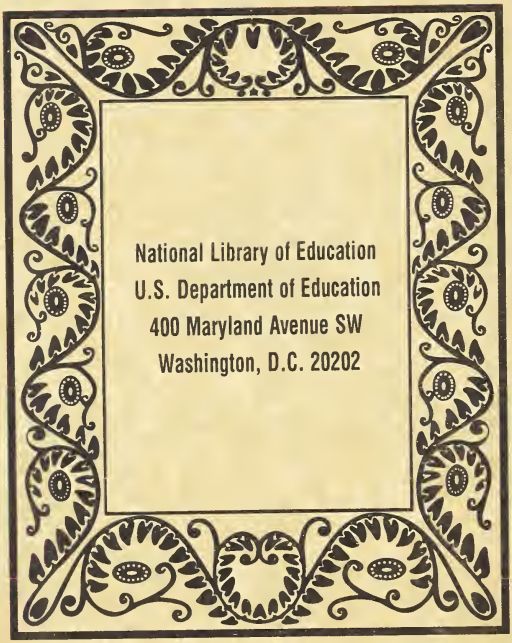
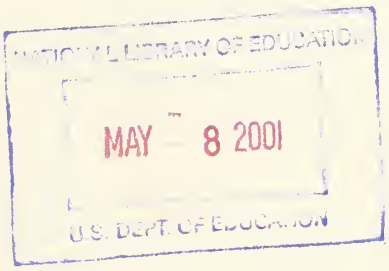

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42d Congress, 2d Session. } HOUSE OF REPRESENTATIVES. { Ex. Doc. 1. Part 5.

REPORT

OF THE

SECRETARY OF THE INTERIOR;

BEING PART OF

THE MESSAGE AND DOCUMENTS

COMMUNICATED TO THE

TWO HOUSES OF CONGRESS

AT THE

BEGINNING OF THE SECOND SESSION OF THE FORTY-SECOND CONGRESS.

VOLUME II.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1872.

FORTY-SECOND CONGRESS, SECOND SESSION.

CONGRESS OF THE UNITED STATES,

In the House of Representatives, May 24, 1872.

The following resolution, originating in the House on the 7th instant, has this day been concurred in by the Senate:

Resolved by the House of Representatives, (the Senate concurring,) That there be printed twenty thousand copies of the second volume of the Report of the Secretary of the Interior, containing the Report of the Commissioner of Education, five thousand copies of which shall be for the use of the Senate, ten thousand for the use of the House of Representatives, and five thousand for the use of the Bureau of Education.

Attest:

EWD. McPHERSON, *Clerk.*

REPORT

OF

THE COMMISSIONER OF EDUCATION.

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REPORT.

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,
November 15, 1871.

SIR: I have the honor to submit my second annual report. The law regulating my duties requires the collecting of "such statistics and facts as shall show the condition and progress of education in the several States and Territories, and the diffusing of 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 report, if made in strict accordance with these requirements, would contain a full, accurate, and complete account of the yearly progress of the American people in all matters directly and remotely pertaining to education—would be, in effect, a record of the nation's growth in intelligence and virtue.

METHOD OF COLLECTING MATERIAL FOR THE REPORT.

To make even an approximate statement of the progress resulting from so many and various instrumentalities, necessitates a system of inquiry which can only be prosecuted by the action of the General Government.

Our public-school systems and incorporated institutions of learning, under most diverse control, serve alike to illustrate and to perpetuate that larger liberty regulated by law, that self-poised individuality of persons and civil units which are highly prized as a distinguishing characteristic of the American people.

The furnishing of information by these State and city officials and by the officers of incorporated institutions of instruction is wholly voluntary, and, notwithstanding the perfect willingness which has been shown on their part, some time must elapse before they can become so familiar with the forms as to render the supplying of these educational statistics a matter of routine, while the field and scope of inquiries are steadily enlarging.

Thus, the report of last year, the first publication of its kind, could hardly be more than preparatory, and while the present report will be found fuller and more accurate in many of its statistical details, it must still be regarded as only tentative, and but partially illustrative of the purposes of the Bureau.

Last year, in making up the abstract of information in regard to the different States, the official reports of school-officers were used as the only source of information save in a few instances. This year a large amount of valuable information is added from other sources considered authentic. The preparation of this material required, as moderately estimated, the reduction of about 15,000 octavo pages to the first 350 pages of the Appendix of this report. As indicating the want of uniformity of plan on which the various State and local reports are made, a schedule has been prepared and will be found in the accompanying

papers, and is in itself a curiosity to the student of educational literature. It has been the purpose in this abstract to seize the most valuable features of all these reports, and gather them for the benefit of the whole country. The information sought from this office in regard to school legislation in the different States, it has been impossible to give fully in this report without occupying too much space. To meet these special demands a careful synopsis of all the respective school-statutes is in the course of preparation. As far, however, as this information appears in the respective reports from which the abstracts are taken, it is included.

USE OF SUCH A REPORT.

The grouping of these facts, collected as well as may be for the entire country, gives the patriotic student and statesman an opportunity to place aright in the scale of progress each section or locality. It makes possible those most valuable suggestions which come from the diverse conditions of various communities under one Government, and trusting to the same aspirations and efforts for future success.

UNIVERSAL EDUCATION ESSENTIAL TO THE REPUBLIC.

As a nation, from the first, the American people have appealed to the judgment of mankind. We believe our institutions founded in the interest of human nature, and susceptible of clear and satisfactory vindication to right human reason. We propose to offer to the world the best illustration of human government, promoting with equal care the welfare of every citizen. But, plainly, we can neither know nor be assured that we have the best without a knowledge of the condition of other peoples. Our civilization, following its own mode of Americanizing everything that becomes a part of itself—population, ideas, institutions—welcomes all comers.

Education, the great process of assimilation, evidently should receive more attention than any other function of our civil life. It should be conducted more intelligently. Our dangers, present or remote, should be kept fully and accurately in view.

Moreover, our society is of such a nature, the establishment of permanent caste is so impossible, the interchange, the flow and reflow of individuals through all stations, from the highest to the lowest, so constant and easy, that the conduct and character of any one man, woman, or child can in no sense become safely a matter of indifference to the other members of society. The moment of neglect is the opportunity of vice and crime. And the extent of neglect is the measure of the peril from these sources, and the index of the reduced productiveness of industry and of the losses of capital. Moreover, it should be remembered that this power of the individual, as a part of the whole, to affect the general welfare, arises not merely from his relation as a member of society; he has here an additional function of direct action as a part of the governing power. He is a voter, a witness, a juryman; he may be a judge, a legislator, or executive. His character is, therefore, of consequence, not merely from its silent and general influence, but especially as actually constituting a part of the government, with a possibility of being called to the duties of office in town, city, county, or state, in every civil unit in which he is embraced. If the individuals who are idle, ignorant, vicious, criminal, increase so as to constitute the majority,

the declared object and form of our government, so far as that unit is concerned, is perverted or destroyed, be it the civil unit of the town, city, state, or nation. We have multiplied illustrations of the possibility of this perversion of the excellence of republican institutions, in the small civil units. The great body of our people have a most abiding faith, however, in the impossibility of this perversion of the entire nation, and cite justly, with emphasis, the experience which brought the nation into existence, and has preserved it through the late most unparalleled struggle for the Union.

IMPENDING DANGERS.

Looking at the beneficent results of universal education under any form of government, it would seem to command the approval of all fair-minded men. In view, then, of its imperative necessity in such a republic as ours, opposition to it from any quarter becomes well-nigh unaccountable. Yet every generation of adults, in every part of the country, in reference to the education of *all* the children in their midst, has, so far, in some form, to some extent, doubted, hesitated, presented difficulties, or shown hostility. Every generation of adults needs to be thoroughly indoctrinated with the sentiment of universal education, and familiarized with the management of school systems, as much as the children of each generation require the thorough and careful training of the school-room.

The late appalling struggle in our nation was not more sharply marked by geographical lines, than were the conditions out of which it arose characterized by broad demarkations indicating very closely the differences in systems and methods of education in the different sections. The statesman, whose confidence in the perpetuity of our institutions arises from the general intelligence and virtue of the people, on finding more than one-sixth of the adult population utterly illiterate, is appalled in view of the dangers threatened. In tracing still further the condition of the country in this respect, he finds that three-fourths of this ignorance is sectional, and to be found in the South.

EDUCATION IN THE SOUTHERN STATES.

I would respectfully call attention to the carefully prepared abstracts of information from the Southern States, as they appear in the accompanying papers. They reveal a condition of facts calculated to awaken the most profound solicitude. No statement of them, however, can be so truthful and passionless as to pass unchallenged, so diverse are the views and so intense the feelings in regard to this subject. This diversity of feeling and action corresponds to the position of the different classes in the community.

It is clear that the final peace and harmony of these communities will require the satisfaction of the just demands of these various classes. They have clearly guaranteed to them the right to represent their condition, and, according to the forms of law, to seek its improvement. It is worse than useless to thrust these representations aside without consideration. The reasonable examination of these difficulties is the surest and speediest way to their removal.

The colored people, as a rule, seek with avidity a knowledge of letters. They instinctively associate ignorance, and the absence of opportunities to learn, with slavery, which has been abolished, and the privileges of

learning with the freedom now guaranteed to them. All considerate minds may fitly receive this eagerness for gaining a knowledge of letters, on their part, as the grand opportunity for their elevation, to be made the most of before these aspirations are checked.

Instead of this reasonable treatment of the facts, there appears in many cases, a most blind prejudice against any and all efforts to improve the condition of the colored people by education. In some instances, this prejudice takes on the most violent forms of action. The conditions of poverty, and other forms of trial which followed the war, need not be rehearsed. The wide-spread absence of experience in the benefits of universal education, in those sections where slavery prevailed, is well known and need not be repeated. In some instances, all the bitterness of a fratricidal war remains, while in other cases, men of eminence in the professions, and of the highest social position, accept, with a philosophy which we wish was universal, the new order of things that they find around them.*

Turning their backs upon the past, which is gone, they set their faces resolutely toward a better future. Rising above the social proscription around them, and whatever of remorseless poverty any of them may endure, they apprehend the necessity and the benefits of universal education. They deserve all honor and most cordial support.

Joined with them in the work of education, as a rule, are those who have settled in this section from the North. The charity of the North and of Europe, the great benefaction of Mr. Peabody, and, more than all, the action of the General Government through the Freedmen's Bureau, have set on foot the establishment of schools in accordance with the ideas of universal education.†

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* J. L. M. Curry, LL. D., of Richmond College, Virginia, expressed the following views concerning education in the South, before the National Baptist Educational Convention, at Brooklyn, in April, 1870: "Prior to the war no general system of common schools existed in all the States. Alabama had a system gradually perfecting and growing into completeness. Various towns and cities had free schools in more or less successful operation. Academies and colleges for boys and girls were abundant and of a high order. Every State, except Texas, Arkansas, and Florida, had what was called a university, well equipped, well patronized, and tolerably endowed. Some opposition unquestionably existed to State systems as interfering with parental control, as molding all the youth after a prescribed model, and as interfering with the full development of human personality." "The war," the speaker said. "suspended all the institutions of learning, and when we emerged and regained consciousness, it was to discover the dissected members of our extinguished civilization floating hither and thither without direction. A reconstruction of our material, mental, and moral interests became necessary. Schools and colleges were opened. More enthusiasm in the cause of education exists now at the South than ever before. In this awakened sense of the necessity of a high and universal education both races are included. The colored people, as citizens and wards of the nation, need to be qualified for their exalted responsibilities. Especially do they need trained and educated teachers of their own race. If practicable a degraded race should be elevated and delivered by their own class, as the patronage of the superior has a tendency to degrade character."

