870, and of other measures of educational reform.
- FOX**, Wilson, M. D., F. R. S., in London, England, May 3, 1887, aged fifty-six years; professor of pathological anatomy in University College, 1861, and of clinical medicine in the same, 1867.

- GOSSELIN, Dr. Leon, in Paris, France, April 29, 1887, aged seventy-one years; professor of surgical pathology, 1858, and of clinical surgery, 1867, in the Paris Faculty of Medicine; member of the French Academy of Sciences, etc.
- JACKSON, Thomas, in Sloke Newington, England, March 13, 1886; sometime editor of the London Journal of Education.
- JAMIN, Jules C., in Paris, February 12, 1886, aged sixty-six years; eminent as an investigator and professor of physics; member, 1863, and secretary, 1884, of the Academie des Sciences; a voluminous author in his specialties.
- MADVIG, Johann Nicolai, in Copenhagen, Denmark, December 12, 1886, aged eighty-two years; professor of Latin in the University, 1829; minister of worship, 1848, and director-general of public instruction, 1852; eminent as a philologist; author of a famous Latin grammar, etc.
- MORELEY, Samuel, in London, September 5, 1886, aged seventy-seven years; widely known as a liberal giver to public and private charities, and for his advocacy of measures for the improvement of the working people.
- NORTHCOTE, Sir Stafford, Earl of Iddesleigh, in London, January 12, 1887, aged seventy-eight years; honorably associated with the reform of the British civil service, with the joint high commission which made the treaty of Washington, etc.
- POTT, Friedrich August, in Halle, Germany, May 5, 1887, aged eighty-four years; for fifty-four years professor of comparative philology in the University of Halle, and author of many standard treatises on comparative etymology and phonology.
- SCHERER, Wilhelm, in Berlin, August 6, 1886, aged forty-five years; professor of philology in Vienna, Strasburg, and Berlin universities; a voluminous writer on German literature, etc.
- SCHMIDT, Wilhelm Adolph, in Jena, Germany, April 10, 1887, aged seventy-four years; professor of history at Berlin and at Jena; author of many important historical works.
- SCHRÖDER, Karl, in Berlin, February 7, 1887, aged forty-nine years; professor of surgery in the University of Berlin, and an eminent gynecologist.
- SMALL, John, LL. D., in Edinburgh, Scotland, August 20, 1886, aged sixty-four years; librarian of the university in that city from 1854; editor of ancient Scotch poetry, etc.
- STOCKHARDT, Julius, in Tharaud, Germany, June 1, 1886, aged seventy-seven years; professor of chemistry in the technical schools of Dresden and Tharaud since 1839; a voluminous writer on chemical and technical subjects.
- TREVELYAN, Sir Charles, Bart., in London, June 20, 1886, aged seventy-nine years; honorably associated with the establishment of superior schools in British India, competitive admission to the British civil service, etc.
- VON RANKE, Leopold, in Berlin, May 23, 1886, aged ninety-one years; eminent as a historian, and professor of history in Berlin University for nearly half a century.
- VULPIAN, Dr. Edouard, in Paris, France, May 18, 1887, aged sixty years; professor of physiology and dean of the Paris Faculty of Medicine, 1881; author of a classical work on "Diseases of the Nervous System," etc.
- ZUNZ, Leopold, in Berlin, March 19, 1886, aged ninety-two years; widely known as a Hebrew educator and author.

CHAPTER XVII.

EDUCATIONAL ASSOCIATIONS AND CONVENTIONS.

National Educational Association—Department of Superintendence of the National Educational Association—American Institute of Instruction—American Philological Association—American Association for the Advancement of Science—Modern Language Convention—Chautauqua Assemblies for 1887.

NATIONAL EDUCATIONAL ASSOCIATION.

The twenty-sixth annual meeting of the National Educational Association was held at Chicago, Ill., July 12-15, 1887. Speeches of welcome were made by Mayor Roche, of Chicago, George Howland, superintendent of schools in Chicago, and A. G. Lane, superintendent of schools in Cook County, to which President William E. Sheldon responded.

The introductory address was delivered by Richard Edwards, LL. D., superintendent of public instruction of Illinois. In discussing "The Problem of To-day" he stated that history shows that to every race and generation belongs some special work. The great problem of the latter decades of this century pertains to education, and upon the fraternity of teachers rests the responsibility of so moulding and strengthening the character of the men and women of this and coming generations that they shall not succumb to the unwonted strain of prosperity or be enfeebled by luxury and indulgence. The second session was devoted to the discussion of the "Psychological and Pedagogical Value of the Modern Methods of Elementary Culture." The following papers were presented: "The Socratic Method in Education," by Thomas Davidson, LL. D., of New Jersey; "The Objective Element," by Hon. J. W. Dickinson, of the board of education, Massachusetts; "The Philosophic and Scientific Element," by F. L. Soldan, St. Louis, Mo.; "The Natural and Developing Element," by W. N. Hailmann, La Porte, Ind., and by A. E. Winship, Boston, Mass. A treatise by Dr. James H. Hoose touched all the elements of the subject, and a paper prepared by Dr. W. T. Harris discussed the "Prescriptive and Assimilative Methods of Education." The examination question was treated by H. S. Tarbell, of Providence, R. I., John J. Tigert, Vanderbilt University, Nashville, Tenn., and George A. Littlefield, Newport, R. I. C. C. Rounds, principal of the State Normal School, Plymouth, N. H., presented a general discourse upon the topic of the session.

"The Ordinance of 1787" was the theme for consideration of the third session. The president made an introductory speech which he devoted principally to "The Educational Influence and Results of the Ordinance." "The Historical Bearings upon the Problems of Social and Political Life in the United States" were shown by I. W. Andrews, LL. D., of Marietta, Ohio; and J. L. Pickard, president of the State University, Iowa, analyzed "The Lessons Taught in Regard to the Future Educational Policy of our Government." B. A. Hinsdale, Cleveland, Ohio, mentioned "Some of the Indirect Educational Results of Opening the North-west Territory to Civilization."

"The Relation of the University, College, and Higher Technical Schools to the Public School System of Instruction," was the topic of the fourth session, and formed the subject of papers presented by J. B. Angell, president of Michigan University; Rev. J. W. Strong, president of Carleton College, Minn.; Rev. I. S. Hopkins, president of Emory College, Ga., and Prof. T. H. McBride, State University, Iowa. In the general discussion, remarks were made by a number of those present, and, in closing, Dr. J. B. Angell expressed his belief that both State and denominational universities should be maintained, and that all possible good must be extracted from both classes of institutions.

The dissertations presented at the fifth session had for their subject, "The Means and Ends of Culture to be Provided for the American People Beyond the Ordinary School Period." A. P. Marble, Worcester, Mass., described the value and sphere of evening schools; Dr. J. H. Vincent, Chautauqua, N. Y., spoke of the opportunities offered by reading circles; and General T. J. Morgan, principal of the State Normal

School, Rhode Island, showed the relations that should exist between the public school and the public library.

The sixth session was occupied in the discussion of "The Place Manual Training Should Occupy in a System of Public Schools," by General Francis A. Walker, president of Massachusetts Institute of Technology; M. A. Newell, State superintendent of schools, Maryland; and Miss L. A. Fay, superintendent of drawing, Springfield, Mass. The general debate was of more than usual interest.

The seventh and last session had for its topic, "What can be Done by Educators to Enlighten and Arouse the People, and Excite Public Sentiment in Favor of Education?" Mrs. Ella F. Young, Chicago, Ill., Prof. W. W. Parsons, principal of Normal College, Terre Haute, Ind., and Henry Sabin, Clinton, Iowa, presented papers.

During the meeting, resolutions were adopted recommending the more general study of physics, pointing out lines along which our school system should be developed, commending the National Bureau of Education, reaffirming the conviction of the necessity of temporary Federal aid in the education of the illiterate masses of the South, expressing interest in the education of the Indians, etc.

The *National Council of Education* was called to order at Chicago, Ill., July 7, 1887, by the president, Daniel B. Hagar. After the reading of a communication from Dr. W. T. Harris on the "Function of the Public School," and the report of the committee on pedagogics on the same subject, several members participated in the discussion of the question under consideration.

The report of the committee on secondary education on the "Relation of High Schools to Colleges," was received and discussed at the second session. Other reports were rendered as follows: by the committee on normal education, subject, "Teachers' Institutes;" by the committee on hygiene in education, subject, "Relation of Mental Labor to Physical Health;" by the committee on State school systems, subject, "Teachers' Tenure of Office;" by the committee on educational statistics, subject, "Points for Consideration in the Statistics of Education." All these reports were fully discussed by the members present. A paper was presented by J. M. Greenwood on "What Teachers Read," in lieu of a report by the committee on educational literature. Upon the invitation of the council, Mr. Poole, librarian of the public library of Chicago, delivered an address on the use of the public library by the teachers and pupils in the public schools.

The *Kindergarten Department* was opened by President W. N. Hailmann with an address upon the application of the kindergarten idea, its objections and merits. Miss Kate L. Brown, of Massachusetts, described the steps necessary for the "Application of Froebel's Principles in the Primary Schools;" Mrs. Clara A. Barr, of New York, read a paper upon the "Value of Kindergarten Training in Normal Schools;" and Miss Eleanor Beebe, of Kentucky, showed the "Value of the Kindergarten in the Education of the Blind."

The *Department of Elementary Schools*, over which W. H. Bartholomew presided, considered at its first session a paper by Mrs. N. S. Williams, of Kentucky, on the "Union of Oral and Book Teaching in the Several Grades." "The Meaning and Limitation of the Maxim, 'We Learn to Do by Doing,' in Elementary Schools," was treated by Dr. N. C. Shaeffer, of Pennsylvania. F. W. Parker, of Illinois, discussed the paper in a general way, and was followed by Prof. George E. Little, of Washington, D. C., who spoke on the "Value of Illustrative Teaching." "The Importance of Religious Motives and Sanctions in Moral Training" was the subject of a paper read by Dr. Robert Allyn, of Illinois.

The *Department of Secondary Education* was called to order by Vice-President H. L. Boltwood. Papers were read by A. F. Nightingale on "A Plea for the Classics;" by Miss G. Clark on "Some Thoughts on English." These papers provoked an animated discussion resulting in the adoption of a resolution, "That in the opinion of this department, the English language should be given at least an equal place with that of the classics and science in high school courses of study." The paper read by Samuel Thurber, of Massachusetts, on the "Order and Relation of Studies in the High School Course," also gave rise to a long and interesting discussion, at the close of which a resolution was adopted requesting a committee to report at the next annual meeting of the department a general course of study, calculated to express the complete function of the high school.

The *Department of Higher Education* was under the presidency of Dr. W. A. Mowry, of Massachusetts. The paper read by H. B. Sprague, of California, on the "Place of Literature in the College Course," gave rise to considerable discussion, in which President Andrews, of Marietta College, Ohio, Prof. C. H. Ford, Dr. H. A. Thompson, and Dr. Jerome Allen participated.

The *Normal Department* was called to order by President A. R. Taylor. Papers were read as follows: by T. J. Gray, of Minnesota, on "Methods of Instruction in Use in the Normal Schools of the United States;" by Charles De Garmo, of Illinois, on the "Normal School System of Germany;" by G. S. Albee, of Wisconsin, on "Psychology in

Normal Schools." J. A. Barnard, Dr. J. H. Hoose, George P. Brown, S. S. Parr, and others took part in the discussion of the first-named paper.

The *Department of Superintendence* was presided over by Charles S. Young. The theme of the first paper, that read by John Hancock, of Ohio, was "School Supervision in the United States and Other States Compared." J. W. Akers, of Iowa, and Solomon Palmer, of Alabama, took part in the discussion. The paper by N. C. Dougherty on "The Superintendent and Good Literature in the Schools" was discussed by Messrs. Richardson, Strauss, Hoitt, Colston, Wolf, and Mrs. Rickoff.

The *Department of Industrial Education* was opened by a speech from the president, Prof. J. M. Ordway, of Louisiana, in which he reviewed the progress of manual training, and expressed his hopes of its future as an educational force. The subject, "In Schools of What Grade may Manual Training be most Properly Introduced?" was discussed by Prof. Z. Richards, Professor Woodward, H. M. Leipziger, and Professor Miller. "Can the Teaching of Needlework in Girls' Schools be Advocated on Pedagogic and Sanitary Grounds?" was answered in the affirmative by the president of the department, Mrs. Nellie S. Kedzie, Professor Potts, Professor Hatch, Prof. J. D. Walters, and Professor Rickoff, each of whom made a few practical remarks that were listened to with interest. Professor Murch opposed the introduction of manual work in the public schools, and Professor Brown spoke of the danger attending a sudden and radical change from the purely intellectual to the extremely practical in instruction.

The *Department of Art Education* was called to order by the president, W. S. Perry, who made a short talk, confining his remarks principally to the importance of drawing. A paper prepared by Mrs. E. F. Dimock on "Drawing in Primary and Grammar Schools" was read by Mrs. Ella F. Young. An exercise in clay modelling was given by a class of young children under the direction of Miss Jennie McWhorter. "Drawing in Ungraded or Village Schools" was treated by W. S. Goodnough and Miss E. A. Hills. Papers were also read on "Drawing in the High Schools," by C. N. Harrison and W. S. Perry; "Drawing in Normal Schools," by Miss M. L. Field and Miss Harriet C. Magee.

In the *Department of Music* the president, Oliver S. Westcott, delivered the opening address, taking as his theme, "What Has Been Done in the Public Schools for and with Vocal Music?" The following subjects were also treated: "Shall the State Teach Music?" by T. J. Morgan; "Vocal Training and Singing," by Frederick W. Root; "The Educational Value of the Tonic Sol-Fa System," by Daniel Batchellor; "Fervent Voice—its Nature and Reflex Influence," by William L. Tomlins.

THE DEPARTMENT OF SUPERINTENDENCE OF THE NATIONAL EDUCATIONAL ASSOCIATION.

The winter session of this department was held in Washington, D. C., March 15-17, 1887, Charles S. Young, of Nevada, presiding. The first address made was that of Hon. N. H. R. Dawson, United States Commissioner of Education, who described the objects and methods of the Bureau under his charge. F. M. Campbell then described at length "Public Education on the Pacific Coast." Dr. A. J. Rickoff discoursed upon "A Teacher's Certificate—County, City, State, and National;" and Hon. L. D. Brown spoke on "Civil Service and Public Schools," which subject was also discussed by B. S. Morgan, W. N. Barringer, T. P. Ballard, G. J. Luckey, and H. R. Waite. A. P. Marble read a paper entitled "Powers and Duties of School Officers and Teachers, Absolute and Relative." E. E. Higbee treated "City and County Supervision," and was followed by W. E. Comings, H. S. Jones, W. H. Bartholomew, F. W. Parker, A. G. Lane and others, who discussed the same subject. F. W. Parker, in the absence of James MacAlister, made an impromptu address on "Industrial Education in the Public Schools." J. W. Dickinson and W. B. Powell spoke upon the same theme. H. W. Compton told "What a Small City (Toledo, Ohio) is Doing in Industrial Training," and Maj. R. Bingham spoke of the need of such training in the South. J. W. Holcombe, of Indiana, presented a paper suggesting a "System of Grading for Country Schools," which was discussed by D. B. Johnson, H. C. Speer, John MacDonald, and others. Warren Easton's paper, "The Best System of State School Supervision," was then read, and discussed by Richard Edwards, Solomon Palmer, John L. Buchanan, J. W. Holcombe, and others. Fred. M. Campbell resumed his description of the status of educational matters in California, referring particularly to the recent amendment of the State's constitution in regard to textbooks. "The Relation of our Public Schools to the General Government" was analyzed by United States Senators Blair and Stewart, and Dr. M. A. Newell. Sheldon Jackson spoke of "Education in Alaska."

AMERICAN INSTITUTE OF INSTRUCTION.

This association held its fiftieth-eighth annual meeting at Burlington, Vt., July 5-8, 1887; J. Milton Hall, of Rhode Island, in the chair. The first topic discussed was

"The Township *versus* the District System of Schools," the principal paper being read by W. E. Howard. The president delivered an address presenting a general view of the state of education. He advocated compulsory education, opposed industrial training as a part of public school instruction, commented upon the improved methods of teaching English, and recommended the publication by a national commission of an authoritative, standard dictionary. Following this address came a paper on the "Professional Training of Teachers," by A. W. Edson, of Jersey City, N. J. "Ungraded Schools" were described by G. S. Aldrich, of Massachusetts; and the "Feelings and their Culture" were effectively presented by T. M. Balliet, of Pennsylvania. "The Extra-Professional Duties and Privileges of the Teacher," was the subject of an essay presented by John O. Norris, of Massachusetts. "Individualism in Teaching," was treated by J. C. Greenough; "The Literature of our Boys and Girls," by J. M. Sawin, of Providence; "Free Text-books," by Thomas Emerson; "Elements of a Liberal Education," by W. I. Scott; the "School and the Citizen," by A. M. Edwards.

Resolutions were passed urging the substitution of the township system for the district system, recommending the adoption of the free text-book system, and favoring national aid to education.

THE AMERICAN PHILOLOGICAL ASSOCIATION.

The eighteenth annual session was called to order at Ithaca, N. Y., July 13, 1886, by the president, Prof. Tracy Peck, of Yale College. The following were the titles of the communications read, with the names of their authors:

- (1) "Hebrew Words in the Latin Glossary, Codex Sangallensis, 912," by Cyrus Adler, of Johns Hopkins University, Baltimore, Md.
- (2) "The Birds of Aristophanes: a Theory of Interpretation," by Prof. W. S. Scarborough, of Wilberforce University, Wilberforce, Ohio.
- (3) "The Word *Election* in American Politics," by Prof. Fisk P. Brewer, of Grinnell, Iowa.
- (4) "Contributions to the Grammar of the Cypriote Inscriptions," by Prof. Isaac H. Hall, of the Metropolitan Museum, New York, N. Y.
- (5) "Ashtôreth, the Canaanitish Goddess; a New Etymology Proposed," by Prof. James S. Blackwell, of the University of Missouri, Columbia, Mo.
- (6) "The Sources of Seneca's *De Beneficiis*," by Harold N. Fowler, Ph. D., of Harvard University, Cambridge, Mass.
- (7) "The Vowels *o* and *u* in English," by Benjamin W. Wells, Ph. D., of the Friends' School, Providence, R. I.
- (8) "A Translation of the Katha Upanishad," by Prof. William D. Whitney, of Yale College, New Haven, Conn.
- (9) "Provincialisms of the 'Dutch' Districts of Pennsylvania," by Lee L. Grumbine, Esq., of Lebanon, Pa.
- (10) "Notes on Homeric Zoölogy," by Julius Sachs, Ph. D., of New York, N. Y.
- (11) "The Inter-relations of the Dialects of Northern Greece," by Herbert Weir Smyth, Ph. D., of Johns Hopkins University, Baltimore, Md.
- (12) "Assyrian, in its Relation to Hebrew and Arabic," by Prof. Morris Jastrow, Jr., of the University of Pennsylvania, Philadelphia.
- (13) "Roots," by Prof. William D. Whitney, of Yale College.
- (14) "Analogy, and the Scope of its Application in Language," by Prof. B. I. Wheeler, of Cornell University.
- (15) "Southernisms," by Prof. Charles Forster Smith, Vanderbilt University, Nashville, Tenn.
- (16) "The Dative Case in Sophokles," by Arthur Fairbanks, of Dartmouth College, Hanover, N. H.
- (17) "The Sequences of Tenses in Latin," by Prof. William Gardner Hale, of Cornell University, Ithaca, N. Y.
- (18) "The Survival of Gender in *this* and *that*," by Prof. Lemuel S. Potwin, of Adelbert College, Cleveland, Ohio.
- (19) "Once-used Words in Shakespeare," by Prof. F. A. March, of Lafayette College, Easton, Pa.
- (20) "Consonant Notation and Vowel Definition," by Prof. Francis A. March, of Lafayette College, Easton, Pa.
- (21) "The Authorship of the Epistle to the Hebrews," by Rev. Dr. C. K. Nelson, of Brookeville Academy, Brookeville, Md.
- (22) "The Derivation of 'Meridie,'" by Prof. Minton Warren, of Johns Hopkins University, Baltimore, Md.
- (23) "Phonetic Law," by Prof. F. B. Tarbell, of Yale College, New Haven, Conn.
- (24) "The Method of Phonetic Change in Language," by Prof. William D. Whitney, Yale College, New Haven, Conn.
- (25) "Horace *vs.* his Scholiast (*De Arte Poet.*, 175, 176)," by Prof. Lemuel S. Potwin, Adelbert College, Cleveland, Ohio.
- (26) "Munda," by Prof. William I. Knapp, of Yale College, New Haven, Conn.
- (27) "Aristophanes and Low Comedy," by Alfred Emerson, Ph. D., of Milford, Nebr.

THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.

The thirty-sixth annual meeting was held at New York City, August 10-13, 1887, Prof. S. P. Langley, presiding. The association is divided into eight sections, and before each of these there were read a number of papers upon various topics relating to that particular branch of science to whose investigation the section is devoted. The following were among the subjects treated:

In Section A (mathematics and astronomy), "A Method of Computing the Secular Contraction of the Earth," by R. S. Woodward; "A Completed Nomenclature for the

Principal Roulettes," by F. N. Willson; "The Phenomena of Solar Vortices," by Frank H. Bigelow.

In Section B (physics), "Measurement of Surface Tension of Liquids," by W. F. Magie; "A Method of Telephonic Communication between Ships at Sea," by L. I. Blake; "On the Pyromagnetic Dynamo—a Machine for Producing Electricity Directly from Fuel," by Thomas A. Edison.

In Section C (chemistry), "Percentage of Ash in Human Bones of Different Ages," by W. P. Mason; "Amount of Moisture Left in a Gas after Drying by Phosphorus Pentoxide," by E. W. Morley; "Some Higher Homologues of Cocaine," by F. G. Novy; "On the Occurrence in Nature of a Copper Antimonide," by T. H. Norton.

In Section D (mechanical science and engineering), "The American System of Water Purification," by A. R. Leeds; "On the Deflection of Girders and Trusses," by H. T. Eddy; "On the Uniformity of Planimeter Measurements," by T. C. Mendenhall and John Mack.

In Section E (geology and geography), "On the Different Types of the Devonian in North America," by H. S. Williams; "The Upper Hamilton of Chenango and Otsego Counties, New York," by Charles S. Prosser; "Discovery of Fossils in the Lower Taconic of Emmons," by C. D. Walcott.

In Section F (biology), "Evidence Confirmatory of *Mastodon Obscurus* Leidy, as an American Species," by R. P. Whitfield; "The Pineal Eye in Extinct Vertebrata," by E. D. Cope; "Origin of American Carnivora," by W. B. Scott; "On the Phengodini and their Luminous Larviform Females," by C. V. Riley.

In Section H (anthropology), "Illustrative Notes Concerning the Minnesota Odjibwas," by F. E. Babbitt; "Aboriginal Dwelling-Sites in the Champlain Valley," by D. S. Kellogg; "Sensory Types of Memory and Apperception," by Joseph Jastrow; "The True Basis of Ethnology," by Horatio Hale.

In Section I (economic science and statistics), "Physiological and Pecuniary Economy of Food," by W. O. Atwater; "Food of Working Men and its Relation to the Work Done," by W. O. Atwater; "The Science of Civics," by H. R. Waite; "On the Rates of Interest Realized to Investors in the Bonded Securities of the United States Government," by E. B. Elliott.

MODERN LANGUAGE CONVENTION.

This convention was held in Baltimore, Md., during the latter part of December, 1886. Among the papers read were the following: "Recent Educational Movements in their Relation to Language," by Professor Painter, of Roanoke College, Va.; "The Courses in English and its Value as a Discipline," by Professor Garnett, of the University of Virginia; and "Poetry in the Chronicle of Limburg," by Dr. Goebel, of Johns Hopkins University. Philadelphia was selected as the next place of meeting, and James Russell Lowell, of Harvard, was elected president.

THE CHAUTAUQUA ASSEMBLIES FOR 1887.

Chautauqua, N. Y.—July 2–August 23.—In the summer assemblies, Chautauqua, "Mother of Assemblies," is placed first, as the model upon which the long train of followers have been formed. The plan for the summer session was full of life and vigor, as well as novelty and popularity, and these qualities were expressed by new features and by a refining and crystallization of those already introduced. The programme was skilfully and wisely arranged with regard to the taste of the constituency upon which it must depend for support. The speakers were carefully selected out of the multitude, the timeliness of every subject weighed, popular and technical lectures were grouped with due consideration for the needs of students and people, and the platform exercises were invariably made to harmonize with the current specialty.

The meetings of the fourteenth Chautauqua Assembly may be divided into the Popular Programme, the work of the Chautauqua Literary and Scientific Circle ("C. L. S. C."), Church Congress, Summer Session of the College of Liberal Arts, Summer Classes, Teachers' Retreat, Institute of Music, Missionary Institute, Assembly, and After-week. The special departments have crystallized into more refined, clear, and permanent shapes than ever before. A classification of the subjects discussed by the various speakers includes literature, language, science, theology, history, religion, political economy, social science, law, and travel, with the addition of a large amount of miscellaneous matter, such as concerts, classic organ recitals, and entertainments.

The sessions of the schools and summer classes were largely attended. Some 60 teachers were present at the three weeks' session of the Retreat, and 800 students were enrolled in all the various departments of the Chautauqua College of Liberal Arts. The launching of the college was an event of more than usual importance in

the history of Chautauqua. Dr. W. R. Harper, of Yale University, supported by some 35 instructors representing at least 20 different universities and colleges, conducted the six weeks' session. Personal instruction was given in modern, classical, and oriental languages, mathematics, science, history, and philosophy, and all studies common to a university curriculum. Certain series of the lectures were of great practical benefit, such as Professor Ely's series on social science, the law lectures of Judge Tourgée, the memory lessons of Professor Loissette, and the psychological studies under Professor Davis. The number of students present was about double that of any session of the schools of language. Representatives came from almost every State and Territory in the Union, as well as from Canada, Germany, Japan, and Syria. Examinations were given all who desired them, and certificates were awarded for the work done. These certificates will have the same value as those covering the same amount of work in any college of the country. So satisfactory did the experiment prove, that Professor Harper announces that the same policy is to be pursued another year, and the same faculty engaged, the only change being additions to certain departments.

The Institute of Music made the most ambitious and thoroughly systematized effort to teach instrumental and vocal music yet attempted at Chautauqua. The specially new feature of the season was the department of public school music, in which the methods of the National Normal Music School of Boston were taught by a faculty, including the president and secretary of this school, and the supervisor of music in the public schools of Washington.

The Normal Union, inaugurated last year for the purpose of systematizing and strengthening the normal work of the assembly, has met with hearty favor, and more than twenty assemblies are reported to have adopted the scheme. During the past winter many large classes were formed in various places, about 450 persons taking the course at Chautauqua in August.

The Chautauqua Literary and Scientific Circle did persistent and valuable work throughout the entire session. The Round Tables attained an unusual degree of popularity even among many who were not members of the Circle, which was due to no special elocution or learning displayed in the gatherings, but rather to the spirit and aim which characterized them. On Recognition Day, 687 members of the "C. L. S. C." Class of 1887 received their diplomas. This class will graduate 5,000 members, a larger proportion of its first enrolment than that of 1886, which was fully one-fourth.

The lecturers and instructors at the assembly included some of the foremost educators and men of the day. Among the new speakers were Rev. Mark Guy Pearse, of England; Prof. Henry Drummond, of Glasgow; Dr. and Mrs. S. L. Baldwin; Dr. J. A. Broadus; the Rev. Emory J. Haynes; Dr. C. R. Henderson; the Rev. W. H. Ingersoll; the Rev. G. W. Miller; Prof. R. E. Thompson; Dr. O. W. Warren; Dr. N. West; Prof. W. C. Richards, and Mrs. Mary T. Lathrop, besides the large number of superior lecturers drawn from the faculty of the College of Liberal Arts.

Many improvements in the grounds and buildings are reported, among which may be mentioned a large and handsome Union Class building, and a magnificent new building for the College of Liberal Arts. These signs indicate the permanency of the Chautauqua growth, and the value and appreciation of the Chautauqua idea. An institution which can continue to increase for fourteen years in ambitions, breadth, scholarship, and appliances, has the very best elements of endurance.

Following the general model of the Chautauqua Assembly, similar ones were held throughout the country, the places and dates of which are herewith given:

Canada. Niagara-on-the-Lake, Ontario, July 23 to August 1.

California. Long Beach, Southern California, July 20 to August 7. Monterey, July 5 to 15.

Colorado. Glen Park, July 4 to 14.

Connecticut. Northampton, July 26 to 29.

Illinois. Lake Bluff, July 23 to August 9.

Indiana. Acton Park, July 27 to August 17. Island Park, July 26 to August 8.

Iowa. Bluff Park, July 19 to 29.

Kansas. Ottawa, June 15 to 29. Topeka, July 19 to 23. Winfield, June 7 to 18.

Kentucky. Lexington, June 23 to July 8.

Maine. Fryeburg, July 21 to August 3. Lake Grove, July 1 to —. Old Orchard, —.

Maryland. Mountain Lake Park, August 2 to 12.

Massachusetts. South Framingham, July 12 to August 23.

Michigan. Bay View, July 27 to August 11.

Minnesota. Mahtomedi, July 21 to 30. Waseca, July 5 to 22.

Missouri. Warrensburg, July 27 to August 5.

Nebraska. Crete, June 29 to July 9.

New Hampshire. East Epping, August 15 to 20. Weirs, July 12 to 22.

New Jersey. Island Heights, July 23 to August 1. Seaside, Key East, August 1 to 14. Ocean Grove, July 9 to 20.

New York. Round Lake, July 20 to August 5. Silver Lake, —.

Ohio. Concord, August 29 to September 3. Lake Side, July 19 to August 1.

Oregon. Canby, July 12 to 20.

Pennsylvania. Mountain Grove, —. Williams Grove, —.

Tennessee. Monteagle, July 6 to September 7.

Texas. San Marcos, August —.

Wisconsin. Monona Lake, July 26 to August 5.

Washington Territory. Puget Sound, July 18 to 29.

The third annual assembly of the Florida Chautauqua, at De Funiak Springs, was held February 17 to March 31, 1887.

CHAPTER XVIII.

LIBRARIES IN THE UNITED STATES.

Former library tables—Classification adopted in the present Report—Free lending libraries, supported wholly or partly by public moneys (Table 96)—Free reference libraries, supported wholly or partly by public moneys (Table 97)—Libraries attached to public school systems (Table 98)—Free lending libraries, owned and supported by corporations (Table 99)—Libraries belonging to societies, associations, lodges, clubs, etc. (Table 100)—Lending libraries owned by corporations (Table 101)—Circulating libraries which are business investments and are conducted for profit (Table 102).

This Bureau has steadfastly emphasized the importance of libraries as instrumentalities of culture and instruction. The first Annual Report of Mr. Commissioner Eaton (for 1870) contained a list of 161 "principal libraries" in this country. These did not include libraries attached to or forming part of schools and colleges. The Report for 1872 contained a list of 1,050 libraries containing 1,000 or more volumes, in which all libraries, not private, then known to the Office were included. In 1875 and 1876 the massive Special Report on Public Libraries, in two parts, appeared. This document contained a table of 3,647 libraries of 300 or more volumes. This table was also published in the Annual Report for 1875. A similar table, containing 5,338 such libraries, appeared in the Annual Report for 1884-85.

The other Annual Reports contained additional information as yearly gathered, but not to an extent making special description desirable.

The systematic attempt made in every part of the present document to classify and simplify the statistics of education to be reported, has been extended to those relating to libraries. After consultation with several librarians of exceptional experience and undoubted judgment, the following basic conclusions were formed:

(1) That all libraries connected with colleges, schools, or school systems, mentioned in other parts of the Report, be omitted.

(2) That only such other public libraries as contained one thousand or more volumes be retained as material for this document.

(3) That these be classified in accordance with their ownership, the conditions imposed for their use, and like simple standards of discrimination.

It is obvious, therefore, that the lists presented in this chapter can not be compared with those published heretofore by this Bureau. The seven tables of detailed statistics presented in this chapter give information respecting 1,779 libraries, which contained 14,012,370 volumes.

These are properly libraries, or such an integral part of the corporations with which they are associated as to justify their presence in these tables.

The first factor used in classifying these libraries was their financial relation to the public. The question—Is the library supported wholly or partly by public moneys?—divided all into two general classes, those so supported and those otherwise maintained.

The libraries here reported which were wholly or partly supported by public moneys numbered 670, and contained 6,963,850 volumes. The libraries otherwise maintained numbered 1,109, and contained 7,048,520 volumes.

Almost without exception, libraries maintained wholly or partly by public moneys are free for public use. Libraries otherwise maintained are divisible on this point, 863 of them requiring membership fees, annual subscriptions, or payment for each book read. These libraries contained 5,320,750 volumes.

It follows that the other 911 libraries, with their 8,691,620 volumes, were "free" libraries.

An inquiry as to whether a library was mainly for reference or was a lending library produced a subdivision in the public libraries; and the question whether a public library was mainly for the use of the public schools surrounding it, produced a third class.

The character of the ownership and nature of the use of libraries otherwise maintained divided them into four classes.

The tables of detailed statistics are thus seven in number. Every care has been taken to assign each library to its appropriate class; probably many errors in classification have been made from lack of knowledge in individual cases, especially

when it was necessary to decide whether a library belonging to a society, association, or other corporation, was or was not a lending library. The result, confessedly imperfect, is submitted for the use and judgment of educationists and librarians.

The word "library" is omitted wherever practicable from the columns entitled "name of library," in order to avoid its wearisome repetition hundreds of times, and also in order to give room for the columns respecting "increase" and "income," now presented as compactly as the facts permit.

The table of free public school libraries (Table 98) does not include any libraries connected with public school systems mentioned in Chapter IV of this Report. The libraries here set forth are additional to those in that chapter. It follows that Table 98 is not to be understood as a complete exhibit of all public school libraries. Respecting these, indeed, a complete or satisfactory statement is at present impossible.

In addition to the libraries containing one thousand or more volumes, this Bureau possesses new statistics of nearly two thousand libraries having three hundred or more volumes. These are excluded from this chapter for imperative reasons relating to size, importance, time, etc. If circumstances are favorable, these statistics may appear in one of the minor publications of this Bureau for the year 1888.

The number of libraries and of volumes in each of the seven classes considered in this chapter are as follows:

	Libraries.	Volumes.
Free public lending libraries	424	3,721,191
Free public reference libraries	153	3,075,099
Free public school libraries	93	177,560
Free corporate lending libraries	241	1,727,870
Libraries of clubs, associations, etc	341	2,460,334
Subscription corporate libraries	452	2,644,929
Circulating libraries proper	75	215,487

FREE PUBLIC LENDING LIBRARIES.

[Tables 97 and 98.]

The first group to be more particularly considered is composed of those libraries supported wholly or in part by public grants, taxes, or endowments, and having free circulation of their contents among the citizens of the places where they are situated.

Practically these libraries are confined to the northern parts of the Union, where the population is collected in villages, towns, and cities, and where the surplus of public moneys permits this expenditure. The public free lending library can not exist and prosper in a rural community, or among people whose wealth is not collectively considerable. It is, therefore, not wonderful that Massachusetts, one of the wealthiest and most thickly populated of America's commonwealths, should have many more of these libraries than any other of the States. The public education that begins with the elementary school, here culminates in the free library.

By the law of this State any town may grant the proceeds of the "dog-tax" to a free library within its borders. Several other States have good laws for the encouragement of free public libraries. The great State of New York, after lavish expenditures of money for district libraries, and after several experiments, has recently passed a law of this kind, of which the following paragraph is a synopsis:¹

Any duly incorporated library association owning real estate worth \$20,000 and a library of 10,000 volumes, which maintains the same as a free lending library, is authorized to apply to the common council or other proper authority in its city for an appropriation based upon the circulation of its books during the twelve months preceding such application. If the circulation has been 75,000 volumes, it may apply for \$5,000, and \$5,000 more for each addition of 100,000 to the circulation; the term circulation being defined to mean the aggregate number of volumes withdrawn from the library by readers for use in their homes or places of business. In the city of New York no library may receive more than \$40,000 annually for such circulation.

It is a fact to be observed and lamented that the District of Columbia, the seat of National Government, does not have a single library of this description. Outside the Executive Departments, the people of the capital have no opportunity for the perusal of books at their homes except at their own cost. It is believed that no other city of importance in the country is so lacking in this means of public culture, pleasure, and profit.

¹ Laws of New York, Chap. 666, of 1886.

One of the oldest libraries in this group is the Franklin Library, in Franklin, Mass. This town, named in honor of the famous printer-philosopher, received from him in 1786 a gift of 100 volumes for a town library. The selectmen had suggested that a bell would be an acceptable recognition of the honor conferred, but the sagacious old man replied that he preferred sense to sound, and the books were accepted. More than half of them are still in the possession of the library and are cherished as a relic of their donor.²

TABLE 97.—Summary, by States and geographical divisions, of free lending libraries supported wholly or partly by public moneys.

State or Territory.	Number of—		State or Territory.	Number of—	
	Libraries.	Volumes.		Libraries.	Volumes.
<i>North Atlantic Division:</i>			<i>North Central Division — Continued.</i>		
Maine.....	9	50,384	Illinois.....	34	312,004
New Hampshire.....	33	128,892	Michigan.....	28	169,242
Vermont.....	7	38,668	Wisconsin.....	8	72,423
Massachusetts.....	176	1,819,723	Minnesota.....	5	21,715
Rhode Island.....	30	112,009	Iowa.....	6	21,243
Connecticut.....	7	31,602	Missouri.....	1	65,088
New York.....	16	221,316	Dakota.....	3	23,159
New Jersey.....	2	14,861	Nebraska.....	8	22,343
Pennsylvania.....			Kansas.....		
<i>South Atlantic Division:</i>			<i>Western Division:</i>		
Delaware.....			Montana.....	1	2,455
Maryland.....	1	2,960	Wyoming.....	1	1,200
District of Columbia.....			Colorado.....		
Virginia.....	1	8,305	New Mexico.....		
West Virginia.....			Arizona.....	1	2,000
North Carolina.....			Utah.....	1	5,000
South Carolina.....			Nevada.....		
Georgia.....			Idaho.....		
Florida.....			Washington.....		
<i>South Central Division:</i>			Oregon.....		
Kentucky.....			California.....	13	132,902
Tennessee.....					
Alabama.....			North Atlantic Division.....	280	2,418,353
Mississippi.....			South Atlantic Division.....	2	11,265
Louisiana.....			South Central Division.....	1	5,600
Texas.....	1	5,600	North Central Division.....	124	1,142,414
Arkansas.....			Western Division.....	17	143,557
<i>North Central Division:</i>					
Ohio.....	18	344,342	United States.....	424	3,721,191
Indiana.....	13	90,855			

² New York Evening Post, December 5, 1887.

TABLE 98.—Detailed statistics, mainly for 1886-87, of free lending libraries, etc.—Continued.

No.	State and post-office.	Name of library.	When founded.	Number of vol- umes.		Income.				Name of librarian.
				At date of report.	Increase during year.	From public moneys.	From gifts and bequests.	From other sources.	Total.	
1	3	3	4	5	6	7	8	9	10	11
IOWA.										
69	Burlington	Burlington Free Public <i>a</i>	1868	7,030	609	\$1,500	\$3	\$0	\$1,500	Clara Smith.
70	Cedar Falls	Cedar Falls Public.....	1878	2,700	114	560	0	0	560	William C. Bryant.
71	Council Bluffs	Council Bluffs Free Public <i>b</i>	1870	6,600	700	2,000	0	0	2,000	Maria F. Davenport.
72	Independence	Independence Free Public <i>c</i>	1873	2,500	155	938	0	23	981	Mrs. Elizabeth A. Sanford.
73	Indianola	Indianola Public <i>d</i>	1884	1,243	183	462	0	58	520	Miss Hannah Babb.
74	Le Clair	Le Clair Public.....	1876	1,200	.....	.....	.....	.....	.....	Mrs. Mary H. Elliott.
KANSAS.										
75	Emporia	Emporia City.....	1884	2,100	260	1,100	.....	.....	1,100	A. J. Carpenter.
76	Hawthia	Morrill Public <i>e</i>	1882	2,500	.....	.....	.....	.....	.....	Miss R. D. Kiner.
77	Newton	Newton Free.....	1885	1,633	257	809	0	53	858	L. Mac Alpine.
78	Oswego	Oswego Library.....	1876	1,180	100	63	0	130	199	F. H. Atchison.
79	Ottawa	Ottawa City <i>f</i>	1870	2,500	75	400	0	200	600	.....
80	Paola	Paola Public.....	1880	3,500	400	.....	.....	.....	.....	Mrs. E. J. Heiskell.
81	Peabody	Peabody Public.....	1875	1,871	400	.....	.....	.....	.....	Emma F. Ormst.
82	Topeka	Topeka Free Public <i>g</i>	1871	7,559	949	3,131	0	0	3,131	Clara S. Davis.
MAINE.										
83	Belfast	Belfast Free Public <i>h</i>	1887	1,000	409	200	53	221	474	Miss E. M. Pond.
84	Brunswick	Brunswick Public <i>i</i>	1883	3,225	79	65	0	0	65	Lyman E. Smith.
85	Castine	Castine Town <i>j</i>	1801	2,197	79	300	0	0	300	P. J. Hooke.
86	Dexter	Dexter Town.....	1887	2,180	90	300	0	0	300	Lizzie S. Springali.
87	Eastport	Eastport Free Public <i>k</i>	1879	1,345	38	50	0	7	57	Miss Amanda H. Hailey.
88	Ellsworth	Ellsworth City.....	1870	2,615	86	239	0	0	239	Miss Adelaide True.
89	Gardiner	Gardiner Public.....	1873	5,463	75	525	.....	.....	552	Charles O. Wadsworth.
90	New Sharon	New Sharon Town.....	1869	1,445	45	9	9	3	21	M. W. Lovejoy.
91	Portland	Portland Public <i>l</i>	1867	20,564	863	.....	.....	.....	4,192	Stephen M. Watson.
MARYLAND.										
92	Hagerstown	Thursday Club.....	1878	2,960	47	.....	.....	.....	.....	Samuel H. Dorsey.

MASSACHUSETTS.

		1878	6,238	510	1,451	100	70	1,621	
93	Abington.....	1878	6,238	510	1,451	100	70	1,621	Mary O. Nash.
94	Amherst.....	1874	3,286	60	300	0	125	426	Miss Estelle Perkins.
95	Arlington.....	1808	10,146	436	2,437	0	323	2,760	Miss Lizzie J. Newton.
96	Ashburnham.....	1863	1,200	.....	.....	.....	.....	.....	Miss L. M. Davis.
97	Ashby.....	1874	1,256	108	125	0	0	125	Mrs. Mary Barr.
98	Ashland.....	1880	2,040	261	466	0	0	466	Edward T. Billings.
99	Attleboro.....	1882	2,080	172	500	0	0	500	Mrs. N. S. Doane.
100	Attleboro Free Public.....	1885	2,500	300	.....	.....	.....	779	C. S. Holden, secretary.
101	Ayer.....	1872	1,525	150	300	.....	.....	.....	L. P. Merriam.
102	Ayer Free Public.....	1879	2,374	236	.....	.....	.....	312	Flora L. Bieglow.
103	Barnes.....	1857	73,034	442	5,000	102	12	5,544	Miss Mary E. Lane.
104	Bedford.....	1876	1,852	38	.....	.....	.....	125	Anna R. March.
105	Belmont.....	1867	5,433	514	1,030	0	0	1,030	Edward V. Brown.
106	Beverly.....	1865	10,453	290	1,200	.....	.....	1,200	M. P. Smith.
107	Blackinton.....	1859	1,602	317	100	0	100	200	O. A. Archer.
108	Bolton.....	1859	2,192	110	100	0	.....	100	Mrs. George Sherbo.
109	Boston.....	1852	489,521	20,868	120,000	0	7,816	127,816	Mellen Chamberlain.
	Brighton Branch.....	1824	.....	.....	.....	.....	.....	.....
	Charlestown Branch.....	1862	.....	.....	.....	.....	.....	.....
	Dorchester Branch.....	1875	.....	.....	.....	.....	.....	.....
	East Boston Branch.....	1832	.....	.....	.....	.....	.....	.....
	Jamaica Plain Branch.....	1877	.....	.....	.....	.....	.....	.....
	North End Branch.....	1883	.....	.....	.....	.....	.....	.....
	Roxbury Branch.....	1831	.....	.....	.....	.....	.....	.....
	South Boston Branch.....	1840	.....	.....	.....	.....	.....	.....
	South End Branch.....	1877	.....	.....	.....	.....	.....	.....
110	Buxford.....	1873	1,147	100	40	0	21	70	Mrs. A. R. Gago, secretary.
111	Boylston Centre.....	1880	2,155	178	282	0	0	282	George L. Wright.
112	Bridgewater.....	1878	6,520	375	1,000	120	0	1,120	Louis L. Christian.
113	Brimfield.....	1878	2,076	53	.....	.....	.....	.....	Louis L. Christian.
114	Brockton.....	1867	11,425	845	2,000	0	955	2,955	Myra F. Southworth.
115	Brockton Free Public.....	1865	9,120	465	.....	.....	.....	.....	Miss Eliza R. Hobbs.
116	Brookfield.....	1857	31,917	870	5,500	0	1,070	6,570	Miss Mary A. Bean.
117	Burlington.....	1857	31,703	870	5,500	0	0	6,570	Chas. G. Foster, secretary.
118	Cambridge.....	1856	13,550	900	7,000	60	0	7,060	Abner L. Hayward.
119	Cambridgeport.....	1875	13,954	300	900	125	0	1,025	Mrs. Charlotte E. Endicott.
120	Canton.....	1882	1,400	113	200	0	0	200	Dr. J. T. Mason.
121	Charlton.....	1868	9,343	306	4,000	0	0	4,000	Medora J. Simpson.
122	Chelsea.....	1816	8,957	464	2,016	0	349	2,365	George V. Wheelock.
123	Chicopee.....	1870	13,074	634	2,847	0	0	2,847	Charles L. Greene.
124	Clinton.....	1880	4,219	203	.....	.....	.....	.....	Chas. B. Odier.
125	Cohasset.....	1831	20,518	683	1,969	450	1,517	5,450	Ellis F. Whitney.
126	Concord.....	1878	1,401	63	30	0	60	150	H. W. Billings.
127	Conway.....	1878	1,600	100	.....	.....	0	200	A. F. Hamlin.
	Cottage City.....	1853	.....	.....	.....	.....	.....	.....

f Circulating department subscription.

g Formerly Library Association.

h Not yet open.

i Free since 1855.

j Sometimes called Public Library Association.

k Successor to West Cambridge and the Juvenile Library; free in 1872.

l In 1885. Income of \$5,000 to be used for purchase of books.

m Free 1863.

n Municipal appropriation and dog-tax.

TABLE 98.—Detailed statistics, mainly for 1886-87, of free lending libraries, etc.—Continued.

No.	State and post-office.	Name of library.	When founded.	Number of vol- umes.		Income.				Name of librarian.
				At date of report.	Increase during year.	From public money.	From gifts and bequests.	From other sources.	Total.	
1	2	3	4	5	6	7	8	9	10	11
MASSACHUSETTS—Cont'd.										
128	Cummington	Bryant Free	1872	5,500	30	\$80	\$0	\$0	\$80	L. H. Tower.
129	Dalton	Dalton Public	1885	1,450	150	400	0	0	400	J. B. Laurence.
130	Dedham	Dedham Public	1872	9,280	258	1,243	0	1,100	12,343	Miss Frances M. Mann.
131	Dunstable	Dunstable Free & b	1878	1,750	77	0	25	0	25	Clara P. Jewett.
132	East Bridgewater	East Bridgewater Public	1882	1,362	156	400	0	0	400	Lucy L. Siddle.
133	East Douglas	Douglas Free Public	1879	1,202	103	241	0	10	251	Mrs. A. L. Buffington.
134	Enfield	Enfield Public	1881	1,733	200	98	0	177	275	Mrs. M. S. Howe, secretary.
135	Everett	Everett Public	1879	4,192						Miss P. F. Hagar.
136	Fall River	Fall River Public	1891	22,005	1,378	8,547	0	0	8,547	William R. Bodlard.
137	Fitchburg	Fitchburg Public	1839	12,417	877	4,000	50	1,200	5,250	P. C. Rice.
138	Foxborough	Foxborough Public	1870	3,433	870	350	0	113	463	Mrs. R. Augusta Carpenter.
139	Framingham	Framingham Town	1855	13,000	763	1,075	0	2,135	3,270	Ellen M. Kendall.
140	Franklin	Franklin	1786	4,200						Waldo D. Nichols.
141	Grafton	Grafton Free Public	1866	5,536	220	549	0	0	549	Miss H. S. Mann.
142	Great Barrington	Great Barrington Free	1881	4,500	350	550	100	0	650	Frank A. Josner.
143	Groton	Groton Public	1854	4,461	115	284	0	e 103	389	Miss J. H. Thayer.
144	Halifax	Holmes Public	1876	1,568	55			0		James T. Thomas.
145	Harvard	Harvard Public	1856	3,009	114			0		Mrs. A. M. Harrod.
146	Hatfield	Hatfield Public	1868	3,000	100	200	0	0	200	John H. Sanderson.
147	Haverhill	Haverhill Public	1874	44,171	4,226	2,845	0	d 2,591	5,436	Edward Capen.
148	Hinsdale	Hinsdale Public	1874	3,450	184	277	0	10	287	J. B. Kittredge.
149	Holbrook	Holbrook Public	1874	4,750	300	845	220	0	1,065	Z. A. Froueh.
150	Holliston	Holliston Public	1879	3,380	241	471	0	46	517	Josephine E. Rockwood.
151	Holyoke	Holyoke Public	1870	11,091	342	2,000	0	0	2,000	Sarah E. Ely.
152	Hopedale	Hopedale Public	1886	1,500	1,500	307	1,436	0	2,666	William N. Goddard, secretary.
153	Hubardston	Hubardston Public	1872	5,500	170	307	0	13	320	Lucy A. Marian.
154	Hudson	Hudson Public	1868	3,895	157	585	0	35	621	Eva S. Hapgood.
155	Hyde Park	Hyde Park Public	1872	9,000	600	2,200	0	0	2,200	H. A. B. Thompson.
156	Lancaster	Lancaster Town	1862	18,451	953	1,414	0	491	1,905	Alice G. Chandler.
157	Lawrence	Lawrence Free Public	1872	29,531	1,487	7,807	0	1,000	8,807	Frederic H. Hedgie, Jr.
158	Leicester	Leicester Public	1874	3,500				0		Julia B. Freeman.
159	Leicester	Leicester Public	1861	6,050	208	275	0	0	275	Samuel May, secretary.
160	Leicester	Leicester Public	1855	6,500						Mary L. Hotchkiss.

Leominster Free Public	1853	11,258	1,867	552	1,867	0	0	1,867	John M. Bronson.
Lincoln Public	1871	31,183				0	0		W. L. Pierce.
Lowell City	1844	35,000	3,182	14,820		0	0	14,820	Charles H. Burbank.
Lunenburg Town	1852	2,582				0	0		Miss E. N. Richardson.
Lynn Free Public	1862	36,813	1,021	6,139		1,091	0	7,237	John C. Houghton.
Malden Public	1878	38,204	1,400	4,805		3,500	0	8,635	Henry L. Moody.
Manchester Public	1871	5,006	427	525	20	0	0	530	D. L. Bingham.
Mansfield Public	1884	1,808	135	500		0	0	630	Miss H. M. Shepard.
Marblehead	1877	8,613	424	632		0	0	312	Miss G. Brown.
Mattapoisett Public	1881	1,306	152	225		0	0	225	Mary G. Colson.
Maynard	1881	2,678	213	610		0	0	610	Dora P. Colson.
Medford Public	1873	3,100	250			0	0		Mrs. Sarah F. Nymen.
Medford Public	1856	11,262	899			0	0		L. M. Johnson.
Melrose Public	1871	7,293	497	1,448		0	0	2,443	E. C. Burbank.
Mendon	1881	2,431	97	150		20	0	1,468	Carrie M. Worthen.
Merrimac Public	1877	4,300	200	593	8	0	0	508	D. J. Poore.
Middleborough Public	1874	4,303	353	593		54	0	647	Joseph E. Peals.
Flint Public	1879	3,314	155	100	100	0	0	290	Samuel A. Fletcher.
Milford Public	1858	7,195	103	800		0	0	800	Martin J. Kelley.
Milbury Town	1884	5,140	0	400		0	0	400	A. B. Freeman.
Millbury Public	1871	10,000	335	2,351	100	64	0	2,515	Jane E. Emerson.
Monson Free	1881	7,222	243	300		0	0	883	W. A. Squier.
Montague	1869	2,723	139	300		0	0	300	Kate A. Armstrong.
Nahant Public	1872	7,295	138	700		0	0	700	S. S. Hudson.
The Morse Institute	1874	14,394	553	1,900		0	0	1,900	Miss Katharine K. Wood.
New Bedford Free Public	1852	69,000	2,274	5,925	0	768	0	6,693	R. C. Ingraham.
Newburyport	1884	21,087	551	1,891		0	0	2,296	Hiram A. Tenney.
Newton Free	1871	25,200	2,000	8,928	643	985	0	9,571	Bradford K. Peirce.
North Abington Public	1878	1,700	147	450		0	0	450	Junio Wales.
North Adams Public	1882	6,324	557	3,600		1,346	0	4,356	Miss C. Augusta Dunton.
North Amherst	1869	1,250	60	100	0	0	0	154	Miss Stella Cordes.
Northampton Free Public	1869	21,181	812	2,060	0	3,700	0	5,700	Caroline S. Laidley.
North Andover	1875	6,200	135	685		0	0	685	Annah J. Quenly.
North Brookfield Free Public	1880	3,783	366	1,000	0	0	0	1,000	Mrs. Emma S. Ludden.
Northfield Public	1878	2,896	22	175		0	0	217	Edwin A. Holton.
Rint	1875	2,633				0	0	0	Sarah H. Whitcomb.
Norton Public	1886	1,000	600	536		0	0	536	A. M. Round, M. D., secretary.
Norwood	1873	4,000	200	600	8	0	0	608	Miss D. Tompson.
Orange Free Public	1846	3,223				0	0		Mrs. D. Adams.
Oxford Free Public	1870	3,337	160	545		0	0	515	Miss Mary A. Hathaway.
Palmer	1878	3,434	288	500		0	0	500	O. P. Allen.
Paxton Free Public	1877	1,242	48	0	74	6	0	80	Miss E. L. Rowell.
Pembroke Free	1877	2,500				0	0	300	J. J. Shephard.
Pepperell Public	1878	5,350	285	300		0	0	300	M. F. Shattuck.
Peterborough	1879	2,100	150			0	0	150	C. A. Spooner.
Phillipston Free Public	1862	4,353	95			0	0	245	Mrs. T. H. Chaffin.

a For a building.

For the two years last past the town has discontinued its practice of granting money.

e Daltymple fund.

Endowed with \$100,000, bequest of E. J. M. Hale, 1881.

Free since 1881.

f Successor to an old proprietary library.

See Turner's Falls.

Bequest of \$1,000 from Geo. O. Crocker not included.

i Branch of Abington Public.

j Not free public when founded.

TABLE 98.—Detailed statistics, mainly for 1886-87, of free lending libraries, etc.—Continued.

No.	State and post-office.	Name of library.	When founded.	Number of volumes.		Income.				Name of librarian.
				At date of report.	Increase during year.	From public moneys.	From gifts and bequests.	From other sources.	Total.	
1	2	3	4	5	6	7	8	9	10	11
MASSACHUSETTS—Cont'd.										
207	Princeton.....	Princeton Public.....	1884	2,165	175	\$44	\$50	\$55	\$144	S. A. Davis.
208	Provincetown.....	Provincetown Public.....	1874	3,686	162	494	0	10	504	William R. Mitchell.
209	Quincy.....	Thomas Crane Public.....	1871	15,000	682	3,843	100	0	3,943	Amelia L. Bumpus.
210	Reading.....	Reading Public.....	1869	5,000	.....	.....	.....	.....	.....	Miss L. E. Cox.
211	Revere.....	Revere Public.....	1880	1,714	.....	.....	.....	.....	.....	Miss Annie A. Morse.
212	Rochester.....	Rochester Free Public.....	1876	1,350	.....	.....	.....	.....	.....	C. W. Humphrey.
213	Rockland.....	Rockland Public.....	1878	6,150	330	.....	.....	.....	1,000	L. Amalia Ford.
214	Royalston.....	Raymond Public.....	1874	1,067	137	100	0	3	1,093	Miss Lillian W. Chaso.
215	Rutland.....	Rutland Free Public.....	1876	1,464	108	173	0	0	173	Mrs. F. L. Foster.
216	Sharon.....	Sharon Public.....	1879	2,338	.....	.....	.....	.....	.....	G. M. Conlidge.
217	Shelburne.....	Shelburne Town.....	1860	2,328	109	270	0	0	270	Martha C. Clarke.
218	Shrewsbury.....	Shrewsbury Free Public.....	1872	2,118	113	173	0	0	173	Abbie E. Knowlton.
219	Somerville.....	Somerville Public.....	1873	12,637	1,140	3,500	0	0	3,500	Harriet A. Adams.
220	Southborough.....	Ray.....	1882	5,449	118	100	100	0	200	Francena E. Buck.
221	South Braintree.....	Thayer Public.....	1874	8,100	532	450	0	600	1,050	Abbie M. Arnold.
222	Southbridge.....	Southbridge Public.....	1870	11,552	590	1,800	0	0	1,800	Miss A. Jeannette Comins.
223	Spencer.....	Spencer Public.....	1860	6,000	.....	.....	.....	.....	.....	Miss N. A. Cutler.
224	Springfield.....	Springfield City.....	1857	58,918	4,135	15,065	100	2,438	17,603	William Rice.
225	Sterling.....	Sterling Public.....	1870	4,000	.....	.....	.....	.....	.....	Mrs. N. C. Donney.
226	Stockbridge.....	Stockbridge a.....	1864	5,231	149	631	17	89	737	Carrie P. Wells.
227	Stonham.....	Stonham Free Public.....	1859	6,785	274	.....	.....	.....	.....	M. H. Boyce.
228	Stoughton.....	Stoughton Public.....	1874	4,560	241	800	0	0	800	Wales French.
229	Sturbridge.....	Sturbridge Public.....	1873	2,875	250	360	0	0	360	Mrs. L. B. Sawyer.
230	Sunderland.....	Sunderland.....	1869	2,147	68	122	0	101	223	Abbie T. Montague.
231	Sutton.....	Sutton Free.....	1875	2,982	85	100	0	0	100	Miss Sarah M. Mills.
232	Taunton.....	Taunton Public.....	1866	20,960	1,675	5,816	0	350	6,166	E. C. Arnold.
233	Templeton.....	Templeton Public.....	1863	3,268	196	.....	.....	.....	331	H. F. Lane.
234	Tewksbury.....	Tewksbury Public.....	1878	3,725	400	421	0	0	421	John H. Chandler.
235	Topsfield.....	Topsfield Town.....	1875	3,729	200	165	0	156	291	Albert A. Conant.
236	Townsend.....	Townsend Public.....	1880	1,784	120	100	0	25	125	Kate L. Larkin.
237	Turner's Falls.....	Turner's Falls.....	1880	1,500	75	430	0	0	430	Nathaniel Gilman.
238	Tyngsborough.....	Tyngsborough Public.....	1878	2,606	.....	.....	.....	.....	.....	M. L. T. Curtis.
239	Upton.....	Upton Town.....	1871	2,420	100	250	0	60	310	Mrs. L. C. Sadler.

Uxbridge Free Public.....	1875	4,635	232	500	0	0	0	0	500	Lawson A. Segrave.	
Peach Town.....	1856	8,779	731	731	0	169	0	0	591	Harriet A. Sheppard.	
Walpole Public.....	1876	4,473	235	700	0	82	0	0	782	A. L. Pillsbury.	
Waltham Public.....	1865	14,195	749	2,800	0	0	0	0	2,800	Sumner Johnson.	
Young Men's.....	1872	7,140	500	1,416	0	0	0	0	1,416	T. D. Gilmore.	
Warren Public.....	1876	5,065	269	500	0	0	0	0	500	J. W. Hastings.	
Warwick Free.....	1871	1,190	82	0	0	90	0	0	120	Clara A. Jones.	
Watertown Free Public.....	1868	617,123	1,037	3,128	0	117	0	0	3,245	Soion A. Whitney.	
Wayland Free Public.....	1868	10,250	418	520	0	0	0	0	520	Sarah E. Heard.	
Wayland Public.....	1885	1,009	70	100	0	0	0	0	100	Abbot Johnson.	
Westborough Free Public.....	1837	7,695	173	200	0	0	0	0	200	A. M. Fletcher.	
West Boylston.....	1878	2,769	82	334	0	0	0	0	334	Miss Mary L. Perkins.	
West Bridgewater.....	1879	2,731	164	493	0	250	0	0	743	T. S. Knowlton.	
West Brookfield.....	1874	5,556	293	300	200	0	0	0	2,300	Clara M. Wiley.	
Westford.....	1850	5,472	293	300	0	0	0	0	200	S. C. Warner.	
Westminster Public.....	1868	2,000	119	225	0	0	0	0	225	S. C. Warner.	
Newton Athenæum.....	1849	5,923	85	1,070	0	20	0	0	1,090	Helen Wheeler.	
Weston Town.....	1857	6,500	321	435	0	81	0	0	519	John Colburn.	
West Springfield Public.....	1854	3,600	182	250	0	0	0	0	250	John M. Harmon.	
Tufts.....	1879	10,404	300	1,801	100	650	0	0	2,551	Caroline A. Blanchard.	
Whately Town.....	1874	1,250	100	100	100	0	0	0	200	Ellen E. Chaffee.	
Whitinsville.....	1845	4,419	137	400	0	42	0	0	442	Evalyn C. Armsby.	
Whitman Public.....	1873	6,131	400	1,250	0	0	0	0	1,250	Flora L. Ellis.	
Williamstown Public.....	1874	2,283	100	200	0	0	0	0	200	Lucy F. Curtis.	
Winchester Public.....	1872	1,357	66	100	0	10	0	0	110	Arthur O. Buck.	
Winchester.....	1897	3,635	400	1,200	0	0	0	0	1,200	H. A. M. Ball.	
Woburn Public.....	1859	7,000	400	1,200	0	0	0	0	1,200	Katherine F. Pond.	
Woburn.....	1856	24,609	976	3,000	0	2,000	0	0	6,000	W. R. Cutter.	
Worcester Free Public.....	1859	69,366	4,431	19,578	540	2,100	0	0	22,218	Samuel S. Green.	
MICHIGAN.											
Adrian.....	1840	1,448	33	29	0	0	0	0	29	W. H. Wiggins.	
Adrian Township.....	1860	1,500	34	0	0	29	0	0	20	R. A. Woolsey.	
Allegan Township.....	1878	1,200	107	0	0	0	0	0	213	W. W. Vosbury.	
Bay City.....	1878	10,573	581	2,400	0	100	0	0	2,500	Julia A. Robinson.	
Bay City Township.....	1884	1,026	226	275	0	0	0	0	275	Fred. W. Fitzgerald.	
Bellevue.....	1874	1,477	375	0	0	0	0	0	375	Seth E. Straw.	
Buchanan Township.....	1881	7,700	1,444	2,000	0	0	0	0	2,000	Mary A. Paddy.	
Coldwater Free Public.....	1876	1,011	0	0	0	0	0	0	0	D. J. Walters.	
Grosse Point Township.....	1863	1,933	0	0	0	0	0	0	105	Colman Larnett.	
Hamtramck Township.....	1868	74,439	9,029	32,419	0	643	0	0	39,062	H. M. Utley.	
Detroit Public.....	1865	7,527	498	1,177	0	0	0	0	1,177	Lucy E. Loughton.	
East Saginaw.....	1860	7,123	78	350	0	41	0	0	591	Arthur D. Gallery, secretary.	
Eaton Rapids Public.....	1882	1,123	0	0	0	0	0	0	0	William Stevenson.	
Eaton Rapids.....	1885	5,050	238	6,222	0	0	0	0	6,222	Henry J. Carr.	
Flint.....	1885	17,217	338	2,425	0	0	0	0	0	M. N. Palmer.	
Grand Rapids Public (school).....	1872	1,537	0	0	0	0	0	0	0	Eben W. Fiske.	
Grand Rapids.....	1881	2,870	967	2,425	0	0	0	0	3,030	C. F. Waldo.	
Ishpeming.....	1885	6,483	967	2,425	0	0	0	0	0	0	0
Jackson Free Public.....	1856	1,500	0	0	0	0	0	0	0	0	0
Marquette City.....	1856	1,500	0	0	0	0	0	0	0	0	0

e Also called Peter White.

b And nearly 14,000 pamphlets.

a Commonly called Jackson Library.

MICHIGAN.

TABLE 93.—Detailed statistics, mainly for 1886-87, of free lending libraries, etc.—Continued.

No.	State and post-office.	Name of library.	When founded.	Number of volumes.		Income.				Name of librarian.
				At date of report.	Increase during year.	From public moneys.	From gifts and bequests.	From other sources.	Total.	
1	2	3	4	5	6	7	8	9	10	11
MICHIGAN—Cont'd.										
287	Monroe.....	Monroe City.....	1837	2,000	0	\$247	\$0	\$26	\$273	Miss A. E. Yardley. T. J. Flynn.
288	Negaunee.....	Negaunee Public.....	1853	1,853						Ferris S. Fitch.
289	Oden.....	Oden Township.....	1832	1,192						Mrs. Manwaring.
290	Pontiac.....	Pontiac District.....	1873	1,107	0	250	0	0	250	Mrs. N. A. Hackstoft.
291	Port Huron.....	Port Huron Public.....	1866	1,300	0	0	0	0	0	Henry D. Arnold.
292	Sturgis.....	Sturgis Township.....	1883	3,000						M. F. Ostrander.
293	Tuna River.....	Lockport Township.....	1884	1,000	5	350	0	0	350	Miss N. K. Briggs.
294	West Bay City.....	Sage Public.....	1884	0,853	133				50	Christ. Kastner.
295	Wyandotte.....	Wyandotte Public.....	1866	1,000	400	0	300	0	300	
296	Zilwaukee.....	Zilwaukee Township.....	1870	1,048	0	0	30	0	30	
MINNESOTA.										
297	Alexandria.....	Alexandria Public.....	1881	1,625						James Fitzgerald.
298	St. Cloud.....	St. Cloud City.....	1860	1,660	150	500	0	40	540	George S. Spencer.
299	St. Paul.....	St. Paul Public.....	1863	14,630	2,314	10,000	0	0	10,000	Mrs. Helen J. McCaino.
300	Sank Centre.....	Bryant.....	1875	1,000	200	500	0	0	500	L. G. Allen.
301	Winona.....	Winona Free Public.....	1886	4,000	350	1,000	0	0	1,000	Jennie Clarke.
MISSOURI.										
302	St. Louis.....	St. Louis Public.....	1865	65,083	4,513	14,000	0	4,892	18,892	Frederick M. Crunden.
MONTANA.										
303	Helena.....	Helena Free Public.....	1886	2,455	581	2,600	0	0	2,600	Charles H. Snell.
NEBRASKA.										
304	Crete.....	Crete Public.....	1877	1,800	224	360	0	0	300	Miss Stella Norris.
305	Lincoln.....	Lincoln Public.....	1877	4,500	569	1,500	0	0	1,500	Sarah Daley.
306	Omaha.....	Omaha Public.....	1877	16,859	2,249	8,924	0	640	9,564	Jessie Allen.

NEW HAMPSHIRE.

307	Amherst.....	1855	1,222	65	0	0	0	104	Ellen M. Burnham.
308	Ashtand.....	1871	1,332	79	0	0	0	0	L. A. Dearborn.
309	Minot-Sleeper.....	1885	1,379	0	50	0	5	55	Miss Maud Heath.
310	Brookline.....	1885	1,195	0	3,300	0	0	3,300	George E. Stiles, secretary.
311	Dover.....	1883	10,400	600	0	0	0	1,200	Caroline H. Garland.
312	East Derry.....	1878	1,769	20	200	0	0	200	Florence E. Boyd.
313	East Jaffrey.....	1882	1,192	100	200	0	0	6,500	J. B. Twiss.
314	Exeter.....	1883	6,000	200	500	0	0	107	Frances E. Moulton.
315	Fitzwilliam.....	1851	1,895	100	100	0	7	100	Miss H. T. Carter.
316	Francis town.....	1849	1,700	60	100	0	0	100	George K. Wool.
317	Greenville.....	1878	1,660	10	0	0	0	123	Bertha J. Peabody.
318	Hampton.....	1867	1,300	259	0	0	0	0	W. T. Merrill.
319	Hancock.....	1890	1,936	0	0	0	0	0	William Titus.
320	Harrisville.....	1879	1,225	0	0	0	0	0	Laura M. Tuttle.
321	Hinsdale.....	1867	2,050	100	200	0	0	200	A. M. Stearns.
322	Hollis.....	1799	3,000	84	22	0	0	22	S. M. Spalding.
323	Jackson.....	1879	1,762	187	1,000	0	0	1,000	S. Alice Trickey.
324	Keene.....	1875	6,540	288	70	0	0	670	Lizzie M. Converse.
325	Laconia.....	1878	4,668	350	400	0	45	445	Julia S. Busiel.
326	Lancaster.....	1860	3,870	884	3,500	0	365	3,866	Mrs. A. M. Wynnan.
327	Manchester.....	1844	29,751	884	3,500	0	0	3,827	Mrs. M. J. Buncher.
328	Milford.....	1858	3,653	141	1,000	0	0	1,060	N. L. Cochran.
329	Nashua.....	1867	8,900	250	1,000	0	0	250	Maria A. Laton.
330	New Market.....	1880	1,800	250	0	0	0	1,200	J. Low Elkins.
331	Peterborough.....	1834	5,100	353	0	0	0	0	A. F. Dadman.
332	Portsmouth.....	1881	7,456	0	0	0	0	0	Robert E. Rich.
333	Rumney.....	1877	1,600	0	0	0	0	125	Miss C. W. Merrill.
334	Slack.....	1876	1,450	300	50	75	0	1,500	Electa M. Pike.
335	Tilton.....	1887	2,300	2,300	0	1,500	0	210	L. F. Batchelder.
336	Walpole.....	1795	3,364	252	210	0	0	100	R. L. Ball.
337	Washington.....	1869	1,763	45	0	0	0	64	Clara M. Hurd.
338	Winchester.....	1875	3,000	56	60	0	0	0	Miss J. L. Weeks.
339	Windham.....	1871	2,615	0	0	0	4	0	John E. Cochran.

NEW JERSEY.

340	Paterson.....	1885	8,104	1,850	7,813	0	0	7,813	Frank P. Hill.
341	Plainfield.....	1881	6,757	4,341	2,266	0	87	2,853	A. W. Tyler.

NEW YORK.

342	Albany.....	1882	6,377	11	191	0	0	191	Frances M. Prentice.
343	Cohoes.....	1874	2,425	567	800	767	0	1,567	John Sheridan.
344	Gloversville.....	1880	7,437	500	0	0	0	700	A. J. Peck.
345	Herculesville.....	1838	10,000	0	0	0	0	0	Miss L. A. Charles.

a Includes Library of School District No. 2.

b And a gift of \$5,000 from Chas. A. Merrill.

c Also called Whitcomb Library.

d Hall memorial building and 900 volumes given to begin the library.

e Gift of Jeremiah Mason.

f In "Job Male Library and Art Gallery" building.

g After January, 1888, this will become a free public library.

TABLE 98.—*Detailed statistics, mainly for 1886-87, of free lending libraries, etc.—Continued.*

[NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

No.	State and post-office.	Name of library.	When founded.	Number of vol- umes.		Income.				Name of librarian.
				At date of report.	Increase during year.	From public moneys.	From gifts and bequests.	From other sources.	Total.	
1	2	3	4	5	6	7	8	9	10	11
New York—Continued.										
346	Hudson.....	Franklin.....	1840	5,760	0	\$100	\$0	\$0	\$10	P. T. Marshall.
347	Ilion.....	Ilion Public.....	1886	6,200	200	934	0	0	934	Miss F. E. Avery.
348	Newburg.....	Newburg Free.....	1852	15,515	410	3,135	0	441	3,576	Chas. Estabrook.
349	New York.....	Apprentices'.....	1820	73,129	2,581	5,000	0	7,200	12,200	Jacob Schwartz.
350	New York (49 Bond St.)	Free Circulating.....	1880	14,505	1,416	.....	.....	.....	.....	Miss E. M. Coo.
351	New York (135 2d Ave.)	Ottendorfer Branch.....	1884	14,075	2,757	.....	.....	.....	.....	Miss E. M. Coo.
352	Oswego.....	Oswego City.....	1855	13,000	250	1,200	0	270	1,470	Robert S. Kelsey.
353	Oswego.....	Oswego Free.....	.....	5,000	200	400	0	0	400	Mrs. J. B. Worthington.
354	Poughkeepsie.....	Poughkeepsie City.....	1843	14,782	785	3,332	0	0	3,332	John C. Sickle.
355	Syracuse.....	Syracuse Central.....	1856	18,062	799	3,100	0	116	3,216	Ezekiel W. Mundy.
356	Utica.....	Utica City.....	1838	11,048	569	633	0	0	633	Ben. M. Lewis.
357	Yonkers.....	Yonkers Public.....	1852	7,000	1,334	493	0	816	1,339	J. Harry Claxton.
Ohio.										
358	Akron.....	Akron Public.....	1874	8,350	600	1,621	0	132	1,763	J. A. Beebe.
359	Cadiz.....	Cadiz Public.....	1880	3,150	120	.....	.....	.....	.....	A. D. Grider.
360	Chillicothe.....	Chillicothe Public.....	1853	10,000	.....	.....	.....	.....	.....	Henry Waterson.
361	Cincinnati.....	Cincinnati Public.....	1856	132,142	4,424	51,107	0	1,330	52,497	A. W. Whelpley.
362	Cincinnati.....	Mussey Medical.....	1875	9,611	.....	.....	.....	.....	.....
363	Cincinnati.....	Religious and Theological.....	1863	6,691	.....	.....	.....	.....	.....
364	Circleville.....	Circleville Public.....	1869	4,000	600	.....	.....	.....	.....	Eva Wentworth.
365	Cleveland.....	Cleveland Public.....	1869	51,397	2,560	22,378	0	879	23,257	William H. Brett.
366	Columbus.....	Columbus Public.....	1847	18,500	1,999	5,323	0	0	5,323	J. L. Grover.
367	Dayton.....	Dayton Public.....	1872	24,103	25	1,800	0	50	1,850	Miss Minta I. Dryden.
368	Hamilton.....	Lane Free.....	1866	4,500	100	1,700	100	0	1,800	Mrs. Florence S. Schenck.
369	Lancaster.....	Lancaster Free.....	1878	3,500	.....	.....	.....	.....	.....	Miss Vine Busby.
370	Mt. Vernon.....	Mt. Vernon.....	1887	1,800	.....	.....	.....	.....	.....	Miss Jennie E. Colville.
371	Portsmouth.....	Portsmouth Public.....	1879	7,150	.....	.....	.....	.....	.....	Miss N. A. Newton.
372	Sidney.....	Sidney Public.....	1869	1,500	600	500	0	0	500	William G. Wyman.
373	Springfield.....	Springfield Public.....	1872	12,012	913	4,569	0	0	4,569	R. C. Woodward.
374	Toledo.....	Toledo Public.....	1873	23,771	1,409	7,777	0	334	8,111	Mrs. T. D. Jernagin.
375	Wellington.....	Wellington Public.....	1884	2,135	108	281	0	60	341	Emma Julia Rodhouse.

FREE PUBLIC REFERENCE LIBRARIES.

[Tables 99 and 100.]

In addition to the public lending libraries already mentioned, public moneys are granted in support of many libraries essential or useful to the service of the States, Territories, courts, and cities of the country. These are usually reference libraries; i. e., their purpose is mainly that of consultation in the library. The contents are chiefly documentary, historical, scientific, or legal.

Every State and Territory, except Utah, reports at least one such collection. The presence of the Federal Government, with its Executive Departments, its Legislature, its Supreme Court, its National Museum, and other appliances, endows the District of Columbia with nearly one-third of these libraries and with more than one-third of their contents; among these, the Library of Congress stands first in size, value of contents, and potential usefulness.

The entire lack of public free-lending libraries in the District of Columbia is to some extent made up by the privilege of drawing books from the libraries of the Executive Departments enjoyed by the employes thereof. The value of these Department libraries varies, naturally, with the character of their contents and the facilities existing for their use. Mrs. Helen L. McL. Kimball, librarian of the Treasury Department, thus describes the way in which the collection under her charge is made to serve the public:

"Until 1875 this library was considered only a reference library, and formed part of the Division of Records and Files in the Secretary's office. The library now has two divisions, the circulating and the reference. The hours for giving out books to readers are 8 to 9 A. M., 12 to 12.30 P. M., and 4 to 5 P. M. Our greatest usefulness to others than officials is to the children in the schools, whose parents or friends use the library for their benefit, and our best work, perhaps, is in this direction."

TABLE 99.—*Summary, by States and geographical divisions, of free reference libraries supported wholly or partly by public moneys.*

State or Territory.	Number of—		State or Territory.	Number of—	
	Libraries.	Volumes.		Libraries.	Volumes.
North Atlantic Division:			North Central Division—Con.		
Maine.....	2	67,000	Illinois.....	4	62,000
New Hampshire.....	4	25,520	Michigan.....	3	53,889
Vermont.....	1	25,750	Wisconsin.....	3	145,374
Massachusetts.....	11	101,881	Minnesota.....	2	29,086
Rhode Island.....	2	50,000	Iowa.....	2	42,016
Connecticut.....	2	17,125	Missouri.....	1	39,000
New York.....	19	281,164	Dakota.....	1	3,500
New Jersey.....	1	31,970	Nebraska.....	1	28,000
Pennsylvania.....	10	97,270	Kansas.....	3	64,421
South Atlantic Division:			Western Division:		
Delaware.....	1	18,000	Montana.....	2	12,000
Maryland.....	1	70,000	Wyoming.....	1	19,000
District of Columbia.....	36	1,167,393	Colorado.....	2	14,487
Virginia.....	4	57,429	New Mexico.....	1	7,655
West Virginia.....	1	6,000	Arizona.....	1	5,000
North Carolina.....	2	52,500	Utah.....		
South Carolina.....	2	41,000	Nevada.....	1	21,000
Georgia.....	1	45,000	Idaho.....	1	6,000
Florida.....	1	12,500	Washington.....	1	1,200
South Central Division:			Oregon.....	1	13,000
Kentucky.....	3	32,200	California.....	3	70,322
Tennessee.....	1	28,000			
Alabama.....	2	20,626	North Atlantic Division.....	52	674,680
Mississippi.....	1	40,000	South Atlantic Division.....	49	1,469,732
Louisiana.....	1	21,000	South Central Division.....	11	173,532
Texas.....	1	6,706	North Central Division.....	27	577,491
Arkansas.....	2	25,000	Western Division.....	14	169,664
North Central Division:			United States.....	153	3,065,089
Ohio.....	5	79,705			
Indiana.....	2	39,500			

TABLE 100.—Detailed statistics, mainly for 1886-87, of free reference libraries, supported wholly or partly by public moneys.

[NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

No.	State and post-office.	Name of library.	Founded.	Number of volumes.			Income.			Name of librarian.
				At date of report.	Increase during year.	From public moneys.	From gifts and bequests.	From other sources.	Total.	
1	2	3	4	5	6	7	8	9	10	11
ALABAMA.										
1	Montgomery	Alabama Board of Health	1824	3,000	462	\$0	\$0	\$0	\$0	Jerome Cochran, M. D., secretary.
2	Montgomery	State and Supreme Court *	1828	17,636						J. M. Riggs.
ARIZONA.										
3	Prescott	Territorial *	1864	5,000						James A. Bayard, Jr.
ARKANSAS.										
4	Little Rock	Arkansas State *	1846	20,000						E. B. Moore.
5	Little Rock	Supreme Court *	1836	5,000						W. P. Campbell.
CALIFORNIA.										
6	Los Angeles	Los Angeles Public	1878	4,792	718	6,315	0	407	6,722	Jessie A. Gavitt.
7	Sacramento	California State	1830	63,730	2,000	18,160	0	0	18,160	Talbot H. Wallis.
8	San Francisco	State Mining Bureau	1880	1,800	300					Miss M. Maynard.
COLORADO.										
9	Denver	Colorado State	1861	8,457	398	0	0	0	0	T. W. Stanton, assistant.
10	Denver	Colorado Supreme Court	1876	6,000	200	0	0	0	0	James A. Miller.
CONNECTICUT.										
11	Hartford	State	1854	15,000		1,000	0	0	1,000	Charles J. Hoadley.
12	Hartford	State Board of Education		2,125	125					Charles D. Hine, secretary.
DAKOTA.										
13	Bismarck	Territorial		3,500	300	0	0	0	0	M. L. McCormack.

DELAWARE.		State	1912	18,000	538	300	0	0	300	John C. Gooden.
14	Dover	State	1912	18,000	538	300	0	0	300	John C. Gooden.
DISTRICT OF COLUMBIA.										
15	Washington	Commissioners of the District *	1873	1,000						William Tindall, secretary
16	Washington	Health Office	1872	1,100						J. C. McGinn, chief clerk.
17	Washington	Congressional Library	1800	596,000	100					A. R. Spofford.
18	Washington	Library of the House of Representatives *	1789	135,000						
19	Washington	Library of the Senate	1852	25,000	2,396	0	0	0	0	A. W. Church.
20	Washington	Agricultural Department *	1860	18,000						Mrs. E. H. Stevens.
21	Washington	Executive Mansion *	1810	2,000						D. S. Lamont.
22	Washington	Interior Department	1850	8,000	300	500				Mrs. Mary Fuller.
23	Washington	Educational Bureau	1868	a 19,200	1,200	1,000			1,000	Henderson Pressnell.
24	Washington	General Land Office *	1880	1,582						R. Andrews.
25	Washington	Geological Survey	1879	19,548	2,293					Charles C. Darwin.
26	Washington	Patent Office	1886	54,877	1,579	3,000				Leonard D. Sale.
27	Washington	Justice, Department of *	1880	5,900	130					M. D. Cummings.
28	Washington	Solicitor of the Treasury	1830	5,900					1,500	Webster Elmes, chief clerk.
29	Washington	Navy Department b	1873	17,936	1,627					Prof. J. R. Soley, U. S. Navy.
30	Washington	General Storekeeper Navy-Yard	1873	1,155						Pay Director R. Washington.
31	Washington	Hydrographic Office	1866	4,031	1,501					Commander J. R. Bartlett, U. S. Navy.
32	Washington	Museum of Hygiene	1882	13,960	385					Medical Director T. J. Turner.
33	Washington	Nautical Almanac Office	1850	1,700	100					Prof. Simon Newcomb, U. S. Navy.
34	Washington	Naval Observatory	1814	11,532	347	1,000	0	0	1,000	Commander A. D. Brown, U. S. Navy.
35	Washington	Ordnance Bureau	1838	1,500						Navy.
36	Washington	Steam Engineering Bureau	1800	1,300	21					Commodore M. Seward.
37	Washington	Post-Office Department	1789	7,300			0	0	0	Engineer-in-Chief Melville.
38	Washington	Treasury Department	1789	23,249	1,168	2,000	0	0	2,000	John Meigs.
39	Washington	Treasury Department	1803	16,800	200	500	0	0	500	Theodore F. Dwight.
40	Washington	Coast and Geodetic Survey	1832	10,000	470	1,000	0	0	1,000	Mrs. H. L. McL. Kimball.
41	Washington	Light-House Board	1852	2,737	152		0	0		B. A. Colonna, assistant superintendent.
42	Washington	Marine Hospital Service	1873	1,200	10		0	0		A. B. Johnson, chief clerk.
43	Washington	Statistical Bureau	1866	9,905	905	182	0	0	182	Surg.-Gen. J. B. Hamilton.
44	Washington	U. S. Fish Commission	1866	3,033	226		0	0	0	William F. Switzer, chief.
45	Washington	U. S. National Museum	1881	20,000	1,511	0	0	0	0	Charles W. Sailer.
46	Washington	War Department	1832	17,500	580	0	0	0	0	John Murdoch.
47	Washington	Adjutant-General's Office *	1861	4,177			0	0		David Fitzgerald.
48	Washington	Sigant Office	1861	11,105	565					Lieut. W. H. C. Dunwoody, U. S. Army.
49	Washington	Soldiers' Home	1856	4,085	396	0	0	0	0	Anton Wagner.
50	Washington	Surgeon-General's Office	1865	c 65,000	8,400	10,000	0	0	10,000	Surg. J. S. Billings, U. S. Army.

c And 119,600 pamphlets.
 d Besides 60,000 pamphlets.
 e Besides 4,509 volumes in ten smaller libraries, in various offices, not here mentioned.

TABLE 100.—*Detailed statistics, mainly for 1886-87, of free reference libraries, etc.*—Continued.
 [NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

No.	State and post-office.	Name of library.	Founded.	Number of volumes.		Income.				Name of librarian.
				At date of report.	Increase during year.	From public moneys.	From gifts and bequests.	From other sources.	Total.	
1	2	3	4	5	6	7	8	9	10	11
51	FLORIDA. Tallahassee.....	State*	1845	12,500						J. L. Crawford.
52	GEORGIA. Atlanta.....	State*	1825	45,000						Frank L. Haralson.
53	IDAHO. Boisé City.....	Territorial Law.....	1863	6,000	460	\$425	\$0	\$0	\$425	Edward J. Curtis.
54	ILLINOIS. Mount Vernon.....	Illinois Supreme Court, Southern Grand Division.	1852	7,000	211		0	0		J. O. Chance.
55	Ottawa.....	Illinois Supreme Court, Northern Grand Division.	1849	6,000	200		0	0		Alfred H. Taylor.
56	Springfield.....	Illinois State.....	1818	41,000	803	2,500	0	0	2,500	Henry D. Dement.
57	Springfield.....	Illinois Supreme Court, Central Grand Division.*	1837	8,000						E. A. Snively.
58	INDIANA. Indianapolis.....	Indiana State.....	1825	25,000	1,609	400	0	0	400	Miss Lizzie O. Callis.
59	Indianapolis.....	Indiana State Law*	1867	14,500						Charles E. Cox.
60	IOWA. Des Moines.....	Iowa State.....	1838	31,016	2,856	3,000	0	0	3,000	Mrs. S. B. Maxwell.
61	Iowa City.....	Iowa State Historical Society.....	1857	11,000	1,000	1,000	0	0	1,000	S. C. Frowbridge.
62	KANSAS. Topeka.....	Kansas State.....	1837	25,074	1,100	2,000	0	0	2,000	H. J. Dennis.
63	Topeka.....	Kansas State Board of Agriculture.....	1870	2,200	200	0	0	0	0	William Sims.
64	Topeka.....	Kansas State Historical Society.....	1875	37,147	7,366	4,027	0	52	4,079	Franklin G. Adams, secretary.

TABLE 100.—*Detailed statistics, mainly for 1886-87, of free reference libraries, etc.*—Continued.
 [NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

No.	State and post-office.	Name of library.	Founded.	Number of volumes.			Income.			Name of librarian.
				At date of report.	Increase during the year.	From public moneys.	From gifts and bequests.	From other sources.	Total.	
1	2	3	4	5	6	7	8	9	10	11
90	MONTANA.	Montana Historical Society.....	1885	5,000	400	\$0	\$0	\$250	\$650	William F. Wheeler. Lou Guthrie.
91		Montana Territorial.....	1872	7,000	100	3,260	60	0	3,300	
92	NEBRASKA.									
	Lincoln.....	Nebraska State.....	1855	28,000	2,500	5,000	0	0	5,000	Guy A. Brown.
93	NEVADA.									
	Carson City.....	Nevada State.....	1865	21,000	450	1,200	0	0	1,200	Mrs. J. D. Fisher.
94	NEW HAMPSHIRE.									
95		Concord.....	1818	22,000	1,174	1,000	0	130	1,130	William H. Kimball. N. J. Bachelder, secretary.
96		Concord.....	1882	1,300	50					Irving A. Watson.
97		Concord.....	1874	1,220						J. W. Patterson.
98	NEW JERSEY.									
	Trenton.....	New Jersey State a.....	1796	31,970	1,000	2,560	0	0	2,560	M. R. Hamilton.
99	NEW MEXICO.									
	Santa Fe.....	New Mexico Territorial.....	1850	7,655	85					Samuel Ellison.
100	NEW YORK.									
101		Albany.....	1818	133,465	3,366	19,800	0	0	19,800	G. R. Howell acting. S. B. Griswold.
102		Albany.....	1818	39,261	918					A. S. Brolley.
103		Albany.....	1850	3,500						Charles E. Beecher.
104		Albany.....		1,058	120	175	0	0	175	
	Gallston.....	Saratoga County Law*.....	1820	1,000						H. S. Grose.

105	Binghamton.....	1859	46,000	1,000	4,000	0	5,000	9,000	James W. Ward.
106	Buffalo.....	1869	31,200	7,500	650	0	0	600	Francis P. Murray.
107	Buffalo.....	1863	7,500	300	600	0	0	600	Wallace H. Smith.
108	Kingson.....	1875	2,500	300	600	0	0	600	Howard Thornton.
109	Newburg.....	1881	1,500	250	600	0	0	0	Solomon Hofheimer.
110	New York.....	1873	10,000	2,527	0	0	0	0	C. Golderman.
111	New York.....	1873	3,500	110	100	0	0	0	Quincy Ward Bolse.
112	New York.....	1872	3,500	110	100	0	0	0	B. W. Bridges.
113	Ogdensburg.....	1857	5,254	75	100	0	0	0	L. R. Satterlee.
114	Rochester.....	1849	11,900	200	600	0	1,200	1,800	Platt Potter.
115	Schenectady.....	1866	2,500	0	0	0	0	0	T. L. R. Morgan.
116	Syracuse.....	1849	13,000	250	600	0	1,200	1,800	Eugene Stearns.
117	Utica.....	1876	5,000	0	0	0	0	0	H. T. Kinch.
118	White Plains.....	1855	1,500	0	0	0	0	0	J. C. Birdsong.
	NORTH CAROLINA.								R. H. Bradley.
119	Raleigh.....	1922	46,000	749	500	0	0	500	
120	Raleigh.....	1881	6,503	115	1,100	0	0	1,100	
	OHIO.								
121	Cincinnati.....	1875	4,901	337	1,258	0	0	1,258	William Carson, M. D.
122	Cincinnati.....	1843	3,804	172	0	0	0	0	J. G. Porter.
123	Columbus.....	1817	54,000	1,203	5,580	0	0	5,580	John M. Doane.
124	Columbus.....	1860	1,500	0	0	0	0	0	L. N. Bonham.
125	Columbus.....	.....	15,500	1,000	2,000	0	0	2,000	Frank N. Beebe.
	OREGON.								
126	Salem.....	1851	13,000	2,000	2,500	0	0	2,500	J. B. Putnam.
	PENNSYLVANIA.								
127	Carlisle.....	1869	2,400	0	0	0	0	0	C. P. Kunrich, secretary.
128	Harrisburg.....	1776	60,000	2,000	5,000	0	0	5,000	William H. Eagle, M. D.
129	Harrisburg.....	1851	3,523	54	0	0	0	0	William H. Eagle, M. D.
130	Norristown.....	1869	2,900	0	0	0	0	0	Nathaniel Jacoby.
131	Pittsburg.....	1867	16,000	400	0	0	0	0	Percy G. Digby.
132	Pottsville.....	1861	2,760	83	0	0	0	0	Christopher Little, secretary.
133	Reading.....	1843	3,500	0	0	0	0	0	A. H. Pegely.
134	Washington.....	1871	1,332	0	0	0	0	0	Boyd Crumrine.
135	Wilkes Barre.....	1850	3,850	350	950	0	550	1,500	Allan H. Dickson.
	YORK.								A. N. Green.
136	York.....	1868	1,000	30	200	0	0	200	
	RHODE ISLAND.								
137	Providence.....	1822	16,000	300	500	0	840	1,340	Amos Perry.
138	Providence.....	1844	14,000	0	1,000	0	0	1,000	J. Harry Bougartz.

c Law.

d For 1833-36.

a For 1886.

PUBLIC SCHOOL LIBRARIES.

[Tables 101 and 102.]

The remarks already made respecting the group of public school libraries presented in this chapter should be kept in mind. The table here given does not pretend to include all the libraries of its class; most of them are excluded by their small size; many by the fact that they are included with other statistics in the tables in a previous part of this Report; some will be found in the first table (Table 98) of this chapter, because they are free lending as well as free school libraries. After these important deductions are made, the remaining libraries are tabulated in this group.

Among public school library laws, that of California, briefly summarized in the Report of this Bureau for 1885-86, seems to be one of the simplest and most efficacious. A copy of the label used to designate the books in the school libraries of this State is here given.

PUBLIC SCHOOL LIBRARY,

STATE OF CALIFORNIA,

School District.



RULES AND REGULATIONS.

1. The Librarian appointed by the Trustees shall properly label and number each book in the District Library, and keep a catalogue of the same, showing the title and number of each book.

2. The Library shall be open for drawing and returning books every.....between the hours of.....

3. Every child attending school shall be entitled to the privileges of the Library; but when the number of books is insufficient to supply all the pupils, the Librarian shall determine the manner in which books may be drawn.

4. No person shall be entitled to two books from the Library at the same time, and no family shall draw more than one book while other families wishing books remain unsupplied.

5. No person shall loan a Library book to any one out of his own house, under a penalty of fifty cents for each offense.

6. No person shall retain a book from the Library more than two weeks, under a penalty of ten cents for each day he may so retain it; and no person may draw the same book the second time, while any other person wishes to draw it.

7. Any person losing or destroying a Library book shall pay the cost of such book and a fine of fifty cents; and any person injuring a book by marking, tearing, or unnecessarily soiling it, shall be liable to a fine of not less than ten cents nor more than the cost of the book, to be determined by the Librarian.

8. Any person refusing or neglecting to pay any penalty or fine shall not be allowed to draw any book from the Library.

9. Any person, other than pupils attending, resident in the school district, may become entitled to the privileges of the School Library by the payment of an admission fee of one dollar, and a monthly membership of twenty-five cents.

10. Any person resident in the district, who shall pay to the Trustees the sum of ten dollars, shall be entitled to a life-membership privilege of the Library.

TABLE 101.—*Summary, by States and geographical divisions, of libraries attached to public school systems.*

State or Territory.	Number of—		State or Territory.	Number of—	
	Libraries.	Volumes.		Libraries.	Volumes.
<i>North Atlantic Division.</i>			<i>North Central Division.</i>		
Maine			Ohio	3	4,376
New Hampshire			Indiana	3	7,165
Vermont	1	2,685	Illinois	3	4,340
Massachusetts	1	1,000	Michigan	10	29,755
Rhode Island			Wisconsin	1	1,250
Connecticut			Minnesota		
New York	54	84,465	Iowa	1	2,650
New Jersey	1	1,008	Missouri	2	2,446
Pennsylvania	5	21,998	Dakota		
			Nebraska	1	1,500
			Kansas	1	1,242
<i>South Atlantic Division.</i>			<i>Western Division.</i>		
Delaware			Montana		
Maryland			Wyoming		
District of Columbia			Colorado	1	1,500
Virginia			New Mexico		
West Virginia			Arizona		
North Carolina	1	2,500	Utah		
South Carolina			Nevada		
Georgia			Idaho	1	1,200
Florida	1	4,000	Washington		
			Oregon		
<i>South Central Division.</i>			California	2	2,500
Kentucky					
Tennessee			North Atlantic Division	62	111,136
Alabama			South Atlantic Division	2	6,500
Mississippi			South Central Division		
Louisiana			North Central Division	25	54,724
Texas			Western Division	4	5,200
Arkansas					
			United States	93	177,560

TABLE 102.—Detailed statistics, mainly for 1886-87, of libraries attached to public school systems and not tabulated elsewhere in this Report.

[NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

No.	State and post-office.	Name of public school or system.	When opened.	Number of volumes.			Income.			Name of person reporting.
				At date of report.	Increase during the year.	From public moneys.	From gifts and bequests.	From other sources.	Total.	
1	2	3	4	5	6	7	8	9	10	11
	CALIFORNIA.									
1	Healdsburg.....	Healdsburg Public School *		1,000						Clara E. Heald.
2	Stockton.....	Public School.....	1870	1,500	50					Frank M. Lansing.
	COLORADO.									
3	Central City.....	Public School *	1868	1,500						H. M. Hale.
	FLORIDA.									
4	Milton.....	Public, Santa Rosa Academy a.....	1874	4,000	250	\$0	\$0			John Carlovitz.
	IDAHO.									
5	Boise City.....	Public School.....	1881	1,200	0	0	0	\$0	(b)	J. W. Daniels.
	ILLINOIS.									
6	Carrollton.....	Carrollton c.....	1885	1,700	140	100	0	45	\$145	David Felmley.
7	Mount Carroll.....	High School (Library Association).....	1870	1,000	0	0				William Keim.
8	Yates City.....	Public School.....	1877	1,640	103				90	S. C. Ransom.
	INDIANA.									
9	Elkhart.....	Public School.....	1884	2,500	0				(c)	D. W. Thomas.
10	Huntington.....	Public School c.....	1873	2,500	150	0	0	100	100	S. M. Saylor.
11	Warsaw.....	Public School f.....	1883	1,165	200	375	0	0	375	Thomas J. Sanders.
	IOWA.									
12	Clinton.....	Public School c.....	1882	2,650	220				650	Mrs. H. Sabin.
	KANSAS.									
13	Holton.....	Public School.....	1882	1,242	110	0	10	204	220	C. Y. Hoop.

d In 1875 as joint stock association.

e Open to public by subscription.

f Open to public.

g Supported by tax levied by State.

TABLE 102.—*Detailed statistics, mainly for 1886-87, of libraries attached to public school systems, etc.—Continued.*

[NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

No.	State and post-office.	Name of public school or system.	When opened.	Number of volumes.			Income.			Name of person reporting.
				At date of report.	Increase during the year.	From public moneys.	From gifts and bequests.	From other sources.	Total.	
1	2	3	4	5	6	7	8	9	10	11
14	MASSACHUSETTS.									
	North Middleborough ..	Prairie Free School <i>a</i>	1865	1,000	160	\$100	\$0	\$0	\$100	C. S. Jackson.
	MICHIGAN.									
15	Alpena	Union School <i>a</i>	1872	2,111	63	250	0	0	250	E. C. Nason.
16	Big Rapids	Public School	1880	1,700	92	100	0	314	414	W. A. Whitney.
17	Detroit	Garfield School <i>a</i> (Springwells) ..	1885	2,000	300	.....	.....	.....	.....	Eli Unruh.
18	Houghton	Houghton School <i>a</i> (District No. 1) ..	1883	1,200	200	.....	.....	.....	.....	Nellie Bengshan.
19	Kalamazoo	Public School <i>a</i> (District No. 1) ..	1876	13,636	1,200	.....	.....	.....	1,094	Miss J. C. Roberts.
20	Lowell	Public School No. 1	1880	1,636	147	.....	.....	.....	.....	Mrs. L. R. Robinson.
21	Manitowish	Public School	1876	4,636	42	1,350	0	150	1,500	Mrs. A. B. Miner.
22	Northville	Union School <i>a</i>	1876	1,000	.....	50	0	0	50	G. W. Leopold.
23	Ontonagon	School District No. 1 of Ontonagon Township. <i>a</i> ..	.....	1,100	0	440	0	0	440	W. W. Osband
24	Plymouth	Union School District No. 1, Plymouth Township. <i>a</i> ..	1848	1,312	118	116	0	0	116	A. C. Brower.
	MISSOURI.									
25	Independence	Independence Public School *	1882	1,300	.....	.....	.....	.....	.....	George D. Lutz.
26	Marshall	Public School	1881	1,146	235	.....	.....	.....	186	T. E. Spencer.
	NEBRASKA.									
27	Lincoln	Public School	1882	1,500	500	.....	0	0	.....	Laurence Fossler.
	NEW JERSEY.									
28	Rutherford	Rutherford School (District No. 40) ..	1878	1,003	50	10	0	10	20	T. B. Hascall.
	NEW YORK.									
29	Attica	Union School <i>a</i>	1867	1,349	85	65	0	0	65	Thomas E. Lovell.

	1,835	217	100	102	0	202	
Belleville.....	1,836					H. A. Gaylord.	
Bronxville.....	1871	4	0	0	0	Grace R. Sanford.	
Catskill.....	1848		37	0	0	Charles Cornwall.	
Chester.....	1842				37	John D. Brownell.	
Cooperstown.....	1869	293	170	200	0	Jenny L. Constock.	
Cornwall-on-the-Hudson.....	1850						
Danville.....	1855					F. J. Diamond.	50
Delaware Academy a.....	1,970		50	0	0	W. D. Graves.	
Dutchess County a.....	2,000	20				A. Whigham.	100
Flushing.....	2,237	0				J. H. Burrows.	33
Flushing.....	1,125	21	38	0	0	Carrie Coman.	109
Flushing.....	1,100	25	15	0	85	Henry Agnew.	
Greene.....	1,100					H. A. Pride.	
Hempstead.....	1,130	4	5			E. L. Stone.	80
Hempstead.....	1,130					C. J. Jennings.	25
Hempstead.....	1,130					Mrs. C. L. Kemble.	80
Hempstead.....	1,130					Samuel G. Love.	23
Hempstead.....	1,130					A. C. Ferrin.	
Hempstead.....	1,130					Edwin E. Ashley.	324
Hempstead.....	1,130					John H. Clark.	25
Hempstead.....	1,130					A. M. Hollister.	50
Hempstead.....	1,130					Mrs. A. A. Welch.	
Hempstead.....	1,130					Grace R. Sanford.	
Hempstead.....	1,130					Miss L. F. Deff.	425
Hempstead.....	1,130					Mrs. L. Sprague, principal.	11
Hempstead.....	1,130					P. I. Buebee.	215
Hempstead.....	1,130					J. Winslow Trott.	473
Hempstead.....	1,130					Mrs. M. B. Blackman.	43
Hempstead.....	1,130					Alvin Z. Pierce.	
Hempstead.....	1,130					Extra B. Faucher.	
Hempstead.....	1,130					Miss M. A. Emerson.	
Hempstead.....	1,130					A. M. Drummond.	(d)
Hempstead.....	1,130					George A. Knapp.	
Hempstead.....	1,130					John A. Weber.	0
Hempstead.....	1,130					T. J. Speer, principal.	
Hempstead.....	1,130					S. D. Howe.	134
Hempstead.....	1,130					Solomon Sias.	60
Hempstead.....	1,130					L. Penner.	
Hempstead.....	1,130					H. F. Minor.	
Hempstead.....	1,130					George H. Macklin.	
Hempstead.....	1,130					J. A. Robinson.	
Hempstead.....	1,130					Mrs. E. L. Myers.	100
Hempstead.....	1,130					Martha Davis.	191
Hempstead.....	1,130					Strong Constock.	166
Hempstead.....	1,130					Irving B. Smith, principal.	298
Hempstead.....	1,130					Mrs. Sarah M. Boutwell.	40
Hempstead.....	1,130					Charles Clark.	25

a Open to public. b There is an annual appropriation. c And about 100 pamphlets. d Supported by State school fund. e Supported by entertainments. f Appropriation.

TABLE 102.—*Detailed statistics, mainly for 1886-87, of libraries attached to public school systems, etc.*—Continued.
 [NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

No.	State and post-office.	Name of public school or system.	When opened.	Number of volumes.		Income.				Name of person reporting.
				At date of report.	Increase during the year.	From public moneys.	From gifts and bequests.	From other sources.	Total.	
1	2	3	4	5	6	7	8	9	10	11
NEW YORK—Cont'd.										
78	Waterville.....	Union School, District No. 13.....	1871	1,260	140	\$140	\$0	\$43	\$183	Dora Snyder.
79	Westchester.....	Union Free School, District No. 2.....	.....	1,357	0	.....	0	0	.....	Rannah M. Findlay.
80	Westfield.....	Academy and Union School District No. 1.....	1868	2,610	40	.....	.....	.....	.....	P. K. Pattison.
81	West Troy.....	School District No. 1 (Watervliet) *.....	.....	1,092	.....	.....	.....	.....	.....	James McCarn.
82	Whitehall.....	School District No. 11*.....	1884	1,400	.....	.....	.....	.....	.....	A. G. Miller.
NORTH CAROLINA.										
83	Winston.....	Winston Graded School a.....	1885	2,500	500	150	100	0	250	J. L. Tomlinson.
OHIO.										
84	Garrettsville.....	Public School a.....	1881	1,037	103	50	0	58	108	J. J. Jackson.
85	Steubenville.....	Public School b.....	1881	2,007	132	405	0	17	422	Miss Anna Coates.
86	Troy.....	Public School.....	.....	1,312	.....	.....	.....	.....	1,500	C. L. Van Cleave.
PENNSYLVANIA.										
87	Allegheny.....	Public School.....	1871	11,500	650	1,000	0	0	ci, 000	James W. Benney.
88	Honesdale.....	Honesdale School.....	1874	7,398	100	70	.....	.....	70	George W. Twimyer.
89	Lebanon.....	Lebanon Public School *.....	.....	1,000	.....	.....	.....	.....	.....	J. T. Nitrauer.
90	Milton.....	Milton High School *.....	1883	1,000	.....	.....	.....	.....	.....	Starret Dougal.
91	Sharon.....	Public School.....	1877	1,100	100	.....	.....	.....	150	J. W. Canon.
VERMONT.										
92	Montpelier.....	Washington County Grammar School.....	.....	2,665	26	.....	.....	.....	.....	Miss Flora M. Terrill.
WISCONSIN.										
93	Edgerton.....	Public School b.....	1868	1,250	100	.....	.....	.....	.....	F. C. Sherman.

a Open to public by subscription.

b Open to public.

c For books only.

FREE CORPORATE LENDING LIBRARIES.

[Tables 103 and 104.]

The generous spirit so characteristic in Americans is manifest in the support of libraries as of schools and colleges. Many of the libraries included in the first group considered in this chapter might be included in this group if it were sought to show how many such collections depend upon the past or present bounty of our citizens for a part of their support. Excluding those previously classified, this group includes those entirely supported, so far as known to this Bureau, by private gifts, bequests, or endowments.

Libraries of this class naturally precede those supported by public moneys. It is quite possible to imagine the time when they will be practically superseded in the older and richer parts of the land; but the time is yet very distant when their usefulness in the South and West shall be gone. In these parts of the country private beneficence can find no more useful object, no greater opportunity, than in the endowing of library corporations, which shall circulate good, useful, and entertaining books to all persons in their neighborhood.

TABLE 103.—Summary, by States and geographical divisions, of free lending libraries owned and supported by corporations.

State or Territory.	Number of—		State or Territory.	Number of—	
	Libraries.	Volumes.		Libraries.	Volumes.
<i>North Atlantic Division.</i>			<i>North Central Division.</i>		
Maine	10	39,393	Ohio	6	22,422
New Hampshire	9	30,507	Indiana	4	24,742
Vermont	10	52,592	Illinois	8	35,193
Massachusetts	48	301,030	Michigan	4	6,228
Rhode Island	7	50,876	Wisconsin	1	1,250
Connecticut	17	117,450	Minnesota	2	4,109
New York	41	530,456	Iowa	6	34,050
New Jersey	7	16,100	Missouri	1	1,300
Pennsylvania	31	227,165	Dakota		
			Nebraska		
<i>South Atlantic Division.</i>			Kansas		
Delaware	1	2,300	<i>Western Division.</i>		
Maryland	5	156,140	Montana		
District of Columbia	1	9,000	Wyoming	1	1,257
Virginia	1	5,000	Colorado	2	11,600
West Virginia			New Mexico		
North Carolina			Arizona		
South Carolina			Utah		
Georgia	1	3,600	Nevada		
Florida	1	2,200	Idaho		
<i>South Central Division.</i>			Washington		
Kentucky	1	2,300	Oregon		
Tennessee	4	18,478	California	5	8,030
Alabama			<i>North Atlantic Division.</i>		
Mississippi	2	4,350	South Atlantic Division	180	1,365,569
Louisiana	2	3,666		10	177,640
Texas	1	4,200	South Central Division	11	34,889
Arkansas			North Central Division	32	129,285
Indian Territory	1	1,895	Western Division	8	20,887
			<i>United States.</i>		
				241	1,727,770

TABLE 104.—*Detailed statistics, mainly for 1886-87, of free lending libraries owned and supported by corporations.*

[NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

No.	State and post-office.	Name of library, or of corporation to which it belongs.	Founded.	Number of volumes.	Number of volumes added during year.	Income.				Total.	Name of librarian.
						From product-ive funds.	From gifts and bequests.	From other sources.			
1	3	3	4	5	6	7	8	9	10	11	
CALIFORNIA.											
1	Orange	Orange Public	1885	1,030	230		\$61	\$59		\$120	Robert E. Teuer.
2	Pacifico	Neptune	1859	3,000	50						F. F. Bars.
3	San Francisco	Boys' and Girls' Aid Society	1874	2,000	110						E. T. Dooley.
4	San Francisco	Mar ners' Free Reading Room	1876	1,000	0						W. D. Bishop.
5	San Francisco	New Jerusalem Church Free	1867	1,000	36	\$66				66	John Doughty.
COLORADO											
6	Colorado Springs	Social Union Free Library and Read- ing Room.	1885	1,100	150		300	200		500	Miss M. L. Cowles.
7	Mercentille	Mercentille	1886	10,500	10,500		15,000			15,000	Charles R. Dudley.
CONNECTICUT.											
8	Ashford	Babcock	1865	2,573	110	120				120	Peter Platt.
9	Farmington	Tunxis	1882	1,100	200						Julia S. Brundage.
10	Hartford	Watkinson Library of Reference.	1858	42,132							J. H. Turnbull.
11	Lyme	Old Lyme Public	1876	3,000	80						James Griswold.
12	Middletown	Russell	1875	7,550							W. K. Sackett.
13	New Canaan	Reading Room and Circulating Li- brary Corporation.	1878	1,203	20	175		96		271	Mrs. L. A. Burchard.
14	New London	New London County Historical Soci- ety.	1871	1,500	47						Thomas S. Collier.
15	New London	Young Men's		2,500							Charles E. Reeves.
16	Norwich	Peddie	1856	2,000	200	680				680	Wallace P. Allis.
17	Simsbury	Simsbury Free	1874	2,000							George C. Eno.
18	South Coventry	Rate Donation	1863	1,108	21	40				40	A. J. Quirk.
19	South Manchester	Manchester Free	1870	2,412							Mary J. Easton.
20	Stonington	Stonington Free	1887	2,338	2,338	0	359	432		791	Miss Annie R. Wilkinson.
21	Suffield	Public	1885	1,200	300					360	Emma L. Newton.
22	Talcottville	Talcott Free	1882	1,500							H. F. Bailey.
23	Waterbury	Silas Ironson	1870	38,165	1,022	12,255		552		12,807	H. F. Bassett.
24	West Hartford	Free	1883	1,123	124		298	40		338	Elizabeth S. Elmer.

25	DELAWARE.	Corbit.....	1856	2,300	150	90	.....	.....	90	Joseph L. Gibson.
26	DISTRICT OF COLUMBIA.	Supreme Council 32d A. and A. Scotch life.	1885	9,000	.....	0	0	0	0	Frederick Webber.
27	FLORIDA.	Free Public.....	1874	2,200	150	152	140	246	538	Mary Sherman.
28	GEORGIA.	Thomasville*.....	1870	3,000	.....	.....	.....	.....	.....	Miss Etta A. Reid.
29	ILLINOIS.	Barry Public.....	1873	2,000	100	200	0	25	285	Mary Mahoney.
30		Centralia.....	1872	2,000	.....	.....	.....	.....	.....	Miss M. Viquesney.
31		Chicago.....	1877	615,029	1,857	6,457	.....	.....	2,120	Albert D. Hager.
32		Chicago (90 La Salle St.).....	1887	6,457	6,457	.....	.....	.....	.....	William F. Poole.
33		Lombard.....	1882	1,210	90	.....	15	76	91	J. T. Reade.
34		Pittsfield.....	1878	1,200	.....	.....	.....	.....	.....	Miss L. Thompson.
35		Pullman Public*.....	1883	6,000	.....	.....	.....	.....	.....	Mrs. Lucy D. Fiske.
36		Central Illinois Science Society*.....	1872	1,297	.....	.....	.....	.....	.....	John F. Snyder.
37	INDIANA.	Brazil Public*.....	1879	1,310	.....	.....	.....	.....	.....	L. O. Schultz.
38		Society of Natural History*.....	1881	2,000	.....	.....	.....	.....	.....	George Rockafellar.
39		Willard.....	1884	20,000	600	3,095	.....	.....	3,095	C. H. Butterfield, sec'y.
40		Library Association.....	1881	41,432	1,145	.....	6,100	600	.....	Annie M. Wright.
41	INDIAN TERRITORY.	Post.....	1869	1,395	33	0	0	0	0	Lieut. H. W. Hovey.
42	IOWA.	Iowa Masonic.....	1844	10,000	182	200	.....	.....	300	T. S. Parvin.
43		Academy of Natural Sciences.....	1897	46,250	400	0	0	0	0	H. A. Pillsbury.
44		Des Moines Public*.....	1866	5,800	.....	.....	.....	.....	.....	Mrs. W. T. Hart.
45		Manchester Reading Room*.....	1883	9,000	.....	.....	.....	.....	.....	Mrs. A. M. Spaulding.
46		Franklin.....	1867	1,000	.....	.....	.....	.....	.....	S. B. Martin.
47		Sage*.....	1875	2,000	.....	.....	.....	.....	.....	Mrs. Holway.
48	KENTUCKY.	Maysville and Mason County Library Historical and Scientific Association.	1875	2,300	300	.....	.....	.....	.....	W. D. Hixson.

a As successor to Book Club and Palmer Circulating Library.
b And more than 44,000 pamphlets, periodicals, etc.; includes Printers' Library.
c For 1887. Reference Library; fund of \$2,500,000; bequest of Walter L. Newberry.
d Serious loss by fire in February, 1883.
e Including pamphlets.

TABLE 104.—*Detailed statistics, mainly for 1886-87, of free lending libraries, etc.—Continued.*
 [NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

No.	State and post-office.	Name of library, or of corporation to which it belongs.	Founded.	Number of volumes added during year.	Income.				Name of librarian.
					From product-ive funds.	From gifts and bequests.	From other sources.	Total.	
1	2	3	4	5	6	7	8	9	10
49	LOUISIANA.	New Orleans.....	1853	2,193	91				James C. Batchelor.
50		New Orleans.....	1852	1,468	180	\$0	\$0		
	MAINE.	Masonic Grand Lodge.....							James Sherrard.
51		Bar Harbor.....	1875	4,500	300	50		\$250	
52		Biddeford.....	1802	4,000					
53		Biddeford Public *.....	1856	1,200					
54		Mill *.....	1874	2,846	80			\$3	
55		Rice Public.....	1873	1,181	0	0	0	50	
56		Fivecland Holmes.....	1822	10,000					
57		Maine Historical Society *.....	1820	5,000					
58		Portland.....	1881	7,763					
59		Saco.....	1866	1,100					
60		Sears Public *.....	1872	1,800					
	MARYLAND.	Concordia *.....	1865	2,300					G. W. Schwecken- dent.
61		Baltimore.....	1885	54,227	13,178				
62		Baltimore.....	1885	54,227	400	300		75	
63		Knights of Pythias.....	1878	4,800	3,020	10,000	0	0	
64		Peabody Institute b.....	1857	90,813	100	350	0	0	
65		South Baltimore Mechanics.....	1853	4,000					W. F. Davis.
66	MASSACHUSETTS.	Adams Freeo *.....	1882	3,434					
67		Memorial Hall.....	1871	9,932	469	1,450	0	582	
68		Bradlee.....	1878	1,570	50				
69		Barnstable.....	1867	10,189	279				
70		Clapp Memorial c.....	1887	2,600	300			0	
71		American Board of Commissioners for Foreign Missions.....	1810	7,419	95	67			
72		Doston.....	1853	20,209	479	0	0	0	
									Isaac P. Langworthy, sec'y.

TABLE 104.—Detailed statistics, mainly for 1886-87, of free lending libraries, etc.—Continued.

[NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

No.	State and post-office.	Name of library, or of corporation to which it belongs.	Founded.	Number of volumes.	Number of volumes added during year.	Income.				Name of librarian.
						From product-ive funds.	From gifts and bequests.	From other sources.	Total.	
1	2	3	4	5	6	7	8	9	10	11
	MICHIGAN.									
114	Detroit	Good Samaritan	1887	1, 076					\$74	James Holdsworth.
115	East Saginaw	Hoyt Public		3, 000						William Chapman.
116	Phoenix	Phoenix*		1, 002						Mrs. J. M. Bold.
117	Traverse City	Traverse City Ladies*	1869	1, 150						
	MINNESOTA.									
118	Faribault	Faribault*	1875	3, 000	100	\$0	\$0		0	Miss C. A. Lovell.
119	St. Paul	Young Men's Christian Association	1856	1, 100						John R. Hague.
	MISSISSIPPI.									
120	Columbus	Public	1883	1, 850	50	0	0	0	0	William N. Munroe.
121	West Point	Law and Library Association	1887	2, 500	300	0	0	0	0	R. C. Beckett.
	MISSOURI.									
122	Bonne Terre	St. Joseph Lead Company Free Library and Reading-Room.	1882	1, 300	200	0				J. W. Helber.
	NEW HAMPSHIRE.									
123	Claremont	Fiske Free	1873	5, 057	200				250	Abbie Field.
124	Concord	New Hampshire Historical Society	1823	10, 000	151	507	0	369	876	Isaac W. Hammond.
125	Deerfield Centre	Philbrick, James	1850	1, 694						S. D. Church.
126	Derry Depot	Leach	1870	2, 072	75				65	John W. Elling.
127	Dublin	Juvenile and Social	1871	2, 450					60	M. D. Massey.
128	Hillsborough	Fuller Public	1877	1, 966	128				(b)	Mary C. Paddy.
129	Marborough	Frost Free	1866	3, 750	100					Mrs. M. A. Paine.
130	Sury	Reed Free	1881	1, 407	120				203	Mary E. Wilcox.
131	West Swansey	Stratton Free	1885	2, 111	0					Mrs. J. W. Spaulhawk.
	NEW JERSEY.									
132	Elizabeth	Public Library and Reading-Room	1884	3, 150	167	0	0		1, 342	Miss P. S. Griffen.
133	Montclair	Montclair Library Association	1868	1, 725	0	0	0	40	40	Eliza H. Gilbert.

134	Newark	Newark Board of Trade*	1,000	0	0	0	0	P. F. Quinn.
135	Newark	Young Men's Christian Association	1,000	100	1,700	0	700	H. C. Willoughby, secretary.
136	New Brunswick (23 Albany Street)	New Brunswick Free Circulating	4,325	655	1,948	340	2,288	Miss Grace H. See.
137	New Brunswick	Young Men's Christian Association*	3,000	721	335	1,024	1,359	F. A. Wilber, president.
138	Orange	Orange Free <i>d</i>	1,900	0	0	0	0	Miss H. L. Allen.
New York.								
139	Albany	New York State Agricultural Society	3,800	0	0	0	0	J. S. Woodward, secretary.
140	Barnington	Barnington Free	4,400	0	0	0	0	Mrs. Horatio N. Beach.
141	Brooklyn	Long Island Free*	1,052	100	0	0	0	F. A. Parsons, president.
142	Brooklyn	Pratt Institute <i>e</i>	4,000	0	0	0	0	Fanny Hull.
143	Brooklyn	Union for Christian Work, Free Lending	10,000	385	0	0	0	Miss Louise N. Rose.
144	Brooklyn	Youth's Free Library of Brooklyn Institute	13,000	150	0	0	300	Lizzie Gandy.
145	Buffalo	Buffalo Catholic Institute	4,100	304	0	0	1,600	Miss H. G. Dupee.
146	Dryden	Southworth	3,780	719	1,680	0	1,680	Rev. T. S. Drown.
147	Garden City	Library of the Cathedral of Incarnation.	2,200	560	0	0	(9)	Ruth C. Shepard.
148	Genesee	Wadsworth*	10,009	0	0	0	0	Charles M. Tyler.
149	Ithaca	Cornell Library	14,435	800	1,516	0	1,516	Robbina Little.
150	New York	Astor <i>h</i> Union	226,025	4,742	22,712	0	22,712	L. C. L. Jordan.
151	New York	Cooper Union	24,000	1,500	0	0	0	Frank R. Bouton.
152	New York (61 Park St.)	Free Reading-Room and Library	1,500	0	0	0	0	Dr. S. D. Close.
153	New York (129th St. and 4th Avenue)	Harlem Old-Fellows	2,000	100	0	0	0	John S. Browne.
154	New York	New York Academy of Medicine	43,000	920	0	0	0	Russell Osborne.
155	New York	New York City Mission, Broome Street, Free.	2,294	17	0	0	0	Miss Anna P. Johnson.
156	New York (395 Broome St.)	New York City Mission, De Witt Memorial.	2,136	0	0	0	0	A. J. Vanderpool.
157	New York (280 Livingston St.)	New York Labor Lyceum	1,200	964	0	0	0	Miss H. A. Walker.
158	New York (116 Clinton Place)	New York Law Institute.	35,000	25	0	0	0	John C. Lowrie.
159	New York	Oliver Church.	1,800	0	0	0	0	William M. F. Round.
160	New York (63 Second St.)	Presbyterian Board of Foreign Missions.	6,000	0	0	0	0	J. E. Johnson.
161	New York (33 Fifth Ave.)	Prison Association of New York.	2,000	0	0	0	0	John Williams.
162	New York (135 E. 15th St.)	St. Mark's Chapel*	3,000	50	0	0	0	George S. Gassner, sup't.
163	New York	Seaman's (Floating Chapel)	1,200	0	0	0	0	Edward P. Griffin.
164	New York	Society of St. Johnland*	1,806	678	0	0	1,927	M. W. Fetter.
165	New York	Washington Heights Free Library of New York.	5,972	0	0	0	0	
166	New York (156th St. and 10th Ave.)	Woman's	3,000	0	0	0	0	
167	New York	Woman's	3,000	0	0	0	0	

h Free, but not lending.
i Of which 20,000 are reference.
j Supported by Episcopal Seaman's Mission.

d For 1886.
e Not yet open, October, 1887.
f Became free since 1881.
g Five hundred books given.

a \$100,000 and site bequeathed by Jesse Hoyt. Building will be finished and occupied during 1888.
b There is a fund of \$3,000.
c Previous collection sold.

TABLE 104.—*Detailed statistics, mainly for 1886-87, of free lending libraries, etc.*—Continued.
 [NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

No.	State and post-office.	Name of library, or of corporation to which it belongs.	Founded.	Number of volumes.	Number of volumes added during year.	Income.			Name of librarian.
						From product-ive funds.	From gifts and bequests.	From other sources.	
1	2	3	4	5	6	7	8	9	10
NEW YORK—Continued.									
168	New York.....	Xavier Union of the City of New York.....	1871	214,465	813	.....	.....	.....	Joseph Thorn.
169	New York.....	Young Men's Christian Association.....	1832	25,075	1,065	\$3,280	\$0	\$750	P. B. Poole.
170	New York (7 E. 15th St.)...	Young Women's Christian Association of the City of New York.	1872	11,000	2,000	0	2,000	0	Miss E. Doheny.
171	Piermont.....	Library Association.....	1877	1,500	25	.....	.....	.....	Mrs. C. Webster.
172	Port Chester.....	Library and Reading-Room.....	1877	5,610	130	.....	.....	.....	H. P. Seaman.
173	Port Henry.....	Sherman Free.....	1886	2,300	.....	.....	.....	.....	Miss Dora H. Foster.
174	Randolph.....	Chamberlain Institute.....	1835	1,350	.....	.....	.....	.....	Willis Everett.
175	Rochester.....	Reynolds.....	1884	9,358	5,299	0	3,000	0	A. S. Collins.
176	Syracuse.....	Young Men's Christian Association.....	1839	1,300	100	0	150	0	A. S. Durston.
177	Troy.....	Young Men's Association.....	1835	23,480	490	1,500	0	1,500	De Witt Clinton.
178	Utica.....	Oneida Historical.....	1876	62,078	.....	.....	.....	.....	Charles W. Darling.
179	Victor.....	Clark*.....	1872	1,000	.....	.....	.....	.....	J. F. Draper.
Ohio.									
180	Cincinnati.....	New Church.....	1850	1,450	43	.....	.....	.....	Miss H. W. Hobart.
181	Cuyahoga.....	Cuyahoga Falls Library Association.....	1883	22,200	100	70	50	10	Mary Paul.
182	Fremont.....	Birchard*.....	1874	9,000	.....	.....	.....	.....	William E. Haynes.
183	Hillsborough.....	Hillsborough Public.....	1877	5,100	130	900	100	50	R. J. Duffy.
184	Perryburg.....	Way.....	1881	2,195	0	800	0	0	H. A. Hubbard.
185	Youngstown.....	Youngstown*.....	1853	2,477	.....	.....	.....	.....	Lellia McCay.
PENNSYLVANIA.									
186	Doylestown.....	Doylestown*.....	1856	4,000	600	.....	.....	.....	William Kite.
187	Germanstown, Philadelphia.....	Friends' Free Library and Reading-Room.....	1873	13,178	.....	923	674	84	.....
188	Harleysville.....	Cassel's.....	1835	27,000	175	0	0	0	Abraham H. Cassel.
189	Honesburg, Philadelphia.....	Thomas Holmes Free.....	1880	1,530	170	500	0	0	J. Howard Morrison.
190	Honesdale.....	Homesdale Law and Library Association.....	1869	1,100	30	18	0	0	William H. Lee.

191	Lebanon.....	James Coleman Memorial.....	1878	1, 100	.....	.....	.....	.....	C. L. Cooder.
192	Mauch Chunk.....	Dimnick Memorial.....	1885	2, 600	.....	.....	.....	.....	Allen Craig.
193	Natrona.....	.....	1890	1, 011	.....	.....	.....	.....	J. B. Duff.
194	Norristown.....	McCann*.....	1884	2, 200	.....	.....	.....	.....	Flora Zimmerman.
195	Philadelphia.....	American Baptist Historical Society.....	1883	2, 200	.....	.....	.....	.....	Henry E. Lincoln.
196	Philadelphia.....	American Philosophical Society.....	1743	60, 000	.....	.....	.....	.....	Henry Phillips, Jr.
197	Philadelphia.....	Apprentices*.....	1820	18, 000	.....	.....	.....	.....	Isaac Morgan.
198	Philadelphia.....	Carpenters' Company*.....	1736	5, 000	.....	.....	.....	.....	Martha J. Stewart.
199	Philadelphia.....	Catholic Philopatrian Society*.....	1850	3, 500	.....	.....	.....	.....	J. L. Quinn, secretary.
200	Philadelphia (Chestnut Hill).....	Christian Hall Library Company.....	1871	6, 033	.....	.....	.....	.....	Miss Emily Rex.
201	Philadelphia (332 S. Front Street).....	Eastburn's Mariners'.....	.....	1, 000	.....	.....	.....	.....	Hugh McFarlane.
202	Philadelphia (639 Walnut Street).....	First Free Law.....	1884	2, 935	.....	.....	.....	.....	Severo Mallet Prevost.
203	Philadelphia.....	Library Association of Friends.....	1834	10, 937	.....	.....	.....	.....	Anna B. Carnwell.
204	Philadelphia.....	Loganian f.....	1745	14, 800	.....	.....	.....	.....	James G. Barnwell.
205	Philadelphia.....	Memorial Free of Mount Airy.....	1885	1, 950	.....	.....	.....	.....	L. D. Lovett, secretary.
206	Philadelphia.....	Philadelphia City Institute.....	1852	49, 202	.....	.....	.....	.....	Mary A. Fell.
207	Philadelphia.....	Presbyterian Board of Publication i.....	1847	3, 500	.....	.....	.....	.....	E. R. Craven.
208	Philadelphia (1239 Race St.).....	Presbyterian Historical Society i.....	1852	20, 000	.....	.....	.....	.....	D. K. Turner.
209	Philadelphia.....	Roxborough Lyceum.....	1843	3, 837	.....	.....	.....	.....	William J. Ayres.
210	Philadelphia.....	Spring Garden Institute.....	1851	13, 000	.....	.....	.....	.....	E. Neals.
211	Philadelphia (1119 Arch St.).....	Women's Christian Association.....	1875	3, 000	.....	.....	.....	.....	Lydia Youte.
212	Pittsburg.....	Young Men's Christian Association.....	1870	1, 800	.....	.....	.....	.....	M. L. Ross.
213	South Hermitage.....	Requea Presbyterian Church.....	1876	1, 200	.....	.....	.....	.....	Miss S. C. Conard.
214	West Grove.....	West Grove Free*.....	1873	1, 100	.....	.....	.....	.....	Hannah P. James.
215	Wilkes Barre.....	Oatthout Free f.....	1887	1, 200	.....	.....	.....	.....	Sheldon Reynolds.
216	Wilkes Barre.....	Wyoming Historical Geographical Society.	1858	5, 347	.....	.....	.....	.....
RHODE ISLAND.									
217	Newport.....	People's.....	1870	26, 088	.....	.....	.....	.....	David Stevens.
218	Providence.....	Pawtuxet Valley Free.....	1884	2, 700	.....	.....	.....	.....	Harvey L. Spencer.
219	Providence.....	Brownson Lyceum.....	1858	1, 100	.....	.....	.....	.....	D. J. O'Connell.
220	Providence.....	Union for Christian Work*.....	1868	3, 437	.....	.....	.....	.....
221	Providence.....	Woonasquacket.....	1875	2, 000	.....	.....	.....	.....	Ambruse E. West.
222	Warren.....	George Hall Free.....	1871	4, 500	.....	.....	.....	.....	John Waterman.
223	Woonsocket.....	Harris Institute.....	1863	11, 051	.....	.....	.....	.....	Anna Metcalf.
TENNESSEE.									
224	Memphis.....	Le Moyne Public.....	1875	1, 617	.....	.....	.....	.....	Esther A. Barnes.
225	Memphis.....	Old Fellows'.....	1876	3, 000	.....	.....	.....	.....	Mrs. Mary C. Davidson.
226	Nashville.....	Howard f.....	1885	7, 500	.....	.....	.....	.....	Jos. S. Carvels.
227	Rugby.....	Hughes Free Public.....	1883	6, 361	.....	.....	.....	.....	Mrs. M. S. Perceval.

g And a library building valued at \$12,000, given by Mrs. Charles Bostick.
 h March, 1887.
 i Reference.
 j Fund of \$400,000, and will have 10,000 books in 1888.
 k In Watkins Institute building.

a 2,842 pamphlets June 30, 1887, 534 of which were added during past year.
 b October 25, 1887.
 c Subscription division of 700 volumes, not open to public; free division, 1,500 volumes.
 d And about 2,000 rarest literary bric-a-brac with Pennsylvania Historical Society.
 e Chartered in 1861.
 f A special deposit with Philadelphia Library Company.

