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REPORT

OF THE

COMMISSIONER OF EDUCATION

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FOR

THE YEAR 1870,

WITH ACCOMPANYING PAPERS.

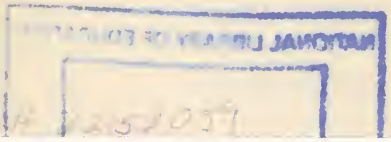
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United States. Bureau of Education.

Report of the Commissioner of Education made to the

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REPORT.

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,
Washington, D. C., October 27, 1870.

SIR: Less than eight months have elapsed since I entered upon the duties of this office. I found that the entire working force of this Bureau at that time consisted of two clerks, at a salary of $1,200 each, and that the rooms assigned to its use were so crowded with books, pamphlets, and desks as to be wholly unfit for successful clerical work.

The aid you were able to afford me, by the detail of an additional clerk, was of great service. The efficiency of the office was further increased by the favorable action of Congress in passing the law of July 12, 1870, allowing three clerks, one at $1,800, one at $1,600, and one at $1,400, and a messenger at $840, and also making an appropriation of $3,000 for additional work in compiling statistics and preparing reports.

Since September the work has been greatly facilitated by the transfer of the office to the more ample quarters supplied by your order. The office had already experienced various vicissitudes of fortune. First established as an independent Department, it was afterward reduced to an office in the Interior Department, where now the law styles it a Bureau. The salary of the Commissioner, originally $4,000, had been diminished to $3,000. The compensation of the clerical force had suffered a corresponding reduction. In addition to the difficulties and limitations in the office itself, I was at once made conscious of most serious obstacles, arising not only from a general misapprehension with regard to the character and objects, but from a failure to see any necessity for the existence, of the Bureau.

The idea of national attention to education, as well as to agriculture, had been urged in vain by Washington and his compeers, and repeated from time to time by many of our most patriotic statesmen, until finally the special action of a convention of school superintendents, in a well-considered memorial to Congress, led to the enactment of a law, approved March 2, 1867, establishing a Department of Education "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

The purpose of the Department was thus clearly stated and its work

fully defined in the law establishing it, but the publication of its reports and documents has been on a scale so limited as not to give to the country at large any general knowledge of the amount or utility of the labor performed. The number and variety of applications made to this office for reports, documents, statistics, and educational information of every kind, coming from every section of our country, and from foreign countries, would, I think, convince the most skeptical that there was urgent demand for some such center of information, at least.

The small edition of the only report which had been published by the Department was soon exhausted. No copies remained when I assumed these duties. Much information, including school statistics and discussions of associated topics, at home and abroad, had been collected. A very large share of these collections, of immediate and special value to teachers, had waited at least two years for publication. Previously made familiar, by experience and observation, with the direction of educational inquiries in the country, I have been specially impressed with the national responsibility in regard to them, in my endeavors to answer the correspondence addressed to this office. The extent and variety of answers required compelled the most economical methods, and made it necessary that I should consult the most apparent educational demands, and endeavor to meet them, as far as lay in the capacity of the office.

The inquiries respecting the establishment of and improvements in State, city, university, and technical systems of education, and with regard to various methods of instruction and discipline, sometimes involving the discussion of theories, and the classification and comparison of facts, scattered through all the various countries, and running back to the earliest observations respecting the training and culture of the young, altogether so entirely beyond the clerical ability of the office to answer, soon revealed to me how little those understood the nature or extent of the public demand for the office who unwisely sought to limit or to destroy it. Every mail brought a demand for printed documents, which could only be answered by the information that they were not in existence. Again and again educators and agents of foreign countries applied for statements of the statistics of education in America, which had never been made out, and for the preparation of which the data had never been collected, the nearest approach being the reports on the subject published by foreign governments, prepared by gentlemen who had visited this country, and who had been largely indebted to my predecessor for the materials used.

In our country the attention turned to illiteracy by the facts brought out in connection with the late war, and the means adopted for the restoration of peace, especially the adoption of the fifteenth amendment to the Constitution of the United States, defining the right to vote and making that right so nearly universal, revealed the anxiety awakened in the patriotic minds of our people that intelligence and virtue should

e at least equally extended and assured. Many sought these various acts as exhibited in the different sections of the country; the questions cannot be easily characterized: The number of those who can, and of those who cannot, read and write; the ratio of the illiterate to the total population; methods and instrumentalities for awakening an interest in education, and establishing schools in various portions of the South; the bearing of knowledge or ignorance on the well-being of communities and the productiveness of industries.

In the midst of these questions coming up from numerous quarters, the House of Representatives in May passed a resolution inquiring respecting the progress and condition of education in the South. There was still considerable question in Congress as to how far the capacity of the office should be increased, the work becoming enormous for the force at command, while the uncertainty in this respect prevented the laying of any extended plans of operations for the future. Seeking always to attend promptly, as far as possible, to the correspondence, I was compelled to forego all other work for the time to answer the above-named House resolution, entertaining the hope that the publication of the material collected by my predecessor, and of the special report of the facts in the South, would enable me, in a measure, to answer the correspondence with printed matter, and so allow my attention to be turned to the advancement of some general plan of office work. But Congress adjourned without ordering the publication of either of the several reports. Correspondence was, consequently, the only means left to the office by which to meet the demands upon it for information.

Your order, however, for the publication of a circular of information in August gave great relief in this respect. Three thousand copies have been distributed, and the number printed will not supply the demand. Indeed, there has been no form of printed information on educational subjects at my command, neither speeches in Congress, addresses by our educators at their conventions, reports of State and city superintendents, or of universities, colleges, or special schools, but what has been laid under contribution and sent to inquirers in various sections of the country. A very large amount of the journals and other writings of Hon. Horace Mann were presented for gratuitous distribution by Mrs. Mann.*

I took the liberty of suggesting to different State, county, and city

* I take the liberty to give the following extract from a letter recently received from Mrs. Mann, throwing light on the pioneer labors of her distinguished husband and suggestive of encouragement to those now similarly engaged:

"The preparation of the abstracts was an enormous work that took three solid months in the year of long days of labor. The manuscripts from which they were collated stood a pile of three feet in height from the floor, and their writers were often so illiterate that the words ran into each other all across the page and were spelled wrong individually besides; but we learned by degrees to decipher them, and sometimes found that very badly spelled reports were written by very original and intelligent school committee-men who had never subdued our rebellious spelling."

superintendents the desirableness of the adoption, by every one, of the plan, already working so well in many places, of making each office of supervision a center for the collection and preservation of works and reports on education and school apparatus, proposing to them and to foreign educators to aid in establishing a system of exchange by which the usefulness of all these aids to education would be greatly extended. In the furtherance of this plan, special aid has been extended by numerous superintendents and teachers, and I have received and sent out thousands of books and pamphlets to inquirers and educators in this and foreign countries. The work is hardly begun, and yet it already gives promise of large and most useful results. Our own country is greatly deficient in these collections of educational aids. There should, at least, be a specimen of text-books and other school works, of apparatus, of plans of school architecture, &c., at the national capital and at the capital of each State, and, in connection with the system of education, in each of the large cities. Indeed, the more widely we can multiply and extend this plan, the better.

Nothing in the way of gathering apparatus had been attempted by this office; there had been no opportunity. The Bureau had, however, the advantage of the most complete collection of educational reports, statistics, and authorities, both American and foreign, existing in the country. It included the private educational library of the late Commissioner, Hon. Henry Barnard, LL. D., the product of a lifetime of assiduous labor. It is particularly rich in reports and catalogues, and is a great repository of educational information, and should unquestionably, in due time, be purchased by the Government for the permanent use of this office.

Since our occupation of larger quarters I have undertaken the beginning of a collection of apparatus and text-books, which I hope will be extended until it includes every improvement made in this direction either among our own people or in foreign lands.

In the midst of the confused pressure of these numerous demands, which could not be systematically met by my inadequate clerical force, which allowed me to merely acknowledge the receipt of correspondence, but compelled me to defer a full answer, I sought to push those inquiries and accumulate the materials necessary for a national report on education in the United States.

In the act of Congress establishing a Department of Education, which now regulates the conduct of this Bureau, the Commissioner is required "to present annually to Congress a report embodying the results of his investigations and labors, together with a statement of such facts and recommendations as will, in his judgment, subserve the purpose for which this Department is established."

How difficult and perplexing this undertaking I will not attempt to describe. Much had been done by my predecessor to facilitate it; yet no general report had been published. The vast field stretched out

from ocean to ocean, from gulf to lake, penetrated by no general system, but presenting the greatest variety and diversity of facts. Early, however, on entering upon my duties, a plan was sketched and work directed accordingly. My object has been to exclude no fact which conveyed an educational lesson or suggestion to the American people. I would, if possible, by every statement and allusion, aid in correcting the too prevalent erroneous ideas in regard to education. Why should it be limited to what is done in the school-room or to the curriculum of the college, or of the professional and industrial schools? Why should not every parent feel that the education of man here begins with the cradle, and every citizen carry about with him the conviction that it ends only with the grave, and shape American education so as to comprehend those limits in every life, and enable it to reach the highest possible attainments? In this ideal every educational force, whether affecting body or mind, in childhood or age, of the individual or communities, would have its appropriate place. Educators must lift this conception up before the people; the public mind must grow into an apprehension of it. The great educational instrumentalities must come to adjust themselves to their appropriate places in it. Then they will find no room for conflict, no occasion for disparagement. What is so generally termed education, that work limited to elementary, secondary, and superior instruction, will present a harmony excelled only by that of the spheres; each study, the languages, ancient and modern, and the sciences and arts and industries, will have its place, and all these will be supplemented by the work of the home, the press, the pulpit, the forum, the work shop, the making, the administration, and adjudication of laws, presenting a structure of society penetrated by principles illustrating correctly the relation of the human and the divine; a structure, which wherever it touches human life restrains all its tendencies to vice, crime, and degradation, and inspires it to efforts of intelligence and virtue.

A report on American education, based on this idea, though only what should have been begun at the organization of the nation, and grown with its growth and by its annual issues inspired the improvement of every human condition in the land, having been so long neglected, when first suggested to many educators, naturally would not be understood, and would be compelled to wait somewhat for universal coöperation. Accordingly, some time elapsed before the inquiries of the Bureau began to receive from every quarter the answers desired. The last two months, however, have brought together far more material than the working force of the office could handle satisfactorily. A somewhat careful count and estimate of the different persons who have contributed material by correspondence or sending pamphlets, places the number above four thousand. Not attempting to be historical, it has some data extending over a period of several years, and in a few cases reaching back to the origin of the State or city systems, affording considerable aid for a comparison of the past with the present.

The papers on special topics have been introduced to meet some special necessity pressed upon my attention, or to turn the inquiries of educators in directions where they may find immediate and advantageous results. The names of the writers are attached. Each has had some peculiar opportunity or advantage for the preparation of the paper presented. In each case this office has endeavored to furnish the statistics, and to be as sure as possible of their correctness. In the preparation of these papers the writers have had perfect freedom in the expression of their own opinions; and I have preferred that their different views should be thus presented, in order to afford opportunity for comparison, by which the most satisfactory conclusions may be reached.

ABSTRACTS OF STATE AND CITY SCHOOL REPORTS.

These abstracts constitute a large share of the accompanying papers. They present the most correct view of what is done and what is not done in the various State systems of education. The diversity is very great. The particulars in which there is complete similarity are few. There is hardly any topic in the wide range of educational subjects which is not treated, not merely in theory, but generally in connection with some illustrative fact. The facts presented are, as they purport to be, abstracts of the reports in hand, seldom modified by more recent information from other sources. The only exceptions are in the facts drawn from the work done in the South by the Freedmen's Bureau, the Peabody fund, and the benevolent associations. How much these endeavors have been needed, and how much they have accomplished, cannot be better understood than by a study of these abstracts.

Looking exclusively at the favorable results presented, they are well calculated to inspire American pride. In no country in the world, it is believed, is there a larger actual expenditure of money for purposes of education. Certainly none offers a parallel in private munificence,* or in the excellence of its school buildings, as they are to be found in some of our communities. But looking at the amount accomplished by the outlay, it will be observed that great private munificence and public expenditure are by no means universal throughout the country. They operate in this large degree only in sections. In others, there is a corresponding inadequacy of expenditure and of result. Should the same degree of endeavor and expense become universal in all the States, cities, and country districts, how vast, compared with other countries, how satisfactory, would be the result to American patriotism. Comparing the effort made, the money expended, and the amount accomplished, with similar particulars, in the Prussian system, theirs will undoubtedly be found to excel the American in economy, in the universality of in-

* It was my intention to note the contributions from private sources to educational purposes during the year, in the way of endowment and otherwise, so as to have given the approximate amount; but I have found it impossible to do so with sufficient accuracy to warrant the insertion of the results.

telligence, in the training of teachers, and in the ratio of highly trained, scientific, and literary minds to the whole population.

President Folwell, of the University of Minnesota, recently observed:

> Talk as glibly and proudly as we may of our educational systems, we have not yet, in any of our States, more than the beginning of an orderly, catholic, and comprehensive system. With a world-wide fame for our free schools, with civil institutions not merely tolerating, but presupposing and demanding, the coördination of educational agencies, we Americans, accustomed as we are to organize and coöperate, stand far behind many European nations in this matter of the organization of education in general.
>
> Prussia, France, Switzerland, Italy, Greece, have for many years had all their schools, colleges, and universities, public and private, so coördinated and subordinated as to form harmonious systems.

Preserving all the excellencies of what has been accomplished, American educators should bring under view all facts which will help their work forward in our unceasing struggle toward perfection. The reports of States and cities and of this office should be held responsible to the public for a fair and full presentation of those facts. They should constitute the documents to be studied for the philosophical guidance of millions of educators. Is it not fair to expect that the greatest stranger taking up every class of these reports should be able to obtain a correct idea of educational institutions of all grades within the territory covered by the report, be it city, county, State, or nation? Some State and city reports are beginning to do this; many yet do not attempt it.

Taking the Massachusetts report as an illustration: it is very voluminous and full of interest, both in its account of the origin and history of the public schools and in its minute picture of their operations at the present day, with extracts from the local, district, and town reports, showing how widespread is the active interest felt in the public schools by the citizens; still there remains the fact that a stranger, looking to this report for his knowledge of the position of Massachusetts in the educational world, can ascertain almost nothing with regard to any institution of higher learning in the State, such as Cambridge, Amherst, Williams, and Tufts. Her technical and professional schools are all ignored. The statistics of the incorporated academies are now included. Neither, in that report, can any correct idea be obtained of the marvelous work done in the State by her various institutions established for the benefit of those suffering from the several physical, mental, and moral abnormal conditions of her sons and daughters, her schools for idiots, for juvenile offenders, for deaf and dumb and blind, and her asylums for the insane.

The Illinois report is prominent among those giving a full idea of this last class of institutions.

The explanation of this doubtless would be that the Massachusetts report professed to deal only with the system of free public schools. It seems to show, however, the difficulty that exists in obtaining any comprehensive view of what is being done for education in any State—a very serious view when one's only source of information is the published re-

port. This difficulty, which has been encountered by foreign observers at every step of their investigations, is no trifling one. When it comes to be more generally understood that education is not only a matter of the primary district schools, but also of the higher institutions of learning, we may hope for more completeness and uniformity in the educational reports of the several States. As an account of the public schools, however, this report is most satisfactory. The epigrammatic sentences extracted from the various city and town reports will be found of special interest, and suggest, what is undoubtedly true, that no community of equal size has the same number of persons so competent to direct school affairs.

The last Connecticut report, on the other hand, presents in part an illustration of the appropriate recognition of the higher professional and supplementary institutions of learning in the State. The people get an idea of Yale, that has so greatly caused and crowned the glory of the State. Her population, into whose hands this report falls, learn of the Sheffield Scientific School, and the forty scholarships made free to them to use, if they will qualify themselves to undertake its excellent curriculum. The appropriate insertion of this information in city and town reports would be altogether in the interest of these institutions, as well as to the benefit of the people at large.

The New York report ably shows the need of thus presenting all the educational institutions in the State in one view.

The extent to which the reports are circulated, from which these abstracts are taken, is also especially worthy of remark. It is gratifying that Ohio publishes 18,000 copies, as it is surprising that New Hampshire publishes but 1,500; while we are altogether unprepared for the wisdom of the suggestion that Boston should issue but 2,500 for its citizens.

The educating power of that old custom in the original towns of the country, which brought every civil question of importance before the whole body of the citizens, should not be forgotten. This debate and vote upon every school question, in open town meeting, has brought home the support of schools in the towns of New England as in no other sparsely settled communities; for the city, the State, and the nation the report is the only substitute offered save that of the newspaper press. But however much the press in this form may exert its vast power for the information of the people, there remains a great necessity for information, in a more permanent form, upon which the public judgment can be formed and public action taken. Educators have not merely to educate each generation in childhood, but to educate each generation of adults into the sentiments upon which the intelligent and wise conduct of school and home instruction must depend. What is accomplished for those enrolled needs to be constantly compared with what should be done for the entire population of school age. The attention and

sympathy of all interested should be turned to the entire work which the school system ought to do.

Some of the reports, those of Ohio, Pennsylvania, and Illinois, indicate how much may be accomplished, while no points are omitted, by turning the educational efforts of the State for the year, particularly to certain special needs, and reporting the results obtained. These reports seldom give the condition of lands and of deposits furnished by the United States, the income of which is set apart for the purposes of education. The Kansas report brings prominently forward the diversion of the United States grants of lands for schools to other than school purposes. The superintendent of schools in Missouri observes that the reckless management of the school funds calls urgently for legislation. The report from Iowa points out the unsatisfactory condition of the school fund of that State, as at present mismanaged.

Different parties in Oregon call attention to the act recently passed by the legislature of that State, and signed by the governor, which appropriates to the object of internal improvements the proceeds of certain lands set apart, as they believe, by the constitution of the State for the support of common schools therein. The facts and any action that may be necessary must be left entirely to the discretion of Congress, or the adjudication of the courts. But the most general perversion of these aids to education is presented in those States recently overswept by rebellion. Among the first acts of secession, in several instances, was the perversion of school funds for war purposes.

The satisfactory results of the abolition of the rate-bill, and of making the schools entirely free, are presented in the New York, Connecticut, Michigan, and New Jersey reports. The experience of these, and of other States that have long since taken similar action, should be a sufficient warning to those in the South, where new free schools are going into operation, against the adoption of measures so fraught with evil.

The economy and efficiency of careful classification and gradation find numerous illustrations in every efficient State system. No well-informed American educator would now presume to attempt to supply instruction to cities or towns of considerable size, without carefully classifying and grading the schools.

The information contained in the accompanying papers in regard to education in the States where emancipation has lately taken effect, contains features in marked distinction from those where freedom has been longer universal. It is gratifying that slavery exists nowhere any longer in the land to close the door effectually against universal education. It is gratifying to observe the avidity with which those lately slaves have sought the primer and the means of higher instruction. It is gratifying to know that the large-hearted Peabody, and many benevolent associations, have done so much to facilitate and encourage education among all classes in the South. It is gratifying to reflect that the Government, through the Freedmen's Bureau, has accomplished

results so vast in this direction, being able to show that in July last, in day and night schools, regularly and irregularly reported, 149,581 pupils had been in attendance. It is gratifying to know that under the restoration policy of Congress the reorganized State governments have adopted constitutions making obligatory the establishment and conduct of free public schools for all the children of school age, and that laws have been enacted and the work of education so generally commenced under them, organizing superintendence, employing teachers, and building school-houses, introducing here and there the germs of systems which have been tried elsewhere and proved most successful. But when we begin to compare what has been accomplished with what remains to be done, and the instrumentalities in the field with the work they have to do, the feelings awakened are those of extreme anxiety. It will be observed that the provisions for education in Delaware remain the same as before emancipation. There is no State supervision, no State provision for training teachers, no school law adequate for keeping schools open; municipalities may tax themselves for school purposes or not, as they see fit. Wilmington affording the most favorable results, the schools in the State generally are of an inferior class, and, so far as organized under the school law of the State, provide only for the education of the whites. Some excellent private efforts have been made for the benefit of both whites and blacks, those for the latter under the auspices of the Freedmen's Bureau and benevolent societies.

It appears from authentic information filed in this office, that Sussex County now raises, by taxation, $30, Kent, $50, and Newcastle, $75, the lowest limit which will secure their appropriation of the State fund. This year, however, owing to the circulation of a statement that, under the operation of the fifteenth amendment, the colored children might claim to be educated at the same schools with whites, five of the six school districts into which Dover, the capital of the State, is divided, voted no tax, the remaining one voting $251. It is noticeable that the school fund is divided among the three counties, on the basis of the population as it was forty years ago, in 1830.

Maryland has a law for the conduct of the white schools, excellent in some of its features. The principal of the normal school is the nominal, but powerless, head of the system; the county examiners perform, in some measure, the work of superintendence. The Baltimore schools have many excellencies, and provide for the education of the colored children, but in the country districts of the State the education of any excepting whites is utterly ignored, save as provided for by private enterprise.

Kentucky provides supervision, but the legislature last winter, in endeavoring to curb the energetic efforts of the superintendent, reduced his salary, and, instead of adopting the efficient measures for white schools which he had recommended, enacted a law very much in accord with the provisions of the statutes before the emancipation of slaves,

practically ignoring the large population of colored children of school age.

West Virginia, after having struggled, so far successfully, in the establishment of a free school system, seems now to be contemplating its destruction.

Virginia is just putting a free school system into operation, but encountering great difficulties in the lack of means, the want of correct information of what a free school system is, and in the absence of school houses and qualified school officers and teachers.

North Carolina has been struggling for about two years to put a system of free schools into operation; many of its features are excellent, but the inadequacy of means, and the other obstacles encountered have permitted only partial success, more having been accomplished by the instrumentality of the Freedmen's Bureau and the aid of the Peabody fund, and other charities, it is believed, than by the expenditures of the State. Many reasons combine to render the friends of education more fearful of defeat than hopeful of success.

The friends of education in Tennessee, after seeing the school system put into operation and nearly 200,000 children enrolled, saw their work overthrown by reactionary sentiments, save in the cities of Nashville and Memphis, and the provisions reënacted in accordance with which the pauper schools of the days of slavery had been conducted. The counties of Davidson, Green, and Montgomery had so far come to appreciate the benefits of the free schools they had enjoyed that they have attempted their reëstablishment under the present inadequate legislation.

Missouri has a free-school system firmly established.

Arkansas, encountering the obstacles common to the regions where slavery has been abolished, has secured a greater success than a majority of the Southern States.

South Carolina, among the States having the largest percentage of illiteracy, is confident of final success in establishing free common schools.

Florida, although under a most zealous and competent superintendent, now deceased, has hesitated in giving the greatest efficiency to the system sought to be established, and yet presents reasons for anticipating the general prevalence of free schools.

Alabama, after the friends of education had put forth most strenuous efforts, and secured the general opening of schools, with hopes of permanent success in the establishment of free and universal education, now debates the question of advancing or retreating.

Mississippi, although commencing late, is progressing steadily and efficiently in the establishment of a system of free schools, notwithstanding the great and bitter opposition, appointing county superintendents, collecting the school tax, and building school-houses.

The school code of Louisiana, containing some features well adapted to efficiency, and administered with great energy, has encountered an

opposition so persistent and fierce that its success outside of the city of New Orleans has been most unsatisfactory to its friends.

Georgia has just passed a school law and appointed a State commissioner, but must wait a year for funds with which to put the system into full operation.

In Texas no school legislation has, so far, succeeded, and no public officers are at work for the organization of schools, her entire population being left to grow up in ignorance, save as here and there a private enterprise throws a ray of light upon the general darkness.

The diverse inquiries necessary to bring out the most recent facts in regard to the schools of the District of Columbia have been so far successful, as appears in the accompanying papers, by the aid of several gentlemen, upon whom varied educational responsibilities rest. General Francis A. Walker furnishes the facts from the present census; George F. McLellan, esq., a member of the board of trustees, and J. O. Wilson, A. M., superintendent, the facts in regard to the white schools of Washington; Mr. A. E. Newton, superintendent, in regard to the colored schools of Washington and Georgetown; A. Hyde, esq., in regard to the white schools of Georgetown, and J. B. Miltberger, esq., as to the schools in the District outside of the two cities.

In this limited territory, directly at the doors of the Capitol, it will be observed that Congress regulates the schools for whites in the city of Washington through the city councils, and a board of education appointed by these councils; a superintendent, nominated by the mayor, and confirmed by the board of aldermen; the appointment of teachers being made by the board of trustees of public schools. The schools for the blacks in this city, Congress regulates through a board of trustees, appointed by the Secretary of the Interior, who appoint a superintendent and the teachers, and add to their responsibilities a corresponding authority over the schools for colored children in Georgetown.

Georgetown, like Washington, therefore, has a double-headed school authority, there being a separate board for the management of the white schools, while the schools of the District outside Congress regulates through the levy court, that designates a board of commissioners, who appoint teachers and manage the schools.

From materials derived from the ninth census the following table has been compiled:

Number of children between six and seventeen years (inclusive) in the District of Columbia.

DIVISIONS.	MALE.		FEMALE.		TOTAL.		AGGREGATE.
	White.	Colored.	White.	Colored.	White.	Colored.	
City of Washington	8,371	3,822	9,032	4,710	17,403	8,532	25,935
City of Georgetown	943	325	1,143	471	2,086	796	2,882
Rest of the District	895	615	793	551	1,688	1,166	2,854
Whole District	10,209	4,762	10,968	5,732	21,177	10,494	31,671

Number of children in the District of Columbia (excluding the city of Washington) between the ages of six and seventeen years, both inclusive.

DIVISIONS.	WHITE.												TOTAL—WHITE.	
	NATIVE.						FOREIGN.							
	6 to 9.		10 to 14.		15 to 17.		6 to 9.		10 to 14.		15 to 17.			
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Georgetown	313	359	408	453	212	302	2	6	6	10	2	13	943	1,143
East of Seventh st. road	155	133	186	166	78	101	2	3	7	11	8	6	436	420
West of Seventh st. road	115	138	171	157	150	64	8	2	9	7	6	5	459	373
Total	583	630	765	776	440	467	12	11	22	28	16	24	1,838	1,936

DIVISIONS.	COLORED.												TOTAL—COLORED.		GRAND TOTAL.	
	NATIVE.						FOREIGN.									
	6 to 9.		10 to 14.		15 to 17.		6 to 9.		10 to 14.		15 to 17.					
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Georgetown	100	112	144	203	81	156	....	....	....	....	....	....	325	471	1,268	1,614
East of Seventh st. road	132	112	180	174	98	99	....	....	1	....	1	....	412	385	848	805
West of Seventh st. road	66	50	99	63	36	51	....	....	2	....	....	2	203	166	662	539
Total	298	274	423	440	215	306	....	....	3	....	1	2	940	1,022	2,778	2,958

From various sources, public and private, the following items, respecting school attendance, have been collated:

White pupils in private schools, Washington	3,809
White pupils in charity schools, Washington	1,795
White pupils in public schools, Washington	6,663
White pupils in Washington, total	*12,267

* The following extract from the last annual report of the board of trustees of the public (white) schools of Washington, will show how they account for the large absence from any schools noticeable by comparing these figures:

"It appears from this, that all but 5,136 of the white children of proper school age are at school. Of the number enumerated in the census, 3,858 are from fifteen to seventeen years old. In consequence of the necessity of seeking employment, most of the children are withdrawn before reaching the first of those ages, so that but 405 remain in the public schools after that time of life. Making allowance for the probable number over fifteen years old attending private schools, less than 2,000 under fourteen remain to be accounted for. Moreover not a few of those of thirteen and fourteen are more or less regularly engaged in various pursuits. Taking into account these facts, and considering the number of children of parents who are unwilling to send them to school before they reach the age of seven or eight years, and those also who from disease are unable to attend, it will appear that very few youths who can be at their studies are unprovided for. Even this number is reduced by taking from it those who are attending seminaries and colleges elsewhere. So that the number of the habitually idle must be comparatively insignificant, were it not that even one child, growing to manhood without education, threatens to become an element of evil in the body politic."

White pupils in public schools of Georgetown	500
White pupils in public schools of rest of District	556
White pupils in District, total	13,323
Colored pupils in private schools, Washington	467
Colored pupils in charity schools, Washington	138
Colored pupils in public schools, Washington and Georgetown	3,500
Colored pupils in public schools, rest of District	508
Colored pupils in District, total	4,613

From the figures, it would appear that there are in the District—

White children not attending school	7,854
Colored children not attending school	5,881
Total	13,735

The capacity of the public school buildings seems to be utterly inadequate. In Washington City, in the public schools, the number of seats for pupils is 6,856,* while the number of different pupils enrolled during the year ending June 30, 1870, was 8,118; the permanent colored public school buildings in Washington and Georgetown seat about 3,000. In other words, the white public schools of Washington can accommodate about one-third of the white school population, and the colored public schools about one-half of the colored school population. Comments, as to the sufficiency of the public school system under these circumstances, are hardly necessary.

There is no high school; there is lack of steady growth in the completeness of gradation; there is an inadequacy of means and a danger of too frequent change in control. Yet these all can be directly remedied by Congress. And whatever has been the sentiment of the people of the District in the past, it is manifestly growing rapidly in favor of free public schools, elsewhere so successful. Among its citizens, in its corps of teachers, and its school officers, there have been some of the most

* *Report on school-rooms, ages of pupils, &c., Washington, D. C., May* 31, 1870.

Districts.	Number of seats.	Ages of scholars at last birth-days.													Sex.		Total.	Parents in Gov't employ.
		6	7	8	9	10	11	12	13	14	15	16	17	18	Male.	Female.		
First	1,759	85	107	140	183	183	163	155	146	129	69	29	10	5	745	659	1,404	448
Second	1,865	54	120	205	222	251	196	191	167	118	56	36	18	6	776	864	1,640	401
Third	1,821	78	156	166	183	238	205	229	182	132	54	19	9	2	816	837	1,653	628
Fourth	1,411	63	77	141	154	195	146	150	149	87	57	18	10	7	560	694	1,254	190
Total	6,856	280	460	652	742	867	710	725	644	466	236	102	47	20	2,897	3,054	5,951	1,667

ardent and competent friends of education. Their endeavors are worthy of commendation. They have encountered the struggle so common where the sentiment of slavery has ever had supreme sway. The differences of opinion with regard to the necessary measures are, indeed, an impediment, but how slight compared with the power of the legislative wisdom of the nation to overcome it.

The right and duty of Congress to take action cannot be questioned. Many special considerations enforce the duty. First, the influence of a model here would be beneficial everywhere else in the country, and especially in the South, now struggling for the establishment of efficient school systems; second, the Government is the largest owner of property here; third, 28 per cent. of the scholars enrolled in the public schools last year belonged to the families of those in Government employ.

I am indebted to George F. McLellan, esq., an active member of the board of trustees, for the following comparison of the cost of public schools on every hundred dollars of cash valuation for the last year:

New Haven, 10 cents; Boston, 15 cents; Chicago, 16 cents; Louisville, 18 cents; Cincinnati, 19 cents; Cleveland, 19 cents; Baltimore, 22 cents; Washington, (estimated,) 36 cents.

Value of school property on each hundred dollars actual valuation: St. Louis, $1 32; Cleveland, 97 cents; Cambridge, 80 cents; Chicago, 76 cents; Washington, 72 cents; Boston, 72 cents; Louisville, 61 cents; New Haven, 50 cents; Pittsburg, 44 cents; Providence, 43 cents; Detroit, 42 cents; Albany, 37 cents.

According to this, the present endeavors made by the citizens of this city compare well with those of others. If this is correct, and there still remains a lack of school-houses and instruction and a lack of means for these purposes, is it not fair to infer that the responsibility rests upon Congress? How shall it be met?

THE TERRITORIES.

Over the vast territorial domain of 1,619,353 square miles, already supposed to be occupied by a population of 495,310 whites and 318,042 Indians, the National Government has. in education as in other matters, exclusive responsibility.

Great efforts have been made to secure the fullest and most authentic information in regard to the condition of schools and the means of education. The result presented, though inadequate and unsatisfactory, enforces the necessity of effort in this direction and adds assurance of its success. Why should not the National Government know and tell the people annually exactly the condition of education in these regions? Why should not these pioneers have the benefit of the moral influence of such knowledge upon the public mind? The great social and civil organizations and institutions to receive and control the hundreds of thousands of people in the future are now in embryo, and all legislative, administrative, judicial, and military action in reference to them is absolutely and exclusively under the direction of the Government at Washington. The commonwealths to rise there and take their positions in

the equal sisterhood of States will be for centuries to come what they will be made in the next few years. Yet, up to the present date, facts and statistics upon these vital points have come before the legislative and executive departments of the Government only in a general and indifferent manner.

The influence of territorial ordinances is strikingly illustrated in the history of those which shaped the civilization of the States formed north of the Ohio.

Without a full knowledge of the facts little can be expected either of the Executive or of Congress. The inpouring settlers are left measurably to themselves, unless perchance an Indian massacre, the discovery of a mine, or the construction of a railroad directs to them public attention. No one who has not had some observation of these advancing settlements can form a correct idea of the struggles which occur between the different elements of civilization as to which shall prevail, whether that which looks backward or that which looks forward.

So far in the history of the country, these unoccupied portions of the land have served as outlets to many social and civil diseases which would otherwise have been concentrated, with their corrupting and destructive influences, in localities already included in State organizations. Intelligent foreigners, observing how quickly some of the knottiest social and civil questions are solved among us, exclaim: "Yes, you have this great safety valve; but soon that will be closed by advancing settlements, and you will be compelled to solve these questions, as we now are, in a dense and concentrated population, without means of relief by escape." The truth is plain and admonitory.

The necessities of the older portions of the country, as well as the interest of the Territories, require the most prudent and thorough work in the management of territorial education. In contemplating these consequences we must not limit our attention to white men only. If the Indian is to be inspired by the genius of Christian civilization, it must be on the same soil now occupied by his hunting grounds. Why, then, should not the first foreshadowings of the National Government around him include him under the same laws, the same enforcement of justice, the same guarantees of life, liberty, and the pursuit of happiness, the same institutions for the instruction and training of his children, adapted always to the differences of circumstances, as are extended to the whites?

All history shows the lasting effects upon the development of any country of the institutions first brought and established there. Education is the last and the highest result of civilization. It is therefore especially incumbent upon the colonizing powers that the means for the immediate education of their children be furnished to the new colonists. There is no want so imperative as this. It is in the power of the United States, by wise forethought, to secure for all the Territories under its rule the adoption of that system of local provision for the free public instruction of all the children which has been the foundation of the

prosperity of the older States. Simply sufficient supervision and control to direct, into the most approved methods, will make untold difference in the educational history of the new States. Clearly, nothing should be done by the nation which would diminish the educational endeavors of these new communities, nor should anything appropriate be omitted which may render their endeavors successful. How legitimately and easily an act of Congress could provide that every settlement containing six, fifteen, or any other number of children of school age could, in accordance with a prescribed manner, meet and organize into a school district, provide school officers, levy and collect a tax for the erection of buildings and the conduct of schools; that some or no aid should be bestowed by General Government; that appropriate inspection and reports should be made; and from the very center of the nation an influence go directly to these small communities, however remote, suggesting the best models and methods, and contributing to an educational growth, permanent and accordant with the most approved standards.* In case a community was too degraded to feel the force of motives necessary to arouse it to action, the law could provide for the appointment of committees or directors to levy the necessary tax and establish and conduct schools, under due accountability. This would throw the light of intelligence into every nook and corner, however secluded. The responsibility which rests upon Congress for the providing for the government of these inchoate States places this subject of securing the adoption of some school system directly in its hands and renders argument unnecessary.

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* The following interesting letter has been received from Greeley, Colorado:

"DEAR SIR: * * * * * * * * *

"I can furnish you but a brief statement of school efforts here, as our town is but six months old. On the 1st of May, where Greeley now stands, the antelope, the wolf, and the prairie dog had right of possession by occupancy; but the Union Colony of Colorado came, saw, remained, and to-day there are 375 houses, and a population over 1,000. Perhaps 250 are children.

"In June we organized a temporary board of school trustees, and opened a primary school capable of accommodating about fifty scholars. It was supported by voluntary contributions, and the report of the teacher at the close of the summer session showed an average attendance of thirty-seven. Branches taught: Reading, writing, spelling, geography, arithmetic, English grammar, object lessons, and mental exercises.

"We labored under many disadvantages in organizing and sustaining this school, as we were nearly all strangers to each other, representing twenty-seven States of our Union, and with as great a variety of text-books as there were number of pupils.

"But we are slowly, yet surely, evolving out of chaos, and the adjuncts of a settled civilization are becoming our own. This winter we hope to maintain a graded school, partly sustained by a county fund, and the deficiency to be met by a tax on the colonists. Our organization has provided for schools and seminaries, and we hold in reserve some fine locations for building institutions of learning, as well as lands to support them. I trust to keep you informed as to our future movements in this direction.

"Our report, including a history of the colony from its organization, is nearly ready for the press, and, when issued, I shall take great pleasure in sending you a copy.

"Yours, truly,

"WILLIAM E. PABOR.

"Hon. J. EATON."

The necessity of the suggestion of compulsory school organization, in some cases, is rendered more apparent when we consider the fact that in New Mexico, on the question whether there should be a school law or no school law, 37 voted for, and 5,016 against the law. And when we read such statements as this, from a responsible writer, in regard to feeling on the subject in the Territories, the same truth is confirmed: "Parents either seem to have an idea that the propagation of children should return early profits, or to dread a little learning as a more dangerous thing for their sons and daughters than blasting in a mine, driving an ox team, taking in washing, and marrying early." I invite special attention here to the following letter from Governor William A. Pile, of New Mexico:

TERRITORY OF NEW MEXICO, EXECUTIVE OFFICE,
Santa Fé, October 20, 1870.

SIR: I have the honor to acknowledge the receipt of letter from your Department of the 27th ultimo, making inquiries as to the condition of education in this Territory, to which I reply with pleasure.

The law approved January 28, 1863, was repealed, and there is no general law in this Territory on the subject of education. There is not a free public school nor a public school-house in the Territory. The Catholic Church, which largely predominates in this Territory, has schools in this place, Las Vegas, Albuquerque, Taos, La Mesilla, and in some of the smaller towns. There are Protestant schools in this city, Las Vegas, La Junta, and Elizabethtown.

The great mass of the population in this Territory is deplorably illiterate, and wholly without school facilities.

The subject has been repeatedly urged upon the attention of the legislature, but as yet nothing has been accomplished.

I am preparing an elaborate statement of the educational condition and needs of this Territory, which I hoped to finish in time to send to you for your annual report, but the delay in the census returns to the United States marshal renders it impossible to get the necessary statistics. I therefore only write you thus briefly now, and will forward a full report at the earliest possible moment, accompanied with such suggestions and recommendations as to congressional legislation on this subject as I may have to make.

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

WM. A. PILE, *Governor*.

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

The recommendation of Governor Pile appears in its appropriate place among the accompanying papers.

By the annexation of Mexican territory in 1850, the United States received an interesting population, settled in villages. Under the efforts inaugurated by Charles V, of Spain, and continued by the government of Mexico, a considerable portion of the population had acquired some limited knowledge of letters, which, from the neglect they have received since they have been under the Government of the United States, has been lost. Scarcely any can read or write Spanish, and still less English.

EDUCATION OF INDIANS.

Since the educational endeavors of John Eliot among the Indians, the sentiment among Anglo-Americans has struggled over Indian edu-

cation *vs.* Indian destruction. On the one hand all humane and Christian considerations have been affirmed to demand every exertion for their education, and challenged opposition by pointing to examples of success.

The original foundation of Dartmouth College was Moore's Indian school for the education of Indians. Many Indians have diplomas from this and other colleges. Numerous elementary schools, under the auspices of the Government, or supported by charity, or the respective tribes, are declared eminently successful.

On the other hand, we are referred to massacres, wars, and the tenacity of barbarism in various Indian tribes, and emphatically told that the destruction of the Indian is the only solution of the question of their occupation of the same soil with the Anglo-American.

A statement, revised in the Indian Bureau, is to the effect that the first Indian appropriations for educational purposes were made in 1806. Since that time $8,000,000 have been expended for this object, and at least $500,000,000 for Indian wars. Of the appropriations now made for the relief and civilization of the Indians, about one dollar in ten is for the purpose of education. A most liberal estimate indicates only one child in ten or eleven receiving even the simplest rudiments of an education. Indeed, until the present administration announced its Indian policy, it has been to a great degree true, as affirmed by one of the mission reports, that in treating or dealing with the Indians the United States Government seemed to meet them upon a financial rather than a moral basis—sought its own self-interest more than the temporal and moral good of these children of nature, as if wishing to gain possession of the vast domain claimed by the wild, roving bands, in order to make out of it farms, villages, and towns for its own citizens.*

The earnest and united efforts of the President, the Secretary of the Interior, and the Commissioner of Indian Affairs to enforce honesty and justice in the place of corruption in Indian affairs, and to enlist the Christian and philanthropic mind of the country in this direction, suggested to me the importance of bringing out as fully as possible the facts in regard to Indian education, that the information upon these points might be in a form accessible to those outside of the Indian work—to teachers, educators, and those who are studying and directing the philosophies and methods of culture in other respects in the country—so that the benefit of their sympathy, opinions, and coöperation might be secured to these efforts, so worthy and yet so bitterly opposed. This purpose has been strengthened by communications from teachers and others among the Indians, asking aid in the way of suggestions, in regard to methods of instruction, text-books, black-boards, charts, globes, and other means of illustration.†

*Ninety-fourth General Report of the Society of United Brethren.

†In a letter to Hon. J. D. Cox, Secretary of the Interior, William Welch, esq., a devoted friend of the Indian, says:

"Will you not also direct the Bureaus of Education and Agriculture to coöperate with

Educators have a special responsibility in this work, from which they cannot shrink. If a question arises for solution in the line of any other profession, as in that of law, medicine, or engineering, experts are expected to solve it. All admit that the success of any effort for the civilization of these wards of the Government turns upon the training of the young. The transformation of adults from the ideas, habits, and customs of barbarism to those of civilized life, will, according to all experience, be comparatively slow. But if these can be withdrawn from the war path, and by degrees induced to locate on reservations, and accept titles to land in severalty; their children can be reached, taught letters, agriculture, and other industries, and generation by generation carried forward, until the last traces of savage life have passed away, and they are prepared to participate in all the duties and amenities of citizenship.

In the preparation of the accompanying paper on this subject much labor has been expended in the examination of the reports of the Indian Bureau, and the compilation of the correspondence and facts received from numerous other sources. Exact accuracy is at present impossible. Including Alaska, the Indian population is estimated at 380,629 persons; about 95,000 of these are within ages enabling them to receive instruction. But 153 schools are known to be in operation, with 194 teachers and 6,904 scholars. The appropriations made at the last session of Congress for this purpose are estimated at $246,418 90, of which $100,000 is in bulk, and placed under the discretion of the Secretary of the Interior for the maintenance of industrial and other schools. To the above amount, add expenditures by religious bodies, $16,585 56, and by tribes and individual Indians, $26,022 92, making a total for the current year of $289,027 38. Under treaty stipulations the liabilities for educational purposes are estimated at $135,951 56. The total liabilities for this purpose are given as $663,400 02, while the school and orphans' funds held in trust by the United States amount to $1,441,420 69, making the total liabilities $2,104,820 71. Special attention is invited both to the paper and the tables.

In a report made to the House of Representatives, in answer to a resolution of inquiry in regard to the progress of education in those regions of country affected by the emancipation of the slaves, every accessible fact was gathered, showing the sentiment, the legislation, and practice among civilized Indians. In regard to the education of the children of Indians and the children of those formerly slaves, much neglect and many abuses were revealed, imperatively demanding prudent but immediate action on the part of the Government, it appearing that the provisions of treaties were violated and large numbers were still

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Indian agents and their helpers, by preparing suitable books of instruction, and by furnishing seed that will mature quickly, before the plant is destroyed by drought or by the grasshopper? Surely there are many linguists, practical teachers, and agriculturists whose services can be secured for the great work of Christian civilization which you have undertaken."

growing up without any training in virtue and intelligence, preparing to add their weight to the vice and crime above which the better portion of these people endeavor to rise. The going back of the Pueblo Indians and others, as respects intelligence, since their territory has been added to the United States, is too shocking to American ideas to be longer tolerated. Does not the prevalent sentiment proclaim America, the leader in civilization, quite ready to receive an indefinite addition of territory and population for the purpose of elevating degraded peoples? And shall there be allowed to remain facts like these, showing great and positive degradation ever since their transfer from the Mexican rule?

I would here refer to what I have already said under the head of education in the Territories. It cannot be doubted that some beneficial method is within the reach of the legislative wisdom of Congress by which the whole subject of education, Indian, White, Mongolian, or whatever the race of settlers, can be combined under one responsibility in the respective Territories, assuring the laying of the best foundation for the best educational superstructure. It is useless to merge this great shaping and controlling instrumentality in any other responsibility. All others may contribute to it, but this they are not likely to do unless education is committed to persons having it specially in charge.

On these points experience is conclusive. No State, city, town, or district attempting an efficient school system expects its success, save as certain persons are specially charged with raising and expending the funds, employing teachers, inspecting and regulating schools. Indeed, for the purpose of the highest efficiency this work itself is subdivided, one class of officers performing one portion of it, and another, another; and in all cases, before moneys are expended in the erection of buildings, the appropriate and specified officer certifies that the quality and amount of work done is in accordance with the required standard. The application of this principle to all Indian schools, however remote, would unquestionably greatly increase their value. Incompetent teachers would be weeded out; the observations necessary to improve methods of teaching and the introduction of proper text-books would be made by competent persons; the results could be gathered in a concentrated form for the use of Congress and for public information. A new impetus would be given to all educational operations among the Indians, now so exceedingly embarrassing to the Commissioner and other officers of Indian affairs, who are so earnestly and persistently attempting their improvement. Nor are these purposes without decided encouragement. A careful observer of the facts, among all the classes of Indians, amid all the discouragements, however degraded and hostile to civilization some of them are, cannot fail to notice the anxiety so often manifested for the establishment of schools and the education of their children. Red Cloud presents a striking illustration: his own heart inclined to resistance, his young warriors clamoring for hostilities. On coming to

see his "Great Father" and witnessing the aspirations of the numerous classes coming under his observation, and especially finding an Indian at the head of these affairs, his own savage ideas are struck with the notion that he too may seek a greater sphere for the exertion of his influence, and that his sons may aspire to Congress, and he goes home in favor of peace.

The capacity for a higher civilization possessed by the Indians cannot be seriously disputed. What has been done with the nations located west of the Arkansas can be done with different degrees of success in every Indian tribe. The superintendent of public schools in the Cherokee nation, for the year ending July 15, 1870, reports 45 schools for Cherokee children, 3 for colored children; with 973 males, and 955 females; total 1,928 enrolled, and an average attendance of 1,124. No information so recent has been received from the other civilized nations. All have, however, their school systems, officers, teachers, and schools; and, however they fall short of what ought to be, give a most abundant proof of what can be accomplished under thoroughly excellent educational management.

In Western New York, where Indian schools receive the benefit of State skill in management, additional evidence is furnished of the expediency of the policy here urged.* It involves a faithful adherence to the highest principles of human culture, carefully adapted in their adminstration to the condition of intelligence, prejudice, virtue, &c., of the Indian communities. Plainly, we cannot afford that any honest seeking among the Indians for light, or that any desire for books, for instruction in learning, industry, or virtue, shall be repulsed. On purely economical principles, cheaper than the wars for their destruction would it be to feed, clothe, and shelter all the adult Indian population, and by far cheaper to furnish text-books, board, and clothing, and the entire expense of the education of the young.

The best directed efforts in the past have been too partial. The present policy is undoubtedly sufficiently comprehensive, if it secures the general public attention and support necessary for its complete efficiency. It is well worthy of formal inquiry by the Government, whether the text-books and methods of instruction used do not require revision, and better adaptation to the sensuous habits of the Indians. Too much confinement, too much abstraction, must be avoided; the eye, the ear must be attracted, Indian languages and customs mastered; government and trade among the adults must favor improvement among the young. Activity and industry must go hand in hand with the pursuit of letters. The Indian himself must be a teacher and civilizer of his fellows. The establishment of a school among the civilized Indians for the training of teachers would be one of the most economical efforts that the Government could make. Men and women should

*The widely different results in the States of California, Nevada, and Oregon, where no such policy is pursued, should not be overlooked.

be trained, not merely in the methods of teaching in the school-room, but in all the arts and occupations of life, and in a form most likely to win the savage child to the ideas, habits, intelligence, and virtue of Christian civilization, who should become familiar with agriculture, and horticulture, with the raising of stock, with the making and wearing of the white man's apparel; the erection and enjoyment of the white man's house; the use of books, newspapers, and associations for the promotion of individual and general welfare. Put into such a school the expense of sustaining a single regiment on our frontier, and I am confident the success would soon justify the effort. Young Indians, male and female, would be found ready to avail themselves of its advantages, and would go out to disseminate the benefits to every tribe and kindred of the race.

Friend Janney, of the northern superintendency, makes the following interesting observations:

In the establishment of schools for the education of Indian children and youth, it has been a question whether day-schools or boarding-schools should be preferred.

I have come to the conclusion that both may be advantageously employed, and that the day-school, in most cases, should be preparatory to the boarding-school.

The Indians are generally unwilling to give up their young children to be placed in a boarding-school where they would be separated from their parents almost entirely; yet it is desirable to withdraw them as early as possible from every influence that would pollute their minds or retard their moral improvement.

There should be on every reservation a sufficient number of day-schools, conveniently located, where, under the care of kind and judicious female teachers, the children should be taught to read and and write the English language. The perceptive faculties of this race being, in general, remarkably developed, it will be found that a system of object teaching is well adapted for their instruction in the rudiments of knowledge. On every reservation there should be one or two industrial schools, where the youth should be boarded and clothed; taught in the most useful branches of an English education, and trained to industrious habits. The girls should be employed part of the time in household occupations, and the boys in farming or the practice of the mechanic arts.

THE POPULATION UNDER THE EXCLUSIVE CONTROL OF CONGRESS.

There is under the exclusive control of Congress a population of 819,452 souls. The schoolless condition of these widely-scattered wards of the nation will be seen in the following tables. They are a serious commentary on the policy pursued and civilization afforded by our nation toward her outlying territorial citizens and the Indians.

Statistics of schools, teachers, and pupils in comparison with population in that portion of the country under the exclusive jurisdiction of Congress.

	Number of—			Population.		
	Schools.	Teachers.	Pupils.	Citizen.	Indians.	Total.
District of Columbia	*a*297	*a*422	*a*17,936	131,706	.....	131,706
ORGANIZED TERRITORIES.						
Arizona	.....	.....	.....	11,787	34,500	46,287
Colorado	*b*1	*b*2	*b*24	38,107	7,300	45,407
Dakota	.....	53	1,785	13,981	28,318	42,299
Idaho	15	.....	345	14,886	6,468	21,354
Montana	15	27	181	20,422	13,903	34,325
New Mexico	.....	.....	.....	120,272	21,162	141,434
Utah	243	342	15,000	110,000	12,800	122,800
Washington	*b*15	*b*12	*b*404	23,751	15,808	39,559
Wyoming	4	4	.....	9,118	2,400	11,518
NOT YET ORGANIZED.						
Indian Territory	.....	.....	.....	.....	45,430	45,430
Alaska	.....	.....	.....	*d*1,300	*d*28,264	*d*29,564
Indians within the States	*c*153	*c*194	*c*6,904	.....	101,689	101,689
Total	743	1,056	42,559	495,330	338,042	813,372

a Including private and charity schools. *b* Given for one county only. *c* Being school, teachers, and pupils for the entire Indian population. *d* Taken from Dall's "Alaska and its resources."

A careful student of the facts and suggestions coming from faithful educators among the Indians will be struck with their accordance with the principles sought to be engrafted upon our systems of elementary instruction by the disciples of Comenius, Pestalozzi, and Froebel.

KINDERGARTEN.

The faulty training which too often precedes school work and the imperfections so prevalent in our primary instruction have turned the attention of many American teachers to the excellencies of the early training characteristic of the Kindergarten. Limitations in the conceptions of the teacher and the practical work of the school are measurably responsible for these faults. Neither children nor childhood are sufficiently understood or appreciated. Nor are the houses, apparatus, grounds, or instruction of our primary schools sufficiently adapted to the best and most healthful development of the body, mind, and disposition. Great improvements have been made within a few years. The necessity for special attention in this direction was less, manifestly, when the population of the respective communities was more generally resident in rural districts and had proportionably more of nature around them, impressing the senses. The increasing concentration of our population in cities adds to the necessity of a thorough revision of the earliest work of the school-room throughout the country.

The accompanying article, written by the American lady best qualified

to prepare it, presents some of the leading considerations most imperatively demanding the attention of American teachers upon the subject at present. Her suggestion with regard to the establishment at the capital of the nation of a training school for teachers in these methods of instruction well deserves the considerate attention of American philanthropists and statesmen.

Whoever would comprehend the full import of the philosophy that underlies the improvements in elementary training suggested by this paper, will find great aid in studying those peoples who make the most of the influence of the family for the shaping of the earliest years of the child.

HEBREW EDUCATION.

The article upon Hebrew education has been prepared by a gentleman who is thoroughly conversant with the subject. It will be observed how fully the letters appended from the learned rabbis of leading cities sustain the statements previously made by the writer. The hereditary characteristics of this peculiar people are shown to be in a remarkable degree the result of a training at once so minute and so comprehensive as to embrace almost every act in the life of an Israelite, from the cradle to the grave. Education with him is not a thing apart as with the other nations; it is rather the companion of his whole existence. His relations to his family, to his fellows, to the synagogue, and to strangers, his habits of life, the preparation of his food, the ceremonies of his religion, are all ordered in accordance with traditions centuries old. This constant education has produced a homogeneous people, whose characteristics, preserved under so widely varying conditions, have outlasted the most persistent and fearful persecutions.

Their fondness for American liberty, and their support of the common school system, are specially worthy the attention of those foreigners who come here to perpetuate antagonisms.

Enforcing their own denominational ideas in their own family and church instructions, the Hebrews find no occasion for conflict with the non-denominational public schools of this country.

But however much of Hebrew education is dependent upon nature or influences beyond the reach of general education, it presents results highly instructive to those Americans who so fondly hope to see established and preserved here, institutions of liberty and justice, to survive whatever trials the future may impose upon them.

OUR INTERNATIONAL EDUCATIONAL RELATIONS.

Civilized and Christian nations seek to enlighten and Christianize those that are barbarous and pagan. The nation, as well as the individual, has external relations, giving rise to corresponding duties. The nation must have a purpose with reference to the rest of the world, as well as in regard to its own individual citizens. This purpose is a signi-

ficant test of the national character. The ambitions of a nation, with respect to objects outside of itself, often are among the most powerful inspirations to enterprise among its people.

Our fathers proclaimed a larger liberty, a more universal justice, a greater equality, a liberty, justice, and equality possible only with the universality of intelligence and virtue. Where they made mistakes, we, at the cost of immense treasure and blood, have applied correctives. We say to all the world "this is the better way," and invite the nations to walk therein. Reducing force to its minimum, and even below that degree of exercise which assures life and property in the government of our domestic affairs, we send our flag abroad on every sea and in every clime, backed less by the potency of our armaments than by the moral power which inheres in the intelligence, virtue, liberty, and universal enterprise of a great, growing, and united people.

The late unparalleled exertion of military prowess in the enforcement of our domestic unity has turned the eyes of the world anew to the study of American institutions, if by any means they may discover the secret of our success. Profound statesmen in civilized countries have long believed, and acted upon the belief, that national training shapes national character. What they would infuse into the nation, they first put into the school. Naturally enough, they believe the sources of American greatness are to be found in our education. But when they come here for these studies, how disjointed and fragmentary are the excellencies they find, how manifest the opportunities for improvement.*

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* The following letter, from one of the most intelligent and candid of this class of observers, is in point:

"WASHINGTON, D. C., *November* 2, 1870.

"MY DEAR GENERAL: I have much pleasure in answering your inquiry as to my opinion of the American school system. I may congratulate you without reserve on possessing, in all the States through which I have passed, the best and most commodious school-houses in the world. Nothing which I have seen in any European country will compare with them; the State of Massachusetts, I think, and more especially the city of Boston, standing preëminent. The normal schools which I have seen are excellent, and the attainments of the teachers, especially of the female teachers, beyond anything I could have expected, and far beyond anything I have witnessed elsewhere.

"The munificence of the American people in the sections I have visited, in providing schools, is, in my opinion, entirely without a parallel; a good education being offered free to every American child. If I have any regret it is to notice that where such ample, almost lavish, provision has been made, there are still many who partake very sparingly only, while others absent themselves altogether from the feast. If you could introduce a plan for enforcing regular attendance for a course of years, as is done in Germany, your educational system would leave little or nothing to be desired. I may state, from long experience, that where the education of children is wholly dependent upon the parents, selfishness, or the indifference, or intemperate habits of many, will cause a considerable number to be entirely neglected, or only partially educated; and, in a country like yours, where the only guarantee for your free institutions is the intelligent assent and support of the citizens, the State and the nation have a right to demand that those who share in the government of the country and enjoy its privileges shall have had the advantage of education and a virtuous training.

"In my opinion the successful working of the schools in Boston is mainly attributable

They generally limit their observations to cities, and these almost exclusively in the northern and eastern sections of the country. Rarely has any one looked over the entire field and taken a view so comprehensive as to embrace the opportunities of education in all sections, in the country as well as in the city; institutions, public and private, for elementary, secondary, and superior or technical education, counted the whole educable population, determined how many are unreached even by rudimentary instruction, how very limited the number who have any thorough secondary or superior culture. They can see only in part. No report has ever grouped these facts together. Our own statesmen are without an adequate knowledge of them. Our citizens, at home and abroad, however intelligent, are unable to represent them correctly. Seeking to educate the world, we have not even prepared the text-book. There is here a field fitted to rouse the profoundest philanthropist and inspire the highest American endeavor. Shall not the nation at least so group together the facts and statistics that its own officers may know how this work proceeds; so that our ministers and other representatives abroad may be able to speak intelligently in answer to inquiries for information on this subject?

During the past few months two colonies of Australia, from their solitude in the seas, two of the South American states, Spain, Portugal, the Netherlands, a commissioner from the French ministry of public instruction, our own ministers at Vienna and Stockholm, and friends of

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to the fact that large compulsory powers are exercised by the school board of that city. I can quite understand that American citizens generally need no compulsory powers to enforce the education of their children, but with the immense influx of emigrants from all quarters of the world, too many of them, also, entirely illiterate, it is not safe to commit to the discretion of such persons the question whether the future citizens of this country shall or shall not be educated. It appears to me that a great impulse could be given to the work of education in every State by the exercise of some central inspection and supervision from your own Department. Great emulation, I think, would follow from a fair annual estimate of the quality and result of the instruction afforded in every State, emanating from some central authority. I think the District of Columbia might, and ought to be, made a model for every other section of the Union.

"My observations have been entirely confined to the elementary, grammar, high, and normal schools, and institutions for technical instruction; but I have not seen any of your universities or professional colleges, and am unable, even if I were qualified, to give an opinion as to their extent and value.

"While there is so much room for congratulation, there is an immense field remaining unoccupied which cannot be neglected without grievous loss to the nation. I refer to technical, industrial, and art education, which, so far as national and State effort is concerned, seem to have been much neglected. The Cooper Institute of New York, and the Institute of Technology at Boston and Worcester, are bright exceptions. The first I regard as one of the most noble and useful instances of private benevolence I have ever encountered.

"I remain, dear general, yours faithfully,

"A. J. MUNDELLA."

It should be observed that Mr. Mundella speaks only of what came within his notice, in no way intending to express an opinion of other efforts, to which his attention was not called.

education in the British Parliament, as well as numerous private inquiries from many foreign sources, have sought here national information with regard to education which could not be given. Can the United States afford to lose such opportunities? Is it not better to improve them than to win battles?

But these statements may be said to proceed on the supposition that our country leads the world in all respects in this great work of internal progress. On the contrary, a correct apprehension of the facts will compel us in candor to admit that we have many excellencies to learn; indeed, that some of our greatest educational improvements have been borrowed, and that we need for ourselves a constant observation of all that is done elsewhere in the matter of education, in order that, as promptly as possible, every advantage practicable in our civilization may be secured for the cultivation of our children and the elevation of our people. A newspaper correspondent says, in speaking of the opinion formed by Mr. Mundella of some of our schools, that he "thought the Rice school in Boston the best he has ever entered in any country. By contrast he found no school for the poor children in the Freedmen's Village at Arlington, which he visited to-day. Of facilities for art instruction he notes our sad deficiency, Philadelphia, with 600,000 inhabitants, having only a single school of forty pupils. Small towns in England do much better. Speaking of the great defects of our systems, as irregular attendance, absenteeism, want of uniformity, and lack of supervision, he says that, unless we strike some remedy, England, under her new educational bill, will outstrip us in the education of the masses."

Our entire consular and ministerial service could readily communicate to the State Department a great fund of valuable facts, to be worked up in this Bureau for the use of American educators.*

The accompanying papers give some views of school affairs in the Australian colonies, India, Ecuador, the Argentine Republic, Austria, and England. In the last named the progress is most striking, in every feature, to the American educator.†

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* I am specially indebted to the Department of State for coöperation in the conduct of correspondence and exchanges with foreign countries.

† Under the new education act, passed at the last session of Parliament, the rate-payers of London are to elect a school board by a ballot similar to that by which, in the best regulated parishes, vestrymen and other officials are elected. For the purposes of the election the city is divided into ten parts, each of which will elect a certain number of members, forty-nine in all. Every voter (rate-payer) has as many votes as the number of members to be elected in the district to which he belongs, and may distribute those votes as he pleases. He may, if he has seven votes, distribute them to each of the seven candidates in his district, or he can concentrate them all upon a single candidate, or divide them in any way he chooses. The persons elected form the school board for the metropolis, and will hold their seats until December 1875. They will have power to elect a chairman among themselves, or from outside of the board, and, under the sanction of the education department, they may vote him a salary, though they themselves will be unpaid. This board will for three years have supreme control over the elementary education to be supplied by the taxes, and will have to take all the first and most important steps for bringing the new system into operation.

To illustrate the foreign demand for information referred to, as well as its extent and character, the following extracts from the files of the office are presented.

From the parliamentary library of the colony of South Australia:

Having observed that certain documents have been published under your authority relating to the educational legislation, statistics, &c., of the various States of the Union, I have the honor to request that you will favor me by transmitting copies in duplicate.

From the Secretary of State, transmitting copies of the educational report of the colony of Victoria:

It is assumed that these reports are sent to the Government of the United States with a view to receive in return some of the official publications of the General Government or of the several State governments in relation to the same subject.

From the secretary of the Colonization Society:

I shall be happy to receive your publications for the government of Liberia.

From the minister of the Netherlands to the Secretary of State, (translation:)

The Teachers' Association of the Netherlands has addressed my government, requesting to be put in possession of a collection, as complete as possible, of the laws, regulations, and reports concerning public instruction in foreign countries. * * * I flatter myself that you will be pleased to lend me your assistance, that I may be put in possession of the documents in question, (State, city, and other local reports,) as well as of such as may be at the disposal of the Commissioner of Education.

From the chargé d'affaires of Portugal to the Secretary of State, (translation:)

The ministry of the kingdom of Portugal, desiring to obtain information with regard to public instruction in this country, I have the honor to transmit the inclosed copy designating the points on which information is desired.*

The communications of Mr. Jay, minister to Vienna, are too long to quote. They comprehend three items: 1. The great interest felt by the imperial royal (Austrian) government in the American system of public instruction. 2. The publication by the ministry of education of semi-monthly bulletins of educational information, and a proposed exchange of Austrian documents on the subject for those of this

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* This inquiry is very comprehensive, and relates to—

1. Public instruction in general:

a. Organization of public supervision, superintendents, boards, &c.

b. Official reports of the United States and the States published.

2. Superior instruction:

a. Organization, universities, colleges, and professional schools, professorships, courses of instruction, degrees conferred, examinations, text-books, expenses; also, museums libraries, observatories, &c., their organization, expenses, &c.

3. Secondary instruction:

a. Special,
b. Practical,
c. Classical,
d. Normal.

} Organization, instruction, text-books, discipline, appliances, &c.

4. Primary instruction—its organization, graded and ungraded, instruction, discipline, statistics, &c.

country. 3. Requesting complete sets of reports and text-books for this purpose.

The French government (through the Department of State) has also been inquiring for observations and statistics on "the causes of the mortality of children of tender age," in the course of which it comprehends "*the various modes of their education*, the proportion of mortality in the different States, preventive measures initiated," &c.

Finally, to illustrate the interesting subjects on which this office occasionally receives communications, and which would increase in number with greater facilities for their consideration, the following letter is appended, (translation:)

Dr. Poggioli to Hon. E. B. Washburne.

PARIS, *June* 21, 1870.

SIR: A scientific discovery, which was presented to the imperial French academies of science and medicine, has, after a favorable report, been practically applied in the superior municipal schools of Paris, (Colbert and Turgot,) by order of the prefect of the Seine. As this discovery has a general interest, I have the honor to make this communication to you that you may, if you see fit, draw the attention of your minister of public instruction to it, with the hope that he may imitate his French colleague, Mr. Duruy, to whom its introduction in the above-mentioned schools is chiefly due. At the time when Mr. Duruy resigned his position, this new process was about to be introduced into the lyceum of the Prince Imperial, with the view of making its results known in wider circles.

Your minister of public instruction would only have to select a competent physician to superintend the introduction of this discovery, which consists of nothing but simple *electric gymnastics*, agreeable to the child, altogether harmless, and which can be introduced into every kind of school. The practical results are the following: After a few days' practice a general improvement in the child's health may be noticed, if it has been previously feeble and sickly. The same improvement may be observed in its physical and mental development. After some electric "*séances*," (three, on an average,) the child needs but half the time for studying its lessons, and, if last in the class, it will soon advance to the first rank.

Such results, of incalculable value for future generations, deserve the attention of every wise and intelligent government.

Hoping that you will give this subject a favorable attention, I remain, with the most profound respect, your excellency's humble and devoted servant,

POGGIOLI, M. D.,
Knight of the Legion of Honor,
Former Inspector of the State Asylums for the Orphans of 1848, *&c.*

Circular issued by the director of the superior municipal schools of Paris to the parents of scholars in those institutions.

PARIS, *May* 15, 1870.

SIR: Dr. Poggioli has been authorized by the government to introduce his system of electric therapeutics in the superior municipal schools. This system tends to the bodily and mental development of the child in the same manner as a well-organized system of gymnastics.

The electro-therapeutic treatment of Dr. Poggioli, who has already made successful experiments in several large private establishments, is not attended with any danger or inconvenience whatsoever.

I have therefore the honor to ask you whether you wish your son to participate in the electro-gymnastic exercises, superintended by Dr. Poggioli in person, assisted by a committee of teachers especially appointed for this purpose.

If your answer is in the affirmative, I would ask you to authorize me especially to do so, by signing the accompanying formula.

——— ———, *Director.*

Printed slip for the parent's answer:

I authorize you to let my son participate in the electro-therapeutic exercise of Dr. Poggioli.

———— ————.

AMERICAN EDUCATION AS AFFECTED BY OUR RELATIONS TO ASIATIC CIVILIZATION.

Our nation, itself the result of transatlantic immigration, developing a civilization having its own characteristics, laying under contribution all the types in Europe and Western Asia, yet differing from all these, has had enough to do to maintain its essential features and assimilate to them the continued tide of population pouring in from Europe. The questions arising out of enforced African migration of a population brought hither as slaves, have, in their only partially effected solution, too nearly sundered the ties of our Union, buried too many hundreds of thousands of our first-born, and loaded posterity with too many millions of debt. It is easy now to see how the early and universal application of principles of education adopted in portions of the country, would have given a more ready and complete assimilation of all incoming foreign populations, whether civilized or pagan, in accordance with American ideas and institutions, and averted the fearful ordeal through which we have passed. Nor can reflective minds fail to feel that the immediate and thorough application of the principles of free common schools alone can successfully complete the triumph of the institutions of freedom, so far secured.

Still welcoming a large European population, and in the midst of the final solution of the questions arising out of the emancipation of slaves, we are in a most peculiar manner brought face to face with the overwhelming populations of Eastern Asia. Our transcontinental railroad, and connecting Pacific steamship lines, make our territory one of the highways of the world's commerce with Eastern Asia and its islands. The ubiquity, versatility, and enterprise of American commerce and character can hardly do otherwise than take the lead of this meeting of the new with the old civilizations. The confluence of new tides of population, however diverse, in the past, presents no parallel. All our citizens believe in the triumph of American destiny, and may, from self-assured habit, regard the issues presented with indifference, save where some special interest is directly affected, or supposed to be, as are the interests of industry by the introduction of Chinese laborers.*

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* *Number of arrivals in this country since* 1820.

1820 to 1830, ten years	3	1861 to 1868, eight years	41,214
1831 to 1840, ten years	8	1869, one year	14,902
1841 to 1850, ten years	35	1870 to June 30, six months	7,347
1851 to 1860, ten years	41,397		

The aggregate of arrivals thus far is 104,906 Deducting the estimated number of

The questions thus raised have already excited considerable interest and investigation. Rev. S. C. Damon writes to the Sailor's Magazine, under date of Honolulu, July 22, 1870: "To-day I have learned what I did not know before—*Chinese seamen are supplying the place of American and European seamen.*" Widely different opinions are manifested. Sometimes passion has been apparent. Feeling the foreshadowings of these issues, and believing that they should be met not passionately or partially, but by a clear exposition of the facts involved, and a calm and candid consideration of the same, and that essential to this is the immediate turning of the thoughts of our educators in this direction, I have inserted in this report a paper by an able writer, who has had special opportunities for considering the questions raised by Chinese immigration and for apprehending education as the main instrumentality in their solution. My purpose will be gained if public attention is so turned to these inquiries that the facts bearing upon them shall be fully brought before the public judgment and receive its decision.

Can any American mind become occupied with these considerations without feeling how much more fully we ought to study oriental civilization, its domestic, educational, and civil ideas, customs, and institutions; how thoroughly we ought to know these peoples as they come to our shores; how wisely we ought to adjust our opinions, our laws, institutions, and method of treating them, that they may not bring to us more harm than we are able to do them good; that this meeting of civilizations may be a steady progression, rather than a deterioration, of the national character?

With regard to certain points connected with the inpouring of foreign populations there can be no question. Every newcomer to our soil should acquire a knowledge of the English language; otherwise, we may not anticipate on their part an intelligent acquaintance with the spirit of American life, and consequently they can have no appreciation for it likely to secure adaptation to its peculiarities. Second, all youth, of whatever incoming nationality, should be brought fully under the influence of our best educational opportunities. Third, these two considerations should be specially enforced with reference to girls and

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deaths and returns to China, it would appear that there are now less than 100,000 Chinamen in this country. The rate of increase for each of the last four years is:

In 1867	3,519	In 1869	12,874
In 1868	5,707	In 1870	15,740

The immigration has been chiefly of males, but later immigration has brought with it a noteworthy increase of females. In the year ending June 30, 1867, there were only 8 females arrived—all to Atlantic ports. In 1868 the whole number was 46; in 1869 it was 974; in 1870, 1,116. The total arrival of females to June 30, 1870, 2,144. In regard to occupation, the returns for the year ending June 30, 1870, exhibit the following facts: Physicians, 6; carpenters, 71; stone-cutters, 14; mechanics, 14; bakers, 3; barbers, 7; tailors, male, 16; female, 11; cooks, male, 42; farmers, 733; interpreters, 4; laborers, 12,782; merchants, 43; peddlers, 2; sailors, 8; occupation not stated, 11: without occupation, 1,973.

women coming with the orientals, that the terrible features of female degradation among them may not be repeated on our shores.

Educators will not fail to observe the great effect that the constant return of so many thousands to China, after having obtained some knowledge of and adaptation to American life, must have on the internal struggles in that empire.*

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*The following, from a communication of Dr. Scudder, in "The Occident" of San Francisco, will indicate that even American teachers can learn something from oriental ideas. He says the author of a celebrated grammatical treatise in the Tamil language, in one part of his elaborate work, gave his views of a model teacher. As a contrast, he first gave the characteristics of a bad teacher, as in capacity, meanness, envy, the substitution of the false for the true, and the habit of blustering. He goes on:

"1. A bad teacher is like an earthen pot. When he was educated his instructor put science after science into him, in a regular order, as one might put a number of different colored marbles, one after another, in a certain order, into a jug. Being now filled up, he begins to teach others, but the marbles do not come out according to the arrangement in which they went in. They tumble out helter-skelter. He teaches without definite plan; confusedly. His instructions are like the indiscriminate issue of the marbles carelessly shaken out of an earthen pot.

"2. He is like a Palmyra tree, which is crowded with sharp-edged incisive leaves. They who, as pupils, try to get fruit from him, cut themselves for their pains. Some fruits which reach the ground, as wind-falls, may be picked up. The man has too much edge to become a good teacher.

"3. He is like a crooked palm standing in a garden. It ought to dispense its shade and yield its fruit within the garden to which it belongs, but, instead of that, it crooks its trunk over the wall, and gives its fruit to those who pass by; so the bad teacher, inattentive to his own pupils, displays his learning to gaping strangers."

The good teacher, on the other hand, is described as possessing "good blood, kindness, piety, loftiness of character, erudition, capacities to impart, and knowledge of human nature." He goes on with figures again:

"1. The good teacher must resemble the earth in four particulars. The terrestrial globe is vast and of bulk unknown. So must his lore be. The earth is strong, shrinks from no weight, and carries its burdens buoyantly. So must he be. The earth is patient; whether birds peck it, or moles bore it, or the hoe smite it, or the plow tear it, it beareth all. So must he indure the diversified provocations which his pupils may bring to bear upon him. The earth is fertile, and yields to the tiller according to his work. So must he yield in exact proportion to the capacity and extractive energies of his scholars.

"2. The good teacher should resemble a mountain in four particulars. It abounds in various products: Gems in its crevices, gold in its veins, grain-fields on its slopes, forests on its summit, cascades over its precipices. Even so let the teacher's literary accomplishments be exhibited in a rich variety. The mountain never runs away, but stands unalterably firm. Let there be an analogous stability in his learning. The mountain is visible from afar, and is still beautiful when its shape melts to a blue outline on the sky. So let his fair fame be. When the plains are consumed by drought, the mountain, musical with running streams, comes to their help, and gives although it receives nothing back. Let the teacher manifest a like spirit of gratuitous impartation.

"3. The good teacher is like the beam of a balance in two respects: It banishes doubt by defining to the eyes the exact weight of any substance. The teacher must weigh all the subjects which he handles, show to learners the precise nature of each, expel doubt, and introduce certainty. Two scale-pans are hung to the beam, and it is the

EDUCATION AND LABOR.

Agitations of the public mind in reference to questions of labor render the relation of education to the results of industry of special present interest. A tendency to hostility between capital and labor has been apparent. Can either afford to suffer the evils likely to arise from an attempt to adjust the differences by an appeal to force? Yet some form of violent action can hardly be avoided if prejudice and ignorance are too prevalent on either side. The parties in interest are put on an equality of citizenship by the very nature of our institutions. There are no great lines of caste any longer acknowledged; getting capital exclusively on one side and poverty on the other; or education on one side and ignorance on the other. If such an order of facts should occur, it must be brought about by the efforts of individuals or classes. Shall such endeavors be made, or the opportunity for them offered? The answer depends upon the ability of the parties interested to appreciate the situation and meet its difficulties by ways and means in accordance with reason and conscience.

There is offered here in America the fairest field for the successful solution of every irritating question arising between capital and labor, without conflict, without harm to either, without a disturbance of the great harmonies necessary to the highest national prosperity. But reason cannot exercise its sway without knowledge, nor knowledge be possessed without the means of its acquisition. Capital and labor must be both able and willing to see and consider each others' interests. Make all of either class able to read, able to discriminate correctly between right and wrong, render intelligence and virtue supreme in deciding their questions of individual interest, lift them up, so that the horizon of each will embrace the interests of all, and the folly and wickedness of an appeal to force or fraud on either hand will be too apparent to invite the attempt. They would then see how much they have in common, how closely and inseparably they are yoked together. Education in its large sense, the development of all the powers of man for the best uses, offers for each interest the grand instrument for the solution of its difficulties.

With this belief, strengthened by the conviction that no question could be more thoroughly national or pertinent, I have addressed a series of inquiries, first, to observers; second, to workingmen; third, to employers, calling for an expression of opinion upon the relation of education to the productiveness of labor. The necessity of the inquiry is strongly enforced by the flat denial on the one hand that education adds to the pro-

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function of the beam to be just between them and declare for the dish that is heaviest without fear or favor. Let there be a similar impartiality.

"4. The good teacher should be like a flower. Let him imitate the gentle motions of its soft petals. When he teaches, his utterance should be like the fragrance, and his facial expression like the sweet-faced bloom of a morning flower. Then, as the flower, he will be the indispensable ornament of every festive occasion."

ductiveness of industry; while, on the other, the effort to place this matter beyond controversy is ridiculed as raising questions already long since universally answered in the affirmative.*

Three thousand copies of these inquiries were prepared, intended to offer the opportunity of bearing testimony in regard to the points raised, which were sent to every class in every section of the country. Only an attempt to open the investigation is made in this report. An accompanying paper is presented upon the general subject of education and labor, written by one specially interested in the question.

The first question of the series related to the opportunity of the person interrogated to judge correctly, so as to be able to answer the remaining questions; being as to whether he had employed any number of laborers, how many, and in what kind of labor, and where; with appropriate variations when addressed to workingmen and observers.

The other questions were as follows:

2. Have you observed a difference in skill, aptitude, or amount of work executed by persons you have employed, arising from a difference in their education, and independent of their natural abilities?

3. Do those who can read and write, and who merely possess these rudiments of an education, other things being equal, show any greater skill and fidelity as laborers, skilled or unskilled, or as artisans, than do those who are not able to read and write; and, if so, how much would such additional skill, &c., tend to increase the productiveness of their services, and, consequently, their wages?

5. What increase of ability would a still higher degree of education—a knowledge

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* An editorial in The State Journal, published at Harrisburg, Pennsylvania, November 3, 1870, is of the latter character, in which, under the caption "An Official Dogberry," the writer says:

"The sagacious Dogberry observes, 'To be a well-favored man is the gift of fortune; but to read and write comes by nature.'" Applying this to the case in question, he says: "The Commissioner (of Education) questions the soundness of the observation, and is making elaborate efforts to disprove the propositions it suggests. Not disposed to trust the ordinary processes of reasoning, he has, with great care, prepared and sent out several series of questions to 'employers, to intelligent workingmen, and to impartial observers.'" Then, quoting the series of questions in terms of ridicule, and suggesting that others be added, such as "Which can man do without best, fire or water?" "Which is the most useful animal, the horse or the ox?" and that the whole be referred to the "Mackerelville Debating Society," he says that Pennsylvania and other States, acting "on the conviction that education is good for the citizen and for the Commonwealth, have established and maintained schools during a full century," &c. "The terrible query is now raised as to whether this labor, the expenditure of money, public and private, has been for good or for evil? Christian societies, even churches, are involved. Have they been doing the work of the evil one? Have they been pursuing a doubtful policy, not knowing whether men should be made better or worse, for time and for eternity, thereby?"

On the other hand, many men display a decided opposition to the education of some forms of labor. For instance: W. R. Butler, esq., planter, of Murfreesboro, Tennessee, would "prefer the uneducated, sprightly negro on the farm." R. J. Trumbull, esq., planter, of Skipwith's Landing, Mississippi, thinks that "among negroes there seems to be no advantage in education, as, thus far, it has been generally used." B. I. Harris, esq., planter, of Sparta, Georgia, observed that "a limited education, in most cases, is hurtful.

of the arts and sciences that underlie his occupation, such as a good practical knowledge of arithmetic, bookkeeping, algebra, drawing, &c.—give the laborer in the power of producing wealth, and how much would it increase his wages?

5. Does this and still further acquisition of knowledge increase the capacity of the workingman to meet the exigency of his labor by new methods, or in improvements in implements or machinery; and, if so, how much does this inventive skill add to his power of producing wealth?

6. Would you generally prefer or not a person who has been trained in the common school for the ordinary uses for which labor might be employed over one who has not enjoyed that advantage?

7. Whom would you, as an employer, choose for positions of trust, such as foremen or superintendents, persons unable to read and write, or those having the rudiments of education, or those possessing a superior education, all other things, such as skill, strength, and fidelity, being equal?

8. What do you regard the effect of mental culture upon the personal and social habits of persons who have been in your employ? Do they, as a class, live in better houses, or with better surroundings? Are they more or less idle and dissipated than the untaught classes? How will they compare for character, for economy, morality, and social influence among their fellows?

ANSWERS.

By Sinclair Tousey, esq., New York City, who had employed farm laborers, clerks, porters, and similar help for more than thirty years:

3. Difficult questions. The difference, in my opinion, would be from 20 to 40 per cent in favor of the rudiments.

4. This would depend upon the labor he had to perform. If merely muscular was all expected, these qualifications would add but a small extra value to his labor, but if they were required, a large per cent. of difference would be in favor of the man having the qualifications, though in any case the increase of wages would depend greatly on the laws of demand and supply for work and worker.

5. Yes; but the amount of increase depends entirely on the nature of the things produced, by the improvements and the extent of the want of such things. The more universal the want, the greater the per cent. of advantage in favor of intelligently educated laborers.

6. Yes, by all means. Untrained brains are but poor instruments in guiding untrained muscles.

8. Such men are always looked up to by their more uneducated fellows.

By General Samuel Thomas, Zanesville, Ohio, who has employed 500 common and skilled laborers, such as were needed to produce merchantable iron from the ore and the coal in the mines:

2. A marked difference, and easily observed by visitors.

3. None of our officers doubt the superiority of men who can read and write, for common labor, over those who can't. Men who have some education require less supervision. The saving to employers in this way alone amounts to fully 10 per cent. Employers suffer constantly from ignorant employés doing their work poorly, and doing less of it for the same wages. This amounts to fully 10 per cent. more.

4. A knowledge of chemistry, geology, working of mines, and, in fact, all the physical sciences, would add to the efficiency of all laborers in our employ. Not that I expect all to advance to the higher departments, but that, with their common school education, they should have some knowledge of the sciences I have named. In many ways men with such advantages could produce more in twenty-four hours with no more labor, and, as a consequence, command higher wages.

5. All the labor-saving improvements are the result of education awakening the

mind to struggle for something to save much and throw the labor upon machines of iron and wood, so far as I have observed in our works. The ignorant man imitates some one else, and, if he is watched, continues to do so day by day; and by these means earns his living, but he is a great tax upon capital. We pay 20 per cent. more wages to a skilled laborer in our employ, with an education that makes him worth it to us, over an uneducated man struggling to fill the same kind of place, but not worth so much.

6. I should much prefer a man with some education; the more the better.

7. I would not employ as a superintendent or foreman a man who could not read and write; all other things being equal, consider a man better and better qualified for supervision of labor as his education increases.

8. The man with some education or some mental training shows his superiority over the ignorant man at home, and by his social and moral influence, to a greater degree than in the shop or at labor. He is more moral, less disposed to be vicious, more industrious, and, as a class, live in better houses, have better surroundings, and seem to be happier men in every way.

By Mr. John W. Browning, bricklayer, president of his trades union and secretary of the National Labor Union, New York City; his general statement is intended to answer several of the questions:

I have not unfrequently worked with members of my trade who have labored years at the business, and yet they are ignorant of the simplest though very important materials in the building line. For instance, anchors are fastened to every fourth or fifth beam, and must be, or should be, well secured in the wall, by which means there is a bond between the two walls, or four walls, as the case may be; the walls are strengthened, the building is firmer, and less liable to settle. The men I allude to build around and over these anchors, wondering what they are there for and paying no regard to security. Such mechanics are half their time unemployed, and they attribute it to hard luck, or something of that kind; but they do not seem to take heed and get on, and they become discouraged. But it is not so with the mechanic who understands the theory of his business, or who has studied sufficient to discipline his mind. He understands or will understand that the anchor must be set snug in the wall. He knows why a fire-place is built on the outside of a gable; he knows what a keystone is for. In short, he knows the uses of the materials and the designs of the specifications, and he is able to earn his wages, and in many cases superior wages, besides enjoying steady employment during the building season. The latter class of our trade are the students of our business; they lighten their labors and the labor of others by new inventions. A year ago 1,000 brick a day was considered a fair day's work. It is the basis of estimate at the present time, and yet an ordinary bricklayer can lay from 1,500 to 2,000, while I have known men to lay 3,000 a day on a twelve-inch wall. I think any one who has adapted any means to discipline the mind, either by studying at school or elsewhere, is preferred to one who never gave himself to reasoning.

7. It depends on the business to be transacted. In my business a foreman, superintendent, overseer, or journeyman cannot know too much, and those who are trusted with the plans are skilled and as intelligent as can be had.

8. I find men who are in the habit of reading the daily papers soon become well informed. They take an interest in passing events. This brings respect and then self-esteem, pride, and all that; they are more industrious; they can account for change. By the experience of the past they judge the future; they are better providers, live as well as their means will allow; they are always trying to better their condition, and they have an influence among their associates. I am in favor of free day schools for children, free night schools for apprentices, free libraries and better rooms for all who wish to avail themselves of their benefits, believing that it will add to the industry of the nation, elevate society, and make us morally and religiously a better people and better citizens.

A. J. Mundella, esq., member of the British Parliament for Sheffield, England, who had employed a large number, as many as three or four thousand at a time, in the middle counties of England, as knitters, weavers, finishers, and machinists:

2. I would say that an educated man invariably acquires a knowledge of his work with greater facility, and executes it with less cost of supervision, than an uneducated man.

3. The mere rudiments I do not rank very high. If a man can barely read and write he has not attained to much. To read and write *fluently* is a great advantage in conducting the ordinary affairs of life. Evidence has been given before the British Parliament from my own district showing that some grave mistakes in chemical processes, such as bleaching, dyeing, &c., are constantly occurring through the ignorance of the workmen not having the ability to read writing. I have often witnessed natural powers in a person entirely uneducated, which would have been turned to the benefit of himself and his employer if he had only received a thorough elementary education. I have recently seen in Massachusetts, Englishmen whose wages their employers would have doubled, by willingly appointing them overseers, if they had only been educated sufficiently to keep accounts.

I think it is impossible to estimate how much education would increase the value of their services. If the labor is merely mechanical, such as tending a machine that is making so many revolutions per minute, it requires little education to perform it; but if the labor is something where the whole manipulation depends upon the intelligence of the workman, it is a very different thing. The division of labor in England is so minute that the artisan who begins and continues the same work for years becomes a mere machine himself.

The value of education, both to the workman and employer, is something that it is exceedingly difficult to estimate. The educated man will better understand the influence of those economical laws upon which his art depends than the uneducated; and my observation leads me to the conclusion that many of the strikes among workmen are the consequence of gross ignorance on their part, and that almost invariably the outrages and intimidation resulting from strikes are the acts of ignorant men.

The more flagrant cases of violence and intimidation in England have been in connection with those trades unions where the education of the workman has been grossly neglected.

4. I believe that technical education is of great importance; that the success of Switzerland and Germany in manufactures, and their superiority over others for the last thirty years, has been owing to the excellent elementary education which they have given to their work-people, to which has been superadded, with great advantage, a large amount of scientific and technical education.

Art-training in England has had a marvelous effect in improving the designs for every description of manufacture where taste is required, and consequently in increasing the demand in foreign countries for such manufactures. For example, the result is seen in the better styles of carpets, laces, dress-goods, crockeryware, furniture, ornamental iron-work, and in every description where decorative art is of value. I think the great want in this country is such education. I have known instances where a youth who has received art-training has been able at twenty years of age to earn more than all the rest of the working force of his father's family. There is one case among my own workmen where such a lad is getting very high wages, and the effect is that the whole household is elevated.

5. The greater the improvements in machinery the more intelligence is required on the part of the workmen who manipulate them. It has been found in England that for working the improved agricultural machines a higher class of intelligence and skill is required to manage them than the old peasantry possess. An intelligent workman will always produce a larger amount of work from a clever machine than an ignorant man can, and will keep his machine in better working condition.

6. I would, certainly. In all classes of labor with which I am acquainted a person receiving the education which is open to him in the common schools of America would be infinitely preferable, in all respects, to a workman whose early education had been entirely neglected.

7. Certainly, I should prefer those who have had the very best education for such situations. In my opinion, a youth cannot be too highly educated for business purposes. I believe there can be no greater mistake than the old and common error that a boy may be made above his business by education.

8. My experience of workmen, on the average, is that the better a man is educated and the greater the intellectual resources he possesses, the less is he disposed to sensual indulgence and the less inclined to any kind of intemperance and excess. Those trades most characterized by intemperance in England are those wherein the workmen employed have the least education. I have employed in various departments of my own business intelligent workmen earning lower wages than ignorant men employed in coarser branches of the business; and the intelligent man educates his children, lives in a comfortable house, and has much refinement and many pleasant surroundings, whereas the ignorant man, with higher wages in some other departments of labor, is more addicted to intemperance, his wife and children are worse clad and worse cared for, and his home in all respects less comfortable. Perhaps the best illustration of this would be the contrast between a clerk earning £80 a year, who is a gentleman in education, tastes, and surroundings, and an ignorant laborer earning the same sum. In England intelligent workmen are generally the men who are distinguished for economy and thrift. They take the lead in all useful associations; they are the managers of the mechanics' institutions, the teachers in the Sunday schools, and the founders of coöperative societies.

In my experience in courts of conciliation I have always found the intelligent workman more open to conviction, less trammeled by class prejudices, more independent, and possessing more individuality than his fellows. The ignorant workman, on the contrary, is much less qualified to sit on the boards of arbitration.

Mr. W. J. McCarthy, working miner and engineer, of St. Clair, Pennsylvania, writes as follows:

I was born in this county. Ever since I came to years of understanding, I have taken notice of the foreign emigrants, of whom we have a goodly number here. I have found the ignorant and uneducated the poorest of them all. I have had occasion several times to travel through the coal region. I found the uneducated living with their families in mud-hovels and shanties, while the educated preferred living in towns, where their children would have all the advantages of civilization and education. Were it not that this mountainous country is so healthy, the mortality among the former would be very great, for the manner in which the poor ignorant creatures manage to live without entailing disease is miraculous. Dissipation is also very great among the uneducated, more so than among those who are educated; and it would be still greater were they to have the means to purchase liquor. I have often heard poor, ignorant men say, "Were I as rich as so and so, wouldn't I sport it?" Men sometimes get rich by chance, and, if they have not at least the rudiments of education, as a general thing become dissipated. I also observe more brutality among those who cannot read or write than those who can, and also more debauchery, crime, and tendency to evil.

Having in charge the machinery of a large coal-breaker at one time, I observed that the boys that never went to school, and could not read or write, were more mischievous and would oftener try to damage the machinery by putting spikes or pieces of iron in the cog-wheels than the boys who had been at school, and received even a slight education. These are my reasons for thinking that an educated working-man is so much superior to the uneducated. Education is needed for the welfare of any nation, for without it we would become barbarous.

Cyrus Mendenhall, president of the Kenton Iron Company, Newport, Kentucky, says:

I rejoice that the official attention of the General Government is being turned to the subject of your inquiries, and cannot but hope that sooner or later it will result in some practical benefit to the country. The want of a higher grade of instruction in science of their business, for the managers of the different departments of the manufacture of iron, say in mensuration, geometry, the mechanical powers, hydraulics, hydrostatics, chemistry, &c., has been severely felt by proprietors. The want of competent men in such positions often, I believe, makes the difference to owners between success and failure.

In illustration or justification of my replies to your Nos. 3, 4, and 5, I will take the liberty of giving you an instance or two coming under my own observation. An engineer at our blast furnace near Wheeling—a man who had previously been intrusted with important machinery, and run an engine successfully when all was right, a temperate and well-meaning man, but without education, except to read and write and make the simplest arithmetical calculations—was directed to place a hand force-pump at the river and have water driven up to the tanks located 60 feet above the river level; a half day, with two assistants, was spent fixing the pump on the river bank 40 feet above the water, with a soft hose from the pump to the water, and another from the pump to the tanks. He did not know why he was unsuccessful in getting the water into the tanks. It was difficult at that time (owing to the war) to replace him with a better man, and he was left in charge of the machinery when the furnace went into blast. The machinery was vertical, the steam standing above the blast cylinder, the whole extending in a line some 27 feet above the foundation. Considerable vibration at the top was found to result from the movements of the machine when put to the necessary speed. Instead of remedying this by guys from the top to the strong surrounding walls, during a fortnight's absence of the superintendent, the engineer applied one timber brace, setting the top over the whole, or little more than the whole, amount of the vibration, thus forcing it out of line and causing such injury to the inside of the cylinders, from cutting of the metallic piston heads, that the blast cylinder (and I think the steam cylinder also) required to be taken out and sent to the manufacturer, a hundred miles distant, and the whole put in repair, at a cost of $2,000. This, with the damage arising from stoppage, was more than sufficient to have paid the wages of a first-class man, instructed in the "science" of his business, for two years. That man is still employed in the same position at a blast furnace on the Ohio River above us.

Now for another kind of a man. In a part of the country, when the service of a railroad engineer was very difficult to procure as well as very expensive, it was necessary to construct two or three curves to a definite radius in a short railroad extending from the coal mine to the main line of railroad, an employé, who knew nothing of engineering, but had mastered the first six books of Euclid, by an evening's study and application of the geometrical principles involved, discovered the very rule and method used by the best engineers, and next day, with the aid of a transit, located the curves with correctness and dispatch. How much was such a man worth above an ordinary hand?

Mr. S. P. Cummings, of Boston, Massachusetts, secretary of the Massachusetts Grand Lodge of the Order of St. Crispin, chairman of the executive committee of the International Labor Union, and of the State labor party, says:

2. The difference is very marked, indeed. Educated labor is by far the most skillful and faithful. Value of skilled labor over unskilled, both as to productiveness and compensation, fully 20 per cent.

3. A knowledge of the subjects would increase production and wages fully 20 per

cent. over the present, inasmuch as the effect would be to stimulate laborers to produce better articles, and consequently increase their means of enjoyment.

4. It does. It is difficult to determine. I should say 20 per cent. as the result of my observations in fifty cities and towns in this State.

5. Most certainly he would, by intelligent employers.

6. I have a large personal acquaintance among manufacturers, and they uniformly agree that their foremen's money value depends largely on the education they possess. To this rule there are some exceptions, of course.

7. Inventive culture, as a rule, increases the self-respect and improves vastly the social habits of workingmen.

Educated workingmen live in better houses, have better surroundings, and in all respects superior to those whose education is limited and defective. They are less idle and dissipated than the untaught classes. As regards economy, morality, and social influence, educated laborers are preëminent among their fellows. I may add one general observation, that while I was foreman of a shoe factory, employing forty hands, I always got better work, had less trouble, and, as a general rule, paid better wages to the more intelligent workmen. The more ignorant hands were continually giving me trouble, either by slighting their work, or failing to appear in a fit condition to work after pay-day. They were, many of them, coarse, vulgar, drank liquor, grumbled, and were in all respects disagreeable.

I am so well satisfied of the inestimable value of education to the laborer that I would make it compulsory. No man should be allowed to go into the arena of life until he has at least a decent English education. A class of uneducated laborers in a community or State is an ever-present element of danger and injury, not only to labor but to the State itself; therefore, sir, I am much pleased to see that you are collecting statistics for the information of the Government and people on the subject.

My observation has been, and my opinion is, that educated labor is the best paid; that the several habits, style of living, general character for thrift and enterprise of our educated laborers, are so clear as to admit of no question. I cannot particularize on the subject; I can only give general results. Had I more time now, I would like to add some observations on what I regard as defective in our present system of education. Visiting, as I do, the different parts of the State, I observe from necessity the habits of workingmen, and will at some future time, if you desire, give my experience more in full.

Mr. A. E. Johnson, workingman in shoe shop, of Haverhill, Massachusetts, says:

There are many instances in this city of first-class workmen who can neither read nor write, but they are exceptions to the general rule. They may be good at their particular part, but not so quick to learn any new part.

Miss Martha Walbridge, of Stoneham, Massachusetts, head of the Daughters of St. Crispin, (trades union,) says:

2. I unhesitatingly reply in the affirmative to the first question. As to *how much* such additional skill would increase the productiveness of their service, &c., I would state it certainly as much as 20 per cent.

3. The ratio is certainly great, and I am so sanguine on this subject that I would state the increase of ability would give the laborer *double* the power. As to *what* knowledge would be most practicable, I would offer, as a substitute for bookkeeping and algebra, natural and intellectual philosophy, and my observation teaches me these sciences are absolutely essential to the welfare and progress of the laborer.

4. Most emphatically it does. For who so stupid that will not exercise the little wit he may have to economize his physical strength. How much this inventive skill adds I feel incompetent to judge.

5. Certainly, unless the employer be a thief or rascal.

6. Rarely have I known an illiterate person employed as foreman, and when such cases have come under my observation, the persons thus employed have never been able to retain such position, on account of their incompetency.

7. Mental culture has a salutary effect on the habits of working people. It has a direct tendency to morality and refinement. It assuredly develops itself in a desire and healthy effort to secure for themselves and families better homes and intellectual enjoyments. A sense once attained of the true dignity of man and woman hood is seldom, if ever, lost sight of, but retained and fostered as the poor man's one only priceless jewel, and this sense and noble desire make him an honest and respected citizen.

Respecting modifications of the common school system, which have been suggested as corollaries to the answers to these questions, I may add a few words.

First, as respects the ordinary whole-day system, Mr. Edward Atkinson, of the firm of Loring & Atkinson, of Boston, Massachusetts, gives an account of the very great success of a half-time school for the children of the Indian Orchard Mills, established by, and connected with the school system of, Springfield, Massachusetts. In this school half the children work six hours in the morning, and attend school three hours in the afternoon, and the other half go to school three hours in the morning, and work six hours, partly in the morning and partly in the afternoon. Under this arrangement Mr. Atkinson is of opinion that the children "work better and learn more in each hour than those who work or attend school full time," and says that the opportunity attracts the best families to the mill, so that the proprietors have "philanthropy without alms-giving or charity, combined with better profits." Some very remarkable specimens of chirography by children, originally of very small acquirements, who have attended this half-time school for six and twelve months, accompany Mr. Atkinson's letter.

Edward Winslow, of Boston, Massachusetts, the general agent of the Industrial Aid Society for the Prevention of Pauperism, suggests, in reference "to *practical* education in this country *pari passu* with theoretical, that we are greatly deficient in this respect as compared with all other civilized nations, for we have but few technical or trade schools, and those few are designed for a higher class than that which our society hopes to reach. * * The school at Kensington, established by Prince Albert, has been of infinite value to England not only in cultivating the taste and skill of her artisans; for the export of manufactured articles traceable to that school amounts to £70,000," (or $350,000.) "A few years ago (1863) only 3,000 students were instructed in the art and technical schools of Paris; in 1867 there were 12,000; and in 1869 there were 350 *schools*." After some observations on the superiority of the educated workmen in the ease with which he learns his trade, the improvements in machinery and manipulation that he can make, and the rapidity and perfection of his work, Mr. Winslow goes on to say:

The greatest benefit to be conferred upon our country is to make mechanical and industrial pursuits more respectable, and to educate and train the young for these pursuits. Our systems of instruction are now altogether intellectual, and even this only goes far enough to give the pupils a distaste for manual occupations.

He also suggests the importance of retaining, as part of the system of public education, "moral culture and religious instruction," which "need not be sectarian;" and he closes his letter by saying that "the greatest obstacles to prosperity are found," by the society he represents, "to be want of both moral and mental training in the individuals that come under their care."

Professor J. W. Burns, secretary of the American Artisans' College of Philadelphia, Pennsylvania, writes respecting "the practicability and utility of mechanical and artistic instruction in common schools." He believes that "to make work of the hands and the mind combined a leading feature is absolutely necessary to render education an efficient means of mental development and culture. As a vast part of the community depend upon productive occupations for means of subsistence, instruction of children should have for its chief object the development of the faculties which most facilitate mechanical effort." In all the schools he has been connected with he finds "that the most intractable boys may be induced to work, and, when the labor is not continued long enough to fatigue, will go to it with pleasure." "Setting type is one of the best exercises in orthography in which a learner can engage." By the "pantagraphic system of instruction, children from five to ten will learn the rudiments of language and sciences pleasantly and rapidly; and if a fair portion of their time from ten to twenty be given to useful work they may be taught mechanic arts thoroughly," &c. "Much of the expense of education may be paid by the work of the pupils."

In support of these opinions he mentions various interesting items respecting the attendants of the American Artisans' College. He believes both intellectual and moral culture may be stimulated by awards of honors, decorations, degrees, &c., for proficiency, good conduct, &c., to all students in school who seriously endeavor to improve.

In the article upon "The relations of education and labor," which I have had prepared as an introduction to the responses from employers, working-men, and observers to the series of questions sent out from this Bureau, bearing upon this subject, will be found a condensed summary of the special schools established and supported by the different European governments for the training of their citizens in the arts, sciences, and industries of life. A glance at what is done in this direction by the little kingdom of Würtemberg, with its population of less than two millions, or by the republic of Switzerland, with its twenty industrial schools for girls, is sufficiently suggestive of our own deficiencies.

The extracts from the report of the British workmen who were sent by the London Society of Arts to the Paris Exposition of 1867 are full of interest, more especially in view of the great effect that was produced by them upon the English manufacturers, who were then made first aware of the danger they were in of losing their boasted supremacy, from their lack of trained laborers, and who have gone to work with their usual energy to remedy the fault, by establishing training schools in the arts and industries, the good effects of which are already visible.

In the extracts from a report to the Massachusetts legislature, the statement that "there is *no remedy* for the wrong of depriving children of a proper education," and the assertion that the public-school system of New England, so well adapted to a former state of society, *fails* to meet the demands of our modern civilization, contain both the rationale of free public education by the State, and the indictment of the thinkers of to-day against the present system.

The remarks of Dr. Lyon Playfair, at a recent meeting of the British Social Science Association, with which this introductory article closes, would seem to sustain this indictment, and at least challenge attention.

In the answers returned by the employers, workingmen, and observers to the circular questions sent out by the Bureau in reference to the effect of education upon industry, as to its giving increase of compensation, and in its general effect upon the condition and value of the laborer as a citizen, from the mere rudiments of knowledge up to the higher technical culture, many interesting facts were elicited, some curious discrepances and differences of opinion appear, and now and then the underlying problems of political economy, the complex relations between capital and labor are here suggested and there thrown into sharp antagonism.

These answers come from every section of the country and from those engaged in various industries; and in the kind of industry there is found a reason for the difference in the estimate of the value of book-learning, the builder of complex machines seeing far more worth in the higher education of the laborer than the superintendent of the Kansas Railroad, who finds the possession of a certain innate power over men, by his foreman, of higher value than the best education. In the replies of employers, from those requiring great mechanical skill to those dealing with plantation hands, save a few who exclude the colored laborer from the application of the rule, the common testimony is, that ability to read and write adds to the value of the workman and to his pay; the more ready comprehension of directions, the less supervision required, and the ambition of the educated man to rise to do better, being the chief reasons adduced. The rate of increase of wages runs from 10 to 100 per cent., averaging in ordinary cases from 20 to 25 per cent.

In replying to the question as to whether increased knowledge, such as practical knowledge of the sciences underlying his occupation, would add to his wealth-producing power and to his wages, there is a remarkable unanimity, though the replies of the employers show inferentially how rarely such knowledge is found among their employés. The effect would be to lift the man at once up into another and far better paid class; the increase of wages being doubled and trebled over that of the untaught laborer.

In replying to the question as to the increase of knowledge creating inventive ability in the laborer, the problem becomes more complex, as is evident from the limitations expressed by the answers; but the fact re-

mains that, of necessity, increased knowledge avails here in a marked degree: only, to be successful, the inventor needs not only knowledge but will and creative ability.

One employer finds the capacity to do mischief by strikes, &c., increased by training.

The replies of the workmen to the same series of questions are of far more interest than those of the employers, because presenting the subject in a greater variety of views.

The illustrations used by the answering workmen are nearly always remarkably apt and clear, not involved, but distinct and sharp, and generally drawn, of course, from the avocations they pursue.

As to education giving increased skill and aptitude, the testimony of the workmen is that it does almost universally; one remarking that in the business of iron molding, where generally it is least supposed to be of consequence, this result is to be most observed.

As to an ability to read and write conducing to increased "fidelity" and "skill," also to increase of wages, opinions vary, though most agree that it would increase them from 10 to 20 per cent. One great value of so much knowledge is, that those able to read the facts for themselves are not apt to be so unreasonable in their demands nor to engage in strikes; but, knowing the markets, know that increase of wages at a given time is impossible. One writes that "How cheap will you work?" *not* "How much do you know?" is the question asked by certain employers, and his opinion is that knowledge has little to do with wages. Yet the same authority, in replying to the next question, "As to how much more knowledge will increase wages," bears full testimony to the value of an acquaintance with arithmetic to miners, the class of whom he speaks. So it seems that in this labor to simply read and write is not enough; and his answer, seemingly undervaluing this knowledge, is but a strong plea for more education. Most treat fidelity, faithfulness, honesty, as a matter independent of mere knowledge of the rudiments of education; as moral qualities which are possessed in as high a degree by some who know nothing of the rudiments of education as by those who do. One argues against education increasing the "fidelity" of the laborer, because education enables him to appreciate the wrongs inflicted by capital upon labor, and therefore will not be likely to increase his "fidelity" to those whom he considers his oppressors.

To the query as to the effect and value of still higher education, a knowledge of the sciences that underlie his occupation, the answers are very varied, and treat upon nearly all the related questions in the contest between capital and labor. One replies that it would enable a mechanic to take his own contract and receive all the profit coming from his labor; in other words, though the writer does not say it, it would transfer him from the rank of those who labor for wages to that of the employer. Another thinks it would increase the wealth of the employer but not of the laborer.

"Mr. Sampson likes his coolies because they are docile and cheap—not because they can read and write."

Another finds a drawback in that a youth with this education, fitted to make him a superior workman, thinks it menial to learn a trade; this idea is expressed in different forms by several.

Another states that a thorough knowledge of the material in which an iron-molder works, for instance, would enable him to produce the same results with one-third less labor; but would not necessarily increase his wages. A distinction is drawn by several between the additional wealth-producing power and the increased wages of the laborer.

In answer as to whether the increase of inventive skill keeps pace with increase of general education, one states that during the past four years the production of a given number of mechanics has at least doubled from the improvement in tools. Another says, "It is well known that all labor-saving machinery is the product of the brain of the educated laborer; but for forty years it has resulted in neither less hours for labor nor less physical labor to the laborer. The educated laborer of to-day works as hard and as many hours as the laborer forty years ago—the 'labor-saving' being money only to those who labor not." All the replies admit the value of education to any one with inventive faculties, though not conceding the whole credit to the fact of education alone.

As to educated persons being preferred for superintendents, foremen, &c., most of the replies concur that they are, but assertions are made of cases to the contrary. Some employers select men of brute force to dominate over their laborers, but the emphatic bitterness with which these facts are stated would seem to show that they are exceptional.

As to the effect of education and culture upon the position and influence of the laborer, the testimony is confirmatory of its value; one believes that the large proportion of criminals are *children of ignorant parents*; another points to the fact that but one in ten of the convicts of New York State is from the mechanic and laboring classes; another finds great advance in the condition of the laborer through the spread of education, and looks to the reducing of the hours of labor to the lowest possible amount as the only hope for increased refinement of that class; another considers this reduction of the hours of labor "the great question of the day;" another would have every child compelled to go to school till the age of sixteen years—a portion of each year at least; another admits the great power of education in elevating the class of workmen in all respects, but says "all is lost in the knowledge that a corrupt government legislates entirely for capital and nothing for honest labor."

From the observers these questions draw forth very different replies from those given by the actual employers and laborers, not in regard to any of the technical questions, as to the general improvement produced by education, but in the reflections induced and by their deductions from the facts.

The question of the kind of education to be given is earnestly dis-

cussed, and the omissions which they charge to the common school and high school system are forcibly delineated. The absolute need of technical schools, of furnishing education closely related to the industries of all persons who must work, is strongly presented; while the philosophy of the advantages of education to the laborer is clearly stated by another observer: 1st. In the independence it creates. 2d. In the withdrawal from a lower to a higher sphere of labor, and in thus diminishing the number of the mere laborers and so increasing their wages, wherein lie some of the secrets of the worth of education.

But not mere knowledge of rudiments, not facility in mere exercise, but in the progress of technic art, and in the habit of right thinking and conscientious conduct, is the hope and progress of the American workman.

From the testimony thus given by various classes, from all sections, and among many industries, it is clear that the worth of a common school education to the common laboring man is universally conceded, with the single exception of those speaking of colored laborers; that his value to the community at large is positively increased and his power as a producer, of adding to the common stock of wealth, is materially enhanced by the education given him as a child in the common school. The increase of wages he will receive on account of his knowledge is put at various figures, averaging near 25 per cent. That this increase of value arises, 1st, from the fact of his being more readily instructed in the duties of his work; 2d, that he needs less supervision; 3d, that he does his work to better advantage and therefore produces more in a given time; 4th, that he is less liable to join in unreasonable and unseasonable strikes; 5th, is more industrious; 6th, less dissipated; and, lastly, is less liable to become an expense to the commonwealth through poverty or crime.

That this (which is true of the commonest laboring man who knows little more than to read and write, but who, knowing this, possesses a marked superiority over his fellows, who are ignorant of these simple rudiments and means of acquiring knowledge) also holds true in regard to additional acquirements, is likewise fully shown.

That a knowledge of the sciences that underlie the occupation gives greatly increased value to their possessor as a laborer is agreed on all hands—no answer so far excepts even the colored laborer. It does this, 1st, by enabling him to avoid dangers, in mining, for instance, to which ignorant men are exposed; 2d, by enabling him to detect and remedy difficulties, which else would cause expense or delay; 3d, by enabling him to discover shorter and simpler methods of work, thereby increasing his powers of production; 4th, by stimulating his qualities of contrivance so that he adjusts and modifies the tools or machines which he uses, and becomes eventually an inventor of simpler and better machines, thus increasing the wealth-producing power not only of himself, but of his fellow laborers. In this direction it is estimated that his

value is increased 100 per cent., while in certain exceptional cases the gain is incalculable. But after admitting all these arguments in favor of the increased value of the laborer who possesses this higher education, it is clear, from the evidence of all, that the chief value and greatest advantage of such increased knowledge arise from the fact that it advances the well-being of its possessor. By virtue of increased education he commands higher wages for his services, and also adds largely to the common production.

Looking merely at its economic value, these answers go to prove that the community receives an ample return for whatever of money it invests in the education of its citizens. Since this is demonstrated, it adds force to the arguments now being urged for technical education, for special training in the several industrial fields; for, if the teaching of the simple rudiments and general instruction give so rich a return to the State, how much greater and more certain results may be relied upon from special training for special labor. This question, which has been so fully tested by the technical schools of the European governments, is attracting attention here, and we are not surprised that dissatisfaction is openly expressed that the high schools furnish no opportunity for training in the practical industries of life.

The argument, as stated here, rests on an entirely different basis from that presented by the professional man—mortified that his country possesses no schools for professional training equal to those of Europe.

This is the plea of the citizen who finds in the higher branches of the public schools an utter failure to give that training which fits for varied practical occupations. The point is well taken, and merits consideration. It is a plea for artisan, art, industrial, and scientific schools as a part of the common school system—a plea based upon the economic value to the state of such training to its citizens.

The questions of the hours of labor, of the relations between capital and labor, of the importation of cheap Chinese labor, of the alleged discrimination in legislation in favor of capital and against labor, all come up in varied forms and show an activity of thought among the workingmen which will require to be met by intelligent argument if we would avoid in this country that impending conflict between the producing and capitalist classes, to avert which is occupying the thought of the ablest minds of the Old World.

These questions cannot be ignored, and the only safe solution of problems so complex and so vital lies in the general dissemination of education among all citizens of the state, so that the capitalist shall be taught as well as the laborer, (and in this country the classes and terms are continually interchangeable, the laborer becoming capitalist, and often, by sudden reverse of fortune, the capitalist becoming laborer,) and that all shall come to see that there is no necessary antagonism between these fellow-workers, for the interests of the laborer rest everywhere upon capital, which is nothing but the sum of surplus labor, and that capital

is vitally interested in the improvement, intelligence, and prosperity of the laborer.

To short-sighted grasping capitalists and ignorant laborers this often seems the reverse of the truth, but the repetitions of history again and again demonstrate its unchangeable verity. As labor emancipates and owns itself, health and prosperity come to the nation; as it is enslaved and owned, the capitalists becoming stronger and the laborer weaker, luxury increases and the semblance of prosperity deceives the nation; but this false semblance of strength meets with sudden catastrophe, as yesterday with the slave system of America, to-day with the hollow pretension of imperial France.

It is this danger, inherent to labor which can be controlled in mass, which arouses the instinctive hostility of free laborers to importations of Chinese contract labor. It is clear from the answers drawn out by these simple educational questions that all classes are interested in education, and that the subject includes many topics and is linked with all political and economic problems.

This report goes to press while the answers and opinions coming in from all quarters of the country are increasing in interest. My hope is that they will continue to come until every inquiry sent out has been answered.

Then, should it be possible, I expect to use all the material in hand in treating this and the related questions towards which so many of the answers have so naturally directed attention.

The special need of this will be most felt by those who know best the strong but exceptional convictions prevailing in many minds, that it is injurious and dangerous to give colored laborers a rudimentary education as noted above.

However faulty or blind any of these opinions may be in our judgment, it becomes us, in view of the gravity of the interests at stake, to bring the whole subject under the most wide and correct observation and examination, both as regards facts and opinions, that truth may have a fair chance at every honest mind, and correct ideas of what education is and of what its benefits are to all races and classes may be universally disseminated.

COSMOPOLITAN, HALF-TIME, AND EVENING SCHOOLS.

The combination of people speaking various foreign languages, in San Francisco and Sacramento, has led to the establishment of schools known as cosmopolitan, in which the necessity for learning these languages is measurably met. All our cities have men and women, so pressed with the labors necessary for their support that they have no time save the evening for self-improvement. Many of these persons have had no previous opportunity even for rudimentary education. Not a few of those who attend these schools are willing to make any effort for self-improvement. Sometimes the father and son, or the mother and

daughter, occupy the same desk. In Jersey City the attendance of the girls was better than that of the boys. In the girls' school one-sixth of the average attendance were never absent. One of the girls, who was obliged to walk a distance of more than two miles, was never absent. In Providence many attend these evening schools, going directly from their work in the mills, or other places, without waiting for their supper, and making greater progress in five months than others attending the regular schools in a year. "A young factory girl, Miss Eliza A. Boyle," says the Providence report, "has in this way, in four years, acquired an education equal to that of the graduates of the high schools." One young man, a mechanic, is mentioned, who is studying with a view to enter college. He commenced arithmetic the previous year, finished it last year, and made considerable progress in English and Latin grammar and algebra. Another is reported as "working diligently at his trade, that of a belt-maker, improving his leisure hours by study, and attending evening schools with persistent regularity." In three years he finished a preparatory course in Latin, Greek, and mathematics, and entered Brown University.

In the evening schools in Springfield, Massachusetts, 43 of the operatives who made their mark upon the "pay-rolls" in November, wrote their names at the February payment following. St. Louis affords opportunity for special instruction in German in evening schools.

Half-time schools or partial-time schools, so common in European cities, have been attempted in this country only to a limited degree. They have been conducted on various plans, and are intended to accommodate children who are compelled to labor for the support of themselves or their parents. The effort is made to give the children a fair compensation for whatever services they render. They are a part of the day at work and a part at school, the hours at school proving a genuine rest, the interest being so great that there is no truancy; and the owners of the mills reporting that where there was lost time before these schools were opened there is now none.

As showing the extent to which efforts are made by a modification of the regular school system, and by the establishment of schools of a peculiar character to accommodate the laboring and depressed classes in Europe, I introduce the following extract from the reports of her Majesty's diplomatic and consular agents abroad, respecting the condition of the industrial classes in foreign countries in 1870:

GOVERNMENT INSTITUTIONS AFFECTING THE INDUSTRIAL CLASSES IN FRANCE.

Crèches.—M. Marbeau, to whom the establishment of this institution is due, opened the first at Paris in 1844, and, invoking the Divine protection, called it *crèche*, or manger. Children in arms are received from half past five in the morning to half past eight in the evening, for 20 centimes (2*d.*) a day, or 30 centimes (3*d.*) for two children of the same parent. The mother brings her child every morning on going to work, returns to suckle it during meal time, and can pursue her calling without anxiety for its welfare. There are at present seventeen *crèches* at Paris: on Sundays and holi-

days they are closed. They form the link between the *sociétés de charité maternelle* and the *salles d'asile*.

Salles d'asile.—An institution for the education of children of both sexes from two to seven years of age. They are very generally gratis, but in places where there is a small expense attached to admission children whose parents are unable to bear it are received gratis. They are frequented by a great number of children whose parents willingly afford the small outlay required, which varies according to the resources of the commune. The lessons do not last more than fifteen minutes at a time, and are varied by bodily exercise. In 1867 there were in the department of the Seine 187 *salles d'asile*, giving instruction to 25,424 children. The city of Paris, where they are all gratis, paid £39,510 for their support, and by rural communes, £805. The total number of children in the *salles d'asile* throughout France was 432,141 in 1866.

Écoles primaires.—The next step in the life of a child belonging to the industrial classes is his admission into an *école primaire*. At the *crèche* he was simply taken care of. At the *salle d'asile* his tender years did not admit of his being much taught. At the *école primaire* he receives moral and religious training, and is instructed in reading, writing, and arithmetic, the elements of French, and the knowledge of weights and measures. These form the usual course, but the physical sciences, history, geography, mathematics, and surveying may be studied in addition, and even drawing, foreign languages, bookkeeping and geometry.

The instruction is given gratis throughout the country to children whose parents are not able to pay; in Paris, gratis to every one.

The principal laws regulating the *école primaires* are those of the 15th of March, 1850, and the 10th of April, 1867. The latter extends and makes proper provision for the education of girls, which had before been rather neglected.

In 1866 1,732,412 boys and 1,578,290 girls attended these schools. Of the population of France, of 38,067,094 souls, 397,062 are children between seven and thirteen years of age.

The law of 1850 also provides for the establishment of schools for adults over eighteen years of age, and apprentices over twelve. The latter are open in the evening from 7 to 9, after the apprentices have finished the labor which they owe to their employers.

TEACHING GERMAN.

In close connection with this matter of foreign education and foreign inquiries is the subject of teaching foreign languages in our country; more especially the teaching of German, on account of the preponderance of the German-speaking element over those of our foreign population speaking other than the English language.

Reference is made to the article on this subject among the accompanying papers.*

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* Professor John Kraus, some of whose suggestive paragraphs are there quoted, in another communication to the Washington National Republican, offers the following observations:

"In regard to our public schools, no teacher should be deemed competent to instruct in the German department unless proficient also in the English. * * *

"The German language has actually become the second language of our republic, and a knowledge of German is now considered essential to a finished education. * *

"It seems entitled to this appreciation, as it is the mother of Anglo-Saxon and modern English, and is spoken in this country by six millions of the people."

Mr. Kraus, in this connection, calls attention to the statement of a distinguished grammarian, that "three-fourths of the English language at present consist of words altered or derived from the Teutonic dialect."

NON-ATTENDANCE, ABSENTEEISM, AND TRUANCY.

The immense amount of illiteracy in the country is a most significant fact, pointing to non-attendance. This prevails alike in country and city, though with great differences in results. The large country districts, sparsely settled, present formidable obstacles to the location of schools so that all can attend. The rural occupations of such a population and absence from special vices of the town expose them less to the injuries of ignorance. All enterprise, however, all high products of industry, all proper development of civilization, must suffer in such communities. But this non-attendance of the population of school age in our cities, increased by absentees and truants, is the grand source from which are supplied all the developments of vice and crime against person and property. These three evils are noticed in some form of complaint in almost every State and city report. Each is sufficient to imperil the interests of any community.

It is estimated by the city superintendent of San Francisco that there are at least 2,968 children in its streets who are leading idle or dissolute lives. So great has become the crowd of young lads prowling around the streets, that it is a question of the highest importance to the future welfare of society, "What shall be done to check this fearful tide of depravity which is sweeping over the city, wrecking so many noble youth and blasting the fond hopes of so many anxious parents?" He calls for truant laws similar to those in force in Boston and other eastern cities.

Hon. A. J. Craig, late State superintendent in Wisconsin, in his last report, observes:

> Making a liberal allowance for the number who have previously attended school, and for those who were so situated that they could not attend, there are still remaining more than 50,000 youth in the State, growing up in ignorance; more than one-eighth of the whole school population, and about one-sixth of the number that could be reasonably expected to attend school. What would be thought of the parent who having six children should entirely neglect one of them, giving it no care, training, or education? Would he not be held to be inexcusable, criminally negligent of his sacred duty, and would not his negligence be all the more criminal if the neglected one, of all his children, most needed care and oversight? Yet this is just what the State does.

The State superintendent in Pennsylvania reports 75,000 children thus growing up outside of the schools. In Philadelphia alone, the census taken by the police a few years since showed 20,000 who were neither in any school nor engaged in any useful employment.

In New York City the number of children who have no place in school nor any home worthy the name, nor any useful employment, cannot be determined. The estimates of the number range from 20,000 to 60,000. Can murders like that of Mr. Nathan be the occasion of any surprise in such communities?

For these evils, already so vast, and still growing with such rapidity in most of our cities, many causes are assigned. The indifference or the poverty of parents, the inconvenience of location of school-houses, the unattractiveness of the school-houses, the insufficiency of school accom-

modations, and the inefficiency of school teachers, are among those generally given. But the causes are sufficiently apparent in any community to those who will look after them carefully.

How can they be overcome, and their consequences remedied? The public sentiment of each community must answer. Nothing adequate, however, may be expected if the facts are not looked up by the teachers, the police, and other city authorities, and brought home to the feelings of the citizens. It is useless to say that these evils cannot be removed. If they are irremediable, we must admit the alarming fact that many of our cities are fast becoming unsafe as places of residence for honest and decent people. Life would lose its security and property its value. The conduct of school officers and teachers sometimes, by their indifference, suggests that the remedy should begin with them. In these cases they conduct the schools as if they were intended only for their own convenience, and for the benefit of scholars that they may choose to retain within them. Too many reports never recognize this element, never include the whole population of school age. Average attendance and percentage of attendance are made out on the basis of enrollment; whereas the standard in every case, for the system or the school, should be the education of the whole number who ought to be in school. Every system and every school should compare what it does with what it ought to do for the whole number of children for which it is responsible.

It is important to show the evils resulting from the running away or absence of those who are registered in the school; but the representation, if truthful and complete, would include the corresponding facts with regard to those who never appear in the school-room. Go up and down our cities, how few can even seat and how many less can give instruction to the total number of children of school age? Not a single State can do this. It may be said then, first, that the idea must be corrected in the minds of school officers and teachers; second, there must be ample instruction and accommodations for the entire population of school age; third, every appropriate measure must be adopted to overcome the indifference of parents; and, fourth, if the evil is not otherwise remedied, the law should imperatively require every child to receive instruction, at least in the rudiments of an English education, a certain number of months each year within the period of proper school age. These things not only ought to be, and are essential to the public good, but they have been done and well done. Boston long since showed, approximately, how education can be guaranteed to every child in an American city. Massachusetts furnishes a good law, and the respective municipalities put it into efficient operation. Municipal officers, teachers, police, heartily unite, and favorable results are reported. New York has a good law, but it is well-nigh without enforcement. Whatever operates against one of these evils has a favorable effect upon each of the others. The absolute prevention of non-attendance will gradually reduce absenteeism and truancy.

The superintendent at St. Paul, Minnesota, makes the following remarkable statement:

I have reason to believe that, through the public schools and the private schools of the city, all the children of the city are in attendance upon a course of education.

With the concurrence of the chief of police and his force, truancy is scarcely known in the city during school hours. In no part of the city, neither in the town, nor the streets, nor at the depots, nor in the suburbs, will children be found during school hours. I take pride in calling attention to the fact, and have invoked the assistance of the police, on the assumption that a vagrant child is as much under their supervision as a vagrant man, and I am happy to know that they are in full sympathy with myself on that subject.

The average cost of instruction in the public schools for the past year, per scholar, as enrolled, has been $10 55, but eleven cents in excess of last year.

WOMAN'S INTEREST IN EDUCATION.

Nowhere else in the world does education open to woman a sphere, on the whole, so attractive as in America. She has won for herself here acknowledged superiority over man in the primary training of children. Her supremacy in the profession of teaching has long been conceded in Massachusetts.* Her excellence as a teacher is more and more acknowledged from the Atlantic to the Pacific, and finds a fitting statement in the language of the State superintendent of California, who says: "The functions of the teacher's office are especially suited to women. They are the natural educators of the young."

But woman's interest in education consists not merely in what has already been accomplished. Her disabilities and sufferings have not been so universally considered and relieved as have those of man. The honors and duties of the family state are not duly appreciated. Women are not trained for these and other duties as men are trained for trades and professions. Numerous institutions are richly endowed with money, with teachers of the highest talent and acquirements, extensive libraries, and abundant apparatus for the benefit of men.

"Woman's profession, about which there is no dispute, embraces the care and nursing of the body in the critical periods of infancy and sickness, the training of the human mind in the most impressible period of childhood, the instruction and control of servants, and most of the government and economies of the household. These duties of woman are as sacred and important as any ordained to man; and yet no such advantages for preparation have been accorded to her, nor is there any qualified body to certify the public that a woman is duly prepared to give proper instruction in her profession."

Why should not woman, as well as man, have first a thorough elementary training; and if opportunities and circumstances like those of man suggest a liberal education, why should she not have also a thorough preparation and a fair opportunity for the highest culture she

* In summer the number of male teachers was 497, and of females, 5,540. In winter there were 959 male teachers, and 5,081 females.

seeks? The questions arising here are still matters of experiment. The greatest amount of *ex cathedra* declaration will not avail to convince the public judgment. The solution and its acceptance must come by the usual process of a fair opportunity for trial, a thorough test of results, and a general acquaintance with them. None of these conditions yet exist. Hasty or partial conclusions will not bring them. The progress in the last forty years has been great, and encourages every well-directed endeavor. All who inquire in this direction may well turn their attention to the figures presented in the accompanying tables, so far as the question of sex appears. An extended opportunity for their study is afforded.

Turning to the tables of illiteracy, curiosity will be interested in observing that in 1850, in Maine and Wisconsin, the illiteracy of the sexes was equal, there being 3,000 of each. In New Hampshire there were twice as many illiterate men as women, there being 2,000 of the former and 1,000 of the latter. In Rhode Island the ratio was two to one, the men being the more intelligent. Vermont had 7,000 illiterates, the males exceeding the females by 1,000. In 1860, in Maine, the sexes were still equal in their illiteracy. In New Hampshire there were 2,000 males and 3,000 females unable to read and write. But these facts cannot be pursued far without meeting those reaching beyond curiosity and arousing the deepest solicitude of the patriotic and philanthrophic mind. In the total adult illiteracy of the country, as reported in the census of 1860, there were 1,364,236 males and 1,588,003 females, the number of the latter exceeding the former by 223,767.

Here, at the very base of the pyramid of our national intelligence, we are met by this appalling fact, that women, even in this land where they are most favored, are not so generally trained in the rudiments of learning as men. Passing upward to secondary instruction, it will be noted that, however imperfect this is for men, it is much more frivolous, lacking in thoroughness, and occupied with so-called accomplishments for women. A few separate first-class institutions have been established for them after the most serious struggles. In spite of the great good they have accomplished, many still doubt and sneer. Endowments are few and limited. Secondary training for women, offered in institutions established by the State, is chiefly in the direction of preparation for teaching afforded in normal schools. In some of the academies, where females are admitted on an equal footing with males, an excellent and thorough work is done. The same remark is becoming more generally true of the institutions of this grade established for the separate training of females. But their opportunity, more multiplied and more productive of results than any other, is in the high schools of the graded system. Where these exist, as they do in almost every city of the country, females have an equal opportunity with males, and, in a very large number of high schools, constitute the majority in attendance as well as of graduates.

Near Newton Centre, Massachusetts, a horticultural school for women has been opened. Where opportunities offer, she is succeeding admirably in telegraphy and in schools of drawing and design. The free art school in Cooper Institute, for women, had during the last year 231 pupils; in the wood engraving school, 25; and in that for telegraphy, 82. Her triumphs are becoming more and more numerous in all the work connected with letters and books. Leaving all doubtful disputes to those who have an opportunity for them, all educators and philanthropists may unite in the conviction that every woman in the land should have the opportunity for education which her faithful and successful discharge of the responsibilities and duties devolving upon her requires.

Examining the opportunities for the participation of woman in superior education, we find her greatest disadvantages. Oberlin and some other colleges have admitted her to the same course of study with men, and given her the same diploma. There is an increasing tendency to do this, and yet, with the most ardent advocates, there is apparently some misgiving about the results. Dr. Raymond, president of Vassar College, expresses a very general conviction when he observes that a liberal education for women is not, in all its details, precisely the same thing as a liberal education for men. Professional and technical education for woman progresses slowly, and is embarrassed by surprising distrusts. Her facility in the use of the needle has long since ceased to to be challenged by a doubt. In the days of apprenticeship the girls were put to learn the trades which had for their object the preparation of the wardrobe for either sex; but apprenticeship has passed away, and no appropriate schools have been devised to take its place. The superiority of woman in nursing the sick is universally acknowledged, and all the delicate and complicated responsibilities of that service are thrust upon her, while no opportunity is afforded for special training for it. Compelled in every pursuit which she undertakes to gain an honest livelihood, to produce work of equal merit to that of man, in nothing save teaching is she afforded the same opportunity for preparation, while her compensation, generally less, is often one-half below that received by man for similar services.

Next to the normal school the commercial and medical colleges are doing the most for woman's special education. Limited experiments have been attempted here and there, seeking to provide special instruction and training for woman in various other industries.

ILLITERACY.

So great is the necessity of accurate and complete information in regard to the illiteracy of the country to any well-considered discussion of the educational necessities of the hour, that I have republished from Dr. Barnard's report on education in the District of Columbia, in the accompanying papers, an article on the subject, with carefully prepared tables and views.

These tables, prepared with great accuracy, and bringing within a small space and in a new form the statistics of illiteracy for two decades, form an interesting study for the political economist. Though reprinted just as the results of the ninth census are about to be made known, they are none the less indispensable for the purposes of information and comparison.

PROSCRIPTION OF RACES IN ELEMENTARY EDUCATION.

The friends of universal education will be struck with the numerous indications, still remaining, of the proscription of races in elementary education. The fact is one especially demanding the attention of the nation. It strikes at the vitals of every interest. If peoples come to us our only hope of self-preservation is in their education. In some of the States where school systems have been long successful, as in Illinois and Indiana, the prejudice against the colored population slowly disappears. In a late report of schools in Indiana it is observed in regard to the colored population, that "after being denied all use of the school fund, and thus taxed, they have been under the necessity of levying on themselves an additional tax to build their own school-houses and for the entire cost of their tuition." The school law of Nevada provides that "negroes, Mongolians, and Indians shall not be admitted into the public schools, but the board of trustees of any district may establish a separate school for their education, and use the public school funds for the support of the same." This interdict mainly effects the negro race, since neither Mongolian nor Indian children, except a few living in white families, manifest any desire to attend the public schools, and, there being but few colored people in any single locality, the permissive provision is practically inoperative. But one colored school was attempted in the State during the year, and it was soon discontinued on account of extraordinary expense, and, as a consequence, the superintendent states, "we have growing up among us a class of juvenile pariahs, condemned by our State to ignorance and its attendant vices."

In California children of African, Indian, or Mongolian descent, whose education can be provided for in no other way, may be permitted, by a majority vote of the trustees, to attend schools for white children, in case a majority of the parents of such children make no objection.

The attempt to establish a day school for the Chinese in San Francisco proved a failure. The board of education therefore opened an evening school for this class, which has been successful. The whole number of pupils enrolled was 277; average daily attendance, 27¼. The school is doing good. It is estimated that the Chinese pay about one-twentieth of the taxes in the city.

The most striking indications of this proscription of races in elementary education appear in the reports of those States and cities where slavery has been lately abolished. In the cities, however, the proscription is less manifest than in the country districts. In Nashville, Mem-

phis, and New Orleans the colored pupils are supplied with school privileges in the public systems, while in the country districts of the States in which these cities are situated the prejudice against colored education amounts well-nigh to a prohibition; and there is not among the people that knowledge of the benefits of elementary education to all classes which is needed to overcome the notions inculcated in the interests of slavery against the education of colored laborers; some employers, in their ignorance, holding that a knowledge of reading and writing would decrease the efficiency of their colored employés.

TEACHERS AND THEIR PREPARATION.

All educational improvements concentrate themselves upon the work of the teacher. He is professedly the educator. The young are specially and formally committed to him for certain hours during a long period of their youth. They bring to him their various natures, and the effect already received from parents, from home, from the surrounding community, and the influences of material nature. With these germs of character placed in their hands, the teachers make the nation. To no other class is the future of America so fully committed. Therefore, what he character of the American teacher is in the various grades of instruction, how he is prepared, what he proposes, what he does, and with what instrumentalities he labors, most deeply concern the body politic. This statement of the responsibility and public concern that centers in the teacher implies no disparagement of the influence of the parent, the pulpit, the press, the forum, or any of the other mighty educational forces. These, with the exception of the parent, operate chiefly upon the adult mind. Legislators, who determine the very framework according to which justice among the people is administered, can only make laws; the pulpit is limited to those who can hear intelligently; the press, to those who can read understandingly; but the teacher determines to what extent and in what degree there shall be any intelligent reading and hearing, and, in effect, largely shapes the sentiment which decides whether the law shall be a living or a dead letter.

The action of the General Government in the past, chiefly manifested in granting lands for common schools, universities, or colleges of agriculture and the mechanic arts, has never distinctively considered this important agency in determining the character of the nation. The rewards of the most skillful instruction have never warranted the profession in making special expenditures in its own behalf, either in the establishment of schools, the production of literature, or the acquisition of skill. The work of teaching among us has been too much a mere makeshift, something to be resorted to when nothing else could be done. Large-minded educators, however, alive to the considerations here suggested, have induced various States at first, (those taking the lead in reforming school affairs,) and afterward others, as they became disposed to elevate the character of their citizens, to establish schools or provide spe-

cial instruction for the training of teachers. These schools, however infelicitously, are described as normal. All intelligent sentiment on the subject considers them essential. The importance of extending correct ideas, the inadequacy of what has already been done, and the lively interest felt in what should be done, especially in those States just now establishing systems of free common schools, have led me to introduce two papers covering branches of this subject. No friend of good training can fail to be quickened and aided in studying them.

If any one will examine the publications of the General Government, he will be surprised to find the multiplicity of documents, each more or less directly aiding every other profession, to observe how few have ever been issued at all specially adapted to improve the methods of teaching or the qualifications of teachers. The two hundred thousand men and women engaged in the various departments of instruction, it would seem, would themselves constitute a class worthy of some attention in this particular, even aside from the importance of their responsibilities. But when it is remembered that through them especially the character of the nation for the future is to be modified, elevated, or degraded, how are all objections overcome, and the supreme importance of appropriate publications for their benefit enforced? Their success or failure must determine whether the universality of suffrage is to be safe or perilous; whether the reception upon our soil, or the enlargement of our borders by the incoming of foreign peoples, is to destroy the essential character of our ideas and institutions of liberty, or whether there is to be in the nation a capacity thus to receive and at the same time to assimilate to itself all coming peoples and commonwealths; whether America is to lead or fall behind in the march of human progress.

EDUCATIONAL ASSOCIATIONS.

No nation excels the United States in the benefits derived from voluntary associations. The summarized reports of these meetings, though of necessity given here in a condensed form, show a very general and gratifying interest in the educational questions of the day on the part of these instructors. A glance over the topics discussed will show how varied and all-embracing are the subjects suggested and comprehended by the term "Educational." It is unfortunate that the able papers presented at these meetings are so often never published.

Massachusetts successfully introduced the principles of subdivision into her State teachers' associations. Several of the national associations at their last meetings effected a similar arrangement. Should they thus succeed by securing a degree of diversity sufficient to comprehend all classes of professional educators, teachers in elementary and secondary schools, professors in technical and professional training schools, and presidents and other college officers, and school superintendents, State and county, and members of school boards, so that each shall receive some special aid in his own peculiar duties, yet all come

together for a few addresses and the consideration of those general topics of equal interest to all, much will be done to render universal the sympathy which each specialty requires, many foolish misunderstandings and attendant jealousies would vanish, every one bringing some contribution of interest to the great gathering would carry away with him some new means of benefiting those under his instruction or supervision.

The importance of general public sympathy in the exercises of these meetings should not be overlooked. Repeated in every State, county, and city, they cannot fail to prove one of the most important means of advancing all the interests of education, general and local.

I regret that when the summaries of these meetings presented were prepared the reports of the recent meeting in Massachusetts and of the National Baptist Educational Association were not at hand.

Dr. Steffen's letter alludes to an interesting meeting of German teachers at Louisville, Kentucky.

SCHOOL SUPERVISION.

It is hardly possible to separate school supervision from efficient instruction and training. The private teacher who seeks the greatest excellence desires some one besides himself—parent or educator—to visit his school, and lend it the inspiration of his approval. Colleges and academies appoint examiners outside of their own boards of control and instruction. The earliest district school subjected the teacher to the authority and inspection of a committee. The larger and more philosophical adaptation of supervision has come with the greater enlargement of our communities and educational institutions. No State or city system proposing the highest efficiency presumes to do without it. Delaware, Oregon, Tennessee, and Texas are the only States without a central school office, and the condition of their schools affords all the commentary needed upon this omission.

The progress of school improvements, however, is not satisfied with the simple idea of supervision, but is active in subdividing and subordinating the labor, so as to meet all the resistance from ignorance, from the changing sentiment of communities, and the limited average time that teachers are devoted to their profession. With a view to aiding the endeavors of various educators in this direction, by grouping together opinions and facts, I sent out a series of inquiries, which, together with the answers returned, will be found among the accompanying papers. What is there among us that requires higher character, greater administrative ability and attainments, than this work of supervision, the object of which is to observe and direct the intellectual and moral life of their respective communities? From these answers something of the diversity of fact and opinion with regard to the functions of supervision will be manifest. How imperfectly these duties are understood and appreciated, how poorly paid! What a lack of economic

wisdom, in certain communities, do the facts presented exhibit! There are some excellent exceptions.

M. B. Anderson, LL. D., president of the University of Rochester, observed recently in an educational convention:

> I speak it without exception, and I know what I say to be true, all our men are overworked and underpaid. There is no class of men, in the world or in the church, at this day, who require so much of intellectual power, attainments, and expense in their education, who are so miserably paid, and so prodigiously overworked, as those who are engaged in education in all its departments, from the lowest to the highest. We can never become a civilized people, in the highest sense of the word, until we are willing to pay for the brain-labor that is engaged in the work of education.

The abstracts of State and city reports give some notion of the ability of these supervising officers. Any competent and well-informed judge, I believe, will affirm that no other administrative documents issued by our States and cities are equal to these school reports. Yet, often how meager the salary of the superintendent, how manifold the duties, and inadequate the assistance. Rare skill and high responsibilities are not so unwisely limited in any of our railroad, banking, or other private or corporate bodies. How often these officers have the aid of only a single clerk, or less. Instead of bringing his high attainments and his whole soul to the communication of the best ideas and improvements in instruction and discipline to the numerous teachers, and securing their benefit to every child under supervision, the superintendent is often occupied, and his energies exhausted, with details which could be performed by a good clerk. Again, there is no official assistant, where there should be one, two, three, or more.

It is gratifying to observe that these considerations are taking effect in many places; the duties are subdivided, the offices are well manned with assistants and clerks; there is appropriately a separate officer in charge of buildings, another in charge of purchases, and the territory is subdivided so that the subordinate inspector of schools is able to communicate the excellencies of the system and method adopted by the general supervision to every teacher. Special attention is invited to the progress made in Boston and Cleveland in the subdivision of city supervision. One great fault is, undoubtedly, the too frequent change in these supervising officers.

AN AMERICAN UNIVERSITY.

Attention is asked to the report in reference to the establishment of an American university, which was made to the National Teachers' Association at Cleveland, Ohio, August 20, 1870. The need of such an institution of learning is forcibly urged. I would suggest in this connection that the United States already possesses, within the limits of the city of Washington, some of the essential elements.

The nuclei of a grand national university, which in time could be made worthy of the nation, in the Botanical Garden, the Smithsonian Institution, the splendid law libraries, the Army Medical Museum, the

rapidly increasing Congressional Library, the centering here of all these appliances for such a grand institution of learning, may suggest a practical way in which the Government may aid in founding such a school for universal culture as shall draw to itself private beneficence, and result in that long-hoped-for institution, the American university.

The following very suggestive remarks on the nature, province, and limitations of American collegiate instruction are worthy of attention. They are from an address on "The university of the nineteenth century: what it is, and what it will cost," by President M. B. Anderson, LL. D., of Rochester University, read before the National Baptist Educational Convention which met in Brooklyn in April 1870:

The traditions of the scholarship of Christendom are not founded on superstitious admiration of ancient learning merely because it is old; nor in a purblind conservatism which refuses to recognize all and everything which is good in the nineteenth century. None are more impressed with the defects of our educational systems than those American scholars whose devotion to learning has consigned them, as a class, to ill-requited labor and certain poverty. They feel that a trust is committed to their charge on behalf of good learning and an intelligent Christianity. This trust they may not betray.

Most of the popular arguments against our college system are such as were directed against the English school and collegiate course such as it was forty years ago. The course of study in England has received very great modifications, and still greater are in progress. But of these changes very many writers on education seem to be entirely ignorant. Arguments and ridicule which Sydney Smith used with truth and effect half a century ago against a system which has to a great extent been abandoned in England, are reproduced against our own college system, where the special evils against which they are directed never existed at all. The amount of science and modern literature which is incorporated into the American system would more than satisfy the most radical English reformers. But, as a matter of fact, the popular judgment in our country, so far as it is clearly expressed, is coincident with that of the scholar. Among those who seek a high education for themselves, or for their children, the vast majority choose that combination of classical and scientific studies which forms the basis of our college courses of instruction. Statistics to prove this statement are superfluous in their abundance.

Much of the dissatisfaction of our course of study is due not so much to the subjects as to the mode in which they are taught. Beyond question there is much to improve and modify in all our methods of instruction. The reasons for this are, in part, such as attach to everything that is human, and, in part, special to our own country. Our college officers are in general poorly paid and overworked, and the public at large gives little attention to the mode in which they discharge their duties. They are apart from the ordinary impulses and motives which affect men in other professions. The ability of a corps of teachers, the intelligence and vigor with which a college is administered, have very little to do with its reputation or patronage. The most conscientious man may become weary when he knows that the most energetic devotion to his work and the greatest attainments will bring him hardly more of profit or reputation than a mere perfunctory and decently respectable discharge of the letter of his obligations to the public. Under such circumstances nothing but the most earnest conscientiousness on the part of those responsible for its administration can prevent an educational institution from steady depreciation. The college of the future must supply some system of impulse and supervision which shall remedy the evils which thus grow up. Our institutions require an energy of internal administration like that which pervades our great financial corporations. The teaching of the future cannot be modeled upon the past alone. In the study of the classics very material modifications of method must be adopted. Intelligent teachers are constantly changing their processes for the

better. In the future new and simpler analyses of grammatical forms, more compact and philosophical statements of the principles of construction will be made, more general and comprehensive laws will be developed, so that the labor of memory in the mastery of languages will be lessened. Comparative philology, which has done so much for the philosophy of language, must be made to assist the teacher in the work of instruction.

PUBLIC PARKS.

Public parks have very appropriately been called the lungs of great cities, and their importance as a means of health and enjoyment to the inhabitants is too obvious to need comment; but fine, large, and conveniently located parks likewise exercise a very striking educational influence, manifesting itself in certain changes of taste and of habits, and consequently in the requirements of the people. The truth of these remarks has long since been fully recognized in most of the states of Europe, and many of our own large cities have nobly emulated this example by appropriating tracts of land and large sums of money for laying out public parks. The move in this direction has been constantly on the increase throughout the whole country, but as yet no complete exhibit of all the facts connected with this subject has been given, chiefly on account of the want of sufficient material. From the few reports sent to this Bureau we select the following statistical facts:

San Francisco, California.—Public park of 1,013 acres, (unimproved.)

Baltimore, Maryland.—Druid Hill Park, (no report.)

Boston, Massachusetts.—Preliminary steps taken to acquire a park.

St. Louis, Missouri.—Fourteen parks, (395.64 acres;) amount expended, $121,497 26.

Orange, New Jersey.—Llewellyn Park, (800 acres.)

New York, New York.—Central Park, (no report.)

Brooklyn, New York.—Prospect Park, (no report.)

Albany, New York.—Park but just commenced.

Buffalo, New York.—Land bought for a park.

Cincinnati, Ohio.—Eden Park, (200 acres.) Proposed park, (500 acres.)

Philadelphia, Pennsylvania.—Fairmount Park, (largely extended last year;) amount expended, $3,208,269 88.

Washington, D. C.—Various recommendations have been made with regard to public parks, but no general plan has been adopted.

The educational influences of public parks have been well set forth by Frederick Law Olmstead in the Buffalo report, where he says:

> The main object we set before us in planning a park is to establish conditions which will exert the most healthful recreative action upon the people who are expected to resort to it. With the great mass such conditions will be of a character diverse from the ordinary conditions of their lives, in the most radical degree which is consistent with ease of access, with large assemblages of citizens, with convenience, cheerfulness, and good order, and with the necessities of a sound policy of municipal economy. Much must necessarily be seen in any town park which sustains the mental impressions of the town itself, as in the faces, the dresses, and the carriages of the people, and in the throngs in which they will at times here and there gather and move together. Inasmuch as there are necessary limitations to the degree in which a decided and, at the

same time, a pleasing contrast to the ordinary conditions of town life are possible to be realized in a park, and inasmuch as the town is constituted by the bringing together of artificial objects, the chief study in establishing a park is to present nature in the most attractive manner which may be practicable. This is to be done by first choosing a site in which natural conditions, as opposed to town conditions, shall have every possible advantage, and then by adding to and improving these original natural conditions. If this is skillfully done, if the place possessing the greatest capabilities is taken, and nature is not overlaid, but really aided discreetly, by art, it follows as a matter of course that in a few years the citizens resorting to this locality experience sensations to which they have before been unaccustomed, disused perceptive powers are more and more exercised, dormant tastes come to life, corresponding habits are developed, and a new class of luxuries begins to be sought for, superseding, to some extent, certain others less favorable to health, to morality, and to happiness, if not wholly wasteful and degrading. The demand thus established will, of course, sooner or later make itself felt in several other ways besides those which pertain to the park. Before laying out a park, therefore, it is best to consider what the character of the demand which must thus be expected to grow up with it will be, and see if it cannot be anticipated with advantage. It is easy to determine that its character will be that of a liking for things which are in no way essential to the requirements which had led to the building up of the town as it was before the park was called for. For example, the demand for convenience in getting quickly from places where business is done to places where such rest and sustenance can be had as are necessary to maintain the ability to do business, and for convenience of transferring goods from shops and shipping to stores, obliges the obliteration of all natural objects, gives occasion for compact building, causes the removal of whatever would obstruct wheeling and walking between buildings, and leads to the construction of solid and rigid pavements, and the general prevalence of noise, jarring, and confusion. All these things are compatible with a great deal of luxury, especially with the luxury of architectural grandeur and elegance; but the tastes which will be fostered by a park will demand luxuries not only of another kind, but such as cannot be associated intimately with these things—luxuries more natural, more healthful, and more desirable to be brought within easy reach of the citizens. The park, as we have described it, must necessarily be large and costly; to place it in the midst of the town would be to make it excessively costly in the first place, and permanently a great obstruction to business. It should, then, be placed at such a distance from the great body of citizens that time will necessarily be spent in going to and coming from it; time which will either be spent unpleasantly, or, at best, with reference to the gratification in any degree of the tastes under consideration, will be wasted. The demand then will be that means of escaping from streets bearing the character which inevitably attaches to the greater part of the compact business parts of a city shall be put everywhere more nearly within the reach of all the people than they would be merely by the formation of a park, however large, at some one point in the suburbs. For these reasons we would recommend that in your scheme a *large* park should not be the sole object in view, but should be regarded simply as the more important member of a general, largely provident, forehanded, comprehensive arrangement for securing refreshment, recreation, and health to the people. All of such an arrangement need not be undertaken at once, but the future requirements of all should be so far foreseen and provided for that when the need for any minor part is felt to be pressing, it may not be impossible to obtain the most desirable land for it.

Bulwer, in one of his works, (Eugene Aram,) remarks that, wherever he saw flowers in the peasants' little gardens by the roadside, this circumstance indicated a higher degree of culture, an advance in civilization, showing some appreciation for the beautiful, and the fact that poverty was not so great as to have all other cares absorbed in the one

great case of eking out a bare existence. These remarks are applicable to nations as well as to individuals. Every nation, in its development, passes through stages of existence similar to those.*

STATISTICAL TABLES.

The statistical tables accompanying the report, though essential to the work of all large-minded and philosophical educators, are not expected to be attractive as popular reading. The disadvantages and embarrassments under which these summaries of facts have been attempted cannot be described, nor can they be understood outside of the office. The decennial United States census has been the main source of information in these particulars. How inadequate and imperfect the material thus furnished has been only those can know who have had occasion to work out from it practical results for the use of the general public. Other attempts outside of the census have been partial, limited, and very little published from them in such form as to be valuable for aid in undertaking the accompanying collections.

My predecessor, Hon. Henry Barnard, had bestowed upon the whole field great attention and labor, and had specially sought to generalize and classify the statistics corresponding in a measure to Tables I and II, and those in regard to cities, with results exceedingly valuable to every educator, if published, yet very unsatisfactory to his own judgment.

The educational argument in any community reaches outside of its own boundaries. Limited to them, it may lead astray by its lack of scope and far-reaching generalizations. Every school-room must guide and enforce its methods, not merely from what is exhibited of humanity and truth within its own walls, but in certain things must make them accordant to the principles of growth universal in the human race. The teacher and school officer must make the largest draughts on human knowledge and experience in determining the direction of their movements and the standards of excellence. Education allows no room for narrow-mindedness or illiberality.

The accompanying general tables have received an incalculable amount of attention and care in preparation and revision, in the hope that they may contribute something to the advantage of every person, parent, teacher, or school officer who has sufficient interest in this work to study them. They are in no sense to be regarded as perfect, but as pointing to something of the excellence and completeness to be sought in the future.

The tables connected with the State and city abstracts are given so fully for several reasons. They have a positive value for the student of these subjects in their present form. The use of statistics in the guid-

* The "nuttings," in which all the school children of Philadelphia participate with their teachers, on a day set apart for the purpose, is suggestive of what city parks may do for the health and good cheer of the young.

ance of any of our social or civil affairs is in its infancy. The diverse material from the numerous and widely separated portions of our country has never yet been collated for the satisfactory study of the educational statistician, upon whom we must depend to give them their best shape and whatever approximation they are to have to uniformity, and to deduce from them the great lessons needed in the establishment of schools, the education of teachers, and the training of the young.

A greater amount of these statistics has been given in this first risumé, in order that their great diversity, peculiarity, and irregularity may be duly understood and attention appropriately turned to their improvement. Figures cannot, indeed, take up and fully represent mind, or its progress in virtue or vice; but they must form the chief basis from which to determine the excellence or deficiency of different methods of culture.

Tables 1, 2, 3, 4, 5, and 6 were first prepared, as fully as possible from the material in the Bureau, and printed, and a copy was sent to every person responsible for the statement against each State, college, or other institution reported, with a printed slip.*

It was my intention to have presented the final result of State efforts in several forms. The inadequacy of material from which such results could be drawn will be seen by reference to Tables I and II.

A single line of comparison, however, only is here attempted from the facts in these tables, which is found for each State by dividing the whole amount reported as expended for public schools by the total population of school age.

From the report furnished by General Pitcher, Superintendent of the Military Academy at West Point, we also find the per cent. of those examined for admission during the last fifteen years who failed on account of literary incompetency. As these candidates are nominated, as a rule, one from each congressional district, this result will show something of the quality of education in each State, while the percentage of adult illiteracy from the census of 1860 will indicate the condition of intelligence at that date.

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* Department of the Interior, Bureau of Education,
Washington, D. C., October —, 1870.

Sir: Two copies of tables ——, intended to accompany the report on national education now in process of preparation by this Bureau, are sent you. They include the latest information in this office.

The greatest attainable correctness is desired. They are sent you with the hope that you will aid the accomplishment of the purpose of this Bureau by supplying omissions and correcting errors, as far as you are able, and return one copy to this office.

My intention is to make all reasonable efforts for completeness, but to publish the best results I can obtain, whether complete or not.

Very respectfully, your obedient servant,

JOHN EATON, Jr.,
Commissioner of Education.

Graduated table, showing the amount expended by the different States for the education of each child, of their school age, &c.

Number.	States.	Public school expenditure per capita of school population.	From census of 1860, percentage of illiterates over 20 to population over 20.	Percentage of failures at entrance examination in the Military Academy for 15 years.
1	Nevada	19.17+	.....	.85+
2	Massachusetts	16.45+	6.55	.02+
3	California	11.44+	7.56	.29
4	Connecticut	10.29+	3.29	.27+
5	Pennsylvania	7.86+	5.68	.15+
6	Illinois	7.83+	7.37	.12+
7	Iowa	7.21+	6.26	.16+
8	New York	6.83+	5.81	.15+
9	Vermont	6.47+	5.09	.07+
10	Kansas	6.45—	5.88	.50
11	Ohio	6.43+	5.74	.25
12	Michigan	6.40+	4.99	.27+
13	New Jersey	6.38+	6.58	.03+
14	Rhode Island	6.20+	6.07	.00
15	Minnesota	5.71—	5.67	.18+
16	Wisconsin	4.98+	4.52	.18+
17	Maine	4.78+	2.92	.15+
18	Maryland	*4.50+	22.10	.15+
19	New Hampshire	4.46+	2.46	.07+
20	Arkansas	3.97+	39.42	.29
21	Louisiana	2.84+	53.25	.16+
22	Delaware	†2.70+	25.30	.45+
23	Missouri	2.65+	19.76	.31+
24	Nebraska	2.65+	.....	.20
25	Indiana	2.37+	10.41	.28+
26	Alabama	1.49+	54.61	.34+
27	Tennessee	.91+	38.09	.25+
28	Florida	‡.91+	52.53	.00
29	Kentucky	.60+	31.61	.28+
30	North Carolina	.48+	47.34	.18+

*School population from United States census of 1860; school expenditure of 1868.

†School population from United States census of 1860; school expenditure of 1869-'70.

‡School population from United States census of 1860; school expenditure of 1869.

NOTE.—The school expenditure in the States of Oregon and South Carolina, the school expenditure and school population in the States of Georgia, Texas, and Virginia, and the school population of West Virginia are not ascertainable by reports.

COLLEGES, ETC., IN THE UNITED STATES.

The statistics of colleges in the United States, presented in Table III, are necessarily imperfect, as indeed are all the statistics presented in this report; their accuracy depending entirely on the interest taken by the individual institutions mentioned. Every attempt has been made consistent with the limited time allowed. At the time this report is

being written there is very little known—about 80 of the 369 in this table. As the tables will be corrected to the very latest possible moment, I will not attempt here to furnish a complete résumé, but only such as I have the materials for at the present time.

Of the 369 colleges, then, there are—

In Alabama	4	In New Hampshire	1
In Arkansas	1	In New Jersey	6
In California	15	In New York	27
In Connecticut	3	In North Carolina	10
In Delaware	2	In Ohio	35
In Georgia	21	In Oregon	4
In Illinois	28	In Pennsylvania	34
In Indiana	19	In Rhode Island	1
In Iowa	13	In South Carolina	7
In Kansas	7	In Tennessee	20
In Kentucky	10	In Texas	4
In Louisiana	7	In Vermont	3
In Maine	4	In Virginia	11
In Maryland	10	In West Virginia	3
In Massachusetts	6	In Wisconsin	14
In Michigan	7	In District of Columbia	4
In Minnesota	2	In Utah Territory	1
In Mississippi	5	In Washington Territory	1
In Missouri	14		

Of the 369 colleges, 25 are under the supervision of States; 1 of a city, and 1 of the masonic fraternity; supervisory power over 83 is undetermined. The remaining 259 are divided among the denominations as follows:

Methodist Episcopal	60	Friends	3
Roman Catholic	47	Universalist	3
Baptist	37	United Presbyterian	2
Presbyterian	28	Free Will Baptist	2
Congregational	19	Moravian	1
Protestant Episcopal	16	African Methodist Episcopal	1
Lutheran	7	Reformed Dutch	1
Church of Christ	7	New Church	1
German Reformed	5	Latter Day Saints	1
United Brethren	4	Unitarian	1
Cumberland Presbyterian	3		

In the 299 colleges reporting, (up to date,) there were 3,201 instructors and over 54,500 pupils. One hundred and sixty-seven colleges instruct males only; 54 instruct females only; 77 admit both; and of 71 the sex of the students is unknown.

THEOLOGICAL SEMINARIES.

From the best information in possession of this Bureau at the time of preparing this statement, the number of theological seminaries in the United States is as follows: In Alabama, 1; in California, 2; Connecticut, 3; Georgia, 1; Illinois, 10; Iowa, 3; Kentucky, 6; Louisiana, 1; Maine, 2; Maryland, 2; Massachusetts, 6; Michigan, 1; Minnesota, 1;

Missouri, 2; New Jersey, 3; New York, 11; Ohio, 9; Pennsylvania, 15; South Carolina, 3; Tennessee, 1; Texas, 1; Virginia, 4; Wisconsin, 4; District of Columbia, 1; total, 93.

These are divided among the following denominations:

Denomination.	Number of seminaries.	Number of instructors.	Number of scholars.
Roman Catholic	10	64	737
Presbyterian	13	47	505
Baptist	15	45	480
Protestant Episcopal	12	50	308
Methodist Episcopal	4	26	307
Congregational	7	31	304
Lutheran	13	23	243
Christian	2	5	120
Reformed	5	9	61
United Presbyterian	4	8	47
Universalist	2	4	31
Free Will Baptist	1	4	25
Moravian	1	8	20
Unitarian	1	7	12
Undenominational	2	8	54
Unknown	1	.....	.....
Total	93	339	3,254

As the table of theological seminaries among the accompanying papers will be corrected to the latest possible date, reference to it for more correct information is made.

SCHOOLS OF MEDICINE.

The total number of institutes of medicine and kindred branches reported is 88; professors, 588; pupils, 6,943. Medical colleges, 72; professors, 523; pupils, (1869–'70,) 6,194. Regular colleges, 59; professors, 430; pupils, 5,670. Eclectic colleges, 5; professors, 22; pupils, 211. Homœopathic colleges, 7; professors, 65, pupils, 275. Physio-medical colleges, 1; professors, 6; pupils 42. Dental colleges, 6; professors, 39; pupils, 257. Pharmaceutical schools, 10; societies, 9; professors, 26; pupils, 512.

In connection with this table special attention is invited to the article on Medical education, which has been carefully prepared *from the materials on hand.* This will explain the apparent prominence given to some institutions in certain parts of the article. For instance, no late catalogue or announcement of any medical college in New York for males is on file in the office.

LAW SCHOOLS.

The résumé of the latest statistics of law schools, presented in Table

VI, shows, up to date, 28 institutions, with 99 professors and 1,653 pupils.

For the latest corrections reference is made to the table itself.

AGRICULTURAL AND SCIENTIFIC SCHOOLS.

The résumé of the latest facts respecting these institutions gives 26 schools, 144 teachers, and 1,413 students. Some of these institutions are due to private munificence, but most of them to the act of Congress donating public lands for the establishment of colleges of agriculture and mechanic arts. This action came none too soon. Our workmen, especially those engaged in occupations requiring skill, were already suffering in comparison with those producing similar fabrics in foreign countries. The American College, pressed to its utmost capacity, seizing every opportunity afforded it, was failing to give that training with reference to the industries which the changed condition of society and occupation required. Secondary education was equally inadequate.

President Folwell, of the University of Minnesota, observes:

> Outside of these institutions stood quite uninterested the great body of the population: the tillers of the soil, the delvers in the mines, the sailors of the sea and boatmen of the rivers, the artisans in stone, wood, and iron, the carriers, and the great army of mere laborers. For all these no provision was made, nor was expected to be made, in the way of schooling beyond the rudiments taught in the common schools. In the course of two or three decades an immense revolution has taken place. The steam-engine, the telegraph, the cylinder press, the new processes of chemistry, the extension of geographical discovery, have raised many of the trades almost to the rank of professions. These farmers, artisans, and tradesmen are knocking at the doors of our educational circumlocution offices, "wanting to know." In short, a huge load in the way of technical education has been thrown upon us; for these classes are not asking merely for the ordinary instruction in mathematics, language, science, and history, but in the application of science to their respective arts and trades. There are demands not only for general schools of technology, but for special schools for agriculturists and horticulturists, for miners, for navigators, and for engineers. The mercantile classes cannot long be satisfied with the meager and unscientific training offered in the business colleges. The normal school, almost a necessary incident of any system of public schools, no longer needs apologists nor defenders.
>
> Here, then, are new elements and conditions in the problem. It is no longer a small number of persons preparing for professional work, who are demanding higher education, but a vast body of people, hitherto unknown to educators, thronging forward, clamoring to be taught how to *do their work* in the best way. These new demands, so far from supplanting the ancient liberal discipline, but multiply the need of it.

Without attempting to characterize the result of this donation by Congress, or the success of the various State efforts, I may quote a statement made in another address by this very intelligent educator:

> Maine has her separate college, and will make a specialty of the building, rigging, and navigation of ships. New Hampshire has confided her trust to Dartmouth College; Vermont, hers to the State University. Massachusetts has divided her fund, one-third of it going to the Agricultural College at Amherst, two-thirds to the School of Technology near Boston, which school is devoted of course to the mechanic arts. Rhode Island passes her money over to Brown University, which will operate a department of agriculture. Connecticut unites her share of the endowment with the splendid private

benefaction which founded the Sheffield Scientific School at New Haven. This school, already an assured success, is under control of the corporation of Yale College.

The Empire State has been most fortunate of all. She not only received the largest share of the land grant, 990,000 acres, but Providence gave her Ezra Cornell, with his great wealth and still greater heart. Thanks to his unstinted liberality, the Cornell University stands already in the front rank of American colleges.

Pennsylvania and Michigan have successful schools on separate foundations in operation.

How imperfectly this entire field of educational effort is understood, none know better than those who have attempted it. A considerable number of States are, as yet, entirely unable to present results, while in others the course to be pursued is in doubt. Great and commendable as was this gift by Congress, the experience in its administration suggests that corresponding educational inquiry should have preceded and accompanied it. Had the valuable information, collected by my predecessor, Hon. Henry Barnard, LL. D., on technical schools, been promptly published and widely circulated, hundreds of thousands of dollars would have been saved in the management of this great trust and unspeakably greater results secured.

COMMERCIAL COLLEGES.

It will be noticed that 26 commercial colleges have been reported to the Bureau, with 154 professors and 5,824 students. These institutions, through many difficulties and imperfections, it is believed, are finding their way into a very useful field of labor. There will be special interest in noticing the extent to which they are preparing women for clerical positions.

THE MILITARY ACADEMY.

Believing that good to education would be accomplished by an authentic statement of the grounds of failure in the examination for admission at the Military and Naval Academies, I addressed a letter of inquiry, approved by the President, to the respective superintendents, asking for a detailed statement extending over the last fifteen years, showing the number of these failures, and the subjects in which they occurred.

No reply has been received from the Naval Academy. The table received from General Pitcher, Superintendent of the Military Academy, will be found among the statistics appended to this report.

It will be observed that of the 1,459 appointees, 41, or nearly $2\frac{5}{6}$ per cent., were rejected for physical disability, and 285, or nearly $19\frac{1}{4}$ per cent., on account of literary incompetency. Of these 285 rejected, 76 were deficient in reading, 80 in geography, 81 in history, 98 in grammar, 133 in arithmetic, and 173 in writing and orthography.

It may be interesting to some to know that, during the period referred to, 138 of the appointees served as soldiers prior to their appointment; of these 5 were rejected on account of physical disability, and 20 on account of literary deficiencies, 5 of them being deficient in history, 5 in geography, 8 in grammar, 10 in writing and orthography, 10 in reading, and 12 in arithmetic.

In literary qualifications the appointees from Massachusetts were the most sucessful, only 1 out of 43 failing. Nevada lost 6 out of 7; Kansas, 3 out of 6; Delaware, 5 out of 11; Texas, 3 out of 8; and Alabama, 11 out of 32, on this account.

In connection with the presentation of facts respecting the education of man in his normal condition, an attempt has been made to present tables and facts respecting the philanthropic and educational institutions existing in the United States to ameliorate, improve, instruct, or restrain the many forms of physical, mental, and moral distortion or deficiency which are comprehended under the terms deaf-mute, blind, idiot and imbecile, insane, and inebriate asylums, reform schools, and prisons.

EDUCATION OF THE DEAF, DUMB, AND BLIND.

The disadvantages suffered by these classes in the struggles of life early attracted the attention of humane educators in America. The statistics of the institutions established in their interest appear in the accompanying tables. I regret that those relating to the blind, after all our endeavors, are so incomplete.

The Bureau is under special obligations to Dr. E. M. Gallaudet, president of the National Deaf-mute College, for assistance in perfecting the table in regard to institutions for the education of the deaf and dumb.

There is great satisfaction in knowing that so much is so well done for these classes. It was my purpose not only to present the facts with regard to their education in schools, but in reference to all associations and institutions designed to aid them, after leaving school, in discharging the duties of the various relations of life. What a contrast is here presented between Christian civilization and barbarism, the latter casting them out as waste humanity, the former devising for them instrumentalities and methods by which to overcome the disabilities resulting from the loss of sight, hearing, and speech! Barbarism destroyed them; Christian civilization builds for them churches.*

* St. Ann's Free Church for deaf-mutes and their friends, in the city of New York, has for eighteen years been trying to improve the temporal and spiritual condition of those deaf-mutes who have finished their education at the various institutions. It has been the means of providing employment for a large number. It maintains one service, conducted entirely in the sign-language, every Sunday afternoon. Its deaf-mute literary association holds Thursday evening meetings for the greater part of the year. In various other ways this church, under the rectorship of Rev. Thomas Gallaudet, D. D., seeks to educate deaf-mutes toward a high standard of personal character. This church has been instrumental in establishing weekly Sunday services under the pastoral care of Rev. Francis J. J. Clerc, D. D., in St. Stephen's Church, Philadelphia, and under the direction of Mr. Samuel A. Adams, deaf-mute, in Grace Church, Baltimore. It also provides monthly services for deaf-mutes in St. Paul's Church, Albany, and quarterly services in the Chapel of the Good Shepherd, Boston. Besides this, it offers occasional services to deaf-mutes in several other cities of our country. In these labors for the religious instruction of deaf-mutes, Rev. Dr. Gallaudet is assisted by the Rev. Stephen F. Holmes, to whom he has imparted a knowledge of the sign-language.

The schools for the deaf, dumb, and blind are fast passing out of the class known as charitable, and becoming part and parcel of the systems of public education. It is hoped that ere long every State will have made ample provision for the establishment and conduct of these schools, and that no one suffering either of these disabilities will fail to receive their benefits.

On the 26th of September, 1870, the subject of establishing an institution for the deaf and dumb in Oregon was introduced into the house of representatives of that State, and action had looking to the organization of such an institution.*

SCHOOLS FOR IDIOTS AND IMBECILES.

Seven of these, it will be observed, are enumerated. These illustrate some of the most striking triumphs of Christian education. They will answer the inquiries of those who have written to me desiring the location of these institutions. The work they do may well be studied by every philosophical educator. How wonderful, how nicely adapted, the process by which the child, dearly beloved by the parent, yet so devoid of reason as to be loathsome in its uncleanliness and senseless habits, is brought to a care of self and the observance of neatness, and often enabled to read and write, and to participate in various simple and useful idustries!

INSANE ASYLUMS.

I am indebted to Dr. Nichols, superintendent of the Government Insane Asylum, near this city, for the statistics of these institutions. Does any one ask what a report on education has to do with insanity? Considering the mistaken notions which prevail in regard to education, I should not be surprised at such an inquiry. I would recall, however, the motto, universally adopted as indicating the object of education, "A sound mind in a sound body." Does any one presume that insanity is wholly the result of natural causes beyond the reach of the influences of home, of school, and of society? Rather, will not a careful investigation show a very considerable share of the cases of insanity traceable primarily to causes within the control of education, in its large sense? Whence comes dementia? Why so few of our insane from the entirely

* Dr. Isaac Lewis Peet, principal of the New York Institution for the Instruction of the Deaf and Dumb, in a recent article very pertinently calls attention to the importance of educating deaf-mutes, as illustrated in a recent case of the trial of one of this class for murder. He thinks the question of the moral responsibility of an uneducated person, born deaf and dumb, is one of the subtlest in metaphysics. There are peculiar difficulties connected with the subject, growing out of the extremely limited communication possible through an interpreter, the utter ignorance on the part of the deaf-mute of language, and of either human or divine law. The natural resentments of an uneducated deaf-mute are peculiarly dangerous; and every one ought to see that such persons are sent to institutions where they may be taught their relations to God and man at least, and, if possible, as much more as shall render them in some measure capable of discharging the ordinary duties of good citizens.

ignorant class? Why did so few slaves become lunatics? Why are so many persons of higher intellectual attainments found among the insane? I admit that the connection between cause and effect in these cases has not been sufficiently brought out. But this is a reason for giving the subject immediate attention, rather than for delaying it. Those who are erecting school-houses, and regulating the school habits of the young, have need that these facts should be before them, and to consider whether the play-grounds, the character of the buildings, their comfort, ventilation, cheerfulness, the motives and tasks set before children, have or have not an adaptation to preserve the mind in its soundness, or if it has abnormal tendencies to overcome them, and save the family from the sad effect of the dethroned reason, and the State or family from the expense of the support of a lunatic. No educator has sufficiently apprehended and set forth the subtle connection between the mind and the body, and the effect of the one upon the condition of the other. If he would adjust the processes of education most correctly to man in his normal condition, he may wisely consult every abnormal development within his observation. Indeed, the recovering process, which brings the lost reason back to itself, throws the light of some most important suggestions upon the path of the teacher.

No attempt is made in this report at this investigation. I have sought simply to facilitate the efforts of educators at home and abroad, who are disposed to pursue these inquiries, by bringing together the list of institutions of this class, and a few leading facts connected with them.

ASYLUMS FOR INEBRIATES

are surprising their friends with the results they accomplish. The one at Binghamton, New York, is the most noted. Its report for the year 1869 showed 244 patients admitted during the year; discharged, 271; remaining on the 1st of January, 55. The officers observe in the last report, "Of our confidence in the success of the asylum as a curative institution, we have heretofore spoken. That confidence remains unshaken. As a pioneer in a great experiment—an experiment of deeper interest to the family, to society, and to the State than any other now awaiting the final judgment of the public—it is worthy of a full and fair trial."

REFORMATORIES.

The statistics of these institutions are drawn from the able report of Dr. Wines, Secretary of the New York Prison Association, excepting where they have been modified by the reports received in this office. They point to the great sores that are forming on the body politic, which, so far, have been imperfectly dealt with or understood. They present a sad commentary on the results of parental neglect and city vagabondism. They are a standing argument to enforce the duty of education by the State. They tell how soon parental selfishness, neglect, vice, and

crime would raise up a class destructive of life, property, and all social good. It is not sufficient to say that the general good requires this method of treating juvenile criminals; the good of every child demands it. They, moreover, point to the defects in our private and public school systems, and suggest important revisions calculated to make their benefits more universal. The success of reformatories already established would seem to overcome objections and enforce the economy and expediency of their establishment in connection with all large centralizations of population.

PRISONS.

It is not difficult for any one to see that the prison stands over against the school. Vice and crime are readily traced to youthful neglect or misconduct. The county or city receives very little admonition from its jail, and the State from its prison. To-day the child is at home or school; to-morrow the man in the dungeon; and the teacher and pupil have learned no lesson.

RELATION OF THE NATIONAL GOVERNMENT TO EDUCATION.

What is now presented as the annual report can be considered only as an initiative effort, either in respect to the body of the information or the tables included. The relation of the National Government to education with many is not recognized because their attention has not been directed to it. There are, however, certain things which the National Government may and should do in this relation, so palpable that their statement is sufficient to secure almost universal assent:

1. It may do all things required for education in the Territories. 2. It may do all things required for education in the District of Columbia. 3. It may also do all things required by its treaties with and its obligations to the Indians. 4. The National Government may also do all that its international relations require in regard to education. 5. The National Government may use either the public domain or the money received from its sale for the benefit of education. 6. The National Government may know all about education in the country, and may communicate of what it knows at the discretion of Congress and the Executive. 7. The Government should provide a national educational office and an officer, and furnish him clerks, and all means for the fulfillment of the national educational obligations.

RECOMMENDATIONS.

The present opportunities of this Bureau are utterly inadequate to the proper discharge of these duties. I, therefore, recommend—

First. An increase of the clerical force of this Bureau, to enable it to extend, subdivide, and systematize its work, so that its correspondence,

domestic and foreign, and the collection of statistics, may each be in charge of a person specially fitted for the same.

Second. That appropriate quarters be furnished, so that the plan of making and preserving a collection of educational works, reports, pamphlets, apparatus, maps, &c., may be carried out with facility.

Third. That increased means be furnished for the publication of facts, statistics, and discussions, to meet the constantly increasing demand.

Fourth. That the educational facts necessary for the information of Congress be required by law to be reported through this Bureau in regard to the District of Columbia and the Territories, and all national expenditures in aid of education.

Fifth. In view of the specially limited financial resources and the great amount of ignorance in portions of our country, and the immediate necessity for adequate instrumentalities and opportunities for elementary education to the people of those sections, and the anxieties awakened by impending Asiatic immigration, that the net income from the sale of the public lands be divided annually *pro rata* among the people in the respective States, Territories, and the District of Columbia.

CONCLUSION.

My sense of the incompleteness of this report is most painful. Should it prove the beginning of something which shall grow satisfactorily toward perfection, this labor, I shall hope, will not be in vain.

For whatever value it has I am specially indebted to the very competent labor of those who have assisted me in its preparation, who have not made the customary office hours the limit of their endeavors, but have willingly done their utmost in the work assigned to them.

The courtesy and energy with which the Public Printing Office is conducted secure its issue promptly, in spite of the delays in furnishing manuscript, incident to my want of clerical force, in connection with the other annual executive reports. For statistical matter I am especially indebted to General Francis A. Walker, Superintendent of the Census; Hon. Edward Young, Superintendent of the Bureau of Statistics; and to the Commissioner of Internal Revenue.

Whatever measure of success the office has been able to attain since I entered upon these duties, I should be wanting in common honesty not to acknowledge that it is largely due to your thorough appreciation and prompt consideration of the subjects and duties in hand, and the uniform sympathy and coöperation of the President.

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

JOHN EATON, JR,
Commissioner.

Hon. J. D. COX,
Secretary of the Interior.

APPENDIX.

ABSTRACTS FROM REPORTS OF THE SCHOOL OFFICERS OF STATES, TERRITORIES, AND CITIES.

ALABAMA.

DEVELOPMENT OF THE EXISTING COMMON SCHOOL SYSTEM.

The oath of office was administered to the members of the board of education on the 24th July, 1868, and thus qualified they entered upon the regular business of their first session under the constitution on the 25th July, 1868.. In this constitution the article on education contains the following: "It shall be the duty of the board of education to establish throughout the State, in each township or other school district which it may have created, one or more schools, at which all the children of the State between the ages of five and twenty-one years may attend, free of charge." This is the chartered pledge of the State to furnish the means and facilities adequate to the education of all the children of the State. The members of the board of education, fully impressed with the magnitude of the responsibilities devolving on them, under the provisions and requirements of this section of the constitution, devoted careful attention to it, and also to the power which was thereby conferred on it as a legislative body, to deliberate on and to form a code of laws to direct and govern the free public school interest in Alabama.

Previous to the adjournment of the board, in August, 1868, the county superintendents, one for each county of the State, were appointed by the superintendent of public instruction, and their appointment approved by the board, as the law directs. These gentlemen were authorized to appoint three trustees in each township, and school commissioners in the county of Mobile. Here, at the very beginning of the work, the troubles forthwith commenced. The county superintendents, in their endeavors to appoint trustees, met with much opposition, and, in many instances, insult, in a large proportion of the townships in almost every county in the State, so as to delay the operation of the school system. The State superintendent remarks that this opposition would have died away soon, if it had not been for idle politicians and unscrupulous disappointed newspaper editors, whose puny ambition it was to print scurrilous words and railings against the government and those gentlemen who had the manhood to stand firm for the reconstruction of the State and her liberal institutions. But in spite of all these hostile endeavors, nearly four thousand free public schools were established in the State of Alabama during the first scholastic year of the system. Surely a gratifying result.

From the reports of the county superintendents it appears that, especially after the general elections in November, 1868, the people, in their native honesty, accepted the situation and finally aided the school officers in their endeavors. The work of getting up the enumeration of the children within the educational ages was nevertheless only accomplished after much delay and difficulty. Another cause of trouble is to be found in the fact that the legislature had failed to appropriate the poll tax for school purposes. The school funds were consequently not sufficient to pay the teachers' salaries, and many of the most excellent and worthy teachers in almost every county of the State had to go without pay for two months and more. Although, as a rule, these teachers have not been clamorous for their pay, it has nevertheless discouraged them and no doubt prevented them from devoting themselves to their work with that energy which the existing circumstances required. It is to be hoped that at the next session of the general assembly such measures will be taken as to insure the prompt payment of these teachers, thus removing one of the last remaining obstacles in the way of the working of the public school system.

EDUCATIONAL INTERESTS INDIRECTLY CONNECTED WITH THE STATE SCHOOL SYSTEM.

Normal schools.—As in a system of good normal schools one of the most essential guarantees for the future success of the public schools is to be found. the board of education, at their first session, passed an act providing for the education of teachers. As yet only a beginning has been made, but the results have been such as to augur well

for the future. In the various portions of the State a number of normal classes have been in successful operation—three at Huntsville, one at Portersville, two at Talladega, one at Montgomery, one at Evergreen, and one at Mobile, making in all nine classes, with an aggregated number of three hundred young men and women, who, after having obtained from the teacher of the class a certificate of competency to teach, have pledged themselves to teach for two years in the free public schools of the State.

State University.—By the constitution of the State, this institution of learning, located at Tuscaloosa, is placed under the control of the board of education, who in this respect act as "regents of the University of Alabama." The first session of the board of regents under the new constitution was held in August, 1868. By act of the board the superintendent of public instruction was authorized "to proceed to Tuscaloosa and to procure from the former president, or the person having them in charge, the keys of the university, and to take possession of said university and all property connected therewith." The demand to give up the keys was at first answered by a refusal, but after they had been given up no obstructions whatever were met with. The new university building—substantial, capacious, and beautiful—was nearly completed, while the professors' houses and grounds were greatly out of repair, and other property of the university, such as the lands of the campus, a common waste. Arrangements were made at once to complete the new building and provide the necessary furniture for the rooms, &c., and to repair the professors' houses, preparatory for opening the university at the earliest practicable moment. By authority of the regents an exhibit of the financial condition of the university was also obtained from its fiscal agent. In his hands the sum of $1,600 was found to the credit of the university. We give here, without any comment, as the numbers will speak for themselves, an outline of the expenditure of the old authorities after the conflagration in April, 1865, and up to the time the regents took posession:

Semi-annual installment for August, 1865	$12,000
Semi-annual installments for February and August, 1866	24,000
Semi-annual installments for February and August, 1867	24,000
Semi-annual installment for February, 1868	12,000
State loan for building	30,000
Tuscaloosa Scientific and Art Association	2,000
Total	104,000

In addition to this sum of expenditure upon the new building, the old board of trustees left upon our hands, with an exhausted treasury, a large New York debt, contracted by the former president of the university after the State had pretended secession from the Union, for materials for uniforms for cadets in the university. Under these embarrassing circumstances a corps of professors was selected by the regents, and the university opened April 1, 1868, with a class of thirty students. The number of students has since then remained about the same. Part of the New York debt has been paid, but in order to pay the installments of the building loan by the State to the university, it will be necessary that the legislature, at its present session, either donate the building loan to the university or extend the time of payment. The former would only be an act of common justice, as the burning of the building in 1865 was but the natural fruits of secession, and as during the war the university had become a military school, in which officers were trained to fight against the government of the United States, that had so handsomely and liberally endowed the university.

Medical College of Alabama.—This college, situated in the city of Mobile, was "chartered in the year 1860, and by the charter made the medical department of the University of Alabama, with the provision that in the contingency of a dissolution of the corporation, its property should vest in the university." The building is much in want of repair, and the apparatus, which has been sadly neglected, especially in the chemical department, needs to be replenished. It is thought that an appropriation of $15,000, made at once, will put the college on a good footing, and make it thereafter self-sustaining. When the building was erected, the State made the liberal donation of $50,000, and in return for this liberality, the faculty pledged themselves to educate thirty-three needy students, on behalf of the State, free of charge. This pledge is still kept up in good faith. It is to be hoped that, especially since the legislature, in 1868, repealed the tax on foreign insurance companies, thus cutting off the only income of the college, it will soon make the called-for appropriation.

Law school at Montgomery.—"The law school at Montgomery was incorporated in 1860, and made the law department of the University of Alabama, to continue at the discretion of the trustees." The charter of this law school is yet in force, though the exercises of the school are at this time suspended.

Alabama Institution for the Deaf, Dumb, and Blind.—The superintendent of public instruction is, by law, treasurer of this institution, and it is his duty to make a report on the same, once a year. The progress of the institution has been most satisfactory.

The number of pupils in attendance during the school year ending July 1, 1869, is 35, viz: 25 mutes and 10 blind. The health of the inmates has been good, and the buildings and grounds are in as good condition as the limited means will allow. The financial condition of the institution may be seen at a glance from the following statement:

To the credit of the institution at the date of last report	$3,125 53
Appropriation for 1869	8,000 00
	11,125 53
By amount of warrants October 6, 1868, February 1, 1869, April 6, July 1, October 4	$11,125 53

In order to place the institution on a proper footing, and afford the means of education to all the indigent mute and blind children in the State, an appropriation of $15,000 will be necessary. This would be allowing $12,000 for sustenance, salaries, &c., enabling the authorities to admit, support, and instruct 46 pupils.

SCHOOL FINANCES.

The amount of money appropriated by the State for the free public school service for the scholastic year commencing October 1, 1868, and ending September 30, 1869, with the several sources from whence received, is the following, according to exact form and figures received from the auditor of state:

Balance due and appropriated, as per act approved October 10, 1868	$200,000 00
Amount of interest on $1,710,157 45, at 8 per cent	136,812 59
Amount of interest on $97,091 21, at 8 per cent	7,767 30
Amount of interest on $669,086 80, at 8 per cent	53,626 94
Amount received from retail licenses	26,514 85
Appropriations, as per section 957, Revised Code	100,000 00
Total	524,721 68

The precise amount expended for the public school service up to the close of the year cannot, as yet, be stated, but is given below, as far as ascertained:

Certified on reports of first quarter	$53,472 50
Certified on reports of second quarter	176,180 43
Certified on reports of third quarter	154,739 48
Certified on reports of fourth quarter	59,830 93
Normal school expenses	5,371 85
County superintendents' salaries	52,662 00
Total	502,257 19

NUMBER OF CHILDREN ATTENDING SCHOOL.

As yet it has not been possible even for the State superintendent to give complete and reliable statistics with regard to this fact. Dr. Sears, in his fourth report as agent of the Peabody educational fund, estimates the total number of children of school age in the State at 336,000, of whom 160,000 are in the public schools.

A special correspondence of the Chicago Republican, dated Montgomery, June 6, 1870, gives the following statistical items: "In Alabama, ten years ago, there were taught 61,751 pupils in 1,903 schools. This year there have been taught nearly 160,000 pupils in 3,804 schools. Eleven years ago the total number of children in the State was 185,348. One year ago a number equaling that enjoyed the privilege of schools. This is what might be called the lesson of the decades. It contrasts the two years of the free schools of Alabama with the two years most saliently opposed to them. For one main element of this progress, we must contemplate the present educational law of the State—a law which is, without doubt, the best in the South, and perhaps among the best in the United States."

From the fourth report to the general agent of the Peabody educational fund from July 1, 1869, to January 19, 1870, we glean the following:

"The school commissioners of Mobile made the following communication: 'All the scholars of the primary grade, which embraced the entire number of colored children, were taught free of charge for tuition. It is the wish of the board to take another step in advance and make the intermediate grade free.' On condition that the primary and intermediate schools be made free, $2,000 were granted.

"A similar sum was granted at Selma. In this city the citizens had raised by subscription the sum of $10,705, instead of the $4,000 to which they stood pledged; 508 pupils were educated, costing about $21 per pupil for the year; whereas the same number of pupils, educated at a cost of $75 each—the average rate of tuition before the free schools were opened—would have cost $38,000, thus making a saving of $27,295 to the city.

"In Girard an appropriation of $1,000 was granted. There are in that city 1,248 children of school age. Its share in the public school fund was $1,488, by means of which five schools, with an attendance of 461 pupils, were carried on for a few months.

"A donation of $400 was made to the public schools of Greensboro, having 450 children of school age, of whom 175 attended school.

"In Huntsville and vicinity the number of children of school age is about 2,000, three-fifths of whom are colored. If the two districts of the city, which itself covers the confines of two townships, could be united, as the people desire, there would be no difficulty or hesitancy on the part of the people in accepting the following proposition, which was left with the parties concerned for their consideration, viz: 'If the trustees of the public schools of Huntsville, or the city government, will appropriate $7,000 for the support of said schools, with an attendance of not less than 500 white children and 700 colored, the trustees of the Peabody educational fund will pay $4,000 for each class of schools, making the whole expenditure not less than $9,000.' A similar proposition has been made to the city of Montgomery, which, it is believed, will be accepted.

"To Opelika, at a meeting of the principal citizens, was proffered the sum of $1,000, on certain specified conditions, and arrangements were made looking to the accomplishment of so desirable an object."

EDUCATION OF THE COLORED PEOPLE.

(From the eighth semi-annual report on schools for freedmen, July 1, 1869, by Rev. J. W. Alvord, general superintendent of education, Bureau Refugees, Freedmen and Abandoned Lands.)

The schools in Alabama have more than recovered from the condition last reported—the increase during the year having been 13 schools, 35 teachers, and 3,913 pupils; and from the lowest point reached, six months since, there has been an increase of more than 7,000 pupils. The entire results of the year have been most satisfactory to all concerned. The examinations have developed wonderful zeal and ability on the part of pupils, and the fact that they are in no wise inferior to white children of the same age and opportunities.

Incompetent teachers.—Alabama shares, in common with other States, the want of competent teachers; and a number of cases are reported where they have been dismissed for utter incompetency and immoral character, thereby making the discontinuance of the school a necessity.

Normal classes.—The educational board of the State has made provision for the organization of normal classes at different points in the State. These have been well patronized by colored youth, though as yet no class has been attended by white pupils. Hopes are entertained that with a year of such labor the most pressing needs of the country will be supplied. These colored teachers go into the remote districts, to places where white teachers cannot be sustained, and labor with most marked success.

Bitter feeling.—In business relations a bitter feeling of the whites toward the freedmen is already manifest, with occasional outrages, indeed; but that a material and beneficial change has taken place is plain to every one. General tranquillity is the rule and not the exception. As an example of this improved state of public sentiment, in one county where twelve months ago human life was considered most insecure, now, (as reported,) "no more peaceable community can anywhere be found."

From the statistical report it appears that there were on July 1, 1869, regularly reported 80 day and night schools, with 108 teachers and 5,531 pupils; 39 Sabbath schools, with 214 teachers and 3,213 pupils; making a total of 119 schools, 322 teachers, and 8,744 pupils. Irregularly reported: 60 day and night schools, with 75 teachers and 6,000 pupils; 10 Sabbath schools, with 30 teachers and 2,000 pupils; making a total of 70 schools, 105 teachers, and 8,000 pupils. Grand total, 189 schools, 427 teachers, and 16,744 pupils. Of the regularly reported day and night schools six are graded; one is a high, or training school.

The number of pupils paying tuition is 623; the amount paid, $1,248 95—an average of a trifle more than $2 per pupil. This report of tuition, as in some other States, is incomplete, teachers in many cases failing to report the whole amount paid.

In the alphabet there are 1,149 pupils; 2,707 spell and read easy lessons; and 1,628 are advanced readers. There are 1,522 studying geography; 2,616 arithmetic; and 554 higher branches. The average attendance is 4,357—78.7 per cent. of the total number enrolled.

The freedmen sustained, wholly, or in part, 56 of the schools; they own four school

buildings. The bureau furnished 66 buildings for educational purposes. The total expenditure reported for the six months has been $4,187 45.

Colored teachers.—Lieutenant Colonel Edwin Beecher, superintendent of education, remarks in his report:

"Will the colored race make good teachers? I can see no good reason why they should not. Not long since I met a young colored man teaching in Jackson County. Probably the whole time he had spent as a scholar would not exceed twelve months. His former instructor assured me he possessed the art of communicating what he knew better than any person he had ever seen. During the last months of his attending school he was placed in charge of a class, and for the last three months has had a school in Madison County. So general is the satisfaction given that the superintendent of the county is unwilling to allow him to go into another county the coming year, but insists on his remaining where he is. He assured me this was one of the best schools in the county, and that the statements made to me of the capacity of this young man were not overdrawn. I have not had an opportunity of visiting, personally, many of the schools taught by colored teachers, but the reports are all favorable, and I feel assured they are the ones we must look to for the future education of their race."

Through the kindness of General O. O. Howard we are furnished with the following later statistics of the freedmen's schools in Alabama, dated January 1, 1870:

FREEDMEN'S SCHOOLS REGULARLY AND IRREGULARLY REPORTED.

Total enrollment in day and night schools	7,110
Total number of pupils in regularly reported Sabbath schools	1,393
Number of pupils in industrial schools	50
Total enrollment in all schools	8,553
Number over sixteen years of age	162
Number aged sixteen and under	1,948
Number in alphabet	351
Number writing	750
Number spelling and reading easy lessons	847
Number of advanced readers	991
Estimated number of pupils in day and night schools	5,000

Table of statistical details of schools in Alabama, by counties, for 1869.

Hon. N. B. Cloud, *superintendent of public instruction, Montgomery.*

COUNTY SUPERINTENDENTS.

County.	Name.	Post office.	Superintendent's salary.	Trustees' salary.	Number of schools.	Number of children.	Amount of apportionment.
Autauga	J. H. Booth	Prattville	$1,000 00	$174 00	48	4,361	$6,333 70
Baker	J. M. Corderie	Randolph	800 00	244 00	36	3,011	4,699 90
Baldwin	Dr. S. Moore	Mobile	1,000 00	249 00	14	2,269	3,754 56
Barbour	B. B. Fields	Eufaula	700 00	599 47	51	9,976	13,169 92
Bibb	Dr. R. R. McPherson	Centreville	700 00	195 00	41	3,231	4,577 20
Blount	T. W. White	Blountsville	395 00	378 70	51	4,193	5,426 60
Bullock	C. J. L. Cunningham	Union Springs	900 00	280 00	50	8,954	11,714 32
Butler	W. Seawell	Greenville	562 50	259 70	60	5,765	7,480 50
Calhoun	John B. Williams	Jacksonville	600 00	249 50	62	5,153	6,945 97
Chambers	Benjamin L. Dyer	Chambers	600 00	455 50	50	5,945	7,734 00
Cherokee	L. J. Sanford	Centre	600 00	308 00	68	5,196	6,835 20
Choctaw	W. J. Gilmore	Butler	800 00	347 65	61	4,549	6,428 63
Clarke	W. W. Wilson	Grove Hill	800 00	172 00	23	2,612	4,634 97
Clay	B. J. McCaine	Coleta	600 00	352 00	37	3,918	5,301 60
Cleburne	James M. Wiggins		660 00	283 00	37	3,448	4,737 60
Coffee	Matthew Miller	Elba	650 00	251 00	37	3,049	4,308 80
Conecuh	William P. Miller	Evergreen	660 00	183 00	48	3,190	4,605 60
Coosa	J. W. McLenden	Rockford	1,000 00	531 50	49	5,417	7,500 40
Covington	J. McLaughlin	Andalusia	437 50	48 00	35	2,273	3,171 56
Crenshaw	J. H. Howard	Rutledge	733 33	433 00	32	5,658	7,522 93
Dale	G. M. T. Gibson	Haw Ridge	675 00	816 60	48	6,007	7,883 40
Dallas	J. H. Sears	Selma	2,000 00	905 58	88	10,963	16,788 47
De Kalb	J. K. Hoge	Portersville	300 00	114 00	34	2,736	3,614 98
Elmore	J. A. McCutcheon	Wetumpka	600 00	522 50	64	5,227	7,573 80
Escambia	J. T. B. Ford	Pollard	600 00	134 75	16	1,461	2,361 89

Table of statistical details of schools in Alabama, by counties, for 1869—Continued.

County.	Name.	Post office.	Superintendent's salary.	Trustees' salary.	Number of schools.	Number of children.	Amount of apportionment.
Etowah	J. J. Brasher	Gadsden	$600 00	$224 00	44	3,437	$4,724 40
Fayette	James Middleton	Fayette	500 00	222 00	50	3,164	4,324 02
Franklin	Dr. F. H. Anderson	Russellville	1,400 00	454 00	73	7,691	10,687 99
Geneva	E. R. Porter	Geneva	421 87	114 00	19	1,050	1,737 17
Greene	A. A. Smith	Eutaw	1,500 00	156 00	40	5,233	9,168 84
Hale	M. H. Yerby	Greensboro	500 00	335 00	40	4,327	6,429 45
Henry	G. P. Kincey	Abbeville	600 00	322 00	60	5,913	7,768 07
Jackson	Jesse W. Isbell	Larkinsville	800 00	839 83	53	7,635	10,459 89
Jefferson	J. N. Burkett	Oak Ridge	500 00	394 40	58	5,490	7,088 00
Lauderdale	William R. Chisholm	Florence	700 00	493 00	50	5,981	7,877 20
Lawrence	E. S. Masterson	Moulton	900 00	603 66	66	5,817	9,171 71
Lee	R. G. Jones	Opelika	800 00	384 00	52	7,270	9,524 00
Limestone	J. B. Lentz	Athens	540 00	511 10	42	4,668	7,822 95
Lowndes	George W. Neeley	Hayneville	1,500 00	388 50	59	8,468	11,339 24
Macon	J. S. Caldwell	Tuskegee	1,000 00	342 00	43	5,885	8,444 56
Madison	A. W. McCullough	Huntsville	1,500 00	498 00	88	9,935	15,036 77
Marengo	M. B. Mattingley	Demopolis	1,500 00	164 00	59	8,488	13,489 06
Marion	T. B. Nesmith	Pikeville	500 00	269 00	52	3,077	4,192 40
Marshall	F. M. Proctor	Guntersville	610 00	370 00	43	4,392	5,880 40
Mobile	G. L. Putnam	Mobile	2,000 00	425 54	40	18,877	24,652 40
Monroe	Dr. J. W. Cotter	Monroeville	622 50	262 10	48	3,498	5,580 30
Montgomery	W. M. Loftin	Montgomery	2,000 00	363 01	85	14,068	19,396 36
Morgan	C. C. Nesmith	Somerville	600 00	395 13	72	4,295	5,996 40
Perry	J. H. Speed	Marion	1,125 00	375 00	62	9,230	13,046 13
Pickens	E. F. Bouchelle	Carrollton	1,000 00	462 00	45	7,092	10,637 37
Pike	L. G. McLendon	Troy	1,000 00	587 00	69	6,881	9,259 20
Randolph	C. C. Enloe	Weedowee	600 00	367 00	48	4,878	6,453 60
Russel	T. T. Edmonds	Columbus, Ga	920 00	244 00	49	7,084	10,166 56
Sanford	M. W. Morton	Vernon	400 00	358 00	39	4,686	6,023 20
Shelby	J. W. Jones	Columbiana	800 00	286 00	62	4,528	6,233 60
St. Clair	W. P. Lovett	Branchville	600 00	228 00	37	3,722	5,066 40
Sumter	Robert Bradshaw	Livingston	1,500 00	397 00	51	5,878	12,409 17
Talladega	J. G. Chandron	Talladega	1,000 00	255 00	68	6,147	8,575 24
Tallapoosa	C. Corprew	Dadeville	600 00	404 00	63	8,224	10,468 80
Tuscaloosa	H. S. Whitfield	Tuscaloosa	800 00	362 00	93	7,569	10,312 17
Walker	J. L. Gilder	Eldridge	400 00	222 00	42	3,570	4,684 00
Washington	T. J. King		500 00	76 00	12	1,163	1,895 60
Wilcox	C. C. Colton	Camden	1,270 00	447 50	70	8,540	11,947 27
Winston	W. H. Hyde	Houston	550 00	426 80	29	1,727	2,622 40

ARKANSAS.

The State board of education consists of the State superintendent and ten district superintendents.

The board of commissioners of the common school fund consists of the governor, secretary of state, and the State superintendent of public instruction.

The number of children of school age, as returned to the office of the superintendent, is 180,000, of whom 137,000 are white and 40,300 colored. About 100,000 have been connected with the schools during the past year.

There was apportioned to the several counties from the State treasury, for the payment of teachers, the sum of $377,919 94. The returns made to the superintendent do not show the amount raised by local taxation, but it is estimated at about $200,000.

From such information as can be obtained, it appears that a want of funds, general apathy in regard to education, and even hostility in some sections toward a free school system, have retarded very much the accomplishment of efficient work. The only official printed report received is that from the circuit superintendent of Little River and Sevier Counties, from which it appears that earnest efforts have been made by the friends of education in those counties to sustain free schools; and that thirty-seven were taught during the year 1869, four of which were colored, in Sevier County; and nine in Little River County, two of which were colored.

A new deaf-mute institute, located at Little Rock, is in successful operation, supported by the State. The building is a commodious brick, situated upon land donated by the State. Twenty-five pupils are now enjoying the advantages of the institute, which is governed by a board of directors, who appoint teachers and all sub-

ordinate officers. A matron has charge of the girls when not in school, their clothing, &c. A physician visits the school twice a week, regularly.

The Peabody fund has afforded aid to the free schools in fourteen towns of the State, amounting, in the aggregate, to $9,300. From the report of Dr. Scars it appears that the free school system is attracting notice and meeting with favor from the people. Every county town has now quite a good school, while before the efforts of the agent, many were without any school.

In a recent communication from the State superintendent, Hon. Thomas Smith, he says: "School prospects are brightening every day in Arkansas."

Hon. THOMAS SMITH, *superintendent public instruction, Little Rock.*

CIRCUIT SUPERINTENDENTS.

Judicial district.	Name.	Post office.
First	M. R. Wygant	Helena.
Second	E. R. Knight	Madison.
Third	W. H. Gillam	Batesville.
Fourth	W. H. H. Clayton	Huntsville.
Fifth	E. E. Henderson	Fayetteville.
Sixth	W A. Stewart	Russellville.
Seventh	F. M. Chrisman	Little Rock.
Eighth	D. C. Casey	Arkadelphia.
Ninth	H. A. Miller	Camden.
Tenth	J. H. Hutchingson	South Bend.
City superintendent	Allen B. Sunmon	Fort Smith.
City superintendent	N. P. Gates	Little Rock.

CALIFORNIA.

Hon. O. P. Fitzgerald, State superintendent of public instruction in California, reports the number of school districts in the State in 1869 as 1,144; number of schools, 1,268; number of teachers, 1,687; number of pupils enrolled, 73,754; average attendance of pupils, 56,715; value of school property, $2,706,304 46. The increase since 1867 is as follows: In number of districts, 163; number of schools, 157; number of pupils, 12,527; average number of pupils, 11,078; value of school property, $1,003,000 54. The following is a more detailed statement of the school statistics:

In the State, between five and fifteen	112,743
Mongolian children under fifteen years of age	425
In public schools	67,834
Mongolian in schools	34
Number enrolled, all ages	73,754
Attending private schools	16,273
Not in any school	25,464
Average daily attendance	49,802

RECEIPTS.

From State fund	$290,796 71
From county taxes	397,491 40
From city taxes	449,738 43
From district taxes	98,868 49
From miscellaneous sources	44,841 07
From rate bills and subscription	66,531 65
Total	$1,348,267 66

EXPENDITURES.

Teachers' wages	$873,814 07
Sites, buildings, &c	205,763 95
School libraries	20,415 76
School apparatus	4,915 83
Contingent expenses	179,407 11
County institutes	1,765 93
County board of examination	3,034 06
Postage, binding books, &c	1,495 87
Total	$1,290,585 52

VALUATION OF SCHOOL PROPERTY.

Lots, houses, furniture	$2,706,304 56
School libraries	57,895 77
School apparatus	32,504 89
Total	$2,796,705 22

In 1849 a permanent school fund was established for the State of California, from the 500,000 acres of land granted by Congress to the new States, for the purpose of internal improvements. An attempt was made to introduce a proviso that the legislature appropriate the revenue to other purposes, should the exigencies of the State require it. One of the chief opposers of this proviso was Mr. Semple, of Sonoma. The proviso was defeated by a vote of 18 to 17.

The first free public school in the State was established in San Francisco, in 1849, by Mr. J. C. Pelton, and in 1850 was recognized by the city council, in the following terms:

"*Be it ordained by the common council of San Francisco,* That from and after the passage of this act it shall be the duty of J. C. Pelton, who has been employed by the council as a public teacher, to open a school in the Baptist chapel."

Said school was to be free to all children whose parents should obtain an order for their attendance from the chairman of the committee on education.

In 1851 the bill concerning public schools passed the legislature, providing for the survey of school lands, the apportionment of the State fund, defining the duties of the superintendent of public instruction, providing for a superintending school committee, and also for the distribution of the school fund among religious and sectarian schools, in the same manner as provided for district schools. Under this law the city of San Francisco, in the same year of its passage, hastened to adopt her first school ordinance, made provision for a city board, elected superintendent, &c., and in the same year two schools were organized.

At the third session of the legislature, in 1852, the school law was revised and rendered more complete.

The first State report was issued in 1851, by Hon. John G. Marvin, the first superintendent of public instruction. Mr. Marvin donated to the school fund the sum of $1,456; the first and last bequest which the State school fund ever received.

The first State teachers' convention, called by Superintendent Hubbs, was held in San Francisco, 1854, and had an attendance of about one hundred teachers.

The first State institute, called by Superintendent Moulder, met in San Francisco, in 1861, an appropriation of $3,000 having been made the previous year for the purpose of aiding State institutes. At this institute a petition to the State legislature was prepared, praying for a levy of a special State tax for school purposes of half a mill on the dollar, which was subsequently signed by more than six thousand voters. Measures were also taken which resulted in establishing the California Teacher, a State educational journal, the first number of which was published in July following. The journal is under the immediate management of the superintendent of public instruction, the principal of the State normal school being associate editor. Contributing editors are appointed by the board of education.

STATE SCHOOL LAW.

The constitution of the State provides for the election of a superintendent of public instruction, to hold his office for four years; requires the legislature to provide a system of common schools, by which a school shall be kept in each district for three months in the year; for neglect of which the district is to forfeit its proportion of the interest of the public fund.

The legislature has created a board of education, composed of the governor, the superintendent of public instruction, the principal of the State normal school, the city superintendent of San Francisco, and the county superintendents of the counties of Sacramento, Santa Clara, and San Joaquin, and two professional teachers to be nominated by the superintendent of public instruction, and approved by the board.

The superintendent visits and superintends the schools and educational institutions of the State, apportions the public money to the districts, cities, and counties, and makes to the legislature, biennially, a report upon the condition of the schools, and the administration of the school system.

There is a county superintendent elected for two years, who has the immediate supervision of the schools, and acts as the medium of communication between the board of education and State superintendent and the districts. He reports annually to the State superintendent. Each county, city, or incorporated town constitutes a school district; but the board of supervisors has power to make smaller districts.

Every district, by its clerk, or by a census marshal, is required to make an annual

enumeration of all children under fifteen years of age, and to specify and report separately, white, negro, and Indian children, under the guardianship of white persons, between the ages of five and fifteen years, specifying the number and sex of such children, and naming their guardians.

Children of African, Indian, or Mongolian descent, whose education can be provided for in no other way, may be permitted, by a majority vote of the trustees, to attend schools for white children, in case a majority of the parents of such children make no objection.

Upon the written application of the parents or guardians of such colored, Indian, or Mongolian children to any board of trustees, or board of education, a separate school shall be established for their education.

The superintendent of public instruction is required to subscribe for, and be one of the editors of, a monthly journal, to be devoted to the interests of education, a copy of which is to be sent to every county and city superintendent, district clerk, and school library.

The granting of State certificates to teachers is intrusted to a State board of examination, composed of the superintendent of public instruction, and four professional teachers, with power to grant certificates for one, two, four or six years, or for life.

At the meeting of the State teacher's institute, in September of this year, composed of about six hundred of the leading teachers of the State, it was unanimously resolved, "That inasmuch as the various county boards of examination are composed of persons of many different degrees of qualification, or no degree, in some instances, and therefore form no standard, or data, from which the State board can judge of their work, the granting of State certificates on county examinations, or on no examinations, should be discontinued."

The schools are supported—1, by a State school tax of 8 cents, ad valorem, upon each $100 of valuation; 2, by a county tax, which shall not exceed 35 cents on the dollar of valuation, nor be less than $3 for every child in the county, between five and fifteen years of age; 3, by a district tax, to be voted by the inhabitants, at an election called for such purpose, the amount not to exceed, annually, 35 cents on a dollar, for building purposes, and 15 cents for school purposes; 4, by the annual distribution of the income of the common school fund. But no district can receive any portion of the school fund unless the teachers employed hold legal certificates, in full force, and unless, also, a free public school has been maintained during three months of the next preceding year.

The school fund is composed of the proceeds of all lands that may be granted by the United States for the support of schools, the congressional grant of 500,000 acres to all new States, all escheats, and all percentages on the sale of lands, together with the rents of unsold lands.

STATE NORMAL SCHOOL.

This institution is greatly in need of new buildings, the rooms furnished by the board of education being now entirely inadequate to meet its requirements. Twenty-five counties in the State are represented. The principal is Rev. W. T. Lucky, A. M. The time for completing the normal course is two years, each divided into two terms of five months. Board can be obtained at from $25 to $35 per month. Pupils must furnish their own text books. There is a normal training school under the control of Miss M. Lewis, with nearly 200 pupils. The number of pupils in the normal department from July, 1868, to January, 1870, was 188, of whom 166 were ladies and 22 gentlemen. The law provides that graduates of the normal school shall receive State certificates of a grade to be determined by the State board of examination. Under this provision certificates have been awarded to graduates according to ability and scholarship, some receiving diplomas, some first grade, and others second or third grade certificates. Five members of a graduating class, having taught previously, received State educational diplomas, which entitled them to teach as principals of grammar schools. Six members of the class, whose standing was 80 per cent., received first grade certificates. Eleven received second grade, and nine, whose standing was from 70 to 75 per cent., received only third grade certificates, which entitled them to teach only in primary schools.

The percentage of a member of the graduating class is determined by taking into consideration the standing in recitation records during the term, the report of success in the training school, and the result of the within examination at the close of the term.

The location of the State normal school was for a time a matter of much discussion, but it was at length fixed at San José, in accordance with the earnest recommendation of Hon. O. P. Fitzgerald, State superintendent, and it is now nearly completed. The advantages of San José as the proper location of the school are its unsurpassed climate, its accessibility from all parts of the State, and the intelligence, morality, and hospitality of the citizens.

COSMOPOLITAN, EVENING, INDUSTRIAL, AND REFORM SCHOOLS.

The cosmopolitan schools of San Francisco have been remarkably successful. Scarcely any feature of the public schools of that city is more popular. Not only are their advantages sought by our foreign-born citizens, but there is an eager desire on the part of a large number of our native-born citizens to avail themselves of the opportunity afforded by these schools to give their children some acquaintance with the French, German, and Spanish languages. They have been organized and conducted on such principles as to obviate any conflict with the fundamental idea of our public school system, that every child in the State shall have the opportunity to acquire the elements of an English education. The success and obvious benefits of these schools have led to the organization of similar schools in Sacramento.

The evening schools of San Francisco are reported in a very flourishing condition, being sought by adults, whose early education was neglected, and by boys who are obliged to work during the day for their living.

The industrial school of the State is reported in a very unfavorable condition. "A bad system has been badly administered. Its name is a misnomer; it is more of a prison than a school. It has been conducted on the prison system, without many of the restraints and safeguards which by law and usage are thrown around the management of regular jails and penitentiaries." So great has been the maladministration of the affairs of the institution that the feeling prevails that it should either be reformed or abolished.

The need of such a school for the care, instruction, and training of neglected, orphaned, and vicious boys is so great that, instead of abolishing it, it should be reformed thoroughly, endowed liberally, and officered wisely. "Let the family system be substituted for the prison system. Moral results can be effected only by moral agencies. Dungeons, solitary confinement in dark, damp, and cold cells, grated windows and high walls may be tolerated a while longer in State prisons, but in a school for children—little children—they are monstrous!"

INSTITUTION FOR THE DEAF, DUMB, AND BLIND.

An act reorganizing this institution, passed in 1866, made it a feature of the common school system of the State. It is located about four and a half miles north of Oakland, directly in front of the Golden Gate, and adjoining the grounds of the State University. The site comprises 130 acres, of which 50 are of the highest fertility, while the remainder is hill land, well adapted to grazing purposes. The outlook, in varied beauty and extent, is unsurpassed. The edifice is in semi-Gothic style, and built of a rough, blue stone, in admirable keeping with the architecture. The frontage is 192 feet, beside the lavatories, which extend 30 feet further on each corner, making a total frontage of 264 feet. The depth is 148 feet, with kitchen and laundry building, 50 feet square, in the rear. The internal arrangements seem to be as near perfect as experience could make them. Other institutions unite the deaf and dumb and blind, but only as a temporary expedient, for the sake of economy. This is the only institution in the world planned with special reference to keeping the two classes together. The institution will accommodate comfortably 150 pupils, together with the necessary officers and employés. There have been under instruction during the last two years 92 pupils. At present the number is 74, of whom 48 are deaf and dumb, and 26 are blind. Being a part of the common school system of California, its benefits are free to all deaf and dumb and blind persons between the ages of six and twenty-one years, who are of sound mind and body and residents of the State.

UNIVERSITY COLLEGE.

The University College, popularly known as the City College, from its location in the heart of San Francisco, was founded in 1859, and incorporated in 1863, and the property placed in the hands of trustees, among whom may be named the honorable mayor, Thomas H. Selby, president of the board, and Governor Haight, through whose efforts mainly a very valuable tract for university purposes, five miles from the plaza, was secured. The present number of pupils is 160, of whom 57 are in the primary department. The buildings are large and provided with well lighted and ventilated study halls, and with ample illustrative apparatus. The college was founded by the Rev. George Burrowes, who, after five years, was obliged to resign the charge of it, and since 1865 it has been under the care of the Rev. P. V. Veeder, A. M.

STATE UNIVERSITY.

An act creating and organizing the State University of California became a law in March 1868. The governor of the State, lieutenant governor, speaker of the assembly, State superintendent of public instruction, president of the State Agricultural Society,

and president of the Mechanics' Institute, of San Francisco, are ex officio members of the board of regents, the governor being president. The site of the university is at Berkeley, four miles north of Oakland, and directly facing the Golden Gate, upon the 160 acres of land donated by the College of California, which has been laid out in handsome style, with drives, avenues, walks, and ornamental trees. The board of regents appropriated $20,000 for the purchase of chemical and philosophical apparatus. Until the buildings at Berkeley is completed, the university has been inaugurated in the building belonging to the College of California and in the Brayton building close at hand, both situated near the centre of Oakland. About fifty students have entered to date, distributed among the various colleges, most of them, however, in the College of Letters. The dormitory system being forbidden by the organic act, the students find homes in the boarding-houses and private families of Oakland. At a recent meeting of the regents, it was unanimously

"*Resolved*, That young ladies be admitted into the university on equal terms, in all respects, with young men."

THE SANTA CLARA COLLEGE

Was founded in 1851, by the Rev. John Nobile; incorporated in 1855. It is conducted by the fathers of the Society of Jesus. The number of students in attendance is about 200.

UNIVERSITY OF THE PACIFIC, (METHODIST EPISCOPAL.)

Situated at Santa Clara; incorporated 1851. Number of professors and teachers, 8; whole number of students in 1868 and 1869, 164. Thirty-four young gentlemen have graduated, twenty of whom received the degree of A. B., and fourteen that of B. S. Seventeen young ladies have graduated with the degree of M. S. Eight gentlemen have received the degree of A. M. in course. Yearly expense per pupil, $320. Sessions begin about the first of January and first of August. T. H. Sinex, D. D., president.

ST. MARY'S COLLEGE.

Situated at San Francisco, on the old Mission road, about five miles from the city hall. It is a fine brick building and will accommodate about 200 students. Study rooms, class rooms, and dormitories are convenient and well ventilated. Was opened for the reception of students in 1863, and the same year their number had reached upward of 200. It is now over 200. It is in the charge of gentlemen belonging to a society called "The Christian Brothers," whose numbers devote their lives to the work of education.

PACIFIC METHODIST COLLEGE.

Situated at Vacaville, Solano County; organized in 1861; president, J. R. Thomas. The number of students 210; value of buildings, about $25,000. Institution in all respects prosperous.

ST. VINCENT'S COLLEGE.

Situated at Los Angeles; organized 1867; incorporated 1869; president, Rev. James McGill. Average number of pupils during the past year, 50.

ST. AUGUSTINE COLLEGE.

Situated at Benicia, Solano County; it is a missionary college, under the auspices of the Protestant Episcopal Church; organized, 1868. Consists of three departments of learning; a theological, literary, and grammar school departments for boys. In addition there is a young ladies' seminary with its own faculty and a distinct location. There are 86 students, six of whom are for the ministry.

LAUREL HALL BOARDING SCHOOL FOR YOUNG LADIES.

Is located at San Mateo; organized, 1864; principal, Miss L. H. Buckmaster; number of pupils 64. The grounds include 27 acres. Building is commodious. A large gymnasium has recently been erected, in which pupils will receive physical training under careful supervision.

SAN RAFAEL COLLEGE.

In Marin County; principal, Alfred Bates, late of the University School, San Francisco; opened 1869. The course of study comprises two departments, classical and modern. The classical course includes Latin, Greek, mathematics, English and French. The modern, includes a thorough business education.

ST. IGNATIUS COLLEGE.

Located in San Francisco; opened for students 1855; incorporated 1859; president, Rev. J. Bayma; number of pupils, 410.

UNIVERSITY SCHOOL.

Situated in San Francisco. Founded about five years ago by its present principal, Mr. George Bates, a graduate of Cambridge University, England. Its object is to prepare students for a university career, as well as to give a thorough commercial education. Number of pupils about 50.

UNION COLLEGE.

At San Francisco; established 1862. Is under the direction of Dr. R. Townsend Huddart. Number of pupils 90; assistant teachers and professors 10.

SONOMA COLLEGE.

Located at Sonoma in 1858; Rev. W. N. Cunningham, A. M., president; Mrs. E. A. Cunningham, vice principal. Number of pupils 30, including both males and females. The building is of concrete, with large, airy rooms. Locality unsurpassed for healthfulness and beauty of scenery.

SAN FRANCISCO.

(Sixteenth annual report, for the year 1869, Hon. James Denman, superintendent.)

The city is divided into ten districts for school supervision. It contains forty-four schools; two high schools, one for boys and one for girls; nine grammar schools, three for each sex and three in common; three mixed schools; twenty-seven primary, and three evening schools. The total number of teachers is 326. The whole number of children in the city between six and fifteen years—the legal age to attend school—is 23,905; the whole number of pupils attending the public schools during the year, is 19,885; and the average number belonging, 14,134; giving an attendance of 83 per cent. of all pupils enrolled, and 59 per cent. of the average number belonging. The number of new pupils enrolled who have not before attended public schools is 6,246, an increase of 530 over last year.

		Increase for the year.
The total number of children in the city under fifteen years of age was	41,488	1,760
Mongolian, under fifteen years of age	48	
Negro children between five and fifteen years	186	
Indian children between five and fifteen years	15	
White children between five and fifteen years	25,584	
Census, children between five and fifteen years	25,785	2,399
Number enrolled in schools during year	19,885	2,459
Average number belonging	14,134	1,453
Average daily attendance	13,113	1,222
Number not attending any school	5,468	
Average number of pupils to each teacher:		
High schools	25	
Grammar schools	40	
Primary schools	56	
Total in evening schools during the year	756	
Average attendance	336	
Average number of pupils to each teacher	42	
Expenditures for the year	$400,842 22	$24,440 49
Valuation of city property	95,000,000 00	10,000,000 00
Revenue raised by the city	2,657.946 08	237,844 77
Total income of school department	459,853 70	119,897 00
Percentage of the income on whole amount of city revenue	.17 3/10	

Notwithstanding the large number of school-houses which have been erected by the board of education within the last three years, yet the department is now obliged to rent unfit buildings for the accommodation of 3,235 children, at a yearly rental of $15,000. Many of the rooms are in low basements of churches, and are so dark, cold, and damp as to be entirely unfit for prison cells. There is, therefore, an immediate necessity of erecting additional school buildings in nearly every part of the city. Superior accom-

modations could be provided, at far less expense in interest on the capital expended, than is now paid for inferior rented buildings.

Of the 5,468 children in the city who are not attending any school, it is safe to estimate that at least 2,500 have at some time attended school, and received a fair business education. But even deducting this number from those not attending school, there are still 2,968 who are leading idle or dissolute lives. So great has become the crowd of young lads prowling around the streets, that it is a question of the highest importance to the future welfare of society: What shall be done to check this frightful tide of depravity which is sweeping over the city, wrecking so many noble youth, and blasting the fond hopes of so many anxious parents? It is an evil which calls loudly for some potent and instant remedy. Truant laws similar to those in Boston and other eastern cities should be passed and rigidly enforced.

From the last truant officers' report it is found "that 197 truants have been induced to return to their school, and seven who proved incorrigible have been sent to the industrial school for reformation." The knowledge that a proper officer is continually searching the city for absentees from school, already exerts a salutary influence in deterring truancy. But the most efficient officers can accomplish but little toward effecting a permanent reform unless wise laws are enacted, providing for the punishment of truancy and vagrancy as crimes.

Greater improvement has been made in the evening schools during the last year than ever before. There has been a large increase in attendance, and renewed interest; with most examplary order and decorum and hard study in the school room, where may be seen large classes of young men, and even old persons, trying for the first time to learn to read and write.

During the year a commercial evening class was organized for the purpose of giving a thorough business and commercial education to a large class of young men who are engaged during the day, or are unable to pay the tuition charged at commercial colleges.

The attempt to establish a day school for the Chinese proved a failure. The board of education therefore opened an evening school for this class, which has been successful. The whole number of pupils enrolled was 277; average daily attendance, 29$\frac{4}{10}$. The school is doing good. It is estimated that the Chinese pay about one-twentieth of the taxes in San Francisco.

The whole number of pupils enrolled in the colored school during the year was 91, with an average daily attendance of 25$\frac{6}{10}$.

THE CO-EDUCATION OF THE SEXES.

The second biennial report for the years 1866–'67, Hon. John Swett, superintendent, expresses the belief that the presence of boys and girls in the same school, far from being injurious to either sex, exerts a mutually beneficial influence; a belief "based upon many years' experience in public school teaching, on an extended observation of schools, and on the opinion of the most enlightened and progressive educators.

"The school-houses in all the cities and larger towns have separate yards and playgrounds, on opposite sides of the building. The boys and girls enter the school-room by separate doors. In the school-room they meet at hours of intermission as well as of study, only under the eye of the teacher. The only opportunity of meeting when not under the observation of the teacher, is on the way to and from school. If the mere sight of a boy is dangerous to innocence, then our girls should be sent off to convents, where they may grow up in blissful ignorance of the existence of boys. If a pretty face and an occasional salutation of "good morning" be sufficient to turn the heads of our boys, then protect them by all means from such witchery.

"The charge of positive immorality, both in thought and act, is frequently brought against the public schools by their open enemies, and not unfrequently by moral reformers who profess to be friendly. There are some who have no faith in the purity of youth in either sex; they believe in total depravity to the letter. They look upon all associations of boys and girls, or of men and women, as merely animal instinct of the baser kind. I do not propose to argue with these Pecksniffian morality-men, who turn up their eyes in holy horror at the depravity of human nature in general, and of public schools in particular. Impure-minded boys and girls are to be found in schools, as well as impure-minded men and women in society; but they are exceptions to the general rule.

"That the tendency of educating boys and girls together is to excite improper and impure thoughts, I deny. That the standard of morality and propriety is lower than in schools where the sexes are separated, I also deny. * * * * * The presence of girls in a school-room throws a strong restraining and refining influence over boys. They are more attentive to personal appearance and neatness of dress; they are more refined in manner and careful in speech; they have higher feelings of honor and manliness; they stand in wholesome dread of the public opinion of the girls, which frowns down meanness, and profanity, and vulgarity. Boys have quite as high feelings of

honor as men. The restraining influence of girls over boys is the same as that of women over men. * * * * * * * * *

"I believe that girls educated with boys will grow up into womanhood with stronger, purer, nobler, better-developed characters than if trained in seclusion. They will be better capable of acting and thinking for themselves. Nowhere can they form better ideas of true manhood than in the public schools, where ambitious and manly boys are their associates, where mind is made the standard of position, and where true merit commands respect and admiration. Girls are stimulated to greater mental efforts by the presence of able and ambitious boys. The surest way to produce romantically-diseased imaginations and to sully the purity of the female character, is to shut out girls from the society of boys, and to exclude young ladies from the society of young men. It is a fact which young ladies themselves admit, that in schools for young ladies exclusively, there is more talk about the other sex than in institutions where both sexes are educated together.

"Education consists in the development of character, more than in the study of text books. I believe in throwing around boys every refining, restraining, and humanizing influence; in educating them to regard the female character as something pure and holy; in training them to reverence womanhood. I believe in teaching girls to respect manliness and manhood. How can this be done better than in a well-regulated school, where the boys and girls mutually educate each other?

"The co-education of the sexes is a characteristic feature of our American common-school system, in contradistinction to the European system of national schools. Everywhere in the United States, except in a few of the largest cities, the boys and girls are educated together in the public schools. What is the result? Are we ready to admit that in France, where the boys and girls are carefully educated apart, the standard of morality is higher than with us? Are wives and daughters purer and truer? Is woman more respected than with us?

"I was born and bred in that bleak little corner of the Union where common schools were first established, where they have since been nurtured and sustained, and where men and women are taught to think for themselves. My pleasantest memories of school-days are associated with the bright-eyed little girls who came to school in summer mornings, bringing May flowers and lilacs and peonies and pinks in their hands. I loved some of those pretty girls with all the fullness of boyish feeling. Nobody ever told any of the boys of our school it was a sin to love them. No impure thought ever sullied our affection for them, for nobody had ever poisoned our minds with the notion that boys and girls are innately vicious. Barefoot farmers' boys were we, all of us, with tanned faces and hands used to toil; and farmers girls, red-cheeked, barefoot too, and dressed in homespun, taught us our first lessons of faith in the purity and nobleness of womanhood. They were our best teachers. They made the old school-house pleasant with the sunlight of their faces, and merry with their ringing laughter. They softened our rough natures. We chose the girls we liked best at spelling matches, and never were the worse for it. We hauled the girls on sleds in the winter-time, and slid on the ice together, and none of us ever thought of evil." * *

On this point, Mr. Stowe, a celebrated Glasgow teacher, uses the following language:

"The youth of both sexes of our Scottish peasantry have been educated together; and, as a whole, the Scotch are the most moral people on the earth. Education in England is given separately, and we have never heard from practical men that any benefit has arisen from the arrangement. The separation of the sexes has been found to be injurious. It is stated on the best authority, that of those girls educated in schools of convents, apart from boys, the greater majority go wrong within a month after being let loose in society and meeting the other sex. They cannot, it is said, resist the slightest compliment or flattery The separation is intended to keep them strictly moral, but this unnatural seclusion actually generates the very principle desired to be avoided. We may repeat that it is impossible to raise the girls as high intellectually without boys as with them, and it is impossible to raise boys, morally, as high without girls. The girls morally elevate the boys, and the boys intellectually elevate the girls. But more than this, girls are morally elevated by the presence of boys, and boys are also intellectually elevated by the presence of girls. Girls brought up with boys are more positively moral, and boys brought up in school with the girls are more positively intellectual, by the softening influence of the female character."

On the other side of the question, Superintendent Fitzgerald, in his third biennial report for the years 1868–'69, says:

"The experiment of separating the sexes in the large grammar schools of San Francisco, has been tried and attended with gratifying success. That it has pleased the parents has been shown by the large attendance, and teachers directly interested speak of the arrangement in terms of praise. That rough boys of twelve or fifteen years are often unfit associates for lady-like girls—and still more unfit for those who are otherwise—will be readily understood; and pupils of that age are certainly apt to be interested in each other, to the great detriment of their studies. In these practical days it is vain to plead sentiment, and modern school trustees are not to be moved by

any appeals based on recollections of bright eyes and brown hair; so the advocates of co-education are forced to the more tangible argument that, while the presence of boys in the school-room may not greatly benefit the girls, the presence of girls had a decidedly beneficial effect upon boys. Whether the disadvantages of co-education have been counterbalanced by the advantages has been shown by the successful working of the Denman, Lincoln and other schools in San Francisco. But when we consider, not young ladies and gentlemen, but little children from six to ten years of age, the case seems entirely different. All the arguments of co-educationists are peculiarly applicable in this connection, while those of their adversaries lose all their force. The experience of teachers has taught them to prefer mixed classes of boys and girls in all but the higher grades."

TEACHING AS A PROFESSION.

In the first biennial report of the superintendent of public instruction for the school years 1864 and 1865, Hon. John Sweet, superintendent, remarks:

"The time is rapidly approaching when teaching must be recognized as a profession; when a diploma from a normal school, or a certificate of examination by a legally authorized association of teachers, or a State board of examination, shall be a license to teach school until revoked by those who issued it. Educational conventions in every part of our country express a general desire for a distinct and definite recognition of the occupation of teaching by forms equivalent to those now existing in law, medicine, and theology. It is true there are many who make teaching a temporary occupation, a stepping-stone to other pursuits, and there is no objection to this, when they are duly qualified for the noblest of human duties; but there is a large class, becoming larger every year, who desire to make it the occupation of a life—an occupation which calls for a range of acquirements and a height of qualification fully equal to that of the liberal professions."

CAUSES OF NON-ATTENDANCE.

"Indifference of parents; poverty of parents; inconvenience of location of school-houses; unattractiveness of school-houses; inefficiency of school-teachers. These being the causes, the remedies must be adapted to meet them. The indifference of parents must be overcome by the diffusion of enlightened views concerning the importance of education; honest poverty must be assisted, and vicious poverty reclaimed, if possible; inconvenient locations of schools must be changed; unattractive school-houses must be made attractive; inefficient teachers, who are unable to make their schools attractive by interesting the pupils, and exciting a thirst for learning, must give place to others. The co-operation of all parties interested is necessary for the removal of this evil. More, however, depends upon the teachers than upon all others. A good teacher possesses the power to make his school attractive to the child, and when the child is attracted to the school-room its persuasions will be irresistible with the parent. The percentage of attendance of a school is generally a fair index of the capacity of the teacher."

WOMEN TEACHERS.

"The functions of the teacher's office are specially suited to women. They are the natural educators of the young. * * * * The disparity between their salaries and those of male teachers cannot fail to have arrested the attention of every thinking person. The mere statement of the fact that for the same labor they receive less pay is a singular commentary on the boasted chivalry and gallantry of our countrymen. * * * * * Woman is adapted to the school-room. Much of the work to be done there no others can do as well. I hope, therefore, that this disposition to give the preference to competent female teachers will continue. What reason can be urged against placing women in charge of our grammar schools? The few experiments that have been made in this direction have been eminently satisfactory. I feel it to be a duty to place myself on the record in favor of giving the fullest scope for the exercise of female talent, the gratification of honorable female aspiration for professional distinction, and the same pay for the same work when done by women as when done by men."

Table of statistical details of schools in

Hon. O. P. FITZGERALD, *superintendent*

COUNTY SUPER

County.	Name.	Post Office.	Number of schools.	Number of teachers.		
				Male.	Female.	Total.
Alameda	Rev. W. F. B. Lynch	Centerville	62	17	45	62
Alpine	Joseph Uncapher	Markleeville	4	1	5	6
Amador	Rev. S. G. Briggs	Volcano	32	10	14	24
Butte	J. B. Thomas	Oroville	40	20	18	38
Calaveras	Joseph H. Wells	San Andreas	28	12	13	25
Colnesa			17	13	6	19
Contra Costa	Afred Thurber	Pacheco	35	16	19	35
Del Norte	John R. Nickel	Crescent City	5	3	3	6
El Dorado	Whitman H. Hill	Placerville	41	16	20	36
Fresno			10	7	5	12
Humboldt	W. B. Brown	Eureka	20	12	11	23
Inyo	J. W. Symmes	Independence	3	3	1	4
Kern			4	5	2	7
Klamath			3	3	2	5
Lake	Mack Mathews	Lower Lake	14	8	7	15
Lassen			7	6	2	8
Los Angeles	William M. McFadden	Anaheim	28	13	15	28
Marin	Samuel Sanders	Olima	20	10	10	20
Mariposa	J. W. Simmons	Bridgeport	10	4	2	6
Mendocino	C. C. Cummings	Ukiah City	36	21	15	36
Merced	M. C. Monroe	Snelling	11	7	5	12
Mono	Milton S. Clarke	Owinsville	6	1	4	5
Montery	Dr. E. M. Alderman	Castroville	18	14	11	25
Napa	Rev. J. W. Ford	Napa City	28	10	19	29
Nevada	Augustus Moore, jr.	Grass Valley	52	38	24	52
Placer	John T. Kinkade	Rocklin	45	15	42	57
Plumas	L. S. Boyerton	Taylorville	18	9	11	20
Sacramento	Dr. Aug. Trafton	Sacramento City	65	34	61	95
San Bernardino			15	13	4	17
San Diego	H. H. Dougherty	South San Diego	4	1	3	4
San Francisco	James Denman	San Francisco	40	38	272	310
San Joaquin	Wallace R. Leadbeater	Stockton	73	43	24	67
San Luis Obispo			14	8	6	14
San Mateo	H. N. Nutting	Redwood City	19	10	8	18
Santa Barbara	H. C. Harner	Santa Barbara	11	3	8	11
Santa Clara	Nicholas Furlong	San José	75	36	40	76
Santa Cruz	H. E. Makinney	Santa Cruz	35	30	13	43
Shasta			26	5	14	19
Sierra	J. H. Thorp	Howland Flat	23	10	12	22
Siskiyou	Grove R. Godfrey	Yreka	33	23	11	34
Solona	William H. Fry	Valta	36	14	27	41
Sonoma	George W. Jones	Sebastapol	97	57	66	123
Stanislaus	B. F. Haislep	Tuolumne City	25	11	5	16
Sutter	J. H. Clarke	Yuba City	32	17	11	28
Tehama	George W. Jeffress, M. D.	Red Bluff	15	12	7	19
Trinity			10	6	4	10
Tulare	S. G. Creighton	Visalia	21	13	6	19
Tuolumne	Charles L. Metzger	Columbia	17	14	7	21
Yolo	Robert Randolph Darby	Woodland	35	18	12	30
Yuba	Rev. Adam A. McAllister	Marysville	36	17	19	36
Total			1,354	726	961	1,687

California, by counties, from report for 1869.

of public instruction, San Francisco.

INTENDENTS.

Aver'e monthly wages of teachers.		Am't paid for teachers' salaries.	Valuation of school libraries.	Total valuation of school property.	Cash received from State apportionment.	Cash received from county and city taxes.	Total receipts.	Total expenditures.
Male.	Female.							
$108 80	$70 13	$39,244 35	$2,224 60	$126,986 52	$10,965 69	$41,271 79	$86,028 12	$78,631 77
65 00	63 75	1,299 68	.....	785 00	366 60	1,031 57	1,927 19	1,330 18
81 13	51 35	10,448 22	959 56	16,621 56	5,388 50	7,185 58	15,140 33	12,971 94
95 00	60 00	16,356 53	1,872 16	28,559 16	5,783 08	10,135 34	25,259 06	22,969 13
73 00	57 00	10,458 36	697 00	14,140 60	6,829 40	3,036 52	14,385 54	11,961 86
72 50	58 20	7,267 47	735 00	7,660 00	2,123 01	6,569 34	9,492 36	8,361 98
85 00	59 00	15,219 91	1,042 43	19,658 93	5,899 13	9,166 59	24,923 91	19,363 01
84 00	41 33	2,342 50	12 00	3,960 00	704 13	1,624 38	3,095 64	2,633 21
77 50	56 37	17,462 49	2,374 30	21,128 58	6,794 67	9,087 06	23,483 18	20,844 00
73 44	65 00	3,760 10	218 48	2,464 41	1,352 96	3,861 81	5,898 46	4,814 07
66 66	52 50	7,295 99	887 60	13,667 25	3,381 51	4,281 89	16,994 96	13,636 78
81 87	75 00	1,040 00	14 00	806 85	203 75	905 45	1,473 16	1,116 75
95 00	72 50	1,901 50	160 00	5,082 00	784 14	2,132 79	6,990 18	6,224 87
70 00	50 00	1,319 00	123 49	798 57	680 31	877 94	1,762 16	1,497 05
88 89	57 29	5,797 50	424 25	5,509 25	2,112 35	2,158 83	8,821 89	8,398 71
73 00	40 00	2,828 25	210 10	4,195 10	904 11	1,177 82	3,905 03	3,229 05
74 00	66 50	13,647 87	1,750 69	27,449 01	10,214 03	15,292 13	33,907 99	19,003 73
60 00	58 75	7,599 60	585 00	14,833 00	2,966 90	4,832 10	15,894 77	12,520 88
82 00	65 00	4,459 46	552 00	4,236 00	2,454 82	3,423 96	7,498 74	5,630 25
72 00	53 00	13,103 45	1,110 43	15,016 44	4,554 79	7,017 01	18,880 96	16,663 73
76 80	71 00	4,405 80	.....	630 00	1,165 82	4,037 96	6,877 63	5,104 73
70 00	53 33	990 00	.....	750 00	363 28	1,602 06	3,062 42	1,725 25
86 00	61 00	9,794 59	1,149 14	10,944 82	4,892 61	6,883 20	19,557 32	16,516 59
84 42	61 50	12,889 64	819 17	29,649 17	4,757 00	10,458 70	33,221 53	22,898 03
87 00	65 00	33,876 79	2,385 00	65,845 00	10,870 52	25,867 80	66,948 03	63,232 82
71 00	59 00	16,682 57	1,569 77	22,872 77	6,100 13	10,721 48	26,223 98	21,389 74
77 77	65 62	7,182 14	694 88	7,420 88	1,573 35	4,154 88	10,974 76	9,873 52
71 00	62 50	47,620 46	2,948 91	79,015 77	13,618 70	62,650 44	87,542 03	70,238 70
44 37	27 17	5,718 92	1,015 91	7,299 41	3,831 77	2,438 01	8,892 88	7,276 08
75 00	65 00	977 50	50 00	825 00	1,414 02	1,846 67	7,060 66	1,164 37
140 00	70 00	271,567 09	10,000 00	1,729,800 00	65,039 95	390,480 00	466,167 57	435,396 56
72 00	65 00	31,212 38	1,256 94	106,442 94	19,998 59	25,282 99	53,528 60	42,629 91
75 00	50 00	4,273 39	573 23	4,825 76	2,298 31	2,337 92	7,922 97	7,599 22
74 00	56 25	9,050 00	1,149 00	25,285 00	3,799 07	6,726 14	14,705 89	11,624 98
73 00	60 00	5,945 00	400 00	12,140 00	4,431 75	3,598 88	10,172 53	8,969 37
86 77	62 00	46,089 74	3,574 10	100,216 49	14,312 69	34,976 34	69,701 99	64,034 70
95 00	59 00	14,215 97	1,128 26	21,984 76	6,334 87	9,690 15	25,683 87	20,170 78
72 00	50 00	6,594 00	512 79	4,152 79	2,565 11	5,532 00	10,987 88	6,899 69
82 00	60 00	9,998 25	956 69	14,626 69	2,831 06	5,171 54	13,742 83	11,593 55
71 00	54 00	13,187 00	861 48	10,641 40	3,443 26	7,852 56	19,534 12	16,450 88
67 32	48 90	23,490 56	2,016 27	34,336 27	8,470 29	14,079 00	35,019 25	30,491 70
73 00	54 00	40,141 05	3,388 66	70,941 88	14,731 94	22,548 37	60,448 40	52,547 33
70 00	65 00	7,303 39	293 65	9,126 65	2,715 34	5,102 70	9,142 89	8,232 60
69 73	62 64	11,230 29	258 19	12,643 19	3,186 38	5,325 40	15,629 53	13,695 39
78 00	54 00	5,664 59	707 30	8,818 05	1,938 31	5,752 19	8,277 62	6,940 17
70 00	52 50	3,022 00	45 00	2,755 00	1,212 36	2,693 26	4,863 47	3,406 79
76 00	64 16	6,570 63	449 72	8,817 85	3,134 46	4,902 83	10,205 11	7,769 56
79 42	58 40	10,363 62	1,140 79	14,394 79	5,218 61	5,612 77	15,563 96	13,197 04
80 00	55 00	15,366 39	1,242 39	16,416 31	4,938 55	14,343 69	25,017 33	20,831 17
85 00	64 00	15,738 09	1,358 50	29,399 25	6,044 73	9,490 00	20,539 21	17,079 35
3,911 39	2,928 55	873,814 07	57,895 77	2,796,705 12	290,796 71	847,229 83	1,492,979 89	1,290,585 52

CONNECTICUT.

The early educational policy of this State had its origin in the influence and active efforts of two of its earliest settlers, Rev. John Davenport, of Oxford, and Theophilus Eaton, the first governor, whose broad and liberal views providentially molded the future policy of the State respecting this vital question, being more largely instrumental than any other of the founders of the commonwealth in establishing that system of common schools, since maintained without interruption, as fundamental to the prosperity and virtue of the commonwealth, so that for nearly a century a native of the State, of mature age, unable to read the English tongue has been looked upon as a prodigy.

The first public school was established in this State, in the town of New Haven, in the year 1639, being the first year of the settlement of the town. One of the earliest records of town business is the appointment of a committee to consider "what yearly allowance is meet to be given to it (the school) out of the common stock of the town." This school was taught by Ezekiel Cheever, the most successful and celebrated teacher of his age.

When this school had been in operation three years, another, of a higher grade, was established under Mr. Cheever's charge, to which the following order of the town meeting held in 1641 refers:

"For the better training of youth in this town, that through God's blessing they may be fitted for public service hereafter, in church or commonwealth, it is ordered that a free school be set up, and the magistrates, with the teaching elders, are entreated to consider what rules and orders are meet to be observed, and what allowance may be convenient for the schoolmaster's care and pains, which shall be paid out of the town stock." By the term "free school" was not meant a school free in the sense that our public schools are now free; but a school unrestricted as to class of pupils who should attend, and endowed by grants of land, bequest of individuals, or "allowance out of the common stock of the town," so as not to depend entirely upon tuition of scholars for the support of the school. These schools were designed especially for instruction in classical studies, and were the predecessors of our present incorporated academies.

Ezekiel Cheever died in Boston in the year 1708, in the ninety-fourth year of his age, after having been, as Doctor Mather expresses it, "a skillful, painful, faithful schoolmaster for seventy years," having taught the descendants of the founders of New England for three generations in New Haven, Salem, and last in the famous Latin school of Boston.

The legislative enactments relating to schools, from that period to the present century, have been numerous and rigid in their requirements. An obligation was laid on every parent and guardian of children "not to suffer so much barbarism in any of their families as to have a single child or apprentice unable to read;" and also "to bring them up to some lawful calling or employment," under a penalty for each offense. It was an established principle with the founders of the public school system, that the stability of the government of the State, as well as the welfare and prosperity of the community, must depend on the intelligence of the community. Hence we find, in the early history of New England, that in their legislation in behalf of education they not only furnished aids and encouragements for the attainment of knowledge, but decreed severe penalties for its neglect.

By a legislative act, passed in 1798, the organization and administration of the school system appears to have been essentially modified, so that the authority which had hitherto been vested in towns was now transferred to "school societies." Two years previous to this the general assembly appropriated the results of a sale of western lands belonging to the State as a "perpetual fund," the interest of which was to be divided among the school societies legally organized. With the present century, therefore, was inaugurated an important change in the administration of school affairs.

The free school law, passed in 1868, requiring each town to "raise by taxation such sum of money as it may find necessary to make its schools free," has accomplished more than its friends promised. The actual results of the first year's trial demonstrate the necessity and wisdom of the law. They show that nearly 6,000 children were kept from school by the rate-bill. Though some malcontents may still be found here and there, the marvel has been that so radical a change, involving large expenditures, in the face of heavy war debts and taxes, should meet so feeble a remonstrance. The school visitors of but two towns seem unfavorable to the system, while in others abundant evidence of its manifold advantages is cited.

There are in the State 125,407 children of school age, between four and sixteen, and 1,647 public schools, in which 105,313 scholars were registered for the year 1870, of whom 3,308 were over sixteen years of age. There are, it is estimated, about 9,583 attending private schools and academies, leaving an estimated number of 13,476 children, between four and sixteen years of age, who are in no school. Percentage of

average attendance in winter, 73.13; in summer, 71.40; increase of per cent. of attendance for the year 4.04. Number of teachers in winter, 2,318—males, 679; females, 1,639. In summer, total, 2,296—males, 162; females, 2,134. Increase for the year, males, 12; females, 77. Number of teachers who never taught before, 608; decrease for the year, 43. Average wages per month of male teachers, including board, $58 74; of female teachers, including board, $29 16. Number of schools of two grades or departments, 118; increase for the year, 7. Number containing more than two departments, 99; increase for the year, 7. Number of new school-houses erected in the year, 45; increase for the year, 16. Number of school-houses reported in "good" condition, 880; increase for year, 3. Number reported in "fair" condition, 472; increase for year, 4. Number reported in "poor" condition, 282; increase for year, 22. Capital of the school fund, $2,046,108 87. Dividend per child from school fund, 1869, 1870, $1. Income of local funds for schools, $12,300 34. Amount raised by town tax, $415,318 26; increase for the year, $254,970 91. Amount raised by district tax, $491,420 61; increase for the year, $23,615 84. Amount of voluntary contributions, $15,996 86. Received for schools from other sources, $165,150 82. Total amount received for public schools from all sources, $1,269,152 83; increase for the year, $226,066 12. Amount received for each child, $10 23.

In addition to the public schools of the State there are certain free schools, supported either by the income of invested funds or by the liberality of individuals. The Norwich Free Academy has a fund of $90,000 and an income of about $9,000 a year. Messrs. Cheeney Brothers, of Manchester, maintain a free school at their own expense, costing about $1,000 a year; also an evening school at South Manchester and one in Hartford, expenses being $400. The amount expended for libraries and apparatus the last year, $5,226 64, shows a large increase above any former year. The State offers to every district $10 in the first instance, and $5 every subsequent year, on condition that an equal amount is raised for the purpose by the district.

Teachers' institutes were held during the year at ten cities of the State, beside twenty-nine shorter institutes in various towns of the State.

The State normal school at New Britain contains 137 pupils, all pledged to teach in the State. No charge made either for tuition or books.