† I have endeavored to obtain an accurate statement of the expenditures from these sources in behalf of education in the South, and hope to make it tolerably complete, but as yet I have only the following data:

By the American Missionary Association, as reported by W. E. Whiting, esq., treasurer for missions and schools, for a period of ten years, from October 1, 1861, $1,663,756 99. By the Freedmen's Bureau, as reported by General O. O. Howard, Commissioner, from May 20, 1865, to the present time, in cash, $3,711,235 04; in other things than cash, $1,551,276 22; total, $5,262, 511 26. By the General Assembly of the Presbyterian Church, during five years, ending May 1, 1871, $220,704. By the Freedmen's Aid Society at Cincinnati, before this society was merged in the American Missionary Association, Levi Coffin general agent, $134,340 53, besides a large amount not in cash In the District of Columbia, $36,000 are reported as expended by the Baptist denomination. I shall be greatly obliged for official information as to the amounts expended by other associations for the same object.

In reply to a letter to General O. O. Howard, asking for statistics in reference to the

How severe the struggle, how hard pressed are the friends of education in this section, will appear from the accompanying papers. Without experience in the management of free public-school systems, without reports and publications from other localities, almost destitute of any literature upon free-school management and instruction, the present workers in the cause of education naturally appeal for aid to the General Government.

Were the communities they represent within the limits of the States in which free common-school systems are well established and efficient, the solution of their difficulty would be easy, and yet might be considerably delayed, as it was in the struggle for the establishment of free schools in some parts of Pennsylvania and Southern Illinois. But separated as they are from the great educational sections of the country by State lines and differences, many minds find insurmountable obstacles in extending to them any efficient aid. Are not the evils indicated by this state of things too immediate and far-reaching, too full of fatal threatenings to the existence of the liberties of the whole people, to warrant me or any other in obstructing a reasonable solution of the question by any exactions of our own?

NATIONAL AID.

Holding fast to all constitutional obligations and guarantees, respecting the privileges of localities and individuals and the cherished traditions in regard to our institutions, can we not afford to trample under foot all the minor dissensions of those who are agreed upon the necessity of universal education to the welfare of the individual, the municipality, and the nation; and by a generous forgetfulness of differences of sentiment between the sections, should we not, in the form of a national aid calculated to render successful the efforts of the friends of education scattered throughout those sections, inspire and guide in a friendly way the establishment of schools and school systems that shall yield the fruit so essential to the good order, peace, and prosperity alike of the community and of the whole country?

The more familiar I become with the facts in the case, and all the feelings associated with them, the more clearly I see, in some simple action of this kind on the part of the General Government, the solution of the difficulties under which all honest minds are ready to acknowledge we now labor. The moral aid in the way of argument and information, calculated to sustain and disseminate educational sentiment, now within the province of this office to furnish, can be and should be greatly increased. But this plainly is not enough; something in the way of pecuniary co-operation is imperatively demanded.

TRADITIONAL POLICY OF THE GOVERNMENT.

From the days of the American Confederation, antedating the present form of government, until now, the use of the national domain in support of popular education, at the will of Congress, has been unques-

progress of education among the colored people, the General states that, as the appropriation for gathering such statistics was expended previous to July, 1870, no official reports have since been required from trustees or teachers of schools, and hence no statistics can be furnished. He adds, however, that the schools established in former years under the Freedmen's Bureau have considerably fallen off in numbers, but in some States the schools under municipal and State authorities have increased.

tioned.* Mr. Clay aided in the passage of a bill for the use of the receipts from land sales to a certain extent, for the special benefit of certain specified States. Last year, contemplating the necessity now under consideration, and wishing to avoid what to some would seem questionable legislation in the interest of certain localities or States, and in view of the efficiency which could be given to education by additional funds, I recommended the appropriation of the net proceeds of the sale of the public lands for educational purposes throughout the country.

From the reflections of the past year and further examination of the subject, and an acquaintance with the public sentiment† of the country upon this question, I again take the liberty of bringing this sectional necessity face to face with this net income of a million or a million and a half of dollars, from this source, for your examination and the consideration of the statesmen of the country. No interference with local rights is suggested. But the offer of pecuniary aid to the

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* I am greatly indebted to the Hon. Willis Drummond,

Statement showing the quantity of public lands granted to the several States of the Union, and of the acts of Congress grant

Names of the States and Territories in which public lands have been granted or reserved for educational purposes.	Acres estimated to have been granted in the States and reserved in the Territories for the support of common schools therein.	Dates of the acts of Congress by which granted or reserved	Acres granted or reserved for universities.
1	2	3	4
Ohio	704,488	March 3, 1803	69,120
Indiana	650,317	April 19, 1816	46,080
Illinois	985,066	April 18, 1818	46,080
Missouri	1,199,139	March 6, 1820	46,080
Alabama	902,774	March 2, 1819	46,080
Mississippi	837,584	March 3, 1803; May 19, 1852; Mar. 3, 1857.	46,080
Louisiana	786,044	April 21, 1806; February 15, 1843	46,080
Michigan	1,067,397	June 23, 1836	46,080
Arkansas	886,469	June 23, 1836	46,080
Florida	908,503	March 3, 1845	92,160
Iowa	905,144	March 3, 1845	46,080
Wisconsin	958,649	August 6, 1846	92,160
California	6,719,324	March 3, 1853	46,080
Minnesota	2,969,990	February 26, 1857	82,640
Oregon	3,329,706	February 14, 1859	46,080
Kansas	2,891,306	January 29, 1861	46,080
Nevada	3,985,428	March 21, 1864	46,080
Nebraska	2,702,044	April 19, 1864	46,080
Washington Territory	2,488,675	March 2, 1853	46,080
New Mexico Territory	4,309,368	September 9, 1850; July 22, 1854	46,080
Utah Territory	3,003,613	September 9, 1850	46,080
Dakota Territory	5,366,451	March 2, 1861	----------
Colorado Territory	3,715,535	February 28, 1861	----------
Montana Territory	5,112,035	May 26, 1864	----------
Arizona Territory	4,050,350	September 9, 1850; Feb'y 24, 1863	----------
Idaho Territory	3,068,231	March 3, 1863	----------
Wyoming Territory	3,480,281	July 25, 1868	----------
	67,983,922		1,119,440

Column No. 2 shows the number of acres estimated to be embraced in the grant of sections 16 to some of the States, and sections 16 and 36 to others, for school purposes, also the number of acres estimated to be embraced in sections 16 and 36, reserved for the same purposes, in the organized Territories, by acts of Congress, the dates of which are given in column No. 3.

Column No. 4 shows the number of acres granted to the States for university purposes, and reserved for the same purposes in the Territories of Washington, New Mexico, and Utah, by acts of Congress, the dates of which are given in column No. 5.

† The National Teachers' Association, at their recent meeting in St. Louis, passed the following resolution: "That this association will look with favor upon any plan giving pecuniary aid to the struggling educational system of the South that the General Government may deem judicious."

amount of ten or fifteen thousand dollars for each congressional district, on condition that a certain amount shall be raised by local means, and free common schools be opened for the benefit of all, conducted according to approved methods by the people themselves, would constitute a motive which would stimulate the friends of education in those communities, so as to render well-nigh universal the sentiment in favor of such schools. In this way, by a similar offer of aid, Massachusetts, Pennsylvania, and Illinois have succeeded, without any undue interference with sentiments of municipalities, in establishing schools in reluctant counties and towns. The wise and successful use of the Peabody fund in the South presents a variety of facts, illustrating and enforcing the propriety of this method of aid. How inexplicable must be the Southern feeling that would not speak kindly of a Peabody or a Sears!

Should the General Government extend this assistance, and thus in

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Commissioner of the General Land Office, for the following

reserved in the several Territories by acts of Congress, for educational purposes, with the dates ing or reserving the same.

Dates of the acts of Congress by which granted or reserved.	Acres granted for agricultural and mechanic colleges.	Dates of the acts of Congress by which granted.	Total acres granted or reserved.
5	6	7	8
April 21, 1793; March 3, 1803			773, 608
April 19, 1816; March 26, 1804			696, 397
March 26, 1804; April 18, 1816			1, 031, 146
February 17, 1818; March 6, 1820	330, 000	July 2, 1862	1, 575, 219
April 20, 1818; March 2, 1819			948, 854
March 3, 1803; February 20, 1819			883, 664
April 21, 1806; Mar. 3, 1811; Mar. 3, 1827			832, 124
June 23, 1836	240, 000	July 2, 1862	1, 353, 477
June 23, 1836			932, 540
March 3, 1845			1, 009, 663
March 3, 1845	240, 000	July 2, 1862	1, 191, 224
August 6, 1846	240, 000	Same	1, 220, 809
March 3, 1853	150, 000	Same	6, 915, 404
Mar. 2, 1861; Feb'y 26, 1857; July 8, 1870	120, 000	Same	3, 172, 639
February 14, 1859; March 2, 1861	90, 000	Same	3, 465, 786
January 29, 1861	90, 000	Same	3, 027, 386
July 4, 1866	90, 000	July 2, 1862; July 4, 1866	4, 121, 503
April 19, 1864	90, 000	July 2, 1862; July 23, 1866	2, 838, 124
July 17, 1854; March 14, 1864			2, 534, 755
July 22, 1854			4, 355, 448
February 21, 1855			3, 049, 693
			5, 366, 451
			3, 715, 555
			5, 112, 035
			4, 050, 350
			3, 068, 231
			3, 480, 281
	1, 680, 000		70, 783, 361

Column No. 6 shows the number of acres granted for agricultural and mechanic colleges by acts of Congress, the dates of which are given in column No. 7, to such of the States as had sufficient public land within their limits, subject to sale at ordinary private entry at $1 25 per acre, being exclusive of the scrip provided to be issued to the other States of the Union, by the act of Congress of July 2, 1862, and supplemental acts, at the rate of 30,000 acres for each Senator and Representative in Congress, to which the States were respectively entitled by the apportionment under the census of 1860, as follows, viz: Vermont, 150,000 acres; Connecticut, 180,000; Rhode Island, 120,000; Kentucky, 330,000; Illinois, 480,000; New York, 990,000; Maine, 210,000; Pennsylvania, 780,000; New Jersey, 210,000; Massachusetts, 360,000; New Hampshire, 150,000; West Virginia, 150,000; Ohio, 630,000; Maryland, 210,000; Indiana, 390,000; Delaware, 90,000; Tennessee, 300,000; North Carolina, 270,000; Louisiana, 210,000; Virginia, 360,000; Georgia, 270,000; Texas, 180,000; Mississippi, 210,000; South Carolina, 180,000; Arkansas, 150,000; Alabama, 240,000; Florida, 90,000. Total number of acres represented by scrip, 7,830,000.

this kindly way aid in educating the children of the South, what reasonable father or mother could fail, however bitterly they may have previously felt, to begin to recognize this national and special endeavor to benefit them in their most vital interests?