TABLE 104.—Detailed statistics, mainly for 1886-87, of free lending libraries, etc.—Continued.

[NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

No.	State and post-office.	Name of library, or of corporation to which it belongs.	Founded.	Number of volumes.	Number of volumes added during year.	Income.			Name of librarian.	
						From product-ive funds.	From gifts and bequests.	From other sources.		
1	2	3	4	5	6	7	8	9	10	11
228	Brownsville	Catholic Church.....	1853	4,200	200	\$0	\$0	\$115	\$115	G. Michel.
229	Bennington.....	Bennington Free.....	1855	3,650	200	.....	.....	.....	1,000	Ida May Sharpe.
230	Cavendish.....	Fletcher Town a.....	1872	4,400	150	150	.....	.....	120	E. G. White.
231	Cornwall.....	Lane*.....	1860	1,200	.....	.....	.....	.....	.....	E. D. Porter.
232	Lunenburg.....	Cutting's.....	1865	15,640	700	0	800	0	800	Hiram A. Cutting.
233	Middlebury.....	Library of Sheldon Art Museum.....	1881	2,300	300	.....	.....	.....	.....	Henry L. Sheldon.
234	Post Mill Village.....	Peabody.....	1865	2,300	100	137	0	0	137	Harvey Dodge.
235	St. Johnsbury.....	St. Johnsbury Athenaeum.....	1870	11,600	.....	.....	.....	.....	.....	Mrs. A. M. McNeil.
236	Springfield.....	Springfield Town *	1871	4,105	135	48	0	0	48	H. E. Bates.
237	Stratford.....	Harris.....	1856	2,197	350	1,973	700	10	2,688	J. W. Bradbury.
238	Woodstock.....	Norman Williams Public.....	1883	5,200	.....	.....	.....	.....	.....	Mrs. Olivia B. Jaquith.
239	Petersburg.....	Petersburg Benevolent Mechanic Association.	1868	5,000	371	.....	.....	.....	.....	William B. Davidson.
240	Black River Falls	Black River Falls *	1868	1,250	.....	.....	.....	.....	.....	Mrs. P. H. Howell.
241	Evansston	Temple of Honor	1885	1,257	0	0	20	0	20	Ellen Morganson.

a Including the branch at Proctorsville.

LIBRARIES OF SOCIETIES, ASSOCIATIONS, AND CLUBS.

[Tables 105 and 106.]

The fifth group of libraries considered in this chapter is almost without parallel in any other country. The entire freedom of associative efforts, social, professional, benevolent, and religious—inherent in the structure of American life, makes the formation of societies for various purposes easy, and the collection of books almost inevitable. Notable among social-benevolent associations in library work is the Independent Order of Odd Fellows, and among those of a social-religious kind the Young Men's Christian Associations.

The southern part of the Union, as might be expected, has more of these libraries than any other kind. They are doing a great, though silent, work where it is most needed, and deserve every encouragement. The beginnings, almost as a matter of course, are small, and the difficulties encountered often fatal; yet the fact remains that libraries of this kind are springing into existence in the little villages that sparsely dot the vast expanses of the South and the far West.

The use of the books in libraries of this group is confined mainly to members of the societies with which they are connected. To a certain extent the families of these members have the privilege of use. In nearly all cases a courteous application for permission to use the books for reference meets with a cordial assent; but in general this group is divided from the others in this chapter by the requirement of membership in the society as a preliminary to the borrowing of its books. The following extract from a letter written by Mr. William H. Baxter, secretary of the Petersburg (Va.) Benevolent Mechanics' Association, shows how liberally some of these associations allow their books to be used:

"The library is entirely supported—all its expenses paid—by the association; there are no subscribers and no fees. The library and reading-room are open daily from 9 a. m. to 10 p. m. to all persons who comply with the few rules governing the use of books and periodicals. The association owns its building—'Mechanics' Hall;' the library room is 70 feet long, 28 feet wide, and 19 feet high; the reading-room is 18 by 21 feet."

TABLE 105.—Summary, by States and geographical divisions, of libraries belonging to societies, associations, lodges, clubs, etc.

State or Territory.	Number of—		State or Territory.	Number of—	
	Libraries.	Volumes.		Libraries.	Volumes.
North Atlantic Division:			North Central Division:		
Maine	10	21,702	Ohio	14	125,194
New Hampshire	1	2,040	Indiana	7	14,938
Vermont	4	7,766	Illinois	10	40,775
Massachusetts	44	383,728	Michigan	6	15,145
Rhode Island	7	64,806	Wisconsin	3	9,296
Connecticut	8	39,750	Minnesota	3	10,000
New York	64	713,239	Iowa	4	14,863
New Jersey	10	27,423	Missouri	12	50,812
Pennsylvania	46	312,201	Dakota	1	1,500
South Atlantic Division:			Nebraska	4	5,336
Delaware	2	3,585	Kansas	3	6,094
Maryland	12	96,774	Western Division:		
District of Columbia	5	16,938	Montana		
Virginia	8	31,347	Wyoming		
West Virginia			Colorado	1	1,000
North Carolina	2	6,057	New Mexico	1	1,100
South Carolina	4	9,800	Arizona		
Georgia	3	29,297	Utah	2	3,030
Florida	1	1,265	Nevada		
South Central Division:			Idaho		
Kentucky	6	56,824	Washington		
Tennessee	3	13,305	Oregon	1	1,558
Alabama	1	4,300	California	21	293,377
Mississippi			North Atlantic Division.		
Louisiana	3	10,740	South Atlantic Division.	194	1,572,653
Texas	2	3,660	South Central Division ..	37	195,033
Arkansas	2	4,500	North Central Division ..	17	93,329
			North Atlantic Division ..	67	294,254
			Western Division	26	305,065
			United States	341	2,460,334

TABLE 166.—Detailed statistics of libraries belonging to societies, associations, lodges, and clubs, and intended for the use of their members, mainly for 1886-87.

[NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

No.	State and post-office.	Name of library, or of corporation to which it belongs.	Founded.	Number of volumes added during the year.	Income.				Name of librarian.
					From productive funds.	From gifts and bequests.	From other sources.	Total.	
1	2	3	4	5	6	7	8	9	10
1	ALABAMA.								11
1	Mobile.....	Mobile Bar	1862	4,300	200				Henry A. Parkes.
2	ARKANSAS.								
2	Reptonville.....	Reptonville	1883	2,000	200				John Black.
3	Little Rock.....	Masonic*	1883	2,500					Fay Humpstead.
4	CALIFORNIA.								
4	Nevada City.....	Old Fellows*	1867	2,200					J. C. Rich.
5	Oakland.....	Old Fellows*	1867	4,300	55	\$0	\$292	\$0	P. J. Ipsen.
6	San Francisco.....	H. H. Bueroff's*	1860	50,000	1,009	0	0	0	William Nemos.
7	San Francisco.....	Bibliothèque de la Ligue Nationale Française.....	1876	14,318	330				A. Masson.
8	San Francisco.....	B'nai B'rith.....	1867	7,000	317	0	0	2,200	G. Goldsmith.
9	San Francisco.....	Bohemian Club.....	1872	3,000	1,000				Stephen W. Leach.
10	San Francisco.....	Chamber of Commerce.....	1851	3,392	173	0	0	0	Thomas J. Haynes.
11	San Francisco.....	Knights of Pythias.....	1874	4,500	159	0	0	1,083	James Patterson.
12	San Francisco.....	Law Library of the Bar Association of San Francisco.....	1884	3,724					George D. Collins.
13	San Francisco.....	Law Library Southern Pacific Company.....		7,500	500				Frank Shay.
14	San Francisco.....	Masonic Grand Lodge*	1850	1,700					Alex. G. Abel.
15	San Francisco.....	Old Fellows*	1854	40,700	417				George A. Carpes.
16	San Francisco.....	Post Library, Presidio of San Francisco.....		1,290					Capt. John A. Darling.
17	San Francisco.....	San Francisco Law	1865	26,063	784	0	0	5,514	F. P. Deering.
18	San Francisco.....	San Francisco Yacht	1854	4,615	212				Emil Greenbaum.
19	San Francisco.....	Society of California Pioneers.....	1850	3,500					H. T. Graves.
20	San Francisco.....	Adolph Sutro's*		110,000	58,000				George Moss, acting librarian.

21	San Francisco	Young Men's Christian Association	1853	5,000	150	.....	.....	.....	Robert S. Baynes.
22	San Jose	San Jose Law	1871	1,200	100	.....	250	.....	J. H. Russell.
23	Santa Barbara	Society of Natural History	1873	2,700	125	.....	50	.....	Mrs. R. F. Bingham, secretary.
24	Watsonville	Old Fellows	1872	1,675	0	.....	.....	.....	E. F. Wyckoff.
COLORADO.									
25	Denver	Young Men's Christian Association	1881	1,000 ^a	20	.....	.....	.....	Wesley T. Smiley.
CONNECTICUT.									
26	Hartford	Connecticut Historical Society	1825	21,000	130	.....	.....	.....	Frank B. Gay.
27	Hartford	Hartford Bar	1877	1,200	.....	.....	.....	300	Francis Chambers.
28	Hartford	Hartford Hospital, Medical	1886	1,050	0	.....	.....	.....	G. W. Russell, M. D.
29	Lebanon	Birmingham Pastoral	1886	2,000	50	.....	1,120	0	Rev. H. Martin Kellogg.
30	Meriden	Young Men's Christian Association	1886	3,500	450	.....	.....	.....	W. A. Venter.
31	New Haven	American Oriental Society	1845	3,000	.....	.....	.....	.....	Addison Van Name.
32	New Haven	New Haven Colony Historical Society	1842	3,000	400	.....	0	1,000	Thomas R. Trowbridge.
33	New London	Young Men's Christian Association	1854	2,000	.....	.....	.....	.....	Walter Larned.
DAKOTA.									
34	Aberdeen	Masonic Grand Lodge	1875	1,500	500	.....	.....	0	Charles T. McCoy.
DELAWARE.									
35	Wilmington	Historical Society of Delaware	1864	2,085	98	.....	200	437	R. P. Johnson, M. D.
36	Wilmington	New Castle County Law	1871	1,500	209	.....	400	400	Thomas Davis.
DISTRICT OF COLUMBIA.									
37	Washington	American Medical Association	.....	8,000	300	.....	.....	.....	C. H. A. Kleinschmidt, M. D.
38	Washington	Bar Association *	.....	4,500	.....	.....	.....	.....	W. L. Robinson.
39	Washington	Light Battery "C," Third Artillery	1871	1,000	0	.....	.....	.....	Capt. John G. Turnbull.
40	Washington	Masonic, of the District *	1810	2,238	.....	.....	.....	.....	W. R. Singleton.
41	Washington	Young Men's Christian Association	1852	1,200	50	.....	.....	.....	H. M. Clarke, secretary.
FLORIDA.									
42	St. Augustine	Regimental Library, Second U. S. Artillery.	1866	1,265	44	.....	.....	.....	First Lieut. Eli D. Hoyle, U. S. A.
GEORGIA.									
43	Atlanta	Young Men's	1867	12,067	385	.....	3,049	3,049	L. A. Field.
44	Blackshear	Library and Literary Association	1878	1,200	.....	0	.....	.....	John T. Brantley.
45	Savannah	Georgia Historical Society	1839	16,000	683	165	2,360	2,525	William Harden.
ILLINOIS.									
46	Chicago	Academy of Sciences *	1859	4,500	.....	.....	.....	.....	W. K. Higley.
47	Chicago	Chicago Law Institute.	1857	19,691	672	.....	7,000	7,000	W. I. Culver.

^b Successor to Young Men's Library.

^a Free for reference.

TABLE 106. — Detailed statistics of libraries belonging to societies, associations, lodges, and clubs, etc.—Continued.

[NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

No.	State and post-office.	Name of library, or of corporation to which it belongs.	Founded.	Number of volumes.	Number of volumes added during year.	Income.			Name of librarian.
						From productive funds.	From gifts and bequests.	From other sources.	
1	2	3	4	5	6	7	8	9	10
ILLINOIS—Continued.									
48	Chicago.	Chicago Turngemeinde *	1856	1,400					C. Durand, secretary.
49	Chicago.	Dearborn Observatory *	1866	1,103					G. W. Hough.
50	Chicago.	Third Presbyterian Church, Young People's.	1880	1,800	0		\$881	\$881	H. W. Ames.
51	Chicago (148 Madison St.)	Young Men's Christian Association.	1858	3,080	80			400	C. V. Russell.
52	Galesburg.	Young Men's Christian Association.	1887	1,000					Mrs. Fanny E. Potter.
53	Gilman.	Gilman.	1874	1,720	60			110	I. B. Baumgardner.
54	Ottawa.	Old Fellows'.	1865	1,484	34		\$0		Miss E. C. Dinwiddie.
55	Peoria.	Peoria Law.	1879	5,000	125	\$0	\$0	1,000	
INDIANA.									
56	Indianapolis.	Bar Association *	1878	2,000					E. G. Lancaster.
57	Indianapolis.	Indiana Historical Society.	1832	3,000					William Wesley Woolen.
58	Indianapolis.	Indiana Medical Society.	1879	1,800	300				E. S. Elder.
59	Indianapolis.	William Hacker Masonic *	1884	2,000					W. H. Smythe.
60	La Porte.	Old Fellows'.	1873	1,335	107			23	D. C. McCallum.
61	Richmond.	Wayne County Law *	1874	2,500					C. H. Burchenal.
62	Winchester.	Randolph County Law *	1883	2,303					Daniel Lesley.
IOWA.									
63	Davenport.	Davenport Academy of Natural Sciences.	1868	6,330	2,025				H. A. Pillsbury.
64	Davenport.	Davenport Turner.	1868	1,533	160	100		0	E. Geisler.
95	Dubuque.	Iowa Institute of Science and Art *	1869	2,000					Asa Herr.
96	Keokuk.	Keokuk Bar *	1882	5,000					W. J. Roberts.
KANSAS.									
67	Atchison.	Old Fellows' (Firth).	1872	2,185	85			40	Alfred Bindewald.
68	St. Leavenworth.	Post *	1853	2,709					S. W. Grosbeck.
69	Wyandotte.	Masonic Grand Lodge of Kansas	1859	1,200	50				John H. Brown.

KENTUCKY.

70	Louisville.....	Louisville Law.....	1839	6,000	130	.....	.....	.....	1,400	Samuel F. Johnson.
71	Louisville.....	Masonic Grand Lodge of Kentucky.....	1800	1,000	.....	200	.....	.....	200	H. B. Grant, secretary.
72	Louisville.....	Polytechnic Society of Kentucky.....	1876	43,375	863	.....	.....	.....	.....	Miss A. V. Pollard.
73	Louisville.....	Young Men's Christian Association.....	1875	1,225	25	0	40	0	40	George H. Simmons, secretary.
74	Maysville.....	Odd Fellows'.....	1846	1,224	100	89	.....	.....	80	John W. Thompson.
75	Newport.....	Odd Fellows'.....	1868	4,009	160	125	.....	100	225	L. A. Hawthorn.

LOUISIANA.

76	New Orleans (39 Carondelet Street).....	Chamber of Commerce.....	1835	1,250	100	.....	.....	.....	.....	D. L. Mitchel.
77	New Orleans.....	Charity Hospital Medical.....	1880	2,480	68	.....	.....	.....	.....	Edwin Marks.
78	New Orleans.....	New Orleans Law.....	1855	7,000	300	.....	.....	.....	1,500	Charles B. Upton

MAINE.

79	Alfred.....	York County Bar.....	1815	1,200	6	.....	.....	60	60	James E. Hervey.
80	Auburn.....	Androscoggin County Law.....	1855	1,321	33	.....	.....	40	40	L. W. Hanson.
81	Auburn.....	Young Men's Christian Association.....	1867	2,200	.....	.....	.....	.....	.....	Theo. P. Day, secretary.
82	Auburn.....	Kennebec Law *.....	1800	1,200	.....	.....	.....	.....	.....	Loring Farr.
83	Bangor.....	Penobscot Bar.....	1849	1,010	90	0	155	0	155	Albert W. Paine.
84	East Sumner.....	Invincible Lodge.....	1884	1,010	.....	.....	.....	30	30	H. W. Donney.
85	Kennebunk.....	First Congregational Parish.....	1862	2,077	72	.....	70	35	105	Frederick P. Hall.
86	Portland.....	Greenleaf Law *.....	1867	2,802	.....	.....	.....	.....	.....	George F. Hollies.
87	Portland.....	Portland Society of Natural History.....	1843	1,391	36	.....	.....	.....	.....	Charles B. Fuller.
88	Togus.....	Soldiers' Home.....	1869	6,491	291	.....	.....	.....	.....	.....

MARYLAND.

89	Baltimore.....	Archiepiscopal *.....	.....	15,000	.....	.....	.....	.....	.....	M. H. Whittingham.
90	Baltimore.....	Baltimore and Ohio Employes *.....	.....	5,000	.....	.....	.....	.....	.....	A. M. Irvin.
91	Baltimore.....	Baltimore Turngemeinde.....	1852	1,303	0	.....	.....	.....	.....	Julius Witzel.
92	Baltimore.....	Concord.....	1865	2,300	0	0	0	0	0	G. W. Schweckendroff.
93	Baltimore.....	Library Company of Baltimore Bar *.....	1840	10,000	.....	.....	.....	.....	.....	J. H. Converse.
94	Baltimore.....	Maryland Historical Society.....	1843	26,000	200	610	.....	.....	610	John W. M. Lee.
95	Baltimore.....	Masonic *.....	1871	1,400	100	.....	300	.....	300	William Leonard.
96	Baltimore.....	Medical and Chirurgical Faculty of Maryland.....	1877	5,921	416	.....	.....	.....	.....	A. K. Bond, M. D.
97	Baltimore.....	Old Fellows *.....	1840	21,881	127	.....	.....	1,054	1,054	Benjamin F. Cooper.
98	Baltimore.....	Red Men.....	1859	4,600	50	.....	.....	263	263	Joseph E. Benson.
99	Baltimore.....	Young Men's Christian Association.....	1879	2,000	0	.....	.....	.....	.....	W. H. Morris.
100	Harve de Grace.....	Masonic *.....	.....	1,000	.....	.....	.....	.....	.....	Rev. F. C. Lee.

MASSACHUSETTS.

101	Boston.....	American Academy of Arts and Sciences.....	1780	19,000	1,073	.....	.....	.....	1,256	William Watson.
102	Boston.....	American Baptist Missionary Union.....	1814	1,809	10	.....	.....	.....	.....	E. F. Merriam.

a Includes the German Odd Fellows' Library.

TABLE 106.—*Detailed statistics of libraries belonging to societies, associations, lodges, and clubs, etc.*—Continued.

[NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

No.	State and post office.	Name of library, or of corporation to which it belongs.	Founded.	Number of vol- umes.	Number added during the year.	Income.			Name of librarian.
						From produc- tive funds.	From bequests.	From other sources.	
1	2	3	4	5	6	7	8	9	10
MASSACHUSETTS—Continued.									
103	Boston.....	Bar Association of the City of Boston.....	1885	4, 090	2, 090	.....	\$5, 000	\$5, 000	Edwin L. Byrner.
104	Boston.....	Boston Scientific Society.....	1889	1, 500	1, 100	.....	.....	.....	C. A. Stearns.
105	Boston.....	Boston Society of Natural History *.....	1821	30, 000	.....	.....	.....	.....	Edward Burgess.
106	Boston.....	Boston Turnverein.....	1834	3, 240	20	.....	.....	.....	G. Evers.
107	Boston.....	Franklin Typographical Society.....	1824	3, 005	186	.....	.....	.....	M. C. Upham, secretary.
108	Boston.....	General Theological.....	1860	15, 000	333	\$1, 253	432	435	Luther Farnham.
109	Boston.....	Masonic Grand Lodge of Massachu- setts.....	1867	5, 000	200	.....	.....	.....	Sereno D. Nickerson.
110	Boston.....	Massachusetts General Hospital, Treadwell *.....	1857	7, 000	.....	.....	.....	.....	Dr. W. L. Richardson.
111	Boston.....	Massachusetts Historical Society.....	1791	32, 000	662	.....	.....	15, 000	Samuel A. Green.
112	Boston.....	Massachusetts Horticultural Society.....	1829	5, 327	211	700	0	300	Robert Manning.
113	Boston.....	Medical Library Association of Boston.....	1875	17, 353	1, 576	145	0	4, 117	James R. Chadwick, M. D.
114	Boston.....	Naval Library and Institute, U. S. Navy Yard.....	1842	2, 530	.....	.....	.....	.....	William J. Juncy.
115	Boston.....	New England Historic-Genecological Society *.....	1845	20, 778	.....	.....	.....	.....	J. W. Dean.
116	Boston.....	New England Methodist Historical Society.....	1880	2, 678	224	.....	.....	.....	Willard S. Allen.
117	Boston.....	Post Library, Fort Warren.....	1850	1, 500	.....	.....	.....	1, 051	First Lieut. William F. Stov- art, U. S. Army.
118	Boston.....	Social Law.....	1894	21, 000	900	1, 246	0	6, 050	Francis W. Vaughan.
119	Boston.....	Young Men's Christian Association.....	1851	4, 000	60	200	0	0	George M. Stowell.
120	Boston.....	Young Men's Christian Union.....	1851	8, 500	617	.....	.....	.....	Richard Ray, Jr.
121	Cambridge.....	Cambridge Entomological Club.....	1874	1, 615	196	0	0	0	George Dimmock.
122	Falmouth.....	First Congregational Church.....	1874	1, 075	10	0	0	27	Samuel F. Robinson.
123	Fells a.....	Boston Rubber Shoe Company.....	1873	1, 319	122	.....	.....	.....	J. D. Dodge.
124	Holyoke.....	Teachers' Professional.....	1879	1, 025	50	.....	.....	100	H. R. Lawrence.
125	Lawrence.....	Pacific Mills.....	1894	9, 000	.....	.....	.....	.....	William P. Anderson.
126	Lowell.....	Rector's Library of St. Anne's Church.....	1860	2, 000	20	0	30	0	Rev. A. St. John Chambré.
127	Lowell.....	Young Men's Christian Association.....	1866	1, 000	.....	.....	.....	.....	William H. Wood, president.
128	Merrick.....	West Springfield Young Men's Chris- tian Association, b.....	1881	2, 078	.....	.....	.....	.....	George W. Perin.

129	Pittsfield.....	Berkshire County Law*.....	1856	2,000	.....	.....	.....	.....	A. J. Waterman.
130	Plymouth.....	Philam Society's.....	1820	1,100	.....	.....	.....	.....	Thomas B. Drew.
131	Salem.....	American Association for the Advancement of Science.	1848	4,000	1,000	.....	.....	.....	F. W. Putnam.
132	Salem.....	Essex South District Medical Society*.	1805	2,500	.....	.....	.....	.....	Dr. George L. Goodell.
133	Salem.....	Salem Athenaeum.....	1810	18,000	198	1,000	0	1,075	Alice H. Osborne.
134	Salem.....	Salem Charitable Mechanics' Association.	1820	5,099	45	0	0	0	E. E. Phillips.
135	Salem.....	Salem Old Fellows' (Fraternity Lodge), ^c	1870	1,300	50	0	20	6	W. L. Welch.
136	Shirley.....	Shaker Community.....	1793	1,225	25	0	0	0	John Whiteley.
137	South Gardner.....	South Gardner Social.....	1841	1,301	0	0	20	5	L. W. Brown.
138	Taunton.....	Bristol County Law.....	1858	3,000	100	0	0	0	Simcon Borden.
139	Worcester.....	American Antiquarian Society.....	1812	82,083	2,083	.....	.....	.....	Edmund M. Barton.
140	Worcester.....	Worcester County Horticultural Society.	1842	2,300	50	300	.....	.....	Charles E. Brooks.
141	Worcester.....	Worcester County Mechanics' Association.	1843	8,420	580	.....	.....	.....	Jeannette P. Rabbitt.
142	Worcester.....	Worcester County Musical Association.*	1858	9,784	.....	.....	.....	.....	A. C. Munroe.
143	Worcester.....	Worcester District Medical Society.....	1834	5,740	96	.....	.....	.....	Leonard Wheeler, M. D.
144	Worcester.....	Worcester Society of Antiquity.....	1875	10,000	332	.....	.....	.....	Thomas A. Dickinson.
MICHIGAN.									
145	Detroit.....	Detroit Bar.....	1853	6,314	.....	.....	.....	.....	Ellen A. Norton.
146	Detroit.....	Detroit Medical and Library Association.	1876	2,000	500	0	0	500	W. D. Sprague, M. D.
147	Flushing.....	Ladies' Library Association.....	1873	1,209	21	.....	.....	.....	Miss Alta Button.
148	Grand Blanc.....	Grand Blanc Library Association.....	1869	1,016	11	10	0	0	Miss M. Bush.
149	Grand Rapids.....	Grand Rapids Law.....	1886	3,500	3,500	.....	.....	.....	Lincoln B. Livingston.
150	West Detroit.....	Young Men's Christian Association, Railroad Department.	1876	1,107	343	.....	.....	.....	W. R. Perkins.
MINNESOTA.									
151	Minneapolis.....	Minneapolis Bar.....	1882	7,000	.....	.....	.....	.....	A. M. Baldwin.
152	Neenah.....	Turnverein.....	1865	1,500	85	0	0	0	F. Schurz.
153	Port Isabella.....	German.....	1872	1,500	200	.....	260	137	Henry Kalb.
MISSOURI.									
154	Brunswick.....	Brunswick.....	1875	1,000	.....	.....	.....	.....	Tyson S. Dines.
155	Canton.....	Old Fellows', Meridian Lodge*.....	1885	1,535	.....	.....	.....	.....	W. H. Graves.
156	St. Joseph.....	Young Men's Christian Association.....	1884	1,000	0	.....	.....	.....	J. W. Hansel.
157	St. Louis.....	Academy of Science.....	1887	12,000	140	.....	.....	.....	Dr. G. Hamblach.
158	St. Louis.....	Central Turnverein.....	1856	2,340	259	.....	.....	133	Carl Adelsbaum.
159	St. Louis.....	Concordia Turnverein*.....	.....	1,800	.....	.....	.....	.....	.....
160	St. Louis.....	Law Library Association, of St. Louis.	1838	14,957	707	.....	5,990	5,990	Virgil R. Rule.

^c Also called Fraternity Library.^d Besides about 12,500 pamphlets, etc.^a Sometimes addressed at Melrose.^b Also called Boston and Albany Railroad Library, and formerly in Boston.

TABLE 106.—*Detailed statistics of libraries belonging to societies, associations, lodges, and clubs, etc.*—Continued.

[NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

No.	State and post-office.	Name of library, or of corporation to which it belongs.	Founded.	Number of volumes.	Number added during the year.	Income.			Name of librarian.
						From productive funds.	From gifts and bequests.	From other sources.	
1	2	3	4	5	6	7	8	9	10
NEW YORK—Continued.									
222	New York.	New York Academy of Sciences.	1817	8,000	1,200				N. L. Britton. William J. C. Berry. Frank S. Garden.
223	New York (7th W. 29th St.).	New York Bar.	1863	34,672	2,832	\$0	\$0	\$40,408	
224	New York (65 Liberty St.).	New York Board of Trade and Transportation.	1873	1,000					
225	New York.	New York Genealogical and Biographical Society.	1859	3,000	86				Samuel Burhaus, Jr.
226	New York.	New York Historical *.	1804	75,000					Jacob E. Moore.
227	New York.	New York Hospital.	1796	16,108	345	0	0	1,500	John L. Vanderveort, M. D.
228	New York.	New York Maritime Exchange.	1873	1,200	100				F. W. Houghton.
229	New York.	New York Mercantile.	1820	215,363	6,318	1,025	0	27,802	W. T. Peoples.
230	New York (120 Nassau St.).	New York Press Club.	1872	1,500					T. P. McElrath.
231	New York.	New York Produce Exchange.	1874	2,300	205				William J. Kelly.
232	New York (66 East 4th St.).	New York Turnverein.	1861	3,010		300	0	0	Julius Schomburg.
233	New York (135 E. 42d St.).	Society for the Relief of Ruptured and Crippled.	1863	1,000	255				V. P. Gibney, M. D.
234	New York.	Union League Club.	1863	7,319	262	4,000		24	Ellsworth Totten.
235	New York (Madison Square)	University Club.	1879	4,700	400				H. C. Williams.
236	New York.	Young Men's Christian Association, Bowery Branch.	1872	1,023					
237	New York.	Young Men's Christian Association, Harlem Branch.	1868	2,502					
238	New York (222 Bowery).	Young Men's Institute.	1855	1,034	37	0	50	0	H. P. Anderson.
239	Tonguepoint.	Young Men's Christian Association.	1864	1,400	8				Thomas E. Phillips.
240	Rochester.	Young Men's Christian Association.	1880	1,451	30				George H. Jones.
241	Rome.	Young Men's Christian Association.	1872	2,050	125	0	45	0	H. S. Nide.
242	Saugerties.	Young Men's Christian Association.	1883	2,027					H. W. Jones, secretary.
243	Schenectady.	Young Men's Christian Association.	1867	1,000	75				William F. Oyster.
244	Watertown.	Young Men's Christian Association.	1870	1,200	166	175			Charles E. Harburt.
245	White Plains.	White Plains Lyceum.	1871	1,200	60				S. Lewis Bennett.
NORTH CAROLINA.									
246	Charlotte.	Charlotte Law.	1884	4,000					John H. Lillycrop.
247	Fayetteville.	Odd Fellows' (Cross Creek Lodge).	1858	2,057				1,000	William O. Gaster.

[illegible]

a Besides 44,000 pamphlets.

311	Newport.....	Newport Historical Society.....	1853	2,523	317	.....	.....	714	R. Hammett Trilley.
312	Providence.....	Providence Athenaeum.....	1836	46,346	1,215	.....	4,169	5,977	Daniel Bechtwith.
313	Providence.....	Rhode Island Hospital.....	1864	1,634	20	.....	.....	.....	G. I. Collins, M. D.
314	Providence.....	Rhode Island Medical Society.....	1879	66,634	1,014	.....	343	343	George D. Hensley, M. D.
315	Providence.....	Young Men's Christian Association.....	1855	3,949	94	.....	0	49	M. H. Farrington.
SOUTH CAROLINA.									
316	Charleston.....	Medical Society of South Carolina.....	1789	4,500	.....	.....	.....	159	W. P. Percher.
317	Charleston.....	Protestant Episcopal Society for the Advancement of Christianity.....	1810	1,800	.....	.....	.....	.....	Rev. Robert Wilson.
318	Charleston.....	Young Men's Christian Association.....	1851	1,000	75	0	45	45	A. T. Janison.
319	Georgetown.....	Winshaw Indigo Society.....	1757	2,500	50	700	.....	700	A. McP. Hamby.
TENNESSEE.									
320	Memphis.....	Memphis Bar.....	1874	7,120	146	0	0	1,800	Thomas Flanagan.
321	Nashville.....	Masonic Library Association.....	1881	1,885	.....	.....	.....	.....	John Burrough.
322	Nashville.....	Young Men's Christian Association.....	1871	4,830	51	.....	.....	.....	F. F. Hume, secretary.
TEXAS.									
323	Brackettville.....	Post Library, Ft. Clark.....	.....	1,600	150	0	0	0	Charles H. Bilharz.
324	Ft. Davis.....	Post.....	1867	2,000	.....	.....	.....	.....	James L. Crews.
UTAH.									
325	Salt Lake City.....	Firemen's.....	1871	1,450	150	.....	.....	.....	R. Simpson.
326	Salt Lake City.....	Odd Fellows.....	1878	1,580	.....	.....	.....	.....	B. W. E. Jeumens.
VERMONT.									
327	Brookfield.....	Brookfield.....	1792	1,500	50	0	0	45	Cassius Peck.
328	Burlington.....	First Congregational Church, Unitarian.	1823	1,366	20	.....	.....	25	Rev. L. G. Ware.
329	Middlebury.....	Ladies.....	1866	2,500	150	0	5	200	Emma L. Higley.
330	Williamstown.....	Williamstown Social.....	1863	2,400	21	0	0	32	George Beckett.
VIRGINIA.									
331	Ft. Monroe.....	Post.....	1824	2,470	150	.....	.....	.....	Capt. Frank E. Nye, U. S. Army.
332	National Soldiers' Home.....	National Soldiers' Home, Southern Branch.	1871	4,746	137	.....	.....	.....	Henry S. Hethington.
333	Norfolk.....	Norfolk Law.....	1880	1,329	.....	.....	.....	.....	H. C. Murray.
334	Petersburg.....	Young Men's Christian Association.....	1875	2,000	.....	.....	.....	.....	Eliza B. Panull.
335	Richmond.....	Masonic Grand Lodge of Virginia.....	1830	4,000	.....	.....	.....	.....	W. H. Isaacs.
336	Richmond.....	Virginia Historical Society.....	1831	14,013	.....	.....	.....	.....	R. A. Brock.
337	Roanoke.....	Young Men's Christian Association.....	1884	1,000	100	.....	.....	.....	J. I. Goodman, secretary.
338	Staunton.....	Young Men's Christian Association.....	1874	1,789	.....	.....	.....	.....	Col. J. H. Skinner.
WISCONSIN.									
339	Milwaukee.....	Milwaukee Law.....	1880	3,563	450	.....	400	400	William W. Wight.
340	National Home.....	National Soldiers' Home, North-western Branch.	1869	4,633	102	.....	.....	.....	William W. Coleman.
341	Racine.....	Young Men's Christian Association.....	1875	1,100	40	.....	.....	.....	F. E. Anderson, secretary.

a Besides 3,000 pamphlets.

CORPORATE LENDING LIBRARIES OPEN TO SUBSCRIBERS.

(Tables 107 and 108.1)

Closely connected with the foregoing group, but characterized by a greater freedom in conditions for the use of their contents, are subscription libraries owned by corporations. These indeed are the oldest kind of libraries for public use in this country, and they still outnumber those in any other group, though they do not equal the public lending, or public reference groups in the number of their volumes.

The libraries in this group are liable at any moment to become free lending libraries; a generous citizen may endow one of these on condition that its books shall be lent without charge, or the municipality may make a grant of public moneys upon the same condition.

The losses thus incurred are made up by the continual establishment of new libraries in new or growing centres of population. Very often the new enterprise results from the gift of some resident who gives books or money to buy books, as a beginning.

TABLE 107.—Summary by States and geographical divisions of lending libraries owned by corporations.

State or Territory.	Number of—		State or Territory.	Number of—	
	Libraries.	Volumes.		Libraries.	Volumes.
North Atlantic Division:			North Central Div.—Cont'd.		
Maine.....	23	63,368	Illinois.....	34	85,079
New Hampshire.....	16	59,094	Michigan.....	19	33,656
Vermont.....	10	40,420	Wisconsin.....	11	22,599
Massachusetts.....	45	370,574	Minnesota.....	7	26,535
Rhode Island.....	9	97,794	Iowa.....	12	60,753
Connecticut.....	35	141,093	Missouri.....	10	102,666
New York.....	47	395,088	Dakota.....		
New Jersey.....	23	111,551	Nebraska.....	3	6,415
Pennsylvania.....	54	559,552	Kansas.....	6	22,143
South Atlantic Division:			Western Division:		
Delaware.....	4	24,390	Montana.....		
Maryland.....	3	24,596	Wyoming.....		
District of Columbia.....	1	2,500	Colorado.....	2	3,115
Virginia.....	4	18,992	New Mexico.....		
West Virginia.....	1	2,000	Arizona.....		
North Carolina.....	3	5,436	Utah.....	1	6,900
South Carolina.....	4	23,112	Nevada.....	2	5,283
Georgia.....	10	47,635	Idaho.....	1	1,000
Florida.....	1	4,000	Washington.....	1	1,500
South Central Division:			Oregon.....	2	17,113
Kentucky.....	3	17,060	California.....	5	103,622
Tennessee.....	5	9,607			
Alabama.....	1	5,600	North Atlantic Division.....	262	1,838,534
Mississippi.....	2	5,490	South Atlantic Division.....	31	152,661
Louisiana.....			South Central Division.....	14	48,107
Texas.....	2	5,500	North Central Division.....	131	467,076
Arkansas.....	1	5,000	Western Division.....	14	138,533
North Central Division:					
Ohio.....	22	81,135	United States.....	452	2,644,911
Indiana.....	7	26,095			

TABLE 108.—*Detailed statistics of lending libraries owned by corporations and open to subscribers, mainly for the year 1886-87.*

[NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

No.	State and post-office.	Name of library, or of corporation to which it belongs.	Founded.	Number of volumes.	Number added during year.	Income.				Name of librarian.
						From productive funds.	From gifts and bequests.	From other sources.	Total.	
1	2	3	4	5	6	7	8	9	10	11
1	ALABAMA.									
		Mobile.....		5,600	100					
2	ARKANSAS.									
		Marquand*.....		5,000						A. C. Moses.
3	CALIFORNIA.									
		Hueneme.....	1883	1,200	45				\$128	C. W. Bacon.
4		Oroville.....	1882	2,400	100				30	Mrs. Belle M. Morgan.
5		Riverside.....	1878	1,278	0	\$9		\$100	100	J. W. Hamilton.
6		San Francisco.....	1875	42,388	3,400	16,887	0	30,911	53,788	Horace Wilson.
7		San Francisco.....	1883	59,336	1,691	0			12,000	Alfred E. Whitake.
8	COLORADO.									
		Denver.....	1882	1,500	0					W. S. Root.
9		Greeley.....	1889	1,615						Florence N. Haynes.
10	CONNECTICUT.									
		Porter.....	1879	1,100					25	H. G. Dorrance.
11		Bethlehem.....	1887	1,423	53	0	0	45	45	C. H. Bird.
12		Bristol.....	1869	2,234	235	0	0	211	211	Epaphroditus Peck.
13		Chester.....	1875	1,303	4	0	0	60	60	A. L. Osborne, secretary.
14		Colchester.....	1859	2,700	100	0			300	E. Fitch.
15		Cornwall.....	1869	1,400	75	60	0	40	100	Mrs. H. C. Moulton.
16		Danbury.....	1869	8,063	490	2,534	0	475	3,009	Mrs. C. H. Sanford.
17		Danielsonville.....	1854	2,079	80				175	Mary Dexter.
18		Fairfield.....	1876	1,379	51					Nettie E. Nichols.
19		Fairfield.....	1871	1,000						Miss R. S. Carew.

a Successor to Greeley Library Association.

TABLE 103. — *Detailed statistics of lending libraries owned by corporations and open to subscribers, mainly for the year 1886-87—Continued.*

[NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

No.	State and post-office.	Name of library, or of corporation to which it belongs.	Founded.	Number of vol- umes.	Number added during year.	Income.				Name of librarian.
						From produc- tive funds.	From gifts and bequests.	From other sources.	Total.	
1	2	3	4	5	6	7	8	9	10	11
CONNECTICUT—Continued.										
20	Farmington	Farmington*	1785	1,800						Thomas L. Porter.
21	Greenwich	Greenwich*	1876	3,119						Mary M. Miller.
22	Griswold	Coit	1879	1,200	100	\$160	\$0	\$20	\$180	Henry Lester.
23	Hartford	Hartford a.	1839	35,060	1,239	1,323	0	3,033	4,356	Caroline M. Hervins.
24	Jewett City	Slater	1885	1,420	200					M. L. Fanning.
25	Milford	Milford Lyceum	1858	1,882	63				127	Wallace S. Chase.
26	New Britain	New Britain Institute	1854	5,828	221	609	(b)	950	1,550	Miss Lillian M. Whiting.
27	New Haven	Young Men's Institute	1826	12,000	1,000	2,500	0	1,200	3,700	William A. Borden.
28	New Milford	New Milford	1886	1,502	1,502	0	981	223	1,214	Miss A. M. Noble.
29	Norwalk	Norwalk	1875	2,200	200			750	750	Lawrence P. Mott.
30	Norwich	Otis	1848	16,260	545	1,192	0	921	2,173	Mrs. F. W. Robinson.
31	Pomfret	Pomfret Hall*	1882	1,200						Eleanor S. Vinton.
32	Ridgefield	Ridgefield	1880	1,700	47	0	0	55	55	William S. Todd, secretary.
33	Saybrook	Acton	1854	4,000	100				300	Amelia C. Clark.
34	South Norwalk	South Norwalk	1877	1,665	494	649	575	475	1,399	G. S. North.
35	Stamford	Stamford*	1875	1,475						Miss E. L. Filer.
36	Stamford	Trigunson	1882	5,600	401	2,500	0	500	3,000	A. W. Paradise.
37	Stamford	Stamford e	1885	2,000	260	0	35	675	710	Rev. Joel S. Ives, president.
38	Terryville	Terryville Lyceum	1838	1,008	5					William Wood.
39	Torrington	Torrington*	1864	3,186						George W. Cole, secretary.
40	Wallingford	Ladies'	1881	1,091	86	296	50	276	592	Edith F. Lane.
41	Washington	Washington Free Reading Room and Circulating*	1850	1,800						S. T. Seely.
42	Watertown	Watertown	1895	4,150	228	992	0	120	1,082	Miss N. E. Bronson.
43	Wareham	Wareham Village*	1861	1,016						Henry Johnson.
44	West Windsor	Boardsley	1874	5,440	186	674	345	0	1,019	Miss Louise M. Carrington.
DELAWARE.										
45	Dover	Dover*	1855	1,890						Miss L. B. Greene.
46	New Castle	New Castle	1819	5,000	109					W. J. Ferris.
47	Wilmington	German	1873	1,500	100				300	Fred V. Bourdon.
48	Wilmington	Wilmington Institute	1787	13,000	453	0	0	8,200	8,200	Mrs. Mary A. Resag.

TABLE 108.—*Detailed statistics of lending libraries owned by corporations and open to subscribers, mainly for the year 1886-87—Continued.*

[NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

No.	State and post-office.	Name of library, or of corporation to which it belongs.	Founded.	Number of volumes.	Number added during year.	Income.				Name of librarian.
						From productive funds.	From gifts and bequests.	From other sources.	Total.	
1	3	3	4	5	6	7	8	9	10	11
MARYLAND.										
147	Baltimore	Maryland Institute for the Promotion of the Mechanic Arts.	1818	20,596	131					George L. McCahan.
148	Catonsville	Catonsville*.	1879	3,000						John H. Fowler, secretary.
149	Salisbury	Salisbury Circulating.	1893	1,000	19	\$8		\$40	\$48	Jay Williams.
MASSACHUSETTS.										
150	Amesbury	Public Library of Amesbury and Salisbury.	1856	5,000	76	0	\$10	54	64	S. E. Woolfenden.
151	Billerica	Bennett.	1781	2,000	50				40	Miss S. P. Annable.
152	Blackstone	Blackstone Athenaeum.	1856	5,000						W. H. Hawkins.
153	Boston	Boston Athenaeum.	1807	158,351	5,842	27,239	0	5,928	633,167	Charles A. Cutter.
154	Boston (18 Boylston Street).	Boston Library Society.	1794	26,914	641	1,555	0	742	2,297	Sarah W. Bigelow.
155	Boston.	Society to Encourage Studies at Home.		1,775						
156	Brewster	Ladies'.	1873	5,000	16		10	50	60	R. A. Snow.
157	Brockton	Phenix.	1878	2,200						G. C. Holmes.
158	Chelmsford	Chelmsford Social.	1878	1,200	50	20	0	60	80	N. C. Saunders.
159	Cheshire.	Cheshire*.	1794	2,420						Louise A. Martin.
160	Dudley	Conant.	1874	1,030	50	0	100	90	190	Robert U. Tyler.
161	East Dennis	East Dennis Association*.	1863	7,039						Oliver H. Crowell.
162	Easthampton	Public.	1899	7,792	259	149	150	2907	1,197	D. C. Miller.
163	East Orleans	Orleans.	1850	1,320	15				13	Emma J. Linnell.
164	Fairhaven	Fairhaven.	1860	3,900	127	55	125	260	380	Josephine F. Gould, secretary.
165	Falmouth	Falmouth Circulating.	1875	1,500	90	140	0	110	250	Helen L. Mann.
166	Greenfield	Greenfield.	1855	7,638	373			180	780	Franklin Bonney.
167	Hadley	Hadley Young Men's.	1856	1,836	50			102	102	Ella W. Hobart.
168	Hingham	Hingham Second Social*.	1773	1,999						Eleanor Phelps.
169	Holden	Holden.	1877	1,342	0	0	0	25	25	Emma T. Ransom.
170	Kingston	Kingston.	1870	1,554	75			100	100	Hattie M. Nourse.
171	Lancaster	Town.	1872	1,300	65					Mary E. Sargent.
172	Lowell	Middlesex Mechanics'.	1825	20,493	637				3,875	William Parry.
173	Lowell.	Young Men's Catholic.	1855	1,179	45			7	7	

TABLE 108.—Detailed statistics of lending libraries owned by corporations and open to subscribers, mainly for the year 1886-87—Continued.

[NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

No.	State and post-office.	Name of library, or of corporation to which it belongs.	Founded.	Number of volumes.	Number added during year.	Income.			Name of librarian.
						From previous funds.	From gifts and bequests.	From other sources.	
1	2	3	4	5	6	7	8	9	10
MINNESOTA—Continued.									
216	Minneapolis	Minneapolis Athenaeum	1859	14,600	600	\$7,000	\$0	\$1,700	\$8,700
217	Rochester	Rochester*	1866	2,600					
218	Rochester	Rochester German *	1874	1,200					
219	Stillwater	Stillwater	1869	2,900	310				220
220	W? Asha	Ladies	1871	1,900	100				200
MISSISSIPPI.									
221	Greenville	Public.	1882	1,900	73	0	0	450	450
222	Natchez	Natchez	1883	3,500	50	0	0	280	280
MISSOURI.									
223	Carthage	Carthage Public *	1876	1,200		400	960	500	1,800
224	Glasgow	Lewis	1886	5,000					1,800
225	Hannibal	Hannibal Public	1886	2,150					1,750
226	Independence	Independence *	1871	1,627					
227	Kansas City	Kansas City Public.	1875	15,000	3,000	0	0	63,000	3,000
228	St. Charles	St. Charles Catholic *	1859	2,375	55			108	108
229	St. Louis	St. Louis Mercantile *	1846	68,732	2,167	2,000	2,000	118,101	120,101
230	St. Louis	Young Men's Christian Association	1855	1,696	55				
231	St. Louis	Young Men's Sodality	1855	3,786	26				
232	Warrensburg	Enoch Clark *	1876	1,100					
NEBRASKA.									
233	Brownville	Brownville	1881	1,585	16	19	0	0	19
234	Humboldt	Brunn Memorial *	1884	2,000					
235	Nebraska City	Ladies	1881	2,830	121			263	263
NEVADA.									
236	Carlin	Carlin	1873	1,760	120	120		600	720
237	Virginia City	Virginia Miners Union	1877	3,623	149	60			60

NEW HAMPSHIRE.

238	Bethlehem.....	1877	1,132	3	0	0	75	75	Benjamin Tucker, D. F. Secomb, I. N. Dow
239	Concord.....	1855	11,000	.....	.....	.....	.....	.....	Miss J. E. Converso,
240	Concordcook.....	1871	2,115	149	111	525	192	858	Henry B. Mellen, Miss J. E. Converso,
241	Durham.....	1881	2,115	.....	.....	.....	.....	.....	Amie Vesneth,
242	East Rindge.....	1871	2,500	.....	.....	.....	.....	.....	Mary E. Daniel,
243	Franklin.....	1884	2,500	.....	.....	.....	.....	.....	Jared P. Hubbard,
244	Franklin Falls.....	1880	2,670	100	90	.....	60	150	David D. Evans,
245	Great Falls.....	1840	8,000	50	.....	.....	.....	65	E. H. Thompson,
246	Hopkinton.....	1871	1,028	.....	0	0	0	0	Allice B. Oliver,
247	Hopkinton Public.....	1868	1,640	26	.....	.....	135	135	Henry H. Holt,
248	Lebanon.....	1865	1,640	.....	0	0	40	40	Miss Mary Dergin,
249	Lisbon.....	1866	4,000	160	.....	.....	.....	.....	Martha H. Everett,
250	Lyme.....	1866	4,000	.....	.....	.....	.....	.....	Olivia S. Drake,
251	Panacook.....	1866	4,000	.....	.....	.....	.....	.....	Henry Kimball,
252	Portsmouth.....	1873	15,452	319	200	0	823	1,023	.....
253	Rochester.....	1872	2,400	62	0	0	48	48	.....
NEW JERSEY.									
254	Princeton.....	1859	3,000	50	.....	.....	.....	300	W. R. Southwell,
255	Durlington.....	1758	10,000	144	37	.....	380	417	Mrs. E. J. Thomas,
256	Freehold.....	1882	1,730	105	.....	.....	.....	.....	Ella H. Nevins,
257	Hoboken.....	1867	1,100	.....	.....	.....	.....	225	Latick Coddity,
258	Lakewood.....	1869	1,400	51	.....	.....	.....	.....	H. E. Smith,
259	Lambertville.....	1882	2,130	.....	.....	.....	.....	.....	Miss S. R. Hunt,
260	Long Branch.....	1879	3,303	1,554	0	807	3,789	4,636	Mrs. E. Chasey,
261	Millville.....	1860	2,123	.....	0	538	270	808	Samuel W. Fox,
262	Morristown.....	1878	11,900	150	.....	.....	.....	.....	William O. Lounsbury,
263	Mount Holly.....	1876	3,550	115	530	0	170	760	William T. Harding,
264	Newark.....	1847	28,023	739	4,621	125	854	5,000	William E. Layton,
265	Newton.....	1873	6,445	.....	.....	.....	.....	.....	Miss H. E. Foster,
266	Plainfield.....	1867	1,500	.....	.....	.....	.....	.....	G. A. Westervelt,
267	Rahway.....	1858	9,043	.....	.....	.....	.....	.....	H. R. Williams,
268	Salem.....	1804	7,000	627	400	800	100	1,360	George Mecom,
269	Shrewsbury.....	1862	1,100	.....	.....	.....	.....	.....	Mrs. A. V. Jennings,
270	Somerville.....	1871	1,750	200	.....	.....	.....	400	Miss Sallie J. Little,
271	South Orange.....	1895	2,250	.....	.....	.....	.....	.....	G. H. Brown,
272	Summit.....	1874	1,076	.....	.....	.....	.....	.....	Archibald Gracie, secretary
273	Trenton.....	1878	5,553	157	.....	.....	.....	.....	Miss Martha F. Niles
274	Vineland.....	1876	1,200	.....	.....	.....	.....	.....	C. T. Graves,
275	Woodbury.....	1794	3,000	150	.....	.....	.....	.....	Alfred S. Marshall,
276	Woodstown.....	1858	1,335	45	0	40	91	131	E. S. Fogg,
277	Albany.....	1824	5,000	.....	.....	.....	.....	.....	G. R. Howell
278	Albany.....	1833	18,418	926	8,731	0	0	8,731	Joshua E. Crass

Open to scholars.
a Two thousand five hundred dollars from public school fund.

TABLE 108.—Detailed statistics of lending libraries owned by corporations and open to subscribers, mainly for the year 1886-87—Continued.

[NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

No.	State and post-office.	Name of library, or of corporation to which it belongs.	Founded.	Number of volumes.	Number added during year.	Income.				Name of librarian.
						From produce, five funds.	From gifts and bequests.	From other sources.	Total.	
1	2	3	4	5	6	7	8	9	10	11
NEW YORK—Continued.										
279	Alexandria Bay.....	Young Men's Christian Association.....	1879	1,304	.....	.....	.....	.....	\$10	S. E. Simpson.
280	Auburn.....	Seymour.....	1876	9,889	449	\$1,875	\$0	\$150	2,325	Martha A. Bullard.
281	Bath.....	Bath.....	1869	5,870	300	.....	.....	120	130	R. L. Underhill.
282	Binghamton.....	Binghamton.....	1874	3,600	.....	0	0	0	0	George Blakeslee.
283	Bridgeton.....	Hampton.....	1876	4,325	100	.....	.....	.....	605	Mary G. Hildreth.
284	Brooklyn (189 Montague St.)	Brooklyn.....	1857	94,848	5,263	.....	300	12,847	19,440	W. A. Barnard.
285	Buffalo.....	Buffalo.....	1838	57,090	3,500	6,923	.....	4,000	14,000	J. N. Larned.
286	Buffalo.....	Buffalo Catholic Institute*.....	1870	4,000	.....	.....	.....	.....	.....	Miss L. Gandy.
287	Buffalo.....	German Young Men's Association.....	1841	4,040	260	478	84	0	572	Frederick Frankenstein.
288	Buffalo.....	Mechanics Institute.....	1865	6,000	130	782	1,000	0	1,782	John Duncan.
289	Buffalo.....	Young Men's Christian Association.....	1852	5,315	656	0	130	0	130	John B. Squire.
290	Buffalo.....	Literary Union.....	1881	1,310	60	0	0	115	115	Clayton Ryder.
291	Cazenovia.....	Cazenovia Public.....	1886	1,439	700	0	0	414	414	M. Louisa Fulford.
292	Clifton Springs.....	Pierce Library, Young Men's Christian Association.....	1880	1,103	3	.....	.....	.....	.....	Clifton H. Mix.
293	Cold Spring.....	Cold Spring.....	1866	3,000	.....	.....	.....	.....	.....	George G. Mead.
294	College Point.....	College Point Harmonic Society*.....	1855	1,222	.....	.....	.....	.....	.....	William Schlichthoerl.
295	Corning.....	Corning.....	1873	8,000	250	.....	.....	.....	1,075	Miss C. Spencer.
296	Corwall-on-the-Hudson.....	Corwall.....	1869	3,321	409	0	100	287	387	E. M. Newcomb.
297	Corwall-on-the-Hudson.....	Library Association of Cortland.....	1884	1,370	185	.....	226	328	554	Mary E. Hubbard.
298	Cuba.....	Cuba Circulating.....	1872	1,200	30	.....	.....	50	50	Mrs. Robt. S. Armstrong.
299	Elmira.....	Elmira Farmers' Club*.....	1872	2,000	.....	.....	.....	.....	.....	David Heller.
300	Elmira.....	German.....	1850	1,465	64	.....	.....	.....	45	Joseph Sargant.
301	Elmira.....	Young Men's Christian Association.....	1858	3,300	30	10	.....	.....	10	Don O. Shelton.
302	Evadonia.....	Darwin R. Barker.....	1883	1,747	192	.....	.....	.....	283	L. B. Greene, secretary.
303	Glens Falls.....	Glens Falls*.....	1841	2,000	.....	.....	.....	.....	.....	D. C. Farr.
304	Havana.....	Havana.....	1867	1,000	250	.....	.....	.....	.....	Dr. B. T. Smelter.
305	Hornellsville.....	Hornell.....	1868	10,000	.....	200	0	a500	700	Mrs. L. A. Charles.
306	Hudson.....	Franklin*.....	1837	4,674	.....	.....	.....	.....	.....	Miss F. B. Powels.
307	Huntington.....	Huntington Public*.....	1875	2,300	.....	.....	.....	.....	.....	Mrs. A. S. Conklin.
308	Katonah.....	Katonah Village*.....	1880	1,000	.....	.....	.....	.....	.....	Miss Maude Green.
309	Le Roy.....	Ladies.....	1874	1,180	56	.....	.....	.....	.....	Eloise E. Parsons.

310	Moravia.....	1880	2,535	12	0	0	78	0	Louisa Fitts.
311	New York (2228 Third Ave.)	1829	13,700	653	1,995	0	568	2,563	Stansbury Nose.
312	New York (16 Clinton Place)	1885	1,200	0	0	600	0	600	Anna P. Johnson.
313	New York (67 University Place)	1700	80,000	1,000	3,920	0	8,661	12,581	Wentworth S. Butler.
314	Norwich.....	1873	1,500	150	14	0	50	64	George A. Thomas.
315	Nyack.....	1873	2,300	0	0	100	300	400	Miss E. F. Thorburn.
316	Olean.....	1871	2,424	150	0	0	513	900	Ella P. Hazlett.
317	Saratoga Springs.....	1884	1,600	906	0	591	0	1,104	Miss Juliet Hill.
318	Skaneateles.....	1877	5,714	95	0	8	96	104	Lydia A. Cobane.
319	Somers.....	1875	1,055	0	0	0	80	80	Margaret Patterson.
320	Tarrytown.....	1868	1,500	25	0	0	0	0	William Silsbee, secretary.
321	Trinton.....	1875	1,830	200	0	0	0	0	Mrs. E. A. Howarth.
322	Wappinger's Falls.....	1867	5,000	200	0	0	0	0	Miss R. Baker, secretary.
323	Watkins.....	1871	1,800	0	0	0	0	0	
NORTH CAROLINA.									
324	Asheville.....	1878	1,400	101	0	10	40	50	E. I. Hatch.
325	Pioneer.....	1875	1,036	150	0	0	0	400	G. L. Bernhardt.
326	Wilmington.....	1857	3,000	0	0	0	0	0	L. E. De Rosset.
OHIO.									
327	Ashtabula.....	1830	1,200	0	0	0	0	0	Edward Fowl.
328	Bryan.....	1881	1,225	125	0	0	0	300	Miss Olive M. Wilber.
329	Cincinnati.....	1838	5,560	84	0	0	0	3,500	C. W. Pugh.
330	Cleveland.....	1852	20,000	2,000	0	0	0	0	Miss S. E. Chamberlin.
331	Cleveland.....	1867	1,300	0	0	0	0	0	Andrew Sauer.
332	Defiance.....	1870	8,885	0	1,510	0	476	1,986	Charlotte D. Leavitt.
333	Elyria.....	1874	1,500	0	175	0	30	205	Evart G. Rontzahn.
334	Franklin.....	1883	2,087	407	42	0	894	935	Mary D. Graf.
335	Glendale.....	1860	1,625	0	0	0	0	0	Miss L. A. Black.
336	London.....	1878	1,000	27	0	0	550	559	Elizabeth Maxey.
337	Mansfield.....	1870	2,760	0	0	0	0	0	S. Dwight Smith.
338	Marietta.....	1829	2,800	0	0	0	0	0	Miss Mary C. Nye.
339	Newark.....	1872	1,548	0	0	0	0	0	Mrs. M. Wright.
340	Norwalk.....	1866	5,000	200	50	150	375	575	Sophia Rowland.
341	Painesville.....	1876	2,000	500	300	0	200	500	M. F. Dean.
Christian Association c.									
342	Stentenville.....	1880	2,725	90	0	0	0	260	James Horner.
343	Tiffin.....	1880	1,908	103	0	0	494	434	John L. Lott, secretary.
344	Upper Sandusky.....	1886	1,387	50	0	0	50	50	Mrs. Lissa Maffett.
345	Wauseon.....	1875	1,100	0	0	0	75	75	Miss Vrona Garrett.
346	Wyoming.....	1882	1,315	130	171	0	656	827	Caroline B. Evans.
347	Xenia.....	1878	45,200	0	0	0	0	470	Elizabeth Ewing.
348	Zanesville.....	1828	9,000	0	0	0	0	0	M. A. Stilwell.
OREGON.									
349	Portland.....	1870	1,500	50	0	0	600	600	Thomas Adams.
350	Portland.....	1864	15,613	1,161	4,761	1,000	2,253	8,017	Henry A. Oxer.

d In 1864-85.

c 600 volumes belong to the Y. M. C. A.

d Formerly Wappinger's Falls

TABLE 108.—Detailed statistics of lending libraries owned by corporations and open to subscribers, mainly for the year 1886-87.—Continued.

[NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

No.	State and post-office.	Name of library, or of corporation to which it belongs.	Founded.	Number of volumes.	Number added during year.	Income.			Name of librarian.
						From productive funds.	From gifts and bequests.	From other sources.	
1	2	3	4	5	6	7	8	9	10
PENNSYLVANIA.									
851	Altoona.....	Altoona.....	1860	6,315	565	\$0	\$0	\$1,195	\$1,195
852	Buckingham.....	Buckingham.....	1874	1,525	85	0	0	74	74
853	Canonsburg.....	Canonsburg.....	1879	1,900	90	.....	.....	.....	.....
854	Carbondale.....	Young Men's.....	1873	2,187	54	91	0	190	281
855	Chester.....	Mechanics.....	1873	1,017	113	.....	.....	.....	850
856	Coatesville.....	Coatesville Public.....	1872	1,277	77	.....	.....	.....	Jennie Gill.
857	Downingtown.....	Downingtown.....	1876	1,278	38	14	0	242	286
858	Easton.....	Easton.....	1811	3,700	.....	.....	.....	.....	Jane Thomas.
859	Erie.....	Young Men's Christian Association a.....	1867	4,860	.....	.....	.....	.....	Jesse R. Lerch.
860	Falconsburg.....	Falconsburg.....	1867	4,524	187	250	0	359	609
861	Frankford.....	Frankford.....	1857	2,317	170	0	100	187	287
862	Germantown, Philadelphia.....	Workingmen's.....	1877	3,300	.....	.....	.....	.....	George W. Wright.
863	Germantown, Philadelphia.....	Young Men's Christian Association.....	1871	3,120	610	0	750	0	John J. Kenney.
864	Harrisburg.....	Young Men's Christian Association.....	1855	2,500	50	.....	.....	.....	W. E. Wayte.
865	Hazleton.....	Union.....	1875	10,496	141	.....	.....	.....	Wilmer Crow.
866	Hazleton.....	Young Men's Christian Association.....	1876	1,250	7	.....	.....	.....	Mrs. Jane E. Carr.
867	Huntingdon Valley.....	Sickel *.....	1880	1,534	.....	.....	.....	.....	George W. Reinhard.
868	Johnstown.....	Cambria.....	1870	6,880	356	2,383	.....	360	Miss E. A. Rose.
869	King of Prussia.....	Union, of Upper Merion *.....	1853	2,023	.....	.....	.....	.....	M. E. Hurst.
870	Lancaster.....	Mechanics.....	1828	7,000	100	240	0	110	350
871	Lebanon.....	Public.....	1883	2,000	200	.....	.....	.....	Ellen L. Thomas.
872	Lewistown.....	Lewistown.....	1870	3,000	5	0	5	70	120
873	Lock Haven.....	Lock Haven.....	1868	2,000	125	.....	.....	.....	C. Hare.
874	Meadville.....	Library, Art, and Historical Association *.....	1868	4,000	.....	.....	.....	.....	Miss A. J. Clarke.
875	Mechanicsburg.....	Library and Literary Association.....	1872	2,500	100	.....	.....	.....	Mrs. Lizzie Karskadden.
876	Media.....	Delaware County Institute of Science.....	1832	2,800	.....	.....	.....	.....	Miss S. McCracken.
877	New Brighton.....	Young Men's.....	1852	2,330	50	.....	.....	300	W. H. Hench.
878	New Castle.....	Young Men's Christian Association b.....	1856	2,000	2,000	175	0	240	John C. Fussell.
879	Norristown.....	Norristown.....	1796	8,328	296	.....	.....	.....	John C. Jackson.
880	Oxford.....	Oxford.....	1868	1,520	25	125	0	99	W. F. Slingluff, treasurer.
									S. W. Morrison, secretary.

381	Philadelphia.....	Athenaeum of Philadelphia.....	1814	25,000	667	4,037	0	1,651	5,688	Charles R. Hildeburn.
382	Philadelphia.....	Byberry *.....	1793	2,500	.....	.....	.....	.....	John Carver.	
383	Philadelphia.....	Library Company of Philadelphia.....	1731	152,235	2,235	6,579	0	24,884	31,463	James G. Barnwell.
384	Philadelphia (1106 South Fifth Street).....	Mechanics' Institute.....	1852	5,306	406	.....	.....	.....	Miss Annie J. Harkness.	
385	Philadelphia.....	Mercantile.....	1821	157,500	3,300	2,800	0	18,875	21,675	John Edmunds.
386	Philadelphia.....	Mutual *.....	1879	43,400	.....	.....	.....	.....	S. P. Ferree.	
387	Philadelphia.....	Moyamensing Literary Institute.....	1841	5,000	202	900	125	28	1,143	James H. Mathieu.
388	Philadelphia (765 South Second Street).....	Southwark.....	1832	9,881	45	300	0	1,100	1,400	C. C. Murray.
389	Phenixville.....	Young Men's Literary Union *.....	1857	2,300	.....	.....	.....	.....	W. C. Mellon.	
390	Pittsburg.....	Pittsburg <i>c</i>	1849	15,557	1,700	250	5,000	3,609	8,850	M. F. Macrum.
391	Quakertown.....	Richland.....	1795	1,651	0	56	0	.....	56	Hannah M. Penrose.
392	Reading.....	Reading.....	1803	6,000	340	1,692	0	0	1,692	William H. Strickland.
393	Scranton.....	Welsh Philosophical Society.....	1863	2,000	10	34	.....	.....	34	K. S. Grandal.
394	Sewickley.....	Sewickley Public *.....	1873	2,500	.....	.....	.....	.....	.....	Miss M. Little.
395	Stroudsburg.....	Stroudsburg *.....	1861	1,360	.....	.....	.....	.....	.....	F. Knighton.
396	Susquehanna.....	Susquehanna Depot *.....	1891	3,021	.....	.....	.....	.....	.....	Mary A. Nichol.
397	Tacony, Philadelphia.....	Disston.....	1884	1,471	274	0	431	157	588	Josiah C. Luthberry.
398	Titusville.....	Young Men's Christian Association <i>d</i>	1877	3,700	.....	.....	.....	.....	.....	William P. Hunter.
399	Towanda.....	Towanda.....	1878	1,100	95	.....	.....	.....	125	Matilda Blicht.
400	Warren.....	Warren.....	1873	3,814	487	0	5,000	1,126	6,126	Miss F. M. Smith.
401	Washington.....	Citizen's.....	1872	5,000	.....	.....	.....	.....	625	Mary Greer.
402	West Chester.....	West Chester.....	1873	2,950	50	316	54	219	619	Lizzie A. Thomas.
403	Wilkes Barre.....	Young Men's Association.....	1873	1,500	.....	.....	.....	.....	.....	K. L. A. Thomas.
404	York.....	United.....	1871	3,025	133	39	0	0	39	George E. Sherwood.
RHODE ISLAND.										
405	Chepachet.....	Manton.....	1846	1,000	100	.....	.....	20	20	Charles Potter.
406	Foster Centre.....	Foster Manton.....	1796	1,250	50	.....	.....	0	0	Mary P. Arnold.
407	Newport.....	Readwood Library and Athenaeum.....	1730	32,223	586	.....	.....	.....	.....	Richard Bliss.
408	Providence.....	Franklin Lyceum.....	1851	3,000	.....	.....	.....	.....	.....	Maria A. Bussett.
409	Providence.....	Providence Athenaeum.....	1836	46,336	1,215	1,610	0	4,357	5,977	Daniel Blackwylth.
410	Slater'sville.....	Slater'sville.....	1848	1,100	123	0	24	0	24	Archie M. Clarke.
411	Tiverton.....	Whitridge Hall Free.....	1876	1,670	130	96	125	3	224	Mary W. Barry.
412	Westerly.....	Pawcatuck <i>e</i>	1818	4,000	.....	.....	.....	.....	.....	Edwin Wilcox.
413	Wickford.....	Wickford *.....	1872	1,200	.....	.....	.....	.....	.....	A. M. Lathier.
SOUTH CAROLINA.										
414	Charleston.....	Charleston Library Society.....	1748	18,512	220	397	0	912	1,309	Miss A. E. Pinckney.
415	Florence.....	Florence.....	1879	2,000	.....	.....	.....	.....	.....	J. P. McNeill.
416	Frogmore.....	Edward L. Pierce.....	1880	1,000	.....	.....	.....	.....	.....	J. R. Macdonald.
417	Spartanburg C. H.....	Kennedy *.....	1883	1,600	.....	.....	.....	.....	.....	Miss N. P. Farron.
TENNESSEE.										
418	Culleoka.....	Culleoka Reading Club.....	1870	1,500	8	35	0	0	35	Conner A. Hall.
419	Knoxville.....	Lawson McGhee.....	1885	4,107	484	1,515	0	592	2,107	Thomas W. Humes.
420	Lewisburg.....	Lewisburg Institute *.....	1884	1,000	.....	.....	.....	.....	.....	Horace Merritt.

a Also called the City Library.

b Formerly the Mercantile Library.

c Formerly the Tinsville Library.

d Formerly the Tinsville Library.

e An early labor of Henry Barnard.

e An early labor of Henry Burnard.
c Formerly the Titusville Library.
d Formerly the Titusville Library.

a Also called the City Library.
b Library and building the gift of Ira D. Sankey.

TABLE 103.—Detailed statistics of lending libraries owned by corporations and open to subscribers, mainly for the year 1886-87—Continued.

[NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

No.	State and post-office.	Name of library, or of corporation to which it belongs.	Founded.	Number of vol- umes.	Number added during year.	Income.				Name of librarian.
						From produc- tive funds.	From gifts and bequests.	From other sources.	Total.	
1	2	3	4	5	6	7	8	9	10	11
TENNESSEE—Continued.										
421	McMinnville.....	McMinnville.....	1876	1,500	.....	.....	.....	.....	.....	Thomas Black.
422	Shelbyville.....	Eakin.....	1880	1,500	12	\$0	.....	\$100	\$100	Mrs. Mary C. Evans.
TEXAS.										
423	Houston.....	Houston Lyceum*.....	1854	2,500	.....	.....	.....	.....	10	P. N. McGraven.
424	San Antonio.....	Literary and Scientific Association.....	1884	3,000	.....	.....	.....	.....	.....	M. Lindner.
UTAH.										
425	Salt Lake City.....	Masonic Public.....	1877	6,900	154	642	0	0	642	Christopher Diehl.
VERMONT.										
426	Bradford.....	Bradford Public.....	1875	1,500	162	12	0	100	112	Mrs. Eliza A. Barrett.
427	Branton.....	Brandon Ladies' Book Club*.....	1869	1,050	.....	.....	.....	.....	.....	Mrs. E. S. Conant.
428	Montpelier.....	Montpelier Public.....	1886	4,000	126	42	95	321	458	J. C. Houghton, secretary.
429	Norwich.....	Norwich.....	1880	1,100	95	0	0	58	184	Miss Mary J. Davis.
430	Poacham.....	Juvenile.....	1810	1,500	61	60	0	124	.....	S. E. Cowles.
431	Pittsford.....	McClure.....	1838	2,000	0	.....	.....	.....	20	Miss Ida J. Shaw.
432	Proctorsville.....	Proctorsville.....	1858	1,400	19	20	.....	.....	124	Martha S. Taylor, acting.
433	St. Albans.....	Vermont Central.....	1852	2,500	100	90	0	0	90	John M. Bidlock.
434	Thetford.....	Latham Memorial.....	1876	3,000	100	90	0	0	.....	Samuel Fletcher.
435	Vergennes.....	Vergennes*.....	1876	22,220	.....	.....	.....	.....	.....	Mary T. Tucker.
VIRGINIA.										
436	Alexandria.....	Alexandria.....	1794	4,000	0	.....	.....	.....	0	Richard L. Carne.
437	Lexington.....	Franklin Society.....	1816	4,000	100	0	0	150	150	J. A. R. Varner.
438	Norfolk.....	Norfolk*.....	1870	6,292	.....	.....	.....	.....	.....	N. E. Smith.
439	Richmond.....	Young Men's Christian Association.....	1855	4,700	.....	.....	.....	1,000	1,000	John T. Nicholas.

WASHINGTON TERRITORY.		TACOMA*.		1,500			M. A. Root.
WEST VIRGINIA.		Romney Literary Society*.		1819			James A. Gibson.
WISCONSIN.		Abnapee.		1885	100		M. T. Parker.
440	Olympia.		Ladies.	1874	0	72	E. M. Richardson.
			Young Men's	1868	195	414	Annie E. Harscome.
			Jones.	1868			T. Langworthy.
			Tanvarein Milwaukee	1866	42		T. M. Hines.
			Milwaukee	1856			M. A. Root.
			Oshkosh.	1860			F. R. Chase, president.
			Young Men's Christian Association.	1868		180	J. E. Brayton.
			Ripon Public	1860	300		James W. Johnson.
			Ripon	1860	100		
			Sheboygan Business Men's Association.	1885			
			Stevens' Point.	1863			D. B. Park.
			Waupun.	1858	120	258	Edwin Hillyer.

LIBRARIES WHICH ARE BUSINESS INVESTMENTS.

{Tables 109 and 110.]

The last group considered in this chapter contains circulating libraries conducted for the profit of their proprietors. Doubtless this list is very imperfect; for example, all but nine of the libraries mentioned are in the North Atlantic Division.

The libraries in this group, considered as means of public culture, are almost without value; as a means of personal amusement or relaxation, generally of an innocent kind, they serve their purpose and fill some sort of demand.

TABLE 109.—*Summary, by States and geographical divisions, of circulating libraries which are business investments conducted for profit.*

State or Territory.	Number of—		State or Territory.	Number of—	
	Libraries.	Volumes.		Libraries.	Volumes.
<i>North Atlantic Division.</i>			<i>North Central Division.</i>		
Maine.....	2	5,600	Ohio.....		
New Hampshire.....	3	3,250	Indiana.....		
Vermont.....			Illinois.....		
Massachusetts.....	38	94,411	Michigan.....		
Rhode Island.....	5	16,422	Wisconsin.....		
Connecticut.....	7	18,797	Minnesota.....		
New York.....	7	14,020	Iowa.....	1	3,000
New Jersey.....	2	4,487	Missouri.....	3	12,200
Pennsylvania.....	1	22,300	Dakota.....		
			Nebraska.....		
<i>South Atlantic Division.</i>			Kansas.....	1	1,000
Delaware.....			<i>Western Division.</i>		
Maryland.....			Montana.....		
District of Columbia.....	2	6,000	Wyoming.....		
Virginia.....			Colorado.....	2	4,000
West Virginia.....			New Mexico.....		
North Carolina.....			Arizona.....		
South Carolina.....			Utah.....		
Georgia.....			Nevada.....		
Florida.....			Idaho.....		
<i>South Central Division.</i>			Washington.....		
Kentucky.....			Oregon.....		
Tennessee.....			California.....		
Alabama.....			North Atlantic Division.....	65	189,287
Mississippi.....			South Atlantic Division.....	2	6,000
Louisiana.....			South Central Division.....	5	16,200
Texas.....			North Central Division.....	2	4,000
Arkansas.....			Western Division.....		
			United States.....	74	215,487

TABLE 110.—*Detailed statistics, mainly for 1886-87, of circulating libraries which are business investments and conducted for profit.*

[NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

State and post-office.	Name of library.	When opened.	Number of volumes—		Name of proprietor.
			At date of report.	Added during year.	
COLORADO.					
Colorado Springs	Garstin's Circulating	1884	1,000	.....	Mrs. M. A. Garstin.
Denver	Lawrence's Circulating* .....	.....	3,000	.....	H. H. Lawrence & Co.
CONNECTICUT.					
Birmingham	Allis's Circulating	1886	3,500	.....	George C. Allis.
Guilford	Circulating Library	1872	1,100	.....	Misses Shepard & Fowler.
Litchfield	Litchfield Circulating*	1870	1,772	.....	Anne E. Wessells.
New Haven	Bartholomew's Library	1871	4,500	.....	L. B. Bartholomew (75 Orange Street).
New London	Fox's Circulating	1870	1,425	87	Mrs. Samuel Fox.
Norwich	Norwich Circulating	1871	5,000	300	James H. Myers.
Rockville	Foote's Rockville	1870	1,500	250	E. W. Foote.
DISTRICT OF COLUMBIA.					
Washington (F Street)	Free's Select	1886	3,000	.....	Miss Hale.
Washington	Washington Circulating*	1883	3,000	.....	Mrs. Lucy L. Hunter.
IOWA.					
Vinton	Wolfe's Circulating a .....	.....	3,000	.....	F. W. Wolfe.
KANSAS.					
Junction City	Trott's Select	1870	1,000	50	C. H. Trott & Bro.
MAINE.					
Brunswick	Denison's Circulating	1867	2,000	150	Madge E. Dunning.
Portland	Clark's Circulating	1878	3,600	250	Miss Helen M. Sweet.
MASSACHUSETTS.					
Amesbury	Kelly's Circulating	1868	2,450	120	Edward L. Kelly.
Amesbury	Johnson's Circulating	1877	2,972	280	John F. Johnson.
Beverly	Wilson's Circulating .....	.....	1,000	.....	J. A. Wilson.
Boston	Brooks's*	1868	2,847	.....	H. F. Brooks.
Boston	Carter's Circulating .....	.....	4,500	550	Miss H. M. Baker.
Boston (697 Tremont St.)	Central Library .....	.....	.....	.....	Mrs. P. M. Mendum.
Boston (9 Bromfield St.)	Loring's Town and Country Library	1859	16,000	.....	A. K. Loring.
Boston	Merrill's Circulating .....	.....	5,000	.....	C. H. Merrill.
Boston	Mudie Library of Boston	1883	5,500	1,500	W. H. Halliday.
Boston	Osgood's Circulating*	1874	1,000	.....	Joseph Osgood.
Boston (738 E. Broadway)	Payne & Co.'s	1869	2,200	100	H. B. Payne.
Boston	Sage's Circulating	1874	2,000	100	W. F. Sage.
Cambridge	Cambridge Circulating .....	.....	2,600	50	Charles W. Sever.
Chelsea (232 Broadway)	Boyd's Circulating	1873	4,000	.....	H. M. Boyd.
Chelsea	Orrutt's Circulating*	1849	2,000	.....	John C. F. Pruden, lib.
East Boston	Marno's Circulating*	1881	1,600	.....	John Marno.
East Cambridge	Blake's Circulating*	1880	1,362	.....	Arthur W. Blake.
East Saugus	East Saugus Circulating	1864	1,290	50	Henry J. Mills.
Fall River	Earle's Circulating	1870	1,000	66	Earl & Baneford.
Greenfield	Moody's Circulating*	1872	1,200	.....	C. M. Moody.
Gloucester	Procter Circulating	1851	3,000	300	Miss H. E. Atkinson.
Haverhill	Morse & Sons' Circulating	1872	1,500	150	George D. Morse.
Lowell	Coggshall's Circulating	1868	1,000	0	F. P. Coggshall.
Lynn	Congdon's Circulating	1868	3,000	.....	J. H. Congdon.
Lynn	Cotton's Circulating	1881	1,200	100	Albert T. Cotton.
Malden	Bazar Circulating*	1881	1,500	.....	Miss N. F. Floyd.
Malden	Ladies' Exchange*	1883	1,000	.....	Miss C. P. Lac. ste.
New Bedford	Hutchinson's Circulating	1865	62,500	2,000	H. S. Hutchinson.
New Bedford	Lawton's Circulating	1876	1,800	200	Susan Kavenagh.
Newburyport	Lunt's Circulating c	1880	2,000	200	Hannah E. Lunt.

a Formerly B. N. Palmer's.

b Sell books so as to average about 2,500.

c Care is taken to exclude questionable books, and judgment used in giving books to children.

TABLE 110.—*Detailed statistics, mainly for 1886-87, of circulating libraries which are business investments and conducted for profit—Continued.*

[NOTE.—Items respecting libraries marked with an asterisk are taken from a previous Report.]

State and post-office.	Name of library.	When opened.	Number of volumes—		Name of proprietor.
			At date of report.	Added during year.	
MASSACHUSETTS—Cont'd.					
North Cambridge.....	Smith's Circulating.....	1875	1,260	69	O. E. Smith.
Plymouth.....	Burbank's Circulating.....	.....	1,200	100	A. S. Burbank.
Roxbury.....	Corning's Circulation*.....	1873	1,800	.....	Miss E. E. Corning.
Somerville.....	Circulating.....	1874	1,200	200	M. L. Tobin.
South Boston.....	Toll-Gate Circulating*.....	.....	1,700	.....	Clarence Hallett.
Springfield.....	Central Circulating.....	1867	1,600	58	H. L. Goodrich.
Wellsfleet.....	Workers' Circulating.....	1874	1,564	92	E. T. Kemp.
Worcester (568 Main St.).....	Browning Circulating.....	.....	1,816	.....	L. H. Browning.
Worcester.....	Fisher's Circulating.....	1870	3,900	100	Charles H. Fisher.
MISSOURI.					
Kansas City.....	Fetterman Circulating*.....	1875	5,000	.....	J. C. Fetterman.
Lamar.....	Attwood's Circulating*.....	1881	2,000	.....	A. W. Attwood.
St. Joseph.....	Altona's*.....	1866	5,200	.....	Theo. Altona.
NEW HAMPSHIRE.					
Lake Village.....	Hubbard's Circulating*.....	1884	1,000	.....	John M. Hubbard.
Lebanon.....	Richardson's Circulating.....	1870	1,050	100	W. H. Richardson.
Suncook.....	Pentagon Circulating.....	1875	1,200	15	Joseph Wilkins.
NEW JERSEY.					
Camden.....	Felton's Circulating*.....	1870	3,000	.....	Mrs. L. B. Felton.
Elizabeth.....	Putnam Circulating.....	1880	1,487	300	E. G. Putnam.
NEW YORK.					
Brooklyn.....	Bedford Circulating*.....	1877	2,000	.....	Miss M. Bliss.
Clifton Springs.....	Clifton Springs Sanitarium.....	1865	2,004	80	Lewis Bodwell.
Elmira.....	Losie's Circulating.....	1884	1,000	27	J. M. Losie.
Greenwich.....	Greenwich Circulating.....	1877	1,362	0	George E. Dorr.
Highland Falls.....	Morgan Circulating.....	1874	1,182	101	E. S. Rundell.
Matteawan.....	Howland Circulating.....	1872	4,987	113	Joseph M. Badeau.
Wellesville.....	Wellesville Circulating*.....	1868	1,485	.....	Henry L. Jones.
PENNSYLVANIA.					
Philadelphia (111 S. 11th Street).	Wilson's Circulating.....	1875	a22,300	11,700	W. C. Wilson.
RHODE ISLAND.					
Newport.....	Ward's Circulating.....	1875	1,500	167	Remington Ward.
Providence.....	Arnold's*.....	1853	4,422	.....	S. C. Arnold.
Providence.....	Davis's*.....	1849	6,000	.....	Albert F. Davis.
Providence.....	Gregory*.....	1881	3,500	.....	Harry Gregory.
Warren.....	Ware's Circulating.....	1857	1,000	.....	Paul Ware.

a Including branches.

CHAPTER XIX.

EDUCATIONAL PERIODICALS.

The following list of educational periodicals represents such as are on file in the library of the Office, and such as are found useful in making up the Annual Report. Some in the list, no doubt, have suspended publication. There is no way at the disposal of the Office of finding out when many of these periodicals began or when they ceased publication.

The table is intended to give a brief description of these publications.

TABLE 103.—*Statistics of educa-*

Place of publication.	Principal title.	Name of editor.
1	2	3
I.—UNITED STATES.		
Birmingham, Ala.	Southern Journal of Education	H. P. Burruss
Collinsville, Ala.	Educational Advocate	Douglas Allen
Huntsville, Ala.	Alabama Teacher's Journal	J. A. B. Lovett
Huntsville, Ala.	Normal Index	State Normal School
Little Rock, Ark.	Arkansas Teacher	Josiah H. Shinn
Marysville, Cal.	The Budget	Budget Publishing Company
San Francisco, Cal.	Pacific Educational Journal	Educational Publishing Company
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
Grand Forks, Dak.	Educational News	A. R. Griffith
Bloomington, Ill.	Illinois School Journal	George P. Brown
Chicago, Ill.	Intelligence	E. O. Vaile
Chicago, Ill., and New York, N. Y.	Teacher's Institute and Practical Teacher	Amos M. Kellogg and Jerome Allen
Springfield and Peoria, Ill.	National Educator	Jeriah Bonham
Taylorville, Ill.	Christian County School News	C. M. Parker
Indianapolis, Ind.	Educational Weekly	J. M. Olcott
Indianapolis, Ind.	Indiana School Journal	W. A. Bell
Mitchell, Ind.	Normal Quarterly	W. E. Lugenbeel and E. F. Sutherland
Des Moines, Iowa	Northwestern Journal of Education	Ella A. Hamilton
Dubuque, Iowa.	Normal Monthly	George W. Jones
Keokuk, Iowa	Central School Journal	Lydia G. Howell and George E. Marshall
Lincoln and Topeka, Kans.	Western School Journal	R. W. Turner
Louisville, Ky.	Educational Courant	R. H. Carothers
New Orleans, La.	Journal of Education	W. O. Rogers
New Orleans, La.	Progressive Teacher	Mrs. M. H. Williams
Baltimore, Md.	The Educator	Centenary Biblical Institute
Boston, Mass.	American Teacher	A. E. Winship and W. E. Sheldon
Boston, Mass., and London, England.	Common School Educator	William A. Mowry
Boston, Mass.	Education	William A. Mowry
Boston, Mass., and Chicago, Ill.	New England Journal of Education	A. E. Winship
Boston, Mass.	Popular Educator	Educational Publishing Company
South Lancaster, Mass.	True Educator	Charles C. Ramsey
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	Deutscher Ev.-Luth. Synode von Missouri, Ohio, und andere Staaten
Omaha, Nebr.	Nebraska Mute 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.	Deaf-Mute's Journal	E. A. Hodgson
New York, N. Y.	Penman's Journal and Teacher's Guide	D. T. Ames
New York, N. Y., and Chicago, Ill.	School Journal	E. L. Kellogg & Co
New York, N. Y.	Words and Weapons	George F. Pentecost
Rochester, N. Y.	Educational Gazette	Alvin P. Chapin
Syracuse, N. Y.	The Academy	George A. Bason
Syracuse, N. Y.	The School Bulletin	C. W. Bardeen
Wilmington, N. C.	The Lighthouse	Tilston Normal School
Akron, Ohio	Ohio Educational Monthly and National Teacher	Samuel Findley

tional periodicals for 1886-87.

Date of first issue.	No. of volume in June, 1887.	When such volume began.	No. of volumes in year.	How often published.	Price per annum.	Remarks.
4	5	6	7	8	9	10
Mar., 1885	-----	-----	1	M	\$1.00	
—, 1887	1	-----	1	M	.50	
July, 1885	2	July	1	M	1.00	
Dec., 1885	2	July	1	W	1.00	
Jan., 1884	-----	-----	1	M	1.00	
May, 1887	1	May	1	M	1.25	
Feb., 1887	1	Feb.	1	M	2.00	
Mar., 1877	-----	-----	1	M	2.00	Suspended.
May, 1885	3	May	1	M	1.50	
Aug., 1855	-----	-----	1	Q	4.00	
Jan., 1885	-----	-----	1	M	1.00	Suspended.
Oct., 1886	1	Oct	1	M	.50	
Jan., 1881	6	Sept	1	M	1.25	
Jan., 1881	7	Jan	1	Semi-mo.	1.50	As School-master to June, 1884, when it took the present title.
—, 1887	9	Sept	1	M	1.00	In October, 1885, Practical Teacher and Teachers' Institute united; ten numbers in volume.
Jan., 1884	3	Jan	1	M	1.00	
June, 1887	1	June	1	M	.50	
July, 1883	-----	-----	2	W	2.00	November 12, 1885, united with N. E. Journal of Education.
Jan., 1856	32	Jan	1	M	1.50	
—, 1882	6	Feb.	1	Q	.25	
—, 1885	-----	-----	2	W	2.00	
Aug., 1877	10	Aug	1	M	1.50	
—, 1876	10	Jan	1	M	.75	
Feb., 1885	3	Dec.	1	M	1.00	Successor to Educationist.
(n. s.)	-----	-----	-----	-----	-----	-----
June, 1884	4	June	1	M	1.00	
Apr., 1879	9	Mar	1	M	1.50	
Feb., 1886	2	Feb.	1	M	.60	
Oct., 1886	1	Oct	1	M	.60	
Sept., 1883	4 (n. s.)	Sept	1	M	1.00	Ten numbers in volume.
Jan., 1887	1	Jan	1	M	1.00	
Sept., 1880	7	Jan	1	M	1.00	Bi-monthly till January, 1886.
Jan., 1875	26	June	2	W	2.50	Consolidation of Massachusetts Teacher, Rhode Island School-master, Common School Journal, and College Courant.
—, 1884	3	Jan	1	M	1.00	
Apr., 1884	3	Sept	1	M	.75	
Sept., 1880	7	Sept	1	Semi-mo	3.00	Weekly till end of vol. 5.
Dec., 1881	6	Jan	1	M	1.00	
Oct., 1883	4	Oct	1	Semi-mo	1.50	
-----	20	Jan	1	M	1.00	
-----	22	-----	-----	Q	1.00	
-----	14	Jan	1	Semi-mo	.75	Ten numbers in volume.
Mar., 1883	(4 n. s.)	Jan	1	M	.50	
Dec., 1885	2	Nov	1	M	.60	School year.
-----	16	Jan	1	W	1.50	
-----	11	Jan	1	M	1.00	
—, 1871	33	Jan	2	W	2.50	
—, 1885	3	Jan	1	M	1.50	
Jan., 1885	3	Jan	1	M	1.00	10 numbers in volume.
Feb., 1886	2	Feb.	1	M	1.00	10 numbers in volume.
Sept., 1874	13	Sept	1	M	1.00	
Jan., 1881	-----	-----	1	M	-----	
Jan., 1860	36	Jan	1	M	1.50	Ohio Journal of Education, vols. 1-8 (1852-59), Ohio Educational Monthly and National Teacher, vols. 9-24 o. s. (1860-75); 1-16 n. s. (1860-75); 1-7 3d s. (1876-82); 25-36 o. s. (1876-87).

TABLE 103.—*Statistics of educational*

Place of publication.	Principal title.	Name of editor.
1	2	3
I.—UNITED STATES—con- tinued.		
Cincinnati, Ohio	The Florida Chautauqua	A. H. Gillet and J. L. Shearer
Columbus, Ohio	The Mute's Chronicle	Ohio Institute for Deaf Mutes
Findley, Ohio	The Educational Leader	Woolfington, Oller & Winbigler
Mount Washington, Ohio	Public School Journal	Public School Journal Company
Allentown, Pa.	National Educator	A. R. Horne
Germantown, Pa.	The Student	Martha H. Garrett and Isaac M. Cox
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	Eldridge Brothers
York, Pa.	The Fountain	W. H. Shelley
Columbus, S. C.	Carolina Teacher	W. L. Bell
Chattanooga, Tenn.	The Educator	Jeremiah Behm
Nashville, Tenn.	Good Education	Price & Goodman
Nashville, Tenn.	Southwestern Journal of Education	W. R. Garrett and J. L. Lampson
Houston and Dallas, Tex.	Texas School Journal	Texas Educational Publishing Co.
Brattleborough, Vt.	The Woman's Magazine	Esther T. House
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 the Deaf	E. A. Fay
II.—BRITISH EMPIRE.		
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 of British and Foreign School Society
London, England	Journal of Education .....	.....
London, England	Quarterly Circular	Organ of National Union of Elementary Teachers
London, England	School Board Chronicle	Organ for the School Boards
London, England	The Indian Magazine	Organ of National Indian Association
London, England	The School-master .....	.....
Christ church, New Zealand	New Zealand School-master .....	.....
Edinburgh, Scotland	The Educational News	Organ of the Educational Institute of Scotland
III.—OTHER FOREIGN.		
Vienna, Austria	Freie pädagogische Blätter	A. Chr. Jossen
Brussels, Belgium	Bulletin du Ministère de l'Intérieur et de l'Instruction Publique	Ministère de l'Intérieur et de l'Instruction Publique
Brussels, Belgium	Magasin des Jeux et Travaux Instructionnels pour Garçons et Fillettes	Tedesco Frères (Bruxelles, Paris, Genève)
Brussels, Belgium	L'Abeille	Th. Braun
Brussels, Belgium	Le Progrès	Société Centrale des Instituteurs Belges
Copenhagen, Denmark	Vor Ungdom	H. Trier and P. Voss
Bordeaux, France	Le Moniteur du Jeune Âge	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 Élémentaire
Paris, France	L'Éducation Nationale	Aleide Picard and Kaan
Paris, France	L'Instituteur	A. Vessiot
Paris, France	L'Instruction Publique	J. Guieu
Paris, France	Manuel Général de l'Instruction Primaire	Ch. Defodon

periodicals for 1886-87—Continued.

Date of first issue.	No. of volume in June, 1887.	When such volume began.	No. of volumes in year.	How often published.	Price per annum. ^a	Remarks.
4	5	6	7	8	9	10
Jan., 1886	2	Mar ..	1	M.....	\$0.50	Successor to Vis-à-Vis.
.....	19	Sept ..	1	W.....	1.00	
Nov., 1886	1	Nov ..	1	M.....	.50	
Jan., 1886	21	Jan ..	2	M.....	1.00	11 numbers in volume.
.....	28	Apr ..	1	Semi-mo ..	.75	
Sept., 1880	7	Oct ..	1	M.....	1.00	
Jan., 1882	35	July ..	1	M.....	1.60	10 numbers in volume.
Oct., 1881	7	Oct ..	1	M.....	1.50	
Sept., 1881	6	Oct ..	1	M.....	.50	
.....	1	M.....	.50	10 numbers in volume.
Sept., 1883	4	Sept ..	1	M.....	1.00	
Jan., 1885	3	Jan ..	1	M.....	1.25	
Feb., 1885	1	M.....	.50	Suspended.
June, 1887	1	June ..	1	M.....	.30	
Mar., 1883	5 (n. s.)	Mar ..	1	M.....	1.00	
Jan., 1883	Jan ..	1	M.....	1.50
.....	10	Sept ..	1	M.....	1.00	
.....	18	Oct ..	1	M.....	.25	
—, 1872	16	Jan ..	1	M.....	1.00
Jan., 1870	18	Jan ..	1	M.....	1.00	
Nov., 1881	6	Jan ..	1	M.....	1.00	
Apr., 1871	17	Jan ..	1	M.....	1.00
.....	17	Oct ..	.....	M.....	2 12
—, 1848	32	Jan ..	1	Q.....	2.00	
Jan., 1881	7	Jan ..	1	M.....	1.00
Jan., 1885	3	Jan ..	1	Semi-mo ..	2.00	
.....	40	Jan ..	1	M.....	7s. 0d.	
.....	13	Oct	Q.....	7s. 8d.
Jan., 1879	9	Jan ..	1	M.....	6s. 6d.	
Oct., 1886	1	Oct ..	.....	Q.....	6d.
.....	37	Jan ..	2	W.....	15s. 0d.	Successor to Journal of National Indian Association.
Jan., 1871	17	Jan ..	1	M.....	5s. 0d.	
Jan., 1872	31	Jan ..	2	W.....	4s. 4d.	
.....	6	Aug ..	1	M.....	6s. 6d.	Supplement extra.
Jan., 1876	12	Jan ..	1	W.....	6s. 6d.	
Jan. 1, 1867	21 year	Jan ..	1	W.....	10 mk.	
Oct. 1, 1882	7th series	Oct	M.....	15 fr.	Established in 1832 as Journal Froebel des Ecoles Belges, then changed in 1884 to Journal de Jeux et Ouvrages. In 1887 again changed to its present title.
—, 1855	33 year	Mar ..	1	M.....	6 fr.	
Jan. 1, 1861	27 year	Jan ..	1	W.....	5.26 fr.	
Jan. 1, 1880	8 year	Jan ..	1	Bi-mo.....	6 crowns
—, 1850	40 vol.	Jan. & July.	2	W.....	8 fr.	
—, 1815	72 year	Jan ..	1	.....	5 fr.
Jan. 1, 1887	1 year	Jan	W.....	6 fr.	Appears every two or three months.
Oct. 20, 1886	1 year	Oct ..	1	M.....	6.50 fr.	
Nov., 1872	16 year	Jan ..	1	W.....	18 fr.	
Nov., 1832	23d vol., 5th series.	Jan ..	1	W.....	6 fr.	

^a The price given is the annual subscription in the country where published.

TABLE 103.—*Statistics of educational*

Place of publication.	Principal title.	Name of editor.
1	2	3
III — FOREIGN—cont'd.		
Paris, France.....	Recueil des Lois et Actes de l'Instruction Publique.	.....
Paris, France.....	Revue Internationale de l'Enseignement.	Edmond Dreyfus-Brisac
Paris, France.....	Revue Pédagogique.....	Musée Pédagogique
Berlin, Germany	Centralblatt	Ministerium der geistlichen Unterrichts und Medizinal-Angelegenheiten.
Berlin, Germany	Deutsche Schulgesetz-Sammlung	R. Schillmann
Berlin, Germany	Die Lehrerin in Schule und Haus. ...	Marie Loeper-Housselle.....
Berlin, Germany	Pädagogische Zeitung	Berlin Lehrerverein
Cassel, Germany	Erziehung der Gegenwart	G. Wittmer
Frankfort-on-the-Main, Germany.	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 Unterrichtswesen.	H. A. Weiske
Munich, Germany	Knabenhort.....	Society of same name
Rome, Italy	Pollettino Ufficiale	Ministero della Pubblica Istruzione..
Amsterdam, Netherlands.	Het Nieuwe Schoolblad.....	J. Versluys
Madrid, Spain	Boletin de la Institucion Libre de Enseñanza.	Institucion Libre de Enseñanza.....
Halmstad, Sweden.....	Pedagogisk Tidskrift	H. F. Hult
Bern, Switzerland	Der Pionier.....	.....
Frauenfeld, Switzerland.	Schweizerische Lehrerzeitung	H. Wettstein und H. R. Rüegg
Solothurn, Switzerland. ...	Der Fortbildungsschüler.....	Solothurn Lehrmittelkommission
Zurich, 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.	Comision Nacional de Educacion ...

periodicals for 1883-87—Continued.

Date of first issue.	No. of volume in June, 1887.	When such volume began.	No. of volumes in year.	How often published.	Price per annum. <i>a</i>	Remarks.
4	5	6	7	8	9	10
—, 1817	40 year	Jan...	1	W	6 fr.	
Jan. 1, 1881	7 year	Jan. & July.	2	M	24 fr.	
—, 1878	10 vol. (n. s.)	Jan. & July.	2	M	12 fr.	
.....	.....	Jan...	1	M	7 mk.	
Jan. 1, 1872	16 year	Jan...	1	W	10 mk.	
Oct., 1884	3 year	Oct...	1	Semi-mo ..	5 mk.	From October, 1886, published in Gera and Leipzig.
Jan. 1, 1872	16 year	Jan...	1	W	7 mk.	
.....	15 year	Jan...	1	M	4 mk.	
—, 1827	61 year	Jan...	1	Bi-mo.....	8 mk.	
—, 1872	16 vol.	Jan...	1	Bi-mo.....	.....
Jan. 1, 1846	39 year	Jan...	1	W	8 mk.	
.....	47 vol.	.....	2	.....	4.50 mk.	
Oct. 1, 1878	9 year	Oct...	1	M	9 mk.	
.....	16 year	Jan...	1	W	8 mk.	
—, 1883	5 year	Jan...	1	M	3.60 mk.	
—, 1874	13 vol.	Jan...	1	M .....	.....
.....	5 year	Jan...	1	W	6 fl.	
—, 1877	11 year	Jan...	1	Semi-mo ..	10 pesetas	
—, 1865	22 year	Jan...	1	M	6.50 crowns	
Jan. 1, 1880	8 year	Jan...	1	M	1.50 fr.	
Jan. 1, 1856	32 year	Jan...	1	W	5 fr.	
.....	7 year	.....	.....	.....	1 fr.	Ten numbers each winter.
Jan. 1, 1880	8 vol.	Jan...	1	M	2 fr.	
Sept. 15, 1885	2 year	.....	1	Semi-mo ..	\$4.00	
—, 1872	3 vol.	.....	.....	M	3.00	
Sept., 1881	8 year	.....	.....	M .....	.....

a The price given is the annual subscription in the country where published.

CHAPTER XX.

EDUCATION IN FOREIGN COUNTRIES.

Elementary education in London—Agricultural education in France—Trade and industrial schools in Switzerland—American colleges in Asia Minor—Education in the Argentine Republic—Remarks on the tables—Comparative statistics of education in foreign countries (Table 111)—Ratio of school enrolment to total population, etc., in foreign countries (Table 112).

REPORT UPON ELEMENTARY EDUCATION IN LONDON FOR THE YEAR ENDING LADY-DAY (MARCH 25, 1887).

The following information is derived from the report of Rev. Joseph R. Diggle, chairman of the school board for London, and from the reports of the several committees of the board :

Estimated population of London.....	4,217,877
School population (3 to 13).....	a761,826
Above 13 but not exempt.....	34,081
Total	795,907
Accommodation in board schools.....	397,117
Voluntary schools.....	260,270
Total	657,387
Average enrolment in board schools.....	408,337
Average enrolment in voluntary schools.....	208,980
Total average enrolment in state-aided schools	617,313
Average attendance in board schools.....	319,443
Average attendance in voluntary schools.....	165,099
Total	484,542
Percentage of average attendance on average enrolment:	
Board schools.....	78.2
Voluntary schools.....	79.0
Total	74.4

The reports, mentioned as the sources of information, do not give further particulars relative to voluntary schools. From the report of the committee of council on education for the year ending August 31, 1886, it appears that the entire teaching staff for state-aided elementary schools in London was 11,392.

The remaining particulars here given must be understood as relating solely to the 397 board schools.

TEACHING STAFF.

Number of head-masters.....	373
Number of head-mistresses.....	729
Total number head-teachers.....	1,102
Number of assistant masters.....	1,812
Number of assistant mistresses.....	3,559
Total	5,371

In addition to the 6,437 adult teachers enumerated above, the board employed 1,204 salaried pupil-teachers and 425 probationers without salary.

The total expenditure amounted to \$4,903,845, of which \$3,740,877 were for teachers' salaries. The average expenditure per child was \$15.33, of which \$9 was chargeable to rates, and \$1.70 to fees, leaving \$4.63 per child to be met from Government grants.

aOf the elementary school class, which includes six-sevenths of the population.

The results of the inspectors' examinations show that the teaching of elementary subjects has reached the highest point yet attained. The percentages of passes were as follows: arithmetic, 87.3; writing, 90.6; reading, 95.7.

With respect to other subjects, Chairman Diggle says: "There is a space of time daily set apart for the purpose of teaching the children, through Bible lessons, the essential principles upon which right conduct depends. In every school the children are taught to sing, and to sing by note. By means of extension exercises and drill, not only is the physical well-being of the children promoted, but those habits of discipline and obedience are formed, some of the results of which were observed last June in the admirable bearing and conduct of the children at the jubilee fête in Hyde Park. Throughout the boys' departments the boys are taught drawing, whilst needlework is similarly taught in the girls' departments. All the children take English as a class subject, which means that a certain amount of repetition is learnt, and a simple knowledge of English grammar is acquired.

"Practically, all the boys are taught geography, whilst it is taught to about only 10 per cent. of the girls. On the other hand, more than 9,000, or about 11 per cent., of the girls acquired some knowledge of practical cookery. History, which as a class subject is still undefined in the education code, and of which the systematized course is left wholly to the discretion of Her Majesty's inspector and the school teacher, is, I regret to notice, only taught systematically to 2,400 boys and 600 girls. This shows a slight increase in the number of girls as compared with the previous year, but a decrease of 1,000 in the number of boys. Of the children eligible to be examined in specific subjects, exclusive of cookery, about 40 per cent. of the boys and 20 per cent. of the girls were presented and passed. The principal subjects in which the boys were presented were algebra (3,327 passes) and animal physiology (4,764 passes). These subjects account for 8,000 out of 11,000 passes. There were only 413 passes in French, of which 257 were from one division.

"The girls were almost wholly presented for examination in domestic economy, which subject accounts for 4,300 out of 4,800 passes."

He observes, farther, that "The great danger which apparently threatens the steady progress of elementary education is the pressure which is constantly being exerted to render obligatory additional subjects of instruction, without reference to the varying circumstances of the children or the settled conditions of elementary school life. We are in danger of destroying the efficiency of elementary education by attempting to teach a little of many things instead of teaching what it is practicable to teach thoroughly and well. Of the children in the London board schools, 96 per cent. leave school before the age of 13 years. Whilst the child attends school he is taught for about 5 hours daily for five days in the week. In the case of a large proportion of the children, their home circumstances either altogether preclude, or render extremely difficult, the preparation of home lessons in aid of the ordinary school work. When they are absent from the influence of the school, they are surrendered to the education of the street. It is quite impossible to carry out an ambitious educational programme under such conditions as these. But what it is possible to do, is to teach the elementary subjects thoroughly and intelligently, and in such a manner as to instil into the minds of the children the desire for knowledge and a sense of enjoyment in its pursuit."

In 1885 the board began an experiment in manual training for boys in one of the schools. The boys are selected from the seventh standard and instructed in carpentry two afternoons in each week. Through the liberality of the city guilds, a sum of \$4,875 has been provided for the purpose of extending the experiment. In consideration of the fact that 96 per cent. of the children leave school before they are 13 years of age, the chairman urges the importance of a more efficient system of evening or continuation schools by which their instruction may be continued long enough to insure lasting results.

Elementary education is conducted, as has been noted, in board and voluntary schools. The latter are established mainly by the several religious denominations. The following account of the largest and, in many respects, the most remarkable of the voluntary schools is from official sources:

JEWS' FREE SCHOOL, BELL LANE, SPITALFIELDS, LONDON.

The Jews' free school, when founded in 1817, was constructed as a Lancasterian school for 600 boys and 300 girls. The staff for teaching, as in all similar institutions, consisted of a principal teacher and monitors.

These latter, besides giving instruction to the mass of pupils, received special teaching for their own benefit. The results produced by this system were neither good nor satisfactory.

Up till 1840 the school continued to be conducted in this way. In that year Mr. Moses Angel was appointed head-master. He soon discovered the weak points of the

monitorial method and urged upon the managers the necessity of modifying it. At first his representations produced no effect; but when the late Sir Anthony de Rothschild became president of the institution, Mr. Angel found in him an enlightened and liberal-minded supporter. As a consequence, in 1843 the school premises were modified so as to adapt them to what was deemed a better system of education, and since then, at various periods, the development of the building has been steady and progressive.

It should be mentioned that much of the means necessary to pay the large cost entailed by successive structural alterations and additions was provided by Sir A. de Rothschild and his coadjutor, Mr. Alfred Davis, for many years treasurer of the school. This latter gentleman gave to the school £30,000 during his life, and at his death endowed it with a further sum of £30,000.

In 1835, on a plan suggested by Mr. Moses Angel, the head-master, six class rooms were built for boys, and what had been previously the master's house was converted into class rooms for girls. Meanwhile the numbers of pupils of both sexes continued to increase. In 1835 the committee of management, urged by Mr. Angel, bought a large quantity of land and erected on it two immense stacks of class rooms for boys and girls. The school was thus rendered capable of accommodating 1,800 boys and 1,000 girls. Nor was the change in the teaching staff less than that in the building. In 1853 the school was placed under Government inspection, and forthwith the monitors disappeared. Their places were supplied partly by pupil-teachers and partly by adult teachers, and in order to insure a proper supply of these officers Mr. Angel inaugurated a system of training which made the school a normal college as well as a primary school. Under this system all male and female teachers, on attaining the proper age, were expected to submit themselves to the examination for certificates required by the education code; and in addition all male teachers who showed aptitude were educated for degrees at the University of London. Great success attended this new departure. Above two hundred certificated teachers and a large number of graduates (including two M. A.'s, one LL. B., thirty B. A.'s) have been pupils of the school, and the supply is still going on.

It having become evident, in 1883, that the buildings were no longer adapted to the demands, new plans were formed, and in March, 1884, the old buildings were demolished, and on their site a magnificent set of class-rooms, surrounding a great central hall, was erected at a cost of £25,000. By this means the school was rendered capable of accommodating 2,250 boys and 1,250 girls, and in a very short time those numbers of children were entered on the school registers. And indeed such is the popularity of the school, because of its splendid success under inspection, and such are its special attractions for the poor foreign Jewish immigrants into England (victims of persecution and oppression in Russia and Germany), who find in it sympathy and religious consolation and enlightenment, that, notwithstanding the fact that the London school board is providing schools with Jewish teachers for the large numbers of Jews located in the east end of London, hundreds of applicants for admission have to be sent away from want of space and impossibility to provide more teaching power than at present exists.

The actual condition of the school as regards staff and accommodation is as follows:

Boys' department.—One head-master; one vice-master; thirty certificated assistants; six assistants who are past-pupil-teachers; twenty-one pupil-teachers and probationers; forty-five class-rooms and the central hall; a library and private rooms for the masters and the principal teachers.

Girls' department.—One head-mistress; twenty certificated assistants; eight assistants who are past-pupil-teachers; ten pupil-teachers; three teachers of needle-work; a large staff of domestics for teaching cooking, house-work, washing, ironing, and mangling under the direction of the head-mistress; twenty-eight class-rooms; a complete and spacious domestic department, including a dining hall; an extensive laundry and its necessary accompaniments; vestiaries and store-rooms.

Other details.—Annual expenditure of public money about £11,000, of which £3,300 is earned as grant by the examination under inspection. [In addition to this amount a very large sum is provided by private benevolence of Lord Rothschild and his family. By this means every child is clothed once annually, and receives two pairs of boots; summer excursions are provided, medical and other aid is rendered available, where required, for teachers and pupils; and indeed there is no reasonable want felt that is not liberally provided for.]

The property of the school realizes an income of about £3,000. The annual deficit is supplied by public contributions.

Every officer (male and female) on the teaching staff, except the sempstresses, has been trained in this school by Mr. Angel.

The benefits of the school are conferred on the children gratis. There is a nominal charge of 1d per week, but it is not enforced, and no child is sent home for failure of payment.

All teaching, books, university fees, etc., for teachers under training are provided without cost to the teachers.

The ladies of the Rothschild family, with other ladies, regularly attend to supervise the girls' department by examination of children and by consultation with the head-mistress.

The board of management meets once a month for general direction, but there is an executive committee, consisting of the honorary officers, which meets whenever required. Moreover the president is willing to receive the head-master in conference whenever the latter desires to see him. Besides providing for its own wants in the supply of teachers, the free school has sent trained men and women to fulfil scholastic or synagogical appointments in various parts of England, in the British colonies, and to the United States. The Rev. Dr. Raphael Benjamin, M. A., of Cincinnati, Mr. Raphael Dalosta Lewin (of New York); the Rev. Abraham Harris, formerly of Charleston; Mr. Josiah Cohen, barrister at law (originally a teacher), Pittsburg, Pa., are among old pupils of the school.

AGRICULTURAL EDUCATION IN FRANCE.

[The following circular, addressed to the prefects by the French minister of agriculture, gives in a brief form a complete view of the public provision for agricultural education in France.]

MONSIEUR LE PRÉFET: The importance, every day greater, which agriculture is taking in the economic position of nations has attracted to it much attention from the various Governments.

In France a capital of more than a hundred millions is employed, and the least improvement in working and the smallest invention in machinery bring about an augmentation of production, which means for the country an immediate increase of some hundreds of millions in wealth.

Parliament and the public authorities have neglected nothing to second private initiative; shows, subventions to agricultural associations, publications, etc.; everything has been done to keep French agriculture in the position it has always held. Agricultural education, the surest and most powerful means of giving to improvement a new impulse, is being developed in some countries to a high degree, and in France has been the subject of special studies, which has given it a most complete organization.

As you know, at the head of our agricultural education, reestablished in 1876 by the Republic, is the National Agricultural Institute, which corresponds to higher teaching in a university, and which provides the most learned professors and chemists.

There are the three national agricultural schools of Grignon, Montpellier, and Grand-jouan. The schools have been much improved, and are fully equal at present to the demands made upon them.

Then come the practical schools of agriculture founded in 1873, of which the law of July 30, 1875, confirmed the existence. Open to the sons of the numerous class, the working and laborious cultivators of the soil, they receive children from the primary schools, and maintain them at a lower rate than the smaller colleges, and when they are strong enough and their intellectual instruction sufficiently developed, they return to their homes in order to assist in the work of cultivation.

These schools satisfy in that respect the *desiderata* of those who protest against intellectual overpressure, for a portion of the day is devoted to manual and a portion to intellectual labor.

At the present moment these schools number nineteen, and each day we are asked to establish new ones. The time is approaching in the near future when each department will have to possess at least one of these useful institutions; but before founding one it will be necessary to examine carefully the needs and resources of the department, so as to provide in the school for the study and teaching of certain questions relating to culture and the agricultural industry, such as dairying, cheese production, viticulture, horticulture, arboriculture, irrigation, etc.

But the children who enter these institutions direct from primary schools must have had a certain amount of preparation. In that view it will be necessary, in agricultural centres, to direct the courses of higher primary schools especially towards agriculture.

Thus we must organize in the lower primary schools a course of instruction in the first ideas and the principal applications of science in reference to agricultural instruction, over which the teachers must carefully keep watch, for it is the basis of all the others.

I must call your attention more particularly to one point. For the higher primary schools, and especially in the lower, we never find among candidates a sufficient

number of teachers capable of giving good and sufficient tuition in agriculture. This inconvenience is apparent everywhere, and to remedy it the department of the Haute Saône has had recourse to an excessively practical means.

Each year choice is made among the pupil-teachers coming from the normal school of those who have shown the most inclination and disposition for agricultural studies, and of these a certain number are sent, at the department's expense, for a year, to a school farm or a practical agricultural school. There they finish their education, and then they are engaged as tutors in the agricultural centres, where they render great service.

We may add, in conclusion, that courses of lectures in agriculture have been started in some of our schools and colleges, and that almost all our departments have a professor of agriculture.

Such is, in its entirety, the organization of our agricultural instruction. We must now watch over its development and see to its efficient working, and I reckon upon your assistance to obtain its success. You will have to ascertain, among the various branches of instruction, that which best meets the needs of your department. You will let me know what the conseil-général is prepared to do, either in creating scholarships in our agricultural schools for students of the normal schools or in organizing practical schools and fields for experiments or demonstrations, or else in founding an agricultural course in colleges and the higher primary schools.

The minister of agriculture,

BARBE.

PARIS, August 15, 1887.

TRADE AND INDUSTRIAL SCHOOLS IN SWITZERLAND.

REPORT TO THE DEPARTMENT OF STATE BY THE HON. BOYD WINCHESTER, MINISTER
RESIDENT AND CONSUL-GENERAL.

There exists much misapprehension as to what technical education means. There is a difference between learning a trade and learning the principles of a trade. Manual training is, of course, training to manual labor, which has been called the "study of the external world." The chief object of technical education is not to teach particular trades, but to train the pupils to handiness. The object of teaching girls to sew is not to train professional dressmakers, but to make them useful and tidy in their homes. Workshop instruction is not to make boys carpenters or cabinet makers, but it enables them to learn any trade more easily, and makes them generally handy. It is no small part of the value of such training that the workman may be fitted to make his home more commodious, to fit a shelf or cupboard, to replace a broken piece of furniture, or possibly to decorate his room. But whether in after years the student sees proper to become an artisan is not involved in the idea and system of technical education. Its aim is, that when he leaves school he shall carry with him an education serviceable for any occupation of life. Developing a dexterity of hand which will prove valuable whatever his future circumstances may be, and at the same time furnish him with a means of healthy enjoyment, surely is to bestow on him that birthright of every child born into the world which the prevailing systems of education have only too long withheld.

While intelligence can not be too much stimulated, and while bright and active minds should find every opportunity for development toward the highest tasks for which they may be fitted, it is still to be remembered that by far the largest number of children are destined to make their living by industrial labor, and that their minds should not be carried away from this necessity, but rather reconciled to it by a judicious preparation. It has always appeared as though a purely scholastic education made children averse to manual labor. The counting-house has presented to them more fascinations than the workshop. It has been found necessary to correct this one-sided education, which results in every boy or girl leaving school being desirous of engaging in work which is neither manual nor what is misnamed mental.

As a fundamental principle, that knowledge which is best for use is also best for discipline, since any other supposition, as Mr. Spencer has shown, would imply an enormous waste of energy which is quite foreign to nature in any other field of her activity. The best accepted definition of modern public education is that which declares its objects to be to equip and enable boys and girls to earn their own living when they grow up, and to perform efficiently the duties to which they will be called when they reach the estate of manhood and womanhood; that all boys, no matter what is their station in life, should be taught to use their hands, and the girls should be educated so as to become good housewives. The country wants more handicraftsmen, the schools produce too many scribes. The country is crying out for skilled

laborers, and the schools send them clerks or would-be gentlemen of leisure. The farmers and workmen want wives who can make a home neat and happy, and who understand the wise economy of limited resources, and the schools send them women fit only to be governesses. In truth, it is coming to be recognized that technical training ought to be an essential part of the work of every public elementary school, and the children instilled with the idea that there is really no more useful, dignified, or happy condition than that which may be attained through honest and intelligent industry; that manual instruction, apart from assuring the material requisite of existence, is a form of education that is calculated to develop a healthy love of labor, to exercise the faculties of attention, perception, and intuition; not simply to make a workman, but to train up a man.

This question has received much intelligent consideration in Switzerland, and, under the constitution, the Confederation is authorized to establish and maintain industrial and tradeschools. The Polytechnicum, or Technical University at Zurich, a government institution, where instruction is given in applied mechanics, physics, and art, embracing a general and thorough scientific curriculum, is well known, and has been frequently presented to the public as a model school of practical life. But trade and industrial schools, as distinguished from polytechnic, genuine establishments for teaching homely trades, are being made as conspicuous as well as compulsory feature of the Swiss public educational system. They are to be found in every canton, furnishing instruction in numerous branches of handiwork, the boys preferring to become skilled workmen and foremen, and many a girl, though an indifferent scholar, by being taught cutting and thorough needlework, cooking and cleanliness, and methodical habits, that bear so much upon the happiness and existence of the home, is prepared to prove a good, happy, useful, sensible wife and mother. Some cantons with a population not exceeding 300,000 are reported as having as many as one hundred of these schools with over 3,000 pupils.

Trade schools in Switzerland are of ancient origin, having an intimate connection with the great impulse which the watch industry of French Switzerland received in the latter half of last century. In the year 1770 a journeyman watchmaker, named Louis Faegare, applied to Professor Sanssure for some information connected with his trade, which the means of ordinary public instruction did not afford to his class. The professor readily complied, and the result was a series of lectures or rather *conversations* held in the great scientist's own drawing-room. The audience soon increasing, a suitable locality was rented and a sort of club formed under the title of *Société des arts de Genève*. This club, so modest in its beginnings, has survived all the mighty political tempests of a troubled age, the violent annexation of the Genevese Republic to France, and its restoration to the Helvetic Union, and to-day it occupies a high rank among learned societies, and numbers among its honorary members and associates many of the foremost names in modern science. This is the parent of the celebrated watchmakers' school at Geneva, with branches at Chaux-de-fonds, Bienne, Neuchâtel, and Soleure. Pupils are received in these schools when they are passed their fourteenth year, and must remain from three to four and a half years. For the proper artistic education there is provided a special technical school at Chaux-de-fonds, devoted to the art of decorating, which now constitutes a very important feature of the watch industry.

More humble in their first stages, but scarcely inferior as to practical results, are the Swiss straw-plaiting schools, which have succeeded in developing a veritable new industry, commanding markets in the utmost corners of the earth. Some of the poorest portions of the subalpine districts have become well-to-do and flourishing, and it is said at least one little hamlet, which was not to be found in the guide-book a few years ago, is now, from this trade, a thrifty town of some 10,000 inhabitants. The higher instruction in this particular branch extends to the cultivation and acclimatization of various kinds of foreign grasses, furnishing from the coarsest to the finest qualities of straw. In Zurich there is a dress-maker's institute which annually "graduates" some 30 or 40 qualified *Parisian* mistresses and assistant mistresses.

But to turn to trades which either by law or immemorial usage are assumed to require some years' apprenticeship. First in order of importance comes *wood-carving*, a Swiss product that enjoys a world-wide reputation, and has long been a source of no small part of the country's revenue. The schools for wood-carvers seem to have a fully organized faculty. The word faculty is used advisedly, for the courses have an almost amusing resemblance to an academic course. There are lectures with manipulatory demonstrations in the use of the plane, saw, lathe, and all needed tools, and also in the distinctive characteristics of various woods. A school for ornamental work and designs in wood-carving is at Breeng, supported by the communes and canton jointly, and at Interlaken the wood-workers enjoy the services of a "master modeller," paid by the canton. Then there are schools for the study of wood-engraving, sculpture, and art cabinet-making. There is at Winterthur a shoemakers' school with an average attendance of 40, and it has a peripatetic staff of instructors. These

instructors give lessons at various towns, where classes can be organized, continuing from 4 to 6 weeks. This school also issues publications relating to their trade, one of the latest being on the structure of the human foot, and the technical reasons of the Swiss military authorities for the new regulations concerning the contracts for boots and shoes for the army. Other handicrafts have followed the example set by the shoemakers; notably joiners, cabinet-makers, silk-weavers, basket-makers, jewelers, even to umbrellas and parasols, have their cheap training schools.

Drawing, industrial, as distinguished from artistic, is taught in all the Swiss schools, not as an accomplishment, but is considered a necessity. It embraces mechanical and perspective, frequently extending to a course of construction and designing. It is regarded that "drawing" lies at the bottom of all industrial training, enabling one to delineate with precision that which he wishes to express better than he can do it with the language of the pen. In his "Proposed hints for an academy" Benjamin Franklin classed "drawing" with the three *r's*, as subjects necessary for all. It ranks with them because it is the language of form in every branch of industry, from the most simple to the most complex. It makes the workmen more exact, more efficient, and more useful; it is always convenient and often indispensable. As an essential part of popular education, its claim is universally recognized in all of the Swiss schools.

The agricultural and forestry department of the Federal Polytechnic Institute, in its "technology" as signifying science applied to industrial arts, has advanced those interests to positions that otherwise could never have been attained. Switzerland in physical respects is not a bountiful mother-land, neither the climate nor soil is good for agriculture, yet it is surprising what good results are obtained by the general diffusion among the agricultural class of much technical knowledge. With them the cultivation of the land *ex necessitate rei* could not be a simple routine, but a science. Mere practical farming would not return the labor and expense expended, but as an intelligent, educated industry, it has become quite prosperous and profitable.

The agricultural course in the Polytechnic is therefore looked upon as one of its most important, and the course is very thorough and comprehensive as to the Swiss conditions, covering the mechanical and chemical composition of the soil, the scientific basis as to rotation of crops, the periods of growth at which plants take their nitrogen, how draining improves land, and many other similar questions varied in their applications, but ruled by fixed laws, and which can be learned only by some technical instruction outside the daily routine of farm life. Take even the single question of "grasses," in which Switzerland is so much concerned on account of its extensive dairy interest, and the technical information scattered through the influence of the Polytechnic has been of incalculable value. It would be incredible to an American farmer to whom nature is so prodigal, to see the extent and varied use made of the grass crop of the Swiss. To do this, however, he must know something of the chemical analysis of the grass in both the natural and dried state, the feeding values of like weights of the different species, in an equally moist or dry condition, at the final stage of growth which they ought to be allowed to attain, their suitability for permanent or other pastures, the adaptability of some kinds of grasses for certain soils, the amount of growth attained, the time of maturity, their duration, ability to resist drought, strength to overpower weeds, and other circumstances that must be taken into account. Then there are questions relating to the extension of pastures, the drainage of grass land, cultural preparations, the selection of grasses, laying down pastures, the management of old and new grass lands, hay-making, grazing, ensilage, and temporary pastures—all subjects on which the Swiss farmer is enlightened and kept abreast with the most advanced ideas. It may be added that for the benefit of the same class in a great measure are the weekly lectures given at the Polytechnic on the subject of "pisciculture."

The expenses of the distinctively industrial schools, not including the Polytechnic, for the year 1885, were 522,425 francs, paid by the cantons, and 152,041 by the Confederation—a total of 674,466 francs. The chief appropriation of the Confederation is to the Polytechnic, which it entirely sustains.

From what has been said in this report, and a previous one on the Public Schools and Education in Switzerland, it must be conceded that the country enjoys a system of education aptly described by the educational commissioner of France as existing in that country, "at once enlarged and simplified, instructive and attractive, for it does not omit even music and singing; healthiest, for it takes care of the body as well as the mind, and includes gymnastic and manual exercises; more practical, for it teaches drawing, which is the key of all industrial and mechanical professions; and more moral and patriotic, because it is founded on love of country."

To this might be supplemented a summary of the special benefits of the technical and industrial training so conspicuous in the Swiss system.

It tends in addition to imparting dexterity of hand, no less to develop the child physically, mentally, and morally.

It encourages a love of work in the children.
 It inspires respect for the rougher kind of work.
 It cultivates spontaneous activity.
 It habituates to order, accuracy, cleanliness, and neatness.
 It accustoms to attention, industry, and perseverance.
 It develops the physical strength.
 It acts as a counterpoise to too much sitting.
 It trains the eye, and cultivates the sense of form.
 It leads the child to the conception of harmony and beauty.
 It stimulates a love for intellectual honesty.

The United States takes a just pride in its common school system as sustained by the States, and Mr. Atkinson, in summing up the elements that have contributed to the vast gain in the conditions of material welfare in the United States, names seven, and assigns the third position in the seven to the "systems of common schools which are now extending throughout the land." But there is a complaint that the education given at the public expense is not practical enough. That our schools send too many boys into trading, teaching, the professions, or "living by their wits." That the children of that class constituting so large a majority with us who must depend on manual labor, are taught to despise and shun what are called humble callings, and to crowd at starvation wages the occupations of the counter and the desk.

There is no doubt that in the laudable desire to obtain for our children a high standard of general culture, and in omitting to teach the masses the use of the tools by which so many of them will have to earn their living, we are unintentionally leading them to believe that the bread which has been gained by the sweat of the brow is less honorably earned than that which is the result of mechanical quill-driving. Our schools send out too many men "learned, so called, who know the whole gamut of classical learning, who have sounded the depths of mathematical and speculative philosophy, and yet who could not harness a horse, or make out a bill of sale, if their lives depended on it," was the opinion of the late President Garfield. We want a popular education which fits for the heat and task of active life in an age which knows no rest—an education which gives to the mind fleet and safe modes of reasoning, and at the same time in a corresponding degree a clear sight, a firm arm, and training suitable for the various trades and occupations which are essential elements of a prosperous national life.

It is predicted that the closing years of this century are to be distinguished by a great industrial war of far more reaching and serious import than mere military wars. All through our country scientifically and technically trained foreigners are pushing classically educated Americans from their stools and desks. Our competitors in the markets of the world are the most systematically instructed and best informed in Europe, and we must confront a most serious struggle to hold our own. It is only in the matter of technical education that we are deficient as compared with our foreign competitors—in the training which fits men for business; our system seems to be planned too much for a life of leisure. American spirit and energy are unequalled and need but proper training and education to give an earnest of unbounded success in maintaining the future eminence of our country in the world's great field of human art and human industry. The question of manual and industrial instruction which, at first sight, might seem of interest only to those more nearly connected with the organization of our schools, may, if further examined, be found to involve such far-reaching issues that the statesman cannot afford to treat it with neglect. Might not the spirit of cheerful domestic industry which the cultivation of handiwork is calculated to promote do much to banish those evils of intemperance, violence, and social discontent which of late have shown such alarming symptoms? The moral influence it exerts might prove the proper and effective antidote to these evils. There can be no doubt that the ranks of the unemployed and misery and crime are largely swelled by the want of proper training in youth in industrial handicrafts and technical arts; that with a general dissemination of the rudiments of useful trades and employments there would be won a larger share to productive labor, for it would be shown how to put brains into it, and make it more honorable. Thus workshop teaching in the elementary schools would not only give a superior equipment to the children, but might furnish a remedy, an easy, popular, cheap, and healthful remedy for some of the social ills that threaten us. In the words of Mr. James Blake, "Let us head-train the hand-worker, and hand-train the head-worker. For manual training and head training together form the only whole education." Apart from the practical advantages, it has an ethical value in enabling men and women to use all their faculties, for "no man can distort himself by exclusive attention to one order of faculties and especially by neglecting to keep good balance between the two fundamental coordinates of his being—body and mind—without finding the distortion repeating itself in moral obtuseness and disorder."

AMERICAN COLLEGES IN ASIA MINOR.

REPORT TO THE DEPARTMENT OF STATE BY H. M. JEWETT, U. S. CONSUL AT SIVAS, TURKEY.