There is a Home for Soldiers' Orphans at Mansfield, in which 68 had been in school during the year 1869, and 51 were there April 3, 1870. The school hours are five per day; average age of children about nine years. The school is in charge of a lady principal; its object, according to the charter, is "to provide a home, education, and support for the orphan or destitute children of Connecticut soldiers and other citizens of the State."

The State Industrial School for Girls, at Meriden, contains 19 inmates. Two homes for families of 30 girls each are nearly completed, with school and work-house.

Fitch's Home for Soldiers' Orphans, in charge of a lady principal, supports and instructs thoroughly in the fundamental English branches, Latin, French, and algebra, 48 children, with 13 day scholars, whose parents pay a tuition fee of $2 50 per quarter.

The Deaf and Dumb Asylum of Hartford has 282 pupils under instruction. The health of the pupils has been so good that not a visit from a physician has been necessary during the year. The principal's report states:

"The trades taught are those which a wide experience has proved as, upon the whole, best adapted to the deaf and dumb, viz., cabinet-making, shoemaking, and tailoring. Seventeen hundred deaf mutes have enjoyed the benefits of this institution during its history. Large numbers of these graduates are scattered over the country earning an honorable competence by the skill attained while under instruction here."

The Sheffield Scientific School of Yale College offers forty free scholarships. Connecticut has reason to be proud of this growing institution. It has already trained more students than any similar one in the country. Its design is to give instruction in the various branches of mathematical, physical, and natural sciences. President Eliot, of Harvard College, says of this institution:

"It is at once an epitome of the past history of scientific instruction in this country, and a prophecy of its future."

NEW HAVEN

had a population in 1867 of 45,000, with 5,261 pupils in school. Estimated population for 1869 of New Haven school district, 50,000. Number of children between four and sixteen years of age, 9,750, an increase of 215 during the year. The number of pupils registered during the year was 6,767; increase during the year, 452. Average number belonging during the year, 5,664; increase during the year, 202. Per cent. of attendance, 94.2. Number of school-rooms, 117. Number of teachers in the day schools, 134—12 male and 122 female.

The school interests are superintended by a board of education, consisting of twelve members, three of whom are chosen annually, together with a clerk, collector, and treasurer. The members serve without pay, but they elect a superintendent who receives a salary of $2,000 a year.

The schools for the past sixteen years have been organized upon the graded system. The grammar schools occupy six large buildings, containing 600 pupils each. About five-sixths of all the sittings in the public schools at the present time have been supplied during the period since 1853. At that time the number of children between the ages of four and sixteen was 5,409; number registered in school, 1,745; average attendance, 1,174, and number of teachers, 26. "Thus it appears that the number of children has not quite doubled since 1853, while the average attendance is about five times greater." The ratio of the number attending school to the number enumerated was, at that time, 22 in every 100; now it is 58 to a hundred.

Two training schools for teachers are in operation, which afford facilities for the education of twelve teachers, enough, it is thought, to fill vacancies as they occur in the schools.

A free evening school has been in operation in the winter, having had during the first term 100 pupils and nearly 400 applications for admission. The earnestness and enthusiasm manifested by a large proportion of these young men in their studies is seldom equaled by the pupils in our day schools. A course of instruction in mechanical drawing was given to as many as cared to devote an extra evening to it. Twelve lessons were given to about forty young men, with very satisfactory results.

"During the past year drawing has been added to the course of studies in all the schools, from the simplest exercises in the primary department to perspective and object drawing in the high school. In several instances the development of an extraordinary skill has already occurred."

Vocal music has been taught in the public schools four and a half years, with good success, and resulting in a very beneficial influence upon the children.

HARTFORD.

Population in 1870, 39,825. Number of children from four to sixteen years of age in 1867 was 7,294, of whom 3,409 pupils in school, with an average attendance of 2,771.

Present population: Number of children of school age between four and sixteen, 7,846. Number in public schools, 4,047; number in private and Catholic schools, 1,393, making 5,690. Of the remaining 2,156 children out of school, some are under six years and some have left school.

There are ten district schools and a high school, grammar school, and one colored school. The whole number of teachers, 78.

Average salary of female teachers in 1867 was $377. Whole amount paid for teachers' wages, $35,217 52. In 1869 the amount paid for teachers' wages was $55,464 19. Number of teachers employed, 93.

NORWICH

contained, in 1867, 1,366 pupils, with an average daily attendance of 762. School expenses for that year were $21,219 51. Cost per pupil, on average attendance, $27 84.

Hon. B. G. NORTHROP, *secretary of the board of education, New Haven.*

CITY SUPERINTENDENTS.

City.	Name.
Fair Haven	C. S. Bushnell.
New Haven	Ariel Parish.

The following is a list of the "acting visitors" in some of the principal cities and towns, the post office address being given in addition where it differs from the name of the town:

City.	Names.
Hartford	Dr. E. K. Hunt.
New Britain	Professor J. N. Bartlett.
Meriden, (West Meriden)	W. E. Benham.
Waterbury	Rev. J. L. Clark, D. D.
New London	Hon. H. P. Haven.
Norwich	B. B. Whittemore.
Bridgeport	Rev. S. Clark.
Danbury	Rev. W. L. Hayden.

List of acting visitors, &c.—Continued.

City.	Names.
Norwalk	J. W. Wilson.
Stamford	John Day Ferguson.
Plymouth	George Langdon.
Winchester, (West Winsted)	S. B. Forbes.
Middletown	Henry E. Sawyer.
Vernon, (Rockville)	Dr. S. G. Risley.
Windham, (Willimantic)	Rev. H. Winslow.
Killingly, (West Killingly)	C. B. Tillinghast.
Derby, (Ansonia)	John Lindley.
Bristol	Rev. A. E. Bishop.
Canton, (Collinsville)	Dr. G. F. Lewis.
Enfield	Rev. C. A. G. Bingham.
Wallingford	Franklin Platt.
Groton, (Mystic River)	W. H. Potter.
Stonington, (Mystic Bridge)	J. R. Buckley.
Litchfield	Dr. J. G. Beckwith.
Salisbury	Rev. J. A. Wainwright.
Torrington, (Wolcottville)	Lauren Wetmore.

Tables of educational statistics from the report of Hon. B. G. Northrop, secretary of the State board of education, for 1869

SUMMARY BY COUNTIES.

Counties.	Population, 1869.	Grand list, 1868.	No. of districts.	No. of schools.	Departments.	Av. length.		SCHOLARS.									TEACHERS.					
								Enum. Jan. '69.	Registered.			Diff'ent schol'rs reg.	Private schools & acad.	No. in no school	Average attendance.		Male.		Female.		Wages per month.	
						W.	S.		W.	S.	Over 16,				W.	S.	W.	S.	W.	S.	Male.	Fem.
Hartford	80,962	$77,696,376	251	262	391	87.4	73.	24,271	16,988	15,211	781	20,174	2,056	2,958	12,453	11,031	89	35	329	378	$80 66	$31 26
New Haven	97,345	72,803,316	193	236	413	93.9	72.7	27,355	18,571	17,491	472	21,531	2,610	3,432	14,666	13,589	72	28	377	413	96 02	34 73
New London	61,741	38,230,771	209	218	303	89.	66.8	16,146	12,308	10,467	384	14,781	755	1,264	8,879	7,419	124	28	197	291	51 28	27 69
Fairfield	77,476	49,892,261	239	242	320	98.8	87.3	22,384	15,068	13,966	411	18,256	2,327	2,179	10,109	9,276	97	44	237	296	56 85	28 92
Windham	34,747	15,987,590	159	156	186	77.3	58.7	9,520	7,016	5,963	443	8,643	116	1,513	5,062	4,099	89	11	99	172	45 95	25 23
Litchfield	47,318	25,832,985	274	280	305	77.5	79.1	11,447	8,483	7,298	372	10,188	980	892	6,175	4,814	109	8	195	293	39 30	25 11
Middlesex	30,859	15,120,019	120	129	156	88.1	76.9	7,910	5,952	5,167	209	7,003	582	673	4,400	3,698	57	6	105	152	48 06	25 67
Tolland	20,709	9,183,785	125	124	139	73.2	61.6	5,049	3,962	3,302	236	4,737	157	565	2,963	2,383	42	2	100	139	42 44	24 92
Totals	460,157	304,747,103	1,570	1,647	2,213	86.6	75.2	124,082 *	88,348	78,865	3,308	105,313	9,583	13,476	64,706	56,309	679	162	1,639	2,134	58.74	29.16

Counties.	RECEIPTS.								EXPENSES.				
	School fund.	Town deposit.	Local funds.	Town tax.	District tax.	Contribu'n for board'g and fuel.	Other sources.	Total.	Teachers' wages.	Fuel, &c.	Repairs.	Other objects.	Total.
Hartford	$24,271 00	$7,644 68	$5,061 38	$97,644 20	$108,055 54	$1,029 83	$5,775 60	$249,482 23	$141,555 29	$22,124 69	$9,873 86	$31,599 93	†$240,884 43
New Haven	27,355 00	6,017 57	1,364 68	78,115 71	194,119 33	976 86	45,808 69	353,757 84	172,152 14	12,903 94	21,826 67	30,483 19	†368,171 56
New London	16,146 00	6,830 62	1,537 37	52,252 33	71,831 73	2,730 50	57,614 92	208,943 47	90,266 34	9,305 99	5,502 58	26,382 96	†219,332 13
Fairfield	22,384 00	7,066 52	1,877 76	80,213 33	46,955 79	427 58	25,515 49	184,440 47	113,936 29	13,771 65	12,629 87	24,276 11	†181,762 05
Windham	9,520 00	3,936 77	384 90	18,346 62	19,024 54	3,121 40	3,999 87	58,334 10	40,983 33	5,244 35	3,305 79	3,136 49	†60,109 36
Litchfield	11,447 00	6,901 17	979 89	46,911 02	22,025 83	4,851 36	9,879 46	102,995 73	66,140 28	7,263 56	5,449 92	1,257 87	†101,878 79
Middlesex	7,910 00	3,611 48	574 02	27,461 04	18,035 41	1,062 60	15,295 49	73,950 04	43,376 57	3,698 40	3,414 12	2,702 58	†69,471 24
Tolland	5,049 00	2,875 13	520 34	14,374 01	11,372 44	1,796 73	1,261 30	37,248 95	27,129 01	2,778 02	1,553 00	2,943 86	†37,217 45
Totals	124,082 00	44,883 94	12,300 34	415,318 26	491,420 61	15,996 86	165,150 82	1,269,152 83	695,539 25	77,090 60	63,555 81	131,782 99	†1,278,827 01

* Population of the State June 1, 1870; 537,468. † Including money for new school houses, and for libraries and apparatus.

DELAWARE.

Information respecting the schools of this State has been sought from both official and reliable private sources. The honorable secretary of the State replies that "the State of Delaware is unable to supply reports asked for." There appears to be an absence of any school supervision.

SCHOOL LAWS.

The peculiarity of the school laws prevailing in Delaware deserves especial notice. The present constitution of the State, framed in 1831, contains no provision for schools other than a brief reference in section 2 of Article VII, that some of the duties of the legislature are to provide "for establishing schools, and promoting arts and sciences."

The school law adopted in the revised code of 1852 has since been substantially retained. No State or county supervision is provided for. Educational matters are left to "the school voters in each district." These voters are the persons qualified to vote for State representatives. They shall hold a stated meeting every year on the first Saturday of April, at two o'clock in the afternoon. Any number of voters is a quorum, and their acts valid. They elect a clerk and two commissioners "to constitute a school committee," and resolve by a majority of votes what sum shall be raised for a school house or a free school. If a majority of voters be "*against a tax*" the sum so resolved may be raised by subscription. The school committee are sworn, hold office one year, with the following duties:

1. Determine site of school-house.
2. Keep the school-house in furniture, fuel, and repair.
3. Provide a school as long as the money lasts. "Employ no teacher whom they shall not have just grounds to believe to be well qualified to teach reading, writing, arithmetic, and English grammar." School free to all white children over five.
4. Receive, collect, and apply moneys.
5. To appoint collectors for the district.
6. "To do all acts requisite for effecting the premises."

The last section of the law directs the governor yearly to appoint a superintendent of free schools in each county, who "shall receive no emolument but postage and traveling charges." His duties are defined to be corresponding, advising and supplying "forms to collect information and to report to the general assembly the state of the districts, and such matters as he shall deem proper."

In 1855 the property of colored people was exempted by law from taxation for school purposes in the city of Wilmington. Colored people have petitioned the legislature to be taxed for and allowed free schools.

March 1, 1861, the following was passed:

"ACT for the benefit of free schools in the State of Delaware.

"SECTION 1. School committees in each school district must levy in April, in each district of New Castle County, $75; Kent, $50; Sussex, $30.

"SEC. 2. Majority of voters may vote a sum not to exceed $400, exclusive of the amount in section one.

"SEC. 3. Majority of voters may resolve to raise a sum not exceeding $500 for building or repairing school-house."

Notwithstanding the provisions of the law, it cannot be ascertained that any county superintendents of schools have been appointed.

The population of Delaware, June 1, 1870, was as follows: New Castle County, 63,523; Kent County, 29,823; Sussex County, 31,704—total, 125,050.

WILMINGTON.

The following is extracted from the annual report for 1869, of the Hon. Willard Hall, president of the board of education:

"After repeated and unsuccessful struggles, continuing for half a century, by a portion of the community who desire public schools, an act was passed by the general assembly, February 9, 1852, 'for the benefit of public schools in Wilmington.' Three months after this the first public school was established, and the number has since gradually increased until the present capacity was attained of accommodating about 3,000 scholars.

"They commenced by employing male teachers, but, although successful in procuring teachers of superior ability, they learned by experience that female teachers were better, and they have, therefore, employed them exclusively for years, as principals and assistants, and both the government and instruction of the schools are reported better for the change."

The latest information received regarding the public schools of Wilmington is from Professor John C. Harkness, who, writing under date of October 24, 1870, gives the following statistics:

"The Board of Trade Report gives the value of real and personal property	$40,000,000
The value of taxable property for schools is	$120,000

Population, (about)	31,000
Children between six and twenty-one years of age	4,500
Number of children enrolled in schools	3,600
Average attendance	3,200
Number of schools	13
Average yearly duration in weeks, five days per week	40
Pupils in private schools, (estimated)	800 to 1,000
Number of public school teachers, (females)	65
Salaries are from $300 per annum to	$1,000

FLORIDA.

ORGANIZATION OF SCHOOLS.

The existing school law was approved January 30, 1869. The law passed both houses by a large vote, and without an amendment being offered in either. On returning to his constituents nearly every member of the legislature became an advocate of the measure. Many of them, without distinction of party, are among its chief supporters. After it became a law no time was lost in putting it into operation. Before the members of the legislature had left for their homes steps were taken to initiate the work in every county. As soon as recommendations for boards of public instruction were received, as provided by law, the appointments were made. Many of the first appointees did not accept, and new selections had to be made. Where county superintendents had been appointed, and had qualified, organizations were speedily effected. In other cases temporary organizations were formed, and suitable persons were proposed to the governor for appointment to the superintendency. Then the boards organized. Boards of instruction have been appointed in all the counties but one. From this county no suggestions have been received on the subject. Organizations have been completed in twenty-six counties. Schools have been opened in an equal number. Eleven counties are wanting county superintendents, qualified and commissioned to act. Eight have not organized for want of these officers. The census returns have been received from twenty-six. The assessors in several have failed to take the census. There are over 250 schools in operation, having an attendance of over 7,500 pupils. Private schools have generally been merged in free schools. Their numbers have immediately increased. Some have doubled, others have quadrupled their attendance.

Fifteen counties have levied no tax. In nine of these, schools have been organized and sustained by private contributions, under the law.

Many obstacles had, of course, to be overcome, arising from ignorance and old prejudices; and though, as yet, much remains to be done, it cannot be denied that free schools are rapidly gaining favor with the people. Much of the progress is due to the zeal and discretion which county superintendents and members of the boards of public instruction have displayed in the exercise of their powers. The State superintendent remarks: "There is every reason to believe that the system will triumph, and, becoming a part of the permanent polity of the State, will endure to bless through party changes and successive administrations."

THE SEMINARIES.

Of these there are at present two, viz: The East Florida Seminary and the West Florida Seminary. These institutions are in operation under the law which created them. The East Florida Seminary was removed to Gainesville in 1867. There were for the first term 100 pupils, including 6 State pupils. For the scholastic year 1867–'68 there were about 80 pupils, including 5 State pupils or beneficiaries. For 1868–'69 there were 75 pupils, including 5 beneficiaries. The present attendance is 90, with but one beneficiary. Forty of these are in the primary department, which is sustained by the county board of instruction. The teachers who have received their education at this seminary have all been very successful. From the report of the West Florida Seminary we glean the following:

"After a suspension of twelve months, (1868 '69,) and the appointment of a new board by the governor, this institution was reopened on the first Monday of October last with a corps of six teachers. After mature deliberation it was determined to abolish the system of charging for tuition, and make the school free. This has largely increased the attendance. The annual expenses have amounted to $7,000, ($5,500 for teachers' salaries, and $1,500 for repairs and incidental expenses.) During the scholastic year 1869–'70 the number of pupils was 148; 73 in the male department, and 75 in the female department. About one-third are in the academic department. The seminary is now in a more prosperous condition than it has been at any time since the war.

SCHOOL AND SEMINARY LANDS.

During the past year there were sold: School lands, 3,290 acres, bringing $5,561 44; seminary lands, 270 acres, bringing $641 34. There are supposed to be about 600,000 acres of school and seminary lands remaining unsold, but the exact amount is not obtainable.

AGRICULTURAL COLLEGE LANDS.

The scrip representing these lands cannot be located in this State, because the government lands lying in it are reserved for homestead entry, nor can the State, by the terms of the grant, locate the same within the limits of any other State, or any Territory of the United States, but its assignees may thus locate said land scrip.

AID RECEIVED FROM THE UNITED STATES GOVERNMENT.

Assistance received through the agency of the Freedmen's Bureau was as follows: Rent was paid during the month of December for buildings, at the rate of $10 each, in the several counties, as follows: Alachua, 16; Clay, 9; Columbia, 7; Duval, 9; Franklin, 4; Gadsden, 15; Nassau, 5; Orange, 8; Walton, 2; making a total of 75. This sum, although nominally appropriated for rent, is devoted to the payment of teachers' salaries.

Twenty school buildings, accommodating about 2,500 pupils, have been constructed by the general government during the years 1868–'69, at an outlay of $52,600.

THE PEABODY FUND.

The following generous offers have been made by Dr. Sears, general agent of the fund: St. Augustine, $1,000; Jacksonville, $1,000; Monticello, $700; Appalachicola, $500; Lake City, $650; Barton, $300; Tallahassee, $1,000; Quincy, $600; Madison, $500; Marianna, $400; making a total of $6,650. Most of these places have complied with the terms proposed, opened the schools, and received their proportion of the munificence. Several others have made application for assistance. A pledge of 9,300 volumes has also been made from the fund.

GENERAL EDUCATIONAL STATISTICS.

The returns have been received from twenty-eight counties. Some of them appear to be incomplete.

Number in twenty-five counties between four and twenty-one years	38,400
Number in three counties irregularly reported	3,500
Total in twenty-eight counties	41,900

Total number of schools reported in operation before the 1st December, 1869, 175 total number in operation January 1, 1870, over 250; total number of pupils in attendance, 7,575.

Returns from seven counties, giving the most complete and accurate reports, show that in a registration of 2,543 pupils, there are fatherless 530, or more than 1 in 50 of the whole; motherless 176, or more than 1 in 15 of the whole; orphans 88, or more than 1 in 29 of the whole. The schools have an average of 29 pupils each.

Common school fund:

Principal	$216,235 80
Increase from sales sixteenth sections land	5,561 44
Increase from fines collected	1,447 05
Increase from public lands forfeited	251 01
Total	$223,595 30

Interest on common school fund in treasurer's hands	$14,145 13
Interest due and collectable, about	24,000 00
Interest liable to disbursement to common schools	$38,145 13

Expenditures:

On account of schools for freedmen taught in 1868	$5,486 85
Incidentals, traveling expenses, &c	302 16
Total	$5,789 01

Seminary fund:

Principal	$73,292 45
Increase from sales of seminary lands	641 34
Total	$73,933 79

Annual interest, equally divided between the two seminaries, about		$6,000 00
Expenditures in favor of East Florida Seminary		2,800 00
Expenditures in favor of West Florida Seminary		5,073 72
Interest due and collectable		10,513 40
Interest due and payable to East Florida Seminary	$10,460 90	
Interest due and payable to West Florida Seminary	52 50	
		10,513 40
Appropriated by legislature to common schools		$50,000 00

Table of counties, county superintendents, and general statistics of Florida, May, 1870.

*Hon. C. THURSTON CHASE, *superintendent public instruction, Jacksonville.*

COUNTY SUPERINTENDENTS.				CHILDREN.				
County.	Name.	Post office.	Schools.	Between 4 and 21.	Registered.	Attending school.	Teachers.	Expenditure.
Alachua	S. F. Halliday	Gainesville	22	2,100	1,216		28	$3,850
Baker		Olustee		471				
Bradford	J. R. Richard	Lake Butler	14	1,400				
Brevard		St. Lucie						
Calhoun		Abe's Springs						
Clay	O. Budington	Middleburg	10	508		266	10	
Columbia	P. A. Holt	Lake City	9	1,474	524	460	9	
Dade	W. H. Benest	Miami		27				
Duval	W. L. Coan	Jacksonville	22	2,418		742	22	
Escambia	A. J. Pickard	Pensacola	6	2,107		224	6	
Franklin	F. M. Bryan	Appalachicola	5			106	5	
Gadsden	W. H. Crane	Quincy	16	3,475	641	500	17	2,000
Hamilton		Jasper	5	1,373				
Hernando		Brooksville						
Hillsboro		Tampa		895				
Holmes		Cerro Gordo						
Jackson	T. West	Marianna						
Jefferson	R. Meacham	Monticello	10	2,640		290	10	
Lafayette	Henry R. Holmes	McIntosh						
Leon	C. H. Pearce	Tallahassee	15	177		689	18	8,000
Levy	George S. Leavitt	Levyville	12	650		400	14	
Liberty		Bristol		424				
Madison	Dennis Eagan	Madison	6	5,000	350	300	6	8,600
Marion	H. E. Russell	Ocala		2,197				
Manatee	John F. Bartholf	Manatee	2	328		41	2	250
Monroe		Key West						
Nassau	J. C. Emerson	Fernandina	7	916	400	300	7	2,800
Orange	W. A. Lovell	Orlando		385				
Polk				755				
Putnam	W. C. Snow	Pilatka		1,048				
Santa Rosa		Milton						
St. Johns	O. Bronson	St. Augustine	4	910	229	204	3	
Sumter		Sumterville						
Suwannee	J. J. Taylor	Houston	2	878		60	2	
Taylor	James H. Wentworth		8	540		230	8	
Volusia	Wm. F. Buckner	Enterprise	1	421		29	1	
Wakulla	D. W. Core	Shell Point	5	788		125	5	1,000
Walton		Uchee Anna						
Washington	J. L. Russ	Vernon						

N. B.—Where blanks occur no organization exists, or no information has been received.
*Recently deceased.

GEORGIA.

PEABODY FUND (DR. SEARS) REPORT.

The city of Savannah has received the past year $1,500, which is reduced the present year to $1,000; Columbus received this year $1,500 instead of $2,000 last; the city of Atlanta, after much effort, was induced to appropriate $50,000 for free schools, receiving aid from the fund of $2,000. There is a good normal school in the city for colored teachers, the building of which cost over $20,000. The fund made provision for 10 pupils, allowing $50 to each. The usual amount of aid has been offered Tunnel Hill, but the conditions are not complied with. The city of Augusta is offered $1,000, upon condition of the schools being properly graded and placed under a superintendent; terms not yet complied with. Four thousand dollars a year are allowed by the fund for the education of colored people in the State. From the report of the superintendent of public schools of Savannah, it appears that in October, 1868, four primary, three intermediate, two grammar, and two high schools were in operation there; a provision

quite insufficient for the number of children. Another grammar school has since been added.

At a special meeting of the State Teachers' Association, held November 17, 1869, for the purpose of recommending changes in the law, the report of a committee appointed at the previous annual meeting was adopted. The following is an abstract of the report, many suggestions of which will probably be incorporated in the law of the reconstructed State.

The advantages of the free-school system are strongly set forth, and also some of the difficulties the people of Georgia have to contend with in the education of the youth:

1. Poverty. "According to the report of the comptroller general, there were in Georgia in 1860, slaves to the number of 458,540. These slaves, at an average of $500 each, were worth $229,270,000. Large as is this sum, we doubt whether it is more than one-half the aggregate of the entire losses of the State." They are now citizens, and themselves needing education, and the most vital interests of the State demand that they shall be educated.

2. The impossibility of educating white and colored children in the same schools, consequent upon "an invincible repugnance in the minds of both," entailing a double expense for separate schools.

3. Sparseness of population, which they propose to remedy by migratory schools.

4. Alleged injustice in educational tax.

PLAN PROPOSED.

A State commissioner and board of education to be appointed. The commissioner to be chairman of the board, who should be his legal advisers. The commissioner to superintend the educational interests of the State, collect information, make report to the general assembly, receive a salary, and have an office at the seat of government. The governor and comptroller general to be ex-officio members of the board. Other members chosen from the general assembly. Also a county board of seven, to be chosen by the people; said board to appoint a county commissioner to superintend the educational affairs in the county. Commissioners to act as examiners, meet twice a year, examine teachers, grant licenses, &c. In thinly settled districts, two or more school-houses within the district, schools migrating from one to another. People of the district to provide school-houses. Trustees chosen by vote of people. Separate schools for white and colored in all cases. Colored people, if they prefer, to have their own county officers and trustees. Normal schools as soon as possible, two for white pupils, one for male and one for female, and one for colored pupils. School revenue to be obtained from poll-tax, taxes upon property, and voluntary taxation. Taxes from colored people to be set apart for colored schools, with an equal amount from general fund.

The following statement of the history of education in Georgia, by Hon. Martin V. Calvin, Augusta, Georgia, is added:

"Our first constitution was adopted in 1777—a few months after the Declaration of Independence. The fifty-fourth section thereof declares, 'schools shall be erected in each county, and supported at the expense of the State.' On the 31st of July, 1783, the legislature appropriated 1,000 acres of land to each county for the support of free schools. In 1784 the general assembly appropriated 40,000 acres of land for the endowment of a college or university. The university was chartered in 1785. The preamble to the charter was as follows, and, in the language of Dr. Church, would do honor to any legislature, and will stand a monument to the wisdom and patriotism of those who framed it, and those who adopted it:

"'As it is the distinguished happiness of free governments that civil order should be the result of choice, and not necessity, and the common wishes of the people become the laws of the land, their public prosperity and even existence very much depend upon suitably forming the minds and morals of their citizens. When the minds of the people in general are viciously disposed and unprincipled, and their conduct disorderly, a free government will be attended with greater convulsions and evils more horrid than the wild uncultivated state of nature. It can only be happy where the public principles and opinions are properly directed and their manners regulated. This is an influence beyond the stretch of laws and punishments, and can be claimed only by religion and education. It should, therefore, be among the first objects of those who wish well to the national prosperity to encourage and support the principles of religion and morality, and early to place the youth under the forming hand of society, that by instruction they may be molded to the love of virtue and good order. Sending them abroad to other countries for education will not answer the purpose, is too humiliating an acknowledgment of the ignorance or inferiority of our own, and will always be the cause of so great foreign attachments that, upon principles of policy, it is inadmissible.'

"An act appropriating 1,000 acres for the endowment of each of the county academies was passed in 1792.

"Two hundred and fifty thousand dollars ($250,000) were appropriated in 1817 for the support of 'poor schools.'

"Dr. Church, in a lecture before the Georgia Historical Society, in 1845, gave utterance to a truth which is all the more obvious by lapse of years, when he said:

"'Had we carried out the views of her early patriots and the framers of our first constitution, Georgia would now have a system of education equal, if not superior, to that of any State in the Union.'

"Nearly a quarter of a century has elapsed since these words were spoken, and yet nothing of a really positive character has been done to attain the mark of our high calling, the demands of the people, through conventions, to the contrary notwithstanding."

The latest communication to this office, from a leading educator in Georgia, gives an encouraging account of the prospect that an excellent school law will soon go into operation in that State, which has just passed the legislature. At present Savannah and Columbus are the only cities in the State that have school systems worthy of the name. Augusta, Atlanta, and Macon, however, are fast coming forward in the adoption of better systems than have heretofore existed. The public schools have been operated throughout the State under what is commonly known as the "poor school law," administered by the board of education in each county, composed of the ordinary—an officer peculiar to this State—and a commissioner, appointed by the judge of the supreme court. Under this system teachers receive seven cents per day for each pupil in actual attendance; paid *once* per annum, at the end of the year. Salaried teachers are the exceptions.

Colonel J. R. Lewis, State school commissioner, Atlanta, Georgia.

ILLINOIS.

The following information is taken from the seventh biennial report of the superintendent of public instruction, Hon. Newton Bateman, embracing the years 1867–'68:

	1867.	1868.
Number of white persons in the State between the ages of six and twenty-one years	781,944	826,820
Number of colored persons between six and twenty-one	5,472	6,210
Number of public school-houses in the State	9,910	10,381
Number of private schools in the State	546	584
Number of free schools in the State	10,159	10,705
Number of scholars attending	684,073	706,780
Number of male scholars attending	352,609	367,450
Number of female scholars attending	331,464	339,330
Average daily attendance	246,864	269,766
Number of teachers employed	18,001	19,037
Number of male teachers employed	7,402	8,240
Number of female teachers employed	10,599	10,774
Average monthly compensation paid male teachers	$35 60	$42 40
Average monthly compensation paid female teachers	26 40	32 80
Average number of months schools have been kept	7.2	7.3
Number of volumes in district libraries	58,518	52,251
Total amount expended for common schools	$5,571,703	$6,430,881
Total amount received for common schools	5,707,810	6,896,879
Total common school fund of the State, Sept. 30, 1868		6,348,538 32
Number of counties in which teachers' institutes have been held	67	71
Number of counties in which no teachers' institutes have been held	35	31
Number of teachers attending institutes	5,129	6,120
Amount appropriated for teachers' institutes	$2,175	$1,814
Number of schools visited during the year by county superintendents	8,245	8,733
Number of schools not visited during the year by county superintendents	1,552	1,364
Average annual compensation of county superintendents	$872	$929

COMMON SCHOOL REVENUES.

The aggregate of common school revenues, received in each of the last four years, is as follows:

In 1865	$3,316,739
In 1866	4,445,130
	$7,761,869

In 1867	$5,707,810
In 1868	6,896,879
	$12,604,689

From the above it will be seen that the common school revenue of 1867 exceeded that of 1866 by an amount equal to more than 28 per cent.; the revenue of 1868 exceeded that of 1867 by over 20 per cent., while the revenue of 1868 exceeded that of 1866 by $2,451,749, being over 50 per cent. increase in two years; and the total revenue of 1867–'68, the two years embraced in the present report, exceeds the total of 1865–'66 by $4,842,820, or more than 62 per cent.

In 1867 there was raised by local district taxation, for common school purposes, the sum of $3,533,133; and, in 1868, the sum so raised was $4,250,679, amounting, for the two years embraced in the present report, to $7,783,812. The whole amount raised by district taxes, during the preceding two years, was $4,748,105, showing an increase for the two years of nearly 64 per centum. The whole amount raised by district taxes, in the ten years ending September 30, 1866, was $13,000,166, from which it will be seen that the amount so raised in the last two years was more than half (nearly 60 per cent.) of the whole sum raised during the preceding ten years. The amount raised by local taxes, in each of the years covered by this report, was five times more than the amount of State tax funds distributed in those years respectively, and nearly double the whole amount of all other school revenues received in the same time. Seven millions seven hundred and eighty-three thousand eight hundred and twelve dollars is a vast sum of money to be raised in two years for common schools, the greater portion of it raised by taxes self-imposed. It is believed that the figures in this report, on this subject, are without a parallel in the whole history of free schools on this continent.

SCHOOL STATISTICS.

At no other point in the manipulation of school statistics are mistakes so likely to occur as in the calculation of averages; and yet, upon these we must chiefly rely for our knowledge of the general condition and progress of the school system of a State. In order to lessen the chances of mistakes as much as possible, the district, township, and county officers during the years 1867–'68 were required to report no averages at all, but simply to send the original data to the superintendent. All the averages, then, contained in the report for these years have been calculated in the office of the superintendent.

The whole number of public schools in the State in 1868 was 10,705, being in the proportion of one school to 77 of the white children, between six and twenty-one years of age. The grand total number of days school was taught in 1868 was reported to be 1,783,856, or an average of seven and three-tenths months.

As an assistance in the comprehension of the enormous magnitude of the common school work of the State, it is estimated that the aggregate service of all the teachers in the State for the year 1868 was equal to the service of one teacher for 5,243 years, counting every day in the year; or, in other words, in order to have taught as many days as were taught by the public school teachers of Illinois, in 1868, a single teacher would have been obliged to open his school 1,460 years before the creation of the world, according to the received Bible chronology, and to have taught continuously to the present time.

ATTENDANCE.

The number of white children in the State between six and twenty-one years of age in 1868, being 826,820, and the number attending that year 706,780, it appears that 120,040 children, or nearly 17 per cent. of the whole number, failed to improve the advantages of education. A large deduction should, however, be made, from the fact that the area of legal eligibility to the public schools is very large, covering the whole period from six to twenty-one, while the period of actual and general attendance does not extend much beyond the age of sixteen years. But even after making the necessary deductions upon this ground, the evil of non-attendance is most lamentable. The average number of pupils to a school in 1867 was $24\frac{3}{10}$; in 1868 it was $25\frac{2}{10}$.

DISTRICTS.

The whole number of school districts for the year 1867 was 10,620, and for the year 1868 was 10,590. The number which complied with the condition of the law necessary to a receipt of school funds, viz., a maintenance of a free school for six months in each year, was, in 1867, 9,624, or 90 per cent. of the whole number; in 1868 it was 10,117, or more than 95 per cent. of the whole number of districts.

Of the whole number of districts in 1867, only about 41 per cent. are reported as

having kept the records of the district in a punctual, orderly, and reliable manner, as provided for by law. In 1868 the per cent. of districts reported as having complied with this provision had increased to about 45. In its relation to the accuracy of statistical returns, and to the general business of the district, this remissness is deplorable, and the adoption of the township system is believed to be the only effectual remedy for the evil.

The financial condition of the local districts, as a whole, is favorable. In 1868, 3,948 districts are reported as being in debt, while 5,400 had balances in their treasuries. A large portion of the indebtedness is for new school-houses, grounds, and furniture, &c.

PRIVATE SCHOOLS.

The number of private schools has decreased rapidly during the last four years, until 1868, when there is an *apparent* increase of 38 over the last year. This is only apparent, not actual, and is due to an imperfect enumeration in the city of Chicago. The large number of private schools in that city is partly caused by the inadequate accommodations afforded by the public schools. So extraordinary is the growth of the city, that although several large new school buildings are added every year, the increase in the number of seats does not keep pace with the increase in the population. Of the whole number of private schools in the State over 23 per cent. are in the city of Chicago. Exclusive of that city, only 2½ per cent. of the pupils in the State belong to private schools. Tried, therefore, by the test of the relative number and condition of private schools, the progress and popularity of our system of public education must be regarded as eminently satisfactory.

GRADED SCHOOLS.

The returns show but 565 graded schools in 1867, and 634 in 1868, or about 5 per cent. of the whole number in 1867, and 6 per cent. in 1868. This small proportion of graded schools furnishes an impressive practical argument in favor of the abolition of the independent local district system. But while the adoption of the township system would remove all organic obstacles to the general prevalence of graded schools, it would not remove the misapprehension, prejudice, and indifference which so largely obtain in respect to the improved kinds of schools and methods of instruction. To accomplish this, other agencies must be used.

COLORED SCHOOLS.

The number of colored children in the State is estimated to be about 7,000, or a little less than one-twentieth that of the white. For the education of these children the general school law makes virtually no provision. By the discriminating terms employed throughout the statute, it is plainly the intention to exclude them from a joint participation in the benefits of the free-school system. Except as referred to by the terms which imply exclusion, they are wholly ignored in all the common-school legislation of the State. The purport of that one section (the eightieth) is that the amount of all school taxes collected from persons of color shall be paid back to them; it does not say what use shall be made of the money so refunded, although the intention (if there was any) may be presumed to be that it should be used for separate schools for colored children. But if that was the object it has not been attained, except in a few instances, for two reasons: first, the school taxes paid by persons of color are not generally returned to them; and second, even when they are refunded there are not colored children enough, except in a few places, to form separate schools. In some of the cities and larger towns, where the schools are under special acts and municipal ordinances, the education of colored children is provided for in a manner worthy a just and Christian people; and in many other instances the efforts of the colored people to provide schools for their children are heartily seconded. But the larger portion of the aggregate number of colored people, being dispersed throughout the State in small groups of one, two, and three families, insufficient to maintain separate schools, are without the means of education for their children. They are trying by conventions, petitions, and appeals to reach the ears and hearts of the representatives of the people to see if anything can be done for them. The State Teachers' Association have adopted a resolution to the effect, "that the distinctive word 'white' in the school law, and the eightieth section of the same, are contrary to the true intent of the principle on which the school system is based, and should be repealed."

In 1867, 756 school-houses were erected, at an aggregate cost of $1,139,628. The number built in 1868 was 653, the total cost of which was $1,236,890.

In summing up the points considered in this general survey of the school statistics the superintendent says:

"We find a large increase in the number of school-going children; in the number of graded schools; in the whole number of school-houses, and the number and character of the new ones built; in the average duration of the schools; in the whole number of

free schools; in the number of scholars; in the grand total of attendance and in the average attendance; in the whole number of teachers of each sex; in the amount of school revenues received from all sources, especially from district taxes; in the average excellence and cost of new school buildings; in the average wages paid teachers, both male and female; and in the amounts paid respectively for sites and grounds, repairs and improvements, furniture, apparatus and libraries."

Educational conventions of remarkable interest have been held since the last biennial report, the outgrowth of which has been the permanent organization of co-operative educational associations.

THE STATE ASSOCIATION OF COUNTY SUPERINTENDENTS OF SCHOOLS,

which holds one session annually, of from two to three days, met in 1867 at Bloomington. The superintendents of forty-two counties were present, and the meeting was very earnest and spirited. The meeting of the association for 1868 was held in the city of Aurora, Kane County, and had an attendence of forty-three county superintendents. This association has now become a permanent educational force in the State, one that could not be dispensed with without serious detriment to the interests of the common schools.

COUNTY TEACHERS' INSTITUTE.

In the two years included in this report, 290 institutes have been held in seventy-nine different counties, leaving but twenty-three counties in which no institute was held either in 1867 or 1868. This number greatly exceeds that of any other biennial period. It is earnestly recommended that the law be so amended that no deduction in teachers' salaries shall occur for time spent at institutes.

THE STATE TEACHERS' INSTITUTE.

Another auxiliary educational force of great promise has been recently organized under the above name. The first meeting was held August 1, 1864. The second was held August 5, 1867, and continued four weeks; a year after a third session was held, which continued two weeks. The second meeting had an attendance of 100, among whom were some of the best teachers in the State. A vote was passed inviting the teachers to write out a synopsis of the lessons they gave, for publication, with the catalogue, which was done, and 500 copies were printed at the expense of the institute. The book contained 194 pages and was sold for $1 per copy. Members of the institute and many other teachers were so eager to obtain copies that the whole edition was exhausted in less than six months. At the second meeting of the institute 248 names of members were enrolled. The object of the institute is to strengthen and encourage teachers, arouse enthusiasm in their work, and to present to them new thoughts on teaching, objects which have been fully justified by results.

THE SOUTHERN ILLINOIS TEACHERS' ASSOCIATION

is another recently organized educational force, intended to meet the wants of the southern portion of the State. Among other questions discussed at the meetings of this institute was the need of a State normal school for Southern Illinois.

COUNTY NORMAL SCHOOLS

have been established within the past two years in three counties of the State, for the purpose of securing, with the least possible delay, better qualified teachers for the common district schools of the respective counties which may adopt the plan, which will be in effect a perpetual local institution of the highest order, which teachers can attend a few months in the year, or when their schools are not in session, and more thoroughly prepare themselves for their work. The full course of study is not to exceed two years, of three terms each, while shorter and special courses are to be provided for those who want them. The plan proposes that county normal schools should become, to a certain extent, preparatory schools for the State normal university, sustaining the same relation to that institution that a high school sustains to the college or university. The uplifting and vitalizing power of a good local or county normal school, within reach of all the teachers of every portion of the State, would be immense and immediate.

THE STATE TEACHERS' ASSOCIATION.

This body, organized at Bloomington, December, 1853, has convened annually ever since, bringing together earnest workers in the educational ranks, to compare views, and consider the new problems coming up every year for investigation. The meetings

at Galesburg in 1867, and at Peoria in 1868, were enthusiastic assemblages of men and women, anxious to do the most judicious things, in the best way, and adding, by their concurrence and approval, the highest practical weight to the suggestions elsewhere made in this report.

THE ILLINOIS TEACHER,

the leading common-school advocate and general educational periodical of the State, has been from the first a distinct and positive power in the discussion and determination of questions and problems affecting the interests of public education. It remains under the editorial charge of the accomplished teachers and able writers who have so successfully conducted it the past two years, Professor William M. Baker, of the Illinois Industrial University, Professor J. V. N. Standish, of Lombard University, and Mr. Samuel H. White, principal of the Peoria County Normal School.

STATE CERTIFICATES

are granted to teachers of approved character, scholarship, and successful experience, in virtue of the authority conferred by the fiftieth section of the school law, as amended February 16, 1865. The clause which confers such authority is as follows:

"The State superintendent of public instruction is hereby authorized to grant State certificates to such teachers as may be found worthy to receive them, which shall be of perpetual validity in every county and school district in the State. But State certificates shall only be granted upon public examination, of which due notice shall be given, in such branches and upon such terms and by such examiners as the State superintendent and the principal of the Normal University may prescribe. The fee for a State certificate shall be $5. Said certificate may be revoked by the State superintendent upon proof of immoral or unprofessional conduct."

Applicants for a State teacher's diploma are required to furnish satisfactory evidence, 1, of good moral character; 2, of having taught with decided success at least three years, one of which shall have been in the State; 3, to pass a very thorough examination in orthography, penmanship, reading, mental and written arithmetic, English grammar, modern geography, history of the United States, algebra, elements of plane geometry, and theory and art of education; 4, to pass a satisfactory examination in the elementary principles of anatomy and physiology, botany, zoology and chemistry; 5, to pass a satisfactory examination in the school laws of Illinois, especially as relating to the duties and legal rights of teachers.

The whole number of State certificates issued since the passage of the act authorizing them, so far as known, is, to ladies, 30; to gentlemen, 95; total 125.

THE ILLINOIS STATE NORMAL UNIVERSITY.

Hon. Richard Edwards, president of the State Normal School, reports: "The act establishing this institution was passed February 18, 1857, after an agitation of six years, in which the public mind had been gradually preparing for the accomplishment of the fact. The number of students during the first year was 98, viz, 41 gentlemen, and 57 ladies. The first graduating class, 1860, consisted of 10, viz, 6 young men, and 4 young ladies. Upon the breaking out of the rebellion, many of the normal students entered the army, with five members of the faculty, and the principal as colonel of the regiment. This regiment, the Thirty-third, was known as the Normal regiment. During this period the exercises of the institution were carried on, though under many discouragements. The second class graduated in 1861; the third class in 1862, consisting of 3 young men and 5 young ladies; the fourth, in 1863, consisted of 3 gentlemen and 4 ladies. In 1864 the legislature, by an appropriation of $31,214 91, paid the indebtedness of the institution, which had been a serious drawback upon the prosperity of the school. In 1866 a circular was issued by the president of the university to gentlemen of intelligence and influence in various parts of the State, making inquiries in regard to the influence of the institution, the success of its pupils as instructors, and the general estimate in which it was held by the people. Thirty-eight letters were received in response, all of which, with remarkable unanimity and emphasis, affirmed the superior ability, skill, and enthusiasm and success of the graduates of the Normal University. The legislature of 1867 appropriated $6,000 toward the repairing of apparatus and enlargement of museum and ornamentation of grounds."

During the years 1867–'68, there were 1,043 students connected with the institution; 413 in the normal, and 630 in the model department. The total number of pupils in the normal department since the beginning of the school is 1,700. Among other evidences of the appreciation in which the work of the institution is held by the people, it is stated that the normal graduates obtain nearly double the compensation which is paid to unprofessional teachers. Even in cases where the course of normal training had not been completed by teachers who could only attend a limited time, the result of their brief training was an increase in their salaries of 40 per cent. in the case of ladies, and

47 per cent. in the case of gentlemen. The greater gain in the salary of the gentlemen is explained by the fact that the gentlemen remain in the institution, on an average, four and three-quarter terms, while the young ladies only remain four and one-quarter terms.

But the influence of the institution, as a teaching force, is by no means limited to the normal department. Many teachers go forth from the model school. Twenty-five per cent. of the teachers of the high school, and thirty-three and a third per cent. of those in the grammar school, engage in teaching.

THE ILLINOIS INDUSTRIAL UNIVERSITY,

located at Champaign, Champaign County, was founded in 1867, John M. Gregory, LL. D., regent. The leading object is to teach such branches of learning as are related to agriculture and the mechanic arts, not excluding other scientific and classical studies, and military tactics. It is organized under the act of Congress of July 2, 1862, providing that the interest of the fund derived from the land grant shall be inviolably appropriated "to the endowment, support, and maintenance of at least one college, where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

The university embraces departments of natural history, of agriculture, of chemistry, of pure mathematics, of natural and mechanical philosophy, of civil engineering, of English language and literature, French language and literature, German language and literature, Latin language and literature, Greek language and literature, history and social science, commercial department, department of mining and metallurgy, of military tactics, and of mental and moral science. Liberty of choice is allowed the student in selecting the course which he will pursue. All who are physically competent are required to labor from one to three hours each day. Tuition, to natives of the State, is $15 per annum; to foreign students, $20. Total annual expenses from $163 to $195. Any young man can pay his way who is willing to practice the virtues of industry and economy.

THE ILLINOIS SOLDIERS' COLLEGE,

located at Fulton, Whiteside County, Leander H. Potter, A. M., president, was chartered in 1867, and is for the free education of soldiers and soldiers' children of the State. There are preparatory, commercial, normal, scientific, and classical departments. The course of study comprises four years. The number of pupils now pursuing a full course is 111; in preparatory department, 139. Annual State appropriation, $25,000. Number of professors and instructors, 6.

ILLINOIS SOLDIERS' ORPHANS' HOME.

Incorporated 1865 by act of legislature, but no appropriation made until 1867, when the "deserters' fund" was donated to it. Fifty children were received in August, 1867; and in February, 1868, 90 had been received. Many are refused for want of room. The permanent building is fast approaching completion.

THE STATE REFORM SCHOOL.

An act establishing this school was passed March 5, 1867. The site for it is not yet chosen.

ILLINOIS INSTITUTION FOR THE EDUCATION OF THE BLIND,

located at Jacksonville, Morgan County, Joshua Rhoads, M. D., superintendent, was founded January 13, 1849, when the legislature made appropriations and authorized the purchase of not less than ten nor more than forty acres of ground, in or near Jacksonville. Instruction to be given at the expense of the State, to all citizens of the State who are blind and of suitable age. The whole number admitted since the organization of the institution is 331; of these 260 have left, having completed their course.

ILLINOIS INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB,

located at Jacksonville, Morgan County, was founded February 23, 1839. The first appropriations were small, and were chiefly expended on buildings and grounds. The school did not open until the year 1846, and then only with four pupils. It now stands second in point of numbers to any in this country, and third to any in the world.

It may seem an easy matter to build up a large school in a State containing about 1,700 mutes, more than one-fourth of whom are of the proper age to attend school, and

where board and tuition are furnished free; yet such is not the case. Out of 450 who ought to be at school, only 273 are connected with the institution, and of these only 232 are in actual attendance. The causes of this are various, but the principal one is the reluctance of parents to intrust their afflicted children to the care of strangers, and a lack of knowledge even of the existence of the institution in many cases.

Pupils from other States are admitted to the same privileges as those from Illinois, on payment of $100 per annum. Since the opening of the institution twenty-five years ago, about 700 mutes have enjoyed its blessings. Two hundred thousand dollars have been expended in buildings. The whole amount appropriated from time to time to sustain the school is nearly $500,000. The current expenses of the past year have been $45,000.

ILLINOIS INSTITUTION FOR IDIOTS AND FEEBLE-MINDED CHILDREN,

located at Jacksonville, Morgan County, C. T. Wilbur, M. D., superintendent, was founded February 16, 1865; opened on the first of September of the same year. Up to the present time 200 applications from this State and 20 from other States have been received, of which number probably 125 are suitable cases for the system of instruction pursued. Though the institution has been in operation but a short time, the results have been such as to greatly exceed the expectations of those particularly interested in its projection, and of the parents and friends of the pupils conected with it. The great majority of pupils have been public beneficiaries, though parents and guardians are expected, if able, to pay such reasonable sum for the education and support of children as the superintendent shall stipulate. Applications should be made to Dr. C. T. Wilbur, superintendent, who has furnished the foregoing facts.

ILLINOIS STATE HOSPITAL FOR THE INSANE,

located at Jacksonville, Morgan County, Andrew McFarland, M. D., superintendent, was founded March 1, 1847. The number of patients is at present limited to about 412, on account of inadequate revenue, though the capacity of the institution is for 450 patients. Patients are strictly limited to the State of Illinois, and are admitted only through process had before the county and circuit courts. The government of the institution is vested in a board of six trustees, appointed by the governor of the State. The number of attendants upon patients, and others engaged in the service of the institution, is about 70. Entire cost of the institution, including lands, buildings, furniture, &c., has been about $600,000. The annual expenses are about $110,000, three-fourths of which is paid by the State; the remainder is derived from the board of pay patients. The number of patients in the institution, at the date of present report, is 406.

PRIVATE INSTITUTIONS.

For the purpose of making a more complete presentation of the educational condition of the State, the superintendent of public instruction, early in the year 1868, addressed circular letters to presidents and officers of all private institutions of learning in the State of which he could obtain information, requesting their aid and co-operation in the work of preparing an exhibit of what the State is doing through those channels. In response to these circulars he received information, more or less full, respecting twenty colleges or universities, twelve female colleges, nineteen academies and seminaries, nine theological seminaries, and twelve miscellaneous institutions, consisting of medical colleges and infirmaries, libraries, and literary associations, &c. The collection, preparation, classification, and arrangement of the historical and general sketches of these institutions, presented in the report, though still incomplete from lack of material furnished, have, the superintendent states, cost much time and labor in their preparation, and furnish the greatest amount of information upon the subject ever brought together. It is to be regretted that time and space will not permit a more extended notice of these various institutions, but some idea of their magnitude and scope may be formed from the following "grand statistical summary," taken from the report under consideration:

GRAND STATISTICAL SUMMARY.

Whole number of pupils pursuing full collegiate courses	2,441
Whole number of pupils pursuing partial courses	1,618
Whole number of pupils in preparatory departments	3,299
Whole number of pupils graduating during the year 1868	384
Whole number of graduates since the organization of the institutions	3,427
Whole number of professors and instructors	377
Total value of college buildings, furniture, and grounds	$2,758,395
Total amount of endowments, exclusive of buildings, &c	$2,335,571

Whole number of volumes in libraries	100,476
Total estimated value of libraries	$120,880
Total estimated value of apparatus	$65,634

The superintendent's report closes with a brief history of the establishment of a national Department of Education at Washington, beginning with an allusion to the visit of an agent of the department of public education in Belgium to the United States, in the year 1855, for the purpose of obtaining information relating to our various State systems of public schools, and to the difficulties encountered in the accomplishment of the work, being obliged to travel from one State capital to another, owing to the fact that our government was at that time destitute of a national Department of Education. He says:

"The above incident speaks for itself. It is a striking and palpable commentary upon the spectacle of a powerful nation, the most gigantic democracy on the globe, founded upon the principle of self-government, which involves and demands universal intelligence as an essential element of perpetuity; yet, until less than two years ago, without a national Department of Education, and then, after the bureau was established, and before it was possible for its full capacity of usefulness to be developed, virtually abolishing it by the indirect and not very magnanimous device of withholding the paltry appropriation necessary to carry it on."

The report concludes with the remark that "the educational men of Illinois expect her senators and representatives to see that the national Department of Education is neither abolished nor crippled through any acts or votes of theirs."

CHICAGO.

The report of the president of the board, Hon. S. A. Briggs, for 1869, commences with a comparison between the school facilities of the present and those of ten years ago in the city, at which time the first report of the president of the board was made. The city, he states, has enlarged in area from fifteen square miles to thirty-eight, and increased in population from 50,000 to 300,000 inhabitants. Her schools were then thirteen in number, employing 101 teachers, with an average enrollment of 5,516 pupils. The present year closes with thirty schools, employing 479 teachers, with an average enrollment of 22,838 pupils. At that time the total expenses of the schools were $70,000, distributed as follows: Salaries of teachers and superintendent, $43,000; incidentals, $12,000; rent of buildings, $15,000. The total expenses of the current year have been $746,320, divided as follows: Salaries of teachers and superintendent, $353,815; other current expenses, $100,120; for permanent improvements, $292,385.

We have added to our school accommodations during the year 4,782 seats—by the erection of the Clarke, Franklin, and Hayes houses, each 945 seats, and the Elm street and Wentworth avenue primaries, each 512 seats, together with 1,013 seats in additional rented rooms; increasing our corps of teachers 78. While educators differ as to the exact number, it is admitted by all that economy of classification and of means required, in cities organized like ours for school purposes, the concentration in one school of not less than 800 pupils of all grades, and many able teachers place the minimum at a higher figure. In our schools we place 63 pupils under the charge of each teacher, a number so large as to be excusable only by the pressing demands upon us for seats.

A large portion of the report is occupied by remarks in regard to the use of corporal punishment in schools, taking strong ground against the proposal which has come before the board to prohibit its use, his opinion being that it is possible, in most cases, to govern schools without resort to this extreme discipline, but that this is only rendered possible by teachers having the reserved right to inflict it, if, in their opinion, it is necessary.

The report expresses an opinion against the advisability of reading the Bible in the public schools, on the ground that as our people represent every shade of religious belief, and as all contribute to the support of the schools, they should be entirely unsectarian in all respects. "Those of us who are Protestants would resent any attempt on the part of the authorities to require our children to listen to a daily lesson from the Douay scriptures. Why, then, should we compel our Romanist neighbor to listen to the version of King James, or insist that the followers of Moses join in the reading of the New Testament?"

The report closes with pertinent and forcible remarks concerning the need for the introduction of scientific training in the schools, especially the teaching of natural history in the primary schools. Its study appeals to the first senses that mature, the first powers that have the privilege of experiment. It is related to the most familiar sights and sounds of early life. "Give the children the alphabet, which is the key to the record of human wit and folly, but let them learn, too, the alphabet which the divine hand has written on the leaves of nature."

SUPERINTENDENT'S REPORT.

The report of the superintendent of the city schools, Hon. J. L. Pickard, for 1869, gives the following information:

The population of the city, as per census of 1868	252,054
Number of children between six and twenty-one years of age	64,842
Whole number of pupils enrolled	51,432
In grammar and primary schools—boys, 17,504; girls, 16,692	34,196
In high school	544
Average number belonging in grammar and primary schools	22,392
Average number in high school	445.6
Average daily attendance in grammar and primary schools	21,634.3
High school	430.4
Number of schools—high, 1; grammar, 21; independent primary, 9	31
Number of rooms used for school purposes	406
Number of teachers in high school—males, 12; females, 4	16
Teachers in grammar schools—males, 20; females, 378; absent, 2	400
Teachers in independent primary schools—females 63; males, 2	65
Total number of teachers	481
Average number of scholars to a teacher—estimated upon average number belonging—in high school	31.8
In grammar and primary grades	52.1
Cost per scholar for tuition alone, upon average number belonging	$15 35
Upon school census	5 40
Upon daily average attendance	15 88
Total cost per scholar, upon average number belonging	24 49
Upon school census	8 59
Upon average daily attendance	25 22
Receipts from school tax, 1869	$551,371 12
From State fund	34,618 53
From rents and interest	45,639 47
Expenses for teachers' salaries	350,515 43
Rents of buildings	7,349 21
Incidentals	96,271 87
Permanent improvements	109,561 82
Total	563,697 53
Total school fund	$808,760 74

The increase of enrollment during the year 1868–'9 was 4,786. The actual increase of school accommodations during the year was 3,414 seats, the remaining increase of enrollment being provided for in rented buildings.

The average number belonging shows an increase for the year of nearly 25 per cent. The number attending through the year without loss of membership is 8,427; an increase of 2,293 over the previous year. The average daily attendance has increased nearly 25 per cent., while the increase of enrollment is less than 16 per cent.

In the primary schools, in the grade where no text book is used, most marked improvement has been made in the methods of teaching. The old practice of learning letters first and then words is almost entirely done away. Children learn words as easily as they learn letters, and in so doing get ideas that interest and profit them.

A graded course of study in music has been most successfully carried forward by the music teachers, which has not interfered at all with other work, but rather aided it, from the relief afforded by the exercise. At the examinations the ability of the pupils to read music at sight was most thoroughly and satisfactorily tested.

The number of cases of corporal punishment reported during the year is less than during previous years, notwithstanding the increased number of pupils. The actual daily average is less than one case to 1,500 pupils. The number of suspensions for misconduct has been 343; of restorations in the same number, 175. The number of suspensions for absence has been 2,836; restorations, 1,303.

Ten regular sessions of the teachers' institute were held during the year, attended by 561 teachers.

In the high school there is need of enlarged accommodations. The attendance has been better sustained than in previous years. Fewer pupils have left during the early part of their course, therefore the higher classes have been larger than in any previous year.

The normal department of the high school has been unusually full. The introduction of the special class has added to the efficiency of the school, by furnishing teachers an opportunity for practice, under the direction of the training teacher.

The school of practice has given additional proof of its great value. Not one who has passed successfully through it has subsequently failed in the regular work of teaching.

The evening schools for the year 1868 had an enrollment of 3,303 pupils, with an average attendance of 1,005 for a session. The high school class numbered 91, with an average attendance of 30. The amount paid teachers was $7,678. The total expenses were $9,521 91; cost per pupil on enrollment, $3 43; on attendance, $11 08.

Certain special funds have been created for the purpose of furnishing text books to indigent children, for the awarding of medals, and other rewards of merit, by gifts and bequests from private individuals. From the late Flavel Mosley, esq., $10,400; William Jones, esq., Walter L. Newbrey, esq., Dr. John H. Foster, Philo Carpenter, esq., and N. C. Holden, esq., each donated $1,000 to this purpose. Jonathan Bell, esq., bequeathed a portion of his estate to the city, in trust, for the purpose of furnishing books of reference, maps, charts, illustrative apparatus, and works of taste and art; and, in case the city fails to provide the necessary text books and slates for indigent children attending the public schools, then the whole, or any part, of the income is to be used for that purpose.

Table of statistical details of the schools of Illinois, from the report of the superintendent of public instruction, for 1868.

Hon. N. BATEMAN, *superintendent public instruction, Springfield.*

COUNTY SUPERINTENDENTS.			Number of white persons between the ages of 6 and 21.	Number of colored persons between the ages of 6 and 21.	Whole number of graded schools.	Whole number of private schools.	Number of scholars in private schools.	Whole number of school-houses.	Whole number of volumes in district libraries.	Whole number of school districts.	Number of districts having schools 6 months or more.	Number of districts having no schools.	Number of districts keeping records according to law.	Whole number of free schools.	Whole number of days schools have been kept.	Number of male scholars.	Number of female scholars.	Whole number of scholars.	Number of male teachers.	Number of female teachers.	Whole number of teachers.
County.	Name.	Post office.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Adams	John H. Black	Quincy	20, 665	148	6	5	145	161	842	178	168	2	30	170	32, 946	6, 747	6, 192	12, 939	155	169	324
Alexander	Louis P. Butler	Cairo	2, 986	948	1	4	328	23	250	21	19	.....	18	22	3, 940	1, 002	976	1, 978	13	18	31
Bond	Rev. Thomas W. Hynes	Old Ripley	4, 231	26	1	2	176	66	206	71	67	3	36	66	10, 138	2, 074	1, 730	3, 804	54	49	103
Boone	William H. Durham	Belvidere	4, 565	4	2	2	40	80	.....	80	80	1	24	80	13, 141	2, 483	2, 072	4, 555	45	105	150
Brown	Hon. John P. Richmond	Mt. Sterling	4, 532	10	1	.....	.....	54	.....	54	51	.....	26	54	7, 204	2, 337	1, 934	4, 271	46	47	93
Bureau	Rev. Albert Ethridge	Princeton	11, 073	29	10	7	292	185	394	208	180	4	50	188	29, 813	6, 370	5, 718	12, 088	160	260	420
Calhoun	Solomon Lammy	Hardin	2, 278	1	.....	.....	.....	32	.....	32	32	.....	20	33	3, 960	966	716	1, 622	35	29	44
Carroll	James E. Millard	Lanark	5, 679	4	5	2	85	101	883	103	99	1	63	106	18, 886	3, 736	3, 288	7, 024	64	140	204
Cass	Harvey Tate	Virginia	4, 221	1	2	2	61	65	332	64	61	.....	26	63	12, 290	1, 803	1, 730	3, 533	51	58	109
Champaign	Thomas R. Leal	Urbana	9, 184	41	9	2	23	155	1, 544	174	156	18	138	167	22, 785	4, 550	4, 471	9, 021	108	158	266
Christian	William F. Gorrell	Taylorville	6, 994	10	7	2	302	93	338	93	88	10	45	100	29, 489	3, 201	2, 189	5, 390	78	42	120
Clark	William T. Adams	Marshall	7, 626	1	4	1	10	94	15	91	89	.....	40	110	12, 641	3, 686	3, 240	6, 926	91	75	166
Clay	Charles H. Murray	Clay City	5, 518	12	4	.....	.....	77	50	82	80	2	36	83	10, 695	2, 458	2, 138	4, 596	79	43	122
Clinton	Solomon B. Wyle	Trenton	4, 720	93	3	4	252	62	237	62	60	2	31	68	11, 571	2, 507	1, 618	4, 125	54	36	90
Coles	Rev. Stephen J. Bovell	Ashmore	8, 994	37	5	8	151	99	318	101	100	.....	52	98	17, 518	4, 584	4, 127	8, 711	102	60	162
Cook	Albert G. Lane	Chicago	79, 420	667	41	137	18, 901	229	6, 317	208	204	1	127	238	38, 340	22, 606	20, 553	43, 159	129	592	721
Crawford	Samuel A. Burner	Robinson	5, 457	5	2	1	25	85	50	89	87	1	39	88	11, 335	2, 426	2, 151	4, 577	77	72	149
Cumberland	William E. Lake	Majority Point	4, 830	2	.....	.....	.....	72	.....	75	68	2	7	73	9, 327	2, 247	1, 945	4, 192	83	50	133
DeKalb	Horace P. Hall	Sycamore	7, 765	19	5	2	80	156	1, 042	162	157	4	40	154	29, 966	4, 277	3, 899	8, 176	94	231	325
DeWitt	Francis M. Vanlue	Clinton	5, 404	18	4	2	232	80	115	84	77	7	26	82	12, 589	2, 565	2, 418	4, 983	76	60	136
Douglas	Samuel T. Callaway	Tuscola	4, 339	32	2	2	3	69	440	79	72	9	36	76	11, 305	2, 285	2, 100	4, 385	68	69	137
Du Page	Charles W. Richmond	Naperville	5, 630	5	3	8	404	83	1, 089	86	83	3	23	88	14, 503	2, 472	2, 377	4, 849	53	126	179
Edgar	Andrew J. Mapes	Paris	7, 981	20	4	2	100	110	219	117	113	4	56	116	17, 559	3, 659	3, 301	6, 960	97	115	212
Edwards	Levinus Harris	Albion	2, 594	22	2	1	20	43	11	40	39	1	22	48	5, 608	1, 254	1, 124	2, 377	31	52	83
Effingham	Sylvester F. Gilmore	Effingham	5, 493	2	.....	.....	.....	53	6	63	57	6	40	52	8, 266	2, 022	1, 823	3, 976	53	41	94
Fayette	David H. Mays	Ramsey	7, 448	13	1	.....	.....	112	194	117	106	6	28	110	13, 356	3, 360	2, 952	6, 312	109	48	157
Ford	James Brown	Paxton	2, 211	5	.....	.....	.....	43	495	63	43	15	24	48	7, 116	1, 002	870	1, 872	25	61	86

Franklin	Robert R. Link	Benton	5,107	9		1	44	54		54	51	2	26	50	6,425	2,007	1,587	3,594	53	12	65
Fulton	Horatio J. Benton	Lewistown	14,129	21	8	14	535	200	159	194	185	2	104	193	30,680	7,656	7,154	14,810	151	198	349
Gallatin	Nathaniel P. Holderby	New Market	3,752	109	1	1	35	45		42	41	1	19	46	6,400	1,417	1,187	2,604	53	15	68
Greene	Caleb A. Worley	Carrollton	6,238	3	3	3	75	81	637	83	81	4	38	80	12,946	2,892	2,577	6,469	77	62	139
Grundy	Hiram C. Gould	Morris	5,426	26	2	4	150	76	502	5	72	4	26	166	13,760	2,839	2,501	5,340	55	100	155
Hamilton	George B. Robinson	McLeansboro	5,489	3	1			57	11	58	57	1	32	57	6,943	2,463	1,972	4,435	66	10	76
Hancock	Rev. William Griffin	Carthage	13,029	25	10	7	240	173	858	174	165	6	87	171	23,737	6,005	5,172	11,177	144	183	317
Hardin	John Jack	Elizabethtown	2,172	27		1	14	26		26	25	1	26	25	3,100	685	583	1,268	29	5	36
Henderson	R. P. Randall	Olena	4,396	1	5	1	38	69	143	78	68	3	24	74	11,185	1,978	1,842	3,820	67	69	136
Henry	Henry S. Comstock	Cambridge	11,408	20	7	11	56	174	556	169	161	2	70	188	28,951	7,333	6,489	13,822	117	254	374
Iroquois	L. T. Hewins	Oakalla	8,416	48	5	4	145	145	731	146	143	21	88	149	52,279	3,958	3,448	7,406	87	162	249
Jackson	John Ford	Murphysboro	6,106	153	2	2	150	80	135	77	73	4	37	29	9,614	2,038	2,038	4,444	61	38	99
Jasper	P. S. McLaughlin	Newton	4,520	4		1	35	74		86	75	3	31	78	10,417	2,384	2,154	4,538	75	55	130
Jefferson	George W. Johnson	Mt. Vernon	6,348	11	1	6	143	87		86	85	1	48	89	11,393	3,083	2,576	5,659	88	32	120
Jersey	Charles H. Knapp	Jerseyville	5,777	29	3	3	66	65	958	71	64	3	28	71	13,295	2,217	2,031	4,248	60	51	111
Jo Daviess	George W. Pepoon	Warren	11,025	32	7	7	549	119	1,153	114	111	2	56	119	19,463	4,774	4,210	8,984	69	155	224
Johnson	Richard M. Fisher	Vienna	4,787	21	1			48		48	48		38	48	5,978	2,020	1,549	3,569	50	5	55
Kane	George B. Charles	Aurora	11,861	81	22	4	413	141	2,739	145	137	8	87	144	31,692	5,826	5,514	11,340	84	262	346
Kankakee	Rev. Fred. W. Beecher	Kankakee	7,990	13	2	11	410	133	920	142	127	12	83	132	21,441	4,818	4,838	9,656	73	153	226
Kendall	John R. Marshall	Yorkville	4,231	10	6	1	55	75	737	84	78	1	26	81	13,913	2,541	2,324	4,865	52	101	153
Knox	Frederick Christianer	Abingdon	13,598	189	11	5		198	1,878	170	181	9	88	192	70,645	6,998	6,217	13,215	144	267	411
Lake	Byron L. Carr	Waukegan	8,574	27	5	16	1,011	116	1,403	117	116		36	112	17,110	3,749	3,206	6,955	73	164	237
La Salle	George S. Wedgewood	La Salle	21,146	16	17	18	1,148	282	2,317	275	258	6	78	278	52,653	9,280	9,277	18,557	197	377	574
Lawrence	Ozias V. Smith	Lawrenceville	4,919	99				65	65	64	64		32	64	8,711	2,080	1,817	3,897	60	44	104
Lee	James H. Preston	Amboy	9,159	7	6	4	145	140	705	128	115	5	87	138	30,313	4,738	4,546	9,284	81	160	241
Livingston	H. H. Hill	Pontiac	9,675	28	6	8	203	173	1,216	194	159	30	86	177	24,364	5,092	4,792	9,884	118	194	312
Logan	Levi T. Regan	Lincoln	7,045	19	2	1	20	105		100	95	5	86	102	17,834	3,370	2,940	6,310	92	82	174
Macon	Oscar F. McKim	Decatur	7,760	62	8	5	194	101	221	101	100	1	55	124	19,247	4,021	3,484	7,505	99	105	204
Macoupin	Fletcher H. Chapman	Carlinville	10,624	75	21	17	370	166	398	162	158	6	45	159	27,321	5,275	4,396	9,671	159	119	278
Madison	John Weavor	Edwardsville	12,659	657	10	24	1,157	124	1,560	117	114	3	30	123	23,675	5,240	4,554	9,794	110	88	219
Marion	James McHaney	Salem	7,899	51	6	6	200	94	243	115	110	5	60	106	16,033	3,925	3,598	7,523	87	101	188
Marshall	John Peck	Henry	5,894	8	4	2	165	83	295	90	85	5	29	78	17,740	3,010	2,697	5,707	57	133	190
Mason	Henry H. Moose	Havana	4,889					86		88	81	6	13	86	12,050	2,311	2,238	4,549	52	66	118
Massac	William H. Scott	Metropolis	3,390	136	1	2	55	34		36	35	1	31	35	4,941	1,240	1,108	2,384	28	20	48
McDonough	Lloyd H. Copeland	Bushnell	9,690	17	10	6	396	148	100	143	140	1	39	120	22,786	5,353	4,617	9,970	119	164	283
McHenry	Gardner S. Southworth	Woodstock	8,111	15	8	6	240	158	716	164	164		67	164	25,075	3,967	3,612	7,579	89	205	294
McLean	John Hull	Bloomington	16,224	109	34	5	252	221	74	237	215	15	76	221	47,707	7,779	6,485	14,284	166	234	400
Menard	William H. Berry	Petersburg	3,636	3	1	4	116	57	550	56	54		19	57	9,975	1,802	1,333	3,135	62	38	105
Mercer	Fred. W. Livingston	Keithsburg	6,924		6	1	60	100	494	104	100	1	33	101	15,832	2,892	2,552	5,444	85	110	190
Monroe	Joseph W. Rickert	Waterloo	5,152	4		8	330	47		51	50	1	30	47	7,077	1,346	1,083	2,429	51	9	60
Montgomery	Rev. Hiram L. Gregory	Irving	9,041	48	4	5	293	108	229	113	102	11	25	106	14,555	3,478	3,566	7,044	92	91	183
Morgan	Samuel M. Martin	Jacksonville	9,843	151	9			108	718	109	106	3	59	107	17,089	4,143	3,734	7,877	102	106	208
Moultrie	David F. Stearns	Sullivan	4,290		2			58	209	71	64	3	34	65	8,844	2,570	1,642	4,212	60	47	107
Ogle	Edward L. Wells	Oregon	9,305	37	6	5	117	170	2,070	181	165	8	75	169	25,939	4,264	3,535	7,799	115	231	346
Peoria	N. E. Worthington	Peoria	15,300	28	36	9	450	155	442	157	153		43	179	23,084	5,698	5,192	10,890	160	213	300
Perry	B. G. Roots	Tamaroa	4,377	81	2	5	76	58	160	58	58	1	28	57	8,976	2,215	1,923	4,138	50	31	81
Piatt	Caleb A. Tatman	Monticello	3,518	1	3	2	70	61	65	66	60	2	52	62	9,683	1,849	1,508	3,357	62	65	127
Pike	John N. Dewell	Pittsfield	10,997	27	7	7	87	148	292	155	152	2	42	157	23,266	5,524	4,952	10,476	120	143	263
Pope	Theodore Steyer	Golconda	4,498	112		2	41	52	16	52	50		41	53	6,698	1,712	1,279	2,991	53	14	67
Pulaski	James H. Brown	Mound City	1,739	263	2	3	120	26		27	26	1	19	27	3,323	690	696	1,386	19	19	39
Putnam	James S. McClung	Hennepin	2,175	16	3	1		34	222	33	33		20	33	6,493	1,088	915	2,003	21	54	75
Randolph	Robert P. Thompson	Chester	6,385	195	2	4	118	88	161	85	85	1	52	87	11,242	2,565	2,050	4,615	58	46	104

Table of statistical details of the schools of Illinois, &c.—Continued.

COUNTY SUPERINTENDENTS.			Number of white persons between the ages of 6 and 21.	Number of colored persons between the ages of 6 and 21.	Whole number of graded schools.	Whole number of private schools.	Number of scholars in private schools.	Whole number of schoolhouses.	Whole number of volumes in district libraries.	Whole number of school districts.	Number of districts having schools 6 months or more.	Number of districts having no schools.	Number of districts keeping records according to law.	Whole number of free schools.	Whole number of days schools have been kept.	Number of male scholars.	Number of female scholars.	Whole number of scholars.	Number of male teachers.	Number of female teachers.	Whole number of teachers.
County.	Name.	Post office.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Richland	John C. Scott	Olney	5,642	7	2	....	.....	76	38	92	87	5	37	87	12,558	2,651	2,480	5,131	74	70	144
Rock Island	Mansfield M. Sturgeon.	Rock Island	9,285	19	22	6	453	96	474	96	89	3	32	102	16,540	3,658	3,497	7,155	73	127	200
Saline	Frederic F. Johnson	Harrisburg	4,971	66	1	....	.....	60	11	59	59	....	28	62	7,652	2,314	1,773	4,087	64	10	74
Sangamon	Warren Burgett	Springfield	14,219	73	18	7	.....	169	2,866	164	155	8	62	168	35,885	5,966	5,273	11,269	153	161	314
Schuyler	Jonathan R. Neill	Rushville	5,866	5	1	2	25	83	.....	87	86	....	32	78	11,655	3,064	2,642	5,706	64	85	149
Scott	James Callans	Winchester	3,644	14	3	2	30	38	121	39	38	....	13	40	6,400	1,517	1,332	2,849	135	25	60
Shelby	Anthony T Hall	Shelbyville	9,885	13	6	3	51	124	12	129	122	3	59	120	18,315	3,732	3,943	7,675	129	49	178
Stark	Bartlett G. Hall	Toulon	3,488	9	2	2	49	70	.....	76	70	....	76	72	10,928	1,875	1,578	3,453	39	109	148
St. Clair	James P. Slade	Belleville	16,105	332	24	35	2,013	108	636	108	101	5	46	119	23,808	5,149	4,312	9,461	111	62	173
Stephenson	Isaac F. Kleckner	Freeport	10,622	6	19	5	490	132	706	144	135	....	73	149	38,494	5,160	4,607	9,767	102	180	282
Tazewell	Stephen K. Hatfield	Tremont	9,968	32	15	4	114	114	714	115	112	2	50	128	21,684	3,689	3,478	7,167	102	140	242
Union	Philip H. Kroh	Jonesboro	5,376	22	1	3	.....	57	.....	63	60	2	18	60	7,361	2,383	1,928	4,311	47	21	68
Vermillion	John W. Parker	Danville	10,421	12	6	3	118	157	1,216	168	156	12	70	132	19,809	5,045	4,459	9,504	143	159	302
Wabash	James Leeds	Friendsville	2,889	23	7	....	.....	44	.....	42	42	....	28	48	6,174	1,269	1,178	2,447	51	38	89
Warren	James B. Donnell	Monmouth	8,338	54	28	3	84	129	108	139	132	7	44	148	24,151	4,277	3,962	8,239	108	182	290
Washington	Alden C. Hillman	Nashville	6,217	17	5	11	295	72	387	77	70	4	45	75	10,492	2,426	2,210	4,636	56	43	99
Wayne	William A. Vernon	Johnsonville	6,887	.....	3	6	139	101	24	105	100	5	62	104	12,943	3,101	2,677	5,778	98	50	148
White	James I. McClintock	Carmi	5,903	50	2	4	20	77	.....	79	74	1	41	81	10,105	2,567	2,268	4,835	80	37	117
Whiteside	Michael W. Smith	Morrison	8,936	7	12	2	100	129	820	137	124	3	52	133	23,594	4,317	3,622	7,939	101	176	277
Will	Salmon O. Simonds	Joliet	13,769	24	11	21	539	184	958	193	177	5	48	184	30,612	5,849	5,241	11,090	91	267	358
Williamson	Augustus N. Lodge	Marion	6,129	53	1	....	.....	72	12	74	72	2	64	72	8,710	2,644	1,976	4,620	72	17	89
Winnebago	Archibald Andrew	Rockford	9,857	55	9	6	175	125	1,035	124	119	3	47	125	27,189	4,473	4,243	8,716	60	202	262
Woodford	W. H. Gardner	Panola	6,872	15	4	....	.....	106	348	108	101	5	35	102	15,607	3,142	2,735	5,877	73	123	196
			826,820	6,210	634	584	36,912	10,381	52,251	10,590	10,117	390	4,564	10,705	1,783,856	367,450	339,330	706,780	8,240	10,797	19,037

INDIANA.

The fourth biennial report of the superintendent of public instruction, Hon. Barnabas C. Hobbs, for 1867–'8, contains the following information:

	1867.	1868.
Whole number of children between six and twenty-one years of age	577,007	591,661
Number of pupils attending public schools	415,796	436,736
In primary schools	405,631	425,745
In high schools	10,165	10,991
Average daily attendance in primary schools	259,224	275,745
Average daily attendance in high schools	6,998	7,595
Average length of schools in days	80	87
Number of teachers employed	10,053	10,698
Male teachers	6,012	6,462
Female teachers	4,041	4,236
Average monthly compensation of male teachers in primary schools	$36 80	$37 00
Average monthly compensation of female teachers in primary schools	$29 00	$28 40
Of male teachers in high schools	$69 40	$64 00
Of female teachers in high schools	$37 40	$42 00
Average monthly cost of tuition per pupil	$1 18	$1 20
Amount expended for tuition	$1,262,684 54	$1,474,832 49
Number of school-houses built within the year	364	424
Total value of school property	$5,078,356 00	$5,828,501 00
Total number of school-houses in the State	8,360	8,403
Amount paid trustees for managing educational matters	$38,995 80	$43,598 39
Amount of special school revenue expended within the year	$854,761 55	$1,050,139 03
Total school revenue from all sources		$1,566,507 58
Total expended for schools during 1869		$1,474,000 00

The State educational fund is made up of the—

Negotiable State bonds	$3,591,316 15
Common school fund held by counties	1,522,410 38
Congressional township fund	2,211,867 76
Value of unsold congressional township lands	101,502 25
Saline fund on loan	3,727 07
Saline fund in treasury	1,348 90
Bank tax fund on loan	1,396 99
Bank tax fund in treasury	107 07
Escheated estates	16,702 42
Sinking fund	808,963 35
Total	$8,259,342 34

The constitution of the State makes it incumbent upon the legislature to provide "a general and uniform system of common schools, wherein tuition shall be without charge, and equally open to all." "We cannot," says the superintendent, "avoid the grave consideration that there is a large colored population in the State, who have hitherto submitted patiently to the ordeal of adverse public sentiment and the force of our statutes, in being denied participation in the benefits of our public school funds, while, at the same time, no bar can be discovered to their natural and constitutional right to these." * * * "Colored citizens, while hitherto deprived of their natural and constitutional rights, have been *subject to the special school tax for township purposes* in common with white citizens, and have thus paid their proportion of expense for building school-houses for white children. After being denied all privilege to the school funds, and thus taxed, they have been under the necessity of levying on themselves an additional tax to build their own school-houses, and for the entire cost of their tuition."

INDIANA STATE UNIVERSITY.

This institution is located at Bloomington. President, Cyrus Nutt, D. D., professor of moral, mental, and political philosophy. The whole number of students in the four college classes is 192. In the department of the theory and practice of teaching, 30; in preparatory studies, 12; in the law department, 21; in modern languages, 6. Total

in attendance, 249. The number of professors is 10; number of tutors, 3. Three new departments have been opened this year, viz., modern languages, the theory and practice of teaching, and military science.

Tuition was made free for all the students in the State University, by the action of the trustees, in 1860. Every young man and maiden has a perpetual scholarship, which entitles them to free tuition in their own State university.

INDIANA ASHBURY UNIVERSITY.

Located at Greencastle, about forty miles west of Indianapolis. Thomas Bowman, D. D., president, and professor of moral and mental science. This institution has a permanent endowment fund of over $100,000, which is constantly increasing. The libraries of the college reach an aggregate of 10,000 volumes. It has a good apparatus for chemical experiments, a fine achromatic telescope, polarizing apparatus, meteorological, electrical, magnetical, and optical apparatus of the most approved forms, and a good cabinet. Expenses of board and tuition from $200 to $300 per annum. This institution, the superintendent states, deserves a more extended notice, but no reports have been received from the faculty, therefore further information is lacking.

WABASH COLLEGE.

This institution was chartered in 1834. President, Joseph F. Tuttle, professor of moral and intellectual philosophy. The college has given more or less instruction to more than 2,000 students, and has graduated 105. The present attendance is 162; in college proper, 66; in preparatory department, 96.

The college was chartered as Wabash College and Teachers' Seminary, and has always done much to foster common school education.

Permanent funds invested, $100,000, from which and tuition fees is realized about the sum of $12,000 annually. A low estimate of the buildings, $35,000. It has a beautiful campus of 25 acres of native forest trees, which cannot be estimated in dollars. It has other property which may be estimated at $50,000. Library numbers over 10,000 volumes.

NORTHWESTERN CHRISTIAN UNIVERSITY.

Situated near the northwest limits of the city of Indianapolis. Was founded in 1850 by a joint-stock company. Stock amounts to more than $152,000, controlled by a board of twenty-one directors. Endowment, $100,000, upon which interest is accruing to the amount of $6,000 annually. The president is O. A. Burgess, A. M., professor of biblical literature. The session is nine months, divided into three terms. Pupils, exclusive of the music department and the primary school, number 160. The number of professors and teachers is 8. The course of study is thorough, requiring two years in the preparatory department, and four in the college proper.

EARLHAM COLLEGE.

Located one mile west of Richmond. President Joseph Moore, M. S. Number of pupils, 174; ladies, 76; gentlemen, 98. Number of professors and teachers, 12. Course of study, preparatory or academical and collegiate. It has a good cabinet of natural history, mathematical, philosophical, and chemical apparatus, and libraries containing about 3,000 volumes. In its observatory are a good mounted telescope, and a transit instrument in good condition, with a sidereal clock. It has been a college proper about nine years. It has a campus of about 160 acres, handsomely laid out in groves, orchards, fields, garden, lawn, &c., and is under the management of the Indiana Yearly Meeting of the Society of Friends. The number of alumni is 39.

UNION CHRISTIAN COLLEGE.

Located at Merom, Sullivan County; incorporated in 1859; opened for the admission of students in 1860. President, Thomas Holmes. Endowment fund, $110,000. Value of property, $65,000. Students in attendance within the last year, 109; number of alumni, 4; number of volumes in college library, 300; number of faculty and teachers, 7. Ladies pursue the same course of study, are subject to the same regulations, enjoy the same privileges, and receive the same honors, as gentlemen. The courses of study are, academic, classical, and scientific, omitting the dead languages. There is a commercial and music department. The location is reported healthy and beautiful; students orderly and industrious, and methods of instruction thorough and efficient.

BROOKVILLE COLLEGE.

Located at Brookville, on the White Water Valley railroad, forty miles from Cincinnati. Under the control of the Methodist Episcopal Church. President, J. H. Martin, A. M.

The course of instruction is classical and scientific, collegiate and preparatory. The classical course requires four years; the scientific, three. It has a normal, a commercial, and a music department. Its normal course is designed to equal the course required by the State board of education for applicants for State certificates for teaching. The institution is in a prosperous condition, and out of debt.

INSTITUTION FOR THE DEAF AND DUMB.

Located at Indianapolis. Thomas MacIntire, M. D., superintendent.

Number of pupils during the past year	209
Number in attendance	186
Number of instructors	10
Number of volumes in library	2,034
Value of chemical and philosophical apparatus	$800
Annual cost of instruction per pupil	$45
Total annual expenses per pupil	$240
Probable number of deaf-mutes in the State	1,200
Probable number of school age	400

Cabinet-making, boot and shoe making, tailoring, and mantua-making are carried on for the benefit of pupils who wish to learn those trades. The institute is in a prosperous condition in all departments, except that the accommodations are not sufficient.

INDIANA INSTITUTE FOR THE EDUCATION OF THE BLIND.

Founded in 1847. Superintendent, William Churchman. Number of pupils enrolled during the year was 126; males, 57; females, 69. Of this number 21 have left as graduates, either of the school or work department; 13 being young men who had obtained a thorough knowledge of the broom-making business, and several of them had learned other branches of handicraft.

The whole number of pupils received into the institution since its foundation is exhibited in the following:

Number received	365
Males	195
Females	170
Totally blind	171
Partially blind	194
Born blind	137
Blind through accident	40
Blind through disease	188
Number whose parents were blood relations	44

REFORM SCHOOL AT PLAINFIELD.

This "House of Refuge for juvenile offenders" is located near the village of Plainfield, on a farm of 223 acres. Since the purchase of the farm, in 1867, there have been three family buildings erected on it, 38 by 56 feet in extent, with two stories and basement. Two of these buildings are occupied by the boys. The first inmate was received on the 28th of January of the current year, and there are now in attendance 108 boys, 54 in each family building. Each family is divided in two classes, all of whom attend school one-half of each day, and are detailed for work the other half. Most of the boys can read print quite intelligibly, and nearly all the larger boys can write and cipher some. Cost of the buildings, including a work-shop 40 by 80 feet, about $30,000. Nearly all boys take a deep interest in their studies, and seem anxious to improve their advantages.

EDUCATION IN STATE PRISONS.

In response to letters of inquiry, addressed to officers of the State prisons, north and south, the superintendent has received information from those in the south that "the law providing for the mental culture of the convicts is not carried out at present, at least not according to the letter." There is no organized school, yet the education of the prisoners is not quite overlooked. All who desire it are furnished with school-books, slates, and writing-books. Both the prisons, north and south, report a great lack of books in the library; that of the south having been in use so long that the books are quite worn out, and in that of the State prison north, there is not even a supply of Bibles to furnish every man a copy, according to law.

INDIANAPOLIS.

The following information is taken from the report for 1869 of the superintendent of schools, Hon. A. C. Shortridge:

Number of persons between six and twenty-one years of age	9,025
Boys	4,328
Girls	4,697
Between six and fifteen	6,679
Between fifteen and twenty-one	2,346
Number enrolled in schools	5,160
Boys	2,545
Girls	2,615
Average number in the schools	3,549
Average daily attendance	3,375
Average per cent. of attendance	94.9
Ratio of attendance to school population in the city, expressed decimally	.571
Number of cases of tardiness in all the schools was	2,980
Number of teachers; males, 3; females, 75	78
Total salaries of teachers, including evening schools	$44,470 07
Total cost per pupil, upon average number belonging	$31 51

For some years past promptness of attendance has been required of all who retain their membership in the schools. The per cent. of attendance has been advanced from 60 to about 95 per cent. within a period of six years. This regulation of the board, carried out with a good degree of discretion by the teachers, has been the principal agency in securing so desirable a result. The number suspended during the year for absence was 564; the number restored, upon assurance of amendment from parents or guardians, was 436.

EVENING SCHOOLS

Were opened November 7, 1868, and continued in session sixteen weeks. The total enrollment of different pupils was 215. The expense incurred for tuition alone was $659, an average of $3 06 on the total enrollment of pupils, and of $5 90 on the average number belonging.

INSTRUCTION IN THE GERMAN LANGUAGE

Has been given to all pupils whose parents have desired it. The number who received instruction, exclusive of the high school, was 866. The average number who continued the study throughout the entire year was 642.

THE INDIANAPOLIS TRAINING SCHOOL

Was organized March 1, 1867. It is no longer considered an experiment, but a department of the public schools, established on a permanent basis. Its influence on the methods of teaching, especially on the primary grades of the schools, has been most salutary. In the early history of the school, doubts were entertained in regard to its usefulness, by persons who supposed that the children were to be used as a kind of passive material upon which unlettered and inexperienced young women were to practice and experiment. But this is by no means the case, for all the pupil-teachers who have been admitted to the school have passed the same examination that would follow an application to enter the schools as a regular teacher.

Rev. Dr. Mayo, a member of the committee, in an address delivered before the teachers of Hamilton County, Ohio, refers, in the following language, to the Indianapolis Training School:

"Last Monday it was my privilege to spend half a day in the examination of what is doubtless the most complete training school in the Western States.

"In the upper room of a well-constructed school-house I found a quiet, self-possessed young woman standing before a group of half a dozen girls, in familiar conversation upon their forenoon's work as teachers of the five hundred children in the rooms below. Their conversation ranged through the whole realm of the life of childhood, striving to analyze its faculties, comprehend its wants, and get into perfect sympathy with its mysterious inward life. Each of the girls told her experience with her class as earnestly as if she knelt at the confessional, under the eye of a criticism as decided as it was sympathetic and kind. Below I saw the working half of the class of pupil-teachers conducting the various exercises of instruction. Through these rooms moved three critic teachers, noting everything, advising, preparing to report in due time to the quiet little lady above.

"In one room a charming model school was permanently kept by an experienced

young woman. One man, with the title of superintendent, was responsible for the order of the little community, and assisted in the teaching of the older classes.

"I looked with delight, too deep for expression, upon that beautiful spectacle of a school where five hundred children are taught by these twenty girls, who themselves are learning the finest art of modern life. I marked the deep enthusiasm, the blended firmness, self-possession, and gentleness, the sweet spirit of co-operation, with which they went about their duty. I saw in their faces that they felt that they had chosen the better part, were living for a purpose, and not troubled overmuch about their position in American society."

Lessons in music are given in all grades above the primary, by music teachers, two each week of half an hour duration. The first year pupils are taught to sing simple songs by rote; the second year, some of the principles of musical notation are taught; the third year, the tones of the scale and their names, notes and names, syllables, double measure, &c. It is believed that music can be more successfully taught in the primary grades by the teachers of the schools in one short lesson each day than by a lesson from a music teacher twice a week.

COLORED CHILDREN,

According to the provisions of the law, are to be taught in separate schools. The board has, therefore, set apart two school-houses for their use. "Though they have been for some time out of use," says the report, "by reason of their unfitness, they can be made quite as comfortable as several of our other houses, and will accommodate 340 of the 621 who are of school age, provided those of the D primary grade, as in the other schools, attend but half a day."

PRIVATE SCHOOLS.

There are in the city thirteen private schools, employing 37 teachers, with an average number of 1,811 pupils—857 boys and 954 girls. Adding this number to the daily attendance in the public schools, we have 5,186, which, deducted from the school population of the city, gives, as the average number who did not from day to day attend any school, 3,838. Less than one-third of those children who have a right to attend the public schools are found in them, and less than one-half of the school population of the city attend any school.

Table of statistical details of schools in Indiana.

Hon. B. C. HOBBS, *superintendent of public instruction, Indianapolis.*

CITY SUPERINTENDENTS.

City.	Name.	City.	Name.
Fort Wayne	J. H. Smart.	Evansville	Alexander M. Gow.
Terre Haute	William H. Wiley.	La Fayette	J. T. Merrill.
Greencastle	E. P. Cole.	Peru	D. E. Hunter.
Elkhart	J. K. Waltz.	Bloomington	George W. Lee.
Winchester	John Cooper.	Milton	W. E. Ruble.
Knightstown	Charles Hewett.	Logansport	Sheridan Cox.
Gosport	H. H. Boyce.	Rockville	E. B. Dyke.
Cambridge City	John M. Coyner.	Vincennes	A. W. Jones.
Connersville	J. L. Rippetoe.	Seymour	J. C. Housekeeper.
Pendleton	H. L. Rust.		

Each county has a school examiner, who, to a certain extent, is a superintendent.

Table showing the number and kind of school-houses in each county, the value of school property, estimated special school tax, number of books belonging to township libraries, the number taken out for use during the year, and the number added, the amount paid to trustees for managing educational matters, and number and cost of school-houses built during the year ending August 31, 1868, as shown by examiner's reports to the superintendent of public instruction.

Number.	COUNTIES.	NUMBER OF SCHOOL-HOUSES.					Estimated value of school-houses, including grounds, seats, &c.	Estimated value of school apparatus, viz., globes, maps, &c.	Total estimated value of school property.	Estimated amount of special school tax.	Number of volumes in township library.	Number of volumes taken out during the year.	Volumes added to library.	Amount paid trustees for managing educational matters.	Number of school-houses erected during the year.	Value of school houses erected during the year.
		Stone.	Brick.	Frame.	Log.	Total.										
1	Adams	.....	.....	64	23	87	$26,000 00	$1,770 00	$27,770 00	$4,896 78	2,240	968	21	$245 50	3	$1,025 00
2	Allen	.....	12	145	16	173	184,662 00	6,005 00	190,667 00	23,877 00	5,077	4,105	40	406 95	14	59,444 75
3	Bartholomew	.....	24	67	3	94	82,450 00	3,570 00	86,020 00	15,364 46	3,054	838	123	770 00	6	5,400 00
4	Benton	.....	.....	34	.....	34	15,187 00	970 00	16,157 00	5,769 23	1,569	187	.....	.....	4	1,725 60
5	Blackford	.....	2	33	10	45	18,995 00	900 00	19,895 00	2,702 76	2,095	432	20	75 00	3	2,275 00
6	Boone	.....	1	108	3	112	45,300 00	1,910 00	47,210 00	6,144 45	3,788	1,277	128	549 94	7	3,671 60
7	Brown	.....	.....	14	48	62	10,116 20	235 00	10,351 20	2,540 00	1,482	635	.....	201 00	5	1,850 00
8	Carroll	.....	2	86	6	94	44,105 00	1,790 00	45,895 00	10,419 33	3,849	1,174	.....	338 00	6	4,846 00
9	Cass	2	6	74	3	85	67,605 00	2,689 00	70,294 00	3,573 58	3,234	1,687	114	651 00	2	2,717 00
10	Clark	.....	14	64	16	94	49,148 00	2,490 35	51,638 35	7,446 19	3,653	1,420	77	777 70	4	2,110 00
11	Clay	.....	.....	64	17	81	33,800 00	2,810 00	36,610 00	6,446 00	1,934	471	46	647 00	2	340 00
12	Clinton	.....	2	101	2	105	45,600 00	2,825 00	48,425 00	8,637 00	3,524	1,081	44	425 75	.....	.....
13	Crawford	.....	1	29	39	69	14,600 00	666 50	15,266 50	1,156 17	2,521	1,339	69	313 00	5	1,098 50
14	Daviess	.....	1	71	15	87	33,850 00	1,495 00	35,345 00	10,071 34	3,191	1,626	.....	1,005 15	6	3,190 00
15	Dearborn	7	24	63	1	95	112,500 00	4,275 00	116,775 00	14,020 00	5,504	1,681	.....	658 75	1	8,000 00
16	Decatur	.....	23	71	1	95	70,410 00	2,510 00	72,920 00	15,718 38	4,299	1,194	62	246 50	3	3,425 00
17	DeKalb	.....	3	112	2	117	61,863 00	2,142 00	64,005 00	8,242 75	2,433	688	50	100 00	5	3,263 00
18	Delaware	.....	4	119	.....	123	69,160 00	2,670 00	71,830 00	13,870 11	4,092	990	121	467 81	11	5,675 00
19	Dubois	.....	.....	43	24	57	29,030 00	2,370 00	31,400 00	6,081 56	3,024	954	42	594 87	7	3,028 75
20	Elkhart	.....	26	111	.....	137	158,205 00	3,976 00	162,181 00	10,862 00	4,121	1,086	.....	480 00	7	11,327 76
21	Fayette	.....	2	49	.....	51	43,350 00	1,330 00	44,680 00	7,518 61	2,707	681	42	175 00	.....	.....
22	Floyd	.....	11	34	2	47	91,800 00	1,050 00	92,850 00	23,557 14	3,093	4,290	.....	1,279 30	3	17,980 00
23	Fountain	.....	8	92	.....	100	71,300 00	3,679 00	74,979 00	8,163 60	4,248	2,305	221	577 00	1	775 00
24	Franklin	.....	31	37	8	97	80,140 00	2,525 00	82,665 00	5,672 93	5,029	2,933	80	638 60	2	1,700 00
25	Fulton	21	1	77	3	81	34,050 00	940 00	34,990 00	4,788 43	1,966	397	154	198 00	4	1,920 00
26	Gibson	.....	2	77	10	89	46,600 00	2,775 00	49,375 00	11,840 00	2,292	850	.....	1,228 00	5	2,200 00
27	Grant	.....	5	93	19	117	59,600 00	3,870 00	63,470 00	7,193 83	3,299	1,924	105	558 50	6	4,220 00
28	Greene	.....	3	69	57	129	38,935 00	2,550 00	41,485 00	11,134 83	3,775	1,246	129	408 25	9	6,210 75
29	Hamilton	.....	2	118	2	122	61,014 00	4,211 00	65,225 00	10,870 32	4,039	2,538	32	861 75	3	2,300 00
30	Hancock	.....	.....	86	2	88	45,800 00	1,645 00	47,445 00	2,667 74	2,995	392	114	292 00	5	3,005 00
31	Harrison	.....	.....	97	13	110	40,065 00	1,792 00	41,857 00	6,148 00	5,152	2,381	96	885 00	5	2,800 00

32	Henry	.....	5	95	.....	100	76,193 00	3,230 00	79,423 00	13,353 33	4,811	2,274	206	436 15	5	6,002 35
33	Hendricks	.....	6	96	.....	102	57,833 00	2,090 00	59,923 00	13,590 00	3,465	2,149	60	567 00	5	5,929 00
34	Howard	.....	3	75	10	88	42,800 00	2,515 00	45,315 00	10,549 43	2,565	1,600	23	200 00	4	2,506 00
35	Huntington	1	3	91	14	100	58,320 00	4,180 00	62,500 00	9,885 29	3,598	1,756	.....	484 00	3	3,425 00
36	Jackson	.....	4	83	13	100	60,000 00	2,010 00	62,010 00	10,963 00	3,321	1,189	58	665 00	4	5,950 00
37	Jasper	.....	.....	39	8	47	23,620 00	940 00	24,560 00	5,059 50	1,376	376	.....	180 00	3	1,900 00
38	Jay	.....	3	80	16	99	51,350 00	2,295 00	53,645 00	7,724 30	2,719	840	25	303 00	3	1,635 00
39	Jefferson	32	8	66	.....	106	88,975 00	2,205 00	91,180 00	4,081 00	2,678	17,078	55	455 00	5	10,100 00
40	Jennings	.....	7	85	12	104	42,900 00	2,415 00	45,315 00	4,650 00	2,891	1,982	36	283 00	4	9,225 00
41	Johnson	.....	.....	.....	.....	.....	26,240 00	1,120 00	27,370 00	.....	2,065	955	63	.....	9	8,290 00
42	Knox	.....	11	67	8	86	61,150 00	2,680 00	63,830 00	6,695 00	2,269	1,966	.....	849 75	5	1,385 00
43	Kosciusko	.....	3	150	.....	153	70,308 00	3,733 00	74,041 00	14,997 39	3,571	819	.....	355 00	4	2,360 00
44	Lagrange	.....	1	98	2	101	45,918 00	2,605 00	48,523 00	6,069 26	2,400	833	28	170 00	6	3,918 00
45	Lake	.....	4	72	1	77	45,200 00	2,150 00	48,350 00	1,710 00	1,726	777	20	430 50	5	8,343 00
46	Laporte	.....	12	98	3	113	114,358 00	4,549 00	118,907 00	.....	3,751	2,023	72	605 00	7	7,132 00
47	Lawrence	1	2	83	5	91	35,200 00	1,410 00	36,610 00	8,199 28	3,429	1,348	39	443 00	4	2,715 00
48	Madison	.....	3	112	9	124	84,600 00	1,835 00	86,435 00	7,762 52	3,282	1,470	70	460 00	6	4,454 00
49	Marion	.....	19	103	.....	122	340,848 50	7,900 00	348,748 50	73,215 16	4,800	5,209	13	555 00	6	44,831 00
50	Marshall	.....	.....	111	5	116	55,375 00	3,300 00	58,765 00	10,940 00	1,870	847	.....	80 00	9	6,571 00
51	Martin	.....	.....	31	33	64	14,719 00	817 50	15,536 50	.....	2,365	466	.....	.....	6	1,450 00
52	Miami	.....	14	92	20	126	69,465 00	5,520 50	74,985 50	6,649 39	2,773	628	69	462 88	4	2,305 00
53	Monroe	.....	9	56	16	81	40,010 00	1,982 00	41,992 00	7,678 28	3,563	805	58	611 00	6	3,955 00
54	Montgomery	.....	3	115	1	119	72,300 00	2,700 00	75,000 00	16,980 14	4,536	2,937	78	600 00	3	2,800 00
55	Morgan	.....	3	103	.....	106	53,560 00	1,330 00	54,890 00	11,495 18	2,945	1,256	68	945 00	5	18,025 00
56	Newton	.....	.....	29	3	32	15,125 00	550 00	15,675 00	4,177 26	166	60	.....	152 50	3	2,400 00
57	Noble	1	4	114	3	121	90,550 00	3,230 00	93,780 00	10,620 35	2,065	1,136	32	227 00	2	1,750 00
58	Ohio	.....	1	28	.....	29	10,500 00	1,070 00	11,570 00	1,010 00	1,934	760	17	136 00	.....	.....
59	Orange	.....	1	69	5	75	36,857 25	3,015 75	39,873 00	7,307 94	3,911	1,353	18	447 50	6	4,693 47
60	Owen	.....	2	95	8	105	34,640 00	2,083 00	36,723 00	4,859 58	3,826	1,477	32	470 00	6	2,110 00
61	Parke	.....	2	112	.....	114	81,229 00	4,652 00	85,881 00	11,873 07	2,799	2,111	.....	442 50	5	4,745 00
62	Pike	.....	1	39	34	74	18,912 00	2,111 00	21,023 00	1,495 00	2,864	1,137	83	461 00	.....	.....
63	Perry	2	4	26	48	80	52,710 00	4,835 00	57,545 00	6,511 00	2,468	1,238	70	719 75	3	15,510 00
64	Porter	.....	8	76	2	86	44,596 00	2,920 00	47,516 00	8,465 00	1,659	462	68	283 50	5	4,648 00
65	Posey	.....	2	37	25	64	25,705 00	1,070 00	26,775 00	2,965 04	2,924	1,145	25	314 00	7	21,919 00
66	Pulaski	.....	.....	47	15	62	20,300 00	1,870 00	22,170 00	1,062 00	1,583	641	34	283 30	2	850 00
67	Putnam	.....	4	118	8	130	60,190 00	2,509 00	62,699 00	13,931 28	4,623	1,178	71	1,342 05	10	19,141 00
68	Randolph	.....	11	114	.....	125	128,500 00	3,427 00	131,927 00	14,266 67	3,716	1,353	77	732 50	5	3,170 00
69	Ripley	4	11	93	3	111	44,200 00	2,350 00	46,550 00	4,013 25	4,261	1,713	69	.....	2	1,795 00
70	Rush	.....	1	102	.....	103	74,300 00	1,980 00	76,280 00	5,347 00	3,796	2,356	72	514 50	.....	.....
71	Scott	.....	2	36	4	42	17,200 00	790 00	17,990 00	3,243 25	881	503	.....	314 37	2	1,750 00
72	Shelby	.....	12	99	3	114	89,500 00	3,920 00	93,420 00	13,884 31	4,395	1,817	194	708 25	4	3,350 00
73	Spencer	.....	2	95	6	103	51,494 00	2,075 00	53,569 00	10,493 03	2,499	1,369	56	478 92	5	15,219 00
74	Starke	.....	.....	20	9	29	8,595 00	545 00	9,140 00	1,586 00	962	176	10	32 50	2	1,050 00
75	Steuben	.....	1	83	2	86	48,395 00	3,001 00	51,396 00	3,276 42	2,407	508	10	38 00	3	2,350 00
76	St. Joseph	.....	18	81	3	102	99,000 00	2,070 00	101,070 00	9,448 44	3,371	4,163	122	281 00	2	1,250 00
77	Sullivan	.....	7	62	27	96	43,100 00	920 00	44,020 00	4,600 00	3,598	1,584	64	847 75	6	3,660 00
78	Switzerland	3	7	53	9	72	38,000 00	1,110 00	39,110 00	7,745 97	2,764	770	.....	127 00	4	2,470 00
79	Tippecanoe	.....	15	99	.....	114	133,600 00	5,294 00	138,894 00	33,615 70	3,038	2,046	80	1,015 00	7	8,250 00
80	Tipton	.....	1	45	19	65	30,000 00	1,600 00	31,600 00	874 20	1,698	400	50	917 50	4	4,000 00
81	Union	.....	4	37	.....	41	28,025 00	1,275 00	29,300 00	4,355 20	2,394	420	21	137 00	.....	.....
82	Vanderburg	.....	9	39	8	56	168,450 00	1,422 00	109,872 00	26,563 21	3,669	1,619	.....	1,146 95	5	62,200 00
83	Vermillion	.....	2	55	1	58	48,735 00	2,450 00	51,185 00	6,326 85	2,035	273	.....	283 00	2	1,580 00

Table showing the number and kind of school-houses in each county in the State of Indiana, &c.—Continued.

Number.	COUNTIES.	NUMBER OF SCHOOL-HOUSES.					Estimated value of school-houses, including grounds, seats, &c.	Estimated value of school apparatus, viz., globes, maps, &c.	Total estimated value of school property.	Estimated amount of special school tax.	Number of volumes in township library.	Number of volumes taken out during the year.	Volumes added to library.	Amount paid trustees for managing educational matters.	Number of school-houses erected during the year.	Value of school-houses erected during the year.
		Stone.	Brick.	Frame.	Log.	Total.										
84	Vigo	.....	9	83	7	99	$125,580 00	$3,209 25	$128,789 25	$27,770 00	3,974	1,995	20	$553 75	4	$2,200 00
85	Wabash	.....	2	124	4	130	79,650 00	2,530 00	81,580 00	13,524 77	3,326	1,245	114	580 00	4	2,118 00
86	Warren	1	7	69	1	78	47,778 00	2,275 00	50,053 00	8,125 00	2,199	695	251	555 00	6	8,500 00
87	Warrick	.....	6	73	13	92	52,400 00	2,495 00	54,895 00	13,258 32	2,154	826	104	520 00	24	10,775 00
88	Washington	.....	6	97	7	110	35,050 00	716 30	35,766 30	5,449 06	3,959	1,807	20	612 00	4	1,330 60
89	Wayne	.....	89	27	.....	116	167,600 00	3,875 00	171,475 00	29,281 00	6,030	2,307	178	700 00	2	2,500 00
90	Wells	.....	5	77	20	102	43,904 00	1,820 00	45,724 00	6,075 94	3,141	1,380	114	295 00	4	2,500 00
91	White	.....	1	62	4	67	49,605 00	1,905 00	51,510 00	1,127 00	1,932	285	20	386 50	4	3,160 00
92	Whitley	.....	2	88	9	99	42,958 85	1,668 00	44,626 85	8,154 17	2,743	578	126	247 50	5	14,891 16
	Totals	74	592	6,906	831	8,403	5,602,826 80	225,676 15	5,826,502 95	866,321 34	282,892	140,279	5,190	43,598 39	424	587,563 49

The number of children in the State, between the ages of six and twenty-one, in 1868, was 592,876. The whole amount appropriated to the several counties was $1,414,614 02.

IOWA.

The superintendent of public instruction, Hon. A. S. Kissell, in his report for 1870, gives the following statistics:

		Increase for the year.
Number of district townships in 1869	1,462	50
Number of sub-districts	6,773	363
Number of persons between the ages of five and twenty-one; males, 215,812; females, 202,356	418,168	24,538
Number of schools	6,788	349
Number of graded schools	221	9
Number of pupils attending school	296,138	17,131
Average attendance	178,329	17,556
Number of teachers employed: males, 4,479; females, 7,515	11,994	1,025
Average compensation of male teachers per week	$9 24	$0 41
Average compensation of female teachers per week	6 79	0 37
Average number of months of school	6.6	0.2
Aggregate amount paid teachers	$1,438,964 04	$108,140 51
Number of school-houses: brick, 527, stone, 229; frame, 5,192; log, 459	6,407	407
Value of school-houses	$5,295,364 45	$977,075 43
Amount of district tax for building and purch'g grounds	919,366 52	29,785 45
Amount of district tax for repairing and furnishing	250,802 96	28,924 53
Amount of district tax for library and apparatus	22,518 08	
Amount of district tax for rent of school buildings	13,665 63	
Amount of district tax for fuel	150,648 56	16,239 93
Amount of district tax for pay of secretary and treasurer	50,870 96	6,036 30
Amount of district tax for teacher's fund	1,106,040 21	251,002 14
Apportionment of temporary school fund	35,987 21	
Number of volumes in school district libraries	8,932	156
Value of school apparatus	$79,178 05	

In this State every civil township is a school district, and is divided by the trustees into sub-districts. Each district holds an annual meeting, elects a chairman and secretary, decides by vote upon the purchase and sale of sites and school-houses, branches to be taught in schools, &c.; they have power to vote a tax not exceeding five mills on a dollar of valuation for school purposes.

The sub-districts hold annual meetings, choose officers called sub-directors, who constitute a board of district directors, with corporate powers to fix the sites of school-houses and establish schools, make estimates of money necessary to keep school the legal term of twenty-four weeks, and certify the amount to the board of supervisors, which board causes such tax to be levied and collected. Each sub-director has charge of the school affairs of his district, hires teachers, reports to the board, &c.

There is a county superintendent elected for two years, whose duty it is to examine and license teachers, visit and supervise schools, &c.

There is a superintendent of public instruction elected by the people for two years, who is charged with a general supervision of all the county superintendents and all the common schools of the State.

The school revenue is derived from lands granted to the United States for schools, the 500,000 acres granted by Congress to new States, all escheats, percentage on sales of land in the State, money paid for exemption from military duty, and fines for breach of penal laws. The school fund is under the control of the general assembly.

The school fund is not accumulating as its friends could wish. Its investments have been largely made in such a manner that annual losses will always be likely to occur, so long as the present system of investment exists. The proper steps should be taken to avoid this annual loss to the fund, as well as of the annual interest, the loss of which was $34,745 41 greater in 1869 than in 1868.

As the school laws make it the duty of boards of directors to manage school funds and property, one of their leading qualifications, next to integrity, should be business ability. But it is a notable fact that persons are often chosen for these positions without any reference to financial ability, or even common prudence. In 1859 the existing school property was valued at $1,213,454 94. There has been raised since that time, by

taxation, for building school-houses and purchasing apparatus, $4,378,074 09. This would give, in 1869, $5,591,529 03. But the estimate, according to returns this year, gives only $5,374,542 50 as the value of school property, a difference of $216,986 53.

It is earnestly recommended that a State normal school be established at an early day. At the last meeting of the State Teachers' Association a unanimous vote was given to memorialize the legislature on the subject. The people feel the need of the school, and are ready for the appropriation of the requisite funds.

Much importance is attached to the training in music which is given in many of the graded schools. The old practice of rote singing is discarded, and "Blackman's Graded Songs" have been introduced. These lessons are so simplified and graded that the youngest child can understand them.

In some of the larger towns of the State evening schools have been organized, and are efficiently conducted under the supervision of the boards of these school districts, and are supported out of the common school fund. They are attended by mechanics, apprentices, female domestics, both native and foreign born, and other classes of the people who are debarred from the day-school, and no scholars connected with the schools are found so eager as these to learn. It is urged that the facilities for these schools should be increased, and that they should be extended throughout the State.

There are 53 colleges and academies in the State, with 4,728 students attending, and 72 private and denominational schools, with 4,200 pupils. The number of teachers employed in colleges, academies, and private schools is 312.

Names of counties.	No. of school-houses and of what material constructed.				Value of school-houses in each county.	AMOUNT RECEIVED FROM DISTRICT TAX.							Amounts received from clerk's apportionment.		Number of volumes in district libraries.	Value of apparatus.
						School-house fund.		Contingent fund.				Teachers' fund.				
	Brick.	Stone.	Frame.	Log.		For build'g school-houses and purchasing grounds.	For district libraries and apparatus.	For rent of school-houses.	For repairing and furnishing school-houses.	For fuel.	For compensation of secretary and treasurer.	For payment of teachers.	County tax and income of permanent school fund.	Temporary school fund, (fines and forfeitures.)		
Adair	....	....	31	2	$24,069 75	$2,911 67	$476 40	$15 00	$1,222 50	$935 23	$375 00	$4,523 90	$1,051 55	$135 42	291	$450 00
Adams	....	....	31	....	13,775 00	6,922 38	.....	30 00	644 81	516 90	307 25	5,187 69	567 54	2,963 54	4	480 00
Allamakee	2	7	59	45	49,622 12	7,3 5 19	123 38	74 25	3,344 62	1,454 64	658 23	16,303 43	6,984 18	.....	6	1,697 85
Appanoose	3	....	85	18	60,735 00	22,359 74	201 00	20 00	969 42	1,413 05	415 99	13,287 65	6,385 06	297 22	.....	160 00
Audubon	....	....	10	....	2,300 00	44 70	50 00	.....	293 70	127 25	105 00	2,375 00	626 31	.....	.....	125 00
Benton	2	....	141	....	113,725 50	18,097 13	268 42	195 00	6,741 68	3,959 13	1,099 11	23,138 02	8,311 58	.....	438	906 00
Black Hawk	5	6	97	5	82,560 00	18,567 58	748 74	256 50	5,089 23	4,793 92	1,073 55	28,735 13	8,478 77	.....	64	1,273 75
Boone	5	....	59	3	66,279 00	18,896 46	.....	137 87	1,477 15	1,843 70	458 25	14,906 31	4,422 43	158 58	.....	510 00
Bremer	3	6	67	4	42,035 00	14,108 23	309 87	244 00	3,165 68	1,676 84	364 75	12,153 73	990 17	115 27	5	1,666 00
Buchanan	5	5	99	3	75,157 86	10,351 30	123 00	299 00	2,346 14	2,455 18	565 75	12,698 49	10,932 65	.....	48	1,850 00
Buena Vista	.....	....	3	....	1,550 00	738 76	25 00	55 00	.....	39 10	67 50	678 75	1,170 86	.....	.....	25 00
Butler	.....	4	65	4	34,680 00	6,757 51	87 00	48 00	1,371 19	2,015 67	571 00	11,957 97	4,939 88	15 00	.....	1,216 00
Calhoun	.....	....	10	....	4,680 00	4,689 09	.....	197 00	423 29	596 26	181 23	2,015 17	2,323 20	42 52	124	75 00
Carroll	.....	....	22	....	19,060 00	1,999 99	20 00	25 00	8,779 90	932 50	1,098 48	2,667 00	.....	.....	.....	.....
Cass	2	....	49	....	33,710 00	2,975 96	48 00	131 00	642 42	750 46	333 75	6,084 01	2,154 26	536 42	.....	373 00
Cedar	10	1	115	8	89,105 00	14,174 40	343 00	432 91	4,432 16	4,196 20	991 40	25,188 72	8,882 32	5 00	.....	221 89
Cerro Gordo	....	16	25	....	28,500 00	3,159 81	261 00	15 00	1,181 88	896 46	340 00	6,518 46	3,149 10	66 00	490	1,385 00
Cherokee	1	....	2	5	3,677 77	1,616 03	123 27	50 00	.....	172 35	24 30	595 31	.....	.....	.....	130 00
Chickasaw	1	1	63	2	30,830 00	4,261 74	221 68	193 00	1,479 76	1,736 79	527 37	7,570 17	2,665 78	93 02	20	1,355 00
Clarke	4	....	48	6	42,670 00	946 20	.....	122 50	1,307 25	931 42	428 85	7,266 36	3,385 11	.....	.....	155 00
Clay	.....	....	5	....	3,070 00	126 89	200 00	45 00	28 45	82 67	32 00	915 00	612 25	.....	.....	75 00
Clayton	16	23	79	28	107,523 00	14,266 16	3,575 80	2,335 00	4,341 75	2,568 39	976 98	23,816 03	15,322 05	1,443 43	24	4,063 50
Clinton	4	2	135	....	215,025 43	15,119 83	1,416 08	80 00	4,432 04	4,215 92	1,114 90	27,042 50	13,468 00	.....	5	2,524 75
Crawford	8	....	14	....	19,000 00	4,166 10	.....	35 00	790 00	498 09	508 09	5,885 98	1,564 05	.....	2	775 00
Dallas	1	....	74	3	46,960 00	9,841 69	62 00	135 02	1,119 24	971 75	435 60	11,329 79	4,571 61	.....	.....	620 00
Davis	6	....	56	22	33,415 75	4,736 79	.....	.....	1,189 86	249 69	323 10	9,326 04	6,527 75	.....	.....	86 75
Decatur	6	....	38	30	34,630 00	4,357 99	25 00	5 00	1,609 06	1,002 93	408 51	10,606 13	4,513 72	2,192 39	.....	975 00
Delaware	18	4	90	....	76,668 38	11,504 53	89 60	145 35	2,359 83	3,516 54	685 68	18,874 27	6,737 96	283 25	5	1,931 00
Des Moines	20	7	50	3	109,315 00	6,828 96	50 00	55 67	10,457 06	634 94	653 11	7,402 11	11,706 39	197 23	8	10 00
Dickinson	.....	...	2	3	983 00	413 18	.....	183 70	30 86	46 04	17 00	602 32	86 00	.....	.....	.....
Dubuque	13	19	64	14	215,376 80	1,641 17	352 92	240 00	9,953 12	5,570 38	1,977 00	30,094 41	17,630 06	345 39	154	1,632 00

Table of statistical details of schools in Iowa—Continued.

Names of counties.	No. of school-houses and of what material constructed.				Value of school-houses in each county.	AMOUNT RECEIVED FROM DISTRICT TAX.						Teachers' fund.	Amounts received from clerk's apportionment.		Number of volumes in district libraries.	Value of apparatus.
						School-house fund.		Contingent fund.								
	Brick.	Stone.	Frame.	Log.		For build'g school-houses and purchasing grounds.	For district libraries and apparatus.	For rent of school-houses.	For repairing and furnishing school-houses.	For fuel.	For compensation of secretary and treasurer.	For payment of teachers.	County tax and income of permanent school fund.	Temporary school fund, (fines and forfeitures.)		
Emmett	....	....	3	2	$1,880 00	$188 70	.....	$3 00	$69 85	$74 60	$25 00	$751 72	$193 91	.....	.....	.....
Fayette	9	4	99	15	77,497 00	17,647 16	$285 00	66 50	1,497 19	2,844 41	911 96	21,579 29	9,818 62	$291 73	5	$1,050 50
Floyd	3	10	37	9	48,925 00	7,147 86	265 50	54 90	1,700 19	2,023 35	356 26	7,864 48	3,948 01	.....	.....	774 00
Franklin	2	4	35	1	43,700 00	7,896 85	170 00	48 00	3,074 84	1,608 32	563 50	10,147 73	2,009 73	.....	252	868 00
Frémont	3	....	46	1	36,662 00	8,413 44	772 19	30 00	2,488 36	907 99	337 95	11,703 15	4,250 00	125 50	59	1,950 94
Greene	....	....	29	....	19,725 00	3,692 97	19 62	.....	962 69	205 16	330 00	6,426 80	6,934 56	12 91	.....	175 60
Grundy	....	....	47	....	24,769 00	5,113 64	21 85	53 00	921 25	1,378 34	568 81	9,707 77	2,922 27	.....	2	633 75
Guthrie	4	....	52	....	27,838 00	4,444 73	596 70	9 00	1,636 58	789 75	297 00	6,438 48	20,397 45	.....	174	747 00
Hamilton	1	....	32	1	24,561 00	6,264 75	.....	6 00	1,553 77	950 35	462 02	6,983 91	1,962 05	.....	34	217 00
Hancock	....	....	13	....	9,400 00	3,236 54	23 55	.....	751 29	547 37	277 50	2,742 35	863 02	.....	346	460 00
Hardin	6	4	63	....	62,585 00	12,388 98	103 00	290 56	2,048 76	3,086 52	600 15	13,778 79	7,287 83	.....	.....	.....
Harrison	3	....	55	5	32,297 00	7,417 92	361 84	536 88	1,217 15	1,401 58	381 90	8,694 19	4,785 37	53 72	341	632 87
Henry	20	1	73	2	112,140 00	24,149 02	.....	150 00	3,394 02	2,531 75	787 20	25,308 15	.....	.....	220	730 00
Howard	2	3	48	4	37,176 00	5,374 33	392 00	231 53	790 15	1,716 77	522 30	13,930 73	9,497 29	838 58	2	1,890 00
Humboldt	1	2	15	....	9,100 00	3,093 09	.....	27 25	912 61	312 75	138 00	2,491 87	925 88	45 00	.....	283 00
Ida	....	....	4	....	3,500 00	.....	.....	.....	400 00	52 50	20 00	1,482 00	1,540 67	.....	.....	18 00
Iowa	11	....	86	1	102,641 02	6,102 14	558 90	15 50	5,828 16	2,356 14	741 11	13,923 35	7,128 91	58 52	814	931 00
Jackson	12	17	95	18	82,620 00	13,201 88	.....	96 00	4,419 05	2,410 58	881 25	13,756 10	10,541 36	25 75	42	2,539 63
Jasper	6	....	119	2	96,625 60	18,011 90	42 00	255 28	6,182 34	1,705 67	903 32	21,509 83	9,131 95	.....	196	1,324 00
Jefferson	8	....	70	5	82,045 00	18,895 93	95 38	10 00	2,908 45	1,289 26	228 37	14,288 86	7,755 40	.....	640	.....
Johnson	9	2	115	3	112,478 00	11,062 48	331 00	25 00	8,815 86	2,855 69	1,000 33	20,614 36	9,539 92	7,733 79	4	1,150 00
Jones	6	4	110	6	79,630 00	10,411 16	771 81	16 00	1,921 94	2,928 92	691 50	18,199 07	8,210 15	1 50	82	2,334 90
Keokuk	5	4	97	11	77,758 00	19,916 18	163 50	40 00	3,887 01	3,024 16	731 57	15,695 39	9,349 12	.....	42	923 50
Kossuth	1	....	11	....	11,400 00	3,411 10	134 32	70 36	673 69	233 74	303 69	2,618 91	1,442 45	.....	378	.....
Lee	37	10	59	11	169,960 00	25,554 94	.....	189 00	1,604 97	2,974 94	989 66	17,383 81	19,485 18	65 21	.....	793 00
Linn	28	5	121	2	167,679 00	22,198 23	54 40	121 00	5,442 74	4,209 73	1,486 55	28,162 74	12,752 58	.....	50	1,045 60
Louisa	6	1	58	4	40,260 50	7,366 86	641 89	102 00	2,472 16	1,994 90	596 10	14,865 93	4,535 07	209 39	.....	765 00
Lucas	3	....	60	3	46,571 00	5,380 48	234 40	11 00	2,792 31	906 09	459 78	6,976 84	4,856 23	.....	11	232 40
Madison	....	16	61	4	79,580 28	12,940 72	347 81	54 00	4,343 17	1,806 30	599 45	11,689 75	4,981 76	.....	212	1,230 00
Mahaska	12	....	105	3	118,568 00	33,416 25	415 80	358 82	4,422 88	2,497 30	822 50	24,065 27	7,516 85	.....	245	1,971 00
Marion	14	....	77	13	76,866 00	13,560 50	.....	112 50	2,178 07	1,337 75	800 01	13,933 48	7,762 24	2,657 22	7	.....

Marshall	18	....	76	1	78,425 00	15,437 43	108 00	732 00	5,590 20	2,754 31	566 50	19,701 85	5,464 26	651 35	15	1,423 10
Mills	3	....	40	....	39,190 00	4,186 04	39 25	25 00	2,091 28	993 73	210 23	8,649 74	3,398 62	.....	82	1,268 40
Mitchell	12	5	41	3	41,570 00	6,539 62	210 57	21 00	2,151 08	1,052 63	486 00	6,342 26	3,848 91	.....	.....	330 00
Monona	2	....	32	3	21,678 50	2,232 70	208 55	.....	853 07	450 03	154 00	4,391 00	2,088 62	29 00	179	1,554 60
Monroe	4	1	48	22	43,090 00	4,751 14	347 99	.....	1,852 12	838 11	342 95	8,664 52	7,090 26	464 80	24	281 00
Montgomery	3	3	20	1	13,195 56	1,581 89	15 00	30 00	693 24	209 56	150 98	1,984 33	2,662 53	.....	2	140 00
Muscatine	12	1	81	....	95,151 00	9,689 19	653 00	1,217 50	4,382 21	4,200 91	703 42	26,145 58	10,474 50	.....	300	1,290 50
O'Brien	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Page	1	....	46	4	35,085 00	7,838 94	462 05	427 52	1,446 72	1,315 01	653 81	9,291 70	5,119 64	432 94	.....	976 00
Palo Alto	....	....	2	6	3,725 00	1,969 25	60 00	9 00	51 15	105 25	133 00	186 00	130 00	.....	1	156 00
Plymouth	.....	....	5	2	2,263 00	1,075 89	107 30	3 00	444 85	117 75	56 75	579 14	244 71	.....	.....	172 30
Pocahontas	1	....	10	....	15,240 00	3,584 00	94 00	65 00	60 00	190 00	120 00	1,615 18	1,491 52	.....	.....	686 00
Polk	5	....	94	4	181,229 50	73,648 13	648 44	265 60	10,559 68	3,685 31	1,479 63	17,959 69	13,075 58	.....	534	143 00
Potawatamie	24	2	35	2	110,565 00	23,375 31	353 50	106 00	4,431 91	2,169 75	1,023 86	14,190 52	7,817 26	.....	680	1,482 00
Poweshiek	1	....	88	....	73,967 40	12,445 99	326 40	20 00	3,000 23	2,254 95	845 32	16,023 52	6,762 05	3,067 09	64	951 00
Ringgold	.....	.....	52	6	20,288 00	8,374 10	150 00	6 00	740 00	249 90	174 00	8,360 04	2,176 06	2,953 90	43	1,640 00
Sac	1	....	13	....	8,200 00	800 50	360 70	.....	824 35	532 05	190 59	3,518 64	174 47	.....	501	540 00
Scott	12	6	86	....	192,350 00	26,936 15	281 30	174 80	10,236 41	5,019 64	1,728 65	50,035 83	23,462 74	.....	192	2,854 00
Shelby	9	....	12	....	13,545 00	2,632 38	161 25	34 00	2,045 33	518 41	234 00	4,179 73	2,983 94	91 15	27	665 00
Sioux	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Story	3	....	70	2	48,806 83	11,873 38	84 17	.....	3,446 48	1,773 60	602 13	12,789 15	5,273 39	.....	27	1,520 00
Tama	2	1	104	4	70,464 50	13,671 91	379 70	136 60	5,679 10	3,210 73	713 20	19,784 02	7,952 63	.....	7	1,508 55
Taylor	1	1	35	3	25,957 00	3,686 79	149 17	12 00	1,046 59	937 12	171 00	8,851 74	3,086 93	.....	.....	100 00
Union	.....	.....	47	1	21,835 00	6,926 52	429 00	118 30	756 62	1,210 93	595 42	7,167 34	6,194 85	.....	.....	1,434 00
Van Buren	17	4	74	8	84,142 00	13,897 58	4 37	200 00	1,864 06	2,086 55	495 61	15,097 29	7,681 74	.....	14	530 00
Wapello	13	1	65	13	112,894 00	15,194 59	223 50	127 00	4,605 47	1,381 79	592 72	18,305 69	26,596 59	7,178 27	.....	1,162 00
Warren	3	....	92	6	60,568 00	4,303 24	.....	59 00	1,147 19	1,428 40	456 25	18,966 64	7,821 55	.....	.....	760 00
Washington	6	....	109	2	85,454 00	13,958 34	.....	71 45	3,348 97	3,980 17	915 76	20,402 51	11,354 33	120 05	5	287 50
Wayne	.....	.....	67	7	28,182 50	7,341 08	.....	.....	3,517 70	.....	.....	9,173 65	6,397 88	.....	.....	495 00
Webster	3	....	42	8	35,427 50	14,307 46	206 00	538 20	2,148 48	1,466 23	648 37	9,041 14	3,540 55	.....	13	532 12
Winnebago	4	....	5	1	10,225 00	3,270 32	.....	40 00	616 46	558 43	160 00	2,274 45	275 00	.....	.....	.....
Winneshiek	14	14	77	14	75,436 00	16,974 19	151 25	122 00	3,964 73	2,714 03	584 20	15,391 73	7,938 99	.....	.....	659 00
Woodbury	4	....	7	2	39,757 00	7,386 40	.....	.....	2,621 36	145 85	292 00	3,034 90	5,019 22	.....	.....	75 00
Worth	.....	1	16	3	10,933 00	2,579 10	19 00	305 43	45 34	414 56	240 24	1,924 10	1,641 90	.....	386	229 00
Wright	2	....	29	....	17,298 00	3,009 15	261 00	16 00	1,714 72	608 79	348 00	4,793 44	1,179 49	.....	.....	915 40
Total	527	229	5,192	459	5,295,364 45	919,366 52	22,518 08	13,665 63	550,802 96	150,648 46	50,068 96	1,106,040 21	563,070 81	35,987 21	8,932	79,178 05

Table of statistical details of

Hon. A. S. KISSELL, *superintendent*

COUNTY SUPER

Whose term of office

County.	Name.	Post office.	No. of district townships and independent districts.	No. of sub-districts.	No. of persons between the ages of five and twenty-one years.	
					Males.	Females.
Adair	Rev. J. W. Peet	Fontenelle	11	35	546	469
Adams	Benjamin Widner	Quincy	12	39	755	654
Allamakee	Lenshel Eells	Waukon	26	113	3,594	3,446
Appanoose	Thomas Wentworth	Centerville	21	112	3,373	3,656
Audubon	David B. Beers	Oakfield	3	9	184	173
Benton	H. M. Hoon	Vinton	23	157	4,114	3,791
Black Hawk	E. G. Miller	Waterloo	33	128	3,636	3,411
Boone	L. W. Fisk	Moingona	14	79	2,793	2,487
Bremer	Chiles S. Harwood	Grove Hill	17	88	2,265	2,055
Buchanan	S. G. Pierce	Independence	21	117	3,043	2,885
Buena Vista	F. A. Blake	Peterson, (Clay Co.)	1	6	77	75
Butler	W. A. Lathrop	Butler Center	17	87	1,733	1,587
Calhoun	E. L. Hobbs	Twin Lakes	4	18	291	227
Carroll	Myron W. Beach	Glidden	6	20	321	319
Cass	E. D. Hawes	Lewis	8	38	698	749
Cedar	A. B. Oakley	Mechanicsville	24	132	3,834	3,540
Cerro Gordo	Asa S. Allen	Clear Lake	10	24	644	617
Cherokee	Oscar Chase	Cherokee	4	9	180	162
Chickasaw	W. P. Bennett	Bradford	15	70	1,783	1,733
Clarke	Jesse L. Adkins	Hopeville	14	68	1,681	1,616
Clay	Charles Carver	Spencer	4	5	133	106
Clayton	John Everall	Farmersburg	31	150	5,142	4,872
Clinton	Roswell B. Millard	Low Moor	29	143	6,021	6,010
Crawford	N. J. Wheeler	Denison	5	25	391	345
Dallas	Amos Dilley	Adel	16	83	2,157	1,955
Davis	Moses Downing	Troy	17	83	3,302	3,107
Decatur	W. C. Jackson	Leon	19	81	2,464	2,186
Delaware	John Kennedy	Colesburg	21	111	3,193	3,054
Des Moines	Thomas J. Trulock	Burlington	22	70	5,272	4,997
Dickinson	Joshua H. Pratt	Okoboji	5	8	217	207
Dubuque	J. J. E. Norman	Dubuque	30	96	7,314	7,320
Emmett	S. W. Brown	Estherville	8	9	207	158
Fayette	Marshall M. House	Douglas	25	133	3,282	3,214
Floyd	Hervey Wilbur	Floyd	11	65	1,598	1,599
Franklin	J. Cheston Whitney	Hampton	9	47	798	766
Frémont	Russell Laird	Sidney	13	60	2,061	1,898
Greene	Isaac L. Kephart	Jefferson	5	30	731	609
Grundy	Rev. Lorenzo Dow Tracy	New Hartford, (Butler Co.)	13	60	955	794
Guthrie	James Grandstaff	Panora	13	67	1,682	1,034
Hamilton	H. N. Curtis	Webster City	13	35	1,026	865
Hancock	A. R. Barnes	Upper Grove	4	8	147	135
Hardin	Enos P. Stubbs	New Providence	21	76	2,536	2,364
Harrison	Horace H. McKinney	Logan	21	73	1,549	1,508
Henry	George W. Thompson	Salem	18	98	4,002	3,814
Howard	Charles T. Breckinridge	Cresco	13	62	1,185	983
Humboldt	Rev. E. C. Miles	Springvale	6	25	373	299
Ida	Matthew G. Aldrich	Ida	2	4	46	30
Iowa	Constant S. Lake	Marengo	21	109	2,831	2,572
Jackson	J. W. Fleming	Maquoketa	28	141	4,396	4,167
Jasper	Sandford J. Moyer	Newton	26	141	4,214	3,623
Jefferson	John N. Edwards	Batavia	17	92	3,565	3,174
Johnson	Rev. Robert L. Ganter	Iowa City	22	138	4,584	4,253
Jones	Alexander Hughes	Monticello	18	130	4,091	3,837
Keokuk	J. A. Lowe	Sigourney	19	132	3,819	3,485
Kossuth	Albert W. Osborne	Algona	3	25	410	400
Lee	William G. Kent	Fort Madison	25	114	6,677	6,554
Linn	William Langham	Western	29	154	5,629	5,326
Louisa	Lewis A. Riley	Cairo	18	69	2,554	2,407
Lucas	John W. Perry	Chariton	13	73	2,022	1,779
Madison	Rev. H. W. Hardy	Winterset	19	90	2,563	2,303
Mahaska	Prof. George T. Carpenter	Oskaloosa	27	111	4,352	4,207
Marion	Rev. Aaron Yetter	Knoxville	18	117	4,977	4,597

the schools of Iowa, for 1868–'69.

public institution, Des Moines.

INTENDENTS,

begins January 1, 1870.

No. of schools in each county.	No. of graded schools in each county.	No. of pupils attending school in each county.	Average number who have been in attendance.	No. of teachers in each county.		Average compensation of teachers per week.		Aggregate number of days the schools of the county have been taught.		Average number of months schools have been taught during the year.	Average cost of tuition per week for each pupil.		Aggregate am't paid teachers during the year.	Amount of teachers' fund in hands of district treasurers.
				Males.	Females.	Males.	Females.	Summer.	Winter.		Summer.	Winter.		
34	....	323	252	25	29	$9 04	$6 89	691	803	6. 5	$0 58	$0 59	$4,064 75	$1,391 88
36	1	1, 103	654	33	31	9 04	6 64	2, 140	2, 018	5. 7	39	39	6, 969 10	988 47
113	6	5, 416	3, 427	55	141	9 63	6 12	6, 259	7, 295	6. 7	17	20	23, 969 16	1, 433 00
114	6	5, 053	2, 886	95	85	8 90	6 30	4, 360	7, 114	5. 6	21	25	17, 106 80	2, 462 80
10	....	317	165	7	10	10 25	7 47	860	740	6. 6	25	22	2, 675 00	390 00
151	6	6, 086	3, 882	91	162	8 49	6 66	9, 422	9, 601	7. 5	30	32	29, 462 72	3, 779 83
112	6	5, 516	3, 346	56	178	10 99	6 50	1, 651	1, 681	7. 6	27	35	4, 191 86	9, 438 68
62	4	3, 582	2, 294	70	56	11 61	7 59	3, 228	4, 302	5. 8	22	26	19, 758 49	996 48
82	8	2, 929	1, 720	42	97	8 01	5 88	4, 812	4, 824	6. 3	40	37	16, 238 05	2, 884 53
115	2	4, 255	2, 552	59	147	8 47	6 56	8, 114	7, 590	7. 1	24	27	25, 198 93	1, 669 54
4	....	111	23	3	3	8 20	6 25	240	240	6. 0	10	12	678 78	157 90
84	1	2, 551	1, 460	42	116	7 94	6 77	5, 697	4, 996	6. 5	37	40	14, 403 00	908 00
16	....	324	42	8	15	9 82	7 59	1, 166	853	6. 3	56	55	3, 023 50	1, 538 95
12	....	430	187	7	12	9 75	8 32	1, 019	910	7. 0	26	29	3, 800 50	148 00
43	1	977	540	22	43	9 64	6 28	1, 779	2, 219	6. 2	51	42	5, 355 15	1, 281 03
119	6	3, 475	3, 152	90	158	10 35	7 31	9, 246	8, 053	7. 6	31	37	30, 108 11	6, 085 93
39	1	905	526	15	55	7 97	6 53	707	763	7. 2	42	53	7, 303 75	1, 803 52
9	....	130	55	6	9	7 87	6 86	540	427	3. 9	09	09	1, 506 80	425 96
77	....	2, 813	1, 626	54	96	8 22	5 84	1, 040	998	6. 7	26	26	13, 429 5	2, 329 46
64	....	2, 157	1, 317	43	60	7 75	6 23	3, 509	3, 506	5. 5	28	26	9, 108 48	982 49
6	....	102	44	3	6	7 72	6 23	360	280	5. 4	65	56	915 00	303 25
154	3	7, 703	3, 795	94	162	9 78	6 66	8, 518	10, 536	6. 5	26	24	32, 268 03	17, 615 77
139	5	7, 614	5, 049	88	196	10 37	6 16	1, 889	2, 010	7. 4	15	25	37, 408 35	11, 463 72
25	....	482	358	7	27	11 25	7 76	1, 600	1, 980	7. 9	44	44	6, 608 00	460 00
84	2	2, 994	1, 766	66	82	8 60	7 04	4, 712	5, 066	5. 7	31	34	15, 440 55	1, 143 48
91	....	4, 903	2, 927	74	86	8 20	5 35	4, 770	5, 895	5. 6	20	23	13, 007 97	2, 923 42
84	3	3, 770	2, 608	74	50	9 05	6 84	4, 024	5, 344	6. 2	33	35	11, 317 77	1, 240 38
113	5	5, 304	2, 914	73	150	9 67	5 80	7, 723	7, 999	7. 3	19	26	23, 843 81	4, 843 57
95	8	6, 164	3, 659	57	127	9 28	6 33	4, 578	5, 533	7. 0	23	24	26, 903 12	10, 019 97
8	....	171	84	3	9	5 83	4 70	485	330	6. 4	84	86	579 26	257 48
116	7	8, 089	5, 289	68	149	9 73	6 34	4, 996	7, 993	7. 7	23	23	49, 652 91	8, 842 56
9	....	194	123	.....	11	.....	5 59	540	160	4. 0	41	30	816 00	163 42
143	5	4, 872	3, 479	81	201	7 92	5 42	8, 128	8, 061	7. 0	23	28	20, 310 53	3, 555 46
61	1	2, 260	1, 292	38	87	7 34	5 40	4, 322	3, 722	6. 5	24	25	9, 909 50	2, 057 09
45	....	1, 209	742	18	57	8 65	7 27	3, 173	3, 225	6. 9	29	34	9, 793 14	.....
58	3	2, 716	1, 382	51	56	11 21	8 50	3, 915	3, 375	7. 0	31	35	13, 911 25	3, 756 46
28	....	823	452	18	36	10 43	8 02	2, 020	1, 639	7. 2	82	1 50	8, 254 33	2, 009 24
55	....	1, 252	716	23	64	8 53	6 94	3, 196	2, 460	5. 9	43	41	9, 134 98	2, 123 23
61	1	1, 235	762	49	55	8 57	6 21	3, 334	3, 566	5. 9	39	40	9, 418 93	2, 867 21
37	7	1, 376	802	23	33	8 89	6 60	2, 265	2, 325	6. 9	43	44	8, 201 02	2, 220 74
13	....	198	114	6	14	9 71	7 20	1, 060	975	7. 8	93	82	3, 085 30	528 92
71	8	3, 284	2, 469	46	103	10 71	8 01	1, 358	1, 437	7. 4	25	31	18, 755 31	5, 144 87
74	....	2, 722	1, 329	55	65	9 66	8 53	4, 256	3, 507	6. 5	37	35	14, 148 91	3, 866 78
116	6	6, 136	3, 524	71	146	9 51	6 62	6, 260	7, 205	6. 8	24	26	28, 191 48	1, 534 03
63	1	1, 680	1, 015	33	70	9 06	6 75	2, 505	2, 623	6. 9	52	60	10, 973 08	743 61
28	....	497	333	11	34	6 79	4 98	1, 285	1, 622	5. 7	41	46	4, 332 67	142 08
4	....	76	56	1	3	13 00	10 00	240	1. 0	6. 0	03	03	633 00	849 09
110	1	4, 630	2, 573	92	102	8 53	5 91	1, 378	1, 564	7. 2	16	22	20, 292 89	997 08
154	4	5, 657	3, 476	69	202	9 11	5 40	9, 249	9, 676	7. 2	15	20	26, 969 91	10, 295 46
130	3	6, 566	3, 221	65	90	9 02	6 80	1, 483	1, 682	6. 3	35	34	25, 603 81	2, 898 84
88	2	5, 196	3, 026	69	87	7 95	5 64	4, 795	5, 824	6. 1	17	21	18, 188 47	4, 736 49
136	5	6, 843	4, 058	68	163	7 56	5 71	8, 128	10, 152	7. 1	31	40	28, 739 84	10, 136 36
128	3	6, 208	4, 058	71	167	8 25	5 66	8, 777	8, 354	7. 0	17	22	25. 319 97	2, 450 12
117	1	5, 424	3, 198	88	125	7 29	7 06	6, 559	8, 459	6. 3	20	22	23, 351 50	1, 750 50
32	....	745	490	16	27	7 22	5 63	2, 200	1, 720	5. 8	29	30	4, 830 00	713 72
120	13	7, 666	5, 133	76	156	10 05	7 18	1, 300	2, 060	6. 4	26	30	41, 886 64	8, 168 56
164	5	8, 189	4, 987	118	207	9 57	7 06	9, 946	10, 852	6. 9	20	22	35, 495 97	6, 926 55
74	4	3, 935	2, 508	59	64	9 74	7 11	3, 825	5, 776	6. 6	20	33	15, 323 35	3, 254 86
74	1	3, 232	1, 777	56	56	9 04	6 69	3, 842	4, 121	6. 0	29	31	13, 167 50	1, 145 12
85	8	3, 696	2, 233	66	67	10 08	7 12	4, 338	5, 293	6. 3	31	34	19, 574 23	3, 574 92
117	4	6, 309	3, 777	86	142	9 82	6 85	7, 023	8, 043	6. 8	19	21	28, 096 53	4, 711 03
122	....	6, 026	3, 397	91	94	9 92	7 06	5, 410	6, 323	6. 8	21	16	19, 853 67	3, 582 63

Table of statistical details of the schools

COUNTY SUPER

Whose term of office

County.	Name.	Post Office.	No. of district townships and and independent districts.	No. of sub-districts.	No. of persons between the ages of five and twenty-one years.	
					Males.	Females.
Marshall	Cyrus H. Shaw	Marshalltown	19	109	3,079	2,789
Mills	John B. Mallett	Glenwood	12	43	1,414	1,410
Mitchell	Miss Julia C. Addington	Staceyville	17	65	1,542	1,487
Monona	W. A. Greene	Onawa	15	33	533	527
Monroe	William A. Nichol	Albia	15	82	2,550	2,405
Montgomery	Benjamin E. A. Simons	Red Oak Junction	10	35	647	578
Muscatine	Charles Hamilton	Atalissa	19	82	4,010	3,849
O'Brien	J. F. Schofield	O'Brien				
Page	Dr. Elijah Miller	Clarinda	15	58	1,786	1,656
Palo Alto	Jeremiah L. Martin	Emmettsburg	5	8	153	121
Plymouth	William Hunter	Sioux City, (Woodbury Co.)	4	5	181	143
Pocahontas	David Miller	Lizard	4	4	169	155
Polk	Rev. J. A. Nash	Des Moines	25	118	4,803	4,679
Potowatomie	G. L. Jacobs	Council Bluffs	13	55	2,168	2,225
Poweshiek	Prof. Leonard F. Parker	Grinnell	20	105	2,591	2,265
Ringgold	William J. Buck	Mount Ayr	13	72	1,063	1,023
Sac	Raselas Ellis	Sac City	3	12	212	230
Scott	Roderick Rose	Davenport	31	93	6,415	6,352
Shelby	P. C. Truman	Harlan	5	22	406	349
Sioux	Eli Johnson	Calliope				
Story	John R. Hays	Nevada	16	78	2,069	1,904
Tama	John R. Stewart	Toledo	24	128	2,816	2,563
Taylor	John S. Boyd	Bedford	15	52	1,284	1,178
Union	Thomas Roberts	Afton	11	48	1,026	944
Van Buren	George B. Walker	Doud's Station	22	96	3,546	3,241
Wapello	Henry C. Cox	Ottumwa	23	84	4,359	4,032
Warren	A. L. Kimball	Indianola	21	106	3,381	3,216
Washington	Isaac G. Moore	Washington	22	117	4,060	3,760
Wayne	Enos Rushton	Confidence	18	77	2,125	1,902
Webster	James M. Phillips	Fort Dodge	15	59	1,729	1,630
Winnebago	Martin Cooper	Forest City	5	13	249	228
Winneshiek	Rev. John M. Wedgewood	Castalia	26	111	4,365	3,906
Woodbury	Dr. Andrew M. Hunt	Sioux City	10	20	761	704
Worth	Franklin G. Parker	Plymouth, (Cerro Gordo Co.)	7	19	494	467
Wright	John D. Sands	Belmond	11	31	405	379
Total			1,462	6,773	215,812	202,356

of Iowa, for 1868-'69—Continued.

INTENDENTS,

begins January 1, 1870.

No. of schools in each county.	No. of graded schools in each county.	No. of pupils attending school in each county.	Average number who have been in attendance.	No. of teachers in each county.		Average compensation of teachers per week.		Aggregate number of days the schools of the county have been taught.		Average number of months schools have been taught during the year.	Average cost of tuition per week for each pupil.		Aggregate am't paid teachers during the year.	Amount of teachers' fund in hands of district treasurers.
				Males.	Females.	Males.	Females.	Summer.	Winter.		Summer.	Winter.		
94	3	4,159	2,224	67	116	$10 47	$7 54	5,710	5,853	6.3	30	34	22,998 80	7,276 86
41	1	2,008	1,113	32	47	11 48	8 00	2,518	2,837	6.2	25	25	10,719 25	2,172 19
71	....	2,231	1,297	28	94	8 46	6 38	4,704	4,082	6.6	31	28	10,500 60	1,929 41
40	1	789	514	24	30	9 22	7 21	2,308	2,198	6.0	36	45	7,322 54	1,114 51
78	2	4,190	2,224	57	86	8 05	5 88	4,322	4,640	5.8	25	23	12,302 50	841 15
28	....	789	471	19	24	8 28	5 94	1,273	1,399	5.2	30	37	4,196 00	1,859 81
96	3	4,648	2,950	58	130	9 84	6 94	5,773	5,915	7.9	25	24	16,547 34	8,770 41
60	2	2,708	1,568	58	52	9 95	7 43	2,943	4,509	6.4	14	36	12,346 45	1,722 66
9	....	141	87	6	7	8 06	5 92	409	349	4.7	35	37	982 00	229 34
6	....	131	91	8	1	9 47	7 50	340	280	7.7	75	41	921 50	404 83
11	....	174	107	9	7	8 16	6 00	780	473	7.2	52	56	2,050 00	2,496 83
112	4	6,314	4,089	81	116	11 08	6 90	4,893	5,746	6.9	34	34	34,021 43	3,514 53
66	2	1,959	1,193	52	42	10 69	8 72	4,370	5,000	6.9	37	37	19,036 79	4,695 74
84	3	3,961	2,204	56	97	11 30	7 91	4,383	5,746	6.7	33	37	22,267 25	3,385 61
63	....	1,619	896	45	60	7 91	6 52	3,405	3,303	5.5	39	39	9,337 75	1,975 00
12	....	351	209	13	15	8 04	6 56	860	1,005	8.2	76	83	3,518 64	1,682 44
103	10	7,694	4,740	95	125	12 35	3 32	7,195	8,697	8.0	30	30	61,462 33	39,043 31
23	....	577	388	17	17	8 92	7 56	1,046	1,526	6.0	26	27	4,432 00	3,292 22
73	2	2,909	1,814	63	80	9 35	7 09	4,185	4,570	5.7	32	30	16,756 78	831 19
117	2	4,151	2,489	77	123	8 95	6 80	6,864	6,735	6.4	31	39	24,276 91	5,826 75
49	6	1,594	890	35	41	8 33	7 02	900	900	6.4	34	38	7,619 54	661 50
48	1	1,277	741	28	57	8 41	6 13	3,160	3,510	7.2	53	62	8,692 51	2,185 20
105	6	5,111	3,098	89	123	9 54	5 42	6,188	6,760	6.5	19	21	20,322 00	3,624 97
92	6	5,912	4,260	76	101	11 26	7 39	4,355	6,742	6.1	24	21	23,897 46	4,974 90
104	1	5,462	3,235	58	117	9 38	7 00	5,257	6,035	5.8	24	24	21,613 30	1,002 35
120	2	6,602	4,128	89	152	8 99	6 19	6,845	8,402	6.7	37	42	25,349 50	2,328 83
78	....	3,193	1,743	62	46	7 82	6 12	5,072	5,139	6.2	29	29	13,419 96	3,861 45
59	1	2,530	1,457	37	69	8 82	6 48	3,310	3,317	6.2	27	29	11,674 50	2,370 54
14	....	296	165	4	9	8 16	6 51	990	690	7.5	28	33	2,068 75	617 70
130	4	5,748	2,857	59	126	9 12	5 85	6,702	8,232	6.2	21	21	20,155 06	2,876 24
21	8	570	431	5	17	17 44	7 18	750	380	7.4	29	42	5,521 47	4,993 75
23	....	426	210	12	27	7 60	5 43	1,520	1,278	6.5	28	27	3,122 60	330 09
30	....	623	175	16	30	9 05	7 52	2,147	1,914	6.7	47	33	1,639 65	811 18
6,788	221	296,138	178,329	4,479	7,515	9 24	6 79	356,622	386,899	6.6	33	35	1,438,964 04	314,396 84

KANSAS.

The system of graded schools is adopted in every city and village of the State which employs more than one instructor. Under the general law for incorporated towns and cities, provision is made for the establishment of graded schools without any special charter or delay of any kind.

The principal cities and towns of the State either have erected or are now engaged in erecting costly school buildings; and in addition to these, during the past year a greater number of good school-houses has been built in rural communities than in any previous year.

The statistics of the last year do not distinguish between colored and white children. The law provides that the educational advantages extended to the colored shall be in all respects equal to those furnished to white children.

"It is safe to affirm," says the report, "that more than three-fourths of the public schools of the State are to-day destitute of a standard English dictionary. The maintenance of public schools, and the fact that in these schools teachers and pupils acquire the habit of referring to authoritative standards in pronounciation and definition, are among the most effective means of preserving the purity and precision of the English language. Accordingly, the people, whether in Maine, Kansas, or California, pronounce each word in the same manner, and use it with a like signification. One can hardly estimate the effect which this unity of dialect exerts in strengthening the bonds of citizenship. A portion of the county school funds arising from fines and estrays could not be more advantageously appropriated than to supply this pressing want."

District and county uniformity in text books is being gradually attained. The law now requires the "district board to provide text books at the expense of the district, for indigent children." To purchase at the expense of the district all the text books used in the school, is but another step in advance. This plan it is thought would be more economical, since books would be bought at wholesale prices; teachers being responsible for books as for other school furniture, they would not be unnecessarily injured, and parents in removing from one district to another would be saved the expense of buying new books.

As there are 1,710 school districts in the State, and the bond annually given by each treasurer requires a revenue stamp of $1, an annual outlay of $1,710 is required, and this is also constantly increasing with the organization of new districts. Two-thirds of this sum might be saved by the plan, adopted in other States, of electing district officers for a term of three years instead of one. Besides giving a more experienced board and greater stability in the management of district affairs, a sum might very soon be saved sufficient to supply each district with an unabridged English dictionary.

TEACHERS' INSTITUTES.

More institute work has been done in the State during the year than in any previous year. Nearly the whole State has been reached, more or less, by this system of normal instruction. Teachers are required by law to attend the county institutes, and no part of their salary is forfeited by such attendance. It is very important that means should be provided wherewith to increase the efficiency of the institutes annually required to be held in the State. "An institute should be a season of keen, hard, thorough work. To make it such as it ought to be will require three things—brain, experience, and money. The conductor must be a man of tact, to hold the convention to its work; the instructors must be persons of pith and point; and the means provided must be sufficient not only to meet local bills, for halls, printing, &c., but also to pay the traveling expense, and suitably remunerate the very best instructors and lecturers available. The State should make an annual appropriation for this work."

SCHOOL FUND.

The school fund of the State is accumulating from the proceeds of the sale of school lands, at the rate of over $100,000 annually. The question as to how this fund should be invested is discussed at length in the report, and a safe and economical plan proposed, by which the people of the State may enjoy the benefit of the use of the money: bonds of the State, maturing in fifty or one hundred years, to be issued and sold to the school fund, and with the proceeds of these bonds to redeem other bonds of the State already issued and maturing in a few years; thus relieving the people of the sinking fund tax annually paid for the redemption of bonds maturing on shorter time. "It is, essentially, loaning to the whole people of the State over $1,000,000, for fifty or one hundred years, at 7 per cent. At the end of that time, if thought best, the indebtedness could be again funded, so that future generations, equally with the present, will have the privilege of the use of the money at a reasonable rate of interest. This plan could not be carried out without an amendment to the constitution authorizing it."

The constitution of the State provides that "the 500,000 acres of land granted to the

new States under an act of Congress distributing the proceeds of public lands among the several States of the Union, approved September 4, A. D. 1841, shall be inviolably appropriated to the support of common schools." Notwithstanding this provision, the legislature of 1866 appropriated the whole 500,000 acres to four railway companies. The superintendent, Mr. McVicar, instituted a suit in the form of an injunction, with the object of obtaining a decision from the supreme court as to whether the lands, under the constitution, belong to the State, for the support of the common schools, or to the railway companies. The court has declined to give any decision on the main point involved, on the ground of alleged informalities in the presentation of the case. The responsibility, therefore, of taking any further action in the case, rests, as intimated by the court, upon the people through their legislature.

The school lands lost to the State by the final disposition of Indian reserves and trust lands without any reservation for the support of common schools, in one district amounted to 159,269 44 acres, not including the 50,000 acres lost by treaty alienating the Cherokee neutral lands.

"The Osage treaty of May 1868, by which it was proposed to alienate about 8,000,000 acres of Kansas soil, or nearly one-sixth of the whole area of the State, and dispose of this vast tract to one man at less than twenty cents an acre, without reserving a foot for the support of public schools, was the immediate occasion of calling public attention, both in this and other States, to the fearful length to which the policy was being pushed in wresting the public domain from the settler and creating a gigantic landed monopoly on Kansas soil, regardless of the rights of the people and the interests of the public schools."

By an act of Congress passed April 10, 1869, certain lands have been secured to the State for the support of public schools, comprising a total of 220,665 acres, which land it is estimated will realize to the school fund over a million of dollars.

SUMMARY OF STATISTICS.

The number of persons in the State between the ages of five and twenty-one years is:

		Increase for year.
Males	48,007	7,761
Females	44,510	8,606
Total	92,517	11,367
Enrolled in public schools:		
Males	30,197	6,558
Females	28,484	6,983
Total	58,681	13,541
In select schools, colleges, &c	2,784	
In public and other schools	61,465	14,256
Attendance in public schools—average daily	31,124	3,886
Average length of school term, five months.		
Number of female teachers employed	1,118	263
Number of male teachers employed	896	150
Number of school-houses	1,213	250
Average wages of teachers, males	$37 07	
Average wages of teachers, females	28 98	
Expenditures for teachers' wages	292,719 94	$88,844 40
Expenditures for repairs, &c	79,343 76	34,025 87
Receipts from State fund	117,153 65	70,451 07
Receipts from fines and estrays	19,259 93	
Receipts by direct tax	428,983 98	86,562 28
Total receipts from all sources	565,311 17	136,095 59
Value of school-houses	1,631,892 00	218,829 25
Value of apparatus	17,118 00	5,816 35
Amount of school fund	289,450 00	

STATE NORMAL SCHOOL.

The State normal school at Emporia is in a flourishing condition. Nine graduated from the institution last July. The present senior class numbers 15; middle class, 86; junior class, 42. The preparatory and model departments have 47 in attendance. The total number in attendance during the year was 199. The number of female students is 102; males, 96. Hitherto the course of study has only included the common school branches, with advanced instruction in mathematics, English literature, and natural science; but the educational growth of the State, creating a demand for high school teachers, has made the need of classical instruction imperative. Still the great object is not to furnish liberal culture to a few, nor to supply towns and cities with effective teachers, but to reach, so far as possible, all the public schools of the State, and espe-

cially to infuse life and energy into our district schools, in which, after all, the great majority of the youth of the State is being educated. In addition to the normal school at Emporia, which is doing excellent work, the State already needs another normal school in Northern Kansas. The present normal school endowment, consisting of 37,760 acres of land, will support only one normal school. It is recommended that a board of normal school regents should be created, who might, through the aid of the congressional delegation from the State, succeed in obtaining a grant, for the purpose of forming a normal school endowment, of public lands in lieu of the 200,000 acres of the choicest school lands which have been lost to the State by the disposition of Indian reservations to companies and speculators. Failing to secure such a grant, the superintendent expresses the opinion that it would be entirely legitimate to appropriate a part of the common-school income to the purpose, since "More advantage would probably accrue to the people, in the end, if half the income of the common-school fund should be devoted to the special preparation of teachers, than if the whole income should be expended on the salaries of incompetent instructors."

STATE UNIVERSITY.

The State University, situated in Lawrence, Kansas, upon the summit of Mount Oried, was founded in 1864. The educational work commenced in 1866. The constitution of the State expressly stipulates that "provision shall be made by law for the establishment, at some eligible and central point, of a State University, for the promotion of literature and the arts and sciences, including a normal and agricultural department." A bequest to the institution of $10,000, from Hon. Amos Lawrence, for whom the city was named, decided its location at that point. The institution, during its four years of existence, has progressed steadily, and is growing toward its aim, that of a first-class university, as rapidly as its limited endowment will permit. Owing to a rivalry of sectional interests, each locality in the State being anxious to secure a State institution, an agricultural college was established separate from the university, the congressional grant for agricultural colleges having been made subsequent to the adoption of the State constitution. The superintendent of public instruction very strongly recommends the consolidation of the two institutions, the two endowments united being scarcely adequate to maintain a first-class institution.

The university is designed upon the most liberal plan, the two sexes enjoy equal advantages in it, and there is no proscription on account of color or race. The number enrolled since February, 1869, is 143; comprising 76 females, and 67 males. Four are in the classical course, 12 in the scientific course, and the others in the preparatory department. Eight instructors were connected with the institution during the year, including the president and chancellor, John Fraser, who is professor of mental and moral philosophy, and belles lettres; a professor of ancient languages and literature, of natural sciences and mathematics; of French and literature, of German and drawing, and other instructors in human anatomy and physiology, and hygiene, in chemistry, and in vocal music. The library has been increased by the addition of over 2,000 volumes. The chemical department has been for the first time organized. A fine astronomical transit, an astronomical clock, standard balances, weights and measures have been added to the apparatus of the institution; and an observatory wing, 39 feet long, by 20 feet wide, and 14 feet high, has been erected for the use of students in practical astronomy. The property of the institution is estimated as follows:

Site; ten acres, at $1,000 per acre, and forty acres, at $300 per acre	$22,000 00
Buildings	25,000 00
Library	9,500 00
Apparatus	11,878 71
Cabinet	450 00
Permanent endowment, (Amos Lawrence fund)	10,000 00
Total	78,828 71

STATE AGRICULTURAL COLLEGE.

One hundred and seventy-three students have been enrolled in the agricultural college during the year; 97 gentlemen, and 76 ladies. Of these 32 are in the classical department. Twenty-two counties are represented, and seven different States. Thus far, the time of the average attendance of students has been less than two years. The act of Congress granting the endowment of the institution allows, and the organic act of the State legislature directs, a full college course of study, therefore some attention is given to the languages, while the special effort of the institution is toward agriculture and kindred studies. As ladies are admitted to equal privileges with gentlemen, it is thought important that of the eight members of the faculty, at least two should be ladies. One lady is professor of the German language and English literature, and the

other of instrumental music. The total endowment of the college is $556,300, the income of which, at 7 per cent,, $38,941, will be the final endowment.

ASYLUM FOR THE BLIND.

The Asylum for the Blind, located at Wyandotte, was incorporated in 1865. The faculty consists of H. H. Sawyer, superintendent, and three others, who are ladies. The total number of pupils is 15; value of property, $22,000; current expenses, $9,200. Receipts from manufacture of brooms, $400. Received State aid, $9,200. Tuition free.

DENOMINATIONAL INSTITUTIONS.

There are in the State eight institutions under the control of religious demominations.

Baker University, at Baldwin City; incorporated in 1857; Rev. J. C. Simpson, president; is under the auspices of the Methodist Church. It has a faculty of five, of whom one is a lady. The number of students in attendance, 181, The lands, buildings, library, and cabinet are valued at $81,000.

Washburn College, at Topeka, founded in 1865, Rev. H. Q. Butterfield, senior professor, is under the care of the Congregational churches. Members of the faculty are three, with three assistants and a librarian. Total number of students, 57. Amount of property, $63,000.

The Hartford Collegiate Institute, at Hartford, organized in 1860, under the care of the Methodist Church. Principal, A. D. Chambers. Has an attendance of 78 pupils. Property valued at $8,000.

The Wetmore Institute, located at Irving, Marshal County, organized 1863, is under the care of the Presbyterian Church. The principal is Mr. Charles E. Tibbets. The number of students is 65. Property worth $10,800.

The Genera Presbyterian Academy is located at Geneva, Allen County; was organized in 1866. Principal, Rev. S. M. Irwin, M. A. Number of pupils, 50. Property of the institution, $6,640.

The Episcopal Female Seminary, located at Topeka, was organized in 1860, and reorganized in 1865. Principal, Rev. J. N. Lee. Number of students, 90. Value of property, $35,000.

TEACHING AS A PROFESSION.

Rev. Peter McVicar, State superintendent, says in regard to teaching as a profession:

"Every measure which tends to elevate teaching as a profession should be encouraged by the State. To judiciously constitute a State board of examiners with power to grant applicants evincing a high degree of proficiency certificates valid for five or ten years, and for life, has been attended with valuable results in other States. It is but just, also, to those engaged in the work of instructing the youth of the State, that the laws and usages of society should recognize the profession of teaching as on a level in this respect, at least, with other professions. The physician receives a diploma for life. The lawyer is examined and admitted to practice throughout the State. It would be an insult to a competent lawyer or physician to subject him to an examination every year or two in the same county or State. The fact that he has a life diploma does not insure employment in all cases, but it does avoid the chagrin and disappointment of being constantly dependent, in some degree, for his standing in the profession, upon the judgment, and sometimes the ill will, of a board of examiners who may not always be competent for the work assigned them. The lawyer does not rely upon his life diploma for success, but it enables him to avoid much annoyance. The same is true of a teacher. The reasons for establishing life diplomas in any profession hold good in the profession of teaching."

Table of statistical details of schools in Kansas for 1869.

Hon. P. McVicar, *superintendent of public instruction, Topeka.*

COUNTY SUPERINTENDENTS.

County.	Name.	Post office.	Total value of school-houses in this county.	Total value of school apparatus in this county.	WHOLE NUMBER OF CHILDREN BETWEEN 5 AND 21 YEARS OF AGE RESIDING IN THIS COUNTY.			NUMBER OF CHILDREN ENROLLED IN THE SCHOOL DURING THE YEAR.			Average time the schools have been taught.
					Males.	Females.	Total.	Males.	Females.	Total.	
Allen	M. A. Simpson	Carlyle	$22,546	$250 00	853	807	1,660	487	488	975	5.5
Anderson	P. W. Bahl	Garnett	17,590	330 00	817	794	1,611	444	552	996	5.5
Atchison	T. F. Cook	Huron	85,002	1,503 00	2,646	2,386	5,032	1,872	1,698	3,570	6.1
Bourbon	J. S. Weaver	Mapleton	27,788	410 50	2,220	2,024	4,244	1,179	1,150	2,329	5.6
Brown	Noah Hanson	Carson	31,384	626 00	976	879	1,855	639	611	1,250	7
Butler	J. E. Buchanan	Chelsea	500		171	137	308	123	87	210	5
Clay	George D. Seabury	Clifton	2,200		115	110	225	111	101	212	4.6
Chase	J. S. Shipman	Middle Creek	21,600	150 00	323	272	595	191	187	378	4.5
Crawford	C. H. Strong	Girard	1,264	27 00	959	1,236	2,195	538	530	1,068	3.5
Cherokee	D. R. Martin	Cherokee City	6,235	20 00	1,785	1,556	3,341	1,550	1,403	2,953	4.5
Cloud	B. H. McEckerson	Shirley	160		151	113	264	61	49	110	4.7
Coffee	William Crow	Burlington	24,605	276 00	974	894	1,868	677	662	1,339	5.2
Davis	I. Jacobus	Junction City	15,020	57 00	406	398	804	300	260	560	4.2
Dickinson	William Ramsey	Solomon City	5,150		270	215	485	81	81	162	
Doniphan	D. W. Brown	Troy	30,141	1,161 00	2,563	2,445	5,008	1,551	1,593	3,144	6.6
Douglas	William A. Starrett	Lawrence	79,418	706 00	2,887	2,881	5,768	1,815	1,972	3,787	
Ellis		Hays City									
Ellsworth	L. Sternberg	Ellsworth			62	30	92	33	26	59	3
Franklin	Philetus Fales	Ottawa	21,501	280 50	1,701	1,454	3,155	1,046	888	1,934	5.2
Greenwood	William E. J. Nixon	Virgil	3,750	45 00	480	404	884	297	241	538	3.5
Jackson	R. M. Cook	Banner	29,900	505 00	886	824	1,710	706	684	1,390	6
Jefferson	T. C. Dick	Oskaloosa	46,340	279 90	2,180	1,970	4,150	1,388	1,242	2,630	6
Johnson	C. E. Lewis	Olathe	36,872	500 00	2,395	2,220	4,605	1,492	1,271	2,263	6.3
Labette	R. J. Elliott	Oswego	13,090		1,200	1,080	2,280	571	596	1,167	4
Leavenworth	H. D. McCarty	Leavenworth	131,336	3,485 75	4,097	4,056	8,153	3,210	3,057	6,267	7.8
Linn	George W. Botkin	Mound City	25,469	471 00	1,977	1,736	3,713	1,275	1,122	2,397	4.8
Lyon	A. D. Chambers	Hartford	35,216	300 00	1,077	972	2,049	782	740	1,522	5.5
Marion	William S. Moulton	Marion Center									
Marshall	C. S. Boulton	Barrett	27,025	265 00	774	805	1,579	460	424	884	4.8
Miami	I. J. Banister	Paola	39,695	530 00	2,018	1,829	3,847	1,369	1,332	2,701	5
Morris	A. J. Beach	Council Grove	13,995	1,008 50	338	292	630	217	189	406	4.9
Montgomery	J. A. Helphingstine	Liberty									
Nemaha	J. S. Stamm	Centralia	43,140	679 50	871	824	1,695	677	637	1,314	6.5
Neosho	J. L. Evans	Jacksonville	5,590		1,346	1,150	2,496	515	439	954	3.6
Osage	P. Kirby	Burlingame	21,126		830	730	1,560	270	251	521	4.6

Ottawa	H. H. Paxton	Lindsey	265	10 00	162	116	278	82	72	154	3
Potawatomie	John Lowe	Manhattan	20,737	171 00	1,115	964	2,079	589	566	1,155	4.5
Republic			275		71	71	142	28	25	53	3
Riley	E. Gale	Manhattan	21,850	290 00	598	556	1,154	381	304	685	4.8
Saline	A. P. Collins	Solomon City	8,752		300	249	549	139	87	226	3
Shawnee	D. J. Evans	Auburn	58,000	1,000 00	1,889	1,735	3,624	1,215	1,113	2,328	6
Wabaunsee	T. M. Allen	Alma	6,125	425 00	398	357	755	240	200	440	4.5
Washington	J. S. Palmer	Washington	3,675		326	255	581	148	130	278	3.5
Wilson	Thomas B. Woodward	Virdi	1,800		696	621	1,317	268	235	503	4.7
Woodson	S. J. Williams	Neosho Falls	5,255	150 00	486	489	975	296	299	595	4.5
Wyandotte	E. F. Heisler	Wyandotte	37,000	187 00	1,618	1,574	3,192	884	890	1,774	6.3
			1,031,892	17,118 65	48,007	44,510	92,517	30,197	28,484	58,681	

10 E

Statistical details of schools in Kansas—Continued.

County.	NUMBER OF TEACHERS EMPLOYED.		AVERAGE SALARY OF TEACHERS PER MONTH.		Total paid for teachers' wages.	Total expenses for repairs, fuel, and other incidentals.	Amount from State school fund and State school tax.	Amount from fines, estrays, exemptions from military duty, &c., from county treasurer.	Amount raised by district taxes for school purposes.
	Males.	Females.	Males.	Females.					
Allen	18	10	$35 00	$25 00	$4,711 58	$441 50	$2,051 28	$221 12	$8,414 97
Anderson	22	23	40 00	25 00	5,521 75	2,319 75	2,306 26	.....	12,265 62
Atchison	41	51	47 50	33 50	21,801 50	3,559 15	6,831 68	307 20	23,487 43
Bourbon	37	45	39 00	28 50	17,377 00	1,133 04	5,274 72	570 96	9,249 28
Brown	30	29	40 00	29 00	8,508 00	2,022 60	2,283 64	101 50	.....
Butler	3	5	37 00	28 00	1,255 00	534 50	569 80	26 00	.....
Clay	8	10	26 40	19 10	1,380 00	144 69	341 88	277 95	823 00
Chase	8	14	37 64	26 55	2,135 22	2,250 00	754 80	81 39	6,170 33
Crawford	10	34	34 00	16 00	1,178 00	987 00	824 57	65 50	159 00
Cherokee	14	32	33 00	26 00	4,500 00	700 00	3,732 56	2,500 00	.....
Cloud	1	6	35 00	22 00	302 00	27 00	301 92	.....	27 00
Coffey	25	24	42 48	30 28	6,264 00	2,454 00	2,351 72	147 26	11,804 00
Davis	9	16	52 58	28 43	4,495 50	1,097 74	1,474 08	811 12	5,003 77
Dickinson	6	5	33 00	26 00	1,224 00	.....	550 24	8 00	.....
Doniphan	56	37	40 51	27 25	13,157 00	2,689 00	7,099 68	311 31	17,438 00
Douglas	29	75	48 34	39 24	15,887 20	5,160 50	7,479 00	2,663 15	24,290 15
Ellis	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ellsworth	1	2	50 00	50 00	455 00	150 00	315 65	.....	.....
Franklin	37	39	39 91	29 25	9,383 50	2,088 00	3,845 04	293 00	18,964 82
Greenwood	13	9	36 00	30 00	2,441 50	457 00	1,225 44	2 46	24 34
Jackson	28	18	35 00	27 00	8,380 00	925 00	2,350 04	.....	10,058 00
Jefferson	51	38	44 04	37 42	14,979 00	3,720 72	5,650 64	150 37	53,037 06
Johnson	10	40	33 10	24 00	10,634 00	1,300 00	9,612 64	6,000 00	19,080 00
Labette	15	20	38 25	30 15	2,330 00	557 00	1,145 52	437 48	885 33
Leavenworth	35	73	49 12	38 00	34,562 96	18,814 31	11,814 86	498 35	52,081 51
Linn	38	47	42 13	29 82	10,172 00	2,566 68	5,070 48	.....	609 15
Lyon	25	34	37 80	26 33	9,141 25	1,286 71	2,619 60	381 24	20,221 65
Marion	.....	.....	.....	.....	.....	.....	.....	.....	.....
Marshall	22	25	37 53	30 88	5,029 50	1,172 40	1,995 04	16 00	14,136 38
Miami	37	41	40 54	31 80	12,010 00	2,198 00	4,759 00	494 00	22,507 00
Morris	11	6	44 48	39 16	3,237 50	729 58	554 51	238 83	2,979 49
Nemaha	42	32	38 00	27 60	11,153 16	2,396 16	2,257 00	210 92	21,557 24
Neosho	17	23	36 00	24 60	3,739 00	237 23	2,601 84	195 87	1,500 00
Osage	11	14	47 50	35 00	2,999 00	1,725 00	.....	841 00	2,875 00
Ottawa	5	4	33 00	25 00	564 00	830 00	193 82	67 00	371 00
Potawatomie	19	29	32 02	24 92	5,139 00	650 00	1,963 96	592 12	13,001 21
Republic	.....	3	.....	16 00	144 00	25 00	43 75	.....	32 00
Riley	10	20	45 00	28 30	4,389 50	5,124 82	1,395 64	149 95	13,309 33
Saline	5	3	48 00	38 00	1,572 00	340 00	726 68	63 20	.....
Shawnee	32	35	45 00	33 33	14,000 00	3,000 00	3,360 00	441 43	21,783 00
Wabaunsee	13	16	34 12	28 00	3,587 00	1,214 95	1,388 67	.....	2,559 42
Washington	6	12	22 00	25 00	1,212 50	63 85	574 24	62 75	244 50
Wilson	7	8	32 50	22 00	1,579 30	68 46	1,598 40	22 05	171 21
Woodson	13	14	30 00	21 00	3,361 00	372 00	1,041 92	20 80	4,402 79
Wyandotte	16	18	49 00	39 00	7,829 00	1,803 00	4,496 24	80 65	12,840 00
	896	1,118	.....	.....	292,719 94	79,345 74	117,153 68	19,259 93	428,983 98

KENTUCKY.

The report of the superintendent for the year ending December 31, 1869, gives a full account of the struggle in that State to obtain a reform in the school laws, and its failure, through prejudice and ignorance in the legislature, notwithstanding a previous decision of the people, by a majority of 20,000 votes, in favor of such reform.

After a thorough canvass of the State by the superintendent, after a systematic and thorough discussion of the question of increasing the tax for schools, and notwithstanding the morbid, sensitive condition of the public mind consequent upon the late civil war, the measure was sustained by nearly every county in the State. The last provision of the bill thus ratified authorized the superintendent to "prepare a bill for a revised or remodeled code of laws for the better organization and management of the common school system of Kentucky by the next meeting of the general assembly," &c.

Upon this authority, and aided by the experience and counsels of the ablest educators in the State, the superintendent prepared a bill comprising the needed reforms, a copy of which was placed on the desk of each member. He also, in a special report to that body, offered certain suggestions in regard to the perfecting of the school system, with specific changes needed.

1. The character and qualifications of county commissioners, "the right arm of power to the system," should be more strictly guarded, and an adequate compensation provided them, so that the position may command first-class men.
2. Provisions to rear up a corps of professional trained teachers from the young men and women of the State, seven or eight thousand of whom would exert a valuable influence.
3. Promotion of educational literature; a journal which should be nearly self-supporting, district libraries, &c.
4. There should be free graded schools in every district of 150 children.
5. Uniformity of text-books.
6. District organizations consolidated.

The bill submitted by the superintendent was similar in essential features to modern systems of other States, with a few provisions made necessary by peculiar circumstances of the State. The people desired its passage, and had, by a large vote, agreed to the necessary taxation. It appears that members, though generally disposed in favor of the school law, were entirely ignorant upon the subject, as they freely admitted, "not one of whom had problably read the school law of another State, and probably not five who had even carefully read the school law of Kentucky."

Opposition to the bill arose in the committee; it was soon evident that its dominant spirits were hostile to liberal or reform measures, and the legislature, being informed, had no course left but to follow the lead of the committee, who prepared a substitute for the bill, carefully leaving out all the liberal and reform measures, which was reported near the end of adjournment and passed. A protest against it, setting forth its many and serious defects, did not avail, though a strong effort was made in the senate, the committee of that body being, with one exception, in full sympathy with the spirit of educational reform. But the senate had become infected with the opposition, and the bill of the house committee was passed.

The legislature thus stands forth in antagonism toward the department of education, or, in other words, toward the people, who gave the superintendent a majority of 25,000. The question therefore remains for the people to decide which policy they will finally indorse.

The inefficiency of the old law has been a general cause of complaint heretofore, and with the meagerness of the school fund, brought the system into disrepute. The common sentiment expressed was, "Give us better law and more money, or abolish the school system altogether." The present bill, substantially re-enacting the old law, will continue the reproach and finally paralyze the system.

It fails to locate the commissioner officially, to provide for presentation of records, reports, disbursements of money, &c.; such arrangements as no competent man would tolerate in regard to his private business.

No satisfactory plan has yet been established by the legislature for the education of the colored population, who have always manifested an eager and earnest desire for the education of their children. They have asked for a law to tax themselves for the purpose, but without success.

The law which merely provides that colored schools *may* be taught is generally ignored, and money collected of colored people for school purposes applied to the support of paupers. In consequence of this misappropriation the colored people avoid the tax by every possible subterfuge, and it now amounts to but little.

List of school officers in Kentucky.

Hon. Z. F. Smith, *superintendent public instruction, Frankfort.*

SCHOOL COMMISSIONERS.

County.	Name.	Post office.
Adair	Matthew Taylor	Columbia.
Allen	Fletcher Gatewood	Scottsville.
Anderson	L. W. Chambers	Lawrenceburg.
Ballard	I. K. Swain	Blandville.
Barren	J. W. Dickey	Glasgow.
Bath	E. V. Brother	Owingsville.
Boone	Dr. R. H. Brasher	Florence.
Bourbon	W. H. Lockhart	Paris.
Boyd	Jacob Rice	Catlettsburg.
Boyle	R. H. Caldwell	Parksville.
Bracken	A. C. Armstrong	Augusta.
Breathitt	William M. Combs	Jackson.
Breckinridge	J. R. Brandt	Hardinsburg.
Bullitt	R. J. Meyler	Shepherdsville.
Butler	J. M. Forgy	Morgantown.
Caldwell	T. M. Ballentine	Princeton.
Calloway	D. W. Padgit	Murray.
Campbell	N. C. Pettit	Cold Spring.
Carroll	Thomas J. McElrath	Carrollton.
Carter	James H. Armstrong	Olive Hill.
Casey	Daniel W. Coleman	Middleburg.
Christian	James Moore	Hopkinsville.
Clark	D. J. Pendleton	Winchester.
Clay	John E. White	Manchester.
Clinton	Jesse Ewing	Albany.
Crittenden	John W. Blue	Marion.
Cumberland	J. W. Williams	Burksville.
Daviess	David F. Todd	Owensboro.
Edmonson	James Edwards	Glasgow Junction.
Elliott	J. K. Howard	Rock House.
Estill	Alexander D. Hamilton	Irvine.
Fayette	B. N. Grehan	Lexington.
Fleming	E. Williams	Tilton.
Floyd	R. H. Weddington	Prestonsburg.
Franklin	John R. Graham	Frankfort.
Fulton	A. S. Tyler	Hickman.
Gallatin	Samuel Turley	Napoleon.
Garrard	John K. West	Lancaster.
Grant	J. H. Thompson	Williamstown.
Graves	William H. Miller	Mayfield.
Grayson	T. R. McBeath	Litchfield.
Green	D. T. Towles	Greensburg.
Greenup	F. B. Trussell	Greenupsburg.
Hancock	Russell G. Tift	Hawesville.
Hardin	Tim. Needham	Elizabethtown.
Harlan	William Turner, sr	Mount Pleasant.
Harrison	Joseph Lebus	Cynthiana.
Hart	H. C. Martin	Mumfordsville.
Henderson	John McCullagh	Henderson.
Henry	Samuel Jones	Franklinton.
Hickman	D. Zimmerman	Clinton.
Hopkins	James W. Wilkins	Madisonville.
Jackson	Green V. Holland	Clover Bottom.
Jefferson	Oliver Lucas	Louisville.
Jessamine	George R. Pryor	Nicholasville.
Johnson	James Ramey	Hood's Fork.
Josh Bell	William North	Cumberland Ford.
Kenton	J. C. Byland	Independence.
Knox	John R. Helton	Barbourville.
Larue	John W. Gore	Hodgenville.

List of school officers in Kentucky—Continued.

County.	Name.	Post office.
Laurel	Vincent Boreing	Loudon.
Lawrence	James R. Dean	Louisa.
Lee	Simpson Kelley	Beatyville.
Letcher	D. Vermillion	Whitesburg.
Lewis	James McDermott	Vanceburg.
Lincoln	S. S. McRoberts	Stanford.
Livingston	A. J. Fleming	Smithland.
Logan	James H. Bowden	Russellville.
Lyon	James C. Church	Eddyville.
Madison	W. B. Stevers	Richmond.
Magoffin	Isaac C. Howard	Salyersville.
Marion	John Healy	Raywick.
Marshall	J. O. Johnston	Benton.
Mason	Emery Whitaker	Maysville.
McCracken	D. D. Thomson	Paducah.
McLean	J. W. Bickus	Calhoun.
Meade	Collins Fitch	Garnettsville.
Menifee	Shelby Kash	Martinsburg.
Mercer	C. Terhune	Harrodsburg.
Metcalfe	Benjamin Shirley	Glover's Creek.
Monroe	Samuel J. Hunter	Tompkinsville.
Montgomery	John W. Orear	Mount Sterling.
Morgan	J. C. Fugett	West Liberty.
Muhlenburg	Henry Porter	Greenville.
Nelson	J. W. Muir	Bardstown.
Nicholas	Isaac Chism	Carlisle.
Ohio	W. F. Gregory	Hartford.
Oldham	G. B. Moore	Lagrange.
Owen	John Strother	Owenton.
Owsley	Joseph P. Hampton	Booneville.
Pendleton	Gideon M. Colvin	Falmouth.
Perry	C. C. Duff	Hazzard.
Pike	Harrison Ford	Pikeville.
Powell	James O. Tracy	Stanton.
Pulaski	J. E. Cosson	Somerset.
Robertson	W. V. Prather	Mount Olivet.
Rock Castle	J. C. P. Myers	Mount Vernon.
Rowan	R. G. Scott	Farmers' Post Office.
Russell	'Squire Popplewell	Jamestown.
Scott	H. S. Rhaton	Georgetown.
Shelby	C. J. Hinkle	Shelbyville.
Simpson	George W. Whitesides	Franklin.
Spencer	Charles B. Stilwell	Taylorsville.
Taylor	D. G. Mitchell	Campbellsville.
Todd	W. E. Mobley	Elkton.
Trigg	John S. Spiceland	Cadiz.
Trimble	L. G. Peak	Bedford.
Union	John F. Cromwell	Morganfield.
Warren	Samuel Richardson	Bowling Green.
Washington	W. R. Casey	Springfield.
Wayne	R. C. McBeath	Berryville.
Webster	R. K. Thornberry	Poole's Mill.
Whitley	L. P. Bird	Whitley Court House.
Wolfe	James M. Roberts	Hazel Green.
Woodford	W. W. George	Versailles.

LOUISIANA.

The report of superintendent, dated January 30, 1869, the first made under the new school law. A board of education was promptly organized upon the passage of the law, and all other steps taken to put the law in operation as far as practicable. "Many portions of it are impracticable, and will need to be changed entirely." Suitable persons cannot be found willing to assume the duties of school directors; people are unwilling to tax themselves for schools, and the State fund is insufficient to support them for more than one month in the year. The law should be amended so as to, first, supply adequate funds, and then its machinery simplified and its action made more direct. That particular feature of the law which provides for compulsory mixed schools renders the whole system obnoxious. The law should be amended so as to allow liberty of choice.

Lands donated by Congress for school purposes have been unwisely managed. Their "condition at present is such as to reflect discredit on our State. Portions of them have been sold, and the purchase money remains unpaid;" others rented, and rents uncollected; others encroached upon; others stripped of timber; "and thus, through the neglect of some and the rapacity of others, the rich endowment of our youth in danger of being utterly squandered."

During the years 1867 and 1868 a large portion of the State school fund was lost, being in State notes, which were destroyed according to law.

Its parish treasurers fail to report to the superintendent, as by law required. It is impossible to know whether the school moneys have been applied to the work of education or not. The present law contains no power to compel them to perform their duty.

Normal schools are greatly needed. Trained teachers are indispensable to the efficiency of schools, and at present the State must look abroad principally for such teachers. The normal school in New Orleans, which was by act of legislature "constituted and designated a State normal school," is confessedly unequal to the purpose. It is without a building of its own, compelled to hold its sessions at a late hour of the day, when the building belonging to another school can be secured, and depending for instruction on teachers whose energies have been already taxed to the full by their duties in the city schools.

Valuable aid has been rendered by the Freedmen's Bureau; 115 buildings furnished, and $14,610 84 expended for rents, repairs, &c.; and such schools established by the aid and encouragement of the bureau are now, in whole or in part, sustained by themselves.

Under the bureau there are now in operation 216 schools, with 259 teachers and 12,309 pupils.

The public schools of New Orleans still remain in the hands of the old city board, in consequence of a lack of definiteness in the terms of the law transferring their control to the State board. The old board refuse to comply with the law, and appeal to the courts has proved fruitless. The law must be amended before they can be brought under the State system.

The Louisiana State Seminary is now recovering from the disaster by fire which occurred in October. It now occupies the north wing of the building belonging to the Deaf and Dumb and Blind Asylum in Baton Rouge. Loss by the fire estimated at $20,000. Library, apparatus, and school furniture were saved. Use of the asylum is granted only until the meeting of the legislature, so that some action will be necessary to provide for its continued existence. It has now on its rolls 150 cadets. The total number during 1869 was 196, of whom 113 were beneficiaries of the State.

The Peabody fund has aided 20 towns and cities in the State, amounting in the aggregate to the sum of $20,000, besides $4,000 to six normal schools and departments, as follows:

New Orleans normal school	$1,900
Plaquemine normal department	480
Clinton normal department	480
Bastrop normal department	820
Mount Lebanon normal department	320
Monroe normal department	500

Table showing the statistical details of schools in Louisiana by parishes, derived from the State report.

Hon. THOMAS W. CONWAY, *State superintendent of education, New Orleans.*

Divisions.	Superintendent.	Parishes.	Teachers.	Schools.			Scholars.			Disbursements.	Educable youths.	
				White.	Colored.	Total.	White.	Colored.	Total.		Year.	Number.
City of New Orleans	R. C. Richardson		328	42	16	58	18,059	5,225	23,284	$350,000 00	1869	90,825
First		Orleans, right bank	4			10			425	1,359 00	1869	4,136
Second	E. S. Stoddard, New Orleans	Ascension									1869	2,806
		Assumption	4			4			125		1869	4,179
		Jefferson, left bank	35			11			1,283		1869	5,275
		Lafourche									1869	3,466
		Plaquemine									1869	2,373
		Terrebonne								200 50	1869	2,968
		St. Bernard									1869	1,879
		St. Charles	3			3			97		1869	921
		St. James									1869	4,134
		St. John Baptist									1869	2,628
Third	R. K. Diassy, Baldwin	East Baton Rouge	6			2					1869	3,049
		East Feliciana									1869	3,737
		Iberville									1869	4,019
		Livingston				20				4,088 30	1869	2,110
		Pointe Coupée									1869	3,675
		St. Helena									1869	1,623
		St. Tammany									1867	2,609
		Tangipahoa	4			4					1869	1,992
		Washington								2,716 85	1869	1,461
		West Baton Rouge									1869	1,129
		West Feliciana	2			2					1869	2,446
Fourth	James McCleery, Shreveport	Avoyelles								225 00	1869	4,760
		Calcasieu								200 00	1869	2,536
		Catahoula								5,805 56	1869	1,239
		Grant										
		Iberia									1869	2,736
		Lafayette	5			5					1869	2,355
		Rapides									1869	3,490
		St. Landry	14			14			560	3,369 73	1869	8,380
		St. Martin									1869	2,122
		St. Mary								1,860 00	1869	3,314
		Vermillion									1869	2,090

Table showing the statistical details of schools in Louisiana by parishes, &c.—Continued.

Divisions.	Superintendent.	Parishes.	Teachers.	Schools.			Scholars.			Disbursements.	Educable youths.	
				White.	Colored.	Total.	White.	Colored.	Total.		Year.	Number.
Fifth	R. C. Wyly, Lake Providence	Bienville								$2,729 64	1869	2,815
		Bossier									1869	2,969
		Caddo									1869	2,890
		Claiborne									1869	4,480
		De Soto									1869	5,388
		Jackson									1869	2,501
		Natchitoches									1869	4,077
		Sabine									1869	1,200
		Winn									1869	2,208
Sixth	J. B. Carder, New Orleans	Caldwell									1869	1,457
		Carroll									1869	3,886
		Concordia									1869	1,390
		Franklin									1869	1,287
		Madison									1869	2,128
		Morehouse								1,519 61	1869	2,158
		Ouachita									1869	4,045
		Richland									1869	1,532
		Tensas								10,467 59	1869	1,617
		Union								4,097 86	1869	3,013

MAINE.

This State comprises 408 towns and 119 plantations, and has 4,019 school-houses, with 4,166 teachers employed in winter, and 4,130 in summer. The number of scholars registered in winter schools is 135,292; in summer, 120,262. The average attendance in winter is 108,434, and in summer, 94,114. The estimated value of all school property in the State is $2,163,409. The amount of school money voted during the year 1869 was $792,815, being $89,698 in excess of the amount required by law. The aggregate amount expended for schools was $1,082,106. The average wages for teachers is, for males, $30 44; and for females, $12 16; being the lowest wages paid to any teachers in the thirteen States mentioned in the report. The number of school-houses built during the year is 121, costing $175,904.

There are two normal schools in the State, one having been in operation six years, the other four; and both together have graduated about a hundred students, most of whom are now teaching in the State. The total number of scholars in the State, as returned to the State superintendent, for 1870, is 228,167; for 1869, was 226,144; gain, 2,024.

The legislature of 1869 established county teachers' institutes, to be held under the direction of the State superintendent, appropriating the sum of $4,000 to be annually expended for the purpose. Institutes have been held accordingly during the past year in every county, with an aggregate attendance of 2,658. In addition to this, town institutes have also been held, under the direction of county supervisors, thus reaching more than 3,000 teachers, and arousing a general interest throughout the State in the subject of education. From this interest have sprung up teachers' meetings and town and county associations, whose value to the teacher, the parent, and the educational life of the community cannot be estimated. The State Educational Association, reorganized two years ago, held its second annual meeting this year, at Bath, at which the increased interest in educational matters was evidenced by the large attendance of teachers and earnestness in the discussion of practical questions. A journal of education has been published the past year by Brown Thurston, esq., of Portland.

The total amount of the State school fund for 1870 was $284,058 58. This is a permanent school fund, the interest of which is divided annually among the several towns upon the basis of the census of children between the ages of four and twenty-one. Only about 50 per cent. of this number attend the schools, and after making due allowance for the absence incidental to the two extremes of the school age, it is estimated that, "in general terms, truancy and absenteeism deprive us of at least 25 per cent. of attainable results in the educational line."

By act of legislature, 1868, the educational department was localized at the capital, and an office established in the state-house. More than 20,000 blanks required by law have been prepared by this office and issued to the towns. Corresponding returns have been received, tabulated in the statistics embraced in this report, and properly filed. Twelve thousand circulars have been issued to teachers and committees, and five thousand reports distributed to the several towns and to the institutes.

COMPULSORY ATTENDANCE.

Parents and teachers should employ all influences to win the willing to the school-room; the State should compel the attendance of the unwilling. The power which compels the citizen to pay his annual tax for the support of schools should, in like manner, fill the schools with all of those for whose benefit that contribution was made. It is in the light of a solemn compact between the citizen and the State community. The private citizen contributes of his means, under the established rule of the State, for the education of the youth, with a view to protection of person and security to property; the State, compelling such contributions, is under reciprocal obligations to provide and secure the complete education for which the contribution has been made. This implies the exercise of State power, and involves compulsory attendance as a duty to the tax-payer. The State builds prisons and penitentiaries for the protection of society, and taxes society for the same. But does she stop here, leaving him who has violated law to be pursued by the community in a mass, to be apprehended by a crowd, and borne by a throng to the place of incarceration? No; she pursues the criminal through legitimate instrumentalities, ferrets him out by the sharpest means of detection, and eventually secures that safety and protection to society for which society has been taxed. Now, to prevent crime, to anticipate and shut it off by proper compulsory efforts in the school-room, working with and molding early childhood and youth to the "principles of morality and justice, and a sacred regard for truth, love of country, humanity, and a universal benevolence, sobriety, industry, and frugality, chastity, moderation, and temperance, and all other virtues which are the ornaments of society," the State not only has the right to inaugurate such methods as may be deemed best, but is under strict obligations to do so by all the means in her power.

PORTLAND.

Portland has nine primary schools, with primary departments in two of its grammar schools, with 2,961 children belonging to them, and an average attendance of 2,034; one intermediate school for boys, with 207 belonging, and an average attendance of 107; six grammar schools—two for boys, two for girls, and two mixed, with 1,152 belonging, and an average attendance of 969; and one high school, with 408 belonging; average attendance, 376. Of the number belonging to the high school, 187 were males and 221 females. There are 93 teachers—7 males and 86 females. Upon the islands adjacent to the city there are two districts, having about 100 pupils; while the almshouse and the orphan asylum have schools connected with them, and about 30 children in each.

The amount expended for salaries was $49,750 for the year ending March 31, 1870. The expenditures for other purposes was $13,596 61. Total, $63,346 61.

The school committee of the city is composed of twenty members. In their last report they say of the high school: "The number of scholars in attendance has been larger than at any time previous since the school was established." Sixty-four graduated last summer, having completed the prescribed course. "The course of instruction in the higher English branches has greatly improved within the last two or three years." In regard to truancy and irregular attendance at the schools generally, they say: "Our schools suffer more from this, probably, than from any other single cause." "The officer whose special business it is to look after this class, reports that during eleven months, ending March 1, 1870, he arrested 373 truants."

With reference to the teachers, the committee say: "Our settled policy should be to employ, or continue in employ, good teachers only, and give such an adequate compensation for their services." "A generous policy in this respect will, in the end, be the strictest economy."

BANGOR.

The whole number of scholars between four and twenty-one years of age, April 1, 1869, was 5,382. The whole number of schools was 57, including 1 high school, 7 grammar schools, 4 for girls and 3 for boys; 10 intermediate, 5 intermediate and primary, mixed; 1 grammar and intermediate, mixed; 18 primary, 12 suburban, and 3 select schools.

The high school has an academic and a classical course, each extending through four years. As an inducement to regularity of attendance, a "roll of honor" is kept in the high and grammar schools of those who are not absent for one year or more, from which it appears that one—Harry D. Thurston—was not absent from the high school for three years; Edwin A. Lynde was not absent for four years; and Cora F. Daggett not absent for six consecutive years. In each of the grammar schools several pupils are named whose attendance was perfect from two to four years.

In regard to examinations, the superintendent, Mr. C. P. Roberts, says:

"Another noticeable change and improvement introduced into our school system during the past year is the discontinuance of public school examinations. Although suggested in part by necessity, it was adopted upon its intrinsic merits. The special committee of the several schools now visit them near the end of the school year, and, free from the discomfort of a crowd of spectators and the excitement and embarrassment of pupils under such a pressure, and without the interruption of the crowd of extras incident to the former system of school examination, review the work of the year under the most favorable circumstances. At the very close of the year the schools have public exhibitions for the gratification of the pupils, parents, and friends."

In conclusion, the superintendent refers to the exhibition made by the pupils on the occasion of the centennial celebration by the city, when two thousand children and youth were in the procession, and says:

"For the rich years of harvest in store for our city, for the intellectual and moral activities which shall shape its enterprise and adorn its happy homes, our common schools are training and molding the materials; and as the plenitude and moral worth of that harvest will be in proportion to the seed our schools are sowing, let them have our wisest care and most judicious and liberal support."

Table of statistical details of schools in Maine, from report for 1869.

Hon. WARREN JOHNSON, *superintendent of common schools, Augusta.*

COUNTY SUPERVISORS.			Number of children between the ages of 4 and 21 years.	Number registered in summer schools.	Average number attending summer schools.	Number registered in winter schools.	Average number attending winter schools.	Amount of school money voted in 1869.	Amount paid for tuition in private schools, academies or colleges, within the State.	Amount paid for same out of the State.	Amount paid to superintending school committee.	Estimated value of all school property.	Number of male teachers employed in summer.	Number of male teachers employed in winter.	Number of female teachers employed in summer.	Number of female teachers employed in winter.	Number of teachers graduates of normal school.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.
County.	Supervisor.	Post office.																		
Androscoggin..	Charles B. Stetson	Lewiston	11, 717	6, 330	4, 485	6, 994	4, 915	$47, 820	$2, 317	$310	$1, 178	$217, 360	4	104	186	99	15	$36 76	$3 46
Aroostook	William T. Sleeper	Sherman.....	11, 571	4, 107	3, 160	3, 416	3, 647	19, 680	2, 490	655	470	37, 167	8	46	155	69	5	20 31	2 88
Cumberland ...	J. B. Webb	Gorham.	28, 452	13, 232	9, 718	15, 064	11, 826	179, 485	6, 465	3, 160	1, 551	582, 677	9	181	382	229	8	33 45	3 63
Franklin	A. H. Abbott	Farmington...	6, 464	3, 938	3, 003	4, 200	3, 968	19, 250	2, 194	200	762	53, 630	3	87	167	98	31	23 04	2 49
Hancock	William H. Savary.....	Ellsworth.....	14, 607	6, 625	5, 638	8, 188	6, 573	38, 405	2, 675	900	1, 122	95, 057	4	141	253	107	1	33 63	3 00
Kennebec	William H. Bigelow	Clinton	17, 804	9, 507	7, 516	10, 919	8, 903	69, 331	6, 210	594	2, 337	167, 280	7	159	355	232	10	32 48	3 30
Knox	G. M. Hicks	Rockland	10, 801	6, 539	5, 169	7, 780	6, 493	36, 247	1, 585	60	860	108, 950	6	117	176	104	8	35 25	3 17
Lincoln	David S. Glidden.....	New Castle ...	9, 518	5, 429	4, 052	6, 275	4, 812	26, 374	2, 745	300	771	45, 895	4	110	163	65	1	30 87	2 93
Oxford	N. T. True.....	Bethel	12, 444	7, 670	7, 413	8, 888	7, 338	34, 870	2, 821	625	1, 204	77, 810	1	178	350	187	13	23 87	2 67
Penobscot	S. A. Plummer.....	Dexter.....	5, 340	3, 094	2, 415	3, 688	2, 956	15, 278	855	.....	452	31, 697	....	39	117	87	....	28 66	2 73
Piscataquis	William S. Knowlton ...	Monson	26, 229	15, 962	11, 917	16, 375	15, 071	81, 457	8, 098	900	3, 698	271, 172	10	174	453	249	9	33 58	3 14
Sagadahoc	D. F. Potter	Topsham.....	6, 811	4, 000	3, 378	4, 491	3, 798	35, 130	1, 927	125	1, 026	98, 450	4	67	127	69	4	33 63	3 32
Somerset	A. H. Eaton	Norridgewock.	12, 114	7, 471	5, 927	9, 372	7, 582	36, 006	4, 364	500	1, 388	80, 750	1	118	309	216	12	27 30	2 97
Waldo	N. A. Luce	Freedom.....	13, 638	6, 889	5, 336	9, 314	7, 021	37, 829	4, 306	1, 588	1, 108	87, 850	5	178	254	104	5	27 93	2 49
Washington ...	William J. Corthell.....	Calais	17, 789	9, 092	6, 844	7, 906	5, 979	45, 706	1, 593	29	857	85, 405	18	93	262	119	5	35 51	3 00
York	M. K. Mabry	Limerick	20, 844	10, 377	8, 243	11, 822	9, 152	69, 947	4, 284	1, 285	1, 963	122, 259	13	176	324	166	9	30 82	3 51
			226, 143	120, 262	94, 114	135, 292	108, 434	792, 815	54, 329	11, 222	20, 087	2, 163, 409	97	1, 968	4, 033	2, 200	136	30 44	3 04

The report gives no detail of expenditures by counties, but the aggregate for the year was $1,082,106.

MARYLAND.

Date of the report of the superintendent of public instruction, February 2, 1863.

PROVISIONS OF THE SCHOOL BILL UNDER THE "OLD SYSTEM."

On the 2d of February, 1865, Rev. L. Van Bokkelen, LL. D., State superintendent of public instruction for Maryland, presented to the general assembly of Maryland a bill entitled "An act to establish a uniform system of public instruction for the State of Maryland." This bill provided that the supervision and control of public instruction should be vested in a State board of education, and in boards of school commissioners for the city of Baltimore and each county; defined exactly the powers and duties of the superintendent, and all associate officers; embraced a complete system of public instruction, beginning with the primary school, and progressing through the grammar school to the county high school, and providing for the establishment of a State normal school, and to secure the efficiency of the system, provided that an annual report of the schools should be submitted by the county directors to the State superintendent, and by him presented to the governor. This bill also directed that "every child in the State between the ages of eight and fourteen years, without fixed employment, shall attend school at least six months in each year," and that "no child under the age of fourteen years shall be employed in any manufacturing establishment, or in any business in the State, unless such child has attended some public or private school six of the twelve months next preceding." To secure these provisions, fines were imposed upon any parent, guardian, or other person who should violate them.

A noticeable feature of the bill is the obligation imposed upon teachers to open their schools daily by the reading of some portion of the New Testament, and to impress upon the minds of their pupils the principles of piety, loyalty, and general morality. The bill also declared that the system of public instruction is designed to embrace benevolent, remedial, and reformatory institutions, and further directed the boards of school commissioners to establish separate schools for the instruction of children of African descent, and until such school should be established, made provision for the education of these children in private schools.

CONDITION OF THE SCHOOLS AT THE INAUGURATION OF THE SYSTEM.

In accordance with the just and enlarged principles of this bill, Rev. L. Van Bokkelen, LL. D., devoted his energies to the development of the system, convinced that he must begin at the foundation, as up to this time there had been no centralized State system, each county controlling its own schools by local laws.

By inquiries addressed to the presidents of the school boards, it was ascertained that the following evils prevailed in all sections: The county directors were often illiterate men, who paid little attention to the schools. The school-houses were very inferior. The teachers were in general incompetent. The sources of the school fund were varied and irregular. There was no uniform standard for teachers' salaries. There was a general apathy on the part of the people with reference to the public schools in most districts, while in others the prejudices of partizanship, sectionalism, and caste were all invoked against them. The standard of scholarship was exceedingly low; reading, writing, and arithmetic being the branches mainly taught, and these very imperfectly.

IMMEDIATE RESULTS OF THE NEW SYSTEM.

Date of the first annual report of the superintendent of public instruction, December 15, 1866.

From the report of the State superintendent for the school year ending June 30, 1866, it is seen that the new system imparted an impulse to education throughout Maryland; the improved method of supervision aroused the enthusiasm and excited the confidence of the teachers, while their efficiency was promoted by teachers' institutes and the teachers' State association.

The per cent. of children attending public school during the year was .45, and the absolute increase in scholars over the year 1865 was, as nearly as can be ascertained from the reports, 5,000, (the city of Baltimore being omitted in all these estimates.)

But very little was done during the year to improve the condition of school-houses, on account "of the absence of a law by which funds for building purposes could be collected," and on account of inefficient legislation the financial provisions of the bill were not carried out.

The people throughout the State began to manifest an interest in the public schools, as was evinced by their attendance upon teachers' institutes, the increased courtesy to teachers, and the fact that letters from citizens were constantly received at the office of public instruction, asking for competent teachers.

The State normal school was established during the year, (January 15, 1866,) in the

city of Baltimore. It rapidly increased in numbers, and as its first fruits furnished to the State within a year eighteen teachers, who by their superiority over the ordinary teachers proved the importance of the institution.

COLORED SCHOOLS.

Nothing was done during this year by the State for the education of colored children, but the colored people, aided by benevolent associations, particularly the "Baltimore Association," established schools of their own. The school under the Baltimore Association made remarkable progress, having always trained teachers, who were subject to rigid examination before receiving their appointment.

From the statistics it appears that there were, in 73 schools for colored persons—22 in the city of Baltimore, and 51 in nineteen counties—7,300 pupils registered; 5,645 pupils in average attendance; 78 teachers; nine months the schools were open. The total expense of the 73 schools, including books, furniture, and supervision was $52,515 14; of which there were $9,821 19 contributed by colored people in the State.

STATISTICAL SUMMARY OF THE PUBLIC SCHOOLS FOR THE YEAR ENDING JUNE 30, 1866.

In the following summary, prepared from the statistical tables of the several counties, the statistics of the Baltimore city public schools are not included:

Total number of different children taught	64,793
Average attendance of children	43,750
Total number of teachers employed	1,533
Average duration of the schools $9\frac{1}{10}$ months.	
Total cost of 1,359 schools	$389,006 91
Average cost of each school	286 24
Total amount paid for teachers' salaries	356,680 50
Average salary of each teacher	232 66
Average cost of each pupil	6 00
Total amount expended during the year for building, repairing and furnishing school-houses	20,078 41
Total receipts for the year	514,154 94
Total disbursements	477,425 63

Date of the report of the public schools of Maryland, by Prof. M. A. Newell, principal of the Maryland State normal school, January 4, 1870.

EXISTING SCHOOL SYSTEM.

Although the system of free public schools which was in operation in 1865 and 1866 was abolished, it formed the basis of the present school system.

The School Law.—A meeting of public school officers, at which the city of Baltimore and thirteen counties were represented, was held on the 7th and 8th of December, 1869, by which twelve amendments to the school law were proposed, differing in a few particulars from the provisions of the bill presented to the general assembly in 1865. By the most important of these amendments it was resolved: That a State board of education should be appointed; that teachers should be appointed by the several boards of county school commissioners, instead of county directors, as formerly; that the examination of teachers should be conducted in the presence of at least one member of the board; and that the normal school is an essential part of the State school system. It was especially urged that if the first resolution were embodied in the law, and discretionary powers given to the State board with reference to the subjects embraced in the others, that any further changes might be dispensed with until the next meeting of the legislature, when the State board might be required to submit a new law founded on the old, but embracing all the changes that an experience of four years had proved to be necessary, and no others.

Officers.—It is suggested in the report that the number of school commissioners in many counties is too large, and that there should be some uniform understanding with regard to the law for their compensation; and that if there must be trustees, these should be appointed by the school commissioners.

Teachers.—The teachers, as a body, are faithful and competent, the chief obstacles to their complete efficiency being insufficient salaries and the lack of teachers' institutes. The teachers are all subject to examination once in three years, a plan which works well in the main, though it is desirable to make some arrangement by which teachers of eminent ability, long experience, and well-known character, may receive "life certificates," and thus be free from the anxiety and excitement of these frequent examinations.

Scholars.—The chief hinderance to the perfection of the school system is the irregular attendance of the children. The school-going population of the State (including Baltimore) is 100,000; of these, 75,402 have their names enrolled on the school registers, (though not all in one term,) while the average attendance for the year ending September 30, 1869, have been less than 34,000. It is certain that the State has provided machinery, and paid the cost of educating 50,000 scholars, and yet the average attendance is less than two-thirds of that number. The total amount disbursed on account of schools during the year was $751,310 36. From what has been said, it follows that one-third of this large amount was absolutely thrown away.

Compulsory Law.—A compulsory law would be useless, because in the present state of public sentiment it could not be enforced. As school-houses are made more comfortable, and teachers learn how to make school work interesting as well as profitable, it is hoped the irregularity will diminish; but meanwhile some especial effort should be made to remedy the evil.

State Normal School.—The number of pupils in the State normal school for the year ending September 30, 1869, was larger than at any previous time, and the educational standard higher, though in February last the school suffered a severe loss in the death of Dr. A. Snowden Pigget, professor of natural sciences. Despite the success of this institution, so inadequate are the accommodations provided to its absolute wants, that Professor M. A. Newell states, that in his opinion the "time has come when the school should either be abandoned altogether or provided with a suitable home." The whole number of pupils enrolled last year was 144; the whole number enrolled since its organization has been 390; the whole number of graduates 102; and the number of teachers it has furnished to the State, 125. The number of instructors, exclusive of the principal, is seven, and their salaries amount to $3,440.

Colored Schools.—The school law contains the following section: "The total amount of taxes paid for school purposes by the colored people of any county shall be set aside for maintaining the schools for colored children, which shall be under the direction of the board of county school commissioners." No such schools have been reported, but the sum of $951 27 is charged as paid to colored schools in six counties. It is evident that some more effective measure must be adopted if the colored people are to be educated by the State.

It would seem that the counties can do no wiser thing than to follow the example of Baltimore City in educating the colored children in separate schools, but under the same laws and superintendence as white children. The "Baltimore Association" has charge of 63 schools for colored children, and also an *efficient* normal school in the city of Baltimore, with 5 teachers and 210 scholars, arranged in four grades. The latter is partially self-supporting, the fees ranging from $10 to $15 per year.

EDUCATIONAL INTERESTS INDIRECTLY CONNECTED WITH THE STATE SCHOOL SYSTEM.

1. *St. John's College.*—St. John's College at Annapolis enjoys a greater degree of prosperity than at any former period. This prosperity is believed to be mainly due to the liberal measures adopted by the college for diffusing its advantages throughout the State by the establishment of a system of "free scholarships" whose incumbents are appointed by the board of school commissioners in each county. These scholarships number 150. The other main statistics are as follows:

Endowment by the State	$15,000
Number of instructors	13
Salaries of instructors	15,000
Value of college building and property	$250,000
Number of volumes in library	4,000
Students	180

2. *The Maryland Agricultural College.*—This institution has enjoyed peculiar prosperity during the past year; debts that once threatened to crush it are nearly all paid, and the current expenses are promptly met. The board of instructors consists of a president, four professors, and two tutors, one of whom is also the military instructor.

3. *The Baltimore Female College.*—The Baltimore Female College was instituted in 1849 and incorporated by the State of Maryland the same year. Its course of instruction is extensive, and the buildings and other appointments have cost about $50,000. When the college was instituted it was intended in part as a training school for teachers. This object has been steadily kept in view, and to secure its success the trustees obtained an endowment of $2,200 per annum from the State, for which they educate in all the branches of the college one pupil from each county in the State, and one from the city of Baltimore. Of 197 graduates of the college, 72 have become teachers, beside many undergraduates. During the past year 128 pupils have been in attendance, many of whom intend to teach. The college possesses a sufficient chemical and philosophical apparatus, a library of 4,000 volumes, with cabinets of minerals, medals, &c. The faculty consists of a president and eight associates.

STATISTICAL SUMMARY.

Comparison of Reports.—No comparison can be made between 1868 and 1869, on account of the fragmentary returns for 1868. By a comparison between the years 1867 and 1869 the following important results have been obtained:

Number of schools in 1869	1,347
Number of schools in 1867	1,279
Increase in 1869	68
Number of new school-houses reported in 1869	85
Number of new school-houses reported in 1867	45
Increase in 1869	40
Number of enrolled scholars in 1869	75,402
Number of enrolled scholars in 1867	71,060
Increase in 1869	4,342
Amount paid for teachers' salaries in 1869	$486,336 39
Amount paid for teachers' salaries in 1867	405,257 62
Increase in 1869	$81,076 77
Amount paid for building, repairing, and furnishing school-houses in 1869	$108,522 21
Amount paid for building, repairing, and furnishing school-houses in 1867	40,973 04
Increase in 1869	$67,549 17
Amount received from county school taxes in 1869	$202,466 81
Amount received from county school taxes in 1867	92,032 94
Increase in 1869	$110,433 87
Amount received from the State, from State school tax, free school fund, and academic fund in 1869	$358,040 10
Amount received from the State, from State school tax, free school fund, and academic fund in 1867	374,527 66
Decrease in 1869	$16,487 56
Total expenditure for all public school purposes in 1869	$751,310 36
Total expenditure for all public school purposes in 1867	511,805 37
Increase in 1869	$239,504 99

These figures prove conclusively the increased prosperity and popularity of the public school system.

Finances.—In a few counties the financial affairs are in a sound condition, but in most the balance is on the wrong side of the ledger. This may seem strange when we find the following emphatic language in the school law: "The county commissioners are hereby authorized, empowered, directed, and required to levy and collect such a tax upon the assessable property of each county as the board of county school commissioners shall designate." The deficiencies arise chiefly from misunderstandings and neglect on the part of the officers who should execute the law. Add to this that the free school fund has been diminished by the action of the banks and that the receipts from the State school tax for the year have been smaller than was expected.

MARYLAND INSTITUTE FOR THE INSTRUCTION OF THE BLIND.

Date of report of directors of Maryland Institute for Instruction of the Blind, November 20, 1868.

The only provision for the education of the blind of the State of Maryland, prior to

1853, was an annual appropriation of $200, made by the Maryland legislature, for each of ten pupils to be educated at the Pennsylvania Institute.

In 1853 a charter was obtained for the Maryland Institute for the Instruction of the Blind. Preliminary operations were immediately commenced, and by the beginning of 1854 a board of directors, consisting of nine members, was elected.

A property suitable to the wants of the young institution was purchased on West Saratoga street, Baltimore. Five hundred dollars was contributed by the State; the outlay for necessary improvements was provided by private contributions and subscriptions, and the State appropriation was enlarged so as to provide for 20 pupils instead of 10. The institute was started, and its first pupil received December 7, 1854. From that time it has steadily increased in importance, and new directors have been added till their number has increased to 18.

Up to July, 1860, the appropriation from the State, applicable to the ground and improvements, amounted to $31,000, and about $20,000 had been received from private subscriptions. As there were at least 40 blind children out of the 80 or 90 in the State who ought to be provided for, and as the old building was unsuitable, efforts were made which resulted in the purchase of the present site at a cost of $6,493 75, subject to a ground rent of $300. The breaking out of the war suspended further operations.

In 1864 an appropriation of $10,000 was made by the city of Baltimore, and the board determined to proceed with the building, but on a more limited scale. In 1865, the State made a handsome appropriation of $50,000, and the board returned to its original plans. Since that time the work has steadily progressed, and on the 28th of April, 1868, the pupils were removed to the new building. This building is 140 feet long and 60 feet wide, with a back building 45 by 60 feet. It is built of rough hewn marble from Baltimore, and has been erected at a cost of $140,000. There has been expended besides about $5,000 for new furniture and gas fixtures, $6,765 90 for heating apparatus, and $2,708 69 for an adjoining lot, which the board deemed necessary, and were enabled to obtain through private liberality. The funds expended have been derived from different sources:

Contributions from the State	$111,000
Contributions from the city	25,000
Private donations, legacies, and fairs	30,000
Total	$166,000

In 1865 the annual State appropriation was increased from $200 per pupil to $300, and since that there has been an average increase of 5 pupils per year. Several of these pupils are from the District of Columbia, Congress having made a similar appropriation for the education in this State of the blind children of the District.

The building of the institute can accommodate at present 75 pupils, and on the completion of the third story, will afford room for 25 more. Circulars have been issued in those southern States where provisions for the blind are inadequate, offering to receive non-resident blind children on the same terms as State pupils.

This institution, like all other institutes for the blind in the United States, is for the instruction of the blind, and not an asylum. The term fixed for the support and instruction of charity scholars is eight years.

During the year 1868 there have been 48 pupils, 5 of whom were from the District of Columbia. They have been instructed in the branches taught in public schools, including music, and, in addition, have received instruction in such useful mechanic arts as will enable them to support themselves. The broom shop has been temporarily closed since April, up to which time 175 dozen brooms had been made. The department of handicraft forms a very important branch of this institution, as the pupils who do not possess sufficient mental capacity to succeed in mental pursuits must depend upon their mechanical skill for their livelihood. The female pupils devote a portion of their time to knitting, sewing, and bead-work.

There is still a great want of text books, but owing to the variety of type used in this country, there can be hardly any large additions to the library till some uniform system is adopted. The Braillé system affords obvious advantages, and it is to be hoped that the attention given to this subject by our ablest educators may result in the establishment of a national printing establishment for the benefit of the blind. The year under review is long to be remembered as one of peculiar prosperity, but there is still room for progress. The institution has yet a small indebtedness to be provided for, and means are needed for the erection of work-shops, the increase of the library, and the general extension of the facilities of the institution.

BALTIMORE CITY.

Date of the report of the board of commissioners of public schools, January 1, 1870. The board was organized February 2, 1869.

GENERAL VIEW OF THE SYSTEM.

While the State of Maryland, after a long-continued indifference on the subject of public education, began, at length, developing a system under great obstacles, the city of Baltimore was simply perfecting a system which had been in operation forty-one years. This system consists of three grades, primary, grammar, and high schools, combining the most simple and successful arrangement. Grammar schools were established in 1829, and for many years embraced primary instruction in the lower classes. In 1848 primary schools were organized, and high schools were established a few years previous. The studies of the grammar and primary schools have been carefully graded and present the most satisfactory evidences of the usefulness of the graded system. The report of the committee on accounts shows that there were, on the 31st of December, 1869, 102 day schools for white children, of which 3 are high schools, 37 grammar schools, and 62 primary schools, with 506 teachers and 21,538 scholars, and that in addition there were 4 evening schools for white children with 18 teachers and 754 scholars, and 13 colored schools with 34 teachers and 1,621 scholars, giving a total of 119 schools, conducted by 588 teachers, with 23,913 scholars enrolled.

BALTIMORE CITY COLLEGE.

Every annual report for ten years has urged the necessity of a new building for the Baltimore City College, but without success, because approval of a location for the building is reserved by the city council. The total number of pupils on the roll January 1, 1870, was 298.

FEMALE HIGH SCHOOLS.

This popular department of the public schools secures to girls the same chances of scholastic attainment as are offered to boys. Not only are those studies pursued which form the basis of the practical duties of life, but facilities are offered for acquiring those accomplishments which refine the manners and cultivate the sense of the beautiful.

EASTERN FEMALE HIGH SCHOOL.

This school has been embarrassed in its operations by the limited accommodations of the building in which it has been held. This inconvenience was greatly aggravated the past year by the large accession of members in September last, after the examination of the grammar schools. It is a source of gratification that an act was approved July 31, 1868, authorizing the erection of a new building and appropriating $40,000 for the purpose. The building was commenced and carried nearly to completion when the work was discontinued by the exhaustion of the funds. A second appropriation having been agreed upon, it is hoped that the building will be ready for occupation April 1, 1870.

WESTERN FEMALE HIGH SCHOOL.

This school continues to deserve its high reputation and has a larger number of pupils than ever before in its history. It is desirable that the course of study should be reduced and that more attention should be given to studies immediately connected with teaching, as the school is expected to furnish a proportion of teachers. Two additional class rooms are needed in the building.

PRIZES.

The memory of George Peabody will ever be revered by the Baltimore City College and the Female High School, as he was the founder of the prizes annually distributed to the most successful pupils.

STANDARD OF ADMISSION.

Too many pupils are admitted to these institutions on well-known insufficient scholarship. This is frequently done to please the pupils, their parents, or friends, and in some cases simply to fill up vacancies. The effect is injurious upon the pupils, who are too immature to bear the increased strain of an advanced course, upon the high schools, and especially upon the grammar schools which furnish candidates to the high schools.

GRAMMAR AND PRIMARY SCHOOLS.

As it is in the grammar and primary schools that the majority of the children receive all their instruction, these schools demand and have received the most careful examination and the special interest of the board. The superintendent devotes to them the largest portion of his time, and the teachers are in general most earnest and efficient in the discharge of their duties.

GRAMMAR SCHOOLS.

The majority of public school children *complete* their studies in the grammar schools; hence these schools should furnish a basis, at least, from which a fair and reasonable mental development can be derived. That this is not done by the Baltimore grammar schools is owing, in large measure, to the fact that the teachers of these schools are estimated in proportion to the number of scholars they transfer annually to the high schools, which reduces them to the necessity of driving, drilling, and forcing their pupils to such preparation as shall enable them to pass the examination, to the utter neglect of thorough mental discipline.

During the past year pupils in several of these schools have been taught sewing, knitting, and other industrial arts, but it can hardly be determined as yet whether this is an advantageous feature.

PRIMARY SCHOOLS.

The condition of the primary schools is peculiarly satisfactory. Order, system, and wholesome progress have characterized the great majority of them for the last year, and the material sent to the grammar schools is so greatly in advance of what it formerly was as to compel the favorable comments of the grammar school principals. To maintain this state of things it is necessary that teachers should be especially trained for this work and that good teachers should be carefully cherished and supported.

EVENING SCHOOLS.

The experience of twenty-eight years seems to indicate that the young men of Baltimore are unwilling to avail themselves of the advantages of evening schools. But four have been opened during the past year, being about one-half the number of the previous year, the city council having failed to make an appropriation for their support. The number of scholars has been nearly equal to that of all the schools for the previous year, indicating an improved condition.

COLORED SCHOOLS.

The number attending these schools is not as large as the school-going population of this class would warrant, but there has been an increase of 309 pupils over last year. A notion exists, and is fostered by designing persons, that these schools are not in the hands of those who will do the best for them. The teachers, in respect to qualifications and salaries, are placed upon the same standard as those of the white schools; the schools are furnished with the same appliances as the best schools in the city, and since September 1, 1869, have been raised to the rank of grammar schools. The pupils have made creditable progress, especially in orthography, geography, and reading. One of the greatest evils encountered is the irregular attendance of the children, and this, on account of the pursuits of the parents, it is difficult to correct.

LOWER STUDIES.

Lower studies are too lightly esteemed. Parents demand advanced courses for their children before they are sufficiently drilled in the elements. As one cause of this is undoubtedly the miserable manner in which primary studies have been taught, it is hoped that improvement in the theory and practice of teaching may correct the evil.

PUNISHMENTS.

In all the schools corporal punishment is left to the discretion of the principals.

SCHOOL-HOUSES AND SALARIES.

Many of the schools are still held in dark, crowded and ill-ventilated apartments, and though several new buildings have been erected during the year there is a general demand for improvement in this respect.

By a comparison of the salaries paid in the chief cities of the United States, it is seen that the average of salaries is lower in Baltimore than in any northern or western cities, a circumstance to be deeply regretted, which does great injustice to the teacher, and which, it is hoped, may be speedily remedied.

SUPERVISION.

Intelligent supervision is the life-giving principle of the whole educational system. The duties of a superintendent of public education are most arduous and important. The success that has attended the efforts of the superintendent for the city of Baltimore, during the past year, has been greatly owing to the active co-operation of the teachers.

Table showing the number of schools in Baltimore City, number of pupils on roll, free and paying, and number of teachers employed, January 1, 1870.

Several grades.	Schools.	Teachers.	Free pupils.	Pay pupils.	Total No. of pupils.
Baltimore City College	1	8	24	274	298
Female high schools	2	25	129	701	830
Male grammar schools	17	95	1,212	2,464	3,676
Female grammar schools	20	97	1,617	2,471	4,088
Unclassified schools	2	6	87	174	261
Male primary schools	28	133	3,442	2,502	5,944
Female primary schools	32	138	3,128	3,313	6,441
Evening schools	4	18	530	224	754
Colored schools	13	34	745	876	1,621
Music teachers		4			
Total	119	558	10,914	12,999	23,913

Receipts from pupils, cost of books and stationery, and amount paid for salaries from January 1, to December 31, 1869.

Several grades.	Received from scholars.	Cost of books and stationery.	Amount paid for salaries.
Baltimore City College	$871 00	$1,558 33	$18,500 00
Female high schools	2,522 00	2,660 75	26,232 00
Male grammar schools	9,310 16	8,241 85	71,835 75
Female grammar schools	9,650 73	7,691 26	63,003 36
Male primary schools	8,505 50	4,601 73	65,219 73
Female primary schools	10,226 37	4,905 18	74,895 97
Evening schools	129 60	99 72	3,079 00
Music teachers			4,500 00
Colored schools	2,042 05	2,363 20	19,328 99
General account	190 00	1,142 58	5,990 00
Total	43,447 41	33,264 60	352,584 80

Appropriations, expenditures, and receipts for public schools.

	Appropriated.	Expended.
For salaries of officers, teachers, &c., including evening schools	$355,000	$333,255 81
For books and stationery	25,000	30,901 40
For school furniture	30,000	19,192 96
For rents and ground rents	16,000	17,820 78
For cleaning and repairs	10,000	9,256 55
For fuel	15,000	11,717 07
For incidentals	10,000	17,875 96
	461,000	440,020 53
For colored schools	28,000	26,322 08
	489,000	466,342 61

Table of statistical details of schools in Maryland, by counties, for 1869.

Hon. M. A. Newell, *principal of Maryland State Normal School, Baltimore.*

County.	Examiner.	Post office.	RECEIPTS.			EXPENDITURES.						
			Received from county tax.	Received from State.	Total.	Teachers' salaries.	Incidental expenses.	Books and stationery	Building, furniture, and repairs.	Supervision & office expenses.	Miscellaneous.	Total.
Allegany	Geo. G. McKay	Cumberland	$25,213 79	$20,496 03	$45,709 82	$28,633 07	$3,292 92	$9,558 48	$5,545 89	$3,367 64	$478 55	$50,876 55
Anne Arundel	Wm. H. Pervell	Annapolis	4,720 00	18,727 28	23,449 28	19,251 18	1,573 56	2,832 56	7,926 74	1,665 37	1,382 06	34,631 47
Baltimore	Dr. Samuel Kepler	Towsontown	40,205 31	35,019 02	75,224 33	62,260 95	4,875 79	15,439 31	5,091 11	4,818 10	220 25	92,705 51
Calvert	Richard Stanforth	Huntingtown	1,368 78	9,282 54	10,651 32	7,686 72	409 14	545 09	741 55	1,015 87	445 91	10,844 28
Caroline	Rev. Geo. F. Beaven	Hillsborough	1,200 00	9,817 26	11,017 26	10,437 76	64 75	1,743 80	50 00	468 39	.....	12,764 70
Carroll	J. M. Newson	Westminster	.....	17,870 48	17,870 48	26,640 61	3,427 48	3,563 71	22,026 38	2,111 00	.....	57,769 18
Cecil	Rev. John Squier	Port Deposit	13,016 76	17,282 72	30,299 48	29,820 92	3,398 67	4,113 29	4,373 54	2,521 66	.....	44,228 08
Charles	Geo. M. Lloyd	Port Tobacco	825 82	11,985 88	12,811 70	11,285 31	312 72	299 20	807 31	1,135 32	.....	13,839 86
Dorchester	Dr. Jas. L. Bryan	Cambridge	2,773 00	15,082 99	17,855 99	18,936 49	2,153 10	2,200 00	448 33	2,037 04	.....	25,775 46
Frederick	John W. Page	Frederick	18,300 00	33,393 73	51,693 73	39,662 52	3,950 81	11,092 16	2,336 16	2,746 45	1,211 16	60,999 26
Harford	Robert Henry	Abingdon	3,300 00	16,986 60	20,286 60	22,766 16	1,441 20	1,100 00	.....	1,688 98	151 25	27,147 59
Howard	S. K. Dashiell	32 St. Paul st., Balto.	3,117 79	11,333 09	14,450 88	15,027 67	1,573 23	3,118 53	.....	2,154 24	.....	21,873 67
Kent	Howard Mecks	Edesville	23,688 98	10,084 43	32,773 41	16,819 52	2,230 92	3,406 30	10,812 27	942 17	.....	34,210 98
Montgomery	James Anderson	Rockville	2,705 50	14,993 90	17,699 40	12,435 37	743 70	2,117 99	1,496 18	1,421 75	346 57	28,561 56
Prince George's	Dr. M. J. Stone	Aquasco	5,826 34	17,520 61	23,346 95	17,586 02	701 13	583 99	2,093 04	1,722 62	806 50	23,493 21
Queen Anne's	Jas. W. Thompson	Centerville	15,000 00	12,497 52	27,497 52	19,684 34	1,143 54	1,462 60	4,534 90	1,533 00	298 10	28,656 48
Somerset	W. Edgar Jones	Princess Anne	210 00	11,075 03	11,285 03	10,660 00	.....	.....	.....	1,000 00	.....	11,000 00
St. Mary's	Dr. Jas. Bunting	Chaptico	.....	10,789 38	10,789 38	8,542 00	303 08	338 57	2,132 75	825 18	.....	12,141 58
Talbot	Alex. Chaplain	Easton	11,135 81	13,500 14	24,635 95	19,770 52	1,362 75	2,518 94	418 24	1,221 25	68 08	25,359 78
Washington	P. A. Witmer	Hagerstown	26,500 00	23,536 90	50,036 90	47,578 71	5,625 91	499 08	29,422 75	2,091 66	402 25	85,620 36
Wicomico	John W. Dougherty	Salisbury	3,558 93	14,025 49	17,584 42	14,606 11	1,236 53	553 61	2,844 33	1,626 14	1,438 78	22,305 50
Worcester	Irving Spence	Snow Hill	800 00	12,737 08	13,537 08	16,904 64	1,020 70	1,021 89	5,420 24	1,602 78	535 05	26,505 30
			202,466 81	358,040 10	560,506 91	486,336 39	40,841 63	68,109 01	108,522 21	39,716 61	7,784 51	751,319 36

No detail of the number of pupils or scholars in each county are given in the State report; but the whole number of schools is given as 1,347, and the number of scholars enrolled as 75,402.

The number of colored schools is estimated at 123, with 5,448 pupils

MASSACHUSETTS.

Authorities differ in regard to the area of the State, the extremes being 7,500 square miles and 8,000. In June 1st last, she had a population of 1,457,385. Of the expenditure of the State government for the fiscal year of 1868–'69, $4,419,200 62 was for schools.

The area of the State is divided territorially into 335 towns and cities, each being a body politic and corporate, required by law to provide one or more schools for the free education of all its children.

Every town must maintain at least one school six months in every year; every town of 500 families must maintain a high school thirty-six weeks; two adjacent towns having less than 500 families, may establish a high school; and every town having 4,000 inhabitants must maintain a high school, in which Greek, Latin, and French are taught, in addition to the usual higher branches prescribed; and any town refusing or neglecting "to raise money for the support of schools" forfeits "a sum equal to twice the highest sum ever before voted for the support of schools therein."

It is generally known that Massachusetts "lives by her public free schools," as one of her eminent citizens has recently expressed it; or, as the superintendent of the Charlestown schools, in his last report, says: "Educated brain is the only commodity in which Massachusetts can compete with other States." Notwithstanding her sterile soil, cold climate, and rock-bound coast, having neither mines nor precious metals, she supports a population greater in proportion to her size than any other State.

It is supposed that some brief account of the origin and progress of the free school system of Massachusetts will be of special interest to the nation, since here was planted the germ of that system which has since spread itself throughout New England and the northern States, making them all that they are in wealth, influence, intelligence, and moral power.

The origin of the public school system of this State may be traced back as far as the year 1636, when £50 was subscribed by the richer inhabitants of Boston "toward the maintenance of a free schoolmaster for the youth with us, Mr. Daniel Maud being now chosen thereunto." Previously, on the 13th of April, 1635, their appreciation of the need of a school was expressed by a vote of the townsmen, entreating Mr. Philemon Permont to become schoolmaster. This school was afterward taught for a period of thirty-eight years by Ezekiel Cheever, under whose efforts it became the most celebrated classical school in the country, its special design being to fit young men for college. In the same year (1636) the general court of the colony of Massachusetts Bay, which met at Boston, passed an act appropriating £400 toward the establishment of a college. This sum was more than the whole yearly tax levied on the colony at that time. The population, scattered through ten or twelve villages, did not exceed 5,000 persons. Two years after this, John Harvard left the college, by will, the sum of £779, and a library of over 300 books. In 1642 the general court of the colony enacted a law providing:

"That the selectmen of every town in the several precincts and quarters where they dwell shall have a vigilant eye over their brethren and neighbors, to see, first, that none of them shall suffer so much barbarism in any of their families as not to endeavor to teach, by themselves or others, their children and apprentices so much learning as may enable them perfectly to read the English tongue, and knowledge of the capital laws, upon penalty of twenty shillings therein."

In the year following it was ordered by the general court that every township, "after the Lord hath increased them to the number of fifty householders, shall then forthwith appoint one within their town to teach all such children as shall resort to him to write and read, whose wages shall be paid either by the parents or masters of such children, or by the inhabitants in general;" also, "that towns numbering 100 families shall set up a grammar school, the master thereof being able to instruct youths so far as they may be fitted for the university; and if any town neglect the performance hereof above one year, then every such town shall pay £5 per annum to the next such school till they shall perform this order."

In 1832 an effort was made to ascertain the amount raised for the support of schools, but returns were received from only 99 towns. These showed an annual average expenditure of $1 98 for each pupil. The returns received in 1834 from 214 towns showed that about one-sixth of the children of the State were educated in academies and private schools, at a cost equal to about six-sevenths of the amount paid for the education of the remaining five-sixths, who attended the public schools.

In 1834 an act was passed by the legislature establishing a permanent fund for the aid and encouragement of common schools, said fund not to exceed $1,000,000, and the income only to be appropriated to the object in view, and a greater sum was never to be paid to any city or town than was raised therein for the support of common schools. The report of the committee to whose consideration the bill was referred previous to its passage, stated that "it is not intended, in establishing a school fund, to relieve towns and parents from the principal expense of education, but to manifest our inter-

est in, and to give direction, energy, and stability to, institutions essential to individual happiness and the public welfare." By the law of 1849, which is still in force, the income from this fund was to be apportioned among those towns which should have raised by taxation the sum of $1 50 for the education of each person between the ages of five and fifteen years. Previous to the establishment of the school fund, it had been impossible to obtain accurate information in regard to school matters, but it was provided that any town whose committee failed to return the required information should forfeit its share of the income of the fund—a measure which resulted in the furnishing of the desired information.

The normal schools of Massachusetts had their origin in a general educational revival, which stimulated an offer from Hon. Edmund Dwight, to give the sum of $10,000 to the work of educating teachers, provided the legislature would give an equal sum, which proposition was accepted readily; and on the 3d day of July, 1839, the first normal school, consisting only of three pupils, was opened at Lexington.

There are now four State normal schools, viz: at Framingham, Westfield, Bridgewater, and Salem, which graduate about 160 teachers annually.

The Framingham normal school has been for four years, since September 4, 1866, under the charge of Miss A. E. Johnson, as principal, who has discharged her duties, in the opinion of the visitors, with fidelity as well as skill and tact. Among the pupils, nine States are represented, besides Massachusetts, including South Carolina. The number of pupils during the year 1869 was 146.

The Salem school has had an attendance during the year, of 216, representing five other States. The building was constructed for the accommodation of only 120 pupils, and it has therefore become necessary to enlarge it. The Framingham and Salem schools are for females only.

The Bridgewater school had an attendance during the year, of 162, of whom 43 were gentlemen. Five States besides Massachusetts were represented; also Canada and Nova Scotia.

The Westfield school had an attendance during the year, of 172, of whom 18 were gentlemen. Fifty teachers have graduated during the year, and are all employed in teaching.

The Clarke institution for Deaf Mutes at Northampton, Miss Harriet B. Rogers, principal, contained 41 pupils during the year, of whom 24 were boys and 17 girls. This institution was endowed by Mr. John Clarke with a permanent fund of $200,000, and has already been the means of accomplishlng much good. It was chartered in 1867; the expenses to be partly defrayed by the State.

The number of public schools in the State for 1869 was 4,959. Number of children between five and fifteen years of age, 269,987. The number of scholars of all ages in all the public schools was, in winter, 247,381; in summer, 240,846. Average attendance in winter, 200,962; in summer, 192,029. Mean average attendance for the year, 73 per cent. There are 23,135 persons over fifteen years of age attending the public schools. Number of teachers in summer, males, 497; females, 5,540; increase of males 45, females 95. Number of teachers in winter, males, 959; females, 5,081; increase of males 54, females 13. The total number of teachers employed during the year was 8,022; males, 1,085, females, 6,937; increase for the year, 170. Average length of schools eight months and four days. Average wages of male teachers, including high-school teachers, $72 04 per month; average wages of female teachers per month, $28 81. Amount raised by taxes for the support of public schools, including only wages, board, fuel, care of fires and school-rooms, $2,923,708 70; increase for the year, $287,934 64. Voluntary contributions to maintain or prolong public schools, or to purchase apparatus, &c., $28,693 12. Amount paid for superintendence of schools and printing of school reports, $96,502 28. Expenditures for public schools exclusive of repairing and erecting school-houses, $3,123,886 44; increase for the year, $273,181 92. Sum raised for the education of each child in the State, between five and fifteen years of age, $10 84.5; increase for the year, $0 94.7. Number of towns in the State 335, all of which except two raised the sum ($3 for each child between five and fifteen) required by law, as a condition of receiving a share of the income of the State school fund. There are in the State 175 high schools, 35 more than are required by law. There are also 45 incorporated academies, and 481 private schools and unincorporated academies, in which the amount paid for tuition is estimated at $593,005 96, which added to the expenditures for public schools, exclusive of buildings, makes an aggregate of $3,716,892 40, expended in the State in teaching her children. Adding the amount paid during the year for building and repairing school-houses, $1,295,314 18, we have $5,012,206 58.

The increase for ten years in the number of persons between the ages of five and fifteen years has been 49,508, an average of 2.2 per cent. annually; the increase for the same period in the amount raised for the support of schools has averaged 11 per cent. annually. The increase in the average wages of male teachers has been 47 per cent.; of female teachers, 46 per cent. The amount raised for the education of each child in 1858 was $6 34; in 1868 it was $10 84.

INTRODUCTION OF DRAWING IN THE PUBLIC SCHOOLS.

In June, 1869, several well-known citizens of Massachusetts, largely engaged in manufacturing and mechanical industry, signed a petition to the legislature, in which they represented, "that every branch of manufactures in which the citizens of Massachusetts are engaged requires, in the details of the processes connected with it, some knowledge of drawing and other arts of design on the part of the skilled workmen engaged," and for this and other reasons, asked, "that the board of education may be directed to report, in detail, to the next general court, some definite plan for introducing schools for drawing, or instruction in drawing, free to all men, women, and children, in all the towns of the Commonwealth, of more than five thousand inhabitants."

The legislature responded so promptly that on the 12th of June a resolution as requested had been passed and was approved.

The board of education being deeply impressed with the importance of the subject, committed its consideration to a special committee, who subsequently reported that the almost total neglect of this branch of instruction in past times has been a great defect; that we are behind many other nations in all the means of art culture, a defect which native artisans and mechanics feel, as "foreign workmen occupy the best and most responsible places in our factories and workshops;" that agents should be employed to go through the Commonwealth and interest the people in this most important subject; and that "teachers should be required to be qualified to instruct in free-hand drawing, and the work should be begun in the primary departments, and should be continued with zeal and fidelity through the period of school life." The report of the committee was adopted by the board of education, whose recommendations resulted in the passage, by the legislature, of—

AN ACT relating to free instruction in drawing.—Approved May 16, 1870.

"SECTION 1. The first section of chapter thirty-eight of the General Statutes is hereby amended so as to include drawing among the branches of learning which are, by said section, required to be taught in the public schools.

"SEC. 2. Any city or town may, and every city and town having more than ten thousand inhabitants shall, annually make provision for giving free instruction in industrial or mechanical drawing to persons over fifteen years of age, either in day or evening schools, under the direction of the school committee.

"SEC. 3. This act shall take effect upon its passage."

BOSTON.

The following statistics of the city schools, including those of the town of Dorchester, recently annexed, are taken from the report for 1870, of the superintendent, Hon. John D. Philbrick.

Number enrolled in all the schools	38,944
In general schools	35,442
In special schools	3,502
Average attendance in general schools	32,411
Average attendance in special schools	1,010
Number of general schools: high, 5; grammar, 36; primary, 328	369
Special schools: licensed minors, 2; deaf mute, 1; evening high, evening	14
Total number of schools	383
Teachers of general schools: males, 111; females, 794	905
Teachers of special schools: males, 18; females, 15	33
Average number of pupils belonging to primary schools	15,091
Average daily attendance belonging to primary schools	13,772
Average number belonging to grammar schools	18,996
Average attendance	17,934
Belonging to high schools	1,355
Average daily attendance	1,305

Lessons in vocal and physical culture have been given in all the primary schools, with much advantage to the pupils. Music is taught universally and with success, and its study is considered of much importance.

In some of the primary schools Leigh's phonic system of teaching the first steps of reading has been tried and has been generally successful, in some cases remarkably so. In the primary schools the average number of pupils to a school, during the last half-year, has been 46.3. The average number belonging to the primary schools was 15,091. The average number belonging to the grammar schools, during the last half year, was 18,996. About 7 per cent. of the pupils in the grammar schools are over fifteen years of age, while about 28 per cent. are under eight years. Of the special teachers in these schools 13 are teachers of sewing. The number of pupils belonging to the high schools

is a little less than 4 per cent. of the whole number belonging to all the schools. The attendance during the last half year has been 96.2 per cent.

There are, including the Dorchester schools, 5 head masters of high schools and 36 masters of grammar schools, who are also principals of the primary schools in their respective districts.

It is recommended that, instead of the present plan of furnishing text-books free to the children of indigent parents only, they should be furnished freely to all, thus saving the self-respect of the poor and making the schools wholly free in reality as they are in name.

There are two schools for licensed minors in the city. The average number of pupils belonging during the last half year was 78, and the average attendance 67 per cent.

TRUANCY.

The city is divided into ten truant districts, one truant officer being assigned to each district. These officers are appointed by his honor the mayor, and they are expected to give their whole time to the investigation of cases of truancy reported to them by the teachers of their respective districts, and in securing the attendance of absentees; that is, children whose names are not enrolled in the schools, and who are, therefore, not technically known as truants. Within the last eight or ten years the number of truant officers has been increased in a greater ratio than that of the increase of pupils in the schools, so that they are now able to render more assistance to the teachers in securing attendance than formerly. The system is working satisfactorily. The officers are efficient and faithful. Having been acquainted with the operations of the system from its origin, Superintendent Philbrick says: "It is to me very evident that the success of the system depends almost wholly upon the character of the officers. To insure the highest success in his useful vocation, a truant officer must be not only faithful and efficient, but humane and benevolent in his disposition."

The training school continues in a prosperous condition. Its graduates are doing a good work in the primary and grammar schools.

LATIN SCHOOL.

This school is the oldest in the city, if not in the country, having been instituted in 1635. It has always been a classical school, having for its chief function to fit boys for college. As most of its graduates go to Harvard University, the Harvard examination for admission is the standard of scholarship at which the school aims. Boys may be admitted to this school at the age of ten years. The first year is divided between the Latin grammar and Latin reader and the elementary English branches. During the second year ancient geography is added, and French and Greek are begun in the third year, the English branches still being continued. During the fourth year algebra and English composition are added. During the fifth year arithmetic is discontinued. In the sixth and closing year less attention is paid to the English branches and more to the languages. Composition is required in Latin, Greek, and French. Geometry takes the place of algebra and ancient history is added.

The average number of pupils belonging to the Latin school during the last half-year was 242, and the average attendance was 232. The teachers consist of one head master, two masters, four sub-masters, one special teacher of French, and one in military drill.

ENGLISH HIGH SCHOOL.

The average number of pupils belonging to the English high school during the last half year was 357, and the average attendance was 350. The first class, consisting of 61 members, is taught in two divisions by the head master, one master, and one sub-master; the second class, consisting of 107 members, is taught in three divisions by three sub-masters; and the third class is taught in five divisions by two masters and three sub-masters.