DELAWARE.

In Delaware there is no State superintendent of instruction. The schools of Wilmington have made excellent progress under the management of an independent board of education. Those in New Castle are reported favorably, and are chiefly supported by an income derived from the rents of a thousand acres "common lands," which were set apart by William Penn for the perpetual benefit of the town. Schools in the remaining portions of the State, especially in the country districts, continue much the same; some are good; some very poor. No provision is yet made for the education of the colored people by the laws of the State. Whatever schools they have are the result of private effort. Several higher institutions in the State, among them the Delaware College, which was revived by the grant of lands for agricultural colleges in the United States, are reported in a prosperous condition.

The intelligent interest manifested in Wilmington, the advantage of efficient supervision there, and the aid to teachers of normal instruction and training extended throughout the State, would soon put a new aspect upon its educational affairs.

MARYLAND.

Maryland still has no State superintendent exclusively devoted to the supervision of schools, but adds to the labors of the principal of the normal school the task of making up an annual report for the State. The examiners exercise a limited supervision throughout the counties.

The schools of Baltimore report good progress. They afford instruction for the colored children, but the general system of the State makes no efficient provision for the education of this large class of her youth. Schools for their instruction are, outside of that city, dependent upon private effort.

VIRGINIA.

The free-school system which Virginia was about putting in operation at the time of the last report, has, in spite of all difficulties and all forms of opposition, made steady progress. The State superintendent, Hon. W. H. Ruffner, has shown great ability, skill, and zeal in the performance of his difficult task. During the first year the number of free schools established was about 3,000, with as many teachers, and about 130,000 pupils; besides these, about 27,500 pupils were in private schools. The cities of Norfolk, Petersburg, and Richmond are all cooperating heartily in sustaining free schools, the city of Norfolk having 16 teachers and 865 pupils; Petersburg had 2,760 pupils. In Richmond the growth and prosperity of the schools has been marked, there being 73 schools, with an average enrollment of 3,300 pupils. The institutions of the State were aided during the year to the extent of $25,000 from the Peabody fund.

The institution under General Armstrong, at Hampton, chiefly attended by colored people, is presenting opportunities for instruction in the industries, well worthy the study of all who are engaged in conducting schools for the practical training of the colored people.

WEST VIRGINIA*

has not suffered the destruction of the free-school system that was feared; but less activity is reported in teachers' institutes, and in the use of other instrumentalities upon which the vigor and growth of the system must depend. The schools at Wheeling and Parkersburg are making commendable progress.

NORTH CAROLINA

has lost ground educationally, the legislature, last winter, having removed the clerical force of the superintendent, and reduced his salary, thus leaving the office with little capacity for hopeful and vigorous action. The severe proscription of colored people in the State has greatly discouraged their efforts for themselves. The particularly bright spot is Wilmington, where the efforts of Miss Bradley have been recognized by the city, and her school accepted as a public school. The colored schools in that city have also been well attended and efficient.†

SOUTH CAROLINA.

Of the schools in South Carolina very little favorable can be said. The friends of education struggle against overwhelming odds.

In Charleston the schools were closed months before the usual time, for want of funds.

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* We have received valuable information in regard to this State from Geo. F. McLellan, esq.

† The following extracts are taken from the interesting address of Colonel A. M. Waddell, of Wilmington, North Carolina, recently delivered on the occasion of laying the corner-stone of the Tileston Normal School in that place. After congratulating the citizens of Wilmington on the great gift they had received by the establishment of the institution among them by a private individual—a lady of Boston, Massachusetts—the Colonel added: "It is at this time particularly desirable that private charity should be directed toward the establishment of schools, because the public-school system of the State, once so flourishing, now languishes under the common calamity which has fallen upon all classes and every interest of our people."

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"The charitable stranger who has given of her abundance the handsome sum with which this institution is to be built, is a resident of Boston; and if the memory of an occurrence which happened about one hundred years ago in this town of Wilmington was present to her when she executed her benevolent purpose, there would be a double interest attached to this occasion."

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"It is a suggestive fact that about a century ago the people of Wilmington chartered a vessel, loaded her with provisions at a cost of eight hundred pounds, and sent her to the relief of the sufferers of Boston. Would that all the intercourse between the two cities might ever consist in the mutual interchange of charity in thought, word, and deed; that the only emissaries to us from her might be the messengers of love, and thus our only debt to her the sentiment of good will.

"There is no surer instrumentality by which that desirable consummation can be reached than the cultivation of a spirit of justice by each.

"The resolutions of the people of Wilmington in 1774 declared 'that the cause of Boston was the cause of all.' May the spirit of Boston in 1774 continue to manifest itself as it does here to-day, and ever be ready to re-echo the sentiment of the gallant American sailor who went to the rescue of his Anglo-Saxon cousins at the battle of the Peiho with the exclamation, 'Blood is thicker than water.' With such a spirit animating the people of all parts of our country, the perpetuity of our free institutions will be secured; without it they cannot exist."

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"There will always be a floating population; but as long as human nature remains as it is, that much-abused thing called patriotism will exist under any and all circumstances in every land, civilized or uncivilized, barbarous or free. It is of spontaneous growth, but its highest development is attained only by proper culture. It is, there-

GEORGIA.

In Georgia the State superintendent has been active in pushing the organization of the school system, and has received the support of the wisest educators of the State. Local officers have been generally provided. But now many fear all that has been gained will be lost by adverse legislation. In Savannah, Columbus, and other points, there have been excellent white schools. The colored people have hardly been permitted to do what they would for themselves freely.

FLORIDA.

The State system in Florida has made little or no progress, notwithstanding the ability and utmost endeavors of the newly appointed superintendent. St. Augustine, under the stimulus of the aid rendered by the Peabody fund, has shown a disposition to adopt a system of free public schools.*

KENTUCKY.

Kentucky is very far from establishing a sufficiently efficient system of schools for the education of the whites, and apparently refuses to recognize the desirableness or necessity of the education of the colored children. The late able superintendent made an earnest plea in their behalf, but the most that appears likely to be done, is setting apart the taxes collected from the colored people for school purposes for the education of their children. The schools of Louisville are taking a very good position.

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fore, the duty of those to whom is intrusted the education of the youth of a country, to foster and encourage among them a love for that country—not to emasculate them of so high and noble a sentiment by vain twaddle about 'the brotherhood of man,' and all that kind of true but meaningless phrases—but to instill into them that true idea of patriotism which teaches them to cling with supreme devotion to the particular land of their birth."

The Colonel used the following forcible illustration of the benefits of popular education: "The result of the late Franco-Prussian war is not difficult to understand when we remember that Prussia has long had the best educational system in the world, and that it is a maxim with them that 'what you would have appear in the life of a nation you must put into its schools.'"

In speaking of the status of the public-school system in North Carolina previous to the late war, the Colonel stated that in the nineteen or twenty years during which the common-school system had been in operation in the State, (established in 1840,) "the colleges had increased in number from 2 to 16, the academies from 140 to 350, the primary schools from 632 to 3,500, and the number of scholars from 20,000 to 150,000, or two-thirds of the white children in the State between the ages of five and twenty-one. I find further that the productive school fund had increased to more than $2,000,000, exclusive of swamp lands, and was yearly increasing, and that it was larger than the school fund of Massachusetts by $500,000; larger than the school fund of New Jersey by three times that amount, ($1,500,000;) larger than that of Georgia—the Empire State of the South, as she was called—by $1,600,000; larger than that of Virginia by $600,000; and much larger than the school fund of Maine, or New Hampshire, or Maryland."

"These are facts of which we had a right to be proud, and the recollection of them, though it sharpens our regret at the present state of our educational interests, ought to stimulate us to renewed efforts in their behalf. Causes, which it is unprofitable to discuss, have reduced our means of educating our youth, but an enlightened people will always be ready to appropriate the larger portion of the public revenue to that purpose."

* From a report by Hon. Charles Beecher, State superintendent, but recently received, we learn that there are in the State 66,045 children between the ages of 4 and 21, of whom only 12,032 are enrolled in the public schools, leaving 54,013 never registered. There were in 39 districts (each county being a district) 322 schools, which were taught, on an average, 4.6 months.

TENNESSEE.

Tennessee during the year has been considerably agitated upon the subject of general education. The legislature, dissatisfied with the destruction of the system of free schools which had been previously inaugurated, made repeated efforts to revise satisfactorily the laws which prevailed up to 1860.

Acknowledging the need of a central head to the system, and yet unwilling to meet adequately the demands for such an officer, they created an office of superintendent of public instruction, and thrust its duties upon the already overburdened State treasurer.

The effort to organize by counties resulted in some action in 23 out of the 94 counties of the State. In several instances the need of county supervision of schools has been recognized by the election of a superintendent.

The State treasury has been too much embarrassed to disburse any large amount of money for school purposes.

Many prominent men in the State are earnestly preparing for more vigorous action, asking the legislature to provide for the appointment and payment of a State superintendent, and for a fuller discharge of the State obligations in aid of general education, though with little chance of success. The colored people are most emphatic in the statement of the difficulties encountered by them in their efforts to educate their children.

ALABAMA.

Alabama, notwithstanding all the activity of her State superintendent, has, on account of lack of funds, suffered from the closing of schools prematurely in different portions of the State. The State tax is far from being adequate to the support of an efficient system, and few localities levy a special tax upon themselves.

The schools in Mobile, in spite of great difficulties, are making progress. The "Swayne" school at Montgomery, and the "Emerson" institute at Mobile, and other like institutions in the State, are doing good service for the colored people of the State, but they complain in many of the counties of great difficulty or of the impossibility of securing any school privileges.

MISSISSIPPI.

This office was notified by the State superintendent of the forwarding of a report somewhat in detail of the progress of education in the State of Mississippi, but it failed to arrive in time for insertion. He has put forth the most arduous and unremitting efforts for the success of the system of free schools, which have won the favor of many of the ablest men of the State. The opposition sometimes arising from indifference or lack of information, or a willingness to see the experiment carried on by others while taking no responsibility for it, has in other instances been violent, and not satisfied with using legal interposition to embarrass its progress and success, has taken on the form of direct assault, resorting to the whipping of teachers and burning of school-houses. It is believed, however, there have been not less than three thousand schools in operation.

LOUISIANA.

In Louisiana, the energy and zeal of the superintendent and those co-operating with him in labors for universal education are meeting with increased success, though there is hardly less opposition than formerly in the country parishes of the State. Some seven hundred

schools, it is believed, are in operation outside of New Orleans. That city has been specially embarrassed in the conduct of its schools, on account of the lack of funds.* The able city superintendent, under the direction of the board of education, has with rare skill guided the educational work of the city successfully forward in spite of threatening evils.

The State University, under President Boyd, is steadily gaining in excellence of scholarship and training, and the confidence of the public.

Straight University and other well-conducted private institutions for the benefit of the colored people of the city of New Orleans are attended by large numbers of students.

TEXAS.