The leading educational institutions of Turkey are American—that is, are founded by American societies, taught by American teachers, and supported in large part by American money.

The provincial schools supported by the Turkish Government are of a most inferior grade. They teach little besides reading and writing and the memorizing of large portions of the Koran. Much attention is paid to the last. Even in the large cities the Turkish schools are of inferior quality, and but a small proportion of the children attend them. In Sivas, for instance, a city of some 40,000 or 50,000 inhabitants and the capital of a province of 850,000 population, there are but five Turkish common schools, with a total attendance of 937 pupils. The higher institutions consist of a normal school with 60 students, a military school with 202 students, and a high school with 104 students.

There is, on the other hand, a growing aspiration among the people for the dignity and advantages of Western civilization, a desire, especially among the Armenians, for liberal education, and a struggle for institutions affording it. The struggle, however, without help from abroad, is nearly futile. There is neither the necessary experience nor the pecuniary ability. The help indispensably necessary to educational interests in Turkey has been extended by American hands.

The coöperation of American benevolence and native desire for better means of culture has resulted in the establishment, under American auspices, of primary schools, high schools, and colleges in every part of Asia Minor. These schools have already accomplished great good, not only as relates to their own pupils, but as a pattern for the native schools, forcing them to raise their standard and improve their methods.

The people of the United States send annually some \$200,000 through the American Board of Commissioners for Foreign Missions for the support of the work of that organization in Turkey. For many years the work of the board and its missionaries was devoted almost exclusively to religious teaching. Of late years, however, much attention has been devoted to secular education. This branch of missionary work has rapidly increased, until now, as stated, the schools of the highest standard throughout Asia Minor are those founded by the board, and in large part supported by American money. The people of the United States being therefore so largely interested in educational work in Turkey by large outlays of money as well as by sympathy in the work, some observations on the character of these schools may properly be considered as within the province of a consular report.

There are three American colleges in Asia Minor, viz, Aintab College at Aintab, Euphrates College at Harpoat, and Anatolia College at Marsavan. The last named is in this vilayet, and as I can speak of it from personal observation I shall confine this report mainly to it, it being a fair representative of all.

Marsavan, the location of Anatolia College, is some 60 miles southwest of Samsoun, the nearest port on the Black Sea. It is in the main thoroughfare connecting Samsoun, Sivas, Cesarea, Yosgat, and other large cities, and is easy of access from all parts of northern and central Asia Minor, the districts for which it is intended to provide.

This institution, as it stands related to the Turkish Government and to its supporters in the United States, is one department of a more extended system of education. In 1863 an institution of learning was founded at Marsavan by missionaries of the American board. It was called a theological seminary, but aimed at the preparation of both theological and scientific instructors for the people. As time passed the scientific department grew in importance, and without change of principle or governmental relation was developed into a college, complete in itself, assisted by foreign and native contributions, but still holding its original status and becoming the natural development of the original broad idea. One branch of the original institution is scientific, with its constitution and administration, and is Anatolia College. The other branch is the theological department, with its own rules and administration, the former being subservient to the latter in that for those who study theology it furnishes the necessary scientific preparation and mental discipline. The distinctly scientific branch of the institution dates from 1831, being then separated in the form of a high school. The formal organization as a college dates from September, 1886.

While the college is not founded in the interest of any one nationality, but is open to all, its main constituency is among the Armenians and Greeks. The laws and administration of the college bar no student from the free exercise of his religion, and lay no restraint upon him beyond such as is required by pure morality and the laws of health and good order.

The attendance of the college during the year just closed was 135, of whom 108 were Armenians and 27 Greeks.

The distribution of their residences was as follows :

From the city of Marsavan	37
From the vilayet of Sivas, outside Marsavan	30
From the vilayet of Trebizond	20
From the vilayet of Castamoni	6
From the vilayet of Angora	36
From the vilayet of Konia	1
From the vilayet of Constantinople	3
From the vilayet of Nicomedia	1
From the vilayet of Smyrna	1
Total	135

The college has accommodations for about 170 students, including 125 boarders. The buildings occupy a portion of a lot of four acres, finely situated in the highest part of the city. They are built in American style, and, while plain in structure, form the most attractive feature in the city.

The cost of the buildings in use for the college and theological seminary together was about \$7,000, nearly all of which was contributed by the American board.

The college has as endowment the income of \$20,000 set aside for that purpose by the American board, and that of \$4,400 from native sources. There are on hand beginnings of philosophical, astronomical, geological, and chemical apparatus. There is a library of two thousand volumes, mainly English, Armenian, and Greek, with something in French and Turkish.

The yearly charges for students are : For board, £T. 6½; for tuition and minor expenses, £T. 2½; for French, extra, £T. 1; total, £T. 9½=\$41. These charges indicate the cheapness of living; that for board covers the whole expense of food and cooking. Four American missionaries give the whole or a part of their time to the college.

The following salaries are paid native teachers :

	Per month.
Professor of French and Armenian	\$44. 00
Greek teacher	26. 40
Mathematics	22. 00
Assistant Armenian and French	17. 60
Turkish	13. 20
Physician	26. 40

Assistant pupils, \$1.70 per month for one hour's teaching each day in preparatory classes. There are nine regular instructors besides five advanced pupils teaching preparatory classes. A number of the students assist in payment of board by taking care of the rooms and other work. An industrial department is begun, and will be developed as means are secured.

The language of the college is English. Most of the text books are in English, and after the freshman year the teaching of the sciences, etc., is almost entirely in that language. Besides this, a thorough course is given in classical Armenian for the Armenians, in Greek for the Greeks, and in Turkish for all.

The course of study, aside from languages as stated, is in detail as follows :

Term.	Freshman year.	Sophomore year.	Junior year.	Senior year.
First term. . .	Geometry (Eng.) . . .	Conic sections (Eng.); astronomy (Eng.).	Book-keeping (Eng.); chemistry.	Mental philosophy in Armenian and Greek; physiology.
Second term.	Geometry continued.	Surveying (Eng.); history (Eng.).	Physics (Eng.); chemistry; rhetoric (Eng.).	Mental philosophy in Armenian and Greek; evidences of Christianity (Eng.); political economy. (Eng.).
Third term. .	Trigonometry (Eng.)	Botany	Physics (Eng.); zoology (Eng.); logic; (Eng.).	History of philosophy; moral philosophy; Scripture idea of man; international law.

Regarding the influence the college has indirectly upon the people at large, Rev. Mr. C. C. Tracy, president of the Anatolia College, writes: * * * "Though the college is so new an institution its stimulating and formative influence upon the population seems to be very considerable. The most direct result is the wakening of aspirations in young men. There follows immediately the raising of the grade in the common schools and the establishment of higher schools preparatory to the college.

It is already shown that the college tends to lift the whole population to a higher educational level. The influence on Mohammedan schools is not slight. Indeed, the American colleges established in Turkey make it impossible for the Government to hold its own with the people without strenuous efforts in the same direction. This stimulation is healthful and beneficial. If there is some unreasonable jealousy of these institutions there is also increase of friendly relations on account of them. In Marsavan, relations (between the authorities and the missionaries) have never been so kindly as since the development of the college. The city governor has honored himself by cordially aiding the college.

"The governor-general of Sivas, Sirri Pasha, on a recent visit of inspection declared this to be the best school in the region by far, and that no teaching of the Turkish language in the highest Turkish school of the city could equal that taught in Anatolia College. * * * It is but fair to say that the institution could never have reached its position nor could it maintain that position without the friendly offices of the American legation."

HIGH SCHOOLS.

Of almost equal importance with the colleges are the American high schools in most of the larger cities of Asia Minor. Their general character may be judged from the following course of study, that of the high school at Cæsarea:

Department.	First year.	Second year.	Third year.	Fourth year.
English.....	Chart;* first reader;* grammar in Turkish with Armenian characters.	Grammar; Monroe's Second Reader.*	Monroe's Third Reader;* English grammar.	Shakespeare's Merchant of Venice;* Swinton's General History.
Turkish.....	Grammar; reading Arabic script.	Arabic scripture (cont.); Osmanli history.	Telemaque; Turkish writing.	Compendium of laws; writing.
Armenian ...	Grammar; second reader.	Grammar and third reader; history.	Telemaque, with grammar.	Grammar of the ancient language and reading same.
Science	Arithmetic completed; geography.	Algebra; physiology.	Higher algebra;* geometry; physical geography.	Trigonometry; astronomy; natural philosophy; rhetoric (additional if possible); moral science; logic; book-keeping.

* Text-books marked with * are in English.

There are also high schools for girls of the same general grade in Sivas, Talas, Harpoot, and other cities.

EDUCATION IN THE ARGENTINE REPUBLIC.

FROM A REPORT TO THE DEPARTMENT OF STATE BY EDWARD L. BAKER, U. S. CONSUL AT BUENOS AYRES.

It is generally conceded that the crowning glory of the United States is our system of free common schools, the education of the people being considered by us as the surest support, protection, and defence of our republican form of government. And it speaks well for the Argentine Republic that its rulers and statesmen generally are fully aroused to the importance of placing their country upon a higher educational level, as the necessary means of strengthening and perpetuating their own free institutions. In this respect they are not only practically imitating our example, but not content, as we have done, with leaving the education of the people to the different provinces or States, they have made it a national concern and have engrafted the sacred principle in their fundamental law and bedged it around by the safeguards of their constitution. The sixty-seventh article provides as follows:

"Congress shall have power to provide whatever may conduce to the prosperity of the country, the advancement and happiness of the provinces, and the increase of enlightenment, by decreeing plans for general and university education," etc.¹ They

¹ The constitution further requires (Art. V) that "the constitution of each province shall provide for primary education and the administration of justice," thus making the support of common schools obligatory upon them.

have gone even further than this, in showing their appreciation of the importance of education of the people, by making education a department of the Government, under the charge of a cabinet officer.

ITS MOST EFFICIENT PROMOTERS.

While great credit is due to General Mitre, first President of the Argentine Republic under its present constitution, and to Dr. Rawson, the chief of his cabinet, as also to Dr. Eduardo Costa, to the late President Avelleda, and to Dr. Leguizamón, all three of whom at different times occupied the position of minister of public instruction, for their persistent efforts in behalf of popular education, and for their services in developing and extending the system of Argentine common schools, perhaps the place of honor belongs to Dr. Domingo F. Sarmiento, LL. D. He was for 6 years Argentine minister plenipotentiary to the United States, and having been a school-master in his early manhood, he was during his sojourn with us thoroughly impressed with the excellence of our public educational system. His intimacy with the late Horace Mann greatly assisted to develop his ideas on that subject; and when, having meanwhile been elected President of the Argentine Republic, he returned to take charge of the high office, he brought back with him the most advanced opinions and at once proceeded, through the influence he was able to exert, to put them in practical operation here in his own country.

DIFFICULTIES WITH WHICH EDUCATION HAS HAD TO CONTEND.

In a sparsely settled country like the Argentine Republic, in which there are widely extended regions entirely uninhabited and where the centres of population are remote from each other, of course the application of our American system has met great difficulties and inconveniences, but within the last few years the efforts of the Argentine National Government to place the education of the people upon a firm and abiding foundation, with uniform regulations for all the provinces, are beginning to produce their legitimate effects, and this country to-day stands at the head of all the nations of South America in the matter of its public schools, not excepting Chili or Brazil.¹ The position has not been won without a severe struggle and great persistency; for, though the country was a republic, a large and influential portion of the inhabitants could hardly be considered as republican. There lingered with this class a very strong infusion of the old Spanish "hidalgo" exclusiveness, which would not admit or consent that their children should be placed on the same level of school equality with those of the more humble citizens. It is only within a few years that the "upper classes" would permit their children to attend the public free schools, but sent them to special or private schools. With the increase of republican intelligence this feeling, however, is gradually dying out; and now quite all classes of the community, without regard to condition, are to be seen in the public schools of the several provinces.

THE NATIONAL SUPPORT.

The Argentine Government has not assumed to take the matter of public education out of the control of the different provincial governments; but, as far as possible, has left the organization and details of the schools to the districts themselves, limiting its action to a subsidy for their support in those cases where the means of the provinces may be insufficient. This subsidy consists of such an amount of pecuniary aid, each year, as Congress may provide by law. The "plans" and curriculum, however, as the constitution provides, are under the ultimate supervision of the General Government.²

¹ "Primary education is already obligatory in some of the provinces, although in the remote districts where within a diameter of 10 leagues perhaps not five or six school children may be found, there are peculiar difficulties in the way of uniting them for the purposes of instruction. This and other local causes are obstacles to progress. Indeed, there is no other country where so many difficulties in the way of public instruction have to be combated; and if, notwithstanding all, the Argentines have placed themselves at the head of South America in respect to popular education they are really to be congratulated upon their success."—*Republica Argentina* por Ricardo Nap., p. 376.

² The interest which is felt in the cause of education will be understood from ex-President Roca's message to the Argentine Congress. He said: "The department of public instruction has been one of the chief attentions of the Executive. I may say that the subject of free schools has become of such importance that it is a public passion, as any one may well observe by the general movement in this respect in every centre of population." And President Celman, in the address he delivered at his recent inauguration, says: "A government of the people by the people requires that the people shall be educated. The foundation of republican government is the enlightenment of the people; and one of the most important duties of statesmen is to aid and assist it," etc.

COMMON SCHOOL STATISTICS.

The progress which has been made in popularizing these public schools will be seen from the following table, showing the attendance from 1864 to 1886:

Year.	Number in attendance.	Year.	Number in attendance.
1864.....	39,000	1883.....	124,900
1869.....	82,679	1884.....	145,660
1873.....	116,517	1886.....	180,768

There has, thus far, been no regular or reliable census of the Argentine Republic; and hence it is difficult to state the exact number of children in the country between the ages of 6 and 14. That of 1869 put the school population at 409,876; that of 1884 at 497,949. Assuming these figures to be approximately correct, there are then in the Republic over 300,000 (or more than two-thirds) of the children who do not attend school.

Of the 497,949 children comprehended between the ages of 6 and 14 years, 262,763 were males and 235,186 were females, the excess of boys over girls thus reaching to 11.7 per cent. of the entire number; 467,010 were native and 30,939 foreign born.

Of the 145,660 pupils in attendance in 1884, 70,187 were males and 68,473 were females; 104,139 attended fiscal or public schools and 41,521 private schools.

The total number of fiscal schools was 1,817, conducted by 2,877 teachers, at an expense of \$2,560,181.

From these figures it will be seen that the average cost of each scholar was \$24 per annum. The average number of scholars to each school was 95; and the average number of scholars to each teacher was 46.

It further appears from the census that the number of schools in 1884 under the direction of the National Government was 505; under that of the provincial governments was 1,010; under that of municipalities, 142; under that of charitable organizations, 41; under that of religious orders, 32; under that of private teachers, 364.

The total number of persons teaching in the primary schools of the Republic, whether fiscal or otherwise, was 4,078, of whom 2,925 were Argentines and 1,153 were of foreign birth. Of the teachers, 1,502 were males and 1,290 were females; of the assistant teachers, 461 were males and 825 were females; so that, of the entire staff of teachers, 1,963 were males and 2,115 were females.

SALARIES OF PRIMARY TEACHERS.

The salaries which the teachers receive depend a great deal upon the locality and the conditions of the school. The following table shows the maximum prices per month during the year 1884:

	Per month.
Male school:	
Directors or principals	\$165.00
Teachers	100.00
Assistants	50.00
Female school:	
Directors or principals	95.00
Teachers	70.00
Assistants	50.00

In very few of the primary schools, however, are these extreme salaries paid. The average would scarcely exceed one-half the above figures.

NATIONAL COLLEGES.

The primary or elementary schools are supplemented by what are known as national colleges. They quite correspond to our own well-known high schools, colleges, and seminaries. One of these colleges is located in each of the provinces, generally at the capital.

The buildings for these colleges are all of them the property of the nation, and are sufficiently commodious to accommodate such of the students as desire it with board and lodgings.

The number of professors varies with the importance of the college. The national college here in Buenos Ayres has a staff of 34 professors, while that in the province of San Luis has only 7 professors. In the fourteen national colleges there is a total of 282 professors and 106 assistants. The monthly salaries of professors range between \$50 and \$170, according to the number or the importance of the branches taught. The rectors receive from \$100 to \$250 per month. Of those teaching in the national colleges in 1884, 265 were Argentines and 108 were of foreign birth, nearly all nationalities being represented.

ATTENDANCE AND COURSE OF STUDIES.

The following table shows the capacity of the several national colleges and the number of scholars in attendance in 1884 :

National college of—	No. of scholars.	Capacity for scholars.	National college of—	No. of scholars.	Capacity for scholars.
Buenos Ayres	364	1,193	San Juan	80	523
Concepcion	164	584	Rioja	49	474
Corrientes	102	704	Catamarca	54	494
Rosario	69	863	Santiago	39	567
Cordoba	140	1,315	Tucuman	91	1,100
San Luis	87	407	Salta	96	1,144
Mendoza	54	638	Jujuy	47	479

From the above figures it will be seen that the national colleges united are capable of receiving seven times the number of scholars at present in attendance.

The full course of studies in these national colleges comprises a period of six years, and embraces the following branches, to wit: History, geography, elementary mathematics, physics, chemistry, philosophy, higher mathematics, natural history, ancient languages, modern languages, political economy, book-keeping, literature, drawing, music, gymnastic exercises, etc.

Only a small proportion of the students go through with the entire course. The great majority after two or three years quit school for good and enter into active life. During the year 1884 only 52 were duly graduated, while 638 left the colleges before terminating their studies.

SCHOOL OF MINING ENGINEERS.

Some of the national colleges have special schools attached to them. That in San Juan has a school of mining engineers, founded in 1871, under the charge of a director and two professors, in which inorganic chemistry, geology, mineralogy, metallurgy, surveying, cosmography, and other such studies are prosecuted. In 1884 it was attended by 25 special students. The national Government has 20 scholarships in the school at \$25 per month.

NATIONAL AGRICULTURAL SCHOOL.

Connected with the national college at Mendoza is a national agricultural school, established in 1870, in which the science of crop-raising in all its details is proposed to be taught; but I can obtain no statistics in regard to it. I know there are several professorships attached to the institution, but the Argentines are not generally what may be called "agriculturally disposed," and I do not think that the school enjoys a very extensive patronage.

NATIONAL MILITARY COLLEGE.

A military college under the direction of the National Government was established in 1870 here in Buenos Ayres, in the "Palermo Palace," formerly occupied by the Dictator Rosas. It comprehends a five years' course of study, not only in the ordinary branches of education, but in ordnance, cavalry and infantry tactics, topography, fortifications, artillery, military hygiene, international law, etc. The staff of teachers comprises 22 professors. In 1884 the number of scholars was 121. Applicants for admission must be at least 14 years of age and not more than 18 years. Besides the usual elementary branches, they must be acquainted with at least one foreign language.

There is also a military school of a lower grade, which is called the school of corporals and sergeants, established in 1881, under the charge of 14 professors and a director, the greater part being officers detailed from the army. Besides the ordinary branches, practical instruction in the three arms of the service is given. In 1884 there were 120 persons in attendance.

NATIONAL NAVAL SCHOOL.

In 1872 the national Government founded a naval school here in Buenos Ayres with 16 professors, 5 of whom are officers detached from the navy. The course of studies occupies 3 years. Those who are admitted are maintained by the Government. The conditions for admission are that the applicant shall be an Argentine, be from 14 to 17 years of age, and pass an examination in the branches of secondary education.

NATIONAL NORMAL SCHOOLS.

With other valuable information which President Sarmiento acquired while in the United States, in reference to education, was the importance of having the public schools under the charge of competent teachers; and one of his first acts, after his return to the Argentine Republic, was that of organizing normal schools on the basis of our own. The first one was established in 1871. There were in 1884 16 normal schools in different parts of the Republic, 5 of which are for the education of male and 11 for the education of female teachers. These schools had accommodations for 7,268 pupils, but only 3,616 were in attendance. The total number of teachers was 185.

Since the taking of the census of 1884, several additional normal schools have been established: one for males in Santa Fé, one for females in San Luis, one for females in Cordoba, one for males in Mercedes, and perhaps others.¹

The course of study occupies three years, upon the completion of which and after a satisfactory examination the alumni are entitled to diplomas as competent teachers in any of the fiscal schools of the country.

The national Government has 517 scholarships in the different normal schools, which are worth from \$15 to \$20 per month.

At least 200 male and female teachers are fitted for their profession in these different schools each year.

The teachers are of various nationalities; but a large proportion of the females are from the United States on contract, President Sarmiento having initiated the movement to supply teachers from there from his personal knowledge of their capacity and marked ability. The salaries range from \$300 to \$150 for directors, and from \$180 to \$75 for teachers per month.

PROFESSIONAL EDUCATION.

The educational system of the Argentine Republic is made complete by the two national universities of Cordoba and Buenos Ayres; and they are about the only landmarks which are left to commemorate the former glory of the mother country.

UNIVERSITY OF CORDOBA.

The University of Cordoba is, excepting that of San Marcos, of Lima, the most ancient seat of learning in either South or North America.² Its origin dates back to the beginning of the seventeenth century, the Society of Jesus having established it as a "Colegio Maximo" in 1610. In 1613 Fernando de Sanabria, Bishop of Tucuman, made a donation to the institution of all his property, with an annual income of \$2,000, under the name of the College of San Francisco Xavier. As early as 1614 full courses of academic studies were inaugurated; and in 1622 the college, by both royal and pontifical sanction, was raised to the rank of a university, with full power to confer the degrees of bachelor, licentiate, master, and doctor. The first degree conferred was that of bachelor of arts in 1623. In the year 1664 the constitution and by-laws of the university were revised by Father Andres de Rada, then rector of the institution, whereby it was provided that "above all things the studies pursued should be theological," and thus for upwards of a century and a half its destiny was fixed as an institution specially dedicated to the education of priests. There were, however, two distinct faculties, one of arts and one of theology, the first requiring a course of 3 years and the other of 4 years, the management of the university being under the control of a cloister of the doctors and masters having professorships. About the same time two other institutions were established alongside of the university, that of the College of Monserrat, and that of the College of Loreto, but under the same government.

In the month of July, 1767, by order of Charles III, the Jesuits were expelled from all the Spanish possessions; their property was everywhere confiscated, and the University of Cordoba was, by royal decree, entrusted to the Franciscan order. In 1791, a faculty of law was organized in the university, and thus, after an existence of 173 years, it ceased to be a purely theological institution. The first degree of doctor of laws was conferred in 1797. In 1800, by royal letters patent, the university received the name of Royal University of St. Charles and of our Lady of Monserrat. In 1808 the celebrated Dean Gregorio Funes was elected rector of the cloister, and through his influence and exertions the institution was entirely secularized. In 1812 all corporations of the regular clergy were excluded, and the university was organized for three faculties, to wit: of theology, of civil and canon law, and of philosophy, the first two with 4 professors and the latter with 5 professors.

In the long lapse of 75 years since the Argentine Republic threw off the Spanish yoke and declared its independence the university, though it has encountered many adverse fates and been subjected to various misfortunes, has continuously kept its

¹I observe by President Celman's message just sent to Congress that there are now 27 normal schools in the Argentine Republic.

²Our own oldest institution of learning, Harvard University, was founded in 1636.

halls open to the reception of pupils and to the conferring of the learned degrees. In 1854 the university was formally taken in charge by the national Government. Its support has since then been the care and concern of Congress, and numerous reforms have been inaugurated. In 1873 a faculty of natural sciences was organized under the well-known German savant, Dr. Siewart, and others, and an academy of exact sciences, under the celebrated Dr. Burmeister, now director of the Public Museum of Buenos Ayres. In 1877 a department of medicine was established, with 4 professorships in the different branches of the science.

UNIVERSITY OF BUENOS AYRES.

The University of Buenos Ayres is much more recent in its origin. Some, however, date it back to about the beginning of the seventeenth century. They say it was first called the San Carlos College of the Society of Jesus, and was under the charge of priests of that order. In 1621 Bishop Pedro Carranza, out of his own private income, established a professorship of Latin, but after his death the college seems to have been without the necessary support. Following that epoch, according to the *Chronicles of Superior Education in Buenos Ayres*, compiled by the Argentine historian, Dr. Juan Maria Gutierrez, there is a vacuum of a century and a half. What colleges were established or continued during that period we do not know; but in 1773 we learn that the "College of San Carlos" had professorships of theology, philosophy, and languages, with 338 students, the population of Buenos Ayres at that date being 24,205, and said college still being under the charge of the Society of Jesus.¹ In 1776 the name of the institution was changed to that of the College of the Southern Union. In the same year a royal decree was issued by the King of Spain for the foundation of a university in Buenos Ayres, which should be open for the usual courses of a liberal education and with power to confer degrees. But we are told, "so little interest was manifested in the cause of education during those unfortunate times, that the viceroy was content with the college already in existence; and the university remained buried in oblivion." It was not until 1819 that the question of establishing the university was again agitated; and "the sovereign Congress, having carefully examined the proposition for the erection of a university in the capital, formally authorized the establishment, with the proviso that the forms and laws of the same should be first approved by Congress." On the 9th of August, 1821, the captain-general of the province of Buenos Ayres, Martin Rodriguez, issued an edict for "the erection of a university of the first grade, with academic power and jurisdiction, under a board of doctors, which shall be composed of all those who may have obtained the degree of doctor in other universities and are natives of the province, married or domiciled in the same." Three days after, the university, absorbing the College of the Southern Union, was formally opened with great pomp and ceremony. Faculties of theology, jurisprudence, medicine, and the natural sciences were duly organized and supported by the provincial government. Bonpland, the companion of Humboldt, was one of its first professors. President Rivadavia also secured from Europe the services of Dr. Lanz in mathematics, and Dr. Carta in natural sciences. During the dictatorship of Rosas the institution, which had so auspicious a beginning, was suffered to languish from the apathy and terror which possessed the community, and the statistics of the country reveal nothing in regard to its progress. After his expulsion from the country, however, in 1852, the University of Buenos Ayres again received the attention of the Government. It has lately been entirely reorganized, with full faculties in the departments of law and social sciences, of medicine, and of the natural sciences.

RELATIVE POSITIONS OF THESE UNIVERSITIES.

Such are the two great seats of learning of the Argentine Republic. In the University of Cordoba there are 26 professors; in that of Buenos Ayres there are 40. Of the professors in the University of Cordoba 13 are foreigners and 13 are native Argentines; of those in the University of Buenos Ayres, 9 are foreigners and 31 are native Argentines.

The attendance in the University of Cordoba in 1884 was 167 in all departments; in that of Buenos Ayres it was 737.

In the University of Cordoba the annual matriculation to the lectures and courses of study is \$4 for each department. In the University of Buenos Ayres it is \$16 for law and social sciences, \$15 for medicine, and \$16 for the physical sciences, etc.

While the University of Cordoba, owing to its locality and surroundings, has ceased to enjoy the prestige which it possessed in former years, it is now under such influences as must ultimately give it an increased prosperity and a stronger hold on those who are seeking the higher educational privileges. On the other hand, the University of Buenos Ayres, since the interest which the Government has directly taken in its maintenance, has rapidly attained to a high position as an institution

¹Whether the "San Carlos College" of 1621 and this "College of San Carlos" of 1773 are one and the same institution does not seem to be clearly settled.

for professional learning; and to-day, I think I am correct in saying, it surpasses any similar establishment in South America, and in some respects may compare favorably with those of the United States.

PRIVATE AND RELIGIOUS INSTITUTIONS.

I have thus given a general view of the public educational system of the Argentine Republic, *i. e.*, of all such schools and institutions of learning as are sustained directly by the General Government or the respective provinces, or both conjointly. It includes primary and graded schools, national colleges, mining, agricultural, military, and naval schools, normal schools, and two universities. Besides these, however, there are various schools, seminaries, colleges, convents, etc., which are either private, *i. e.*, supported by their matriculation, or religious, *i. e.*, supported by religious orders or societies. These educational establishments are to be found in all the different provinces; and some of these, for the teaching of such branches as appertain to a secondary education, are of a very high rank. Cordoba, Santa Fé, Mendoza, and Buenos Ayres are especially noted for their Catholic colleges and convents. In the city of Buenos Ayres the convents of the Merced, the Visitation, and the Sacred Heart, and the Colleges of San José and of San Salvador, both under the control of the Society of Jesus, are wealthy and well-ordered seats of learning.

ANNUAL EDUCATIONAL EXPENSES.

It is difficult to state very exactly the total amounts which are annually expended by the national and the several provincial Governments for educational purposes, for the reason that I have not before me the district school reports of each province; I have, however, compiled from the report of the Minister of Public Instruction the following figures, which approximately show the total annual expenditure for primary schools. The figures are for the year 1885, and exhibit in separate columns the amounts provided by the nation and the provinces respectively:

Expenditures.	National.	Provincial.	Total.
Teachers' salaries.....	\$305,880	\$1,109,150	\$1,415,030
Text-books and stationery.....	21,197	82,200	103,397
Scholarships.....	938,796	33,735	972,531
Furniture.....	.....	83,137	83,137
Rents.....	173,406	185,083	358,489
Organizing new schools.....	12,000	9,800	21,800
Building school-houses.....	1,019,916	94,817	1,114,733
Care and charge of schools.....	96,828	301,814	398,642
Total.....	2,568,013	1,899,736	4,467,759

The appropriations of the Argentine Government for the two Universities of Cordoba and Buenos Ayres for 1885 were \$231,724; for the fourteen national colleges, \$510,972; for the eighteen normal schools, \$479,712; for the Agricultural School at Mendoza, \$50,988; for the School of Mining at San Juan, \$21,792, etc.

NATIONAL OBSERVATORY AT CORDOBA.

It is not out of place, in treating of the educational establishments of the Argentine Republic, to mention the National Observatory at Cordoba, founded under the administration of President Sarmiento, in 1865. Dr. Benjamin A. Gould, late of Harvard University, a name well known throughout the scientific world, was appointed its first director, and continued until about two years ago to have the charge of the institution. The work which it has already accomplished, and especially that of cataloguing the stars of the southern hemisphere,¹ has been recognized for its thoroughness as a most important addition to astronomical science, and has already placed the observatory in the first rank. Since the resignation of Dr. Gould the observatory has been under the charge of Dr. John M. Thome, of Pennsylvania, promoted from the position of first assistant astronomer.

A meteorological bureau was originally allied to the observatory; and it has already by its publications done a great work in acquainting the world with the climatic conditions of the widely extended Argentine Republic. During the last year this bureau has been separated from the observatory and organized into a distinct department, under the direction of Prof. W. G. Davis, of Pennsylvania. Its meteorological stations now extend from Cape Horn to Jujuy.²

¹ The *Uranometria Argentina* was published in 1880. Since then various other volumes of Catalogues and Results have been published.

² In Volume V of the Meteorological Annals of the Argentine Republic, 1887, I find a letter from Dr. Gould, the former Director, who says: "The object for which this bureau was established is to study and make known the climate of the country and the laws which govern it; and I think I am able to say with the greatest satisfaction that in the few years of its existence the results which have

ARGENTINE NATIONAL MUSEUM.

Another important adjunct to scientific study is the National Museum, located in Buenos Ayres. It was founded by the distinguished statesman General Revidavia, in 1823. It received but little support or encouragement, however, until 1854, when, under the protection of the Government, it was connected with the University of Buenos Ayres. It being necessary to place the museum under the charge of a person especially learned in natural history, the Government (General Mitre being Governor and General Sarmiento Minister of the State) selected the celebrated *savant* Dr. Herman Burmeister, of Germany. He has continued to be the director since 1862. The museum is divided into three sections, to wit: The artistic, the historical, and the scientific. The latter is especially attractive, from the fact that the province of Buenos Ayres has the most abundant deposit of antediluvian animals of any place in the known world. Indeed, the most complete and curious skeletons of fossil animals which are to be seen in the museums of London, Paris, Madrid, Turin, etc., have all been taken from the province of Buenos Ayres. Their exportation has now been prohibited by law, it being required that all such discoveries shall be placed in the Public Museum of Buenos Ayres. Mr. Bravard, in his report upon the geology of the Pampas, counts fifty species of antediluvian animals extracted from the earth of Buenos Ayres, of which only eight were known before his investigations in this country. Among the animals whose fossils are now to be found in the Argentine National Museum are the *Megatherium*, *Myiodon*, *Glyptodon*, *Toxodon*, and a veritable fossil horse, etc. These collections of extinct, as well as of living animals, render the museum of very great importance to persons who wish to dedicate themselves to the study of natural history; while Dr. Burmeister's great work on the physical characteristics of the Argentine Republic is a monument of patient and exacting labor.¹

SCIENTIFIC SOCIETIES.

Nor are scientific societies wanting in the Argentine Republic. Among these may be mentioned the Argentine Zoological Society, the Argentine Geographical Society, the Argentine Scientific Society, the Argentine Historical Society, the National Academy of Sciences, Argentine Ethnographical Society, etc., all of which give to the public yearly publications in the form of Annuals and Reports.

PUBLIC LIBRARIES.

The importance of public libraries as powerful agents to assist in the instruction of the people is now coming to be fully recognized by the Argentines. Although it is only a few years since the Government made a movement in the matter, there are already upwards of 300 of these libraries distributed through the different provinces. There is now a law which provides that the General Government shall contribute an equal sum to that which may already be subscribed to the foundation of new libraries or to the increase of those which are already in existence. There is a central commission here in Buenos Ayres whose business it is to facilitate the acquisition of books for these libraries, to make exchanges, and to generally aid in the formation of new libraries. The most important of these public libraries is that of Buenos Ayres, which now contains about 50,000 volumes, as also many valuable manuscripts concerning the earlier history of the Spanish colonies. The library of the University of Buenos Ayres, as also that of the University of Cordoba, has a collection of about 15,000 volumes, and their archives also contain numerous interesting manuscripts of historical value. That of Cordoba was at one time the largest in South America, but the fortunes of 300 years of civil wars and private thefts have left the collection in a deplorable plight. When I last visited it, a few years ago, it was in a most uncared for condition. The national library attached to the Department of Public Instruction in this capital, although of recent origin, is the nucleus of what is intended to be a grand book repository. It is already beginning to assume important proportions, and merits notice for the attention which it shows for books which illustrate the history and development of the country.

THE NEWSPAPER PRESS.

In regard to the public press—that most efficient and persistent means for the political instruction of the people, and for the education of public opinion—the Argentine Constitution has hedged it around with the amplest safeguards. That instrument expressly provides that “the Federal Constitution shall not dictate laws restricting the liberty of the press nor establish any Federal jurisdiction over it.” It further provides that “all the inhabitants of the nation shall enjoy the right to publish their

been obtained are far greater than at the beginning I had reason to expect. We have already obtained with much exactness many important climatic data for a large number of points in the Argentine Republic; and we have succeeded likewise in drawing the isothermal lines with a very close approximation to the truth for the entire southern half of South America.”

¹ *Description physique de la République Argentine, par Herman Burmeister, etc.*

ideas in the public press without previous censorship." But the law of libel is exceedingly severe. The rights of private persons as well as public officials are carefully guarded against malicious libellers; and any abuse of the liberty of the press is a criminal offence, for which on proper complaint the offender is promptly arrested. Conviction is followed by fine and imprisonment. It may be generally said, however, that the political newspapers of the Argentine Republic are well conducted, and few of them ever venture below the line of fair and legitimate criticism. In this respect, I think, they compare favorably with those of other countries where free discussion is allowed. As with ourselves, the newspaper in the Argentine Republic is looked upon not as a luxury, but as an indispensable necessity. Everybody reads it. Newspapers are now published in all the principal towns of all the different provinces, generally each party having its distinctive organ; and they are following the march of development and civilization to the far frontiers. Indeed, with so sparse a population, the wonder is how so many of them can manage to secure the requisite support. They especially abound here in Buenos Ayres. With a population of 400,000 inhabitants, there are published in this capital 34 daily papers, 18 weekly papers, and 19 monthly papers or periodicals. While many of these publications exhibit but little of what we would call "newspaper enterprise," some of them are as ably edited as any in the world. The *Nacion*, for instance, is edited by ex-President Mitre; the *Censor*, by ex-President Sarmiento; and the *Prensa*, by Dr. Davila. Other nationalities have also their newspapers, there being in Buenos Ayres three printed in the English language, 4 in the German, 3 in the French, and 4 in the Italian. Among the monthly periodicals are those devoted to agriculture and rural interests, to commerce and finance, to home industries, to schools and education, to the medical sciences, to law, and to general literature, many of them exhibiting a high degree of ability and merit.

RELIGIOUS FREEDOM.

It is hardly necessary to add, that in the Argentine Republic there is the utmost freedom of religion and of conscience. The Constitution of the country provides (Art. II) that "the Federal Government shall maintain the Apostolic Roman Catholic Faith." For this maintenance and support of the state church there is an annual appropriation by Congress of about \$200,000. The church establishment consists of one archbishop, whose see is in Buenos Ayres, and four diocesan bishops, who reside, respectively, at Paraná, Cordoba, San Juan, and Salta, together with other lesser dignitaries. The head of the Argentine church is elective; that is to say, the Senate selects a list of three persons, from which the President chooses one to propose to the Pope. The inferior dignitaries are also selected and invested by the Government. Aside from the established church, however, the Federal Constitution (Art. XIV) provides that "all the inhabitants of the nation shall enjoy the right to profess freely their religion;" and (Art. XX) "within the limits of the nation foreigners shall enjoy all the civil rights of citizens, and freely profess their religion." In pursuance of these provisions, there are in the different parts of the Republic numerous churches of other creeds. In the city of Buenos Ayres there is an English Episcopal church, a Scotch Presbyterian church, a German Lutheran church, two American Methodist churches (one of which is a missionary church), and a Jewish synagogue, all with duly installed clergymen, whose functions in marriages, baptisms, deaths, etc., are fully respected and recognized by Argentine law. Most of these churches have religious or Sunday schools attached to them, and some of them have received assistance from the Government.

CONCLUSION.

It will thus be seen that the Argentine Republic not only fully recognizes the great importance of the education and culture of the people by making it a distinct branch of the national administration, but that it is well on the way towards an efficient and liberally supported system of public instruction, which embraces primary and secondary schools, national colleges, normal schools, scientific schools, and the highest branches of university and professional training. In what it has thus far accomplished it has achieved a peaceful victory, far more glorious than any it may have won by the strength of its arms since its independence.

STATISTICS OF ELEMENTARY EDUCATION IN FOREIGN COUNTRIES.

[Table 112.]

Table 112 presents the principal statistics relating to elementary education in foreign countries whose reports have been received at this Office. As few countries report their school population, the total populations have been given in Column 2, Part I, of the table, as a basis for comparing school enrolment.

Where the latest census antedates by several years the year of the school report, estimates of the total 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.

The school ages reported from 36 countries range from 6 to 16 years. From an inspection of Column 3, Part II, it will be seen that 7 countries report a longer period than 9 years, while eight report a shorter period than 8 years. The average period is 8.2 years. 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 years. 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 school age in Bavaria includes also 3 years in the review schools.

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 as given in the official reports from those countries are used in this table.

It will be observed also that the school population of England and Wales is given for the years 5 to 14, and also 3 to 14; the former is the obligatory school period. Children are, however, admitted at 3 years of age, and the enrolment includes pupils as young as that, together with a small number above 14 years of age.

In the case of Finland the enrolment includes pupils in infant schools.

The ratios of school enrolment to total population, and to school population when reported, are shown in Table 113.

In England and Wales the school population used in the computation is that of 3 to 14 years of age.

Care has been taken to confine the table to the statistics of elementary schools, *i. e.*, schools below the high school grade, which is substantially the same for all countries. In a very 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.

In the case of Württemberg, the number of teachers' positions is given in Column 12, the number of teachers employed not being reported. Pupil teachers are a feature of the school systems of England and Wales, Scotland, New South Wales, and Japan.

They are included in the totals of teachers for the three former countries, the numbers being 27,804, 3,782, and 931, respectively. The teaching force reported for Ireland includes 665 work mistresses and temporary assistants.

The expenditures reported include as a rule teachers' salaries, and cost of supervision and administration. For France the amount given is the sum expended by the State only.

For Saxony the amount includes expenditure for 1,892 Fortbildungsschulen and two schools for deaf-mutes; for England and Wales and Scotland the cost of night schools is included; and for Ireland and Jamaica the amount is the reported income of the schools, which is presumably equivalent to the expenditure.

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 Venezuela also the law provides for free schools, but this provision does not appear to have been carried into effect. In the remaining countries a portion of the cost is met by tuition fees.

FRANCE.

In addition to the elementary schools of France included in Table 112, the following statistics of superior primary schools are presented: Number of schools, 251; number of teachers, 2,133; number of pupils, 21,939.

School libraries for the use of pupils are reported to the number of 33,800, containing 4,159,408 volumes; also 2,626 pedagogical libraries with 803,419 volumes for the use of teachers.

TABLE 112.—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.				
1	2	3	4	5	
Austria-Hungary:					
Austria.....	23,031,248	1885	199.00	Dr. Gautsch von Frankenthum, minister of public instruction and ecclesiastical affairs.	
Hungary.....	16,355,686	1884	131.00	Dr. August Trefort, minister of public instruction and ecclesiastical affairs.	
Belgium.....	45,883,278	1885	515.00	Monsieur Thomassen, minister of the interior and of public instruction.	
France.....	38,218,903	1886	187.00	Monsieur Berthelot, minister of public instruction.	
Germany:					
Prussia.....	27,279,111	1886	199.00	Dr. von Gossler, minister of ecclesiastical affairs, of public instruction, and of medical affairs.	
Württemberg.....	1,995,163	1885	200.00	Dr. von Söcher, ministerial director and president of the department of ecclesiastical affairs and public instruction.	
Bavaria.....	5,420,199	Dec. 1, 1885	185.00	Baron J. de Lutz, president of the council, minister of the interior, of ecclesiastical affairs, and public instruction.	
Hesse, Grand Duchy.....	936,340	1880	316.00	Geheimrath Greim, "Oberschulrath," [Councillor of education.]	
Saxony.....	3,179,168	1885	469.00	Dr. C. F. W. von Gerber, minister of state and chief of the department of ecclesiastical affairs and public instruction. Director, F. F. Petzholdt.	
Saxe-Weimar.....	313,946	1885	221.00	Dr. Guyet, president of "Commission supérieure pour les affaires du culte et de l'instruction Catholique."	
Hamburg (free city).....	518,620	1885	3,504.00	The "Oberschulbehörde," Dr. J. O. Stammann (senator), presiding officer.	
Bremen (free city).....	166,392	1885	1,698.00	The "Scholarchat," Dr. A. Pauli (senator), chief officer.	
Great Britain, and Wales.....					
England.....	297,870,586	1886	479.00	Committee of council on education.	
Scotland.....	63,938,785	1886	132.00	Vice-president for Scotland, Marquess Lothian; lord president for England, Viscount Cranbrook; vice-president for England, Sir W. Hart Dyke.	
Ireland.....	64,918,338	1885	151.00	Commissioners of national education in Ireland.	
Italy.....	29,943,607	1886	262.00	Signor Michele Coppino, minister of public instruction.	
Japan.....	37,547,650	1883	253.00	Arinori Mori, minister of public instruction.	
Netherlands.....	44,336,012	Dec. 31, 1885	343.00	Dr. J. Heenskerk, minister of the interior.	
Russia in Europe (including Finland).....	87,105,089	1882	42.00	Actual Privy Councillor Delyanoff, minister of public instruction.	
Finland.....	22,303,358	1885	16.00		
Switzerland.....	2,846,102	Dec. 1, 1880	179.00		
British India.....	205,093,375	1881	228.00		
Bombay Presidency.....	23,168,776	1886	123.00	K. M. Chatfield, director of public instruction.	
British Burmah.....	3,736,771	1881	42.00	P. Hordern, director of public instruction.	
Algeria.....	3,817,465	1886	31.00		
Cape Colony.....	6325,000	1885	2.00	Langham Dale, superintendent-general of education.	
Canada:					
British Columbia.....	40,459	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	333, 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	19. 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, 535	1881	134. 00	Thomas Capper, inspector of schools.
Trinidad	4171, 914	1886	98. 00	R. J. L. Guppy, superintendent of education.
Costa Rica	4196, 270	Dec. 31, 1886	9. 00	Don Mauro Fernández, minister of commerce, agriculture, finance, and public instruction.
Guatemala	1, 322, 544	1885	28. 00	A. Batres, minister of public instruction.
Nicaragua	275, 815	1883	6. 00	Don Joaquin Elizondo, minister of the interior and of war, in charge of foreign affairs and public instruction.
Argentine Republic	3, 100, 060	1882	6. 00	{ Dr. D. Eduardo Wilde, minister of justice, worship, and public instruction.
Chili	2, 526, 969	Nov. 26, 1885	9. 00	{ Dr. Benjamin Zorrilla, president of the national council of education.
Ecuador d.	1, 001, 651	1885	4. 00	Señor E. C. Varas, minister of justice, worship, and public instruction.
Uruguay	593, 463	1886	8. 00	J. Modesto Espinosa, minister of interior, foreign affairs, and public works; Don Carlos R. Tobar, under secretary reporting on education.
Venezuela	2, 121, 988	1884	3. 00	Señor Aureliano, minister of justice, ecclesiastical affairs, and public instruction; Señor Don Alejandro Goiticoa, minister of public instruction.
Hawaii	80, 578	1884	12. 00	His excellency Walter M. Gibson, president of the board of education.
Maritius	41, 030, 762	1884	3. 00	W. H. Ashley, superintendent of schools.
New South Wales	223, 090	1885	50	James Inglis, minister of public instruction.
Queensland	413, 423	1885	35	B. B. Morison, secretary for public instruction.
South Australia	41, 009, 753	1886	11. 00	John A. Hardley, B. A. B. Sc., inspector-general of schools, minister of education.
Victoria	632, 958	1884	43	Charles Henry Pearson, minister of public instruction.
West Australia	578, 482	1886	5. 00	John S. Cockburn, minister of education.
New Zealand	4133, 791	1885	5. 00	Robert Stout, minister of education.
Tasmania				J. W. A. Grew, minister of education.

a Estimated. b Registrar-general's estimate. c Estimated European. d Ecuador reports for 6 (out of 11) provinces.

TABLE 112.—Comparative statistics of elementary education in foreign countries.—PART 11.

Countries.	Date of report.	School age.	School population.	Educational statistics.											Expendi- ture.
				Elementary schools.					Normal schools.						
				Number of schools.	Number of pupils enrolled.			Average attend- ance.	Number of teachers.			Number of—	Teachers.	Pupils.	
					Boys.	Girls.	Total.		Male.	Female.	Total.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Austria-Hungary:															
Austria.....	1881-85	6-14	3,252,068	16,440	1,371,204	1,308,434	2,679,638	.....	42,512	11,955	54,467	69	936	7,555	3,420,322
Hungary.....	1885	6-15	2,292,032	16,305	.....	.....	1,836,459	.....	.....	.....	23,457	70	.....	3,393	1,917,512
Belgium.....	1884-85	6-12	.....	4,805	178,402	147,254	325,656	.....	.....	.....	8,694	51	.....	3,147	27,754,524
France.....	1885-86	6-13	4,652,851	{ 660,500 } { 613,255 }	.....	.....	4,602,668	.....	.....	.....	{ 296,578 } { 238,638 }	.....	.....	.....	16,212,000
Germany:															
Bavaria.....	1884-85	6-16	.....	7,131	412,518	430,110	842,628	.....	17,229	4,691	21,920	18	225	1,426	3,420,322
Hesse, Grand Duchy of.....	1883-84	6-12	.....	982	79,642	80,378	160,020	.....	1,863	150	2,013	.....	.....	.....	1,917,512
Prussia.....	1886	6-14	4,815,974	34,016	2,422,044	2,416,203	4,838,247	.....	59,126	6,897	66,023	113	.....	9,752	27,754,524
Württemberg.....	1885-86	6-14	.....	.....	151,184	169,996	321,180	.....	.....	.....	.....	9	37	.....	.....
Saxony.....	1884	6-14	.....	2,154	267,886	270,990	538,876	.....	6,650	2,118	8,768	19	267	2,318	4,395,020
Saxe-Weimar.....	1883-84	6-14	.....	454	25,536	25,123	51,719	.....	771	13	784	2	35	310	123,388
Hamburg (free city).....	1880-87	6-14	.....	{ 6121 } { 61,146 }	29,169	29,030	58,199	.....	886	420	1,306	2	.....	109	.....
Bremen (free city).....	1880-87	6-14	.....	.....	13,714	13,983	27,697	.....	.....	.....	.....	1	.....	69	.....
Great Britain, etc.:															
England and Wales.....	1886-87	5-14	5,804,607	{ 19,173 }	.....	.....	4,553,751	3,470,509	.....	.....	87,455	43	.....	3,259	33,275,968
Scotland.....	1886-87	5-14	7,237,346	3,092	.....	.....	615,493	476,890	.....	.....	11,645	7	.....	859	4,901,166
Ireland.....	1886	5-13	899,637	8,024	.....	.....	{ 705,585 } { 71,071,794 }	490,484	.....	.....	11,709	4	.....	575	4,419,235
Italy.....	1883-84	6-12	.....	42,555	1,042,467	871,913	1,914,400	.....	.....	.....	41,210	h134	.....	9,851	.....
Japan.....	1883	6-14	5,952,000	29,589	2,192,524	1,000,075	3,192,599	.....	25,871	612	26,483	80	688	6,563	7,537,668
Netherlands.....	1884-85	6-12	.....	44,060	6311,062	5283,594	5593,656	.....	12,554	14,660	27,214	47	.....	4575	5,872,447
Russia in Europe (including Fin- land).....	1882	6-14	.....	28,329	1,177,594	362,471	1,539,975	.....	19,511	4,878	24,389	61	.....	3,969	5,378,838

Finland.....	1885-86	376, 145	873	28, 062	24, 236	52, 898	.....	509	622	1, 131	4	42	597	2, 832, 855
Switzerland.....	1881-82	.....	4, 386	218, 191	215, 889	434, 080	.....	5, 840	2, 525	8, 365	.....	.....	1, 256	2, 604, 838
British India.....	1881-82	.....	82, 993	.....	.....	2, 062, 657	.....	.....	.....	.....	108	.....	3, 973	2, 707, 592
Bombay Presidency.....	1880-87	.....	7, 520	403, 717	30, 660	130, 511	.....	.....	.....	.....	11	.....	732	68, 388
British Burmah.....	1884-85	.....	4, 946	.....	.....	130, 511	.....	.....	.....	.....	.....	.....	.....	.....
Algeria.....	1885-86	.....	1, 067	.....	.....	67	.....	.....	.....	.....	.....	.....	.....	.....
Cape Colony.....	6-13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Canada:	1885	54, 000	1, 989	.....	.....	75, 713	39, 034	730	772	1, 502	.....	.....	.....	950, 248
British Columbia.....	1884-85	.....	.....	2, 178	.....	4, 027	2, 090	.....	.....	89	.....	.....	.....	71, 152
Manitoba.....	1886	.....	.....	79, 041	.....	71, 885	.....	.....	.....	.....	.....	.....	.....	352, 849
New Brunswick.....	1887	.....	.....	.....	.....	68, 583	33, 700	.....	.....	1, 567	.....	.....	.....	413, 967
Nova Scotia.....	1886-87	.....	.....	.....	.....	105, 137	.....	.....	.....	.....	6	.....	.....	620, 000
Ontario.....	1887	601, 204	.....	257, 030	230, 406	487, 496	239, 044	2, 727	4, 637	7, 364	2	13	441	3, 043, 461
Prince Edward Island.....	1885	22, 500	494	12, 118	9, 805	21, 983	12, 166	271	223	494	.....	.....	125	145, 599
Quebec.....	1885-86	.....	4, 500	110, 579	106, 402	217, 041	.....	.....	.....	5, 400	1	8	84	2, 657, 494
Jamaica.....	1886	.....	.....	.....	.....	61, 571	34, 825	.....	.....	686	.....	.....	.....	130, 494
Trinidad.....	1885-87	.....	133	.....	.....	14, 713	10, 082	.....	.....	138	.....	.....	18	77, 115
Costa Rica.....	1885	32, 306	216	7, 355	6, 058	13, 413	.....	161	149	310	.....	.....	.....	212, 138
Guatemala.....	1885	.....	872	.....	.....	39, 395	.....	.....	.....	1, 087	.....	.....	.....	.....
Nicaragua.....	1885-86	34, 525	190	8, 214	5, 446	13, 660	7, 513	.....	.....	213	.....	.....	.....	.....
Argentine Republic.....	1885	.....	1, 741	.....	.....	133, 642	110, 620	.....	.....	3, 369	20	.....	5, 831	.....
Chili.....	1886	.....	882	42, 600	36, 210	78, 810	47, 780	.....	.....	.....	3	.....	293	.....
Pendora.....	1883-84	.....	.....	15, 006	7, 579	22, 585	.....	.....	.....	419	.....	.....	.....	.....
Uruguay.....	1886	.....	341	15, 287	13, 093	28, 830	.....	390	406	856	.....	.....	.....	469, 243
Venezuela.....	1883	.....	1, 957	.....	.....	99, 406	.....	.....	.....	2, 279	4	24	107	480, 849
Hawaii.....	1883	.....	1, 172	5, 060	3, 956	9, 016	.....	.....	.....	300	.....	.....	.....	150, 763
Mauritius.....	1885	.....	140	.....	.....	14, 547	9, 553	.....	.....	365	.....	.....	.....	.....
New South Wales.....	1886	202, 070	2, 164	.....	.....	185, 438	105, 538	.....	.....	2, 885	2	.....	146	2, 065, 109
Queensland.....	1886	38, 429	467	.....	.....	50, 295	32, 250	624	724	1, 348	.....	.....	.....	874, 012
South Australia.....	1886	.....	504	.....	.....	44, 405	28, 000	415	660	1, 081	1	.....	32	441, 584
Victoria.....	1886	.....	1, 806	115, 502	110, 695	226, 197	121, 870	1, 710	2, 465	4, 175	1	.....	53	2, 810, 199
West Australia.....	1886-87	.....	91	.....	.....	4, 156	3, 167	.....	.....	.....	.....	.....	.....	9, 236
New Zealand.....	1886	.....	.....	55, 120	51, 198	106, 628	83, 405	.....	.....	2, 721	4	.....	142	1, 584, 029
Tasmania.....	1885	.....	204	8, 475	6, 943	15, 418	7, 465	143	235	378	.....	.....	.....	105, 555

a In 1883. *b* Public. *c* Free. *d* e, not state schools. *d* Schools. *e* Classes. *f* Number on which grants were allowed. *g* Total enrolment for the year. *h* Includes provincial, communal, and private normals. *i* Includes public, subsidized private, and private schools. *j* Protestant schools only. *k* Report for 6 out of 11 provinces.

TABLE 113.—*Ratio of school enrolment to total population and to school population in foreign countries.*

Countries.	Ratio of enrolment to total population.	Ratio of enrolment to school population.	Countries.	Ratio of enrolment to total population.	Ratio of enrolment to school population.
	Per cent.	Per cent.		Per cent.	Per cent.
Austria-Hungary:			Canada:		
Austria.....	12	82	Cape Colony.....	23	140
Hungary.....	11	80	British Columbia.....	8	.....
Belgium.....	6	.....	Manitoba.....	26	.....
France.....	12	102	New Brunswick.....	21	.....
Germany:			Nova Scotia.....	24	.....
Prussia.....	16	90	Ontario.....	25	81
Württemberg.....	16	.....	Prince Edward Island.....	20	98
Bavaria.....	16	.....	Quebec.....	16	.....
Hesse, Grand Duchy of.....	17	.....	Jamaica.....	11	.....
Saxony.....	17	.....	Trinidad.....	9	.....
Saxe-Weimar.....	16	.....	Costa Rica.....	7	42
Hamburg (free city).....	11	.....	Guatemala.....	3	.....
Bremen (free city).....	17	.....	Nicaragua.....	5	40
Great Britain, etc.:			Argentine Republic.....	4	.....
England and Wales.....	16	63	Chili.....	3	.....
Scotland.....	16	75	Ecuador.....	2	.....
Ireland.....	14	71	Uruguay.....	5	.....
Italy.....	6	.....	Venezuela.....	5	.....
Japan.....	9	54	Hawaii.....	11	.....
Netherlands.....	14	.....	New South Wales.....	18	91
Russia in Europe (including Finland).....	2	.....	Queensland.....	22	131
Finland.....	2	14	South Australia.....	14	.....
Switzerland.....	2	.....	Victoria.....	22	.....
British India.....	1	.....	West Australia.....	13	.....
Bombay Presidency.....	2	.....	New Zealand.....	18	.....
British Burmah.....	3	.....	Tasmania.....	12	.....
Algeria.....	2	.....		

CHAPTER XXI.

PAPERS ON EDUCATIONAL SUBJECTS.

CAN SCHOOL PROGRAMMES BE SHORTENED AND ENRICHED?

A PAPER READ BEFORE THE DEPARTMENT OF SUPERINTENDENCE OF THE NATIONAL EDUCATIONAL ASSOCIATION, AT WASHINGTON, FEBRUARY 16, 1888.

BY CHARLES WILLIAM ELIOT, LL. D.

President of Harvard University.

In the process of improving the secondary schools, colleges, and professional schools of the United States—a process which has been carried on with remarkable energy since the Civil War—certain new difficulties have been created for the higher education in general, and particularly for colleges. These difficulties have to do with the age at which young men can get prepared for college, and therefore with the ages at which boys pass the successive stages of their earlier education. The average age of admission to Harvard College has been rising for sixty years past, and has now reached the extravagant limit of eighteen years and ten months. Harvard College is not at all peculiar in this respect; indeed many of the country colleges find their young men older still at entrance. The average college graduate is undoubtedly nearly twenty-three years old at graduation, and when he has obtained his A. B. he must nowadays allow at least three years for his professional education.

In respect to the length of time required for a satisfactory professional training, there has been a great change since the War. Twenty years ago the period of residence at Harvard University for the degree of bachelor of laws was eighteen months; now it is three years. Many of the States of the American Union have passed laws which practically make three years the normal period of study before admission to the bar. Ambitious medical students are giving four years to their medical training. Twenty years ago the leading colleges were satisfied to take men just graduated in arts as tutors in Latin, Greek, and mathematics. Now they expect a candidate for tutorship or instructorship to have devoted two or three years to study after taking his bachelor's degree. School boards and trustees have become correspondingly exacting. In short, professional education in the United States is becoming constantly more thorough and elaborate, and is therefore demanding of aspirants to the professions more and more time. The average college graduate who fits himself well for any one of the learned professions, including teaching, can hardly begin to support himself before he is twenty-seven years old.

This condition of things is so unreasonable in a new country like the United States—being hardly matched in the oldest and most densely settled countries of Europe—that some remedy is urgently demanded; and the first partial remedy that suggests itself is to reduce the average age of admission to college to eighteen. This reduction would save about a year. In effecting this saving of time it is greatly to be wished that no reduction should be made in the attainments which the average candidate for admission now brings to the American colleges; for it is probable that the saving thus effected will not be sufficient in itself, and that the public interests will require in addition some shortening of the ordinary college course of four years. College men, therefore, are anxiously looking to see if the American school courses can be both shortened and enriched; shortened so that our boys may come to college at eighteen instead of nineteen, and enriched in order that they may bring to college at eighteen more than they now bring at nineteen, so that the standard of the A. B. may not be lowered.

The anxiety with which men charged with the conduct of college education look at this question is increased by the relative decline of American colleges and universities as a whole. This relative decline, which was pointed out nearly twenty years ago by President Barnard, of Columbia College, is very visible of late years. The population of the United States is supposed by the best authorities to increase about one-third in every period of ten years. In the ten-year period from 1875 to 1884, inclusive, the universities and colleges included in the tables published by the Commissioner of Education show an increase in their number of students of only eleven per cent., instead of thirty-three and one-third per cent. If we select from the same

tables the ten-year period from 1876 to 1885, the increase is sixteen per cent.; but the explanation of this higher percentage of increase is that the total number of students in the year 1876 was abnormally low, being 2,400 beneath the number of 1875. If we add to the institutions enumerated as universities and colleges all the schools of science, and all the higher institutions for the education of women, we still find that this enlarged list of institutions has not gained students at the same rate at which the population has increased, although the schools of science have made very large gains in the decade referred to. Thus the increase in the number of students in universities and colleges, schools of science, and women's colleges, all taken together, was only twenty-three per cent. in the ten years from 1875 to 1884, inclusive. Obviously there are serious hindrances affecting all the institutions which receive young men and women at the age of eighteen or nineteen, to keep them under liberal training for three or four years. One of these hindrances undoubtedly is that the colleges as a whole held too long to a mediæval curriculum; but a greater hindrance, in all probability, is the burden imposed upon parents when their elaborately educated sons can not support themselves in their professions until they are twenty-seven or twenty-eight years old. Hence the importance of the inquiry: Can school programmes be shortened and enriched?

In studying this problem it is natural to turn first to the schools sometimes called preparatory—that is, to the best high schools and academies; but if we examine the courses of study in these schools, we find that the four years during which they keep their pupils are generally crowded with work. Thus the Phillips Academy, at Exeter, N. H., one of the best academies in the United States, has a four years' course which is so full that hardly any suggestion can be made for compacting or abbreviating it. But what are the requirements for admission to Exeter? "Some knowledge of common school arithmetic, writing, spelling, and of the elements of English grammar." These requirements might reasonably be made of a boy leaving the primary school at eight years of age; yet the average age of admission to Exeter is sixteen and one-half. Now, Exeter is an academy which does not content itself with such low terms of admission unless under compulsion. It would require more if it could get more from the average candidate; but it draws its pupils from a wide area, and its experience is against making greater demands. The Exeter course is itself encumbered with some studies suitable for a boy of ten. Thus it devotes much time to arithmetic, and teaches the very elements of English and English literature. A secondary school which is obliged to take its pupils in the average condition of the boys who enter Exeter can hardly do more for them in the four years between sixteen and twenty than is now accomplished at that academy. What is true of Exeter is true of the whole body of upper schools. They have to make good deficiencies of the lower schools. It is necessary, therefore, to examine the American school programmes from the beginning, to start with the primary school and go on through the grammar school and the high school, searching for the places where time and labor can be saved.

The subject seems to be one chiefly interesting to colleges, but really it has a much broader scope. In the first place, whatever improves the school programmes for those children whose education is to be prolonged, perhaps, until they are twenty-five years old, will improve the programmes also for the less fortunate children whose education is to be briefer. The public schools will never send to higher institutions any very large proportion of the children who are trained in them; but their programmes may best be made substantial and systematic by fitting them to the needs of their most intelligent and fortunate pupils. Moreover, we may reasonably strive to make every grade of the public school programme, primary, grammar, and high—and, indeed, every year in any programme—a thing good in itself, as well as a good introduction to the course of study which lies beyond it. The better the programme is in itself, the better it will be as a preparation for further study. To the primary and grammar schools this principle applies in all its fullness. In the high school and academy the principle needs qualification for the foreign languages only, and for that portion of the programme options should be allowed. The question, Can American school programmes be at once condensed and enriched? has, then, a wide scope, and touches the interests of the whole population.

As evidence conducing to the formation of a just opinion upon the practicability of shortening and enriching our school programmes, an actual comparison of two public school programmes—one French and one American—covering the ages of eight to seventeen, inclusive, is printed on pages 1010-14. One programme is the programme of the French secondary schools, which is followed all over France in the institutions called *lycées*; the other is the programme made by uniting the first three years of the Boston grammar schools with the complete programme of the Boston Latin School. It is assumed that the Boston schools are a fair type for the country. Indeed, the Boston Latin School is supposed to be the best, as it is the oldest, American classical school which is supported by local taxation. In the tables referred to the programmes are placed side by side, so that the courses for the same years of age can be conveniently compared. It is in each case the classical course which is tabu-

lated; but a similar comparison could be instituted between the corresponding programmes in which Latin and Greek are replaced by other subjects. In the French schools Latin and Greek can be in large part replaced by mathematical and scientific studies, and in Boston the English High School offers a programme like that of the Latin school, but with similar substitution of mathematical and scientific studies for all the Greek and some or all of the Latin. The present purpose can be fully accomplished by limiting the comparison to the classical programmes. The French programme was chosen rather than the programme of a German gymnasium, because it is a lower term of comparison, the German programme being more comprehensive, elaborate, and difficult. The French programme is a recent reduction of a programme in force from 1880 to 1885, the reduction amounting to about twenty per cent., and the number of recitations per week in the two programmes (French and American) is nearly the same. It is the best of foreign programmes as a term of comparison, because France is socially a democratic country, politically a republic, and industrially a country whose chief reliance, in the strenuous competition to which its population is exposed within and without, is the intelligence and skill of its producing classes. In all these respects France and the United States closely resemble each other. Moreover, the French boy has no possible advantage over the American boy in strength of constitution, intelligence, or endurance; on the contrary, he is not so large a boy as the American on an average, and he is not so well fed.

A very brief examination of these two programmes side by side reveals several important facts. The French programme is decidedly the more substantial; that is to say, it calls for greater exertion on the part of the pupil than the American, introduces the children earlier to serious subjects, and is generally more interesting and more stimulating to the intelligence. For example, at eight years of age the French boy begins to study a foreign language, either English or German; the American boy begins to study a modern language five years later, at thirteen, when the best period for learning a foreign tongue is already passed. The French boy of eight begins the study of history in a very interesting and stimulating way through the study of biography; the American boy gets no history until he is thirteen, when he begins Greek history. The French boy of eight gives just one-third the time to arithmetic that the American boy gives, and in the whole course does not give to that subject more than one-third the time the American boy gives; yet, for practical purposes, the French are quite as skilful with numbers as the Americans. The French boy gets at natural history earlier than the American boy, and in better subjects. Again, the French programme represents an actual fact, the large majority of French boys passing regularly through it at the ages indicated in the programme; whereas the programme of the Boston Latin School, prepared for the years from eleven to sixteen, inclusive, actually covers the years from thirteen to eighteen, inclusive. In comparing the attainments of the Boston boy with those of the French boy we must, therefore, add two full years to the ages set down in the American programme. The inferiority of the Boston programme, then, becomes very conspicuous. There is no single subject touched in the American programme in which the French boy does not accomplish more than the American. This appears very clearly on comparing the amounts of Latin and Greek set down in the two programmes, but equally plainly in geometry and physics. Moreover, the French course extends a year beyond the American course, and in the class called philosophy gives a comprehensive survey of philosophy and ethics, a thing never attempted in the United States with boys of seventeen, yet found practicable and in the highest degree useful in the French Republic. The preponderance of the French language, the mother tongue, in the French programme is most noticeable. Until Latin and Greek are introduced French occupies half of the whole course. When the study of Latin and Greek is at its height French still claims a substantial portion of the programme; and in the final year, the year called philosophy, French resumes almost exclusive possession of the programme. Great improvements have been made during the last ten years in the study of English and English literature in the best American schools; but the mother tongue does not yet hold anything like the place in American schools that French holds in the French schools. In the French *lycées* geometry comes before algebra, and with the help of drawing is treated thoroughly before algebra is seriously attacked, plane geometry being finished by the time the boy is fourteen years of age. At the Boston Latin School, on the other hand, plane geometry is not completed until the boy is seventeen according to the programme, and nineteen in reality. This brief discussion of the two programmes may reasonably convince any one that the French boy makes a much greater total attainment by the time he is eighteen than the American boy has a chance to make at the best American schools by the time he is nineteen. Thorough study of them will only strengthen this conviction.

The comparison thus instituted gives no warrant for impatient, revolutionary action. The transformation it suggests is not to be wrought in a year, but should be the aim of patient labor during many years. Everybody knows that foreign institutions of education can not be imported; that a nation's educational institutions are strongly influenced by its political, ethical, and industrial conditions, and that the

improvement of schools and colleges must necessarily be slow. It may, however, be justly inferred from this comparison of programmes that the condition of secondary schools in the United States is at present one of inferiority; that the country ought not to be satisfied with that condition, and indeed should strenuously exert itself to improve it, there being opportunity in American programmes for both condensation and enrichment. If it be said that the American boy turns out pretty well after all, and that the American community, as a whole, is as intelligent as the French or the German community, the ready answer is that free institutions are in themselves a considerable education for the population, but that the advantage which the nation has over Europe in possessing free institutions ought not to reconcile it to a position of inferiority as regards schools; it ought to aim to have the best schools, too. If it be practicable to make American primary and secondary schools better, the work of improvement should be set on foot.

The fair inference from the above tables being that it is practicable, it will not be unprofitable to consider some of the means of improving the American public school, from the primary grade through the high school.

1. In the first place, better programmes need better teachers. The great difference between the French and German secondary schools and the American is in the quality of the teachers. Two modes of improving the general body of teachers in the public schools demand special attention. In the first place, school committees, superintendents, teachers themselves, and all friends of public education should constantly strive to procure a better tenure of office for American teachers. The American schools will never equal the schools of Germany and France until well-proved teachers can secure a tenure during good behavior and efficiency, like teachers in those countries. Consideration, dignity, and quietness of mind go with a permanent tenure, and the public school service will never compete successfully with the service of private educational corporations in this country until the public employ is as good as the private employ in this regard. Secondly, the average skill of the teachers in the public schools may be increased by raising the present low proportion of male teachers in the schools. Herein lies one of the great causes of the inferiority of the American teaching to the French and German teaching. The proportion of women teachers in American schools is vastly greater than it is in Europe. The larger the proportion of women in any system of public schools, the larger will be the percentage of new appointments every year and the larger the amount of work done by temporary substitutes. New appointments and substitutes generally mean inexperienced teachers, or, at the best, teachers suddenly put to work in unaccustomed places. This superiority of men as teachers has, of course, nothing whatever to do with the relative intelligence or faithfulness of men and women. It is a well-known fact that many women enter the public schools as teachers without any intention of long following the business, and also that women are absent from duty from two to three times as much as men. Young men who take up teaching as a temporary expedient are also unsatisfactory material. The schools need the life-work of highly trained and experienced teachers. After these two most important means of raising the average quality of public school teachers come lesser means which ought not to be neglected; thus, superintendents and committees can do something to improve teachers by invariably advocating the expenditure of money for teaching, rather than for mechanical appliances or buildings. Cheap teachers and expensive apparatus and buildings are precisely the reverse of wise practice, particularly if the fine buildings are not fire-proof after all. Again, the teaching of the public schools can, of course, be improved by the establishment of teachers' examinations, which secure a better preparation in the average teacher, and by methods of supervision which make known the relative merits of teachers who are on probation. Good progress has been made in this direction during the past ten years.

2. The second direction of untiring effort should be to the improvement of programmes; for the programmes are all important to the steady development of the whole system of schools from top to bottom. A good programme will of course not execute itself; it must be vivified by the good teacher; but an injudicious programme is an almost insuperable obstacle to the improvement of a city's schools. As a rule, the American programmes do not seem to be substantial enough, from the first year in the primary school onward. There is not enough meat in the diet. They do not bring the child forward fast enough to maintain his interest and induce him to put forth his strength. Frequent complaint is made of over pressure in the public schools, but Friedrich Paulsen is probably right in saying that it is not work which causes overfatigue so much as lack of interest and lack of conscious progress. The sense that, work as he may, he is not accomplishing anything will wear upon the stoutest adult, much more upon a child. One problem in arithmetic which he can not solve will try a child more than ten he can solve. One hour of work in which he can take no intelligent interest will wear him out more than two hours of work in which he can not help being interested. Now, the trouble with much of the work in the public schools is that it is profoundly and inevitably uninteresting to the childish mind. To enrich the school programme, therefore, and to make serious sub-

jects follow each other in it more rapidly than now, is not necessarily to increase the strain upon the child; it is, however, to necessarily increase the skill demanded of the teacher, and hence the improvement of teachers must go hand in hand with the improvement of programmes. The best way to diminish strain is to increase interest, attractiveness, and the sense of achievement and growth. American teaching in school and college has been chiefly driving and judging; it ought to be leading and inspiring. Here are these beautiful fields—I will show you the way through them. Here are these rewarding exercises—I will show you how to practice them. Here are these heights—I will lead you up them.

3. Much time can be saved in primary and secondary schools by diminishing the number of reviews and by never aiming at that kind of accuracy of attainment which reviews, followed by examinations, are intended to enforce. Why should an accuracy of knowledge and of statement be habitually demanded of children which adults seldom possess? How many well-educated adults can add long columns of figures correctly or find the least common multiple or the greatest common divisor of six or eight numbers? Nothing but practice can keep one skilful in these exercises, and we may reasonably be grateful that few people are compelled to keep in the necessary practice. Few adult minds retain accurately considerable masses of isolated facts, and it is commonly observed that minds which are good at that are seldom the best minds. Why do we try to make children do what we do not try to do ourselves? Instead of mastering one subject before going to another, it is almost invariably wise to go on to a superior subject before the inferior has been mastered—mastery being a very rare thing. On the mastery theory, how much new reading or thinking should we adults do? Instead of reviewing arithmetic, study algebra; for algebra will illustrate arithmetic and supply many examples of arithmetical processes. Instead of re-reading a familiar story read a new one; it will be vastly more interesting, and the common words will all recur—the common words being by far the most valuable ones. Instead of reviewing the physical geography of North America, study South America. There, too, the pupil will find mountain-chains, watersheds, high plateaux, broad plains, great streams, and isothermal lines. The really profitable time to review a subject is not when we have just finished it, but when we have used it in studying other subjects and have seen its relations to other subjects and what it is good for. For example, the French programme puts a review of arithmetic, algebra, and geometry into the last year. With all his mathematical powers strengthened by the study of algebra and geometry, and with all the practice of arithmetic which his study of mensuration and algebra has involved, the boy returns at seventeen to arithmetic and finds it infinitely easier than he did at fourteen. Further, the French boy has escaped those most exasperating of arithmetical puzzles which a little easy algebra enables one to solve with facility. Many an educated New Englander remembers to this day the exasperation he felt when he discovered that problems in Colburn's Arithmetic, over which he had struggled for hours, could be solved in as many minutes after he had got half way through Sherwin's Algebra. Is it not an abominable waste of the time and strength of children to put them to doing in a difficult way, never used in real life, something they will be able to do in an easy way a year or two later? To introduce any artificial hardness into the course of training that any human being has to follow is an unpardonable educational sin. There is hardness enough in this world without manufacturing any, particularly for children. On careful search through all the years of the public school programmes now in use, many places will be found where time can be saved and strain lessened by abandoning the effort to obtain an exaggerated and wholly unnatural accuracy of work. It is one of the worst defects of examinations that they set an artificial value upon accuracy of attainment. Good examination results do not always prove that the training of the children examined has been of the best kind.

4. In almost all the numerous collections of school statistics which are now published in this country, it appears that the various grades contain children much too old for them, who have apparently been held back. This phenomenon seems to be due partly to the ambition of teachers and partly to the caution of parents. To illustrate with a specific case: In the Boston primary schools, which are intended for children of five to seven years of age, inclusive, 44 per cent. of all the children for three years past were over seven; and in the grammar schools of the same city, which are intended for children of from eight to thirteen years inclusive, from 20 to 24 per cent. were over thirteen. It has already been mentioned that the average age of admission to the Latin school is not eleven years, as indicated in the programme, but thirteen years. It is really thirteen years and three months. For three years past, from one-third to one-half of the graduating classes of the Boston grammar schools have been more than six years in the schools, the programme calling for but six years. In the Boston primary and grammar schools the tendency is in the wrong direction; that is, in 1887 there was a larger proportion of pupils over age than in 1877. The ambition of teachers tends to keep children too long in the several grades, because they desire to have their pupils appear well at the periodical examinations, and also because they like to keep in their classes the bright children as

aids to the dull ones. The caution of parents tends to produce the same difficulty because they fear overpressure; not comprehending that with children, as with adults, it is not work so much as worry that injures, or finding that the existing system adds worry to work. The exaggerated notion that it is necessary to master one thing before a child goes to another is also responsible for the retardation of children on their way through the regular course. The result of this retardation is that the boy comes too late to the high school, or to the Latin school, and so fails to complete that higher course if he is going into business, or comes too late to college if his education is to be more prolonged. The great body of children ought to pass regularly from one grade to another, without delay, at the ages set down on the programme; and any method of examination which interferes with this regular progress does more harm than good. Of late years many experiments have been made on semiannual promotions, and other means of hurrying forward the brighter children. The aim of these experiments is laudable; but the statistics suggest a doubt whether semiannual promotions really promote, and whether they do not disturb to an inexpedient degree the orderly progress of the school work. In general the work of any school must be laid out by years, and on this account irregular promotions will hardly provide a remedy against the common evil of retardation.

5. If we look back a generation, or two generations, in the history of American schools, we shall find that the time spent in school by children during a year has been decidedly reduced, although great improvements have been made during the same period in the ventilation of the school buildings; and various bodily exercises, such as singing, gymnastics, and military drill have been introduced. This reduction of school hours has gone quite far enough, and some steps need to be taken in the other direction. The ideal school should be so conducted that the child's physique is not impaired by attending it, or his enjoyment of his daily life lessened. Then longer school hours would not be unsafe or unwelcome. It should be the teachers that need rest and vacation, and not the children. In cities vacation schools seem to be a desirable addition to our present organization. A long vacation may be a very good thing for children who have at home some intellectual resources, or who can go to the country or to the sea in vacation, and there learn some things not found in books; but for children of ignorant or heedless parents, who have nothing of intellectual life to offer them at home, a long vacation is likely to be a serious injury, particularly in cities and large towns. Vacation schools tend to bring forward, or keep up, the least favored children, thus accelerating the general rate of progress during the year.

The chief objects of this paper were, first, to point out a serious difficulty which is embarrassing the whole course of American education; and, secondly, to indicate briefly a few of the directions in which labor may be wisely spent in improving our school system, to the general end that the pupils may receive a better training in a shorter time. The professional experience and zeal of superintendents and teachers will know how to devise and execute appropriate measures of relief and improvement.

FRENCH AND AMERICAN PUBLIC SCHOOL PROGRAMMES COMPARED.

[To illustrate the preceding paper by President Eliot.]

PROGRAMME OF STUDIES (1885) IN THE SECONDARY SCHOOLS OF FRANCE.

CLASSICAL COURSE.

[In the Preparatory class and in the eighth and seventh classes the number of hours of teaching per week is 20, including one hour a week for drawing.]

PREPARATORY CLASS. Age 8 yrs.

FRENCH.	9½ hours a week. Reading, spelling, writing, and the most elementary rules of grammar.
GERMAN OR ENGLISH.	4 h. a wk. Exercises in reading and writing. Pronunciation. Accent. Indispensable paradigms.
HISTORY.	1½ h. a wk. Biographies of illustrious men—travelers, patriots, inventors. Talks on great personages in French history down to 1789.
GEOGRAPHY.	1½ h. a wk. Meaning of the principal terms in physical geography, illustrated from the town or county. Outlines of the physical geography of France. Geo-

PROGRAMME OF STUDIES (1887) IN THE BOSTON GRAMMAR SCHOOLS (FIRST THREE YEARS) AND THE PUBLIC LATIN SCHOOL.

[In the Grammar Schools the number of hours of teaching per week is 22, including the drawing and music.]

SIXTH CLASS, Grammar School (1st year of course). Age 8 yrs.

ENGLISH.	11 hours a week. Oral and written exercises. Reading. Science lessons, pictures illustrating trades, etc., stories reproduced. Recitation. Writing from blackboard and from dictation. Letter-writing. An authorized reader.
ELEMENTARY SCIENCE.	2 h. a wk. Human body with reference to hygiene. Plants (May to July), seedlings, sponge, coral, oyster, clam, snail. Shells, air, wind, rain, frost, snow, hail, ice.
ARITHMETIC.	4½ h. a wk. Whole numbers to 100,000. Decimals. U.S. money. Liquid and dry measures. Oral exercises.

- graphical drawing illustrated with the globe, chart, and blackboard. The continents.
- ARITHMETIC. 1½ h. a wk. Mental arithmetic—whole numbers.
- OBJECT LESSONS. 1 h. a wk. Coal, metals, coins, clouds, rain, snow, ice, springs, brooks, lakes, wells, canals, seawater, salt, wind, storms, familiar animals and plants. [This set of subjects lasts 2 yrs.]
- DRAWING. 1 h. a wk. Straight lines, angles, circles, polygons, stars, ellipses, spirals, the curves of plants, first notions of perspective. [This set of subjects lasts 3 yrs.]

EIGHTH CLASS. Age 9 yrs.

- FRENCH. 9 h. a wk. Reading, spelling, writing, grammar, and little compositions. Descriptions reproduced.
- GERMAN OR ENGLISH. 4 h. a wk. First notions of grammar, reading, writing, spelling, common phrases. English text-book—Miss Edgeworth's Tales.
- HISTORY. 1½ h. a wk. Outline of French history to Louis XI.
- GEOGRAPHY. 1½ h. a wk. Elementary geography of Europe, Asia, Africa, America, and Oceania. Voyages of discovery.
- ARITHMETIC. 2 h. a wk. Whole numbers. Exercises in mental arithmetic. Easy problems.
- OBJECT LESSONS. 1 h. a wk. Exercises on some of the objects mentioned in the programme for the Preparatory Class.
- DRAWING. 1 h. a wk. Same as for the Preparatory Class.

SEVENTH CLASS. Age 10 yrs.

- FRENCH. 9 h. a wk. As in previous years. Syntax.
- GERMAN OR ENGLISH. 4 h. a wk. Grammar. Auxiliary and irregular verbs. Easy prose. Exercises in reading and conversation. English text—Sanford and Merton, and Old Poz.
- HISTORY. 1½ h. a wk. History of France from Louis XI to 1815.
- GEOGRAPHY. 1½ h. a wk. Elementary geography of France.
- ARITHMETIC & GEOMETRY. 2 h. a wk. Whole numbers and decimals. Metric system. Geometrical figures.
- STONES AND SOILS. 1 h. a wk. Limestones, lime-kilns, mortars, plaster, clay, bricks, pottery, quartz, flint, grindstones, granite, sands, drift, mould, soils, fossils, quarries, volcanoes.
- DRAWING. 1 h. a wk. Same as for the Preparatory Class.

[In the Sixth and higher classes the number of hours of instruction per week is 20, with 2 hours of drawing in addition.]

SIXTH CLASS. Age 11 yrs.

- FRENCH. 3 h. a wk. Grammar. Extracts in prose and verse from French classics. La Fontaine's fables. Simple compositions.
- LATIN. 10 h. a wk. Elements of grammar. Viri Romæ. Translation of French phrases into Latin.
- GERMAN OR ENGLISH. 2 h. a wk. Grammar, reading, conversation, written exercises. English texts—Edgeworth's Tales, Aikin and Barbauld's Evenings at Home. Primer of English history.
- HISTORY. 2 h. a wk. Ancient history of the Orient—Egypt, Assyria, Palestine, Phœnicia, Persia.

- GEOGRAPHY. 2 h. a wk. The earth a ball. Maps. Hemispheres, continents, oceans, climates, most important countries, peoples, cities.
- DRAWING. 1½ h. a wk. Circle, ellipse, oval. Curves. Polygons. Drawing from dictation and from memory.
- MUSIC. 1 h. a wk. Exercises and songs. Writing exercises.

FIFTH CLASS (Grammar School). Age 9 yrs.

- ENGLISH. 11 h. a wk. Same methods as in preceding year.
- ELEMENTARY SCIENCE. 2 h. a wk. Hygiene. Plants (Sept. to Nov., and May to July). Animals—lobster and insects. Sun, moon, and stars. Drainage of vicinity. Rocks and soils.
- ARITHMETIC. 4½ h. a wk. Whole numbers and decimals continued. Avoidupois weight, and units of time. Oral problems in common fractions.
- GEOGRAPHY. 2 h. a wk. Important countries—our own first. Natural features, climate, productions, people, government, customs, and cities.
- DRAWING. 1½ h. a wk. Objects in two dimensions. Octagon, spiral, simple ornament.
- MUSIC. 1 h. a wk. Chromatic scale. Breathing. Songs.

FOURTH CLASS (Grammar School). Age 10 yrs.

- ENGLISH. 10 h. a wk. Oral and written expression, including writing 5 h. Reading 5 h. More advanced books and methods.
- HYGIENE. 1 h. a wk. Continued.
- OBSERVATION LESSONS. 1 h. a wk. Common metals, minerals, and rocks.
- ARITHMETIC. 4½ h. a wk. Common fractions. Long, square, and solid measures. Decimals continued.
- GEOGRAPHY. 3 h. a wk. Meridians and parallels, zones, winds, and ocean currents, climate as affecting man. Physical geography of North America, South America, and Europe. Map-drawing. Apparent motions of sun, moon, and stars. Seasons.
- DRAWING. 1½ h. a wk. Ornament. Geometric forms. Elementary design from plant forms. Objects based on the oval. Cylinder, cone, and vase. Drawing from memory.
- MUSIC. 1 h. a wk. Scale and staff intervals. Different keys to three sharps and four flats.

[In the Latin School the number of hours instruction per week is 20, including 2 hours of military drill.]

SIXTH CLASS (Latin School). Age 11 yrs.

- ENGLISH. Not less than 3 h. a wk. Reading aloud and recitation of selections from prose and poetry. Reading the history of the United States. Grammar. Oral and written abstracts. Writing. Spelling.
- LATIN. Regular forms. Latin into English, and English into Latin. Writing Latin from dictation. Vocabulary.
- GEOGRAPHY. Physical and political geography, with map-drawing, of the United States, the countries of Europe, and the other countries of N. America.

GEOGRAPHY. 1 h. a wk. Europe and the Mediterranean Basin.
ARITHMETIC & GEOMETRY. 1 h. a wk. Common fractions. Decimals. Sphere, poles, meridians, parallels. Latitude and longitude.
ZOOLOGY. 1 h. a wk. Man. Vertebrates. Articulates. Worms. Mollusks. Fauna of the principal regions of the globe.
DRAWING. 2 h. a wk. Perspective with shadows. Drawing from ornaments in relief, from architectural fragments, from the human head. [These subjects serve for 2 yrs.]

FIFTH CLASS. Age 12 yrs.

FRENCH. 3 h. a wk. As in preceding year. Extracts from La Fontaine, Boileau, Racine, Fénelon, Buffon.
LATIN. 10 h. a wk. to Jan. 1, 8 h. thereafter. Grammar, syntax, elements of prosody. Extracts from Phædrus, Ovid, and Nepos. Latin theme, written and oral.
GREEK. 2 h. a wk from Jan. 1. Grammar, accent, paradigms.
GERMAN OR ENGLISH. 2 h. a wk. Reading, writing, conversation, translation. English texts—Scott's Tales of a Grandfather, Franklin's Autobiography, Primer of the History of Greece.
HISTORY. 2 h. a wk. History of Greece.
GEOGRAPHY. 1 h. a wk. The oceans. Physical geography of Africa, Asia, Oceania, and America. Principal states, capitals, and commercial ports. European possessions.
ARITHMETIC & GEOMETRY. 1 h. a wk. Rule of three. Interest, discount, measurement of areas and volumes.
BOTANY. 1 h. a wk. Organs of a plant—root, stem, leaf, flower, fruit, seed. Divisions of the vegetable kingdom illustrated. Outlines of the flora of the principal regions of the globe.
DRAWING. See the preceding year.

FOURTH CLASS. Age 13 yrs.

FRENCH. 2 h. a wk. Grammar finished. Extracts from Racine, Madame du Sévigné, and Montesquieu. Differences between French and Latin construction.
LATIN. 5 h. a wk. first $\frac{1}{2}$ year; 6 h. a wk. second $\frac{1}{2}$ yr. Extracts from Vergil and Ovid. Caesar's Gallic War. Quintus Curtius. Latin composition, oral and written.
GREEK. 6 h. a wk. Grammar, elements of syntax, simple compositions. Extracts from Xenophon and Lucian.
GERMAN OR ENGLISH. 2 h. a wk. Reading, writing, conversation, translation. English texts—De Foe's Robinson Crusoe, Irving's Voyages of Columbus, Miss Corner's History of Rome.
HISTORY. 2 h. a wk. History of Rome.
GEOGRAPHY. 1 h. a wk. Geography of France. French colonies.
GEOMETRY. 1 h. a wk. Straight lines, angles, triangles, parallelogram, circle, secant, tangent, measure of angles.
GEOLOGY. 1 h. a wk. first $\frac{1}{2}$ yr. The principal rocks. Continuous changes of the earth's crust. Principal geologic periods, primary, secondary, tertiary, and glacial.
DRAWING. 2 h. a wk. From architectural fragments. The human figure, from prints and bas-reliefs. Some mechanical drawing of architectural designs.

ARITHMETIC. Review. Metric system. Percentage, with applications.
GEOMETRY. Oral. Forms and simple propositions.
PHYSIOLOGY. Oral instruction to begin March 1st.
Military drill. 2 h. a wk.

FIFTH CLASS (Latin School). Age 12 yrs.

ENGLISH. Not less than 3 h. a wk. Prose—Tanglewood Tales, Autobiography of Franklin, History of England; poetry—selections from Holmes, Bryant, and Scott. Methods those of previous years.
LATIN. Translation of easy prose and of Caesar's Gallic War, Books I and II. Unprepared translation. Writing from dictation. Committing passages to memory. English into Latin—sentences like Caesar's.
GEOGRAPHY. Physical and political geography of S. America, West Indies, Asia, Africa, and Oceania, with map-drawing.
ARITHMETIC. Oral and written. Percentage, including simple and compound interest, discount, and partial payments. Compound numbers. Ratio and proportion. Powers and roots.
GEOMETRY. Mensuration, with oral geometry.
ZOOLOGY. Oral instruction to begin March 1st.
Military drill. 2 h. a wk.

FOURTH CLASS (Latin School). Age 13 yrs.

ENGLISH. Not less than 3 h. a wk. Prose—Church's Stories from Homer, Two years before the Mast, Plutarch (Greek lives); poetry—selections from Lowell, Gray, and Goldsmith. Abstracts, descriptions, oral exercises.
LATIN. Caesar's Gallic War, Bks. III & IV; Ovid, 1,000 lines; Æneid, Bk. I. Some prosody. Same methods as before.
FRENCH OR GERMAN. Pronunciation. Regular verbs. Translation of easy prose. Writing from dictation. Vocabulary. English into French or German.
GEOGRAPHY. General reviews. Astronomical and physical phenomena. Political and commercial relations of different countries.
HISTORY. History of Greece, with historical geography.
ZOOLOGY. Oral instruction to begin March 1st.
ALGEBRA. Including the generalizations of arithmetic.
Military drill. 2 h. a wk.

THIRD CLASS. Age 14 yrs.

FRENCH.	2 h. a wk. Authors—Corneille, Racine, Boileau, Bossuet, Fénelon. Compositions. Outlines of literary history. Free library of French authors.
LATIN.	5 h. a wk. Grammar reviewed. Prosody. Considerable portions of Livy, Cicero, Pliny, Sallust, Vergil.
GREEK.	5 h. a wk. Grammar continued. Extracts from Homer, Herodotus, Xenophon, Lucian.
GERMAN OR ENGLISH.	2 h. a wk. All varieties of instruction. English texts—Vicar of Wakefield, Tales from Shakespeare, Macaulay's History of England, Vol. I.
HISTORY.	2 h. a wk. History of Europe, and particularly of France, from 395 to 1270.
GEOGRAPHY.	1 h. a wk. Geography of Europe, physical, political, and economic. Geography of each state.
ARITHMETIC, ALGEBRA, & GEOMETRY.	2 h. a wk. Arithmetic finished, including square root and proportions. First principals of algebra. Plane geometry finished through area of the circle.
PHYSICS.	2 h. a wk. $\frac{1}{2}$ the yr. Gravity, properties of liquids and gases. Specific gravity. Barometer. Heat.
DRAWING.	2 h. a wk. Decorative figures. Caryatides. Friezes. Doric, Ionic, and Corinthian orders. The human figure, and figures of animals.

SECOND CLASS. Age 15 yrs.

FRENCH.	3 h. a wk. Selections from ten authors covering the XVI to the XIX centuries inclusive.
LATIN.	4 h. a wk. Prosody. The metres of Horace. Authors—Vergil, Horace, Cicero, Livy, and Tacitus.
GREEK.	5 h. a wk. Grammar reviewed. Considerable portions of Homer, Euripides, Plato, Xenophon, and Plutarch.
LITERARY HISTORY.	1 h. a wk. is devoted to the history of Greek (10 lectures), Latin (10 lectures), and French (15 lectures) literatures. This hour is taken from the hours appropriated to the three languages.
GERMAN OR ENGLISH.	2 h. a wk. Grammar reviewed. Reading, conversation, translation, composition. English texts—Julius Caesar, The Deserted Village, The Traveller—a romance of Scott, A Christmas Carol, David Copperfield, extracts from English historians.
HISTORY.	2 h. a wk. History of Europe, and particularly of France, from 1270 to 1610.
GEOGRAPHY.	1 h. a wk. Geography of Africa, Asia, Oceania, and America. Meteorology. Climatology. Productions. Commercial relations. Steam and telegraph lines.
ALGEBRA & GEOMETRY.	2 h. a wk. Algebra completed through equations of the 2d degree. Solid geometry to the cone.
PHYSICS.	2 h. a wk. $\frac{1}{2}$ the yr. Electricity and magnetism. Acoustics.
DRAWING.	2 h. a wk. Same as in the preceding year.

THIRD CLASS (Latin School). Age 14 yrs.

ENGLISH.	Not less than 3 h. a wk. Prose—Plutarch (Roman lives), Addison's papers in the Spectator, one of Scott's novels; poetry—Macaulay's Lays, some of Tennyson's, Emerson's, and Wordsworth's poems. Abstracts, compositions, and translations from a foreign language.
LATIN.	Æneid, Bks. II–IV. Sallust's Catiline. Easy passages from Cicero. Unprepared translation. Committing passages to memory. English into Latin.
GREEK.	Forms. Translation of 25 pp. of the Anabasis. Unprepared translation. Greek from dictation. Vocabulary. English into Greek.
FRENCH OR GERMAN.	Reading. Oral and written translation of modern prose. Dictation. Committing passages to memory. Vocabulary. English into French or German.
HISTORY.	History of Rome, with historical geography.
BOTANY OR PHYSICS.	To begin March 1st.
ALGEBRA.	Including the generalizations of, and applications to, arithmetic.
Military drill.	2 h. a wk.

SECOND CLASS (Latin School). Age 15 yrs.

ENGLISH.	One play of Shakespeare. Part of the English required for admission to college. Recitation of prose and verse. Translations. Compositions.
LATIN.	Cicero, four orations. Vergil's Bucolics, and review of Æneid, Bks. I–IV. Translation at sight. Committing to memory. Vocabulary. English into Latin.
GREEK.	Anabasis I–IV. Sight translations from Xenophon. Greek from dictation. Vocabulary. English into Greek.
FRENCH OR GERMAN.	As in previous year.
HISTORY AND GEOGRAPHY.	History and geography of Greece and Rome completed.
BOTANY OR PHYSICS.	To begin March 1st.
ALGEBRA.	Through quadratic equations. Algebra and arithmetic reviewed.
GEOMETRY.	Plane geometry begun.
Military drill.	2 h. a wk.

CLASS OF RHETORIC. Age 16 yrs.

FRENCH.	4 h. a wk. Eleven authors of XVII, XVIII, & XIX centuries. Fifteen lessons on the history of French literature from the time of Louis XIII.
LATIN.	4 h. a wk. Portions of Terence, Lucretius, Vergil, Horace, Cicero, Livy, and Tacitus.
GREEK.	4 h. a wk. Portions of Homer, Sophocles, Aristophanes, Plato, and Demosthenes.
GERMAN OR ENGLISH.	2 h. a wk. Authors in English—Shakespeare, Washington Irving, Byron, Tennyson, Dickens, and George Eliot.
HISTORY.	2 h. a wk. History of Europe, and particularly of France, from 1610 to 1789.
GEOGRAPHY.	1 h. a wk. Physical, political, administrative, and economic geography of France and its colonies.
GEOMETRY & COSMOGRAPHY.	2 h. a wk. Solid geometry finished—through the sphere. The celestial sphere. Earth, sun, time, moon, eclipses, planets, stars, universal gravitation, tides.
CHEMISTRY.	2 h. a wk. first $\frac{1}{2}$ yr. Hydrogen, oxygen, nitrogen, chlorine, sulphur, phosphorus, carbon, silicon, and their most important combinations. General notions of the metals, oxides, and salts. Principal organic compounds. Nomenclature and notation.
DRAWING.	The human head from nature. Landscape from prints and nature.

CLASS OF PHILOSOPHY. Age 17 yrs.

PSYCHOLOGY, LOGIC, ETHICS, AND METAPHYSICS.	9 h. a wk., of which 8 h. are for the general course and two French authors, and 1 h. for one Latin and one Greek author. The two French authors are chosen each year from a list containing works of Descartes, Malebranche, Pascal, Leibnitz, Condillac, and Cousin. The course includes an account of sensibility, intelligence, and volition, of formal and applied logic, of conscience and duty, of family and country, of political duties, of labor, capital, and property, of immortality and natural religion.
HISTORY.	2 h. a wk. Contemporary history, 1789 to 1875.
ARITHMETIC, ALGEBRA, & GEOMETRY.	4 h. a wk. Review of the whole course in these subjects.
PHYSICS.	2 h. a wk. Optics. Applications of physics—steam-engines, magneto-electric machines, electroplating, telephone.
PHYSIOLOGY, ANIMAL AND VEGETABLE.	2 h. a wk. Nutrition, organs of sense, voice, apparatus for movement, nerves. Vegetable nutrition and reproduction.
DRAWING.	2 h. a wk. Same as in the preceding year.

FIRST CLASS (Latin School). Age 16 yrs.

ENGLISH.	The English required for admission to college. Recitation of prose and poetry. Translations and compositions.
LATIN.	<i>Æneid</i> , Bks. V-IX. Cicero, three orations. Translation at sight. Methods as in previous year.
GREEK.	Selections from Herodotus. Translation at sight. <i>Iliad</i> , Bks. I-III, with prosody. Greek composition.
FRENCH OR GERMAN.	Prepared and sight translation from one or more French or German classics. Reading a history of France or Germany. Other methods as in previous years.
GEOMETRY.	Plane geometry completed.
Military drill.	2 h. a wk.

THE HIGH SCHOOL QUESTION.

ADDRESS AT THE DEDICATION OF THE INDIANAPOLIS HIGH SCHOOL BUILDING, 1885.

BY JOHN W. HOLCOMBE.

Superintendent of Public Instruction of Indiana.

The high school argument has been made, the fight has been fought in this State and the high school is accepted as an essential part of our common school system. Yet, as we have been advised that we ought often to re-examine the grounds of our beliefs, however well settled, such an occasion as this ought not to pass without some inquiry into the principles upon which our public education in its different parts and institutions is based. The question is a large one, and but a small part of it can be gone over in the time allowed this evening.

The familiar proposition that the state has a right to educate because intelligence is essential to good citizenship—from which it follows that it has a right to educate only so far as may be necessary to make good citizens—certainly needs re-examination. That the justification of the state's expenditures for education is the necessity of securing intelligence among the people, so that they will in turn preserve and maintain the state, is an inversion of ideas and an argument at variance with the genius of our institutions.

For what is the state? The French King, inheritor and perfecter of an autocratic despotism, said: "The state, that is I!" The Spartans conceived the state as the corporate unity of all, absorbing into itself all powers, all rights, before which the individual stood stripped of every essential attribute of personal liberty. The French King might have said consistently: "If I give my people a certain kind of training it will be to the advantage of the state, and that is *my* advantage. I will give it to them. May I not do that I will with mine own?" The Spartan Government in effect said this. It assumed control of every citizen in his childhood and relaxed not its hold till old age, training his heart in devotion to Sparta, his intellect in cunning for her service, his body in the hardships, discipline, and tactics of war, for her aggrandizement and defence, regulating his domestic relations, practically destroying his private life—and all for the state, nothing for the man.

But with us, what is the state? Is it the governor—to-day one man, to-morrow another? Or is it the entire body of men who administer the public business—State, county, city, town, and township officers, including school trustees and superintendents? But perhaps it were safer not to attempt a precise definition of our notion of the state. It is at any rate very different from the Spartan's, still more different from the French king's. It is the *res publica*, the commonwealth, the interests that are public and common to all the people. What these interests are, after the few general classes always entrusted to the governing agency, may give rise to differences of opinion. Various socialistic and communistic theories are based upon the belief that the control of government should be extended over a greater or less number of interests beyond those usually committed to it. But, in this country at least, the maintenance of schools is undertaken by society in its corporate capacity, either as the State, the town, or the district; the property of all contributes to the common education. In this we are communists; but we are a practical people, and do not take fright at names. A communistic practice that proves to be of general advantage we adopt. But, if the distinction be appreciable, the people establish and support schools not in their political capacity, but in their corporate social capacity.

The support of education at the public expense is justified on the grounds of utility, economy, and the general good, without special reference to civic duties. From the general diffusion of knowledge results, of course, a higher citizenship, better government, a more perfect state; but to say that the state educates the people to make them good citizens is to substitute effect for cause.

May we not say instead, "The people, wishing to give their children and to secure to the community the benefits of education, find that they can do this cheapest and best and with greatest advantage to society by means of free common schools?" There is the all-sufficient justification of the system. No need to elaborate strained theories as to the right and power of the sovereign State. It is a purely economic and social question, not hard to understand.

It will not be doubted that the average taxpayer secures the education of his children in the public schools cheaper than he could in private schools. The amount he pays in school taxes is less than he would otherwise pay in tuition for equal advantages. This is true of the large majority, the people of small and moderate means. The system is justified to them on the score of economy.

The case is somewhat different with the wealthy. The greater their wealth, the larger their tax. A few contribute far beyond the mere cost of educating their own children. Some also have no children, and yet must contribute in proportion to their property. Do these receive any return commensurate with their outlay? They do,

beyond a doubt. They are benefited in their property. What would be the shrinkage in values in this city if the public schools were forever swept away? The panic of '73 would not compare with it. If property holders reflect well on this point they will never complain of the school taxes.

But many contribute nothing—the poor who pay no taxes. To them the free schools are a precious boon, affording to their children the means of escape from poverty and crime.

Ignorance and poverty are inseparable. Careful calculations based on the statistics of several States show that a common school education adds 50 per cent. to the productive power of the laborer, an academic education 100 per cent., a collegiate education from 200 to 300 per cent. Also, that of the illiterate about 1 in 10 is a pauper, while of the educated the paupers are but 1 in 300. Whence it may be inferred that ignorance is the very probable road to poverty, while education is the almost certain way to competence.

The statistics of crime are not less instructive. An examination of the returns of twenty States shows that one-sixth of the crime is committed by persons wholly illiterate, one-third by persons wholly and substantially so, and that in proportion to numbers there are ten times as many criminals among the illiterate as among the educated.

Property holders can, therefore, well afford to maintain schools in which the non-taxpayers enjoy equal privileges; for if the outlay for this purpose were cut down to any great extent, it is not rash to say that for every dollar so saved two would be paid for the support of paupers and the punishment of criminals. Thus the free school is again justified to the taxpayer on the score of economy alone.

But there are other considerations. Cyrus the Younger said that the greatest ornament to a prince was to be surrounded by prosperous and happy friends. So we may say that the greatest ornament to a citizen is to live in the midst of prosperous and intelligent fellow-citizens. The greatest addition to his dignity, his personal and social privileges, his opportunity for an elevated enjoyment of life, is secured by residence in a cultivated community. Such a community can be created only by the general diffusion of knowledge; for the average can not be high if a large number be left in ignorance.

But while admitting the need and utility of free schools affording instruction in the elementary branches of learning, many doubt the advantage to society at large, and hence the right of society to maintain the high school. It can be supported, they say, only in cities and towns, and in these it is reached by but a small proportion of the pupils; so the people ought not to be taxed to sustain an institution so limited and so partial in its benefits.

The charge that the entire State is taxed to support high schools in cities and towns may be answered by a general denial. In nearly every instance the high school is entirely supported by the community which enjoys its benefits. This city, for instance, with a lower rate of taxation than is permitted to townships and towns, not only maintains her entire graded system for nearly ten months in the year, but out of her abundance contributes many thousand dollars for the payment of teachers throughout the State. The aggregation of wealth here produces a large revenue, the aggregation of population makes it possible to furnish instruction at a less rate per pupil than in the country. The same is true of all centers of population in proportion to their wealth and numbers.

But confining the question within the city limits, can we justify the maintenance of the high school, which is patronized by so few? I think we can.

The term high school is perhaps misleading, as suggesting a school different in kind and separate in some way from the grades below, which are often spoken of as the common schools. Such is not the case. The high school is as much *common* in every proper sense as the lowest primary grade. In the words of the constitution, it is equally open to all and tuition in it is without charge. It is merely the continuation, without break or interruption, of the graded course of study as far as the number of pupils desiring advanced instruction will justify its being carried. Upon what other principle can the course of study be abridged? There are but half as many pupils in the fifth year as in the first primary. If those grades only are to be kept up which accommodate the greatest number, an average might be struck and all above the fifth year abolished.

By the immemorial custom and law of the English-speaking race the age of majority is fixed at twenty-one years. All our institutions, statutes, and social arrangements tally with that theory. So it is held that a person is entitled to school privileges till he is twenty-one years of age. As Socrates would have asked, Is he entitled to receive instruction suited to his advancement or not suited to it? The answer is obvious, as to most of Socrates's questions. As the conditions of life adjust themselves the larger number of pupils in the schools will be young, under fourteen; but many will remain after that age; some will be willing to remain as long as they can receive instruction suited to their needs. Such instruction should be furnished whenever a

sufficient number desire it. It should not be a question of the grade but of the number of pupils. If this be sufficiently large to justify the employment of teachers and assignment of rooms for their benefit, they ought to be accommodated. It is not appreciably more expensive to provide for fifty pupils instruction in advanced studies than to teach the same number the elementary branches.

This principle applies to all times and places. The country district is not prevented from maintaining higher grades by lack of money, but by lack of numbers. When the numbers are collected the money is forthcoming. As a neighborhood becomes thickly settled the district school expands into a graded school, growing as the population grows; and as the village becomes a town and the town a city the school develops into a graded system, the higher departments, in such a city as this, surpassing in variety and extent many colleges of fifty years ago.

Even on the citizen-making theory the high school can not be dispensed with. Reading, writing, and arithmetic may qualify a man to cast an intelligent vote, if he uses these acquirements to advantage; but the collective citizenship of the State must furnish much more than voters. The citizen is now a voter, now a legislator, now a judge, and now a governor. If the State undertakes to make good citizens she must give the men who will fill all the positions incident to citizenship the means of qualifying themselves for their duties.

But whatever theory we may prefer, the return to the public and to every individual upon an investment in a high school is rich and abundant. It is a center of elevating influences, drawing up all the lower schools, awakening the ambition of the young, and making for the ambitions a way to the "career open to talent." More than any other agency it raises the average intelligence and the general tone of thought and manners, sending into the homes of the people disciplined minds, enlarged views, refined tastes, and somewhat of that admirable but indefinable condition of mind and heart called culture—qualities belonging to the realm of infinite values, not to be measured in gold;—making "the poor man's hour of leisure richer than the baron's of old time." The high school is essential to the dignity of the city and the well-being of the citizens.

THE RAISON D'ÊTRE OF THE PUBLIC HIGH SCHOOL.¹

BY GEORGE STUART, A. M.,

Professor of Latin in the Central High School of Philadelphia.

Our ordinary ideas of the ground on which the public high school rests and of its relation to the body politic are too often loose and shifting. At one moment the institution is regarded as the result of a kind of benevolence on the part of the state, and the money appropriated for its support as a public gratuity. At another, the institution is looked upon as one in which the children of a well-to-do favored few may, for their own individual advantage or distinction, add a few finishing touches or some ornamental appendages to the education acquired in the lower schools. Too rarely is the public high school regarded as an essential part of the social structure, and in the same sense in which halls of legislation and of justice or systems of police are parts of the same structure.

To fix and focalize our loose and shifting ideas on this subject, let us ask and answer the following questions: 1. What is the reasonable ground upon which the public high school rests? 2. What is its relation to the body politic? 3. What are its functions and how should it perform them?

In what we have to say on this whole subject, let it be understood that by body politic we mean a "government of the people, for the people, and by the people," and that reasoning which may be irrefragable when used in reference to such a government may fail utterly when applied to other forms of government; and that by public high school we mean any public institution imparting superior as distinguished from elementary instruction; and that institution in which the principles of art, literature, and science are explored to their farthest limits is our ideal public high school, whether it be called academy, school, college, or university.

The application of the argument herein presented is necessarily limited to a popular government; for under other forms of government there are privileged classes, with class prerogatives and strongly guarded barriers separating the classes. But it is the peculiar glory of a free people that the individuals of whatever classes exist pass freely from class to class, or rather gravitate from class to class under the attraction of conspicuous fitness, and he who is governed to-day may be a governor to-morrow.

¹Reprinted from *Education*, January, 1888.

What, then, is the reasonable ground on which the public high school rests? We shall begin the answer by showing that the state does not establish charitable or benevolent institutions from motives of charity or benevolence. On the contrary, the principal motive is undoubtedly selfishness. In proof of this assertion it is not necessary to say that charity can not be predicated of states or that corporations are soulless. The state simply aims at compassing a certain end for its own well-being. It cares not whether A or B is to be the beneficiary; its purpose is that those who are to be beneficiaries shall be the best fitted to be beneficiaries. It recognizes that there always will be beneficiaries entailing burdens and discomforts upon the citizens, and it believes that it is best for the body politic *not to leave to chance* the relief of such persons; and, notwithstanding the expense incurred, society is the gainer in decency, in comfort, and in safety. The state neither gives, nor has the right to give, value for nothing. It always expects at least an equivalent; and if the equivalent be not received, or forthcoming, it either miscalculates or is defrauded. The existence of private charitable and benevolent institutions does not alter the case with the state; these depend on chance, upon which society must not depend; and thus while they lessen, they do not remove public responsibility.

We shall next observe that the state does not establish prisons and penitentiaries from motives of vindictiveness. Here again the principal motive is selfishness. The state does not care one whit whether A or B is to be imprisoned; its intention is that those who are to be imprisoned shall be the best fitted to be prisoners. It recognizes that the violation of law and the commission of crime will be constant, and it believes that it is best for society *not to leave to chance* the removal of this constant menace to its well-being; and notwithstanding the expense incurred in supporting penal institutions, society is the gainer in good order, peace, and safety. The existence of private reformatory institutions does not alter the case with the state. Such institutions aid in the work of repression and reform; but the state believes that, while they lessen, they can not remove public responsibility, and it finds solid foundation for its belief in the irresponsible atrocities of lynch law and vigilance committees.

Similar arguments may easily be framed in defense of other institutions established by the body politic for its own well-being; as the lazaretto, quarantine, public sanitation, illumination of cities, coinage of money, regulation of commerce, etc. In each instance the decision of the state is that the welfare of society demands that the object which the institution has in view *shall not be left to chance*, whatever private enterprise may contribute to its accomplishment.

It is wholly in recognition of public responsibility that common schools are established by the state, and the almost universal consent with which this responsibility is acknowledged is evidence of its weight. Equality of civic rights, equality of civic responsibilities, and equality of civic duties belong to all the citizens of a free state. Without a full enjoyment of rights, a full comprehension of responsibilities, and a full discharge of duties, either the state or the citizen suffers. If the state suffers, the rights of all are menaced; if the citizen suffers, his equality is impaired. Hence the citizen must know; he must receive the elements of education; his intelligence must be awakened and his mind developed; he must learn his relation to the body politic, and while he learns how to enjoy his civic rights, he must also learn not to neglect his civic responsibilities and his civic duties. Hence the popular verdict is that the education of free citizens for citizenship *can not be left to chance*, and that the public school system stands in precisely the same relation to the body politic as other great institutions established for the well-being and safety of society. The existence of numerous private schools can not alter the case with the state; these aid in the dissemination of knowledge and the broadening of intelligence, and, while they lighten, they can not remove public responsibility. They are schools for such of that small, rich minority as may prefer them. The failure of any state to establish free public schools lessens the citizen's responsibility. But recently, in a European city, during the prevalence of the cholera, some soldiers sent to apply disinfectants as a means of sanitation were assailed and either killed or wounded by an ignorant and superstitious mob, who imagined that the disinfectants were in some strange way responsible for the cholera. Such ignorance and superstition can not exist by the side of the free public school. The pupils of such a school soon learn that Heaven never helps a man when he can help himself, and that it is vain at such a time to pray against the force of inertia.

At this point we make the digressive remark that the efficiency of the American public school in training for citizenship is likely to be severely tested in the near future. Until within recent years, the immigration into our country was nearly homogeneous and largely sympathetic, and assimilation was comparatively easy. But recently there has appeared in our midst an element peculiarly alien in race and sympathies, or revolutionary in tendencies, and in numbers sufficiently large to disturb the calm posture of our social forms and the settled traditions of centuries. Against the subversive influence of this element our common school is our tower of strength, and civics as a branch of instruction assumes paramount importance.

We come now directly to the public high school. How is its existence as a part of the social structure justified? How does it appear that society receives far more than an equivalent for its cost and is the gainer by it?

To genius and superior abilities is due the progress of the centuries. The thousand comforts that solace modern social life and the many artificial beauties that surround and adorn it are all the products of art, literature, and science, and due to the directive power of genius and superior abilities. We are in almost every way immeasurably better off than were our forefathers. Blot out that progress and measure the distance separating the two social planes. Does the difference startle you? How does your rush light compare with yon arc light shining like a nascent sun? The difference in power between those two lights is the exact measure of the amount of benefit that the directive power of genius and superior abilities has conferred upon society. Now sum up the whole cost of developing and utilizing those abilities and compare it with the benefit to society. Shall we retain the cost or the benefit? Nay, it is the constantly accruing benefit that enables society to pay the cost and still have a rich surplus.

Society has manifold need of directive power. It is needed in executive, legislative, and judicial seats. It is needed in state, church, and school. It is needed in the administration of finance and in the conduct of social institutions. It is needed in the development and application of art and science, in journalism and in literature. We need inventors and discoverers to give us the best that nature has for us; and we need a whole army of literary workers to form our judgments, guide public opinion, cultivate our tastes, and minister to our intellectual and moral wants. And when these needs are supplied, it is not merely the whole body politic that is benefited, but it is in an especial manner that great majority of it which is not gifted with superior abilities. In the parable of the talents, he that received five talents and he that received ten each returned with splendid usury the trust committed to him; while he that received the one talent could do nothing but bury it in the earth and stand and fold his arms. What would he have done and what would have been done for him under competent directive power? "Education is growth, and develops a force that presses outward, ever enlarging its sphere until it pervades all the region of thought and carries its inquisitions into every field of enterprise and speculation. It does not unify, but diversifies our ideas, sentiments, and convictions. To teach men to think alike is compression. To teach men to think apart is expansion. The force of education is not conservative; it is radical."¹

Genius and superior natural abilities are the inheritance of comparatively few. Rich indeed is that state which has the largest endowment of them, for it has the prime elements of greatest material, moral, and intellectual strength. We can not create them, but we can develop, train, and utilize them to the maximum of their potential, and we can create an hereditary tendency to the transmission of them. Any loss of superior natural ability through lack of the proper development or training is a loss of wealth and power to a community. But great natural abilities are the rare inheritance of rich and poor alike; and the poor (or those who would be unable to pay for higher education) in every state always constitute a very large majority of the people; and, what is noteworthy in this connection, the rich lack the spur of necessity, which is the proverbial mother of invention. That a "government of the people, for the people, and by the people" should be without the public high school, and should look for its manifold directive power to *chance* and that quota of superior natural abilities furnished by a small rich minority is a paradox reaching the climax of folly and the eclipse of reason.

Whither, then, can the state or society look for directive power but to its public high school, college, or university? It is needless here to enlarge upon the value of individual directive power. The total directive power of society is always a whole greater than the sum of all its parts. Yet in times when physical strength in battle counted much more than at present, the directive power of Regulus was rated at a thousand common soldiers. Newton gave a new basis to the solar system and a sure foundation to the nautical almanac. One electric arc light may be equal to six thousand candle-power. At one electric touch the earth contracts her ancient dimensions and New York confers with London at call, London with Calcutta. The Psalm of Life is a perpetual soul-building homily radiant with heavenly philanthropy. The discovery of electric welding during the present year by Prof. Elihu Thomson, a graduate of a public high school, will, it is estimated, save in time and material millions of dollars annually; and to the State of which he is a native it will certainly save in the same way an annual sum far greater than that appropriated to the high school of which he is an alumnus. The military and naval academies of our country furnish additional illustration of the value of directive power and of its benefit to the state. The cadets, admitted on tests and subjected to wholesome mental strain and discipline, are the foster-sons of the Government. For their costly maintenance and education the state expects a *quid pro quo*. Is this cost a gratuity? With what

¹ Allen Andrews.

golden usury it is returned our history bears ample witness in many a national danger averted, in many a national blessing won; yet the laureled fasces never wear a more joyous look than when entwined by the fruitful olive-branch.

The public high school thus stands on solid ground and becomes an essential part of the social structure. It is not merely an essential part, but it is the essential part which originates, moves, and directs all the other parts. It is the eye and sensorium of the body politic and the state's perpetual policy of insurance. The money appropriated for its support is not a gratuity, but a public investment which elevates and enriches society and makes the intellectual greatness and the material strength of states.

The argument which thus necessitates the public high school also prescribes its character. Consider the word *high* in this connection; emphasize it a little; give it voice and a tongue and it will speak eloquently. In order that the resources of art, literature, and science may be realized in ever fresh benefit to society, their underlying principles must be explored to their farthest limits. Equipment, appliances, and corps should be thorough and complete, and instruction in principles sufficiently extensive to lead the student up to original research. Mediocrity in these respects is mental stagnation; inferiority, intellectual starvation and death. Preparation for college or any other private institution is not a necessary function of the public high school, which should either be in itself, or culminate in, a State university. This ideal public high school has already been realized in several parts of our country, and reveals the destined trend in which all our educational lines are surely moving to convergence.

The existence of private high schools, colleges, and universities can not remove public responsibility. These supplement, in some degree, State delinquency, and have in the past furnished considerable directive power. But they are institutions for a small rich minority, and the sum annually paid for higher education in them is a convincing proof of the value of that education in developing and utilizing great natural abilities. And let us not forget that we are speaking for a "government of the people, for the people, and by the people."

Notwithstanding the directness of the reasoning which thus constitutes the public high school an important part of the body politic, a few objections to it are still urged. Of these some are trivial, some specious, but none of them true. The rich man without children, or sending them to private institutions, objects to paying the high school tax because he does not directly participate in the benefit. O for Menenius Agrippa to relate again, as once at the Sacred Mount, the fable of The Belly and the Members. For, dullard that he is, this rich man must then either consent or refuse to pay the tax for street-lighting because a public lamp has not been placed before his own door, or the poor tax, because none of his family is in the poor-house. This rich man is, however, rapidly disappearing.

The remaining objections may all be classed together as those resulting from so-called over-education. These are the most specious and the most dangerous because they are urged by respectable journals and newspapers. The crying evils of this over-education are all summed up in the following extract from one of our most influential journals; the students in our public high schools are "aiming at something beyond and above their social rank and condition." Do you, Mr. Editor, really need to be informed that the object of the most rational system of education is to develop and utilize to their maximum all the child's inherited abilities? Or is it for you to tell us, contrary to reason, just how much of his abilities it will be best to develop and utilize? Do you, an expounder of democratic principles, need to be told that it is the freeman's inalienable right to do that work in society to which his conspicuous fitness is his best title? Or do you mean that it is a serious objection to be too skillful a machinist, too able an engineer, or perhaps too clever an editor? But, pardon us, Mr. Editor; we mistake your meaning. You mean that by some hook or crook society may appoint the graduate to some field of labor for which he is not qualified. That would indeed be a serious blunder; and so much the worse for the society committing it. Now listen to us, Mr. Editor, while we address the same students: "Young men, it is a praiseworthy ambition in you to be aiming to better your condition. Strive to develop and utilize all your inherited abilities. Society has a just right to expect this of you. Conspicuous fitness is the American citizen's only title to superiority. Let great examples stimulate your activity. Recall those worthies the results of whose achievements are in us and around us, graven upon the form and features of the times; which are materialized in a higher plane of social comfort, moralized in broader, more practical, and self-reliant character, and spiritualized in a kindlier vein of charity and benevolence and in works of high art and high literature." Is there any demagogism in this, Mr. Editor?

From the reasoning which necessitates the public high school and determines its relation to the body politic we are enabled to deduce, as natural and easy corollaries, its functions, and the manner in which they should be performed. The State recognizes that all its directive power must be selected from those of its citizens having

the best natural abilities according to their conspicuous fitness, and that, as it is the developing and utilizing power of higher education which gives to directive power its greatest value and efficiency, it can look with confidence and justice for this higher education only to its public high school or State university. It therefore follows that the chief function of the public high school is to furnish the State with the directive power necessary for its political and social well-being.

A secondary function of the high school in each State or subdivision of it must necessarily be to stimulate into greater activity and keener competition all the lower schools, and to act as a radiating centre of thought and mental activity, and thus to elevate and refine the general tone of the community. For the "force of education is centrifugal." The location of the school should always be near the source of largest supply, or in centres of population. The exclusion of everything partisan or sectarian from the course of study tends to develop a character without prejudice or bias, and free intercourse on a plane of entire equality gives to that character a breadth and homogeneity in harmony with the spirit of our government quite unattainable in private institutions, where the pride of wealth and social distinctions based thereon too often build around themselves a narrowing wall of exclusiveness.

The doors of the public high school are open to rich and poor alike. The State does not care whether A or B is to be admitted. Its purpose is that those who are to be admitted shall be the best fitted to be admitted. Conspicuous fitness is the only title to admission, and this fitness must be determined by competitive examination. The quota system of admission is wholly illogical and is based on a misconception of the functions of the school. Socrates justly ridiculed the Athenians for choosing some of their public officers by lot. Promotion in the school should be determined by the same criterion. Tests should increase in severity with the progress of the course. Wholesome mental strain sustained by wholesome exercise is a wholesome hygiene. When the limit of capacity in any case is reached, a vacancy should be declared. Limit of capacity is a safe indication of limit of fitness. The public high school is neither a reformatory nor an asylum for feebleness. The State builds its greatest expectations on the survival of the fittest.

The curriculum or course of study should connect closely with the studies of the next lower schools. The reason for this is obvious. The educative process is a succession of ascending steps connected like the links of a chain.

"From nature's chain whatever link you strike,
Tenth or ten-thousandth breaks the chain alike."

Until within recent years higher institutions of learning had a single undivided curriculum, in which the classics and the humanities played a dominating part. These served mankind long and well. But an evolution was in progress mightier than classic veto or papal bull or warning voice of Cassandra. The latent forces of material nature began to be utilized, and science clamored for recognition. A fierce struggle ensued. Science thrust and the classics parried, and the issue seemed doubtful, until science, opening its subterranean and celestial armories stored with wondrous wealth and power, led its Titan forces—steam, heat, light, electricity, geology, and the wonder-working analyses of chemistry—into the field and drove the classics and the humanities from more than half the educational arena. Then they compromised, joined hands, and divided all mastery between them. To science fell directive power over matter; to the classics and the humanities directive power over mind. Thus, directive power is utilized—

ON THE MATERIAL SIDE, in mining, metallurgy, engineering, architecture, ship-building, applied chemistry, applied physics, manifold manufacture, applied mechanics, etc.

AND ON THE HUMAN SIDE, in law and legislation, judicature, politics, police, sociology, journalism, literature, theology, painting, sculpture, music, oratory, etc.

Hence all our higher institutions of learning now divide the curriculum into two main branches, which may be called scientific and literary. There is, of course, even in the highest university courses, a frequent overlapping of these branches, and each becomes contributory to the other. This division of the course became a necessity resulting both from the vastness of the intellectual field and the utility of the economic principle of division of labor. The field demands almost infinite energies; yet, by the distribution of finite energies to its several parts, this almost infinite demand is readily supplied. It is better to know everything of something than something of everything.

At what point in the curriculum of the public high school this division may be safely made depends upon the quality and quantity of the requisites for admission. The average stage of preparation attained in our public grammar schools makes necessary a common curriculum for some time after admission, and for obvious reasons. Some studies have a high disciplinary value, some a high culture value, and some have both. For example, higher mathematics, aside from high scientific

value, has also a high disciplinary value; language studies, literature, and history have a high culture value; and the study of a cultivated language not vernacular has both a high disciplinary and a high culture value. Such studies give roundness, fulness, and symmetry to mental development, and avert that one-sidedness which results from the pursuit of special courses without due preparation for them. We do not mean that *all* such studies are necessary. We believe that in a curriculum of four years, common studies for the first two years would be ample preparation for special scientific and literary courses. The arrangement of curricula for the latter courses presents little difficulty, and the only limitation in it is the element of time.

There are sometimes taught in public high schools subjects which have no relation whatever to the end in view. Such subjects are book-keeping, type-writing, phonography, sewing, and cooking. The criterion of fitness in any subject to be a branch of instruction is extensive application of principle and prospective benefit to society. Benefit that remains wholly with the individual or individual interests can find no claim to public recognition. Judged by this criterion, how can any of these subjects be justified? The mathematical principles of book-keeping are taught in arithmetic, and balancing accounts may very properly be taught as a practical application of them. Type-writing and phonography are manual operations involving no principle whatever, and have just the same title to public recognition as shoemaking and tailoring. The benefit remains wholly with the individual. Sewing and cooking can be justified as branches of instruction only on the ground that those who are taught will either sew and cook or teach sewing and cooking for the public, and that society will be benefited thereby. The normal school is justified as a public institution solely on the ground that its function is to furnish teachers for the public schools.

And now in conclusion. The scientific movement before mentioned advanced with ever-widening flow. Matter, material force, and mechanism became the ruling deities. They open vistas richer than the wealth of Ormus or of Ind. Their products choke the avenues of trade and line all the ways of commerce. The prospect of riches stimulates every activity. The altars of Mammon smoke with a perpetual sacrifice, and too often the sole object of our vows is the golden though fatal gift of Midas. Money is at last our supreme good, because in it we have found the measure of a man, the next of kin to heaven. "In fact, if we look deeper, we shall find that this faith in mechanism has now struck its roots deep into man's most intimate, primary sources of conviction; and is thence sending up, over his whole life and activity, innumerable stems, fruit-bearing and poison-bearing. The truth is, men have lost their belief in the invisible, and believe and hope and work only in the visible; or, to speak it in other words, this is not a religious age. Only the material, the immediately practical, not the divine and spiritual, is important to us. The infinite, absolute character of virtue has passed into a finite, conditional one; it is no longer a worship of the beautiful and good, but a calculation of the profitable."¹

Against these poison-bearing stems and against a tendency so materialistic our methods in scientific training should provide some preservative. The neglect of pure culture studies—the neglect of the humanities—especially the neglect of them in scientific education, is in some measure responsible for much of our materialism. Education means vastly more than a mere whetting of the intellectual faculties; it also means spiritual growth, a sensitizing of the moral faculties, and the moulding of character for manhood. But let us not therefore undervalue science and its golden freightage of blessing. "Science is noble and good, but the progress of the soul is better. Genius is a bird of morning, and its song is always the exponent of the most recent pulse of human passion, human knowledge of beauty, human sympathy with the joys and sorrows of the world. The rocks may give up the last secret of their hearts; the sea, too, may disgorge its treasures; but at last it is the soul of man that is the poet's field of study—the soul that walked with God upon chaos in the dark hour before the dawn of creation, the soul that still walks with him as the morning twilight slowly broadens into perfect day."²

Mere science, without cultivation on the human, the moral, and the spiritual side, is apt to be unimpassioned, unimpressive, and unimaginative. No mere science ever writes poetry, and no pathos heaves the diaphragm of the phonograph. Let not science be made ignoble by the clod of materialism. Let it roam the macrocosm in full sympathy with the microcosm. While it finds melody only in sonorous vibrations, still let the golden planets, beating against the tides of ether, peal out to fancy's ear ethereal chimes; and while it sees the birth of dewy morning only in luminous undulations, still let its eye of poesy behold the seeds of Aurora, breaking from the barriers of night,

"arise,
And shake the darkness from their loosened manes,
And beat the twilight into flakes of fire."

¹ Thomas Carlyle, in *Signs of the Times*.

² Maurice Thompson, in *Birds of the Rocks*.

MEDICAL COLLEGES AND THE MEDICAL PROFESSION.

BY CHARLES WARREN, A. M., M. D.

The results of some investigations about the relation of medical colleges to the medical profession in the United States are considered by the Commissioner of Education to be of enough value to justify their insertion in the Annual Report of his Office for the year 1886-87. They are here concisely presented at his request. In order that the statistics and discussions of the current year in another part of this volume may be considered by themselves and in their general relations to the other parts of the Report, these results are printed as a special article.

The annual reports of the Board of Health of the State of Illinois and the catalogues and announcements of the medical colleges in this country are the sources from which the facts have been drawn. A very careful comparison in many places between the statements of the Illinois board and those of the college publications has shown so much care and correctness, that the reports of that board, so far as they contain the facts, are used and quoted without demur.

For the careful collection of these facts through many years, and for their clear and logical presentation, the country owes a debt of gratitude to Dr. John H. Rauch, secretary of that board; yet this is only one of the many useful and continued services of that accomplished and indefatigable officer and physician.

When the Federal Census of 1880 announced that there were 85,671 physicians or alleged physicians in this country, or one to 584 of the entire population, it simply gave a definite form to a long-felt impression in most minds. That the medical profession in the United States was scandalously overcrowded was known long before that year; that it is so still, the comments and complaints of the medical journals every spring bear witness. The evil must be endured until in process of time effective measures are devised and applied for its correction; it will never cure itself, as long as human vanity, greed, and laziness are permitted to act unchecked.