Drawing is taught in all the classes this year for the first time. A special teacher of drawing is employed, also a special teacher of pronunciation in French. Military drill is taught by a special teacher. The number of pupils is larger than it has ever been before since the school was established.

GIRLS' HIGH AND NORMAL SCHOOLS.

The average number belonging, including the training department, during the last half year, was 454, the average daily attendance being 432, and the per cent. of attendance 95. The increase in the average number belonging during the year has been 68, which is believed to be the largest increase that has occurred in any one year since the school was established. It is taught by one head master, one head assistant, and thirteen assistants, and a superintendent and assistant in the training department, one

special teacher in chemistry, one in vocal music, one in drawing, one in German, and one in French. At the beginning of the next school year a spacious and commodious edifice will be ready for the occupancy of the school. The training department is very full, and not a few applicants for admission were rejected for want of room to accommodate them. The average attendance for the last half year was 54.

In the Highlands High School, the average number of pupils belonging during the last half year was 188, boys 61, and girls 127; the average daily attendance was 182, and the per cent. 97. This school is taught by one head master, one head assistant, three assistants, one special teacher in French, one in drawing, one in music, and one in military drill. In addition to the usual studies pursued in high schools it is ordered that the boys shall be instructed in military drill, and the girls in gymnastics and calisthenics.

The Dorchester High School had an attendance during the last half year of 114, 74 girls, and 40 boys. The average attendance was 109, and the per cent. 95. There are seven teachers, one head master, one head assistant, two assistants, one special teacher in drawing, one in vocal music, and one in French. The whole number of graduates at the close of the last school year was 23, of whom 1 was of the four-years course, 21 of the three-years course, and 1 of the classical course.

In the Roxbury Latin School, the average whole number belonging during the last half year was 77; average daily attendance, 73; per cent., 95. The teachers are a master, a sub-master, and a female assistant. This school is free, and unsectarian.

THE HORTICULTURAL SCHOOL FOR WOMEN, AT NEWTON CENTER,

situated a few miles from Boston, at Newton Center, on the Woonsocket Branch Railroad, has been instituted for the purpose of affording to women an opportunity for a thorough education in the theory and practice of horticulture, including the culture of fruit, vegetables, and flowers, both in the open air and under glass. The president of the institution is Miss Abby W. May; vice-presidents, Mrs. J. Ellerton Lodge, Mrs. Caroline M. Severance, and Hon. Marshall P. Wilder; secretary, Miss L. M. Peabody; treasurer, Edward W. Hooper. It is believed that this school will lead to important results, among others, and not the least of which, is the great improvement in the health of women which must result from out-door work suited to their strength, and it is hoped that not only the immediate pupils of the school will be thus benefited, but that the example of out-door work thus set will be widely imitated.

Pupils received either as residents or day scholars, who are sixteen years of age, and have a good elementary education. Instruction given in various branches directly related to horticulture, by lectures, as well as by practice. A full course will comprise two years. Lectures given on botany, entomology, and kindred subjects. All pupils required to work in the garden; the work graduated to their degree of strength. The matron will have a careful oversight of the health of pupils. Price of tuition, $100 a year. Minimum price of board, $4 per week. The school was opened in May, 1870, and, of the work of the school already accomplished, Mrs. Frank B. Fay, visitor, for August, says:

"The land was not ploughed until after the 20th of May, when the young ladies, five in number, put in the seeds for the vegetable garden, and, with the exception of the first hoeing of the potatoes, they have taken the entire charge of the garden. The success of their labors can be judged by the fact that they have not only supplied their own table with eight or ten varieties of excellent vegetables, but have also made sales to parties outside the school. From cuttings the pupils have raised, and now have for sale, fifteen hundred plants of various kinds, and they have been wonderfully successful even with those varieties which are the most difficult of propagation. One fact will be interesting, especially to those persons who have been somewhat doubtful upon the point, viz., that young women, in out-door work, are able to endure the severe heat of summer. With the exception of four or five days, our pupils have worked out of doors, and there is but one opinion among them in regard to the healthfulness of the employment."

WOBURN.

This town contained, in 1869, 1,776 children between five and fifteen years of age. The average number of all the pupils belonging to all the schools during the year 1869–'70 was 1,589. The average daily attendance was 1,420, or 89 per cent. There have been in operation thirty-two schools, exclusive of the evening school, one high, seven grammar, four mixed, eight intermediate, and twelve primary. The number of school-houses is 13, teachers 33. The average number of pupils to each teacher, in grammar schools, 47; in intermediate schools, 39; in primary schools, 63; in mixed schools, 38. Average number of pupils belonging to the high school, 98; to the grammar schools, 308; to intermediate schools, 299; to primary schools, 731, and to mixed schools, 152. The aggregate expenditure for support of schools during the year, $21,279 18. Amount appropriated by the town, $22,000 40; received from State fund,

$388 90. Valuation of the town in May 1, 1869, $6,387,805. The population in 1865 was 7,002.

Instruction in the primary schools is given according to the improved methods, embracing, in addition to the regular studies, calisthenics, lessons in object teaching, singing, &c., with a free use of the blackboards.

The pupils in the intermediate schools are required, in addition to reading, spelling, writing, and definitions, to be well acquainted with the elements of geography, to have a thorough knowledge of notation, numeration, addition, subtraction, multiplication of simple numbers and United States money, and to be able to make out a bill in a neat and business-like manner. The text book in geography is used one year as a reading book, and each paragraph is made the subject of familiar conversation.

Pupils are admitted to the grammar schools at from ten to twelve years of age, and the course, comprising three years, includes reading, spelling, defining, writing, arithmetic, geography, grammar, history, composition, and declamation. The number who complete the full course is rapidly increasing, the proportion at present being about 50 per cent.

The whole number of pupils registered in the high school during the year was 113, 43 males and 70 females, about fourteen out of every thousand persons in the town. The number of those who have completed the full course of four years and will graduate at the close of the year is 21, six of whom belong to the classical department. A peculiar feature of this school is the "half-day system," which permits the pupil to remain absent one-half of each day, provided only that his lessons are thoroughly learned, thus allowing the pupils to devote a few hours each day to manual labor, provided they choose to study in the evening. The plan is said to work well, and it is economical, since in that way the building will accommodate twice the number of pupils.

An evening school is in operation, in which, during the year, 120 pupils have been registered, 61 being adults, and 52 juveniles. The oldest member is thirty-eight, and the youngest is twelve. About one-third of the juvenile class are over twelve and under fifteen years of age. They are employed in manufacturing establishments, and are compelled by law to attend some day school eleven weeks, at least, of every year. "To this class of children," says the report, "I think our evening school offers greater facilities for improvement than our day schools. If this be so, then we have complied with the spirit if not with the letter of the statute, in the provision that we have made for their instruction."

FALL RIVER.

Population, 26,500; number of children in the city, as returned by the assessors in 1869, is 5,294; the number registered by the schools is 6,099; an increase of 365 over the past year. It is not known upon which side the error lies which reports 805 more children in school than the assessors report in the city; but the school statistics, it is stated, have been compiled with great care, and it is probable the error is with the assessors. There are twenty-four primary schools, with 35 women teachers, and 2,915 scholars registered; ten mixed schools, with 11 women teachers, and 351 pupils; eight intermediate, with 11 women teachers, and 881 pupils; three grammar schools, with 3 men and 10 women teachers, and 959 pupils; one high school, with 2 men and 2 women teachers, and 142 pupils; and a factory school, with 1 man and 4 women teachers, and 851 pupils. In addition, two free evening schools were kept during the winter, for children over 15 years of age. The average attendance, compared with the whole number registered, inclusive of the factory school, at which the term is only three months, is only 55 per cent. A reason for this low per cent. of attendance may be found in the fact that the city is composed largely of factory operatives, who, in many cases, cannot afford, or think they cannot afford, to keep their children in school.

The number of truants returned to school, during the year, is 370; number arrested and placed in confinement, 27; discharged with reprimand, 26; sent to reform school, on complaint of city marshal, 8; showing a decrease of truancy, over the last year, of about 50 per cent.

In 1868 half-time schools, so called, were established for children between the ages of five and fifteen, employed in the mills, so arranged that half the children of that age, thus employed, might be in school half of each day, and in the mills the other half, thus giving all the children a half day's instruction each day. About 1,000 children are instructed in these schools; the mill agents co-operate heartily with the school committee and superintendent; indigent parents have met the requirements of the law with commendable courage, and, on the whole, it is thought that no equal amount of money expended by the city for schools secures so great and good results as that devoted to these and the evening schools.

LOWELL.

Number of children in the city, between five and fifteen years of age, May 1, 1869, 6,166; public schools in city, 59; 1 high, 8 grammar, and 50 primaries. Number of

teachers employed, 107. Average number of pupils, 5,130. Average per cent. of attendance, 90.2. Average cost of each scholar for tuition, $12 77. Yearly expenditure, $119,154. The teachers in the primary schools are all women. In the grammar schools 7 are men and 40 are women. Of those in the high school 4 are men and 4 women. A teacher of penmanship and 1 of vocal music are employed in the high school. Within the year two free evening schools were established, at which 447 pupils were instructed by 8 teachers. During the present year there have been 49 fewer cases of truancy reported, and less than half the number of absentees by permission, than during the previous year. Report of the truant commissioner states that as the extent of territory to be traversed by him increases every year, it will soon be necessary to have another officer, and requests that some one be immediately appointed to learn the business, stating that three years would hardly suffice to give the experience necessary to a proper discharge of the duties of this office. Mr. Huse has served as truant commissioner during the past sixteen years, and he states that during that time there has never been so little truancy, and so good attendance at school, as during the past year.

CHARLESTOWN.

In 1865 this city had a population of 26,398; in 1868 it was estimated at 28,000. The number of children between five and fifteen years of age, in 1865, was 4,951, and in 1868, 5,824. Number attending school in 1868, 4,824. Number of schools: primary, 36; grammar, 5; intermediate, 3; high, 1. Primary schools contained 3,326 pupils—1,700 boys and 1,626 girls; grammar and intermediate, 3,743 pupils—1,895 boys and 1,848 girls; high school, 167 pupils—60 boys and 107 girls. Whole number of schools, 45; teachers, 103. Average attendance in primary schools, 1,588; in grammar, intermediate, and high schools, 2,921. Ratio of attendance to whole number of children, .82. Value of school property, $409,700. School expenses during year, $65,169 07. Amount remaining in treasury unexpended, $23,895 93.

WORCESTER

contained, in 1865, a population of 30,000; estimated present population, 41,000; number of children between the ages of five and fifteen, 6,846; number of children received instruction during year 1869, 8,949, an increase over past year of 488; average yearly attendance, 6,321; in attendance at close of year, 6,418, being an increase of 386 over the previous year. Number of schools in the city, including 3 evening schools, is 117, an increase of 8 during the year. Number of teachers employed, 135, an increase of 11 during the year. Average yearly cost per scholar, $15 44. Ordinary yearly expenses, $97,651 82. Extraordinary expenses during the year, for furnishing, repairs, &c., $8,953 10, making total yearly expense, $106,604 92. Number of schools now in operation, 116; number of teachers, 138; pupils, 6,322. Within ten years these numbers have nearly doubled.

The school committee consists of twenty-four members, holds regular monthly meetings, and special meetings at the call of the mayor, who is president of the board. A superintendent and clerk are elected by the board. The superintendent is the executive officer of the board; supervises all the schools, reporting quarterly to the board in writing. A change in the methods of control and system of direction is recommended by the mayor, particularly in the abridgment of the number which constitutes the board, for the reason that "it is almost impossible to find competent persons of sufficient number to represent a majority of the board, who are able or willing to sacrifice the amount of time necessary."

The great want expressed by the report is a normal school—"teachers trained by practice." In this county, with its 34,000 children in schools, 850 teachers are at work. In consequence of changes, more than 200 new ones enter upon the work of teaching yearly, and to meet this demand for trained teachers there is no adequate source of supply.

Too much indifference is reported on the part of parents to the punctual attendance of children, so that about one-twelfth of the advantages of the schools is lost by irregular attendance. The truant officer has this year attended to 2,000 cases of truancy, and returned 1,200 of them to their respective schools. 130 obstinate truants have been assigned to the several public schools; and of these, 29 being apparently *habitual* truants, have been arrested and tried before the municipal court, 17 of whom were sentenced to the truant school, or "the farm," as it is called, for the term of six months or one year. It is found that the existence of this school acts as a very great check upon truancy, the great majority of the boys having "a wholesome respect for 'the farm,'" and when once brought to school by the officers, and reminded that the first step thither has been taken, they are far more punctual at school than if no such school awaited them. Of those who re-enter the public schools from this school, nearly all, it is thought, are improved in respect to punctuality.

A training school, composed of 225 primary scholars, has recently been established, in

four rooms and in four classes, under the direction of two accomplished teachers. To instruct these children, and at the same time to acquire experience, and be instructed in methods of teaching, there is a practicing class of 18 young ladies. In each room two members of the practicing class remain during the morning session, one as instructor and the other as critic; and two others during the afternoon. Among these there is an exchange of duties once a month. The members of the practicing class receive a daily lesson from the training teachers, one of whom conducts it the first hour and the other the second. This kind of training is continued one year. It is asserted that as the result of this school, the children are interested and instructed in a great deal of useful knowledge, while the young lady teachers have the experience of one-half year's solid teaching, under the vigilant eye of an associate, with an instructor constantly at hand. It is believed that such a training for those who teach is a far better preparation than a much longer course of purely theoretical instruction, or of chance experiment.

DENNIS.

The number of public schools in this town is 16, which were taught during the year 1869 an average length of eight months and five days. The salaries of teachers amounted to $4,588. There were 8 male teachers during a part of the year, and 17 females. The average wages for the males was $57 87½ per month, and that of the females $28 20. The number of persons in the town, between the ages of five and fifteen, was 841, of whom 175 were not in school. The average number in each school in summer was 45, and in winter 55. Voluntary contributions for support of schools during the year, $308.

Within the past few years an entire set of new school buildings has been provided, and all sections of the town have ample accommodations. The committee say, however: "All of our buildings are quite too barren of apparatus, especially in the primary and intermediate rooms." "Smallness of wages is an obstacle to the best results." "As a whole we have reason to speak with unbounded praise of the fidelity and efficiency with which our schools have been managed during the year."

SPRINGFIELD

has a population of 28,000; number of children between five and fifteen years of age, 4,156; number of pupils registered in schools, 4,617; of these 33 were under five and 240 over fifteen years of age. The number of schools is 87; teachers, 100. Amount expended for the year, $76,303 40. The high school contains 217 pupils, with seven teachers, a large increase over the previous year. A training school for teachers has been in operation a year and a half, and is doing good work. Free evening schools are in operation, four during the winter and two in the summer. As a result of these schools it is stated that: "Forty-three of the operatives in the mills, who made their mark upon the pay-roll for November, wrote their names upon that same pay-roll for February." There are about 25 boys at the truant school, who are reported "well fed, well clothed, well taught, and well behaved. The school is doing for them more than its best friends dared to hope. It is doing none can tell how much, to secure regular attendance in the other schools."

Each city or town is authorized to establish a reform school for children between the ages of seven and sixteen, who are "not attending school, or, without any regular occupation, are growing up in ignorance," and they may be sent there instead of being fined, if it is thought best. A reform school of this kind has been established in one wing of the alms-house, under the care of a suitable matron. An ungraded school has been established also, where habitual truants who ought not to be sent to the reform school may be kept under instruction until they can return to the graded schools. This is under the care of a gentleman who is also the principal truant officer, whose duty it is to look up all truants, and investigate the cases reported to him from the public schools. Having a female assistant, with whom he can leave his school when required to do so, he is able to attend to such cases. When satisfied that any one is a real truant, and that there is no other mode of preventing it, he takes him to the ungraded school and keeps him until his attainments and habits will allow of his being transferred to a graded school. If irregular still, the reform school is pointed to as the alternative, and this is generally effective; so that there are only 22 in the reform school, some of whom would be in the jail if not sent here. The result of these schools has been to increase the attendance upon the regular schools, so that 89 per cent. of the children of school age are in them.

There is also a half-time school at Indian Orchard, where the children employed in the manufactories attend school three hours each day through the entire year, and work the rest of the time in the mills. These operatives are paid full wages for three-quarters time, so that the arrangement is satisfactory to the parents. This is yet an experiment, which is looked upon with great interest.

The following letter from the agent of the Indian Orchard Mill to his treasurer gives the methods of this school:

"INDIAN ORCHARD MILLS,
"*Indian Orchard, February* 4, 1869.

"DEAR SIR: The number of children attending half-time schools is 30, aged from nine to fourteen. Number of boys, 9; girls, 21; hours school per week, 15; hours work per week, 48½.

"The scholars leave work at 12 o'clock, school commencing at 1 o'clock, and closing at 4, with fifteen minutes' recess each session, thus giving them one-half hour for play before school and fifteen minutes during school hours. Number of school weeks in year, 40. The parents of the children attending school are much pleased with the arrangement. I have not had a case of truancy reported to me; this shows that the children like and appreciate the system. The school has been keeping seven weeks. I cannot as yet compare the earnings on job work; but I find that, where the children were before losing from one to four days per month, they are now working full time during the hours assigned to labor, the school hours being a *real rest* to them. I am watching the working of this school with interest, and while I do not wish to arrive at a conclusion hastily, I fully believe that the half-time system is practicable, and wherever adopted, the manufacturer as well as operator will derive a benefit from it.

"Yours, truly,

"C. J. GOODWIN, *Agent.*

"EDWARD ATKINSON, Esq., *Treasurer.*"

NORTHAMPTON.

The number of teachers employed in all the schools of Northampton is 47—of whom 4 are in the high school, 11 in the three grammar schools, and the remainder in primary and ungraded schools. The primary and ungraded schools are taught thirty-six weeks in the year, in three terms, with suitable vacations; the high and grammar schools are taught forty weeks, annually. Every pupil in all the public schools must devote two half hours each week to the study of the principles of vocal music.

The annual expenses for all the schools are about $30,000. The salaries of the female teachers, of whom there are 45—the principal of the high school and the teacher of music being the only male teachers—are from $216 to $400—nine receiving the former, and eight the latter, sum, while others receive amounts between these extremes.

The course of instruction embraces twelve years, viz: In the primary, grammar, and high schools, four years each. As an evidence of an increasing interest in their work among the teachers, the superintendent, Hon. J. P. Averill, says: "Two years ago, to the best of my knowledge, only three copies of any educational journal were taken among the teachers; now there are nearly forty."

SALEM.

The population of the city of Salem in 1865 was 21,197, and in 1869 was estimated at 25,000. The number of persons between five and fifteen in May 1869 was 5,235; the number enrolled in the public schools, 4,412; the average number of all grades belonging to the schools, 2,986; the average daily attendance in all the schools, 2,590; average daily absence, 396; average per cent. of attendence, 87; average number of pupils belonging to the high school, 111; number of seats in the high school-house, 238; average number of pupils to each teacher, 22; average number belonging to the grammar schools, of which there are 7—two for boys and two for girls, and three for both sexes—was 1,107; average number of pupils to each teacher, 41; average number of pupils belonging to primary schools, 1,768; average number to each teacher, 49. The sum appropriated for each child between five and fifteen years was $9 55. The total expenditure for school purposes for the year 1869 was $60,143 66.

The school committee consists of eighteen members besides the mayor and president of the common council. The board has a secretary and messenger; and there is a superintendent, who has a salary of $2,000. The salaries of teachers amounted to $36,968 39.

In regard to the high school, the committee say that a class which graduates one-third of its entering number does remarkably well. Professor Morse, of the Peabody Academy of Science, gave two courses of lectures to the school, profusely illustrated on the black-board, upon the animal remains found in the rocks, and on the classification of the animal kingdom. They say, also: "Not many years since it was a standing reproach not only to this school, but to our city, that we had no representatives in any of the leading colleges. We rejoice that it is so no longer. There is now no class at Cambridge which does not contain graduates of the Salem high school, who are doing us credit, and of whom we are justly proud. The pupils now pursuing the college course number seventeen, exclusive of the junior class."

Truancy is spoken of as too common, and as a source of great evils. "The Plummer Farm School of Reform for Boys will probably be opened in the course of the coming year" for the reception of incorrigible truants.

Besides the regular public schools, there are evening schools for the males and females separately, both schools numbering about 300 different scholars during the year, from twelve to thirty years of age. The instruction in these schools is chiefly oral, with little attempt to form classes, on account of the irregularity of attendance. "The pupils are well behaved, and manifest a great degree of interest in the studies."

In May a special school was established for factory children, called the Naumkeag school, and opened on the 7th of June, 1869. The pupils are all of them employed in the Naumkeag Mills, between the ages of five and fifteen, and are formed in two divisions, attending alternately at the school and the mill, forenoon and afternoon. The school is kept through the entire year, five days in a week, except the legal holidays, thus securing to all equal time of attendance, and the half holiday on Saturday, with no interference with the regular progress of the work in the mill by this class of operatives. The average number belonging each half day is 31; per cent. of attendance, 93.8.

The operatives who attend school receive from the corporation two-thirds of the price for full time, and those employed by the piece receive 50 cents per week in addition to what they actually earn at the usual rates. The time-table of attendance at school is kept in the same form as at the mill, and the same deductions from wages are made for absence from school as for absence from the mill; and thus truancy and tardiness are rare. The committee express the opinion that they have "arrived as nigh unto perfection in the treatment of these school annoyances as is permitted in the administration of human affairs." "The teacher's brain is, in main part, the text-book, and the school exercises consist chiefly in oral instructions, readings, and recitations in concert, and slate and black-board lessons," &c.

EXTRACTS FROM THE "ABSTRACT OF SCHOOL COMMITTEE'S REPORTS," MADE BY THE SECRETARY OF THE BOARD OF EDUCATION.

The statutes of Massachusetts require each of the three hundred and thirty-five towns and cities in that State to publish at least annual reports of their school committees in pamphlet form, and to send one copy at least to the secretary of the board of education before the end of April. The following epigrammatic sentences are extracted from the reports of school committees for 1869, the name of the town from which the extract is taken being appended.

Parents.—A strange system of ethics or religion exists, where personal or religious animosity is allowed to neutralize the efforts of any teacher.

Teacher's influence.—The school is usually a portrait of its teacher.—Brewster.

Indifference of parents.—We venture the assertion that one-fourth of the time and money devoted to schools is thus wasted, and we see not how we can rid ourselves of this discouraging drag upon our prosperity, until parents manifest an increasing interest in the intellectual welfare of their children, and consider it a duty to keep them regularly at school.—Chatham.

School appropriations.—The school-houses in a town are the best bonds a property holder can have; and a successful free public school his best and safest policy of insurance for the continued and increasing valuation of his estate; so that from the lowest and most mercenary motives our schools should receive the fostering care of property holders. But when we regard our children as the representatives of something more than silver and gold, or greenbacks or houses or lands, or ships or merchandise, and which in the comparison cannot be measured with any or all of these, because of the infinity of difference, we might reason with a force a thousand times more momentous and consequential, for a generous and hearty support of our public schools; for every thing to which we can attach value in a community must be measured by the intelligence and virtue of its citizens.

Indifference of the poor.—It is a remarkable fact, and which to us is entirely inexplicable, that a majority of those who vote in town meetings against sufficient appropriations for a full term of free school are those who pay small taxes.—Dennis.

Educational sentiment.—There must be a firmer and more evident interest in the school room. The jails, prisons, and gallows, of our country testify to the efficacy of street education, and the parent owes it to the State as well as to the child that he has as little of it as possible.

The State wants productive citizens, who will yield valuable returns for the rich benefits she heaps upon them, and the more educated a person is the more precious may he become to his State. What more valuable service, then, can one render to his State, than by making use of all the means which she has put in his power, to give to those whom God has placed in his charge as thorough and liberal an education as his circumstances will admit?—Sandwich.

The graded system—Has been in operation in our schools for the last three or four

years, and experience proves it to be the most efficient plan for the progress of the scholar and the usefulness of the teacher.

Physical training.—The great fault of the age—haste, is too evident in all our education. Children are crammed, not learned. Four hours a day are enough for a child under twelve years to study, or be in a school-room. The best gymnasium ever yet built is that which has a ground floor and a sky-roof; and nature is the best teacher of calisthenics. The scientific movements taught in school-rooms are but poor parodies on the easy flow of natural action. Let the school hours and studies be few and pleasant, especially to the beginner, lest he learn to hate them before he knows their value, and become a truant before he become a scholar.—Wellfleet.

Primary schools.—Our educational system may well be compared to a pyramid, of which the primary schools are the foundation, but which rises in constantly diminishing sections to its summit, crowned with the highest achievements of literature and art. The successful management of a primary school requires the rarest, and therefore the highest, order of talents. Ten teachers qualified to instruct an intermediate or grammar school can be found to one who can teach a primary school as it should be taught. The wages, therefore, of these teachers should be equal to those paid to teachers of the higher grades.—Adams.

High school wanted.—Private schools are the order of the day in our town; this will continue to be the case so long as there are no public schools for advanced scholars.—Cheshire.

Attendance.—Tell us a school is steady and regular in attendance, and it needs no further commendation.—Great Barrington.

High school.—The top stone of our educational system is the high school.—Lenox.

No more school districts.—It is now generally known the present year commences the operation of a new school law abolishing the district system.—New Marlborough.

Mental culture.—A wise essayist says, "What sculpture is to the block of marble, education is to the human soul. It is a work with noble materials for great and good purposes, and one which also aims to make available the real wealth and resources of the State."—Otis.

Education vs. Crime.—When it costs Berkshire County five times as much for a court-house, jail, and house of correction (to say nothing of the expenses of the detection, arrest, and conviction of criminals) as it does to furnish a year's tuition to every boy and girl between the ages of five and fifteen years in the county, there can be little doubt as to the proper direction in which to judiciously increase the public expenditure. It is entirely in accordance with the genius of our republican institutions that our means of public instruction should be the pride of all the people, and not in any sense a poor bounty for those who are unable to avail themselves of private tuition.—Pittsfield.

Education and citizenship.—The children in our schools are, so far as qualifying them for citizenship goes, a trust committed to the voters of this town. The law makes their education the care of the town. This it does because their education is a public benefit. You would have thought it madness to send out soldiers without equipments. Is it any less madness to send our children unequipped into the battles of life that await them?—Dighton.

Supervision.—Of the system of superintendency of the public schools as pursued in this city, we speak with much confidence, believing fully in its efficiency and usefulness; the wonder with us is, that our large cities and towns should ever have done without it.

School appropriations.—I am confident that no corresponding amount of money has ever been expended in behalf of our schools that has been more profitably turned to account.—New Bedford.

The school buildings should be not less an exponent of our intellectual and social progress. When churches are magnificent, and houses are elegant, our temples of learning should not be barns.—Taunton.

School appropriations.—We reap as we sow. If we sow sparingly, we shall reap sparingly. Small appropriations make small schools. This is the law, and this is the fact.

The law relating to children in manufacturing establishments does honor to Massachusetts. In it we see the State assuming the relation of parent to the poor and helpless child.

Text-books.—We give our unqualified approval to the plan suggested by the Massachusetts board of education, that commissioners, men of learning, and eminent educators be appointed to make selections in text-books for the whole State.—Andover.

Music in primary schools.—The scholars of every school have been taught the science of music. The pupils in the primary school are able to read music in any key.—Bradford.

Duty to future generations.—The greatness of the legacy we have received from those who have gone before us, increases our debt to future generations.—Danvers.

Play-ground etiquette is in external influence the seed which produces family and national justice.—Georgetown.

Supervision.—It is no longer a question whether the city needs or can afford to have a superintendent of public schools, but how long it can afford to do without one.—Lynn.

Supervision.—Time is making more and more evident, we believe, the wisdom of the city in giving to the school system a trained, a thoroughly capable and unifying supervision. There is much oral work, real teaching, done in our schools.—Salem.

Selection of teachers.—When a person is to be received as partner we proceed cautiously, we watch his every act, and he is only accepted when we are entirely satisfied that he possesses not only good habits but the requisite business qualifications to insure success. But the teacher who is to train the imperishable minds of youth, and whose influence widens as it rolls down the stream of time, is seldom selected with care. The granite monuments will crumble, the marble slab will perish, but the teacher's work is to exist for all coming time.—Salisbury.

Government.—That teacher governs the best who succeeds in securing the highest degree of self-government among the scholars. Self-restraint is far better than outward control.—Bernardston.

How to prevent improvement.—If you do not wish to have your children make any improvement during the school term, you have only to indulge in sarcastic and disparaging remarks about the teacher and the school before your children, and you will find you have been successful beyond your most sanguine expectations.—Erving.

Parents should inform themselves.—It seems to us that parents should inform themselves better with regard to the qualifications necessary for good schools.—Hawley.

Self-discipline.—We believe that compulsory obedience is far better than none; yet teachers should ever remember that their pupils are not saved until they have firmly established in them habits of obedience to principle, and learned the test of all discipline—self-discipline.—Leverett.

Progress.—The hope and glory of New England is in her public schools. It becomes us not to be satisfied with what has been, but to press forward to the mark for the prize of our high calling.—Montague.

Value of education.—Educational privileges have a most intimate connection, not only with the educational prosperity of a town, but with the price of every man's farm. A commodious, tasteful school building will not only tell its story of a people's liberality and refinement, but will add no small percentage to the value of property in all its neighborhood. Large land-holders may count their taxes in such a direction a safe investment.—Northfield.

Which is worth most?—Is it to her credit or shame that her sheep and cattle are so much better provided for than her school children?—Shelburne.

Professional teachers.—It needs no illustration to prove that this principle of constant change, carried into any business, would necessitate a failure in nine cases out of ten. Now it is by securing and maintaining a corps of earnest, successful, professional teachers that we can effectually improve the condition of our schools.—Agawam.

Teaching as a profession.—Some teachers are cheap at any reasonable price; others would be dear if they cost us nothing. Till teaching is recognized as a profession, to be specially prepared for and followed, as other professions are, as a vocation, our children will not generally receive that culture that their nature and capacity demand.

Natural history.—The rocks that cover our hills and cumber our fields are full of instruction; but all these are sealed books to our children, and will continue to be until they are taught to read them.—Primfield.

Home training.—A child that is educated at home to be mild and docile and respectful, who has been taught to obey his father and mother, will render a cheerful obedience to the commands of the teacher; but, on the other hand, he who has been indulged in his conceit, who is rude and disrespectful and restive under parental control, who is allowed to be disobedient, will exhibit the same disposition at school.—Chicopee.

Value of attractive school-rooms.—Some think this cannot be done, that "boys will be boys," and will whittle and otherwise deface a school-room even as their fathers did before them. But give them a tasteful and attractive room to study in, and a great share of the temptation to deface is removed. Then compel each parent to pay for all damage done to the school-houses by his children, and the evil will soon cease.—Granville.

Parents visit the schools.—If parents would know the condition of a school, they should visit the school. It will be useful for parents to see with their own eyes how their children appear at school as well as at home.—Ludlow.

Teach children to think.—To make a child think for himself is the teacher's main business. He should not aim to cram the memory of children with the results of his own thinking, but stimulate them to do their own thinking.—Monson.

What is needed.—New and convenient school-houses, well qualified teachers, also the coöperation of parents with the committee, will, we hope, usher in a new era in the education of our children.—Montgomery.

Education and citizenship.—Our laws assume that no one is qualified for citizenship without a common school education. The State, therefore, provides the means of education, and makes them free to all, and then deems it a crime to deprive another or deprive one's self of such a benefit.

The high school will always be the people's college, where the greatest number will receive an education in the higher branches, and their necessities must be regarded.—Springfield.

Value of newspapers in the home.—Let those who have the care of the young remember that the process of education commences and is continued for years in the family. The knowledge gained in schools is important, but of more value is correct nurture at home. The periodicals of the day are as efficient as any text-books to educate youthful minds. Let no father suffer his house to be destitute of a good supply of newspapers and other periodicals.—Tolland.

Duties of parents.—Do not think your duty done when you have voted your money and elected your committee. Parents owe a duty to scholar and teacher that the committee are unable to perform.—Wales.

Discipline.—A poor teacher with good discipline will be more successful than a good teacher with poor discipline. Parents should learn this as well as the teacher, and should co-operate with the teacher in maintaining it.—Westfield.

Attendance.—Were the children employed in a manufactory instead of attending school, we believe the parents would show more interest in insuring a punctual attendance. In our business relations we look well to see if we get an equivalent for our money; why not show an equal interest in the hundreds raised for the education of our children.—Wilbraham.

School officers.—If your committees are dead men let them be buried, and choose live men in their places.—Cummington.

School-houses.—Education consists in much more than an ability to recite one's lessons with accuracy. A child's surroundings have a deal to do in the formation of his character, mental as well as moral.—Enfield.

Women upon school committee.—Since it is evident that our schools will be almost wholly, if not entirely, taught by females, we respectfully suggest the propriety of placing a woman upon the school committee.—Middlefield.

Adequate wages and good schools.—It is useless to expect good schools without good teachers; and we cannot obtain good teachers without paying such wages as will induce those of a high order of talent to accept positions.

Teaching a science.—The theory of teaching is a science, and, like law, medicine, and divinity, should be studied as a science. The practice of teaching is an art, and skill and dexterity in it come by study, observation, and experience.

Professional teachers.—I have often observed with interest the daily practice of a skillful, educated gardener. With what constant care does he watch each individual plant among his choice varieties! How zealously he guards it from every influence that would retard its growth and harmonious development! How carefully he supplies it with its proper nutriment, light, air, sunshine, moisture, and earth! Thus the plant, from its laws of life and growth, is gradually developed into its own peculiar form of beauty.

Educational journals.—I may mention that, two years ago, to the best of my knowledge, only three copies of any educational journal were taken among all the teachers; now there are nearly forty.—Northampton.

Ignorance.—One ignorant boy or man, girl or woman, may be capable of bringing about much mischief and great disgrace to the town.—South Hadley.

Text-books.—Let the board of education, after a critical examination of all the text-books, decide which shall be introduced into our schools.

Discipline.—One thing is certain, disorder and confusion must be driven from our school-rooms at all hazards, if we would have anything worthy the name of a school.—Ware.

Object teaching for the primary schools is now generally practiced in schools that pretend to keep up with the improvements in teaching.—Williamsburg.

Embellishment of school-houses.—Why should not our school-houses, where the rising generation spend so large a part of their time, be properly cared for and embellished?—Worthington.

Experience, tact, and health.—A teacher of experience and tact, with good physical health and a willingness to work, will have a good school in the face of opposition and discouragement.

Visits by parents.—In the statistical table we have added a column showing the number of visits by parents and others, excluding the superintendent's visits, during each term.—Acton.

High school.—The high school, voluntarily established while the town was below the limit of statute liability, is now sustained in conformity to law.—Arlington.

Moral culture.—A teacher failing in this kind of instruction, moral culture, deplorably fails to comply with the law.—Ashby.

Our text-books are so deficient that the teacher must endeavor by oral instruction to aid his pupils.—Ib.

Teaching.—If the teacher would teach topics in such a way that each mind could grasp the thoughts, instead of requiring pupils to commit to memory only words, we should seldom be obliged to hear the too frequent remark, "I have been over the lessons, but do not know anything about them."—Ib.

The supervision of public schools.—The superintendent of public schools of Boston recently remarked that the most imperfect part of the educational system of Massachusetts was found in the supervision of her schools. This, we know, is very true.

School-teachers.—Once upon a time, being asked by a friend in a neighboring town what kind of teachers we had in Ashland, we answered: "Much like those in other places. We have the good, bad, and indifferent. We dismiss the bad, endure the indifferent, while the good teachers keep us in constant anxiety lest they may leave us, and go to some town where they pay a larger salary."

Teachers' wages.—We hardly ever get any more than we pay for, and if we do, it is generally because we have cheated somebody.

Law and order.—The following facts are true under all circumstances: Where there is to be order there must be law; and the laws, to be effectual, must be executed; and in order to execute them, lawlessness must be discovered, and the lawless punished; and all fair means taken to identify the transgressors is perfectly honorable, the opinion of school children to the contrary notwithstanding.—Ashland.

Visiting schools.—Many persons in town have not been into a school-room while a school has been in session since they completed their education; still they pretend to know all about the condition of our schools.

Indifference of parents.—We sometimes meet men, otherwise prudent and intelligent, who are almost criminally careless regarding the educational interests of their children. Their farms they watch over with much anxiety; but the day may come when they will look upon their gardens and orchards with diminished pleasure when they find no flowers in the garden of their child's mind; instead they may, through their neglect or indifference, find it overgrown with the weeds of vice and error.—Boxborough.

Thoroughness.—It seems to be the determination of most teachers of the present day to make thoroughness the rule, and to make a perfect conception of the principle involved the true method in recitation.—Burlington.

Primary schools.—In our primary schools about 800 enter each year; about 30 complete their education in our Cambridge public schools. Any private teacher, and many parents who have attended to the education of their families, are well aware that children who begin the alphabet at six years old can easily be qualified, and well qualified, to enter the grammar school in two years. For the great majority of the children the fourth year in our primary schools is so much time absolutely wasted.

Evening schools.—I believe that separate evening schools for the two sexes, continuing five months in the year, should become a part of our regular school system.—Cambridge.

Distribution of labor.—It is one thing to provide an adequate corps of teachers for a grammar school, and another, equally important, to distribute the labors of those teachers along the line of effort so as to achieve the highest educational result.

Ignorance.—A wound inflicted upon the body may be healed by the restorative processes of nature, but a character once tarnished seldom regains its luster On this point the voice of history is emphatic. In every age, a growing waywardness of the young has preluded national debasement.

Teachers' library.—I am confident the members of the committee will esteem it a pleasure to place Charlestown first, or at least prominent among American cities, in furnishing suitable books for the benefit of public teachers.

Oral teaching.—The great world of fact and of thought is seldom made to throw its inspiring influence into public schools.—Charlestown.

Good teachers.—The town has a fine appetite for good instruction. If we wish to keep, where we boast that we have kept heretofore, in the front rank, we must pay for good instruction its value in the educational market.

Adult winter schools.—Observation has led your committee to believe that much good might be accomplished by the establishment in this town of an adult winter school.—Concord.

Parents.—When parents are fully awake to the subject of education, and to the wants of our children and youth, in this regard, we may expect our schools to prosper, and the minds of all to be well stored with useful knowledge.—Dracut.

Responsibility of the teacher.—The sphere of the teacher is large and varied. Intellectual and moral culture must go on together. Immortal natures are in charge. Without the proper development and training of the moral character, the intellectual will be comparatively of little importance. In this regard, as is the teacher, so in a few months will be the school. Earnestness and faithfulness in duty, refinement of manners and feeling, true morality and Christian principle on the part of the teacher, will in time, God's blessing attending it all, beget the same in the minds and characters of the pupils. How great, therefore, is the responsibility of the teacher!—Framingham.

Teachers.—Mean appropriations beget mean schools. Poor teachers result from indifference, and indifference manifests itself in mean appropriations for educational and all other good purposes.—Groton.

Object teaching.—The school in this town where most attention has been given to object instruction, has done more work in the regular studies than any other of its grade.

The high school is an important one in our system. Besides furnishing a majority of our teachers, it exerts an influence on all the lower grades. It gives the children something to look forward to. Ask the pupils in any of our primary schools to what they are aiming, and they will tell you the high school. The better the school, the greater the ambition of scholars to enter it. The genius of our institutions contemplates a free education for all our children.

First instruction.— A child's first instruction should be based on the fact that his intellectual activity consists in seeing and hearing.

Superintendent.—Another means whereby our teachers, schools, and whole community may be benefited, is by the employment of a school superintendent.—Hopkinton.

Value of intellectual training.—Intellectual training is promotive of virtue, because it involves self-control and self-denial, as opposed to self-indulgence. Reason should rule man, and the more the intellectual powers are sharpened and expanded, the more unwilling will the man be to become a slave to appetite.—Lincoln.

High school.—There should be one school in town open to advanced scholars from all parts of the town, for a term of twelve weeks at least, and perhaps extended through the summer and winter terms of the entire year.—Littleton.

We need trained teachers.—The teacher must seek knowledge elsewhere than from his own pupils. Nothing short of the training of one of our normal schools should be thought sufficient to entitle a new candidate to mention in connection with our teacherships.—Lowell.

When a teacher neglects to discuss questions of teaching with compeers, to attend teachers' conventions, to make some regular preparation out of school for the duties in it, and to read educational publications, it is time the city treasurer should cease to read that teacher's name on our educational pay-roll.—Ib.

Primary teachers.—The foolish idea that primary teachers if successful, should be made assistants in grammar schools by way of promotion, is less common than formerly, but it still exists and causes the committee some annoyance. Perhaps a slight difference of salary in favor of primary teachers would set this matter right much easier than argument can do.—Ib.

Primary schools.—If so vast a majority of our children cannot go to the high school it is important to take measures to bring some of the high school studies to them.—Ib.

Drawing should be taught as universally and thoroughly as penmanship.—Ib.

Inconstancy worse than truancy.—"Inconstancy," says Mr. Huse, (truant commissioner,) "is a harder evil to combat than truancy. I mean those cases where parents keep, or allow their children to remain out of school for very trivial causes.—Ib.

Sectarian schools.—May the friends of every sect see the injury they would do their children by secluding them in sectarian schools, and appreciate the anti-republican tendency of such divisions in the education of our youth. May each citizen feel his immediate and individual interest in our common schools, and his share of responsibility for their success. May every one exert his special influence to continue them as the schools of the whole people—to render them so impartial that no virtuous sentiment of any portion of the community may feel aggrieved; so truly free that even poverty can ask nothing cheaper, and so complete and excellent that wealth can purchase nothing better.—Ib.

Parents, visit the schools.—If parents would visit our schools more, become acquainted with the teachers, witness their labors, exhibit an interest and sympathy for them, new light would break upon them, and, instead of complaints and cruel aspersions, a fraternal feeling would be kindled that would shed a genial, kindly influence, in which parent, child, and teacher would alike participate. Again we say to parents, visit the schools!—Malden.

Our evening schools.—More than sixty persons of an age too advanced for admission to the day schools have attended its sessions with great regularity, and have thus been enabled in some degree to remedy the disadvantages under which they have labored in earlier years.—Medford.

High schools.—The elective system which was adopted last year, and by which a scholar may pursue either an English or classical course, has thus far worked well.—Newton.

Mechanical teaching.—There is truth in the remark that "we are shut up in schools and colleges and recitation rooms ten or fifteen years, and come out at last with a bag of wind, a memory of words, and do not know a thing.—Ib.

School appropriations.—Your committee have been recently asked whether the town could not profitably spend more money for the support of schools. We wish to give our answer to the public, which was emphatically in the affirmative.—Sherborn.

Education in the present, the strength of the future.—The strength of the future town or State will depend largely upon the fidelity of the present generation in sustaining the institutions of education and pure religion.—Ib.

Knowledge a delight.—The acquisition of knowledge is ever a source of intense delight to those who can gain a clear and intelligent understanding of the subject under consideration.

Oral and object teaching.—Reason, therefore, would seem to indicate that oral instruction, object teaching, and memorizing, should be the principal work of the primary school, and also of the lower classes of the grammar school.

Teachers and parents.—He is the wise teacher who labors earnestly to render himself worthy of the confidence and love of those whom he instructs and controls.

He is the judicious parent who cheerfully co-operates with the teacher to render the school pleasant and profitable to the child.—Somerville.

School appropriations.—It matters not how great the care or the cost may be of sustaining our public schools; they must be maintained.—Stow.

School-houses or prisons.—Better, far better pay for school-houses and teachers than for prisons and police officers.—Tewksbury.

Education a defense.—An education of this broad and high character is a better defense of our liberty than a standing army, a firmer bulwark of our government than our oak-ribbed and iron-clad navy.—Ib.

High schools.—The teachers of the public schools in towns where they enjoy a high school are invariably more intelligent and efficient than they are in towns having no high school.—Townsend.

Kinder-gartens.—Some of the good results associated with the kinder-garten institutions are already naturalized in our primary schools.—Waltham.

Public sentiment.—Let a right public sentiment exist here on this subject; let there be a due estimation of the cause of education at large, and the influence which every single community exerts on the entire republic.—Wilmington.

Evening schools.—If there are among us persons beyond school age willing to learn, we cannot afford to deny them the privilege, and no part of the public money can be better expended than that which is devoted to this object. It is clearly the duty and the interest of the town to provide ample accommodations for such a school during the long evenings of each year.—Woburn.

Training school.—In my first annual report I predicted that the training school which you had recently established would come to be an essential part of our school system. The prediction has been fulfilled.—Ib.

Thoroughness.—We fully coincide with a remark of Hon. Horace Mann, that "thoroughness is the secret of success."—Nantucket.

School-houses.—We have often thought if men went to school in place of children, school-houses would be very much improved. We sincerely hope that these relics of past generations may soon give place to more respectable, convenient, and tasteful houses.—Braintree.

Need for progress.—Have we then arrived at a point where we can sit down quietly, fold our hands, and congratulate ourselves? By no means. In the march of improvement, on which we have entered, who pauses is left behind.—Brookline.

What the school should be to the people.—Nothing should be nearer to the hearts of this people than their public schools, in which most of their children have their only opportunity of literary culture.—Foxborough.

Unlawful employment of children.—We fail to see the wisdom or justice of depriving a child of an education in order to save the town the expense of aiding in the support of the family; and your committee find that they are fully sustained in their views by the statutes.—Hyde Park.

Only in the intelligence and virtue of the people is there any ground for confidence in the future maintenance of those rights; and especially of the right of religious freedom, which is the dearest to every intelligent mind and upright conscience. An enlightened people cannot long be an enslaved people; and only an enlightened people is capable of being a free people. Knowledge and liberty go hand in hand.—Medfield.

Transportation for scholars.—A law has recently been passed by our State legislature authorizing the school committee, at their discretion, to furnish transportation to scholars to and from school, to be paid for out of a special appropriation to be made for the purpose by the town. We think the value of this excellent provision will be plainly apparent in the improved attendance of scholars, as well as in the diminution of the number of cases of sickness among them caused by exposure in stormy weather.—Milton.

Primary teachers.—New applicants often say, "I should not dare to try anything but a primary school." They had better say, "I dare try anything but a primary school." In everything but pure muscular force the primary department requires the rarest combination of qualities that go to make up a model teacher. Gentleness blended with firmness, and tempered with judgment, energy, and enthusiasm, combined with and regulated by moderation and prudence—these and all the cardinal virtues are needful for this position.—Quincy.

Visiting.—We feel more and more the need of a superintendent of schools, who shall be able to devote more time to them than business and professional men are able to do.—Walpole.

Evening schools.—It is doubtful whether there are any schools in town where there has been manifested a greater desire to improve than in these evening schools.—West Roxbury.

Value of education.—As a general principle, the educated are enterprising and self-supporting, while the ignorant descend to their level in the alms-house, the prison, and similar institutions, most of which have been established as a consequence of defective early education.—Weymouth.

Primary schools.—The idea so generally entertained that any person of fair attainments, though young and inexperienced, can teach a primary school, is assuredly a mistaken one.—Abington.

Duty of parents.—Those who neglect to give the benefits of a good common school education to their children make a sad mistake, commit a great wrong against society, and do their children an irreparable injury.—Hansom.

Object of public schools.—The final object of our public schools is, or should be, to make good men and good women, good citizens and neighbors. Whatever stops short of this is not the true and sufficient education.—Kingston.

Evils in schools.—We have learned by experience that it is much easier to discover than to correct existing evils in our common schools.—Marion.

Real advancement.—We prefer to see a scholar able to take a crayon and draw a map of a State or country, giving tolerably good proportions, and sketching the position of important points with approximate accuracy, to being able to answer scores of questions like, "How many islands are there in Lake Ontario?" or being able to tell with certainty whether his book states that "Massachusetts is distinguished for agriculture, manufactures, and commerce," or "commerce, manufactures, and agriculture."—Marshfield.

Teaching children.—The most prevalent error in teaching little children, it seems to me, is the effort to make them understand the abstract definitions of things before they have any experience of the things themselves through the medium of the senses.—Plymouth.

Authority of parents during school hours.—The parent has no more to do with his own child than with his neighbor's during school hours. The necessity for this is apparent. The unprofitableness of too many cooks is proverbial.—Rochester.

Corporal punishment.—Whipping in school is like a war in a nation—if you go into the custom at all, you may go further than you mean to at first, and there will be no holding up till one or the other party succumbs.—South Scituate.

Military drill.—The usual exercise in military drill is continued, and the school-boys, in their evolutions before competent military judges, received high praise for their skillful maneuvring and soldierly bearing. Military instruction, commenced a few years since on the petition of some of our leading citizen, during the trying days of the rebellion, as an experiment, is now a manifest success, and should be hereafter considered as an integral part of our educational system.—Boston.

Cleanliness.—In district No. 6, while the board was in use, at the suggestion of the committee the problem presented itself how to clean it, when it was discovered that a boy's cap made an excellent wiper. The committee do not divulge this discovery for the purpose of recommending it.—Ashburnham.

Discipline.—Let your boys rule the school-room, and you will soon have bad men to rule the nation.—Athol.

Duty of the State to the citizens.—Our children are the children of the town in a sense most endearing, rather than burdensome. Such relationship is preëminently American; more distinctly puritanic. Prussia has the common-school system; but the parent is taxed. With us it is the citizen, parent or not. That is a grand distinction, and honorable to the State. A French reformer, urging the government, gives on the title-page of his plea this sentiment: "Pour instructions on the heads of the people; you owe them that baptism." With us the State stands godfather to all the children.—Berlin.

What children should learn.—In deciding what that course should be, we know of no better rule than that of Aristippus, one of the philosophers of ancient Greece, who, on being asked what boys ought to learn, replied, "What they will have occasion to use when they become men."—Boylston.

School-houses.—As the style of churches indicates the spiritual condition of the community, so surely do the school-houses indicate the educational prosperity of the people.—Brookfield.

High schools.—Our high schools are furnishing to those that avail themselves of their advantages, a kind of education, more especially in its disciplinary character, far superior to that which our private schools or academies ever did or can supply. Of the propriety or justice of making schools of this class a public charge, the day for argument has passed.—Fitchburg.

Parents visit the school.—The best teacher will fail, if not sustained by the active sympathy of parents. Visit the school often. It will encourage the teacher and incite her to still greater efforts. Your children will see that you feel a deep interest in their education, and be incited to greater diligence. Know for yourselves whether the school is a good one, and the teacher faithful and competent—not from hearsay, but from personal observation.—Holden.

Skilled labor.—The age in which we live demands of us, by every dictate of personal prudence and pure patriotism, which are one in this matter, that we employ skilled labor.—Petersham.

Too much time given to arithmetic.—Our impression, from long observation, is that altogether too much of the time spent in our public schools is devoted to the intricacies of arithmetic, the minutiæ of geography, and the senseless mummery of grammatical nomenclature.—Shrewsbury.

Importance of practical knowledge.—Is it not of as much importance, at least, to a young miss on leaving school at fifteen, to know something about book-keeping, and how to make out a bill—something about the laws of health, of natural history, of natural philosophy, or of the history of the world, as to devote year after year to the study of the higher rules of arithmetic?—Ib.

Absenteeism.—We can conceive of no better method to bring both parents and children to their senses upon this subject than to put such irregulars all into one class, regardless of their grade of scholarship or size. If they use half a dozen different books, just as well. Call it, if you please, the "jumble class," and let it be understood that all irregular scholars are to go into it. When visitors or the committee come, let it be told them that this is the jumble class.—Spencer.

Abolition of the district system.—Your committee have heard fears expressed that the abolition of the district system might excite feeling which would in some cases hinder the due working of the town system. We are glad to record that no such disposition has been shown.—Southbridge.

What kind of education shall be chosen for the children?—Every person must be educated in the street, the bar-room, or the brothel—a vagabond graduating, it may be said, from the poor-house; a criminal, from the jail or prison—or else in the family, the school, or the church, a worthy citizen, a virtuous man, with due regard for law and a just consideration for the rights and privileges of all men.—Warren.

Primary schools.—Thus it appears that the primary schools are the strategical point. It is a mistake to suppose that every person can teach a primary school. These schools need the most skillful teachers. We employ the most careful gardener to cultivate the tender blade, not the vigorous stalk.—Worcester.

Teachers' wages.—There are people who value the work of a teacher as they reckon the wages of a mule-driver—so many dollars for so many hours. As well attempt to measure the potent influence of the summer rain, and the gently-distilling dew by the yard, or the lightning's force by the pound. It is said that the salary of the president of Harvard College is $3,000 a year, and that of the chief cook at the Parker House is $4,000. So long as cooks are paid more than teachers, there may result this advantage, that few will engage in the higher vocation who are not actuated by the higher motives. But the community should not forget that a debt of gratitude is due the faithful teacher which is not cancelled by pecuniary reward.—Worcester.

SUPERINTENDENTS OF CITIES AND TOWNS.

Town.	Name.	City.	Name.
Amherst	H. L. Read	Boston	John D. Philbrick
Beverly	Wm. B. Allen	Charlestown	Benjamin F. Tweed
Dennis	M. S. Underwood	Fall River	M. W. Tewksbury
Boxborough	Oliver Wetherbee	Lowell	Charles Morrill
Dover	A. E. Bottell	Springfield	E. A. Hubbard
Kingston	Joseph Peckham	Worcester	A. P. Marble
Mansfield	L. E. Grover	New Bedford	H. F. Harrington
Marion	L. Cobb	Lawrence	G. E. Hood
Northampton	J. P. Averill	Cambridge	Edwin B. Hale
Pittsfield	L. Scott	Salem	Jonathan Kimball
Plymouth	Charles Burton		
Somerville	J. H. Davis		
Swansea	G. E. Hood		
Weymouth	F. M. Dodge		
Woburn	Thomas Emerson		

Table of statistical details of schools in Massachusetts, from State report for 1869, Hon. Joseph White, secretary of Massachusetts board of education.

Counties.	Population, State census, 1865.	Valuation, 1865.	Number of schools.	Amount expended in 1868 for erecting school houses.	Amount paid for repairing, &c., in 1868.	No. of schol'rs of all ages in the public schools.		Average attendance in the public schools.		Persons under 5 years of age who attend the public schools.	Persons over 15 years of age who attend the public schools.	High schools.		Incorporated academies.			Unincorporated academies and private schools.		
						In summer.	In winter.	In summer.	In winter.			Number.	Salaries of teachers.	Number.	Average No. of scholars.	Aggregate paid for tuition.	Number.	Average No. of scholars.	Aggregate paid for tuition.
Barnstable*	34,489	$14,276,198	177	$3,000 00	$2,328 37	6,407	7,377	4,864	6,012	144	1,637	7	$6,040 00	2	65	$375 00	4	126	$1,780 00
Berkshire	56,966	27,937,444	329	62,184 74	4,354 55	10,558	11,120	7,475	8,088	353	1,170	10	10,590 00	2	73	2,640 00	33	632	38,011 80
Bristol	89,505	59,464,668	318	49,989 37	14,635 60	17,497	17,208	13,286	14,180	260	1,869	9	9,820 00	3	216	14,400 00	39	728	10,400 00
Dukes	4,200	2,183,975	21	.....	256 03	681	707	569	595	22	123	1	656 00	1	62	376 00	1	25	250 00
Essex	171,192	90,393,467	552	90,003 65	21,766 39	31,356	32,140	25,033	25,507	162	2,542	20	26,049 00	5	535	12,853 00	75	3,318	31,171 00
Franklin	31,342	13,048,120	250	800 00	1,685 60	5,683	6,320	4,601	5,204	226	1,049	6	3,914 00	4	93	1,287 00	19	428	5,025 00
Hampden	64,438	33,253,177	322	74,736 50	12,026 17	10,768	11,074	8,376	8,843	317	1,042	8	11,215 00	2	392	14,029 21	24	770	10,927 50
Hampshire	31,199	20,510,994	269	39,953 31	6,113 25	7,606	8,212	6,109	6,786	232	1,096	9	8,287 50	4	454	9,940 95	16	311	7,535 00
Middlesex	220,618	155,324,723	783	236,469 63	58,655 40	49,550	49,750	37,623	38,589	408	4,122	33	44,907 25	8	433	28,708 75	68	1,886	53,242 00
Nantucket	4,830	2,152,568	10	.....	500 00	715	728	575	587	.....	84	1	1,200 00	1	42	250 00	1	50	500 00
Norfolk	87,908	71,289,018	394	64,701 87	21,602 35	18,844	18,587	14,916	14,655	180	1,384	19	24,346 00	2	164	7,700 00	39	800	29,783 00
Plymouth	63,074	27,932,058	315	5,899 42	6,285 45	12,169	11,982	9,822	9,724	251	1,121	14	13,705 00	6	250	4,942 00	26	415	5,211 75
Suffolk	236,645	411,085,476	402	245,270 65	89,534 42	36,025	37,374	33,078	34,666	4	1,959	4	6,500 00	...	4,059†	.....	76	2,425	255,636 00
Worcester	162,923	80,857,766	817	164,329 42	18,232 04	32,987	34,802	25,702	27,526	610	3,932	34	32,932 47	5	210	13,336 00	60	1,424	32,695 00
Total	1,267,329	1,009,709,652	4,959	1,037,338 56	257,975 62	240,846	247,381	192,029	200,962	3,169	23,135	175	200,192 22	45	7,048	110,837 91	481	13,338	482,168 05

* Including Marshpee district.

† Including religious and charitable institutions.

TABLE—Continued.

Counties.	Number in the State between 5 and 15 years of age, May 1, 1868.	Number of teachers, including summer and winter terms.		Number of different persons employed as teachers during the year.		Average length of the schools—months and days.	Average wages of teachers per month, including the value of board.		Raised by taxes for schools, including wages of teachers, board, fuel, care of fires and school-rooms, for the school year 1868–'9.	Amount of board, fuel, &c., voluntarily contributed for public schools.	Expense of superintendence and printing school reports.	Amount of school funds the income of which can be appropriated only for the support of academies and schools.
		Males.	Females.	Males.	Females.		Males.	Females.				
Barnstable*	7,674	87	273	78	182	7.18	$63 72	$26 65	$50,450 00	$1,694 00	$2,045 57	$30,500 00
Berkshire	12,702	86	586	76	432	7.7	46 84	24 30	70,669 26	8,879 09	3,062 65	20,150 87
Bristol	18,727	83	781	59	479	8.7	63 06	28 84	161,877 17	1,014 00	7,211 52	29,000 00
Dukes	804	13	38	8	21	6.8	56 28	23 29	4,775 60	.....	316 42	5,000 00
Essex	37,456	185	1,212	135	740	9.1	84 04	30 07	308,249 71	375 00	13,344 14	232,152 00
Franklin	6,494	45	478	43	374	6.6	43 81	24 10	40,203 00	6,292 70	2,049 17	30,106 70
Hampden	13,164	64	642	46	426	8.3	60 33	26 66	131,436 08	3,730 13	5,235 66	113,101 65
Hampshire	8,384	55	510	49	370	7.8	56 06	25 89	65,107 91	4,031 20	4,200 81	131,355 53
Middlesex	49,627	249	1,889	176	1,209	8.14	105 64	33 69	586,602 15	854 00	21,763 35	153,572 21
Nantucket	732	7	30	4	22	10.6	72 22	20 00	8,500 00	.....	115 00	25,000 00
Norfolk	19,544	125	739	83	464	9.6	96 15	34 47	224,763 02	380 00	9,138 95	98,969 65
Plymouth	12,994	81	585	61	383	8.0	56 47	26 45	90,889 74	807 00	5,089 53	172,386 50
Suffolk	46,747	158	1,455	83	785	10.7	138 44	49 42	897,000 00	.....	7,957 38	7,000 00
Worcester	35,538	217	1,403	184	1,050	7.2	65 55	29 51	283,185 66	636 00	13,573 13	69,213 02
Total	269,987	1,456	10,621	1,085	6,937	8.4	72 04	28 81	2,923,708 70	28,693 12	96,502 28	1,117,458 13

*Including Marshpee district.

MICHIGAN.

The annual report of the Hon. Oramel Horsford, superintendent of public instruction, embraces the following school statistics in its summary:

		Increase.
School population of the State, five to twenty years	374,774	20,021
Number attending school, (about)	269,587	14,852
Number attending school under five or over twenty years	5,869	
Average length of schools in the State, six months	3-10	
Number of districts having no school, or less than three months	61	
Number of male teachers	2,354	
Number of female teachers	7,895	
Total	10,249	
Average monthly wages of male teachers	$47 71	
Average monthly wages of female teachers	$24 55	
Total amount paid for teachers' wages	$1,177,847 86	
Estimated total cost of board of teachers	$169,284 00	
Number of districts in which teachers "board around"	2,235	
Number of visits to schools by county superintendents	5,744	486
Number of visits by directors	10,670	1,050
Number of graded school districts	236	
Number of school-houses	4,921	
Value of school-houses	$5,331,774 00	$1,028,296 00
Amount paid for building and repairs	$776,074 00	
Number of volumes in district and town libraries	10,005	
Amount paid for books during the year	$14,295 03	
Total receipts for public school purposes	$2,759,096 94	
Total expenditures for public school purposes	$2,785,060 83	
Number of private schools	173	
Estimated number of pupils	68,807	

The plan of free schools has been in operation less than a single term, the legislature having only at the last session abolished the rate bill. "In consequence of the schools being free," it is stated, "the length of time they have been held has been greatly increased. In some districts they are said to have nearly twice the length of school that they have previously had. The advantages of the free-school system are so manifest that it was adopted in most of the cities and large towns several years since, the rate bill being abolished by public vote. A larger number of children are found to attend the public schools, and there is far less irregularity of attendance."

It is estimated that tuition in the graded schools is, at least, ten cents a month cheaper than in the schools which are not graded.

A decision of the supreme court, upon a suit brought against the board of education in Detroit, affirms the equal rights of the colored children of the State to the privileges of the public schools.

TEACHERS' INSTITUTES.

The spring and autumn series of State teachers' institutes was held at eighteen different towns and cities, with a total attendance of 1,833 teachers. The influence of these institutes has been very marked. "The full conviction" is expressed "that no better result can be obtained from so small an expenditure of time and money."

In accordance with the requirements of the law, most of the county superintendents have held county teachers' institutes, continuing one week; and also what are termed district institutes, continuing two or three days, in connection with the examination of teachers. Many of these institutes have had a large attendance, and the exercises have been exceedingly interesting and profitable. Instead of institutes, some of the superintendents have formed teachers' classes, in connection with some union school of the county. These classes have continued from four to eight weeks, the principal of the school and other teachers aiding in the work. These classes have been of the highest value to the teachers. It has been the endeavor to give to these classes a thorough review of the studies they were expected to teach, having daily recitations in the several branches. At the same time lectures were given upon methods of teaching and upon school organization and government.

UNIVERSITY OF MICHIGAN.

This institution, located at Ann Arbor, reported, for 1869, through President Haven, who has since resigned, a total number of 1,114 students, 34 professors and instructors; also, a secretary and steward, the treasurer, and four janitors. In the department of

science, literature, and the arts, 422; in that of medicine and surgery, 358; in that of law, 342. During the year degrees were conferred upon 320 students.

The general library of the university consists of about 17,000 volumes. Since the year 1852 there has been about an average expenditure of $1,500 per annum for books, periodicals, and binding. The library embraces works in all branches of study pursued in the university, and in some lying outside of the specific range of study. The selections have been well made, and the number of useless books is much smaller than in most selections of the kind. The library takes 78 literary and scientific periodicals, American and European, besides a considerable number of newspapers and magazines of a somewhat lighter order, furnished by the Students' Lecture Association. There is no discrimination made between students and others in regard to the permission to consult books in the library.

The chemical laboratory has been greatly enlarged during the past year, and now gives accommodation to over 125 students. The building is detached from all other buildings, is heated with steam, ventilated by two of Sturtevant's fans, propelled by steam power, is fully furnished with steam and sand baths, assaying and smelting furnaces, gas, water, and in fact all the appliances for both instruction and research in the most advanced departments of this highly progressive science of chemistry. Since the laboratory has been enlarged, superior facilities have been given for the study and practice of pharmacy, and the degree of pharmaceutical chemist has been conferred upon 23 young men who have completed this course of instruction.

The museum has been very much enlarged during the year, both by gift and purchase. Mrs. Ames, widow of the late distinguished naturalist, Dr. George L. Ames, presented the collection left by him, the number of specimens being about 22,500. The purchase of the heirs of David Van Vechten of a valuable collection, accumulated by him in California and Nevada, for the sum of $200, added about 1,788 specimens to the museum. The rooms of the museum are daily thronged with visitors from all parts of the country.

The chief foundation of the university funds consists of the proceeds of the sales of the "seventy-two sections" of land granted to the State for university purposes, at an early day, by the Congress of the United States; that fund amounts to about $500,000, and is managed by the State; the interest of which, about $35,000 per annum, is from time to time paid into the treasury of the university. The university receives from the State the sum of $15,000 annually, which is equivalent to an addition of $200,000 to its permanent fund. Students who belong to the State pay a matriculation fee of $10; those from elsewhere, $25, while all are charged $10 per annum for incidental expenses. The total receipts for the year were $103,526 35; expenses, $34,958 81.

The board of regents has recently consented, in response to an overwhelming popular opinion upon the subject, to allow the admission of women to the privileges of the university upon equal terms with men.

STATE NORMAL SCHOOL.

The number of students has increased until more room is needed for their accommodation. An appropriation was made by the last legislature sufficient to enable the board to complete the new normal school edifice. It is now finished, and is to be occupied immediately by the school. The finishing, seating, and heating have cost about $8,000. The library will be increased the coming year by the addition of many needed books, for which purpose $600 have been appropriated.

The total number of pupils who have received instruction during the year, in either the normal or experimental school, was at least 700. The number of normal pupils acting and trained as teachers in the experimental school was 86. The number of pupils in the experimental school was 114.

Each representative has a right to appoint two pupils from his district as members of the normal school, who are excused from payment of the usual entrance fee, which appointment is good for one year.

STATE AGRICULTURAL COLLEGE.

This institution during the past year afforded instruction to 79 students. The senior class numbered 11, 10 of whom graduated in the autumn with the degree of bachelor of science. The junior class numbered 13; the sophomore class, 27; the freshman class, 28. The average age of the senior class was twenty-two years, the youngest nineteen. The number of persons employed in instruction has been 6, not counting the president and the superintendents of the farm and gardens, making 10 in all.

The labor system, under which all students work three hours daily, continues to be successful. Students work willingly and well. They thus preserve their habits of labor and taste for it, and the wages received for their work helps them pay the expenses of their education.

The legislature appropriated $30,000 for the erection of a new hall, which is nearly

completed. This additional accommodation is and has been very much needed, as the limit of accommodation in the college was reached some years since.

The legislature of 1869 appropriated $20,000 for the current expenses during the year.

KALAMAZOO COLLEGE.

Represented to be in a prosperous condition. During the past year the endowment fund has been augmented by the addition of $50,000. The following is a statement of the present resources of the college:

Real estate	$35,000
Invested funds and interest-bearing notes	88,000
Total	123,000

The number of students for the year was 158; instructors, 10.

ALBION COLLEGE.

Had an attendance for the year of 258 students; instructors, 9. The permanent endowment fund is annually increasing, the means for accommodation enlarging, and the facilities for instruction improving.

OLIVET COLLEGE.

Attendance during the year, 264; ladies, 102; gentlemen, 162. Number of instructors, 11; assistant teachers, 9. Additions to permanent funds received every year. Condition, prosperous.

No reports have been received from Adrian, Hillsdale, and Grand Traverse Colleges.

STATE REFORM SCHOOL.

Contained at the opening of the year 1868, 247 inmates, embracing almost every possible grade of youthful character. At the opening of the year 1869 there were 247; added during the year, 121; total, 368.

The discipline for the institution is not punitive, but reformatory. Though committed for crime, the lads are not treated as criminals, the purpose being forgetting the past by making amends therefor to secure a virtuous future. Lads are sent to the institution for the remaining years of their minority. They can be released before that time only by pardon granted by the governor of the State, or by tickets of leave granted by the officers of the institution, in cases where the general character and deportment of the lads will warrant, in which cases they still remain under the control of the institution, to be remanded back to it should the board of control see cause for so doing. During the past year 38 were released on ticket of leave, while 45 received an unconditional discharge.

The last legislature made an appropriation of $2,000 for the erection of a frame barn for the institution; also, for the enlargement of the work-shop, and for procuring new and improved machinery, which work is in process of completion. The legislature also appropriated the sum of $500 for the purchase of books for a library for the institution.

A cornet band has been formed of the boys in the institution. The cost of instruments, uniforms, music, &c., has been mostly defrayed by concerts given by the boys. The music furnished the institution by the band is reported as having exerted a most beneficial influence.

In 1866 a law was passed excluding from the institution all lads under ten years of age, whereas previously the limit fixed by law was seven years. The board of control has repeatedly asked the repeal of that law of the legislature in vain. The ground assumed by the legislature was the inhumanity of incarcerating lads of so tender an age as seven years.

The question, then, is whether the institution is intended to be penal or reformatory. If the latter, as has been assumed, and as the board of control represents, it is surely unjust, as well as unwise, to exclude from its benefits the large number of orphan boys between the ages of seven and ten years, who need its care and protection from the three additional years of temptation with which they are menaced.

DETROIT.

The twenty-seventh annual report, for the year 1869, of the board of education, Hon. R. W. King, president of the board, gives the following information:

Population of the city	80,000
Number of children between the ages of five and twenty	27,039

Number enrolled in the school registers for the year	10,717
Average number belonging to public schools	7,127
Average daily attendance	6,883
Whole number of sittings in public schools	7,118
Number of teachers	127
Number of weeks in the school year	40
Total expenses per scholar on average number	$11 31
Total city taxes for the year	$713,094
For school purposes, exclusive of building	$75,000
Increase for the year in number of seats in schools	1,440

The demand for school accommodation keeps pace with the steady and rapid increase of the population, so that, notwithstanding the number of seats added during the past year, the pressure continues quite as great, if not greater, than ever, and on the opening of the schools, at the commencement of every term, large numbers of children are excluded for want of room.

The facts that a vacant seat is so readily applied for and that irregularity of attendance for any other cause than sickness soon gives a pupil's desk to another, secure a better attendance than could be had were the school accommodations sufficiently ample. Carelessness and heedlessness on the part of parents and pupils have almost entirely ceased to operate as a cause for absence from school.

During the year an important change has been made in regard to the admission of colored children in the public schools. From the commencement of the school system in the city separate schools had been maintained for them, and no oportunity had been afforded them for advancing higher than the junior grade. The decision of the supreme court in the case of Workman *vs.* The Board of Education, in April last, established the right of the colored child to admission on equal terms with all others. In compliance with the law, as affirmed in this decision, the board rescinded all rules and regulations assigning to them separate schools, and colored children are now admitted to all the schools, subject to the same rules and regulations that apply to other applicants.

GRAND RAPIDS.

The annual report for 1868 of the superintendent of schools for the city, Hon. E. A. Strong, embraces the following:

Total school census of the city, 1868	4,342
Total number enrolled in public schools	2,878
Number not in public schools	935
Total number of teachers in city schools	41
Per cent. of attendance on average number belonging	92.2
Per cent. of tardiness on average attendance	3.9
Per cent. of school enrollment on school census	68.0
Annual cost of tuition per pupil	$9 27

In taking a view of what has been accomplished during the last ten years, the superintendent says:

"A respectable library, a good collection of apparatus, and extensive cabinets have been formed; the schools have been thoroughly graded; a course of study has been prepared and brought into use; a high school department has been created and encouraged, until it is unusually large in proportion to our population; three new buildings have been erected and the other thoroughly repaired, so that the value of the school property of the district is hardly less than $80,000, and the community at large have become so alive to their true interests that they are continually calling for improved buildings and increased facilities for education."

Hon. Oramel Horsford, *superintendent of public instruction, Lansing.*

COUNTY SUPERINTENDENTS.

County.	Name.	Post office.
Allegan	Patroclus A. Latta	Otsego.
Barry	John H. Palmer	Nashville.
Bay	Archibald L. Cumming	Portsmouth.
Benzie	Alpheus E. Walker	Platt.
Berrien	Henry A. Ford	Niles.
Branch	A. A. Luce	Gilead.
Calhoun	Bela Fancher	Marshall.
Cass	Irving Clendenen	Dowagiac.
Charlevoix	J. S. Dixon	Charlevoix.
Clinton	Rev. E. Mudge	Maple Rapids.
Eaton	Calvin G. Townsend	Vermontville.
Genesee	Samuel E. Perry	Flint.
Grand Traverse	Joseph B. Haviland	Whitewater.
Gratiot	Giles T. Brown	Ithaca.
Hillsdale	Stephen N. Betts	Hillsdale.
Houghton	Rev. P. H. Hollister	Hancock.
Huron	Chauncy Chapman	Port Austin.
Ingham	George W. Brown	Williamston.
Ionia	I. N. Carns	Portland.
Isabella	T. E. Harbison	Salt River.
Jackson	W. Irving Bennett	Jackson.
Kalamazoo	William T. Smith	Schoolcraft.
Kent	Henry B. Fallass	Fallassburg.
Keweenaw	G. R. Dwelley	Copper Falls
Lapeer	James H. Vincent	Lapeer.
Leelenaw	Stephen J. Hutchinson	Northport.
Lenawee	Christopher T. Bateman	Adrian.
Livingston	William A. Sprout	Pinckney.
Macomb	Daniel B. Briggs	Romeo.
Manistee	Thomas Ward	Manistee.
Marquette	Charles C. Yemans	Negaunee.
Mason	I. E. Smith	Colfax.
Mecosta	Michael Brown	Big Rapids.
Midland	John R. Jones	Midland.
Monroe	Elem Willard	Monroe.
Montcalm	James F. Covel	Stanton.
Muskegon	A. J. Loomis	Muskegon.
Newaygo	Rev. Cyrus Alton	Newaygo.
Oakland	D. E. Wilbur	Pontiac.
Oceana	Charles A. Darling	Hart.
Osceola	S. F. Dwight	Hersey.
Ottawa	Augustus W. Taylor	Nunica.
Saginaw	Rev. J. S. Goodman	East Saginaw.
Sanilac	Charles S. Nims	Lexington.
Shiawassee	Joseph W. Manning	Pittsburg.
St. Clair	John C. Clarke	St. Clair.
St. Joseph	Luther B. Antisdale	Centreville.
Tuscola	Samuel N. Hill	Vassar.
Van Buren	Rev. Edward Cleveland	Lawrence.
Washtenaw	George S. Wheeler	Ann Arbor.
Wayne	Lester R. Brown	Rawsonville.

Table of statistical details of the schools in Michigan for the year 1869.

Counties.	No. of townships.	Whole districts.	Fractional districts.	Av. wages per month of male teachers.	Av. wages per month of female teachers.	No. of children between the ages of 5 and 20 years.	Increase.	No. of children attending school during the year.	No. attending school under 5 or over 20 years of age.	Av. No. of months school.	Value of school-houses and lots.	No. qualified male teachers.	No. qualified female teachers.	Total wages of male teachers for the yr.	Total wages of female teachers for the year.
Allegan	24	145	17	$47 35	$22 61	10,190	395	7,918	161	6.1	$109,250	68	262	$11,686 72	$21,043 55
Alcona	1	2	.....	86 85	35 50	133	133	119	3	6.8	700	1	3	668 84	355 00
Alpena	1	1	.....	75 00	40 00	404	*77	320	.....	7.0	17,600	1	4	450 00	1,100 00
Antrim	6	9	1	33 97	14 72	481	151	317	9	5.1	1,830	3	11	305 75	556 75
Barry	16	111	34	36 27	17 85	7,397	251	5,813	109	6.1	54,815	68	206	7,983 99	12,549 45
Bay	9	23	.....	98 60	37 68	4,213	942	2,723	40	6.9	135,955	11	63	4,930 00	12,142 20
Benzie	9	15	1	38 64	14 64	527	527	275	7	4.4	1,125	4	11	314 00	619 50
Berrien	21	118	29	49 46	24 61	12,011	512	8,897	167	6.6	180,167	80	240	14,376 98	25,005 92
Branch	17	96	38	41,26	18 16	8,693	17	6,777	176	6.8	154,606	64	224	9,564 61	16,506 46
Calhoun	22	107	53	48 25	21 82	11,488	382	9,464	150	7.2	247,235	69	292	12,966 11	28,052 36
Cass	15	100	21	47 18	22 24	7,312	12	6,007	120	6.7	106,329	79	177	13,526 40	14,613 04
Charlevoix	5	8	2	26 00	12 09	267	267	195	6	4.0	1,720	3	9	182 00	338 50
Cheboygan	2	4	.....	48 33	28 25	441	79	223	2	5.1	1,355	4	3	580 00	396 00
Chippewa	2	2	.....	55 00	16 98	424	319	108	.....	5.8	1,300	2	1	330 00	93 35
Clinton	16	104	28	33 81	19 15	7,676	371	5,735	133	6.5	73,752	56	195	7,010 70	14,308 07
Delta	1	1	.....	75 00	37 65	289	3	214	12	9.0	2,350	1	3	300 00	640 00
Eaton	16	106	29	38 55	18 68	8,066	317	6,895	227	6.3	77,135	60	228	7,452 47	14,128 88
Genesee	19	113	49	46 36	20 09	10,642	539	8,213	183	6.6	158,569	78	262	13,348 50	21,185 66
Grand Traverse	7	25	3	42 31	20 24	1,140	*463	864	18	4.9	7,523	7	38	1,227 00	2,552 51
Gratiot	16	72	20	31 08	16 11	3,904	248	3,051	100	5.0	31,688	35	114	3,341 83	5,735 57
Hillsdale	19	130	42	40 15	19 32	10,809	206	8,763	187	6.9	193,572	91	268	11,794 21	20,061 40
Houghton	7	11	.....	92 92	56 64	3,762	510	2,471	.....	8.3	53,270	12	28	9,217 50	10,740 43
Huron	18	29	5	39 15	29 59	2,256	358	1,378	17	5.4	8,755	9	38	1,194 00	4,135 11
Ingham	17	96	37	41 77	20 37	8,329	524	5,880	178	6.6	107,763	52	223	7,949 22	17,233 21
Ionia	16	106	31	39 86	21 11	9,267	224	7,184	158	6.5	76,436	75	211	10,483 28	16,636 63
Iosco	7	11	.....	59 74	16 68	696	136	403	.....	5.0	10,350	4	10	1,135 00	667 00
Isabella	7	26	3	32 65	16 39	1,160	65	786	15	5.1	3,364	17	22	1,530 50	1,073 31
Jackson	20	112	22	50 11	21 88	10,354	247	8,821	210	6.1	222,215	80	251	16,524 38	23,788 80
Kalamazoo	16	96	38	48 57	25 63	10,394	167	7,607	131	7.0	169,129	68	240	11,591 61	24,557 63
Kent	25	139	56	53 49	26 68	15,962	753	11,971	212	6.7	233,500	84	332	16,544 30	39,925 83
Keweenaw	7	11	.....	60 04	47 10	1,274	*123	1,063	6	7.4	11,600	9	5	3,872 74	1,592 00
Lapeer	19	80	38	40 66	19 53	7,061	384	5,710	244	6.4	76,174	50	177	7,250 20	13,577 97
Leelenaw	8	24	7	24 88	15 36	1,192	57	749	12	4.0	6,077	13	28	1,097 51	1,309 90
Lenawee	24	137	63	42 25	20 96	14,721	54	10,415	276	7.2	324,161	112	355	16,901 74	34,061 23
Livingston	16	89	41	38 94	16 51	6,494	*57	5,325	127	6.6	104,168	70	173	9,561 98	10,816 98
Mackinac	3	4	.....	62 50	30 59	648	*14	388	4	7.4	1,950	3	6	1,250 00	877 75
Macomb	14	72	39	53 70	22 14	9,588	192	6,640	152	6.6	93,310	46	172	10,557 51	17,056 82

Manistee	7	11	4	71 03	29 87	1,431	432	944	9	4.4	22,080	6	18	2,060 00	2,853 50
Manitou	3	3	.....	33 33	25 45	535	137	187	7	4.7	850	1	3	100 00	280 00
Marquette	5	12	1	110 63	60 48	2,846	841	1,519	9	7.0	35,310	9	22	6,442 00	9,805 00
Mason	6	11	2	28 17	30 47	553	*75	381	2	4.6	5,125	4	16	338 00	1,386 50
Mccosta	13	28	3	44 01	23 06	1,251	97	903	7	5.2	7,951	9	32	1,540 53	2,846 18
Menomonee	2	3	.....	60 37	31 62	293	18	220	.....	7.3	5,980	2	5	362 22	664 00
Midland	8	16	3	38 87	27 56	880	187	406	19	5.0	9,013	6	30	621 96	2,020 40
Monroe	16	93	28	36 16	18 64	9,915	536	6,098	172	6.4	90,139	54	158	7,301 79	11,393 46
Montcalm	17	72	16	41 59	18 04	4,184	349	3,315	65	5.8	58,972	24	124	3,930 87	8,458 92
Muskegon	13	37	11	65 55	30 55	3,860	135	2,948	46	5.3	53,813	12	87	3,638 20	10,058 24
Newaygo	14	43	9	54 51	20 65	2,136	207	1,556	32	5.1	21,049	12	63	2,235 15	4,764 87
Oakland	25	151	68	44 24	20 75	13,181	*20	10,437	436	6.9	214,013	116	316	21,244 06	27,729 34
Oceana	13	32	10	31 61	19 04	1,930	*76	1,415	23	4.5	23,835	17	55	1,602 86	3,374 83
Ontonagon	4	5	1	72 10	40 97	1,223	*97	990	1	9.2	9,100	6	15	3,208 50	3,421 43
Osceola	5	8	4	16 00	23 52	421	421	179	.....	2.8	2,030	2	2	96 00	541 00
Ottawa	17	85	18	45 16	24 30	8,763	481	6,555	91	7.1	71,419	65	148	12 270 90	14,561 38
Saginaw	24	80	12	78 45	33 27	11,109	1,121	7,387	73	6.3	271,166	35	163	13,431 24	28,161 42
Sanilac	20	73	6	36 93	21 58	4,831	76	3,539	80	5.1	28,740	35	194	4,028 36	8,221 36
Shiawassee	18	88	24	45 48	18 56	6,751	273	5,584	148	6.0	133,854	48	170	8,669 16	12,261 31
St. Clair	26	117	24	52 09	21 65	13,412	289	8,823	159	6.7	108,070	51	215	11,668 56	21,332 55
St. Joseph	16	84	38	48 43	21 88	8,683	112	7,075	217	7.1	188,360	78	196	14,341 00	18,286 01
Tuscola	22	69	19	35 40	21 84	4,555	621	3,540	110	6.1	32,499	29	127	4,914 20	9,291 68
Van Buren	18	107	34	46 46	21 68	9,659	567	7,256	189	6.6	119,145	64	229	11,026 62	18,955 82
Washtenaw	22	114	50	55 74	22 26	12,624	1,034	9,693	256	7.1	343,225	96	278	22,180 78	31,822 42
Wayne	20	111	29	62 55	31 73	39,927	4,742	18,651	167	7.5	414,111	79	334	23,662 34	64,449 97
Waxford	2	3	1	30 00	17 00	101	101	87	.....	5.5	400	1	5	60 00	170 00
Supplementary	.....	.....	.....	.....	.....	49	.....	205	9	.....	925	4	6	412 18	312 00
Total	828	3,891	1,161	47 71	24 55	374,774	20,021	269,587	5,869	6.3	5,331,774	2,354	7,895	430,389 36	747,458 50

*Decrease.

Table of statistical details of the schools of Michigan for the year 1869—Continued.

Counties.	RECEIPTS.									EXPENDITURES.			
	Moneys on hand September 7, 1868.	Two mill tax.	Primary school fund.	Rate bills.	Tuition of non-resident scholars.	District taxes to pay teachers' wages.	Other district taxes.	Tax on dogs.	Raised from all other sources.	Total resources for the year.	Paid male teachers.	Paid female teachers.	Paid for building and repairs, and on debts for same.	Paid for all other purposes.
Allegan	$6,266 06	$7,898 38	$4,354 54	$2,048 63	$631 21	$19,132 00	$22,660 46	$1,277 67	$4,138 58	$68,399 20	$11,667 73	$20,965 35	$19,773 54	$8,878 60
Alcona	79 26	882 30	54 85	.....	.....	.....	130 45	.....	.....	1,146 70	560 24	275 00	140 21	115 00
Alpena	.....	1,003 00	171 08	.....	.....	375 92	1,673 25	.....	.....	3,223 25	450 00	1,100 00	.....	1,673 25
Antrim	327 80	639 18	149 10	109 53	3 50	181 00	435 50	25 84	351 13	2,222 92	326 10	511 40	1,056 95	36 00
Barry	2,506 85	4,728 22	3,151 37	2,432 31	183 50	9,339 52	10,468 91	984 15	1,961 22	36,259 34	7,961 80	11,970 17	9,313 66	4,324 91
Bay	36,791 62	1,937 33	1,510 26	62 00	116 33	15,616 41	21,297 00	.....	.....	11,535 73	88,923 35	4,930 00	12,015 75	45,864 35	17,606 06
Benzie	82 45	321 63	107 05	229 14	21 55	93 40	359 30	19 07	146 55	1,306 92	314 00	597 50	288 44	52 30	
Berrien	4,303 32	10,991 88	5,585 06	1,463 71	646 92	23,680 88	24,245 98	1,761 26	2,579 14	75,144 57	14,502 70	24,740 85	12,470 92	15,407 35	
Branch	2,140 86	7,838 50	4,373 60	2,788 48	811 97	23,335 15	12,136 24	1,229 93	3,032 30	57,489 25	9,431 84	16,369 38	21,639 95	8,702 72	
Calhoun	25,670 90	12,760 12	5,395 50	4,790 17	694 45	19,000 87	26,782 36	1,410 98	18,114 74	114,375 12	12,966 12	27,152 21	43,795 25	15,950 13	
Cass	4,314 81	6,850 78	3,463 33	3,119 52	456 27	10,512 16	14,662 04	1,281 34	6,606 24	52,088 05	13,504 90	13,943 22	9,108 28	10,691 47	
Charlevoix	19 65	48 67	11 20	51 63	11 84	203 10	207 28	.....	465 50	1,018 90	155 47	156 40	610 66	68 48	
Cheboygan	2 80	417 57	170 14	49 45	6 00	698 00	186 31	.....	24 00	1,550 26	637 65	390 00	30 43	288 40	
Chippewa	.....	44 00	49 35	.....	.....	.....	.....	.....	330 00	423 35	330 00	93 35	.....	.....	
Clinton	4,036 02	5,490 67	3,435 38	1,981 62	199 18	7,132 88	10,228 71	673 68	8,771 16	41,621 55	7,077 55	13,668 27	10,602 23	5,504 40	
Delta	.....	.....	.....	.....	.....	.....	.....	.....	940 00	940 00	300 00	640 00	.....	.....	
Eaton	2,357 08	6,345 48	3,626 74	2,638 67	372 25	7,764 72	12,037 73	1,042 41	1,823 07	38,904 57	7,532 70	13,689 13	6,963 65	7,580 81	
Genesee	4,804 50	8,947 54	4,564 41	2,770 35	1,142 11	17,808 82	17,148 96	42 71	4,517 15	60,994 98	13,482 92	21,261 65	12,737 41	9,196 74	
Grand Trav'rse	368 15	560 56	344 11	392 48	49 04	835 43	742 87	119 80	1,522 60	5,047 46	1,227 00	2,479 50	754 90	386 41	
Gratiot	2,038 74	1,822 23	1,571 11	507 84	68 40	4,147 12	6,482 01	237 86	2,306 75	20,126 96	3,366 70	5,564 80	7,507 16	2,283 10	
Hillsdale	4,549 10	12,760 00	5,441 84	4,285 53	604 63	8,920 84	15,891 43	808 75	23,252 48	76,615 90	11,767 52	19,688 57	40,563 61	6,658 10	
Houghton	4,503 13	2,759 26	1,616 12	38 85	78 66	15,985 92	15,722 56	.....	6,429 51	47,428 80	9,217 50	10,740 43	5,149 66	15,832 15	
Huron	1,403 75	1,738 61	821 83	605 42	24 25	1,640 16	3,331 64	97 33	634 30	10,341 22	1,166 00	4,025 20	1,804 46	762 70	
Ingham	5,238 86	7,124 60	3,696 22	2,355 76	542 03	12,252 57	27,152 78	365 10	10,715 07	68,910 13	8,073 20	16,567 94	15,978 08	25,163 61	
Ionia	2,675 34	8,397 80	4,485 36	3,293 10	740 40	8,249 97	15,316 15	630 97	4,043 90	47,463 76	11,490 55	16,081 74	10,905 54	6,530 23	
Iosco	711 31	824 06	34 78	.....	4 00	248 36	853 00	.....	10,861 94	13,537 67	1,184 00	589 38	7,995 43	1,907 91	
Isabella	231 83	1,073 20	506 70	156 07	78 48	830 00	1,534 72	.....	79 94	4,487 91	1,484 64	962 43	1,073 80	500 21	
Jackson	13,318 92	9,046 91	4,893 45	5,633 55	1,656 71	8,665 24	53,066 61	710 49	17,904 76	114,930 57	16,436 90	23,403 27	46,124 45	19,429 89	
Kalamazoo	10,772 20	11,760 98	4,773 61	3,095 30	1,194 95	15,017 06	26,426 12	1,077 61	8,432 28	82,417 31	11,696 20	23,654 21	21,737 14	12,660 47	
Kent	6,456 12	14,865 63	7,085 18	3,572 95	1,618 36	35,074 76	40,396 57	1,102 19	9,935 10	119,701 70	16,589 89	38,970 44	34,888 56	24,380 25	
Keweenaw	3,529 38	2,242 80	260 63	.....	.....	3,994 13	175 95	.....	66 27	10,269 20	4,129 74	1,592 50	457 94	1,009 85	
Lapeer	1,761 72	4,282 33	2,877 71	2,079 74	686 19	8,283 52	17,454 07	41 82	4,756 76	41,488 22	7,234 00	12,954 99	15,212 56	3,744 63	
Leelenaw	861 54	493 54	410 29	354 06	23 16	605 51	1,313 18	265 38	188 80	4,449 66	1,097 51	1,151 91	1,121 73	305 20	
Lenawee	8,535 43	21,000 42	7,070 56	3,118 63	1,500 05	12,577 02	46,744 97	1,230 20	60,959 62	162,896 89	17,789 16	33,488 53	49,316 61	50,250 47	
Livingston	2,019 44	6,459 44	3,114 60	5,788 46	698 96	2,993 82	10,452 02	344 94	4,941 77	36,929 24	9,527 40	10,001 17	10,889 45	4,549 94	

Mackinac	591 46	306 72	271 50		5 00	1,086 57			422 51	2,061 97	1,250 00	877 75	133 59	165 54
Macomb	6,192 12	10,895 03	4,704 16	1,392 75	708 61	10,782 55	12,442 88	1,254 48	1,832 13	48,662 13	10,572 29	16,639 18	9,018 93	6,622 35
Manistee	852 82	654 00	705 33	101 58		2,953 47	5,574 83	81 90	2,922 88	13,356 80	2,031 25	2,708 00	3,914 18	3,384 46
Manitou	50 10	73 41	233 06	23 00	14 00		48 62		85 25	527 44	100 00	245 00	64 92	55 50
Marquette	5,333 98	2,699 95	1,455 52			14,750 09	2,831 84		15,023 88	42,095 25	6,075 00	9,805 00	14,023 90	4,178 37
Mason	294 80	406 42	196 88	350 60	16 00	590 00	734 00	12 50	1,184 70	3,785 89	338 00	1,361 51	1,360 50	480 56
Mecosta	572 36	887 48	654 70	117 09	6 63	3,001 41	2,864 48	35 68	606 26	8,749 51	1,402 53	2,787 90	1,109 75	1,673 41
Menomonee	383 24	990 16	148 30			231 20	224 27			1,977 16	432 80	624 00	113 53	130 62
Midland	1,264 24	1,491 91	300 00	98 40		495 00	2,641 21		1,335 50	7,627 21	686 96	1,648 96	2,511 52	917 26
Monroe	3,065 06	8,481 11	4,531 22	1,752 32	236 08	3,548 34	5,910 81	859 67	4,853 66	34,409 34	7,421 79	11,486 90	8,738 50	3,323 30
Montcalm	1,324 25	2,614 40	1,332 19	1,128 55	303 08	5,492 50	6,647 56	34 93	1,400 77	20,788 71	3,832 20	8,398 87	4,612 23	2,472 15
Muskegon	7,223 27	4,224 00	1,556 44	410 98	86 08	6,556 00	6,206 74	216 79	4,708 64	31,711 11	3,595 66	9,776 03	5,940 46	6,135 85
Newaygo	1,156 38	2,065 79	765 21	478 13	68 83	3,810 21	3,459 71	216 46	1,233 73	13,692 62	2,317 10	4,767 42	2,608 97	1,920 85
Oakland	6,780 53	17,150 79	6,361 39	9,701 50	1,653 67	20,016 07	18,050 28	142 35	15,925 91	88,358 97	19,788 74	25,119 14	28,541 38	15,175 90
Oceana	436 34	964 88	762 27	440 78	61 15	2,763 18	7,493 73	187 39	1,947 67	15,025 83	1,555 57	3,182 83	4,525 26	4,847 69
Ontonagon	1,822 94	4,408 82	404 46			3,664 00	745 15		458 81	11,505 73	3,208 88	3,421 43	705 12	1,794 46
Osceola		58 50	15 98			120 00	100 00		490 50	784 78	96 00	452 98	64 00	10 00
Ottawa	4,423 04	3,903 94	3,708 36	1,886 85	214 49	18,238 69	15,539 05	1,004 49	3,313 86	52,519 46	12,456 90	14,343 63	12,964 11	6,401 17
Saginaw	13,004 03	4,868 58	4,508 62	522 75	88 96	9,581 97	10,626 76	70 30	56,862 34	110,523 00	13,572 90	27,794 93	30,549 52	25,907 54
Sanilac	3,015 28	2,927 21	2,058 07	378 27	23 40	6,682 50	6,524 00	623 75	1,674 76	24,156 17	4,005 12	8,795 50	5,197 07	2,416 08
Shiawassee	6,263 44	4,422 04	3,246 39	1,893 51	549 42	10,920 26	15,525 92		1,966 37	46,950 28	8,656 16	11,771 29	13,263 81	9,180 38
St. Clair	5,716 51	7,057 82	5,974 19	1,242 11	332 20	22,302 24	14,760 05	884 95	26,847 49	85,166 94	11,688 97	20,982 66	14,591 63	5,714 55
St. Joseph	4,167 25	14,709 54	4,162 37	1,981 67	571 87	12,299 94	17,758 23	916 49	3,406 98	64,206 51	14,293 13	17,910 89	15,603 68	7,699 57
Tuscola	3,043 83	2,529 92	1,764 66	973 47	230 87	9,092 47	3,878 47	96 20	701 03	22,376 95	4,842 10	8,376 45	3,228 41	2,815 05
Van Buren	5,168 36	7,248 91	4,172 28	2,381 35	654 25	14,959 95	18,961 74	1,210 85	8,417 17	63,283 79	11,065 54	18,519 29	18,878 08	8,444 01
Washtenaw	7,997 72	20,711 34	5,884 34	3,344 30	3,063 29	23,894 96	35,723 20	709 97	19,840 68	121,020 16	22,253 74	31,348 24	44,398 17	15,761 44
Wayne	72,553 25	12,131 94	16,592 81	4,058 99	895 04	67,844 66	63,426 18		79,475 98	317,286 12	23,580 67	64,162 63	62,251 64	45,565 33
Wexford	48 23	79 97	22 93	145 25	7 55	37 50			25 50	341 15	60 00	170 00	2 50	42 00
Supplementary	22 40	604 87	86 85	145 43	7 18	653 00	638 22		761 81	2,904 75	412 18	264 00	1,882 42	286 48
Total	326,446 22	323,246 12	165,960 51	94,752 55	24,659 00	571,564 11	737,054 67	25,337 63	490,076 13	2,771,653 92	430,901 81	728,559 05	776,074 00	123,832 43

MINNESOTA.

The report of the State superintendent of instruction, Hon. Mark H. Dunnell, for the year ending 1869, embraces the following:

		Increase for year.
The number of organized counties in the State	53	2
Number making school reports	51	1
Number of districts in the State	2,521	168
Number of districts reporting	2,377	202
Number of districts not reporting	144	
Number of children in State between five and twenty-one	144,414	15,311
Number attending school	102,086	20,390
Number not attending any school	42,328	
Decrease in number not attending any school	4,888	
Whole number of male teachers	1,155	192
Whole number of female teachers	2,620	307
Average wages of male teachers per month	$33 91	
Decrease	$2 32	
Average wages of female teachers per month	$22 45	$0 30
Whole amount paid teachers during the year	$360,697 50	$37,912 34
Number of school-houses in the State	1,929	163
Value of all school-houses in the State	$1,339,690 88	$248,141 46
Cost of school-houses built in 1869	$242,039 03	
Amount received from school funds	$263,468 45	$34,975 88
Amount apportioned from permanent school fund	$147,468 45	$31,774 07
Whole amount expended for school purposes	$823,571 82	$18,202 79

The permanent school fund derived from the sale of the school lands of the State, embracing sections 16 and 36, amounts to $2,377,712 15. The total amount invested is $762,800. The disbursement of the interest of the fund, based upon the number of scholars between five and twenty-one years of age, was, for 1869, $148,533 26.

Taking into account the number of districts which did not report, it is estimated that the aggregate number of persons in the State between five and twenty-one years of age cannot be less than 155,000. The non-attendance has decreased eight per cent. during the year, a result which proves the wisdom of county supervision. Earnest men have been at work, instructing the teachers, and commending to pupils and parents the importance of public education.

The per cent. of gain in the number of months schools have been taught throughout the State has been 15, while the per cent. of gain in the number of scholars has been but 10. The teachers' institutes, the normal schools, the Journal of Education, general and local supervision, are the agencies by which this progress has been accomplished. The institutes have been like movable batteries, aimed at the indifference of communities. Teachers, school officers, and parents have been awakened by them.

A law of the State makes it the duty of the superintendent to organize and hold a teachers' institute in as many counties as the appropriation made therefor will allow him to do. With the $2,000 appropriated for this purpose, he has held the present year twenty-one institutes, of one week each, at which there was an aggregate attendance of 943 teachers—ladies, 706; gentlemen, 237. This shows a decrease of 103 from last year in the attendance of teachers; a decrease accounted for partly by the bad weather during institute season, rendering the roads nearly impassable, and partly by the fact that in some cases the trustees of district schools decline to close the schools and allow the teachers to attend. This last-named fact is evidence of the need of some law securing attendance.

In some counties the county superintendent has organized and held one or more teachers' institutes, continuing in session two, three, four, and five days.

The State convention of county superintendents, which it is made the duty of the State superintendent annually to call, was held the present year in Rochester on the 24th and 25th of August. The exercises were highly interesting, though the attendance was quite too small; only fourteen counties being represented. Subjects having an important and practical bearing upon school matters were ably discussed, and resolutions passed, intended to be submitted to the consideration of the legislature.

The ninth annual session of the State Teachers' Association was attended by 225 teachers, representing each class of the educational institutions. Among others, the following questions were discussed: "Is a large school fund a blessing or a curse?" "How may drawing be introduced into our public schools?" These meetings, in arousing the public interest in all such questions by earnest and well-prepared discussions, essays, and addresses, justly claim recognition as a popular agency in educational progress.

FIRST STATE NORMAL SCHOOL.

Located at Winona. Established by an act of the legislature of the State, approved August 2, 1858. Organized and opened in buildings temporarily fitted up for the purpose, September 3, 1860. John Ogden, principal. Suspended in March, 1862. Re-established by an act passed February 19, 1864. Reorganized and reopened November 1, 1864. William F. Phelps, A. M., principal. His report begins with an allusion to the difficulties which this pioneer normal school has successfully contended with during the last five years. Occupying two different buildings which were separated by an entire square of ground, and subjected to all the embarrassment consequent upon the transfer of classes and teachers at different hours of the day, and in all states of the weather, from one building to the other, both buildings being contracted, ill ventilated, and generally poorly adapted to the purpose of a school, compelled consequently to resort to churches and public halls, entirely unsuited to the purpose, amid the extremities of winter's cold and summer's heat for the semi-annual examination of classes; considering all these hinderances and discouragements the progress shown by the following figures of each successive year, since the reorganization of the institution, is very satisfactory:

	1864.	1865.	1866.	1867.	1868.	1869.
Males	4	9	13	13	22	38
Females	28	41	67	74	100	147
Total	32	50	80	87	122	185

The increase of the present year over the last, 63, is more than 50 per cent., and the increase in the number of males, 16, is equal to nearly 80 per cent. This increase in the number of males, the report remarks, is an interesting and important fact. The demand for gentlemen of ability, well trained to take charge of the more important schools of the State, is steady, and likely to increase. Another inducement for young men to resort to these training schools is, that they may be prepared to assume the position of superintendent of county and city schools, and other positions connected with our educational system, which, like the office of teacher, are daily increasing in dignity, and the compensation becoming more adequate.

From a statement of the occupations in life pursued by the parents of students now in the institution it appears that they are almost exclusively farmers, mechanics, and others engaged in the active pursuits of life, in the labors of the hand and brain. There are no capitalists, no gentlemen of wealth and leisure, embraced in this instructive list, but it is made up literally of the "bone and sinew" of the country.

The new building is admirably adapted to the work for which it is designed. Special attention has been bestowed upon the heating and ventilating of it, and in all respects the building is considered to be just what it should be.

The course of teaching comprises departments of English language, mathematics, physical and natural sciences, graphics, political economy, theory and practice of teaching. This course is, as yet, not fully accomplished for want of the necessary teaching force.

The annual State appropriation for current expenses is $5,000. Tuition from model shools during the year 1869, $2,622 12. The current expenses for the year were $9,384 13. For building, $35,922 89.

SECOND STATE NORMAL SCHOOL.

Located at Mankato by the legislature of 1866. Organized and opened for students, October 7, 1868, in temporaray quarters. George M. Gage, principal. Appropriation of $30,000 for a permanent building passed the legislature, 1869. Building was commenced in June 1869.

The aggregate attendance during the past year was 136, of whom 98 were ladies and 38 gentlemen. In the model classes the attendance for the year has been 100, and during the past term it was 87. Total attendance in all departments for the year, 236.

In his report to the board, the principal, with other items of interest, states that the increase of attendance for the current term, over the corresponding term of last year, is 118 per cent. About 60 per cent. of those in attendance in the normal department this term has been engaged in teaching; 50 per cent. has taught in Minnesota. Upward of 80 per cent. intends to complete the normal course. About one-third depend upon their own exertions to obtain that with which to defray their expenses while at school. Minnesota has not yet furnished a native-born pupil. The present term more

are in attendance who were born in Indiana than from any other State in the Union. Wisconsin stands next to Indiana; then follow in order, New York, Pennsylvania, Massachusetts, Vermont, Ohio, and Maine. Other States are represented, as well as several foreign nations. The average age of the pupils is about nineteen and one-half years. Of the attendance, 28 per cent. has been males; 72 per cent. females.

The number of volumes received for the library, from publishers, individuals, and other sources is 3,005.

The new building was to be thoroughly prepared for occupancy in time for the commencement of the fall term, September 1870.

THIRD STATE NORMAL SCHOOL.

Located at St. Cloud by act of legislature, February 1866. Organized and opened for students September 15, 1869, occupying temporary accommodations. Professor Ira Moore, principal. Appropriation for permanent building made by legislature of 1869.

The number in attendance the first term is 52, of whom 10 are males and 42 are females. In the model classes the attendance has been 73; making a total in all the departments of 125.

"The disparity in the number of the sexes in the normal school," the principal remarks, "corresponds somewhat nearly to the wants of our public schools. The schools of the State are coming, year by year, more into the hands of lady teachers, as it is, perhaps, most fit they should do, the superior aptitude of women for teaching being universally acknowledged."

In conclusion, the board of normal schools reports that, "in the three schools, all of which are in their infancy, the total number of counties in the State represented is 37, and the total number of pupils under instruction has been 817; of which number, 373 were in the normal departments.

UNIVERSITY OF MINNESOTA.

Located at St. Anthony. William W. Folwell, president. The preparatory department was opened in 1867, with an aggregate attendance for the year of 72 pupils. The aggregate attendance during the school year ending June 25, 1869, was 125. During these two years a class was fitted for the first year of a college course. Number of professors and instructors, 9. The institution embraces classical, scientific, and agricultural departments. The agricultural college lands granted to the State by the General Government were, by an act of the legislature of 1868, given to the university. A preparatory or elementary department is to be maintained as long as there is room for it. Instruction given wholly by members of the faculty.

Many useful volumes have been presented to the library, and the faculty have prepared a list of books to be purchased with the funds—$2,500—already appropriated for that purpose.

Tuition is free to all, and, as yet, no charges are made for incidentals. The institution is open to ladies upon the same terms, and with equal privileges as gentlemen enjoy.

STATE INSTITUTION FOR THE DEAF, DUMB, AND BLIND.

Located at Faribault. Professor J. L. Noyes, principal. He has not been content to follow in the beaten track, or simply teach after the long-established methods of instructing this class of persons, but has labored, and successfully, in new paths. His views upon the subject of articulation, presented to the legislature in a former report, have attracted the attention of educators of this class of pupils in Europe as well as in America. Statistical information for the school during the year not given.

STATE REFORM SCHOOL.

Located at St. Paul, and is under the management of Rev. Mr. Riheldaffer. It has in it about 50 boys, at an average age of about fourteen years. They have been sent from different parts of the State, and have been adjudged guilty of some violation of the law, or found in need of discipline they would not receive at home.

OTHER EDUCATIONAL INSTITUTIONS.

Efforts were made by the superintendent to obtain full statistical reports from all educational institutions in the State, but they were not successful. The name, location, and aggregate attendance of some of the more permanently established schools are given, as follows:

Northfield College, Northfield, aggregate attendance	80
Groveland Seminary, Wasioja, aggregate attendance	107
St. Paul Female Seminary, St. Paul, aggregate attendance	60

St. Croix Academy, Afton, aggregate attendance	157
St. Mary's Hall, Faribault, aggregate attendance	50
Shattuck Grammar School, Faribault, aggregate attendance	60
Total	514

The following are select mixed schools:

Caledonia College Institute, Caledonia, aggregate attendance	34
Caledonia High School, Caledonia, aggregate attendance	44
Select school, Albert Lea, aggregate attendance	43
Select school, Shell Rock, aggregate attendance	28
Total	149

The following are primary denominational schools:

Catholic school, Mankato, aggregate attendance	150
Lutheran school, Meridan, aggregate attendance	35
Lutheran school, Courtland, aggregate attendance	92
Lutheran school, St. Peter, aggregate attendance	102
Parish school, Episcopal, Red Wing, aggregate attendance	58
Parish school, Episcopal, Le Sueur, aggregate attendance	50
Total	487

ST. PAUL.

The superintendent of schools of this city, Hon. John Mattocks, who is also secretary of the board of education, reports to that body for the year ending April 1, 1870, the following, among other items of interest:

The number of persons in the city between the ages of five and twenty-one	5,078
Number enrolled in public schools	2,689
Average attendance per month	1,544
Number of months school was taught	10
Number of teachers—females, 27; males, 7	34
Aggregate cost of schools for the year	$43,935 36

The superintendent has reason to believe that, through the public schools and the private schools, all the children of the city are in attendance upon a course of education. With the concurrence of the chief of police and his assistants, truancy is scarcely known in the city. In no part of it—neither in the town, nor the streets, nor the suburbs, nor at the depots—will children be found during school hours. He has invoked the assistance of the police on the assumption that a vagrant child is as much under their supervision as a vagrant man. The average cost of instruction upon the number enrolled has been $10 55. Upon the average attendance it has been $16 70.

The schools are graded, from the alphabetical to the high, in six different grades, as follows: Alphabetical, lower primary, upper primary, intermediate, grammar, and high. The course of instruction in the alphabetical schools is, the alphabet; reading from the blackboard and the primer, with exercises in spelling, both by letter and sounds; counting from 1 to 100, forward and backward; drawing; use of the slate; writing Arabic and Roman numerals to LX; primer completed and reviewed. There are four of these alphabetical schools, five lower primary, six upper primary, four intermediate, four grammar schools, and there is one high school.

The government of the schools is lodged with the secretary (who is *ex officio* superintendent) and the committee on schools.

Table of statistical details of

Hon. MARK H. DUNNELL, *superintend*

COUNTY SUPER

County.	Name.	Post office.	Population in 1865.	Number of scholars in 1868.	Number of scholars in 1869.	Increase for the year.
Anoka	Rev. Moses Goodrich	Anoka	2,260	1,148	1,515	367
Benton	Rev. Sherman Hall	Sauk Rapids	505	449	536	87
Blue Earth	Henry S. Goff	Mankato	9,201	5,210	5,761	551
Brown	John Velikanje	Cottonwood	2,211	1,488	1,837	349
Carver	H. J. Peck	Watertown	8,704	4,090	4,462	372
Chisago	Robert Currier	Chisago City	12,476	5,666	6,998	1,332
Chippewa	Joseph D. Baker	Chippewa City	2,175	1,119	1,357	238
Dakota	Rev. J. W. Ray	Hastings	6,222	3,041	3,218	177
Dodge	S. P. Jones	Kasson		377	841	464
Douglas	John S. Mower	Alexandria	4,735	2,854	3,415	561
Faribault	R. W. Richards	Minnesota Lake	17,524	8,312	9,173	861
Fillmore	Rev. D. L. Kiehle	Preston	5,680	3,125	3,564	439
Freeborn	Henry Thurston	Shell Rock City	14,830	6,725	7,679	954
Goodhue	Prof. H. B. Wilson	Red Wing	17,076	9,417	10,217	800
Hennepin	Rev. Charles B. Sheldon	Excelsior	9,788	4,642	5,073	531
Houston	W. H. Harries	Caledonia	453	476	697	221
Isanti	Rev. Richard Walker	Spencer Brook	234	344	456	112
Jackson	Dr. C. P. Merrill	Jackson	31	18	19	1
Kanabec	Samuel Millett	Brunswiek		231	295	64
Kandiyohi	Burroughs Abbott	Harrison	154	107	117	10
Lake			7,834	4,024	4,300	276
Le Sueur	M. R. Everitt	Cleveland	117	54	41	—13
Manomin			1,430	1,012	1,284	272
Martin	Dr. O. P. Chubb	Fairmont	2,457	1,540	1,578	38
McLeod	Liberty Hall	Glencoe	1,229	1,426	1,468	40
Meeker	John Blackwell	Litchfield	331	264	341	77
Mille Lac	Joseph Whitcombe	Princeton		552	718	166
Monongalia	J. H. Gates	Harrison	796	418	586	168
Morrison	Robert A. Beggs	Little Falls	5,150	2,965	3,270	305
Mower	F. A. Pike	Austin	5,019	2,674	2,904	230
Nicollet	Rev. A. H. Kerr	St. Peter	15,176	6,813	7,164	351
Olmsted	Sanford Niles	Rochester			210	210
Otter Tail	William M. Corliss	Clitherall	64	42	47	5
Pine				420	638	218
Pope	A. W. Lathrop	Glenwood	15,107	5,851	6,285	434
Ramsey	Rev. A. B. Paterson, D. D.	St. Paul	95	154	169	15
Redwood	E. A. Chandler	Redwood Falls		340	610	270
Renville	William Emerick	Cairo	10,975	5,448	6,241	793
Rice	A. O. Whipple	Faribault	294	103	238	135
St. Louis	Albert N. Seep	Duluth	8,621	4,119	4,214	95
Scott	L. R. Hawkins	Maple Glen	819	617	690	73
Sherburne	John O. Haven	Elk River	4,786	2,592	2,846	254
Sibley	Edmund Neff	Henderson	7,367	4,281	4,975	694
Stearns	Henry Krebs	St. Augusta	4,932	2,749	2,856	107
Steele	Hon. F. J. Stevens	Meriden	117	296	454	158
Wabasha	T. A. Thompson	Plainview	11,363	5,067	5,282	215
Waseca	Rev. S. T. Catlin	Wilton	4,174	2,493	2,738	245
Washington	Rev. A. D. Roe	Afton	6,780	3,407	3,701	294
Watonwan	George W. Yates	Madelia	249	446	546	100
Winona	Luther A. West	Winona	15,277	7,025	7,356	331
Wright	B. F. Miller	Monticello	5,028	2,996	3,444	448
Total			249,856	129,103	144,414	15,311

schools in Minnesota for the year 1869.

ent public instruction, St. Paul.

INTENDENTS.

Whole number of different schools in the year.	Whole number of different persons in school during the y'r.		Per cent. of aggregate attendance to whole number of pupils in the county.	Expenditures.			Amount on hand in district treasuries.	Value of all the school-houses in the county.
	Male.	Female.		For building, purchasing, repairing or furnishing school-houses and purchasing lots.	Amount paid as teachers' wages.	Amount paid for other purposes.		
29	514	494	.66	$601 07	$3,473 45	$1,700 67	$489 82	$11,898 00
16	137	136	.53	329 84	1,055 68	80 62	516 70	1,573 50
154	2,332	2,127	.77	9,483 07	14,438 15	1,707 79	2,550 22	26,360 60
34	554	441	.54	2,381 67	5,830 28	456 63	1,366 16	12,250 00
62	1,626	1,438	.71	2,559 09	6,622 12	1,328 00	1,080 12	14,705 00
133	2,407	2,107	.66	8,917 49	14,048 24	2,140 28	1,935 63	47,664 00
26	445	357	.76	1,214 61	2,014 00	529 14	835 60	5,630 00
93	1,355	1,204	.79	4,678 73	9,407 62	2,725 64	960 95	35,851 00
23	250	212	.55	422 12	1,614 75	88 05	264 82	2,160 00
106	1,085	988	.61	2,804 47	5,349 75	691 43	1,076 52	16,735 00
238	3,956	3,202	.78	23,507 34	26,698 61	4,945 61	2,620 34	75,697 73
113	1,427	1,276	.76	3,406 25	7,067 80	1,794 82	1,589 88	22,992 00
187	3,232	2,534	.74	24,320 43	22,808 20	7,365 24	7,385 59	100,810 00
140	3,595	3,225	.77	28,709 31	33,393 00	11,484 16	3,497 51	178,238 70
109	1,583	1,407	.60	6,336 62	8,410 29	262 90	1,184 96	29,025 00
11	98	96	.28	446 06	49 48	35 80	56 01	1,302 00
11	111	110	.48	298 05	368 25	176 71	99 14	1,000 00
2	11	8	1.00	260 00	88 00	94 00	695 63	260 00
4	51	54	.36	104 27	204 00	6 00	420 79	200 00
1	7	6	.11	.....	120 00	95 05	.....	.....
96	1,374	1,307	.62	3,511 24	8,520 59	607 70	1,484 90	21,124 50
1	11	6	.44	14 04	98 50	.....	.....	.....
46	375	357	.57	851 53	1,190 13	35 80	223 55	3,120 00
41	553	511	.67	1,161 13	2,808 35	528 22	1,011 86	7,850 00
38	386	233	.45	829 88	1,588 78	404 60	921 65	2,256 50
3	64	61	.34	886 25	1,040 00	.....	197 87	6,150 00
19	207	197	.56	628 22	913 41	123 82	107 50	1,747 00
12	152	152	.51	235 14	896 72	11 70	620 81	1,360 00
126	1,388	1,302	.82	11,643 21	9,290 55	5,757 31	1,194 26	36,420 00
53	1,039	920	.67	3,086 23	5,533 00	550 84	1,613 14	9,837 00
222	3,230	2,766	.83	11,655 90	23,435 39	2,422 06	3,317 39	119,805 00
1	11	9	.09	.....	.....	.....	.....	.....
2	14	18	.68	73 76	605 00	.....	830 13	800 00
21	195	201	.62	876 12	909 25	62 93	252 98	2,327 68
96	1,667	1,300	.48	3,103 63	18,888 70	6,242 65	8,642 45	79,875 00
.....	.....	.....	.....	500 00	.....	.....	.....	500 00
10	134	119	.41	61 00	452 50	160 06	11 48	400 00
147	2,499	2,300	.77	8,973 67	17,515 62	6,418 88	6,139 69	76,109 00
5	62	51	.51	402 27	834 46	60 96	133 94	1,750 00
69	1,970	1,746	.88	1,655 63	1,080 60	258 52	1,031 65	20,231 00
21	256	231	.86	2,270 11	1,227 45	215 78	221 13	5,791 11
46	862	773	.55	1,000 10	4,361 07	303 18	582 97	12,825 00
81	1,564	1,607	.66	4,823 30	4,006 19	6,013 81	1,891 34	33,305 00
85	1,159	1,083	.81	4,732 39	8,311 63	1,112 16	1,149 09	26,651 00
8	94	82	.39	490 62	511 32	92 96	147 91	1,030 00
140	2,308	2,071	.82	2,773 00	15,383 50	2,146 00	2,293 00	77,836 00
84	1,038	1,015	.83	2,212 81	6,697 33	736 58	480 34	17,677 36
66	1,278	1,177	.91	7,535 17	10,691 02	1,932 10	1,496 15	58,400 00
12	157	129	.50	.....	460 15	1 00	195 48	800 00
159	2,478	2,423	.77	7,415 18	11,477 15	16,619 19	2,666 64	103,415 50
87	1,217	1,058	.66	398 16	5,933 21	1,042 41	830 94	15,905 00
3,194	54,309	47,777	.....	205,071 07	323,822 69	91,569 16	69,266 13	1,339,697 50

MISSISSIPPI.

The constitution of Mississippi, adopted in 1868, recognizing the necessity of providing for the education of the people as the foundation for a republican government, makes it the duty of the legislature to establish "a uniform system of free public schools, by taxation or otherwise, for all children between the ages of five and twenty-one years," and as soon as practicable to "establish schools of higher grade."

The constitution also requires the election of a superintendent of public education at the same time and in the same manner as the governor, having the qualification of secretary of state, and holding his office for four years; also, that "there shall be a board of education, consisting of the secretary of state, the attorney general, and the superintendent of public education;" also, that there shall be a school superintendent for each county; that in each school district one or more schools shall be maintained for four months at least in each year; the penalty for neglect being a forfeiture of all funds or income.

A common school fund is also to be provided for from the proceeds of lands belonging to the State, granted by the United States; and the lands known as "swamp lands," with certain specified exceptions; and also, "of all lands now or hereafter vested in the State by escheat, or purchase, or forfeiture for taxes," as well as the proceeds from licenses, fines, and some other sources named. To aid this fund a poll-tax, not exceeding $2 a head, is to be levied.

An agricultural college is also to be provided for from the lands—210,000 acres—donated by Congress for said purpose July 2, 1865.

No religious sect is ever to control any part of the school or university funds of the State. All school funds are to be divided *pro rata* among the children of school age.

SCHOOL SYSTEM.

In accordance with the constitutional requirements, the legislature, at its session in June 1870, passed an act "To regulate the supervision, organization, and maintenance of a uniform system of public education."

SCHOOL DISTRICTS.

Each county constitutes one school district; but any incorporated city of more than 5,000 inhabitants constitutes a separate district.

The board of education have a general care and supervision of all property coming into possession of the State for school purposes, the income of which they are to pay to the school authorities of the cities or districts for the support of the schools. They are to make a report annually, upon all matters intrusted to their charge, to the superintendent of public education, to be by him incorporated in his annual report to the legislature.

They have power to remove county superintendents for good cause, and may fill vacancies occurring in the office of county superintendents, reporting their action to the senate at the next session of the legislature. Each member of the board is to give bond in the sum of $20,000, conditioned as the bonds of other State officers.

STATE SUPERINTENDENT.

This officer has the general supervision of all the schools, is to visit each county annually, as well as provide for holding a teachers' institute in each congressional district. He is to report to the legislature annually on all matters relating to his office and the educational interests of the State. He shall appoint a clerk, who shall have a salary of $1,100. The superintendent receives 5 cents per mile for distance actually traveled in his official duties, and all necessary contingent expenses. He is prohibited from acting as the agent of any author, publisher, or bookseller, directly or indirectly, on penalty of removal and forfeiture of all moneys due him from the State.

COUNTY SUPERINTENDENTS

Are to have the supervision of the schools of their respective counties, visiting them once in each term, to examine and grant certificates to teachers, and perform other duties, as required by the State superintendent or board of education. They receive a salary of $5 a day. They report to the State superintendent, and, like him, are prohibited from using any influence in favor of any author, publisher, or bookseller, upon similar penalties.

SCHOOL DIRECTORS.

The board of county supervisors and the city council of any incorporated city of more than 5,000 inhabitants appoint six school directors in each district, for three

years, who receive $3 a day for actual service. They are made a corporate body, with power to sue and be sued. They are to make rules and regulations for carrying out the requirements of the law, and have the care of providing school-houses, creating sub-districts, hire teachers, and perform any other duty necessary to put the schools in operation. They are to prescribe a uniform series of text-books; but no member shall act as an agent for any author, publisher, or bookseller. They have the management of the property belonging to the district, may purchase or rent land for school-house sites, or sell the same. The county treasurer is to keep a separate account with each sub-school district and with each class of school funds.

The other features of the system, in detail, with regard to teachers, institutes, and other matters pertaining to education, are substantially those recently adopted by other States, and are in accordance with the requisite provisions of the constitution.

From the latest reports, it appears that there has been some delay in the organization of the schools under this law, and as the matter is now in a state of prosecution, no results can at present be given.

UNIVERSITY OF MISSISSIPPI. JOHN N. WADDEL, *chancellor.*

"The university is established upon a grant of land, consisting of thirty-six sections, made by the Congress of the United States to the State of Mississippi in 1819; and the language of the act is, that the title of this land shall be vested in the legislature of said State, in trust, for the support of a seminary of learning therein."

The original act of charter, passed February 24, 1844, contained the following words: "The said board of trustees [of the university] shall have full power and entire control over the funds belonging to the 'university of Mississippi,' or the 'seminary fund,' to be by them applied toward the consummation of the plan of the university of Mississippi," &c.

At the next following session of the legislature, however, an act was passed supplementary to the charter, the first section of which provides that "so much of the third section of an act entitled 'An act to incorporate the university of Mississippi.' approved February 24, 1844, as gives the trustees of the university full power and entire control over the funds belonging to the university of Mississippi, or the seminary fund, is hereby repealed."

The legislature thus resumed to itself the power over the fund, which in the original charter it had delegated to the board; and it is to the legislature that the university is compelled from time to time to resort for further supplies, as the necessity of widening its field of usefulness and improving its means of imparting knowledge renders them desirable.

The present board of trustees of the university consists of the governor, ex-officio president, with a secretary and treasurer, and eleven other members. A review of the attendance since the re-opening of the exercises of the university presents the following statistics:

Number in attendance since 1865—

Session of 1865–'66	193
" 1866–'67	246
" 1867–'68	231
" 1868–'69	214

The number of volumes in the library is about five thousand.

NORMAL SCHOOL.

At act to provide for the establishment of a normal school has been recently passed, appropriating $4,000 to be expended under the direction of the board of trustees—$2,500 for teachers' salaries, $1,000 for aid to pupils, and $500 for furniture and apparatus.

SCHOOL OFFICERS.

The superintendent of public education is the Hon. H. R. Pease, Jackson. County superintendents have recently been appointed, but no list of them has reached this Bureau.

MISSOURI.

Number of children in the State between 5 and 21 years	584,026
In public schools: males, 133,243; females, 116,484	249,727
In private schools: males, 8,855; females, 8,847	17,702
The number of teachers is: males, 4,615; females, 2,531	7,146
Average salary of male teachers per month	$38 60
Average salary of female teachers per month	$29 81

The number of public schools in the State is: primary, 5,244; high, 63.	587
Number of private schools	707
Average number of months taught	4.6
Value of school-houses in the State	$3,087,682 30
Value of furniture and apparatus	$58,071 77
Expended for teachers' wages	$864,672 39
Expended for building school-houses	$390,450 21
Expended for repairing school-houses	$34,682 50
Expended for renting rooms	$13,741 98
Total amount of township fund	$2,184,171 00
Total amount of county fund	$801,896 00
Number of school libraries in the State	12
Number of teachers' institutes held	95
Number of members of institutes	2,377

SCHOOLS FOR COLORED CHILDREN.

This State has a larger proportion of schools for colored children than any former slave State. The statistics from forty counties, given as representative of the remainder of the State in that respect, show the number of children of color to be 13,180; the number of school-houses for them, 80; number of schools, public and private, 102; teachers, 101; pupils, 3,664.

Opposition to the education of the colored people is rapidly disappearing. Their rapid improvement and good conduct help to disarm prejudice. A normal school for the training of colored teachers is an urgent necessity. There is a school—Lincoln Institute—now in the fourth year of successful operation in Jefferson City, possessing an endowment fund of $7,000, which, on a small scale, and with limited means, is doing good work in the right direction. It owns no building and is able to maintain but one teacher.

DEVELOPMENT OF THE SCHOOL SYSTEM.

The constitution of the State declares that "A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the general assembly shall establish and maintain free schools for the gratuitous instruction of all persons in this State between the ages of five and twenty-one years."

The growth of public education by the State has been slow, and by forced methods, at times in advance of popular favor; and yet far behind the enlightened position of other States. The laws upon the subject seem to have been the product of a few statesmen, who appeared at intervals in our history, and who, in the face of a well-known social protest, pushed forward with great energy the development of this public economy by the way of a public intelligence. The first general act upon the subject was passed in 1824. It was crude and ineffective, but was improved in 1835. Another was passed in 1839, which was revised in 1853, when superintendence of school affairs was provided for. Another complete revision was had in 1865, and this again amended in 1868, giving an average trial of about eleven years to each law.

From a large personal acquaintance with them, and from a large correspondence, I am assured that no State in the West is more fortunate than ours in the character and quality of its public school teachers. Yet it must be acknowledged that the great body are migratory, and do not, and cannot, exhibit the professional devotion requisite to the success of those who are set apart by special training and led by a conscious adaptation for the work, rather than forced to it by the spur of necessity.

In the sub-districts there are about seven thousand directors, and nearly one thousand in the several cities and towns, who are performing responsible work without compensation. Their office is one purely honorary; and yet it demands a degree of intelligence and expenditure of time and labor that represent a large money value. No duties more important, more delicate, more difficult, are undertaken in any other department of the Commonwealth.

County superintendents perform their multifarious duties at an expense of time, travel, labor, correspondence, visitation from neighborhood to neighborhood, and conference with school officers, with no corresponding income from that expenditure. But two items are in many cases sufficient to occupy the sixty days for which alone they are allowed compensation by law, viz, the collection and preparation of the county statistical reports, and organizing and establishing county institutes. Yet in addition to these many other duties devolve upon them which should occupy the whole year, if properly fulfilled. Consequently more resignations of county superintendents occur than of any other officers in the State. "We cannot afford it," is the invariable excuse.

The Missouri system of teachers' institutes was begun in 1866. At present about one hundred counties have organizations to a greater or less extent, assimilating the character of a well-conducted institute. Some of them rank in number, tone, influence, and general character with those of many years' standing in older States. This rapid organization has been effected without any support from the legislature, and in many

cases at a considerable personal sacrifice upon the part of county superintendents and teachers. It was frequently met with decided opposition by persons "who worshipped with their faces toward the past." The institute meetings are marked by a uniform and cordial sympathy, courtesy, and mutual deference to opinion, undisturbed by the intrusion of either personal, political, or religious views. The testimony of the superintendent is, that he has yet to find the slightest discord, a state of feeling as remarkable, considering the past, as it is much to be desired. Under the influence of this unity and fraternity the hateful and hostile feelings of the past are disappearing, and the enmity of the fathers is transmuted to friendship in the children.

The press of the State has been, and is now, with few exceptions, the most powerful and capable auxiliary to free education. In no instance has the urgent claim of the public schools been disregarded. The theoretical importance of public education, the practical duties of the school-room, the willful neglect of parents and officers, the relations of the school and the State, the child and the citizen, have been discussed over and over again, in forcible terms, by editors who could have no personal interest in the subject except that which springs from the generous sympathy which makes the world akin. It is fair to presume that the press of no other State devotes so much special attention, week after week, to the cause and the advancement of free education.

THE TOWNSHIP SCHOOL FUND MISMANAGED.

The township school fund, amounting in the aggregate to $2,184,170, with an annual income of nearly $200,000, arises from the proceeds of section number sixteen, set apart by Congress in 1820 for the use of the schools. The amount of land then and subsequently granted the State for school purposes is 1,199,139 acres, sufficient, had it been judiciously managed in each township, to have laid the foundation for a school fund, the annual income from which would constitute the schools free for at least six months in the year. But many of the townships have lost the entire fund, and others have suffered greatly from the mismanagement of those who have had charge of this matter. It was early enacted that the county should have charge of the township school fund belonging to each township, and all subsequent legislation has placed this fund under the care of the same guardianship, with the provision that these moneys "shall be secured by a mortgage in fee on real estate, free from liens and incumbrances within the county, of double the amount of the loan," &c. Had these funds been invested in accordance with the above enactment, or in United States bonds, as is further provided by law, much would have been saved. No object calling for legislation is more important than the present management of the school funds. In quite a number of counties there has been the most reckless management and neglect, to such an extent that for years the funds have been rendered unavailable. In some cases, county courts have taken the school moneys for their own use, on their own recognizance, or loaned them to favorites knowing that the security was worthless or insufficient.

It is recommended that the general assembly shall revise the present law for the purpose of better securing the school funds, directing them to their legitimate end, and recovering the funds and lands which are not yet beyond redemption.

SCHOOLS AND RAILWAYS.

The report enters at length into a discussion of the school law as recently amended, specifies its faults, and suggests remedies for them; and having, as is stated, "but faintly delineated the outlines of the magnificent structure which stands in the fields of the future as our *system of free education*—a vast and impartial *scholium generale*—spacious enough for all races and all conditions," goes on to remark:

"The present time is not auspicious for the speedy completion of this work. Just now the locomotive is the popular idol, and it is astonishing with what zeal the iron divinity is served. 'Give us a railroad,' is the universal cry. With unstinting liberality nearly every county in the State has voted large subsidies to a coming railroad. The policy may leave a burden of debt, but it will also hasten material prosperity, and bring to a speedy solution the problems of our varied resources. Let the God of this world take his lawful empire! Speed the victory of the railways; because as they develop the material resources, they also break away the thick veils of indifference and ignorance in what portions of the State they have shut out the light of the public school. The true apotheosis of the railway is not the wealth it produces, but the intelligence it fosters."

STATE UNIVERSITY.

Upon the admission of Missouri as a State, in 1820, Congress granted the State two townships of the best land in the State for the support of a seminary of learning, the State legislature becoming the trustee for the management of the land and the proper application of the funds. In 1832 the legislature had most of the lands sold for $2 per acre, realizing a sum of only $70,000, when they were really worth half a million.

When the fund thus originating, invested in the State Bank, had reached the sum of $100,000, the university was located at Columbia, Boone County, the citizens of that county having subscribed the sum of $117,500 to the institution as an inducement. One man who could neither read nor write paid $3,000 to the purpose, and certain others subscribed to this sum and afterwards paid more than they were actually worth at the time of the subscription. The corner-stone of the edifice was laid in July 1840. The institution existed twenty-five years, and though with very insufficient funds, still making substantial progress, without ever having received the least aid from the State. Even a deficit, which occurred through State management, was not made good, far less was the loss resulting from the premature sale of the ample and beneficent grant returned to the institution by the State. The provision for the State institution contained in the new constitution, with the adoption of the new State constitution, began a new era for the university. The provision made for it is in these words: "The general assembly shall establish and maintain a State university, in which there shall be departments in teaching, in agriculture, and natural science, as soon as the public school fund will permit." An act was passed giving $10,000 for rebuilding the president's house, which had been destroyed by fire during the war, and also making an annual grant of 1¼ per cent. of the State revenue, after deducting therefrom 25 per cent. already appropriated for the support of common schools. The general plan of the institution is to retain the usual college course for those who desire that; to enlarge and perfect the scientific course; to establish and maintain a college of agriculture and mechanic arts, including military tactics, embracing a school of engineering, analytical chemistry, mining, and metallurgy, a normal college, a law college, and a preparatory department. The president is Daniel Reid, LL. D. The number of students, 217; graduates for the year 1867–'68, 13; value of property, estimated at $250,000 to $350,000.

LINCOLN INSTITUTE

owes its origin to the liberality of colored soldiers enlisted from Missouri. In the spring of 1866 a subscription of $4,000 was made by the enlisted men of the Sixty-second United States colored infantry, to aid in the foundation of an educational institution in Missouri for the especial benefit of the colored people. Afterward, another colored Missouri regiment added to it the sum of $1,325; and $2,000 were subsequently received from the Freedmen's Bureau. Other funds, including $1,000 from the officers of the Sixty-second regiment, have supported it three years and a half. Tuition is free. A valuable library of several hundred volumes has been obtained. It is recommended that an annual sum of $5,000 be added to these funds, and a State institution therewith founded for the education of colored teachers.

THE MISSOURI INSTITUTE FOR THE EDUCATION OF THE BLIND,

located at the city of St. Louis, was established in 1851. The superintendent is H. Rensselaer Foster; number of students in attendance, 72; value of buildings and grounds, $75,000; of apparatus, $1,200. Through the efforts of Mr. Eli William Whelan, the legislature, in 1851, appropriated $15,000 to the institution, provided that the sum of $10,000 should be subscribed by individuals, or by the city or county of St. Louis, which amount was soon pledged. In 1856, it was located in the city of St. Louis, upon a lot 22 by 300 feet. It had hitherto been supported by an annual appropriation of $3,000 from the State, and $2,000 from the citizens of St. Louis; but as the operations of the institution became more extensive, the State assumed the entire responsibility of its support, on condition that all the property "should be held in trust for the State and subject to its disposal," which was accordingly done. The institution is managed by seven trustees, appointed by the governor and confirmed by the senate. The course of instruction embraces three departments—literary, musical, and mechanical. Since the establishment of the institute 250 pupils have been under instruction. Of those who have gone out one is a physician, fifteen are teachers of music, one literature, fifteen regained their sight, twenty-six removed from the State without completing their course, eighty-four are pursuing the different trades which they acquired here, viz., broom, brush, and mat making, chair seating and willow work.

Besides the North Missouri Normal School, already referred to, there are in the State eleven other institutions of learning which are not fostered by the State government. Blanks sent to them by the superintendent have elicited the following particulars: The William Jewell College, located at Liberty, Clay County, established in 1849; Thomas Rambant, LL.D., president. The number of teachers is 6; of pupils, 110; value of buildings and grounds, $50,000; apparatus, $3,000. The endowment is $145,000.

The Grand River College, located at Edinbug, Grundy County, in 1858, John E. Vertrees, A. M., president. The number of pupils is 110; teachers, 3; value of property, $6,000.

The Plattsburg College, located at Plattsburg, Clinton County, in 1867, James H. Thomas, president, has 137 pupils and 4 teachers. Property worth $10,000.

McGee College, located at College Mound, Macon County, founded in 1853, J. B.

Mitchell, president, has 233 pupils and 10 ten teachers; value of buildings and grounds, $30,000.

Christian University, located at Canton, Lewis County, in 1858, B. H. Smith, president, has an attendance of 210 pupils, with 9 teachers; value of buildings and grounds, $100,000; apparatus, $500.

Washington University, located at St. Louis, in 1857, William Charvenet, president; number of students, 589; teachers, 41; value of buildings and grounds, $250,000; apparatus, $6,000.

St. Louis University, located at St. Louis, in 1829, Rev. F. H. Stuntebeck, president; number of students, 278; teachers, 19.

Mount Pleasant College, located at Huntsville, Randolph County, in 1856; president, J. W. Fevrill; number of pupils, 100; teachers, 4; value of buildings and grounds, $250,000; apparatus, $3,000.

Western Educational Institution, located at Warrenton, Warren County, in 1864, Rev. H. Koch, president; pupils in attendance, 200; teachers, 7; value of site and buildings, $15,000; apparatus, $250.

St. Paul's College, Palmyra, Marion County, Rev. William B. Corbyn, president; established in 1850, and has two teachers.

Bethel College, Palmyra, Marion County, was established in 1854. The Rev. R. M. Rhoade is president. Number of teachers, 1.

THE NORTH MISSOURI NORMAL SCHOOL

was founded in 1867, incorporated 1868, in the hope that it would be adopted as one of a system of the State normal schools. Located at Kirksville, Adair County, J. Baldwin, president. The number of students the first year was 284; the second, 423. Over 200 teachers, partially trained, have been sent out. The course for common school teachers is two years; for teachers in academies, high, or graded schools, four years' training is required. The institution is now self-sustaining. With or without State aid, it is regarded as a permanent institution.

MISSOURI ASYLUM FOR THE DEAF AND DUMB,

located at Fulton, Callaway County, William D. Kerr, superintendent, was established in 1851. The whole number of students is 111—males, 48; females, 63. The value of buildings and grounds is estimated at $75,000; apparatus, $150. This institution was located by the State, and provision made for a site, &c., in 1847. Pupils are admitted between the ages of seven and thirty years, and are allowed a course of ten years' instruction. The report of the principal suggests that "that feature of the law which requires certificates of poverty from such pupils as are beneficiaries of the State, operates as a great hinderance to the best interests of the school;" also that "the law limiting the number of teachers to five ought to be changed so as to allow the board of commissioners to appoint, from time to time, such assistance as is necessary.

ST. LOUIS.

The present system of public schools in St. Louis originated in an act of Congress approved June 13, 1812, by which "all town or village lots, out-lots, or common field lots, not rightfully owned or claimed by individuals, or held as commons," &c., were reserved for the support of schools. The total value of the lands thus reserved is now estimated at over $2,000,000. In 1817 a board of school trustees was established by the territorial legislature. In 1838 the first public school was established. In 1850 a superintendent was first appointed; a high school class in 1853; a normal school opened in 1858. In 1859–'60, the first evening school was opened, and in 1864 German classes, for instruction in the German and English languages.

The reports for 1868, of the president board of school directors, Hon. Felix Coste, and of the superintendent, Hon. William T. Harris, give the following statistical and other information:

Estimated population of the city, 1867	220,000
Number between five and twenty-one years, (drawing State money)	70,222
Number between six and sixteen years of age	46,100
Number of school-houses: owned by board, 27; rented, 11	38
Number of school-rooms	271
Total value of property used for school purposes	$864,236 14
Number of schools: normal, 1; high, 1; district, 30; colored, 5; evening, 12	49
Number of teachers in day schools: males, 27; females, 145	272
Number in evening schools, 43; normal, 4; high, 10; colored, 10	67
Total number of teachers in all schools	315
Number of pupils enrolled in day schools	18,460
Number of pupils enrolled in evening schools	2,134
Number of pupils enrolled in normal schools, girls	104

In high schools: boys, 160; girls, 193	353
In district schools: boys, 8,641; girls, 8,438	17,079
In colored schools: boys, 445; girls, 479	924
Total number enrolled day and evening	20,594
Number of foreign-born pupils	1,235
Number born in St. Louis	11,413
Whole number of school days	200
Number of pupils who attended 200 days	482
Number of pupils who attended over 180 days	5,377
Number not absent during their enrollment	1,431
Per cent. of attendance	93

The superintendent gives a synoptical view of the school system of the city, from which the following items are taken:

The schools are governed by a board of president and directors, consisting of 24 members, two elected from each ward by the legal voters thereof, for a term of three years, classified in such a manner that one-third go out of office each year. They have absolute power to hold and control all the real estate and property owned and used for public school purposes; to build school-houses, establish schools, and manage the same; to create a revenue for their support, by levying a tax not exceeding one-half of one per cent. on all taxable property of the city. These directors appoint their officers, including president, secretary, superintendent, attorney, and bailiff, annually.

School revenues are derived from four sources: 1, from city mill tax, which may be as high as five mills on a dollar of taxable property, though the highest hitherto assessed is four mills; 2, from rents of real estate donated by the general government for the schools; 3, from State and county school funds; 4, irregular revenues derived from sale of real estate, tuition fees, or loans made by the board. The first source yields now, at four mills, over $410,000; the second, about $50,000; the third, $40,000; total from regular sources, $500,000.

A gratifying progress has been made during the past four years toward regularity and punctuality of attendance in the public schools. Tardiness has steadily decreased during the past five years, so that from 26.5 per cent. it has now diminished to 11.16 per cent. Of the whole number of pupils attending school, 8,778 were under ten years of age; 9,142 between the ages of ten and sixteen, and 640 over sixteen. It is estimated that at least 40 per cent. of the entire population of the city are Germans, and at least 25 per cent. of the children in the public schools are of German parentage. The experience of the past year has demonstrated the necesssity of more school accommodations. The present crowded condition of many schools shows that by next year many applicants must be rejected for want of room. During the year several new school-houses have been in progress, which will be ready some time in the first half of the next scholastic year. It has been decided by the board to change the four old buildings, and adapt them to the graded plan, which change will create accommodations for 386 more pupils, and make, in the aggregate, a saving of $9,734 for each year. It is estimated that it would be economy for the tax-payers to build the new style of school-houses, even were they to be burnt down once in ten years, in preference to using the old style, arranged upon the plan of large study and small recitation rooms.

THE EVENING SCHOOLS,

twelve in number, were kept for a period of sixteen weeks, at a cost of $6 40 per pupil; the average number belonging being 1,191. Of the total number enrolled, viz., 2,134, 1,936 were boys, and 198 were girls. The total expenses were $7,621 66; of which some $6,279 50 were expended for teachers' salaries. At the close of the term diplomas were awarded to 230 pupils for "punctual attendance, dilligence in study, and correct deportment."

INSTRUCTION IN GERMAN

has been introduced into the schools since the year 1864, whenever the requisite number of pupils of German descent, viz., 100, should be in attendance. During the year 1867–'68 this course was pursued in 14 schools, 2,476 pupils having received instruction in German. The number of teachers in this branch was 17. The main motive for introducing this study into the public schools is to render them equally available to the German as to the native American. American children are allowed to study German after they have advanced sufficiently in their English studies to warrant that they have the requisite maturity of mind. From year to year the system improves in regularity of classification and gradation, its interference with the English approaches its minimum, and thoroughness of instruction increases.

The five schools for colored children are not sufficient to accommodate all that class, but when they shall have been removed, as is contemplated, to larger and better adapted buildings, they will supply sufficient accommodation for them all. Punctu-

ality and regularity of attendance in these schools have been secured to a greater degree than previously, while in other respects their progress is good.

THE NORMAL SCHOOL,

since its commencement, in October, 1857, has graduated 189 pupils, of whom 130 are at present teaching in the public schools of the city. The report of the principal, Anna C. Brackett, states that it is intended hereafter to graduate two classes per annum, in order to supply, if possible, the demand of the schools. The two classes which graduated the present year numbered, one 8, the other 24. Graduates of the high school and teachers of some experience are admitted, after passing the requisite examination, to advanced standing, so as to graduate in six months. The number of pupils connected with the school during the year is 104; average number belonging, 69. The report of the principal considers, at length, the advisability of adopting the plan of object teaching; and expresses the opinion that though advantageous in the education of pupils in primary schools, its application to the education of older pupils is not desirable. The course of study comprises the fundamental, and higher English branches, with the Latin language, and calisthenic exercises.

THE HIGH SCHOOL,

from the report of its principal, H. H. Morgan, esq., for the year 1867–'68, has had an attendance during the year of 95.5 per cent. of the total number. The number of pupils in attendance this year is one-sixth larger than that of any previous year. The graduating class numbered 37, a large increase over the previous year. Pupils, upon admission are required to be at least twelve years of age, and to pass a satisfactory examination in History of the United States, grammar, geography, and spelling. At present the school is more than full with 360 pupils, an average of 40 to each teacher, but the proposed addition of new rooms, during the coming year, will increase the accommodations so as to admit from 90 to 120 more pupils. The course of study is intended to occupy four years. There are two courses open to the choice of the pupil, the general and the classical—differing only in the substitution of the ancient languages for the fuller mathematical course, and the study of the natural sciences.

THE PUBLIC SCHOOL LIBRARY

contains a collection of 11,592 carefully selected volumes, the value of which is estimated at $22,156 50. An interesting fact connected with the library is that it is resorted to by a large number of youths who have left school. A record kept for the month of January, 1868, showed that 1,137 books were taken from it by former pupils. The number of volumes received by district school pupils was 1,654; high school pupils, 787.

THE PRESS A TEACHER.

Report of T. A. Parker, superintendent of public schools of Missouri, 1870, says:

"In an important sense the press is the school teacher of the people, and bears the same relation to the adult intellect of the nation that the text-book does to the juvenile. It utters a varied eloquence. It is generally on the side of the true, the good, and the just, and opposes falsehood, vice, and injustice. It is the parent of American literature in its genuine national aspect, and from its virile loins have sprung the productive germs which grow and ripen into the enduring forms of books. As it speaks to thousands where the pulpit and the book speak to hundreds, it is the fittest, as well as the strongest, defense of free education against all opposition. Like the miraculous canopy of Parebanon, in the tales of enchantment, it can be extended over the continent, or, if necessary, it can gather itself up to shelter the tiniest school-house in the State. Although inviting free and unrestricted discussion of all shades of opinion upon this subject, we believe the press to be so wedded to the free school that, if seriously threatened, it would turn upon the assailant a concentrated fire tenfold hotter than the streaming flames from embattled artillery."

NECESSITY OF EDUCATION TO THE STATE AND THE COMMUNITY.

The man who is controlled by a detestable self-interest, which takes on opposition to the public school because he is called on to help support it; or the one who is governed by a foolish pride against the social equality of the public school; or, worse still, the poor bigot who lifts his eyes in holy horror and protests against the public school because it cannot be directed by his "church;" all these do not and cannot understand the necessity of urging forward this great interest—of the education of the people, by the people, and for the people. Gentlemen of the ancient days of yore, there are some objects of higher consideration than your money, your pride, or even your church. One is the safety, prosperity, and peaceful government of this common

wealth. Its safety is conditioned upon general intelligenee; its prosperity upon general confidence; its peaceful government upon both these, eontrolled by general virtue Beyond this is another object of high consideration—the social well-being of any given community—and this is dependent upon the same eondition as the commonwealth. Beyond even this is the individual—the child—for whom is all this array of power and expenditure of means. You are so related to him that you are affected by his aet. His claim to knowledge is one consequence, at least, of his relation to you. His is a sovereignty of demand, abstractly considered, even higher than that of the community or that of the commonwealth. Should his life be vicious and criminal, the statistics of the State treasury will show how it affects you. It becomes your interest to help him to join one of the two grand armies of labor—that of muscle or that of mind; and from the multiplication of his personal influence eonfirm you in the enjoyment of your money, your pride, or your church.

I believe in the divinity of the teacher's work, as I do in the indestructible effects he produces. It is one of special consecration. It is better valued as we see more and more elearly the measureless possibilities of our nature in childhood. It is an office of high responsibility; for, next to the duty of saving, it is the office of leading out the soul. "One of the surest signs," says Mr. Channing, "of the regeneration of society, will be the elevation of teaching to the highest rank in the community."

Table of statistical details of schools in Missouri, from the report of 1869.

Hon. T. A. PARKER, *superintendent public schools, Jefferson City.*

COUNTY SUPERINTENDENTS.

County.	Name.	Post office.
Adair	T. T. Dennis	Kirksville.
Andrew		Savannah.
Atchison	E. L. Clark	Rockport.
Andrian	Eben Farrington	Mexico.
Barry	A. J. Stewart	Cassville.
Barton	J. A. Albright	Lamar.
Bates	S. B. Allison	Butler.
Benton	William J. Shirk	Warsaw.
Bullinger	J. H. Sample	Greene.
Boone	C. W. Masterson	Columbia.
Buchanan	E. B. Neely	St. Joseph.
Butler	J. J. Hise	Poplar Bluff.
Caldwell	H. Mafee	Kingston.
Callaway	T. H. Russel	Fulton.
Camden	John Welch	Linn Creek.
Cape Girardeau	James H. Kerr	Jackson.
Carrol	R. A. Williams	Carrolton.
Carter	Amos P. Holland	
Cass	C. F. Spray	Harrisonville.
Cedar	J. T. Farris	Stockton.
Chariton	Alfred Mann	Keytesville.
Christian	J. R. Vaughn	Clark.
Clarke	C. H. Carothers	Waterloo.
Clay	George Hughes	Liberty.
Clinton	A. K. Porter	Plattsburg.
Cole	Fred. Rowe	Jefferson City.
Cooper	William A. Smiley	Boonville.
Crawford	William Adair	Steelville.
Dade	William C. West	Greenfield.
Dallas		Buffalo.
Daviess	S. P. Howell	Gallatin.
DeKalb	A. E. Putnam	Maysville.
Dent	S. G. Blake	Dent.
Douglas		Vera Cruz.
Dunklin		Kennett.
Franklin	Felix Bandisin	Union.
Gasconade	J. D. Howard	Hermann.
Gentry	J. B. Twist	Albany.
Greene	J. R. Miller	Springfield.
Grundy	J. E. Vertrees	Trenton.

List of school officers in Missouri, &c.—Continued.

County.	Name.	Post office.
Harrison	T. J. Freeman	Bethany.
Henry	Mat. Zener	Clinton.
Hickory	J. Whitaker	Hermitage.
Holt	S. Blanchard	Oregon.
Howard	Thomas G. Dearthérage	Fayette.
Howell	J. B. Collins	West Plains.
Iron	J. Markham	Ironton.
Jackson	D. J. Caldwell	Independence.
Jasper	W. J. Sieber	Carthage.
Jefferson	Mark Jennings	Hillsboro.
Johnson	M. H. Smith	Warrensburg.
Knox	D. E. Shartel	Edina.
Laclede	Daniel Matthias	Lebanon.
Lafayette	G. K. Smith	Lexington.
Lawrence	William N. Davis	Mount Vernon.
Lewis	Frank Wilcox	Monticello.
Lincoln	James M. McLean	Troy.
Linn	E. D. Seward	Linneus.
Livingston	J. D. Roberts	Chillicothe.
McDonald	J. C. Samson	Pineville.
Macon	W. G. Walker	Macon City.
Madison	Daniel Peterson	Fredericktown.
Maries	Allan L. McGregor	Vienna.
Marion	John W. Ayers	Palmyra.
Mercer	Charles E. Minter	Princeton.
Miller	J. F. Hammond	Tuscumbia.
Mississippi	George Whitcomb	Charleston.
Moniteau	R. L. Galbreath	California.
Monroe	A. E. Gore	Paris.
Montgomery	John C. Ellis	Danville.
Morgan	T. Turnbull	Versailles.
New Madrid	T. J. O. Morrison	New Madrid.
Newton	J. C. Geyer	Neosho.
Nodaway	S. C. McClusky	Marysville.
Oregon	W. T. Shares	Alton.
Osage	J. N. Clark	Linn.
Ozark	John Jack	Gainsville.
Pemiscot		Gayoso.
Perry	A. G. Abernathy	Perryville.
Pettis	A. J. Sampson	Sedalia.
Phelps	C. P. Walker	Rolla.
Pike	S. F. Murray	Bowling Greene.
Platte	T. A. Himeod	Platte City.
Polk	J. A. Race	Bolivar.
Putnam	H. L. Phillips	Unionville.
Pulaski	J. J. Tyret	Waynesville.
Ralls	G. H. Laughlin	New London.
Randolph	G. F. Rothwell	Huntsville.
Ray	J. A. Seabo	Richmond.
Reynolds	Sev. A. Tharp	Centerville.
Ripley	W. C. Webb	Doniphan.
St. Charles	Charles Beckington	St. Charles.
St. Francois	James Kendall	Farmington.
St. Clair	Emmerson Babber	Osceola.
St. Genevieve	C. C. Kerlagon	St. Genevieve.
St. Louis	A. W. Murphy	St. Louis.
Saline	V. Bierbower	Marshal.
Schuyler	F. T. Hughes	Lancaster.
Scotland	J. K. Stockton	Memphis.
Scott	J. B. Holden	Commerce.
Shannon	James Morris	Eminence.
Shelby	E. P. Burlingame	Shelbyville.
Stoddard	B. B. Allan	Bloomfield.

List of school officers in Missouri, &c.—Continued.

County.	Name.	Post office.
Stone	S. R. Wright	Galena.
Sullivan	D. L. Hinckley	Milan.
Taney	M. Clifford	Forsyth.
Texas	S. G. Forrester	Houston.
Vernon	S. H. Thompson	Little Osage.
Warren	C. H. Burger	Warrenton.
Washington	T. S. Love	Potosi.
Wayne	A. W. Barks	Greenville.
Webster	H. E. Phelps	Marshfield.
Worth	W. J. Gibson	Grant City.
Wright	W. S. Pope	Hartville.

Statistical details in Missouri.

Counties.	CHILDREN.									TEACHERS.			
	White.		Colored.		Total in county.	In public schools.		In private schools.				Monthly salary.	
	Males.	Females.	Males.	Females.		Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Andrew	2,587	2,246	47	31	4,911	1,930	1,588	30	23	70	23	$44 66	$34 00
Adair	2,236	1,971	16	32	4,255	1,570	1,317	47	49	46	30	36 53	25 77
Atchison	1,574	1,506	8	7	3,095	1,043	1,011	35	40	37	21	23 61	26 78
Audrain	1,661	1,580	153	174	3,568	894	901	63	54	32	31	38 77	33 85
Barry	1,171	1,128	9	12	2,320	.....	.....	.....	.....	20	12	.....	.....
Bates	2,363	2,132	15	14	4,534	1,569	1,236	64	76	56	23	41 25	30 67
Barton	823	760	5	4	1,592	431	441	.....	.....	23	18	45 00	33 75
Benton	.....	.....	.....	.....	3,983	1,377	1,647	.....	.....	57	8	42 00	31 00
Bollenger	1,336	1,210	5	5	2,556	743	686	112	61	28	8	33 77	33 43
Boone	3,770	3,553	432	508	8,259	1,848	1,540	206	158	65	30	41 00	31 00
Buchanan	5,921	5,533	365	370	12,189	3,160	2,618	536	666	68	45	53 29	35 13
Butler	956	857	7	6	1,826	197	154	30	30	7	3	23 33	21 60
Caldwell	.....	.....	.....	.....	3,635	363	350	.....	.....	16	7	32 00	24 50
Callaway	3,067	2,623	452	430	6,572	1,134	838	92	74	41	13	43 00	28 80
Campden	1,387	1,293	36	37	2,715	618	612	98	72	27	14	27 00	23 68
Cape Girardeau	3,013	2,761	240	224	6,238	1,002	835	187	157	37	24	45 33	33 00
Carroll	3,001	2,659	151	162	5,973	1,618	1,409	423	179	59	30	40 64	29 88
Carter	270	261	.....	.....	531	52	47	.....	.....	14	11	20 48	20 00
Cass	3,010	2,627	71	60	5,763	2,251	1,910	.....	.....	105	23	48 00	40 00
Cedar	1,782	1,542	30	35	3,389	589	430	382	301	37	10	33 10	22 90
Chariton	3,567	3,089	544	.....	7,688	2,015	1,876	216	169	62	21	54 33	33 55
Christian	1,236	1,135	43	.....	2,450	685	668	177	147	26	8	32 50	25 00
Clark	2,781	2,675	75	.....	5,592	1,878	1,869	140	116	48	38	37 76	25 21
Clay	2,650	2,368	169	.....	5,328	473	407	225	224	35	11	47 25	44 33
Clinton	2,321	2,077	117	.....	4,643	1,333	1,243	55	65	52	27	46 63	30 00
Cole	2,232	1,953	272	.....	4,711	1,345	1,211	275	272	48	15	43 00	40 00
Cooper	3,267	2,645	534	.....	6,940	2,005	1,732	140	162	55	33	50 53	36 50
Crawford	1,433	1,309	21	.....	2,777	331	276	10	7	22	6	34 29	26 66
Dade	1,554	1,401	38	.....	3,029	901	763	249	211	28	11	40 00	29 00
Dallas	1,529	1,595	23	22	3,169	1,080	93	62	54	17	12	30 00	25 00
Daviess	2,806	2,460	51	55	5,392	1,716	1,578	3	7	63	19	36 25	25 50
De Kalb	.....	.....	.....	.....	3,768	247	238	.....	.....	55	32	40 00	29 50
Dent	1,398	1,115	1	4	2,578	401	376	15	20	22	15	28 00	19 70
Douglas	828	726	1	1	1,555	207	157	27	18	10	.....	27 00	.....
Dunklin	581	478	3	2	1,064	32	15	49	31	3	40	40 00	34 00
Franklin	4,264	3,905	290	295	8,734	2,179	1,701	450	364	70	14	43 25	37 63
Gasconade	1,987	1,838	10	14	3,849	865	663	186	131	36	7	44 20	35 75
Gentry	2,393	2,268	8	12	4,699	1,903	1,711	15	10	57	13	39 48	27 44
Greene	3,485	3,344	333	277	7,439	1,598	1,359	301	289	54	16	38 00	27 50
Grundy	2,443	2,292	41	36	4,812	1,263	1,130	47	48	59	19	36 12	26 00
Harrison	2,610	2,502	2	2	5,122	2,000	1,711	12	8	74	21	31 47	21 20
Henry	2,489	2,227	59	57	5,463	1,413	1,515	154	178	52	33	39 20	30 50
Hickory	1,106	1,009	11	6	2,132	519	456	27	19	23	6	34 01	23 00
Holt	2,030	1,735	43	24	4,112	1,272	1,086	132	177	35	23	43 73	32 45
Howard	2,476	2,192	588	523	5,774	1,339	982	202	150	46	19	46 91	34 55
Howell	721	726	5	5	1,447	164	126	.....	.....	6	7	24 66	20 66
Iron	828	736	31	27	1,622	383	337	61	44	15	6	48 00	32 40
Jackson	6,112	5,100	352	433	12,057	2,984	1,810	294	205	90	77	53 92	43 00
Jasper	2,449	2,397	25	26	4,897	1,723	1,826	1	.....	65	38	42 73	31 62

Statistical details of schools in Missouri, &c.—Continued.

Counties.	CHILDREN.									TEACHERS.			
	White.		Colored.		Total in county.	In public schools.		In private schools.				Monthly salary.	
	Males.	Females.	Males.	Females.		Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Jefferson	2,997	2,569	143	121	5,831	644	545	40	36	53	13	$48 00	$37 00
Johnson	4,356	3,991	297	302	8,946	2,933	2,563	132	123	83	45	45 00	34 50
Knox	2,719	2,060	37	49	4,865	1,908	1,698	240	203	44	47	38 25	27 50
Laclede	1,765	1,720	31	36	3,552	40	32	.....	.....	31	19	.....	.....
Lafayette	3,744	3,420	717	737	8,618	1,560	1,400	420	351	47	25	58 44	39 07
Lawrence	.....	.....	.....	.....	4,706	1,436	1,202	185	222	50	14	40 00	30 00
Lewis	2,761	2,426	326	221	5,634	1,610	1,366	24	28	40	29	39 50	29 50
Lincoln	2,726	2,489	247	266	5,728	1,586	1,388	106	125	48	28	39 05	27 81
Linn	2,742	2,476	121	108	5,447	1,979	1,676	91	96	65	37	39 00	27 00
Livingston	2,902	2,754	225	218	6,099	1,774	1,616	12	25	53	41	43 25	32 50
McDonald	1,180	954	5	13	2,152	90	89	81	80	10	3	36 33	25 00
Macon	4,033	3,928	215	218	8,394	3,461	3,018	160	103	90	41	41 50	38 00
Madison*	1,236	1,110	19	9	2,374	17	11	2	2	19	11	35 00	27 42
Maries	.....	.....	.....	.....	2,079	.....	.....	.....	.....	17	15	35 00	20 00
Marion	3,189	3,851	403	439	7,882	1,171	884	.....	.....	45	35	44 89	33 29
Mercer†	2,154	2,117	23	11	4,305	1,048	979	.....	.....	58	16	32 75	22 90
Miller	1,686	1,530	39	41	3,296	776	655	23	26	37	12	31 36	28 50
Mississippi	.....	.....	.....	.....	1,938	.....	.....	.....	.....	7	2	.....	.....
Moniteau	2,639	2,593	150	124	5,506	1,237	1,120	161	172	53	12	39 41	30 75
Monroe	3,090	2,843	364	357	6,870	2,218	1,961	82	71	63	42	43 65	35 80
Montgomery	1,995	1,978	288	251	4,737	1,292	1,260	180	172	62	28	42 59	34 72
Morgan	1,835	1,833	130	165	3,963	1,042	1,111	42	30	36	12	34 52	33 64
New Madrid	1,079	983	371	290	2,723	391	319	.....	.....	14	6	38 83	32 50
Newton	2,654	2,549	88	63	5,354	1,068	1,019	56	53	26	13	39 20	27 50
Nodaway‡	2,420	2,076	14	16	4,526	1,442	1,264	65	65	73	46	36 77	27 47
Oregon	749	755	.....	.....	1,504	.....	.....	.....	.....	8	7	30 00	.....
Osage§	2,247	2,052	33	38	4,370	762	574	126	92	41	11	34 46	30 55
Ozark	453	410	.....	1	864	414	314	.....	.....	12	.....	25 33	.....
Perry	1,906	1,763	89	55	3,843	1,096	861	47	50	41	12	36 00	26 00
Pemiscot	315	265	40	33	653	102	76	41	24	6	2	45 00	20 00
Pettis‖	2,820	2,634	304	284	6,132	1,831	1,687	90	95	61	31	51 18	38 00
Phelps	2,079	1,811	32	41	3,963	591	434	302	151	24	22	33 11	27 50
Pike	3,367	3,221	615	675	8,057	1,885	1,819	427	509	54	30	47 13	43 00
Platte	3,217	3,007	268	283	6,775	1,367	1,208	165	147	60	10	54 98	38 75
Polk¶	2,535	2,427	42	45	5,049	1,809	1,785	244	244	60	30	32 87	27 39
Pulaski**	1,028	954	10	7	1,999	234	162	131	100	11	2	27 47	17 50
Putnam††	2,141	2,088	.....	1	4,230	349	316	5	16	33	17	29 96	21 18
Ralls‡‡	1,974	1,882	165	157	4,178	552	456	60	70	45	24	42 91	30 87
Randolph	2,547	2,285	282	245	5,399	1,575	2,181	90	79	50	16	49 00	34 00
Ray	3,588	2,911	349	323	714	2,590	2,032	367	535	68	24	44 49	34 63
Reynolds	871	816	7	3	1,697	332	288	104	115	17	7	26 34	19 00
Ripley	925	922	3	2	1,852	56	55	.....	.....	10	3	23 71	22 50
St. Charles	3,153	2,818	243	242	6,451	1,394	1,117	204	112	45	27	50 60	41 57
St. Clair	.....	.....	.....	.....	3,654	.....	.....	.....	.....	21	7	35 00	30 00
St. Francois	1,770	1,857	100	93	3,550	752	546	82	42	32	8	43 00	27 50
St. Genevieve	1,596	1,396	47	43	3,082	613	475	56	53	16	10	47 34	29 05
St. Louis	45,653	46,933	2,338	2,802	98,626	15,229	14,253	8,855	8,847	106	399	.....	.....
Saline	3,344	3,083	602	632	7,721	1,653	1,385	174	246	69	25	50 11	42 90
Schuyler	1,766	1,671	2	1	3,440	1,229	1,164	.....	.....	33	22	34 33	26 00
Scotland	2,141	2,132	35	28	4,325	1,898	1,673	267	283	44	31	35 85	29 5
Scott	895	692	41	32	1,660	187	117	65	62	24	6	43 50	30 00
Shannon	428	414	1	2	845	.....	.....	40	160	5	.....	.....	.....
Shelby	1,864	1,748	156	131	3,899	1,154	1,041	166	202	44	40	39 25	30 17
Stoddard	1,721	1,666	12	8	3,407	497	496	20	20	25	.....	25 00	.....
Stone	430	374	2	.....	806	11	6	1	.....	10	4	27 56	26 25
Sullivan	.....	.....	.....	.....	3,819	.....	.....	.....	.....	51	33	31 29	24 25
Taney	613	519	6	7	1,145	155	.....	.....	.....	12	2	25 00	26 4.
Texas	1,430	1,153	11	12	2,606	180	116	321	284	19	7	30 00	17 50
Vernon	1,568	1,423	29	17	3,037	1,038	998	25	22	45	16	41 00	32 00
Warren	1,907	1,681	152	142	3,882	1,086	887	119	83	38	8	41 00	31 00
Washington	1,701	1,724	100	113	3,640	710	701	220	237	36	19	41 68	33 60
Wayne	1,318	1,195	20	21	2,554	559	431	60	66	27	9	30 63	25 00
Webster	1,853	1,818	47	36	3,754	1,206	1,072	24	28	41	11	34 31	31 50
Worth	1,028	969	.....	.....	1,997	671	579	46	37	24	21	33 04	24 38
Wright	1,100	1,227	10	15	2,352	697	813	.....	.....	34	4	26 66	20 00
Total	.....	.....	.....	.....	584,026	133,243	116,484	.....	.....	4,615	2,531	38 60	29 81

* Four townships not reported.
§ One township not reported.
** Eight townships not reported.
† Seven townships not reported.
‖ One township not reported.
†† Nine townships not reported.
‡ Three townships not rep'ted
¶ Four townships not reported
‡‡ Eleven townships not rep'ted

NEBRASKA.

Hon. S. D. BEALS, *superintendent of public instruction, Lincoln.*

This Bureau having failed in many and repeated efforts to procure an educational report, no statement of the condition of schools in Nebraska can be presented.

As in the case of Arizona Territory, no reply has been received to any of the communications which have been addressed to persons supposed to be interested in educational matters.

NEVADA.

Fourth annual report, for the year 1868; the Hon. A. N. Fisher, superintendent.

Notwithstanding the peculiar disadvantages incident to the settlement of a mineral country, public schools, mainly free, are established in every populous district, and during the past two years have been taught for a greater average number of months, with one or two possible exceptions, at a greater expense per census child, by teachers employed at a larger average salary, than elsewhere in the United States. The average length of time during which public schools were maintained in the State during the past year, was 7.28 months. The average monthly wages of teachers is: males, $157 41; females, $107 28. The amount of the State school fund in 1868 was $23,000. The constitution of the State provides that "all proceeds of lands granted by the United States to the State of Nevada are hereby solemnly pledged for educational purposes, and shall not be transferred to any other fund for any other uses." This fund is also increased by all fines collected under the penal laws of the State, 2 per cent. of the gross proceeds of toll roads and bridges, all estates that may escheat to the State, and 5 per cent. of proceeds of lands sold within the State by the General Government. This fund can be used for no other purpose than the payment of teachers' wages.

BOARD OF PUBLIC INSTRUCTION.

The general control of schools is vested in a State superintendent of public instruction, who, with the governor and State surveyor, form a board of public instruction. The governor is president and the superintendent is secretary of this body. The superintendent holds office for four years, and receives a salary of $2,000 yearly, and his traveling expenses. It is his duty to apportion State moneys, furnish instruction to school officers, and visit each county once a year. County affairs are managed by the county superintendent, who is elected for two years.

The school law provides that "negroes, Mongolians, and Indians shall not be admitted into the public schools; but the board of trustees of any district may establish a separate school for their education, and use the public-school funds for support of the same." This interdict mainly affects the negro race, since neither Mongolian nor Indian children, except a few living in white families, manifest any desire to attend the public schools, and, there being but few colored people in any single locality, the permissive provision is practically inoperative. "But one colored school has been attempted in the State during the year, and it was soon discontinued, on account of extraordinary expense. As few of the colored race are able to afford private tuition, we have growing up among us juvenile pariahs, condemned by our State to ignorance and its attendant vices. We believe this inhibition unwise, unjust, and unconstitutional."

Amount paid for—	
Teachers' salaries	$48,324 55
Sites, buildings, &c	16,774 42
School apparatus	87 47
Contingent expenses	7,243 67
Total	72,430 11
Amount received from—	
Balance on hand	$7,785 85
State apportionment	14,440 61
County taxes	40,546 14
District taxes	16,148 54
Miscellaneous sources	2,298 74
Rate bills and subscriptions	3,604 53
Total	84,824 41

Number of children in the State:	
Between six and eighteen years	3,293
Attending public schools	1,661
Attending private schools	496
Not attending any school	642
Mongolian children	4
Negro children	18
Number of schools in the State	39
Number of school districts	26
Number of male teachers	12
Number of female teachers	32
Valuation of school-houses and furniture	$39,331 41
Valuation of apparatus	$263 87
Valuation of school libraries	$450 00

List of school officers.

Hon. A. N. FISHER, *superintendent of public instruction, Dayton.*

COUNTY SUPERINTENDENTS.

County.	Name.	Post office.
Churchill		
Douglas	R. G. Dean	Genoa.
Elko	W. V. Hudson	Mountain City.
Esmeralda	Ira P. Hale	Aurora.
Humboldt	T. J. Negus	Golconda.
Lander	F. H. Harmon	Austin.
Lincoln		
Lynn	J. C. Hazlett	Dayton.
Nye	John Power	Belmont.
Ormsby	R. R. Parkinson	Carson.
Storey	J. W. Whitcher	Virginia City.
Washoe	A. F. Hitchcock	
White Pine	H. S. Herrick	Hamilton.

Table of statistical details of schools in Nevada for 1869.

School year ending August 31, 1868.

Counties.	EXPENDITURES.						RECEIPTS.						
	Teachers' salaries.	Sites, buildings, repairs, and school furniture.	School apparatus.	Rent, fuel, and contingent expenses.	Total expenses.	Balance.	Balance on hand at beginning of school year.	State apportionment.	County taxes.	District taxes.	Miscellaneous sources.	Ratio bills and subscriptions.	Total credits.
Douglas	$3,138 38	.....	.....	$325 55	$3,463 93	$92 59	.....	$915 74	$1,827 19	.....	$14 72	$798 87	$3,556 52
Esmeralda	2,089 47	$640 12	.....	86 25	2,815 84	344 08	$10 00	634 63	2,157 13	.....	.....	358 16	3,159 92
Humboldt	2,178 39	114 20	.....	.....	2,292 59	1,516 43	1,099 93	261 70	831 04	.....	1,616 35	.....	3,809 02
Lander	5,531 28	6,388 03	$87 47	1,877 01	13,883 79	866 90	2,122 09	1,155 33	5,100 45	$6,372 82	.....	.....	14,750 69
Lyon	4,203 11	4,946 45	.....	526 29	9,675 85	957 11	.....	1,355 79	5,399 62	3,325 88	551 67	.....	10,632 96
Nye	934 80	.....	.....	207 03	1,141 83	1,632 56	157 34	547 78	2,069 27	.....	.....	.....	2,774 39
Ormsby	5,467 16	3,679 66	.....	348 25	9,495 07	608 30	1,371 93	2,113 73	4,053 38	956 83	.....	1,607 50	10,103 37
Storey	18,474 54	1,005 96	.....	3,873 29	23,353 79	6,016 98	2,782 01	6,132 28	14,007 47	5,493 01	116 00	840 00	29,370 77
Washoe	6,307 42	.....	.....	.....	6,307 42	359 35	242 55	1,323 63	5,100 59	.....	.....	.....	6,666 77
Totals	48,324 55	16,774 42	87 47	7,243 67	72,430 11	12,394 30	7,785 85	13,440 61	40,546 14	16,148 54	2,298 74	3,604 53	84,824 41

NEW HAMPSHIRE.

The annual report for 1869 estimates the number of children in the State between four and fourteen years of age as about 78,830. The number attending schools was 74,913; decrease for the year, 2,225. The number not attending school (imperfectly reported) is 3,917; increase for the year, 689.

There were 2,480 public schools in the State, with 3,799 teachers, 521 of whom are male and 2,432 female. There has been an increase in the number of male teachers during the year of 44, and a decrease of 33 in the number of female teachers. The average wages of male teachers per month is $36 09, and of female teachers $20 71. The number who have taught the same school two or more successive terms is 965, being an increase for the year of 342.

The estimated value of school property was $1,411,650 50, being an increase of $264,438 34. The amount raised by tax for the support of schools was $315,738 86, being an increase for the year of $33,132 28, and $66,331 82 beyond the sum required by law The total amount expended for schools, exclusive of school-committees' compensation, was $372,218 77, an increase for the year of $38,753 15, making the average amount for each scholar $4 96. Compensation of school committee, $11,270 33. Number of visits made by them, 13,805.

The average school term is reported as increasing in length, and is now (1869) eighteen and one-fourth weeks, the average for 1868 being a week and a half longer than that for 1867. The number of school-houses reported unfit for use is 422, or not quite 19 per cent., being a decrease for the year of 5. The average attendance of registered pupils is improving, and is now about 70 per cent. But 30 per cent. is too much to throw away upon irregular attendance. It is thought that the true remedy for the trouble is in having professionally educated teachers, who will know how to make the schools attractive to the children. The truant law is "pretty nearly a dead letter," since the several towns are merely permitted to execute its provisions by enacting by-laws. It is thought that, by trained and skillful teachers, it would be possible "so to teach and manage a school that attendance upon it shall be felt by the child to be a delight as well as a duty;" and it is hoped that the State will not much longer be without a normal school. For some years, until recently, the teachers of New Hampshire have been nearly devoid of means of professional culture, but now this want is partially supplied by a regular system of voluntary associated effort and by institutes.

There are reported eleven county educational associations, each of which meets two or three times a year in the county. Teachers' institutes have been held in the several counties since the act passed by the legislature appropriating money to defray expenses. Four were held in the fall and two in the spring, 1869, with generally a good attendance, and having accomplished much good. The best talent that could be found, "either in the State or out of it," was secured for the instruction of the institutes in the best modes of common-school instruction and management. The reëstablishment of teachers' institutes in this State "is the retrieval of a backward and downward step—a step that it is to be hoped will never be taken again."

REPORT OF JUNE, 1870.

The annual report to the June session of the legislature, 1870, Hon. A. C. Hardy, superintendent, is just received, and gives the following:

Number of schools in the State	2,523
Aggregate number of children attending public schools	35,475
Average attendance	52,190
Number between 4 and 14 years of age not attending any school	5,755
Number of teachers employed	3,489
Gentlemen teachers	624
Lady teachers	3,157
Wages per month of gentlemen teachers, including board	$36 59
Wages per month of lady teachers, including board	$21 62

TEACHERS' INSTITUTES.

Institutes have been held in seven different counties during the year, which were quite as successful as any ever held in the State. Working in a field where the very name "institute" aroused prejudice in many minds, they have won their way to receive the commendation of all classes who have been brought in contact with them. Their design was twofold—to improve the teachers professionally and to arouse a general interest in the cause of education.

LECTURES.

Special efforts have been made during the year to awaken an interest among the people by gratuitous lectures given by the friends of education throughout the State.

This plan originated at an institute meeting, when it was resolved that the superintendent should issue circulars appealing to every influential friend of education in the State to aid in organizing lectures in every town upon educational subjects, by contributing funds or lecturing gratuitously. The result was that between forty and fifty lectures were given during the year. It is the intention to perfect the arrangement for the coming year, so that a lecture shall be given in each town in the State.

DECREASE IN CHILDREN, TEACHERS, AND SCHOOL FUNDS.

The number of school districts shows a slow decrease in the right direction. One of the great evils in our schools is the excessive number of districts, thereby creating many very small schools with very little money, which makes it necessary to employ *cheap* (?) teachers and hold short terms of school. Probably one-half the schools in the State will not average 12 pupils; as, including the city and village schools, the average is but about 18.

The statistics also show quite a decrease in the number of scholars attending school during the past year. We can account for this in only one way—a gradual decrease of children in the State. This fact is an argument in favor of the reduction of school districts.

The "average attendance" shows that only about two-thirds of the pupils are present throughout the term. This is a great evil, and indicates that something is wrong somewhere.

There has been a decrease of 310 "different persons" employed as teachers. This is a cheering indication, and it is "a consummation devoutly hoped for" that the time will come when the number of teachers employed and the number of schools shall be the same. Changing teachers, save for good and sufficient reason, is usually a positive loss to the school. There has been a slight advance in wages. When we *pay more* we shall *require more*, and our schools will *consequently* be worth more. It is simply a question whether an investment in *brains* "pays."

There has also been a slight decrease of "teachers teaching for the first time," and also an increase of the number "teaching two or more terms in the same school." We find, as we might justly expect, a very perceptible increase of teachers who have attended teachers' institutes. With the opportunities the State now provides, it is criminal on the part of teachers to *neglect* the advantages of institute instruction.

There has been a very perceptible decrease in the "amount of money expended for schools," and also in the "length of schools in weeks," which arises, in a great measure, doubtless, from the fact that this is the year when the "dog tax" is not available. What a pity that we should not have more dogs, or be able to tax them higher, so that we might be able to educate our children better!

We are glad to record a large increase in the value of "school-houses and lots," and a corresponding decrease of houses unfit for their purpose. It is hoped, from the questions in the new registers, to obtain hereafter more accurate returns in this respect.

The "amount expended on each scholar" the last year was only $4 87. This sum is altogether too small. It should be double what it now is, in justice to the children who are so soon to become the men and women of our State. No interest demands so imperatively the generous nurture of the State as the education of its future citizens.

HIGHER INSTITUTIONS OF LEARNING.

In response to circulars of inquiry sent by the superintendent to all persons in charge of educational institutions in the State whose address he could obtain, information was furnished him respecting twenty-four different institutions of learning. In addition to these it is believed there are many still unrepresented, and it is hoped that all will be reported next year.

DARTMOUTH COLLEGE.

Located at Hanover; incorporated December 13, 1769; president, Rev. Asa Dodge Smith, D.D., LL.D. The institution embraces an academical, a medical, a scientific, an agricultural, and an engineering department. The academical or classical department is the oldest. The medical department was established in 1798, and the scientific department, known as the Chandler Scientific School, in July, 1852; the agricultural department, or the New Hampshire College of Agriculture and the Mechanic Arts, in 1868; and the department of engineering, called the Thayer School of Engineering, though endowed, has not yet been put into operation. The endowment of all the departments, excluding buildings, libraries, apparatus, &c., is not far from $300,000. The number of alumni is as follows:

Academical department	3,615
Medical department	1,141
Scientific department	144
Total	4,900

The number of students by the last catalogue, in the different departments, is as follows:

Academical department	287
Medical department	52
Scientific department	70
Agricultural department	7
Total	416

The faculty number about thirty-five.

CHANDLER SCIENTIFIC DEPARTMENT, DARTMOUTH COLLEGE.

This department was established by a resolution of the trustees, in acceptance of the sum of $50,000, bequeathed to them in trust by Abiel Chandler, late of Walpole, and formerly of Boston, Massachusetts. The object and scope of this department, in the language of the will of Mr. Chandler, is to afford instruction "in the practical and useful arts of life, comprised chiefly in the branches of mechanics and civil engineering, the invention and manufacture of machinery, carpentry, masonry, architecture, and drawing, the investigation of the properties and uses of the materials employed in the arts, the modern languages and English literature, together with book-keeping, and such other branches of knowledge as may best qualify young persons for the duties and employments of active life."

NEW HAMPSHIRE COLLEGE OF AGRICULTURE AND THE MECHANIC ARTS.

This institution was organized to meet the requirements of Congress in the grant appropriating certain lands for industrial schools, and was incorporated by a legislative act of the State in 1866. New Hampshire was entitled to 150,000 acres of land-scrip, which was sold in 1867 for the sum of $80,000 and the proceeds invested in six per cent. State bonds.

The general government of the college is vested in nine trustees, five of whom are appointed (one from each councilor district) and commissioned by the Governor, and four by the trustees of Dartmouth College. The trustees were authorized by the act of incorporation to locate the institution at Hanover in connection with Dartmouth College.

MANCHESTER.

In the schools of Manchester, during 1869, 78 different teachers were employed—10 males and 68 females. Sixty-three only are required at the same time, but the changes which took place required the employment of the larger number.

There were forty-six different day schools, one high, six grammar, ten middle, twenty primary, one intermediate, and eight ungraded suburban schools. The whole number of scholars was 3,500. The average attendance, 2,100. The high school graduated last year 22 pupils.

The salaries of the male teachers have varied from $800 to $1,800, the principal of the high school only receiving $1,800, and two principals of grammar schools receiving $1,500 each, while the others received $1,100, $1,200, and $1,300, respectively. The salaries of the females were from $350 to $800, one only receiving the latter sum. In addition to these, two music teachers were employed.

There were three evening schools, which 200 children attended, some of whom being unable to read or speak a word of the English language, the employment of a French teacher was necessary.

The expense of all the schools, aside from repairs of school-houses, was $39,201 86.

The committee say: "We are constantly having our best teachers picked away by those who are willing to pay more than we do."

To supply the want resulting from the calling away of teachers a training school was established, not a distinct locality or school-house for that purpose, but a plan which should secure the object. They have provided for the selection of young ladies who propose to devote themselves to teaching, and who are willing thus to be employed, and have placed them, without compensation, in some of the schools with old and experienced teachers, to acquire experience. Several excellent teachers have been secured in this way.

The school year now consists of three terms, two of twelve and one of sixteen weeks, forty weeks in all.

In regard to the attendance of teachers at the State and county meetings, the superintendent, Hon. J. G. Edgerly, says: "If a teacher cannot spend time to discuss educational questions, to attend educational meetings, to make careful preparation out of

school for the labors of the school-room, another should be found who is not so much occupied, and who is not content to teach as well to-day as he taught yesterday."

Lessons in music, by instructors employed for the purpose, have been given in every school for the past three years, and it is now a regular exercise, the same as arithmetic and geography. The committee are satisfied that it is a branch of instruction which ought not to be neglected.

The superintendent complains of the course of study pursued, with reference to grammar. He says: "How vague and unsatisfactory the ideas which our pupils gain from such terms as auxiliary, antecedent, correlative, coördinate, proposition, passive, impersonal, infinitive, logical, synopsis, &c." He says that more oral instruction should be given and time devoted to practical exercises in composition and conversation, in learning to "speak and write the language correctly." "Our pupils must be taught that it is important to acquire a good use of language, and that success in business does not depend entirely upon mathematical knowledge, as oftentimes young men fail of desirable positions on account of the misuse of their mother tongue."

The practical exercises in learning the correct use of language should commence in the lower grades, and no pupil should be led to suppose he has mastered the subject because he can repeat rules like the following: "A *noun* or *pronoun* used for explanation or emphasis, by being predicated of another, or put in opposition with another, must be in the same case." The system is wrong and should be corrected.

Table of statistical details of schools in New Hampshire for 1869.

Hon. A. C. HARDY, *superintendent of public instruction, Concord.*

Counties.	Number of towns.	Number of districts.	Number of schools.	Whole number of different scholars 4 years of age and upward, attending school not less than two weeks.		Average attendance of scholars during the year.	Number of children between 4 and 14 years of age not attending school anywhere.	Number of male teachers employed during the year.	Number of female teachers employed during the year.	Number of different persons employed as teachers.	Wages of male teachers a month, including board.	Wages of female teachers a month, including board.	Number of teachers teaching for the first time.	Number of teachers teaching the same school two or more successive terms.	Number of teachers employed who have attended teachers' institutes.	Whole length of summer schools, in weeks
				Boys.	Girls.											
Rockingham	38	219	257	3,432	5,181	6,610	269	162	316	356	$41 58	$24 71	52	140	173	2,137
Strafford	13	131	186	3,186	3,301	5,334	256	52	230	255	47 92	23 66	32	112	118	1,877
Belknap	11	146	162	2,065	1,763	2,278	249	26	163	173	37 03	21 51	31	59	79	889
Carroll	18	204	190	2,671	2,251	3,104	170	50	243	241	27 90	19 25	30	53	64	1,121
Merrimack	26	313	338	4,974	4,441	4,933	426	63	417	507	32 04	20 37	83	15	228	3,070
Hillsborough	30	275	350	6,307	5,936	7,372	2,959	83	473	537	37 97	24 21	89	212	289	2,404
Cheshire	22	225	259	3,571	3,238	4,446	263	34	354	366	42 45	23 32	61	91	171	1,858
Sullivan	15	168	209	2,234	1,965	2,853	339	57	232	254	33 98	20 01	52	74	107	1,010
Grafton	38	395	420	5,172	4,527	6,696	545	73	552	603	31 75	20 01	103	139	184	4,607
Coos	21	155	157	1,863	1,684	2,129	267	24	177	197	33 37	19 15	25	36	56	957
Total	232	2,230	2,528	35,475	34,287	45,755	5,743	624	3,157	3,489	36 59	21 62	558	931	1,469	16,930

Table of statistical details of schools in New Hampshire, &c.—Continued.

Counties.	Average length of schools for the year, in weeks.	Estimated value of school-houses and lots, with appurtenances.	Estimated value of maps, charts, reference books, blackboards, globes, and other school appratus.	Cost of school-houses built and repaired during the year, including furniture.	Compensation paid for services of superintending committees.	Number of volumes in school, district, social, or town library.	Amount of money raised by town tax for support of schools.	Amount of money raised by town or district tax, beyond what the law requires.	Amount contributed by districts or individuals, in board, fuel, and money, to prolong the schools beyond what is raised by town or district tax.	Amount of the literary fund.	Amount of railroad tax for support of schools.	Amount of income from local funds for the schools.	Average amount appropriated for each scholar.
Rockingham	22 00	$217, 150 00	$1, 688 00	$6, 930 00	$827 25	9, 609	$44, 135 28	$9, 420 50	$686 00	$2, 054 84	$848 31	$559 30	$4 72
Strafford	20 00	143, 910 00	1, 580 75	2, 270 86	667 50	10, 618	27, 418 45	13, 300 00	1, 710 00	1, 294 79	1, 751 54	66 00	4 25
Belknap	11 63	53, 110 00	320 00	1, 096 00	723 83	6, 057	10, 585 93	1, 638 00	198 10	660 56	249 05	306 05	4 14
Carroll	12 43	38, 359 00	130 10	1, 076 50	514 25	850	9, 522 58	2, 241 50	1, 045 20	698 35	183 06	1, 064 20	3 18
Merrimack	13 40	166, 298 00	1, 253 50	2, 400 00	451 50	12, 517	30, 527 39	235 33	4, 462 48	488 35	1, 794 96	767 99	4 44
Hillsborough	18 04	387, 521 00	6, 295 00	22, 258 90	2, 950 50	21, 588	84, 017 95	13, 638 60	3, 739 95	1, 768 19	737 51	1, 002 06	5 97
Cheshire	18 52	128, 094 00	1, 306 50	5, 085 00	1, 069 00	8, 624	25, 593 97	6, 067 50	426 75	2, 979 07	349 85	909 15	5 08
Sullivan	28 61	70, 061 00	876 00	2, 340 00	634 60	3, 109	18, 522 83	3, 300 00	1, 313 00	470 17	690 33	637 38	4 32
Grafton	13 62	198, 656 00	1, 584 70	5, 178 58	1, 099 75	12, 272	26, 775 54	5, 950 62	3, 614 40	2, 033 98	864 63	677 86	3 99
Coos	12 44	35, 825 00	213 50	10, 690 00	531 00	.....	10, 706 75	2, 300 50	2, 929 00	450 39	74 00	169 13	3 61
Total	17 06	1, 438, 014 00	15, 256 05	60, 225 84	9, 469 18	85, 244	287, 806 67	58, 152 55	19, 664 88	13, 119 45	7, 323 08	6, 249 12	4 37

NEW JERSEY.

The annual report for the year ending December 2, 1869, of the State Superintendent of Public Instruction, Hon. E. A. Apgar, contains the following items:

The number of children in the State between five and eighteen years	240,370
Number enrolled in public schools	192,001
Number of school-houses reported	1,381
Number of private schools in State	351
Total value of public school property	$2,980,996
Number of visits to schools made by county superintendents	2,643

Of the children in the State between five and eighteen years of age, 66 per cent. have attended the public schools; 14 per cent. have attended private schools; and 20 per cent. have attended no school.

Of those attending the public schools, 11 per cent. attended the entire year; 14 per cent. attended between eight and ten months; 17 per cent. attended between six and eight months; 21 per cent. attended between four and six months; and 37 per cent. attended less than four months. The aggregate number that attended the entire year is 14,510, and the number that attended for periods less than four months is 50,650. The number enrolled is 143,674, and the average attendance is 70,285, or 49 per cent. of the entire enrollment.

We have in the State 696 districts in which the schools are free, and 634 in which they are still supported in part by tuition fees collected from those who attend. In 75 districts the schools during the past year were made free, which before were only partially so. While it is to be regretted that our schools are not all free, it is encouraging to know that there is a growing sentiment in favor of making them free, and sooner or later the legislature will undoubtedly be induced to pass such a law as will accomplish this desirable object.

If the action necessary to make free schools is not taken by the legislature soon, I am confident that the people themselves, by the exercise of that authority only which is already granted them, namely, that of raising what district school tax they please, will make them free by their own voluntary act.

Two-thirds of the children of the State between the ages of five and eighteen attended the public schools for a longer or shorter period. Only one-seventh of the children attend private schools, and one-fifth are reported as attending no school. It must be remembered that this one-fifth includes all who are at both the extreme limits of school age; that few children commence going to school before they are six or seven years of age, and that most of these leave the school at the age of fifteen or sixteen. It is estimated that those children considered too old and those considered too young to attend school constitute nearly as large a proportion as the number who attend no school.

The school law requires all schools to be kept open at least five months each year, and in case of failure to comply with this requirement they forfeit their share of the State appropriation derived from the revenue of the State. In 312 districts the schools have been open between five and eight months, and in 940 they have been open more than eight months during the year. The average period for all the schools in the State in months is 8.8. The average in Hudson County, which is the highest, is 10.6.

Six hundred and thirty-four schools are still to be made free; 58 per cent. of the children enrolled in our public schools attend less than one-half the year—their attendance should be increased; 47 schools in the State last year were kept open less than five months—they should be open at least eight or ten months; 152 school-houses denominated very poor need rebuilding, and 272 denominated poor need repairing; 182 school-houses in the State need out-houses, which, to the great shame of the districts tolerating such a disgrace, now have none, and, in addition to these, 335 need their out-houses rebuilt or repaired, which now only have indifferent ones.

THE NORMAL SCHOOL.

The number of students in attendance at the normal school continues to increase from term to term, and many districts in all parts of the State are being supplied with well qualified teachers who are graduates of this institution. This school fully deserves the excellent reputation it enjoys and the continued patronage of the State it receives.

RUTGERS SCIENTIFIC SCHOOL.

The Rutgers Scientific School, which has been designated by the legislature of New Jersey as the State College for the benefit of agriculture and the mechanic arts, has been steadily improving its course of study and increasing its corps of instructors, and it is now very fully and efficiently equipped. The faculty consists of the president, Rev. Dr. Wm. H. Campbell, the vice-president, Prof. G. H. Cook, a professor of chemis-

try and agriculture, a professor of mathematics and natural philosophy, a professor of rhetoric and mental philosophy, a professor of engineering and military science, a professor of mining and metallurgy, a professor of history, political economy and constitutional law, a professor of modern languages, a tutor in chemistry and a tutor in mathematics.

The following courses of study are provided:

First, a course in civil engineering and mechanics; second, a course in chemistry and agriculture; third, a special course in chemistry; fourth, a special course in agriculture.

The first two courses are of three years; the last two, of two years. The number of students in the institution the past year has been 53. Of these 45 were from New Jersey, 4 from other States, and 4 from the Empire of Japan. The students from this State represented the counties as follows: Bergen, 1; Cumberland, 2; Essex, 7; Mercer, 4; Middlesex, 13; Monmouth, 5; Morris, 5; Passaic, 1; Somerset, 6; and Union, 1.

Under the law of the State, free tuition is granted to 40 students, which are distributed among the counties in proportion to their population.

JERSEY CITY.

Hon. Joseph McCoy, *city school superintendent.*

According to the report for 1869 there were in the city—

White children, between five and eighteen years of age	11,726
Colored children, between five and eighteen years of age	96
Total	11,822

Number in public schools, (day)	6,173
Number between five and eighteen in evening schools	931
Enrolled twice	150
Whole number between five and eighteen instructed in public schools	6,954
Number between five and eighteen who have attended private schools	4,258
Number between five and eighteen who have attended no schools	610
Number of adult pupils in evening schools	256
Number of all ages in evening schools	1,187
Number of teachers	63
School for colored children	1
Number of colored children in school	40 to 80

ATTENDANCE.

The difference between the average register number and the average attendance number gives proof of a fact which is worthy of close attention. It is that a very large number of children who ought to be in the schools are not to be found there. The average register number is 3,835, the average attendance number is 2,923, showing that nearly 24 per cent. of those who are members of the schools are absent. The number of those who are never in any school by day or by night for any period of time, however short, during the year, is not large, being only 610, according to the last census taken under the State school law in August, 1868; yet the great difference between the total number admitted and taught and the average attendance is remarkable. The average attendance is 38 per cent. of the whole number admitted and taught. This shows that a very large number of those who go to school are there for so short a time that their attendance is merely nominal.

EVENING SCHOOLS.

The schools were opened in accordance with the resolutions of the board of education on the 16th of October, and were continued fifteen weeks, exclusive of the holidays.

In evening school No. 1, the average attendance was 35½ per cent. of the whole number registered; in No. 2, 29½ per cent.; in No. 3, (girls,) 37½ per cent. When we take into consideration the facts that we have but one school for girls while there are two for boys, and therefore many of the girls have a much greater distance to travel to reach school than the boys; also that bad weather, and the dangers and discomforts of being in the streets at nights, affect boys far less than girls, we should naturally expect the attendance of boys to be much more regular than that of girls. As we find, on the contrary, the attendance of the girls to be the best, we are inclined to think that very many of the younger boys are at play in the streets or attending low places of amusement, when supposed by their parents to be at school. There have been taught during

the winter one hundred and forty men and women. These have been the most faithful and successful of the pupils. When men and women, some of them far beyond the school age, attend school, they are in earnest. Sometimes the father and his son, the mother and her daughter, have sat as pupils at the same desk. There were some that did not miss attending school for an evening during the whole term. One of these was a girl who had to walk every evening from her home near the Hoboken boundary line. In the evening school for girls, one-sixth of the average attendance never were absent. When the schools were opened, thirteen teachers were employed exclusive of the principals, but as the attendance diminished, some were discharged, so that at the close only eight teachers remained.

In many instances, during the past three winters, applicants for admission to the schools have been found so ignorant of the English language that no English teacher could be understood by them, and they have gone away discouraged. Most of these pupils are men who only understand German; several are Swedes; all are quite intelligent.

THE NORMAL SCHOOL.

In no part of our system, says the report, has the improvement in management, attendance and progress of the pupils been so great as in this school. The course of instruction embraces such studies as are taught in the grammar departments of the public schools, the principles of teaching as a science, the proper methods of imparting instruction in the several branches of knowledge required to be taught in the primary and grammar departments, and the principles and rules requisite for the general discipline and management of classes and schools. The work of instruction is divided among the four male principals of the public schools, who meet their classes every Saturday from nine till twelve o'clock a. m. The number of teachers of the public schools enrolled as pupils in the normal school has averaged about thirty-five. The number of those who attend with the intention of preparing themselves to become teachers varies from twelve to twenty.

NEWARK.

Population, 100,000. City superintendent, Hon. George B. Sears. Report for 1869 includes the following:

Estimated number of children between five and eighteen years of age	23,421
Number registered in schools	12,033
In day schools	10,855
In evening schools	1,078
In Saturday normal school	100
Average number registered in day schools	6,590
Average per cent. of daily attendance	88.8
Cost of tuition per pupil in day schools	$13 96
Number of pupils in colored schools	115
Total number of teachers	167
In evening schools	23
Estimated value of school-houses, (exclusive of sites)	$360,000 00
Total current expenses	$109,756 34

"It is impossible," remarks the superintendent, "to institute any comparison between our own schools and those of other cities, or of our State with those of other States, unless some uniform system of enrollment and attendance can be established, and also some uniform age which shall be regarded by each city or State as the proper school age, and shall be made the basis of census returns.

"Some report all children between five and eighteen, some between five and fifteen, and others between five and twenty-one years of age, and base the percentage of enrolled pupils upon the whole number between these different periods.

"We hope the educational department at Washington will do something in the way of securing uniformity throughout the cities and States of our country in these particulars."

COLORED SCHOOL.

This school has done a good year's work. The attendance has been better than for many years, and yet there ought to be more colored children in school. The schoolhouse is not large, but if put in good repair and well furnished, would well accommodate all who attend. The average attendance last year has been greater than in any previous year since the organization of the school, which is 81. The building has capacity for 100 pupils, but it needs thorough repairs.

The principal is a good scholar, and the pupils are well taught. The evening school for colored youths has been held in this building, and well attended by young persons

of both sexes. While the school was established at the request of a large number of young men and for their benefit, I regret that so few have availed themselves of its advantages. The great majority of the evening school pupils were females. The prevailing complaint of this, as of other evening schools, is irregularity.

SATURDAY NORMAL SCHOOL.

Our Saturday normal school is still furnishing its usual quota of teachers. If this supply were cut off we should be very much embarrassed to procure teachers. The time and labor saved to the board by the present method of examination through the normal school more than compensates for all the expense of the school. When a vacancy occurs we are not obliged to advertise and examine a large number of applicants; we have them already examined.

While I decidedly approve the general policy of the board in employing our home material, we may go too far even in this direction and get too many young teachers on our list. While the management and instruction of the youngest pupils would seem to demand experience and mature judgment, yet our young ladies of eighteen years of age generally succeed well, with the assistance of the principals. A failure sometimes occurs, but it is an exception to the general rule. But it is better not to have a great proportion of apprentices at one time.

Of the whole number of teachers now in the employ of the board, 110 are graduates of our Saturday normal school. The graduating class is larger this year than that of any former year, numbering 28—24 females and 4 males.

Table of statistical details of schools in New Jersey for 1869.

E. A. APGAR, *superintendent public instruction, Trenton.*

COUNTY SUPERINTENDENTS.			Whole number of children between 5 and 18 years of age residing in the district or part of district.	Average number of months schools have been kept.	ATTENDANCE.			Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
County.	Name.	Post office.			Number of children between 5 and 18 years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Average number who have attended school during the time it has been kept open.				
Atlantic	Calvin Wright	Absecom	4,716	7.6	3,479	266	2,024	34	36	$51 22	$28 07
Bergen	Alexander Cass	Englewood	7,970	10.	4,551	309	2,172	30	31	54 75	37 37
Burlington	William Hutchinson	Mt. Holly	15,889	8.1				82	153	43 62	26 50
Camden	Alexander Gilmore	Camden	13,127	8.	6,910	1,500	3,855	29	50	51 11	32 48
Cape May	Maurice Beesley	Dennisville	2,418	6.8	2,008		1,301	23	20	47 92	27 95
Cumberland	Albert R. Jones	Shiloh	9,349	7.9	7,113	308	3,905	43	83	41 50	23 78
Essex	Charles M. Davis	Bloomfield	33,700	9.7	16,291	1,551	9,602	46	198	76 44	34 92
Gloucester	William Milligan	Woodbury	6,410	8.3	4,674	282	1,894	43	62	45 58	27 24
Hudson	William L. Dickinson	Jersey City	31,496	10.6	20,906	5,107	9,603	34	179	101 00	42 72
Hunterdon	John C. Rafferty	Flemington	10,822	9.5	7,832	470	3,455	76	71	39 00	28 00
Mercer	William J. Gibby	Princeton	12,385	9.8	6,295	1,183	3,324	35	92	52 00	28 37
Middlesex	Ralph Willis	Spotswood	12,045	9.	7,364	824	3,563	28	92	53 20	30 32
Monmouth	Samuel Lockwood	Keyport	14,209	9.	2,519	283	4,087	55	94	43 65	29 80
Morris	Robert H. DeHart	Morristown	12,401	9.	8,434	649	4,474	61	95	41 65	26 33
Ocean	W. F. Brown	Point Pleasant	4,421	7.5	2,835	83	1,167	34	25	47 95	22 03
Passaic	J. C. Cruikshank	Little Falls	11,796	9.	8,188	55	4,180	39	77	51 00	29 00
Salem	William H. Reed	Woodstown	7,544	8.4	4,855	367	2,089	52	93	39 58	27 93
Somerset	F. J. Frelinghuysen	Raritan	6,926	10.	5,029	452	2,374	42	82	42 72	33 38
Sussex	E. A. Stiles	Deckertown	7,688	7.6	4,912	266	2,120	81	96	29 61	27 32
Union	N. W. Pease	Elizabeth	9,240	9.6	5,027	153	2,929	22	70	61 45	31 02
Warren	Joseph S. Smith	Asbury	10,131	8.5	7,452	402	2,067	52	60	45 19	27 75
Total			244,683	8.8	143,674	14,510	70,285	941	1,670	50 48	29 63

* The report from Burlington County for 1869 was not received in time to be incorporated in this report. All the statistics for that county, except the State appropriation, are taken from the report of 1868.

Table of statistical details of schools in New Jersey—Continued.

COUNTY SUPERINTENDENTS.			FINANCIAL STATEMENT.							
County.	Name.	Post Office.	Amount of apportionment from State appropriation.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of tuition fees collected during the year.	Amount of district school tax voted for payment of teachers' salaries.	Total amount of district school tax ordered to be raised.	Total amount from all sources for public school purposes.	Present value of the school property.
Atlantic	Calvin Wright	Absecom	$1,986 10	$11,248 00	.....	$958 67	$8,415 80	$11,891 97	$26,084 74	$36,940 00
Bergen	Alexander Cass	Englewood	3,200 89	20,929 00	.....	6,024 04	6,163 17	30,546 30	60,700 23	106,250 00
Burlington*	William Hutchinson	Mt. Holly	6,610 22	37,868 54	$4,329 03	1,659 78	2,100 00	26,934 14	77,401 71	115,159 00
Camden	Alexander Gilmore	Camden	5,049 71	17,523 50	1,641 33	1,405 11	23,466 56	45,066 00	70,685 65	141,730 00
Cape May	Maurice Beesley	Dennisville	991 38	6,220 00	534 29	479 61	1,196 11	2,660 76	10,886 04	19,264 00
Cumberland	Albert R. Jones	Shiloh	3,745 06	14,135 00	1,766 13	2,679 12	10,880 00	31,575 00	53,900 31	92,430 00
Essex	Charles M. Davis	Bloomfield	13,584 88	26,100 00	.....	1,244 55	106,857 70	186,395 71	227,325 14	652,050 00
Gloucester	William Milligan	Woodbury	2,703 27	13,428 96	1,346 82	6,484 63	2,031 68	15,340 78	39,304 46	68,350 00
Hudson	William L. Dickinson	Jersey City	12,555 65	5,400 00	.....	.....	141,743 52	277,659 47	295,615 12	613,070 00
Hunterdon	John C. Rafferty	Flemington	4,484 75	27,624 50	1,020 50	13,043 15	3,765 02	13,211 02	59,383 92	91,710 00
Mercer	William J. Gibby	Princeton	5,026 41	18,399 11	1,075 11	3,098 13	18,752 29	34,152 84	61,751 60	121,951 00
Middlesex	Ralph Willis	Spotswood	4,926 25	37,575 00	.....	2,939 12	4,619 25	14,120 40	59,560 77	76,198 00
Monmouth	Samuel Lockwood	Keyport	5,859 29	44,773 00	3,504 51	2,336 62	617 40	14,186 72	70,660 14	121,000 00
Morris	Robert H. DeHart	Morristown	5,129 59	32,891 50	3,331 51	3,189 34	3,833 00	13,983 00	58,524 94	120,150 00
Ocean	W. F. Brown	Point Pleasant	1,854 22	11,222 00	904 13	991 91	3,488 68	13,655 17	28,627 43	35,869 00
Passaic	J. C. Cruikshank	Little Falls	4,849 18	10,596 50	.....	1,552 00	27,530 00	63,649 29	80,646 97	121,150 00
Salem	William H. Reed	Woodstown	3,135 99	13,666 00	2,497 79	5,733 57	3,079 01	16,142 22	41,175 57	54,550 00
Somerset	F. J. Frelinghuysen	Raritan	2,838 42	20,421 00	3,321 23	6,274 67	8,111 38	12,154 71	45,010 03	97,875 00
Sussex	E. A. Stiles	Deckertown	3,157 62	20,243 00	2,267 08	8,482 52	2,453 72	7,876 97	42,027 19	64,675 00
Union	N. W. Pease	Elizabeth	3,760 45	9,243 00	.....	2,469 85	27,899 40	45,911 58	61,384 88	124,750 00
Warren	Joseph S. Smith	Asbury	4,366 02	24,361 25	.....	4,511 30	12,625 00	38,240 34	71,478 91	105,975 00
Total			99,815 35	423,868 86	27,539 46	75,557 69	419,628 69	915,354 39	1,542,135 75	2,980,996 00

NEW YORK.

In the sixteenth annual report of the Hon. Abram B. Weaver, superintendent of public instruction, dated February 26, 1870, he gives a brief outline of the present system of public instruction, from which the following abstract is made:

The system of public instruction is conducted through the free common schools, numbering 11,750, of which 681 are graded or union schools. They are located in the several districts, and are open to all resident children, of school age, without any charge for tuition. They are supported partly from the revenues of the United States deposit fund, the common-school fund, and the free-school fund, annually apportioned to them, and partly by local taxation. They are under the direct management of elected trustees, who, besides attending to many minor affairs, employ and pay the teachers, and report in a prescribed form to the school commissioners. It is the duty of the commissioners to examine persons proposing to teach, and to license such as are qualified; to visit and examine the schools; to advise trustees and teachers in matters of discipline and instruction; to use their influence generally to promote sound education, and to make to the superintendent of public instruction an annual report containing an abstract of the reports of trustees, with such other matter as may be required. To supply these schools with competent instructors, the State, besides supporting in part the teachers' classes in academies, provides for an annual institute in each county, maintains six normal and training schools, and has authorized the establishment of three more. As auxiliary to all this, it has expended within the last twenty years about $1,000,000 to build up school district libraries, and continues to dispense annually $55,000 for their maintenance.

The general administration of the entire system, as well as the supervision of the teachers' institutes and normal schools, devolves upon the superintendent. The institutions patronized by the State for the instruction of deaf-mutes and of the blind are also subject to his visitation; and the schools for the Indian children upon the several reservations are almost exclusively under his control. It is his duty to apportion the public funds, and to see that they are faithfully applied; to prepare forms and regulations for returns and other business transactions; to give advice and direction to officers and other persons concerned in the operations of the department; to attend generally to the efficient execution of the system in all parts of the State, and to submit to the legislature an annual report showing the condition of the schools and institutions under his supervision, estimates and accounts of apportionments and expenditures of school moneys, with such suggestions as he shall deem expedient. To this system the State is devoted as a part of its civil polity. It requires the schools to be kept in operation for a prescribed period of time in each year. It provides a large portion of the means to pay the teachers, and the authority to collect the residue by tax. It provides for the condemnation of worthless school-houses, and for building suitable ones. It requires school officers to execute these purposes under penalty of fine, forfeiture of salary, and removal from office.

PARTIAL SUMMARY OF STATISTICS.

Number of school districts	11,750
Number of children of school age, five to twenty-one, September 30, 1869	1,463,299
Number enrolled in the public schools during the year	998,664
Number of teachers who taught twenty-eight weeks or more during the same period	17,140
Number of private schools	1,491
Number of pupils attending private schools	125,931
Percentage of children attending schools	76
Total receipts for school purposes	$11,312,325 36
Reported value of school-houses and sites	$18,449,048 00

The total payments do not differ much from the total receipts. More detailed statements appear in the following groups of statistics and in the tables.

THE SCHOOL SYSTEM OF NEW YORK.

In 1853 a law was passed permitting school districts, either severally or jointly, to resolve themselves into union free-school districts, with boards of education having authority to grade and classify the several schools under their charge, to establish departments in which the usual academic studies may be pursued, and to exercise other powers over educational matters either not possessed or infrequently used by the trustees of common-school districts.

But the State does not monopolize the work of school instruction, nor attempt to exclude others from it. On the contrary, outside and independent of its own public system, it tolerates unincorporated private schools, and, up to the present time, has

chartered about 40 literary colleges and 420 academies. Twenty-two of the colleges, with some changes in names and plans, are still in operation. Of the academies, about 200 are conducted under their original charters; about 80 have been absorbed in the organization of union free schools, and the others are either dormant or dead. The last two classes of institutions named constitute collectively what there is of the University of the State of New York, and are subject to the visitation of the board of regents. They are required to report to that body, and observe other regulations conducive to the purposes for which they were established. To such of the academies as comply with this and other specified requirements, the sum of $61,000 is annually distributed by the regents, according to the number of scholars who sustain the prescribed examination, and the number of students in the teachers' classes. These colleges and academies are to some extent regulated, assisted, and used by the State; but they are private corporations, organized by the voluntary act of their proprietors, and operated on their account and at their pleasure. The State has no authority to fix the charges for tuition, nor even to keep them in existence.

The colleges are nominally, and the academies are in fact, under the supervision of the regents, whose duty it is to prescribe the course of study to be pursued in the latter, and to apportion to them the moneys above referred to, from the revenues of the literature fund, with such further sum as may be appropriated from the income of the United States deposit fund. Besides having the legal power to incorporate such institutions, and to grant diplomas and honorary degrees, they "are authorized and required by themselves or their committees to visit and inspect all the colleges and academies in this State, examine into the condition and system of education and discipline therein, and make an annual report of the same to the legislature." They also have charge of the State library and State cabinet of natural history, and, jointly with the superintendent of public instruction, have control of the State Normal School at Albany.

The board of regents, who have supervision over the medical colleges and academies, practically can do nothing but visit and report. If the academies and colleges have not exhibited the vigor and thrift that characterize the common schools, it is because they have not had such ample resources and thorough administrative discipline as those schools; and the reason why they have not enjoyed those advantages is, that the State has never undertaken to provide free academic instruction.

The academic departments in the union schools are free only by voluntary local taxation. The statute expressly provides that the public funds, apportioned to such schools, shall be applied to the support of departments below the academic. Many of the academies have availed themselves of the privilege to become public schools; and all may, whenever the communities where they are located shall adopt them.

The State itself has but one system of education, which it maintains and enforces, and that is organically a unit. It is the system of public instruction, embracing 11,750 schools, organized and supported upon one general plan.

The primary object of the State, in bestowing free education upon its citizens, is not to benefit individuals as such, but to qualify them properly for their relations and duties to each other as members of the same community.

In the matter of supervision of the schools, a school commissioner has charge of all the free schools in each assembly district, of which there are 113, with an annual salary of $800. In certain districts where the demands upon the commissioner are unusually great, boards of supervisors have discretionary power to increase salaries.

Speaking of these district commissioners, the superintendent says:

"Their supervision reaches to every village and hamlet of the State; and upon the intelligent as well as faithful discharge of their official duties devolves in an important measure the advancement and success of our free-school system. No part of the educational work is more important. It is indispensable to efficiency and success. It cannot, indeed, produce good schools without qualified teachers and adequate funds; and the converse of this is almost as uniformly true. It would be as reasonable to expect any other comprehensive enterprise to prosper without direct local oversight, as public instruction. What the schools need is not indifferent supervision, costing little or nothing, but honest and thorough supervision at fair compensation. Paying for such service, the State is entitled to receive it."

To secure greater promptness on the part of the district commissioners in making their annual abstracts of the reports of the school trustees, he recommends the passage of a law fixing the date upon which it will be obligatory upon them to make their reports to the superintendent; failure to cause absolute forfeiture of the salary for the current quarter, unless excused by the superintendent.

The schools of New York not having been rendered absolutely free to all the children in the State until 1867, the report, and the reports of the district commissioners appended, are of great interest, as showing the marked improvement that has come from rendering the schools absolutely free. Upon this point the superintendent says that, "taking any former year as a standard, and considering the length of school terms and the number of scholars in attendance as material elements of comparison, the effort to extend to all the youth in the State the advantages of education during the year was more

than ordinarily successful. The public school system of this State is but an orderly plan of the people to educate themselves. For more than half a century they have been engaged in perfecting it, adopting every known improvement with little regard to expense. From a partial and humble provision at the outset, they have built it up to the present comprehensive proportions, which embrace every locality and every class, and manage it with a liberality that offers to all a free and sufficient education. The strength of the system consists in the general conviction of its necessity, and in the unoffending fairness with which its advantages are dispensed. Nothing is taught by authority in the public schools except plain elementary facts and principles, which it is good for all to know, and which, if the State has any right to educate, may properly be inculcated."

The general school statistics of this State are as follows:

SCHOOL DISTRICTS AND SCHOOL-HOUSES.

The number of school districts in the State, as reported, was:

In 1868	11,736
In 1869	11,748
Increase	12

The number of school-houses, and their classification according to the materials of which they are constructed, are as follows:

Years.	Log.	Frame.	Brick.	Stone.	Total.
1868	167	9,885	1,096	526	11,674
1869	151	9,894	1,140	518	11,703

Their number and classification, as reported for the years 1859 and 1869, are as follows:

Years.	Log.	Frame.	Brick.	Stone.	Total.
1859	281	9,801	903	591	11,576
1869	151	9,894	1,140	518	11,703
Increase	...	93	237	....	127
Decrease	130	.....	.....	73	.....

The sums spent in each year, since 1859, for school-houses, out-houses, sites, fences, furniture, and repairs, were as follows:

Years.	Cities.	Rural districts.	Total.
1860	$361,321 80	$280,968 83	$642,290 63
1861	427,786 17	228,390 85	656,177 02
1862	389,316 56	210,852 44	600,169 00
1863	242,547 53	186,961 40	429,508 93
1864	370,815 34	276,485 89	647,301 23
1865	516,902 04	282,258 66	799,160 70
1866	489,348 67	480,875 92	970,224 59
1867	1,012,482 87	700,624 14	1,713,107 01
1868	1,166,076 28	1,017,988 67	2,184 064 95
1869	1,401,464 03	1,053,988 98	2,455,453 01
Total	$6,379,061 29	$4,719,395 78	$11,097,457 07

The reported value of school-houses and sites was:

In 1868	$16,459,485
In 1869	18,449,048

The average value of school-houses and sites is:

In the cities	$29,400 52
In the rural districts	678 17

In the previous years the average value of school-houses and sites in the rural districts was as follows: in 1868, $604 98; in 1867, $593 92; in 1866, $433 02. These figures show that the average value of school-houses in the rural districts is nearly 57 per cent. greater than it was three years ago. This rapid increase in value proves that the people appreciate the importance of comfortable and commodious school-houses, and that, encouraged by a State system which promises stability, and which affords increased facilities each year for the acquirement of useful instruction, they are willing

to tax themselves largely to assist in carrying out the plan. The government of school districts is a pure democracy.

CHILDREN AND ATTENDANCE.

The whole number of children between the ages of five and twenty-one years, as reported, was—

Years.	Cities.	Rural districts.	Total.
1868	605,924	858,745	1,464,669
1869	607,583	855,716	1,463,299

The average daily attendance in all the schools, excluding fractions, during the last three years, was as follows:

Years.	Cities.	Rural districts.	Total.
1867	164,565	255,392	419,957
1868	166,645	279,223	445,868
1869	178,607	289,814	468,421

The returns for 1867 represent the attendance during the last year of the existence of the rate-bill system. Since it was abolished, although the school terms have been consideraly lengthened, the attendance, both in the aggregate and upon the average, has largely increased. Notwithstanding the fact that the average length of school terms in the rural districts has advanced from thirty weeks and three days in 1867, to thirty-two weeks and four days in 1869, the average attendance for each day of the lengthened term is 48.464 greater than it was for the shorter one in the most prosperous year under the discarded rate-bill system.

The average length of terms in the cities was forty-two weeks and two days; for the whole State, thirty-five weeks and one day. The actual expense of maintaining the common schools during the year, was—

In the cities	$5,080,455 71
In the rural districts	4,806,330 58
Total	9,886,786 29
Corresponding total for 1868	9,040,942 02
Increase	$845,844 27

The following table shows the entire amount expended during the year for the support of our public educational system, but not including the appropriations in aid of orphan asylums and other charitable institutions:

For the wages of common school teachers	$6,092,180 59
For district libraries	26,897 85
For school apparatus	201,483 48
For colored schools	64,370 00
For buildings, sites, furniture, repairs, &c	2,455,453 01
For other expenses incident to the support of common schools	1,046,034 84
State appropriation for support of academies	45,778 91
State appropriation for teachers' classes in academies	14,267 00
For teachers' institutes	18,703 86
For normal schools	71,081 07
For Cornell University	18,000 00
For Indian schools	6,834 44
For department of public instruction	20,828 64
For regents of the University	6,899 91
For printing registers for school districts	12,700 00
For balance due for printing Code of Public Instruction	5,775 75
Total	$10,107,289 35

TEACHERS.

The whole number of teachers employed in the common schools was—

Years.	Males.	Females.	Total.
1868	5,918	21,865	27,783
1869	6,230	22,080	28,310

The number reported as "employed at the same time for twenty-eight weeks or more," has steadily increased since the passage of the act making twenty-eight weeks the legal school term, as will be seen by the table herewith submitted:

Years.	No. employed in cities.	No. employed in rural districts.	Total.
1865	3,410	12,068	15,478
1866	3,566	12,100	15,666
1867	3,568	12,040	15,608
1868	3,998	12,598	16,596
1869	4,334	12,806	17,140

The following table shows the ratio of the number of teachers to the number of scholars in the towns, cities, and in the State at large:

	No. of children over 5 and under 21 years of age for each qualified teacher.	Whole number of children attending school any portion of the year for each qualified teacher.	Average daily attendance per teacher.	Per cent. of average daily attendance on whole number of children between 5 and 21 years of age.	Per cent. of average daily attendance on whole number of children attending school any portion of the year.
Towns	67	49	23	33.37	46.76
Cities	140	88	41	29.40	47.15
State	85	58	27	32.01	46.90

The following statement shows by whom the teachers employed in the schools were licensed:

	By normal schools.	By supt. pub. instruction.	By local officers.	Total.
Cities	227	414	4,351	4,992
Rural districts	174	554	22,590	23,318
Total for 1869	401	968	26,641	28,310
Total for 1868	384	1,000	26,399	27,783

The amount expended for teachers' wages was—

Years.	Cities.	Rural districts.	Total.
1868	$2,564,592 90	$3,032,914 04	$5,597,506 94
1869	2,790,068 90	3,302,111 69	6,092,180 59
Increase	$225,476 00	$269,197 65	$494,673 65

The average annual salary for each teacher, calculated from the foregoing statements, was: In the cities, $642 87; in the rural districts, $257 86; in the State, $355 02.

The State provides for the training of its teachers in three ways: by teachers' classes in private academies; by normal schools; and by the holding of teachers' institutes in various parts of the State, paying the salaries of the teachers during their attendance.

TEACHERS' CLASSES IN ACADEMIES.

Teachers' classes have been maintained in ninety academies designated for that purpose by the board of regents, in conformity with the provisions of the law. There have been in attendance upon these classes 564 males and 1,001 females, making a total of 1,565.

NORMAL SCHOOLS.

Six are now in successful operation, two having been opened within the last year. The buildings for two more are so far advanced as to insure their completion before

September next. When all these school shall be in operation their maintenance will cost the State annually about $140,000. The only requital that is expected for this outlay is the service of the graduates as teachers in our public schools, for such compensation as their superior qualifications will command.

Table showing the prominent facts, with a statement of the receipts and expenditures for the last year.

Location and name.	When established.	When opened.	Value of lot and buildings.	Value of furniture.	Value of library and apparatus.	Total value of lot, buildings, and apparatus.	Whole number of graduates since school was opened.		
							Male.	Female.	Total.
Albany—State normal school.	1844	1844	$75,000 00	$3,000 00	$6,000 00	$84,000 00	671	1,038	1,709
Brockport—Normal and training school.	1866	1867	110,000 00	4,300 00	8,364 00	122,664 00	2	8	10
Buffalo—Normal and training school.	1867	.....	.....	.....	.....	100,000 00*	.....	.....	.....
Cortland—Normal and training school.	1866	1869	89,500 00	6,500 00	2,000 00	98,000 00	.....	.....	.....
Fredonia—Normal and training school.	1866	1867	97,900 00	.....	.....	.....	.....	2	2
Geneseo—Wadsworth normal and training school.	1867	.....	.....	.....	.....	70,000 00*	.....	.....	.....
Oswego—Normal and training school.	1863	1863	60,000 00	5,500 00	9,000 00	74,500 00	20	294	314
Potsdam—Normal and training school.	1866	1869	84,818 00	3,998 00	6,033 00	94,849 00	.....	.....	.....

* Estimated.

TEACHERS' INSTITUTES.

Fifty-six institutes were held in fifty-five counties during the calendar year 1869, with an attendance of 3,009 male, and 6,486 female teachers, making a total of 9,495. The sessions have generally been two weeks in duration.

The average number attending each institute has never been exceeded. The attendance of male teachers was greater than ever before. The aggregate attendance was 78.8 per cent. of the whole number of teachers employed for "twenty-eight weeks or more" in the counties where institutes were held.

The special work of the institute in imparting professional instruction in regard to improved methods of teaching, in stimulating teachers to greater zeal and activity, and in promoting uniformity of plan and management in the schools of each county, is one of leading importance. Unless the schools are supplied with competent teachers, the money expended for their support is wasted, and the valuable time of thousands of youth is worse than squandered. Until other agencies shall have been greatly multiplied, institutes must be relied upon for that work.

Comparative summary for the ten years ending December 31, 1869.

Years.	Number of counties.	Number of institutes.	Number of teachers in attendance.	Average number of teachers per county.	Average number of teachers per institute.	Per cent. of attendance on the whole number of teachers.	Amount paid by State.	Average expense per county.	Average expense per teacher.
1860	47	54	5,913	126	109	48.1	$6,419 62	$136 59	$1 08
1861	48	52	7,556	157	145	61.0	8,092 77	168 60	1 07
1862	52	62	9,444	181	152	75.8	8,665 16	166 63	92
1863	47	55	9,027	192	164	72.4	9,680 28	205 96	1 07
1864	50	54	7,524	150	139	60.7	9,991 62	199 83	1 33
1865	54	63	8,887	165	141	73.6	14,916 39	276 22	1 67
1866	52	62	8,453	163	136	69.8	15,150 37	291 35	1 79
1867	55	66	9,676	176	147	80.3	20,437 39	371 59	2 11
1868	56	61	10,377	185	170	82.3	17,832 10	318 43	1 72
1869	55	56	9,495	173	170	78.8	18,053 86	328 25	1 90

DISTRICT LIBRARIES.

The condition of the school district libraries is notorious. To describe it would be simply to rehearse, with little variation, the oft-repeated story of neglect and waste, that may be found in every annual report from this department for the last fifteen years. Popular indifference is much to blame for this deplorable condition; but the lax policy of the State, which has permitted the library money to be used for other purposes, is still more culpable. Except in the comparatively few cases of villages and populous districts where the amount of money received has been considerable, and has been faithfully applied, the system (if such it can properly be called, as now regulated by law) is little better than a bungling device to fritter away $55,000 annually, under the pretense of increasing, but with the practical effect, as the statistics show, of reducing the number of books from year to year. A plan, originally framed to befriend libraries, has been vitiated by later enactments, so that it has operated to rob them, destroy respect for them, and well nigh ruin them.

But in 1858 a provision was adopted allowing the districts, upon certain conditions, which have been sometimes complied with, but more frequently disregarded, to use the money for apparatus and teachers' wages. The decline was thereby accelerated, and has continued without interruption, so that, in 1858, the whole number of volumes was 1,402,253; in 1863, 1,172,404; in 1868, 1,034,830; in 1869, 1,026,130. Thus it appears that since 1853 there has been a decrease of more than half a million in the number of books reported, notwithstanding there has been apportioned to the districts $880,000 of library money.

The returns show that the instances are rare in which even the ceremony of asking consent to divert the funds has been complied with.

INDIAN SCHOOLS.

According to the returns, the total number of Indian children, between the ages of five and twenty-one years, residing upon reservations in this State on the 30th day of September, 1869, was 372 less than the number at the corresponding date in the preceding year.

Neither the aggregate nor the average daily attendance upon these schools has been so large as during the preceding year. The cost of their maintenance was $1,000 less than in 1868, chiefly because there has been less building and repairing of schoolhouses.

It is now about fourteen years since the State assumed the charge of providing for the education of the Indian children living within her borders. The results of the policy, although not discouraging, are not strongly marked. The Indians are a peculiar race of people, and any attempt to judge them by the standard of merit set up for ourselves will produce impressions of Indian character altogether unfavorable. They are decidedly averse to work and study. Nevertheless, as it is evident they must work, or die out altogether, it seems proper that the effort to teach them how to work advantageously should be continued.

The number of schools in operation during the past year was 26; and the average length of time in session about thirty-three weeks. The number of teachers employed was 39, of whom 17 were Indians. The number of pupils registered as having attended school some portion of the year is 1,002; and the average daily attendance amounted to 482. The total expenditures for these schools amounted to $6,834 44.

INSTITUTION FOR DEAF-MUTES.

The State of New York has not neglected the education of those who are in charitable institutions. Prominent among these is the institution for deaf-mutes. Established nearly fifty-three years ago, it has developed into the largest and, perhaps, the most complete and thorough institution of its kind in existence. It constantly employs a corps of 28 skilled teachers, 16 of whom are educated deaf-mutes. The course of instruction, which has been tested by fifty years successful experience, remains unchanged except in details. The language of signs has, in this institution, always been the great instrument of instruction, and has been so improved that a distinctive sign may now be used for every word in the English language. Instruction in articulation has not been neglected, although it is confined mostly "to those pupils who retain a remnant of speech or hearing." Experiments are, however, being made to test the possibility of conferring material benefit by this kind of instruction upon those entirely deaf and dumb.

The number of pupils remaining in the institution December 31, 1869, was 535, an increase of 45 over the number reported last year. Of these, 337 are State pupils, 142 are supported by counties, 33 by the State of New Jersey, and the remaining 23 by their own friends or by the institution. The appropriation of $105,000 for the support of State pupils during the current fiscal year will prove ample.

NEW YORK INSTITUTION FOR THE BLIND.

Under existing provisions of law no pupils are supported in this institution at the expense of the State, except those from the counties of New York and Kings. The number of pupils in the institution is, however, quite as large as at any time heretofore. The total number under instruction during the year was 157. Of these, 21 have been discharged in consequence of expiration of terms, leaving in the institution, at the close of the calendar year, 136, of whom 64 are males and 72 are females.

As the law now stands, children under twelve years of age cannot be appointed State pupils. It is claimed by the managers of the institution, and generally concurred in by all who have knowledge of such matters, that this restriction is injurious, as it operates to deprive pupils of the means of acquiring an education until a time in life so late that there has been opportunity for the contraction of bad habits, which the patient labor of months, perhaps of years, hardly suffices to eradicate. The State institution for the blind, at Batavia, is hampered by no such conditions; but is permitted to receive all blind persons residing within the State, excepting those from the counties of New York and Kings, who, in the opinion of the board of managers, may be "of suitable age and capacity for instruction."

NEW YORK CITY.

From the annual report of the board of education for the year ending December 31, 1869, including the report of the president of the board, Hon. R. L. Larremore, and that of the city superintendent, Hon. S. S. Randall, with those of three assistant superintendents, the following brief extracts have been made:

Total population of the city, (census, June 1870,)	926,341
Number of youth in the city of school age, (five to twenty-one,)	Not given.
Number enrolled in public schools	235,032
Average attendance	102,892
Number of schools	268
Number of teachers	2,411
Receipts for the year	$3,164,983 62
Expenditures for the year	$2,961,361 20
Value of school property	Not given.

The following detailed statement of the various classes of schools and number of pupils taught in them, is from the report of the president of the board.

WHOLE NUMBER OF SCHOOLS.*

Schools.	White.	Colored.	Total.
Normal schools	1	1	2
Grammar schools, boys	44	2	46
Grammar schools, girls	43	2	45
Grammar schools, mixed	3	3	6
Primary schools	94	3	97
Corporate schools	37	4	41
Evening schools, male	16	.....	16
Evening schools, female	11	.....	11
Evening schools, mixed	.....	3	3
Evening high school, male	1	.....	1
Total	250	18	268

ENROLLMENT AND ATTENDANCE.

Public schools.	Average attendance.	Whole number taught.
Grammar schools and primary departments	68,813	150,316
Primary schools	17,182	43,477
Colored schools	795	2,000
Evening schools	8,706	19,537
Normal schools	496	950
Total	95,992	216,280

* A committee appointed by resolution of the board of education to examine "into the whole public school system," reports that "there are 117 schools in the department of public instruction in the city of New York," and that "the whole number of schools and departments is 239,"—*Report of* 1869, *p.* 30.

Enrollment and attendance—Continued.

Corporate schools.	Average attendance.	Whole number taught.
New York Orphan Asylum	155	186
Roman Catholic Orphan Asylum	861	1,027
Protestant Half-orphan Asylum	166	314
House of Refuge	889	1,560
Leake and Watts' Orphan House	100	142
Colored Orphan Asylum	197	293
American Female Guardian Society and Home Industrial School	1,061	4,272
New York Juvenile Asylum	637	1,185
House of Reception of New York Juvenile Asylum	104	970
Ladies' Home Missionary Society	384	965
Five Points House of Industry	382	1,150
Children's Aid Society	1,896	6,594
Nursery and Child's Hospital School	88	94
Total	102,892	235,032

COLLEGE OF THE CITY OF NEW YORK.

The College of the City of New York is connected with, and forms a part of, our system of public instruction; it is under the management of the twelve school commissioners who constitute the board of trustees of the college.

The college has, besides the president, eleven professors, fifteen tutors and instructors, and eight other officers, including librarians and janitors; the aggregate annual salaries of all being $90,223 50.

The only building devoted to the use of this college contains twenty recitation-rooms, two lecture-rooms, two drawing-rooms, one chapel, one library, one laboratory, two offices for the president, apartments for the janitor, and several store-rooms. The value of the building and grounds is estimated at $150,000.

SATURDAY NORMAL SCHOOL.

"This institution, under the immediate charge of Assistant Superintendent Kiddle,* as principal, aided by Assistant Superintendents Harrison and Calkins, and several of our most experienced teachers, continues to exert a highly beneficial influence upon our system of public instruction."

EVENING SCHOOLS.

The first two weeks of the term are always characterized by a very large attendance, especially in the male schools, where boys assemble to have what they term "a good time," which consists in annoying inexperienced teachers.

Nearly one-third of the pupils enrolled in the evening schools left in less than one month, and about 42 per cent. continued to the close of the term. Of this number there was an evident want of regularity in attendance, as the certificates were awarded to 4,677 pupils, or about 27 per cent. of the registered number. There were many persons who caused there names to be registered, but as they came only for two or three nights they were stricken off the roll and not counted. The greatest irregularity in the attendance is seen to be in the male schools. In view of this fact, as well as others, I recommended in my report of last year the expediency of opening separate schools for adults, where they could come together without being associated with the younger class of children. Thousands would now attend, but their pride of feeling forbids them to go to a school where small boys, knowing more than they, are members, but who would joyfully attend were all adults. A few schools of this class might be opened as an experiment, and if successful others might be added. Those above sixteen years of age, and especially those over twenty-one, come to learn, and unless detained away by political excitement, which occurs at every annual election, they generally are found in their class-rooms eagerly acquiring knowledge. No one can enter them and not have the most pleasureable emotions excited in beholding their earnest endeavors to improve their minds. An evening school was opened about the middle of November, in the penitentiary on Blackwell's Island. Out of 360 prisoners, over 200 voluntarily have had their names enrolled as members of the five classes into which the school is divided.

* Now city superintendent.

A FEW PRIMARY SCHOOL STATISTICS.

Assistant Superintendent Calkins gives the following statistics:

The number of primary schools and departments, including six primary schools for colored children, now under the control of the board of education, is	110
The whole number of teachers employed in them is	1,248
The whole number of classes is	1,068
The sizes of the classes varies from 25 to 200 pupils.	
The largest number of teachers employed in one school is	27
The number of schools having twenty or more teachers is	14
The number of schools having less than twenty teachers, but ten or more, is	54
The number of schools having less than five teachers is	13
The whole number of pupils now belonging to these schools is	65,450
The number of pupils in classes of the two lowest grades is	27,360
The number of pupils in classes of the two highest grades is	16,500
The number of pupils in classes of the lowest grade is	16,340
The number of pupils in classes of the highest grade is	7,625
The largest number of pupils on the register of a single school is	1,667
There are seventeen schools in each of which the register number is more than	1,000
There are forty-eight schools with less than 1,000, but more than	500
The smallest school has more than one hundred pupils.	
There are twelve primary schools with less than two hundred pupils each.	

CORPORAL PUNISHMENTS.

The superintendent's report states that, "It appears from the official reports made to this department, for the year ending on the 1st of November last, that in twenty-three of the forty-eight male departments, in which alone such punishments are permissible, no corporal punishment has been inflicted; and that the average number per month in the remaining twenty-five departments has been only 30. It is satisfactorily established in my judgment, that no absolute necessity exists for a continuance of this mode of discipline, so liable to abuse, so repugnant to every sensibility of our nature, and so at variance with an enlightened system of public instruction, and the dictates of a sound public opinion. I cordially congratulate the board, therefore, on its entire abolition, and respectfully recommend the enactment of suitable provisions for the suspension or expulsion of incorrigibly vicious or contumacious pupils, and their exclusion from any public school, except upon satisfactory assurances of future good behavior."

SECTARIAN EDUCATION—THE BIBLE IN THE SCHOOLS.

"An appropriation by the legislature of about $200,000 has recently been made for the instruction of pupils of several corporate and parochial schools upon the alleged grounds:

"1. That the public schools are incapable of furnishing the requisite accommodations for the children thus specially provided for.

"2. That no adequate provisions exist in such schools for the religious education of the pupils; and,

"3. That a very large number of Catholic pupils are virtually excluded therefrom, in consequence of the provision of the by-laws of the board, requiring the daily reading of the Bible at the opening of the schools, and the exclusion of all instruction in the peculiar tenets of their faith.

"The first objection is fully met by the report of the special committee appointed by the board in September last, from which it appears that the average attendance of pupils of the several schools under the charge of the board was only about 86,000, while the number of seats in the class and assembly rooms was nearly 126,000, showing an excess of seats over the average attendance of about 40,000.

"The Holy Scriptures, in the Protestant or Catholic versions, without note or comment are required to be read at the opening of each school, and in a large majority, the Lord's prayer is reverentially recited by pupils and teachers, followed by a devotional psalm or hymn of thanksgiving or praise. What *interpretation* shall be placed upon these Scriptures is scrupulously left to each individual for himself or herself, under such guidance, advice, and instruction as may be afforded by parents, guardians, and spiritual guides of their own denomination."

BROOKLYN.

The statement of Hon. J. W. Buckley, city superintendent of schools, made to the State Department, December 30, 1869, gives the following information:

Number of children of school age, five to twenty-one, (estimated)	150,000
Number of attendants registered	85,795

Average attendance	36,738
Number of teachers	785
Number of school buildings	47
Total value of school-houses and sites	$2,215,359 00
Receipts for the year from all sources	$863,228 86
Expenditures for the year	$799,376 03

SCHOOL POPULATION OF THE CITY.

By the census of 1865, it was found that there were 108,099 children in the city, who were between the ages of five and twenty-one years. According to the ratio of increase in the population of our city, the number of school-age, at the present, cannot be much below 150,000. From the census taken by order of the Metropolitan Board of Police Commissioners, for the National Bureau of Education in 1867, we learn that there were then in attendance on private and corporate schools in our city, about 22,000 pupils. If to this number be added 1,000 for certain private schools, which declined to report their attendance, and also 86,000, which is about the register number of the city schools for the past year, we shall then find that the aggregate school attendance of the city is 109,000. This number deducted from 150,000, as above, will leave 41,000 of school-age in non-attendance on any school, public or private. By comparing the preceding with corresponding statements of former years, it will be seen that the last year shows a large advance over any preceding one, in every particular. But, notwithstanding all this, the rapid increase of our population is much in excess of the provision made for the accommodation and instruction of the children and youth of the city, who seek for admission into the public schools.

TEXT BOOKS AND ORAL INSTRUCTION.

In connection with the more formal lessons of the text-books, we give great prominence to oral instruction, especially, in all the primary grades. In these, it is all important that correct habits of thought, attention, observation, memory, self-help, and self-reliance be carefully cultivated. This peculiar work cannot be done in this department, through the formal lessons and study of the text-book. It must be mainly by the voice and action of the living, earnest teacher, who must make herself intelligent and skillful, by a careful study of the mind of the child, and preparation in the use of the best methods of instruction, and by the exercise of a sound judgment.

GRADED COURSE OF STUDY.

The leading idea of a graded course of study and instruction is a division of labor, by which every class of a department has its own appropriate course mapped out; each grade constituting one of a series of links, from the lowest of the primary, to the senior or graduating class of the grammar department. Here, too, the teacher of each class, has her work clearly defined in every subject of study pursued in her grade, and the amount that must be accomplished during a given term. The advantages of this course, we think, cannot fail to be apparent to any intelligent, observing, and reflecting person. In such a course, the teacher, if competent, on entering her class, can readily survey her field, make her programme for her daily guidance in the division of the subjects she is to teach, for the instruction and progress of her pupils, for which she alone is responsible. Her success or failure in the work will be apparent at the semi-annual examinations of the city superintendent, and the result reported to the local committee of the school. A record is also made of the same, in a book kept for the purpose in our office.

The course of study is divided into six primary, and six grammar-school grades, to which may be added, in the larger and more advanced schools, a supplementary grade, the studies of which include those of the higher, and more advanced of a thorough English course. Beginning with the lowest, or sixth primary grade, we proceed step by step through the department; the first class of which forms the connecting link with the sixth grammar grade, and supplies it with promotions from the primary department. The promotions are made semi-annually, after careful examination of all the classes throughout the entire school, at the same time.

PROGRESS OF FREE SCHOOLS.

The slumber of ages is broken; the nations are shaking off the shackles of ignorance by which they have for centuries been bound, and light, knowledge, liberty, and religion are rapidly becoming the common blessings of all men. The spirit which has been awakened knows no rest. We have already realized more than our fathers ever anticipated in founding our institutions. Being then in the enjoyment of a free govern-

ment, free schools and free institutions, if true to the principles of our fathers, the founders of these long cherished institutions, and true to ourselves, we have naught to fear.

SYRACUSE.

The report for the year ending March 1, 1870, Hon. Edward Smith, superintendent gives the following:

SUMMARY OF STATISTICS.

		Increase for the year.
Number of persons of school age, (five to twenty one)	16,004	788
Number registered in schools during the year	8,001	198
Average number belonging	5,777	276
Average daily attendance	5,180	264
Average per cent. of attendance or number belonging	92.4	
Number of school buildings	17	1
Number of schools	36	3
Whole number of teachers, gentlemen 11; ladies 159	170	17
Number of seats in all the schools	6,734	831
Entire cost of education per pupil, on number belonging	$18 37	$2 19
Cost on daily attendance	$19 73	$2 49

ABSENTEEISM.

We have 60,035 days lost during the year by pupils who belonged in school, and in very many of the cases ought to have been there. There is no remedy that I know of but compulsory attendance that will reach these cases. The teachers do much, and all they can do, to secure regularity, and they are aided by a majority of parents who have these truant children, and still it is nearly the same thing over and over again year after year.

DISCIPLINE.

Suspensions have been the principal outward means used for securing regular attendance and good deportment. The cases of suspension for misconduct number 301; of these 214 were restored, leaving 87 not reinstated. During the year there have been suspended for irregular attendance 411. Of these 245 have been restored. This is but little more than half the number that were reported last year. The facts, so far as we have tested them, abundantly prove that the experience of abolishing corporal punishment from the public schools has proved a success, and it has now been tried three years; long enough to have proved a failure if it is ever to be a failure.

ALBANY, ROCHESTER, BUFFALO, POUGHKEEPSIE, BINGHAMTON, AND OTHER CITIES.

The reports of the city superintendents not being generally included in the report of the State superintendent of New York, and the published report of schools in these cities not having been received by this Bureau, no special information relating to their schools can be given. General statistics will be found in the tables which follow.

List of school officers.

ABRAM B. WEAVER, *superintendent of public instruction, Albany.*

SCHOOL COMMISSIONERS FOR THE TERM COMMENCING JANUARY 1, 1870.

Counties.	Dists.	Names.	Post offices.
Albany	1	Leonard A. Carhart	Coeymans.
	2	Julius Thayer	S. Westerlo.
	3	John P. Whitbeck	West Troy.
		John O. Cole, (city superintendent)	Albany.
			Cohoes.
Allegany	1	Lucien B. Treeman	Centerville.
	2	Richard L. Andrus	Bolivar.
Broome	1	Henry S. Monroe	Kirkwood.
	2	Newton W. Edson	Binghamton.
		G. L. Farnham, (secretary board of education)	Binghamton.
Cattaraugus	1	Frank A. Howell	Machias.
	2	Jeromo L. Higbee	Cattaraugus.
Cayuga	1	Samuel A. Cole	Throopsville.
	2	Leonard F. Hardy	Weedsport.
	3	Lewis V. Smith	Genoa.
		E. A. Charlton, (secretary board of education)	Auburn.
Chautauqua	1	Alonzo C. Pickard	Busti.
	2	Wellington Woodward	Jamestown.
Chemung	----	Charles K. Hetfield	Horseheads.
		O. Robinson, (secretary board of education)	Elmira.
Chenango	1	Mathew B. Ludington	N. Norwich.
	2	David G. Barber	Oxford.
Clinton	1	Ira D. Knowles	Peru.
	2	Robert S. McCullough	Chazy.
Columbia	1	Hiram K. Smith	W. Taghkanick.
	2	Hiram Winslow	Green River.
		J. N. Townsend, (city superintendent)	Hudson.
Cortland	1	Daniel E. Whitmore	Marathon.
	2	Rufus T. Peck	Solon.
Delaware	1	Isaac J. St. John	Walton.
	2	John W. McArthur	Bloomville.
Dutchess	1	George W. Draper	Clove.
	2	Isaac F. Collins	Rhinebeck.
		R. Brittain, (clerk board of education)	Poughkeepsie.
Erie	1	Henry Lapp	Clarence.
	2	James F. Crooker	Willink.
	3	S. W. Soule	Collins Center.
		Thomas Lothrop, (city superintendent)	Buffalo.
Essex	1	William H. McLenathan	Jay.
	2	Thomas G. Shaw	Olmsteadville.
Franklin	1	George T. Collins	Chateaugay.
	2	Cyrus P. Whitney	Dickinson Center.
Fulton	----	Cyrus Stewart	Gloversville.
Genesee	----	Richard L. Selden	Le Roy.
Greene	1	John Beardsley	Athens.
	2	Hiram Bogardus	Greenville.
Hamilton	----	William D. Smith	Hope Falls.
Herkimer	1	John D. Champion	Little Falls.
	2	Ezra D. Beckwith	Cedarville.
Jefferson	1	Alphonse E. Cooley	Adams Center.
	2	Bennett F. Brown	Philadelphia.
	3	Horace E. Morse	Clayton.
		Wm. G. Williams, (secretary board of education)	Watertown.
Kings	----	Timothy M. Ingraham	Flatlands.
		J. W. Buckley, (city superintendent)	Brooklyn.
Lewis	1	William Adams	Martinsburgh.
	2	Charles A. Chickering	Copenhagen.
Livingston	1	John W. Byam	Lavonia Station
	2	Robert W. Green	Nunda.
Madison	1	Joseph E. Morgan	Earlville.

List of school officers—Continued.