Texas, the darkest field, educationally, in the United States, at the close of the last report, has passed an act to organize and maintain a system of public free schools for the State, which was approved April 24, 1871. May 9, a State superintendent was appointed.

How hard was the struggle for the introduction of the system, how violently it is opposed by its enemies, and warmly and strongly sustained by its friends, will appear in the accompanying papers. The governor, we are assured, is giving every aid in his power toward its success, recognizing the fact that education must underlie every permament improvement in the State, whether material, social, or civil. In addition to the hostile sentiment against free schools, Texas encounters, to a greater extent than most States, the difficulties arising from sparseness of population.

ARKANSAS.†

Arkansas, though in some respects leading the majority of the States in which slavery has recently been abolished, in its manifestations of educational activity, has suffered from the reduction of the tax for school purposes, and has yet to make prolonged, energetic, and well-directed efforts before the final triumph of universal education in the State.

MISSOURI.

In Missouri the system of free schools has passed beyond the period of special peril. One county in the southern portion of the State was, up to a late date, reported without a single school sustained under the State system, and the prejudice against the education of colored children in that quarter is reported most unyielding in its opposition. The establishment of State normal schools and the progress of the State University, are particularly encouraging. Perhaps no city with so many elements opposed to progress has advanced so rapidly in educational development within the past few years as St. Louis.

The vacancy created in the office of State superintendent of public instruction by the death of the Hon. Ira Divoll, so widely and favorably known as an educator, has been filled by the appointment of Hon. John

* The board of school directors of the city of New Orleans asked the city council to levy a tax for $350,000, and they declined to do so, and were sustained by the courts, as there is no provision for it in the State revenue law. They look to the coming session of the legislature for the necessary provisions with which to maintain the public schools of the city.

† General Albert W. Bishop, of Little Rock, informs us that the town of Fayetteville, Washington County, has been selected as the site of the State Agricultural College. The county gave $100,000 and the town $30,000, in bonds, to secure its location. The State gave an additional appropriation of $50,000 for its benefit. The college is to have a normal department, and is to open on the fourth Monday of January, 1872.

Monteith, who is zealously pressing the various instrumentalities of education toward higher success.

The Missouri School of Mines,* at Rolla, on the Atlantic and Pacific Railroad, one hundred and thirteen miles from St. Louis, was formally opened on the 23d of November with 20 students.

STATES ON THE PACIFIC SLOPE.†

The wild rush to the Pacific slope for gold has ceased, but a more abiding and no less earnest interest centers in all that pertains to that part of our country, territorially in itself an outlying empire. My recent visit afforded me special opportunities for an acquaintance with the facts in respect to the condition of education there. With an area of 365,704 square miles, it is nearly six times as large as all New England. Though traveling about 3,000 miles in passing within these limits, I could hardly secure more than an outline, a bird's-eye view, of a country presenting within its borders such varieties of climate and soil, such diversities of population. No brief general description can fully give the facts, and a statement of the exceptions cannot be undertaken.

CALIFORNIA.‡

California, with an area of 188,891 square miles and a population of 560,247, has already accomplished much and has done many things well, in the work of education, though much still remains to be done. The abstract of information in regard to this State has the merit of being prepared up to date, by Mrs. S. B. Cooper, a well-known writer, resident in San Francisco, who received every aid in her work from the State superintendent and other school officers.

The year has been marked by the erection of valuable school-houses in some of the leading points in the State, as in San Bernardino, Yreka, and Oakland. The high-school house at the latter place is a model of taste, convenience, and economy.

The State owes a debt that will never be paid to those who early undertook the educational work, especially to Hon. John Swett, for the adaptation of the school law to the diverse and peculiar necessities of its people. Its provisions are not optional with the communities, but mandatory. It requires the levying of certain taxes and their appropriation for specific educational purposes. It requires the election of certain officers, and of them the performance of specified duties. If there is a failure to carry out these provisions in any particular in any community, a few friends of popular intelligence may take the question to the courts and enforce the law. The result is the establishment and maintenance of schools in counties the most sparsely populated, and where the people

* The opening of this institution was an occasion of much congratulation among the educators of the State. Addresses were delivered by Daniel Reed, LL. D., President of the State University and director of the school, Professor C. P. Williams, and Hon. John Monteith, State superintendent of public schools.

The building is placed on the site of old Fort Wyman, and its cost will amount to about $75,000, which were given by the people of the county, together with $60,000 for its operation. In 1861 the site of Rolla was an unbroken forest; now it contains 3,000 people. The county possesses great mineral deposits, among which are over sixty varieties of iron ore.

† I am indebted to Rev. John Kimball, of San Francisco, for special aid in gathering information in regard to the Pacific coast.

‡ A recent letter from Hon. J. W. North, of Riverside, San Bernardino County, California, states that a rapid and salutary change in regard to educational matters is taking place in Southern California. In San Bernardino a fine, large brick building has been erected for a public graded school. At Riverside a fine school-house has been erected; Professor Payne, formerly principal of the high school at Columbus, Ohio, is to have charge of the school. A square of land has been set apart in the town for school purposes.

are largely of a descent and antecedents from which indifference or hostility to universal education may generally be expected. Even in the most backward counties there has been progress. Teachers, school officers, and others, have sought for better results, while in the centers of population the schools come into the closest competition with the best in any of the older portions of the country.

The statute provides for an exact system of supervision over the whole State, and subordinate supervision for counties and cities. This has been the source of infusing life into all parts of the system. A small fraction of the school tax, set apart in every district, constitutes a fund for library purposes, and has multiplied these sources of intelligence in communities where otherwise there would have been almost an entire dearth of reading for the young. The library feature of the school law in California has been a success.

The present State superintendent has wisely refrained from interfering with the excellencies of the law, and the communities have the increased advantage from the non-interruption of its effect.

A State normal school has been located at San José, for which a new building has been erected. The State University, located at Oakland, is already doing an excellent work. Its preparatory department is full and prosperous, and, together with the high schools, academies, and institutions for secondary instruction elsewhere in the State, assures at an early day the preparation of a large number of young persons who will undertake and complete the highest courses of instruction provided.

In the busy life of new communities, where speculation is rife, superior education has often had to struggle for recognition and success; but the University of California has some problems presented, for its immediate solution, of the most practical and vital importance to the people of the State, and calculated to bring it at once into the most intimate popular relations. It has received the advantage of the national grant in aid of instruction in agriculture and the mechanic arts, and when the funds from this source are available, will have the means of organizing these departments.

The agriculture and horticulture of the State differ very widely from those pursuits in the older and Eastern States, and make special demands upon science to meet the new conditions and solve them successfully. Irrigation in many parts—a system which requires broad and intelligent treatment—must supply the moisture elsewhere furnished by abundant rains.

In addition, the differences of climate, both general and local, and the consequent effects upon stock-raising, resulting often disastrously to those who come from the older States, make an urgent demand upon the State for the general diffusion of scientific knowledge upon facts so vital to the prosperity of so many of its citizens.

So far, in the matter of irrigation and husbandry generally, all has gone, as it happened, according to the intelligence or whim of the individual farmer, acting without scientific knowledge, and wholly without reference to the general welfare. The university, leading the men of science, can well demand of the State ample aid in making observations upon the soil, climate, fruits, and stock, the bearings of mountains, and direction of river-courses, and the fitness of the different localities for the several industries, until the facts are sufficiently in hand and a philosophical solution is reached, thus preventing many of the evils resulting from ignorance or monopolies. The same is true of mining.

Science would thus illustrate its friendship for man, and superior education vindicate its demands upon public attention by a practical demonstration of its usefulness.

The State schools, in charge of Professor Wilkinson, for the benefit of the blind and the deaf and dumb, in which both classes are accommodated in the same building, would be an honor to the oldest community.

The schools of San Francisco, however they may have suffered from the ebb and flow of public interest, constitute a system of many excellencies that has in itself the means of correcting mistakes and of increasing its efficiency as the public may demand. Among its officers and teachers there are some who have no superiors. The cosmopolitan schools, in which German and French are taught, are worthy of careful study by all city officers who have presented to them the solution of the question of teaching other languages than the English in the free schools. Mr. Henry Bolander, the principal of one of these schools, has just been elected State superintendent.*

The free public schools of the city furnish for all its citizens who are anxious to preserve the young from the evils and temptations of city vagabondism, the grand medium by which their efforts may be made successful.

EDUCATION OF THE CHINESE.

Education on the Pacific coast has an additional interest from the fact that here our civilization stands face to face with that of China, Japan, and the other countries of the Orient. Here the Chinese have already come in large numbers, chiefly men—women coming only of the lowest character, and never as wives. Yet, Chinese children in San Francisco are numbered by the hundred; but neither there nor elsewhere in the State does the system of public instruction make any provision for them. So far as that is concerned they are outcasts; they are prohibited the opportunity of gaining intelligence and virtue. There has been, however, occasionally, instruction at public expense; but the schools for this class are almost entirely the result of Christian charity. The Chinese children are, to some extent, educated under their own teachers, according to the manner of their native land.† Prejudice, interest, reason, and Christian principles are in great confusion in regard to the question of the method of treating these new-

* Hon. Mr. Widber is superintendent, and Hon. John Swett deputy superintendent, of the city schools.

† By the courtesy of Nathaniel T. Allen, esq., of West Newton, Massachusetts, this Bureau has been supplied with the following statement of facts in regard to education in China, obtained by him through the late Hon. Anson Burlingame, and at an interview with the Chinese embassadors whom he met in Berlin.

They stated that in China there is no system of public schools, all education being acquired and instruction imparted in private schools at the expense of parents. If a parent is wealthy he will have a private teacher in his own house. Where the parent is not able to do this alone, several families combine to employ a teacher. A single teacher may thus have, in some cases, two hundred pupils under his care and instruction. There are no laws obliging parents to educate their children, but those who have the means generally do so. The proportion who are uneducated is not known, although this must be large, as many are too poor to educate their children. The examinations for advancement to different grades, with a view to employment by the government, are very severe, especially the first three, at thirteen, fifteen, and seventeen years of age; but out of 1,000 applicants, only 12, upon an average, pass the grades and become government officials or mandarins. The child of the poorest parent may obtain the highest post, only a few classes being ineligible. The daughters of the wealthy, if trained at all, are educated at their own homes. Their education is meager in amount. The moral philosophy of Confucius is rigidly taught. According to a communication from a correspondent of the New York Observer, at the examination for the degree of Tsin-ze, or graduated scholars this year, the number of successful candidates was limited by an imperial decree to 326. The number of students who entered their names for examination was 8,210. The first named on the list of successful candidates was Li Lwanchee, of Chihli province, and his name was published over the empire, as that of the senior wrangler of his university is in England.

comers. Their industry is wanted, but in many respects their presence is abhorred. Certain points, however, seem plain; they should not be allowed to violate the police or sanitary laws, the rules and regulations necessary to social purity, civil peace and order, common cleanliness and health. Now, even while the prejudices are strong against them, they have been allowed to congregate on streets and in alleys, to concentrate in large numbers in restricted quarters, and, by the large rents paid, make encroachments into portions of the city once settled by the best people; and there, in the very heart of this thriving city, as if in the midst of paganism, gather every condition of individual and public disease, immorality, vice, and crime. In the creation of these sources of vice, crime, and misery are the evils of the presence of the Chinamen, and not in any industry or honesty or skill in business that they may bring. Yet, they are more likely to be insulted, attacked, and injured in the pursuit of an honest livelihood than to be molested in the establishment and maintenance of these slums for the destruction of themselves and the American youth of the city. If the community would rid itself, as it plainly has a right to do, of these evils which are so manifest, there would be less ground for anxiety in the direction where complaints are loudest.