Fortunately the facile descent toward the medical Avernus has awakened a good deal of professional and some public alarm; and, in consequence, medical licensing acts and other devices have been adopted in many States for the purpose of regulating the conduct, character, educational acquirements, and professional relations of medical men to the public.

The purpose of this paper is to show how medical colleges may co-operate in the good work of increasing the qualifications of medical graduates, and thereby preventing or hindering the entrance of incompetent or indolent persons into the medical profession.

The method here described is not new; it is in vogue in several colleges of medicine already with the happiest results, and only needs to be extended to all medical schools in the country to produce a most beneficial effect upon the number, quality, and value of aspirants for medical success.

The greater number of medical schools in the United States still pursue the ancient method of educating their students. This consists, essentially, of a requirement that the applicant for graduation shall have attended "two courses of lectures" upon the main topics included in medical training; but in practice these "two courses" are really one and the same course, given each year with but little variation.

A more modern and more sensible method is followed by the minority of our medical schools; these require, before graduation, attendance upon three courses of lectures, in which the subjects of instruction are arranged in such a way as to be graded in correspondence with the attainments and progress of the students.

I have taken the facts given in this article as to the numbers of matriculates and graduates of one hundred and twelve medical colleges existing in this country during the scholastic year 1885-86 from the reports of the Illinois Board of Health. I have grouped the colleges requiring three graded courses of instruction together, and those not so requiring also together; in the discussion of these groups, the graded group is entitled "A," and the other "B."

The period of time chosen covers five scholastic years; for each of these and for the quinquennial period the table on pp. 1024-27 gives the matriculates and graduates appertaining to each of the schools above indicated.

I do not mean to assert that all the schools in Group A required graded courses during the entire quinquennial period, but only that they so required in the last year of the period. Nor do I assert that all the schools in Group B are properly placed therein; but only that they appeared to me, upon a careful examination, to belong therein rather than in Group A. For errors of judgment in this respect I beg the indulgence of my readers.

THE NUMBER OF MATRICULATES AND GRADUATES OF MEDICAL COL-

A.—In colleges requiring graded

Names of Colleges, and the Post-Office Addresses.		1881-82.	
		Matricu- lates.	Gradu- ates.
"REGULAR."			
1	University of Southern California, College of Medicine, Los Angeles, Cal.	.....	.....
2	Cooper Medical College, San Francisco, Cal.	67	12
3	University of California, Medical Department, San Francisco, Cal.	59	15
4	University of Colorado, Medical Department, Boulder, Colo.	.....	.....
5	Yale University, Medical Department, New Haven, Conn.	21	2
6	Columbian University, National Medical College, Washington, D. C.	52	8
7	Howard University, Medical Department, Washington, D. C.	91	16
8	National University, Medical Department, Washington, D. C.	.....	.....
9	University of Georgetown, Medical Department, Washington, D. C.	30	7
10	Chicago Medical College (Northwestern University), Chicago, Ill.	153	39
11	Harvard University Medical School, Boston, Mass.	233	77
12	University of Michigan, Department of Medicine and Surgery, Ann Arbor, Mich.	380	90
13	Minneapolis College of Physicians and Surgeons, Minneapolis, Minn.	.....	.....
14	St. Paul Medical College, St. Paul, Minn.	.....	.....
15	St. Louis Medical College, St. Louis, Mo.	167	29
16	University of Nebraska, College of Medicine, Lincoln, Nebr.	.....	.....
17	Albany Medical College (Union University), Albany, N. Y.	170	54
18	Niagara University, Medical Department, Buffalo, N. Y.	.....	.....
19	University of Buffalo, Medical Department, Buffalo, N. Y.	172	65
20	Woman's Medical College of the New York Infirmary, New York, N. Y.	49	10
21	Leonard Medical School (Shaw University), Raleigh, N. C.	.....	.....
22	Medico-Chirurgical College of Philadelphia, Philadelphia, Pa.	31	3
23	University of Pennsylvania, Medical Department, Philadelphia, Pa.	363	122
24	Woman's Medical College of Pennsylvania, Philadelphia, Pa.	111	19
"HOMCEOPATHIC."			
25	Hahnemann Medical College of San Francisco, San Francisco, Cal.	.....	.....
26	Boston University School of Medicine, Boston, Mass.	110	29
27	University of Nebraska, College of (Homeopathic) Medicine, Lincoln, Nebr.	.....	.....
28	New York Medical College and Hospital for Women, New York, N. Y.	41	10
29	Hahnemann Medical College and Hospital, Philadelphia, Pa.	148	57

B.—In colleges not requiring

"REGULAR."			
1	Medical College of Alabama, Mobile, Ala.	60	21
2	Arkansas Industrial University, Medical Department, Little Rock, Ark.	36	5
3	University of Denver, Medical Department, Denver, Colo.	12	5
4	Atlanta Medical College, Atlanta, Ga.	135	56
5	Southern Medical College, Atlanta, Ga.	126	37
6	Medical College of Georgia (University of Georgia), Augusta, Ga.	.....	.....
7	College of Physicians and Surgeons of Chicago, Chicago, Ill.	.....	.....
8	Rush Medical College, Chicago, Ill.	583	183
9	Woman's Medical College of Chicago, Chicago, Ill.	82	23
10	Quincy College of Medicine (Chaddock College), Quincy, Ill.	.....	.....
11	Hospital Medical College of Evansville, Evansville, Ind.	.....	.....
12	Fort Wayne College of Medicine, Fort Wayne, Ind.	27	16
13	Central College of Physicians and Surgeons, Indianapolis, Ind.	43	10
14	Medical College of Indiana, Indianapolis, Ind.	164	58
15	Iowa College of Physicians and Surgeons, Des Moines, Iowa	.....	.....
16	State University of Iowa, Medical Department, Iowa City, Iowa	151	46
17	College of Physicians and Surgeons, Keokuk, Iowa	273	126
18	Hospital College of Medicine (Central University), Louisville, Ky.	75	36
19	Kentucky School of Medicine, Louisville, Ky.	132	55
20	Louisville Medical College, Louisville, Ky.	125	54
21	University of Louisville, Medical Department, Louisville, Ky.	181	96
22	Tulane University of Louisiana, Medical Department, New Orleans, La.	220	56
23	Medical School of Maine at Bowdoin College, Brunswick, Me.	104	28
24	Baltimore Medical College, Baltimore, Md.	46	17
25	College of Physicians and Surgeons, Baltimore, Md.	346	158

LEGES IN THE UNITED STATES, FOR THE FIVE YEARS ENDING IN 1886.

courses of study for three years.

1882-83.		1883-84.		1884-85.		1885-86.		Five years.	
Matricu- lates.	Gradu- ates.	Matricu- lates.	Gradu- ates.	Matricu- lates.	Gradu- ates.	Matricu- lates.	Gradu- ates.	Matricu- lates.	Gradu- ates.
						10	0	10	0
83	19	80	16	83	19	85	12	359	78
61	11	43	15	53	13	51	8	267	62
		8	0	19	2	5	2	32	4
52	7	43	7	27	6	26	6	149	28
79	10	78	14	86	14	103	8	398	54
87	31	90	22	85	25	102	20	455	114
				9	1	10	1	19	2
27	4	34	7	35	11	30	10	156	39
137	42	114	41	119	41	125	38	656	261
229	74	213	50	249	60	264	66	1,218	336
366	117	328	85	334	89	325	83	1,733	455
		6	0	13	2	16	3	35	5
						26	13	26	13
134	40	112	33	91	20	96	18	600	140
		18	3	55	6	23	9	76	18
157	51	149	43	142	33	142	40	760	221
		13	0	23	0	35	6	71	6
178	57	155	62	134	48	132	43	771	275
40	5	40	9	33	11	34	8	196	43
		12	0	17	0	26	6	55	6
27	10	23	4	33	5	26	5	140	27
367	104	367	103	370	108	381	118	1,848	555
125	35	133	26	126	23	142	33	637	136
		23	7	17	5	21	11	61	23
169	29	97	34	91	26	97	18	504	137
		17	3	11	4	9	4	37	11
42	8	48	8	30	13	39	13	200	52
117	52	138	41	141	48	148	58	725	256

graded courses of study.

80	16	75	12	90	34	110	33	415	116	1
32	4	28	13	37	8	52	16	185	46	2
21	5	22	5	18	4	26	10	99	29	3
126	39	114	48	88	38	109	33	572	219	4
104	37	86	27	89	31	82	34	487	166	5
61	23	85	37	77	24	88	36	311	130	6
152	52	167	52	167	60	151	71	637	235	7
549	183	451	166	419	150	404	156	2,406	840	8
79	18	69	21	75	22	75	19	381	103	9
6	0	12	4	19	4	15	7	62	15	10
11	5	11	2	12	6	15	4	49	17	11
25	12	23	19	21	5	22	11	118	54	12
44	24	28	13	25	11	20	12	169	70	13
131	53	71	43	60	28	66	27	492	209	14
9	3	19	8	31	13	46	10	105	34	15
162	35	142	37	116	43	99	35	670	196	16
139	54	121	59	93	40	90	34	767	313	17
87	31	57	31	50	26	39	18	308	142	18
158	51	159	55	120	56	175	60	744	277	19
157	51	267	76	203	63	239	85	982	329	20
194	68	197	84	173	74	164	81	909	403	21
212	73	212	79	192	64	208	78	1,044	341	22
94	28	99	33	66	14	85	29	448	123	23
52	20	28	14	25	8	40	8	191	67	24
322	169	400	127	426	155	341	149	1,835	698	25

THE NUMBER OF MATRICULATES AND GRADUATES OF MEDICAL COLLEGES IN

B.—In colleges not requiring graded

		1881-82.	
Names of Colleges and the Post-Office Addresses.		Matricu- lates.	Gradu- ates.
"REGULAR"—continued.			
26	University of Maryland, School of Medicine, Baltimore, Md	137	73
27	Woman's Medical College of Baltimore, Baltimore, Md		
28	College of Physicians and Surgeons, Boston, Mass	49	11
29	Detroit College of Medicine, Detroit, Mich. (and its predecessors)	120	31
30	Minnesota Hospital College, Minneapolis, Minn. (and its predecessor)	25	
31	University of the State of Missouri, Medical Department, Columbia, Mo ..	35	7
32	Kansas City Medical College, Kansas City, Mo	32	16
33	University of Kansas City, Medical Department, Kansas City, Mo	25	11
34	Northwestern Medical College of St. Joseph, St. Joseph, Mo	40	26
35	St. Joseph Medical College, St. Joseph, Mo		
36	Missouri Medical College, St. Louis, Mo	235	125
37	St. Louis College of Physicians and Surgeons, St. Louis, Mo	49	12
38	Omaha Medical College, Omaha, Nebr	32	8
39	Dartmouth College Medical School, Hanover, N. H.	76	28
40	Long Island College Hospital, Brooklyn, N. Y.	159	61
41	Bellevue Hospital Medical College, New York, N. Y.	480	163
42	College of Physicians and Surgeons (Columbia College), New York, N. Y. ..	547	115
43	University of the City of New York, Medical Department, New York, N. Y. ..	575	213
44	Syracuse University, College of Medicine, Syracuse, N. Y.	45	11
45	Cincinnati College of Medicine and Surgery, Cincinnati, O	35	15
46	Medical College of Ohio, Cincinnati, O	341	104
47	Miami Medical College, Cincinnati, O	124	41
48	University of Wooster, Medical Department, Cleveland, O	33	14
49	Western Reserve University, Medical Department, Cleveland, O	188	83
50	Columbus Medical College, Columbus, O	131	59
51	Starling Medical College, Columbus, O	116	55
52	Northwestern Ohio Medical College, Toledo, O		
53	Toledo Medical College, Toledo, O		
54	Willamette University, Medical Department, Portland, Oregon	29	9
55	Jefferson Medical College, Philadelphia, Pa	630	247
56	Medical College of the State of South Carolina, Charleston, S. C	56	19
57	Memphis Hospital Medical College (Southwestern Baptist University), Memphis, Tenn	70	30
58	Medical Department of the University of Nashville and Vanderbilt Uni- versity, Nashville, Tenn	327	191
59	Nashville Medical College (University of Tennessee), Nashville, Tenn	144	69
60	Central Tennessee College, McHarry Medical Department, Nashville, Tenn.	29	8
61	University of Vermont, Medical Department, Burlington, Vt	190	85
62	Medical College of Virginia, Richmond, Va	50	13
63	University of Virginia, Medical Department, University of Virginia, Va ..	34	12
"HOMŒOPATHIC."			
64	Chicago Homœopathic Medical College, Chicago, Ill	128	38
65	Hahnemann Medical College and Hospital, Chicago, Ill	264	108
66	State University of Iowa, Homœopathic Medical Depart, Iowa City, Iowa ..	46	15
67	University of Michigan, Homœopathic Medical Depart, Ann Arbor, Mich ..	71	15
68	Homœopathic Medical College of Missouri, St. Louis, Mo		
69	New York Homœopathic Medical College, New York, N. Y	146	36
70	Pulte Medical College, Cincinnati, O	79	34
71	Homœopathic Hospital College, Cleveland, O	129	26
"ECLECTIC."			
72	California Medical College, Oakland, Cal	25	10
73	Georgia College of Eclectic Medicine and Surgery, Atlanta, Ga	81	24
74	Bennett College of Eclectic Medicine and Surgery, Chicago, Ill	113	38
75	Indiana Eclectic Medical College, Indianapolis, Ind	19	11
76	Iowa Medical College (Drake University), Des Moines, Iowa	25	7
77	King Eclectic Medical College, Des Moines, Iowa		
78	American Medical College, St. Louis, Mo	118	40
79	Eclectic Medical College of the City of New York, New York, N. Y	146	50
80	American Eclectic Medical College, Cincinnati, O		
81	Eclectic Medical Institute, Cincinnati, O	272	100
"PHYSIO-MEDICAL."			
82	Physio-medical Institute, Chicago, Ill		
83	Physio-medical College of Indiana, Indianapolis, Ind	24	10

THE UNITED STATES, FOR THE FIVE YEARS ENDING IN 1886—Continued.

courses of study—Continued.

1882-83.		1883-84.		1884-85.		1885-86.		Five years.		
Matricu- lates.	Gradu- ates.	Matricu- lates.	Gradu- ates.	Matricu- lates.	Gradu- ates.	Matricu- lates.	Gradu- ates.	Matricu- lates.	Gradu- ates.	
203	97	188	74	200	75	198	78	986	297	26
19	1	22	5	9	4	14	3	64	13	27
34	19	44	6	45	5	30	4	202	36	28
113	41	146	52	122	40	116	46	617	210	29
58	4	50	7	51	19	53	9	237	44	30
25	9	16	4	20	4	16	3	112	27	31
36	12	38	15	29	9	29	10	164	62	32
28	8	45	14	35	16	30	17	163	66	33
31	18	39	10	28	14	28	11	166	79	34
24	8	35	6	28	9	26	11	113	34	35
210	86	252	103	208	88	221	86	1,126	483	36
69	31	57	27	33	12	35	17	243	99	37
30	9	29	4	21	8	28	5	132	34	38
80	40	40	18	52	13	55	15	303	114	39
154	51	122	37	119	47	109	49	663	245	40
467	167	434	149	365	134	386	139	2,132	752	41
543	125	505	105	439	134	458	97	2,492	576	42
528	163	526	164	533	175	547	173	2,709	888	43
44	12	46	11	38	11	41	11	214	56	44
46	15	50	14	53	25	36	17	220	86	45
302	102	257	100	209	58	210	78	1,319	442	46
114	41	104	28	104	27	100	37	546	174	47
57	17	46	16	37	23	43	17	216	87	48
161	59	167	54	126	56	119	47	761	290	49
123	46	77	30	51	18	51	19	433	172	50
59	25	71	25	85	30	78	28	409	163	51
-----	-----	11	1	14	4	23	2	43	7	52
19	7	33	14	38	13	33	10	123	44	53
28	10	24	10	23	8	20	7	124	44	54
569	227	645	215	493	176	531	223	2,868	1,088	55
61	18	80	20	59	17	62	18	318	92	56
73	31	58	22	71	31	90	37	362	151	57
246	116	180	93	181	73	231	105	1,165	578	58
133	58	167	62	171	57	174	56	789	302	59
30	5	31	8	33	8	49	10	177	39	60
204	68	230	100	191	78	163	52	973	383	61
61	9	91	33	66	19	72	17	340	91	62
56	16	41	17	42	15	62	17	235	77	63
125	40	134	39	125	22	130	52	642	191	64
297	134	259	113	244	93	227	92	1,291	540	65
44	12	35	12	33	10	29	10	187	59	66
57	17	55	20	34	6	49	17	266	75	67
41	11	39	18	32	9	38	17	150	55	68
145	47	153	53	130	40	138	41	712	217	69
66	31	65	16	52	30	55	16	317	127	70
131	55	91	40	84	30	82	26	517	177	71
32	11	30	9	26	5	24	14	137	49	72
67	18	62	17	69	13	63	10	342	82	73
147	52	159	50	143	37	122	50	684	227	74
24	7	31	10	19	8	37	22	130	58	75
19	8	34	7	21	10	31	10	130	42	76
-----	-----	31	9	33	5	36	5	109	19	77
114	38	65	15	24	14	26	6	347	113	78
131	37	96	19	45	11	74	15	492	132	79
-----	-----	13	6	24	9	28	11	65	26	80
225	64	190	83	169	60	161	58	1,017	374	81
-----	-----	-----	-----	-----	-----	17	10	17	10	82
26	17	21	7	34	12	30	18	135	64	83

Group A contains twenty-four "Regular" and five Homœopathic medical schools; Group B consists of sixty-three "Regular," eight Homœopathic, ten Eclectic, and two Physio-medical schools.

Having given the facts for each school and each year in detail, I now append a summary showing the number of matriculates in each year and for the entire period in each group in the several professional sects, if the latter term be allowable, and in all the schools considered together. Eighty-four per cent. of these students attended "Regular" schools, more than nine per cent. went to Homœopathic schools, and the rest mainly to Eclectic schools.

The matriculates decreased in number year after year until 1881-85, when the low point was reached; an upward tendency, noticeable in all the varieties of doctrine, began with 1885-86. This is true of both groups in general. The matriculates in the "Regular" schools in Group A were, however, least numerous in 1883-84, while the Homœopathic schools in the same group for the same year show their largest enrolment during the period. There is no doubt that the general population of the country increased as rapidly as usual during each year of the time under review, though the number of medical students fluctuated as indicated.

Summary of medical matriculates in the United States, for five years ending in 1885.

Years.	All schools.			Regular.			Homœopathic.			Eclectic.	Physio-medical.
	Groups A and B.	Group A.	Group B.	Groups A and B.	Group A.	Group B.	Groups A and B.	Group A.	Group B.	Group B.	Group B.
1881-82.	12,306	2,450	9,856	10,321	2,151	8,170	1,162	299	863	799	24
1882-83.	12,154	2,427	9,727	10,165	2,129	8,036	1,204	298	906	759	26
1883-84.	11,906	2,412	9,494	10,020	2,089	7,931	1,154	323	831	711	21
1884-85.	10,869	2,409	8,460	9,235	2,116	7,119	1,027	293	734	573	34
1885-86.	11,247	2,530	8,717	9,536	2,216	7,320	1,062	314	748	602	47
Five years.	58,482	12,228	46,254	49,277	10,701	38,576	5,609	1,527	4,082	3,444	152

In order to direct attention to other points of interest, the concrete numbers of the summary under review are now transformed into percentages.

These show that the colleges included in Group A, when compared with those in Group B, gradually and slightly increased their proportion of matriculates; this is also true of both the "Regular" and the Homœopathic schools.

The proportion of Homœopathic matriculates in Group A is greater than that of "Regular" matriculates therein.

When one observes that, during the five years, seventy-nine medical students attended the repetition-course schools, while only twenty-one attended the graded-course schools, one can not avoid asking why such was the case? Of course many who attended schools in Group B did so because the schools were more numerous; but it is probable that a goodly number preferred them because they were thought to be less exacting of labor by their students. Men who desire to obtain a degree with the minimum of labor or delay are naturally repelled by the announcement of schools like those in Group A; like water, they flow in the direction of least resistance.

This summary does not indicate that degrees are obtained more easily in Group B than in Group A, but that some men prefer the group that seems to ask its students to spend less time, and, presumably, to take less pains at each step in their progress.

Per cent. of matriculates in medical schools of the two groups for five years.

Years.	All schools.		Regular.		Homœopathic.		Eclectic.	Physio-medical.
	Group A.	Group B.	Group A.	Group B.	Group A.	Group B.	Group B.	Group B.
1881-82.	19.9	80.1	20.8	79.2	25.7	74.3	100.0	100.0
1882-83.	20.0	80.0	20.9	79.1	24.7	75.3	100.0	100.0
1883-84.	20.3	79.7	20.9	79.1	24.0	72.0	100.0	100.0
1884-85.	22.2	77.8	22.9	77.1	28.5	71.5	100.0	100.0
1885-86.	22.5	77.5	23.4	76.6	29.6	70.4	100.0	100.0
Five years.	20.9	79.1	21.7	78.3	27.2	72.8	100.0	100.0

The next summary shows for each year, for the five years, for all kinds of schools, for each kind, and for each group, the number of graduates—that is, the number entering the profession of medicine and surgery.

The year 1884-85 is low tide in this respect, as in the matter of matriculations.

Eighty-four per cent. of the graduates were from "Regular" schools, nearly ten per cent. from Homœopathic schools, and the rest mainly from Eclectic schools. For most of the increase of the medical profession for which the schools are accountable, those teaching the "Regular" or Innominate doctrines are shown to be directly responsible.

Summary of medical graduates in the United States, for five years ending in 1886.

Years.	All schools.			Regular.			Homœopathic.			Eclectic.	Physio-medical.
	Groups A and B.	Group A.	Group B.	Groups A and B.	Group A.	Group B.	Groups A and B.	Group A.	Group B.	Group B.	Group B.
1881-82	4, 284	664	3, 620	3, 626	568	3, 058	368	96	272	280	10
1882-83	4, 053	707	3, 346	3, 364	617	2, 747	457	90	347	235	17
1883-84	5, 905	642	3, 263	3, 269	549	2, 720	404	93	311	225	7
1884-85	3, 601	624	2, 977	3, 072	528	2, 544	336	96	240	181	12
1885-86	3, 793	660	3, 133	3, 189	556	2, 633	375	104	271	201	28
Five years.	19, 636	3, 297	16, 339	16, 520	2, 818	13, 702	1, 920	479	1, 441	1, 122	74

The proportion of graduates from the groups is shown in the percentage table next presented. Eighty-three per cent. graduated from schools in Group B, as against seventeen per cent. from schools in Group A. This proportion holds for the "Regular" graduates; but twenty-five per cent. of the Homœopathics graduated from schools in Group A.

This is a very serious matter indeed, when properly considered. The legitimate, ascertained, and best-educated element in the increase of the medical profession, during the five years under review, graduated from schools whose standard of attainment was much lower than that recognized in any foreign country, and lower even than the standard set by many schools in this country.

Per cent. of graduates from medical schools of the two groups for five years.

Years.	All schools.		Regular.		Homœopathic.		Eclectic.	Physio-medical.
	Group A.	Group B.	Group A.	Group B.	Group A.	Group B.	Group B.	Group B.
1881-82	15.5	84.5	15.7	84.3	26.1	73.9	100.0	100.0
1882-83	17.4	82.6	18.3	81.7	20.6	79.4	100.0	100.0
1883-84	16.4	83.6	16.8	83.2	23.0	77.0	100.0	100.0
1884-85	17.3	82.7	17.2	82.8	28.6	71.4	100.0	100.0
1885-86	17.4	82.6	17.4	82.6	27.7	72.3	100.0	100.0
Five years	16.8	83.2	17.1	82.9	24.9	75.1	100.0	100.0

Finally, we must consider the proportion of graduates to matriculates for the period under review.

Somewhat more than a third of the medical students became doctors of medicine; but the proportion of graduates to matriculates in Group A was twenty-seven per cent., a little more than a fourth, while in Group B it was thirty-five per cent., or more than a third. If the proportion of graduates in Group B had been the same as in Group A, the number of graduates therefrom would have been about 12,500 instead of about 16,300, as heretofore shown. If, on the other hand, the graduates in Group A had been as numerous in proportion as in Group B, they would have risen from about 3,300 to about 4,300.

The rigid application of the requirement for a graded course of instruction for three years by all medical colleges during the five years under present consideration, would have resulted in reducing the number of graduates from about 19,600 to about 15,800. Whether this diminution of graduates would be beneficial as a whole to the medical profession, is a subject upon which men may differ; but there is no question that the graded course would tend to raise the standard of qualifications needed for graduation, and would supply a better quality of graduates for employment in the work of the medical practitioner.

Per cent., for the five years, of medical graduates to medical matriculates in the United States.

IN BOTH GROUPS.

Years.	All schools.	Regular.	Homœopathic.	Eclectic.	Physio-medical.
1881-82	34.8	35.1	31.7	35.0	41.7
1882-83	33.3	33.1	36.3	31.0	65.4
1883-84	32.8	32.6	35.0	31.6	33.3
1884-85	33.1	33.3	32.7	31.6	35.3
1885-86	35.2	33.4	35.3	33.4	59.5
Five years	33.6	33.5	34.2	32.6	48.7

IN GROUP A.

Years.	Total.	Regular.	Homœopathic.	Eclectic.	Physio-medical.
1881-82	27.1	26.4	32.1	0.0	0.0
1882-83	29.1	29.0	30.2	0.0	0.0
1883-84	26.6	26.3	28.8	0.0	0.0
1884-85	25.9	25.0	32.8	0.0	0.0
1885-86	26.1	25.1	33.1	0.0	0.0
Five years	27.0	26.3	31.4	0.0	0.0

IN GROUP B.

Years.	Total.	Regular.	Homœopathic.	Eclectic.	Physio-medical.
1881-82	36.7	37.4	31.5	35.0	41.7
1882-83	34.4	34.2	38.3	31.0	65.4
1883-84	34.4	34.3	37.4	31.6	33.3
1884-85	35.2	35.7	32.7	31.6	35.3
1885-86	35.9	36.0	36.2	33.4	59.5
Five years	35.3	35.5	35.3	32.6	48.7

CHAPTER XX.

INDEX TO THE PUBLICATIONS OF THE UNITED STATES BUREAU OF EDUCATION, FROM 1868 TO 1887.

For nearly twenty years this Office has been issuing annual and special reports, circulars of information, and other occasional publications for the information of Congress and of the public. These documents now number some twenty-five volumes and comprise as many thousand pages; reference to their contents has become somewhat of a task; and the lapse of time makes it advisable that many bibliographical data respecting them should be committed to print before they are entirely lost.

In order, therefore, to render reference to the contents of these publications easy, and to preserve useful memoranda respecting them, the accompanying list and index has been prepared.

LIST OF PUBLICATIONS.

I.—ANNUAL REPORTS.

Report of the Commissioner of Education, 1867-68. 8°, pp. xl + 856. Washington, 1868.

Special report of the Commissioner of Education on the condition and improvement of public schools in the District of Columbia. 8°, pp. 912. Washington, 1871.

Report of the Commissioner of Education for the year 1870. 8°, pp. 579. Washington, 1870.

Same for 1871. 8°, pp. 715. Washington, 1872.

Same for 1872. 8°, pp. lxxxviii + 1018. Washington, 1873.

Same for 1873. 8°, pp. clxxviii + 870. Washington, 1874.

Same for 1874. 8°, pp. clii + 935. Washington, 1875.

Same for 1875. 8°, pp. clxxiii + 1016. Washington, 1876.

Same for 1876. 8°, pp. ccciii + 942. Washington, 1878.

Same for 1877. 8°, pp. cevi + 644. Washington, 1879.

Same for 1878. 8°, pp. cci + 730. Washington, 1880.

Same for 1879. 8°, pp. cccxxx + 757. Washington, 1881.

Same for 1880. 8°, pp. cclxii + 914. Washington, 1882.

Same for 1881. 8°, pp. cclxxvii + 840. Washington, 1883.

Same for 1882-83. 8°, pp. cccxciii + 872. Washington, 1884.

Same for 1883-84. 8°, pp. cclxxi + 943. Washington, 1885.

Same for 1884-85. 8°, pp. cccxvii + 848. Washington, 1886.

Same for 1885-86. 8°, pp. xxi + 792. Washington, 1887.

II.—CIRCULARS OF INFORMATION.

Circular of information, August, 1870. pp. 70.—*Contents*: Illiteracy; derived from census tables of 1860; Educational statistics, translation of article by Dr. A. Fieker; Virchow on school-room diseases; Education of French and Prussian conscripts; School organization, etc.

Same, July, 1871. pp. 48.—*Contents*: Public instruction in Sweden and Norway; The "folkehoiskoler" of Denmark.

Same, November, 1871. pp. 14. Methods of school discipline.

Same, December, 1871. pp. 17. Compulsory education.

Same, January, 1872. pp. 43. German and other foreign universities.

Same, February, 1872. pp. 77.—*Contents*: Public instruction in Greece, the Argentine Republic, Chili, and Ecuador; Statistics respecting Portugal and Japan; Technical education in Italy.

Same, March, 1872. pp. 93.—*Contents*: Vital statistics of college graduates; Distribution of college students in 1870-71; Vital statistics in the United States, with diagrams.

- Circular of information, April, 1872. pp. 125. Relation of education to labor.
- Same*, June, 1872. pp. 22. Education in the British West Indies.
- Same*, July, 1872. pp. 62. The kindergarten.
- Same*, November, 1872. pp. 79. American education at the Vienna Exposition of 1873.
- Same*, 1, 1873. pp. 66. Historical summary and reports on the systems of public instruction in Spain, Bolivia, Uruguay, and Portugal.
- Same*, 2, 1873. pp. 30. Schools in British India.
- Same*, 3, 1873. pp. 118. College commencements for the summer of 1873, in Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania.
- Same*, 4, 1873. pp. 72. List of publications by members of certain college faculties and learned societies in the United States, 1867-72.
- Same*, 5, 1873. pp. 155. College commencements during 1873 in the Western and Southern States.
- Same*, 1, 1874. pp. 77. Proceedings of the Department of Superintendence of the National Educational Association, Washington, D. C. [1874].
- Same*, 2, 1874. pp. 56. Drawing in public schools; present relation of art to education in the United States.
- Same*, 3, 1874. pp. 87. History of secondary instruction in Germany.
- Same*, 1, 1875. pp. 114. Proceedings of the Department of Superintendence of the National Educational Association, Washington, D. C. [1875].
- Same*, 2, 1875. pp. 64. Education in Japan.
- Same*, 3, 1875. pp. 103. Public instruction in Belgium, Russia, Turkey, Servia, and Egypt.
- Same*, 4, 1875. pp. 16. Waste of labor in the work of education.
- Same*, 5, 1875. pp. 26. Educational exhibit at the International Centennial Exhibition, 1876.
- Same*, 6, 1875. pp. 203. Reformatory, charitable, and industrial schools for the young.
- Same*, 7, 1875. pp. 130. Constitutional provisions in regard to education in the several States.
- Same*, 8, 1875. pp. 15. Schedule for the preparation of students' work for the centennial exhibition.
- Same*, 1, 1877. pp. 28. Education in China.
- Same*, 2, 1877. pp. 77.—*Contents*: Public instruction in Finland, the Netherlands, Denmark, Württemberg, and Portugal; The University of Leipzig.
- Same*, 1, 1878. pp. 36. Training of teachers in Germany.
- Same*, 2, 1878. pp. 24. Elementary education in London.
- Same*, 1, 1879. pp. 21. Training schools for nurses.
- Same*, 2, 1879. pp. 192.—*Contents*: Proceedings of the Department of Superintendence of the National Educational Association, 1877 and 1879, Washington, D. C.; Proceedings of the conference of college presidents and delegates, Columbus, Ohio, December, 1877.
- Same*, 3, 1879. pp. 37. Value of common school education to common labor. [Reprinted from Annual Report, 1872.]
- Same*, 4, 1879. pp. 49. Training schools of cookery.
- Same*, 5, 1879. pp. 37. American education as described by the French commission to the international exhibition of 1876.
- Same*, 1, 1880. pp. 27. College libraries as aids to instruction.
- Same*, 2, 1880. pp. 112. Proceedings of the Department of Superintendence of the National Educational Association, Washington, D. C., 1880.
- Same*, 3, 1880. pp. 96. Legal rights of children.
- Same*, 4, 1880. pp. 106. Rural school architecture.
- Same*, 5, 1880. pp. 26. English rural schools.
- Same*, 6, 1880. pp. 219. Instruction in chemistry and physics in the United States.
- Same*, 7, 1880. pp. 36. The spelling reform.
- Same*, 1, 1881. pp. 26. Construction of library buildings.
- Same*, 2, 1881. pp. 22. Relation of education to industry and technical training in American schools.
- Same*, 3, 1881. pp. 79. Proceedings of the Department of Superintendence of the National Educational Association, New York, 1881.
- Same*, 4, 1881. pp. 144. Education in France.
- Same*, 5, 1881. pp. 47. Causes of deafness among school children and the instruction of children with impaired hearing.
- Same*, 6, 1881. pp. 29. Effects of student life on the eyesight.
- Same*, 1, 1882. pp. 23. Inception, organization, and management of training schools for nurses.

- Circular of information, 2, 1882. pp. 112. Proceedings of the Department of Superintendence of the National Educational Association, Washington, 1882.
- Same*, 3, 1882. pp. 67. University of Bonn.
- Same*, 4, 1882. pp. 37. Industrial art in schools.
- Same*, 5, 1882. pp. 14. Maternal schools in France.
- Same*, 6, 1882. pp. 63. Technical instruction in France.
- Same*, 1, 1883. pp. 46. Legal provisions respecting the examination and licensing of teachers.
- Same*, 2, 1883. pp. 30. Co-education of the sexes in the public schools of the United States.
- Same*, 3, 1883. pp. 81. Proceedings of the Department of Superintendence of the National Educational Association, Washington, D. C., 1883.
- Same*, 4, 1883. pp. 82. Recent school-law decisions.
- Same*, 1, 1884. pp. 11. Meeting of the International Prison Congress at Rome.
- Same*, 2, 1884. pp. 184. The teaching, practice, and literature of shorthand. [Second and enlarged edition.]
- Same*, 3, 1884. pp. 99. Illiteracy in the United States. With appendix on national aid to education.
- Same*, 4, 1884. pp. 176. Proceedings of the Department of Superintendence of the National Educational Association, Washington, D. C., 1884.
- Same*, 5, 1884. pp. 28. Suggestions respecting the educational exhibit at the New Orleans Exposition, 1884-85.
- Same*, 6, 1884. pp. 90. Rural schools: progress in the past; means of improvement in the future.
- Same*, 7, 1884. pp. 158. Aims and methods of the teaching of physics.
- Same*, 1, 1885. pp. 207. City school systems in the United States.
- Same*, 2, 1885. pp. 206. Teachers' institutes.
- Same*, 3, 1885. pp. 55. Review of the reports of the British royal commissioners on technical instruction, with notes.
- Same*, 4, 1885. pp. 56. Education in Japan.
- Same*, 5, 1885. pp. 183. Physical training in American colleges and universities.
- Same*, 1, 1886. pp. 78. Study of music in public schools.
- Same*, 2, 1886. pp. 91. Proceedings of the Department of Superintendence of the National Educational Association, Washington, D. C., 1886.
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- National Bureau of Education; its history, work, and limitations. pp. 16. 1875.
- Educational conventions and anniversaries, 1876. pp. —. 187—.
- International conference on education held in Philadelphia, in connection with the international exhibition of 1876. pp. 92. 1877.
- List of public school officials in the States and Territories of the United States, 1875. pp. 62. 1875.
- Manual of common native trees of the northern United States. pp. 23. 1877.
- Are the Indians dying out? pp. 36. 1877.
- International educational congress to be held at Brussels, Belgium, August, 1880. pp. 10. 1880.
- Indian school at Carlisle barracks. pp. 5. 1880.
- Industrial education in Europe. pp. 9. 1880.
- Vacation colonies for sickly school children. pp. 4. 1880.
- Progress of western education in China and Siam. pp. 13. 1880.
- Educational tours in France. pp. 4. 1880.
- Medical colleges in the United States. pp. 3. 1881.
- Comparative statistics of elementary education in fifty principal countries. (Folding sheet.) 1881.
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 Planting trees in school grounds. pp. 8. 1883.
 Southern exposition of 1883-84, Louisville, Ky. (Two pamphlets relating to the exhibit of the United States Bureau of Education.) pp. 17, 1883; pp. 7, 1884.
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 Building for the children of the South. pp. 16. 1884.
 Planting trees in school grounds, and celebration of Arbor Day. pp. 8+64. 1885.
 International educational congress at Havre. pp. 6. 1885.
 Statistics of public libraries in the United States. pp. 93. 1886.

IV.—SPECIAL REPORTS.

- Technical instruction. Special report, 1869. 8°, pp. 33-784. Washington [1870].
Note. First edition incomplete, printed pursuant to a call of House of Representatives, Jan. 19, 1870. Second edition published as vol. xxi of Barnard's Journal of Education. pp. 807.
 Contributions to the annals of medical progress and medical education in the United States before and during the War of Independence. By Joseph M. Toner. 8°, pp. 118. Washington, 1874.
 Historical sketch of Mount Holyoke Seminary. By Mary O. Nutting. Edited by F. B. Hough. 12°, pp. 24. Washington, 1876.
 Historical sketch of Union College. By F. B. Hough. 8°, pp. 81. Washington, 1876.
 Public libraries in the United States of America, their history, condition, and management. Part I. pp. xxxv + 1187. Edited by S. R. Warren and S. N. Clark; Part II. pp. 89. Rules for a printed dictionary catalogue. By C. A. Cutter. 8°. Washington, 1876.
 Contributions to the history of medical education and medical institutions in the United States of America, 1776-1876. By N. S. Davis. 8°, pp. 60. Washington, 1877.
 Sketch of the Philadelphia Normal School for Girls. 8°, pp. 39. Washington, 1882.
 Historical sketches of the universities and colleges of the United States.¹ Edited by F. B. Hough. (History of the University of Missouri.) 8°, pp. 72. Washington, 1883.
 Industrial education in the United States. 8°, pp. 319. Washington, 1883.
 Art and industry.—Industrial and high art education in the United States. By I. Edwards Clarke. Part I. Drawing in the public schools. 8°, pp. cclix + 842. Washington, 1885.
NOTE.—There were two other editions, with slightly varying titles; one ordered by the Senate, the other by Congress.
 Outlines for a museum of anatomy. By R. W. Shufeldt. 8°, pp. 65. Washington, 1885.
 Educational exhibits and conventions at the World's Industrial and Cotton Centennial Exposition, New Orleans, 1884-85. 8°, pp. 962, foot pagination.² Washington, 1886.

Contents. Part I. Catalogue of exhibits. pp. 240.

Part II. Proceedings of the International Congress of Educators. pp. 576.

Part III. Proceedings of the Department of Superintendence of the National Educational Association, and addresses delivered on Education Days, 1885, N. O. pp. 148.

¹ It was proposed to publish, during the Centennial year, a series of histories of colleges, universities, professional schools, and special schools of science, but the following named only were issued: Historical sketch of Mt. Holyoke Seminary; Historical sketch of Union College; and the History of the University of Missouri, as above.

² From which all quotations are made.

INDEX TO PUBLICATIONS.

ABBREVIATIONS.—*An. rep.*, Annual report. *Circ. inf.*, Circular of information. *Misc. pubs.*, Miscellaneous publications. *Spec. rep.*, Special report. *Spec. rep. N. O. exp.*, Special report New Orleans exposition. *Pub. lbrs.*, Special report on public libraries.

- Adams, F. C.** Art in the District of Columbia [Congress and]. (Spec. rep. on D. C. for 1869, pp. 725-766.)
- Adams, Herbert E.** College of William and Mary, History of. pp. 89. (Circ. inf. 1, 1887.)
- Promotion of higher political education. (An. rep. 1835-36, p. 743.)
- Study of history in American colleges and universities. pp. 299. (Circ. inf. 2, 1887.)
- University extension in England. (An. rep. 1835-86, p. 748.)
- Addresses, international congress of educators, N. O. exposition, 1884-85.**
JOHN EATON, CHARLES E. FENNER, JOHN HANCOCK, WM. P. JOHNSTON, A. D. MAYO, F. LOUIS SOLDAN.
(Spec. rep. N. O. exp. 1884-85, pp. 249-273.)
- Addresses on education days, N. O. exposition, 1884-85.**
A. E. P. ALBERT, BROTHER MAURELIAN, LEROY D. BROWN, MONS. B. BUISSON, E. A. BURKE (director-general), J. R. DOBYNS, ICHIZO HATTORI, J. GEORGE HODGINS, J. W. HOYT, WM. P. JOHNSTON, T. R. MARKHAM, B. M. PALMER, WM. O. ROGERS, LYNDON A. SMITH.
(Spec. rep. N. O. exp. 1884-85, pp. 911-960.)
- Africa, Education in.** (An. rep. 1872, pp. 541-544.)
- Agassiz, Louis.** Opinions on educational matters. (An. rep. 1872, p. xliii.)
- Agricultural colleges.** See *Scientific and technical schools.*
- Agricultural education, in Ontario, Canada.** By J. G. HODGINS. (Spec. rep. N. O. exp. 1884-85, pp. 442-446.)
- See also *Scientific and technical education.*
- Agricultural schools in several European countries.** (An. rep. 1879, p. cxxix.)
- Agricultural schools.** See also *Scientific and technical schools.*
- Akers, John W.** City superintendence. (Circ. inf. 2, 1886, pp. 160-167.)
- Alabama, Education in.** (An. rep. 1870, pp. 61-86; 1871, pp. 65-70; 1872, pp. 3-10; 1873, pp. 1-10; 1874, pp. 1-11; 1875, pp. 1-14; 1876, pp. 1-13; 1877, pp. 1-8; 1878, pp. 1-9; 1879, pp. 5-3; 1880, pp. 4-11; 1881, pp. 4-8; 1882-83, pp. 4-9; 1883-84, pp. 4-10; 1884-85, pp. 4-11.)
- Alaska. DALL, WILLIAM H.** (An. rep. 1875, pp. 463-466.)
- Education in. (An. rep. 1870, pp. 336-337; 1873, p. 424; 1879, p. 264; 1880, pp. 350-351; 1881, p. 278; 1882-83, pp. 278-282; 1883-84, p. 288; 1884-85, p. 286.)
- Education in. By SHELDON JACKSON. (An. rep. 1877, p. xxxi; 1878, p. 266.)
- Letter on education in. (An. rep. 1882-83, p. 278.)
- Neglect of education in. By SHELDON JACKSON. (Circ. inf. 2, 1882, p. 61.)
- Schools in. By SHELDON JACKSON. (An. rep. 1885-86, p. 750.)
- Algeria, Education in.** (An. rep. 1876, p. clxxxii; 1878, p. clxxv.)
- Allen, Jerome.** Reading circles for teachers (followed by discussion). (Circ. inf. 2, 1886, pp. 93-96.)
- Allen, Nathaniel T.** German schools. (Circ. inf. 3, 1874, p. 82.)
- Alsace-Lorraine, Education in.** (An. rep. 1876, p. clxxxix; 1878, p. clxiii; 1879, p. cxc; 1880, p. cciii; 1882-83, p. ccxvii.)
- American education.** BUISSON, FERDINAND, and others. pp. 37. (Circ. inf. 5, 1879.)
- Historical notes on. (An. rep. 1875, pp. xiii-xxiv.)
- LORING, GEO. B. (Circ. inf. 2, 1879, p. 149.)
- WARREN, CHARLES. Synopsis of proposed history of, 1776-1876. (An. rep. 1875, following p. cxliv.)
- American journal of education, Documentary history of.** By Henry Barnard. (An. rep. 1868, p. 9.)
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- American school of classical studies at Athens.** GOODWIN, WILLIAM W. Director's report for 1882-83. pp. 13. (Misc. pubs. 1884.)
- American university, An.** HOYT, J. W., *Chairman of committee.* Preliminary report. (An. rep. 1870, pp. 418-421.)
- HOYT, J. W., *Chairman of committee.* Second report. (An. rep. 1871, p. 421.)
- Anderson, Martin B.** "Chapel talks" [on educational bearing of current history]. (An. rep. 1872, p. xlvii.)
- Suggestions respecting art training in American colleges. (An. rep. 1872, pp. 603-607.)
- Angell, George T.** Importance of teaching kindness to animals, and the American band of mercy. (Spec. rep. N. O. exp. 1884-85, pp. 901-906.)
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- Apprentice schools, Foreign.** (An. rep. 1878, p. cxcix.)
- Arbor day, in the public schools.** By B. G. NORTHROP. (Circ. inf. 4, 1884, p. 55.)
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- Progress of education in the. (An. rep. 1870, pp. 370-371; 1871, p. 495; 1872, pp. 547-551; 1873, p. clxxi; 1875, p. cxxxvi; 1876, p. cxciii; 1877, p. clxx; 1878, p. clxxv; 1879, p. ccviii; 1880, p. cexxxi; 1881, p. cclxxii; 1882-83, p. cclviii; 1883-84, p. cclvi; 1885-86, p. 740.)
- Arizona, Education in.** (An. rep. 1870, p. 318; 1871, p. 377; 1872, pp. 365-366; 1873, pp. 425-428; 1874, pp. 461-462; 1875, pp. 467-469; 1876, pp. 431-433; 1877, p. 275; 1878, pp. 263-269; 1879, pp. 265-266; 1880, pp. 352-355; 1881, pp. 279-280; 1882-83, pp. 283-284; 1883-84, pp. 289-290; 1884-85, pp. 287-289.)
- Arkansas, Education in.** (An. rep. 1870, pp. 86-87; 1871, pp. 71-74; 1872, pp. 11-13; 1873, pp. 11-18; 1874, pp. 12-15; 1875, pp. 15-20; 1876, pp. 14-22; 1877, pp. 9-12; 1878, pp. 10-13; 1879, pp. 9-12; 1880, pp. 12-17; 1881, pp. 9-12; 1882-83, pp. 10-14; 1883-84, pp. 11-16; 1884-85, pp. 12-16.)
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- Art and Industry.** CLARKE, I. E. Instruction in drawing applied to the industrial and fine arts. (Spec. rep. art and industry, 1885.)
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- Art, Democracy of.** CLARKE, I. E.
- I. Democracy of art. Title considered.
 - II. Church as patron of art.
 - III. Term "art" considered.
 - IV. Technical education of a people.
 - V. Industrial art in America.
 - VI. Dangers disclosed by the census.
 - VII. Education in relation to social and economic changes.
 - VIII. Situation in Europe and in the United States.
 - IX. Public education. Increase of wealth in the United States.
 - X. Education in art essential in America.
 - *Addenda.* "Fashions in architecture." "Best ten buildings in the United States."
 - XI. Art and political economy.
 - XII. Industrial relations of England to America in the light of history.
 - XIII. Art industries in America before the Centennial.
 - XIV. Present outlook.
- (Spec. rep. art and industry, 1885, pp. xxxiii-cclviii.)
- Art education.** DISTRICT OF COLUMBIA. (An. rep. 1880, p. 366; 1881, p. 290; 1882-83, p. 292; 1883-84, p. 297.)
- ILLINOIS. (An. rep. 1880, p. 76; 1882-83, p. 58; 1883-84, p. 69; 1884-85, p. 65.)
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- IOWA. (An. rep. 1880, p. 96; 1881, p. 73.)
- LOUISIANA. (An. rep. 1882-83, p. 93.)
- MARYLAND. (An. rep. 1879, p. 100; 1880, p. 139; 1881, p. 103; 1882-83, p. 106; 1884-85, p. 123.)
- MISSOURI. (An. rep. 1884-85, p. 164.)
- NEBRASKA. (An. rep. 1884-85, p. 170.)
- NEW YORK. (An. rep. 1874, p. 311; 1877, p. 184; 1878, p. 182; 1879, p. 177; 1880, p. 231; 1881, p. 185; 1882-83, p. 185; 1883-84, p. 202; 1884-85, p. 203.)
- OHIO. (An. rep. 1874, p. 344; 1880, p. 255; 1881, p. 208; 1882-83, p. 210.)
- PENNSYLVANIA. (An. rep. 1877, p. 221; 1878, p. 212; 1879, p. 207; 1880, p. 279; 1881, p. 226; 1882-83, p. 226; 1883-84, p. 238; 1884-85, p. 236.)
- RHODE ISLAND. (An. rep. 1877, p. 230; 1878, p. 220; 1879, p. 216; 1880, p. 288; 1881, p. 233; 1882-83, p. 234; 1883-84, p. 246; 1884-85, p. 245.)
- THOMPSON, C. O. (An. rep. 1873, pp. 495-498.)
- Art instruction in Pennsylvania.** (Spec. rep. on D. C. for 1869, p. 775.)
- Art instruction, statistical tables.** (An. rep. 1880, pp. 824-847; 1885-86, pp. 604-606.)
- Art in the District of Columbia.** (Spec. rep. on D. C. for 1869, pp. 725-784.)
- Art museums and collections.** (Statistics.) (Spec. rep. art and industry, 1885, p. 402.)
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- OHIO. (An. rep. 1880, p. 255; 1881, p. 208; 1882-83, p. 210; 1883-84, p. 220; 1884-85, p. 220.)
- Relation of, to education. (An. rep. 1873, pp. xcix-cv; An. rep. 1874, p. xciii.)
- Art-training in American colleges, Suggestions respecting.** By M. B. ANDERSON. (An. rep. 1872, pp. 603-607.)
- Associations, Educational.** See **Conventions, etc., Educational.**
- Attendance, School.** ILLINOIS. (An. rep. 1871, p. 144; 1873, p. 83.)
- IOWA. (An. rep. 1871, p. 168.) See also **School attendance; also Compulsory education.**
- Australasia, Education in.** (An. rep. 1872, pp. 560-561; 1873, pp. clxxii-clxxiii; 1874, pp. clxix-clii; 1875, p. cxli; 1876, p. ee; 1877, p. clxxiii; 1878, p. clxxvii; 1879, p. ceviii; 1880, p. cexxxii; 1881, p. celxxiv.)
- Australia, Education in.** (An. rep. 1870, pp. 381-383; 1871, pp. 498-501.)
- Austria, Education in.** (An. rep. 1871, pp. 453-456; 1873, p. eliii; 1875, p. cxxvii; 1876, p. clxxii; 1877, p. clv; 1878, p. cxl; 1879, p. clxxxiii; 1880, p. cxci; 1881, p. cexxxv; 1882-83, p. cexiii; 1883-84, p. cexviii; 1884-85, p. celiii.)
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- Austro-Hungarian monarchy, Education in.** (An. rep. 1873, p. eliii; 1874, p. cxxxi.)
- Baden, Education in.** (An. rep. 1876, p. clxxxviii; 1877, p. clx; 1878, p. clxiii; 1879, p. clxxxix; 1880, p. ceii; 1882-83, p. cexviii.)
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- Baltimore public libraries.** SMITH, G. L. (Pub. libs. 1876, p. 837.)
- Barbour, L. G.** Competitive studies and resultant prizes. (Spec. rep. N. O. exp. 1884-85, pp. 770-774.)
- Barnard, Henry.** (*Commissioner of education from March 14, 1867, to March 15, 1870.*)
- American journal of education. Documentary history. (An. rep. 1868, p. 9.)
- Memorial for, and bill establishing the United States department of education. (An. rep. 1868, p. 3.)
- Public instruction in the District of Columbia; population and its distribution; history and condition of public schools. (Spec. rep. on D. C. for 1869, pp. 15-144.)
- Bavaria, Education in.** (An. rep. 1875, p. cxxvii; 1876, p. clxxxviii; 1877, p. clx; 1878, p. clxii; 1879, p. cxc; 1880, p. cciv; 1882-83, p. cexviii; 1883-84, p. cexi; 1884-85, p. celxviii.)
- Belgium, Education in.** (An. rep. 1871, pp. 456-457; 1872, pp. 447-450; 1873, p. clv; 1874, p. cxxxiv; 1875, p. cxxix; 1876, p. clxxxiii; 1878, p. eliii; 1879, p. clxxxv; 1880, p. cexii; 1881, p. cxcliv; 1882-83, p. cexv; 1883-84, p. cei; 1884-85, p. celviii; Circ. inf. 3, 1875, p. 9.)
- Fifty years of freedom in, etc. pp. 8. (Education in Malta; Third international geographical congress at Venice, 1881; Illiteracy and crime in France; School savings banks; Education in Sheffield.) (Misc. puba. 1881.)
- Benefactions, Educational.** CALIFORNIA. (An. rep. 1874, p. 36.)
- COLORADO. (An. rep. 1881, p. 24.)
- ILLINOIS. (An. rep. 1882-83, p. 59.)
- MASSACHUSETTS. (An. rep. 1874, p. 196.)
- NEW HAMPSHIRE. (An. rep. 1884-85, p. 181.)
- NEW YORK. (An. rep. 1882-83, p. 189.)
- NORTH CAROLINA. (An. rep. 1872, p. 264.)
- PENNSYLVANIA. (An. rep. 1875, p. 370.)
- Statistical tables. (An. rep. 1871, pp. 684-687; 1872, pp. 894-909; 1873, pp. 806-825; 1874, pp. 864-887; 1875, pp. 960-981; 1876, pp. 876-895; 1877, pp. 592-617; 1878, pp. 678-701; 1879, pp. 698-721; 1880, pp. 848-875; 1881, pp. 756-791; 1882-83, pp. 790-821; 1883-84, pp. 834-883; 1884-85, pp. 800-837; 1885-86, pp. 662-676.)
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- VIRGINIA. (An. rep. 1877, p. 261.)
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- Bickmore, Albert S.** Natural history in public schools. (Circ. inf. 3, 1883, p. 9.)
- Bicknell, Thomas W.** Brief history of educational journalism in New England. (Spec. rep. N. O. exp. 1884-85, pp. 755-769.)
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- Bingham, Robert.** Educational status and needs of the new South. (Circ. inf. 4, 1884, p. 87.)
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- Blind, Education of the.** ALABAMA. (An. rep. 1870, p. 82.)
- ARKANSAS. (An. rep. 1872, p. 12; 1873, p. 17; 1874, p. 14; 1875, p. 20; 1876, p. 21; 1877, p. 12; 1878, p. 13; 1879, p. 12; 1880, p. 17; 1881, p. 12; 1882-83, p. 13; 1883-84, p. 16.)
- CALIFORNIA. (An. rep. 1871, p. 88; 1873, p. 26; 1874, p. 36; 1875, p. 41; 1876, p. 33; 1877, p. 19; 1878, p. 20; 1879, p. 19; 1880, p. 25; 1881, p. 18; 1882-83, p. 20; 1883-84, p. 24; 1884-85, p. 24.)
- COLORADO. (An. rep. 1877, p. 23; 1878, p. 25; 1879, p. 24; 1880, p. 34; 1881, p. 24; 1883-84, p. 26; 1884-85, p. 31.)
- CONNECTICUT. (An. rep. 1880, p. 43.)
- DAKOTA. (An. rep. 1881, p. 284; 1882-83, p. 287; 1883-84, p. 293.)
- DELAWARE. (An. rep. 1876, p. 60.)
- DISTRICT OF COLUMBIA. (An. rep. 1879, p. 274.)
- DYMOND, A. H. Education of the blind in the province of Ontario. (Spec. rep. N. O. exp. 1884-85, pp. 537-540.)
- Education of the blind. (An. rep. 1882-83, p. exciv; 1884-85, p. cccxxvii; 1885-86, p. 640.)
- FLORIDA. (An. rep. 1882-83, p. 43; 1883-84, p. 52; 1884-85, p. 49.)
- GEORGIA. (An. rep. 1874, p. 77; 1875, p. 78; 1876, p. 74; 1877, p. 42; 1878, p. 48; 1879, p. 44; 1880, p. 64; 1881, p. 46.)
- HOWE, SAMUEL G. (An. rep. 1871, pp. 445-448; 1872, pp. 433-436.)
- ILLINOIS. (An. rep. 1870, p. 115; 1872, p. 102; 1873, p. 90; 1875, p. 94; 1876, p. 90; 1877, p. 51; 1878, p. 56; 1879, p. 53; 1880, p. 75; 1881, p. 54; 1882-83, p. 57; 1883-84, p. 68; 1884-85, p. 66.)
- INDIANA. (An. rep. 1870, p. 125; 1871, p. 155; 1872, p. 113; 1874, p. 108; 1875, p. 109; 1876, p. 108; 1877, p. 59; 1878, p. 66; 1879, p. 62; 1880, p. 85; 1881, p. 63; 1882-83, p. 67; 1883-84, p. 79; 1884-85, p. 76.)
- Instruction of the blind. (An. rep. 1881, p. ccxv.)
- IOWA. (An. rep. 1871, p. 164; 1874, p. 118; 1875, p. 122; 1876, p. 119; 1877, p. 68; 1878, p. 72; 1879, p. 69; 1880, p. 95; 1881, p. 72; 1882-83, p. 76; 1883-84, p. 88; 1884-85, p. 85.)
- KANSAS. (An. rep. 1870, p. 143; 1872, p. 123; 1873, p. 120; 1874, p. 129; 1875, p. 134; 1876, p. 130; 1877, p. 73; 1878, p. 79; 1879, p. 75; 1880, p. 105; 1881, p. 79; 1882-83, p. 83; 1883-84, p. 95; 1884-85, p. 92.)
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- MAINE. (An. rep. 1877, p. 92; 1878, p. 95; 1879, p. 93; 1880, p. 130; 1881, p. 95.)
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- MASSACHUSETTS. (An. rep. 1875, p. 201; 1876, p. 195; 1877, p. 115; 1878, p. 116; 1879, p. 114; 1880, p. 155; 1881, p. 117; 1882-83, p. 120; 1883-84, p. 140; 1884-85, p. 137.)
- MICHIGAN. (An. rep. 1873, p. 200; 1874, p. 216; 1875, p. 219; 1876, p. 209; 1877, p. 127; 1878, p. 127; 1879, p. 124; 1880, p. 163; 1881, p. 129; 1882-83, p. 131; 1883-84, p. 149; 1884-85, p. 146.)
- MINNESOTA. (An. rep. 1870, p. 196; 1873, p. 200; 1874, p. 226; 1875, p. 230; 1876, p. 218; 1877, p. 136; 1878, p. 134; 1879, p. 131; 1880, p. 176; 1881, p. 136; 1882-83, p. 138; 1883-84, p. 155; 1884-85, p. 153.)

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- NEVADA. (An. rep. 1876, p. 251; 1877, p. 159; 1878, p. 156; 1881, p. 158; 1882-83, p. 160; 1883-84, p. 177; 1884-85, p. 175.)
- NEW HAMPSHIRE. (An. rep. 1877, p. 164.)
- NEW JERSEY. (An. rep. 1877, p. 173; 1878, p. 170; 1879, p. 163; 1880, p. 216; 1881, p. 171; 1882-83, p. 172; 1883-84, p. 189.)
- NEW YORK. (An. rep. 1870, p. 234; 1872, p. 245, 1873, p. 293; 1874, p. 310; 1875, p. 310, 1876, p. 290; 1877, p. 183; 1878, p. 181; 1879, p. 176; 1880, p. 231, 1881, p. 189; 1882-83, p. 188; 1883-84, p. 203; 1884-85, p. 205.)
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- OHIO. (An. rep. 1872, p. 279; 1875, p. 342; 1876, p. 320; 1877, p. 205; 1878, p. 198; 1879, p. 192; 1880, p. 254; 1881, p. 207; 1882-83, p. 209; 1883-84, p. 220; 1884-85, p. 221.)
- OREGON. (An. rep. 1874, p. 354; 1875, p. 351; 1876, p. 328; 1877, p. 211; 1878, p. 203; 1879, p. 197; 1882-83, p. 215; 1883-84, p. 226; 1884-85, p. 226.)
- PENNSYLVANIA. (An. rep. 1872, p. 297; 1873, p. 349; 1874, p. 371; 1875, p. 369, 1876, p. 347; 1877, p. 221; 1878, p. 212; 1879, p. 207; 1880, p. 277; 1881, p. 224; 1882-83, p. 227; 1883-84, p. 239; 1884-85, p. 237.)
- RHODE ISLAND. (An. rep. 1877, p. 229; 1878, p. 220; 1879, p. 216; 1880, p. 288; 1881, p. 233.)
- SOUTH CAROLINA. (An. rep. 1871, p. 343; 1872, p. 315; 1873, p. 367; 1874, p. 395; 1877, p. 236; 1878, p. 225; 1879, p. 221; 1880, p. 296; 1881, p. 239; 1882-83, p. 239, 1883-84, p. 253; 1884-85, p. 252.)
- TENNESSEE. (An. rep. 1873, p. 377; 1874, p. 405; 1876, p. 380; 1877, p. 242; 1878, p. 231, 1879, p. 229; 1880, p. 306; 1881, p. 245; 1882-83, p. 245; 1883-84, p. 259; 1884-85, p. 258.)
- TEXAS. (An. rep. 1874, p. 414; 1875, p. 414; 1876, p. 389; 1877, p. 248; 1878, p. 237; 1879, p. 234; 1880, p. 314; 1881, p. 250; 1882-83, p. 252; 1883-84, p. 265; 1884-85, p. 262.)
- VERMONT. (An. rep. 1876, p. 397; 1878, p. 242; 1879, p. 240; 1880, p. 321; 1881, p. 254; 1882-83, p. 257; 1883-84, p. 270; 1884-85, p. 267.)
- VIRGINIA. (An. rep. 1872, p. 345; 1873, p. 402; 1874, p. 435; 1875, p. 435; 1876, p. 407; 1877, p. 260; 1878, p. 249, 1879, p. 249; 1880, p. 331; 1881, p. 261; 1882-83, p. 263; 1883-84, p. 275; 1884-85, p. 275.)
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- Cincinnati public libraries.** By W. H. VENABLE. (Pub. libs. 1876, p. 898.)
- City school systems.** ALABAMA. (An. rep. 1873, p. 5; 1874, p. 7; 1875, p. 10; 1877, p. 6; 1878, p. 7; 1879, p. 6; 1880, p. 7; 1881, p. 5; 1882-83, p. 5; 1883-84, p. 6; 1884-85, p. 6.)
- ARIZONA. (An. rep. 1881, p. 230; 1882-83, p. 234; 1883-84, p. 290; 1884-85, p. 288.)
- ARKANSAS. (An. rep. 1873, p. 14; 1875, p. 18; 1876, p. 19; 1877, p. 9; 1878, p. 11; 1879, p. 10; 1880, p. 15; 1881, p. 10; 1882-83, p. 11; 1883-84, p. 12; 1884-85, p. 13.)
- Attendance and school population. (An. rep. 1880, p. lxxxiii.)
- CALIFORNIA. (An. rep. 1870, p. 92; 1871, p. 89; 1872, p. 27; 1873, p. 22; 1874, p. 20; 1875, p. 25; 1876, p. 27; 1877, p. 16; 1878, p. 17; 1879, p. 16; 1880, p. 21; 1881, p. 14; 1882-83, p. 16; 1883-84, p. 18; 1884-85, p. 19; 1885-86, p. 221.)
- City schools. (An. rep. 1882-83, pp. lxvi-xcii; 1883-84, pp. lxxxii-xciii.)
- COLORADO. (An. rep. 1875, p. 474; 1876, p. 38; 1877, p. 22; 1878, p. 23; 1879, p. 22; 1880, p. 31; 1881, p. 21; 1882-83, p. 23; 1883-84, p. 29; 1884-85, p. 27; 1885-86, p. 221.)
- Condition of education in eight principal cities. (An. rep. 1883-84, p. lxxxviii.)
- CONNECTICUT. (An. rep. 1870, p. 99; 1871, p. 105; 1872, p. 37; 1874, p. 42; 1875, p. 49; 1876, p. 45; 1877, p. 26; 1878, p. 28; 1879, p. 27; 1880, p. 39; 1881, p. 27; 1882-83, p. 30; 1883-84, p. 35; 1884-85, p. 35; 1885-86, p. 221.)
- DAKOTA. (An. rep. 1876, p. 436; 1877, p. 277; 1878, p. 271; 1879, p. 268; 1880, p. 358; 1881, p. 292; 1882-83, p. 286; 1883-84, p. 292; 1884-85, p. 290.)
- DELAWARE. (An. rep. 1870, p. 104; 1871, p. 112; 1872, p. 52; 1873, p. 52; 1874, p. 56; 1875, p. 61; 1876, p. 58; 1877, p. 33; 1878, p. 35; 1879, p. 34; 1880, p. 49; 1881, p. 35; 1882-83, p. 38; 1883-84, p. 45; 1884-85, p. 44; 1885-86, p. 223.)
- FLORIDA. (An. rep. 1874, p. 67; 1878, p. 39; 1879, p. 38; 1880, p. 55; 1881, p. 39; 1882-83, p. 42; 1883-84, p. 49; 1884-85, p. 47.)
- GEORGIA. (An. rep. 1871, p. 126; 1872, p. 67; 1873, p. 71; 1874, p. 72; 1875, p. 73; 1876, p. 70; 1877, p. 39; 1878, p. 45; 1879, p. 41; 1880, p. 61; 1881, p. 42; 1882-83, p. 45; 1883-84, p. 55; 1884-85, p. 52; 1885-86, p. 223.)
- ILLINOIS. (An. rep. 1870, p. 117; 1872, p. 96; 1873, p. 83; 1874, p. 83; 1875, p. 83; 1876, p. 81; 1877, p. 45; 1878, p. 51; 1879, p. 48; 1880, p. 69; 1881, p. 49; 1882-83, p. 52; 1883-84, p. 61; 1884-85, p. 59; 1885-86, p. 223.)
- INDIANA. (An. rep. 1870, p. 126; 1872, p. 110; 1874, p. 102; 1875, p. 102; 1876, p. 99; 1877, p. 54; 1878, p. 61; 1879, p. 58; 1880, p. 81; 1881, p. 58; 1882-83, p. 63; 1883-84, p. 73; 1884-85, p. 70; 1885-86, p. 224.)

- City school systems.** IOWA. (An. rep. 1875, p. 117; 1876, p. 114; 1877, p. 64; 1878, p. 69; 1879, p. 65; 1880, p. 91; 1881, p. 67; 1882-83, p. 72; 1883-84, p. 83; 1884-85, p. 80; 1885-86, p. 224.)
- KANSAS. (An. rep. 1871, p. 174; 1872, p. 120; 1873, p. 117; 1875, p. 130; 1877, p. 70; 1878, p. 76; 1879, p. 72; 1880, p. 101; 1881, p. 76; 1882-83, p. 80; 1883-84, p. 92; 1884-85, p. 88; 1885-86, p. 224.)
- KENTUCKY. (An. rep. 1875, p. 140; 1876, p. 136; 1877, p. 76; 1878, p. 82; 1879, p. 79; 1880, p. 110; 1881, p. 82; 1882-83, p. 85; 1883-84, p. 99; 1884-85, p. 95.)
- LOUISIANA. (An. rep. 1872, p. 135; 1873, p. 137; 1874, p. 148; 1875, p. 153; 1877, p. 84; 1878, p. 88; 1879, p. 86; 1880, p. 120; 1881, p. 87; 1882-83, p. 91; 1883-84, p. 105; 1884-85, p. 102; 1885-86, p. 225.)
- Magnitude of the interests involved in city systems. (An. rep. 1885-86, p. 217.)
- MAINE. (An. rep. 1870, p. 154; 1872, p. 142; 1873, p. 146; 1875, p. 162; 1876, p. 158; 1877, p. 88; 1878, p. 92; 1879, p. 90; 1880, p. 127; 1881, p. 92; 1882-83, p. 95; 1883-84, p. 112; 1884-85, p. 109; 1885-86, p. 225.)
- MARYLAND. (An. rep. 1870, p. 160; 1871, p. 211; 1872, p. 150; 1874, p. 170; 1875, p. 174; 1876, p. 171; 1877, p. 97; 1878, p. 99; 1879, p. 96; 1880, p. 135; 1881, p. 98; 1882-83, p. 101; 1883-84, p. 119; 1884-85, p. 116; 1885-86, p. 225.)
- MASSACHUSETTS. (An. rep. 1870, p. 167; 1871, p. 218; 1872, p. 163; 1873, p. 172; 1874, p. 183; 1875, p. 189; 1876, p. 183; 1877, p. 106; 1878, p. 107; 1879, p. 105; 1880, p. 144; 1881, p. 106; 1882-83, p. 110; 1885-86, p. 225.)
- MICHIGAN. (An. rep. 1870, p. 187; 1871, p. 242; 1874, p. 207; 1875, p. 212; 1876, p. 203; 1877, p. 123; 1878, p. 122; 1879, p. 119; 1880, p. 161; 1881, p. 123; 1882-83, p. 126; 1883-84, p. 144; 1884-85, p. 141; 1885-86, p. 230.)
- MINNESOTA. (An. rep. 1870, p. 197; 1875, p. 225; 1876, p. 215; 1877, p. 132; 1878, p. 131; 1879, p. 128; 1880, p. 173; 1881, p. 133; 1882-83, p. 136; 1883-84, p. 152; 1884-85, p. 149; 1885-86, p. 230.)
- MISSISSIPPI. (An. rep. 1876, p. 224; 1877, p. 139; 1878, p. 136; 1879, p. 133; 1880, p. 180; 1881, p. 139; 1882-83, p. 141; 1883-84, p. 158; 1884-85, p. 155; 1885-86, p. 231.)
- MISSOURI. (An. rep. 1870, p. 205; 1871, p. 263; 1872, p. 207; 1873, p. 225; 1874, p. 239; 1875, p. 244; 1876, p. 232; 1877, p. 145; 1878, p. 142; 1879, p. 138; 1880, p. 187; 1881, p. 144; 1882-83, p. 146; 1883-84, p. 163; 1884-85, p. 159; 1885-86, p. 231.)
- MONTANA. (An. rep. 1880, p. 379; 1881, p. 297; 1882-83, p. 299.)
- NEBRASKA. (An. rep. 1873, p. 238; 1874, p. 253; 1875, p. 258; 1876, p. 244; 1877, p. 154; 1878, p. 151; 1879, p. 146; 1880, p. 196; 1881, p. 152; 1882-83, p. 153; 1883-84, p. 171; 1884-85, p. 168.)
- NEVADA. (An. rep. 1879, p. 150; 1880, p. 202; 1881, p. 157; 1882-83, p. 159; 1883-84, p. 176; 1884-85, p. 174.)
- NEW HAMPSHIRE. (An. rep. 1870, p. 217; 1871, p. 281; 1872, p. 220; 1874, p. 267; 1875, p. 269; 1876, p. 256; 1877, p. 162; 1878, p. 159; 1879, p. 154; 1880, p. 207; 1881, p. 160; 1882-83, p. 163; 1883-84, p. 179; 1884-85, p. 178; 1885-86, p. 231.)
- NEW JERSEY. (An. rep. 1870, p. 222; 1871, p. 285; 1872, p. 226; 1873, p. 264; 1874, p. 280; 1875, p. 279; 1876, p. 265; 1877, p. 169; 1878, p. 167; 1879, p. 160; 1880, p. 213; 1881, p. 167; 1882-83, p. 168; 1883-84, p. 185; 1884-85, p. 185; 1885-86, p. 232.)
- NEW MEXICO. (An. rep. 1871, p. 381.)
- NEW YORK. (An. rep. 1870, p. 234; 1871, p. 285; 1872, p. 235; 1873, p. 375; 1874, p. 295; 1875, p. 293; 1876, p. 277; 1877, p. 176; 1878, p. 174; 1879, p. 167; 1880, p. 221; 1881, p. 174; 1882-83, p. 176; 1883-84, p. 193; 1884-85, p. 193; 1885-86, p. 232.)
- NORTH CAROLINA. (An. rep. 1870, p. 252; 1874, p. 320; 1878, p. 187; 1879, p. 182; 1880, p. 239; 1881, p. 194; 1882-83, p. 194; 1883-84, p. 208; 1884-85, p. 211.)
- OHIO. (An. rep. 1870, p. 255; 1871, p. 320; 1872, p. 273; 1873, p. 315; 1874, p. 329; 1875, p. 331; 1876, p. 309; 1877, p. 197; 1878, p. 192; 1879, p. 187; 1880, p. 247; 1881, p. 201; 1882-83, p. 201; 1883-84, p. 213; 1884-85, p. 214; 1885-86, p. 234.)
- OREGON. (An. rep. 1871, p. 323; 1873, p. 334; 1874, p. 350; 1875, p. 348; 1876, p. 325; 1877, p. 209; 1878, p. 201; 1879, p. 195; 1880, p. 261; 1881, p. 212; 1882-83, p. 213; 1883-84, p. 223; 1884-85, p. 224; 1885-86, p. 235.)
- PENNSYLVANIA. (An. rep. 1870, p. 272; 1871, p. 329; 1872, p. 291; 1873, p. 342; 1874, p. 361; 1875, p. 359; 1876, p. 336; 1877, p. 214; 1878, p. 206; 1879, p. 199; 1880, p. 268; 1881, p. 216; 1882-83, p. 218; 1883-84, p. 229; 1884-85, p. 229; 1885-86, p. 235.)
- RHODE ISLAND. (An. rep. 1870, p. 282; 1871, p. 338; 1872, p. 307; 1873, p. 356; 1874, p. 330; 1875, p. 378; 1876, p. 356; 1877, p. 226; 1878, p. 217; 1879, p. 213; 1880, p. 285; 1881, p. 231; 1882-83, p. 232; 1883-84, p. 243; 1884-85, p. 241; 1885-86, p. 235.)

- City school systems.** School population, enrolment, and attendance. (An. rep. 1884-85, pp. c-exv.)
- **SOUTH CAROLINA.** (An. rep. 1871, p. 343; 1874, p. 390; 1875, p. 389; 1876, p. 365; 1877, p. 234; 1878, p. 224; 1879, p. 219; 1880, p. 293; 1881, p. 236; 1882-83, p. 237; 1883-84, p. 251; 1884-85, p. 248; 1885-86, p. 236.)
 - **Statistical tables.** (An. rep. 1870, pp. 559-561; 1871, pp. 574-605, 689-690; 1872, pp. 614-698; 1873, pp. 514-572; 1874, pp. 534-558; 1875, pp. 556-586; 1876, pp. 508-549; 1877, pp. 314-355; 1878, pp. 312-354; 1879, pp. 310-359; 1880, pp. 414-463; 1881, pp. 328-378; 1882-83, pp. 324-379; 1883-84, pp. 332-387; 1884-85, pp. 336-391; 1885-86, pp. 238-304.)
 - **Statistical tables, etc.** (An. rep. 1878, pp. l-lxvi.)
 - **Statistics of.** (Spec. rep. on D. C. for 1869, pp. 403-416.)
 - **TENNESSEE.** (An. rep. 1871, p. 347; 1872, p. 320; 1873, p. 373; 1874, p. 399; 1875, p. 397; 1876, p. 374; 1877, p. 239; 1878, p. 228; 1879, p. 225; 1880, p. 301; 1881, p. 241; 1882-83, p. 242; 1883-84, p. 256; 1884-85, p. 254; 1885-86, p. 236.)
 - **TEXAS.** (An. rep. 1874, p. 410; 1875, p. 410; 1877, p. 246; 1878, p. 235; 1879, p. 231; 1880, p. 311; 1881, p. 247; 1882-83, p. 249; 1883-84, p. 262; 1884-85, p. 260; 1885-86, p. 236.)
 - **UTAH TERRITORY.** (An. rep. 1875, p. 512; 1878, p. 290; 1880, p. 385.)
 - **VERMONT.** (An. rep. 1876, p. 394; 1877, p. 251; 1878, p. 239; 1879, p. 238; 1880, p. 319; 1881, p. 252; 1882-83, p. 254; 1883-84, p. 267; 1884-85, p. 265; 1885-86, p. 237.)
 - **VIRGINIA.** (An. rep. 1871, p. 358; 1872, p. 343; 1873, p. 395; 1874, p. 427; 1875, p. 427; 1876, p. 402; 1877, p. 257; 1878, p. 246; 1879, p. 244; 1880, p. 328; 1881, p. 258; 1882-83, p. 260; 1883-84, p. 272; 1884-85, p. 270.)
 - **WEST VIRGINIA.** (An. rep. 1871, p. 366; 1873, p. 410; 1875, p. 443; 1876, p. 414; 1877, p. 263; 1878, p. 252; 1879, p. 252; 1880, p. 337; 1881, p. 265; 1882-83, p. 265; 1883-84, p. 278; 1884-85, p. 277; 1885-86, p. 237.)
 - **WISCONSIN.** (An. rep. 1870, p. 304; 1875, p. 454; 1876, p. 423; 1877, p. 268; 1878, p. 258; 1879, p. 257; 1880, p. 343; 1881, p. 270; 1882-83, p. 270; 1883-84, p. 282; 1884-85, p. 281; 1885-86, p. 237.)
 - **WYOMING TERRITORY.** (An. rep. 1884-85, p. 316.)
- City school systems in the United States.** By JOHN D. PHILLBRICK. pp. 207. (Circ. inf. 1, 1885.)
- Civics.** See *Political science*.
- Clarke, F. W.** Instruction in chemistry and physics in the United States. pp. 219. (Circ. inf. 6, 1880.)
- Clarke, Isaac Edwards.** Art and industry. Instruction in drawing applied to the industrial and fine arts. (Spec. rep. 1885.)
- **Democracy of art.**
 - I. Democracy of art; title considered.
 - II. Church as patron of art.
 - III. Term "art" considered.
 - IV. Technical education of a people.
 - V. Industrial art in America.
 - VI. Dangers disclosed by the census.
 - VII. Education in relation to social and economic changes.
 - VIII. Situation in Europe and in the United States.
 - IX. Public education. Increase of wealth in the United States.
 - X. Education in art essential in America. *Addenda*.—"Fashions in architecture;" "Best ten buildings in the United States."
 - XI. Art and political economy.
 - XII. Industrial relations of England to America in the light of history.
 - XIII. Art industries in America before the centennial.
 - XIV. Present outlook
 - (Spec. rep. art and industry, 1885, pp. xxxiii-cclviii.)
 - **Drawing in public schools; present relation of art to education in the United States.** pp. 56. (Circ. inf. 2, 1874.)
- Clark, S. N.** Are the Indians dying out? pp. 36. (Misc. pubs. 1877.)
- See *Warren, S. R., and.*
- Clark, T. M.** Rural school architecture, with illustrations. pp. 106. (Circ. inf. 4, 1880.)
- Classical Education.** PAYNE, C. H. How to increase the proportion of liberally educated men. (Spec. rep. N. O. exp. 1884-85, pp. 489-501.)
- Classification and grading.** (An. rep. 1874, pp. xxxvi-xxxix.)
- Clay modelling.** SPRING, EDWARD A. (Spec. rep. N. O. exp. 1884-85, pp. 281-286.)
- Cochin China, Education in.** (An. rep. 1882-83, p. cclxix.)
- Co-education of races.** ARMSTRONG, S. C. (Circ. inf. 3, 1883, p. 63.)
- FAIRCHILD, E. H. Co-education of the races and sexes (under title Berea college). (Spec. rep. N. O. exp. 1884-85, pp. 468-470.)
 - **LOUISIANA.** (An. rep. 1872, p. 134.)
 - **YOUNG, CHARLES S.** Co-education of races. (Followed by discussion.) (Circ. inf. 2, 1886, pp. 96-103.)

Co-education of the sexes. (An. rep. 1883-84, p. cxli.)

- CALIFORNIA. (An. rep. 1870, p. 93; 1872, p. 29.)
- FAIRCHILD, JAMES H. Co-education of sexes. Address before college presidents. Springfield, Ill., 1867. (An. rep. 1868, pp. 385-399.)
- In the public schools of the United States. pp. 30. (Circ. inf. 2, 1883.)
- MICHIGAN. (An. rep. 1873, p. 196.)
- MINNESOTA. (An. rep. 1873, p. 196.)
- MISSOURI. (An. rep. 1871, p. 266; 1872, p. 209.)
- NEW HAMPSHIRE. (An. rep. 1873, p. 254.)

College and university education. ALABAMA. (An. rep. 1870, p. 82; 1871, p. 67; 1873, p. 6; 1874, p. 8; 1875, p. 11; 1876, p. 10; 1877, p. 7; 1878, p. 8; 1879, p. 7; 1880, p. 9; 1881, p. 7; 1882-83, p. 7; 1883-84, p. 8; 1884-85, p. 8; 1885-86, p. 475.)

- ARKANSAS. (An. rep. 1873, p. 15; 1874, p. 13; 1875, p. 19; 1876, p. 20; 1877, p. 11; 1878, p. 12; 1879, p. 11; 1880, p. 16; 1881, p. 11; 1882-83, p. 12; 1883-84, p. 14; 1884-85, p. 15; 1885-86, p. 476.)
- CALIFORNIA. (An. rep. 1870, p. 90; 1871, p. 84; 1872, p. 17; 1873, p. 26; 1874, p. 27; 1875, p. 32; 1876, p. 30; 1877, p. 18; 1878, p. 19; 1879, p. 17; 1880, p. 24; 1881, p. 16; 1882-83, p. 19; 1883-84, p. 22; 1884-85, p. 22; 1885-86, p. 476.)
- College commencements during 1873 in the western and southern states. pp. 155. (Circ. inf. 5, 1873.)
- College commencements for the summer of 1873 in Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania. pp. 118. (Circ. inf. 3, 1873.)
- COLORADO. (An. rep. 1873, p. 431; 1874, p. 464; 1875, p. 464; 1876, p. 39; 1877, p. 23; 1878, p. 24; 1879, p. 23; 1880, p. 33; 1881, p. 23; 1882-83, p. 25; 1883-84, p. 30; 1884-85, p. 29; 1885-86, p. 477.)
- CONNECTICUT. (An. rep. 1871, p. 99; 1872, p. 40; 1873, p. 42; 1874, p. 46; 1875, p. 54; 1876, p. 48; 1877, p. 28; 1878, p. 30; 1879, p. 29; 1880, p. 41; 1881, p. 29; 1882-83, p. 32; 1883-84, p. 39; 1884-85, p. 38; 1885-86, p. 477.)
- DAKOTA. (An. rep. 1881, p. 283; 1882-83, p. 287; 1883-84, p. 293; 1884-85, p. 292; 1885-86, p. 477.)
- DELAWARE. (An. rep. 1874, p. 58; 1875, p. 63; 1876, p. 59; 1877, p. 34; 1878, p. 39; 1879, p. 36; 1880, p. 50; 1881, p. 36; 1882-83, p. 39; 1883-84, p. 47; 1884-85, p. 45; 1885-86, p. 477.)
- DISTRICT OF COLUMBIA. (An. rep. 1871, p. 390; 1872, p. 390; 1873, p. 438; 1874, p. 476; 1875, p. 491; 1876, p. 443; 1877, p. 281; 1878, p. 276; 1879, p. 274; 1880, p. 364; 1881, p. 287; 1882-83, p. 289; 1883-84, p. 295; 1884-85, p. 296; 1885-86, p. 478.)
- "Educational beginnings." [Early work of some colonial colleges.] (An. rep. 1878, p. xlv.)
- FLORIDA. (An. rep. 1878, p. 40; 1881, p. 40; 1883-84, p. 51; 1884-85, p. 48; 1885-86, p. 478.)
- GEORGIA. (An. rep. 1872, p. 64; 1873, p. 72; 1874, p. 74; 1875, p. 75; 1876, p. 71; 1877, p. 41; 1878, p. 46; 1879, p. 43; 1880, p. 63; 1881, p. 45; 1882-83, p. 47; 1883-84, p. 57; 1884-85, p. 54; 1885-86, p. 478.)
- IDAHO. (An. rep. 1884-85, p. 300.)
- ILLINOIS. (An. rep. 1870, p. 114; 1872, p. 99; 1873, p. 87; 1874, p. 90; 1875, p. 88; 1876, p. 84; 1877, p. 49; 1878, p. 54; 1879, p. 51; 1880, p. 73; 1881, p. 52; 1882-83, p. 55; 1883-84, p. 65; 1884-85, p. 63; 1885-86, p. 478.)
- INDIANA. (An. rep. 1870, p. 123; 1871, pp. 153, 156; 1872, p. 111; 1873, p. 103; 1874, p. 105; 1875, p. 106; 1876, p. 102; 1877, p. 57; 1878, p. 64; 1879, p. 60; 1880, p. 83; 1881, p. 61; 1882-83, p. 65; 1883-84, p. 77; 1884-85, p. 74; 1885-86, p. 479.)
- IOWA. (An. rep. 1871, p. 163; 1872, p. 116; 1873, p. 111; 1874, p. 117; 1875, p. 120; 1876, p. 116; 1877, p. 68; 1878, p. 70; 1879, p. 67; 1880, p. 93; 1881, p. 70; 1882-83, p. 74; 1883-84, p. 86; 1884-85, p. 83; 1885-86, p. 479.)
- KANSAS. (An. rep. 1870, pp. 142, 143; 1871, p. 179; 1872, p. 121; 1873, p. 118; 1874, p. 127; 1875, p. 132; 1876, p. 129; 1877, p. 72; 1878, p. 78; 1879, p. 74; 1880, p. 103; 1881, p. 78; 1882-83, p. 82; 1883-84, p. 94; 1884-85, p. 91; 1885-86, p. 479.)
- KENTUCKY. (An. rep. 1873, p. 127; 1874, p. 137; 1875, p. 144; 1876, p. 138; 1877, p. 78; 1878, p. 84; 1879, p. 81; 1880, p. 112; 1881, p. 84; 1882-83, p. 86; 1883-84, p. 101; 1884-85, p. 97; 1885-86, p. 480.)
- LOUISIANA. (An. rep. 1871, p. 200; 1872, p. 133; 1873, p. 133; 1874, p. 150; 1875, p. 154; 1876, p. 150; 1877, p. 85; 1878, p. 89; 1879, p. 87; 1880, p. 121; 1881, p. 88; 1882-83, p. 92; 1883-84, p. 107; 1884-85, p. 104; 1885-86, p. 480.)
- MAINE. (An. rep. 1872, p. 144; 1873, p. 149; 1874, p. 163; 1875, p. 164; 1876, p. 160; 1877, p. 91; 1878, p. 94; 1879, p. 92; 1880, p. 129; 1881, p. 94; 1882-83, p. 97; 1883-84, p. 115; 1884-85, p. 111; 1885-86, p. 482.)
- MARYLAND. (An. rep. 1872, p. 152; 1873, p. 155; 1874, p. 174; 1875, p. 177; 1876, p. 173; 1877, p. 98; 1878, p. 100; 1879, p. 98; 1880, p. 136; 1881, p. 100; 1882-83, p. 103; 1883-84, p. 121; 1884-85, p. 119; 1885-86, p. 482.)

- College and university education.** MASSACHUSETTS. (An. rep. 1871, p. 231; 1872, p. 172; 1873, p. 179; 1874, p. 190; 1875, p. 195; 1876, p. 188; 1877, p. 111; 1878, p. 111; 1879, p. 110; 1880, p. 150; 1881, p. 112; 1882-83, p. 116; 1883-84, p. 136; 1884-85, p. 133; 1885-86, p. 482.)
- MICHIGAN. (An. rep. 1870, p. 185; 1871, p. 239; 1872, p. 185; 1873, p. 196; 1874, p. 211; 1875, p. 215; 1876, p. 205; 1877, p. 125; 1878, p. 124; 1879, p. 122; 1880, p. 164; 1881, p. 127; 1882-83, p. 128; 1883-84, p. 147; 1884-85, p. 144; 1885-86, p. 483.)
- MINNESOTA. (An. rep. 1870, p. 196; 1871, p. 251; 1872, p. 191; 1873, p. 196; 1874, p. 224; 1875, p. 228; 1876, p. 216; 1877, p. 135; 1878, p. 132; 1879, p. 129; 1880, p. 175; 1881, p. 135; 1882-83, p. 137; 1883-84, p. 154; 1884-85, p. 151; 1885-86, p. 483.)
- MISSISSIPPI. (An. rep. 1870, p. 201; 1871, p. 257; 1872, p. 199; 1873, p. 216; 1874, p. 231; 1875, p. 236; 1876, p. 224; 1877, p. 140; 1878, p. 138; 1879, p. 134; 1880, p. 182; 1881, p. 141; 1882-83, p. 142; 1883-84, p. 159; 1884-85, p. 156; 1885-86, p. 484.)
- MISSOURI. (An. rep. 1870, p. 203; 1871, p. 261; 1872, p. 209; 1873, p. 226; 1874, p. 244; 1875, p. 248; 1876, p. 235; 1877, p. 148; 1878, p. 145; 1879, p. 141; 1880, p. 189; 1881, p. 147; 1882-83, p. 148; 1883-84, p. 166; 1884-85, p. 162; 1885-86, p. 484.)
- MONTANA. (An. rep. 1884-85, p. 305; 1885-86, p. 484.)
- NEBRASKA. (An. rep. 1873, p. 238; 1874, p. 256; 1875, p. 259; 1876, p. 245; 1877, p. 155; 1878, p. 152; 1879, p. 147; 1880, p. 198; 1881, p. 154; 1882-83, p. 155; 1883-84, p. 173; 1884-85, p. 169; 1885-86, p. 484.)
- NEVADA. (An. rep. 1873, p. 245; 1875, p. 265; 1876, p. 251; 1877, p. 159; 1878, p. 156; 1879, p. 151; 1880, p. 203; 1881, p. 158; 1882-84, p. 177; 1884-85, p. 175; 1885-86, p. 485.)
- NEW HAMPSHIRE. (An. rep. 1870, p. 216; 1871, p. 278; 1872, p. 220; 1873, p. 252; 1874, p. 270; 1875, p. 271; 1876, p. 258; 1877, p. 163; 1878, p. 161; 1879, p. 156; 1880, p. 208; 1881, p. 162; 1882-83, p. 164; 1883-84, p. 181; 1884-85, p. 180; 1885-86, p. 485.)
- NEW JERSEY. (An. rep. 1872, p. 227; 1873, p. 265; 1874, p. 283; 1875, p. 281; 1876, p. 268; 1877, p. 171; 1878, p. 169; 1879, p. 162; 1880, p. 216; 1881, p. 170; 1882-83, p. 171; 1883-84, p. 188; 1884-85, p. 188; 1885-86, p. 485.)
- NEW MEXICO. (An. rep. 1878, p. 288.)
- NEW YORK. (An. rep. 1871, p. 296; 1872, p. 247; 1873, p. 288; 1874, p. 304; 1875, p. 301; 1876, p. 283; 1877, p. 181; 1878, p. 178; 1879, p. 173; 1880, p. 228; 1881, p. 182; 1882-83, p. 183; 1883-84, p. 199; 1884-85, p. 200; 1885-86, p. 485.)
- NORTH CAROLINA. (An. rep. 1870, p. 250; 1872, p. 265; 1873, p. 303; 1874, p. 321; 1875, p. 323; 1876, p. 300; 1877, p. 192; 1878, p. 188; 1879, p. 183; 1880, p. 241; 1881, p. 196; 1882-83, p. 195; 1883-84, p. 209; 1884-85, p. 211; 1885-86, p. 486.)
- OHIO. (An. rep. 1870, p. 254; 1872, p. 278; 1873, p. 323; 1874, p. 337; 1875, p. 336; 1876, p. 314; 1877, p. 203; 1878, p. 196; 1879, p. 190; 1880, p. 252; 1881, p. 205; 1882-83, p. 206; 1883-84, p. 218; 1884-85, p. 219; 1885-86, p. 486.)
- OREGON. (An. rep. 1871, p. 324; 1872, p. 284; 1873, p. 335; 1874, p. 352; 1875, p. 349; 1876, p. 326; 1877, p. 210; 1878, p. 202; 1879, p. 196; 1880, p. 262; 1881, p. 213; 1882-83, p. 214; 1883-84, p. 225; 1884-85, p. 225; 1885-86, p. 487.)
- PENNSYLVANIA. (An. rep. 1870, p. 271; 1871, p. 327; 1872, p. 293; 1873, p. 344; 1874, p. 366; 1875, p. 363; 1876, p. 341; 1877, p. 218; 1878, p. 210; 1879, p. 204; 1880, p. 274; 1881, p. 221; 1882-83, p. 224; 1883-84, p. 236; 1884-85, p. 234; 1885-86, p. 487.)
- RHODE ISLAND. (An. rep. 1871, p. 337; 1872, p. 308; 1873, p. 358; 1874, p. 383; 1875, p. 382; 1876, p. 358; 1877, p. 229; 1878, p. 219; 1879, p. 215; 1880, p. 287; 1881, p. 232; 1882-83, p. 234; 1883-84, p. 246; 1884-85, p. 244; 1885-86, p. 487.)
- SOUTH CAROLINA. (An. rep. 1871, p. 342; 1872, p. 315; 1873, p. 365; 1874, p. 392; 1875, p. 390; 1876, p. 366; 1877, p. 235; 1878, p. 224; 1879, p. 220; 1880, p. 295; 1881, p. 238; 1882-83, p. 238; 1883-84, p. 252; 1884-85, p. 250; 1885-86, p. 487.)
- TENNESSEE. (An. rep. 1871, p. 348; 1872, p. 321; 1873, p. 375; 1874, p. 401; 1875, p. 400; 1876, p. 377; 1877, p. 241; 1878, p. 230; 1879, p. 227; 1880, p. 303; 1881, p. 243; 1882-83, p. 244; 1883-84, p. 258; 1884-85, p. 256; 1885-86, p. 488.)
- TEXAS. (An. rep. 1873, p. 386; 1874, p. 412; 1875, p. 411; 1876, p. 387; 1877, p. 247; 1878, p. 236; 1879, p. 233; 1880, p. 313; 1881, p. 249; 1882-83, p. 251; 1883-84, p. 264; 1884-85, p. 262; 1885-86, p. 488.)
- Universities and colleges. (An. rep. 1875, p. lxxvii; 1876, p. lxxxviii; 1877, p. civ; 1878, p. xevi; 1879, p. cxii; 1880, p. cxxxi; 1881, p. clx; 1882-83, p. cxli; 1883-84, p. clii.)
- Universities and colleges. (An. rep. 1883-84, p. cxlvii-clx; 1884-85, p. clxxi; 1885-86, p. 459-475.)

- College and university education.** UTAH. (An. rep. 1870, p. 329; 1871, p. 383; 1874, p. 502; 1875, p. 514; 1876, p. 461; 1877, p. 292; 1878, p. 291; 1879, p. 286; 1880, p. 385; 1881, p. 302; 1882-83, p. 303; 1883-84, p. 306; 1884-85, p. 310.)
- VERMONT. (An. rep. 1872, p. 337; 1873, p. 388; 1874, p. 419; 1875, p. 417; 1876, p. 396; 1877, p. 252; 1878, p. 241; 1879, p. 239; 1880, p. 320; 1881, p. 254; 1882-83, p. 256; 1883-84, p. 269; 1884-85, p. 266; 1885-86, p. 488.)
- VIRGINIA. (An. rep. 1872, p. 343; 1873, p. 397; 1874, p. 429; 1875, p. 429; 1876, p. 404; 1877, p. 259; 1878, p. 247; 1879, p. 246; 1880, p. 330; 1881, p. 260; 1882-83, p. 262; 1883-84, p. 274; 1884-85, p. 273; 1885-86, p. 488.)
- WARREN, CHAS. Distribution of college students in 1870-71. (Circ. inf., March, 1872, pp. 43-70.)
- Inquiry concerning vital statistics of college graduates. (Circ. inf., March, 1872, pp. 1-40.)
- WASHINGTON TERRITORY. (An. rep. 1873, p. 465; 1874, p. 503; 1875, p. 517; 1876, p. 464; 1877, p. 295; 1878, p. 294; 1879, p. 238; 1880, p. 389; 1881, p. 305; 1882-83, p. 305; 1883-84, p. 308; 1884-85, p. 314; 1885-86, p. 489.)
- WEST VIRGINIA. (An. rep. 1871, p. 367; 1872, p. 353; 1873, p. 410; 1874, p. 443; 1875, p. 445; 1876, p. 415; 1877, p. 264; 1878, p. 253; 1879, p. 253; 1880, p. 338; 1881, p. 266; 1882-83, p. 267; 1883-84, p. 279; 1884-85, p. 278; 1885-86, p. 488.)
- WISCONSIN. (An. rep. 1870, p. 303; 1871, p. 374; 1872, p. 359; 1873, p. 419; 1874, p. 454; 1875, p. 457; 1876, p. 425; 1877, p. 271; 1878, p. 261; 1879, p. 260; 1880, p. 346; 1881, p. 273; 1882-83, p. 274; 1883-84, p. 285; 1885-86, p. 488.)
- Colleges and universities.** HODGINS, J. G. University system of Ontario. (Spec. rep. N. O. exp. 1884-85, pp. 471-488.)
- Statistical tables. (An. rep. 1870, pp. 506-517; 1871, pp. 638-649; 1872, pp. 762-791; 1873, pp. 663-683; 1874, pp. 673-702; 1875, pp. 717-747; 1876, pp. 698-728; 1877, pp. 503-534; 1878, pp. 515-547; 1879, pp. 528-561; 1880, pp. 640-676; 1881, pp. 572-607; 1882-83, pp. 596-631; 1883-84, pp. 623-669; 1884-85, pp. 584-621; 1885-86, pp. 490-520.)
- College government, Changes in.** (An. rep. 1880, p. cxxxiv.)
- College of William and Mary.** ADAMS, HERBERT B. History of the college of William and Mary. pp. 89. (Circ. inf. 1, 1887.)
- HOAR, GEORGE F. (Letter in behalf of.) (An. rep. 1874, p. cxxix.)
- College presidents, Meeting of.** (An. rep. 1884, p. 521.)
- Colleges of agriculture and the mechanic arts.** See Scientific and technical schools.
- Colleges vs. high schools.** Relation of colleges or universities to public high schools and preparatory schools. (An. rep. 1880, p. cxxxii.)
- Colorado, Education in.** (An. rep. 1870, pp. 318-319; 1871, p. 378; 1872, pp. 367-370; 1873, pp. 429-432; 1874, pp. 463-465; 1875, pp. 470-476; 1876, pp. 36-41; 1877, pp. 21-23; 1878, pp. 22-25; 1879, pp. 21-24; 1880, pp. 28-35; 1881, pp. 20-24; 1882-83, pp. 21-27; 1883-84, pp. 27-32; 1884-85, pp. 26-32.)
- Color-blindness and myopia.** (An. rep. 1880, p. cclxix.)
- Colored people, Schools for.** ALABAMA. (An. rep. 1870, p. 84; 1871, p. 68.)
- DELAWARE. (An. rep. 1871, p. 115; 1872, p. 55; 1873, p. 63; 1874, p. 56; 1877, p. 33; 1878, p. 35; 1879, p. 34.)
- DISTRICT OF COLUMBIA. (An. rep. 1870, p. 313; 1871, p. 388; 1873, p. 437; 1875, p. 484; 1876, p. 441; 1877, p. 279; 1878, p. 274; 1879, p. 272.)
- Education of the colored race. (An. rep. 1879, pp. xl-xlv; 1880, p. lviii; 1881, p. lxxxii; 1882-83, p. xlix; 1883-84, p. liv; 1884-85, p. lxxvii.)
- FINGER, S. M. Educational and religious interests of the colored people of the South. (Circ. inf. 2, 1886, pp. 123-133.)
- GEORGIA. (An. rep. 1871, p. 134.)
- GOODWIN, M. B. History of schools for the colored population in the District of Columbia. (Spec. rep. on D. C. for 1869, pp. 193-300.)
- History of schools for colored population. I. District of Columbia. II. States. (Spec. rep. on D. C. for 1869, pp. 193-400.)
- ILLINOIS. (An. rep. 1870, p. 112; 1871, p. 138; 1873, p. 79; 1874, p. 81.)
- INDIANA. (An. rep. 1870, p. 127; 1871, p. 151; 1872, p. 100; 1873, p. 102.)
- INDIAN TERRITORY. (An. rep. 1870, p. 337.)
- KENTUCKY. (An. rep. 1871, p. 185; 1873, p. 125; 1874, p. 133; 1875, p. 139; 1876, p. 136; 1877, p. 75; 1879, p. 78.)
- Legal status of the colored population in respect to schools and education in the different states. (Spec. rep. on D. C. for 1869, pp. 301-400.)
- MARYLAND. (An. rep. 1870, p. 157; 1872, p. 150; 1873, p. 154; 1874, p. 168.)
- MISSOURI. (An. rep. 1870, p. 202; 1871, p. 264; 1872, p. 207; 1874, p. 237; 1875, p. 243; 1876, p. 232; 1878, p. 141.)
- NEVADA. (An. rep. 1871, p. 273; 1872, p. 216; 1873, p. 245.)
- NEW JERSEY. (An. rep. 1870, p. 223.)

- Colored people, Schools for.** New York. (An. rep. 1872, p. 240; 1875, p. 292.)
- NORTH CAROLINA. (An. rep. 1882-83, p. 194.)
- OHIO. (An. rep. 1871, p. 318; 1872, p. 272; 1873, p. 313; 1874, p. 328; 1875, p. 330; 1876, p. 308; 1877, p. 196.)
- Schools for the colored race. (An. rep. 1877, p. xxxiii; 1878, p. xxix.)
- Statistical tables. (An. rep. 1885-86, pp. 650-656.)
- TENNESSEE. (An. rep. 1871, p. 349; 1872, p. 323; 1877, p. 238; 1881, p. 243.)
- TEXAS. (An. rep. 1872, p. 331.)
- VIRGINIA. (An. rep. 1871, p. 358; 1872, p. 341.)
- WEST VIRGINIA. (An. rep. 1871, p. 366; 1874, p. 439.)
- *See also Freedmen.*
- Columbia, United States of, Education in.** (An. rep. 1873, p. clxii; 1874, p. cxlix; 1875, p. cxli; 1881, p. cclxxiv; 1882-83, p. cclxv; 1883-84, p. cclxiv.)
- Commercial and business colleges.** *See Commercial schools. See also Secondary education.*
- Commercial schools.** Statistical tables. (An. rep. 1870, p. 529; 1871, pp. 610-613; 1872, pp. 611-615; 1873, pp. 581-585; 1874, pp. 568-573; 1875, pp. 596-605; 1876, pp. 566-571; 1877, pp. 366-375; 1878, pp. 367-377; 1879, pp. 376-387; 1880, pp. 480-491; 1881, pp. 397-411; 1882-83, pp. 399-415; 1883-84, pp. 411-429; 1884-85, pp. 417-437; 1885-86, pp. 613-624.)
- Competitive examinations.** *See Examinations.*
- Compulsory education.** CONNECTICUT. (An. rep. 1872, p. 34; 1873, p. 38; 1879, p. 26.)
- INDIANA. (An. rep. 1871, p. 153.)
- INDIAN TERRITORY. (An. rep. 1877, p. 235.)
- In foreign countries. (An. rep. 1876, pp. clxii-clxxviii.)
- KANSAS. (An. rep. 1873, p. 116.)
- MAINE. (An. rep. 1870, p. 153; 1871, p. 204.)
- MASSACHUSETTS. (An. rep. 1871, p. 230; 1872, p. 169.)
- MICHIGAN. (An. rep. 1873, p. 195; 1874, p. 206.)
- MINNESOTA. (An. rep. 1873, p. 195.)
- MISSISSIPPI. (An. rep. 1873, p. 213; 1874, p. 230; 1875, p. 235.)
- MISSOURI. (An. rep. 1874, p. 238.)
- NEVADA. (An. rep. 1873, p. 244; 1874, p. 262.)
- NEW HAMPSHIRE. (An. rep. 1873, p. 250; 1874, p. 265.)
- NEW JERSEY. (An. rep. 1874, p. 277.)
- NEW YORK. (An. rep. 1871, p. 309; 1875, p. 292; 1876, p. 276; 1877, p. 175; 1879, p. 167.)
- NORTH CAROLINA. (An. rep. 1872, p. 263; 1873, p. 301.)
- OHIO. (An. rep. 1875, p. 330.)
- PENNSYLVANIA. (An. rep. 1870, p. 273.)
- RHODE ISLAND. (An. rep. 1871, p. 336; 1873, p. 355.)
- TEXAS. (An. rep. 1872, p. 332.)
- VAN BOKKELEN, L. pp. 17. (Circ. inf. Dec., 1871.)
- WYOMING TERRITORY. (An. rep. 1877, p. 296.)
- Compulsory school laws by states.** (An. rep. 1882-83, p. xxx.)
- Connecticut, Education in.** (An. rep. 1870, pp. 98-102; 1871, pp. 96-107; 1872, pp. 32-50; 1873, pp. 36-48; 1874, pp. 39-54; 1875, pp. 44-59; 1876, pp. 42-54; 1877, pp. 24-31; 1878, pp. 26-33; 1879, pp. 25-32; 1880, pp. 36-45; 1881, pp. 25-33; 1882-83, pp. 28-36; 1883-84, pp. 33-43; 1884-85, pp. 33-42.)
- Constitutional provisions in regard to education in the several states of the American union.** By FRANKLIN B. HOUGH. pp. 130. (Circ. inf. 7, 1875.)
- Conventions, etc., Educational.**
- Agricultural college convention. Meeting, Columbus, Ohio, Dec., 1877. (An. rep. 1877, p. 303.)
- Agricultural educational convention. Meeting, Chicago, Aug., 1871. (An. rep. 1871, p. 424.)
- ALABAMA. (An. rep. 1871, p. 69; 1872, p. 6; 1880, p. 10; 1881, p. 8; 1882-83, p. 9; 1883-84, p. 10; 1884-85, p. 16.)
- American academy of arts and sciences. Meeting, Boston, May, 1880. (An. rep. 1880, p. 399.)
- American academy of medicine. Meeting, Providence, R. I., Sept., 1880. (An. rep. 1880, p. 402.)
- American antiquarian society. Meeting, Worcester, Oct., 1874. (An. rep. 1874, p. 520.)
- American articulation teachers of the deaf. Meeting, New York, June, 1884. (An. rep. 1883-84, p. 314.)

Conventions, etc., Educational—Continued.

- American association for the advancement of science. Meeting, Portland, Aug., 1873. (An. rep. 1873, p. 489.) Meeting, Hartford, Aug., 1874. (An. rep. 1874, p. 518.) Meeting, Detroit, Aug., 1875. (An. rep. 1875, p. 543.) Meeting, Buffalo, Aug., 1876. (An. rep. 1876, p. 472.) Meeting, Nashville, Aug., 1877. (An. rep. 1877, p. 300.) Meeting, St. Louis, Aug., 1878. (An. rep. 1878, p. 300.) Meeting, Boston, Aug., 1880. (An. rep. 1880, p. 399.) Meeting, Cincinnati, Aug., 1881. (An. rep. 1881, p. 317.) Meeting, Montreal, Aug., 1882. (An. rep. 1882-83, p. 312.) Meeting, Philadelphia, Sept., 1884. (An. rep. 1883-84, p. 311.) Meeting, Ann Arbor, Aug., 1885. (An. rep. 1884-85, p. 321.)
- American association of instructors of the blind. Meeting, Louisville, Ky., Aug., 1880. (An. rep. 1880, p. 401.)
- American economic association. Organized at Saratoga, Sept., 1885. (An. rep. 1884-85, p. 321.)
- American Froebel union. Meeting, Boston, —, 1879. (An. rep. 1879, p. 300.) Meeting, New York, Mar, 1880. (An. rep. 1880, p. 397.) Meeting, Madison, July, 1884. (An. rep. 1883-84, p. 312.) Meeting, Saratoga, July, 1885. (An. rep. 1884-85, p. 325.)
- American geographical society. Meeting, —, Feb., 1875. (An. rep. 1875, p. 529.)
- American health association. Meeting, Chicago, Sept., 1877. (An. rep. 1877, p. 304.) Meeting, Richmond, Nov., 1878. (An. rep. 1878, p. 301.) Meeting, New Orleans, Dec., 1880. (An. rep. 1880, p. 402.)
- American historical association. Second annual meeting, Saratoga. (An. rep. 1884-85, p. 321.)
- American institute of christian philosophy. Meeting, Warwick Woodlands, N. Y., July, 1881. (An. rep. 1881, p. 317.)
- American institute of civics. First meeting, Saratoga, July, 1885. (An. rep. 1884, p. 322.)
- American institute of instruction. Meeting, Worcester, July, 1870. (An. rep. 1870, p. 409.) Meeting, Fitchburg, July, 1871. (An. rep. 1871, p. 420.) Meeting, Lewiston, Me., Aug., 1872. (An. rep. 1872, p. 427.) Meeting, North Adams, —, 1874. (An. rep. 1874, p. 520.) Meeting, Providence, July, 1875. (An. rep. 1875, p. 536.) Meeting, Montpelier, July, 1877. (An. rep. 1877, p. 299.) Meeting, Fabyan House, N. H., July, 1878. (An. rep. 1878, p. 297.) Meeting, Fabyan House, N. H., —, 1879. (An. rep. 1879, p. 293.) Meeting, Saratoga, July, 1880. (An. rep. 1880, p. 395.) Meeting, St. Albans, July, 1881. (An. rep. 1881, p. 313.) Meeting, Fabyan's, July, 1883. (An. rep. 1883-84, p. 312.) Meeting, Newport, July, 1885. (An. rep. 1884-85, p. 320.)
- American instructors of the deaf and dumb. (An. rep. 1882-83, p. 313; 1884-85, p. 320.)
- American medical association. Meeting, Buffalo, N. Y., June, 1878. (An. rep. 1878, p. 298.) Meeting, Atlanta, Ga., May, 1879. (An. rep. 1879, p. 299.) Meeting, New York, May, 1880. (An. rep. 1880, p. 403.) Meeting, Richmond, May, 1881. (An. rep. 1881, p. 317.) Meeting, St. Paul, June, 1882. (An. rep. 1882-83, p. 311.) Meeting, Washington, May, 1884. (An. rep. 1883-84, p. 313.)
- American missionary association. Conference, Nashville, Dec., 1881. (An. rep. 1881, p. 316.)
- American normal association. Meeting, Cleveland, Aug., 14, 1870. (An. rep. 1870, p. 407.)
- NOTE.—See note under national educational association.
- American Oriental society. Meeting, New York, Oct., 1874. (An. rep. 1874, p. 520.)
- American philological association (organized in 1868). Meeting, Hartford, July, 1874. (An. rep. 1874, p. 519.) Meeting, Newport, July, 1875. (An. rep. 1875, p. 535.) Meeting, New York, July, 1876. (An. rep. 1876, p. 468.) Meeting, Baltimore, July, 1877. (An. rep. 1877, p. 302.) Meeting, Philadelphia, July, 1880. (An. rep. 1880, p. 397.) Meeting, Cleveland, July, 1881. (An. rep. 1881, p. 315.) Meeting, Cambridge, July, 1882. (An. rep. 1882-83, p. 313.) Meeting, Hanover, July, 1884. (An. rep. 1883-84, p. 313.)
- American social science association. Meeting, New York, May, 1874. (An. rep. 1874, p. 521.) Meeting, Detroit, May, 1875. (An. rep. 1875, p. 531.) Meeting, Saratoga, Sept., 1876. (An. rep. 1876, p. 469.) Meeting, Saratoga, Sept., 1877. (An. rep. 1877, p. 301.) Meeting, Saratoga, Sept., 1879. (An. rep. 1879, p. 297.) Meeting, Saratoga, Sept., 1880. (An. rep. 1880, p. 400.) Meeting, Saratoga, Sept., 1881. (An. rep. 1881, p. 314.) Meeting, Saratoga, Sept., 1882. (An. rep. 1882-83, p. 314.) Meeting, Saratoga, Sept., 1885. (An. rep. 1884-85, p. 321.)
- ARKANSAS. (An. rep. 1871, p. 72; 1877, p. 12; 1878, p. 13; 1879, p. 12; 1880, p. 17; 1881, p. 12; 1882-83, p. 13; 1883-84, p. 16; 1884-85, p. 16.)

Conventions, etc., Educational—Continued.

- Association of normal school teachers (of New York and Canada). Meeting, Westfield [N. Y.]. (An. rep. 1874, p. 523.)
- Business college teachers' and penman's association. Meeting, Chicago, July, 1880. (An. rep. 1880, p. 298.) Meeting, Rochester, July, 1884. (An. rep. 1883-84, p. 314.)
- CALIFORNIA. (An. rep. 1876, p. 34; 1877, p. 20; 1878, p. 21; 1879, p. 19; 1880, p. 26; 1881, p. 19; 1882-83, p. 21; 1883-84, p. 25; 1884-85, p. 25.)
- CALIFORNIA state teachers' institute. Meeting, San Francisco, Sept. 13, 1870. 1870. (An. rep. 1870, p. 416.)
- Central college association. Meeting, Oberlin, Ohio, Aug. 23, 1870. (An. rep. 1870, pp. 410-411.)
- Chautauqua literary and scientific circle. Twelfth annual meeting, Chautauqua, N. Y., July, 1885. (An. rep. 1884-85, p. 324.)
- College presidents. Meeting at Hanover, N. H., Nov. 1874. (An. rep. 1874, p. 521.)
- COLORADO. (An. rep. 1875, p. 476; 1878, p. 25; 1879, p. 24; 1880, p. 34; 1881, p. 24; 1882-83, p. 26; 1884-85, p. 31.)
- Conference of librarians. Meeting, Philadelphia, Oct. 1876. (An. rep. 1876, p. cxxx.) Meeting, Boston, June or July, 1879. (An. rep. 1879, p. 297.)
- Conference of officers of prisons and reformatories. (An. rep. 1883-84, p. 314.)
- Conference of principals of schools for the deaf and dumb. Meeting, Northampton, Mass., May, 1880. (An. rep. 1880, p. 401.)
- CONNECTICUT. (An. rep. 1871, p. 107; 1872, p. 35; 1875, p. 53; 1877, p. 30; 1878, p. 32; 1879, p. 31; 1880, p. 44; 1881, p. 32; 1882-83, p. 35; 1883-48, p. 42; 1884-85, p. 41.)
- CONNECTICUT. State teachers' association. Meeting, New Haven, Oct. 20, 1870. (An. rep. 1870, p. 418.)
- DAKOTA. (An. rep. 1877, p. 277; 1878, p. 272.)
- DELAWARE. (An. rep. 1875, p. 63; 1880, p. 51; 1881, p. 37; 1883-84, p. 47.)
- DISTRICT OF COLUMBIA. (An. rep. 1880, p. 367; 1881, p. 290; 1882-83, p. 292; 1883-84, p. 297; 1884-85, p. 298.)
- Educational conventions and anniversaries during the summer of 1876, pp. —. (Misc. pubs. 187—.)
- Educational conventions at New Orleans noticed. (An. rep. 1884-85, p. 324.)
- FLORIDA. (An. rep. 1881, p. 40; 1882-83, p. 43.)
- GEORGIA. (An. rep. 1875, p. 78; 1877, p. 42; 1878, p. 48; 1879, p. 45; 1880, p. 64; 1881, p. 46; 1882-83, p. 48; 1883-84, p. 58; 1884-85, p. 56.)
- German-American teachers' union. Meeting, Cincinnati, Aug., 1871. (An. rep. 1871, p. 422.) Meeting, Hoboken, N. J., July, 1872. (An. rep. 1872, p. 422.)
- German-American teachers' association. Meeting, New York, July, 1873. (An. rep. 1873, p. 299.) Meeting, Cincinnati, July, 1879. (An. rep. 1879, p. 295.)
- Meeting, Newark, N. J., July, 1880. (An. rep. 1880, p. 397.)
- Homeopathic intercollegiate congress. Meeting, Indianapolis, Ind., April, 1879. (An. rep. 1879, p. 300.)
- ILLINOIS. (An. rep. 1870, p. 113; 1872, p. 104; 1874, p. 94; 1875, p. 94; 1876, p. 91; 1877, p. 51; 1878, p. 57; 1879, p. 54; 1880, p. 76; 1881, p. 55; 1882-83, p. 53; 1883-84, p. 69; 1884-85, p. 67.)
- INDIANA. (An. rep. 1873, p. 104; 1874, p. 109; 1875, p. 110; 1876, p. 107; 1877, p. 59; 1878, p. 66; 1879, p. 62; 1880, p. 85; 1881, p. 64; 1882-83, p. 68; 1883-84, p. 80; 1884-85, p. 76.)
- INDIANA. State collegiate association. Meeting at Indianapolis, July 7, 1870. (An. rep. 1870, p. 415.)
- Intercollegiate literary association. Meeting, Hartford, —, 1876. (An. rep. 1876, p. 471.) Meeting, New York, Jan., 1877. (An. rep. 1877, p. 303.) Meeting, New York, Jan., 1878. (An. rep. 1878, p. 293.) Meeting, New York (?) Jan., 1879. (An. rep. 1879, p. 296.)
- International conference on education. Philadelphia, 1876. pp. 92. (Misc. pubs. 1877.)
- International educational congress at Havre. pp. 6. (Misc. pubs. 1885.)
- International educational congress to be held at Brussels, Belgium, Aug., 1880. pp. 10. (Misc. pubs. 1880.)
- International normal educational conference. Formation of, at Thousand Islands Park, in 1878, and meeting at same place, Aug., 1879. (An. rep. 1879, p. 297.) Meeting (under name of International society for investigating and promoting the science of teaching), at same place, Aug., 1880. (An. rep. 1880, p. 393.)
- Interstate collegiate oratorical contest. Held at Oberlin, O., May, 1880. (An. rep. 1880, p. 398.)
- Interstate educational convention, Chattanooga, Tenn., 1875. (An. rep. 1875, p. 534.)

Conventions, etc., Educational—Continued.

- IOWA. (An. rep. 1870, p. 120; 1875, p. 123; 1876, p. 119; 1877, p. 68; 1878 p. 72; 1879, p. 69; 1880, p. 96; 1881 p. 73; 1882-83, p. 77; 1883-84, p. 89; 1884-85, p. 85.)
- KANSAS. (An. rep. 1873, p. 120; 1875, p. 134; 1878, p. 80; 1879, p. 75; 1880, p. 105; 1881, p. 80; 1882-83, p. 83; 1883-84, p. 95; 1884-85, p. 93.)
- KANSAS. State teachers' association. Annual meeting, June 29, 1870. (An. rep. 1870, p. 411.)
- KENTUCKY. (An. rep. 1871, p. 189; 1872, p. 129; 1873, p. 131; 1874, p. 141; 1875, p. 147; 1876, p. 142; 1877, p. 80; 1878, p. 86; 1879, p. 82; 1880, p. 115; 1881, p. 85; 1882-83, p. 89; 1883-84, p. 103; 1884-85, p. 99.)
- Kindergarten convention. Meeting at Detroit, Dec., 1879. (An. rep. 1879, p. 300.)
- LOUISIANA. (An. rep. 1873, p. 140; 1880, p. 122; 1881, p. 90; 1883-84, p. 110; 1884-85, p. 106.)
- MAINE. (An. rep. 1871, p. 206; 1872, p. 146; 1873, p. 150; 1874, p. 165; 1875, p. 167; 1876, p. 162; 1877, p. 93; 1878, p. 95; 1879, p. 93; 1880, p. 131; 1881, p. 95; 1882-83, p. 99; 1883-84, p. 117; 1884-85, p. 113.)
- MARYLAND. (An. rep. 1873, p. 162; 1874, p. 177; 1875, p. 181; 1877, p. 100; 1878, p. 103; 1879, p. 100; 1881, p. 103; 1882-83, p. 106; 1883-84, p. 125; 1884-85, p. 123.)
- MASSACHUSETTS. (An. rep. 1871, p. 236; 1872, p. 177; 1873, p. 186; 1874, p. 197; 1875, p. 203; 1877, p. 116; 1878, p. 117; 1879, p. 115; 1880, p. 155; 1881, p. 119; 1882-83, p. 122; 1883-84, p. 141; 1884-85, p. 138.)
- Methodist Episcopal, Boston, Nov., 1871. (An. rep. 1871, p. 417.)
- MICHIGAN. (An. rep. 1874, p. 216; 1875, p. 219; 1876, p. 209; 1877, p. 128; 1878, p. 128; 1879, p. 126; 1880, p. 168; 1881, p. 130; 1882-83, p. 133; 1883-84, p. 150; 1884-85, p. 146.)
- Association of county superintendents. Meeting at Grand Rapids, Aug. 8, 1870. (An. rep. 1870, p. 412.)
- State teachers' association. Meeting at Grand Rapids, Aug. 10, 1870. (An. rep. 1870, p. 414.)
- MINNESOTA. (An. rep. 1871, p. 253; 1872, pp. 190-192; 1876, p. 219; 1877, p. 136; 1878, p. 134; 1879, p. 131; 1880, p. 176; 1881, p. 136; 1882-83, p. 139; 1883-84, p. 155; 1884-85, p. 153.)
- MISSISSIPPI. (An. rep. 1877, p. 141; 1878, p. 139; 1879, p. 135; 1881, p. 142; 1882-83, p. 144; 1883-84, p. 161.)
- MISSOURI. (An. rep. 1873, p. 230; 1874, p. 248; 1875, p. 253; 1876, p. 239; 1877, p. 151; 1878, p. 147; 1879, p. 143; 1880, p. 192; 1881, p. 150; 1882-83, p. 151; 1883-84, p. 169; 1884-85, p. 165.)
- Modern language association. Second annual meeting, New York, Dec., 1884. (An. rep. 1884-85, p. 323.)
- MONTANA. (An. rep. 1882-83, p. 300; 1883-84, p. 303; 1884-85, p. 305.)
- Music teachers' national association. Meeting, Cleveland, July, 1884. (An. rep. 1883-84, p. 314.)
- National academy of sciences. Meeting, New York, Oct., 1879. (An. rep. 1879, p. 298.) Semi-annual meeting, Washington, April, 1880. (An. rep. 1880, p. 400.) Meeting, New York, Nov., 1880. (An. rep. 1880, p. 400.) Meeting, Washington, April, 1882. (An. rep. 1882-83, p. 311.) Meeting, Washington, April, 1884. (An. rep. 1883-84, p. 312.)
- National association for sanitary and rural improvements. Meeting, Greenwood Lake, N. Y., July, 1882. (An. rep. 1882-83, p. 311.)
- National Baptist educational conventions. Meeting, Brooklyn, April, 1870. (An. rep. 1871, p. 418.) Meeting, Philadelphia, May, 1872. (An. rep. 1872, p. 428.)
- National conference of charities and corrections. Held at Boston, July, 1881. (An. rep. 1881, p. 315.)
- National council of education, Formation of, at Chautauqua, July, 1880. (An. rep. 1880, p. 394.) Meeting, Atlanta, July, 1881. (An. rep. 1881, p. 312.) Meeting, Saratoga, July, 1882. (An. rep. 1882-83, p. 309.) Meeting, Madison, July, 1884. (An. rep. 1883-84, p. 311.)
- National eclectic medical association. Meeting, Chicago, June, 1880. (An. rep. 1880, p. 403.)
- National educational assembly. First annual meeting, Ocean Grove, N. J., Aug., 1882. (An. rep. 1882-83, p. 312.)
- National educational association. Meeting, St. Louis, Aug., 1871. (An. rep. 1871, p. 412.) Meeting, Boston, Aug., 1872. (An. rep. 1872, p. 419.) Meeting, Elmira, Aug., 1873. (An. rep. 1873, p. 483.) Meeting, Detroit, Aug., 1874. (An. rep. 1874, p. 517.) Meeting, Minneapolis, Aug., 1875. (An. rep. 1875, p. 540.) Meeting, Baltimore, July, 1876. (An. rep. 1876, p. 466.) Meeting, Louisville, Aug., 1877. (An. rep. 1877, p. 298.) Meeting, Philadelphia, July, 1879. (An. rep. 1879, p. 292.) Meet-

Conventions, etc., Educational—Continued.

ing, Chautauqua, July, 1880. (An. rep. 1880, p. 393.) Meeting, Atlanta, July, 1881. (An. rep. 1881, p. 308.) Meeting, Saratoga (with American institute of instruction), July, 1882. (An. rep. 1882-83, p. 308.) Meeting, Saratoga, July, 1883. (An. rep. 1883-84, p. 310.) Meeting, Madison, July, 1884. (An. rep. 1883-84, p. 310.) Meeting, Saratoga, July, 1885. (An. rep. 1884-85, p. 318.)

Department of superintendence of. Proceedings, 1874. pp. 77. (Circ. inf. 1, 1874.) Proceedings [with alphabetical chart], 1875. pp. 114. (Circ. inf. 1, 1875.) Proceedings, 1877 and 1879; and proceedings of the conference of college presidents and delegates, Columbus, Ohio, Dec., 1877. pp. 192. (Circ. inf. 2, 1879.) Proceedings, 1880. pp. 112. (Circ. inf. 2, 1880.) Proceedings, 1881. pp. 79. (Circ. inf. 3, 1881.) Proceedings, 1882. pp. 112. (Circ. inf. 2, 1882.) Proceedings, 1883. pp. 81. (Circ. inf. 3, 1883.) Proceedings, 1884. pp. 176. (Circ. inf. 4, 1884.) Proceedings, 1886. pp. 91. (Circ. inf. 2, 1886.)

NOTE.—Formed by consolidation of the National teachers' association, the National superintendents' association, and the American normal school association; organized into a general association with four departments, viz: Elementary department, Normal department, Department of higher education, and Department of superintendence.

—National teachers' association. Meeting of, at Cleveland, Ohio, Aug. 17, 1870. (An. rep. 1870, pp. 406-407.)

—National teachers' reading circle. Meeting at Saratoga, July, 1885. (An. rep. 1884-85, p. 324.)

—NEBRASKA. (An. rep., 1873, p. 239; 1874, p. 258; 1875, p. 261; 1876, p. 246; 1877, p. 156; 1878, p. 153; 1879, p. 143; 1880, p. 199; 1883-84, p. 174; 1884-85, p. 171.)

—NEVADA. (An. rep. 1878, p. 157; 1883-84, p. 177; 1884-85, p. 175.)

—New England association of school superintendents. Meeting, Boston, Oct., 1873. (An. rep. 1873, p. 490.) Semi-annual meeting, Boston, May, 1875. (An. rep. 1875, p. 529.) Semi-annual meeting, Boston, Oct., 1876. (An. rep. 1876, p. 470.) Semi-annual meeting, Boston, May, 1877. (An. rep. 1877, p. 300.) Semi-annual meeting, Boston, Oct., 1878. (An. rep. 1878, p. 300.) Semi-annual meeting, Boston, May, 1879. (An. rep. 1879, p. 295.) Semi-annual meeting, Boston, Oct., 1879. (An. rep. 1879, p. 295.) Semi-annual meeting, Boston, May, 1880. (An. rep. 1880, p. 395.) Semi-annual meeting, Boston, Oct., 1880. (An. rep. 1880, p. 396.) Semi-annual meeting, Boston, May, 1881. (An. rep. 1881, p. 312.) Semi-annual meeting, Boston, Oct., 1881. (An. rep. 1881, p. 312.) Semi-annual meeting, Boston, May, 1882. (An. rep. 1882-83, p. 310.) Semi-annual meeting, Boston, Oct., 1882. (An. rep. 1882-83, p. 310.) Semi-annual meeting, Boston, May, 1884. (An. rep. 1883-84, p. 313.) Semi-annual meeting, Boston, Oct., 1885. (An. rep. 1884-85, p. 322.)

—New England Baptist educational convention. Worcester, May, 1871. (An. rep. 1871, p. 418.)

—New England normal school teachers' association. Eighth annual meeting, Boston, Feb., 1885. (An. rep. 1884-85, p. 323.)

—NEW HAMPSHIRE. (An. rep. 1872, p. 222; 1873, p. 254; 1874, p. 274; 1875, p. 273; 1876, p. 259; 1877, p. 164; 1878, p. 162; 1879, p. 157; 1880, p. 209; 1881, p. 163; 1882-83, p. 165; 1883-84, p. 182; 1884-85, p. 181.)

—NEW JERSEY. (An. rep. 1875, p. 285; 1877, p. 173; 1878, p. 171; 1879, p. 164; 1881, p. 171; 1882-83, p. 173; 1883-84, p. 190; 1884-85, p. 190.)

—New York. (An. rep. 1872, pp. 234, 253; 1873, p. 293; 1874, p. 311; 1875, p. 311; 1876, p. 291; 1877, p. 184; 1878, p. 182; 1879, p. 178; 1880, p. 233; 1881, p. 190; 1882-83, p. 188; 1883-84, p. 204; 1884-85, p. 206.)

—New York State teachers' association. Meeting at Syracuse, July 23, 1870. (An. rep. 1870, p. 416.)

—NORTH CAROLINA. (An. rep. 1873, p. 304; 1874, p. 323; 1875, p. 325; 1877, p. 193; 1878, p. 189; 1879, p. 184; 1880, p. 242; 1881, p. 193; 1882-83, p. 197; 1883-84, p. 210.)

—Northwestern interstate collegiate association. Meeting at Iowa City, May, 1879. (An. rep. 1879, p. 296.)

—OHIO. (An. rep. 1872, p. 280; 1874, p. 344; 1875, p. 343; 1876, p. 320; 1877, p. 205; 1878, p. 198; 1879, p. 192; 1880, p. 255; 1881, p. 208; 1882-83, p. 210; 1883-84, p. 221; 1884-85, p. 222.)

—Ohio state teachers' association. Annual meeting, Columbus, July 5, 1870. (An. rep. 1870, p. 411.)

—OREGON. (An. rep. 1876, p. 328; 1878, p. 203; 1879, p. 197; 1880, p. 263; 1881, p. 214; 1882-83, p. 215; 1883-84, p. 226.)

—Pedagogical association. Meeting at (?) Nov., 1879. (An. rep. 1879, p. 299.) Meeting at Ann Arbor, Mich., Jan., 1880. (An. rep. 1880, p. 396.)