Counties.	Dists.	Names.	Post offices.
	2	Irving C. Forte	Cazenovia.
Monroe	1	William E. Edmonds	Pittsford.
	2	George W. Sime	Sweden.
		S. A. Ellis, (city superintendent)	Rochester.
Montgomery	....	Charles Buckingham	St. Johnsville.
New York	....	Henry Kiddle, (city superintendent)	New York.
Niagara	1	David L. Pitcher	Lockport.
	2	Jonas W. Brown	Youngstown.
		James Ferguson, (city superintendent)	Lockport.
Oneida	1	Mills C. Blackstone	Washington Mills.
	2	Charles T. Pooler	Deansville.
	3	Harvey S. Bedell	Rome.
	4	Eugene L. Hinckley	Prospect.
		A. McMillan, (city superintendent)	Utica.
Onondaga	1	J. Warren Lawrence	Salina.
	2	George C. Anderson	Borodino.
	3	Parker S. Carr	Fayetteville.
		E. Smith, (city superintendent)	Syracuse.
Ontario	1	Ezra J. Peck	Phelps.
	2	Robert B. Simmons	Bristol.
Orange	1	George K. Smith	Monroe.
	2	Benjamin F. Hill	Otisville.
		H. A. Jones, (city superintendent)	Newburgh.
Orleans	....	James H. Mattison	Barre Center.
Oswego	1	David D. Metcalf	North Hannibal.
	2	Byron G. Clapp	Phœnix.
	3	George F. Woodbury	Orwell.
		V. C. Douglass, (city superintendent)	Oswego.
Otsego	1	Charles F. Thompson	Schuyler's Lake.
	2	Eli R. Clinton, jr	Butternuts.
Putnam	....	Charles H. Ferris	Cold Spring.
Queens	1	William H. Peckham	Manhasset.
	2	Isaac G. Fosdick	Jamaica.
Rensselaer	1	Amos H. Allen	Petersburgh.
	2	George W. Hidley	N. Greenbush.
		William Kemp, (president board of education)	Troy.
Richmond	....	James Brownlee	Port Richmond.
Rockland	....	Nelson Puff	Nyack.
St. Lawrence	1	Martin L. Laughlin	Hammond.
	2	William G. Brown	Canton.
	3	Barney Whitney	Lawrenceville.
		R. B. Lowry, (city superintendent)	Ogdensburgh.
Saratoga	1	Seth Whalen	Ballston Spa.
	2	Oscar F. Stiles	Saratoga Springs.
Schenectady	....	Simon J. Schermerhorn	Rotterdam.
		S. B. Howe, (city superintendent)	Schenectady.
Schoharie	1	Ambrose R. Hunting	Gallupville.
	2	John Van Voris	Cobleskill.
Schuyler	....	Duncan C. Mann	Watkins.
Seneca	....	William Hogan	Waterloo.
Steuben	1	John C. Higby, 2d	Prattsburgh.
	2	Jacob H. Wolcott	Corning.
	3	Edwin Whiting	Jasper.
Suffolk	1	Horace H. Benjamin	Riverhead.
	2	Thomas S. Mount	Stony Brook.
Sullivan	....	Charles Barnum	Monticello.
Tompkins	....	William H. Cole	Owego.
Tioga	....	Albert H. Pierson	Trumansburgh.
	*2	Jackson Graves	Dryden.
Ulster	1	William H. Dederick	Kingston.
	2	Oscar Mulford	Highland.
	3	Horace W. Montross	Ellenville.

*For term commencing January 1, 1869.

List of school officers—Continued.

Counties.	Dists.	Names.	Post offices.
Warren	....	Adam Armstrong, jr	Glen's Falls.
Washington	1	Abram G. Cochran	Galesville.
	2	William H. Tefft	Whitehall.
Wayne	1	John McGonigal	South Butler.
	2	Ethel M. Allen	Williamson.
Westchester	1	Franklin W. Gilley	Morrisania.
	2	George W. Smith	Port Chester.
	3	Joseph Barrett	Katonah.
Wyoming	1	John B. Smallwood	Warsaw.
	2	Richard Langdon	Wethersfield.
Yates	....	Joseph W. Brown	Bluff Point.

Table of statistical details of schools in New York, by counties, towns, and cities, for the year ending September 30, 1869.

COUNTIES, TOWNS, AND CITIES.	Number of districts.	Number of licensed teachers employed at the same time for 28 weeks or more.	Number of children between 5 and 21 years of age, residing in district, Sept. 30, 1869.	Number of private schools.	Number of pupils attending private schools.	Average number of weeks school was kept by teachers duly licensed.	TEACHERS. Licensed by— Local officers.	State superintendent.	Normal school.	Males.	Females.	NUMBER OF CHILDREN ATTENDING SCHOOL DURING THE YEAR. Residing in the district.	Residing in other districts.	Total.
Albany, towns	156	187	23,027	17	1,086	36.7	317	17	15	111	238	13,011	254	13,265
city	18	122	27,395	77	7,000	42.0	77	2	60	33	106	9,713	.....	9,713
Allegany	259	272	14,056	12	325	28.7	540	9	1	112	438	10,954	510	11,464
Broome, towns	211	218	10,714	2	92	29.7	409	9	2	82	338	8,461	347	8,808
Binghamton	9	30	3,077	5	236	42.0	39	1	7	10	37	2,094	.....	2,094
Cattaraugus	273	289	15,581	2	86	29.4	585	1	2	109	479	12,429	153	12,582
Cayuga, towns	239	252	13,687	10	107	32.5	465	12	6	140	343	10,790	369	11,159
Auburn	7	36	4,708	3	300	41.0	51	3	2	7	49	2,982	.....	2,982
Chautauqua	292	373	19,876	6	563	31.2	686	22	5	170	543	15,368	1,155	16,523
Chemung, towns	115	126	6,957	.....	.....	31.7	247	.....	.....	42	205	5,260	25	5,285
Elmira	7	50	4,576	5	435	40.0	51	4	3	6	52	3,492	.....	3,492
Chenango	288	293	12,297	6	199	29.7	597	15	2	168	446	9,470	402	9,872
Clinton	203	222	18,145	7	194	30.3	420	3	1	87	337	12,382	274	12,656
Columbia, towns	181	179	12,654	12	269	35.8	299	22	1	72	250	8,466	159	8,625
Hudson	4	19	3,037	6	488	43.0	17	1	1	2	17	1,772	.....	1,772
Cortland	179	179	7,560	7	231	28.8	356	5	.....	81	280	5,827	274	6,101
Delaware	350	351	14,005	1	16	30.8	636	6	1	115	528	11,468	272	11,740
Dutchess, towns	201	222	17,570	18	333	34.4	244	14	10	85	183	11,001	182	11,183
Poughkeepsie	7	42	5,772	6	355	41.0	47	.....	5	2	50	2,865	.....	2,865
Erie, towns	284	295	24,043	14	887	30.4	548	5	6	136	423	15,882	332	16,214
Buffalo	41	312	30,125	41	7,224	42.0	280	41	6	32	295	21,180	.....	21,180
Essex	190	189	10,131	5	133	30.3	361	4	.....	54	311	7,910	436	8,346
Franklin	171	187	11,930	7	241	28.0	358	1	1	67	293	8,681	297	8,978
Fulton	116	131	9,316	3	65	33.0	239	8	1	95	153	6,418	132	6,550
Genesee	135	154	10,628	4	300	32.4	276	2	2	83	197	7,526	33	7,559
Greene	163	178	10,618	11	351	34.2	328	3	5	82	254	7,595	91	7,686
Hamilton	33	27	932	.....	.....	30.4	52	.....	.....	13	39	730	15	754
Herkimer	198	221	12,887	12	462	33.3	341	7	4	104	248	8,985	127	9,112
Jefferson, towns	366	378	19,114	18	553	30.4	730	13	10	188	565	15,177	489	15,666
Watertown	9	30	2,893	1	95	40.0	24	5	4	3	30	1,903	.....	1,903
Kings, towns	14	31	6,076	18	835	43.2	27	5	.....	13	19	2,871	61	2,932
Brooklyn	47	721	133,333	205	25,274	43.0	854	27	9	35	855	66,581	.....	66,581
Lewis	203	206	10,660	2	60	29.3	394	.....	.....	72	322	7,618	159	7,777
Livingston	182	202	12,057	18	569	31.8	360	5	2	99	268	8,850	250	9,100
Madison	236	251	13,554	6	232	30.4	475	9	1	93	392	9,542	424	9,966

Monroe, towns	224	241	18,824	7	142	33.0	446	10	2	110	348	12,873	446	13,319
Rochester	19	140	25,803	31	4,395	40.0	149	14	9	15	157	10,583	.....	10,583
Montgomery	117	133	11,707	3	65	37.3	189	23	2	91	123	7,911	124	8,035
New York	105	2,318	300,000	350	50,000	43.0	2,272	267	23	172	2,390	217,973	.....	217,973
Niagara, towns	165	187	13,574	17	777	33.5	338	3	.....	103	238	10,112	227	10,339
Lockport	9	30	3,841	6	300	43.0	29	5	.....	3	31	3,080	.....	3,080
Oneida, towns	387	415	27,204	11	198	31.9	754	11	2	182	585	19,294	357	19,651
Utica	16	61*	8,618	11	1,000	40.0	56	4	3	9	54	4,199	.....	4,199
Onondaga, towns	285	321	21,015	4	109	33.5	579	26	9	142	472	15,260	629	15,889
Syracuse	16	150	16,004	14	1,629	40.0	165	14	9	10	178	7,738	.....	7,738
Ontario	203	233	14,566	23	761	31.9	414	7	.....	122	299	10,577	436	11,013
Orange, towns	183	229	20,793	18	357	39.0	383	6	9	124	274	13,619	300	13,919
Newburgh	7	39	5,388	14	588	43.0	39	.....	3	8	34	3,338	.....	3,338
Orleans	129	152	9,581	3	65	33.0	297	9	2	101	207	7,047	260	7,307
Oswego, towns	288	326	19,968	.....	.....	31.0	610	6	.....	135	481	15,781	422	16,203
city	14	75	8,856	5	830	40.0	11	3	72	6	80	4,823	.....	4,823
Otsego	322	331	15,309	12	355	31.4	655	6	2	189	474	11,558	131	11,689
Putnam	62	70	5,034	13	136	36.1	111	4	4	40	79	3,530	129	3,659
Queens	80	168	22,983	60	2,007	41.0	134	21	5	39	121	12,179	175	12,354
Rensselaer, towns	183	210	17,949	19	412	33.9	349	25	5	119	260	11,523	255	11,778
Troy	18	109	16,700	14	2,183	42.0	130	21	6	18	139	10,420	.....	10,420
Richmond	26	63	11,032	30	969	43.0	53	9	1	21	42	5,971	144	6,115
Rockland	42	63	8,512	16	694	41.4	77	1	15	37	56	4,595	52	4,647
St. Lawrence, towns	480	488	27,512	20	628	29.4	950	4	.....	170	784	21,167	709	21,876
Ogdensburgh	7	21	3,803	6	565	42.0	36	.....	.....	11	25	2,175	.....	2,175
Saratoga	226	262	17,572	20	721	33.4	450	17	4	126	345	12,134	219	12,353
Schenectady, towns	58	58	3,712	.....	.....	35.3	95	2	2	36	63	2,497	54	2,551
city	6	29	3,654	3	400	40.0	24	2	5	2	29	1,950	.....	1,950
Schoharie	205	213	11,443	.....	.....	33.3	397	10	7	151	263	9,056	109	9,165
Schuyler	114	125	6,228	2	50	31.5	227	2	.....	58	171	5,164	36	5,200
Seneca	100	125	9,882	3	101	35.0	211	9	1	84	137	7,253	176	7,429
Steuben	368	418	24,029	7	180	30.6	798	16	.....	185	629	18,577	515	19,092
Suffolk	145	190	15,102	21	366	34.9	290	13	3	102	204	10,865	186	11,051
Sullivan	185	185	13,421	4	122	33.1	350	.....	.....	87	263	9,680	170	9,850
Tioga	156	176	9,791	4	317	30.9	319	5	.....	49	275	8,079	212	8,291
Tompkins	158	176	10,184	12	355	31.5	318	6	2	94	232	7,024	248	7,272
Ulster	225	284	30,853	23	920	38.3	341	23	4	133	235	20,142	146	20,288
Warren	143	144	8,256	1	19	30.4	284	4	.....	36	252	6,300	4	6,304
Washington	237	276	17,156	11	211	31.8	490	16	3	128	381	12,640	294	12,934
Wayne	219	271	16,031	.....	.....	33.8	457	15	2	125	349	12,360	555	12,915
Westchester	156	355	41,988	104	3,238	38.4	375	43	8	97	329	24,408	483	24,891
Wyoming	175	189	9,676	1	60	30.4	352	5	2	91	268	7,459	225	7,684
Yates	100	116	6,154	1	110	33.2	207	.....	.....	66	141	4,590	256	4,846
Total for towns	11,384	12,806	855,716	688	22,634	32.8	22,590	554	174	5,846	17,472	603,897	15,906	619,803
Total for cities	366	4,334	607,583	803	103,297	42.4	4,351	414	227	384	4,608	378,861	.....	378,861
Total for State	11,750	17,140	1,463,299	1,491	125,931	35.2	26,941	968	401	6,230	22,080	982,758	15,906	998,664

* By special act Utica is entitled to 86 district quotas.

Statistical details of schools in New York, &c.—Continued.

COUNTIES, TOWNS, AND CITIES.	RECEIPTS.						
	Am't on hand Oct. 1, 1868.	Amount apportioned to district.	Proceeds of gospel and school lands.	Raised by tax.	From all other sources.		Total.
					Teachers' board.	Other sources not named.	
Albany, towns	$15,318 74	$30,874 61	.....	$60,272 97	$7,607 82	$760 20	$114,834 34
city	8,641 39	32,349 02	.....	103,624 18	.....	189 90	144,804 49
Allegany	1,162 34	29,928 29	$43 34	37,121 06	7,713 78	2,722 46	78,691 27
Broome, towns	732 07	22,801 00	191 31	37,398 42	8,436 60	2,112 62	71,671 42
Binghamton	246 95	4,703 55	.....	17,552 22	.....	500 36	23,003 08
Cattaraugus	896 10	31,666 68	.....	50,782 89	10,127 32	308 59	93,781 58
Cayuga, towns	1,169 08	29,982 20	2,412 33	46,166 15	6,459 71	1,412 63	87,602 10
Auburn	.....	6,977 02	19 25	19,918 34	.....	1,061 52	27,976 11
Chautauqua	19,013 88	41,358 84	1,272 40	99,082 57	11,886 91	28,176 44	200,791 04
Chemung, towns	2,212 06	13,798 12	190 00	23,145 85	5,554 83	.....	44,900 86
Elmira	12,312 34	7,545 71	.....	48,417 42	.....	7,347 57	75,623 04
Chenango	862 95	30,525 21	1,369 66	27,435 09	12,565 10	2,439 32	75,197 33
Clinton	1,440 94	29,728 14	612 56	24,246 24	2,359 52	583 22	58,970 62
Columbia, towns	654 37	23,808 38	.....	36,617 91	5,321 84	744 99	67,147 49
Hudson	4,544 02	4,168 02	.....	7,060 00	.....	335 00	16,047 04
Cortland	1,225 73	18,782 69	1,154 47	20,023 06	5,909 17	810 34	47,905 46
Delaware	327 33	33,873 24	.....	38,967 63	21,423 27	860 93	95,452 40
Duchess, towns	3,905 59	31,300 08	2 25	69,456 36	2,302 98	514 60	107,481 86
Poughkeepsie	4,214 36	8,651 70	.....	13,000 00	.....	279 25	26,145 31
Erie, towns	1,170 28	39,857 32	.....	53,220 61	3,000 88	1,024 29	98,273 38
Buffalo	3,025 00	54,947 08	.....	201,552 13	.....	359 70	259,883 91
Essex	1,663 81	20,452 04	.....	27,320 91	3,131 95	2,952 56	55,521 27
Franklin	1,743 68	20,627 00	.....	28,483 77	3,049 05	1,745 08	55,648 58
Fulton	1,480 39	16,311 89	.....	26,533 88	3,856 40	25 66	48,208 22
Genesee	584 39	20,176 41	.....	35,446 67	2,775 93	1,477 39	60,460 79
Greene	352 79	22,139 27	.....	25,897 88	8,605 99	441 17	57,437 10
Hamilton	42 70	2,471 38	23 34	1,453 61	1,032 26	141 09	5,164 38
Herkimer	803 89	26,877 53	.....	38,025 81	9,726 19	210 88	75,644 30
Jefferson, towns	1,215 30	43,012 40	42 90	47,755 27	11,801 81	1,581 34	105,409 02
Watertown	.....	4,013 92	.....	11,500 00	.....	783 31	16,297 23
Kings, towns	4,506 92	7,556 16	108 50	14,023 30	.....	5,337 30	31,532 18
Brooklyn	57,190 80	159,783 04	.....	632,100 00	.....	14,155 02	863,228 86
Lewis	217 84	21,591 93	121 65	26,207 16	4,747 59	344 82	53,230 99
Livingston	1 068 39	25,227 77	1,016 00	38,130 70	4,453 03	275 24	70,171 13
Madison	910 22	30,171 20	352 72	36,485 17	6,091 76	1,656 99	75,668 06
Monroe, towns	986 63	33,935 57	.....	55,738 23	4,578 88	707 68	95,946 99
Rochester	55,378 10	28,032 79	.....	60,000 00	.....	453 64	143,864 53
Montgomery	1,583 25	19,445 51	.....	38,483 92	2,234 89	227 82	61,975 39

New York	915,831 87	422,216 95		2,755,185 20		14,983 62	4,103,217 64
Niagara, towns	5,428 61	24,682 60	427 77	41,545 25	1,878 50	712 37	74,675 10
Lockport	1,393 18	6,194 27		52,350 00		4,081 12	64,018 57
Oneida, towns	3,271 52	52,964 81	466 32	59,155 34	1,851 05	1,006 41	118,655 45
Utica	19,741 70	14,000 37		31,300 00		473 00	65,515 07
Onondaga, towns	5,378 79	41,108 48	3,879 74	75,988 32	3,130 03	4,377 66	133,863 02
Syracuse	55,171 02	20,620 41	335 45	113,900 00		1,217 20	191,244 08
Ontario	7,421 33	29,316 61	2 14	51,455 05	7,491 60	6,884 43	102,571 16
Orange, towns	6,323 72	33,032 24		88,177 21	1,530 50	2,567 84	131,631 51
Newburg	4,945 76	7,873 92	481 96	34,710 53		471 70	48,483 87
Orleans	240 03	19,164 07	55 47	33,979 72	4,382 63	1,336 62	59,158 54
Oswego, towns	1,564 88	39,433 91	263 78	63,093 47	6,635 71	4,806 09	115,797 84
city	3,335 38	11,523 24	40 57	49,497 66		9,830 46	74,227 31
Otsego	861 11	35,825 62	119 98	48,629 60	13,764 04	2,194 09	101,394 44
Putnam	1,553 36	9,209 71		19,620 67	516 77	569 85	31,470 86
Queens	15,426 29	32,644 16	250 11	86,756 99		10,654 79	145,732 34
Rensselaer, towns	887 66	30,562 53	124 45	55,173 96	2,167 93	1,358 36	90,274 89
Troy	7,135 59	22,152 99		74,440 00		949 27	104,677 85
Richmond	4,922 42	14,938 32		41,424 72		6,379 19	67,664 65
Rockland	1,736 05	11,546 10		35,217 98		7,629 54	56,129 67
St. Lawrence, towns	1,393 33	53,475 32	3,090 68	59,364 38	12,486 75	1,746 65	131,557 11
Ogdensburg	3,346 10	4,327 39		7,253 00		1,091 34	16,017 83
Saratoga	3,097 36	33,392 68		51,420 39	2,137 84	646 10	90,694 37
Schenectady, towns	217 92	7,050 24		11,332 20	814 00	64 31	19,478 67
city		5,630 10		10,320 94		1,804 20	17,755 24
Schoharie	736 80	23,948 96		28,419 62	11,906 49	723 25	65,735 12
Schuyler	210 21	14,076 69	621 50	14,054 72	5,364 70	247 44	34,575 26
Seneca	3,721 26	17,470 65	1,847 14	32,470 09	1,025 70	1,070 88	57,605 72
Steuben	1,257 56	47,113 43	111 02	67,942 16	16,029 72	1,568 49	134,022 38
Suffolk	12,296 99	26,550 93		58,490 98	300 00	1,959 42	99,598 32
Sullivan	277 19	22,900 30		24,383 65	5,126 32	69 00	52,756 46
Tioga	302 73	19,760 76	2 81	30,800 19	7,240 83	9,192 17	67,299 45
Tompkins	913 22	21,499 38	2,255 38	32,942 46	7,990 99	569 75	66,171 18
Ulster	8,658 45	45,105 82		68,310 76	9,213 17	4,365 65	135,653 85
Warren	556 31	15,557 09		13,998 72	3,183 35	58 77	33,354 24
Washington	14,551 60	32,070 87	929 00	69,724 80	5,328 27	2,403 57	125,008 11
Wayne	1,942 81	33,432 83	190 19	50,581 07	5,674 46	2,577 58	94,398 94
Westchester	64,837 08	58,740 06	6,110 00	244,053 26	200 00	21,450 45	395,390 85
Wyoming	687 37	21,996 79		26,132 75	2,942 35	436 89	52,196 15
Yates	158 85	13,258 08		23,068 67	5,859 49	3,714 04	46,059 13
Total for towns	238,084 97	1,600,110 90	29,600 91	2,671,632 24	332,928 05	162,937 26	5,025,294 33
Total for cities	1,156,453 56	825,711 46	877 21	4,243,621 62		60,367 18	6,287,031 03
Total for State	1,394,538 53	2,425 822 36	30,478 12	6,915,253 86	322,928 05	223,304 44	11,312,325 36

Statistical details of schools in New York, &c.—Continued.

COUNTIES, TOWNS, AND CITIES.	PAYMENTS.								
	For teachers' wages.	For libraries.	For school apparatus.	For colored schools.	For school-houses, sites, fences, outhouses, repairs, furniture, &c.	For all other incidental expenses.	Forfeited in hands of supervisor first Tuesday of March, 1869.	Amount remaining on hand October 1, 1869.	Total.
Albany, towns	$60,025 85	$844 52	$320 81		$28,450 04	$8,552 07		$16,641 05	$114,834 34
city	78,124 53		3,651 08	$1,425 00	48,673 25	12,930 63			144,804 49
Allegany	51,697 85	236 08	147 48		20,802 07	5,237 13		570 66	78,691 27
Broome, towns	48,778 12	112 56	121 75		18,100 08	4,166 85		392 26	71,671 42
Binghamton	13,828 34			562 00	4,047 56	4,565 18			23,003 08
Cattaraugus	63,664 24	171 03	186 44		22,254 05	5,150 66		2,355 16	93,781 58
Cayuga, towns	61,223 63	130 61	37 66		15,453 42	7,102 95		3,653 83	87,602 10
Auburn	19,668 17	10 00			3,959 89	4,194 39		143 66	27,976 11
Chautauqua	106,344 90	639 59	653 14		75,308 72	16,356 01		1,488 68	200,791 04
Chemung, towns	27,793 08	47 59	39 60		13,818 31	2,934 32		267 96	44,900 86
Elmira	26,973 50	327 01	253 75		38,852 08	5,101 20		4,115 50	75,623 04
Chenango	60,392 80	184 87	86 64		6,843 87	5,446 36	$0 76	2,242 03	75,197 33
Clinton	41,926 61	285 12	36 77		9,204 27	6,095 27	43 84	1,378 74	58,970 62
Columbia, towns	53,684 25	269 12	59 20	246 85	7,555 10	4,611 52		721 45	67,147 49
Hudson	6,395 50	100 00	345 50	460 00	2,774 47	1,072 05		4,899 52	16,047 04
Cortland	35,490 28	43 16	58 70		8,070 46	3,190 13		1,052 73	47,905 56
Delaware	81,375 53	79 62	122 43		6,331 11	6,038 24	93	1,504 54	95,452 40
Duchess, towns	73,581 83	278 38	243 94	216 12	23,873 11	6,194 09		3,094 39	107,481 86
Poughkeepsie	14,599 71	409 92	124 95	660 00	2,145 57	4,366 50		3,838 66	26,145 31
Erie, towns	70,580 27	373 51	169 20		17,255 54	7,774 14		2,120 72	98,273 38
Buffalo	170,443 42	1,352 99	473 43	1,257 00	56,533 00	18,940 00		10,884 07	259,883 91
Essex	39,409 97	173 47	64 44		10,684 71	3,980 64	3 00	1,205 04	55,521 27
Franklin	33,606 75	134 09	176 42		13,355 59	5,560 70	28 09	2,786 94	55,648 58
Fulton	35,662 93	36 47	78 49		7,861 73	4,207 20		361 34	48,208 22
Genesee	41,983 34	518 86	144 00		12,097 15	5,288 03		429 41	60,460 79
Greene	44,729 92	150 23	27 73	350 00	7,960 14	3,864 99	5 72	348 37	57,437 10
Hamilton	4,496 71	16 27	1 25		211 91	155 91	13 13	269 20	5,164 38
Herkimer	59,711 88	135 69	170 47		7,297 06	7,426 78		902 42	75,644 30
Jefferson, towns	76,629 51	262 20	57 17		18,159 33	9,355 32	26 92	918 77	105,409 02
Watertown	10,459 77	355 80			2,439 77	3,041 89			16,297 23
Kings, towns	17,770 24	675 45	204 72	567 00	3,626 48	1,301 85		7,386 44	31,532 18
Brooklyn	394,145 51		5,003 18	8,823 32	317,042 92	74,361 10		63,852 83	863,228 86
Lewis	38,486 46	82 00	57 61		9,438 26	3,360 59		1,806 07	53,230 99
Livingston	50,994 58	139 65	45 96		11,286 27	6,535 13		1,169 54	70,171 13
Madison	54,442 93	204 87	147 35		13,057 12	6,579 24	1 54	1,235 01	75,668 06
Monroe, towns	68,558 21	200 06	122 98		16,637 37	9,386 08		1,042 29	95,946 99
Rochester	64,440 54	731 96	273 21		20,819 36	8,764 50		48,834 96	143,864 53
Montgomery	44,770 90	154 46	18 50		11,624 45	4,523 48		883 60	61,975 39

New York	1,759,634 84		164,717 05	41,908 28	726,848 49	443,027 88		372,081 07	4,108,217 61
Niagara, towns	47,734 10	329 62	80 58		10,817 12	7,257 34		8,456 34	74,675 10
Lockport	14,683 10	259 13	99 06	465 60	18,698 19	4,250 55		25,562 94	64,018 57
Oneida, towns	87,251 97	267 93	186 83		16,721 51	12,455 09		1,772 12	118,655 45
Utica	29,193 49	600 10	71 50		10,748 75	6,982 88		16,918 35	65,515 07
Onondaga, towns	82,652 20	270 62	291 55		32,248 97	14,678 96		3,720 72	133,863 02
Syracuse	64,025 62	5,551 22	1,418 84		54,274 52	16,725 20		49,248 68	191,244 08
Ontario	61,688 15	258 74	123 71	13 29	20,950 08	7,818 01	1 94	11,717 24	102,571 16
Orange, towns	83,875 68	284 08	469 03	305 00	34,134 79	7,365 01		5,197 92	131,631 51
Newburg	17,447 00	1,101 16	476 25	446 00	18,022 79	6,531 61		4,459 06	48,483 87
Orleans	38,932 30	66 42	32 60		14,230 11	5,166 92		739 19	59,158 54
Oswego, towns	70,200 62	412 69	166 20		33,400 80	8,972 04		2,645 49	115,797 84
city	31,345 36	429 66	356 96		32,207 12	9,238 21			74,227 31
Otsego	68,410 80	178 03	383 05		23,805 27	7,780 78	40	836 11	101,394 44
Putnam	22,797 78	98 18	117 00		5,416 59	1,602 28	7 77	1,431 26	31,470 86
Queens	77,075 45	914 30	3,962 15	2,166 26	32,931 29	11,830 81		16,852 08	145,732 34
Rensselaer, towns	59,424 08	405 42	277 26		21,090 09	6,831 65		1,946 39	90,274 89
Troy	54,336 50	210 82	476 95	1,206 62	35,350 67	10,660 27		1,736 02	104,677 85
Richmond	38,699 79	476 50	4,257 36	603 25	10,082 27	6,220 71		7,324 77	67,664 65
Rockland	30,028 05	204 27	58 15		15,597 19	3,374 16	82 77	6,785 08	56,129 67
St. Lawrence, towns	91,502 84	194 54	127 28		25,765 49	12,324 79		1,642 17	131,557 11
Ogdensburg	8,579 80	120 00			4,417 47	2,900 56			16,017 83
Saratoga	61,124 44	247 50	57 29		15,459 53	6,970 07	12 79	6,822 75	90,694 37
Schenectady, towns	14,191 43	36 86	24 68		3,463 65	1,525 40		236 65	19,478 67
city	11,744 20	144 05		450 00	3,608 16	1,808 83			17,755 24
Schoharie	50,731 34	107 42	110 84	164 02	10,195 29	4,185 54	9 06	231 61	65,735 12
Schuyler	27,734 71	83 81			3,827 75	2,758 34	1 25	179 40	34,575 26
Seneca	37,614 94	116 28	1 25		10,039 90	5,220 62		4,612 73	57,605 72
Steuben	93,654 55	258 21	675 47	360 00	28,077 29	9,648 98	18 07	1,329 81	134,022 38
Suffolk	64,060 75	279 11	363 33	470 00	23,071 32	5,053 31		6,300 50	99,598 32
Sullivan	44,217 33	143 95	27 25		4,635 53	3,023 66	8 40	700 34	52,756 46
Tioga	52,208 76	162 08	151 32		10,992 48	3,661 72	2 08	121 01	67,299 45
Tompkins	44,493 13	59 59	705 10		15,174 50	4,304 54	82 32	1,352 00	66,171 18
Ulster	94,862 84	806 37	589 31		21,962 03	14,029 05	5 98	3,398 27	135,653 85
Warren	24,905 47	91 23	19 95		5,988 35	2,080 97		268 27	33,354 24
Washington	66,417 67	277 73	173 79		46,438 12	10,075 78		1,625 02	125,008 11
Wayne	68,009 15	370 28	94 82		14,288 26	9,601 99	3 76	2,030 68	94,398 94
Westchester	180,863 02	1,058 47	6,575 99	544 39	108,516 64	39,971 88	6 00	57,854 46	395,390 85
Wyoming	38,361 39	103 20	35 33		7,997 75	5,301 36		397 12	52,196 15
Yates	30,283 53	51 27	2 45		10,051 30	3,453 97		2,216 61	46,059 13
Total for towns	3,302,111 69	15,194 03	23,741 77	6,006 18	1,053,988 98	404,921 41	366 52	218,963 75	5,025,294 33
Total for cities	2,790,068 90	11,703 82	177,741 71	58,363 82	1,401,464 03	641,113 43		1,206,575 32	6,287,031 03
Total for State	6,092,180 59	26,897 85	201,483 48	64,370 00	2,455,453 01	1,046,034 84	366 52	1,425,539 07	11,312,325 36

NORTH CAROLINA.

The following is an exhibit of the progress of education in the State of North Carolina, as set forth in the report of the department of public instruction, of date November 12, 1869, including the report of the State superintendent. Connected with these, and embraced in them, is the report of the board of education, report of the trustees of the university, and report of the institution for the deaf, dumb, and blind, with the county census for 1868, the capitation assessment for 1869, and the public school fund.

From the report of the State superintendent it appears that a system of public instruction was provided for by act of the legislature, passed April 12, 1869, a board of education appointed, and a system of public schools organized. In order to this the census of all the children resident in the State, between the ages of six and twenty-one, was taken, and an enumeration of the school-houses made. In counties which had been divided into townships, school committees were elected, and in sixty-six of the eighty-nine counties of the State examiners appointed. The county commissioners, acting as superintendents of common schools, appointed the committees to take the census, and the number and condition of the school-houses. From accompanying tables it will be seen that the whole number of children of school age, resident in the State, was 330,581; that of this number 223,815 are white, and 106,766 are colored; that the whole number of school-houses is 1,906, and that the amount appropriated for school purposes for the year, when apportioned among the respective counties, was 50 cents to each census child.

The reports furnish no information as to the number of public schools, of any grade, conducted under State auspices, or of pupils receiving instruction at State expense. This is, no doubt, due to the short time within which the work of organization has been progressing, and the short interval from the passage of the act to the date of the report, being only about six and a half months.

CHARITABLE AND RELIGIOUS ASSOCIATIONS.

These associations, of the various denominations, have been doing a most commendable work of education in the State, a brief summary of which we shall proceed to give:

The associations organized in Chatham and Randolph counties at their quarterly meeting in October report seven high schools, or academies, taught by 15 teachers, attended by 309 pupils. At this meeting arrangements were initiated for holding a teachers' institute at Pittsboro, December 20.

The Baltimore Association of Friends report 44 schools, 65 teachers, and 3,123 pupils; 32 new school-houses built, and a normal institute established.

The Soldiers' Memorial Association of Boston, aided by the Peabody fund, and subscription of citizens, have established in the city of Wilmington 2 free schools with 300 pupils.

The Newbern Academy is in successful operation as a free school, with a principal, 2 assistants, and 70 pupils.

In Warrenton there is a free public school with 150 pupils.

In Raleigh there are 5 parish free schools with large attendance; number of pupils not given.

In Pasquotank County there are several public schools in successful operation; numbers and particulars not given.

Also at Beaufort, Carteret County, there is a well conducted free school; number of pupils not given.

From the scanty materials at hand we gather the above, and that the free school system is at length being incorporated into the institutions of the old north State. From these small beginnings may we not confidently argue great results.

Educational work among the colored population of the State, as set forth by the report of Rev. J. W. Hood to Hon. S. S. Ashley, superintendent of public instruction.

1st. Schools established by the American Missionary Association and American Union Freedman's Commission, or under their supervision.

These societies have done a great work for the cause of education, which has not been confined to supplying teachers merely, but also in erecting school buildings for the colored population. In addition to their day and night schools they have built up a number of Sabbath schools, and at Wilmington they have established an orphan asylum and an industrial school. They commenced operations soon after the Union Army established itself in the State, and they have since, for the most part, coöperated in their laudable work of education. In Raleigh they have established one of their best schools, known as the Johnson School, in a building erected by the Bureau, and capable of accommodating 300 pupils. This school has four departments, primary, intermediate, advanced, and normal, with 292 pupils, taught by 5 teachers. The Washington School,

also in Raleigh, numbers 75 pupils. The buildings were erected by the society, and will accommodate 200 pupils. They are now temporarily occupied by the colored division of the Institution for the Deaf, Dumb, and Blind.

The Smithfield School, with an attendance of 120 day and night scholars, has a fine building erected by the Bureau, costing $3,800; furniture and other improvements, $600. The Whitesville School numbers 45 pupils.

The schools in Wilmington and vicinity, established by the society at the date of the occupation of the place by the Union Army, number over 750 pupils; of these the Williston School is the most flourishing, and is the largest in the State. It has five departments—primary, intermediate, advanced, normal, and industrial. Attendance, including night session, over 450 pupils. Attached is a comfortable teacher's home and chapel.

The colored educational institute of Wilmington numbers 150 pupils. The site is owned by the colored people, and the building, erected and furnished by the Bureau, is one of the best in the State.

The orphan asylum, situated on Middle Sound, reports 27 inmates; has had a much larger number, who, as they attain a suitable age, are provided with good homes and sent out from the institution.

The American Missionary Association has charge of the schools in Carteret County. The most important of these is the school at Beaufort, which, including the night sessions, numbers 425 pupils, with five teachers, a superintendent and matron. The building, large, and commodious, with a teacher's home attached, was erected by the colored people, aided by the American Missionary Association. The property is vested in a board of colored trustees.

At New River the Union Commission have three schools; number of pupils not given In the Trent settlement they have a school with three departments, 3 teachers, and 300 pupils. The building belongs to the Bureau, but the ground is private property.

In Newbern there are three graded schools, each forming a department. The primary numbers 102; attendance in intermediate not given. Advanced department numbers 110 pupils. The order in this school is perfect. Miss C. Merrick, its preceptress, has never used the rod, but administers her discipline through the parents. Several of the scholars are studying Latin, and the number of those who are advanced is larger than can be found in any other school in the State.

The Union Commission has also a school at Elizabeth City; number of pupils not given.

THE FRIENDS' SCHOOLS.

Second in order, but not in importance, are the Friends' Schools. This society, in educating the freedmen, without fee or reward, are doing a most praiseworthy work. The Bible is introduced into all their schools, but is read without note or comment. They are particular as to the moral character of their teachers, and require of them the same care for the moral as for the intellectual culture of their pupils. Temperance societies have been introduced into all their schools, and a large proportion of their pupils have become members. For the total of these schools, teachers, and pupils, see annexed table.

The school at Goldsboro has three departments, with 280 pupils. Its preceptress, Miss B. Harris, is a graduate of Oberlin College. The buildings are owned by the Friends.

They have schools at Mebanesville, Hillsboro, Greensboro, Salisbury, Charlotte, and Lincoln. The school at Salisbury is one of the best in the State; that at Charlotte one of the largest. They have thirteen schools in the counties of Rowan, Davie, and Iredell; three in Davidson, and three in Guilford.

EPISCOPAL PARISH SCHOOLS.

Of these schools there are two in Raleigh, one of which is a flourishing high-school, two in Newbern, one in Wilmington, and one in Fayetteville. All the teachers in these schools are ladies, and the discipline is generally good.

The Bureau has appropriated $5,000 for a normal school building at Raleigh. This is furnished in the best style, and to this school the pupils from the other schools, when sufficiently advanced, are sent.

PRESBYTERIAN PAROCHIAL SCHOOLS.

Of these schools five have been established in the county of Mecklenburg, three in Cabarrus, three in Rowan, one in Iredell, one in Davie, one in Davidson, one in Guilford, and one in the city of Wilmington. Besides these they have taken the initiative in the establishment of a college at Charlotte, with a normal school department. The Government, through the Bureau, has appropriated $10,000 to this institution. One fine building has been erected; others are under contract. This denomination has put forth considerable efforts in the work of education, and with satisfactory success.

PRIVATE SCHOOLS.

These, of various grades and character, are scattered over the State, with the exception of the portion west of the Blue Ridge, and a few counties east, where not a single day school has been found. The most of these schools are taught in rude shanties, built of rough logs, and covered with rived boards. The freedmen, anxious for the education of their children, put them up, wherever they are able, and as best they can. There is a great anxiety expressed for schools, and much complaint that neither books nor teachers can be obtained. These last remarks apply primarily to those counties where no private schools are found.

In the cities and large towns there are some excellent private schools, and first among these is Mr. Tupper's school, in Raleigh. This school numbers, including night scholars, 250.

In Murfreesboro there is a good school; two in Edenton; one in Hertford; one in Washington; one in Granville; one in Tarboro, and one in Kingston.

As a supplemental report to that of April, the State agent, J. W. Hood, reports, November 2, that the society's schools were all closed about July 1; that the schools denominated private were continued, and their numbers more than doubled. For the month of September the whole number of schools was 257, and of pupils, 15,647. This large increase of Bureau and private schools is attributed by the agent to the normal schools, or classes formed in the schools in the larger towns. One normal school sent out as many as 15 teachers. The agent is most laudatory of these schools, and urges the board to establish normal schools at all important points throughout the State, and especially in connexion with the university.

Summary of schools organized by, and under the management of, the various charitable and religious associations, and private schools.

	Schools.	Teachers.	Pupils.
Under American Missionary Association and Union Commission	19	68	2,840
Under Friends' Society	29	40	2,425
Under Episcopal Commission	6	11	600
In Presbyterian schools	16	21	1,100
In private schools	82	84	4,861
Total	152	224	11,826

The above figures give the highest number in the respective schools during the present term. This was reached in January. The number in school at this date does not exceed 10,000.

COLLEGES AND COLLEGIATE INSTITUTES, MALE AND FEMALE.

University of North Carolina.—This institution is situated at Chapel Hill, Orange County; was established in 1795; has a president (Rev. Solomon Pool) and five professors; number of students in attendance during the year, 35; whole number enrolled, first term, 10; second term, 31; total, 41; whole number of graduates, since the institution was established, 1,734.

Davidson College, established in 1830, is situated in Mecklenburg County; has a faculty of 5 professors, and 122 students. This institution, under the presidency of Rev. G. N. McPhail, is in a flourishing condition.

Trinity College is situated in Randolph County; has a president, 6 professors, and 142 students, with three courses of study, classical, scientific, and theological, requiring each four years.

Olin College, situated in Iredell County, was established in 1853; has a president, 2 professors, and 48 students.

North Carolina College, situated at Mount Pleasant, Cabarrus County, has a president, 3 professors, and 65 students.

Concord Female Presbyterian College, located at Statesville, Iredell County, was established in 1824; has a president, 4 instructors, and 50 scholars.

Salem Female Academy, situated at Salem, has a president, 24 teachers, and 268 pupils. This flourishing institution, under the auspices of the Moravian Church, founded in 1804, is believed to be one of the oldest institutions of the kind in the Southern States.

PUBLIC CHARITIES.

An institution for deaf, dumb, and blind was established January 1849, excepting department for the blind, which was added to the institution in 1851. Since the close of the war a department has been organized for the colored youth—the first instance of the kind in the South. This institution, since it has been more fully organized and its workings more fully understood, has taken a deep hold on the heart of the people, and an ample appropriation was made for its support by the general assembly for the fiscal year ending July 1, 1869. The members of the assembly have taken a warm interest in the institution, and themselves take special pains to search out and send to it the deaf, dumb, and blind from their respective counties. The officers of the institution consist of a principal, 7 teachers, including professor of music, and 5 assistant teachers. Whole number of pupils, 154; of these there are of deaf and dumb, 86; of blind, 40, white; of deaf and dumb, 21, and of blind 7, colored. The amount appropriated by the legislature was $38,000; of this sum $3,000 was on hand at the close of the fiscal year. Treasurer's report shows amount received from all sources, $43,014 75.

Insane Asylum.—This institution is under the management of Dr. Eugene Grisson and his excellent assistant, Dr. F. T. Fuller. There is a board of supervisors, of which the governor is ex-officio president. There are five officers connected with the institution, which is at this time greatly crowded, and an earnest appeal is made for its enlargement, enforced by the consideration that there are now over four hundred insane persons in the State, confined in jails and poor-houses, or kept at home, to the annoyance of their friends and neighbors, awaiting admission into the institution. The number of inmates at the present time not given.

REPORT OF THE BOARD OF EDUCATION..

This report gives the following exhibit of the public school fund: Principal on hand November 1, 1869, in gross, $2,065,342 43. Of this sum $1,047,100 is worthless bank stock, and $50,000 is Roanoke Navigation stock, and unavailable. The net public school fund is stated to be not less than $968,242 43. Balance in hands of public treasurer October 1, 1868, was $150,035 84; receipts of educational fund for fiscal year ending September 30, 1869, $169,870 93; total, $319,906 27. Disbursements of educational fund for fiscal ending September 30, 1869, $167,158 18, leaving in hands of the public treasurer October 1, 1869, $152,748 09.

The school law provides for grading the schools into high, grammar, and primary, and directs the text books to be used in each. To the list of studies prescribed by the general assembly, the board of education has added algebra, physiology, philosophy, astronomy, chemistry, bookkeeping, elocution, and music (vocal.)

SCHOOL-HOUSES.

In the report plans and drawings are given for the building of school-houses and the proper arrangement and ventilation of school-rooms. The necessity of a larger State appropriation is urged, by means of a capitation tax of $2 per head, that the 350,000 children of school age in the State may be instructed. The report shows a considerable portion of the State school fund locked up in unavailable swamp lands, bank and other stocks.

PENAL INSTITUTIONS.

Since Howard sacrified his life in attempting the reform of these institutions, and Mrs. Foy's gentle voice was heard in the cells of the vicious—those receptacles for criminals in England—a marked change has taken place in the prevailing ideas in regard to penal institutions. It is no longer simply to punish. It is no longer to satisfy justice, but to reform the offender. In harmony this with the progressive spirit of the age, under the benign influences of Christianity.

It appears that the general assembly has hitherto made no provision by which the statistics of the county prisons and alms-houses are required to be collected and returned to any officer of the State. There are 63 prisons reported as being in use in as many counties. Some have been burned and others not reported. In these 63 prisons there are: of white males, 62; of females, 5; of colored males, 266; of females, 18; total, 351. In addition to these there are in the Craven County prison 21 inmates; proportion of males and females, or of white and colored, not given. Whole number of those reported in the State under prison discipline, 372. The ages of these range from 10 to 70.

POOR-HOUSES.

Of these there are in the State 61, and one nearly finished. Whole number of inmates at the present time, 1,026; of these 180 are able to work and 163 are helpless.

PENITENTIARY.

It appears that the general assembly have at last undertaken the great work of establishing a penitentiary worthy of the confidence and support of the people, but we are not informed as to how far the work has progressed or what plans of reform have been adopted.

PEABODY FUND.

The agents of the Peabody Fund have been delaying offers of aid to the schools throughout the State until the establishment of the free schools required by law, as nearly as the funds will permit, intending to afford such aid as appears necessary.

The city of Wilmington, which last year raised more than $7,000 by voluntary contributions for free schools, is aided to the amount of $1,500. To the city of Newbern $1,000 is offered, conditionally. Newport is to receive $300 upon conditions, which are carried out. In Charlotte the fund affords aid of $300 for 100 pupils. Little River Academy, free in all the English studies, received $300 a year; also the town of Smithville. For Hillsborough, $500 has been placed at the discretion of Governor Graham. Offered to Salisbury and Thomasville, $300. Raleigh and other towns have been offered aid, but have not yet fulfilled conditions.

WILMINGTON.

In response to our circular, a letter dated October 28, 1870, has just come to hand from the county examiner and city superintendent of schools at Wilmington, Miss Amy M. Bradley, from which letter the following information is extracted:

"The free schools of Wilmington are not supported by the city, but are mission schools, and have been in operation since January 9, 1867. The first school was opened by me, under the auspices of the Soldiers' Memorial Society of Boston, Massachusetts, and the American Unitarian Association, and the work has been continued to the present time by the same societies, with additional assistance during the last two years from the Peabody educational fund, through its agent, Rev. B. Sears, D. D. Beginning with three pupils, before the close of the year the number had increased to 157, necessitating additional buildings and teachers. The second year the pupils numbered 188. The work grew so rapidly on my hands that I was obliged to erect a new building, which was called the Hemenway school, in honor of one of the lady patrons of the work in Boston. At that time I resigned my position as teacher, and was appointed by our society superintendent. Seven teachers were employed during the third term, ending June 30, 1869, and 430 children were instructed. The fourth term, and last year of which you wish a report, commenced in October 1869, and closed in June 1870. Another room was added to the old building for a normal division, and the school divided into four grades—normal, grammar, intermediate, and primary, with four teachers, and an aggregate attendance of 271 pupils during the year. The Hemenway school, with 150 chairs, has 176 pupils and three teachers, aggregating 447 scholars, and 7 teachers, all women.

"The entire cost of the mission, from its beginning, January 9, 1867, to the close of the fourth scholastic year, June 30, 1870, including buildings, salaries, &c., is $15,288 80, of which $3,000 were received from the Peabody fund, the remainder from the two societies mentioned, with aid from the churches and friends of the mission.

"Just before the term closed in June last, I was appointed county examiner for New Hanover County, which places me in a position to aid in establishing schools throughout the county as soon as money is raised for that purpose."

OHIO.

The annual report of the commissioner of common schools, Hon. W. D. Henkle, for the year ending August 31, 1869, gives the following:

		Increase for the year.
Number of white youth in the State	1,004,658	10,842
Number of colored youth in the State	24,219	368
Total number of youth in the State	1,028,877	11,210
Total number of pupils enrolled	740,382	8,610
In high schools: boys, 5,665; girls, 6,481; total	12,146	188
In German and English schools: boys, 3,366; girls, 3,143; total	6,509	1,193
In colored schools: boys, 5,162; girls, 4,913; total	10,075	
Decrease for the year: boys, 247; girls, 82; total	329	
In sub-district schools: boys, 283,141; girls, 250,099; total	533,240	
Decrease for the year	10,270	

		Increase for the year.
In separate district schools, ungraded	221	53
In separate district schools, graded	2,158	51
Number of teachers necessary to supply schools	14,182	112
Number of different teachers employed during the year	21,626	34
Number of different gentlemen teachers employed during the year	9,171	317
Number of different lady teachers employed during the year	12,455	
Decrease	283	
Average wages of gentlemen teachers in all the schools	$55 63	$0 51
Average wages of lady teachers in all the schools	$33 26	$0 60
Whole number of schools	11,714	
Whole number of colored schools	204	15
Average number of weeks schools were kept	30.19	2.38
Number of volumes in libraries	258,371	
Value of school apparatus	$160,302	$9,053
Total school expenses for the year, including sites, buildings, &c	$6,614,816 59	

In some of the rural districts of the State it is found to be impossible for the boards of education to sustain the schools the time required by law, even when the full local levy permitted by law is made. The difficulty arises from the sparseness of the population, and the small amount of taxable property in these districts.

The number of districts in which teachers "boarded round," (2,025,) shows a decrease for the year of 313; the decrease of the same item the previous year was 243.

The total number of schools in the State shows a decrease of 69 over the previous year, a fact which only indicates a healthful tendency toward a much-needed consolidation and thorough grading of the schools.

To the present system of township boards and local directors grave objections are reported. A large proportion of the legal questions arising in the operation of the school law grow out of the conflict of local directors with township boards. There is scarcely a day that the State commissioner is not called upon to decide such questions. It is believed that the present mongrel system should give place to the purely township system, in which all the schools of a township should be under the exclusive control of a board of education, chosen by the electors of the township. In this case, the system would conform to that which has been adopted in most of the towns of the State with such satisfactory results. The experience of other States in which the purely township system has been tried, demonstrates its superiority to the district system.

TEACHERS' INSTITUTES.

The influence of well-conducted teachers' institutes can scarcely be estimated in dollars and cents. It is gratifying to know that more institutes were held in the State last year than in any preceding year. The character of the instruction given in these institutes is gradually improving. Many teachers, and especially young teachers, are aroused to new energy by the instruction and encouragement given by the institute lecturers.

There has been, within the last year, an increased educational activity in the State The number of persons in attendance at the twenty-first annual meeting of the Ohio teachers' association, held in Cleveland in July last, was greater than at any previous meeting. An association auxiliary to the State association has recently been organized under the name of the Northeastern Ohio teachers' association; a similar association has likewise been organized for Central Ohio. In the last school year the association of city and town superintendents held two meetings, and the association of college presidents and professors, one. The number of teachers' institutes has largely increased, as well as the amount of money invested in the building of school-houses. It is believed that the appropriations for education in Ohio are as liberal as in any other State of the Union. The proportion of children growing up in entire ignorance of the elements of school education has greatly diminished. In many parts of the State it would be difficult to find a native-born child fifteen years of age unable to read.

DEMAND FOR SUPERVISION.

The demand for county supervision of schools is on the increase. The resolutions passed by educational associations and by numerous teachers' institutes, and the assent to these resolutions of the intelligent friends of education, clearly indicate that something more is needed to infuse new life into the schools, especially those of the rural districts. The beneficial effect of supervision on the schools in cities and towns has demonstrated the fact that judicious supervision is a powerful educational agency.

HIGHER INSTITUTIONS OF LEARNING.

It is impossible in the limits of this report to give an extended account of each college and university in Ohio. The superintendent's report embraces statistical information respecting institutions of learning not connected with the State—colleges, seminaries, and normal academies, to the number of 84—a condensed statement of which is as follows:

NORMAL SCHOOLS AND ACADEMIES.

Total number, 33. Students preparing to teach—ladies, 386; gentlemen, 680—1,066. Preparing to enter college—ladies, 29; gentlemen, 153—182. Number who teach at intervals, to provide means for continuing in attendance—ladies, 258; gentlemen, 451—709. The number of graduates for 1869 has been 42; the total number of graduates 299. The total estimated value of buildings and grounds belonging to these schools is $350,000; of apparatus, $10,000. The number of volumes in libraries, 6,857.

COLLEGES AND UNIVERSITIES.

In number, 26. Graduates for 1869, 283. Total number of graduates, 4,843. Attendance for the year—ladies, 1,372; gentlemen, 4,360—5,732. Number of professors, 167; tutors, 57. Total aggregate amount of endowment funds, $1,830,633. Increase for the year, $110,175. Total estimated value of buildings and grounds, $2,011,000; of apparatus, $79,789.

YOUNG LADIES' SEMINARIES.

In number, 28. Aggregate attendance, 2,866; average attendance, 684. Graduated 1869, 183. Total number of graduates, 2,526. Number preparing to teach, 161. Granted free tuition, 77. Aggregate number of volumes in libraries, 18,377.

THE BIBLE IN SCHOOLS.

In regard to the recent agitation of this question in Cincinnati, the superintendent gives the following account:

"I deem it proper to include in this report a reference to a legal question which has arisen in consequence of two resolutions passed by the Cincinnati board of education, excluding from the public schools of the city the reading of the Bible and religious books. The resolutions referred to are as follows:

"'*Resolved*, That religious instruction and the reading of religious books, including the Holy Bible, are prohibited in the common schools of Cincinnati, it being the true object and intent of this rule to allow the children of the parents of all sects and opinions in matters of faith and worship to enjoy alike the benefit of the common school fund.

"'*Resolved*, That so much of the regulations on the course of study and text-books in the intermediate and district schools (page 213 annual report) as reads as follows: "The opening exercises in every department shall commence by reading a portion of the Bible by or under the direction of the teacher, and appropriate singing by the pupils," be repealed.'

"The remaining part of the regulation referred to, not formally repealed, is as follows:

"'The pupils of the common schools may read such version of the Sacred Scriptures as their parents or guardians may prefer, provided that such preference of any version, except the one now in use, (King James's version, as published by the American Bible Society,) be communicated by the parents and guardians to the principal teachers, and that no notes or marginal readings be allowed in the schools, or comments made by the teachers on the text of any version that is or may be introduced.'

"The resolutions quoted above were passed at a regular meeting of the board of education, November 1, 1869, by a vote of 22 to 14.

"On the 2d of November, 37 prominent citizens, on behalf of themselves and many others, citizens and tax-payers of Cincinnati, applied to the superior court of Cincinnati for a restraining order against the board of education. A temporary restraining order was granted, and Thursday, November 4, at 10 o'clock, was set for the time that the defendants should show cause why such application should not be granted permanently. By consent, the time was changed to November 7, and the temporary injunction continued. When the time arrived, the court, by consent of all parties, assigned the case for hearing before the full bench, November 30.

"The name of the president of the board, H. L. Wehmer, appears in the case as a defendant. The regulation repealed in the second resolution was adopted in 1852 by the board of trustees and visitors of common schools, the former title of the board of education.

"When the case came up for hearing, W. M. Ramsey, J. B. Stallo, Geo. Hoadley, Geo. R. Sage, Stanley Matthews, and Rufus King, in succession, addressed the court—Stallo, Hoadley, and Matthews speaking in behalf of the board of education.

"On Wednesday, February 15, 1870, the court, in general term, gave their opinions, those of Judges Hagans and Storer for making the injunction perpetual, and that of Judge Taft against the injunction. On February 18, 1870, judgment was rendered against the defendants, and their motion for a new trial overruled. 'The defendants excepted to said overruling and to said judgment, and tendered their bill of exceptions in that behalf,' which was accordingly allowed, signed, and ordered to be filed as part of the record.

"On March 1, 1870, the case came before the supreme court of Ohio, at Columbus, on a petition in error, and the hearing was set for December 6, 1870.

"The proceedings in the case before the superior court have been published in an octavo volume of 420 pages, by Robert Clarke & Co., Cincinnati. This volume is, I believe, to be submitted to the supreme court instead of any further argument by the counsel.

"A bill comprehending the views of the first resolution of the Cincinnati board of education was, some time ago, introduced into the house of representatives by Mr. Ward, of Hamilton County. Shortly after a joint resolution was offered by Mr. Hubbard, of Cuyahoga County, affirming that, while it is unwise to forbid the reading of the Bible, the singing of religious hymns, or prayer, in the public schools, it is also unwise to compel such exercises, and that in each district the subject should be left to a vote, provided these exercises shall not be excluded by the school authorities, without a written request of a majority of the electors of the district.

"These movements resulted in the preparation in the school department of the following bill, which was submitted to a number of the prominent educational men of the State, who favor both the Bible and the noble principle of religious toleration which is embodied in our State constitution, as well as to some persons who are opposed to the use of the Bible in the public schools, and received, in the main, their indorsement. This bill is only a formal statement of what has always been the public opinion of the great mass of the people of Ohio in reference to religious exercises in the public schools:

"'A bill to regulate religious exercises in the public schools of Ohio.

"'SECTION 1. *Be it enacted by the general assembly of the State of Ohio*, That it shall be unlawful for any board of education or local school directors in this State either to enjoin or prevent, directly or indirectly, the reading of the Bible, the singing of religious hymns, or prayer, in any school under their charge; but the privilege is hereby expressly granted to any teacher in any public school to devote a portion of time, not to exceed fifteen minutes each day, before or after the regular secular exercises of the school, in such non-sectarian religious exercises as he or she may deem proper: *Provided*, That no pupil shall be required to be present at such exercises whose parent or guardian desires such pupil to be excused: *And provided further*, That the exercises shall be at the latter time aforesaid, when the parent or guardian of any pupil claims that the detention of such pupil until after the religious exercises in the morning is an inconvenience.

"'SECTION 2. This act to take effect on its passage.'

"It was the understanding that, if Mr. Hubbard's resolution was called up for further action, he would move the substitution of the above bill for it. No further action has been taken up to this date—April 7, 1870."

CINCINNATI.

The report of the president of the board of education, Hon. Francis Perry, for the school year ending June 30, 1869, begins with the statement that "the year 1868–'69 has been in every way one of the most prosperous in our school history. The reports of the superintendent, with their accompanying tables of carefully prepared statistics, and the reports of the different committees, will give our citizens full information in regard to what has been accomplished in the various schools.

"The teachers of the schools have been earnest and faithful in the discharge of their responsible duties, and have, in general, manifested a commendable spirit of professional progress.

"Three elegant and commodious new school buildings, two of which will be finished early in the coming school year, and the other before its close, will add largely to our present school accommodations.

"The year has also been distinguished by the establishment in the eighth district of an institution, the want of which has long been felt by those of our citizens most interested in the proper education of youth—the Cincinnati normal school. The conduct of the school, under the direction of its accomplished principal, and the training of teachers therein, have fully met our most sanguine expectations. This school cannot fail in the future, with a wise management, to exert a powerful and beneficial effect in improving methods of instruction in all grades of our schools. If anything is well settled in educational matters, it is the necessity of a special training to fit teachers for their vocation.

"The plan adopted by the board, of dismissing the schools at stated intervals to permit the teachers of the lower grades to take special lessons in drawing and phonic reading, has, it is believed, sufficiently prepared those teachers to instruct in the elements of both sucessfully."

REPORT OF THE CITY SUPERINTENDENT OF CINCINNATI.

The annual report of the city superintendent, the Hon. John Hancock, gives full statistical information regarding the schools, from which the following is extracted:

Estimated population of the city	225,000
Number of white youth in city, between five and twenty-one years of age	96,155
Number of colored youth in city, between five and twenty-one years of age	4,067
Number of different pupils registered during the year	24,828
Number of schools: high, 2; intermediate, 2; district, 19	23
Average number of pupils belonging	19,591
Average daily number in attendance	18,637
Per cent. of daily attendance on whole number registered	71.04
Total expenditures for school purposes	$680,011 37
Total expenditures for salaries of teachers	336,536 22

"The general average of pupils to the teacher, in the district school, is 50.3; in the intermediate, 48.9. The reported number of cases of tardiness in the district and intermediate schools for the last four months was 52,388, or an average of over 13,000 cases per month. At the same rate, the number of cases for the year would amount to 130,000. Large as this reported number is, I have every reason to believe the actual number would very considerably exceed it.

"The phonic method has now been very generally adopted in the schools as the basis of instruction in reading in the lower grades.

"Since the beginning of the present school year, the department of drawing has been throughly reorganized. The superintendent of drawing gives regular lessons two days in the week, and devotes the remainder of his time to supervision.

"The three lower grades are taught by the regular teachers, who are themselves taught by Mr. Forbriger—the schools of each grade, in accordance with a resolution of the board, being dismissed once a month, on Friday afternoon, at recess, to permit the teachers to gather at some convenient school-house for the purpose of receiving such instruction.

"With this course of drawing in our public schools, the excellent and long-established school of design of the Ohio Mechanics' Institute, and the new school of the same kind, under the direction of the trustees of the McMicken Fund, we shall be able to afford such facilities for the development of the artistic talent in our community as are now possessed by no other city in the country.

"In accordance with a resolution of the board, directing the establishment of night schools, eight were opened, viz: seven district and one high school. There are now 1,289 in nightly attendance. The number enrolled was 1,555, of whom 202 were girls. The number of teachers employed is 36. Eight of these teachers receive $50 per month, and the remainder $45. The interest and earnestness of the pupils, if we except some of the classes of the smaller boys, are very gratifying; and among the Germans attending for the purpose of studying English, some 270 in number, they are truly admirable.

NORMAL SCHOOL.

"It had been the design of the committee on normal school, with the concurrence of the board, to open this school about the beginning of February last. But, notwithstanding a vigorous correspondence, looking to the selection of a principal for the school, was carried on in various quarters, and that a visit East was made by a member of the committee, with a like intent, it was found impossible to secure just the person for so responsible a position in time. The committee was finally fortunate enough to engage Miss Sarah D. Dugane, a graduate of the Oswego training school, and for four years connected with the normal and training school of Boston, for the place. Under her supervision the school was opened at the beginning of the present school year, one room in the eighth district school-house having been set apart for the normal department, and two for the practice school. The latter is under the direction and instruction of Miss Emily M. Merriam, also a graduate of the Oswego training school. The school embraces classes from the four lower grades of the eighth district school."

COLUMBUS.

From the report of the city superintendent of schools, Hon. W. Mitchell, for the year 1868-'69, the following is extracted:

Number of children from five to twenty-one years of age	8,566
Number enrolled in public schools	4,936

Per cent. enrolled on enumeration	57.6
Average daily attendance	3,600.6
Number of boys enrolled	2,447
Number of girls enrolled	2,489
Number of schools	66
Number of teachers	87
Expenditures for school purposes	$101,119 37

There are five schools for colored children—two primary, two secondary, and one grammar school.

From the table showing the number of children enumerated, and the number enrolled in the schools at different ages, it appears that there are a larger number of children enumerated at the age of seven than at any other; a larger number enrolled at the age of eight, and that at the age of thirteen the largest per cent. of those enumerated are enrolled in school.

Four-fifths of all the children of the city, between the ages of seven and fifteen, have been, for a longer or shorter time during the year, enrolled in the public schools. Of those fifteen, sixteen, and seventeen years of age, one-third have received instruction some portion of the year. Estimating the number of children attending parochial and other private schools, it is believed that there remain in the city at least 2,130 who receive no school instruction.

CLEVELAND.

The thirty-third annual report of the board of education for the year 1869 includes a report of the president of the board, Hon. E. R. Perkins, and of the superintendent of instruction, Hon. Andrew J. Rickoff, which comprise, among many other items of interest, the following:

		Increase for the year.
Enumeration of youth	27,524	1,701
Whole number registered	11,151	997
Average number belonging	76,947	634.9
Average daily attendance	7,222.3	599.1
Teachers employed: men, 14; women, 148; special, 3	162	5
Average daily attendance to each teacher	44.7	2.25
Number attending private schools: boys, 564; girls, 682	1,246	
Attending church schools: boys, 2,574; girls, 2,839	5,413	

Of all the children in this city at twelve years of age, little more than one-half were in school at all last year; more than two-thirds of those at fourteen, and seven-eighths at sixteen, never darkened the school-house doors.

By far the largest part of the youth reported as attending church institutions are enrolled in the Catholic schools; a part, in the schools attached to Protestant German churches. The most of those returned as in private schools go to German schools; comparatively few to the English.

If all the school-going population of our city were in the public schools, our accommodations would fall short of the demand; how far, we may judge by recurring to the fact that the greatest number we can possibly receive in all our school buildings is only 10,753.

Total population, (United States census, June 1870,) 93,985.

List of school officers of Ohio.

Hon. W. D. HENKLE, *commissioner of common schools, Columbus.*

CITY SUPERINTENDENTS OR PRINCIPALS OF GRADED SCHOOLS.

County.	City or district.	Superintendent.
Adams	Manchester	W. D. Burbage.
Allen	La Fayette	J. M. Baker.
Ashtabula	Ashtabula	George Beck.
Athens	Athens	J. M. Goodspeed.
Belmont	Bridgeport	A. B. Castle.
Butler	Hamilton	E. Bishop.
Champaign	Urbana	E. C. McClintock.
Clarke	Springfield	J. F. Reinmund.
Clermont	Batavia	G. W. Felter.
Clinton	Wilmington	C. W. Pritchard.
Columbiana	Columbiana	Clara A. Haas.
Crawford	Crestline	D. I. Foust.
Cuyahoga	Cleveland	A. J. Rickoff.
Darke	Gettysburg	C. H. Newcombe.
Delaware	Delaware	J. S. Campbell.
Erie	Sandusky	M. F. Cowdesy.
Fairfield	Lancaster	G. W. Welsh.
Franklin	Columbus	William Mitchell.
Gallia	Gallipolis	H. J. Caldwell.
Geauga	Parkman	R. Burton.
Greene	Yellow Springs	C. B. Palmer.
Guernsey	Washington	J. J. Burns.
Hamilton	Cincinnati	John Hancock.
Hancock	Findlay	E. Miller.
Hardin	Kenton	W. H. H. Avery.
Henry	Napoleon	J. H. Loomis.
Highland	Greenfield	C. W. Cole.
Hocking	Logan	J. C. Mitchell.
Holmes	Millersburg	A. S. Millholland.
Huron	Bellevue	J. B. Loveland.
Jackson	Jackson	C. S. Smart.
Jefferson	Steubenville	J. Buchanan.
Knox	Mt. Vernon	R. B. Marsh.
Lake	Painesville	T. W. Harvey.
Lawrence	Hanging Rock	H. M. Adams.
Licking	Newark	G. W. Walker.
Logan	Bellefontaine	J. Shaw.
Logan	Quincy	J. S. Mason.
Lorain	Oberlin	S. Sedgwick.
Lucas	Toledo	D. F. DeWolf.
Madison	London	W. M. McClintock.
Mahoning	Youngstown	P. T. Caldwell.
Marion	Marion	Mrs. Cuscaden.
Medina	Medina	S. G. Barnard.
Meigs	Pomeroy	A. Whitman.
Mercer	Celina	S. F. De Ford.
Miami	Piqua	W. Richardson.
Miami	Troy	A. J. Thompson.
Montgomery	Miamisburg	L. O. Foose.
Morgan	McConnellsville	T. M. Stevenson.
Morrow	Chesterville	P. M. Moore.
Muskingum	West Zanesville	D. Harris.
Noble	Middleburg	W. H. Piggott.
Ottawa	Elmore	J. Jenney.
Perry	Somerset	H. S. Doubleday.
Pickaway	Circleville	C. S. Smart.
Pike	Piketon	W. P. Eastman.
Portage	Ravenna	W. V. Hussey.
Preble	Lewisburg	C. C. Featherling.
Preble	New Paris	G. W. Gates.

School officers of Ohio—Continued.

County.	City or district.	Superintendent.
Putnam	Calloday	A. Z. Thomas.
Richland	Belleville	H. P. Barnes.
Ross	Chillicothe	G. H. Brenneman.
Sandusky	Clyde	S. Motley.
Scioto	Portsmouth	John Bolton.
Seneca	Tiffin	S. J. Kirkwood.
Shelby	Sydney	W. C. Catlin.
Stark	Alliance	W. H. Dressler.
Stark	Marlboro	F. S. Campbell.
Stark	Wilmot	A. C. Robertson.
Summit	Cuyahoga	V. P. Kline.
Summit	Hudson	—— Hassford.
Trumbull	Bloomfield	P. N. Haskell.
Trumbull	Warren	W. H. Pitt.
Tuscarawas	Dover	W. Hill.
Union	Marysville	F. Wood.
Van Wert	Van Wert	George B. Lane.
Warren	Franklin	H. Bennett.
Warren	Mainville	N. Dwinnell.
Warren	Morrow	J. C. Kinney.
Washington	Marietta	G. B. Gear.
Washington	Newport	M. C. Grimes.
Wayne	Dalton	W. H. Kidd.
Wayne	Wooster	J. Brinkerhoof.
Williams	Bryan	J. J. Sadler.
Wood	Portage	R. M. Donnelly.
Wyandott	Nevada	M. E. Williams.
Wyandott	Upper Sandusky	J. H. Myers.

Statistical details of the number of townships, separate districts, sub-districts, and the number of graded and ungraded schools in Ohio, for 1863.

Counties.	Number of townships.	Number of separate districts.	NUMBER OF SUB-DISTRICTS.			NUMBER OF SCHOOLS.							
						Sub-districts.		Sep. dist's.					
			Single.	Joint.	Total.	Ungraded.	Graded.	Ungraded.	Graded.	Central or high.	German and English.	Colored.	Total.
Adams	12	3	117	13	130	130	.....	1	2	2	.....	3	138
Allen	12	7	99	7	106	104	2	1	6	3	.....	.....	116
Ashland	15	4	101	15	116	116	.....	3	1	1	.....	.....	121
Ashtabula	28	5	185	31	216	215	1	1	4	4	.....	.....	225
Athens	14	5	131	10	141	141	.....	3	2	1	.....	2	149
Auglaize	14	5	88	5	93	92	1	2	3	1	2	.....	101
Belmont	16	7	133	19	152	149	3	3	4	3	.....	7	169
Brown	16	5	128	14	142	141	1	.....	5	3	2	7	159
Butler	13	6	105	11	116	112	4	2	20	3	4	3	148
Carroll	14	3	97	.....	97	97	.....	2	1	3	.....	.....	103
Champaign	12	5	96	6	102	99	3	2	3	2	.....	6	115
Clarke	10	5	79	13	92	90	2	2	.....	1	2	3	100
Clermont	14	10	109	24	133	133	.....	3	7	2	1	6	152
Clinton	13	6	76	19	95	93	2	4	2	.....	.....	6	107
Columbiana	18	8	123	9	132	132	.....	1	7	4	.....	.....	144
Coshocton	22	2	124	14	138	135	3	.....	2	2	.....	.....	142
Crawford	15	3	107	4	111	106	5	.....	3	3	1	.....	118
Cuyahoga	19	7	135	21	156	152	4	1	13	3	.....	.....	173
Darke	20	8	156	6	162	162	.....	4	4	1	1	4	176
Defiance	12	1	97	1	98	98	.....	.....	1	1	1	1	102
Delaware	18	4	137	12	149	149	.....	.....	4	.....	.....	.....	153
Erie	10	6	63	18	81	79	2	1	5	5	4	.....	96
Fairfield	13	9	117	13	130	128	2	4	5	2	.....	1	142
Fayette	10	3	79	4	83	82	1	1	2	.....	.....	4	90
Franklin	18	7	165	17	182	180	2	2	10	7	2	7	210
Fulton	12	4	100	8	108	108	.....	3	1	1	.....	.....	113
Gallia	15	1	122	14	136	136	.....	.....	1	1	.....	16	154
Geauga	16	1	112	17	129	129	.....	.....	1	3	.....	.....	133
Greene	12	9	68	24	92	92	.....	2	7	2	.....	10	113
Guernsey	19	6	112	15	127	126	1	3	3	1	.....	3	137
Hamilton	15	51	91	13	104	81	23	9	42	8	1	12	176
Hancock	18	4	138	1	139	139	.....	.....	4	2	1	.....	146
Hardin	15	4	102	2	104	103	1	2	2	2	1	.....	111
Harrison	15	7	87	8	95	95	.....	5	2	1	.....	2	105
Henry	13	2	81	4	85	85	.....	1	1	2	.....	.....	89
Highland	17	7	98	30	128	128	.....	5	4	2	.....	6	145
Hocking	11	1	95	4	99	99	.....	.....	1	1	.....	3	104
Holmes	14	1	103	2	105	105	.....	.....	1	1	2	.....	109
Huron	19	8	116	32	148	145	3	1	7	6	1	.....	163

Jackson	11	1	91	9	100	100	.....	.....	1	1	.....	7	109
Jefferson	14	5	98	16	114	114	.....	1	4	3	.....	4	126
Knox	22	2	131	17	148	147	1	.....	2	2	.....	.....	152
Lake	8	4	68	15	83	83	.....	.....	4	3	.....	.....	90
Lawrence	14	2	105	3	108	107	1	.....	2	2	1	6	119
Licking	26	7	170	28	198	198	.....	.....	7	8	1	1	215
Logan	17	6	110	7	117	114	3	.....	6	3	.....	5	131
Lorain	21	6	136	24	160	148	12	.....	6	3	.....	.....	169
Lucas	12	6	65	5	70	70	.....	1	17	4	8	1	101
Madison	14	4	79	7	86	86	.....	1	3	1	.....	1	92
Mahoning	15	4	113	17	130	128	2	.....	4	3	.....	.....	137
Marion	15	4	110	7	117	117	.....	2	2	2	.....	.....	123
Medina	17	4	121	23	144	142	2	1	3	3	.....	.....	151
Meigs	12	8	119	7	126	126	.....	2	6	.....	1	2	137
Mercer	14	2	93	8	101	99	2	1	1	1	.....	5	109
Miami	12	6	102	7	109	109	.....	1	6	2	.....	2	120
Monroe	18	4	123	18	141	141	.....	.....	4	.....	.....	1	146
Montgomery	14	6	110	8	118	114	4	2	8	3	1	2	134
Morgan	14	3	121	7	128	126	2	.....	3	2	.....	1	134
Morrow	16	3	97	19	116	113	3	.....	3	2	.....	.....	121
Muskingum	24	10	149	14	163	162	1	4	8	3	1	5	184
Noble	15	3	112	14	126	126	.....	1	2	1	.....	.....	130
Ottawa	11	2	57	1	58	54	4	.....	2	2	.....	.....	62
Paulding	12	1	69	3	72	72	.....	1	.....	.....	.....	4	77
Perry	13	2	103	9	112	110	2	1	1	1	.....	.....	115
Pickaway	15	5	96	8	104	104	.....	2	3	2	.....	1	112
Pike	14	2	78	9	87	87	.....	.....	2	.....	1	7	97
Portage	20	4	132	30	162	162	.....	2	2	3	.....	.....	169
Preble	12	7	90	7	97	93	4	3	.....	.....	.....	1	101
Putnam	15	6	102	3	105	105	.....	4	2	.....	1	.....	112
Richland	18	7	129	7	136	135	1	3	4	3	2	.....	142
Ross	16	5	140	10	150	149	1	2	7	2	2	12	175
Sandusky	12	5	101	13	114	114	.....	.....	5	3	2	.....	124
Scioto	15	1	88	14	102	98	4	.....	1	2	2	3	110
Seneca	15	5	147	6	153	152	1	2	3	2	1	.....	161
Shelby	14	2	101	2	103	103	.....	2	.....	1	3	5	114
Stark	17	13	125	22	147	140	7	7	6	4	.....	.....	164
Summit	16	8	116	27	143	140	3	3	5	5	.....	.....	156
Trumbull	25	5	171	22	193	187	6	1	4	3	.....	.....	201
Tuscarawas	22	6	128	22	150	145	5	1	5	5	2	.....	163
Union	14	2	114	10	124	123	1	.....	1	.....	.....	2	127
Van Wert	12	2	92	.....	92	92	.....	.....	2	3	.....	1	98
Vinton	12	3	85	4	89	87	2	2	1	2	.....	.....	94
Warren	11	11	78	14	92	90	2	4	7	3	.....	5	111
Washington	23	9	169	28	197	197	.....	4	5	2	.....	8	216
Wayne	16	8	124	16	140	137	3	3	5	1	.....	.....	149
Williams	12	5	114	2	116	114	2	2	3	5	.....	.....	126
Wood	18	4	130	9	139	135	4	.....	4	2	.....	.....	145
Wyandott	13	3	94	12	106	102	4	.....	3	.....	.....	.....	109
Totals	1,347	473	9,668	1,070	10,738	10,583	155	140	379	198	55	204	11,714

Statistical details of the average number of pupils in daily attendance in the schools in Ohio for the year 1869.

Counties.	Sub-district.		SEPARATE DISTRICT.				Central or high.		German and English.		Colored.		Total.		Grand total.
			Ungraded.		Graded.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
Adams	1 889	1, 613	49	27	131	106	.....	.....	.....	.....	22	16	2, 091	1, 762	3, 853
Allen	1, 814	1, 524	37	35	576	454	40	65	.....	.....	.....	.....	2, 467	2, 178	4, 645
Ashland	1, 823	1, 719	104	148	184	169	16	35	.....	.....	.....	.....	2, 127	2, 071	4, 198
Ashtabula	2, 464	2, 051	84	60	274	268	33	47	.....	.....	.....	.....	2, 855	2, 426	5, 281
Athens	1, 857	1, 768	78	65	225	119	11	32	.....	.....	.....	.....	2, 171	1, 984	4, 155
Auglaize	1, 371	1, 201	35	28	249	254	30	42	160	150	.....	.....	1, 845	1, 675	3, 520
Belmont	2, 736	2, 256	331	349	302	320	31	63	.....	.....	82	67	3, 482	3, 055	6, 537
Brown	2, 048	1, 996	.....	.....	495	468	25	25	37	11	142	126	2, 747	2, 626	5, 373
Butler	1, 826	1, 602	65	56	870	900	66	81	107	130	56	58	2, 990	2, 827	5, 817
Carroll	1, 541	1, 364	90	97	52	60	.....	.....	.....	.....	.....	.....	1, 683	1, 521	3, 204
Champaign	1, 421	1, 186	84	75	343	325	21	31	.....	.....	57	53	1, 926	1, 670	3, 596
Clarke	1, 655	1, 359	64	66	717	697	16	16	77	73	84	67	2, 613	2, 278	4, 891
Clermont	2, 497	2, 135	150	150	605	620	62	50	15	14	74	82	3, 403	3, 051	6, 454
Clinton	1, 541	1, 348	200	232	134	176	.....	.....	.....	.....	54	48	2, 019	1, 804	3, 823
Columbiana	2, 186	1, 981	17	25	860	891	65	85	.....	.....	.....	.....	3, 128	2, 982	6, 110
Coshocton	1, 984	1, 772	.....	.....	167	149	36	34	.....	.....	.....	.....	2, 187	1, 955	4, 142
Crawford	1, 768	1, 563	.....	.....	610	509	47	71	46	43	.....	.....	2, 471	2, 186	4, 657
Cuyahoga	2, 444	2, 374	88	68	3, 937	3, 754	107	138	.....	.....	.....	.....	6, 576	6, 334	12, 910
Darke	2, 492	2, 112	108	93	319	252	19	15	30	28	44	37	3, 012	2, 537	5, 549
Defiance	1, 282	1, 333	.....	.....	150	200	18	20	16	20	9	4	1, 475	1, 577	3, 052
Delaware	1, 947	1, 696	.....	.....	421	440	.....	.....	.....	.....	.....	.....	2, 368	2, 136	4, 504
Erie	991	943	75	64	806	741	63	101	136	147	.....	.....	2, 071	1, 996	4, 067
Fairfield	2, 484	2, 169	150	115	688	411	33	35	.....	.....	26	10	3, 381	2, 740	6, 121
Fayette	1, 271	1, 112	25	35	180	161	30	27	.....	.....	42	49	1, 548	1, 385	2, 932
Franklin	2, 389	2, 101	90	80	1, 376	1, 404	96	149	546	449	138	147	4, 635	4, 330	8, 965
Fulton	1, 540	1, 309	198	105	120	104	33	35	.....	.....	.....	.....	1, 891	1, 553	3, 444
Gallia	1, 860	1, 800	.....	.....	264	242	32	31	.....	.....	196	166	2, 352	2, 239	4, 591
Geauga	1, 198	1, 077	99	95	.....	.....	25	40	.....	.....	.....	.....	1, 322	1, 212	2, 534
Greene	1, 452	1, 156	70	67	601	605	39	50	.....	.....	181	197	2, 343	2, 075	4, 418
Guernsey	2, 015	1, 828	144	153	290	293	19	25	.....	.....	28	23	2, 496	2, 322	4, 818
Hamilton	2, 525	2, 379	373	316	10, 788	9, 632	381	421	159	131	288	357	14, 514	13, 236	27, 750
Hancock	1, 944	1, 728	.....	.....	392	354	65	47	26	41	.....	.....	2, 427	2, 170	4, 597
Hardin	1, 275	1, 212	77	77	212	201	22	46	92	63	8	.....	1, 686	1, 599	3, 285
Harrison	1, 277	1, 258	135	142	149	154	10	20	.....	.....	36	21	1, 607	1, 595	3, 202
Henry	1, 126	975	34	50	78	92	.....	.....	.....	.....	.....	.....	1, 238	1, 117	2, 355
Highland	2, 094	1, 960	35	41	546	575	53	36	.....	.....	89	76	2, 817	2, 688	5, 505
Hocking	1, 598	1, 270	.....	.....	143	135	7	5	.....	.....	11	11	1, 669	1, 421	3, 090
Holmes	2, 806	2, 612	.....	.....	186	191	36	40	73	60	.....	.....	3, 101	2, 903	6, 004
Huron	1, 965	1, 722	48	47	591	526	138	172	23	13	.....	.....	2, 765	2, 480	5, 245

Jackson	1,870	1,634			128	132	20	18			87	79	2,105	1,863	3,968
Jefferson	1,544	1,326	47	33	624	574	70	96			69	60	2,354	2,089	4,443
Knox	2,084	1,867			359	361	34	66					2,477	2,294	4,771
Lake	925	880			434	307	69	77					1,428	1,264	2,692
Lawrence	2,167	1,825			375	415	51	76	26	25	87	82	2,706	2,423	5,129
Licking	2,688	2,455			473	514	110	135	13	12	10	13	3,294	3,129	6,423
Logan	1,632	1,597			472	507	47	55			62	35	2,213	2,194	4,407
Lorain	1,851	1,818			494	494	130	141					2,475	2,453	4,928
Lucas	1,196	1,175	41	39	1,612	1,399	35	61	288	221	24	27	3,196	2,922	6,118
Madison	1,084	1,026	52	48	242	238	29	24			15	20	1,422	1,356	2,778
Mahoning	2,016	1,805			468	480	45	45					2,529	2,330	4,859
Marion	1,278	1,102	45	31	243	272	15	15					1,581	1,420	3,001
Medina	1,744	1,536			142	139	57	64					1,943	1,739	3,682
Meigs	1,631	1,558	36	35	712	642							2,369	2,235	4,604
Mercer	1,472	1,255			145	149	20	21			48	40	1,685	1,465	3,150
Miami	1,787	1,559	129	113	781	848	52	74			74	68	2,823	2,662	5,485
Monroe	2,067	1,763			209	216							2,276	1,979	4,255
Montgomery	2,041	1,725	60	73	1,966	1,834	77	125	58	41	45	30	4,247	3,828	8,075
Morgan	1,746	1,577			210	250	50	50			12	9	2,018	1,886	3,904
Morrow	1,584	1,342			213	246	37	33					1,834	1,621	3,455
Muskingum	2,731	2,341	163	140	1,086	1,001	69	82	55	28	76	72	4,180	3,664	7,844
Noble	2,206	1,688	37	37	41	42							2,284	1,767	4,051
Ottawa	966	836			120	133							1,086	969	2,055
Paulding	789	708	108	143							29	41	926	892	1,818
Perry	1,827	1,479			185	257	10	25					2,022	1,761	3,783
Pickaway	1,551	1,289	61	51	450	521	27	43			32	34	1,121	1,938	4,059
Pike	1,067	916			134	141			21	21	74	79	1,296	1,157	2,453
Portage	1,818	1,620	72	63	343	336	39	53					2,272	2,072	4,344
Preble	1,659	1,475	111	98	338	383					14	4	2,122	1,960	4,082
Putnam	1,538	1,296	148	122	118	122			34	32			1,838	1,472	3,310
Richland	2,284	2,128	170	140	562	567	35	62	75	73			3,126	2,970	6,096
Ross	1,794	1,647	68	69	621	533	23	50	58	65	115	131	2,679	2,495	5,174
Sandusky	1,404	1,632			563	681	22	26	23	18			2,012	2,357	4,369
Scioto	1,373	1,242			551	562	41	35	51	51	31	31	2,047	1,921	3,968
Seneca	2,301	1,852	86	102	459	429	20	25	63	77			2,934	2,485	5,419
Shelby	1,358	1,239			347	298	20	30	61	67	59	48	1,845	1,682	3,527
Stark	2,895	2,422	414	398	718	708	75	70					4,102	3,598	7,700
Summit	1,867	1,617	130	113	678	633	170	163					2,845	2,526	5,371
Trumbull	2,886	2,723	27	34	411	377	58	61					3,382	3,195	6,577
Tuscarawas	2,712	2,308	44	31	566	536	54	75					3,376	2,950	6,326
Union	2,817	2,597			130	134					18	30	2,965	2,761	5,726
Van Wert	1,234	1,124			372	336	23	30			7	8	1,636	1,498	3,134
Vinton	1,098	1,086	42	63	100	128	18	37					1,258	1,314	2,572
Warren	1,725	1,591	112	115	563	693	26	30			42	26	2,468	2,365	4,833
Washington	3,197	3,089	171	145	730	672	26	53			77	111	4,201	4,070	8,271
Wayne	2,835	2,512	103	109	570	551	53	61					3,561	3,233	6,794
Williams	1,836	1,657	125	128	140	147							2,101	1,932	4,033
Wood	1,973	1,826			270	289	42	47					2,285	2,162	4,447
Wyandott	1,222	1,406			378	392							1,600	1,798	3,398
Totals	161,666	144,635	5,829	5,434	50,887	48,581	3,524	4,364	2,374	2,104	2,774	2,693	227,054	207,811	434,865

Statement showing amount and sources of school moneys received in Ohio during the year 1869.

Counties.	RECEIPTS.						
	Balance on hand September 1, 1868.	State tax.	Irreducible school fund.	Township tax for school and school-house purposes.	Fines, licenses, and other miscellaneous sources.	From adjoining townships for joint sub-district schools.	Grand total of receipts.
Adams	$11,153 60	$12,270 82	$844 34	$26,868 17	$63 40	$252 57	$51,452 90
Allen	14,455 78	13,986 86	2,259 84	28,694 79	412 59	326 86	60,136 72
Ashland	7,575 43	11,833 97	1,474 61	30,850 91	121 18	422 68	52,278 78
Ashtabula	23,885 91	15,428 12	1,224 06	52,044 28	502 66	2,820 13	95,905 16
Athens	8,957 46	13,578 74	1,158 79	18,945 43	403 31	89 27	43,133 00
Auglaize	15,162 56	12,481 04	4,901 50	19,368 23	3,924 79	49 00	55,887 12
Belmont	25,745 53	21,251 46	8,137 84	53,309 62	1,582 37	1,164 50	111,191 32
Brown	19,312 38	18,022 53	1,294 58	44,284 96	4,912 94	814 33	88,641 72
Butler	56,410 12	14,227 73	6,980 10	49,883 32	100 28	617 09	128,618 64
Carroll	9,496 35	7,723 08	2,363 39	22,787 75	425 81	6 08	42,802 46
Champaign	17,443 38	13,238 10	1,419 94	61,776 11	899 64	643 21	95,450 38
Clarke	39,962 09	15,673 57	1,506 75	77,360 57	7,077 71	3,701 36	145,282 05
Clermont	30,532 71	20,138 41	1,346 30	65,568,66	622 85	1,918 98	120,177 91
Clinton	22,507 40	9,297 64	1,117 87	46,123 61	736 15	2,363 89	82,146 56
Columbiana	18,104 19	20,658 38	8,171 17	45,608 59	9,849 53	897 76	103,289 62
Coshocton	16,350 98	13,290 20	830 36	30,233 08	257 85	1,016 66	61,979 13
Crawford	26,426 36	13,401 18	2,057 49	63,466 32	73,337 15	77 18	178,765 68
Cuyahoga	197,395 17	52,673 36	4,251 43	203,591 58	77,976 07	7,476 74	543,364 35
Darke	23,075 91	18,673 68	4,322 58	57,617 57	2,805 26	139 16	106,634 16
Defiance	8,871 61	8,539 20	1,662 69	14,853 92	73 50	----------	34,000 92
Delaware	4,971 13	1,186 81	34 60	15,978 65	697 70	----------	22,868 89
Erie	10,636 15	13,298 84	1,077 73	52,419 76	851 92	487 15	78,771 55
Fairfield	8,060 93	2,836 26	420 24	9,087 22	421 08	----------	20,825 73
Fayette	15,503 40	7,875 08	640 00	31,961 61	213 72	427 80	56,621 61
Franklin	46,446 92	27,446 65	3,237 33	109,401 11	7,813 61	1,471 24	195,816 86
Fulton	7,608 16	9,220 98	1,572 76	21,096 68	3,359 64	400 08	43,258 30
Gallia	8,216 54	14,913 70	1,388 52	28,965 50	554 58	544 62	54,583 46
Geauga	11,331 36	6,294 14	503 29	26,353 67	1,358 90	867 80	46,709 16
Greene	12,115 02	15,062 71	3,144 52	61,998 78	4,644 76	5,754 02	102,719 81
Guernsey	11,918 53	13,158 10	1,430 16	30,885 71	625 31	693 63	58,711 44
Hamilton	113,713 41	186,886 64	10,504 86	557,965 61	189,105 70	616 93	1,058,793 15
Hancock	15,721 60	12,668 00	2,985 50	37,841 26	2,522 17	113 25	71,851 78
Hardin	8,700 35	9,578 42	2,060 17	22,899 65	782 50	9 73	44,430 82
Harrison	21,996 85	10,843 91	3,930 26	31,200 51	133 28	882 54	68,987 35
Henry	9,844 51	7,753 23	3,938 44	10,218 88	116 64	----------	31,871 70
Highland	21,096 92	15,956 17	1,044 18	61,776 77	6,137 33	2,718 63	108,730 00
Hocking	7,508 13	10,221 40	1,350 37	15,051 18	177 26	179 90	34,488 24
Holmes	11,135 95	14,145 60	1,836 79	18,866 91	169 75	13 00	46,168 00
Huron	21,157 14	14,910 74	1,170 24	60,589 58	16,592 79	3,795 02	118,215 51

Jackson	13,620 51	11,599 02	893 84	20,316 63	181 00	1,011 50	47,622 50
Jefferson	26,227 91	15,800 40	7,904 73	54,502 75	472 10	1,696 74	106,604 63
Knox	10,170 74	13,882 96	1,148 04	36,156 49	3,428 27	400 26	65,186 76
Lake	9,901 87	7,284 20	534 55	23,898 73	947 13	688 39	43,304 87
Lawrence	9,032 62	17,474 94	1,050 05	30,676 96	784 49	60 00	59,079 06
Licking	24,428 88	19,049 50	1,417 43	59,840 06	1,030 04	781 33	106,547 24
Logan	11,743 25	13,378 66	1,156 81	39,021 93	459 21	201 72	65,961 58
Lorain	24,288 55	25,777 07	1,606 32	49,111 13	1,143 04	2,104 81	103,430 92
Lucas	7,349 55	20,825 38	2,521 22	79,867 46	1,168 85	19,410 30	131,142 76
Madison	22,570 53	7,982 54	562 66	42,496 59	1,979 28	648 63	76,240 23
Mahoning	26,981 63	14,561 35	2,537 36	42,178 55	668 40	1,234 89	88,162 18
Marion	11,655 52	8,851 83	1,231 25	28,118 44	1,217 55	437 37	51,511 96
Medina	15,310 02	9,978 32	778 89	29,120 67	491 66	1,271 63	56,951 19
Meigs	5,812 19	22,760 02	773 55	55,840 24	2,085 39	345 27	87,616 66
Mercer	8,538 43	9,710 04	3,576 67	16,709 41	611 39	297 93	39,443 87
Miami	30,686 46	18,668 84	4,907 03	76,604 45	1,618 18	1,452 95	133,938 43
Monroe	12,968 46	14,862 19	2,883 19	24,327 36	473 70	1,554 68	57,069 58
Montgomery	22,262 46	33,201 51	9,011 86	173,333 92	25,278 22	3,371 16	266,459 13
Morgan	14,859 30	11,146 80	2,758 46	31,787 77	907 52	1,449 08	62,935 93
Morrow	7,481 48	10,952 58	2,151 64	48,983 08	587 25	719 58	70,875 61
Muskingum	11,622 40	26,456 75	4,068 75	57,631 46	9,633 62	146 45	109,559 43
Noble	13,102 54	11,515 40	1,725 93	20,592 01	205 56	1,006 11	48,147 55
Ottawa	7,861 83	6,345 38	2,069 95	16,489 34	466 70	8 00	33,241 20
Paulding	3,971 66	4,493 25	1,874 88	9,553 79	8 53	175 89	20,078 00
Perry	6,653 36	12,071 41	1,362 75	19,469 31	73 20	700 18	40,330 21
Pickaway	38,005 36	12,681 40	2,907 85	45,025 43	140 65	677 17	99,437 86
Pike	10,217 89	8,612 80	522 05	24,075 52	6,117 42	458 03	50,003 71
Portage	21,877 33	13,074 60	1,049 23	54,620 71	12,464 76	1,925 38	105,012 01
Preble	23,742 24	13,154 46	4,528 59	48,574 17	177 88	7 00	90,184 34
Putnam	8,579 48	9,593 95	2,523 56	16,704 07	216 42	1,047 68	38,665 16
Richland	18,427 09	14,965 12	2,407 88	56,288 98	22,278 68	410 13	114,777 88
Ross	33,240 38	21,164 58	2,109 02	70,690 36	375 64	301 29	127,881 27
Sandusky	10,579 21	13,304 62	1,469 70	43,508 53	436 23	400 63	69,698 92
Scioto	18,370 02	17,918 27	1,589 19	44,222 19	351 46	770 54	83,221 67
Seneca	24,686 27	18,092 25	4,193 30	34,611 61	7,560 16	364 05	89,507 64
Shelby	19,305 25	10,843 46	3,737 22	28,075 20	1,196 13	11 34	63,168 60
Stark	35,468 95	26,439 00	4,545 38	77,871 59	16,055 37	1,734 75	162,115 04
Summit	25,449 43	16,410 80	1,747 58	76,009 82	7,583 83	1,309 39	128,510 85
Trumbull	21,811 48	16,298 52	1,458 65	54,054 43	525 57	1,715 71	95,864 36
Tuscarawas	13,331 18	17,321 09	1,583 78	57,728 27	1,202 67	853 95	92,020 94
Union	14,523 00	9,891 00	691 70	30,037 19	1,030 45	1,352 95	57,526 29
Van Wert	11,639 98	9,164 90	2,559 48	23,049 76	10,080 86	----------	56,594 98
Vinton	6,048 60	8,695 40	955 87	15,477 07	28 36	272 30	31,477 60
Warren	21,054 20	14,676 42	6,269 83	57,167 65	3,723 73	2,120 16	105,011 99
Washington	11,974 58	23,161 30	2,737 66	50,146 53	2,554 00	1,338 42	91,912 49
Wayne	19,551 03	20,683 87	4,895 89	57,362 88	26,735 07	2,669 56	131,898 30
Williams	11,498 44	11,942 40	2,937 50	22,311 99	2,595 98	529 77	51,816 08
Wood	10,968 48	12,673 34	6,028 68	30,667 82	21,745 44	348 34	82,432 10
Wyandott	11,891 10	8,365 21	4,717 48	12,156 90	528 20	377 50	38,036 39
Total	1,761,901 56	1,438,804 55	227,747 47	4,334,863 71	624,088 92	105,943 68	8,493,349 80

Statement showing the amount and objects of expenditure in Ohio for the year 1869.

Counties.	EXPENDITURES.									Balance on hand Sept. 1, 1869.
	Amount paid teachers within the year.					Sites, buildings, and repairs.	Fuel and other contingent expenses.	To adjoining townships for joint sub-district schools.	Grand total of expenditures.	
	Common.	Central or high.	German and English.	Colored.	Total paid teachers.					
Adams	$27,340 88	$982 00		$442 50	$28,765 38	$7,145 76	$2,736 58	$551 75	$39,199 47	$12,353 43
Allen	24,786 65	2,955 25	$750 00		28,491 90	8,136 87	5,960 11	182 44	42,771 32	17,365 40
Ashland	26,159 65	1,681 25			27,840 90	9,344 54	5,600 65	616 19	43,402 28	8,876 50
Ashtabula	34,870 60				34,870 60	21,563 50	7,272 92	1,290 27	64,997 29	30,907 87
Athens	23,042 63	1,410 00		149 00	24,601 63	5,669 66	2,872 02	294 38	33,437 69	9,695 31
Auglaize	20,958 93	1,000 00	1,728 00		23,686 93	10,940 23	3,513 59	15 71	38,156 46	17,730 66
Belmont	45,625 11	1,754 25		1,219 92	48,599 28	22,166 50	9,585 55	825 36	81,176 69	30,014 63
Brown	41,955 05	2,840 00	500 00	2,117 42	47,412 47	11,485 99	7,309 31	723 45	66,931 20	21,710 52
Butler	55,687 77	1,950 00	2,430 00	1,414 34	61,482 11	16,357 90	12,267 32	856 82	90,964 15	37,254 49
Carroll	16,075 82				16,075 82	14,890 88	3,148 35	129 30	34,244 35	8,558 11
Champaign	37,441 73	2,440 00		1,334 00	41,215 73	22,505 73	7,644 33	886 69	72,252 48	23,167 90
Clarke	44,552 35	1,200 00	800 00	1,452 50	48,004 85	34,273 43	17,253 70	3,036 89	102,568 87	42,713 18
Clermont	52,171 84	1,600 00		595 22	54,367 06	21,193 34	8,692 88	2,076 37	86,329 65	33,848 26
Clinton	32,718 02			1,209 93	33,927 95	17,764 72	5,617 50	1,163 90	58,474 07	23,672 49
Columbiana	42,917 06	5,316 00			48,233 06	11,886 49	6,170 04	713 60	67,003 19	36,286 43
Coshocton	28,530 51	1,630 00			30,160 51	7,496 70	4,790 41	925 30	43,372 92	18,606 21
Crawford	28,476 51	3,040 00	495 00		32,011 51	109,753 84	12,032 73	59 24	153,857 32	24,908 36
Cuyahoga	147,523 30	16,197 24			163,720 54	241,245 21	51,343 21	3,893 92	460,202 88	83,161 47
Darke	44,461 06		400 00	842 40	45,703 46	21,666 37	8,118 68	237 01	75,725 52	30,908 64
Defiance	16,924 28	1,500 00	500 00		18,924 28	2,655 64	1,727 40	15 00	23,322 32	10,678 60
Delaware	9,283 56				9,283 56	556 90	5,549 78		15,390 24	7,478 65
Erie	27,406 94	3,839 50	1,522 50		32,768 94	28,261 38	6,462 90	877 59	68,370 81	10,400 74
Fairfield	9,625 02	1,647 82	1,054 73	375 01	12,702 58	4,225 99	2,317 28		19,245 85	1,579 88
Fayette	29,360 26			993 30	30,353 56	5,706 97	4,706 91	363 52	41,130 96	15,490 65
Franklin	76,069 13	10,250 00	11,900 00	4,525 64	102,744 77	61,998 28	11,081 18	785 25	176,609 48	19,207 38
Fulton	17,259 60				17,259 60	14,131 13	2,202 55	256 64	33,849 92	9,408 38
Gallia	25,960 94	2,133 34		2,181 15	30,275 43	8,367 68	4,061 50	423 90	43,128 51	11,454 95
Geauga	16,471 28	994 13			17,465 41	13,182 23	4,000 92	271 80	34,920 36	11,788 80
Greene	39,918 20	2,980 00	400 00	3,579 13	46,877 33	22,886 40	8,312 58	3,830 37	81,906 68	29,813 13
Guernsey	30,921 87	700 00		339 68	31,961 55	8,060 85	4,098 12	749 44	44,869 96	13,841 48
Hamilton	431,293 01	29,885 01	1,172 29	13,418 43	475,768 74	238,197 86	211,643 63	9,953 29	935,563 52	123,229 63
Hancock	30,613 98	3,733 33	400 00		34,747 31	15,768 35	6,214 03	95 17	56,824 86	15,026 92
Hardin	23,390 13		1,030 50	36 00	24,456 63	8,810 65	2,350 81	8 40	35,626 49	8,804 33
Harrison	27,431 64	1,400 00		595 09	29,426 73	15,360 62	4,300 88	1,097 15	50,185 38	18,801 97
Henry	13,555 90	2,830 85			16,386 75	2,275 81	2,062 54	20 60	20,745 70	11,126 00
Highland	46,166 50	700 00	573 75	1,444 40	48,884 65	27,824 36	8,303 75	2,869 94	87,882 70	20,847 30
Hocking	19,378 64	774 65		185 00	20,338 27	4,257 66	1,759 87	276 61	26,632 41	7,855 83
Holmes	23,545 12	1,450 00	315 00		25,310 12	8,616 98	3,487 25	149 74	37,564 09	8,603 91
Huron	34,219 90	7,205 80	1,259 13		42,684 83	38,314 30	9,502 75	1,747 78	92,249 66	25,965 85

Jackson	23,042 86	720 00		736 75	24,499 61	5,341 04	1,457 72	749 31	30,339 28	17,283 22
Jefferson	35,234 11	2,051 75		1,094 69	38,380 55	34,378 90	4,324 15	955 95	78,039 55	28,565 08
Knox	29,049 22	3,650 00			32,699 22	10,036 02	6,768 07	558 67	50,061 98	15,124 78
Lake	15,922 40	4,598 00			20,520 40	7,651 14	4,025 13	718 29	32,914 96	10,389 91
Lawrence	31,414 11	3,280 00	570 00	1,066 91	36,331 02	9,193 91	6,486 79	50 00	52,061 72	7,017 34
Licking	47,579 65	5,397 50	400 00	300 00	53,677 15	17,022 62	9,004 74	724 64	80,429 15	26,118 09
Logan	30,833 37	2,695 00		568 25	34,096 62	8,225 70	6,975 96	282 01	49,580 29	16,381 29
Lorain	31,504 42	1,643 25	1,000 00		34,147 67	30,263 41	6,237 90	1,436 36	72,085 34	31,345 58
Lucas	51,081 91	6,501 35	4,200 00	500 00	62,283 26	32,123 55	25,458 64	2,155 52	122,020 97	9,121 79
Madison	25,950 03	2,300 00	84 00	469 83	28,803 86	12,945 25	11,248 02	314 52	53,311 65	22,928 58
Mahoning	34,254 01	1,428 00			35,682 01	14,439 84	6,826 32	1,203 01	58,151 18	30,011 00
Marion	22,340 67	1,847 80			24,188 47	7,677 57	4,785 23	442 38	37,093 65	14,418 31
Medina	22,827 94	1,267 50			24,095 44	8,763 40	4,486 73	1,217 34	38,562 91	18,388 28
Meigs	32,492 09	678 25	447 75	1,127 85	34,745 94	28,628 72	3,687 12	1,109 76	68,171 54	19,445 12
Mercer	19,114 79	800 00	326 00	523 00	20,763 79	6,446 27	1,560 00	297 93	29,067 99	10,375 88
Miami	47,973 62	4,449 00		1,251 00	53,664 62	39,327 10	9,838 01	1,660 27	104,490 00	29,448 43
Monroe	31,680 73			104 79	31,785 52	6,341 26	4,246 61	1,642 07	44,015 46	13,054 12
Montgomery	87,973 97	9,946 47	1,390 25	940 00	100,250 69	68,865 35	52,052 34	2,513 78	223,682 16	42,776 97
Morgan	28,954 59	692 06		210 00	29,856 59	20,529 34	3,764 87	1,690 24	55,841 04	7,094 89
Morrow	24,397 79	1,680 00			26,077 79	20,374 64	7,441 37	552 62	54,446 42	16,429 19
Muskingum	61,400 01	3,200 00	1,166 66	1,774 58	67,541 25	19,485 00	9,825 48	299 56	97,151 29	12,408 14
Noble	28,938 49				28,938 49	2,023 26	2,885 03	788 01	34,634 79	13,512 76
Ottawa	11,183 89	714 00	190 00		12,087 89	7,400 50	2,097 78		21,586 17	11,655 03
Paulding	10,211 60			568 80	10,780 40	2,035 30	1,770 88	55 89	14,642 47	5,435 53
Perry	23,608 09	500 00			24,108 09	6,068 85	3,320 93	606 45	34,104 32	6,225 89
Pickaway	33,684 97	3,300 00		460 00	37,444 97	7,806 26	5,695 61	542 78	51,489 62	47,948 24
Pike	20,036 46			1,036 00	21,072 46	10,208 15	2,706 04	458 03	34,444 68	15,559 03
Portage	32,764 48	2,850 08			35,614 56	32,984 65	8,497 94	2,286 00	79,383 15	25,628 86
Preble	39,360 29			138 70	39,498 99	13,012 59	7,853 67	111 32	60,476 57	29,707 77
Putnam	17,345 84		281 00		17,626 84	6,466 78	2,291 80	19 59	26,405 01	12,260 15
Richland	34,283 44	1,836 25	835 00		36,954 69	52,219 95	7,584 49	577 51	97,336 64	17,441 24
Ross	47,224 24	3,873 56	1,150 00	2,131 94	54,379 74	13,954 89	9,162 36	218 75	77,715 74	50,165 53
Sandusky	28,934 09	4,334 80	1,009 13		34,278 02	14,795 72	6,146 98	553 97	55,774 69	13,924 23
Scioto	37,323 13	2,150 00	855 00	778 10	41,106 23	17,469 05	4,431 90	239 10	63,246 28	19,975 39
Seneca	35,687 65	1,172 50	1,000 50	115 50	37,976 15	13,827 63	13,221 44	471 19	65,496 41	24,011 23
Shelby	26,182 45	500 00	869 00	700 00	28,251 45	11,163 45	4,288 08	58 80	43,761 78	19,406 82
Stark	55,350 09	5,900 00			61,250 09	38,262 12	8,210 15	1,897 90	109,620 26	52,494 78
Summit	43,709 83	7,228 88			50,938 71	36,326 75	11,842 71	1,997 33	101,105 50	27,405 35
Trumbull	40,980 78	3,072 50			44,053 28	11,063 43	7,293 84	1,633 37	64,043 92	31,820 44
Tuscarawas	41,929 73	5,014 81	570 00		47,514 54	19,967 68	6,032 63	618 38	74,133 23	17,887 71
Union	28,424 35			172 00	28,596 35	8,325 96	3,658 70	1,027 43	41,608 44	15,917 85
Van Wert	18,877 47	1,525 00		176 00	20,578 47	17,505 22	2,949 34	14 26	41,047 29	15,547 69
Vinton	18,804 64	800 00			19,604 64	3,349 88	2,060 83	180 85	25,196 20	6,281 40
Warren	45,676 08	4,350 00		1,400 50	51,426 58	18,461 97	10,568 35	2,279 05	82,735 95	22,276 04
Washington	47,650 38	2,543 68	450 00	1,242 50	51,886 56	12,227 01	7,786 08	1,251 42	73,151 07	18,761 42
Wayne	36,254 82	1,400 00			37,654 82	56,358 84	7,382 30	1,893 02	103,288 98	28,609 32
Williams	25,630 25				25,630 25	7,851 97	2,260 81	24 81	35,767 84	16,048 24
Wood	27,450 49	1,240 00	3,118 91		31,809 40	30,250 07	3,203 81	884 79	66,148 07	16,284 03
Wyandott	18,957 89				18,957 89	2,332 35	2,077 33	498 72	23,866 29	14,170 10
Totals	3,335,579 55	231,143 35	47,144 10	58,037 75	3,671,904 75	2,024,728 61	834,159 50	84,023 73	6,614,816 59	1,878,533 30

OREGON.

Information furnished by educators in this State gives an encouraging picture of the progress of educational sentiment, the building of school-houses, and establishing schools in most of the local settlements of the State. Much regret is expressed that the legislature has, as yet, established no State board of education, or provided for the election of a State superintendent. Such being the case, no statistics can be furnished to show the condition of education.

FEATURES OF THE SCHOOL LAW.

The constitution of the State provides that the governor shall act as superintendent of public instruction, unless the legislature shall order otherwise. No powers seem to be given to him except that of appeal, in certain cases, from the county superintendents. The county superintendent to be elected for a term of two years, and to receive a salary of not less than $50 nor more than $500, as the county court shall order, his duties including a general supervision of school affairs in the county. Districts are organized by the meeting of six or more electors, who shall elect three directors and a clerk, under whose management the schools are placed. They must have a school taught for at least three months of the year, which shall be free to all residents of the district. School must be kept six hours and a half daily. The proceeds of all lands and bequests which shall be granted to the State for educational purposes, shall be forever kept for that purpose, in addition to all money accruing to the State from escheat or forfeiture. The 500,000 acres which were granted to this State by Congress are devoted to school uses, and 5 per cent. of the net proceeds of the sales of public lands. These sources to make a consolidated fund, irreducible and separate, for the use of common schools. In addition, the county court shall levy a school tax of two mills on the dollar yearly, to be collected at the same time and in the same manner as other taxes.

PENNSYLVANIA.

The annual report of the superintendent of common schools, Hon. J. P. Wickersham, presents the following facts for 1869:

		Increase for the year.
Number of school districts	1,971	53
Number of schools	13,936	270
Number of graded schools	2,445	63
Number of superintendents	76	
Number of teachers	17,142	371
Average salaries of male teachers per month	$39 00	
Average salaries of female teachers per month	$30 52	
Average length of school term, (months)	6.04	
Number of pupils, (including Philadelphia)	815,753	15,238
Average number of pupils	548,075	37,971
Percentage of attendance upon the whole number registered	.67	
Cost of tuition for the year	$3,500,704 26	$227,434 00
Total cost for tuition, building, &c., and contingencies	$6,893,111 67	
Total cost, including all expenses	$6,986,148 92	$785,610 16
Estimated value of school property	$14,045,632 00	

SCHOOL SYSTEM.

Notwithstanding the school law of Pennsylvania was made general in 1848, at the beginning of the year 1867 there were twenty-four districts, in twelve different counties, that stubbornly refused to put schools in operation under the system, and, as a consequence, were losing their annual State appropriations, and, in a great measure, depriving about 6,000 children of the advantages of an education. Since that time, however, under the operation of the law of 1867, and urged by the superintendents of the counties, nearly all have adopted the system, according to law.

Harmony district, in Beaver County, under the control of a society known as "Economites," still refuses to adopt the system, but a good school is supported by the society. The school system may, therefore, be regarded as substantially universal, made so by the voluntary consent of the people.

The political divisions of Pennsylvania are counties and townships. Following this division the school law, as it now stands, contemplates a supervision of the schools, by three classes of superintendents, corresponding to these political divisions; first, for the State, second for the counties, and third for the townships.

The present law, however, is regarded as objectionable with reference to the mode prescribed for the payment of the salaries of the county superintendents, as a consequence of which great inequality in the salaries results, and great injustice to several counties, the salary of the superintendent in each county being fixed by the convention of directors for the county. For example, the county of Cameron, with a small territory and twenty-five schools, pays the superintendent as large a salary as the county of Bradford, with a territory three times as large and with nearly fifteen times as many schools. This defect in the law leads the State superintendent to call the attention of the legislature to it.

THE STATE SUPERINTENDENT

is now appointed by the governor, with the consent of the senate. It is recommended that he be elected by a popular vote, and for a longer term than three years.

COUNTY SUPERINTENDENTS

have been appointed during the last sixteen years—since 1854—and, wherever persons well qualified have filled the office, it has done great good and is popular. The work thus done cannot, it is believed, be so well accomplished by any other agency. The law of 1867 prescribes certain conditions of eligibility for this office, and if these were made a little more stringent, it is thought some benefit might result.

DIRECTORS.

The present school system has always required the election in every school district (township) of the Commonwealth of a board of six directors, to whom are intrusted the establishment and regulation of the schools. They are to locate and build schoolhouses, levy and collect taxes, employ and dismiss teachers, grade the schools, fix the length of the term, prescribe text-books, and see that the system is faithfully carried out. Whatever is now done, therefore, to promote the interest of schools in a district is an exact measure of the advance made by public opinion in respect to education; and it is thought that the policy is a good one, as a little done by the people themselves is better than more done by some extraneous agency. It is this very power of local self-government that has made us the nation we are.

A board of directors can appoint its secretary district superintendent, and pay him a stated salary. Wherever this has been done it has proved so beneficial that it is thought the plan should be generally adopted, as no means are more likely to strengthen the directory or district board.

CITY AND BOROUGH SUPERINTENDENTS.

The law of 1867 provides for the election of superintendents of schools in cities and boroughs containing over 10,000 inhabitants. This would make a fourth class of superintendents, and it is proposed now to make this law imperative. Twelve cities and boroughs have already adopted it voluntarily.

TEACHERS.

There are four grades of certificates now granted; and this is deemed necessary, as the profession of teaching is in a state of growth, and the several certificates simply mark the successive stages of that growth. Of the 15,504 teachers in the schools of the State, outside of the city of Philadelphia, in 1868–'69, 2,938 had never taught before, 2,723 had taught less than a year, and only 2,938 had taught more than five years. The certificate of the lowest grade is a mere license to begin to teach, and is limited to one year. The next higher grade is a certificate giving a license to teach in the county where it is issued during the term of the superintendent granting it and for one year thereafter. This is granted to any good teacher who can pass an examination in orthography, reading, writing, arithmetic, geography, grammar, history of the United States, and the theory of teaching. About 1,267 teachers hold professional certificates. The *permanent* certificate now granted is simply the *professional* certificate indorsed by boards of directors and a committee of teachers. It is permanently good in the county where the holder resides, and for one year in any other county. Five hundred and twelve now hold this certificate, and they are undoubtedly the best teachers in the State. But this certificate is regarded as too narrow in its requirements, and it is not granted according to any standard approaching uniformity.

The normal school board of examiners have power to grant State certificates, good everywhere in the State and unlimited as to time, to graduates of normal schools of two years' standing who come before them fully recommended as good teachers by the proper officers. A similar certificate is given to practical teachers who pass the prescribed examination.

SCHOOL STUDIES.

The branches now required in every district are spelling, reading, writing, grammar, arithmetic, geography, and history of the United States. These are believed to be the basis of all knowledge.

TEXT-BOOKS.

The law now leaves the matter of selecting text-books in the hands of the boards of directors of the several districts. It is believed that the attempt to create State uniformity would fail, and that, if secured, it would be a kind of school machinery that would not work smoothly, but would be liable to get out of order. The experiment of securing county uniformity was tried, and it failed. District uniformity has been in a good degree secured. Little remains to be desired respecting text-books, except to prevent those frequent changes that are so expensive to parents, annoying to teachers, and profitless to pupils.

ATTENDANCE AT SCHOOL.

The whole number of children attending school during the past year, as reported by the district school officers, was 815,753, and the average number was 548,675. The county superintendents of thirty-one counties estimate the number of pupils in private schools of all kinds, in their respective counties, at 30,267. The whole number of such pupils in the State, between the ages of six and twenty-one, cannot be less than 85,000, although some of them may attend public schools a part of the time.

Philadelphia had, in 1868, 20,534 children, between the ages of six and eighteen, that attended neither public nor private schools, and of whom nearly 11,000 were between the ages of six and twelve. From a recent school census of the city of Pittsburg, taken under the direction of the board of control, it appears that there are 20,617 persons in that city between the ages of six and twenty-one; and of these, 8,478 attend public schools and 4,877 attend private schools. Of children over six years of age and under fifteen, it was found that 3,781, nearly one-fourth of the whole number of that age, attended no school whatever. From these facts, and from estimates made with some care in other cities and towns and in the coal regions, the number of children in the State that do not attend any kind of school, and are generally growing up in ignorance, cannot be less than the number given last year, 75,000. The most of these neglected children are the children of foreigners, though there is a large number of the children of colored people scattered over the State, who, for some reason, remain away from the schools.

Aggregating the whole, we have—

Attending public schools	815,753
Attending private schools	85,000
Not attending school	75,000
Whole number	975,753

If the facts now stated even approximate the truth, our educational interests as a State are suffering from irregular attendance, truancy, and non-attendance. Almost every teacher and every school officer throughout the whole Commonwealth complains of these evils.

If children have no parents or natural protectors able or willing to care for them, they should be placed in "homes," and properly cared for at the public expense; but if they become vagrants through the neglect of persons who ought to care for them, those responsible should be punished, if necessary, to the extent of fine, imprisonment, or disfranchisement. The State cannot afford to wink at such a crime. The structure of our Government is such that to tolerate it would be in the end to sanction national suicide.

SCHOOL REVENUES.

The public schools cost the State the past year $6,986,148 92. Pennsylvania, unlike many of her sister States, has no general school fund, and the money to defray this great expense is derived almost wholly from taxation. The State appropriation last year, for all school purposes, amounted to $534,017, and the balance was raised by taxes levied and collected in the several districts. These taxes are complained of, in many localities, as exceedingly heavy, and such is the fact. Twenty-six mills on every dollar of valuation is not an unusual school tax in certain localities, and it is easy to understand that the effect of such onerous taxation must be to cause the erection of poor school-houses, to shorten school terms, and lessen the salaries of teachers. The tax is, of course, much heavier in poor than in wealthy counties; as, for example, the average school tax in Potter County is 22.68 mills on the dollar, and in Berks 8.23 mills; in Cambria 18.39 mills, and in Delaware 4.50 mills.

The State superintendent says: "I am most heartily in favor of a large increase of the State appropriation for the support of our common schools. It has been largely increased within the last three years, and I shall continue to coöperate most cheerfully with all efforts made to increase it to the largest amount the condition of the State finances can be made safely to admit. If made as large as it should be, it will bring the needed relief to the districts that are now so oppressively taxed, without introducing a principle into the working of the system that would most assuredly, in the end, whatever appearances might indicate in the beginning, tend to weaken it in the affections of the people and cripple its efficiency.

"In this connection it is proper to express the opinion that any division of our school fund, either of that appropriated by the State or of that raised by local taxation, and the use of a part of it for the support of schools established by particular individuals, parties, or sects, would be the virtual abandonment of the principle upon which our school system is founded, and prove, in the end, its complete destruction. No serious attempt in this direction has yet been made in Pennsylvania, but successes of the kind, gained elsewhere, may induce efforts to achieve success here; and it may as well be understood now, as at any time, that any attempt to divert the State school moneys from their present broad purpose of benefiting all alike to a contemplated narrow one, of aiding in promoting the interests of some private party or sect, will be met with the most determined opposition. What cannot be done for all parties and all sects must not be done for any. As far as possible the common schools must be kept free from whatever is offensive to any good citizen."

HIGHER EDUCATION.

"Except in the matter of authorizing school directors to grade the schools, where they can be graded, our school law makes no provision for the encouragement of higher education. A district may tax itself to establish and support a high school, but the State lends it no helping hand in so doing. The appropriation the State makes is wholly to support common schools, and the tax it compels districts to impose upon themselves is exclusively for the same purpose. All money used to promote the interests of higher education is expended voluntarily by school officers, not in opposition to the law, but without there being in it any express compulsory stipulation to that effect."

TEACHERS' INSTITUTES.

"There was an institute held in every county of the Commonwealth, with an attendance of actual members of 11,381; an average attendance of actual members of 8,216; an attendance of honorary members of 1,936; an aggregate attendance of spectators, counting those present at some one session of each institute, of 28,230; an average attendance of spectators of 12,758. These institutes were instructed by 558 lecturers and 253 essayists, and cost the several counties $10,796 81, and the members $2,262 32."

NORMAL SCHOOLS.

"The whole number of students who have attended the four State normal schools is 10,237, and the whole number who have graduated is 321. These institutions had, during the past year, 76 professors and teachers; 4,178 students, of whom 481 were in the model schools; 7,560 volumes in their libraries; property of the estimated value of $302,273 78; to which, if the estimated value of the property of the State normal school of the sixth district, $120,000, be added, the sum would be $422,273 78; an aggregate indebtedness of $111,275, an income of $123,070 37, and expenditures to the amount of $132,405 63."

COLLEGES.

"Collegiate privileges have been granted by the legislature of Pennsylvania to between forty and fifty institutions of learning. Over thirty of these are believed to be still in existence, but a number of them are in such a condition of constitutional weakness or premature decay that they would scarcely claim for themselves the rank of a college. Apart from these dilapidated institutions, we have some twelve or fifteen *live* colleges. These institutions have graduated 5,105 students, of whom 198 graduated the past year; and they have now 2,901 students in attendance, instructed by 149 professors. The volumes in their libraries amount to 97,938, and the value of their apparatus is $82,450. Their aggregate endowment, as reported, is $287,000, but it is known to be greater, though nothing like what is needed."

The State superintendent of common schools, Hon. J. P. Wickersham, has directed his special attention to securing, through the agency of the county superintendents, an increased interest in the general character of the schools throughout the State, and he has succeeded in awakening the attention of the local school officers and teachers to such a degree that the system is now rapidly developing its good results in producing

a greater earnestness in the work of education, and in demanding a higher standard of qualification on the part of teachers, as well as greater uniformity in the courses of instruction, and a more thorough system of gradation from the lower to the higher schools.

PHILADELPHIA.

This city constitutes the first school district of Pennsylvania, whose educational affairs are managed by a board of school controllers. Since 1867 these officers must be residents of the respective wards, and they are appointed by the judiciary.

The following are the school statistics for 1869:

Number of schools	380
High and normal schools	2
Grammar schools	55
Secondary schools	108
Primary schools	182
Unclassified schools	33
Male teachers	80
Female teachers	1,435
Average salaries of male teachers per month	$110 86
Average salaries of female teachers per month	34 36
Belonging to schools	81,283
Amount of salaries of teachers	$734,725 48
Total amount expended for schools	1,139,657 24
Valuation of school property	2,787,200 00

In his report to the board of controllers, January 1869, the president, Daniel Steinmetz, says, in relation to the salaries of male teachers of the grammar schools: "The highest salary paid in a grammar school is $1,650, and for this is demanded an amount of talent which would command a much larger compensation in almost any other profession. It is a mortifying reflection that the great city of Philadelphia compels her male teachers to give the best years of their lives to her service without adequate compensation, and, when age brings weakness and decay, permits them to be removed from position, to depend, it may be, upon the cold charity of the world for daily bread." He says this is no fancy picture, "at least one case of this description having occurred within a month."

Referring to a new rule of the board prohibiting the pupils to take home their textbooks, he remarks that it is the wisest adopted by the board. "Under the old practice the teaching was done at home, to the annoyance and sometimes serious discomfort of the family circle, whilst the teacher's duty was mainly to hear recitations. Now the teacher is required to teach during the sessions of the school as well as to hear recitations, restricting all study to school hours."

PUBLIC ENTERTAINMENTS BY GRAMMAR SCHOOLS.

The president, in his report, says: "I sincerely regret being obliged to condemn this system. Whilst the object had in view is generally, if not always, commendable, the evils are too great to warrant the practice, even for good objects. The amount of time and attention necessary to secure a creditable entertainment is so great that it cannot but seriously interfere with the studies of the school; and when to this is added the great annoyance to friends and acquaintances from the pertinacious efforts to dispose of tickets, and when, most important of all, we consider the influence of public performance, especially upon the youthful *female* mind, I think every judicious parent would be unwilling to expose his daughter to the evils possible to arise from these performances."

The president of the board of controllers of public schools, Hon. M. Hall Stanton, in his report, January, 1870, gives the following in relation to

THE NIGHT SCHOOLS FOR ADULTS.

The night schools for adults, opened under the direction of the board during the past year, at a very moderate expense, have been eminently successful, and ought now to be regarded as incorporated into our system. Twelve of these schools, containing an average nightly attendance of over 2,300 pupils, in charge of some thirty-five or forty teachers, remained open during the fall and winter months, and it is conceded by all that much good has been effected through their instrumentality. The happy influence alone of these evening schools upon the order of a densely populated city cannot be overestimated. Perhaps the most efficient of these schools, and that which excited the most general interest in the community, was the "night school for artisans," at the Central High School.

The school remained open during a term of twenty weeks, under the care of Professor George Inman Riché, principal, with Professors Hopper, Bartine, Kern, and Houston, of the high school faculty, and Professor Warrington, as assistants.

COMPULSORY EDUCATION.

It is estimated that upward of 20,000 children not attending any school, public, private, or parochial, are running the streets in idleness and vagabondism. That these poor children should be provided for there can be but one opinion, but to enact a compulsory law for their education, without other essential provisions, would be idle and chimerical.

That education is essential to the welfare of all classes, and a permanent source of blessing to all, is beyond dispute, but the mode of imparting such education to the class of poor unfortunates in question has not been suggested.

Not unless we clothe these 20,000 children, and place them, in point of appearance, on a level with those who now occupy almost every seat, can our public schools open their doors for these outcasts of society and render them the same facilities afforded to the better class now in attendance.

This wretched class, who stand so much in need of our sympathy, and for whom education would be a means of reformation, are in part composed of street wanderers, many of whom are often without a home, and with scarcely clothing enough to cover their nakedness. Without food, they beg and steal from actual necessity. When convicted of some petty offense and sent to prison, they find its discipline anything but a punishment, and on getting out seem to have no other thought than how to get back again.

Our streets are filled with boys of this character, and the many petty thefts daily committed by them is an evidence of the inefficiency of our laws to correct the evil. Again, children of bad and drunken parents are allowed to run at large, to the detriment of society and their own demoralization. To compel drunken parents to perform a moral act is a thing impossible, and to impose a penalty for the non-performance of an act, in not sending their children to school, is simply absurd.

A CITY SUPERINTENDENT NEEDED.

With regard to the subject of a graded course of instruction for the grammar, secondary, and primary schools, the president of the board says:

"Had the public schools of Philadelphia the very necessary and competent services of a city superintendent to interpret, arrange, and execute our rules upon this and other kindred matters of school government and discipline, how readily could these conflicting views be harmonized, and all difficulties and diversity of sentiment among the teachers adjusted! Let us hope that the time is not far distant when councils will see the imperative necessity of making the appropriation necessary to secure the services of such an executive head for the public schools. Our duty is simply to legislate. We need a proper officer to execute the laws essential to the prosperity and unity of the system."

PITTSBURG.

The first annual report of the superintendent of public schools of Pittsburg contains an account of the number and condition of the schools for the year ending June 1, 1869. From this it appears that the first school law was enacted in 1834, through the influence of Thaddeus Stevens and others, and that Pittsburg availed itself of the provisions of this act in 1835, and "opened a public school with five pupils, under the charge of G. F. Gilmore. Few parents could then be induced to send their children to what was commonly considered a pauper school."

From an enrollment of 5 in 1835 there has been an increase to 12,000 in 1869, with an average monthly enrollment of 8,337, and an average monthly attendance of 6,826 for the year.

CLASSIFICATION AND STATISTICS.

The schools are classified as primary, medium, grammar, and high. The high school has a four years' course of study, and an *advanced course*, answering to a normal school, a diploma from which is equivalent to a professional certificate issued by the city superintendent.

Number of children enrolled during the year	12,329
Average daily attendance	7,129
Number of teachers	204
Number of pupils per teacher	43
Expended for teachers' salaries	$121,537 46

Tables of statistical details of the schools of Pennsylvania for 1869.

Hon. J. P. WICKERSHAM, *superintendent common schools, Harrisburg.*

COUNTY SUPERINTENDENTS.

County, city, and borough.	Name.	Post office.	No. of schools.	Salary.
Adams	J. Howard Wert	Gettysburg	157	$800 00
Allegheny	A. T. Douthett	Pittsburg	513	2,000 00
Allentown City	R. K. Buehrle	Allentown	44	1,200 00
Altoona	John Miller	Altoona	18	750 00
Armstrong	Samuel Murphy	Cochran's Mills	229	1,000 00
Beaver	George M. Fields	New Brighton	170½	1,200 00
Bedford	Henry W. Fisher	Bedford	200½	1,000 00
Berks	David B. Brunner	Reading	491	1,250 00
Blair	John B. Holland	Newry	145	1,000 00
Bradford	Austin A. Keeny	Le Raysville	367½	1,000 00
Bucks	H. B. Eastburn	New Hope	252	1,000 00
Butler	Samuel Glenn	Coultersville	218½	1,000 00
Cambria	Thomas J. Chapman	Ebensburg	175½	1,000 00
Cameron	Joseph B. Johnson	Emporium	25	1,000 00
Carbon	R. F. Hofford	Lehighton	111	1,100 00
Centre	R. M. Magee	Rebersburg	190	1,200 00
Chester	George L. Maris	West Chester	335	1,200 00
Chester City	A. A. Meader	Chester	18	1,300 00
Clarion	J. E. Woods	Knox	176½	600 00
Clearfield	George W. Snyder	Clearfield	153	1,200 00
Clinton	A. D. Rowe	Lock Haven	113	800 00
Columbia	Charles G. Barkley	Bloomsburg	166	1,000 00
Crawford	H. D. Persons	Cambridge Borough	363⅓	1,500 00
Cumberland	William A. Lindsey	Carlisle	195	1,000 00
Dauphin	D. H. E. La Ross	Hummelstown	229	1,000 00
Delaware	James W. Baker	Media	103	1,000 00
Easton Borough	W. W. Cottingham	Easton	37	1,500 00
Elk	Rufus Lucore	Early	43	600 00
Erie	C. C. Taylor	Lundy's Lane	300½	1,000 00
Erie City	H. S. Jones	Erie	31	1,800 00
Fayette	Charles W. Wanee	Brownsville	216½	800 00
Forest	S. F. Rohrer	Mariensville	32	800 00
Franklin	Samuel Gelwicks	Upper Strasburg	226	1,200 00
Fulton	Hiram Winters	McConnellsburg	68⅓	500 00
Greene	Thomas J. Teal	Rice's Landing	171	1,000 00
Harrisburg	Daniel S. Burns	Harrisburg	47	1,300 00
Huntingdon	David F. Tussey	Alexandria	195½	800 00
Indiana	J. T. Gibson	Indiana	229	1,000 00
Jefferson	James A. Lowry	Punxsutawny	132	1,000 00
Juniata	George W. Lloyd	Thompsontown	100	800 00
Lancaster	David Evans	Lancaster	513	1,700 00
Lawrence	William N. Aiken	Newcastle	142	1,000 00
Lebanon	William G. Lehman	Lebanon	171	1,200 00
Lehigh	E. J. Young	Allentown	200	1,300 00
Luzerne	Horace Armstrong	Wilkesbarre	441½	2,000 00
Lycoming	John T. Reed	Montoursville	208½	1,500 00
McKean	William J. Milliken	Smethport	70½	800 00
Meadville City	W. J. C. Hall	Meadville	15	2,000 00
Mercer	N. W. Porter	Sharpville Furnace	264½	1,000 00
Mifflin	John M. Bell	Reedsville	97	800 00
Monroe	Jeremiah Fruttchey	Stroudsburg	125	600 00
Montgomery	Abel Rambo	Trappe	268	1,200 00
Montour	William Henry	Pottsgrove, Northumberland County.	71	800 00
Northampton	William N. Walker	Bethlehem	193⅔	1,000 00
Northumberland	Saul Shipman	Sunbury	160	1,000 00
Perry	Lewis B. Kerr	Landisburg	160	500 00
Pike	John Layton	Dingman's Ferry	51	600 00
Pittsburg City	George J. Luckey	Pittsburg	116	2,500 00
Potter	J. W. Allen	Coudersport	114	1,000 00

Table of statistical details, &c.—Continued.

County, city, and borough.	Name.	Post office.	No. of schools.	Salary.
Pottsville Borough	Benj. F. Patterson	Pottsville	32	1,500 00
Schuylkill	Jesse Newlin	Port Carbon	342	2,000 00
Scranton City	Joseph Roney	Scranton	25	1,800 00
Snyder	William Moyer	Freeburg	100	500 00
Somerset	W. H. Sanner	Somerset	194½	800 00
Sullivan	John W. Martin	Dushore	60	800 00
Susquehanna	William C. Tilden	Forest Lake	272½	1,000 00
Tioga	Elias Horton, jr	Knoxville	244½	1,250 00
Union	C. V. Gundy	Lewisburg	82	800 00
Venango	Charles H. Dale	Franklin	200½	1,500 00
Warren	W. M. Lindsey	Warren	168	1,000 00
Washington	William G. Fee	Canonsburg	281½	1,000 00
Wayne	D. G. Allen	Prompton	201	1,000 00
Westmoreland	Henry M. Jones	Salem Cross Roads	299¾	800 00
Williamsport City	A. R. Horne	Williamsport	31	700 00
Wyoming	C. R. Lane	Tunkhannock	89	500 00
York	Stephen G. Boyd	York	355½	1,500 00

Statement showing the condition and working of the system of schools in Pennsylvania as exhibited by the reports.

	County, city, and borough.	HOUSES.											FURNITURE.					APPARATUS.				SCHOOLS.						EXAMINATIONS.	
		Whole number in district.	Number of frame.	Number of brick.	Number of stone.	Number of log.	Number built during year.	Number unfit for use.	Number having no privy.	Number with sufficient grounds.	Number with grounds suitably improved.	Number well ventilated.	Number with suitable furniture.	Number with insufficient furniture.	Number with injurious furniture.	Supplied with suitable furniture during the year.	Unsuitable furniture during the year.	Number well supplied with apparatus.	Number wholly without apparatus.	Number supplied during the year.	Number having outline maps.	Number of schools.	Number graded.	Graded during the year.	Number well classified.	Number in which books are uniform.	Number in which the bible is read.	Number of public examinations held.	Number of directors present.
1	Adams	148	99	61	32	16	14	19	48	113	.....	73	98	17	27	14	.....	1	9	.....	107	159	14	.....	143	143	97	26	103
2	Allegheny	300	200	98	2	.....	10	10	64	170	21	137	180	120	7	17	6	24	.....	5	270	523	185	4	206	400	480	41	180
3	Allentown City	12	2	10	.....	.....	.....	.....	.....	5	.....	1	10	.....	.....	1	.....	.....	.....	.....	5	41	41	.....	41	41	40	2	4
4	Altoona	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	Armstrong	223	214	4	.....	4	9	16	185	103	1	114	87	16	8	.....	.....	4	1	.....	183	233	6	4	215	227	219	24	70
6	Beaver	146	111	29	4	2	6	12	112	44	5	135	91	50	20	10	1	2	18	4	79	177	44	4	151	175	172	29	68
7	Bedford	197	111	9	9	68	20	37	175	126	3	114	148	23	49	25	.....	28	11	10	153	203	12	1	179	181	159	24	84
8	Berks	464	8	122	272	2	7	11	11	216	21	391	333	85	.....	5	1	81	.....	122	353	500	129	26	421	441	481	45	199
9	Blair	124	96	15	2	11	7	30	66	36	.....	47	57	67	29	6	1	4	5	.....	83	150	47	9	143	142	73	23	114
10	Bradford	362	360	2	.....	1	17	28	79	115	2	217	169	253	37	20	.....	4	4	4	77	372	22	6	217	215	268	43	136
11	Bucks	231	25	25	179	.....	7	53	13	78	23	65	120	7	104	7	2	24	35	2	119	252	38	2	172	139	222	.....	130
12	Butler	214	161	48	3	.....	7	10	184	185	5	126	164	147	20	7	.....	35	13	.....	155	219	12	4	175	145	166	42	59
13	Cambria	151	137	6	7	8	11	12	108	121	7	35	70	11	31	2	.....	2	9	.....	46	180	34	2	90	112	26	.....	.....
14	Cameron	23	23	.....	.....	.....	2	3	10	14	9	14	12	10	7	2	.....	2	13	9	1	25	.....	.....	10	9	21	10	9
15	Carbon	95	71	8	12	4	3	13	19	77	6	15	74	17	8	7	.....	1	78	1	45	113	34	17	26	97	76	18	60
16	Center	170	144	13	4	9	11	21	126	133	6	145	150	26	39	35	1	63	12	26	137	194	48	5	136	181	191	25	94
17	Chester	294	10	68	215	1	9	97	.....	92	40	104	114	2	181	9	.....	.....	165	150	300	302	68	.....	327	.....	300	29	174
18	Chester City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
19	Clarion	173	169	6	.....	2	4	14	146	172	38	64	40	132	30	1	.....	.....	179	.....	149	176	10	.....	161	153	155	29	35
20	Clearfield	152	140	1	.....	11	9	27	139	72	21	106	78	43	30	10	1	26	29	35	79	156	8	.....	156	144	101	24	72
21	Clinton	100	93	7	.....	.....	10	16	54	63	30	57	46	41	15	10	1	33	10	17	85	122	30	7	90	91	120	25	83
22	Columbia	152	133	18	1	.....	6	49	59	73	1	2	58	32	79	9	3	23	38	9	103	171	24	1	119	109	93	27	57
23	Crawford	335	326	4	.....	1	12	34	135	27	11	280	190	314	46	10	3	25	.....	9	196	369	42	11	73	356	263	70	264
24	Cumberland	163	22	120	15	5	15	6	10	163	18	163	162	.....	.....	.....	.....	173	.....	110	149	196	60	2	178	118	196	22	111
25	Dauphin	191	112	50	17	3	11	49	46	46	7	85	71	55	18	10	.....	16	6	144	165	190	49	.....	123	189	189	34	117
26	Delaware	86	5	15	67	.....	4	30	.....	57	5	11	66	8	22	7	.....	72	1	.....	7	109	37	6	95	85	97	6	24
27	Easton Borough	8	3	4	1	.....	.....	2	.....	1	5	3	5	3	3	.....	.....	.....	.....	.....	8	37	37	.....	37	37	37	1	3

28	Elk	41	35	1	1	3	...	3	20	41	.....	21	19	8	8	2	.....	20	.....	3	1	38	2	.....	31	.....	20	8	16
29	Erie	274	237	30	4	...	6	17	78	103	1	.....	167	52	12	.....	.....	4	19	.....	161	286	2	2	80	152	124	39	112
30	Erie City	7	1	6	.....	.....	1	.....	.....	6	5	7	6	1	.....	.....	.....	.....	.....	1	6	32	32	.....	32	32	32	1	12
31	Fayette	186	50	85	36	15	11	31	147	113	36	111	100	87	24	6	.....	25	148	16	66	205	21	.....	183	170	136	28	66
32	Forest	46	41	.....	.....	5	3	3	30	44	.....	36	38	6	1	6	.....	1	5	.....	20	41	1	1	41	41	32	19	23
33	Franklin	199	17	145	24	13	18	24	107	47	2	120	117	73	9	20	1	.....	.....	.....	190	235	60	5	202	201	221	27	78
34	Fulton	67	40	1	5	21	4	17	61	2	1	22	33	17	20	6	1	4	3	1	50	69	1	.....	46	43	37	11	45
35	Greene	167	105	24	2	36	10	39	157	1	.....	123	109	67	39	4	1	14	20	.....	108	177	5	1	165	153	134	20	65
36	Harrisburg	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
37	Huntingdon	188	157	7	2	22	6	26	133	74	.....	31	19	185	21	4	1	5	3	.....	132	199	23	8	120	141	172	43	103
38	Indiana	222	218	4	.....	.....	13	14	195	216	6	119	194	55	6	11	.....	41	.....	12	206	234	20	.....	232	241	234	25	111
39	Jefferson	130	124	3	.....	2	8	5	122	113	.....	122	119	11	6	9	.....	75	2	74	94	136	17	3	37	117	134	24	60
40	Juniata	92	53	14	4	21	7	18	65	43	2	56	51	19	28	.....	2	.....	1	.....	38	101	5	1	32	73	83	18	54
41	Lancaster	438	48	263	117	12	17	84	53	106	3	394	354	11	62	17	1	.....	5	76	307	520	152	7	479	359	492	48	257
42	Lawrence	137	82	42	3	.....	.....	16	100	7	.....	116	92	23	11	.....	.....	.....	.....	.....	121	147	30	.....	147	147	147	27	81
43	Lebanon	161	31	76	51	2	3	19	26	8	6	50	42	76	48	5	1	.....	.....	87	100	174	48	.....	135	100	171	21	71
44	Lehigh	182	26	72	83	...	15	.....	.....	125	13	156	100	40	28	12	.....	7	.....	1	70	210	42	8	126	163	209	19	98
45	Luzerne	379	361	15	3	.....	30	44	134	174	18	200	225	155	.....	28	17	142	9	23	237	445	139	28	426	423	254	71	139
46	Lycoming	194	140	28	7	20	9	30	83	160	4	69	110	12	64	9	.....	.....	56	.....	28	205	19	4	128	128	137	32	79
47	McKean	73	70	.....	1	3	4	6	19	41	1	15	57	10	6	3	.....	4	6	9	.....	71	2	2	71	54	.....	17	17
48	Meadville City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
49	Mercer	231	203	30	1	2	21	51	94	126	30	178	122	49	42	1	.....	6	.....	.....	159	216	66	13	248	255	256	42	47
50	Mifflin	87	67	13	3	4	1	12	27	.....	.....	17	72	24	.....	2	.....	35	.....	.....	63	98	23	4	97	96	89	10	25
51	Monroe	127	98	15	10	4	3	29	59	66	11	60	56	32	38	3	.....	59	28	.....	31	124	8	.....	98	95	110	10	39
52	Montgomery	227	5	33	189	...	13	14	.....	208	208	227	278	2	.....	11	.....	.....	.....	.....	195	278	74	7	277	278	267	34	150
53	Montour	51	28	22	1	...	3	1	19	1	6	2	24	28	.....	1	.....	.....	1	.....	1	70	29	.....	64	59	39	14	48
54	Northampton	182	57	63	62	...	11	52	34	93	9	111	74	86	90	9	2	37	14	10	65	204	37	4	96	104	197	27	92
55	Northumberland	132	57	61	3	...	5	7	28	90	44	102	71	24	2	2	.....	13	24	.....	62	156	39	3	22	2	31	22	.....
56	Perry	149	110	18	6	15	7	27	73	47	2	47	98	44	8	7	.....	8	.....	113	127	163	16	.....	108	134	165	31	100
57	Pike	52	50	.....	.....	2	3	8	31	44	15	26	22	33	23	2	.....	12	12	3	16	51	1	.....	23	25	18	16	35
58	Pittsburg City	33	10	23	.....	.....	8	1	.....	33	28	33	33	.....	.....	11	.....	.....	.....	.....	33	191	.....	29	191	191	191	16	.....
59	Potter	123	120	.....	.....	3	8	12	68	4	.....	1	50	96	12	.....	.....	1	.....	.....	.....	124	1	1	29	29	108	25	51
60	Pottsville Borough	6	.....	5	1	.....	.....	.....	.....	6	6	6	6	.....	.....	1	.....	6	.....	.....	6	33	29	.....	29	33	33	1	7
61	Schuylkill	244	159	28	50	7	16	42	66	155	24	103	175	43	25	18	.....	110	4	1	149	362	168	.....	318	339	127	42	332
62	Scranton City	8	.....	8	.....	.....	1	.....	.....	.....	1	8	7	1	.....	1	.....	.....	7	.....	8	27	26	.....	26	27	27	6	8
63	Snyder	95	74	9	.....	12	9	10	60	44	15	22	79	17	.....	5	.....	21	39	.....	48	100	11	.....	82	85	100	16	36
64	Somerset	183	147	4	1	31	9	17	175	.....	.....	65	84	7	.....	.....	2	33	1	.....	117	197	20	2	170	174	177	8	.....
65	Sullivan	60	58	.....	1	1	2	6	54	3	.....	.....	25	56	39	2	.....	2	.....	.....	.....	58	.....	.....	34	.....	16	6	13
66	Susquehanna	254	253	1	.....	9	16	24	13	.....	2	189	134	171	18	17	.....	.....	3	24	181	270	18	.....	172	161	103	33	92
67	Tioga	239	236	.....	.....	3	4	32	104	97	2	51	99	121	23	12	1	26	113	36	6	248	18	1	148	243	243	44	52
68	Union	69	33	36	.....	.....	4	14	26	14	.....	56	54	1	.....	5	.....	12	.....	.....	.....	82	23	.....	82	82	82	15	43
69	Venango	185	182	3	.....	.....	13	19	145	101	10	140	129	40	16	1	.....	55	11	2	98	206	38	4	196	198	192	43	67
70	Warren	159	157	1	.....	1	9	8	92	79	14	99	98	51	26	4	.....	42	10	8	78	170	23	.....	113	124	111	28	61
71	Washington	247	200	44	.....	11	11	27	128	112	36	163	203	96	35	.....	.....	176	48	.....	226	278	57	2	218	260	277	31	120
72	Wayne	204	200	1	3	...	7	8	113	70	9	17	.....	192	192	.....	.....	1	.....	.....	119	201	.....	.....	.....	177	.....	15	45
73	Westmoreland	287	121	58	4	7	17	36	162	203	73	239	218	57	9	6	7	84	153	20	265	313	24	8	286	272	299	31	144
74	Williamsport	10	3	6	1	...	.....	4	1	.....	.....	.....	.....	6	10	4	.....	.....	.....	10	10	33	30	30	30	33	33	3	5
75	Wyoming	92	89	1	.....	2	5	18	68	19	.....	1	25	64	21	2	1	21	9	.....	29	99	6	.....	41	42	36	14	13
76	York	321	151	99	39	36	10	22	140	260	28	200	260	254	54	10	.....	264	.....	.....	205	337	8	.....	285	357	279	50	205
	Total	11,744	7,420	2,141	1,560	473	593	1,416	5,099	5,590	959	6,365	7,047	3,976	1,880	499	58	1,909	1,390	1,187	7,281	13,380	2,445	289	9,883	10,544	10,528	1,759	5,567

Statement showing the condition of schools in Pennsylvania, &c.—Continued.

	County, city, and borough.	EXAMINATIONS.						TEACHERS.												VISITATIONS.					INSTITUTES, &C.			PRIVATE SCHOOLS.			
		Number received of provisional certificates.	Number received of professional certificates.	Number of applicants rejected.	Number examined privately.	Number of certificates renewed.	Average grade of certificates.	Number of males employed.	Number of females employed.	Average age of teachers.	Number who have had no experience.	Number taught less than one year.	Number who have taught more than five years.	Number who attended a normal school.	Number who graduated at a normal school.	Number who have read works on teaching.	Number who hold professional certificates.	Number who hold permanent certificates.	Number of total failures.	Number of visits by county superintendent.	Average time spent in each.	Number of schools not visited.	Number of directors accompanying superintendent.	Number of patrons or citizens met at school.	Number who attended district institutes.	Number who attended county institute.	Number of educational meetings held by county superintendent.	Number of private ungraded schools.	Number of academies and seminaries.	Number of pupils attending both classes of schools.	Estimated amount received from pupils by such schools.	Number of teachers employed.
1	Adams	134	24	40	40	7	2	101	58	28	34	33	52	14	1	117	32	1	2	171	1. 50	1	46	64	29	133	....	5	1	.....	.....	7
2	Allegheny	447	31	317	4	27	2½	196	521	22	79	86	40	24	4	400	120	4	17	552	1. 40	43	240	.....	80	380	12	.....	.....	.....	.....	...
3	Allentown City	45	3	3	1	...	2½	.....	.....	24	1	2	19	1	1	32	8	1	....	405	1. 30	.....	20	100	41	41	....	2	3	.....	.....	...
4	Altoona	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...
5	Amstrong	283	2	6	...	7	1¾	140	100	23	27	19	18	.....	.....	197	14	3	....	231	1. 15	.....	72	157	80	154	.....	.....	.....	.....	.....	...
6	Beaver	188	2	17	16	7	2¼	85	101	27	36	38	30	6	....	162	25	....	8	198	1. 30	5	60	21	15	77	6	32	6	714	1, 600	34
7	Bedford	198	5	22	7	6	2¼	137	70	23	51	87	69	12	1	195	12	1	7	222	1. 48	8	34	99	58	118	25	38	1	1, 219	6, 555	42
8	Berks	462	39	75	102	6	2⅔	360	138	25	85	86	148	146	....	477	73	15	....	372	....	149	7	.....	2	234	1	2	7	710	.....	21
9	Blair	159	8	21	9	2	1¾	96	56	25	20	22	62	7	1	150	12	4	6	197	2. 48	7	20	16	33	122	....	20	3	868	6, 482	28
10	Bradford	576	18	67	3	...	2½	131	490	20	120	91	87	21	6	462	24	2	10	302	1. 40	90	85	44	.....	378	....	24	2	1, 090	6, 235	32
11	Bucks	269	2	27	6	2	2¼	143	145	23	45	24	.....	.....	.....	233	.....	.....	1	.....	.....	.....	.....	.....	93	.....	....	17	.....	422	36, 000	41
12	Butler	390	8	102	9	15	2⅛	144	148	23	61	98	34	1	....	129	48	....	12	199	1. 30	19	56	29	18	60	....	10	2	510	8, 500	13
13	Cambria	.....	.....	.....	.....	.....	.....	63	124	25	18	6	67	4	....	143	9	4	1	156	1. 09	23	26	9	.....	85	.....	.....	.....	.....	.....	...
14	Cameron	27	1	.....	10	4	2½	12	28	25	8	8	9	2	1	16	2	1	1	111	1. 45	.....	18	10	.....	27	8	3	1	85	500	4
15	Carbon	116	3	5	11	5	2½	76	38	22	22	11	29	4	....	62	13	2	3	202	1. 15	.....	26	20	54	80	.....	.....	.....	.....	.....	...
16	Center	229	10	13	13	5	2	120	71	25	38	30	69	3	....	194	15	3	2	250	2. 20	1	92	170	17	165	30	....	9	.....	.....	12
17	Chester	243	21	72	24	1	2¼	85	315	24	.....	.....	.....	.....	36	3	.....	82	5	2	251	. 48	139	15	.....	30	422	....	25	4	1, 155	41, 415	43
18	Chester City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...
19	Clarion	215	16	18	25	3	2¼	108	99	22	28	53	76	2	....	137	10	4	....	153	2. 10	23	7	4	1	118	....	4	6	475	2, 250	11
20	Clearfield	150	9	10	18	12	2⅓	72	83	24	44	97	15	7	1	110	5	3	6	219	2. 45	3	....	301	1	110	19	20	1	608	4, 189	22
21	Clinton	88	2	55	...	21	2½	60	69	25	28	31	42	27	3	90	3	3	3	119	3. 06	2	162	128	22	75	6	6	2	265	4, 240	12
22	Columbia	200	9	29	...	6	2½	112	88	25	36	16	48	3	1	142	16	1	3	177	1. 40	6	32	14	44	108	7	25	2	1, 055	6, 400	27
23	Crawford	581	16	167	52	...	2⅓	132	542	21	98	75	125	97	7	514	27	1	3	308	. 50	120	68	97	12	219	21	36	...	1, 003	3, 415	10
24	Cumberland	163	45	.....	12	1	2⅔	125	89	25	29	15	94	35	3	158	54	1	8	204	1. 44	1	38	63	9	160	.....	.....	2	.....	.....	...
25	Dauphin	236	3	52	27	9	2⅔	179	75	23	6	6	90	88	....	149	5	....	4	174	2. 22	.....	68	203	39	116	11	....	1	35	.....	2
26	Delaware	23	....	13	4	...	2½	21	92	25	.....	16	41	10	4	85	8	1	3	25	2. 43	.....	28	.....	25	101	....	2	7	442	110, 500	50
27	Easton Borough	32	2	.....	1	.....	.....	.....	.....	32	2	.....	28	2	....	37	9	8	....	990	2. 12	.....	11	.....	34	.....	.....	.....	.....	.....	.....	...

28	Elk	35				9	2½	16	44	27	2	2	12	1	1	16				45	2.30	8				22		1	1	70	12	80
29	Erie	387	9	54	6		2	97	410	22	66	29	54	45	2	234	1	1		128	1.25	152	34	28	20	99		14		457	1,671	14
30	Erie City	36		6	6		1⅜			23	1	1	15	2		32				32			9	60	32		21	2	1	450	4,000	7
31	Fayette	239	11	4	2	6	2	166	50	25	29	39	73	1		158	25	3	3	27	1.54	21	7	1	18	66		9	3			
32	Forest	44	2	3	6		1⅞	7	42	25	6	7	16	16		36	1			71	2.50	5	19	17	5	20						
33	Franklin	250	24	2	21		1⅛	166	67	25	61	7	91	10	1	201	15	10		273	1.45	5	26	73	29	183						
34	Fulton	67	2		15		2	51	18	28	7	19	14	4		52	3		2	96	2.10	2	6	24	7	19						
35	Greene	178	6		15		1¾	119	55	24	52	31	33	3		139	10	3	2	226	1.30	2	72	80	30	125	24					
36	Harrisburg																															
37	Huntingdon	211		10	8	3	2½	139	61	25	34	42	51	14	1	168	6			265	1.45	6	49	29	48	119						
38	Indiana	284	22	6	3	1	2½	134	108	22	23	72	39	128		119	48			199	1.30		32	27	84	170	23	3	9	425	92	14
39	Jefferson	178	22	7		2	2½	71	103	20	1	9	9			128		2		37	1.56	6	12	2		98	1					
40	Juniata	116		1	14	10	2⅜	69	36	25	16	26	35	5		89	13		1	194	1.50	7	60	124	16	88	3	39	4	1,453	15,660	56
41	Lancaster	566	7	19	53	18	2.6	291	225	25	72	21	206	233	16	603	22	34	3	474	1.30	95	165	202	296	487	27	20	13	1,718	29,092	67
42	Lawrence	216	35	68			2¼	68	141	26	27	48	77	29	3	133	34	3	4	185	1.30		29	53		125		1				1
43	Lebanon	205		11	6		2.4	147	27	24	35	43	68	21		112	18	11	3	344	1.30		84	35	27	210		2	3	300	16,000	17
44	Lehigh	160		50			1⅝	186	63	25	31	131	100	82	1	192	35	1		25	1.38	5	49	11	64	147						
45	Luzerne	444	47	61	9	12	2½	179	451	23	45	71	116	4	4	332	42	19	1	72	1.30	60	80	33	139	184						
46	Lycoming	215		11	70	2	3	117	144	25	49	53	54	3		46	14		6	188	1.30	27	118	32	5	54						
47	McKean	73	1	5	29	2	2¼	16	91	22	13	18	2			5	3	2	2	29	1.30	3	4			37		1				
48	Meadville																															
49	Mercer	74	5	17				112	319				6	1	6	1		3		291		55	55		144	85	1					
50	Mifflin	80		2	2	1	2	56	41	24	10	6	11	2	1	92	4	4		29	1.24		30	30	10	82	9	1	2	157	5,200	7
51	Monroe	104	1	3	20	19	1⅜	104	24	25	23	39	29	9		113	5		4	125	1.30	50	80		39	116	5	19	3	568	1,825	22
52	Montgomery	277	9	32	14	2	2	182	96	24	37	39	117	7	1	234	10	4		293			14	1	82	200	2	5	10	550	32,460	32
53	Montour	76		8		10	2	39	40	25	16	13	25	1		43	11			184	1.43		33		37	55			3			3
54	Northampton	224	34	2	3	8	2	194	51	27	30	31	99	49	2	180	53	4		263	1.57	1	125	123	72	207	24					
55	Northumberl'd	1			6	3		145	41	25	20	20	62	2		108	20	1		25	1.30		61	32		85						
56	Perry	187	1	16	1		2⅛	135	30	26	25	21	40	5	1	119	1		2	195	1.36	3	29	20	4	108	9		3	318	850	8
57	Pike	39	4	2	2	2	2⅛	16	49	23	7	18	18		23	6	1			31	2.00		13	57			1	4	2		150	7
58	Pittsburg City	251	79	80						24		8	88			204	27	95		360	.30		21			137						
59	Potter	135	8	25	25		2.5	25	122	22	26	32	18	3		124	14			178	1.06	5	39	33		57	2					
60	Pottsville Bor'h	29	4		5		1⅜			25			12	2	1	33	2	4		950	1.40		63	282	33	33	20	7		510	8,000	14
61	Schuylkill	258	12	62	68		1⅜	245	151	26	68	37	122	118		251	28		1	524	1.36		114	28	231	269		3		90	450	3
62	Scranton City	14	16	16	2		1.5			25	36	25	15	8		37		19		204	2.30			400	37	37		7		250	2,000	7
63	Snyder	136	3	1	3		2⅜	92	8	24	27	28	23	2		86	3		1	194	1.19		43	225	35	80	9		3			
64	Somerset	209	6	6			2¼	149	52	25	53		7			105	6			187	1	8	15	39	15	104						
65	Sullivan	67		4		5	1½	14	57	20	9	35	6	4		33				99	1					42						
66	Susquehanna	359	12	30	37		2½	82	328	22	47	74	55	4		300	9		3	10		9	3	1	12	124	4					
67	Tioga	382	11	131	13	25	2¼	72	343	21	161	103	54	85	10	285	24		7	256	1	40	7	7	1	168	4	20	2	920	2,565	26
68	Union	91	9	2	4	12	2⅛	59	38	26	11	9	38	3		77	18	1	4	99	1.24	1	9		14	63			3			9
69	Venango	262	11	46			1.9	89	190	23	33	29	64	41	5	279	18	9	4	309	1.45	3	27	90	61	113		5	1	165	2,950	8
70	Warren	188	11	15	12		1¾	44	196	23	31	34	50	13		115	17	4	6	263	1.30	10	31	35	18	145	9	3		61	188	3
71	Washington	343	42	20			2	129	175		54	29	55	111		257	40	3	4	130	1.31	149	32	42	16	163	27	3	5	1		1
72	Wayne	329	32	12	41	40	2	47	229	22	23		30			32				179		30	23	12								
73	Westmoreland	398	6	24	14		2½	197	126	23	62	86	163	11		237	42	14	18	345	1.29	3	149	228	303	240	32	5	2	415	56	16
74	Williamsport	29	13		8	6	2½			21	2	3	18			33	18	5	2	260	.25		6	8	33	33	2	1	4	300	24,000	10
75	Wyoming	101	4	5	3		2¼	38	121	21	35	3	3			22				141	1.30							4		180	1,800	5
76	York	391	45	34	6		2	263	96	24	86	87	108	48	2	367	45	9	4	280	1.40	77	34		286	394	6		8	320	12,000	16
	Total	14,192	844	2,043	947	344	2½	7,165	8,505	24	2,413	2,423	3,692	1,632	118	10,992	1,363	336	179	15,161	1.40	1,488	3,146	4,073	3,049	8,766	411	450	146	30,267	400,160	865

Academies and seminaries.

Name of institution.	Name of principal.	Location.	Number of instructors.	Average hours of teaching per day.	Average salaries.	Whole number of pupils.	Average age of pupils.	Number of males.	Number of females.	Number preparing to teach.	Number of boarders.	Number of day scholars.
Beaver Seminary and Institute	R. T. Taylor	Beaver, Beaver County	7	5	$900 00	140	15	40	100	15	40	100
Blairsville Ladies' Seminary	J. Jewett Parks	Blairsville, Indiana County	6	6	300 00	70	15	.....	70	10	35	35
Columbus M. and F. Academy	J. L. Kilgore, M. D.	New Columbus, Luzerne County	4	6	400 00	117	20	77	40	13	84	33
Conestoga Collegiate Institute	H. H. Brunning	Lancaster, Lancaster County	2	4½	.....	19	17	.....	19	.....	.....	19
Cumberland Valley Institute	A. H. Ege	Mechanicsburg, Cumberland Co	5	7	500 00	70	17	70	.....	12	43	27
Dayton Academy	D. K. Duff	Dayton, Armstrong County	3	6	600 90	102	16	58	44	75	95	17
Eldersridge Academy	A. Donaldson, D. D	Eldersridge, Indiana County	3	4	360 00	58	19	58	.....	24	40	18
English and Classical Institute	J. A. Murphy	Stewartstown, York County	1	6	900 00	41	15	18	23	12	10	31
Freeburg Academy	Daniel S. Boyer	Freeburg, Snyder County	3	6	650 00	190	.....	150	40	65	110	80
Greenwood Seminary	William Burgess	Millville, Columbia County	3	6½	.....	90	.....	48	42	20	6	84
Kishacoquillas Seminary	Martin Mohler	Kishacoquillas, Mifflin County	4	6	400 00	88	19	51	37	24	74	14
Missionary Institute	P. Born	Selinsgrove, Snyder County	4	4	400 00	128	17	128	.....	10	60	68
Moravian Seminary for Ladies	Francis Wolle	Bethlehem, Northampton County	34	4½	800 00	303	16	.....	303	5	260	40
Mount Dempsey Academy	Lewis B. Kerr	Landisburg, Perry County	2	7	.....	70	17	50	20	25	18	52
Nazareth Hall	Eugene Leibert	Nazareth, Northampton County	11	4	525 00	130	13	130	.....	.....	127	3
Oak Dale Seminary	Isaac W. Guldin	Pughtown, Chester County	1	6	.....	50	16	37	13	6	20	30
Parkesburg Institute	J. M. Rawlins	Parkesburgh, Chester County	3	6	.....	70	15	40	30	.....	.....	.....
Reading Classical Academy	D. B. Brunner	Reading, Berks County	4	6	.....	153	17	153	.....	20	27	126
Southwestern Normal School	J. C. Gilchrist	California, Washington County	6	5	500 00	199	18	97	102	124	120	79
Witherspoon Institute	W. J. Brugh	Butler, Butler County	5	6	.....	188	15	108	40	.....	34	154
Wyers' Boarding School	William F. Wyers	West Chester, Chester County	8	6	550 00	77	16	77	.....	3	69	8
Wyoming Seminary	R. Nelson, D. D	Kingston, Luzerne County	13	6	1, 000 00	527	17	346	181	80	360	167
York County Academy	G. W. Ruby	York, York County	4	6	1, 000 00	176	17	116	60	40	45	131
			126	5½	612 00	3, 066	16½	1, 852	1, 204	583	1, 677	1, 316

Name of institution.	LIBRARY.			APPARATUS.		EXPENSES.		PROPERTY.		REVENUE.		EXPENDITURES.			
	Number of volumes in library.	No. reviews and periodicals taken.	Amount expended for books during year.	Value of apparatus.	Amount expended for increase of apparatus during the year.	Cost of tuition per year.	Cost of board per week.	Value of buildings and grounds.	Amount of invested funds, lands, &c.	From tuition.	From invested funds, lands, &c.	For salaries.	For servants, fuel, and printing.	For building and repairs.	For interest on debt.
Beaver Seminary and Institute	200	17	$30	$175	$35	$36	$4 50	$20,000 00	.....	$2,100 00	.....	.....	.....	.....	.....
Blairsville Ladies' Institute	.....	3	.....	350	.....	40	4 00	12,000 00	.....	.....	.....	.....	.....	.....	.....
Columbus M. and F. Academy	.....	.....	.....	40	.....	32	3 00	3,000 00	$1,500 00	.....	$100 00	.....	.....	.....	.....
Conestoga Collegiate Institute	.....	3	.....	.....	.....	70	.....	.....	.....	1,200 00	.....	$275 00	.....	.....	.....
Cumberland Valley Institute	500	5	400	600	.....	40	4 50	18,000 00	.....	1,500 00	.....	2,500 00	$683 00	$109	$250
Dayton Academy	75	.....	.....	25	.....	20	3 50	1,500 00	.....	1,170 00	.....	110 00	75 00	5	.....
Eldersridge Academy	600	4	50	80	.....	30	4 00	3,000 00	.....	1,080 00	.....	230 00	50 00	30	.....
English and Classical Institute	70	.....	.....	.....	.....	30	4 00	1,000 00	.....	900 00	.....	.....	20 00	.....	.....
Freeburg Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Greenwood Seminary	300	.....	.....	150	.....	32	3 50	6,000 00	.....	1,700 00	.....	500 00	300 00	100	.....
Kishacoquillas Seminary	500	.....	40	50	18	32	4 00	6,000 00	.....	1,300 00	.....	850 00	600 00	50	120
Missionary Institute	2,000	.....	.....	200	.....	25	3 25	15,000 00	.....	2,000 00	.....	1,600 00	.....	75	.....
Moravian Seminary for Ladies	4,100	10	211	850	70	40	5 00	110,000 00	.....	20,000 00	.....	14,100 00	3,000 00	990	380
Mount Dempsey Academy	50	.....	.....	30	.....	25	3 00	.....	.....	1,200 00	.....	300 00	.....	.....	.....
Nazareth Hall	5,000	10	200	500	125	50	5 00	30,000 00	.....	7,500 00	.....	4,500 00	3,200 00	1,500	725
Oak Dale Seminary	520	7	50	100	.....	50	4 50	6,200 00	.....	.....	.....	.....	.....	.....	.....
Parkesburg Institute	.....	.....	.....	.....	.....	26	4 00	15,000 00	.....	.....	.....	.....	.....	.....	.....
Reading Classical Academy	330	4	40	400	100	28	4 50	.....	.....	.....	.....	.....	.....	.....	.....
Southwestern Normal School	600	15	.....	.....	.....	30	4 00	20,000 00	.....	3,000 00	.....	2,500 00	300 00	.....	.....
Witherspoon Institute	800	.....	.....	200	.....	20	3 50	10,000 00	.....	2,307 00	.....	.....	.....	.....	.....
Wyers' Boarding School	481	8	531	290	101	90	6 50	43,000 00	.....	6,930 00	.....	3,700 00	2,570 00	569	1,750
Wyoming Seminary	1,000	20	.....	1,500	.....	.....	4 00	130,000 00	.....	8,000 00	8,000 00	13,000 00	1,000 00	2,000	.....
York County Academy	.....	.....	.....	500	.....	38	4 00	6,000 00	3,000 00	4,200 00	200 00	4,000 00	200 00	120	.....
	17,126	106	1,552	6,040	449	3,750	4 00	425,700 00	4,500 00	66,087 00	8,300 00	48,165 00	14,998 00	5,548	3,225

RHODE ISLAND.

As early as the year 1770 the question of establishing free public schools was agitated in Providence, the movement being led by the Rev. Dr. James Manning, President of Rhode Island College, assisted by his friend and associate Rev. Dr. Enos Hitchcock, pastor of the First Congregational church. As these efforts seemed about to succeed, the death of Dr. Manning occurred, and until the year 1800 no definite progress was made in the cause. In that year the general assembly passed an act establishing free schools in every town, in response to a petition of the Providence Association of Mechanics and Manufacturers. From the working classes, therefore, education received its first impetus in the State. Free schools were soon successfully established in Providence, embracing 988 pupils out of a population of 7,615. But the law met with strong opposition and was soon after repealed, and not until after the year 1820 were they permanently established in the State.

SUMMARY OF STATISTICS.

Number of towns in the State	34
Number of children under fifteen years of age, (census 1860)	56,934
Number of children registered in school, (1868,) in winter	29,477
Number of children registered in school, (1868,) in summer	26,540
Average attendance	23,857
Number of schools	650
Number of teachers in summer—gentlemen 62; ladies 549	611
Number of teachers in winter—ladies 500; gentlemen 173	673
Number of weeks of school year	33
Amount of permanent school fund	$412,685
State appropriation, (1869)	$90,000
State appropriation, (1868)	$70,000
Appropriation by towns, (1869)	$381,445 81
Appropriation by towns, (1868)	$199,860 55
Expenditures for school-houses (1868-'69)	$85,845 22
Increase over previous year	$23,536 10
Appropriations for State teachers' institutes	$500 00
For "Rhode Island Schoolmaster"	$300 00
For normal instruction	$1,500 00

The whole amount of town appropriations for the public schools in 1859 was $88,922 89, and for 1869 it was $244,845 86, showing for the ten years an increase of $152,922 97; an amount nearly double the total appropriation of 1859. This, with the increased appropriation of the State for schools of $40,000, gives the State $192,922 97 more to expend for public schools than it had ten years ago. The tax on each $100 for the support of schools varies in the several towns from 4 to 26 cents, and the length of the school year in the several towns varies accordingly. In the city of Providence the length of the school year is forty-one weeks, while in West Greenwich it is twenty weeks; while other towns range between these two extremes, and the average length of the schools of the State is thirty-three and two-fifths weeks. The law requires school to be kept at least four months. During the year nine teachers' institutes were held; two in each county of the State but one were well attended, and instrumental not only in conveying instruction, but in arousing a more lively interest among both teachers and parents.

PROVIDENCE.

During the past year a large and elegant grammar school building has been almost completed, and when finished the city will be provided with two buildings for school purposes unsurpassed for beauty and convenience. While great improvements have been made in the grammar schools, the high school remains in nearly the same condition as when it was first established twenty-seven years ago. Only a small proportion of the number of pupils in the public schools ever go into the high schools, the great work of education being accomplished in the grammar, intermediate, and primary schools. Of those who do enter the high school, the number of boys who complete the course is very small, being drawn off by tempting offers to enter offices or stores. The arrangements for the primary schools are not so good as for the others, being "too often hid from sight in obscure streets, and repelling the visitors by their mean arrangements and wretched ventilation." In many parts of the city schools are very much crowded; which fact, taken with the lack of sanitary arrangements, is thought to account for much of the ill-health among children.

EVENING SCHOOLS IN PROVIDNECE.

Six evening schools are in very successful operation. During twenty weeks 1,931 pupils were registered—1,407 boys and 524 girls; an increase of 363 over the registry of the previous year. The seats are all filled, and many have to be rejected for whom there is no room. The ages of these pupils have ranged all the way from ten to forty years. Many were so earnest that they came to the school night after night directly from their work without waiting for their supper. Their progress has consequently been marked, many having accomplished more in five months than day-school pupils during a whole year.

In the closing examination of one of these schools, at which the governor of the State, the mayor of the city, and other distinguished persons were present, the salutatory was by a young man, Thomas Murphy, who has, besides working diligently at his trade, that of beltmaker, for three years attended the evening schools to such good purpose that he has just finished a course in Greek, Latin, and mathematics, and is now ready for the university with a view to studying the profession of the law. The final essay, with the valedictory address, was by Eliza A. Boyle, who for four years or more has worked in a mill from early morning until a quarter to seven in the evening, coming from the mill to school, and taking her supper after school. She is now nineteen years of age, and "her education will compare favorably with not a few who graduate at the high school."

A benevolent association of ladies, known as the "Irrepressibles," support an evening school exclusively for ladies. The superintendent of public schools has furnished books for their use and seats for their accommodation. It is taught by Miss Harriet N. Metcalf, and is attended by about thirty pupils.

List of school officers.

Hon. THOMAS W. BICKNELL, *Providence, secretary of the board of education and commissioner of public schools.*

CITY AND TOWN SUPERINTENDENTS.

Name.	Place.
Rev. Daniel Leach	Providence.
F. W. Tilton	Newport.
George N. Bliss	East Providence.
Rev. Francis Horton	Barrington.
Robert S. Andrews	Bristol.
Rev. O. P. Fuller	Warwick.
Rev. N. B. Cooke	Cumberland.
Rev. Orin H. True	Scituate.
Samuel H. Cross	Westerly.
James W. Bullock	Cranston.
J. H. Rockwell	North Kingston
Leland B. Jenckes	Woonsocket.
Andrew Jenks	North Providen

Table of statistical details of schools in Rhode Island for the year 1869.

Counties.	Number of districts.	Number of schools.	Male teachers.	Female teachers.	Boys.	Girls.	Whole number.	Average attendance.	Male teachers.	Female teachers.	Boys.	Girls.	Whole number.	Average attendance.	Population under 15 years of age.	Number of weeks in school year.
Providence	197	402	37	363	8,867	9,060	17,927	15,467	67	338	9,911	8,922	18,833	16,098	37,756	33
Newport	65	71	10	51	1,310	1,345	2,655	2,079	23	45	1,529	1,311	2,840	2,231	5,784	33.6
Washington	96	103	14	76	1,010	1,075	2,085	1,629	56	51	2,012	1,523	3,535	2,598	6,391	29⅓
Kent	50	51	8	33	1,393	1,330	2,723	1,736	22	41	1,612	1,472	3,084	1,972	5,401	28⅔
Bristol	13	23	3	26	590	560	1,150	892	5	25	529	556	1,185	958	2,602	40
Total	421	650	62	549	13,170	13,370	26,540	21,803	173	500	15,593	13,784	29,477	23,857	57,934	33

Counties.	Amount received from the State, 1868–'69.	Amount of town tax, 1868–'69.	Registry tax and other sources.	Rate bills, 1868–'69.	Balance unexpended last year.	Total receipts from all sources.	Expenditures, exclusive of school-houses.	Expended on school-houses.	State appropriation for 1869–'70.	Town tax for 1869–'70.
Providence	$42,034 99	$155,421 65	$9,211 16	$1,082 49	$3,671 17	$224,232 27	$191.394 68	$54,343 51	$53,333 92	$331,367 19
Newport	7,454 04	22,337 34	423 03	1,075 64	.....	32,654 67	30,746 20	556 71	10,577 59	26,418 12
Washington	10,376 19	6,565 92	1,141 29	80 22	.....	18,153 62	19,039 12	30,046 06	13,181 37	7,205 38
Kent	7,230 87	5,178 16	1,193 55	213 27	206 92	14,022 77	12,425 53	.....	9,191 58	6,237 69
Bristol	2,904 39	10,367 48	472 68	.....	.....	13,743 52	13,570 93	898 94	3,715 54	10,217 48
Total	70,000 48	199,860 55	12,431 71	2,451 62	3,878 09	302,806 85	267,176 46	85,845 22	90,000 00	381,445 86

SOUTH CAROLINA.

Hon. J. K. Jilson, State superintendent, in his report for 1869, states that in September 1868, immediately after the passage of the law providing for the organization of the educational department of the State, the several county commissioners were notified and instructed by the superintendent as to the work to be done. He states that the work has been delayed by causes beyond his control. Some of the commissioners failed to report, and some have failed to qualify. The failure of the general assembly to pass a school bill at last session has delayed work for nearly a year. The children of the State are daily growing up in ignorance.

Statistical tables and county reports, as far as received, are transmitted, from which it appears that the chief obstacles to the establishment of an efficient system of free schools are want of funds, indifference resulting from the ignorance of the people, and a deeply-rooted prejudice against mixed schools, both races being equally opposed to the plan.

From the report of the agent of the Peabody fund, it appears that the "Saturday Normal School" in Charleston, which had been discontinued from want of funds, was revived last year by aid afforded by the Peabody fund. To Greenville $1,000 was given the past year toward the education of 500 children; citizens contributing $2,500. This year they have increased their appropriation to $4,500, and the fund has added $500. Columbia is allowed $2,000 "on same conditions as before." Pine Ridge Free School receives $300; Abbeville the same, and $600 promised to two schools in Beaufort, on condition that they give means of education to all the children in the town. Efforts made in Sumter and other places have not yet been successful. From a report of Rev. J. W. Alvord, general superintendent of freedmen's schools, dated Charleston, January 11, 1870, we have information of 8 schools—in all, about 2,500 pupils—and, "with one or two exceptions, all in good condition;" one of them, the "Freedmen's Pay School," entirely supported by colored people, and with colored teachers, which, as Mr. Alvord remarks, "is a land-mark showing the progress of the people." A liberal fund is needed to keep these schools in good condition.

Table of statistical details of schools in South Carolina, by counties, from the State report, dated January 24, 1870.

Hon. J. K. JILSON, *State superintendent of education, Columbia, South Carolina.*

Counties.	Superintendents.	Post office address.	Number of schools.	Number of teachers.	NUMBER OF SCHOLARS.		
					White.	Color'd.	Total.
Abbeville	H. J Lomax	Abbeville C. H	9	12	22	292	314
Anderson	W. H. Haynie	Anderson C. H					
Barnwell	W. J. Mixson	Barnwell					
Beaufort	L. S. Langley	Beaufort	32	37	57	2,073	2,130
Charleston	Moulton Emery	Charleston	12	99	2,026	2,055	4,081
Chester	Dublin Walker	Chester C. H	2	3		113	113
Chesterfield	J. E. Lucas	Chesterfield C. H	4	4	59	80	139
Clarendon	L. A. Benbow	Wright's Bluff	8	8	70	128	198
Colleton	G. F. McIntire	Walterboro					
Darlington	E. J. Snetter	Florence	3	6		366	366
Edgefield	E. L. Whateley	Hamburg					
Fairfield	W. B. Peake	Winnsboro	23	24	303	157	460
Georgetown	James A. Bowley	Georgetown C. H					
Greenville	James Harrison	Greenville C. H	45	56	1,355	517	1,872
Horry	J. T. Walsh	Conwayboro					
Kershaw	Frank Carter	Camden	12	16	146	351	497
Lancaster	W. J. White	Lancaster C. H					
Laurens	Nath'l Freman	Laurens C. H					
Lexington	W. Berly	Lexington C. H	28	28	568		568
Marion	J. E. Dunlop	Marion C. H	2	3		168	168
Marlboro	H. J. Maxwell	Bennettsville	4	5	93	145	238
Newberry	William Sumner	Pomaria	46	42	1,000	240	1,240
Oconee	Rich'd S. Porcher	Pendleton					
Orangeburg	E. J. Cain	St. Matthew's P. O					
Pickens	D. F. Bradley	Pickens C. H	13	13	294	11	305
Richland	N. E. Edwards	Columbia	10	17	233	695	928
Spartanburg	R. H. Reid	Reidville	29	42	715	10	725
Sumter	J. N. Corbett	Sumter C. H	28	41	449	577	1,026
Union	A. A. James	Jonesville					
Williamsburg	F. H. Frost	Kingstree	1	2		100	100
York	R. Latham	Yorkville	70	70	865	85	950

TENNESSEE.

From the first annual report of the superintendent of public instruction, dated October 1869, is taken the following

SUMMARY:

Entire school population, (1868)	410,000
Enrollment in school	185,845
Not attending free schools	224,155
Aggregate outlay by the State for two years' educational purposes	$573,795 74
Number of school-houses built	628
Number of sites secured	289
Number of school-houses burnt or destroyed	61
Number of school-houses built wholly or partly by the Bureau	44
Average pay of gentlemen teachers per month	$16 to $90
Average pay of lady teachers per month	$16 to $55
Average number of months school taught	5
Average cost of tuition per scholar	$1 to $7 50
Average cost in private schools	$6 to $18
Funds raised by local taxation for schools for the year	$131,567
Total outlay for school purposes for the year	$299,641 16

ORGANIZATION OF SCHOOLS.

Under the old law of Tennessee the counties were divided into civil districts, which arrangement remains unchanged. There were, by its provisions, no less than ten different kinds of officers concerned in educational matters, viz., the commissioners of the school fund, the State treasurer, who acted as State superintendent, the county trustee, the county court clerk, the county examiner, the county commissioners, the sheriff, the school district commissioners, the school district clerk, and school district treasurer. These officials were so independent of each other that very little practical accountability for their action existed, and matters progressed in a totally unsystematic way, without life, activity, or efficiency.

Under the law of 1867 there were only four kinds of officials, the school fund commissioners, the State superintendent, the county superintendent, and the district or subdistrict directors. Under the former law teachers were employed by the district clerk, examined by the county examiner, and paid by the county trustee. Under the revised law they were examined and paid by the county superintendent on the district clerk's order. The former law contemplated only white pupils between six and twenty-one years old; the revised law applied to both white and colored, between six and twenty, and provided for separate schools for the two races. The title to and control of school-houses and sites was vested in the district commissioners by both laws.

The school moneys were raised by interest on the permanent school fund and yearly State tax. Under the former law they were disbursed by the State treasurer to the county trustee, and by him to the district treasurer. Under the revised law the moneys were paid by the State treasurer to the county superintendent. All these were bonded officers.

The schools under the former law received the money of the State, and were also allowed to charge for tuition; consequently those pupils who could not pay were excluded when the State appropriation was spent. Under the revised law they were free to all of legal age, or they could not claim the State's apportionment. Additional moneys needed were to be raised by tax on the district, or any other method not interfering with the freeness of tuition.

From the above hasty synopsis, it will be seen how far superior in simplicity, efficiency, and directness the revised machinery was to the old. In addition, the revised law made no discrimination on account of race, and the blacks were lifted out of the ignorance that always makes a population dangerous. The responsibility of all officials and their accountability to each other was much more perfect under the revised law than the old.

The revised school law was passed March 5, 1867, and the superintendent opened his office October 7, 1867, at the capitol. Many and almost overwhelming were the difficulties encountered at the very beginning of his labors. For example, the preliminary requirements of the act relative to the election of school directors in each civil district, the census of all white and colored youths between six and twenty years, the procuring of school-houses, &c., had been complied with to no extent worthy of mention. There were no records or reports of the older system of schools under the treasurer, nor could any detailed information respecting its workings be obtained. In short, nothing had been done even under the new act, except to collect the school tax provided for thereby, and even the money resulting therefrom had been, in the State's distress, used, like other revenue, to liquidate the State's indebtedness; so that there

were grave doubts expressed by some whether there could be spared the necessary amount for school purposes. There were also numerous objections, founded on the poverty of the people, the destruction of school-houses during the war, and the embarrassed condition of the State's finances, against the immediate organization of the system; and to these was added a bitter opposition from quarters not desirous of the education of colored children. Even after the preliminary difficulties had been overcome, after county superintendents had been appointed, school-rooms and teachers procured, and schools established, the delay and difficulty experienced in procuring the pay due them disheartened many of the best and truest instructors and superintendents. Many of the teachers declined to reopen their schools, and thus some of the best were lost to the free-school system. In this, as in other occupations, the amounts and methods of payment largely influence the character, spirit, and efficiency of the persons engaged.

Again, another difficulty and embarrassment was the immediate necessity for instructors of some sort or other, without any time or opportunity to train them for the discharge of their duty. The State, prior to the war, had had no institution, public or private, which devoted itself to normal instruction, and during the war the soldier, and not the schoolmaster, had been abroad. Examinations of applicants by the county superintendents, county teachers' associations, teachers' libraries, and such like methods, were speedily adopted to remedy this deficiency, as well as to subserve other obvious ends. In the meantime efforts were made to bring the legislature to appreciate and provide for the professional education of teachers in normal schools; the Rev. Dr. Sears, agent of the Peabody fund, offered assistance; the Hon. William Bosson, chairman of the house committee on common schools, introduced a bill providing for the establishment of three free normal schools, one in each grand division of the State, to be associated with some organized institution of learning; and the State superintendent also prepared a bill for the establishment of normal institution by one or two schools for that purpose. Both of these schemes provided for a normal school board for the regulations of these institutions, the admission of students, their education and training by these and other means. Unfortunately the State took no action. But the great demand for teachers of experience and training called forth efforts to supply it by the schools, academies, and colleges of the State; and as the result of these endeavors, public and private, the standard of efficiency among the instructors rose very decidedly.

Another very grave hinderance was the general destruction and damage of school-houses and property during the war. Many parts of the State had no rooms of any description, owned and used for school purposes. Other districts had accommodation for only a portion of the number who desired to attend, and this generally of the most inadequate description as regards furniture, outbuildings, ventilation, light, &c. The general lack of proper information on this subject aggravated the difficulty.

REVERSAL OF THE RECENT SCHOOL POLICY.

Since the publication of the report above referred to the main features of the school law existing prior to the secession of Tennessee from the Union has been restored by the last legislature. With this radical change State supervision was abolished and education left to county action. Under this reëstablishment of the old law Davidson County has elected a county superintendent, and two other counties, Greene and Montgomery, have established schools. The cities of Memphis and Nashville are conducting schools under special laws for these respective cities.

Table, showing the statistical details of schools in Tennessee by counties, copied from the State report 1869.

Counties.	Superintendents.	Post office address.	NUMBER OF SCHOOLS.			Number of teachers.	SCHOLARS ENROLLED.			Total disbursements.
			White.	Colored.	Total.		White.	Colored.	Total.	
Anderson	C. D. McGuffey	Clinton	31	2	33	34	1,570	78	1,648	$4,778 63
Bedford	W. Houston	Shelbyville	124	36	160	90	5,350	1,330	6,680	15,824 53
Benton	G. Hallowell	Camden	23	1	24	26	666	50	716	4,070 78
Bledsoe	C. C. Stranahan	Pikeville	18	2	20	22	832	100	932	1,656 95
Blount	T. J. Lamar	Maryville	70	8	78	83	3,944	445	4,389	8,638 80
Bradley	W. M. Wilhoite	Cleveland	27	5	32	54	1,668	224	1,892	7,735 89
Campbell	C. L. Bowling	Jaeksborough	26	.....	26	26	1,280	.....	1,280	4,597 08
Cannon	J. P. Elkins	Woodbury	34	1	35	35	999	55	1,054	5,607 51
Carroll	J. L. McDowell	Huntingdon	53	4	57	58	3,438	203	3,641	10,463 90
Caster	W. C. Singletary	Elizabethton	34	1	35	35	675	.....	675	5,691 02
Cheatham	A. F. Binkley	Ashland City	22	2	24	24	696	90	786	3,014 82
Claiborne	J. J. Hollingsworth	Tazewell	100	6	106	106	2,096	69	2,165	5,887 08
Cocke	W. Cureton	Newport	46	5	51	51	4,059	444	4,503	7,873 62
Coffee	J. F. Thomas	Manchester	30	3	33	33	1,400	170	1,570	6,628 94
Cumberland	N. T. Custead	Crossville	16	.....	16	16	700	.....	700	.....
Davidson	A. J. Roper	Nashville	72	39	111	122	6,113	3,720	9,833	28,013 64
Decatur	J. W. Morgan	Decaturville	17	1	18	18	1,117	45	1,162	3,680 15
DeKalb	W. D. G. Carnes	Smithville	73	3	76	64	3,965	451	4,416	7,563 23
Dickson	L. F. McCreary	Charlotte	35	3	38	38	1,330	120	1,450	4,265 76
Dyer	J. B. Cunningham	Dyersburg	40	1	41	43	1,297	92	1,389	7,409 33
Fayette	J. A. Coolidge	Somerville	1	1	2	2	22	59	81	1,462 80
Fentress	L. C. Wright	Jamestown	24	.....	24	24	1,000	.....	1,000	45 00
Franklin	J. W. C. Bryant	Winchester	50	10	60	89	2,797	625	3,432	9,230 78
Gibson	W. H. Stillwell	Trenton	44	2	46	49	2,944	181	3,125	13,632 10
Giles	B. W. White	Pulaski	36	12	48	39	1,355	555	1,910	10,776 72
Granger	H. C. Griffith	Rutledge	46	8	54	54	4,275	450	4,725	5,135 41
Greene	W. B. Rankin	Greenville	129	7	136	119	3,923	319	4,242	12,753 18
Grundy	S. W. Griswold	Altamont	16	.....	16	16	650	.....	650	937 38
Hamilton	E. O. Tade	Harrison	54	28	82	37	2,117	790	2,907	10,225 76
Hancock	H. Tyler	Sneedsville	33	1	34	34	2,200	42	2,242	2,119 24
Hardeman	P. Miller	Bolivar	47	4	51	51	1,890	180	2,070	6,314 65
Hardin	N. W. Watson	Savannah	30	2	32	32	1,350	90	1,440	5,168 10
Hawkins	G. W. Portrum	Rogersville	40	2	42	42	1,638	90	1,728	6,201 12
Haywood	J. C. McCallum	Brownsville	24	3	27	27	680	135	815	5,743 50
Henderson	C. H. Rogers	Lexington	.....	.....	.....	.....	2,700	135	2,835	5,810 61
Henry	J. M. Kirkwood	Paris	59	2	61	62	1,904	94	1,998	5,985 52
Hickman	A. J. Stanfield	Centreville	36	3	39	38	1,443	135	1,578	6,394 15
Humphreys	A. C. Stockard	Waverley	29	3	32	32	1,384	154	1,538	5,448 85
Jackson	B. Clark	Gainesboro	45	1	46	82	2,042	29	2,071	7,709 74
Jefferson	J. A. Griffee	Dandridge	62	11	73	78	4,547	653	5,200	11,828 97

Johnson	G. A. Graco	Taylorsville	29	1	30	30	1,554	39	1,593	3,652 09
Knox	M. C. Wilcox	Knoxville	103	23	126	107	5,561	1,161	6,722	15,981 72
Lauderdale	H. J. Hanks	Ripley								60 00
Lawrence	S. A. Carroll	Lawrenceburg	35	1	36	34	1,655	41	1,696	3,017 69
Lewis										1,018 74
Lincoln	A. B. Coleman	Fayetteville	35	1	36	34	1,675	110	1,785	11,808 13
Macon			35	2	37	37	1,407	81	1,488	4,838 88
Madison	R. J. Williams	Jackson	15	6	21	28	1,372	821	2,193	7,151 13
Marshall	W. B. Holden	Lewisburgh	26	6	32	34	1,140	243	1,383	7,399 02
Marion	G. F. Smith	Jasper	26	1	27	24	1,210	50	1,260	4,654 07
Maury	W. Mack	Columbia	101	54	155	122	2,381	1,623	4,004	14,397 29
McMinn	J. A. Hyden	Athens	45	5	50	51	3,038	317	3,355	9,991 23
McNairy	M. R. Abernathy	Purdy	29	2	31	34	1,442	106	1,548	6,281 00
Meigs	E. H. Matthews	Decatur	29	5	34	23	1,350	135	1,485	3,248 04
Monroe	J. C. Montgomery	Madisonville	78	3	81	61	2,679	63	2,742	6,094 63
Montgomery	E. McKinney	Clarksville	41	19	60	91	1,063	744	1,807	12,961 53
Morgan	C. H. Delius	Montgomery	18	1	19	20	796	19	815	1,845 80
Obion	A. D. Banton	Troy	46	4	50	50	2,295	274	2,569	5,970 04
Overton	L. Armstrong	Livingston	25	1	26	26	1,249	25	1,274	7,095 05
Perry	A. M. Taylor	Linden	20	1	21	21	1,153	41	1,194	3,466 24
Polk	J. F. Kincheloe	Benton	56	2	58	61	2,450	65	2,515	4,676 63
Putnam	B. Hunter	Cookville	37	3	40	40	2,817	153	2,970	4,980 11
Rhea	H. C. Rogers	Washington	18	.....	18	18	764	.....	764	2,203 83
Roane	J. C. Nelson	Kingston	56	4	60	65	3,218	256	3,474	10,050 29
Robertson	G. W. Walker	Springfield	33	5	38	29	1,199	265	1,464	4,744 22
Rutherford	W. H. Wallace	Murfreesboro	76	36	112	112	2,150	1,450	3,600	12,166 06
Scott	L. Sproule	Huntsville	24	.....	24	48	1,500	.....	1,500	2,671 22
Sequatchie	J. Alley	Dunlap	7	.....	7	7	350	.....	350	196 65
Sevier	N. M. Baker	Seviersville	53	3	56	56	2,862	162	3,024	7,402 88
Shelby	H. E. Andrews	Memphis	55	36	91	91	3,637	2,933	6,570	28,360 74
Smith	Ira W. King	Carthage	52	7	59	59	2,800	300	3,100	8,480 37
Stewart	B. G. Alden	Dover	28	3	31	31	650	90	740	4,612 92
Sullivan	R. C. Thornton	Blountsville	86	3	89	68	2,630	45	2,675	8,335 33
Sumner	H. C. McQuiddy	Gallatin	49	7	56	55	2,200	125	2,325	10,211 89
Tipton	H. W. McQuiston	Covington	13	2	15	15	397	70	467	2,476 13
Union	L. Huddlestone	Maynardville	26	.....	26	26	1,170	.....	1,170	4,673 57
Van Buren	E. E. Rogers	Spencer	14	.....	14	14	350	.....	350	933 74
Warren	J. P. Clarke	McMinnville	43	7	50	50	2,100	270	2,370	7,432 72
Washington	L. F. Drake	Jonesborough	68	5	73	73	3,895	305	4,200	8,700 13
Wayne	J. R. Alexander	Waynesboro	31	1	32	32	970	22	992	1,585 79
Weakley	A. H. Hughes	Dresden	55	1	56	56	2,116	65	2,181	8,276 95
White	W. F. Carter	Sparta	33	2	35	35	2,310	255	2,565	6,551 64
Williamson	J. A. Edmonson	Franklin	24	8	32	35	619	629	1,248	11,693 07
Wilson	N. G. Alexander	Lebanon	36	4	40	40	1,077	63	1,140	4,119 30

TEXAS.

The constitution of Texas, adopted November 30, and December 1, 2, and 3, 1869, provides in article ninth that the legislature shall "make suitable provisions for the support and maintenance of a system of free public schools, for the gratuitous instruction of all the inhabitants of this State, between the ages of six and eighteen years." It also provides for "a superintendent of public instruction, who, after the first term of office, shall be elected by the people; the first term of the office shall be filled by the appointment by the governor, by and with the advice and consent of the Senate." The superintendent to hold office four years, with a salary of $2,500 per annum. The legislature was not only directed to "establish a uniform system of public schools throughout the State," (section four,) but, "at its first session, (or as soon thereafter as may be possible,) shall pass such laws as shall require the attendance on the public free schools of the State of all the scholastic population thereof, for a period of at least four months of each and every year, (section five.) The constitution also provided for the basis of an ample public school fund, and for district taxation for school purposes.

With this highly favorable constitutional action by the people, it became the duty of the legislature to inaugurate a system of public free schools. The governor nominated a superintendent of public instruction early in the session. Unfortunately the senate could not agree upon the nomination, and it was rejected. The Hon. E. Pettit, A. M., chairman of the senate committee on education, reported a school bill, which, however, failed to pass. On the day previous to the adjournment of the legislature, August 13, 1870, Mr. Pettit wrote to the Bureau as follows: "I have labored hard to perfect the bill, (for public free schools,) and have gained something, I hope. I shall commence again early next session. I undertook to have commissioners appointed to visit other States on educational matters, but failed. Our next session will commence in January, when we hope to do better. I wish Congress would take the whole matter of popular education in hand."

From other sources we learn that the action of the legislature has disappointed the friends of education in Texas.

VERMONT.

The annual report of the Hon. A. E. Rankin, late secretary of the board of education gives the following among its

STATISTICS:

Number of families	56,565
Number of children between four and fourteen years	76,759
Number of children attending school between four and eighteen	74,140
Number of children attending school between eighteen and twenty	2,833
Aggregate average attendance	55,744
Number of school-houses in good condition	1,593
Number of school-houses unfit	760
Number of schools	3,089
Number of teachers	4,269
Number of teachers who have taught before	2,943
Number teaching in the same district	859
Number teaching without certificates	80
Number "boarding around"	1,326
Amount expended for teachers' wages and board	$348,563 88
Amount paid gentlemen teachers, exclusive of board	$57,794 07
Amount paid lady teachers, exclusive of board	$153,229 76
Total for school purposes	$500,000
Per cent. of average attendance	72¼

Increase of average attendance for year nearly 10 per cent.

A LADY VIGILANCE COMMITTEE AS A REMEDY FOR ABSENTEEISM.

Hon. A. E. Rankin, advises the appointment of a vigilance committee, composed of ladies, who should visit schools, have the care of the buildings and their contents, see that neatness and order are observed, inquire into the matter of attendance, and urge upon parents and children the importance of regularity and promptness, "and many other little things, as we say, but upon which the success of any school depends;" duties which now fall to the lot of prudential committees, "and which they so studiously and assiduously neglect." It is a work which will remain undone, unless done by women. Men, by nature and by education, are averse to this kind of work; unfitted

for it; and it is one in which he thinks ladies would excel, and much more appropriate for them than "soiling their fingers with the ballot." "It may be said that they can undertake this supervision now if they choose. Certainly, but to very little purpose. One must have the sanction of authority; one must wear the robe of office." Upon the failure of these means to secure a good attendance, he would have "legal suasion" resorted to, since if it be the duty of the State to educate its children, it is its duty to see that the facilities furnished are not neglected.

ACADAMIES AND NORMAL SCHOOLS, AND TEACHERS' INSTITUTES.

There are thirty-six academies in the State and two normal schools.

The State normal school at Johnson reports 150 pupils during the year 1868—ladies, 108; gentlemen, 42. Of these 14 graduated, 12 ladies and 2 gentlemen. The number assisted with funds of the State was 78.

The Randolph Normal School contained 255 pupils during the year 1868, of whom 30 were aided by the State, $292 having been expended. The number of graduates during the year is 30—first course, 26; second course, 4.

Teachers' institutes were held in twelve counties during the year. They were well organized and well sustained, and their good results were quite apparent in arousing a new interest in education among the people at large, as well as in affording an important means of culture to teachers, of which, however, they cannot always avail themselves, owing to the small salaries they receive.

As early as the year 1825 the general assembly of Vermont established a school fund from the avails accrued, and thereafter to accrue, from the State Bank and other sources. It was provided that said funds, with annually accruing interest, should be invested in approved bank stocks or other productive securities, and should only be appropriated to the use of schools when the amount should have increased to a sum whose annual interest should be adequate to defray the expenses of keeping a good, free, common school in each district in the State for the period of two months annually. When this fund had remained at interest eight years it was borrowed by the State, and appropriated to meet State expenses. Eight years after it was borrowed, when it had reached the sum of $235,000, as the easiest way of discharging the obligation the State repudiated the debt. This infamy rests with the Vermont State legislature of 1845, of perverting from its legitimate use a fund sacredly set apart for the benefit of the common schools by the preceding generation. It was like a man, grown rich and prosperous, filching from his own children's children a sum which his father, with much self-denial, had left, and sacredly set apart for their education.

Still, without any fund, an ample sum is appropriated for the education of every child in the State, were not 40 per cent. of the expenditure rendered inoperative by the failure of that proportion of the children to improve the advantages furnished.

DISTRICT SYSTEM.

An enumeration of some of the prominent obstacles in the way of the efficiency of the schools embraces fifteen different items, ten of which, at least, if not more, are evidently owing to the prevalence of the district system of supervision instead of the town system, and such is recognized to be the fact. Among these obstacles are insufficient supervision, constant change of supervision, poorly qualified teachers, constant change of teachers, employment of favorites without regard to qualification, too small schools, too short terms, and cheap teachers in small districts, and no schools at all in many districts. About 1,600 of the 3,000 schools in the State have an average attendance of less than 15 pupils. Of these, 800 average less than 10, and some less than 5, pupils. It is thought the number of schools should be reduced one-third, district lines abolished, and superior schools organized by towns, at a saving of $100,000, or $50,000 annually. Emigration westward has so reduced the population that districts which twenty years ago furnished 30 or 40 pupils have now less than one-fourth that number.

"Under the present system the educational interests of the town are in the keeping of from thirty to one hundred officials, consisting of prudential committee, district clerks, town clerk, and the superintendent;" the average number of school officers for each town from 50 to 60, (estimating three prudential committees to each district,) making the whole number of school officers in the State something more than 12,000, or one school officer for every seven school children. As might be supposed, with such an army of supervisors, very little supervising is accomplished, and that of a comparatively inferior quality, since what is everybody's business is universally regarded as nobody's business. "Six men, competent for the duties of the school department of the town, would be infinitely more efficient than fifty, even if it were possible to secure fifty men as competent as the six."

A district is reported by one of the town superintendents which for ten years has not paid a cent of district tax for support of schools, thus compelling the minority, who desire educational advantages, to do without schools for their children. The law

attempts to provide a remedy in such cases, but fails. Such a state of affairs could not exist if the town were obliged to support the schools.

The district system stands in the way of the introduction of graded schools. In many of the larger towns they have been established, and a similar result might be obtained in many of the villages, but for the old district lines. "They are held in a sort of reverence." Mr. Rankin remarks: "I don't know but the people somehow connect them with that passage of Holy Writ which pronounces maledictions upon those who remove ancient landmarks. It would be about as easy to remove the equator as to disturb one of these ancient lines. Vermonters seem to hate everything which savors of innovation. But we must not forget that innovation is often a serious foe to progress. The people will be slow to move in this direction. It is the duty of the legislature to step in and take the responsibility, if it can be seen to be a measure which should be secured."

COST OF EDUCATION.

It costs New York five times as much for tobacco as for education; and four times as much to support her criminal courts as to educate her children.

REMARKS ON ATTENDANCE.

The city of New York enrolls 222,000 school children, yet the average attendance is less than 92,000. About two-thirds of those nominally in attendance are absent from their schools. In Philadelphia 20,000 children neither attend school nor are engaged in any useful employment.

Every man's right ends where another's begins, and much more does the individual right end when the right of the many begins. And every individual has a right to demand of the state that every child shall be educated.

TEACHERS' INSTITUTES.

Every argument that can be urged in favor of professional associations of any kind can be urged in favor of educational associations. What the clergyman and the physician get at their county associations; what the lawyer gets by contact with his professional brethren at court, the teacher gets at these gatherings. The professional spirit, the *esprit du corps*, is quickened. Teachers come to feel that they belong to a profession which is recognized, and which, in its importance and dignity, ranks with the other learned professions; a laudable ambition is wakened, and they go away stimulated to renewed efforts to make themselves worthy of a calling which has enrolled among its members so many of the worthiest and most gifted men of all ages.

The young teacher enters upon the duties of his office full of faith in himself. Compared with the standard with which he has had opportunity to measure himself, he feels competent. He has not yet learned what is meant by education. He has been taught to believe it to be simply the acquisition of knowledge. He needs to be taught that the mind cannot live upon facts alone. He comes hither a school-master with narrow views, he may be sent away an educator. He will learn that teaching is an art, and that there are broad and scientific principles upon which it rests.

List of school officers.

Hon. J. H. FRENCH, LL. D., *secretary board of education, Montpelier.*

CITY SUPERINTENDENTS.

City.	Name.	City.	Name.
Brattleboro	John S. Cutting.	Montpelier	.....
Bristol	T. H. Archibald.	Waterbury	Melville E. Smilie.
Burlington	J. E. Goodrich.		

VIRGINIA.

Virginia has just established a system of free public schools, which has not yet had time to go into operation, and of course no facts can be given in regard to it, except those immediately connected with the adoption of this measure, which may go to show the results that may be expected from it.

In March, 1870, the superintendent of public instruction, Hon. W. H. Ruffner, in his report to the general assembly of the State, gave his views in regard to the system of schools desirable for the State, which he styled an "outline plan of public instruction," containing the leading features of a permanent system, with "a provisional plan for the gradual introduction of the free-school system into the State of Virginia," the latter to be superseded in July, 1871. He, however, purposely avoiding the introduction of unsettled questions, remarks:

"The undeniable fact of the steady growth of the public free-school system among the civilized nations for the last century creates a presumption in its favor. It flourishes under various forms of government, and when once tried is never abandoned, but, on the contrary, is cherished and perfected more and more. It is observed also that its popularity is not chiefly among the ignorant and moneyless, but among the more intelligent property-holders, and often among those who have the largest taxes to pay. This popularity is not to be accounted for by the growth of the republican form of government; for the system existed on this continent a hundred years before there was a republic, and at this time it is flourishing among the monarchies of Europe. And would it be seen existing in a perfection unknown on this continent, and vitalizing the energies of a mighty, consolidated empire, behold the kingdom of Prussia! As a mere matter of fact, the public free-school system is as clearly established as an element in the world's progress as any other of the great developments of modern enterprise.

"Those who have studied the history of pauperism in Southern Europe and in England tell us that the bulk of it comes from the neglected freedmen of the Roman empire and of the feudal barons. Now behold the result in the lazzaroni of the Mediterranean states and in the cloud of paupers in England! In the latter the education of the ruling classes has given national prosperity, but in England every eighth man is a pauper; and whilst she will spend but little for the education of the common people on the free system, she is (or was not long ago) compelled to spend thirty millions a year for the subsistence of her paupers, and a great deal more to punish them for their crimes. The statistics of her prisons show that 95 per cent. of crime is committed by persons unable to read or write, and also that not one criminal in two hundred has what may be called an education. And such is the testimony of prisons everywhere as to the intimate relations between ignorance, pauperism, and crime.

"When, on the other hand, we turn to those European nations which have established public free schools, there is a far better state of things in these particulars. Such is the case in Norway, Sweden, Denmark, Holland, Belgium, and most of the German states. There they have common schools, and there pauperism is almost unknown; and the testimonies go to show that in proportion as the people are educated they are free from crime and improved in thrift and good morals. Similar results are claimed in those States of our own prosperous and powerful country where the system has been thoroughly tried, and claimed with the greatest confidence in those States where the system has been longest tried. The outlay is great, but the income is far greater. Nothing is so costly as crime and ignorant, thriftless labor. Nothing makes public order so difficult, reputation so insecure, property so precarious, government in every department so costly and unstable, as ignorance and vice. Now, for these evils there is within the power of Government no remedy so cheap and effectual as common schools, which bring men from darkness into the light. And in these times, when every place and privilege belong to every man, there is no estimating the stake we have in this matter. Universal suffrage simply necessitates universal education.

"The more positive views of the subject are equally forcible, but they cannot here be pursued. I will sum up the whole of what might be said on the subject in one brief but pregnant sentence. The world's progress is the outgrowth of educated mind, and, in material things, the larger share of it has come from the practical classes. Now, a great interest like this, so essential to the prosperity of a State, cannot be safely left to private enterprise or to the laws of trade. The law of supply and demand has no application in the matter of popular, elementary education, because, in point of fact, the demand for the means of education is in inverse ratio to the supply; in other words, the less the supply the less is the demand; and as for the efficiency of private enterprise in promoting the education of the masses, it is too irregular in its action, too costly in its methods, and too inadequate in its means. Private enterprise never did, and never can, educate a whole people; and the public progress demands that the flow of education should be as universal, steady, and uninterrupted as the flow of gas and water for the use of a city.

"Moreover, the free-school system is equally recommended by its comparative cheapness. And this is so from the same causes which render a public system of law more

economical than private justice could possibly be, and which render all large and wholesale operations more susceptible of an economical arrangement than smaller. It is quite within bounds to assert that the whole people of Virginia may be educated by the free system for what it now costs to educate less than one-half of her population. In support of this position I shall hereafter produce the facts and figures.

"It should also be remarked that public free schools are not only cheaper than private schools, but, as a rule, they are better, and for these reasons, to wit: Every teacher is proved by examination to be competent, the pay is sure and prompt, the schools are organized and conducted by the best methods, the school-houses are more comfortable and better provided with school apparatus, and over all is uniform system and intelligent supervision."

Referring to the past policy of the State, he says:

"As for the principle involved, the State has practically settled that long ago, not only by the well-directed support given to her higher institutions, but by contributing to the education of indigent children, and by authorizing counties to tax themselves for free schools, which many of them have done. She has never before accepted the State system of public free schools, but there have always been many of her first citizens who have been advocates of it. Mr. Jefferson drew out a complete scheme on the State basis."

In urging his plan upon the attention of the legislature, he closes with the following argument:

"One other vital consideration presses this matter upon our attention at this critical time. Immigration will avoid a State which has not a good free-school system in operation. Mechanics and farmers, in choosing a home, will always be largely influenced by the educational facilities of a country. Mechanics know that they had better take low wages, farmers know that they had better pay higher prices for land, where there are public schools, than where they would have to depend on the costly, troublesome, and uncertain mode of hunting up means of education by private effort. This consideration will influence also rich capitalists, just as much as men of smaller means. If capitalists buy lands, establish factories, open mines, or build railroads, their success is dependent upon attracting laborers, small producers and large patronage. Almost every other State in the Union is ahead of us in this matter."

AGRICULTURAL COLLEGE LAND GRANT.

The governor, in his message of March 8, 1870, without dwelling upon the necessity for a public free-school system for the State, closes as follows:

"There is one more subject, not germane to the one discussed in this paper, to which I desire to call your attention. The general assembly, by an act passed December 15, 1865, authorized the appointment by the governor of an agent of the State to sell certain lands donated to the State by act of Congress approved July 2, 1862, (and accepted by the State by an act passed February 5, 1864,) for the purpose of establishing schools or colleges of agriculture and mechanical arts. I am not aware of any action whatever by the executive of the State under this law. Under the law of Congress the State will receive scrip or warrants for at least 300,000 acres of land, and I am informed that the same will be issued at any time, on the application of the proper authorities of the State. I have deferred action in the matter until the views and wishes of your honorable bodies could be obtained. An application for the appropriation of the fund arising from the sale of these lands has already been made by the University of Virginia in a very able memorial. Similar applications may be made by other colleges in the State. I would suggest, as a subject worthy of the serious and profound consideration of the general assembly, the propriety and feasibility of dividing this fund—appropriating one portion of it to that one of our colleges which, in your judgment, you may designate, and the other portion to a college or high school devoted exclusively to the education of our colored people. No such institution now exists in the State. All, I presume, recognize the importance and necessity of establishing one, and that, too, at the earliest day practicable. In the present impoverished condition of the State it will be difficult, if not impossible, to appropriate any considerable sum from the State treasury for this purpose, but a beginning can and ought to be made. It can be done by an appropriation of a portion of the fund above mentioned, and a reasonable amount from the State treasury. By authorizing the trustees or board of visitors, or the State board of education, to receive and apply to its support and management donations and bequests, it is more than probable that in a few years the institution would become well endowed and independent of State aid. It is quite probable that Congress might be induced to make an additional appropriation of lands for the establishment and support of such an institution. Like other colleges, before matriculation, students should be required to pass a satisfactory examination in certain prescribed preparatory studies. Such requirements would, of course, limit the number of students at first to a small number, owing to the backward state of education among the colored people, but there would be a constant increase from year to year. The benefits to these people and to the State,

which would flow from the successful establishment of a college of this character, are incalculable. I have not now the time, and it is not my purpose to amplify them, nor is it necessary. They are self-evident. I am an earnest advocate of universal and free education. If the death knell to American liberty is ever sounded, ignorance will pull the bell-cord. The colored people of our State are equally, with the white, clothed with the elective franchise. In order that they may intelligently exercise that right, the opportunity for education should, and under our constitution must, be afforded them. This cannot, however, be accomplished by any system of mixed schools. Each race must be provided for separately. I have in years past, and under the most favorable circumstances, witnessed a fair and impartial trial of the experiment, and it proved an utter failure. The true interests of the colored people themselves demand that they should be provided with separate schools. While they are entitled, under our constitution, to an equal participation in the benefits of a free common school system, I would extend to them inducements and incentives to advancement in mental and moral development, by the establishment of a college or university as above suggested, wherein shall be taught all the higher branches of useful knowledge. But it was my purpose merely to call the attention of the general assembly to the subject of providing for the sale of the lands donated by Congress, and the proper disposition of the proceeds thereof, without entering upon any extended discussion of the subject of education."

SCHOOL SYSTEM.

The legislature, at its last session, passed an act "to establish and maintain a uniform system of public free schools," the principal features of which are as follows:

ADMINISTRATION.

The system is to be administered by a board of education, a State superintendent of public instruction, county superintendents, and district trustees.

The board of education consists of the governor, the superintendent of public instruction, and the attorney general, having all the rights and powers heretofore vested in the board of the "literary fund."

The duties of the board of education are to have a supervision of the operation of the free-school system and suggest to the general assembly any improvements deemed advisable; to take charge of the funds derived from the existing literary fund; appoint and remove district school trustees until otherwise provided; appoint and remove county superintendents, subject to confirmation by the senate; and have charge of all matters relating to the practical administration of the system not otherwise provided for; make an annual report to the legislature, and punish county superintendents for neglect of duty, or for any official misconduct, by reasonable fines, to be deducted from their pay, by suspension from office for a time, and by removal, subject to the confirmation of their action by the senate.

THE SUPERINTENDENT OF PUBLIC INSTRUCTION

is to be elected by the general assembly, by joint ballot, within thirty days after the meeting of 1873–'74, and every four years thereafter; any vacancy arising in the office to be filled by the governor, the commission to expire thirty days after the next meeting of the legislature. The salary is to be fixed by the legislature. The duties of the superintendent are to see the school laws faithfully executed, and to promote as much as practicable a desire of education among the people; to interpret the school laws and explain to subordinate officers the duties devolving upon them. He is to visit the schools throughout the State as much as is consistent with other duties; he decides appeals from decisions of county superintendents, and annually prepares a scheme for apportioning the money appropriated by the State among the counties and cities, on the basis of the number of children between five and twenty-one years of age; and on or before the 1st day of October, annually, he must make a detailed report of his official proceedings to the board of education.

THE COUNTY SUPERINTENDENTS

are appointed for three years, their salaries to be determined by the board of education. Their duties include, besides a general supervision of the schools as in other States, the examination and licensing of teachers in accordance with directions from the State superintendent. They are also to decide appeals or complaints concerning any persons connected with the school system within their jurisdiction in certain cases; to administer oaths and take testimony in all matters relating to public schools when required by the State superintendent; and to make a report annually to that officer in the form prescribed by him, as well as special reports when called upon.

DISTRICT TRUSTEES

(three in each school district) are to be appointed by the board of education. Every trustee must be a resident of the district, and he "shall be exempt from serving on juries, working on roads, (but not from any road tax on property,) and from militia service in time of peace." Their duties are, to have the management of the local affairs of the school, employing teachers or dismissing them for cause; to suspend or dismiss pupils; take care of, manage and control the school property of the district; visit the schools from time to time, and see that they are conducted according to law and with the utmost efficiency; and to report annually to the county superintendent on such subjects as are indicated in the prescribed blank forms supplied for the purpose.

SCHOOL DISTRICTS

are to be numbered in the several townships by the county superintendents, and duly reported to the superintendent of public instruction.

TEACHERS.

No teacher can be employed or receive pay from public funds not having a certificate of qualification from the county superintendent of the county within which he or she is employed.

Every teacher must keep a daily register of facts pertaining to the schools in a prescribed form; written contracts are to be made with all teachers, signed in duplicate, each party holding a copy. Meetings of teachers may be invited and encouraged by the board of education, and addresses may be procured before such meetings; provided that no public money shall be expended for the purpose.

SCHOOL-HOUSES.

All school property pertaining to each school district is to be held by the district as a corporation. The board of trustees are to provide suitable houses and appliances, the utmost economy being observed consistent with health and decency, but "no house shall be erected without first consulting the county superintendent concerning the style of the structure and the arrangements about the buildings and grounds." The county superintendent may condemn any house that appears to him to be unfit for occupancy, and no public school shall thereafter be held in it, nor any part of the State or county fund be applied to support a school therein.

PUBLIC FREE SCHOOLS

may be established in any county only on condition that the county raise for their support as much as the State offers, unless the board of education, in their discretion, see fit to accept a smaller sum in certain specified cases.

The public free schools are to be free to all persons between the ages of five and twenty-one years; "provided that white and colored persons shall not be taught in the same school, but in separate schools, under the same general regulations as to management, usefulness, and efficiency."

THE BRANCHES

required in every school are orthography, reading, writing, arithmetic, grammar, and geography, no others to be permitted except by special regulations to be devised by the board of education.

Uniformity of text-books and the furnishing of the schools with such apparatus and library as may be needed shall be provided for by the board of education; and graded schools are to be preferred where practicable, under suitable regulations.

The number of schools in the State is to depend upon the funds available, which are to be distributed under the direction of the board of education among the counties and cities in as just proportion as possible, too great a multiplication of schools being guarded against so as to avoid a low grade of instruction.

SCHOOL FUNDS.

The present literary funds of the State, the proceeds of all public lands donated by Congress for school purposes, of all escheated property, of waste and unappropriated lands, of property coming to the State by forfeiture, fines, donations, and such other sums as the general assembly may appropriate, are to constitute a permanent and perpetual literary fund to be invested and managed by the board of education, the principal to remain unimpaired and entire, and the annual income to be given exclusively for the support and maintenance of public free schools.

The funds to be applied annually to school purposes consist of State, county, and district funds, embracing the annual interest of the literary fund, a capitation tax not exceeding $1 per annum on every male citizen over twenty-one, a tax of not less than one nor more than five mills on the dollar on property, together with such taxes as the counties and districts may agree upon; provided that no tax by counties or districts for schools shall exceed five mills on the dollar in any one year.

Public free schools are to be established in the cities and towns having a municipal government, excluding the jurisdiction and cognizance of the authorities of the counties within which they are situated.

From the report of Dr. Sears, agent of the Peabody fund, in regard to education in Virginia, it appears that certain cities of that State, without waiting for the passage of the school law, encouraged and stimulated by substantial aid from the fund, have supported free schools during the past year, appropriating $10,000 for current expenses, with an actual outlay for repairs, &c., of $17,500, receiving aid of $2,000 from the fund. A similar result is reported in Richmond, the Peabody fund contributing, upon condition that the schools should be carried on for a year, the sum of $2,000 in aid of the work. To the normal school of Richmond $1,000 is paid for the training of 20 pupils, pledged to teach in the common schools.

The colored normal industrial school at Hampton is aided by the same fund, by the training of 16 pupils, selected from the whole number at an expense of $30 for each. The city schools of Portsmouth received $1,500, offered upon condition that the city raised $3,000. The present year the same amount has been raised with expectation of the liberal offer being renewed. The agent says: "No better proof can be desired of the tendency of our method of graduating the amount bestowed from our fund by the amount contributed by the people."

The citizens of Manassas also received conditional aid of $300. Winchester has a conditional promise of $1,000 a year from the same fund. The fund supplies $4,000 a year in aid of colored schools. Also, $200 toward support of the Educational Journal of Virginia.

We learn from the Hon. Mr. Ruffner that superintendents had been appointed before the first of October for all the counties of the State except ten; and that notwithstanding the small salary attached to the office, in a large majority of the counties, the services of competent men have been secured. Trustees had been appointed in ten counties, and other matters of detail arranged; so that a number of schools were to be established in various parts of the State by the 1st of November.

THE QUALIFICATIONS THAT A COUNTY SUPERINTENDENT SHOULD HAVE.

The State superintendent sent to prominent citizens in the various counties the following, as a part of a circular, to aid them in recommending suitable persons for county superintendents:

"A county superintendent of schools should be a man of force, purity, education, influence, and popularity. His chief duties consist in explaining the school laws, examining and instructing teachers, counseling district trustees apportioning funds, auditing accounts, attending to all school interests, and promoting generally a spirit of education among the people.

"A perfect county superintendent of schools would be a young man or middle-aged man of successful experience as a teacher, pleasant manners, irreproachable character, good speaking abilities, architectual taste, a turn for business, energy, talent, prudence, sound opinions, public spirit, zeal for the education of the people, and faith in the public school system. The man recommended for the office should be the one who combines the most of these qualifications among those whose services can be obtained."

STATE AND COUNTY SUPERVISION.

Agreeably to the provisions of the new system of public free schools, the following officers have been appointed as superintendents for the State and the several counties:

List of school officers.

Hon. W. H. RUFFNER, *superintendent of public instruction, Richmond.*

COUNTY SUPERINTENDENTS, October 27, 1870.

County.	Name.	Post office.
Accomac	James C. Weaver	Onancock.
Albemarle	D. P. Powers	Scottsville.
Alexandria	Richard L. Carne	Alexandria.
Alleghany and Craig	Robert L. Parrish	Covington.
Amelia	Rev. H. T. Darnall	C. H.
Amherst	W. B. Henley	C. H.
Appomattox	Chapman H. Chilton	Spout Spring.
Augusta	Rev. Barnas Sears, D. D	Staunton.
Bath and Highland	J. Kenney Campbell	Spruce Hill, Highland Co.
Bedford	Sydney L. Dunton	Liberty.
Bland and Giles	H. W. Broderick	C. H. Giles Co.
Botetourt	Rev. G. Gray	Fincastle.
Brunswick	Alexander Mallory	Smoky Ordinary.
Buchanan and Wise	William Wolfe	Big Stone Gap, Wise Co.
Buckingham	Col. J. Lucius Davis	C. H.
Campbell	A. F. Biggers	Lynchburg.
Caroline	Thomas R. Dew	Rappahannock Academy.
Carroll	D. B. Brown	Hillsville.
Charles City and New Kent	Rev. Jas. A. Waddell	Box 245, Richmond.
Charlotte	William W. Read	C. H.
Chesterfield	B. A. Hancock	Midlothian.
Clarke	Jarvis Jennings	White Post.
Culpepper	Robert E. Utterback	Jeffersonton.
Cumberland	Dr. Richard P. Walton	Cartersville.
Dinwiddie	Roger P. Atkinson	Dinwiddie C. H.
Eliz. City and Warwick	George M. Peek	Hampton.
Essex	J. G. Cannon	Tappahannock.
Fairfax	Thomas Moore	C. H.
Fauquier	Captain Saml. F. Chapman	Rectortown.
Floyd	Dr. C. M. Stigleman	C. H.
Fluvanna	James O. Shepherd	Palmyra.
Franklin	Thomas H. Bernard	Rocky Mount.
Frederick	A. Magill Smith	Winchester.
Gloucester	Rev. Wm. E. Wiatt	C. H.
Goochland	Rev. S. Taylor Martin	Sabot Island.
Grayson	Fielden Cornutt	Elk Creek.
Greene and Madison	Dr. Wm. A. Hill	Rapid Ann Station, O. A. and M. R. R., Madison Co.
Greensville and Sussex	John K. Mason	Hicksford, Greensville Co.
Halifax	Henry E. Coleman	Mount Laurel.
Hanover	J. B. Brown	Negrofoot.
Henrico	Dr. J. N. Powell	Richmond.
Henry	Captain G. T. Griggs	Martinsville.
Isle of Wight	E. M. Morrison	Smithfield.
James City and York	James H. Allen	Burnt Ordinary, J.C.Co.
King and Queen and Middlesex	Dr. J. Mason Evans	Church View, Mid. Co.
King George and Stafford	Addison Borst	Fredericksburg.
King William	R. L. Williams	C. H.
Lancaster and Northumberland	Archibald T. Cralle	Heathville, N'd Co.
Lee	Rev. William A. Taylor	Jonesville.
Loudon	John W. Wildman	Leesburg, Loudon.
Louisa	Rev. L. J. Haley	Harris's P. O.
Lunenburg	Robert M. Williams	C. H.
Mathews	Rev. Thomas M. Hunley	C. H.

List of school officers—Continued.

County.	Name.	Post office.
Mecklenburg	Rev. Edward L. Baptist	Christiansville.
Montgomery	William C. Hogan	Christiansburg.
Nansemond	Richard L. Brewer	Suffolk.
Nelson	Patrick H. Cabell	Variety Mills.
Norfolk		
Northampton		Eastville.
Nottoway	Rev. Thomas W. Lydnor	Blacks and Whites.
Orange	Robert Frazer	C. H.
Page and Warren	M. P. Marshall	Front Royal, Warren.
Patrick	Colonel A. Staples	C. H.
Pittsylvania	Rev. George W. Dame	Danville.
Powhatan	Dr. P. S. Dance	C. H.
Prince Edward	Rev. B. M. Smith, D. D	Hampden Sydney.
Prince George and Surry	Colonel M. W. Raney	Prince George C. H.
Princess Anne	Edgar B. Macon	London Bridge.
Prince William		
Pulaski	David S. Pollock	Newbern.
Rappahannock		
Richmond and Westmoreland	W. W. Walker	Oldham's Cross Roads, W. C.
Roanoke	Prof. L. R. Holland	Salem.
Rockbridge	Prof. J. L. Campbell	Lexington.
Rockingham	Rev. Geo. W. Holland	Harrisonburg.
Russell	Captain E. D. Miller	New Garden.
Scott*	Smith H. Morison	Estillville.
Shenandoah	Prof. John H. Grabill	Woodstock.
Smyth	Prof. D. C. Miller	Seven Mile Ford
Southampton	Dr. James F. Bryant	Franklin Depot.
Spottsylvania	John Howison	Fredericksburg.
Tazewell	Rev. Jonathan Lyons	C. H.
Washington	Rev. A. L. Hogshead	Abingdon.
Wythe	Rev. J. D. Thomas	Wytheville.

* Smith H. Morison is acting superintendent for the present.

WEST VIRGINIA.

COMMON SCHOOLS.

Hon. A. D. Williams, superintendent of free schools, in his report for May 1, 1869, congratulates the people, through the legislature, "upon the increased efficiency and prosperity of the free schools, which are entwining themselves about the great popular heart." Their appreciation of the system, faith in its perpetuity and in the ultimate triumph of free popular education, are shown in the superior school buildings erected during the past year, being better ventilated and lighted, furnished with blackboards, maps, globes, charts, &c. The older counties have neat frame houses. "Those in the interior still cling to the primitive log buildings," but even of these the style is improving. There are in the State 1,708 school-houses—936 framed, 10 stone, 58 brick, and 614 log; and of these 266 have been completed during the past year. Increase over those built in previous year, 402. Total value of school property in State, $958,992.

Total number of youths in the State between the ages of six and twenty-one, 59,028.

Total number attending public schools during the year, 36,684.

Number of teachers employed, 2,283, of whom 1,680 are male and 603 female.

Average age of pupils, eleven and three-fourths years.

Salary of teachers has been, males $34 and females $30 per month.

Number of schools in State, 2,198.

Number of certificates granted during the year, 2,256. Applicants, 2,344.

Teachers are increasing in efficiency. "Poor teachers are passing away," leaving the field to those more capable. It is recommended that in giving certificates different

grades should be noted accurately, and a No. 1 certificate given only for one year; No. 2, for ten months; No. 3, for eight months; No. 4, six months; No. 5, four months; and No. 5 teacher to teach only one term.

A great want of books is felt, especially in some of the more sparsely-settled portions, where it is almost impossible to obtain the State series. Recommends the passage of an enactment making it a misdemeanor to sell any but the uniform series.

STATE NORMAL SCHOOLS,

two in number, are located at Guyandotte and at Fairmont Branch; also a large and commodious building for one at West Liberty, not yet opened. The school at Guyandotte is 60 feet square, with stone basement and bell tower—a model of architectural beauty. First normal year closed 23d of June, with 105 students; 36 entered on State account, 15 ladies and 21 gentlemen. The Peabody fund donated $500 during the year to 20 students preparing for teaching, and promises during the coming year to renew the gift for the sole benefit of the young ladies.

The school at Fairmont Branch closed with 30 in the normal and 100 in the model department. This school also received $500, and the model department $1,000, from the Peabody fund. This school is in great need of a dormitory and boarding hall.

The opening of the school at West Liberty would meet all the demands for teachers in that section, free schools being there far in advance of other portions, teachers less cramped for means and more enthusiastic in the work.

The school law is very good, but in some cases not conscientiously carried out. Boards of education and trustees have violated it, taking contracts to build and sharing in profits, collecting taxes for school purposes and spending them in speculation. They become money-lenders, shavers of teachers' orders, &c. But this state of affairs is passing away, and the administration of school affairs is slowly, though surely, passing into the hands of devoted and competent friends.

The Peabody fund has aided, during the year, 23 cities and towns, to the amount of $11,600.

List of school officers.

Hon. A. D. WILLIAMS, *general superintendent free schools, Charlestown.*

COUNTY SUPERINTENDENTS.

County.	Name.	Post office.
Barbour	R. A. McCutcheon	Belington.
Berkeley	Edward L. Lacy	Martinsburg.
Boone	Rufus Workman	Ballardsville.
Braxton	Wellington F. Morrison	Braxton.
Brooke	Milton Wells	Wellsburg.
Cabell	John W. Church	Cabell Court House.
Calhoun	D. W. Knight	Grantsville.
Clay	E. S. Stevenson	Henrysville.
Doddridge	William Stuckling	West Union.
Fayette	W. T. Timberlake	Fayette Court House.
Gilmer	James Shaw	Steer Creek.
Grant	Edward S. Vossler	Grant Court House.
Greenbrier	Z. Trueblood	Lewisburg.
Hampshire	O. P. Wrigman	Romney.
Hancock	Thomas C. Carothers	Holliday's Cove.
Hardy	G. Thomas Williams	Moorefield.
Harrison	D. C. Louchery	Cherry Camp.
Jackson	J. A. McMillen	Ravenswood.
Jefferson	G. G. Baker	Harper's Ferry.
Kanawha	William L. Hindman	Kanawha Court House.
Lewis	P. T. L. Queen	Jane Lew.
Lincoln	George Boster	Hamlin.
Logan	Ulyssus Hinchman	Rich Creek.
Marion	William Gray	Palatine.
Marshall	J. W. P. Reid	Moundsville.
Mason	Charles T. B. Moore	Point Pleasant.
Mercer	John J. Meader	Concord Church.
Mineral	T. P. Adams	New Creek.
Monongalia	Henry L. Cox	Morgantown.

List of school officers—Continued.

County.	Name.	Post office.
Monroe	John A. McMann	Union.
Morgan	William H. Potter	Sleepy Creek.
McDowell	James F. Gellespie	Tug River.
Nicholas	William Y. Calaghan	Summerville.
Ohio	Joseph Burrows	Triadelphia.
Pendleton	H. W. Arbogast	Mouth of Seneca.
Pleasants	William N. Jones	St. Mary's.
Pocahontas	Cornelius Stulling	Academy.
Preston	Thomas Fortney	Reedsville.
Putnam	John C. Leninger	Buffalo.
Raleigh	J. S. Thompson	Raleigh Court House.
Randolph	Squire B. Hart	Beverly.
Ritchie	J. M. McKenney	Highland.
Roane	Portman Timel	Spencer Court House.
Taylor	J. L. Vincent	Fetterman.
Tucker	Joseph Parsons	St. George.
Tyler	J. Edgar Boyers	Middlebourne.
Upshur	J. Loomis Gould	Buckhannon.
Wayne	C. B. Webb	Ceredo.
Webster	James Dyer	Webster Court House.
Wetzel	William A. Newman	Knob Fork.
Wirt	Lewis C. Rogers	Wirt Court House.
Wood	S. H. Piersol	Parkersburg.
Wyoming	Richard M. Cook	Rock View.
Wheeling City	F. S. Williams	Wheeling.

WISCONSIN.

The annual report for the year 1869 of the State superintendent of public instruction, Hon. A. J. Craig, (whose death occurred but a few months since,) commences with remarks in regard to the number of school districts in the State, and of children between the ages of four and twenty years who attended school during the year, and of those who did not attend. His forcible, zealous, and eloquent reflections and arguments regarding the illiteracy suffered by the State to exist within her borders illustrate the clearness of his views and his enthusiasm of feeling upon the subject of popular education, and remind us of the loss the cause has sustained by his death.

"ABSENTEEISM.

"The whole number of children of school age reported in the State was 394,837, of whom 264,033 are reported as having attended the public schools; 698 were under four years of age, and 1,540 over twenty years. The number attending private schools and other institutions of learning not connected with the State is 283,396. As a number of private schools and academies are not reported, it is probable that the whole number will not vary far from 290,000. This leaves over 100,000 persons between the ages of four and twenty years who have received no instruction.

"After making a liberal allowance for the number who have previously attended school and for those who were so situated that they could not attend, there will still remain more than 50,000 youth who are growing up in ignorance. This is more than one-eighth of the whole school population, and about one-sixth of the number that could reasonably be expected to attend school. What would be thought of the parent who, having six children, should entirely neglect one of them, giving it no care, training, or education? Would he not be held to be inexcusable, criminally negligent of his sacred duty? And would not his negligence be all the more criminal if the neglected one, of all his children, most needed care and oversight? Yet this is just what the State does. It taxes its citizens to sustain a system of public instruction, on the ground that it is necessary to the preservation and well-being of republican government and free institutions that all the people shall be intelligent, and then entirely neglects one-sixth of the children, and permits them to grow up to citizenship utterly ignorant not only of the elementary principles of science and art, but also of the nature of the responsibilities which she thrusts upon them. Ignorance is the parent of vice, the opponent of progress, the bane of the republic, a destroying element in society, the

precurser of decay and death. Has society no power to protect itself? Has the government no right to live? Shall the State continue to nurse in her bosom the viper which will some day sting her to death? If these questions are not answered by the representatives of the people—answered by the enactment of wise and just laws, providing for the education of all the children of the Commonwealth—the future historian will answer them when he portrays the downfall of a once mighty nation, which forgot its origin, decided its destiny, sold its birthright, and ended its career in shame and disgrace."

The most important items embraced in the summary of general statistics furnished by the report are as follows:

Whole number of districts in the State	4,735
Number of children between four and twenty years of age	398,747
Number who have attended public school	245,435
Total number of different pupils who have attended during the year	264,033
Average number of days school was maintained	151
Total number of days' attendance of different pupils during the year	19,139,941
Number of pupils who have attended private schools	15,389
Number of schools with two departments	178
Number with three or more departments	111
Number of teachers required to teach the schools	5,517
Number of different teachers employed during the year	8,795
Average wages of male teachers per month	$43 63
Average wages of female teachers per month	$28 34
Number of schools visited by the county superintendent	4,243
Number of public school-houses in the State	4,742
Number of pupils the school-houses will accommodate	274,022
Total valuation of school-houses	$2,973,492 44
Total valuation of sites	$392,533 93
Total valuation of apparatus for 1867	$97,812 33
Sum expended for building and repairing school-houses	$456,503 71
Sum expended for apparatus	$11,410 81
Sum expended for teachers' wages	$1,193,985 44
Sum expended for furniture, register, and records	$37,440 78
Total amount expended	$1,198,985 22
For each person of school age	$4 98
For each pupil registered	$7 52
Total productive school fund	$2,237,414 37
Increase for the year	$31,927 54

SCHOOL FUND.

The school fund is composed of—1, proceeds of lands granted by the United States for support of schools; 2, all money accruing from forfeiture or escheat, and trespass penalties on school lands; 3, all fines collected in the several counties for breach of penal laws; 4, all moneys paid as an exemption from military duty; 5, five per cent. on sale of Government lands.

The receipts during the year from the above sources were $60,168 77. The condition of this fund, the superintendent states, demands the serious consideration of the legislature. The greater part of it has been used to pay the war debt of the State; and it is represented by "certificates of indebtedness," upon which interest is paid by the tax-payers. The tax is collected by the town treasurers, is paid by them to the county treasurers, who, in turn, pay it into the State treasury. It is then apportioned by the State superintendent, and finds its way back to the towns, through the same channels by which it reached the treasury. Such a cumbersome, defective method of raising a tax for the support of schools should not be continued longer than is absolutely necessary.

TOWNSHIP SYSTEM.

An act establishing the township system of school government was passed during the winter of 1869, and five or six towns have already adopted the system; but it is too early to come to any conclusion in reference to its operation. It is believed that as soon as the system is clearly understood, it will be adopted by a large number of towns, and will prove to be a great improvement upon the present system.

SCHOOL SUPERVISION.

In about one-half of the State the county superintendents are active and efficient, and spend a large share of their time in visiting and supervising the schools. In the other half the schools are neglected, and left to take care of themselves, so far as super-

vision by any one from outside of the local districts is concerned. This failure in the matter of the supervision of schools is the result of two causes: First, the payment of inadequate salaries to county superintendents, and second, the election of incompetent persons to the office of superintendent. The second evil is, to some extent, an effect of the first. Men who are competent to hold the office cannot afford to take it for the meager compensation allowed in most counties. The county superintendent ought to be a well-educated, experienced teacher—the equal of any one in character and moral worth. How can we expect such a man to serve the people for from $300 to $800 per year, and bear his own traveling expenses, while in many of the graded schools under his jurisdiction the principals are paid from $1,000 to $1,500? The consequence is, that men seek the office who are not qualified to fill it; the people complain that their schools are not visited, and the board of county supervisors try to remedy the evil by cutting down the salary, reasoning that if he does not perform his duty for the salary paid, he ought to receive a smaller sum; whereas, the true theory is, to pay the superintendent such a salary that he can afford to devote all his time to the work.

TEACHERS' INSTITUTES.

The board of regents of normal schools appropriated, from the income of the normal school fund, the sum of $2,000 to aid in holding teachers' institutes, and to a committee, consisting of his excellency Governor Fairchild, Hon. William E. Smith, State treasurer, and the State superintendent, was confided the charge of expending the money. Fifty-three institutes have been held during the year, which have accomplished much good.

STATE TEACHERS' ASSOCIATION.

The seventeenth annual meeting was held at Oshkosh, July 8–9, when the usual addresses were delivered, resolutions adopted, &c.

THE PLATTVILLE NORMAL SCHOOL,

president, Charles H. Allen; located at Plattville, Grant County; had an attendance, during the year, of 153 pupils—82 ladies, and 71 gentlemen, in the normal department; in the model department, 49; preparatory and academic, 163. There are 8 teachers—5 gentlemen, and 3 ladies. The first graduating class numbered 8—6 gentlemen and 2 ladies. It graduated at the close of the spring term, 1869.

THE WHITEWATER NORMAL SCHOOL,

located at Whitewater, Walworth County, Oliver Arey, president. The number of students in attendance during the year was 384. During the present term, there were in the normal department, 147; in the training department, 120. Normal students receive their tuition free. All necessary text-books furnished for the slight charge of $1 per term. A well-selected reference library to be open to the students. Three courses of study are established—an institute course of one term, an elementary course of two years an advanced course of three years. A daily record is kept of the recitations and deportment of each pupil, and entered on the books of the institution for future reference.

UNIVERSITY OF WISCONSIN.

This institution, located at Madison, was founded in the year 1854, P. A. Chadbourne, M. D., LL.D., president. The institution includes colleges of arts, of letters, professional colleges, and a female college. It also makes provision for a post graduate course of one and two years; at the end of which time degrees are conferred of doctor of philosophy, or master of arts. There is also a preparatory department, though it is expected that the time will soon come when this can be abolished; but for the present it is regarded as essential to the welfare of the university.

The college of arts was organized especially to meet the requirements of Congress in granting the appropriation of land for industrial schools. Its object is to provide not only for a general scientific education, but also for such a range of studies in the application of science as to meet the wants of those who desire to fit themselves for agricultural, mechanical, commercial, or strictly scientific pursuits. The whole income from the congressional grant has, up to this time, amounted to less than $6,000; of this only $2,333 05 have been expended. The departments of agriculture, engineering, and military tactics are included in this college, and its students comprise nearly all members of the university.

The course of instruction in the college of letters is similar to that pursued in other collegiate institutions, and is intended to be equal to that of the best where ancient languages are made an essential part of the course.

Ladies are instructed in any study taught in the college of letters or arts, for which

they are prepared. They may also attend all university lectures, and they receive the same degrees as gentlemen for the same or equivalent courses of study.

The total number of pupils in attendance is 495; number who graduated last commencement, 24; males, 18; females, 6. Number in the female college, 150. Number in the preparatory department, 193. Number of professors and teachers, 21. The estimated cash value of land and buildings owned by the institution is $370,000. The amount of endowments and funds, except real estate, is $283,224 54. Amount received for tuition during the year, $7,639. One pupil from each assembly district in the State is admitted without payment of tuition.

OTHER INSTITUTIONS OF LEARNING.

The report furnishes information respecting fourteen institutions of learning which are not connected with the State, ten being colleges and universities, and the remaining four academies and seminaries.

MILWAUKEE.

The following information is taken from the annual report of the board of school commissioners for the year 1869. Hon. C. Latham Sholes, president of the board, and the Hon. F. C. Pomeroy, superintendent of public schools:

Number of children in the city between four and twenty years of age	24,494
Number enrolled in public schools	11,407
Expended for salaries during the year	$72,026 79
Expended for repairs during the year	$3,417 27
Expended for supplies during the year	$1,149 19
Expended for fuel during the year	$7,060 00
Expended for printing during the year	$599 15
Census, $600; office, $79 10	$679 10
Total	$84,931 50
Cost of instruction per pupil, on average daily attendance	$14 14.5
Number of private schools in the city	37
Enrollment of pupils in private schools	6,365
Number of teachers employed	145
Cost of instruction, nearly	$48,000

In 1855–'56 the first school was opened within the present limits of the city. The school board, as now established, was organized in 1846. The number of pupils in attendance during the year was about 800. From 1846 to 1864 the increase was slow, but steady; since 1864 the schools have grown rapidly, increasing at the rate of 1,000 annually. It is recommended that primary teachers should be paid more than those of any other grades, and experience be demanded as a qualification. The four lower grades especially need the very best teachers that can be obtained. Work well done in these grades is time and labor saved in the future. The primary teacher occupies the most laborious position in our schools, and, if faithful and conscientious, performs the most work. It is no more than right that she should receive the most pay.

MADISON.

The report of the board of education for the city of Madison for the year 1869—Hon. J. H. Carpenter, president of the board, and the Hon. B. M. Reynolds, superintendent of schools—furnishes the following information:

The number of pupils enrolled	2,080
Present attendance	969
The number of seats for pupils	1,125
Per cent. of attendance of pupils	93.9

The superintendent states that since the board adopted the rule requiring all cases of corporal punishment to be reported to that body, with the causes and all the particulars, the number of cases had fallen off very considerably. Though the board does not expressly forbid this mode of punishment, the regulation is tantamount to a prohibition of all improper, injudicious, hasty, and unmerited punishment. The discipline of the schools has much improved in consequence. The chief objection urged by teachers against the plan of governing schools without resorting to corporal punishment is, that "it requires more talking to govern the pupils than under the old dispensation."

Teachers' meetings are held on Saturday of each week during term time, and absence by any teacher is counted the same as half a day's absence from school.

List of school officers.

Hon. S. FALLOWS, *superintendent public instruction, Madison, Dane County,* 1870–'71.

COUNTY SUPERINTENDENTS.

County.	Name.	Post office.
Adams	Thomas R. Freeman	Olin.
Ashland	John W. Bell	La Pointe.
Barron	Oliver Demars	Barron.
Bayfield	Andrew Tate	Bayfield.
Brown	Oscar Gray	Fort Howard.
Buffalo	Robert Lees	Gilmanton.
Burnett	W. H. Peck	Grantsburg.
Calumet	A. W. Hammond	Chilton.
Chippewa	John A. McDonald	Chippewa Falls.
Clark	S. S. Smith	Loyal.
Columbia	John J. Lloyd	Cambria.
Crawford	M. E. Mumford	Prairie du Chien.
Dane, 1st district	T. D. Kanouse	Sun Prairie.
Dane, 2d district	S. C. Coolidge	Middleton.
Dodge, east district	John A. Barney	Mayville.
Dodge, west district	L. M. Benson	Lowell.
Door	Rufus M. Wright	Sturgeon Bay.
Douglas	Irvin W. Gates	Superior.
Dunn	Carroll Lucas	Menomonee.
Eau Claire	W. H. Lockwood	Eau Claire.
Fond du Lac	D. B. Lyon	Ripon.
Grant	W. H. Holford	Bloomington.
Green	Daniel H. Morgan	Monroe.
Green Lake	A. A. Spencer	Berlin.
Iowa	Samuel Parks	Avoca.
Jackson	John K. Hoffman	Black River Falls.
Jefferson	Amos Squire	Waterloo.
Juneau	M. F. Carney	New Lisbon.
Kenosha	Hosea Barnes	Kenosha.
Kewaunee	John M. Read	Kewaunee.
La Crosse	George Paton	Hamilton.
La Fayette	William Ahern	Shullsburg.
Manitowoc	Michael Kirwan	Manitowoc.
Marathon	Thomas Green	Wausau.
Marquette	Abraham Boynton	Westfield.
Milwaukee, 1st district	James F. Devine	Milwaukee.
Milwaukee, 2d district	James L. Foley	Butler.
Monroe	A. E. Howard	Sparta.
Oconto	Harding W. Gilkey	Oconto.
Outagamie	D. J. Brothers	Kaukauna.
Ozaukee	John T. Whitford	Grafton.
Pepin	D. F. Reid	Pepin.
Pierce	Charles Smith	Prescott.
Polk	Charles E. Mears	Osceola Mills.
Portage	J. H. Felch	Amherst.
Racine	Lyman Earle	Honey Creek.
Richland	George W. Putnam	Forest.
Rock, 1st district	J. W. Harris	Evansville.
Rock, 2d district	C. M. Treat	Clinton.
St. Croix	E. S. Reed	River Falls, Pierce Co.
Sauk	Charles F. Viebahn	Sauk City.
Shawanaw	Z. C. Colborn	Shawanaw.
Sheboygan	William E. Cady	Sheboygan Falls.
Trempealeau	Amos Whiting	Trempealeau.
Vernon	John N. Wright	Bloomingdale.
Walworth	M. Montague	Allen's Grove.
Washington	Frederick Regenfuss	West Bend.
Waukesha	Wm. S. Green	Waukesha.
Waupaca	C. W. Packard	New London.
Waushara	Theodore S. Chipman	Berlin, Green Lake Co.
Winnebago	Samuel Shaw	Omro.
Wood	J. Q. Emery	Grand Rapids.

Table of statistical details of schools in Wisconsin, from report for 1869.