Unfortunately, proscription in the State, in the matter of education, has been carried out rigorously against the children of Indians, and often against the blacks. The schools for the Indians are exclusively under the control of the General Government. Many of these pioneer communities have yet to learn that they cannot afford to allow any one, however alien to their own race, to grow up in ignorance. A similar proscription extends throughout Oregon and Nevada.

In California the popular sentiment in favor of education is strong and active. The diversity of elements in their midst, and the dangers they threaten, have forced upon many minds a conviction of the necessity of universal education to public security. The question of enacting laws for compulsory education by the State has been widely agitated and vigorously maintained.

OREGON.

In Oregon,* however, the educational sentiment is far less active and vigorous. This State, with 95,274 square miles, larger than all New England by one-half, has a population of 90,923, and a school population of 34,000.

This State, especially fortunate in the feature of the school law which requires a school-tax to be levied in every county, is unfortunate in many other respects. The executive of the State, in addition to his other onerous duties, is made by the constitution, superintendent of public instruction. The governor, assisted by the secretary of state, is, nevertheless, giving to this vital interest his special attention, the need of which is freely confessed by many of the best citizens of the State. So far separated from the other States of the Union, the educators of Oregon have received comparatively little aid in their difficult task from their coadjutors in the other portions of the country.†

*The Commissioner wishes hereby to acknowledge the special obligations under which he was placed during his recent visit by the marked courtesies of Governor Grover and Hon. Mr. Chadwick, secretary of state, who furnished him every facility for prosecuting his researches.

†A recent address, by J. A. Waymire, on free schools for Oregon, and the frequent newspaper communications of the Rev. George H. Atkinson, D. D., are useful in forming and awakening educational sentiment.

Among a people rich in lands, the children are growing up with opportunities for education which are entirely inadequate to their needs, and there is danger to the State unless speedy action is taken. The sentiment in favor of attending school, of study, of the use of means for improvement, is not strong enough; it is too easy for the young to grow up in ignorance, and to become occupied with frivolities and vices.

The schools need to be at once made free from the tuition fees by which they are so often embarrassed outside of Portland and Salem. A local tax should be levied for every county, in addition to the State tax. There should be a well-qualified and competent State superintendent, whose efforts should be exclusively devoted to the preparation and presentation of arguments fitted to arouse public attention to this vast and fundamental interest; to catch, too, the attention of the young, and stimulate their aspirations, and to scatter throughout the State the information needed in regard to the building of school-houses, organizing districts, management of schools, qualification of teachers, and the best means for their success in instruction and discipline.

So far the wealth of the State has been little affected by the cultivation of science and skilled industry. The interesting and peculiar mineral resources have had no systematic, scientific investigation. However, a single citizen—the Rev. Thomas Condon, of Dalles—on his own responsibility and by his own researches, has attracted the attention of the world by collecting a museum unsurpassed in some particulars.

Every feature of culture, from the lowest to the highest, has the most ample room and scope in this State. Properly encouraged, and fostered by a vigorous system of public instruction, the addition to the wealth and prosperity of the State thus secured would be incalculable.

NEVADA.

Nevada, notwithstanding her sparseness of population, is making steady progress in promoting general education. Vigorous supervision gives life to the whole system, and adequate provision for the elementary education of all the children is proposed, except for such as are "unpopularly complexioned." Salaries of teachers are decreasing. A high school has been established in Virginia City, the only one, it is believed, in the State.

The State depends upon California for the normal training of teachers and for the education of the deaf and dumb. The number of school-children is reported at 3,952. Of these, 2,988 are enrolled in the schools.

EDUCATION IN THE TERRITORIES.

After a careful examination of all the sources of information last year, the population of the District of Columbia and the Territories was put down at 700,000; the number of Indians more or less directly cared for by the General Government in the several States was found to be 100,000, making a total of over 800,000. For all this population the National Government is as directly and intimately responsible in all particulars as are the several State governments for their own citizens. No element of this responsibility more completely underlies all others than education. It determines both the capacity for sentiment and action.

In the early history of the Government a lively appreciation of this responsibility was shown. Few acts stand out more conspicuously in the annals of those times than the ordinances which determined the character of the civilization of the northwestern territory. Moreover,

the early settlers were chiefly from those portions of the Union most advanced, and they were likely to be the most enterprising of the section from which they came. Foreign interference, possible or actual, in reference to boundaries, perhaps quickened public attention. Of this nothing now exists to excite apprehension or put the country upon its guard. The Territories are securely our own. Open, indeed, to immigration from all the world, portions of them are as fully controlled by the higher elements of our civilization as any part of the country, while in others foreign immigration is much greater than formerly, and in some, the mass of the population, as in New Mexico and Utah, are of foreign birth or parentage; thus presenting reason for anxiety that there should exist from the first all those institutions, especially common schools, upon which, in a peculiar sense, we must depend for the formation of a character fully in harmony with the sentiments and practices which elsewhere prevail, and which are the glory of our land.

It is not enough that the form of the institutions of liberty is recognized in the statutes and governments of these Territories. Those instrumentalities calculated to inspire a love of freedom and an understanding and appreciation of its objects, customs, and laws, should be active, universal, and efficient. Of this, in the practice of the last twenty years, there has been no assurance. In that period such has been the failure to infuse universally into our territorial possessions those instrumentalities, that ignorance has actually largely increased in New Mexico, and Mormonism has made for itself a home in Utah.

NEW MEXICO.

It should be remembered, and cannot be too often repeated, that in 1856, on the question of the adoption of a law for the establishment of schools in the Territory of New Mexico, the vote stood 37 for and 5,016 against it.*

It should be remembered that this is a Territory which, according to the census of 1870, has a population of 93,874, of whom 86,254 are of foreign—Spanish or Mexican—descent, and consequently do not speak the English language.

The secretary of the Territory, in a communication of recent date, says: "There are four or five schools under the supervision of the Roman Catholic Church, and two under the auspices of the Presbyterian board of missions. The attendance is very small, and *there is not a public school in the Territory.*" A simple statement of this fact ought to be sufficient to make the cheek of any honest American mantle with shame.

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*Rev. J. A. Truchard, of the Roman Catholic Church, in an address delivered on the 31st of August last at St. Michael's College, Santa Fé, says:

"There has been no governor who has not adorned his messages with a flowery encomium on education; no candidate for delegate to Congress who has not given to education a prominent plank in his political platform. The legislative body enacted laws on education, and not unfrequently have we read in the newspapers of this Territory what they have published on so important a subject.

"And what result has been obtained so far? What advancement? What progress has been made in the education of youth in New Mexico? I am sorry to say, ladies and gentlemen, so far nothing, or next to nothing, has been obtained. Much has been said on schools, but little done. In order to prove this, I need only lay before you the deplorable state of the schools throughout this Territory. I except Santa Fé, Taos, Mora, Las Vegas, and other towns which have colleges and convents founded by Rt. Rev. Bishop Lamy and the clergy of the diocese."

After affirming that indifference is the chief cause of the failure of the schools, he proceeds to say: "The second cause of this deplorable evil is the want of resources,

UTAH.

In Utah, with a population of 86,786, there are 30,702 of foreign birth, and 51,807, both of whose parents were foreigners; so that there now appear to be 21,105, who, although not foreign-born, are growing up under influences derived from those not born on our soil. Of the whole population, 25,333 are of school age. The territorial superintendent observes that the present territorial school system has been supervised and sustained without a dollar or an acre of land from the General Government. There is great complaint from the antipolygamists in the Territory that the teaching of Mormon tenets is made more prominent in the schools than instruction in letters or science.

COLORADO.

Colorado, with a total population of 39,864, and a school population between five and twenty-one of 8,593, reports an enrollment in the public schools of 5,345. The total expenditures for school purposes are reported as $98,105. These figures contrast favorably with those of some other Territories.

NEED OF TERRITORIAL SCHOOL SUPERINTENDENTS.

Does not a just consideration of the vast interests involved in these Territories, present and prospective, require, on the part of the General Government, at least an intimate knowledge of the facts, and that the moral support of the national sentiment should be extended to them? There can be no question raised as to the responsibility of the Government. The laws of Congress are the basis of their organization; the officers are appointed by the President, and held responsible to him.

A systematic report of facts with regard to education certainly is the least that could be expected, and would, of itself, be of great value.

I am, however, decidedly of the opinion that it would be altogether for the interest of the Territories and the country if a new office—that of

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the poverty which reigns throughout this unhappy country, but a poverty such as had never existed in past times. Money has disappeared, and no work does the day-laborer find. How can he afford to send his children to school when he can barely give them their daily bread? How can he pay the teacher, buy books, and so forth, when he has not wherewith to clothe them? And how many poor widows, how many parents, are thus situated! Many among them desire to give their families the education needed, but cannot, for want of means, in a country like New Mexico, where there exist no educational funds, either from the Territory or from the Government of the United States.

"It is true that Congress has donated for that purpose some lands in every village or precinct; but these lands have either not been surveyed, or are not tillable, thus remaining entirely useless for the intended object. Thus matters stand in New Mexico: on the one hand, schools that are good for nothing; and, on the other, a total impossibility of establishing and supporting better ones."

The following, among other resolutions, was adopted at a mass meeting of the citizens of New Mexico, held at Santa Fé, in November, 1870:

"That the peculiar situation of New Mexico, and the conditions under which she was acquired by the United States, are such that it seems but just that the people should receive aid from the General Government for the purpose of establishing public schools. The majority of the inhabitants are of foreign descent—people born under and accustomed to the institutions of a foreign government. They speak a foreign language, and are not familiar with our customs or our laws; they have had no advantages which would enable them to be otherwise; and it would be at once magnanimous, no more than just, and an act of prudence on the part of the Government, to aid in educating a people who are soon to have a voice in the management of our national affairs."

superintendent of public instruction for each Territory—were created, the appointment to be made by the President, and payment provided for as in the case of other territorial officers, who should devote himself exclusively to the work of disseminating ideas upon educational subjects, the instruction of teachers, and aiding in the establishment of schools under such laws as the Territories may adopt, and who should be required to make an annual report of his work and the condition of education to the governor of the Territory and to the General Government. Nor can it be doubted that to extend pecuniary aid, in justifiable circumstances, would be a wise measure of statesmanship. Such adequate attention to the establishment and management of schools in the Territories would afford additional means and assurance of success in the education of the Indians within their limits.