—PENNSYLVANIA. (An. rep. 1871, p. 327; 1872, p. 300; 1873, p. 349; 1874, p. 372; 1875, p. 370; 1877, p. 222; 1878, p. 213; 1879, p. 203; 1880, p. 279; 1881, p. 226; 1883-84, p. 241; 1884-85, p. 238.)

Conventions, etc., Educational—Continued.

- RHODE ISLAND. (An. rep. 1873, p. 358; 1874, p. 384; 1875, p. 383; 1876, p. 359; 1877, p. 230; 1878, p. 220; 1879, p. 216; 1880, p. 233; 1881, p. 233; 1882-83, p. 235; 1883-84, p. 247; 1884-85, p. 245.)
- Society for political education. Meeting at (?) (An. rep. 1880, p. 402.)
- SOUTH CAROLINA. (An. rep. 1876, p. 368; 1880, p. 296; 1881, p. 239; 1882-83, p. 240; 1883-84, p. 254; 1884-85, p. 252.)
- Southern educational association. Meeting at Chattanooga, Tenn., Aug., 1878. (An. rep. 1878, p. 299.)
- Spelling reform association. Meeting at Baltimore, July 1877. (An. rep. 1877, p. 303.) Meeting at Chautauqua, July, 1880. (An. rep. 1880, p. 397.) Meeting at Harvard university, July, 1882. (An. rep. 1882-83, p. 314.) Meeting at Hanover, N. H., July, 1884. (An. rep. 1883-84, p. 313.)
- TENNESSEE. (An. rep. 1871, p. 348; 1872, p. 325; 1873, p. 378; 1874, p. 405; 1875, p. 404; 1877, p. 243; 1878, p. 231; 1879, p. 229; 1880, p. 306; 1881, p. 245; 1882-83, p. 246; 1883-84, p. 260; 1884-85, p. 258.)
- TEXAS. (An. rep. 1873, p. 387; 1878, p. 237; 1879, p. 234; 1880, p. 315; 1881, p. 250; 1882-83, p. 252; 1883-84, p. 265; 1884-85, p. 263.)
- UTAH TERRITORY. (An. rep. 1880, p. 385.)
- VERMONT. (An. rep. 1871, p. 355; 1872, p. 335; 1874, p. 421; 1875, p. 419; 1876, p. 397; 1877, p. 253; 1878, p. 242; 1879, p. 240; 1880, p. 322; 1881, p. 255; 1882-83, p. 257; 1883-84, p. 270; 1884-85, p. 267.)
- VIRGINIA. (An. rep. 1872, p. 346; 1873, p. 402; 1874, p. 436; 1875, p. 436; 1876, p. 408; 1877, p. 260; 1878, p. 249; 1879, p. 248; 1880, p. 332; 1881, p. 262; 1883-84, p. 276; 1884-85, p. 275.)
- VIRGINIA. County superintendents' meeting at Richmond, Nov. 2, 1870. (An. rep. 1870, p. 415.)
- WASHINGTON TERRITORY. (An. rep. 1877, p. 295; 1879, p. 289; 1880, p. 389; 1881, p. 305.)
- Western Baptist educational convention, Chicago, May, 1871. (An. rep. 1871, p. 419.)
- WEST VIRGINIA. (An. rep. 1872, pp. 352, 353; 1874, p. 445; 1875, p. 446; 1876, p. 416; 1877, p. 265; 1878, p. 254; 1879, p. 254; 1880, p. 339; 1881, p. 267; 1882-83, p. 268; 1883-84, p. 280; 1884-85, p. 279.)
- WISCONSIN. (An. rep. 1871, p. 372; 1872, p. 362; 1873, p. 422; 1874, p. 457; 1875, p. 460; 1876, p. 427; 1877, p. 273; 1878, p. 263; 1879, p. 262; 1880, p. 349; 1881, p. 276; 1882-83, p. 276; 1883-84, p. 241; 1884-85, p. 285.)
- WISCONSIN state teachers' association. Meeting, Watertown, July 12, 1870. (An. rep. 1870, p. 415.)
- Cookery and cooking schools.** CANFIELD, S. A. MARTHA. Training schools of cookery. pp. 49. (Circ. inf. 4, 1879.)
- DISTRICT OF COLUMBIA. (An. rep. 1882-83, p. 291.)
- NEW YORK. (An. rep. 1879, p. 177; 1880, p. 232.)
- PENNSYLVANIA. (An. rep. 1882-83, p. 230; 1883-84, p. 239.)
- SCHOOLS OF COOKERY. (An. rep. 1878, p. xciv.)
- Cooper Union.** TOWNLEY, D. O. C. (An. rep. 1871, pp. 519-525.)
- Copyright, distribution, exchanges, and duties.** WARREN, S. R., and CLARK, S. N. (Pub. libs. 1876, pp. 279-291.)
- Corning, J. L.** Public schools of Württemberg. (Circ. inform. 2, 1877, pp. 47-53.)
- Corporal punishment.** CHADWICK, E. Stick or no stick. (Spec. rep. N. O. exp. 18-4-85, pp. 371-374.)
- Costa Rica, Education in.** (An. rep. 1883-84, p. cclv.)
- County superintendents.** See State school systems.
- Courses of study.** (An. rep. 1881, p. lx.)
- And classification in ungraded schools. (An. rep. 1883-84, p. xxxiv.)
- For ungraded schools. (An. rep. 1878, p. xliii.)
- Subjects and courses of instruction in city public schools. (Spec. rep. on D. C. for 1869, pp. 465-476.)
- Crime and education.** Crime and ignorance. (An. rep. 1874, p. ex; 1877, p. cciii.)
- Education and crime. (An. rep. 1871, p. 32.)
- FISKE, A. S. Relation of education to crime in New England, and the facilities for education in her penal institutions. (An. rep. 1871, pp. 548-552.)
- MANSFIELD, EDWARD D. Relation between crime and education. (An. rep. 1872, pp. 586-595.)
- WICKERSHAM, J. P. Education and crime. pp. 10. (Misc. pubs. 1881.)
- Crime and its prevention.** ANGELL, GEORGE T. New order of mercy; or crime and its prevention. (Circ. inf. 4, 1884, p. 133.)
- Crooks, Adam.** Condition of Indian schools in Ontario, 1884. (Spec. rep. N. O. exp. 1884-85, pp. 562-584.)
- Curry, J. L. M.** National aid to education. (Circ. inf. 3, 1884, p. 89.)

- Cutter, Charles A. Library catalogues. (Pub. libs. 1876, pp. 526-622.)
 ——— Rules for a printed dictionary catalogue. pp. 89. (Spec. rep. pub. libs., part II.)
- Cutter, Ephraim. Relation of medicine to music. (Circ. inf. 1, 1886, p. 35.)
- Dakota, Education in. (An. rep. 1870, pp. 319-320; 1871, p. 379; 1872, pp. 371-372; 1873, p. 433; 1874, pp. 466-468; 1875, pp. 477-480; 1876, pp. 434-436; 1877, pp. 276-277; 1878, pp. 270-272; 1879, pp. 267-269; 1880, pp. 350-359; 1881, pp. 281-284; 1882-83, pp. 285-287; 1883-84, pp. 291-293; 1884-85, pp. 290-293.)
- Dall, William H. Alaska. (An. rep. 1875, pp. 463-466.)
- Davis, N. S. Contributions to the history of medical education and medical institutions in the United States of America, 1776-1876. pp. 60. (Spec. rep. 1877.)
- Dawson, Nathaniel H. R. Commissioner of education from August 5, 1886, to ———. Education in Alaska. (An. rep. 1885-86, p. xix.)
- Day, H. N. Chinese migration. (An. rep. 1870, pp. 422-434.)
- Deaf and dumb, Education of. ALABAMA. (An. rep. 1870, p. 82; 1873, p. 8; 1874, p. 10; 1875, p. 13; 1876, p. 12; 1877, p. 8; 1878, p. 9; 1879, p. 8; 1880, p. 10; 1881, p. 8; 1882-83, p. 9; 1883-84, p. 10; 1884-85, p. 10.)
 ——— American asylum for the deaf and dumb, Hartford. (An. rep. 1872, p. 37; 1873, p. 44; 1874, p. 51; 1875, p. 51; 1876, p. 52; 1877, p. 29; 1878, p. 32; 1879, p. 30; 1880, p. 43; 1881, p. 30; 1882-83, p. 34; 1883-84, p. 41; 1884-85, p. 41.)
 ——— ARKANSAS. (An. rep. 1870, p. 86; 1872, p. 12; 1873, p. 17; 1874, p. 14; 1875, p. 20; 1876, p. 21; 1877, p. 11; 1878, p. 13; 1879, p. 12; 1880, p. 16; 1881, p. 12; 1882-83, p. 13; 1883-84, p. 15; 1884-85, p. 16.)
 ——— BUTTERFIELD, L. A. Visible speech. (Circ. inf. 2, 1880, p. 10.)
 ——— CALIFORNIA. (An. rep. 1870, p. 90; 1871, p. 88; 1872, p. 26; 1873, p. 26; 1874, p. 36; 1875, p. 41; 1876, p. 33; 1877, p. 19; 1878, p. 20; 1879, p. 19; 1880, p. 25; 1881, p. 18; 1882-83, p. 20; 1883-84, p. 24; 1884-85, p. 24.)
 ——— COLORADO. (An. rep. 1875, p. 475; 1876, p. 40; 1877, p. 23; 1878, p. 25; 1879, p. 24; 1880, p. 34; 1881, p. 24; 1882-83, p. 26; 1883-84, p. 32; 1884-85, p. 31.)
 ——— CONNECTICUT. (An. rep. 1872, p. 37; 1873, p. 44; 1874, p. 51; 1875, p. 58; 1876, p. 52; 1877, p. 29; 1878, p. 32; 1879, p. 30; 1880, p. 43; 1881, p. 30; 1882-83, p. 34; 1883-84, p. 41; 1884-85, p. 41.)
 ——— DAKOTA. (An. rep. 1881, p. 284; 1882-83, p. 287; 1883-84, p. 293; 1884-85, p. 293.)
 ——— Deaf-mute instruction. (An. rep. 1878, p. cxxvi.)
 ——— DELAWARE. (An. rep. 1876, p. 60.)
 ——— DISTRICT OF COLUMBIA. (An. rep. 1872, p. 391; 1873, p. 440; 1874, p. 479; 1875, p. 491; 1876, pp. 443-445; 1877, pp. 281, 282; 1878, pp. 276, 277; 1879, p. 274; 1880, pp. 365, 366; 1881, pp. 287, 288; 1882-83, p. 290; 1883-84, p. 296; 1884-85, pp. 296, 297.)
 ——— DISTRICT OF COLUMBIA. National deaf-mute college. (An. rep. 1872, p. 391; 1873, p. 440; 1874, p. 479; 1875, p. 491; 1876, p. 443; 1877, p. 281; 1878, p. 276; 1879, p. 274; 1880, p. 365; 1881, p. 287; 1882-83, p. 290; 1883-84, p. 296; 1884-85, p. 296.)
 ——— Education of the deaf and dumb. (An. rep. 1884-85, p. cccxxii; 1885-86, p. 632.)
 ——— FAY, EDWARD A. Education of the deaf and dumb. (An. Rep. 1872, pp. 430-432.)
 ——— FLORIDA. (An. rep. 1882-83, p. 43; 1883-84, p. 52; 1884-85, p. 49.)
 ——— GALLAUDET, E. M. Education of the deaf and dumb. (An. rep. 1870, pp. 371-373; 1871, pp. 449-452.)
 ——— Instruction of deaf-mutes. (An. rep. 1873, pp. 499-504.)
 ——— GEORGIA. (An. rep. 1873, p. 75; 1874, p. 76; 1875, p. 77; 1876, p. 74; 1877, p. 42; 1878, p. 47; 1879, p. 44; 1880, p. 64; 1881, p. 46; 1882-83, p. 48; 1883-84, p. 58; 1884-85, p. 56.)
 ——— ILLINOIS. (An. rep. 1870, p. 115; 1873, p. 90; 1874, p. 93; 1875, p. 94; 1876, p. 90; 1877, p. 51; 1878, p. 56; 1879, p. 53; 1880, p. 75; 1881, p. 54; 1882-83, p. 57; 1883-84, p. 67; 1884-85, p. 66.)
 ——— INDIANA. (An. rep. 1870, p. 125; 1871, p. 154; 1874, p. 103; 1875, p. 110; 1876, p. 106; 1877, p. 59; 1878, p. 66; 1879, p. 61; 1880, p. 84; 1881, p. 63; 1882-83, p. 67; 1883-84, p. 79; 1884-85, p. 75.)
 ——— Instruction of deaf-mutes. (An. rep. 1881, p. ccviii.)
 ——— IOWA. (An. rep. 1871, p. 164; 1872, p. 117; 1874, p. 119; 1875, p. 123; 1876, p. 119; 1877, p. 68; 1878, p. 72; 1879, p. 69; 1880, p. 95; 1881, p. 72; 1882-83, p. 76; 1883-84, p. 88; 1884-85, p. 84.)
 ——— KANSAS. (An. rep. 1876, p. 130; 1877, p. 73; 1878, p. 79; 1879, p. 75; 1880, p. 105; 1881, p. 79; 1882-83, p. 82; 1883-84, p. 95; 1884-85, p. 92.)
 ——— KENTUCKY. (An. rep. 1873, p. 131; 1874, p. 141; 1875, p. 147; 1876, p. 141; 1877, p. 79; 1878, p. 85; 1879, p. 82; 1880, p. 114; 1881, p. 85; 1882-83, p. 88; 1883-84, p. 102; 1884-85, p. 98.)
 ——— LOUISIANA. (An. rep. 1871, p. 200; 1874, p. 153; 1875, p. 157; 1876, p. 152; 1877, p. 86; 1878, p. 90; 1879, p. 88; 1880, p. 122; 1881, p. 90; 1882-83, p. 93; 1883-84, p. 109; 1884-85, p. 105.)

- Deaf and dumb, Education of. MAINE. (An. rep. 1877, p. 92; 1878, p. 95; 1879, p. 93; 1880, p. 130; 1881, p. 95; 1884-85, p. 113.)
- MARYLAND. (An. rep. 1873, p. 159; 1874, p. 176; 1875, p. 181; 1876, p. 176; 1877, p. 100; 1878, p. 102; 1879, p. 100; 1880, p. 138; 1881, p. 102; 1882-83, p. 105; 1883-84, p. 124; 1884-85, p. 121.)
- MASSACHUSETTS. (An. rep. 1872, p. 176; 1873, p. 185; 1874, p. 196; 1875, p. 200; 1876, p. 196; 1877, p. 115; 1878, p. 116; 1879, p. 114; 1880, p. 154; 1881, p. 117; 1882-83, p. 120; 1883-84, p. 139; 1884-85, p. 137.)
- MICHIGAN. (An. rep. 1873, p. 200; 1874, p. 216; 1875, p. 219; 1876, p. 209; 1877, p. 127; 1878, p. 127; 1879, p. 124; 1880, p. 166; 1881, p. 129; 1882-83, p. 131; 1883-84, p. 149; 1884-85, p. 145.)
- MINNESOTA. (An. rep. 1870, p. 196; 1873, p. 200; 1874, p. 226; 1875, p. 230; 1876, p. 218; 1877, p. 136; 1878, p. 134; 1879, p. 131; 1880, p. 176; 1881, p. 136; 1882-83, p. 138; 1883-84, p. 155; 1884-85, p. 152.)
- MISSISSIPPI. (An. rep. 1872, p. 199; 1873, p. 218; 1875, p. 238; 1876, p. 226; 1877, p. 141; 1878, p. 139; 1879, p. 135; 1880, p. 182; 1881, p. 142; 1882-83, p. 143; 1883-84, p. 161; 1884-85, p. 157.)
- MISSOURI. (An. rep. 1870, p. 205; 1871, p. 263; 1872, p. 208; 1873, p. 230; 1874, p. 248; 1875, p. 252; 1876, p. 238; 1877, p. 150; 1878, p. 147; 1879, p. 143; 1880, p. 191; 1881, p. 149; 1882-83, p. 150; 1883-84, p. 168; 1884-85, p. 165.)
- MONTANA. (An. rep. 1881, p. 298; 1882-83, p. 299; 1883-84, p. 303.)
- NEBRASKA. (An. rep. 1873, p. 239; 1874, p. 258; 1875, p. 261; 1876, p. 246; 1877, p. 156; 1878, p. 152; 1879, p. 148; 1880, p. 199; 1881, p. 154; 1882-83, p. 156; 1883-84, p. 174; 1884-85, p. 171.)
- NEVADA. (An. rep. 1871, p. 274; 1874, p. 263; 1876, p. 251; 1877, p. 159; 1878, p. 156; 1881, p. 158; 1882-83, p. 160; 1883-84, p. 177; 1884-85, p. 175.)
- NEW HAMPSHIRE. (An. rep. 1877, p. 164.)
- NEW JERSEY. (An. rep. 1877, p. 173; 1878, p. 170; 1879, p. 163; 1880, p. 216; 1881, p. 171; 1882-83, p. 172; 1883-84, p. 189; 1884-85, p. 189.)
- NEW YORK. (An. rep. 1870, p. 233; 1872, p. 244; 1873, p. 292; 1874, p. 309; 1875, p. 310; 1876, p. 290; 1877, p. 183; 1878, p. 181; 1879, p. 176; 1880, p. 231; 1881, p. 188; 1882-83, p. 188; 1883-84, p. 203; 1884-85, p. 204.)
- NORTH CAROLINA. (An. rep. 1872, p. 266; 1874, p. 322; 1875, p. 324; 1876, p. 303; 1877, p. 193; 1878, p. 189; 1879, p. 184; 1880, p. 242; 1881, p. 197; 1882-83, p. 196; 1884-85, p. 212.)
- OHIO. (An. rep. 1873, p. 327; 1875, p. 342; 1876, p. 320; 1877, p. 205; 1878, p. 197; 1879, p. 192; 1880, p. 254; 1881, p. 207; 1882-83, p. 209; 1883-84, p. 220; 1884-85, p. 221.)
- OREGON. (An. rep. 1871, p. 325; 1872, p. 285; 1874, p. 354; 1875, p. 351; 1876, p. 328; 1877, p. 211; 1878, p. 203; 1879, p. 197; 1880, p. 263; 1881, p. 214; 1882-83, p. 215; 1883-84, p. 226; 1884-85, p. 226.)
- PENNSYLVANIA. (An. rep. 1872, p. 297; 1873, p. 349; 1874, p. 371; 1875, p. 369; 1876, p. 347; 1877, p. 220; 1878, p. 212; 1879, p. 206; 1880, p. 277; 1881, p. 223; 1882-83, p. 227; 1883-84, p. 239; 1884-85, p. 237.)
- RHODE ISLAND. (An. rep. 1877, p. 229; 1878, p. 219; 1879, p. 216; 1880, p. 288; 1881, p. 233; 1882-83, p. 234; 1883-84, p. 246; 1884-85, p. 244.)
- SEXTON, SAMUEL. Classification of deaf pupils with a view to improve facilities for their education, based on the causes of their disability. (Spec. rep. N. O. exp. 1884-85, pp. 523-528.)
- Necessity of providing for the better education of children with defective hearing, in the public schools. (Spec. rep. N. O. exp. 1884-85, pp. 529-536.)
- SOUTH CAROLINA. (An. rep. 1871, p. 343; 1872, p. 315; 1873, p. 367; 1874, p. 395; 1875, p. 392; 1876, p. 368; 1877, p. 236; 1878, p. 225; 1879, p. 221; 1880, p. 296; 1881, p. 239; 1882-83, p. 239; 1883-84, p. 253; 1884-85, p. 252.)
- TENNESSEE. (An. rep. 1874, p. 405; 1875, p. 403; 1876, p. 380; 1877, p. 242; 1878, p. 231; 1879, p. 228; 1880, p. 305; 1881, p. 244; 1882-83, p. 245; 1883-84, p. 259; 1884-85, p. 257.)
- TEXAS. (An. rep. 1873, p. 387; 1874, p. 414; 1875, p. 414; 1876, p. 389; 1877, p. 247; 1878, p. 237; 1879, p. 234; 1880, p. 314; 1881, p. 250; 1882-83, p. 251; 1883-84, p. 265; 1884-85, p. 262.)
- UTAH. (An. rep. 1884-85, p. 311.)
- VERMONT. (An. rep. 1876, p. 397; 1878, p. 242; 1879, p. 240; 1880, p. 321; 1881, p. 254; 1882-83, p. 257; 1883-84, p. 270; 1884-85, p. 267.)
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- NORTH CAROLINA. (An. rep. 1872, p. 263; 1883-84, p. 210.)
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- International exhibition, 1876.** Education at the. (An. rep. 1875, p. cxliv; 1876, p. ccl.)
- Iowa, Education in.** (An. rep. 1870, pp. 131-139; 1871, pp. 162-170; 1872, pp. 116-118; 1873, pp. 107-114; 1874, pp. 113-122; 1875, pp. 113-125; 1876, pp. 110-121; 1877, pp. 62-68; 1878, pp. 68-73; 1879, pp. 64-70; 1880, pp. 88-97; 1881, pp. 66-74; 1882-83, pp. 71-78; 1883-84, pp. 82-89; 1884-85, pp. 78-86.)
- Italy and Greece, Education in.** pp. 8. (Misc. pubs. 1883.)
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- Jackson, Sheldon.** Education in Alaska. (An. rep. 1877, p. xxxi; 1878, pp. 266-267.)
 — Letter on education in Alaska. (An. rep. 1882-83, p. 278.)
 — Neglect of education in Alaska. (Circ. inf. 2, 1882, p. 61.)
 — Schools in Alaska. (An. rep. 1885-86, p. 750.)
- Jacobson, Herman.** German and other foreign universities. pp. 43. (Circ. inf. Jan., 1872.)
 — History of secondary instruction in Germany. pp. 81. (Circ. inf. 3, 1874.)
- Jamaica, Educational progress in.** By GEORGE HICKS. (Spec. rep. N. O. exp. 1884-85, pp. 297-314.)
 — Progress of education in Jamaica. (An. rep. 1871, pp. 502-504; 1873, p. clxxi; 1874, p. cxlv; 1875, p. cxxxix; 1876, p. cc; 1877, p. clxxii; 1878, p. clxxvii; 1879, p. ceviii; 1880, p. cexxxi; 1882-83, p. celvi; 1884-85, p. cecvii.)
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- Hattori, Ichizo.** Public school system of Japan. (Spec. rep. 1884-85, pp. 347-348.)
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 — Value of common school education to common labor. (An. rep. 1872, pp. 572-585.)
- Java, Education in.** (An. rep. 1875, p. cxxxii.)
- Jeffries, B. Joy.** Education of the normal color sense. (Circ. inf. 4, 1884, p. 143.)
- Jepson, B.** Study of music in New Haven. (Spec. rep. N. O. exp. 1884-85, pp. 404-406.)
- John F. Slater Fund.** GEORGIA. (An. rep. 1883-84, p. 54.)
 — Notice of. (An. rep. 1882-83, p. lvi.)
 — Table showing disbursements for 1883 and 1884. (An. rep. 1883-84, p. lxiv.)
 — Same for 1883-85, inclusive. (An. rep. 1884-85, p. lxxx.)
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- Johnston, William P.** Relation of the university to the common school. (Spec. rep. N. O. exp. 1884-85, pp. 894-899.)
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- Josse, Edourd Louis Charles.** Plan and arrangement of primary schools. [With five plates.] (Rep. 1884-85, pp. 675-681.)
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- Kindergartens**. (An. rep. 1879, p. lxxxvii; 1880, p. ci; 1881, p. exxxv; 1883-84, p. cxix; 1884-85, p. cxlvi; 1885-86, p. 333.)
- **CALIFORNIA**. (An. rep. 1878, p. 16; 1879, p. 15; 1880, p. 21.)
- **CONNECTICUT**. (An. rep. 1876, p. 45.)
- **DELAWARE**. (An. rep. 1880, p. 49.)
- **DISTRICT OF COLUMBIA**. (An. rep. 1874, p. 472; 1876, p. 442; 1877, p. 230; 1878, p. 273; 1880, p. 363; 1881, p. 286.)
- **GEORGIA**. (An. rep. 1877, p. 39; 1880, p. 61; 1882-83, p. 45.)
- **HAILMANN, W. N.** Application of kindergarten principles to primary education. (Spec. rep. N. O. exp. 1884-85, pp. 330-331.)
- **ILLINOIS**. (An. rep. 1875, p. 83; 1876, p. 81; 1877, p. 45; 1878, p. 51; 1880, p. 69; 1882-83, p. 52; 1884-85, p. 61.)
- **INDIANA**. (An. rep. 1875, p. 102; 1876, p. 99; 1877, p. 54; 1880, p. 81; 1881, p. 58; 1882-83, p. 63; 1883-84, p. 75.)
- **IOWA**. (An. rep. 1876, p. 113; 1877, p. 64; 1880, p. 91; 1881, p. 67; 1882-83, p. 72.)
- **KANSAS**. (An. rep. 1881, p. 76.)
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- **LOUISIANA**. (An. rep. 1877, p. 83; 1880, p. 119; 1881, p. 87; 1882-83, p. 91.)
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- **MASSACHUSETTS**. (An. rep. 1873, p. 186; 1874, p. 182; 1875, p. 189; 1876, p. 183; 1877, p. 106; 1878, p. 106; 1880, p. 144; 1883-84, p. 134; 1884-85, p. 130.)
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- **MISSOURI**. (An. rep. 1875, p. 244; 1877, p. 144; 1878, p. 142; 1879, p. 137; 1880, p. 187; 1881, p. 144; 1882-83, p. 146; 1883-84, p. 164.)
- **NEBRASKA**. (An. rep. 1881, p. 152.)
- **NEVADA**. (An. rep. 1878, p. 155; 1881, p. 157; 1882-83, p. 159.)
- **NEW HAMPSHIRE**. (An. rep. 1875, p. 269; 1876, p. 256.)
- **NEW JERSEY**. (An. rep. 1874, p. 280; 1875, p. 278; 1876, p. 265; 1877, p. 169; 1878, p. 167; 1880, p. 213; 1881, p. 167; 1882-83, p. 163.)
- **NEW YORK**. (An. rep. 1874, p. 295; 1875, p. 293; 1876, p. 277; 1878, p. 174; 1879, p. 167; 1880, p. 221; 1881, p. 174.)
- **NORTH CAROLINA**. (An. rep. 1880, p. 239; 1881, p. 194; 1882-83, p. 193.)
- **OGDEN, Mrs. ANNA B.** Application of kindergarten principles to the child's earliest development. (Spec. rep. N. O. exp. 1884-85, pp. 332-340.)
- **OHIO**. (An. rep. 1871, p. 319; 1874, p. 328; 1875, p. 331; 1876, p. 309; 1877, p. 197; 1878, p. 192; 1879, p. 186; 1880, p. 247; 1881, p. 201; 1882-83, p. 201.)
- **PEABODY, ELIZABETH P.** Kindergarten culture. (An. rep. 1870, pp. 354-359.)
- **Kindergarten in Italy**. (Circ. inf. July, 1872, pp. 7-13.)
- **Objects of the kindergarten**. (An. rep. 1871, pp. 529-535.)
- **PENNSYLVANIA**. (An. rep. 1874, p. 360; 1875, p. 353; 1877, p. 214; 1878, p. 206; 1880, p. 267; 1881, p. 216; 1882-83, p. 218.)
- **POLLOCK, LOUISE**. Kindergarten training. (Circ. inf. 2, 1879, p. 39.)
- **PRUSSIA**. (Spec. rep. on D. C. for 1869, p. 612.)
- **RHODE ISLAND**. (An. rep. 1880, p. 255; 1881, p. 230; 1882-83, p. 232.)
- **SOUTH CAROLINA**. (An. rep. 1876, p. 365; 1877, p. 234; 1878, p. 234; 1880, p. 293; 1881, p. 236.)

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- **TENNESSEE.** (An. rep. 1878, p. 227; 1879, p. 224; 1880, p. 301; 1882-83, p. 242.)
- **VIRGINIA.** (An. rep. 1880, p. 327; 1881, p. 257; 1882-83, p. 260.)
- **WISCONSIN.** (An. rep. 1875, p. 454; 1876, p. 423; 1877, p. 263; 1878, p. 258; 1881, p. 270; 1882-83, p. 271.)
- Kindness to animals.** ANGELL, G. T. Importance of teaching kindness to animals, and the American "bands of mercy." (Spec. rep. N. O. exp. 1884-85, pp. 901-906.)
- Klotz, Otto.** Mechanics' institutes in the province of Ontario. (Spec. rep. N. O. exp. 1884-85, pp. 451-457.)
- Kraus, John.** German-American teachers' union. (An. rep. 1871, pp. 422-424.)
- Labor and education.** Education and labor. (An. rep. 1870, pp. 33-53.)
- **HINTON, R. J.** Relation of education to labor. (Circ. inf. April, 1872, pp. 31-101; 113-125.)
- Relations of education and labor [followed by bureau of education circular of inquiries, with replies]. (An. rep. 1870, pp. 439-467.)
- **JARVIS, EDWARD.** Value of common school education to common labor. (An. rep. 1872, pp. 572-585.)
- Value of common school education to common labor. pp. 37. [Reprinted from an. rep. 1872.] (Circ. inf. 3, 1879.)
- Labeling classes.** Education of, in Austria. (An. rep. 1870, pp. 380-381.)
- Land grants for education.** **ARKANSAS.** (An. rep. 1871, p. 72.)
- Educational land policy of the United States. (An. rep. 1868, p. 65.)
- Suggestions for a free-school policy for United States land grantecs. pp. 6. (Misc. pubs. 1872.)
- United States educational land grants. (An. rep. 1880, p. xxvi.)
- Landon, Charles W.** Necessity of music in public schools. (Circ. inf. 1, 1886, p. 21.)
- Sight-reading; what it is, and how attainable. (Circ. inf. 1, 1886, p. 33.)
- Language, Study of.** Berlitz school in the District of Columbia. (An. rep. 1884-85, p. 298.)
- Language work.** DOUGHERTY, N. C. (Circ. inf. 2, 1886, pp. 146-152.)
- Latin language.** RICHARDSON, WILLIAM G. Latin pronunciation. (An. rep. 1876, pp. 484-497.)
- Laveleye, Émile de.** Progress of education in Russia. (Circ. inf. 3, 1875, p. 29.)
- Law libraries.** See **Libraries, Law.**
- Law, Study of.** Legal education. (An. rep. 1879, p. cxxxix; 1880, p. cl; 1881, p. clxxxiii.)
- Lawrence, William.** Constitutionality of national aid to education. (Circ. inf. 3, 1883, p. 54.)
- Law schools.** **ALABAMA.** (An. rep. 1870, p. 82; 1875, p. 13; 1876, p. 11; 1877, p. 8; 1878, p. 9; 1879, p. 8; 1880, p. 10; 1881, p. 7; 1882-83, p. 9; 1883-84, p. 9; 1884-85, p. 9.)
- **ARKANSAS.** (An. rep. 1883-84, p. 15; 1884-85, p. 16.)
- **CALIFORNIA.** (An. rep. 1878, p. 20; 1879, p. 18; 1880, p. 25; 1881, p. 18; 1882-83, p. 19; 1883-84, p. 23; 1884-85, p. 23.)
- **CONNECTICUT.** (An. rep. 1874, p. 49; 1875, p. 57; 1876, p. 51; 1877, p. 29; 1878, p. 31; 1879, p. 30; 1880, p. 43; 1881, p. 30; 1882-83, p. 33; 1883-84, p. 40; 1884-85, p. 40.)
- **DISTRICT OF COLUMBIA.** (An. rep. 1872, p. 392; 1874, p. 478; 1875, p. 492; 1876, p. 443; 1877, p. 281, 1878, p. 276; 1879, p. 274; 1880, p. 365; 1881, p. 288; 1882-83, p. 290; 1883-84, p. 296; 1884-85, p. 297.)
- **FLORIDA.** (An. rep. 1883-84, p. 52.)
- **GEORGIA.** (An. rep. 1874, p. 76; 1875, p. 77; 1876, p. 73; 1877, p. 42; 1878, p. 47; 1879, p. 44; 1880, p. 64; 1881, p. 46; 1882-83, p. 48; 1883-84, p. 58; 1884-85, p. 55.)
- **ILLINOIS.** (An. rep. 1873, p. 89; 1874, p. 93; 1875, p. 92; 1876, p. 89; 1877, p. 50; 1878, p. 55; 1879, p. 52; 1880, p. 74; 1881, p. 53; 1882-83, p. 57; 1883-84, p. 67; 1884-85, p. 65.)
- **INDIANA.** (An. rep. 1874, p. 108; 1875, p. 109; 1876, p. 105; 1877, p. 58; 1878, p. 66; 1879, p. 61; 1880, p. 84; 1881, p. 62; 1882-83, p. 67; 1883-84, p. 78; 1884-85, p. 75.)
- **IOWA.** (An. rep. 1874, p. 119; 1875, p. 122; 1876, p. 118; 1877, p. 67; 1878, p. 71; 1879, p. 68; 1880, p. 95; 1881, p. 72; 1882-83, p. 76; 1883-84, p. 87; 1884-85, p. 84.)

- Law schools. KANSAS.** (An. rep. 1878, p. 79; 1879, p. 75; 1880, p. 108; 1881, p. 79; 1882-83, p. 82; 1883-84, p. 95; 1884-85, p. 92.)
- **KENTUCKY.** (An. rep. 1874, p. 140; 1875, p. 146; 1876, p. 140; 1877, p. 79; 1878, p. 85; 1879, p. 81; 1880, p. 114; 1881, p. 84; 1882-83, p. 83; 1883-84, p. 102; 1884-85, p. 98.)
- **LOUISIANA.** (An. rep. 1874, p. 153; 1875, p. 156; 1876, p. 151; 1877, p. 86; 1878, p. 90; 1879, p. 87; 1880, p. 122; 1881, p. 90; 1882-83, p. 93; 1883-84, p. 109; 1884-85, p. 105.)
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- **OREGON.** (An. rep. 1874, p. 353; 1875, p. 350; 1876, p. 327; 1877, p. 211; 1878, p. 203; 1879, p. 197; 1880, p. 263; 1881, p. 213; 1882-83, p. 215; 1883-84, p. 225; 1884-85, p. 226.)
- **PENNSYLVANIA.** (An. rep. 1872, p. 297; 1873, p. 346; 1874, p. 369; 1875, p. 367; 1876, p. 344; 1877, p. 220; 1878, p. 211; 1879, p. 206; 1880, p. 276; 1881, p. 223; 1882-83, p. 226; 1883-84, p. 238; 1884-85, p. 236.)
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Missouri, Education in. (An. rep. 1870, pp. 201-211; 1871, pp. 260-269; 1872, pp. 203-213; 1873, pp. 220-232; 1874, pp. 235-249; 1875, pp. 240-254; 1876, pp. 228-239; 1877, pp. 143-152; 1878, pp. 140-148; 1879, pp. 136-144; 1880, pp. 184-193; 1881, pp. 143-150; 1882-83, pp. 145-151; 1883-84, pp. 162-169; 1884-85, pp. 158-166.)

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- STEWART, N. COE. Education of public school teachers in the art of singing. (Circ. inf. 1, 1886, p. 23.)
- TOURGEE, EBEN F. Musical education in the common schools. (An. rep. 1871, pp. 536-537.)
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- BICKNELL, THOS. W. Proposed legislation respecting. (Circ. inf. 4, 1884, p. 106.)
- — Some practical suggestions relating to national aid to education. (Spec. rep. N. O. exp. 1884-85, pp. 720-730.)
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- DICKINSON, JOHN W. National aid for the support of public schools. (Circ. inf. 4, 1884, p. 81.)
- HAWKINS, D. A. National aid to state common school education. (Circ. inf. 2, 1882, p. 48.)
- HAYWOOD, ATTICUS G. If universal suffrage, then universal education. (Circ. inf. 3, 1883, p. 43.)
- LAWRENCE, WILLIAM. Constitutionality of national aid to education. (Circ. inf. 3, 1883, p. 54.)
- LOVETT, J. A. B. National aid to education. (Followed by discussion.) (Circ. inf. 2, 1886, pp. 106-113.)
- NELSON, THEODORE. National aid to education. (Circ. inf. 2, 1886, pp. 114-120.)
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- PATTERSON, J. W. National aid to education. (Circ. inf. 3, 1881, p. 68.)
- RUFFNER, WM. H. Congress and the education of the people. (Circ. inf. 2, 1880, p. 73.)
- SKINNER, HUBERT M. National aid to education. (Circ. inf. 2, 1886, pp. 120-122.)
- National government and education.** Governmental provision for education. (An. rep. 1884-85, p. x.)
- National interest in education,** Historical development of. (An. rep. 1868, p. 41.)
- Natural history.** BICKMORE, ALBERT S. Study of natural history in the public schools. (Circ. inf. 3, 1883, p. 9.)
- Study of. ILLINOIS. (Summer schools.) (An. rep. 1875, p. 93.)
- Naval academy, United States.** See *Military education.*
- Naval schools.** CALIFORNIA. Training-ship JAMESTOWN. (An. rep. 1875, p. 42.)
- Nebraska, Education in.** (An. rep. 1870, p. 212; 1871, pp. 270-271; 1872, pp. 214-215; 1873, pp. 233-241; 1874, pp. 250-260; 1875, pp. 255-262; 1876, pp. 240-247; 1877, pp. 153-156; 1878, pp. 149-153; 1879, pp. 145-148; 1880, pp. 194-199; 1881, pp. 151-155; 1882-83, pp. 152-157; 1883-84, pp. 170-174; 1884-85, pp. 167-172.)
- Necrology.**
- ABBOTT, GORHAM D. (An. rep. 1874, p. 199.)
- ABBOTT, JACOB. (An. rep. 1879, p. 116.)
- ADAMS, JOHN S. (An. rep. 1876, p. 397.)
- ADAMS, SAMUEL. (An. rep. 1877, p. 52.)
- ADAMS, WILLIAM. (An. rep. 1880, p. 235.)
- AFZELIUS, ARVID AUGUST. (An. rep. 1872, p. 561.)
- AGASSIZ, LOUIS J. R. (An. rep. 1873, p. 188.)

Necrology—Continued.

- AKERMAN, AMOS T. (An. rep. 1886, p. 65.)
 ALDEN, JOSEPH. (An. rep. 1885-86, p. 720.)
 ALLEN, FORDYCE A. (An. rep. 1880, p. 280.)
 ALLEN, GEORGE. (An. rep. 1876, p. 348.)
 ALLEN, HENDRICK. (An. rep. 1872, p. 562.)
 ALLEN, WILLIAM HENRY. (An. rep. 1882-83, p. 230.)
 ANDERSON, F. E. (An. rep. 1880, p. 157.)
 ANDERSON, HENRY JAMES. (An. rep. 1875, p. 315.)
 ANGÈLE, LOUIS. (An. rep. 1874, p. 373.)
 APPUN, C. F. (An. rep. 1872, p. 563.)
 ARMSTRONG, JOHN W. (An. rep. 1878, p. 184.)
 ASHLEY, GEORGE H. (An. rep. 1877, p. 152.)
 BABBAGE, CHARLES. (An. rep. 1872, p. 561.)
 BABINET, JACQUES. (An. rep. 1872, p. 564.)
 BACON, LEONARD. (An. rep. 1881, p. 33.)
 BAIRD, THOMAS D. (An. rep. 1873, p. 165.)
 BALTZER, J. B. (An. rep. 1872, p. 561.)
 BAR, WILHELM. (An. rep. 1872, p. 564.)
 BARNES, SAMUEL C. (An. rep. 1873, p. 295.)
 BARROWS, S. D. (An. rep. 1878, p. 163.)
 BARTLETT, DAVID E. (An. rep. 1880, p. 44.)
 BARTON, JOHN G. (An. rep. 1877, p. 187.)
 BAUMANN, DR. (An. rep. 1872, p. 562.)
 BECHER, C. E. (An. rep. 1873, p. 184.)
 BELKNAP, LAURA E. (An. rep. 1873, p. 331.)
 BENEDICT, ERASTUS C. (An. rep. 1880, p. 231.)
 BENTLEY, RICHARD. (An. rep. 1872, p. 561.)
 BERNHARD (president of the school council, canton of Grisons, Switzerland).
 (An. rep. 1872, p. 561.)
 BIGGERS, A. F. (An. rep. 1879, p. 247.)
 BINFORD, J. H. (An. rep. 1876, p. 408.)
 BIRCH, SAMUEL. (An. rep. 1885-86, p. 721.)
 BITTLE, D. F. (president of Roanoke college). (An. rep. 1876, p. 409.)
 BLACKIE, GEORGE STODDARD. (An. rep. 1881, p. 245.)
 BLAIR, J. G. (An. rep. 1878, p. 254.)
 BLANEY, JAMES V. Z. (An. rep. 1874, p. 96.)
 BLEDSOE, ALBERT T. (An. rep. 1877, p. 261.)
 BOOTH, ALMEDA. (An. rep. 1875, p. 344.)
 BOUQUET, JEAN CLAUDE. (An. rep. 1885-86, p. 721.)
 BRACE, J. P. (An. rep. 1872, p. 45.)
 BRADSHAW, HENRY. (An. rep. 1885-86, p. 720.)
 BRECKENRIDGE, WILLIAM L. (An. rep. 1876, p. 142.)
 BRECKINRIDGE, R. J. (An. rep. 1872, p. 130.)
 BREWSTER, MARTHA M. (An. rep. 1875, p. 220.)
 BRIGGS, GEORGE W. (An. rep. 1874, p. 314.)
 BROCKENBROUGH, JOHN W. (An. rep. 1877, p. 261.)
 BROOKS, C. (An. rep. 1872, p. 180.)
 BROOKS, LEWIS. (An. rep. 1877, p. 186.)
 BROOKS, WILLIAM HATHORNE. (An. rep. 1877, p. 118.)
 BROWN, AMOS. (An. rep. 1874, p. 314.)
 BROWN, DANIEL C. (An. rep. 1883-84, p. 142.)
 BROWN, S. EMMONS. (An. rep. 1877, p. 188.)
 BROWN, SAMUEL GILMAN. (An. rep. 1885-86, p. 720.)
 BÜCHNER, ERNEST. (An. rep. 1872, p. 562.)
 BUCK, J. LLOYD. (An. rep. 1876, p. 428.)
 BUCKINGHAM, WILLIAM A. (An. rep. 1874, p. 53.)
 BULWER, HENRY LYTTON. (An. rep. 1872, p. 562.)
 BURBANK, LEVI S. (An. rep. 1880, p. 157.)
 BURHAM, CALVIN. (An. rep. 1874, p. 218.)
 BURT, DAVID. (An. rep. 1881, p. 137.)
 BUSHNELL, J. J. (An. rep. 1873, p. 423.)
 BUTLER, NOBLE. (An. rep. 1882-83, p. 89.)
 BUTTS, CATHARINE. (An. rep. 1874, p. 53.)
 CAIRNS, FREDERICK A. (An. rep. 1879, p. 179.)
 CAMP, HENRY. (An. rep. 1880, p. 44.)
 CAPRON, SAMUEL W. (An. rep. 1872, p. 52.)
 CAROLSFELD, SCHNORR VON. (An. rep. 1872, p. 561.)
 CARPENTER, S. H. (An. rep. 1878, p. 264.)

Necrology—Continued.

- CASWELL, ALEXIS. (An. rep. 1877, p. 230.)
 CHAPIN, HENRY. (An. rep. 1878, p. 119.)
 CHAPIN, JOSHUA BICKNELL. (An. rep. 1881, p. 234.)
 CHAPMAN, WILLIAM B. (An. rep. 1874, p. 346.)
 CHARLES XV (king of Sweden). (An. rep. 1872, p. 564.)
 CHASE, DANIEL. (An. rep. 1885-86, p. 720.)
 CHEEVER, HENRY S. (An. rep. 1877, p. 123.)
 CHESEBRO, CAROLINE. (An. rep. 1873, p. 295.)
 CHRISTOPULOS (minister of foreign affairs). (An. rep. 1872, p. 495.)
 CHURCH, A. E. (An. rep. 1878, p. 184.)
 CLARK, HENRY JAMES. (An. rep. 1873, p. 183.)
 CLARK, JOSIAH. (An. rep. 1878, p. 118.)
 CLARK, WILLIAM B. (An. rep. 1873, p. 296.)
 CLARKE, ASHUR. (An. rep. 1874, p. 178.)
 CLARKE, EDWARD HAMMOND. (An. rep. 1877, p. 119.)
 CLARKE, ORLANDO. (An. rep. 1876, p. 120.)
 CLEVELAND, WILLIAM C. (An. rep. 1873, p. 295.)
 CLIFFORD, JOHN H. (An. rep. 1876, p. 197.)
 CLOUD, H. W. (An. rep. 1875, p. 110.)
 COBLEIGH, N. E. (An. rep. 1873, p. 75.)
 COLBURN, Mrs. MARY PORTER. (An. rep. 1880, p. 156.)
 COLE, J. O. (An. rep. 1878, p. 183.)
 COLEMAN, A. L. (An. rep. 1872, p. 346.)
 COLLINS, CHARLES. (An. rep. 1875, p. 404.)
 COLTON, H. M. (An. rep. 1872, p. 44.)
 CONANT, JOHN. (An. rep. 1877, p. 166.)
 CONANT, MARSHALL. (An. rep. 1878, p. 119.)
 COOPER, PETER. (An. rep. 1883-84, p. 205.)
 COPELAND, HERBERT E. (An. rep. 1876, p. 108.)
 CORNELL, EZRA. (An. rep. 1874, p. 314.)
 COTCHER, JENNIE. (An. rep. 1874, p. 218.)
 CRANE, T. A. (An. rep. 1872, p. 309.)
 CREERY, WILLIAM R. (An. rep. 1875, p. 182.)
 CROSBY, ALPHEUS. (An. rep. 1874, p. 199.)
 CROSBY, ALPHEUS BENNING. (An. rep. 1877, p. 163.)
 CROSBY, DAVID. (An. rep. 1881, p. 163.)
 CROSBY, DIXIE. (An. rep. 1873, p. 468.)
 CRUTTENDEN, DAVID H. (An. rep. 1874, p. 314.)
 CURREY, GEORGE. (An. rep. 1885-86, p. 721.)
 CURTIS, A. J. (An. rep. 1872, p. 187.)
 CURTIUS, GEORGE. (An. rep. 1885-86, p. 721.)
 CUSHING, JAMES, Jr. (An. rep. 1873, p. 294.)
 CUTTER, CALVIN. (An. rep. 1872, p. 182.)
 DAL, WLADIMIR. (An. rep. 1872, p. 564.)
 DAREMBERG, CHARLES. (An. rep. 1872, p. 564.)
 DASCOMB, JAMES. (An. rep. 1880, p. 257.)
 DAVIES, CHARLES. (An. rep. 1876, p. 292.)
 DE KOVEN, JAMES. (An. rep. 1879, p. 260.)
 DENIS, VON (technologist and architect). (An. rep. 1872, p. 563.)
 DENTON, J. S. (An. rep. 1882-83, p. 14.)
 DICKSON, S. H. (An. rep. 1872, p. 299.)
 DIETSCH (professor of theology at Bonn). (An. rep. 1872, p. 562.)
 DIMMOCH, W. R. (An. rep. 1878, p. 118.)
 DIMAN, J. LEWIS. (An. rep. 1881, p. 233.)
 DIMOND, E. W. (An. rep. 1876, p. 260.)
 DOAK, SAMUEL S. (An. rep. 1873, p. 379.)
 DOAK, W. S. (An. rep. 1882-83, p. 246.)
 DOD, C. S. (An. rep. 1872, p. 136.)
 DOD, WILLIAM A. (An. rep. 1873, p. 267.)
 DRAPER, HENRY. (An. rep. 1882-83, p. 190.)
 DRAPER, JOHN C. (An. rep. 1885-86, p. 720.)
 DRAPER, JOHN W. (An. rep. 1882-83, p. 189.)
 DUBACH, EMMA. (An. rep. 1873, p. 331.)
 DUNCAN, JAMES A. (An. rep. 1877, p. 261.)
 DURANT, HENRY. (An. rep. 1874, p. 37.)
 DURANT, HENRY FOWLE. (An. rep. 1881, p. 120.)
 EARLY, JOHN. (An. rep. 1873, p. 450.)
 EATON, CYRUS. (An. rep. 1874, p. 166.)

Necrology—Continued.

- EATON, G. W. (An. rep. 1872, p. 255.)
 EDWARDS, ISAAC. (An. rep. 1879, p. 179.)
 EISENLOHR, W. (An. rep. 1872, p. 563.)
 EMERSON, GEORGE B. (An. rep. 1881, p. 120.)
 ESTILL, HARRY. (An. rep. 1880, p. 332.)
 EVANS, EVAN W. (An. rep. 1874, p. 314.)
 EVE, PAUL F. (An. rep. 1877, p. 243.)
 FARR, JAMES W. (An. rep. 1875, p. 315.)
 FAVILLE, ORAN (An. rep. 1873, p. 113.)
 FELDNER, EDWARD. (An. rep. 1874, p. 218.)
 FERGUSON, JAMES. (An. rep. 1885-86, p. 720.)
 FEUERBACH, LUDWIG. (An. rep. 1872, p. 563.)
 FILLMORE, MILLARD. (An. rep. 1874, p. 313.)
 FINNEY, CHARLES G. (An. rep. 1875, p. 343.)
 FIRCKS, VON. (An. rep. 1872, p. 564.)
 FISCHER, HEINRICH. (An. rep. 1885-86, p. 721.)
 FISHER, SAMUEL WARE. (An. rep. 1874, p. 313.)
 FOCK, OTTO. (An. rep. 1872, p. 564.)
 FOSTER, SAMUEL. (An. rep. 1872, p. 103.)
 FOWLER, SPENCER F. (An. rep. 1875, p. 220.)
 FRASER, JOHN. (An. rep. 1878, p. 80.)
 FRASER, JOHN F. (An. rep. 1872, p. 300.)
 FRIEDLÄNDER, MAX. (An. rep. 1872, p. 562.)
 GALLOWAY, SAMUEL. (An. rep. 1872, p. 230.)
 GAMMELL, ALBERT A. (An. rep. 1872, p. 309.)
 GANSE, JONATHAN. (An. rep. 1873, p. 350.)
 GARDNER, FRANCIS M. (An. rep. 1876, p. 197.)
 GAUTIER, THEOPHILE. (An. rep. 1872, p. 564.)
 GAY, AUGUSTINE M. (An. rep. 1876, p. 197.)
 GERARD, JAMES W. (An. rep. 1874, p. 313.)
 GERSTÄCKER, FRIEDRICH. (An. rep. 1872, p. 563.)
 GEYER, FLODOARD. (An. rep. 1872, p. 562.)
 GIBBS, JONATHAN C. (An. rep. 1874, p. 69.)
 GILES, JOHN. (An. rep. 1885-86, p. 720.)
 GOLDSTÜCKER (Orientalist). (An. rep. 1872, p. 562.)
 GORDON, JOHN B. (An. rep. 1880, p. 17.)
 GOULD, JOHN STANTON. (An. rep. 1874, p. 314.)
 GRILLPARZER, FRANZ. (An. rep. 1872, p. 562.)
 GRINNELL, HENRY. (An. rep. 1874, p. 314.)
 GRUNDTVIG, NICOLAI FREDERIK SEVERIN. (An. rep. 1872, p. 563.)
 GUNN, FREDERICK W. (An. rep. 1881, p. 33.)
 HACKELTON, JAMES H. (An. rep. 1877, p. 102.)
 HACKETT, H. B. (An. rep. 1875, p. 204.)
 HADLEY, JAMES. (An. rep. 1872, p. 45.)
 HALDEMAN, SAMUEL S. (An. rep. 1880, p. 281.)
 HALL, EDWIN. (An. rep. 1877, p. 188.)
 HALL, NATHAN K. (An. rep. 1874, p. 313.)
 HAMILTON, W. J. (An. rep. 1872, p. 298.)
 HARRIS, ROBERT. (An. rep. 1880, p. 242.)
 HART, JOHN S. (An. rep. 1877, p. 222.)
 HARTT, C. F. (An. rep. 1878, p. 183.)
 HATCH, EDWARD W. (An. rep. 1874, p. 52.)
 HAUCH, JOHANN CARSTEN. (An. rep. 1872, p. 562.)
 HAUSCHILD, E. (An. rep. 1872, p. 563.)
 HAVEN, ERASTUS O. (An. rep. 1881, p. 191.)
 HAVEN, JOSEPH. (An. rep. 1874, p. 95.)
 HAVEN, MRS. M. E. (An. rep. 1878, p. 199.)
 HAWORTH, J. M. (An. rep. 1884-85, p. 302.)
 HAZELTINE, LEONARD. (An. rep. 1874, p. 314.)
 HEALY, THOMAS F. (An. rep. 1873, p. 113.)
 HEMPEL, C. J. (An. rep. 1879, p. 209.)
 HENKLE, WM. DOWNS. (An. rep. 1881, p. 209.)
 HENRY, JOSEPH. (An. rep. 1878, p. 277.)
 HERTZ, — (prof. of anat., Erlangen, Bavaria). (An. rep. 1872, p. 561.)
 HESSEL, J. F. (An. rep. 1872, p. 563.)
 HILLARD, GEO. S. (An. rep. 1879, p. 115.)
 HINGENAU, OTTO VON. (An. rep. 1872, p. 562.)

Necrology—Continued.

- HISKEY, W. O. (An. rep. 1872, p. 191.)
 HITCHCOCK, HENRY L. (An. rep. 1873, p. 330.)
 HJORT, PETER. (An. rep. 1872, p. 561.)
 HODGE, CHARLES. (An. rep. 1878, p. 171.)
 HOPKINS, ALBERT. (An. rep. 1872, p. 181.)
 HOPKINS, JOHN O. (An. rep. 1877, p. 60.)
 HOPKINS, MILTON B. (An. rep. 1874, p. 110.)
 HORNER, JOHN W. (An. rep. 1874, p. 218.)
 HOUGH, FRANKLIN B. (An. rep. 1884-85, p. 207.)
 HOUGHTON, J. DUNBAR. (An. rep. 1874, p. 314.)
 HOVEY, EDMUND OTIS. (An. rep. 1877, p. 60.)
 HOWARD, SOLOMON. (An. rep. 1873, p. 330.)
 HOWE, SAMUEL G. (An. rep. 1875, p. 205.)
 HUDSON, HENRY NORMAN. (An. rep. 1885-86, p. 720.)
 HUNDESHAGEN (prof. Univ. of Bonn). (An. rep. 1872, p. 563.)
 HUNTER, W. H. (An. rep. 1872, p. 299.)
 JACKMAN, ALONZO. (An. rep. 1879, p. 240.)
 JACKSON, ABNER. (An. rep. 1874, p. 51.)
 JACKSON, HELEN HUNT. (An. rep. 1885-86, p. 720.)
 JACKSON, ISAAC W. (An. rep. 1877, p. 188.)
 JACKSON, J. B. S. (An. rep. 1879, p. 116.)
 JÄGER, KARL. (An. rep. 1872, p. 563.)
 JOCELYN, GEO. BERMIES. (An. rep. 1877, p. 128.)
 JOHNSON, SAMUEL R. (An. rep. 1873, p. 296.)
 JOHNSON, WARREN. (An. rep. 1876, p. 163.)
 JOHNSON, WARREN. (An. rep. 1877, p. 93.)
 JORDAN, JULIA M. (An. rep. 1874, p. 218.)
 JUAREZ, BENITO (prest. Mex. repub.). (An. rep. 1872, p. 563.)
 KAISER, F. A. (An. rep. 1872, p. 563.)
 KAISER, LUDWIG. (An. rep. 1872, p. 562.)
 KALTSCHMIED, J. W. (An. rep. 1872, p. 562.)
 KAMPE, F. (An. rep. 1872, p. 563.)
 KEDZIE, WILLIAM K. (An. rep. 1880, p. 257.)
 KEELY, GEO. W. (An. rep. 1878, p. 96.)
 KEPLER, SAMUEL. (An. rep. 1876, p. 177.)
 KINGSBURY, JOHN. (An. rep. 1874, p. 385.)
 KNIGHT, E. (An. rep. 1878, p. 163.)
 KOCH (professor at Eisenbach). (An. rep. 1872, p. 563.)
 KO KUN-HUA. (An. rep. 1882-83, p. 124.)
 LANGIER, A. E. T. (An. rep. 1872, p. 562.)
 LASAULE, VON. (An. rep. 1885-86, p. 721.)
 LEAVITT, JOSHUA. (An. rep. 1873, p. 295.)
 LEE, CHARLES A. (An. rep. 1872, p. 255.)
 LENOX, JONES. (An. rep. 1880, p. 234.)
 LEVER, CHARLES. (An. rep. 1872, p. 563.)
 LEVY, M. A. (An. rep. 1872, p. 562.)
 LEWIS, TAYLER. (An. rep. 1877, p. 187.)
 LEYKANT, TH. (An. rep. 1872, p. 561.)
 LIEBER, FRANCIS. (An. rep. 1872, p. 254.)
 LIEBIG, CARL. (An. rep. 1872, p. 564.)
 LIPSCOMB, FRANCIS A. (An. rep. 1874, p. 77.)
 LITTLE, THOMAS H. (An. rep. 1875, p. 461.)
 LITTLEFIELD, JOSEPH. (An. rep. 1876, p. 163.)
 LIVINGSTON, OPHELIA M. (An. rep. 1873, p. 295.)
 LLOYD, GEO. W. (An. rep. 1874, p. 373.)
 LONGFELLOW, HENRY W. (An. rep. 1882-83, p. 123.)
 LORD, ASA D. (An. rep. 1875, p. 314.)
 LORD, F. A. (An. rep. 1872, p. 103.)
 LOVELL, MARY W. (An. rep. 1874, p. 53.)
 LYNCH, MARY ATKINS. (An. rep. 1882-83, p. 21.)
 McALLISTER, CHARLES. (An. rep. 1873, p. 351.)
 McCLINTOCK, W. (An. rep. 1872, p. 280.)
 MCCOY, CHARLES D. (An. rep. 1879, p. 249.)
 MCGUFFEY, WILLIAM H. (An. rep. 1873, p. 405.)
 MACH, W. (An. rep. 1878, p. 231.)
 McILWAINE, CHARLES P. (An. rep. 1873, p. 331.)
 McKEEN, Miss P. F. (An. rep. 1880, p. 156.)

Necrology—Continued.

- MCNAUGHTON, JAMES. (An. rep. 1874, p. 314.)
 MCQUILLEN, JOHN H. (An. rep. 1879, p. 209.)
 MAHON, D. H. (An. rep. 1872, p. 255.)
 MANSFIELD, EDWARD D. (An. rep. 1890, p. 257.)
 MARKEE, MARGARET. (An. rep. 1875, p. 371.)
 MARTIN, BENJAMIN NICHOLAS. (An. rep. 1884-85, p. 207.)
 MASON, LOWELL. (An. rep. 1872, p. 238.)
 MASON, RICHARD S. (An. rep. 1874, p. 323.)
 MAUPIN, SOCRATES. (An. rep. 1872, p. 345.)
 MAURY, MATTHEW F. (An. rep. 1873, p. 403.)
 MAZZINI, GUISEPPE. (An. rep. 1872, p. 562.)
 MEISNER, HERMANN. (An. rep. 1873, p. 331.)
 MENDEZ, DON MANUEL. (An. rep. 1872, p. 563.)
 MERRICK, JOHN MUDGE. (An. rep. 1879, p. 116.)
 MERRILL, GEO. C. (An. rep. 1882-83, p. 123.)
 METCALF, HENDRICK. (An. rep. 1873, p. 295.)
 MILES, JAMES W. (An. rep. 1875, p. 393.)
 MILLER, JOHN. (An. rep. 1875, p. 371.)
 MILLIGAN, ROBERT. (An. rep. 1874, p. 143.)
 MILLS, CALEB. (An. rep. 1879, p. 63.)
 MILLS, CYRUS TAGGART. (An. rep. 1883-84, p. 23.)
 MITCHELL, W. A. (An. rep. 1872, p. 8.)
 MOHL, H. VON. (An. rep. 1872, p. 562.)
 MONROE, LEWIS B. (An. rep. 1879, p. 116.)
 MONTAGUE, M. (An. rep. 1873, p. 422.)
 MOORE, JOHN G. (An. rep. 1872, p. 299.)
 MORGAN, JOSEPH A. (An. rep. 1879, p. 101.)
 MORREN, C. J. E. (An. rep. 1885-86, p. 721.)
 MORRIS, JOHN. (An. rep. 1885-86, p. 721.)
 MUHLENBURG, WILLIAM A. (An. rep. 1877, p. 183.)
 MÜLLER, N. A. VON. (An. rep. 1872, p. 562.)
 MURCHISON, RODERICK. (An. rep. 1872, p. 561.)
 MUSSEY, WILLIAM H. (An. rep. 1882-83, p. 211.)
 NAIRNE, CHARLES MURRAY. (An. rep. 1882-83, p. 190.)
 NASSAU, C. W. (An. rep. 1878, p. 214.)
 NATHUSIUS, PHILIPP. (An. rep. 1872, p. 563.)
 NAUMANN, M. E. A. (An. rep. 1872, p. 561.)
 NICODEMUS, W. J. L. (An. rep. 1878, p. 264.)
 NICOLAY, J. B. (An. rep. 1874, p. 445.)
 NIEDERBERGER (clergyman of Emmeten). (An. rep. 1872, p. 529.)
 NORMAN, J. E. J. (An. rep. 1873, p. 113.)
 NORRIS, JOHN A. (An. rep. 1877, p. 206.)
 NORTON, HENRY BRACE. (An. rep. 1885-86, p. 720.)
 NOTT, BENJAMIN STANTON. (An. rep. 1874, p. 314.)
 NOYES, DANIEL JAMES. (An. rep. 1885-86, p. 720.)
 NUTT, CYRUS. (An. rep. 1875, p. 111.)
 OEHLER, VON (professor Tübingen, Württemberg). (An. rep. 1872, p. 562.)
 OHM, MARTIN. (An. rep. 1872, p. 562.)
 OLCOTT, THOMAS. (An. rep. 1876, p. 108.)
 OLIVER, HENRY KEMBLE. (An. rep. 1885-86, p. 720.)
 ORTON, JAMES. (An. rep. 1877, p. 189.)
 PARISH, ARIEL. (An. rep. 1885-86, p. 720.)
 PARKER, JOEL. (An. rep. 1875, p. 205.)
 PARSONS, FLORA. (An. rep. 1874, p. 373.)
 PARSONS, H. B. (An. rep. 1879, p. 83.)
 PARSONS, THEOPHILUS. (An. rep. 1882-83, p. 123.)
 PATTEN, DAVID. (An. rep. 1879, p. 116.)
 PATTISON, R. F. (An. rep. 1874, p. 166.)
 PEARL, SILAS H. (An. rep. 1873, p. 254.)
 PEASLEE, EDMUND R. (An. rep. 1878, p. 162.)
 PEET, HARVEY PRINDLE. (An. rep. 1873, p. 295.)
 PEIRCE, BENJAMIN. (An. rep. 1880, p. 157.)
 PERVEIL, WILLIAM H. (An. rep. 1876, p. 177.)
 PESSLER, CHRISTIAN. (An. rep. 1872, p. 564.)
 PETERSEN, CHRISTIAN. (An. rep. 1872, p. 562.)
 PEAFF, HANS. (An. rep. 1872, p. 562.)
 PHELPS, Mrs. ALMIRA LINCOLN. (An. rep. 1883-84, p. 126.)

Neecrology—Continued.

- PHILLBRICK, JOHN DUDLEY. (An. rep. 1885-86, p. 720.)
 PHILLIPS, GEORG (professor at Aigen, Austria). (An. rep. 1872, p. 563.)
 PIERCE, JOHN D. (An. rep. 1882-83, p. 133.)
 PIRIE, WILLIAM ROBINSON. (An. rep. 1885-86, p. 721.)
 FITCHLYNN, PETER P. (An. rep. 1881, p. 295.)
 POND, ENOCH. (An. rep. 1882-83, p. 99.)
 POST, SAMUEL A. L. F. (An. rep. 1873, p. 296.)
 POTTER, CIPRIANI. (An. rep. 1872, p. 561.)
 POTTER, M. G. (An. rep. 1878, p. 183.)
 PRATT, DAVID JOHNSON. (An. rep. 1884-85, p. 207.)
 PRATT, JOHN. (An. rep. 1882-83, p. 211.)
 PRESTON, ANN. (An. rep. 1872, p. 299.)
 PROCTOR, JOHN C. (An. rep. 1879, p. 157.)
 PROCTOR, WILLIAM. (An. rep. 1874, p. 373.)
 FRUGH, LEWIS. (An. rep. 1880, p. 86.)
 PRUTZ, ROBERT. (An. rep. 1872, p. 563.)
 PRUYN, JOHN V. L. (An. rep. 1877, p. 189.)
 PURDUE, JOHN. (An. rep. 1876, p. 107.)
 PURDY, J. K. (An. rep. 1873, p. 424.)
 QUACKENBOS, GEORGE PAYNE. (An. rep. 1881, p. 192.)
 RANDALL, GEORGE M. (An. rep. 1873, p. 432.)
 RANDALL, HENRY S. (An. rep. 1876, p. 292.)
 RANDALL, SAMUEL S. (An. rep. 1881, p. 191.)
 RANKE, LEOPOLD VON. (An. rep. 1885-86, p. 721.)
 RAYMOND, J. H. (An. rep. 1878, p. 184.)
 RICE, NATHAN L. (An. rep. 1877, p. 81.)
 RICHARDS, CYRUS SMITH. (An. rep. 1885-86, p. 720.)
 RICHARDS, JOHN SMITH. (An. rep. 1872, p. 298.)
 RIEDEL, —. (An. rep. 1872, p. 563.)
 RIGGS, LOTTIE A. (An. rep. 1874, p. 52.)
 RIVE, PICTET DE LA (zoölogist and paleontologist). (An. rep. 1872, p. 562.)
 ROBERT, CHRISTOPHER R. (An. rep. 1878, p. 185.)
 ROBERTS, GEORGE E. (An. rep. 1884-85, p. 99.)
 ROGERS, ROBERT E. (An. rep. 1884-85, p. 206.)
 ROGERS, WILLIAM B. (An. rep. 1882-83, p. 124.)
 ROSE, CHAUNCEY. (An. rep. 1877, p. 61.)
 ROSELIUS, CHRISTIAN. (An. rep. 1873, p. 141.)
 ROSSHIRT, EUGENE. (An. rep. 1872, p. 563.)
 ROUNDS, NELSON. (An. rep. 1873, p. 466.)
 RUBLE, W. E. (An. rep. 1872, p. 123.)
 RUSSELL, WILLIAM. (An. rep. 1873, p. 190.)
 SANBORN, EDWIN DAVID. (An. rep. 1885-86, p. 721.)
 SANCHABER, FRANZ. (An. rep. 1872, p. 562.)
 SCHEM, ALEXANDER J. (An. rep. 1881, p. 191.)
 SCHERMERHORN, J. W. (An. rep. 1884-85, p. 208.)
 SCHINAGL, MAURUS. (An. rep. 1872, p. 562.)
 SCHLIEPHAKE, TH. (professor in Heidelberg). (An. rep. 1872, p. 561.)
 SCHMIDT, EDWARD OSCAR. (An. rep. 1885-86, p. 721.)
 SCHMUCKER, S. S. (An. rep. 1873, p. 351.)
 SCHREINER, VON. (An. rep. 1872, p. 562.)
 SCHWEIZER, F. L. A. (An. rep. 1872, p. 562.)
 SEARS, BARNAS. (An. rep. 1880, p. 332.)
 SEARS, GEORGE B. (An. rep. 1877, p. 173.)
 SEAUER, WILLIAM. (An. rep. 1872, p. 181.)
 SÉQUIN, ÉDOUARD. (An. rep. 1880, p. 235.)
 SEIDL, ÉMIL. (An. rep. 1872, p. 563.)
 SHAIRP, JOHN CAMPBELL. (An. rep. 1885-86, p. 721.)
 SHEFFIELD, JOSEPH EARLE. (An. rep. 1882-83, p. 35.)
 SHEPARD, CHARLES UPHAM. (An. rep. 1885-86, p. 721.)
 SHIPHERD, ESTHER R. (An. rep. 1880, p. 256.)
 SHOEMAKER, JACOB W. (An. rep. 1880, p. 251.)
 SHROPSHIRE, W. F. (An. rep. 1880, p. 307.)
 SIBLEY, JOHN LANGDON. (An. rep. 1885-86, p. 721.)
 SIEBOLD, CARL. (An. rep. 1885-86, p. 721.)
 SILLIMAN, BENJAMIN. (An. rep. 1885-86, p. 721.)
 SLADE, MRS. M. B. C. (An. rep. 1882-83, p. 124.)
 SMEDES, ALBERT. (An. rep. 1877, p. 193.)

Necrology—Continued.

- SMITH, ASA DODGE. (An. rep. 1877, p. 165.)
 SMITH, HENRY. (An. rep. 1878, p. 199.)
 SMITH, HENRY BOYNTON. (An. rep. 1877, p. 186.)
 SMITH, NATHAN R. (An. rep. 1877, p. 102.)
 SMITH, O. L. (An. rep. 1878, p. 48.)
 SMITH, RICHARD SOMERS. (An. rep. 1877, p. 102.)
 SMITH, W. (An. rep. 1878, p. 214.)
 SNELL, E. S. (An. rep. 1876, p. 198.)
 SOLBRIG, ADOLF. (An. rep. 1872, p. 563.)
 SOUCHAY, E. F. (An. rep. 1872, p. 563.)
 SOULE, GIDEON. (An. rep. 1879, p. 157.)
 SPARROW, WILLIAM. (An. rep. 1874, p. 436.)
 SPAULDING, JACOB S. (An. rep. 1880, p. 322.)
 SPURZHEIM, KARL. (An. rep. 1872, p. 564.)
 STEINMÜLLER, CHARLES LOUIS. (An. rep. 1873, p. 351.)
 STETSON, CHARLES B. (An. rep. 1873, p. 118.)
 STEVENS, HENRY (An. rep. 1885-86, p. 721.)
 STILES, E. A. (An. rep. 1875, p. 285.)
 STOLLE, FERDINAND LUDWIG. (An. rep. 1872, p. 564.)
 STURTEVANT, JOHN (merchant). (An. rep. 1882-83, p. 246.)
 SUPFLE, C. (An. rep. 1872, p. 561.)
- TAPPAN, HENRY PHILIP. (An. rep. 1881, p. 131.)
 TENNEY, SANBORN. (An. rep. 1877, p. 118.)
 THACHER, THOMAS A. (An. rep. 1885-86, p. 721.)
 THACKER, GEORGE. (An. rep. 1878, p. 73.)
 THAYER, SYLVANUS. (An. rep. 1872, p. 182.)
 THOMPSON, CHARLES O. (An. rep. 1884-85, p. 77.)
 THOMPSON, EDWIN W. (An. rep. 1875, p. 111.)
 THOMPSON, HENRY W. (An. rep. 1872, p. 187.)
 THOMPSON, J. H. (An. rep. 1880, p. 97.)
 THORBECKE (famous Dutch statesman). (An. rep. 1872, p. 563.)
 TIPPETT, BENJAMIN. (An. rep. 1876, p. 177.)
 TITUS, T. T. (An. rep. 1873, p. 294.)
 TOMPKINS, EDWARD. (An. rep. 1872, p. 29.)
 TORRICELLI, JOHN BAPTIST (An. rep. 1885-86, p. 721.)
 TORREY, JOHN. (An. rep. 1873, p. 294.)
 TOTTEN, SILAS. (An. rep. 1873, p. 132.)
 TRENCH, RICHARD CHENEVIX. (An. rep. 1885-86, p. 721.)
 TRENDLENBURG, A. (An. rep. 1872, p. 562.)
 TRUESDEL, ZELOTES. (An. rep. 1882-83, p. 134.)
 TULLOCH, JOHN. (An. rep. 1885-86, p. 721.)
 TURGENJEW, NICOLAI. (An. rep. 1872, p. 561.)
 TURNEY, EDMUND. (An. rep. 1872, p. 397.)
- UPHAM, T. C. (An. rep. 1872, p. 146.)
- VALENTINE, THOMAS W. (An. rep. 1879, p. 179.)
 VANDERBILT, CORNELIUS. (An. rep. 1877, p. 186.)
 VANDERVEER, JOHN. (An. rep. 1878, p. 213.)
 VAN NOSTRAND, JACOB. (An. rep. 1880, p. 235.)
 VAN PELT, PETER. (An. rep. 1873, p. 351.)
- WALKER, JAMES. (An. rep. 1874, p. 200.)
 WALKER, VERSAL J. (An. rep. 1876, p. 219.)
 WARREN, JOSEPH. (An. rep. 1878, p. 163.)
 WARREN, JOSIAH. (An. rep. 1874, p. 199.)
 WASHBURN, EMORY. (An. rep. 1877, p. 117.)
 WATSON, JAMES C. (An. rep. 1880, p. 168.)
 WATSON, SAMUEL. (An. rep. 1876, p. 381.)
 WENTWORTH, DANIEL S. (An. rep. 1882-83, p. 59.)
 WESTON, DAVID. (An. rep. 1874, p. 313.)
 WESTON, EDWARD. (An. rep. 1879, p. 94.)
 WHEELER, WILLIAM A. (An. rep. 1874, p. 199.)
 WHIPPLE, GEORGE. (An. rep. 1876, p. 293.)
 WHITE, JAMES P. (An. rep. 1881, p. 192.)
 WHITE, SAMUEL H. (An. rep. 1882-83, p. 60.)
 WHITEMORE, EDWARD C. (An. rep. 1875, p. 96.)
 WIENBARG, LUDOLF. (An. rep. 1872, p. 562.)
 WILD, GEORGE A. (An. rep. 1881, p. 55.)

Necrology—Continued.

WILLIAMS, GEORGE PALMER. (An. rep. 1881, p. 131.)

WILLIAMS, WILLIAM. (An. rep. 1877, p. 236.)

WILLISTON, SAMUEL. (An. rep. 1874, p. 200.)

WINES, ENOCH C. (An. rep. 1879, p. 179.)

WOOD, G. B. (An. rep. 1879, p. 209.)

WOOD, JAMES R. (An. rep. 1882-83, p. 190.)

WOODRUFF, JAMES O. (An. rep. 1879, p. 179.)

WOODYATT, W. H. (An. rep. 1880, p. 177.)

WOOLWORTH, SAMUEL B. (An. rep. 1880, p. 234.)

YARDLEY, HENRY A. (An. rep. 1882-83, p. 36.)

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- **DAKOTA.** (An. rep. 1878, p. 271; 1879, p. 269; 1881, p. 283; 1882-83, p. 286; 1883-84, p. 292; 1884-85, p. 291.)
- **DELAWARE.** (An. rep. 1870, p. 105; 1872, p. 53; 1873, p. 56; 1874, p. 57; 1875, p. 62; 1876, p. 58; 1877, p. 33; 1878, p. 36; 1879, p. 35; 1880, p. 49; 1881, p. 36; 1882-83, p. 38; 1883-84, p. 49; 1884-85, p. 44.)
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- **GEORGIA.** (An. rep. 1874, p. 73; 1875, p. 74; 1876, p. 71; 1877, p. 40; 1878, p. 45; 1879, p. 42; 1880, p. 62; 1881, p. 44; 1882-83, p. 46; 1883-84, p. 53; 1884-85, p. 53.)
- **GERMANY.** German normal schools and teachers' seminaries. (An. rep. 1885-86, p. 315.)
- **IDAHO.** (An. rep. 1884-85, p. 300.)
- **ILLINOIS.** (An. rep. 1870, p. 114; 1871, p. 141; 1872, p. 89; 1873, p. 88; 1874, p. 88; 1875, p. 86; 1876, p. 83; 1877, p. 48; 1878, p. 52; 1879, p. 49; 1880, p. 72; 1881, p. 51; 1882-83, p. 54; 1883-84, p. 63; 1884-85, p. 62.)
- **INDIANA.** (An. rep. 1871, p. 154; 1872, p. 111; 1873, p. 102; 1874, p. 104; 1875, p. 104; 1876, p. 101; 1877, p. 56; 1878, p. 63; 1879, p. 59; 1880, p. 82; 1881, p. 60; 1882-83, p. 64; 1883-84, p. 75; 1884-85, p. 72.)
- **INDIAN TERRITORY.** (An. rep. 1880, p. 295; 1882-83, p. 297.)
- **IOWA.** (An. rep. 1871, pp. 162, 168; 1873, p. 110; 1874, p. 116; 1875, p. 118; 1876, p. 114; 1877, p. 65; 1878, p. 70; 1879, p. 66; 1880, p. 92; 1881, p. 69; 1882-83, p. 73; 1883-84, p. 84; 1884-85, p. 81.)
- **KANSAS.** (An. rep. 1870, p. 141; 1871, pp. 174, 179; 1872, p. 121; 1873, p. 117; 1874, p. 125; 1875, p. 131; 1876, p. 127; 1877, p. 71; 1878, p. 77; 1879, p. 73; 1880, p. 102; 1881, p. 77; 1882-83, p. 81; 1883-84, p. 92; 1884-85, p. 89.)
- **KENTUCKY.** (An. rep. 1873, p. 127; 1874, p. 135; 1875, p. 142; 1876, p. 137; 1877, p. 77; 1878, p. 83; 1879, p. 79; 1880, p. 111; 1881, p. 83; 1882-83, p. 86; 1883-84, p. 100; 1884-85, p. 96.)
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- **MAINE.** (An. rep. 1871, p. 204; 1872, p. 143; 1873, p. 148; 1874, p. 159; 1875, p. 162; 1876, p. 159; 1877, p. 89; 1878, p. 93; 1879, p. 91; 1880, p. 128; 1881, p. 93; 1882-83, p. 96; 1883-84, p. 114; 1884-85, p. 110.)
- **MARYLAND.** (An. rep. 1871, p. 210; 1873, p. 157; 1874, p. 172; 1875, p. 175; 1876, p. 172; 1877, p. 97; 1878, p. 99; 1879, p. 97; 1880, p. 135; 1881, p. 99; 1882-83, p. 102; 1883-84, p. 120; 1884-85, p. 117.)
- **MASSACHUSETTS.** (An. rep. 1871, p. 216; 1872, p. 160; 1873, p. 178; 1874, p. 187; 1875, p. 192; 1876, p. 187; 1877, p. 110; 1878, p. 110; 1879, p. 108; 1880, p. 148; 1881, p. 110; 1882-83, p. 114; 1883-84, p. 135; 1884-85, p. 131.)
- **MICHIGAN.** (An. rep. 1870, p. 186; 1871, p. 239; 1873, p. 198; 1874, p. 208; 1875, p. 214; 1876, p. 204; 1877, p. 124; 1878, p. 123; 1879, p. 121; 1880, p. 163; 1881, p. 125; 1882-83, p. 127; 1883-84, p. 146; 1884-85, p. 143.)
- **MINNESOTA.** (An. rep. 1870, p. 195; 1871, p. 249; 1872, p. 191; 1873, p. 193; 1874, p. 222; 1875, p. 226; 1876, p. 216; 1877, p. 133; 1878, p. 132; 1879, p. 129; 1880, p. 174; 1881, p. 134; 1882-83, p. 137; 1883-84, p. 153; 1884-85, p. 150.)
- **MISSISSIPPI.** (An. rep. 1870, p. 201; 1871, p. 257; 1872, p. 198; 1873, p. 217; 1874, p. 231; 1875, p. 235; 1876, p. 224; 1877, p. 140; 1878, p. 137; 1879, p. 134; 1880, p. 181; 1881, p. 140; 1882-83, p. 141; 1883-84, p. 159; 1884-85, p. 155.)
- **MISSOURI.** (An. rep. 1870, pp. 205, 207; 1871, p. 264; 1872, p. 208; 1873, p. 228; 1874, p. 241; 1875, p. 247; 1876, p. 234; 1877, p. 146; 1878, p. 144; 1879, p. 139; 1880, p. 188; 1881, p. 145; 1882-83, p. 147; 1883-84, p. 164; 1884-85, p. 160.)
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- **NEW HAMPSHIRE.** (An. rep. 1871, p. 277; 1872, p. 220; 1873, p. 252; 1874, p. 268; 1875, p. 270; 1876, p. 257; 1877, p. 163; 1878, p. 160; 1879, p. 155; 1880, p. 207; 1881, p. 161; 1882-83, p. 163; 1883-84, p. 180; 1884-85, p. 179.)

- Normal and training schools.** NEW JERSEY. (An rep. 1870, p. 223; 1871, p. 284; 1873, p. 264; 1874, p. 281; 1875, p. 280; 1876, p. 267; 1877, p. 170; 1878, p. 168; 1879, p. 161; 1880, p. 215; 1881, p. 169; 1882-83, p. 170; 1883-84, p. 187; 1884-85, p. 187.)
- NEW YORK. (An. rep. 1870, p. 231; 1871, p. 295; 1872, p. 234; 1873, p. 234; 1874, p. 300; 1875, p. 298; 1876, p. 281; 1877, p. 179; 1878, p. 177; 1879, p. 171; 1880, p. 226; 1881, p. 180; 1882-83, p. 180; 1883-84, p. 197; 1884-85, p. 198.)
- Normal instruction. (An. rep. 1879, pp. lxxix-lxxxiv; 1880, pp. lxxxvii-e; 1881, p. cxvii; 1882-83, p. xevi; 1883-84, p. cix; 1884-85, pp. cxxvii-exliii.)
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- OREGON. (An. rep. 1874, p. 351; 1876, p. 325; 1877, p. 209; 1878, p. 202; 1879, p. 195; 1880, p. 261; 1881, p. 212; 1882-83, p. 213; 1883-84, p. 224; 1884-85, p. 224.)
- PENNSYLVANIA. (An. rep. 1870, p. 271; 1871, pp. 326, 329; 1872, p. 291; 1873, p. 343; 1874, p. 363; 1875, p. 361; 1876, p. 339; 1877, p. 217; 1878, p. 208; 1879, p. 203; 1880, p. 272; 1881, p. 219; 1882-83, p. 223; 1883-84, p. 234; 1884-85, p. 233.)
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- Philadelphia normal school for girls, Sketch of. pp. 39. (Spec. rep. 1882.)
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- Statistical tables. (An. rep. 1870, pp. 526-527; 1871, pp. 606-609; 1872, pp. 699-710; 1873, pp. 573-580; 1874, pp. 559-567; 1875, pp. 587-595; 1876, pp. 550-565; 1877, pp. 356-365; 1878, pp. 355-366; 1879, pp. 360-375; 1880, pp. 461-479; 1881, pp. 379-396; 1882-83, pp. 380-393; 1883-84, pp. 388-410; 1884-85, pp. 392-416.)
- TENNESSEE. (An. rep. 1873, p. 374; 1874, p. 399; 1875, p. 399; 1876, p. 375; 1877, p. 240; 1878, p. 228; 1879, p. 226; 1880, p. 302; 1881, p. 242; 1882-83, p. 243; 1883-84, p. 257; 1884-85, p. 255.)
- TEXAS. (An. rep. 1874, p. 412; 1875, p. 410; 1876, p. 387; 1877, p. 246; 1878, p. 235; 1879, p. 232; 1880, p. 312; 1881, p. 248; 1882-83, p. 250; 1883-84, p. 263; 1884-85, p. 261.)
- UTAH. (An. rep. 1870, p. 329; 1871, p. 383; 1872, p. 378; 1873, p. 461; 1875, p. 513; 1876, p. 460; 1877, p. 292; 1878, p. 290; 1879, p. 286; 1880, p. 385; 1881, p. 302; 1882-83, p. 303; 1883-84, p. 306; 1884-85, p. 309.)
- VERMONT. (An. rep. 1870, p. 291; 1871, p. 354; 1872, pp. 335, 336; 1874, p. 418; 1875, p. 416; 1876, p. 394; 1877, p. 251; 1878, p. 240; 1879, p. 238; 1880, p. 319; 1881, p. 253; 1882-83, p. 255; 1883-84, p. 268; 1884-85, p. 266.)
- VIRGINIA. (An. rep. 1874, p. 428; 1875, p. 428; 1877, p. 258; 1878, p. 247; 1879, p. 245; 1880, p. 329; 1881, p. 259; 1882-83, p. 261; 1883-84, p. 273; 1884-85, p. 272.)
- WASHINGTON TERRITORY. (An. rep. 1877, p. 295; 1878, p. 293; 1879, p. 288; 1880, p. 389; 1881, p. 304; 1882-83, p. 305; 1883-84, p. 306; 1884-85, p. 313.)
- WEST VIRGINIA. (An. rep. 1870, p. 300; 1871, pp. 363, 368; 1872, pp. 352, 353; 1873, p. 410; 1874, p. 442; 1875, p. 444; 1876, p. 414; 1877, p. 263; 1878, p. 252; 1879, p. 252; 1880, p. 337; 1881, p. 265; 1882-83, p. 266; 1883-84, p. 278; 1884-85, p. 277.)
- WHITE, E. E. Professional training of teachers in Ohio. (An. rep. 1868, pp. 795-805.)
- WHITE, S. H. Means of providing the mass of teachers with professional instruction. (An. rep. 1870, pp. 396-399.)
- WISCONSIN. (An. rep. 1870, p. 303; 1871, p. 372; 1872, p. 359; 1873, p. 417; 1874, p. 451; 1875, p. 454; 1876, p. 424; 1877, p. 269; 1878, p. 260; 1879, p. 258; 1880, p. 345; 1881, p. 272; 1882-83, p. 272; 1883-84, p. 283; 1884-85, p. 282.)
- WYOMING. (An. rep. 1883-84, p. 309; 1884-85, p. 317.)
- Normal schools.** See Normal and training schools.
- North Carolina, Education in.** (An. rep. 1870, pp. 248-252; 1871, pp. 313-316; 1872, pp. 261-268; 1873, pp. 298-307; 1874, pp. 317-323; 1875, pp. 318-325; 1876, pp. 296-303; 1877, pp. 190-194; 1878, pp. 186-189; 1879, pp. 181-184; 1880, pp. 236-243; 1881, pp. 193-198; 1882-83, pp. 192-198; 1883-84, pp. 206-211; 1884-85, pp. 209-212.)

- Northrop, Birdsey G.** Arbor day in the public schools. (Circ. inf. 4, 1884, p. 55.)
 ——— Indian education. (Circ. inf. 3, 1883, p. 58.)
 ——— New bill for national aid to public schools. (Circ. inf. 4, 1884, p. 112.)
- Norway, Education in.** (An. rep. 1874, p. cxli; 1881, p. cclxi; 1882-83, p. cccxxvi; 1883-84, p. cccxix.)
 ——— Primary and secondary education in cities and towns. (Statistical tables.) (Spec. rep. on D. C. for 1869, p. 715.)
 ——— See Sweden and Norway.
- Nourse, J. H.** Naval observatory (library). (Pub. libs. 1876, p. 267.)
- Noyes, S. B.** Plan of new catalogue of the Brooklyn mercantile library. (Pub. libs. 1876, p. 648.)
 ——— Public libraries of Brooklyn. (Pub. libs. 1876, p. 878.)
- Nursing and schools for training nurses.** CONNECTICUT. (An. rep. 1873, p. 45; 1881, p. 31; 1882-83, p. 34; 1883-84, p. 41; 1884-85, p. 41.)
 ——— DISTRICT OF COLUMBIA. (An. rep. 1879, p. 275; 1880, p. 366; 1881, p. 289; 1882-83, p. 291.)
 ——— ILLINOIS. (An. rep. 1882-83, p. 58; 1883-84, p. 69.)
 ——— Inception, organization, and management of training schools for nurses. pp. 28. (Circ. inf. 1, 1882.)
 ——— INDIANA. (An. rep. 1882-83, p. 68; 1884-85, p. 76.)
 ——— MASSACHUSETTS. (An. rep. 1878, p. 115; 1880, p. 154; 1881, p. 117; 1882-83, p. 120; 1884-85, p. 138.)
 ——— MINNESOTA. (An. rep. 1884-85, p. 153.)
 ——— NEW YORK. (An. rep. 1873, p. 293; 1874, p. 310; 1877, p. 184; 1878, p. 182; 1879, p. 177; 1880, p. 232; 1881, p. 188; 1883-84, p. 202; 1884-85, p. 204.)
 ——— Nurse training schools. (An. rep. 1874, p. cix; 1876, p. clvii; 1878, p. cxov; 1879, p. clviii; 1881, p. ccv.)
 ——— PENNSYLVANIA. (An. rep. 1878, p. 213; 1879, p. 207; 1880, p. 279; 1881, p. 226; 1882-83, p. 230; 1883-84, p. 241.)
 ——— Statistical tables. (An. rep. 1879, pp. 620-621; 1880, pp. 742-743; 1881, pp. 672-673; 1882-83, pp. 700-703; 1883-84, pp. 733-741; 1884-85, pp. 783-787; 1885-86, pp. 625-629.)
 ——— Training schools for nurses. pp. 21. (Circ. inf. 1, 1879.)
- Nutting, Mary O.** Historical sketch of Mount Holyoke seminary. Edited by F. B. Hough. pp. 24. (Spec. rep. 1876.)
- Oberlin college,** Sketch of. (An. rep. 1868, p. 400.)
- Obituaries.** See Necrology.
- Ogden, Mrs. Anna B.** Application of kindergarten principles to the child's earliest developments. (Spec. rep. N. O. exp. 1884-85, pp. 332-340.)
- Ohio, Education in.** (An. rep. 1870, pp. 252-267; 1871, pp. 317-322; 1872, pp. 269-282; 1873, pp. 308-331; 1874, pp. 324-347; 1875, pp. 326-344; 1876, pp. 304-321; 1877, pp. 195-207; 1878, pp. 190-199; 1879, pp. 185-193; 1880, pp. 244-257; 1881, pp. 199-209; 1882-83, pp. 193-211; 1883-84, pp. 212-221; 1884-85, pp. 213-222.)
- Orcutt, Hiram.** Discipline of the school. pp. 15. (Reprint of circ. inf. Nov., 1871.) (Misc. pubs. 1881.)
 ——— Methods of school discipline. pp. 14. (Circ. inf. Nov., 1871.)
- Ordway, John M.** Industrial education. (Circ. inf. 4, 1884, p. 117.)
- Oregon, Education in.** (An. rep. 1870, p. 268; 1871, pp. 323-325; 1872, pp. 283-287; 1873, pp. 332-336; 1874, pp. 348-354; 1875, pp. 345-352; 1876, pp. 322-329; 1877, pp. 208-211; 1878, pp. 200-203; 1879, pp. 194-197; 1880, pp. 258-263; 1881, pp. 210-214; 1882-83, pp. 212-216; 1883-84, pp. 222-227; 1884-85, pp. 223-226.)
- Orphan asylums.** CALIFORNIA. (An. rep. 1873, p. 32; 1874, p. 35; 1875, p. 39; 1881, p. 19; 1882-83, p. 20; 1884-85, p. 24.)
 ——— CONNECTICUT. (An. rep. 1872, pp. 37, 44; 1875, p. 57; 1884-85, p. 41.)
 ——— DELAWARE. (An. rep. 1882-83, p. 40.)
 ——— DISTRICT OF COLUMBIA. (An. rep. 1872, p. 396; 1874, p. 479; 1879, p. 275; 1880, p. 366; 1881, p. 289; 1882-83, p. 291; 1883-84, p. 297.)
 ——— ILLINOIS. (An. rep. 1870, p. 115; 1871, p. 146; 1880, p. 76; 1882-83, p. 58; 1883-84, p. 68; 1884-85, p. 67.)
 ——— INDIANA. (An. rep. 1876, p. 106; 1881, p. 63; 1882-83, p. 67.)
 ——— IOWA. (An. rep. 1874, p. 120; 1875, p. 123; 1879, p. 69; 1883-84, p. 88; 1884-85, p. 85.)
 ——— KENTUCKY. (An. rep. 1882-83, p. 88; 1883-84, p. 103.)
 ——— LOUISIANA. (An. rep. 1881, p. 90; 1883-84, p. 109.)
 ——— MARYLAND. (An. rep. 1872, p. 154; 1873, p. 164.)
 ——— MASSACHUSETTS. (An. rep. 1874, p. 197; 1880, p. 155.)
 ——— MICHIGAN. (An. rep. 1879, p. 125; 1880, p. 167; 1881, p. 129.)
 ——— MISSISSIPPI. (An. rep. 1878, p. 139.)
 ——— MISSOURI. (An. rep. 1873, p. 230; 1875, p. 253; 1880, p. 192; 1881, p. 150; 1882-83, p. 150.)

- Orphan asylums.** NEVADA. (An. rep. 1881, p. 158; 1882-83, p. 160; 1883-84, p. 177.)
- NEW HAMPSHIRE. (An. rep. 1881, p. 163; 1882-83, p. 165.)
- NEW JERSEY. (An. rep. 1879, p. 164; 1881, p. 171; 1882-83, p. 173.)
- NEW YORK. (An. rep. 1871, p. 305; 1872, pp. 244, 246; 1874, p. 310; 1875, p. 311; 1876, p. 291; 1883-84, p. 204; 1884-85, p. 205.)
- NORTH CAROLINA. (An. rep. 1875, p. 324; 1882-83, p. 197; 1883-84, p. 210.)
- OHIO. (An. rep. 1874, p. 344; 1880, p. 255; 1881, p. 209.)
- PENNSYLVANIA. (An. rep. 1872, p. 290; 1873, p. 348; 1874, p. 370; 1875, p. 369; 1876, p. 347; 1877, p. 221; 1878, p. 212; 1879, p. 207; 1880, p. 278; 1881, p. 224; 1882-83, p. 228.)
- RHODE ISLAND. (An. rep. 1878, p. 220; 1880, p. 238; 1883-84, p. 247; 1884-85, p. 245.)
- SOUTH CAROLINA. (An. rep. 1871, p. 343; 1872, p. 314; 1877, p. 236; 1878, p. 225; 1879, p. 222; 1880, p. 296; 1881, p. 239; 1882-83, p. 239; 1883-84, p. 254; 1884-85, p. 252.)
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- VERMONT. (An. rep. 1875, p. 419; 1880, p. 322; 1881, p. 255; 1882-83, p. 257; 1883-84, p. 270.)
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- MISSISSIPPI. (An. rep. 1874, p. 231; 1875, p. 236; 1876, p. 224; 1877, p. 140; 1878, p. 137; 1879, p. 134; 1880, p. 181; 1881, p. 140; 1882-83, p. 142; 1883-84, p. 159.)
- MISSOURI. (An. rep. 1873, p. 226; 1874, p. 243; 1875, p. 248; 1876, p. 234; 1877, p. 147; 1878, p. 145; 1879, p. 140; 1880, p. 189; 1881, p. 146; 1882-83, p. 148; 1883-84, p. 166; 1884-85, p. 162.)
- MONTANA. (An. rep. 1878, p. 285; 1879, p. 232; 1880, p. 379; 1881, p. 298; 1882-83, p. 299; 1883-84, p. 303; 1884-85, p. 305.)
- NEBRASKA. (An. rep. 1874, p. 254; 1875, p. 259; 1876, p. 244; 1877, p. 155; 1878, p. 151; 1879, p. 147; 1880, p. 198; 1881, p. 153; 1882-83, p. 155; 1883-84, p. 173; 1884-85, p. 169.)
- NEVADA. (An. rep. 1874, p. 262; 1875, p. 265; 1876, p. 250; 1877, p. 158; 1878, p. 156; 1879, p. 150; 1880, p. 203; 1883-84, p. 177; 1884-85, p. 174.)
- NEW HAMPSHIRE. (An. rep. 1871, p. 279; 1872, p. 221; 1873, p. 251; 1874, p. 269; 1875, p. 271; 1876, p. 257; 1877, p. 163; 1878, p. 160; 1879, p. 155; 1880, p. 208; 1881, p. 162; 1882-83, p. 164; 1883-84, p. 181; 1884-85, p. 179.)
- NEW JERSEY. (An. rep. 1873, p. 264; 1874, p. 232; 1875, p. 230; 1876, p. 268; 1877, p. 171; 1878, p. 169; 1879, p. 162; 1880, p. 215; 1881, p. 169; 1882-83, p. 171; 1883-84, p. 183; 1884-85, p. 188.)
- NEW MEXICO. (An. rep. 1878, p. 233; 1879, p. 234; 1882-83, p. 301; 1884-85, p. 307.)

- Secondary education.** NEW YORK. (An. rep. 1874, p. 302; 1875, p. 300; 1876, p. 282; 1877, p. 180; 1878, p. 173; 1879, p. 172; 1880, p. 227; 1881, p. 182; 1882-83, p. 182; 1883-84, p. 199; 1884-85, p. 199.)
- NORTH CAROLINA. (An. rep. 1873, p. 303; 1874, p. 320; 1875, p. 322; 1876, p. 300; 1877, p. 192; 1878, p. 183; 1879, p. 183; 1880, p. 240; 1881, p. 196; 1882-83, p. 195; 1883-84, p. 209; 1884-85, p. 211.)
- OHIO. (An. rep. 1874, p. 335; 1875, p. 336; 1876, p. 314; 1877, p. 202; 1878, p. 196; 1879, p. 190; 1880, p. 252; 1881, p. 205; 1882-83, p. 206; 1883-84, p. 218; 1884-85, p. 218.)
- OREGON. (An. rep. 1871, p. 324; 1872, p. 285; 1873, p. 335; 1874, p. 351; 1875, p. 349; 1876, p. 326; 1877, p. 210; 1878, p. 202; 1879, p. 196; 1880, p. 262; 1881, p. 212; 1882-83, p. 214; 1883-84, p. 224; 1884-85, p. 225.)
- PENNSYLVANIA. (An. rep. 1873, p. 343; 1874, p. 364; 1875, p. 362; 1876, p. 340; 1877, p. 218; 1878, p. 209; 1879, p. 203; 1880, p. 274; 1881, p. 220; 1882-83, p. 224; 1883-84, p. 236; 1884-85, p. 234.)
- Relations of secondary schools to colleges and schools of science. (An. rep. 1873, pp. xlviii-liv.)
- RHODE ISLAND. (An. rep. 1873, p. 357; 1874, p. 382; 1875, p. 381; 1876, p. 357; 1877, p. 228; 1878, p. 218; 1879, p. 215; 1880, p. 287; 1881, p. 232; 1882-83, p. 234; 1883-84, p. 245; 1884-85, p. 244.)
- Secondary instruction. (An. rep. 1881, p. cxxxviii; 1882-83, p. cxv; 1883-84, p. cxxxi.)
- Secondary instruction, including preparatory. (An. rep. 1884-85, p. cxlix.)
- SOUTH CAROLINA. (An. rep. 1873, p. 364; 1874, p. 391; 1875, p. 390; 1876, p. 365; 1877, p. 234; 1878, p. 224; 1879, p. 220; 1880, p. 295; 1881, p. 238; 1882-83, p. 238; 1883-84, p. 252; 1884-85, p. 250.)
- Statistical tables. Institutions for secondary instruction. (An. rep. 1870, pp. 614-635; 1872, pp. 716-760; 1873, pp. 586-643; 1874, pp. 580-651; 1875, pp. 616-688; 1876, pp. 584-671; 1877, pp. 391-476; 1878, pp. 401-483; 1879, pp. 415-500; 1880, pp. 523-612; 1881, pp. 450-543; 1882-83, pp. 462-566; 1883-84, pp. 481-591; 1884-85, pp. 438-551; 1885-86, pp. 366-425.)
- TENNESSEE. (An. rep. 1873, p. 375; 1874, p. 400; 1875, p. 399; 1876, p. 376; 1877, p. 241; 1878, p. 229; 1880, p. 303; 1881, p. 243; 1882-83, p. 244; 1883-84, p. 258; 1884-85, p. 256.)
- TEXAS. (An. rep. 1873, p. 385; 1874, p. 412; 1875, p. 410; 1876, p. 387; 1877, p. 246; 1878, p. 236; 1879, p. 233; 1880, p. 313; 1881, p. 249; 1882-83, p. 250; 1883-84, p. 264; 1884-85, p. 261.)
- UTAH. (An. rep. 1874, p. 501; 1875, p. 513; 1876, p. 461; 1877, p. 292; 1878, p. 290; 1879, p. 286; 1880, p. 335; 1882-83, p. 303; 1883-84, p. 306; 1884-85, p. 310.)
- VERMONT. (An. rep. 1873, p. 388; 1874, p. 418; 1875, p. 417; 1876, p. 395; 1877, p. 252; 1878, p. 241; 1879, p. 239; 1880, p. 320; 1881, p. 253; 1882-83, p. 256; 1883-84, p. 269; 1884-85, p. 266.)
- VIRGINIA. (An. rep. 1872, p. 342; 1873, p. 397; 1874, p. 429; 1875, p. 429; 1876, p. 403; 1877, p. 258; 1878, p. 247; 1879, p. 246; 1880, p. 329; 1881, p. 260; 1882-83, p. 262; 1883-84, p. 274; 1884-85, p. 273.)
- WASHINGTON TERRITORY. (An. rep. 1876, p. 464; 1877, p. 295; 1878, p. 293; 1879, p. 288; 1880, p. 389; 1881, p. 305; 1882-83, p. 305; 1883-84, p. 306; 1884-85, p. 314.)
- WEST VIRGINIA. (An. rep. 1874, p. 443; 1875, p. 444; 1876, p. 414; 1877, p. 264; 1878, p. 253; 1879, p. 253; 1880, p. 338; 1881, p. 266; 1882-83, p. 266; 1883-84, p. 279; 1884-85, p. 278.)
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- Slater (John F.) fund.** See **John F. Slater fund.**
- Smart, Charles.** Chemical examination of air as applied to questions of ventilation. (Circ. inf. 2, 1882, p. 19.)
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- Teachers' institutes. pp. 206. (Circ. inf. 2, 1885.)
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- See also **Australasia.**
- South Carolina, Education in.** (An. rep. 1870, p. 285; 1871, pp. 340-346; 1872, pp. 312-317; 1873, pp. 360-367; 1874, pp. 387-395; 1875, pp. 386-393; 1876, pp. 361-363; 1877, pp. 232-236; 1878, pp. 222-225; 1879, pp. 218-225; 1880, pp. 290-297; 1881, pp. 235-239; 1882-83, pp. 236-240; 1883-84, pp. 249-254; 1884-85, pp. 247-252.)
- South, The, and education.** **BINGHAM, ROBERT.** Educational status and needs of the new South. (Circ. inf. 4, 1884, p. 87.)
- Condition of education in the South. (An. rep. 1881, p. lxxxvii; 1882-83, p. lv.)
- **MAYO, A. D.** A Southern graded school. (Spec. rep. N. O. exp. 1884-85, pp. 415-422.)
- Building for the children in the South. pp. 16. (Misc. pubs. 1884.)
- **ORR, G. J.** Needs of education in the South. (Circ. inf. 2, 1879, p. 46.)
- Statistics of education of white and colored compared. (An. rep. 1878, p. xxviii; 1879, p. xxxix; 1880, p. lvii; 1881, p. lxxxi; 1882-83, p. xlviii; 1883-84, p. liii.)
- Spain, Education in.** (An. rep. 1871, pp. 476-477; 1872, pp. 519-520; 1873, p. clxv; 1876, p. xciii; 1877, p. clxvii; 1878, p. clxxi; 1879, p. cci; 1880, p. ccxxv; 1881, p. cclxii; 1882-83, p. cexli; 1883-84, p. cexxxii; Circ. inf. 1, 1873, pp. 7-35.)
- Sparkes, John.** Criticism of Kensington methods of art instruction. (Spec. rep. art and industry, 1885, p. 481.)
- Spelling reform.** **MARCH, F. A.** Historical sketch of the movement for. pp. 36. (Circ. inf. 7, 1880.)
- Spofford, A. R.** Binding and preservation of books. (Pub. libs. 1876, pp. 673-678.)
- Library bibliography. (Pub. libs. 1876, pp. 733-744.)
- Library of Congress, or national library. (Pub. libs. 1876, pp. 253-261.)
- Periodical literature and society publications. (Pub. libs. 1876, pp. 679-685.)
- Works of reference for libraries. (Pub. libs. 1876, pp. 686-710.)
- Spring, Edward A.** Clay modelling. (Spec. rep. N. O. exp. 1884-85, pp. 281-286.)
- State and education.** (An. rep. 1872, p. 87.)
- Duty of the state respecting education. (An. rep. 1876, p. clxi.)
- **RANDALL, C. D.** Education of dependent children. (Circ. inf. 2, 1880, p. 19.)
- Right and duty of the state to establish, aid, and supervise public schools. [Quotations from eminent authorities.] (An. rep. 1868, pp. 311-336.)

State educational conventions. *See* Conventions, etc., educational.

State school systems. ALABAMA. (An. rep. 1870, p. 81; 1871, p. 65; 1872, p. 3; 1873, p. 3; 1874, p. 5; 1875, p. 6; 1876, p. 5; 1877, p. 5; 1878, p. 5; 1879, p. 6; 1880, p. 6; 1881, p. 5; 1882-83, p. 4; 1883-84, p. 5; 1884-85, p. 4; 1885-86, p. 24.)

ALASKA. (An. rep. 1870, p. 336; 1873, p. 424; 1874, p. 459; 1875, p. 463; 1877, p. xxxi; 1878, p. 266; 1879, p. 264; 1880, p. 350; 1881, p. 278; 1882-83, p. 278; 1883-84, p. 288; 1884-85, p. 286; 1885-86, p. 38.)

ARIZONA. (An. rep. 1870, p. 318; 1871, p. 377; 1872, p. 365; 1873, p. 425; 1874, p. 461; 1875, p. 467; 1876, p. 431; 1877, p. 275; 1878, p. 268; 1879, p. 295; 1880, p. 354; 1881, p. 279; 1882-83, p. 293; 1883-84, p. 289; 1884-85, p. 287; 1885-86, p. 38.)

ARKANSAS. (An. rep. 1870, p. 86; 1871, p. 71; 1872, p. 11; 1873, p. 11; 1874, p. 12; 1875, p. 15; 1876, p. 14; 1877, p. 9; 1878, p. 10; 1879, p. 9; 1880, p. 14; 1881, p. 9; 1882-83, p. 10; 1883-84, p. 11; 1884-85, p. 12; 1885-86, p. 24.)

CALIFORNIA. (An. rep. 1870, p. 87; 1871, p. 75; 1872, p. 14; 1873, p. 19; 1874, p. 17; 1875, p. 22; 1876, p. 23; 1877, p. 14; 1878, p. 15; 1879, p. 14; 1880, p. 20; 1881, p. 14; 1882-83, p. 16; 1883-84, p. 18; 1884-85, p. 18; 1885-86, p. 25.)

COLORADO. (An. rep. 1870, p. 318; 1871, p. 378; 1872, p. 367; 1873, p. 429; 1874, p. 463; 1875, p. 470; 1876, p. 36; 1877, p. 21; 1878, p. 22; 1879, p. 21; 1880, p. 30; 1881, p. 21; 1882-83, p. 22; 1883-84, p. 28; 1884-85, p. 27; 1885-86, p. 25.) [Territory up to 1876.]

CONNECTICUT. (An. rep. 1870, p. 98; 1871, p. 96; 1872, p. 32; 1873, p. 36; 1874, p. 39; 1875, p. 45; 1876, p. 43; 1877, p. 24; 1878, p. 27; 1879, p. 26; 1880, p. 38; 1881, p. 26; 1882-83, p. 23; 1883-84, p. 33; 1884-85, p. 34; 1885-86, p. 26.)

DAKOTA. (An. rep. 1870, p. 319; 1871, p. 379; 1872, p. 371; 1873, p. 433; 1874, p. 466; 1875, p. 477; 1876, p. 433; 1877, p. 276; 1878, p. 270; 1879, p. 267; 1880, p. 358; 1881, p. 281; 1882-83, p. 285; 1883-84, p. 291; 1884-85, p. 290; 1885-86, p. 39.)

DELAWARE. (An. rep. 1870, p. 103; 1871, p. 108; 1872, p. 51; 1873, p. 49; 1874, p. 55; 1875, p. 60; 1876, p. 55; 1877, p. 32; 1878, p. 34; 1879, p. 33; 1880, p. 48; 1881, p. 34; 1882-83, p. 37; 1883-84, p. 44; 1884-85, p. 43; 1885-86, p. 27.)

DISTRICT OF COLUMBIA. *City and county systems.* (An. rep. 1870, p. 312; 1871, p. 385; 1872, p. 384; 1873, p. 434; 1874, p. 469; 1875, p. 481; 1876 [Historical sketch of the public schools of, compiled from various authorities], p. 437; 1877, p. 278; 1878, p. 273; 1879, p. 270; 1880, p. 362; 1881, p. 285; 1882-83, p. 288; 1883-84, p. 294; 1884-85, p. 294.)

FLORIDA. (An. rep. 1870, p. 105; 1871, p. 119; 1872, p. 58; 1873, p. 65; 1874, p. 61; 1875, p. 65; 1876, p. 61; 1877, p. 36; 1878, p. 38; 1879, p. 37; 1880, p. 54; 1881, p. 38; 1882-83, p. 41; 1883-84, p. 48; 1884-85, p. 46; 1885-86, p. 27.)

GEORGIA. (An. rep. 1870, p. 109; 1871, p. 123; 1872, p. 63; 1873, p. 69; 1874, p. 71; 1875, p. 71; 1876, p. 63; 1877, p. 38; 1878, p. 42; 1879, p. 40; 1880, p. 60; 1881, p. 41; 1882-83, p. 44; 1883-84, p. 53; 1884-85, p. 51; 1885-86, p. 27.)

IDAHO. (An. rep. 1870, p. 321; 1871, p. 380; 1872, p. 373; 1873, p. 451; 1874, p. 486; 1875, p. 495; 1876, p. 446; 1877, p. 283; 1878, p. 279; 1879, p. 276; 1880, p. 370; 1881, p. 291; 1882-83, p. 293; 1883-84, p. 298; 1884-85, p. 299.)

ILLINOIS. (An. rep. 1870, p. 110; 1871, p. 137; 1872, p. 73; 1873, p. 78; 1874, p. 80; 1875, p. 81; 1876, p. 77; 1877, p. 44; 1878, p. 49; 1879, p. 46; 1880, p. 68; 1881, p. 48; 1882-83, p. 51; 1883-84, p. 59; 1884-85, p. 58; 1885-86, p. 28.)

INDIANA. (An. rep. 1870, p. 123; 1871, p. 150; 1872, p. 107; 1873, p. 94; 1874, p. 93; 1875, p. 99; 1876, p. 95; 1877, p. 53; 1878, p. 60; 1879, p. 57; 1880, p. 80; 1881, p. 57; 1882-83, p. 61; 1883-84, p. 71; 1884-85, p. 69; 1885-86, p. 28.)

INDIAN TERRITORY. (An. rep. 1870, p. 337; 1876, p. 449; 1877, p. 285; 1878, p. 281; 1879, p. 278; 1880, p. 374; 1881, p. 293; 1882-83, p. 295; 1883-84, p. 301; 1884-85, p. 301.)

IOWA. (An. rep. 1870, p. 131; 1871, p. 162; 1872, p. 116; 1873, p. 107; 1874, p. 113; 1875, p. 113; 1876, p. 111; 1877, p. 62; 1878, p. 63; 1879, p. 64; 1880, p. 90; 1881, p. 66; 1882-83, p. 71; 1883-84, p. 82; 1884-85, p. 78.)

KANSAS. (An. rep. 1870, p. 140; 1871, p. 171; 1872, p. 119; 1873, p. 115; 1874, p. 123; 1875, p. 127; 1876, p. 123; 1877, p. 69; 1878, p. 75; 1879, p. 71; 1880, p. 100; 1881, p. 75; 1882-83, p. 79; 1883-84, p. 90; 1884-85, p. 87; 1885-86, p. 29.)

KENTUCKY. (An. rep. 1870, p. 147; 1871, p. 181; 1872, p. 125; 1873, p. 122; 1874, p. 131; 1875, p. 136; 1876, p. 132; 1877, p. 74; 1878, p. 81; 1879, p. 77; 1880, p. 110; 1881, p. 81; 1882-83, p. 84; 1883-84, p. 97; 1884-85, p. 94.)

LOUISIANA. (An. rep. 1870, p. 150; 1871, p. 192; 1872, p. 132; 1873, p. 134; 1874, p. 146; 1875, p. 150; 1876, p. 145; 1877, p. 82; 1878, p. 87; 1879, p. 84; 1880, p. 118; 1881, p. 86; 1882-83, p. 90; 1883-84, p. 104; 1884-85, p. 101.)

MAINE. (An. rep. 1870, p. 153; 1871, p. 202; 1872, p. 138; 1873, p. 144; 1874, p. 156; 1875, p. 159; 1876, p. 153; 1877, p. 88; 1878, p. 91; 1879, p. 89; 1880, p. 126; 1881, p. 91; 1882-83, p. 94; 1883-84, p. 111; 1884-85, p. 107; 1885-86, p. 29.)

MARYLAND. (An. rep. 1870, p. 156; 1871, p. 210; 1872, p. 149; 1873, p. 151; 1874, p. 167; 1875, p. 171; 1876, p. 165; 1877, p. 95; 1878, p. 97; 1879, p. 95; 1880, p. 134; 1881, p. 97; 1882-83, p. 100; 1883-84, p. 118; 1884-85, p. 115; 1885-86, p. 30.)

School systems. MASSACHUSETTS. (An. rep. 1870, p. 165; 1871, p. 213; 1872, p. 156; 1873, p. 166; 1874, p. 180; 1875, p. 184; 1876, p. 179; 1877, p. 105; 1878, p. 103; 1879, p. 103; 1880, p. 142; 1881, p. 105; 1882-83, p. 109; 1883-84, p. 128; 1884-85, p. 125; 1885-86, p. 30.)

— MICHIGAN. (An. rep. 1870, p. 185; 1871, p. 237; 1872, p. 184; 1873, p. 192; 1874, p. 203; 1875, p. 208; 1876, p. 200; 1877, p. 121; 1878, p. 120; 1879, p. 117; 1880, p. 160; 1881, p. 122; 1882-83, p. 125; 1883-84, p. 143; 1884-85, p. 140; 1885-86, p. 31.)

— MINNESOTA. (An. rep. 1870, p. 194; 1871, p. 244; 1872, p. 189; 1873, p. 192; 1874, p. 219; 1875, p. 221; 1876, p. 212; 1877, p. 130; 1878, p. 129; 1879, p. 127; 1880, p. 172; 1881, p. 132; 1882-83, p. 135; 1883-84, p. 151; 1884-85, p. 148; 1885-86, p. 31.)

— MISSISSIPPI. (An. rep. 1870, p. 200; 1871, p. 256; 1872, p. 195; 1873, p. 211; 1874, p. 223; 1875, p. 233; 1876, p. 221; 1877, p. 138; 1878, p. 135; 1879, p. 132; 1880, p. 180; 1881, p. 138; 1882-83, p. 140; 1883-84, p. 157; 1884-85, p. 154.)

— MISSOURI. (An. rep. 1870, p. 201; 1871, p. 260; 1872, p. 203; 1873, p. 220; 1874, p. 235; 1875, p. 240; 1876, p. 228; 1877, p. 143; 1878, p. 140; 1879, p. 136; 1880, p. 186; 1881, p. 144; 1882-83, p. 145; 1883-84, p. 162; 1884-85, p. 158; 1885-86, p. 31.)

— MONTANA. (An. rep. 1870, p. 323; 1872, p. 375; 1873, p. 453; 1874, p. 489; 1875, p. 497; 1876, p. 452; 1877, p. 287; 1878, p. 284; 1879, p. 281; 1880, p. 378; 1881, p. 296; 1882-83, p. 298; 1883-84, p. 302; 1884-85, p. 303; 1885-86, p. 39.)

— NEBRASKA. (An. rep. 1870, p. 212; 1871, p. 270; 1872, p. 214; 1873, p. 233; 1874, p. 250; 1875, p. 255; 1876, p. 241; 1877, p. 153; 1878, p. 149; 1879, p. 145; 1880, p. 196; 1881, p. 151; 1882-83, p. 152; 1883-84, p. 170; 1884-85, p. 167; 1885-86, p. 32.)

— NEVADA. (An. rep. 1870, p. 212; 1871, p. 272; 1872, p. 216; 1873, p. 242; 1874, p. 261; 1875, p. 263; 1876, p. 248; 1877, p. 157; 1878, p. 154; 1879, p. 149; 1880, p. 200; 1881, p. 157; 1882-83, p. 158; 1883-84, p. 175; 1884-85, p. 173; 1885-86, p. 33.)

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— NORTH CAROLINA. (An. rep. 1870, p. 248; 1871, p. 313; 1872, p. 361; 1873, p. 298; 1874, p. 317; 1875, p. 318; 1876, p. 297; 1877, p. 190; 1878, p. 186; 1879, p. 181; 1880, p. 238; 1881, p. 194; 1882-83, p. 192; 1883-84, p. 206; 1884-85, p. 209; 1885-86, p. 34.)

— OHIO. (An. rep. 1870, p. 252; 1871, p. 317; 1872, p. 269; 1873, p. 308; 1874, p. 324; 1875, p. 327; 1876, p. 305; 1877, p. 196; 1878, p. 191; 1879, p. 186; 1880, p. 246; 1881, p. 200; 1882-83, p. 200; 1883-84, p. 212; 1884-85, p. 213; 1885-86, p. 35.)

— OREGON. (An. rep. 1870, p. 268; 1871, p. 323; 1872, p. 283; 1873, p. 332; 1874, p. 348; 1875, p. 345; 1876, p. 323; 1877, p. 208; 1878, p. 200; 1879, p. 194; 1880, p. 260; 1881, p. 210; 1882-83, p. 212; 1883-84, p. 222; 1884-85, p. 223; 1885-86, p. 35.)

— PENNSYLVANIA. (An. rep. 1870, p. 268; 1871, p. 326; 1872, p. 288; 1873, p. 337; 1874, p. 355; 1875, p. 354; 1876, p. 331; 1877, p. 212; 1878, p. 205; 1879, p. 198; 1880, p. 266; 1881, p. 216; 1882-83, p. 217; 1883-84, p. 229; 1884-85, p. 228; 1885-86, p. 35.)

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— SOUTH CAROLINA. (An. rep. 1870, p. 285; 1871, p. 340; 1872, p. 312; 1873, p. 360; 1874, p. 387; 1875, p. 386; 1876, p. 362; 1877, p. 232; 1878, p. 222; 1879, p. 218; 1880, p. 292; 1881, p. 235; 1882-83, p. 236; 1883-84, p. 249; 1884-85, p. 247; 1885-86, p. 36.)

— Statistical tables. (An. rep. 1885-86, pp. 3-23.)

— TENNESSEE. (An. rep. 1870, p. 286; 1871, p. 347; 1872, p. 318; 1873, p. 368; 1874, p. 396; 1875, p. 394; 1876, p. 370; 1877, p. 237; 1878, p. 227; 1879, p. 224; 1880, p. 300; 1881, p. 240; 1882-83, p. 241; 1883-84, p. 256; 1884-85, p. 253; 1885-86, p. 36.)

— TEXAS. (An. rep. 1870, p. 290; 1871, p. 350; 1872, p. 327; 1873, p. 381; 1874, p. 409; 1875, p. 407; 1876, p. 333; 1877, p. 244; 1878, p. 233; 1879, p. 230; 1880, p. 310; 1881, p. 247; 1882-83, p. 248; 1883-84, p. 261; 1884-85, p. 259; 1885-86, p. 37.)

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— VERMONT. (An. rep. 1870, p. 200; 1871, p. 353; 1872, p. 335; 1873, p. 388; 1874, p. 415; 1875, p. 414; 1876, p. 390; 1877, p. 249; 1878, p. 238; 1879, p. 236; 1880, p. 318; 1881, p. 251; 1882-83, p. 253; 1883-84, p. 266; 1884-85, p. 264; 1885-86, p. 37.)

— VIRGINIA. (An. rep. 1870, p. 293; 1871, p. 357; 1872, p. 339; 1873, p. 393; 1874, p. 423; 1875, p. 423; 1876, p. 399; 1877, p. 256; 1878, p. 244; 1879, p. 243; 1880, p. 326; 1881, p. 257; 1882-83, p. 271; 1883-84, p. 259; 1884-85, p. 269; 1885-86, p. 37.)

— WASHINGTON TERRITORY. (An. rep. 1870, p. 333; 1872, p. 381; 1873, p. 464; 1874, p. 503; 1875, p. 515; 1876, p. 462; 1877, p. 293; 1878, p. 292; 1879, p. 287; 1880, p. 388; 1881, p. 303; 1882-83, p. 304; 1883-84, p. 307; 1884-85, p. 312.)

— WEST VIRGINIA. (An. rep. 1870, p. 299; 1871, p. 362; 1872, p. 350; 1873, p. 407; 1874, p. 438; 1875, p. 438; 1876, p. 412; 1877, p. 262; 1878, p. 251; 1879, p. 250; 1880, p. 336; 1881, p. 264; 1882-83, p. 264; 1883-84, p. 277; 1884-85, p. 276; 1885-86, p. 38.)

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— WYOMING TERRITORY. (An. rep. 1870, p. 334; 1872, p. 383; 1873, p. 468; 1874, p. 505; 1875, p. 518; 1876, p. 465; 1877, p. 296; 1878, p. 295; 1879, p. 290; 1880, p. 392; 1881, p. 306; 1882-83, p. 306; 1883-84, p. 309; 1884-85, p. 316.)

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 ——— Status of the teaching force. (An. rep. 1884-85, xlix.)
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- Teachers, Tenure of office of.** (An. rep. 1879, p. xxiii; 1880, p. xxv.)
- Teachers, Training of, in Germany.** pp.36. (Circ. inf. 1, 1878.)
- Teachers' associations.** See Conventions, etc., educational.
- Teachers' institutes.** ALABAMA. (An. rep. 1872, p. 4; 1874, p. 7; 1875, p. 11; 1877, p. 7; 1878, p. 7; 1879, p. 7; 1880, p. 8; 1881, p. 6; 1882-83, p. 7; 1883-84, p. 8; 1884-85, p. 8.)
 ——— ARIZONA. (An. rep. 1882-83, p. 284; 1883-84, p. 290; 1884-85, p. 289.)
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 ——— CALIFORNIA. (An. rep. 1871, p. 80; 1872, p. 15; 1874, p. 24; 1878, p. 18; 1879, p. 17; 1880, p. 23; 1881, p. 16; 1882-83, p. 17; 1883-84, p. 21.)
 ——— COLORADO. (An. rep. 1872, p. 368; 1877, p. 22; 1878, p. 24; 1879, p. 23; 1880, p. 32; 1881, p. 22; 1883-84, p. 30; 1884-85, p. 29.)
 ——— CONNECTICUT. (An. rep. 1871, p. 98; 1872, p. 34; 1873, p. 46; 1874, p. 45; 1875, p. 52; 1877, p. 28; 1878, p. 29; 1879, p. 28; 1880, p. 41; 1881, p. 29; 1882-83, p. 32; 1883-84, p. 38; 1884-85, p. 38.)
 ——— DAKOTA. (An. rep. 1874, p. 466; 1877, p. 277; 1878, p. 271; 1879, p. 269; 1880, p. 359; 1881, p. 283; 1883-84, p. 292; 1884-85, p. 292.)
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 ——— DISTRICT OF COLUMBIA. (An. rep. 1880, p. 364; 1881, p. 286.)
 ——— FLORIDA. (An. rep. 1878, p. 39; 1879, p. 38; 1880, p. 56; 1882-83, p. 42; 1883-84, p. 50; 1884-85, p. 48.)
 ——— GEORGIA. (An. rep. 1877, p. 41; 1878, p. 45; 1881, p. 44; 1882-83, p. 46; 1883-84, p. 56; 1884-85, p. 54.)
 ——— IDAHO. (An. rep. 1874, p. 488; 1883-84, p. 299; 1884-85, p. 300.)
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 ——— IOWA. (An. rep. 1873, p. 112; 1874, p. 116; 1875, p. 118; 1878, p. 70; 1880, p. 93; 1881, p. 70; 1882-83, p. 74; 1883-84, p. 85; 1884-85, p. 82.)
 ——— KANSAS. (An. rep. 1870, p. 140; 1871, p. 179; 1875, p. 132; 1877, p. 71; 1878, p. 78; 1879, p. 74; 1880, p. 103; 1881, p. 78; 1882-83, p. 81; 1883-84, p. 93; 1884-85, p. 90.)
 ——— KENTUCKY. (An. rep. 1872, p. 129; 1874, p. 136; 1877, p. 78; 1879, p. 80; 1880, p. 112; 1881, p. 83; 1882-83, p. 86; 1884-85, p. 96.)
 ——— LOUISIANA. (An. rep. 1871, p. 201; 1872, p. 133; 1874, p. 149; 1877, p. 85; 1880, p. 120; 1881, p. 88; 1882-83, p. 92; 1883-84, p. 107; 1884-85, p. 103.)
 ——— MAINE. (An. rep. 1872, p. 140; 1874, p. 162; 1877, p. 90; 1878, p. 93; 1879, p. 92; 1880, p. 129; 1881, p. 94; 1882-83, p. 97; 1883-84, p. 115.)
 ——— MARYLAND. (An. rep. 1871, p. 210; 1872, p. 150; 1874, p. 172; 1875, p. 176; 1877, p. 98; 1878, p. 100; 1879, p. 97; 1880, p. 136; 1881, p. 99; 1882-83, p. 102; 1883-84, p. 121; 1884-85, p. 118.)
 ——— MASSACHUSETTS. (An. rep. 1871, p. 216; 1872, p. 158; 1873, p. 187; 1874, p. 189; 1875, p. 193; 1876, p. 187; 1877, p. 110; 1878, p. 111; 1879, p. 109; 1880, p. 149; 1881, p. 111; 1882-83, p. 115; 1884-85, p. 132.)
 ——— MICHIGAN. (An. rep. 1870, p. 185; 1871, p. 238; 1872, p. 185; 1873, p. 200; 1875, p. 214; 1877, p. 125; 1878, p. 124; 1879, p. 121; 1880, p. 163; 1881, p. 126; 1882-83, p. 128; 1883-84, p. 147; 1884-85, p. 143.)
 ——— MINNESOTA. (An. rep. 1871, p. 246; 1872, p. 190; 1873, p. 200; 1874, p. 223; 1875, p. 226; 1877, p. 134; 1878, p. 132; 1879, p. 129; 1880, p. 174; 1881, p. 134; 1882-83, p. 153; 1884-85, p. 150.)
 ——— MISSISSIPPI. (An. rep. 1871, p. 257; 1872, p. 197; 1878, p. 137; 1879, p. 134; 1880, p. 181; 1881, p. 140; 1882-83, p. 142; 1883-84, p. 159.)
 ——— MISSOURI. (An. rep. 1872, p. 205; 1874, p. 242; 1875, p. 247; 1877, p. 147; 1878, p. 144; 1879, p. 140; 1880, p. 189; 1883-84, p. 165; 1884-85, p. 161.)
 ——— MONTANA. (An. rep. 1874, p. 489; 1875, p. 498; 1877, p. 288; 1878, p. 285; 1879, p. 282; 1880, p. 379; 1881, p. 297; 1882-83, p. 299; 1883-84, p. 303; 1884-85, p. 305.)
 ——— NEBRASKA. (An. rep. 1873, p. 236; 1874, p. 254; 1877, p. 155; 1878, p. 151; 1879, p. 147; 1880, p. 197; 1881, p. 153; 1882-83, p. 155.)
 ——— NEVADA. (An. rep. 1871, p. 273; 1877, p. 153; 1878, p. 156; 1880, p. 203; 1881, p. 157; 1882-83, p. 160.)