Counties.	SCHOOL-HOUSES, SITES, ETC.												PRIVATE SCHOOLS.				
	No. of school-houses in the county.	No. pupils school-houses will accommodate.	No. sites containing less than one acre.	No. sites well inclosed.	No. school-houses built of stone or brick.	No. with out-houses in good condition.	No. districts which have adopted text-books.	No. furnished with outline maps.	No. jt. dists. with school-houses in the county.	Highest valuation of the school-house and site.	Cash value of school-houses in the county.	Cash value of sites.	Cash value of appartus.	No. of such schools in the county.	No. teachers engaged in such schools.	Av. No. days such school have been taught.	No. pupils registered who have not attended district school during year.	Average number in daily attendance.
Adams	60	2,409	49	3	.....	30	20	11	21	$850 00	$11,475 00	$762 00	$375 00	.....	.....	.....	.....	.....
Bayfield	1	60	1	1	.....	1	1	1	.....	700 00	.....	100 00	150 00	.....	.....	.....	.....	.....
Brown	79	4,841	56	21	6	69	34	8	7	23,000 00	26,512 00	9,507 25	1,487 50	.....	.....	.....	.....	.....
Buffalo	58	2,985	35	7	2	46	19	8	10	7,600 00	22,195 00	1,745 00	1,250 25	.....	.....	.....	.....	.....
Burnett	2	105	1	.....	.....	2	2	.....	.....	1,150 00	1,600 00	100 00	.....	.....	.....	.....	.....	.....
Calumut	64	3,244	50	13	.....	44	34	19	9	2,650 00	21,250 00	1,927 00	1,168 50	2	2	198	25	80
Chippewa	39	1,800	22	6	.....	26	16	2	3	10,000 00	16,975 50	14,945 50	288 50	.....	.....	.....	.....	.....
Clark	18	895	14	2	.....	12	7	2	2	800 00	5,525 00	325 00	135 00	.....	.....	.....	.....	.....
Columbia	152	8,763	125	50	10	110	95	38	44	16,000 00	71,115 00	12,583 00	2,475 00	5	6	92	50	60
Crawford	87	4,639	66	5	5	56	38	10	11	4,000 00	25,266 00	2,737 00	1,387 60	5	6	87	420	54
Dane, 1st district	124	6,553	102	46	28	97	86	23	44	5,500 00	61,544 00	5,588 00	1,249 50	5	9	99	10	21
Dane, 2d district	120	7,745	90	32	31	80	49	24	28	20,000 00	107,249 00	13,023 00	4,267 00	12	17	147	407	44
Dodge, 1st district	94	5,155	81	10	15	62	50	15	22	10,565 00	31,845 49	3,654 00	1,269 00	19	14	191	728	1,740
Dodge, 2d district	104	6,015	90	36	10	85	73	17	35	6,700 00	63,730 00	10,196 00	1,828 00	3	6	200	.....	270
Door	34	1,390	17	3	.....	22	15	7	1	955 00	7,027 00	1,418 50	344 50	1	1	.....	.....	.....
Douglas	2	95	2	1	.....	2	2	1	.....	700 00	800 00	560 00	16 50	.....	.....	.....	.....	.....
Dunn	54	2,465	30	3	.....	35	14	4	7	16,000 00	26,444 00	1,984 50	359 18	.....	.....	.....	.....	.....
Eau Claire	41	2,298	37	3	.....	17	15	4	10	9,367 00	24,023 00	2,647 50	335 00	3	3	.....	.....	.....
Fond du Lac	174	10,205	151	77	20	132	108	.....	.....	43,250 00	110,620 00	28,680 50	2,661 15	17	25	210	667	87
Grant	206	11,511	128	36	35	153	65	27	40	16,500 00	115,521 00	11,415 50	2,386 00	5	10	180	81	34
Green	131	7,992	87	40	31	91	52	28	31	15,000 00	80,963 00	5,924 00	1,378 00	.....	.....	.....	.....	.....
Green Lake	72	3,895	62	11	6	50	25	11	26	25,900 00	62,405 00	4,187 00	638 00	.....	.....	.....	.....	.....
Iowa	122	7,026	89	19	22	76	46	18	15	2,800 00	45,403 00	5,263 00	1,418 00	2	4	190	180	150
Jackson	48	2,049	30	6	.....	33	16	6	8	2,100 00	13,690 00	1,293 00	480 00	.....	.....	.....	.....	.....
Jefferson	126	9,100	114	27	50	93	82	25	41	19,000 00	115,786 00	13,996 00	2,726 00	16	21	237	1,350	229
Juneau	83	4,261	71	8	.....	60	34	12	16	9,950 00	35,194 00	4,446 00	772 75	.....	.....	.....	.....	.....
Kenosha	67	3,916	58	29	5	49	43	18	17	28,008 00	51,558 00	5,752 00	710 00	7	10	179	47	38
Kewanee	42	3,419	14	8	.....	32	16	5	2	4,565 00	11,480 00	1,772 00	495 00	.....	.....	.....	.....	.....
La Crosse	68	3,821	47	15	5	45	38	14	10	13,000 00	49,165 00	7,230 00	969 45	7	11	201	570	520
La Fayette	117	6,169	71	36	20	83	49	23	23	21,000 00	63,257 50	5,555 50	2,543 00	2	2	60	.....	.....
Manitowoc	108	10,079	81	28	3	73	68	45	16	8,750 00	39,138 00	9,328 00	2,303 60	9	10	124	215	55
Marathon	48	2,348	30	8	.....	37	12	25	5	3,600 00	12,337 50	1,200 00	1,002 75	.....	.....	.....	.....	.....

Marquette	57	2,902	48	6	.....	35	17	4	17	2,000 00	13,345 00	767 00	264 22	.....	.....	.....	.....	.....
Milwaukee, 1st district	35	2,370	34	13	6	28	23	26	7	3,300 00	18,437 00	2,569 00	1,004 12	14	25	185	160	26
Milwaukee, 2d district	52	2,103	51	32	18	46	43	42	2	35,000 00	240,211 45	58,925 00	26,817 00	46	154	.....	6,450	.....
Monroe	110	5,634	90	14	1	63	40	19	25	16,000 00	40,391 00	4,028 00	755 00	.....	.....	.....	.....	.....
Oconto	27	1,661	21	8	.....	27	12	10	.....	3,600 00	20,332 00	3,196 75	602 00	1	2	.....	.....	.....
Outagamie	87	5,141	79	34	2	67	55	19	9	11,000 00	48,273 00	11,482 00	1,289 66	4	4	.....	.....	.....
Ozaukee	59	4,674	52	14	22	45	36	25	9	5,000 00	35,429 00	4,647 00	2,187 00	12	11	278	1,039	121
Pepin	29	1,340	25	2	1	24	6	2	6	1,000 00	11,577 00	1,015 00	211 00	7	12	433	230	51
Pierce	63	3,213	55	7	.....	47	26	13	18	4,200 00	28,469 00	2,103 00	822 50	1	1	60	14	.....
Polk	29	962	18	5	.....	14	10	5	2	1,800 00	8,965 00	777 00	202 00	.....	.....	.....	.....	.....
Portage	75	3,325	49	19	.....	55	36	5	15	4,300 00	27,695 00	2,358 00	400 00	3	3	195	24	.....
Racine	75	5,496	69	35	11	52	49	34	21	6,275 00	88,575 00	5,718 00	1,739 00	12	16	130	548	43
Richland	121	5,816	93	8	.....	53	22	7	24	2,800 00	27,520 00	2,694 00	433 00	1	1	.....	.....	169
Rock, 1st district	89	6,495	69	37	40	70	52	12	22	50,000 00	148,576 00	15,452 00	811 50	6	9	88	18	18
Rock, 2d district	84	4,731	68	35	19	60	62	21	35	7,000 00	71,800 00	16,405 00	3,134 50	6	6	496	70	16
St. Croix	66	3,056	39	20	1	49	44	16	18	2,200 00	37,438 00	5,781 00	820 00	.....	.....	.....	.....	.....
Sauk	159	7,903	124	20	12	83	61	25	32	6,875 00	58,152 00	5,159 18	1,256 10	4	6	150	125	45
Shawanaw	18	620	14	.....	1	11	4	.....	3	1,500 00	2,335 00	115 00	5 00	.....	.....	.....	.....	.....
Sheboygan	118	8,884	109	28	5	92	67	30	24	5,100 00	60,686 00	9,318 00	2,082 56	12	15	232	878	67
Trempealeau	59	2,170	42	9	1	45	30	7	5	6,000 00	53,932 00	2,015 00	438 00	6	6	66	.....	20
Vernon	127	5,884	109	6	1	89	27	9	23	8,000 00	31,241 00	2,294 00	842 00	.....	.....	.....	.....	.....
Walworth	131	8,338	111	51	25	88	71	30	37	20,000 00	113,620 00	9,452 00	1,374 70	6	11	160	150	100
Washington	99	7,776	96	9	29	71	55	10	25	4,800 00	49,280 00	5,125 00	2,698 00	7	8	269	253	65
Waukesha	120	7,941	89	37	30	59	80	45	45	8,500 00	84,935 00	11,243 00	1,858 00	9	14	159	170	51
Waupaca	82	4,309	68	21	2	35	46	17	21	11,000 00	38,372 00	3,755 00	535 75	2	2	.....	.....	.....
Waushara	90	3,418	74	10	.....	62	47	6	26	2,100 00	22,271 00	1,984 25	376 00	.....	.....	.....	.....	.....
Winnebago	115	9,378	93	38	14	88	70	39	33	65,000 00	153,645 00	26,616 00	2,967 00	12	16	90	510	133
Wood	21	1,254	19	3	.....	16	10	2	.....	2,000 00	6,925 00	1,225 00	195 00	.....	.....	.....	.....	.....
Total	4,742	274,022	3,709	1,131	545	3,227	2,325	931	1,008	65,000 00	2,994,492 44	392,553 93	95,079 34	291	475	179	15,389	153

Statistics of schools for Wisconsin—Continued.

Counties.	RECEIPTS.								
	Money on hand August 31, 1866.	From taxes levied for building and repairing.	From taxes levied for teachers' wages.	From taxes levied for apparatus and library.	From taxes levied at annual town meeting.	From taxes levied by county supervisors.	From income of State school fund.	From all other sources.	Total amount received during year.
Adams	$1,822 63	$1,428 57	$4,748 65	$77 00	$840 26	$757 48	$956 86	$791 47	$11,422 92
Bayfield	82 08	25 00	124 00		220 82	10 00	62 98		524 88
Brown	5,395 35	5,347 51	17,439 11	766 60	3,299 10	3,143 15	3,554 55	787 85	44,194 44
Buffalo	7,466 83	2,808 53	10,790 20	139 33	3,415 01	1,273 27	718 90	2,369 56	28,983 63
Burnett		428 00	281 00		115 45	53 02	44 18		921 65
Calumet	3,539 40	5,566 14	9,546 63	183 97	266 03	1,831 72	1,979 68	1,472 94	24,386 51
Chippewa	2,491 21	1,041 75	7,777 38	61 45	951 05	422 85	492 55	1,487 80	14,725 74
Clark	1,928 95	1,320 00	3,238 32		1,662 07	584 77	305 38	882 20	8,796 15
Columbia	9,931 12	11,990 66	22,490 86	315 41	6,581 41	4,339 23	5,626 75	5,889 51	66,096 81
Crawford	5,222 73	3,434 40	16,273 41	63 25	580 26	2,470 10	2,209 92	2,571 65	32,825 72
Dane, 1st district	5,650 31	11,011 02	16,953 14	238 93	2,666 64	3,376 81	4,022 47	5,234 72	47,687 55
Dane, 2d district	6,494 79	13,431 44	29,657 16	1,495 09	986 47	5,284 49	5,222 72	5,308 59	64,527 17
Dodge, 1st district	3,962 88	2,819 01	11,000 23	126 18	3,565 47	4,796 67	4,351 46	1,194 71	31,885 28
Dodge, 2d district	7,667 22	7,937 82	20,404 97	142 16	5,300 77	3,408 72	3,816 76	2,698 41	50,399 65
Door	2,721 96	1,450 70	5,293 73	56 56	299 53	353 71	451 37	1,277 96	11,908 52
Douglas	1,977 63	1,400 00	1,850 00				97 44	1,137 23	6,462 10
Dunn	7,295 91	7,203 97	11,051 69	565 32	1,351 95	835 75	869 03	1,198 70	30,082 52
Eau Claire	3,635 00	7,602 18	9,651 33	25 00	778 25	526 93	784 15	1,843 08	24,884 79
Fond du Lac	25,746 30	8,106 75	30,617 61	268 94	2,847 20	22,583 85	30,952 36	3,566 55	104,749 94
Grant	14,625 15	17,115 62	38,815 89	505 56	8,430 34	5,525 10	6,403 99	25,061 02	116,412 50
Green	5,017 48	7,720 01	25,621 29	456 95	929 66	3,601 43	3,977 16	5,775 54	53,098 06
Green Lake	2,180 75	5,480 06	14,813 94	1,035 00		2,021 26	2,236 65	9,414 31	35,888 20
Iowa	7,381 54	12,909 90	20,047 62	158 67	5,298 32	3,977 19	4,602 10	2,670 13	57,899 77
Jackson	2,114 48	3,447 42	7,674 88	2 00	1,068 78	863 29	1,136 37	1,278 87	18,753 61
Jefferson	7,736 75	14,102 69	20,635 17	262 40	5,950 09	4,928 07	7,603 33	6,618 34	61,428 47
Juneau	4,486 83	6,153 34	16,089 65	2,270 00	950 39	2,149 07	1,999 47	1,437 04	35,533 79
Kenosha	2,541 32	2,430 58	12,946 73	25 00	2,068 78	6,392 61	2,450 72	1,670 55	30,010 00
Kewaunee	3,234 75	2,003 74	7,824 54	279 73	577 47	1,282 68	1,302 82	808 71	17,133 03
La Crosse	8,282 18	5,980 61	12,024 51	3 50	10,369 93	2,437 79	2,391 69	2,200 49	43,690 70
La Fayette	4,568 92	16,059 33	20,214 37	222 25	1,198 62	3,181 97	3,615 24	3,787 36	53,185 58
Manitowoc	20,250 77	2,711 16	25,542 35	352 65	1,182 78	9,609 68	6,068 59	1,051 98	66,765 66
Marathon	2,664 87	1,634 70	12,062 53	298 00	1,114 21	1,044 71	451 91	2,283 30	18,134 26
Marquette	1,744 69	1,731 04	7,105 48	183 64	312 50	1,070 78	1,315 68	1,038 71	14,503 50
Milwaukee, 1st district	3,882 20	3,456 03	3,631 44	45 00	1,553 77	3,911 20	1,545 70	2,970 12	20,096 43

Milwaukee, 2d district	3,856 71	3,691 06	51,077 97	360 20	.....	37,317 93	12,779 63	690 83	109,763 97
Monroe	9,681 60	10,643 16	14,596 95	136 13	886 77	2,137 05	2,198 77	3,255 43	44,780 16
Oconto	2,854 62	1,210 14	5,770 00	50 00	1,372 77	129 85	161 77	4,370 85	15,920 00
Outagamie	6,283 70	3,966 98	16,810 82	349 49	1,503 09	3,942 16	1,784 59	2,019 13	36,659 96
Ozaukee	5,460 86	8,582 76	7,872 14	61 22	3,412 85	3,350 66	3,344 92	490 66	31,229 28
Pepin	1,106 44	1,751 16	5,139 42	90 00	144 76	346 44	584 68	1,933 66	12,428 81
Pierce	5,160 67	7,354 11	14,641 06	672 56	418 79	257 64	1,128 27	4,206 82	31,192 79
Portage	3,737 63	4,465 14	14,016 02	97 12	443 68	812 08	1,097 71	2,327 93	32,698 25
Racine	3,419 37	10,013 28	14,978 28	160 67	15,049 40	3,778 30	4,321 39	8,549 18	64,520 32
Richland	4,240 21	5,603 30	13,497 86	176 30	755 78	2,269 02	2,475 49	2,704 57	31,607 97
Rock, 1st district	2,557 72	7,205 76	18,004 44	90 00	1,546 00	5,411 19	3,941 87	8,799 75	47,131 61
Rock, 2d district	7,204 59	6,662 42	14,693 19	152 55	9,796 91	5,289 17	2,738 60	25,239 82	67,927 58
St. Croix	4,592 47	2,173 97	8,633 19	273 63	1,174 43	799 67	929 22	6,353 82	24,536 31
Sauk	16,999 68	14,530 57	24,317 67	181 79	1,410 07	2,915 37	3,612 50	6,759 19	73,220 49
Shawanaw	623 51	491 68	1,397 00	60 00	392 03	134 11	228 62	198 93	3,056 04
Sheboygan	6,177 37	4,634 36	25,580 36	561 21	2,334 10	5,833 82	5,358 36	1,831 95	53,165 35
Trempealeau	3,996 16	3,863 32	12,193 97	68 00	3,646 67	694 54	807 89	2,003 01	16,138 12
Vernon	6,156 99	3,441 34	17,494 59	1,546 60	518 28	3,663 88	2,895 03	9,578 91	45,295 62
Walworth	6,186 47	19,811 25	33,949 92	261 58	7,475 32	3,074 05	5,296 05	4,271 62	80,979 53
Washington	3,922 44	14,631 35	10,209 34	164 00	3,562 97	4,853 26	4,738 65	2,769 78	44,851 79
Waukesha	7,386 22	8,416 15	22,821 12	191 60	1,327 00	3,978 58	4,809 74	3,356 81	50,680 03
Waupaca	7,267 69	6,739 31	15,574 42	21 72	696 72	1,825 66	2,227 25	2,814 70	36,999 06
Waushara	3,350 76	2,355,75	11,768 39	38 40	432 56	1,346 31	1,646 49	2,459 75	23,518 74
Winnebago	19,914 80	23,777 40	37,131 04	2,034 79	727 59	11,476 29	6,007 43	4,506 77	105,576 11
Wood	425 73	876 98	6,357 37	.....	1,068 91	128 50	471 94	516 82	9,520 52
Total	336,302 39	375,582 38	892,756 34	17,895 01	136,830 83	213,810 59	189,371 89	219,777 09	2,334,337 94

Statistics of schools in Wisconsin—Continued.

Counties.	DISBURSEMENTS.								
	For building and repairing.	For apparatus and library.	For services of male teachers.	For services of female teachers.	For old indebtedness.	For furniture, register, and records.	For all other purposes.	Total amount paid out during the year.	Money on hand August 31, 1868.
Adams	$1,526 67	$99 25	$2,029 13	$4,443 84	$413 40	$97 58	$609 04	$9,218 92	$2,204 00
Bayfield	5 00		500 00					505 00	19 88
Brown	5,848 55	32 00	6,161 12	16,701 27	1,171 13	1,112 65	2,226 45	33,009 09	11,211 40
Buffalo	3,733 32	81 78	7,598 00	4,005 50	886 57	480 32	6,771 78	23,557 27	5,426 36
Burnett	128 65			330 00	390 25		27 00	875 90	45 75
Calumet	4,114 42	122 77	6,282 77	6,040 76	841 62	302 13	1,327 26	19,031 73	5,354 78
Chippewa	1,205 39	47 95	2,768 75	5,784 64	1,484 43	293 25	1,068 04	12,800 08	1,890 98
Clark	1,742 58	3 25	1,532 10	2,655 95	289 29	16 45	353 18	4,900 99	1,587 39
Columbia	13,765 10	319 89	14,448 90	22,580 58	2,009 88	1,254 91	7,603 31	61,186 16	6,752 45
Crawford	2,507 08	497 74	8,730 58	10,179 12	796 34	658 05	2,610 53	25,979 44	6,846 28
Dane, 1st district	10,198 00	246 08	11,786 50	14,080 47	2,585 61	648 44	5,028 98	42,596 56	6,088 09
Dane, 2d district	12,158 30	262 12	11,544 86	24,219 34	2,227 72	1,017 93	7,932 91	59,668 93	9,176 45
Dodge, 1st district	2,607 93	106 86	9,310 84	11,553 38	631 10	306 83	2,713 66	27,820 27	4,468 29
Dodge, 2d district	10,620 60	184 01	11,598 95	15,255 19	1,974 79	675 96	5,376 19	47,215 24	4,537 09
Door	1,334 05	50 90	2,400 84	3,064 82	755 85	339 11	1,021 13	8,966 70	2,941 82
Douglas	206 99		761 28	732 45		13 10	340 66	2,054 47	4,408 62
Dunn	8,989 53	30 68	4,214 19	7,422 36	1,262 46	717 55	1,475 04	23,947 28	6,185 68
Eau Claire	9,978 34		4,597 00	9,239 94	480 27	97 47	1,615 92	20,864 99	3,981 21
Fond du Lac	21,028 33	222 40	15,814 30	39,517 56	3,214 36	1,722 86	11,519 78	90,406 14	12,665 80
Grant	24,732 35	340 93	20,486 03	19,166 51	4,065 25	3,311 00	8,641 59	92,199 52	24,212 98
Green	7,293 65	332 05	13,196 82	16,880 50	3,624 48	565 80	5,778 76	47,674 06	5,424 00
Green Lake	8,284 84	3,898 31	7,594 04	9,489 83	588 98	195 97	1,632 23	20,141 19	4,346 09
Iowa	9,464 49	427 16	13,393 18	19,562 98	1,033 58	544 98	5,701 41	54,037 72	6,551 39
Jackson	2,437 69	142 52	3,276 08	6,500 20	999 88	108 79	1,392 73	14,624 30	3,417 61
Jefferson	14,484 03	207 03	14,265 85	21,771 80	2,390 98	1,059 55	5,739 03	60,163 67	8,346 37
Juneau	8,827 52	109 75	8,446 00	9,555 31	783 56	137 69	2,650 05	30,514 88	5,018 91
Kenosha	2,484 02	3 25	5,793 00	12,359 05	555 22	162 65	1,941 57	25,217 45	4,798 55
Kewaunee	1,253 62	74 67	3,460 00	4,198 29	649 54	807 36	1,194 24	11,667 11	5,844 13
La Crosse	6,411 76	31 50	9,181 25	12,021 00	567 15	1,295 65	5,276 59	34,855 90	8,834 80
La Fayette	9,989 59	121 07	11,895 07	13,854 35	2,117 51	1,342 79	5,418 98	45,270 82	8,074 94
Manitowoc	4,271 48	154 54	17,639 75	13,466 62	1,595 07	522 66	4,889 31	42,538 31	24,079 44
Marathon	1,774 88	433 90	5,183 85	3,716 36	806 30	156 42	1,830 69	14,411 52	5,397 54
Marquette	1,735 95		2,981 50	5,819 22	464 30	1,263 19	913 04	13,187 40	1,316 12
Milwaukee, 1st district	4,692 68	116 24	4,189 36	4,685 79	239 40	427 05	1,164 14	15,514 66	4,581 77

Milwaukee, 2d district	8,171 15	49 97	70,075 75	3,741 30	294 40	1,323 88	16,404 98	99,614 11	9,551 98
Monroe	11,533 47	160 10	6,167 00	13,296 10	1,701 74	498 18	2,585 55	36,442 28	8,856 04
Oconto	5,596 62	22 90	3,629 00	4,628 87	148 50	173 87	644 71	14,844 47	1,075 53
Outagamie	2,661 34	128 00	5,862 30	15,460 85	1,807 55	1,045 30	3,384 31	30,349 65	6,310 51
Ozaukee	6,645 44	395 23	13,289 53	2,814 87	1,391 08	351 31	1,146 07	26,049 28	6,072 79
Pepin	2,765 87	45 25	2,104 60	3,750 38	588 78	206 56	805 40	9,451 37	2,313 53
Pierce	8,385 66	433 00	6,617 00	8,441 83	1,669 00	921 02	2,787 25	28,971 83	4,077 68
Portage	4,132 14	60 70	5,141 86	10,701 26	1,349 05	522 24	1,476 08	23,167 40	3,153 51
Racine	20,920 70	73 00	9,657 28	20,398 06	764 86	388 63	4,774 84	58,624 74	2,967 69
Richland	3,472 92	81 40	7,907 65	9,764 64	1,235 41	636 36	1,883 43	24,988 26	6,619 71
Rock, 1st district	14,147 92	76 30	6,562 90	16,684 19	1,539 61	424 50	3,987 56	42,578 52	4,948 34
Rock, 2d district	16,870 53	66 80	7,338 00	18,792 10	4,196 89	1,179 56	4,067 96	52,424 06	14,435 80
St. Croix	2,098 40	204 97	4,916 00	7,671 15	1,526 99	431 27	3,051 92	22,271 84	3,953 76
Sauk	26,673 62	197 46	10,567 68	20,427 90	2,042 09	492 19	4,231 06	64,541 81	7,723 12
Shawanaw	332 96	24 67	663 00	1,279 00	525 58	39 00	343 39	2,914 54	599 66
Sheboygan	6,423 23	220 95	12,507 67	19,637 01	1,991 10	2,128 36	3,955 41	48,425 94	6,868 12
Trempealeau	6,360 65	36 00	4,641 76	7,364 88	83 74	329 40	1,465 11	17,982 70	3,593 91
Vernon	7,909 23	101 02	8,756 44	10,984 65	5,869 31	676 13	2,281 92	36,578 70	8,706 92
Walworth	18,656 05	98 15	15,490 08	26,467 09	4,653 08	466 80	8,347 04	73,081 14	9,171 14
Washington	10,720 73	94 03	14,197 00	8,334 01	2,635 27	129 37	2,206 24	38,266 65	6,752 91
Waukesha	5,922 46	74 29	13,103 35	15,956 26	3,401 04	643 18	4,709 70	43,840 10	6,688 44
Waupaca	8,112 37	10 72	5,152 83	13,725 75	1,790 31	327 34	2,891 98	32,021 51	4,976 37
Waushara	2,158 43	34 05	4,659 11	10,157 37	496 09	299 90	1,806 37	21,388 91	3,849 66
Winnebago	35,256 00	21 25	16,737 94	27,687 42	1,028 71	2,133 29	8,623 98	91,488 59	14,087 52
Wood	738 50		2,171 00	3,924 50	431 29	17 00	1,417 86	8,800 15	1,146 10
Total	456,503 77	11,410 81	520,978 02	673,007 42	85,067 77	37,440 78	203,067 65	1,985,761 59	363,466 69

DISTRICT OF COLUMBIA.

There are, unfortunately, four distinct school organizations in the District of Columbia, namely, for the white schools of the city of Washington, of Georgetown, and of the county outside of the two cities, and for the colored schools of the county, embracing those of the county outside, as well as those within the two cities.

WASHINGTON.

This city is divided for purposes of school organization for white schools into four districts; the first, including the First and Second wards; the second, the Third and Fourth wards; the third, the Fifth and Sixth wards; the fourth, the Seventh ward.

Three trustees are appointed by the mayor, with the advice and consent of the board of aldermen, on or about the first Monday in October, annually, for each school district, who, with the mayor as president, constitute the board of trustees for the management of all the public schools. The trustees appoint the teachers, and change them at pleasure; prescribe studies and books to be used, and do all business pertaining to the schools, subject to the laws of the corporation. For practical supervision the board is divided into as many sub-boards as there are districts, who meet at least once a month for business pertaining to the schools, their action being subject to the revision and control of the board. The trustees make estimates of the necessary expenses for carrying on the schools, which are furnished to the city councils, whose duty it is, by law, to provide for the payment of the same out of the school fund, and when that is insufficient, out of the general fund. The mayor also appoints a secretary of the board of trustees, with an annual salary of $200; and also a treasurer to make the disbursements for the schools, and keep the accounts. His salary is $800. The secretary and treasurer attend the meetings of the trustees, but have no vote.

Grades of schools.—The trustees must classify all the public schools into four grades: primary, secondary, intermediate and grammar.

Pupils—White children, between six and seventeen years of age, whose parents are bona fide citizens of Washington, shall be admitted. The trustees may furnish necessary books to indigent pupils; the male and female pupils are, as far as possible, to be kept separate during school hours, and to have separate places of recreation.

Night schools may be established—one in each district—for four consecutive months in each year.

CITY SUPERINTENDENT.

In May, 1869, the office of superintendent of public schools was created, with a salary of $2,500. The act provides for the appointment of the superintendent annually, and prescribes his duties, among others, that at all meetings of the board of trustees he shall preside, in the absence of the mayor, and shall be entitled to vote on all questions coming before the board.

SCHOOLS AND TEACHERS.

There were, in August, 1870, primary schools, 61; secondary, 32; intermediate, 16—8 male and 8 female; grammar, 8—4 male and 4 female; total, 117. The whole number of teachers was 119, including two male assistants in the grammar schools. The principals and the two assistants in the male grammar schools were the only male teachers. The salaries of the principals of the male grammar schools are, one, $1,650, one, $1,700, and two, $2,000. The female principals of female grammar schools receive from $1,050 to $1,100.

GERMAN LANGUAGE, AND MUSIC.

In May 1869, the trustees were authorized to employ competent teachers of the German language for each of the grammar schools, provided no teacher should be furnished for a class of less than 15 pupils. The salary of each teacher employed is fixed at the rate of $1,200. In September, 1869, provision was made for the employment of two music teachers instead of one, with a salary of $1,200 each.

SEATS AND PUPILS.

The whole number of seats for pupils, in all the schools, is 6,856; the whole number enrolled for the year ending June 30, 1870, was 10,247; the average number on the roll, 5,888; the average number in daily attendance, 5,418; number present at examination, 5,395.

APPROPRIATIONS.

The appropriations for the year ending June 30, 1870, were, for salaries, $106,825; for care of rooms, rent, fuel, and contingent expenses, including furniture for Franklin

school building, and expense of trustees in furnishing school books, and printing, $76,600; total, $183,425.

JOINT RESOLUTION OF THE CITY COUNCILS.

In May 1870, the city councils passed a joint resolution: "That the Senate Committee on the District be respectfully and earnestly requested to report and secure, if possible, the passage of a bill for the reorganization of the public schools in the District of Columbia, and give us one common school system, by which all children can be educated, regardless of their color, to be governed by one board of trustees." Of this resolution, with its preamble, the mayor was respectfully requested to send a copy to the chairman of the Senate District Committee.

COLORED SCHOOLS OF WASHINGTON AND GEORGETOWN.

These schools were instituted under authority of an act of Congress passed May 21, 1862, and amended July 11th of the same year; also, acts of July 25, 1864, and July 23, 1866. The second of these acts provided for a board of trustees, consisting of three persons, appointed by the Secretary of the Interior, each for the term of three years, and serving without compensation, to whom is confided the duty of initiating and conducting "a system of primary schools for the education of colored children" in the cities of Washington and Georgetown. The funds for the support of the schools are furnished by the corporations of the two cities, who, by the act last cited, are required "to pay over to the trustees of colored schools of said cities such a proportionate part of all moneys received or expended for school or educational purposes in said cities, including the cost of sites, buildings, improvements, furniture and books, and all other expenditures on account of schools, as the colored children between the ages of six and seventeen years in the respective cities bear to the whole number of children, white and colored, between the same ages."

It was not until the year 1867 that these trustees obtained sufficient funds to undertake the establishment of any considerable number of schools. Previously to that time, for about three years, from 60 to 80 colored schools had been maintained at a large expense by various benevolent associations in the northern States.

According to the census of 1867, taken under the direction of the Bureau of Education, the colored population of Washington and Georgetown was as follows:

Washington	31,397
Georgetown	3,284
Total	34,681

An increase of 22,333 over the number in 1860.

The number of colored children between the ages of six and seventeen was—

In Washington	8,391
In Georgetown	894
Total	9,285

Increase since 1860, in Washington, 4,192.

From the last published statement of the board of trustees, it appears that there were 65 schools in operation at the close of the school year ending June 30, 1870, with an attendance of from 3,250 to 3,500 pupils. The permanent school buildings under the control of the board would seat about 3,000 pupils.

The results of the census of 1870, not yet made public, will probably show little, if any, falling off from the numbers given above. In that case, the painful fact will appear that an army of *between five and six thousand children*, of this one class alone, is growing up as it were within the shadow of the Capitol of the nation, to swell the ranks of the illiterate and untrained.

From the statement already quoted, it appears that the receipts of the board of trustees, for the year ending June 30, 1870, were $72,613 30; expenditures for same period, $68,667 15. The school property held by them, in buildings, lots, and furniture is valued at $100,000.

A. E. NEWTON, superintendent of colored schools.

PRIVATE SCHOOLS.

The following statement, kindly furnished the Bureau under date October 5, 1870, by J. Russell Barr, esq., through Geo. F. McLellan, esq., gives the results of his examination of the means of education afforded in the city of Washington, and is believed by him to be nearly correct:

	White schools.	Colored schools.
Whole number of schools	62	10
Number of male teachers	50	4
Number of female teachers	124	8
Number of male pupils	1,715	203
Number of female pupils	2,194	264
Number of charity schools	5	2
Number of male teachers	7	1
Number of female teachers	11	2
Number of male pupils	1,085	77
Number of female pupils	710	61

Summary of latest statistics.

WHITE PUBLIC SCHOOLS OF WASHINGTON.

The report of the public schools of Washington for the month ended September 30, 1870, furnished the following exhibit:

Number of pupils who were such at the close of the last year and returned before 12 o'clock m. on the first day of the session	4,616
Number admitted by transfer	2,365
Number admitted by ticket	2,100
Number transferred	2,283
Number withdrawn	132
Number of seats forfeited	82
Number dismissed	25
Number on the roll September 30	6,563
Number of indigent pupils furnished with books	363
Number present every session	3,338
Number punctual every session	2,922
Number of pupils tardy	1,032
Number of cases of tardiness	1,670
Number of cases of corporal punishment	118
Number of pupils suspended	66
Number of days teachers were absent	56
Number of times teachers were tardy	9
Number of visits of trustees	943
Number of visits of superintendent	220
Number of visits of parents and others	402
Percentage of attendance	95½

The whole number of pupils on the roll September 30, 1869, was 5,751, and the number at the corresponding date the present year shows an increase of 812, which has been made principally in the primary and secondary grades. The whole number of schools in the city (the pupils in charge of each teacher being considered a school) is 119, with an average of 55 pupils to each school.

About one-half of the rooms in which the schools are located are owned by the city, and the other half rented. It is estimated that it would require $1,000,000 to supply the city properly with suitable school buildings well furnished.

Not one-half of the white school population—that is, the population between the ages of six and seventeen inclusive—can be accommodated in the public schools; but the number of applicants unable to gain admission is not large for the following reasons: 1st. A large number of the schools are kept in buildings and rooms which are not acceptable to many of the parents; 2d. There is an unusually large number of excellent private schools in the city; 3d. There is no public high school.

The entire assessed valuation of the city property, real and personal, is only $62,000,000.

The proportion of the population owning no property in the city and paying no taxes into the city treasury is very large, owing to the fact that there are so many persons temporarily residing here, in the employment of the United States Government. It is probable that one-third of the pupils in the public schools are children of parents belonging to this class.

There is no permanent school fund to aid in the support of the schools, and, therefore, the requisite amount has to be raised by direct taxation. The amount levied the present year for this purpose is 50 cents on each $100 of the city valuation, and, burdensome as it is, it will yield barely sufficient to pay the current expenses of the white and colored schools.

For many years earnest efforts have been made to induce Congress to grant a donation of public lands to aid the public schools of the District, and it is very certain that

unless this shall be done many years must elapse before there will be established here a school system, including suitable and adequate buildings and a high and normal school, which will be truly creditable to the capital of the United States.

J. O. WILSON, *Superintendent.*

Statistics of children in the City of Washington, D. C., between the ages of six and seventeen, inclusive.

Wards.	WHITES.													
	Native.						Foreign.						Total white.	
	6 to 9.		10 to 14.		15 to 17.		6 to 9.		10 to 14.		15 to 17.			
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
First	349	366	477	475	208	264	20	10	30	27	20	27	1,104	1,169
Second	399	417	471	619	261	326	9	15	15	18	12	22	1,167	1,417
Third	411	437	247	305	165	230	22	11	19	23	15	34	879	1,040
Fourth	547	610	729	709	305	362	25	20	40	41	30	51	1,676	1,793
Fifth	328	295	423	401	194	188	7	5	7	15	2	11	961	915
Sixth	391	400	466	466	233	224	8	9	9	12	11	15	1,118	1,126
Seventh	504	528	626	680	296	320	8	5	20	19	12	20	1,466	1,572
Total	2,929	3,053	3,439	3,655	1,662	1,914	99	75	140	155	102	180	8,371	9,032

Wards.	COLORED.														Grand total.*	
	Native.						Foreign.						Total colored.			
	6 to 9.		10 to 14.		15 to 17.		6 to 9.		10 to 14.		15 to 17.					
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
First	203	210	387	397	205	273	1	1	2	2	1	1	799	884	1,903	2,053
Second	197	182	317	384	168	256	...	....	....	1	....	....	682	823	1,849	2,240
Third	144	137	191	274	79	186	2	....	1	1	....	....	417	598	1,296	1,638
Fourth	126	135	226	267	101	189	1	1	...	1	....	1	454	594	2,130	2,387
Fifth	112	140	180	230	94	121	....	....	....	1	....	1	386	493	1,347	1,408
Sixth	83	99	167	178	69	137	....	....	....	....	....	....	319	414	1,437	1,540
Seventh	270	263	337	395	157	246	....	....	....	....	1	....	765	904	2,231	2,476
Total	1,135	1,166	1,805	2,125	873	1,408	4	2	3	6	2	3	3,822	4,710	12,193	13,742

* Total, male and female, 25,935.

GEORGETOWN.

The schools of Georgetown are under the control of a "board of guardians." The school organization at present embraces the following schools:

Two grammar schools, one male and one female; two intermediate schools, one male and one female; and four primary, two male and two female, with an addition of thirty children of each sex in two primary schools. There are no male teachers employed, except one in the male grammar school. Nearly five hundred children have been in the schools during the year, and the general progress and improvement in all have been decided and very encouraging to the board of guardians and teachers. The board, however, express some regret that the two grammar schools have not been as full as they ought to be. The report of the board of guardians to the board of aldermen and of the common council, states that "there appears to be a disposition on the part of the parents to use the school so far only as is necessary to gain instruction in the *rudiments* of the English branches for their children; and before the pupil can derive the advantages the school system affords, withdraw him or her from the schools. This, the board submits, is not giving the authorities of the town the consideration they have a right to expect from and ask of those who use the public schools. If there be an obligation on the tax payers of the town to furnish the means to carry on the schools, then there arises a reciprocal obligation on those who use the schools to do so

in accordance with the end proposed in the school system, viz., the acquisition of a plain, substantial, and thorough knowledge of the English elementary branches, and this cannot be attained if scholars are withdrawn before, or as soon as they enter the grammar schools.

The school sessions, ending in June, were closed with the usual examinations, which "were satisfactory and showed a steady and decided improvement by the scholars in the respective schools."

The receipts for the school year ending August 31, 1870, amounted, with the balance on hand at the beginning of the year, to $12,322 65; and the expenditures, including $6,624 for salaries of teachers, to $8,139 75, leaving the balance to the credit of the school fund of $4,182 90.

Hon. A. Hyde, president of the board of guardians, who kindly furnished this Bureau the materials for this report, says: "I might add that we have three school buildings; one an old Methodist meeting-house, purchased for $2,000, to which $1,000 were added in repairs; one built for the purpose, at a cost of some $6,000 seven years since, and one, a brick house built recently at a cost of $10,000, for which the corporation loaned the money."

SCHOOL DISTRICTS OF WASHINGTON COUNTY.

Congress, by the act of May 20, 1862, provided for the division of the county of Washington, outside of the cities of Washington and Georgetown, into seven school districts, to be under the control of "seven intelligent inhabitants" as commissioners, to be appointed annually, one from each district, by the levy court. They shall take oath of office and be a body corporate, with four a quorum, appoint a clerk, keep records, hold four stated meetings, appoint two trustees in each district to act with commissioners in control of schools therein, receive and disburse funds, regulate number of children to be taught, select teachers, prescribe course of study, secure site for schoolhouse, and report annually to the levy court. The levy court may impose a tax of one-fourth of one per centum for school purposes. Commissioners to provide schools for colored children. Tuition of 50 cents per month may be imposed if parent is able to pay it. One-fourth of money accruing from fines, penalties, &c., in district, to be divided between Washington, Georgetown, and the county. Education made compulsory for at least twelve weeks each year.

* *Statistics of public schools of Washington County, D. C., during each of the past five years, consolidated and brought down to June 30, 1870.*

Year.	No. of school-houses.	No. of schools.	No. of scholars.	NO. OF TEACHERS			RECEIPTS.					EXPENDITURES.			
				Principal.	Assistant.	Total.	Balance on hand.	From fines.	From taxes.	From Congress	Total.	Teachers' wages.	School-house furniture, &c.	Rent, books, fuel, &c.	Total.
1865	1	3	160	3	....	3	$5,799 53	$1,487 10	$5,216 81	.....	$12,503 44	$1,964 00	$5,289 00	$799 90	$8,052 90
1866	4	7	344	7	....	7	.....	958 35	10,530 08	$7,173 46	18,661 89	6,790 32	11,071 65	1,341 49	19,203 46
1867	10	13	635	13	....	13	.....	185 47	11,821 46	2,826 59	14,833 47	9,911 25	6,316 73	1,804 95	18,032 93
1868	13	16	780	16	2	18	.....	401 28	12,113 25	1,747 25	13,261 78	12,784 00	1,674 88	1,340 48	14,799 36
1869	15	16	780	16	3	19	.....	886 49	17,600 64	8,235 75	26,722 88	13,505 80	10,174 92	2,066 62	25,747 34
1870	18	23†	1,064‡	20	5	25	.....	223 32	11,855 71	.....	12,079 03	7,615 83	2,201 12	1,140 07	12,079 03
	.....	.....	.....	.....	....	.....	.....	4,142 01	69,137 95	19,983 05	98,062,49	52,571 20	36,728 30	8,493 51	97,915 02

* Furnished by J. B. Miltberger, esq., clerk of the board of commissioners of public schools of Washington County.
†11 white, 12 colored, 8 graded, 15ungraded. ‡556 white, 508 colored.

ARIZONA.

Organized by act of Congress February 24, 1863.

Area, 113,916 square miles. Population, about 11,000.

Previous to 1863 Arizona was included in the territorial area of New Mexico. Her settlements were, however, so far distant from the more inhabited regions as to be without communication with or under control of New Mexico. By act of Congress approved February 24, 1863, the Territory of Arizona was erected out of the western half of New Mexico.

Arizona has never had any schools worth mentioning. Numerous attempts have failed to elicit any correspondence from either officials or private citizens respecting the existence or condition of any schools in that Territory.

It appears, however, that "An act concerning common schools" passed the legislature and was approved October 5, 1867. Its features are as follows:

SECTION 1. Boards of county supervisors may establish districts.

SEC. 2. District to be composed of any village of not less than one hundred persons.

SEC. 3. Any number of voters may apply for a district division.

SEC. 4. Then the board of supervisors may create a district.

SEC. 5. Board of supervisors may levy a tax of not more than one-half of one per cent.

SEC. 6. County collectors shall collect and pay to treasurer.

SEC. 7. Collectors to receive two and a half per cent. and treasurer two per cent. as fees.

SEC. 8. Board of supervisors to select school-houses, sites, &c.

Whether any schools have gone into operation under this law, this Bureau, as before stated, cannot ascertain. The physical features of Arizona and the character of the population being similar to those of New Mexico, the remarks made in regard to the latter will, in the main, apply with equal force to the former.

COLORADO.

Organized by act of Congress February 28, 1861.

Area, 104,500 square miles; population, (*United States census of 1870,) 38,187.

Though repeatedly sought for, but little school information has been received from this Territory. Within a few days communication has been established with the present superintendent of public instruction by the receipt of a letter, from which the following is taken:

"I am extremely anxious that you should have late information and full statistics of this Territory for insertion in your annual report. The territorial treasurer has heretofore been *ex officio* superintendent of public instruction, and this is the first year in which this office has consisted of a separate department. Complete statistics have never been obtained, and I am making earnest efforts to have the county superintendents' reports for this year contain all the necessary items.

"Under our law county superintendents' reports are not required to be furnished to this office until November 1; and as this is the first year in which the county superintendents have been required to send their reports promptly, it is possible that reports may not be received until some time during the month. I inclose herewith a blank report, in order that you may see what statistics we propose to obtain.

"Will you please inform me, at your earliest convenience, what is the latest date on which you must receive my report in order to include it in your annual report?

"Very respectfully, your obedient servant,

"W. C. LOTHROP,
"*Superintendent Public Instruction.*"

But one other reply has been received, from the numerous inquiries sent from this office, and that being from an isolated region in the southeastern part of the Territory, is as follows:

"TRINIDAD, *Colorado, July* 6, 1870.

"DEAR SIR: Yours of inquiry was duly received. I have not been in the Territory long enough to know much about its educational interests, save in our immediate vicinity.

"We have an academy here which has had one session of five months. Two teachers enrolled 24 pupils, average about 16. Its next session will open September 6, 1870. It is the only school south of the Arkansas River for Americans. Our county (Las Animas) contains about 9,000 inhabitants; about 300 Americans; the rest are Mexicans.

* Furnished through the kindness of General Francis A. Walker, superintendent of the census.

This state of things is fast changing. The Mexicans cannot stand civilization, and will soon give place to enterprising Americans. So, in school matters, better times are at hand.

"There is a Catholic school here, attended only by Mexicans; it has about 30 scholars taught by nuns. I know very little about it. There are in the county about 60 American children of school age.

"Trinidad is an important, growing town, and has quite a number of enterprising American citizens; hence, churches and schools receive their proper attention here. This climate is well adapted to mental culture and physical development. There is no healthier place in the world than Trinidad. Socially, the Mexicans are below par, and but little can be done with them either mentally or morally. When you publish reports please send copies.

"Yours, truly,

"E. J. RICE.

"General JOHN EATON, Jr."

Colorado is divided by ranges of mountains into several regions, which are quite isolated, and inhabited by people of different races, and of widely different social customs and religious faith. Not less than one-third of her population are mestizos, adhering to their peculiar customs, and generally speaking only the Spanish language. They occupy the southern portion of the Territory, which was formerly a part of New Mexico, and of those counties in New Mexico which, in 1856, voted more than 4,000 against free schools to 37 for them. The physical features of Colorado are graphically described in the following, from the pen of ex-Governor Gilpin:

"Bisected from north to south by the primary Cordillera or great mountain chain, which divides the waters of the Atlantic from those of the Pacific. The eastern half is occupied by an undulating plain, the western half by stupendous Rocky Mountain ranges. The former, abounding in great rivers, is of very uniform fertility, checkered with arable and pastoral lands, alternating the one with the other. It is favored with temperate seasons, mineral fuel, a salubrious atmosphere, and a resplendent climate. The mountains embrace every variety of structure, intense massiveness, and altitude, fertile flanks of unfailing pasturage, and stupendous forests. In their ever-varying scenery, no element of sublimity and beauty of the highest order is wanting. In their vastness of bulk they constitute an important division of the empire of the American people, here, especially, revealed to sight in the grandest forms."

DAKOTA.

Organized by act of Congress March 2, 1861.

Area 150,932 square miles. Population, (United States census of 1870,) 13,981.

Dakota is the largest of the organized Territories, her area equaling about one-half of the whole of the original thirteen States. The superintendent of public instruction, Hon. James S. Foster, made a partial report, in February last, to accompany the new school code, then first published, the distribution of which became necessary. From this it appears that—

The number of school districts organized were	55
Number of teachers	53
Number of scholars	1,765
Value of school property	$9,010 00
Amount of money apportioned to counties	$1,997 86

There were many districts unorganized, and several county superintendents had omitted to send their annual report. Mr. Foster says:

"Our schools have heretofore suffered from a lack of school-teachers, but, fortunately, among the immigrants, during the past year, there are many who are willing to engage as teachers, so that every school district requiring the services of a teacher has been able to procure one. The school fund during the past year has greatly increased with the rapidly increasing wealth of our citizens, so that in most of the counties the apportionment to each district exceeds $2 each for every child residing in the district between the ages of five and twenty-one.

"The people of Dakota are prompt to organize school districts and open schools, without waiting for a large number of wealthy settlers to enable the new district to build at once a permanent school building. In many districts schools were opened in temporary houses until a good and permanent school-house could be built. In some districts schools were opened in private houses, and conducted successfully for several

terms, while in others a rude but comfortable and substantial log school-house has been erected, which will serve a good purpose for a number of years.

"In several districts, in Union county particularly, where, in 1868, we found schools of twenty or thirty pupils occupying temporary log houses, we find now good frame school-houses, supplied with all the furniture usually found in school-houses in the rural districts of older settled countries.

"It is a work of no small magnitude to transform the wild uninhabited prairie into a thickly settled country, with cultivated farms, supporting churches and schools. It is with feelings of pride that we contemplate the condition of our common schools. We have no large tracts of land owned by non-residents and speculators, preventing actual settlement by an industrious population. Our settlements are continuous, and nearly every quarter-section of land has its occupant, from whose dwelling goes forth to our common schools one or more pupils. It is the crowning glory of Dakota that our settlements are compact, and that in every township in the settled portion there are children enough for half a dozen schools. At present most of the schools of this Territory are in Union, Clay, and Yankton counties."

The poorest school-house is noted as worth $25, and the best as worth $3,000. Most of the school-houses are built of logs. The wages of some of the women teachers appear to be as low as $15 per month. The acquisition of a blackboard is usually mentioned. Indeed, a good log school-house, with a blackboard, and a well in the yard, and a teacher at $20 per month, is evidently considered a fair school prospect in Dakota.

SCHOOL LAW.

An act to provide for common schools in the Territory was approved January 5, 1869, and contains ninety sections. It provides for the election of territorial and county superintendents with the usual duties. No school district can receive its portion of the school fund in which a common school has not been taught at least three months during the year. County superintendents are to report annually by the 10th of November. The territorial superintendent is required to report to the legislature during the first week in the session of each year; by act of Congress, however, the legislatures of territories are limited to biennial sessions. The officers of each school district are a director, clerk, and treasurer, who constitute the district board, and each district is a body corporate. Annual school district meetings are to be held on the last Saturday in March. The district clerks make the annual enumeration of children.

Table of statistical details of schools in Dakota Territory, by counties, from superintendent's report dated February 1, 1870.

Hon. JAMES. S. FOSTER, *superintendent public instruction, Yankton.*

COUNTY SUPERINTENDENTS.			Number of school districts.	Number of scholars.	Number of teachers.	Amount apportioned.	Value of school property.
County.	Name.	Post office.					
Bon Homme	.....	Bon Homme	1	.....	1	.....	.....
Charles Mix	.....	White Swan	.....	.....	.....	.....	.....
Clay	S. A. Ufford	Vermillion	14	351	.....	$402 02	$1,775
Lincoln	B. S. Gillespie	Canton	.....	.....	2	.....	.....
Minnehaha	.....	Sioux Falls	.....	.....	1	.....	.....
Union	Runyen Compton	Elk Point	30	1,135	.....	1,093 94	4,085
Yankton	Rev. M. Hoyt	Yankton	11	289	.....	561 90	3,150
Total	.....	.....	56	1,765	53	1,997 86	9,010

IDAHO TERRITORY.

Organized by act of Congress approved March 3, 1863.

Area, 86,294 square miles. Population, (United States census of 1870,) 14,886.

From the report of the Hon. Daniel Cram, superintendent of public instruction, for the years 1867–'68, it appears that in the latter year the number of school districts were 24
Number of school-houses 12
Number of schools 15
Whole number of children between five and twenty-one years 926
Number of scholars attending school 345
Number of children not attending school 581
Amount paid teachers $4,603
Total expenses 5,799
Number of libraries and volumes ..... None.

Many of the settlers do not seem to appreciate the necessity and advantages of education, and the superintendent therefore makes the following recommendations:

"In the absence of a school-house in districts entirely able to provide suitable school buildings, I would suggest the propriety of such legislative action as will secure to the trustees the means of school accommodations in these several districts; and were said boards authorized, in the exercise of a sound discretion, to levy, collect, and expend a reasonable tax for such buildings, or for repairing the same, it is believed that such a law would be beneficial to the district thus taxed, and would be approved by the people of the Territory.

"The absence of school-houses in some districts is not founded on the want of means or ability to build them; they are evidences of selfishness or ignorance wherever they are found. Hence a law of the kind indicated would not be regarded as oppressive.

"There is a commendable spirit manifested throughout the Territory, and the county superintendents seem alive to the cause. Briefly, then, our needs are money and teachers.

"That which Idaho needs most, in order to educate her children, is to foster her general school fund, and increase it in every possible way."

A letter from the superintendent of public instruction of Idaho Territory, Hon. Daniel Cram, contains the following information:

"It is impossible," he states, "for me to visit the different counties personally, as there is no money in the territorial school fund applicable for that purpose, and the expense of traveling in this Territory is no small item, and more than I am willing to expend personally, although I have a heart and interest in the cause, and am willing to do all I reasonably can to advance it. The month of October is the end of the fiscal school year.

"Our school law is ambiguous, and no material changes have been made in it of late only to confuse the operations of the same.

"Our Territory is in much need of congressional aid; at the same time this aid should be met by, and through the legislature of the Territory, in conjunction with the Government, by a reasonable tax or appropriation."

THE THIRTY-SIXTH SECTION EXCLUDED BY THE LEGISLATURE FROM SCHOOL PURPOSES.

The United States school law provides that sections 16 and 36 be reserved in each township for school purposes. The territorial school law *excludes* the thirty-sixth section; this only gives the proceeds of the 16th section for school purposes.

ARTICLE I—SCHOOL FUND.

SECTION 1.—Money from sale of congressional land grants, *with the* EXCEPTION *of the proceeds of the sale of the thirty-sixth section of the public lands, &c., &c.*

A citizen of Idaho, writing on the subject, makes the following comment upon this action of the legislature:

"The law reserving the sixteenth and thirty-sixth sections for school purposes, you will see in section 1 of this act partly ignored; but really it does not amount to anything, for all the lands of any value were taken up before the survey, and unless there is some special provision made, I doubt whether there will be any school lands in the Territory. There is no way of getting any lands, in lieu of those previously claimed, to survey, unless it might be timber in the mountains, and that is not now surveyed. I would suggest a special survey for that purpose, not allowing persons to claim the timber until the school lands should be selected."

Table showing school statistics for Idaho for the year 1868.

Hon. DANIEL CRAM, *superintendent public instruction.*

COUNTY SUPERINTENDENTS.

County.	Name.	Post office.	Number of districts in county.	Number of school-houses.	Number of schools.	Number of scholars attending school.	Length of school during the year.	Amount paid teachers.	Total expenses.	Number of boys between 5 and 21 years of age.	Number of girls between 5 and 21 years of age.	Whole number of children between 5 and 21 years of age.
Ada	Rev. G. D. B. Miller	Boise City	15	5	7	94	4½ months	$525 00	$850 00	207	207	414
Alturas		No organization										
Boise	B. Clinton	Idaho City	5	4	5	127	7½ months	2,224 69	2,906 62	148	137	285
Idaho		No organization										
Lembi	James Kirtly	Salmon City	3	3	3	42	3¼ months	787 00	905 41	39	42	81
Nez Perces	M. A. Kelley	Lewiston	1	-----	1	82	6 months	1,066 68	1,137 68	81	65	146
Owyhee	L. P. Higby	Silver City	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Oneida	Thomas C. Armstrong	Malad City	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Shoshone		No organization	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Total			24	12	15	345	-----	4,603 37	5,799 71	475	451	926

MONTANA TERRITORY.

Organized by act of Congress, May 26, 1864.

Area, 143,776 square miles. Population, (United States census of 1870,) 20,422.

Montana Territory, with a breadth of latitude equal to the distance from Long Island Sound straight north to the St. Lawrence, stretches its monster proportions along the northern national boundary for nearly 700 miles—from the twenty-seventh to thirty-ninth meridian degrees of longitude, or one-thirtieth the circle of the globe on the forty-ninth parallel of latitude. Much of her land is of excellent quality, and the climatic influences among the best of a continent. She will have, when surveyed, 5,112,055 acres for school purposes.

The superintendent reported, in 1868, that the condition of her schools was not favorable; that circumstances and influences have opposed the practical workings of a system, moreover, not perfectly adapted to the territorial condition. Indeed, he says that four years' experience has demonstrated "its utter inadequacy to meet our demands." In every community a general interest was manifesting itself, but the reports of county superintendents were not sufficiently full.

Madison County reported herself able to maintain, with her then population and school tax, "about ten schools, a majority of them for the greater part of the year." Her schools were considered efficient and her people quite interested.

The superintendent of Meagher County reported, that though he had "districted this county soon after his appointment, he had not succeeded in having a single district organized." His report shows nothing beyond the amount of money in the treasury belonging to the school fund.

The county of Deer Lodge gives a more flattering report. In the organized districts, schools are well sustained, and the people are generally showing a lively interest in the subject of education.

The report from Gallatin was merely statistical, but the territorial superintendent inferred from it "that the valley county is not behind in her educational facilities, and that her schools are in a healthy condition."

"Lewis and Clarke County has only three organized districts, two of which, in the Prickly Pear Valley, sustain good schools during the winter months. The Helena district has now three common schools, with an aggregate attendance of 181 pupils." Much interest was manifested, and zeal and energy displayed, by the Helena board of school directors. A select school of more than twenty pupils was also in existence. At Helena there are also two denominational schools, Catholic and Methodist.

The territorial superintendent says of the Sunday schools: "They are springing up in every town of note, and are becoming a power in the land."

SCHOOL FUND AND CONGRESSIONAL AID.

"We have no permanent school fund in the Territory, nor have we any legislation tending to the establishment of such a fund. The sixteenth and thirty-sixth sections of land given by the United States for schooling purposes are generally reserved to the townships in which they are located, or to the counties, and never, so far as I have been able to learn, enter into a State or territorial fund.

"It seems to me of paramount importance that we should have some nucleus established, around which we could form a territorial fund, the interest only of which should be appropriated annually for school purposes. How to establish such a point, from what source to create such a fund, are questions to which I have given much thought and investigation, without reaching any very satisfactory conclusion. Would not that spirit of liberality which has ever characterized the policy of the general government in matters of education, warrant the legislature in memorializing Congress on this subject—vital alike to the interests of the nation as to the prosperity of the Territory—asking that a portion of the United States revenue collected in the Territory, for a limited period, be set apart for this purpose?

"I trust I shall be pardoned for this suggestion, for it is the only feasible plan that presents itself to me for the accomplishment of the desired end. The government could well afford to make such an appropriation. The hardy and adventurous pioneer has opened up a wilderness to civilization, from the bosom of which he has extracted millions of dollars in gold, which he has thrown into the circulating wealth of the nation. The lands, only a few years ago valueless, are now sought for with eagerness; and the land office in this city is becoming the repository of thousands of our hard-earned treasure."

From an interesting letter from a well known citizen of Montana, whose opinions are entitled to consideration, the following is taken:

"In 1864 there were some 10,000 people, from all parts of the country, assembled at Virginia City, attracted by the marvellous accounts of the wealth of the placer mines in Alder Gulch. That portion of this population from the East was largely composed

of disbanded soldiers of Price's army, while the emigration from the West contained some of the worst characters of the Pacific State. For three years, or until the commencement of 1867, crime was punished by a vigilance committee, said to have embraced all the best men in the Territory, whose executions were frequent and summary. During this period many families from the Western States, and some from New England, settled in the Territory, and society began to improve. A school was established and well attended. The legislature, at its first session in 1864–'65, passed a school law. Though no general interest was felt in schools, a few kept the subject alive, a superintendent was elected, and, since 1865, most parts of the settled portions of the Territory have been supplied with schools, some of which are said to be very good, though no graded school has been yet established.

"While the interest in education is increasing, some of the best citizens of Montana complain that unfortunate political collisions between parties give to legislation a partisan character, and withhold the legislature from giving proper attention to school laws and school funds. This leads some of the better classes to seek schools in the States for their children."

Table of statistical details of schools in Montana Territory, by counties, for the year ending November 30, 1868.

Hon. T. F. CAMPBELL, *superintendent of public instruction, Virginia City.*

Counties.	Name of county superintendent.	District.	Number of scholars in the county between 4 and 21 years.		Number of schoolhouses.	Number of scholars taught.		Number of teachers employed.		Proportion taught of all the scholars.	Amount of school fund.					
											Whence received.			How disbursed.		
			Males.	Females.		Males.	Females.†	Males.	Females.		Direct tax.	Fines.‡	Other sour's.‡	Paid to teachers.	Other purposes.	Amount on hand.
Madison	E. Thrasher	10	222	211	7	348	.....	7	3	4-5ths.	$5,329 80	.....	.....	$4,960 00	$300 00	$69 80
Gallatin	.....	6	156	43	4	115	.....	5	1	3-5ths.	597 95	.....	.....	640 00	.....	.....
Deer Lodge	M. Perrin	6	112	109	1	60	.....	4	1	3-11ths.	983 14	.....	$619 00	858 00	125 70	618 44
Lewis and Clarke	.....	3	297	209	3	181	.....	5	1	3-5ths.	3,570 80	$999 15	.....	1,337 00	1,500 00	1,732 95
Meagher	Dr. A. J. Hunter	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	300 00
Jefferson*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Choteau*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Missoula*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Beaver Head*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	.....	25	787	572	15	704	.....	21	6	51-100ths.	10,481 69	999 15	619 00	7,795 00	1,925 70	2,721 19

* No report.

† Included in column of males.

‡ Included in the column of direct taxes.

NEW MEXICO.

GEOGRAPHY.

The Territory of New Mexico, as transferred to the United States by the treaty of Guadalupe Hidalgo, and organized by the act of Congress, approved September 9, 1850, embraced also the southern portion of Colorado and the whole of Arizona Territory. The present area of New Mexico is 121,201 square miles, or 77,568,640 acres. This area is divided into ten counties, which are generally separated from each other by natural boundaries of mountain barriers.

POPULATION.

The inhabitants of New Mexico, not including those connected with the United States Army, may be classed in four distinctive divisions, as follows:

Pueblos	7,000
Wild Indians	12,097
Mestizos, with a small percentage of whites, (census of 1860.)	83,009
Total	102,106

MESTIZOS.

That part of the population called Mexicans, are almost wholly agricultural and are settled in plazas, as their villages are called, varying in population from fifty to several thousand souls, generally sustained by flocks and suburban farms. This method of settlement, peculiar to the whole intermountain region of North America, results from two causes; first, the necessity for coöperation in conveying the waters of the streams in ditches for the irrigation of the land, which is necessary to the successful cultivation of the soil; and second, for mutual defense against the numerous nomadic and warlike tribes of Indians. This gregarious method of life gives an opportunity for the establishment of schools surpassing that enjoyed by any other portion of the United States, especially the sparsely settled frontier portions of the West; and yet, as if to show to the world the most criminal example of how good opportunities may be neglected, here exists the most schoolless, ignorant, and poverty-stricken people speaking a civilized, though foreign language, within the boundaries of the United States. In 1850, the number given as attending school was 460, out of a population of 61,574. In 1860, but three per cent. of the population of school age, according to the census, were attending school.

STATEMENT OF THE GOVERNOR OF NEW MEXICO.

The Hon. William A. Pile writes, under date of October 20, 1870, that there is no general school law, and not a public school or a school-house in the Territory. In Santa Fé, Las Vegas, Albuquerque, Taos, La Mesilla, and in some smaller towns, the Catholics have schools. It is mentioned that there are four Protestant schools also, but the size and efficiency of any of the schools are not stated. His excellency also speaks of the deplorable illiteracy of the great mass of the population, and the indifference of the legislature on the subject. Governor Pile sent the following to the legislature during its last session:

EXTRACT FROM THE GOVERNOR'S MESSAGE.

"It is not presumed that, in the limited time that your honorable bodies will now remain in session, you can mature and adopt a perfect system of public education; but the subject is one of such immediate and pressing importance that I cannot close this message without referring to it. In all communities where the character of the government depends on the people, public education assumes an importance far above that which attaches to it under other circumstances. For years this subject has been urged upon the consideration of the territorial legislature. The necessity and importance of the matter is so apparent, that to stop to reason with you upon it would seem to be an insult to your intelligence and understanding.

"That your early and earnest attention to this subject is required by every consideration of public duty, welfare, and interest, cannot, with you I think, be a matter of doubt. If provision was made even for one public school in each county, it would be a great public blessing. Anything that will be a commencement shall receive my hearty approval and coöperation. Let these schools be free from any religious or denominational control, or under the control of any church your honorable bodies may think proper. If only the children of the Territory are furnished facilities for acquiring a knowledge of the elementary branches of a common education, I shall be satisfied.

"Let us make a beginning, if it is ever so small and inexpensive. Increase and improvement will come from experience.

"Economy in public expenditure is a necessity of our condition, but it is false economy to fail to expend a reasonable amount for public education—to economize at the expense of intelligence and morality. In all communities where society and public sentiment are in a transitory state, it is the duty of legislators, public officers, and men in high social and political position, to become leaders and instructors of the people, to guide and give shape to public opinion, so that the future of the community may be prosperous and happy. The future of this Territory depends largely upon your wisdom and prudence. I entertain the strongest hope that this session of your honorable bodies will not finally close without making at least a commencement of a system of public schools."

POPULAR HOSTILITY TO FREE SCHOOLS.

If more proofs of the present unfortunate condition of the Mestizos were wanting, it may be shown that their indifference to education reaches not only hostility, but a hostility which has, perhaps, been expressed with more unanimity at the ballot-box than any similar instance in history.

"The territorial legislature, at the session of 1855–'56, passed an act establishing a system of common schools, to be supported by a tax levied upon the property of the inhabitants. Four counties were exempted from the general operations of the law, and the citizens thereof were allowed to vote on its acceptance or non-acceptance. The election was ordered by the proclamation of the governor, and was held March 31, 1856, with the following result:

Counties.	For the law.	Against the law.
Taos	8	2,150
Rio Arriba	19	1,928
Santa Ana	8	456
Socorro	2	482
Total	37	5,016

"The returns show that in a popular vote of 5,053 there are only 37 men to be found in favor of public schools—a fact which exhibits an opposition to the cause truly wonderful. This great enmity to schools and intelligence can only be accounted for as follows: that the people are so far sunk in ignorance that they are not really capable of judging of the advantages of education. From this result the cause of education has but little to hope for from the popular will, and the verdict shows that the people love darkness better than light."

The law was repealed ten months after its adoption, and even the fines collected under it were ordered by the act repealing to be returned to those from whom they were collected.

The preceding extract is taken from "New Mexico and her People," by Brigadier General W. W. H. Davis, of Pennsylvania, who was, at the period alluded to, United States attorney for the Territory. The following is also taken from the same work:

"The American missionaries who have come into the country have also taken an interest in the cause of education, and, wherever stationed, have endeavored to establish schools. In some instances they have been able to gather together a few scholars; but the opposition of the priesthood to the children being educated in Protestant schools is so great that they could not accomplish much. It is to be hoped, however, that the few seeds they have sown will in due season spring up and bring forth good fruit. The Rev. Mr. Gorman has extended his labors into a new vineyard, and established himself in the Indian pueblo of Laguna, some fifty miles west of the Rio del Norte. He opened a little school which some of the children attend, and a few of the adults seem desirous to be instructed in the knowledge of the white man." (p. 194.)

The minds of the people are as barren as the land, with as little hope of being better cultivated. Congress has donated two sections of land in each township for school purposes; but so large a portion of the country consists of rocky mountains and barren plains that there is poor prospect of the donation ever yielding much for the cause of education. In lieu of the land, Congress should make an appropriation in money, as an education fund, to be expended in such manner as they might direct—the principal to be properly invested, and the interest arising from it only to be expended." (p. 430.)

Since 1856, several acts for the establishment of common schools, to be supported by

payment of a tuition fee, and even laws for compulsory attendance at school, have been passed, but always repealed before they were carried into effect.

THE PUEBLO INDIANS.

These Indians number about 7,000, and are settled in nearly a score of compact villages, scattered through the Territory. Nothing has ever been done for these Indians by the Government, in the way of improving their social condition, by instruction in industrial arts, or in any necessary knowledge since they became its wards, in 1846. During the period of Spanish rule, schools were established and flourished under the fostering care of the Government. But after the independence of Mexico they were allowed to fall into decay, from want of Government support, until to-day there are very few indeed who can read and write, and these are old men, whose numbers are decreasing; so that in four or five years there will not be found one of all this once enlightened race who will be able to read the title-papers to his land. These Indians have never been an expense to the Government, as have other tribes, to reduce them to submission by long and costly wars, nor have they asked a single dollar for their support. They keenly appreciate the helplessness of an uneducated condition; they absolutely *crave* education, and yet they are allowed to remain in ignorance for the want of an annual appropriation for the erection of buildings and the employment of teachers.

UTAH TERRITORY.

Organized by act of Congress, September 9, 1850.
Area, 84,476 square miles. Population, about 110,000.
From the report, for the year 1869, of the Hon. Robert L. Campbell, territorial superintendent of common schools for Utah, the following summary of school statistics is taken. More detailed statistics, by counties, will be found on page 331.

Number of districts	189
Number of schools	243
Number of scholars enrolled	15,100
Number of male scholars enrolled	7,524
Number of female scholars enrolled	7,576
Total number of children between four and sixteen years	24,138
Average daily attendance	10,618
Percentage of school population attending school	44
Number of months school has been taught during the year	7¼
Number of male teachers	173
Number of female teachers	169
Amount paid to male teachers	$54,559 37
Amount paid to female teachers	$25,120 25
Total paid to teachers	$79,679 62
Amount of taxes appropriated to use of schools	$7,011 33
Amount of building funds raised	$35,142 70

The character of the school system of Utah does not fully appear, either in the school laws of that Territory or in the last three reports of the superintendent. The inference is, however, that a tuition fee per scholar is charged for the payment of teachers; that the school-houses are built by taxes voted by two-thirds of the tax-payers in a district; and that tax-payers in districts *may* elect to pay their teachers by a self-imposed tax. A noticeable feature in the expenditures is, that 173 male teachers were paid much more than twice the aggregate amount of wages than were 169 female teachers.

"The great desiderata of our educational interest," says the superintendent, "is a supply of school-teachers." In a previous report Mr. Campbell says that "the universal interrogatory by school trustees from every part of the Territory, who are attending to their duties, is: Can you send us a qualified teacher?" He urges upon the legislature the importance of providing a number of free scholarships in the normal course of the University of Deseret, and upon districts to unite and bear the expenses of some of the young women to attend a normal course.

The superintendent has hopes of realizing an available school fund from the school lands when Utah shall be admitted as a State, the Territory not being able to use the proceeds of the sixteenth and thirty-sixth sections. Commenting on this unfortunate position of Utah toward the school lands, the superintendent says:

"It is said that the Territories sustain the relationship of wards to the General Government. What would be thought of a guardian, in whose possession there were munificent legacies specially designed for educational purposes, who would turn round and say to his ward, 'True, there are liberal provisions made for your education, but

these grants are not *usually* given to wards until they become of age.' Would not the ward have just cause of complaint? That in the greatest time of need, the most seasonable period of life, educational facilities should be withheld—that the most liberal and free government on earth should thus act toward its wards, is indeed astonishing."

DESERET ALPHABET.

Much of the reports of the superintendent for the years 1867, 1868, and 1869 are occupied in the discussion of the defects of English orthography and the advantages of the "Deseret alphabet," which President Brigham Young and the regents of the University of Deseret are making efforts to establish in that Territory. The following extract from the report of 1868 gives the best explanation obtainable of the merits of the reform:

"The inhabitants of these mountains are preëminent for reform. They hail every invention and discovery as a blessing from Heaven to man, and fail not to acknowledge the source whence all blessings emanate.

"When Pitman's system of phonetics was introduced in Illinois by Mr. George D. Watt, in the year 1845, the leading men of this community immediately adopted it, and the same has been taught in almost every nook and corner of these mountain settlements.

"The design of the Deseret system is to teach the spelling and reading of the English language in an easy manner. The principal feature is to reduce to simplicity English orthography, and to denude the words used of every superfluous character. In this system the child is taught the thirty-eight letters which represent the number of sounds heard in speaking the English language. Each letter of the alphabet represents a definite sound, as fixed as any one of the digits which invariably represents the same power. The acquirement of reading, therefore, is divested of the uncertainty, contradiction, and difficulty which attend the acquisition of the present system."

In his report for 1869 the superintendent gives an account of his further work and encouragements in advocating this alphabet during his school visits, and recommends the legislature to appropriate $2,000 for the publication of a spelling book or elementary dictionary.

FEATURES OF THE SCHOOL LAWS OF UTAH.

The county courts in each county are authorized to create or change the boundaries of school districts of the respective counties.

The owners of taxable property in each school district elect their trustees, who take an oath of office and give bonds to the county court, and have power to appoint a clerk, an assessor, collector, and treasurer. The trustees have power to prescribe the manner in which schools shall be conducted, build school-houses, &c., take a census of children between the ages of four and sixteen in their district, and shall report annually to the county superintendent.

The county court in each county also appoints a board of three examiners, to judge of the qualifications of school-teachers, and grant certificates to them.

The electors, owning taxable property, also vote upon the rate per cent. of tax for school purposes, and for an increased sum for the purpose of building school-houses "a vote of two-thirds of the tax-payers" is required.

"A superintendent of common schools," by which term is meant all schools organized by the boards of trustees, and under their supervision, is elected annually by the territorial legislature, to whom he must annually report "during the first week of its session." He also performs the other usual duties of State superintendents.

The county superintendents are elected at the general election, on the first Monday in August, and hold their offices two years.

UNIVERSITY OF DESERET.

This institution was incorporated in 1850, but the first department of instruction was not organized until 1867. In 1869 it was more fully organized as an institution of scientific and classical instruction, and from the second annual catalogue, published the present year, it appears with a faculty of 14 professors and teachers, and 307 male and 239 female pupils—total, 546. The university includes a normal course in its curriculum, for which tuition is charged.

An educator in the southern part of Utah states, in a letter of recent date, that less than one-half of the children between the ages of four and sixteen attend any school during the winter, while during the summer one-sixth of them only attend school. Of the 250 schools that are open during the winter months, not more than 100 are continued during the summer. In one place mentioned, where there were four schools in

operation during the winter of 1869–'70, there were but two during the summer of 1870, and this was above the average for the whole Territory.

He further says, that the people of Utah are not able to maintain a sufficient number of good schools without aid from Congress.

"The citizens of this Territory have done much to establish schools, build school-houses, and support teachers; but if they have failed in reaching the standard of the average of other Territories and the States, it is not from an unwillingness on their part; the great majority came here poor, and have had to undergo many privations and be deprived of many of what would be called necessaries elsewhere, to get—to use common parlance—a start. There has been an increase from the year 1864 to 1869 of about 35 per cent. in the number of schools kept in the winter season, but with the large emigration to this Territory, and the rapid increase in the number of children who should be in school, compared with other portions of the Union, I presume this will be considered a small increase."

The amount of aid Utah needs to render her schools sufficient and efficient, he says, "is a problem I cannot attempt to solve."

Table of statistical details of schools in Utah Territory, by counties, from superintendent's report, dated January 19, 1870.

Hon. ROBERT L. CAMPBELL, *superintendent public instruction, Salt Lake City.*

COUNTY SUPERINTENDENTS.			Number of districts in county.	Number of districts reported.	Number of schools.	Grade of schools.	Number of male teachers.	Number of female teachers.	Number of boys in county between 4 and 16 years.	Number of girls in county between 4 and 16 years.	Total children between 4 and 16 years.	Number of male scholars enrolled.	Number of female scholars enrolled.
County.	Name.	Post office.											
Beaver	A. M. Farnsworth	Beaver	7	4	4	Common	4	3	383	333	716	173	178
Box Elder	Mr. Bywater	Brigham City	6	6	9	...do	7	6	443	454	897	321	343
Cache	Samuel Roskelly	Smithfield	21	20	27	...do	29	19	1,250	1,394	2,644	740	833
Davis	Anson Call	Bountiful	4	4	8	...do	6	5	417	397	814	276	246
Iron	William C. McGregor	Parowan	4	4	9	...do	6	3	346	359	705	145	177
Juab	Thomas Ord	Nephi	5	4	6	...do	3	3	270	292	562	116	132
Kane	Sextus E. Johnson	Virgen	6	3	4	...do	2	2	.....	.....	.....	146	156
Millard	F. M. Lyman	Fillmore	6	5	14	...do	10	8	331	260	591	274	244
Morgan	J. R. Porter	Porterville	12	5	4	...do	2	4	109	121	238	62	56
Piute*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rich	James H. Hart	Bloomington	9	5	6	...do	7	6	360	320	620	212	215
Salt Lake	R. L. Campbell	Salt Lake City	36	31	43	...do	23	38	2,741	2,626	5,367	1,422	1,310
San Pete	William F. Reid	Manti	8	8	20	...do	12	11	977	1,013	1,990	671	693
Sevier*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Summit	John Boyden	Coalville	8	6	9	...do	5	8	256	252	508	139	122
Tooele	A. Galloway	Tooele	7	7	.....	...do	4	3	321	271	592	290	185
Utah	David John	Provo City	17	17	40	...do	24	21	2,183	2,063	4,249	1,316	1,374
Wasatch	Thomas H. Giles	Heber City	4	4	4	...do	3	3	233	242	475	179	168
Washington	George A. Burgon	St. George	13	13	19	...do	12	13	565	537	1,102	411	398
Weber	William W. Burton	Ogden City	16	16	17	...do	14	13	1,041	1,035	2,076	631	746
			189	162	243	.....	173	169	12,166	11,972	24,138	7,524	7,576

* Abandoned in consequence of Indian hostilities.

Table of statistical details of schools in Utah Territory, by counties, &c.—Continued.

COUNTY SUPERINTENDENTS.			Total enrolled.	Percentage of names enrolled.	Average daily attendance.	Percentage of school population actually attending school.	Amount paid to male teachers.	Amount paid to female teachers.	Total paid to teachers.	Number of months school has been taught during the year.	Amount of building funds raised.	Amount of taxes appropriated to use of schools.
County.	Name.	Post Office.										
Beaver	A. M. Farnsworth	Beaver	351	.49¼	250	.35	$1,023 00	$288 00	$1,311 00	6	$500 00	.....
Box Elder	Mr. Bywater	Brigham City	664	.74	469	.52¼	2,300 00	1,110 00	3,410 00	7¾	426 00	.....
Cache	Samuel Roskelly	Smithfield	1,573	.59½	1,386	.45	7,582 00	2,018 00	9,600 00	7¾	3,833 00	$275 00
Davis	Anson Call	Bountiful	522	.64½	401	.49½	3,080 00	1,460 00	4,540 00	9	600 00	700 00
Iron	William C. McGregor	Parowan	322	.45½	351	.35½	1,970 00	1,000 00	2,970 00	6¼	.....	.....
Jaub	Thomas Ord	Nephi	248	.44⅛	174	.31	500 00	350 00	850 00	8	500 00	.....
Kane	Sextus E. Johnson	Virgen	302	.....	.....	.....	600 00	200 00	800 00	9	22 00	.....
Millard	F. M. Lyman	Fillmore	518	.87⅜	246	.41½	973 00	724 00	1,697 00	7	257 00	.....
Morgan	J. R. Porter	Porterville	118	.51	103	.44⅛	450 00	320 00	770 00	7	1,700 00	214 00
Piute*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rich	James H. Hart	Bloomington	427	.69	240	.39⅜	1,200 00	500 00	1,700 00	8½	.....	.....
Salt Lake	R. L. Campbell	Salt Lake City	2,732	.50¾	2,055	.38½	11,694 50	9,189 00	20,883 50	7¼	14,170 00	1,176 00
San Pete	William F. Reid	Manti	1,364	.67¾	1,082	.54⅓	5,712 00	2,094 00	7,806 00	7	.....	450 00
Sevier*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Summit	John Boyden	Coalville	261	.51	195	.38	1,930 00	500 00	2,430 00	7	230 00	.....
Tooele	A. Galloway	Tooele	475	.51⅓	207	.39½	1,464 00	334 00	1,798 00	5⅔	.....	.....
Utah	David John	Provo City	2,690	.63¼	2,134	.50½	6,010 00	2,505 00	8,515 00	7¾	6,045 40	3,198 33
Wasatch	Thomas H. Giles	Heber City	347	.73⅓	274	.57⅓	825 00	270 00	1,095 00	6¼	1,550 00	.....
Washington	George A. Burgon	St. George	809	.73½	685	.62	2,043 00	767 00	2,810 00	7	675 00	300 00
Weber	William W. Burton	Ogden City	1,377	.66¼	665	.32	5,202 87	1,491 25	6,894 12	5¾	3,634 00	698 00
			15,100	.62½	10,618	44	54,559 37	25,120 25	79,679 62	7¼	35,142 70	7,011 33

* Abandoned in consequence of Indian hostilities.

WASHINGTON TERRITORY.

Organized by act of Congress, approved March 2, 1853.
Area, 69,994 square miles; population, (United States census of 1870,) 23,751.
The following letter by the Hon. James Scott, secretary of the Territory, contains all the information received from this remote portion of our country:

"WASHINGTON TERRITORY,
"*Secretary's Office, Olympia, June* 18, 1870.

"SIR: Your favor of the 27th ultimo asking for information on the 'condition of education, including total population, total school population, number of schools, teachers, children attending schools, and the amount of money raised for school purposes; also, any general and historical information and observations touching social life, education, and crime in Washington Territory,' is received.

"I regret to say the statistics of our Territory are so meager in relation to the subject named, that I can scarcely more than approximate toward giving you the desired information.

"The population of Washington Territory, as estimated from the vote at the recent election for Delegate to Congress, is about 30,000.

"SCHOOL SUPERVISION.

"We have no territorial commissioner or bureau as a head of the school system, through which the census of our school population and other statistical information in relation to our schools can be gathered. The only school officers provided for by our laws are county superintendents and district school directors. It is hoped by the friends of education in the Territory that this evil will soon be remedied by the creation of a central bureau having a supervision over all our schools, and to which the county superintendents will be required to report. The number of school population in our Territory, as well as the number of schools, teachers, and children attending school, must be conjectured to some extent.

"POPULATION OF SCHOOL AGE.

"The number of school population in Washington Territory, of course, is not as great compared with the whole population as in the States, but larger than in any of the other Territories, for the reason that it is the senior of them all, and the pioneers have had ample time to prepare homes and bring out their families.

"I think the number of school population can safely put down at one-fourth the whole population, or 7,500.

"SCHOOLS, TEACHERS, AND ATTENDANCE.

"As to the number of schools, teachers, and children in attendance on school, the best information attainable is to be derived from the books of our county school superintendents. The books of the superintendent of Thurston County show that there were in that county, in 1869, school population between the ages of four and twenty-one, 606; schools, average duration, four months, 15; teachers employed, 12; average attendance, 404.

"The proportion between the school population and number of schools, teachers, and average attendance on schools in Thurston County will hold good in the other counties, or nearly so.

"Our schools are maintained—

"1st. By proceeds of lease of school lands.

"2d. By a levy of a tax of three mills on all the taxable property in the several counties.

"3d. Fines imposed for the infraction of law.

"COLLEGES.

"Congress some time since donated two townships of the public lands for the erection of and maintenance of a territorial university. The university lands have been principally sold, and the buildings erected at or near Seattle, on Puget Sound, and the institution under the charge of Professor Hall is in as prosperous condition as could be expected in a new country. It has in attendance 70 or 80 students.

"The Methodist Episcopal Church is making arrangements to erect and endow a university at Olympia, the capital of the Territory, which promises to be a success.

"The Catholics have in operation schools at Walla-Walla, Vancouver, and Steilacoom, which I learn are in a flourishing condition.

"INDIAN EDUCATION.

"The foregoing relates to schools for whites. We have in Washington Territory an Indian population numbering about 15,000. The Federal Government sustains schools on the Indian reservations, of which we have ten or fifteen in the Territory. There is a large school of this character at the Puyallup reservation.

"SOCIETY.

"The society in Washington Territory is as good as is usually found in the States. Most of the citizens are from the New England States, bringing with them the intelligence and habits of the New Englanders. Almost all of our villages contain one or more neat church edifices, with most of the other concomitants of a good, healthy state of society.

"CRIME.

"The laws are generally respected, and where violated are vigorously enforced by the proper tribunals, so that I can safely report that we are as free from lawlessnes and crime as most older settled portions of the country.

"Very respectfully, yours,

"JAMES SCOTT,
"*Secretary Washington Territory.*

"Hon. JOHN EATON, Jr.,
"*Commissioner of Education, Washington City.*"

WYOMING TERRITORY.

Organized by act of Congress, approved July 25, 1868.

Area, 97,883 square miles; population, (United States census of 1870,) 9,118.

Wyoming being the youngest of the organized Territories, with few children in proportion to the whole population, has made but little progress in establishing public schools. The legislature, by act approved December 10, 1869, provided for the organization of school districts and schools, and that the auditor of the Territory shall be superintendent of public instruction, with a salary of $500 per annum for this duty. It also provides for county superintendents, a county school tax, and district school board. Dr. J. H. Hayford, of Laramie, having recently been appointed auditor and ex-officio superintendent of public instruction, is required by law to report at the next session of the legislature. In answer to letters of inquiry regarding the condition of schools, addressed to many persons in different parts of the Territory, the following replies have been received:

"OFFICE OF SUPERINTENDENT OF PUBLIC SCHOOLS FOR LARAMIE COUNTY,
"*Wyoming Territory, Cheyenne, June* 4, 1870.

"SIR: The population of the county is about 3,500; school population, about 200; number of schools, 1; number of teachers, 1. Amount raised for school purposes during the last year, about $2,800.

"Two teachers were employed last year during the whole school year. One is now teaching the summer term of eight weeks.

"There are other public schools in the Territory, at Laramie, Rawlings, and at Atlantic City.

"Few children come with the first population to this new West. The mass of the people take but little interest in schools. Anything which can be done to aid us in awakening an interest in this important subject, and to help us to lay the foundation of a wise school system, will be cheerfully received and acted upon.

"Dr. J. H. Hayford, of Laramie, Albany County, has just been appointed auditor of the Territory, and ex-officio superintendent of public instruction.

"Very respectfully, your obedient servant,

"J. D. DAVIS,
"*Superintendent Public Schools for Laramie County.*

"General JOHN EATON, Jr.,
"*Commissioner of Education.*"

"SOUTH PASS, WYOMING, *June* 6, 1870.

"DEAR SIR: In reply to a communication from your Department under date of 24th May, I have to state that there are but two public schools in this Territory at present.

The first of these was erected at Cheyenne, Laramie County, during the winter of 1867-'68. The attendance at that school varied at first from 75 to 100 pupils, of ages ranging from about four to fourteen years. Subsequently the number of pupils attending this school was considerably reduced, in consequence of the opening of a parochial school by the rector of the Protestant Episcopal Church. The total number of children under fifteen years of age who should attend school in Cheyenne, will be at present about 200. Originally a male principal and female assistant teachers were employed at the Cheyenne school. After the opening of the parochial school one teacher was found to be sufficient.

"The second public school in this Territory was established during the summer of 1868, in Laramie City, Albany County. The attendance at this school did not, I believe, at any time exceed 40 pupils of the primary class, as indeed were most of those in Cheyenne.

"The Cheyenne school-house was built at the expense (mostly by subscription) of the citizens of that city alone, but a deficiency of about $1,000 for the payment of the building having accrued in the spring of 1868, the school-house, and indebtedness too, were transferred to the county, since which time it has been a public school, under the laws, first, of Dakota, and at present of Wyoming. The Laramie school was established under the law of Dakota.

"In this (Sweetwater) county no public school-house has yet been built, or district organized. During the summer of 1869 Mrs. Robert Barker opened, in this city, a private, or rather a public school, with a charge of $1 per week for each pupil. The attendance at her school was 20 regular scholars during the summer.

"This year a parochical school was established here by the Episcopal rector, and a private school by Miss ————, but neither of them was well attended, although children seem to be as numerous as ever. So it might almost be said there is no school of any kind in this county; and as yet no steps have been taken toward the establishment of schools or organization of districts.

"The total population of this Territory will not exceed 8,000, of which there should be about 600 attending public schools daily. This county alone should have at least 150 old enough to attend school and too young to work, which latter seems to be regarded by too many parents as the chief end of man and the main object of boys. The educational interests of the Territory are generally neglected, either from indifference on the part of parents, or an avaricious disposition to make the propagation of children return early profits, or their superstitious dread that a little learning is a (more) dangerous thing for their sons and daughters than blasting in a mine, driving an ox team, or taking in washing, and marrying early. I believe that, in the cause of education, the Territory of Wyoming is behind all other States and Territories in the Union, except, perhaps, Alaska.

"Regretting that the above could not be made more satisfactory to myself, and of more importance to your department, I remain,

"Your obedient servant,

"J. W. WARDMAN.

"General JOHN EATON, Jr.,
"*Commissioner of Education, Washington, D. C.*"

A letter from A. B. Donnelly, esq., dated Rawlins Springs, July 8, 1870, gives the following information respecting the schools of Carbon County:

"Population, about 3,000; school population, 400; average attendance at schools, 200; number of schools, 2; number of teachers, 2. There is not one public school within the limits of the county, the two schools referred to being entirely private enterprises. The financial condition of the county has rendered it impossible, thus far, to spend money for school purposes, but it is hoped that when the taxes are collected a small amount may be spared from the fund set apart for district court and other purposes. The revenue is very small, as real estate and improvements are not very valuable, and the only tax levied is upon the property of the Union Pacific Railroad Company. There is very little income from fines, which revert to the school fund in cases of misdemeanors, because of the laws being pretty generally observed."

List of school officers.

Dr. J. H. HAYFORD, *ex officio superintendent of public instruction, Laramie.*

COUNTY SUPERINTENDENT.

Laramie County, J. D. Davis, superintendent; post office, Cheyenne.

Table showing the date of organization, area, number of acres of land now surveyed, and the estimated amount of school lands in each Territory.

Territories.	Date of the organic act.	AREA.			Estimated amount of school lands.	
		Square miles.	Acres.	Total number of acres surveyed up to date.*	Schools.	Universities.
ORGANIZED.						
Arizona	Feb. 24, 1863	113,916	72,906,304	1,761,783	4,050,350	.....
Colorado	Feb. 28, 1861	104,500	66,880,000	7,626,327	3,715,555	.....
Dakota	Mar. 2, 1861	150,932	96,595,840	6,044,264	5,336,451	.....
Idaho	Mar. 3, 1863	86,294	55,228,160	894,511	3,068,231	.....
Montana	May 26, 1864	143,776	92,016,640	1,585,545	5,112,035	.....
New Mexico	Sept. 9, 1850	121,201	77,568,640	4,240,859	4,309,368	46,080
Utah	Sept. 9, 1850	84,476	54,065,075	3,211,508	3,003,613	46,080
Washington	Mar. 2, 1853	69,994	44,796,160	5,368,259	2,488,675	46,080
Wyoming	July 25, 1868	97,883	62,645,120	.....	3,480,281	.....
NOT YET ORGANIZED.						
Indian Territory	.....	68,991	44,154,240	.....	.....	.....
Alaska	.....	577,390	369,529,600	.....	.....	.....

* June 30, 1870.

THE UNORGANIZED TERRITORIES.

ALASKA.

Area, 577,390 square miles. Population, (about,) 30,000.

No information in regard to any schools has been received, and it is not known that any now exist within the Russian purchase, whose population, according to Mr. William H. Dall, from whose recent work, "Alaska and its Resources," all of the following matter is taken, is:

"Russians and Siberians	483
"Creoles or half-breeds	1,421
"Native tribes	26,843
"Americans, (not troops)	150
"Foreigners, (not Russians)	200
"Total population	29,097

"The actually civilized population is about 1,300.

"The first school was established by Shelikoff, in Kodiak, to teach the natives to read; the traders were the teachers. The second school was also in Kodiak, and the pupils received instruction in the Russian language, arithmetic, and religion. A few years after a similar one was opened at Sitka; but until 1820 it was very poor. In that year a naval officer took charge of it until 1833, when it fell into the hands of Etolin, who made it quite efficient. In 1841 an ecclesiastical school was opened in Sitka, and in 1845 it was raised to the rank of a seminary. This, as well as the other schools, was in a very bad condition. In the latter pupils received instruction in the Russian language, religion, arithmetic, geometry, navigation, trigonometry, geography, history, book-keeping, and the English language.

"In the ukase of November 1859, a plan for a general colonial school was approved. It was opened in 1860 with twelve pupils; eight of these were educated for the company's service, and four were the sons of priests. A few day scholars were admitted free. After five years' study the company's students were obliged to serve the company for fifteen years, at a salary of $20 to $70 per annum. (It is to be hoped that the announcement of these facts will enlighten those philanthropists who have declared, since the purchase, that the United States were depriving the natives of the advantages

which the company* had afforded them of a free education. The only free schools in the Territory were those of the missionaries, and in them were taught little beside the religious observances of the Greek Church and the art of reading the Sclavonic or ecclesiastical characters.) The annual cost of this school was $5,800. In 1862 it contained 27 pupils, of whom only one was a native. Only nine studied navigation. In 1839 a girls' school was established for children of servants of the company and orphans. In 1842 it had 42 pupils; in 1862, 22 pupils. The instruction was principally in sewing, washing, and other house-work. In 1825 Father Veniaminoff established a school in Unalaska for natives and Creoles. In 1860 it contained 50 boys and 43 girls. A school on Amelia Island in 1860 had 30 pupils. The priest at Nushergak in 1843 had 12 pupils. A school-house was built on the Lower Yukon, but there were no pupils."

INDIAN TERRITORY.

This Territory, which has an area of 68,991 square miles, is peopled with a number of tribes of Indians living on reservations. The condition of education among these tribes is described in the article on the "General condition of education among the Indians," on pages 343–344.

GENERAL CONDITION OF COLORED SCHOOLS UNDER THE SUPERVISION OF THE FREEDMEN'S BUREAU, JULY 1, 1870.

By the courtesy of General O. O. Howard, Commissioner of Refugees, Freedmen and Abandoned Lands, we are enabled to include in this report a summary of the general condition of the schools under his supervision, up to July 1, 1870.

In submitting his tenth and final report, embracing a period of six months preceding the above date, the Commissioner states that, although nominally the report is only for the above named period, it includes two-thirds of the usual school months, and therefore gives substantially the results of the whole year. The long vacation closed on the 31st of October, but the opening of the schools was delayed, in many cases, for the gathering of the crops. After the Christmas holidays all commeneed, and by New Years were in full operation.

The reports are not as full as those of the last year, on account of changes in the superintendents; but a much higher average attendance is shown than for the preceding year, with a higher grade of teaching. The aggregate of schools, teachers, and pupils reported remains nearly as large as ever. It would be much larger if the work done by the States themselves were included.

The character of the education of the freedmen is in every respect higher than ever before. "The whole race is recovering from the effects of slavery; in all industrial pursuits, in moral status, and intellectual development even the adult population is rapidly 'marching on.'"

More than 247,000 children gathered in the various classes of schools the last year, "under systematic instruction, have been steadily coming forward to a cultured man and womanhood, and the majority to assume, with credit to themselves, the front rank of this rising people. Their influence will be normal, formative, and enstamp itself upon many generations."

But the report, "though closing an office must not be understood as recording a finished work." "This Bureau has only inaugurated a system of instruction helping its first stages, and which is to be continued and perfected." It is "only a yet pending experiment." "The masses of these people are, after all, still ignorant. Nearly a million and a half of their children have never as yet been under any instruction. Educational associations, unaided by Government will of necessity largely fall off. The States south as a whole awake but slowly to the elevation of their lower classes. No one of them is fully prepared with funds, buildings, teachers, and actual organizations to sustain these schools." "With sorrow we anticipate, if the reports of superintendents can be relied on, the closing of hundreds of our school buildings, sending thousands of children who beg for continued instruction to the streets, or what is far worse to squalid, degraded homes to grow up not as props and pillars of society, but its pests." "The several States will ere long, we hope, come nobly forward, in duty to their children. They cannot afford to leave those in ignorance who are so soon to be upon the stage of action."

* Russian Fur Company.

STATISTICAL SUMMARY.

From the statistical table we obtain the following summary:

Schools, day and night, (regularly reported)	2,039
Schools, day and night, (not regularly reported)	638
Total	2,677
Teachers in day and nights chools, (regularly reported)	2,563
Teachers in day and night schools, (not regularly reported)	737
Total	3,300
Pupils in day and night schools, (regularly reported)	114,516
Pupils in day and night schools, (not regularly reported)	35,065
Total	149,581
Sabbath schools, (regularly reported)	1,108
Sabbath schools, (not regularly reported)	454
Total	1,562
Teachers in Sabbath schools, (regularly reported)	4,907
Teachers in Sabbath schools, (not regularly reported)	1,100
Total	6,007
Pupils in Sabbath schools, (regularly reported)	74,502
Pupils in Sabbath schools, (not regularly reported)	23,250
Total	97,752
Total schools of all kinds	4,239
Total teachers of all kinds	9,307
Total pupils of all kinds	247,333

Individuals are often duplicated in our aggregate of pupils in the different kinds of schools; we refer to previous explanations of this fact. The total amount of teaching, however, is accurately represented by the number of pupils we have given.

Schools not regularly reported have been watched and encouraged with all the care possible. The total number of regularly reported schools is not as great as in the corresponding months of last year; but such schools were, in general, much more largely attended, the total attendance being only six pupils less than last July. In our report of that date the opinion was expressed that we had, with the means in hand, obtained the maximum of attendance, and by the result of the present half year we find this prediction verified. The average attendance, however, is larger than ever, being 91,398 to 89,396 last year, or 79¾ per cent. of the total number enrolled. This average has, during the five years' existence of the Bureau, gradually increased from the first.

The freedmen sustained wholly or in part 1,324 of the above regularly-reported day and night schools, and own 592 of the school buildings. The Bureau has furnished 654 buildings.

There are 58 per cent. of total enrollment always present and 55 per cent. always punctual, showing that pupils are no less persistent in educational efforts than formerly.

The advancing standard of scholarship, from year to year, is seen in the following comparison with the corresponding half year in 1869:

	July, 1869.	July, 1870.
Advanced readers	43,746	43,540
Geography	36,992	39,321
Arithmetic	51,172	52,417
Writing	53,606	58,034
Higher branches	7,627	9,690

We also report with great satisfaction that the number of high or normal schools, and of industrial schools, have largely increased. Of the former, 74, with an attendance of 8,147 students, and the latter, 61, with an attendance of 1,750, have been in active operation.

Our efforts, by normal school instruction and other methods, to obtain colored teachers for their own race are proving successful. They, for the first time, predominate in our present report, white teachers being 1,251 in number, and colored 1,392. The advance of these people to such places of responsibility and reliance upon themselves has been one of our first endeavors; in its realization the future is full of promise.

It will be also seen that the freedmen have, during this half year, paid for their schools $200,000—a larger amount than ever before. One evidence of the same tendency to self-support and independence.

EXPENDITURES.

Whole amount of expenditures by this Bureau for schools from January 1, 1870, to June 30, 1870, inclusive:

From appropriation fund:		
For repairs and rents for schools and asylums, and salaries of school superintendents and agents	$433,218 47	
School fund:		
For teachers, books, &c	4,287 10	
Refugees and freedmen's fund	5,390 50	
		$442,896 07
By benevolent societies, churches, and individuals, (estimated)	360,000 00	
By freedmen, (estimated)	200,000 00	
		560,000 00
Total		1,002,896 07

We are able to say, before going to press, that since the first of July large sums have been paid for schools and school buildings, all of which would make the above total "by the Bureau" larger than in any previous six months.

GENERAL CONDITION OF EDUCATION AMONG THE INDIANS.

The Indian tribes and bands resident within the United States are directly under control of the General Government. Its authority over these scattered communities, within the limits which the policy so long followed in relation to them has assigned, is complete. The General Government is the protector and guardian of this race. They are regarded as its "wards." At least such is the theory. In the progress of the nation changes are rendered necessary in the application of this theory. Learning our duties more clearly through the terrible events of the past decade, we are realizing the mistakes that have been made, as well as the obligations resting upon us.

Nothing seems more settled, as a question of national policy, than the obliteration of such distinctions as excluded from the privileges of citizenship a large body of the people on account of color. How soon the Indian shall become a citizen is a question for others to consider. But the conclusion is inevitable. Either citizenship or extinction seems to be the Indian's destiny.

What, then, is our duty? Clearly to prepare them for an intelligent acceptance of the position. We should be incited to a systematic effort for the education of the Indians in our midst, not alone from a realization of the fact that experience has dearly taught that it is cheaper by far to feed and teach than to fight and slay, but from the higher motive of fitly preparing them for the duties of citizenship. Individual ignorance is a curse. That of communities is a degradation to the people who permit its continuance. We have faced that issue so far as the negro is concerned, recognizing that the millions spent under the supervision of the Freedmen's Bureau have been well invested in preparing the freed people for the citizenship they now so honorably enjoy. The returns it brings are already recognized in the form of permanent peace and national integrity, as well as in moral progress, social order, and material benefit resulting from the stability intelligence gives to general prosperity.

Another problem is before us in this question of Indian education, more difficult in some respects than that which we have partially solved, which lies partially in the character of the people with whom we must deal, but far more in their isolation, peculiar situation, and the system under which they now live. To properly comprehend these difficulties it is necessary to ascertain the facts that bear upon them. In this spirit a careful summary of the reports made to the Commissioner of Indian Affairs, so far as they relate to the question of education, will aid the formation of intelligent judgment.

The report for 1869 is our authority in ascertaining not only the wants of the Indians, but their own desires, in regard to education. Grouping the various superintendencies into geographical divisions for a more convenient presentation of the facts, the first examined will be —

THE INDIANS OF THE PACIFIC COAST.

In the Territory of Washington the Indians number about 22,000, distributed among more than twenty tribes. Of these only four agencies report schools as in operation. The superintendents uniformly report steady progress by the tribes under the influence of these schools, and the missions attached thereto. In each case there is complaint, however, that their usefulness is impaired through the reduction of appropriations for their maintenance. The character of the Indians at agencies where schools exist is declared to be improving. They are deeply interested in the cause of education. Of the Indians on reservations where no such influences exist, the reports are bad. They are described as lazy and debauched.

The school building on the Chehalis reservation has not been completed for want of funds. Generally it is stated that owing to the inadequate appropriations "some of the schools have suspended, and others have failed to accomplish the good expected of them."

Oregon has an Indian population of about 11,700 souls. Of these all but about 1,200 are located on reservations and under charge of the officers of the Indian Bureau. There are six schools reported. That for the Umatilla agency as having "a measurable degree of success." The Warm Spring agency asks for another school, the children living too far off to attend the only one in existence. At the Grande Ronde agency there are two schools, one being a manual-labor institution. Only one was in operation, however, "for want of means to carry on both successfully at the same time." The manual-labor school at the Siletz agency has been converted into a day school, "which has had but indifferent success." At the Alsea sub-agency no school is in existence, while at that of Klamath one has recently been established. The testimony is generally in favor of the Indians' desire for education and of the rapid improvement of the children where schools are established.

In California the Indians are variously estimated at from 20,000 to 30,000 souls. Their condition appears to be deplorable. There is no attempt at education, except as far as the Catholic mission efforts are maintained. The Spanish policy, which was also that of Mexico, regarded the Indians as possessing no usufructuary or other rights. It was the policy of conquest, and resulted first in the enslavement and then in the merging of the races. Treaties were, however, made with these Indians by United States commissioners, which were rejected by the Senate on the grounds above stated. Reservations have, however, been selected and most of the tribes gathered thereon. The utter neglect of all school facilities is disgraceful.

Nevada reports about 14,000 Indians, who are generally peaceable. Nothing is said as to education among them. Congress has made appropriations for schools and teachers.

ARIZONA AND NEW MEXICO INDIANS.

Within these Territories the tribes most difficult to civilize or even to keep peaceable are to be found. The Apaches are worse than Ishmaelites; their hand is against every man, but they fail to have the redeeming virtue of hospitality, which is a characteristic of their Bedouin prototype. Yet even the Apaches are not entirely given up by some who have had an opportunity to study them closely. It is estimated that in Arizona there is an Indian population of about 25,000; of these, Colonel Jones, United States Army, considers 16,000 to be peaceable. Hon. Vincent Collyer, Secretary of the Indian Peace Commission, visited this Territory as well as that of New Mexico, and from his report the following facts are gathered:

The Moquis number about 4,000. They live in villages, cultivate the soil, raise sheep, show evidence of civilization, are supposed to be descended from the Aztec race, and are anxious for the establishment of schools in their midst. They live in towns. The Yumas, Chemehuevis, New River, Cocopas, Mohaves, Pimos, Maricopas, and Papagos, are all peaceable tribes, generally devoted to agriculture and stock raising. Like the Moquis, the principal tribes, as the Pimos, desire the establishment of schools and also to be taught the mechanical and industrial arts. Some of the Apache bands are desirous of peace, while with others war will continue, in all probability, until they are exterminated. The most valuable fact with regard to Arizona is the existence of the Moquis and Pimo tribes, with several smaller ones of similar character, to whose facility for acquiring a better civilization and general intelligence every one bears ready witness. The shameful neglect as to education which has hitherto characterized our conduct toward their brethren, the Pueblo Indians of the adjacent Territory, should not be repeated here.

The New Mexico Indians are estimated by the superintendent to number 19,000. Of these 7,000 are Pueblos. The remainder are Apaches, Utes, and Navajoes. The educational condition of the Indians is on the same footing as the whites. It is summed up

in a few words—there is not a public school in the Territory; while, according to the census of 1860, over eighty per cent. of the population (excluding Indians, village or tribal) were wholly illiterate. There are some private schools and three or four free schools, under the Sisters of Charity; but not one supported by taxation or organized under law. The condition of the Pueblos in this respect is worse than when our Army occupied the Territory, more than twenty years ago. Under a system established three centuries since, by the Emperor Charles the Fifth, these Indians were gathered into villages and taught the arts of industry and civilization. They were instructed by the Catholic clergy, and many of the adults at the time of annexation were able to read in Spanish. This is not true of the children and those now growing up. It is eleven years since (1860) any educational appropriation was made for their benefit.

Lieutenant E. Ford, United States Army, till recently acting as their agent, recommends in his last report to the superintendent, that a suitable and commodious building be provided with garden land attached for the purpose of establishing a manual labor school. He proposes to select boys of from ten to twelve years of age. The children so chosen should, in his opinion, be considered wards of the Government, then "fed, clothed, boarded, and educated at public expense, for the space of at least three years, when they should be returned to their respective pueblos. Each year a similar number should be selected in like manner from each pueblo, and placed in the school, so that there would each year be two boys returned to every pueblo with a good rudimentary knowledge of English and Spanish. * * *

"In connection with the school there should be established a blacksmith and wheelwright shop, each under the control of a competent workman, under the direction of the agent. One or more boys, about eighteen years of age, should be selected as apprentices in each shop each year, and the term of apprenticeship should last two years. After the boys have served their apprenticeship at the agency shops, they should be established each in his respective pueblo, with the necessary tools and materials with which to commence life on his own account. * * * It will be seen that in a few years each pueblo would be furnished with a competent blacksmith and wheelwright, each self-supporting, who would do the work of their respective pueblos, and who would instruct apprentices, so that the shops at the agency could then be dispensed with.

"The expense of carrying this design, or one similar, into execution would be but trifling in comparison to the benefit the Indians would derive from it. The cost of feeding the Navajoes alone for one month would be more than ample to erect the buildings and pay the necessary salaries for one year, while the current expenses of the school and workshops would be very small."

Agent Dennison, speaking of the Utes and Apaches over whom he had control, declares it quite practicable to diffuse "among them the knowledge of agricultural and other industrial pursuits." Agent Labodé states that the Apaches under his charge, when on the reservation, showed a "desire to have schools and missionaries." Lieutenant Cooper, agent for Pueblo Indians, says that out of 7,000 "not more than one dozen can read or write." He asks the appropriation of $10,000 for school purposes, and says that the Pueblos "are very anxious for schools." Lieutenant Ford says that "they absolutely *crave* education." The Indians of New Mexico demand immediate care in this particular.

INDIANS OF THE MOUNTAIN TERRITORIES.

Superintendent Hunt, writes of the Utes in Colorado, that no schools have been established among them. Lieutenant Speer, agent for Uncomparge Utes, says that "many of the chiefs have expressed a willingness for their children to be taught in the schools," and he (the agent) believes the establishment of a school would be of great service. Governor McCook, reporting a visit to certain bands of the Utes, says "that the chiefs all promised to send their children to school." From the Territory of Wyoming no word comes of schools. The Indians are charged with being disorderly and treacherous. In Idaho, the most advanced tribe is the Nez Percés. Their agent says that the "school progressed finely," "the children improved more rapidly than was expected." Some came fifty miles to school. Small-pox breaking out, it was closed until April 1869, when it was resumed with more scholars than before. The school superintendent says: "The Indians seemed very much pleased at the prospect of having a school." Of the Bannacks, Shoshones, and Boise Indians, their agent says: "There is quite a desire among them to cultivate the soil. * * They also manifest a great interest in having their children sent to school and educated. No schools have as yet (1869) been established."

In Montana, the superintendent, General Sully, whose experience of Indians is almost unequalled, does not give a satisfactory account of those under his charge. The agent of the Flatheads declares, that to the influence of the Catholic missionaries, and the education they have imparted, is to be attributed the peaceful condition of the tribe. The prosperity of the school is chiefly owing to their care. Major Galbraith, United States Army, who was in charge last year, recommends the establishment of an agri-

cultural school. He says the one now in operation had "been as fruitful in its success as could be reasonably expected, considering the little assistance it has received from the Government." Among the Utah Indians, 19,000 in number, it is reported "no schools have ever been established." The tale is brief and sad.

Thus it will be seen that within the four Territories named, having an Indian population of over 55,000, there are but two schools reported, only one of which is in operation, with about 35 scholars.

INDIANS OF DAKOTA.

In this Territory some of the most important results are being worked out. It is the chief home of the warlike Sioux bands, the most powerful Indian nation now in existence. There are nearly or quite 35,000 Indians within its borders. Governor Burbank's report gives a fair insight into both educational and general work. The former, under date of October 1, 1869, was thus summed up: "There is not a school in operation." The Ponca school had been discontinued from bad management and want of sufficient appropriations. No school yet started among the Yanctons, nor at the Crow, Cheyenne, Grand River, and Upper agencies. These Indians are anxious to improve and adopt the habits of the white man; so says the governor. Captain Clifford, at Fort Berthold, says the Arickarees and Mandan Indians "want schools." Captain Poole, at Whetstone agency, thinks that the erection of a school-house and the establishment of a school "would do much toward elevating the morals of the people, and consequently conduce to peace and quiet." Agent Daniels says of the Sisseton Sioux, that "Our hope for permanent improvement among these Indians must come from the rising generation, as they are willing and desirous of learning to work. They should be taught agricultural and mechanical pursuits, as well as to read and write."

Bishop Whipple, of the Protestant Episcopal Church, writes of a visit to the Sioux, of the Sisseton and Wahpeton bands, that they "received me with great demonstrations of gratitude, and manifested a sincere desire to be guided by my advice. At my first council a Christian man said to me, 'For seven years I have prayed to the Great Spirit that he would save us from death. The sky seemed as if it was iron, and I was afraid he would not hear. I look in your face and see we are saved.' I explained to all the Indians the absolute necessity of a change in their mode of life; that it was the determination of their Great Father and the council at Washington that all Indians whom they aided must live as white men, by the cultivation of the soil. In nearly every instance the Indians consented to have their hair cut and at once adopt the habits of civilization. A system of labor was introduced which required that all who were able to work should do so, and be paid for the same out of the goods and provisions purchased for them. The results have far exceeded my warmest expectations."

William Welsh, esq., of the Indian Peace Commission, strengthens the testimony of the good bishop as to the teachability of the Sioux, in the very interesting accounts he has published of visits to the Brulé, Yancton, and Santee Sioux, as well as to the Poncas and Winnesa Chippewas. In his visit to the Yanctons he found them anxious for schools. The head chief, in responding to Mr. Welsh's talk, said, "They all agreed most cordially in an earnest desire * * to have schools, and also religious instructors." He pertinently added that "it would be wiser to send teachers than to censure men for following the customs of their fathers." The Brulé, Sioux, and the Poncas plead earnestly for instruction; the latter especially, apparently desiring the establishment of a school more, even, than food, though almost in a starving condition. Mr. Welsh asks the aid of this Bureau in coöperating with Indian agents and their helpers, especially as to the preparation of works of instruction, &c. The same request comes from others. There are no means at this Bureau's disposal for such work.

INDIANS IN NEBRASKA AND KANSAS.

The condition of affairs among the Nebraska Indians is better than the average with regard to educational progress. The superintendent and most of the agents within this State are members of the Society of Friends. They have the advantage, in entering upon their work, of settled convictions, distinct purposes, and definite modes of accomplishing them. There are several important experiments now being pushed with zeal and good results. Superintendent Janney argues strongly for systematic effort at education. He is earnest that well-conducted schools should be maintained among the Indians.

Perhaps the most interesting testimony offered on this subject of Indian education and consequent civilization is seen in the progress of the Santee Sioux under the charge of the Rev. S. D. Hinman, a devoted priest of the Protestant Episcopal Church, who is truly leading this band from savage pursuits into peaceful habits and religious lives. Mr. Welsh, in his report of a more recent visit to their mission, gives an animated account of the progress made. Their agent says that they, "as a general thing, are industrious and sober people, easily managed, very sensitive to reproof, and thankful for commendation." The Santee Sioux "occupy the door to the upper country," and the Santees, if properly encouraged, "may be made the teachers of the whole Dakota nation."

The Omahas have a mission school, but they desire other arrangements made with the funds. Day schools, conveniently located, are asked for. The Pawnee manual-labor school is spoken of as being very beneficial to that tribe. The conduct of those educated in it has made a favorable change in the minds of the headmen. The Ottoes and Missourias were without schools; they are regarded as capable of "being readily improved in their physical and moral condition." The Sacs and Foxes have no school. They are reported as dissolute and idle, while the Iowas, under the same agent, with a good school in operation, are reported as improving steadily.

The Indian tribes in Eastern Kansas have had, as a rule, some sort of educational facilities. Where these have been persistently maintained the Indian's condition is good; where intermittent, or wholly neglected, the reverse is true. Among the Kickapoos only twelve out of sixty-four of suitable age are attending school. They now express desire for more schools and teachers. The Pottawatomies are better off in this respect. A Catholic mission has long been maintained among them, and in 1869, 225 children were attending school. There is a band, however, who persistently decline to send their children. Recently they agreed to coöperate in the organization of schools among themselves. There is the widest difference between their condition and that of the farming Pottawatomies, several hundred of whom have taken their lands in severalty and become citizens. The Sacs and Foxes of the Mississippi have, owing to divided councils, not made as much educational progress as they might have done. The Munsees are Christian Indians, cultivating small farms, and educating their children. The Shawnees, now removing to the Indian Territory, have had schools for years past, and are, as a rule, quite prosperous and progressive. The Kaw, or Kansas Indians, give encouragement to the idea of a mission school, and show more than usual willingness to benefit by such efforts. Most of the other tribes in this superintendency have removed to the Indian Territory, or are now doing so. The "Plain Indians," Cheyennes, Arapahoes, Kiowas, &c., who have kept a portion of this frontier in alarm, are now gathered on reservations in the western part of that Territory, under military control, and subject to influences of an important character. General Hazen, United States Army, in a letter to this Bureau, asks if there are any funds at its disposal which could be used for the promotion of education among these tribes, now first placed on reservations. He says the whole school scheme is very backward in the Indian Territory. The agent in charge declares these Indians anxious to improve. The Wichitas may be made an "enterprising and self-sustaining people." The agent says "several of the chiefs are desirous of having a school for their children, and some have expressed a wish to have some white women among them to teach their squaws the arts of civilized life." General Hazen, in closing his report, says:

"No more theories or experiments are needed, but an honest administration of the benefits granted by Congress, and honest industry in farming and teaching, with the wholesome example of Christian morality on the reservations, and the most absolute coercion outside of them."

THE INDIAN TERRITORY.

Such mention of the nomadic tribes now located within this section as is deemed necessary was made in the remarks on Kansas, for the purpose of regarding the civilized Indians by themselves.

There are five nations, all of them formerly residents of the Southern States. They represent the most powerful tribes of their race east of the Rocky Mountains, excepting the Dakotas. Having had for two generations and more the advantages of an ordered form of government with elective officers and written constitutions and laws, their condition, educationally, becomes a matter of grave importance. Unfortunately there has intervened the terrible curse of civil war, which almost destroyed their corporate existence; yet the activity displayed by each of the five nations since the war closed, is the best evidence of the genuine growth that had been attained.

The Cherokees number, according to census of 1868–'69, 14,000 persons; the Creeks, 12,294; the Choctaws and Chickasaws, 17,000 (the latter being about 4,500;) and the Seminoles 2,136; in all 45,430. This includes several thousand colored persons, now by treaty citizens of the various nations. Each nation provides by law for the establishment of district schools, as well as others of a higher character. The several constitutions have declarations similar to the following: "Religion, morality, and knowledge being necessary to good government, the preservation of liberty, and the happiness of mankind, schools and the means of education shall be forever encouraged in this nation."

There is a superintendent of schools elected or appointed in each nation, which is divided into districts, having school boards in charge of the buildings and schools thereof. This is the general organization. Only partial returns are accessible. From them it appears that in March 1869, there were among the Cherokees 32 schools in operation within nine districts. The condition of the buildings in five was reported as good. Thirty-two teachers were employed, at an average salary of $40 per month, except in one instance. The total monthly payments for teachers at that date was $1,280. Taking ten months as the school year, the cost of teachers alone would be $12,800.

There were formerly two or three excellent high schools in operation, and at least one female academy of superior character. These were all stopped by the war, and have not as yet been set in operation again. S. S. Stephens, Cherokee superintendent of public schools, in his report, says:

"The progress of our common schools during the past year has been great; our people are manifesting the interest which the importance of the subject demands. It is manifest to all thinking persons that we are trying to keep pace with our ever-advancing age; the hatred of men is every day lessened by the gradual improvement of our people; let us have our high schools put into operation. I trust that when you are called upon to act on this question we shall all take lofty ground and cast our votes that the blessings of education shall be conferred on every child of the nation."

The average attendance was 886, while the number enrolled was 1,614. Fourteen more schools were provided for by the last legislative council, and are probably in operation at this time. The teachers are nearly all Cherokees, the females being chiefly graduates of their national academy. The Cherokees have large educational and orphan trust funds in the hands of the General Government, the annual interest on which is over $19,000.

The character of the Choctaw organization is similar to that among the Cherokees. The superintendent reports, under date of September 1869, the "total number of schools in the three districts, 69; total number of scholars, 1,847; amount of money expended in the three districts for schools from September 1, 1868, to March 31, 1869, $19,369 04." He also reports that—

"Twenty Choctaw children are educated in the different States under the forty youths' funds treaty stipulation—six male at Cumberland University, Lebanon, Tennessee; five male scholars at King's College, Bristol, Tennessee; two female at Martha Washington College, Abingdon, Virginia; four female at McMinnville College, Tennessee; one female at Paris, Texas; one male at Kentucky. One has returned home. Seven thousand dollars have been deposited in the hands of each of their treasurers, in advance, from 1st of February 1869, to the 1st of February 1870, to be used for the benefit of the above-mentioned twenty scholars. Also, two young men are educated in the States by special acts of the general council—one at Bristol, Tennessee, at $250 annually; one at Dartmouth College, at $350 annually."

Two high boarding-schools have been reopened during the present year. Superintendent LeFlore says there is a great desire among parents to educate their children in the States, so that they can learn the English language.

No general reports are accessible from the Creeks and Chickasaws. It is stated that among the former nearly one-half read their own language; many write it. There are twenty day schools, and twice as many are needed. School-books in the Indian languages are very much desired. There is an excellent mission school at Tallahassee, carried on jointly by the nation and Presbyterian Board of Foreign Missions, the latter paying superintendent and teachers, the former paying all other expenses. Superintendent Worcester writes that there are eighty scholars, and says: "We have been greatly encouraged by the eagerness with which the people send their children to the school, and by the evident desire of the Creek national council to sustain us to the utmost of their ability."

The Seminoles had three schools in operation during 1869, with 140 scholars. A fourth school is now started, and the Presbyterian Board is nearly ready to occupy a new mission-house. The superintendent says: "It is very gratifying to witness the avidity manifested by both parents and children for education in this nation. The principal chief and other chiefs have frequently visited the schools and addressed the pupils, urging them in the most earnest and affectionate manner to obey their teachers and improve their present golden opportunities."

It is evident that an excellent foundation is laid. But much greater facilities are needed, as well as a better system and improved buildings, apparatus, and text-books. Two-thirds of the school population are without any education, or at least are not in attendance. Leaving out the additional population of nomadic Indians west of the present Cherokee boundaries, there are from 8,000 to 10,000 partially civilized people moving in from Kansas. A general system ought to be devised and placed under the direction of a suitable person, paid by the government, and with the means of organizing and directing public schools at his command.

INDEPENDENT AGENCIES.

The principal of these are in charge of the various Chippewa bands, located in Minnesota, Wisconsin, and Michigan, and numbering about 19,000 persons. Of those in the first-named State, a good report is made. The Pembinas are roving, and generally beyond the line of settlement. The Red Lake band are reported as "a sober, industrious, and well-behaved tribe." They have made earnest and repeated requests for a school. The Mississippi Chippewas have no school, though an effort is making to establish one. There is a school for the Pillagers, a tribe to whom a bad character as well as bad name is given, conducted on the manual-labor plan.

An excellent general character is given the Lake Superior Chippewas, though little is said as to school matters. The agents say of them: "That these Indians are susceptible of improvement and civilization there can be no doubt, but to reclaim and civilize them is a work of time—the work of a generation, or perhaps generations. *Patience, justice* and *truthfulness* being constantly exercised toward them, is sure to result in their gradual improvement." They are mostly connected with the Catholic missions, ong located among them. In Michigan, the Ottawas and Chippewas are generally inclined to become citizens.

The Stockbridges and Oneidas, of the Green Bay (Wisconsin) agency, appear to be doing well. Their agent says:

"The Stockbridges are generally well educated; most of them speak, read, and write our language, and are capable, under proper guardianship, of becoming an intelligent, enterprising, and prosperous people.

"The Oneidas are steadily advancing in the acquisition of the manners and customs of civilized communities. It is believed that the best interests of the Oneidas will be promoted by allotting farms to such as desire them, and creating with the avails of their surplus lands a permanent fund for the maintenance of schools among them."

They have schools near Keshena and at Oneida, with an average attendance of 251 scholars.

The "New York Indians" number in all 4,991, of whom 2,427 are children. The schools are under the State laws. There are in all twenty-two district schools, which are reported as very well attended. On the Tonawanda reservation buildings for a manual-labor school are in process of construction. The State legislature provides for one-half the needed amount, and the Indians find the balance, and eighty acres of land for farm purposes. The attendance at the schools is larger and more regular, and the tribes are improving socially, morally, and financially. These Indians are reported to be increasing in number, which was the case also with the nations within the Indian Territory, before the rebellion.

There are several small bands of vagrant Indians scattered through various States, and nothing is said about or done for them in the matter of education.

THE INDIANS IN ALASKA AND THE ALEUTIAN ISLANDS.

The newly-acquired northwest Territory contains, it is estimated, an Indian population of at least 70,000 souls. They present characteristics differing widely from those we have been accustomed to observe. With the exception of the Esquimaux they are represented as active and intelligent. According to a report made to the War Department by Major General Halleck they may be classified under four general divisions, and again subdivided in eighteen tribes and bands.

Hon. Vincent Colyer, of the Indian peace commission, who visited the Territory, gives interesting facts bearing on the present condition of these tribes, the existing facilities for education and the progress already made. At the first village he reached the houses were arranged interiorly like ship's cabins, and had doors and windows, with glass sashes. He found them quick in imitation, even to the extent of skillful drawing. Some of the young men were good mechanics. The Koloshan division, living in Southeast Alaska, are quick, shrewd, and willing to learn. Surgeon Bailey, United States Army, medical director, says of the Indians about Sitka, that they are "a civil and well-behaved people. They do not want bayonets to keep them in subjection, but they do need honest, faithful, and Christian workers among them, who will care for them, teach and instruct them in the useful arts, and that they are responsible beings." Mr. Colyer called a meeting of the chiefs to ascertain if they cared for schools, &c. To all such propositions they gladly assented, promising to secure the children's attendance, and also that of the unemployed people at the schools. Among the islanders, Mr. Colyer found a considerable degree of intelligence. In one (Oukamack) he found over a hundred able to read in the Russian language. A priest of the Greek Church lives among them. At another island the natives were erecting a new church, the cost of which they defrayed themselves. The Aleutes are nominally members of the Russo-Greek Church. A few can read and write. The few schools on these islands are hardly worthy the name. Various witnesses are cited by Mr. Colyer, who all testify to the Indians' capacity for improvement. The interior tribes are said to be a peaceable race. The Aleutians, he says, "are a very quiet race, and nearly all Christians," (Greek Church.) Mr. Dodge, ex-mayor of Sitka, says of the Alaska Indians, that "they are of a very superior intelligence." The Sitka post trader says they "are industrious and ingenious." He urges industrial mission schools.

It is suggested that their tribal life should be utilized as local municipal germs. We should provide a good system of schools and instructors in the useful arts; give magisterial powers to the heads of missions and to the principal teachers; encourage the chiefs in the habit of regarding themselves as civil officers charged with preserving the law. An experiment of this character in British Columbia has worked well. There can be no escape from the duty devolving upon the General Government in this matter. The facts are sufficient to warrant the hope that the pressing necessity for comprehensive action will be at once recognized.

INDIANS IN BRITISH NORTH AMERICA.

At the last session of the present Congress, F. N. Blake, esq., United States consul at Hamilton, Ontario, British North America, made, through the State Department, an interesting and valuable report as to the "management of Indians in British America," from which the following extracts and information relative to schools and education are given:

"In each Indian settlement of importance, there is, at least, one school. Altogether, in the different parts of the Dominion, these schools are not less than fifty-three in number. The teachers appear to be selected with due regard to the religious tenets of the tribe, and to other circumstances. The Wesleyan Methodists are conspicuous in promoting the diffusion of education among the Indians, but in addition to this denomination and the New England Society already mentioned, the Seminary of Montreal, the Church of England, the Congregational Society, and the Colonial Church Society also contribute, and yet aid is far more frequently given from the funds of the Indians themselves than from any other single source. It is always furnished when other means are inadequate. In such cases the payments are made out of the funds of the band at quarterly periods, by checks from the office of the Indian branch. Occasionally the salaries of the clergymen are supplied from the same sources. It is also usual in some of the bands, when assembled in council, to vote provisions for widows, the aged or infirm, and other persons in indigent circumstances.

* * * * * * *

"The desire of the Indians for schools is one of the most significant indications of the progress toward improvement, which, however slow, does certainly exist. Those who are best informed in regard to them agree in saying they so far appreciate the blessings of civilization that even such of them as prefer for themselves the wild freedom of a savage life are anxious that their children should be educated like those of the white man. The young people entertain more decidedly than their seniors a proper sense of the benefits of education; and it should not be forgotten that in this, as well as in every other method of assimilation to the ways of civilized man, the Indians who have adopted Christianity are, as might well be expected, far more progressive, and cling less to the ways handed down to them from their forefathers, than those who yet adhere to paganism."

According to the tables annexed to the report, there are in the four provinces of Ontario, Quebec, Nova Scotia, and New Brunswick, an Indian population, under the control of the Dominion Government, of 23,192 persons. These figures are based on census returns made in 1867 and 1868. An increase of 207 persons for the last year is shown. The school returns for 45 schools show an attendance of 2,626 boys and girls. One school is set down as an industrial school. Seventeen schools are sustained out of the funds of the bands, seven in part therefrom; while the balance are supported by religious organizations, or the famous "New England Society," well known to all students of colonial annals. It still maintains ten schools, eight of them among the "Six Nations"—descendants of those who followed Capt. Brandt from New York to Canada, after the Revolution. The funds referred to as used for the maintenance of schools, is obtained from the proceeds of land sales; a matter which is kept strictly within the hands of their Indian Bureau. So also of the proceeds derived from the sale of timber, cut from the general reservation. Out of the interest derived from these funds are the appropriations made. It is very evident that the Indians are doing better, morally and intellectually, in the British colonies than among us.

Mr. Blake describes the industrial school at Brantford, chief town of the Six Nations. At the time of his visit 80 children were in attendance. The school has substantial buildings and a fertile farm of 200 acres. A plain English education is the aim sought by the teachers. The children are also fed and clothed at the expense of the "New England Society," which has this school in charge. Provision is made for sending those who show proficiency and ability to higher schools. A striking feature is the care taken to instruct in practical agriculture. The Indians prefer farming to mechanical pursuits, not from inaptitude to the latter, but from the comparative independence of the former. The boys work at stated tasks in the fields and barns, under direction of the farmer, and the girls are instructed in household duties, and such labors as belong to farm life, including the dairy, spinning, &c. Since the pupils have been boarded, greater progress has been attained. The reason for the success achieved under this plan is stated by Mr. Blake to be the fact that the parents usually resided far from the school and were always tempted to retain the children at home, in order to do something about the house or farm. If such statement is true of the civilized farmers of the Ontario "Six Nations," how much more it is of our semi or wholly nomadic tribes! Industrial schools such as this at Brantford are absolutely essential to the success of any systematic attempt at educating the Indian children of this republic. Such schools—one at least for every tribe or considerable band—is demanded as the controlling unit of any comprehensive effort.

GENERAL PROVISIONS FOR INDIAN SCHOOLS, ETC.

In Table A, hereto annexed, will be found a compendious presentation, showing, for the year 1869-'70, the estimated Indian populations, the number of schools, teachers, and scholars, so far as they are ascertainable, as well as the appropriations made for educational purposes, with some of the funds contributed by religious bodies or paid by the tribes themselves for the support of schools and missions among them. This table is necessarily incomplete. Nor, can all the sums spent by the Indian Bureau for school purposes, be definitely ascertained. Superintendents and agents have discretionary power. There are large appropriations for ten or twelve tribes which include education as one of a number of objects for which the sum named is to be used. It is estimated that the total amount appropriated by the General Government was $246,418 90; that by religious bodies at $16,585 56, and by the Indians $26,022 92; being a total of $289,027 38. The number of schools is estimated at 153, teachers 194, and scholars at 6,904, while the total Indian population is estimated at 380,629 persons.

Table B, also annexed, shows the liabilities of the United States for educational purposes under existing treaties. The authority, therefore, is the report for 1869 of the Indian Commissioner and the statutes of the United States for 1869-'70. It appears then that the liabilities, exactly stated, (excluding Indian school trust funds,) as per existing treaties, amount to $443,400 02. Two hundred and twenty thousand dollars is added for appropriation running indefinitely or at will of the Executive. Add to these figures the Indian bonds held in trust for the schools and orphans of various tribes, ($1,441,420 69,) and we have a total liability of $2,104,320 71. The distinct educational appropriation on this total annually called for under treaty amounts to $135,831 56.

The trust funds held for the purposes embraced in this paper belongs to the tribes named and are, as set down to them, as follows:

Choctaws	$390,257 80	Cherokees, school and orphan..	382,942 89
Creeks	200,000 00	Delawares	11,000 00
Seminoles	70,000 00	....	2,000 00
Kickapoos	100,000 00		
Osages	69,120 00		1,441,420 69
Miamies	50,000 00		
Pottawatomies	166,100 00		

Taking the Indian population, as stated in Table A, at 380,629, and estimating the children and others for whom instruction should be provided, at one in three, and we have a school population of 123,543. Estimating at the rate of one in four, and we have a total of 95,132. The average between these figures will be 109,437. It may be thought that the ratio is too large, but when it is remembered that a thorough system of Indian education must necessarily include younger children than any ordinary system does, as well as those of adult age, the highest figures, rather than the lowest, will be within the mark. Contrast the necessity with what is being done. If we add, for defective information, &c., to the number of scholars now given, (6,904,) enough to make the total 10,000, which is a liberal estimate, we shall see only one child in ten or eleven receiving even the simplest rudiments of education.

Appropriations for Indian educational purposes were first made in 1806. The total expenditure is estimated at about $8,000,000, while it has been estimated that at least $500,000,000 have been expended in Indian wars. It is estimated that the educational expenditure now stands as one dollar in ten of the total appropriations for the relief and civilization of the Indians.

RELIGIOUS SOCIETIES.

The Presbyterian, next to the Catholic Church, stands foremost for its efforts at civilizing and educating the Indian tribes in the United States. According to tabular statements, furnished by the Rev. John C. Lowrie, Secretary of the Board of Foreign Missions, it appears to have maintained, in whole or part, since 1834, missions to eighteen tribes, besides having the charge of the New York Indian Orphan Asylum. The highest number in any one year has been 9; the lowest 2. Since 1837 these missions have received material aid from the General Government to the extent, in all, of..... $429,958 27

The board has expended, for Indian missions, during the same period.. 390,100 80

Making a total of..... 820,059 07

During the period of thirty-five years, over which the efforts of this board extend there is an aggregate report of 7,730 scholars.

TABLE A.

Tribes.	Population.	Schools.	Scholars.	Teachers.	Amount of appropriations.	Amount contributed by religious societies.	By the tribe and other sources.	Total.	Under charge of what denomination.
NORTHERN SUPERINTENDENCY.									
Winnebagoes	1,343	2	135	2	.....	$270 00	.....	$270 00	Friends.
Omahas	1,020	1	40	.....	.....	2,005 36	$2,812 50	4,817 86	Presbyterians.
Ottoes and Missourias	440	.....	.....	.....	.....	.....	.....	.....	Various denominations.
Pawnees	2,398	2	56	4	$5,000 00	.....	.....	5,000 00	Do. do.
Sacs and Foxes of Missouri	90	.....	.....	.....	.....	.....	.....	.....	Do. do.
Iowas	228	1	54	1	2,875 00	.....	.....	2,875 00	Friends.
Santee and other Sioux	970	2	259	8	10,000 00	6,500 00	395 00	16,895 00	Episcopalian, Congregational, and Presby'n.
CENTRAL SUPERINTENDENCY.									
Pottawatomies	2,025	1	221	10	5,000 00	.....	*3,500 00	*8,500 00	Catholic and Baptist.
Kickapoos	265	1	20	1	5,000 00	.....	.....	5,000 00	
Sacs and Foxes of Missouri	654	1	10	1	.....	.....	.....	.....	
Chippewas and Christians	68	1	25	2	.....	1,340 19	200 00	1,540 19	Moravian and Presbyterian.
Comanches	2,538	}	.....	.....	1,000 00	.....	.....	1,000 00	
Kiowas	1,928								
Apaches	288	}							
Wichitas and affiliated bands	1,016	.....	.....	.....	.....	.....	.....	.....	
Arapahoes, estimated	1,440	}	.....	.....	1,000 00	.....	.....	1,000 00	
Cheyennes	1,950	}							
Peorias and affiliated tribes	220	.....	.....	.....	.....	.....	.....	.....	
Miamies	117	.....	.....	.....	2,500 00	.....	.....	2,500 00	
Delawares, (now merged in the Cherokees)	1,005	.....	.....	.....	2,304 00	.....	.....	2,304 00	
Osages	4,481	1	84	2	21,456 00	.....	.....	†21,456 00	Catholic.
Kansas	781	.....	.....	.....	1,471 01	.....	.....	1,470 00	Do.
Quapaws	274	.....	.....	.....	.....	.....	.....	.....	
Senecas and Shawnees	308	.....	.....	.....	.....	.....	.....	.....	
Shawnees	649	.....	.....	.....	2,000 00	.....	.....	2,000 00	
Wyandotts	175	.....	.....	.....	.....	.....	.....	.....	
SOUTHERN SUPERINTENDENCY.									
Creeks	12,294	21	81	3	12,000 00	2,087 46	6,423 14	20,510 60	One Presbyterian mission. There are a number of district schools in each of these nations, sustained by taxes and tuition fees.

Cherokees	14,000	32	9,614	32	25,512 89		*3,215 72	28,837 61	Presbyterian.
Choctaws	12,500	69	1,847	69					
Chickasaws	4,500								
Seminoles	2,186	3	140	3	2,500 00	1,532 55		4,032 55	
NEW MEXICO SUPERINTENDENCY.									
Navajoes	9,500	1	22	2		900 00		900 00	Presbyterian.
Utes, (three bands or tribes)	1,484								
Apaches, (four tribes)	2,888								
Pueblos	7,090								
COLORADO SUPERINTENDENCY.									
Utes, (two tribes)	7,300								
DAKOTA SUPERINTENDENCY.									
Sioux, (nine bands)	23,820								
Yancton Sioux	2,500								
Wahpeton and Sisseton Sioux	1,800	1	62	1		2,160 00		2,160 00	American Board of Foreign Missions.
Poncas	768	1	50	2					
Assinaboines, and affiliated tribes	5,270								
IDAHO SUPERINTENDENCY.									
Nez Percés	3,200	1	50	4	9,700 00			9,700 00	
Shoshones and Bannacks	1,168								
Pend d'Oreilles	700								
Cœur d'Alenes	300								
Spokanes	400								
Kootenays	400								
WYOMING SUPERINTENDENCY.									
Bannacks and Shoshones	2,400				1,000 00			1,000 00	
MONTANA SUPERINTENDENCY.									
Blackfeet, (three bands.)	6,000								
Crows, (two bands.)	3,953				3,000 00			3,000 00	
Assinaboines	2,000								
Gros Ventres	2,000								
Flatheads	550	1	30	3	2,100 00			2,100 00	Catholic.
Upper Pend d'Oreilles	700								
Kootenays	200								
Northern Arapahoes	1,800								
Bannacks and Shoshones	500								

*Paid by individual Indians.

†$18,000 for new school and church building in the Indian Territory.

TABLE A—Continued.

Tribes.	Population.	Schools.	Scholars.	Teachers.	Amount of appropriations.	Amount contributed by religious societies.	By the tribe and other sources.	Total.	Under charge of what denomination.
WASHINGTON SUPERINTENDENCY—Continued.									
Makahs	600				$2,500 00			$2,500 00	
Yakamahs	3,400								
S'Klallams and other tribes	1,500	1	20		6,500 00			6,500 00	
Dwamish and other tribes	5,000				3,000 00			3,000 00	
Quinaielts and other tribes	658	1	12		2,500 00			2,500 00	
Puyallups and other tribes	750	2	50	5	1,000 00			1,000 00	Catholic.
Chehallis and other tribes	900								
Colville and other tribes	3,000								
ARIZONA TERRITORY SUPERINTENDENCY.									
Pimas	3,914								
Maricopas	363								
Papagos	6,000								
Moquis and Orivas Pueblos	9,000								
Apache bands	8,000								
Yumas	2,000								
Yavapais	2,000								
Mohaves	4,000								
Hualapais	1,500								
NEVADA SUPERINTENDENCY.									
Pah-Utes	8,000								
Bannacks	1,500								
Shoshones	2,500								
Washoes	500								
Southern Pah-Utes	2,500								
CALIFORNIA SUPERINTENDENCY.									
Hoopa Valley Reservation Indians	975								
Round Valley Reservation Indians	1,022								
Mission Indians	3,300								Catholic.
Coahuilas	4,000								
Kings River and other tribes	12,000	1		1					

OREGON SUPERINTENDENCY.									
Wascos and others, Warm Springs Agency	1,025	1	27	1	8,700 00			8,700 00	
Molels and others, Grande Ronde Agency	1,190	1	11	1					
Shastas and others, Siletz Agency	2,300	1							
Umatillas and others, Umatilla Agency	850	1							Catholic.
Modocs and Snakes, Klamath Agency	4,000	1		1	2,000 00			2,000 00	
Alseas and others, Alsea Agency	500								
Indians scattered along the rivers	1,000								
UTAH SUPERINTENDENCY.									
Northwestern Shoshones	1,200								
Western Shoshones	1,000								
Goship Shoshones	800								
Weber Utes and nine other bands	9,800				2,000 00			2,000 00	
INDEPENDENT AGENCIES.									
New York.									
Senecas	3,326	*24		24					
Onondagas	342								
Oneidas	286	†1	1,800	5	2,000 00	$550 00	$9,565 56	12,115 56	
Cayugas	767								
St. Regis	870								
Wisconsin.									
Stockbridges, Munsees, Oneidas, and Menomonees	3,036	3	261	5					Episcopal and Methodist.
Chippewas of Lake Superior, of the Mississippi, and Mackinaw Agencies	19,249	1	29	1	8,800 00			8,811 00	Congregational "Pillager" Band.
WANDERING BANDS.									
Wisconsin.									
Winnebagoes and Pottawatomies	1,500								
IN STATES.									
Florida.									
Seminoles	500								
North Carolina.									
Cherokees	2,000								

* District schools.

† Orphan asylum, Presbyterian.

TABLE A—Continued.

Tribes.	Population.	Schools.	Scholars.	Teachers.	Amount of appropriations.	Amount contributed by religious societies.	By the tribe and other societies.	Total.	Under charge of what denomination.
Texas.									
Lipans and Tonketons	500								
Iowa.									
Sacs and Foxes	262								
ALASKA SUPERINTENDENCY.									
Indian tribes, total estimated	70,000								
Total	380,629	173	6,904	194	$146,418 90	$16,585 56	$26,022 92	$189,227 38	
General appropriation for industrial and other schools					100,000 00			100,000 00	
Total appropriations					246,418 90			289,027 38	

RECAPITULATION.

Total Indian population, census and estimated	380,629
Total schools, estimated	153
Total scholars, estimated	6,904
Total teachers	194

Expenditures, 1869–'70.

Appropriated by General Government	$246,418 90
Expended by religious societies, (in part)	16,585 56
Expended by the tribes, individual Indians, and others	26,022 92
Total	289,027 38

TABLE B.

Statement of liabilities of the United States for educational purposes, as per treaty stipulations; vide report of Indian affairs, 1869.

Name of tribe.	Number of annual payments required.	Annual appropriation required.	Total to be appropriated.
Apaches, Kiowas, and Comanches	Continuous.	$1,000 00	*
Arickarees, Gros Ventres, and Mandans			
Assinaboines			
Blackfeet, Bloods, and Piegans			
Calapooias, and other bands in Willamette Valley, Oregon			
Cheyennes and Arapahoes		1,000 00	*
Chickasaws			
Chippewas, Fort Boise	4	800 00	$3,200 00
Chippewas, Lake Superior	4	3,000 00	12,000 00
Chippewas, Mississippi	6	666 67	4,000 02
Chippewas, Mississippi	7	4,000 00	28,000 00
Chippewas, Pillagers, &c		1,000 00	*
Chippewas, Pillagers, &c	4	3,000 00	12,000 00
Choctaws (*a*)		19,512 89	
Confederates, Middle Oregon	9	1,000 00	*
Creeks (*b*)		10,000 00	
Crows	19	3,000 00	57,000 00
Crows, River (*c*)	20	1,200 00	24,000 00
Dwamish, and allies, Washington Territory	9	3,000 00	27,000 00
Flatheads and confederates	9	2,100 00	18,900 00
Gros Ventres (*d*)	20	1,200 00	24,000 00
Iowas			
Kansas (has trust fund)		120 00	
Kickapoos (*e*)		5,000 00	
Klamaths and Modocs (*f*)	16		
Klamaths and Modocs	15	2,1000 00	23,700 00
Klamaths and Modocs	10		
Makahs	9	2,500 00	22,500 00
Menomonees			
Miamies, Kansas (*g*)		2,500 00	
Miamies, Indiana			
Mixed Shawnees, Bannacks, and Sheep-eaters		2,000 00	*
Molels		3,000 00	*
Navajoes			
Nez Percés	10	3,700 00	37,000 00
Nez Percés	15	3,000 00	45,000 00
Nez Percés	11	3,000 00	33,000 00
Nisqually, Puyallup, and others	4	2,000 00	8,000 00
Northern Cheyennes and Arapahoes		1,000 00	*
Omahas			
Osages		3,456 00	
Ottawas and Chippewas, Michigan			
Ottoes and Missourias			
Pawnees		11,200 00	
Poncas			
Pottawatomies		5,000 00	
Pottawatomies		9,290 00	
Pottawatomies, Huron			
Quapaws		1,006 00	
Quinaielts	9	2,500 00	22,500 00
Rogue Rivers			
Sacs and Foxes of the Mississippi			
Sacs and Foxes of the Missouri			
Seminoles		3,500 00	

a, *b*, *e*, *g*, interest on trust funds.
c, *d*, estimate made for teachers' salaries, at $1,000; balance for repairs.
f, estimated from mixed appropriation.

TABLE B—Continued.

Name of tribe.	Number of annual payments required.	Annual appropriation required.	Total to be appropriated.
Senecas			
Senecas, New York			
Senecas and Shawnees			
Senecas, Mixed, and Shawnees			
Quapaws, Ottawas, Confederated Peorias, and others			
Shawnees		$3,000 00	
Shoshones, four bands			
Shoshones and Bannacks (*o*)		3,500 00	
Six Nations, New York			
Sioux, Dakota, (nine bands)			
Sioux, different bands (*p*)		10,000 00	
S'Klallams	9	2,500 00	$22,500 00
Tabequache Utes			
Tabequache, Maquache, and five other bands of Utes		2,000 00	*
Umpquas and Calapooias	4	1,500 00	6,000 00
Umpquas, Cow Creek band			
Walla-Walla and others		2,200 00	
Winnebagoes			
Wohlpapee, band of Snakes			
Yakamas	9	3,700 00	33,300 00
Yancton Sioux			
		135,951 56	443,400 02
The sums marked with an (*) indicate that the appropriations are for an indefinite period, or at will of Congress or President. Estimating their average continuance at twenty years, and we have a total of			220,000 00
Amount of educational trust fund			1,441,420 69
Total educational fund			2,104,820 71

o, $1,000 for building.
p, $5,000 for building.

NOTE.—It will be seen that 42 tribes and bands in the above tables are without any provision for school purposes.

KINDERGARTEN CULTURE.

In undertaking to initiate a national system of education, and especially in a nation that, for the first time in the ages, embodies in its constitution provision for the development of will, heart, and thought in every man, in such harmonious play that he shall be free to do the will of God on earth, as it is done in heaven—which is at once our daily prayer and the ideal of human society—we must not stop with providing the material conditions, but consider the quality of the education to be given.

The history of many great nations shows that there may be an education which paralyzes and perverts instead of developing and perfecting individual and national life. It is not from want of a most careful and powerful system of education that China is what she is. And India, Egypt, Greece, and Rome had their systems of education, efficient for the production of material and intellectual glories, certainly, but which, nevertheless, involved the principles of the decay and ruin of those nations. Even the education of Christian Europe, that, with all its acknowledged defects of method and scope, has made all the glory of modern civilization, has failed to bring out the general results that are to be hoped for, if we are to believe in the higher prophetic instincts of the sages and saints of past ages, to say nothing of the promises of Christ, who expressly includes the life that now is with that which is to come. At our own present historical crisis, when it is the purpose to diffuse throughout the United States

the best educational institutions, it is our duty to pause and ask whether all has been gained in educational method and quality which it is desirable to spread over the South; whether it may not be possible to improve as well as diffuse, and in the reconstructed States to avoid certain mistakes into which experience has proved that the Northeastern States have fallen. It is certain that a mere sharpening of the wits, and opening to the mind the boundlessness of human opportunity for producing material wealth, are not the only *desiderata*. As education builds the intellect high with knowledge, it should sink deep in the heart the moral foundations of character, or our apparent growth will involve future national ruin. In defining education as only the acquisition of knowledge, which is but an incident of it, we have indeed but followed the example set by the Old World, and have hoped that by offering this knowledge to all, instead of sequestrating it to certain classes, we have done all that is possible. But it is not so. The *quality* of our education should rise above, or at least not sink below, that of the nations that have educated their few to dominate over the many, else our self-government will be disgraced; and, therefore, I would present the claims of the new system of primary education, which has been growing up in Germany during the present century, and which, in the congress of European philosophers that met at Frankfort-on-the-Main, in September 1869, received a searching examination and was pronounced the greatest advance of method. A distinguished private teacher of America was present at this congress, and has furnished a translation, which I hope some time to see put to the press by the Bureau, of the report drawn up by Professor Fichte, of Stuttgard, son of the great Fichte, who, with Goethe, Schiller, Pestalozzi, Diesterweg, and other eminent men, effected that reform of education in Germany that commenced in the early part of this century, and whose results are so brilliantly manifested at this very moment in the discipline and efficiency of the Prussian army, and also in the still more significant pervasive demand of the mass of the people for the peace of Europe.

In the report of Dr. Hoyt (United States commissioner to the Paris Exposition of 1867) on the present state of education in Europe, there is a short, clear, and very striking statement of the normal education given to the primary teachers of all the Germanic nations, Prussia taking the lead. He says they all recognize that the primary department of education is at once the most important and difficult, and requires in its teachers, first, the highest order of mind; secondly, the most general cultivation; and thirdly, the most careful cherishing, greatest honor, and the best pay, for it has the charge of children at the season of life when they are most entirely at the mercy of their educators. As this report is distributed by the Senate to whoever will send for it, I will not repeat Dr. Hoyt's minute description of the normal training required of the primary teachers, or his statistics of the satisfactory results of their teaching, but pass at once to a consideration of the still profounder method of Froebel, which immediately respects the earliest education, but of which Dr. Hoyt does not speak, inasmuch as it is not yet anywhere a national system, though, within the last twenty years, it has spread over Germany and into Scandinavia and Switzerland, and been introduced into Spain, France, Italy, and Russia; but to no country is it adapted so entirely as to America, where there is no hinderance of aristocratic institution, nor mountain of ancient custom, to interfere with a method which regards every human being as a subject of education, intellectual and moral as well as physical, from the moment of birth, and as the heir of universal nature in co-sovereignty with all other men, endowed by their Creator with equal rights to life, liberty, and the pursuit of happiness. It is all the more important to make an exact statement of Froebel's art and science of education in its severity, because it has been and is extensively travestied in this country by numerous schools called Kindergartens, which have disgraced its principles, inasmuch as they have only the most superficial resemblance to those institutions to which Froebel gave that name.

One of your assistants, in a voluminous paper upon all the reforms of education made in Europe and America during this century, has given an exhaustive history of the rise and progress of Kindergartens and their imitations, together with very valuable criticisms on education generally of his own and of various other writers of Europe and America; and this, also, I trust you may be able to send to the press before long. In the meantime, however, I must say something in this report on a subject of such vital importance, since it respects the beginning of education.

The fundamental or rather root point by which Froebel's method differs from that of all other educators, is this: he takes up the human being in the full tide of that prodigious but blind activity in which he comes into the world, and seeks to make it intelligent of itself and of things around it by employing it to produce palpable effects, at once satisfactory to the heart and fancy of childhood and true to nature by knowledge of whose order and organization the human understanding is built up in soundness and truth. For the blind heart and will, which the human being is, until by becoming intelligent of nature he is transmuted into a principle of order, is the very principle of evil. Without imagining any inherent malignity of heart, we must admit that the child necessarily goes on, knocking down and tearing up, and creating disorder

generally, to its own and other people's annoyance, in its vain endeavor to satisfy the *instinct to alter*, (that is the characteristic of human will,) until it is educated to recognize and obey the laws of God expressed in nature. For a time the young senses are not adequate to accurate perception of outward objects, and far less is the power of abstracting the laws of order developed in a young child. A certain evil is therefore originated, which seems so inevitable, that it has tasked the human intellect to reconcile it with Divine benevolence and driven men into various theories, more or less unsatisfactory to all, upon the nature of evil, and its place in the economy of creation. Now Froebel undertakes to give a practical solution of this terrible problem by his art; for he seizes this very activity in the earliest infancy and gently guides it into the production of effects that gratify the intense desires of the soul and cause it actually to produce the beauty and use at which it has blindly aimed. He looks upon the child as a *doer*, primarily, and a *knower*, subsequently; that is, as an artist before he is a scientist, entering with genial sympathy into that primal activity which we call childish play, he guides the child first to embody and then carefully observe eternal laws, even on this humble plane, by which he surprises and delights himself with the beauty or use that grow under his hands, and therefore absorb his attention. For what meets a child's internal sense of fitness and beauty, especially if it is his own work, he is delighted to examine; and he loves to analyze the process by which the delightful result has been obtained. While it is a hard thing to make a child copy the work of another, he will repeat his own process over and over again, seeming to wish to convince himself that like antecedents involve like consequences. These repetitions sharpen his senses as well as develop his understanding; they also give skillfulness to his hands, and make him practically realize individuality, form, size, number, direction, position, also connection and organization, which last call forth his reflective powers. Hence Kindergarten-teaching is just the careful superintendence and direction of the blind activity of little children into self-intelligence and productive work by making it artistic and morally elevated. For it carefully regards the ennobling of the soul by developing the love of good and beauty which keeps the temper sweet and the heart disinterested, occupying the productive powers in making things not to hoard—not to show how much they can do, which might foster selfishness, vanity, and jealousy, but for the specific pleasure of chosen friends and companions. Thus, without taking the child out of his childish spontaneity and innocence, Froebel would make him a kind, intelligent, artistic, moral being, harmonizing the play of will, heart, and mind from the very beginning of life into a veritable image of the creativeness of God. The mother gave Froebel the model for this education, in the instinctive nursery play by which she helps her little one to consciousness of his body in its organs of sense and motion. She teaches him that he has hands and feet, and their uses, by inspiring and guiding him to use them; playing with him at "pat-a-cake," and "this little pig goes to market and this stays at home," &c. I wish I had room to give a review of Froebel's book of mother songs, nursery plays, pictures, and mother's prattle, which is the root of the whole tree; but I can merely refer to it in passing. He shows in it that what he learnt from the mother he could return to her tenfold, bettering the instruction; and that the body being the first world of which the child takes possession by knowledge, though not without aid, we must play with the child. If we do not he ceases to play. Charles Lamb has given a most affecting picture of the effects of this in his pathetic paper on the neglected children of the poor; and the statistics of public cribs and foundling hospitals prove that when children are deprived of the instinctive maternal nursery play, almost all of them die, and the survivors become feeble-minded or absolute idiots. Dr. Howe says much idiocy is not organic but functional only, and to be referred to coarse or harsh dealing with infants, paralyzing their nerves of perception with pain and terror; even a merely inadequate nursing may have this effect; and he and other teachers of idiots have inversely proved this to be true, by the restoring effects of their genial methods. And what produces idiocy in these extreme cases produces chronic dullness, discouragement, and destruction of all elasticity of mind, in the majority of children. It is appalling to think of what immense injury is done, and what waste made of human faculty, by those defective methods of education which undertake to reverse the order of nature, and make children passive to receive impressions, instead of keeping them *active*, and letting them learn by their own or a suggested experimenting. Some people having seen that the former was wrong, let their children 'run wild,' as they call it, for several years; but this is nearly an equal error. Not to be attaining habits of order is even for the body unhealthy, and leaves them to become disorderly and perverse. The very ignorance and helplessness of children imperatively challenge human intervention and help. They would die out of their mere animal existence in the first hour of their mortal life, did not the mother or nurse come to their rescue. Most insects and other low forms of animal life know no care of parents. They are endowed with certain absolute knowledge, enabling them to fill their small sphere of relation unerringly as the needle points to the pole. We call it instinct. But as the scale of being rises, relations multiply, which, though dependencies at first, become, by the fulfillment of the duties they involve, sources of happiness and benefi-

cent power ever widening in scope. Man, who is to fill the unlimited sphere of an immortal existence, knows nothing at all of the outward universe at his birth. The wisdom that is to guide his will, is in the already developed and cultivated human beings that surround him; and he depends on that intercommunion with his kind which begins in the first smile of recognition that passes between mother and child, and is to continue until it becomes the communion of the just made perfect, which is highest heaven both here and hereafter.

The instinct, therefore, that makes a mother play with her baby, is a revelation of a first principle giving the key-note of human education; and upon it Froebel has modulated his whole system, which he calls Kindergarten, *not* that he meant education to be given out of doors, as some have imagined; but because he would suggest that children are living organisms like plants, which must blossom and flower before they can mature fruit; and consequently require a care analogous to that which the gardener gives to his plants, removing obstructions, and heightening the favoring circumstances of development.

The seed of every plant has in miniature the form of its individual organization, enveloped in a case which is burst by the life force within it, so that the germ may come into communication with those elements, whose assimilation enables it to unfold, in one case a tree, in other cases other vegetable forms. In like manner the infant soul is a life force wrapped up in a material case, which is not, however, immediately deciduous; for, unlike the envelope of the seed, the human body is also an apparatus of communication with the nature around it, and especially with other souls, similarly limited and endowed, who shall meet its outburst of life, and help it to accomplish its destiny—or *hinder!* I beg attention to this point. We either *educate* or *hinder*. The help to be given by education is an essential part of the Eternal Providence, and wo must accept our duty of embodying the divine love in our *human* providence, which we denominate education, on the penalty of *injuring*, which is the supreme evil. "Woe unto him who shall offend one of these little ones. It were better for him that a millstone were hung about his neck, and he were cast into the uttermost depths of the sea."

As the child gets knowledge and takes possession of his own body, by the exercise of his several organs of sense and the movement of his limbs, so he must gradually take possession of the universe, which is his larger body on the same principle; by learning to use its vast magazine of materials, to embody his fancies, attain his desires, and by and by accomplish his duties, education being the mother to help him to examine these materials and dispose them in order, keeping him steady in his aims, and giving him timely suggestions, a clew to the laws of organization, by following which all his action will become artistic. For art is to man what the created universe is to God. I here use the word art in the most general sense, as manifestation of the human spirit on every plan of expression, material, intellectual, and moral.

Froebel, therefore, instead of beginning the educating process by paralyzing play (keeping the child *still*, as the phrase is,) and superinducing the adult mind upon the childish one, accepts him as he is. But he organizes the play in the order of nature's evolutions, making the first playthings, after the child's own hands and feet, the ground forms of nature. He has invented a series of playthings beginning with solids—the ball, the cube, and other forms—going on to planes, which embody the surfaces of solids, (squares and the various triangles) and thence to sticks of different lengths, embodying the lines which make the edges of the solids and planes; and, finally, to points, embodied in peas or balls of wax, into which can be inserted sharpened sticks, by means of which frames of things and symmetrical forms of beauty may be made, thus bringing the child to the very borders of abstraction without going over into it, which little children should never do, for abstract objects of thought strain the brain, as sensuous objects do not, however minutely they are considered. In building and laying forms of symmetrical beauty with these blocks, planes, sticks, and peas, not only is the intellect developed in order, but skillful manipulation, delicate neatness, and orderly process become habits, as well as realized ideas. The tables that the children sit at as they work are painted in inch squares, and the blocks, planes, and sticks are not to be laid about in confused heaps, but taken one by one from the boxes and carefully adjusted to these inch squares. In going from one form to another the changes are made gradually and in order. No patterns are allowed. The teachers suggest how to lay the blocks, planes, sticks, also wire circles and arcs, in relation to each other severally, and to the squares of the table. For symmetrical forms they suggest to lay opposites till the pupils have learned the fundamental law—*union of opposites for all production and beauty.* A constant questioning, calling attention to every point of resemblance and contrast in all the objects within the range of sensuous observation, as well as to their obvious connections, keeps the mind awake and in agreeable activity. Margin for spontaneous invention is always left, which the law of opposites conducts to beauty inevitably. In acting from suggested thoughts, instead of from imitation, they act from within outward, and soon will begin to originate thoughts, for Kindergarten has shown that invention is universal talent.

But the time comes when children are no longer satisfied with making transient

forms whose materials can be gathered back into boxes. They desire to do something which will remain fixed. Froebel's method meets this instinct with materials for making permanent forms by drawing, sewing, modeling, &c.

The stick-laying is the best possible preparation for drawing, for it trains the eye, leaving the children to learn the manipulation of the pencil only, and this is again made easy by having the slates and paper ruled in eighths or tenths of an inch, that the pencil of the child may be guided while the hand is yet unsteady, for Froebel would never have the child fail of doing *perfectly* whatever he undertakes, and this is effected by making him begin with something easy, and proceeding by a minute gradualism. He would also train the eye to symmetry by never allowing him to make a crooked line, just as the ear is trained in musical education by never making a false note. Beside the drawing, which is carried to quite a wonderful degree of beauty, invented even by children under seven years old, pricking of symmetrical forms may be done by means of the same squared paper; and again, pricked cardboard may be sewed with colored threads, teaching harmonies of color. Also another variety of work is made by weaving into slitted paper of one color strips of other colors, involving not only the harmonizing of colors, but the counting and arrangement for symmetrical effect, which gives a great deal of mental arithmetic, while the folding of paper with great exactness in geometrical forms, and unfolding it to make little boats, chairs, tables, and what the children call flowers, gives concrete geometry and the habit of calculation.

A lady who traveled in Europe to study Froebel's Kindergartens brought home from Dresden the whole series of work done by a class of children who began at three years old and continued till seven; and no one has seen it without being convinced that it must have educated the children that did it, not only to an exquisite artistic manipulation, which it is very much harder to attain later, but to habits of attention that would make it a thing of a short time to learn to read, write, and cipher, and enable them to enter into scientific education, and use books with the greatest advantage, as early as eight years old.

Callisthenics, ball-plays, and plays symbolizing the motions of birds, beasts, pretty human fancies, mechanical and other labors, and exercising the whole body, are alternated with the quieter occupations, and give grace, agility, animal spirits, and health, with quickness of eye and touch, together with an effect on the mind, their significance taking the rudeness out, and putting intelligence into the plays, without destroying the fun. The songs and music which direct these exercises are learned by rote, and help to gratify that demand for rhythm which is one of the mysteries of human nature, quickening causal power to its greatest energy, as has been proved, even in the education of idiots, by the almost miraculous effects upon them of the musical gymnastics, which are found to wake to some self-consciousness and enjoyment even the saddest of these poor victims of malorganization. All Froebel's exercises are characterized by rhythm; for the law of combining opposites for symmetrical beauty makes a rhythm to the eye, which perhaps has even more penetrative effect on the intellectual life than music.

If true education, as Froebel claims, is this conscious process of development, bodily and mental, corresponding point by point with the unconscious evolutions of matter, making the human life an image of the divine creativeness, every generation owes to the next every opportunity for it. In this country, whose prodigious energies are running so wild into gambling, trade and politics, threatening us with evils yet unheard of in history, it may be our national salvation to employ them in legitimate, attractive work, for production of a beauty and benefit that also has been yet unheard of in history; and this can best be done by preventing that early intellectual perversion and demoralization, with waste of genius and moral power, entailed on us by the inadequate arbitrary modes of *primary* discipline which now taint all *subsequent* education.

But the indispensable preliminary of this new primary discipline are competent teachers, who can be had only by special training. What is at once delightful play and earnest work to the children, requires, in those who are superintending it, not only a knowledge of the laws and processes of vital growth, which are analogous, if not identical, in nature and art, but the science of infant psychology also. These things are not intrinsically difficult of attainment; and it is easier, if the teacher has been trained to it, to keep a Kindergarten, according to the strict principle of Froebel, than to keep an ordinary primary school in the ordinary manner, because nature helps the former with all her instincts and powers, while the latter is a perpetual antagonism and struggle with nature for the repression of a more or less successful chronic rebellion.

The best Kindergarten normal school in the world is that founded by the Baroness Marenholtz-Bulow, in Berlin, where she lectures gratuitously herself on the philosophy of the method, and its relations to "the regeneration of mankind," (to use her own phrase,) and the pupils have instruction from professors in many branches of science and art, while they go to observe and practice several times a week in Madame Vogler's

Kindergarten. But Americans, who have had our usual normal or high school education, or its equivalent, if they are fairly gifted and educated, genial, sweet-tempered, and candid, can obtain the special training in a six months' diligent course, and the more surely the more they have the grace of a wise humility. What it took Froebel, with all his heart and genius, a half century of study and experimenting to elaborate, it would seem at first could not be learned in so short a time. But it must be remembered that the more profound and complete the truth, the more easily can it be comprehended, when once fairly stated. It took a Newton to discover the *principia naturæ;* and a Copernicus to replace the complicated Ptolemean by nature's solar system; but any child of twelve years old can comprehend and learn them, now they are discovered. Froebel's authority inheres in his being a self-denying interpreter of nature, the only absolute authority, (nature being God's word.) As Edgar Quenet said in 1865, in a letter to the Baroness Marenholtz-Bulow, after remarking that Froebel "sees the tree in the germ; the infinitely great in the infinitely small; the sage and great man in the cooing babe;" and "his method therefore is that of nature herself, which always has reference to the whole, and keeps the end in view in all the phases of development," comparing him to "the three wise men from the East who placed the treasures of nature in the hands of the heavenly Child"—and the statement is worthy of all attention—"It is certain that the results of this method can only be attained *if it is applied according to the principles of the discoverer.* Without this, the best conceptions of Froebel must be falsified, and turned against his aim; mechanism alone would remain, and would bring back teacher and pupil into the old traces of routine." As yet there is but one Kindergarten normal school in America, which is a private one in Boston, kept by Mrs. Kriege and her daughter, pupils and missionaries of the Baroness Marenholtz-Bulow, who is the chief apostle of Froebel in Europe. In another year these ladies will be connected with the public normal school of New York City, as I understand liberal offers are made to them by the public school authorities. Preparations are also making for model Kindergartens, and professorships therewith connected, at several of the normal institutions of the West. These are in place in every female college and high school for girls; the training not only insuring a delightful profession that must always be in demand, but making the best education for mothers, as all women are liable to become personally or virtually. Possibly the appreciation of Froebel's science and art may prove the true solution of what is called the woman question. Teaching is the primal function of humanity, and women now feel it to be repugnant toil only because the true art has never before been discovered. When it becomes a fine art it will become for the teacher, like any other fine art, self-development and the highest enjoyment; for it is nothing short of taking part in the creativeness of God.

There is in training at Mrs. Kriege's school in Boston a lady of great ability, who purposes to make a model Kindergarten at the normal school of Hampton, Virginia, as a basis for training the freedwomen for teachers of Kindergarten. The lyrical and artistic nature of the colored race will make them apt scholars and successful teachers, and this may become a place for training children's nurses in Froebel's nursery art. This great reformer founded a school for this purpose in Hamburg in 1850, which supplies (but not fully) a continual demand made upon it by the nurseries of England, as well as Germany; and a few American mothers have availed themselves of the blessing of this educated help, which all mothers need who have other social duties.

But the immediate desideratum is a free national school to supply Kindergarten education to the schools of the District of Columbia, the Territories, and the South, to be located in the District, or perhaps in Richmond, Virginia, where some of the "ten thousand southern ladies," who signed the pathetic petition to Mr. Peabody to found for them an industrial school, might learn this beautiful art, and be made able to initiate in their beloved South a higher, more refined, and also more complete system of education than has ever obtained in any country. It has been ascertained that an eminent Kindergartner in Europe, now in full employ, but willing to leave all to do this thing in the United States, may be secured for five years, for $3,000 a year, finding all the apparatus and materials herself. Cannot this be had from some one of our munificent public benefactors?

ELIZABETH P. PEABODY.

HEBREW EDUCATION.

It is safe to assert that, although the Israelites are of all nationalities, and scattered promiscuously over the face of the world, they are the only people who can be fairly classed as universally educated. There may be a few who cannot read or write, but this number is insignificant. Indeed, it is asserted by those who claim to know, that no Israelite can be found who cannot read or write, if not in their modern or domiciliary language, certainly in the Hebrew. If there are any thus in default, they may be found principally in London, or in other large cities of Great Britain, where, from degraded associations, they have been outcast from the society of their own people.

The education of the Hebrews is the growth of three thousand years, and is inculcated in their religion, based upon the Mosaic law. Hence it is hereditary, and to this inheritance of their forefathers they have been ever attached with unswerving fidelity, consecrating to education every sacrifice in their power, and placing its accomplishment first in their estimate of spiritual and worldly affairs. A treatise upon the education of the Hebrews necessarily involves a cursory review of their history prior to and since the conquest of Jerusalem by Titus, which latter event made them absolute wanderers upon the face of the earth.

The first Biblical mention of the Hebrew thirst for knowledge is when the Israelites, escaped from Egyptian bondage, sought instruction from Moses. This, attracting the attention of Jethro, his father-in-law, caused him to give to Moses the well known advice: "And thou shalt teach them ordinances, and laws, and shalt shew them the way wherein they must walk, and the work that they must do."—(*Exodus*, c. xviii, v. 20.) Thereupon, Moses and the priesthood devoted themselves to the instruction of the Israelites in the decalogue, and in the numerous minor laws of theocratic education and government; the moral lessons of which were then continually taught to children by their parents, and are still brought, in the same manner, to the notice of Hebrew youth to this very hour.

Though riven and broken piecemeal, and scattered in every clime, it is worthy of remark that, notwithstanding the Hebrews have domiciled as well in barbarous as in civilized countries, their habits, observances, language, and religion have remained intact and undisturbed, while their education in all the sciences and arts has constantly progressed and never retrograded. As chronicled by the encyclopedists, "they began as nomads, migrating from nation to nation, from state to state; their law made them agriculturalists for fifteen centuries; their exile has transformed them into a mercantile people. They have struggled for national existence against the Egyptians, Assyrians, Babylonians, Syrians, and Romans, have been conquered and nearly exterminated by all these powers, and have survived them all."

The education of the ancient Hebrews was entirely derived from the laws of Moses, which is, even now, with the exception of the national part, their general moral code. It is conceded by all writers that the aims of the Mosaic law "were the moral perfection of the individual and the welfare of society." Reasoning from this standpoint, it is only necessary to call attention to the books comprising the Old Testament to prove the advanced literary culture of the Hebrews, even in that remote age, which has never been excelled in modern times, or perhaps even equalled.

It is estimated that over one million Jews perished in defending Jerusalem from the Romans, and, according to Josephus, they continually rose in revolt during the reigns of Trajan and Hadrian, until their persecutions became so fearful that insurrections were forbidden by their leaders, simply on the score of religion and humanity. Whereupon Hadrian built the *Ælia Capitolina* upon the site of Jerusalem, and a decree was made forbidding the Jews from entering its precincts.

Notwithstanding large numbers of Jews had been enslaved or exiled, and scattered on both sides of the Pyrenees, on the Rhine and the Danube, Palestine still continued to be a species of national center, and maintained schools of religious science under the leadership of most eminent teachers. But these schools were destroyed at different periods in the fourth and fifth centuries. The two talmuds, (studies,) Palestinian and Babylonian, were, however, preserved in a necessarily mutilated condition. Other literary productions of this era were also preserved, consisting of ethical treatises, historical, legendary, and cosmogonal writings, stories, prayers, and paraphases of Scriptural books.

In the seventh century, however, Mohammed conquered the independent Arabian Jews, who were an extremely cultivated people, and Omar subsequently subdued Persia, Jerusalem, and the other Byzantine possessions, which placed the eastern Jews under the rule of a people of Semitic origin like themselves. The government of the Caliphs being comparatively mild, and favorable to science, (indeed the Koran itself commanding the study of its own precepts,) the literature of the Hebrews revived; and from the seventh to the tenth centuries, numbers of eminent scholars, theologians, poets, and linguists, were brought into public notice. Many works were composed, treating of every species of science, embracing law, medicine, astronomy, languages, and all the fine arts.

The standard authorities on education admit that the theocratic constitution of the Hebrews and the foundation of their politics and ethics on religion has produced a better culture, mental and moral, in literature, than that of any other people. Their ancient education was far in advance of the Chinese and the Hindoos, for, in every lesson taught the Hebrew youth, is inculcated the sublimest virtues, among which may be enumerated charity, gratitude, obedience, and respect to the commands of parents, politeness and cleanliness, all coupled with extreme reverence for the Almighty. It will be remembered, also, that in contradistinction to other Oriental people, many female poets and learned women figure in the history of the ancient Jews.

The instruction of the Jewish youth by the Rabbins, in the schools instituted after

the exile, comprised study in the scriptures, the commentaries and traditions, the *Mishna* and Gemara, (Talmud,) which was imparted orally, and committed to memory without notes. It is known among the Hebrews that the *Mishna*, or prose writings, had long been transmitted from master to pupil before it was committed to writing in the shape of parchment or book. In this manner the memory had always been, and now is, especially cultivated in Hebrew education, and hence they excel in mnemonics.

Education with the Hebrews (as urged by the late Dr. Raphael) is the air they breathe, and without it existence is of little value. Every Hebrew is compelled, in addition to the usual education necessary to carry on the pursuits of life, to acquire some knowledge of the Hebrew, so that he may participate in the manifold observances of his religion, and obtain an insight into the literature and language of his forefathers. According to the traditions of the Rabbins, says Dr. Raphael, public schools existed before the Deluge, and it is asserted that Adam was not only the first man, but the first schoolmaster, assisted in his labors by Enoch, and succeeded by Noah. After the Deluge, Shem established and presided over a public school, and his great-grandson, Eber, taught the patriarchs Abraham and Jacob.

It is also understood that, by reason of the exemption of the tribe of Levi from hard labor during the Egyptian captivity, they were permitted to study and devote themselves to education. Certain it is that writing was known and practiced commonly at that era, and in Exodus, the first biblical mention is made of writing by the command to Moses that he should "write these laws." The Pentateuch, however, does not relate or divulge any general system of education adopted, and it therefore follows that education was looked upon as purely a religious duty, and as such intrusted to the Levites and priests. Samuel founded the "schools of the prophets," which were open to all Israelites; and although little is known of their internal polity and system of education, it is certain that the Hebrews were trained in this school to be teachers, public orators, poets, and composers of sacred music.

These schools flourished and exercised great influence upon the Hebrews. They, however, disappeared with the fall of the Hebrew monarchy, and it was only after their return from Babylonish exile that the priests resumed their duties as instructors of the people. The priest Ezra, and the "men of the great assembly," over which he presided, reëstablished everywhere the schools of Samuel, and were aided in the instruction of the people by the sopherim or scribes. Every Judean town containing a certain number of inhabitants was bound to maintain a primary school, the *hazan*, or reader of the synagogue, usually teaching. Seminaries of higher grades were presided over by the sopherim, and a certain portion of the public revenue set apart for a school fund devoted thereto. These schools flourished wherever they were founded, particularly in Egypt, and chiefly at Alexandria, and two hundred years before the Christian era the "Septuagint" was translated from Hebrew into Greek by Judeans.

When the Jewish schools and colleges had been destroyed by the Roman conquerors of Jerusalem, a new seat of learning was founded at Tiberias, which being recognized by the Romans, flourished and maintained influence among the Jews until the fifth century, when it declined, having, however, compiled the *Mishna*, or Jewish commercial law. Meantime the Babylonian schools at Sura, Pumbeditha, and Nahaidea, near the Euphrates, had eclipsed the Roman Hebrew school, and being endowed liberally, were visited by Jewish students from every part of the world. Here the Babylon Talmud, in twelve large folio volumes, the work of sixty years, was completed under the supervision of the "chiefs of the schools," known as the *Rishi Methibta*. In the eleventh century, however, the caliphs seized on the endowments and closed the schools.

From the seventh to the tenth century the Hebrews suffered every vicissitude and persecution, sometimes meeting partial encouragement, and then being driven away to other countries. During this period, however, notwithstanding the disadvantages under which they labored, they still continued to advance education and to foster the arts and sciences. In the Italian provinces they frequently received encouragement from the Popes, and Otranto and Bari became the principal seats of Jewish learning, and their cultivated literature spread from thence into France and Germany.

In no country, however, did the Hebrews enjoy more prosperity than in Spain under the Moorish kings, who carried with their conquest culture and science. Persecutions became rare, and indeed exceptional, and, appreciating the learning of the Hebrews, the Saracen rulers encouraged their literature, permitted them to enjoy civil rights, and advanced them to the highest dignities. They founded schools in which science, the Talmud and the philosophy of Aristotle were taught, and excelled in lexicography, astronomy, ethics, geography, philosophy, law, medicine, music, painting, poetry, and in all the sciences; and in the twelfth century, the diffusion of learning among the Jews obtained its height in Europe, as well as in Egypt. The great philosopher, Maimonides, who surpassed all cotemporaries as a law-writer, (and who has been classed as next only to Moses, the prophet,) having been made subject to certain unwarrantable persecutions at Cordova, fled from Spain into Egypt, where he was kindly received and employed by the Sultan. The number of eminent Hebrew scholars domiciling in Spain

during the thirteenth, fourteenth, and fifteenth centuries was large, notwithstanding that they were frequently subjected to terrible persecutions from time to time.

In 1391, (to which allusion has been made by Mr. Parton, in the Atlantic Monthly for October, 1870,) 3,500 Jewish families were murdered at Seville, on account of a long drought, which was, through ignorance and superstition of the surrounding people, visited in punishment upon them. Throughout every part of Europe, notwithstanding their culture and education, they were subjected to massacre and exile. In England, during the reigns of Richard I, John, and Henry III, they suffered terribly, and were expelled from the realm in 1290, by Edward I.

Describing this condition of affairs as chronicled by historians, it is universally agreed that "throughout Germany their condition was deplorable; that they were circumscribed in their rights by unjust decrees and laws, civil and ecclesiastic; excluded from all honorable occupations; driven from place to place, from province to province; compelled to subsist almost exclusively by mercantile occupations and usury; overtaxed and degraded in the cities; kept in narrow and unhealthy quarters, and marked in their dress with signs of contempt; plundered by lawless barons and penniless princes; an easy prey to all parties during the civil feuds; again and again robbed of their pecuniary claims; owned and sold as serfs; butchered by mobs; burned in thousands by the crusaders; and tormented by ridicule, monstrous accusations, threats, and trials. The condition of the Jews of those countries offer, in their mediæval history, a frightful picture of horror and gloom." Well may they have cried: "How long, O God, are we to bear these things!"

They were banished from France by Charles VI, in 1395, and extirpated from Spain by Ferdinand and Isabella, in 1492, by the force of the terrible Inquisition. These terrorisms continued until the consummation of the peace of Westphalia, in 1648; and from that time the greater persecutions of the Jews ceased. But, although the Hebrews spread and flourished subsequently in other parts of Europe, and emigrated to America with the Dutch and English, yet in Germany and Switzerland the worst features of the mediæval treatment of the Jews were continued and maintained. It was not until 1848, after the German revolution, that the Hebrews were admitted to civil rights, taxed equally, and permitted the free exercise of professions and occupations, even in those localities where the American public has always supposed liberality and justice made their abiding places.

In other parts of Europe, schools exclusively for the Talmud were maintained, and they still flourish in some parts of Germany and in Poland. Indeed, the Polish rabbins are considered to be the deepest thinkers and most abstruse talmudical scholars in Europe. The exiled Spanish Jews migrated in large numbers to Holland, where they maintained influential and flourishing schools; but latterly these Jewish schools naturally became amalgamated with the modern system prevailing in this century through Germany, Italy, and France.

An examination of Hebrew education presents six post-biblical developments: First, the schools of the Sopherim; second, the schools of the Mishna; third, the schools of the Talmud; fourth, the scientific schools of Spain; fifth, the exclusive talmudic schools of France, Germany, and Poland; and sixth, the modern schools of Germany, Italy, France, Great Britain, and America.

It is literally true, as related by Mr. Parton, that, "in the night of superstition, no Jew could own or hold land on endurable conditions in any country of Christendom. Nor could he belong to any guild of mechanics, and hence he could not himself be a mechanic, nor apprentice his son to a mechanic. He could not enter a university or a preparatory school in any country; and so the liberal professions were closed to him." All intelligent minds must appreciate the difficulties under which the Hebrews have labored in promoting education among themselves, and that, therefore, too high an estimate cannot be placed upon their culture and their accomplishments.

There can be no question of the fact that liberty, as exemplified in the successful establishment of this Republic, with its liberal Constitution, first gave birth to European Jewish freedom. As the experiment of free government and the equal and impartial execution of the laws were submited to the infallible test amid the jeers and jibes of monarchical Europe, the transatlantic Hebrews looked longingly and lovingly to our happier shores. In their synagogues, in their schools, as well as in their private circles, they fervently and secretly prayed that the United States Government might be perpetuated, so that they could find therein safe asylum, and that other nations might be influenced, by the glorious example of freedom, to better and nobler things. Those Hebrews who had migrated to America with the English and Dutch actively sympathized with and aided the patriots of the Revolution in throwing off the yoke of Great Britain, and our archives show that many of them contributed large sums of money, literally impoverishing themselves, to help in feeding, clothing, and arming the revolutionary army, not a dollar of which appears ever to have been reimbursed by the Government to them or their heirs. Many of them fought in the ranks of the revolutionary patriots, claiming it to be their privilege to do or die in the cause of the civil and religious liberty of America.

The late Mordecai M. Noah, of New York City, an American Israelite, and a noted journalist, author, lawyer, and politician, whose pleas in behalf of his race are certainly well remembered, endeavored, in 1820, to found an asylum for the Hebrews, at Grand Island, near Niagara Falls, in the State of New York. In his memorial to the legislature of New York, he made known his high appreciation of his native land by recounting the indignities the Hebrews had endured elsewhere, and the benefits that had accrued to Spain, Portugal, France, and Germany, from their education and accomplishments in learning and commerce, arguing therefrom the great advantage that would accrue to the United States if his people could exchange the whips and scorns of Europe, Asia, and Africa for the light of American liberty and civilization.

In these days, when there are probably over a million Jews resident in the United States, and exercising great influence in our communities, the idea of colonizing them appears somewhat novel, if not ridiculous. But it will be remembered that fifty years ago the population of the United States was comparatively small, and the number of Israelites, consequently, few. It was not absolutely proposed to colonize those already in America, but to prepare an asylum and abiding place for those who might, in poverty and destitution, seek refuge and liberty on our happier shores. While the idea of Mr. Noah was not encouraged by the New York legislature, and hence not carried out, no one has ever doubted that the proposition was made other than in good faith, or impelled by any other feelings than the utmost attachment to and reverence for the Constitution of the United States, and a desire to commend this country and its laws to the Hebrew people throughout the world as their true New Jerusalem, he believing that the prophesied return to Palestine was allegorical.

Having briefly reviewed the history of the Jewish people, and brought them to that position where their education can be treated from the liberal, broad, and friendly standpoint of American civilization, it will be found interesting to note some of the salient attributes and results of Hebrew education.

The first great principle inculcated by Hebrew education, next to obedience to Divine law as promulgated by the Decalogue, is charity. The study and proper exercise of charity is continually brought to the notice of Jewish youth, and every opportunity is sought whereby its practical lessons may be demonstrated. This instruction is not confined to charity in the abstract but in its exercise, not alone in precept but in practice. Nor is the study of charity to be applied solely to the benefit and relief of Jews, but to all, without reference to race or persons.

In prosperous European cities it has been the practice on the part of many Israelites, who have been successful in worldly pursuits, to set aside a certain percentage of their profits for charitable purposes. This sum is always dispensed in alleviating and ameliorating the wants of worthy objects to the uttermost farthing, and it is made a religious duty to disburse this alms as quietly and secretly as possible. It is never paraded in ostentatious subscription lists, or flaunted in the face of society, for Hebrew education teaches that it is a sin to publicly proclaim the miseries and wants of our fellow-men.

It is the education and governing rule of the Hebrew people that, when a poor man solicits alms, or comes to eat at the Hebrew's table, he is never sent to the kitchen to fare with the servants, for that would but remind him of his poverty and his dependence. But, on the contrary, the master of the household says to his wife and children, "We have a *mitzvah* (honor) sent to us to-day—a poor man is to partake with us. Place a clean cloth upon the board, and set upon it our brightest table-ware. Light all the lamps, and array yourselves in your best apparel. Let all we have be cooked and served, and seat the stranger-guest at my right hand." The children vie with each other in showering attentions upon the stranger, so that they may share in the *mitzvah*, and nothing is permitted to be done or said whereby he may have cause to feel that he is eating the bread of charity. The honor of entertaining a poor man is always envied by his fellow-Hebrews.

It is also the Hebrew education never to give alms in presence of a third or more persons, but to consider an act of charity the secret of another which has been committed to inviolate keeping. It is a common error to suppose that Hebrews only relieve the necessities of their own race. This selfishness is especially forbidden by their education, for they are taught from early youth the Divine command, to relieve the stranger, "seeing ye were strangers in the land of Egypt." It frequently happens that subscriptions are presented to Hebrews, in order that they may contribute as citizens to the relief to be afforded some unfortunate person. A Hebrew always objects to placing his name upon the list, except for a small amount. If he be privately catechized for what is apparently a niggardly contribution, he will at once explain that it is the result of his education. He may not parade his charity. Strike his name from the list and he will give a "hundred fold," so that it be not known, not that he is especially more liberal than others, but, says the Talmud, "no honor or credit is due to him who publishes his alms." This is the commentary upon the scriptural adjuration, that the one hand must not know what the other doeth.

One of the principal reasons why an Israelite seeks to educate his children, no matter

at what cost or sacrifice, is that they may learn all these useful lessons, while at the same time acquiring the usual instruction of schools in reading, writing, and the more advanced studies appertaining to general education. A Hebrew would consider elementary education of but little avail were it not accompanied by a proper knowledge and appreciation of all the cardinal virtues, of morality, obedience to the laws, and particularly of obedience and reverence to parents. They seek to inculcate these essentials in the youthful mind, to the end that they may be conserved in manhood, and again taught to posterity.

One of the most praiseworthy results of Hebrew education is the fact that it teaches and begets education. They keenly appreciate the idea of Plato, that "education consists in giving to the body and the soul all the perfection of which they are susceptible." Therefore a poor Israelite will sacrifice everything he possesses in order that his children may be educated. In European countries, where it was not possible to promote Jewish schools, the Israelites, whenever it was permitted, contributed freely to the schools of other sects, to the end that they might enjoy the benefit of educating their youth therein, even at the expense of their religious conscience.

In the United States, however, it is worthy of remark that, as we have progressed in education, liberal laws, and unrestricted liberty, the progress and reforms of the Israelites have been commensurately achieved. It was reserved for this republic first to unveil the obscurity and hermetic character of Jewish education. It has not been compelled here to secrecy, as in mediæval and even modern times it existed in Europe, and therefore has been thrown open for public examination.

The American Israelite undoubtedly rejoices in our system of free schools, and watches with anxiety and hope the progress of American education. He is grateful for the blessings of free government, and therefore is in accord with the wisdom of Aristotle, who asserts that "the most effective way of preserving a state is to bring up the citizens in the spirit of the Government; to fashion, and, as it were, to cast them in the mould of the Constitution."

It is Hebrew education to insist that inasmuch as the promoting of wise and liberal government is the true aim of education, so the government, in return, should foster and conserve it as the most important end to be attained, and as contributing the greatest happiness to the masses. It therefore follows that prominent educational reformers among the American Jews do not consider it any longer absolutely essential to the well-being of their race that they should educate their children exclusively according to the old Hebraic customs. They feel that they are citizens of this Republic, entitled to enjoy all of its blessings, to share in its advantages and to contribute to its well-being. They believe that education should be common and universal, but leaving religious instruction to the care of the different denominations. They rejoice in the existence of civil and religious liberty, in the separation of church and state, and in the enactment of recent laws which proclaim the obliteration of all distinctions of race and condition, all being equal in citizenship and receiving equal application of the laws. This is their present education.*

It is not astonishing that the public has but little correct information regarding the Jews, for it is only recently that the prejudice entertained against them appears to have given way. It is not generally known that in all American synagogues prayers are specially offered for the President and Congress, the governors of States, and all local officers, soliciting the Throne of Divine Grace to preserve and protect all our rulers, and to endow them with wisdom and mercy to all people, and particularly toward the children of Israel, who have stood in such sore need of the blessings of wise and humane government.

It is frequently remarked by intelligent persons that they never see a poor Jew, arguing therefrom that there is no poverty or suffering among them. This is far from true, for there is a proportionate number of poor Jews, who daily present themselves to their people for pecuniary relief. The especial reason why poor Jews are not *seen* is, that having been always prevented from receiving the benefit of the ordinary public charities, they are rarely its recipients, and do not appear at poorhouses or as paupers. Their habitual temperance operates to keep them clear from the calendar of

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* At a meeting of the rabbis, held in Cleveland recently, the Rev. Dr. Lilienthal, of Cincinnati, presented the following preamble and resolutions, which were unanimously adopted:

1. Because with unshaken faith and firmness in one indivisible and eternal God, we also believe in the common Fatherhood of God and the common brotherhood of men.

2. We glory in the sublime doctrine of our religion, which teaches that the righteous of all nations, without distinction of creed, will enjoy eternal life and everlasting happiness.

3. The divine command, the most sublime passage of the Bible, "Thou shalt love thy neighbor as thyself," extends to the entire human family, without distinction of either race or creed.

4. Civil and religious liberty, and hence the separation of church and state, are the inalienable rights of men, and we consider them to be the brightest gem in the Constitution of the United States.

5. We love and revere this country as our home and fatherland for us and our children, and therefore consider it our paramount duty to sustain and support the Government, and to favor by all means the system of free education, leaving religious instruction to the care of the different denominations.

6. We expect the universal elevation and fraternization of the human family to be achieved by the natural means of science, morality, freedom, justice, and truth.

crime, and therefore the offended majesty of the law seldom consigns them to the public dungeon. In the criminal records of rape, robbery, murder, arson, and other heinous crimes, the Hebrews rarely, if ever, figure. This is another attribute of Hebrew education; and the lesson of being temperate in all things, and to refrain from idleness and vice, is instilled constantly into the minds of their youth. In London, where the population is so mixed, it has been definitely ascertained that the lower classes of Jews were vastly superior to the same class of other people by reason of their industry, temperance, and cleanliness.

Another succinct reason why the poverty of Jews is not brought to public view lays in the fact that their immediate wants are quietly relieved by their fellows, no matter whether they be worthy or not. If they are unworthy of continued charity, they are so informed, which frequently operates to cure the evil. If they are worthy, their cases are immediately brought to the notice of benevolent societies, which generally exist, or where there are no such societies, then to the attention of individuals. The result of charity thus bestowed is eminently practical, and many instances are extant, in this country and elsewhere, where the timely but silent relief afforded has culminated in the accumulation of wealth and honor by the recipient. Recognizing this fact, the education of charity is always remembered by the Hebrews as the most honorable of all virtues.

Owing to the superior benefits of their education in temperance and cleanliness, insanity is comparatively rare among the Hebrews. This is accounted for by the fact that the predisposing causes seldom exist. They are rarely afflicted with mania, idiocy, or dementia, such as aidoiomania, pseudomania, and the like. Female chastity and rectitude are especially remarkable among this people, the statistics of vice and crime being almost void of examples of dissolute Hebrew women. That this is the result of education, no one can doubt; for ignorance generally leads to crime, although vice does not always confine itself to the uneducated. Depravity does not exist in any immediate extent in Jewish communities; their ancient laws and customs forbade and punished it severely. Jewish women do not labor under certain general disadvantages, which frequently operate to drive other females into crime and vice. Their homes are, by the effect of education, rendered happy and contented; they are always treated with respect by their male associates, and the hidden charity of their race prevents them from suffering the tortures of extreme poverty, and the consequent temptations. From the same causes, it is worthy of remark that conjugal infelicity is extremely rare among the Israelites, and the laws of divorce are seldom invoked in that behalf. Should a Jewish female go astray, and the fact be brought to the attention of her people, every effort is made at once to reclaim the lost one; her crime is hidden from sight, and she is sustained and encouraged in all efforts at well-doing. Reparation is sought to be enforced for her, should she have been wronged, and depraved in heart and soul must be that Hebrew woman who continues in her evil ways, despite her people.

Gratitude forms a prominent feature in Jewish education, for they are taught that gratitude is first due to God for his many blessings, and then to man for such favors as may by him be rendered. Ingratitude is appropriately stigmatized as one of the venal sins, and is contemned as such by every just person. Nevertheless, it is so common a crime that modern philosophy asserts that, in certainty, "death and ingratitude go hand-in-hand." The Hebrews ever keep before them the proverb that "a good name is rather to be chosen than great riches, and loving favor rather than silver and gold." Therefore they teach that ingratitude is a crime which may not be tolerated.

The famous address of the Hebrews of New York and Philadelphia to George Washington is a marked example of their national gratitude. No Americans, of other nationalities and creeds, venerate General Washington more than the Israelites; and when he was gathered to his fathers, they mourned in their synagogues, repeating the words of Napoleon Bonaparte, that "the lamp of the world had gone out." The tribute to the moral worth and intellectual excellence of the Hebrews, which has been recently paid by Mr. James Parton, will never be forgotten. They will remember him gratefully, and as one who, even at this late day, has sought to do them justice, and to disabuse the prejudices of the world; for the true Jew appreciates the value of kind words and gracious favor more than silver and gold.

The Hebrews are extremely careful to inculcate in their youth an aversion to profanity. "The name of the Lord shall not be taken in vain," is a commandment which is probably obeyed, by them, with greater rigor than by any other people. But especially does Hebrew education operate healthfully upon the home circle, and it is refreshing to witness the intense respect which is ever manifested by husband to wife, and by children toward parents. They are ever mindful of the Divine command to "Honor thy father and thy mother, that thy days may be long upon the land which the Lord thy God giveth thee."

Frequent evidences of this respect are shown by the fact that in these days of progress, many Hebrews consent to the obliteration of certain unnecessary customs, adopted in the early, or mediæval ages, both as to ritual and education. Notwithstanding their adverse judgment and opinion, they will religiously adhere to the old ideas

during the lifetime of their parents, lest they accuse themselves of disrespect. Whatever are the desires and opinions of their aged parents, they will always give way, and conform to them, even at the expense of seeming dissimulation. It is enough for them to feel that their parents are opposed to these reforms for them to pass them by.

Education, to Israelites, in the Hebrew language, now is purely secondary, and is only taught for the purpose of enabling them to participate in the various religious ceremonies which are given in Hebrew. Modern American reforms, introduced in synagogue worship, do away with the exclusiveness of the Hebrew, and sermons, or lectures are now commonly preached in the English and German languages. Some reformers insist that all the services should be conducted in English, or German, so that all the congregation should understand; for it is true that the percentage of Hebrews attending synagogue, and employing the Hebraic understandingly, is very small. In other words, it is evident that the Hebrew language is fast losing its importance among the Jews, it being no longer necessary to employ it hermetically, although the orthodox Israelites cling with great pertinacity to the old habits and customs, and refuse to be separated from the ancient landmarks. It is but a question of time, however, with orthodox Judaism—it must give way to the reformatory spirit of the age.

The Talmud is no longer taught in Jewish schools as an exclusive study. It is referred to and interwoven with other school exercises, but is not a specialty. The Israelites do not, as heretofore, compel their children to an exclusive study of Hebrew, and of Hebrew law, at the age of five and six years; but they impart to them a general knowledge of Hebrew, so that they may read it fluently, even if they understand it but imperfectly, to the end that when they become *Bar-mitzvah*, or thirteen years of age, (the Oriental age of manhood, when parental authority is considered to cease,) they may read their portion of the *Torah*, or the law of Moses, in the synagogue, as the first witness and exhibit of their entry into the mystic rite of manhood. The Hebrew has been heretofore wrongfully classified among the dead languages. It has never expired, but has constantly had life. When it is considered, however, that the Hebrew youth are no longer compelled to master it, or to use it as a language of conversation, it is fast going into decadence, and, like the Latin, will only serve the purposes of a language of religious ceremony.

It is not uncommon, however, in Germany and Poland to use the written Hebrew for the purposes of record and correspondence, and letters in the German vernacular are even now frequently written and spelled in Hebraic characters. This is a custom, however, which has obtained among the Hebrews by reason of their peculiar civic condition, being inhabitants, but deprived of civil rights. Fearful of their letters miscarrying, and the consequent exposure of family secrets, they have adopted the use of the Hebraic to avoid the probable consequences of accident.

But the important question arises as to how the Hebrews, notwithstanding their exile, their persecutions, the constant destruction of their schools of learning and of science, their deprivations of civil rights, their compulsory nomadic habits, their merging into all the nationalities of Europe, Asia, Africa, and America, have preserved their advanced literary culture, their morals, their education in all the arts and sciences, and their individuality from the date of their delivery from Egyptian bondage to the present hour? It must be because of the superiority of their education, mental, moral, and physical; of the love, reverence, and respect which they entertain toward their teachers, and for the further reason that the influences of the home circle have ever been maintained as paramount. The children are obedient to their parents, who neglect no opportunity to instruct and guide them, and between the old and young their exists a perfect accord; the elders to teach, the youth to listen and learn, and this has been pursued from generation to generation, and from father to son, from the days of the prophets to this era of advanced civilization. Educated nations have sprung into existence and power, and have passed away, leaving but imperfect history to chronicle their life. Rome, both pagan and Christian, with all her grandeur, and one hundred and sixty millions of subjects ruling the European world, and carrying conquest into Asia and Africa, has become a people and an empire of the past. But the Hebrews, notwithstanding all these social throes and volcanoes, and to the confusion of ethnologists, still preserve their identity as a people, never having failed in their worship of God, maintaining their habits and customs, possessing and teaching the laws of Moses intact, as they were originally given, without permitting the change of a solitary word, the dotting of an "i," or the crossing of a "t." They are the only pure Caucasian race that inhabit the globe, and no other reason can be assigned for their remarkable preservation than the never-deviating practices of their moral education. They are the living proofs of the Bible, and without whose existence certainly history would be but chaos and confusion. It certainly follows that Hebrew education, which promotes and perpetuates social happiness, enforces implicit obedience to the laws of God and man, encourages a high standard of morals, a large amount of learning in all the essentials, a constant demonstration of the proprieties of virtue, and the improprieties of vice, fosters industry, the arts and sciences, and teaches the necessity of order and cleanliness, must be superior, and to this superiority can be attributed the

peculiar preservation of the Jews as a people. It is not surprising, therefore, that the education of the Hebrews should begin to impress the world with its importance and its superiority.

No one but a Jew can commensuratcly appreciate the intense happiness of the Hebrew people in this country. Free America is the modern Moses who has delivered them from European bondage, perhaps far worse than the Egyptian. They have not been made to drink the bitter waters of Marah in this land; they have not thirsted in the wilderness of Shur, nor hankered after the flesh-pots. They have sped to this hospitable province, this modern "Elim," where there are more than "twelve wells of water, and three score and ten palm trees," and *they are wanderers no more.*

Although the names of Hebrew scholars are legion, it may not be amiss to indicate a few, such as Josephus, the ablest and truest of all ancient historians, Maimonides who lived in the twelfth century, and as a law writer and philosopher surpassed all cotemporaries, Jehuda Hallevi, the rival of King Solomon as a poet, the noted traveler, Benjamin, of Tudela, and Immanuel, the Italian poet and imitator of Dante. In the eighteenth century the two greatest writers of the age on philosophy were Spinoza and Moses Mendelssohn, and Wessely, Euchel, Lowe, and Friedländer are foremost in the ranks of German poets. In later days may be mentioned the names of Disraeli, Cremieux, Montefiore, Börne, Auerbach, Heinrich Heine, Jules Janin, Grace Aguilar, and Fould, and in the United States, Messrs. Noah, Raphael, Wise, Lilienthal, Leeser, Einhorn, and Isaacs, all noticed by modern encyclopedists. To enumerate the Hebrew Talmudists, divines, poets, philosophers, philologists, historians, publicists, linguists, mathematicians, astronomers, physiologists, ichthyologists, and orators of ancient and modern days, would occupy too much space in this necessarily limited "paper." Politics, law, medicine, the fine arts and the drama have many representatives, and in music Meyerbeer, Halezy, Herz, and Gottschalk have become as immortal as has Rachel in tragedy. In finance and commerce, special mention is absolutely unnecessary, for in these essentials they lead the world.

It is a historical fact that, notwithstanding the federal Constitution, the State of North Carolina once forbade the election of any Jew to office. An eminent Hebrew patriot by the name of Henry was, despite this law, elected to the State Senate. He was, however, denied his seat, but was allowed the privilege of addressing the House on the main question. The speech he made on that occasion was at once eloquent and reproachful, creating such an impression upon the minds of the people of North Carolina, that public sentiment demanded and procured a repeal of the disgraceful prohibition.

In America, as well as latterly in Europe, the Israelites have been honored with, and creditably filled, the highest official stations. They have held seats in the French Chamber, the British Parliament, and in the Senate and House of Representatives; have been governors of States and Territories, attorneys general, sat upon the "woolsack," and in fact hold and have held prominent public positions in common with other eminent and praiseworthy citizens.

Although the Hebrews are not naturally politicians, they carefully note and give countenance to every species of legislation, every doctrine of political economy, and every public act calculated to extend liberty and to diffuse education. Nothing in this regard escapes them. The Hebrews throughout Europe and America purchased our bonds liberally, and aided in their negotiation, thus manifesting their confidence in American securities. It is believed that they hold fully one-fifth of our outstanding indebtedness in Europe and America.

It is not possible to give any extended statistics appertaining exclusively to Hebrew schools, for since the recent emancipation of the Jews from their previous civil disabilities, their education has been gradually merged into the general community system. In many eminent universities, in Germany, France, and Great Britain, professorships are now given to Hebrews in the various chairs of science and learning, and at Göttingen no less than nine of these preferments are filled by Jews. Jewish students consequently now largely derive educational advantages in common with others. In Rome, however, the Hebrews still labor under great educational and personal disadvantages, which they are endeavoring to have relieved by appealing to the liberality of the new Italian government. A petition was presented in 1860 to a proposed congress of European powers for the settlement of international questions, in which the Jews in Rome asked the consideration of an amelioration of their condition in that city. The address of grievances sets forth that no Jew in Rome can be an artist, nor be a pupil in a school of art, nor frequent a public gallery for practice; nor could any college, medical school, law university, or other scientific institution receive Jewish students. None of their people can follow any other mechanical trade but cobbling shoes, and they are not permitted to sing or play on any instrument in public. They are confined to the *Ghetto*, or Jews' quarter, on the low ground of the Tiber, admitted to be the most unhealthy and wretched portion of the city.

In the United States exclusively Jewish schools are not looked upon with great favor, nor to be as much desired as formerly. This is explained by the fact that the

American Hebrews are extremely proud of their citizenship; and although they are anxious to advocate and inculcate, in our common schools and other institutions of learning, the superiority of their education in many essentials, they are unwilling to retard or in any manner complicate the progress of free education. They are satisfied at being permitted the unrestricted use of our common-school system, particularly as religious instruction is now being confined to the different denominations, and the school-room made free to all shades of religious sentiment.

Although the Hebrews still worship on Saturday, or the seventh day, they entertain reverence and respect for Sunday, and are loth to violate the Sabbath of the Christian. For many years, in several of our large cities, Jewish congregations have regularly maintained Sunday-schools, and Hebrew children may be seen regularly wending their way to the Sunday-school exercises of their synagogues. In Philadelphia the Portuguese congregation, formerly presided over by the late Rev. Mr. Leeser, has maintained a Sunday-school for the past thirty years or more.

In the new "Temple Immanuel," one of the grandest edifices in New York city, on the Fifth avenue, a thoroughly organized Sunday-school is maintained. Each class has a separate room set apart for its use, and competent teachers are employed and liberally paid for their services. Order is maintained in the most thorough manner, and no confusion or noise is permitted. The assembly of scholars is had in the main hall, and one of the scholars recites a prayer, the congregation remaining standing until the "Amen" is given; after which, to the music of a measured march, the classes separate and retire, each to its appropriate apartment. About two hours are employed in religious instruction, when, returning to the assembly room, a prayer is offered and they are dismissed, retiring in the most perfect order.*

The Hebrew Sabbath or Sunday schools are founded solely to impart religious instruction to Israelitish children. The scholastic year begins after the feast of the Tabernacles, (*Succoth,*) the commencement of the Jewish New Year, in the latter part of September or first of October, and continues until the last Sunday in June; and it is usually requisite that children should have attended some other school for a year prior to admission. Pupils are required to enrol their names in advance; and a programme of studies for the scholastic year is presented for inspection and adoption by the board of trustees. Corporal punishment is interdicted, and punishment is only in the mildest form, at worst, resulting in suspension, and, in extreme cases, in dismission. Records of punishment and absence are carefully kept, and a public examination and distribution of prizes annually celebrated. Every effort is made to conduce happiness and to attract, rather than repel, the pupils to the school.

J. J. NOAH.

PHILADELPHIA.

The Rev. George Jacobs, of Philadelphia, writes:

In the city of Philadelphia there are seven Jewish synagogues. The benevolent associations number eleven lodges of the order of "B'nae Brith," ("Sons of the Covenant,") numbering 1,025 members, and with funds on hand to the amount of $38,850 39. There are also seven lodges of the "Free Sons of Israel," numbering 800, and with a fund of $10,000. The United Hebrew Charities, consolidated from five separate benevolent organizations, received, from September 1869 to February 1870, $14,773 22, most of which was distributed in relieving 682 persons. The Ladies' Hebrew Benevolent Society, organized in 1819, receives and disburses about $1,100 per annum. The Jewish Foster Home numbers some 28 inmates. In addition to these is the Jewish hospital, open to all patients, which has cared for 91 patients during the year, at an expense of nearly $8,000.

Of distinctive Jewish schools there are three, with 10 male and 3 female teachers, and with 454 pupils, 264 male and 190 female.

The Maimonides College, recently established, and in which, in addition to the usual classical and modern studies, the higher branches of the Hebrew are taught, numbers 6 professors. The Hebrew Sunday-school, founded in 1838 by Miss Rebecca Gratz, was the first Hebrew Sunday-school in the United States. It numbers 115 boys and 110 girls, and 5 male and 18 female teachers. The majority of Jewish children attend the State public schools in the city. Very few, if any, Jewish children fail to attend some school.

BOSTON, MASSACHUSETTS.

There are three Hebrew benevolent associations exclusively for the assistance of the poor, and seven for the relief of the sick and the care of widows and orphans. There are five Jewish schools where some 300 children receive religious instruction. It is estimated that some 500 Hebrew boys and girls attend the public high and normal schools.

*Mr. Parton, in the Atlantic Monthly.

BALTIMORE, MARYLAND.

Rev. S. Deutsch says that in Baltimore, as elsewhere, a large majority of the Jewish children attend the public schools of the city.

There is one exclusively Jewish private school of 150 pupils, and also a German private school where Hebrew and religious instruction are given if desired. There are two Sunday-schools, with a total attendance of 260 pupils. There are three Jewish charitable associations.

ST. LOUIS, MISSOURI.

Rev. Dr. Sonneschein has furnished the following information:

There are four Jewish charitable associations: two for the assistance of the poor, one for the support of widows and orphans, and one for the interment of the poor. A Jewish hospital is in progress.

There are no Jewish private schools. It is estimated that 1,120 Jewish children attend the public schools, 630 male and 490 female. There are three Jewish Sabbath-schools, with an aggregate attendance of 398: 215 male and 183 female.

The following are the rules adopted for the management of one of these schools, and will serve to show the general plan of their organization:

"Rules for the Sabbath-school of the congregation 'Shaare Emeth,' in St. Louis, Missouri.

"I. The Sabbath-school is founded solely to impart religious instruction to Israelitish children belonging to above congregation.

"II. The scholastic year begins on the first Sunday after the feast of the Tabernacles and closes on the last Sunday in June.

"III. Such children only who have attended some other school at least one year can be admitted to the Sabbath-school.

"IV. Names of pupils must be enrolled fourteen days prior to commencement of the scholastic year.

"V. The teachers shall, during the aforesaid fourteen days, draught a programme and a course of studies for the ensuing scholastic year, and hand the same, for adoption, to the school board.

"VI. Pupils desirous of attending the school during the scholastic year can be admitted only after having first obtained the consent of the school board.

"VII. The school board will hold regular monthly meetings during the scholastic year on the Sunday after the 15th day of each month.

"VIII. The acting superintendent of the school shall preside at the meetings of the school board.

"IX. At the regular meetings of the school board the teachers shall attend to act in an advisory capacity; they shall not, however, be entitled to vote upon any question.

"X. The superintendent is entitled to vote only when a tie occurs.

"XI. Whenever two members of the school board shall desire, or the superintendent deems it necessary to call a special meeting of the school board, the members thereof shall be convened.

"XII. It shall be the duty of every member of the school board to attend the Sabbath-school during hours of instruction at least twice each month.

"XIII. Corporal punishment is strictly prohibited.

"XIV. Punishment in the third, or mildest, degree shall be, 'Removal of the pupil from his bench during the hours of instruction;' in the second degree, 'Removal of the pupil from the school room to that of the superintendent during same time;' in the first degree, 'Suspension of the pupil from school for two weeks.'

"XV. The consent of the superintendent must first be obtained ere the pupil can be dismissed from the school.

"XVI. Pupils punished with the first, or highest, punishment three times, can be dismissed from the school entirely, provided a resolution to that effect has been passed by the school board.

"XVII. Every teacher shall keep a correct record of punishments meted out to pupils, for monthly communication with the parents.

"XVIII. Each absence of the pupil from school must be accounted for by a written excuse from the parents.

"XIX. Every teacher shall keep a correct list of the attending pupils and report the absentees to the school board.

"XX. The superintendent only shall have the right to interrupt the regular school exercises by asking questions or imparting information.

"XXI. A public examination and distribution of prizes shall take place at the close of the scholastic year."

(Adopted at a meeting of the trustees of the congregation held May 8, 1870.)

CHICAGO, ILLINOIS.

The Rev. B. Felsenthal, of Chicago, writes that Chicago has an estimated Jewish population of 10,000. He estimates that 90 per cent. of the Jewish children attend the public schools, and remarks that "it is safe to assert that every Jewish child receives at least a good elementary education, the care for the proper education of the children being an old and firmly-rooted trait of the Jewish character." There is one private school in the city, taught by Rev. L. Adler, where instruction is given in Hebrew. About 100 children are in attendance. For instruction in Hebrew parents generally rely on the Jewish Sabbath-schools and on private tuition.

There are six Hebrew congregations, each of which has a Sabbath-school. In all these the rudiments of Hebrew are taught. From 500 to 600 children attend these Sabbath-schools.

There are five lodges of the order of B'nae Brith (Sons of the Covenant,) and seven other benevolent societies. A Jewish hospital is supported, where poor sick persons, of all beliefs, are received. The Hebrew Orphan Asylum, at Cleveland, receives considerable contributions from Chicago. (The Jews of the Eastern States have their orphan asylum in New York, those of the South in New Orleans, and those of the Pacific States in San Francisco.) Besides the Chicago congregations, there are in Illinois four others—two in Quincy, one in Springfield, and one in Peoria.

CINCINNATI.

Rev. Isaac M. Wise, of Cincinnati, furnishes the following information:

In reply to your official note of the 28th ultimo, I have the honor to state:

1. There are no Jewish elementary schools in this city. The last *Talmid Yeladim* institute was dissolved three years ago.

2. There are three Hebrew schools for religious instruction attached to three congregations, viz:

a. Benai Yeshurun congregation, superintendent, Isaac M. Wise; four teachers; 180 pupils; two sessions weekly, Saturday and Sunday; objects, Hebrew, Jewish religion, and history.

b. Benai Israel congregation, superintendent, Max Lilienthal; three teachers; 150 pupils; sessions and objects as above.

c. Ahabash Achim congregation, M. Goldemmer, teacher and superintendent; sixty pupils; sessions and objects as above.

Besides, the above named three rabbi teach, each, annually a confirmation or graduating class of twenty to forty pupils.

It is our settled opinion here that the education of the young is the business of the State, and the religious instruction, to which we add the Hebrew, is the duty of religious bodies. Neither ought to interfere with the other. The secular branches belong to the public schools, religion to the Sabbath schools, exclusively. Therefore I cannot give you any particular statistics as to Hebrew children in the various schools.

PROGRESS OF EDUCATION IN THE ARGENTINE REPUBLIC.

Under the inspiration of President Sarmiento, who is one of the most earnest, as well as one of the most distinguished, of educators, popular education in the Argentine Republic is constantly progressing; receiving, in every way, the warmest support from the government. The following summary, from the report of Minister Avellaneda—a volume of some 400 pages—shows what has been accomplished. It will be seen that this young republic looks to the United States for educators, as well as for an example of its system of education for the people:

"The department of public instruction has been very busy, during the past year, establishing new schools, granting subsidies, improving every branch of popular education, and losing no opportunity to enlighten and instruct all classes of the people, especially in the more remote provinces, where the lamp of learning shed but a flickering and uncertain light amid a dense fog of ignorance.

"The provinces coöperate in the good work. San Juan gained the prize of $10,000 for having one-tenth of its population attending schools, and devotes the money to the establishment of upper schools. Entre Rios (under the administration of the late General Urquiza) spent the entire subsidy from the federal government in new colleges. Salta is building a splendid structure of this kind, and Tucuman has voted three times its usual sum for educational purposes. Corrientes has subscribed $4,000 to bring out school books and furniture from the United States. Rioja has arisen from

a lethargy of generations, and in every part of the republic the preaching of Sarmiento has called into life new schools and an incipient thirst for improvement.

"The number of children attending school throughout the republic appears to be, according to the census, 89,500, but the returns of the various schools show this is an exaggeration, and if we deduct 14 per cent. the return of 77,000 children will be much nearer the truth. Hence the minister calculates there are at present 350,000 children who neither attend school nor receive the simplest rudiments of education. He adds that of the 40,000 immigrants who arrive annually two-thirds do not know how to read.

"The statistical returns of education in the various provinces are:

Buenos Ayres City	15,781	Mendoza	2,833
Buenos Ayres camp	13,656	Catamarca	2,500
San Juan	6,873	Salta	2,475
Corrientes	5,720	Rioja	2,239
Cordoba	5,261	Jujuy	2,000
Santa Fé	5,000	San Luis	1,784
Santiago Estero	4,500		
Entre Rios	3,691		77,213
Tucuman	2,900		

"This includes 1,884 youths belonging to the national colleges, (of which there are 14 in the republic,) being an increase of more than 80 per cent. on the returns for the previous year. In 1867 the province of Rioja was destitute of schools, and now it has over 2,000 children in course of instruction, besides a high school, with 217 collegians.

"The national government attaches great importance to the establishment of normal schools for the training of teachers, which is, in fact, the most necessary element in the whole system. The first normal school will shortly be established in the old government-house at Paraná, under the direction of Mr. George Stearns, from the United States, who is to receive a salary of $2,400 per annum, and a lady teacher at $1,000 per annum. The new national college at Corrientes, under Dr. Fitzsimons, has already 156 pupils, and receives a subsidy of $2,000; Dr. F. furnishes a long and luminous report on education, based on the London university system.

"Night schools have been established in Buenos Ayres, Salta, and Santiago del Estero, each of which is attended by 100 or 200 adults. Libraries are also about to be opened in each of the upper provinces, at a cost of $1,500 each, for use of the public. Infant schools or Kindergarten form another item of improvement; the first being opened in Buenos Ayres. The observatory at Cordoba will shortly be inaugurated, Dr. Gould being shortly expected from the United States with his staff. Congress has also authorized the minister to send abroad for 20 first-class professors for the University of Cordoba and the national colleges; 8 are expected from Germany.

"The new subsidies granted during the year amounted to $90,660, viz:

Rioja	$19,080	Jujuy	$3,000
Entre Rios	13,500	Mendoza	2,100
San Juan	12,500	Salta	2,100
Corrientes	12,500	Catamarca	2,500
San Luis	4,680	Santiago del Estero	1,500
Tucuman	4,500	Swiss colonies	1,100
Santa Fé	4,500	Miscellaneous	2,000
Buenos Ayres	4,200		

"Among minor subsidies we find subscriptions for Doña Juana Manso's Annals, Barbati's History, Wickersham on Schools, &c. The budget also provides $100,000 for the purpose of buying books for distribution in the provinces. The budget for 1870 shows a total of $785,027 for the department of instruction, worship, and justice, which will be increased by $80,000 for the ensuing year."

EDUCATION OF THE DEAF AND DUMB.

In affording the means of education to its deaf and dumb the United States has done more, proportionally, than any other nation in the world.

Florida and Oregon are the only States of our country in which no provision has been made in this regard. And this omission is owing, probably, rather to the fact that public attention has not been drawn to the subject, than to any unwillingness on the part of the people of these States to recognize the claims of deaf-mutes to education.

From being regarded in the days of its inception in 1816 as a charity, the furtherance of which was to be urged on humane and philanthropic grounds, the work of instructing deaf-mutes has now come to be looked upon as an essential feature of that system of

public education, obtaining more and more in the world, the basis of which may be shown to rest on considerations of pure State selfishness. For as the expense of education in general can be shown to be a wise investment, bringing to the State a large return in the elements of material prosperity, so it has latterly been made clear that to educate the deaf and dumb is cheaper than to leave them in ignorance.

In the early days only indigent deaf-mutes were taught at public expense. But at the present time, although some institutions require certificates of pecuniary inability for free admission, the education of the deaf and dumb is practically as free as that of other children.

For nearly fifty years the system of instruction in the United States remained uniform, being substantially that introduced from France, in 1816, by Dr. Thomas H. Gallaudet, who organized the first American deaf-mute institution, at Hartford, Connecticut, in 1817. This system discards articulation, and makes large use of a language of signs which is natural to the deaf-mute, and which affords at all stages of his education a free, precise, and full means of conveying ideas.

Text books, however, and written exercises enter largely into the course of instruction from its commencement, and the great work to be accomplished is to impart to the deaf-mute child a knowledge of language as it is written or printed, and a facility in its use.

This acquirement having been made, the education of the deaf-mute may be proceeded with to a range of culture as high as is possible in the case of persons who hear and speak. The mute also has, in his ability to express thought in writing, an exact and easy, though somewhat slow method of communication with all who can read and write.

Within a few years the German, or articulating method, has been regarded with favor in certain quarters, and two institutions, one the Clarke Institute, founded by private benevolence, in Northampton, Massachusetts, and one in New York City, have been established, wherein the exclusion of the sign language is attempted, and oral speech is sought to be made the medium of communication between teacher and pupil.

Public attention having been thus directed to this feature of deaf-mute instruction, the Columbia Institution, at Washington, sent its president, in the spring of 1867, to examine the most prominent articulating schools of Europe with a view of determining whether any change in the system of the old institutions in the direction suggested by the new schools of Massachusetts and New York City was desirable. The report on this inspection of foreign schools, published in the tenth annual report of the institution, while urging the retention of the old system as the most valuable for the general instruction of the deaf and dumb, advised that instruction in articulation be given in all schools for deaf-mutes; and expressed the opinion that not over one-third of the pupils in such schools can be expected to engage successfully in the proposed study. In the spring of 1868, the subject of articulation was discussed in a conference of principals of institutions for deaf and dumb held at Washington, and the following resolutions were adopted:

"*Resolved*, That in the opinion of this conference it is the duty of all institutions for the education of the deaf and dumb to provide adequate means for imparting instruction in articulation and lip reading to such of their pupils as may be able to engage with profit in exercises of this nature.

"*Resolved*, That while in our judgment it is desirable to give semi-mutes and semi-deaf children every facility for retaining and improving any power of articulate speech they may possess, it is not profitable except in promising cases, discovered after fair experiment, to carry congenital mutes through a course of instruction in articulation.

"*Resolved*, That to attain success in this department of instruction an added force of instructors will be necessary, and this conference hereby recommends to boards of directors of institutions for the deaf and dumb that speedy measures be taken to provide the funds needed for the prosecution of this work."

The recommendations of these resolutions have been accepted and acted upon in nearly all the large institutions of the country, thus adding, with a marked harmony of action, a feature of no little importance to the national system.

To a full course of training in the usual elementary branches taught in common schools, a majority of the institutions of the deaf and dumb add instruction in trades and useful labor, so that their pupils on leaving are fitted at once to exert themselves intelligently and successfully for their own maintenance.

Thus does the American system of deaf-mute instruction take a class of citizens deprived of one most important sense, and cut off from the exercise of one of the most important powers of man—a class once ranked in the eye of the law with idiots and imbeciles, a class once only a drag and burden to society—and so cultivate their remaining powers, through the senses that are still unimpaired, as to make them intelligent and useful men and women, able to earn the means for their own subsistence, fitted to assume the burden of sustaining others, and to add to the aggregate wealth of the community.

But this is not all that has been done for the deaf and dumb of the United States. In the year 1864 the Columbia Institution for the Deaf and Dumb, located at Washing-

ton, and sustained by the Federal Government, organized a department in which might be afforded to deaf-mutes of high mental capacity a full academic course of study, such as is given in colleges and universities.

Congress has evinced its approval of this novel undertaking by appropriating ample means for the maintenance of the work, and by authorizing the admission of students from all the States and Territories of the United States.

More than sixty young men and women, representing twenty-two States and the District of Columbia, have availed themselves of the advantages thus afforded, and nine have been already graduated from a course of study equal, in the severity of its requirements, to that of the most respectable colleges of the country.

The following extract from the last report of the institution (not yet published) is of interest as showing the practical results of the college work in fitting deaf-mutes for positions in life much higher than they could hope to reach were their education limited to that of the common schools:

"*What the graduates of the college do.*—In the progress of our college and the presentation of its interests to the public, the questions are often asked, rather doubtingly, "But what can your graduates do in the struggle of life?" "What positions can they fill that shall justify the expenditure of time and money necessary to their collegiate training?" Our practical answers to these questions were begun to be given last year by our first three graduates, who were at once called to fill honorable and useful positions, one in the service of the Patent Office, one to instruct his fellow-mutes in Illinois, and the third to supply a professor's place, as tutor, in the college from which he had just graduated.

"The young men of our second graduating class have also given gratifying evidence that their collegiate training has been to good purpose. One has been called to teach in the Tennessee Institution for Deaf-mutes; another has been employed in a similar manner in the Ohio Institution; a third has taken an eligible position as teacher in the new Institution for Deaf and Dumb in Belleville, Canada; the fourth is a valued clerk in the Census Bureau; and the fifth is continuing his studies here with a view of becoming a librarian, while he fills temporarily the position of private secretary in the office of the president of the institution.

"The aggregate annual income to-day of the nine young men who have graduated from our college is $9,600, giving an average of more than $1,000 to each. This may, perhaps, be taken as the present market value of their services to the community, and is no mean return for the cost of their education. But who can measure the probable influence for good which these educated young men may be expected to exert during the years they may reasonably hope to live and labor in the world?"

An examination of the table of statistics, while it sustains the claim that the United States takes the lead of other countries in caring for the deaf and dumb, reveals also the fact that much yet remains to be done in order that the benefits of education may be extended to *all* the mutes of our land.

The proportion of this class of persons to the entire community does not vary materially in the different States. This being the case, it appears that several of the larger and older commonwealths are greatly behind what might be expected of them in the number of deaf and dumb under instruction.

In no instance is this discrepancy more marked than in the State of Pennsylvania, with a population in 1860 of 2,900,000, where only 238 deaf-mutes are reported as being under instruction, while New York, with a population less than one-third greater, reports more than double the number of deaf-mutes in school. Ohio, with a population less by 600,000, reports nearly one-third more deaf and dumb in its institution; and Illinois, with but little more than half the population of Pennsylvania, greatly exceeds it in the number of mutes provided for.

E. M. GALLAUDET, Ph. D., LL.D.

EDUCATIONAL PROGRESS IN ENGLAND.

A great advance has been made in the system of public education in England during the past year, one which gives promise that before long the proud boast of America—that education is offered as a free gift by the State to the child of every citizen—will also be that of the mother country. The preliminary step was taken in 1869, when the government took upon itself the supervision of the endowed schools of the kingdom. These endowed schools, many of them of great antiquity, were founded by benevolent people, generally for specific purposes. In many cases the value of the foundation has greatly increased, owing to the rise of real estate; and also abuses have sprung up, to correct which, and to render available for general educational purposes, so far as may be practicable, those moneys devoted to education, was the object of the bill. A few of the larger schools, such as Eton, Harrow, Rugby, which have been notably well

managed, were excepted from the provisions of the law. With these express exceptions, it includes all endowed schools. We are indebted to the visit of the Right Honorable A. J. Mundella, M. P., for information concerning the recent school legislation.

ENDOWED SCHOOLS.

The endowed schools bill was passed in 1869, which has for its object to bring all the educational endowments of England, many thousands in number, and some of them of very large amount, entirely under the control of the educational department. This law requires a complete statement of all the property of every educational corporation established in England; and some of them have been grossly mismanaged—have been entirely wrested from the purposes for which they were founded. Most of them were founded to give education to the poor, but have fallen into the hands of the rich. Some of them have increased enormously in value, but instead of giving a simple elementary education to the poor, they have given the very highest classical education to the sons of rich men. By this act all these are brought under the control of the educational department, and it is intended that they shall supply the means of sustaining education of a higher character, preparatory for the university. It is proposed to offer scholarships to a certain percentage of the scholars of the elementary schools who shall distinguish themselves, to sustain them in this higher school. Mr. Forster described it, in the words of Napoleon, as "*la carière ouverte aux talents.*"

SCHOOLS AND THE SCHOOL LAW IN ENGLAND.

The central authority rests in the council of education, and the whole of England is cut up into certain districts for school purposes, which are under the charge of inspectors. For instance, suppose Yorkshire has two inspectors, who go to every elementary school and report upon each to the vice-president of the council of education. If there is any improvement to suggest, that is done; or, if a teacher should be removed, that is reported and acted upon. If children pass a certain examination an extra grant is made to the school. There are certain standards from one to seven inclusive, and the higher the standard which a class reaches, the greater the grant from the educational fund for that school. The payment is dependent upon the results, and the teacher is therefore earnest in pushing on his work.

"In regard to truancy, we shall, whenever we get the law well in working order, alter that word 'may' to 'shall.'"

Within one year provision has to be made for the education of every child in England and Wales; and this, it is anticipated, will require that the present number of school-houses shall be doubled. The school boards are authorized to provide funds for those additional buildings by issuing bonds running for thirty years at 4 per cent.

The discussion in Parliament which resulted in the present act was long and earnest, and the advance indicated by this bill, which is confined in its action to England and Wales, will be fully appreciated only by those who followed the course of the debate or were familiar with the previous state of public education in Great Britain.

The question of compulsory attendance was very earnestly discussed, and was finally left to separate school boards, who have a certain discretionary power of enforcing attendance; but the advocates of compulsion do not propose to be content until its ultimate adoption.

The question of religious education in schools was also very warmly debated, and resulted, as will be seen in the following summary of the acts, in making them wholly unsectarian.

The leading features of the law will be found in the following abstract, prepared by Mr. James Richardson of New York for the Educational Gazette, which is pronounced by Mr. Mundella to be a clear and fair statement of the law as it passed, which we make use of in default of receiving our official copy of the act. The bill was prepared and brought in by Mr. William Edward Forster (vice-president of the council of education) and Mr. Secretary Bruce, and was ordered printed by the House of Commons February 17, 1870. The present act was passed August 9, 1870.

ENGLISH ELEMENTARY EDUCATION ACT.

BY JAMES RICHARDSON, NEW YORK.

The complete text of the new education law of England and Wales having at last been published, we are able to see exactly what its provisions are.

The object of the law is to secure the establishment in every school district of public schools sufficient for the elementary instruction of all the children resident therein whose education is not otherwise provided for. School districts are either municipal boroughs or parishes included in them. An elementary school, in the meaning of the act, is a school in which elementary instruction is the principal part of the education

given, and in which the ordinary payments of each scholar do not exceed ninepence a week. In estimating the educational requirements of any district, one-sixth of the total population are to be counted as of school age. These, less the number in schools charging more than ninepence a week, are they for whom the public schools must provide. In calculating the accommodation afforded by existing schools, eight square feet of flooring is to be allowed for each child.

DEFINITION OF THE PUBLIC SCHOOL.

To be considered a public school, every elementary school must be conducted in accordance with the following regulations, a copy of which must be conspicuously posted in the school-room:

1. It shall not be required as a condition of any child being admitted into or continuing in the school, that he shall attend or abstain from attending any Sunday school or any place of religious worship, or that he shall attend any religious observance or any instruction in religious subjects in the school or elsewhere, from which observance or instruction he may be withdrawn by his parent, or that he shall, if withdrawn by his parent, attend the school on any day exclusively set apart for religious observance by the religious body to which his parent belongs.

2. The time or times during which any religious observance is practiced, or instruction in religious subjects is given at any meeting of the school, shall be either at the beginning or at the end of each meeting, and shall be inserted in the time-table to be approved by the education department, and to be kept prominently and conspicuously affixed in every school-room. And any scholar may be withdrawn by his parent from such observance or instruction without forfeiting any of the other benefits of the school.

3. The school shall be open at all times to the inspection of any of her Majesty's inspectors. So, however, that it shall be no part of the duties of such inspectors to inquire into any instruction in religious subjects given in such school, or to examine any scholar therein in religious knowledge, or in any religious subject or book.

4. The school shall be conducted in accordance with the conditions required to be fulfilled by an elementary school in order to obtain an annual parliamentary grant.

The word "parent," as used in these regulations, is defined as signifying any parent, guardian, or other person having legal authority over the child.

HOW SCHOOLS ARE TO BE SUPPLIED.

Full returns of existing school accommodations in each district are to be made by proper authorities (as hereinafter explained) to the education department, which will promptly decide whether any deficiency exists. In so doing, the department will take into consideration every school, whether a public elementary school or not, and whether actually situated in the school district or not, which in their opinion gives, or, when completed, will give, sufficient elementary education to, and is, or will be when completed, suitable for the children of the district.

The education department will then publish their decisions, giving the number, size, and description of the schools reported as available for the district, with the amount and description of the accommodations required. Any appeal against such decision must be made in writing to the department within one month after its publication, either by rate-payers of the district (not less than ten in number, except when the smaller number represents at least one-third of the ratable value of the district) or by the managers of any elementary school in the district. If such an appeal is made, the case must be settled by public inquiry. If no appeal is made, or if, after appeal, public inquiry has shown more accommodation to be necessary, final notice is to be issued by the department, directing the required accommodation to be provided. If it is not supplied at the expiration of six months, or is not in the course of being supplied, a school board must be formed to see that the work is done. If this school board fail to comply with the requirement within twelve months, the education department must take the matter out of their hands and provide the needed school accommodations independent of the local authorities. School boards may be formed without such preliminary inquiry or notice, where application is made to the education department by the persons who would elect the school board, or where the department are satisfied that the managers of any elementary school in the district are unable or unwilling to maintain such school, and that its discontinuance would occasion a deficiency of accommodation.

MANAGEMENT AND MAINTENANCE OF SCHOOLS BY SCHOOL BOARDS.

Every school-board school must be a public elementary school as defined above, and no religious catechism or religious formula, distinctive of any particular denomination, shall be taught in the school. The school board may delegate any of their powers,

except that of raising money. They may delegate the management of any school provided by them, with or without restrictions, to not less than three managers, and may remove such managers or alter the conditions as they may see fit. Any manager so appointed may resign on giving notice to the board. Any school board that fails to enforce the prescribed regulations will be considered in default, and the department will act accordingly. In any dispute the decision of the department is to be final. The fees to be paid by children attending school-board schools are to be fixed with the concurrence of the department. The school board may remit the fees of any child of poor parents for a renewable period of not less than six months, the remitted fees not to be deemed parochial relief. The school boards must maintain the efficiency of all school-board schools, and provide additional accommodations when necessary. Schools can be discontinued, or their sites changed, only with the concurrence of the department.

If school boards fail at any time to increase accommodations when needed, the department must interfere. School boards are further empowered to provide necessary apparatus, and to make compulsory purchase of school sites. The managers of any elementary school may transfer their school to the district school board with the consent of the department together with that of two-thirds of the annual subscribers to the school. Objection to such an arrangement must be made within six months from the date of the transfer. When the school fees of any child of poor parentage are paid by the school board, the parent has the right of selecting the school to which the child shall go. School boards may establish free schools, with the consent of the department, and also contribute to or establish industrial schools.

CONSTITUTION OF SCHOOL BOARDS.

In boroughs, the school boards are to be elected by burgesses; in parishes, not within the metropolis, by the rate-payers. In the election of these boards the process of "cumulative voting" is allowed: that is to say, every voter is entitled to a number of votes equal to the number of the members of the school board to be elected, and may give all his votes for one candidate, or may distribute them among the candidates, as he may think fit. Special provision is made for the election of school boards in London. The number of members on any school board must be not less than five nor more than fifteen, and in the first instance is to be determined by the department; afterward by the school boards, with the concurrence of the department. The education department may require the mayor, or other proper officer, to take steps necessary for holding the election, and in case of default may appoint some other person so to act. In case of non-election of a board, or the subsequent inefficiency of a board through the resignation of members or otherwise, the department may act as if the school board were in default. Any question as to the right of any person to act as a member of a school board is to be determined by the department, and their order is to be final unless removed by a writ of certiorari in the next term. No member of a school board, or manager appointed by them, can receive any profit from his position except in cases specified, and in these cases such member is deprived of his vote. The board can appoint the necessary officers—clerk, treasurer, &c., with or without salary. Two or more boards may arrange to employ the same officers. Boards may also appoint truant officers to enforce by-laws in regard to the attendance of children at school; and the expenses of these officers are to be paid from the school fund.

UNION SCHOOLS.

The education department has power to form united districts upon the first returns under the new law. Such united districts may be dissolved at any time by the department. Any parish, which, in the judgment of the department, has too few rate-payers to act as a separate parish, may be added to any other parish or parishes. The department may order one district to contribute to the schools of another district, and may determine the proportion of such contribution. School boards of two or more districts may combine and unitedly exercise all powers with the concurrence of the department.

SCHOOL INCOME, EXPENSES, ETC.

All school expenses are to be paid out of the school fund, which fund is to be made up of fees, parliamentary grants, loans, and any other moneys received by the board. Any deficiency in the school fund is to be paid by the rating authorities out of the local rates. In united districts the school boards will apportion the amount required among the constituent districts in proportion to the ratable value of each, to be paid by the rating authorities on each. If these authorities fail to pay the required amount, or if the money is to be raised from any place which is part of a parish, the school board may appoint officers to take the place of the rating authority of such place. School boards are permitted to borrow money, with the consent of the department, on

the security of the school fund, for the purpose of providing or enlarging their schoolhouse.

Where a school board is in default, the education department may appoint one in its stead. The department may also appoint if the board is not elected at the time fixed for its first election, or has ceased to exist. In such cases the department may certify such appointments, and also the amount of expenses and loans. The expenses and remuneration of the appointed board are to be paid out of the school fund on the certificate of the department; but an appointed board will not have power to borrow money beyond such amount as may be certified by the department. If any school board fails to perform the duties required, the department can dissolve it and order a new election.

INQUIRY AND RETURNS.

On or before January 1, 1871, or, in the case of the city of London, four months from the election of the chairman, every local authority shall furnish such returns as to elementary education as the education department may require; forms for such returns to be provided by the department, and filled up by the teachers or managers of the elementary schools. These returns are to be made to the department, in the metropolis, by the school board; in boroughs by the council; in parishes by two persons to be chosen by the vestry if the department think fit, or by the overseers. The department may sanction the employment of assistants by the local authority, and shall remunerate such assistants. If the local authority fails to make returns, the department may appoint some person who shall act as the local authority for the time being. Inspectors of returns may be appointed by the department. If the managers or teachers of any school fail to give all the required information, such school is not to be taken into consideration in estimating the school provision to be made.

ATTENDANCE.

School boards may, with the approval of the education department, make by-laws requiring the attendance of all children between five and thirteen years of age, determining the time during which the children shall so attend (subject to the regulations above given;) providing for the remission of the payment of the school fees of poor children, imposing penalties for the breach of the by-laws, and revoking or altering the by-laws.

Children between ten and thirteen years of age may be exempted from such compulsory regulations upon certificate of proficiency from the school inspectors; or on showing that they are otherwise sufficiently instructed, that they are sick or unavoidably prevented from attending; or that there is no public elementary school within the prescribed limit—three miles.

PARLIAMENTARY GRANTS.

After March 31, 1871, no parliamentary grant will be made to any elementary school which is not a public school, as defined above. No application for building grants will be entertained after December 31, 1870. After March 31, 1871, no grant will be given in respect of any religious institution. No grant to any school in any year shall exceed the income of the school for that year from fees and voluntary contributions. Hereafter no school will be required to be connected with any religious denomination, or to give religious instruction as a condition of receiving aid from parliamentary grants. Voluntary schools and school-board schools are to be treated impartially. Additional parliamentary grants are to be made to exceptionably poor neighborhoods. The annual grant may be refused to any school not previously in receipt of public aid if it is situated in a district having a school board, and if in the judgment of the education department the school is not absolutely necessary.

EDUCATION IN BENGAL, INDIA.

There has been much excitement in Bengal on account of the declared intention of the government to withhold its aid from "all English education," thereby reversing that policy which was inaugurated by Lord William Bentinck, and fully set forth in the dispatch of the honorable the court of directors in 1854, which is regarded as the charter of education for British India. In this dispatch the government announced that the education that it was desirable to extend in India was that of "the arts, science, philosophy, and literature of Europe," and in furtherance of this the English and vernacular tongues were taught in the same schools. A long and able memorial to the secretary of state, protesting against the proposed change, was adopted at a public meeting of the native inhabitants of Bengal, held in the town hall of Calcutta, July 2, 1870. Similar meetings were held in forty different districts throughout Bengal on the same day. In this memorial, and in the highly interesting debate which was held at the time of its

adoption, some facts of interest in regard to the present state of education in Bengal were brought out, which we condense, first from the memorial:

"In 1855–'56, the year when the educational dispatch of the court of directors came into operation, the number of Anglo-vernacular schools was 25, and that of vernacular schools 54, while in 1868–'69, the last year of actual returns, the former had increased to 670, and the latter to 2,962, mostly through the exertions of native gentlemen, educated in English, and under the fostering influence of the grant-in-aid system.

"It will be seen that the opposition of the government is to the spread of English among all classes, and not to high education, through the medium of the English language, for the higher classes exclusively.

"The resolution of the government of India is calculated to convey an erroneous impression as to the share of state contribution in aid of English education. It is often alleged that the British Indian government gives a "charity" education to its subjects, but how far this charge is grounded on fact, will appear from the following statement:

"*Expenditure on English education in* 1868–'69.

Institutions.	Imperial funds.	Fees and endowments.	Total.
	Rs.	*Rs.*	*Rs.*
Colleges general	195, 456	95, 499	286, 955
Government schools	229, 730	222, 016	451, 746
Aided schools	200, 334	379, 404	579, 738
Total	621, 520	696, 919	1, 318, 439

"It will thus be seen that in government colleges an amount equal to half the state contribution is raised by fees, subscriptions, and endowments, in the Zillah schools a sum equal to the government grant, and in the aided schools nearly two-thirds come from the same sources, a state of things quite in accord with the general spirit of the education dispatch of 1845, and with the grant-in-aid rules sanctioned by the government of India. It is observable that the two government schools in India, kept up for the Hindoos of the city, far from being a burden on the state, yield a surplus income, and that, of the institutions for professional education, the law schools showed in 1868–'69 a surplus of rs. 7,016. Your memorialists may add that in Calcutta, where the demand for English education is exceptionally great, and the people are for the most part in a position to bear the whole cost of maintaining English schools, the government does not now give any grant-in-aid to a school in which English is taught.

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"Every civilized country, your memorialists submit, considers it obligatory on the state to appropriate a portion of the public revenues to the promotion of liberal education, and as that education can only be attained through the medium of the English language in the present state of this country, it cannot, they humbly conceive, be consistent with sound policy to withdraw the insignificant sum now given in aid of English education in Bengal, which is scarcely an appreciable fraction of the enormous revenues which Bengal contributes to the imperial treasury. And they would further point out that the voluntary contributions of those who avail themselves of the English schools and colleges are much greater than the amounts raised in the other provinces by compulsory local cesses; while the free payments in Bengal are already high, compared with corresponding rates, even in Europe. Thus, by a recent statute of the University of Oxford, its doors are open to all for the almost nominal fee of £3 10*s.* per annum, while the fee-rate in the Presidency College in Calcutta is at present £14 8*s.* per annum, and in the Mofussil colleges £6 per annum, exclusive of fees for the professional branches, such as law and civil engineering.

"The principle regulating the allotment of the public revenues to the several provinces for the purposes of education is, in the humble opinion of your memorialists, highly unsatisfactory. In the first place, out of an income of nearly fifty millions, only £680,530 is allotted to education; and that amount is thus divided among the several provinces:

Provinces.	Total revenue.	Allotment for education for 1870–'71.
Madras	£8, 010, 915	£90, 052
Bombay	9, 646, 233	118, 271
Bengal	15, 379, 708	234, 384
Northwestern provinces	6, 351, 728	103, 523
Punjab	3, 873, 749	64, 909
Oude	1, 590, 483	26, 056
Central provinces	1, 088, 815	27, 864
British Burmah	1, 161, 478	10, 998

"The recent resolution of the government of India involves the transgression of the educational charter of India on three cardinal points: 1st, it divorces English from vernacular education; 2d, by causing this divorce it undermines the sound basis of Indian education, viz., European knowledge, inasmuch as the Bengalic language, though far more improved than most of the vernaculars of India, is not sufficiently advanced for the communication of knowledge 'in the improved arts, science, philosophy, and literature of Europe;' and 3d, by discountenancing aid to 'English education,' it destroys the prospects of the aided Anglo-vernacular schools which feed the colleges, and where the bulk of the middle classes receive their education.

"The practical result of the new policy announced by the government of India would, your memorialists believe, be the surrender of English education of a higher order to the Christian missionaries, whose avowed object is to proselytize the people of this country, and subvert their national religion. It may easily be surmised that such an issue will fill her Majesty's native Indian subjects with the deepest discontent, for what could be more unsatisfactory to a nation than to see its own hard-earned resources placed in the hands of a body of propagandists, whose chief aim it is, as observed above, to overthrow its religious and social fabric."

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So far we have given extracts from the memorial, which is very voluminous, and contains twenty-two separate clauses, five of which we have taken. From the different speeches, reported at length in the Hindoo Patriot of July 11, 1870, we extract the following detached paragraphs:

"In 1868–'69, there were reported by the director of public instruction 5,423 schools of every grade, English and Bengalic, aided and unaided, giving instruction to 215,550 students.

* * * * * * *

"It has been proposed to raise the fees in all government and aided English schools as a means of diminishing the contributions of the state for such education, so that English education in Bengal may be prosecuted 'not only without carrying a charge to the imperial revenue, but even so as to provide some means for helping forward vernacular education.' This proposal assumes in the first place that the students in our government colleges and schools pay less schooling fees than the students in other civilized countries, say England, France, Prussia, Italy, and Switzerland, and in the next place the capability of the parents and guardians of these students to pay more. Both these assumptions are alike unwarranted. In the University of Oxford, the fee payable under a recent statute is £3 10*s.* per annum. In France the fee charged in all its colleges (lycées) ranges from £6 to £10 per annum, and the fee for the communal colleges, which resemble our district schools, is £4 per annum. In Prussia the average fee rate is a little lower than £2 14*s.* per annum, and the highest fee rate appears to be £4 per annum. Mr. Arnold calculates that in Italy, a state so newly constituted, and engaged in struggles with such gigantic difficulties, the yearly average cost of a student for maintaining himself at the university, all charges included, is about £3. As for Switzerland, the same author observes that the 'fees are low and the staff of professors is excellent.' Mr. Arnold also tells us that France spends £3 7*s.*, Italy £5 12*s.*, from the imperial exchequer, and that in the year 1861 Prussia spent £79,629 to meet a sum of £2,761 from the students' fees, endowments, &c., yielding a further sum of £21,160. Now, gentlemen, compare these figures with the statement on page 5 of the report of public instruction, 1868–'69, and you will find that the cost of each pupil to the state in Bengal is rs. 10 12–7 only.

"Can it be said in this state of facts that the students of Bengal receive a charity education? Can it be maintained for one moment that parents and guardians of our students pay nothing for the education of their children?" * * *

"It has been said that the position and wealth of the students who read in our government colleges and schools is such that they can easily pay an increased fee for their education. To rebut this assumption I have only to read the remarks of Mr. Sutcliffe, principal of the Presidency College, reported in page 431 of the the Report on Public Instruction for 1868–'69. After giving a full analysis of the positions and occupations of the guardians and parents of the students, the learned principal says that 25 per cent. of the students are dependent upon their scholarship for defraying their college expenses. This remark of the principal of our most expensive government institution has an eloquence which I can hardly surpass, and if, with facts like these, the government should still insist on an increase of the schooling fees, it would only strengthen the impression that under the high-sounding name of mass education lurks an intention to bring about a dissolution of our great educational institutions." * * *

"Is the system of education that has been adopted in Bengal entirely provided by the government? Do we not contribute very largely, if not equally, with the state for this system? The receipts and disbursements of the education department for the years 1868–'69, as given in page 44 of the Calcutta Gazette, shows that out of a total gross outlay of £295,150, £119,651 is from private sources, and only £175,400 is paid by the state." * * * * * * * * *

"The history of education in this country, and the marvelous changes wrought by it during the last two quarters of a century afford, in my humble judgment, the strongest condemnation of the educational policy propounded by the government of India, and also the strongest support to the resolution itself. For some time after the establishment of the British supremacy in India no thought could be bestowed on the education of the people. But when the empire was consolidated and peace was proclaimed, better ideas dawned on our rulers.