DISTRICT OF COLUMBIA.*

The citizens of this District frequently call attention to the fact that they have never received the aid to public education which has been granted by the General Government to the citizens of the respective States. In their recent endeavors to establish a free-school system they have been greatly embarrassed by circumstances resulting from the war. It has been for them very much like beginning anew. Besides the special demand for the provisions of education for the colored children in the District, a very large population of those formerly slaves has centered here from the surrounding States, who have added to the necessity for an increased number of schools, although furnishing little capital upon which a tax can be levied for their support. It will be noticed that out of sixteen cities in the United States the city of Washington has a much larger percentage of pupils taught in rented buildings than any other, and that of twelve cities reported it pays the highest tax on the dollar for school purposes. These facts, taken in connection with the aid extended to education, particularly in the new States, by Congress, evidently justify the strong conviction entertained among the residents of the District that strict justice on the part of the General Government in meting out favors to all citizens of the country alike, warrants them in asking for a special grant of aid in support of their schools.

We are indebted to Charles King, esq., for aid in collecting facts in regard to the schools for colored children, and to J. Ormond Wilson, esq., the efficient superintendent of the schools for white children, for information in reference to them, as well as for statistics which he has to some extent grouped together concerning the entire District. The ease with which this could be done in a volume under the present form of government, and the value of such a report to the officers of the District and to Congress, are apparent. The lack of system and unification in the educational work in the District of Columbia, to which attention was called in my last report, is more and more recognized by thoughtful educators, and there is a growing disposition manifested to put the school work on a better basis. This would, undoubtedly, by largely increasing the attendance, facilitate the development of a high school, and the establishment of special schools, which are so greatly needed. The Seaton school-house, a commodious building with many improvements in respect to internal arrangement, has been dedicated during the year with interesting ceremonies.

* During the year ending September 30, 1871, 11,462 persons were arrested in this District; of this number 4,427 could neither read or write.

Special efforts have been made to dispense with corporal punishment in the schools of Washington, as far as this could be done without impairing discipline. The superintendent, Mr. Wilson, says this resulted in a reduction of the number of cases per month more than 100 per cent. for four months, when the publication of a bill which had been introduced in the board of aldermen, declaring it to be unlawful to inflict punishment upon the person of any pupil, was followed by exhibitions of disobedience and defiance of authority to such an extent as to increase the number of cases of corporal punishment from 32 to 97 per month. The bill was defeated and the number was again reduced.

The same effect was produced by the publication of this proposed law upon the colored schools. The superintendent, Mr. Newton, says that a spirit of insubordination and defiance broke forth, indicating the disaster that would have followed the enactment of the law.

T. C. Grey, esq., has furnished me very full statistics in regard to private schools in this District. He gives a record of 122 schools, having 5,477 pupils, reporting an average attendance of 5,287. The attendance in 73 schools is reported as increasing, and in 20 schools as decreasing, while 27 remain stationary.

EDUCATION OF THE INDIANS.

The extent to which the statements in regard to Indian education in the last report were demanded and used, has prompted me to continue the collection and dissemination of facts with regard to the subject. Among the accompanying papers will be found a *resumé* of progress in Indian education.

The increase in the number of Indian schools for the year is about 150, and the increase of attendance amounts to several thousand.

After a careful examination of the reports by Indian officers, teachers, agents, and others at work in their interest, it appears that their testimony for twenty years is unanimous as to the desire of the Indians for education, and of the men for instruction in the various industries.

The suggestions in the last report might be fitly renewed. Men are manifestly needed for this work, not only of uprightness of character, but of the highest degree of qualifications as teachers. Much of the failure from the efforts made in the past may be undoubtedly assigned to mistakes in theory and methods.

The education that attempts to do this work for the child, fully occupied as he is with the activities of sense, by the presentation of subjects in a purely abstract form, fails of its end, because it fails to secure the attention of the child. To obviate this difficulty the methods of nature have been observed and "object lessons" invented. The first essential step in teaching is to secure the attention of the learner, this holds good as well in the case of the adult as of the child. Mentally, in all that relates to the teaching of civilization, the Indian is but a child, and if taught at all, it must be by the same processes which are found successful with children.

The methods of education must come to the Indian where he is, and be adapted to him as he is, and take him by natural steps through the courses of instruction that he is capable of receiving. He is thoroughly sensuous; abstraction is obnoxious to him. He is accustomed to roaming; confinement he dislikes. The Indian school, whether for young or old, should begin by appeals to the mind through the senses.

It is gratifying to observe that, here and there, as in the case of Agent

Clarke among the Chippewas, and of Superintendent Meacham in Oregon, this idea has been caught and partially carried out in the preparation of charts and other objects to represent to the eye the subjects to be taught. The great interest involved in this direction would suggest a considerate and ample appropriation for the supply of proper aids of instruction in the Indian schools, under the auspices of the Government, such as charts, maps, and apparatus of suitable kinds. A unique "panoramic apparatus" furnished this office deserves special mention on account of its adaptation for such a use.

Persons engaged in this work are generally inclined to recommend a separation of the children from their parents. This, in cases where the parents are utterly degraded and resist the salutary influences of instruction upon the children, may have its advantages. There are undoubtedly instances in which it is altogether best that the children should be entirely removed from all the home influences of savage life; but, on the other hand, where the instructions communicated to the children, and other associated influences, can produce some corresponding elevation on the part of parents, the children, on closing their school attendance, may be considered less likely to retrograde. Indeed, the more all the natural associations of the child—paternal, filial, and social—are favorable, the more sure are his attainments. The boys cannot be made virtuous and intelligent while the girls are neglected, and *vice versa*.

The demand for secondary and superior instruction among the Indians has been chiefly met by a transfer to the schools of the States. There have been illustrious cases of success in these efforts; but are they, or can they be, adequate to the demand? Manifestly a successful elevation of the Indian requires that a larger proportion should receive higher instruction and training. This can only be done within their own limits. There, too, it could be better adapted to the characteristics of the tribes which are to be instructed. True, the number coming forward for this higher training will be few in any one locality; but could there not be, in a comprehensive view of the whole field of Indian education, a place selected and a sufficient number of interests grouped to warrant the establishing of such a training school? Suggestions of this character have already been made in connection with the Indian Territory, and could, with the aid of the Government, be readily carried out. Evidently it should embrace not simply instruction in letters, but in the industries; not only teachers of schools could be taught, but instruction should be given in farming, stock-raising, forestry, gardening, harness-making, house-building, tailoring, dress-making, &c.; and in a few years the Indian men and women thus taught would be scattered abroad and would disseminate the benefit of their instruction, not only doing the good which must be the result from their work directly, but illustrating before their tribes what the red man is able to do for himself, thus arousing and definitely directing by their example the aspiration of others.

The success which has attended the various efforts to locate the Indian population upon reservations presents gratifying results. The facts, in spite of exceptional cases, are calculated to convince the most skeptical of the soundness of the policy of peace and honesty. Those who have observed the progress of races from barbarism to civilization, easily mark some of the distinctive steps. These, of course, may be modified by the climate, soil, and peculiarities of their location. The more southern sections occupied by our Indians have not a few resemblances to the region which was the early home of the human race.

Farming, after the style of our Middle and New England States, is hardly possible there. Stock-raising and the culture of the orange and the vine are easy and more profitable. It is not difficult to picture the Indian in those regions passing through the same steps as oriental nations to a higher civilization. He leaves war, hunting, fishing, and takes on the habits of pastoral and agricultural life only by degrees, until, divested of the tastes, ideas, and associations of the war-path and nomadic life, he comes to live his own life in his own well-kept house with his own children, caring for his own stock on his own well-tilled farm.

Facts in the history of the Indians in Western New York and among the Chippewas and Stockbridges, as well as the Cherokees,* Choctaws, Creeks, Chickasaws, the Nez Percés, and the Indians at the Fort Simcoe reservation abundantly warrant these expectations. The dissemination of facts of this character is especially demanded to correct the sentiment so hostile to the Indians by the whites in their immediate vicinity. The sooner and the more completely the sentiment of those living in the neighborhood of the Indians shall become friendly and directed to their elevation instead of their degradation, the sooner will the present wise policy of the Government toward the Indians be successful. The school systems of the States in which there is a considerable population of Indians, as Oregon, California, Nevada, Minnesota, and Wisconsin, could be instrumental in solving this difficult problem, by including and enforcing the education of Indian children.

NATIONAL SCHOOLS OF SCIENCE.

The recent grant of land by Congress in aid of superior instruction, intended to be specially promotive of science in its application to agriculture and the mechanic arts, the great industries of the country, yet not excluding classical learning, has given a new and important impulse to education, resulting in the establishment of what may be termed national schools of science, either on an independent basis or associated with older colleges and universities.

The field is new to Americans, and the methods adopted here must be measurably experimental and tentative in the absence of the experience of the Old World. The gentlemen responsible for their management seek the most accurate and full information in regard to the objects aimed at and methods adopted by their fellow-laborers.

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* Hon. S. S. Stephens, superintendent of public schools, says that for more than twenty-five years the nation has been laboring to establish a system that shall give its children a good mental culture, but that the character of the education is yet superficial, and fails to teach a large portion of the children. For this condition of the schools the United States Government is considered censurable, it being the public right and duty to fit their children to become good citizens.

The superintendent urges the council to amend the school law so as to compel parents to send their children to school; to establish a system of graded schools, or at least three—one at Tahlequah, one at Gibson, and one at Weber's Falls; one to be employed for the higher, and the others for the primary department; to pass an act establishing the number of scholars to the teachers; to establish a normal school for teachers; to establish an orphan school.

A teachers' institute held in July was well attended and of great advantage to the teachers. The superintendent desires the passage of a law providing for a teachers' institute at the close of each school term.

It is the opinion of the superintendent that, unless speedy and effective action is taken, the present generation will be thrown on the world utterly unfit for the proper discharge of their duties as citizens. The number of schools was 60, viz, 57 Indian and 3 colored. The number of pupils enrolled was 2,249, viz, 1,132 males and 1,117 females with an average attendence of 1,297.

In view of the interests involved, I have, with your approval, committed the inquiries in regard to these establishments, and the statement of their experience, as bearing upon education, to a gentleman fitted in an eminent degree, by his acquaintance with scientific education both in Europe and America and by his position as professor in the Sheffield Scientific School at New Haven, to secure the hearty co-operation of his colleagues and to bring out the most satisfactory results for the benefit of the public. Attention is particularly invited to his able report.

From the table of national schools of applied science the following appears as the summary of statistics up to date:

Institutions receiving the Government aid.

Number of instructors in twenty-four reported	180
Number of students in twenty reported	1,950
Average number of students	97
Institutions having libraries	4
Volumes in all the libraries	16,500

Institutions of a similar character not receiving Government aid.

Number of instructors in the twenty-three reported	123
Number of students in the fifteen reported	1,353
Institutions having libraries	2
Volumes in the libraries	4,000
Aggregate number of instructors in all these institutions	303
Aggregate number of students	3,303
Aggregate number of libraries	6
Aggregate number of volumes in libraries	20,500

UNFORTUNATES.

The Ninth Census, under the classification of "Unfortunates" in the United States, gives a grand total of 98,434. These are divided into blind, 20,320; of whom 17,043 are native, and 3,277 foreign. Deaf and dumb, 16,205; native, 14,869; foreign, 1,336. Insane, 37,382; native, 26,161; foreign, 11,221. Idiotic, 24,527; native, 22,882; foreign, 1,645.