- Teachers' institutes.** NEW HAMPSHIRE. (An. rep. 1870, p. 215; 1871, p. 277; 1872, p. 220; 1873, p. 254; 1874, p. 269; 1877, p. 163; 1878, p. 160; 1879, p. 155; 1880, p. 208; 1881, p. 161; 1882-83, p. 164; 1883-84, p. 181; 1884-85, p. 179.)
- NEW JERSEY. (An. rep. 1874, p. 235; 1877, p. 171; 1878, p. 169; 1879, p. 162; 1880, p. 215; 1881, p. 169; 1882-83, p. 171; 1883-84, p. 188; 1884-85, p. 188.)
- NEW YORK. (An. rep. 1870, p. 232; 1871, p. 294; 1872, p. 233; 1873, p. 286; 1874, p. 302; 1875, p. 300; 1876, p. 281; 1877, p. 180; 1878, p. 178; 1879, p. 172; 1880, p. 227; 1881, p. 181; 1882-83, p. 182; 1883-84, p. 198; 1884-85, p. 199.)
- NORTH CAROLINA. (An. rep. 1872, p. 263; 1875, p. 321; 1879, p. 183; 1880, p. 240; 1881, p. 196; 1882-83, p. 195; 1884-85, p. 211.)
- OHIO. (An. rep. 1870, p. 253; 1871, p. 318; 1872, p. 272; 1873, p. 313; 1874, p. 334; 1875, p. 335; 1876, p. 313; 1877, p. 202; 1878, p. 195; 1879, p. 189; 1880, p. 252; 1881, p. 205; 1882-83, p. 205; 1883-84, p. 217; 1884-85, p. 218.)
- OREGON. (An. rep. 1873, p. 334; 1874, p. 351; 1875, p. 351; 1876, p. 325; 1877, p. 209; 1878, p. 202; 1879, p. 196; 1880, p. 261; 1881, p. 212; 1882-83, p. 214; 1883-84, p. 224; 1884-85, p. 225.)
- PENNSYLVANIA. (An. rep. 1870, p. 271; 1871, p. 326; 1872, p. 289; 1873, p. 340; 1874, p. 364; 1875, p. 362; 1876, p. 340; 1877, p. 217; 1878, p. 209; 1879, p. 203; 1880, p. 273; 1881, p. 220; 1882-83, p. 223; 1883-84, p. 235; 1884-85, p. 234.)
- RHODE ISLAND. (An. rep. 1871, p. 336; 1872, p. 305; 1873, p. 358; 1874, p. 382; 1875, p. 381; 1876, p. 228; 1878, p. 218; 1879, p. 214; 1880, p. 286; 1881, p. 232; 1882-83, p. 233; 1883-84, p. 245; 1884-85, p. 243.)
- SMART, JAMES H. Teachers' institutes. pp. 206. (Circ. inf. 2, 1885.)
- SOUTH CAROLINA. (An. rep. 1871, p. 341; 1872, p. 314; 1873, p. 363; 1874, p. 391; 1876, p. 365; 1877, p. 234; 1878, p. 224; 1879, p. 220; 1880, p. 294; 1881, p. 237; 1882-83, p. 238; 1883-84, p. 252; 1884-85, p. 250.)
- TENNESSEE. (An. rep. 1871, p. 348; 1874, p. 400; 1877, p. 240; 1878, p. 229; 1879, p. 226; 1880, p. 303; 1881, p. 243; 1882-83, p. 243; 1883-84, p. 257; 1884-85, p. 256.)
- TEXAS. (An. rep. 1877, p. 246; 1878, p. 235; 1879, p. 233; 1880, p. 313; 1881, p. 248; 1882-83, p. 250; 1883-84, p. 264; 1884-85, p. 261.)
- UTAH TERRITORY. (An. rep. 1881, p. 302; 1883-84, p. 306.)
- VERMONT. (An. rep. 1870, pp. 291, 292; 1871, p. 355; 1872, p. 335; 1873, p. 389; 1874, p. 418; 1875, p. 416; 1876, p. 395; 1877, p. 252; 1878, p. 240; 1879, p. 239; 1880, p. 320; 1881, p. 253; 1882-83, p. 255; 1883-84, p. 269.)
- VIRGINIA. (An. rep. 1872, p. 341; 1874, p. 428; 1875, p. 428; 1877, p. 258; 1878, p. 247; 1879, p. 246; 1880, p. 329; 1881, p. 259; 1882-83, p. 261; 1883-84, p. 274; 1884-85, p. 272.)
- WASHINGTON TERRITORY. (An. rep. 1877, p. 295; 1878, p. 293; 1879, p. 288; 1880, p. 329; 1881, p. 304; 1883-84, p. 306; 1884-85, p. 314.)
- WEST VIRGINIA. (An. rep. 1871, p. 364; 1875, p. 444; 1877, p. 264; 1878, p. 253; 1879, p. 252; 1880, p. 338; 1881, p. 265; 1882-83, p. 266; 1883-84, p. 279; 1884-85, p. 278.)
- WISCONSIN. (An. rep. 1871, p. 372; 1872, p. 357; 1873, p. 422; 1874, p. 452; 1875, p. 455; 1876, p. 424; 1877, p. 270; 1878, p. 260; 1879, p. 259; 1880, p. 346; 1881, p. 272; 1882-83, p. 273; 1883-84, p. 284; 1884-85, p. 283.)
- WYOMING TERRITORY. (An. rep. 1877, p. 296.)
- See also Normal and training schools.
- Teachers' salaries.** Methods of computing. (An. rep. 1880, p. xx.)
- Technical education.** AFGAR, E. A. (Circ. inf. 2, 1879, p. 25.)
- HINTON, LOUIS J. Education of artisans. (An. rep. 1871, pp. 526-528.)
- Practical views on technical education. [*In* An. rep. 1871.] (Circ. inf. April, 1872, pp. 105-109.)
- PHILBRICK, JOHN D. Technical education in its relations to elementary schools. (Circ. inf. 2, 1880, p. 49.)
- Technical instruction in France. pp. 63. (Circ. inf. 6, 1882.)
- Technical instruction in Italy. (Circ. inf. Feb., 1872, pp. 55-77.)
- THOMPSON, CHARLES O. Review of the reports of the British royal commissioners on technical instruction. pp. 55. (Circ. inf. 3, 1885.)
- WILSON, E. B. (Spec. rep. N. O. exp. 1884-85, pp. 447-450.)
- See also Scientific and technical education.
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- KENTUCKY. (An. rep. 1875, p. 145; 1876, p. 139; 1877, p. 78; 1878, p. 84; 1881, p. 84; 1882-83, p. 87; 1883-84, p. 101; 1884-85, p. 97.)
- LOUISIANA. (An. rep. 1874, p. 152; 1875, p. 155; 1876, p. 150; 1877, p. 85; 1878, p. 89; 1880, p. 121; 1881, p. 89; 1882-83, p. 93; 1883-84, p. 108; 1884-85, p. 105.)
- MAINE. (An. rep. 1873, p. 148; 1874, p. 164; 1875, p. 165; 1876, p. 161; 1877, p. 91; 1878, p. 94; 1882-83, p. 97; 1884-85, p. 112.)
- MARYLAND. (An. rep. 1873, p. 157; 1874, p. 174; 1875, p. 178; 1878, p. 101; 1881, p. 101; 1883-84, p. 122; 1884-85, p. 120.)
- MASSACHUSETTS. (An. rep. 1873, p. 192; 1874, p. 193; 1876, p. 190; 1877, p. 112; 1878, p. 112; 1879, p. 111; 1880, p. 151; 1881, p. 114; 1882-83, p. 116; 1883-84, p. 137; 1884-85, p. 134.)
- MICHIGAN. (An. rep. 1873, p. 197; 1874, p. 214; 1875, p. 216; 1876, p. 206; 1877, p. 126; 1878, p. 125; 1879, p. 123; 1880, p. 165; 1881, p. 127; 1882-83, p. 129; 1883-84, p. 148; 1884-85, p. 144.)
- MINNESOTA. (An. rep. 1873, p. 197; 1874, p. 225; 1875, p. 229; 1876, p. 217; 1877, p. 135; 1878, p. 133; 1879, p. 130; 1880, p. 175; 1881, p. 135; 1882-83, p. 138; 1883-84, p. 154; 1884-85, p. 152.)
- MISSISSIPPI. (An. rep. 1873, p. 217; 1874, p. 232; 1875, p. 237; 1876, p. 225; 1877, p. 141; 1878, p. 138; 1879, p. 135; 1880, p. 182; 1881, p. 141; 1882-83, p. 143; 1883-84, p. 160; 1884-85, p. 156.)
- MISSOURI. (An. rep. 1871, p. 262; 1873, p. 227; 1874, p. 245; 1875, p. 250; 1876, p. 236; 1877, p. 149; 1878, p. 145; 1879, p. 142; 1880, p. 190; 1881, p. 147; 1882-83, p. 148; 1883-84, p. 167; 1884-85, p. 163.)
- NEBRASKA. (An. rep. 1878, p. 152; 1879, p. 147; 1880, p. 198; 1881, p. 154; 1884-85, p. 170.)
- NEVADA. (An. rep. 1878, p. 156; 1881, p. 158; 1882-83, p. 160; 1883-84, p. 177; 1884-85, p. 175.)
- NEW HAMPSHIRE. (An. rep. 1873, p. 253; 1874, p. 270; 1875, p. 272; 1876, p. 258; 1877, p. 164; 1880, p. 208; 1881, p. 162; 1882-83, p. 164; 1883-84, p. 182; 1884-85, p. 180.)
- NEW JERSEY. (An. rep. 1873, p. 266; 1874, p. 283; 1876, p. 269; 1877, p. 172; 1879, p. 163; 1880, p. 216; 1882-83, p. 172; 1883-84, p. 188; 1884-85, p. 189.)
- NEW YORK. (An. rep. 1873, p. 289; 1874, p. 305; 1876, p. 285; 1877, p. 181; 1878, p. 179; 1879, p. 174; 1880, p. 228; 1881, p. 183; 1882-83, p. 183; 1883-84, p. 200; 1884-85, p. 201.)
- NORTH CAROLINA. (An. rep. 1873, p. 304; 1875, p. 323; 1876, p. 301; 1877, p. 192; 1878, p. 183; 1880, p. 241; 1881, p. 197; 1882-83, p. 196; 1883-84, p. 209; 1884-85, p. 211.)
- OHIO. (An. rep. 1870, p. 254; 1873, pp. 325-326; 1874, p. 340; 1875, p. 338; 1876, p. 316; 1877, p. 203; 1878, p. 196; 1879, p. 190; 1880, p. 253; 1881, p. 206; 1882-83, p. 207; 1883-84, p. 219; 1884-85, p. 219.)
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INDEX.

A.

Abbot Academy, statistics of, 648.
 Academic departments of colleges for women, statistics of, 644-655.
 Academic examinations of regents of University of New York, 508.
 Academies, endowed, statistics of, 500-507, 551-628.
 Academy of the Sacred Heart, statistics of, 650.
 Academy of the Visitation, statistics of, 648.
 Accommodations in schools for Indians, 868.
See also Buildings and School accommodations.
 Accounts, difference in methods of keeping, 311.
 Adams, Dr. H. B., editor of Contributions to American Educational History, 22.
 Adams, Mass., notes from school report of, 255.
 common school statistics of, 277, 287, 297, 318, 333, 358, 378.
 standard of teaching force in, 424.
 Administration, discussion relating to, 173-176.
 in Montgomery, Ala., 246.
See also Supervision.
 Admission, to law schools, statistics of examinations for, 752.
 to schools of medicine, etc., statistics of examinations for, 770-775.
 to manual training schools, age for, 795.
 to industrial schools, age for, 797, 798.
 Admission requirements, report of Commission of New England Colleges on, 509.
 of universities and colleges, tabular view of, 631-641.
 Adrian, Mich., common school statistics of, 278, 288, 298, 320, 340, 360, 380.
 Adrian (Mich.) Training School, information concerning, 426.
 Afognak, Alaska, school at, 102, 105, 107, 108.
 African School Society, work of, 877.
 Agassiz Society of Philadelphia, object of, 405.
 Age of students in business colleges, statistics of, 804-813.
 Agricultural and Mechanical College of Kentucky, statistics of, 709, 710, 716, 718.
 Agricultural and Mechanical College of Mississippi, admission requirements of, 639.
 statistics of, 709, 710, 717, 718.
 equipment of, 714.
 Agricultural and Mechanical College of Texas, admission requirements of, 639.
 statistics of, 709, 716, 718.
 Agricultural and Mechanical College (University North Carolina), statistics of, 710.
 statement concerning, 720.
 Agricultural and Scientific Department of Brown University, statistics of, 710.
 statement concerning, 720.
 Agricultural college, Brookings, Dak., notes from catalogue of, 720.
 statistics of, 726, 728.
 Agricultural Colleges, admission requirements of, 639.
 statistics of degrees conferred by, 776.
See also Schools of science and Land-grant colleges.
 Agricultural Department of West Virginia University, statistics of, 711.
 statement concerning, 720.
 Agricultural experiment stations, provision for, 707.
 Agricultural schools in France, 933.

Agriculture, study of, desired in Delaware, 121.
 at Alabama A. & M. College, 711.
 at Bussey Institution, 721.
 in Indian schools, 790.
 in France, 983.
 in Switzerland, 986.
 national school of, in Argentine Republic, 993.
 Aintab College, Aintab, Turkey, information concerning, 988.
 Akers, J. W., State superintendent of public instruction of Iowa, extracts from reports of, 129.
 quoted, 176, 211.
 mentioned, 896.
 Akron, Ohio, common school statistics of, 280, 290, 301, 324, 344, 364, 386.
 Alabama, common school statistics of, 54, 57, 59, 62, 64, 65, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 86, 88, 91, 94.
 large increase in school population of, 57.
 digest of report of State superintendent of education, 94.
 notes from reports of cities of, 246.
 common school statistics of cities of, 274, 284, 294, 305, 306, 307, 312, 332, 352, 372.
 large proportion of male teachers in, 304.
 Peabody normal scholarships in, 407.
 training of teachers in, 407.
 aid from Peabody fund to education in, 451.
 statistics of teachers' institutes in, 454.
 statistics of normal schools in, 456, 458, 464.
 statistics of kindergartens in, 467, 468.
 statistics of kindergarten training schools in, 467, 491.
 statistics of secondary schools in, 490, 498, 500, 502, 504, 512-516, 544, 548, 551, 560, 568, 580, 588, 614, 629.
 statistics of colleges for women in, 644, 646.
 statistics of colleges of liberal arts in, 664, 675, 692.
 statistics of under-graduate work of colleges in, 666.
 statistics of schools of science in, 708, 709, 716, 718.
 statistics of college attendance in, 731, 734.
 statistics of schools of theology in, 736, 737, 740.
 statistics of schools of law in, 749, 750, 752.
 statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 757, 760, 770.
 statistics of degrees conferred by colleges in, 777.
 statistics of business colleges in, 802.
 statistics of schools for the deaf in, 831, 832, 834.
 statistics of schools for the blind in, 844, 846, 848.
 statistics of education of colored race in, 874, 875, 878, 879.
 education of colored race in, 876.
 statistics of libraries in, 917, 918, 926, 931, 941, 942, 954, 955, 970.
 statistics of educational periodicals in, 974.
 Alabama Academy for the Blind, establishment of, 838.
 notes from catalogue of, 841.
 Alabama Central Female College, statistics of, 646.
 Alabama Conference Female College, statistics of, 648.

- Alabama Institution for the Deaf, notes from catalogue of, 824.
- Alabama Normal College for Girls, Livingston, Ala., statistics of, 458.
- Alabama State Agricultural and Mechanical College, statistics of, 709, 710, 716, 718.
- information concerning, 711.
- Alabama State Teachers' Associations, meetings of, 408.
- Alabama Teachers' Reading Circle, course of reading, 408.
- Alarid, Trinidad, ex-officio superintendent of reports of New Mexico, 93.
- Alarid, Trinidad, Territorial auditor of New Mexico, extracts from educational report of, 153.
- Alaska, sketch of the history and geography of, 28.
- civil government of, 31.
- education in, 32.
- plan of education for, 37.
- present condition of the schools of, 38.
- provision necessary for school-houses in, 39.
- application of the school fund of, 41.
- future policy of the Government regarding, 42.
- inhabitants of, not Indians, 43.
- common school statistics of, 55, 58, 60, 62, 64, 66, 68, 70, 73, 75, 77, 78, 79, 82, 83, 84, 87, 88, 107.
- rules and regulations for the schools of, 98.
- report of general agent of education, 101.
- publications concerning, 110.
- Albany, N. Y., no-recess plan preferred in, 231.
- notes from school report of, 264.
- common school statistics of, 280, 289, 300, 322, 344, 364, 384.
- teachers' training class in, 435.
- drawing exhibition in, 786.
- Albany (N. Y.) Law School (Union University), statistics of, 750, 752.
- Albany (N. Y.) Medical College, statistics of matriculates and graduates of, 1024.
- Albee, G. S., mentioned, 895.
- Albert Lea (Minn.) College, statistics of, 648.
- Albertson, L. C., city superintendent, Atlantic City, N. J., 322.
- Albuquerque, N. M., new Indian school in, 870.
- Alcorn Agricultural and Mechanical College of Mississippi, training of teachers at, 428.
- admission requirements of, 639.
- statistics of, 709, 710, 716, 718.
- Aldrich, G. S., mentioned, 897.
- Alexandria, Va., common school statistics of, 283, 293, 303, 323, 350, 370, 390.
- Algebra, admission requirements of colleges in, 631-634, 639, 640.
- Algeria, comparative statistics of elementary education in, 1000, 1002, 1004.
- Allegheny College, physical training at, 663.
- Allen, Dr. H. P., examination of eyes of school children by, 234.
- Allen, Dr. Jerome, mentioned, 895.
- Allen, Prof. W. F., referred to, 22.
- Allentown, Pa., common school statistics of, 281, 291, 301, 326, 346, 366, 386.
- teachers' meetings in, 441.
- Allentown (Pa.) Female College, statistics of, 652.
- Alliance, Ohio, notes from school report of, 267.
- common school statistics of, 280, 290, 301, 324, 344, 364, 386.
- Allison, J. J., city superintendent, Gallipolis, Ohio, 324.
- Allyn, Robert, president of Southern Illinois Normal University, quoted, 405.
- mentioned, 895.
- Altoona, Pa., common school statistics of, 281, 291, 301, 326, 346, 366, 386.
- reading circle in, 441.
- Ambulatory schools abolished in Georgia, 127.
- American Association for the Advancement of Science, proceedings of 36th annual meeting of, 897.
- American Association of Instructors of the Blind, 9th biennial meeting of, 849.
- American Asylum for the Education of the Deaf and Dumb, occupations of graduates of, 788.
- notes from catalogue of, 824.
- American Board of Commissioners for Foreign Missions, educational work of, in Turkey, 988.
- American Institute of Instruction, proceedings of 58th annual meeting of, 896.
- American Medical College, statistics of matriculates and graduates of, 1026.
- American Missionary Association, expenditure of, for Indian schools, 870.
- American Philological Association, proceedings of 18th annual session of, 897.
- American Printing House for the Blind, mentioned, 838.
- meeting of trustees of, 841.
- American School of Classical Study at Athens, information relating to, 674.
- Americus, Ga., notes from school report of, 249.
- common school statistics of, 275, 285, 295, 312, 334, 354, 374.
- normal class in, 415.
- Ames, A., acting school visitor, Killingly, Conn., 312.
- Amherst, Mass., notes from school report of, 255.
- common school statistics of, 277, 287, 297, 318, 338, 358, 378.
- Amherst College, admission requirements of, 632, 636.
- physical training at, 663.
- Anagnos, Dr. M., quoted, 839.
- Anatolia College, Marsavan, Turkey, information concerning, 988.
- Anatomical drawing, in schools of medicine, etc., statistics of, 770, 775.
- Anderson, E. H., superintendent of Weber County, Ogden, Utah, 328.
- Anderson, J. W., city superintendent, San Francisco, Cal., quoted, 241, 312.
- Anderson, W. E., city superintendent, Milwaukee, Wis., 330.
- Anderson, W. H., city superintendent, Wheeling, W. Va., 328.
- Andover (Mass.) Theological Seminary, statistics of, 742.
- Andrews, I. W., president of Marietta College, mentioned, 894, 895.
- Angel, Moses, head master of Jews' Free School, London, England, mentioned, 981, 982.
- Angell, J. B., mentioned, 894.
- Ann Arbor, Mich., notes from school report of, 261.
- common school statistics of, 278, 288, 298, 320, 340, 360, 380.
- Anniston, Ala., notes from school report of, 246.
- Annual Report of the Bureau, plan and scope of, 15.
- delay in the publication of, 47.
- need of larger edition of, 48.
- Annual Reports of the Bureau, list of, 1031.
- index to, 1035.
- See also Publications.
- Auvik, Alaska, school at, 104.
- Apparatus, instructions relating to, 206.
- statistics of value of, in cities, 352-371.
- statistics of expenditure for, in cities, 372-393.
- statistics of value of, owned by normal schools, 456-465.
- scientific, possession of, necessary to secure reagents' inspection, in New York, 508.
- statistics of value of, owned by secondary schools, 496-507, 534-543, 548-550, 560-566, 580-587, 614-629.
- physical, in secondary schools, statistics of, 534-543, 548-550, 560-567, 580-586, 614-628.
- owned by colleges for women, statistics of value of, 644-655.
- owned by universities, statistics of value of, 658-661.
- owned by colleges of liberal arts, statistics of value of, 664, 692-705.
- owned by land-grant colleges, statistics of value of, 708, 718.
- owned by schools of science, statistics of value of, 725, 728.
- owned by schools of medicine, etc., statistics of value of, 757-759, 770-775.
- owned by schools for the deaf, statistics of value of, 832-837.
- owned by schools for the blind, statistics of value of, 845, 846, 848.
- Appleton, Wis., common school statistics of, 283, 293, 303, 328, 350, 370, 390.
- training of teachers in, 450.

- Apportionment of school funds, basis of, 203.
- Apprenticeship system at State Normal School, Worcester, Mass., 400, 423.
- at Chelsea, Mass., 423.
- Appropriations, relatively largest in large cities, 308.
- for teachers' institutes, statistics of, 454.
- for normal schools, statistics of, 456-463.
- for schools for higher education of colored race, statistics of, 878-879.
- See also* State appropriations.
- Arbor day observed in Alabama, 97.
- in Connecticut, 117.
- in Florida, 126.
- in Iowa, 130.
- in Missouri, 149.
- celebrated in Minneapolis, Minn., 202.
- observed in Columbus, Ohio, 268.
- Archer, H. P., city superintendent, Charleston, S. C., 328.
- Arey, M. F., city superintendent, Fort Dodge, Iowa, 316.
- Argentine National Museum, information concerning, 997.
- Argentine Republic, statistics of educational periodicals in, 978.
- report concerning education in, 990-998.
- comparative statistics of elementary education in, 1000, 1002, 1004.
- Arithmetic, simplification of, 238.
- admission requirements of colleges in, 631-634, 639, 640.
- Arizona, common school statistics of, 55, 58, 60, 62, 64, 66, 68, 70, 73, 75, 77, 78, 79, 82, 83, 84, 87, 88, 92.
- extracts from report of Governor of, 112.
- training of teachers in, 403.
- statistics of normal schools in, 456, 458.
- statistics of secondary schools in, 496, 498, 500, 502, 506, 512-516.
- statistics of undergraduate work of colleges in, 666.
- statistics of college attendance in, 732.
- statistics of Indian education in, 868.
- statistics of libraries in, 904, 918.
- Arkansas, common school statistics of, 55, 57, 59, 62, 64, 65, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 86, 88, 91.
- notes from reports of cities of, 247.
- common school statistics of cities of, 274, 284, 294, 305, 306, 307, 312, 332, 352, 372.
- training of teachers in, 408.
- Peabody normal scholarships in, 409.
- teachers' institutes in, 409.
- aid from Peabody fund to education in, 451.
- statistics of teachers' institutes in, 454.
- statistics of normal schools in, 456, 458, 464.
- statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 519, 534, 544, 548, 551, 560, 570, 588, 614.
- statistics of colleges of liberal arts in, 664, 675, 692.
- statistics of undergraduate work of colleges in, 666.
- statistics of schools of science in, 708, 716, 718.
- statistics of college attendance in, 732, 734.
- statistics of schools of law in, 749, 750, 752.
- statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 757, 760, 770.
- statistics of degrees conferred by colleges in, 777.
- statistics of industrial schools in, 796, 797, 799.
- statistics of business colleges in, 802, 804.
- statistics of schools for the deaf in, 831, 832, 834.
- statistics of schools for the blind in, 844, 849, 848.
- statistics of education of colored race in, 874, 875, 878, 880.
- statistics of libraries in, 917, 918, 926, 931, 941, 942, 954, 955, 970.
- statistics of educational periodicals in, 974.
- Arkansas Industrial University, equipment of, 712.
- statistics of, 710, 716, 718.
- medical department, statistics of matriculates and graduates of, 1024.
- Arkansas School for the Blind, notes from catalogue of, 841.
- Arkansas State Teachers' Association, meeting of, 499.
- Arkansas State Teachers' Reading Circle, mentioned, 409.
- Arlington, Mass., notes from school report of, 255.
- common school statistics of, 277, 287, 297, 318, 338, 358, 378.
- Armenians, attendance of, in American colleges in Asia Minor, 988.
- Armitage, T. R., M. D., quoted, 838, 839.
- Armstrong, A., city superintendent, Sioux City, Iowa, 316.
- Arrangement of classes, discussion relating to, 230.
- See also* Classification.
- Art, statistics of degrees in, 777-781.
- Articulation, teaching of, in schools for the deaf, 820, 821, 823.
- successfully taught at American Asylum for the Deaf and Dumb, 824.
- Asbury College of Liberal Arts, physical training at, 663.
- Ashland, Pa., common school statistics of, 281, 291, 301, 326, 346, 366, 386.
- Ashland (Oregon) College and Normal School, statistics of, 400.
- Ashtabula, Ohio, notes from school report of, 267.
- common school statistics of, 281, 290, 301, 324, 344, 364, 383.
- Asia Minor, American colleges in, 988-990.
- Aspen, Colo., notes from school report of, 247.
- common school statistics of, 274, 284, 294, 312, 332, 352, 372.
- school visits in, 411.
- Assessment of property, difference in methods of, 273.
- See also* Valuation of property.
- Associate Reformed Theological Seminary, statistics of, 746.
- Association of Medical Officers of Institutions for Feeble-minded Persons, annual session of, 850.
- Associations for the promotion of secondary school work, 509.
- statistics of libraries of, 941-953.
- Asylums, use of word in reference to schools for defective classes, 818.
- Atchison, Kans., corporal punishment in, 228.
- notes from school report of, 253.
- common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- Athens, Ga., notes from school report of, 249.
- common school statistics of, 275, 285, 295, 312, 334, 354, 374.
- normal classes in, 415.
- Athens (Ala.) Female College, statistics of, 646.
- Athol, Mass., common school statistics of, 277, 287, 297, 318, 338, 358, 378.
- Atkinson, Edward, mentioned, 987.
- Atlanta, Ga., notes from school report of, 249.
- common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- normal classes in, 415.
- Atlanta (Ga.) Medical College, statistics of matriculates and graduates of, 1024.
- Atlanta (Ga.) University, industrial training at, 790.
- Atlantic, Iowa, common school statistics of, 276, 286, 296, 314, 336, 356, 376.
- Atlantic City, N. J., common school statistics of, 279, 289, 299, 322, 342, 362, 384.
- Attendance, increase of, in the South, 60.
- increased regularity of, 61.
- average number of pupils in, to each teacher, 61.
- statistics of, 62.
- average duration of, 63.
- decrease of, in Connecticut, 114.
- character of, in the District of Columbia, 124.
- legal method of reckoning, in Minnesota, 146.
- not satisfactory in New York, 156.
- falling off of, in Rhode Island, 159.
- basis of apportionment of school funds, 203.
- in evening schools, 244, 246.

Attendance—Continued.

- low percentage in Birmingham, Ala., 246.
 rule in Hartford, Conn., relating to irregularity of, 247.
 average per teacher, 273.
 comparative statistics of, in cities, 274-283, 305, 309.
 average to each teacher in city schools, statistics of, 284-293, 306, 309.
 increased uniformity in records of, 310.
 statistics of, at teachers' institutes, 454.
 required of students of University of Virginia, 668.
 in colleges and scientific schools, remarks relating to, 730.
 in colleges and scientific schools, statistics of, 730-734.
 in schools for the defective classes, 819.
 value of property, etc., of schools for the blind, per capita of, 847.
 in Indian schools, statistics of, 859-873.
 in colored teachers' institutes, statistics of, 875.
 in American colleges in Asia Minor, 989.
 in common schools of Argentine Republic, statistics of, 992.
 in Argentine Republic national colleges, 993.
See also Attendance, average, and Attendance, total.
- Attendance, average, daily proportion of number of sittings to, 65.
 proportion of number of volumes in school libraries to, 67.
 school revenue per capita of, by States, 73.
 school expenditures, per capita of, by States, 83.
 value of school property, per capita of, by States, 88.
 percentage of increase or decrease of, by States, 88.
 in Alabama, 94.
 increase of, in Dakota, 118.
 statistics of, in Oregon, 157.
 apparent decrease of, in South Carolina, 162.
 statistics of, in cities, 312-331.
 in Indian boarding-schools, statistics of, 871.
 in colored schools, statistics of, 874, 875.
 remarks relating to, 876.
 in elementary schools of London, England, statistics of, 980.
 in foreign countries, statistics of, 1002.
See also Attendance.
- Attendance, total, method of obtaining, 63.
 how determined, 310.
 statistics of, in cities, 332-351.
See also Attendance.
- Attleborough, Mass., no-recess plan in, 231.
 notes from school report of, 255.
 common school statistics of, 277, 287, 297, 318, 338, 358, 378.
- Auburn, N. Y., notes from school report of, 264.
 common school statistics of, 280, 283, 300, 322, 344, 364, 384.
 normal teaching in, 436.
- Auburn plan of prison discipline, 857.
- Auburn (N. Y.) Theological Seminary, statistics of, 744.
- Auchmuty, Richard T., quoted, 793.
- Augsburg Seminary, statistics of, 742.
- Augusta, Ga., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- Augusta, Me., notes from school report of, 254.
 common school statistics of, 277, 285, 297, 316, 336, 358, 378.
- Augustana College, notes from catalogue of, 672.
 physical training at, 663.
- Augustana Theological Seminary, statistics of, 740.
- Augustinian College, physical training at, 663.
- Articular instruction to deaf-mutes, 821.
 in New Jersey school for deaf-mutes, 827.
See also Deaf-mutes.
- Aurora, Ill., notes from school report of, 250.
 common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- Austin, Tex., common school statistics of, 282, 292, 302, 328, 348, 368, 390.
- Austria, statistics of educational periodicals in, 976.

Austria—Continued.

- comparative statistics of elementary education in, 1000, 1002, 1004.
- Average attendance. *See* Attendance, average.
- B.**
- Babcock, C. A., city superintendent, Oil City, Pa., 326.
- Babcock, J. W., city superintendent, Dunkirk, N. Y., 322.
- Bailey, D. P., chairman city school committee, Everett, Mass., 318.
- Bailey, J. M., city superintendent, Saco, Me., 316.
- Baker, B. M., State superintendent of public instruction of Texas, quoted, 175, 198, 218.
- Baker, Edward L., United States Consul at Buenos Ayres, report of, 930-998.
- Baker, F. J., city superintendent, Clay Centro, Kans., 316.
- Baker, W. C., city superintendent, Savannah, Ga., 314.
- Balcum, H. A., city superintendent, Sandusky, Ohio, 324.
- Baldwin, Catherine, quoted, 225-227.
- Balentine, W. L., city superintendent, Mahanoy, Pa., 326.
- Ballard, Stephen, school visitor, Thompson, Conn., 312.
- Ballard, T. P., mentioned, 896.
- Balliet, T. M., mentioned, 897.
- Baltimore, Md., common school statistics of, 277, 287, 297, 318, 338, 358, 378.
 secondary instruction in, 515.
- Baltimore (Md.) Female College, statistics of, 648.
- Baltimore (Md.) Manual Training School, origin and work of, 791, 792.
- Baltimore (Md.) Medical College, statistics of matriculates and graduates of, 1024.
- Baltimore (Md.) Normal School for Colored Teachers, information concerning, 421.
- Bancroft, C. F. P., principal of Phillips Academy, mentioned, 509.
- Bangor, Me., notes from school report of, 254.
 common school statistics of, 277, 286, 297, 316, 336, 358, 378.
- Bangor (Me.) Theological Seminary, statistics of, 742.
- Baptist Female College, statistics of, 650.
- Baptist Union Theological Seminary, statistics of, 740.
- Baraboo, Wis., notes from school report of, 271.
- Bardeen, C. V., city superintendent, Wausau, Wis., 330.
- Barnard, F. A., city superintendent, Middletown, Ohio, 324.
- Barnard, Hon. Henry, term of service as commissioner, 2.
 first organized teachers' institutes, 403.
- Barnard, J. A., mentioned, 896.
- Barnes, L. E., chairman city school committee, North Brookfield, Mass., 318.
- Barringer, W. N., city superintendent, Newark, N. J., 322.
 mentioned, 896.
- Bartholomew, W. H., mentioned, 895, 896.
- Bartholomew English and Classical School, statistics of, 652.
- Bartlett, J. C., city superintendent, Taunton, Mass., 320.
- Bartlett, J. N., city superintendent, New Britain, Conn., 312.
- Bartlett, S. H., city superintendent, Montgomery, Ala., 312.
- Barton, R. L., city superintendent, Peru, Ill., 314.
- Batavia, N. Y., common school statistics of, 289, 289, 300, 322, 344, 364, 384.
- Batchelder, Rev. F. L., chairman city board of school visitors, Stafford, Conn., 312.
- Batchellor, Daniel, mentioned, 896.
- Bates, W. C., city superintendent, Canton, Mass., 318.
- Bates College, physical training at, 663.
- Bates College Theological Seminary, statistics of, 742.
- Bath, Me., common school statistics of, 277, 286, 297, 316, 336, 358, 378.

- Baton Rouge, La., common school statistics of, 276, 286, 296, 316, 336, 353, 373.
- Battle Creek, Mich., common school statistics of, 278, 288, 298, 320, 340, 360, 380.
- Battle Creek (Mich.) College, physical training at, 663.
- Battles, Winslow, city superintendent, Stoughton, Mass., 329.
- Bavaria, comparative statistics of elementary education in, 1000, 1002, 1004.
- Baxter, William H., quoted, 941.
- Bay City, Mich., supplementary reading in, 237. notes from school report of, 261. training school at, 436. common school statistics of, 278, 288, 298, 320, 340, 360, 380.
- Beach, W. H., city superintendent, Madison, Wis., 330.
- Beals, A. H., city superintendent, Paducah, Ky., 316.
- Beard, M. R., city superintendent, Sacramento, Cal., 312.
- Beatrice, Nebr., common school statistics of, 279, 289, 299, 322, 342, 362, 382.
- Beattie, David, city superintendent, Troy, N. Y., 324.
- Beaver Falls, Pa., notes from school report of, 268. common school statistics of, 281, 291, 301, 326, 346, 366, 388.
- Bechtholt, A. F., city superintendent, Mankato, Minn., 320.
- Beckwith, W. P., city superintendent, Adams, Mass., 318.
- Beebe, Miss Eleanor, mentioned, 895.
- Beers, E. C., city superintendent, Phillipsburg, N. J., 322.
- Belgium, statistics of educational periodicals in, 976. comparative statistics of elementary education in, 1000, 1002, 1004.
- Belleville, Ill., notes from school report of, 250. common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- Bellevue Hospital Medical College, statistics of matriculates and graduates of, 1026.
- Beloit, Wis., common school statistics of, 283, 293, 303, 323, 350, 370, 390.
- Beloit (Wis.) College, physical training at, 663.
- Bement, Ill., notes from school report of, 250.
- Benedict Institute, statistics of, 746.
- Benefactions, to secondary schools, statistics of, 496-507, 534-543, 548-550, 560-567, 580-587, 614-628. to colleges for women, statistics of, 645-655. to universities, statistics of, 658-661. to colleges of liberal arts, statistics of, 664, 692-705. to land-grant colleges, statistics of, 708, 710, 711, 718. to schools of science, statistics of, 725, 728. to schools of theology, statistics of, 737, 740-747. to law schools, statistics of, 749, 752. to schools of medicine, etc., statistics of, 757-759, 770-775. to nurses' training schools, statistics of, 815-817. to educational institutions, statistics of, 882-887. *See also* Bequests.
- Bennet Seminary, statistics of, 618.
- Bennett College of Eclectic Medicine and Surgery, statistics of matriculates and graduates of, 1026.
- Bennington, Vt., notes from school report of, 271.
- Bequests, to Harvard University, 663. to libraries, statistics of, 904-916, 918-924, 927-930, 932-940, 942-953, 955-969. *See also* Benefactions.
- Berean Department, Union Christian College, statistics of, 740.
- Bergen, M. V., city superintendent, Camden, N. J., 322.
- Berlin, Wis., notes from school report of, 271. common school statistics of, 283, 293, 303, 323, 353, 370, 390.
- Bessey, Herman, superintendent of schools, New Castle County, Del., quoted, 123.
- Bethel, Alaska, school at, 194, 197.
- Bethel College, physical training at, 663.
- Bethel Female College, statistics of, 643.
- Bettison, Ulric, city superintendent, New Orleans, La., 316.
- Bethlehem, Pa., common school statistics of, 281, 291, 301, 326, 346, 366, 388. teachers' meetings in, 441.
- Beverly, Mass., notes from school report of, 255. common school statistics of, 277, 287, 297, 318, 338, 353, 378.
- Bible Department of Drake University, statistics of, 740. of Eureka (Ill.) College, statistics of, 740. of Oskaloosa College, statistics of, 742. of Vanderbilt University, statistics of, 746.
- Bickler, Jacob, city superintendent, Galveston, Tex., 328.
- Biddeford, Me., common school statistics of, 277, 286, 297, 316, 336, 353, 378.
- Bingham, R., mentioned, 896.
- Binghamton, N. Y., notes from school report of, 264. common school statistics of, 280, 290, 300, 322, 344, 364, 384.
- Birmingham, Ala., notes from school report of, 246. common school statistics of, 274, 284, 294, 312, 332, 352, 372. training class in, 408.
- Bishop, N. L., city superintendent, Norwich, Conn., 312.
- Bishop Whitaker's School for Girls, statistics of, 650.
- Black, J. C., city superintendent, Logansport, Ind., 314.
- Blackstone, Mass., notes from school report of, 255. common school statistics of, 277, 287, 297, 318, 338, 358, 378. professional reading for teachers in, 424.
- Blairsville Ladies' Seminary, statistics of, 652.
- Blake, James, quoted, 987.
- Blind, education of, general remarks concerning, 838-841. notes from catalogues of institutions for, 841-844. statistics of institutions for, 844-849. *See also* Schools for the Blind.
- Bliss, G. W., city superintendent, East Providence, R. I., 326.
- Blodgett, S. F., city superintendent, Milford, Mass., 318.
- Bloomington, Ill., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- Bloomington Law School (Illinois Wesleyan University), statistics of, 750, 752.
- Bloss, J. M., city superintendent, Muncie, Ind., 314.
- Bloss, J. M., city superintendent, Topeka, Kans., 316.
- Blue Mountain (Miss.) Female College, statistics of, 648.
- Bluffton, Ind., notes from school report of, 251.
- Board, cost of, in normal schools for the colored * race, 877. in American colleges in Asia Minor, 989.
- Board and lodging, annual cost of, in secondary schools, 530-567, 580-586, 614-628. in colleges for women, statistics of cost of, 645-655. in colleges of liberal arts, cost of, 692-705.
- Board of Supervisors, Boston, Mass., extract from report of, 341.
- Board schools in London, Eng., statistics of, 980.
- Boarding and Day School for Young Ladies, statistics of, 650.
- Boarding schools for Indians, industrial training in, 790. plan of, 870. statistics of, 871, 872.
- Boardman Street Kindergarten Training Class, Boston, Mass., statistics of, 492.
- Boisé City, Idaho, notes from school report of, 250.
- Boltwood, H. L., mentioned, 895.

- Bombay Presidency, comparative statistics of elementary education in, 1000, 1002, 1004.
- Bonded superintendents, statistics of, Indian schools managed by, 871-873.
- Bonds, of school districts, law relating to, in New Jersey, 153.
- sale of, not practicable in Hot Springs, Ark., 247.
- statistics of receipts from sale of, in cities, 352-371.
- Book-keeping, study of, introduced in Bangor, Me., 254.
- introduction of study of, in Salem, Mass., 260.
- See also* Business instruction.
- Boone, Iowa, common school statistics of, 276, 286, 296, 314, 336, 356, 376.
- Booz, Matilda S., city superintendent, Bristol, Pa., 326.
- Bordentown (N. J.) Female College, statistics of, 650.
- Boston, Mass., supplementary reading in, 237.
- study of arithmetic in, 238.
- success of evening schools in, 245.
- notes from school report of, 255.
- common school statistics of, 277, 287, 297, 318, 338, 353, 378.
- kindergartens in, 466.
- secondary instruction in, 518.
- manual training in, 783, 784.
- industrial training for girls in, 785.
- industrial training for the deaf in, 788.
- course of study in schools of, 1010-1014.
- Boston (Mass.) Latin School, programme of, 1006, 1011.
- Boston (Mass.) Normal School, information concerning, 423.
- statistics of, 458.
- Boston (Mass.) Reformatory Institution, notes from catalogue of, 890.
- Boston (Mass.) University, admission requirements of, 638.
- statistics of, 658.
- notes from catalogue of, 673.
- School of Theology of, statistics of, 742.
- School of Law of, statistics of, 750, 752.
- School of Medicine of, statistics of matriculates and graduates of, 1024.
- Bostwick, O. P., city superintendent, Galena, Ill., 314.
- Botany, medical, in schools of medicine, etc., statistics of, 770-775.
- Bourne, Mass., notes from school report of, 256.
- Bowdoin College, physical training at, 663.
- Bowers, H. S., acting city superintendent, Lincoln, Nebr., 322.
- Bowlby, J. M., city superintendent, Litchfield, Ill., 314.
- Bowling Green, Ky., common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- Boyes, N. W., county superintendent, Dubuque County, Iowa, quoted, 213.
- Boys, statistics of private secondary schools for, 502, 513, 568-586.
- Boys' Industrial School, Lancaster, Ohio, notes from catalogue of, 863.
- Bradbury, S. P., school agent, Bangor, Me., 316.
- Bradford, Pa., common school statistics of, 281, 291, 301, 326, 346, 366, 388.
- Bradford (Mass.) Academy, statistics of, 648.
- Bradley, J. E., city superintendent, Minneapolis, Minn., 320.
- Brady, E. L., chairman city school board, Stamford, Conn., 312.
- Braille system of printing for the blind, 838.
- Brainerd Institute, Chester, S. C., statistics of, 464.
- Braintree, Mass., common school statistics of, 277, 287, 297, 318, 338, 358, 378.
- notes from school report of, 256.
- training of teachers in, 425.
- Branch Normal College of the Arkansas Industrial University, information concerning, 408.
- statistics of, 458.
- Branson, E. C., city superintendent, Athens, Ga., 312.
- Brattleborough, Vt., common school statistics of, 283, 292, 303, 328, 350, 370, 390.
- Breaux, Joseph A., State superintendent of education of Louisiana, 93.
- Bremen, Germany, comparative statistics of elementary education in, 1000, 1002, 1004.
- Brenham, Tex., notes from school report of, 271.
- common school statistics of, 282, 292, 302, 328, 348, 368, 390.
- Brewer, G. E., city superintendent, Talladega, Ala., 312.
- Bridgeport, Conn., notes from school report of, 247.
- common school statistics of, 274, 284, 294, 312, 332, 352, 372.
- reading circle at, 411.
- Bridgman, Laura, efforts of, in behalf of kindergartens, 466.
- Briggs, E. L., city superintendent, Grand Haven, Mich., 320.
- Bright, O. T., city superintendent, Englewood, Ill., 314.
- Bristol, Conn., notes from school report of, 247.
- common school statistics of, 274, 284, 294, 312, 332, 352, 372.
- Bristol, Pa., common school statistics of, 281, 291, 301, 326, 346, 366, 388.
- teachers' meetings in, 441.
- Bristol, R. I., notes from school report of, 289.
- common school statistics of, 282, 292, 302, 326, 348, 368, 388.
- British Burmah, comparative statistics of elementary education in, 1000, 1002, 1004.
- British Columbia, comparative statistics of elementary education in, 1000, 1002, 1004.
- British India, comparative statistics of elementary education in, 1000, 1002, 1004.
- Broadus Female College, statistics of, 654.
- Brockton, Mass., notes from school report of, 256.
- common school statistics of, 277, 287, 297, 318, 338, 358, 378.
- teachers' meetings in, 425.
- Bromfield, W. F., city superintendent, Lincoln, Ill., 314.
- Brookline, Mass., system of promotion in, 244.
- notes from school report of, 256.
- common school statistics of, 277, 287, 297, 318, 338, 358, 378.
- Brooklyn, N. Y., study of arithmetic in, 239.
- evening schools in, 245.
- notes from school report of, 264.
- common school statistics of, 280, 290, 300, 322, 344, 364, 384.
- training of teachers in, 435.
- statistics of central high school, 517.
- instruction in sewing in, 781.
- opinion of manual training in, 785.
- study of drawing in, 786.
- Brooklyn (N. Y.) Training School, statistics of, 460.
- Brooks, Erastus, mentioned, 822.
- Brown, A. B., secretary city school committee, Salem, Mass., 318.
- Brown, A. W., city superintendent, South Kingston, R. I., 328.
- Brown, Mrs. C. W., quoted, 850.
- Brown, D. M., city superintendent, Petersburg, Va., 328.
- Brown, Dr. George, quoted, 850.
- Brown, George P., mentioned, 896.
- Brown, J. P., city superintendent, New London, Conn., 312.
- Brown, Miss Kate L., mentioned, 895.
- Brown, Le Roy D., State commissioner of common schools of Ohio, quoted, 90.
- mentioned, 896.
- Brown University, admission requirements of, 632, 636.
- physical training at, 663.
- Brownsville, Tex., common school statistics of, 282, 292, 302, 328, 348, 368, 390.
- Brownsville (Tenn.) Female College, statistics of, 652.
- Bruce, O. B., city superintendent, Lynn, Mass., 318.
- Bryn Mawr College, admission requirements of, 640.
- statistics of, 645.
- Buchanan, John L., State superintendent of public instruction of Virginia, 93.
- extracts from report of, 166.
- quoted, 198, 203, 211, 212, 213.
- mentioned, 896.

- Buchtel College, physical training at, 663, 673.
 Buck, W. E., city superintendent, Manchester, N. H., 322.
 Buckley, Joseph, president city board of education, Hoosick Falls, N. Y., 322.
 Bucknell Institute, statistics of, 652.
 Bucknell University, astronomical observatory at, 673.
 Buckner, G. W., president parish school board, Baton Rouge, La., 316.
 Baerhle, R. K., city superintendent, Lancaster, Pa., 326.
 Buffalo, N. Y., common school statistics of, 280, 290, 300, 322, 344, 364, 384.
 Buffalo (N. Y.) Female Academy, statistics of, 656.
 Buildings, average number of sittings to each, 65.
 number of, by States, 65.
 expenditure for, by States, 81.
 proportion of expenditure for, to total expenditure, by States, 84.
 rented, how disposed of, in statistics, 311.
 statistics of value of, 311.
 statistics of, in cities, 332-351.
 statistics of value of, in cities, 352-371.
 statistics of expenditures for, in cities, 372-393.
 statistics of value of, owned by normal schools, 456-465.
 statistics of value of, owned by secondary schools, 496-507, 534-543, 548-550, 560-566, 580-587, 614-629.
 possession of, a condition of regents' inspection, in New York, 508.
 owned by colleges for women, statistics of value of, 644-655.
 owned by universities, statistics of value of, 658-661.
 owned by colleges of liberal arts, statistics of value of, 664, 692-705.
 owned by land-grant colleges, statistics of value of, 708, 718.
 owned by schools of science, statistics of value of, 725, 728.
 owned by schools of theology, statistics of value of, 737, 740-747.
 owned by law schools, statistics of value of, 749, 752.
 owned by schools of medicine, etc., statistics of value of, 757-759, 770-775.
 owned by schools for the deaf, statistics of value of, 832-837.
 owned by schools for the blind, statistics of value of, 845, 846, 848.
 for Indian schools, expenditure for, 870.
 of American colleges in Asia Minor, described, 989.
See also School-houses and School accommodations.
 Bullock, F. M., city superintendent, New Castle, Pa., 326.
 Bureau of Education, organization of, 11.
 Museum of, 12.
 Library of, 13.
 publications of, 13.
 opinions of the recent work of, 25-27.
 removal of, 44.
 necessity for index to publications of, 1031.
 list of Annual Reports of, 1031.
 list of circulars of information published by, 1031.
 list of miscellaneous publications of, 1033.
 list of special reports of, 1034.
 index to all publications of, 1035.
 Burgess, Edward, city superintendent, Poughkeepsie, N. Y., 324.
 Burk, J. T., secretary of University of Pennsylvania, quoted, 668.
 Burke, John, city superintendent, Newport, Ky., 316.
 Burlington, Iowa, common school statistics of, 276, 286, 296, 316, 336, 356, 376.
 Burnham Industrial Farm, information concerning, 856.
 notes from catalogue of, 862.
 Burns, J. J., city superintendent, Dayton, Ohio, 324.
 Burr, Mrs. Clara A., mentioned, 895.
 Business colleges, statistics of, 802-814.
 memoranda relating to, 814.
 Business instruction, in Hartford, Conn., 247.
 introduction of, in Portland, Me., 255.
 introduction of, in Fall River, Mass., 257.
 introduction of, in Pontiac, Mich., 262.
 extension of, in Brooklyn, N. Y., 264.
 department for, in Ithaca, N. Y., 265.
 introduced in Bennington, Vt., 271.
 in secondary schools, 495.
 number receiving, in Brooklyn, N. Y. central school, 517.
 in colored schools, 878.
See also Book-keeping.
 Bussey Institution of Harvard University, notes from catalogue of, 721.
 statistics of, 726, 728.
 Butler, C. W., city superintendent, Defiance, Ohio, 324.
 Butler, Dr. Nicholas M., mentioned, 791.
 Byington, E. L., city superintendent, Colorado Springs, Colo., 312.
- C.
- Cadet system in Grand Rapids, Mich., 426.
 Cadillac, Mich., common school statistics of, 278, 288, 298, 320, 340, 360, 380.
 Cairo, Ill., notes from school report of, 250.
 common school statistics of, 275, 285, 295, 314, 334, 354, 374.
 Calais, Me., notes from school report of, 254.
 common school statistics of, 277, 286, 297, 316, 336, 358, 378.
 Caldwell, J. H., president of State board of education of Delaware, 93.
 Caldwell, P., quoted, 856, 857.
 Caldwell College, statistics of, 648.
 California, common school statistics of, 55, 58, 60, 62, 64, 66, 68, 70, 73, 75, 77, 78, 79, 82, 83, 84, 87, 88, 92.
 new legislation concerning schools of, 113.
 notes from reports of cities of, 247.
 common school statistics of cities of, 274, 284, 294, 305, 306, 307, 312, 332, 352, 372.
 new laws relating to normal schools, 409.
 training of teachers in, 409.
 teachers' institutes in, 410.
 statistics relating to teachers in, 453.
 statistics of teachers' institutes in, 454.
 statistics of normal schools in, 456, 458.
 statistics of kindergartens in, 467, 468, 470.
 statistics of kindergarten training schools in, 467, 491.
 statistics of secondary schools in, 496, 498, 500, 502, 509, 512-516, 519, 534, 551, 560, 568, 589, 588, 614.
 statistics of colleges for women in, 644, 646.
 statistics of colleges of liberal arts in, 664, 676, 692.
 statistics of undergraduate work of colleges in, 696.
 notes from catalogues of colleges of, 671.
 statistics of college attendance in, 732.
 statistics of schools of theology in, 736, 737, 740.
 statistics of schools of law in, 749, 750, 752.
 statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 755, 756, 757, 758, 760, 764, 766, 770, 772, 774.
 statistics of degrees conferred by colleges in, 777.
 statistics of business colleges in, 802, 804.
 statistics of schools for the deaf in, 831, 832, 834.
 statistics of schools for the blind in, 845, 846, 848.
 statistics of institutions for the feeble-minded in, 853, 855.
 statistics of reform schools in, 864, 866.
 statistics of Indian education in, 868.
 statistics of education of colored race in, 880.
 summer educational assemblies in, 899.
 statistics of libraries in, 904, 918, 927, 932, 942, 955.
 public school library laws of, 925.
 statistics of educational periodicals in, 974.

- California Home for the Care and Training of Feeble-Minded Children, notes from catalogue of, 851.
- California Kindergarten Training School, San Francisco, Cal., statistics of, 491.
- California Medical College, statistics of matriculates and graduates of, 1026.
- California (Pa.) State Normal School, improvements in equipment of, 440.
- California State Normal School, San José, Cal., course of study, 398.
- statistics of, 458.
- California State Teachers' Reading Circle, organization of, 410.
- Calisthenics, a disciplinary measure in New York State Reformatory, 882.
- See also* Physical training.
- Callanan College, statistics of, 646.
- Callicotte, W. R., city superintendent, Aspen, Colo., 312.
- Cambridge, Ind., notes from school report of, 251.
- Cambridge, Mass., notes from school report of, 256.
- common school statistics of, 277, 287, 297, 318, 338, 358, 378.
- practice training school at, 423.
- Cambridge (Md.) Female Seminary, statistics of, 648.
- Camden, N. J., common school statistics of, 279, 289, 299, 322, 342, 362, 381.
- Cameron, Joseph, secretary of city board of education, Hornellsville, N. Y., 323.
- Campbell, Fred. M., city superintendent, Oakland, Cal., quoted, 176, 312.
- mentioned, 896.
- Campbell, F. J., quoted, 788.
- Canada, professional reading for teachers in, 406.
- summer educational assembly in, 899.
- statistics of educational periodicals in, 976.
- comparative statistics of elementary education in, 1000, 1002, 1004.
- Canandaigua, N. Y., notes from school report of, 265.
- common school statistics of, 280, 290, 300, 322, 344, 364, 384.
- normal teaching in, 436.
- Canton, Mass., notes from school report of, 256.
- common school statistics of, 277, 287, 297, 318, 338, 358, 378.
- Canton, Ohio, good effects of supplementary reading in, 256.
- notes from school report of, 267.
- common school statistics of, 281, 290, 301, 324, 344, 364, 386.
- teachers' meetings in, 439.
- Canton (N. Y.) Theological Seminary, statistics of, 744.
- Cape Colony, comparative statistics of elementary education in, 1000, 1002, 1004.
- Cape Elizabeth, Me., notes from school report of, 254.
- Carlisle, Pa., common school statistics of, 281, 291, 301, 326, 346, 366, 388.
- Carne, R. L., city superintendent, Alexandria, Va., 328.
- Carroll, T., chairman city school board, Peabody, Mass., 318.
- Carter, E. P., chairman city school committee, Webster, Mass., 320.
- Carter, Dr. Franklin, president of Williams College, notes from report of, 673.
- Cary, J. B., city superintendent, Richmond, Va., 328.
- Case School of Applied Science, notes from catalogue of, 722.
- statistics of, 726, 728.
- Caswell, L. B., secretary school committee, Athol, Mass., 318.
- Catholic Normal School of the Holy Family, St. Francis, Wis., statistics of, 494.
- Cavanagh, James, city superintendent, Kenosha, Wis., 328.
- Cedar Bluff Female College, statistics of, 648.
- Cedar Street Training School, New Haven, Conn., information concerning, 411.
- statistics of, 458.
- Census. *See* Enumeration and School census.
- Centenary Biblical Institute, statistics of, 742.
- Central Alabama Normal Institute, Huntsville, Ala., statistics of, 464.
- Central College, physical training at, 663.
- Central College of Physicians and Surgeons, statistics of matriculates and graduates of, 1024.
- Central Female College, statistics of, 650.
- Central Female Institute, statistics of, 648.
- Central State Normal School, Lock Haven, Pa., statistics of, 460.
- Central Tennessee College, Meharry Medical Department, statistics of matriculates and graduates of, 1026.
- Central University of Kentucky, physical training at, 663.
- Certificates of proficiency granted to women by Columbia College, 644.
- Certificates of teachers. *See* Teachers' certificates.
- Chambersburg, N. J., common school statistics of, 279, 289, 299, 322, 342, 362, 384.
- Chambersburg, Pa., notes from school report of, 268.
- common school statistics of, 281, 291, 301, 326, 346, 366, 388.
- training of teachers in, 442.
- Chandler Scientific Department of Dartmouth College, notes from catalogue of, 721.
- statistics of, 726, 728.
- Chaplin, W. S., dean of Lawrence Scientific School, mentioned, 721.
- Chapman, F. L., chairman city school board, Somersworth, N. H., 322.
- Character of instruction, improvement of, in large cities, 308.
- Charity, kindergartens supported by, 467-490.
- Charleston, S. C., common school statistics of, 282, 292, 302, 328, 348, 368, 388.
- Charleston, W. Va., common school statistics of, 283, 293, 303, 328, 350, 370, 390.
- Charlotte (N. C.) Female Institute, statistics of, 650.
- Chautauqua, N. Y., summer educational assembly in, 898.
- Chautauqua Assemblies for 1887, information concerning, 898.
- Chautauqua Teachers' Reading Union, course of study, 406.
- Chattanooga, Tenn., notes from school report of, 270.
- common school statistics of, 283, 292, 302, 328, 348, 368, 390.
- training of teachers in, 444.
- Cheboygan, Mich., common school statistics of, 278, 288, 298, 320, 340, 360, 380.
- normal class in, 426.
- Chelsea, Mass., adjustment of teachers' salaries in, 224.
- punctual attendance in schools of, 232.
- notes from school report of, 256.
- common school statistics of, 277, 287, 297, 318, 338, 358, 378.
- apprenticeship system at, 423.
- Chemical laboratories in secondary schools, statistics of, 534-543, 548-550, 560-567, 580-586, 614-623.
- statistics of work in, in land-grant colleges, 709.
- at Alabama Agricultural and Mechanical College, 711, 712.
- See also* Laboratories.
- Chemistry, study of, in secondary schools, 495.
- provision for study of, at Cornell University, 669.
- work in, in schools of medicine, etc., statistics of, 770-775.
- applied, statistics of students in schools of science pursuing, 726.
- Cherokee Nation, school system of, 873.
- Chester, Pa., common school statistics of, 281, 291, 301, 326, 346, 366, 386.
- training of teachers in, 442.
- Cheyenne, Wyo., institution for the deaf at, 820.
- Chicago, Ill., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- secondary instruction in, 518.
- industrial training for the deaf in, 788.
- city schools for the deaf, notes from catalogue of, 825.

- Chicago (Ill.) Homœopathic Medical College, statistics of matriculates and graduates of, 1026.
- Chicago (Ill.) Manual Training School, origin and work of, 791, 792.
- Chicago (Ill.) Medical College, statistics of matriculates and graduates of, 1024.
- Chicago (Ill.) Theological Seminary, statistics of, 740.
- Chicago (Ill.) Training School for Kindergartners, statistics of, 491.
- Chick, C. G., chairman city school committee, Hyde Park, Mass., 313.
- Chickasaw Female College, statistics of, 648.
- Chickasaw Nation, school system of, 873.
- Chickering, G. E., city superintendent, Lawrence, Mass., 313.
- Chicopee, Mass., punctual attendance in schools of, 232.
notes from school report of, 257.
- Chidester, M., city superintendent, Wichita, Kans., 316.
- Chief officers of education in foreign countries, names of, 1000.
- Childcot, Alaska, school at, 105, 107, 108.
- Child, J. B., city superintendent, Amherst, Mass., 318.
- Child labor, in Connecticut, 114, 117.
law relating to, in Pennsylvania, 159.
- Chili, comparative statistics of elementary education in, 1000, 1002, 1004.
- Chillbothe, Mo., common-school statistics of, 279, 289, 299, 320, 342, 362, 382.
- Chillothee, Ohio, notes from school report of, 267.
common school statistics of, 281, 290, 301, 324, 344, 364, 386.
- Chittenden, Hon. S. B., gift of, to Yale University, 671.
- Choctaw Nation, school system of, 873.
- Chowan Baptist Female Institute, statistics of, 650.
- Christian Biblical Institute, statistics of, 744.
- Christian Female College, statistics of, 650.
- Church, Rev. F. C., secretary city school board, Putnam, Conn., 312.
- Cincinnati, Ohio, method of promotion in, 241.
notes from school report of, 267.
common school statistics of, 281, 290, 301, 324, 344, 364, 386.
education of the deaf at, 820.
- Cincinnati (Ohio) College of Medicine and Surgery, statistics of matriculates and graduates of, 1026.
- Cincinnati (Ohio) Deaf-Mute School, notes from catalogue of, 828.
- Cincinnati (Ohio) House of Refuge, results of training in, 857.
notes from catalogue of, 863.
- Cincinnati (Ohio) Normal School, information relating to, 438.
statistics of, 460.
- Cincinnati (Ohio) Wesleyan College, admission requirements of, 641.
- Circleville, Ohio, common school statistics of, 281, 290, 301, 324, 344, 386.
- Circulars of information of Bureau of Education, list of, 1031.
index to, 1035.
- Circulating libraries conducted for profit, statistics of, 970-972.
See also Libraries.
- City and County Industrial School, San Francisco, Cal., notes from catalogue of, 858.
- City appropriations for normal schools, statistics of, 456-463.
See also Appropriations.
- City boards, powers of, in Missouri, 149.
- City Normal School, New Orleans, La., statistics of, 458.
- City school districts, educational conditions in, in New York, 155.
- City school systems, discussion of questions relating to, 223-246.
notes from reports of, 246-272.
statistics of, 274-395.
summary by States and divisions of comparative statistics of, 395-397.
comparative statistics of, summary by classes, 399.
list of, failing to report, 394.
See also Public schools.
- City superintendents, list of, 312-330.
statistics of salaries of, 332-351.
See also Superintendents.
- City Training School, Manchester, N. H., statistics of, 460.
- City Training School for Teachers, Adrian, Mich., statistics of, 458.
- City training schools, discussion of, 399.
- Civics, remarks relating to, 239.
instruction in, in Great Barrington, Mass., 258.
- Civil academy at Washington, plan for a, 21.
- Civil engineering, statistics of students in schools of science pursuing, 726.
- Civilized communities, results of training in Indian schools in, 870.
- Cladun University, normal course in, 443.
physical training at, 663.
statistics of, 709, 711, 716, 718.
- Clapp, H. K., city superintendent, Geneva, N. Y., 322.
- Claremont, N. H., common school statistics of, 279, 289, 299, 322, 342, 362, 382.
- Clark, J. H., city superintendent, Flushing, N. Y., 322.
- Clark, Jonas G., gifts of, to Clark University, 673.
- Clark, Miss G., mentioned, 835.
- Clark University, Atlanta, Ga., industrial training at, 790.
- Clark University, Worcester, Mass., information relating to, 673.
- Clarke, F. D., quoted, 824.
- Clarke, J. T., city superintendent, Southbridge, Mass., 318.
- Clarke, R. R., chairman city school committee, Northbridge, Mass., 318.
- Clarksburg, Tenn., common school statistics of, 282, 292, 302, 328, 348, 368, 390.
teachers' meetings in, 444.
- Clason, O. B., chairman superintending school committee, Gardiner, Me., 316.
- Classes, discussion relating to division of, 230.
See also Classification.
- Classical colleges, statistics of degrees conferred by, 776-781.
- Classical course, in college, statistics of students preparing for, 496-507, 512-517, 551-559, 563-579, 588-613.
in secondary schools, proportion of pupils in, 508.
students in, in colleges for colored race, 878.
- Classics, study of, in high schools, 1021.
- Classification, of country schools, discussion of, 178-187.
difficulties in, in Mankato, Minn., 262.
of secondary schools, 494.
in all secondary schools, 517.
of pupils of reform schools, 856.
- Clay Centre, Kans., notes from school report of, 253.
common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- Clemens, I. M., city superintendent, Ashtabula, Ohio, 324.
- Clendenen, T. C., city superintendent, Cairo, Ill., 314.
- Cleveland, George B., president board of education, Portland, Conn., 312.
- Cleveland, Ohio, physical training in, 228.
common school statistics of, 281, 290, 301, 324, 344, 364, 386.
training of teachers in, 438.
- Cleveland (Ohio) Manual Training School, information relating to, 792.
- Cleveland (Ohio) Manual Training School Company, incorporation and objects of, 791.
- Cleveland (Ohio) Normal School, statistics of, 460.
- Clinton, Mass., notes from school report of, 257.
common school statistics of, 277, 287, 297, 318, 338, 358, 378.
- Clizbe, W. D., city superintendent, Ionia, Mich., 320.
- Cloak rooms in school-houses, instructions relating to, 205.
- Clubs, statistics of libraries of, 941-953.
- Co-education of the races, law against, in Georgia, 127.

- Co-education of the sexes, advantages of, 176.
in institutions for the blind, 840.
- Cogswell, Francis, city superintendent, Cambridge, Mass., 318.
- Cohoes, N. Y., common school statistics of, 280, 290, 300, 322, 344, 364, 384.
- Colby University, physical training at, 663.
- Coldwater, Mich., notes from school report of, 261.
common school statistics of, 278, 288, 298, 320, 340, 360, 380.
- Cole, C. W., city superintendent, Albany, N. Y., 322.
- Colegrove, A. D., city superintendent, Corry, Pa., 326.
- Coleman, William E., State superintendent of public schools of Missouri, 93.
extracts from report of, 149.
- College for the Blind, Vinton, Iowa, notes from catalogue of, 842.
- College of Agriculture and Mechanic Arts (University of Minnesota), statement concerning, 720.
- College of Agriculture and the Mechanic Arts (University of North Carolina), equipment of, 715.
- College of Agriculture, Mechanics, Mining, Engineering, and Chemistry (University of California), statement concerning, 720.
- College of Arts (University of Wisconsin), statistics of, 709, 711.
statement concerning, 720.
- College of Emporia (Kans.), physical training at, 663.
notes from catalogue of, 672.
- College of Law, Little Rock (Ark.) University, statistics of, 750, 752.
- College of Law, National Normal University, statistics of, 750, 752.
- College of Law, Willamette University, statistics of, 750, 752.
- College of Liberal Arts, Boston University, physical training at, 663.
- College of Literature, Science, and Arts, of University of Nebraska, physical training at, 633.
- College of Mechanic Arts, Engineering, etc., University of California, equipment of, 712.
- College of New Jersey, admission requirements of, 631, 635.
statistics of, 658.
- College of Physicians and Surgeons, Baltimore, Md., statistics of matriculates and graduates of, 1024.
- College of Physicians and Surgeons, Boston, Mass., statistics of matriculates and graduates of, 1026.
- College of Physicians and Surgeons, Keokuk, Ia., statistics of matriculates and graduates of, 1024.
- College of Physicians and Surgeons, New York, N. Y., statistics of matriculates and graduates of, 1026.
- College of Physicians and Surgeons of Chicago, Ill., statistics of matriculates and graduates of, 1024.
- College of the Bible, statistics of, 742.
- College of the Sacred Heart and Theological Seminary, statistics of, 744.
- College of the Sacred Heart of Vineland, N. J., physical training at, 663.
- College of the Sisters of Bethany, statistics of, 646.
- College of William and Mary, Dr. Adams's monograph on, 19.
revival of, 27.
- College Temple, statistics of, 646.
- Colleges, normal students in, 455.
statistics of students entering, from secondary schools, 534-542, 548-550, 560-567, 580-586, 614-628.
remarks relating to, 662.
statistics of undergraduate work of, 666.
tabular view of admission requirements of, 631-641.
list of, failing to report, 706.
memoranda relating to, 706.
proportion of students attending, to population, 730-734.
American, in Asia Minor, 988-990.
in Argentine Republic, 992-995.
- Colleges and universities, report on the study of history in, 23.
tabulation of statistics of, 656.
relative decline in, 1005.
See also Colleges and Universities.
- Colleges for women, classification of, 642.
statistics of degrees conferred by, 777-781.
See also Women and Colleges.
- Colleges of agriculture and mechanic arts, etc. (Cornell University), statistics of, 710, 716, 718.
- Colleges of agriculture and mechanic arts (University of Minnesota), statistics of, 709, 710.
- Colleges of arts and science, statistics of, 658, 660.
See also Colleges.
- Colleges of liberal arts, statistics of, 664, 675-705.
See also Colleges.
- Collegiate education of colored race, 877-881.
- Collier, C. H., city superintendent, Memphis, Tenn., 328.
- Collins, O. W., city superintendent, Framingham, Mass., 318.
- Colorado, common school statistics of, 55, 58, 60, 62, 64, 66, 68, 69, 73, 75, 77, 78, 79, 82, 83, 84, 87, 88, 92.
new legislation concerning schools of, 113.
notes from reports of cities of, 247.
common school statistics of cities of, 274, 284, 294, 305, 306, 307, 312, 332, 352, 372.
large ratio of enrolment in cities of, 304.
training of teachers in, 410.
statistics of teachers' institutes in, 454.
statistics of kindergartens in, 467, 470.
statistics of secondary schools in, 496, 498, 500, 502, 506, 512, 516, 519, 534, 552, 560, 568, 580, 588, 614.
statistics of colleges of liberal arts in, 664, 676, 693.
statistics of undergraduate work of colleges in, 666.
notes from catalogues of colleges of, 671.
statistics of schools of science in, 708, 709, 716, 718, 725, 726, 728.
statistics of college attendance in, 732.
statistics of schools of theology in, 736, 737, 740.
statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 757, 760, 770, 774.
statistics of degrees conferred by colleges in, 777.
statistics of manual training school in, 794, 795.
statistics of business colleges in, 802, 804.
statistics of schools for the deaf in, 831, 832, 834.
statistics of schools for the blind in, 845, 846, 848.
statistics of reform schools in, 864, 866.
statistics of Indian education in, 868.
statistics of education of colored race in, 880.
summer educational assembly in, 899.
statistics of libraries in, 918, 927, 932, 943, 955, 971.
statistics of educational periodicals in, 974.
- Colorado Institute for the Mute and the Blind, notes from catalogue of, 824, 842.
- Colorado Springs, Colo., common school statistics of, 274, 284, 294, 312, 332, 352, 372.
- Colorado State Agricultural College, admission requirements of, 639.
statistics of, 709, 710, 716, 718.
equipment of, 712.
- Colorado State School of Mines, statistics of, 726, 728.
- Colorado State Teachers' Association, meeting of, 411.
- Colored race, statistics of schools for, 874, 875.
remarks concerning statistics of, 876.
extracts relating to, from reports of State superintendents, 876.
schools for secondary and higher education of, 877.
statistics of schools for secondary and higher education of, 878.
statistics of professional schools for, 879.
provision for defective and dependent classes of, 880.
synopsis of statistics of schools for, 881.

- Colored race—Continued.
See also Colored schools and Colored students.
- Colored schools, feature of report of State superintendent of Kentucky, 137.
 change in law relating to, in Missouri, 149.
 in Wyoming, 171.
 high school studies in, in Wilmington, Del., 249.
 insufficient accommodations for, in Rome, Ga., 250.
 new accommodations for, in Macon, Ga., 250.
 excellent condition of, in St. Joseph, Mo., 263.
 increased attendance in, in Raleigh, N. C., 267.
 for normal training in North Carolina, 437.
 teachers for, 447.
 industrial training in, 790.
See also Colored race.
- Colored students, normal school for, at Harper's Ferry, W. Va., 449.
 new schools of theology for, 739.
- Columbia, Pa., common school statistics of, 281, 291, 301, 323, 346, 366, 388.
- Columbia, S. C., notes from school report of, 270.
 common school statistics of, 232, 292, 302, 323, 348, 368, 388.
 training of teachers in, 444.
- Columbia (Tenn.) Athenaeum, statistics of, 652.
- Columbia College, admission requirements of, 631, 635.
 admission of women in, 643.
 statistics of, 658.
 centennial of, 670.
 Law School of, statistics of, 750, 752.
- Columbia (S. C.) Female College, statistics of, 652.
- Columbia Institute for the Deaf and Dumb, physical training at, 663.
- Columbian University, statistics of, 658.
 Law School of, statistics of, 750, 752.
 National Medical College of, statistics of matriculates and graduates of, 1024.
- Columbus, Ga., notes from school report of, 250.
 common school statistics of, 275, 285, 295, 314, 334, 354, 374.
 normal classes in, 415.
- Columbus, Ind., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- Columbus, Ohio, employment of men as principals in, 225.
 examination of eyes of school children in, 234.
 notes from school report of, 268.
 common school statistics of, 281, 290, 301, 324, 344, 366, 386.
 training of teachers in, 438.
- Columbus (Ohio) Medical College, statistics of matriculates and graduates of, 1026.
- Comfortable accommodations, advantage of, 233.
See also School accommodations.
- Comings, W. R., city superintendent, Norwalk, Ohio, 324.
 mentioned, 896.
- Commencements in University of Pennsylvania, 668.
- Commercial colleges. *See* Business colleges.
- Commission of colleges in New England on admission examinations, extracts from report of, 509.
- Commissioner of Education, charged with education in Alaska, 32.
 visit to Alaska of, 33-44.
 referred to, 1023.
See also Dawson, Hon. N. H. R.
- Commitments to reform schools, statistics of, 863, 864, 866.
- Common schools, inefficiency of, in Turkey, 988.
 constitutional provisions concerning, in Argentine Republic, 990.
 in Argentine Republic, statistics of, 992.
See also Public schools.
- Community plan unsuccessful in Texas, 165.
See also District system and Township system.
- Comparative statistics of city school systems, 274-309.
 of secondary schools, remarks relating to, 508.
- Compton, H. W., city superintendent, Toledo, Ohio, 226.
 mentioned, 896.
- Compulsory attendance, effect upon proportion of enrollment, 90.
 in Alaska, 110, 111.
 in Connecticut, 114, 117.
 in Idaho, 129.
 in Maine, 141.
 in New Mexico, 153, 154.
 laws for, not effective in New York, 156.
 law relating to, not properly enforced in Rhode Island, 159.
 new law relating to, in Vermont, 165.
 law relating to, in Wisconsin, 170.
 in Wyoming, 171.
 discussion of, 176, 177.
 effect of, in reducing juvenile crime, 266.
 unjust operation of law relating to, in Woonsocket, R. I., 270.
 in Argentine Republic, 991.
See also Truancy.
- Compulsory school age, 56, 57.
- Concord, N. H., common school statistics of, 279, 289, 299, 322, 342, 362, 382.
- Concordia College, statistics of, 740.
 Seminary of, statistics of, 742.
- Concordia Seminary, statistics of, 740.
- Conductors of kindergartens, names of, 468-490.
- Connecticut, common school statistics of, 54, 57, 59, 62, 64, 65, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 86, 88, 91.
 extracts from report of board of education, 114.
 notes from reports of cities of, 247-249.
 common school statistics of cities of, 274, 284, 294, 305, 306, 307, 312, 332, 352, 372.
 first teachers' institute in, 403.
 training of teachers in, 411.
 statistics relating to teachers in, 453.
 statistics of teachers' institutes in, 454.
 statistics of normal schools in, 456, 458.
 statistics of kindergartens in, 467, 470.
 statistics of kindergarten training schools in, 467, 491.
 statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 519, 520, 534, 552, 560, 568, 580, 588, 614, 615.
 statistics of colleges for women in, 644, 646.
 statistics of colleges of liberal arts in, 664, 677, 693.
 statistics of under-graduate work of colleges in, 666.
 notes from catalogues of colleges of, 671.
 statistics of schools of science in, 703, 716, 718, 725, 726, 728.
 notes from catalogue of school of science in, 720.
 statistics of college attendance in, 731, 734.
 statistics of schools of theology in, 736, 737, 740.
 statistics of schools of law in, 749, 750, 752.
 statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 757, 760, 770.
 statistics of degrees conferred by colleges in, 777.
 statistics of business colleges in, 802, 804.
 statistics of nurses' training schools in, 814, 815.
 pupils from, in American Asylum for the Deaf, 824.
 statistics of schools for the deaf in, 830, 832, 834.
 statistics of institutions for the feeble minded in, 853, 855.
 statistics of reform schools in, 866.
 statistics of education of colored race in, 880.
 summer educational assembly in, 890.
 statistics of libraries in, 903, 904, 917, 918, 926, 931, 932, 941, 943, 954, 955, 956, 970, 971.
 statistics of educational periodicals in, 974.
- Connecticut Normal and Training School, information concerning, 411.
- Connecticut State Normal School, New Britain, Conn., statistics of, 458.
- Connecticut State Reform School, notes from catalogue of, 859.
- Connecticut State Teachers' Association, meeting of, 412.
- Connell, William, city superintendent, Fall River, Mass., quoted, 227, 318.
- Conrad, H. C., Esq., mentioned, 876.

- Conshohocken, Pa., common school statistics of, 281, 291, 301, 326, 346, 366, 388.
- Contract schools for Indians, good results of, 871.
- Contracts of teachers, law relating to, in Wisconsin, 170.
- Convention of American Instructors of the Deaf, opening of normal department of, 820, referred to, 821, proceedings of, 822.
- Convention of county superintendents of Colorado, resolution adopted at, 201.
- Conway, T. W., city superintendent, Independence, Kans., 316.
- Cook, G. T., superintendent of colored schools of District of Columbia, 93.
- Cook County (Ill.) Normal School, information concerning, 416, statistics of, 458.
- Cooking, instruction in, in Brookline, Mass., 256, introduction of instruction in, in Canton, Mass., 256, method of teaching, in Boston, Mass., 785, taught in London, England, elementary schools, 981.
- See also* Industrial training.
- Cooley, F. W., city superintendent, Stevens Point, Wis., 330.
- Cooper, J. W., city superintendent, Newton, Kans., 316.
- Cooper, John, city superintendent, Leavenworth, Kans., quoted, 228, 316.
- Cooper, Oscar H., State superintendent of public instruction of Texas, 93, extracts from report of, 163.
- Cooper Medical College, statistics of matriculates and graduates of, 1024.
- Cooper Union Free Night Schools of Science and Art, notes from catalogue of, 722, statistics of, 726, 728.
- Co-ordination of manual training with other studies, 783.
- Corinth (Miss.) Female College, statistics of, 648.
- Cornell, Leonidas S., State superintendent of public instruction of Colorado, 93, quoted, 186, 210, 220.
- Cornell College, physical training at, 663, notes from catalogue of, 672.
- Cornell University, statistics of, 658, admission requirements of, 633, 637, information relating to, 669.
- Corning, N. Y., common school statistics of, 280, 290, 300, 322, 344, 364, 381, teachers' meetings in, 436.
- Corporal punishment, remarks relating to, 228, forbidden in Savannah, Ga., 259, effect of abolishment of, in Newburg, N. Y., 266, restrictions regarding, in Illinois Reform School for Boys, 859.
- Corporations, statistics of free libraries supported by, 931-940, statistics of libraries for members of, 954-969.
- Corry, Pa., common school statistics of, 281, 291, 301, 326, 346, 366, 388.
- Cortland, N. Y., common school statistics of, 280, 290, 300, 322, 344, 364, 384.
- Cost of teachers' institutes, statistics of, 454, of manual training schools, 783.
- Costa Rica, statistics of educational periodicals in, 978, comparative statistics of elementary education in, 1000, 1002, 1004.
- Cottage system of organization of reform schools, described, 856, adopted for Illinois Reform School for Boys, 859, needed in Maine State Reform School, 860, adopted for Lyman School for Boys, 861.
- Cottingham, W. W., city superintendent, Easton, Pa., 326.
- Council Bluffs, Iowa, notes from school report of, 252, common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- County schools, should be tabulated separately, 52, course of study and classification for, discussion of, 178-187.
- See also* Rural school districts.
- County appropriations for teachers' institutes, statistics of, 454.
- See also* Appropriations.
- County high schools, established in Florida, 126.
- County school boards, compensation of, in Georgia, 126.
- County school commissioners, qualifications of, 127, in South Carolina, 162.
- County superintendents, in Delaware, 122, convention of, in Florida, 125, hopeful reports from, in Kentucky, 136, laws concerning, in Kentucky, 139, 140, salaries of, in Oregon, 158, in Texas, 163, resolution adopted at convention of, in Colorado, 201, discussion relating to, 203, 210.
- See also* County school commissioners and Supervision.
- Course of study, for ungraded schools, 141, for country schools, 178-187, 188, for graded schools of Indianapolis, Ind., 190, for high schools in Indiana, 190, in New York State normal schools, 434, in normal schools of Pennsylvania, 440, length of, in kindergarten training schools, 491-493, in secondary schools, 494, 495, of secondary schools, remarks relating to, 508, of secondary schools, time for completion of, 511, for women in Columbia College, 643, at Alabama Agricultural and Mechanical College, 711, in land grant colleges, statistics of length of, 716, statistics of length of, in schools of science, 726, of St. Vincent's Seminary, 738, of schools of theology, statistics of length of, 740-747, in law schools, statistics of length of, 752, in schools of medicine, etc., statistics of length of, 760-769, of manual training schools, 795, of industrial schools, 799-800, in business colleges, statistics of length of, 804-813, of nurses' training schools, statistics of length of, 815-817, in National Deaf-Mute College, 825, of Indian schools, 869, length of, in schools for higher education of colored race, 878-880, in American colleges in Asia Minor, 969, 960, in Argentine Republic national colleges, 993, treated by C. W. Eliot, 1005-1014, of medical colleges, defects in, 1022.
- Course of training in manual training schools, 783.
- Covington, Ky., common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- Cox, E. B., city superintendent, Xenia, Ohio, 326.
- Cox, E. S., city superintendent, Portsmouth, Ohio, 324.
- Cox, J. A., city superintendent, Martinsburg, W. Va., 328.
- Cox, Sheridan, city superintendent, Kokomo, Ind., 314.
- Crane, F. B., city superintendent, Marysville, Cal., 312.
- Cranston, R. I., notes from school report of, 269, common school statistics of, 282, 292, 302, 326, 348, 368, 388.
- Crawford, J. C., city superintendent, Green Bay, Wis., 328.
- Crawford, T. H., city superintendent, Portland, Oregon, 326.
- Crawfordsville, Ind., immunity from tardiness of schools of, 232, notes from school report of, 251, common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- Creek Nation, school system of, 873.
- Creston, Iowa, common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- Crocker, H. B., city superintendent, Dedham, Mass., 318.

- Crooker, J. F., city superintendent, Buffalo, N. Y., 322.
- Crookston, Minn., common school statistics of, 278, 288, 298, 320, 340, 360, 382.
- Crouter, A. L. E., principal of Pennsylvania Institution for the Deaf, quoted, 788, 823.
- Crow, W. M., city superintendent, Galveston, Tex., quoted, 244.
- Crown Point, Ind., notes from school report of, 251.
- Crozer Theological Seminary, statistics of, 746.
- Crutchfield, E. M., city superintendent, Fredericksburg, Va., 328.
- Cumberland, E. I., notes from school report of, 269.
- common school statistics of, 282, 292, 302, 326, 345, 368, 388.
- school inspection in, 443.
- Cumberland Female College, statistics of, 652.
- Cumberland Valley (Pa.) State Normal School, statistics of, 462.
- Curtis, V. G., city superintendent, Winona, Minn., 320.
- Curtis Society, of Buffalo, N. Y., object of, 405.
- Cushman School Kindergarten Training Class, Boston, Mass., statistics of, 492.
- Cutts, U. W., city superintendent, Orange, N. J., 322.
- D.**
- Dakota, common school statistics of, 55, 57, 60, 62, 64, 66, 67, 69, 73, 74, 77, 78, 79, 82, 83, 84, 87, 88, 92, 118.
- extracts from report of superintendent of public instruction, 117.
- training of teachers in, 412.
- statistics relating to teachers in, 453.
- statistics of teachers' institutes in, 454.
- statistics of normal schools in, 456, 458.
- statistics of kindergartens in, 467, 470.
- statistics of secondary schools in, 496, 498, 500, 502, 506, 512-516, 520, 534, 588, 590, 615.
- statistics of colleges of liberal arts in, 664, 677, 693.
- statistics of undergraduate work of colleges in, 666.
- notes from catalogue of schools of science in, 720.
- statistics of college attendance in, 732.
- statistics of degrees conferred by colleges in, 777.
- statistics of business colleges in, 802.
- statistics of schools for the deaf in, 831, 832, 834.
- statistics of Indian education in, 868.
- statistics of libraries in, 918, 943.
- statistics of educational periodicals in, 974.
- Dakota Normal School, statistics of, 458.
- Dakota School of Mines, notes from catalogue of, 720.
- statistics of, 726, 728.
- Daniels, C. A., city superintendent, Malden, Mass., 318.
- Daniels, D. H., city superintendent, Brookline, Mass., 318.
- Danvers, Mass., recess plan preferable in, 231.
- notes from school report of, 257.
- common school statistics of, 277, 287, 297, 318, 338, 358, 378.
- Danville, Ill., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- Danville, Pa., common school statistics of, 281, 291, 301, 326, 346, 366, 388.
- Danville (Va.) College for Young Ladies, statistics of, 654.
- Danville Theological Seminary, statistics of, 742.
- Darling, D. H., city superintendent, Joliet, Ill., 314.
- Dartmouth College, statistics of, 658.
- physical training at, 663.
- Medical School of, statistics of matriculates and graduates of, 1026.
- Dartt, Justus, State superintendent of public instruction of Vermont, 93.
- quoted, 174, 176.
- Daughters' College, statistics of, 648.
- Davenport, Iowa, common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- Davenport Female College, statistics of, 650.
- Davidson, C. C., city superintendent, Alliance, Ohio, 324.
- Davidson, Thomas, mentioned, 891.
- Davis, E. H., city superintendent, Chelsea, Mass., 318.
- Davis, F. D., city superintendent, Negaunee, Mich., 320.
- Davis, J. H., city superintendent, Somerville, Mass., 318.
- Davis, Prof. W. G., director of Argentine bureau of meteorology, 998.
- Dawson, Hon. LaFayette, president of Territorial board of education of Alaska, 109.
- Dawson, Hon. N. H. R., term of service as Commissioner, 2.
- resolutions regarding, 37.
- referred to, 100.
- mentioned, 896.
- See also* Commissioner of Education.
- Day, L. W., city superintendent, Cleveland, Ohio, 324.
- Day, T. H., city superintendent, Pittsfield, Mass., 318.
- Day schools for Indians, 872, 873.
- Dayton, Ohio, evening schools unsuccessful in, 245.
- notes from school report of, 268.
- common school statistics of, 281, 290, 301, 324, 346, 366, 386.
- training of teachers in, 433.
- Dayton (Ohio) Normal School, statistics of, 460.
- Deaf, schools for. *See* Schools for the deaf.
- Deaf-mutes, difficulty in obtaining statistics of, 788.
- name of institutions for education of, 818.
- attendance at schools for, 819.
- general remarks concerning education of, 819-824.
- notes from catalogues of schools for, 824-830.
- statistics of institutions for, 830-837.
- Deafness, congenital, in pupils of the American Asylum for the Deaf, 824.
- in pupils of Michigan Institution for the Deaf and Dumb, 826.
- in pupils of Nebraska Institute for Deaf and Dumb, 826.
- in New Jersey School for Deaf-Mutes, 827.
- in Ohio Institution for Deaf and Dumb, 828.
- in Western Pennsylvania Institution for the Deaf and Dumb, 828.
- Deane, C. W., city superintendent, McKeesport, Pa., 326.
- Deans of schools of theology, names of, 740-747.
- De Bann, W. T., superintendent Socorro County, N. Mex., quoted, 154.
- De Bow's Review, extract from, 734.
- Decatur, Ala., notes from school report of, 246.
- teachers' meetings in, 408.
- Decatur, Ill., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- Decatur, Ind., division of classes in, 231.
- notes from school report of, 251.
- Dedham, Mass., notes from school report of, 257.
- common school statistics of, 277, 287, 297, 318, 338, 358, 378.
- Deering, Me., notes from school report of, 255.
- common school statistics of, 277, 286, 297, 316, 336, 356, 376.
- Defiance, Ohio, common school statistics of, 281, 296, 301, 324, 366, 386.
- De Garino, Charles, mentioned, 895.
- Degrees, power of colleges for women to confer, 642.
- conferred upon women by Columbia College, 643.
- conferred by colleges for women, statistics of, 645-655.
- conferred by universities, statistics of, 658-661.
- conferred by colleges of liberal arts, statistics of, 664, 692-705.
- conferred by land-grant colleges, statistics of, 708, 718.
- conferred by schools of science, statistics of, 725, 728.

Degrees—Continued.

- statistics of students who have received, in schools of theology, 735, 736, 740-747.
 students who have received, in schools of law, 735, 749-751.
 conferred by schools of theology, statistics of, 737, 740-747.
 conferred by law schools, statistics of, 749, 752.
 students who have received, in schools of medicine, dentistry, and pharmacy, statistics of, 735, 754-756, 760-769.
 conferred by schools of medicine, etc., statistics of, 757-759, 770-775.
 statistical summary of, 776-781.
 low value of, from certain medical colleges, 1028, 1029.
- Delaware, common school statistics of, 54, 57, 59, 62, 64, 65, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 86, 88, 91.
 extracts from report of State superintendent, 120.
 notes from reports of cities of, 249.
 common school statistics of cities of, 274, 284, 294, 305, 306, 307, 312, 332, 352, 372.
 training of teachers in, 413.
 statistics relating to teachers in, 453.
 statistics of teachers' institutes in, 454.
 statistics of normal schools in, 456.
 statistics of kindergartens in, 467, 471.
 statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 520, 534, 544, 548, 590, 615.
 statistics of undergraduate work of colleges in, 663.
 statistics of schools of science in, 708, 709, 710, 718.
 statistics of college attendance in, 731, 734.
 statistics of degrees conferred by colleges in, 777.
 statistics of business colleges in, 802, 804.
 statistics of education of colored race in, 874, 875.
 education of colored race in, 876.
 statistics of libraries in, 913, 917, 919, 931, 933, 941, 943, 954, 956.
- Delaware Association for the Education of the Colored People, work of, 876.
- Delaware College, physical training at, 663.
 statistics of, 709, 710, 716, 718.
- Demorest, E. J., city superintendent, West Bay City, Mich., 320.
- Denel, A. C., city superintendent, Urbana, Ohio, 326.
- Denfeld, R. E., city superintendent, Duluth, Minn., 320.
- Denison, James, quoted, 822, 823.
- Denison University, physical training at, 663.
- Denman, J. S., superintendent of Tompkins County, N. Y., conducted first institute in the State, 403.
- Denmark, statistics of educational periodicals in, 976.
- Denominations, religious, of secondary schools, 551-559, 568-579, 588-613.
 of colleges for women, 645-655.
 of new schools of theology, 738.
- Density of population as affecting education, 54.
- Dentistry, statistics of schools of, 754-775.
 colored students pursuing, 860.
- Department of Law of University of Mississippi, statistics of, 750, 752.
 of University of the City of New York, statistics of, 750, 752.
- Department of Superintendence of the National Educational Association, proceedings of winter session of, 896.
 paper on school programmes read before, 1005-1014.
- Department of Theology (Oberlin College), statistics of, 744.
- Departmental system of instruction, on trial in Springfield, Mass., 290.
- De Pauw, Hon. W. C., gifts of, to De Pauw University, 672.
- De Pauw College for Young Women, statistics of, 646.
- De Pauw University, notes from catalogue of, 671.
- Derr, H. F., city superintendent, Elgin, Ill., 314.
- Desh, G. H., city superintendent, Bethlehem, Pa., 326.
- Des Moines (west side), Iowa, common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- Detroit, Mich., normal class in, 426.
- Detroit (Mich.) College of Medicine, statistics of matriculates and graduates of, 1026.
- Detroit (Mich.) House of Correction, results of confinement in, 838.
- Detroit (Mich.) House of Correction School, notes from catalogue of, 861.
- Dexter (Iowa) Normal School, statistics of, 464.
- Dibble, W. J., city superintendent, Marshall, Mich., 320.
- Dickinson, John W., secretary State board of education of Massachusetts, 93.
 extracts from report of, 143.
 quoted, 187, 200.
 mentioned, 894, 896.
- Dickson, E. R., city superintendent, Mobile, Ala., 312.
- Dietrich, C. H., city superintendent, Hopkinsville, Ky., 316.
- Diggle, Rev. Joseph R., chairman of London, England, school board, extracts from report of, 980-982.
- Dimock, Mrs. E. F., mentioned, 836.
- Diocesan Seminary of the Immaculate Conception, statistics of, 744.
- Diplomas for Indiana district schools, 181.
- Diplomas of normal schools, substitutes for teachers' certificates, in Missouri, 149.
- Discharges, from reform schools, statistics of, 863, 864, 865.
- District of Columbia, common school statistics of, 54, 57, 59, 62, 64, 65, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 86, 88, 91.
 extracts from school report of, 123.
 notes from reports of cities of, 249.
 common school statistics of cities of, 274, 281, 294, 305, 306, 307, 312, 332, 352, 372.
 training of teachers in, 413.
 statistics of normal schools in, 456, 458.
 statistics of kindergartens in, 467, 471.
 statistics of kindergarten training schools in, 467, 491.
 statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 520, 534, 552, 560, 568, 580, 590, 615.
 statistics of colleges of liberal arts in, 664, 677, 693.
 statistics of undergraduate work of colleges in, 666.
 statistics of college attendance in, 731.
 statistics of schools of theology in, 736, 737, 740.
 statistics of schools of law in, 749, 750, 752.
 statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 755, 756, 757, 758, 760, 766, 770, 772, 774.
 statistics of degrees conferred by colleges in, 778.
 statistics of business colleges in, 802, 804.
 statistics of nurses' training schools in, 814, 815.
 statistics of schools for the deaf in, 830, 832, 834.
 statistics of reform schools in, 864, 866.
 statistics of education of colored race in, 874, 875, 878, 879, 880.
 lack of free libraries in, 902.
 Government libraries in, 917.
 statistics of libraries in, 917, 919, 931, 933, 941, 943, 954, 956, 970, 971.
 statistics of educational periodicals in, 976.
- District system, in Dakota, 119.
 unsatisfactory operation of, in Kansas, 132.
 inefficiency of, in Maine, 140.
 objections to, in Michigan, 144.
 law relating to return to, in Vermont, 165.
 discussion of, 173-175.
 abrogation of, needed in Meriden, Conn., 248.
 dissatisfaction with, in Augusta, Me., 251.
 unsatisfactory in Hopkinton, Mass., 258.
 abolishment of, desired in Westery, R. I., 270.
See also School districts and Township system.

- District taxation, law concerning, in Kentucky, 139.
 suggestions relating to, in South Carolina, 162.
 for school houses, in Vermont, 165.
- Ditchburn, R. F., city superintendent, Tamaqua, Pa., 326.
- Divinity School of Harvard University, statistics of, 742.
- Divinity School of the Protestant Episcopal Church in Philadelphia, Pa., statistics of, 746.
- Division of classes, discussion relating to, 230.
See also Classification.
- Dix, J. A., city superintendent, Elizabeth, N. J., 322.
- Dodson, N. M., city superintendent, Berlin, Wis., 328.
- Dolph, J. M., city superintendent, Port Jervis, N. Y., 324.
- Domestic economy, study of, at Agricultural College, Brookings, Dak., 720.
See also Industrial training.
- Dougherty, N. C., city superintendent, Peoria, Ill., 314.
 mentioned, 836.
- Dover, N. H., notes from school reports of, 263.
 common school statistics of, 279, 289, 299, 322, 312, 362, 382.
 teachers' library in, 431.
- Dovey, W. C., State superintendent of public instruction of Nevada, 93.
 quoted, 156.
- Drake University, physical training at, 663.
- Draper, Andrew S., State superintendent of public instruction of New York, 93.
 extracts from report of, 155.
 quoted, 199.
- Draper, F. M., city superintendent, Atchison, Kans., 316.
- Drawing, instruction in, not uniformly successful in New London, Conn., 218.
 successful teaching of, in Richmond, Ind., 252.
 study of, introduced in Hopkinsville, Ky., 254.
 flattering success in, in Mankato, Minn., 262.
 successfully taught in Gloversville, N. Y., 265.
 improved character of instruction in, in Troy, N. Y., 267.
 discontinuation of, in high school of Dayton, Ohio, 268.
 introduction of instruction in, in Cumberland, R. I., 269.
 interest in, in East Providence, R. I., 269.
 introduction of, in Sherman, Tex., 271.
 introduction of, in Rutland, Vt., 271.
 statistics of students in secondary schools pursuing, 496-499, 502-507, 519-533, 544-547, 551-559, 563-579, 588-613.
 statistics of work in, in land grant colleges, 709.
 study of, at Alabama A. and M. College, 711.
 study of, at Franklin Institute, 723.
 anatomical, in schools of medicine, etc., statistics of, 770-775.
 discussion of study of, 785.
 taught in Michigan Institution for the Deaf and Dumb, 826.
 taught in London, England, elementary schools, 981.
 instruction in, in Switzerland, 983.
See also Industrial training.
- Dress-making, instruction in, in Switzerland, 983.
See also Sewing and Industrial training.
- Drew Theological Seminary, statistics of, 742.
- Drury, G. B., city superintendent, Northampton, Mass., 318.
- Drury College, physical training at, 663.
- Dubuque, Iowa, opposition to vocal music by school board of, 237.
 notes from school report of, 262.
 common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- Duluth, Minn., notes from school report of, 262.
 common school statistics of, 278, 288, 298, 320, 340, 360, 382.
 teachers' meeting in, 427.
- Duncan, William, educational work of, in British Columbia, 34.
- Dunkirk, N. Y., common school statistics of, 280, 290, 300, 322, 344, 364, 384.
- Dunmore, Pa., common school statistics of, 281, 291, 301, 326, 346, 366, 388.
- Dunn, T. H., city superintendent, Crawfordsville, Ind., 314.
- Duration of schools, increase in, 63.
 statistics of, by States, 64.
 in Connecticut, 115.
 in Minnesota, 146.
 in Mississippi, 148.
 in Pennsylvania, 158, 159.
 in Washington Territory, 169.
 statistics of, in cities, 332-351.
 in normal schools, 458-465.
 for colored race, statistics of, 875.
See also School year and Scholastic year.
- Dushane, J., city superintendent, South Bend, Ind., 314.
- Dutton, S. T., city superintendent, New Haven, Conn., quoted, 269, 312.
- Dwellely, G. L., city superintendent, Watertown, Mass., 320.
- Dwyer, J., principal of city schools, Harrison, N. J., 322.
- Dye, E. A., superintendent of public instruction of Dakota, 93.
 extracts from report of, 117.
- D'Youville Academy, statistics of, 650.

E.

- Earlham College, notes from catalogue of, 672.
- East Liverpool, Ohio, common school statistics of, 281, 290, 301, 324, 346, 366, 386.
- East Providence, R. I., notes from school report of, 269.
 common school statistics of, 282, 292, 302, 326, 348, 368, 388.
 teachers' meetings in, 443.
- East Saginaw, Mich., common school statistics of, 278, 288, 298, 320, 340, 360, 380.
- East St. Louis, Ill., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- Eastern Iowa Normal School, Columbus Junction, Iowa, statistics of, 464.
- Eastern State Normal School, Castine, Me., statistics of, 453.
- Easthampton, Mass., common school statistics of, 277, 287, 297, 318, 338, 358, 378.
- Easton, Warren, mentioned, 896.
- Easton, Pa., common school statistics of, 281, 291, 301, 326, 346, 366, 388.
 teachers' institutes in, 442.
- Eastport, Me., common school statistics of, 277, 286, 297, 316, 336, 358, 378.
- Eaton, Hon. John, term of service as Commissioner, 2.
 referred to, 101.
 report on statistics of education presented by, 207.
- Ebright, W., city superintendent, Beatrice, Nebr., 322.
- Eclectic Medical College of the City of New York, statistics of matriculates and graduates of, 1036.
- Eclectic Medical Institute, Cincinnati, Ohio, statistics of matriculates and graduates of, 1026.
- Eclectic Medicine, schools of. *See* Medicine, schools of.
- Eclectic Normal Institute, Murfreesborough, Tenn., statistics of, 461.
- Ecclesiastical Department of Villanova (Pa.) College, statistics of, 746.
- Ecuador, comparative statistics of elementary education in, 1000, 1002, 1004.
- Eden College, statistics of, 742.
- Edge Hill School, statistics of, 634.
- Edgerly, Jos. G., city superintendent, Fitchburg, Mass., 318.
- Editors of educational periodicals, names of, 974-979.
- Edson, A. W., city superintendent, Jersey City, N. J., quoted, 238, 322.
 mentioned, 897.
- Education, objects of, 187.
 duty of the State in regard to, 198.

- Education—Continued.
 public, better sentiment in favor of, 198.
 complete system of, 207.
 points for consideration in statistics of, 207.
 importance of, realized in Argentine Republic, 991.
 chief officers of, in foreign countries, 1000.
 Education in America, plan for history of, 19-23.
 Education of teachers, statistics of, 453.
 Educational Association of New Mexico, meeting of, 433.
 Educational institutions at Plainfield, N. J., 433.
 Educational Journal of Virginia, quoted, 168.
 Educational periodicals, popularity of, in California, 452.
 statistics of, 974-979.
 Educational statistics, difficulties in the classification of, 18.
 limitations of, 52.
 misuse of, 52.
See Statistics.
 Educational work, conditions of, in New York, 155.
 signs of great improvements in, in New York, 156.
 Edwards, A. M., city superintendent, Lewiston, Me., 316.
 mentioned, 897.
 Edwards, Richard, State superintendent of public instruction of Illinois, 93.
 mentioned, 894, 895.
 Elective courses in high schools, in Iowa City, Iowa, 252.
 in West Des Moines, Iowa, 253.
 in Taunton, Mass., 260.
 Electrical apparatus, supplied for St. Ignatius College, 671.
 Electrical engineering, study of, at Rose Polytechnic Institute, 720.
 El Dorado, Kans., common school statistics of, 276, 286, 296, 316, 336, 356, 376.
 Elementary education, in London, England, 980-983.
 in foreign countries, comparative statistics of, 1000-1004.
 in foreign countries, remarks on statistics of, 998.
 Elgin, Ill., notes from school report of, 251.
 common school statistics of, 275, 285, 295, 314, 334, 354, 374.
 Eliot, C. W., president of Harvard University, quoted, 668.
 paper on school programmes by, 1005-1014.
 Elizabeth, N. J., notes from school report of, 264.
 common school statistics of, 279, 289, 299, 322, 342, 362, 384.
 Elizabeth Aull Female Seminary, statistics of, 650.
 Ellis, S. A., city superintendent, Rochester, N. Y., 324.
 quoted, 369.
 Elmira, N. Y., common school statistics of, 280, 290, 300, 322, 344, 364, 384.
 El Paso, Tex., notes from school report of, 271.
 common school statistics of, 282, 292, 302, 328, 348, 368, 390.
 Elyria, Ohio, common school statistics of, 281, 290, 301, 324, 346, 366, 386.
 Emerson, Thomas, city superintendent, Newton, Mass., 318.
 mentioned, 897.
 Emerson Institute, Mobile, Ala., statistics of, 464.
 Emory and Henry College, physical training at, 663.
 Employes, in schools for the blind, statistics of, 844, 845, 848.
 in schools for the feeble-minded, statistics of, 853-855.
 in schools for the feeble-minded, duties of, 854.
 in Indian schools, duties of, 872.
 Employment of children. *See* Child labor.
 Employments of the blind, systems of, 838.
 Emporia, Kans., common school statistics of, 276, 286, 296, 316, 336, 356, 376.
 Endowed academies, statistics of, 500-507, 551-628.
 Endowed professorships, in colleges for women, 645.
 in universities, statistics of, 658-661.
 Endowed professorships—Continued.
 need and value of, 662.
 in colleges of liberal arts, statistics of, 664, 692-705.
 in Harvard University, 667.
 in Clark University, 673.
 in schools of science, statistics of, 725, 726.
 in schools of theology, 736, 740-747.
 Endowment, permanent, of secondary schools, 502-507, 560-566, 580-587, 614-628.
 of University of Denver, 671.
 of De Pauw University, 672.
 of Alabama Agricultural and Mechanical College, 711.
 of American colleges in Asia Minor, 989.
 Endowments, for secondary schools, lack of, 587.
 permanent, of colleges for women, statistics of, 644-655.
 of land grant colleges, 706, 707.
 Enfield, Conn., notes from school report of, 247.
 common school statistics of, 274, 284, 294, 312, 332, 352, 372.
 teachers' meetings at, 412.
 Engineering, suggestion regarding, in Lawrence Scientific School, 721.
 England, statistics of educational periodicals in, 976.
 England and Wales, comparative statistics of elementary education in, 1000, 1002, 1004.
 Englewood, Ill., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
 English, admission requirements of colleges in, 631-634, 639, 640.
See also English literature.
 English, French, and German Boarding and Day School, statistics of, 650.
 English branches only, statistics of students in secondary schools pursuing, 502-507, 512, 513, 515-517, 568-579, 588-613.
 proportion of secondary pupils pursuing, 508.
 English language, study of, in secondary schools, 495.
 study of, in Indian schools, 869.
 study of, in American colleges in Asia Minor, 989, 990.
 English literature, study of, in Peru, Ind., 252.
 study of, in Ottumwa, Iowa, 253.
 introduction of study of, in Braintree, Mass., 256.
 increased attention to, in Brookline, Mass., 256.
 increased attention to, in Coldwater, Mich., 261.
 increased attention to, in Troy, N. Y., 267.
 requirements of, for admission to college, 510.
 study of, required of women in Columbia College, 643.
 Enrolment, growth of, 58.
 statistics of, by States, 59.
 proportion of average attendance to, 62.
 proportion of number of sittings to, 65.
 total, proportion of high-school enrolment to, by States, 60.
 total, in public and private schools, proportion of private school enrolment to, by States, 69.
 increase in ten years of proportion of, to population 6 to 14, 90.
 percentage of increase or decrease of, by States, 88.
 increase of, in ten years, by States, 91.
 in Alabama, 94, 95.
 increase of, in four years in Dakota, 118.
 in county schools, decrease in Maryland of, 141.
 statistics of, in Oregon, 157.
 apparent decrease of, in South Carolina, 162.
 statistics of, in Texas, 163.
 statistics of, in Wyoming, 171.
 ratio of, to population 6 to 14, in cities, 274-283, 305, 309.
 ratio of total to population 6 to 14 in cities, 284-293, 306, 309.
 ratio of, largest in small cities, 303.
 uniformity in records of, 310.
 statistics of, in cities, 312-331.

Enrolment—Continued.

statistics of expenditures, etc., of schools for the deaf based upon, 833.
 in Indian schools, statistics of, 869-873.
 in Indian boarding schools, statistics of, 871.
 in colored schools, statistics of, 874, 875.
 remarks relating to, 876.
 in elementary schools in London, England, statistics of, 980.
 in foreign countries, statistics of, 1002.
 ratio of, to population, 1004.
Enumeration, cost of, 203.
See also School census.
Ephratha School for the Improved Instruction of Deaf-Mutes, notes from catalogue of, 825.
Episcopal Theological School, statistics of, 742.
Equipment of land grant colleges, 711-715.
 of manual training schools, 763.
Erie, Pa., training of teachers in, 412.
Essentials of university labor, 656.
Estabrook, Joseph, State superintendent of public instruction of Michigan, 93.
Esterly, C., city superintendent, El Paso, Tex., 328.
Estey Seminary, statistics of, 650.
Euphrates College, Harpoot, Turkey, information concerning, 983.
Evans, L. E., city superintendent, Augusta, Ga., 314.
Evanston, Ill., common school statistics of, 275, 285, 295, 314, 334, 351, 374.
Evansville, Ind., common school statistics of, 275, 285, 295, 314, 334, 351, 374.
 education of the deaf at, 819.
Evening schools, discussion relating to, 244.
 moderate success of, in Hartford, Conn., 248.
 moderate success of, in Meriden, Conn., 248.
 usefulness of, in New Britain, Conn., 248.
 inexperienced teachers in, in New Haven, Conn., 248.
 unsuccessful in Lewiston, Me., 255.
 fair success of, in Brookline, Mass., 256.
 fair success of, in Chelsea, Mass., 256.
 large attendance in, in Dedham, Mass., 257.
 not well attended in Fall River, Mass., 257.
 poor success of, in Fitchburg, Mass., 257.
 little progress of, in Haverhill, Mass., 258.
 success of, in Hyde Park, Mass., 258.
 success of, in Lynn, Mass., 258.
 unsuccessful in Milford, Mass., 259.
 increased success of, in North Adams, Mass., 259.
 little benefit from, in Northampton, Mass., 259.
 small attendance in, in Rockland, Mass., 259.
 well organized in Springfield, Mass., 260.
 good work of, in Taunton, Mass., 260.
 improvement in, in Waltham, Mass., 260.
 poor attendance in, in Westfield, Mass., 261.
 good progress in, in Keene, N. H., 264.
 unsuccessful in Orange, N. J., 264.
 flourishing condition of, in New York City, 266.
 unusual success of, in Utica, N. Y., 267.
 no enthusiasm in, in Dayton, Ohio, 268.
 marked improvement in, in Philadelphia, Pa., 269.
 not satisfactory in Woonsocket, R. I., 270.
 poorly attended in Green Bay, Wis., 271.
 records of, 310.
 statistics of, in cities, 332-351.
See also Night schools.
Everett, Mass., notes from school report of, 257.
 common school statistics of, 277, 287, 297, 318, 338, 358, 378.
Eversole, W. S., city superintendent, Wooster, Ohio, 326.
Examinations, written, discussion relating to, 240.
 abolished in Washington, D. C., 249.
 system of, in Danvers, Mass., 257.
 abolishment of, in Cincinnati, Ohio, 267.
 system of, in Philadelphia, Pa., 268.
 of regents of University of New York, 593.
 for admission to college, character of, 510.
 for women in Columbia College, 643.
 for admission to law schools, statistics of, 752.
 for admission to schools of medicine, etc., statistics of, 770-775.
 inspectors, results of, in London, England, 981.
 unnatural accuracy fostered by, 1099.

Examiners, State board of, in West Virginia, 109.
Exeter, R. I., teachers' institutes in, 443.
Expenditures for school purposes, increase of, in four years in Dakota, 118.
 difference in methods of accounts of, 311.
 statistics of, in cities, 372-393.
 of manual training schools, statistics of, 795.
 of industrial schools, statistics of, 796, 799, 800.
 of schools for the deaf, statistics of, 832-837.
 of schools for the blind, statistics of, 845-849.
 of schools for the feeble-minded, statistics of, 853-855.
 of Indian schools, statistics of, 870, 871, 873.
 of Indian boarding schools, statistics of, 871.
 average, per child in London, England, elementary schools, 980.
 in Argentine Republic, 992, 996.
 in foreign countries, statistics of, 1002.
Expenditures of school moneys, statistics of, by States, 81.
 on per capita basis, by States, 83.
 percentage classification of, by States, 81.
 increase in ten years of proportion of, to enrolment and population 6 to 14, 90.
 increase of, in ten years, by States, 91.
 how regulated in Alaska, 98.
 in Iowa, 123.
 in Mississippi, 148.
 statistics of, in Oregon, 157.
 amount of, in Texas, 163.
 statement of, in Wyoming, 171.
Experiment station at Alabama Agricultural and Mechanical College, 711, 712.
Eyes of pupils, examination of, in Kansas City, Mo., 263.
 in Columbus, Ohio, 263.
 in Memphis, Tenn., 270.
Eye-sight, effect of school work upon, 233-236.

F.**Faculties. See** *Instructors.*

Fairbanks, J., city superintendent, Springfield, Mo., 322.
Fairmount (W. Va.) State Normal School, statistics of, 462.
Fall River, Mass., notes from school report of, 257.
 common school statistics of, 277, 287, 297, 318, 338, 358, 378.
Fall River (Mass.) Training School, information concerning, 424.
 statistics of, 458.
Faribault, Minn., common school statistics of, 278, 288, 299, 320, 340, 360, 382.
Farms of land-grant colleges, 711-715.
 of Storrs Agricultural School, 720.
 of Bussey Institution, 721.
Farnum Preparatory School, at Beverly, N. J., information concerning, 432.
Fauquier Female Institute, statistics of, 654.
Faxon, W. H., extracts from report of, 857.
Fay, Dr. G. O., quoted, 787, 823.
 mentioned, 832.
Fay, Miss L. A., mentioned, 895.
Feeble-minded, education of, general remarks relating to, 850.
 notes from catalogues of institutions for, 851.
 statistics of institutions for, 853-855.
See also Schools for the feeble-minded.
Fellows, S. H., secretary city school board, Plainfield, Conn., 312.
Fellowships in colleges of liberal arts, statistics of, 664, 692-705.
Female Normal College, New York City, manual training at, 402.
 statistics of, 460.
Female Normal School, Salem, Mass., manual training at, 402.
Fenton, Mich., notes from school report of, 281.
 normal class in high school of, 426.
Ferry Hall, Lake Forest (Ill.) University, statistics of, 646.
Ferguson, J. W., city superintendent, Kansas City, Kans., 316.
Ferguson, W. B., city superintendent, Middletown, Conn., 312.
Felter, G. W., principal of Philadelphia (Pa.) Girls' Normal School, quoted, 513.

- Field, Miss M. L., mentioned, 889.
 Field engineering, statistics of students of land grant colleges engaged in, 709.
 Field-work, statistics of students of land grant colleges engaged in, 709.
 Finances, condition of, in Dakota, 129.
 of secondary schools, remarks relating to, 495.
 of Indian schools, 869.
See also Receipts and Expenditures.
 Finger, Sidney M., State superintendent of public instruction of North Carolina, 93.
 quoted, 175, 198, 201, 202, 210.
 Finland, comparative statistics of elementary education in, 1000, 1002, 1004.
 Fisk University, industrial training at, 790.
 Fisher, G. C., chairman of city school committee, Weymouth, Mass., 320.
 Fitch, F. S., city superintendent, Pontiac, Mich., 320.
 Fitchburg, Mass., notes from school report of, 257.
 common school statistics of, 277, 287, 297, 318, 338, 358, 378.
 Fitts, E. P., city superintendent, Middleborough, Mass., 318.
 Five Nations of Indians, school systems of, 873.
 Flanders, Wm. B., clerk of city board of education, Salina, Kans., 316.
 Fletcher, G. T., city superintendent, Marlborough, Mass., 318.
 Florida, common school statistics of, 54, 57, 59, 62, 64, 65, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 86, 88, 91.
 extracts from report of State superintendent, 125.
 common school statistics of cities of, 275, 284, 295, 305, 306, 307, 312, 332, 354, 374.
 training of teachers in, 414.
 statistics of teachers' institutions, 454.
 statistics of normal schools, 456.
 statistics of secondary schools in, 495, 498, 500, 502, 504, 512-516, 520, 534, 552, 560, 561, 590, 615.
 statistics of colleges of liberal arts in, 604, 677, 693.
 statistics of undergraduate work of colleges in, 666.
 statistics of schools of science in, 708, 716, 718.
 statistics of college attendance in, 731.
 statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 757, 760, 770.
 statistics of business colleges in, 802.
 statistics of schools for the deaf in, 830, 832, 834.
 statistics of schools for the blind in, 844, 848.
 statistics of education of colored race in, 874, 875, 878, 880.
 summer educational assembly in, 900.
 statistics of libraries in, 917, 920, 926, 927, 931, 933, 941, 943, 954, 956.
 Florida State Agricultural College, statistics of, 710, 716, 718.
 equipment of, 712.
 Florida State Teachers' Association, organized, 414.
 Flushing, N. Y., common school statistics of, 280, 290, 300, 322, 344, 364, 384.
 Flynn, W. H., city superintendent, Brenham, Tex., 328.
 Folsom, C., city superintendent, Dover, N. H., 322.
 Fond du Lac, Wis., common school statistics of, 283, 293, 303, 328, 350, 370, 390.
 Font Hill Private Institution for Feeble-Minded Children, notes from catalogue of, 851.
 Foote, L. O., city superintendent, Harrisburg, Pa., 326.
 Foote, T. L., chairman city school committee, Lee, Mass., 318.
 Ford, C. H., mentioned, 895.
 Ford, H. C., city superintendent, El Dorado, Kans., 316.
 Foreign languages, extent of instruction in, in New York City, 206.
 suggestion relating to, in Vermont normal schools, 446.
 in curricula of secondary schools, 503.
 study of, in French schools, 1007.
See also French language and German language and Languages.
 Fort, Dr. Samuel J., school for feeble-minded established by, 850.
 Ft. Collins, Colo., teachers' meetings in, 411.
 Ft. Dodge, Iowa, common school statistics of, 276, 286, 296, 316, 336, 356, 376.
 Ft. Smith, Ark., common school statistics of, 274, 284, 294, 312, 332, 352, 372.
 Ft. Wayne, Ind., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
 Ft. Wayne (Ind.) College of Medicine, statistics of matriculates and graduates of, 1024.
 Ft. Worth, Texas, notes from school report of, 271.
 common school statistics of, 282, 292, 303, 328, 348, 368, 390.
 Ft. Wrangell, Alaska, school at, 100, 107, 108.
 Foster, C. F., city superintendent, Chester, Pa., 326.
 Foster, L. C., city superintendent, Ithaca, N. Y., 324.
 Foster, W. B., acting school visitor, Rockville, Conn., 312.
 Foundations, colleges or schools comprising, statistics of, 658.
See also Universities.
 Fowler, L. R., city superintendent, Dunmore, Pa., 326.
 Framingham, Mass., notes from school report of, 257.
 common school statistics of, 277, 287, 297, 318, 338, 358, 378.
 France, statistics of educational periodicals in, 976, 978.
 agricultural education in, 933.
 superior primary schools in, 999.
 comparative statistics of elementary education in, 1000, 1002, 1004.
 Frankfort, Ind., study of civics in, 239.
 notes from school report of, 251.
 Franklin, Mass., notes from school report of, 257.
 common school statistics of, 277, 287, 297, 318, 338, 358, 378.
 Franklin College, physical training at, 663.
 Franklin Institute, notes from catalogue of, 723.
 statistics of, 726, 728.
 Franklin (Mass.) Library, foundation of, 903.
 Fraunfelder, Elias, city superintendent, Akron, Ohio, 324.
 Frederick, Md., common school statistics of, 277, 287, 297, 318, 338, 358, 378.
 Frederick (Md.) Female Seminary, statistics of, 648.
 Fredericksburg, Va., common school statistics of, 283, 293, 303, 328, 350, 370, 390.
 Free libraries. *See Libraries.*
 Free normal class for kindergartners, New York, N. Y., statistics of, 495.
 Free normal class, Milwaukee (Wis.) Mission Kindergarten Association, statistics of, 493.
 Free normal kindergarten class, Cleveland, Ohio, statistics of, 493.
 Free text-book system, discussion relating to, 219, 220, 221.
 progress made in introduction of, 221, 222.
 introduction of, in Gardiner, Me., 255.
 satisfactory in Braintree, Mass., 256.
 unsatisfactory in Taunton, Mass., 260.
 adopted in Grand Rapids, Mich., 262.
 tested in Omaha, Nebr., 263.
 introduced in Somersworth, N. H., 264.
 success of, in Lansingburg, N. Y., 265.
 introduction of, in Newburg, N. Y., 266.
 favored in South Bethlehem, Pa., 269.
 adoption of, considered in Green Bay, Wis., 271.
 popularity of, in Lacrosse, Wis., 272.
 statistics of, in cities, 332-351.
See also Text-books.
 Freehold (N. J.) Young Ladies' Seminary, statistics of, 650.
 Freeman, L. A., city superintendent, Shenandoah, Pa., 326.
 Freeport, Ill., notes from school report of, 251.
 Fremont, Nebr., common school statistics of, 279, 289, 299, 322, 342, 362, 382.
 Fremont, Ohio, common school statistics of, 281, 291, 301, 324, 346, 366, 386.
 French, H. N., city superintendent, Kalamazoo, Mich., 329.

French, statistics of students in secondary schools pursuing, 496-507, 512-517, 519-533, 544-547, 551-559, 568-579, 588-613.
 reservation of, for final examinations, 510.
 proportion of pupils in secondary schools pursuing, 567.
See also Foreign languages and Languages.
 French school programme, remarks relating to, 1006-1010.
 compared with the American programme, 1010-1014.
 Friesner, W. M., city superintendent, Los Angeles, Cal., 312.
 Froebel Normal Institute, Washington, D. C., statistics of, 491.
 Froebel Training School for Kindergartners, Philadelphia, Pa., statistics of, 493.
 Frost, J. M., city superintendent, Hudson, N. Y., 322.
 Fry, H. J., city superintendent, Jackson, Miss., 320.
 Fuel, natural gas used for, in Lima, Ohio, 263.
 statistics of expenditure for, in cities, 372-393.
 Fuller, Chas. W., State superintendent of public instruction of New Jersey, 93.
 Fuller, Gardner, city superintendent, Batavia, N. Y., 322.
 Fuller, Henry, chairman city school committee, Westfield, Mass., 320.
 Fulmore, Z. F., Esq., mentioned, 829.
 Function of public schools, discussion relating to, 196-200.
 Funds. *See* Productive funds and School funds.
 Furniture, instructions relating to, 206.
 statistics of value of, in cities, 352-371.
 statistics of expenditure for, in cities, 372-393.
 expenditures for, in Argentine Republic, 996.

G.

Gaill, Richard, city superintendent, Charleston, W. Va., 328.
 Galena, Ill., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
 Galesburg, Ill., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
 Gallagher, J. N., city superintendent, Waco, Tex., 328.
 Gallagher, W., principal of Williston Seminary, mentioned, 509.
 Gallaudet, E. M., president of National Deaf-Mute College, quoted, 818.
 mentioned, 822, 823.
 Gallaudet, Rev. Thomas, quoted, 827.
 Gallipolis, Ohio, common school statistics of, 281, 291, 301, 324, 346, 366, 386.
 Galveston, Tex., notes from school report of, 271.
 common school statistics of, 282, 292, 303, 328, 348, 368, 390.
 training of teachers in, 445.
 Gannon School of Theology, establishment and purpose of, 739.
 statistics of, 740.
 Gannon, J. M., city superintendent, Americus, Ga., 312.
 Garden work, statistics of students of land grant colleges engaged in, 709.
See also Industrial Training.
 Gardiner, Me., notes from school report of, 255.
 common school statistics of, 277, 287, 297, 316, 338, 358, 378.
 Gardner, Rev. E. C., secretary city board of school visitors, Naugatuck, Conn., 312.
 Garfield Kindergarten Training School, Washington, D. C., statistics of, 491.
 Garrard Female College, statistics of, 618.
 Garrett Biblical Institute, statistics of, 740.
 Gastman, E. A., city superintendent, Decatur, Ill., 314.
 Gates, N. P., city superintendent, Fort Smith, Ark., 312.
 Gault, F. B., city superintendent, Pueblo, Colo., 312.
 General Theological Seminary of the Protestant Episcopal Church, statistics of, 741.
 Geneva, N. Y., common school statistics of, 230, 290, 300, 322, 344, 364, 384.

Geneva, Ohio, training of teachers in, 438.
 Geneva (Ohio) Normal School, statistics of, 460.
 Geography, recent methods of teaching, 239.
 admission requirements of colleges in, 631-634.
 Geometry, study of, in grammar schools, 239.
 introduced in New York City grammar schools, 266.
 admission requirements of colleges in, 631-634, 639, 640.
 George, J. H., city superintendent, New Castle, Del., 312.
 Georgetown (Ky.) College, physical training at, 663.
 Georgetown (Ky.) Female Seminary, statistics of, 648.
 Georgetown (D. C.) University, physical training at, 663.
 Georgia, common school statistics of, 51, 57, 59, 62, 64, 65, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 86, 88, 91.
 changes of school law in, 126.
 notes from reports of cities of, 249.
 common school statistics of cities of, 275, 285, 295, 305, 306, 307, 312, 334, 354, 374.
 regularity of attendance in cities of, 394.
 training of teachers in, 414.
 Peabody normal scholarships in, 415.
 aid from Peabody Fund to education in, 451.
 statistics of teachers' institutes in, 454.
 statistics of normal schools in, 456.
 statistics of kindergartens in, 467, 471.
 statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 521, 534, 535, 544, 545, 548, 553, 558, 560, 561, 568, 589, 590, 592, 615, 616, 629.
 statistics of colleges for women in, 644, 646.
 statistics of undergraduate work of colleges in, 666.
 statistics of colleges of liberal arts in, 664, 677, 693.
 notes from catalogue of college in, 671.
 statistics of schools of science in, 708, 716, 718.
 statistics of college attendance in, 731, 734.
 statistics of schools of theology in, 736, 737, 740.
 statistics of schools of law in, 749, 750, 752.
 statistics of school of medicine, of dentistry, and of pharmacy in, 754, 755, 757, 760, 764, 770, 772.
 statistics of degrees conferred by colleges in, 778.
 statistics of industrial schools in, 796, 797, 799.
 statistics of business colleges in, 802, 804.
 statistics of schools for the deaf in, 830, 832, 834.
 statistics of schools for the blind in, 844, 848.
 statistics of education of colored race in, 874, 875, 878, 879, 880.
 statistics of libraries in, 917, 920, 931, 933, 941, 943, 954, 956.
 Georgia Baptist Seminary for Young Ladies, statistics of, 646.
 Georgia College of Eclectic Medicine and Surgery, statistics of matriculates and graduates of, 1025.
 Georgia Institution for the Education of the Deaf and Dumb, notes from catalogue of, 825.
 Georgia Methodist Female College, statistics of, 646.
 Georgia State College of Agriculture and Mechanic Arts, statistics of, 710.
 equipment of, 712.
 statement concerning, 720.
 Georgia Teachers' Association, meeting of, 415.
 German College, statistics of, 742.
 German Congregational Theological Seminary, statistics of, 742.
 German Evangelical Lutheran Seminary, statistics of, 744.
 German language, study of, 233.
 study of, in Peru, Ind., 252.
 study of, in Dubuque, Iowa, 252.
 statistics of students in secondary schools pursuing, 496-507, 512-517, 519-533, 544-547, 551-559, 568-579, 588-613.
 proportion of pupils in secondary schools pursuing, 567.
See also Foreign languages and Languages.
 German Presbyterian Theological School of the North-west, statistics of, 740.

- German Theological School of Newark, N. J., statistics of, 742.
- German-English Presbyterian School, Newark, N. J., statistics of, 464.
- Germany, statistics of educational periodicals in, 978.
- comparative statistics of elementary education in, 1000, 1002, 1004.
- Gesenius Society of Cleveland, object of, 405.
- Gethsemane Kindergarten Training Class, Minneapolis, Minn., statistics of, 492.
- Gifts to educational institutions. *See* Benefactions and Bequests.
- Gifts to libraries, statistics of, 904-916, 918-924, 927-930, 931-949, 942-953, 955-969.
- Gilbert Haven School of Theology (New Orleans, La., University), statistics of, 742.
- Gilman, Dr. D. C., president of Johns Hopkins University, notes from report of, 672.
- Girls, statistics of private secondary schools for, 500, 514, 551-567.
- industrial training for, 784.
- Girls' Normal School, of Philadelphia, Pa., work of, 269.
- Glass, E. C., city superintendent, Lynchburg, Va., 328.
- Gleason, J. C., chairman city school committee, Rockland, Mass., 318.
- Glendale (Ohio) Female College, statistics of, 652.
- Glenville (W. Va.) Branch of the State Normal School, statistics of, 462.
- Gloucester, Mass., notes from school report of, 257.
- common school statistics of, 277, 287, 297, 318, 338, 358, 378.
- Gloucester, N. J., common school statistics of, 279, 289, 299, 322, 342, 362, 384.
- Gloversville, N. Y., notes from school report of, 265.
- common school statistics of, 280, 290, 300, 322, 344, 364, 384.
- Glynn County, Ga., normal classes in, 415.
- Goodnough, W. S., mentioned, 895.
- Goodwin, A. C., city superintendent, Owensborough, Ky., 316.
- Gordon, W. A., city superintendent, Oshkosh, Wis., 330.
- Gorton, C. E., city superintendent, Yonkers, N. Y., 324.
- Gorton, J. I., city superintendent, Sing Sing, N. Y., 324.
- Goshen, Ind., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- Gotwals, J. K., city superintendent, Norristown, Pa., 326.
- Gould, Dr. Benjamin A., director of Argentine National Observatory, 996.
- Gould, R. E., city superintendent, Biddeford, Me., 316.
- Government schools for Indians, statistics of, 863-873.
- Gower, Cornelius A., quoted, 856.
- Graded courses in medical colleges, facts relating to, 1023-1030.
- Graded schools, increase in number of, in Pennsylvania, 158.
- increased number of, in Rhode Island, 160.
- system of, in Indiana, 183.
- Grading in country schools, discussion of, 178-187.
- Graduate courses for women in Columbia College, 644.
- Graduate students, in universities, statistics of, 653-661.
- in colleges of liberal arts, statistics of, 664, 675-691.
- in land grant colleges, statistics of, 708, 716.
- at schools of theology, statistics of, 736, 740-747.
- Graduates, of normal schools, number of, employed in teaching, 452.
- of normal schools, statistics of employment as teachers of, 453.
- from normal schools, statistics of, 453-465.
- of colleges for women, statistics of, 645-655.
- of nurses' training schools, statistics of, 814-817.
- from schools for the deaf, statistics of, 833-837.
- small proportion of, in Argentine Republic national colleges, 993.
- from medical colleges, statistics of, 1024-1030.
- Graduation from schools of medicine, etc., statistics of fees for, 760-769.
- low standard for, in medical colleges, 1028, 1029.
- Graham, A. H., city superintendent, Columbus, Ind., 314.
- Graham, J. W., city superintendent, Clarksville, Tenn., 323.
- Grammar, recent methods of teaching, 239.
- Grand Haven, Mich., common school statistics of, 278, 288, 298, 320, 340, 360, 380.
- Grand Island, Nebr., common school statistics of, 279, 289, 299, 322, 342, 362, 382.
- Grand Junction, Colo., new Indian school in, 870.
- Grand Rapids, Mich., notes from school report of, 261.
- common school statistics of, 278, 288, 298, 320, 340, 360, 380.
- cadet system in, 426.
- Granger Place School, statistics of, 650.
- Gray, T. J., mentioned, 895.
- Great Barrington, Mass., notes from school report of, 258.
- common school statistics of, 277, 287, 297, 318, 338, 358, 378.
- Great Britain, classification of reform schools in, 856.
- comparative statistics of elementary education in, 1000, 1002, 1004.
- Greek, statistics of students in secondary schools pursuing, 496-499, 502-507, 512, 513, 515-517, 519-533, 544-547, 568-579, 588-613.
- admission requirements of colleges in, 635-638, 640.
- See also* Languages.
- Greeks, attendance of, in American colleges in Asia Minor, 983.
- Green, J. M., principal of city schools, Long Branch, N. J., 322.
- Green Bay, Wis., notes from school report of, 271.
- common school statistics of, 283, 293, 303, 328, 350, 370, 390.
- Green Island, N. Y., common school statistics of, 280, 290, 300, 322, 344, 364, 384.
- Greenfield, Mass., common school statistics of, 277, 287, 297, 318, 338, 358, 378.
- Greenough, J. C., mentioned, 897.
- Greensborough (N. C.) Female College, statistics of, 650.
- Greensborough, (N. C.) Law School, statistics of, 759, 752.
- Greenslade, J. M., city superintendent, Lima, Ohio, 324.
- Greenville, S. C., common school statistics of, 282, 292, 302, 328, 348, 368, 388.
- Greenville (S. C.) Female College, statistics of, 652.
- Greenwich, Conn., notes from school report of, 247.
- common school statistics of, 274, 284, 294, 312, 332, 352, 372.
- Greenwood, J. M., city superintendent, Kansas City, Mo., 320.
- mentioned, 895.
- Griffin, Ga., notes from school report of, 250.
- teachers' meetings in, 415.
- Griswold, F. C., chairman city school committee, Greenfield, Mass., 318.
- Griswold College, physical training at, 663.
- Gross, L. M., city superintendent, Chillicothe, Mo., 320.
- Groton, Conn., common school statistics of, 274, 284, 294, 312, 332, 352, 372.
- Grounds, statistics of value of, owned by normal schools, 456-465.
- statistics of value of, owned by secondary schools, 496-507, 534-543, 548-550, 560-566, 589-587, 614-629.
- owned by colleges for women, statistics of value of, 644-655.
- by universities, statistics of value of, 658-661.
- by colleges of liberal arts, statistics of value of, 664, 692-705.
- of University of Denver, 671.
- owned by land grant colleges, statistics of value of, 708, 718.
- by schools of science, statistics of value of, 725, 728.
- by schools of theology, statistics of value of, 737, 740-747.