"Warren Hastings was keenly alive to the importance of extension of oriental learning. Lord Moira recorded a minute in the judicial administration of Bengal, in which he fully recognized the duty of the state to promote the moral and mental advancement of the people. Several English schools were in the meanwhile established in Calcutta and the metropolitan districts, the first of these being one set up at Chinsurah by Mr. Robert May, a dissenting missionary, and which culminated in the college of Mahomea Moslem. These schools spread a taste for English learning. Availing themselves of this altered state of feeling, David Hare, Sir Hide East, and the leading members of the native community in 1816, established the Hindoo College. The Hindoo College, sir, proved a brilliant success. Its alumni were the first band of reformers who made noble exertions to improve and elevate their country. They were eager to communicate the knowledge they had acquired at the college to their less fortunate countrymen, and they established for this purpose several schools in and around Calcutta. Of these schools I have given a detailed list in a paper read by me at the Bengal Social Science Association.

"In 1835 the battle between the Orientalists and the Anglicists was decided in favor of the latter, and a new system of education inaugurated." * * *

"At present the extensive cultivation of some foreign language, which is always very improving to the mind, is rendered indispensable by the almost total absence of vernacular literature, and the consequent impossibility of obtaining a tolerable education from that source only.

"The study of English, to which many circumstances induce the natives to give the preference, and with it the knowledge of the learning of the West, is therefore daily spreading. This, as it appears to us, is the first stage in the process by which India is to be enlightened. The natives must learn before they can teach. The best educated among them must be placed in possession of some knowledge before they can transfer it into their own languages." * * * * * * * *

"I know a host of educated natives who communicated their knowledge to their less fortunate countrymen in their own language and in the manner and form most acceptable to them. The cry that has been raised against them, that, having received a charity education in the colleges, they have done nothing for their country, is an unreasoning cry. Now, the truth is exactly the other way. The education they have received is neither a charity education; as shown by Mr. Atkinson and by the fact that the Hindoo school and Hare school are nearly self-supporting; nor is it true that they have failed in their duty as educators. Far from having done nothing, they have done a great deal in furtherance of the cause of education. They have been foremost in organizing schools, literary societies, and newspapers in every possible way. Their exertions in this direction have been most indefatigable and laudable, and instead of evoking the obloquy of a clique deserved the lasting gratitude of the public."

We have given these extracts as furnishing the latest summary of the present state of education in this province of British India, to be obtained from material in possession of this Bureau.

AUSTRIA.

EDUCATION OF THE WORKING CLASSES.

One of the greatest benefits yet conferred upon the working classes of Austria is the general school bill of the 14th of May, 1869, which renders national education compulsory, and greatly elevates the standard of it. In accordance with this law, compulsory attendance at school begins with every child at the age of six, and is continued uninterruptedly to the age of fourteen. But even then, (that is to say, at the end of his fourteenth year,) the child is only allowed to leave school on production of certified proof that he has thoroughly acquired the full amount of information which this great law fixes as the *sine qua non* minimum of education for every Austrian citizen. The prescribed educational course comprises reading, writing, and arithmetic; a sound knowledge of the native language, history, and chiefly, though not exclusively, that of the native country, embracing the political constitution and general social structure of it, geography in the same sense, all the more important branches of physical science, geometry, geometrical drawing, &c., singing, athletic exercises. Children employed in the large factories, or prevented by special circumstances from attending the com-

munal school, may complete or continue their education at any special school supported by their employer, and the employers are authorized to found schools for that purpose. But it is a *sine qua non* condition that all such schools shall provide the full amount and quality of education required by law, and otherwise fulfill all the obligations prescribed by the general school bill, which subjects every school, whether private or public, to the instruction of the state. In places where a special trade school exists, the employer is bound to send his apprentices to it. In addition to the subjects of instruction above enumerated, every child is simultaneously provided with religious instruction in the creed to which he or she is born. The local ecclesiastical authorities or notables of the church or religious community to which each child belongs are entitled, and indeed bound, by law to provide competent teachers for this purpose.

The free selection of the teachers is left entirely to these religious bodies, subject only to the certified proofs which the state exacts of the teacher's proficiency and general character. It is only in the event of the local religious communities declining to avail themselves of the privilege allotted to them by the law that the state steps in and undertakes the duty which they refuse to discharge. But this religious instruction, which is altogether denominational and on a footing of impartial equality for all religious sects, is kept by the state carefully apart from the secular education, which is, in every case, obligatory, and which it is in no case allowed to interfere with, or attempt to control. Nor are any private schools tolerated by the government which do not efficiently provide the prescribed amount of secular instruction; although, so long as this condition be fulfilled, the law imposes no limit to the foundation of private educational establishments.

Such is the education now provided in Austria for every child of the working classes.

EDUCATION IN AUSTRALIA.

VICTORIA.

This Bureau has received, with the request for the exchange of educational reports, the seventh report of the board of education of Victoria, for the year 1868, dated April 30, 1869, made to the governor, and by his excellency presented to both houses of Parliament. From the statistics given by the Hon. Benjamin F. Kane, secretary of the board, the following summary is taken:

Total population of the colony	683,977
Total number of children of five to fifteen years of age	166,907
Number attending common schools	101,925
Number attending private schools	19,009
Average attendance	58,420
Total number of school establishments, whether denominational, national, or common	798
Separate departments, each under a head teacher	834

The board of education consists of five members, who hold their office for the term of five years. During the year 1868 the board held seventy-eight meetings.

REMARKS CONCERNING THE STATISTICS OF ATTENDANCE.

Five out of eight of the whole number of children between five and fifteen are attending schools, either public or private, according to estimates based upon data in possession of the board. Upon this subject the report states that—

"In estimating the number of children receiving instruction, it must be borne in mind that a large number of children who do not attend either public or private schools are taught at home by tutors and governesses, and by their parents; and probably every person who reads this report will be aware of many such cases. In many of the gold-fields, and in the bush more especially, children are taught in this manner, owing to the unwillingness of parents to send their children to schools in the absence of any other than common schools, to the preference of parents for home instruction, or for other reasons. We refrain from making any estimate of the number of children taught by these persons, because the data upon which we have to work are too scanty to admit of that precision which should always characterize statistical information; but if we add those children under fifteen who, having received more or less education, are employed in pursuits which prevent their attendance at school, it will no doubt be found that they form in the aggregate a considerable portion of the whole.

"From the above figures we arrive at the conclusion that 17.70 per cent., or one in 5.65 of the total population, and 60.90, or nearly two out of three of children between five and fifteen years of age, are attending schools with an amount of regularity which

is not equaled either in England or America; and allowing for the facts that the children attending school vary from year to year, those attending one year leaving the next, and others taking their places; that many under fifteen have left school and are engaged in various employments; and that many others are taught by tutors, governesses, and parents, we believe we are justified in arriving at the conclusion that the number of children unprovided with education is less than is generally estimated, and that the great liberality of Parliament in providing for public education has not been unproductive of substantial fruit."

DESTITUTE CHILDREN ATTENDING SCHOOLS.

During the past year, under the operation of the rule reducing by one-half the amount paid by the board for the education of destitute and deserted children and orphans, the proportion of such children decreased about 20 or 26 per cent., while at the same time the aggregate proportion of the children attending school increased. Under the present regulations the following is the scale for such payments:

"For a single scholar above eight years of age, 4½*d.* per week; for a single scholar under eight years of age, 3*d.* per week; when more than one attend from the same family, per scholar, 3*d.* per week. But in every such case a certificate must be furnished to the local committee, signed by a justice of the peace or registered clergyman, in form of A or B. Appendix K, and a copy thereof forwarded to the board; and the board will require to be satisfied that such case really exists. Every such certificate must be renewed half-yearly."

A return is submitted in the appendix, which gives interesting information relative to the proportion of destitute children attending schools of the different classes receiving aid. The following is a summary of the return:

"Roman Catholic common schools	43.80 per cent. on the rolls.
Church of England common schools	27.34 per cent. on the rolls.
Wesleyan common schools	24.69 per cent. on the rolls.
Vested common schools	21.31 per cent. on the rolls.
Presbyterian common schools	20.35 per cent. on the rolls.
Non-vested common schools	17.32 per cent. on the rolls.

"It will be observed from this table that the proportion of destitute children attending Roman Catholic schools far exceeds that of any other denomination or class of schools, being three-fifths more than that attending Church of England schools, four-fifths more than that attending Wesleyan schools, and more than double that attending any other schools. It will also be observed that the percentage of these children attending the non-vested schools (by which is meant schools which, although not actually vested in the board, are conducted upon the same principles, but which at the same time include many schools which are the private ventures of the teachers) is 17.32 per cent."

DIRECT GAIN TO TEACHERS BY DESTITUTE CHILDREN.

"It will be interesting to consider what direct pecuniary gain is now afforded to teachers by the destitute scholars. The direct gain is comprised in the payments by the board of school fees and for results; and, according to the returns for 1867, allowance being made for the reduction in the fee by one-half since that date, is as follows:

	Fees.			Results.			Total.		
	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*
For each individual child on the rolls	0	7	5¼	0	5	7¼	0	13	0½
For each individual child in average attendance	0	13	1½	0	9	10½	1	3	0

Showing that each child in average attendance is worth £1 3*s.* per annum, or, counting 46 school-weeks in the year, sixpence per week, being 3.42 pence in fees, and 2.58 pence in results."

During 1868 aid was granted to forty-seven schools, of which twenty-seven were vested in the board; eleven were non-vested, having been established with the intention of being vested at a future time, or being conducted on the same principles; eight were connected with the Roman Catholic Church, and one with the Church of England.

All schools receiving aid must follow the course of instruction laid down by the board, but other branches may be introduced with the sanction of the board. The report states that the sanction thus given has been abused in some instances, in which schools have been conducted in upper and lower departments—the former being established for children of a higher social position—where the pupils are separated and taught apart, extra fees being charged for instruction in extra subjects, imparted by special teachers. "We consider," says the report, "that any practice which has a tendency to restrict the benefits of a school to a particular class, or to exclude from its

benefits the mass of the people, or to recognize social distinctions in schools which are established for all alike, is not in accordance with the spirit of the common-school act, and should not be tolerated."

SCHOOL-BOOKS.

The school-books published under the authority of the commissioners of national education in Ireland are, as hitherto, more in demand in the schools of the colony than any other series, and this, it is stated, will continue to be the case as long as they are supplied at rates so much below all other publications of the kind.

EVENING SCHOOLS.

Every facility is afforded for the establishment of evening schools, and the regulations relative to the payment of results in force in day schools apply equally to them.

TRAINING OF TEACHERS

Is reported as still in an unsatisfactory state; the institution now in operation is doing good work, as far as its capabilities extend, in turning out some fair teachers. The superintendent is zealous and painstaking, but the institution, although under the direction of the Church of England, is little more than the private speculation of the master. A general training institution, unconnected with any denomination and on a more extended basis, is a desideratum, to which the board has directed its attention.

TEACHERS' SALARIES AUGMENTED BY RESULTS.

Under the law the minimum salaries of teachers are fixed; they may, however, augment them by results, as has been stated, according to the amount of improvement apparent in classes upon examination. The report states that "the amount which a school is now competent to gain under results, called the maximum increment, is 45 per cent. of the average fixed salaries paid to the school month per month. We have reserved to ourselves the power, subject to the approval of the governor in council, to increase or diminish this maximum increment as the interests of education may require, or the amount voted by Parliament may render necessary. We have also provided that the balance, if any, of the amount set apart for results which may remain unexpended at the end of the present year, may, at our discretion, be distributed among all the schools."

PUPIL-TEACHERS.

There is a system of pupil-teachers in operation, by which teachers are educated and fitted by experience for the work. These teachers receive salaries, and are permitted to improve their education by taking lessons out of school hours, under certain restrictions. A late rule adopted by the board of education upon this subject is as follows:

"That pupil-teachers be of the same sex as the principal teacher of the school or department of a school in which they are employed; but in mixed schools, or departments of schools, under a master and mistress, female pupil-teachers may receive instruction out of school hours from the master, on condition that some adult female, approved by the local committee and by the inspector, be invariably present during the whole time that the lessons are being given by the teacher; provided also that the teacher and said adult female be not both young and unmarried."

This rule is somewhat similar to that adopted under the committee of council of education in England, but it is not so stringent. "It is unnecessary," says the report, "to make any remarks as to the advisability of such a rule."

GENERAL FEATURES OF THE SCHOOL SYSTEM.

One of the prominent features of the school system is that of inspection, for which £6,800 was voted in 1868. The school system of Victoria also embraces many interesting peculiarities, to gain a full idea of which, the report should be examined.

EDUCATION IN ECUADOR.

Ecuador boasts of one university and eleven colleges, yet the people are not educated. Literature, science, philosophy, law, medicine, are only names. Nearly all young gentlemen are doctors of something; but their education is strangely dwarfed, defective, and distorted; and their knowledge, such as they have, is without power as it is without practice. The University of Quito has 285 students, of whom 35 are

pursuing law, and 18 medicine. There are 11 professors. They receive no fees from the students, but an annual salary of $300. The library contains 11,000 volumes, nearly all old Latin, French, and Spanish works. The cabinet is a bushel of stones cast into one corner of a lumber room, covered with dust, and crying out in vain for a man in the university to name them. The College of Tacunga has 45 students; a fine chemical and philosophical apparatus, but no one to handle it; and a set of rocks from Europe, but only a handful from Ecuador. The College of Riobamba has 4 professors and 120 students. In the common schools, the pupils study in concert aloud, Arab fashion. There are four papers in the republic: two in Guayaquil, one in Cuenca, and one in Quito. *El Nacionel*, of the capital, is an official organ, not a newspaper. It contains 14 duodecimo pages, and is published occasionally by the Minister of the Interior. Like the *Gazeta*, of Madrid, it is one of the greatest satires ever deliberately published by any people on itself. There is likewise but one paper in Cuzco, *El Triumfo del Pueblo.—The Andes and the Amazon—Prof. James Orton.*

MEDICAL EDUCATION IN THE UNITED STATES.

"The medical faculty, in common with all enlightened members of the profession, desire earnestly that a rule might prevail in our country like that which prevails in most of the universities of Europe by which a liberal education should be the necessary introduction to professional study. The sciolist easily runs into the empiric, but he who has obtained a thorough scientific discipline knows how to discriminate between visionary conjectures and established truths."—*Catalogue of the University of Michigan*, 1870.

A consideration of medical education is properly introduced by a short account of the number, public standing, relation to government, and organization of—

(I.) THE MEDICAL PROFESSION OF THE UNITED STATES.

1. *Number.*—The total tax collected during the year 1869 by the Internal Revenue Bureau from physicians and surgeons was $505,785 55. From this it is *estimated* that the number of practicing physicians and surgeons in the United States is over 50,000.

2. *Public Standing.*—The profession is divided in this country into various schools or systems, founded on various theories of disease or treatment or medication. The hydropathic or water-cure, the eclectic, and homœopathic systems of practice forming the minority. But the vast majority of reputable practitioners in this country, as well as in other countries, belong to what they denominate simply the system or the regular system of medicine, repudiating any less extended or more descriptive designation.

The practitioners of all these systems seem to depend for their individual recognition by the public upon their individual qualities, personal and professional.

3. *Relation to the Government.*—Practically the medical profession in the United States stands in precisely the same relation to the State governments and to the General Government as is held by all the other professions and occupations. The National Government taxes a practitioner yearly, and, with the exception of the usages of the Army and Navy, takes no further supervision of the profession as such. The States, with perhaps one or two exceptions, take no action as to its character, the conditions of entrance, education, membership, or compensation; they grant charters for hospitals and medical schools very often without consulting the needs of the profession or the public good, or even investigating the personal or professional character of the incorporators. Counties and towns employ physicians and surgeons for the care of the sick poor in their limits, (though this practice is by no means as universal as it should be;) and the larger cities of the country have established boards of health, and have devised various and often valuable regulations for public hygiene.

4. *Professional organization.*—The total absence of governmental authority above referred to, and the needs of the profession, have combined to force it to organize itself. The physicians of a city or county have formed medical associations of a simple but generally efficient character. The objects of these societies may be generally described as being to impart information to each other, and to regulate the conduct of the members toward the public and the profession, to settle the scale of fees, &c. In many of the States the local and county societies, combining with the medical boards of the hospitals and the faculties of the medical schools, form State associations. The national organization is known as the American Medical Association, which is composed of delegates from the city, county, and State associations, medical college faculties, hospital staffs, and the medical corps of the United States Army and Navy.

The peculiarity of these associations is that they are perfectly powerless to coerce errant members of the profession. They can only annoy, they cannot punish.

The organization of the so-called irregular systems of medical practice (when they have any organization worthy of the name) is similar in principle.

Having noted some facts respecting the profession, we naturally arrive at the consideration of its methods of instruction. For want of space it will not be possible to allude to its history except when necessary to the explanation of some point in

(II.) THE PRESENT CONDITION OF MEDICAL EDUCATION IN THE UNITED STATES.

1. *Preliminary training.*—The medical student in this country generally has little more than a common school, or at the most, an academic education, as a preliminary to his professional studies.

Probably four-fifths of our college graduates who study professions enter law or divinity schools. In other words, ordinary medical students, when commencing their studies, have some acquaintance with the English branches: reading, spelling, writing, arithmetic, geography and grammar, (though they are frequently so deficient as to make their classmates envy their impudence;) some of them have, in addition, some knowledge of natural philosophy, of the rudiments of Latin and Greek, and of algebra and geometry; a very few have enjoyed greater opportunities, and may claim to have pursued a course of ancient or modern languages, (rarely both,) of the higher mathematics, mental and moral philosophy, chemistry, political economy, and logic.

2. *Professional instruction.*—The rule of regular medical colleges is to demand three years' study, (in which are included at least two courses of lectures,) so the aspirant for medical information generally makes an arrangement with a practitioner to study in his office. In former days it was quite common to indenture the student to his preceptor, his services in compounding pills, plasters, and draughts compensating for his instruction and use of books, and affording him an opportunity to become practically acquainted with the uses, doses, and composition of medicines. In later years, pharmacy is being gradually but surely separated from medicine, in accordance with the tendency of the age; and medical students, especially in cities and towns, are year by year less likely to have a practical knowledge so useful in these respects to the profession.

The student remains in a medical man's office for a period varying from three months to a year, during which, if his preceptor is a busy and popular practitioner, he has not been examined on the progress he is making times enough to make it worth mentioning or remembering. He during this time reads some work on human anatomy without any appliances except a defective set of bones, the relic of his preceptor's dissecting days, and perhaps a fair set of anatomical plates; he also reads some books on physiology, materia medica, and perhaps chemistry, and even attacks the theory and practice of medicine; sometimes minor surgery is also read. During all this route he is apt to be bothered by the strange and seemingly barbarous phraseology of these works, and to wonder why the language his tongue is accustomed to speak cannot describe the facts his eyes can see.

The neophyte then hies to some medical school, pays a small matriculation fee, writes his name, age, and residence, and the name of his preceptor on the matriculation book, which are absolutely the only necessary qualifications for his entrance. He pays for his lecture tickets, and where courses of practical anatomy and hospital clinics are obligatory, for the hospital and demonstrator's tickets, finds a place to lodge and get his meals, and begins attendance on the course which he finds is not at all compulsory, and that he can *cut* a lecture when he pleases.

Here at the very outstart in most colleges he finds a very puzzling difficulty. He finds that he is in the same room with and listening to exactly the same lectures as the men who have already taken one or two courses of instruction. He sits despairingly, note-book in hand, as the majestic physician, or the celebrated surgeon pours out statements, observations, allusions, theories, and directions, familiar to himself and understandable by the advanced students, but to the tyro astounding and bewildering. He follows the ward officers of the hospital in the clinical round, and, amid a crowd of fellow students, catches fragmentary glances at the patients and imperfect hearings of the glib diagnosis, prognosis, and treatment of cases, before, perhaps, he has learned anything about the province of physical examination, the use of the microscope, chemical tests, the thermometer, and other diagnostic means, or the favorable or unfavorable signification and interpretation of symptoms, or the appropriate application of remedies.

He finds that the short duration of the lecture-course necessitates enormous crowding of matter. From twenty to thirty lectures of an hour apiece, as well as hospital clinics, and dissecting each week, practically prevent his reading very much on the subjects the lectures treat of, or the cases illustrate.

The duties of the professors to their patients preclude any very extended daily examination of the students in the subjects of the lectures they have heard the day before; and thus they cannot know very well what points need elucidation, what

errors need correction, and in what direction the private study of the student should be turned.

Space will not admit of any detailed description of the vexation of studying chemistry without any appliances for repeating, and thus firmly fixing in mind, the experiments displayed by the professor during the lecture; or of the wild shots the embryo dissector makes in the anatomical room for want of supervision; or of the numberless annoyances that he meets with at every hand. Suffice it to say, that the student generally neglects the dryer branches for the two he thinks will be the most immediately useful, so that practice of medicine and surgery crowd chemistry and anatomy to the wall with a majority of every class.

The student worries through his first course without being examined, goes home, and resumes his studies with his preceptor, and, when he becomes a little rested by the cessation of these incongruous and multifarious attacks on his mind, if a sincere student, gradually arranges and classifies the information he has received, reads the text books, applies the stethoscope and the thermometer to some cases, assists in reducing some dislocations, &c., thus, during the time intervening between his two lecture courses he becomes, in many respects, fitted for rapid progress when he returns to the medical school. But mark, he is as far from nearly all anatomical and chemical appliances as he was when he began his studies; and the appalling dryness of the text books on these subjects also contributes to prevent him from becoming acquainted with the very foundations of the science—the facts on which surgery and medicine are based.

Many students, especially in the West, take only one course, before seeking practice. Those who are more able or wiser return to the medical school and resume their studies.

Now, our student finds another trouble. He discovers, if he has worked hard all this past time, that a great deal of the course is to him familiar—familiar do I say?—musty, clogging, a hinderance, not an assistance. He wants to hear new things, to enter new fields, to acquire new treasures, not to endure a dreary review of his past instruction. If he is a thorough student, he takes up anatomy, chemistry, and whatever he knows he is defective in, only paying attention to the lectures sufficient to enable him to stand a creditable quiz (examination) when the professor finds time, or his conscience forces him to the effort. If he has spare means, he generally joins a quiz-class, in which the members are thoroughly questioned on the subjects of lectures they have heard. These classes are held by members or attachés of the faculty, as supplementary to the lecture instruction, and are of immense service to the student. Very poor men, as many of the class are, cannot take advantage of this aid.

3. *Graduation.*—Finally the days of examination arrive. The candidate for medical honors has written and presented his thesis, (in English,) has deposited his graduation fee, has crammed furiously, or has wisely made up his mind that if he is fit to graduate the professors will be apt to know it, or, if more shrewd than well grounded, thinks that the college wants the graduation fee as badly as he wants its diploma, and will pass him if there is the smallest excuse for doing so; he goes to each professor or before the whole faculty in session, (the usage varies in different colleges,) answers or tries to answer the questions asked him, in accordance with his best convictions, and with the professor's hobbies, if any exist; if he has become known as a good student, a punctual and steady attendant at lectures and clinics, and his thesis happened to please the examiners, he finds that his path is made smooth, and he goes away exalted.

Generally very few of any class get *plucked.* Sometimes men are allowed to graduate if they will promise to pursue a certain amount of study subsequently under the surpervision of the faculty.

4. *Degrees.*—They graduate, are called *medicinae doctores,* and go home or out in the world to practice the preeepts they have bolted in such haste. Comparatively few men (at least in the South and West) ever study three full years before applying for a diploma.

5. *Post-graduate course.*—If a graduate wishes to pursue his studies further, he must do so independently of any instructions our medical schools furnish; he has, generally, the privilege of attending further courses of lectures by paying a small sum. But for an extension of his studies he must go to Europe or depend on books at home. No proper post-graduate course is provided in our country.

6. *Summary.*—This is the ordinary course of medical study in this country. In it the following branches are taught to a greater or less extent, viz: anatomy, descriptive surgical, and pathological, with dissections; chemistry, inorganic and physiological; physiology; hygiene; therapeutics and materia medica; theory and practice of medicine; surgery and operations, major and minor; obstetrics and diseases of women and children; toxicology and medical jurisprudence, with medical and surgical, and, sometimes (very rarely) obstetrical and ophthalmic clinics.

Having briefly described the educational course of a medical student, (in which no individual institution is particularly alluded to but the average opportunities and the ordinary usage as faithfully as possible described,) it may be instructing to notice the

(III.) CONTRAST BETWEEN MEDICAL EDUCATION IN THIS COUNTRY AND IN EUROPE.

1. *In the United States.*—I give below extracts and abstracts from the official publications of several colleges in this country, respecting the qualifications for admission demanded, the course of instruction given, and the requirements for graduation.

MEDICAL SCHOOL OF HARVARD UNIVERSITY.

There are 9 chairs: 1, morbid anatomy; 2, anatomy and physiology; 3, theory and practice of physic; 4, anatomy; 5, chemistry; 6, surgery; 7, obstetrics and medical jurisprudence; 8, materia medica; 9, clinical medicine. There are 10 adjunct and assistant professors and instructors.

The school is established in Boston to secure those advantages for the study of anatomy, physiology, and clinical medicine which are afforded only by large cities. Instruction is given throughout the year by thirteen professors, several instructors, and university lecturers. There are two sessions. The winter session comprises the lecture term, when systematic courses are delivered in all the departments, of which there are eleven. The summer session includes the spring and autumn terms, and is occupied by recitations and practical instruction of various kinds. During both sessions there are visits and clinical instruction in the Massachusetts General and City Hospital, at the dispensary, and eye and ear infirmary.

Students of medicine designing to attend the medical lectures, or any of them, shall be matriculated in this university by entering their names with the dean of the executive faculty, to be enrolled by him, and by signing an obligation to submit to the laws of the university, and to the direction of the faculty of medicine.

Every candidate for the degree of doctor in medicine must comply with the following conditions before being admitted to examination:

1. He shall satisfy the executive faculty that he is of good moral character, and has arrived at the age of twenty-one.

2. He shall have attended two courses of lectures delivered at the Massachusetts Medical College by each of the professors of the departments of anatomy, physiology, chemistry, materia medica and pharmacy, morbid anatomy, midwifery, surgery and clinical surgery, clinical medicine and the theory and practice of medicine; but if he shall have attended a similar course in any other college or university approved by the executive faculty, the same may be accepted in lieu of one of the courses above required.

3. He shall have spent three years in his professional studies, under the direction of a practitioner of medicine.

4. If he have not received a university education, he shall satisfy the executive faculty in respect to his knowledge of the Latin language and experimental philosophy.

5. He shall have given notice of his intention to the dean of the executive faculty four weeks previous to the day on which he presents himself for examination, and, at the same time, shall have delivered or transmitted to the dean a dissertation, written by himself, on some subject connected with medicine. Every dissertation shall be submitted by the dean to the examination of the executive faculty in the mode which they shall point out.

UNIVERSITY OF PENNSYLVANIA—MEDICAL DEPARTMENT.

There are 8 professorships: 1, materia medica and pharmacy; 2, chemistry; 3, anatomy; 4, surgery; 5, institutes of medicine; 6, obstetrics and diseases of women and children; 7, theory and practice of medicine and of clinical medicine; 8, clinical and demonstrative surgery.

There are also special clinical lectures on clinical medicine, (with 3 assistants:) physical diagnosis; microscopy and chemistry, applied to diseases of the urinary organs; diseases of women and children; clinical and demonstrative surgery, (with 8 assistants:) syphilis; diseases of the eye and ear; surgical diseases of the mouth.

There is 1 demonstrator of anatomy and 7 assistant demonstrators, 3 demonstrators of practical surgery, and 1 assistant in medical microscopy.

There is also an auxiliary faculty of medicine, with chairs of—1, zoölogy and comparative anatomy; 2, botany; 3, mineralogy and geology; 4, hygiene; 5, medical jurisprudence, including toxicology.

Ample means of teaching clinical medicine and surgery, and the diseases of women and children, are presented in the university and in the various hospitals and dispensaries of the city.

Clinical instruction (without fee) is also given throughout the year in the Philadelphia Hospital, Pennsylvania Hospital, Episcopal Hospital, St. Joseph's Hospital, Will's Hospital for the Eye, City Lying-in Hospital, and Children's Hospital; also, the Ger-

man Hospital, Jewish Hospital, and St. Francis Hospital. Additional instruction is also given in the university dispensary and the surgical wards in the college building.

The dissecting room is open during the session, under the supervision of the professor of clinical and demonstrative surgery and his assistants. Every student is here thoroughly instructed and practically trained in the application of bandages and surgical apparatus, and in the performance of operations upon cadaver. Instruments, splints, and bandages are supplied free of cost.

The rules for graduation in medicine are as follows:

1. The candidate must have attained the age of twenty-one years, have applied himself to the study of medicine for three years, and been, during that time, the private pupil, for two years at least, of a respectable practitioner of medicine.

2. The candidate must also have attended two complete courses of the following lectures in this institution: Theory and practice of medicine; anatomy; materia medica and pharmacy; chemistry; surgery; obstetrics and diseases of women and children; institutes of medicine.

3. Medical students who have attended one complete course in a respectable medical school, where the attendance on two complete courses is necessary to a degree, where the same branches are taught as in this, and which is placed upon the *ad eundem* of this school, are permitted to become candidates by an attendance here for one full course; the rules of graduation being in other respects observed.

4. The candidate, at the time of his application, must deliver to the dean of the medical faculty a thesis, composed by himself, on some medical subject. This thesis is referred to one of the professors, who shall examine the candidate upon it, and make his report thereon to the medical faculty.

JEFFERSON MEDICAL COLLEGE, PHILADELPHIA, PA.

There are 7 chairs: 1, general description and surgical anatomy; 2, institutes and practice of surgery; 3, practice of medicine; 4, obstetrics and diseases of women and children; 5, chemistry; 6, materia medica and general therapeutics; 7, institutes of medicine and medical jurisprudence; 1 lecturer on clinical medicine; 1 demonstrator of anatomy.

The course of instruction includes a carefully considered combination of didactic and clinical teaching, the result of many years' experience.

The clinical facilities of Philadelphia are unsurpassed. The clinic of the Jefferson Medical College is held in high esteem throughout the country, and the cases of every variety, from the rarest form of disease to that met with in daily practice, are presented during the session.

Besides the college clinic there are in the city 18 hospitals, 7 dispensaries, and 38 other charitable institutions, affording every facility for the practical study of disease and injury. The opportunities offered to the student, indeed, are only limited by the time at his disposal.

Believing that clinical studies pursued too exclusively can only lead to empiricism in practice, the didactic lectures are so arranged as to give the student a thorough knowledge of the principles of his profession. The most ample means of illustration are employed, and every care taken to treat the subject clearly and with a direct reference to practical results.

While it has not been found practicable to extend the regular course beyond the usual period, from October to March, yet the faculty, wishing to afford the fullest opportunity to the student, have arranged a course of supplementary lectures, which extends through the months of April, May, June, and September, without additional charge, except the registration fee of $5.

The candidate for the degree of M. D. must be of good moral character, and at least twenty-one years of age. He must have attended at least two full sessions of lectures in some regular and respectable medical school, one of which, the last, shall have been in this college, and must exhibit his tickets, or other adequate evidence thereof, to the dean of the faculty.

He must have studied medicine for not less than three years, and have attended at least one course of clinical instruction in an institution approved by the faculty. He must present to the dean of the faculty a thesis of his own composition, correctly written, in his own handwriting, on some medical subject, and exhibit to the faculty, at his examination, satisfactory evidence of his professional attainments. The degree will not be conferred upon any candidate who absents himself from the public commencement, without the special permission of the faculty.

DEPARTMENT OF MEDICINE AND SURGERY OF THE UNIVERSITY OF MICHIGAN.

There are 7 chairs: 1, chemistry, mineralogy, pharmacy, and toxicology; 2, obstetrics and diseases of women and children; 3, pathology and practice of medicine; 4, anatomy and physiology; 5, organic chemistry and metallurgy; 6, therapeutics and

materia medica; 7, surgery; 1 assistant professor of chemistry; 1 demonstrator of anatomy.

Every candidate for admission shall exhibit to the faculty satisfactory evidence of a good moral and intellectual character, a good English education, including a proper knowledge of the English language, and a respectable acquaintance with its literature, and with the art of composition; a fair knowledge of the natural sciences, and at least of the more elementary mathematics, including the chief elements of algebra and geometry, and such a knowledge of the Latin language as will enable him to read current prescriptions, and appreciate the technical language of the natural sciences and of medicine.

Students are expected to be in attendance upon the first day of the term, as the regular course of instruction will commence upon, and continue from, that day, and by the rule adopted *certificates are issued only for the period of actual attendance.*

The annual session commences on the first day of October and continues until the last Wednesday in March. Four lectures are delivered daily. Previous to each lecture the students are carefully examined upon the subject of the preceding lecture.

The total number of lectures in the term will thus be between 600 and 700.

Clinics are given every Saturday for both medical and surgical patients, when examinations are held, prescriptions made, and operations performed gratuitously to patients, in the presence of the class.

A special course of instruction in physical diagnosis is given by the professor of the theory and practice of medicine, for which a fee of $5 extra is required. Also, special instruction in microscopy is given by the professor of anatomy and physiology, for which also a fee of $5 is charged. Attendance on either of the above courses is optional with the students.

To be admitted to the degree of "doctor of medicine" the student must exhibit the evidence of having pursued the study of medicine and surgery for a term of three years with some respectable practitioner of medicine, (including lecture terms;) must have attended two full courses of lectures, the last of which must have been in the College of Medicine and Surgery of the University of Michigan, and the previous one in this or some other respectable medical institution; must be twenty-one years of age; must have submitted to the faculty a thesis, composed and written by himself, on some medical topic, and have passed an examination at the close of the term satisfactory to the faculty.

To encourage a higher grade of preliminary acquirement, an allowance of six months from the term of study is made in favor of the graduates of the department of science and arts, and of other respectable literary colleges.

Each candidate for graduation must announce himself at the commencement of his second year, and must be examined in anatomy, physiology, materia medica, and chemistry. He is also required, during the course, to submit to written examinations by each professor, on some subject pertaining to his department, in order to further test his knowledge of such subjects, and his ability to express himself correctly in writing. His final thesis may be written either in English, German, French, or Latin, and, if required, must be defended before the faculty.

ST. LOUIS MEDICAL COLLEGE.

There are eight professorships: 1, chemistry and pharmacy; 2, principles and practice of medicine; 3, principles and practice of surgery and clinical surgery; 4, general descriptive and surgical anatomy, military surgery and clinical surgery at the city hospital; 5, clinical medicine and pathological anatomy; 6, therapeutics and materia medica; 7, physiology and medical jurisprudence; 8, obstetrics and diseases of women and children; and a demonstrator of anatomy.

The course of instruction in the St. Louis Medical College continues twenty-three weeks.

The hospitals of the city are as well appointed as can be found in other localities of medical instruction, and their size, giving accommodation to thousands of patients annually, affords to the student constant and extensive information on every subject connected with medicine and surgery. They are the City Hospital, with medical and surgical clinic; the Quarantine and Small-pox Hospitals; the St. Louis (or Sisters') Hospital, with surgical, obstetric, and ear and eye clinic; the United States Marine Hospital, and the St. Louis County Insane Asylum.

Requisites for the degree of doctor of medicine:

1. The candidate must be twenty-one years of age, of good moral character, and must have been engaged in the study of medicine for three years, (course of lectures included.)

2. He must have attended two full courses of lectures in this institution. Attendance on a regular course in some respectable and generally accredited medical school, or four years of reputable practice, will, however, be considered as equivalent to one of the courses above specified. The dissecting ticket must also have been taken contin-

nously in this or some other school. He must also have followed the practice of a hospital.

3. He must undergo a satisfactory examination on all the branches taught in this college, and write an acceptable thesis, in the English, Latin, French, or German language, on some subject connected with medicine. A second regular examination will be held in the course of the summer. Applicants who have complied with all the requirements may present themselves at either of these examinations. At no other time will students be examined.

4. He must, by the first of February, notify the dean, in writing, of his intention to become a candidate, and deliver to him his thesis and graduating fee, both of which will be returned in case of withdrawal or rejection.

MEDICAL DEPARTMENT OF THE NORTHWESTERN UNIVERSITY, (CHICAGO MEDICAL COLLEGE.)

There are 16 regular professorships, including clinical medicine and clinical surgery, and 16 professors besides the demonstrator of anatomy. It provides for three consecutive courses of instruction, (junior, middle, and senior,) one for each of the three years of study, and an examination at the end of each term. The regular lecture term is five and a half months, with a free summer course of three months added.

2. *In Europe.*—The following facts respecting medical education in Europe are an abstract of the remarks on the subject in the report of Dr. J. W. Hoyt, one of the commissioners to the Paris Universal Exposition. They will serve to compare with the preceding statements:

ITALY.

In Italy, the applicant for admission to the medical school must present a certificate showing that he has completed the studies of the lyceum—Greek, Latin literature, Italian literature, history and geography, philosophy, (mental and natural,) chemistry, mathematics, natural history, mechanics, and gymnastics, and has been examined in the higher mathematics, the elements of natural history, and Italian and Latin literature. The term of study is six years, in which the studies are distributed substantially as follows:

First year.—Botany, physics, inorganic chemistry, zoölogy, comparative and human anatomy, and normal histology, with practical, anatomical, and botanical exercises.

Second year.—Natural philosophy, physiology, organic and physiological chemistry, human anatomy, with practical, anatomical, and physiologico-chemical exercises.

Third year.—Physiology and general pathology, with practical experiments in physiology and in pathological histology.

Fourth year.—Special pathology, medical and surgical, materia medica, therapeutics, hygiene, and topographical anatomy, with dissections, pathological and topographical, and attendance upon medical and surgical clinics.

Fifth year.—Theory and practice of medicine, obstetrics and diseases of women and children, and ophthalmic diseases, with medical, surgical, obstetric, and ophthalmic clinics, pathological and topographical anatomy, with dissections and surgical operations upon the cadaver.

Sixth year.—Theory and practice of medicine, obstetrics, diseases of women and children, with corresponding clinics as in fifth year, special study of the diseases of the skin, of syphilitic diseases, and of mental diseases for four months each, medical jurisprudence, and toxicology.

FRANCE.

In France the medical school at Paris comprises the following chairs: Anatomy, pathological anatomy, physiology, medical physics, hygiene, materia medica and therapeutics, medical chemistry, medical natural history, histology, surgical pathology, medical pathology, pathology and general therapeutics, operations and apparatus, medical, surgical, and obstetrical clinics, obstetrics and diseases of women and children, medical jurisprudence and pharmacology, with abundant supplementary instruction.

AUSTRIA.

In the Austrian Medico-chirurgical School, at Vienna, the whole period of study occupies five years, as follows:

First year.—Zoölogy, mineralogy, chemistry, descriptive anatomy, anatomical exercises, and botany, with special lectures on medicinal plants.

Second year.—Dissections, topographical anatomy, physiology, general pathology, prescriptions, instruments, apparatus, and bandages, pharmacology, preliminary study of climatology, percussion, and auscultation.

Third year.—Pathological anatomy and medical jurisprudence, with appropriate dissections, surgery, theoretical and operative, surgical and medical clinics, physiological and pathological chemistry.

Fourth year.—Clinics in medical jurisprudence, medicine, surgery, obstetrics, and diseases of the eye, dissections illustrative of medical jurisprudence, instruction in vaccination, &c.

Fifth year.—Surgical, ophthalmic, and medical clinics, descriptive and topographical anatomy, with dissections, physiology, &c.

The instruction in the several departments of study is given by 35 full professors, 19 assistant professors, and 39 *privat docenten*, all of whom give numerous lectures and demonstrative exercises during each half year.

GREAT BRITAIN.

The degrees conferred in Great Britain are those of bachelor of medicine, (M. B.,) master in surgery, (C. M.,) and doctor of medicine, (M. D.) No one is admitted, as a rule, to the course of medical study in a university who has not either graduated in the arts, or is able to pass an examination in the elements of mathematics, the Latin and English languages, and in at least two of the following branches, to wit: Greek, French, German, and higher mathematics, natural philosophy, logic, and moral philosophy. And in no case is a candidate for the professional examinations prerequisite to the degree of bachelor of medicine, or the degree of master in surgery, eligible to such examinations unless possessed of the general educational qualifications above named. Each candidate for degrees is also required to establish by certificates—

1. That he has studied medicine and surgery for four years, during each of which a course of at least 200 lectures, with corresponding clinical instructions, have been delivered, wherein he has studied for prescribed times the following departments of medical science: Anatomy, chemistry, materia medica, institutes and practice of medicine, surgery, obstetrics, diseases of women and children, general pathology, (or, in schools where no such course exists, morbid anatomy,) practical anatomy, practical chemistry, practical obstetrics with medical and surgical clinics, medical jurisprudence, botany, and zoölogy.

2. That he has attended the medical and surgical practice of a general hospital for two years, and outside practice for six months.

3. That one of the aforesaid years of study has been in the medical school of the university to which application for examination is made. (The Edinburgh school also requires that two of the four years of study shall have been either there or in some other university authorized to grant degrees.)

4. That he has at date of application completed his twenty-first year, and is not under any articles of apprenticeship to any surgeon, physician, or other master.

Dr. Hoyt remarks:

"Thus qualified, the candidate may be received to examinations, both on written and oral: First, on the elementary branches of medical science, such as anatomy, chemistry, botany, and materia medica; secondly, on advanced anatomy, zoölogy, comparative anatomy, physiology, and surgery; third, on materia medica, and the strictly practical departments, including practical medicine, clinical medicine, clinical surgery, obstetrics, general pathology, and medical jurisprudence. A thesis on some medical subject is also required.

"The examinations in the natural history branches and in practical chemistry are conducted, as far as possible, by actual demonstrations upon material placed before the candidates, and the examinations in the practical departments are conducted, at least in part, in the hospitals, candidates being required to test their knowledge by examinations and prescriptions. As a general rule, those whose study is in the university are examined in the branches of the first and second divisions above enumerated at the close of the second and third years of their course; but admission to examination on those embraced in the third or practical division cannot take place until the candidate has completed his fourth year. Should the candidate fail, he cannot be admitted again until the completion of another year, or the expiration of such period as the examiners may prescribe.

"The degree of master of surgery can in no case be conferred upon a candidate who is not at the same time granted or has previously received the degree of bachelor of medicine.

"The degree of doctor of medicine is conferred upon candidates who have obtained the degree of bachelor; have spent, since their graduation, at least two years in attendance upon a recognized hospital, or in the military or naval medical service, or in medical or surgical practice, and are either possessed of the diploma of bachelor of arts from a recognized university, or have passed a satisfactory examination in Greek,

logie, and moral philosophy, and in French or German, or the higher mathematics, or in natural philosophy and natural history."

This is really an incomplete résumé of the medical course in these countries; but what a contrast in extent to the best that our own country affords.

(IV.) MEDICAL EDUCATION FOR WOMEN.

The fitness of women, from their exquisite humanity, patience, neatness, and skill as nurses, for the medical profession, was long ago suggested. Women have for many years, in Europe, been licensed and have practiced as *accoucheúses*. For years a scattering few in this country succeeded in obtaining a medical education in spite of the caution and conservatism (just in general) of the profession. But of late years this subject has received a very great impulse, and medical schools for their education in the regular practice have been established in New York, Philadelphia, and Boston.

There is a homeopathic medical school for women in Cleveland, Ohio, and a physiopathic course of instruction in Cincinnati, Ohio.

The following account of the course of training in the New York Infirmary Female Medical College shows how high a stand female physicians should hereafter take, if such programmes shall be generally adopted and steadily adhered to.

WOMAN'S MEDICAL COLLEGE OF THE NEW YORK INFIRMARY.

Every student upon matriculating will be required to deposit with the secretary a certificate of good moral character from a physician of good standing, clergyman, or other responsible person.

The plan of instruction which this school desires to carry out is arranged to secure a gradation of studies through the three years of the student's course.

For this purpose students must attend the winter sessions. During the first, they will be principally occupied with the elementary branches of anatomy, physiology, materia medica, and chemistry, with practical work in the anatomical rooms, and pharmacy.

In their second year they will continue these four branches, and receive full instruction in medicine, surgery, and obstetries.

In the third year the instruction in these three departments will be continued, and the students will engage in practical medical work, under the direction of their teachers, and be required to furnish clinical reports of cases so attended.

Hygiene will be taught through the three years.

All students will be required to attend weekly recitations in the studies proper to their year, these recitations forming an essential part of the course.

Yearly examinations will be held at the end of each winter session, when every student will be examined in the studies pursued during the year.

Besides these a general examination will be passed by all students presenting themselves as candidates for graduation.

This final examination will be passed in anatomy, materia medica, physiology, and chemistry at the end of the second year, and at the end of the third year in hygiene practice, surgery, and obstetries.

This progressive mode of study does not increase the length nor the expense of the student's course, as no extra charge is made for the third year.

It offers very great advantages as compared to the ordinary plan of reading for a year under private instruction and attending college during two sessions only.

It gives more facilities for practical anatomy, pharmacy, and clinical study, prevents the winter session from being over-crowded with work, and, by dividing the examinations, enables the student to prepare for them more easily and thoroughly.

In view of its much more satisfactory results, it has been adopted as the course of the school, and is warmly recommended by the faculty to all those beginning their education.

Students who are unable or unwilling to attend three sessions can complete their college course in two years by attending two winter and two summer sessions. The summer sessions, being devoted principally to practical work, will be taken as equivalent to the third winter session, where the student can bring satisfactory certificates of a year's previous study.

Clinical instruction is given in the New York Infirmary, Bellevue Hospital, the Eye and Ear Infirmary, Nursery and Child's Hospital, Demilt and other Dispensaries.

Candidates for graduation must be twenty-one years of age, must be of good moral character, and have received a good general education.

They must have spent three years in the study of medicine, under the direction of a duly qualified physician, during which they must have attended three winter, or two winter and summer sessions of lectures, and received clinical instruction, according to the course laid down by the school.

A thesis on some medical subject and the passing a satisfactory examination before the faculty and the board of examiners will also be required.

A course of lectures in any recognized school will be accepted as one of the terms required by the college, but the last course before graduation must have been attended at this college.

(V.) CHANGES SUGGESTED.

The subject of improvement in medical education is one which has occupied the thoughts of the profession for thirty years. The American Medical Association, ever since its organization, has paid special attention to this matter, appointing yearly committees on the subject, and printing report after report in its transactions. Some of the most eminent names, living and dead, on the rolls of the profession have recorded their opinions on the subject, and the labors of many great physicians and surgeons for many years, in the lecture-room and the hospital, have been devoted to the practical training of the medical student.

Many valuable recommendations and many important improvements have during the present generation been made; but, notably, nearly all these improvements and recommendations have reference to the medical college, their departments of instruction, length of terms, text-books, practical anatomical and clinical opportunities, and only to a very limited extent with regard to preparatory or to post-graduate instruction. It is proper here to say that, in the writer's opinion, the most valuable recent suggestions in the American Medical Association have been made by the committees, of which Messrs. Chris. C. Cox, M. D., LL. D., Thomas Antisell, M. D., and A. B. Palmer, A. M., M. D., were chairmen.

For want of space, it will not be possible to separately mention recommendations heretofore made from those for which the writer of this article is responsible. In fact the scheme here presented is so little novel in most of its features, and most of its opinions have been so often expressed and indorsed by the voice of the profession, that it seems somewhat singular that more has not been practically accomplished.

And here it is proper to mention that no good can come from any attempt to revive any of the old legal discriminations between practitioners of different schools; partly because scientific, like religious belief, should be perfectly free, and if a practitioner pleases his patients he always will be able to make a living out of them. The attitude of government in all such private mutual relations should be perfectly impartial; and it is questionable even whether courts of law should encourage suits for malpractice; because malpractice depends in most instances on ignorance, and the most certain and satisfactory prevention of it is reached by legally enforcing a thorough education. To this matter, however, further allusion will be hereafter made.

1. What, then, is the duty of the profession in regard to ante-professional study? No medical college of high character in the country pretends to be satisfied with the qualifications of its matriculates in general. No eminent professional man in any of the systems denies that a good preliminary education is of the greatest advantage to a medical student; yet very little care is taken to train the faculties of observation, memory, and reason scientifically and thoroughly for the work they will have to do. The profession expects its students to read and remember many text-books; to see many cases with numerous and complicated symptoms; to administer many drugs of the most varied powers and applications in the most varied doses and combinations; and all this without any attempt to train his mind to see, compare, and reason on the facts. What part do mathematics and logic, the instruments for training the human reason, take in educating an ordinary practitioner? How many have been drilled in lingnistics, so that their memory, their taste, and their power of selecting and expressing their ideas, bear any but the slighest comparison to the importance of their vocation? What provision is there in an ordinary medical course for becoming acquainted, to any useful extent, with any of the collateral sciences—the contiguous regions of nature tangential to the circle of human life? Practically none.

There should be required by every medical college, of every candidate for matriculation, that he shall have studied some definite length of time, and shall pass an examination in the following subjects: in the common branches, reading, writing, arithmetic, modern geography, English grammar, and American history; the college should also examine the candidate in, or cause him to study, as preliminary to examination, the elements of inorganic chemistry, natural philosophy, natural history, logic, and general history; and should see that he possesses an ability to translate and construe some author in Latin or French or German, and that he has *a fair knowledge of the principles of drawing.*

All this should be preliminary to the study of medicine proper. There is nothing that cannot be mastered in two years by any intelligent youth who has previously studied in a common school. There is nothing demanded by it at all difficult of attainment in any decent high school or academy. Nor should it be at all difficult for any medical college to establish such a training school for the young men who will enter

its subsequent instruction. It is needless to expatiate here on the advantage of such previous study. The University of Michigan demands more in some directions of its medical matriculates, and does not seem to lack students. Harvard Medical School places some knowledge of Latin and philosophy among its requisites for graduation, which means (or should mean) pretty much the same thing as requiring it as an item in the preliminary training, the three years' medical course being so filled with professional studies that it is practically impossible to study Latin also during that period.

2. The profession also owes it to itself, and the public which it serves, to see that the medical colleges of the country do thoroughly what they have undertaken. Three courses of lectures, of at least twenty weeks each, should be a qualification for graduation, in which anatomy, physiology, hygiene, therapeutics, organic chemistry, toxicology, medical jurisprudence, obstetrics and its collateral subjects, materia medica, surgery and physic, should be the branches taught, and they should be taught practically as well as by lectures.

Anatomy should be taught regionally as far as possible, and dissections of the part lectured on should be demonstrated from by the lecturer, and each dissection should be repeated by the class, under the supervision of the demonstrator, before the next lecture is delivered. Instead of discouraging the dissections by charging for each subject used in the demonstrator's room, the colleges should boldly demand a fee for practical anatomy, which will enable it to supply anatomical material to any extent demanded. This and the positive enforcement of dissections by every member of the class should be leading features in the revised system of medical education.

Physiology should be thoroughly illustrated by microscopic and chemical appliances, and by vivisections. Some time in each week should be devoted to a thorough written examination on the experiments and specimens exhibited by the lecturer, and the chemical tests used should be repeated by each member of the class personally before the lecturer.

Chemistry (after a rapid review of the inorganic portion) should be so taught as to mean something to the student, which it does not now. In fact, it is almost impossible to suggest amendments to a method of teaching so radically vicious as the way in which chemistry is ordinarily treated in our medical colleges. A knowledge of the inorganic part of our common text-books should be rigorously exacted before the student is matriculated. This should be reviewed by the class with experiments, and chemistry in its relations to physiology, materia medica, and toxicology taught in the amplest manner, and with all the necessary practical appliances. Every experiment by the lecturer should be repeated in his presence during weekly examinations, and all important reactions should be tabulated by the class on the blackboard. The antiquated nomenclature so long in vogue should be abolished, and every effort made to convince the students that chemistry is really a vital part of the science of medicine. There should be a fee for this chemical instruction sufficiently large to justify the gratuitous supply of chemicals and apparatus, and, like the anatomical, it should be obligatory on every student.

Materia medica should be taught with the drugs before the students. They should be thoroughly instructed in their physical properties, uses and doses, and the method of preparing the various forms in which medicines are administered; their physiological and therapeutic action should be illustrated by experiments, and, when possible, by clinical instruction.

Hygiene should be thoroughly treated in all its relations to the morality and prosperity of communities and individuals, as well as with regard to its efficiency in the prevention and cure of diseases.

This division of the instruction should occupy the first course of lectures, and at the end there should be a rigorous examination of the class in the subjects so studied. It may be well here to remark that every examination at the end of a term should be conducted by a board of examiners chosen by some authority outside of the college; and the members of this board should be men of such reputation and so remunerated for their trouble as to make certain that their examination shall be deliberate, thorough, and impartial.

Having thus studied through one winter, the class during the succeeding summer should be directed to revise the subjects they have been taught. They should be directed to make themselves further acquainted with medical botany, to practice anatomical drawing, to familiarize themselves with the use of the microscope and chemical apparatus. They may be set under proper medical supervision to study certain portions of some subjects in the next course; as, for example, the mechanism of the female pelvis in relation to midwifery; the effects of muscular attachments in fractures and dislocations; symptomatology, especially as regards the pulse and tongue; general causes of disease; minor surgery and surgical appliances. The main point is, that explicit directions as to the use of his time should be given to every student. His reading thus has a definite object, and surely no one should know what the student ought to study so well as the professors who have had him in charge for several months. Much time is wasted in idleness or misapplied labor under the present

system, which would, if properly employed, go far to complete the foundation for a good medical education.

During the second course of lectures, the class should have thorough instruction in the theory and practice of physic, surgery, midwifery, and female diseases, with a selection of illustrative clinical cases, not numerous in number, but so presented as to furnish the facts. It is true that almost any clinical instruction is better than none; but in no department of medical instruction is the old saying, "the half is more than the whole," truer than here. One case carefully explained to and personally examined by a student is worth much more than a dozen seen by him in a crowd of listeners; a careful explanation, with the difficulties of the case in view, is much better for the student than many cases of the difficulties of which he has not become aware. A selection, therefore, of clinical cases is recommended, and there should be weekly examinations on the subjects considered and the cases exhibited. The use of medical, surgical, and obstetric instruments and appliances should be demonstrated on the cadaver as well as clinically. Surgical and pathological anatomy should be taught in connection with surgery and practice, if it be deemed inadvisable to teach them during the first course of lectures, and toxicology should receive attention.

After a thorough examination on the studies of the session, the members of the class should again receive explicit directions as to their reading.

During the third course of lectures special attention should be paid to clinical instruction in medicine, surgery, and midwifery; reports of each case seen should be required from every student; they should be exercised in diagnosis and treatment in practical midwifery, and, under the professor's directions, in minor surgery, if not in capital operations. Medical jurisprudence should be thoroughly taught, and something of the nature of the moot courts of the law schools would be a good training school for this branch of instruction. Lectures and clinics on diseases of the eye and ear should also be given. In short, every practical application possible should be made, and, at the end of the course, there should be a very thorough examination on the studies pursued, with a review examination in the studies of the two previous courses.

Having completed this study and passed the examinations, the candidates should be graduated with the degree of bachelor of medicine, and the degree of doctor should not be conferred till after at least three years' honorable practice.

2. *Duty of the State.*—The ruling power should have enough interest in this matter to insure the proper action; and this is, as before stated, not to discriminate between the different systems in existence, but to insist that every person, regular, eclectic, or homeopathic, who practices medicine or surgery shall have studied a specified time in a specified way, and passed specified examinations before boards selected by the executive. There might be common boards for most of the branches, and special boards for examination in materia medica and practice. The State law should specify the number, duration, and minimum instruction to be given by the medical colleges of every system alike. The degree of M. B. would then mean something more than that of M. D. does now. The public would feel assured that the practitioner of medicine was an educated man, whatever his theory might be, and the profession would gain in general culture, breadth of mind, and in the respect of mankind more than it would lose of the present kind of professional dignity.

In regard to the proper attitude of the courts toward the profession there could much be said. In many States there seems to be a disposition to encourage suits for malpractice against doctors, even when they are instituted as a means of extortion. Courts should be very careful in this matter, and it is hoped that the course pursued in the late case of "Walsh *vs.* Sayre" in New York will be hereafter generally adopted, and that the question of malpractice will be submitted to medical experts, leaving the amount of the damages, if there has been malpractice, to the decision of the court and jury, as at present. It is an outrage to expose the professional character and standing and the purse of a physician to the greedy assaults of unscrupulous men, leaving the decision of the question solely to a medically-uneducated jury.

It will be observed that medical colleges have not been directly addressed on the subject of this reform in education. As this is not an appeal to them, but an article for public perusal, it is perhaps not necessary to say very much in apology for this neglect. But in reality there has been a steady and totally ineffectual pressure brought to bear on the colleges by the better part of the profession for thirty years, in order to obtain better preliminary training, a lengthening of the lecture terms, or an increase in their number, and an enlargement and improvement in the subjects of instruction.

The medical colleges of the country are mostly joint-stock corporations, who furnish as little medical education as they can sell at the highest rate they can obtain. Their number is excessive, and the competition between them very keen. They are consequently disinclined to introduce any new features which may scare students of low acquirements away, or which may add seriously to the expenses of the institution.

Nor are medical students free from a large share of responsibility for the present condition of things. They are in such haste to graduate that they are impatient of

even the amount of instruction they are now forced to receive, and scores of men begin practice every year all over the country who have never heard a lecture at all, or, at the most, have attended but one course.

But the public, with a wise instinct, is beginning to say, in unmistakable language, that it demands a thorough education in its medical men. Let the members of the profession call to mind how many of their brethren of late years have, after some years' study in Europe, gained almost instantly a remunerative practice. What does this mean, except that the public is shrewd enough to believe that a thorough education, such as a man can get in Europe, is a better qualification for successful practice than the hurried and imperfect training he generally obtains here?

Brethren, let us gibbet the ignorance inside our profession as well as the quackery outside. Let us get over the idea that a man who butchers his mother tongue is good enough for a healer of mankind. Let us win from the intellects of men the consideration we used to demand from their manners. Let us add to the charity which blossoms in our hearts the knowledge that our work and our times demand. Let us train our minds for the consideration of the problems we have to study, as other professions are trained. Let us widen our intellectual vision and increase our material for thought. So shall the science of medicine, enlarged, purified, and triumphant, at last emerge from the conflicts of the schools above the petty jealousies of the hour, comprehensive and beneficent as the air.

CHAS. WARREN, *A. B., M. D.*

NORMAL SCHOOLS.

At the annual meeting of the American Normal Association, held at Cleveland, Ohio, August 15, 1870, the following papers were presented, and were very fully discussed, the general doctrines of each being warmly approved. They were referred to a committee, to be reported upon at a future meeting of the association, with reference to action upon the plan presented by Professor Phelps. Having been kindly furnished by their authors for the use of this Bureau, they are commended to the careful perusal of educators.

THE MEANS OF PROVIDING THE MASS OF TEACHERS WITH PROFESSIONAL INSTRUCTION.

By S. H. WHITE, Esq., *Principal of City Normal School, Peoria, Illinois.*

The most reliable statistics place the total number of teachers in twenty-three States, the omitted ones being Alabama, Arkansas, Delaware, Florida, Georgia, Louisiana, Mississippi, Nebraska, North Carolina, Oregon, South Carolina, Tennessee, Texas, Virginia, and the Territories, at 164,729. It is estimated that the number in the whole country is 200,000.

According to the report of the State superintendent of common schools of Pennsylvania for the year 1868–'69, 15 per cent. of the teachers engaged for that year had had no experience in their work, and 15 per cent. more had had an experience of less than a year. Thirty per cent., then, of the teachers of that State are new to the work each year.

The opinions of other State superintendents have been asked upon this point. So far as they have been expressed, they are that from 10 to 50 per cent. of the teachers in their respective States are annually supplied from those who have had no experience.

It is probably safe to say that, taking all sections of the country into consideration, this number would be about 40 per cent.

The total number of pupils attending State normal schools for the year named is 5,884. In case all the students in normal schools become teachers, we have still 97 per cent. of the inexperienced teachers of the country entirely destitute of any instruction from State normal schools. From the best data available, it is estimated that the number of teachers receiving special instruction in city and private normal schools, normal classes, and by other means, is about equal to the number in the State normal schools—3 per cent.

That ninety-four out of every hundred enter the ranks but slightly comprehending the laws of physical and mental growth, and of development in harmony with those laws, that they are entirely without any special preparation for the work before them, and that they have but slight appreciation of its magnitude and responsibilities, are facts worthy the earnest attention of all who desire the highest development of our people.

Two questions present themselves for consideration:

I. Can the present system of State normal schools be extended so as to supply the want of trained teachers for the common schools? The annual expense of a school

which will send out—not necessarily graduate—250 pupils, is from $15,000 to $20,000. Allowing that after States have become settled and their communities established, not more than 30 per cent. of the teachers change to other employments annually, the State of Illinois would need 24 such schools; Michigan 12; Pennsylvania 20; Massachusetts 10. The annual expense of these schools would be, to Illinois not less than $360,000; to Michigan $180,000; to Pennsylvania $300,000; to Massachusetts $150,000. However profitable such an investment might be to these States, it would be impossible now, or at any time in the near future, to persuade the people to make so large appropriations for this purpose.

II. Is it desirable that normal schools, as at present organized, should be so multiplied even were it possible? In the normal schools of Massachusetts, having a course extending through two years, about one-half the students complete the course; in the Illinois Normal University, having a three years' course, about three-fourths of the students remain a year or less; in the Kansas Normal School about four-fifths of the pupils leave by the expiration of the first year. These institutions, the youngest of which has a history of five years, may be considered as fair representatives in this respect of the whole class of normal schools. May we not consider, also, that their experience indicates the situation and the urgent need of the great mass of the teachers of the country? Do not those needs point to a graded system of normal schools? If from one-half to four-fifths of the pupils in the well-established schools of the country do no more than complete the studies of one year, what is the advantage of establishing schools with a two or three years' course for them to attend?

If only one-half to one-twentieth of the pupils entering a school complete the course, why should there be any greater than such a proportion of schools of the highest grade? It is apparent that the experience of the country demands the establishment of a system of normal schools which shall embrace in their course of study only branches taught in common schools, with some instruction in methods and school management.

It is quite useless to suppose that the large portion of the teachers of the country to which reference has been made, will be willing to devote more time to the preparation for their work.

It is urged then that the present system of State normal schools for the preparation of all teachers to teach is impossible, because of its expense to the State; because their course of study is not adapted to the circumstances of the great mass of teachers. It is claimed that a system of graded normal schools will more cheaply and more completely meet the wants of the great majority of teachers. In support of this claim the item of diminished expense to the individual may be urged. The necessity of many teachers too frequently interrupts that course of study for the purpose of gaining a living, forbids their traveling far to reach school, or being at great expense for board, &c., while there. If schools are established at points accessible, at short distances, where students can have facilities for obtaining supplies from home, these objections will be largely obviated. Each school would offer its advantages to an entirely different class of teachers without diminishing perceptibly the attendance upon another. About 80 per cent. of the pupils of the Massachusetts State normal schools live within twenty miles of their respective institutions. The same state of affairs is largely true in other States. Of the 69 pupils attending the Peoria County Normal School, in Illinois, during the past year, not more than two would otherwise have attended the State Normal University, about sixty miles distant.

Whatever the plan adopted, the preliminary steps of building, &c., should be as light as possible. A western educator conveyed a forcible truth when he said: "A Bunker Hill Monument, with a few school-rooms at its base, doesn't pay."

If a debt is to be incurred, as is generally the case, it were better that the towers, the Mansard roofs, the porticos, &c., be omitted. If the money is in hand, it were better to expend it inside the building, in procuring libraries, means of illustration, and giving more liberal salaries to teachers. The expenditure of $250,000 or $300,000 to furnish buildings and grounds for a State normal school, is not securing the greatest amount of aid from the money. Every cap-stone to the tower of an extravagant school-house has prevented the laying of the foundation-stone to many less pretentious structures, of the same sort. The school should be fitted with accommodations for from 75 to 100 pupils. By the curtailment of the cost, what would have been expended in erecting one large and extravagant building, would suffice for from two to four smaller ones, with accommodations, in the aggregate, for at least double the number of pupils.

As has been already estimated, the course of study in these schools should be primary in character, embracing but little more than the studies required by law to be taught in the common schools. The fact that about 40 per cent. of the teachers of the country teach not more than a year, and then make some other occupation their pursuit for life, is convincing proof that they look upon the business of instruction as a mere make-shift, and that they will make no greater effort to fit themselves for it than public opinion requires. Let it be required of these teachers to thoroughly know

the branches to be taught by them; for a very great part of the work to be done in these schools must be academic in its character. Let this knowledge be imparted, systematically, by skilled teachers, whose instruction will unconsciously be a model for them; let the consideration of methods accompany the daily lesson; let the pupil have a short drill in actual school management, under the direction of an efficient training teacher, and more will be done to elevate the character of the common schools than can possibly be done by State normal schools, as at present organized.

It may be objected to this plan, that it would operate to lower the standard of attainments among teachers, degrade the profession from its highest position, and subvert the means by which it can be fitted to accomplish its noblest results. Not by any means. The highest department of a system of learning is reached through those that precede it. Its real strength will depend upon their efficiency. This rule will obviously apply to normal schools. Let them be graded, the greater part of them being adapted to the necessities of the mass of teachers, and others having a more professional character for those who make teaching a profession for life. These higher schools would thrive with the lower, and would attain to greater excellence because of them. It may not be expecting too much to hope that there might be, here and there, one which could give attention to normal methods of instruction in the classics, and higher departments of science, and literature. From such schools could be drawn a supply of efficient instructors for high schools, seminaries, and colleges.

But it will be a long while before any system of normal schools will succeed in reaching all the teachers of the country. Teaching, as a business, must be more permanent, and offer better remuneration, before many of those engaged in it will make it an employment for life. The fact that the graduates of the normal schools of Massachusetts teach an average of only three years, is a forcible illustration of this position. The conveniences for normal instruction must be greatly increased before a tithe of the demand for teachers can be supplied from that source. Meanwhile other means must be utilized. There is a large and increasing number of graduates from academies, high schools, and colleges, very many of whom enter upon the work of instruction. They have been through a course of study generally more comprehensive than that taught in the normal schools. In scholarship, save, perhaps, in the common school studies, which were laid aside when they commenced their higher course, they are prepared to commence their work. But their instruction has been academic. They need to review the primary studies with methods of instruction in the same, and to have the benefit of practical work in the class-room, under the eye of an efficient training teacher. In view of their more general scholarship, and of the mental discipline acquired from long-continued study, two or three terms in a normal school would do much to prepare them for their work. The establishment of training schools in many of the larger cities is a step in this direction, many more of which should be taken. When the number of graduates is not large enough to justify the step, a few months in a primary normal school might well be substituted.

Teachers' institutes furnish a powerful and efficient means for instructing and inspiring teachers. They may be considered as normal schools, of the lowest grade, affording the only means by which the great mass of teachers can, at present, be reached, and some better ideas of school instruction and school management can be imparted. If these are well-conducted—if the plan is devised beforehand—if the work is done by skilled teachers who have given special attention to it, and in such a way as to elicit active thought and work from the institute, it is doubtful whether an equal amount of expense and labor to the same end will accomplish so valuable results. But the practice of gathering teachers together, and promiscuously parceling out the work to be done, without reference to time or system, is apt to be more corrupting than elevating in its results. It is desirable that the number of institutes be largely increased. The fact that in several States, one is held in every county, yearly, and in some cases half-yearly, while in others not more than one-tenth of the counties hold them, is evidence that much more is attainable in this direction than has yet been accomplished.

The work done in the institute, like that of any other school, will depend upon the teacher. Of the institute it may be remarked, however, that since it continues for a shorter period, generally for a week, greater skill at organization, greater promptness of action, are required of the conductor than of the ordinary teacher. An institute should have the best possible talent secured for its exercises. The employment of one or more corps of instructors, whose whole time should be given to holding institutes in different parts of a State, would produce a greater immediate effect upon the schools of the country than any other agency. Upon these institutes the teachers should be compelled to attend, without losing time, if their schools are in session, or furnish evidence of having attended a more extended course of instruction of similar character.

I cannot better call attention to the preparation needed by the teachers in country schools than by quoting a few words from the observations of Rev. Dr. Ryerson, superintendent of public instruction for the province of Ontario, on "The American School System." They are taken from his report on the systems of public instruction in Europe and the United States. He says:

"Taken as a whole, I do not think, from my best observation and inquiries, that

there is a country in the world in whose cities and towns (except Leipsic, in Saxony) the systems of education are so complete and efficient as in the neighboring States, especially in Boston, Providence, New York, Philadelphia," &c. "Nothing but a personal visit and inspection can convey an adequate idea of the comprehensiveness, completeness, and even in some instances grandeur, of the establishments and systems of education in the cities, and in not a few towns of our American neighbors." "But here, in most of the States, the work has begun to halt, and the patriotic objects of its (the system's) projector have been disappointed." "There is no adequate provision to secure the operations of a school in a single neighborhood, much less to secure properly qualified teachers where schools are established. The result is, that when you leave the cities and large towns, and go into the rural parts of the State, the peculiar field of a national school law, and system, you there find that our American neighbors are not so successful in their public school economy, and accomplish results far below, and short of the State appropriations they make, and the machinery they employ for the sound education of all the people."

REPORT ON A COURSE OF STUDY FOR NORMAL SCHOOLS.

By Professor WILLIAM F. PHELPS,

Principal of the State Normal School, Winona, Minnesota.

The committee appointed at the last meeting of this association, to consider and report upon the subject of a course of study adapted to normal schools, would beg leave to submit:

That they have given to the subject as much time and attention as other absorbing duties would allow; that they have not deemed it necessary to discuss, in detail, the relations which the different branches of study sustain to the work of mental development; nor have they attempted the impossible task of laying down a curriculum, applicable alike to all circumstances and places, but they have contented themselves mainly with the presentation, in a suggestive form, of such a plan of professional training as seems well adapted to the preparation of teachers for the lower departments in our graded school system, and for the mixed schools of the rural districts; reserving for the future the consideration of a course suited to the wants of instructors in the high schools and colleges.

The committee have been led to pursue this plan for reasons which will now be stated:

First. These lower schools present altogether the most difficult problems in respect to methods of instruction and administration with which educators are obliged to deal. Hence the greater necessity for that intelligence, skill, tact, patience, and energy on the part of the teacher, which a careful special training is so well calculated to develop.

The committee do not feel that it is necessary to enlarge upon this proposition. The *truth itself* is too obvious to all who have seriously thought and labored in the field of popular education to require any demonstration at this time. It is an admitted axiom that the post of difficulty and responsibility is in the primary school, and in those grades of instruction most nearly allied to it.

It is comparatively easy to fill the professorial chair of the high school or college. Here the mind of the student is far advanced in its stages of development; his habits have been, in a measure, systematized, and his power increased by a long course of previous training; he is better prepared to help himself; he requires less aid from his tutor, and that aid when needed is of a more simple and direct character. Hence the duty of the instructor here is comparatively easy. With a thorough knowledge of the subject-matter, it is not a difficult task to employ the method best suited to the work before him. From these considerations it follows that the peculiar needs of special training as a preparation for teaching are down at the base of our system of public education.

Secondly. By far the greater number of the children of this country obtain their only educational advantages in the schools of the rural districts, and in the lower departments of the graded schools in the larger towns and cities. This is a proposition so self-evident as to need no discussion. We speak entirely within bounds when we affirm that not less than nineteen-twentieths of the children and youth of our country fail to reach the high schools and colleges during their brief educational career. For this reason, every effort within the power of the Government and people should be put forth to improve and perfect these agencies for elementary instruction. They are the only colleges which the masses can reach. If they fail us, therefore, upon what can we rest our hopes for the universal diffusion of education.

Thirdly. The gradation of the work of instruction in our public schools necessitates a similar gradation in the agencies for the special preparation of teachers.

The work of the primary teacher is so distinctive and peculiar in its character and

aims as to demand a distinctive and peculiar training therefor—a training especially suited to the circumstances of the case.

In like manner the instructor in the higher departments of education has a work more especially his own, differing widely in its motives and methods, and demanding attainments and qualifications very different from those of the elementary teacher. Hence the training of those who are to occupy these higher walks of educational effort should be suited to their condition and necessities; and it follows, also, that the appliances for their preparation should be modified accordingly. In other words, the necessities of our system of public education at the present time demand not less than two grades of normal training schools—one for the preparation of elementary teachers, and another for school officers and instructors in the higher departments. And it would, in the judgment of the committee, vastly increase the efficiency of our normal school system if these two classes of institutions could be organized and conducted as separate establishments, each suited to its special work.

Fourthly. The courses of academic study in many of our existing normal schools have become expanded to such an extent as to have greatly overburdened them, and to have largely diverted them from their special work, thus diminishing their influence and usefulness as agencies for the professional training of teachers.

That this state of things has been brought about by the urgency of the public demand for teachers in the higher schools, in consequence of the withdrawal of many for more lucrative employments, is freely conceded; but the fact itself is none the less disastrous to the cause of elementary instruction. The committee beg leave to reiterate the statement that our most pressing wants, at the present time, are in the domain of elementary education. We must ever keep in view the primary school and its immediate adjuncts. We must not neglect that knotty problem, "the district school as it is." We must remember its difficulties. We must reflect that the common schools are the only "colleges for the people." We must have trained skill here, if anywhere; because failing here we shall fail altogether, and succeeding here we shall succeed altogether. It is down here where the great industrial classes, "the bone and sinew" of the land, come to take their only chance for that training which is to lift them from sensuality to rationality and clothe them with the attributes of citizenship in this land of free thought, free speech, and free suffrage. And be it remembered, too, that it is down deep in this soil where the seeds of higher culture must be sown and where they must germinate and attain their earlier stages of growth. If we plant, and water, and cultivate here as assiduously and carefully as we may and should do, we shall not only lay broad and deep the foundations of general intelligence among the people, but by these means hundreds will demand the aids to liberal culture where now, amid neglect and inefficiency, only here and there one aspiring genius rises superior to the obstacles which environ him.

In this connection the committee take the responsibility of broadly asserting that while much has been done for the improvememt of elementary instruction, especially in the cities and larger towns, yet that, as a whole, the schools forming the lower parts of our system are deplorably deficient. They are mainly in the hands of ignorant, unskilled teachers. The children are fed upon the mere husks of knowledge. They leave school for the broad theater of life without discipline; without mental power or moral stamina; with minds distorted; too often with hearts corrupted, to swell the ranks of the lawless and to recruit the army of ignorant voters who are ever a menace to the peace and security of the country. And here let us refer to a fact which cannot become too soon or too widely known, and which ought to arouse the educators and the statesmen of the country to the most vigorous exertions. We allude to the fact of the great increase of the ignorant voting population in these United States. This unwelcome phenomenon has its causes. It is not due alone to the enfranchisement of the slaves. The fact of such increase remains after full allowance is made for the addition of the blacks to the ranks of those who are entitled to suffrage. And we are forced to account for it largely by the utter inefficiency of thousands of our elementary schools, and their failure to do their assigned work. Poor schools and poor teachers are in a majority throughout the country. Multitudes of the schools are so poor that it would be as well for the country if they were closed. They add nothing to the intelligence or moral power of the country. They waste its resources. They teach nothing positively good, but much that is positively bad. They are little else than instruments for the promotion of mental and moral deformity. They repress the native aspirations of the child for knowledge. They foster habits of indifference and carelessness, which are the bane of his future life.

That eminent statesman and philosopher, Guizot, never uttered a more palpable truth than when he declared that "a bad school-master, like a bad parish-priest, is a scourge to the commune."

That the inefficient and worthless character of so many of these lower schools is a prolific cause of ignorance and its increase is proved by the fact that whenever good schools take their places a large increase of attendance at once occurs, and the "noble army" of truants and absentees is correspondingly diminished. Thus poor schools not

only fail to attract to themselves great numbers of those who are pressing forward, unprepared, to the responsibilities of citizenship, but they equally fail to qualify those whom they pretend to teach for the most simple duties of life. Hence they are blind leaders of the blind. They afford the sad spectacle of ignorance engaged in the stupendous fraud of self-perpetuation at the public expense.

We have a fitting illustration of the grave deficiencies in our system of elementary instruction in the spectacle recently afforded at our national military school, in which more than fifty per centum of the candidates for cadetships utterly failed in a preliminary examination, although that examination was of a purely elementary character. At a recent competitive examination for an appointment to a cadetship, embracing sixteen young men over seventeen years of age, from an entire congressional district in Minnesota, only one was found to be a fit candidate to *become* a candidate for the position. The examination was limited to the elementary subjects prescribed by the Department of War in such cases. In some of our Western States more than three-fourths of the certificates granted to teachers are third grade, which represents such a paucity of literary and professional attainments that an "expert calculator" would scarcely be able to find any sum total but zero. A majority of the candidates presenting themselves for admission to many of our normal schools are so utterly destitute of elementary knowledge, or any positive knowledge whatever, that it becomes necessary either to reject them, to establish preparatory departments, or to devote the first year to a grade of work which should have been and might have been accomplished in a good grammar school prior to the age of twelve years. In all the cases cited it should be borne in mind that these young men and women have been past the age of sixteen years. If anything can be decisive of the existence of the gravest deficiencies in our instrumentalities for elementary instruction, it is such facts as these—and their number is legion. And from the meager qualifications denoted by these cases down to the abject ignorance of the multitude of illiterate voters before alluded to there is every conceivable grade and shade, all bearing testimony to the quality of the education we are offering to the million. Among this mighty host how rare to find anything like clear, consecutive thought, leading to sound conclusions! What abuse of mother tongue! What a negation of good habits of every kind! What a deplorable lack of the very foundations upon which a useful, virtuous, and successful life may be predicated.

The first, the most potent step toward a remedy of these gigantic evils, the committee believe, is to elevate and improve these schools of the people. We do not, in the present emergency, need to trouble ourselves so much about the higher institutions. If we take care of elementary instruction, that prolific soil in which the seeds of all learning and all excellence must germinate, as we ought to do, we shall go far toward providing for what we are pleased to call higher education, on the principle that the greater includes the less. Once thoroughly awaken the dormant energies of the human soul to the higher life of intelligence—to a realizing sense of the ecstasy of a rational and virtuous existence—and no power less than that of omnipotence can arrest its progress. Where it lacks opportunities it will create them; where it encounters obstacles it will glory in them, and they will disappear like the mists before the morning sun. One of the chief hinderances to the advancement of higher education and of its institutions in this country must be sought in the inadequacy of our agencies for elementary instruction.

When young men by scores, if not by hundreds, enter the college, unable to cope successfully with the minor difficulties of the English sentence, doing daily violence to mother tongue, with no methodical plan of study, no persistent power of application, no fixed principles of action, of character, or conduct, the fact is mildly suggestive of "something rotten in Denmark." Reference is here made to the elementary school, of course. If the college be unsound, the defect arises largely from the admission of such candidates to its courses, instead of consigning them to the healthful probation of a good intermediate school. It must be admitted, however, that this remedy would prove ineffectual in its influence upon the unfortunate ones who might be subjected to its immediate application. For, when a young man has arrived at an age which justifies his admission into college, and is still destitute of the habits and acquirements which only a careful rudimentary training can give, it is generally too late to mend him. There are certain elements of character, personal, intellectual, and moral, that must be sought after and cultivated in childhood or never. That is the precious seedtime of the human soul. Its golden opportunities once lost can never be regained. It is this thought that invests the whole subject of early education, its character, motives, methods, and agencies with such supreme importance, whether viewed in its relations to the individual or to society, and especially to our own American society, where *vox populi* is so decisive in its influence upon the conduct of affairs. Perhaps no one thing would be more salutary in its effect upon our schools of lower grade than the universal and certain enforcement of a rigorous standard in respect to character and rudimentary attainments in the admission of candidates to the higher institutions. Nor could these institutions inaugurate a measure which would at the same time conduce more powerfully to their own real and permanent advantage than this.

The problem which above all others is committed to this nation is the education of the people. "The whole people must be taught and trained." What shall be the character of that training? What system of agencies is best adapted to secure the certain result?

The committee will yield to none in their profound appreciation of the claims of higher education and its institutions. They concede all that can reasonably be urged as to the value of highly educated men to society. But they feel bound also to submit that such men are not necessarily the product of higher institutions alone. They are rather the result largely of that spirit of self-culture whose germs lie in the deeper soil of early instruction. It is here that they must receive their first inspiration.

But however important to society the liberally educated man may be, it is of greater importance still that the industrial classes in this country should become the recipients of a training befitting their condition and their weighty responsibilities. The wickedest rebellion recorded in history was inaugurated by "liberally educated" men. But the crowning victories of Appomattox and Sadowa were won not by rifled cannon and needle gun, but by intelligent masses who, comprehending the interests at stake, and appreciating the gravity of the crisis, bravely faced death that their country and civilization might live.

The education of these masses, as we have shown, must be secured in the elementary schools or it can be done nowhere, and the advancing tide of ignorance must roll on until it shall overwhelm the nation. *And it can be done here.* But our agencies for the work must be multiplied and perfected far beyond our past experience. The trained, skillful schoolmaster must be abroad everywhere. "It is the master that makes the school." It is the careful training that makes the master. He must be scholarly, ingenious, earnest, conscientious. He must be inspired with broad views of his work. He must love it. He must know that the lessons of the text-book are but a fraction of the means to be employed in the formation of character. He must be able to lead his pupils not only to know but to *do* that which is lovely and of good report. To rear a supply of teachers after this model we are aware is no easy task. But we must succeed in it at whatever cost, or our great scheme for the education of the masses is a myth and a failure. Seminaries for the training of elementary teachers must be increased in number, perfected in organization, and improved in management, until they can create and keep up a supply of skillful teachers for the whole country. A knowledge of the noble art of teaching and of training up children in the way they should go, must be made universal; for this, after all, is the chief business of a civilized society.

For the weighty reasons which have thus been imperfectly sketched, then, the committee believe that *our normal school system should be so graded that we shall be supplied with separate agencies for the special preparation of elementary teachers adequate to supply every school in the community.* Their organization would thus be more simple, and their operation more direct and effective than on the diffused plan, which seems, in many instances, to embrace every grade from the primary school to the full collegiate course. This plan would so far localize the training system as to bring its benefits within reach of the great body of teachers. It would give greater prominence and effectiveness to the professional work of the schools by limiting the scope of their academical courses. It would in a few years create and maintain a supply of able teachers worthy of the high vocation of instructing the people. It would rapidly renovate the entire public school system, and carry the infinite blessings of knowledge and culture to every home. It would stem this advancing tide of ignorance which now threatens to imperil, if not to overwhelm, the country. It would elevate the profession of teaching in public estimation. It would lead to a far more liberal compensation of teachers, by enabling them to render a more acceptable service to the people.

The committee believe, however, that no course of study which can be committed to paper can be made adequately to represent the true worth of a training school for teachers, or of any school whatever. It is the supreme function of every school not merely to accomplish a given course of study but *to develop character.* A curriculum is only one of the means to a great and comprehensive end. *It is too often made an end unto itself;* and it must be confessed that this end, in a majority of cases, is not realized. The value of a curriculum depends, first, upon its adaptation to the special purpose for which it is designed, and still more upon the *manner in which it is handled.* The best course of study ever devised by the wisdom of man, in the hands of an ignorant and unskillful teacher, is no better than a string of pearls offered as a morsel to a famishing beast. Said the late Edward Everett, in a brief address to a class of teachers on a certain occasion, "In education the method, the *method*, is everything." So the power of a curriculum depends preëminently upon the *method* in which it is employed. The branches taught in our elementary schools have a power of mental discipline and expansion many-fold greater than we realize from them in the average of cases. It is this latent power that we so much need to apply in our common schools. But intelligence and skill alone can do it. While a text-book stands between an unwilling child on the one hand and a blockhead on the other, this power must remain as a light hidden under a bushel, and the poor children will see only as through a glass very darkly.

Nor is this all. There is unquestionably a choice of studies to be regarded here. The studies to be pursued in our training schools for elementary teachers ought in a measure to be determined not so much by the branches which are but *which ought to be taught* in the common schools. There are some things attempted to be taught, especially in the district schools, which ought to have no place there, since they exclude other studies of far greater use to the people. We might instance algebra, higher arithmetic, mental arithmetic, pursued as an independent study, and carried to the extreme of abuse in enforced logical processes beyond the apprehension of children. We may also mention *surveying, natural philosophy, and astronomy, out of their proper order and connection.* Of the excluded studies we will merely name the elements of the natural and physical sciences, especially physics, chemistry, and botany, in their relations to agriculture and the mechanic arts. These are studies of the first importance to the industrial classes, and as far as possible they ought either to accompany or supplement thorough instruction in the so-called common branches. With our elementary schools properly regulated; with the studies clearly defined and limited as they should be; and, above all, with a generation of teachers such as the American people need and must have, these things will be practicable. Under an organization and administration of our school system in all its parts corresponding with the necessities and the wealth of the nation; with the studies suitably selected and limited, and with a supply of teachers worthy of their high vocation, we should see the rising generations in our country better trained, better educated, better fitted to enter upon the work of life at the age of twelve years than most young men and women now are at eighteen, or ever thereafter. There are those here who believe this possible, because they have seen the truth of the statement repeatedly verified. There is a vast waste of time, treasure, and power growing out of the imperfect organization and direction of the educational forces of this country, which goes far to account for the waste in every other direction.

A course of studies for the schools of the people should be wisely adapted to the condition and wants of the people. It should be such as promises them the broadest, fullest development possible within the limits of time which they can devote to it. It should be such as will, to the greatest practicable extent, aid them in their occupations, and fit them for their duties as men and citizens. It should be such as will stimulate them to the life-long duty of self-culture after the temporary aids afforded by schools are withdrawn. As only the few are able to ascend so far as to claim the privileges of the higher institutions, the courses of study for the elementary schools should be selected less with reference to a preparation for the higher courses, if need be, than for the duties of life. As the common schools are for the masses, and as the masses cannot go beyond them, the interests of the higher institutions, when necessary, must yield to the interests of the masses.

The committee have suggested that a course of study is only one of the means by which the ends of school training are to be realized. Our children and youth should not only learn the right, but *learn to do* the right. It is essential that they *practice as well as know the truth*, and this is the essence of the training system. That school stops far short of its true goal which neglects the assiduous cultivation of the personal habits, manners and morals of its pupils. Carelessness slays its thousands and wastes its millions annually. Wantonness destroys more than prudence saves. Hundreds of our American schools are little less than undisciplined juvenile mobs, knowing and respecting no law save the wild passions of the hour. The representative young American is a child that neither reverences nor obeys his superiors; is impatient of restraint, and seemingly bent upon "rule or ruin." Multitudes of our school-houses and their appurtenances bear witness to this truth, resembling the sad relics of an ill-spent life.

Now the committee feel compelled to suggest that this subject of discipline and the formation of character comes legitimately within the scope of the present discussion. It matters not how complete our scheme for intellectual culture may be, if we neglect the personal, social, and moral habits of our youth it is all in vain; it is worse than useless. In these evil tendencies there is a profound significance, an ominous import. Here is the key to the lawlessness, corruption, wastefulness and other wrongs which menace the peace and safety of our society. These evils have their root in the slip-shod discipline as well as in the superficial teaching of the common schools. The committee believe that it is the supreme function of every school to aim directly at the habits and character of its pupils, and not alone at the technical instruction of the text-books and the intellectual routine of the class-room.

The professional training schools afford the means whereby the work of reformation in these respects may be begun. The teacher, the *teacher*, is the central power and the inspirer of all reforms in education. "Whatever you would have appear in the life of a nation," say the Prussians, "you must put into its schools." And, we venture to add, that whatever you would put into its schools you must first put into its teachers through the agencies which prepare them for their great work.

In proposing an outline of a course of study and training for elementary teachers, it seems necessary to fix upon some definite standard of admission as a basis of the course. This is a somewhat perplexing task, owing to the varying standards of teach-

ing in different localities. The normal school is compelled, by the necessities of its position in the system, to adjust itself to the condition and circumstances of the subordinate parts of that system. It must at first let itself down so far as to be accessible by average of those who have received their preparation in the lower schools. Otherwise its rooms would be tenantless and its occupation would be gone. Gradually, however, it can and should elevate its standard of admission, and by this means, as well as through the influence which its graduates will exert by their superior methods of teaching, it will constantly raise the character of the schools in the community. We propose a standard which is limited in the extent of its requirements. But this would be compensated for in the rigor and thoroughness of the preliminary examination. "Not how much, but how well," should be the test of admission to a training school for elementary teachers. The subjoined standard may be lowered when necessary to meet the exigencies of particular location.

Without further remark, the committee suggest the following as a suitable standard of admission to an elementary normal school:

1. The ability to spell correctly.
2. A free and legible handwriting.
3. The power to read fluently and to enunciate with distinctness all ordinary words of the language.
4. The ability to parse and analyze any common English sentence.
5. The power to perform with facility all the processes of elementary arithmetic to percentage.
6. A knowledge of the leading facts of mathematical geography, and of the political geography of the United States.
7. Satisfactory evidence of good moral character.
8. A sound, healthy body.

Assuming this as a basis, the committee suggest the following as affording an excellent course for the preparation of elementary teachers, covering a period of two years. Both the standard of admission and the course itself may be modified—either raised or lowered, to suit the necessities and circumstances of particular localities. It is impossible to lay down a course that will meet the demands of all places.

In presenting this course we assume also that one of the best methods of teaching how to teach any subject is actually to teach that subject upon the most approved plan. This method, however, is but one of many, and should never be exclusively relied upon. Special drill in the art of teaching should be a constant accompaniment of the course.

Proposed course of study and training in a normal school for the preparation of elementary teachers. Time, two years; each year to be subdivided into two terms of twenty weeks each.

FIRST YEAR—FIRST TERM.

Subjects.	Syllabus.
English language	Parts of speech and their properties. Composition. Parsing and analysis of sentences.
Elementary arithmetic, including mental processes.	Processes and principles from the beginning to percentage. Mental practice. Methods of rapid calculation.
Writing and drawing	Theory and art of penmanship. Free drawing.
Geography	United States and Europe comprehensively studied. Map drawing.
Botany, as a means of cultivating observing powers, (8 weeks.)	Morphology of leaves. Stems. Roots. Use of schedules.
Physiology, (12 weeks.) To follow botany	General outlines of the subject. Hygienic rules.
Theory and practice of teaching	Observation and criticism of teaching exercises. Lessons in teaching primary reading and number classes.
Vocal and physical training	Free calisthenic exercises. Musical notation and reading through key of C. Simple chorus practice.
Ethical instruction	Manners and morals. Formation of right habits.

Proposed course of study and training in a normal school, &c.—Continued.

FIRST YEAR—SECOND TERM.

Subjects.	Syllabus.
English grammar, (completed)	Analysis and parsing completed. Impromptu composition. Brief essays and theses.
Elementary arithmetic, (completed)	Percentage. Ratio and proportion. Roots. Alligation. Mensuration analysis. Mental processes. Commercial calculations. Methods of rapid calculation.
Drawing	Perspective. Drawing of simple objects.
Botany, (8 or 10 weeks)	Continued to analysis and classification of plants. Use of schedules continued.
Geography, (completed)	Asia comprehensively. General review of the geography of the world. Map construction. Methods of rapid delineation.
Geometry	Geometrical facts. Lines. Figures. Definitions inferred.
Theory and practice of teaching—(Continued.)	Lessons and criticism of methods in *language, form,* and *place.*
Book-keeping	Theory and practice in double entry and in business forms.
Vocal and physical culture	Reading and singing in all scales and keys. Written exercises. Rythmic exercises. Transposition. Chorus practice.

SECOND YEAR—FIRST TERM.

Geography. (To follow reading)	Phenomena of ocean and atmosphere. Terrestrial astronomy.
English language	Vocal exercises. Reading. Elocution.
Algebra. (10 weeks)	To quadratic equations.
Natural philosophy. (20 weeks.)	
History of the United States.	
Science of government.	
Chemistry, (follows algebra)	Nomenclature. Study of elements. Experimental practice in laboratory.
Physical and vocal culture	Calisthenic exercises. Chorus practice.
Theory and practice of teaching	Practice and criticism of object lessons. Management and methods with advanced classes.

SECOND TERM.

Chemistry, (continued)	Elements and compounds. Lectures. Laboratory manipulation.
Geology	General principles. Field work. Classification of specimens.
Geometry, (4 books)	Demonstrations inferred from facts and principles.
Physiology	Resumed and completed.
Theory and practice of teaching	School organization, discipline, and management. School laws. History of education.
Philosophy of education, including mental philosophy.	Nervous mechanism. The senses. Sensation, perception, observation, memory reason, imagination, &c. Principles and methods of training inferred from the above.

EDUCATIONAL CONVENTIONS.

For the purpose of indicating the great degree of interest felt in the promotion of education throughout the country, by those who are most directly engaged in this work, and the character and amount of effort already employed, we give, in this connection, a brief account of some of the meetings held by several important educational associations during the last year.

THE NATIONAL TEACHERS' ASSOCIATION.

This body met Wednesday morning, August 17, in the hall of the Central High School, Cleveland, Ohio, the president, D. B. Hagar, of Salem, Massachusetts, in the chair. An address of welcome by E. R. Perkins, president of the Cleveland board of education, was happily responded to by the president, in behalf of the association, who then proceeded to the delivery of the annual address, giving an interesting review of the history of the association, including its organization in 1857, the nine annual meetings since held, and the changes in its constitution, closing with a recommendation of its reorganization on a more comprehensive plan.

A report was then presented by S. H. White, of Illinois, on "the revision of the constitution," submitting a plan for the consolidation of the three national associations into one organization, under the title of The National Educational Association, with four departments, to wit: School superintendence, normal schools, elementary schools, and higher instruction. The constitution was unanimously adopted.

Dr. J. W. Hoyt, of Wisconsin, presented a report on a "national university," stating concisely the leading offices of a true university, and the need of such an institution in this country. On the question of ways and means, the *how* of the undertaking, the committee wisely asked for more time.

Dr. J. B. Thompson, of New York, gave a valuable report on the "decimal system of weights and measures," closing with the following resolutions, which were adopted:

Resolved, That a universal system of weights and measures, founded upon a common standard and the decimal notation, is alike important to commercial intercourse between different and distant nations, and to the progress of science and civilization throughout the world.

Resolved, That in the opinion of this association the metric system is nearer perfect than any other yet reached, and, therefore, has the strongest claims for universal adoption.

Resolved, That we recommend its early introduction into our schools and seminaries of learning, as the best means of popularizing the system, and securing its general use among the people.

E. A. Sheldon, principal of the Oswego Normal and Training School, presented a paper on "the proper work of a primary school," in which the author's views on primary education were given, urging the importance of the training of the senses by means of object lessons, in which the teacher is the guide, and claiming that more progress is made by pupils in reading, spelling, arithmetic, &c., when such additional lessons are given than without them.

Two lessons given to classes of small pupils, by Misses M. A. Lanyea and Kate Stephan, teachers in the public schools of Cleveland, followed; the first to illustrate the method of writing numbers by the decimal notation, and the second being an object lesson on knives.

The address of the evening was by General Eaton, national Commissioner of Education, on "the relation of the National Government to education," commencing with a history of the colonial and early action of the Government; noticing the things that Congress may not do in relation to public education; and next, mentioning some of the things which the Government may do in relation to education, viz: it may do all things required for education in the Territories; in the District of Columbia; by its treaties with and its obligations to the Indians; it may do all that its international relations require in regard to education; may call persons or States to account for whatever has been intrusted to them by it for educational purposes; may use either the public domain or the money received from its sale for the benefit of education; may know all about education in the country, and communicate of what it knows at the discretion of Congress and the Executive; may make laws for these several purposes, and the federal courts may adjudicate questions under them. In accordance with these laws, plainly the Government should provide a national educational office and an officer, and furnish him clerks and all means for the fulfillment of the national educational obligations; and it may take such exceptional action as exceptional circumstances may require—for the public welfare; for the assurance of a republican form of Government; for the protection of the liberty of those lately slaves; for the security of their citizenship; for the free exercise of the right to vote; for the equality of all men before the law; and for the fitting of any citizen for any responsibility the nation may impose on him.

The committee appointed to report on the address of General Eaton, subsequently submitted the following resolutions, which were adopted:

Resolved, That we heartily approve the views and recommendations therein so ably stated and urged.

Resolved, That we respectfully petition Congress to make a larger appropriation of money to meet what seems to us the first claims of general education upon the national Bureau.

Resolved, That General Eaton, together with the presiding officers of this association, be a committee to press the matters here referred to upon the attention of Congress.

Thursday's proceedings included—

1. The election of officers, consisting of Hon. J. L. Pickard, Chicago, Illinois, president; John Hancock, Cincinnati, Ohio, secretary, with twelve vice-presidents and twenty-seven directors.

2. An excellent paper by Professor Eben Tourjee, director of the New England conservatory of music, Boston, on "music in its relations to common school education." He presented cogent arguments in favor of the general introduction of music as a branch of school education, and referred to the musical instruction in the schools of Boston as an illustration of methods and results. The paper was followed by a brief discussion.

3. A model lesson in vocal music, by Professor Miller, of Illinois, the members of the association forming the class; and a musical exercise with a class of girls, conducted by Professor N. C. Stewart, of Cleveland.

4. A discussion on the motives and means which should be made prominent in school discipline and instruction, which was participated in by Hon. J. L. Pickard, and Hon. E. Weston, Illinois; Miss Eliza Schofield, Pennsylvania; J. H. Hoose and Mr. Johonnet, New York; President E. T. Tappan, President J. H. Fairchild, and E. E. White, Ohio. It was generally agreed that natural incentives should be used in preference to artificial. Natural incentives were divided into higher and lower, and the preference given to the former, when they can be made effective. The discussion was pointed, practical, and sensible, and, as a consequence, it was listened to with very great interest.

5. An instructive address by J. W. Dickinson, of Massachusetts, on the "schools and educational system of Germany." He gave the results of his observations with respect to courses of study, manner of teaching and government, compensation and qualification of teachers, &c. Many facts were stated in answer to questions, and, at the close, a hearty vote of thanks indicated the interest and satisfaction of the audience.

The principal exercises of Friday's session were—

1. A practical paper by J. H. Blodgett, of Illinois, on "the claims of English grammar in common schools," which was followed by a spirited discussion, participated in by Z. Richards, Washington; Hon. B. C. Hobbs, Indiana; and others.

2. An able paper by William T. Harris, superintendent of public schools, St. Louis, on "the use and abuse of text-books." After a suggestive review of the history and growth of systems of teaching, he considered the comparative merits of oral and text-book instruction. He conceded the value of object-teaching in primary schools, but objected to allowing oral instruction too large a place. He favored text-book teaching. The subject was discussed by Superintendent J. W. Bulkley, Brooklyn; Doctor Spear, Philadelphia; Doctor McGuffey, Virginia; Z. Richards, Washington; A. E. Sheldon, Oswego; and others.

3. An able and eloquent address by Hon. F. A. Sawyer, United States Senator, South Carolina, on the question, "What can free schools do for a State?"

Commissioner Eaton followed with a few remarks; the customary resolutions of thanks were passed; President Hagar congratulated the members on the harmony and success of the session, and the association adjourned.

The great feature of the proceedings was the consolidation of the three national associations into a national educational association, with four departments, as follows:

National Educational Association.—President, J. L. Pickard, Chicago, Illinois; secretary, W. E. Crosby, Davenport, Iowa.

Normal school department.—President, S. H. White, Peoria, Illinois; vice-president, C. C. Rounds, Farmington, Maine; secretary, A. L. Barbour, Washington, D. C.

Department of higher instruction.—President, C. W. Eliot, Harvard University, Cambridge, Massachusetts; vice-president, N. S. Cobleigh, Delaware, Ohio; secretary, S. G. Williams, Cleveland, Ohio; corresponding secretary, Eli T. Tappan, Gambier, Ohio.

Elementary department.—President, E. A. Sheldon, Oswego, New York; vice-president, A. C. Shortridge, Indianapolis, Indiana; secretary, W. E. Sheldon, Waltham, Massachusetts.

National School Superintendents' Association.—President, W. D. Henkle, Columbus, Ohio; vice-president, W. M. Colby, Little Rock, Arkansas; secretary, Warren Johnson, Augusta, Maine.

AMERICAN NORMAL ASSOCIATION.

This association met in the hall of the Central High School, Cleveland, Ohio, on Monday morning, August 14, with an unusually large attendance. The president, Pro-

fessor John Ogden, of Nashville, Tennessee, delivered an able address on the "Condition and Wants of Normal Schools." As evidence of the utility of normal schools, he cited the fact that those States and countries that have made the most liberal provision for normal training have the best public schools; and, as evidence of the popularity of these schools, he alluded to the assumption of the name by institutions which have no just title to it. He urged that normal schools must be placed upon an elevated, rational, and substantial basis, and that they must do the work of first-class professional schools. They must produce skillful teachers; not hobbyists, nor copyists, nor idealists, but large-hearted, clear-headed, strong-handed teachers; and they must produce such teachers in greater numbers than other institutions. To this end, normal schools should not be subordinated to any other class of institutions. In its highest departments the normal school should be purely professional. Its mission is in the direct line of professional training, and to other institutions must largely be left the work of imparting a knowledge of the branches of study. Its course of study and training should be arranged with the strictest reference to its application in the work of teaching. The normal school should be endowed by the State, as a means of providing trained teachers for all her schools, and to it should be attached a model school—a complete school of observation, study, and practice, and a model in all its appointments.

Professor William F. Phelps, principal of the State Normal School, Winona, Minnesota, read a valuable report on the "course of study for normal schools."

A discussion of the paper followed, at length, in which Hon. B. G. Northrop, of Connecticut; L. R. Thompson, of West Virginia; Hon. B. C. Hobbs, of Indiana; S. H. White, of Illinois; W. E. Crosby, of Iowa; Dr. Daniel Read, of Missouri; C. C. Rounds, of Maine; Oliver Arey, of Wisconsin; W. E. Sheldon, of Massachusetts; and Mrs. A. J. Rickoff, of Ohio, participated. Quite a difference of opinion was expressed, the general drift, however, being in favor of two courses of training, an elementary and a more advanced course, the former having direct reference to the wants of primary schools.

S. H. White, esq., principal of the City Normal School, Peoria, Illinois, then read a paper on "the means of providing the mass of teachers with professional instruction." The papers of Messrs. Phelps and White were referred to a committee of eighteen, with instructions to consider certain topics in each, and report to the association. (These papers appear in another branch of this report.)

A large audience assembled in the evening to hear an address by Hon. J. L. Pickard, superintendent of public schools, Chicago, Illinois, on "the human body a subject of study for the teacher." The importance of good health to the teacher was strongly presented. A good physical presence exerts a powerful influence, and the posture and movements of the body are real educational forces. The clear utterance which physical vigor gives, imparts weight to words of wisdom and moral precepts. The ease with which a healthy teacher works is of incalculable value. Ill health is the mother of petulance, and bad digestion furnishes many occasions for the use of the birch. These and other considerations make the understanding of his physical nature, and a compliance with its laws, an imperative duty on the part of the teacher. The speaker's next plea was for the little ones, whose physical needs should be the first great care of the teacher. Health of bodily powers is not only the condition of successful physical labor, but also of the highest mental attainments. To all intellectual progress the body hangs as a clog, or acts as a helper. The teacher must be able to direct the physical activities of children, and this can never be wisely done by one who does not understand their nature, their condition, and their needs. The popular excesses in physical training, as in rowing, base ball, &c., were noticed and condemned.

At the opening of the session on Tuesday morning, a committee was appointed to wait on President Grant, then in the city, and invite him to visit the association. The President called at the lower front hall of the building, where he was met by the members, who were personally introduced by General Eaton, national Commissioner of Education.

Miss Delia A. Lathrop, principal of the Cincinnati Normal School, read an able paper on "the value and place of object lessons as a course of study."

Professor J. W. Dickinson, principal of the State Normal School, Westfield, Massachusetts, read a scholarly paper on "the application of mental science to teaching." It was a thorough analysis of the mental powers, with a concise statement of the laws of their growth, and the manner in which these facts should be applied in teaching.

Each of these papers was followed by a discussion in which the philosophy of object-teaching was specially considered.

Professor Moses T. Brown, of Massachusetts, gave a brief address on "Dickens as a reader," and as an illustration of his style, read an extract from "Dombey and Son," eliciting hearty applause.

At the evening session the report of the committee on a course of study for normal schools was adopted, and a paper on the treatment of dunces, by Miss M. F. Jackson, Philadelphia, was read by Miss Howard, of New York. This was followed by brief addresses by Dr. Reed, of Missouri; Mrs. Mary Howe Smith, of New York; W. E. Sheldon, of Massachusetts; William T. Phelps, of Minnesota; J. W. Dickinson, of Massachusetts; John Hancock, Hon. Anson Smyth, and R. H. Holbrook, of Ohio.

AMERICAN INSTITUTE OF INSTRUCTION.

The forty-first annual meeting of this association was held in Worcester, Massachusetts, commencing July 27, 1870.

Professor S. S. Greene, of Providence, Rhode Island, president, called the meeting to order at 11 o'clock a. m. Prayer was offered by Rev. Mr. St. John, followed by an address of welcome by Hon. James B. Blake, mayor of the city.

Professor Greene, after happily responding to the mayor, and complimenting Worcester for its early efforts in securing a system of graded schools, read his annual address as president of the institute. Referring to the influence of this association, he stated that it originated before boards of education, or normal schools, or systems of graded schools to any extent, or State or city superintendents. He then enumerated some of the important changes of the last forty years, and pointed out the forces at work to produce them, claiming for the American Institute of Instruction a large share in this work.

Rev. A. A. Miner, president of Tuft's College, read a paper in the afternoon on the duty of our larger towns to support evening schools. This was followed by an extended and animated discussion of the paper, and an illustration of the method of teaching singing in the primary schools of Boston, by Mr. L. W. Mason.

In the evening Professor J. L. Diman, of Brown University, gave a lecture on "the poetry of education," which was enjoyed by a large audience, in Mechanics' Hall. Commencing with a beautifully-expressed eulogy on Charles Dickens, he referred to the charms of school-boy life in England, as described by Thackeray, Tom Hughes, and other English writers. The origin of the nine principal English schools was given, and the opinion expressed that more had been done by such schools as Rugby, Eton, Harrow, and others of that class, than by Oxford and Cambridge, illustrating his ideas by sketches from the school life of several distinguished graduates from these schools. He thought great good would result from the endowment of such schools in this country, and that a better educational influence would proceed from them than is now exerted by the ambitious, self-styled universities, from which the country is flooded with meaningless titles.

The first paper of the second day was on "the relation of academies," by Rev. Mr. Gow, of Worcester. He claimed that academies are needed to supply three classes of wants. First, to supplement the high schools, as many, from their situation or age, cannot attend the high schools, because they afford a higher course of study to many who cannot otherwise obtain it, and on account of their distinct religious character. He said more than 10,000 persons are annually found in the academies of New England.

A discussion followed, in which D. B. Hagar, of Salem; A. P. Stone, of Portland, Maine; D. N. Camp, of Connecticut; Rev. D. Leach, of Rhode Island; Z. Richards, of Washington, D. C.; Rev. Mr. Clute, of New Jersey; D. Crosby, of New Hampshire, and others, participated.

Dr. Stockbridge, of Providence, next read a paper on "the system of education in Prussia," which, he said, rested on two great principles—that education should be universal, and that it should be compulsory. Under the second head, he said, all youths must attend schools. Every parish must sustain a school, or, if poor, it will be aided. Teachers must be educated, and provision is made for this at the public expense. Teachers are assured of competence while teaching, and of support if disabled or superannuated.

In the afternoon a new draught of the constitution, with various amendments, was presented, and unanimously adopted.

THE BIBLE IN COMMON SCHOOLS.

Rev. A. P. Peabody, D. D., professor of theology in Harvard University, gave an able address in the afternoon on "the Bible in common schools." To banish the Bible, he said, was to garble history, for there was much history of which it was the only source. Christianity is the great factor in the history of the world. If moral philosophy is to be taught, it must be Christian ethics. For the culture of the taste and imagination the Bible transcends all other literature. Our English Bible has rendered important service in preserving our language. It is the key to the best English diction, as is manifest in the purity with which it is spoken in New England, because the Bible has helped to form the diction of every child. We are also a Christian people. This we recognize in oaths, in prayers in the legislature, and in other ways. Our children should not be kept in ignorance of this. Sectarian religion should be excluded; but this can be done only by having infidel teachers or giving an unsectarian book. The Bible is such a book. It was not made by the Puritans. The Puritans are the only class that might complain, as at the use of the word "bishop," to translate what is in other passages rightly translated "overseer." Enlightened Roman Catholics admit that our translation is not unfavorable to them. But what they want is the division of school funds; and this would be the destruction of our common-school system; this would be suicidal, and cannot be allowed, for each sect would then have

separate schools. But would you compel children to hear instruction to which their parents object? Yes, unless parents indemnify the State from their children becoming paupers or criminals. There is danger of children being left to moral ignorance and degradation.

After an animated discussion of some length on the address of Dr. Peabody, and upon the following resolution, offered by W. C. Collar, of Boston Highlands, the resolution was adopted almost unanimously:

"*Resolved*, That, in the opinion of this association, the public safety and the highest interests of education demand that the Bible should not be excluded from the public schools."

The evening session was occupied by a lecture by Dr. George B. Loring, on "the higher education of women."

The first paper on Thursday, the third day of the meeting, was by Professor W. P. Atkinson, of Cambridge, on "a general course of study," in which he showed the relation that education bears to the Government, and claimed that this should be provided for all by the States rather than the General Government, and that the very best is not too much to be demanded. The use of scientific knowledge in the future development of this country was dwelt upon; and in addition to teaching in science and English literature—the latter being important to make our boys and girls brave, earnest, and true—there should be much more of instruction in beauty, as seen in poetry and art.

After a full discussion of this paper the report of the treasurer was read, showing the receipts of the year to have been $776 29, and the expenditures $494 83.

COMPULSORY SCHOOL ATTENDANCE.

In the afternoon this subject was taken up, to allow Hon. Joseph White, secretary of the Massachusetts State board of education, to address the institute. He said that the questions of school attendance and school supervision were among the most important for their consideration. It would not be denied that it was the duty of the State to provide the means of education, or the duty of parents to avail themselves of these privileges; and, to go even further, it was the duty of the State to compel parents and guardians to avail themselves of the privileges. The law punishing parents who, in good circumstances, fail to provide children with food and clothes, was a good law, and there should be the same provision for intellectual food. Mr. White read the compulsory law passed in 1642 relative to children and apprentices, making it the duty of all to see that the children in the families of their neighbors had sufficient learning to enable them to read the English language perfectly, with other acquirements. To-day we recognize the same principle in the law requiring children between the ages of eight and twelve years to attend school six months in the year, and children from twelve to fifteen years of age, three months. When a law was made compelling attendance at school and enforcing it, "to let" would be inscribed on the door of the State prison, and we should live in an age of prosperity such as we have not known since the days of the Puritan fathers.

Some minor topics were discussed in the afternoon by gentlemen from various parts of the country.

Mr. Fordice Allen, of Pennsylvania, spoke of the progress of education in his State, and invited the institute to visit the State and hold an annual meeting there.

Abner J. Phipps, agent of the Massachusetts board of education, was elected president for the ensuing year, D. W. Jones, Boston, secretary, and George A. Walton, of Westfield, treasurer.

CENTRAL COLLEGE ASSOCIATION.

More than thirty college presidents met at Oberlin, Ohio, Tuesday, August 23, to attend the second meeting of the Central College Association, an organization for the advancement of collegiate and higher education, designed to operate in the Mississippi Valley.

Vice-President Tappan, of Kenyon College, occupied the chair. In his opening address he urged strongly the establishment of some kind of national union in the higher education of the people, and advocated the acceptance of the proposition from the National Teachers' Association to organize under the department of "higher instruction."

Wednesday morning was occupied by a report of the executive committee, followed by the reading of a paper upon the history of the Greek language, by Professor Anagnostopoulos, a native Greek, who also included in his subject the methods of teaching the classics. He insisted that the modern and ancient Greek languages are identical, with due allowances for corruptions and unimportant changes.

In the afternoon a discussion on classical academies was continued; also the subject of the "marking system, examination, and degrees." A committee previously appointed, consisting of Professors Ellis, Martyn, Cobleigh, Olney, and Vincent, reported a resolution approving the organization of a department of higher education, as pro-

vided for in the action of the National Teachers' Association, "and that we will coöperate with that department;" and the report was adopted. In the evening Professor Gulliver gave an address on "Christian colleges and Christian churches."

Thursday the following officers were chosen: President, J. H. Fairchild, of Oberlin; first vice-president, J. P. Gulliver, of Knox College; second vice-president, Professor Ed. Olney, of Michigan University; corresponding secretary, President E. T. Tappan, of Kenyon College; recording secretary, Professor B. S. Potter, of Illinois Wesleyan University; treasurer, E. Whipple, of Wheaton College.

President Fairchild, of Oberlin, read a paper on the question, "How far the college shall control the religious instruction of pupils?" The main points presented in answer to the question were that the pupil specially needed religious instruction, for he is at that period of life when he is immature, unsettled, and grasping after the foundations of those teachings which he had in youth accepted from the authority of parents. His intelligence could not be trusted without religious instruction. Government provides religious instruction for the inmates of its prisons and hospitals. Character cannot be formed except under the pressure of religion. In history and life the Christian religion is one of the most prominent facts, and cannot be left out of studies. Order in colleges cannot be maintained without religious teaching. Colleges are held responsible for this work by the religious element of society. He thought that if the practice prevailed which had been adopted in Cornell University and the University of Wisconsin, of not requiring religious studies or observances, it would be ruinous to the colleges and the State. To what extent religion should be taught, could not be answered, but students must accept the regulations as those of a well-ordered household. Narrow peculiarities of creeds should not be enforced or criticised, for the college is not the arena for sectarian discussions.

The venerable ex-president, Finney, of Oberlin, having been invited through a special committee to address the convention, made some pungent remarks as to what he thought colleges ought to be. 1. The faculty should be Christian, for what establishes, supports, and endows colleges but the Christian religion? 2. They should be men well posted in their special departments, and labor with enthusiasm. They might teach a quarter of a century without enthusiasm, and not develop a thorough scholar. 3. The faculty must be sufficiently radical and judiciously progressive, so as not to lose the confidence of the students and earn the title of old fogy. 4. The college must be in sympathy with the people. He attributed the success of Oberlin to that. 5. Faculties must have settled and well-defined opinions. Some people thought college men should not have opinions, but they should; though there is a kind of popularity in which everybody speaks well of men and nobody cares much for them; they are well liked, but have no students. 6. Religion must be taught. The highest judicial authority had decided the Christian religion to be the law of the land. 7. Faculties should be men of good sense, and, if they would have the respect of pupils, they should know enough to come into the recitation rooms out of the rain.

The following resolutions were adopted at the close of the session:

Resolved, That we note with pleasure the evidences of increasing interest in the literary, scientific, and especially the religious education of the youth of our land; believing, as we do, that education not based upon Christian truth is of questionable value.

2. That the executive committee be instructed to correspond with General Eaton, Commissioner of Education, and express their willingness and desire to coöperate with him in promoting the interests of education.

3. That we commend these interests to the sympathies, prayers, and liberality of Christian people and congregations; that our schools may be increasingly useful as fountains not only of sound instruction, but also of earnest, elevated piety.

A social entertainment in the ladies' hall of the college at 5 p. m. closed the meetings of the association.

KANSAS STATE TEACHERS' ASSOCIATION.

The annual meeting of this association was held June 29 and 30, and July 1, 1870. The opening address was by the president, I. J. Banister, of Paola. Lectures or papers were read by Professor H. D. McCarty and Professor P. J. Williams, of Leavenworth; Miss Brewer, of Paola; Professor Kellogg, of Emporia; Hon. T. A. Parker, State superintendent of Missouri; R. B. Taylor, of Wyandott; Professor Chapman, of Irving; Hon. P. McVicar, Kansas State superintendent; Professor R. B. Dilworth, Leavenworth; Professor P. Fales, of Ottawa, and Miss Morris, of Leavenworth.

OHIO STATE TEACHERS' ASSOCIATION.

The twenty-second annual meeting of this association was held at Columbus, July 5, 6, and 7, and the members were welcomed to the city by F. Fieser, esq., president of the city board of education. John Hancock, esq., of Cincinnati, responded in behalf

of the association. The president of the association, R. W. Stevenson, esq., of Norwalk, then gave his inaugural address, in the course of which he referred to the efforts which have been made by the teachers of the State, for many years, to secure normal schools and county supervision. He said they had begged for these two measures at the doors of their legislative halls, but had been refused. But the pupils would by and by be the law-makers, and then these two things would surely come. They had secured the passage of a law creating a State board of examiners, and also one which had greatly improved the institute system. In concluding his address, he said:

"What ten years more will bring forth in the history of education in Ohio, no teacher, not even a veteran in the service, would dare attempt to foretell. But the progress of the past surely leaves us not hopeless and faithless, but full of encouragement. It will do us no harm to indulge, at least, in the vision of not less than six well-established, munificently-endowed State normal schools, with two thousand young men and women in course of training for the profession, one master mind controlling the educational affairs of each county, with the *township*, and not the *sub-district*, as the unit in the grand system of the common schools of the State."

A report on "primary instruction" was read by Rev. J. F. Reinmund, of Springfield, and the subject was discussed at length; and then the general doctrines of the report were commended to the attention of the teachers of the State.

A report on "moral culture in common schools" was read by President Eli T. Tappan, of Kenyon College, a discussion following, in which a large number of members participated. Mr. W. H. Venable, of Cincinnati, gave the evening address of the second day, on "the utility of the ideal." Thursday, the third day, J. C. Hartzler, esq., presented a report on "the best methods of conducting county examinations of teachers," which was discussed very fully, and an appropriate resolution on the subject was adopted. The exercises of this association consisted, in a great degree, of discussions on important local questions; and among others the following resolutions were adopted:

Resolved, That this association deeply regrets the failure of the general assembly of Ohio to pass the bill creating the office of county school superintendent, and its members hereby pledge themselves to keep the value and importance of this great measure before the people until its incorporation into the school system of the State is secured.

THE BIBLE IN SCHOOLS.

Resolved, That the right moral instruction and training of its pupils are the highest function and the most imperative duty of the public school.

Resolved, That both reason and history attest the insufficiency of the natural virtues as a basis of moral duty and action, and hence effective moral instruction and training must be based upon and vitalized by religion.

Resolved, That while effective moral instruction and training in our schools do not require the teaching of sectarian dogmas, creeds, or catechisms, the complete secularization of our public schools would be a public and national calamity.

Resolved, That, in the language of Justice Story in the Girard will case, "The Bible is a religious but not a sectarian book," and we are opposed to its exclusion from the public schools by the action of boards of education, or by statutory enactment.

The following officers were chosen: President, A. C. Deuel, Urbana, with three male and two female vice-presidents; recording secretary, J. F. Lukens, Kent; corresponding secretary, U. T. Curran, Cincinnati.

MICHIGAN ASSOCIATION OF COUNTY SUPERINTENDENTS.

This association met at Grand Rapids, at 8 o'clock p. m., August 8, 1870. In addition to the county superintendents there were present at the opening, Hon. O. Horsford, State superintendent, and ex-superintendents Gregory and Pierce.

The address of the evening was by the State superintendent, on "the relation of the National Government to education."

The necessity of government of some sort was first explained; the inherent powers of government were stated, embracing the right of making internal improvements, of making war in cases of emergency, and generally of protecting and advancing the great interests of its citizens.

The question was then argued whether the Government has the right, and if so, whether it is its duty, to take part in matters relating to the education of its citizens, which is of especial importance to our success and ultimate greatness. It was maintained that there could be no doubt whatever of the wisdom of the Government's taking measures for the general education of its masses, and that instruction, such as is imparted in schools of high order, develops not only invincible armies, but also enlightened and loyal citizens, men who appreciate and will maintain, in all emergencies, free institutions. The result of such education, as compared with the want of an educational system, was never more forcibly demonstrated than during the civil war.

It was further maintained that education is necessary to the well-being of this country, as tending to elevate and instruct all classes of citizens, who must be educated because the genius of our institutions demands not a restricted ballot, but a universal one of enlightened men. It was argued that the only practical question was how far the Government should go in this direction, what means it is authorized to take, and to what extent it can properly adopt legislation. The beneficial results of the general systems of education adopted in several states of Europe, as Switzerland and Prussia, were dwelt upon and shown to have practically changed the doctrines of those nations. The course now being taken by Austria, in the same direction, was also commended, and authorities were cited to prove that the late triumphs of the Prussian soldiers over the Austrians (perhaps also over the French) were due to the superior national education of the Prussians, which is now being widely followed throughout the Austrian dominions. It was argued that a high degree of education is absolutely essential to the success of republics, and that the development of it in Europe is swiftly working the downfall of all despotic one-man powers, and establishing constitutional monarchies or republics in their stead.

The previous course of our own Government, in this direction, was noticed, and it was shown that before 1866 it had practically done nothing save to vote certain lands for the benefit of schools in the country. In that year, through the efforts of the leading educators of the country, a measure was carried through Congress for collecting statistics of the educational interests of the country. A Bureau was founded, consisting of a Department of Education, for gathering statistics, and for disseminating information of this nature throughout the country. A Commissioner of the Bureau was appointed, at a salary of $4,000 per annum, with authority to appoint the necessary number of subordinates, and with instructions to present an annual report to Congress concerning this question. The act also instructs the Commissioner to investigate and report concerning the present condition of the various funds appropriated by the Government for educational purposes.

He urged that a full Department of Education should be created, equal to any by the Government, the secretary of which should be a member of the cabinet, and possessed of equal power with the other cabinet ministers; and that the educational interests of the country should rank fully as high as those of finance, of state, or of war. He would not have the national system conflict with the State systems, but coöperate, so as to render them more wide-spread and effective. There was, in his opinion, no difficulty in establishing such a system, and there should no delay in adopting it.

SUPERINTENDENTS' RECORDS.

Tuesday morning a report was made by Superintendent Bennett on the subject of "superintendents' records," which was followed by a discussion, Hon. J. D. Pierce, of Ypsilanti, recommending the simplest form as the best, in which opinion there was a general concurrence.

SCHOOL DISCIPLINE.

Superintendent Antisdale read the next paper, devoted chiefly to the proper and best means of enforcing order and discipline in schools.

In the discussion which followed, Superintendents Hill, Latta, Fancher, Ford, Mudge, and Hon. J. D. Pierce took part, when Superintendent Mudge introduced the following resolution, which was subsequently adopted, after a full discussion, by about two to one:

"*Resolved*, That it is the sense of this convention that, while the utmost effort of the teacher should be to build up, within the mind of the child, a moral principle producing self-government, until such principle is developed, resort to means of compulsory restraint, after persuasive instrumentalities are exhausted, is proper, legal, and necessary to the success of our primary schools."

COUNTY TEACHERS' INSTITUTES.

This topic was presented by Superintendent Follas, setting forth the work that institutes should aim to accomplish. They should not be conducted by means of lectures alone. The teachers themselves should take part in them. Professor John M. Gregory, president of the Industrial University of Illinois, being present, he was introduced as a gentleman who had conducted the educational interests of the State for a long series of years successfully. He was in favor of teachers' institutes. He inferred that those present would prefer to hear Pestalozzi (if he could be present) lecture rather than see him drill a class. If Horace Manu could appear we would listen with more pleasure to his theory and philosophy of education rather than observe his methods. If a teacher of less acknowledged eminence and lack of original ideas were to hold forth, we should say, "Let us see your class exercise; let your speech go." So institutes should be conducted. The instructors should be assigned to the positions they were

best calculated to fill. If those seeking public notoriety can be kept by some means in the back ground, institutes will be successful.

Among the other matters discussed during the afternoon sessions were "Term reports by teachers to county superintendents;" "Compulsory attendance;" "Examinations;" "A State journal;" "School legislation," &c.

In the evening Hon. John M. Gregory gave an address on "The motive powers of our educational machinery." This subject was presented in an attractive and earnest manner. "The great driving-wheel of all this machinery," he said, "is the body politic. When public sentiment pronounces education a good thing, it enkindles in the mind of the parent, the teacher, and the child a desire to secure it. To-day," said he, "your high schools stand half-filled, your colleges comparatively empty, because public sentiment thinks that to read a newspaper and keep accounts is all that is required." Adverting to the public-school system of Prussia, and enumerating its universities filled with students, he asked "Why are these so full? Because that in Prussia the university stands in the way of the professions, and young men seek the universities as the only open door to their hopes. Here we have no such motive. We cannot subject our young men to any such compulsion. What there remains to us is to suit education to their felt wants. If the mountain will not come to us, we must go to the mountain. We must make our higher education what the practical sense of the country demands. And this our leading institutions were doing. What has Harvard been compelled by public opinion (instead of leading it) to do? To make her whole course above the sophomore year the optional course; and more, and others will be called upon to do the same. It is true that Latin and Greek are time-honored, but at the risk of being called a heretic, he claimed that they were inadequate to fit a man to battle with the great industries of the earth. The point was not mere rounded development, and not mere indefinite discipline, but education practically directed to the great duties and business of life. If you can so educate it with Latin and Greek, do so; if you can do it by scientific education, do so. He was not a politician, but he felt that the great experiment of the world would have to be made by America, and that was the free exchange of products and manufactures, in short, free trade. Applause. In the competition that must then come for the markets of the world, we can only hold our place by the power of cultivated brains. The great inventions of Americans that had reflected glory and honor on the name, were but a tithe of what they would be, had our people the benefits of a polytechnic education. He congratulated those present on what had been accomplished in Michigan. He felt grateful for the little part he had been enabled to bear in shaping the foundations. He had pointed with pride to the institutions of Michigan, her colleges, her high and union schools, and her university, which had made the name of Michigan honored."

The subject of "Normal classes in the high school" was presented Wednesday by Superintendent Palmer, and a paper on "The relation of Christianity to education" was read by Superintendent Hill. The closing address was by Hon. J. D. Pierce, his theme being, "What and how much ought to be expected from our schools, and are they worth preserving?"

MICHIGAN STATE TEACHERS' ASSOCIATION.

This association met at Grand Rapids, August 10, 1870, the opening exercise being at 8 o'clock p. m.; Hon. Duane Doty, of Detroit, president, in the chair. The lecture of the evening was by Rev. C. H. Bingham, of Ann Arbor, on "Words and their uses."

Thursday morning an address of welcome was given by Professor Strong, when the first topic of the day was presented by him, also, on "A high school course of study." A lengthy discussion followed. President Doty drew a diagram on the black-board to illustrate the proportion of students in each grade of schools in the State; which, according to his estimate was, for primary schools, 4,000; intermediate, 2,000; grammar, 1,000; high, 200; the complete department of the high school, 20; the university, 2. Mrs. Kate Brearely, of Lansing, read a paper on "The force of human nature," the subject being treated to show how the teacher should replace, if possible, the evil forces by good ones. In the afternoon a paper was read by Captain F. R. Brockway, superintendent of the House of Correction of Detroit, on "The influence of education upon crime."

Mr. Doty inquired what was to be done with insubordinate boys. Whipping would not reform them; they could not be imprisoned. Should they be expelled from the schools? Mr. Brockway replied, "You must keep them in the schools." He would, if necessary, construct a school expressly for them. To deprive them of education was to thrust them, with great impetus, into a criminal career. In the prolonged discussion which followed, the prevailing opinion expressed was that the best remedy for the cases referred to is to diminish the number of pupils for each teacher. A good teacher, with not more than twenty-five pupils, might do anything he pleased with them; but when sixty or seventy pupils are under the care of a single teacher, it is impossible to restrain them properly. In the evening Professor A. A. Griffith gave a lecture on

"Elocution and gymnastics combined," with appropriate illustrations of his subject in reciting several selected pieces. Papers were presented in the course of the meeting, which closed Friday, on "The teacher's personal danger," by Professor H. S. Tarbell; on "Teaching mathematics," by Professor Doty; and on "Teaching; by whom, when, and where," by Professor E. A. Frazer, of Kalamazoo. Among the resolutions adopted was the following: "That the elimination of crime from the land, as well as the safety and perpetuity of our republican institutions, are grounded upon the universal intelligence of the people." The association adjourned to meet in Ypsilanti, in December 1870.

INDIANA STATE COLLEGIATE ASSOCIATION.

The third session of this association was held in the hall of the house of representatives at Indianapolis, July 7, 1870. The president, Hon. B. C. Hobbs, in the chair, who read an address on "The relation and duties of the colleges to the public schools," strongly opposing the practice of spending so much time in the study of Latin and Greek. The paper was discussed by Professors Hamilton, Brown, Garritt, Bowman, and Jones.

Professor L. L. Rogers, of Asbury University, read a paper on "The correct pronunciation of the Latin language." A discussion followed, in which Professors Hamilton, Thompson, Renbelt, and Pearson took part.

In the evening a discussion was had on "Higher religious culture in colleges, and the means of securing it."

The exercises of the second day were, the reading of a paper by Professor J. A. Renbelt, on "The study of the ancient classics." After discussion, a resolution was adopted, on motion by Professor Hoss, "That the study of the ancient classics should be made auxiliary to the mastery of the English language." Professor R. T. Brown read a paper on "Some of the means of preserving the physical health and vigor of college students," which was heartily indorsed by the association, and one thousand copies were ordered to be published. The following officers were chosen: Dr. R. T. Brown, president; E. A. Ballentine, vice-president; William A. Bell, secretary; William T. Stott, treasurer.

WISCONSIN TEACHERS' ASSOCIATION.

Over four hundred teachers attended the session of the Wisconsin Teachers' Association, held at Watertown, July 12–14. Lectures were delivered by R. Edwards, president of Illinois Normal School, Normal; E. O. Haven, president of Northwestern University, Evanston, Illinois; and W. E. Merriman, president of Ripon College. The proceedings thoughout were interesting. The following officers were elected: President, Robert Graham; vice-presidents, D. E. Holmes, F. C. Pomeroy, B. M. Reynolds; secretary, A. Earthman; treasurer, G. W. Heath; executive committee, W. D. Parker, S. Shaw, G. S. Albee, W. A. Delamatyr, D. G. Purman.

VIRGINIA EDUCATIONAL MEETING OF COUNTY SUPERINTENDENTS.

A large and highly respectable meeting in the interest of education, with special reference to promoting the work of the public schools in Virginia, was held November 2, in the hall of the house of delegates, Richmond, being called together by the State superintendent, Hon. W. H. Ruffner. Governor Walker presided, and on taking the chair he explained the objects of the meeting, being the gathering together of the county superintendents of public instruction, and all others interested in the cause of education, to consider and propound the most efficient means of carrying out the present system of free schools, and to impress upon the county superintendents the importance of their mission and duties. He made an eloquent address upon this subject, dwelling upon the importance of educating the people, to enable them to understand the duties and privileges of citizenship. In conclusion, he introduced the Rev. J. L. M. Curry, D. D., who spoke upon the general principles of education and its important bearing upon the welfare of the country.

Rev. Dr. Sears was next introduced. He spoke of the general advantages of education, and cited the power of Prussia as an instance. She owed her success not to her might as a power, not to the needle-gun, but to her educated soldiery. In the course of his remarks he alluded to the Peabody fund, and explained the reason why the board of directors had distributed the fund for the advancement of private rather than of public schools.

Rev. Dr. W. W. Walker, of Westmoreland, made a very fluent and interesting address, pointing out the difficulties in the great work, and the importance of nerving ourselves to meet and conquer them. With his remarks closed the proceedings of one of the most interesting educational meetings ever held in Richmond.

A meeting of the county superintendents was held at 6 o'clock in the afternoon, at which important matters, relating to their work in organizing the schools of the State, were discussed.

NEW YORK STATE TEACHERS' ASSOCIATION.

The twenty-sixth annual meeting of this association was held in Syracuse, July 26, 27, and 28. The address of welcome was by President White, of Cornell University, who proceeded to review the "Battle-field of education," saying that the contest is between the spirit of public education and the spirit of bigotry, and discarding all sectarian schools.

S. D. Barr, of Rochester, president, responded in behalf of the association, paying a high compliment to President White for his efforts in the cause of education, and then gave his inaugural address, in which he traced the history of the association for the last twenty-five years, and especially commended the work of the normal schools, advising teachers to add to the elementary course the culture of the higher course.

A report on "The condition of education" was made by Dr. Jutlden, of Albany, in which he claimed that correct ideas on the subject of education are gaining ground. The vitality of the system depends upon teachers. Ladies do not yet receive pay in proportion to their work.

Professor Krusi, of Oswego, reported on "Improved methods in education," advocating mainly the development of principles without text-books.

Dr. J. W. Armstrong, of Fredonia, gave a lecture on "Natural science, and how it may be introduced into the school-room." Dr. S. J. Williams, of Cleveland, Ohio, spoke of the results in that city from the appointment of female principals in the grammar schools, stating that the boys were better prepared for the high-school than ever before, when taught by male teachers. Dr. M. McVicar, of Potsdam, read a paper on "The teachers our times demand." Professor C. D. McLean, of Brockport, read a paper entitled "The teacher as a citizen." Professor J. H. Hoose, of Cortland, presented "The true idea of school discipline," which was followed by a discussion, in which Rev. S. J. May, of Syracuse, and Professor C. H. Anthony took opposite sides on the question of corporal punishment, the former saying the rod was abolished three years ago in Syracuse and good results had followed, other means of discipline, mainly rewards, being substituted; the latter replying that he considered this world a great school, and our Heavenly Father the schoolmaster, and that we could take lessons from Him in the matter of governing pupils. He thought scholars educated without the rod were not fully educated, and he pitied the children of Syracuse.

Other papers were read and discussed; one by Professor H. A. Balcom, proposing to throw overboard the study of English grammar; one by Mrs. A. T. Randall, of Oswego, on "The school mistresses;" others by Professor Anthony, by Mrs. H. B. Hews, by Mrs. Emily A. Rice, of Darien, Connecticut, and by Miss Ellen J. Merritt, of Potsdam. Appropriate resolutions were adopted noticing the decease, during the year, of Hon. Victor M. Rice, Mrs. Emma Willard, and Miss Ellen M. Seaver. The revised constitution, as reported by H. R. Sanford, was adopted. The treasurer reported $550 in the treasury.

J. D. Steele, of Elmira, was chosen president for the ensuing year; corresponding secretary, James Cruikshank, Brooklyn.

The next meeting is to be held at Lockport, July 25, 1871.

THE CALIFORNIA STATE TEACHERS' INSTITUTE.

This association met in Mercantile Library Hall, San Francisco, Tuesday, September 13, 1870, and was called to order by Hon. O. P. Fitzgerald, State superintendent of public instruction, who gave the members a hearty welcome. Hon. J. M. Burnett, chairman of the city board of education, and G. K. Godfrey, esq., of Siskiyou, were chosen vice-presidents, and W. J. Dakin, of Calaveras, secretary. Miss Carrie Field and Miss Kate Kennedy were chosen assistant secretaries.

Hon. J. M. Burnett then delivered the opening address, after which an enrollment was taken, showing 520 members present. This number was subsequently increased to nearly 600. Mrs. M. L. Jordan, of the State Normal School, then gave an illustration of the Oswego method of object teaching, which was warmly applauded.

In the afternoon Professor E. S. Carr, of the State University, gave a lecture on "Air," adapting his remarks especially to the hygienic principles applicable to the school-room.

Wednesday, J. P. Garlick, esq., spoke upon "Ungraded schools;" the methods of teaching reading were discussed by Professor E. Knowlton and others; Miss Clara G. Dolliver gave a poem on "Equality of compensation for men and women;" Professor T. Bradley gave a lecture on "Forgotten things;" Professors Burgess and Andrews presented the claims of penmanship; and Professor E. S. Carr spoke on "Industrial education."

In the evening Hon. O. P. Fitzgerald, State superintendent, gave his official lecture. He adverted to the agricultural and mechanical fairs and exhibitions in different parts of the State, representing our industrial condition. He referred to the many and wonderful improvements going on throughout the State, in our various industrial pursuits. None of them could compare in importance to society with the cause of popular edu

cation. He referred to his connection with the public schools of this State, and cordially bore evidence to the moral worth of the great majority of our educators. He was proud of the manner in which they had thrown aside all party feelings and prejudices, and had assisted him in advancing the cause of education.

Thursday "The science of grammar" was presented by Dr. Schellhous. Mrs. Penwell, of Alameda, spoke of "The art of teaching," and Miss Laura T. Fowler gave an essay upon "The radical defects in our education."

In the afternoon W. W. Stone, of Yolo, read a poem. Professor W. Wilkinson, principal of the Deaf, Dumb, and Blind Institution, introduced a class of his pupils to illustrate his method of teaching, and to show the progress which that class of pupils may make. In the evening Dr. Joseph LeConte, of the University of California, gave a lecture on "The universal law of eyelical movement."

Friday, a committee, appointed to wait on General Sherman and invite him to visit the institute, reported that they had received a hearty welcome from the General, and that he greatly regretted his inability to comply with the invitation on account of a previous engagement, at the same time expressing himself very much interested in the educational interests of the State.

The institute then adjourned temporarily, to allow the State Educational Society to hold a session in the hall. After the meeting of the State Educational Society the institute resumed its session. Dr. W. T. Lucky, principal of the State Normal School, addressed the institute upon the subject of the State Normal School, showing its great and growing importance as a training-school for our future teachers. He spoke of the intimate connection between it and the common schools of the State, and of the normal schools of other States. He referred to the positions they occupy, and the good they accomplish. Dr. Lucky's address was well received, and gave evidence of his love for and fidelity to the noble work in which he has been so long and so successfully engaged.

In the afternoon the committee previously appointed, to whom a list of questions had been referred, reported, giving the following answers:

Question. Should drawing and music be taught in our ungraded schools?—Answer. Emphatically, yes.

Q. Should corporal punishment be abolished from our schools?—A. If a teacher can make the school discipline what it *ought* to be without, yes. If not, no.

Q. Ought the teacher in country schools to be required to do outside work for his school, such as looking after absent and truant pupils, urging trustees to do needed work, working up the interest of indifferent parents?—A. No. His zeal in his profession should stimulate him to do it without a requisition from any source.

Q. Ought teachers to introduce illustrations and topics outside of text-books, for the purpose of making recitations more interesting?—A. Yes.

Q. Can a course of study for country schools be wisely prescribed by the State authorities?—A. Yes.

Q. Should the facts in descriptive geography be committed to memory by pupils?—A. Yes.

Q. Are normal schools, as an instrumentality for the advancement of popular education, worthy of the consideration bestowed on them?—A. They are worthy of more consideration than they now receive, and when their merits are appreciated as they deserve, they will receive that consideration in the public mind.

Q. Would it not be well to amend the school law so as to fix a penalty for non-attendance of teachers at county institutes?—A. Yes.

Q. What plan can be adopted by which a free school can be supported in every district of the State for ten months in each year?—A. The committee beg leave to report this question, and refer the matter to the institute for answer.

The last question, having been referred to the institute, was discussed at length by Messrs. Nutting, Godfrey, and John Swett, principal of the Denman School, and then referred to a committee of three, with instructions to report at the next meeting of the institute.

After some further general business, and the passage of sundry resolutions of thanks to parties who had favored the institute, before putting the vote on adjournment, Superintendent Fitzgerald said:

"We are about to close a memorable session of the State Teachers' Institute, a session remarkable for the numbers in attendance, the interest maintained from the beginning to the end, the ability displayed, and the harmony of spirit manifested. I am glad and I am sorry—glad that my arduous duties as your presiding officer are about to terminate; sorry that the pleasant associations of the occasion are to be broken up. We met as friends and co-laborers in the great work of education; we part better friends and better prepared for the work before us. I shall be greatly mistaken if the action of this body does not impart a fresh impetus to the cause of education in California."

CONNECTICUT STATE TEACHERS' ASSOCIATION.

The twenty-fourth annual meeting of this association was held in New Haven, October 20 and 21, 1870. Exercises were conducted by Hon. Joseph White, secretary of the Massachusetts Board of Education, Professor R. G. Hibbard, H. E. Sawyer, principal of the Middletown High School, I. N. Carlton, A. M., N. C. Pond, esq., Professor B. Jepson, Professor E. Tourjee, S. M. Capron, principal of the Hartford High School, and Miss Emma M. Goldthwaite. The subjects presented and discussed included, among others, the following: Drawing in the common schools of the State; incentives in school government; language exercises, or, practical grammar in common schools; high-school examinations and the direction they give to grammar-school work; relation of parents and teachers; the teacher's moral power, &c.

AN AMERICAN UNIVERSITY.

At the conclusion of an address on "The progress of university education," delivered by Dr. J. W. Hoyt, of Wisconsin, before the National Teachers' Association, at Trenton, New Jersey, on the 20th of August, 1869, the following resolution, offered by Professor A. J. Rickoff, of Ohio, was unanimously adopted, to wit:

Resolved, That, in the opinion of this association, a great American university is a leading want of American education, and that, in order to contribute to the early establishment of such an institution, the president of this association, acting in concert with the president of the National Superintendents' Association, is hereby requested to appoint a committee consisting of one member from each of the States, and of which Dr. J. W. Hoyt, of Wisconsin, shall be chairman, to take the whole matter under consideration, and to make such report thereon, at the next annual convention of said associations, as shall seem to be demanded by the interests of the country.

A committee was appointed in accordance with the resolution, but, owing to some oversight, official notice of the appointments did not reach the chairman of the committee until so near the date of the succeeding convention that a general correspondence with the members thereof was found impracticable. Accordingly, it was very properly resolved by the committee to make a preliminary report only at the Cleveland convention, and leave it to the association to determine whether they should continue their labors.

Pursuant to this decision, the chairman of the committee, on the 17th of August, 1870, submitted the following

PRELIMINARY REPORT.

Notwithstanding the many and various uses heretofore made of the term *university*, it may be assumed, without fear of successful contradiction, that the leading offices of a true university are these:

1. To provide the best possible facilities for the highest and most profound culture in every department of learning.

2. To provide the means of a thorough preparation for all such pursuits in life as, being based upon established scientific and philosophic principles, are entitled to rank as professions.

3. To exert a stimulating and elevating influence upon every subordinate class and grade of educational institutions by holding up before the multitude of their pupils the standards of the highest scholarship, and by preparing for their administrative and instructional work, officers and teachers of a higher grade of qualifications than would be otherwise possible.

4. To enlarge the boundaries of human knowledge by means of the researches and investigations of its professors, as well as by the researches and investigations of other advanced minds, encouraged to a greater activity and led to greater achievements by the influence of the university example.

In so far as any institution, whatever its name or fame, fails in the fulfillment of this general mission, by so much does it fall short of the standard of a true university. That these offices of the university are of vast importance is so apparent as not to require demonstration. No people can justly claim to be in the highest sense civilized whose aspiring youths are compelled to turn their backs upon the best-furnished schools of their own country, because they fail to provide the facilities elsewhere afforded, and requisite to a mastery of important branches of study. No government is faithful to the interests of its people that does not, in some way, secure to them equal and the best possible advantages for gaining a thorough knowledge of the principles that underlie the several leading pursuits in life. No nation can possibly maintain a system of popular education worthy of a great and free people which does not place at

its head an institution or class of institutions potent enough, by virtue of its own exalted character, to exert a controlling and elevating influence upon the whole series of schools of inferior rank. No people of intellectual energy and genius may hope for the approval of God and the enlightened portion of mankind which does not make its full contribution to the advancement of knowledge.

If these several declarations as to the mission of the university, and the importance of that mission, be true, then it is a logical conclusion that no competent nation may stand acquitted before its own conscience and the enlightened judgment of the world until it can point to one such center of original investigation and educational power.

It is not deemed necessary in this connection, by a presentation of facts so abundant on every hand, to make proof of the absolutely deplorable condition of higher education everywhere in the New World, and that we have, as yet, no near approach to a real university in America—a statement which no well-informed citizen will venture to deny—a fact freely acknowledged and bewailed by the responsible heads of the very highest of all our higher institutions.

Nor do your committee deem it important to show the relative inferiority of our foremost institutions by mortifying comparisons of them with those intellectual centers, the Universities of Paris, Turin, Vienna, and Berlin—themselves still incomplete in that they simply include the old faculties, regardless of the equal claims of the new professions—each with its grand cluster of some two hundred professors, of whom many are the ablest and most brilliant men of the age, and each provided, moreover, with an array of libraries, cabinets, museums, laboratories, and other auxiliaries, of the vastness and richness of which the struggling student in the American college can have but little conception. Facts upon which such comparisons might be based have long been before the country. It will soon come to be known by our people, and the sooner the better, that in respect of higher education we are about the lowest in the scale of the nations making any pretensions to civilization.

Surely further evidence is not needed of our serious, and, we may now add, shameful deficiency in this regard.

If it be asked whether the conditions necessary to the establishment and maintenance of a true university are found in this country, our reply is, Where else on the earth do they exist if not here? Not in the Old World certainly, where the existing universities, founded, many of them, during the Dark Ages, and all of them more or less in the interest of *class*, would be reformed with great difficulty and only after changes should first have been wrought in the civil institutions and in the very constitution of society itself. But here in America, where only in all the world just ideas of fraternity and equality have place and are kindly cherished; where the elements of society and of all classes of institutions are yet plastic; where there are no crystallized, much less fossilized, educational systems to be overturned and got rid of; where, on the other hand, there is an open field and a hopeful groping for the right way; nay, more, where individual philanthropists and both State and National Governments are ready with vast resources, growing vaster every day, to join in the work of laying its deep and broad foundations, what hinders that here we begin at once the upbuilding of a university commensurate with the greatness of our country and the needs of the times?

In the early history of America the circumstances were a sufficient excuse for low standards of general and professional education. But the period of infancy and poverty has been passed. We are at this moment a rich and powerful nation. Moreover, the opinion is coming to be universal that this is a nation of great destinies. And who that looks at the democratic character of our institutions, reared as a sublime example in the face of all the doubting and jealous nations of the world; at the strange heterogeneousness of a population gathered from every clime under heaven, speaking in all the babbling tongues of earth, bound together by no common bond of historic associations, and cherishing the most diverse and conflicting views of social, religious, and political institutions; at the undeveloped resources of a territory already vast, and yet increasing with a rapidity that promises, within the lifetime of the coming generation, to embrace the entire continent; at the unparalleled activity and resistless energy of this wonderful mosaic of peoples, destined, ere the close of this century, to number one hundred millions—who, that looks at all these conditions of national life, can resist the conviction that we have indeed a sublime mission to fulfill, and that we have need even now of a keener and more far-seeing intelligence; of a profounder knowledge of the sciences, material, intellectual, social, and political; of a more substantial, all-pervading virtue; in short, of a deeper, higher, and more comprehensive culture than the world has hitherto seen or even recognized as essential to any of the other great nations, past or present?

Language is powerless to convey an adequate idea of the rapidity with which the thoughts, tendencies, and purposes of the American people are all the while forming, changing, and shifting to adapt themselves to new exigencies. The very elements, social and political, are in a ceaseless ferment. Circumstances and conditions, which the most sagacious fail to anticipate, are daily arising to test the intellectual power and conscience of the nation. We repeat it, no nation had ever such need of discip-

lined mind to lead in the development of its resources and to guide its intellectual energies; none such need of moral power to correct its necessarily strong material tendencies and steadily hold it up to a noble and lofty ideal.

If, therefore, it is in truth, as we have assumed, one important office of the university to supply such discipline and such correcting and elevating power, what stronger argument could be framed for the founding and liberal sustaining of one such institution in this country high enough in range to meet the demands of the most exalted ambition, and broad enough to answer the needs of every profession?

We could hardly hope for more than one at least for a long time to come, for it must needs be supplied with a multitude of able professors, covering not only the whole range of letters, pure science, and philosophy, together with the several fields of the time-honored professions, but also the yet more numerous and, for a time, more difficult ones of the new professions; a great and choice library, such as this country does not yet possess; and a large number of thoroughly furnished laboratories, museums, and other costly scientific establishments. But then one such university in America would at once become a power, influential alike in furthering and directing our material development, in elevating the character of all the lower educational institutions of the country, and in awakening and sustaining higher conceptions of both individual and national culture; thus helping us, by a happy combination of our own more than Roman energy and religious faith with the grace and refinement of the Greek civilization, to become a nation fully worthy of the future that awaits us.

It would do more, vastly more than this. It would supply to all lands a most important need of the times, a university placed under the benign influence of free civil and religious institutions, and sublimely dedicated to the diffusion and advancement of all knowledge. Students of high aspirations, and even ripe scholars of genius, would eventually flock to its halls from every quarter of the globe, adding to the intellectual wealth of the nation should they remain, or bearing with them scions from the tree of liberty for planting in their native lands. And thus America, already the most marvelous theater of material activities, would early become the world's recognized center of intellectual culture as well as of moral and political power.

It is not assumed that this ideal is capable of realization within a single year, nor in ten years; for if the pecuniary means were at hand, the maturing of wise plans, the preparation of teachers through protracted foreign study, and the labor of organization and material establishment would require at least one decade. It would be a glorious consummation if on the one hundredth anniversary of our national independence it should even be permitted us to announce to the world that the first great steps insuring the early establishment of the long-hoped-for American university had already been taken. The ideal here presented in rude outline, or some other more perfect ideal, *is* capable of realization; and, in the things of intellectual culture and social advancement, whatsoever is possible, that it is the moral duty of the individual, society, or the Government, or these several forces combined, to undertake.

Whether the institution contemplated should be an entirely new one, founded in a new place, or whether some one of the few institutions that have already made such noble beginnings of high educational work should rather be made the nucleus around which the earnest friends of university education of every section should rally for its upbuilding; whether it should be what the Italians mean by a *free* university, or whether the Government, State or National, should have part in its management—these are questions upon which there must necessarily be differences of opinion.

But be the diversity of views as to the precise character of the institution, the place of its location, and the mode of its constitution and government what it may, upon the primary question of whether we will have a *university* in America *somewhere*, and at the earliest possible day, there should be no difference of opinion.

There is one other question, moreover, that may be settled now. It may be safely assumed in advance that the founding and endowing of the institution is a work in which it will be necessary for the citizen, the State, and the General Government to unite; for it will cost millions of money, and require the careful guidance of the wisest scholars and statesmen the land can afford. And who doubts that all these forces—the people, the State, and the National Government—will respond if the scholars, the active laborers in the cause of education, and the leading statesmen of the country, with one voice demand it?

When, a few years since, the men of *work* asked help of the nation for the endowment of schools for the benefit of agriculture and the mechanic arts, the Government, with a liberal hand, gave for this noble object ten million acres of the public domain, to which the individual States and great-hearted men have added no less liberal means. How much more then, proportionally, will our statesmen in council and liberal patriots yield for the foundation and maintenance of *one* great central institution, to be established in the interest of every profession and all classes of schools; of a profound and universal culture; of a more perfect intellectual and social development of the whole body of the nation, in the interest of liberty and universal man!

In the opinion of your committee, the attention of the association has not been

called to this subject a moment too soon. The trial of its political institutions through which the American nation has just passed; the manner in which the necessity for education as the only guarantee for the perpetuity of those institutions has just been burned into the national consciousness; the pressing demand made by our material and social conditions for the best educational facilities the world can furnish; and the fast accumulating evidence that America is surely destined to a glorious leadership in the grand march of the nations—all these constitute an appeal to action which it were criminal to disregard. The necessity is great. The country and the times are ripe for the undertaking.

The questions that remain for our discussion relate to the very important subject of definite ways and means. For the proper consideration and satisfactory solution of these, your committee have found it necessary to pray for an extension of the time allotted them.

Respectfully submitted.

J. W. HOYT, *Chairman.*

In compliance with the request of the committee, further time was granted, in the hope that at the next annual convention they will be enabled to submit a plan for an organized movement looking to the early establishment of some such institution as the one foreshadowed in their preliminary report.

The committee consists of the following gentlemen: Dr. J. W. Hoyt, chairman, Wisconsin; Hon. N. B. Cloud, Montgomery, Alabama; Hon. Thomas Smith, Little Rock, Arkansas; Prof. W. P. Blake, San Francisco, California; Hon. B. G. Northrup, New Haven, Connecticut; Prof. L. Coleman, Wilmington, Delaware; Hon. C. T. Chase, Tallahasse, Florida: ——— ———, Georgia; Hon. Newton Bateman, Springfield, Illinois; Hon. B. C. Hobbs, Indianapolis, Indiana; Hon. A. S. Kissel, Des Moines, Iowa; Hon. P. McVickar, Topeka, Kansas; Hon. Z. T. Smith, Frankfort, Kentucky; Hon. T. W. Conway, New Orleans, Louisiana; Hon. Warren Johnson, Augusta, Maine; Hon. M. A. Newell, Baltimore, Maryland; Hon. Joseph White, Boston, Massachusetts; Hon. O. Hesford, Lansing, Michigan; Prof. W. F. Phelps, Winona, Minnesota; Dr. Daniel Read, Columbia, Missouri; Prof. J. M. McKinsey, Peru, Nebraska; Hon. A. N. Fisher, Carson City, Nevada; Hon. Amos Hardy, Concord, New Hampshire; Hon. C. A. Apgar, Trenton, New Jersey; Hon. J. W. Bulkley, Brooklyn, New York; Hon. S. S. Ashley, Raleigh, North Carolina; Prof. A. J. Rickoff, Cleveland, Ohio; Rev. Geo. H. Atkinson, Portland, Oregon; Hon. J. P. Wickersham, Harrisburg, Pennsylvania; Hon. T. W. Bicknell, Providence, Rhode Island: Hon. J. K. Jillson, Charleston, South Carolina; Rev. C. T. P. Bancroft, Lookout Mountain, Tennessee; ——— ———, Texas; Hon. J. S. Adams, Montpelier, Vermont; Hon. Wm. H. Ruffin, Richmond, Virginia; Prof. Z. Richards, Washington, District of Columbia.

SOCIETY, CRIME, AND CRIMINALS.

Under this heading Rev. Fred. H. Wines contributed a recent article to the New York Independent, giving some account of the proceedings of the late meeting at Cincinnati, called "The Prison Congress," or "National Congress on Penitentiary and Reformatory discipline." This began its sessions on the 12th of October, and continued until the evening of Tuesday, the 18th. There were 230 delegates present, from twenty-two States of the Union, including Maine, California, and South Carolina; and among them were two governors, (Hayes, of Ohio, and Baker, of Indiana,) one ex-governor, (Haines, of New Jersey,) fourteen wardens, twenty-three superintendents of reform schools, fourteen chaplains, five prison surgeons, and four matrons. There are in the United States forty State prisons, twenty-five houses of correction, and thirty reform schools. These were all very fully represented. Two social science associations, and six State boards of charity sent representatives, and ten governors who could not be present sent deputies.

Hon. Speaker Blaine being unable to carry out his engagement to preside over the congress, by the death of his friend and neighbor, Governor Cony, Governor Hayes was chosen permanent chairman, and Rev. Dr. Peirce, of New York, Z. R. Brockway, of Michigan, Rev. A. G. Byers, of Ohio, and Rev. Joshua Coit, of Massachusetts, were chosen secretaries; and Charles F. Coffin, of Indiana, treasurer.

There were thirty-two different papers read, and more or less fully discussed. These, as we understand, will all be published in book form, together with a synoptical report of the discussions. The points eliciting most debate were: The comparative merits of the congregate and family systems in reformatories; the effect upon reformation of aiming at the highest pecuniary results in prisons; the principle of indeterminate sentences—*i. e.*, of sentences of imprisonment until reformation; the admission of women to labor among male prisoners for their reformation; the Irish system, especially

the ticket-of-leave; the comparative efficiency of prison restraint—with or without walls; and the responsibility of parents for the full or partial support of their children when in reformatories.

There was a very general concurrence of opinion as to the true principles of prison discipline; all agreed that the true end of discipline is the diminution of crime, and the reformation of the criminal; and that reformation cannot be secured by any single instrumentality. The spirit of the meeting was warm, earnest, unselfish, resolute, with an utter absence of sectarian or partisan feeling, well illustrated by the incident of a Quaker reading the essay of an absent Roman Catholic. A platform was adopted, which is to be scattered over the country in the newspapers and in tract form.

The most salient of the principles of this platform relate to the reformatory character to be impressed on prison discipline; the progressive classification of prisoners, based on character; the evils of political appointments, and of fluctuating administration; the professional training of prison officers; the substitution of reformation for the time sentences; the injurious effect of degradation as a part of punishment; the necessity for industrial training in prisons; and the supreme necessity of a central authority sitting at the helm, guiding, controlling, unifying, vitalizing the whole.

On motion of Governor Baker, it was decided to organize a national prison association, and a committee of eleven was appointed to prepare a plan of organization, and to secure the passage of an act of incorporation. The committee are Governor Hayes, of Ohio; Hon. James G. Blaine, of Maine; Governor Baker, of Indiana; ex-Governor Haines, of New Jersey; Hon. Theodore W. Dwight and General Amos Pillsbury, of New York; F. B. Sanborn, of Massachusetts; Z. R. Brockway, of Michigan; Charles F. Coffin, of Indiana; Hon. G. W. Welcker, of North Carolina; and Dr. E. W. Hatch, of Connecticut.

The national association will make the necessary arrangements for the international congress on penitentiary and reformatory discipline, which it was decided to call to meet, probably in London, in 1872.

THE CHINESE MIGRATION.

The Chinese migration to this country is now presenting to every considerate mind problems of the most engaging interest. Its political and moral aspects especially command the earnest attention of the statesman and the philanthropist. The movement has the appearance now of being but germinal; it is diminutive, almost insignificant, so as to escape the observation of the mass of men; it yet gives the promise of swelling into dimensions, and branching out into relations of the grandest and most vital importance. The little rill just rippling from the fountain, it may now by gentlest touches of kindness and wisdom be turned in directions, where it shall irrigate and nourish our most precious possessions, while, if it be left to itself, it may prove in its coming volume and strength to be mighty only to desolate and destroy. It is none too early to turn toward it the most careful observation and the wisest forecast. What are the facts which it presents and with which we have to deal in solving the great problems it brings to us? what are the results which should be aimed at in dealing with it? and what is the method of attaining these results? These are the three leading questions demanding careful consideration from every American citizen and philanthropist.

I.—FACTS TO BE DEALT WITH.

The first thing that arrests the attention in this movement is its *prospective magnitude.*

NUMBERS OF CHINESE IMMIGRANTS.

The federal statistics exhibit the character of this immigration up to the present time in the following particulars: The arrivals returned are in 1820 to 1830, ten years, 3; 1831 to 1840, ten years, 8; 1841 to 1850, ten years, 35; 1851 to 1860, ten years, 41,397; 1861 to 1868, eight years, 41,214; 1869, one year, 14,902; 1870 to June 30, six months, 7,347.

The aggregate of arrivals thus returned is 105,744. If from this total of arrivals there be deducted the number of deaths and returns to China, it would appear that there were considerably less than 100,000 Chinamen in the country on the 30th of June last.

The rate of increase of immigration may be more definitely estimated from the numbers returned for each of the last four years ending June 30, which were, in 1867, 3,519; in 1868, 6,707; in 1869, 12,874; in 1870, 15,740.

The immigration has been chiefly of males. But the returns for the later periods show a noteworthy increase in the arrivals of females. In the year ending June 30,

1867, there were only eight, and all of them in Boston and Charlestown, none in the Pacific ports. In 1868 the whole number was 46; in 1869, 974; in 1870, 1,116. The total of arrivals of females reported to June 30, 1870, is 2,144.

In regard to occupation, the returns for the year ending June 30, 1870, exhibit the following facts: Physicians, 6; carpenters, 71; stonecutters, 14; mechanics, (trade not stated,) 14; bakers, 3; barbers, 7; tailors, male 16, female 11; cooks, (male,) 42; farmers, 733; interpreters, 4; laborers, 12,782; merchants, 43; peddlers, 2; sailors, 8; occupation not stated, 11; without occupation, 1,973; total, 15,740.

CHARACTER OF IMMIGRANTS.

In regard to character and condition, no exact information is attainable. We may believe, however, that the earlier immigrants would be the worst specimens of the race. They came mainly from the southwestern coast of China, where morality and stability are reported to be at a lower standard than elsewhere; where, indeed, the fortune-seeker, the profligate, the exile from home, the ruined in fortune and in character, most congregate. Yet, in addition to the uniform testimony of those who have had the best opportunities for observation that they are for the class more sober, more industrious, more orderly and faithful than the same class from European countries, we have the following facts well attested in regard to their intelligence which are worthy of careful attention. Of the Chinese in North Adams all can read and write their own language. On the Pacific Railroad every Chinese laborer, so far as known, was also able to read and write. Of the Chinese in San Francisco, by the recent census it appears that all can read and write their own language, while there are 7,658 foreigners who can neither read nor write. Of these, 6,882 are from Ireland; 248 from Italy; 283 from Mexico; 40 colored from the Southern States; 29 from England. Of native Americans 9 are returned as unable to read and write.

RESIDENCES OF IMMIGRANTS.

Of the distribution of the Chinese, accurate intelligence is as yet unattainable. The recent census in San Francisco returns 9,777 males and 2,040 females, or a total of 11,817 Chinese in a population of 150,361. Nearly all the Chinese females in the country are in San Francisco or the immediate vicinity. Some thousands of male Chinese, it is understood, are employed on the Central Pacific Railroad. There are many mining camps made up chiefly of Chinese. They also constitute the majority of the population in some towns and villages in the Pacific States, as also in some silk, tea, and cotton plantations. Ninety-five males are employed at North Adams, Massachusetts; 68 at Belleville, New Jersey; 167, all males, are reported as having arrived at New Orleans in the year ending June 30, 1870. In Oregon 2,304 males, 51 females are returned for the four years ending June 30, 1870; in New York 70 males, 9 females; in Philadelphia 13 males. The number now in New York is estimated to be 200, only two or three being adult females, "exemplary mothers of families." These, it is reported, all came from Havana. A large portion of these are cigar-makers and earn large wages; there are some candy-makers, jewelers, and bakers; a majority, however, are house servants. A good proportion have intermarried with native or naturalized whites. The use of opium was two years ago well-nigh universal among them; but reformatory labors have effected a prohibition of its use in a majority of the houses, and many have been reclaimed at the hospitals.

CHINESE COMPANIES.

In San Francisco the Chinese have united themselves into associations for mutual help and benefit, organized after the pattern to which they had been wonted in their native country. The specific objects of these "companies" are stated to be "to improve the life of their members and to instruct them in principles of benevolence." Membership is voluntary. Dr. Speer, who took especial pains to ascertain the true character of these "Chinese companies," regards them as "institutions which have no parallel for ability and philanthropy among the immigrants from any other nation or people to our wide shores." Their funds "are not used for mercantile purposes or to obtain revenue." They are simply mutual aid societies. One of them reports to Dr. Speer that the total membership in it from the beginning is about 16,500. Of these perhaps 3,700 have returned; more than 300 have died; 3,400 separated last year to form a new company; and about 9,200 remain in California. They do not appear to be directly engaged in promoting emigration from China; have of course nothing to do with any importation of men in servitude of any kind; but are purely philanthropic organizations.

PROBABLE INCREASE OF IMMIGRATION.

It is, however, the stupendous proportions of the future of this migration which most forcibly arrest the attention. The great facts on which this future may reasonably be

forecast and measured are, first, the immensity of the supply, and particularly as set over against the vastness of the demand. The source of supply is oceanic; the basin into which it naturally settles, under the great law of supply and demand, is continental. A homogeneous people, numbering over 400,000,000, writhing under the distresses of repletion, have found an outlet, a way of escape and deliverance, into a broad and goodly land. They are characteristically adventurous, and, while patient under difficulties, yet persistent and steadfast of purpose. "We can spare," said a Chinese missionary, "40,000,000 of laborers, and shall not feel it in China." The tide of human migration, in its eastward course, has reached its bounds in the Old World; it stays on the Pacific coast only as an ever-rolling, ever-swelling stream at a dam, ever accumulating volume and purpose. It is in the clear intent of Providence that sooner or later, in quiet current or in bursting flood, it pour itself into the open, empty basin of the American continent.

HINDERANCES TO EMIGRATION IN CHINA.

There is little in the circumstances or in the disposition of the Chinese to withstand this movement of population toward its equilibrium. The southeastern parts of China, from which the emigration chiefly moves at present, are so densely populated that it is difficult to obtain the means of subsistence. It is here, mainly, that infanticide prevails—an acknowledged immorality, an enforced necessity. The filial sentiment of affection and respect toward ancestors, in cases where, from want, the life of a dependent parent or child must be sacrificed, desperately saves the old and lets go its hold on the child. It is not want of natural affection, but hard necessity, which is the source of Chinese infanticide. The want of food, even where there is not absolute starvation, as is often the case, occasions disease and protracted suffering and premature death, and frequently terrible pestilence. The stern, driving law of self-preservation enforces the natural method of relief by migration.

Although not properly to be regarded as a migratory people, the Chinese yet are wanting in that powerful sentiment which so characterizes some races—love of country. The love of home and of family in the Chinese takes the place of the love of country and of nation in other peoples. It is a most noticeable fact that the Chinese are still properly to be placed in the patriarchal, tribal stage of development; they have not reached the stage of nationality. Rebellions, revolts against the national authority when deemed oppressive, hence, are of the commonest and most customary occurrence. Their religion is predominantly ancestral; their most sacred places are the depositories of ancestral remains. To be gathered with their fathers in the world of spirits is the governing religious aspiration. The government itself is characteristically patriarchal, and political as well as religious institutions—indeed, the social life generally—bear this family stamp. Removal of family goods, of ancestral remains, and tablets carries with it what elsewhere assumes the form of local attachment, and place, country, is left without regret. In natural correspondence with this family sentiment, as displacing proper national feeling, love of country, and attachment to native soil, is the universal worship paid to the kitchen god, the household divinity of China, which has no local abode, no temple, no fixed place, but is represented only on paper, that is burned every year to represent its departure to the spirit land, and is replaced by a new engraving to mark its return.

The great hinderances to migration, consequently, arising from political and religious associations, and consisting in attachments to native land, and the social bonds of a true nationality, politically and religiously organized, are relatively weak or entirely wanting among the Chinese, and the pressure from overcrowded population finds its check not in the national but only in the proper family associations. Let but the integrity of the family life be maintained secure, let but the ancestral remains, the ancestral images, and tablets, the monuments and representatives of the dead, together with the living membership of the family, be assured safe conveyance and safe transplanting, and the repugnance to expatriation is so weakened that it is easily overborne by the pressure of want.

DEMAND FOR LABOR IN AMERICA.

While China thus presses, America invites; a territory vast as China itself remains unoccupied, except by roving tribes subsisting on game and fish, and wild vegetable products. An area capable of absorbing the entire population of China proper, now desert, craves occupancy by civilized men—by men that in fixed settlements will till the soil and cultivate the arts. The earth was made to be occupied and improved by man; the human race has, since the great epoch of the dispersion, been under orders to spread and occupy. The sentiment of the American people has been, from the first, in harmony with this great providential ordering. Its language has been that of Henry: "Encourage emigration, encourage the husbandmen, the mechanics, the merchants of the Old World to come and settle in the land of promise; make it the home of the skillful, the industrious, the fortunate, and the happy as well as the asylum of

the distressed; fill up the measure of your population as speedily as you can." The wants of the country for men are still as great as they were in the times of Henry. We have a vast territory to be occupied; we have a vastly extended field of industrial wants to be filled. There is a special adaptation in the extent and character of these wants to the numbers and character of the Chinese people. We have a desert territory capable of sustaining a population of hundreds of millions to be subdued and tilled and made productive. The Chinese are most expert and successful tillers of the soil; industrious, economical, patient. We have boundless mineral tracts to be developed and wrought. The Chinese have proved themselves successful miners, working on contentedly where the more grasping, more wasteful, more restless American has abandoned his work. We have experienced these last few years a lack of seamen, and a difficulty of procuring men at moderate prices has crippled our commerce. The Chinese have proved themselves excellent seamen, and are now extensively employed as such on the Pacific coast. We have vast public improvements to be constructed. The Pacific States, the great central Territories, and the Mississippi Valley, to say nothing of the Eastern States that are still devising and promoting new works everywhere to supplement and perfect their facilities for inter-communication, are to have soon most gigantic systems of railroads, of which we hardly see as yet the rudimentary outlines. The Chinese have proved themselves, in the construction and operation of the Pacific Railroad, the best of laborers, quiet, orderly, industrious, and every way satisfactory to their employers; indeed, the most satisfactory class of laborers in this department of labor yet tried on our continent.

Our manufacturing enterprises, particularly in the Pacific and Mississippi Valley States, are needing laborers at less cost than can now be obtained, in order to compete with foreign production; the Chinese have met this want with most emphatic success. When the Pacific Railroad brought production on the Pacific coast into more direct competition with the eastern, it was found impossible to continue operations, not too lucrative before, except at a loss; the introduction of the cheaper Chinese labor brought deliverance. The Chinaman has been found to be apt to learn and faithful to practice in these manufacturing industries. Even in the remote East, as at North Adams, in Massachusetts, and at Belleville, in New Jersey, the problem of initiating him into our peculiar mechanical employments has proved thus far successful and encouraging.

In like manner on southern plantations and on northern farms, as well as in universal household work, there is a great want and an ever-swelling demand; for these employments as for others the new race has recommended itself everywhere, in the exhibition of those qualities which are chiefly required of capacity and fidelity as well as in the matter of economy and cheapness. The Chinese are expert in agricultural employments, capable of patient toil, careful, saving, trusty; and, in the household, docile quiet, neat, prudent, faithful, economical. In the mining camps of the Pacific States, as in the new settlements on railroads, the Chinese are the preferred cooks and laundrymen, even where cost is disregarded.

In short, the immense and importunate demand for labor in our country finds in this immigration its satisfactory and abundant supply. If left to itself, it is most apparent that this immigration must come in in a steadily swelling flood, which, regarded in its immensity simply, is absolutely appalling. China could spare millions a year for years to come without feeling the loss except in the sense of relief; and America can absorb these millions, so far as sustaining labor is concerned, with no sense of repletion.

CHECKS TO IMMIGRATION.

The question arises just here, what now shall limit this threatening inundation of alienism and paganism? There are the general providential checks that hamper all excessively impetuous movements among men. The Chinese must first hear of the new land and of the possibilities of his obtaining support there. He must preserve the means of transportation. Ships must be built. Agencies must be established. Fields of employment must be found. These all are natural or general providential checks which will to a greater or less degree give steadiness and moderation to the movement.

GOVERNMENTAL ACTION.

But there are positive artificial checks, so to speak, operating or may be expected to operate more or less. There is the direct interposition of government. In 1862 the atrocities of the so-called coolie trade, chiefly directed to Peru, Trinidad, and Cuba, occasioned the act of Congress of February 19, of that year, prohibiting under heavy penalties the transportation of "inhabitants or subjects of China known as 'coolies,'" "for any term of years or for any time whatever, as servants or apprentices, or to be held to service or labor." The term "coolie" properly denotes simply a laborer; it has acquired its opprobrious use only from its associations with the flagitious proceedings connected with the trade mentioned to Peru and the West Indies, which are to be paralleled only with those of the African slave trade. The act of 1862 accordingly pro-

hibits absolutely all transportation of Chinese laborers under whatever pretext or in whatever way "to be held to service or labor;" but expressly excepts, however, from its prohibition all free and voluntary emigration of any Chinese subject, provided a permit or certificate is procured from a consul, or consular agent, containing name and setting forth the fact of such voluntary emigration. This act also extends the provisions of the act of February 22, 1847, regulating carriage of passengers in merchant vessels. This wise and humane legislation effectually broke up all the flagitious coolie traffic in American vessels, and prevented its extension to this country.

In 1866 the Chinese government, hitherto opposed to emigration, consented to allow it under certain restrictions and conditions in a convention primarily made between the Chinese, British, and French authorities, but extended and applied to all American traffic. This convention furnishes the fullest and wisest protection to the emigrant in leaving China, in his transportation, in his labor and wages abroad, and in his return home, that perhaps governmental interposition and supervision can secure.

Further, the thirteenth amendment to the Constitution prohibiting slavery and involuntary servitude, and the fourteenth amendment declaring who shall be citizens and prohibiting any abridgment of the privileges or immunities of citizens, or the denial by any State "to any person within its jurisdiction the equal protection of its laws," while opposed to all introduction of Chinese which shall be subject to oppression or any kind of servitude, yet in their general tendency and effect are protective and favorable to immigration. The State legislation which oppressed the Chinaman by excluding him from our courts as a witness or as a party except as a delinquent or a culprit, was annulled by these humane ordinances of the General Government.

Nor can we reasonably expect that any new governmental action will be interposed to hamper or hinder this emigration. The Chinese government will not in any rational probability reverse its whole tendency to a free intercourse with foreign nations which has so wonderfully characterized its course for the last thirty years. By the treaty with Great Britain, of August 29, 1842, to which it was constrained after an unsuccessful resistance, and by that of 1844 with the United States, ports were opened for foreign trade that had hitherto been entirely closed; and in the Anglo-French invasion of 1858 treaties were wrung from the Chinese government that effectually demoralized their old wall of exclusiveness, and that mark a new epoch in its history. It had now learned that there were mightier powers, a better civilization, higher intelligence, more advanced arts, a richer culture every way among the long despised barbarians; and it now began to seek a freer intercourse and traffic with the western nations, and also to further the introduction of their arts and sciences. It is apparent that America is with the Chinese the favorite country, preferred before all the other western nations. It has been always made to share in all the privileges accorded to other nations, and besides has secured for itself special preferences. The singular honor was conferred on an American to introduce China into the circle of civilized nations, and establish a permanent diplomatic intercourse. The imperial college, instituted in Peking, to instruct the Chinese in foreign science and arts, is placed under the presidency and general management of an American scholar and philanthropist. Although such a revolution from the old exclusiveness of China and hatred of foreigners might naturally be expected to occasion here and there outbursts of opposition among a people characteristically conservative and jealous of change, there cannot reasonably be anticipated any such reversal of the new policy as shall work a hinderance to the current of emigration to this country.

Nor should we anticipate any such hinderance from our own people. To oppose this immigration by legislation, direct or indirect, would be to contradict all the antecedents of our history and the characteristic spirit and sentiment of our people, never more emphatically and decisively pronounced than in the last few years. The principle of *no caste* has been finally adopted and established in America, as it has ever prevailed in China. So long, accordingly, as we invite to our shores all in Europe who would improve their condition, we must keep unobstructed the channels of immigration from Asia. Certainly we cannot retrace our steps by breaking up in the interest of exclusiveness the treaty with China, ratified by the United States Senate, July 16, 1868, which guarantees reciprocity of rights in regard to trade, residence, and education.

POLITICAL BEARINGS OF THE IMMIGRATION.

Nor can any reasonable opposition arise from any quarter. We have nothing to fear from a migration of Chinese that shall be left open and be unobstructed except by those general checks which Providence ordains shall rise of themselves to moderate whatever is impetuous and excessive in the movements of the race, in regard to any pernicious effect such a migration might have on our political integrity and purity. We are to bear in mind in estimating this political effect that the Chinese are, as already observed, properly still in the family stage of development, and have not yet attained the proper spirit of nationality. The Chinaman on his arrival in this country accordingly manifests little disposition to enter into our political life. Thus, al-

though by the unjust legislation of California, he is subjected, if he engages in mining, to an onerous tax, from which he would be exempt simply on condition of becoming naturalized or declaring his intention to become a citizen, it is not known that he has ever availed himself of this mode of obtaining exemption. At this germinal stage of the migration, then, there is no ground to apprehend a dangerous incursion of Chinese voters, even if partisan zeal should here and there override or evade the legislative safeguards to naturalization and admission to citizenship. We need only to look forward to that stage, which may indeed be near at hand, when the Chinaman, satisfied that he can be secure in family settlements, shall bring over his ancestral memorials and fix himself permanently in the country. In estimating the possible evils from such an inundation of Chinese voters in the future we must bear in mind that the Chinaman, who, in his own land, is a stranger to the social inequalities which feudalism so firmly rooted in European civilization, comes to us in hereditary sympathy with the political equality which is the glory of our land. He comes habituated in all his past life to feel that the high places in government are, out of the imperial circle at least, open to all alike—to the most obscure or to the most eminent in social condition—and are reached only by long training and the most exact and thorough competitive examinations; that political distinction comes surely and solely to merit, carefully and impartially ascertained.

INDUSTRIAL OPPOSITION TO IMMIGRATION.

More formidable, if not more unreasonable, is the opposition to the free admission of the Chinese that may spring from industrial interests. This opposition has already manifested itself in loud denunciations against the cheapening of labor threatened in such a large influx of foreigners. Doubtless this hostility, which has been active and violent in some quarters, has operated as a partial check, rather indirectly than directly, to immigration. But it should be borne in mind in estimating the force of this opposition that, as being against all reason, it cannot be either lasting or very effective. It comes chiefly from men who have themselves profited by their free admission to the open hospitalities of the land, and so with an exceedingly ill grace. It is against nature, against the spirit of our people and all its antecedents, against the true interests of our national prosperity. It is but another form of the old narrow-minded hostility to the introduction of labor-saving machinery. We acknowledge its own unreasonableness in the unsoundness of the reasons it urges. To cheapen production is not necessarily to cheapen labor. The substitution of machinery and of animal force for human labor has ever worked, in the long run, to the benefit of the laborer, as it has both cheapened the cost of the necessaries of life and also opened fields of more remunerative employment. The allegations of ignorance and incompetency are disproved by the successful competition of the Chinese in every department of industry, in navigation, in mining, in railroad construction, in agriculture, in superintending machinery, in the family occupations of the laundry and the kitchen, in the common mechanic arts, as of shoemaking and tailoring, and also in mercantile employments. If, indeed, the Chinaman were no more intelligent than a brute, there is no more reason for opposing his importation than for opposing the importation of camels. If he be in truth a man, and brings intelligence and reason with his manual force, there is certainly still less ground of objection.

This industrial opposition, which is not a legitimate outgrowth of our national spirit, and is essentially selfish and short-sighted, can work save only locally and exceptionally. The very laborer who has ignorantly been led away into the fiercest hostility to Chinamen willingly accepts them when they come to do the more menial work and drudgery of his own calling. In this way, in fact, we see how the difficulty disappears; how the labor problem is to be quickly solved. The Chinaman takes the lower place, the more repulsive, the less remunerative work, to the glad relief of the white man, who is thus lifted to a higher plane of social condition. In solving this problem it must not be forgotten that the Chinaman is just as eager to improve his condition as any other man; just as earnest to obtain the largest remuneration possible, and, accordingly, just as earnest to keep up the rewards of labor to the highest mark.

This industrial opposition to the immigration of the Chinese must hence be regarded as against all reason and the true interest of our people, and consequently as only temporary and ineffectual. Combinations to resist the employment of the Chinese have in fact been forced to give way after the briefest struggle, and the momentary damming up has been followed by a larger, freer flood.

DANGER FROM INTRODUCTION OF PAGANISM.

Still another check may be apprehended from those who tremble at the thought of the introduction among our people of so much paganism and superstition. The existence of idolatry, or of ignorance and immorality, is certainly an evil to be deplored anywhere. But it is not diminished in amount by being simply transported to other

shores; and if it can be here more readily encountered and remedied, the truly philanthropic moralist and Christian will not object to its coming to us. Certainly there is little danger of its infecting our native population; little danger of its spreading at all among us. Who ever heard of an American convert to Chinese Buddhism? We do hear of conversions from our own people to Mormonism; yet a flood of ignorant, fanatical Mormons from the dregs of European life is pouring in upon us, and swelling the pool of Mormon organized society, with no disturbance of pious tranquillity and confidence. But it is proved that the Chinaman easily drops off his superstitions and his idolatries. He readily puts himself under Christian tuition; he freely accepts Christian teaching. No class of people offers so hopeful a field of Christian labor as the Chinese among us. They are without difficulty gathered into Sunday schools; they receive without cavil Christian instruction; they become Christian converts; they enter with true Christian zeal into the work of spreading the truth among their countrymen, both here and in their own land. An enlightened philanthropy and piety should, hence, rather encourage than hinder their coming among us. That the Christian civilization and culture of this country is to array any opposition to the free influx of the Chinese is, therefore, not to be anticipated.

This rapid survey of the causes which may be thought to work as serious checks to the free immigration from China shows that direct opposition and hinderance will probably effect little; the effective checks will lie in the want of facilities for transportation and in the ordinary hinderances to removing of households and to procuring of satisfactory employment. It is reasonably to be anticipated that in the future more comparatively will arrive with the purpose of permanent residence. The past successes of employers will invite to other arrangements for Chinese labor on railroads, in manufactories, in mines, on plantations, and for household service. The success, too, of the Chinese agricultural enterprises for the production of silk and cotton and tea will lead to the multiplication of these enterprises; and all such permanent locations of Chinese communities will invite immigrants. The increased intercourse between those that are here and friends at home will naturally facilitate emigration. Every view indicates a steady and rapid increase, while yet no facts or reasons in the case enable us to fix any limits to the immigration within hundreds of thousands a year. It is to this possible, not to say most probable, vastness of the element with which we have to deal that both political and philanthropic policy and effort should be addressed.

II.—RESULTS TO BE ARRIVED AT.

This incoming element, then, which must either greatly hamper or greatly help our national prosperity, which, perhaps we should say, must either overwhelm and smother, or immeasurably enlarge and enrich our political and social life, is to be controlled, not checked; and we cannot too carefully and steadily keep before us the definite end to which all the particulars of this control should be directed. It is, in a proper sense perhaps of that expression, but a high peculiar sense, to be utilized. It is to be utilized after the laws of its own nature—after the principles of rational freedom in the most exact reciprocity of duty and privilege. It is to be assimilated to our own life and incorporated into it. The thorough Americanization of this new element is the comprehensive result which all political and individual endeavors in regard to them should seek. It is to be assimilated to the highest, completest form of our civilization, as intelligent, free, Christian.

It will prove a terrible pest and bane if it be allowed to have a place in our social system only as a foreign element, as fungous or parasitic, China has never known caste; America knows it no more. The institutions of both countries alike repel and abominate it. Only the greed or the tyranny of individuals, or of communities among us, can, and then only in spite of our fundamental laws and in audacious resistance to them, make a servile class of these immigrants; and the true way to prevent this result is not to stop back the stream, but arrest the iniquity that would poison it. Full and exact equality of social duty and privilege is the fundamental principle of all true and wise policy in the treatment of immigrants to our shores. The indispensable condition of our highest national well-being is the organic membership of all the races, all the kindreds, all the families, all the individuals dwelling among us, so that each shall minister and be ministered to, nourish and be nourished by, all the rest—one common pulsation beating through every element in our system.

Nor need any alarm be taken from outcries against the horrors of "amalgamation" and "miscegenation." These are mere bug-bears, invented by political cunning to frighten silly men, who do not understand that the freedom of our life and institutions assures, in the main, that social connections and alliances will be between parties best suited to each other, and therefore that public morality and decency will not be shocked by unseemly unions. At all events, history shows that whatever evil of this kind may arise, it is sporadic and exceptional, and can only be aggravated by governmental interference.

Chinese civilization has much that is in common to what is peculiar to American as distinguished from European civilization. Its principles of social equality, as before alluded to, its submission to law and authority rather than to hereditary and personal rule, its love of home and family, its requirement of universal education, its enforcement of political responsibility, are true American principles; and fresh importations will but help to overthrow and exterminate what of hostility to the free working of these principles the feudal and out-of-door life of European society has introduced among us. The characteristic vices of Chinese life are rather moral and religious than political, as their superstition, their idolatry, their gambling propensities, their love of opium, which last vice, it should be remarked, is but of recent introduction and of limited extent, forced, in a sense, upon them by foreign cupidity and power against their established laws. These vices are not to be kept out by a futile attempt to stop the providentially-ordered intercourse between nations, but to be cured by suitable moral means. Most certainly it would be very unwise to oppose their spread by closing the channels of intercommunication between members of our own political body. Fusion, rather than fencing and walling into separate fields, is the true result which wisdom prescribes.

This thorough incorporation into our common national life involves some particulars of policy which it may not be amiss to specify.

THE ADOPTION OF THE AMERICAN LANGUAGE.

The citizens of this country should speak the same language incorruptly. Diversity of dialects may possibly consist with a certain national unity and integrity; it is certainly ever a hinderance to it. The thoughts and sentiments of a people to be in accord and sympathy, to be healthful and nourishing in the fullest extent, must flow in and out, to and from the different parts, through the channel of a single dialect. A pure, incorrupt English should be held forth as the indispensable attainment of every American citizen. Any corruption of our noble speech by foreign dialectic intermixtures, any *patois*, should be everywhere and by every means discountenanced and opposed. It is gratifying to learn that the Chinese immigrant shows no proclivity in himself to that miserable jargon called *Pigeon-English*. In North Adams he has nothing of it, knows nothing of it, desires nothing of it.

On the other hand, and positively, no more efficient means of assimilating foreigners to our manners, our institutions, our national life, than the learning, the reading, the speaking our language habitually; than the habitual admission of all thoughts and sentiments, and the habitual utterance of them through the common speech of American life.

ADOPTION OF AMERICAN DRESS AND HABITS.

In common with the foreign dialect, the foreign dress and all the personal habits which are foreign to our manners should be replaced by such as are properly American. Every conspicuous badge of alienism should be avoided. It is one of the favorable prognostics of the experiment at North Adams that the American dress is adopted so far as taste and comfort dictate. The fact indicates how far the treatment which the stranger receives at our hands may keep him from that isolation which is betrayed by the foreign dress and speech; how far that isolation, where it exists, is attributable to the social atmosphere into which he is brought.

ADOPTION OF AMERICAN HOMES.

A thorough American domestication is to be sought. The family life, as has been stated, is the predominant characteristic of the Chinese. The love and reverence paid among them to parents and to ancestors, the religious sentiments that they are trained to cherish toward the home of the family should be provided with the opportunities of gratification. They should be guided and helped to homes in America, where all the sacred relics of the departed may be securely and permanently enshrined, where the strong family feeling may be indulged and cherished. The low, narrow superstition that defies this worthy domestic disposition is to be eliminated by lifting and enlarging the filial sentiment from the earthly to the heavenly Father, so that the piety which rightly and naturally begins, and is fostered toward the natural parent, shall develop into a love and reverence for the eternal and supreme. There will be difficulty in this at the start. Work on railroads and in mines, and first employment in factories and in private households, must, of course, hinder separate establishment in dwellings. But certainly the settling down in families in the midst of native Americans, so that all the neighborhood intercourse of common life shall be in a fully American atmosphere, must have an influence in Americanizing that cannot be too highly estimated.

Most earnestly to be deprecated is the isolation of foreigners, and especially of Chinamen into separate villages, towns, or wards. The testimony is that the Chinaman is not more clannish than other men; but it is purely natural that common origin,

common estrangement in regard to the land of their adoption, common dialect, should breed common sympathies, and should draw together. Thorough and complete Americanization is, however, hindered by all such isolation.

As the man is fashioned in the training of the child, and as the spirit of the nation is shaped in the family, it is of the first importance that not only the family life be maintained and protected, but also in order to the completest fusion that this family life be impregnated by the true American spirit, and be shaped after a pure American and Christian pattern. The family spirit which so characterizes the Chinaman should not be eradicated and supplanted, but only elevated and expanded.

ADOPTION OF AMERICAN MANNERS.

In like manner a full initiation into the peculiar social usages and manners of American life, so far, at least, as worthy, is to be desired, as also a free introduction into the vast diversity of our arts and occupations, as likewise into our religious usages and habits. Into this whole social life, this new element may bring in something that will liberalize, expand, enrich, as well as purify and elevate our manners; but it should be carefully grafted into the fundamental principles and spirit of our social order and economy, and not root itself and grow up a distinct and isolated growth.

ADMISSION TO CITIZENSHIP.

Finally, on the broadest, surest grounds of a true and wise policy, the Chinaman should be brought to a free participation in our political life. Intelligence and morality, indeed, should be the conditions of political rights and privileges; but such conditions only as are accorded to others should be imposed on him. His wonted training and spirit, as already observed, do not predispose him to seek political privileges, rather to shun them. He, therefore, needs no unusual checks. He is to be nationalized in his feelings and views, his characteristic family spirit being expanded into the proper love of country as the characteristic filial spirit rises and swells into reverence for the Divine Father of all. This is the only safe result for him, as for the country. The sordid calculations of political partisanship will doubtless often prompt to strong opposition to the naturalization of the Chinaman, perhaps sometimes seek to effect it too hastily, and with too much disregard of settled limitations and safeguards. The dangers of the too free admission of foreigners to citizenship will be as much exaggerated in the one case as underrated in the other. The one safe, desirable course is, under suitable limitations and conditions of intelligence, morality, time of residence, and the like, to bring in all that dwell among us into the full exercise of all political rights, and the corresponding participation in all political burdens and responsibilities.

III.—METHOD OF ATTAINMENT.

To the question, now, how such thorough assimilation of this foreign element to American life after its highest type is best to be accomplished, all the facts in the case point to the answer: *By education under a right popular sentiment.*

This right popular sentiment in regard to the whole Chinese question is indispensable even to much success in any educational effort, for this must itself spring from an enlightened, philanthropic feeling, and be guided and sustained by this feeling, while all educational endeavors may be effectually prostrated by a strong popular sentiment arrayed in hostility, and bent on oppression or extermination. It is most important, therefore, that the public mind be carefully and accurately informed in respect to all the facts and principles involved in this question. It should be lifted above the low, mean selfishness which vitalizes the caste spirit in every form, whether industrial or political. It should be familiarized with the lofty, worthy views that are inspired at once by that superintending providence which has brought the swelling tide of population onward till it has reached our waiting continent, that it may spread over its wastes a reclaiming, regenerating life; and also by that noble spirit of philanthropy which from the first has extended a hand of welcome to all the oppressed and crushed from other lands. It is a necessity that drives to us from overcrowded China, a necessity that it is folly to struggle against. The overflowing waters will, must, find their resting-place. They threaten no harm, if a judicious, efficient, and timely guidance be given them. They can be so controlled and influenced as to nourish and foster every good interest, and immensely augment our true prosperity and well-being. The one fundamental condition is that the Chinaman, as he comes among us, be treated as a man; as having the same rights, as he has the same natural endowments, as ourselves; in the free reciprocation of all human sympathies and courtesies; and, especially, in the true spirit of a pure Christian philanthropy, that shall generously seek to elevate and bless him. The cost of prohibitory measures and of oppressive legislation will greatly exceed that of an effective philanthropic effort to Americanize and Christianize; while such unworthy policy must necessarily bring in influences pernicious

to our free institutions. The highest wisdom dictates a kind, generous reception to all waifs of humanity from other lands; while open vice and crime meet a prompt and just retribution, poverty and want should fall into the hands of charity; ignorance seeking light and industry seeking employment should find instant help and guidance.

Let proper educational provisions be supplied under the promptings and support of this wise, humane, eminently American sentiment, and what is timidly feared as a threatening evil to industry, to manners, to political purity and integrity, and to religion, cannot fail to be converted into a blessing to all of these precious interests. If labor be cheapened here or there, experience proves that while it benefits all in so far as it cheapens production, it only in the end lifts whatever worthy industry is temporarily displaced to a higher plane. Such are the lessons taught by the history of the introduction of competitive human labor, so far as free at least, of animal force and artificial machinery. Cheap European labor has displaced the native American from domestic service and from public works; but it has only elevated him to a higher condition that brings better pay and allows a richer culture. The use of horses and of oxen has not injured the most menial class of laborers; nor has labor-saving machinery proved detrimental to them. So the policy of a generous treatment has proved and must ever prove the wisest and best too in the sphere of political partisanship. This worthy, generous sentiment will open towns, schools, factories, shops, so that the foreign element shall diffuse itself freely everywhere into all the currents of our national life and so better effect its assimilation and make it truly enriching and blessing. The narrow policy of exclusion and opposition will only drive into separated communities where antagonisms cannot fail to be nourished.

EDUCATIONAL AVAILABILITY.

The availability and effectiveness of a proper educational policy may safely be inferred from what facts are in our possession. We have, first, the great underlying fact of the universal intelligence of the Chinese. They all come instructed by long, systematic, publicly-enforced training in the rudiments of learning. They come with the habits of learners, accustomed to discipline, accustomed to acquire knowledge, capacitated as disposed to attain new and higher instruction. Their docility is remarked everywhere in the Eastern States and on the Pacific coast, in private instruction, in charitable schools, in Sunday-schools, in seminaries and colleges where individuals have stood among the first in scholarship, in public schools, as well as also in the industries and arts of common life.

This docility is accompanied and fostered by a remarkable eagerness to learn the American language and the arts and sciences peculiar to our civilization. Every motive presses them to acquire our language. The testimony is unvarying. Of the workmen employed at North Adams, it is said, "about half are at their books nearly all the time out of work-hours; the rest do not read much, only as they have teachers." Of what other class of immigrants can anything like this be said? In New York there is but one school for teaching them the English language, which is itself of recent establishment, yet it is said "a considerable portion of the Chinese population has been graduated from it, and it has recommended to various employers nearly 200 of its pupils. At present there are about 40 pupils under tuition." This is about one-fifth of the entire number in New York. In San Francisco the desire to learn our language brings them to Sunday-schools as well as to other places of education. It is noticeable that within the last two years a great change in this respect has taken place, and the difficulty is no longer that of obtaining pupils, but teachers. The efficient superintendent, Rev. O. Gibson, expresses "no doubt that the desire to learn English will fill every department" in the Chinese Mission Institute, for which a fine three-story building is now in process of erection. The schools for boys and for girls, instituted by different Protestant and by Roman Catholic Christians, are represented to find no lack of pupils. The demands for the means and facilities for instruction on the other hand far transcend the supply.

This eagerness for instruction in our language and in the arts and sciences of our civilization is but the outgrowth and reflection of the new sentiments which have come forth with a wonderfully rapid growth in China itself. The English and French wars have demolished the old hostility to Europeans; and the demand is now so strong and general for a knowledge of our arts and sciences that not a doubt can be entertained of the complete availableness of proper educational efforts to assimilate this whole, incoming people to our proper American life and manners.

The effort is an exceedingly hopeful one for the adult Chinaman. But after all, the great work is to be accomplished through the children. This work is at present entirely within reach; for the immigration hitherto has been mainly of adult males. The number of children is at present small. They belong to families too, for the most part, that are settled in life, having adopted this country for their permanent abode, and having fixed occupations. They live, moreover, in cities and communities where educational means and help can be readily procured. These boys are to be the members of our political body from the Asiatic continent; they will be almost exclusively, to

judge from present appearances, the citizens among us of Chinese origin; for, as before intimated, the notion of our being overwhelmed by an inundation of heathen voters, is like that of our being threatened with a new form of servitude in the persons of Chinese coolies, a mere bug-bear of a distempered fancy. If, accordingly, the children of the Chinese be properly trained in American and Christian ideas, the great problem is solved and the immigration may go on without danger. Further, the desired influence upon the adults will best reach them through the children who, as they are taught themselves, will be the best teachers, at home and in the society of their countrymen, in our language, usages, arts, manners. They will be the vital bonds which will unite in one life the foreign with the native members.

STUDIES.

In respect to the studies to be made prominent, the leading one is of course that of our language. The Chinese all read in their native dialect; they seek and should be helped to learn to read in ours. When once such a command of our language is acquired as to enable them to read our newspapers, the work of Americanization may be considered to be assured of its full accomplishment. A good daily newspaper in our language will do more to indoctrinate and imbue with truly American ideas and habits of life than probably any other instrumentality. It is therefore to be earnestly hoped that all occasion for the further publication of newspapers in Chinese will be obviated by the timely impartation to them of the principles of our own speech.

To qualify the Chinese then to read our language freely is the leading aim in all educational labors. Here, doubtless, are formidable difficulties to be encountered. The Chinese tongue is further removed from the English than are most, at least of the European, tongues, and to acquire it is a work of much and peculiar labor. Our phonetic system is different from the Chinese; it contains elements, as the *r*, which the Chinese can hardly distinguish from the *l*, that require a special training of the vocal organs. These organs, too, united to monosyllabic elements, break down under our heavy polysyllables. The use of inflections to indicate relations in verbal expression is strange to them, and hence they easily fall into errors, such as the "Pigeon-English" exemplifies, in distinguishing by one invariable suffix for all persons, numbers, moods, and tenses, the use of a word as a verb from its use as a noun. Yet, here it should be remarked, the English comes nearer than any other Indo-European tongue to the Chinese, as, like that, it indicates grammatical relations mainly by the position of words in the sentence; while, on the other hand, the Chinese tongue gives evidence of a preparation for an advance from the monosyllabic and low agglutinative type to the proper inflectional. The English tongue meets the Chinese full half-way in both these particulars. It has dropped off in great measure the inflections which characterize both the classical and the Teutonic families of dialects, and uses with allowed freedom the same word for all the grammatical uses of nouns, verbs, and adjectives; and also delights, especially in the more colloquial usage, to employ the sturdy monosyllabic stem-word in preference to delicately wrought inflectional polysyllables. Like the Chinese, its colloquial, and therefore its most highly practical, vocabulary is made up more of object-words than of words denoting relations of thought and of diction, and thus characteristically addresses more the imagination and the reflective faculties. On the assumption of a primitive unity of dialect among men, to which all the facts of linguistic science thus far attained significantly point, in perfect harmony with reason and revelation, the Chinese language is but the result of a more effective attrition from the intermingling of tribal communities leading a wandering life, which has worn off all inflectional additions to original stem-words. This result has been the more complete because of the absence in early times of all literature, whether written or legendary, and because of the more nomadic character of the people, and the consequent meagerness of its vocabulary. The people that have shaped the English dialect have been distinguished from other Europeans by this very circumstance of a more promiscuous origin, while they have enjoyed the advantage of a literature which has operated to preserve primitive words and forms, and also have been kept in more intimate and thorough intercommunication with one another than was the case with the earlier Chinese families and tribes.

In the same way the sentence structure in the two languages differs little but in the one particular, determined by the same influences of a conservative literature. Both essentially follow the strict order of thought, the purely logical order; but the English suffers considerable rhetorical and poetical deviations not so free to the Chinese.

The difficulties, accordingly, which a Chinese has to encounter in acquiring the English tongue, are far less considerable than those he must meet in learning any European dialect. The phonetic difficulties, as also those of grammar, including the inflectional and syntactic, are real, but after all are comparatively slight. The main difficulty lies in the vocabulary. So wide has been the divergence in the history of the ancestries of the Chinaman and the American, that whatever may be true of the original unity of their tongues, the vocabularies now retain hardly a sign of this primal identity

This diversity does by no means imply any diversity of intellectual, or moral, or speaking natures; for nothing could be more antecedently probable than that in early times, when the human race was broken up at the era of the great dispersion into small communities of tribes or families, wandering apart in a scattered nomadic life, with no literature, written or oral, and a vocabulary of but a few hundred words altogether, this meager stock of words should, in the lapse of ages, be thoroughly changed; that, in other words, in such circumstances, our group of articulate sounds, taken out of an infinite number of like possible groups, should gradually be changed, losing and substituting word by word, till every one of the original group should disappear. The speaking nature of the Chinese and the American is the same, and on this solid foundation is the plan and hope of an educational effort for the Chinaman among us to be based. The difficulties to be surmounted are not fundamental, but incidental. It is worthy of mention, in corroboration of this view, that a Chinaman a few years ago took the first prize in English composition in Yale College, where he graduated with honor.

Moreover, it is to be remarked of these difficulties, that, aside from those arising from a different vocabulary, they are to be encountered rather in learning to speak than in learning to read our language. The Chinese are a reading people, and the thorough indoctrination into American ideas, which is, after all, mainly to be accomplished through reading rather than speaking, appears to be altogether feasible. Especially will this appear if we consider that only a small part of our literary vocabulary enters into the uses of common life. It is a well-attested fact that the entire vocabulary in actual use by portions of the English peasantry is confined to a few hundred words, that might easily be committed to memory in a week.

It is worthy of careful consideration whether rudimental text-books or primers, spelling-books, and primary reading books should not be prepared which shall be specially adapted to the peculiarities of the Chinese mind and habits in regard to orthoepy, orthography, and sentence construction, and inasmuch as the adults are, for a time at least, to constitute the great mass of those to receive instruction, it is worthy of consideration also whether rudimental books should not especially be prepared for them as being already well educated in their own tongue. At present the slow, clumsy practice of hearing and reading portions of the English scriptures is the best resource available, a practice which is indeed recommended by the fact that an introduction to the Christian faith is sought in union with the knowledge of our language. It is questionable, however, whether both objects cannot be better attained by pursuing the two separately.

Of the other studies which the peculiarities of the Chinese among us indicate as of special importance to them, little need be said. To write comes so easy to them that only that practice which may be desirable for learning other branches is required beyond the mere shaping of our written characters. The training in book-keeping, which ought to be enforced in every American school where arithmetical studies are pursued as far as to the common rules of commercial usage, but which is so strangely overlooked, will, to the Chinese mind, so prone to trading life, from its attractiveness, furnish probably the sufficient and readiest introduction to a good chirography.

The peculiarities of his condition suggest also at once the desirableness of special training in geography and in history, that his mind may be fully delivered from the proverbial thraldom of Chinese pride and exclusiveness. For a like reason, at least, there should be sought a rudimental acquaintance with the principles of technological science, as developed among the occidental nations, by which they are so exalted above the oriental tribes, including, of course, something of those sciences on which that of the useful arts is founded.

INSTRUMENTALITY.

The final question which presents itself in the consideration of the method to be adopted respects the instrumentality by which the education of the Chinese among us is to be effected. Actual experience sheds some light on this point, which it is safe to follow. We have, on the one hand, settled among ourselves some general principles which are applicable to educational efforts among the Chinese, and, on the other hand, we have the actual fruits of such efforts among them, which are suggestive.

The American people, then, have recognized the duty of the Government to oversee and secure the education of its citizens to such degree as to protect our free institutions that rest upon the intelligence and morality of the people. The action of the Federal Government, and also of particular State legislatures, is decisive on this point. Wisely leaving this work as far as is safe to private care, governmental action has in many ways, directly and indirectly, not only encouraged but enforced instruction. It has further, directly and indirectly, to an extent unprecedented in the history of nations, aided by liberal benefactions this general education which it has sought, and the whole tendency of the age, guided and prompted by experience, is unquestionably to freer and larger governmental patronage and encouragement.

On the other hand, it is well established among us that education, to be universal

as it should be, as it must be, indeed, for our national security, must be within the reach of all; that, consequently, it must be to a great extent free—must be furnished, in other words, either without cost, or at a far less price than its actual cost.

We start then with these recognized principles, that education should be under governmental supervision and patronage when needed, or, generally speaking, under governmental favor and encouragement, while yet sustained mainly by private munificence, and that general education should be furnished to a large extent without cost.

Experience, as it respects actual fruits, indicates the following general particulars in regard to the kind of instrumentality to be employed:

First. The successes which have attended the education of Chinamen in our colleges and schools, promiscuously with native Americans, indicate that this policy be pursued and encouraged in every way. All considerations sustain this view; while no social repugnances are encountered, our habits of training bring no difficulties to the learner. Such free intermixture of the foreign with the native elements of our people is for the health and safety of all.

Secondly. The remarkable successes which in the last two years have attended purely philanthropic efforts among the Chinese, indicate that these efforts should be continued and enlarged in every way, with more system, if possible, so as that all may be reached, and, at all events, with more efficiency. They should receive a greatly increased support from the enlightened and humane.

The proper religious efforts, particularly in Sunday-schools, that have had such great success, may be greatly extended. Only through them, at present, probably, can the children be generally reached, especially while the unreasonable prejudice continues in those communities where Chinese children are mostly to be found. This agency may, in any event, well supplement what is done in the public schools that are open to the children of this race.

The night schools during the week have also been favored with a parallel success. These efforts, meeting particularly the adult Chinese when disengaged from industrial pursuits, are deserving of special consideration and favor.

The provision of higher institutions specially for Chinese by individual munificence, is one that should be resorted to only in case of a clear necessity, which does not as yet seem to have arisen. Every movement that can tend to sustain a caste system is to be deprecated, and should be allowed only as the less objectionable alternative of ignorance and continued debasement.

Thirdly. It is the clear dictate of wisdom to extend whatever educational privileges are accorded to the children of native Americans or of whites, also to the children of the Chinese. What the Federal and the State governments should do in behalf of education it is not proper here to prescribe; but whatever is thus done should certainly avail as fully to the needy and the neglected as to the affluent and favored. All legislation and all administration which discriminate in favor of any one class of our heterogeneous people to the prejudice of any other, is as anti-American as it is unwise and impolitic.

H. N. DAY, *A. M.*

SCHOOL SUPERVISION.

The following series of questions was sent, as far as time would allow, to State and city superintendents. The answers received, though limited, from a number of school officers, contain important facts and suggestions in reference to the right adjustment of this vital part of school business.

The answers will be given, as far as received from State, county, and city superintendents, corresponding to the numbers of the questions.

QUESTIONS.

1. What is your annual salary?
2. How many assistants are you allowed by law; their salaries; their duties?
3. Is the force of your office adequate for the amount of work to be done?
4. What is the smallest additional force you should have to satisfactorily do your duty; proper compensation?

ANSWERS.

CONNECTICUT.—1. Three thousand five hundred dollars.—Birdsey G. Northrop, secretary board of education.

2. The law does not allow any assistant; or, if two or more were necessary, the law would allow so many. At present one is employed; salary, $1,600. His duties are to receive and attend to calls at the office, to answer inquiries as to laws, &c., pertaining to educational affairs in the State, to conduct the correspondence of the office, and to

collect, classify, and tabulate the educational statistics of the State for publication in the annual report.

3. It is.

4. The compensation is the same as that of the chief clerk in each of the other State offices; no more can be expected.

NEW HAVEN.—1. Two thousand seven hundred and fifty dollars.—Ariel Parrish, superintendent of schools.

2. None. A secretary of the board of education attends to the financial department, furnishes all supplies for the schools, and attends to the repairs of buildings. Salary, $2,000. So far as those duties belong to the superintendent, he is an assistant.

3. Not sufficient for what should be done. Much is necessarily left undone which is not missed by the community or by the board.

4. Competent assistants, to save time for more thorough examination of schools, would increase the efficiency of the office of superintendent. Five hundred to one thousand dollars would be an economical outlay for this purpose.

Remarks.—Our city, on the whole, is as liberal, perhaps, as the general average; but a more generous outlay would produce greater and more satisfactory results.

ILLINOIS.—1. Three thousand dollars.—Albert G. Lane, county superintendent, Cook County, Illinois.

2. No assistant.

3. It is not.

4. Two assistants are needed. A fair compensation would be $100 per month.

Remarks.—If each township were organized into one school district, under the management of a board of six members, and the schools of each town graded, with a central grammar school with two assistants, the efficiency of the schools could be increased five hundred fold.

MARYLAND.—1. M. A. Newell, president of board of State school commissioners, Baltimore. Salary, $2,500 as principal of State normal school.

2. None. One of the teachers in the State normal school acts as clerk of the superintendent. Salary, $500.

3. No.

4. There should be a principal of the State normal school—salary, $2,000 to $2,500; or a salary of $2,500 to $3,000 should be attached to the office of president of the State board.

Remarks.—It will be seen that our State is in an anomalous condition. The superintendence of education is vested in a board of four, appointed by the governor from among the presidents and examiners (say superintendents) of county boards, together with the principal of the State normal school. There is no salary, but there is an appropriation of $1,000 a year for expenses.

MASSACHUSETTS.—1. Three thousand dollars, and four hundred dollars for traveling expenses.—Joseph White, secretary Massachusetts board of education.

2. Three, assistant, secretary, and librarian; salary, $2,000; female aid to the assistant, $500; agent, $3,200, including traveling expenses. The duty of the agent is to visit schools, hold institutes, and do the same work which the secretary might do.

3. As we have no county superintendents, it would be well to employ four other agents, to be located in different portions of the State. With county or district superintendents our present force would be sufficient.

5. See above for answer.

BOSTON.—1. Four thousand five hundred dollars.—John D. Philbrick, superintendent of public schools.

2. I have no clerk, and no assistant.

3. I am greatly in need of clerical and other assistance.

4. I need one competent clerk, and two assistant superintendents.

Remarks.—The reason why I need so little assistance will be seen from the following facts: First, our school buildings are erected and repaired, the fuel is furnished, and the janitors appointed by an officer of the city council, viz., superintendent of public buildings, who has his staff of assistants; second, the school board has its secretary and assistant secretary, who keep the records and notify all meetings of committees, &c.; third, the committee on accounts of the board employs an officer, with a clerk, to keep the accounts of expenditures, and purchase and distribute the supplies not furnished by the superintendent of public buildings. I take care of the statistics, make reports, and have a general supervision, but no direct control over any of the officers or clerks named. Assistance is needed, especially in visiting and examining schools.

WORCESTER.—1. Two thousand five hundred dollars.—A. P. Marble, superintendent public schools.

2. One; salary, $1,700; he is the secretary of the school board.

3. Yes.

Remarks.—I am happy to say that this city is very liberal in providing for her schools.

NEW YORK.—1. Five thousand dollars.—Abram B. Weaver, superintendent public instruction, Albany.

2. One deputy superintendent, and as many clerks as may be necessary. We have four clerks; two at $1,600 each, and two at $2,200. Salary of deputy, $3,000.

3. Yes.

ALBANY.—1. Two thousand dollars.—John D. Cole, superintendent of schools and secretary of the board of public instruction.

2. None.

3. It is not.

4. One clerk; salary from $800 to $1,000.

Remarks.—In 1866 the title of the "board of education" was changed to that of "Board of Public Instruction."

NEW YORK CITY.—1. Four thousand seven hundred and fifty dollars.—Henry Riddle, city superintendent.

2. Four; two for grammar schools, and two for primary schools. Salaries respectively, $4,200, $3,500, $4,200, and $3,600. Duties, to examine schools and assist in examining candidates for teachers' licenses.

3. It is. Two clerks are employed in addition to the assistants above mentioned.

Remarks.—The schools of this city, 276 in number, are visited and examined twice each year by one of the assistant superintendents. They are also visited and inspected by the chief superintendent as often as possible—at least once each year.

BROOKLYN.—1. Three thousand dollars.—J. W. Bulkley, superintendent of city schools.

2. One assistant superintendent, salary, $2,500; secretary, salary, $2,500; two clerks, salary of each, 1,500; messenger, salary, $500.

3. No; not for supervision.

4. We need another assistant, salary, $2,500.

Remarks.—The assistant superintendent works with the superintendent in the general duties of his office. The secretary and clerks perform only office work, and attend to the supplies required, as also act as secretaries of the various committees of the board of education.

SYRACUSE.—1. Two thousand dollars.—Edward Smith, clerk and superintendent.

2. One assistant clerk, who attends to copying and writing up the books; a messenger, and a repairer clerk; the respective salaries, $600, $300, and $700.

3. I ought to have a superintendent of buildings, so that I might be relieved of everything pertaining to repairs, fixtures, &c.

BUFFALO.—1. One thousand eight hundred dollars.—Thomas Lothrop, superintendent of education.

2. None.

3. No.

4. One assistant superintendent and two clerks. The salary of the superintendent should be $4,000; that of the assistant, $2,000; and that of the clerks, $1,000.

Remarks.—I am allowed one clerk, on a salary of $500. I have under my charge 42 schools, employing 338 teachers, and giving instruction to 15,000 pupils.

NORTH CAROLINA.—1. Two thousand four hundred dollars.—S. S. Ashley, superintendent of public instruction, Raleigh.

2; One clerk; salary, $1,000. The board of education employs an agent, who looks after the colored schools, as acting assistant superintendent; salary, $1500.

3. It is not.

4. One clerk qualified to conduct correspondence; salary, $1,200.

Remarks.—My time as superintendent of public instruction should be chiefly spent in visiting and inspecting schools, consulting with school authorities, and conferring with the people as to public school affairs. As it now is, my time is mostly consumed in office work and clerical labor.

OHIO.—CLEVELAND.—1. Four thousand dollars.—Andrew J. Rickoff, superintendent of instruction.

2. He has virtually three assistants called, "principals of districts;" salary of each, $2,000. To each of these is assigned the care of from four to six schools, employing from fifty to sixty teachers. They classify the schools, give attention to all serious cases of discipline, and have, under the direction of the superintendent, the supervision of the work of subordinate teachers. No male teachers are employed under them, the heads of all the schools being women.

3. Last year we had four principals of districts, and, I think, the number was very properly reduced.

Remarks.—I am glad that you are taking up the matter. Saving in a very few cities, the supervising force is altogether insufficient for thorough work. The question might be raised whether the supervision of principals of schools within their own school buildings is of that nature which will insure efficiency. My observation leads me to the belief that the value of their work is not proportioned to their number. It certainly is vastly more expensive than such an arrangement as we have in Cleveland.

CINCINNATI.—1. Three thousand five hundred dollars.—John Hancock, superintendent of schools.

2. I have no assistants proper. The principals of the schools are the local superintendents in their respective houses.

3. It is not adequate to the thorough performance of the work properly devolving on the superintendent of the system of schools for a great city.

4. One English and one German assistant superintendent. Probably a salary of $2,500 would secure the services of persons competent for such positions.

Remarks.—The clerical force under the direction of the board of education is amply sufficient; and in local supervision we are sufficiently provided; our want is in general supervision. Upon the efficiency in this department of a school system will, to a greater extent than is generally imagined, depend the efficiency of that system.

PENNSYLVANIA.—1. Two thousand five hundred dollars, and six hundred dollars for traveling expenses.—J. P. Wickersham, superintendent of common schools, Harrisburg.

2. A deputy superintendent, salary, $1,800; a financial clerk, salary, $1,400; a statistical clerk, salary, $1,400; a recording clerk, salary, $1,400; a messenger, salary, $900.

3. Not for the amount of work that *must* be done, to say nothing of the amount that *might* be done.

4. With one additional clerk we could do quite satisfactorily the work that *must* be done. The salaries now given are not high, but reasonable.

Remarks.—The school department here occupies two large rooms in the capitol building. It is better provided with men and office fixtures than any other department of the State government.

RHODE ISLAND.—1. Two thousand five hundred dollars.—Daniel Leach, superintendent of public schools, Providence.

2. No assistants.

3. It is not.

4. One assistant, salary, $3,000.

Remarks.—Providence was the first city in New England to establish the office of superintendent of schools. The salary of all school officers are voted by the city council. The present incumbent has been superintendent nearly sixteen years.

NEWPORT.—1. Two thousand five hundred dollars.—F. W. Tilton, superintendent of schools.

2. None.

3. No.

GERMAN SCHOOLS AND TEACHING GERMAN.

The following communication and the article accompanying it are given to indicate the views entertained by a large class of our most intelligent citizens among the German population:

"ANNAPOLIS, *November* 12, 1870.

"DEAR SIR: The question concerning the education of the young has grown to be more and more interesting and important in proportion to the increasing number of German emigrants, particularly after 1848, when the percentage of men educated in normal schools and universities for the business of teaching steadily increased. Many States offer liberally, by their public schools, the means of obtaining a knowledge of the elementary branches of education; yet the system of recitations adopted by these schools differs essentially from that adopted in Germany, and the German language is in some States altogether ignored. The consequence was, that wherever a sufficient number of German families had settled elementary schools were founded by them, the settlers preferring to pay for the education of their children rather than lose all the advantages which the German method of school-teaching, in their opinion, offers. You will find, therefore, all over the West and North, and as far south as Baltimore, a large number of German-American schools, kept up by the people of German origin. With the growing number of educated teachers, and of children to be educated in conformity with the peculiarities of this country, grew also a desire to concert a general system of education all over the States, and to influence the public school organizations in the different sections. The Bureau of Education is most likely founded on the same principle, though it may require some time before the different States will be convinced that it is absolutely necessary to clothe the Bureau with powers similar to those of other branches of the central government. Centralization, without destroying liberty, is the spirit of the United States Constitution as well as of German institutions, and the German-Americans tried, therefore, for some time to form an organization of the teachers, being convinced that all reforms must originate in the people. It is not necessary to state, in this report, the causes which had hitherto prevented the

realization of this plan; it will be sufficient to state that the exertions of Mr. E. Fellner, president, and of Mr. L. Klemm, teacher of the German-American Seminary in Detroit, were crowned with success, so that a large number of male and female teachers met in Louisville, Kentucky, on the 1st of August, and who, after three days of very harmonious and intelligent labor, constituted themselves permanently as the '*Deutsch-Amerikanischer Lehrerbund*,' (German-American Teachers' Association.) Mr. Fellner, having been elected president, stated in an address the object of the meeting, and of the proposed organization. (See *Amerikanischer Zeitung* No. 1, page 21 *et seq.*) Now, it will be well to state at once that the association does *not* intend to organize an *opposition* to the English-American system of teaching, but rather to remove the obstacles which oppose harmonious action; to bridge over the chasm which hitherto separated the two systems. The German settlers are far from wishing to be a separate people; they want to be Americans in the most extended meaning of the word. But they are convinced that every nation which becomes an element of the future homogeneous American nation should see its best qualities accepted as a contribution to the completion of the grand process of assimilation which is steadily going on in this country. The Germans can offer no better contribution to the people of the United States, besides their industry, than an improved system of education, which, when properly understood and adopted, will have a powerful influence on the intellectual and moral development of the western world, and will bring it one step nearer to its 'manifest destiny' to excel all nations in power, wealth, and happiness.

"In order that the greatest possible amount of work should be performed in the short space of time allotted to the first meeting, it was necessary to organize the labor without loss of time. The members were, therefore, divided into the following sections: 1, school in general and school discipline; 2, method of teaching in general, elementary laws, object-teaching, music, drawing; 3, German reading, writing, and speaking; 4, English reading, writing, and speaking; 5, mathematics; 6, geography, history, natural history, and sciences; 7, permanent organization of the German-American Teachers' Association; 8, *Erziehungszeitung*, (official organ of the association;) 9, gymnastics.

"The chairman of each section was required to report, at the specified time laid down in the programme, the most important propositions which their sections in committee meeting had agreed upon, to write them at the black-board, and to offer them for discussion, after such preliminary remarks as he considered necessary. This arrangement worked admirably; it prevented all irrelevant questions, concentrated the labors of the association, offered the individual members an opportunity of expressing their opinions and experiences, and secured for the discussion the time which but too frequently is allowed to learned and less instructive essays. All sections had not an opportunity to report, the time being too short; they will be heard next year. Several very valuable essays, written by practical school men, were also read to the association in the interval between the section reports, or in public evening meetings. Referring for the detail to the minutes published in the *Schulzeitung*, I only beg to mention that the invitation to join the association is not only addressed to the German, but also to the American teachers, and to all friends of education. It is hoped that many English-American ladies and gentlemen will attend the next meeting in Cincinnati. The day of meeting will be fixed by the committee in St. Louis, which is charged with all the preliminary labors. I will lastly call your attention to two resolutions:

"1. The committee on statistics shall continue their labors during the year, and make monthly reports in the *Schulzeitung*.

"2. Practical teachers (their names, see *Schulzeitung*) are appointed in all principal cities of the United States, charged with the duty to examine, both theoretically and practically, candidates who apply for employment as teachers, and to give them a certificate as to the result of such examinations.

"I shall be happy to complete this short report—written at your request—by verbal communications, whenever you shall have appointed a Saturday (the only day of the week at which I am disengaged) on which I can be sure to meet you at your office. I beg to add that I have requested Mr. Hailmann, (editor of the *Schulzeitung*,) at Louisville, to send you a copy regularly.

"I am, dear sir, very respectfully, yours,

"WM. STEFFEN.

"General JOHN EATON,
"*Commissioner of Education.*"

As having a bearing upon the subject of Professor Steffen's communication, the opinions and facts given in a recent article by John Kraus, entitled "The German Language in the Public Schools, and the Germans in America," and published in the National Republican of this city, are here presented in substance. The object of the writer of the article was to answer some objections to the introduction of the study of the German language into our city schools, which had appeared in a number of the same paper. After stating that he had shown, in a former article, how the study of the German was

gaining ground, he quotes from a speech, made in 1856, by the president of the board of education in New York, that no modern language, other than our own, has a higher claim to a place in educational institutions than the German, to the extent that a liberal education is desired. It ought to have a prominence over all other modern languages; and none can be more useful in ordinary life and business.

Reference was made by Mr. Kraus to the fact that there are now in Berlin sixty American students attending lectures at the universities of that city alone, while in Heidelburg, Bonn, Jena, Leipsic, and the mining school at Freiberg there are as many more. Mr. Kraus continues:

"The question in regard to the German language in our public schools is at present agitated in New York; but the leading Germans lay particular stress on the circumstance that the introduction of the German language, as a regular branch of instruction, is desired only for a limited number of schools, and not for all of them.

"Last year the German Teachers' Society of New York and environs, by their reporter, Dr. Adolf Dousi, laid before Hon. Henry Barnard, Commissioner of Education, a statement respecting the German schools in existence in the Union. The first of the reasons and causes that have led to the foundation of these schools is that our German-born population find their children rapidly unlearn the German tongue, English being not only the common idiom of all nationalities in this country, but also a language easier than almost any other to acquire, to read, to pronounce. This fact sadly disturbs the family relations, the efforts of parents toward the education of their children, and the respect due to the parents from the latter; for when their children speak among themselves, even at home, nothing but English, they form, as it were, a foreign element within the family. The great mass of the immigrated Germans learn, during the first generation, hardly English enough to understand all their children talk among themselves, and thus they are unable to discover their secrets, to warn, to guide, to correct them. The children deeming English, the common language of the country, a better one than any other, begin to slight their parents, who have not a perfect command of the same, to enjoy the fun of having their own secrets, inaccessible to their parents, and end in refusing obedience to them, and in keeping no longer company, when half grown, with their nearest relatives not perfectly Anglicised. That these facts are productive of a great many evils, and even engender juvenile crime and profligacy, can be easily understood."

Another reason is thought to be more important, namely, that "Germany is the cradle of the reformation of schools, and the German schools, as a whole, might, from the latter part of the eighteenth century down to the middle of the present, be justly considered as by far the best in the world. It is, then, but natural that immigrated Germans, coming from a great many excellent schools in their old country, and being conscious of and thankful for the great advantages derived from them, should desire that their children may grow up under the same benefits, and that the United States, this dear country of their choice, may profit to some degree from the existence of schools instituted after the German model, even though the latter be modified according to the peculiar circumstances and requirements of the American nationality and idea. Of the causes mentioned, each, according as it was prevailing over others, in the minds of the founders of German schools, gave rise to a different kind of school. Where the idea of preserving the family relations, and together with them the parental religious denomination, prevailed, there denominational German schools were founded, of which there are in this country nearly as many as there are German church buildings and societies. The adversaries of this movement are generally laboring under the mistake of supposing that the Germans wish to carry this reform into all the schools. Diversity of language is an obstacle to intercourse between different nations and races that the wisest have not been able to remove. It is a matter of course that the citizens of this great country should have a common language as a means of mutual intelligence, and a characteristic feature of their nationality; and, as Jacob Grimm, the great German philologist, says: 'No other living language is so well adapted to express every variety and shade of thought, or to express it so forcibly.' But it is not adverse to the American idea that the citizens of this country should derive untold advantages from their ability to freely converse and communicate with the natives of other countries, and enjoy their national literature.

THE RELATIONS OF EDUCATION AND LABOR.

In the United States there is some danger of mistaking the elements of education for education itself, through leaving to private effort, rather than the community, the providing of means for such comprehensive and thorough instruction in the practical arts and sciences, which is demanded more and more by the industrial necessities and progress of the age. Humboldt long since declared "that the time was not far distant when science and manipulative skill must be wedded together; that national wealth

and increasing prosperity of nations must be based on an enlightened employment of natural products and forces." The truth of this is daily more apparent. Here we have laid broad and enduring foundation for a comprehensive common school system, which, if it has not yet reached its full measure of usefulness, is in a fair way to do so. But for special instruction, either elementary or higher, which all modern industrial life establishes as absolutely necessary for success, our provision is wholly insufficient. On the other hand, the interest felt in this matter of industrial education in Europe is strikingly manifested by the following summary of what is being done in the leading states thereof:

AUSTRIA,

in common with other German States, has an extensive system of special schools, designed for persons employed in the useful and mechanic arts. They are of different grades, from those wherein apprentices are trained to the polytechnic schools, where the mining, civil, and mechanical engineers, the architect and constructor, the industrial and practical chemist, and the scientific manager of factory, foundry and workshop, can all obtain the training essential for success in their several pursuits. The system pursued in Austria and other European states may not be the best adapted for our wants, but it will show what is being done elsewhere in this important matter.

In Austria proper there are 45 superior schools and academies for scientific instruction in agriculture, horticulture, forestry, the culture of the vine and the silkworm, and veterinary surgery; also of mining, navigation, and commerce; with 7 polytechnic schools, in all having 5,951 pupils and 426 professors and teachers, (1868.) These schools are in part sustained by the imperial government, and are under the general direction of the minister charged with educational matters. Hungary has 13 similar schools, with 116 teachers, and 1,311 pupils. Bohemia has an extended system of industrial instruction, more diffuse than in other parts of the empire. What are termed "burgher schools," answering to our secondary or grammar schools, have special courses designed for mechanical and commercial training. Besides, there are throughout the Austrian provinces a large number of workman and apprentice schools, usually teaching some special trade. In Vienna and Prague there are a number of these. In the latter city there is one whose course includes the technical sciences, practical weaving, linear and free hand machine and constructive drawing, lectures on machinery, practical chemistry, and modeling. There are classes for machinists, building trades, weavers, dyers, industrial art, as for goldsmiths, jewelers, porcelain makers, &c. The Austrian polytechnics have been in existence for more than a century. They are in part sustained by the government, and in part by the fees received from students. These are small, and provision is made for gratuitous instruction. The course of studies pursued is comprehensive, and the collections of models, tools, laboratories, museums, and libraries attached are large and constantly being increased.

BADEN.

The duchy of Baden boasts of not less than 50 special technical schools, with 5,772 pupils; among these, 41 schools of "arts and trades," with 4,803 pupils. There are several for teaching watch-making, weaving, agriculture, straw-plaiting, (for girls,) which give instruction not only in those pursuits, but in studies of a general character. The Carlsruhe Polytechnic School is regarded as among the model institutions of its class. It was founded in 1814, as an engineering school; but has been gradually enlarged, until it now includes divisions or schools of engineers, architects, builders, foresters, chemists, machinists, commerce, and of posts. The latter division is common in the European schools, and is designed to educate men for government postal service and in the management of roads and telegraphs. The student may select his studies and follow any given course. The qualifications requisite are elementary knowledge. The preparatory course is one or two years in length, and their technical studies last from two to four years. The fees are $3 admission, and 66 Rhenish florins per annum. Some are admitted to lectures only. The buildings are regarded as among the best in Europe; as are also the collections, laboratory, museum and library. In 1868 there were 589 regular pupils in attendance.

BAVARIA.

The Bavarian system is extensive and highly praised. It includes, besides a good system of elementary, secondary, and high schools, a large number of technical and industrial schools, embracing, besides normal, music, painting, sculpture, and other belonging to the fine arts, 4 superior agricultural academies, with 29 sections for similar instruction in that number of superior trade schools. These latter have commercial as well as mechanical and industrial art courses. The pupils in attendance number several thousand. Schools of forestry, horticulture, veterinary surgery, and commerce are also

in operation. The Bavarian schools, long established, and reorganized in 1864, have for their chief design "to carry the sciences into industry, and to put industrial pursuits upon a footing corresponding to the progress of technical art and the competition of foreign industry." In the trade schools the studies embrace physics, drawing, modeling, chemistry, geometry, and mechanics. Practical labor in workshops and on the farm are part of the courses. The polytechnic is the apex of the Bavarian system. It embraces the usual scientific courses. Small fees are required; but remitted in deserving cases. At Passau, Munderberg, and at Berchtesgaden there are special training schools. The latter teaches wood-carving. At Augsburg is the Royal School of Machinery, which has a peculiar reputation for beautiful models of machinery, &c., made by the pupils. Many of the polytechnic schools and museums are supplied therefrom. Each pupil works in the shop, as well as receives appropriate theoretical instruction. The Nuremberg School of Art, as applied to trades, is famous all over Europe. Its course is thorough, and includes drawing, plain and from ornamental models, architecture, the antique, from life, plastic studies, embossing, sculpture, wood-carving, brass-founding, engraving, with classes in perspective and shadows, and in anatomy. It is affirmed that this school has contributed largely to national prosperity.

WÜRTEMBERG,

with 1,700,000 inhabitants, is conceded to possess the best educated population in Europe. Besides a complete system of general schools, she has one technical university and 10 technical schools of the next grade, with 539 instructors and 5,148 pupils. There are 11 building and trade schools, giving a thorough theoretical and practical training in those occupations. They have 286 teachers and 6,457 students. There are 108 trade and industrial schools, having 8,254 scholars. There is an admirable polytechnic university at Stuttgardt, designed for the education of the higher class of professional men. The eminent English engineer, J. Scott Russell, in his work "Technical Education," gives a full account of the remarkable system prevailing in this little kingdom, and shows to what a height the intelligence and progress of the people, as well as the prosperity of the community, may attain under such admirable training. Speaking generally, Mr. Russell says: "In every country where technical education has taken root and had time to bear fruit, I also find unquestioned proofs of the rapidity with which increased intelligence and enlarged knowledge bring increase in employment and remuneration."

PRUSSIA—NORTH GERMANY.

The special technical system of Prussia, to which most of the smaller German states now conform, will bear brief examination. There are in Prussia alone 361 schools devoted to architecture, mining, agriculture, forestry, navigation, commerce, and other technical studies, general and special. Besides schools for weaving and the textile manufactures, there are 265 industrial schools whose studies and hours are directly arranged for the use of mechanics. They are classified as the central academies, approaching nearly to the polytechnic grade. The provincial and municipal improvement schools, and those for foreman, workman, and apprentice, all are fitted with models, tools, and laboratories. There are a large number of drawing schools, in which the classes are arranged to suit various trades needing such instruction. The agriculture schools are thorough, being divided into general and special. In the weaving schools the pupils receive practical instruction, and also study chemistry, as applied to the textile arts, &c.

Saxony has 76 technical schools, and a number for special instruction in various trades and occupations. The Dresden Polytechnic is one of the best in Europe. An excellent training school for women also exists, in which instruction is afforded in commercial and other branches. All the states of North Germany are being affiliated to the excellent system of Prussia.

SWITZERLAND

has a complete system of technical and special industrial schools honored by the best though youngest polytechnic institution in existence; such high praise is awarded it by competent English observers like Messrs. Samuelson, J. Scott Russell, and others, who have examined these institutions. The industrial and scientific university is located at Zurich. The buildings were erected at the expense of that canton, costing over $500,000. There are 7 schools or courses of study, architecture and construction, civil engineering, mechanics and machinery, chemistry, inorganic, applied and industrial agriculture, forestry, and rural economy, moral and political economy, and the fine arts. The federal government makes an annual appropriation of $40,000 towards its maintenance. There are over 70 regular professors, tutors, and assistants, and an average of 600 pupils. In addition to this federal polytechnic, there is an excel-

lent teehnical institute at Lausanne, designed for the edueation, in the Freneh cantons, of engineers, mechanieians, chemists and arehiteets. It was started by an association, but receives a subsidy from the eanton government, and also from the Lausanne eommune. Small fees are charged, though provision is made for scholars who are unable to pay, but they must pass a eompetitive examination. There are 20 industrial sehools for girls, in different eantons; a school for weavers, one for watchmakers, and another for wood-earving and drawing, besides 7 agricultural sehools for boys. The Zurich cantonal sehools are famous, and are held up as models to educators everywhere.

In eonsequenee of the impetus given by these sehools, eminent English authority say, it may be safely deelared that "the Swiss, in their far valleys, are rapidly growing a dexterous and sueeessful manufaeturing people." More than half the students are from other countries. Besides the extensive eorps of professors, there are exeellent laboratories, workshops for the practical application and teaching of the several industrial arts, fine collections of models of all kinds, and an extensive and well-seleeted library. A good observatory, well fitted up, is also part of the polyteehnie.

BELGIUM

has been aetive for the last twenty years in promoting industrial edueation. The result is marked in growing manufacturing importanee. There is 1 college and school of agrieulture; 1 of horticulture, forestry, and veterinary surgery. The simpler branehes of these are taught in a large number of the primary sehools. Of eommereial schools there is 1 superior, and 12 seeondary; 3 navigation sehools, and 15 teehnieal, with 2,293 pupils. Besides these there are 68 workshop sehools, with 1,857 pupils. They have 1,428 looms in them, and have sent out, sinee 1845, 27,373 thoroughly trained weavers. The expenses are divided between the state, province, and eommunes. There is a royal academy of arts, mining, and manufacturing at Liege, and one of engineers at Ghent, besides art, as applied to industry, is taught in 60 aeademies and sehools, having more than a thousand scholars.

ITALY

justifies her renewed unity by a renewal of industrial growth which is quite surprising. There were in 1868, 964 seeondary technical sehools, giving instruetions in drawing, meehanics, industrial ehemistry, &c., to 42,800 pupils. There were also 132 free teehnieal sehools, with 16,955 pupils; 72 assimilated with 6,495, and 55 royal or or prineipal teehnical schools having 5,868 seholars; besides, there are 3 superior and 84 institutes of technology, making a total as above stated. In the prineipal school at Milan there were 252 pupils. In addition to these designed mainly for the use of artisans and mechanies, at Naples there is 1 sehool of applied engineering and 2 of mining. Besides these, Italy has 29 art sehools.

NORTHERN EUROPEAN.

The Seandinavian states also interest themselves in this speeial training. Denmark has a polyteehnic sehool of exeellent eharacter, and schools of horticulture, agriculture, forestry, and veterinary surgery, with several technieal sehools, properly so-ealled. In Norway and Sweden there are academies of arts and design; also of mining and for elementary instruction in agrieulture. Sweden maintains an exeellent teehnologieal institute, and 4 elementary sehools; 1 of ship-building, 9 of navigation, and 1 of mining.

Russia has several well organized polyteehnic schools, embraeing practieal seientifie studies, and also instruction in turning, earpenter's work, foundery, dyeing, engraving, and machine construction. Shops for all these pursuits are attached. The technological sehools at St. Petersburg and Moscow are of the best eharaeter. There are 70 normal agricultural schools and 1,000 primary schools, in whieh praetieal farming, hortieulture, and forestry are taught. Thefe are 80 sehools of mining, 1 eentral academy, and several provineial schools. Besides, there are 15 schools for instruetion in naval arehiteeture and steam engineering.

FRANCE

has paid great attention to this subjeet. Of government sehools there were, under the Freneh empire, (1868,) 2 national schools of agrieulture; 9 courses on agricultural seiences in other eolleges; 70 farm schools; 1 national agronomic institute; a number of schools for teaching practical draining, irrigation, horse, sheep, and cattle breeding; experimental sheep-folds and cow-houses; besides 3 sehools of veterinary surgery, one being termed a college. There is a eollege and ehamber of eommerce; 1 school of roads and bridges; 3 of mining, with 19 professors. At Paris we find central schools of arts and manufactures; also the famous conservatory of arts and industry. There are 3 national sehools of arts and manufaetures located in the provinees. In

Savoy there is a school of watch-making. There is a thorough system of marine engineering and naval schools. The famous *École Polytechnique* at Paris is too well known to need more than a reference as part of the system of scientific training pursued. At Arles the national mining school trains pupils for practical employment as superintendents, foremen, and other officers of government mines. The directors and inspectors are educated at the *École Polytechnique*. The schools above referred to are designed to train managers rather than workmen. France also possesses a large number of local schools—departmental, municipal, and commune. In 1867 there were 250 special schools and public courses of technical lectures and classes in the various departments; 35 farm schools; 21 drawing; 12 of arts and trades; 5 of hydrography; 4 of the technical sciences; 4 of design for textile arts, laces, wall-papers, furniture, &c.; 4 of clock and watch-making; 3 of weaving; 2 for stokers; and a number of separate schools for instruction in agriculture, horticulture, silk culture, mining, practical chemistry, dyeing, &c. More than fifty courses of lectures, &c., were sustained in different manufacturing centers.

GREAT BRITAIN.

At the present time Great Britain is making marked progress in the way of industrial education. The "science and art department" of the report of the privy council on education for 1869 gives interesting data. The following table illustrates the rapid increase of scientific and art instruction, as applied to industry:

Year.	Number of schools.	Under instruction.
1860	9	500
1861	38	1,300
1862	70	2,543
1863	75	3,111
1864	91	4,666
1865	120	5,479
1866	153	6,835
1867	212	10,230
1868	300	15,010

There were 780 special classes in these general schools, some having only one and others running up to ten. There is a very complete system of annual examinations carried out under the direction of the department. In the scientific examinations the inspectors are assisted by engineer officers of the army who may be stationed near. The government grants are graduated according to the number of and proficiency shown by the pupils; hence they act as incentives to the teachers. The latest data received (March 1869) show 514 schools, with 1,448 classes and about 21,000 scholars. The navigation schools, of which there are a number, are organized separately. The national geological survey now in progress, the Kensington Industrial and Art Museum, and other instrumentalities, are, by various means, made serviceable to the progress of these schools, through models furnished or works loaned, &c. All scientific investigations under government direction and the mining records office furnish material for the aid of the teachers. The Whitworth scholarships afford a notable illustration of the interest manifested. Mr. Whitworth has founded thirty scholarships, lasting each a term of years, of the annual value of $500, open to competitive examination, and designed for practical machinists, mechanics, and students who may aspire to a thorough scientific training. Ten of these scholarships have recently been awarded. Five of them were gained by working mechanics.

Besides this diffused system of technical instruction, there are a number of royal colleges and museums of mining, geology, chemistry, &c., to all of which are attached free courses of lectures. There is a national art training school, to which a number of national scholarships are attached; there are 771 students in all; 101 local schools are affiliated with this. In them instruction is given to about 20,000 students. Besides, there are nearly 200 night classes, having 4,468 students, and under the recent impetus given to these studies there were reported in England alone (1867) as receiving instructions in drawing, modeling, &c., in 588 schools, as many as 79,441 children.

INTEREST MANIFESTED BY THE WORKINGMEN.

With the zeal manifested by foreign governments, and the principal employing interests in Europe and here, it is equally as gratifying to note that felt by the workingmen themselves. The answers received by this Bureau give proof of this. The agitation on the relations of capital and labor affords striking evidence. The workingmen are fully cognizant of the fact that, to understand the complex and often subtile issues involved therein, they must acquire a wider intelligence and a more thorough education; hence, they place foremost among their demands on legislation the necessity of enforced attendance on schools; the shortening of the hours of labor for children, so they may attend thereon; and the establishment of technical and special schools for

their own benefit. The chief reason they urge for lessening the hours of adult labor is, whether it be justifiable or not, the need of more leisure for mental improvement. In Europe the subject of enlarged industrial education is a prominent topic among all the labor organizations, conventions, and congresses. The "International Workingmen's Association," a body which aims at uniting all trade and labor organizations in a federative unity, and which has become of considerable importance during the last two years, has given great prominence to this question. At their meeting in Brussels, 1868, one of the Belgian delegates argued that "an education in all the sciences, accompanied by a good religious training, is one of the best ways to make people prosperous and to entertain a respect for good order." The French delegates announced themselves as of the opinion "that the education required for the children of the working classes must include the natural sciences, and a technical course of training which will impart an elementary knowledge of the various manipulations of productive industry" In Great Britain there is no question but that the unceasing demands of the industrial classes, as well as the violent character of the trades' disputes which have occurred there during the half-century past, have greatly aided in establishing the necessity for thorough education, by proving that its relations to production and consequent profit or loss are of the most intimate character. The undoubted success of her continental rivals, growing out of superior technical skill and training, has had a great deal to do with the demand of manufacturing England for a thorough education of labor; but so also has the growing restlessness of the workingmen, with their earnest desires for better conditions, had very much to do with the remarkable activity now displayed in Great Britain.

The outrages which have made such hideous notoriety for some English trade unions flourish chiefly among the more ignorant class of mechanics and laborers. It is the universal testimony of all who have studied the condition of labor in Great Britain, that, just in proportion that intelligence increases and education is made more accessible, the success of the great ameliorative efforts already inaugurated there are assured. Coöperative societies are the work of the more intelligent men. Councils of arbitration and courts of conciliation, now forming so extensively, are always successful in proportion to the educated intelligence that prevails. So thoroughly are liberal-minded capitalists and employers in England impressed with the productive force and economic value of education, that, throughout the manufacturing districts, the traveler will see many fine school-buildings, libraries, mechanics' institutes, &c., attached to the great manufactories and carried on under the direction of these employers. The same is true wherever coöperation has succeeded.

THE FRENCH EXPOSITION AND ENGLISH ARTISANS.

During the Paris Exposition of 1867, the London Society of Arts defrayed the expenses of fifty-two English workmen, representing the principal trades and manufactures, to visit and report on the products and industry there exhibited. Their reports constitute one of the most remarkable of all the volumes devoted to the Exposition. Written, as a rule, with great clearness, simplicity, and directness, they testify alike to the intellectual capacity of the writers and the progress of industrial rivals. This volume teems with tributes to the admirable results achieved by the knowledge and skill acquired through, and directed by, technical and scientific education. Mr. Lucraft, chairmaker, is astonished at the skill displayed by very young men in the Paris workshops. He refers to their carving most delicate and tasteful designs, generally their own. He always found such workmen to have been pupils of the Paris art and technic schools. "The mere mechanical workmen," he says, "stand not the slightest chance with the workmen of cultivated taste." Messrs. Kendell & Caunt, hosiers, after what their report shows to have been careful examination, testify: "There can be no doubt that the superior education that is given to the working classes on the Continent gives them an advantage in some respects." Thomas Connolly, stone mason, says: "It is impossible to estimate the loss entailed upon England through the neglect of art culture in every form." This is said after an enthusiastic tribute to the skill and taste displayed by his fellow-craftsmen in Paris. Mr. Randall, painter on chinaware, argues that the state ought to furnish art education to its citizens. "The Frenchman," he says, "has excellent schools to give him such culture." With considerable force Mr. Randall observes: "How few men know anything of the material in which they work. Yet such knowledge would sweeten daily toil, would open the treasure-house of thought, and enable a man to convert to new uses elements of force by which he is surrounded, and enrich the nation by adaptations and modes of economizing means now in use." Mr. Huth, one of the English jurors, says that the cotton production of European countries showed clearly "that there is not a machine working a machine, but that brains sit at the loom, and intelligence stands at the spinning wheel." Mr. McConnell, engineer, declares that England must soon adopt a system of technical education, or be driven from the markets, not even holding her own as to cheapness. Mr. Winstanley argues for the organization of technic schools with workshops attached. Mr. Whiteing declares that in France "a due provision for art education, for instance,

is not a favor on the part of the administration, but one of the conditions of its continuance."

CREUZOT.

The value of industrial education is made most striking by the results seen in the town of Creuzot. All English testimony is unanimous as to the character of the work there manufactured. J. Scott Russell, Mr. Samuelson, M. P., and other eminent authorities, declare that Mr. Schneider has, by a thorough system of technical training, placed a generation of educated workmen at his disposal. Mr. Russell affirms that it will take twelve years of unremitting effort for England to reach the same degree of skill as these educated workmen and scientific superintendents have attained. Nor is the mechanical skill the only or best results achieved. The frugality and temperance of Mr. Schneider's employés, several thousand in number, make Creuzot a model town in all respects. There are several thousand people in it, of whom seven-tenths are owners of their own dwellings; while the youth and adults who cannot read and write (though few in number) are nearly all strangers—persons not born or trained in the place. The same testimony is given with regard to the Krupp foundery and connected town in Prussia, where every foreman, superintendent, draughtsman, &c., is a graduate of the higher technical schools. Similar statements are made of Mulhouse, Guise, and other French *ouvrier* towns, in which the necessity of technical education has been most apparent and best supplied.

Mr. Russell declares that fifteen years is required for the theoretical and practical training of a skilled artisan—meaning of course in workshop as well as school. Dr. Lyon Playfair, recognized as among the foremost authorities on this question, in a report to the English government declares that the one cause tending to make continental manufactures superior to English is that Austria, Prussia, France, Belgium, and Switzerland "possess good systems of industrial education for the masters and managers of manufactories and workshops, and England possesses none." Mr. Samuelson, M. P., the leading iron ship-builder on the Thames, says, after giving the whole subject a thorough examination: "I do not think it possible to estimate precisely what has been the influence of continental education on continental manufactures. * * * That the rapid progress of many trades abroad has been greatly facilitated by the superior technical knowledge of the directors of work everywhere, and by the comparatively advanced elementary instruction of the workers in some departments of industry, there can be no doubt."

INFLUENCE OF ART INSTRUCTION.