EDUCATION OF THE BLIND.

The treatment of this subject was intrusted to Dr. Samuel G. Howe, the eminent director of the Perkins Institute and Massachusetts Asylum for the Blind, Boston, Massachusetts, to whom the Commissioner is under special obligations for his kind supervision of the preparation of the valuable facts which relate to this unfortunate class, contained in the accompanying papers. The following is the summary of the statistics on the subject:

The census of 1870 gives the number of the blind in the United States as 20,320. Among these none are counted who ought not to be, while many partially blind are not included.

Of the 500 cases at the Perkins Institute the causes of blindness were as follows: congenital, 37.75 per cent.; disease, 47.09 per cent.; accidents, 15.16 per cent.

Of 1,102 persons admitted to this institution, 878 survive; whereas the life table of Massachusetts calls for 964, and that of England for about 979 survivors, showing that the power of the blind to resist destructive influences is 8.9 per cent. less than that of the population of Massachusetts.

The first public systematic efforts in the United States to secure to

the blind the advantages of common-school instruction were made in Boston, in 1829.

Thirty-one State legislatures have made special appropriations, either for the support of State institutions, or the support of the blind in institutions of other States.

Twenty special institutions are in operation, and six others in which the blind share the benefits with deaf-mutes.

The aggregate of the property of these institutions is about $3,000,000. They have received in all 6,476 pupils; their actual present number is 1,995.

EDUCATION OF DEAF-MUTES.

The able and enthusiastic president of the National Deaf-Mute College, E. M. Gallaudet, Ph. D., LL. D., who so successfully treated this subject in the last report, prepared the article which will be found among the accompanying papers.

The following summary shows the present condition of this class of institutions:

Whole number of institutions	38
Number of different States in which located	30
Number of instructors in thirty-five of these	242
Income of twenty-two for year last reported	$1,300,319 82
Expenditures of twenty-four for year last reported	$1,235,419 01
Number of males in thirty-one institutions in 1871	2,001
Number of females in thirty-two institutions in 1871	1,538
Total in thirty-three institutions in 1871	3,539
Number of pupils sent to States having institutions for mutes from States not having such institutions	131

EDUCATION OF IDIOTS.

Nine asylums for imbeciles or weak-minded youth are reported, with 659 inmates. They constitute a deeply interesting class of educational institutions, and offer many admonitory lessons bearing upon the rearing of the young.

"Idiots are more numerous among the children of the rich and of the poor than of the middling classes, who suffer neither from the enervation of riches nor the pinchings of poverty. The pupils come mainly from the actually poor. Many are of families that have been deteriorating physically, and are nearly run out. The stock has become vitiated by various causes, among which intemperance and physical excesses are prominent."

TEACHERS' INSTITUTES.

In reviewing the accompanying papers, it is gratifying to observe how widely and uniformly the teachers' institutes have been employed throughout the country for the improvement of teachers, and through them of the schools. Many of the ablest thinkers and educators have contributed to their success. For many teachers they are the only source of correct ideas in regard to methods of instruction, discipline and school management. They scatter the germs of the best thoughts upon education, and, by the general attendance of the citizens of the places where they are held, contribute greatly to improve the public mind and correct and elevate the educational sentiment. Too often the expenses of these institutes have to be met by voluntary contributions. Undoubtedly there should be careful legal provision in every State for an adequate system of teachers' institutes by a sufficient fund, to be under the proper control of the State, county, or city officers,

for the ample compensation of the best educators whose services can be procured in conducting them.

EXAMINATIONS FOR ADMISSION TO COLLEGES AND TO THE NAVAL AND MILITARY ACADEMIES.

As one means of ascertaining the thoroughness of elementary training in the schools of the country, I sought to give in my last report the results of the examinations for admission to the United States Military and Naval Academies for the past fifteen years.

The statistics from the Military Academy arrived in season to be included in that report. They showed that out of 1,459 candidates, 326 had been rejected; 41 for physical disability, 285 for literary incompetency, of whom 173 were deficient in writing, including orthography.

The appreciation of these suggestive facts, as indicated by numerous teachers, induced me to pursue the inquiry, extending it also to a number of colleges, with regard to the number of candidates accepted and rejected the past year. Some of the colleges keep no record of those rejected, and were thus unable to respond to my inquiries. The following schedule presents the results obtained:

Schedule of examinations for admission to the freshman class of the following six colleges (all that responded to inquiry) and the two United States academies.

No.	Name.	Total candidates.	Total accepted.	REJECTED.										
				Total.	For deficiency in—									
					Latin.	Greek.	Higher mathematics.	Arithmetic.	Grammar.	Geography.	History.	Reading.	Writing.	Spelling.
1	Amherst College	66	62	4	15	17	38	....	6	....	....	....	....	7
2	Bowdoin College	66	59	7	7	7	6	....	....	....	....	....	....	....
3	Columbia College	36	29	7	2	2	7	....	....	....	....	....	....	....
4	Brown University	66	61	5	4	1	.....	....	....	....	....	....	....	....
5	Hamilton College	48	45	3	....	2	1	....	....	....	....	....	....	....
6	Williams College	27	*20	1	....	1	.....	....	....	....	....	....	....	....
	Total reported, six colleges	309	276	27	28	30	52	....	6	....	....	....	....	7
	U. S. Military Academy	119	77	†42	....	....	.....	15	24	14	22	3	§10	....
	U. S. Naval Academy	97	71	‡26	....	....	.....	21	10	11	....	....	§15	....
	Total in the two U. S. academies	216	148	68	....	....	.....	36	34	25	22	3	25	....
	Total in the two U. S. academies and six colleges	525	424	95	28	30	52	36	40	25	22	3	25	7

* Six conditioned.
† Eleven rejected on account of physical disability.
‡ Three rejected on account of physical disability.
§ This includes orthography.

COLLEGES SHOULD REQUIRE A KNOWLEDGE OF ELEMENTARY ENGLISH STUDIES.

The entire absence of any uniform method of keeping suitable records among the different institutions renders it exceedingly difficult to secure satisfactory statistics. It will be observed that the failures reported from the Military and Naval Academies are still in elementary subjects, while the several colleges reported do not indicate uniformly any examination in the common English branches. I would earnestly

commend these facts to those in charge of our colleges, who can hardly desire that their future graduates shall not be well trained and thorough in the common English branches as well as in those subjects which are pursued under their own care; and would suggest for their consideration whether they cannot do much to aid teachers in elementary and secondary schools in securing the desired thoroughness in these branches by including in the examination of candidates for admission to their institutions an examination in the elementary studies. The law of supply and demand is applicable here as elsewhere. Have not these institutions an opportunity, by making this thoroughness in elementary English studies a requisite for admission, to be of great service to the community in raising the standard of secondary education throughout the country? If there is a sufficient demand for thoroughness in these subjects, the supply, beyond question, will be promptly furnished.

HAZING.

The barbarous practice of hazing has never been completely exorcised from American institutions of superior instruction. The growth of public opinion against it has been great during the last half century. Home and public influences have largely co-operated with the advancing sentiment of the officers of educational institutions.

Recent special manifestations of this relic of the dark ages, in some of the colleges, and in the Naval and Military Academies, have deservedly met the most vigorous treatment. The intolerable nature of these practices, which often violate the rules of common decency, and sometimes leave permanent bodily injuries, should be understood by the public and by parents, that they may be duly abhorred, and the day of their absolute banishment from all institutions be hastened.

By a late order of the Hon. W. W. Belknap, Secretary of War, a number of the cadets at West Point "are dismissed the service of the United States," and several others are furnished with furloughs, for "treating with violence and harassing other cadets." At the Naval Academy, also, several of the midshipmen have been found guilty of "coarse, cruel, and oppressive conduct" toward other members of the institution, and have had their names "dropped from the roll," in pursuance of an order from the Hon. George M. Robeson, Secretary of the Navy, who declares that "though mere youthful vivacity and mischief may be often overlooked, persistent blackguardism will not be tolerated.'

EDUCATION AND ORPHANAGE.

The results of our inquiries in regard to education and orphanage cannot be included in this report, but I hope yet to present a valuable summary of these facts.

There is a growing conviction that the great evils suffered by society can be largely reduced by seizing every instrumentality to render possible the instruction and virtuous training of every child. More and more it is apparent how largely the seeds of mature criminality are sown in childhood.

Mr. Mundella, M. P., in a recent address, after observing that he had sat for six months upon a royal commission examining into the details of vice in England, declared that "more than 25 per cent. of those poor wretches who barter the sanctity of woman for the wages of lust were under sixteen years of age." Society, unless constantly observant of its own conditions, may be unaware of the extent to which necessity operates in forcing, or seeming to force, individuals into courses of vice and

crime. Mr. Mundella again observes: "Evidence was placed before me of an indisputable character that there were 30,000 women and children working in the brick-yards, many of the latter but six or seven years old, carrying from morning till night lumps of clay equal actually to their own weight in the scales." My own observations and those reported to me by others give me a profound apprehension of the accumulation of these necessitous conditions in this country. It is gratifying to witness the extent to which private charity seeks to remove these evils by preventing them. But this interest is too vast to be trusted to the variable action of charity. All the property and all the people in any community are closely interwoven with it, and should by organized civil action make adequate and fit provision for the care of all dependent children.

PROGRESS TOWARD UNIVERSAL EDUCATION IN AMERICA.

The statistics of American ignorance are far from encouraging. There are, however, signs of progress toward universality of elementary education. The conviction of its desirableness, and even of its necessity in a republic, is steadily taking possession of thoughtful minds. The statement of the argument grows in completeness and fullness with the increased correctness of educational reports and statistics. The evils visited upon other lands, through public ignorance, and the perils threatening our own country from the same cause, have quickened and extended the desire for education throughout the country. There is an increasing demand for information on these subjects; the press is discussing them with greater frequency. In addition to the general provision of systems of education, whether old or new, there has been additional effort to bring their benefits within the reach of every child. Numerous expedients have been tried to accomplish this object. During the year, Michigan, Texas, and New Hampshire, seeking to reach this result, have enacted laws enforcing the education, in some manner, of every child of sound mind and body. The same proposition has been earnestly discussed and came well-nigh adoption in other States. In many instances legislation has attempted to approach the same result by separate and special enactments against vagabondism, against the employment of children in factories during certain ages, and against truancy.

TRUANCY LAW IN BOSTON.

Upon this last point no city in the country has had a longer experience, or more carefully observed its effects, than Boston. For some time the reports of Hon. J. D. Philbrick have constituted the chief authority on the subject in this country. He has recently reviewed its history in that city, and presented to the public the results of the experiment. The first act relating to this matter was passed in 1850; but it was not till two years later that truant officers were appointed. To remedy the defects which had been revealed in enforcing the system during a period of ten years, a supplementary act was passed in 1862, and subsequently other modifications were made, until about 1865 the truant law was so far perfected and extended that its administration had become not only efficient and humane, but was deemed an indispensable feature in public education in securing salutary control and instruction to many children who would otherwise be deprived of these blessings, and in rescuing many from dangerous exposure to evil and ruin. Since 1867 the truant

system, somewhat further modified, has continued in successful operation.*

NEGLECTED CHILDREN.