Grounds—Continued.

- owned by law schools, statistics of value of, 749, 752.
 by schools of medicine, etc., statistics of value of, 757-759, 770-775.
 by schools for the deaf, statistics of value of, 832-837.
 by schools for the blind, statistics of value of, 845, 846, 848.
See also School property.
 Grover, Emory, chairman city school committee, Needham, Mass., 318.
 Guatemala, comparative statistics of elementary education in, 1000, 1002, 1004.
 Gymnasiums, at Trinity College, 671.
See also Physical training.

H.

- Hagar, Daniel B., mentioned, 895.
 Hagerstown, Ind., notes from school report of, 252.
 training class in high school of, 417.
 Hagerstown, Md., common school statistics of, 277, 287, 297, 318, 358, 358, 378.
 Hahnemann Medical College and Hospital, Chicago, Ill., statistics of matriculates and graduates of, 1026.
 Hahnemann Medical College and Hospital, Philadelphia, Pa., statistics of matriculates and graduates of, 1024.
 Hahnemann Medical College of San Francisco (Cal.), statistics of matriculates and graduates of, 1024.
 Hailmann, W. N., city superintendent, La Porte, Ind., 314.
 mentioned, 894, 895.
 Half-day sessions, unsatisfactory results of, in the District of Columbia, 123.
 discussion relating to, 228-230.
 necessary in Washington, D. C., 249.
 success of, in Rockville, Ind., 252.
 in Atchison, Kans., 255.
 in Clay Centre, Kans., 253.
 in Lawrence, Kans., 253.
 in Ottawa, Kans., 254.
 in Adams, Mass., 255.
 instituted in Minneapolis, Minn., 262.
 successful in Beaver Falls, Pa., 268.
 saving resulting from, in Columbia, S. C., 270.
 adopted in Memphis, Tenn., 270.
 Hall, A. S., city superintendent, Cadillac, Mich., 320.
 Hall, C. J., principal of high school, Maysville, Ky., 316.
 Hall, I. F., city superintendent, Leominster, Mass., 318.
 Hall, J. Milton, mentioned, 896.
 Halsey, L. R., city superintendent, Battle Creek, Mich., 320.
 Hamburg, Germany, comparative statistics of elementary education in, 1000, 1002, 1004.
 Hamilton, Samuel, county superintendent, Allegheny County, Pa., quoted, 206.
 Hamilton, Ohio, common school statistics of, 281, 291, 301, 324, 346, 366, 386.
 Hamilton College, physical training at, 663.
 Hamilton Female College, statistics of, 648.
 Hamilton (N. Y.) Theological Seminary, statistics of, 744.
 Hampton, Va., manual training at normal school, 402.
 Hampton (Va.) Normal and Agricultural Institute, statistics of, 462, 709, 711, 716, 718.
 Hancock, John, city superintendent, Chillicothe, Ohio, 324.
 mentioned, 896.
 Hannibal, Mo., common school statistics of, 279, 289, 299, 320, 342, 362, 382.
 Hardie, Thomas, secretary city board of education, Dubuque, Iowa, 316.
 Hardin College, statistics of, 650.
 Hardy, Albert, city superintendent, La Crosse, Wis., 320.
 Hardy, F. A., clerk city board of education, Piqua, Ohio, 324.
 Harlan, D. W., city superintendent, Wilmington, Del., referred to, 244.
 statistics furnished by, 312.

- Harman, D. A., city superintendent, Hazleton, Pa., 326.
 Harper, Dr. W. R., mentioned, 899.
 Harrington, H. M., city superintendent, Bridgeport, Conn., 312.
 Harris, M. D., president of city board of school controllers, Bradford, Pa., 326.
 Harris, Dr. W. T., mentioned, 894, 895.
 Harrisburg, Pa., notes from school report of, 268.
 common school statistics of, 281, 291, 302, 326, 346, 366, 388.
 Harrison, C. N., mentioned, 896.
 Harrison, N. J., common school statistics of, 279, 289, 299, 322, 342, 362, 384.
 Hartford, Conn., requirement concerning absence in, 232.
 notes from school report of, 247.
 common school statistics of, 274, 284, 294, 312, 332, 352, 372.
 Hartford (Conn.) Female Seminary, statistics of, 646.
 Hartford (Conn.) Theological Seminary, statistics of, 740.
 Hartwell, Dr. Edward M., mentioned, 662.
 Hartwick (N. Y.) Seminary Theological Department, statistics of, 744.
 Hartzler, J. C., city superintendent, Newark, Ohio, 324.
 Harvard College, admission requirements of, 631, 635.
 two hundred and fiftieth anniversary of, 670.
 average age of admission to, 1005.
 Harvard University, physical training at, 663.
 statistics of, 658.
 endowed professorships in, 667.
 Medical School of, statistics of matriculates and graduates of, 1024.
 Harvey, A., city superintendent, Paris, Ill., 314.
 Harvey, E. B., city superintendent, Westborough, Mass., 320.
 Harvey, G. I., city superintendent, Ottawa, Kans., 316.
 Harvey, J. W., county superintendent, Chester Co., Pa., quoted, 218.
 Haskell Institute, industrial training in, 790.
 Hastings, Mich., notes from school report of, 262.
 normal class in, 426.
 Hastings, Nebr., common school statistics of, 279, 289, 299, 322, 342, 362, 382.
 teachers' meetings in, 420.
 Hastings College of Law, University of California, statistics of, 750, 752.
 Hatch, W. E., city superintendent, Haverhill, Mass., 318.
 Hatch bill, benefits of, to West Virginia, 670.
 provisions of, 707.
 Haven, A. S., city superintendent, Cranston, R. I., 326.
 Haverford (Pa.) College, physical training at, 663.
 Haverhill, Mass., a cause of truancy in, 232.
 notes from school report of, 258.
 common school statistics of, 277, 287, 297, 318, 338, 358, 378.
 training school at, 424.
 Haverhill (Mass.) Training School, statistics of, 458.
 Hawaii, comparative statistics of elementary education in, 1000, 1002, 1004.
 Hawley, M. L., city superintendent, Gloucester, Mass., quoted, 232, 318.
 Haygood, Dr. A. G., mentioned, 876, 877.
 Hays, J. H., city superintendent, Winfield, Kans., 316.
 Hazleton, Pa., common school statistics of, 281, 291, 302, 326, 346, 366, 388.
 teachers' institutes in, 442.
 Headache in school children, 195.
 Head-masters, number of, in London, Eng., elementary schools, 980.
 Heating of school-houses, instructions relating to, 204.
 Heatly, James, principal of city schools, Green Island, N. Y., 322.
 Hebrew Technical Institute, statistics of, 726, 728.
 Hebrew Union College, statistics of, 744.
 Heidelberg Theological Seminary, statistics of, 744.

- Heller, George, city superintendent, Sheboygan, Wis., 330.
- Hemenway, G. L., chairman city school committee, Hopkinton, Mass., 318.
- Henderson, J. W., city superintendent, Natchez, Miss., 320.
- Hesse, comparative statistics of elementary education in, 1000, 1002, 1004.
- Higbee, E. E., State superintendent of public instruction of Pennsylvania, 93.
extracts from report of, 158.
quoted, 202.
mentioned, 896.
- High school, establishment of, in Hot Springs, Ark., 247.
establishment of, in Bristol, Conn., 247.
establishment of, in Griffin, Ga., 250.
improvements in, in West Des Moines, Iowa, 253.
division of, in Cambridge, Mass., 256.
establishment of, in Montague, Mass., 259.
organization of, in Elizabeth, N. J., 264.
establishment of, in Canandaigua, N. Y., 265.
organization of, in Johnston, K. I., 269.
commissions, in Indiana, 189.
- High school enrolment, percentage of increase or decrease of, by States, 88.
- High school question, discussed by J. W. Holcombe, 1015.
discussed by George Stuart, 1017.
- High schools, statistics of, by States, 67.
maintenance of, from public funds forbidden in Georgia, 67.
for counties, established in Florida, 126.
increased appropriations for, in Minnesota, 146.
course of study for, in Indianapolis, Ind., 190.
proposed course of study for, in Indiana, 190.
discussion of, 194.
inefficiency of, in Enfield, Conn., 247.
ratio of enrolment in, in cities, 284-293, 305, 309.
statistics of, in cities, 332-351.
normal pupils in, 455.
American, in Asia Minor, 990.
See also Secondary schools.
- Higher education for the blind, 838, 840.
for the colored race, 877-881.
in Argentine Republic, 992-996.
- Hill, F. A., principal of high school, Cambridge, Mass., mentioned, 509, 510.
- Hills, Miss E. A., mentioned, 896.
- Hillsdale (Mich.) College, physical training at, 663.
- Hillsborough (Ohio) Female College, statistics of, 652.
- Hine, Chas. D., secretary of State board of education of Connecticut, 93.
extracts from report of, 114.
quoted, 177.
- Hinemon, J. H., city superintendent, Union City, Tenn., 328.
- Hingham, Mass., common school statistics of, 277, 287, 297, 318, 338, 358, 378.
- Hinsdale, B. A., city superintendent, Cleveland, Ohio, quoted, 187, 196, 213.
mentioned, 894.
- History in American colleges and universities, report on the study of, 23.
methods of teaching, 239.
admission requirements of colleges in, 631-638.
- Hitchcock, F. E., secretary city school committee, Rockland, Me., 316.
- Hobart College, physical training at, 663.
- Hockenberry, W. H., city superintendent, Chambersburg, Pa., 326.
- Hodges, J. O., city superintendent, Lexington, Ky., 316.
- Hoffman, S. H., city superintendent, Columbia, Pa., 326.
- Hoffmann, W. F., city superintendent, Washington, Ind., 314.
- Hogg, Alex., city superintendent, Fort Worth, Tex., 328.
- Hoitt, Ira G., State superintendent of public instruction of California, 93.
- Holcombe, Hon. J. W., State superintendent of public instruction of Indiana, quoted, 178, 188, 203, 218.
mentioned, 896.
address delivered by, 1015.
- Holden, E. S., president of the University of California, scheme based upon report of, 631-638.
- Holden, Fox, city superintendent, Plattsburg, N. Y., 324.
- Holidays, law relating to, in Vermont, 165.
- Holliston, Mass., notes from school report of, 258.
- Homœopathic Hospital College, Cleveland, Ohio, statistics of matriculates and graduates of, 1026.
- Homœopathic Medical College of Missouri, statistics of matriculates and graduates of, 1026.
- Homœopathic medicine, schools of. *See* Medicine, schools of.
- Honorary degrees, statistics of, 777-781.
See also Degrees.
- Hook, James S., State school commissioner of Georgia, 93.
- Hoonah, Alaska, school statistics of, 107.
- Hoose, Dr. James H., mentioned, 894-896.
- Hoosick Falls, N. Y., common school statistics of, 280, 290, 300, 322, 344, 364, 384.
- Hopkins, Rev. L. S., mentioned, 894.
- Hopkins, Milton B., State superintendent of public instruction, of Indiana, mentioned, 189.
- Hopkinsville, Ky., notes from school report of, 254.
common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- Hopkinton, Mass., notes from school report of, 258.
common school statistics of, 277, 287, 297, 318, 338, 358, 378.
- Hopkinton, R. I., teachers institutes in, 443.
- Horace Mann School for the Deaf, notes from catalogue of, 826.
- Hornberger, J. A., city superintendent, Fremont, Neb., 322.
- Hornellsville, N. Y., notes from school report of, 265.
common school statistics of, 280, 290, 300, 322, 344, 364, 384.
- Hosmer, F. A., principal of high school, Great Barrington, Mass., 318.
- Hospital College of Evansville, Ind., statistics of matriculates and graduates of, 1024.
- Hospital College of Medicine, Louisville, Ky., statistics of matriculates and graduates of, 1024.
- Hoss, G. W., State superintendent of public instruction of Indiana, mentioned, 188.
- Hot Springs, Ark., notes from school report of, 247.
common school statistics of, 274, 284, 294, 312, 332, 352, 372.
- Hotchkiss, H. V., city superintendent, Meadville, Pa., 326.
- House of Refuge, Philadelphia, Pa., notes from catalogue of, 863.
- Houston, Tex., notes from school report of, 271.
common school statistics of, 282, 292, 303, 328, 348, 368, 390.
training of teachers in, 445.
- Howard, W. E., mentioned, 897.
- Howard College, Birmingham, Ala., physical training at, 663.
- Howard Female College, statistics of, 650.
- Howard University, medical department, statistics of matriculates and graduates of, 1024.
- Howe, M. B., city superintendent, Salem, Ohio, 324.
- Howell, Mich., normal class in, 427.
- Howkan, Alaska, school at, 106, 107, 108.
- Howland, George, city superintendent, Chicago, Ill., quoted, 196, 228, 233, 237, 314.
mentioned, 894.
- Hudson, N. Y., common school statistics of, 280, 290, 300, 322, 344, 364, 384.
- Huffaker, P. M., city superintendent, Virginia City, Nev., 322.
- Humanities, study of, in high schools, 1021.
- Hunrich, C. P., secretary of city school board, Carlisle, Pa., 226.
- Hungary, comparative statistics of elementary education in, 1000, 1002, 1004.
- Hunt, Chas. L., city superintendent, Braintree, Mass., 318.
- Hunt, E., city superintendent, Medford, Mass., 318.

- Hunt, L. R., city superintendent, Little Falls, N. Y., 324.
- Hunter, Thomas, President Female Normal College, New York City, quoted, 402.
- Huntsville, Ala., notes from school report of, 246.
- Huntsville (Ala.) Female College, statistics of, 646.
- Huntsville (Ala.) Female Seminary, statistics of, 646.
- Hurlbut, J. L., city superintendent, Plainfield, N. J., 322.
- Hutchinson, Kans., common school statistics of, 276, 285, 296, 316, 336, 356, 376.
- Hyde, W. W., acting school visitor, Hartford, Conn., quoted, 218, 312.
- Hyde Park, Ill., notes from school report of, 251.
- Hyde Park, Mass., notes from school report of, 258.
- common school statistics of, 277, 287, 297, 318, 338, 358, 378.
- Hygiene, discussion of, 195, 196.
- I.
- Idaho, common school statistics of, 55, 58, 60, 62, 64, 66, 68, 70, 73, 75, 77, 78, 79, 82, 83, 84, 87, 88, 92.
- extracts from report of State superintendent, 127.
- notes from reports of cities of, 250.
- statistics of normal schools, 456.
- statistics of secondary schools in, 496, 498, 500, 502, 506, 512-516, 592, 616.
- statistics of undergraduate work of colleges in, 666.
- statistics of college attendance in, 732.
- statistics of business colleges in, 802.
- statistics of Indian education in, 868.
- statistics of libraries in, 920, 927, 956.
- Illinois, common school statistics of, 55, 57, 60, 62, 64, 66, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 87, 88, 91.
- statement concerning school report of, 129.
- notes from reports of cities of, 250.
- common school statistics of cities of, 275, 285, 295, 305, 306, 307, 314, 334, 354, 374.
- training of teachers in, 415.
- statistics relating to teachers in, 453.
- statistics of teachers' institutes in, 454.
- statistics of normal schools in, 456, 458, 464.
- statistics of kindergartens in, 467, 471, 472.
- statistics of kindergarten training schools in, 467, 491.
- statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 521, 535, 553, 561, 568, 581, 592, 616, 629.
- statistics of colleges for women in, 644, 646.
- statistics of colleges of liberal arts in, 664, 677, 678, 693, 694.
- statistics of undergraduate work of colleges in, 666.
- notes from catalogues of colleges of, 672.
- statistics of schools of science in, 708, 709, 716, 718.
- statistics of college attendance in, 732, 734.
- statistics of schools of theology in, 736, 737, 740.
- statistics of schools of law in, 749, 750, 752.
- statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 755, 756, 757, 758, 759, 760, 764, 766, 768, 770, 772, 774.
- statistics of degrees conferred by colleges in, 778.
- statistics of manual training school in, 794, 795.
- statistics of industrial schools in, 796, 797, 799.
- statistics of business colleges in, 802, 804.
- statistics of nurses' training schools in, 814, 815.
- statistics of schools for the deaf in, 831, 832, 834.
- statistics of schools for the blind in, 844, 846, 848.
- statistics of institutions for the feeble-minded in, 853, 855.
- statistics of reform schools in, 864, 866.
- statistics of education of colored race in, 880.
- summer educational assembly in, 899.
- statistics of libraries in, 904, 920, 927, 933, 943, 944, 956, 958.
- statistics of educational periodicals in, 974.
- Illinois College, physical training at, 663.
- Illinois Industrial School for Girls, notes from catalogue of, 859.
- Illinois Industrial University, equipment of, 713.
- Illinois Institution for the Education of the Blind, notes from the catalogue of, 842.
- Illinois Institution for the Education of the Deaf and Dumb, notes from catalogue of, 825.
- Illinois State Board of Health, referred to, 1023.
- Illinois State Normal University, number of graduates of, employed as teachers, 452.
- statistics of, 458.
- Illinois State Reform School, industrial training in, 789.
- notes from catalogues of, 859.
- Illinois State Teachers' Association, meeting of, 416.
- Illinois Teachers' Reading Circle, information concerning, 416.
- Illiteracy, prevalence in Alabama, 96.
- statistics of, in Kentucky, 138.
- decreasing in Massachusetts, 143.
- Immaculate Conception Academy, statistics of, 646.
- Incomes, of colleges, how derived, 662.
- of colleges of liberal arts, statistics of, 664, 692-705.
- of land grant colleges, 707.
- of land grant colleges, statistics of, 708, 718.
- of schools of science, statistics of, 725, 728.
- of schools of theology, statistics of, 737, 743-747.
- of manual training schools, statistics of, 795.
- of industrial schools, statistics of, 796, 799, 800.
- of schools for the deaf, from tuition fees, statistics of, 832-837.
- of schools for the feeble-minded, statistics of, 853, 855.
- of libraries, statistics of, 904-916, 918-924, 927-930, 932-940, 942-953, 955-969.
- See also Receipts.
- Indebtedness, bonded, statistics of amounts paid on, in cities, 372-393.
- Independence, Kans., common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- Independent Order of Odd Fellows, libraries of, 941.
- Index to publications of Bureau of Education, 1035.
- Indian agents, schools managed by, statistics of, 871-873.
- Indian schools, industrial training in, 789.
- Indian Territory, statistics of kindergartens in, 467-473.
- statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 523, 536, 553, 561, 570, 581, 592, 617.
- statistics of degrees conferred by colleges in, 778.
- statistics of business colleges in, 802.
- statistics of Indian education in, 868.
- school systems in, 873.
- Indiana, common school statistics of, 55, 57, 60, 62, 64, 66, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 87, 88, 91.
- statement concerning school report of, 129.
- system of graded schools of, 188.
- notes from reports of cities of, 251.
- common school statistics of cities of, 275, 285, 295, 305, 306, 307, 314, 334, 354, 374.
- first teachers' institute in, 403.
- training of teachers in, 416.
- statistics relating to teachers in, 453.
- statistics of teachers' institutes in, 454.
- statistics of normal schools, 456, 458, 464.
- statistics of kindergartens in, 467, 473.
- statistics of kindergarten training schools in, 467, 491.
- statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 521-523, 535, 536, 553, 561, 570, 581, 592, 616, 617, 629.
- statistics of colleges for women in, 644, 646.
- statistics of colleges of liberal arts in, 694, 678, 694.
- statistics of undergraduate work of colleges of, 663.
- notes from catalogues of colleges of, 671.
- statistics of schools of science in, 708, 716, 718, 725, 726, 728.

Indiana—Continued.

- notes from catalogue of school of science in, 720.
- statistics of college attendance in, 732-734.
- statistics of schools of theology in, 736, 737, 749.
- statistics of schools of law in, 749, 750, 752.
- statistics of schools of medicine, of dentistry, and of pharmacy in, 751, 755, 756, 757, 758, 760, 764, 766, 770, 772, 774.
- statistics of degrees conferred by colleges in, 778.
- statistics of industrial schools in, 796, 797, 799.
- statistics of business colleges in, 802, 804, 806.
- statistics of nurses' training-schools in, 814, 815.
- statistics of schools for the deaf in, 831, 832, 834.
- statistics of schools for the blind in, 844, 846, 848.
- statistics of institutions for the feeble-minded in, 853, 855.
- statistics of reform schools in, 864, 866.
- statistics of education of colored race in, 874, 875, 880.
- summer educational assemblies in, 839.
- statistics of libraries in, 903, 905, 917, 920, 927, 933, 944, 954, 958.
- statistics of educational periodicals in, 974.
- Indiana Eclectic Medical College, statistics of matriculates and graduates of, 1026.
- Indiana Institution for the Blind, extract from report of, 788.
- Indiana Institution for the Education of the Blind, character and purpose of, 819.
- notes from the catalogue of, 842.
- Indiana Kindergarten and Primary Normal School, Indianapolis, Ind., statistics of, 491.
- Indiana Normal College, Covington, Ind., establishment of, 397.
- information concerning, 417.
- statistics of, 458.
- Indiana Reform School for Boys, manual training in, 789.
- views of superintendent mentioned, 819.
- results of training in, 857.
- notes from catalogue of, 859.
- Indiana Reformatory Institution for Women and Girls, notes from catalogue of, 859.
- Indiana School for Feeble-Minded Youth, establishment of, 850.
- notes from catalogue of, 851.
- Indiana State Normal School, Terre Haute, Ind., admission to, 189.
- information concerning, 417.
- statistics of, 458.
- Indiana State Teachers' Association, meeting of, 417.
- Indiana State University, normal course in, 417.
- Indiana Teachers' Reading Circle, information concerning, 417.
- Indiana University, admission to, 189.
- statistics of, 660.
- Indianapolis, Ind., course of study of schools, 190.
- common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- training class in, 417.
- Indianapolis (Ind.) Normal School, statistics of, 458.
- Indians, education of uncivilized tribes of, accommodations for, 838.
- boarding schools for, 870.
- day schools for, 872.
- school systems of Five Nations of, 873.
- Industrial and Art School of the Ohio Mechanics' Institute, notes from catalogue of, 722.
- statistics of, 726, 728.
- Industrial Art School, Philadelphia, Pa., changes in exercises of, 269.
- Industrial College of the University of Nebraska, statistics of, 710.
- equipment of, 715.
- statement concerning, 720.
- Industrial education, law relating to, in New Jersey, 152.
- in Switzerland, described, 984-987.
- See also Industrial Training.
- Industrial Education Association of New Jersey, objects and work of, 791.
- Industrial Education Association of New York, objects and work of, 790, 791.

- Industrial exhibits, in Joliet, Ill., 251.
- in Moline, Ill., 251.
- in Sterling, Ill., 251.
- in Bluffton, Ind., 251.
- in Oskaloosa, Iowa, 253.
- in Salem, Mass., 260.
- in Albany, N. Y., 264.
- in Johnstown, Pa., 263.
- discussion of, 785.
- See also School Fair.
- Industrial Institute and College for White Girls, Columbus, Miss., normal course at, 427.
- notes from catalogue of, 721.
- statistics of, 726, 728.
- Industrial schools, statistics of, 796-800.
- Industrial training in Alaska, 43.
- desired in Tuscaloosa, Ala., 146.
- in New York, 193.
- increased attention to, in New Haven, Conn., 248.
- department of, in Peru, Ill., 251.
- in Cambridge, Mass., 256.
- investigation of, in Fall River, Mass., 257.
- introduction of, in Hyde Park, Mass., 258.
- consideration of, in Lynn, Mass., 259.
- introduced in Springfield, Mass., 260.
- investigation of, in Waltham, Mass., 260.
- success of, in Minneapolis, Minn., 262.
- interest in, in St. Paul, Minn., 263.
- introduction of, in Meridian, Miss., 263.
- to be tested in Albany, N. Y., 264.
- in Jamestown, N. Y., 265.
- investigation of, in New York City, 266.
- introduction of, in Newburg, N. Y., 266.
- system of, in Philadelphia, Pa., 269.
- at Hampton (Va.) Institute, 448.
- at Storer College, 449.
- in Wisconsin State normal schools, 450.
- for girls in land grant colleges, 709.
- in land grant colleges, 710.
- at Alabama Agricultural and Mechanical College, 711.
- equipment of land grant colleges for, 711-715.
- in schools of science, 720-723.
- in individual institutions for the deaf, 824-829.
- for the blind, 838.
- in individual institutions for the blind, 841-844.
- in Pennsylvania Training School for Feeble-minded Children, 852.
- in individual reform schools, 858-863.
- See also Manual training and Industrial education.
- Industrial work, how encouraged in Joliet, Ill., 251.
- Ingham University, statistics of, 645.
- Inmates of reform schools, statistics of, 863-867.
- Inspection, of regents of University of New York, conditions necessary for, 503.
- system of, in San Francisco, Cal., 410.
- Inspector's examinations, results of, in London, England, 981.
- Institute for Training Colored Ministers, statistics of, 740.
- Institution for the Education of the Deaf and Dumb and of the Blind, Staunton, Va., notes from catalogue of, 823.
- Institution for the Improved Instruction of Deaf-Mutes, New York City, notes from catalogue of, 827.
- Instruction, subjects of, in common schools, 197, 199.
- improvement of character of, in large cities, 308.
- Instructors, in normal schools, statistics of, 456-465.
- in kindergarten training schools, 467, 491-493.
- in secondary schools, 494.
- in secondary schools, statistics of, 496-507, 518, 519-533, 544-547, 551-559, 562-579, 588-613, 629.
- in colleges for women, statistics of, 614-655.
- in universities, statistics of, 658-661.
- in colleges of liberal arts, statistics of, 664, 675-691.
- in land grant colleges, 708, 716.
- in schools of science, statistics of, 725, 726.
- in U. S. Military and Naval Academies, 729.

Instructors—Continued.

- in schools of theology, statistics of, 735-737, 740-747.
- in schools of law, statistics of, 735, 748-751.
- in schools of medicine, dentistry and pharmacy, statistics of, 735, 754-756, 760-769.
- in manual training schools, statistics of, 795.
- in industrial schools, statistics of, 796-798.
- in business colleges, statistics of, 802-814.
- in nurses' training schools, statistics of, 814-817.
- in schools for the deaf, statistics of, 830, 831, 833-837.
- in schools for the blind, statistics of, 844, 845, 848.
- in schools for the feeble-minded, statistics of, 853-855.
- in reform schools, statistics of, 863-867.
- in schools for higher education of colored race, statistics of, 878-881.
- in Argentine Republic national colleges, pay and nationalities of, 992.
- See also Professors and Lecturers.*
- Intemperance**, feeble-mindedness due to, 850.
- See also Temperance instruction.*
- International Convention of Instructors of the Deaf**, resolutions adopted by, 821.
- Ionia, Mich.**, common school statistics of, 278, 288, 298, 320, 340, 360, 380.
- Iowa**, common school statistics of, 55, 57, 60, 62, 64, 66, 67, 69, 73, 74, 77, 78, 79, 82, 83, 84, 87, 88, 92.
- extracts from report of State superintendent, 129.
- notes from reports of cities of, 252.
- common school statistics of cities of, 276, 286, 296, 305, 306, 307, 314, 336, 356, 376.
- early legislation for improvement of teachers, 403.
- training of teachers in, 418.
- statistics relating to teachers in, 453.
- statistics of teachers' institutes in, 454.
- statistics of normal schools, 456, 458, 464.
- statistics of kindergartens in, 467, 473, 474.
- statistics of kindergarten training schools in, 467, 492.
- statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 523, 536, 545, 548, 553, 561, 570, 581, 592, 594, 617, 618.
- statistics of colleges for women in, 644, 646.
- statistics of colleges of liberal arts in, 664, 679, 695.
- statistics of undergraduate work of colleges in, 666.
- notes from catalogues of colleges of, 672.
- statistics of schools of science in, 708, 716, 718.
- statistics of college attendance in, 732, 734.
- statistics of schools of theology in, 736, 737, 740, 742.
- statistics of schools of law in, 749, 750, 752.
- statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 755, 756, 757, 758, 760, 764, 766, 770, 772, 774.
- statistics of degrees conferred by colleges in, 778.
- statistics of business colleges in, 802, 806.
- statistics of schools for the deaf in, 831, 832, 834.
- statistics of schools for the blind in, 844, 846, 848.
- statistics of institutions for the feeble-minded in, 853, 855.
- statistics of reform schools in, 864, 866.
- statistics of Indian education in, 868.
- statistics of education of colored race in, 880.
- summer educational assembly in, 899.
- statistics of libraries in, 906, 920, 927, 933, 944, 958, 971.
- statistics of educational periodicals in, 974.
- Iowa Agricultural College**, equipment of, 713.
- Iowa City, Iowa**, notes from school report of, 252.
- common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- Iowa College**, physical training at, 663.
- Iowa College of Law (Drake University)**, statistics of, 750, 752.
- Iowa College of Physicians and Surgeons**, statistics of matriculates and graduates of, 1024.

- Iowa Medical College**, statistics of matriculates and graduates of, 1026.
- Iowa State Agricultural College**, admission requirements of, 639.
- statistics of, 710, 716, 718.
- Iowa State Board of Health**, extract from report of, 217.
- Iowa State Normal School**, information concerning, 418.
- Iowa State Normal School, Cedar Falls, Iowa**, statistics of, 458.
- Iowa State Teachers' Association**, meeting of, 418.
- Iowa State Teachers' Reading Circle**, information concerning, 418.
- Ireland**, comparative statistics of elementary education in, 1000, 1002, 1004.
- Ironton, Ohio**, common school statistics of, 281, 291, 301, 324, 346, 366, 386.
- Irwin, J. S.**, city superintendent, Fort Wayne, Ind., 314.
- Ithaca, N. Y.**, notes from school report of, 265.
- common school statistics of, 280, 290, 300, 324, 344, 364, 384.
- teachers' meetings in, 436.
- Italy**, statistics of educational periodicals in, 978.
- comparative statistics of elementary education in, 1000, 1002, 1004.

J.

- Jackson, F. A.**, city superintendent, Mt. Pleasant, Iowa, 316.
- Jackson, Sheldon**, general agent of education for Alaska, 93.
- letter transmitting report of, 100.
- report of, 101.
- mentioned, 896.
- Jackson, Mich.**, notes from school report of, 262.
- common school statistics of, 278, 288, 298, 320, 340, 360, 380.
- Jackson, Miss.**, common school statistics of, 279, 289, 299, 320, 342, 362, 382.
- normal class in, 428.
- Jackson, Tenn.**, notes from school report of, 270.
- common school statistics of, 282, 292, 302, 328, 348, 368, 390.
- teachers' meetings in, 444.
- Jackson (Miss.) College**, statistics of, 742.
- Jacksonville, Ill.**, common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- Jacksonville (Ill.) Female Academy**, statistics of, 646.
- Jacobus, Charles**, city superintendent, New Brunswick, N. J., 322.
- Jamaica**, comparative statistics of elementary education in, 1000, 1002, 1004.
- James, H. M.**, city superintendent, Omaha, Nebr., 322.
- Jamestown, N. Y.**, notes from school report of, 265.
- normal training in, 436.
- Jamieson, W. W.**, city superintendent, Keokuk, Iowa, 316.
- Janesville, Wis.**, notes from school report of, 272.
- common school statistics of, 283, 293, 303, 323, 350, 370, 390.
- teachers' meetings in, 450.
- Janitors**, control of, in Cambridge, Mass., 256.
- statistics of expenditures for salaries of, in cities, 372-393.
- Japan**, comparative statistics of elementary education in, 1000, 1002, 1004.
- Jasper, John**, city superintendent, New York City, quoted, 227, 237, 238, 239, 324.
- Jefferson City, Mo.**, common school statistics of, 279, 289, 299, 320, 342, 362, 382.
- Jefferson Medical College**, statistics of matriculates and graduates of, 1026.
- Jefferson's influence upon education in America**, 22.
- Jeffersonville, Ind.**, common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- Jenkins, Weston**, quoted, 818.
- Jenkins, William**, city superintendent, Mendota, Ill., 814.

- Jennings, J. J., city superintendent, Bristol, Conn., 312.
 Jersey City, N. J., common school statistics of, 279, 289, 299, 322, 342, 362, 384.
 normal course at high school of, 432.
 Jessamine Female Institute, statistics of, 648.
 Jewett, H. M., U. S. consul at Sivas, Turkey, report of, 988.
 Jews' Free School, London, England, information concerning, 981.
 John C. Green School of Science, notes from catalogue of, 722.
 statistics of, 720, 728.
 John F. Slater Fund, provision for industrial training from, 790.
 information collected by trustees of, 876.
 Johns Hopkins University, admission requirements of, 634, 638.
 statistics of, 658.
 physical training at, 663.
 notes from catalogue of, 672.
 Johnson, D. B., city superintendent, Columbia, S. C., 328.
 mentioned, 896.
 Johnson (Vt.) State Normal School, statistics of, 462.
 Johnston, T. B., city superintendent, Johnstown, Pa., 326.
 Johnston, R. I., notes from school report of, 269.
 common school statistics of, 282, 292, 302, 326, 348, 368, 388.
 Johnstown, N. Y., common school statistics of, 280, 290, 300, 324, 344, 364, 384.
 Johnstown, Pa., notes from school report of, 268.
 common school statistics of, 281, 291, 302, 326, 346, 366, 388.
 teachers' meetings in, 442.
 Joliet, Ill., notes from school report of, 251.
 common school statistics of, 275, 285, 295, 314, 334, 354, 374.
 an opinion of manual training from, 785.
 industrial exhibit in, 786.
 Jones, A. S., superintendent of public instruction of Dakota, quoted, 177, 194, 203, 211.
 Jones, E. A., city superintendent, Massillon, O., 324.
 Jones, E. N., city superintendent, Saratoga Springs, N. Y., 324.
 Jones, G. W., city superintendent, St. Charles, Mo., 322.
 Jones, H. S., mentioned, 896.
 Jones, L. H., city superintendent, Indianapolis, Ind., 314.
 Jones, W. M., acting city superintendent, Norfolk, Va., 328.
 Journals, educational, popularity of, in California, 452.
See also Educational periodicals.
 Judson Female Institute, statistics of, 646
 Juneau, Alaska, school at, 105, 107, 108.

Ka.

- Kadiak, Alaska, school district of, 99.
 school at, 102, 104, 107, 108.
 Kalamazoo, Mich., common school statistics of, 278, 288, 298, 320, 340, 360, 380.
 Kankakee, Ill., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
 Kansas, common school statistics of, 55, 57, 60, 62, 64, 66, 67, 69, 73, 74, 77, 78, 79, 82, 83, 84, 87, 88, 92.
 public school system of, 131.
 notes from reports of cities of, 253.
 common school statistics of cities of, 276, 286, 296, 305, 306, 307, 316, 336, 356, 376.
 training of teachers in, 418.
 statistics relating to teachers in, 453.
 statistics of teachers' institutes in, 454.
 statistics of normal schools in, 456, 458, 464.
 statistics of kindergartens in, 467, 474.
 statistics of secondary schools in, 496, 498, 500, 502, 506, 512-516, 523, 536, 555, 563, 594, 618.
 statistics of colleges for women in, 614, 616.
 statistics of colleges of liberal arts in, 661, 679, 680, 695.
 statistics of undergraduate work of colleges in, 666.

Kansas—Continued.

- notes from catalogues of colleges of, 672.
 statistics of schools of science in, 708, 709, 716, 718.
 statistics of college attendance in, 732.
 statistics of schools of law in, 749, 750, 752.
 statistics of schools of medicine, of dentistry, and of pharmacy in, 770, 774.
 statistics of degrees conferred by colleges in, 778.
 statistics of business colleges in, 802, 806.
 increased accommodations for schools for the deaf in, 820.
 statistics of schools for the deaf in, 831, 832, 854.
 statistics of schools for the blind in, 845, 846, 848.
 statistics of institutions for the feeble-minded in, 855.
 statistics of reform schools in, 861, 866.
 statistics of Indian education in, 868.
 statistics of education of colored race in, 880.
 summer educational assemblies in, 899.
 statistics of libraries in, 906, 920, 927, 944, 958, 971.
 statistics of educational periodicals in, 974.
 Kansas City, Kans., notes from school report of, 253.
 common school statistics of, 276, 286, 296, 316, 336, 356, 376.
 normal course in high school of, 419.
 Kansas City, Mo., examination of eyes of school children in, 234-236.
 system of promotion in, 243.
 notes from school report of, 263.
 common school statistics of, 279, 289, 299, 320, 342, 362, 382.
 Kansas City (Mo.) Medical College, statistics of matriculates and graduates of, 1026.
 Kansas Institution for the Education of the Deaf and Dumb, notes from catalogue of, 826.
 Kansas Normal College and Business Institute, Fort Scott, Kans., statistics of, 464.
 Kansas State Agricultural College, admission requirements of, 639.
 statistics of, 709, 710, 716, 718.
 equipment of, 713.
 Kansas State Normal School, information concerning, 418.
 number of graduates of, employed as teachers, 452.
 statistics of, 458.
 Kansas State Teachers' Association, report of, on Kansas public school system, 131.
 meeting of, 419.
 Kansas State Teachers' Reading Circle, information concerning, 419.
 Keam's Cañon, Ariz., new Indian school in, 870.
 Kedzie, Mrs. Nellie S., mentioned, 896.
 Keene, N. H., common school statistics of, 279, 289, 299, 322, 342, 362, 382.
 Keene, N. H., Town District, notes from school report of, 263.
 Union District, notes from school report of, 264.
 Keith, D. S., city superintendent, Altoona, Pa., 326.
 Kelly, William, chairman of city board of trustees, Brownsville, Tex., 328.
 Kelsey, C., city superintendent, Marquette, Mich., 320.
 Kemble, S. S., city superintendent, Rock Island, Ill., 314.
 Kendall, C. N., city superintendent, Jackson, Mich., 320.
 Kendall, F. M., city superintendent, Grand Rapids, Mich., 320.
 Kennedy, J. H., county superintendent, Wayne county, Pa., quoted, 195.
 Kenosha, Wis., common school statistics of, 283, 293, 303, 328, 350, 370, 390.
 Kent, Miss Lyde, city superintendent, Jacksonville, Ill., 314.
 Kentucky, common school statistics of, 54, 57, 59, 62, 64, 65, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 86, 88, 91.
 extracts from report of State superintendent, 136.
 notes from reports of cities of, 254.

Kentucky—Continued.

- common school statistics of cities of, 276, 286, 296, 305, 306, 307, 316, 336, 356, 376.
 training of teachers in, 419.
 statistics of teachers' institutes in, 454.
 statistics of normal schools in, 456.
 statistics of kindergartens in, 467, 474.
 statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 523, 556, 545, 549, 553, 561, 576, 581, 594, 618, 629.
 statistics of colleges for women in, 644, 648.
 statistics of colleges of liberal arts in, 664, 680, 696.
 statistics of undergraduate work of colleges in, 666.
 statistics of schools of science in, 708, 709, 716, 718.
 statistics of college attendance in, 731, 734.
 statistics of schools of theology in, 736, 737, 742.
 statistics of schools of law in, 749, 750, 752.
 statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 755, 756, 757, 758, 760, 766, 770, 772, 774.
 statistics of degrees conferred by colleges in, 779.
 statistics of business colleges in, 802, 806.
 statistics of schools for the deaf in, 831, 832, 834.
 new school for the blind in, 838.
 statistics of schools for the blind in, 844, 846, 848.
 statistics of institutions for the feeble-minded in, 853, 855.
 statistics of reform schools in, 864, 866.
 statistics of education of colored race in, 874, 875, 878, 880.
 education of colored race in, 877.
 summer educational assembly in, 890.
 statistics of libraries in, 917, 921, 931, 933, 941, 945, 954, 958.
 statistics of educational periodicals in, 974.
 Kentucky Institution for the Blind, notes from catalogue of, 842.
 Kentucky Institution for the Education and Training of Feeble-minded Children, industrial training in, 789.
 notes from catalogue of, 851.
 Kentucky School of Medicine, statistics of matriculates and graduates of, 1924.
 Kentucky State Teachers' Association, meeting of, 419.
 Kentucky State Teachers' Reading Circle, information concerning, 419.
 Kenyon College, physical training at, 663.
 Keokuk, Iowa, common school statistics of, 276, 286, 296, 316, 336, 356, 376.
 Key West, Fla., common school statistics of, 275, 284, 295, 312, 332, 354, 374.
 Keyes, C. H., city superintendent, Janesville, Wis., 328.
 Keystone State Normal School, Kutztown, Pa., statistics of, 460.
 Kiehle, D. L., State superintendent of public instruction of Minnesota, 93.
 quoted, 173, 177, 196, 202, 207, 216, 220.
 Killingly, Conn., common school statistics of, 274, 284, 294, 312, 332, 352, 372.
 Killisnoo, Alaska, school at, 103, 106, 107, 108.
 Kimball, Mrs. Helen L. M., quoted, 917.
 Kimball, Henry, member city board of education, Rochester, N. H., 322.
 Kimbell, J. D., secretary city school board, Hot Springs, Ark., 312.
 Kincaannon, A. A., city superintendent, Meridian, Miss., 320.
 Kindergarten, not appreciated in San José, Cal., 247.
 successful in Hartford, Conn., 248.
 offer of materials declined, in Gloucester, Mass., 257.
 establishment of, considered in Springfield, Mass., 260.
 benefits from, in Arkansas School for the Blind, 841.
 in Fort Hill Institution for the Feeble-Minded, 851.
 Kindergarten Normal Classes, Boston, Mass., statistics of, 492.
 Kindergarten Normal Class, Children's Charitable Union, New York, N. Y., statistics of, 493.
 Kindergarten Normal Class, Galesburg, Ill., statistics of, 491.
 Kindergarten Normal Institute, Rochester, N. Y., statistics of, 493.
 Kindergarten principles, introduction of, in Indiana (Pa.) State Normal School, 441.
 in Philadelphia (Pa.) Normal School for Girls, 441.
 Kindergarten teaching, class for instruction in, in Milwaukee, Wis., 450.
 Kindergarten Training Class, Baltimore, Md., statistics of, 492.
 Kindergarten Training Class, Boston, Mass., statistics of, 492.
 Kindergarten Training Class, Donai Institute, New York, N. Y., statistics of, 493.
 Kindergarten Training Class, Mobile, Ala., statistics of, 491.
 Kindergarten Training Class, New York, N. Y., statistics of, 493.
 Kindergarten Training Class, State Normal and Training School, Oswego, N. Y., statistics of, 493.
 Kindergarten Training Class, State Normal School, Fredonia, N. Y., statistics of, 493.
 Kindergarten Training Class, Stato Normal School, New Britain, Conn., statistics of, 491.
 Kindergarten Training Class, State Normal School, St. Cloud, Minn., statistics of, 492.
 Kindergarten Training Class, State Normal School, Winona, Minn., statistics of, 492.
 Kindergarten Training School, Nashville, Tenn., statistics of, 493.
 Kindergarten Training School, Salt Lake City, Utah, statistics of, 493.
 Kindergarten training schools, remarks relating to, 466.
 statistics of, 467, 491-493.
 Kindergarten work, provision for, in San Francisco, 247.
 in Berlin, Wis., 271.
 Kindergartens, law relating to, in Vermont, 165.
 added to city system in Philadelphia, Pa., 268.
 remarks relating to, 466.
 statistics of, 467-490.
 King Eclectic Medical College, statistics of matriculates and graduates of, 1026.
 Kingsley, H. H., city superintendent, Evanston, Ill., 314.
 Kingsley, H. C., treasurer of Yale University, death of, 671.
 Kingston, N. Y., notes from school report of, 265.
 common school statistics of, 280, 290, 300, 324, 344, 364, 384.
 normal class in, 436.
 Klawack, Alaska, school at, 103, 106, 107, 108.
 Klemm, L. R., city superintendent, Hamilton, Ohio, 324.
 Klock, J. E., city superintendent, Emporia, Kans., 316.
 Knight, Dr. G. H., quoted, 850.
 Knight, Prof. George W., referred to, 22.
 Knight, M. L., city superintendent, Beaver Falls, Pa., quoted, 229.
 mentioned, 326.
 Knightstown, Ind., notes from school report of, 252.
 Knott, J. W., city superintendent, Tiffin, Ohio, 326.
 Knox College, semi-centennial of, 672.
 Knoxville, Tenn., common school statistics of, 282, 292, 302, 328, 348, 368, 390.
 industrial education in colored schools of, 790.
 Knoxville (Tenn.) College, statistics of, 464.
 Kokomo, Ind., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
 Kreutzer, William, president of city board of education, Lyons, N. Y., 324.

L.

- La Crosse, Wis., notes from school report of, 272.
 common school statistics of, 283, 293, 303, 330, 350, 370, 390.

- La Crosse—Continued.
education of the deaf, 219.
- La Follette, H. M., State superintendent of public instruction of Indiana, 33.
- La Grange (Ga.) Female College, statistics of, 646.
- La Porte, Ind., common school statistics of, 275, 285, 295, 314, 324, 354, 374.
- La Porte (Ind.) Kindergarten Training School, statistics of, 491.
- Laboratories, provision of, for Hot Springs (Ark.) High School, 247.
provision of, for high school in Jackson, Mich., 262.
chemical, in secondary schools, statistics of, 534-543, 548-550, 560-567, 580-586, 614-628.
just completed for University of Alabama, 669.
supplied for Earlham College, 672.
physical, for Johns Hopkins University, 673.
of Alabama A. and M. College, 711.
of land grant colleges, 711-715.
See also Chemical laboratories and Physical laboratories.
- Ladies' Annex, South-western University, statistics of, 652.
- Lady Teachers' Association of Boston, information concerning, 425.
- Lafayette College, physical training at, 663.
- Lake Avenue Training School, Rochester, N. Y., statistics of, 493.
- Lake Erie Female Seminary, statistics of, 652.
- Lake Forest University, physical training at, 663.
- Lakin, B. B., city superintendent, Streator, Ill., 314.
- Lamar, L. Q. C., Secretary of the Interior, 100.
- Lamb, S. S., secretary city board of school visitors, Groton, Conn., 312.
- Lambert, W. H., principal Fall River (Mass.) High School, quoted, 240.
- Lambertville, N. J., common school statistics of, 279, 289, 299, 322, 342, 362, 384.
- Lamkin, John S., county superintendent, Pike County, Miss., quoted, 428.
- Lancaster, Ohio, common school statistics of, 281, 291, 301, 324, 346, 366, 386.
training of teachers in, 439.
- Lancaster, Pa., common school statistics of, 282, 291, 302, 326, 346, 366, 388.
teachers' meetings in, 442.
- Land grant colleges, remarks relating to, 703.
statistics of, 708-711, 716-719.
See also Schools of science.
- Landis, L. B., city superintendent, Allentown, Pa., 326.
- Lane, A. G., mentioned, 894, 896.
- Lane, George B., State superintendent of public instruction of Nebraska, 93.
- Lane Theological Seminary, statistics of, 744.
- Languages, law relating to the teaching of, in Colorado, 113.
desirability of law relating to teaching of, in Missouri, 149.
study of, in secondary schools, 495.
foreign, in curricula of secondary schools, 508.
modern, admission requirements of colleges in, 635-638, 640.
value of study of, 1022.
See also Foreign languages.
- Lansingburg, N. Y., notes from school report of, 265.
common school statistics of, 250, 290, 300, 324, 344, 364, 384.
teachers' meetings and association in, 436.
- Larrabee, H. B., city superintendent, Creston, Iowa, 316.
- Lasell Seminary for Young Women, statistics of, 648.
- Lash, W. D., city superintendent, Zanesville, Ohio, 326.
- Latham, O. E., city superintendent, Danville, Ill., 314.
- Latin, statistics of students in secondary schools pursuing, 496-507, 512-517, 519-533, 544-547, 551-559, 563-579, 588-613.
place of, in secondary schools, 508.
prominence of study of, in secondary schools, 567.
- Latin—Continued.
admission requirements of colleges in, 635-638, 640.
See also Languages.
- Law, study of, at University of Alabama, 669.
schools of, statistics of, 735, 748-753.
practice of, relation of law schools to, 750.
statistics of degrees in, 777-781.
schools of, for colored race, 820-831.
See also School law.
- Law Department of Allen University, statistics of, 750, 752.
of Central Tennessee College, statistics of, 750, 752.
of Chaddock College, statistics of, 750, 752.
of De Panw University, statistics of, 750, 752.
of Emory College, statistics of, 750, 752.
of Georgetown (D. C.) University, statistics of, 750, 752.
of Howard University, statistics of, 750, 752.
of McKendree College, statistics of, 750, 752.
of Mercer University, statistics of, 750, 752.
of State University of Missouri, statistics of, 750, 752.
of Straight University, statistics of, 750, 752.
of Tulane University, statistics of, 750, 752.
of the University of Alabama, statistics of, 750-752.
of University of Georgia, statistics of, 750, 752.
of University of Iowa, statistics of, 750, 752.
of University of Louisville, Ky., statistics of, 750, 752.
of University of Michigan, statistics of, 750, 752.
of University of Notre Dame, statistics of, 750, 752.
of University of Pennsylvania, statistics of, 750, 752.
of University of Texas, statistics of, 750, 752.
of University of Wisconsin, statistics of, 750, 752.
of Vanderbilt University, statistics of, 750, 752.
of West Virginia University, statistics of, 750, 752.
of Yale University, statistics of, 750, 752.
- Law school of Cincinnati (Ohio) College, statistics of, 750, 752.
of Cumberland University, statistics of, 750, 752.
of Hamilton College, statistics of, 750, 752.
of Harvard University, statistics of, 750, 752.
of University of Kansas, statistics of, 750, 752.
of University of Oregon, statistics of, 750, 752.
of University of Virginia, statistics of, 750, 752.
- Lawhead, J. H., State superintendent of public instruction of Kansas, 93.
quoted, 174, 195, 210, 217.
- Lawrence, J. C., superintendent of public instruction of Washington Territory, 93.
extracts from report of, 168.
- Lawrence, Kans., notes from school report of, 253.
common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- Lawrence, Mass., common school statistics of, 277, 287, 297, 318, 338, 358, 378.
- Lawrence Scientific School, notes from catalogue of, 721.
statistics of, 726, 728.
- Lawrence (Mass.) Training School, information concerning, 424.
statistics of, 458.
- Lawrenceburg, Ind., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- Lawton, G. F., city superintendent, Lowell, Mass., 318.
- Layne, J. W., city superintendent, Evansville, Ind., 314.
- Lea Female College, statistics of, 650.
- Leadville, Colo., common school statistics of, 274, 284, 294, 312, 332, 352, 372.
teachers' meeting in, 411.
- Leary, A. P., secretary city school board, Danvers, Mass., 318.
- Leavenworth, Kans., notes from school report of, 253.
common school statistics of, 276, 286, 296, 316, 336, 356, 376.

- Lebanon Valley College, physical training at, 663.
 Le Couteux St. Mary's Institution for the Improved Instruction of Deaf-Mutes, notes from catalogue of, 827.
 Lectures in law schools, statistics of, 749-751.
See also Professors and Instructors.
 Lee, Mass., notes from school report of, 258.
 common school statistics of, 277, 287, 297, 318, 338, 358, 378.
 Legal school age, statistics of, in cities, 312-331.
 Lehigh University, notes from catalogue of, 723.
 statistics of, 726, 728.
 Lehman, J. H., city superintendent, Canton, Ohio, 324.
 Leipziger, H. M., mentioned, 896.
 Leister, H. F., city superintendent, Phoenixville, Pa., 326.
 Le Moyne Normal Institute, Memphis, Tenn., statistics of, 464.
 Lending libraries. *See* Libraries.
 Length of session of teachers' institutes, statistics of, 454.
 of Indian boarding schools, statistics of, 871.
 Leominster, Mass., notes from school report of, 258.
 common school statistics of, 277, 287, 297, 318, 338, 358, 378.
 Leonard Medical school, statistics of matriculates and graduates of, 1024.
 Letters, statistics of degrees in, 777-781.
 Lewis, M. H., city superintendent, Circleville, Ohio, 324.
 Lewiston, Idaho, notes from school report of, 250.
 Lewiston, Me., evening schools unsuccessful in, 245.
 notes from school report of, 255.
 common school statistics of, 277, 287, 297, 316, 338, 358, 378.
 normal class in, 420.
 industrial exhibits recommended in, 786.
 Lexington, Ky., common school statistics of, 276, 286, 296, 316, 336, 356, 376.
 Liberty Female College, statistics of, 648.
 Librarians, names of, 904-916, 918-924, 927-930, 932-940, 942-953, 955-969.
 Libraries, for teachers in Milwaukee, 450.
 in normal schools, statistics of, 456-465.
 possession of, necessary to secure regent's inspection, in New York, 508.
 in secondary schools, statistics of, 534-543, 548-550, 560-567, 580-586, 614-628.
 in colleges for women, statistics of, 644-655.
 in universities, statistics of, 658-661.
 in colleges of liberal arts, statistics of, 664, 692-705.
 of Cornell University, important addition to, 670.
 in land grant colleges, statistics of, 708, 718.
 of schools of science, statistics of, 725, 728.
 of U. S. Military and Naval Academies, 729.
 in schools of theology, statistics of, 736, 740-747.
 of St. Vincent's Seminary, 738.
 in law schools, statistics of, 749, 752.
 in schools of medicine, etc., statistics of, 754-756, 760-769.
 of manual training schools, statistics of, 795.
 of industrial schools, statistics of, 799-800.
 of business colleges, statistics of, 802-813.
 in schools for the deaf, statistics of, 834-837.
 of schools for the blind, statistics of, 843.
 of reform schools, statistics of, 866.
 classification of, 901.
 remarks relating to statistics of, 902, 917, 925, 931, 941, 954, 970.
 free public lending, statistics of, 903-916.
 free public reference, statistics of, 917-924.
 public school, statistics of, 926-930.
 free corporate lending, statistics of, 931-940.
 belonging to societies, associations, and clubs, statistics of, 941-953.
 corporate lending, open to subscribers, statistics of, 954-969.
 private circulating (business investments), statistics of, 970-972.
See also Public libraries and Public school libraries.
 Library of the Bureau of Education, 13.
 of the University of Virginia, 668.
 Lick Observatory, information relating to, 671.
 Lighting of school-houses, instructions relating to, 204.
 Lima, Ohio, notes from school report of, 268.
 written examinations abolished in, 241.
 common school statistics of, 281, 291, 301, 324, 346, 366, 386.
 Lincoln, Ill., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
 Lincoln, Nebr., notes from school report of, 263.
 common school statistics of, 279, 289, 299, 322, 342, 362, 382.
 teachers' meetings in, 420.
 Lincoln Institute, information concerning, 429.
 statistics of, 460.
 Lindenwood College for Young Ladies, statistics of, 650.
 Lindsay, G. R., city superintendent, Rahway, N. J., 322.
 Line system of printing for the blind, 838.
 Lip-reading, teaching of, in schools for deaf-mutes, 820, 821, 823.
 Litchfield, Ill., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
 Literary societies, organization of, in Waco, Tex., 271.
 Little, George E., mentioned, 895.
 Little Falls, N. Y., common school statistics of, 280, 290, 300, 324, 344, 364, 384.
 Little Rock, Ark., common school statistics of, 274, 284, 294, 312, 332, 352, 372.
 Littlefield, George A., city superintendent, Newport, R. I., quoted, 243, 326.
 mentioned, 894.
 Livermore, E. E., chairman superintending school committee, Eastport, Me., 316.
 Loans to cities, law relating to, in New Jersey, 152.
 to school districts, law relating to, in Wisconsin, 170.
 Local taxation for school purposes, recommended in Alabama, 96.
 Location of school-houses, instructions concerning, 204.
 of manual training schools, 783.
 Lock Haven, Pa., common school statistics of, 282, 291, 302, 326, 346, 366, 388.
 Lockport, N. Y., common school statistics of, 280, 290, 300, 324, 344, 364, 384.
 Lodges, statistics of libraries of, 941-953.
 Lodging and board, annual cost of, in secondary schools, 560-567, 580-586, 614-628.
 in colleges for women, statistics of cost of, 645-655.
 Logan, A. C., superintendent of public instruction of Montana, 93.
 Logan Female College, statistics of, 648.
 Logansport, Ind., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
 London, England, elementary education in, 980-983.
 Long, John S., city superintendent, Newberne, N. C., 324.
 Long Branch, N. J., common school statistics of, 279, 289, 299, 322, 342, 362, 384.
 Long Island College Hospital, statistics of matriculates and graduates of, 1026.
 Los Angeles, Cal., common school statistics of, 274, 284, 294, 312, 332, 352, 372.
 Louisiana, common school statistics of, 55, 57, 59, 62, 64, 65, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 86, 88, 91.
 notes from reports of cities of, 254.
 common school statistics of cities of, 276, 286, 296, 305, 306, 307, 316, 336, 356, 378.
 training of teachers in, 420.
 aid from Peabody fund to education in, 451.
 statistics of teachers' institutes in, 454.
 statistics of normal schools in, 456, 458.
 statistics of kindergartens in, 467, 474.
 statistics of kindergarten training schools in, 467, 492.
 statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 523, 536, 545, 549, 553, 561, 570, 581, 596, 618, 619, 629.
 statistics of colleges for women in, 644, 648.

Louisiana.—Continued.

- statistics of colleges of liberal arts in, 664, 681, 696.
- statistics of undergraduate work of colleges in, 666.
- statistics of college attendance in, 732, 734.
- statistics of schools of theology in, 736, 737, 742.
- statistics of schools of law in, 749, 750, 752.
- statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 756, 757, 758, 760, 766, 770, 774.
- statistics of degrees conferred by colleges in, 779.
- statistics of manual training school in, 794, 795.
- statistics of business colleges in, 802, 806.
- statistics of schools for the deaf in, 831, 832, 834.
- statistics of schools for the blind in, 844, 846, 848.
- statistics of reform schools in, 864, 866.
- statistics of education of colored race in, 874, 875, 878, 879, 880.
- statistics of libraries in, 917, 921, 931, 934, 941, 945.
- statistics of educational periodicals in, 974.
- Louisiana Educational Association, meeting of, 420.
- Louisiana State Normal School, information concerning, 420.
- statistics of, 458.
- Louisiana State University, statistics of, 660.
- Louisiana State University and Agricultural and Mechanical College, statistics of, 710.
- statement concerning, 720.
- Louisville, Ky., common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- normal classes in, 419.
- Louisville (Ky.) Female College, statistics of, 648.
- Louisville (Ky.) Industrial School of Reform, notes from catalogue of, 830.
- Louisville (Ky.) Medical College, statistics of matriculates and graduates of, 1024.
- Lovett, W. H., secretary school committee, Beverly, Mass., 318.
- Lovington, J. B., township treasurer, East St. Louis, Ill., 314.
- Lowell, Mass., supplementary reading in, 236.
- study of music in, 238.
- notes from school report of, 258.
- common school statistics of, 277, 287, 297, 318, 338, 358, 378.
- Lowry, W. T., city superintendent, Coldwater, Mich., 320.
- Luce, Nelson A., State superintendent of common schools of Maine, 93.
- extract from report of, 140.
- Ludington, Mich., common school statistics of, 278, 288, 298, 320, 340, 360, 380.
- normal class in, 427.
- Luckey, G. J., city superintendent, Pittsburg, Pa., 326.
- mentioned, 896.
- Lunt, W. P., secretary city school board, Newburyport, Mass., 318.
- Luther Seminary, statistics of, 746.
- Lutheran Theological Seminary, statistics of, 746.
- Lutherville (Md.) Seminary, statistics of, 648.
- Lycoming County (Pa.) Normal School, statistics of, 464.
- Lyman School for Boys, Westborough, Mass., notes from catalogue of, 861.
- Lynch, M. M., city superintendent, Winchester, Va., 328.
- Lynchburg, Va., common school statistics of, 283, 293, 303, 328, 350, 370, 390.
- Lynde, Sarah A., secretary city school committee, Stoneham, Mass., 320.
- Lynn, Mass., notes from school report of, 258.
- common school statistics of, 277, 287, 297, 318, 338, 358, 378.
- Lyons, Iowa, notes from school report of, 252.
- common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- Lyons, N. Y., notes from school report of, 265.
- common school statistics of, 280, 290, 300, 324, 344, 364, 384.

NE.

- Mabry, J. W., city superintendent, Selma, Ala., 312.
- McAlister, James, city superintendent, Philadelphia, Pa., mentioned, 243, 326.
- McEride, T. H., mentioned, 894.
- McConnell, J. J., city superintendent, Atlantic, Iowa, 314.
- McCormick Theological Seminary of the Presbyterian Church, statistics of, 740.
- MacDonald, John, mentioned, 896.
- McDonogh School, Baltimore, Md., purpose of, 587.
- McElroy, E. B., State superintendent of public instruction of Oregon, 93.
- McElroy, J. E., quoted, 839.
- Macfall, T. W., city superintendent, Quincy, Ill., 314.
- McFee, F. E., city superintendent, Woonsocket, R. I., 328.
- McGill, Rev. James, president of St. Vincent's Seminary, information furnished by, 728.
- MacGowan, W. L., city superintendent, Olean, N. Y., 324.
- Mack, W. S., city superintendent, Moline, Ill., 314.
- McKeesport, Pa., common school statistics of, 282, 291, 302, 326, 346, 366, 388.
- McLaughlin, W. M., city superintendent, Spencer, Mass., 318.
- McMillan, A., city superintendent, Utica, N. Y., 324.
- McNaughton, J., city superintendent, Council Bluffs, Iowa, 316.
- McNeal, R. M., county superintendent, Dauphin County, Pa., quoted, 206, 220.
- Macon, Ga., notes from school report of, 250.
- common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- McPherson Normal College, Republican City, Neb., statistics of, 464.
- McWhorter, Miss Jeannie, mentioned, 896.
- Madawaska (Me.) Training School, information concerning, 420.
- statistics of, 458.
- Madison, Wis., common school statistics of, 283, 293, 313, 330, 350, 370, 390.
- Magee, Miss Harriet C., mentioned, 896.
- Mahanoy, Pa., common school statistics of, 282, 291, 302, 326, 346, 366, 388.
- Maine, common school statistics of, 54, 57, 59, 62, 64, 65, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 86, 88, 91.
- extracts from report of State superintendent, 140.
- notes from reports of cities of, 254.
- common school statistics of cities of, 277, 286, 297, 305, 306, 307, 316, 336, 358, 378.
- first teachers' institute in, 403.
- training of teachers in, 420.
- statistics of teachers' institutes in, 454.
- statistics of normal schools in, 456, 458, 464.
- statistics of kindergartens in, 467, 474.
- statistics of secondary schools in, 496, 498, 500, 502, 504, 512, 516, 523, 524, 537, 543, 546, 549, 554, 561, 570, 581, 593, 619, 629.
- statistics of colleges for women in, 644, 648.
- statistics of colleges of liberal arts in, 654, 681, 697.
- statistics of undergraduate work of colleges in, 666.
- statistics of schools of science in, 708, 709, 716, 718.
- statistics of college attendance in, 731, 734.
- statistics of schools of theology in, 736, 737, 742.
- statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 757, 760, 770.
- statistics of degrees conferred by colleges in, 779.
- statistics of industrial schools in, 799, 797, 799.
- statistics of business colleges in, 802, 806.
- pupils from, in American Asylum for the Deaf, 824.
- statistics of schools for the deaf in, 830, 832, 834.
- statistics of reform schools in, 866.
- statistics of education of the colored race in, 880.
- summer educational assemblies in, 899.
- statistics of libraries in, 903, 906, 917, 921, 926, 931, 934, 941, 945, 954, 958, 970, 971.

- Maine Pedagogical Society**, meeting of, 421.
Maine State College of Agriculture and the Mechanic Arts, admission requirements of, 633. statistics of, 703, 710, 716, 718. equipment of, 713.
Maine State Reform School, use of cottage system in, 857. industrial training in, 789.
Maine Wesleyan Seminary and Female College, statistics of, 643.
Malden, Mass., common school statistics of, 277, 287, 297, 318, 338, 358, 380.
Male teachers, reasons for preferring, 213. proportion of, 273. ratio of, to whole number, in cities, 284-293, 306.
See also Teachers, sex of.
Malone, N. Y., common school statistics of, 230, 290, 300, 324, 344, 364, 384.
Manchester, Conn., notes from school report of, 248. common school statistics of, 274, 284, 294, 312, 332, 352, 372.
Manchester, N. H., common school statistics of, 279, 289, 299, 322, 342, 362, 382.
Manchester City Training School, information concerning, 431.
Manitoba, comparative statistics of elementary education in, 1000, 1002, 1004.
Manitowoc, Wis., notes from school report of, 272.
Mankato, Minn., use of recess in, 231. notes from school report of, 262. common school statistics of, 279, 288, 299, 320, 340, 360, 382.
Mann, G. S., county superintendent, Clay County, Iowa, quoted, 212.
Mann, Horace, mentioned, 991.
Manning, G. G., city superintendent, Peru, Ind., 314.
Mansfield, Ohio, common school statistics of, 281, 291, 301, 324, 346, 366, 386.
Mansfield (La.) Female College, statistics of, 648.
Manual method of instruction to deaf-mutes, 821, 823.
Manual training, in Alaska, 109, 104, 108. introduction of, in Washington, D. C., 249. introduction of, in Rochester, Ind., 252. in normal schools, 401. in Hampton, Va., 402. statistics of, in secondary schools, 496-507. in public schools, 782-787. in other educational institutions, 787-790. societies for promotion of, 790. schools for, remarks relating to, 791-793. schools for, statistics of, 794-796. remarks relating to statistics of schools for, 796. in London, England, board schools, 981. definition of, and arguments for, 984-987.
See also Industrial training.
Maps, legal provision for, in Wisconsin, 170.
Marble, A. P., city superintendent, Worcester, Mass., quoted, 231, 320. mentioned, 894.
Marblehead, Mass., notes from school report of, 259. common school statistics of, 277, 287, 297, 318, 338, 358, 380.
Marietta, Ohio, common school statistics of, 281, 291, 301, 324, 346, 366, 386.
Marion (Va.) Female College, statistics of, 654.
Marlborough, Mass., common school statistics of, 277, 287, 297, 318, 338, 358, 380.
Marquette, Mich., common school statistics of, 278, 288, 298, 320, 340, 360, 380.
Marshall, Mich., notes from school report of, 262. common school statistics of, 278, 288, 298, 320, 340, 360, 380.
Marshall College, State Normal School, Huntington, W. Va., statistics of, 462.
Marshalltown, Iowa, common school statistics of, 276, 286, 296, 316, 336, 356, 376.
Martin, Patrick, principal of city schools, Plymouth, Pa., 326.
Martinsburg, W. Va., common school statistics of, 283, 293, 303, 323, 359, 370, 390.
Mary Sharp College, statistics of, 652.
Maryland, common school statistics of, 54, 57, 59, 62, 64, 65, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 86, 88, 91. extracts from report of secretary of State board of education, 141. common school statistics of cities of, 277, 287, 297, 305, 306, 307, 318, 333, 358, 378. training of teachers in, 421. statistics of normal schools in, 456, 458, 464. statistics of kindergartens in, 467, 474, 475. statistics of kindergarten training schools in, 467, 492. statistics of secondary schools in, 493, 498, 500, 502, 504, 512-516, 524, 537, 546, 549, 554, 562, 570, 581, 582, 596, 619. statistics of colleges for women in, 644, 643. statistics of colleges of liberal arts in, 664, 681, 697. statistics of undergraduate work of colleges in, 666. notes from catalogue of college in, 672. statistics of schools of science in, 703, 709, 716, 718. statistics of college attendance in, 731, 734. statistics of schools of theology in, 736, 737, 742. statistics of schools of law in, 749, 750, 752. statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 755, 756, 757, 758, 760, 766, 770, 772, 774. statistics of degrees conferred by colleges in, 779. statistics of manual training schools in, 794, 795. statistics of business colleges in, 802. statistics of schools for the deaf in, 830, 832, 834. statistics of schools for the blind in, 844, 848. statistics of institutions for the feeble-minded in, 853, 855. statistics of reform schools in, 864, 866. statistics of education of colored race in, 874, 875, 879, 880. summer educational assembly in, 899. statistics of libraries in, 903, 906, 917, 921, 931, 934, 941, 945, 954, 960. statistics of educational periodicals in, 974.
Maryland Agricultural College, statistics of, 709, 710, 716, 718.
Maryland School for the Deaf and Dumb, superintendent of, quoted, 820.
Maryland State Normal School, information concerning, 421. statistics of, 458.
Maryland State Teachers' Association, meeting of, 421.
Marysville, Cal., common school statistics of, 274, 284, 294, 312, 332, 352, 372.
Marysville, Kans., common school statistics of, 276, 286, 296, 316, 336, 356, 376.
Mason, M. L., secretary city board of school visitors, Greenwich, Conn., 312.
Massachusetts, common school statistics of, 54, 57, 59, 62, 64, 65, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 86, 88, 91. extracts from report of secretary of State board of education, 143. notes from reports of cities of, 255-261. common school statistics of cities of, 277, 287, 297, 305, 306, 307, 318, 333, 358, 378. excellence of attendance in cities of, 304. first teachers' institute in, 463. training of teachers in, 421. statistics relating to teachers in, 453. statistics of teachers' institutes in, 454. statistics of normal schools in, 456, 458. statistics of kindergartens in, 467, 475, 476. statistics of kindergarten training schools in, 467, 492. statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 524-526, 537, 538, 554, 555, 562, 570, 572, 582, 596, 598, 619, 620. statistics of colleges for women in, 644, 648. statistics of colleges of liberal arts in, 664, 681, 682, 697. statistics of undergraduate work of colleges in, 666. notes from catalogues of colleges of, 673.

Massachusetts—Continued.

statistics of schools of science in, 708, 709, 716, 718, 725, 726, 728.
 notes from catalogue of school of science in, 721.
 statistics of college attendance in, 731, 734.
 statistics of schools of theology in, 736, 737, 742.
 statistics of schools of law in, 749, 750, 752.
 statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 755, 756, 757, 758, 759, 760, 764, 766, 768, 770, 774.
 statistics of degrees conferred by colleges in, 779.
 statistics of industrial schools in, 786, 797, 799.
 statistics of business colleges in, 802, 806, 808.
 statistics of nurses' training schools in, 814, 815.
 statistics of schools for the deaf in, 830, 832, 834.
 statistics of schools for the blind in, 844, 848.
 statistics of institutions for the feeble-minded in, 853, 855.
 statistics of reform schools in, 866.
 statistics of the education of the colored race in, 880.
 summer educational assembly in, 899.
 law relating to free libraries in, 902.
 statistics of libraries in, 903, 907, 908, 910, 917, 921, 926, 928, 931, 934, 941, 945, 946, 954, 960, 970, 971, 972.
 statistics of educational periodicals in, 974.
 Massachusetts Agricultural College, admission requirements of, 639.
 statistics of, 709, 710, 716, 718.
 equipment of, 714.
 Massachusetts Association of Classical and High School Teachers, meeting of, 425.
 Massachusetts Institute of Technology, statistics of, 709, 710, 716, 718.
 system of instruction in, 791.
 Massachusetts Normal Art School, information concerning, 422.
 statistics of, 458.
 Massachusetts Reformatory, system of discipline in, 858.
 notes from catalogue of, 861.
 Massachusetts State Normal Association, meeting of, 425.
 Massachusetts State Normal School, Worcester, Mass., statistics of, 458.
 Massachusetts State Teachers' Association, meeting of, 425.
 Massillon, Ohio, common school statistics of, 281, 291, 301, 324, 346, 366, 386.
 Mathematics, study of, in secondary schools, 495.
 study of, in French schools, 1007, 1009.
 value of study of, 1021.
See also Algebra and Arithmetic.
 Matriculates, in medical colleges, statistics of, 1024-1030.
 Matriculation, in schools of medicine, etc., statistics of fees for, 760-769.
 Matthews Hall, statistics of, 740.
 Mauritiu, comparative statistics of elementary education in, 1000, 1002, 1004.
 Maxson, H. M., city superintendent, Attleborough, Mass., quoted, 230, 318.
 Maysville, Ky., notes from school report of, 254.
 common school statistics of, 276, 286, 296, 316, 336, 356, 376.
 Meadville, Pa., common school statistics of, 282, 291, 302, 326, 346, 366, 388.
 teachers' institutes in, 442.
 Meadville (Pa.) Theological School, statistics of, 746.
 Mechanical colleges, admission requirements of, 639.
See also Land grant colleges.
 Mechanical engineering, statistics of students in schools of science pursuing, 726.
 Mechanical shops, statistics of students of land grant colleges at work in, 709.
 Medford, Mass., notes from school report of, 259.
 common school statistics of, 277, 287, 297, 318, 338, 358, 380.
 Medical College of Alabama, statistics of matriculates and graduates of, 1024.
 Medical College of Georgia, statistics of matriculates and graduates of, 1024.

Medical College of Indiana, statistics of matriculates and graduates of, 1024.
 Medical College of Ohio, statistics of matriculates and graduates of, 1026.
 Medical College of the State of South Carolina, statistics of matriculates and graduates of, 1026.
 Medical College of Virginia, statistics of matriculates and graduates of, 1026.
 Medical colleges, relation of, to medical profession, 1023.
 Medical Department of the University of Nashville (Tenn.) and Vanderbilt University, statistics of matriculates and graduates of, 1026.
 Medical School of Maine at Bowdoin College, statistics of matriculates and graduates of, 1024.
 Medicine, statistics of, schools of, 735, 751-775.
 statistics of degrees in, 777-781.
 schools of, for colored race, 880, 881.
 department of, in University of Cordoba, 995.
 Medico-Chirurgical College of Philadelphia, Pa., statistics of matriculates and graduates of, 1024.
 Melrose, Mass., notes from school report of, 259.
 common school statistics of, 277, 287, 297, 318, 338, 358, 380.
 Memoranda relating to secondary schools, 630.
 Memphis, Tenn., examination of eyes of school children in, 235.
 notes from school report of, 270.
 common school statistics of, 282, 292, 302, 328, 348, 368, 380.
 Memphis (Tenn.) Conference Female Institute, statistics of, 652.
 Memphis (Tenn.) Hospital Medical College, statistics of matriculates and graduates of, 1026.
 Mendota, Ill., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
 Menominee, Mich., common school statistics of, 278, 288, 298, 320, 340, 360, 380.
 Meriden, Conn., notes from school report of, 248.
 common school statistics of, 274, 284, 294, 312, 332, 352, 372.
 opposition to manual training in, 785.
 Meridian, Miss., notes from school report of, 263.
 common school statistics of, 279, 289, 299, 320, 342, 362, 382.
 normal classes in, 428.
 Merrill, C. F., city superintendent, Cohoes, N. Y., 322.
 Merrill, G. V. R., city superintendent, Elmira, N. Y., 322.
 Mertz, Henry N., city superintendent, Steubenville, Ohio, quoted, 232, 324.
 Metallurgy, provision for study of, at Polytechnic School of Washington University, 721.
 Meteorology, bureau of, in Argentine Republic, 936.
 Methuen, Mass., common school statistics of, 277, 287, 297, 318, 338, 358, 380.
 Metlakatla, removal of Indians from, 34.
 Miami Medical College, Cincinnati, Ohio, statistics of matriculates and graduates of, 1026.
 Michael, M. J., city superintendent, Rome, N. Y., 324.
 Michener, J. H., city superintendent, Ashland, Pa., 326.
 Michigan, common school statistics of, 55, 57, 60, 62, 64, 66, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 87, 88, 91.
 changes of school law in, 143.
 extracts from report of State superintendent, 144.
 notes from reports of cities of, 261.
 common school statistics of cities of, 272, 288, 298, 305, 306, 307, 320, 340, 360, 380.
 extensive school libraries in cities of, 304.
 large high school enrolment in cities of, 304.
 training of teachers in, 426.
 statistics relating to teachers in, 453.
 statistics of teachers' institutes in, 454.
 statistics of normal schools in, 456, 458.
 statistics of kindergartens in, 467, 477.
 statistics of kindergarten training schools in, 467, 492.

Michigan—Continued.

- statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 526, 538, 539, 553, 562, 572, 582, 598, 620.
 statistics of colleges for women in, 644, 648.
 statistics of colleges of liberal arts in, 604, 682, 697, 698.
 statistics of undergraduate work of colleges in, 666.
 statistics of schools of science in, 708, 709, 716, 718, 725, 726, 728.
 notes from catalogue of school of science in, 721.
 statistics of college attendance in, 732, 734.
 statistics of schools of theology in, 736, 737, 742.
 statistics of schools of law in, 749, 750, 752.
 statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 755, 756, 757, 758, 762, 764, 766, 770, 772, 774.
 statistics of degrees conferred by colleges in, 779.
 statistics of industrial schools in, 796, 797, 799.
 statistics of business colleges in, 802, 808.
 statistics of nurses' training schools in, 814, 815.
 statistics of schools for the deaf in, 831, 832, 834.
 statistics of schools for the blind in, 844, 846, 848.
 statistics of institutions for the feeble-minded in, 853, 855.
 statistics of reform schools in, 864, 866.
 statistics of Indian education in, 868.
 statistics of education of the colored race in, 880.
 summer educational assembly in, 899.
 statistics of libraries in, 911, 912, 921, 928, 936, 946, 960.
 statistics of educational periodicals in, 974.
- Michigan Agricultural College, admission requirements of, 639.
 Michigan City, Ind., notes from school report of, 252.
 common school statistics of, 275, 285, 295, 314, 334, 354, 374.
 Michigan Female Seminary, statistics of, 648.
 Michigan Institution for the Education of the Deaf and Dumb, notes from catalogue of, 826.
 Michigan State Agricultural College, statistics of, 709, 710, 716, 718.
 equipment of, 714.
 Michigan State Industrial Home for Girls, system of management of, 856.
 Michigan State Mining School, statistics of, 726, 728.
 Michigan State Normal School, information concerning, 426.
 Michigan State Teachers' Association, meeting of, 427.
 Michigan State Teachers' Reading Circle, information concerning, 427.
 Middle Georgia Military and Agricultural College, statistics of, 710, 716, 718.
 Middleborough, Mass., common school statistics of, 277, 287, 297, 318, 338, 358, 380.
 Middlebury (Vt.) College, physical training at, 663.
 Middletown, Conn., notes from school report of, 248.
 common school statistics of, 274, 284, 294, 312, 332, 352, 372.
 Middletown, N. Y., common school statistics of, 280, 290, 300, 324, 344, 364, 384.
 Middletown, Ohio, common school statistics of, 281, 291, 301, 324, 346, 366, 386.
 Millford, Mass., notes from school report of, 259.
 common school statistics of, 277, 287, 297, 318, 338, 358, 389.
 teachers' reading circle in, 425.
- Military drill, beneficial effects of, in Brookline, Mass., 256.
 increased interest in, in Lowell, Mass., 258.
 at California (Pa.) State Normal School, 440.
 statistics of, in land grant colleges, 709.
 beneficial in Nebraska State Reform School, 862.
- See also Physical training.*
- Military training, at University of Alabama, 669.
 schools for, in Argentine Republic, 993.
- Millard, J. J., acting school visitor, Norwalk, Conn., 312.
- Millbury, Mass., common school statistics of, 278, 287, 298, 318, 338, 360, 380.
- Miller, G. L., city superintendent, Boone, Iowa, 314.
- Miller, John, city superintendent, Newburg, N. Y., quoted, 228.
- Miller, S. B., city superintendent, Michigan City, Ind., 314.
- Millersburg (Ky.) Female College, statistics of, 648.
- Mills College and Seminary, statistics of, 646.
- Millville, N. J., common school statistics of, 279, 289, 300, 322, 342, 362, 384.
- Milwaukee, Wis., study of German in, 210.
 method of promotion in, 241.
 evening schools in, 245.
 common school statistics of, 283, 293, 303, 330, 350, 379, 390.
 training of teachers in, 450.
- Milwaukee (Wis.) College, statistics of, 654.
- Milwaukee Manual Training Association, organization and work of, 791.
- Minden (La.) Female College, statistics of, 648.
- Miner, A. D., city superintendent, North Adams, Mass., 318.
- Miner Normal School, Washington, D. C., information concerning, 414.
 statistics of, 458.
- Mining, study of, at Michigan State Mining School, 721.
 statistics of students in schools of science pursuing, 726.
 school of, in Argentine Republic, 993.
- Minneapolis, Minn., notes from school report of, 262.
 common school statistics of, 279, 288, 299, 320, 349, 369, 382.
 training class at, 427.
 manual training in, 783, 784.
- Minneapolis (Minn.) College of Physicians and Surgeons, statistics of matriculates and graduates of, 1024.
- Minnesota, common school statistics of, 55, 57, 60, 62, 64, 66, 67, 69, 72, 74, 77, 78, 79, 82, 83, 84, 87, 88, 92.
 changes in school law of, 145.
 notes from reports of cities of, 262.
 common school statistics of cities of, 278, 288, 298, 303, 306, 307, 320, 340, 360, 382.
 small number of pupils per teacher in, 304.
 training of teachers in, 427.
 statistics relating to teachers in, 453.
 statistics of teachers' institutes in, 454.
 statistics of normal schools in, 456, 458.
 statistics of kindergartens in, 467, 477.
 statistics of kindergarten training schools in, 467, 492.
 statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 527, 539, 555, 562, 572, 582, 598, 620.
 statistics of colleges for women in, 644, 648.
 statistics of colleges of liberal arts in, 604, 682, 698.
 statistics of undergraduate work of colleges in, 666.
 statistics of schools of science in, 709.
 statistics of college attendance in, 732.
 statistics of schools of theology in, 736, 737, 742.
 statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 755, 756, 757, 758, 759, 762, 766, 768, 770, 774.
 statistics of degrees conferred by colleges in, 779.
 statistics of manual training school in, 794, 795.
 statistics of business colleges in, 802, 808.
 statistics of nurses' training schools in, 814, 815.
 statistics of schools for the deaf in, 831, 832, 834.
 statistics of schools for the blind in, 844, 846, 848.
 statistics of institutions for the feeble-minded in, 853, 855.

Minnesota—Continued.

- statistics of reform schools in, 864, 866.
- statistics of Indian education in, 868.
- statistics of education of the colored race in, 880.
- summer educational assemblies in, 899.
- statistics of libraries in, 912, 921, 938, 946, 960, 962.
- statistics of educational periodicals in, 974.
- Minnesota College of Agriculture and the Mechanic Arts (University of Minnesota), equipment of, 714.
- Minnesota Hospital College, statistics of matriculates and graduates of, 1026.
- Minnesota State Teachers' Association, meeting of, 427.
- Mission House, statistics of, 746.
- Mission schools for Indians, statistics of accommodations in, 868.
- Missionary College of St. Augustine (Cal.), physical training at, 663.
- Missionary Institute, statistics of, 746.
- Mississippi, common school statistics of, 54, 57, 59, 62, 64, 65, 67, 68, 72, 74, 76, 78, 79, 81, 83, 84, 86, 88, 91.
- decrease of enrolment in, 53.
- extracts from report of State superintendent, 149.
- changes in school law of, 147.
- notes from reports of cities of, 263.
- common school statistics of cities of, 279, 289, 299, 305, 306, 307, 320, 342, 362, 382.
- training of teachers in, 427.
- statistics relating to teachers in, 453.
- statistics of normal schools in, 456, 458, 460.
- statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 527, 539, 546, 549, 551, 598, 620, 629.
- statistics of colleges for women in, 644, 648, 650.
- statistics of colleges of liberal arts in, 664, 639, 698.
- statistics of undergraduate work of colleges in, 666.
- statistics of schools of science in, 708, 709, 716, 718, 725, 726, 728.
- notes from catalogue of school of science in, 721.
- statistics of college attendance in, 732, 734.
- statistics of schools of theology in, 736, 737, 742.
- statistics of schools of law in, 749, 750, 752.
- statistics of degrees conferred by colleges in, 779.
- statistics of industrial schools in, 786, 797, 799.
- statistics of business colleges in, 802, 808.
- statistics of schools for the deaf in, 831, 832, 834.
- statistics of schools for the blind in, 844, 846, 848.
- statistics of education of colored race in, 874, 875, 878, 879, 880.
- statistics of libraries in, 917, 921, 926, 931, 936, 954, 962.
- Mississippi College, physical training at, 663.
- Missouri, common school statistics of, 55, 57, 60, 62, 61, 66, 67, 69, 73, 74, 77, 78, 79, 82, 83, 84, 87, 88, 92.
- extracts from report of State superintendent, 149.
- notes from reports of cities of, 263.
- common school statistics of cities of, 279, 289, 299, 305, 306, 307, 320, 342, 362, 382.
- training of teachers in, 428.
- statistics relating to teachers in, 453.
- statistics of teachers' institutes in, 454.
- statistics of normal schools in, 456, 460.
- statistics of kindergartens in, 467, 477, 478, 480.
- statistics of kindergarten-training schools in, 467, 492.
- statistics of secondary schools in, 496, 498, 500, 502, 506, 512-516, 527, 539, 546, 549, 555, 562, 563, 572, 582, 598, 600, 621, 629.
- statistics of colleges for women in, 644, 650.
- statistics of colleges of liberal arts in, 664, 633, 698.
- statistics of undergraduate work of colleges in, 666.
- notes from report of University of, 873.

Missouri—Continued.

- statistics of schools of science in, 702, 716, 718, 725, 726, 728.
- notes from catalogue of school of science in, 721.
- statistics of college attendance in, 732, 734.
- statistics of schools of theology in, 736, 737, 742.
- statistics of schools of law in, 749, 750, 752.
- statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 755, 756, 757, 758, 762, 764, 768, 770, 772, 774.
- statistics of degrees conferred by colleges in, 779.
- statistics of manual training school in, 794, 795.
- statistics of business colleges in, 802, 808.
- statistics of nurses' training schools in, 814, 815.
- statistics of schools for the deaf in, 831, 832, 834.
- statistics of schools for the blind in, 844, 846, 848.
- statistics of reform schools in, 864, 866.
- statistics of education of colored race in, 874, 875, 878, 880.
- summer educational assembly in, 899.
- statistics of libraries in, 912, 921, 928, 936, 946, 948, 962, 972.
- statistics of educational periodicals in, 974.
- Missouri Agricultural and Mechanical College (University of Missouri), statistics of, 710.
- equipment of, 714.
- statement concerning, 720.
- Missouri Medical College, statistics of matriculates and graduates of, 1026.
- Missouri School for the Blind, extract from printed circular issued by, 819.
- notes from catalogue of, 843.
- Missouri School of Mines and Metallurgy, statistics of, 710, 716, 718.
- equipment of, 714.
- Missouri School of Science and Pedagogy, information concerning, 429.
- Missouri State Normal School, Cape Girardeau, Mo., statistics of, 460.
- Missouri State Normal School, Kirksville, Mo., statistics of, 460.
- Missouri State Teachers' Association, meetings of, 429.
- Missouri Teachers' Academy, meeting of, 430.
- Missouri Teachers' Reading Circle, information concerning, 430.
- Mitchell, I. N., city superintendent, Fond du Lac, Wis., 323.
- Moher, Mo., notes from school report of, 263.
- common school statistics of, 279, 289, 299, 320, 342, 362, 382.
- Mobile, Ala., common school statistics of, 274, 284, 294, 312, 332, 352, 372.
- Model schools, value of, 460.
- statistics of, 459-465.
- Modern Language Association, benefits of, 510.
- Modern Language Convention, proceedings of, 898.
- Modern languages, admission requirements of colleges in, 635-638, 640.
- See also Languages and Foreign Languages.*
- Moline, Ill., notes from school report of, 251.
- common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- industrial exhibit in, 783.
- Monitor system of instruction, unsuccessful in Jews' Free School, London, 981.
- Monlux, J. B., city superintendent, Hastings, Neb., 322.
- Monroe, W. S., city superintendent, Nanticoke, Pa., 326.
- Monroe, La., normal class at, 420.
- Monroe, Mich., notes from school report of, 262.
- Monroe Female College, statistics of, 646.
- Mont Clair, N. J., manual training in, 783, 784.
- instruction in sewing in, 785.
- Montague, Mass., notes from school report of, 259.
- common school statistics of, 278, 287, 298, 318-338, 360, 380.

- Montana, common school statistics of, 55, 58, 60, 62, 64, 66, 67, 69, 73, 74, 77, 78, 79, 82, 83, 84, 87, 88, 92.
 extracts from report of Governor, 150.
 training of teachers in, 430.
 statistics relating to teachers in, 453.
 statistics of normal schools in, 450.
 statistics of secondary schools in, 496, 498, 500, 502, 506, 512-516.
 statistics of colleges of liberal arts in, 664, 683, 699.
 statistics of undergraduate work of colleges in, 666.
 statistics of college attendance in, 732.
 statistics of business colleges in, 802.
 statistics of Indian education in, 868.
 statistics of libraries in, 912, 922.
- Montfort, R. V. K., city superintendent, Newburg, N. Y., 324.
- Montgomery, Ala., notes from school report of, 246.
 common school statistics of, 274, 284, 294, 312, 332, 352, 372.
 teachers' meetings in, 408.
- Moody, Silas W., superintendent of public instruction of Idaho, 93.
 extracts from report of, 127.
 quoted, 209.
- Moonlight, Thomas, Governor of Wyoming, extracts from report of, 172.
- Moore, J. K., city superintendent, Conshohocken, Pa., 326.
- Moore, John, city superintendent, Crookston, Minn., 320.
- Moore, H. T., city superintendent, Vicksburg, Miss., 320.
- Mooty, A. P., city superintendent, Columbus, Ga., 314.
- Moral training, attention to, in common schools, 197, 199.
 discussion relating to, 201.
 in elementary schools of London, England, 981.
- Moravian Seminary for Young Ladies, statistics of, 652.
- Moravian Theological Seminary, statistics of, 744.
- Morgan, Benj. S., State superintendent of free schools of West Virginia, 93.
 quoted, 194.
- Morgan, E. S., mentioned, 896.
- Morgan, T. J., mentioned, 894, 896.
- Moriarty, D. P., city superintendent, Oconto, Wis., 330.
- Mormons, trouble caused in schools of Idaho by, 128.
- Morrill, Hon. Justin S., mentioned, 710.
- Morris, F. G., city superintendent, Easthampton, Mass., 318.
- Morris, J. O., chairman city school committee, Melrose, Mass., 318.
- Morrison, W. S., city superintendent, Greenville, S. C., 328.
- Morristown, N. J., notes from school report of, 264.
- Morss, C. H., city superintendent, Portsmouth, N. H., quoted, 240, 322.
- Moses, E. P., city superintendent, Raleigh, N. C., 324.
- Mt. Carroll (Ill.) Seminary, statistics of, 646.
- Mt. Holyoke Female Seminary, statistics of, 648.
- Mt. Pleasant, Iowa, common school statistics of, 276, 286, 298, 316, 336, 356, 376.
- Mt. St. Mary's Ecclesiastical Seminary, statistics of, 742.
- Mt. Vernon, Ohio, common school statistics of, 281, 291, 301, 324, 346, 366, 386.
- Mowry, Dr. W. A., mentioned, 895.
- Muncie, Indiana, common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- Municipal appropriations to schools for the blind, statistics of, 845, 846, 848.
- Murphy, R. J., city superintendent Grand Island, Nebr., 322.
- Murray, Robert, Jr., city superintendent, Cumberland, R. I., 326.
- Muscataine, Iowa, no recess plan in, 231.
 notes from school report of, 253.
 common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- Museum, of the Bureau of Education, 12.
 formation of, in Argentine Republic, 997.
- Museum of Industrial and Technical Education, provision for accommodation of, 791.
- Music, discussion relating to study of, 237.
 introduction of study of, in Enfield, Conn., 247.
 introduction of study of, in Meriden, Conn., 248.
 new system of, in Portland, Me., 255.
 beneficial effects of study of, in Rockland, Mass., 259.
 new method of teaching, in West Springfield, Mass., 261.
 instruction in, wanted in Weymouth, Mass., 261.
 special instruction in, resumed in St. Paul, Minn., 263.
 introduction of study of, in Somersworth, N. H., 264.
 stricken from course of study in Harrisburg, Pa., 268.
 introduction of, in Rutland, Vt., 271.
 study of, in schools for the blind, 788.
 taught in Alabama Academy for the Blind, 841.
 in Perkins' Institute for the Blind, 843.
 in Pennsylvania Institution for the Blind, 843.
See also Vocal Music and Singing.

N.

- Nanticoke, Pa., common school statistics of, 282, 291, 302, 328, 346, 366, 388.
 training of teachers in, 442.
- Napa College (Cal.), physical training at, 663.
- Nash, L. P., city superintendent, Hingham, Mass., 318.
- Nashotah (Wis.) House, statistics of, 746.
- Nashua, N. H., common school statistics of, 279, 289, 299, 322, 342, 362, 382.
- Nashville, Tenn., notes from school report of, 270.
 training of teachers in, 444.
- Nashville (Tenn.) College for young ladies, statistics of, 652.
- Nashville (Tenn.) Medical College, statistics of matriculates and graduates of, 1026.
- Nashville Normal College course of study, 398.
 gymnasium at, 402.
- Nashville (Tenn.) Seminary for Young Ladies, statistics of, 652.
- Natchez, Miss., common school statistics of, 279, 289, 299, 320, 342, 362, 382.
- National Agricultural School, in Argentine Republic, 993.
- National aid to education, arguments for, 138.
- National colleges, in Argentine Republic, 992.
- National Council of Education, extracts from report of committee on pedagogics, 196.
 report of committee on educational statistics, 207.
- National Deaf-Mute College, admission of women to, 820.
 training of teachers at, 820.
 notes from catalogue of, 825.
- National Educational Association, proceedings of, 26th annual meeting of, 894.
- National German American Teachers' Seminary, Milwaukee, Wis., statistics of, 464.
- National Military College, Argentine Republic, information concerning, 993.
- National Naval School, Argentine Republic, information concerning, 993.
- National Observatory, Cordoba, Argentine Republic, information relating to, 996.
- National support of schools, in Argentine Republic, 991.
- National University, Medical Department, statistics of matriculates and graduates of, 1024.
- Natural gas, use of, as fuel in Beaver Falls, Pa., 268.
 in Lima, Ohio, 268.
- Naugatuck, Conn., common school statistics of, 274, 284, 294, 312, 332, 352, 372.
- Navajo Indians, insufficiency of school accommodations for, 868, 869.

- Naval instruction, schools for, in Argentine Republic, 998.
- Nazareth Academy, statistics of, 632.
- Nebraska, common school statistics of, 55, 57, 60, 62, 64, 66, 67, 69, 73, 74, 77, 78, 79, 82, 83, 84, 87, 88, 92.
- notes from reports of cities of, 263.
- common school statistics of cities of, 279, 289, 299, 305, 306, 307, 322, 342, 362, 382.
- training of teachers in, 430.
- statistics of teachers' institutes in, 454.
- statistics of normal schools in, 456, 460, 464.
- statistics of kindergartens in, 467, 480.
- statistics of secondary schools in, 496, 498, 500, 502, 506, 512-516, 527, 539, 555, 563, 600, 621.
- statistics of colleges of liberal arts in, 664, 683, 699.
- statistics of undergraduate work of colleges in, 666.
- statistics of college attendance in, 732.
- statistics of schools of theology in, 736, 737, 742.
- statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 755, 757, 762, 764, 770, 772.
- statistics of degrees conferred by colleges in, 780.
- statistics of manual training school in, 794, 795.
- statistics of business colleges in, 802, 808.
- increased accommodations for schools for the deaf in, 820.
- statistics of schools for the deaf in, 831, 832, 834.
- statistics of schools for the blind in, 845, 846, 848.
- institution for feeble-minded, established in, 850.
- statistics of institutions for the feeble-minded in, 853, 855.
- statistics of reform schools in, 864, 866.
- statistics of Indian education in, 868.
- statistics of education of the colored race in, 880.
- summer educational assembly in, 899.
- statistics of libraries in, 912, 922, 928, 948, 962.
- statistics of educational periodicals in, 974.
- Nebraska Institute for the Deaf and Dumb, superintendent of, quoted, 821.
- notes from catalogue of, 826.
- Nebraska Institution for Feeble-Minded Youth, notes from catalogue of, 852.
- Nebraska State Normal School, information concerning, 430.
- statistics of, 460.
- Nebraska State Reform School, industrial training in, 789.
- change suggested in name of, 819.
- results of training in, 857.
- Nebraska State Teachers' Association, meeting of, 431.
- Nebraska State Teachers' Reading Circle, information concerning, 431.
- Necrology, 888-893.
- Needham, Mass., notes from school report of, 259.
- common school statistics of, 278, 287, 298, 318, 336, 360, 380.
- Neely, B., city superintendent, Rome, Ga., 314.
- Neely, E. B., city superintendent, St. Joseph, Mo., 322.
- Negaunee, Mich., common school statistics of, 278, 288, 298, 320, 340, 360, 380.
- Neenah, Wis., notes from school report of, 272.
- common school statistics of, 283, 293, 303, 330, 350, 370, 392.
- Neighbours, F. F., city superintendent, Frederick, Md., 318.
- Nelson, David M., superintendent Jasper County, Ind., schools, quoted, 181-186.
- Nelson, T. N., State superintendent of public instruction of Michigan, extracts from report of, 144.
- quoted, 209, 217, 219.
- Netherlands, statistics of educational periodicals in, 978.
- comparative statistics of elementary education in, 1000, 1002, 1004.
- Nevada, common school statistics of, 55, 58, 60, 62, 64, 66, 68, 70, 73, 75, 77, 78, 79, 82, 83, 84, 87, 88, 92.
- extracts from report of State superintendent, 150.
- common school statistics of cities of, 279, 289, 299, 322, 342, 362, 382.
- training of teachers in, 431.
- statistics relating to teachers in, 453.
- statistics of teachers' institutes in, 454.
- statistics of kindergartens in, 467, 480.
- statistics of secondary schools in, 496, 498, 500, 502, 506, 512-516, 515, 555, 563.
- statistics of colleges for women in, 644, 650.
- statistics of colleges of liberal arts in, 664, 683, 699.
- statistics of undergraduate work of colleges in, 666.
- statistics of college attendance in, 732.
- statistics of Indian education in, 868.
- statistics of libraries in, 922, 962.
- New Albany, Ind., common school statistics of, 275, 285, 295, 314, 334, 354, 376.
- New Bedford, Mass., system of promotion in, 244.
- success of evening schools in, 245.
- common school statistics of, 278, 287, 298, 318, 338, 360, 380.
- training of teachers in, 425.
- Newberne, N. C., common school statistics of, 280, 290, 300, 324, 344, 364, 386.
- Newberne (N. C.) State Normal School, statistics of, 460.
- New Britain, Conn., notes from school report of, 248.
- teachers' meetings at, 412.
- common school statistics of, 274, 284, 294, 312, 332, 352, 372.
- New Brunswick, comparative statistics of elementary education in, 1000, 1002, 1004.
- New Brunswick, N. J., common school statistics of, 280, 289, 300, 322, 342, 362, 384.
- New Castle, Del., common school statistics of, 274, 284, 294, 312, 332, 352, 372.
- New Castle, Pa., notes from school report of, 268.
- common school statistics of, 282, 291, 302, 326, 346, 366, 388.
- New England Association of Colleges and Preparatory Schools, work of commission established by, 509.
- New England Industrial School for Deaf-Mutes, State aid to, 820.
- notes from catalogue of, 826.
- New Hampshire, common school statistics of, 54, 57, 59, 62, 64, 66, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 86, 88, 91.
- extracts from report of State superintendent, 151.
- notes from reports of cities of, 263.
- common school statistics of cities of, 279, 289, 299, 305, 306, 307, 322, 342, 362, 382.
- large high school enrolment in cities of, 304.
- first teachers' institute in, 403.
- training of teachers in, 431.
- statistics relating to teachers in, 453.
- statistics of teachers' institute in, 454.
- statistics of normal schools in, 456, 460.
- statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 527, 528, 539, 546, 549, 572, 583, 600, 621, 622, 629.
- statistics of colleges for women in, 644, 650.
- statistics of undergraduate work of colleges in, 666.
- statistics of colleges of liberal arts in, 664, 684, 699.
- statistics of schools of science in, 708, 716, 718, 725, 726, 728.
- notes from catalogue of schools of science in, 721.
- statistics of college attendance in, 731, 734.
- statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 757, 762, 770.
- statistics of degrees conferred by colleges in, 780.
- statistics of business colleges in, 802, 808.
- pupils from, in American Asylum for the Deaf, 824.
- statistics of reform schools in, 866.

- New Hampshire—Continued.**
 summer educational assemblies in, 899.
 statistics of libraries in, 903, 913, 917, 922, 926, 931, 936, 941-948, 954, 962, 970, 972.
- New Hampshire College of Agriculture and Mechanic Arts, statistics of, 710, 716, 718.**
- New Hampshire Conference Seminary and Female College, statistics of, 650.**
- New Hampshire State Normal School, information concerning, 431.**
 statistics of, 460.
- New Hampshire State Teachers' Association, meeting of, 432.**
- New Haven, Conn., supplementary reading in, 236.**
 notes from school report of, 248.
 common school statistics of, 274, 284, 294, 312, 332, 352, 372.
 teachers' meetings at, 412.
 manual training in, 782, 784.
- New Jersey, common school statistics of, 54, 57, 59, 62, 64, 65, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 86, 88, 91.**
 changes in school law of, 152.
 notes from reports of cities of, 264.
 common school statistics of cities of, 279, 289, 299, 305, 306, 307, 322, 342, 362, 384.
 training of teachers in, 432.
 teachers' associations in, 433.
 statistics relating to teachers in, 453.
 statistics of normal schools in, 456, 460, 464.
 statistics of kindergartens in, 467, 480.
 statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 528, 539, 555, 563, 572, 583, 602, 622, 629.
 statistics of colleges for women in, 644, 650.
 statistics of colleges of liberal arts in, 664, 684, 699.
 statistics of undergraduate work of colleges in, 666.
 statistics of schools of science in, 708, 716, 718, 725, 726, 728.
 notes from catalogue of schools of science in, 722.
 statistics of college attendance in, 731, 734.
 statistics of schools of theology in, 736, 737, 742, 744.
 statistics of degrees conferred by colleges in, 780.
 statistics of business colleges in, 802, 808.
 statistics of nurses' training schools in, 814, 816.
 statistics of schools for the deaf in, 830, 832, 836.
 statistics of reform schools in, 866.
 statistics of education of the colored race in, 880.
 summer educational assemblies in, 899.
 statistics of libraries in, 903, 913, 917, 922, 926, 928, 931, 936, 941, 948, 954, 962, 970, 972.
 statistics of educational periodicals in, 974.
- New Jersey Council of Education, information concerning, 433.**
- New Jersey School for Deaf-Mutes, notes from catalogue of, 826.**
- New Jersey State Normal School, information concerning, 432.**
 statistics of, 460.
- New Jersey State Reform School, results of training in, 857.**
 notes from catalogue of, 862.
- New London, Conn., notes from school report of, 248.**
 common school statistics of, 274, 284, 294, 312, 332, 352, 372.
- New Market (Va.) Polytechnic Institute, statistics of, 726, 728.**
- New Mexico, common school statistics of, 55, 58, 60, 62, 64, 66, 68, 69, 73, 75, 77, 78, 79, 82, 83, 81, 87, 88, 92, 153.**
 extracts from educational report, 153.
 educational association in, 433.
 educational awakening in, 433.
 statistics of kindergartens in, 467, 481.
 statistics of secondary schools in, 496, 498, 500, 502, 506, 512-516, 547, 549, 572, 583, 602, 622.
 statistics of colleges of liberal arts in, 664, 684, 699.
- New Mexico—Continued.**
 statistics of undergraduate work of colleges in, 666.
 statistics of college attendance in, 732.
 statistics of business colleges in, 802.
 statistics of schools for the deaf in, 831, 832, 836.
 statistics of Indian education in, 868.
 statistics of libraries in, 922, 948.
- New Orleans, La., notes from school report of, 254.**
 common school statistics of, 276, 286, 296, 316, 336, 356, 378.
- New Orleans Normal School, information concerning, 420.**
- New South Wales, comparative statistics of elementary education in, 1000, 1002, 1004.**
- New York, common school statistics of, 54, 57, 59, 62, 64, 65, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 85, 83, 91.**
 extracts from report of State superintendent, 155.
 notes from reports of cities of, 264-267.
 common school statistics of cities of, 280, 289, 300, 305, 306, 307, 322, 344, 364, 384.
 large enrolment in cities of, 304.
 first teachers' institute in, 403.
 training of teachers in, 433.
 statistics relating to teachers in, 453.
 statistics of teachers' institutes in, 454.
 statistics of normal schools in, 456, 460.
 statistics of kindergartens in, 467, 481, 482.
 statistics of kindergarten training schools in, 467, 493.
 statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 528, 529, 540, 547, 549, 556, 557, 563, 564, 574, 583, 584, 602, 604, 622, 623, 624, 629.
 statistics of colleges for women in, 644, 650.
 statistics of colleges of liberal arts in, 664, 684, 700.
 statistics of undergraduate work of colleges in, 666.
 statistics of schools of science in, 708, 716, 718, 725, 726, 728.
 notes from catalogue of schools of science in, 722.
 statistics of college attendance in, 731, 734.
 statistics of schools of theology in, 736, 737, 744.
 statistics of schools of law in, 749, 750, 752.
 statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 755, 756, 757, 758, 759, 762, 764, 766, 768, 770, 772, 774.
 statistics of degrees conferred by colleges in, 780.
 statistics of manual training schools in, 794, 795.
 statistics of industrial schools in, 796, 797, 798, 799, 800.
 statistics of business colleges in, 802, 808, 810.
 statistics of nurses' training schools in, 814, 816.
 statistics of schools for the deaf in, 830, 832, 836.
 statistics of schools for the blind in, 844, 848.
 statistics of institutions for the feeble-minded in, 853, 855.
 statistics of reform schools in, 866.
 statistics of Indian education in, 868.
 school accommodations for Indians in, 869.
 expenditure of, for Indian schools, 870.
 statistics of education of the colored race in, 880.
 summer educational assemblies in, 898, 900.
 statistics of libraries in, 903, 913, 914, 917, 922, 926, 928, 930, 931, 937, 938, 941, 948, 950, 954, 952, 964, 970, 972.
 statistics of educational periodicals in, 974.
- New York City, discipline of schools in, 228.**
 supplementary reading in, 237.
 evening schools in, 245.
 notes from school report of, 265.
 common school statistics of, 280, 290, 300, 324, 344, 364, 384.
 secondary instruction in, 518.
 manual training in, 783, 784.
- New York City Normal College, popularity of, 266.**
 information relating to, 517.

- New York (N. Y.) Homœopathic Medical College, statistics of matriculates and graduates of, 1026.
- New York House of Refuge, agricultural training in, 789.
classification of inmates of, 856.
results of training in, 857.
notes from catalogue of, 862.
- New York Institution for the Education of the Deaf and Dumb, superintendent of, quoted, 821.
- New York Medical College and Hospital for Women, statistics of matriculates and graduates of, 1024.
- New York State Asylum for Idiots, notes from catalogue of, 852.
- New York State Custodial Asylum for Feeble-Minded Women, notes from catalogue of, 852.
- New York State Institution for the Blind, study of piano tuning in, 788.
address issued by, 819.
notes from catalogue of, 813.
- New York State Reformatory, notes from catalogue of, 862.
- New York system of printing for the blind, 838.
- New Zealand, statistics of educational periodicals in, 976.
comparative statistics of elementary education in, 1000, 1002, 1004.
- Newark, N. J., common school statistics of, 279, 289, 300, 322, 342, 362, 384.
- Newark, Ohio, common school statistics of, 281, 291, 301, 324, 346, 366, 386.
teachers' meeting in, 439.
- Newark (N. J.) City Home, notes from catalogue of, 862.
- Newark City Normal and Training School, information concerning, 432.
- Newark (N. J.) Normal School, statistics of, 460.
- Newark (N. J.) Technical School, statistics of, 725, 728.
notes from catalogue of, 722.
- Newburg, N. Y., notes from school report of, 266.
common school statistics of, 230, 290, 300, 324, 344, 364, 384.
teachers' meetings in, 436.
manual training in, 782.
- Newburyport, Mass., notes from school report of, 259.
common school statistics of, 278, 287, 298, 318, 338, 360, 380.
- Newell, M. A., State superintendent of public instruction of Maryland, 93.
extracts from report of, 141.
mentioned, 895, 896.
- Newlin, J. W., city superintendent, Millville, N. J., 322.
- Newport, Ky., notes from school report of, 254.
common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- Newport, R. I., admission fee in evening schools of, 246.
notes from school report of, 269.
common school statistics of, 282, 292, 302, 326, 348, 368, 388.
training of teachers in, 443.
- Newspaper press, safeguards to, in Argentine Republic, 997.
- Newton, Kans., common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- Newton, Mass., common school statistics of, 278, 287, 298, 318, 340, 360, 380.
- Newton Theological Institution, statistics of, 742.
- Niagara University, physical training at, 633.
Medical Department of, statistics of matriculates and graduates of, 1024.
- Niantic, Conn., summer school at, 412.
- Nicaragua, comparative statistics of elementary education in, 1000, 1002, 1004.
- Night schools, law concerning, in Kentucky, 139.
success of, in Washington, D. C., 249.
in Oshkosh, Wis., 272.
See also Evening schools.
- Nightingale, A. F., mentioned, 895.
- Niles, Mich., common school statistics of, 278, 288, 298, 320, 340, 360, 380.
- No-recess plan, advisability of, 231.
satisfactory in Canton, Mass., 256.
adoption of, in Haverhill, Mass., 258.
adopted in Waltham, Mass., 260.
adoption of, in Saratoga Springs, N. Y., 266.
- Norfolk, Va., common school statistics of, 283, 293, 303, 328, 350, 370, 390.
- Normal and Agricultural Institute, Hampton, Va., information, relating to, 447.
- Normal class, Chicago (Ill.) Free Kindergarten Association, statistics of, 491.
- Normal College of New York City, information concerning, 424.
- Normal Department of Girls' High School, San Francisco, Cal., statistics of, 458.
- Normal Department of the High School, Davenport, Iowa, statistics of, 458.
- Normal institutes, suggestions relating to, in New York, 434.
- Normal Kindergarten Training School, Philadelphia, Pa., statistics of, 493.
- Normal School, Richland Springs, Tex., statistics of, 464.
- Normal school diplomas, substitutes for teachers' certificates in Missouri, 149.
- Normal schools, increased appropriations for, in Minnesota, 146.
law relating to, in West Virginia, 169.
public, province and importance of, 396.
new, establishment of, 397.
necessity for, 397.
course of study, 397.
training schools in, 400.
physical training at, 401.
manual training at, 401.
descriptions of, in the various States, 407-451.
course of study, in Alabama, 407.
new laws relating to, in California, 409.
bill for, defeated, in Delaware, 413.
no organic connection of public school system with, 433.
important results of, in West Virginia, 449.
steady advance of, in Wisconsin, 449.
need of, in Wyoming, 451.
aid from Peabody fund to, 451.
number of graduates of, employed in teaching, 452.
statistics of employment as teachers of pupils of, 453.
private, difficulties in classification of, 455.
remarks upon statistics of, 455.
statistics of, 456-465.
in Argentine Republic, information relating to, 994.
in foreign countries, statistics of, 1002.
- Normal training, general recognition of importance of, 396.
class at Rochester, N. Y., 399.
results of, in Pennsylvania, 440.
at Industrial Institute and College for Women, 721.
for the colored race, 877-879, 881.
in Jews' Free School, London, 981.
See also Normal schools.
- Normal Training and Practice Class, Portland, Me., statistics of, 458.
- Normal Training School, Eaterson, N. J., information concerning, 433.
statistics of, 460.
- Normal Training School for Kindergartners, Philadelphia, Pa., statistics of, 493.
- Norris, John O., mentioned, 897.
- Norristown, Pa., notes from school report of, 268.
common school statistics of, 282, 291, 302, 326, 348, 368, 388.
teachers' institutes in, 442.
- North Adams, Mass., notes from school report of, 259.
common school statistics of, 278, 287, 298, 318, 340, 360, 380.
training school at, 424.
- North Brookfield, Mass., notes from school report of, 259.
common school statistics of, 278, 288, 298, 318, 340, 360, 380.

- North Carolina, common school statistics of, 54, 57, 59, 62, 64, 65, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 86, 88, 91.
 notes from reports of cities of, 237.
 common school statistics of cities of, 280, 290, 300, 305, 307, 324, 344, 364, 386.
 aid from Peabody fund to education in, 451.
 statistics relating to teachers in, 453.
 statistics of teachers' institutes in, 454.
 statistics of normal schools in, 456, 460.
 statistics of kindergartens in, 467, 483.
 statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 529, 540, 547, 549, 557, 564, 574, 576, 584, 604, 606, 624, 625, 629.
 statistics of colleges for women in, 644, 650, 652.
 statistics of colleges of liberal arts in, 664, 685, 700.
 statistics of undergraduate work of colleges in, 666.
 statistics of college attendance in, 731, 734.
 statistics of schools of theology in, 738, 737, 744.
 statistics of schools of law in, 749, 750, 752.
 statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 757, 762, 770, 774.
 statistics of degrees conferred by colleges in, 780.
 statistics of business colleges in, 802.
 statistics of schools for the deaf in, 830, 832, 836.
 statistics of schools for the blind in, 844, 848.
 statistics of Indian education in, 868.
 statistics of education of colored race in, 874, 875, 878, 879, 880.
 statistics of libraries in, 917, 923, 926, 930, 941, 950, 954, 964.
 statistics of educational periodicals in, 974.
- North Carolina Institution for the Deaf and Dumb and the Blind, notes from catalogue of, 823, 843.
- North Carolina Teachers' Assembly, annual meeting of, 437.
- North Georgia Agricultural College, statistics of, 710, 716, 718.
 equipment of, 712.
- Northampton, Mass., notes from school report of, 259.
 common school statistics of, 278, 287, 298, 318, 340, 360, 380.
- Northbridge, Mass., notes from school report of, 259.
 common school statistics of, 278, 288, 293, 318, 340, 360, 380.
- North-eastern Mississippi Teachers' Association, meeting of, 428.
- Northern Illinois High School Teachers' Association, meeting of, 416.
- Northern Illinois Normal School, Dixon, Ill., statistics of, 464.
- Northern Illinois Teachers' Association, meeting of, 416.
- Northern Indiana Normal School, Valparaiso, Ind., statistics of, 464.
- Northern Indiana Teachers' Association, meeting of, 417.
- Northern New York Institution for Deaf-Mutes, notes from catalogue of, 327.
- North-western Kansas Teachers' Association, meeting of, 419.
- North-western Medical College of St. Joseph, Mo., statistics of matriculates and graduates of, 1026.
- North-western Normal and Collegiate Institute, Wauseon, Ohio, statistics of, 464.
- North-western Ohio Medical College, statistics of matriculates and graduates of, 1026.
- North-western University, notes from catalogue of, 672.
 physical training at, 663.
- Norwalk, Conn., common school statistics of, 274, 284, 294, 312, 332, 352, 372.
- Norwalk, Ohio, common school statistics of, 281, 291, 301, 324, 346, 366, 386.
 teachers' meetings in, 439.
- Norwegian and Danish Theological School, statistics of, 740.
- Norwegian Augustana Seminary, statistics of, 740.
- Norwegian Luther College, physical training at, 663.
- Norwich, Conn., notes from school report of, 243.
 common school statistics of, 274, 284, 291, 312, 332, 352, 372.
 teachers' meetings in, 412.
- Norwich University, notes from catalogue of, 723.
 statistics of, 726, 728.
- Nova Scotia, comparative statistics of elementary education in, 1000, 1002, 1004.
- Nurses' training schools, statistics of, 814-817.
 memoranda relating to, 817.
- O.
- Oakland, Cal., common school statistics of, 274, 284, 294, 312, 332, 352, 372.
- Oberlin College, physical training at, 663.
 notes from catalogue of, 673.
- Obituary list of notable educators, 888-893.
- Objects of education, 187.
- Observatory practice, students in, in land-grant colleges, 709.
- Occupations of deaf-mutes, 788.
- O'Connor, Joseph, deputy city superintendent, San Francisco, Cal., quoted, 230.
- Oconto, Wis., common school statistics of, 283, 293, 303, 330, 350, 370, 392.
- Officers of school boards, statistics of expenditures for salaries of, in cities, 372-393.
 of reform schools, statistics of, 863-867.
- Ogden, Utah, common school statistics of, 283, 292, 303, 328, 348, 368, 390.
- Ogdensburg, N. Y., common school statistics of, 280, 290, 300, 324, 344, 364, 384.
- Ogontz (Pa.) School for Young Ladies, statistics of, 652.
- Ohio, common school statistics of, 55, 57, 60, 62, 64, 66, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 87, 88, 91.
 notes from reports of cities of, 267.
 common school statistics of cities of, 280, 290, 301, 395, 306, 307, 324, 344, 364, 386.
 large number of sittings in cities of, 304.
 first teachers' institute in, 403.
 training of teachers in, 433.
 statistics relating to teachers in, 453.
 statistics of teachers' institutes in, 454.
 statistics of normal schools in, 457, 460, 464.
 statistics of kindergartens in, 467, 483, 484.
 statistics of kindergarten training schools in, 467, 493.
 statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 529, 550, 540, 541, 557, 564, 576, 584, 585, 606, 625, 629.
 statistics of colleges for women in, 644, 652.
 statistics of colleges of liberal arts in, 664, 685, 686, 701.
 statistics of undergraduate work of colleges in, 666.
 notes from catalogues of colleges of, 673.
 notes from catalogue of schools of science in, 722.
 statistics of college attendance in, 732, 734.
 statistics of schools of theology in, 736, 737, 744.
 statistics of schools of law in, 749, 750, 752.
 statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 755, 756, 757, 758, 762, 764, 766, 768, 770, 772, 774.
 statistics of degrees conferred by colleges in, 780.
 statistics of manual training school in, 794, 795.
 statistics of industrial schools in, 796, 798, 800.
 statistics of business colleges in, 803, 810, 812.
 statistics of schools for the deaf in, 831, 832, 836.
 statistics of schools for the blind in, 844, 846, 848.
 statistics of institutions for the feeble-minded in, 853, 855.
 statistics of reform schools in, 864, 866.
 statistics of education of the colored race in, 880.
 summer educational assemblies in, 900.
 statistics of libraries in, 903, 914, 917, 923, 930, 938, 950, 954, 964.
 statistics of educational periodicals in, 974, 976.

- Ohio Industrial School, manual training in, 789.
classification of inmates of, 836.
system of management in, 857.
- Ohio Institution for the Education of the Deaf and Dumb, notes from catalogue of, 828.
- Ohio Institution for Feeble-Minded Youth, notes from catalogue of, 852.
- Ohio State University, admission requirements of, 633, 637.
physical training at, 663.
statistics of, 710.
equipment of, 715.
statement concerning, 720.
- Ohio Teachers' Reading Circle course of reading, 405.
- Oil City, Pa., common school statistics of, 282, 291, 302, 326, 348, 368, 388.
- Oldham, R. E., city superintendent, Jefferson City, Mo., 320.
- Olean, N. Y., common school statistics of, 280, 290, 300, 324, 344, 364, 384.
- Omaha, Nebr., notes from school report of, 263.
common school statistics of, 270, 289, 299, 322, 342, 362, 382.
manual training in, 783, 784.
- Omaha (Nebr.) Medical College, statistics of matriculates and graduates of, 1026.
- Ontario, comparative statistics of elementary education in, 1000, 1002, 1004.
- Optical affections, extent of, among school children in Kansas City, Mo., 263.
in Columbus, Ohio, 268.
in Memphis, Tenn., 270.
- Oral department of the public schools for the instruction of deaf-mutes, La Crosse, Wis., statement concerning, 830.
- Oral method of instruction to deaf-mutes, 821, 823.
in Whipple's Home School for Deaf-Mutes, 825.
- Oral School for the Deaf, Cincinnati, Ohio, notes from catalogue of, 828.
- Orange, N. J., evening schools, unsuccessful in, 245.
notes from school report of, 264.
common school statistics of, 280, 289, 300, 322, 342, 362, 384.
- Ordway, J. M., mentioned, 896.
- Oregon, common school statistics of, 55, 58, 60, 62, 64, 66, 68, 70, 73, 75, 77, 78, 79, 82, 83, 84, 87, 88, 92, 157.
statement of educational progress in, 157.
changes in school law of, 158.
notes from reports of cities of, 268.
common school statistics of cities of, 281, 291, 301, 305, 306, 326, 346, 366, 386.
training of teachers in, 439.
statistics of teachers' institutes in, 454.
statistics of normal schools in, 457, 460.
statistics of kindergartens in, 467, 485.
statistics of kindergarten training schools in, 467, 493.
statistics of secondary schools in, 496, 498, 500, 502, 506, 512-516, 530, 541, 576, 585, 606, 625.
statistics of colleges for women in, 644, 652.
statistics of colleges of liberal arts in, 664, 687, 701, 702.
statistics of undergraduate work of colleges in, 666.
statistics of schools of science in, 708, 716, 718.
statistics of college attendance in, 732.
statistics of schools of law in, 749, 750, 752.
statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 757, 762, 772.
statistics of degrees conferred by colleges in, 780.
statistics of business colleges in, 803, 812.
increased facilities of schools for the deaf in, 820.
statistics of schools for the deaf in, 831, 832, 836.
statistics of schools for the blind in, 845, 846, 848.
statistics of Indian education in, 868.
summer educational assembly in, 900.
statistics of libraries in, 923, 950, 964.
- Oregon Kindergarten Training School, Portland, Oregon, statistics of, 493.
- Oregon School for the Education of Deaf-Mutes, notes from catalogue of, 828.
- Oregon State Agricultural College, statistics of, 710, 716, 718.
- Oregon State Normal School, Monmouth, Oregon, statistics of, 460.
- Organization, lack of uniformity in, in Texas, 165.
- Orientation of school-houses, remarks relating to, 204.
- Orr, Gustavus J., State school commissioner of Georgia, referred to, 68.
quoted, 209.
- Oskaloosa, Iowa, notes from school report of, 253.
common school statistics of, 276, 286, 290, 316, 336, 356, 376.
professional reading among teachers of, 418.
industrial exhibit in, 786.
- Oshkosh, Wis., system of examinations in, 243.
success of evening school in, 246.
notes from school report of, 272.
common school statistics of, 283, 293, 303, 330, 350, 370, 392.
- Oswego, N. Y., teachers' meetings in, 436.
- Oswego (Kans.) College for Young Ladies, statistics of, 646.
- Ottawa, Ill., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- Ottawa, Kans., notes from school report of, 254.
common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- Ottumwa, Iowa, notes from school report of, 253.
common school statistics of, 276, 286, 290, 316, 336, 356, 376.
- Owego, N. Y., common school statistics of, 280, 290, 300, 324, 344, 364, 384.
- Owensborough, Ky., notes from school report of, 254.
common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- Out-buildings, instructions relating to, 206.
- Oxford (Ohio) Female College, statistics of, 652.

P.

- Pacific Kindergarten Normal School, San Francisco, Cal., statistics of, 491.
- Pacific Methodist College, physical training at, 663.
- Pacific Theological Seminary, statistics of, 740.
- Packer Collegiate Institute, statistics of, 650.
- Padelford, A. J., city superintendent, Calais, Me., 316.
- Paducah, Ky., notes from school report of, 254.
common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- Page, R. S., city superintendent, Ironton, Ohio, 324.
- Palestine, Tex., notes from school report of, 271.
common school statistics of, 283, 292, 303, 328, 348, 368, 390.
- Palmer, Solomon, State superintendent of education of Alabama, 93.
extracts from report of, 94.
mentioned, 896.
- Pardee Scientific Department of Lafayette College, notes from catalogue of, 723.
statistics of, 726, 728.
- Paris, Ill., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- Parker, Francis W., mentioned, 895, 896.
- Parker, Frank W., superintendent Sierra County N. Mex., quoted, 153, 154.
- Parker, H. M., city superintendent, Elyria, Ohio, 324.
- Parkersburg (W. Va.) Seminary, statistics of, 654.
- Parochial schools, in Wyoming, 171.
public schools injured by, in New Britain, Conn., 248.
public schools injured by, in Rockville, Conn., 248.
public schools injured by, in Quincy, Ill., 251.
reduce public school attendance in Fitchburg, Mass., 257.
public schools injured by, in Gloucester, Mass., 257.
reduce public school attendance in Lee, Mass., 258.
in North Adams, Mass., 259.
in Keene, N. H., 264.

Parochial schools—Continued.

- proposition from, in Woonsocket, R. I., 270.
 reduce public school attendance in Racine, Wis., 272.
See also Private schools.
- Parr, S. S., mentioned, 896.
 Parsons, W. W., mentioned, 895.
 Parsons, Kans., common school statistics of, 276, 286, 296, 316, 336, 356, 376.
 Parson's College, physical training at, 663.
 Paterson, N. J., need of corporal punishment in, 223.
 Pathology, instruction in, at Johns Hopkins University, 672.
 Patterson, B. F., city superintendent, Pottsville, Pa., 326.
 Patterson, Calvin, city superintendent, Brooklyn, N. Y., 322.
 Patterson, James W., State superintendent of public instruction of New Hampshire, 93.
 extracts from report of, 151.
 Pawtucket, R. I., notes from school report of, 270.
 common school statistics of, 282, 292, 302, 326, 348, 368, 383.
 training of teachers in, 443.
 Pay of teachers. *See* Teachers' salaries.
- Peabody, Mass., notes from school report of, 259.
 common school statistics of, 278, 288, 298, 318, 340, 360, 380.
 Peabody fund, aid to Nashville Normal College from, 444.
 aid to Sam Houston Normal Institute from, 445.
 aid from, to normal schools, 451.
 statistics of appropriations from, for teachers' institutes, 454.
 aid to normal schools from, 455.
- Peabody normal scholarships, in Alabama, 407.
 in Arkansas, 409.
 in Georgia, 415.
 healthy educational sentiment created by, in North Carolina, 437.
 in South Carolina, 443.
 in Texas, 445.
 in Virginia, 447.
 in West Virginia, 449.
See also Peabody fund.
- Peabody Normal School, New Orleans, La., statistics of, 458.
- Pearsall, H. L., county superintendent, Cameron County, Pa., quoted, 202.
- Pease, A. F., city superintendent, Pawtucket, R. I., quoted, 225, 326.
- Peck, E. J., principal of city high school, Owego, N. Y., 324.
- Peebles, G. A., superintendent Marion County, Oregon, 326.
- Peet, Isaac L., quoted, 823.
- Pekin, Ill., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- Penmanship, good results of special instruction in, in Utica, N. Y., 267.
- Pennsylvania, common school statistics of, 54, 57, 59, 62, 64, 65, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 86, 88, 91.
 changes in school law of, 158.
 extracts from report of State superintendent, 158.
 reports of county superintendents on temperance instruction, 216.
 notes from reports of cities of, 263.
 common school statistics of cities of, 281, 291, 301, 305, 306, 307, 320, 346, 366, 386.
 training of teachers in, 440-442.
 statistics relating to teachers in, 453.
 statistics of teachers' institutes, 454.
 statistics of normal schools in, 457, 460, 462, 464.
 statistics of kindergartens in, 467, 485, 486.
 statistics of kindergarten training schools in, 467, 493.
 statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 530, 531, 541, 557, 558, 564, 565, 576, 585, 606, 608, 625, 626, 629.
 statistics of colleges for women in, 644, 652.
 statistics of colleges of liberal arts in, 664, 687, 702.
 statistics of undergraduate work of colleges in, 666.

Pennsylvania—Continued.