At a congress of educators and others, held in Brussels, September, 1868, to consider the best system for popular art instruction, the testimony to its value, as adding to the productiveness of labor was quite unequivocal. Janssen Smit, director of one of the best industrial and art schools, said: "I do not hesitate to say that, by the experiences and education of the industrial workshop, (referring to the workshop schools so common in Belgium and France, as well as other European countries,) more than by the teaching of some special useful art, Paris has monoplized the trade of the world in almost all articles whose value lies in their artistic taste. Art instruction," M. Smit, continued, "is a powerful means of popular education; it exercises on the workingman an eminently civilizing influence; it polishes his manners and gives him calm and serious tastes." Again, "Art in itself will exercise an immense influence on the aptitude and the success of the workingman." M. Vischer, who presided at the congress, declared the question to be "by what means we can place in the hands of all men, and particularly the workingman and mechanic, a new instrument to increase their personal capital—the power of usefulness and enjoyment." Evidence of this character might be indefinitely multiplied. Each but cumulates the evidence proving that education—not the mere elements, but that higher culture which throws open the arcana and enables the student to apply his knowledge—tends not to the creation of wealth alone, but to the improvement of man in all that is of individual benefit and constitutes his value to the community at large. In one of the replies sent in response to the questions addressed by the Bureau on this subject of the relations of education and labor, there is a sentence which, strongly epitomizing as it does the labor view, is here quoted: "Aye, education, not only of the alphabet and the multiplication table, but a general popular education in the full meaning of the word, is the panacea for all the social evils and injustices, because it renders men less submissive to evils of human creation which may be remedied by human efforts." A volume might be expanded from that and fail to express it more pertinently.

THE FACTORY SYSTEM AND ITS DANGERS.

It is rather surprising to find that, in Massachusetts even, under the high pressure of production and profit which the development of her manufacturing system has aroused,

there is some danger of neglecting educational advantages, at least so far as children employed in the cotton and woolen mills are concerned. Recent investigations show some surprising facts in this regard, evincing disregard of the law on the part of employés and parents, which justifies the demand for a compulsory system now being made.

Hon. Henry K. Oliver, in charge of the Massachusetts State Bureau of Labor Statistics, argues in the report for 1869 for such a law, especially with reference to factory children. He recommends that no child under thirteen be allowed to work in these mills, and no child but eight hours per day, and only then if possessed of a good elementary education. With great force Mr. Oliver says: "There is no remedy for the wrong of depriving children of a proper education, and for the greater evils that will ensue if an ignorant class of persons is permitted to grow up, to increase and perpetuate a debased class crowded upon us, threatening danger, nay, already weakening the very foundations of the republic."

In response to a suggestion made by Mr. Oliver, there was established in 1868, at Salem, a school designed directly for children, the hours, &c., being regulated to suit their needs. John Kilburn, esq., superintendent of the Naumkeag Steam Cotton Company, writes of the effect of this school that "it has proved an eminently successful institution and source of comfort to the mills of this company." Mr. Charles J. Goodwin, agent of Indian Orchard Mills, says, as one result of a similar school, that "a marked change for the better is seen in the deportment and personal appearance of the children." Similar facts and statements might be multiplied almost indefinitely. In a report to the legislature, made in 1867, by a committee appointed on the "hours of labor," of which the Hon. Amasa Walker was chairman, the majority urgently advocates a higher education for the industrial classes. They pertinently point to the fact that there has been for years a growing disinclination on the part of American workmen to enter on, or continue in, the mechanic arts and trades. The reason is apparent: intellectual ambition and activity find but few opportunities. The report already referred to says, in reference to the proper use to be made of shorter hours of labor, that "we must educate our children to fit them for even the mere drudgery of labor. With the increased skill and intelligence of the laborer, the improvement of machinery, and the increase of wealth, the desire and capacity to enjoy leisure will surely come, and the desire will be gratified." "It is not enough," the minority report by Mr. Rogers, of the same committee, argue, "that the laborer have education in childhood; he must have the means of constant improvement and progress in manhood." The economic use and aggregation of capital caused by the application of science to manufacturing purposes have necessarily changed the condition of vast masses of persons, rendering concentration in large numbers necessary. Yet the conditions of education have remained unchanged. Well arranged as was our public school system for the state of society existing even a generation ago in New England, it has not yet enlarged itself to meet the wants of the changes now being effected, and the evils of illiteracy, or, what is perhaps as dangerous, those arising from mistaking the rudiments or mere implements of education for education itself, are becoming too apparent. In a recent petition to the Massachusetts legislature, calling for a strict apprenticeship system, the evils flowing from the want of special industrial training are referred to in strong terms. The petitioners say that "human labor is so connected with exalted mental and moral capacities that it of right ought to have higher consideration than merchandise." Massachusetts is moving in the matter of special instruction, as well also as in that more fundamental one, of seeing that the constantly increasing class of children employed in its mills and factories shall not, either from cupidity and carelessness of parents or corporations, or both, be allowed to grow up in ignorance.

CONCLUSION.

The questions and answers with which this paper closes are of a character to need no introduction beyond that given by the facts presented. But a small number of answers have been received up to the date of closing the report for the printer; a fact which is to be regretted, as they show great interest on the part of the gentlemen from whom replies have been, and are now being, received. In themselves they afford proofs of the need and value of a high degree of scientific and technical education as a wealth-producing and social-politico instrumentality, and, with the facts adduced in regard to European efforts in this direction, present striking reasons for an increased and continued endeavor to secure and facilitate a more thorough training in the industrial arts and sciences, as well as general knowledge for the working people of the United States.

In this connection the remarks of Dr. Lyon Playfair, at the recent meeting of the British Social Science Association, upon the questions under consideration are weighty and opportune. The English savant advocates the training which shall best fit a man for his place in life. After referring to certain English schools, and to ancient law requiring compulsory education for certain classes, he says: "This main idea of fitting a man

for his work was vigorously supported by our old reformers. John Knox held firmly by it, especially in his scheme for secondary education, which, unfortunately for Scotland, was never adopted, though his plan for primary education was. In the former he announced that no boys should leave school till they had devoted a proper time to 'that study which they intend chiefly to pursue for the profit of the commonwealth.' This is the old conception of the object of education, and reappears at the present day under the modern garb of 'technical education.' All the reformers urged its necessity, especially Luther and Melancthon. Most European states have held fast to the idea with more or less of development, but it has vanished utterly from our English schools.

"Our primary schools, on the whole, do not teach higher instruction than a child of eight years of age may learn. In our class of life, our children acquire such knowledge as a beginning; with the working classes they get it as an end. What an equipment for the battle of life! No armor-plate of knowledge is given to our future artisan, but a mere thin veneer of the three R's, so thin as to rub off completely in three or four years' wear and tear of life. * * Under our present system of elementary teaching, no knowledge whatever bearing on the life-work of the people reaches them by our system of State education. The air they breathe, the water they drink, the tools they use, the plants they grow, the mines they excavate, might all be made subjects of surpassing interest and importance to them during their whole life; and yet of these they learn not one fact. Yet we are surprised at the consequences of their ignorance. A thousand men perish yearly in our coal mines, but no schoolmaster tells the poor miner the nature of the explosive gas which scorches him, or of the after-damp which chokes him. Boilers of steam-engines blow up so continually that a committee of the House of Commons is now engaged in trying to diminish their alarming frequency, but the poor stokers who are scalded to death or blown to pieces were never instructed in the nature and properties of steam. In Great Britain alone more than 100,000 people perish annually, and at least five times as many sicken grievously, out of pure ignorance of the laws of health, which are never imparted to them at school; they have no chance of learning them afterward, as they possess no secondary schools. The mere tools of education are put into the hands of children during their school time without any effort being made to teach them how to use the tools for any profitable purpose whatever; so they get rusty, or are thrown aside altogether. And we fancy that we have educated the people! Our pauperism, our crime, and the misery which hovers on the brink of both, increase, terribly, and our panacea for their cure is teaching the three R's. The age of miracles has passed by, and our large faith in our little doings will not remove mountains. It is best to be frank. Our low quality of education is impoverishing the land. It is disgracefully behind the age in which we live and of the civilization of which we boast, and, until we are convinced of that, we cannot be roused to the exertions required for its amendment. This is no new complaint, and has been long ago made by far higher authorities than myself."

Though Dr. Playfair speaks directly to an English audience, and aims, therefore, to illustrate English necessities, there is no one who has examined the relations of labor and education in the United States, however superficially, but what will acknowledge the applicability of his criticisms to our own circumstances. The answers received, especially those from workmen, forcibly illustrate this.

RICHARD J. HINTON.

INQUIRIES AND REPLIES RELATING TO FOREGOING PAPER.

CIRCULAR OF INQUIRY.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., October, 1870.

SIR: The object of this Bureau in making the annexed inquiries is to ascertain your views with regard to the effect of education on industry, all other things—as natural ability and length of time employed in a given pursuit—being equal.

It has been claimed that the mere ability to read and write, by even an unskilled laborer, adds one-fourth to his value as a member of the community. This claim, if true, must be capable of demonstration through the observation of intelligent persons.

The following inquiries will be sent to employers or superintendents, to workmen, and to those observers who, as far as may be, are not embraced in either the first or second class. It is the desire of the Commissioner to combine the testimony from these three sources. You will confer a favor by returning to this office such answers to these questions as you are able to give from experience and observation, adding also such other information as may seem to you pertinent to the subject.

Very respectfully, &c.,

JOHN EATON, JR.,
Commissioner.

QUESTIONS TO EMPLOYERS.

Answers have been received from the following gentlemen:

(*a*) American Standard Tool Company, manager of, Newark, New Jersey.
(*b*) Anderson, A., superintendent Kansas Pacific Railroad, Lawrence, Kansas.
(*c*) Anthony, Hon. J. B., tool works, Providence, Rhode Island.
(*d*) Baird & Co., Baldwin Locomotive Works, Philadelphia, Pennsylvania.
(*e*) Bay State Company, manager of, Worcester, Massachusetts.
(*f*) Blodgett, Hon. Foster, railroad superintendent, Atlanta, Georgia.
(*g*) Cooke, George L., American Horse Nail Company, Providence, Rhode Island.
(*h*) Faey, J. A. & Co., car builders, Cincinnati, Ohio.
(*i*) Franklin, General W. B., manager Colt's Rifle Works, Hartford, Connecticut.
(*j*) Gibbon, William G., machinist and iron ship builder, Wilmington, Delaware.
(*k*) Greenwood, Miles, machinist, Cincinnati, Ohio.
(*l*) Guild, Chester & Sons, tanners, Boston, Massachusetts.
(*m*) Harlan & Hollingsworth Company, iron ship, engine, and car builders, Wilmington, Delaware.
(*n*) Ingersoll, George L., superintendent Cleveland Iron and Nail Works, Cleveland, Ohio.
(*o*) James, G. W., planter, Gainesville, Florida.
(*p*) Lyon, James & Co., glass works, Pittsburg, Pennsylvania.
(*q*) Mead, C. V. & Co., rubber works, Trenton, New Jersey.
* Mundella, Hon. A. J., manufacturer, Nottingham, England.
(*r*) Prang, Louis, art publisher and lithographer, Boston, Massachusetts.
(*s*) Smith, Hon. J. G., manufacturer, Providence, Rhode Island.
* Thomas, General Samuel, iron foundery, Zanesville, Ohio.

NOTE.—The answers of the gentlemen whose names are indicated with an asterisk (*) will be found embodied in the Commissioner's report.

Question 1. Have you employed a number of persons as laborers? What town? State? Character of the labor?

Answers. (*a*) Skilled and unskilled, manufacturing fire-arms, tools, and similar articles. (*b*) Clerks, agents, machinists, carpenters, joiners, painters, and common laborers. (*c*) Machinists, blacksmiths, and laborers. (*d*) Building locomotives, mainly skilled. (*e*) Shoemaking. (*f*) Machinists, carpenters, blacksmiths, and all branches of railroad work. (*g*) Nail-makers, machinists, general work. (*h*) Construction of machinery for working in wood. (*i*) Manufacture of arms, machinery, and the operations connected therewith. (*j*) Machinists and iron boat builders, boiler-makers, and laborers. (*k*) Molders, machinists, blacksmiths, laborers, clerks, draughtsmen, &c. (*l*) One hundred and twenty-five skilled and unskilled, tanning and currying, care of machinery, some quite intricate. (*m*) In construction of iron ships, engines and boilers, passenger and freight cars. (*) In the manufacture of hosiery. (*n*) Skilled and unskilled in iron and nail works. (*o*) Planter, negro labor. (*p*) Glass works, skilled and unskilled. (*q*) Manufacture of India-rubber goods. (*r*) Lithographic printing and processes connected therewith. (*s*) In manufacturing, mechanics, farming and day laborers; for forty-five years. (*) In all manipulations of iron ore from the mine to the foundery, skilled and unskilled.

Question 2. Have you observed a difference in skill, aptitude, or amount of work executed by persons you have employed, arising from a difference in their education, and independent of their natural abilities?

Answers. (*a*) Yes. Though it is a rare occurrence that there is a person in this community who is totally destitute of some education. The best educated, as a general rule, excel. (*b*) I have. (*c*) This I believe to be a well-settled fact. (*d*) Yes. (*e*) We have observed a vast difference. (*f*) Such persons have more skill and fidelity, because of their general information and consequent freedom from prejudice, incident to ignorant persons. An educated intelligent artisan is worth 50 per cent. more than an ignorant one. (*g*) Unquestionably. (*h*) Yes. (*i*) Yes. (*j*) Very marked. (*k*) Yes. (*l*) This question, like some of those which follow, is so simple, and the reply so obvious, that it is a matter of some surprise that it should be a matter of question at all. We answer yes. (*m*) The difference is most marked. Those having some education invariably advance to leading positions, while the opposite seldom rise above laborers. (*n*) We are at serious loss by the ignorance of laborers, and find great odds in favor of Germans and other "educated" labor. (*o*) Yes. I have observed that the negro who was making an attempt to educate himself, and who was partially educated, was mostly preferable to an uneducated negro. (*p*) Yes. (*q*) We think those who are educated excel. (*r*) Cannot answer these questions definitely, my observations have not been extensive enough. (*s*) Education is and has always been a very important recommendation for all classes of labor.

Question 3. Do those who can read and write, and who merely possess these rudiments of an education, other things being equal, show any greater skill and fidelity

as laborers, skilled or unskilled, or as artisans, than do those who are not able to read and write; and if so, how much would such additional skill, &c., tend to increase the productiveness of their services, and, consequently, their wages?

Answers. (*a*) They do, as a large share of information is derived from publications, and enlarges the comprehension of the mind, and enables it to receive instructions from those who hold superior positions more understandingly, and, consequently, enables them to become efficient workmen in executing the instructions imparted to them; the additional skill would increase their productiveness 10 to 50 per cent., being dependent on positions they may have opportunity to fill. (*b*) They do; the higher the grade of labor, the more valuable education becomes; mechanics are more improved by it than common laborers; I judge the man possessing the rudiments of an education to be, on an average, 15 or 20 per cent. more valuable than the ignorant; this is, however, rather a "guess" than a judgment; it is impossible to form anything like a correct judgment. (*c*) They do show greater skill, but the percentage of additional skill varies very much. (*d*) It is difficult to say definitely, but their productiveness and value are largely increased. (*e*) We think they do, and should say it would increase their wages at least one-fifth; for instance, a man earning $2 50 would be better worth $3. (*g*) Decidedly; very materially. (*h*) Yes. (*i*) Those who can read and write show more skill and fidelity as laborers than those who cannot; the increased fidelity proceeds from the fact that these men are more anxious to rise than more ignorant men are, and, therefore, more faithful to their employers, with a view to better positions in the future. (*j*) As a rule, no increase of fidelity, but always a marked difference in their aptitude in applying their skill to its best advantage; and educated men require much less attention from their foremen than uneducated ones; the difference ranges from 10 to 15 per centum. (*k*) They do show themselves more reliable, but could not say as to the comparative productiveness of the two classes named. (*l*) Even a rudimentary education adds value to a laborer, as there are but few situations but that a knowledge to read or an ability to keep a simple account could be used to advantage, and one possessing these only, would, among a gang of laborers who might be ignorant, assume a position of leadership, oversight, or control, and obtain an increase of compensation, but to what extent it is not easy to reply. (*m*) They do, and it will increase their value from 20 to 25 per cent. (*n*) Men of common education are worth 25 per cent. more than those who are not able to read and write, even in the coarse work at which we employ a large portion of our labor. (*o*) In answer to the first question, I say that they show a far greater skill and fidelity when they have received the rudiments of an education; they certainly are far more satisfactory laborers to deal with, because education imparts to them a certain self-respect—a desire not to place themselves in a position of antagonism to the employer when the settling day comes, but a desire rather to place themselves in equality with him, an equality dictated solely by pecuniary relations. (*p*) We can see no difference in those who cannot read and those who can but do not; it is rare, however, to find a man who can read that does not at least read a paper. (*r*) We have found that in a few cases the uneducated are very skillful, and think, in such instances, the advantages of education would increase their value 100 per cent.; others it would increase but little. (*s*) Education has a great advantage, the increase varying, in different degrees of labor, from 10 to 60 per cent.

Question 4. What increase of ability would a still higher degree of education—a knowledge of the arts and sciences that underlie his occupation, such as a good practical knowledge of arithmetic, book-keeping, algebra, drawing, &c.—give the laborer in the power of producing wealth, and how much would it increase his wages?

Answers. (*a*) The above knowledge being imparted to the workman, would place him in a position to become a leading man in any department of a manufactory, to fill the position of instructor or director of those destitute of this knowledge, and would impart to them the power of increasing the production or wealth 50 per cent.; it would increase the workman's wages 50 per cent. over the person that could barely read and write. (*b*) Would increase the ability generally somewhat in proportion to the enlargement of his capacity by the training—mental; I think the increase of wages would be slight—not in proportion to increase in capacity. (*c*) Such persons are not contented to earn regular day wages, though the wages may be large; they either seek the place of overseer or superintendent, or more often contract to do certain work and employ their own men; they trust to their own skill to improve their tools or method of using them; look out to save labor in every possible way, and to get the largest possible product; many of these men make a snug fortune in a few years; they observe, they read and study, and are greatly advantaged by it. (*d*) A still higher degree of education would give a still higher ability, productiveness, and, consequently, enhanced value to the services of the educated laborer. (*e*) Should say at least one-half, after his character for honesty had been established, and this we view as a part of his early education and surroundings. (*f*) As the world goes, taking into consideration the fact that but a small percentage would acquire such a degree of education, the increase of ability would be, and in such cases is, wonderful—in fact, taking the possessor out of the laboring walks of life into those of high science and government of inferior

men; should all be thus educated. I presume the relative positions of men would be the same as at present—ability and opportunity governing position and wealth. (*g*) His opportunities for ready employment at high wages would be much enhanced, and he would be eagerly and readily sought after, in preference to those who lacked these acquirements, in those establishments requiring a reasonable amount of intelligent labor; there are certain kinds of labor which do not require the employment of those who can even read or write; but a knowledge of these would give the possessor the preference, at same wages. (*h*) Cannot say just how much; it would add very materially to his ability as a mechanic and producer. (*i*) In general, it would cause a material increase in the man's power of producing wealth; the amount of increase hard to determine; it would, I think, increase this power one-half, and double his wages. (*j*) From 25 to 100 per centum. (*k*) Would think the advantage of a good education to be equal to from 10 to 20 per cent. producing power, and would command that advantage or increase of wages. (*l*) Perhaps the study of algebra is not so very important to the laborer and the mechanic; but those of natural philosophy, chemistry, and geometry are, as the principles of those sciences are intimately blended with even the simplest mechanical operations and the most menial duties. (*m*) Would increase their wages from 200 to 300 per cent. (*n*) It is difficult to estimate with any accuracy; I have tried some experiments in this line, with much satisfactory results. (*o*) It would increase his productiveness by over one-half; it would increase his wages by over one-third. (*p*) We cannot answer this from our own experience. (*q*) Wages, as a laborer, would increase but little; in producing wealth, we think, 100 per cent. (*r*) I can only answer, in a general way, that a man without any education will only be fit for the menial work in our business; whereas the higher his education, the higher the place he will be fitted to occupy, and his value may be doubled or tripled. (*s*) Those possessing the common school education are generally most productive.

Question 5. Does this and still further acquisitions of knowledge increase the capacity of the workingman to meet the exigency of his labors by new methods, or in improvements in implements or machinery? And if so, how much does this inventive skill add to his power of producing wealth?

Answers. (*a*) It does, providing it is coupled with the proper natural abilities that will enable the workman to discriminate correctly what would really be improvements before incurring the expense of construction; in that case it would add 10 to 100 per cent. to his powers of producing wealth; otherwise it would prove a detriment, which is the case four times out of five, by diverting his attention from regular pursuits. (*b*) Capacity is increased directly in proportion as the mind is expanded or enlarged, not in proportion, at all, to what the man knows. Cannot answer last question. (*c*) I hardly dare say how much educated men excel the uneducated. I have observed this: where an uneducated man makes a discovery, or conceives of an improvement, he is rarely able to put it into intelligible form without calling an educated man to his assistance. I have known instances where persons have had ambition to do this thing, and to equal their neighbors, but who failed from lack of education, particularly from inability to closely calculate. (*d*) Yes; very considerably. (*e*) This depends upon his practicability. (*g*) Undoubtedly; in proportion to his ability; the more skillful he is the greater pay he receives. (*h*) Very materially; cannot say how much. (*i*) The higher the technical and other education of a workingman, the more readily will he fall in with new methods and improvements in machinery, and the more apt he will be, other things being equal, to invent labor-saving machines; the increase of his power of producing wealth, in consequence, may be incalculable; in general, he would increase wealth twice as fast as he would without it. (*j*) It certainly does, in general, though certain sanguine temperaments are apt to run after abstractions in mechanics to a degree that damages their usefulnesss; of course, this class produces no wealth. (*k*) Am of the opinion it does, but have not had sufficient experience with such a class to be able to give a reliable estimate of the advantage. (*l*) It is quite observable how many useless strokes and movements even the common laborer will take, which might be avoided and the work better accomplished, with a knowledge of mechanical forces; and in manufacturing branches of industry, as also in agriculture, many expensive mistakes and blunders might be avoided, better goods and wares might be manufactured and larger profits secured, by a more general diffusion of scientific knowledge. (*m*) It does, and his value is increased always in proportion to his skill and inventive ability. (*n*) Very much; it cannot be estimated. (*o*) Yes; and by over half. (*p*) We cannot answer from our own experience. (*r*) I should prefer the person trained in the common school.

Question 6. Would you generally prefer, or not, a person who had been trained in the common school for the ordinary uses for which labor might be employed, over one who had not enjoyed that advantage?

Answers. (*a*) We would prefer the one that had been trained in the common school, on the principle that the more knowledge a person possesses the more valuable he can make himself to his employer. (*b*) Would depend upon the duty required. Generally, the educated man is to be preferred. But in these days the capacity to do mischief by strikes, combinations, &c., increases in proportion to training. (*c*) Very much; a man

with no education whatever must do the merest drudgery. (*d*) Yes. (*e*) We should take a person who had. (*f*) Yes. (*g*) I would, decidedly. (*h*) Would prefer such by all means. (*i*) I would prefer one trained in the common school. (*j*) Always. (*k*) Would prefer the educated always. (*l*) Prefer the educated; not merely on grounds stated above, but the mingling of the children of the poor and depraved with those more favored, tends to impart better manners and higher moral tone. (*m*) We always prefer persons with education over those uneducated. (*n*) Give them the preference by at least 25 per cent. in wages. (*o*) Yes; I should vastly prefer a laborer who had been trained in the common school to one who had not. We would, but never ask that question in employing men. (*p*) Can't answer. (*q*) Of course. (*r*) I should prefer the person trained in the common school.

Question 7. Whom would you, as an employer, choose for positions of trust, such as foremen or superintendents, persons unable to read and write, or those having the rudiments of education, or those possessing a superior education, all other things, such as skill, strength, and fidelity, being equal?

Answers. (*a*) Those possessed of superior education in the business we would engage. Knowledge is wealth, where skill is exercised with fidelity and honor, in a manufacturing business at least. (*b*) Always prefer those who can read and write. Generally the better educated the foremen the better they do, the rule has very many exceptions, however. Common sense and the natural power to manage men are often worth more than the best education. (*c*) The latter; no one can doubt how to answer this question. (*d*) Educated men. (*e*) We should take those, preferring superior education. (*f*) The best educated men of course. (*g*) I should have no hesitation in choosing those who had the best education; I would not employ one unable to read and write in those positions. (*h*) The educated. (*i*) Those possessing a superior education. (*j*) Prefer always the highest education. (*k*) Would in all cases choose those possessing a superior education. (*l*) Prefer the educated, and the more superior the education the better. (*m*) The latter always preferred; would not employ a person who could not read and write for positions of trust, or as foremen or superintendents. (*n*) By far men of superior education. Such men with practical knowledge of our business command almost unlimited salaries. (*o*) In answer to question No. 7, I should say emphatically that those possessing a superior education were the best; and not only that, I should prefer, all other things being equal, the man of the greatest intellectual culture. (*p*) Those possessing a superior education. (*q*) Those that have the highest education. (*r*) Would prefer the educated person. (*s*) Those having a good common-school education.

Question 8. What do you regard the effect of mental culture upon the personal and social habits of workingmen; do they, as a class, live in better houses, or with better surroundings; are they more idle and dissipated than the untaught classes; how will they compare for character, for economy, morality, and social influence among their fellows?

Answers. (*a*) Mental culture elevates the personal and social habits, as a general rule; live in better houses and more comfortable surroundings; as a general rule, they are less idle and dissipated; mental culture, as a general rule, cultivates economy, morality, and gives social influence among their fellows and in the community at large. (*b*) The general tendency of mental culture is to elevate, refine, and improve, and lead to cultivating all the moral and social virtues. (*c*) An educated person seeks to improve his condition at home and in all his surroundings, while uneducated men, as a rule, let things go about as they are. The uneducated are more idle, more addicted to low tastes and dissipation, and certainly cannot have the influence among their fellows that educated men have—"Knowledge is power." (*d*) Improving as to the social and personal habits; yes; less idle and dissipated; superior as to character for economy, morality, and social influence. (*e*) We regard education as elevating; as to their dissipation and idleness, we find that depends largely on their early education and associations; educated persons generally have a pride in being respectable. (*f*) Mental culture improves the personal and social habits of workmen; they live better; are better; take care of themselves and families; know the value of earthly possessions and social position. (*g*) They are better in every respect; they receive better pay, and consequently take pride in their houses and surroundings; idleness and dissipation decrease with them as their mental culture increases; an intelligent mechanic is the peer of any of his associates. (*h*) Of the highest importance; yes; are less so; vastly superior. (*i*) Mental culture refines the personal and social habits of workmen; the educated live in better houses, with better surroundings, than the ignorant; they are less idle and less dissipated than the ignorant; their characters are higher, their economy not very different, and their morality and social influence much greater. (*j*) Tending to the refinement of the men, and largely to the comfort of the employer in his relations with them; always; less; greatly less; well. (*k*) The educated are more sociable, and ready to impart their knowledge and experience to others; have better care for themselves, families, and household; more industrious, provident, and moral; exert a better influence than the uneducated. (*l*) The reply to this question has been somewhat anticipated; but we would say further that the men

in our employ are mostly the best educated, in their respective stations, that we can procure; are encouraged to acquire a little homestead for themselves, and thus become identified with the locality; they send their children to the common schools, and, by receiving their pay weekly, are enabled to pay as they buy, which they are expected to do, and thus keep within their income. (*m*) They live in better houses, and with better surroundings; they are more industrious, because ambitious to accumulate means; the educated always exert an influence over the uneducated, and in all other respects, as referred to, are superior. (*n*) The effects of education, in our experience, are decidedly beneficial; elevating and profitable pecuniarily; the better the education, the less inclined to vice, and the better they live. (*o*) In reply to the first, I cannot believe that education makes much difference as to their personal habits; in reply to the second, I can cite instances to show where the greatest thief lives in comparatively the most thriving style; as to the third, I think there is very little difference as to negro labor. (*p*) Mental culture improves the personal social habits of the men; they live better in every respect; are more industrious; they are more inclined to lay up a portion of their wages; their associations are generally good; they are more respected. (*q*) All in favor of education and mental culture; should any one doubt this in this age? (*r*) Excel them greatly in all respects. (*s*) Those having limited privileges have generally become the most influential; in most cases, within my knowledge, men who have prospered to a greater extent.

WORKMEN'S ANSWERS.

* Browning, J. W., bricklayer, New York.
(*a*) Olum, Thomas, cigar-maker, Syracuse, New York.
(*b*) Coöperative Foundry, manager of, Rochester, New York.
(*c*) Davis, Thomas H., mining and engineering, Massillon, Ohio.
(*d*) Douai, Adolph, printer and editor, New York.
(*e*) Flanagan, John, iron molder, Pittsburg, Pennsylvania.
(*f*) Grogan, James, pianoforte-maker, New Haven, Connecticut.
(*g*) Holstead, Charles H., machinist and carpenter, Mentz, New York.
(*h*) Huston, James E., printer, &c., Elmira, New York.
(*i*) Lainty, James, iron works, Rochester, New York.
(*j*) McCarthy, William J., mining, engineering, &c., St. Clair, Pennsylvania.
(*k*) O'Hara, James, shoemaking, Rochester, New York.
(*l*) Owen, William E., coal mining, Caseyville, Illinois.
(*m*) Ribl, C. H., bricklayer, Indianopolis, Indiana.
(*n*) Shufflebotham, Eli, carpenter, Albany, New York.
(*o*) Saffin, William, iron molder, Cincinnati, Ohio.
(*p*) Simpson, Frank, miller and laborer, Albany, New York.
(*q*) Stockton, Aaron W., ship-builder, Baltimore, Maryland.
(*r*) Vincent, John, printer, New York.

NOTE.—The paper marked with an asterisk (*) will be found in the Commissioner's report.

Question 1. Have you, as a workingman, observed a difference in the skill, aptitude, or amount of work executed by persons, arising from a difference in their education, and independent of their natural abilities?—Answers. (*a*) I have not in the branch of business that I work at, but in other branches, such as carpenter, bricklayer, stone-cutter, and machinist, I have. (*b*) Yes; a material difference. (*c*) I have observed that the educated man is by far superior to the uneducated; at least one-fourth. (*d*) As a type-setter and printer; when I learned the trade in San Antonio, Texas, in a printing office, which was later my own, I found a most decided difference in favor of well-educated persons; not only do they learn the trade faster, but their type-setting is much more correct, and faster, especially when the manuscript is in a foreign language; it is for this reason that German type-setters, educated in Germany, are, all over the world, preferred to those of other nationalities; they are better at work in foreign languages. (*e*) Yes; I consider education as a great assistance in all classes of labor. (*f*) I have always noticed that an educated man can do more work, and do it better when taste has to be displayed, than an uneducated man, in the same amount of time; and the reason is, in my opinion, an educated man takes advantage of a great many circumstances which are not presented to the mind of an uneducated worker; yet, I believe a man can be reared up to any business, and become proficient without an education, though I believe it would increase his powers to have one. (*g*) In laying out work, I have; but none in the handling of tools. (*h*) I have; in our business it is demanded that a person shall have at least a common-school education, and if possessed of the higher branches of study, their progress in labor is more apt. (*i*) I have observed those who have had a good common-school education and taken advantage of it, are at least 10 per cent. better than any others, and earn at least 10 per cent. more. (*j*) I have observed that the skill and services of an educated workingman are superior to those of an

uneducated workingman, independent of their natural abilities. (*k*) I, as a workingman, have observed a difference in the skill of an educated over that of an uneducated person, but not in amount of work executed. (*l*) Have found a wide difference. (*m*) I have; I have seen very good mechanics who had a very limited education; still, one with an education is preferable. (*n*) I have, basing my observations on an experience of over forty years. (*o*) I have; in no business, perhaps, is education so little thought of as a necessity; and yet, in none is the effect of its application so marked as in the business of iron molding. (*p*) I have. (*q*) As to aptitude, the amount or neatness of work done, there is very little difference with the educated or non-educated, except when lines of a peculiar shape are to be obtained. (*r*) In skill and aptitude, yes; in the amount of work, I am unable to state.

Question 2. Where were your observations made; town; State; in what occupation were the laborers engaged?—Answers. (*a*) Syracuse, New York; in the making of cigars in particular, and the building trades and machinists. (*b*) Rochester, New York, manufacturing stoves. (*c*) Massillon, Ohio, and in other States; in mining coal, blasting rock, sinking slopes, shafts, setting pumps, laying track, and carrying air into mines. (*e*) Pittsburg, Pennsylvania, molding in foundery. (*f*) Carving, turning, blacksmithing carriage-making, and various other occupations; in New Haven, New York, Boston, New Orleans, Chelsea, Cambridge, Jersey City, &c. (*g*) Mentz, New York, in machine and carpenter shops. (*h*) Elmira, New York; in printing and other trades, as well as on farms and in State work. (*i*) Rochester, New York; in the iron trade. (*j*) St. Clair, Pennsylvania; mining, engineering, carpentering, and common laboring. (*k*) Rochester, New York; shoemaking. (*l*) Caseyville, Illinois; coal mining. (*m*) In several States; principally in bricklaying. (*n*) In New York and elsewhere; principally among carpenters and joiners. (*o*) In many of the States, and in Canada, my position as President of the International Iron Molders' Union, calling me to many places; in machine, stove-plate, and hollow-ware molding, especially, and in the various occupations depending thereon. (*p*) Albany and other places in New York; among teamsters, millers, farm and day laborers. (*q*) Baltimore, Maryland; ship joining and house carpentering. (*r*) Massachusetts and New York; among printers.

Question 3. Do those who can read and write, and who merely possess these rudiments of education, other things being equal, show any greater skill and fidelity as laborers, skilled or unskilled, or as artisans, than do those who are not able to read and write? And if so, how much would such additional skill tend to increase the productiveness of their services, and consequently their wages?—Answers. (*a*) They do, in some branches. I am not prepared to say how much it would tend to increase their productiveness or their wages. (*b*) I should say 10 to 15 per cent. It would increase their wages one-fourth. They are not so apt to make these disastrous strikes; let the market go down, uneducated men will not believe it, and therefore strike against any reduction in their wages, while the educated portion read the papers, understand the condition of the markets, and know the operators must cease work if men insist on high wages. They are not so apt to get drunk, thereby neglecting their work and their families. The educated are not so rebellious and revengeful if compelled to give up beat on strikes. (*c*) They do show more aptitude, skill, and fidelity than those that are not able to read or write; but it is my opinion that it has little to do with the amount of wages received. As the only way wages are governed is by supply and demand or by strikes, brute force, and not intelligence, is looked for by most employers. Cheap labor commands more respect than educated; the question being how little will you work for? not, are you educated? (*f*) I do not think it would have any influence on a man's skill; and as for fidelity, I think a man's natural honesty and religious training will govern that more than reading and writing. It is some benefit to a man to know how to read, also a pleasure; yet if a man worked in a lumber-yard, reading and writing simply might procure him a situation of overseer over his associates who could not read or write; I don't know of any further benefit. (*g*) I consider that a mechanic must be possessed of a common-school education, and ought to be a good mathematician. An ordinary penman and mechanic, from my own experience and observations, in the work at those trades of which I am a member, such as carpenter and joiner, pattern-making, and millwright, cannot be a profitable man to employ unless he does possess some knowledge of arithmetic and can write; I would not employ one without, to place any responsibility upon him. (*h*) To the first, at least 50 per cent.; their wages would increase in proportion. (*i*) Those who are ignorant of letters are just as faithful servants as the educated, but are not within 10 per cent. as useful, either to themselves or their employers, in a pecuniary point of view, as the educated. (*j*) Those who can read and write show more skill than those who cannot read and write. By being able to read they gain knowledge through reading scientific papers and natural philosophy. A carpenter that is well learned in mathematics, especially square root, can plan and lay out more work in one day than a carpenter devoid of mathematics can do in two. As to the miner that can read, his services are worth more than the miner that cannot; by being able to read, the miner can learn more of the coal strata and its gases than he who cannot, and so be more useful

every way. (*l*) I cannot say that a person who can merely read and write shows any more skill or fidelity than a person who cannot do so. (*l*) I find that education has a great effect on their skill as laborers; places them far ahead and superior to those unable to read and write. In coal mines, as a general thing, it increases the productiveness of their services in several different ways; probably makes an average increase of one-fourth or one-fifth more over the other class. (*m*) Those who have an education do show more skill than those who are unable to read and write, and this superior skill would be worth to them from fifty cents to one dollar per day more than the other class. (*n*) I can unhesitatingly state that those artisans or laborers who have received what I may call a good common-school education have, in general, been more skillful and productive than those who have not had such advantage, or who have willfully neglected the opportunities afforded them. I consider that those who retained the knowledge of their studies at school have proved to be, on an average, 10 per cent. more productive, and consequently deserve an equal amount additional to their wages. (*o*) To the first question, by striking out the words "and fidelity," I would answer, yes, most certainly; my reason for striking out those words, to be as concise as possible, is because education makes a man know and feel, to a greater extent, the wrongs inflicted upon labor, and his fidelity to those whom he considers oppressors should not be relied on. The second question contains an assertion which is contrary to the facts; additional skill and productiveness do not, in many cases, bring additional wages, as can be clearly demonstrated by facts. (*p*) As to those who merely possess the rudiments of education—of reading and writing—and those that do not, there is very little, if any, difference in skill or fidelity, either as common laboring work or as ordinary mechanics; but, in my judgment, the higher a laborer is educated the more useful he becomes to the community in which he lives; it gives him the means of elevating himself, and to increase the productiveness of his services and likewise his wages. (*q*) In the printing business workmen must of necessity be able to read and write. The educated workmen, as a rule, attain the greater skill; such is the impression formed from my own observation. As regards fidelity, the difference, if any, I have failed to observe. I have known instances of the best scholars making no progress at the trade beyond that they have attained after a few months, after working two or three years, simply from the fact that their minds are not on their work. (*r*) A higher degree of education (such as mentioned) would most decidedly increase the ability of the printer to add to the wealth of the community indirectly, and enable him to receive higher remuneration, though not as compositor, but still in the business, editing, proof-reading, superintending, &c.

Question 4. What increase of ability would a still higher degree of education—a knowledge of the arts and sciences that underlie his occupation, such as a good practical knowledge of arithmetic, book-keeping, algebra, drawing, &c.,—give the laborer in the power of producing wealth, and how much would it increase his wages?—Answers. (*a*) It would give a mechanic, such as a bricklayer, stone-cutter, machinist, carpenter, joiner, shoemaker, &c., all the profits accruing from his own labor, for he would then be able to take a contract and do his own work and receive the benefits of the same, which, in my opinion, he is justly entitled to. (*b*) Do not believe that an advance in these higher branches of education would tend to increase a man's ability as a laborer or ordinary tradesman, except in exceptional cases. (*c*) Well, it depends on circumstances; there are times that this class of knowledge would in part be very useful, as in the case of foremen; they should be practical men; for want of this you seldom see a miner acting as superintendent. Arithmetic is very necessary to every miner for keeping account of his coal, adding it up and deducting expenses, so he knows what he has made. We invariably dig coal by the ton or yard, and when one don't understand, they may pay what they please and you know no better. (*d*) Not very considerably at work for wages; a great deal in filling a responsible position besides. The greatest profit I always saw realized by the transition into one's own business. (*e*) Those things may increase the wealth of the employer, but scarcely ever the wages of the man. It makes no difference to Mr. Sampson, of North Adams, if his coolies can read or write; it is low wages and docility he wants, rather than education. No morality entered into his calculations. (*f*) The more thorough a man's education is, particularly in drawing, arithmetic, &c., the better he is fitted for mechanical pursuits. There is one drawback to this; the youth, now-a-days, think it menial to learn a trade or work in a shop if they have the education to make them superior workmen. (*g*) I do not consider that a person must possess a high degree of education to become a skilled mechanic; yet to become a first-class artisan he must understand draughting and arithmetic; one that understands those will of necessity understand all that is required to be a successful mechanic, and would command better wages—say, one-fourth better. (*h*) In my opinion at least one-third. (*i*) It is impossible for a conscientious man to answer this question; the few workingmen who are posted in these things are but isolated cases, and it would not be fair to judge by them. My opinion is that a good mechanical education would add at least 25 per cent. to a man's usefulness in mechanical pursuits. (*j*) The educated miner commands more wages, sometimes

two and three dollars per week; besides the educated miner is not so often injured or burnt as the uneducated miner, unless it is the carelessness of others. The educated carpenter and common laborer generally receives more wages than the uneducated carpenters, some as high as one dollar per day, and laborers fifty cents per day. (*k*) I consider that a person who attains a high degree of education, such as a knowledge of arts and sciences, and a good practical knowledge of arithmetic, bookkeeping, algebra, &c., would increase his ability tenfold and give him an advantage of 25 per cent., in producing wealth, over a person who had not attained that degree of education. (*l*) It would place them on a scale that would enable them to occupy a higher position in society, and enable them to apply for some occupation receiving a higher remuneration than is paid for mere hard or physical work. (*m*) It would give him far superior ability. A knowledge of the above arts and sciences would enable him, for instance, to become an architect, which would increase his pay 50 or 100 per cent. (*n*) These questions I cannot answer with accuracy, from the fact that those who have received a higher degree of education (generally speaking) have ignored mechanical pursuits, except for mere pastime, and turned their attention to what they have considered a more genteel or respectable occupation. (*o*) A molder should have a thorough knowledge of arithmetic, algebra, and drawing; but above all a fair knowledge of chemistry. A man cannot be a thorough molder unless he understands to some extent the chemical properties of sand, coal, iron, and lime; a thorough knowledge of which would enable him to produce the same quantity of castings as he does now, with at least one-third less labor; but as I before said, it would not necessarily increase his wages. (*p*) I should say it doubled his power of producing wealth. (*q*) These branches are of much importance. It enables the mechanic to have at his command at any time the means of developing those arts or sciences that his mind is the most adapted to, and to increase his power of producing wealth, not less than 100 per cent., and that of his wages from 100 to 300 per cent. (*r*) Yes; how much, I cannot state.

Question 5. Does this and still further acquisitions of knowledge increase the capacity of the workingman to meet the exigency of his labor by new methods, or in improvements in implements or machinery; and, if so, how much does this inventive skill add to the power of producing wealth?—Answers. (*a*) It does. I cannot say to a certainty how much it adds to the power of producing wealth. (*b*) I think it does; but the last question is too indefinite to admit of answer. (*c*) It would be a hard matter to say how much, for I have not seen the improvements used in this country; but a better knowledge of new methods would certainly add greatly to production, and there must naturally be room for other improvements where there are steam power and pumps used, doors, air-ways, fans, and what we call pushers; and if these fail oftentimes, the mines lay idle for weeks, where, if practical, educated men were there, it could be fixed in a few minutes, natural consequences being the trouble. (*e*) I do not think that an education is sufficient to meet this case; I think inventions can only be made by persons who thoroughly understand the business for which they want to make the improvement; but a first-class education always helps, even in that; yet, I do not think it essential. (*f*) Practical experience only makes a skilled mechanic. A man may be possessed of all the book-learning that the brains of ten men may be capable of holding, and know all the theories of a trade, and until he puts that knowledge into practical use, such as manipulations with the tools required in that trade, it amounts to nothing, consequently would not add one cent to the country's wealth; he is nothing but a non-producer, living on what others create. (*h*) The greater the knowledge of the workingman is the greater the wealth of the country is, for every new and good invention creates wealth. Show me an educated people, and you will find a wealthy and thrifty people. An educated workingman, in my estimation, is really worth more than one-fourth in value to the community. Ignorant workingmen are generally poor. (*i*) To the first, I answer, yes, undoubtedly. To the second, I ask you to compare the amount of work done at the present day by a given number of mechanics, and that performed forty years ago by the same number; my experience is, that it has doubled, at least, by means of improvements in tools. A further acquisition of knowledge may increase the ability and capacity of a person, I may say I am sure it would, but I don't think it would all center in his inventive powers. (*j*) It does; it adds considerable to the power of producing wealth. How much, I cannot state, exactly. In coal mines it would often save a deathly disaster too often occurring from ignorance. (*k*) It does; but in what capacity it increases I am unable to state, as in my trade there is no machinery used, except for hoisting materials, which is a saving of 50 per cent., or more; but from my observations in other branches of trades, I have no doubt that the use of machinery adds to the power of producing wealth enormously. (*l*) It does; providing that he has the good sense not to ignore his occupation, but strives to ennoble it by his wisdom as well as his skill, consequently his power of producing wealth cannot easily be estimated, but would really be very great. (*m*) This question is best answered by reference to statistics. It is well known that all labor-saving machinery is concocted in the brain of the educated laborer, but for forty years it has resulted in neither less hours for labor, or less physical labor to the laborer; the educated laborer of

to-day works as hard and as many hours as the laborer forty years ago. The "labor saving" being money only in the hands of those who labor not. (*p*) Knowledge increases the capacity of the working man. It brings into active operation his inventive skill. It enables him to invent and make improvements on implements of machinery of all descriptions, and in particular those natural powers propelled by steam, and it adds to the power of producing wealth not less than 50 per cent. This has been my observation among the working men. (*r*) Yes; how much, I cannot state.

Question 6. Would a person who had been trained in the common school be generally preferred for the ordinary uses for which labor might be employed, over one who had not enjoyed that advantage?—Answers. (*a*) He certainly would. (*b*) By all means; I am sure they would. (*c*) I have noticed it, I could say, hundreds of times. (*e*) Yes; he may be preferred, as he will be better able to receive instructions from an employer and carry them out intelligently. (*f*) Certainly. (*g*) Yes, by all means, for the fact is demonstrated, and a fool observes it. (*h*) By all means. (*i*) Yes; certainly it costs an employer less to superintend educated mechanics than it does illiterate ones. (*) An educated workingman would have the preference, for his employer could reason more with him in regard to wages and duty than he could with the uneducated. (*k*) I don't know if it would make any particular difference whether he was educated in a common school or a select school. (*l*) Yes; in almost every case, although some employers will employ uneducated men for the sake of saving money, but they are but few. (*m*) He undoubtedly would in most cases. (*n*) As a general thing he would. (*o*) Employers with souls, generally want men of education, but thousands of employers want men without education, simply because they can still further degrade them without danger of resistance. (*p*) They certainly would. (*q*) Such persons, to do ordinary labor, would not be preferred over one not enjoying that advantage; this I have seen verified in many instances.

Question 7. From observations you have made, whom do you consider best fitted for positions of trust, such as foremen or superintendents, persons unable to read and write, or those having the rudiments of education, or those possessing a superior education, all other things, such as skill, strength, and fidelity, being equal?—Answers. (*a*) An employer would choose for positions of trust, such as foreman or superintendent, an educated person. I know of no business that an uneducated person would be competent to take charge of in the capacity of foreman or superintendent. (*b*) Those enjoying an education preferred. (*c*) A man with practice, and a superior education, must be, or have an assistant, who is superiorly educated; but for foremen they are apt to pick some man with more animal blood coursing in his veins than Christian refinement, in order that he may bully men and trample upon them; this causes men to retaliate when they can, (natural for Americans.) Education would be a benefit in such instances. (*d*) An employer will always prefer an educated man for foreman or superintendent, as an uneducated man is almost worthless in that capacity. (*e*) He would certainly choose a person of superior education, if all other qualities were equal. (*f*) An employer would not choose a person for positions of trust who could not read or write. I have yet to live to see one in such a place who does not possess a common-school education. A man in my trade would be considered insane who would choose such a person as foreman. (*g*) That would all be owing to circumstances. Some men possessed with only a limited education can discharge the duties which they are selected for, to better satisfaction than others superior to them, better posted in the higher branches. Aptness ofttimes fits men to a business that books cannot. Honesty and fidelity cannot be acquired from but one book. (*h*) An employer generally chooses an educated man for his superintendent, for they are usually the best in our country. I find that the best superintendents and mechanics are well educated. I know some men that were asked to be superintendents, but when their answer was given that they could not read or write, they were told they would not suit; that alone unfitted them for the position. (*i*) My experience is that those of the highest education are preferred for all places of trust. (*j*) I am of the opinion that the employer would prefer a person with a pretty fair education; I don't think it would require a superior education to fill either positions of foreman or superintendent if the person was any way smart. (*k*) Those employers who understand their business always employ superintendents or foremen out of the ranks of the educated. (*l*) He would choose one for his superior education to fill the position of foreman. A person who is unable to read or write could not fill that position; he must not only be able to read and write, but must have a knowledge of figures to enable him to take a plan and lay of a building for others to work. (*m*) I think those having received the rudiments of education (and improved them) would be preferable to those having received a superior education. Mechanics unable to read or write would not, except in exceptional cases, be chosen for positions of trust, foremen, or superintendents. (*n*) An employer, with a thorough knowledge of his business, desiring a superintendent, would want a man, the best educated he could get. As the schoolmaster should be able to teach his scholars, so with the superintendent—he should be thoroughly educated; I have seen cases to the contrary, where the great desideratum in a superintendent was his ability to tyrannize over his supposed

inferiors. (*o*) Those having a superior education. (*p*) Those possessing a superior education would have the preference over the others, for various reasons. The educated person could estimate for work to be done by contract, and produce a correct drawing of the same; and also in executing a job, each person working has a drawing of his particular part, therefore; in my opinion, the superior educated has the advantage, and his employer the benefit of his education as superintendent of his business. (*q*) Qualifications being equal, the better educated would be selected.

Question 8. What do you regard the effect of mental culture upon the personal and social habits of persons who have been in your employ? Do they, as a class, live in better houses, or with better surroundings? Are they more or less idle and dissipated than the untaught classes? How will they compare for character, for economy, morality, and social influence among their fellows?—Answer. (*a*) The educated workingman is by far the best citizen; he is not so dissipated; is no more idle or lazy than the uneducated; as a class they live in better houses; their homes are more comfortable, and their children, as they grow up, are better members of society. It is my firm belief that the largest share of the criminals in this country are the children of uneducated parents. (*b*) There is no rule to cover the last questions. Should incline to think that good houses are generally inhabited by persons of more or less education, but in the course of my experience I have met with comparatively well-educated fools, drunkards, and worthless characters. (*c*) The social habits of educated workingmen are by far better; they live in better houses, eat better food, and it does not cost them so much as it would others for inferior food by mismanagement and not buying in the proper season; they have better surroundings, and are not as idle, or dissipated; as for character, public opinion has whipped it out from among coal miners, and judges the whole class by the actions of a few uneducated rascals. An educated man, being a miner, is very great among his fellow-miners; they will believe him before any one else. We need education. I am president of the Miners' Benevolent Association in my valley. Most of our people being of foreign birth, are more or less uneducated. I am Welsh, but coming here at eleven years of age, am more fortunate then my fellows. (*d*) My experience is altogether confined to German working people, who have, as a rule, some mental culture; they are, as a class, respectable, and quite a number are fond of reading, studying, thinking, and improving their minds generally; there always has been a goodly proportion of inventive talent among them; they find it, however, harder from year to year to find a livelihood, wages tending downward in comparison with prices of first necessities; their social standing and their earnings are, on an average, in proportion to their mental culture. (*e*) I look on education as the lever by which man is raised from mere beasts of burden or machines, to be rational thinking men, good, patriotic citizens, good husbands and fathers, while ignorance is brutalizing, has no character, little morality, and no influence among its fellows. In trade organizations intelligence always takes the leader's part. (*f*) They always live in better houses, handsomer surroundings; I think as a general thing they are just as dissipated, and are not as economical as the untaught classes, nor so moral; at least such is my experience wherever I have been. (*g*) I regard the mental culture of the mechanic and laborer as of vast importance. The better educated, that is, practical education, the more refined the workmen; they do live in better houses, with better surroundings; are not dissipated or idle; for it is a fact that in the State of New York, only one in ten confined in our State prisons, penitentiaries and jails, come from the mechanic and laboring class. As to individual character, morals, and social influence, it depends upon their daily walk and talk; their skill; their education is not looked to. It is men of truth and interest that lead in all branches of trade; these are the men that are employed first; and if a scarcity of labor is felt, then comes in the balance. Another point I wish to call your attention to is this: the less hours a man labors the more he becomes refined, lives better, the more inventive becomes his mind, and the result is, more labor-saving machinery comes into use, and therefore more wealth is added to our country. Look back for the last half century and realize the giant strides that have placed the producing classes upon the high plane of moral and social refinement that they now occupy; we work less hours now than then, are paid better wages, enjoy more luxuries, and intemperance is fast leaving the ranks of the producing classes. Not until the producing class can still have their hours of labor reduced to the shortest possible space can the nation look for that refinement in that class that all Christian nations aspire to. (*h*) If workingmen are treated as equals, they will never abuse that equality. As a general thing they are not idle, because circumstances will not permit it. The better education a man possesses, the more avenues for labor are opened for him; and if, in addition to this, he possesses a good name, and natural common sense, a good living, if not prosperity, will be his. Having been a laboring man for twenty-five years, I still do not complain; yet, there are others that do, and have a cause. (*i*) I regard mental culture in the most favorable light, and as far as my experience goes it improves the habits of our workingmen. If a man cannot read he will in times of excitement go to the corner grocery or saloon for his information, and there is exposed to intemperance, more than the man that stays at home and reads his paper. You

might, we think, very appropriately have added another question to the foregoing, as follows: "How, in your opinion, would a reduction of the hours of labor affect the workingmen, and the commercial and mechanical interests of the country?" I have seventeen men working for me, and I consider this one of the most important questions of the nineteenth century; I will not venture an opinion at this time, but suggest that in future inquiries it would be highly proper to put such a question. (*j*) The educated live in better houses, their morals and character are better, their economy is greater; and also their sociability and influence are, to a large extent, greater, and dissipation less. (*k*) To this I would say that seven-tenths of those receiving a common-school education are less addicted to dissipation than those who did not get such an education, and if they do become dissipated they are easier reformed than an uneducated person, because they can see their folly clearer and quicker. I know it to be a fact that workingmen who received a common-school education live in better houses, and, as a general thing, are more tasty and economical than those not so fortunate. I consider that the more intelligence is infused into the minds of the masses, the better it would be for the community at large, and if I could have my way I would have a law, that every child should be compelled to attend school until he or she was sixteen years old—a portion of each year at least. (*l*) I think education and mental culture has a great effect on the habits of workingmen; they, (the educated,) as a general thing, occupy better houses; their homes are surrounded by all the comfort that lies in their power; they are more industrious than the other class, and have more influence among their fellow-men, as they generally respect themselves, and are respected by all others. (*m*) It makes them more ambitious to excel as workmen; they, as a class, do live in better houses, and they strive to procure a home of their own; they are not idle; they will compare very favorably; they possess greater influence with their fellow-workmen. (*n*) I consider that mental culture has a tendency to make him, not only a better Christian, but a better man; such also live in better houses, with better surroundings; they in general are temperate, and economical, moral if not religious, and they are in general looked upon by their fellows as superior to themselves, and are generally appointed to places of trust and honor. (*o*) Mental culture creates the desire for better homes, better surroundings, and a willingness to labor to accomplish it; our prison statistics will show their dispositions as compared with the ignorant; their characters will compare with the highest in the land, and a reference to trade-unions will show their influence. But all is lost in the knowledge that a corrupt government legislates entirely for capital, and nothing for honest labor. (*p*) The effect of mental culture upon the workingmen is a benefit; they have formed libraries, reading-rooms, and societies of useful knowledge; they, as a class, live very respectably; their surroundings are plain, neat and comfortable; they are in general of industrious habits; their characters will compare with any class of citizens. There is of course a portion of dissipation among the workingmen, but not to any more extent than any other class of persons. (*q*) That they are more sociable and make better citizens; that they live in better style; that they have more regard for the rights of others, and are not as idle and dissipated as the untaught; and that their morals are much better, and they are more economical, and their influence is very beneficial on those around them, is certainly true. (*r*) The effect is highly beneficial; I am confident they do. They are not quite the contrary; they will compare well.

OBSERVERS' ANSWERS.

(*a*) Baird, Henry Carey, industrial publisher, Philadelphia, Pennsylvania.

(*b*) Cutter, Stephen, New York Prison Association, and as ship-builder, 228 East Twelfth street, New York.

(*c*) Douai, Dr. Adolf, printer, editor, and teacher, 1397 Broadway, New York.

(*d*) Lewis, J. R., (for Governor Bullock,) State commissioner of education, Atlanta, Georgia.

(*e*) Stone, Elisha, in the coal mines, Mahoney Plains, Pennsylvania.

* Tousey, Sinclair, publisher and news agent, New York.

Question 1. Have you observed a difference in the skill, aptitude, or the amount of work executed by persons, arising from a difference in their education, and independent of their natural abilities?—Answers. (*a*) Yes; I have. (*b*) I have; and I have consulted other mechanics who have employed workmen and they bear the same testimony. (*d*) Have observed a difference. (*e*) Yes.

Question 2. Where were your observations made? Town? State? In what occupation were the laborers engaged?—Answers. (*a*) At Philadelphia, Pennsylvania, and indeed throughout my experience of many years, and especially in impressions I have received from contact with mechanics coming to my establishment—industrial publishing. (*b*) In the city of New York; as ship-joiners. I carried on the business of a ship-joiner from 1831 to 1860, in the firm of Youngs & Cutter, employing at times nearly

* NOTE.—An asterisk denotes that the reply is incorporated in Commissioner's report.

two hundred men. (*c*) In Georgia; in almost every department of labor. (*e*) In Schuylkill County, Pennsylvania; in the coal mines and men working about a colliery.

Question 3. Do those who can read and write, and who merely possess these rudiments of education, other things being equal, show any greater skill and fidelity as laborers, skilled or unskilled, or as artisans, than do those who are not able to read and write? And if so, how much would such additional skill tend to increase the productiveness of their services, and consequently their wages?—Answers. (*a*) As regards the first question, I should say yes, (except, perhaps, as laborers;) but the second, it seems to me, it is quite impossible to answer with any degree of accuracy. (*b*) I answer yes unhesitatingly as to artisans, and, so far as I have been able to judge, of laborers also; and possessing the above qualifications would make them worth from one-quarter to one-half more. I know many who possess a natural mechanical ability, but education gives power to such in greater proportion. I have never known it to fail, where persons whose education had been neglected and their native genius had placed them in position, but mourned over this deficiency and felt that it crippled them. (*d*) Yes; even so much education is worth 25 per cent. increase in wages to the possessor, and much more to the employer and community. (*e*) About 25 per cent.

Question 4. What increase of ability would a still higher degree of education—a knowledge of the arts and sciences that underlie his occupation, such as a good practical knowledge of arithmetic, book-keeping, algebra, drawing, &c.—give the laborer in the power of producing wealth, and how much would it increase his wages?—Answers. (*a*) Perfect accuracy or even an approximation to it I consider impossible to give in an answer. (*b*) I think it would increase the ability very much; how much, would depend upon the kind of business. (*d*) It would increase his ability fourfold, and his wages (average) more than 100 per cent. (*e*) About 40 per cent.

Question 5. Does this and still further acquisitions of knowledge increase the capacity of the workingman to meet the exigency of his labor by new methods or in improvements in implements or machinery; and if so, how much does this inventive skill add to the power of producing wealth?—Answers. (*a*) Here is a point, in my opinion, for a full, and even hot, controversy. Too much education of a certain sort, such as Greek, Latin, French, German, and especially book-keeping, to a person of humble antecedents, is utterly demoralizing in nine cases out of ten, and is productive of an army of mean-spirited "gentlemen," who are above what is called "a trade," and who are only content to follow some such occupation as that of standing behind a counter, and selling silks, gloves, bobbins, or laces, or to "keep books." After a good deal of observation, and more especially during thirteen years past that I have been a pretty close student of social science, I have arrived at the conclusion that our system of education, as furnished by law, when it goes beyond what in Pennsylvania is called a grammar school, is vicious in the extreme—productive of more evil than good. Were the power lodged with me, no boy or girl should be educated at the public expense beyond what he or she could obtain at a grammar school, except for some useful occupation. "The high school" of to-day must, as I believe, under an enlightened system, be supplanted by *the technical school*, with possibly "shops" connected with it. A boy who graduates at the Philadelphia High School is not provided with the means of earning a living at any occupation in which he is likely to engage, except book-keeping, teaching, or shop-keeping, or tending, and possibly law, or theology. We are manufacturing too many "gentlemen" and "ladies," so called, and demoralization is the result. What good do Greek, Latin, French, German, &c., do to a counter-skipper in a retail dry goods shop? Advertise to-morrow in "The Public Ledger" for a book-keeper, and 100 or more answers would come in 24 hours. I did so two or three years since, and at 2 p. m. of the first day I had received 55 replies, and abandoned the search, or rather the Ledger letter-box. The brightest boy who has graduated at the high school for years, was at the head of his classes from his entry into the preliminary schools, throughout his course in the high school, and up to the final hour, is now a clerk in a printing office in this city. Such a boy—this boy, and I know him well—has the capacity to work himself up to the head of the largest mining operation, the greatest iron works, or the grandest consolidated railroad monopoly in the country, had he ever been put upon the track, but, thanks to our barbarous system of public education, he will probably finish his career as a clerk, or at best as a successful buyer and seller of merchandise. Were I in the position of General Eaton, I would commence a crusade against the ignorance of our educators, and I would bring the people to a proper recognition of "*what knowledge is most worth*," as Herbert Spencer has so well and truly sung, or these ignoramuses should have the satisfaction of lopping off my official head. (*b*) I would answer this in the affirmative, but how much is a difficult question to answer. (*c*) There can be no doubt that even a slight degree of education is of some pecuniary value to the laborer, a higher one even more so. But the reason or cause why it is so, is by far less that employers prefer to deal with educated laborers, or that they can afford to pay higher wages to such than to illiterate ones, or that the laborers themselves are, by education, enabled to perform their work more advantageously, cleverly, or faithfully. All these considerations and causes hold good to some extent,

and yet they do not, as a rule, fix the rate of wages or earnings. Exceptions to the rule are too frequent. One class of exceptions is that of highly educated persons, whom want of capital and dearth of independent stations in life doom to the slavery of wages. Their wages are, on an average, lower than those of less educated men and women engaged in mechanical, or even unskilled, labor. Especially in New York, there are *thousands* of well-educated men and women, who seek and find a most precarious and scanty livelihood with their pen, or their address and wits in literary, theatrical, teaching, and agency pursuits; because they are either unable or unwilling to engage in better paid mechanical and unskilled labor. This is the case, not in the United States only, but also, now-a-days, in many countries of Europe, owing to the rapid development of "capitalistic production," and an unjust state of things in society. Thence it appears, that the chief benefit of education to the laborer is not to be sought and found in one or all of the above-named causes, but in his *unwillingness* to submit to all the behests and humiliations of capital, and the upper classes of society, in his yearning for independence, in his shunning, as much as possible, dependent positions, and service to others. It is because education tends toward diminishing the number of persons competing for wages at any kind, even the worst paid, of labor, and thus checks the constant downward tendency of wages, that education is chiefly beneficial. Diminishing the number of slaves, or of persons willing to enter servile conditions, means diminishing slavery and servitude. Take away subjects, and there are no kings; abolish stupidity, drunkenness, and coarser vices of all kinds, and there is no class who can thrive on taxing, "exploiting," profiting from these vices. And it is exactly for this reason that European governments, now-a-days, *discourage* a higher degree of general popular education; they are well aware of the growing tendency of the wages-class toward a social and political revolution. This is the secret reason why they have so long fawned on Bonaparte's rule in France, which has so visibly succeeded in demoralizing the nation of the French and other nations. Aye, education, not only in the alphabet, catechism, and the multiplication table, but a general popular education in the full meaning of the word, is the *panacea* for all the social evils and injustices; because it renders men less submissive to evils of human creation, which may be remedied by human efforts. It is not the ability of all working men to read, write, and cipher, which improves the social and political condition of the human race to any considerable extent—or else the Chinese, who can read, write, and cipher, to a man, would be the happiest of mortals in their socio-political relations. It is the progress of science and art, with their paramount influences on technics, civilization, and the habit of *independent thinking* of every individual, which render the socio-political condition of white working men infinitely more humane and progressive than that of the Chinese. And it is the progress of technics and invention, which, by centralizing, on the one hand, capital in the hands of fewer and fewer persons, and thus sowing the seeds of intolerable social and political mischief and injustice, must, on the other hand, act as its own antidote, by clashing with the growing spirit of independence of the working classes. (*d*) Yes; immeasurably. (*e*) About 75 per cent.

Question 6. Would a person who had been trained in the common school be generally preferred for the ordinary uses for which labor might be employed, over one who had not enjoyed that advantage?—Answers. (*a*) Yes, generally. (*b*) Without exception. (*d*) Always. (*e*) Yes.

Question 7. Whom would an employer generally choose for positions of trust, such as foremen or superintendents, persons unable to read and write, or those having the rudiments of education, or those possessing a superior education, all other things, such as skill, strength, and fidelity, being equal?—Answers. (*a*) Most assuredly those having the most thorough education, if they will accept any such position. (*b*) I cannot understand how a person unable to read and write could fill the position of foreman or superintendent—he must possess wonderful native qualifications to induce me to select him; the rudiments at least being indispensable, I consider the better the education the more he is worth, giving due consideration to the responsibility assumed or delegated. (*d*) The best educated man. (*e*) The most educated.

Question 8. What do you regard the effect of mental culture upon the personal and social habits of workingmen? Do they, as a class, live in better houses, or with better surroundings? Are they more idle and dissipated than the untaught classes? How will they compare for character, for economy, morality, and social influence among their fellows?—Answers. (*a*) Mental culture is certainly elevating in its tendencies, unless it elevates a man above a proper calling; it tends also to give pride and energy, and leads to good social influences among their fellows; but as for economy, much is to be said on both sides. (*b.*) 1st. To elevate them and give them self-respect. 2d. They will seek to live in better houses and generally command a better helpmate, and then seek better surroundngs. 3d. As a general thing they have a stimulus to improve their minds, and therefore do not have the idle time that leads the untaught classes into that kind of company that begets dissipation; and this places them, in the 4th place, far above the others in all the social qualities as a citizen. (*d*) Education refines and elevates every man morally and mentally, and ought to physically; he not only has

the ability but the desire for better surroundings; works more with head and hands and with better aims; more economical because more ambitious to accomplish something; more strictly moral, because he better appreciates his duties towards God and his fellows, and his social influence ever increasing as knowledge gives him power. (*e*) 1st. Yes. 2d. No. 3d. Difference as much as between black and white.

ADDITIONAL REPLIES.

[The following answers to the several inquiries sent out are inserted here, having been received too late to be arranged *seriatim* with those preceeding them.]

EMPLOYERS.

(*a*) Butler, W. R., planter, Murfreesboro, Tennessee.
(*b*) Carey, E. M., planter, Van Wert, Georgia.
(*c*) Cummings, John, shoe manufacturer, Woburn, Massachusetts.
(*d*) Goodwin, C. J., agent Indian Orchard cotton mills, Springfield, Massachusetts.
(*e*) Trumbull, R. J., planter, Shipnorth Landing, Mississippi.
(*f*) Harris, B. J., planter, Sparta, Georgia.
(*g*) McCalla & Stavely, publishers, Philadelphia, Pennsylvania.
(*h*) Vaiden, Dr. C. M., planter, Vaiden, Mississippi.

Question 1. Have you employed a number of persons as laborers? What town, state, character of the labor?—Answers. (*a*) Farm labor, negro and white. (*b*) Colored farm labor. (*c*) Manufacture of shoes, skilled and unskilled, native and foreign. (*d*) Manufacture of cotton cloth. (*e*) Farm labor, black and white. (*f*) Freedmen, white managers, mechanics of both castes. (*g*) Printing and other work incidental to publishers. (*h*) To plantation labor.

Question 2. Have you observed a difference in skill, aptitude, or amount of work executed by persons you have employed, arising from a difference in their education, and independent of their natural abilities?—Answers. (*a*) As to the handling of farm implements or picking cotton, I have not. (*b*) I have. (*c*) I have always found that the value of the amount produced was nearly in proportion to the amount of education possessed, whether the work required skilled or comparatively unskilled labor. (*d*) I have. (*f*) Have never had an educated freedman in my employ. He is a man whom I have never seen. There are a few who can read and write a little, but they are no better laborers than their untaught brethren. (*g*) We have not employed persons unable to read and write. (*h*) But few can read, and those are no better than the uneducated at the labor I give them to execute.

Question 3. Do those who can read and write, and who merely possess these rudiments of an education, other things being equal, show any greater skill and fidelity as laborers, skilled or unskilled, or as artisans than do those who are not able to read and write; and if so, how much would such additional skill, &c., tend to increase the productiveness of their services, and consequently their wages?—Answers. (*a*) Not perceptible in any farm labor. The best labor I have ever employed were sprightly darkies, unable to read or write. (*b*) Yes, those that can read or write have more forethought, and begin to think for themselves. Increase it one quarter. (*c*) I do not find from my experience that the mere learning to read and write, without the mental training that comes from the exercise of these attainments adds much to the value of the labor or the amount produced. I have always found the most ignorant portion of my labor to be the least profitable, and the least reliable. (*d*) As a rule those who can read and write learn more quickly, are more faithful, more constant at their work, and where the work is done by the "job" or "piece" will invariably earn from 10 to 15 per cent. more than those who cannot. (*f*) They do not; on the contrary, if I have observed correctly, a limited education in most cases is hurtful. Good "mother-wit," or native intellect, is far more advantageous when combined with principle or integrity of character. (*h*) My business is that of a planter, and I do not believe education adds efficiency to my African labor in the cotton-field. They have to be instructed in the cultivation of cotton and corn, and every change in the seasons. They have to be looked after, so as to conform to one's wishes to proper cultivation. They are a forgetful race, prone to carelessnes, and have to be impressed every day in the right mode, no matter what their past instructions and experiences have been.

Question 4. What increase of ability would a still higher degree of education—a knowledge of the arts and sciences that underlie his occupation, such as a good practical knowledge of arithmetic, bookkeeping, algebra, drawing, &c., give the laborer in the power of producing wealth, and how much would it increase his wages?—Answers. (*a*) In every department of business his ability would be increased with his education, save the monotonous, easily-acquired routine of duty on the farm. (*b*) Arithmetic would add much. (*c*) From my observation, I think such an education would double the value of the product; as when such labor is employed the product is not only much increased; it requires less attention from the superintendent, and the work is much

more uniform, the expense on tools and machinery is much lessened. (*d*) A good practical knowledge of arithmetic, &c., becomes a necessity to a man who would act as foreman or assistant in any department of our business. I have men under my own observation, who, from long experience, have become *good practical* workmen, and are only debarred from acting as foremen of their departments for lack of education. (*e*) Acquisition of knowledge does increase inventive skill; I cannot estimate its worth. (*f*) I speak of the farm laborer only. A thorough knowledge of the sciences that underlie his occupation would add greatly to his wealth-producing power. I should say at least 50 per cent., and would increase his wages as a mere laborer to that extent at least. As a superintendent or manager, 200 to 300 per cent. As a mechanic 100 or 200 per cent. Fidelity would diminish or increase his power in a ratio corresponding to its possession. (*g*) Better education would undoubtedly increase the value of a printer's work; but it is not practicable to state the additional value with precision. Such rudimentary knowledge of foreign languages as will enable a compositor to set the types will increase his pay about 10 per cent. (*h*) Education would improve those who follow trades, and education enough to know on settlement whether cheated or fairly dealt by, would be an advantage both to employers and employed, and where it can be bestowed, it is right for it to be done.

Question 5. Does this and still further acquisitions of knowledge increase the capacity of the workingman to meet the exigency of his labor by new methods, or in improvements in implements or machinery; and if so, how much does this inventive skill add to his power of producing wealth?—Answers. (*a*) Few inventors do any good to the South. (*b*) Yes, certainly one-fourth. (*c*) Where much machinery is used, an increased knowledge or mental cultivation would add much to the amount produced. The more wisely a machine is directed, the better, as well as the more, does it produce. Such a mind would be much more likely to make new machines, or improve those already in use. I think, under such circumstances, it would add one-third to the value of the labor. (*d*) The only way that this "higher degree of education" would benefit the laborer in a cotton mill, would be in enabling him to fill a higher position. (*e*) To the first question I answer, *certainly;* provided there is no deficiency in industry and in the application of his knowledge. Second. On the condition named, it would double or treble his wealth-producing power in his individual capacity. His influence for good would extend to all around him, and add greatly to his value and usefulness. This I cannot determine. (*g*) We have no doubt that thorough instruction in the principles of the sciences greatly facilitates the labor of printers; but in what degree their productive power is increased we cannot state precisely. (*h*) With white laborers I dare say it would, but with the African the tendency is not so great. The negro, under the constant influence of the white man, does well; but as soon as deprived of it, his tendency is to barbarism or degeneracy.

Question 6. Would you prefer, or not, a person who had been trained in the common school for the ordinary uses for which labor might be employed, over one who had not enjoyed that advantage?—Answers. (*a*) Prefer the uneducated sprightly negro on the farm, but for other uses the person who had been trained in the common school preferred. (*b*) Yes. (*c*) Most certainly. (*d*) Most certainly those who had been trained in the common school. (*f*) I would in mechanics, but working in a cotton-field would give no preference either way. (*g*) We would prefer a person trained in any school which imparts knowledge, to one entirely uninstructed. (*h*) I am indifferent on this subject. Character would have more influence with me than a common-school education. I regard "a little learning a dangerous thing."

Question 7. Whom would you, as an employer, choose for positions of trust, such as foremen or superintendents; persons unable to read or write, or those having the rudiments of education, or those possessing a superior education, all other things, such as skill, strength and fidelity, being equal?—Answers. (*a*) An honest man, with the rudiments of education, would be my choice. (*b*) One who could read and write, rather than one who could not read and write; and also, rather than the latter, who would (on a farm) not be contented, and aspire too much. (*c*) Such as had the best education in the department of labor for which I desired them. (*d*) All other things being equal, the better the educators the better fitted the man for any position of trust. (*f*) The man of superior education, of course, all other things being equal. (*g*) We greatly prefer the best educated men. (*h*) I would prefer a man with just enough education to discharge his duties rapidly, to one who knew nothing educationally, or one whose brain was filled with science. Give the negro a scientific education, and from that moment I would expect him to ignore every species of labor, even at the risk of starvation.

Question 8. What do you regard the effect of mental culture upon the personal and social habits of persons who have been in your employ? Do they, as a class, live in better houses, or with better surroundings? Are they more or less idle and dissipated than the untaught classes? How will they compare for character, for economy, morality and social influence, among their fellows?—Answers. (*a*) Mental culture certainly improves the personal and social habits. That they live in better houses, or with bet-

ter surroundings, is hardly perceptible. Education has little to do with dissipation. The educated compare favorably with their fellows. (*b*) The effect is to see the importance of industry, and honesty in dealing. They reason upon the causes and effects on the crops, and endeavor to get homes and land. Discountenance the petty stealings from their employers, which was preached once to them as a duty, to steal from their *owners* as no harm. The black man or negro, in this locality, gets no help from the white man, and the only way he gets his children taught is, during the two months that the crops lay by he pays 50 cents or $1 for each pupil to a partly-educated black man, who only reads and writes poorly. (*c*) I have found those who were the best educated generally the most industrious, the most skillful, the most reliable, and the most economical. Such are always the most self-governed. (*d*) Persons who have received *something* of an education, no matter how limited, will be found with better surroundings, and less idle and dissipated; and for character, economy, and social influence, far superior to the untaught class. (*e*) Education does improve their condition, especially socially. There is very little being done for the negro here. The school meets in a building given them by northern men for a church. A white man who undertook to teach was threatened and driven away. No fund ever reaches here from the State, and I suppose the Peabody cannot help this only periodical school. The black man wants help and encouragement to learn the simple rudiments for his protection from the designing white farmers and land owners that cannot themselves read or write. The *poor* white is lower than the black man without education. The black man is ready and willing to help himself if he *can* buy the land, and has help and assurance of sympathy. Objection is had to sell the black land and give good title. (*f*) The effect of mental culture is generally good. As a class, they live in better houses, &c. They are not less idle and dissipated than the untaught. For character, economy, morality and social influence, they are superior to the ignorant and untaught. Good morals and industrious habits are as essential as a good education. No amount of education can compensate for a want of these great elements of character. (*g*) Mental culture is generally accompanied by better morals and a better social condition than is seen in uneducated persons. (*h*) I have had, since the surrender, as many as 200 freedmen on my plantations, many of whom can read, and some write. There are some lazy ones, and some industrious ones among this class, and none are over-industrious.

WORKMEN.

(*a*) Cameron, Hugh, Lawrence, Kansas.
(*b*) Coffin, Allen, printer, Washington, District of Columbia.
(*c*) Maglathin, H. B., farmer and carpenter.
(*d*) Myers, Isaac, (colored,) shipwright, Baltimore, Maryland.
(*e*) Phelps, A. W., joiner and mason, New Haven, Connecticut.
(*f*) Redstone, A. E., machinist and miner, Vallejo, California.
(*g*) Walter, George F., harness-maker, Cincinnati, Ohio.

Question 1. Have you, as a workingman, observed a difference in the skill, aptitude, or amount of work executed by persons, arising from a difference in their education, and independent of their natural abilities?—Answers. (*a*) I have observed a marked difference in the skill, aptitude, and amount of work done by men and women who were ignorant or educated, and the difference has always been in favor of the educated, other things being equal. (*b*) I have; and the difference is in favor of educated mechanics or laborers. (*c*) I have. (*d*) My association with skilled and unskilled, or educated or uneducated labor, justifies me in saying the skill and amount of work of one workingman over another depends almost entirely upon his education. (*e*) I have noticed a difference in the worth and value of men's labor by reason of their education. (*f*) With those who are educated, among mechanics, I have noticed a decidedly better execution, a greater amount accomplished, because he works more intelligently, has more confidence. (*g*) Yes.

Question 2. Where were your observations made? Town? State? In what occupation were the laborers engaged?—Answers. (*a*) In various towns and States, all occupations, and, particularly, in the Army. (*b*) Boston, Massachusetts, and Washington, District of Columbia. Printing of every description. (*c*) In Duxbury, Massachusetts, and chiefly in agriculture, and in sawing boards and shingles. (*d*) Principally Baltimore City, Maryland, among ship carpenters, calkers, house carpenters, painters, brick-masons, and common laborers. (*e*) In New Haven, Connecticut, among joiners and masons. (*f*) In Indiana and California, and elsewhere. In machine manufacture and mining, both as machinist and miner. In every place it requires education to do mechanical labor. (*g*) At Cincinnati, Ohio, and among harness makers.

Question 3. Do those who can read and write, and who merely possess these rudiments of education, other things being equal, show any greater skill and fidelity as laborers, skilled or unskilled, or as artisans, than do those who are not able to read and write? And, if so, how much would such additional skill tend to increase the productiveness of their services, and, consequently their wages?—Answers. (*a*) They do, and would tend to increase productiveness, &c., in the same ratio that the rudi-

ments of an education bear to a thorough education. (*b*) Yes; and the laborer who can even tell what time it is by the clock is of more value than one who is dependent upon others for his knowledge of time. I have found that the more ignorant the workingmen of any locality are, the less regard have they for time. The increased productiveness of laborers who can merely read and write may be *one-tenth* over laborers who are ignorant of the alphabet, other things being equal. (*c*) Those who possess the rudiments of education are more skillful and trustworthy than those who are not able to read and write. The additional skill and fidelity tends to an increase of productiveness of fully 25 per cent. (*d*) My observations are that workingmen who can read and write show greater skill, perform more work in the same length of time, command better pay than those of the same occupation who cannot read and write. They are generally worth 25 per cent. more than their fellow uneducated workmen. The combination of trades-unions, that forces the same rate of wages for all men of a particular trade, very often deprives this class of men of their real worth, the wages being regulated, not by the qualification of workingmen, but by the supposed necessity of the members, which are rated equal. (*e*) I think those who read and write show greater skill and are more reliable, and, I should think, would increase their worth at least 30 per cent. (*f*) I can say, from my observations, that it is a benefit to both skilled and unskilled labor to have any advantage, even by knowing how to read, and does materially increase the productiveness of labor; much time is often saved upon work by men even knowing how to read and write, and often 50 per cent. is gained. (*g*) First clause: Yes; 2d clause: 50 per cent.

Question 4. What increase of ability would a still higher degree of education—a knowledge of the arts and sciences that underlie his occupation, such as a good, practical knowledge of arithmetic, book-keeping, algebra, drawing, &c.—give the laborer in the power of producing wealth, and how much would it increase his wages.—Answers. (*a*) It is difficult to give definite answers to these questions, but my opinion is that there would be 50 per cent. in favor of the man with a thorough knowledge of the arts and sciences that underlie his occupation. (*b*) In printing a book on the subject of *geology*, a corps of printers who have studied the subject and are familiar with the terms employed in that department of science, will accomplish the work in *four-fifths* of the time required by printers who have no knowledge of the subject. The same ratio will hold good in regard to the printing of the other sciences, or even in the printing of a tax sale. A well-educated mechanic is worth to a community, in the power of producing wealth, two times as much as an ignorant laborer, without knowledge of mechanics. (*c*) I should say, would give 20 per cent. additional power of producing wealth. (*d*) A good, practical knowledge of the arts and sciences that underlie the various trades and occupations would furnish instruments to the workingman to increase doubly the productiveness and quality of the material, add 50 per cent. annually to the nation's wealth, and increase his wages 25 per cent. (*e*) It would certainly increase his power for accumulating money, and, I should think, would increase his wages 30 per cent. (*f*) A still higher degree would add 100 per cent. in many cases, and would be beneficial to all, averaging, in my mind, 37½ per cent. (*g*) 25 per cent. additional to the above, (2d clause.)

Question 5. Does this, and still further acquisitions of knowledge, increase the capacity of the workingman to meet the exigency of his labor by new methods, or in improvements in implements or machinery? And, if so, how much does this inventive skill add to the power of producing wealth?—Answers. (*a*) Yes, at least one-half. (*b*) Yes; a knowledge of the principles of the *lever*, the *pulley*, the *cam*, the *cog*, and the *ratchet*, &c., adds to the value of a pressman *one-third* over one who simply knows how to run a printing press, both in his ability to prevent and repair accidents to machinery. Such knowledge adds to the power of producing wealth *one-third*. (*c*) It usually does, and, in general, adds fully 40 per cent. to the power of producing wealth. (*d*) Having a theoretical and practical knowledge of the mode or science, he very naturally becomes inventive, both in the machinery used to produce, as well as in the extended uses of the articles produced. In comparison with the present condition of the workingmen of the United States, it will add to the power of producing wealth at least 30 per cent. (*e*) I should say more than half. (*f*) It does decidedly give the educated workman every advantage, in every possible way the question may be put. It is positively essential that the operator of machinery, in all its uses, shall have a balance of mind that the access to books only gives, before wearing out life in practice and experiment, (ignorant.) Educated men understand machinery by plans and drawings, &c. (*g*) Yes.

Question 6. Would a person who had been trained in the common school be generally preferred for the ordinary uses for which labor might be employed, over one who had not enjoyed that advantage?—Answers. (*a*) Yes, a self-evident proposition, an axiom. (*b*) Yes, even by uneducated employers. (*c*) Yes. (*d*) My experience in the employment of help, both in skilled and unskilled labor, is that an educated man is preferable, certainly more profitable. (*e*) Yes, decidedly so. (*f*) Yes, all other things being equal.

Question 7. Whom would an employer generally choose for positions of trust, such

as foremen or superintendents, persons unable to read and write, or those having the rudiments of education, or those possessing a superior education, all other things, such as skill, strength, and fidelity, being equal? Answers. (*a*) The one having the most thorough education, unless the employer might be an exception to the rule. (*b*) Persons possessing superior education. (*c*) Those possessing superior education. (*d*) It is a necessary qualification that a foreman be a man of education. If he has not, it very often requires the employment of an additional clerical force. A foreman of superior education and superior skill, as a general rule, will either become partner, or accumulate means sufficient to establish business on his own account. (*e*) Certainly the educated. (*f*) A man or person without any education is almost totally unfit for the positions named above. I have seen disastrous results in several cases by a contrary experiment, or following the plan of employing those without education, even as far down as switch-tenders for railroads. (*Vide* recent accident on Western Pacific Road in this State.) The man could not read, and life was sacrificed, property destroyed, more than he could earn in a lifetime. (*g*) A person having the superior education.

Question 8. What do you regard the effect of mental culture upon the personal and social habits of workingmen? Do they, as a class, live in better houses or with better surroundings? Are they more idle and dissipated than the untaught classes? How will they compare for character, economy, morality, and social influence among their fellows?—Answers. (*a*) I regard the effect of mental culture upon the habits of workingmen as good. They may or may not live in better houses, but are generally more industrious and less dissipated than the untaught, and will compare for morality, &c., favorably. (*b*) Mental culture creates wants which the uneducated know nothing of; it is the supply of these wants which embellishes civilized life; hence, educated workingmen live in better houses, eat better food, and wear better clothes than their less-favored fellows. They occupy advanced ground in regard to the virtues of life and are less addicted to the vices; hence, they become leaders among their fellows. At the late session of the National Labor Congress, held at Cincinnati, Ohio, August 1870, while I did not make temperance a subject of inquiry among the representative workingmen from widely-diversified industries and sections of country, yet I remember with pride that on no occasion were the deliberations of the congress disturbed by any delegate under the influence of strong drink. Many of the leading delegates I often heard refuse the false compliments of the drinking custom, and the delegates from California assured me that the men prominent in the workingmen's societies on the Pacific coast were almost entirely temperance men. (*c*) The effect of mental culture upon the habits of workingmen is to make them more moral and refined; they live in better houses; less disposed to be idle or dissipated, and compare favorably in all good influences among their fellows. (*d*) Socially the workingmen are divided into two classes—the educated and the uneducated. Their style and habits of domestic life differ materially. The educated have a disposition to live on wide streets, in fine houses, and make a fair external appearance. The rapid changes in the fashions of society seem to have demoralized all classes of workingmen. The wages of workingmen generally will not admit them to meet the demands of society in the fitting of the wardrobes of their families; hence very few of either class consider the question of economy. The effect of the fashions upon the society of the working classes, if continued at its present speed, in ten years will wipe out every shade of morality. (*e*) As a class they are better to do in the world, and I should say not as idle or dissipated as the uneducated—stand higher in society. (*f*) Very superior personal appearance; social habits improved; live in better houses, fixed with more taste and beauty; more of their time is spent in adorning with taste; less dissipated than the untaught and uneducated. It is among the uneducated that we find 70 per cent. of the drunkenness and debauchery, say nothing of the great amount of degradation and crime. Nothing but a good system of education can remove these last results. (*g*) (1 clause.) It is an advantage. (2 clause.) Yes. (3 clause.) No. (4 clause.) Favorably.

These are the opinions, also, of the Harnessmakers' Union of Cincinnati.

OBSERVERS.

(*a*) Douglass, Frederick, editor and lecturer, Washington, District of Columbia.
(*b*) Thomas, Charles, Cincinnati, Ohio.
(*c*) Trumbull, Robert J., Skipwith Landing, Mississippi.

Question 1. Have you observed a difference in the skill, aptitude, or amount of work executed by persons, arising from a difference in their education and independent of their natural abilities?—Answers. (*a*) I have observed a difference. Educated persons, as a general rule, work with greater coolness, system, steadiness, and precision. (*b*) I have, and believe that education aids a man. (*c*) Made at Skipwith's Landing, in Mississippi.

Question 2. Where were your observations made; town; State? In what occupation were the laborers engaged?—Answers. (*a*) My observations have been unprofessional, and have extended over several States and to different kinds of labor, especially the

coarser kinds, on the wharves and in some of the handicrafts. (*b*) In many towns and several States; a large variety. (*c*) Principally as laborers in cotton, and almost entirely negroes.

Question 3. Do those who can read and write, and who merely possess these rudiments of education, other things being equal, show any greater skill and fidelity as laborers, skilled or unskilled, or as artisans, than do those who are not able to read or write; and, if so, how much would such additional skill tend to increase the productiveness of their services and consequently their wages?—Answers. (*a*) It is impossible for me to fix the precise difference in the value to employer of the labor of educated persons as against that of uneducated persons, but I have no doubt that the difference is largely in favor of the labor of educated persons, while to the persons themselves the difference is vastly in favor of those who are educated. They do their work more easily, with less bodily exertion, and are generally in better condition for work. I have noticed that educated men know better how to dispose of their energies, make fewer false motions, and otherwise economize their strength. (*b*) The condition of laborers is governed by circumstances, of course; but, "other circumstances being equal," the laborers who can read and write certainly have a decided advantage. (*c*) Among negroes there seems to be no advantage of education, as thus far it has been used, when possessed by a few individuals in the community, to acquire influence over their fellows for vicious purposes. I may also add that there is little desire among them now for education, parents preferring to use the services of their children in cultivating crops rather than sending them to school.

Question 4. What increase of ability would a still higher degree of education, a knowledge of the arts and sciences that underlie his occupation, such as a good practical knowledge of arithmetic, bookkeeping, algebra, drawing, &c., give the laborer in the power of producing wealth, and how much would it increase his wages? Answers. (*a*) As a matter of course, the more thought a man can bring to the aid of labor the better for himself and for his employer. He who labors by practice does well, but he who combines theory with practice does better. The more knowledge a man has the greater will be his mastery over both theory and practice. I might venture to sea with a man knowing the theory of navigation, but never with one destitute of such knowledge, though he were a good practical sailor. (*b*) All depends on the individual. If his organization is right, education will help him in all he undertakes; but if not, all the education you can give, if a person lacks system and energy, does not make him produce more, or of more value. (*c*) With a superior degree of education, doubtless there would be great improvement; but without moral culture, which is entirely wanting with the black race, but little advantage can be gained from such education as they now have or will acquire.

Question 5. Does this and still further acquisitions of knowledge increase the capacity of the workingman to meet the exigency of his labor by new methods, or in improvements in implements or machinery; and if so, how much does this inventive skill add to the power of producing wealth?—Answers. (*a*) My answers to this question is more or less implied in all I have said above. Ignorance clings steadily to the old way of doing things, however clumsy or awkward; while intelligence more easily discovers a better way, and more readily adopts the new against the old. (*b*) Answered in the preceding question. (*c*) No experience in this respect.

Question 6. Would a person who had been trained in the common school be generally preferred for the ordinary uses for which labor might be employed over one who had not enjoyed that advantage?—Answers. (*a*) I think he would. If an educated man could find no better employment than digging a ditch, I should expect to find that work better done than by an uneducated person. (*b*) I think not, as a general thing. (*c*) Yes; provided he had industry. But our experience is, that with the negro, the more ignorant the better laborer.

Question 7. From observations you have made, whom do you consider best fitted for positions of trust, such as foremen or superintendents, persons unable to read and write, or those having the rudiments of education, or those possessing a superior education, all other things, such as skill, strength, and fidelity, being equal?—Answers. (*a*) Everything that tends to increase the dignity and self-respect of a man tends to increase his fitness to fill important stations of trust. An educated man may, despite his education, be a rogue; but the natural tendency of education is to make men honest and faithful in their dealings. (*b*) Skill, strength, and fidelity might be equal, but to do business as a superintendent, or foreman, or an agent, a person should have system and force of character; and if he has not those qualifications, superior education has an advantage. (*c*) The state of morality among all classes in this country is such, that fidelity is more valuable than all other acquirements.

Question 8. What do you regard the effect of mental culture upon the personal and social habits of workingmen? Do they, as a class, live in better houses or with better surroundings? Are they more idle and dissipated than the untaught classes? How will they compare for character, for economy, morality, and social influence among their fellows?—Answers. (*a*) In all that belongs to the social well-being of working-

men, the educated workingman has the advantage. His taste is higher and purer, his house is larger and cleaner, and the good effects of education are seen all around him. (*b*) I believe education elevates, and consequently carries with it a moral responsibility which untaught persons do not, as a general thing, possess. Therefore, I would say educate, educate the whole human family. (*c*) With respect to negroes, we have no experience, as they have no mental culture worthy of the name. Superficially educated white men are less valuable as laborers, and less responsible than negroes.

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ILLITERACY IN THE UNITED STATES.

Notwithstanding the number and variety of schools, public and private, elementary and of higher grades, and the consequent general education of our people, there are now, as there have been, vast numbers who cannot even read and write. The census tables of 1840, 1850, and 1860 bring to light facts on this subject which ought to arrest the earnest attention of every American citizen.

The first statistics upon this subject for the United States were gathered and published in the national census of 1840. It returns 549,850 white persons over twenty years of age unable to read and write. In 1850 this number had increased to 962,898; and in 1860 it had swelled to 1,126,575. To this number should be added 91,736 free colored illiterate adults, and 1,653,800 adult slaves, now free, and we have the alarming aggregate of 2,872,111, or nearly three millions of our adult population, reported as wholly unable to read and write.

But, as much more than half our population are under twenty-one, and as there has been no corresponding increase of educational facilities, there must be, and is, a still larger number, more than three millions, of young persons who are growing up in ignorance to fill the ranks of illiteracy as the older ones pass off the stage; so that more than six millions of the American people constitute a *bookless* class, shut out from direct access to this main source of knowledge. Not counting the million and a half of these under ten years of age, who cannot yet be said to be illiterate, (though they are on the high road to it, unless something more efficient is promptly done to save them,) we have one and a half millions of illiterate youths to add to the three millions of illiterate adults, or four and a half millions of youths and adults actually illiterate. They themselves can make no use of our Bibles, our printed constitutions and laws, our various instructive books, or our newspapers, the great agency of popular information, but must depend upon others. To their blind eyes the light from the printed page and the daily sheet is darkness. They have received no direct benefit from all our public and private schools, or from the large sums given or appropriated for school purposes. Those who *have* learned to read have been reached directly by these appropriations and benefactions. Cannot something effectual be done for these millions who have been, and still remain, unprovided for and out of reach?

It may be said, "A large proportion of these are negroes, recently slaves." But they are *men*, ignorant men, women, and children; and they themselves, and we all of us with them, must suffer the evil consequences of this ignorance, if it cannot be, if it is not removed. But, besides them, there are more than a million and a half (1,700,000) illiterate white youths and adults, and another half million of children under ten, growing up to (must it be?) hopeless ignorance.

But some say, "They are mostly foreigners, from countries where, in the interests of despotism, the people are kept in ignorance." This is true of only a small portion of the emigrants from Europe, nearly all the European states from which most of them come having efficient systems of public schools. Besides, our illiterate are, most of them, native-born. In 1860, according to the census, there were, of our illiterate adults, but 346,893 of foreign birth, while there were 871,418 native-born. The foreign-born illiterate are found chiefly in the States containing our great commercial cities, (as Massachusetts, 45,000; New York, 96,000; Pennsylvania, 37,000;) especially in the East. In the West and many western cities the immigrants, being chiefly Germans, can read and write their own language. In California the Chinese are not to be included in the number of those who cannot read and write. A writer in one of our leading magazines has recently said that "the first Chinaman unable to read his own language has yet to make his appearance in California." The superintendent of public instruction of the State of New York, in his special report in 1867, says, "travelers and missionaries, and men connected with foreign embassies, are agreed in saying that about all the male population of China can read and write. But the women are neither sent to school nor educated at home." It is well known that, by law, all the offices of government, the greatest civil advantages, and the highest honors, are given only to those

who excel in the schools and in the national literary examinations. These are open to all, and it would seem that all, or nearly all, the boys in the empire start in the race to obtain these prizes, and that they acquire some rudiments of an education before they give up the attempt. But all over *our* country we have vast numbers of native-born citizens who cannot read—over 1,300,000 adults and youths, and nearly 500,000 children growing up untaught. It is to be remembered, too, that the freedmen, now citizens, are also native-born.

But it has been said, "They are chiefly in those States where there are no common schools, in the South—'poor whites,' kept down by institutions and influences which have now been swept away." There are, indeed, thousands of illiterate "poor whites" in the South, as shown by the census. In 1860 there were in South Carolina 15,000 adult native whites who could not read; in Georgia, 43,000; in Alabama, 37,000; in Mississippi, 15,000. And in the next tier of States north it was worse; in North Carolina, 68,000; in Virginia, 72,000; in Tennessee, 67,000; in Kentucky, 63,000; in Missouri, 50,000. But still further north, where the influences of slavery were not directly felt, and where systems of education, public and private, have been long in operation, there are still many thousands of this unfortunate class; in Pennsylvania, 36,000; in New York, 20,000; in Ohio, 41,000; in Indiana, 54,000; in Illinois, 38,000; in Iowa, 13,000; in California, 11,000; and even in the oldest section of the country, where common schools have been in operation from its earliest settlement, there are one or two thousand in each State, too many to be accounted for by the incapacity of certain classes to be taught. Such a fact forces the inquiry as to the sufficiency and efficiency of the means, facilities, and methods of instruction employed.

Thus it appears that this immense evil, our weakness and our disgrace, extends among our native population as well as among those of foreign birth; in the North as well as in the South, both in the East and in the West; in the old States and in the new, from Maine to Georgia, as well as from Maine to California. It is a wide-spread national calamity.

It has been also a *growing* evil; it has grown with the growth of the population. Indeed, from 1840 to 1850 it grew faster than the population. Not only did the gross numbers increase from 550,000 to nearly a million, but the per cent. of illiterate increased from 9 per cent. in 1840 to 11 per cent. in 1850. And, although in 1860 it was reduced again to 9 per cent., where it was in 1840, so that, apparently, taking the whole twenty years together, illiteracy has not grown faster than the population, still it has held its own; the numbers have increased from 550,000 adult white illiterate, to 1,127,000; the per cent. remains the same. It is probable that the return to 9 per cent. in 1860 is due to real progress by earnest Sunday-school or similar efforts to teach the illiterate to read, or by the improving condition of some of our States, and is not due, as some have feared, to preconcerted and combined plans to reduce the numbers returned from some States to a minimum, and thus wipe off the stigma of ignorance exposed by previous census returns, and that the country is not taking such fearful backward strides in the direction of proportional, as well as absolute, illiteracy.

The facts above stated come down only to 1860. Now, in 1870, the absolute numbers, the great army of the illiterate, must have greatly increased. Whether the per cent. has diminished or increased we have yet to learn. The effect of the late war in aggravating and extending the sources of illiteracy will appear in the census of 1870 and 1880, and must be severly felt in its dire influence in this direction upon our social and political life. The opportunity and the stimulus given to the education of the freedman cannot compensate, in one generation, for so much evil. The grand, heroic, and eminently successful efforts of the teachers of the freedman and their liberal supporters have accomplished wonders. But what are these among so many? Taking all who are reported as taught to read, the number is hardly enough to keep up with the natural increase of the population. But even this is better than was done for the illiterate whites in the whole country from 1840 to 1850 and 1860. If the increasing illiteracy of the blacks has been arrested, that of the whites has not yet been checked. Such an evil demands all our wisdom to devise ways and means to arrest and remove it, and all our zeal and energies to put them in execution.

So far the facts have been given simply as they stand in the census. But it is well known, to those who have investigated the subject, that these are far below the truth. Hardly any who can read and write will report themselves, or be reported, as unable to do so, while many who cannot read would not like to be so set down in the census. This is natural, and must too often be the fact. Horace Mann judged himself within bounds when he added to the figures of the census on this point, "only 30 per cent. for its *undoubted* under-estimates," and he raised the number 550,000 for 1840 to 700,000. In corroboration of this he quotes from the message of Governor Campbell, of Virginia, in 1839, statements derived from the most reliable sources, the court records of five city and borough courts, and ninety-three county courts, (out of one hundred and twenty-five counties in the State,) to the effect that "almost one-quarter part of the men applying for marriage licenses were unable to write their names." The census report for 1840 gave 58,787 illiterate white adults in Virginia; Governor Campbell's

proportion would raise the number to 82,489, or 40 per cent. more. From such facts as this, and from careful comparisons of the census reports for the several States, and for the several years 1840, 1850, and 1860, there can be no doubt that the figures of the census may be relied on as much below the painful truth.

But there is a further view to be taken of this question. There are large numbers of persons who can read a little, but who read so imperfectly, and with such hesitation and difficulty, that they *do not* read at all. They are practically, if not absolutely, illiterate. There are many words that on account of our irregular and difficult spelling they cannot understand, and many more that they make out slowly and with great difficulty. The attempt to read is to them so profitless, so dull, and so laborious, that they give it up, and make little or no use of books and newspapers.

Altogether, this question of illiteracy in our country is a most serious one. The more closely we look at it the more serious it appears. If the reports of the census are ever to be anything more than useless columns of figures, to be neglected and cast aside as rubbish, if the great facts so laboriously accumulated and extensively published are ever to become living and operative, it would seem that such statistics and such facts as these ought to arrest the most earnest attention of the nation, and to lead to the most determined and energetic efforts to remove so great and so dangerous an evil.

Twenty-eight years ago, when the fact, then just revealed by the census of 1840, that more than half a million, or 9 per cent. of our adult white population, could not read and write, was first published to the country, it produced a profound sensation. Those of us who then read it in the journals of the day, with any interest in the intelligence and welfare of our country, will remember the impression it made on our own minds, and the comments of the public press. We who had cherished our educational advantages as a precious inheritance from our fathers, and had been accustomed to regard this as a favored land of common schools, academies, and colleges—a land of Bibles, tracts, and Sunday-schools—a land of books and newspapers in the hands of an enlightened and free people, were startled by this unexpected announcement. More than half a million of our free citizens were utterly illiterate; in South Carolina, in Alabama, in Missouri, about 20,000 each; in Georgia, in Illinois, in Pennsylvania, 30,000; in Ohio, 35,000; in Indiana, in Kentucky, 40,000; in New York, 45,000; and nearly 60,000 in North Carolina, in Tennessee, and in Virginia; in all, more than a twelfth part of our adult white population, and then there were all the slaves. It was a painful, a mortifying, and a dangerous state of things; *how* dangerous, we have since learned by terrible experience in our late destructive war, which would never have come upon us had we been a nation of readers.

In no State was this revelation more fitly and earnestly considered than in Virginia. Without looking at the motes in a brother's eye, without attempting to explain away or palliate so great an evil, without seeking a wretched comfort in the almost equal numbers and larger percentage of illiteracy in some other States, or the still greater ignorance in the mother country, she set herself earnestly to consider her own condition and seek a remedy. An educational convention was called to meet in Richmond, December 9, 1841, and nothing that was said or published at the time is more worthy to be remembered than these words of James M. Garnet, in his address before that convention. After stating that "long ago a few individuals had earnestly asked for such a convention," he adds:

"But these efforts, few and far between, fell still-born from the press, and, if my memory fails me not, obtained no friendly response from any quarter whatever. This, I verily believe, would still be the case had it not been for the startling fact, disclosed by our late census, that there are nearly sixty thousand of our white population, over twenty years of age, who can neither read nor write. The publication of such a fact throughout the United States—a fact so replete with reproach, degradation, and disgrace to Virginia—has effectually shamed and alarmed us all." "The excitement which has resulted in producing the present convention, has given rise to many suggestions in our public journals, which evince how sincerely and deeply their authors feel the political as well as the moral evils that are the necessary consequences of the totally unlettered state in which so large a portion of our people have been found."

Soon after this a public school system was established in Virginia, as was done about the same time in North Carolina. But, notwithstanding all that was done in these and other States, the evil of illiteracy seems not to have been remedied, or even materially arrested, though it must have been in a measure checked in some districts.

The alarming increase in the numbers and in the per cent. of the unlettered class in 1850 produced little impression on the public mind, and led to no corresponding or adequate efforts. And when, in 1860, this dark cloud was spreading wider over the face of the country, if not deepening in gloom, hardly any public notice was taken of its threatening aspect. The quick feeling and prompt action of (at least a few States in) 1840 were gone. Why was there such apathy and inaction when there was so much more to do, and so much more need of it?

The causes and remedies of this, and of our illiteracy itself, have been the subjects of long-continued and anxious attention, and will be considered in connection with the

several views which follow. These have been prepared in the hope of arresting public attention to these facts, and of leading to some effective course of action. To this end they are respectfully laid before the American people.

TABLE I.—*White persons over twenty years of age who could not read and write in* 1840.

Alabama	22,592	Maine	3,241	Pennsylvania	33,940
Arkansas	6,567	Maryland	11,817	Rhode Island	1,614
Connecticut	526	Massachusetts	4,448	South Carolina	20,615
Delaware	4,832	Michigan	2,173	Tennessee	58,531
Florida	1,303	Mississippi	8,360	Vermont	2,270
Georgia	30,717	Missouri	19,457	Virginia	58,732
Illinois	27,502	New Hampshire	942	Wisconsin	1,701
Indiana	38,100	New Jersey	6,385	Dist. of Columbia	1,033
Iowa	1,118	New York	44,452		
Kentucky	40,018	North Carolina	56,609	Total	549,850
Louisiana	4,861	Ohio	35,394		

Table I is taken from the "Compendium of the Sixth Census," (1840,) p. 99. It presents but a single fact with regard to each State, (all that this census gives directly,) "the number of white persons over twenty years of age who cannot read and write;" there are no distinctions of nativity, color, or sex. It needs no special explanation.

It is arranged on the page so as to be conveniently compared with the tables and views which follow.

In Table IV the numbers of illiterate whites at twenty years of age, "aged twenty and under twenty-one," are given for 1840, as well as for 1850 and 1860.

In Table V the numbers of illiterate whites "aged twenty and over;" (that is, combining those *at* twenty with those over twenty,) are given for the year 1840. Tables I and V for 1840 correspond with tables II and III for 1850 and 1860, but could not be incorporated with them without needlessly extending them over more space than could be given conveniently in these pages.

In View I the relative numbers of illiterate adults in the several States in 1840, as recorded, (in Table I,) are brought out to view so as to be seen and better appreciated.

TABLE II is taken from the "Compendium of the Seventh Census," (1850,) p. 145, and from the volume of the Eighth Census, (1860,) on "Mortality and Miscellaneous Statistics," p. 508. Those two pages furnish not only the numbers of illiterate whites over twenty years of age, but the numbers of male and female, of colored as well as white, of native and foreign, illiterate, and the figures have been taken and brought together, and arranged here in this table. In addition to this, the difference between the numbers of male and female illiterate has been computed, and set down in a column under the head of "Excess," or "Ex.," (the numbers of female illiterate being generally in excess.) Where the number of females is *less* than the number of males, the sign (—) is placed before the figures. The number of illiterate females to every 100 males has also been computed, and set down in a column under the head of "R." (ratio.)

EXPLANATION.—Opposite to the name of each State are two sets of figures, or numbers, in each column; the *upper* numbers are for 1850, the *lower* for 1860. Thus, in 1850 there were in Alabama 13,163 white male illiterate; 20,594 female; excess of females, 7,431; or 156 females to every 100 males. In 1860 there were 14,517 males; 23,088 females; 8,571 more females than males; or 159 males to every 100 males. In California, in 1850 there were 3,356 *less* females than males, or only 21 females to every 100 males. In 1860 there were 4,681 *less* females than males, or 60 females to every 100 males.

By this arrangement all the statistics on the two pages of the two volumes of the Census Reports for 1850 and 1860 are brought together on one page, and so combined and connected that the figures for the two years, for the several States, and for the different classes of illiterate, may be readily compared with each other.

TABLE III is derived from the "Compendium of the Seventh Census," (1850,) pp. 151, 88, 89, 82; 145, 52, 104; 150, (152,) 60, 45; from the volume of the Eighth Census, (1860,) on "Population," pp. 592–3, 594–5, 606–7, 624, 631, 639, 647; and from the volume of the same census on "Mortality and Miscellaneous Statistics," p. 508.

All the important facts and numbers relating to illiteracy recorded on the above pages are brought together, arranged, and set down in this table so as to be readily compared with each other. Additional numbers of importance are computed from them, and arranged in their proper places in the table. Finally, all the percentages (the chief object of this table) which seemed necessary have been carefully computed and arranged in the same way.

The table of percentages (CLV, p. 152, "Compendium," 1850,) was first resorted to as furnishing a condensed view of the more important facts. But it appeared that the first four columns of that table give only ratios between the number of illiterate *adults* and the whole number of persons of *all ages*, ratios of very little value, and not percentages; and that in columns 5, 6, and 8 the whole number of *adults aged twenty and over* (over 19) was compared with the number of *illiterate aged twenty-one and over*, (over

20,) not a true per cent., but a ratio of less value. Moreover, the most important column (5) was found, on examination, to be quite inaccurate. It appeared necessary, therefore, to compute the percentages anew, in order to obtain an accurate and reliable view, and a just comparison and valuation of the several classes of facts in each and all the States.

In order to compare the numbers of illiterate and adults of the *same age*, and thus get a true and valuable percentage, it was necessary either to compute the number of adults over twenty (21 and over) to compare with the number of illiterate of those ages as given on p. 145, "Compendium," (1850;) or to compute the number of illiterate over nineteen (20 and over) to compare with the number of adults of those ages as given on p. 151.

It was judged best, as well as found practical and convenient, to compute the numbers both of illiterate and adults *at* twenty years of age, (20 and under 21,) as this would furnish either of the numbers needed for comparison, and would also give the numbers of persons annually coming to be of age (21) without the ability to read, and swelling the vast numbers of totally illiterate adults in our country. Also, as the census tables everywhere group the population by decades, ("20 and under 30," &c.,) it was thought best to compare the adults "twenty and over" with the illiterate "twenty and over." This has accordingly been done in this table.

In making these computations, I have had the invaluable assistance of Henry M. Parkhurst, the astronomer and mathematician, whose skill and accuracy enable me to speak with confidence of their correctness. I also know them to be reliable from my own personal proving. They are as reliable as the data furnished by the census would allow them to be. Those data, I think, for all practical purposes on this subject of illiteracy, can be depended upon, with the single exception of the estimated per cent. (60) of foreigners who are adults. (See "Compendium of Seventh Census," pp. 150, 151, 152.) But there were no means of ascertaining the exact percentage; and besides, this per cent. (60) was used in computing the numbers of adult foreigners for 1850 taken from p. 151 of that "Compendium;" I therefore used it in computing the numbers of foreign adults for 1860. The per cent. must be about 80. The effect of this will be shown in detail in connection with the Views of Percentage, particularly Nos. 13 and 15. As some persons may wish to know exactly how each of the numbers (especially in Tables III and IV) was taken or computed from the pages of the census referred to, a particular statement of the modes of computation is given on another page.

Table III may be compared with Table II, which gives the numbers "over 20," (21 and over,) while this gives the numbers over 19 (20 and over.) It may also be compared with Table IV, which corresponds with column 7, native and foreign white, and in which the numbers *at* 20 are given for 1840, 1850, and 1860, and the per cent. for all these years; and with Table V, which corresponds with the same column, and gives the statistics of native and foreign white for 1840; also with Table VI, (see View 8,) which gives the statistics of adult slaves and total illiteracy for 1840, and corresponds with columns 10 and 11 of Table III.

Table IV.—This table is prepared for the double purpose of showing, as exactly as the data of the census reports enable us to give them, how many illiterate and adults are annually becoming of age, (21,) (facts of great interest in several connections;) and of comparing the per cent. of the three years 1840, 1850, 1860. Its sources and relation to column 7, Table III, are referred to in the three preceding paragraphs.

The arrangement will be readily understood, it being on the same plan as that in Table III, the figures for the several years being placed in their order opposite the name of each State.

Table V.—This table and its relations to the others are explained in the preceding paragraphs and in the margin. Taken with Table VI, it completes Table III, by giving the statistics of 1840, for which there was no room in that table.

TABLE II.—*Persons over twenty years of age who cannot read and write.*

	Years.	White.					Free colored.					Native.	Foreign.	Total.
		Male.	Female.	Excess.	Ratio.	Total.	Male.	Female.	Excess.	Ratio.	Total.			
Alabama	1850	13,163	20,594	7,431	156	33,757	108	127	19	118	235	33,853	139	33,992
Do	1860	14,517	23,088	8,571	159	37,605	192	263	71	137	455	37,302	758	38,060
Arkansas	1850	6,810	10,009	3,199	147	16,819	61	55	—6	90	116	16,908	27	16,935
Do	1860	9,379	14,263	4,884	152	23,642	10	13	3	130	23	23,587	78	23,665
California	1850	4,237	881	—3,356	21	5,118	88	29	—59	33	117	2,318	2,917	5,235
Do	1860	11,835	7,154	—4,681	60	18,989	497	207	—290	42	704	11,509	8,184	19,693
Connecticut	1850	2,037	2,702	665	133	4,739	292	275	—17	94	567	1,293	4,013	5,306
Do	1860	3,405	5,083	1,678	149	8,488	181	164	—17	91	345	925	7,908	8,833
Delaware	1850	2,012	2,524	512	125	4,536	2,724	2,921	197	107	5,645	9,777	404	10,181
Do	1860	2,838	3,823	985	135	6,661	3,056	3,452	396	113	6,508	11,503	1,666	13,169
Florida	1850	1,736	2,123	387	122	3,859	116	154	38	133	270	3,834	295	4,129
Do	1860	2,378	2,963	585	125	5,341	48	72	24	150	120	5,150	311	5,461
Georgia	1850	16,552	24,648	8,096	149	41,200	208	259	51	125	467	41,261	406	41,667
Do	1860	16,900	26,784	9,884	158	43,684	255	318	63	125	573	43,550	707	44,257
Illinois	1850	16,633	23,421	6,788	141	40,054	605	624	19	103	1,229	35,336	5,947	41,283
Do	1860	24,786	33,251	8,465	134	58,037	632	695	63	110	1,327	39,748	19,616	59,364
Indiana	1850	26,132	44,408	18,276	170	70,540	1,024	1,146	122	112	2,170	69,445	3,265	72,710
Do	1860	24,297	36,646	12,349	151	60,943	869	904	35	104	1,773	55,903	6,813	62,716
Iowa	1850	2,928	5,192	2,264	177	8,120	15	18	3	120	33	7,076	1,077	8,153
Do	1860	7,806	11,976	4,170	153	19,782	92	77	—15	84	169	12,903	7,048	19,951
Kansas	1860	1,228	1,776	548	145	3,004	25	38	13	152	63	2,695	372	3,067
Kentucky	1850	27,754	38,933	11,179	140	66,687	1,431	1,583	157	111	3,019	67,359	2,347	69,706
Do	1860	28,742	38,835	10,093	135	67,577	1,113	1,350	237	121	2,463	65,749	4,291	70,040
Louisiana	1850	9,842	11,379	1,537	116	21,221	1,038	2,351	1,313	226	3,389	18,339	6,271	24,610
Do	1860	8,051	9,757	1,706	121	17,808	485	717	232	148	1,202	15,679	3,331	19,010
Maine	1850	3,259	2,888	—371	89	6,147	77	58	—19	75	135	2,134	4,148	6,282
Do	1860	4,282	4,270	—12	100	8,552	25	21	—4	84	46	2,386	6,212	8,598
Maryland	1850	8,557	12,258	3,701	143	20,815	9,422	11,640	2,218	123	21,062	38,426	3,451	41,877
Do	1860	7,290	8,529	1,239	117	15,819	9,904	11,795	1,891	119	21,699	33,780	3,738	37,518
Massachusetts	1850	11,578	15,961	4,383	138	27,539	375	431	56	115	806	1,861	26,484	28,345
Do	1860	16,969	29,293	12,324	172	46,262	291	368	77	126	659	2,004	44,917	46,921
Michigan	1850	4,037	3,875	—162	96	7,912	201	168	—33	84	369	5,272	3,009	8,281
Do	1860	8,596	8,845	249	103	17,441	558	486	—72	87	1,044	8,170	10,315	18,485
Minnesota	1850	389	260	—129	67	649	0	0	0	0	0	259	390	649
Do	1860	2,382	2,369	—13	99	4,751	6	6	0	100	12	1,055	3,708	4,763
Mississippi	1850	5,522	7,883	2,361	143	13,405	75	48	—27	64	123	13,447	81	13,528
Do	1860	6,256	9,270	3,014	148	15,526	50	60	10	120	110	15,136	500	15,636
Missouri	1850	14,458	21,823	7,365	151	36,281	271	226	—45	83	497	34,917	1,861	36,778
Do	1860	24,255	35,405	11,150	146	59,660	371	514	143	138	885	51,173	9,372	60,545
New Hampshire	1850	1,662	1,295	—367	78	2,957	26	26	0	100	52	945	2,064	3,009
Do	1860	2,023	2,660	637	131	4,683	15	19	4	127	34	1,093	3,624	4,717

New Jersey	1850	6,007	8,241	2,234	137	14,248	2,167	2,250	83	104	4,417	12,787	5,878	18,665
Do	1860	8,436	10,840	2,404	128	19,276	1,720	2,085	365	121	3,805	12,937	10,144	23,081
New York	1850	39,178	52,115	12,937	133	91,293	3,387	4,042	655	119	7,429	30,670	68,052	98,722
Do	1860	47,703	68,262	20,559	143	115,965	2,653	3,260	607	123	5,913	26,163	95,715	121,878
North Carolina	1850	26,239	47,327	21,088	180	73,566	3,099	3,758	659	121	6,857	80,083	340	80,423
Do	1860	26,024	42,104	16,080	162	68,128	3,067	3,782	715	123	6,849	74,877	100	74,977
Ohio	1850	22,994	38,036	15,042	165	61,030	2,366	2,624	258	111	4,990	56,958	9,062	66,020
Do	1860	23,297	35,345	12,048	152	58,642	2,995	3,191	196	107	5,186	48,015	16,813	64,828
Oregon	1850	86	71	—15	83	157	3	2	—1	67	5	99	63	162
Do	1860	762	737	—25	97	1,499	7	5	—2	71	12	1,200	311	1,511
Pennsylvania	1850	24,380	42,548	18,168	175	66,928	4,115	5,229	1,114	127	9,344	51,233	24,989	76,272
Do	1860	27,560	44,596	17,036	162	72,156	3,893	5,466	1,573	140	9,359	44,930	36,585	81,515
Rhode Island	1850	1,330	2,010	680	151	3,340	130	137	7	105	267	1,248	2,359	3,607
Do	1860	2,657	3,795	1,738	184	5,852	119	141	22	118	260	1,202	4,910	6,112
South Carolina	1850	5,897	9,787	3,890	166	15,684	421	459	38	109	880	16,460	104	16,564
Do	1860	5,811	8,981	3,170	155	14,792	633	783	150	124	1,416	15,792	416	16,208
Tennessee	1850	28,469	49,053	20,584	172	77,522	506	591	85	117	1,097	78,114	505	78,619
Do	1860	27,358	43,001	15,643	157	70,359	743	952	209	128	1,695	69,262	2,792	72,054
Texas	1850	4,988	5,537	549	111	10,525	34	24	—10	71	58	8,095	2,488	10,583
Do	1860	8,514	9,900	1,386	116	18,414	25	37	12	148	62	11,832	6,644	18,476
Vermont	1850	3,601	2,588	—1,013	72	6,189	32	19	—13	59	51	616	5,624	6,240
Do	1860	4,467	4,402	—65	99	8,869	27	20	—7	74	47	933	7,983	8,916
Virginia	1850	30,244	46,761	16,517	155	77,005	5,141	6,374	1,233	124	11,515	87,383	1,137	88,520
Do	1860	31,178	42,877	11,699	138	74,055	5,489	6,908	1,419	126	12,397	83,300	3,152	86,452
Wisconsin	1850	2,930	3,431	501	117	6,361	55	37	—18	67	92	1,551	4,902	6,453
Do	1860	7,465	8,983	1,518	120	16,448	53	45	—8	85	98	2,663	13,883	16,546
Total in States	1850	389,664	573,234	183,570	147	936,203	39,613	47,690	8,077	121	87,303	829,407	194,099	1,023,506
Do	1860	448,847	639,863	191,016	143	1,088,710	40,099	48,214	8,113	120	88,313	834,106	342,917	1,117,023
Dakota	1860	62	15	—47	24	77	0	0	0	0	0	60	17	77
Nebraska	1860	317	304	—13	96	621	6	7	1	117	13	357	277	634
Nevada	1860	138	5	—133	4	143	6	1	—5	17	7	40	110	150
New Mexico	1850	13,334	11,751	—1,583	88	25,085	2	2	0	100	4	24,429	660	25,089
Do	1860	16,008	16,750	742	105	32,758	12	15	3	125	27	31,626	1,159	32,785
Utah	1850	88	65	—23	74	153	1	0	—1	0	1	121	33	154
Do	1860	98	225	127	230	323	0	0	0	0	0	162	161	323
Washington	1860	295	142	—153	48	437	1	0	—1	0	1	207	231	438
District of Columbia	1850	601	856	255	142	1,457	1,106	2,108	1,002	191	3,214	4,349	322	4,671
Do	1860	1,258	2,248	990	179	3,506	1,151	2,224	1,073	193	3,375	4,860	2,021	6,881
Total in Territories	1850	14,023	12,672	—1,351	90	26,695	1,109	2,110	1,001	190	3,219	28,899	1,015	29,914
Do	1860	18,176	19,689	1,513	108	37,865	1,176	2,247	1,071	191	3,423	37,312	3,976	41,288
Total in United States	1850	389,664	573,234	183,570	147	962,898	40,722	49,800	9,078	122	90,522	858,306	195,114	1,053,420
Do	1860	467,023	659,552	192,529	141	1,126,575	41,275	50,461	9,186	122	91,736	871,418	346,893	1,218,311

NOTE.—To bring out in full view the facts recorded in the above table, and to exhibit them so that they will be more distinctly seen and more fully appreciated, Views 2, 3, 4, 5, 6, and 7 have been prepared, and to them the reader is referred.

TABLE III.—*Per cent. of illiterate*

In this table the whole number of persons "aged 20 and over" is given,

EXPLANATION.

In the several columns of this table the statistics for both 1850 and 1860 are brought together against the name of each State, and arranged as follows, (see Alabama, column 1:)

Alabama... { 1850 { Illiterate adults..... 35,382 } 20.35 per cent. / Whole number of adults... 173,919 }
1860 { Illiterate adults..... 38,805 } 17.73 per cent. / Whole number of adults... 218,959 }

The arrangement is the same in all the columns and for all the States.

For Kansas, and for Dakota, Nebraska, Nevada, and Washington Territories, the figures are for 1860 only. the very small per cent. in some of the States, and for the purpose of comparison with the last four unnecessary. The per cent. for the three columns of "Colored" is the same, and that for "Foreign

		ILLITERATE ADULTS. WHOLE NUMBER OF ADULTS. PER CENT. OF ILLITERATE.								
		FREE PERSONS.								
		Native.						Foreign.		
		White.		Colored.		Total.		White.	Colored.	Total.	
Alabama	1850	35,382	20.35	243	20.36	35,625		144	2	146	3.24
		173,919		1,076		174,995		4,498	7	4,505	
	1860	38,805	17.73	474	17.84	39,279		798	0	798	10.77
		218,959		1,257		220,216		7,410	1	7,411	
Arkansas	1850	17,752	27.77	119	27.84	17,871		28	1	29	3.29
		63,907		308		64,215		880	2	882	
	1860	24,904	18.93	24	18.94	24,928		82	0	82	3.65
		131,541		71		131,612		2,244	1	2,245	
California	1850	2,391	3.55	103	3.67	2,494		3,119	22	3,141	24.01
		67,320		685		68,005		12,937	144	13,081	
	1860	11,470	6.76	670	7.04	12,140		8,576	63	8,639	9.83
		169,671		2,849		172,520		87,646	271	87,917	
Connecticut	1850	770	.41	580	.71	1,350		4,174	12	4,186	18.10
		186,213		4,339		190,552		23,024	86	23,110	
	1860	611	.28	353	.44	964		8,231	6	8,237	17.01
		215,239		4,764		220,003		48,334	84	48,418	
Delaware	1850	4,334	13.91	5,896	26.05	10,230		419	4	423	13.42
		31,151		8,106		39,257		3,145	6	3,151	
	1860	5,235	13.42	6,820	25.09	12,055		1,744	2	1,746	31.74
		39,006		9,027		48,033		5,496	3	5,499	
Florida	1850	3,760	19.13	268	20.05	4,028		299	11	310	18.66
		19,661		425		20,086		1,644	17	1,661	
	1860	5,292	16.19	120	16.34	5,412		322	5	327	16.47
		32,704		409		33,113		1,968	17	1,985	
Georgia	1850	42,948	20.08	481	20.17	43,429		420	7	427	10.97
		213,903		1,369		215,272		3,871	21	3,892	
	1860	45,199	17.97	593	18.08	45,792		737	6	743	10.61
		251,575		1,660		253,235		6,986	17	7,003	
Illinois	1850	35,914	11.89	1,285	12.21	37,199		6,251	9	6,260	9.32
		302,095		2,638		304,733		67,116	19	67,135	
	1860	40,447	6.66	1,380	6.85	41,827		20,627	16	20,643	10.60
		606,119		3,729		609,848		194,744	42	194,786	
Indiana	1850	70,823	18.70	2,269	19.06	73,092		3,427	10	3,437	10.31
		378,653		4,794		383,447		33,322	21	33,343	
	1860	56,890	10.81	1,863	11.05	58,753		7,157	3	7,160	10.10
		526,310		5,203		531,513		70,902	8	70,910	
Iowa	1850	7,406	10.79	35	10.81	7,441		1,133	0	1,133	8.98
		68,665		158		68,823		12,608	1	12,609	
	1860	13,370	5.61	176	5.67	13,546		7,397	2	7,399	11.63
		238,355		525		238,880		63,642	7	63,649	
Kansas	1850	----------		----------		----------		----------	----------	----------	
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	1860	2,794	6.32	66	6.43	2,860		395	0	395	5.19
		44,201		319		44,520		7,614	1	7,615	
Kentucky	1850	67,713	21.60	3,109	22.20	70,822		2,463	7	2,470	13.10
		313,530		5,466		318,996		18,840	12	18,852	
	1860	66,470	17.60	2,545	18.01	69,015		4,505	2	4,507	12.56
		377,666		5,615		383,281		35,875	4	35,879	

adults in 1850 *and* 1860.

the number of illiterate of the same ages, and the per cent. of illiterate.

EXPLANATION.

In the last four columns of Excepted Classes, the *whole number of all ages* of white idiotic, insane, blind, and deaf persons is given, and the number of *thousands* of the *whole white population*, thus (see Alabama, last column:)

1850.... { Deaf white persons..... 151 } .04 per cent., or 4 in 10,000.
{ Whole white population ..... 427,000 }

1860.... { Deaf white persons..... 207 } .04 per cent., or 4 in 10,000.
{ Whole white population ..... 526,000 }

The arrangement is the same in all these four columns and for all the States.

Colorado is omitted, the census furnishing no statistics of illiteracy for that Territory. On account of columns, the figures are given to .00 of 1 per cent., excepting in the "total" column, where it is white" does not differ materially from "Foreign total."

ILLITERATE ADULTS. WHOLE NUMBER OF ADULTS. PER CENT. OF ILLITERATE.						WHITE PERSONS NOT EASILY TAUGHT. WHOLE WHITE POPULATION. PER CENT.			
FREE PERSONS.									
Native and foreign.				Slaves.	Total.				
White.	Colored.	Total.				Idiotic.	Insane.	Blind.	Deaf.
35,526 19.91	245 22.62	35,771 19.92		147,871	183,642 56	343 .08	201 .05	156 .04	151 .04
178,417	1,083	179,500		147,871	327,371	427	427	427	427
39,603 17.49	474 37.68	40,077 17.61		190,092	230,169 55	398 .08	223 .04	198 .04	207 .04
226,369	1,258	227,627		190,092	417,719	526	526	526	526
17,780 27.44	120 38.71	17,900 27.59		19,789	37,689 44	103 .06	60 .04	78 .05	80 .05
64,787	310	65,097		19,789	84,886	162	162	162	162
24,986 18.68	24 33.33	25,010 18.68		48,225	73,235 40	152 .05	81 .02	117 .04	116 .04
133,785	72	133,857		48,225	182,082	324	324	324	324
5,510 6.87	125 15.08	5,635 6.95		0	5,635 7	7 .01	2 .00	1 .00	7 .01
80,257	829	81,086		0	81,086	92	92	92	92
20,046 7.79	733 23.50	20,779 7.98		0	20,779 8	42 .01	450 .13	63 .02	55 .02
257,317	3,120	260,437		0	260,437	358	358	358	358
4,944 2.36	592 13.38	5,536 2.59		0	5,536 3	283 .08	464 .13	174 .05	398 .11
209,237	4,425	213,662		0	213,662	363	363	363	363
8,842 3.36	359 7.41	9,201 3.43		0	9,201 3	261 .06	325 .07	166 .04	393 .09
263,573	4,848	268,421		0	268,421	452	452	452	452
4,753 13.86	5,900 72.73	10,653 25.11		758	11,411 26	74 .10	48 .07	25 .04	48 .07
34,296	8,112	42,408		758	43,166	71	71	71	71
6,979 15.68	6,822 75.39	13,801 25.78		648	14,449 27	53 .06	52 .06	32 .04	54 .06
44,502	9,030	53,532		648	54,180	91	91	91	91
4,059 19.05	279 63.15	4,338 19.94		17,865	22,203 56	28 .06	9 .02	15 .03	13 .03
21,305	442	21,747		17,865	39,612	47	47	47	47
5,614 16.20	125 29.34	5,739 16.35		27,334	33,073 53	50 .06	17 .02	15 .02	15 .02
34,672	426	35,098		27,334	62,432	78	78	78	78
43,368 19.92	488 35.11	43,856 20.01		159,837	203,693 54	515 .10	294 .06	224 .04	208 .04
217,774	1,390	219,164		159,837	379,001	522	522	522	522
45,936 17.77	599 35.72	46,535 17.88		195,936	242,471 53	595 .09	447 .08	285 .05	304 .05
258,561	1,677	260,238		195,936	456,174	592	592	592	592
42,165 11.42	1,294 43.70	43,459 11.69		0	43,459 12	361 .04	236 .03	259 .03	354 .04
369,211	2,657	371,868		0	371,868	846	846	846	846
61,074 7.62	1,396 37.62	62,470 7.76		0	62,470 8	588 .03	623 .04	475 .03	741 .04
800,863	3,771	804,634		0	804,634	1,704	1,704	1,704	1,704
74,250 18.02	2,279 47.33	76,529 18.36		0	76,529 18	925 .09	556 .06	341 .03	533 .05
411,975	4,815	416,790		0	416,790	977	977	977	977
64,047 10.73	1,866 35.81	65,913 10.94		0	65,913 11	896 .02	1,025 .08	522 .04	595 .04
597,212	5,211	602,423		0	602,423	1,339	1,339	1,339	1,339
8,539 10.51	35 22.01	8,574 10.53		0	8,574 11	94 .05	42 .02	50 .03	59 .03
81,273	159	81,432		0	81,432	192	192	192	192
20,767 6.88	178 33.46	20,945 6.92		0	20,945 7	239 .04	201 .03	191 .03	252 .04
301,997	532	302,529		0	302,529	674	674	674	674
.....	.....	.....		.....	.....	.....	.....	.....	.....
.....	.....	.....		.....	.....	.....	.....	.....	.....
3,189 6.16	66 20.63	3,255 6.24		1	3,256 6	17 .02	10 .01	10 .01	27 .03
51,815	320	52,135		1	52,136	106	106	106	106
70,176 21.12	3,116 56.88	73,292 21.70		84,991	158,283 37	796 .10	502 .07	419 .05	507 .07
332,370	5,478	337,848		84,991	422,839	761	761	761	761
70,975 17.17	2,547 45.33	73,522 17.54		91,330	164,852 32	892 .10	588 .06	516 .06	574 .06
413,541	5,619	419,160		91,330	510,490	919	919	919	919

TABLE III.—*Per cent. of illiterate*

		ILLITERATE ADULTS. WHOLE NUMBER OF ADULTS. PER CENT. OF ILLITERATE.							
		FREE PERSONS.							
		Native.				Foreign.			
		White.		Colored.	Total.		White.	Colored.	Total.	
Louisiana	1850	15,967	17.05	3,313	19,280	18.87	6,390	216	6,606	16.14
		93,648		8,498	102,146		40,385	554	40,939	
	1860	15,217	11.46	1,220	16,437	11.55	3,461	33	3,494	7.19
		132,776		9,599	142,375		48,362	256	48,618	
Maine	1850	2,102	.77	126	2,228	.81	4,314	15	4,329	22.67
		274,400		677	275,077		19,017	78	19,095	
	1860	2,444	.78	43	2,487	.80	6,470	5	6,475	23.81
		311,572		655	312,227		22,390	82	22,472	
Maryland	1850	18,272	10.19	21,884	40,156	18.56	3,547	70	3,617	11.78
		179,253		37,075	216,328		30,606	119	30,725	
	1860	12,659	5.97	22,598	35,257	13.86	3,877	30	3,907	8.40
		212,113		42,346	254,459		46,466	56	46,522	
Massachusetts	1850	1,145	.24	801	1,946	.41	27,701	40	27,741	28.19
		470,375		5,118	475,493		98,158	256	98,414	
	1860	1,448	.26	640	2,088	.37	46,847	44	46,891	30.05
		554,751		5,266	560,017		155,702	367	156,069	
Michigan	1850	5,158	3.40	368	5,526	3.62	3,135	19	3,154	9.61
		151,485		1,282	152,767		32,755	66	32,821	
	1860	7,566	2.73	1,003	8,569	3.05	10,719	95	10,814	12.09
		277,374		3,076	280,450		89,165	290	89,455	
Minnesota	1850	276	12.57	0	276	12.43	416	0	416	35.07
		2,196		25	2,221		1,186	0	1,186	
	1860	1,097	2.26	12	1,109	2.27	3,894	1	3,895	11.04
		48,637		119	48,756		35,230	7	35,237	
Mississippi	1850	14,039	11.67	126	14,165	11.72	83	2	85	2.96
		129,357		482	120,839		2,865	7	2,872	
	1860	15,793	10.44	115	15,908	10.49	526	0	526	10.24
		151,312		391	151,703		5,134	1	5,135	
Missouri	1850	36,306	17.20	514	36,820	17.31	1,959	4	1,963	4.27
		211,126		1,589	212,715		45,942	13	45,955	
	1860	53,021	13.67	911	53,932	13.83	9,876	4	9,880	10.26
		388,008		2,151	390,159		96,315	10	96,325	
New Hampshire	1850	930	.54	53	983	.57	2,147	1	2,148	25.10
		171,678		317	171,995		8,554	5	8,559	
	1860	1,100	.61	35	1,135	.63	3,763	0	3,763	29.95
		179,045		284	179,329		12,560	3	12,563	
New Jersey	1850	8,795	4.42	4,578	13,373	6.34	6,121	33	6,154	17.11
		193,778		11,969	210,747		35,882	86	35,968	
	1860	9,560	3.63	3,950	13,510	4.88	10,586	16	10,602	14.39
		263,597		13,084	276,681		73,621	53	73,674	
New York	1850	24,510	2.01	7,646	32,156	2.58	71,303	116	71,419	18.15
		1,219,078		27,744	1,246,822		393,134	423	393,557	
	1860	21,293	1.45	6,024	27,317	1.83	99,856	138	99,994	16.69
		1,468,144		27,523	1,495,667		598,553	631	599,184	
North Carolina	1850	76,825	30.68	7,204	84,029	32.03	352	5	357	23.07
		250,383		12,041	262,424		1,539	9	1,548	
	1860	71,298	24.29	7,185	78,483	25.58	102	3	105	5.30
		293,588		13,338	306,926		1,974	5	1,979	
Ohio	1850	54,612	7.19	5,225	59,837	7.75	9,495	24	9,519	7.27
		759,978		11,843	771,821		130,860	55	130,915	
	1860	43,842	4.89	6,461	50,303	5.51	17,581	29	17,610	8.94
		896,486		17,052	913,538		196,875	77	196,952	
Oregon	1850	102	1.70	3	105	1.73	65	2	67	10.93
		6,013		55	6,068		575	38	613	
	1860	1,252	5.59	12	1,264	5.63	328	0	328	10.68
		22,390		71	22,461		3,070	3	3,073	
Pennsylvania	1850	44,064	4.82	9,721	53,785	5.71	26,151	65	26,216	14.41
		913,423		28,150	941,573		181,863	187	182,050	
	1860	37,272	3.26	9,725	46,997	4.01	38,200	67	38,267	14.82
		1,142,316		29,825	1,172,141		258,098	205	258,303	
Rhode Island	1850	1,032	1.53	273	1,305	1.88	2,465	5	2,470	17.23
		67,305		2,190	69,495		14,300	41	14,341	
	1860	988	1.30	265	1,253	1.60	5,117	5	5,122	22.84
		75,887		2,296	78,183		22,393	43	22,436	

adults in 1850 *and* 1860—Continued.

ILLITERATE ADULTS. WHOLE NUMBER OF ADULTS. PER CENT. OF ILLITERATE.						WHITE PERSONS NOT EASILY TAUGHT. WHOLE WHITE POPULATION. PER CENT.			
FREE PERSONS.									
Native and foreign.				Slaves.	Total.				
White.	Colored.	Total.				Idiotic.	Insane.	Blind.	Deaf.
22,357 16.68 134,033	3,529 38.99 9,052	25,886 18.09 143,085		130,687 130,687	156,573 57 273,772	106 .04 255	144 .06 255	72 .03 255	82 .03 255
18,678 10.31 181,138	1,253 12.71 9,855	19,931 10.44 190,993		176,981 176,981	196,912 53 367,974	135 .04 357	125 .03 357	102 .03 357	198 .06 357
6,416 2.19 293,417	141 18.67 755	6,557 2.23 294,172		0 0	6,557 2 294,172	575 .10 582	556 .10 582	198 .03 582	265 .05 582
8,914 2.67 333,962	48 6.51 737	8,962 2.68 334,699		0 0	8,962 3 334,699	656 .10 627	702 .11 627	231 .04 627	297 .05 627
21,819 10.40 209,859	21,954 59.03 37,194	43,773 17.72 247,053		37,944 37,944	81,717 29 284,997	275 .07 418	477 .11 418	215 .05 418	197 .05 418
16,536 6.40 258,579	22,628 53.37 42,402	39,164 13.01 300,981		37,229 37,229	76,393 23 338,210	174 .03 516	495 .10 516	196 .04 516	177 .03 516
28,846 5.07 568,533	841 15.65 5,374	29,687 5.17 573,907		0 0	29,687 5 573,907	786 .08 985	1,661 .17 985	457 .05 985	356 .04 985
48,295 6.80 710,453	684 12.14 5,633	48,979 6.84 716,086		0 0	48,979 7 716,086	703 .06 1,221	2,085 .17 1,221	492 .04 1,221	422 .03 1,221
8,293 4.50 184,240	387 28.71 1,348	8,680 4.68 185,588		0 0	8,680 5 185,588	186 .05 395	132 .03 395	125 .03 395	124 .03 395
18,285 4.99 366,539	1,098 32.62 3,366	19,383 5.24 369,905		0 0	19,383 5 369,905	382 .04 736	247 .03 736	251 .03 736	274 .04 736
692 20.46 3,382	0 25 0.00	692 20.31 3,407		0 0	692 20 3,407	1 .02 6	1 .02 6	0 6 .00	0 6 .00
4,991 5.95 83,867	13 126 10.32	5,004 5.96 83,993		0 0	5,004 6 83,993	31 .02 169	25 .01 169	23 .01 169	33 .02 169
14,122 11.47 123,222	128 26.18 489	14,250 11.52 123,711		135,835 135,835	150,085 58 259,546	136 .05 296	105 .04 296	112 .04 296	79 .03 296
16,319 10.43 156,446	115 29.34 392	16,434 10.48 156,838		203,851 203,851	220,285 61 360,689	192 .05 354	236 .07 354	147 .04 354	152 .04 354
38,265 14.89 257,068	518 32.33 1,602	38,783 15.00 258,670		34,039 34,039	72,822 25 292,709	325 .05 592	249 .04 592	191 .03 592	263 .04 592
62,897 12.99 484,323	915 42.34 2,161	63,812 13.12 486,484		44,366 44,366	108,178 20 530,850	457 .04 1,063	750 .07 1,063	380 .04 1,063	450 .04 1,063
3,077 1.71 180,232	54 16.77 332	3,131 1.73 180,554		0 0	3,131 2 180,554	350 .11 317	378 .12 317	132 .04 317	162 .05 317
4,863 2.54 191,605	35 12.19 287	4,898 2.55 191,892		0 0	4,898 3 191,892	336 .10 326	505 .15 326	141 .04 326	163 .05 326
14,916 6.36 234,660	4,611 38.25 12,055	19,527 7.92 246,715		222 222	19,749 8 246,937	406 .09 466	370 .08 466	178 .04 466	184 .04 466
20,146 5.97 337,218	3,966 30.19 13,137	24,112 6.88 350,355		18 18	24,130 7 350,373	343 .05 647	573 .09 647	187 .03 647	207 .03 647
95,813 5.94 1,612,212	7,762 27.56 28,167	103,575 6.31 1,640,379		0 0	103,575 6 1,640,379	1,644 .05 3,048	2,487 .08 3,048	1,137 .04 3,048	1,256 .04 3,048
121,149 5.86 2,066,697	6,162 21.89 28,154	127,311 6.08 2,094,851		0 0	127,311 6 2,094,851	2,288 .06 3,832	4,255 .11 3,832	1,697 .04 3,832	1,557 .04 3,832
77,177 30.64 251,922	7,209 59.83 12,050	84,386 31.96 263,972		117,511 117,511	201,897 53 381,483	615 .11 553	467 .08 553	379 .07 553	389 .07 553
71,400 24.15 295,562	7,188 53.87 13,343	78,588 25.43 308,905		135,420 135,420	214,008 48 444,325	708 .11 630	576 .09 630	372 .06 630	354 .06 630
64,107 7.20 890,838	5,249 44.12 11,696	69,356 7.68 902,736		0 0	69,356 8 902,736	1,344 .07 1,955	1,303 .07 1,955	630 .03 1,955	905 .05 1,955
61,423 5.62 1,093,361	6,490 37.89 17,129	67,913 6.12 1,110,490		0 0	67,913 6 1,110,490	1,748 .08 2,303	2,275 .10 2,303	880 .04 2,303	945 .04 2,303
167 2.54 6,583	5 93 5.38	172 2.57 6,681		0 0	172 3 6,681	4 .03 13	5 .04 13	0 13 .00	0 13 .00
1,580 6.21 25,460	12 74 16.22	1,592 6.24 25,534		0 0	1,592 6 25,534	15 .03 52	23 .04 52	9 .02 52	15 .03 52
70,215 6.41 1,095,286	9,786 34.53 28,337	80,001 7.12 1,123,623		0 0	80,001 7 1,123,623	1,432 .06 2,258	1,865 .08 2,258	941 .04 2,258	1,130 .05 2,258
75,472 5.39 1,400,414	9,792 32.61 30,030	85,264 5.96 1,430,444		0 0	85,264 6 1,430,444	1,807 .06 2,849	2,711 .10 2,849	1,135 .04 2,849	1,336 .05 2,849
3,497 4.29 81,605	278 12.46 2,231	3,775 4.50 83,836		0 0	3,775 5 83,836	110 .08 144	210 .15 144	61 .04 144	62 .04 144
6,105 6.21 98,269	270 11.54 2,339	6,375 6.34 100,619		0 0	6,375 6 100,619	96 .06 171	282 .16 171	81 .05 171	55 .03 171

TABLE III.—*Per cent. of illiterate*

		ILLITERATE ADULTS. WHOLE NUMBER OF ADULTS. PER CENT. OF ILLITERATE.					
		FREE PERSONS.					
		Native.			Foreign.		
		White.	Colored.	Total.	White.	Colored.	Total.
South Carolina	1850	16,368 / 120,136 13.62	892 / 3,990	17,260 / 124,126 13.91	82 / 5,105	27 / 119	109 / 5,224 2.09
	1860	15,073 / 131,131 11.50	1,477 / 4,502	16,550 / 135,633 12.20	435 / 5,989	1 / 3	436 / 5,992 7.28
Tennessee	1850	81,084 / 312,827 25.92	1,139 / 2,903	82,223 / 315,730 26.04	528 / 3,382	4 / 9	532 / 3,391 15.69
	1860	71,114 / 354,747 20.05	1,769 / 3,303	72,883 / 358,050 20.36	2,935 / 12,731	3 / 5	2,938 / 12,736 23.07
Texas	1850	8,489 / 57,593 14.74	50 / 157	8,539 / 57,750 14.78	2,613 / 10,572	11 / 36	2,624 / 10,608 24.74
	1860	12,397 / 162,034 7.65	60 / 150	12,457 / 162,184 7.68	6,990 / 26,041	5 / 13	6,995 / 26,054 26.84
Vermont	1850	590 / 147,201 .40	51 / 394	641 / 147,595 .43	5,851 / 20,212	2 / 17	5,853 / 20,229 28.94
	1860	922 / 154,836 .60	47 / 369	969 / 155,205 .62	8,285 / 19,631	2 / 15	8,287 / 19,646 42.18
Virginia	1850	79,552 / 399,656 19.91	12,056 / 25,519	91,608 / 425,175 21.54	1,183 / 13,772	9 / 19	1,192 / 13,791 8.64
	1860	74,254 / 468,823 15.84	12,967 / 27,100	87,221 / 495,923 17.59	3,300 / 21,032	1 / 3	3,301 / 21,035 15.69
Wisconsin	1850	1,534 / 82,299 1.86	96 / 354	1,630 / 82,653 1.97	5,150 / 66,282	1 / 4	5,151 / 66,286 7.77
	1860	2,679 / 198,876 1.35	99 / 572	2,778 / 199,478 1.39	14,478 / 166,141	3 / 16	14,481 / 166,157 8.72
TERRITORIES.							
Dakota, 1860		63 / 373 16.89	0 / 0	63 / 373 16.89	18 / 1,064	0 / 0	18 / 1,064 1.69
Nebraska, 1860		366 / 11,545 3.17	13 / 31	379 / 11,576 3.28	294 / 3,809	1 / 2	295 / 3,811 7.74
Nevada, 1860		35 / 4,781 .73	7 / 37	42 / 4,818 .87	118 / 1,236	0 / 1	118 / 1,237 9.54
New Mexico	1850	25,760 / 28,662 89.87	4 / 20	25,764 / 28,682 89.83	696 / 1,291	0 / 0	696 / 1,291 53.91
	1860	33,353 / 36,883 90.43	28 / 43	33,381 / 36,926 90.40	1,223 / 4,032	0 / 0	1,223 / 4,032 30.33
Utah	1850	126 / 3,881 3.25	1 / 10	127 / 3,891 3.26	35 / 1,226	0 / 0	35 / 1,226 2.85
	1860	169 / 9,239 1.83	0 / 15	169 / 9,254 1.83	169 / 7,652	0 / 0	169 / 7,652 2.21
Washington, 1860		219 / 5,698 3.84	1 / 26	220 / 5,724 3.84	246 / 1,885	0 / 2	246 / 1,887 13.03
Dist. of Columbia	1850	1,193 / 16,594 7.19	3,355 / 5,274	4,548 / 21,868 20.80	336 / 2,947	2 / 3	338 / 2,950 11.46
	1860	1,560 / 24,884 6.27	3,514 / 5,840	5,074 / 30,724 16.52	2,112 / 7,479	5 / 9	2,117 / 7,488 28.27
Total for 1850		808,024 / 8,077,342 10.00	93,867 / 217,040	901,891 / 8,294,382 10.87	203,995 / 1,344,295	758 / 2,480	204,753 / 1,346,775 15.20
Total for 1860		819,541 / 10,833,192 7.57	95,265 / 244,492	914,806 / 11,077,684 8.26	362,377 / 2,477,491	596 / 2,614	362,973 / 2,480,105 14.64

See the several Views on slavery and percentage. In them the facts recorded in this table are brought grasped, and make a deeper impression.

adults in 1850 *and* 1860—Continued.

ILLITERATE ADULTS. WHOLE NUMBER OF ADULTS. PER CENT. OF ILLITERATE.						WHITE PERSONS NOT EASILY TAUGHT. WHOLE WHITE POPULATION. PER CENT.			
FREE PERSONS.			Slaves.	Total.					
Native and foreign.									
White.	Colored.	Total.				Idiotic.	Insane.	Blind.	Deaf.
16,450 13.13	{919 22.37	17,369 13.43	173,231	190,600 63		249 .09	224 .08	150 .05	134 .05
125,241	4,109	129,350	173,231	302,581		275	275	275	275
15,508 11.31	1,478 32.81	16,986 11.99	177,353	194,339 61		270 .09	297 .10	161 .06	142 .05
137,120	4,505	141,625	177,353	318,978		291	291	291	291
81,612 25.81	1,143 39.24	82,755 25.93	95,203	177,958 43		756 .10	380 .05	383 .05	334 .04
316,209	2,912	319,121	95,203	414,324		757	757	757	757
74,049 20.15	1,772 53.58	75,821 20.44	111,751	187,572 39		727 .09	609 .07	432 .05	361 .04
367,478	3,308	370,786	111,751	482,537		827	827	827	827
11,102 16.29	61 31.60	11,163 16.33	24,240	35,403 38		93 .06	37 .02	61 .04	49 .03
68,165	193	68,358	24,240	92,598		154	154	154	154
19,387 10.30	65 39.87	19,452 10.33	75,938	95,390 36		164 .04	112 .03	119 .03	157 .04
188,075	163	188,238	75,938	264,176		421	421	421	421
6,441 3.85	53 12.90	6,494 3.87	0	6,494 4		297 .09	560 .18	139 .04	147 .05
167,413	411	167,824	0	167,824		313	313	313	313
9,207 5.28	49 12.76	9,256 5.29	0	9,256 5		262 .08	692 .22	165 .05	144 .05
174,467	384	174,851	0	174,851		314	314	314	314
80,735 19.53	12,065 47.25	92,800 21.13	209,557	302,357 47		891 .10	864 .10	497 .06	540 .06
413,428	25,538	438,966	209,557	648,523		895	895	895	895
77,554 15.83	12,968 47.85	90,522 17.51	216,562	307,084 42		1,009 .10	1,088 .10	520 .05	676 .06
489,855	27,103	516,958	216,562	733,520		1,047	1,047	1,047	1,047
6,684 4.50	97 27.09	6,781 4.55	0	6,781 5		92 .03	54 .02	63 .02	69 .02
148,581	358	148,939	0	148,939		305	305	305	305
17,157 4.70	102 17.35	17,259 4.72	0	17,259 5		257 .03	283 .04	220 .03	312 .04
365,017	588	365,605	0	365,605		774	774	774	774
81 5.64	0 0.00	81 5.64	0	81 6		1 .03	0 .00	0 .00	0 .00
1,437	0	1,437	0	1,437		3	3	3	3
660 4.30	14 42.42	674 4.38	7	681 4		3 .01	5 .02	3 .01	11 .04
15,354	33	15,387	7	15,394		29	29	29	29
153 2.54	7 18.42	160 2.64	0	160 3		0 .00	0 .00	0 .00	0 .00
6,017	38	6,055	0	6,055		7	7	7	7
26,456 88.32	4 20.00	26,460 88.28	0	26,460 88		44 .07	11 .02	98 .16	34 .05
29,953	20	29,973	0	29,973		62	62	62	62
34,576 84.50	28 65.12	34,604 84.49	0	34,604 84		40 .05	28 .03	147 .18	35 .04
40,915	43	40,958	0	40,958		83	83	83	83
161 3.15	1 10.00	162 3.17	11	173 3		1 .01	5 .04	2 .02	0 .00
5,107	10	5,117	11	5,128		11	11	11	11
338 2.00	0 0.00	338 2.00	15	353 2		5 .01	15 .04	17 .04	7 .02
16,891	15	16,906	15	16,921		40	40	40	40
465 6.13	1 3.57	466 6.12	0	466 6		0 .00	3 .03	2 .02	3 .03
7,583	28	7,611	0	7,611		11	11	11	11
1,529 7.83	3,357 62.62	4,886 19.68	1,666	6,552 25		10 .03	13 .03	15 .04	17 .04
19,541	5,277	24,818	1,666	26,484		38	38	38	38
3,672 11.35	3,519 70.16	7,191 18.82	1,494	8,685 22		20 .03	177 .29	29 .05	40 .07
32,363	5,849	38,212	1,494	39,706		61	61	61	61
1,012,019 10.74	94,625 43.11	1,106,644 11.48	1,391,257	2,497,901 28		14,257 .07	14,972 .08	7,978 .04	9,136 .05
9,421,637	219,520	9,641,157	1,391,257	11,032,414		19,553	19,553	19,553	19,553
1,181,918 8.88	95,861 38.79	1,277,779 9.42	1,734,551	3,012,330 20		16,952 .06	23,980 .09	10,729 .04	11,556 .04
13,310,683	247,106	13,557,789	1,734,551	15,292,340		26,957	26,957	26,957	26,957

cut to the light by the aid of the "Birds'-eye notation," that they may thereby be better studied and

TABLE IV.—*Persons aged 20 and under 21.*

ILLITERATE. WHOLE NUMBER. PER CENT. OF ILLITERATE, NATIVE AND FOREIGN.

State—year.	White.		State—year.	White.		State—year.	White.		State—year.	White.		State—year.	White.		Territories—year.	White.	
Alabama, 1840	1,281	18	Illinois, 1840	1,655	15	Maryland, 1840	606	8	New Jersey, 1840	308	4	S. Carolina, 1840	1,074	19	Dakota, 1860	4	6
	7,026			11,258			7,535			7,707			5,529			73	
Alabama, 1850	1,769	20	Illinois, 1850	2,111	11	Maryland, 1850	1,004	10	New Jersey, 1850	668	6	S. Carolina, 1850	766	13	Nebraska, 1860	39	4
	8,881			18,485			9,652			10,510			5,829			916	
Alabama, 1860	1,998	17	Illinois, 1860	3,037	8	Maryland, 1860	717	6	New Jersey, 1860	870	6	S. Carolina, 1860	716	11	Nevada, 1860	10	3
	11,417			39,830			11,205			14,563			6,333			407	
Arkansas, 1840	405	23	Indiana, 1840	2,129	15	Mass., 1840	214	1	New York, 1840	2,283	4	Tennessee, 1840	3,145	25	New Mexico, 1840		
	1,776			14,190			18,547			56,440			12,690				
Arkansas, 1850	961	27	Indiana, 1850	3,710	18	Mass., 1850	1,307	5	New York, 1850	4,520	6	Tennessee, 1850	4,090	26	New Mexico, 1850	1,371	88
	3,503			20,590			25,770			76,030			15,850			1,552	
Arkansas, 1860	1,344	19	Indiana, 1860	3,104	11	Mass., 1860	2,033	7	New York, 1860	5,184	6	Tennessee, 1860	3,690	20	New Mexico, 1860	1,818	84
	7,199			28,930			29,915			88,420			18,305			2,150	
California, 1840			Iowa, 1840	76	6	Michigan, 1840	122	2	N. Carolina, 1840	2,861	28	Texas, 1840			Utah, 1840		
				1,231			5,109			10,088							
California, 1850	392	7	Iowa, 1850	419	11	Michigan, 1850	381	4	N. Carolina, 1850	3,611	31	Texas, 1850	577	16	Utah, 1850	8	3
	5,712			3,985			8,463			11,790			3,544			265	
California, 1860	1,657	8	Iowa, 1860	985	7	Michigan, 1860	844	5	N. Carolina, 1860	3,272	24	Texas, 1860	973	10	Utah, 1860	15	2
	13,570			14,320			16,920			13,547			9,440			757	
Connecticut, 1840	22	33	Kansas, 1840			Minnesota, 1840			Ohio, 1840	1,918	6	Vermont, 1840	95	2	Washington, 1840		
	6,554									32,830			5,819				
Connecticut, 1850	205	2	Kansas, 1850			Minnesota, 1850	43	20	Ohio, 1850	3,077	7	Vermont, 1850	252	4	Washington, 1850		
	8,659						212			42,770			6,544				
Connecticut, 1860	354	3	Kansas, 1860	185	6	Minnesota, 1860	240	6	Ohio, 1860	2,781	6	Vermont, 1860	338	5	Washington, 1860	28	6
	10,540			3,007			4,036			49,490			6,402			464	
Delaware, 1840	260	18	Kentucky, 1840	2,164	17	Mississippi, 1840	511	12	Oregon, 1840			Virginia, 1840	2,980	19	Dist. of Col., 1840	53	7
	1,408			12,468			4,256						15,937			730	
Delaware, 1850	217	14	Kentucky, 1850	3,489	21	Mississippi, 1850	717	11	Oregon, 1850	10	3	Virginia, 1850	3,730	20	Dist. of Col., 1850	72	8
	1,563			16,530			6,258			391			19,100			921	
Delaware, 1860	318	16	Kentucky, 1860	3,398	17	Mississippi, 1860	793	10	Oregon, 1860	81	6	Virginia, 1860	3,498	16	Dist. of Col., 1860	166	11
	2,028			19,800			7,605			1,302			22,100			1,467	
Florida, 1840	81	10	Louisiana, 1840	276	4	Missouri, 1840	1,160	16	Pennsylv'a, 1840	1,760	5	Wisconsin, 1840	119	11	Total Ter., 1840	53	7
	814			4,238			7,405			37,750			1,114			730	
Florida, 1850	200	19	Louisiana, 1850	1,136	17	Missouri, 1850	1,984	15	Pennsylv'a, 1850	3,287	6	Wisconsin, 1850	323	5	Total Ter., 1850	1,451	53
	1,048			6,813			13,330			51,280			7,181			2,738	
Florida 1860	273	16	Louisiana, 1860	870	10	Missouri, 1860	3,237	13	Pennsylv'a, 1860	3,316	5	Wisconsin, 1860	709	5	Total Ter., 1860	2,080	33
	1,684			8,433			24,920			61,520			15,080			6,234	
Georgia, 1840	1,643	20	Maine, 1840	151	1	N. Hamp., 1840	38	1	R. Island, 1840	76	3	Tot'l States, 1840	29,413	9	Total U. S., 1840	29,466	9
	8,181			10,402			5,771			2,550			316,623			317,353	
Georgia, 1850	2,168	20	Maine, 1850	269	2	N. Hamp., 1850	120	2	R. Island, 1850	157	4	Tot'l States, 1850	47,670	11	Total U. S., 1850	49,121	11
	10,890			12,280			7,044			3,676			444,163			446,901	
Georgia, 1860	2,252	18	Maine, 1860	362	3	N. Hamp., 1860	180	3	R. Island, 1860	253	6	Tot'l States, 1860	53,262	9	Total U. S., 1860	55,342	9
	12,680			13,553			7,075			4,073			599,242			605,476	

TABLE V.—*Aged 20 and over.*

ILLITERATE, TOTAL PER CENT.

NATIVE AND FOREIGN.

States.	White.		States.	White.	
1840.			1840.		
Alabama	23, 873 130, 900	18. 24	Missouri	20, 617 131, 669	15. 66
Arkansas	6, 972 30, 555	22. 82	New Hampshire	980 149, 911	. 65
Connecticut	548 163, 843	. 33	New Jersey	6, 693 166, 964	4. 01
Delaware	5, 092 27, 629	18. 43	New York	46, 735 1, 155, 522	4. 04
Florida	1, 384 13, 944	9. 93	North Carolina	59, 470 209, 685	28. 36
Georgia	32, 360 160, 957	20. 11	Ohio	37, 312 638, 740	5. 84
Illinois	29, 157 198, 413	14. 70	Pennsylvania	35, 700 765, 917	4. 66
Indiana	40, 229 268, 049	15. 01	Rhode Island	1, 690 56, 835	2. 97
Iowa	1, 194 19, 456	6. 14	South Carolina	21, 689 111, 663	19. 42
Kentucky	42, 182 242, 984	17. 36	Tennessee	61, 676 248, 928	24. 72
Louisiana	5, 137 79, 000	6. 50	Vermont	2, 365 144, 136	1. 64
Maine	3, 392 234, 177	1. 45	Virginia	61, 712 330, 069	18. 70
Maryland	12, 423 154, 442	8. 04	Wisconsin	1, 820 16, 973	10. 72
Massachusetts	4, 662 403, 761	1. 15	District of Columbia	1, 086 15, 015	7. 23
Michigan	2, 295 96, 189	2. 38	Total	579, 316 6, 440, 164	8. 97
Mississippi	8, 871 73, 838	12. 01			

See Views 1, 2, 3, where the numbers of thousands of illiterate *at* 20 are exhibited, as well as could be done in those charts, by *circular* dots. See, also, the Views showing the *per cent.* of white illiterate in 1840, 1850, and 1860.

TABLE III.—The prime object of this table is to give the percentage, the figures for which are placed on the right. But the numbers of illiterate and of adults from which the per cent. is derived, are also given in immediate connection. The per cent. of foreign white is substantially the same as that of foreign total, and that of native colored does not differ materially from total colored. The slaves are given (as they have been by others) according to their *legal* status, as *all* unable to read and write. This, in most of the States, could not have been very far from their actual condition, but each reader can make deductions according to his own knowledge and judgment. The statistics of the unfortunate, or excepted, classes of white persons—the idiotic, the insane, the blind, and the deaf—are given in the last four columns, on account of their relation to this question of the per cent. of illiterate, especially in those States where very few are unable to read. They will also be, on other accounts, interesting and instructive. It will be remembered, however, that in many of the States a large proportion of the blind, and deaf, and of the insane, are able to read. Perhaps the next census report will give us the statistics of the illiteracy of these classes.

The computations for Table III furnished the numbers at twenty years of age in 1840, 1850, and 1860, thus giving the whole number who became of age (twenty-one years) in 1841, 1851, and 1861, and the number of them who were unable to read and write. These numbers are set down in Table IV, and in connection with them the per cent. for the three decades is compared. Table V gives the statistics of white adults and illiterate for 1840.

All these Views require of us, in studying them, to keep in mind the particular design of each View, and the special use of the squares and circles in it. As in the Arabic notation, 10 may mean either ten men, or ten thousand, or 10 dollars, or 10 per cent., or 10 parts, and so on; so here, the group of units,  may mean either 10 thousand illiterate adults, as in No. 1; or ten thousand *native* white illiterate, as in Nos. 2 and 3; or 10 *thousand* illiterate *women* in *excess*, as in Nos. 4 and 5; or 10 *women more* than a hundred to every hundred men, or 10 thousand adult slaves, as in No. 8; or 10 *per cent.*, as in some of the other Views. This must be kept in mind.

1. We should first study each chart by itself, noticing the facts standing out on the face of that one chart, and also comparing the different States and sections of the country with each other.

2. We should then compare with each other, and study together, those of the same class, (as 2 and 3; 4 and 5; 6 and 7,) where the dots are used with exactly the same meaning. We may thus study the progress of the several States, and of the whole country, from census to census.

3. In comparing with each other the different classes, where the unit dots are used differently, (as 1 with 2 and 3; or 4 and 5 with 6 and 7,) we must keep in mind this difference in the use of the dots, and the difference of the general design of the several Views.

These suggestions are made in advance to prevent any misapprehension or false impression at the outset, at the first sight of these illustrations, such as might naturally arise from the impression that a particular square or circle always means the same thing.

THE BIRD'S-EYE VIEWS.

In the following views, the "Bird's-eye Notation," for numbers is employed. It was first published in St. Louis, in 1862, in a pamphlet entitled "Bird's-eye Views of Slavery in Missouri, by E. Leigh, M. D."* It was devised for the purpose of giving *expression* to numbers—for bringing them out to view in their actual *proportions* and *relations* to each other, as they are seen in nature; in their *geographical distribution*, as shown in maps and charts; and in their *succession in time*, as shown in historical tables and charts. Our Arabic figures are a kind of short-hand notation for numbers; while they record them they hide them; they cover them up as in treasure-houses, where they are carefully preserved, but are not exposed to view so as to be seen in their actual proportions.

This notation brings them to the light; it uncovers and reveals them. It gives, in the strictest sense of the words, "pictures of numbers." Such views as these could, with proper arrangements, be actually taken from nature by the art of the photographer. While the short hand Arabic figures serve admirably the purposes of the historian, the mathematician, and the accountant, for quick, safe, and condensed record and arithmetical calculation, the bird's-eye notation serves for a more full, distinct, and clear expression and illustration. The Arabic figures were therefore used in the tables. This representative notation is used in the views.

It may, perhaps, be well enough explained in the words of the original pamphlet in 1862, so changed as to adapt them to View 1, before us.

EXPLANATION.—"If, when the census of 1840 was taken, the illiterate whites in each State in the Union had been gathered together near the center of the States and collected in regiments of 1,000 persons each, and these regiments arranged in regular order, they would have presented to the eye of a person passing over in a balloon, or to the eye of a bird flying over at a proper height in the air, very much such an appearance as that exhibited in View I. For, each one of the dots in this map or view represents a regiment or collection of 1,000 persons. Thus, the forty-seven thousand illiterate white adults in the State of New York are represented by forty-seven dots; the thirty-six thousand in Pennsylvania by thirty-six dots, and so in all the States." No further explanation is needed, save what is given at the bottom of each View. Every one who examines the Views will quickly perceive their plan and meaning, and, on studying and comparing them, will see their use.

VIEW 1.—This map shows the geographical distribution of white illiteracy as the census of 1840 first revealed it. We see, at the first glance, that it was very uniformly distributed over the country, with the exception of the New England States, which had so long enjoyed the advantages of common school education, and the extreme northwest and southwest, which were then but thinly inhabited. It represents by thousands, or by regiments, the numbers recorded in Tables IV and V. See also Table I.

The common impression that white illiteracy is to be found especially among the "poor whites" of the cotton or plantation States, is at once seen to be an error. In the six northern slave States, Maryland, Virginia, North Carolina, Kentucky, Tennessee, and Missouri, which are rather farming than plantation States, there were much larger numbers who could not read.

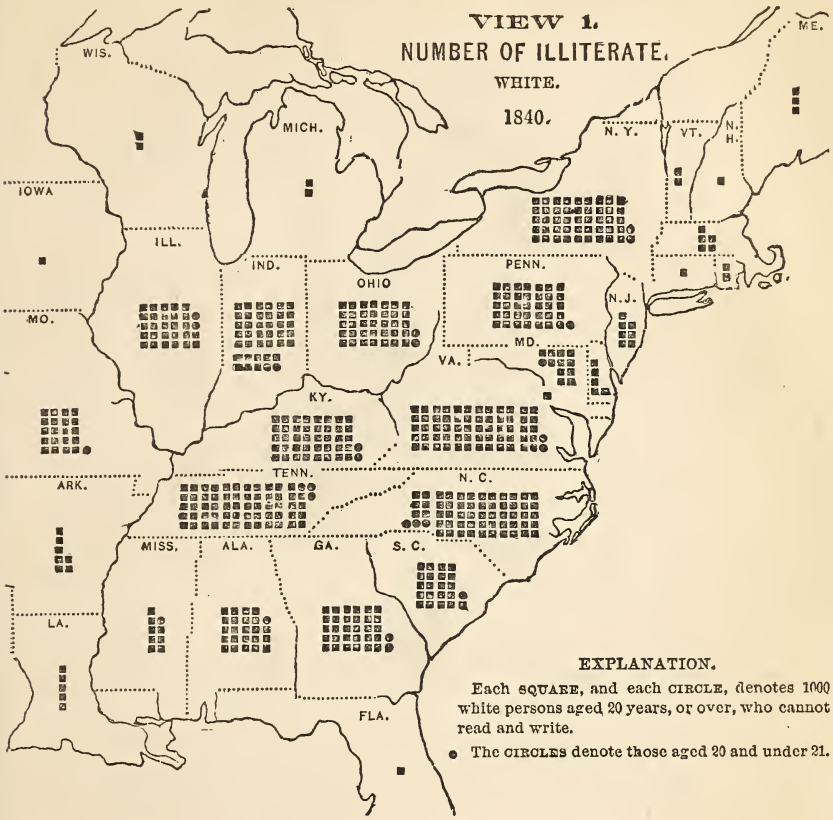
The very general idea, also, that the free North is comparatively free from this calamity is seen to be a mistake, there being twice as many white illiterate in the northern tier of States, New York, Pennsylvania, Ohio, Indiana, Illinois, as there were in the plantation slave States, and almost as many as there were in the six great farming slave States.

And we were evidently by no means indebted to our foreign-born population for any very large part of this evil, for it is seen to have existed at that time chiefly in those

* Entered according to Act of Congress, in the year 1862, by Edwin Leigh, in the clerk's office of the United States district court for the eastern district of Missouri.

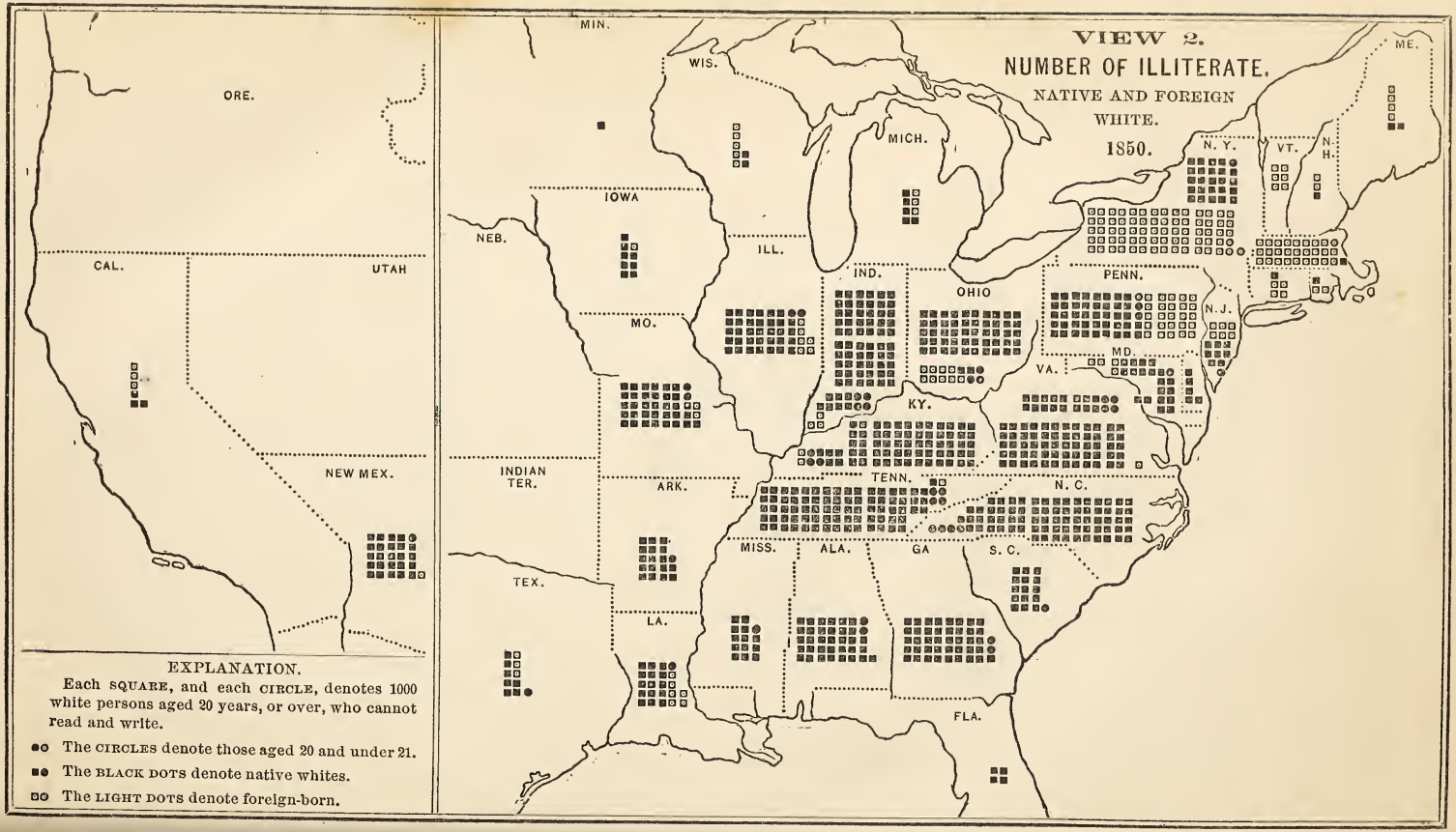
States into which the immigrant had then hardly begun to penetrate; and, besides, the great tide of unlettered immigrants had then hardly begun to flow toward our shores.

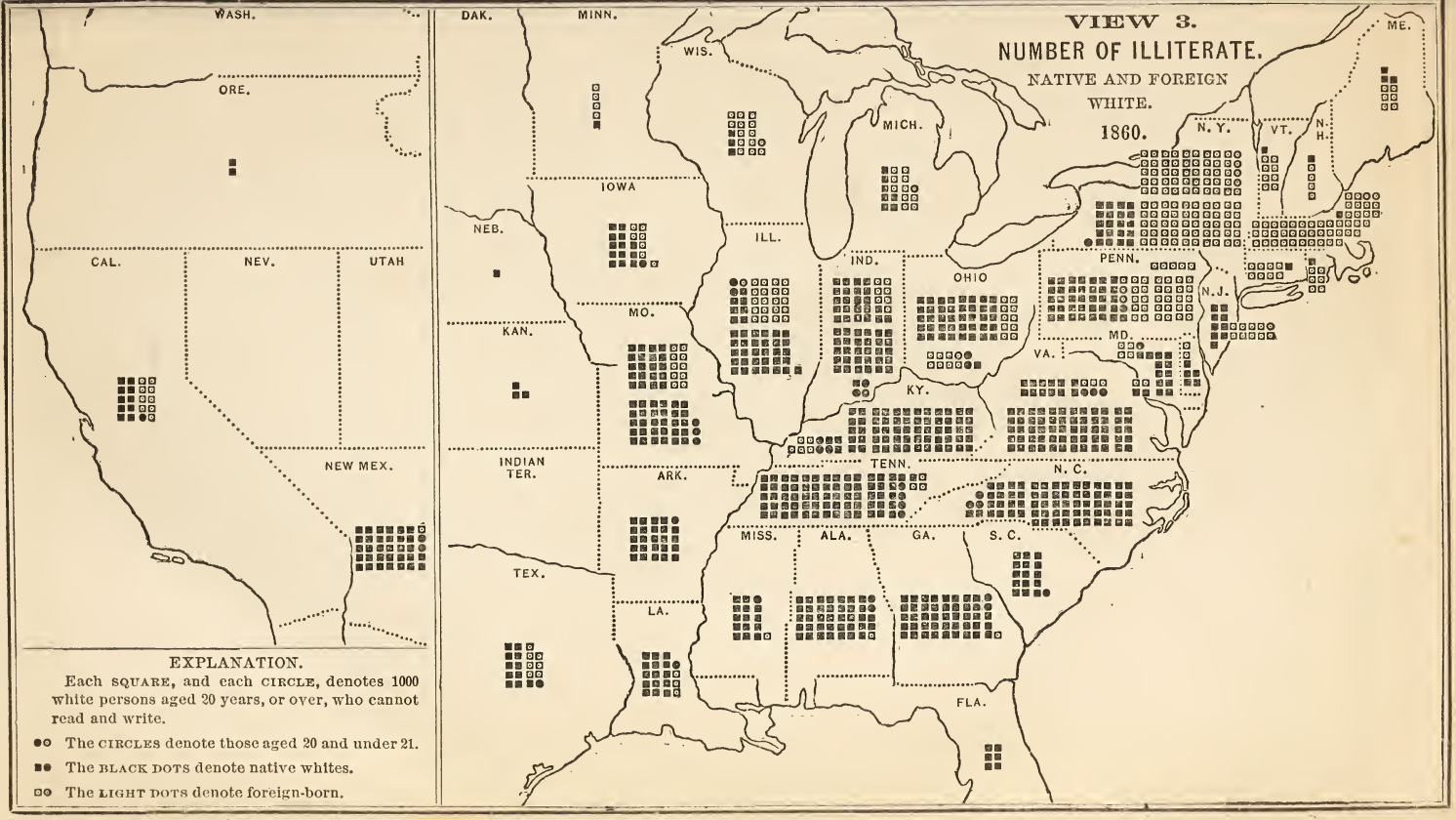
The widespread and comparatively uniform diffusion of the evil, and its existence chiefly among our own native-born citizens, are the great facts which confront us here at the outset.



VIEW 2.—This map holds up before our eyes the same great painful facts—ignorance widespread and spreading—not limited to unfavored regions, but uniformly diffused; a national and not a sectional calamity; an evil of native growth rather than of foreign origin. Still the bookless white population, though standing by tens of thousands in the plantation States, is more multitudinous in the farming slave States and in the Northern States. And now we see, directly and definitely, that it is mainly among the people born and bred in our own country.

The great *increase* of this calamity is conspicuous here. Not only along the Canadian border and in the railroad-building States around the great immigrant-receiving seaports, such as Boston and New York, and in the States where our other large cities are found, and where untaught immigrants have begun to crowd, but all over the country we find our American-born citizens growing up in masses untaught. Delaware, indeed, remains the same, and in South Carolina there are six thousand less; but in all the other States there are more than there were in 1840. In a few States there are a few thousand more, but in most of them there are ten, twenty, thirty thousand more of our own native-born white illiterate, besides the twenty and fifty thousand foreign-born added to Massachusetts and New York; in the whole country 1,012,019, where there were 579,316 in 1840; *four hundred thousand more*—a whole *army* of recruits—a tremendous majority for a presidential vote. Thus, in this most important matter of the increasing numbers of illiterate white adults, 1840–'50 were ten years of retrograde rather than of progress. For the exact figures, here represented in round thousands, see Tables III and IV; compare also Table II. View 3 is also derived from the same tables.


VIEW 2.
NUMBER OF ILLITERATE.
NATIVE AND FOREIGN
WHITE.
1850.
ORE.
CAL.
UTAH
NEW MEX.
MIN.
WIS.
MICH.
IOWA
NEB.
ILL.
IND.
OHIO
PENN.
N. Y.
VT.
N. H.
ME.
N. J.
MD.
VA.
MO.
KY.
TENN.
N. C.
INDIAN TER.
ARK.
MISS.
ALA.
GA
S. C.
TEX.
LA.
FLA.
EXPLANATION.
Each SQUARE, and each CIRCLE, denotes 1000 white persons aged 20 years, or over, who cannot read and write.
The CIRCLES denote those aged 20 and under 21.
The BLACK DOTS denote native whites.
The LIGHT DOTS denote foreign-born.


VIEW 3.
NUMBER OF ILLITERATE.
NATIVE AND FOREIGN
WHITE.
1860.
WASH.
ORE.
CAL.
NEV.
UTAH
NEW MEX.
DAK.
MINN.
WIS.
MICH.
IOWA
NEB.
ILL.
IND.
OHIO
PENN.
N.Y.
VT.
N. H.
ME.
N.J.
MD.
VA.
KAN.
MO.
KY.
INDIAN TER.
ARK.
TENN.
N. C.
MISS.
ALA.
GA.
S. C.
TEX.
LA.
FLA.
EXPLANATION.
Each SQUARE, and each CIRCLE, denotes 1000 white persons aged 20 years, or over, who cannot read and write.
The CIRCLES denote those aged 20 and under 21.
The BLACK DOTS denote native whites.
The LIGHT DOTS denote foreign-born.

VIEW 3.—If we turn now to the next map for 1860, we see the same uniform distribution, only it has now become more uniform, as the new States of the West have become more thickly settled, and the North is filling up with emigrants from foreign countries.

The evil is still increasing since 1850; there is a *very large increase* in the numbers who cannot read. In some of the plantation States there are a few thousands more; but there are many more thousands in the growing States of the far West, now rapidly filling up with the rude pioneers of civilization preparing the way for more favored and more civilized grandchildren; and still larger numbers in the Northern and Eastern States coming in from foreign sources. In the whole country there are now 1,181,918, where there were 1,012,019 in 1850, a hundred and seventy thousand more, seriously threatening our welfare and safety. In the *twenty* years, from 1840 to 1860, the number had *more than doubled,* there being 1,181,918, where there were 579,316—six hundred thousand more.

But the view is not all dark; the *increase is less* than it was in the previous decade, 1840–'50—very much less. Though not abated, the evil is materially checked, notwithstanding the great foreign influx. South Carolina has gained not quite a thousand; Louisiana, Virginia, and Maryland, from three to five thousand; North Carolina and Tennessee, six and eight thousand; and Ohio and Indiana, now becoming old States, are feeling the good effects of their schools and educational influences, and are recovering from the evils attending new settlements. These States have fewer illiterate than in 1850, while all the rest have more. Perhaps in all these States the schools planted, stimulated, extended, or improved on account of the alarm caused by the census of 1840, are now beginning to bring forth their good fruits. Children beginning to learn after 1840 were still under age in 1850, but now in 1860 many of them are adults. This partly explains the fact that the improvement did not appear in 1850, but began to appear in 1860.

But the numbers of *native illiterate* are more important as showing the influence and progress of our own institutions. In this point of view the prospect is more encouraging, though still dark and threatening. But for her foreign illiterate, New York, instead of having twenty-five thousand more, would have had three thousand less, and Pennsylvania seven thousand less; and Kentucky would have had a thousand less, instead of having a thousand more, illiterate. Ohio diminished the number of her *native* illiterate by eleven thousand, Indiana by fourteen thousand, Virginia by five thousand, and Tennessee by ten thousand, and in most of the States there was but little or no increase of native illiteracy; it was chiefly foreign. In the whole country there were about eleven thousand more native-born unable to read than there were in 1850—a great improvement upon the amazing increase in the previous decade, 1840–'50. While we take all courage from these facts to make more vigorous and successful use of the schools which have so much checked the growth of this evil, we must not be deluded by this partial check, but rather be incited and encouraged to use other more effective and appropriate means to abate it, and reduce it to its minimum at a comparatively early day. It must not be permitted to remain fastened upon our body-politic to the end of this century, as it will be if suitable and sufficient measures are not taken, and that right soon. But of this, more in another and proper place, after we have considered, in connection with the per cent. of illiteracy, the causes which have produced, perpetuated, and aggravated it, and the comparative insufficiency of the school influences hitherto employed to abate it.

RELIABILITY OF THE CENSUS.—A comparison of Views 1, 2, 3 shows that we may rely upon the accuracy of the census reports for all the practical purposes of these statistics.

We might depend upon the law of general averages, which can be trusted in the case of such large numbers over so large a field. Any particular cases of dishonesty or carelessness in local enumerators, such as we know to have existed in some districts of our large cities in 1860, or any combination of politicians to conceal unwelcome facts in their own districts or States, such as has been charged—though, perhaps, without much foundation—would be but a drop in the ocean. Such variations, however large, would be too trivial in comparison to affect materially such immense numbers. But aside from and above these general considerations, we have good evidence in the Views before us of the substantial reliability of the census reports.

Look at maps 1, 2, 3. See how the statistics of the successive periods, 1840, 1850, 1860, compare and harmonize. Consider the comparative numbers in each particular State for these three years—in each group of related States—in each section of the country. The relative numbers, the onward movement is the same. Such variations as occur are in harmony in the same sections and classes of States, and are in accordance with the probable operation of causes which we do not have to go far to find.

With the same things in view, compare maps 4 and 5, or 6 and 7, with regard to comparative male and female illiteracy; or 8, A, B, C, in the case of the slaves; 10, 11, or 12, with regard to the percentage or density of the aggregate illiteracy of all classes in the country. All these comparisons agree in showing that there is that harmony

and consistency in the census reports on the subject of illiteracy which can result only from their being substantially true, and it is confidently anticipated that the remaining Views yet to be prepared, and the census of 1870, when it is given to the public, will, on comparison, lead to the same conclusion.

The only real and important variation from the truth is that already referred to—that the numbers must be understated—*largely understated.* Very many who could not read were, doubtless, unwilling to be so reported. Many who could read but a few words would, doubtless, report themselves as able to read. Here the errors would be all on one side, and the law of averages would not come in. We may safely take Horace Mann's judgment, and add "30 per cent. to the figures of the census on this point for its *undoubted under-estimates.*"

We must also bear in mind in this connection the large numbers who could read but little, so little and with so great difficulty as not to be actual readers. On looking all round this subject, it is apparent that we are in no danger of overestimating or overstating the numbers of the illiterate, or the immensity of the evil, or its threatening character. The danger all lies the other way; and our safety and our progress require of us to look it full in the face.

The Greatness of the Numbers.—This notation, as it is used in these maps, is not designed or fixed to express the vastness of the numbers of our illiterate; that would require maps a thousand times as large. For that purpose, not one little dot, but a thousand dots should be used to represent a thousand men; and one of these views would fill volumes, instead of covering but a single page.

We may help our minds a little in approximating to some notion of the *comparative largeness* of these hosts of illiterate, by comparing them with the majorities at some of our popular elections, or with the numbers who enlisted in our armies, or whose lives were sacrificed in the late war. This each one can do for himself. But to form a just conception of the *actual greatness* of such large numbers is too much for the human mind. We can conceive of a few scores or hundreds, but when we come to myriads or millions, the mind is lost, it is overwhelmed.

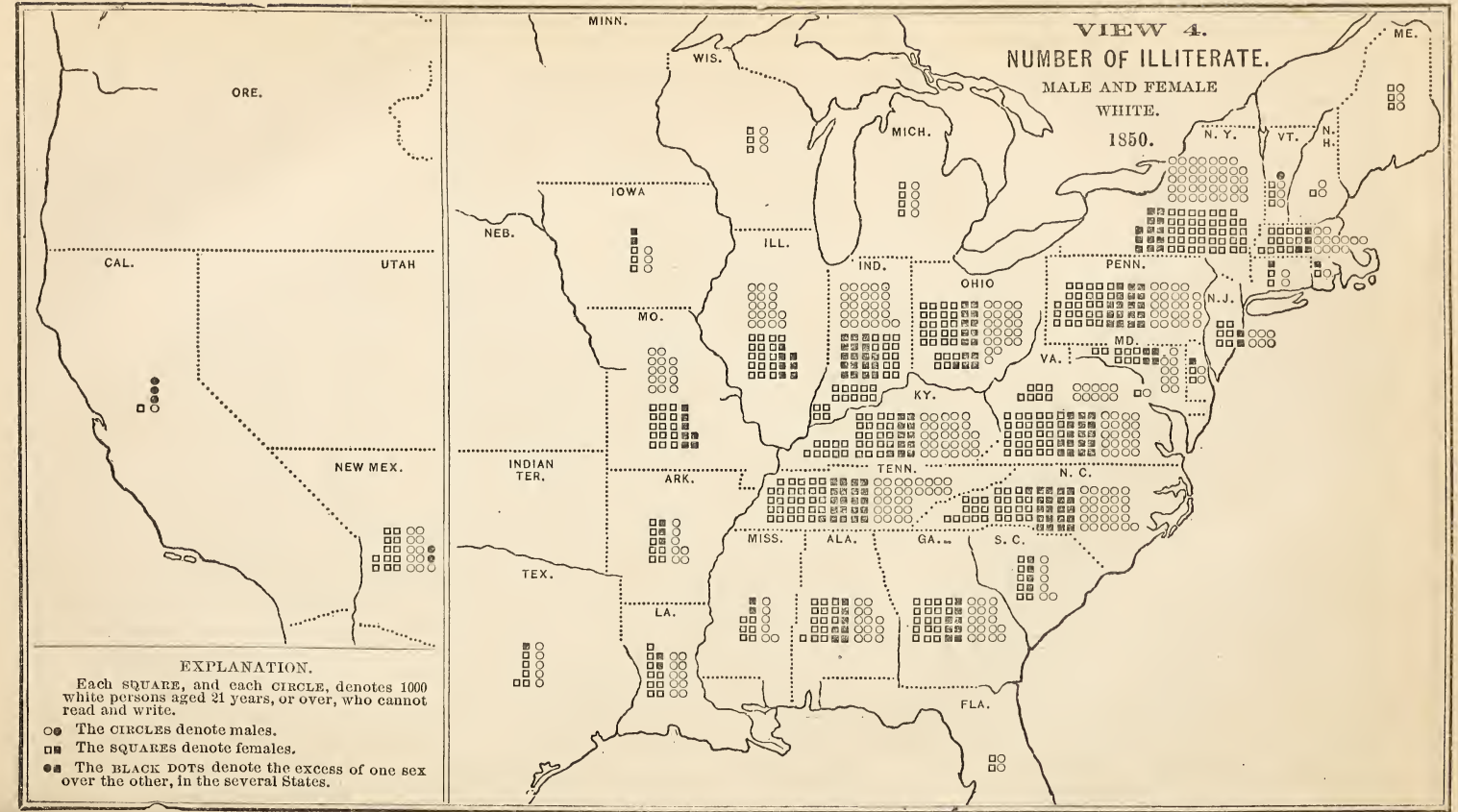
It may help us a little to look at the *circles* in Views 1, 2, 3. They are so few and so small as almost to escape notice. The use of them (see explanations) serves to give, at once, the numbers of thousands over 19, (as in Table III,) at 20, (as in Table IV,) and over 20, (as in Table II.) So much they are designed to do, and they do. But these few little circles give no conception of the large numbers who were just attaining their majority, and assuming the powers and responsibilities of adult men and women, without having the ability to read and write. In View 3 the one little circle in Arkansas tells us that of the 15,000 illiterate native whites in that State, 1,000 were just becoming of age. It serves this purpose. But it expresses nothing of the *largeness* of that number; and yet that number, 1,344, is a number so large that it would require more than all the squares and circles in View 3 to express it, if each dot stood for one young man or woman. So there are three circles in Missouri, as there are in several of the other States. They almost escape notice; and yet the 3,237 illiterate young white men and women of that State between 20 and 21 years of age would require more than all the dots in View 9 to express the whole of so large a number.

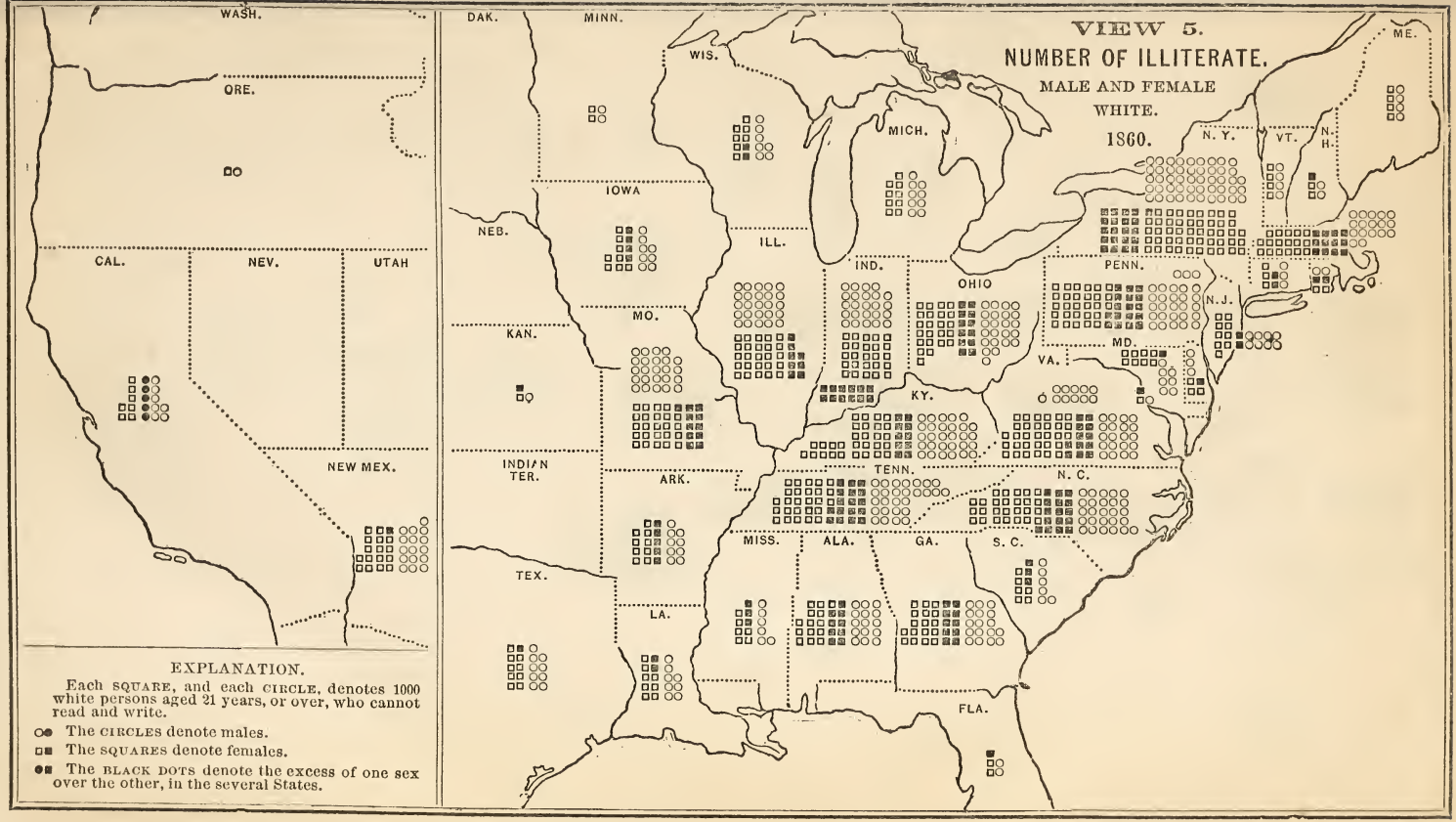
This may serve to impress upon our minds the fact that these numbers are too great for our comprehension, and that no attempt is here made to express their greatness. These Views undertake to show only the *geographical distribution* of the evil in the different sections of the country, its *historical progress* or growth from census to census, and the *relative proportions* of male and female and of native and foreign born, while the fact that it is great beyond comprehension and beyond endurance is dimly shadowed forth.

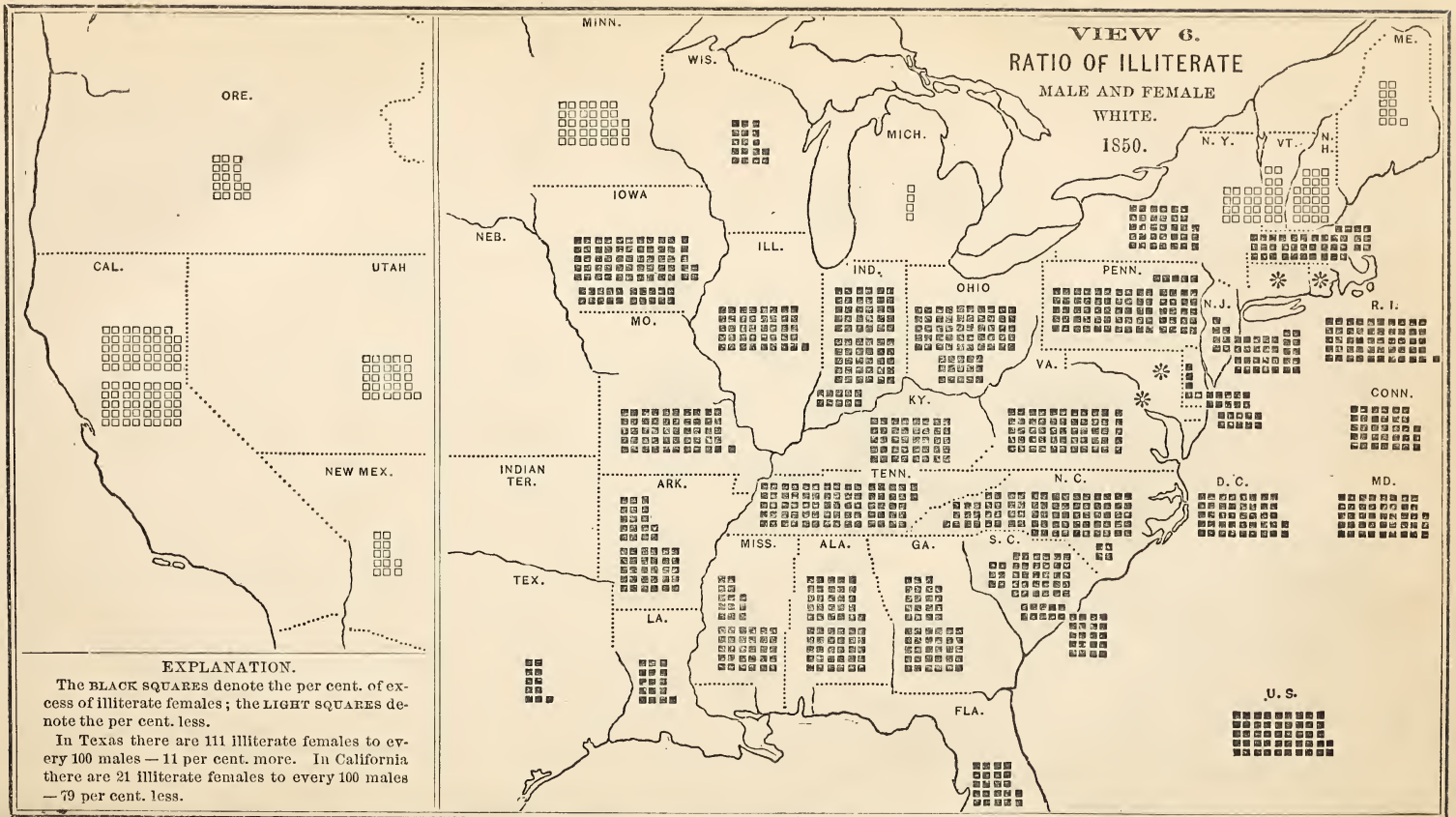
This is all, but this is enough—too much for our national pride; too much for our confidence in the safety of our free institutions; too much for our hope of rapid progress toward a higher civilization; but perhaps enough to show us how sick we are, to alarm us in view of our danger, and to cause us to apply, promptly and energetically, the appropriate remedies.

Views 4, 5, 6, 7. There is no point of view from which this subject presents so serious and threatening an aspect as from that of the large excess of female illiteracy. These four maps are prepared to bring these facts to light. In Views 4 and 5 equal numbers of male and female illiterate in each State are represented by *light* circles and squares, and then the *black* squares stand for so many thousands of illiterate females in excess of the illiterate males. In Views 6 and 7 the exact per cent. of excess in each State is so expressed that the different States may be compared with each other, and the actual degree and progress of this excess can be easily studied. The numbers are taken from Table II.

From Views 6 and 7 it is apparent that (with the exception of the States along the Canadian border, where perhaps the French Canadian immigrants have more illiterate males than females, and of the newest States of the far west) the females who cannot read are largely in excess; and very uniformly so, when we consider the different States, the different sections of the country, on the two different census years, 1850 and 1860.


VIEW 4.
NUMBER OF ILLITERATE.
MALE AND FEMALE
WHITE.
1850.
MINN.
WIS.
MICH.
ME.
N. Y.
VT.
N. H.
IOWA
NEB.
ILL.
IND.
OHIO
PENN.
N. J.
MO.
MD.
VA.
KY.
INDIAN TER.
TENN.
N. C.
ARK.
MISS.
ALA.
GA.
S. C.
TEX.
LA.
FLA.
ORE.
CAL.
UTAH
NEW MEX.
EXPLANATION.
Each SQUARE, and each CIRCLE, denotes 1000 white persons aged 21 years, or over, who cannot read and write.
The CIRCLES denote males.
The SQUARES denote females.
The BLACK DOTS denote the excess of one sex over the other, in the several States.

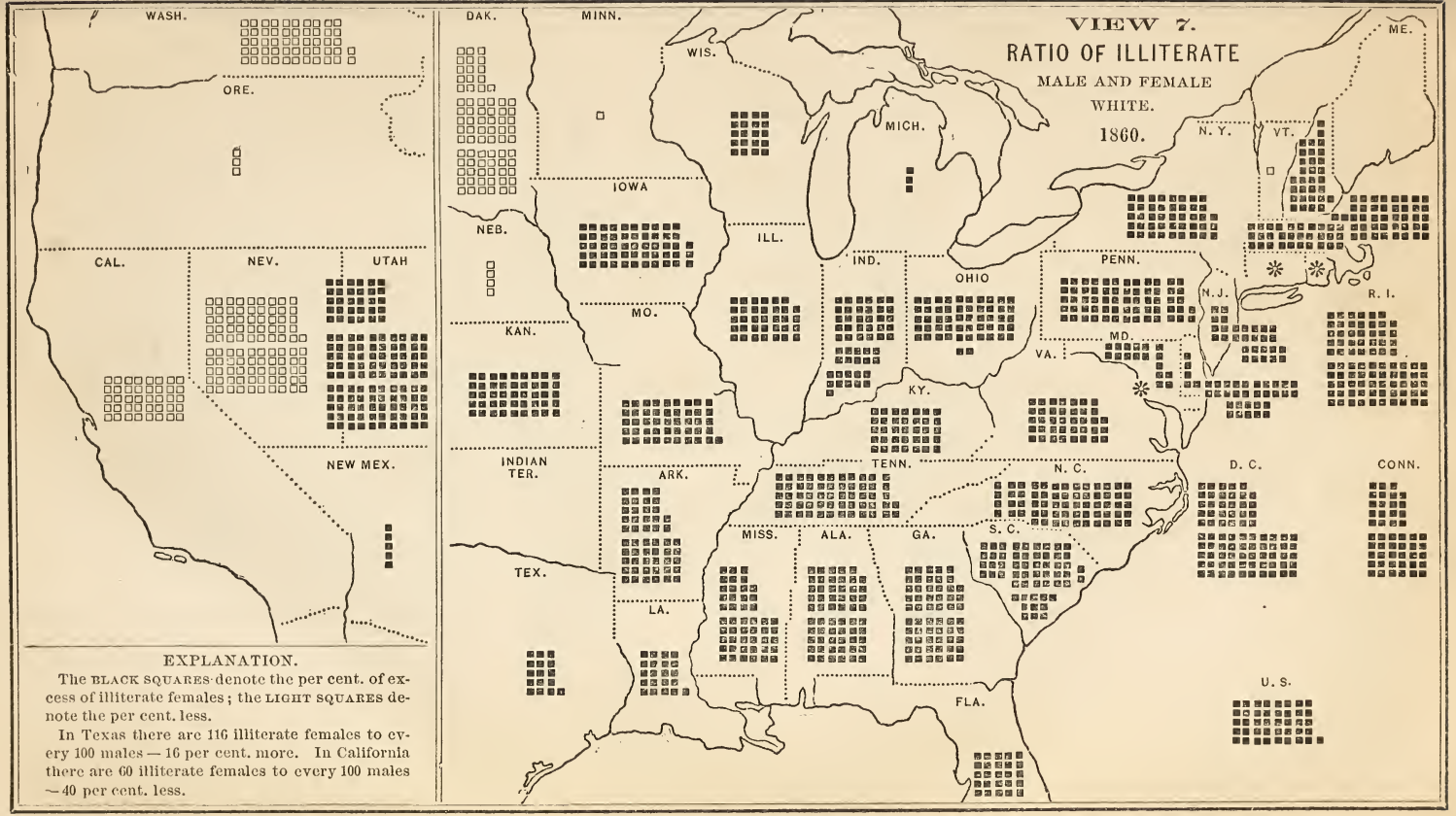

VIEW 5.
NUMBER OF ILLITERATE.
MALE AND FEMALE
WHITE.
1860.
WASH.
ORE.
CAL.
NEV.
UTAH
NEW MEX.
DAK.
MINN.
WIS.
MICH.
IOWA
NEB.
ILL.
IND.
OHIO
PENN.
N. Y.
VT.
N. H.
ME.
N. J.
MD.
VA.
KY.
MO.
KAN.
INDIAN TER.
ARK.
TENN.
N. C.
MISS.
ALA.
GA.
S. C.
TEX.
LA.
FLA.
EXPLANATION.
Each SQUARE, and each CIRCLE, denotes 1000 white persons aged 21 years, or over, who cannot read and write.
The CIRCLES denote males.
The SQUARES denote females.
The BLACK DOTS denote the excess of one sex over the other, in the several States.



EXPLANATION.

The BLACK SQUARES denote the per cent. of excess of illiterate females; the LIGHT SQUARES denote the per cent. less.

In Texas there are 111 illiterate females to every 100 males — 11 per cent. more. In California there are 21 illiterate females to every 100 males — 79 per cent. less.



EXPLANATION.

The BLACK SQUARES denote the per cent. of excess of illiterate females; the LIGHT SQUARES denote the per cent. less.

In Texas there are 116 illiterate females to every 100 males — 16 per cent. more. In California there are 60 illiterate females to every 100 males — 40 per cent. less.

It should be noted, by looking at Views 4 and 5, that, in the States above referred to where female illiterate are not in excess, the actual numbers are very small, especially in the western Territories; in most cases but a few scores or hundreds, and not enough to appear as thousands on these maps. In these cases the percentage has less comparative value.

In the case of Utah, though the great preponderance of ignorant women there will arrest attention and be deemed significant, the comparison between the years 1850 and 1860 does not appear on the maps. Taking Utah and Nevada together for 1860, to compare them with the same extent of territory in 1850, the total numbers are 236 men and 230 women unable to read, or 97 women to 100 men. This will make the relative numbers more nearly what they were in Utah in 1850, and exactly the same as in Oregon in 1860—3 per cent. less of females than of males.

To learn the lessons taught by these maps, we must turn to the States where the numbers are large, and look especially at Views 6 and 7. There are some important differences between the different States and sections, which will be noticed; but the great facts are, the general uniformity throughout the country, and the large excess of females. The average is from 140 to 150 illiterate females to every 100 males, and we see how many and which States have this ratio, and how many exceed it.

Comparing the two years 1850 and 1860, we see that in the Northern and Eastern States the proportion of ignorant females has increased by the following percentages: In Maine by 11 per cent.; in New Hampshire by 53; Vermont, 27; New York, 10; Massachusetts, 34; Rhode Island, 33; Connecticut, 16; Delaware, 10; and in the District of Columbia, 37; also in Minnesota, 32, and in Wisconsin 3. In the Gulf States also it has increased: in Florida by 3 per cent.; Georgia, 9; Alabama, 3; Mississippi, Louisiana, Texas, and Arkansas, by 5 per cent. in each. While in the more central States it has diminished: in New Jersey by 19 per cent.; Pennsylvania, 13; Ohio, 13; Indiana, 19; Illinois, 7; Iowa, 24; Missouri, 5; Kentucky, 5; Tennessee, 15; South Carolina, 11; North Carolina, 18; Virginia, 17; and Maryland, 26. In the whole country it has diminished by 6 per cent.—an encouraging fact, so far as it goes. But the great fact remains: a very large majority of our illiterate white population are women.

These facts ought to be strong arguments. Women are not only the mothers and wives and sisters of voters, (if they do not vote themselves,) and of soldiers and farmers, artisans and labbrers, whose value as producers and worth as citizens depend so largely on their knowledge, intelligence, and means of improvement; but they themselves have special charge of our food, our dress, our home life and comforts, our well-being in health and sickness; and knowledge, intelligence, and enlightened discretion are even more needed for their special work and offices than in the special work and sphere of the other sex. But more than all, and above all, they are the natural and actual teachers, not only in schools, but in the family, as mistresses of servants, as neighbors, friends, sisters, who can and will instruct all who need, and, highest of all, as mothers of their own children.

Let our mothers and sisters and female friends be taught; let them read books and newspapers, and love to read them; let them love knowledge, and seek it and use it, and illiteracy will disappear from the land. Let them know the work can be done; let them have the facilities for it, and they will do it. In the place of growing ignorance, we shall have rapid advance in ability and efficiency, in intelligence, in refinement, in everything belonging to a higher, purer, better civilization.

Views A, B, C.—These charts show the progress of slavery from 1840 to 1860—its growth and its extension South and West. They more particularly express the number of thousands—of regiments—of adult slaves. (See Tables III and VI.) Nearly all of these were illiterate. One cannot but feel, on looking at this dark mass, its rapid, steady growth, and its irresistible and unresisted onward march as a mass of ignorance, degraded and degrading, that our country has escaped, barely in time, from the evils and dangers of incalculable proportions.

If there has been so much public indifference and practical neglect in the case of white illiteracy, we have happily been deeply interested in that of the freedmen, and have taken earnest and active measures to instruct them. The sudden elevation of these untaught millions to the condition of American freemen and citizens aroused at once such a sense of duty and responsibility, and such a desire to teach and elevate them, as to call forth most liberal patronage from the Government through the Freedmen's Bureau; the most generous donations of the free-hearted and open-handed, through the Freedmen's Aid Societies—too large to be long continued; and the most noble and heroic self-devotion of teachers, who hastened to the South to teach them. The convictions of the feeling of the country are well embodied in the late proclamation of the President of the United States. There should be the same convictions and the same feeling with regard to the corresponding millions of illiterate white men and women, who are equally needy, equally worthy of our thought and generous sympathies, and constitute a much larger host of bookless citizens, if we include, not only those who cannot read at all, but also those who read so poorly that books and newspapers are of no use to them.

Some facts connected with these extraordinary efforts to educate the freedman, so well-directed, so energetic, and so successful, deserve to be specially noticed and pondered well, as showing the magnitude of the work we have to do, and the absolute necessity of some other and better facilities and methods than we have hitherto employed.

VIEW 8.—A.

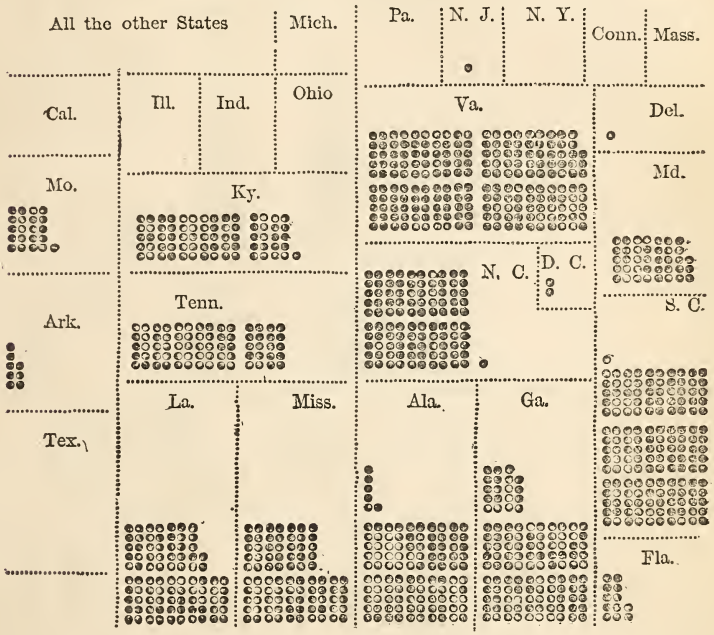
NUMBER OF ILLITERATE.

SLAVES.

1840.

EXPLANATION.

Each CIRCLE denotes 1000 slaves aged 20 or over.



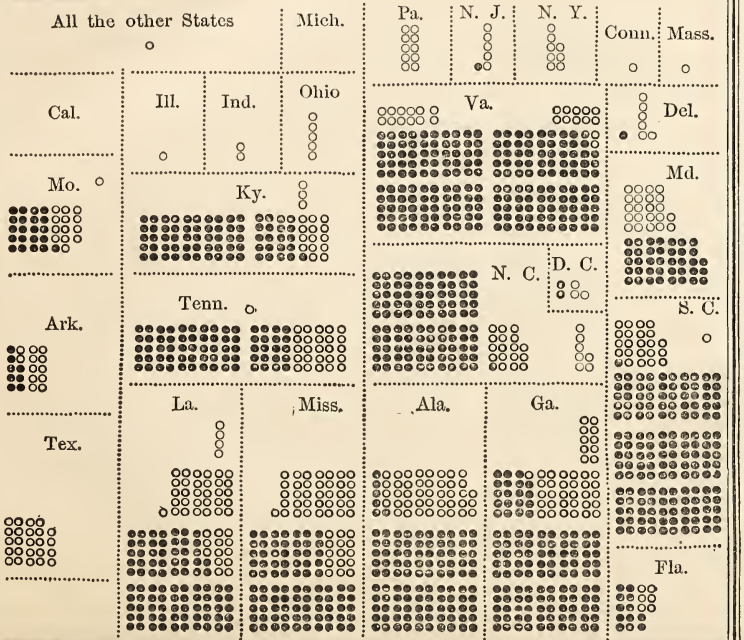
Let it be premised that there must be now in the United States over five millions of free colored people; the estimated number for 1870 is 5,407,000. (See Preliminary Report of the Eighth Census," p. 7; and "Compendium of the Seventh Census," p. 87.) The annual increase must be set down as over 100,000, and of those who were lately slaves nearly that number. But there must have been less increase during the war, and still less from more adverse circumstances since. Let us, then, take the number for 1860, ten years ago, though that is much below the actual number. The whole number of slaves was four millions; their *annual increase*, 80,000. The whole number of adult slaves was 1,734,000; *their annual increase*, 35,000. Let us now compare with this the numbers who have been taught to read, and judge from the past what a work we have yet to do in the future. The following facts are taken from the reports of Mr. Alvord, superintendent of freedmen's schools:

In July, 1867, the whole number enrolled in the day and night schools was 111,442; in 1869 it was 114,522. About one-sixth of these (some 20,000) were over 16 years of age. If all of these were different persons, in the day and in the night schools, and if entirely new classes were formed in each successive year, and if none of them knew how to read before, and if every one enrolled learned to read well enough to make use of books and newspapers, and if none of them were under 20 years of age, there were not more than 20,000 adult freedmen per year taught to read—only about half the annual increase.

VIEW 8.—B.
NUMBER OF ILLITERATE.
SLAVES
AND FREE-COLORED.
1840, 1850.

EXPLANATION.

Each CIRCLE denotes 1,000 illiterate adults.
● ○ denote slaves; ○ denote free-colored.
● These circles show the number in 1840.
○○ These, show the increase in 1850.



VIEW 8.—C.
NUMBER OF ILLITERATE.
SLAVES
AND FREE-COLORED.
1840, 1850,
1860.

EXPLANATION.

Each CIRCLE denotes 1,000 illiterate adults.
● ○ ◉ denote slaves; ○ ○ denote free-colored.
● These circles show the number in 1840.
○○ These, show the increase in 1850.
◉○ These, show the increase in 1860.

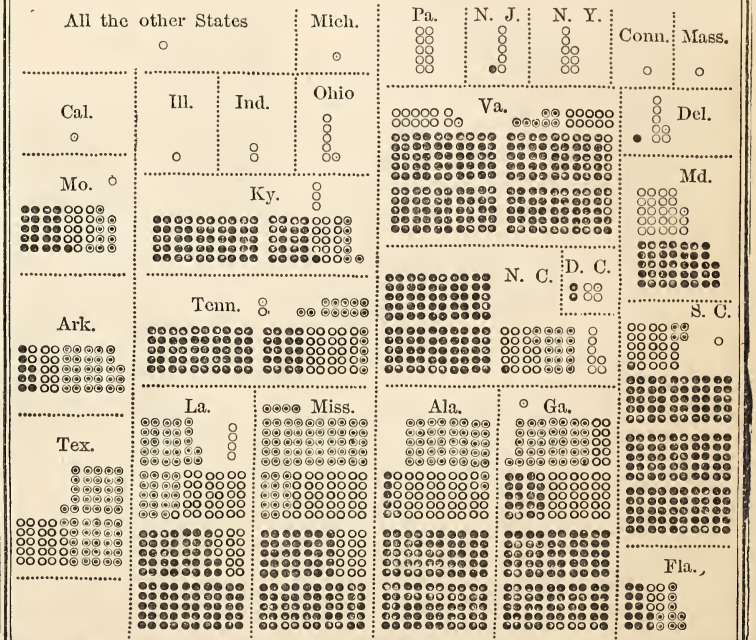


TABLE VI.—*Persons aged 20 and over.*

1840.	ILLITERATE. WHOLE NUMBER. PER CENT.				Total.	
	Native and foreign.					
	White.		Slaves.			
Alabama	23,873	18.24	105,974		129,847	55
	130,900		105,974		236,874	
Arkansas	6,972	22.82	8,004		14,976	39
	30,555		8,004		38,559	
Connecticut	548	.33	17		565	0
	163,843		17		163,860	
Delaware	5,092	18.43	889		5,981	21
	27,629		889		28,518	
Florida	1,384	9.93	11,684		13,068	51
	13,944		11,684		25,628	
Georgia	32,360	20.11	119,142		151,502	54
	160,957		119,142		280,099	
Illinois	29,157	14.70	136		29,293	15
	198,413		136		198,549	
Indiana	40,229	15.01	1		40,230	15
	268,049		1		268,050	
Iowa	1,194	6.14	8		1,202	6
	19,456		8		19,464	
Kentucky	42,182	17.36	71,287		113,469	36
	242,984		71,287		314,271	
Louisiana	5,137	6.50	87,166		92,303	55
	79,000		87,166		166,166	
Maine	3,392	1.45	0		3,392	1
	234,177		0		234,177	
Maryland	12,423	8.04	38,286		50,709	26
	154,442		38,286		192,728	
Massachusetts	4,662	1.15	0		4,662	1
	402,761		0		403,761	
Michigan	2,295	2.38	0		2,295	2
	96,189		0		96,189	
Mississippi	8,871	12.01	84,695		93,566	59
	73,838		84,695		158,533	
Missouri	20,617	15.66	21,039		41,656	27
	131,669		21,039		152,708	
New Hampshire	980	.65	0		980	1
	149,911		0		149,911	
New Jersey	6,693	4.01	669		7,362	4
	166,964		669		167,633	
New York	46,735	4.04	1		46,736	4
	1,155,522		1		1,155,523	
North Carolina	59,470	28.36	100,879		160,349	52
	209,685		100,879		310,564	
Ohio	37,312	5.84	2		37,314	6
	638,740		2		638,742	
Pennsylvania	35,700	4.66	23		35,723	5
	765,917		23		765,940	
Rhode Island	1,690	2.97	5		1,695	3
	56,835		5		56,840	
South Carolina	21,689	19.42	150,751		172,440	66
	111,663		150,751		262,414	
Tennessee	61,676	24.78	70,396		132,072	41
	248,928		70,396		319,324	
Vermont	2,365	1.64	0		2,365	2
	144,136		0		144,136	
Virginia	61,712	18.70	197,899		259,611	49
	330,069		197,899		527,968	
Wisconsin	1,820	10.72	5		1,825	11
	16,973		5		16,978	
District of Columbia	1,086	7.23	2,204		3,290	19
	15,015		2,204		17,219	
Total	579,316	8.97	1,071,162		1,650,478	22
	6,440,164		1,071,162		7,511,326	

It will be seen that this table corresponds with columns 7, 10, and 11 of Table III, giving the statistics of those columns for 1840, and that the general arrangement for 1840 here is the same as that for 1850 and 1860 there. The explanation of that table will therefore serve for this. As the free colored illiterate were not given in the census of 1840 they are not included in the total column here.

But many of those enrolled in the day and in the night schools must have been the same persons; and many of them attended from year to year; some of them had some ability to read before; and, doubtless, not a few beginners failed to become good readers; and then a very considerable number of those over 16 must have been under 20, so that no small deduction must be made from the 20,000 a year for the number of adults actually taught to read. Were there more than 10,000 annually taught to read in these schools? Were there so many?

There were also from 30,000 to 35,000 persons estimated as attending day and night schools not regularly reported. If the same proportion of these were adults, then one-third must be added to the above numbers for the adult freedmen taught in all the schools. The Sunday schools numbered about 100,000 persons. How many of these were adults, whether most of them were the same persons attending from year to year; how many of them belonged to the day or night schools, regularly or irregularly reported, and how much was done, and how effectually, in the Sunday schools, to teach them to read, does not appear—cannot be determined.

But, setting the number taught at the highest possible figure, it is but a fraction of the annual increase. The work is manifestly so great—so inconceivably great—that the large expenditures and vigorous and successful efforts of the freedmen's schools and their liberal supporters have failed to keep up with the annual increase—have fallen very far behind. They have not arrested the steady, onward march of this mass of ignorance, but have done only what they could to check its progress. It has still gone on, so that to-day there are more adult freedmen unable to read than there were three years ago; many thousands more.

There is another view to be taken of this matter. Of the hundred thousand and more per year, regularly reported as enrolled, there were some in alphabet classes, some in easy reading, and some in advanced reading. The pupils in easy reading numbered from 30,000 to 55,000 and those in advanced reading from 20,000 to 44,000, in the several reports of the freedmen's schools from 1867 to 1870. Taking the highest number for advanced readers, 44,000, and making the proper allowance for part of them (was it five-sixths or more) being under 20, part of them belonging to night-schools as well as to day-schools, part of them being the same persons in successive years, some of them having known how to read before, and we begin to see and feel *how far* this grand and noble and successful movement has proved inadequate to reach the heart of the evil to be removed, or even to diminish materially its rapid and steady growth.

And yet this evil must be checked, must be removed. The freedmen must learn to read. We are not even educating the children—hardly enough, perhaps not enough of *them*, to equal *their* annual increase. But if we *were* doing this; if we were teaching *all* the children, as Prussia does for her children, and New England partially for hers, this would not be enough. As Mr. Alvord, superintendent of freedmen's schools, said in 1867, "How can we *wait* for this in the rapid march of events?" Those now adults must be taught; the youth, the middle-aged must be taught, must become readers, and be aided in this way to rise and discharge better their new duties as citizens and free men, if we and they would prosper. And more of the children must be taught; they must be better, more rapidly, more successfully taught. This must be done; it *can be* done; who of us will join and say, it *shall be done?*

VIEW 9.—This chart is a combination of Views 3 and 8 C. It gives the aggregate number of thousands of illiterate of all classes—native and foreign, male and female, black and white, slave and free. The figures from which it is derived will be found in Table III, column 11, total. By comparing it with View 8 C and with View 3, or by comparing those two Views, it will be apparent how large a proportion of our illiterate population are white and native born. And it must be borne in mind that *all* of the illiterate slaves are here represented, while the white illiterate who reported themselves able to read, or were able to read but little and so imperfectly as not to be actual readers, are not here included.

After what has been said on the preceding pages, this View must be left to each one's own study and reflections. It is apparent that we have an immense work to do, and that no State or section is free from a painfully large share of it at home, while many of the States North and South, East and West, are in pressing need of help, and must have it from some source. And especially when we consider that each of these dots stands for a whole thousand—a regiment of the ignorant, and that it would require a thousand times as many units to express the entire host; that all the dots in this chart will not suffice to fully express the number that Kansas alone has to teach, if she would not suffer from their continued ignorance, we see that there is occasion and need enough for this exhibit of our real condition, and that there is work enough for us all, as individuals, as communities, as States, and as a nation.

VIEWS 10, 11, 12.—In these three maps the squares and circles are not used to stand each for a thousand persons, but here each denotes one per cent. They do not express the actual number of illiterate, but the density of illiteracy, including all classes. The figures will be found in Table IV.

VIEW 9.

NUMBER OF ILLITERATE

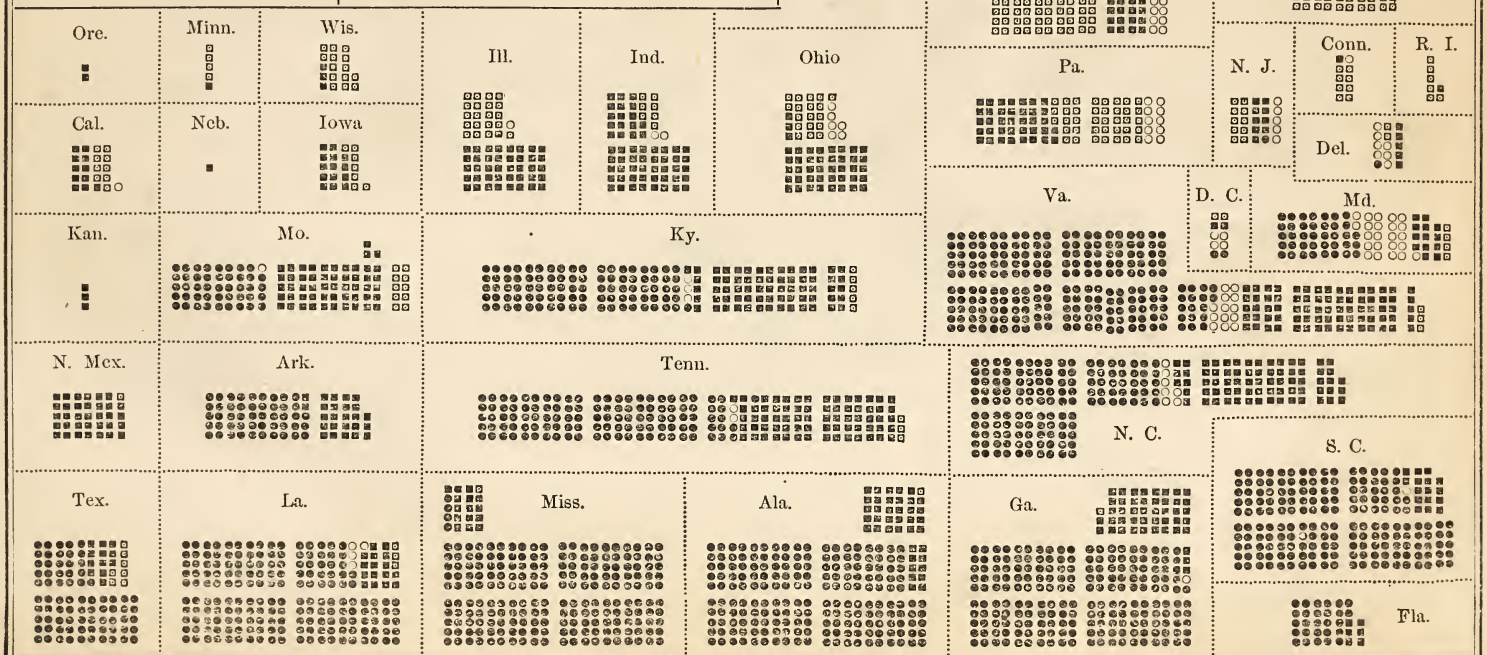
OF ALL CLASSES.

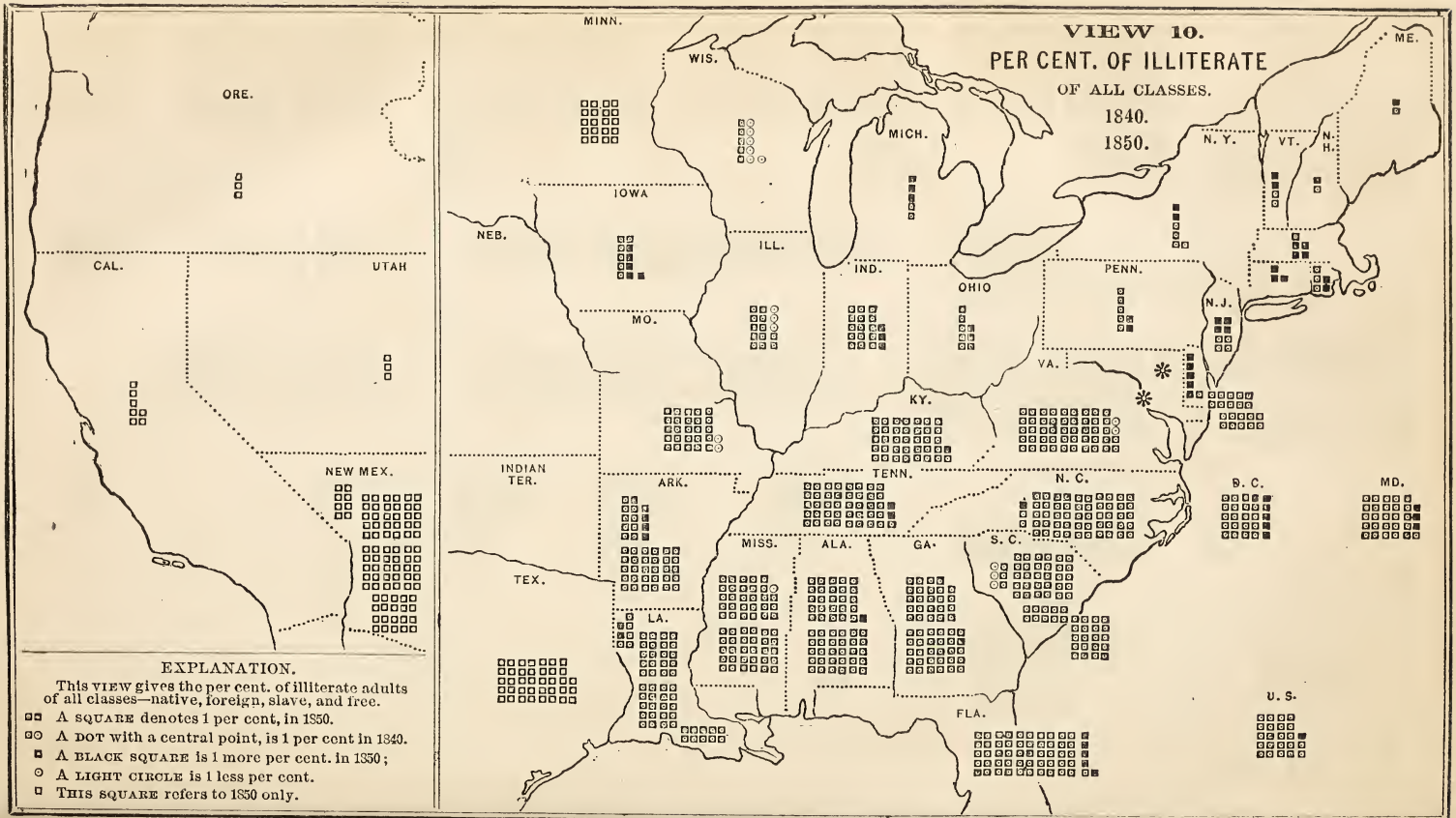
1860.

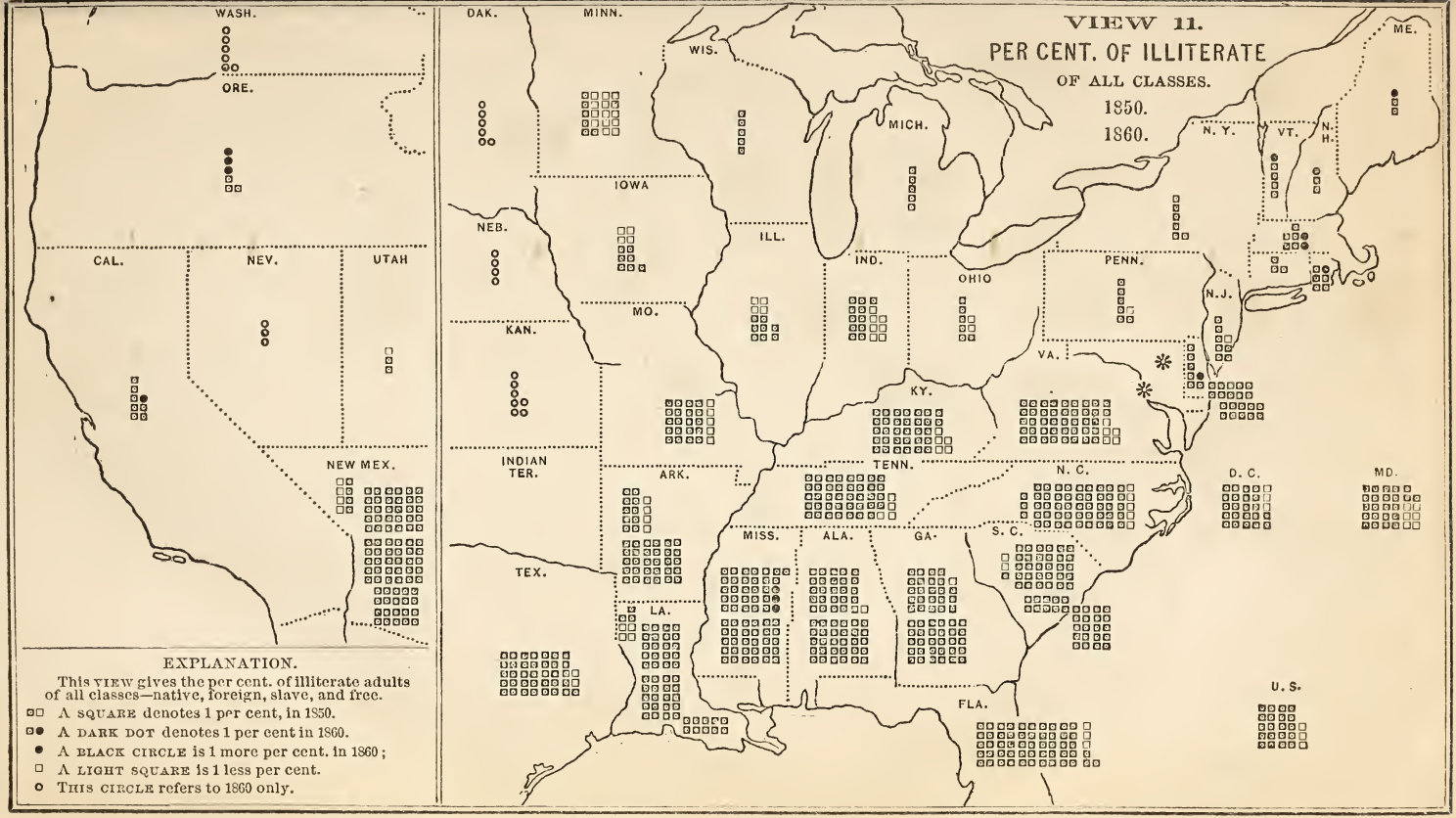
EXPLANATION.

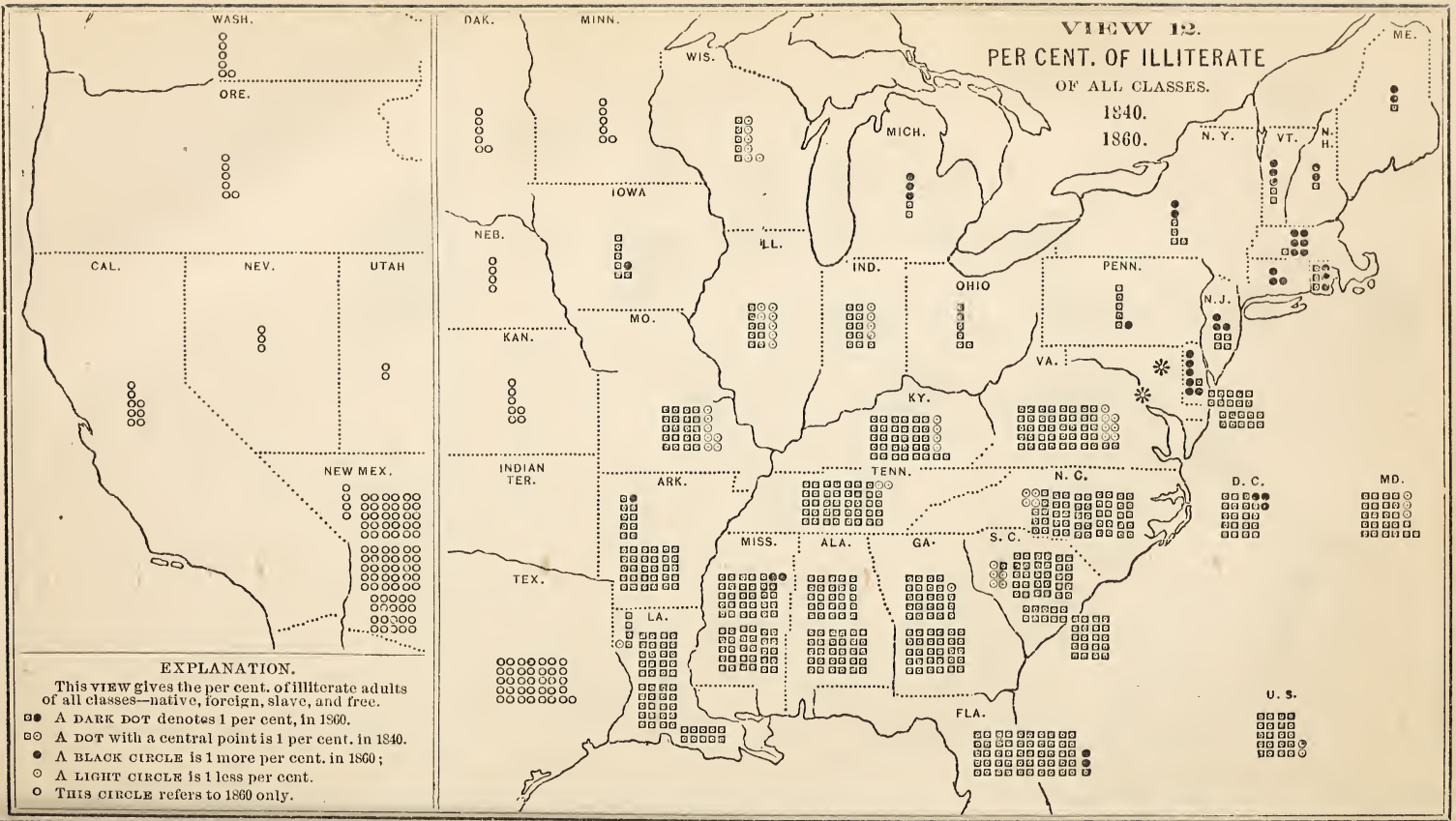
Each SQUARE, and each CIRCLE, denotes 1000 persons aged 20, or over, who cannot read and write.

- ■ The BLACK SQUARES denote native whites.
- ▫ The DARK SQUARES denote foreign-born.
- ● The BLACK CIRCLES denote slaves.
- ○ The LIGHT CIRCLES denote free-colored.




VIEW 10.
PER CENT. OF ILLITERATE
OF ALL CLASSES.
1840.
1850.
MINN.
WIS.
MICH.
ME.
N. Y.
VT.
N. H.
IOWA
NEB.
ILL.
IND.
OHIO
PENN.
N. J.
MO.
VA.
KY.
INDIAN TER.
ARK.
TENN.
N. C.
S. C.
D. C.
MD.
MISS.
ALA.
GA.
TEX.
LA.
FLA.
U. S.
ORE.
CAL.
UTAH
NEW MEX.
EXPLANATION.
This VIEW gives the per cent. of illiterate adults of all classes—native, foreign, slave, and free.
A SQUARE denotes 1 per cent, in 1850.
A DOT with a central point, is 1 per cent in 1840.
A BLACK SQUARE is 1 more per cent. in 1850;
A LIGHT CIRCLE is 1 less per cent.
THIS SQUARE refers to 1850 only.


VIEW 11.
PER CENT. OF ILLITERATE
OF ALL CLASSES.
1850.
1860.
WASH.
ORE.
CAL.
NEV.
UTAH
NEW MEX.
DAK.
MINN.
WIS.
MICH.
IOWA
NEB.
ILL.
IND.
OHIO
PENN.
N.Y.
VT.
N. H.
ME.
N.J.
MO.
KAN.
VA.
KY.
INDIAN TER.
ARK.
TENN.
N. C.
D. C.
MD.
MISS.
ALA.
GA.
S. C.
TEX.
LA.
FLA.
U. S.
EXPLANATION.
This VIEW gives the per cent. of illiterate adults of all classes—native, foreign, slave, and free.
A SQUARE denotes 1 per cent, in 1850.
A DARK DOT denotes 1 per cent in 1860.
A BLACK CIRCLE is 1 more per cent. in 1860;
A LIGHT SQUARE is 1 less per cent.
THIS CIRCLE refers to 1860 only.


VIEW 12.
PER CENT. OF ILLITERATE
OF ALL CLASSES.
1840.
1860.
WASH.
ORE.
CAL.
NEV.
UTAH
NEW MEX.
DAK.
MINN.
WIS.
MICH.
IOWA
NEB.
ILL.
IND.
OHIO
PENN.
N. Y.
VT.
N. H.
ME.
N.J.
MO.
KAN.
VA.
KY.
INDIAN TER.
TENN.
N. C.
D. C.
MD.
ARK.
MISS.
ALA.
GA.
S. C.
TEX.
LA.
FLA.
U. S.
EXPLANATION.
This VIEW gives the per cent. of illiterate adults of all classes—native, foreign, slave, and free.
A DARK DOT denotes 1 per cent, in 1860.
A DOT with a central point is 1 per cent. in 1840.
A BLACK CIRCLE is 1 more per cent. in 1860;
A LIGHT CIRCLE is 1 less per cent.
THIS CIRCLE refers to 1860 only.

The 80 or 90 dots in New Mexico show that nearly all the population is illiterate—all but 10 or 15 per cent. The 50 or 60 dots in most of the cotton or plantation States show that about half or more than half the population cannot read. In a few other slave States it is about one-third, in some a quarter, and in some of the Northwestern States, from a fourth to a tenth of the people. Quite a number of the Northern States, east and west, have from five to ten per cent.; while Maine, New Hampshire, Rhode Island, Nevada, and Utah are the only States having but three per cent., or less. Of course, this includes the illiterate of all classes—foreign and slave, as well as native white. It shows how great a work each State has to do in proportion to the number of its inhabitants; but it does not show anything definitely of the causes operating to increase or perpetuate illiteracy among our own free people, born and educated in our own land.

View 10 shows us that the per cent. of illiteracy increased from 1840 to 1850, not only in the whole country, but especially in New England, (chiefly from foreign sources,) and in some of the Western and Southern States. View 11, on the contrary, shows how it was diminished in the next decade, not only in the whole country, but in most of the Southern and Western States, though still increasing in New England, in Mississippi, and on the Pacific slope. View 12 shows that during the whole twenty years there was some improvement in respect to the per cent. of total illiteracy in the whole country, and in what States and parts of the country it was most marked. But a great increase of the evil is seen in New England and the Middle States, as also in Michigan and in one or two other States, for the main causes of which we need not go beyond the fact of ignorant immigration from Canada and Europe, and of slave migration toward the extreme South and Southwest.

It is not so important or instructive to investigate minutely here the improvement in the percentage of some of the States, as it will be in connection with the views of native white illiteracy. It is here complicated so much with the relative increase of slaves and whites, as well as with the influence of foreigners, that it teaches but little. Mississippi, for instance, lost, on the whole, 3 per cent. between 1850 and 1860, (View 11;) but this was due to the greater increase of the slave population—the ratio of white illiteracy actually diminished one per cent.

It may, however, be noticed here that the improvement was not confined to particular States. It was very general throughout the South and West—almost everywhere except in New England. It is noticeable particularly in the northern tier of slave States, and in some Western States. It must have been due to some common cause or causes operating over those vast areas and large sections and groups of States. But this is not the best place to consider it in detail.

Another thing strikes us on looking at these three maps, and that is the comparative harmony and uniformity of the results of the three census reports of 1840, 1850, and 1860. We have already noticed (page 19, View 3) the bearing of this upon the question of the reliability of the census statistics on this subject. It is very manifest here. Whether we look at these three maps with reference to the whole country, or look at larger or smaller sections, or groups of States, or at individual States, the conviction becomes irresistible that these corresponding and harmonious results of the three successive census reports are due to the fact that they are substantially correct; that there are no irregularities or inaccuracies in them that can in any way materially affect the general conclusions to which they lead, and the great lessons which they teach. It only remains for us to do the work to which they point us.

CAUSES AND REMEDIES.

It would be premature to enter upon a full discussion of the causes and remedies of this evil before we come to the Views of percentage of native white illiteracy, which show its density (its proportion to the whole adult native white population of each State) and bring out its relations to the special local influences which have been operating to produce or remove it. Indeed, maps of some of the States, showing its distribution in the several counties, and thus bringing us more directly to see its relations to general and special causes, ought first to be studied. Views of such minute geographical distribution by counties would be as much more instructive than these maps of its distribution among the States as these maps are more instructive than the single group of dots for the whole United States, to be seen in the lower right-hand corner of Views 6, 7, 10, or 12; and such county Views need to be prepared, and shall be, as soon as circumstances will permit, and the necessary means can be obtained.

But already the maps we have been looking at and studying point to several important causes; the influx of ignorance from Canada, and through Canada, and to the great Atlantic ports, by immigration; the influence of slavery in the plantation States, and even more among the poorer farming population flowing westward from the older and wealthier portions of Virginia and North Carolina to the mountain valleys and to the newly-settled parts of those States, and of Kentucky and Tennessee, and even beyond the northern banks of the Ohio; the peonage and other adverse causes bearing

upon the untaught population of New Mexico; the influences which have come down from some of the early settlers and immigrants of New York, Pennsylvania, and some other States, as compared with the school influences inherited in New England; and unfavorable circumstances and difficulties in new and sparse settlements in the pioneer Western States.

But there must be—there are, other causes more universal, more fundamental, more permanent, impairing the efficiency of schools, preventing the successful use of maternal and family agencies, aggravating the effect of other adverse circumstances, preventing or taking away the anxiety of the untaught to learn, preventing the beginner's early and speedy success, disheartening him, and deterring him from persevering in his efforts at self culture in this elementary and all-essential branch of study—in this very root of all study and progress.

Full investigations of this subject will establish the fact that even in our most favored sections—in New England, in New York, and the Middle States, and in the Northwest—and in the most favored parts of them, in towns and cities where money has been most lavished and pains have been least spared, our schools have not been as efficient as they ought to be; not half as efficient as they can and must be made. It will appear also that, hitherto, home efforts, and self-teaching, and Sunday-school, and neighborly and friendly assistance have been of little or no avail; they have hardly been available or practicable.

It is believed that the mother's teaching, home-teaching, teaching by masters and mistresses, by friends and Sunday-school teachers, and with these, after these, and more than these, self-teaching can be made even more effective than schools.

EDWIN LEIGH.

TABLES

OF

SCHOOL STATISTICS OF THE UNITED STATES.

SCHOOL STATISTICS OF THE UNITED STATES, COMPILED FROM THE MOST RECENT INFORMATION.

TABLE I.—*General Statistics: Statistics of Pupils and Teachers.*

States.	Date of report.	Area in square miles.	Value of taxable property.	Population. *	School population. Between the ages of—	School population. Number.	No. of children enrolled in the schools.	Average attendance.	Number of children of school age never registered.	Average absence of those enrolled.	Average total absence.	No. of school districts or schools.	Average duration of schools in month and days.	No. of pupils in private elementary schools.	No. of teachers in public schools. Male.	No. of teachers in public schools. Female.	No. of teachers in public schools. Total.	Ave'ge salary of teachers per mo. Male.	Ave'ge salary of teachers per mo. Female.
Alabama	1869	50,722		1,002,000	5-21	†336.000	†160,000					3,804							
Arkansas	1869	52,198		486,103	5-21	180,000	100,000	60,000	80,000	40,000	120,000	2,500	5 months		1,300	700	2,000	$80 00	$60 00
California	1869	159,000		556,208	5-15	112,753	73,754	49,802	38,999	23,925	62,941	1,354		16,273	726	961	1,687	81 33	62 81
Connecticut	1870	4,674		537,886	4-16	125,407	105,313	64,707	20,094	40,606	60,700	1,647	8 mos. 3 days.		679	2,134	2,813	58 74	29 16
Delaware	1870	2,120		123,252	5-21														
Florida	1870	59,268		189,995	4-21	41,900	7,575		34,325		*36,000	250	3 months				250		
Georgia		58,000		1,179,886															
Illinois	1868	55,405		2,540,216	6-21	833,130	706,780	269,766	126,350	437,014	563,364	10,590	7 mos. 3 days.	36,912	8,240	10,797	19,037	42 40	32 80
Indiana	1870	55,809	$655,521,479	1,668,169	6-21	619,590	462,527	281,912	157,063	180,615	337,678	8,861	3 mos. 7 days.		7,104	4,722	11,826	37 00	28 49
Iowa	1870	55,045		1,177,515	5-21	418,168	296,138	178,329	122,030	117,809	239,839	6,788	6 mos. 6 days.	4,200	4,479	7,515	11,994	36 96	27 16
Kansas	1869	81,000		353,182	5-21	92,517	58,681	31,124	33,836	27,557	61,393	1,707	5 months		896	263	1,159	37 07	28 98
Kentucky	1870	37,680		1,323,264	6-20	376,868	160,446	112,630	216,422	47,816	264,238	4,269	5 months						
Louisiana	1870	46,431	250,000,000	716,394	6-21	254,533	50,000	40,000	204,533	10,000	214,533	483	4 mos. 11 days.		150	475	625	112 00	76 00
Maine	1870	32,000	219,666,504	630,423	4-21	228,167	126,946	100,815	90,335	26,131	116,466	4,004	4 mos. 20 days		1,981	4,020	6,007	32 27	14 00
Maryland	1869	9,356	492,653,472	775,000	5-20	182,205	99,315		82,890				10 months				1,905	43 00	43 00
Massachusetts	1869	7,800	1,503,816,504	1,457,385	5-15	271,052	247,080	203,468	29,143	39,884	69,027	4,963	5 mos. 6 days.		1,053	7,048	8,106	77 44	30 92
Michigan	1869	56,243		1,184,158	5-20	374,774	269,587	242,629	104,787	26,958	131,745	5,052	6 mos. 3 days.		2,354	7,895	10,249	47 71	24 35
Minnesota	1870	83,500	185,000,000	460,000	5-21	144,414	102,086	45,497	42,328	56,589	98,917	2,521			1,155	2,620	3,775	33 91	22 45
Mississippi		47,156		834,190	5-21														
Missouri	1870	67,380		1,703,000	5-21	584,026	249,729		334,297			7,000	4 mos. 6 days.		4,615	2,531	7,146	38 60	29 81
Nebraska	1870	76,000	50,523,390	116,888	5-21	32,619	13,893		18,726			782	3 months	1,473	261	260	521	34 32	33 66
Nevada	1870	112,000		44,686	6-18	3,778	2,028	1,382	1,170	646	1,816	45	8 mos. 2 days.	360	19	36	55	§118 75	‡92 16
N. Hampshire	1869	9,280		318,300	4-21	75,305	52,190	45,755	5,743	24,007	24,007	2,528	3 mos. 15 days.		624	3,157	3,781	36 59	21 62
New Jersey	1870	8,320	533,261,261	900,000	5-18	258,227	161,683	78,612	96,544	83,071	179,615	1,458	8 mos. 14 days.	32,447	915	1,905	2,820	53 62	30 66
New York	1870	47,156	1,860,120,770	4,370,846	5-21	1,463,299	998,664	468,421	464,635	530,243	994,878	11,750	8 mos. 4 days.	125,931	6,230	22,080	28,310	(‖)	(‖)
North Carolina	1870	45,000	123,361,396	1,041,000	6-21	342,168	49,302	31,812	292,866	35,490	310,356	1,398	3 months		1,030	385	1,415	¶ 20 50	¶ 18 50
Ohio	1869	39,964	1,157,180,455	2,675,468	5-21	1,028,877	740,382	434,865	288,495	305,517	590,012	11,714	7 mos. 15 days.		9,171	12,455	21,626	55 63	33 26
Oregon		95,274		90,776	4-20														
Pennsylvania	1870	46,000		3,475,000	6-21	975,753	828,892	555,941	146,861	272,951	347,951	14,211	6 mos. 1 day	85,000	7,438	10,174	17,612	40 45	31 38
Rhode Island	1869	1,306	138,196,489	217,356	(†)	56,934	29,477	23,857	27,457	5,620	33,077	650	8 months		173	500	673		
South Carolina	1870	24,500		720,000	5-18	168,819	15,918		152,901			381			255	273	528		
Tennessee	1869	45,600		1,258,326	6-20	410,000	185,845		224,155				1 month						
Texas	1870	237,321	300,000,000	850,000	6-18														
Vermont	1869	9,056		330,585	4-18	76,759	74,140	55,744	2,619	18,396	21,015	2,197					4,296		
Virginia		41,352		1,209,607	5-21														
West Virginia	1869	20,000		447,943	6-21		59,028	36,684		22,344		2,308			1,680	603	2,283	34 00	30 50
Wisconsin	1869	53,924		1,052,266	4-20	398,747	264,033		134,714		100,000	4,735	151 days	15,389			8,795	43 63	28 34

* Actual or approximate, November 28, 1870.
† Estimated.
‡ No person excluded from school—truant age, 6 to 16; school money distributed on basis of the enumeration under 15 years.
§ Coin.
‖ Average salary of all teachers, $63 36.
¶ Teachers pay their own board, which averages $12 per month.

TABLE II.—*School finances.*

States.	INCOME.						EXPENDITURE.						Amount of permanent school fund.
							Current expenses.			Incidental expenses.			
	From taxation.	Interest on permanent fund.	Revenue from other funds.	Proceeds of sales of lands.	From oth'r sources.	Total.	Teachers' wages.	Fuel, &c.	Total.	Sites, buildings, and repairs.	Libraries and apparatus.	For other objects.	Total.	
Alabama	.....	.....	.....	.....	.....	$524,621 68	.....	.....	.....	.....	.....	.....	$502,156 19	.....
Arkansas	$577,919 44	.....	.....	$60,000 00	$10,000 00	647,919 44	$500,500 00	$10,000 60	$510,500 00	$66,419 44	$600 00	.....	670,944 00	*a*$2,000,000 00
California	1,236,894 94	.....	.....	.....	111,372 72	1,348,267 66	873,814 07	179,407 11	1,053,221 18	205,766 95	25,331 59	.....	1,290,585 52	.....
Connecticut	906,738 87	$168,965 94	$12,300 34	.....	193,547 68	1,281,552 83	705,139 25	79,590 60	784,729 85	369,187 53	5,226 64	$131,782 99	1,290,927 01	*b*2,809,770 70
Delaware	81,696 00	32,030 31	.....	.....	.....	113,726 31	.....	.....	.....	31,250 13	.....	.....	113,726 31	.....
Florida	50,000 00	.....	.....	5,561 44	.....	58,145 13	.....	.....	.....	.....	.....	.....	38,289 01	216,335 80
Georgia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Illinois	5,150,679 60	486,997 00	.....	20,849 00	1,238,354 00	6,896,879 00	3,532,643 00	550,004 00	4,082,647 00	1,599,114 00	41,921 00	707,199 00	6,430,881 00	6,348,538 32
Indiana	1,278,458 02	468,200 35	.....	8,553 90	141,275 47	1,916,487 74	1,262,684 54	.....	.....	.....	.....	.....	1,474,000 00	8,420,454 90
Iowa	2,670,975 59	406,007 14	.....	.....	35,987 21	3,112,969 94	1,438,964 04	150,648 56	1,689,612 60	1,206,353 09	22,518 08	.....	2,918,483 77	4,274,581 93
Kansas	428,983 98	117,153 65	19,259 93	.....	.....	565,397 56	292,719 94	79,345 74	372,065 68	218,829 25	5,816 35	.....	596,711 28	750,000 00
Kentucky	.....	.....	.....	.....	.....	308,725 79	.....	.....	.....	.....	.....	.....	276,554 86	1,400,270 01
Louisiana	*c*460,000 00	.....	40,000 00	*d*71,610 00	104,950 00	1,026,560 00	.....	.....	659,293 65	31,950 00	.....	33,000 00	724,243 65	.....
Maine	740,221 00	17,043 51	27,809 00	.....	.....	785,073 51	385,629 76	*e*121,631 00	507,260 76	180,520 00	.....	*f*277,831 00	1,091,258 00	289,991 58
Maryland	1,010,166 41	62,489 10	.....	.....	144,997 46	1,217,652 97	819,592 20	.....	819,592 20	240,530 40	.....	157,530 37	1,217,652 97	.....
Massachu'tts	3,125,053 09	158,161 17	5,312 47	.....	18,997 90	3,307,524 63	.....	.....	2,923,708 70	1,768,719 38	.....	81,631 36	4,419,200 62	2,210,864 09
Michigan	1,751,955 08	165,960 51	.....	.....	841,181 35	2,759,096 94	1,177,847 86	*g*100,000 00	1,277,847 86	776,074 00	*g*25,000 00	322,596 60	2,401,518 46	2,590,214 91
Minnesota	456,409 71	176,806 35	.....	.....	126,046 90	759,262 96	360,697 50	.....	.....	242,039 03	.....	91,569 16	823,571 82	2,471,199 31
Mississippi	.....	.....	.....	.....	.....	.....	56,008 58	.....	.....	.....	.....	.....	.....	.....
Missouri	.....	.....	.....	.....	.....	1,803,403 00	864,672 00	.....	.....	279,661 52	*h*58,075 43	.....	1,548,257 00	2,525,252 52
Nebraska	81,780 54	79,586 31	.....	235,602 00	.....	199,692 60	56,068 58	.....	56,008 58	62,668 68	.....	16,814 75	86,483 43	.....
Nevada	60,299 21	14,233 13	.....	6,676 00	16,438 48	97,646 82	48,324 55	7,243 67	55,568 22	16,774 42	87 47	.....	72,430 11	29,263 80
N. Hampshire	287,806 67	.....	15,707 70	.....	19,664 88	323,179 25	.....	.....	.....	66,014 83	.....	.....	.....	336,745 45
New Jersey	1,514,129 13	35,000 00	28,722 88	.....	71,866 02	1,649,718 03	933,285 52	71,130 00	1,004,415 52	476,606 83	.....	168,695 68	1,649,718 03	556,483 50
New York	9,122,253 86	170,000 00	165,000 00	30,478 12	546,232 49	10,033,964 47	6,156,550 59	1,046,034 84	7,202,585 43	2,455,453 01	228,381 33	116,544 16	10,002,963 93	2,880,017 01
N. Carolina	297,431 80	.....	.....	.....	.....	165,290 50	.....	.....	.....	.....	.....	.....	165,290 50	968,242 43
Ohio	*i*7,535,569 82	227,747 47	.....	.....	730,032 60	8,493,349 89	3,671,904 75	918,183 23	4,590,087 98	2,024,728 61	.....	.....	6,614,816 59	*j*1,878,533 30
Oregon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania	.....	.....	.....	.....	.....	7,676,286 20	3,745,415 81	1,165,226 05	4,910,641 86	2,765,644 34	.....	.....	7,676,286 20	.....
Rhode Island	214,743 88	.....	.....	.....	73,878 57	302,806 85	.....	.....	267,176 46	85,845 22	.....	.....	353,021 68	412,685 00
So. Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tennessee	.....	.....	.....	.....	.....	*k*753,795 74	.....	.....	.....	.....	.....	.....	*k*753,795 74	.....
Texas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Vermont	.....	.....	.....	.....	.....	498,064 87	348,563 88	51,442 39	400,006 27	98,058 60	.....	.....	498,064 87	.....
Virginia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
West Virginia	.....	.....	.....	.....	.....	281,057 93	.....	.....	.....	246,470 96	.....	.....	329,152 73	216,761 06
Wisconsin	1,636,875 15	189,371 89	.....	.....	219,777 09	2,382,326 52	1,193,985 44	37,410 78	1,231,426 22	456,503 77	11,410 81	288,135 42	1,987,436 22	2,237,414 37

a Consisting of outstanding claims, lands, &c. *b* Including town deposit fund of $763,661 83. *c* Poll tax. *d* Interest on lands. *e* Fuel, repairs, and insurance. *f* Teachers' board. *g* Estimated. *h* Furniture and apparatus. *i* Including balance in hand, $1,761,901 56. *j* Balance on hand Sept. 1, 1869. *k* For the two years that the free school law was in operation.

TABLE III.—*Statistics of colleges and collegiate institutions in the United States,*

[N. B.—In this table the abbreviations in the column of "Denominations" are as follows: R. C., copal; Cong., Congregational; Pres., Presbyterian; Chr., Christian; U. P., United Presbyterian; C. P., Will Baptist; Univ., Universalist; Unit., Unitarian; Mor., Moravian; N. Ch., New Church; G. R.,

Number.	Name.	Location.	Date of organization.	President.
1	Spring Hill College	St. Joseph, Ala	1835	
2	University of Alabama	Tuscaloosa, Ala	1831	
3	Howard College	Marion, Ala	1841	S. R. Freeman, D. D
4	Emerson Institute	Mobile, Ala		
5	St. John's College	Little Rock, Ark	1857	Col. O. C. Gray, A. M
6	University of California	Oakland, Cal	1855	John Dusant, M. D
7	Pacific Methodist College	Vacaville, Cal	1851	J. R. Thomas, D. D., LL. D
8	St. Ignatius College	San Francisco, Cal	1855	Rev. Z. Bayma
9	Santa Clara College	Santa Clara, Cal	1851	Rev. A. Varsi
10	University College	San Francisco, Cal	1859	Peter V. Veeder, D. D
11	University of the Pacific	Santa Clara, Cal	1851	T. H. Sinex, D. D
12	St. Mary's College	San Francisco, Cal	1863	Brother Justin
13	St. Vincent's College	Los Angeles, Cal	1867	Rev. James McGill
14	St. Augustine College	Benicia, Cal	1868	R't Rev. William I. Kip, D. D
15	San Rafael College	San Rafael, Cal	1869	Alfred Bates
16	Union College	San Francisco, Cal	1862	Dr. R. Townsend Huddert
17	Sonoma College	Sonoma, Cal	1858	Rev. W. N. Cunningham
18	Petaluma College	Petaluma, Cal	1866	Rev. Mark Bailey, A. M
19	Franciscan College	Santa Barbara, Cal	1868	Rev. J. J. O'Keefe, O. S. F
20	College of our Lady of Guadalupe.	do		Brother Pascal Doran, O. S. F
21	Yale College	New Haven, Conn	1701	T. D. Woolsey, D. D., LL. D
22	Wesleyan University	Middletown, Conn	1831	J. Cummings, D. D., LL. D
23	Trinity College	Hartford, Conn	1823	A. Jackson, D. D., LL. D
24	St. Mary's College	Wilmington, Del	1847	
25	Delaware College	Newark, Del		Hon. William H. Purnell
26	Mercer University	Penfield, Greene Co., Ga	1838	H. H. Tucker, D. D
27	Bowdon Collegiate Institution	Bowdon, Carroll Co., Ga	1856	John M. Richardson, B. S
28	Emory College	Oxford, Ga	1837	Luther M. Smith, D. D
29	University of Georgia	Athens, Ga	1801	A. A. Lipscomb, D. D
30	Oglethorpe University	Atlanta, Ga	1835	D. Wills, D. D
31	Wesleyan Female College	Macon, Ga	1838	J. M. Bonnell, D. D
32	Atlanta University	Atlanta, Ga		Rev. E. A. Ware
33	Wheaton College	Wheaton, Ill		Rev. J. Blanchard, A. M
34	Lombard University	Galesburg, Ill	1852	J. P. Weston, D. D
35	Knox College	do	1838	John P. Gulliver, D. D
36	Abingdon College	Abingdon, Ill	1853	J. W. Butler, A. M
37	Illinois Wesleyan University	Bloomington, Ill	1852	O. S. Munsell, D. D
38	Eureka College	Eureka, Ill	1852	N. W. Everest, A. M
39	Illinois Female College	Jacksonville, Ill	1850	W. H. DeMotte, A. M
40	Illinois Soldiers' College	Fulton, Ill	1867	L. H. Potter
41	Northwestern University	Evanston, Ill	1855	Erastus O. Haven, D. D., LL. D
42	Monmouth College	Monmouth, Ill	1856	David A. Wallace, D. D
43	Illinois College	Jacksonville, Ill	1830	J. M. Sturtevant, D. D
44	Shurtleff College	Upper Alton, Ill	1832	J. Bulkley, D. D
45	Northwestern Female College	Evanston, Ill	1855	Rev. W. P. Jones, A. M
46	McKendree College	Lebanon, Ill	1828	Robert Allyn, D. D
47	Jubilee College	Robin's Nest, Ill	1847	Rt. Rev. H. J. Whitehouse, D. D
48	Lincoln University	Lincoln, Ill	1865	Azel Freeman, D. D
49	Almira College	Greenville, Ill	1857	John B. White, A. M
50	Chicago University	Chicago, Ill	1859	J. C. Burroughs, D. D
51	Illinois Industrial University	Urbana, Ill	1868	John M. Gregory, LL. D
52	Quincy College	Quincy, Ill	1854	George W. Gray, A. M
53	Marshall College	Henry, Ill	1855	
54	Augustana College	Genesee, Ill	1860	Rev. T. O. Hasselquist
55	Westfield College	Westfield, Ill	1861	
56	Mendota College	Mendota, Ill		Rev. J. W. Corbet, A. M
57	St. Ignatius College	Chicago, Ill	1870	Rev. J. Verdin, S. J
58	St. Viatur's College	Bourbonnais Grove, Ill	1866	Very Rev. P. Baudoin
59	St. Aloysius College	E. St. Louis, Ill	1868	F. H. Zabel, D. D., D. C. L.
60	Northwestern College	Naperville, Ill	1865	Rev. A. A. Smith, A. M
61	Stockwell Collegiate Institute	Stockwell, Ind	1861	John P. Rous, A. M
62	Indiana University	Bloomington, Ind	1828	Cyrus Nutt, D. D
63	Indiana Asbury University	Greencastle, Ind	1837	Thomas Bowman, D. D

compiled from the most recent reports sent to the United States Bureau of Education

Roman Catholic; Bapt., Baptist; Mas., Masonic; M. E., Methodist Episcopal; P. E., Protestant Episcopal; Cumberland Presbyterian; Luth., Lutheran; Fr., Friends; U. B., United Brethren; F. W. B., Free German Reformed; Ref., Reformed (Dutch); L. D. S., Latter Day Saints; A. M. E., African Meth. Epis.)

Number.	Denomination.	Sex of students.			Number of instructors.	Students.									Cost of—		Number of volumes in libraries.	Time of commencement.
		Male.	Female.	Both.		Preparatory department.	Freshmen.	Sophomores.	Juniors.	Seniors.	Scientific department.	Total. Males.	Total. Females.	Total. Total.	Tuition per term.	Board per month.		
1	R. C	...	...	...	21	...	...	...	...	...	...	...	...	212	*a*$225	....	8,000	October 22.
2																		
3	Bapt	M	...	...	5	148	20	6	2	4	4	184	...	184	20–35	$10	2,500	Last Thursday in June.
4																		
5	Mas	M	...	...	5	...	...	...	...	...	...	80	...	80	50	20	.....	Last Thursday in June.
6	State	M	...	...	6	...	...	...	...	...	...	30	...	30	85	....	2,000	1st Wednesday in June.
7	M. E	...	...	B	6	164	23	6	8	6	...	119	88	207	15–40	20	.....	May 18.
8	R. C	M	...	...	16	...	...	...	...	...	...	569	...	569	30–50–80	....	5,000	Beginning of June.
9	do	M	...	...	19	...	...	...	...	...	...	218	...	218	*a*350	....	10,000	Do.
10		M	...	...	5	57	...	...	...	...	...	108	...	108	.....	....	.....	
11	M. E	...	...	B	8	50	2	3	3	1	16	72	72	144	50–80	20	2,000	1st Thursday in June.
12	R. C	...	...	...	17	...	...	...	...	...	...	200	...	200	.....	....	.....	
13	do	M	...	...	5	...	...	...	...	...	...	39	...	39	.....	....	.....	
14	P. E	M	...	...	19	80	...	...	...	6	...	86	...	86	.....	....	.....	
15		M	...	...	6	...	...	...	...	...	...	...	...	...	.....	....	.....	
16		M	...	...	10	...	...	...	...	...	...	90	...	90	.....	....	.....	
17		...	...	B	...	...	...	...	...	...	...	...	...	30	.....	....	.....	
18	Bapt	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	....	.....	
19	R. C	M	...	...	5	...	...	...	...	...	...	90	...	90	.....	....	1,500	August 16.
20	do	M	...	...	3	...	...	...	...	...	...	80	...	80	.....	....	500	August 16.
21	Cong	M	...	...	68	...	143	132	140	104	125	644	...	644	*a*90	....	90,000	[July. Last Thursday but two in
22	M. E	M	...	...	10	...	51	33	31	38	...	153	...	153	33	20	18,000	3d Thursday in July.
23	P. E	M	...	...	15	...	22	28	21	21	...	92	...	92	50	20	3,000	2d Thursday in July.
24	R. C	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	....	.....	
25	Pres	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	....	.....	
26	Bapt	M	...	...	5	...	14	24	24	20	...	82	...	82	80	23	5,000	2d Wednesday in July.
27		M	...	...	5	...	...	...	...	...	...	81	...	81	50	6–15	600	1st Wednesday in July.
28	M. E	M	...	...	9	48	35	44	30	27	16	200	...	200	*a*250	(*b*)	7,000	Wed. after 3d Mon. in July
29	State	M	...	...	10	...	...	...	...	...	...	76	...	76	60	....	7,500	2d Wednesday in July.
30	Pres	M	...	...	14	...	...	...	...	...	...	150	...	150	60	....	.....	1st Wednesday in Aug.
31	M. E	...	F	...	10	46	31	68	47	15	...	...	207	207	90	25	3,000	2d Wednesday in July.
32																		
33	Cong	...	...	B	13	174	17	16	8	7	...	127	95	222	30	15	1,000	June 29.
34	Univ	...	...	B	6	130	20	6	17	13	...	123	63	186	15–33	....	5,000	3d Wednesday in June.
35	Cong	...	...	B	15	176	33	27	20	16	34	161	145	306	30	....	6,200	June 22.
36	Chr	...	...	B	7	50	18	20	20	6	80	124	70	194	30–39	16	400	1st Thursday in June.
37	M. E	M	...	...	6	106	19	15	7	9	...	162	...	162	25–32	....	1,500	3d Thursday in June.
38	Chr	...	...	B	9	172	...	...	18	10	...	147	53	200	24–30	....	1,500	
39	M. E	...	F	...	10	15	48	16	13	5	...	...	97	97	18	20	.....	2d week in June.
40	State	M	...	...	5	91	...	...	...	...	...	96	187	...	187	*a*200	....	800	4th Wednesday in June.
41	M. E	...	...	B	30	192	40	27	13	13	42	314	13	327	2–10	18	25,000	Last week in June.
42	U. P	...	...	B	14	147	25	25	24	22	70	...	...	333	24–30	....	1,500	Last Thursday in June.
43		M	...	...	9	196	17	4	9	10	...	236	...	236	40	....	8,500	1st Thursday in June.
44	Bapt	M	...	...	11	64	15	7	9	3	12	110	...	110	36	....	4,500	2d Thursday in June.
45	M. E	...	F	...	12	...	...	...	...	...	...	...	150	150	48	....	1,000	Last Thursday in June.
46	do	M	...	...	6	...	...	...	...	...	...	267	...	267	24	....	6,250	2d Thursday in June.
47	P. E	M	...	...	3	...	...	...	...	...	...	42	...	42	30	....	3,000	Last Wednesday in June.
48	C. P	...	...	B	8	...	...	...	...	...	...	...	...	256	.....	....	.....	
49	Bapt	...	F	...	9	53	13	15	14	8	...	...	103	103	*a*168	....	453	
50	do	M	...	...	12	...	...	...	...	...	...	264	...	264	*a*250	....	4,000	
51	State	...	...	...	13	...	...	...	...	...	...	...	...	...	*a*163–195	....	.....	
52	M. E	...	...	B	10	13	33	15	3	4	190	167	91	258	24–45	....	1,000	June 14.
53		M	...	...	8	...	...	...	...	...	...	125	...	125	*a*133	....	.....	
54	Luth	M	...	...	5	...	...	...	...	...	...	40	...	40	.....	....	7,000	
55		M	...	...	5	...	...	...	...	...	...	143	...	143	*a*175	....	100	
56	Luth	M	...	...	...	...	...	...	...	...	...	...	...	...	.....	....	.....	
57	R. C	M	...	...	...	...	...	...	...	...	...	...	...	...	*a*60	....	.....	1st Monday in September.
58	do	M	...	...	9	...	...	...	...	...	...	...	...	...	*a*200	....	500	September 1.
59	do	M	...	...	4	...	...	...	...	...	...	50	...	50	*a*40	....	250	1st Monday in September.
60		...	...	B	7	...	...	...	...	...	...	148	65	213	18	....	600	Last Wednesday in June.
61	M. E	...	...	B	7	...	...	...	...	...	...	...	...	150	25	....	.....	3d Thursday in June.
62	State	...	...	B	15	35	104	75	65	50	...	...	...	319	Free	16	5,000	June 29.
63	M. E	...	...	B	8	90	153	44	35	22	...	...	...	344	30	....	7,500	Last Thursday in June.

a Per annum. *b* $18 to $20.

TABLE III.—*Statistics of colleges and collegiate*

Number.	Name.	Location.	Date of organization.	President.
64	University of Notre Dame	Notre Dame, Ind	1844	Very Rev. W. Corby, S. S. C
65	Moore's Hill College	Moore's Hill, Ind	1853	Rev. Thomas Harrison, A. M
66	Northwestern Christian Uni'y	Indianapolis, Ind	1855	W. F. Black, A. M
67	Wabash College	Crawfordsville, Ind	1834	Joseph F. Tuttle, D. D
68	Union Christian College	Merom, Ind	1859	Thomas Holmes, D. D
69	Earlham College	Richmond, Ind	1860	Joseph Moore, A. M., B. S
70	Brookville College	Brookville, Ind	1851	Rev. J. P. D. John, A. M
71	Franklin College	Franklin, Ind	1843	H. Lincoln Wayland, D. D
72	Hartsville University	Hartsville, Ind	1850	Rev. J. W. Scribner, A. M
73	Hanover College	Hanover, Ind	1833	George C. Heckman, D. D
74	Concordia College	Fort Wayne, Ind	....	W. Shiler, Ph. D
75	St. Meinrad College	St. Meinrad, Ind	1860	Rev. I. Hobie, O. S. B
76	De Pauw College		....	
77	Rockport Collegiate Institute	Rockport, Ind	....	
78	Fort Wayne College	Fort Wayne, Ind	1846	
79	Simpson Centenary College	Indianola, Iowa	1867	A. Burns, D. D
80	Iowa State University	Iowa City, Iowa	1860	
81	Norwegian Luther College	Decorah, Iowa	1861	Rev. Lars. Larsen
82	Central University of Iowa	Pella, Marion Co., Iowa	1856	E. H. Scarff
83	Cornell College	Mount Vernon, Iowa	1857	W. F. King, D. D
84	Iowa Wesleyan University	Mount Pleasant, Iowa	1855	John Wheeler, D. D
85	Burlington University	Burlington, Iowa	1854	James Henderson
86	Griswold College	Davenport, Iowa	1859	Rev. Edward Lounsbery, A. M
87	Whittier College	Salem, Iowa	1867	John H. Pickering
88	Iowa College	Grinnell, Iowa	....	G. F. Magoun, D. D
89	Upper Iowa University	Fayette, Iowa	1858	William Brush, A. M
90	Fairfield College	Fairfield, Iowa	....	Rev. A. Axline
91	Tabor College	Tabor, Iowa	....	Rev. William M. Brooks
92	Washburn College	Topeka, Kans	1865	Rev. H. Q. Butterfield, A. M
93	Baker University	Baldwin City, Kans	1858	Rev. John A. Simpson, A. M
94	Hartford College Institute	Hartford, Lyon Co., Kans	1860	A. D. Chambers, A. M
95	Westmore Institute	Irving, Marshall Co., Kans	1863	Charles E. Tibbetts
96	State University	Lawrence, Kans	1864	John Fraser
97	Highland University	Highland, Kans	1858	Rev. John McAfee, A. M
98	St. Benedict's College	Atchison, Kans	1859	Rev. Louis M. Fink
99	Kentucky Military Institute	Near Frankfort, Ky	1846	Colonel R. T. P. Allen
100	Kentucky University	Lexington, Ky	1859	John B. Bowman, A. M
101	Bethel College	Russellville, Ky	1854	Noah K. Davis
102	Berea College	Berea, Ky	1858	Rev. E. H. Fairchild
103	The Daughters' College	Greenville Springs, Ky	1856	John A. Williams, A. M
104	Georgetown College	Georgetown, Ky	1838	N. M. Crawford, D. D
105	Center College	Danville, Ky	1823	Ormond Beatty, LL. D
106	Kentucky College	Harrodsburg, Ky	1858	
107	Cecil College	Elizabethtown, Ky	....	H. A. Cecil
108	St. Charles College	Grand Coteau, La	1852	Rev. L. Curioz
109	Centenary College	Jackson, La	1845	W. H. Watkins, D. D
110	Franklin Collegiate Institute	Washington Parish, La	1858	Prof. W. H. Dixon
111	College of the Immaculate Conception.	New Orleans, La	1848	Rev. J. Gautrelet
112	Louisiana State University	Baton Rouge, La	1860	Col. D. F. Boyd
113	Mount Lebanon University	Mount Lebanon, La	1853	S. C. McCormicle
114	Leland University	New Orleans, La	....	E. E. S. Taylor, D. D
115	Maine Wesleyan Seminary and Female College.	Kent's Hill, Readfield, Me.	1823	Henry P. Torsey, LL. D
116	Bowdoin College	Brunswick, Me	1802	Samuel Harris, D. D
117	Colby University	Waterville, Me	1820	James T. Champlin, D. D
118	Bates College	Lewiston, Me	1863	Orren B. Cheney
119	St. John's College	Annapolis, Md	1793	James C. Welling, LL. D
120	Washington College	Chestertown, Md	1783	R. C. Berkeley, M. A
121	Loyola College	Baltimore, Md	1852	Rev. Edward Henchy, S. J
122	St. Charles College	Ellicott City, Md	1848	S. Ferté, D. D
123	Baltimore Female College	Baltimore, Md	1849	N. C. Brooks, LL. D
124	Mount St. Mary's College	Near Emmetsburg, Md	1850	John McCaffrey, D. D
125	Borromeo College	Pikesville, Md	1860	Rev. E. Q. S. Waldron
126	Calvert College	New Windsor, Md	1850	A. H. Baker
127	Rock Hill College	Ellicott City, Md	1857	Brother Bettelin
128	Mount St. Clement's College	Ilchester, Md	1868	Rev. F. Vaude Bruak, C. S., S. R.
129	Williams College	Williamstown, Mass	1793	Mark Hopkins, D. D., LL. D

a Per annum.

institutions in the United States, &c.—Continued.

Number.	Denomination.	Sex of students.			Number of instructors.	Students.									Cost of—		Number of volumes in libraries.	Time of commencement.
						Preparatory department.	Freshmen.	Sophomores.	Juniors.	Seniors.	Scientific department.	Total.			Tuition per term.	Board per month.		
		Male.	Female.	Both.								Males.	Females.	Total.				
64	R. C...	M	...	...	30	...	...	...	...	...	...	500	...	500	*a*300	....	7,000	Last Wednesday in June.
65	M. E ..	...	...	B	9	...	...	...	...	...	...	...	...	365	$42	$16	.....	June 23.
66	Chr	...	...	B	12	162	25	18	15	12	...	220	60	280	14	20	3,000	June 24.
67	Pres...	M	...	...	9	91	48	13	17	8	32	209	...	209	30	....	10,000	4th Wednesday in June.
68	Chr	...	..	B	5	...	...	...	...	...	...	...	...	139	6–8	14	300	2d Wednesday in June.
69	Fr.....	...	...	B	10	109	29	21	5	6	...	...	...	164	(*b*)	....	3,000	4th week in June.
70	M. E ..	...	...	B	6	...	...	...	...	...	...	...	...	150	28–40	16	2,000	3d week in June.
71	Bapt	...	...	B	8	...	...	...	...	...	...	...	...	200	32	....	1,000	1st week in June.
72	U. B ..	...	...	B	7	10	2	...	2	...	201	...	...	215	12	....	.....	2d Tuesday in June.
73	Pres...	M	...	...	5	...	...	...	...	...	...	75	...	75	30	....	4,000	3d week in June.
74	Luth ..	M	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	.....
75	R. C....	M	...	...	5	...	...	...	...	...	...	40	...	40	*a*150	....	4,000	1st Tuesday in Sept.
76	M. E....	...	F	...	9	...	...	...	...	...	...	...	137	137	.....	.....	.....	.....
77	...do....	...	...	...	4	...	...	...	...	...	...	...	...	98	.....	.....	.....	.....
78	.....	...	...	...	10	...	...	...	...	...	...	...	...	250	.....	.....	.....	.....
79	M.E....	...	...	B	11	140	10	8	2	6	24	...	...	190	8–10	14	.....	2d Wednesday in June.
80	State...	...	...	B	18	40	62	36	20	29	..	169	116	287	5	....	3,000	Last Wednesday in June
81	Luth ..	M.	...	...	6	...	...	...	...	...	...	127	...	127	Free...	7	1,000	September 1.
82	Bapt	...	...	...	6	...	...	...	...	...	...	...	...	100	18–30	....	1,000	4th Wednesday in June.
83	M. E....	...	...	B	9	261	45	19	15	12	...	...	...	352	25	....	3,000	3d Thursday in June.
84	.. do....	...	...	...	8	...	...	...	...	...	...	...	...	292	39	....	500	3d Wednesday in June.
85	Bapt	...	...	...	6	...	...	...	...	...	...	...	...	113	30	....	2,000	Last Wednesday in June
86	P. E....	M	...	...	9	101	21	...	...	...	...	122	...	122	24–40	....	5,000	3d Wednesday in June.
87	Fr	...	...	...	5	...	...	...	...	...	...	...	...	...	22	....	400	2d Wednesday in June.
88	Cong....	...	...	B	10	167	20	6	11	3	3	170	95	265	22	....	6,000	2d Wednesday in July.
89	M. E	...	...	...	7	...	...	...	...	...	...	...	...	47	.....	.....	500	.....
90	Luth ..	M.	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	.....
91	Cong ..	...	...	B	..	...	...	...	...	...	...	...	...	...	.....	.....	.....	.....
92	...do....	...	...	B	6	52	2	1	1	1	...	...	...	57	18	....	2,200	4th Wednesday in June.
93	M. E....	...	...	B	6	108	12	6	...	...	12	...	...	138	*a*250	....	3,000	June 22.
94	...do....	...	...	B	2	33	...	...	...	45	...	35	43	78	.....	.....	.....	.....
95	Pres....	...	...	B	3	65	...	...	...	...	...	32	33	65	.....	.....	.....	.....
96	State ..	...	...	B	7	128	...	...	...	...	12	...	...	140	Free..	.....	.....	.....
97	Pres....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	.....
98	R. C....	M	...	...	...	...	...	...	...	...	...	50	...	50	*a*200	....	12,000	
99	State ..	M	...	...	9	27	41	22	12	23	...	125	...	125	(*c*)	....	3,000	September 1.
100	.. do....	...	...	B	18	...	...	...	...	...	...	...	...	767	20	....	3,000	Last Friday in June.
101	Bapt ..	M	...	...	6	27	...	...	...	52	...	79	...	79	60	....	2,000	2d Thursday in June.
102	.....	...	...	B	13	...	...	...	...	...	...	205	102	307	*a*120	....	.....	June 29.
103	.....	...	F	...	8	...	...	...	...	...	...	...	200	200	*a*250	....	3,000	Last week in June.
104	Bapt ..	M	...	...	7	57	15	12	6	6	52	148	...	148	45	....	9,000	2d Thursday in June.
105	Pres....	M	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	.....
106	Chr	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	.....
107	R. C....	M	...	...	10	...	...	...	...	...	...	130	...	130	*a*200	....	.....	1st Monday in Sept.
108	...do....	M	...	...	15	...	...	...	...	...	...	111	...	111	.....	.....	.....	August 21.
109	M. E....	...	...	...	4	...	...	...	...	...	...	...	...	49	75	....	2,000	2d Thursday in July.
110	.....	...	...	...	3	...	...	...	...	...	...	...	...	65	*a*200	....	.....	1st Monday in July.
111	R. C....	M	...	...	10	...	...	...	...	...	...	200	...	200	*a*80–100	....	6,000	Last week in July.
112	State ..	M	...	...	18	...	...	...	...	...	179	179	...	179	*a*90	....	8,000	Last Wednesday in June
113	Bapt ..	M	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	.....
114	...do....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	.....
115	M. E....	...	...	B	8	475	15	17	12	13	8	300	240	540	25	....	2,000	2d Wednesday in June.
116	Cong ..	M	...	...	14	...	46	30	21	30	10	137	...	137	39	....	32,600	2d Wednesday in July.
117	Bapt ..	M	...	...	6	...	17	13	15	7	...	52	...	52	41	....	6,000	1st Wednesd'y in August
118	F.W.B.	...	...	B	12	...	26	28	16	8	...	102	1	103	12	12	6,850	Last Wednesday in June
119	State ..	M	...	...	12	94	35	29	16	7	...	181	...	181	*a*250	....	4,000	Last Wednesday in June
120	.....	M	...	...	4	...	...	...	...	...	...	43	...	43	30–40	....	.....	2d Wednesday in June.
121	R. C....	M	...	...	14	...	...	...	...	...	...	141	...	141	84	....	25,000	1st week in July.
122	...do....	M	...	...	12	...	...	...	...	...	...	160	...	160	*a*180	....	5,000	1st week in July.
123	M. E....	...	F	...	12	...	...	...	...	...	...	...	149	149	60	....	3,250	3d Thursday in June
124	R. C....	M	...	...	35	...	...	...	...	...	...	124	...	124	*a*300	....	5,000	1st Monday in Sept.
125	...do....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	.....
126	...do....	M	...	...	9	...	...	...	...	...	...	55	...	55	*a*240	....	1,800	1st Monday in Sept.
127	...do....	M	...	...	21	...	...	...	...	...	...	187	...	187	*a*260	....	2,500	Last Thursday in June.
128	...do....	M	...	...	4	...	...	...	...	...	...	21	...	21	.....	.....	6,000	1st Monday in Sept.
129	Cong ..	M	...	...	11	...	35	45	44	37	...	161	...	161	45	....	12,000	June 30.

b Board and tuition per annum from $200 to $240.

c $350 per annum for board and tuition.

TABLE III.—*Statistics of colleges and collegiate*

Number.	Name.	Location.	Date of organization.	President.
130	Boston College	Boston, Mass	1863	Rev. Robert Fulton, S. J
131	Tuft's College	Medford, Mass	1855	Alonzo A. Miner, D. D
132	College of the Holy Cross	Worcester, Mass	1843	Rev. A. F. Campi
133	Amherst College	Amherst, Mass	1821	William A. Stearns, D. D., LL. D.
134	Harvard College	Cambridge, Mass	1638	Charles W. Eliot, LL. D.
135	Olivet College	Olivet, Mich	1859	N. J. Morrison, D. D
136	University of Michigan	Ann Arbor, Mich	1841	Henry S. Frieze, LL. D
137	Kalamazoo College	Kalamazoo, Mich	1855	Kendall Brooks, D. D
138	Michigan Female College	Lansing, Mich	1859	A. C. Rogers
139	Albion College	Albion, Mich	1843	W. B. Silber, Ph. D
140	Hillsdale College	Hillsdale, Mich	....	
141	Adrian College	Adrian, Mich	1859	Asa Mahan, D. D
142	University of Minnesota	Saint Anthony, Minn	....	William W. Folwell, A. M
143	Northfield College	Northfield, Minn	....	Rev. J. W. Strong
144	Mississippi College	Clinton, Hinds Co., Miss	1851	Rev. Walter Hillman, A. M
145	University of Mississippi	Oxford, LaFayette Co., Miss	1848	J. N. Waddell, D. D
146	University of Missouri	Columbia, Mo	1843	Daniel Read, LL. D
147	St. Louis University	St. Louis, Mo	1832	Rev. F. H. Stuntebeck, S. J
148	Washington University	do	1857	Vacant.
149	Military & Collegiate Institute	Lexington, Mo	1866	G. K. Smith
150	William Jewell College	Liberty, Clay County, Mo	1848	Rev. Thomas Rambaut, LL. D.
151	Lindenwood College	Near St. Charles, Mo	1858	French Strother
152	Westminster College	Fulton, Mo	1853	M. M. Fisher
153	Jefferson City College	Jefferson City, Mo	1867	Rev. W. H. D. Hatton
154	Lewis College	Glasgow, Mo	1867	Rev. J. S. Barwick, A. M
155	St. Vincent's College	Cape Girardeau, Mo	1843	Rev. J. Alizeri
156	Mount Pleasant College	Mount Pleasant, Mo	1855	
157	St. Joseph's College	St. Joseph, Mo	1867	Brother Agatho
158	College of the Christian Brothers	St. Louis, Mo	1857	Brother Edward
159	St. Charles College	St. Charles, Mo	1850	Rev. D. Leftwich
160	Dartmouth College	Hanover, N. H	1769	Asa D. Smith, D. D., LL. D
161	College of New Jersey	Princeton, N. J	1746	James McCosh, D. D., LL. D
162	Rutgers College	New Brunswick, N. J	1770	W. H. Campbell, D. D., LL. D.
163	Bordentown College	Bordentown, N. J	1853	Rev. John H. Brakeley, A. M
164	Glenwood Collegiate Institute	Matawan, N. J	1855	A. B. Dayton, M. D
165	Burlington College	Burlington, N. J	1846	Rt. Rev. W. H. Odenheimer, D. D.
166	Seaton Hall College	South Orange, N. J	1856	M. A. Corrigan, D. D
167	St. Lawrence University	Canton, N. Y	1856	R. Fisk, jr., D. D
168	Alfred University	Alfred, N. Y	1836	Rev. Jonathan Allen, A. M
169	Packer Collegiate Institute	Brooklyn, N. Y	1846	A. Crittenden, Ph. D
170	Vassar College	Poughkeepsie, N. Y	1861	John H. Raymond, LL. D
171	Hamilton College	Clinton, N. Y	1812	S. Gilman Brown, D. D., LL. D
172	College of St. Francis Xavier	New York City, N. Y	1847	Rev. H. Hudon
173	St. Joseph's College	Buffalo, N. Y	1861	Brother Frank
174	University of Rochester	Rochester, N. Y	1850	Rev. Martin B. Anderson, LL. D
175	Cornell University	Ithaca, N. Y	1865	Andrew D. White, LL. D
176	De Veaux College	Suspension Bridge, N. Y	1857	Rev. G. Herbert Patterson, A. M.
177	Union College	Schenectady, N. Y	1795	Chas. A. Aiken, Ph. D., D. D.
178	Genesee College	Lima, N. Y	1849	Daniel Steele, D. D.
179	University of the City of New York.	New York City, N. Y	1831	Howard Crosby, D. D
180	Columbia College	do	1754	F. A. P. Barnard, D. D., LL. D
181	Hobart College	Geneva, N. Y	1825	James Rankine, D. D.
182	Madison University	Hamilton, N. Y	1819	Ebenezer Dodge, D. D., LL. D
183	St. John's College	Fordham, N. Y	1846	Rev. Joseph Shea, S. J
184	Elmira Female College	Elmira, N. Y	1855	A. W. Cowles, D. D
185	Ingham University	Le Roy, N. Y	1857	S. D. Burchard, D. D
186	St. Stephen's College	Annandale, N. Y	1860	R. B. Fairbairn, D. D
187	Manhattan College	New York City, N. Y	1863	Brother Paulian
188	College of the City of New York	do	1866	Alex. S. Webb, LL. D
189	Rutger's Female College	do	1838	H. M. Pierce, LL. D
190	Collegiate and Polytechnic Institute.	Brooklyn, N. Y	1854	D. H. Cochran, Ph. D, LL. D
191	Martin Luther College	Buffalo, N. Y	1853	Rev. J. F. Winkler
192	St. Joseph's College	Rhinecliff, N. Y	....	Rev. M. J. Scully
193	St. John Baptist's College	Brooklyn, N. Y	....	Rev. J. T. Landry, C. M.

institutions in the United States, &c.—Continued.

Number.	Denomination.	Sex of students.			Number of instructors.	Students.									Cost of—		Number of volumes in libraries.	Time of commencement.
						Preparatory departm't.	Freshmen.	Sophomores.	Juniors.	Seniors.	Scientific department.	Total.			Tuition per term.	Board per month.		
		Male.	Female.	Both.								Males.	Females.	Total.				
130	R. C	M			10							131		131	$30		6,000	1st Wednesday in July.
131	Univ	M			15		14	15	17	8	8	62		62	60		10,000	3d Wednesday in June.
132	R. C	M			12							141		141	*a*250		12,000	1st Thursday in July.
133	Cong	M			19		72	75	48	65		200		200	25		34,000	2d Thursday in July.
134		M			75		193	140	123	158	41	655		655	*a*150		184000	Last Wednesday in June.
135	Cong			B	11							162	102	264	50		3,000	3d week in June.
136	State	M			33		112	81	65	74	130	462		462	Free		22,000	Last Wednesday in June.
137	Bapt			B	10	106	18	10	9	4		106	41	147	24		2,000	3d Wednesday in June.
138			F		7								70	70	44		1,000	Last Wednesday in Sept.
139	M. E			B	6	157	11	19	14	14				215	Free		1,000	3d Thursday in June.
140	F. W. B.																	
141	M. E				10									242	31			Last week in June.
142	State			B	10							211	88	299	Free			Last Wednesday in June.
143	Cong			B	4	40	3					29	14	43	6–8	16	666	Last Tuesday in June.
144	Bapt	M			5	81	11	5	4			101		101	30–50		2,000	July 1.
145	State				9									231	50		5,000	Last Thursday in June.
146	do	M			9	86	35	47	26	18		212		212	40		4,000	Last Wednesday in June
147	R. C	M			20							300		300	40–60	*a*250	22,000	Last Thursday in June.
148				B	46									314	100		6,000	3d Thursday in June.
149		M			3							50		50	15–50		100	2d Monday in June.
150	Bapt	M			7							140		140	*a*60		4,000	1st Wednesday in June.
151	Pres		F		5								50	50	40			
152	do	M			5							100		100	44		5,000	4th Thursday in June.
153	P. E	M			4							135		135	*a*250			
154	M. E				4									153	20–40		2,000	Last Thursday in June.
155	R. C																	
156	Bapt																	
157	R. C	M			7							175		175	*a*250			Last Monday in August.
158	do	M			25							350		350	*a*300		5,000	
159	M. E			B	3							40	20	60	20–50	20		
160	Cong	M			27		82	85	66	72	77	382		382	60		37,967	Last Thurs. but 1 in July
161	Pres	M			24		62	94	86	86		328		328	59–72		28,000	June 28.
162	Ref	M			13		38	24	22	21	46	151		151	60–75		5,000	June 22.
163			F		9								100	100	*a*237			June 29.
164	Pres		F		10								185	185	30		600	1st Wednesday in June.
165	P. E														*a*225		2,000	
166	R. C	M			14							110		100	*a*400		8,000	
167	Univ			B	9		11	14	6	10	6	27	20	47	*a*27		6,000	Wednesday before July 1
168	Bapt			B	16	284	24	16	7	11	22	179	185	364	30		5,000	1st Wednesday in July.
169			F		38	701	80	32					813	813	*a*475		2,676	June 22.
170			F		36	167	86	61	33	33			380	380	*a*400		7,000	June 22.
171	Pres	M			11		38	46	35	41		160		160	*a*271		12,000	Thurs. after 3d Wednesday in July.
172	R. C	M			31	317	35	23	17	11	103	506		506	60		15,000	Last days in June.
173	do	M			12							270		270	*a*250		1,200	
174	Bapt	M			10		28	25	32	23	6	114		114	20		7,645	2d Wednesday in July.
175		M			38							585		585	10		37,000	Last Thursday in June.
176	P. E	M			4							64		64	*a*300		1,206	June 28.
177	Pres	M			16		22	25	26	29	12	114		114	75		16,000	June 29.
178	M. E			B	4		19	14	12	11		48	8	56	Free		5,000	2d Thursday in July.
179		M			32	95	18	14	34	26	66	253		253	45		5,336	2d Wednes. before July 4
180	P. E	M			14		36	24	31	31		122		122	100		15,000	Last Wednesday in June
181	do	M			14		22	15	18	12		67		67	15		13,000	2d Thursday after July 4
182	Bapt	M			11	54	25	45	21	12		157		157	30		8,000	1st Wednesday in Aug.
183	R. C	M			20							280		280	*a*300		12,000	July 1.
184	Pres		F		10	70	34	12	12	8			136	136	*a*300		2,500	Last Thursday in June.
185	do		F		13	71	20	15	9	16	43		174	174	*a*320		2,000	3d Wednesday in June.
186	P. E	M			7	29	10	16	7	10		72		72	Free		2,000	1st Thursday in July.
187	R. C	M			20	570	17	19	16	5	88	715		715	*a*300		6,000	Last week in July.
188	City	M			28	458	176	82	58	33		807		807	Free		16,000	Thurs. preceding July 4.
189			F		26	77	39	26	16	20			178	178	200		4,000	June 16.
190		M			28							600		600	*a*125		3,000	3d week in June.
191	Luth																	
192	R. C	M			4													
193	do	M			6													

a Per annum.

TABLE III.—*Statistics of colleges and collegiate*

Number.	Name.	Location.	Date of organization.	President.
194	Wake Forest College	Forestville, N. C	1839	W. M. Wingate, D. D
195	Davidson College	Davidson Col. (P. O.,) N. C	1831	G. W. McPhail, D. D., LL.D
196	University of North Carolina	Chapel Hill, N. C	1795	Rev. Solomon Pool
197	Trinity College	Randolph County, N. C	1850	B. Craven, D. D
198	Olin College	Iredell County, N. C	1853	James Southgate
199	North Carolina College	Mount Pleasant, N. C	....	Rev. L. A. Bikle, A. M
200	Concord Female College	Statesville, Iredell Co., N. C	1854	Rev. E. F. Rockwell, A. M
201	Davenport Female College	Lenoir, Caldwell Co., N. C	1856	Rev. S. Lander, A. M
202	Chowan Female Collegiate Institute.	Murfreesboro, N. C	....	A. McDowell, D. D
203	Raleigh Baptist College	Raleigh, N. C	1870	W. Royall, D.D
204	Marietta College	Marietta, Ohio	1835	Israel W. Andrews, D. D
205	Western Reserve College	Hudson, Ohio	1826	H. L. Hitchcock, D. D
206	Denison University	Granville, Ohio	1831	S. Talbot, D. D
207	Kenyon College	Gambier, Ohio	1824	Eli T. Tappan, LL. D
208	Wittenberg College	Springfield, Ohio	1845	S. Sprecher, D. D
209	Willoughby College	Willoughby, Ohio	1855	James H. Herron, D. D
210	Harlem Springs College	Harlem Springs, Ohio	1867	Robert H. Hovey, B. S
211	St. Xavier's College	Cincinnati, Ohio	1840	Rev. Thomas O'Neil, S. J
212	Ohio Wesleyan University	Delaware, Ohio	1843	Rev. F. Merriek, LL. D
213	Muskingum College	New Concord, Ohio	1837	Rev. David Paul, A. M
214	Miami University	Oxford, Ohio	1809	Robert L. Stanton, D. D
215	Oxford Female College	do	1854	R. D. Morris, D. D
216	Oberlin College	Oberlin, Ohio	1834	James H. Fairchild, D. D
217	Ohio Female College	College Hill, Ohio	1851	N. C. Burt, D. D
218	Hillsborough Female College	Hillsborough, Ohio	1855	Rev. David Copeland, A. M
219	Glendale Female College	Glendale, Ohio	1854	Rev. Ludlow D. Potter, A. M
220	Ohio University	Athens, Ohio	1804	S. Howard, D. D., LL. D
221	Mount St. Mary's of the West	Near Cincinnati, Ohio	1851	F. J. Pabish, D. D., LL. D., D. C. L
222	Otterbein University	Westerville, Ohio	1857	L. Davis, D. D
223	Urbana University	Urbana, Ohio	1852	Rev. Frank Sewall, A. M
224	Antioch College	Yellow Springs, Ohio	1854	George W. Hosmer, D. D
225	Wilberforce University	Near Xenia, Ohio	1863	D. A. Payne, D. D
226	Granville Female College	Granville, Ohio	1833	W. P. Kerr, A. M
227	German Wallace College	Berea, Ohio	1864	William Nast, D. D
228	Xenia College	Xenia, Ohio	1850	William Smith, A. M
229	Mount Union College	Mount Union, Ohio	1858	O. N. Hartshorn, LL. D
230	Farmers' College	College Hill, Ohio	1846	Charles D. Curtiss
231	Heidelberg College	Tiffin, Ohio	1850	G. W. Williard, D. D
232	Richmond College	Richmond, Ohio	1835	L. W. Ong, A. M
233	Baldwin University	Berea, Ohio	1846	W. D. Godman, D. D
234	Ohio Wesleyan Female College	Delaware, Ohio	....	P. S. Donaldson, D. D
235	Cincinnati Wesleyan College	Cincinnati, Ohio	....	L. H. Bugbee, D. D
236	Capitol University	Columbus, Ohio	....	Rev. W. F. Lehman
237	St. Louis College	Louisville, Ohio	1866	F. Hours
238	Pacific University	Forest Grove, Oreg	....	S. H. Marsh, D. D
239	Sublimity College	Sublimity, Oreg	1858	J. H. Garrison
240	Oregon College	Oregon City, Oreg	1850	George C. Chandler, D. D
241	Willamette University	Salem, Oregon	1853	T. M. Gatch, A. M
242	Haverford College	West Haverford, Pa	1833	Samuel J. Gummere, A. M
243	Irving Female College	Irvington, Pa	1856	Rev. T. B. Ege, A. M
244	Girard College	Philadelphia, Pa	1848	W. H. Allen, M. D., LL. D
245	Lehigh University	South Bethlehem, Pa	1866	Henry Coppée, LL. D
246	Lewisburg University	Lewisburg, Pa	1847	J. R. Loomis, LL. D
247	St. Vincent's College	St. Vincent's, Pa	1846	Rev. A. Heimler, O. S. B
248	Muhlenberg College	Allentown, Pa	1867	F. A. Muhlenberg, D. D
249	Pennsylvania College	Gettysburg, Pa	1832	Milton Valentine, D. D
250	Westminster College	New Wilmington, Pa	1852	R. A. Browne, D. D
251	Allegheny College	Meadville, Pa	1815	George Loomis, D. D
252	Western University of Pennsylvania.	Pittsburg, Pa	1819	George Woods, LL. D
253	Franklin and Marshall College	Lancaster, Pa	1853	J. W. Nevin, D. D
254	Moravian College	Bethlehem, Pa	1807	Rt. Rev. E. de Schweinitz
255	Missionary Institute	Selin's Grove, Pa	1858	Rev. P. Born
256	Dickinson College	Carlisle, Pa	1783	R. L. Dashiell, D. D
257	Washington and Jefferson College.	Canonsburg and Washington, Pa.	1802	Rev. George P. Hays

institutions in the United States, &c.—Continued.

Number.	Denomination.	Sex of students.			Number of instructors.	Students.								Cost of—		Number of volumes in libraries.	Time of commencement.
						Preparatory department.	Freshmen.	Sophomores.	Juniors.	Seniors.	Scientific department.	Total.					
		Male.	Female.	Both.								Males.	Females.	Total.	Tuition per term.	Board per month.	
194	Bapt	M			6							116		116	$35		8,000	2d Thursday in June.
195	Pres	M			6		28	33	39	13	12	125		125	45		3,000	June 30.
196	State	M			6	38	8	5	4			55		55	20	8–12	23,000	2d Thursday in June.
197	M. E	M			6	26	44	33	21	14	63	201		201	30	14	7,500	3d Thursday in June.
198				B	2									48	25		500	2d Monday in June.
199		M			3							63		63			800	May 26.
200			F		4								50	50	a250		500	July 16.
201			F		8								99	99	20–60		300	
202	Bapt		F		7								112	112				
203	do		F		7								80	80				
204	Cong	M			8	62	16	19	13	9		119		119	30		22,500	Wednesday before July 4.
205	Pres	M			6	37	22	23	21	12		115		115	46		10,000	June 29.
206	Bapt	M			8	109	29	18	7	12	11	175		175	25–34	12	10,500	Last Thursday in June.
207	P. E	M			10	35	23	19	14	14		105		165	14	(*)	17,850	Last Thursday in June.
208	Luth	M			6	86	25	22	18	11	19	183		183	30		6,000	Last Thursday in June.
209	M. E			B	7	37	49	5	17	8				116	8–10		3,000	June 15.
210				B	3	17	19	20	9	15				80	40			June 16.
211	R. C	M			19	237	34	22	18	9		320		320	60		16,000	Last Wednesday in June.
212	M. E	M			9	75	88	63	47	39	105	417		417	30		12,986	June 29.
213				B	3									158			1,300	Last Thursday in June.
214	State	M			9	61	16	15	20	26	14	152		152			9,000	Last Thursday in June.
215	Pres		F		10	29	37	41	33	16			156	156	a250		2,000	3d Wednesday in June.
216	Cong			B	22	700	33	33	38	25	245	610	464	(†)	9		11,000	1st Wednesday in Aug.
217			F		11	15	22	47	8	13			105	105	125		2,000	1st Thursday in June.
218	M. E		F		7	13	9	17	14	10			53	53	2,540		300	Last Wednesday in June.
219	Pres		F		12	36	30	22	12	17			117	117	46		2,000	3d Thursday in June.
220	M. E	M			6							130		130	a300		5,000	June 25.
221	R. C	M			16							86		86	a150		10,000	4th Wednesday in June.
222	U. B	M			5							175		175	24		4,000	1st Wednesday in June.
223	N. Ch	M			4							38		38			4,500	2d Wednesday in June.
224	Unit			B	12							146	104	250	10	13	4,700	Last Wednesday in June.
225	A. M. E			B	9	34		3		1	7	51	29	81	4 75–6 75	10	3,000	3d Wednesday in June.
226	Pres		F		10								120	120	30		2,000	3d Wednesday in June.
227	M. E			B	6	35	19	10	7	4		75	18	93	13–27	8	400	3d Tuesday in August.
228	do				9									175	36		425	3d week in June.
229	do				13									459	30		2,500	4th week in June.
230	do				4									45	45			
231	G. R			B	6	96	7	16	7	5	50	160	21	181	7		2,500	4th Wednesday in June.
232				B	3	35	30	15	10	6				96	a34	12		3d Wednesday in June.
233	M. E			B	10									150	21		1,000	1st Thursday in June.
234	do																	
235	do																	
236	Luth	M																
237	R. C	M			9							42		42	a200			September 1.
238				B	5	108	4	4	4	3				123	5–8			1st Wednesday in May.
239	U. B				2									75	16–32			
240	Bapt																	
241	M. E	M			6							278		278	45		1,000	4th Thursday in July.
242	Fr	M			4							47		47	a375		6,977	July 12.
243	M. E		F		5								49	49	a252		1,000	Last Wednesday in June.
244		M			18							550		550	Free		5,000	
245	P. E	M			14							84		84	90			Last Thursday in June.
246	Bapt			B	8	98	19	50	44	35	2	153	95	248	a36		4,900	Last week in June.
247	R. C	M			19							212		212	90		6,000	End of June.
248	Luth	M			10	100	24	16	15	7		162		162	a28–45		2,300	Last Thursday in June.
249	do	M			14	60	35	25	30	23		173		173	39		17,450	Last Thursday in June.
250	U. P			B	6	64	21	25	47	38	60			255	8	12	1,500	Last Thursday in June.
251	M. E	M			9	33	35	22	20	15		125		125	35		10,000	Last Thursday in June.
		M			14	145	28	16	11	11	85	296		296	39		2,200	Last week in June.
252																		
253	G. R	M			6	58	14	29	14	15		130		130			10,000	Last Thursday in June.
254	Mor	M			5							200		200				
255	Luth				5									130	30		2,000	1st Wednesday in June.
256	M. E	M			6							130		130	40		25,500	Last Thursday in June.
257	Pres				12									155	24		17,000	1st Thursday in August.

*$12–17. †1,074. *a*Per annum.

TABLE III.—*Statistics of colleges and collegiate*

Number.	Name.	Location.	Date of organization.	President.
258	Susquehanna Female College	Selin's Grove, Pa	1859	William Noetling, A. M.
259	St. Joseph's College	Philadelphia, Pa	1852	Rev. P. A. Jordan
260	Pennsylvania Military Academy	Chester, Pa	1861	Colonel Theodore Hyatt, A. M.
261	Lincoln University	Oxford, Pa	1854	Isaac N. Randall, D. D
262	Pittsburg Female College	Pittsburg, Pa	1855	I. C. Pershing, D. D.
263	Waynesburg College	Waynesburg, Pa	1850	A. B. Miller, D. D.
264	Andalusia College	Andalusia, Pa	1860	H. T. Wells, LL. D.
265	Lebanon Valley College	Annville, Pa	1866	Rev. T. R. Vickroy, A. M
266	Lafayette College	Easton, Pa	1826	W. C. Cattell, D. D
267	University of Pennsylvania	Philadelphia, Pa	1755	Charles J. Stillé, LL. D.
268	St. Thomas of Villanova's College.	Pennsylvania		
269	La Salle College	Philadelphia, Pa	1862	Brother Oliver
270	Mercersburg College	Mercersburg, Pa		Thomas G. Apple, D. D
271	Palatinate College	Myerstown, Pa		Rev. H. R. Nicks, A. M.
272	Allentown Female College	Allentown, Pa		Rev. William R. Hofford, A. M.
273	Cottage Hill College	York, Pa		Rev. D. Eberle
274	Maimonides College	Philadelphia, Pa		
275	St. Francis' College	Loretto, Pa	1850	Rev. A. J. Browman
276	Brown University	Providence, R. I	1764	A. Caswell, D. D., LL. D.
277	Newberry College	Walhalla, S. C	1859	Rev. J. P. Smeltzer, A. M
278	University of South Carolina	Columbia, S. C	1801	R. W. Barnwell, LL. D
279	Furman University	Greenville, S. C	1851	James C. Furman, D. D.
280	College of Charleston	Charleston, S. C	1787	N. R. Middleton
281	Wofford College	Spartanburg, S. C	1854	Albert M. Shipp, D. D.
282	Lookout Mountain Institution.	Lookout Mountain, Tenn	1866	Rev. C. F. P. Bancroft
283	Maryville College	Maryville, Tenn	1819	Rev. P. M. Bartlett, A. M
284	Cumberland University	Lebanon, Tenn	1842	B. W. McDonold, D. D., LL. D.
285	East Tennessee University	Knoxville, Tenn	1807	Rev. T. W. Humes, D. D.
286	Franklin College	Near Nashville, Tenn	1844	A. J. Fanning
287	University of Nashville	Nashville, Tenn	1806	Kirby Smith
288	Tusculum College	Greenville, Tenn	1844	Rev. W. S. Doak, A. M.
289	State Female College	Memphis, Tenn	1858	C. Collins, D. D
290	Union University	Murfreesboro, Tenn	1848	G. W. Jarman, A. M
291	Jonesboro College	Jonesboro, Tenn	1865	Henderson Presnell, A. M.
292	Sewanee College	Winchester, Tenn	1868	Rev. H. H. Sneed
293	East Tennessee Wesleyan University.	Athens, Tenn	1867	N. E. Cobleigh, D. D.
294	Mary Sharp College	Winchester, Tenn	1851	Z. C. Graves, LL. D
295	Central Tennessee College	Nashville, Tenn	1866	John Braden
296	Washington Female College	Washington County, Tenn.	1796	Rev. W. B. Rankin
297	Fisk University	Nashville, Tenn	1867	
298	West Tennessee College	Jackson, Tenn		Rev. E. L. Patton, A. M
299	Colorado College	Columbus, Tex	1857	Rev. J. J. Scherer, A. M
300	Baylor University	Independence, Tex	1845	W. Carey Crane, D. D
301	Waco University	Waco, Tex	1861	Rufus C. Burleson, D. D
302	St. Mary's College	Galveston, Tex		
303	Middlebury College	Middlebury, Vt	1797	H. D. Kitchel, D. D.
304	State University	Burlington, Vt		James B. Angell, A. M
305	Ripley Female College	Ripley, Vt		Rev. Dr. Newman
306	Richmond College	Richmond, Va	1844	B. Puryear, A. M
307	Southern Female College	Petersburg, Va		W. T. Davis, A. M.
308	Randolph Macon College	Boydton, Va	1832	Thos. C. Johnson, A. M.
309	Roanoke College	Salem, Roanoke County, Va	1853	D. F. Bittle, D. D
310	Emory and Henry College	Emory P. O., Va	1838	E. E. Wiley, D. D.
311	Hampden Sidney College	Prince Edward County, Va	1776	J. M. P. Atkinson, D. D.
312	Washington College	Lexington, Va	1782	
313	Virginia Military Institute	do	1839	F. H. Smith, A. M
314	University of Virginia	Charlottesville, Va	1825	S. Maupin, A. M., M. D
315	College of William and Mary	Williamsburg, Va	1693	Benjamin S. Ewell
316	West Virginia University	Wheeling, W. Va	1868	Rev. A. Martin, D. D.
317	Bethany College	Bethany, Brooke Co., W. Va	1841	W. K. Pendleton
318	University of Wisconsin	Madison, Wis	1848	Vacant
319	Galesville University	Galesville, Wis	1859	Harrison Gilliland
320	Wayland University	Beaver Dam, Wis	1854	A. S. Hutchens
321	Beloit College	Beloit, Wis	1847	Aaron L. Chapin, D. D.
322	Carroll College	Waukesha, Wis	1846	W. L. Rankin, A. M
323	Lawrence University	Appleton, Wis	1847	George M. Steele, D. D
324	Milton College	Milton, Wis	1844	Rev. W. C. Whitford, A. M.

institutions in the United States, &c.—Continued.

Number.	Denomination.	Sex of students.			Number of instructors.	Students.								Cost of—		Number of volumes in libraries.	Time of commencement.
		Male.	Female.	Both.		Preparatory department.	Freshmen.	Sophomores.	Juniors.	Seniors.	Scientific department.	Total. Males.	Total. Females.	Total.	Tuition per term.	Board per month.		
258	Luth		F		5								100	100	*a*$180		500	1st week in June.
259	R. C	M			9	430	58	43				531		531	40–60		6, 000	Last week in June.
260	State	M			10	5					75	130		130	*a*200	*a*100	1, 000	Last Tuesday in June.
261	Pres				9									140	30		1, 300	3d Wednesday in June.
262	M. E		F		22								347	347	50		600	Last Thursday in June.
263	C. P				10									200	10		1, 000	2d Thursday in Sept.
264	P. E	M			13							90		90	*a*300		450	Last of June.
265	U. B	M			6	123	16	6	4	3		152		152	*a*49		300	3d week in June.
266	Pres	M			23		62	45	48	21	4	180		180	15–25		8, 000	3d Wednesday in June.
267	State	M			26		33	48	27	16	32	166		166	35			
268																		
269	R. C	M			16							140		140	*a*80		3, 650	1st Monday in September.
270	G. R	M																
271	do	M																
272	do		F															
273																		
274																		
275	R. C	M			12							90		90			2, 000	September 1.
276	Bapt	M			14		31	55	53	78		217		217	75		38, 000	Last Wednesday in June.
277	Luth	M			6	62	10	4	1	4		81		81	20–45		100	October 1.
278	State	M			17							65		65	75		25, 000	Last Monday in June.
279	Bapt	M			4							71		71	60			4th Wednesday in June.
280		M			6							46		46	40		8, 000	Last Tuesday in March.
281	M. E	M			7							135		135	32	15	15, 000	Last Wednesday in June.
282				B	8	53	4	2				77	37	114	100		400	June 20.
283	Cong			B	4	50		3	7					60	10		2, 000	Last Thursday in June.
284	C. P	M			10	138	22	26	20	17		223		223	30–35		5, 000	Last Thursday in June.
285					5									121	30		900	4th Wednesday in June.
286	Chr	M			1							50		50	*a*130			1st Thursday in June.
287		M			9	201	12	9	4	2		228		228	50–100	20	10, 000	3d Thursday in June.
288	Pres				4									95	36		4, 200	2d Thursday in June.
289	M. E		F		13	41	65	47	39	30			222	222	25	20	670	Last Thursday in June.
290	Bapt	M			5							154		154	50	16	2, 000	3d Thursday in June.
291				B	4							25	100	125	20–50			2d Thursday in June.
292	P. E				2									60	60			2d week in June.
293	M. E				4									120	25–50		1, 000	3d week in June.
294	Bapt		F		9	80	50	17	18	16	57		238	238			1, 000	1st Monday in September.
295	M. E			B	6	11									3–4	12	350	June 15.
296	Pres		F		4	25												
297	M. E			B	9	68											150	
298		M			5							130		130	10–30			3d Wednesday in June.
299	Luth				3									86	20–50			1st Monday in September.
300	Bapt	M			9							70		70	25–60	12	1, 500	2d week in June.
301	do			B	9									245	50		650	3d week in June.
302	R. C																	
303	Cong	M			7							65		65	45		11, 000	2d Thursday in August.
304	State				16									114	45		15, 000	1st Thursday in August.
305	M. E																	
306	Bapt	M			9							160		160	60–80		4, 500	July 1.
307			F		6								108	108	20–35			Last Tuesday in June.
308	M. E				5									65	75		10, 000	Last Thursday in June.
309	Luth				8									182	52		7, 000	3d Wednesday in June.
310	M. E	M			6	96	20	17	16	16		165		165				1st Wednesday in June.
311	Pres	M			5							89		89	50		6, 000	3d Thursday in June.
312		M			20							410		410	60–80		6, 000	3d Thursday in June.
313	State	M			23						376	376		376	100		2, 000	July 4.
314	do	M			15							464		464	60–100	20	35, 000	July 4.
315					7									63	45		4, 500	July 4.
316	State	M			10	140	7	3	1		3	154		154	5–8		1, 000	June 16.
317	Chr				9									94	50		2, 000	3d Thursday in June.
318	State			B	21	435	13	34	25	9				516	18		3, 000	Last Wednesday in June.
319	M. E				4									105	18–30		4, 500	Last Thursday in June.
320	Bapt																	
321	Cong	M			7	161	29	15	20	13		238		238	*a*136		6, 000	2d Wednesday in July.
322	Pres			B	3	104	6	10				34	86	120	25–32		1, 000	Last Friday in June.
323	M. E			B	6	198	34	15	15	8				270	37–90		6, 000	3d Wednesday in June.
354	Bapt			B	9	250	73	20	4			190	148	347	27–33	14	1, 100	1st Wednesday in June.

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TABLE III.—*Statistics of colleges and collegiate*

Number.	Name.	Location.	Date of organization.	President.
325	Milwaukee Female College	Milwaukee, Wis	1848	Miss Mary Mortimer
326	Wisconsin University	Watertown, Wis	1864	Rev. L. O. Thompson
327	Prairie du Chien College	Prairie du Chien, Wis	1865	W. S. Perry
328	Racine College	Racine, Wis	1852	Rev. J. De Koven, D. D
329	Ripon College	Ripon, Wis	1863	Rev. W. E. Merriman, A. M
330	Wisconsin Female College	Fox Lake, Wis	1862	Miss Mary L. Crowell
331	Jefferson Liberal Institute	Jefferson, Wis	1866	Elmore Chase, A. M
332	Columbian College	Washington, D. C	1822	George W. Samson, D. D
333	Georgetown College	Georgetown, D. C	1792	Rev. John Early
334	Gonzaga College	Washington, D. C	1848	Rev. James Clark
335	Howard University	do	1867	General O. O. Howard
336	University of Deseret	Salt Lake City, Utah	1867	John R. Park, M. D
337	Washington University	Seattle, Washington Ter	1868	Prof. Hall

NOTE.—In regard to the following institutions

	Cuthbert Female College	Cuthbert, Ga		Dr. A. L. Hamilton
	Southern Female College	La Grange, Ga		Dr. Cox
	Hamilton Female College	Hamilton, Ga		Colonel Loveless
	La Grange Female College	La Grange, Ga		Rev. M. Calloway
	Griffin Female College	Griffin, Ga		
	Forsyth Female College	Forsyth, Ga		
	Perry Female College	Perry, Ga		
	Masonic Female College	Covington, Ga		Mr. G. J. Orr
	Masonic Female College	Americus, Ga		
	Masonic Female College	Lumpkin, Ga		
	Madison Female College	Madison, Ga		
	Marietta Female College	Marietta, Ga		
	Le Vert College	Talbotton, Ga		
	Atlanta Female College	Atlanta, Ga		
	Valparaiso College	Valparaiso, Ind		Rev. S. T. Cooper
	Hocker Female College	Lexington, Ky		J. H. Hocker, A. M
	Columbus Institute	Columbus, Miss	1846	Rev. John F. Tarrant, A. M
	Sharon Female College	Sharon, Miss	1837	Rev. W. L. C. Hunnicutt
	Pass Christian College	Pass Christian, Miss		
	Murfreesboro Female College	Murfreesboro, N. C		Rev. Mr. Blackwell
	St. Mary's Female College	Raleigh, N. C		A. Smeedes, D. D
	St. John's Female College	Oxford, N. C		Rev. C. B. Riddick
	Rutherford Seminary	Happy Home, N. C		
	Biddle Institute	Charlotte, N. C		
	Wooster University	Wooster, Ohio	1870	Willis Lord, D. D
	Avery Institute	Charleston, S. C		
	Clafin University	Orangeburg, S. C		
	Hiawassa College	Madisonville, Tenn		J. B. Greiner, A. M
	Kings College	Bristol, Tenn		Charles Martin
	Marysville College	Near Knoxville, Tenn		
	Wytheville College	Wytheville, Va		Rev. E. W. McDonald
	Stover College	Harper's Ferry, W. Va		

institutions in the United States, &c.—Continued.

Number.	Denomination.	Sex of students.			Number of instructors.	Students.								Cost of—		Number of volumes in libraries.	Time of commencement.
		Male.	Female.	Both.		Preparatory department.	Freshmen.	Sophomores.	Juniors.	Seniors.	Scientific department.	Total.					
												Males.	Females.	Total.	Tuition per term.	Board per month.	
325	.....	...	F	...	12	122	28	14	11	11	...	...	186	186	*a*$50	$24	600	Last Thursday in June.
326	.....	...	...	B	6	125	3	...	...	...	...	108	20	128	30	....	.....	
327	.....	...	...	B	3	106	...	...	...	...	...	51	55	106	20–30	....	.....	
328	P. E..	M	...	..	16	158	7	11	9	4	...	189	...	189	*a*500	....	2,000	
329	.....	...	...	B	9	276	24	11	14	8	...	185	148	333	21–24	....	.....	
330	Cong ..	...	F	...	6	46	12	4	4	...	...	...	66	66	*a*150	....	486	September 8.
331	.....	...	...	...	..	...	...	...	...	...	...	...	...	...	.....	....	.....	
332	Bapt ..	M	...	...	23	...	...	...	...	...	...	430	...	430	55	....	5,000	Last Wednesday in June.
333	R. C...	M	...	...	18	112	...	...	84	55	...	251	...	251	*a*325	....	30,000	1st week in July.
334	..do....	M	...	...	6	...	...	...	...	...	...	120	...	120	60	....	3,000	1st week in July.
335	Cong ..	...	...	B	23	...	...	...	...	...	...	322	92	414	3–5	....	6,000	Last Wednesday in June.
336	L. D. S.	...	...	B	..	...	...	...	...	...	...	...	...	296	.....	....	.....	
337	.....	...	..	..	..	...	...	...	...	...	...	...	...	...	.....	....	.....	

no additional facts have been received:

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	.....	...	...	B	12	...	...	...	...	...	...	...	...	...	.....	...	.....	3d week in June.
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	.....	...	F	...	..	...	...	...	...	...	...	...	...	...	.....	...	.....	
	.....	...	F	...	..	...	...	...	...	...	...	...	...	...	.....	...	.....	
	M. E ..	...	F	...	..	...	...	...	...	...	...	...	...	...	.....	...	.....	
	P. E...	...	F	...	..	...	...	...	...	...	...	...	...	...	.....	...	.....	
	M. E ..	...	F	...	..	...	...	...	...	...	...	...	...	...	.....	...	.....	
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	.....	...	...	...	..	...	...	...	...	...	...	...	...	...	.....	...	.....	
	Pres...	...	...	...	..	...	...	...	...	...	...	...	...	...	.....	...	.....	
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	Luth ..	M	...	...	..	...	...	...	...	...	...	...	...	...	.....	...	.....	
	.....	...	...	...	..	...	...	...	...	...	...	...	...	...	.....	...	.....	
	Luth ..	...	F	...	..	...	...	...	...	...	...	...	...	...	.....	...	.....	
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*a*Per annum.

TABLE IV.—STATISTICS OF THEOLOGICAL SEMINARIES IN THE UNITED STATES.

[*Compiled from the most recent reports sent to the United States Bureau of Education.*]

Name.	Location.	Date of organization.	Denomination.	President or senior professor.	Number of professors.	Number of students.	Whole number educated.	Amount of endowment.	Number of volumes in library.	Estimated annual expense of each student.	Time of commencement.
Theological dept. of Howard College	Marion, Ala	1841	Baptist	S. R. Freeman, D. D	1	12	.....	.....	2,500	$105	Last Thursday in June.
Saint Augustine College	Benicia, Cal	1868	Protestant Epis.	Rt. Rev. W. I. Kip, D. D	6	7	.....	.....	.....	.....	
Theological Seminary	San Francisco, Cal	.....	Congregational	George Mooar, D. D	2	8	.....	.....	.....	.....	
Theological Institute of Connecticut	Hartford, Conn	1834	....do	William Thomson, D. D	4	25	290	.....	7,000	80	2d Thursday in July.
Theological department of Yale College	New Haven, Conn	1823	....do	T. D. Woolsey, D. D., LL. D	7	35	830	308,000	(*)	.....	3d Thursday in May.
Berkeley Divinity School	Middletown, Conn	1851	Protestant Epis.	Jno. Williams, D. D., LL. D	10	36	36	.....	.....	.....	1st week in June.
Theological dept. of Mercer University	Penfield, Ga	1833	Baptist	H. H. Tucker, D. D	...	...	.....	.....	.....	.....	
Garrett Biblical Institute	Evanston, Ill	1854	Methodist Epis.	D. P. Kidder, D. D	4	150	106	300,000	3,300	200	Last Thursday in Oct.
Chicago Theological Seminary	Chicago, Ill	1855	Congregational	J. Haven, D. D	4	45	77	25,000	3,700	.....	Last Thursday in April.
Theological Seminary of the Northwest	Chicago, Ill	1859	Presbyterian	.....	4	36	135	100,000	8,000	125–150	1st Thursday in April.
Baptist Theological Seminary	Chicago, Ill	1866	Baptist	G. W. Northrup, D. D	4	40	.....	112,000	10,000	150	
Bible department of Eureka College	Eureka, Ill	1852	Christian	H. W. Everest, A. M	2	18	.....	.....	.....	.....	2d Thursday in June.
Theological dept. of Shurtleff College	Upper Alton, Ill	1832	Baptist	Justus Bulkley, D. D	3	15	.....	.....	.....	.....	2d Thursday in June.
Saint Joseph's Ecclesiastical College	Tentapolis, Ill	1861	Roman Catholic	Rev. P. M. Klosterman	6	99	428	.....	700	180	
U. P. Theological Seminary of the N. W.	Monmouth, Ill	1839	United Presby'n	Alexander Young, D. D	4	20	185	15,000	2,050	150–175	Last Thursday in March.
Blackburn Theological Seminary	Carlinville, Ill	1857	Presbyterian	John W. Bailey, D. D	3	...	.....	16,000	700	180	
Theological department of Augustana College.	Genesee, Ill	.....	Lutheran	Rev. T. N. Hasselquist	...	...	.....	.....	.....	.....	
Wartburg Seminary	St. Sebald, Iowa	1857	....do	Rev. Sigmund Fritschel	3	25	42	3,400	1,045	.....	
Theological dept. of Griswold College	Davenport, Iowa	1859	Protestant Epis.	N. W. Lee, D. D., LL. D	3	9	6	30,000	5,000	250	3d week in June.
German Theological Seminary	Dubuque, Iowa	.....	Presbyterian	Rev. A. Van Vliet	...	...	.....	.....	.....	.....	
St. Joseph's Ecclesiastical Seminary	Bardstown, Ky	1820	Roman Catholic	Rev. P. de Fraine	6	78	.....	.....	3,600	150	Last Tuesday in June.
Danville Theological Seminary	Danville, Ky	1853	Presbyterian	Nathaniel West, D. D	4	13	181	218,000	8,000	.....	31st October.
Western Baptist Theological Institute	Georgetown, Ky	1840	Baptist	C. Lewis, A. M	...	...	.....	.....	.....	.....	
Diocesan Theological Seminary	Shelbyville, Ky	.....	Protestant Epis.	Benjamin B. Smith, D. D	...	...	.....	.....	.....	.....	2d Thursday in June.
Theological school of Bethel College	Russellville, Ky	1858	Baptist	Rev. Noah K. Davis, A. M	1	...	.....	.....	2,500	.....	2d Thursday in June.
College of the Bible, Kentucky University.	Lexington, Ky	1865	Christian	Rev. Robert Milligan	3	102	8	.....	.....	125	2d Friday in June.
Thomson Biblical Institute	New Orleans, La	1865	Methodist Epis.	.....	4	13	.....	.....	.....	.....	
Theological Seminary	Bangor, Me	1816	Congregational	Enoch Pond, D. D	4	40	600	120,000	13,000	150	1st Thursday in July.
Theological department of Bates College	Lewiston, Me	.....	Fr. W. Baptists	O. B. Cheney, D. D	4	25	.....	2,000	.....	.....	
Theological Seminary of Saint Sulpice	Baltimore, Md	1791	Roman Catholic	J. P. Dubreuil, D. D	10	60	400	.....	30,000	200	3d Monday in June.
Saint Mary's Seminary	Near Emmetsburg, Md	1800	....do	J. McCaffery, D. D	12	20	300	.....	15,000	150	3d Monday in June.

Theological School of Harvard University.	Cambridge, Mass.	1811	No tests	C. W. Eliot, LL. D	5	36	396	240,000	16,000	300	Last Tuesday in June.
Episcopal Theological School	Cambridge, Mass	1867	Protestant Epis	J. Stone, D. D	4	10		125,000		350	1st Wednesday in July.
Boston Theological Seminary	Boston, Mass	1847	Methodist Epis	W. F. Warren, D. D	13	65	600	250,000	4,000	140	2d Wednesday in June.
Newton Theological Institute	Newton Centre, Mass	1826	Baptist	Alvah Hovey, D. D	5	51	479	135,000	1,200	200	Last Wednesday in June.
Theological Seminary	Andover, Mass	1808	Congregational	E. A. Park, D. D	5	115	2,491		30,000	156	1st Thursday in Aug.
Divinity School of Tuft's College	Medford, Mass	1855	Universalist	A. A. Miner, D. D	3	15					
Theological dept. of Kalamazoo College	Kalamazoo, Mich	1834	Baptist	S. Bailey, D. D	6	140		100,000	3,000	200	2d Wednesday in June.
Scandinavian Theological Seminary	Red Wing, Minn		Lutheran								
Concordia Seminary	Saint Louis, Mo	1840	do	Rev. C. F. W. Walter	4	140			5,000		1st September.
Vanderman School of Theology	Liberty, Mo	1868	Baptist	Rev. T. Rambaut, LL. D	4	42		45,000	5,000	250	1st Wednesday in June.
Reformed Theological Seminary	New Brunswick, N. J	1785	Reformed	S. M. Woodbrige, D. D	4	24	755	175,000	12,000	200	September 20.
Theological Seminary	Princeton, N. J	1812	Presbyterian	C. Hodge, D. D., LL. D	5	115	2,778		20,100	175	Last Wednesday in Ap'l.
Drew Theological Seminary	Madison, N. J	1867	Methodist Epis	Randolph S. Foster, D. D	5	79	110	500,000	10,000	150	3d Thursday in May.
Theological Seminary	Auburn, N. Y		Presbyterian	Samuel M. Hopkins, D. D							
Provincial Seminary	Troy, N. Y	1864	Roman Catholic	Rev. L. J. Vandenhond	6	130	130			225	Last Thursday in June.
Saint Lawrence Theological School	Canton, N. Y	1858	Universalist	R. Fisk, jr., D. D	3	38	104	60,000	6,000	40	1st Thursday in July.
Theological Seminary	New York City, N. Y	1836	Prosbyterian	T. H. Skinner, D. D., LL. D	5	139	777	300,000	27,000	250	
Hamilton Theological Seminary	New York City, N. Y	1817	Protestant Epis	Rov. J. M. Forbes	6	80	732	200,000	13,845	400–500	Last Friday in June.
De Laney Divinity School	Hamilton, N. Y	1820	Baptist	G. W. Eaton, LL. D., D. D	4	20	834	180,000	9,000	200	1st Tuesday in August.
Rochester Theological Seminary	Geneva, N. Y	1861	Protestant Epis	James Rankine, D. D							
Theological Seminary	Rochester, N. Y	1850	Baptist	E. G. Robinson, D. D	6	66	395	267,000	8,000	175	3d week in May.
German Theological Seminary	Newburg, N. Y		United Presby'n	Jas. P. Harper, D. D	1						
Lutheran Theological Seminary	Auburn, N. Y		Lutheran								
Wittenberg College	Buffalo, N. Y		do	Rev. J. A. B. Grabau							
Theological Seminary	Springfield, Ohio	1845	do	S. Spreecher, D. D	1	2	107			150	June 30.
	Gambier, Ohio	1826	Protestant Epis	Rt. Rev. C. P. Mc Ilvaine, D. D., D. C. L., LL. D.	5	6	155	100,000	7,000	300	Last Thursday in June.
Theological dept. of Oberlin College	Oberlin, Ohio	1835	Congregational	J. H. Fairchild, D. D	5	36	252	60,000	10,000	150–225	1st Wednesday in Aug.
Mount Saint Mary's of the West	Cincinnati, Ohio	1849	Roman Catholic	F. G. Pabish, D. D., D. C. L., LL. D.	2	40		150,000	10,000	225	June.
Saint Charles Borromeo	Carthagena, Ohio	1869	do	Henry Drees, D. D	2	20			1,400	Free.	
Lane Theological Seminary	Cincinnati, Ohio	1829	Presbyterian	Henry Smith, D. D	4	33	500	200,000	12,000	150	2d Thursday in May.
Theological Seminary	Xenia, Ohio	1794	United Presby'n	Samuel Wilson, D. D	3	11	352	50,000	2,000	150	1st Thursday in Sept.
Heidelberg Theological Seminary	Tiffin, Ohio	1850	Reformed	J. H. Good, D. D	2	20	110	21,000	2,400	250	Last Wednesday in June.
Theological dept. of Capital University	Columbus, Ohio		Lutheran	Rev. W. F. Lehman							
Missionary Institute	Selin's Grove, Pa	1856	do	H. Ziegler	4	12	40		2,000		1st Wednesday in June.
Theological Seminary	Bethlohom, Pa	1807	Moravian	Rt. Rev. E. do Schweinitz	4	29	213	42,000	4,100	200	1st Wednesday in Sept.
Western Theological Seminary	Alleghony City, Pa	1827	Presbyterian	D. Elliott, D. D	5	70	935	184,000		200	Last Wednesday in Ap'l.
Saint Michael's Theological Seminary	Pittsburg, Pa	1847	Roman Catholic	Rev. S. Wall	5	60	70		4,000	200	Last of June.
Theological Seminary	Gettysburg, Pa	1825	Luthoran	J. A. Brown, D. D	4	26	400	100,000	12,000	150	4th Thursday in June.
Episcopal Divinity School	Philadelphia, Pa	1862	Protestant Epis	D. R. Goodwin, D. D	5	49	75		6,000	400–500	Thursday after 3d Tuesday in June.
Protestant Episcopal Mission House	West Philadelphia, Pa	1864	do	Rov. S. Clemens	3	10					
Theological Seminary	Mercersburg, Pa	1835	Reformed	E. V. Gerhart, D. D	3	17		60,000	8,000	130	May.
Theological Seminary	Allegheny City, Pa	1825	United Presby'n	A. D. Clark, D. D	3	36	486	55,000	2,000	100	Last Wednesday in Mar.
Meadville Theological School	Meadville, Pa	1844	Unitarian	Rev. A. A. Livermoro	7	12	150	140,000	11,000	250	3d Thursday in June.
Saint Charles Borromeo Seminary	Philadelphia, Pa	1838	Roman Catholic	J. O'Conner, D. D	6	67			10,000	300	1st Monday in Sept.
Theological dept. of Lincoln University	Oxford, Pa	1865	Presbyterian	J. N. Rendall, D. D	5	14					3d Wednesday in June.
Crozer Theological Seminary	Upland, Pa	1868	Baptist	H. G. Weston, D. D	3	37		225,000	6,000	125	2d Wednesday in June.

*Yale College library.

TABLE IV.—*Statistics of theological seminaries in the United States*—Continued.

Name.	Location.	Date of organization.	Denomination.	President or senior professor.	Number of professors.	Number of students.	Whole number educated.	Amount of endowment.	Number of volumes in library.	Estimated annual expense of each student.	Time of commencement.
Theological dept. of Ursine College	Freeland, Pa	....	Reformed	H. Bamberger, D. D	...	...	.....	.....	.....	.....	
Lutheran Theological Seminary	Philadelphia, Pa	1864	Lutheran	C. F. Schaeffer, D. D	5	35	57	88,000	1,800	$240	Week before Trinity Sunday.
Theological Seminary	Columbia, S. C	1831	Presbyterian	G. Howe, D. D	5	32	380	145,715	18,253	150	2d week in May.
Theological Seminary	Walhalla, S. C	1859	Lutheran	Rev. J. P. Smeltzer, A. M.	2	3	.....	29,000	4,000	150	1st Thursday in October.
Southern Baptist Theological Seminary	Greenville, S. C	1859	Baptist	J. P. Boyce, D. D	5	6	129	90,000	8,000	100	Last Saturday in April.
Theological department of Cumberland University.	Lebanon, Tenn	1842	Presbyterian	B. W. McDonnold, D. D., LL. D.	3	10	30	35,000	5,000	100	Last Thursday in June.
Theological dept. of Baylor University	Independence, Texas	1864	Baptist	W. Carey Crane, D. D	1	6	15	.....	200	100	2d Thursday in June.
New Hampton Theological Seminary	Fairfax, Va	1825	....do	Rev. S. M. Whiting, A. M.	2	10	.....	.....	3,000	150–250	2d Thursday in July.
Theological Seminary	Fairfax County, Va	1823	Protestant Epis.	W. Sparrow, D. D	3	50	426	.....	9,000	200	Last Thursday in June.
Union Theological Seminary	Hampden Sidney, Va	1824	Presbyterian	Robert L. Dabney, D. D.	4	43	350	160,000	6,000	250–300	2d Tuesday in May.
Culver Theological Institute	Richmond, Va	1867	Baptist	Rev. J. H. Corey	1	45	.....	.....	.....	.....	
Nashotah House	Nashotah Lake Summit, Wis.	1847	Protestant Epis.	A. D. Cole, D. D	5	51	165	.....	5,000	.....	June 29.
Mission House	Howard's Grove, Wis.	....	Reformed	Rev. H. A. Muhlmeier	...	...	.....	.....	.....	.....	
The Salesianum	St. Francis, Wis	....	Roman Catholic	Thomas Salzman, D. D	12	191	225	.....	6,800	150–180	July 1.
Norwegian Theological Seminary	Marshall, Wis	....	Lutheran	Rev. John Anderson	...	...	.....	.....	.....	.....	
Theological dept. of Columbian College	Washington, D. C	1822	No tests	G. W. Samson, D. D	3	18	95	.....	.....	.....	

TABLE V.—*Statistics of Law Schools in the United States.*

Number.	Name.	Location.		When founded	President or senior professor.	Number of professors.	Number of students.	Number of alumni.	Number of volumes in library.
		City or town.	State.						
1	Law School of Yale College	New Haven	Connecticut	1843	T. D. Woolsey, D. D., LL. D	3	25	263	*2, 150
2	Law Department of University of Georgia†	Athens	Georgia	1867	William L. Mitchell, A. M	4	11	27	731
3	Law School of University of Chicago	Chicago	Illinois	1859	Henry Booth, LL. D	3	59	215	.....
4	Law Department of McKendree College	Lebanon	....do	1860	Henry H. Horner, A. M	1	9	.....	.....
5	Law School of University of Indiana	Bloomington	Indiana	1843	George A. Bicknell, LL. D	2	51	250	1, 000
6	Law Department of Iowa State University‡	Iowa City	Iowa	1868	William G. Hammond, LL. D	4	25	49	1, 200
7	Law Department of Kentucky University§	Lexington	Kentucky	1865	M. C. Johnson, LL. D	3	25	68	2, 335
8	Law Department of Louisiana University	New Orleans	Louisiana	.....	Chris. Roselins, LL. D	6	.....	.....	.....
9	Law School of Harvard University	Cambridge	Massachusetts	1817	Charles W. Eliot, LL. D	7	150	1, 638	16, 000
10	Law Department of Michigan University	Ann Arbor	Michigan	1859	Henry S. Frieze, LL. D	4	309	310	*3, 000
11	Law Department of Washington University	St. Louis	Missouri	1867	Henry Hitchcock, (dean)	8	31	21	642
12	Law School of Hamilton College	Clinton	New York	1853	Ellicott Evans, LL. D	2	8	60	5, 000
13	Law School of Columbia College	New York City	....do	1859	F. A. P. Barnard, D. D., LL. D	6	230	591	(*)
14	Albany Law School	Albany	....do	1851	Ira Harris, LL. D.‖	3	110	.....	.....
15	Law School of St. Lawrence University	Canton	New York	1856	R. Fisk, jr., D. D	2	11	.....	.....
16	Law School of Cincinnati College	Cincinnati	Ohio	1832	Bellamy Storer, LL. D	3	55	1, 022	(**)
17	Ohio State and Union Law College	Cleveland	....do	1856	John Crowell, LL. D	3	19	363	3, 000
18	Law Department of Pennsylvania University	Philadelphia	Pennsylvania	1850	Charles J. Stillé, LL. D	1	67	.....	(*)
19	Law School of South Carolina University	Columbia	South Carolina	1847	C. D. Melton	2	4	.....	.....
20	Law Department of Cumberland University	Lebanon	Tennessee	1842	B. W. McDonnold, D. D., LL. D	3	67	600	2, 000
21	Law Department of Nashville University	Nashville	....do	.....	Nathaniel Baxter, LL. D	3	.....	.....	.....
22	Law Department of Baylor University	Independence	Texas	1845	R. T. Smyth	2	14	.....	.....
23	Law School of Virginia University	Charlottesville	Virginia	1825	J. B. Minor, LL. D	3	109	.....	.....
24	Law School of Richmond College	Richmond	....do	1870	J. L. M. Curry, LL. D	6	.....	.....	.....
25	Law Department of Wisconsin University	Madison	Wisconsin	1868	H. S. Orton, LL. D	5	18	25	(††)
26	Law Department of Columbian College	Washington	Dist. of Columbia	1826	Samuel Tyler, LL. D	4	166	.....	(‡‡)
27	Law Department of Howard University	....do	....do	1868	J. M. Langston, A. M	3	60	.....	(‡‡)
28	Law School of Georgetown College	....do	....do	1870	J. Hubley Ashton	3	20	.....	(‡‡)

N. B.—Incompleteness of above table is owing to want of returns from the institutions.
* Access to the general library of the institution allowed the students.
† Confers degree of LL. B. on graduation, and degree of "Jurisprudentiæ Doctor" after seven years' honorable practice.
‡ Formerly the Iowa Law School at Des Moines.
§ Formerly the Law School of Transylvania University.
‖ Who is also a professor in Law Department of Columbian College.
** Access to library of the Cincinnati bar allowed.
†† Access to library of the State allowed.
‡‡ Access to Congressional Library allowed.

TABLE VI.—*Statistics of Medical, Dental, and*

Number.	Name.	Location.	Date of organization.	Matriculation fee.	Graduation fee.
	I. MEDICAL AND SURGICAL.				
	1. "*Regular*" *system.*				
1	Medical College of Alabama*	Mobile, Ala			
2	Toland Medical College*	San Francisco, Cal	1864	$5	$40
3	Medical department of University of the Pacific	do	1859	5	40
4	Medical department of Yale College	New Haven, Conn	1813	5	25
5	Medical College of Georgia	Augusta, Ga	1832	5	30
6	Atlanta Medical College	Atlanta, Ga	1855	5	25
7	Savannah Medical College	Savannah, Ga		5	30
8	Indiana Medical College	Indianapolis, Ind	1869	5	25
9	Rush Medical College	Chicago, Ill	1842	5	25
10	Chicago Medical College (N. W. Univ'ty, med. dep't)	do	1859	5	20
11	Medical department of Iowa State University	Iowa City, Iowa	1870		
12	Keokuk Medical College*	Keokuk, Iowa	1849	5	30
13	Medical department University of Louisville	Louisville, Ky	1837	5	30
14	Louisville Medical School*	do			
15	Kentucky School of Medicine*	do			
16	Medical department University of Louisiana	New Orleans, La	1836	5	30
17	Medical School of Maine, (Bowdoin Col., med. dep't)	Brunswick, Me	1820	5	20
18	Medical department of Washington University	Baltimore, Md	1867	5	20
19	Medical School of University of Maryland*	do	1807	5	20
20	Medical School of Harvard University	Boston, Mass			
21	New England Female Medical College	do	1848	5	30
22	Medical department of Michigan University	Ann Arbor, Mich	1850	10–25	3
23	Detroit Medical College	Detroit, Mich	1868	5	25
24	Missouri Medical College	St. Louis, Mo	1840	5	20
25	St. Louis Medical College	do	1842	5	20
26	Medical department of Missouri University*	Columbia, Mo			
27	Kansas City Medical College*	Kansas City, Mo			
28	Medical School*	do			
29	Medical department of Dartmouth College	Hanover, N. H	1796	5	20
30	College of Physicians and Surgeons	New York City, N. Y	1807	5	30
31	Albany Medical College	Albany, N. Y	1838	5	25
32	Medical department of University of City of N. Y	New York City, N. Y	1841	5	30
33	Medical department of Buffalo University	Buffalo, N. Y	1846	5	5
34	Long Island College Hospital	Brooklyn, N. Y	1860	5	25
35	Bellevue Hospital Medical College	New York City, N. Y	1861	5	30
36	Woman's Medical College of the N. Y. Infirmary	do	1865	5	30
37	Geneva Medical College*	Geneva, N. Y		5	20
38	Medical College of Ohio	Cincinnati, Ohio	1819	5	25
39	Cleveland Medical College	Cleveland, Ohio	1843	35	30
40	Starling Medical College*	Columbus, Ohio	1847		
41	College of Medicine and Surgery*	Cincinnati, Ohio	1851	5	25
42	Miami Medical College	do	1852	5	25
43	Medical department of Willamette University	Salem, Oreg		5	30
44	Medical department of University of Pennsylvania	Philadelphia, Pa	1765	5	30
45	Jefferson Medical College	do	1826	5	30
46	Woman's Medical College of Pennsylvania	do	1850	5	30
47	Medical College of the State of South Carolina	Charleston, S. C	1824	5	30
48	Medical department of University of South Carolina*	Columbia, S. C			
49	Medical department of University of Nashville*	Nashville, Tenn	1850	5	25
50	Medical department of East Tennessee University*	Knoxville, Tenn			
51	Medical College of Memphis*	Memphis, Tenn		5	30
52	Texas Medical College*	Galveston, Tex	1868	5	25
53	Medical department of Vermont University*	Burlington, Vt		5	25
54	Medical department of Virginia University	Charlotteville, Va	1825	25	15
55	Medical College of Virginia	Richmond, Va	1838	5	30
56	Medical department of Wisconsin University*	Madison, Wis			
57	Medical department of Georgetown College	Washington, D. C	1850	5	30
58	Medical department of Columbian College	do	1858	5	30
59	Medical department of Howard University	do	1867	5	30
	2. "*Eclectic*" *system.*				
1	Bennett College of Eclectic Medicine and Surgery	Chicago, Ill	1868	5	25
2	Eclectic Medical Institute	Cincinnati, Ohio	1844	5	25
3	Eclectic Medical College	New York City, N. Y	1866	5	30
4	Eclectic Medical College*	Philadelphia, Pa	1848		
5	Reform Medical College*	Macon, Ga			

*No recent information has been

Pharmaceutical Institutions in the United States.

President or dean.	Number of professors.	Number of students.	Number of alumni.	Cost of lecture tickets.	Number of volumes in library.	Commencement of lecture course..	Number.
							1
H. H. Toland, M. D	8	19	.....	$130 00	.....	July	2
Henry Gibbons, jr., M. D., dean	12	28	.....	130 00	.....	July	3
Charles A. Lindsley, M. D., dean	8	31	795	102 50	2,000	2d Thursday in September.	4
L. A. Dugas, M. D., dean	8	97	1,136	105 00	4,000	1st Monday in November	5
J. G. Westmoreland, M. D., dean	8	58	.....	120 00	500	1st Monday in May	6
John D. Fish, M. D., dean	12	.....	.....	105 00	.....	November 1	7
R. N. Todd, M. D	9	81	27	45 00	.....	October 18	8
J. V. Z. Blaney, A. M., M. D	12	.....	.....	.....	.....	.....	9
N. S. Davis, M. D., dean	16	113	290	50 00	1,000	1st Monday in October	10
James Black, D. D	.....	.....	.....	.....	.....	September 15	11
F. C. Hughes, M. D., dean	7	120	.....	40 00	.....	November 1	12
J. M. Bodine, M. D., dean	9	234	2,000	70 00	4,000	1st Monday in October	13
E. S. Gaillard, M. D., dean	.....	.....	.....	.....	.....	.....	14
L. J. Frazer, M. D., dean	.....	.....	.....	.....	.....	.....	15
T. G. Richardson, M. D., dean	7	225	1,356	140 00	2,000	November 15	16
C. F. Brackett, M. D., dean	9	88	1,007	70 00	3,500	3d Thursday in February	17
C. W. Chancellor, M. D., dean	9	147	555	120 00	.....	1st Monday in October	18
G. W. Miltenberger, M. D., dean	8	170	.....	120 00	.....	1st week in October	19
Charles W. Eliot, LL. D	12	306	.....	.....	.....	1st Wednesday in Nov'ber.	20
Stephen Tracy, M. D., dean	5	23	79	85 00	400	1st Wednesday in Nov'ber.	21
Abram Sager, M. D., dean	9	340	429	10 00	3,900	.....	22
Edward W. Jenks, M. D	12	61	67	50 00	.....	March 1	23
John S. Moore, M. D	9	75	920	115 00	.....	1st Monday in October	24
John T. Hodgen, M. D., dean	8	150	1,089	105 00	.....	2d Monday in October	25
.....	.....	.....	.....	.....	.....	.....	26
.....	.....	.....	.....	.....	.....	.....	27
.....	.....	.....	.....	.....	.....	.....	28
A. D. Smith, D. D., LL. D	11	48	.....	70 00	.....	1st Thursday in August	29
James W. McLane, M. D., dean	10	333	2,496	140 00	1,200	October 1	30
James McNaughton, M. D	12	86	1,081	100 00	4,500	1st Tuesday in September	31
J. W. Draper, M. D., LL. D	7	218	2,897	140 00	.....	October 12	32
Julius F. Miner, M. D., dean	8	119	631	125 00	500	1st Wednesday in Nov'ber.	33
T. L. Mason, M. D	9	74	315	100 00	.....	March 1	34
A. Flint, jr., M. D., see	14	436	960	140 00	.....	2d Wednesday in September	35
Emily Blackwell, M. D., sec	11	26	.....	105 00	.....	1st Tuesday in October	36
Isaac Taylor, M. D., dean	6	23	.....	.....	.....	1st Wednesday in October.	37
M. B. Wright, M. D., dean	9	186	1,635	60 00	1,500	1st week in October	38
J. L. Cassels, M. D., dean	10	107	1,269	33 00	5,000	1st Wednesday in October.	39
.....	.....	.....	.....	.....	.....	.....	40
B. L. Lawson, M. D., dean	10	56	.....	20 00	.....	2d Tuesday in October	41
George Mendenhall, M. D., dean	10	100	273	60 00	.....	October 1	42
Daniel Payton, M. D	8	.....	26	110 00	.....	1st Friday in November	43
R. E. Rogers, M. D., dean	13	408	8,000	140 00	.....	2d Monday in October	44
B. Howard Rand, M. D., dean	7	435	5,651	140 00	.....	2d Monday in October	45
Ann Preston, M. D., dean	8	50	.....	105 00	1,300	October 13	46
F. M. Robertson, M. D., dean	9	.....	.....	130 00	.....	1st Monday in November	47
.....	.....	.....	.....	.....	.....	.....	48
John B. Lindsley, M. D	9	209	1,186	135 00	2,000	1st Monday in October	49
.....	.....	.....	.....	.....	.....	.....	50
Alex. Erskine, M. D., dean	8	.....	.....	50 00	.....	1st Monday in October	51
T. J. Heard, M. D	7	.....	.....	105 00	.....	1st Monday in December	52
S. W. Thayer, M. D., dean	6	65	.....	70 00	.....	1st Thursday in March	53
S. Maupin, M. D	4	60	445	100 00	35,000	October 1	54
L. S. Joynes, M. D., dean	9	35	860	120 00	600	1st Monday in October	55
.....	.....	.....	.....	.....	.....	.....	56
Johnson Elliot, M. D., dean	11	110	.....	135 00	.....	October 1	57
John C. Riley, M. D., dean	10	70	.....	135 00	.....	October	58
Robert Reyburn, M. D., dean	7	40	.....	135 00	.....	1st Wednesday in October.	59
A. L. Clark, M. D., dean	11	51	35	50 00	.....	1st Tuesday in October	1
John M. Scudder, M. D., dean	7	166	1,477	70 00	2,000	2d Monday in October	2
Robert S. Newton, M. D	8	45	.....	100 00	500	October 19	3
.....	.....	.....	.....	.....	.....	.....	4
.....	.....	.....	.....	.....	.....	.....	5

received from these institutions.

TABLE VI.—*Statistics of Medical, Dental, and*

Number.	Name.	Location.	Date of organization.	Matriculation fee.	Graduation fee.
	3. "*Botanic*" *system.*				
1	Physio-Medical Institute†	Cincinnati, Ohio	1859	$5	$25
	4. "*Homœopathic*" *system.*				
1	Hahnemann Medical College*	Chicago, Ill			
2	Homœopathic Medical College	St. Louis, Mo	1858	5	30
3	Homœopathic Medical College*	New York City, N. Y	1859	5	30
4	New York Medical College for Women*	do	1863	5	10
5	Cleveland Homœopathic Medical College	Cleveland, Ohio	1849	5	30
6	Homœopathic Medical College for Women	do	1868		
7	Hahnemann Medical College*	Philadelphia, Pa			
	II. DENTAL.				
1	Baltimore College of Dental Surgery	Baltimore, Md	1839	5	30
2	Dental School of Harvard University	Boston, Mass	1868	5	30
3	Missouri Dental College	St. Louis, Mo	1866	5	
4	New York College of Dentistry*	New York City, N. Y	1865		
5	Pennsylvania College of Dental Surgery	Philadelphia, Pa	1856	5	30
6	Dental College*	New Orleans, La			
	III. PHARMACEUTICAL.				
1	California Pharmaceutical Society*	San Francisco, Cal			
2	Chicago College of Pharmacy	Chicago, Ill	1859	2	5
3	Indiana Pharmaceutical Society*	Indianapolis, Ind			
4	Kansas College of Pharmacy*	Leavenworth, Kans			
5	Louisville College of Pharmacy*	Louisville, Ky			
6	Maryland College of Pharmacy	Baltimore, Md	1841	2	10
7	Massachusetts College of Pharmacy**	Boston, Mass	1867	2	5
8	School of Pharmacy, University of Michigan	Ann Arbor, Michigan	1868	20–35	5
9	East Saginaw Valley Pharmaceutical Association*	East Saginaw, Mich			
10	St. Louis College of Pharmacy	St. Louis, Mo	1863	5	5
11	New Jersey Pharmaceutical Association*				
12	Newark Pharmaceutical Association	Newark, N. J			
13	College of Pharmacy of the City of New York	New York City, N. Y	1829	2	5
14	College of Pharmacy of Baldwin University	Berea, Ohio	1865	5	5
15	Cincinnati College of Pharmacy*	Cincinnati, Ohio			
16	Philadelphia College of Pharmacy	Philadelphia, Pa	1821	2–4	10
17	Rhode Island Pharmaceutical Society	Providence, R. I			
18	School of Pharmacy of Howard University*	Washington, D C			
19	Washington Pharmaceutical Society*	do			

*No recent information has been received from these institutions. †There is also a Physio- from several professors of the Harvard Medical School. §Besides instruction from several professors

Pharmaceutical Institutions, &c.—Continued.

President or dean.	Number of professors.	Number of students.	Number of alumni.	Cost of lecture tickets.	Number of volumes in library.	Commencement of lecture course.	Number.
William H. Cook, M. D	6	42	81	$75 00	.....	3d Tuesday in October	1
F. A. Lord, M. D., registrar	11	.....	.....	.....	.....	October 12	1
J. T. Temple, M. D., dean	7	56	.....	90 00	900	November 1	2
J. Beakley, M. D., dean	10	86	.....	105 00	1,000	2d Tuesday in October	3
Mrs. C. S. Lozier, M. D, dean	9	29	.....	115 00	.....	1st Monday in November	4
A. O. Blair, M. D	11	100	.....	90 00	5,000	October 11	5
George H. Blair, M. D., dean	8	.....	.....	.....	.....	.....	6
C. Herring, M. D., dean	9	.....	.....	.....	800	2d Monday in October	7
F. J. S. Gorgas, M. D., dean	9	69	.....	120 00	.....	October 15	1
N. C. Keep, M. D., D. M. D., dean	‖6	27	12	110 00	100	1st Wednesday in Nov'ber	2
Homer Judd, M. D., D. D. S., dean	§5	16	30	100 00	.....	2d Monday in October	3
N. W. Kingsley	11	42	.....	150 00	.....	October 15	4
T. L. Buckingham, D. D. S., dean	8	83	451	100 00	.....	1st Monday in November	5
.....	.....	.....	.....	.....	.....	.....	6
James G. Steele, dean	.....	.....	.....	.....	.....	.....	1
N. G. Bartlett, dean	4	32	2	30 00	2,000	1st Monday in October	2
H. Vansweringen	.....	.....	.....	.....	.....	.....	3
Robert J. Brown	.....	.....	.....	.....	.....	.....	4
C. Lewis Diehl	.....	.....	.....	.....	.....	.....	5
J. Brown Baxley, dean	3	40	70	30 00	300	3d Tuesday in October	6
G. F. H. Markoe, dean	3	35	15	36 00	450	2d Monday in October	7
A. B. Prescott, M. D	4	37	51	.....	.....	October 1	8
S. S. Garrigues	.....	.....	.....	.....	.....	.....	9
William H. Crawford	3	20	25	30 00	.....	1st Monday in October	10
C. H. Dalrymple	.....	.....	.....	.....	.....	.....	11
C. W. Badger	.....	.....	.....	.....	.....	.....	12
William Hegeman	3	70	.....	30 00	450	1st Monday in October	13
W. D. Godman, D. D	3	8	.....	45 00	.....	3d Thursday in November	14
W. J. M. Gordon	.....	.....	.....	.....	.....	.....	15
Robert Bridges, M. D., dean	3	198	752	36 00	2,500	October 1	16
Albert L. Calder	.....	.....	.....	.....	.....	.....	17
Gen. O. O. Howard	.....	.....	1	.....	.....	.....	18
R. B. Furguson	.....	.....	.....	.....	.....	.....	19

Medical College for women, (Prof. A. Curtis, M. D., dean,) to be opened. ‖ Besides instruction of the St. Louis Medical College. ** Originally incorporated as a society in 1852, instituted in 1823.

TABLE VII.—*Statistics of normal schools in the United States, compiled*

Number.	Name.	LOCATION.		Date of organization.	Principal.
		City or town.	State.		
1	State Normal Classes, (3)	Huntsville	Alabama		
2	State Normal Classes, (2)	Talladega	do		
3	State Normal Class	Pottersville	do		
4	State Normal Class	Montgomery	do		
5	State Normal Class	Evergreen	do		
6	State Normal Class	Mobile	do		
7			Arkansas		
8	State Normal School	San José	California	1862	Rev. W. T. Lucky, A. M.
9	State Normal School	New Britain	Connecticut	1849	J. N. Carleton
10	State Normal University	Wilmington	Delaware	1867	J. C. Harkness
11	East Florida Seminary	Gainesville	Florida		
12	West Florida Seminary		do		
13	Normal dep't Atlanta Univ'y.	Atlanta	Georgia		E. A. Ware
14	State Normal University	Normal	Illinois	1857	R. Edwards, LL. D.
15	County Normal School	Blue Island	do	1868	D. S. Wentworth
16	County Normal School	Peoria	do	1868	
17	County Normal School	Bureau County	do		A. Ethridge
18	City Normal School	Chicago	do		
19	State Normal School	Terre Haute	Indiana	1867	W. A. Jones
20	City Training School	Fort Wayne	do	1867	Mary H. Swann
21	City Training School	Indianapolis	do	1867	Amanda F. Funnell
22	Normal dep't Iowa Univ'y	Iowa City	Iowa	1866	S. N. Fellows
23	City Training School	Davenport	do	1863	Mrs. M. A. McGonegal
24	State Normal School	Emporia	Kansas	1864	L. B. Kellogg
25	Ely Normal School	Louisville	Kentucky		
26	Normal dep't Berea College	Berea	do		E. H. Fairchild, D. D.
27	New Orleans Normal School	New Orleans	Louisiana	1858	Mrs. K. Shaw
28	Normal dep't Straight Univ'y	do	do	1869	J. W. Healey
29	Eastern State Normal School	Castine	Maine	1867	G. T. Fletcher
30	Western State Normal School	Farmington	do	1863	C. C. Rounds
31	State Normal School	Baltimore	Maryland	1865	M. A. Newell
32	State Normal School	Westfield	Massachusetts	1839	J. W. Dickinson
33	State Normal School	Framingham	do	1839	Annie E. Johnson
34	State Normal School	Salem	do	1854	D. B. Hagar
35	State Normal School	Bridgewater	do	1840	Albert G. Bayden, A. M.
36	City Normal School	Boston	do		
37	City Normal School	Worcester	do		
38	State Normal School	Ypsilanti	Michigan	1849	D. P. Mayhew
39	First State Normal School	Winona	Minnesota		W. F. Phelps, A. M.
40	Second State Normal School	Mankato	do		G. M. Gage
41	Third State Normal School	St. Cloud	do		Ira Moore
42	Normal and Man'l Labor Sc'l	Tugaloo	Mississippi		
43	Normal dep't Missouri Univ'y	Columbia	Missouri	1867	D. Read, LL. D.
44	Central Normal School	Sedalia	do		George P. Beard, A. M.
45	City Normal School	St. Louis	do	1857	Anne C. Brackett
46	State Normal School	Peru	Nebraska	1867	J. M. McKinzie
47			Nevada		
48			New Hampshire.		
49	State Normal School	Trenton	New Jersey		John S. Hart, LL. D.
50	Farnum Prep'tory Nor. Sch'l.	Beverly	do		do
51	State Normal School	Albany	New York	1844	Joseph Alden
52	State Normal School	Oswego	do	1861	E. A. Sheldon
53	State Normal School	Brockport	do	1866	
54	State Normal School	Cortland	do	1866	James H. Hoose
55	State Normal School	Fredonia	do	1867	Dr. John W. Armstrong.
56	State Normal School	Potsdam	do	1866	M. McVicar
57	State Normal School	Buffalo	do	1867	
58	State Normal School	Geneseo	do	1867	
59	State Normal School	Millersville	Pennsylvania	1859	E. Brooks
60	State Normal School	Edinboro	do	1861	J. A. Cooper
61	State Normal School	Bloomsburg	do	1869	H. Carver
62	State Normal School	Mansfield	do	1862	Charles H. Verrill
63	State Normal School	Kutztown	do	1866	John S. Ermentraut
64	Girls' Normal School	Philadelphia	do	1848	G. W. Fetter
65	Southwestern Normal School	Lebanon	Ohio		A. Halbrook
66			Oregon		
67	State Normal School	Bristol	Rhode Island	1852	
68	Normal class Avery Institute	Charleston	South Carolina		
69	Normal class Fisk University	Nashville	Tennessee		Prof. Spence
70			Texas		
71	State Normal School	Johnson	Vermont	1867	
72	State Normal School	Randolph	do	1867	
73	State Normal School	Castleton	do	1868	
74	Normal and Agricultural Sc'l	Hampton	Virginia	1868	Gen. I. C. Armstrong
75	State Normal School	Marshall Col. P. O	West Virginia	1868	S. R. Thompson
76	State Normal School	West Liberty	do	1870	F. H. Crage
77	State Normal School	Fairmont	do	1869	J. C. Gilchrist
78	State Normal School	Platteville	Wisconsin	1866	E. A. Charleton
79	State Normal School	Whitewater	do	1867	Oliver Arey, A. M.
80	State Normal School	Madison	do	1862	
81	State Normal School	Oshkosh	do	1867	

Normal Department of Lincoln Institute, Jefferson City, Mo., with

from the most recent reports sent to the United States Bureau of Education.

No. of instructors.	NO. OF STUDENTS.			Whole No. graduates.	Course of study.	No. vols. in library.	Annual appropriation from State or city.	Annual expense to each student.	Time of anniversary.	Number.
	Male.	Fem.	Total.							
....	.....	.....	}	.....	.....	.....	.....	.....	.....	1
....	.....	.....		.....	.....	.....	.....	.....	.....	2
....	.....	.....	300	.....	.....	.....	.....	.....	.....	3
....	.....	.....		.....	.....	.....	.....	.....	.....	4
....	.....	.....		.....	.....	.....	.....	.....	.....	5
....	.....	.....	}	.....	.....	.....	.....	.....	.....	6
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7
4	22	166	188	120	2 years.	1,500	$8,000 00	.....	May	8
....	.....	.....	132	.....	3 years.	.....	.....	.....	.....	9
8	.....	.....	188	.....	.....	.....	.....	.....	.....	10
...	75	.....	90	.....	.....	.....	.....	.....	.....	11
....	75	73	148	.....	.....	.....	.....	.....	.....	12
6	62	27	89	.....	.....	.....	.....	.....	.....	13
6	169	244	413	99	3 years.	3,000	12,500 00	$100 to 200	Third Thursday in June...	14
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	16
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	17
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	18
....	.....	.....	75	.....	2 to 4 yrs.	.....	.....	.....	.....	19
2	.....	10	10	9	.....	1,000	2,500 00	.....	Second week in June	20
1	.....	12	12	.....	.....	.....	[univ. fund.	.....	.....	21
2	36	64	100	102	.....	.....	Supported by	150 to 200	Last Thursday in June	22
2	.....	13	13	42	.....	91	.....	.....	Last week in June	23
...	75	76	151	.....	.....	.....	.....	.....	.....	24
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	25
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	26
16	.....	195	195	50	.....	.....	.....	.....	Third Saturday in June ...	27
3	20	40	60	.....	3 years.	.....	.....	.....	.....	28
8	.....	.....	280	.....	2 years.	1,200	2,000 00	180 00	Third Thursday in March.	29
7	.....	.....	140	.....	2 years.	.....	4,400 00	.....	.....	30
7	24	120	144	102	2 years.	500	8,000 00	.....	Last week in May.....	31
....	.....	.....	167	.....	2 to 4 yrs.	1,300	8,500 00	160 00	Third Thursday in July...	32
8	.....	130	130	1,148	.....	900	8,500 00	163 00	Last Tuesday of each term.	33
....	.....	216	216	552	.....	8,000	8,500 00	175 00	Last of Jan. and first July.	34
....	43	119	162	1,062	.....	5,000	8,500 00	200 00	Second week in July.....	35
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	36
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	37
11	.....	.....	342	230	4 years.	.....	10,000 00	.....	.....	38
7	38	147	185	41	2 years.	3,000	5,000 00	160 00	Fourth week in June.....	39
5	38	98	136	.....	2 years.	.....	.....	.....	.....	40
4	10	42	52	.....	2 years.	.....	.....	.....	.....	41
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	42
5	40	41	81	.....	.....	3,000	.....	140 to 200	Last Thursday in July.....	43
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	44
6	.....	104	104	190	.....	91	3,531 95	75 14	Third week in June	45
....	.....	.....	102	.....	3 years.	50	.....	150 00	Last week in June	46
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	47
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	48
7	20	143	279	.....	.....	3,000	10,000 State.	150 00	Last Thursday Jan. & June.	49
7	83	111	194	.....	.....	1,000	2,400 Far. est.	160 00	June and December	50
....	.....	.....	375	1,709	.....	1,200	16,000 00	180 00	.....	51
....	.....	.....	432	314	.....	241	16,000 00	160 00	July 8 and February 4.....	52
....	.....	.....	234	10	.....	750	12,000 00	.....	.....	53
....	.....	.....	135	.....	.....	.....	.....	.....	.....	54
....	.....	.....	96	2	.....	.....	12,000 00	.....	.....	55
....	.....	.....	37	.....	.....	.....	.....	.....	.....	56
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	57
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	58
....	.....	.....	658	130	.....	3,900	5,000 00	200 00	Third Thursday in July ...	59
....	.....	.....	425	30	.....	1,662	5,000 00	170 00	.....	60
....	.....	.....	150	67	.....	630	5,000 00	184 00	Third Thursday in June...	61
....	.....	.....	337	.....	.....	2,000	5,000 00	178 00	.....	62
....	.....	.....	343	.....	.....	.....	.....	.....	.....	63
11	.....	370	370	1,019	.....	500	11,925 24	2 75	February and July	64
6	239	145	384	.....	.....	.....	.....	.....	.....	65
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	66
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	67
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	68
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	69
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	70
4	69	108	177	29	.....	500	.....	150 00	.....	71
2	167	171	338	35	.....	500	.....	160 00	Third Wednesday in Feb..	72
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	73
5	70	.....	70	.....	3 years.	.....	.....	.....	.....	74
5	70	48	118	.....	2 to 4 yrs.	.....	2,500 00	200 00	.....	75
2	24	25	49	.....	2 to 4 yrs.	.....	.....	.....	.....	76
....	.....	.....	50	.....	2 to 4 yrs.	.....	.....	.....	.....	77
....	.....	.....	184	.....	3 years.	600	8,000 to 10,000	50 00	Last week in June	78
11	70	118	188	.....	.....	.....	.....	.....	.....	79
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	80
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	81

an annual State appropriation of $5,000, is only just developing.

TABLE VIII.—*Statistics of agricultural and scientific schools in the United States.**

Number.	Name.	Location.		Acres in scrip.	Date of acceptance.	Date of establishment.	President.	Number of instructors.	Number of students.
		City or town.	State.						
			Alabama	240,000					
			Arkansas	150,000					
1	Agricultural, Mining, and Mechanic Arts College	Berkeley	California	150,000	Mar. 31, 1866	Mar. 31, 1866	John Le Conte		
2	Sheffield Scientific School of Yale College	New Haven	Connecticut	180,000	June 24, 1863	June 24, 1863	Rev. T. D. Woolsey, D.D., LL. D.	22	141
3	Delaware State College	Newark	Delaware	90,000	Feb. 17, 1867	Mar. 14, 1867			
			Florida	90,000					
			Georgia	270,000					
4	Illinois Industrial University	Urbana	Illinois	480,000	Jan. 25, 1867	Feb. 28, 1867	John M. Gregory, LL. D	12	75
5	Indiana Agricultural College		Indiana	390,000	Mar. 6, 1865				
6	Iowa State Agricultural College and Farm	Ames	Iowa	240,000	Sept. 11, 1862	Mar. 29, 1866	A. S. Welch, A. M	7	168
7	Kansas State Agricultural College	Manhattan	Kansas	90,000	Feb. 8, 1863	Feb. 16, 1863	Rev. J. Denison, D. D	7	173
8	Agri. and Mech'l Dep't, Kentucky University	Lexington	Kentucky	330,000	Jan. 27, 1863	Feb. 22, 1865	Henry H. White, A. M	9	283
			Louisiana	210,000					
9	Maine College of Agricult'l and Mechanic Arts.	Orono	Maine	210,000	Mar. 25, 1863	Feb. 25, 1865	M. C. Fernald, A. M	4	27
10	State Agricultural College	Hyattsville	Maryland	210,000	Jan. 24, 1864		Rev. S. Regester, D. D	6	98
11	Massachusetts Agricultural College	Amherst	Massachusetts	360,000		April 29, 1863	W. S. Clark, Ph. D	10	85
12	Massachusetts Institute of Technology	Boston	do			April 10, 1861			
13	Worcester Institute of Industrial Science	Worcester	do				C. O. Thompson	5	64
14	Scientific School, Harvard College	Cambridge	do				Walcott Gibbs, M. D	8	43
15	Michigan State Agricultural College	Lansing	Michigan	240,000	Feb. 25, 1863	Mar. 18, 1863	T. E. Abbott	6	79
16	Agricultural College of Minnesota	St. Paul	Minnesota	120,000	Mar. 2, 1865	Jan. —, 1868			
			Mississippi	210,000					
17	Agricultural Department, Missouri University		Missouri	330,000					
			Nebraska	90,000					
			Nevada	90,000	Mar. 9, 1865				
18	New Hampshire Col. of Agri. and Mechanic Arts.	Hanover	New Hampshire	150,000	July 9, 1863	July 9, 1866	Rev. A. D. Smith, D. D., LL. D.	8	10
19	Chandler Scientific School	do	do				Do	12	51
20	Rutger's Scientific School	New Brunswick	New Jersey	210,000	Mar. 21, 1863	April 4, 1864	Rev. W. N. Campbell, D. D., LL. D.	9	53
21	Cornell University	Ithaca	New York	990,000	May 14, 1863	April 27, 1865	A. D. White, LL. D	8	63
			North Carolina	270,000					
			Ohio	630,000	April 13, 1865				
			Oregon	90,000	Oct. 9, 1862				
22	Agricultural College of Pennsylvania		Pennsylvania	780,000	May 1, 1863				
23	Scientific School of Brown University	Providence	Rhode Island	120,000	Jan. 23, 1863		George I. Chace, LL. D	8	
			South Carolina	180,000					
			Tennessee	300,000					
			Texas	180,000					
24	Vermont State Agricultural College	Burlington	Vermont	150,000	Nov. 11, 1863	Nov. 22, 1864			
			Virginia	300,000					
25	Agricultural College of West Virginia	Morgantown	West Virginia	150,000	Oct. 3, 1863	Feb. 7, 1867			
26	College of Arts, University of Wisconsin	Madison	Wisconsin	240,000	April 2, 1862	April 12, 1866	P. A. Chadbourne	3	

* So far as they have been reported to the U. S. Bureau of Education.

TABLE IX.—*Commercial Colleges.**

No.	Name.	Location.		When founded.	President.	Number of professors.	Number of students.	Number of alumni.	Number of volumes in library.
		City or town.	State.						
1	Moore's Atlanta Business College	Atlanta	Georgia	1868	B. F. Moore	2	90	.....	.....
2	Mayhew's Business College	Detroit	Michigan	1860	Ira Mayhew, A. M.	4	104	.....	.....
3	Bryant & Stratton's New Hampshire Business College	Manchester	N. Hampshire	1865	J. D. Blackman	2	75	.....	.....
4	Clark, Bryant & Stratton's Brooklyn Business College	Brooklyn	New York	1859	S. A. Clark	4	150	.....	500
5	Bryant, Stratton & Carnell's Troy Business College	Troy	do	1859	J. R. Carnell	5	120	400	.....
6	Ogdensburg Business College	Ogdensburg	do	1863	J. R. Raycraft	4	150	.....	.....
7	Bryant & Stratton's Buffalo Business College	Buffalo	do	1854	J. C. Bryant	4	150	.....	.....
8	Bryant & Stratton's Trenton Business College	Trenton	New Jersey	1865	A. J. Rider	5	280	.....	3,200
9	Columbus Business College	Columbus	Ohio	1865	E. K. Bryant	2	200	.....	.....
10	Earhart, Bryant & Stratton's Business College	Nashville	Tennessee	1866	F. P. Earhart	.....	86	.....	.....
11	Peirce's Union Business College	Philadelphia	Pennsylvania	1865	Thomas May Peirce, M. A.	9	272	1,889	.....
12	Crittenden's Philadelphia Commercial College	do	do	1844	John Grocsbeck	7	450	.....	275
13	Iron City Commercial College	Pittsburg	do	1855	J. C Smith, A. M	6	400	10,000	.....
14	Washington Business College	Washington	Dist. of Col	1864	Henry N. Copp, A. M	10	528	.....	.....

*In answer to a request for information regarding this class of institutions, the foregoing result has been obtained.

TABLE X.—*Statistics of institutions for the deaf and dumb in the United States*

Name.	City or town and State.	Year of foundation.	Principal.	Number of inmates at date of last report.			Number under instruction during year last reported.			Number of instructors.	Income for year last reported.	Expenditure for year last reported.
				Males.	Females.	Total.	Males.	Females.	Total.			
Institution for Deaf, Dumb, and Blind	Talladega, Ala	1858	Jos. H. Johnson, M. D	.....	.....	.....	18	22	40	2	$14,449 81	$11,324 28
Institution for Deaf and Dumb	Little Rock, Ark	1867	E. P. Caruthers, M. A	.....	.....	.....	13	10	23	2	11,900 00	.....
Institution for Deaf, Dumb, and Blind	Oakland, Cal	1866	Warring Wilkinson, M. A	.....	.....	60	35	25	60	3	222,140 32	217,552 66
American Asylum for Deaf and Dumb	Hartford, Conn	1817	Rev. Collins Stone, M. A	.....	.....	.....	165	117	282	13	86,686 51	85,873 82
	Delaware*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Institution for the Deaf and Dumb	Cave Spring, Ga	1846	Wesley O'Conner	.....	.....	.....	29	28	57	3	14,000 00	13,857 90
Institution for the Deaf and Dumb	Jacksonville, Ill	1846	P. G. Gillett, A. M	.....	.....	224	141	143	284	14	119,922 79	115,900 56
Institution for the Deaf and Dumb	Indianapolis, Ind	1844	Rev. P. MacIntire, M. A	.....	.....	.....	112	102	214	11	107,657 87	73,442 77
Deaf and Dumb Institution	Iowa City, Iowa	1855	Rev. Benjamin Talbot, A. M	50	37	87	66	44	110	5	34,706 58	29,887 82
Institution for the Deaf and Dumb	Olathe, Kansas	1862	Louis H. Jenkins, M. A	.....	.....	38	21	14	35	2	.....	.....
Institution for Deaf-mutes	Danville, Ky	1823	J. A. Jacobs, jr	.....	.....	.....	41	36	77	6	26,433 37	22,358 52
Institution for Deaf and Dumb and Blind	Baton Rouge, La	1852	J. A. McWhorter, M. A	.....	.....	.....	8	12	20	2	.....	.....
	Maine†	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Institution for Deaf and Dumb	Frederick, Md	1868	Charles W. Ely, M. A	.....	.....	.....	41	18	59	3	16,662 38	15,477 00
Eye and Ear Infirmary	Massachusetts‡	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clarke Institution for Deaf-mutes	Northampton, Mass	1867	Harriet B. Rodgers	.....	.....	.....	24	17	41	5	18,746 36	12,595 30
Institution for Deaf, Dumb, and Blind	Flint, Mich	1854	Egbert L. Bangs, A. M	.....	.....	145	78	58	136	9	124,572 13	124,572 13
Institution for Deaf, Dumb, and Blind	Faribault, Minn	1863	J. L. Nayes, A. M	.....	.....	51	33	22	55	7	29,640 26	25,983 42
Institution for Deaf-mutes	Jackson, Miss§	1856	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Institution for the Deaf and Dumb	Fulton, Mo	1851	W. D. Kerr, M. A	.....	.....	.....	54	77	131	5	17,259 83	14,112 10
Institution for Deaf and Dumb	Omaha, Nebr	1869	W. M. French	.....	.....	.....	6	6	12	1	2,995 00	2,179 03
	Nevada‖	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	New Hampshire ¶	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	New Jersey**	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Institution for the Deaf and Dumb	New York City, N. Y	1818	Isaac L. Peet, M. A	.....	.....	.....	309	216	525	28	193,789 53	193,789 53
Institution for Deaf, Dumb, and Blind	Raleigh, N. C	1845	W. J. Palmer, Ph. D	.....	.....	.....	60	51	111	8	42,076 73	42,076 73
Institution for the Deaf and Dumb	Columbus, Ohio	1827	Gilbert O. Fay, M. A	151	115	266	178	130	308	15	70,495 28	70,101 08
	Oregon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Institution for the Deaf and Dumb	Philadelphia, Penn	1820	Joshua Foster	.....	.....	.....	122	96	218	10	64,351 77	58,684 58
	Rhode Island ††	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Institution for Deaf and Dumb and Blind	Cedar Spring, S. C	1849	N. F. Walker	.....	.....	.....	18	4	22	2	19,649 62	22,780 10
Deaf and Dumb School	Knoxville, Tenn	1845	J. H. Ijams, B. A	.....	.....	.....	47	28	75	5	22,892 03	21,451 25
Institution for the Deaf and Dumb	Austin, Texas	1857	J. A. Van Nostrand, M. A	.....	.....	.....	19	6	25	3	11,000 00	5,901 46
	Vermont ‡‡	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Institution for Deaf and Dumb and Blind	Staunton, Va	1839	J. C. Covell, M. A	.....	.....	.....	45	31	76	5	43,881 60	41,334 24
Institution for Deaf and Dumb and Blind	Romney, W. Va	1870	H. H. Hollister, M. A	.....	.....	.....	14	8	22	2	.....	.....

Institution for the Deaf and Dumb	Delavan, Wis	1852	E. C. Stone, M. A				69	43	112	7	36,718 19	30,288 44
Institution for the Deaf and Dumb	Washington, D. C	1857	E. M. Gallaudet, Ph. D., LL.D., Pres't.	93	29	122	101	18	119	7	95,946 75	100,851 62
Catholic Institution for Deaf and Dumb	St. Louis, Mo		Mother Stanislaus				1	21	22	1		
Institution for Improved Instruction of Deaf-mutes.	New York City, N. Y.	1864	F. A. Rising, M. A				13	10	23	3	8,553 48	8,059 04
St. Mary's Asylum	Buffalo, N. Y	1862	Sister Mary Ann				22	32	54	4		
Pittsburg Day School	Pittsburg, Penn	1869	A. Woodside						20	2		
Boston Day School	Boston, Mass	1869	Sarah Fuller				20	18	38	4		
National Deaf Mute College	Washington, D. C	1864	E. M. Gallaudet, Ph. D., LL.D., Pres't.				51	1	52	6		

*Sends 4 pupils to Philadelphia.
†Sends 59 pupils to Hartford, Conn.
‡Sends 122 pupils to Hartford, Conn.
§Sends pupils to Louisiana.
‖Sends 2 pupils to California.
¶Sends 15 pupils to Hartford, Conn.
**Sends 11 pupils to Philadelphia, 34 to New York, and 2 to Hartford, Conn.
††Sends 5 pupils to Hartford, Conn.
‡‡Sends 15 pupils to Hartford, Conn.

NOTE.—The National Deaf Mute College is a department in the Columbia Institution for Deaf nd Dumb, its students and teachers having been enumerated in the statistics given of the Columbia Institution.

TABLE XI.—*Institutions for the insane in the United States*

Number.	Name.	Location.		Foundation.	Date of opening.	Superintendent.	Number of patients on Dec. 1, 1868.
		City or town.	State.				
1	Hospital for the Insane	Tuscaloosa	Alabama	State	1860	Peter Bryce	160
2	Insane Asylum	Stockton	California	State	1851	G. A. Shurtleff	862
3	Retreat for the Insane	Hartford	Connecticut	Corporate	1824	John S. Butler	181
4	Lunatic Asylum	Litchfield	do	Private	1858	W. P. Buell	20
5	General Hospital for the Insane	Middletown	do	State	1868	A. M. Shaw	101
6	Lunatic Asylum	Milledgeville	Georgia	State	1842	Thomas F. Greene	389
7	Hospital for the Insane	Jacksonville	Illinois	State	1851	H. F. Carriel	350
8	Hospital for the Insane	Indianapolis	Indiana	State	1848	Orpheus Everts	318
9	Hospital for the Insane	Mount Pleasant	Iowa	State	1861	Mark Ranny	378
10	Kansas Insane Asylum	Osawatomie	Kansas	State	1868	C. O. Game	15
11	Eastern Lunatic Asylum	Lexington	Kentucky	State	1824	W. S. Chipley*	340
12	Western Lunatic Asylum	Hopkinsville	do	State	1854	James Rodman	288
13	Insane Asylum	Jackson	Louisiana	State	1848	Preston Pond	151
14	Insane Hospital	Augusta	Maine	State	1840	Henry M. Harlow	340
15	Maryland Hospital	Baltimore	Maryland	State	1834	W. T. Stewart	120
16	Mount Hope Institution	do	do	Private	1842	W. H. Stokes	165
17	The Sheppard Asylum	do	do	Corporate	1868		(†)
18	McLean Asylum	Somerville	Massachusetts	Corporate	1818	John E. Tyler	178
19	Lunatic Hospital	Worcester	do	State	1833	Merrick Bemis	386
20	Boston City Lunatic Asylum	Boston	do	City	1839	Clement A. Walker	184
21	Lunatic Hospital	Taunton	do	State	1854	W. W. Godding	392
22	Lunatic Asylum	Northampton	do	State	1858	Pliny Earle	411
23	Asylum for the Insane	Kalamazoo	Michigan	State	1859	E. H. Van Deusen	229
24	Hospital for the Insane	St. Peter	Minnesota	State	1865	C. K. Bartlett	108
25	Lunatic Asylum	Jackson	Mississippi	State	1855	A. B. Cabaniss*	145
26	Lunatic Asylum	Fulton	Missouri	State	1851	C. H. Hughes	369
27	Asylum for the Insane	Concord	New Hampshire	State	1842	J. P. Bancroft	235
28	Lunatic Asylum	Trenton	New Jersey	State	1848	H. A. Buttolph	520
29	Bloomingdale Asylum	Bloomingdale	New York	Corporate	1821	D. Tilden Brown	164
30	New York City Lunatic Asylum	New York City	do	City	1839	R. L. Parsons	1,038
31	Lunatic Asylum	Utica	do	State	1843	John P. Gray	572
32	Sandford Hall	Flushing	do	Private	1847	John W. Barstow	30
33	Brigham Hall	Canandaigua	do	Private	1855	G. Cook and J. B. Chapin	67
34	Kings County Lunatic Asylum	Flatbush	do	County	1855	Edward R. Chapin	527
35	Asylum for Insane Convicts	Auburn	do	State	1858	Charles E. Van Anden	76
36	The Marshall Infirmary	Troy	do	County	1859	J. D. Lomax	117
37	The Willard Asylum	Ovid	do	State	1868	J. B. Chapin	
38	The Hudson River Hospital	Poughkeepsie	do	State	1868	J. M. Cleaveland	(†)
39	Insane Asylum	Raleigh	North Carolina	State	1856	Eugene Grissom	217

40	Central Lunatic Asylum	Columbus	Ohio	State	1838	William L. Peek	320
41	Longview Asylum	Mill Creek	do	County	1853	O. M. Langdon	438
42	Northern Lunatic Asylum	Newburg	do	State	1855	J. M. Lewis	265
43	Southern Lunatic Asylum	Dayton	do	State	1855	Richard Gundry	250
44	Friends' Asylum	Philadelphia	Pennsylvania	Corporate	1817	J. H. Worthington	55
45	Insane Department, Philadelphia Hospital	do	do	County		D. D. Richardson	674
46	Pennsylvania Hospital for the Insane	do	do	Corporate	1842	Thomas S. Kirkbrede	349
47	Lunatic Asylum	Harrisburg	do	State	1851	John Curwen	358
48	Western Pennsylvania Hospital	Dixmont	do	Mixed	1856	Joseph A. Reed	282
49	Butler Hospital for the Insane	Providence	Rhode Island	Corporate	1847	J. W. Sawyer	155
50	State Lunatic Asylum	Columbia	South Carolina	State	1828	J. W. Parker*	104
51	Hospital for the Insane	Nashville	Tennessee	State	1840	John H. Callender	300
52	Hospital for the Insane	Austin	Texas	State	1860	B. Graham	72
53	Asylum for the Insane	Brattleboro	Vermont	State	1836	W. H. Rockwell	516
54	Eastern Lunatic Asylum	Williamsburg	Virginia	State		D. R. Brown	182
55	Western Lunatic Asylum	Staunton	do	State	1828	F. I. Stribling	320
56	Hospital for the Insane	Weston	West Virginia	State	1864	R. Hills	204
57	Hospital for the Insane	Madison	Wisconsin	State	1860	Alexander McDill	267
58	Government Hospital for the Insane	Washington	Dist. of Columbia	United States	1855	Charles H. Nichols	472
							15,598

* Since resigned, but name of successor unknown. † Not opened.

This table is furnished by Dr. Charles H. Nichols, superintendent of the Government Asylum for the Insane.

TABLE XII.—*Statistics of institutions for the blind in the United States.*

Number.	Name.	Location.	Year of foundation.	President.	Number of instructors.	Number of inmates at date of last report.			Number admitted during the year.			Total number admitted since opening.			Income.	Expenditure.
						Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.		
1	Institution for Deaf, Dumb, and Blind.	Talladega, Ala	.....	.....	...	...	...	...	...	...	...	...	...	...	.....	.....
2	Asylum for the Blind	Mobile, Ala	.....	.....	...	...	...	...	...	...	...	...	...	...	.....	.....
3	Institution for the Blind	——, Ark	1859	.....	...	...	...	...	...	...	...	...	...	...	.....	.....
4	Institution for Deaf, Dumb, and Blind.	Oakland, Cal	1866	Warring Wilkinson	...	...	...	36	...	...	9	...	...	...	$158,098 30	$158,098 30
5	Institution for the Blind	Macon, Ga	.....	.....	...	...	...	...	...	...	...	...	...	...	.....	.....
6	Institution for the Blind	Jacksonville, Ill	1848	Joshua Rhoades, M. D	6	40	40	80	...	...	...	...	...	...	40,798 87	39,349 38
7	Institution for the Blind	Indianapolis, Ind	1847	W. H. Churchman, A. M.	8	55	68	123	...	...	...	...	...	...	.....	.....
8	Institution for the Blind	Hinton, Iowa	1853	Rev. S. A. Knapp	7	...	...	40	...	...	...	...	...	186	.....	.....
9	Institution for the Blind	Wyandotte, Kans	1868	.....	...	...	...	...	...	...	...	...	...	...	.....	.....
10	Institution for the Blind	Louisville, Ky	1842	.....	...	...	...	...	...	...	...	...	...	...	.....	.....
11	Perkins Institution and Massachusetts Asylum for the Blind.	Boston, Mass	.....	Samuel May	...	...	...	162	...	...	...	...	...	...	50,022 90	47,964 48
12	Asylum for Deaf, Dumb, and Blind	Flint, Mich	1854	Egbert L. Bangs, A. M.	13	...	...	36	...	...	...	...	...	...	124,572 13	124,572 13
13	Asylum for Deaf, Dumb, and Blind	Faribault, Minn	.....	J. L. Nayes, A. M	5	...	...	7	...	...	...	...	...	...	.....	11,562 13
14	Asylum for the Blind	Jackson, Miss.	.....	.....	...	...	...	...	...	...	...	...	...	...	.....	.....
15	Institution for the Blind	St. Louis, Mo	1851	H. Rensellaer Foster	10	31	26	57	29	16	45	146	83	229	.....	.....
16	Institution for the Blind	New York City, N. Y.	1831	William B. Wait	16	...	...	136	...	...	...	...	...	...	.....	.....
17	Institution for the Blind	Batavia, N. Y.	.....	Asa D. Lord, M. A	7	38	27	65	...	...	...	...	...	...	.....	.....
18	Institution for Deaf, Dumb, and Blind.	Raleigh, N. C	.....	.....	...	...	...	...	...	...	...	...	...	...	.....	.....
19	Institution for the Blind	Columbus, Ohio	1836	.....	...	...	...	...	...	...	...	...	...	...	.....	.....
20	Institution for the Blind	Philadelphia, Pa	1833	.....	...	...	...	...	...	...	...	...	...	...	.....	.....
21	Blind School	Nashville, Tenn	.....	.....	...	...	...	...	...	...	...	...	...	...	.....	.....
22	Institution for the Blind	Janesville, Wis	.....	.....	...	...	...	...	...	...	...	...	...	...	.....	.....

TABLE XIII.—*Statistics of asylums for idiots.*

No.	Name.	Location.	
		City or town.	State.
1	School for Imbeciles	Lakeville	Connecticut.
2	Institution for Idiots and Imbeciles	Jacksonville	Illinois.
3	Institute for Feeble-minded Children	Frankfort	Kentucky.
4	School for Idiotic and Feeble-minded Youth	South Boston	Massachusetts.
5	Asylum for Idiots	Syracuse	New York.
6	Asylum for Idiots		Ohio.
7	School for Feeble-minded Children	Media	Pennsylvania.

TABLE XIV.—*Statistics of inebriate asylums.*

No.	Name.	Location.	
		City or town.	State.
1	Inebriate Asylum	Binghamton	New York.
2	Inebriate Asylum		Pennsylvania.

NOTE.—Here it was intended to present full statistics of asylums for idiots, and inebriate asylums but, owing to the want of information, a list of institutions only is given.

TABLE XV.—*Miscellaneous Special Schools.*

SCHOOLS OF ART.

Information has only been received from one of these schools, the Cooper Union, the main items of which are given below:

Name, Cooper Union for the Advancement of Science and Art. Location, New York City. Year of foundation, 1859. President, Peter Cooper. Number of instructors, 26. Total number of students during the term, 2,824, distributed in the following manner: Free art school for women, 231. Free school for women in wood engraving, 25. School of telegraphy for women, 82. School of telegraphy for men, 40. Free night school of science, 744. Free school of art, 1,702. Annual receipts, $44,805 55. Annual expenditures, $43,871 70.

SCHOOLS OF MUSIC.

Information has likewise only been received from one of this class of schools, viz., the New England Conservatory of Music, in Boston.

Name, New England Conservatory of Music. Location, Boston. Director, E. Tourjée. Number of instructors, 34. Total number of students during the term, 1,827—1,436 ladies, 391 gentlemen.

NAUTICAL SCHOOLS.

Information has been received from one of this kind of schools, viz., the Massachusetts Nautical School, which forms a branch of the Massachusetts State Reform School at Westborough.

Name, Massachusetts Nautical School. Location, school-ship G. M. Barnard, in Boston Harbor. Year of foundation, 1860. Superintendent, Richard Matthews. Salaried officers, 14. Boys received during the last term, 476. Total number of boys received during the last ten years, 1,950, (average age, 15.) Of these, 778 have been shipped in the national, merchant, and whaling service; 76 enlisted in the Army; 644 have been discharged on probation. Income, $65,939 40. Expenditures, $65,939 40.

TABLE XVI.—*Young Men's Christian Associations of the United States.*

Number.	Location.	President.	Number of members.	Reading room.	Number of volumes in the library.	Literary class.	Free classes.
1	Mobile, Ala	F. H. Price	60	No.			
2	Montgomery, Ala	S. B. Breeser			1,000		
3	San Francisco, Cal	Noah Brooks	825	Yes.	3,600		Mu.
4	San José, Cal	Calvert T. Bird	110	Yes.	1,091	No.	No.
5	Ansonia, Conn	D. Bartholomew	100	Yes.	120	No.	No.
6	Bridgeport, Conn	Debney Carr	118	Yes.			
7	Bristol, Conn	A. J. Sessions	160	Yes.	100		
8	Colchester, Conn	Russell Gillette	95	No.			
9	Goshen, Conn	Alson Sanford	44				
10	Meriden, Conn	F. H. Williams	50	Yes.			
11	Middletown, Conn	Henry E. Sawyer		Yes.	1,000		
12	Milford, Conn	Elliott B. Platt	100	Yes.			
13	Mystic, Conn	Thomas E. Packer	133	Free.	470		
14	New Haven, Conn	J. H. Starkweather	250	Yes.	None.	No.	No.
15	New London, Conn	Henry C. Weaver	143	No.		No.	No.
16	North Stonington, Conn	Nelson A Brown	23	No.		No.	No.
17	Norwalk, Conn	James E. Barbour	138	Yes.	1,200		
18	Plantsville, Conn	E. W. Twichell	186	Yes.	400	No.	No.
19	South Norwalk, Conn	E. D. Cornell	82	Yes.	300		
20	Waterbury, Conn	Leuthel S. Davis	125	No.			
21	Woodbury, Conn	Charles D. Minor	99	No.			
22	Cairo, Ill	C. P. Parsons	28				
23	Jacksonville, Ill		50				
24	Olney, Ill	Z. S. Gunn	45	No.	49		
25	Princeville, Ill	C. W. Ayling	35	No.			
26	Shelbyville, Ill	E. Gallagher	99	Free.	359		
27	Springfield, Ill	E. A. Wilson	73	Yes.	None.	No.	No.
28	Aurora, Ind	E. S. Clark	100				
29	Cambridge, Ind	B. F. Lamb	14	No.	None.	No.	No.
30	Indianapolis, Ind	John W. Ray	324	Yes.	1,500	No.	No.
31	Jeffersonville, Ind	B. A. Johnson	36		25		
32	Lafayette, Ind	Lewis Falley	321	Yes.	600	Yes.	No.
33	Cedar Rapids, Iowa	E. F. Pomeroy	168				
34	Dubuque, Iowa	Joseph Chapman	159	Yes.	350		
35	Waterloo, Iowa	Joseph Jones	170	Yes.			
36	Manhattan, Kans	C. E. McCallester	40	No.			
37	Louisville, Ky	J. E. Hardy	812	Yes.	5,800		
38	Auburn, Me	J. R. Larned	215	Yes.	1,400	No.	No.
39	Augusta, Me	David Cargill	50	Yes.			
40	Bath, Me	A. C. Palmer	100	No.	None.		
41	Biddeford, Me	David Pond	95	No.	None.	No.	
42	Brunswick, Me	Charles Nelson	57	No.			
43	Gardiner, Me	Isaac S. Mitchell	78	Yes.		No.	No.
44	Gorham, Me	Stephen Hinkley	58	No.	110		
45	Laconia, Me	F. W. Reeves	160	Yes.	110		
46	Lewiston, Me	G. W. Careelon	246	Yes.	250		
47	Portland, Me	W. E. Gould	312	Yes.	None.		
48	Skowhegan, Me	Eyre Staples	46	No.			
49	Waterville, Me	Theodore F. White	34	Yes.		No.	No.
50	Winthrop, Me	Levi Jones	54	Yes.	218		
51	Yarmouth, Me	A. L. Losing	49				
52	Baltimore, Md	S. W. J. Hopper	680	Yes.	2,200		
53	Baltimore, Md., (central)	William A. Tuttle	175				
54	Mechaniestown, Md	James Creager	34	No.	None.	No.	No.
55	Woodsboro, Md	W. Irving Parsons	84				
56	Attleboro, Mass	Charles E. Bliss	58	Yes.			
57	Boston Highlands, Mass	C. E. Miles	223	Yes.	200	No.	No.
58	Boston, Mass	Moses W. Pond	2,000	Yes.		Yes.	Yes.
59	Charlestown, Mass	Charles E. Daniels	161	Yes.			
60	Chelsea, Mass	Alfred Blanchard	290	Yes.	100		
61	Clinton, Mass	E. P. Whittaker	67	Yes.		No.	No.
62	Conway, Mass	Martin L. Mead	32				
63	East Boston, Mass	Frank Wood	350	Yes.		Yes.	
64	East Cambridge, Mass	W. B. Savage	60	No.			
65	East Weymouth, Mass	W. P. Bill	55	Yes.	210	No.	No.
66	Fall River, Mass	E. C. Nason	225	Yes.	None.	No.	No.
67	Fitchburg, Mass	J. C. Moulton	167	Yes.	None.	No.	No.
68	Greenfield, Mass	D. L. Sammis	98	Yes.	None.		
69	Hatfield, Mass	G. W. Dickinson	69	No.			
70	Haverhill, Mass	G. W. Duncan	215	Yes.	300		
71	Holden, Mass	F. M. Stovell	67	No.			
72	Holliston, Mass	James F. Chrisholm	41	No.	None.		
73	Hopkinton, Mass	John C. Adams	108	Yes.	865		
74	Holyoke, Mass	Amos Andrews	112	Yes.		No.	No.
75	Leicester, Mass	William F. Halman	57				
76	Leominster, Mass	Robert Burt	175	No.		No.	No.

TABLE XVI.—*Young Men's Christian Associations of the United States*—Continued.

Number.	Location.	President.	Number of members.	Reading room.	Number of volumes in the library.	Literary class.	Free classes.
77	Lowell, Mass	William H. Sherman	354	Yes.	600	.....	.....
78	Lynn, Mass	Jabez Woods	200	Yes.	352	.....	.....
79	Marblehead, Mass	W. R. Woodbridge	48	Yes.	20	No.	No.
80	Middleboro, Mass	Samuel Pattison	60	Yes.	1,227	.....	.....
81	Milford, Mass	A. A. Cook	105	Yes.	.....	.....	.....
82	Northampton, Mass	N. B. Hussey	.....	Yes.	.....	.....	.....
83	North Brookfield, Mass	James Miller	55	.....	.....	Yes.	.....
84	Orange, Mass	R. Hunt	120	.....	.....	.....	.....
85	Reading, Mass	Robert Bowser	60	Yes.	.....	.....	.....
86	Rockport, Mass	N. Richardson, jr	88	.....	.....	.....	.....
87	Rutland, Mass	W. A. Wheeler	58	Yes.	.....	.....	.....
88	Sandwich, Mass	J. K. Chipman	22	No.	40	.....	.....
89	Salem, Mass	D. B. Hagar	300	Yes.	50	.....	.....
90	Salisbury and Amesbury, Mass.	A. H. Fielden	46	Yes.	50	No.	No.
91	South Deerfield, Mass	G. W. Bardwell	85	.....	.....	.....	.....
92	Somerville, Mass	W. H. Hodgkins	104	.....	.....	.....	.....
93	South Boston, Mass	Henry McCoy	150	Yes.	450	No.	No.
94	Spencer, Mass	Daniel A. Ball	51	Yes.	None.	No.	No.
95	Springfield, Mass	Henry W. Hallett	300	Yes.	None.	.....	.....
96	Stoneham, Mass	J. P. Smith	30	Yes.	60	Yes.	.....
97	Sunderland, Mass	Albert Hobart	93	No.	None.	.....	.....
98	Taunton, Mass	W. H. Fox	131	Yes.	None.	No.	.....
99	Townsend, Mass	J. W. Eastman	24	Yes.	24	.....	.....
100	Wakefield, Mass	Waldo E. Sowdry	100	Yes.	None.	Yes.	No.
101	West Amesbury, Mass	James D. Pike	101	Yes.	None.	.....	.....
102	Westfield, Mass	E. B. Smith	175	No.	.....	.....	.....
103	Worcester, Mass	H. H. Merriam	720	Yes.	77	No.	No.
104	Adrian, Mich	John Webster	123	Yes.	500	No.	No.
105	Allegan, Mich	John O. Northrop	50	.....	.....	.....	.....
106	Detroit, Mich	David Preston	480	Yes.	500	.....	.....
107	Eaton Rapids, Mich	C. D. Keyes	20	.....	.....	.....	.....
108	East Saginaw, Mich	H. L. Harrison	150	Yes.	50	.....	.....
109	Grand Rapids, Mich	Moreau S. Crosby	150	Yes.	100	.....	.....
110	Hudson, Mich	E. M. Hulburd	30	.....	.....	.....	.....
111	Ionia, Mich	Joshua Hudson	60	Yes.	.....	.....	.....
112	Jackson, Mich	David W. Smith	210	Yes.	None.	.....	.....
113	Kalamazoo, Mich	Henry C. Briggs	137	Yes.	None.	.....	.....
114	Monroe, Mich	E. J. Boyd	65	Yes.	.....	Yes.	.....
115	Niles, Mich	H. E. Gleun	86	Yes.	20	Yes.	.....
116	Olivet, Mich	John H. Hawitt	45	Yes.	.....	.....	.....
117	St. Clair City, Mich	E. L. Hill	32	Yes.	9	.....	.....
118	Trenton, Mich	Fletcher Linsley	50	.....	.....	.....	.....
119	Minneapolis, Min	W. O. Hickey	249	Yes.	50	.....	.....
120	Rochester, Min	J. D. Blake	50	Yes.	164	No.	No.
121	St. Paul, Min	S. S. Taylor	137	Yes.	281	No.	.....
122	Holden, Mo	J. P. Morrison	15	.....	.....	.....	.....
123	Kansas City, Mo	D. A. Williams	100	Yes.	1,000	No.	No.
124	St. Louis, Mo	Shepard Wells	500	Yes.	1,000	.....	.....
125	St. Louis, (German,) Mo	J. C. Bartram	94	Yes.	290	.....	Mu.
126	Omaha, Nebr	Watson B. Smith	175	Yes.	1,275	No.	No.
127	Claremont, N. H	Osmon B. Way	55	No.	None.	No.	No.
128	Concord, N. H	S. Humphrey	147	Yes.	70	No.	No.
129	Exeter, N. H	Noah Hooper	34	25	None.	No.	No.
130	Francistown, N. H	N. R. Marden	48	.....	.....	.....	.....
131	Farmington, N. H	E. W. Rieker	95	Yes.	1,000	No.	.....
132	Great Falls, N. H	Henry Swasey	100	Yes.	None.	.....	.....
133	Manchester, N. H	John P. Newell	300	Yes.	100	.....	.....
134	Nashua, N. H	T. W. H. Mussey	167	Yes.	.....	.....	.....
135	New Ipswich, N. H	A. F. Newton	85	Yes.	12	.....	.....
136	Salem, N. H	Isaac Woodbury	66	.....	.....	.....	.....
137	Wilton, N. H	Philander King	32	.....	.....	.....	.....
138	Atlantic City, N. J	J. Henry Hayes	45	Yes.	.....	Yes.	.....
139	Bridgeton, N. J	James S. Reaves	150	Yes.	1,000	.....	.....
140	Elizabeth City, N. J	W. J. Carlton	.....	Yes.	700	Yes.	No.
141	Jersey City, N. J	Henry W. Buxton	840	Yes.	500	.....	.....
142	Montclair, N. J	C. B. Morris	93	Yes.	.....	.....	.....
143	Newark, N. J	C. C. Lathrop	538	Yes.	300	.....	.....
144	Orange, N. J	T. F. Seward	120	Yes.	275	No.	No.
145	South Orange, N. J	Daniel Wilson	85	No.	.....	No.	No.
146	Toney River, N. J	Alexander Frazer	26	No.	.....	.....	.....
147	Trenton, N. J	Joseph I. Welling	336	Free.	4,000	No.	.....
148	Westfield, N. J	Israel C. Pierson	62	Yes.	80	Yes.	.....
149	Albany, N. Y	Edward Savage	52	Yes.	1,184	.....	.....
150	Amsterdam, N. Y	Edward Eldsett	150	No.	.....	.....	.....
151	Auburn, N. Y	Richard S. Holmes	151	Yes.	457	.....	.....
152	Binghamton, N. Y	C. A. Whitney	85	Yes.	200	No.	No.
153	Brooklyn, E. D., N. Y	J. B. Thomas	500	Yes.	350	Yes.	.....

TABLE XVI.—*Young Men's Christian Associations of the United States*—Continued.

Number.	Location.	President.	Number of members.	Reading room.	Number of volumes in the library.	Literary class.	Free classes.
154	Brooklyn, N. Y	Darwin G. Eaton	3,000	Yes.	4,879	No.	Yes.
155	Buffalo, N. Y	P. K. Noye	900	Yes.	4,000	.....	.....
156	Camden, N. Y	Ethan Curtis	72	Yes.	.....	.....	.....
157	Canastota, N. Y	R. H. Rasback	36	.....	.....	.....	.....
158	Cornell University, Ithaca, N. Y.	Edward T. Robb	55	No.	None.	.....	.....
159	Cortlandt, N. Y	Henry F. Benton	63	Yes.	100	.....	.....
160	East Brooklyn, N. Y	Edgar A. Hutchins	183	Yes.	700	Yes.	.....
161	Eaton, N. Y	James Tuckerman	33	Yes.	.....	.....	.....
162	Elmira, N. Y	E. S. Palmer	268	2,200	4,000	Yes.	.....
163	Fulton, N. Y	W. J. Townsend	259	Yes.	.....	.....	.....
164	Goshen, N. Y	Charles E. Merriam	87	Yes.	330	.....	.....
165	Hudson, N. Y	Isaac Mull	120	Yes.	1,200	.....	.....
166	New York City, (colored,) N. Y.	Oliver S. Carey	160	Yes.	425	.....	.....
167	Lockport, N. Y	Asher B. Evans	154	Yes.	.....	No.	No.
168	Malone, N. Y	Edwin J. Olney	72	.....	.....	Yes.	.....
169	Middletown, N. Y	Theron L. Little	100	Yes.	175	No.	No.
170	Newburg, N. Y	R. V. R. Montfort	179	Yes.	.....	.....	.....
171	Newtown, N. Y	Le Garde T. Moore	85	.....	.....	.....	.....
172	New Utrecht, N. Y	D. S. Sutphen	100	No.	.....	.....	.....
173	New York City, (German,) N. Y.	Henry Berge	120	Yes.	300	.....	.....
174	New York City, N. Y	W. E. Dodge, jr	5,107	Yes.	6,646	Yes.	Yes.
175	Nichollville, N. Y	Joseph Martindale	28	No.	None.	.....	.....
176	North Shore, L. I., N. Y	M. Flay Reading	295	Frec.	450	No.	No.
177	Ogdensburg, N. Y	A. J. Halbrook	16	Yes.	.....	No.	No.
178	Oswego, N. Y	Orville J. Harmon	134	No.	None.	No.	No.
179	Owego, N. Y	Andrew Coburn	250	Yes.	300	Yes.	.....
180	Poughkeepsie, N. Y	John I. Platt	190	Yes.	600	.....	.....
181	Prattsburg, N. Y	John S. Parker	58	.....	.....	.....	.....
182	Schenectady, N. Y	Nicolas Cain	244	Yes.	700	Yes.	.....
183	Saratoga Spa, N. Y	T. F. Allen	202	Yes	225	No.	No.
184	Syracuse, N. Y	Isaac Bridgman	272	No.	.....	.....	.....
185	Utica, N. Y	William H. Fisher	180	Yes	100	No.	No.
186	Akron, Ohio	Jacob A. Kohler	120	Yes	.....	.....	.....
187	Alliance, Ohio	E. P. Goucher	.....	.....	.....	.....	.....
188	Amherst, Ohio	A. C. Hitchcock	.....	.....	.....	.....	.....
189	Ashland, Ohio	P. Q. Stoner	.....	.....	.....	.....	.....
190	Ashtabula, Ohio	James K. Stebbins	75	Yes.	.....	Yes.	.....
191	Bellaire, Ohio	A. L. Witherel	.....	.....	.....	.....	.....
192	Canton, Ohio	William McKinley	78	Yes.	2,000	.....	.....
193	Chillicothe, Ohio	James McL. Welsh	.....	.....	.....	.....	.....
194	Cleveland, Ohio	F. M. Backus	446	Yes.	.....	.....	.....
195	Cincinnati, Ohio	H. Thane Miller	404	Yes.	800	Yes.	.....
196	Circleville, Ohio	James Loughey	80	Yes.	200	.....	.....
197	Columbus, Ohio	George H. Twiss	105	Yes.	350	.....	.....
198	Cumminsville, Ohio	John Joice	13	.....	.....	.....	.....
199	Damascoville, Ohio	Caleb Maris	.....	.....	.....	.....	.....
200	Dayton, Ohio	Robert W. Steele	216	Yes.	.....	.....	.....
201	Dayton, (Soldiers' Home,) Ohio	William Earnshaw	.....	Yes.	.....	.....	.....
202	Delaware, Ohio	J. A. Alexander	96	Yes.	.....	.....	.....
203	Denison University, Granville, Ohio.	A. L. Lockert	70	Yes.	None.	.....	.....
204	East Liverpool, Ohio	J. M. George	49	Yes.	.....	.....	.....
205	Elyria, Ohio	F. L. Nelson	52	.....	.....	.....	.....
206	Geneva, Ohio	H. A. Delano	70	Yes.	50	.....	.....
207	Hamilton, Ohio	Joseph Saunders	61	.....	.....	.....	.....
208	Hillsboro, Ohio	Erskine Carson	161	Yes.	90	Yes.	.....
209	Huntsboro, Ohio	B. Armstrong	.....	.....	.....	.....	.....
210	Ironton, Ohio	I. H. Young	.....	.....	.....	.....	.....
211	Lexington, Ohio	A. W. Burtch	56	.....	.....	.....	.....
212	Lockland, Ohio	James F. Merrill	85	Yes.	.....	.....	.....
213	Lucas, Ohio	Jacob Leiter	68	.....	.....	.....	.....
214	Mansfield, Ohio	D. Y. Lacy	245	Yes.	170	.....	.....
215	Mount Gilead, Ohio	R. F. Bartlett	44	.....	.....	.....	.....
216	Mount Vernon, Ohio	D. W. Chase	61	Yes.	10	No.	No.
217	Newbury, Ohio	F. Clark Miller	.....	.....	.....	.....	.....
218	Oberlin, Ohio	J. W. Peck	54	.....	.....	.....	.....
219	Oxford, Ohio	D. R. Moone	36	Yes.	.....	.....	.....
220	Painesville, Ohio	Walter C. Tisdel	40	No.	800	No.	No.
221	Piqua, Ohio	W. Richardson	.....	.....	.....	.....	.....
222	Portsmouth, Ohio	T. G. Johnson	369	Yes.	.....	.....	.....
223	Salem, Ohio	Richard Wiggin	165	Yes.	.....	.....	.....
224	Sheffield, Ohio	William A. Day	25	.....	.....	.....	.....
225	Shelby, Ohio	G. W. Billow	77	Yes.	50	.....	.....
226	Springvale, Ohio	H. B. Mayhew	43	Yes.	175	.....	.....
227	Springfield, Ohio	B. F. Prince	121	Yes.	2,000	.....	.....
228	Steubenville, Ohio	Robert Sherrard, jr	.....	.....	.....	.....	.....

TABLE XVI.—*Young Men's Christian Associations of the United States*—Continued.

Number.	Location.	President.	Number of members.	Reading room.	Number of volumes in the library.	Literary class.	Free classes.
229	Toledo, Ohio	Charles Douglass	100	Yes.	None.	.....	.....
230	Tiffin, Ohio	S. J. Kirkwood	.....	.....	.....	.....	.....
231	West Elkton, Ohio	.....	.....	.....	.....	.....	.....
232	Wooster, Ohio	J. N. Weaver	.....	.....	.....	.....	.....
233	Xenia, Ohio	David Millen	170	Free.	800	.....	.....
234	Youngstown, Ohio	A. B. Cornell	210	Yes.	24	.....	.....
235	Zanesville, Ohio	E. R. Sullivan	260	Yes.	260	.....	.....
236	Portland, Oregon	R. K. Warren	45	Yes.	160	.....	.....
237	Altoona, Pa	John Currie	59	Yes.	None.	No.	.....
238	Bellefonte, Pa	James A. Beaver	95	Yes.	None.	.....	.....
239	Bethlehem, Pa	C. W. Krause	436	Yes.	1,650	.....	.....
240	Candor, Pa	John Kennedy	20	No.	None.	.....	.....
241	Dunbar, Pa	James L. Paull	18	.....	.....	.....	.....
242	Easton, Pa	James L. Fisher	162	Yes.	200	.....	.....
243	East Whiteland, Pa	John G. Thomas	28	No.	105	.....	.....
244	Erie, Pa	N. J. Clark	215	Yes.	5,000	.....	.....
245	Gettysburg, Pa	H. K. Porter	718	Yes.	300	.....	.....
246	Hanover, Pa	John J. Bingley	61	Yes.	350	No.	No.
247	Harrisburg, Pa	S. R. Detrich	300	Yes.	2,000	No.	No.
248	Harrisville, Pa	W. D. Patton	35	No.	.....	.....	.....
249	Huntingdon, Pa	R. R. Wiestling	30	Yes.	329	No.	No.
250	Johnstown, Pa	Emory West	49	Yes.	115	.....	.....
251	Lancaster, Pa	D. S. Burk	74	.....	.....	.....	.....
252	Nazareth, Pa	David Kuntz	47	.....	.....	.....	.....
253	New Castle, Pa	Ira D. Lankey	100	Yes.	.....	No.	Mu.
254	North East, Pa	H. Ellen	45	.....	.....	.....	.....
255	Petroleum Center, Pa	C. N. Payne	54	.....	.....	.....	.....
256	Philadelphia, Pa	Peter B. Symons	3,374	Yes.	7,000	.....	.....
257	Reading, Pa	J. H. Stearnberg	65	Yes.	200	.....	.....
258	Scranton, Pa	Henry M. Boies	376	Yes.	.....	No.	No.
259	Shippensburg, Pa	T. E. Billheimer	70	Yes.	30	.....	.....
260	Sunbury, Pa	Michael Shipe	23	.....	.....	.....	.....
261	Tidioute, Pa	William W. Hague	60	Yes.	60	Yes.	.....
262	Union Mills, Pa	Charles W. Dabney	51	Yes.	.....	.....	.....
263	Westfield, Pa	William M. Taylor	30	.....	61	.....	.....
264	Williamsport, Pa	John Q. Berry	115	Yes.	1,800	.....	.....
265	York, Pa	David E. Small	254	Yes.	200	.....	.....
266	Bristol, R. I	William H. Spooner	171	Yes.	1,960	No.	No.
267	Pawtucket, R. I	P. E. Tillinghast	120	Yes.	305	.....	.....
268	Providence, R. I	John Kendrick	860	Yes.	5,700	.....	.....
269	Westerly, R. I	R. F. Latimer	150	Yes.	.....	.....	.....
270	Wyoming, R. I	S. D. Ashley	20	No.	None.	No.	No.
271	Charleston, S. C	Virgil C. Dibble	140	Yes.	500	No.	.....
272	Charleston, S. C., (colored)	Henry W. Thomas	41	Yes.	12	.....	.....
273	Yorkville, S. C., (colored)	John A. Newton	.....	.....	.....	.....	.....
274	Chattanooga, Tenn	George Monteith	22	.....	.....	.....	.....
275	Brandon, Vt	Edgar J. Bliss	115	No.	300	.....	.....
276	Brattleboro, Vt	O. B. Douglass	71	Yes.	None.	No.	No.
277	Burlington, Vt	William B. Lund	135	Yes.	7	No.	No.
278	Charlotte, Vt	H. McNiel	53	.....	.....	.....	.....
279	Fair Haven, Vt	Charles Howard	51	Yes.	.....	.....	.....
280	Fairlee, Vt	John Stratton	20	No.	.....	.....	.....
281	Lincoln, Vt	A. W. Eastman	127	No.	.....	.....	.....
282	Manchester, Vt	Samuel G. Cone	29	.....	220	No.	No.
283	Middlebury, Vt	L. E. Knapp	35	.....	.....	.....	.....
284	Middletown, Vt	D. Leffingwell	30	10	12	.....	.....
285	North Bennington, Vt	B. F. Porter	73	Yes.	40	.....	.....
286	Norwich, Vt	William Sewall	35	.....	.....	.....	.....
287	Orwell, Vt	Sidney Thomas	61	No.	.....	.....	.....
288	Peru, Vt	O. P. Symons	48	No.	7	.....	.....
289	Pittsford, Vt	Amos D. Tiffany	125	.....	.....	.....	.....
290	Shoreham, Vt	W. Bingham	101	No.	.....	.....	.....
291	St. Johnsbury, Vt	George D. Warren	64	Yes.	50	.....	.....
292	Sudbury, Vt	D. C. Ketcham	19	.....	.....	.....	.....
293	Underhill Center, Vt	W. H. Mead	23	No.	None.	No.	No.
294	Waterbury, Vt	J. J. Colby	58	.....	.....	.....	.....
295	West Berlin, Vt	C. H. Farnsworth	30	No.	.....	Yes.	.....
296	West Brattleboro, Vt	Joseph Chandler	44	No.	.....	No.	No.
297	Windham, Vt	Henry M. Beers	29	No.	.....	No.	No.
298	Windsor, Vt	I. W. Hawley	29	.....	.....	.....	.....
299	Woodstock, Vt	L. Richmond	105	No.	.....	.....	.....
300	Parkersburg, W. Va	J. W. Curtis	50	Yes.	306	.....	.....
301	Wheeling, W. Va	Joseph Willetts	266	Yes.	417	No.	No.

TABLE XVI.—*Young Men's Christian Associations of the United States*—Continued.

Number.	Location.	President.	No. of members.	Reading room.	No. of volumes in the library.	Literary class.	Free classes.
302	Fond du Lac, Wis	C. T. Pettibone	75	Yes.	.....	.....	.....
303	Janesville, Wis	E. S. Barrows	100	.....	.....	.....	.....
304	Portage City, Wis	J. B. Wells	29	Yes.	.....	.....	.....
305	Racine, Wis	W. T. Bull	80	No.	None.	.....	.....
306	Whitewater, Wis	George S. Marsh	74	Yes.	21	.....	.....
307	Washington, D. C	O. O. Howard	890	Yes.	16,000	No.	No.
308	Washington, D. C., (colored)	Joseph L. Thomas	93	Yes.	200	Yes.	.....

TABLE XVII.—*Principal libraries of the United States, exclusive of those connected with colleges, &c.*

Number.	Name.	Location.	When founded.	Number of volumes.	Annual increase.
1	San Francisco Mercantile Library	San Francisco, Cal	1853	25,000	2,000
2	Hartford Young Men's Institute	Hartford, Con	1838	20,755	1,040
3	Connecticut Historical Society	do	1839	12,000	.....
4	Connecticut State Library	do	1854	.....	.....
5	New Haven Young Men's Institute	New Haven, Con	1826	10,000	250
6	Wilmington Young Men's Association	Wilmington, Del	1788	7,589	350
7	Savannah Historical Society	Savannah, Ga	1839	7,500	200
8	Chicago Historical Society	Chicago, Ill	1856	15,000	.....
9	Chicago Young Men's Association	do	1841	10,870	600
10	Indiana State Library	Indianapolis, Ind	1831	25,000	250
11	Catholic Diocesan Library	Vincennes, Ind	1835	12,000	.....
12	Keokuk Library Association	Keokuk, Iowa	1863	5,500	600
13	Dubuque Library	Dubuque, Iowa	.....	8,000	.....
14	Lexington City Library	Lexington, Ky	.....	14,000	300
15	Louisiana State Library	Baton Rouge, La	1838	14,000	.....
16	Lyceum Library	New Orleans, La	1844	12,000	.....
17	Mechanics' Library	do	.....	15,000	.....
18	Maine State Library	Augusta, Me	1839	30,000	750
19	Skowhegan Library	Skowhegan, Me	1867	2,315	.....
20	Maryland State Library	Annapolis, Md	1827	27,000	500
21	Baltimore Peabody Institute	Baltimore, Md	1862	34,588	4,132
22	Baltimore Mercantile Library	do	1839	22,975	900
23	Maryland Historical Society	do	1843	17,000	.....
24	Maryland Institute Library	do	1847	16,000	1,000
25	Odd Fellows' Library	do	1840	13,000	.....
26	Arlington Public Library	Arlington, Mass	1853	2,005	50
27	Barnstable Sturgis Library	Barnstable, Mass	1867	1,845	.....
28	Beverly Public Library	Beverly, Mass	1855	4,610	100
29	Bolton Public Library	Bolton, Mass	1859	1,200	50
30	American Congregational Library	Barton, Mass	1853	8,000	1,000
31	Boston Athenæum	do	1807	100,000	2,433
32	Boston Library	do	1794	19,000	400
33	Massachusetts Historical Society	do	1791	18,500	400
34	Mattapan Literary Association	do	1848	3,000	.....
35	Mercantile Library	do	1820	19,555	700
36	Natural History Society	do	1831	12,000	500
37	New Church Library	do	1864	1,000	150
38	Massachusetts State Library	do	1826	29,000	1,200
39	Young Men's Christian Association	do	1857	4,610	310
40	North Bridgewater	North Bridgewater, Mass	1867	2,667	400
41	Brighton Holton Library	Brighton, Mass	1864	5,008	530
42	Brookfield Merrick Public Library	Brookfield, Mass	1867	1,847	175
43	Brookline Public Library	Brookline, Mass	1857	10,000	1,000
44	Dana Library	Cambridge, Mass	1857	4,000	300
45	Charlestown Public Library	Charlestown, Mass	1860	10,155	480
46	Chelsea Public Library	Chelsea, Mass	1869	2,345	.....
47	Chicopee Public Library	Chicopee, Mass	.....	2,600	100
48	Bigelow Library	Clinton, Mass	.....	.....	.....
49	Concord Public Library	Concord, Mass	1851	5,584	200
50	Peabody Institute	Danvers, Mass	1866	.....	149
51	Deerfield Library Association	Deerfield, Mass	1810	2,000	50
52	Fall River Public Library	Fall River, Mass	1861	5,633	400
53	Fitchburg Public Library	Fitchburg, Mass	1859	7,500	450
54	Framingham Public Library	Framingham, Mass	1855	.....	175
55	Lyceum Library	Gloucester, Mass	1854	3,000	.....
56	Public Library	Groton, Mass	1855	1,665	50
57	Public Library	Harvard, Mass	.....	1,200	100
58	Public Library	Hinsdale, Mass	1868	2,000	.....
59	Public Library	Lancaster, Mass	1862	4,000	300
60	Public Library	Leicester, Mass	1861	1,853	105
61	Franklin Library	Lawrence, Mass	.....	5,200	107
62	Pacific Mills Library	do	1854	5,000	300
63	Public Library	Leominster, Mass	1864	3,756	275
64	Young Men's Christian Association	Lowell, Mass	1867	.....	200
65	Lowell City Library	do	.....	13,821	600
66	Public Library	Lunenburg, Mass	1850	1,350	70
67	Public Library	Lynn, Mass	1862	10,672	1,100
68	Public Library	Millbury, Mass	1866	1,265	80
69	Public Library	Natick, Mass	1857	2,540	.....
70	Public Library	New Bedford, Mass	1852	21,000	1,000
71	Free Library	Newburyport, Mass	1854	13,000	300
72	Public Library	Newton, Mass	1849	1,800	.....
73	Public Library	Northampton, Mass	1860	5,000	200
74	Peabody Institute	Peabody, Mass	1854	13,300	500
75	Phillips's Free Public Library	Phillipston, Mass	1862	1,869	250
76	Pittsfield Mercantile Library	Pittsfield, Mass	1850	3,300	90
77	Public Library	South Reading, Mass	1869	3,000	150
78	Roxbury Athenæum Library	Roxbury, Mass	1857	8,000	250
79	Salem Athenæum Library	Salem, Mass	1810	13,455	180
80	Arms Library	Shelburne Falls	1854	2,737	300
81	Public Library	Sherborn, Mass	1860	1,500	56

TABLE XVII.—*The principal libraries of the United States, &c.*—Continued.

Number.	Name.	Location.	When founded.	Number of volumes.	Annual increase.
82	Public Library	Springfield, Mass	1857	26,488	2,000
83	Jackson Library	Stockbridge, Mass	1862	4,000	.....
84	Public Library	Stoneham, Mass	1858	3,000	200
85	Public Library	Saultborough, Mass	1852	2,511	70
86	Goodenow Library	South Sudbury, Mass	1863	3,784	200
87	Public Library	Taunton, Mass	1866	7,995	700
88	Public Library	Waltham, Mass	1865	5,000	412
89	Public Library	Watertown, Mass	1868	.....	.....
90	Public Library	Wayland, Mass	1850	3,856	100
91	Public Library	Westboro, Mass	1857	1,442	100
92	Westfield Athenæum Library	Westfield, Mass	1868	2,200	.....
93	Public Library	Westford, Mass	1859	1,544	66
94	Public Library	Weston, Mass	1857	3,000	80
95	Public Library	Winchendon, Mass	1867	1,295	.....
96	Public Library	Winchester, Mass	1859	2,000	115
97	Public Library	Woburn, Mass	1856	3,714	112
98	Public Library	Worcester, Mass	1860	21,000	1,500
99	American Antiquarian Society	------do	1812	50,000	912
100	Public Library	Detroit, Mich	1865	15,500	3,000
101	Young Men's Society	------do	1832	10,000	500
102	Michigan State Library	Lansing, Mich	1828	25,000	3,500
103	Minneapolis Athenæum	Minneapolis, Minn	1859	1,968	226
104	Minnesota Historical Society	St. Paul, Minn	1849	3,100	1,000
105	St. Louis Public Library	St. Louis, Mo	1865	11,800	.....
106	St. Louis Mercantile Library Association	------do	1846	31,238	1,428
107	Public City Library	Concord, N. H	1855	4,884	284
108	City Library	Manchester, N. H	1854	13,100	600
109	Portsmouth Athenæum Library	Portsmouth, N. H	1817	10,000	200
110	Newark Library Association	Newark, N. J	1847	15,500	1,000
111	Public Library	Newton, N. J	1868	.....	.....
112	New York State Library	Albany, N. Y	1818	76,000	7,200
113	Young Men's Association	------do	1833	11,021	549
114	Brooklyn Mercantile Library	Brooklyn, N. Y	1857	22,000	1,000
115	Buffalo Young Men's Association	Buffalo, N. Y	1835	15,000	1,500
116	Grovenor Library	------do	.....	1,000	.....
117	Apprentices' Library	New York City, N. Y	1820	42,740	2,126
118	Astor Library	------do	1848	138,000	2,300
119	Cooper Union	------do	1859	5,000	.....
120	Mercantile Library	------do	1820	104,513	In 1868, 8,840
121	Society Library	------do	1839	28,000	800
122	New York Historical Society Library	------do	1804	25,000	1,000
123	Rochester Athenæum Library	Rochester, N. Y	1830	19,000	700
124	Troy Young Men's Association	Troy, N. Y	1834	18,178	300
125	Public Library	Syracuse, N. Y	1858	7,370	852
126	Cincinnati Public Library	Cincinnati, Ohio	1867	21,588	In 1868, 5,392
127	Mercantile Library	------do	1835	30,206	2,315
128	Theological and Religious Library	------do	1863	3,500	442
129	Ohio School Library	------do	1850	25,000	200
130	Cleveland Library Association	Cleveland, Ohio	1846	10,000	600
131	Public Library	------do	1868	2,500	.....
132	Ohio State Library	Columbus, Ohio	1817	31,000	1,070
133	Dayton Public School Library	Dayton, Ohio	.....	10,000	.....
134	Portland Library Association	Portland, Oreg	1864	2,800	330
135	Pennsylvania State Library	Harrisburg, Pa	1777	39,000	700
136	Academy of Natural Sciences	Philadelphia, Pa	1812	21,580	400
137	Philadelphia Athenæum	------do	1814	14,500	.....
138	Mechanics' Library	------do	1820	20,000	.....
139	Mercantile Library	------do	1821	47,000	5,500
140	Philadelphia Library Company	------do	1731	80,000	1,500
141	Loganian Library	------do	1750	.....	.....
142	Young Men's Christian Association	------do	1854	3,000	300
143	Apprentice's Library	------do	1821	20,029	.....
144	American Philosophical Society	------do	1742	15,000	.....
145	Pittsburg Mercantile Library	Pittsburg, Pa	1847	9,100	504
146	Newport Public Library	Newport, R. I	1807	4,225	.....
147	Redwood Library and Athenæum	------do	1730	17,460	.....
148	Providence Athenæum	Providence, R. I	1753	29,444	.....
149	South Carolina State Library	Columbia, S. C	1814	12,000	.....
150	Charleston Library Society	Charleston, S. C	1748	20,000	.....
151	Tennessee State Library	Nashville, Tenn	1854	12,000	.....
152	Vermont State Library	Montpelier, Vt	1830	11,165	512
153	Virginia State Library	Richmond, Va	1823	20,000	.....
154	Milwaukee Young Men's Association	Milwaukee, Wis	1847	10,566	1,000
155	Library of Congress	Washington, D. C	1815	190,000	8,000–9,000
156	Library of House of Representatives	------do	.....	25,000	.....
157	Patent Office Library	------do	1837	20,598	1,135
158	Library of State Department	------do	1789	18,000	.....
159	Library of Treasury Department	------do	.....	2,730	317
160	Washington Library	------do	1814	10,000	.....
161	Library of Agricultural Department	------do	1862	7,500	1,000

TABLE XVIII.—*Tabular view of reformatory statistics for* 1868.

State.	Title.	Location.	Superintendent.	Estimated value of real estate.	Estimated value of personal property.	Number of acres.	When opened.	WHOLE NO. OF INMATES SINCE OPENING.			AVERAGE NO. OF INMATES IN 1868.			DIVISION OF TIME.			
								Boys.	Girls.	Total.	Boys.	Girls.	Total.	Hours of labor.	Hours of study.	Hours of meals and recreation.	Hours of sleep.
California	Industrial School	San Francisco	Joseph Wood				1858	595	143	738	168	24	192	...	...	...	...
Connecticut	State Reform School	West Meriden	E. W. Hatch	$100,000	$5,000	163	1854	1,460	.....	1,460	251	...	251	7	4	3½	9½
Illinois	Chicago Reform School	Chicago	Robert Turner	71,000	32,753	27	1855	1,121	.....	1,121	221	...	221	6¾	3½	4	10¼
Indiana	House of Refuge	Plainfield	Frank B. Ainsworth	65,000	7,100	220	1868	112	.....	112	109	...	109	5	6	4	9
Iowa	State Reform School	Des Moines	J. McCarty			1,400	1868			46				...	...	...	...
Kentucky	House of Refuge	Louisville	P. Caldwell	100,000	13,762	67	1865	297	.....	297	176	...	176	6	4	...	...
Louisiana	House of Refuge	New Orleans	William Bosworth	25,000	.....	2½	1847	.....	.....	.....	.....	.....	.....	...	...	...	...
Maine	State Reform School	Cape Elizabeth	Hon. E. W. Woodbury	82,000	.....	160	1853	1,105	.....	1,105	180	...	180	6	4	5	9
Maryland	House of Refuge	Baltimore	W. R. Lincoln	200,000	.....	50	1855	1,592	260	1,852	321	20	341	6	5	4	9
Massachus's	State Reform School	Westborough	Hon. Benjamin Evans	99,012	53,518	262	1848	3,772	.....	3,772	325	...	325	6	4	5	9
	Nautical Reform School, (two ships.)	Harbors of Boston and New Bedford.	Richard Matthews	.....	75,000	.....	1860	1,714	.....	1,714	287	...	287	...	3	....	10
	State Industrial Girls' School	Lancaster	Martin L. Eldridge	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	...	...
	House of Reformation	Lancaster	Rev. Marcus Ames	71,335	16,651	190	1856	.....	665	665	.....	135	135	6½	3	5½	9
		Deer Island	T. E. Payson	.....	.....	.....	1827	.....	.....	.....	239	34	273	...	...	...	10
Michigan	State Reform School	Lansing	Rev. Charles Johnson	70,000	.....	134	1856	1,054	8	1,062	273	...	273	5¾	5	4	9¼
Missouri	House of Refuge	St. Louis	F. S. W. Gleason	75,000	5,000	20	1854	1,938	538	2,476	143	40	183	6¾	4½	4	9
New Hampsh'e.	State Reform School	Manchester	Edward Ingham	.....	7,591	.....	1856	505	117	622	86	15	101	...	4½	...	...
New Jersey	State Reform School	Jamesburg	L. H. Sheldon	61,587	16,398	490	1867	65	.....	65	46	...	46	5	4	5½	9½
New York	Catholic Protectory	West Farms	Brother Teliow, (boys)	272,188	32,144	.....	1862	.....	.....	.....	440	144	584	...	6	...	...
	Catholic Protectory	West Farms	Sister De Chantal, (girls)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	...	...
	House of Refuge	Randall's Island	Israel E. Jones	500,000	25,000	37½	1825	11,099	2,131	13,230	781	150	931	7	4½	3	9¾
	Juvenile Asylum			500,000	40,000	20	1853	11,419	2,377	13,796	506	126	632	5	6	4	9
	Western House of Refuge	Rochester	Levi Fulton	113,800	.....	41	1849	3,147	.....	3,147	517	...	517	7¾	3	3	10¼
Ohio	House of Refuge	Cincinnati	H. A. Monfort	150,000	30,054	9⅜	1850	2,032	409	2,441	180	27	207	6¾	3½	4½	9¼
	State Reform School	Lancaster	G. E. Howe	78,000	.....	1,170	1858	1,046	.....	1,046	279	...	279	...	...	...	...
Pennsylvania	House of Refuge, (white dep't)	Philadelphia	Jesse K. McKeever	380,000	.....	4	1828	8,826	2,174	11,000	412	89	501	6¾	5½	3½	9¼
	House of Refuge, (colored dep't)	Philadelphia	J. Hood Laverty	103,000	.....	2	1850	.....	.....	.....	190	35	225	6¾	5	3½	9¼
	Western House of Refuge	Pittsburg	R. N. Avery	123,884	.....	10	1854	1,461	582	2,043	168	51	219	7	4	4	9
Rhode Island	Providence Reform School	Providence	James M. Talcott	40,000	.....	2½	1850	1,688	496	2,184	161	51	212	7	4	3½	9½
Vermont	State Reform School*	Waterbury	William G. Fairbank	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	...	...
Wisconsin	State Reform School	Waukesha	A. D. Hendrickson	60,000	.....	180	1860	456	69	525	149	14	163	4¾	4½	5¾	9½
Totals, averages, and percentages				3,280,806	311,971	4,652 1–6	....	56,304	9,969	66,519	6,508	955	7,463	6¼	4¼	4½	9¼

* The report of this institution was not received till after the table had been made out.

TABLE XVIII.—*Tabular view of reformatory statistics for* 1868—Continued.

State.	Title.	Number of officers and employés.	Aggregate salaries.	Total expenditures for 1868.	Cost per capita.	Employments of inmates.	Average No. engaged in productive labor.	Aggregate earnings.	Earnings per capita on whole number.	Limits of age within which admissible.
California	Industrial School	18	$11,352	$23,195	$138	Shoemaking and tailoring	.....	$427	$2	6 to 18
Connecticut	State Reform School	15	10,479	44,829	179	Chair-seating and farming	200	12,000	44	10 to 16
Illinois	Chicago Reform School	.....	.....	25,150	114	Shoe and basket making, chair-seating, carpenter work, gardening, tailoring, &c	263	8,903	26	12 to 16
Indiana	House of Refuge	13	4,986	21,769	130	Agriculture, shoemaking, and tailoring	70	.....	.....	Und'r 20
Kentucky	House of Refuge	13	6,855	22,716	129	Shoemaking, tailoring, knitting	103	3,632	21	6 to 18
Louisiana	House of Refuge	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maine	State Reform School	21	3,897	21,000	117	Manufacture of shoes, chairs, and bricks, sewing and farming	.....	7,491	42	7 to 16
Maryland	House of Refuge	20	7,109	44,032	129	Manufacture of brooms, baskets, and shoes, tailoring, farming, and gardening	150	7,541	22	8 to 16
Massachus's	State Reform School	36	14,710	58,701	159	Chair-seating, tailoring, farming, and domestic work	200	10,516	32	8 to 14
	Nautical Reform School	35	15,394	52,000	170	Practical seamanship	.....	.....	.....	12 to 18
	State Industrial Girls' School	19	6,925	23,000	156	Sewing, knitting, and domestic work	.....	.....	.....	7 to 16
	House of Reformation	10	4,450	.....	.....	Farming	.....	.....	.....	Und'r 16
Michigan	State Reform School	18	10,553	38,400	132	Chair-making, shoemaking, tailoring	200	9,100	33	7 to 16
Missouri	House of Refuge	25	10,758	39,476	215	Chair-seating, shoemaking, farming, sewing, and domestic work	40	751	4	3 to 17
New Hampsh'e.	State Reform School	26	3,575	15,701	155	Chair-seating, farming, knitting	.....	1,327	13	7 to 16
New Jersey	State Reform School	.....	2,655	11,473	228	Farming and domestic work	.....	.....	.....	.....
New York	Catholic Protectory	26	7,844	63,675	113	Shoemaking, hoop-skirt making, tailoring, baking, farming, sewing	235	1,479	3	.....
	Catholic Protectory	.....	.....	.....	*96	.....	.....	.....	.....	.....
	House of Refuge	52	25,918	109,460	118	Shoemaking, wire-working, and domestic labor	825	52,667	57	Und'r 16
	Juvenile Asylum	55	20,328	82,865	131	Tailoring and other work for the institution	.....	.....	.....	7 to 14
	Western House of Refuge	27	13,154	59,063	114	Shoe, brush, and chair making, and farming	300	19,869	38	Und'r 16
Ohio	House of Refuge	25	11,684	37,876	183	Shoemaking, tailoring, sewing, &c	.....	5,682	27	.....
	State Reform School	30	11,778	45,820	157	Shoemaking, farming, blacksmithing, &c	.....	4,581	16	8 to 18
Pennsylvania	House of refuge, (white dep't)	16	7,579	59,131	118	Manufacture of brushes, shoes, and boxes, and blacksmithing	347	19,502	39	9 to 16
	House of Refuge, (colored dep't)	....	4,078	18,877	151	Wire-working, shoe and box making	.....	4,073	32	9 to 16
	Western House of Refuge	23	16,322	56,940	251	Manufacture of whips and shoes, knitting and sewing	.....	1,728	8	9 to 20
Rhode Island	Providence Reform School	20	7,630	38,173	180	Cane-seating, toy-making, gardening, and sewing	.....	15,141	71	7 to 18
Vermont	State Reform School	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wisconsin	State Reform School	....	7,040	25,036	157	Shoemaking, basket-making, tailoring, farming, &c	51	.....	.....	7 to 16
Totals, averages, and percentages		547	247,053	1,053,418	141	.....	2,884	190,735	36	7½ to 17

*Girls.

TABLE XVIII.—*Tabular view of reformatory statistics for* 1868—Continued.

State.	Title.	Average age when received. Y.	M.	D.	Terms of sentence.	Average stay in the institution. Y.	M.	D.	Disposal of inmates.	Branches taught.
California	Industrial School	10	2	0	Minority				Indenture, probation, and discharge.	Common school branches
Connecticut	State Reform School	12	6	0	Minority or specific term	2	4	0	Indenture and discharge	Common school branches
Illinois	Chicago Reform School	12	9	5	Minority				Indent'o, disch'ge, and ticket-of-leave	Common school branches
Indiana	House of Refuge				Minority or till reformed				Indenture and discharge	Common school branches
Kentucky	House of Refuge	11	8	21	Minority				Indenture and discharge	Common school branches and music.
Louisiana	House of Refuge									
Maine	State Reform School	13	3	28	Minority or specific term				Indenture, discharge, and probation.	Com'n sch'l branches & vocal music.
Maryland	House of Refuge	12	6	0	Minority	2	2	6	Indent'e, ticket-of-leave, and disch'ge	Common school branches, algebra, physiology, philosophy, music, (vocal and instrumental)
Massachus's	State Reform School	12	0	0	Minority	2	0	0	Indenture and discharge	Common school branches
	Nautical Reform School	15	4	14	Minority	1	4	0	Indenture, discharge, and probation.	Common sch'l branches & navigat'n.
	State Industrial Girls' School	13	0	0	Till 18; power to retain till 21	2	5	0	Indenture, discharge, and probation.	Common school branches, physiology, and history
	House of Reformation	11	0	15	Minority or specific term	2	0	0	Indenture, probation, and discharge.	Com'n sch'l branches & vocal music.
Michigan	State Reform School	16	6	0	Minority	2	9	0		Common school branches
Missouri	House of Refuge	12	4	0	Minority	1	3	0	Indenture and discharge	Common school branches
New Hampsh'e	State Reform School	12	10	0	Minority or specific term	2	4	13		Common school branches, physiology, history, and vocal music
New Jersey	State Reform School				Minority.					
New York	Catholic Protectory				Minority					Common school branches and music.
	House of Refuge	14	5	11	Minority	1	2	6	Indenture and discharge	Common school branches
	Juvenile Asylum	12	0	0	Indefinite or during minority	0	7	0	Placed in homes and sent to friends.	Common school branches and history.
	Western House of Refuge	13	0	0	Minority				Indenture and discharge	Common school branches
Ohio	House of Refuge	13	9	22	Minority	2	4	6	Indenture and discharge	Common school branches
	State Reform School	13	1	23	Minority				Indenture and discharge	Common school branches
Pennsylvania	House of Refuge, (white dep't)	*13	10	0	Minority	1	3	0	Ind're & disc'ge & sent to alms house	Common school branches
		†14	6	0						
	House of Refuge, (colored dep't)	*12	6	0	Minority	1	8	0	Indenture and discharge	Common school branches
		†13	0	0						
	Western House of Refuge	13	11	21	Minority	2	0	15	Indenture and discharge	Common school branches
Rhode Island	Providence Reform School	13	8	0	Minority or specific term	1	8	0	Indenture and discharge	Common school branches, U. S. history, and bookkeeping
Vermont	State Reform School				Minority.					
Wisconsin	State Reform School	13	8	0	Minority	2	0	0	Discharge and ticket-of-leave	Common school branches
Totals, averages, and percentages		12	11	8		1	10	6		

* Boys. † Girls.

TABLE XVIII.—*Tabular view of reformatory statistics for* 1868—Continued.

State.	Title.	Number of volumes in library.	Disciplinary punishment employed.	PERCENTAGE OF—														
				Reformations.	Deaths since opening.	Deaths in 1868.	Escapes since opening.	Escapes in 1868.	Foreign born.	Foreign parentage.	Orphans.	Half-orphans.	Wholly illiterate.	Intemperate parents.	Fathers without occupation.	Parents separated.	Parents quarreled.	Parents irreligious.
California	Industrial School			.....	1.55	1.94	12.19	9.37	26.00	.....	10.16	36.84	.....	6.10	.....	13.36	.....	.....
Connecticut	State Reform School	1,000	Corporal punishment, diminution of food, or deprivation of amusements	75.00	1.10	1.20	4.10	0.80	10.00	38.40	6.70	38.10	6.50	35.60	.....	17.10	44.10	82.20
Illinois	Chicago Reform School	500	Grade system	.....	0.89	0.60	.....	0.00	16.00	88.88	12.70	44.44	42.85	47.62	.....	.....	22.22	.....
Indiana	House of Refuge	160	Bread and water, demerits, deprivation of play hours, and confinement in "chamber of reflection"	.....	0.80	1.10	2.73	0.00	3.50	54.50	27.60	49.10	33.90	.....	.....	.....	.....	.....
Kentucky	House of Refuge			.....	0.35	0.00	0.00	2.40	6.90	47.12	20.69	44.82	57.40	40.22	.....	.....	21.84	80.46
Louisiana	House of Refuge			.....	.....	0.00	0.00	0.00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maine	State Reform School	1,052		75.00	1.68	0.82	3.00	1.24	11.49	.....	.....	12.48	.....	41.37	.....	.....	.....	.....
Maryland	House of Refuge	2,231	Corporal punishment, grade system, and deprivation of meals	.....	0.13	0.22	2.20	1.33	6.75	45.33	5.33	40.00	21.33	34.66	.....	11.75	.....	.....
Massachus's	State Reform School	1,400	Corporal punishm't and confinem't apart	75.00	.....	0.90	1.14	2.60	18.00	53.00	5.21	34.78	5.00	23.00	.....	8.69	.....	.....
	Nautical Reform School	500	Usual punishments of the school-room	.....	0.60	0.69	2.33	0.69	7.80	65.79	17.43	40.36	5.58	.....	.....	.....	.....	.....
	State Industrial Girls' School	1,000	Deprivation of correspondence and of meals, and solitude	60.00	0.90	2.22	0.30	.....	5.00	35.00	25.00	50.00	7.00	75.00	.....	25.00	.....	.....
	House of Reformation	823	Corporal, deprivat'n of meals, & solitude	.....	.....	0.60	.....	0.00	10.00	90.00	5.21	34.78	.....	26.09	.....	8.69	.....	.....
Michigan	State Reform School			53.00	.....	0.34	.....	1.30	19.83	45.45	12.40	33.00	5.78	.....	.....	.....	53.00	.....
Missouri	House of Refuge	584	Corporal, bread and water, solitary confinement, and demerits	81.00	0.52	0.00	.....	0.49	8.00	60.00	21.00	43.00	21.00	16.00	2.00	3.00	10.00	15.00
New Hampsh'e	State Reform School			.....	.....	0.64	.....	6.49	17.24	.....	13.79	42.55	.....	34.75	20.68	.....	.....	.....
New York	Catholic Protectory			.....	.....	0.51	.....	.....	13.50	.....	52.60	24.10	43.01	.....	.....	.....	.....	.....
	House of Refuge	1,170	Grade syst'm & (if need'd) corp'l pun'hm't	.....	.....	0.69	.....	0.32	.....	77.60	9.59	31.76	.....	.....	.....	3.17	.....	.....
	Juvenile Asylum	2,000	Corporal	80.00	0.41	0.63	0.79	0.15	24.40	74.57	12.00	43.40	43.40	29.15	.....	.....	.....	.....
	Western House of Refuge	1,500		.....	1.55	0.47	3.52	0.01	.....	60.00	3.13	42.50	.....	31.30	.....	5.00	.....	.....
Ohio	House of Refuge			.....	.....	0.00	.....	0.00	11.62	77.90	.....	.....	.....	.....	.....	.....	.....	.....
	State Reform School			.....	.....	1.07	.....	5.37	9.70	36.56	17.32	41.04	.....	.....	.....	.....	.....	.....
Pennsylvania	House of Refuge, (white dep't)	2,500		.....	.....	0.95	.....	.....	12.70	64.12	10.79	40.95	45.30	.....	.....	.....	.....	.....
	House of Refuge, (colored dep't)	1,200		.....	.....	.....	.....	.....	.....	.....	.....	.....	62.65	.....	.....	.....	.....	.....
	Western House of Refuge	1,465		72.00	1.50	0.90	3.17	1.37	18.37	61.80	16.00	49.50	2.72	.....	.....	8.22	.....	.....
Rhode Island	Providence Reform School	1,200	Usually moral agencies, grade system	.....	0.36	0.47	0.81	0.00	14.00	55.80	.....	.....	22.56	.....	.....	.....	.....	.....
Wisconsin	State Reform School	260		.....	0.38	1.23	.....	5.29	17.18	66.47	13.60	46.92	.....	27.77	.....	15.40	.....	.....
Totals, averages, and percentages		20,545		71.37	0.78	0.68	2.79	2.06	15.13	59.91	15.13	40.20	26.62	33.47	11.34	10.85	30.23	59.22

TABLE XVIII.—*Tabular view of reformatory statistics for* 1868—Continued.

State.	Title.	PERCENTAGE OF—													Religious agencies employed.
		Parents had been in prison.	Relatives had been in prison.	Had step parents.	Prev'usly arrest'd.	Those who had been idle.	Those who had been profane.	Those not regular at Sunday school.	Those not regular at church.	Those who used intoxicating drinks.	Those who used tobacco.	Those who visited theaters.	Those who had been truants.	Those who had slept in barns, &c.	Those who had been homeless.	
California	State Reform School	.....	.....	6.35	.....	62.28	.....	.....	.....	.....	.....	.....	.....	.....	62.55	
Connecticut	State Reform School	5.10	23.90	10.20	29.50	50.10	69.50	65.70	44.50	10.20	30.00	42.70	64.90	23.90	6.80	Services by supt. and clergy from the city.
Illinois	Chicago Reform School	47.62	.....	20.15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Indiana	House of Refuge	.....	.....	.....	.....	.....	98.20	28.50	89.30	.....	16.70	.....	.....	.....	.....	Services by superintendent and occasional assistance of village clergy.
Kentucky	House of Refuge	.....	.....	50.58	.....	.....	.....	.....	.....	.....	41.37	.....	.....	.....	44.82	Services by officers and friends from Louisville.
Maine	State Reform School	.....	1.72	5.17	5.17	10.00	86.10	.....	.....	36.20	72.41	.....	15.51	8.43	.....	
Maryland	House of Refuge	.....	.....	.....	.....	.....	90.60	.....	.....	.....	.....	.....	.....	.....	.....	Clergy from Baltimore hold services.
Massachus's	State Reform School	10.00	20.69	6.95	28.69	75.00	90.00	80.00	80.00	5.21	7.82	20.00	10.00	3.00	3.00	Services by officers and clergy of the vicinity.
	Nautical Reform School	.....	.....	.....	54.75	10.81	.....	.....	.....	.....	.....	.....	.....	.....	.....	School teacher takes the place of chaplain.
	State Industrial Girls' School	.....	.....	50.00	.....	95.00	25.00	.....	.....	.....	.....	.....	75.00	.....	.....	Resident chaplain.
	House of Reformation	.....	20.69	6.95	28.69	.....	.....	.....	.....	5.21	7.82	.....	.....	.....	.....	Chaplain, who visits school daily and holds religious service on Sabbath.
Michigan	State Reform School	.....	7.43	.....	43.80	.....	.....	.....	.....	30.58	.....	.....	.....	64.46	.....	
Missouri	House of Refuge	7.00	7.00	22.00	22.00	11.00	42.00	57.00	50.00	6.00	.....	30.00	14.00	30.00	27.00	Officers and friends of institution give all moral instruction received to inmates.
New Hampsh'e	State Reform School	.....	.....	25.86	20.68	63.79	34.48	63.79	51.72	10.34	20.68	.....	.....	13.79	.....	Services by clergy of Manchester & other friends.
New York	Catholic Protectory	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
	New York House of Refuge	.....	.....	8.67	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Resid't chapl'n, who has gen'l supervis'n of spiritual affairs & is sec'y to indenturing committee.
	Juvenile Asylum	.....	.....	.....	12.79	.....	.....	.....	.....	.....	.....	.....	27.50	.....	.....	Services by officers and occasional assistance from friends outside.
	Western House of Refuge	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Ohio	House of Refuge	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Resident chaplain.
	State Reform School	.....	.....	.....	.....	.....	.....	.....	.....	14.17	49.25	.....	28.35	.....	.....	Sunday school by officers and preaching by clergymen of Lancaster.
Pennsylvania	House of Refuge, (white dep't)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Sunday school by officers, preaching by clergy.
	House of Refuge, (colored dep't)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Sunday school by officers, preaching by clergy.
	Western House of Refuge	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Services by officers.
Rhode Island	Providence Reform School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Services by officers.
Wisconsin	State Reform School	.....	.....	28.40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Services by officers.
Totals, averages, and percentages		17.43	13.57	20.11	27.34	47.24	66.91	59.00	52.76	14.74	30.75	30.90	33.61	23.93	28.73	

TABLE XIX.—*Tabular view of State prison statistics for* 1868.

States.	Location.	Warden.	Estimated value of real estate.	Estimated value of personal property.	Number of cells.	Dimensions of cells in feet.	Average number of prisoners.	Whole number of officers and employés.	Aggregate salaries.	Total ordinary expenditures, including salaries.
						L. *B.* *H.*				
Alabama (*a*)	Wetumpka	William Smith	$50,000	$19,000	208	7½ 3½ 7	263	35	$18,000	$75,000
Arkansas	Little Rock	J. L. Hodges								
California	San Quintin	William Holden								
Connecticut (*a*)	Wethersfield	William Willard	100,000	8,000	248	7½ 3½ 7½	181	14	7,350	21,123
Delaware	No State prison									
Florida	Chattahoochee	M. Martin								
Georgia (*a*)	Milledgeville	John Darnell	19,000	14,000	500	8 7 5	300	25	(*b*)2,000	Unknown.
Illinois (*a*)	Joliet	Geo. W. Perkins	1,000,000		24 sep. 1,000 cong.	15 7 15 7 4 7	1,110	85	49,303	327,244
Indiana:										
Northern	Michigan City	W. W. Higgins					297			44,442
Southern (*a*)	Jeffersonville	L. S. Shuler			360	7 3¾ 7½	404	25	17,505	50,748
Iowa	Fort Madison	Martin Heisey					186			28,107
Kansas	Leavenworth	J. L. Philbrick	(*d*)1,500,000		172	7 4 7	147			42,700
Kentucky (*a*)	Frankfort	H. I. Todd	500,000	50,000	648	8 4 6½	550	32	20,000	90,000
Louisiana	Baton Rouge									
Maine (*a*)	Thomaston	W. W. Rice	100,000	40,000	174	7½ 4 7½	138	23	11,700	24,710
Maryland	Baltimore	John W. Horn					648		27,927	85,403
Massachusetts (*a*)	Charlestown	Gideon Haynes	800,000		680	8 5 7	546	36	35,075	99,524
Michigan:										
State prison	Jackson	H. H. Bingham					610		26,274	91,030
Detroit House of Correction (State prison for certain purposes.)	Detroit	Z. R. Brockway		14,949			292			50,056
Minnesota	Stillwater									
Mississippi	Jackson	Z. A. Phillips								
Missouri (*a*)	Jefferson City	D. A. Wilson	200,000	54,000	356	7½ 4½ 7½ 7¾ 4 7	691	48	39,449	221,438
Nebraska	No State prison									
Nevada	Carson City	Jas. S. Slingerland					24	10	8,262	30,106
New Hampshire	Concord	Joseph Mayo					132	10	5,768	22,715
New Jersey	Trenton	D. D. Hennion					564		37,588	95,370
New York:										
Auburn	Auburn	Allen Ross	613,557	69,836	992	6½ 4½ 6½	952	70	56,683	167,273
Clinton	Dannemora	Wm. C. Rhodes	465,468	400,350	544	8 4 6½	518	52	44,579	331,764
Sing Sing, (male and female)	Sing Sing	E. M. Russell	813,671	180,434	1,318	7 3½ 6½	1,437	122	84,344	327,460

Albany Penitentiary (U. S. prison for Dist. Col.)	Albany	Amos Pilsbury	200,000	16,226	400	7	4	7	365	22		41,799
North Carolina	Raleigh (In process of construction.)											
Ohio	Columbus	R. Burr							1,053	72	57,000	141,795
Oregon	Salem	M. P. Berry							65	18	12,232	26,332
Pennsylvania:												
Eastern Penitentiary	Philadelphia	Henry M. Klapp, M. D., act. ward.							622			(c)60,352
Western Penitentiary	Pittsburg	Edward S. Wright							463			(c)46,926
Rhode Island (a)	Providence	Nelson Viall	100,000		88	8	4	7	65	10	6,382	6,703
South Carolina (a)	Columbia	C. J. Stolbrand	200,000		500	8	5	7	175	42	13,000	38,690
Tennessee (a)	Nashville		54,000	10,000	352	8	6	7	450	40	19,800	80,000
Texas	Huntsville	N. A. M. Dudley										
Vermont (a)	Windsor	James A. Pollard	150,000	45,000	104	8	5½	7	80	10	4,754	12,601
Virginia (a)	Richmond	Geo F. Strother	40,000	5,000	170	12	6	8	540	27	16,000	81,931
West Virginia	No State prison											
Wisconsin	Waupun		500,000	26,000					195		17,970	49,986
Totals and averages			7,404,696	952,795	8,838	8	4 3-5	7 1-10	14,063	828	638,915	2,813,324

(a) Statistics of these prisons furnished by the prison authorities; of the others, as far as given, they are compiled from the reports.
(b) Keeper's salary only; other officers paid by lessee. (c) Exclusive of salaries. (d) Estimated cost when completed.

TABLE XIX.—*Tabular view of State prison statistics for* 1868—Continued.

States.	Total prison earnings, including receipts from U. S. prisoners.	Excess of expenditure.	Excess of earnings.	Cost per capita.	Earnings per capita.	Average number engaged in productive labor.	Kinds of productive labor.	Is contract system in use.
Alabama	$85,000	.....	$10,000	$285	$323	240	Railroad building, manufacture of plows and wagons	Yes.
Arkansas	.....	.....	.....	.....	.....	.....	.....	.....
California	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut	23,941	.....	2,813	117	132	152	Boot-making, burnishing silverware, and making carpenters' rules.	Yes.
Delaware	.....	.....	.....	.....	.....	.....	.....	.....
Florida	.....	.....	.....	.....	.....	.....	.....	.....
Georgia*	.....	.....	.....	.....	.....	.....	.....	Leasing system.
Illinois	228,969	$98,275	.....	295	206	800	Eleven branches. (See p. 103)†	.....
Indiana, Northern	34,452	9,990	.....	149	116	.....	.....	Yes.
Southern	52,032	.....	1,284	126	129	.....	.....	Yes.
Iowa	19,195	8,912	.....	151	102	.....	Coopering, agricultural, and household implements	Yes.
Kansas	6,021	36,679	.....	290	40	.....	Shoemaking, stone-cutting, quarrying, and lime-burning, are the chief branches.	No.
Kentucky*	.....	.....	.....	163	.....	500	Manufacture of hemp, tobacco, wagons, coopers' ware, and blacksmithing.	Leasing system.
Louisiana	.....	.....	.....	.....	.....	.....	.....	.....
Maine	22,216	2,495	.....	179	161	112	Manufacture of carriages and of boots and shoes	No.
Maryland	59,948	25,455	.....	131	88	310	.....	Yes.
Massachusetts	127,171	.....	27,647	182	233	454	Bronzed-iron work, whips, castings	Yes.
Michigan:								
State Prison	84,869	6,061	.....	149	134	.....	.....	Yes.
Detroit House of Correction, (State prison for certain purposes)	65,259	.....	15,203	172	224	.....	Manufacture and seating of chairs	No.
Minnesota	.....	.....	.....	.....	.....	.....	.....	.....
Mississippi	.....	.....	.....	.....	.....	.....	.....	.....
Missouri	111,424	110,014	.....	320	161	477	Quarrying, stone-cutting, chair-making, coopering, manufacture of saddletrees, shoes, wagons, cabinet ware, &c.	Yes.
Nebraska	.....	.....	.....	.....	.....	.....	.....	.....
Nevada‡	866	29,240	.....	1,254	36	.....	.....	No.
New Hampshire	27,845	.....	4,770	172	208	.....	Cabinet work, shoemaking	Yes.
New Jersey	39,392	55,977	.....	169	70	.....	Weaving, chair-making, cordwaining	Yes.
New York:								
Auburn	126,436	40,842	.....	175	132	702	Manufacture of shoes, hames, tools, machines, sashes and blinds.	Yes.
Clinton	299,069	32,695	.....	640	577	350	Manufacture of iron and nails	No.

Sing Sing, (male and female)	176, 139	151, 320	.....	227	122	950	Manufacture of saddlery, hardware, shoes, cabinet ware, and iron chains.	Yes.
Albany Penitentiary, (U. S. prison for District of Columbia)	52, 025	.....	10, 235	113	143	300	Shoemaking, chair-seating	In part.
North Carolina	.....	.....	29, 242	.....	.....	.....	.....	.....
Ohio	171, 037	.....	.....	124	161	850	.....	Yes.
Oregon	12, 558	13, 774	.....	354	195	.....	Saddlery, brick-making, farming	No.
Pennsylvania:								
Eastern Penitentiary	31, 685	28, 667	.....	97	51	.....	Seating chairs, cordwaining, shoe-fitting, weaving, winding.	No.
Western Penitentiary	27, 013	19, 913	.....	101	58	.....	Weaving, shoemaking, cigar manufacture	No.
Rhode Island	6, 703	.....	321	98	103	60	Shoemaking	Yes.
South Carolina	49, 151	.....	10, 440	146	182	.....	All employed on construction of building and on domestic work.	No.
Tennessee	37, 500	42, 500	.....	178	83	300	Manufacture of agricultural implements and cedar ware.	Yes.
Texas	.....	.....	.....	.....	.....	.....	.....	.....
Vermont	6, 658	5, 943	.....	157	83	55	Manufacture of scythe snaths	Yes.
Virginia	12, 985	68, 946	.....	152	24	200	Manufacture of carriages and shoes, coopering	Yes.
West Virginia	.....	.....	.....	.....	.....	.....	.....	.....
Wisconsin	40, 152	9, 836	.....	256	205	.....	Chair-making	No.
Totals and averages	2, 037, 351	797, 534	111, 955	200	130	6, 812		

* Prison leased for a term of years; no earnings for State. † Contract system to a limited extent; work done mostly on State account.
‡ Convict labor employed chiefly in erecting prison buildings, and consequently bringing no cash income.

TABLE XIX.—*Tabular view of State prison statistics for* 1868—Continued.

States.	Average per diem paid for convict labor.	Number of hours devoted to labor.	Punishment for prison offenses.	Average length of sentences.			Percentage unable to read on admission.	Percentage intemperate on admission.	Percentage of insane now in prison.	Percentage of weak mind and epileptic now in prison.	Percentage of life men.	Percentage of miners on admission.
	Cents.			*Y.*	*M.*	*D.*						
Alabama	88½	10	Lash in presence of officers, 39 extent	5	0	0	90.00	90.00		0.74	3.04	12.00
Arkansas												
California												
Connecticut	55	9¾	Solitary cell and eats	4	0	20	5.00	85.00	3.32	5.52	8.29	15.00
Delaware												
Florida												
Georgia		11	Whipping	6	0	0	Unknown	40.00			13.33	19.00
Illinois			Dark cell	4	6	0	17.00	33.00	0.36		2.00	20.00
Indiana:												
Northern	50	10	Dark cell, eats, &c	3	2	4					8.75	35.02
Southern	44	10	Loss of privileges and time gained, ball and chain; in extreme cases the cats.	3	10	27	20.00	90.00	0.25	0.50	6.72	18.00
Iowa	40⅓	10	Dark cell, with bread and water diet	2	4	5	15.48	50.00			2.09	20.92
Kansas			Ball and chain on the leg, and the convict kept constantly at work,	2	11	15	14.71					20.00
Kentucky		9	Solitary cell and whipping; not more than two strokes for one offense.	2	6	0	50.00	50.00	0.20	0.46	0.20	20.00
Louisiana												
Maine		9½	Confinement in dark cell	3	4	0	10.00	88.00	0.72	4.56	14.24	25.00
Maryland				5	5	5	59.30				1.59	19.55
Massachusetts	94	9	Solitary confinement, loss of time earned, privation of privileges.	4	6	0	4.44	50.00	0.60	Unknown	9.89	25.00
Michigan:												
State prison	60			3	2	15	19.14					25.39
Detroit House of Correction, (State prison for certain purposes.)			Solitary confinement and forfeiture of privileges.	0	2	21	19.85	67.03				25.77
Minnesota												
Mississippi												
Missouri	40	9½	Dark cell, shaving head, lash, ball and chain, confinement on bread and water.	3	1	6	15.37	47.07		1.00	1.44	28.85
Nebraska												
Nevada			Only two punishments in two years, of what sort not stated.	4	6	14					9.75	17.07
New Hampshire				5	6	29					2.47	33.33
New Jersey	35			4	2	22					0.70	24.09

New York:										
Auburn	44	10	Dark cell; paddles	4 10 28	11k 65	70.00			2.19	19.34
Clinton		10	Dark cell; suspension by wrists	5 1 2	8.79	75.00			3.51	22.26
Sing Sing, (male and female)	42¼	10	Same	4 10 22	15.11	76.00			1.96	15.90
Albany Penitentiary, U. S. prison for District of Columbia.	45	10	Dark cell	1 4 14 [This average is for about one-third, the remaining two-thirds have sentences not averaging over 60 days.]	31.56	78.23	0.15	1.64		21.00
North Carolina										
Ohio	61			3 6 0	11.50	65.00			5.76	25.34
Oregon			Counsel, admonition, shackles, and, as a last resort, flogging.	3 0 3					10.14	
Pennsylvania:										
Eastern Penitentiary			Dark cell, with bread and water diet	2 6 10	16.29	84.00				17.77
Western Penitentiary			Dark cell, on bread and water	2 4 0	15.67	73.00				18.86
Rhode Island	40	10	Dark cell and loss of time earned	3 7 7	5.00	90.00	4.61	4.61	15.38	33.77
South Carolina		10	Dark cell, bread and water, ball and chain	2 0 0	90.00				1.71	17.00
Tennessee	43	10	Solitary confinement	7 0 0	75.00	87.50	0.04	3.33	2.66	25.00
Texas										
Vermont	42	10	Dark cell only	2 6 0	20.00	50.00	2.50	3.75	7.50	23.00
Virginia	56	8	Solitary confinement and privation of food	8 0 0	80.00	80.00			0.74	6.00
West Virginia										
Wisconsin			Solitary confinement; privation of privileges	3 9 23	11.83	80.00			17.81	24.00
Totals and averages	51½	9¾		4 0 14	28.14	69.51	0.98	2.35	4.89	21.72

TABLE XIX.—*Tabular view of State prison statistics for* 1868—Continued.

States.	Percentage of those pardoned during the year.	Percentage of escapes without recapture.	Percentage of those who had not learned a trade.	Percentage of deaths.	Percentage of native born.	Percentage of foreign born.	Number of volumes in prison library.	Provision for secular instruction.	Religious services.
Alabama	3.80	1.14	96.00	16.35	99.00	1.00	275	None	Preaching every Sabbath.
Arkansas									
California								School every Sunday morning	
Connecticut	10.49		72.00	4.42	68.00	32.00	1,200	Lessons by chaplain at cell door	Morning and evening prayer daily in chapel; preaching and Sunday-school on Sabbath.
Delaware									
Florida								School every evening in winter	
Georgia	3.33	4.00	75.00	1.00	99.00	1.00	(*)	None	Preaching occasionally.
Illinois	1.05	1.08	50.00	1.62	70.00	30.00	450	Lessons by chaplain at cell door	Preaching to men a. m., and to women p. m; weekly prayer meeting and Bible class.
Indiana:									
Northern	7.50	0.50	69.00	0.68					
Southern	6.72	0.25	80.00	1.00	81.00	19.00	1,000	Reading and writing taught in Sunday school.	Preaching, Sunday-school, and prayer meeting on Sabbath; three prayer meetings during week.
Iowa	10.69	0.55	60.00	1.07	70.00	30.00		Sunday school and lessons by chaplain	Preaching and Sunday-school every Sabbath.
Kansas	8.16	3.40	66.00	0.68	80.00	20.00		School two hours every Sunday morning.	Preaching and Bible class every Sabbath; prayer meetings on Sabbath and Wednesday.
Kentucky	9.00	1.00	100.00	1.10	95.00	5.00	200	None	Preaching and Sunday-school every Sabbath.
Louisiana									
Maine	15.22		90.00	3.63	80.00	20.00	300	No provision of law; wife of warden gives instruction voluntarily.	No resident chaplain; pastors preach in turn every Sabbath.
Maryland	20.08		88.00	3.05	88.00	12.00		None	No chaplain; preaching by city pastors; Sabbath school.
Massachusetts	6.22	0.36	80.00	1.10	63.00	37.00	2,000	Prison school two evenings per week.	Daily service of prayer in chapel; preaching and Sunday-school on Sabbath; prayer meeting on Wednesday.
Michigan:									
State prison	0.48	0.98		1.81	74.00	26.00		Prison school one hour every Sabbath morning.	Preaching every Sabbath, first to men and then to women; also brief service in hospital; Sabbath-school.
Detroit House of Correction. (State prison for certain purposes.)	0.63	2.05	77.00	2.05	50.00	50.00		School 2½ hours twice a week, with weekly lectures mostly of a scientific cast.	Preaching and convicts' prayer meeting every Sabbath.

Minnesota									
Mississippi									
Missouri	35.16	1.73	65.00	1.59	73.00	27.00	1,100	None	Preaching once a week.
Nebraska									
Nevada	12.50	4.17	69.00		44.00	56.00		None	None as far as appears from report.
New Hampshire	14.39			1.51	86.00	14.00		School every evening	Preaching and Sunday-school.
New Jersey	22.52	1.22		0.70	63.00	37.00		None	Preaching on Sabbath.
New York:									
Auburn	3.48	0.21	62.60	1.05	77.00	23.00	2,000	Lessons given by 3 teachers 2 hours every evening at cell doors.	Preaching every Sabbath and Sunday-school.
Clinton	2.47	1.16	69.00	1.43	63.00	37.00	1,000	Lessons by 2 teachers 2 hours every evening at cell doors.	Preaching on Sabbath; Sunday-school.
Sing Sing, (male and female)	2.86	1.08	62.00	1.08	54.00	46.00	3,000	Lessons given by 5 teachers every evening in male prison, and every day in female.	Preaching weekly, both in male and female prison; Sunday-school in latter.
Albany Penitentiary, (U.S. prison for District of Columbia.)	4.33		75.00	3.28	52.00	48.00	1,200	None	Preaching every Sabbath morning.
North Carolina									
Ohio	4.50	0.02	83.00	2.28	75.00	25.00		Little if any attention appears to be given to this matter.	Preaching every Sabbath* and Sunday-school.
Oregon	13.84			1.54				Prison school every evening taught by the better educated convicts.	Preaching every Sabbath by volunteer clergymen.
Pennsylvania:									
Eastern Penitentiary	5.78		93.00	1.11	73.00	27.00		Lessons given in cells averaging about one lesson weekly.	Preaching every Sabbath in the several corridors.
Western Penitentiary	7.79		69.00	0.68	66.00	34.00		Prison school without suitable accommodations, how often not stated.	Preaching on the Sabbath and Sunday-school.
Rhode Island	9.23	1.53			77.00	23.00	700	Prison scool every evening taught by officers.	Preaching every Sabbath and Sunday-school.
South Carolina	33.24	8.00	90.00	6.37	99.00	1.00	(*)	None	Preaching every Sabbath.
Tennessee		2.22	80.00	2.66	98.00	2.00	(†)	Prison school on Sunday	Preaching every Sabbath and Sunday-school.
Texas									
Vermont	5.00		80.00	2.50	67.00	33.00	400	None	Preaching every Sabbath; Bible class weekly.
Virginia	13.88	‡17.77	100.00	0.92	98.00	2.00	500	None by law; taught reading in Sunday school.	Church service every Sabbath a. m.; Sunday-school p. m; morning and evening prayers daily.
West Virginia									
Wisconsin	5.64		77.00	0.51	55.00	44.00		Prison school every Saturday morning	Preaching every Sabbath.
Totals and averages	9.68	1.75	76.93	2.15	72.00	28.00	16,825		

* No library. †1,500 Sunday school books. ‡Nearly all of these, "at least 95 per cent.," escaped from public works and not from the prison.

TABLE XIX.—*Tabular view of State prison statistics for* 1868—Continued.

States.	Funeral services.	Regulations relating to correspondence.	Regulations relating to visits of friends.
Alabama	None	Through warden, how often, not stated	In presence of officer, frequency not stated.
Arkansas			
California			
Connecticut	Reading Scriptures, remarks and prayer by chaplain.	Can write once in six weeks, or oftener if necessary; can receive letters every Sabbath. All correspondence examined.	Can see friends once every three or four weeks. In presence of officer.
Delaware			
Florida			
Georgia	None	Through principal keeper, not stated how often	At any time by consent of principal keeper.
Illinois	At the burial of a convict, the chaplain offers prayer. "No attendance of prisoners."	Letters may be sent every two months, and received at all times. Correspondence subject to inspection. Moral newspapers allowed.	The general rule is a visit once in three months; in some cases once in thirty days.
Indiana:			
Northern			
Southern	All convicts not on contract attend corpse to grave, also chaplain, warden, and other officers. Singing, remarks, and prayer at grave.	Convicts write as often as they choose, on condition of good behavior. For misconduct, privilege withdrawn for one month.	Visits are allowed every two weeks.
Iowa			
Kansas			
Kentucky	None	Prisoners can write once in three months; can receive all letters written to them.	Visits of friends every three months; business calls can be made whenever necessary.
Louisiana			
Maine	Service in chapel, at which all convicts are assembled.	Allowed to write every three months, at State's expense, and weekly at their own.	Allowed twenty minutes' interview in presence of an officer, whenever their friends come to see them.
Maryland			
Massachusetts	Service in chapel. All attend	Can write letters once in three months; can receive all sent. All letters examined.	Prisoners can see their friends once in three months.
Michigan:			
State prison			
Detroit House of Correction (S. P. for certain purposes.)			
Minnesota			
Mississippi			
Missouri	Reading Scriptures, short address, and prayer in chapel.	Can write monthly at expense of State; oftener at their own. All letters examined.	Resident relatives weekly, non-residents whenever they come, always in presence of an officer.
Nebraska			
Nevada			
New Hampshire			
New Jersey			
New York:			
Auburn		Write once in three months; receive letters at any time. Correspondence all examined by chaplain.	Can receive visits every three months, always in presence of an officer.
Clinton		Same as above	Same as above.

Sing Sing, (male and female)		Same as above	Same as above.
Albany Penitentiary, (U. S. prison for Dis. Columbia.)	None	Can write once a month, receive letters whenever sent. All letters examined.	Once a month in presence of officer.
North Carolina			
Ohio	None, as far as appears		
Oregon	None, as far as appears		
Pennsylvania:			
Eastern Penitentiary	None		
Western Penitentiary	None		
Rhode Island	Religious services in chapel, in presence of convicts.	Can write once a month, subject to inspection.	Can receive visits once in three months, oftener if sick.
South Carolina	None	Can write once a month; all letters examined.	No fixed period.
Tennessee	None	Can write once a month	All visitors received.
Texas			
Vermont	Reading Scriptures, exhortation, singing, and prayer, in chapel.	Letters once in three months; all letters examined.	Can see friends at any time, in presence of an officer.
Virginia	All work stopped; religious service in chapel. All attend; fifty or more go to gravo.		Once in six weeks; oftener, by permission of warden.
West Virginia			
Wisconsin			

TABLE XX.—*Summary of examinations for admission to the United States Military Academy for fifteen years, from* 1856 *to* 1870, *inclusive.*

Appointed from—	Candidates.	Accepted, total.	Rejected.																													
			Total.	On what account.																												
				Physical disability.	Literary incompetency.																											
					In the year—																During fifteen years.	Deficient in—									
					1856.	1857.	1858.	1859.	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.			Writing, including orthography.	Reading.	Arithmetic.	Geography.	Grammar.	History.
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Alabama	32	20	12	1	..	1	..	1	..	..	..	..	1	..	..	..	3	1	4	11		5	3	4	7	7	7					
Arkansas	10	7	3	1	..	..	..	..	..	..	..	..	..	..	..	..	1	..	1	2		1	1	1	1	2	..					
California	15	12	3	..	..	..	..	..	..	..	..	..	..	..	..	..	2	1	..	3		..	..	2	3	2	3					
Connecticut	22	14	8	2	..	..	2	..	..	..	..	..	..	..	1	..	..	..	3	6		2	..	4	1	2	2					
Delaware	11	6	5	..	..	..	..	..	..	..	..	..	..	..	1	2	..	1	1	5		2	2	4	3	3	4					
Florida	4	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		..	..	..	..	..	..					
Georgia	32	23	9	..	..	2	1	..	..	..	..	..	..	..	..	..	4	2	..	9		7	2	7	4	3	5					
Illinois	55	47	8	1	1	..	..	..	..	..	..	..	1	..	1	..	3	..	1	7		5	1	1	2	4	1					
Indiana	67	46	21	2	1	2	..	3	1	..	..	1	2	3	2	2	1	1	..	19		17	8	9	3	3	3					
Iowa	24	19	5	1	..	..	..	..	..	..	..	..	2	1	1	..	..	..	..	4		4	3	3	..	..	..					
Kansas	6	3	3	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	2	3		2	..	1	2	1	1					
Kentucky	60	43	17	..	1	..	1	..	..	1	..	1	2	1	..	..	3	2	5	17		8	5	9	7	6	6					
Louisiana	18	14	4	1	..	..	1	..	..	..	..	1	..	..	..	..	..	..	1	3		2	..	3	1	1	1					
Maine	26	22	4	..	..	..	..	..	..	..	..	1	..	..	..	..	1	2	..	4		3	..	2	3	1	2					
Maryland	32	25	7	2	..	..	1	..	..	2	..	1	..	..	..	1	..	..	..	5		3	2	3	1	1	1					
Massachusetts	43	42	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1		..	..	..	..	1	..					
Michigan	29	20	9	1	..	..	..	1	1	..	..	..	1	..	1	..	3	1	..	8		6	..	3	..	2	3					
Minnesota	11	9	2	..	..	..	..	..	1	..	..	..	..	1	..	..	..	..	..	2		2	..	1	..	..	..					
Mississippi	24	16	8	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	6	7		4	4	4	6	5	5					
Missouri	48	32	16	1	1	..	1	3	2	..	..	..	..	..	2	..	2	..	4	15		12	6	7	1	6	3					
Nebraska	5	4	1	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	1		..	..	..	..	1	1					
Nevada	7	1	6	..	..	..	..	..	..	..	2	..	..	..	..	1	..	1	2	6		1	..	3	1	3	1					
New Hampshire	14	12	2	1	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	1		1	..	..	1	..	1					
New Jersey	27	25	2	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1		..	..	1	..	..	1					
New York	157	128	29	4	2	2	..	2	..	1	2	..	1	2	..	1	4	1	7	25		15	1	6	6	10	6					
North Carolina	32	26	6	..	1	1	2	..	..	..	..	..	..	..	..	..	1	1	..	6		2	1	4	1	..	1					
Ohio	111	80	31	4	3	2	1	1	2	2	3	..	1	1	2	2	1	1	5	27		18	13	9	3	6	4					
Oregon	4	3	1	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	1		..	..	1	..	..	..					
Pennsylvania	127	101	26	6	1	2	2	2	..	1	2	1	..	2	..	1	..	..	6	20		13	6	10	4	5	4					
Rhode Island	7	7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		..	..	..	..	..	..					
South Carolina	22	17	5	1	..	1	..	..	..	..	..	..	..	..	..	..	1	1	1	4		2	..	3	1	2	2					
Tennessee	48	33	15	3	..	..	1	..	1	..	1	..	1	1	1	1	3	1	1	12		10	4	3	3	2	2					
Texas	8	5	3	..	..	..	..	..	1	..	..	..	..	..	..	..	..	2	3	1		..	3	2	1	1						
Vermont	13	12	1	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	1		1	..	..	..	..	..					
Virginia	46	34	12	1	3	1	..	1	..	1	1	..	..	..	..	..	..	..	4	11		8	4	6	3	3	2					
West Virginia	10	6	4	1	..	..	..	..	..	..	..	..	..	..	1	..	..	1	1	3		2	1	1	1	1	..					
Wisconsin	27	20	7	2	..	..	..	1	1	1	..	..	..	..	..	..	..	2	..	5		3	1	3	..	1	..					
Dist. Columbia	6	5	1	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	1		1	..	..	..	..	..					
Colorado Ter	4	2	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	2		1	1	1	1	1	..					
New Mexico	5	4	1	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1		1	..	..	..	..	..					
Utah Ter	3	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		..	..	..	..	..	..					
Washington Ter	4	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		..	..	..	..	..	..					
Dakota Ter	3	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		..	..	..	..	..	..					
Arizona Ter	2	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		..	..	..	..	..	..					
Idaho Ter	4	..	4	..	..	..	..	..	..	..	..	..	..	..	1	1	..	1	1	4		2	..	3	2	3	2					
Montana	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		..	..	..	..	..	..					
Wyoming Ter	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		..	..	..	..	..	..					
At large	192	170	22	3	..	1	1	1	..	..	..	2	..	..	1	2	1	3	7	19		7	7	8	6	9	6					
Grand totals	1,459	1,133	326	41	16	16	14	16	9	11	11	8	13	13	15	14	36	23	70	285		173	76	133	80	98	81					

TABLE XXI.—*Specimen of tables giving a statistical exhibit of the school system of the principal cities in the United States.*

1.—GENERAL SCHOOL STATISTICS.

Number.	City and State.	Number of inhabitants according to the census of 1870.	Number of children in school age.	Number enrolled.	Average number attending.	PRIMARY SCHOOLS.							GRAMMAR SCHOOLS.							HIGH SCHOOLS.						
						No. of schools.	Teachers.			Scholars.			No. of schools.	Teachers.			Scholars.			No. of schools.	Teachers.			Scholars.		
							Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.
1	New York, N. Y	907, 979	300, 000	237, 600	110, 000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	Philadelphia, Pa	759, 000	.....	.....	81, 283	323	.....	.....	.....	.....	.....	.....	55	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	503
3	Brooklyn, N. Y	406, 007	133, 000	77, 919	30, 582	.....	.....	.....	.....	12, 740	11, 492	24, 232	.....	.....	.....	.....	6, 075	6, 445	12, 520	.....	.....	.....	.....	.....	.....	.....
4	St. Louis, Mo	312, 963	76, 443	20, 368	18, 979	35	.....	.....	255	9, 086	8, 917	17, 079	.....	.....	.....	.....	.....	.....	.....	1	12	.....	10	160	193	353
5	Chicago, Ill	297, 718	64, 769	34, 749	22, 064	9	.....	63	.....	.....	.....	.....	21	20	380	400	.....	.....	.....	1	.....	4	16	.....	.....	430
6	Boston, Mass	253, 924	43, 109	.....	30, 399	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	Cincinnati, Ohio	215, 000	100, 222	23, 581	18, 634	19	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	1, 807	2	7	.....	19	.....	.....	691
8	New Orleans, La	184, 688	.....	23, 284	16, 147	.....	23	271	294	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	5	11	18	.....	.....	.....
9	San Francisco, Cal	150, 361	28, 785	19, 885	13, 113	30	.....	.....	214	.....	.....	10, 219	9	18	62	80	.....	.....	.....	.....	.....	5	10	.....	.....	.....
10	Buffalo, N. Y	114, 247	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	Cleveland, Ohio	93, 018	27, 524	11, 151	7, 222	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	Pittsburg, Pa	86, 254	.....	8, 688	7, 129	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	138
13	Detroit, Mich	79, 619	27, 039	10, 717	6, 883	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	4	103	131	234
14	Milwaukee, Wis	71, 464	24, 494	11, 407	5, 845	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....
15	Providence, R. I	68. 870	.....	8, 333	.....	.....	.....	.....	.....	.....	.....	3, 746	.....	.....	.....	.....	.....	.....	*4, 287	1	.....	.....	.....	.....	.....	300
16	Rochester, N. Y	62, 424	22, 505	8, 509	6, 236	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* Including 2,060 in the intermediate schools.

TABLE XXI.—*Specimen of tables giving a statistical exhibit of the school system of the principal cities in the United States*—Continued.

II.—GENERAL SCHOOL STATISTICS.

Number.	City and State.	EVENING SCHOOLS.							CORPORATE SCHOOLS.							CITY NORMAL SCHOOLS.							GRAND TOTAL.						
		No. of schools.	Teachers.			Scholars.			No. of schools.	Teachers.			Scholars.			No. of schools.	Teachers.			Scholars.			No. of schools of every kind.	Teachers.			Scholars.		
			Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	
1	New York, N. Y	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,077	...	...	
2	Philadelphia, Pa	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	432	432	...	80	1,435	1,515	41,069	40,214	
3	Brooklyn, N. Y	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4	St. Louis, Mo	12	...	...	43	...	...	2,134	...	...	...	...	...	...	...	1	...	...	4	...	104	104	...	...	...	...	...	...	
5	Chicago, Ill	8	...	...	...	...	...	3,303	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
6	Boston, Mass	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
7	Cincinnati, Ohio	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	2	...	...	32	...	...	...	...	...	...	
8	New Orleans, La	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
9	San Francisco, Cal	3	...	...	18	...	...	758	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
10	Buffalo, N. Y	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
11	Cleveland, Ohio	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	14	148	162	...	...	
12	Pittsburg, Pa	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	127	...	...	
13	Detroit, Mich	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
14	Milwaukee, Wis	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
15	Providence, R. I	6	...	...	...	1,407	524	1,931	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
16	Rochester, N. Y	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	

TABLE XXI.—*Specimen of tables giving a statistical exhibit of the school system of the principal cities in the United States*—Continued.

III.—SCHOOL FINANCES.

Number.	City and State.	Income.						Expenditure.						
								Current expenses.			Incidental expenses.			
		Balance on hand from last year.	Amount received from general State fund.	Amount received from city or county.	By taxation.	From other sources.	Total.	Teachers' wages.	Fuel, &c.	Total.	Sites, buildings, repairs.	Libraries and apparatus.	Total.	Total.
1	New York, N. Y							$1,527,675 00						
2	Philadelphia, Pa							734,725 48					$439,093 65	$1,173,819 13
3	Brooklyn, N. Y													
4	St. Louis, Mo	$36,014 73	$36,706 45		$410,771 57	$469,953 83	$917,431 85	207,972 80	$7,702 96	$215,675 76	$181,890 78	*$397,566 54		938,815 90
5	Chicago, Ill							425,000 00	35,000 00	595,410 89	667,000 00		794,500 00	1,389,910 89
6	Boston, Mass													
7	Cincinnati, Ohio						740,328 07							680,011 37
8	New Orleans, La													381,417 56
9	San Francisco, Cal									325,915 18				400,842 22
10	Buffalo, N. Y													
11	Cleveland, Ohio						187,042 95							187,042 95
12	Pittsburg, Pa													135,116 88
13	Detroit, Mich													
14	Milwaukee, Wis													84,931 50
15	Providence, R. I													
16	Rochester, N. Y						80,673 75							79,878 43

* Other expenses.

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