- notes from catalogues of colleges of, 673.
 statistics of schools of science in, 708, 709, 716, 718, 725, 726, 728.
 notes from catalogue of schools of science in, 723.
 statistics of college attendance in, 731, 734.
 statistics of schools of theology in, 736, 737, 744, 746.
 statistics of schools of law in, 749, 750, 752.
 statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 755, 756, 757, 758, 759, 762, 764, 766, 768, 772, 774.
 statistics of degrees conferred by colleges in, 781.
 statistics of manual training school in, 794, 795.
 statistics of industrial schools in, 796, 798, 800.
 statistics of business colleges in, 803, 812.
 statistics of nurses' training schools in, 814, 816.
 increased accommodations for schools for the deaf in, 820.
 statistics of schools for the deaf in, 830, 832, 836.
 statistics of schools for the blind in, 844, 843.
 statistics of institutions for the feeble-minded in, 853, 855.
 statistics of reform schools in, 866.
 statistics of education of the colored race in, 880.
 summer educational assemblies in, 900.
 statistics of libraries in, 917, 922, 926, 930, 931, 938, 941, 950, 952, 954, 966, 970, 972.
 statistics of educational periodicals in, 976.
- Pennsylvania College, physical training at, 663.
 Pennsylvania Institution for the Blind, superintendent of, quoted, 838.
 Pennsylvania Institution for the Instruction of the Blind, notes from catalogue of, 843.
 Pennsylvania Oral School for the Deaf, training of teachers at, 820.
 notes from catalogue of, 828.
 Pennsylvania Reform School, notes from catalogue of, 863.
 Pennsylvania State College, admission requirements of, 639.
 statistics of, 709, 710, 716, 718.
 equipment of, 715.
- Pennsylvania State Normal School, Bloomsburg, Pa., statistics of, 460.
- Pennsylvania State Normal School, Mansfield, Pa., statistics of, 460.
- Pennsylvania State Normal School, Millersville, Pa., statistics of, 460.
- Pennsylvania State normal schools, courses of study, 397.
- Pennsylvania Training School for Feeble-Minded Children, notes from catalogue of, 852.
- Pennsylvania Working Home for Blind Men, information concerning, 839.
- Pensions for teachers, recommendation relating to, 212.
- Peoria, Ill., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- Periodicals, educational, for the deaf, 822.
See also Educational periodicals.
- Perkins Institute for the Blind, kindergarten features in, 466.
 new buildings for, 838.
 notes from catalogue of, 842.
- Permanent endowments of secondary schools, 502-507, 560-566, 580-587, 614-628.
 of colleges for women, statistics of, 644-655.
- Permanent funds, statistics of receipts from interest on, in cities, 352-371.
- Perry, R. J., city superintendent, Key West, Fla., 312.
- Perry, W. S., city superintendent, Ann Arbor, Mich., 320.
 mentioned, 896.
- Peru, Ill., notes from school reports of, 251.
 common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- Peru, Ind., notes from school report of, 252.
 common school statistics of, 275, 285, 295, 314, 334, 354, 376.
- Petersburg, Va., common school statistics of, 283, 293, 303, 328, 350, 370, 390.

- Petersburg (Va.) Benevolent Mechanics' Association, use of library of, 941.
- Pettee, Rev. J. T., acting school visitor, Meriden, Conn., 312.
- Pharmacy, schools of, statistics of, 754-775.
colored students pursuing, 889.
- Philadelphia, Pa., system of examinations in, 243.
success of night schools in, 245.
notes from school report of, 268.
common school statistics of, 282, 291, 302, 326, 343, 363, 388.
teachers' meetings in, 442.
kindergartens in, 466.
secondary instruction in, 518.
instruction in sewing in, 785.
- Philadelphia (Pa.) House of Refuge, agricultural training in, 789.
- Philadelphia (Pa.) Industrial Art School, changes in exercises of, 269.
- Philadelphia (Pa.) Manual Training School, organization of, 792.
- Philadelphia (Pa.) Normal School for Girls, work of, 269.
information relating to, 441.
statistics of, 460.
- Philadelphia plan of prison discipline, 857.
- Philadelphia (Pa.) Seminary, statistics of, 652.
- Philadelphia (Pa.) Training School for Kindergartners, statistics of, 495.
- Philbrick, J. D., quoted, 518.
- Phillips, G. W., city superintendent, Scranton, Pa., 326.
- Phillips, J. H., city superintendent, Birmingham, Ala., 312.
- Phillips Academy, province of, 587.
- Phillips Academy, Exeter, N. H., requirements for admission to, 1006.
- Phillipsburg, N. J., common school statistics of, 280, 289, 300, 322, 342, 362, 384.
- Philosophy, statistics of degrees in, 777-781.
- Phoenixville, Pa., common school statistics of, 282, 291, 302, 326, 343, 363, 388.
- Physical apparatus, in secondary schools, statistics of, 534-543, 548-550, 560-567, 580-586, 614-628.
See also Apparatus.
- Physical laboratories, statistics of work in, in land-grant colleges, 709.
See also Laboratories.
- Physical training, attention to, in common schools, 197.
remarks relating to, 227.
provision for, in Meridian, Miss., 263.
in Jamestown, N. Y., 265.
attention to in Shenandoah, Pa., 269.
at normal schools, 401.
at Nashville Normal College, 444.
in Wisconsin State normal schools, 450.
statistics of provision for, in secondary schools, 534-543, 548-550, 560-567, 580-586, 614-628.
in secondary schools, 567.
in colleges of liberal arts, statistics of, 663.
at Williams College, 673.
provision for, at Buchtel College, 673.
in Illinois Institution for the Deaf and Dumb, 826.
in London, Eng., 981.
good accomplished by, 1010.
See also Gymnasiums.
- Physics, study of, in secondary schools, 455.
- Physiology, increased attention to, in Montgomery, Ala., 246.
- Physiology and hygiene, instruction in, desired in Virginia, 168.
See also Temperance instruction.
- Physio-Medical College of Indiana, statistics of matriculates and graduates of, 1026.
- Physio-Medical Institute, Chicago, Ill., statistics of matriculates and graduates of, 1026.
- Physio-Medical schools. *See Medicine, schools of.*
- Pickard, J. L., mentioned, 894.
- Pickell, C. W., city superintendent, Ludington, Mich., 320.
- Pickett, Jos. Desha, State superintendent of public instruction of Kentucky, 93.
extracts from report of, 136.
quoted, 877.
- Piqua, Ohio, common school statistics of, 281, 291, 301, 324, 346, 366, 386.
- Pittsburg, Pa., common school statistics of, 282, 291, 302, 326, 343, 368, 388.
- Pittsburg (Pa.) Female College, statistics of, 652.
- Pittsfield, Mass., notes from school report of, 259.
common school statistics of, 273, 283, 293, 318, 340, 360, 380.
- Pittston, Pa., common school statistics of, 282, 292, 302, 326, 348, 368, 388.
- Place, E., city superintendent, Cortland, N. Y., 322.
- Plainfield, Conn., common school statistics of, 274, 284, 294, 312, 332, 352, 372.
- Plainfield, N. J., common school statistics of, 280, 289, 300, 322, 342, 362, 384.
educational institutions at, 433.
- Plans of school-houses, instructions relating to, 204, 205.
- Plastering, instructions relating to, 205.
- Plattsburg, N. Y., common school statistics of, 280, 290, 300, 324, 344, 364, 384.
- Plymouth, Ind., notes from school report of, 252.
- Plymouth, Pa., common school statistics of, 282, 292, 302, 326, 348, 368, 388.
district institutions in, 442.
- Plymouth (N. C.) State Colored Normal School, statistics of, 460.
- Point system of printing for the blind, 838.
- Political education, plan for the promotion of, 19.
- Poll-tax, amount of, collected in Alabama, 95, 97.
- Polytechnic School of Washington University, notes from catalogue of, 721.
statistics of, 726, 728.
- Pontiac, Mich., notes from school report of, 262.
common school statistics of, 278, 288, 298, 320, 340, 360, 382.
- Pontotoc, Miss., normal institute at, 428.
- Population estimated by States, 54.
average to a square mile, by States, 54.
proportion of, enrolled, 59.
rate of growth of, in the United States, 57.
proportion of, in average attendance, 62.
school expenditures per capita of, by States, 83.
value of school property per capita of, by States, 83.
statistics of, in cities, 312-331.
proportion of college students to, 730-734.
total enrolment in foreign countries compared to, 998.
average per square mile, in foreign countries, statistics of, 1000.
total, of foreign countries, statistics of, 1000.
ratio of enrolment to, 1004.
- Population 6 to 14, excess of, in the South, 54.
estimated by States, 54.
compared with total population, 54.
proportion of, enrolled, 59.
proportion of, in average attendance, 62.
proportion of total enrolment in public and private schools to, by States, 69.
school revenue per capita of, by States, 78.
school expenditures per capita of, by States, 83.
value of school property per capita of, by States, 86.
increase in ten years of proportion of enrolment and expenditures to, 90.
increase of, in ten years, by States, 91.
ratio of enrolment to, in cities, 274-283, 305, 309.
assessed value of property per capita of, in cities, 284-293, 306.
how determined, 310.
statistics of, in cities, 312-331.
See also School population.
- Port Gibson (Miss.) Female College, statistics of, 650.
- Port Huron, Mich., common school statistics of, 278, 288, 298, 320, 340, 360, 382.
- Port Jervis, N. Y., common school statistics of, 280, 290, 300, 324, 344, 364, 384.
- Portage, Wis., common school statistics of, 282, 293, 303, 330, 350, 370, 392.
- Portland, Conn., notes from school report of, 248.
common school statistics of, 274, 284, 294, 312, 332, 352, 372.

- Portland, Me., system of promotion in, 244.
 notes from school report of, 255.
 common school statistics of, 277, 287, 297, 316, 338, 358, 378.
 normal class in, 421.
 manual training wanted in, 782.
- Portland, Oregon, notes from school report of, 268.
 common school statistics of, 281, 291, 301, 326, 346, 366, 386.
- Portsmouth, N. H., common school statistics of, 279, 289, 299, 322, 342, 362, 382.
 training of teachers in, 431.
- Portsmouth, Ohio, common school statistics of, 281, 291, 301, 324, 346, 366, 386.
- Potter, A. W., city superintendent, Wilkesbarre, Pa., 326.
- Pottsville, Pa., common school statistics of, 282, 292, 302, 326, 348, 368, 388.
- Poughkeepsie, N. Y., common school statistics of, 280, 290, 300, 324, 344, 364, 384.
- Powell, Dr. F. M., mentioned, 850.
- Powell, W. B., superintendent of schools of District of Columbia, 93.
 quoted, 123, 124, 176, 229, 312.
- Powell, W. B., city superintendent, Washington, D. C., mentioned, 896.
- Practical work in land-grant colleges, 710.
- Practice of medicine, relation of medical colleges to, 1023.
- Practice training schools, number of, in public normal schools, 400.
- Prairie View Normal Institute, information concerning, 445.
 statistics of, 462.
- Pratt, H. A., city superintendent, Gloversville, N. Y., 322.
- Prentiss, N. A., city superintendent, Aurora, Ill., 314.
- Preparatory departments of colleges for women, statistics of, 644-655.
 of colleges, 652.
 of colleges of liberal arts, statistics of, 664, 675-691.
 in schools of science, 706.
 of land-grant colleges, statistics of, 708, 716.
 of schools of science, statistics of, 725, 726.
- Presidents, names of, of colleges for women, 644-655.
 of colleges of liberal arts, 675-691.
 of land-grant colleges, 716.
 of schools of science, 726.
 of schools of theology, 740-747.
 of law schools, 750.
 of schools of medicine, etc., 760-769.
- Preston, J. R., State superintendent of education of Mississippi, 93.
 extracts from report of, 146.
 quoted, 213, 214, 219.
- Primary teachers, discussion relating to salaries of, 223-225.
- Prince Edward Island, comparative statistics of elementary education in, 1000, 1002, 1004.
- Principals of high schools, statistics of salaries of, in cities, 332-351.
 names of, of normal schools, 458-465.
 of kindergarten training schools, 491-493.
 of secondary schools, 510-533, 544-547, 551-559, 568-579, 588-613, 629.
 of business colleges, 804-813.
- Principalships, advisability of employing women in, 225.
- Printing, taught at Santa Clara College, 671.
- Printing for the blind, systems of, 893.
- Private Institution for the Education of Feeble-Minded Youth, Barre, Mass., notes from catalogue of, 851.
- Private schools, fragmentary character of statistics of, 68.
 growth of, 68.
 statistics of, by States, 69.
 percentage of increase or decrease of enrolment in, by States, 88.
 effect of, upon attendance in Connecticut, 114.
 defective returns from, in Massachusetts, 143.
 in New Mexico, 154.
 public schools injured by, in Greenwich, Conn., 247.
- Private schools—Continued.
 public schools injured by, in Norwich, Conn., 248.
 public schools injured by, in Duluth, Minn., 262.
 reduce public school attendance in Nashville, Tenn., 270.
 abandoned in Brenham, Texas, 271.
 ratio of enrolment in cities, 284-293, 306, 309.
 patronized least in small cities, 303.
 statistics of enrolment in, 332-351.
 for Indians, statistics of, 871-873.
See also Parochial schools.
- Private normal schools, statistics of, 464.
- Private secondary schools, statistics of, 500-517, 514-516, 551-628.
 value of, 587.
- Productive funds, of colleges for women, statistics of, 645.
 of universities, statistics of, 658-661.
 of colleges, 662.
 of colleges of liberal arts, statistics of, 664, 692-705.
 income of land-grant colleges from, 707.
 of land-grant colleges, statistics of, 708, 718.
 of schools of science, statistics of, 725, 728.
 of schools of theology, statistics of, 737, 740-747.
 of law schools, statistics of, 749, 752.
 of schools of medicine, etc., statistics of, 757-759, 770-775.
 statistics of incomes of libraries from, 932-940, 942-953, 955-969.
See also School fund.
- Professional education, in Argentine Republic, 994.
 increasing thoroughness of, 1005.
- Professional schools in Universities, statistics of, 658-661.
 statistics of degrees conferred by, 777-781.
 for colored race, 879-881.
- Professors in colleges for women, statistics of, 644-655.
 in schools of theology, statistics of, 735-737, 740-747.
See also Instructors.
- Professorships. *See* Endowed professorships.
- Promotions, discussion relating to, 240.
 system of, in Lyons, Iowa, 252.
 system of, in Richmond, Ind., 252.
 change in system of, in Haverhill, Mass., 258.
 change in system of, in Dover, N. H., 263.
 requirements for, in Brooklyn, N. Y., 264.
 change in system of, in Cincinnati, Ohio, 267.
 change in system of, in Oshkosh, Wis., 272.
 irregularity in, not advisable, 1010.
- Property, assessed value of, per capita of population 6-14 years, in cities, 284-293, 306, 309.
 total taxable, in cities, statistics of, 372-393.
 of land-grant colleges, 707.
 owned by colored schools, 878-881.
- Proprietors of circulating libraries, names of, 971-972.
- Protestant Episcopal Theological Seminary of Virginia, statistics of, 746.
- Prouty, I. J., secretary city board of education, Keene, N. H., 322.
- Providence, R. I., common school statistics of, 282, 292, 302, 328, 348, 368, 388.
- Prussia, comparative statistics of elementary education in, 1000, 1002, 1004.
- Public education, better sentiment in favor of, 198.
 progress of, in cities, 223.
- Public funds, kindergartens supported by, 467.
 statistics of secondary schools supported wholly by, 496, 512, 519-543.
 statistics of secondary schools supported partly by, 498, 513, 544-550.
- Public high schools, arguments for, by J. W. Holcombe, 1015.
 arguments for, by George Stuart, 1017.
- Public Kindergarten Normal Class, Muskegon, Mich., statistics of, 492.
- Public Kindergarten Normal Class, St. Louis, Mo., statistics of, 492.
- Public Kindergarten Training Class, Des Moines, Iowa, statistics of, 492.

- Public libraries, general interest in, in Rhode Island, 160.
 number and importance of, in Argentine Republic, 997.
See also Libraries and School libraries.
 Public moneys, statistics of libraries supported by, 903-916.
 Public school libraries, law relating to, in California, 925.
 statistics of, 926-930.
See also Libraries and School libraries.
 Public school system, ten years' growth of, 89.
 development of, in the South, 89.
 in Alabama, needs of, 95.
 progressive tendency of, in Arizona, 112.
 growth of, in Dakota, 118, 119.
 growth of, in Delaware, 120.
 advance of efficiency of, in Florida, 125.
 prosperous condition of, in Iowa, 129.
 report on, in Kansas, 131.
 progress of, in Kentucky, 136.
 condition of, in Maryland, 141.
 condition of, in Massachusetts, 143.
 defects of, in Michigan, 144.
 development of, in Mississippi, 146, 148.
 satisfactory condition of, in Montana, 150.
 growth of, in New Mexico, 153.
 in Pennsylvania, general statement relating to, 158.
 general condition of, in Rhode Island, 161.
 progress and condition of, in South Carolina, 162.
 general condition of, in Texas, 163.
 defects of, in Texas, 164.
 endowment of, in Texas, 165.
 development of, in Virginia, 166.
 progress of, in Washington Territory, 168.
 efficiency of, in Switzerland, 986.
See also City school systems.
 Public schools, progress of, in Maine, 140.
 increase in number of, in Pennsylvania, 158.
 number of, in Texas, 163.
 number of, in Virginia, 166.
 sentiment in respect to, in Virginia, 168.
 function of, discussion relating to, 196-200.
 subjects of instruction in, 197, 199.
 manual training in, 782.
 Public secondary schools, statistics of, 496-499, 512, 513, 519-550.
 Publications of the Bureau of Education, 13.
 list of, 1031.
 index to, 1035.
 Pueblo, Colo., common school statistics of, 274, 284, 294, 312, 332, 352, 372.
 Pulte Medical College, statistics of matriculates and graduates of, 1026.
 Punctuality of attendance, remarks relating to, 232.
 Pupils, average number to each teacher, 61, 273.
 average amount of schooling given to each, 63.
 in kindergartens, statistics of, 467-490.
 in kindergarten training schools, 467, 491-493.
 of manual training schools, statistics of, 795.
 in industrial schools, statistics of, 796, 799, 800.
 in nurses' training schools, statistics of, 814, 817.
 in schools for the deaf, statistics of, 830, 831, 833-837.
 in schools for the blind, statistics of, 844, 845, 847-849.
 in schools for the feeble-minded, statistics of, 853, 855.
 of reform schools, statistics of, 863-867.
 in foreign countries, statistics of, 1002.
 Purdue University, admission to, 189.
 statistics of, 709, 710, 716, 718.
 equipment of, 713.
 Putnam, R. W., city superintendent, Ypsilanti, Mich., 320.
 Putnam, Conn., common school statistics of, 274, 284, 294, 312, 332, 352, 372.
- Q.**
- Quay, J. W., city superintendent, Marysville, Kans., 316.
 Quebec, comparative statistics of elementary education in, 1000, 1002, 1004.
 Queensland, comparative statistics of elementary education in, 1000, 1002, 1004.
 Quincy, Ill., notes from school report of, 251.
 common school statistics of, 275, 285, 295, 314, 334, 334, 374.
 Quincy (Ill.) College of Medicine, statistics of matriculates and graduates of, 1024.
- R.**
- Raab, Henry, State superintendent of public instruction of Illinois, quoted, 196, 208, 209, 220.
 Raab, Henry, city superintendent, Belleville, Ill., 314.
 Racine, Wis., notes from school report of, 272.
 common school statistics of, 283, 293, 303, 330, 350, 370, 392.
 Rafter, George C., Esq., mentioned, 830.
 Rahway, N. J., notes from school report of, 261.
 common school statistics of, 280, 289, 300, 322, 342, 362, 384.
 Raines, John, president city board of education, Canandaigua, N. Y., 322.
 Raleigh, N. C., notes from school report of, 267.
 common school statistics of, 280, 290, 300, 324, 344, 364, 386.
 Randle, S. A., city superintendent, Salem, Oregon, 326.
 Randolph, Mass., notes from school report of, 259.
 common school statistics of, 278, 288, 298, 318, 340, 360, 380.
 Randolph-Macon College, physical training at, 663.
 Rauch, Dr. John H., secretary Illinois board of health, referred to, 1023.
 Raymond, Sarah E., city superintendent, Bloomington, Ill., 314.
 Reading, Pa., teachers' training school in, 442.
 Reading, new method of teaching, in Auburn, N. Y., 264.
 for teachers, in Blackstone, Mass., 424.
See also Supplementary reading.
 Reading circles, first organized, 405.
 value of, 404.
 in Alabama, 408.
 in Arkansas, 409.
 in California, 410.
 in Connecticut, 411, 412.
 in Dakota, 413.
 in Illinois, 416.
 in Indiana, 417.
 in Iowa, 418.
 in Kansas, 419.
 in Kentucky, 419.
 in Maine, 421.
 in towns of Massachusetts, 424, 425.
 in Michigan, 427.
 in Minnesota, 427.
 in Missouri, 430.
 in St. Joseph, Mo., 429.
 in Nebraska, 431.
 in New Jersey, 433.
 in New York, 437.
 in North Carolina, 438.
 in Ohio, 439.
 in Pennsylvania, 441.
 in Rhode Island, 443.
 in South Carolina, 444.
 in Tennessee, 445.
 in Texas, 446.
 in Vermont, 446.
 in Virginia, 448.
 in Washington, 449.
 in West Virginia, 449.
 in Wisconsin, 450.
- Receipts, methods of accounts of, 311.
 statistics of, of city school systems, 352-371.
 of colleges for women, 645.
 of universities, 658-661.
 of colleges of liberal arts, 664, 692-705.
 of land-grant colleges, 708, 718.
 of schools of science, 723, 728.
 of schools of medicine, etc., 757-759, 770-775.
 of schools for the blind, 845, 846, 848.
 of Indian schools, 870.
See also Incomes.
 Reces question, discussion of, 231.
See also No-recess plan.

- d Wing, Minn., notes from school report of, 262.
common school statistics of, 279, 283, 290, 329, 340, 362, 382.
- Red Wing (Minn.) Norwegian Evangelical Lutheran Seminary, statistics of, 742.
- Reed, G. H., principal of city schools, Waukesha, Wis., 330.
- Reference libraries, public, statistics of, 917-924.
- Reform School, Lansing, Mich., notes from catalogue of, 861.
- Reform schools, industrial training in, 789.
general remarks relating to, 856-858.
notes from catalogue and reports of, 858-863.
statistics of, 863-867.
remarks relating to statistics of, 868.
for the colored race, statistics of, 880, 881.
- Reformatories for men, remarks relating to, 857.
- Reformatory institutions, stigma attached to, 819.
- Reformatory school, need of, in New York city, 266.
- Reformatory training, results of, 837.
- Regents of the University of the State of New York, supervisory work of, 508.
- Religious denominations, of secondary schools, 551-559, 568-579, 588-613.
of colleges for women, 645-655.
of colleges of liberal arts, 675-691.
of schools of theology, statistics of, 737, 740-747.
See also Denominations, religious.
- Religious freedom introduced in Argentine Republic, 998.
- Religious societies, colleges supported by, in Argentine Republic, 996.
- Religious training. *See* Moral training.
- Remunerative work in land-grant colleges, 710.
- Rensselaer Polytechnic Institute, notes from catalogue of, 722.
statistics of, 726, 728.
- Repairs, permanent, statistics of expenditures for, in cities, 372-393.
- Repetition courses in medical colleges, facts relating to, 1024-1030.
- Reports, new form of, in Moline, Ill., 251.
system of, in Illinois State Reform School, 859.
- Reports of Bureau of Education, annual, list of, 1031.
special, list of, 1034.
index to, 1035.
- Requirements for admission, report of commission of New England colleges on, 509.
See also Admission requirements.
- Results of manual training, 784.
- Revenue, anomalies in the classification of, 53.
discussion relating to, 203.
See also School revenue.
- Reviews, undesirable frequency of, 1009.
- Reynolds, J. P., city superintendent, Bristol, R. I., 326.
- Rhode Island, common school statistics of, 54, 57, 59, 62, 64, 65, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 86, 88, 91.
extracts from report of State commissioner of public schools of, 159.
notes from reports of cities of, 269.
common school statistics of cities of, 282, 292, 302, 305, 306, 307, 326, 348, 368, 388.
first teachers' institute in, 403.
training of teachers in, 442.
statistics relating to teachers in, 453.
statistics of normal schools in, 457, 462.
statistics of kindergarten training schools in, 467, 493.
statistics of kindergartens in, 467, 488.
statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 531, 541, 542, 558, 565, 576, 585, 608, 626.
statistics of colleges of liberal arts in, 664, 687, 703.
statistics of undergraduate work of colleges in, 666.
statistics of college attendance in, 731, 734.
statistics of degrees conferred by colleges in, 781.
statistics of business colleges in, 803, 812.
statistics of nurses' training schools in, 814, 816.
pupils from, in American Asylum for the Deaf, 824.
- Rhode Island—Continued.
statistics of schools for the deaf in, 830, 832, 836.
statistics of reform schools in, 866.
statistics of education of the colored race in, 880.
statistics of libraries in, 903, 914, 917, 923, 931, 938, 941, 952, 954, 966, 970, 972.
- Rhode Island Institute of Instruction, character of, 443.
- Rhode Island Normal Training School for Kindergartners, Providence, R. I., statistics of, 493.
- Rhode Island School for the Deaf, notes from catalogue of, 829.
- Rhode Island State Normal School, Providence, R. I., statistics of, 462.
- Rice, James H., State superintendent of education of South Carolina, 93.
extracts from report of, 162.
- Richards, Z., mentioned, 896.
- Richardson, F. B., city superintendent, Woburn, Mass., quoted, 237, 320.
- Richardson, J. G., city superintendent, Bath, Me., 316.
- Richardson, William, city superintendent, Sedalia, Mo., 322.
- Richmond, Ind., notes from school report of, 252.
common school statistics of, 275, 285, 295, 314, 334, 356, 376.
- Richmond, Va., notes from school report of, 271.
common school statistics of, 283, 293, 303, 323, 350, 370, 390.
- Richmond (Va.) College, physical training at, 663.
- Richmond (Ind.) Normal School, statistics of, 464.
- Richmond (Va.) Theological Seminary, statistics of, 746.
- Rickoff, Dr. A. J., mentioned, 896.
- Rightsell, J. R., city superintendent, Little Rock, Ark., 312.
- Riley, John B., extracts from report of, 868, 869, 870, 872.
- Ripon College, physical training at, 663.
- Roanoke Female College, statistics of, 654.
- Robb, J. A., city superintendent, Lock Haven, Pa., 326.
- Robbins, H. E., city superintendent, Lyons, Iowa, 316.
- Robbins, W. D. L., principal of city schools, Lambertville, N. J., 322.
- Robertson, W. W., city superintendent, Staunton, Va., 328.
- Robeson, H. J., city superintendent, Port Huron, Mich., 320.
- Robinson Female Seminary, statistics of, 650.
- Rochester, Ind., notes from school report of, 252.
- Rochester, N. H., notes from school report of, 264.
common school statistics of, 279, 289, 299, 322, 342, 362, 382.
- Rochester, N. Y., physical training in, 227.
common school statistics of, 280, 290, 300, 324, 344, 364, 384.
training of teachers in, 435.
- Rochester (N. Y.) Theological Seminary, statistics of, 744.
- Rock Island, Ill., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- Rockford, Ill., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- Rockford (Ill.) Seminary, admission requirements of, 641.
statistics of, 646.
- Rockland, Me., common school statistics of, 277, 287, 297, 316, 338, 358, 378.
- Rockland, Mass., notes from school report of, 259.
common school statistics of, 278, 288, 298, 318, 340, 360, 380.
- Rockville, Conn., notes from school report of, 248.
common school statistics of, 274, 284, 294, 312, 332, 352, 372.
- Rockville, Ind., half-day sessions in, 229.
notes from school report of, 252.
- Rockwell, Seymour, chairman city school committee, Montague, Mass., 318.
- Rodgers, J. E., city superintendent, Palestine, Tex., 323.
- Rogers, C. P., city superintendent, Marshalltown, Iowa, 316.
- Rogers, W. M., chairman city school committee, Methuen, Mass., 318.

- Rollins College, physical training at, 663.
 Rome, Ga., notes from school report of, 250.
 common school statistics of, 275, 285, 295, 314, 324, 354, 374.
 normal classes in, 415.
 Rome, N. Y., notes from school report of, 236.
 common school statistics of, 280, 290, 300, 324, 344, 364, 384.
 training of teachers in, 436.
 Root, Frederick W., mentioned, 896.
 Rose Polytechnic Institute, Terre Haute, Ind., notes from catalogue of, 720.
 statistics of, 726, 728.
 Ross, Hon. E. G., Governor of New Mexico, quoted, 154.
 Ross, W. W., city superintendent, Fremont, Ohio, 324.
 Rounds, C. C. mentioned, 894.
 Rucker, W. H., city superintendent, Lawrenceburg, Ind., 314.
 Rundlett, L. J., city superintendent, Concord, N. H., 322.
 Rural school districts, educational conditions in, in New York, 155.
 educational conditions in, in Rhode Island, 160.
 difficulties in, in Virginia, 166.
 See also Country schools.
 Rush Medical College, statistics of matriculates and graduates of, 1024.
 Russell, A. J., State superintendent of public instruction of Florida, 93.
 extracts from report of, 125.
 Russell, B. B., city superintendent, Brockton, Mass., 318.
 Russell, F. P., city superintendent, San José, Cal., 312.
 Russia, support of schools in Alaska by, 43.
 comparative statistics of elementary education in, 1000, 1002, 1004.
 Rutgers College, admission requirements of, 632, 636.
 physical training at, 663.
 Rutgers Scientific School, admission requirements of, 639.
 statistics of, 710, 716, 718.
 Ruth, Albert, city superintendent, Knoxville, Tenn., 328.
 Rutherford (N. C.) College, physical training at, 663.
 Rutland, Vt., school savings-bank in, 227.
 notes from school report of, 271.
 common school statistics of, 283, 292, 303, 328, 350, 370, 390.
 teachers' meetings in, 446.
 Ryon, C. M., city superintendent, Kingston, N. Y., 324.
- S.**
- Sabin, Henry, State superintendent of public instruction of Iowa, 93.
 mentioned, 895.
 Saco, Me., notes from school report of, 255.
 common school statistics of, 277, 287, 297, 316, 338, 358, 378.
 Sacramento, Cal., common school statistics of, 274, 284, 294, 312, 332, 352, 372.
 Saginaw, Mich., common school statistics of, 278, 288, 298, 320, 340, 360, 382.
 St. Andrew's Divinity School, statistics of, 744.
 St. Bonaventure's College, physical training at, 663.
 statistics of, 744.
 St. Catherine's Academy, statistics of, 648.
 St. Catherine's Normal Institute, Baltimore, Md., statistics of, 464.
 St. Charles, Mo., notes from school report of, 263.
 common school statistics of, 279, 289, 299, 322, 342, 362, 382.
 St. Clara Academy, statistics of, 654.
 St. Cloud, Minn., notes from school report of, 262.
 common school statistics of, 279, 288, 299, 320, 340, 362, 382.
 St. Helen's Hall, statistics of, 652.
 St. Ignatius College, physical training at, 663.
 notes from catalogue of, 671.
 St. John, J. M., secretary city school board, Des Moines (west side), Iowa 316.
 St. John's College, physical training at, 663.
 St. John's University (ecclesiastical course) statistics of, 742.
 St. Johnsbury, Vt., common school statistics of, 283, 292, 303, 323, 350, 370, 390.
 St. Joseph, Mo., notes from school report of, 263.
 common school statistics of, 279, 289, 299, 322, 342, 362, 382.
 teachers' reading circle in, 429.
 St. Joseph (Mo.) Medical College, statistics of matriculates and graduates of, 1026.
 St. Joseph's Institute for the Improved Instruction of Deaf-Mutes, notes from catalogue of, 827.
 St. Joseph's Provincial Seminary, statistics of, 744.
 St. Louis, Mo., physical training in, 227.
 study of German in, 240.
 secondary instruction in, 518.
 study of drawing in, 755.
 St. Louis (Mo.) College of Physicians and Surgeons, statistics of matriculates and graduates of, 1026.
 St. Louis (Mo.) Law School, Washington University, statistics of, 750, 752.
 St. Louis (Mo.) Manual Training School, origin and objects of, 791, 792.
 St. Louis (Mo.) Medical College, statistics of matriculates and graduates of, 1024.
 St. Louis (Mo.) Normal School, information concerning, 429.
 statistics of, 460.
 St. Louis Seminary, statistics of, 650.
 St. Louis Society of Pedagogy, information concerning, 429.
 St. Mary's College, physical training at, 663.
 St. Mary's Hall, statistics of, 648.
 St. Mary's Industrial School for Boys of the City of Baltimore, Md., notes from catalogue of, 869.
 St. Mary's School, statistics of, 646.
 St. Mary's Theological Seminary, statistics of, 744.
 St. Meinrad's (Ind.) Ecclesiastical Seminary, statistics of, 740.
 St. Paul, Minn., success of evening schools in, 245.
 notes from school report of, 263.
 common school statistics of, 279, 288, 299, 320, 340, 362, 382.
 manual training in, 783.
 St. Paul (Minn.) Medical College, statistics of matriculates and graduates of, 1024.
 St. Viator's College, physical training at, 663.
 St. Vincent's College and Theological Seminary, statistics of, 742.
 St. Vincent's Seminary, information relating to, 738.
 Salaries paid to pupils of nurses' training schools, statistics of, 815-817.
 Salaries of superintendents, comparative statistics of, in cities, 294-303, 307, 309.
 statistics of, in cities, 332-351.
 Salaries of primary teachers, discussion relating to adjustment of, 223-225.
 Salaries of superintendents and teachers, on per capita basis, by States, 83.
 proportion of expenditure for, to total expenditure, by States, 84.
 percentage of increase or decrease of, 88.
 See also Teachers' salaries and Salaries of superintendents.
 Salaries of teachers, statistics of, in cities, 332-351.
 comparative statistics of, in cities, 294-303, 307, 309.
 statistics of expenditure for, in cities, 372-393.
 See also Teachers' salaries.
 Salem, Mass., evening schools unsuccessful in, 245.
 notes from school report of, 263.
 common school statistics of, 278, 288, 298, 318, 340, 360, 380.
 industrial exhibit in, 786.
 Salem, Ohio, common school statistics of, 281, 291, 301, 324, 346, 366, 386.
 training of teachers in, 439.
 Salem, Oregon, notes from school report of, 268.
 common school statistics of, 281, 291, 301, 326, 346, 366, 386.

- Salina, Kans., common school statistics of, 276, 285, 296, 316, 336, 356, 376.
- Salisbury, Conn., teachers' meetings in, 412.
- Salisbury, Mass., notes from school report of, 260.
- Sam Houston Normal Institute, information concerning, 445.
- statistics of, 462.
- San Carlos, Ariz., new Indian school in, 870.
- San Francisco, Cal., supplementary reading matter wanted in, 236.
- written examinations abolished in, 241.
- notes from school report of, 247.
- common school statistics of, 274, 284, 294, 312, 332, 352, 372.
- San Francisco Girls' High School, normal class in, 410.
- San Francisco (Cal.) Theological Seminary, statistics of, 740.
- San José, Cal., method of promotion in, 244.
- notes from school report of, 247.
- common school statistics of, 274, 284, 294, 312, 332, 352, 372.
- Sandford, E. T., city superintendent, St. Johnsbury, Vt., 328.
- Sandusky, Ohio, common school statistics of, 281, 291, 301, 324, 346, 366, 386.
- teachers' meetings in, 439.
- Sanitary survey of school houses in New Hampshire, 152.
- Santa Clara College, notes from catalogue of, 671.
- Santa Rosa (Cal.) Ladies' College, statistics of, 646.
- Saratoga Springs, N. Y., notes from school report of, 266.
- common school statistics of, 280, 290, 300, 324, 344, 364, 384.
- teachers' training class in, 436.
- Sarmiento, Dr. Domingo F., educational work of, in Argentine Republic, 991.
- Saturday Normal School, Charleston, S. C., mentioned, 443.
- statistics of, 462.
- Saunderson, R. G., city superintendent, Burlington, Iowa, 316.
- Savannah, Ga., notes from school report of, 250.
- common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- normal class in, 415.
- Savings banks, importance and plan of, 225-227.
- Savin, J. M., mentioned, 897.
- Saxe-Weimar, comparative statistics of elementary education in, 1000, 1002, 1004.
- Saxon system of employment for the blind, 838.
- Saxony, comparative statistics of elementary education in, 1000, 1002, 1004.
- Sayles, I. B., chairman city school committee, Millbury, Mass., 318.
- Sayre Female Institute, statistics of, 648.
- Schellentrager, E. A., president, Cleveland, Ohio, school board, quoted, 228.
- Schiller, J. D., city superintendent, Niles, Mich., 320.
- Schofield Normal and Industrial School, statistics of, 464.
- Scholarships, in Vermont normal schools, 446.
- in colleges for women, statistics of, 645.
- in universities, statistics of, 658-661.
- in colleges of liberal arts, statistics of, 664, 692-705.
- in University of Pennsylvania, 668.
- in land-grant colleges, statistics of, 708, 716.
- in schools of science, statistics of, 725, 726.
- life, in business colleges, statistics of cost of, 804-814.
- in French agricultural schools, 984.
- in school of mining engineers in Argentine Republic, 993.
- in Argentine normal schools, 994.
- expenditures for, in Argentine Republic, 996.
- Scholastic year, length of, in normal schools, 458-465.
- of land-grant colleges, 716.
- of business colleges, statistics of length of, 804-813.
- of nurses' training schools, statistics of length of, 815-817.
- See also* Duration of schools and School year.
- Scholasticate of the Congregation of the Most Holy Redeemer, Mount St. Clement, statistics of, 742.
- School, various applications of word, 999.
- School accommodations, tests of sufficiency of, 65.
- statistics of, by States, 65.
- in Connecticut, 115.
- in Delaware, 121.
- poor condition of, in the District of Columbia, 123.
- satisfactory condition of, in Florida, 126.
- in New Hampshire, 152.
- in Rhode Island, 161.
- advantage of comfort in, 233.
- in London, England, 980.
- See also* School-houses and Buildings and Accommodations.
- School age, for free attendance, 56, 57.
- for compulsory attendance, 56, 57.
- for distribution of funds, 56, 57.
- minimum in Minnesota, 146.
- statistics of, in cities, 312-331.
- in foreign countries, 999, 1002.
- School buildings. *See* Buildings and School-houses.
- School census, increase of school population in Alabama shown by, 95.
- of Alaska, 109.
- in Connecticut, 114.
- desired in the District of Columbia, 124.
- law relating to, in Missouri, 149.
- law relating to omissions from, in Texas, 163.
- law relating to, in Wisconsin, 170.
- need of, 176.
- importance of, 272.
- of colored race, 876.
- lack of, in Argentine Republic, 992.
- School census age, 57.
- School committees, in Alaska, 109.
- relation of, to superintendent, 175.
- School directors, term of, in Colorado, 113.
- School district bonds, law relating to, in New Jersey, 153.
- School districts, in Alaska, 99.
- law relating to, in Mississippi, 148.
- law relating to, in Missouri, 149.
- law relating to consolidation of, in New Jersey, 152.
- number of, in Oregon, 157.
- increase in number of, in Pennsylvania, 158.
- formation of, in Virginia, 166.
- loans to, in Wisconsin, 170.
- See also* District system.
- School entertainments, in Portland, Conn., 248.
- in Atchison, Kans., 253.
- in North Brookfield, Mass., 259.
- success of, in Minneapolis, Minn., 262.
- See also* Industrial exhibits.
- School expenditures. *See* Expenditures.
- School fair, success of, in South Bend, Ind., 252.
- in Sedalia, Mo., 263.
- See also* Industrial exhibits.
- School for Girls (Bishop Whitaker's), statistics of, 650.
- School fund, of Arizona, how augmented, 112.
- change in law concerning, in Georgia, 126.
- former waste of, in Mississippi, 147.
- apportionment of, in Oregon, 157.
- See also* Productive fund.
- School funds, permanent, statistics of, by States, 86.
- forfeiture of, in Colorado, 113.
- permanent, condition of, in Connecticut, 116.
- local, in Connecticut, 116.
- insufficiency of, in Idaho, 129.
- suggestions for augmenting, in Kentucky, 138.
- investment of, in Minnesota, 145.
- apportionment of, in Missouri, 149.
- how derived, in Montana, 150.
- increase of, in Pennsylvania, 158.
- careless management of, in Texas, 164.
- insufficiency of, in Washington Territory, 169.
- forfeiture of, in Wisconsin, 170.
- inadequacy of, in San Francisco, Cal., 247.
- School lands, in Alabama, 97.
- in Arizona, 112.
- in Colorado, 114.

School lands—Continued.

- in Dakota, 120.
- in Montana, 150.
- in New Mexico, 154.
- in Washington Territory, 169.
- in Wyoming, 172.

School law, changes in, in California, 113.

- changes in, in Colorado, 113.
- changes in, in Connecticut, 117.
- changes in, in Delaware, 121.
- changes of, in Georgia, 126.
- changes of, in Kentucky, 139.
- recommendations for changes of, in Maryland, 142.
- changes of, in Michigan, 143.
- changes of, in Minnesota, 145.
- changes of, in Mississippi, 147.
- changes of, in New Jersey, 152.
- changes of, in Oregon, 155.
- changes of, in Pennsylvania, 158.
- changes recommended in, in South Carolina, 162.
- changes of, in Texas, 163.
- changes of, in Vermont, 165.
- changes of, in Virginia, 168.
- changes of, in West Virginia, 169.
- changes of, in Wisconsin, 170.
- relating to normal schools in California, 409.
- amendment of, in Colorado, 410.
- new, regarding teachers' institutes in Illinois, 416.
- changes suggested, in Mississippi, 428.
- changes suggested, in Montana, 430.
- new, in Nevada, 431.
- suggested changes in, in New York, 433.

School libraries, development of, 66.

- statistics of, by States, 67.
- immoral books excluded in Colorado, 113.
- special tax for, in Colorado, 113.
- in Connecticut, 116.
- in Delaware, 121.
- in Michigan, 144.
- legal provision for, in Minnesota, 146.
- law relating to, in Wisconsin, 170.
- discussion relating to, 196.
- established in San José, Cal., 247.
- establishment of, in Athens, Ga., 249.
- in South Bend, Ind., 252.
- in Washington, Ind., 252.
- encouraged in Topeka, Kans., 254.
- establishment of, in Newburyport, Mass., 259.
- establishment of, in Somerville, Mass., 260.
- additions to, in Marshall, Mich., 262.
- establishment of, in Mankato, Minn., 262.
- established in Moberly, Mo., 263.
- increase in size of, in Syracuse, N. Y., 266.
- in Chillicothe, Ohio, 267.
- growth of, in Columbus, Ohio, 268.
- established in Berlin, Wis., 271.
- establishment of, in Janesville, Wis., 272.
- established in Oshkosh, Wis., 272.
- ratio of volumes in, to attendance, in cities, 284-293, 306.
- statistics of value of, in cities, 352-371.
- statistics of expenditure for, in cities, 372-393.
- in France, 599.

See also Libraries and Public Libraries.

School life, average length of, in cities, 308.

School month, law relating to, in West Virginia, 169.

School of Law and Equity, Washington and Lee University, statistics of, 750, 752.

School of Law of South Carolina College, statistics of, 750, 752.

School of Law of University of Maryland, statistics of, 750, 752.

School of Mines of Columbia College, notes from catalogue of, 722.

statistics of, 726, 728.

School of Technology (Emory College), notes from catalogue of, 671.

School of Theology (Adrian College), statistics of, 742.

School of Theology of De Pauw University, statistics of, 740.

School officers in Idaho, 127.

See also Supervision.

School population, errors arising from statistics of, 52, 55.

rates of increase of, 57.

percentage of increase or decrease of, by States, 88.

increase of, in Kentucky, 137.

increase of, in Dakota, 118.

change in, in Norristown, Pa., 268.

statistics of, in cities, 312-331.

colored, statistics of, 874.

colored, ratio of, to total population, 875.

remarks relating to, 876.

of London, England, 960.

of foreign countries, statistics of, 1002.

See also Population, 6-14.

School programmes, paper on, by C. W. Eliot, 1005-1014.

School property, increase in value of, 85.

value of, statistics by States, 86.

percentage of increase or decrease in value of, 88.

increase in value of, in four years in Dakota, 118.

statistics of, in Oregon, 157.

comparative statistics of, in cities, 294-303, 307, 309.

statistics of, in cities, 352-371.

possession of, a condition of regents' inspection, in New York, 508.

School reports, of Alaska, 59.

in Colorado, 113.

in Delaware, 122.

law requiring, in Kentucky, 140.

change in law relating to, in Michigan, 144.

law relating to, in Vermont, 165.

See also Reports.

School revenues, sentiment in favor of State aid, 75.

value of statistics concerning, 75.

statistics of, by States, 76, 78, 79.

increase of, in Kentucky, 137.

See also Revenue.

School savings-banks, importance and plan of, 225-227.

School term, remedy for inequality of, 202.

statistics of length of, in cities, 332-331.

See also Duration of schools.

School trustee electoral boards, law relating to, in Virginia, 168.

School work, effect upon the eye-sight of, 233-236.

School year, date of beginning of, by States, 54.

in Colorado, 113.

See also Duration of Schools and Scholastic year.

School-houses, average size of, by States, 65.

number of, by States, 65.

in Idaho, 127.

sanitary survey of, in New Hampshire, 152.

plans for, in New York, 156.

law relating to tax for, in Vermont, 165.

statistics of, in Wyoming, 171.

ventilation of, 195.

instructions concerning erection of, 204.

remarks relating to, 206, 207.

illness caused by bad condition of, in Portland, Me., 255.

expenditures for erection of, in Argentine Republic, 996.

See also School accommodations and Buildings.

Schoolmasters' Club, Boston, Mass., meetings of, 425.

Schoolmasters' Round Table, in Iowa, 418.

Schools, unnecessarily large number of, in Mississippi, 147.

duration of. *See Duration of schools.*

Schools for Indians. *See Indians.*

Schools for secondary instruction, remarks relating to, 494.

statistics of, 496-507, 512-629.

Schools for the blind, industrial training in, 788.

remarks relating to statistics of, 847.

of the colored race, statistics of, 880, 881.

See also Blind, education of.

Schools for the deaf, industrial training in, 787.

changes in management of, 820.

increase in number of, 833.

of the colored race, statistics of, 880, 881.

See also Deaf-mutes.

- Schools for the feeble-minded, industrial training in, 789.
 remarks relating to statistics of, 854.
 of the colored race, statistics of, 880, 881.
See also Feeble-minded, education of.
- Schools of law. *See* Law.
- Schools of medicine, relation of, to medical profession, 1023.
 statistics of matriculates and graduates of, 1024-1030.
See also Medicine.
- Schools of pharmacy. *See* Pharmacy.
- Schools of science, statistics of, 658.
 remarks relating to, 766.
 information relating to, 720-723.
 remarks relating to statistics of, 723.
 statistics of, 725-729.
 proportion of students attending, to population, 730-734.
 statistics of degrees conferred by, 776-781.
 for colored race, statistics of, 579.
See also Land-grant colleges.
- Schools of theology. *See* Theology.
- Schmidt, C. C., city superintendent, St. Cloud, Minn., 320.
- Schurr, John, city superintendent, Hutchinson, Kans., 316.
- Science, admission requirements of colleges in, 635-639.
 study of, at St. Ignatius college, 671.
 study of, in special schools, 720-723.
 statistics of degrees in, 777-781.
 study of, in high schools, 1021, 1022.
 schools of. *See* Schools of Science and Land-grant colleges.
- Science Hill School, statistics of, 648.
- Scientific course in college, statistics of students preparing for, 499-507, 512-517, 551-559, 568-579, 588-613.
 students in, in colleges for colored race, 878, 879.
- Scientific Department, University of the City of New York, statistics of, 726, 728.
- Scientific societies in Argentine Republic, 997.
- Scotland, statistics of educational periodicals in, 976.
 comparative statistics of elementary education in, 1090, 1092, 1094.
- Scott, Adrian, city superintendent, Blackstone, Mass., 318.
- Scott, M. W., city superintendent, Binghamton, N. Y., 322.
- Scott, O. C., city superintendent, Oskaloosa, Iowa, 316.
- Scott, W. I., mentioned, 897.
- Scranton, Pa., common school statistics of, 282, 292, 302, 326, 348, 368, 388.
 training of teachers in, 442.
- Scudder, C. O., city superintendent, Pekin, Ill., 314.
- Seabury Divinity School, statistics of, 742.
- Seating capacity, sufficiency of, how determined, 65.
See also School accommodations.
- Seaver, E. P., city superintendent, Boston, Mass., 318.
- Sears, Barnas, mentioned, 445.
- Secondary schools, remarks relating to, 494.
 statistics of, 496-507, 512-629.
 time necessary for studies of, 511.
 memoranda relating to, 630.
 statistics of students in business courses of, 802, 803.
 for the colored race, 877-879, 881.
 condition of, in United States, 1008.
See also High schools.
- Sedalia, Mo., notes from school report of, 263.
 common school statistics of, 279, 289, 299, 322, 342, 362, 382.
- Selma, Ala., common school statistics of, 274, 284, 294, 312, 332, 352, 372.
- Seminaries, statistics of, 500-507, 551-628.
- Seminary for the Training of Kindergartners, New York, N. Y., statistics of, 493.
- Seminary of Our Lady of Angels, statistics of, 744.
- Seminary of St. Francis of Sales, statistics of, 746.
- Seminole Nation, school system of, 873.
- Seneca Falls, N. Y., notes from school report of, 266.
 common school statistics of, 280, 290, 300, 324, 344, 364, 384.
- Service pensions for teachers, recommendation relating to, 212.
- Sewing, instruction in, in New Haven, Conn., 243.
 instruction in, in Canton, Mass., 256.
 instruction in, in Waltham, Mass., 260.
 instruction in, in Watertown, Mass., 260.
 thorough instruction in, in Philadelphia, Pa., 269.
 instruction in, in Philadelphia (Pa.) Normal School for Girls, 441.
 taught at Hampton (Va.) Institute, 448.
 instruction in, in public schools, 784.
 taught in London, England, elementary schools, 981.
See also Industrial training.
- Seymour, Fred., city superintendent, Watertown, N. Y., 324.
- Seymour, Ind., common school statistics of, 275, 285, 296, 314, 334, 356, 376.
- Shaeffer, Dr. N. C., mentioned, 895.
- Sharon, Pa., teachers' meetings in, 442.
- Shaw, J. A., city superintendent, Mount Vernon, Ohio, 324.
- Sheboygan, Wis., common school statistics of, 283, 293, 303, 330, 350, 370, 392.
- Sheffield Scientific School (Yale University), statistics of, 710, 716, 718.
- Shelbyville (Tenn.) Female College, statistics of, 652.
- Sheldon, William E., mentioned, 894.
- Shelley, W. H., city superintendent, York, Pa., 326.
- Shenandoah, Pa., notes from school report of, 269.
 common school statistics of, 282, 292, 302, 326, 348, 368, 388.
 teachers' meetings in, 442.
- Shepherd College, State Normal School, Shepherdstown, W. Va., statistics of, 462.
- Sherman, Texas, notes from school report of, 271.
 common school statistics of, 283, 292, 303, 328, 348, 368, 390.
- Shiel, Robert, supervising principal of city schools, Pittsburg, Pa., 326.
- Shiels, Robert, city superintendent, Neenah, Wis., 330.
- Shop practice, in land-grant colleges, 710.
- Shops, of land-grant colleges, 711-715.
 of Rose Polytechnic Institute, 721.
 increased capacity of, at Worcester Polytechnic Institution, 721.
- Shorter College, statistics of, 646.
- Skull, S. B., city superintendent, South Easton, Pa., 326.
- Sibley College (Cornell University), extension to, 669.
- Simpson, John, city superintendent, Mansfield, Ohio, 324.
- Simpson, Robert, Jr., city superintendent, Hornellsville, N. Y., 322.
- Sims, W. H., city superintendent, Goshen, Ind., 314.
- Sing Sing, N. Y., common school statistics of, 280, 290, 300, 324, 344, 364, 384.
- Singing, study of, in common schools, 197.
- Singing, special attention to, in Vermont normal schools, 446.
See also Music and Vocal music.
- Sioux City, Iowa, common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- Sites of school-houses, instructions concerning, 204.
 statistics of value of, in cities, 352-371.
 statistics of expenditure for, in cities, 372-393.
- Sitka, Alaska, school district of, 99.
 schools at, 100, 106, 107, 108.
- Sitka (Alaska) Industrial Training School, description of, 108.
- Sittings for study, number of, by States, 65.
 necessary number of, 273.
 comparative statistics of, in cities, 274-283, 305.
 statistics of, in cities, 332-351.
See also School accommodations.
- Size of school-houses, instructions relating to, 204, 205.

- Slaton, W. F., city superintendent, Atlanta, Ga., 314.
- Slaughter, John, superintendent of public instruction of Wyoming, 93.
- Slocum, A. G., city superintendent, Corning, N. Y., 322.
- Smart, J. H., State superintendent of public instruction of Indiana, quoted, 188.
- Smith, A. H., chairman city school committee, West Springfield, Mass., 320.
- Smith, A. J., city superintendent, Springfield, Ill., 314.
- Smith, Edward, superintendent city schools, Syracuse, N. Y., quoted, 195.
- Smith, Edward, city superintendent, Syracuse, N. Y., 324.
- Smith, F. M., city superintendent, Jackson, Tenn., 328.
- Smith, Frank M., State superintendent of public schools of Tennessee, 93.
- Smith, J. W., city superintendent, Bay City, Mich., 320.
- Smith, O. D., secretary of faculty, Alabama Agricultural and Mechanical College, extracts from letter of, 711.
- Smith, T. A., city superintendent, Beloit, Wis., 328.
- Smith College, admission requirements of, 640.
- statistics of, 645.
- Snow, B. B., city superintendent, Auburn, N. Y., 322.
- Snyder, W. S., city superintendent, Johnstown, N. Y., 324.
- Societies, for the promotion of manual training, 790.
- statistics of libraries of, 941-953.
- scientific, in Argentine Republic, 997.
- Society for the Collegiate Education of Women, statistics of, 645.
- Society of Friends, expenditure of, for Indian schools, 870.
- Soldan, F. L., mentioned, 894.
- Somersworth, N. H., notes from school report of, 264.
- common school statistics of, 279, 289, 299, 322, 342, 362, 382.
- Somerville, N., city superintendent, Sherman, Tex., 328.
- Somerville, Mass., study of arithmetic in, 239.
- notes from school report of, 260.
- common school statistics of, 278, 288, 298, 318, 340, 360, 380.
- Soule Female College, statistics of, 652.
- South, excess of child population in the, 54.
- South Australia, comparative statistics of elementary education in, 1000, 1002, 1004.
- South Bend, Ind., notes from school report of, 252.
- common school statistics of, 276, 285, 296, 314, 334, 356, 376.
- South Bethlehem, Pa., notes from school report of, 269.
- common school statistics of, 282, 302, 302, 326, 348, 368, 388.
- South Carolina, common school statistics of, 54, 57, 59, 62, 64, 65, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 86, 88.
- extracts from report of State superintendent, 162.
- notes from reports of cities of, 270.
- common school statistics of cities of, 252, 292, 302, 305, 306, 307, 328, 348, 368, 388.
- number of sittings per building in cities of, 304.
- training of teachers in, 443.
- aid from Peabody fund to education in, 451.
- statistics relating to teachers in, 453.
- statistics of teachers' institutes in, 454.
- statistics of normal schools in, 457, 462, 464.
- statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 531, 542, 547, 550, 558, 565, 576, 585, 608, 626.
- statistics of colleges for women in, 644, 652.
- statistics of colleges of liberal arts in, 664, 688, 703.
- statistics of undergraduate work of colleges in, 666.
- statistics of schools of science in, 703, 709, 716, 718, 725, 726, 728.
- South Carolina—Continued.
- notes from catalogue of school of science in, 723.
- statistics of college attendance in, 731, 734.
- statistics of schools of theology in, 736, 737, 746.
- statistics of schools of law in, 743, 750, 752.
- statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 757, 762, 772.
- statistics of degrees conferred by colleges in, 781.
- statistics of industrial schools in, 796, 798, 800.
- statistics of business colleges in, 803.
- statistics of schools for the deaf in, 830, 832, 836.
- statistics of schools for the blind in, 844, 848.
- statistics of education of colored race in, 874, 875, 878, 879, 880.
- statistics of libraries in, 917, 924, 941, 952, 954, 966.
- statistics of educational periodicals in, 976.
- South Carolina College, normal course in, 443.
- physical training at, 663.
- South Carolina College of Agriculture and Mechanic Arts (University of South Carolina), statistics of, 709, 711.
- statement concerning, 720.
- South Carolina Institution for the Education of the Deaf and Dumb and the Blind, notes from catalogue of, 829.
- South Carolina Military Academy, notes from catalogue of, 723.
- statistics of, 726, 728.
- South Dakota Teachers' Association, meeting of, 413.
- South Easton, Pa., common school statistics of, 282, 292, 302, 326, 348, 368, 388.
- South Georgia College of Agriculture and Mechanic Arts, statistics of, 710, 716, 718.
- South Kentucky College, physical training at, 663.
- South Kingstown, R. I., notes from school report of, 270.
- common school statistics of, 282, 292, 302, 328, 348, 368, 388.
- Southbridge, Mass., beneficial effects of supplementary reading in, 236.
- notes from school report of, 260.
- common school statistics of, 278, 288, 298, 318, 340, 360, 380.
- South-eastern Kansas Teachers' Association, meeting of, 419.
- Southern Academic and Kindergarten Institute, New Orleans, La., statistics of, 492.
- Southern Baptist Theological Seminary, statistics of, 742.
- Southern Female College, statistics of, 646, 654.
- Southern Illinois Normal University, information concerning, 415.
- statistics of, 458.
- Southern Illinois Teachers' Association, meeting of, 416.
- Southern Indiana Teachers' Association, meeting of, 417.
- Southern Medical College, statistics of matriculates and graduates of, 1024.
- Southern University, notes from catalogue of, 672.
- Southland College and Normal Institute, Helena, Ark., statistics of, 461.
- South-west Georgia Agricultural College, statistics of, 710, 716, 718.
- South-western Arkansas Teachers' Association, meeting of, 409.
- South-western Kansas Teachers' Association, meeting of, 419.
- South-western State Normal School, California, Pa., statistics of, 460.
- Spain, statistics of educational periodicals in, 978.
- Spanlding, A. D., city superintendent, Brattleborough, Vt., 328.
- Special classes, remarks concerning education of, 818.
- Special reports of Bureau of Education, list of, 1034.
- index to, 1035.
- Special teachers, remarks relating to, 238.
- Speer, H. C., mentioned, 896.
- Spelling, methods of teaching, 240.
- Spencer, Mass., notes from school report of, 260.

- Spencer, Mass., common school statistics of, 278, 288, 293, 318, 340, 360, 380.
- Sprague, H. B., mentioned, 895.
- Spring Garden Institute, notes from catalogue of, 723.
- statistics of, 726, 728.
- Spring Hill (Ala.) College, physical training at, 663.
- Springfield, Ill., common school statistics of, 275, 285, 295, 314, 324, 354, 374.
- Springfield, Mass., success of evening schools in, 245.
- notes from school report of, 260.
- training of teachers in, 424.
- common school statistics of, 278, 288, 298, 320, 340, 360, 380.
- manual training in, 732, 733, 734.
- Springfield, Mo., common school statistics of, 279, 289, 299, 322, 342, 352, 382.
- Springfield, Ohio, common school statistics of, 281, 291, 301, 324, 346, 366, 386.
- teachers' institutes in, 439.
- Springfield (Me.) Normal School, statistics of, 464.
- Squire, S. W., chairman city school committee, Franklin, Mass., 318.
- Stafford, Conn., notes from school report of, 249.
- common school statistics of, 274, 284, 294, 312, 332, 352, 372.
- Stamford, Conn., common school statistics of, 274, 284, 294, 312, 332, 352, 372.
- Stamford (Ky.) Female College, statistics of, 618.
- Stanley, E., city superintendent, Lawrence, Kans., 316.
- Stanton, D. H., secretary of city board of education, Malone, N. Y., 324.
- Starkville (Miss.) Female College, statistics of, 650.
- Starkweather, S. W., city superintendent, Westchester, Pa., 323.
- Starling Medical College, statistics of matriculates and graduates of, 1026.
- Starr, J. B., city superintendent, New Albany, Ind., 314.
- State agricultural stations, at land-grant colleges, 707.
- State apportionment of funds, forfeiture of, in Wisconsin, 170.
- State appropriations, increase of, in Pennsylvania, 153.
- for teachers' institutes, statistics of, 451.
- for normal schools, statistics of, 456-463.
- to universities, statistics of, 658-661.
- for colleges, how divided, 662.
- to University of Alabama, 669.
- to Southern University, 672.
- to University of Missouri, 673.
- income of land-grant colleges from, 707.
- to land-grant colleges, 710, 711, 718.
- to Alabama Agricultural and Mechanical College, 711.
- for Storrs Agricultural School, 720.
- for schools of science, statistics of, 725, 728.
- to New York institutions for the deaf, 829.
- to Horace Mann School for the Deaf, 820.
- to schools for the deaf, statistics of, 832-837.
- to Pennsylvania Working-Home for Blind Men, 839.
- to schools for the blind, statistics of, 845, 846, 848.
- for colored schools, 876, 877.
- See also Appropriations.
- State Board of Education, in Delaware, 122.
- State Board of Examiners, law relating to, in West Virginia, 169.
- State College of Kentucky, admission requirements of, 639.
- State Colored Normal School, Fayetteville, N. C., statistics of, 460.
- State Colored Normal School, Salisbury, N. C., statistics of, 460.
- State Department, report of Hon. Boyd Winchester to, 984.
- report of Hon. H. M. Jewett to, 988.
- report of Hon. E. L. Baker to, 990.
- State Industrial Home for Girls, Adrian, Mich., notes from catalogue of, 861.
- State Industrial School, Manchester, N. H., notes from catalogue of, 862.
- State Industrial School for Girls, Lancaster, Mass., notes from catalogue of, 861.
- State Industrial School of Colorado, notes from catalogue of, 858.
- State Mining School, Houghton, Mich., notes from catalogue of, 721.
- State Normal and Industrial School, Huntsville, Ala., statistics of, 458.
- State Normal and Training School, Brockport, N. Y., statistics of, 460.
- State Normal and Training School, Buffalo, N. Y., statistics of, 460.
- State Normal and Training School, Cortland, N. Y., statistics of, 460.
- State Normal and Training School, Farmington, Me., statistics of, 458.
- State Normal and Training School, Fredonia, N. Y., statistics of, 460.
- State Normal and Training School, Geneseo, N. Y., statistics of, 460.
- State Normal and Training School, New Paltz, N. Y., statistics of, 460.
- State Normal and Training School, Oswego, N. Y., statistics of, 460.
- State Normal and Training School, Potsdam, N. Y., statistics of, 460.
- State Normal College, Nashville, Tenn., information concerning, 444.
- statistics of, 462.
- State Normal School, Albany, N. Y., statistics of, 460.
- State Normal School, Bridgewater, Mass., information concerning, 423.
- statistics of, 458.
- State Normal School, Castleton, Vt., statistics of, 462.
- State Normal School, Clarion, Pa., establishment of, 397.
- statistics of, 460.
- State Normal School, Drain, Oregon, statistics of, 460.
- State Normal School, Edinborough, Pa., statistics of, 460.
- State Normal School, Farmville, Va., information concerning, 447.
- statistics of, 462.
- State Normal School, Florence, Ala., statistics of, 458.
- State Normal School, Framingham, Mass., statistics of, 458.
- State Normal School, Gorham, Me., statistics of, 458.
- State Normal School, Holly Springs, Miss., statistics of, 458.
- State Normal School, Jacksonville, Ala., statistics of, 458.
- State Normal School, Indiana, Pa., statistics of, 460.
- State Normal School, Los Angeles, Cal., statistics of, 458.
- State Normal School, Madison, Dak., information concerning, 412.
- State Normal School, Mankato, Minn., statistics of, 458.
- State Normal School, Mississippi, information concerning, 428.
- State Normal School of Oshkosh, Wis., statistics of, 462.
- State Normal School, Randolph, Vt., statistics of, 462.
- State Normal School, River Falls, Wis., statistics of, 462.
- State Normal School, St. Cloud, Minn., statistics of, 458.
- State Normal School, Salem, Mass., statistics of, 458.
- State Normal School, Tuskegee, Ala., industrial training at, 790.
- State Normal School, Warrensburg, Mo., statistics of, 450.
- State Normal School, Whitewater, Wis., statistics of, 462.
- State Normal School, Winona, Minn., statistics of, 458.
- State Normal School, Worcester, Mass., apprenticeship system at, 423.

- State Normal School, Ypsilanti, Mich., statistics of, 458.
- State normal schools, number and location of, in New York, 434.
- for colored pupils, in North Carolina, 437.
- in Pennsylvania, improvements in facilities of, 440.
- See also* Normal Schools.
- State Primary School at Monson, Mass., notes from catalogue of, 890.
- State Reform School, Cape Elizabeth, Me., notes from catalogue of, 860.
- State Reform School, Kearney, Nebr., notes from catalogue of, 861.
- State Reformatory, Elmira, N. Y., system of discipline and instruction in, 858.
- State school taxes, recommendations relating to, 202.
- State superintendent, to construe school laws in Colorado, 113.
- office of, abolished in Delaware, 122.
- duty of, in Kentucky, 139.
- salary of, in Oregon, 158.
- independence of, 175.
- See also* Supervision.
- State superintendents, list of, 93.
- opinions of, on manual training, 785.
- State taxes for school purposes preferable to appropriations, 97.
- State teachers' reading circles, information concerning, 405.
- State universities, statistics of, 660.
- State University of Iowa, physical training at, 663.
- Homœopathic Medical Department of, statistics of matriculates and graduates of, 1026.
- Medical Department of, statistics of matriculates and graduates of, 1024.
- Statesville (N. C.) Female College, statistics of, 650.
- Statistics, need of uniformity in, 53.
- points for consideration in, 207.
- remarks relating to, 208, 209.
- See also* Educational Statistics.
- Staunton, Va., notes from school report of, 271.
- common school statistics of, 283, 293, 303, 328, 350, 370, 390.
- Staunton (Va.) Female Seminary, statistics of, 654.
- Steel, Edward T., president board of education, Philadelphia, Pa., quoted, 224, 466.
- Steele, W. L., city superintendent, Galesburg, Ill., 314.
- Steinbach, W. D., city superintendent, Danville, Pa., 326.
- Stenography taught in Marshall, Mich., 262.
- Stephens Female College, statistics of, 650.
- Sterling, Ill., notes from school report of, 251.
- Steubenville, Ohio, division of classes in, 230.
- supplementary reading in, 236.
- common school statistics of, 281, 291, 301, 324, 346, 366, 386.
- training of teachers in, 439.
- Stevens Institute of Technology, notes from catalogue of, 722.
- statistics of, 726, 728.
- Stevens' Point, Wis., common school statistics of, 283, 293, 303, 350, 350, 370, 392.
- Stevenson, R. W., city superintendent, Columbus, Ohio, 324.
- Stillwater, Minn., notes from school report of, 263.
- common school statistics of, 279, 288, 299, 320, 342, 362, 382.
- Stinson, J. C., city superintendent, Gloucester, N. J., 322.
- Stock-raising, instruction in, at Bussey Institution, 721.
- Stockwell, Thos. B., commissioner of public schools of Rhode Island, 93.
- extracts from report of, 159.
- quoted, 175, 176, 214.
- Stone, A. P., city superintendent, Springfield, Mass., 320.
- Stoneham, Mass., notes from school report of, 260.
- common school statistics of, 278, 288, 298, 320, 340, 360, 380.
- Stoughton, Mass., common school statistics of, 278, 288, 298, 320, 340, 360, 380.
- Storer College, industrial features in, 449.
- statistics of, 462.
- Storrs Agricultural School, notes from catalogue of, 720.
- statistics of, 726, 728.
- Straw-plaiting, instruction in, in Switzerland, 985.
- Strauss, Charles M., superintendent of public instruction of Arizona, 93.
- Strayer, Lewis, county superintendent, Cambria County, Pa., quoted, 207, 220.
- Streator, Ill., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- Streeter, R. M., city superintendent, Titusville, Pa., 326.
- Strong, Rev. J. W., mentioned, 894.
- Stroud, W. S., city superintendent, Portage, Wis., 330.
- Stuart, A. W., city superintendent, Ottumwa, Iowa, 316.
- Stuart, George, paper by, 1017.
- Stuart's Female College, statistics of, 648.
- Students, in normal schools, statistics of, 456-465.
- in secondary schools, 494.
- in secondary schools, statistics of, 490-629.
- in colleges for women, statistics of, 644-655.
- in universities, statistics of, 658-661.
- in colleges of liberal arts, statistics of, 664-666, 675-691.
- in land-grant colleges, 703, 709, 716.
- in schools of science, statistics of, 723, 726.
- in United States Military and Naval Academies, 729.
- in schools of theology, statistics of, 735-737, 740-747.
- in schools of law, statistics of, 735, 748-751.
- in schools of medicine, dentistry, and pharmacy, statistics of, 735, 754-756, 760-769.
- in business colleges, statistics of, 802-814.
- in schools for higher education of colored race, statistics of, 878-881.
- in Argentine Republic national colleges, 993.
- Study, J. N., city superintendent, Richmond, Ind., 314.
- Subprimary School Society of Philadelphia, Pa., kindergartens controlled by, 466.
- Subjects of instruction in common schools, 197, 199.
- Subscription libraries, statistics of, 954-969.
- Summaries of statistics, difficulty in preparation of, 304.
- Summer educational assemblies, information concerning, 898.
- Summer schools for teachers, discussion of, 406.
- list of, 406.
- at Niantic, Conn., 412.
- in Missouri, 429.
- in Wisconsin, 450.
- See also* Summer educational assemblies.
- Superintendent of city schools, office of, abolished in Maysville, Ky., 254.
- need of, in Beverly, Mass., 255.
- Superintendents, relation of, to school committees, 175.
- of city schools, comparative statistics of salaries of, 294-303, 307, 309.
- of city schools, list of, 312-330.
- statistics of expenditure for salaries of, in cities, 372-393.
- list of, of manual training schools, 794.
- of industrial schools, 797, 798.
- of nurses' training schools, 815-817.
- of schools for the deaf, 834-836.
- of schools for the blind, 848.
- of schools for the feeble-minded, 855.
- of reform schools, 866.
- bonded, of Indian schools, 870.
- Superintendents' salaries, expenditure for, by States, 81.
- See also* Salaries of superintendents and teachers.
- Superior instruction of women, 612.
- statistics of, 644-655.
- Supernumerary teachers, employment of, in Columbus, Ga., 250.
- Supervision, in Alaska, 99, 100, 111.
- in Arizona, 112.

Supervision—Continued.

- improved character of, in Dakota, 118, 119.
 in Delaware, 122.
 in Georgia, 127.
 in Idaho, 127, 128, 129.
 in Kansas, 131.
 in Michigan, 144.
 former lack of, in Mississippi, 147.
 law relating to, in Mississippi, 143.
 in Missouri, 149.
 in Nevada, 150.
 in Pennsylvania, 158.
 in South Carolina, 162.
 in Texas, 164.
 in Wyoming, 171.
 discussions relating to, 209.
 in Hot Springs, Arkansas, 247.
 improvement in, in San Francisco, Cal., 247.
 improvement in system of, in Savannah, Ga., 250.
 beneficial effects of, in Attleborough, Mass., 255.
 need of, in Great Barrington, Mass., 258.
 need of, in Holliston, Mass., 258.
 want of, in Marblehead, Mass., 259.
 in Melrose, Mass., 259.
 need of, in Peabody, Mass., 259.
 method of, in Westborough, Mass., 261.
 change in system of, in Cincinnati, Ohio, 267.
 good effects of, in Philadelphia, Pa., 268.
 defective method of, in Oshkosh, Wis., 272.
 statistics of expenditure for, in cities, 372-393.
 work of the regents of the University of New York, 508.
See also School officers.
- Supplementary** reading, discussion relating to, 236.
 increased attention to, in Montgomery, Ala., 246.
 introduced in Columbus, Ga., 250.
 required in Bay City, Mich., 261.
 use of, in New York City, 266.
- Surdam, C. E.**, city superintendent, West New Brighton, N. Y., 324.
- Surface, A. J.**, city superintendent, East Liverpool, Ohio, 324.
- Surgery**, schools of. *See* Medicine, schools of.
- Sutton, W. S.**, city superintendent, Houston, Tex., 328.
- Swarthmore College**, physical training at, 663.
- Sweden**, statistics of educational periodicals in, 978.
- Swedish Theological Seminary**, statistics of, 740.
- Switzerland**, statistics of educational periodicals in, 978.
 comparative statistics of elementary education in, 1000, 1002, 1004.
- Synodical Female College**, statistics of, 650, 652.
- Synodical Female Institute**, statistics of, 646.
- Syracuse, N. Y.**, study of arithmetic in, 239.
 notes from school report of, 266.
 common school statistics of, 280, 290, 300, 324, 344, 364, 384.
 training of teachers in, 435.
- Syracuse (N. Y.) Training School**, statistics of, 460.
- Syracuse (N. Y.) University**, College of Medicine of, statistics of matriculates and graduates of, 1026.

T.

- Tabor College**, notes from catalogue of, 672.
- Talladega, Ala.**, notes from school report of, 246.
 common school statistics of, 274, 284, 294, 312, 332, 352, 372.
 normal class in, 408.
- Talliaferro, General William B.**, letter to the Commissioner of Education, 27.
- Tamaqua, Pa.**, common school statistics of, 282, 292, 302, 326, 348, 368, 388.
- Tappan, Eli T.**, State commissioner of common schools of Ohio, 93.
- Tarbell, H. T.**, city superintendent, Providence, R. I., 228.
 mentioned, 894.
- Tardiness**, remarks relating to, 232.
See also Punctuality.

- Tash, Thomas**, city superintendent, Portland, Me., quoted, 239, 316.
- Tasmania**, comparative statistics of elementary education in, 1000, 1002, 1004.
- Tate, I. N.**, mentioned, 822.
- Taunton, Mass.**, notes from school report of, 260.
 common school statistics of, 278, 288, 298, 320, 340, 360, 380.
- Taxation**, varieties of, in Dakota, 120.
 local, in Montana, 150.
 local, comparative statistics of, 294-303, 307, 309.
 receipts from, in cities, 352-371.
See also State taxes and Local taxes.
- Taxes**, law relating to receipts from, in Kentucky, 140.
- Taylor, A. E.**, city superintendent, Springfield, Ohio, 324.
- Taylor, A. R.**, mentioned, 895.
- Taylor, Edward**, city superintendent, Vincennes, Ind., 314.
- Taylor, Dr. O. B.**, secretary city board of school visitors, Manchester, Conn., 312.
- Taylor, S. S.**, city superintendent, St. Paul, Minn., quoted, 238, 320.
- Teachers**, in private schools, number of, by States, 69.
 sex of, 70.
 lack of permanency in positions of, 71.
 statistics of, by States, 72, 88.
 number of, in Alabama, 94.
 sex of, in Connecticut, 115.
 law relating to contracts of, in Minnesota, 145.
 examination of, in Mississippi, 147.
 statistics of, in Oregon, 157.
 increase in number of, in Pennsylvania, 158.
 increased number of, in Rhode Island, 160.
 number of, in Virginia, 167.
 law relating to contracts of, in Wisconsin, 170.
 statistics of, in Wyoming, 171.
 discussion relating to, 211.
 tardiness in payment of, in San Francisco, 247.
 irregularity in payment of, in New Orleans, La., 254.
 change in methods of appointment of, in Cincinnati, Ohio, 267.
 dissension caused by annual election of, in Portland, Oregon, 268.
 ratio of males to whole number, in cities, 284-293, 306.
 number of, necessary to supply the schools, remarks relating to, 310.
 statistics of, in cities, 332-351.
 number engaged in professional reading, 405.
 summer schools for, 406.
 inspecting, in San Francisco, Cal., 410.
 qualifications of, in Waltham, Mass., 425.
 number of, in Connecticut, 452.
 statistics of education and certificates of, 453.
 in kindergartens, statistics of, 467-490.
 changes in, in Indian schools, 871.
 in Indian schools, statistics of, 872, 873.
 of colored schools, statistics of, 873, 881.
 in London, England, elementary schools, statistics of, 980.
 in foreign countries, 1002.
 need of improvement in, 1008.
 superiority of males, 1008.
 training of. *See* Training of teachers.
See also Trained teachers.
- Teachers' associations**, in Alaska, 99.
 in Alabama, 408.
 in Arkansas, 409.
 in Colorado, 410.
 in Connecticut, 412.
 in Dakota, 413.
 in Florida, 414.
 in Georgia, 415.
 in Illinois, 416.
 in Indiana, 417.
 in Iowa, 418.
 in Kansas, 419.
 in Kentucky, 419.
 in Maine, 421.
 in Maryland, 421.
 in Massachusetts, 424.

Teachers' associations—Continued.

in Michigan, 427.
 in Minnesota, 427.
 in Mississippi, 423.
 in Missouri, 429.
 in Montana, 430.
 in Nebraska, 431.
 in New Jersey, 433.
 in New York, 437.
 in North Carolina, 437.
 in Ohio, 439.
 in Oregon, 440.
 in Pennsylvania, 442.
 in Rhode Island, 443.
 in South Carolina, 444.
 in Tennessee, 445.
 in Texas, 446.
 in Vermont, 446.
 in Virginia, 448.
 in West Virginia, 449.
 in Wisconsin, 450.

Teachers' certificates, law relating to, in Ken-

tucky, 140.
 statistics of, in Oregon, 157.
 law relating to, in West Virginia, 169.
 law relating to, in Wisconsin, 170.
 in Dakota, 412.
 in Nevada, 431.
 normal school diplomas equivalent to, in Penn-
 sylvania, 440.
 equivalent of diploma of Nashville Normal
 College to, 444.
 in Washington, 449.
 normal diplomas equivalent to, in West Vir-
 ginia, 449.
 normal diplomas equivalent to, in Wisconsin,
 450.
 statistics of, 453.
See also Teachers' examinations.

Teachers' classes, organized in Hastings, Mich.,

262.

Teachers' councils, organization of, in North Caro-

lina, 437.

Teachers' examinations, in Delaware, 121, 122.

in Georgia, 127.
 in Michigan, 144.
 law relating to, in Oregon, 158.
 in Texas, 163.
 discarded in Hastings, Mich., 262.
 change in system of, in Brooklyn, N. Y., 265.
 in Maryland, 421.

Teachers' institutes, in Delaware, 123, 413.

in Iowa, 123, 418.
 appropriations for, in Kentucky, 139.
 instructors for, in Kentucky, 140.
 appropriations for, in Minnesota, 146.
 established in Mississippi, 147, 148.
 in Nevada, 150, 431.
 law relating to, in Oregon, 158.
 in Washington Territory, 168, 449.
 in Wyoming, 171, 451.
 early establishment of, and legislative aid to,
 402.
 character of pioneer institutes, 403.
 testimony concerning efficiency of, 403.
 in Alabama, 408.
 in Arizona, 408.
 in Arkansas, 409.
 in California, 410.
 in Colorado, 410.
 in Connecticut, 412.
 in Dakota, 413.
 in Florida, 414.
 in Georgia, 415.
 in Illinois, 416.
 in Indiana, 417.
 in Kansas, 419.
 in Kentucky, 419.
 in Louisiana, 420.
 in Maryland, 421.
 in Massachusetts, 425.
 in Michigan, 427.
 in Minnesota, 427.
 in Mississippi, 427.
 in Missouri, 429.
 in Montana, 430.
 in Nebraska, 431.
 in New Hampshire, 431.

Teachers' institutes—Continued.

in New York, importance of, 436.
 in North Carolina, good accomplished by, 437.
 in Oregon, 440.
 in Pennsylvania, 441.
 in Rhode Island, 443.
 in South Carolina, 443.
 in Tennessee, 444.
 in Texas, 445.
 in Utah, 446.
 in Vermont, 446.
 in Virginia, 448.
 in West Virginia, 449.
 in Wisconsin, 450.
 aid from Peabody fund to, 451.
 remarks relating to statistics of, 452.
 statistics of, 451.
 for colored teachers, statistics of, 875.
 Teachers' library in Dover, N. H., 431.
 Teachers' meetings, plan of, in Columbus, Ga., 250.
 in Oskaloosa, Iowa, 253.
 good results of, in Kansas City, Mo., 263.
 popularity of, 404.
 in District of Columbia, 414.
 in cities of Illinois, 416.
 in cities of Indiana, 417.
 in Iowa, 418.
 in cities of Kansas, 419.
 in cities of Kentucky, 419.
 in cities of Maine, 421.
 in cities of Massachusetts, 423.
 in cities of Michigan, 426.
 in cities of Minnesota, 427.
 in cities of Missouri, 429.
 in cities of Nebraska, 430.
 in cities of New Jersey, 432.
 in cities of New York, 435.
 in cities of Ohio, 438.
 in cities of Pennsylvania, 441.
 in cities of Rhode Island, 443.
 in Columbia, S. C., 444.
 in cities of Tennessee, 444.
 in cities of Texas, 445.
 in Rutland, Vt., 446.
 in Wheeling, W. Va., 449.
 in cities of Wisconsin, 450.
Teachers' mutual benefit associations in New
 York, 434.
Teachers' National Reading Circle, information
 concerning, 465.
Teachers' Normal and Training School, Rochester,
 N. Y., statistics of, 460.
Teachers' Normal Institute, De Funiak Springs,
 Fla., meeting of, 414.
Teachers' reading circles. *See* Reading circles.
Teachers' salaries, computation of the average of,
 53.
 statistics of, by States, 74.
 expenditure for, by States, 81.
 in Alabama, 84.
 in Connecticut, 115.
 increase in, in Dakota, 118.
 graded according to grade of certificate, in
 Dakota, 119.
 increase of, recommended in the District of
 Columbia, 125.
 payment of, in Kentucky, 139.
 not affected by legal holidays in Minnesota, 145.
 law relating to, in Mississippi, 148.
 average of, in Oregon, 157.
 average of, in Pennsylvania, 158.
 increase of, in Rhode Island, 160.
 in Texas, 163.
 in Virginia, 167.
 effect of competition on, 204.
 discussion relating to, 211.
 restriction of, in Washington, D. C., 242.
 re-adjustment of scale of, in Chelsea, Mass.,
 256.
 increase in, 263.
 paid monthly in Cumberland, R. I., 269.
 effect of increase in, in Pawtucket, R. I., 270.
 in Indian schools, insufficiency of, 871.
 statistics of, 872.
 in colored schools, statistics of, 875.
 expenditure for, in London, England, 980.
 in American colleges in Asia Minor, 989.
 in Argentine Republic, 992.

- Teachers' salaries—Continued.
 expenditures for, in Argentine Republic, 996.
See also Salaries of superintendents and teachers.
- Teachers' training class, Albany, N. Y., statistics of, 460.
 organization of, in Minneapolis, Minn., 262.
 in Brooklyn, N. Y., 265, 435.
 in Albany, N. Y., 435.
 in Rochester, N. Y., 435.
 in Syracuse, N. Y., 435.
- Teaching force, changes in, how determined, 311.
 standard of, in Adams, Mass., 424.
 how determined, 451.
 of colleges, remarks relating to, 662.
- Technical education in Switzerland, 984-987.
See also Industrial training.
- Temperance instruction, in Colorado, 113.
 in Connecticut, 116.
 in Delaware, 123.
 in the District of Columbia, 125.
 in Idaho, 128.
 in Iowa, 130.
 in Maine, 140.
 in Maryland, 142.
 in Michigan, 143, 145.
 in Minnesota, 146.
 in New Mexico, 154.
 in Vermont, 165.
 in West Virginia, 169.
 in Pennsylvania, 216.
 present status of, 214-216.
 discussion relating to, 216-218.
 good accomplished by, in New York City, 266.
 favored by medical officers of schools for the feeble-minded, 850.
See also Physiology and hygiene.
- Temple, E. L., city superintendent, Rutland, Vt., 328.
- Tennessee, common school statistics of, 54, 57, 59, 62, 64, 65, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 86, 88, 91.
 notes from reports of cities of, 270.
 common school statistics of cities of, 282, 292, 302, 303, 306, 307, 328, 348, 368, 390.
 aid from Peabody fund to education in, 451.
 statistics relating to teachers in, 453.
 statistics of teachers' institutes in, 454.
 statistics of normal schools in, 457, 462, 464.
 statistics of kindergartens in, 467, 488.
 statistics of kindergarten training schools in, 467, 496.
 statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 531, 542, 547, 550, 558, 565, 578, 585, 608, 610, 627, 629.
 statistics of colleges for women in, 644, 652.
 statistics of undergraduate work of colleges in, 666.
 statistics of colleges of liberal arts in, 664, 688, 703, 704.
 statistics of college attendance in, 731, 734.
 statistics of schools of theology in, 736, 737, 746.
 statistics of schools of law in, 749, 750, 752.
 statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 755, 756, 757, 758, 762, 764, 766, 768, 772, 774.
 statistics of degrees conferred by colleges in, 781.
 statistics of industrial schools in, 796, 798, 800.
 statistics of business colleges in, 803, 812.
 education of the deaf in, 829.
 statistics of schools for the deaf in, 831, 832, 836.
 statistics of schools for the blind in, 844, 846, 848.
 statistics of education of colored race in, 874, 875, 878, 879, 880.
 summer educational assembly in, 900.
 statistics of libraries in, 917, 924, 931, 938, 941, 952, 954, 966, 968.
 statistics of educational periodicals in, 976.
- Tennessee School for the Deaf, notes from catalogue of, 829.
- Tenure of office of teachers, remarks relating to, 212, 213, 214.
 advocated, 1008.
- Terre Haute, Ind., common school statistics of, 276, 285, 296, 314, 334, 356, 376.
- Territorial Normal School, Spearfish, Dak., information concerning, 412.
 statistics of, 458.
- Territorial Normal School, Tempe, Ariz., establishment of, 397.
 course of study of, 408.
 statistics of, 458.
- Territorial Teachers' Association of Montana, 430.
- Texas, common school statistics of, 55, 57, 59, 62, 64, 65, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 86, 88, 91.
 changes in school law of, 163.
 extracts from report of State superintendent, 163.
 notes from reports of cities of, 271.
 common school statistics of cities of, 282, 292, 302, 303, 306, 307, 328, 348, 368, 390.
 training of teachers in, 445.
 aid from Peabody fund to education in, 451.
 statistics of normal schools in, 451, 462, 464.
 statistics relating to teachers in, 453.
 statistics of teachers' institutes in, 454.
 statistics of kindergartens in, 467, 488.
 statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 532, 542, 545, 547, 550, 559, 565, 578, 586, 610, 627, 629.
 statistics of colleges for women in, 644, 652.
 statistics of colleges of liberal arts in, 664, 689, 704.
 statistics of undergraduate work of colleges in, 666.
 statistics of schools of science in, 708, 709, 716, 718.
 statistics of college attendance in, 732.
 statistics of schools of theology in, 736, 737, 746.
 statistics of schools of law in, 749, 750, 752.
 statistics of degrees conferred by colleges in, 781.
 statistics of business colleges in, 803, 812.
 statistics of schools for the deaf in, 831, 832, 836.
 new school for the blind in, 838.
 statistics of schools for the blind in, 844, 846, 848.
 statistics of education of colored race in, 874, 875, 878, 879.
 summer educational assembly in, 900.
 statistics of libraries in, 903, 915, 917, 924, 931, 940, 941, 952, 954, 968.
 statistics of educational periodicals in, 976.
- Texas Agricultural and Mechanical College, equipment of, 715.
- Texas Deaf, Dumb, and Blind Institution for Colored Youth, notes from catalogue of, 829.
- Texas Institution for the Blind, extract from report of, 818.
 notes from catalogue of, 844.
- Text-books, supplied by General Government to Alaska schools, 98.
 legislation in California concerning uniformity of, 113.
 may be furnished by district, in Colorado, 113.
 free, desired in Delaware, 121.
 law concerning, in Delaware, 122.
 law concerning, in Georgia, 126.
 recommendation concerning in Iowa, 131.
 laws concerning, in Kentucky, 139.
 more uniformity of, needed in Michigan, 145.
 free system satisfactory in New Hampshire, 151.
 demand for uniformity of, in Texas, 163.
 may be furnished by districts in Wisconsin, 170.
 discussion relating to uniformity in, 218, 219, 220.
 State series of, adopted in San Francisco, Cal., 247.
 city ownership of, in Berlin, Wis., 271.
 sold to pupils at cost in Neenah, Wis., 272.
 statistics of expenditure for, in cities, 372-393.
 expenditures for, in Argentine Republic, 996.
See also Free text-book system.
- Thayer, Jesse B., State superintendent of public schools of Wisconsin, 93.
- Thayer School of Civil Engineering, notes from catalogue of, 722.
 statistics of, 726, 728.
- Theological course in Fisk University, statistics of, 746.
 in St. Vincent's College, statistics of, 744.

- Theological institutes, statistics of, 742.
 Theological department of Allen University, statistics of, 746.
 of Atlanta (Ga.) Baptist Seminary, statistics of, 740.
 of Biddle University, statistics of, 744.
 of Bishop College, statistics of, 746.
 of Central Tennessee College, statistics of, 746.
 of Central Wesleyan College, statistics of, 742.
 of Chattanooga (Tenn.) University, statistics of, 746.
 of Concordia College, statistics of, 744.
 of German Wallace College, statistics of, 744.
 of German-English College, statistics of, 740.
 of Griswold College, statistics of, 740.
 of Indian University, statistics of, 740.
 of Hillsdale (Mich.) College, statistics of, 742.
 of Howard University, statistics of, 740.
 of Leland University, statistics of, 742.
 of Lincoln University, statistics of, 746.
 of Lombard University, statistics of, 740.
 of McKendree College, statistics of, 740.
 of Mercer University, statistics of, 740.
 of Roger Williams University, statistics of, 746.
 of St. Augustine Normal School, statistics of, 744.
 of St. Viator's College, statistics of, 740.
 of Selma (Ala.) University, statistics of, 740.
 of Shaw University, statistics of, 744.
 of Shurtleff College, statistics of, 740.
 of Straight University, statistics of, 742.
 of Talladega (Ala.) College, statistics of, 740.
 of Trinity College, statistics of, 744.
 of Trinity University, statistics of, 746.
 of University of the South, statistics of, 746.
 of Ursinus College, statistics of, 744.
 of Yale University, statistics of, 740.
 Theological School of Cumberland University, statistics of, 746.
 Theological Seminary of St. Sulpice and St. Mary's University, statistics of, 742.
 Theological Seminary of the South Newberry College, statistics of, 746.
 Theological Seminary of the Evangelical Lutheran Church in Philadelphia, Pa., statistics of, 746.
 Theological Seminary of the General Synod of the Lutheran Church in the United States, statistics of, 744.
 Theological Seminary of the Presbyterian Church, statistics of, 742.
 Theological Seminary of the Protestant Episcopal Church in the diocese of Ohio, statistics of, 744.
 Theological Seminary of the Reformed (Dutch) Church in America, statistics of, 742.
 Theological Seminary of the Reformed Church in the United States, statistics of, 746.
 Theological Seminary of the Reformed Presbyterian Church, statistics of, 744.
 Theological Seminary of the United Presbyterian Church, statistics of, 744.
 Theology, schools of, statistics of, 735-737, 740-747.
 course of study in, at St. Vincent's Seminary, 738.
 schools of, from which, no returns were received, 748.
 progress of schools of, 739.
 remarks relating to statistics of schools of, 738.
 schools of, memoranda relating to, 748.
 statistics of degrees in, 777-781.
 schools of, for colored race, 879-881.
 Thomas C. B., city superintendent, East Saginaw, Mich., quoted, 219, 320.
 Thomasville (N. C.) Female College, statistics of, 652.
 Thome, Dr. John M., director of Argentine National Observatory, 996.
 Thompson, E. C., city superintendent, Saginaw, Mich., 320.
 Thompson, Dr. H. A., mentioned, 895.
 Thompson, Woodville E., State superintendent of public instruction of Arkansas, 93.
 quoted, 173, 174, 210, 218.
 Thompson, Conn., common school statistics of, 274, 284, 294, 312, 332, 352, 372.
 teachers' meetings in, 412.
 Thorp, D. R. A., city superintendent, Ottawa, Ill., 314.
 Thurber, C. H., secretary of Cornell University, quoted, 669.
 Thurber, Samuel, mentioned, 895.
 Tiffany, Dr. F. B., examination of eyes of school children by, 234-236.
 Tiffin, Ohio, common school statistics of, 281, 291, 301, 326, 346, 366, 386.
 Tigert, John J., mentioned, 894.
 Tilden Seminary, statistics of, 650.
 Tillotson, D. C., city superintendent, Topeka, Kans., quoted, 229.
 Tillotson Collegiate and Normal Institute, Austin, Tex., statistics of, 464.
 Tingley, G. H., Jr., city superintendent, Louisville, Ky., 316.
 Titusville, Pa., common school statistics of, 282, 292, 302, 326, 348, 368, 388.
 Tiverton, R. I., teachers' meetings in, 413.
 Toledo, Ohio, common school statistics of, 281, 291, 301, 326, 346, 366, 386.
 Toledo (Ohio) Medical College, statistics of matriculates and graduates of, 1026.
 Toll, W. E., city superintendent, Waukegan, Ill., 314.
 Tomlin, L., city superintendent, Parsons, Kans., 316.
 Tomlins, William L., mentioned, 896.
 Tompkins, I. B., secretary city school board, New Bedford, Mass., 318.
 Tongass, Alaska, school at, 106.
 Topeka, Kans., notes from school report of, 254.
 common school statistics of, 276, 286, 296, 316, 336, 356, 376.
 Toronto Practice School, demand for admission, 400.
 Tougaloo (Miss.) University, normal course at, 428.
 statistics of, 460.
 industrial training at, 790.
 Towne Scientific School, notes from catalogue of, 723.
 Township high schools, importance of, 194.
 Township system, in Connecticut, 117.
 in Dakota, 119.
 results of change to, in New Hampshire, 151.
 law relating to change from, in Wisconsin, 170.
 more accurate statistics under, 203.
 tested in Rochester, N. H., 264.
 See also District system.
 Tracy, C. C., president Anatolia College, Turkey, quoted, 899.
 Tracy, F. N., city superintendent, Kankakee, Ill., 314.
 Trade schools, discussion relating to, 791-793.
 in Switzerland, description of, 934-987.
 Trades followed by deaf-mutes, 788.
 Trained teachers, lack of, in Mississippi, 147, 148.
 demand for, in Rhode Island, 160.
 more generally employed in Rhode Island, 161.
 demand for, in South Carolina, 162.
 need of, not properly met in New York, 433.
 Training, reformatory, results of, 857.
 Training class, Chicago (Ill.) Froebel Kindergarten, statistics of, 491.
 Training class, Cincinnati (Ohio) Free Kindergarten Association, statistics of, 493.
 Training class for kindergarten teachers, Lancaster, Pa., statistics of, 493.
 Training class for teachers, organization of, in Minneapolis, Minn., 262.
 Training of teachers, in Alabama, 407.
 in Arkansas, 408.
 in Arizona, 408.
 in California, 409.
 in Colorado, 410.
 in Connecticut, 411.
 in Dakota, 412.
 in District of Columbia, 413.
 in Delaware, 413.
 in Florida, 414.
 in Georgia, 414.
 in Illinois, 415.
 in Indiana, 416.
 in Iowa, 418.
 in Kansas, 418.
 in Kentucky, 419.

Training of teachers—Continued.

- in Louisiana, 420.
- in Maine, 420.
- in Maryland, 421.
- in Massachusetts, 421.
- in Springfield, Mass., 424.
- in Braintree, Mass., 425.
- in New Bedford, Mass., 425.
- in Michigan, 426.
- in Minnesota, 427.
- in Mississippi, 427.
- in Missouri, 428.
- in Montana, 430.
- in Nebraska, 430.
- in Nevada, 431.
- in New Hampshire, 431.
- in New Jersey, 432.
- in New York, 433.
- in North Carolina, 437.
- in Ohio, 438.
- in Oregon, 439.
- in Pennsylvania, 440.
- in Rhode Island, 442.
- in South Carolina, 443.
- in Tennessee, 444.
- in Texas, 445.
- in Vermont, 446.
- in Virginia, 447.
- in Washington, 449.
- in West Virginia, 449.
- in Wisconsin, 449.
- in Wyoming, 451.
- need of, in the South, 451.
- for schools for the deaf, 820.
- in Argentine Republic, 994.
- Training School for Kindergartners, New York, N. Y., statistics of, 493.
- Training School for Kindergartners, Syracuse, N. Y., statistics of, 493.
- Training schools for nurses, statistics of, 814-817.
- Training schools for teachers, established in Watertown, Mass., 260.
- success of, in Brooklyn, N. Y., 265.
- establishment of, in Pawtucket, R. I., 270.
- Transeau, S., city superintendent, Williamsport, Pa., 326.
- Treasury Department, decision of, regarding American Printing House for the Blind, 841.
- use of library of, 917.
- Trefry, W. D. T., chairman city school committee, Marblehead, Mass., 318.
- Trendley, F., city superintendent, Youngstown, Ohio, 326.
- Trinidad, comparative statistics of elementary education in, 1000, 1092, 1004.
- Trinity College, physical training at, 663.
- notes from catalogue of, 671.
- Troy, N. Y., notes from school report of, 266.
- common school statistics of, 280, 290, 300, 324, 344, 364, 386.
- teachers' meetings in, 436.
- study of drawing in, 785.
- Tuancy, law relating to, in Michigan, 144.
- remarks relating to, 231.
- ineffectiveness of laws relating to, in Chelsea, Mass., 256.
- trouble caused by, in Lynn, Mass., 258.
- inefficiency of law relating to, in Northampton, Mass., 259.
- trouble caused by, in Pittsfield, Mass., 259.
- prevalence of, in Bennington, Vt., 271.
- See also* Compulsory attendance.
- Truant officers, success of, in cities, 231.
- Trustees of schools in New York, 156.
- Tuition, statistics of receipts from fees for, in cities, 352-371.
- statistics of expenditure for, in cities, 372-393.
- kindergartens supported by, 467-490.
- charge for, in kindergarten training schools, 491-493.
- annual charge for, in secondary schools, 560-567, 580-586, 614-628.
- in colleges for women, statistics of, 645-655.
- receipts of universities from fees for, 658-661.
- in colleges of liberal arts, charges for, 692-705.
- income of land-grant colleges from, 707.
- charge for, in land-grant colleges, 718.

Tuition—Continued.

- receipts of schools of science from charges for, 725, 728.
 - annual charge for, in schools of science, 728.
 - receipts of schools of law from fees for, statistics of, 749, 752.
 - annual charge for, in law schools, 752.
 - receipts of schools of medicine, etc., from fees for, 757-759, 770-775.
 - annual charge for, in schools of medicine, etc., statistics of, 770-775.
 - in manual training schools, charges for, 792.
 - in trade schools, charges for, 793.
 - annual charge for, in business colleges, statistics of, 804-813.
 - incomes of schools for the deaf from fees for, statistics of, 832-837.
 - charges for, in American colleges in Asia Minor, 989.
 - Tafts College, physical training at, 663.
 - divinity school of, statistics of, 742.
 - Tolane Home Study and Reading Society, mentioned, 405.
 - Tulane University of Louisiana, medical department, statistics of matriculates and graduates of, 1024.
 - Turkey, American educational institutions in, 988-990.
 - Turner, E. M., president of West Virginia University, quoted, 670.
 - Tuscaloosa, Ala., notes from school report of, 246.
 - teachers' meetings in, 408.
 - Tuscaloosa (Ala.) Female College, statistics of, 646.
 - Tuskegee (Ala.) State Normal School, statistics of, 453.
- U.**
- Unalashka, Alaska, school district of, 99.
 - school at, 102.
 - Uncivilized tribes of Indians. *See* Indians.
 - Undergraduate students, classification of, 667.
 - Undergraduate work of colleges, statistics of, 666.
 - Unga, Alaska, school at, 103, 104, 107, 108.
 - Ungraded schools, courses of study for, 141.
 - course of study for, prepared in Massachusetts, 143.
 - See also* Graded schools.
 - Uniformity of State taxation, need of, 202, 203.
 - Uniformity in statistics, importance of, 311.
 - Union Biblical Institute, statistics of, 740.
 - Union Biblical Seminary, statistics of, 744.
 - Union City, Tenn., notes from school report of, 270.
 - common school statistics of, 282, 292, 302, 328, 343, 368, 390.
 - Union College, physical training at, 663.
 - Union College of Law of Chicago (Ill.) and Northwestern Universities, statistics of, 750, 752.
 - Union Female College, statistics of, 646.
 - Union Theological Seminary, statistics of, 744, 746.
 - United Presbyterian Theological Seminary of Xenia, Ohio, statistics of, 744.
 - United States Military Academy, statistics of, 729.
 - United States Naval Academy, statistics of, 729.
 - Universities, tabular view of admission requirements of, 631-638.
 - remarks relating to, 656.
 - scheme for tabulating statistics of, 656.
 - statistics of, 658-661.
 - memoranda relating to, 706.
 - list of, failing to report, 706.
 - See also* Colleges and universities.
 - University of Alabama, admission requirements of, 634, 638.
 - statistics of, 660.
 - physical training at, 663.
 - information relating to, 668.
 - University of Buenos Ayres, information concerning, 995.
 - University of Buffalo, N. Y., medical department, statistics of matriculates and graduates of, 1024.
 - University of California, admission requirements of, 631, 635.
 - statistics of, 660.
 - physical training at, 663.

- University of California—Continued.
notes from catalogue of, 671.
medical department of, statistics of matriculates and graduates of, 1024.
- University of Colorado, statistics of, 669.
physical training at, 663.
medical department of, statistics of matriculates and graduates of, 1024.
- University of Cordoba, Argentine Republic, information concerning, 994, 995.
- University of Denver, Colo., notes from catalogue of, 671.
medical department of, statistics of matriculates and graduates of, 1024.
- University of Deseret, normal department of, 446.
- University of Georgetown, D. C., medical department, statistics of matriculates and graduates of, 1024.
- University of Georgia, statistics of, 660.
- University of Illinois, statistics of, 660, 709, 710, 716, 718.
physical training at, 663.
- University of Iowa, statistics of, 660.
- University of Kansas, statistics of, 660.
notes from catalogue of, 672.
- University of Kansas City, medical department, statistics of matriculates and graduates of, 1026.
- University of Louisville, Ky., medical department, statistics of matriculates and graduates of, 1024.
- University of Maryland, school of medicine, statistics of matriculates and graduates of, 1026.
- University of Michigan, admission requirements of, 633, 637.
statistics of, 660.
semi-centennial of, 670.
department of medicine and surgery of, statistics of matriculates and graduates of, 1024.
homœopathic medical department of, statistics of matriculates and graduates of, 1026.
- University of Minnesota, statistics of, 660.
- University of Mississippi, statistics of, 660.
- University of Missouri, notes from report of, 673.
- University of Nebraska, college of medicine of, statistics of matriculates and graduates of, 1024.
college of homœopathic medicine of, statistics of matriculates and graduates of, 1024.
- University of Nevada, statistics of, 710.
statement concerning, 720.
- University of North Carolina, normal course of, 437.
admission requirements of, 634, 638.
physical training at, 663.
notes from catalogue of, 673.
- University of North Dakota, physical training at, 663.
- University of Ohio, normal department of, 438.
- University of Pennsylvania, admission requirements of, 632, 635.
statistics of, 658.
physical training at, 663.
organization of, 668.
medical department of, statistics of matriculates and graduates of, 1024.
- University of Southern California, college of medicine, statistics of matriculates and graduates of, 1024.
- University of Tennessee and Agricultural and Mechanical College, statement concerning, 720.
- University of Texas, admission requirements of, 633, 637.
- University of the City of New York, statistics of, 658.
medical department of, statistics of matriculates and graduates of, 1026.
- University of the State of Missouri, medical department, statistics of matriculates and graduates of, 1026.
- University of the State of New York, supervisory work of regents of, 508.
- University of Vermont and State Agricultural and Mechanical College, admission requirements of, 632, 636.
statistics of, 711.
statement concerning, 720.
- University of Vermont and State Agricultural and Mechanical College—Continued.
medical department of, statistics of matriculates and graduates of, 1026.
- University of Virginia, monograph on, 21.
normal course at, 447.
physical training at, 663.
organization of, 668.
medical department of, statistics of matriculates and graduates of, 1026.
- University of Wisconsin, admission requirements of, 633, 637.
physical training at, 663.
equipment of, 715.
- University of Wooster, Ohio, physical training at, 663.
medical department of, statistics of matriculates and graduates of, 1026.
- University of Wyoming, normal training at, 451.
- University Law School, University of North Carolina, statistics of, 750, 752.
- Upper Iowa University, physical training at, 663.
- Urbana, Ohio, common school statistics of, 281, 291, 301, 326, 346, 368, 386.
- Ursuline Academy, statistics of, 650.
- Uruguay, comparative statistics of elementary education in, 1000, 1002, 1004.
- Utah, common school statistics of, 55, 58, 60, 62, 64, 66, 68, 70, 73, 75, 77, 78, 79, 82, 83, 84, 87, 88, 92.
common school statistics of cities of, 283, 292, 303, 328, 348, 368, 390.
training of teachers in, 446.
statistics of normal schools in, 457.
statistics of kindergartens in, 467, 488.
statistics of kindergarten training schools in, 467, 493.
statistics of secondary schools in, 496, 498, 500, 502, 506, 512-516, 559, 565, 610, 627.
statistics of colleges of liberal arts in, 664, 689, 704.
statistics of undergraduate work of colleges in, 666.
statistics of college attendance in, 732.
statistics of business colleges in, 803.
statistics of schools for the deaf in, 831, 832, 836.
statistics of Indian education in, 868.
statistics of libraries in, 914, 952, 958.
- Utica, N. Y., notes from school report of, 267.
common school statistics of, 280, 290, 300, 324, 344, 364, 386.
training of teachers in, 436.

V.

- Vacation schools, good results of, 1010.
See also Summer schools.
- Vallejo, Cal., arrangement of classes in, 231.
- Valuation of property, total, proportion of school expenditures to, by States, 83.
uncertain character of, 84.
statistics of, by States, 86.
total, proportion of value of school property to, 85.
different bases of, 273.
total, in cities, statistics of, 372-393.
- Vanderbilt University, admission requirements of, 634, 638.
statistics of, 658.
physical training at, 663.
- Vassar College, admission requirements of, 640.
statistics of, 645.
- Vaughan, Edwin, chairman city school board, Claremont, N. H., 322.
- Venable, C. S., chairman of faculty of University of Virginia, quoted, 668.
- Venezuela, comparative statistics of elementary education in, 1000, 1002, 1004.
- Ventilation, discussion relating to, 195.
instructions relating to, 204.
- Vermont, common school statistics of, 54, 57, 59, 62, 64, 65, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 86, 88, 92.
changes in school law of, 165.
notes from reports of cities of, 271.
common school statistics of cities of, 283, 292, 303, 328, 350, 370, 390.
first teachers' institute in, 403.

Vermont—Continued.

- training of teachers in, 446.
- statistics relating to teachers in, 453.
- statistics of teachers' institutes in, 454.
- statistics of normal schools in, 457, 462.
- statistics of kindergartens in, 467, 488.
- statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 532, 542, 547, 550, 559, 553, 610, 627, 628, 629.
- statistics of colleges for women in, 644, 652.
- statistics of colleges of liberal arts in, 664, 689, 705.
- statistics of undergraduate work of colleges in, 666.
- notes from catalogue of school of science in, 723.
- statistics of schools of science in, 725, 726, 728.
- statistics of college attendance in, 731, 734.
- statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 757, 764, 772.
- statistics of degrees conferred by colleges in, 781.
- statistics of business colleges in, 803, 812.
- statistics of nurses' training schools in, 814, 816.
- pupils from, in American Asylum for the Deaf, 824.
- statistics of reform schools in, 866.
- statistics of libraries in, 903, 914, 916, 917, 924, 926, 930, 931, 940, 941, 952, 954, 968.
- statistics of educational periodicals in, 976.
- Vermont Methodist Seminary and Female College, statistics of, 652.
- Veterinary schools. *See* Medicine, schools of.
- Victoria, comparative statistics of elementary education in, 1000, 1002, 1004.
- Vicksburg, Miss., common school statistics of, 279, 289, 299, 320, 342, 362, 382.
- Vincent, J. H., chancellor of Chautauqua University, quoted, 404.
- mentioned, 894.
- Vincennes, Ind., notes from school report of, 252.
- common school statistics of, 276, 285, 296, 314, 334, 356, 376.
- Virginia, work on the educational history of, 22.
- common school statistics of, 54, 57, 59, 62, 64, 65, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 86, 88, 91.
- extracts from report of State superintendent, 106.
- changes of school law in, 168.
- notes from reports of cities of, 271.
- common school statistics of cities of, 283, 293, 303, 305, 306, 307, 328, 350, 370, 390.
- training of teachers in, 447.
- aid from Peabody fund to education in, 451.
- statistics of teachers' institutes in, 454.
- statistics of normal schools in, 457, 462.
- statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 532, 542, 559, 565, 578, 586, 610, 612, 628.
- statistics of colleges for women in, 644, 654.
- statistics of colleges of liberal arts in, 664, 689, 705.
- statistics of undergraduate work of colleges in, 666.
- statistics of schools of science in, 708, 709, 716, 718, 725, 726, 728.
- notes from catalogue of school of science in, 723.
- statistics of college attendance in, 731, 734.
- statistics of schools of theology in, 736, 737, 746.
- statistics of schools of law in, 739, 750, 752.
- statistics of schools of medicine, of dentistry, and of pharmacy in, 754, 757, 764, 772.
- statistics of degrees conferred by colleges in, 781.
- statistics of manual training school in, 794, 795.
- statistics of business colleges in, 803, 812.
- statistics of schools for the deaf in, 830, 832, 836.
- statistics of schools for the blind in, 844, 848.
- statistics of education of colored race in, 874, 875, 878, 879.
- statistics of libraries in, 917, 924, 931, 940, 941, 952, 954, 968.
- statistics of educational periodicals in, 976.
- Virginia Agricultural and Mechanical College, statistics of, 709, 711, 716, 718.

- Virginia City, Nev., common school statistics of, 279, 289, 299, 322, 342, 362, 382.
- Virginia Female Institute, statistics of, 654.
- Virginia Military Institute, notes from catalogue of, 723.
- statistics of, 726, 728.
- Virginia Normal and Collegiate Institute, summer sessions of, 168.
- information concerning, 448.
- statistics of, 462.
- Vocal music, instruction in, desired in Talladega, Ala., 146.
- discussion relating to study of, 237.
- study of, introduced in Hopkinsville, Ky., 254.
- proficiency in, in Chelsea, Mass., 256.
- successfully taught in Binghamton, N. Y., 264.
- proficiency in, in New York City, 266.
- introduction of, in Bennington, Vt., 271.
- See also* Music and Singing.
- Volumes in Libraries. *See* Libraries.
- Voluntary schools, in London, Eng., statistics of, 980.
- Voters, qualifications of, in Colorado, 113.

W.

- Waco, Tex., notes from school report of, 271.
- common school statistics of, 283, 292, 303, 323, 348, 368, 390.
- normal classes in, 445.
- Waco (Tex.) Female College, statistics of, 652.
- Wagner Free Institute of Science, statistics of, 726, 728.
- Wait, Edward, city superintendent, Lansingburg, N. Y., 324.
- Wait, William B., quoted, 839, 840.
- Waite, H. R., mentioned, 896.
- Wake Forest (N.C.) College, physical training at, 663.
- Walker, Francis A., mentioned, 895.
- Walker, G. W., city superintendent, Adrian, Mich., 320.
- Walker, P. R., city superintendent, Rockford, Ill., 314.
- Walters, J. D., mentioned, 896.
- Waltham, Mass., notes from school report of, 260.
- common school statistics of, 278, 288, 298, 320, 340, 360, 380.
- qualifications for teachers in, 425.
- Wardrobes in school houses, instructions relating to, 205.
- Warren, Dr. Charles, paper by, 1023.
- Warren, Hon. Francis E., Governor of Wyoming, extracts from report of, 171.
- Warren, H. K., city superintendent, Hannibal, Mo., 320.
- Warsaw, Ind., punctual attendance in, 232.
- notes from school report of, 252.
- Washburn College, notes from catalogue of, 672.
- Washington, common school statistics of, 55, 58, 60, 62, 64, 66, 68, 70, 73, 75, 77, 78, 79, 82, 83, 84, 87, 88, 92.
- extracts from report of superintendent of public instruction, 168.
- training of teachers in, 449.
- statistics of teachers' institutes in, 454.
- statistics of normal schools in, 457.
- statistics of kindergartens in, 467, 489.
- statistics of secondary schools in, 496, 498, 500, 502, 506, 512-516, 539, 565, 578, 586, 612, 628.
- statistics of colleges of liberal arts in, 664, 690, 705.
- statistics of undergraduate work of colleges in, 666.
- statistics of college attendance in, 732.
- statistics of degrees conferred by colleges in, 781.
- statistics of business colleges in, 803.
- statistics of schools for the deaf in, 831, 832, 836.
- statistics of Indian education in, 868.
- summer educational assembly in, 900.
- statistics of libraries in, 924, 968.
- Washington, Ind., notes from school report of, 252.
- common school statistics of, 276, 285, 296, 314, 334, 356, 376.

- Washington, D. C., division of classes in, 330.
 supplementary reading in, 237.
 notes from school report of, 249.
 common school statistics of, 274, 284, 294, 312, 332, 352, 372.
 industrial training in, 784.
 study of drawing in, 786.
- Washington and Jefferson College, physical training at, 663.
- Washington and Lee University, physical training at, 663.
- Washington (Pa.) Female Seminary, statistics of, 652.
- Washington (D. C.) Kindergarten Normal Institute, statistics of, 491.
- Washington (D. C.) Normal School, information concerning, 413.
 statistics of, 458.
- Washington University, physical training at, 663.
- Wasson, C. W., city superintendent, Lockport, N. Y., 324.
- Waukegan, Ill., common school statistics of, 275, 285, 295, 314, 334, 354, 374.
- Waukesha, Wis., common school statistics of, 283, 293, 303, 330, 350, 370, 392.
- Wausau, Wis., common school statistics of, 283, 293, 303, 330, 350, 370, 392.
- Watch-making, instruction in, in Switzerland, 985.
- Waterloo, East Side, Iowa, common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- Waterman, W. W., city superintendent, Clinton, Mass., quoted, 223, 318.
- Watertown, Mass., notes from school report of, 260.
 common school statistics of, 278, 288, 298, 320, 340, 360, 380.
 training school at, 424.
- Watertown, N. Y., notes from school report of, 267.
 common school statistics of, 280, 290, 300, 324, 344, 364, 386.
 teachers' meetings in, 436.
- Watson, S. M., city superintendent, Deering, Me., 316.
- Watters, W. W., city superintendent, Leadville, Colo., 312.
- Wayland Seminary, statistics of, 740.
- Webster, J. O., city superintendent, Augusta, Me., 316.
- Webster, Mass., notes from school report of, 261.
 common school statistics of, 278, 288, 293, 320, 340, 360, 380.
- Welch Training School, New Haven, Conn., information concerning, 411.
 statistics of, 458.
- Welcker, W. T., State superintendent of public instruction of California, quoted, 201, 210, 212.
- Wellesley College, admission requirements of, 641.
 statistics of, 645.
- Wells, C. K., city superintendent, Marietta, Ohio, 324.
- Wells College, statistics of, 645.
- Welsh, G. W., city superintendent, Lancaster, Ohio, 324.
- Wesleyan Female College, statistics of, 646, 652.
- Wesleyan Female Institute, statistics of, 654.
- West Australia, comparative statistics of elementary education in, 1000, 1002, 1004.
- West Bay City, Mich., common school statistics of, 278, 288, 298, 320, 340, 360, 382.
- West Chester, Pa., notes from school report of, 269.
 common school statistics of, 282, 292, 302, 326, 348, 368, 388.
- West Chester (Pa.) State Normal School, statistics of, 462.
- West Des Moines, Iowa, notes from school report of, 253.
- West Des Moines (Iowa) Training School, statistics of, 458.
- West Georgia Agricultural and Mechanical College, statistics of, 710, 716, 718.
 equipment of, 713.
- West Liberty (W. Va.) State Normal School, statistics of, 462.
- West New Brighton, N. Y., common school statistics of, 280, 290, 300, 324, 344, 364, 386.
- West Springfield, Mass., notes from school report of, 261.
 common school statistics of, 278, 288, 298, 320, 340, 360, 380.
- West Virginia, common school statistics of, 54, 57, 59, 62, 64, 65, 67, 69, 72, 74, 76, 78, 79, 81, 83, 84, 86, 88, 91.
 changes in school law of, 169.
 common school statistics of cities of, 283, 293, 303, 305, 306, 307, 328, 350, 370, 390.
 training of teachers in, 449.
 aid from Peabody fund to education in, 451.
 statistics relating to teachers in, 453.
 statistics of teachers' institutes in, 454.
 statistics of normal schools in, 457, 462.
 statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 532, 542, 559, 565, 578, 586, 612, 628.
 statistics of colleges for women in, 644, 651.
 statistics of colleges of liberal arts in, 664, 690, 705.
 statistics of undergraduate work of colleges in, 666.
 statistics of college attendance in, 731.
 statistics of schools of law in, 749, 750, 752.
 statistics of degrees conferred by colleges in, 781.
 statistics of business colleges in, 803, 812.
 increased facilities of schools for the deaf in, 820.
 statistics of schools for the deaf in, 830, 832, 836.
 statistics of schools for the blind in, 844, 848.
 statistics of education of colored race in, 874, 875, 878.
 statistics of libraries in, 903, 916, 917, 924, 954, 968.
 statistics of educational periodicals in, 976.
- West Virginia University, information relating to, 670.
- Westborough, Mass., notes from school report of, 261.
 common school statistics of, 278, 288, 298, 320, 340, 360, 380.
- Westcott, Oliver S., mentioned, 896.
- Westerly, R. I., notes from school report of, 270.
 common school statistics of, 282, 292, 302, 328, 348, 368, 388.
- Western College, notes from catalogue of, 672.
- Western Maryland College, physical training at, 663.
- Western Normal University, Tremont City, Ohio, statistics of, 464.
- Western Pennsylvania Institution for the Instruction of the Deaf and Dumb, notes from catalogue of, 828.
- Western Reserve Normal College, Wadsworth, Ohio, statistics of, 464.
- Western Reserve University, medical department, statistics of matriculates and graduates of, 1026.
- Western Seminary of the Reformed Church of America, statistics of, 742.
- Western Theological Seminary, statistics of, 740.
- Western Theological Seminary of the Presbyterian Church, statistics of, 744.
- Westfield, Mass., notes from school report of, 261.
 common school statistics of, 278, 288, 298, 320, 340, 360, 380.
- Westfield (Mass.) State Normal School, statistics of, 458.
- Westminster College, physical training at, 663.
 notes from catalogue of, 673.
- Westminster Seminary, statistics of, 646.
- Westminster (Md.) Theological Seminary, statistics of, 742.
- Weymouth, Mass., notes from school report of, 261.
 common school statistics of, 278, 288, 298, 320, 340, 360, 380.
 teachers' meetings in, 425.
- Wheaton Female Seminary, statistics of, 648.
- Wheaton (Ill.) Theological Seminary, statistics of, 740.
- Wheeling, W. Va., common school statistics of, 283, 293, 303, 328, 350, 370, 390.
 teachers' meetings in, 449.
- Wheeling (W. Va.) Female College, statistics of, 654.

- Whipple's Home School for Deaf Mutes, notes from catalogue of, 825.
- White, E. E., city superintendent, Cincinnati, Ohio, 324.
- Whitford, O. U., city superintendent, Westerly, R. I., 328.
- Whitman, A. B., city superintendent, Appleton, Wis., 328.
- Whitman, O., city superintendent, Red Wing, Minn., 320.
- Whitney, Barney, city superintendent, Ogdensburg, N. Y., 324.
- Whittemore, Henry, city superintendent, Waltham, Mass., 320.
- Whitworth Female College, statistics of, 648.
- Wichita, Kans., common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- Wickham, F. O., secretary city board of education, Cheboygan, Mich., 320.
- Wilbur, A. B., city superintendent, Middletown, N. Y., 324.
- Wilbur Home and School for the Feeble-Minded, notes from catalogue of, 851.
- Wilcoxon, W. M., city superintendent, Seneca Falls, N. Y., 324.
- Wiles, A. T., city superintendent, Covington, Ky., 316.
- Wiley, W. H., city superintendent, Terre Haute, Ind., 314.
- Wilkes Barre, Pa., notes from school report of, 269. common school statistics of, 282, 292, 302, 326, 348, 368, 388. teachers' institutes in, 442.
- Willamette University, medical department, statistics of matriculates and graduates of, 1026.
- William Penn Charter School, province of, 587.
- Williams, A. S., clerk to city board of education, Olean, N. Y., 323.
- Williams, D. G., county superintendent, York County, Pa., quoted, 206.
- Williams, Mrs. N. S., mentioned, 895.
- Williams, O. S., city superintendent, Nashua, N. H., 322.
- Williams, P. L., superintendent of public instruction of Utah, 93.
- Williams, T. N., State superintendent of free schools of Delaware, extracts from report of, 120. quoted, 174, 213.
- Williams College, admission requirements of, 632, 636. physical training at, 663. notes from catalogue of, 673.
- Williamsport, Pa., a cause of truancy in, 232. notes from school report of, 269. common school statistics of, 282, 292, 302, 326, 348, 368, 388. teachers' institutes in, 442.
- Willis, W. A., city superintendent, Iowa City, Iowa, 316.
- Wilmington, Del., notes from school report of, 249. common school statistics of, 274, 284, 294, 312, 332, 352, 372. training school at, 413.
- Wilmington (Ohio) College, physical training at, 663.
- Wilson, F. T., city superintendent, Stillwater, Minn., 320.
- Wilson, S. B., city superintendent, Faribault, Minn., 320.
- Wilson, W. E., city superintendent, Johnston, R. I., 326.
- Wilson (N. C.) Collegiate Institute, statistics of, 652.
- Wilt, O. R., principal of city schools, South Bethlehem, Pa., 326.
- Winch, G. W., chairman city board of school visitors, Enfield, Conn., 312.
- Winchester, Hon. Boyd, report of, to Department of State, 984-987.
- Winchester, Va., common school statistics of, 283, 293, 303, 328, 350, 370, 390.
- Winchester (Tenn.) Normal, statistics of, 464.
- Winfield, Kans., common school statistics of, 276, 286, 296, 316, 336, 356, 376.
- Winn, J. B., city superintendent, Austin, Tex., 328.
- Winn, W. A., chairman school committee, Arlington, Mass., 318.
- Winona, Minn., common school statistics of, 279, 288, 299, 320, 342, 362, 382.
- Winship, A. E., mentioned, 894.
- Winslow, H. G., city superintendent, Racine, Wis., 320.
- Winthrop Training School, Columbia, S. C., establishment of, 397. information concerning, 443. statistics of, 462.
- Wisconsin, common school statistics of, 55, 57, 60, 62, 64, 66, 67, 69, 72, 74, 76, 78, 79, 82, 83, 84, 87, 88, 92. changes in school law of, 170. notes from reports of cities of, 271. common school statistics of cities of, 282, 293, 303, 305, 306, 307, 328, 350, 370, 390. first teachers' institute in, 403. training of teachers in, 449. statistics relating to teachers in, 453. statistics of teachers' institutes in, 454. statistics of normal schools in, 457, 462, 464. statistics of kindergartens in, 467, 489, 490. statistics of kindergarten training schools in, 467, 493. statistics of secondary schools in, 496, 498, 500, 502, 504, 512-516, 533, 542, 543, 559, 566, 578, 586, 612, 628, 623. statistics of colleges for women in, 644, 654. statistics of colleges of liberal arts in, 664, 693, 705. statistics of undergraduate work of colleges in, 666. statistics of college attendance in, 732, 734. statistics of schools of theology in, 736, 737, 746. statistics of schools of law in, 749, 750, 752. statistics of schools of medicine, of dentistry, and of pharmacy in, 756, 758, 768, 774. statistics of degrees conferred by colleges in, 781. statistics of business colleges in, 803, 812. statistics of schools for the deaf in, 831, 832, 836. statistics of schools for the blind in, 844, 846, 848. statistics of reform schools in, 864, 866. statistics of Indian education in, 868. statistics of education of the colored race in, 830. summer educational assembly in, 900. statistics of libraries in, 916, 924, 930, 940, 952, 968. statistics of educational periodicals in, 976.
- Wisconsin Female College, statistics of, 654.
- Wisconsin Industrial School for Girls and Young Boys, notes from catalogue of, 863.
- Wisconsin State Normal School, Milwaukee, Wis., statistics of, 462.
- Wisconsin State Normal School, Platteville, Wis., statistics of, 462.
- Wisconsin University, summer school of, 450.
- Wise, Henry A., city superintendent, Baltimore, Md., quoted, 233, 318.
- Witmer, P. A., county school examiner, Hagerstown, Md., 318.
- Wittenberg Seminary, statistics of, 744.
- Witter, F. M., city superintendent, Muscatine, Iowa, 316.
- Witter, W. G., city superintendent, Menominee, Mich., 320.
- Woburn, Mass., notes from school report of, 261. common school statistics of, 278, 288, 298, 320, 340, 360, 380.
- Wolfe, L. E., city superintendent, Moberly, Mo., 320.
- Woman's Medical College of Baltimore, Md., statistics of matriculates and graduates of, 1026.
- Woman's Medical College of Chicago, Ill., statistics of matriculates and graduates of, 1024.
- Woman's Medical College of Pennsylvania, statistics of matriculates and graduates of, 1024.
- Woman's Medical College of the New York (N. Y.) Infirmary, statistics of matriculates and graduates of, 1024.

- Women, eligibility of, to hold office in Connecticut, 117.
 eligibility of, to vote at school meetings in New Jersey, 153.
 as principals, advisability of, 225.
 eligibility of, to vote at school elections in Omaha, Nebr., 263.
 admission requirements of colleges for, 640.
 superior instruction of, 642.
 admission of, in Columbia College, 643.
 statistics of superior instruction of, 644-655.
 statistics of degrees conferred by colleges for, 777-781.
 admission of, to National Deaf-mute College, 820.
- Wood, R. W., city superintendent, Jeffersonville, Ind., 314.
- Wood, W. S., city superintendent, Seymour, Ind., 314.
- Woodbine (Iowa) Normal School and Academy, statistics of, 464.
- Woodburn, Prof. James A., referred to, 22.
- Wood-carving, instruction in, in Switzerland, 985.
- Woodstock (Md.) College, statistics of, 742.
- Woonsocket, R. I., notes from school report of, 270.
 common school statistics of, 282, 292, 302, 328, 348, 368, 388.
- Wooster, Ohio, common school statistics of, 281, 291, 301, 326, 346, 366, 386.
- Worcester, Mass., regulation relating to evening schools in, 246.
 common school statistics of, 278, 288, 298, 320, 340, 360, 380.
 opposition to manual training in schools of, 785.
- Worcester Polytechnic Institution, notes from catalogue of, 721.
 statistics of, 726, 728.
- Workshops for the blind, advisability of, 838.
- Wren, J. B., chairman city school committee, Randolph, Mass., 318.
- Wurtemberg, comparative statistics of elementary education in, 1000, 1002, 1004.
- Wyatt, H. D., city superintendent, Chattanooga, Tenn., 328.
- Wylie, W. B., city superintendent, Bowling Green, Ky., 316.
- Wyoming, common school statistics of, 55, 58, 60, 62, 64, 66, 67, 69, 73, 74, 77, 78, 79, 82, 83, 84, 87, 88, 92, 171.
 extracts from report of governor, 171.
 training of teachers in, 451.
 statistics of kindergartens in, 467, 490.
 statistics of secondary schools in, 496, 498, 500, 502, 506, 512-516.
 statistics of undergraduate work of colleges in, 666.
- Wyoming—Continued.
 statistics of college attendance in, 732.
 new school for the blind in, 838.
 statistics of Indian education in, 868.
 statistics of libraries in, 916, 924, 940.
 Wyoming Institution for the Blind and the Deaf, notes from catalogue of, 836.
- X.
- Xenia, Ohio, common school statistics of, 281, 291, 301, 326, 346, 366, 386.
- Xenophon Society, object of, 405.
- Y.
- Yale College, admission requirements of, 631, 633.
- Yale University, statistics of, 658.
 notes from catalogue of, 671.
 medical department of, statistics of matriculates and graduates of, 1024.
- Yonkers, N. Y., common school statistics of, 280, 290, 300, 324, 344, 364, 386.
 teachers' meetings in, 436.
- York, Pa., common school statistics of, 282, 292, 302, 326, 348, 368, 388.
- Young, C. S., State superintendent of public instruction of Nevada, mentioned, 151, 896.
 quoted, 202.
- Young, Mrs. Ella F., mentioned, 895, 896.
- Young, J. B., city superintendent, Davenport, Iowa, 316.
- Young, R. G., city superintendent, Waterloo (east side), Iowa, 316.
- Young Female College, statistics of, 646.
- Young Men's Christian Associations, libraries of, 941.
- Youngstown, Ohio, common school statistics of, 281, 291, 301, 326, 346, 366, 386.
- Ypsilanti, Mich., common school statistics of, 278, 288, 298, 320, 340, 360, 382.
- Yukon Valley, Alaska, school at, 103.
- Z.
- Zanesville, Ohio, notes from school report of, 268.
 common school statistics of, 281, 291, 301, 326, 346, 366, 386.
 training of teachers in, 439.
- Zettler, B. M., city superintendent, Macon, Ga., quoted, 225, 314.
- Zoological laboratories, statistics of work in, in land-grant colleges, 709.
See also Laboratories.
- Zulick, Hon. C. M., governor of Arizona, extracts from report of, 112.







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