While the truant law has continued to be executed with increasing vigor and benefit, the act of 1866 concerning neglected children remained unadopted by the city council for four years, but was reported and passed in July, 1870.

By this act the cities and towns may make provisions and arrangements concerning children under sixteen, who by reason of the neglect, crime, drunkenness, or other vices of parents, or from orphanage are suffered to grow up without parental control and education, and exposed to idle and dissolute lives. The municipal authorities may, under this act, appoint suitable persons to make complaints of any violations of the ordinances and by-laws on this subject; and certain courts, specified in the act, may order children thus exposed and neglected to such institutions of instruction, or other place as may be assigned for the purpose. Provision is made for the return of the children to their parents when the causes that led to their neglect and exposure are removed. The class of children to whom this law applies is one not guilty of any offense; they are simply children suffering from *neglect*, in circumstances exposing them to ignorance and crime. The law is designed to

* The following table contains a summary of the statistical reports of the truant officers for ten years, ending September 30, 1871:

Years.	Whole number cases investigated during the quarter.	Number old truants previously reported.	Number new cases.	Number found to be truants.	Aggregate absences by truancy.	Before justices of the municipal court.						Before the judge of probate.				
						Number complained of as habitual truants.	Number on probation.	Number sentenced to the House of Reformation.	Number complained of as absentees.	Number on probation.	Number sentenced to the House of Reformation.	Number complained of for offense other than truancy.	Number on probation.	Number sentenced to the State Reform School.	Number sentenced to the School Ship.	Number sentenced to the Industrial School for Girls.
1861-'62 ..	4,250	.....	.....	.....	6,038	88	28	70	.....	.....	.....	35	2	14	15	2
1862-'63 ..	2,953	292	666	958	4,318	51	12	39	15	0	15	15	5	8	2	0
1863-'64 ..	4,332	329	900	1,229	7,225	118	32	86	78	9	69	27	1	8	15	3
1864-'65 ..	5,679	211	598	809	3,750	102	29	73	108	13	95	19	0	3	11	5
1865-'66 ..	5,604	107	479	586	2,707	55	20	35	57	12	45	33	1	6	24	2
1866-'67 ..	6,974	121	495	616	1,898	27	3	24	57	6	51	32	2	12	18	0
1867-'68 ..	9,913	133	602	735	2,987	113	24	89	95	9	86	17	0	5	11	1
1868-'69 ..	13,037	103	520	623	2,668	116	31	85	96	18	78	54	10	21	13	10
1869-'70 ..	14,339	104	522	626	2,427	104	39	65	96	15	81	11	3	3	2	3
1870-'71 ..	15,015	84	544	628	2,384	129	41	88	132	25	87	15	6	4	3	2

"The institution to which convicted truants and absentees are sent is the House for the Employment and Reformation of Juvenile Offenders, on Deer Island. This reformatory is under the direction and control of the board of directors for public institutions of the city of Boston, the board which has the charge of all the penal and charitable institutions maintained by the city. The whole number of inmates, May 1, 1871, was 307—38 girls and 269 boys—of whom something less than half were committed for truancy and absenteeism. The number committed during the last year for these causes was 79, while the number committed for other offenses, chiefly that of vagrancy, was 135. The girls constitute a separate school in a separate building; the boys, for the purpose of instruction, are classified in four schools.

"Of the reformatory success of the system pursued, the superintendent makes this important statement: 'In regard to the children, we have one fact to record, which is very encouraging. *It is very seldom that any of them ever return to this island.*' This we attribute, not only to the moral and religious influences exerted over them, but to the common-school training they receive."

come to their relief, not to punish or reform them, but to give them the nurture, care, and education of a home and a school. It is a beneficent provision, intended not for sinners but for the sinned against. It seems an incongruity, therefore, that this class of children should be placed in an institution having the character of a penal reformatory, however good it may be of its class.

LAW LIMITING AGE OF WORKING CHILDREN.

Another important measure adopted in many of the States as a step toward the assurance of universal education is the enactment of laws concerning the employment of children under a specified age. Complaint is made of the inefficiency of the execution of this law in Massachusetts. Its working in Connecticut is considered more satisfactory. The law of the latter State declares, in section 1, that *no* child under the age of fourteen *shall* be employed to labor * * * unless such child shall have attended some school at least three months each year, fixing the penalty for its violation at one hundred dollars. Section 2 makes it the duty of the State's attorney to make presentment before the grand jury of all such offenses. Section 3 authorizes the State board of education to take the necessary action for the enforcement of the act, and to employ an agent for the purpose. The State board, immediately on the passage of the act, gave notice of their purpose to enforce its requirements, and the energetic efforts of Secretary Northrup have been seconded by the manufacturers, many of whom have, in accordance with his suggestion, not only co-operated in enforcing the provisions of the act in behalf of minors, but caused notices to be put up in conspicuous places so as to meet the eye of all concerned, declaring that no children under fourteen years of age will be employed in their factories unless they have attended school as required by law. The proprietors of other establishments have also given notice that they are required to see that all persons in their employment under twenty-one years of age are able to read and write and familiar with the elements of arithmetic; stating that the public schools are open to all, and the evening schools, for all over fourteen, from October to April. The salutary effect of this action and sentiment is apparent.*

The practice of establishing evening schools as a part of the public system is also gaining favor. Numerous instances of beneficial results are reported. I cannot too strongly urge attention to these variations of the hours of instruction as a modification of the public system to the necessities of the laboring classes.

EDUCATION AND CRIME.

The teacher who would understand fully the benefit of an early and proper education of the young, must include in his observations the effects of its neglect. He must not only go to the workshop, the editorial room, the publishing house, and the University, but observe carefully the population gathered in reformatories and prisons. He will recall the axiom, that whatever exposes men to commit crime is a source of crime. In 1866 there were 17,000 persons reported in the prisons of the United States. Had the teacher questioned these as to the cause

* Under what is considered the less stringent and effective laws of Massachusetts, the board of education for Worcester have adopted a similar measure, and the manufacturers a similar method of giving notice of their liability to a fine of $50 for violation of the law, from which City Superintendent A. P. Marble reports favorable results

of their crime, a very large proportion would have pointed either to total ignorance or a neglect or perversion of education in their youth.

The statistics on this subject are very imperfectly kept. Prisons and reformatories in some parts of the country keep no record of the intelligence of the persons committed. In New England these statistics have, in some cases, received considerable attention. Esteeming them measurably accurate, I have secured the preparation of an article on the relations of education to crime in New England, from an able and scholarly writer and a careful observer. In presenting his views he gives, after a critical examination of the literature on the subject, the results of information obtained by personal visits and observation, and comes to the following conclusions:

I. At least 80 per cent. of the crime of New England is committed by those who have no education, or none sufficient to serve them a valuable purpose in life. In 1868, 28 per cent. of all the prisoners in the country were unable to read or write. From 3 to 7 per cent. of the population of the United States commit 30 per cent. of all our crime, and less than one-fifth of one per cent. is committed by those who are educated.

II. As in New England so throughout all the country, from 80 to 90 per cent. have never learned any trade or mastered any skilled labor; which leads to the conclusion that "education in labor bears the same ratio to freedom from crime as education in schools."*

III. Not far from 75 per cent. of New England crime is committed by persons of foreign extraction. Therefore 20 per cent. of the population furnishes 75 per cent. of the criminals. It is noticeable, however, that

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*OFFICE OF THE AMERICAN PRISON ASSOCIATION,
46 *Bible House, New York.*

MY DEAR SIR: Agreeably to your request, I re-state to you, in written form, what was stated in recent conversations with you.

1. Mr. Edwin Hill, of London, a candid and careful inquirer, who holds a high position in the government, says that his investigations on the subject of criminality have satisfied him that there are born every day in Great Britain from six to eight children who, from the circumstances of their birth and early surroundings in life, are virtually *compelled* to enter upon a career of crime.

2. I have lately received from Count Sollohut, of Russia, a letter giving the results of an experiment in prison discipline conducted by him in Moscow. For six years—that is, from its origin—he has been director of the House of Correction and Industry in that city. Within the period named, more than 2,000 criminals have passed through the establishment and been discharged from its custody, only nine of whom—less than half of one per cent.—have been returned to it for criminal acts. You will be curious to know how so extraordinary a result has been accomplished. The consul's letter explains it. Not only is every prisoner required to learn a trade, but he is permitted to choose the trade he will learn. So long as he continues an apprentice he is allowed no share in his earnings; but as soon as he has mastered his business a part of the income from what he produces, by no means inconsiderable, is his own, but is not given to him till the time of his liberation. Count Sollohut assures me that the intelligence and zeal of the apprentices in mastering their several trades are such that instances are not rare in which it is accomplished in two months! So potent a thing is hope, and the prospect of bettering their condition, even to criminals. The first general result of this system is, that fully nine-tenths of the prisoners in this jail master a trade so completely that on their discharge they are capable of taking the position of foreman in a shop; and the second is that there are scarcely any relapses; but, on the contrary, those who have been subjected to its discipline are, almost to a man, through the trades they learned in prison, earning and eating honest bread.

You will agree with me, my dear sir, that the second of the facts related above is as cheering and hopeful for fallen humanity as the first is deplorable and disheartening. If prison officers, by a wise application of energy, can accomplish such results as those recorded by Sollohut, surely society, by the use of a like wisdom and zeal, may so adjust its arrangements as to afford a substantial remedy to the state of things alleged by Mr. Hill to exist at this moment in England.

Very truly yours,

E. C. WINES, *LL. D.*

"the immigrant coming hither with education, either in schools or labor, does not betake himself to crime."

IV. From 80 to 90 per cent. of our criminals connect their courses of crime with intemperance.

V. In all juvenile reformatories 95 per cent. of the offenders come from idle, ignorant, vicious homes. Almost all children are truant from school at the time of their committal; and almost all are the children of ignorant parents. These children furnish the future inmates of our prisons; for "criminals are not made in some malign hour; they *grow*." In the face of these facts, what can be said but this: "Ignorance breeds crime; education is the remedy for the crime that imperils us."

For the purpose of reaching as accurately as possible the relation of education to crime, I have continued the inquiries in regard to the criminal population of the country, so far as gathered in reformatories and prisons. Changes in the forms of the inquiries, with a view to ascertain more specifically the relation of the neglect or misdirection of education to the evils of crime, as affecting not only the criminal but the descent of these effects from generation to generation, have rendered the answers more difficult, and consequently less full. It is to be hoped that the facts bearing upon these points may be more carefully observed and more fully reported in the future.*

Educators may well seriously inquire whether the tendency of the systems they are conducting are as thoroughly promotive of the practice of virtue as they ought to be and can be. Is not the standard of promotion, from the lowest class in the elementary to that of the grad-

* The following will illustrate the extent and minuteness with which statistics are gathered in other countries.

Illiteracy of criminals.

Country.	Reading.					Writing.				Arithmetic.				Grammar.			Number of prisoners examined.
	Well.	Tolerably well.	Poorly.	Only knew letters of the alphabet.	Entirely ignorant.	Well.	Tolerably well.	Poorly.	Entirely ignorant.	Well.	Knew the elements well.	Knew the elements tolerably well.	Entirely ignorant.	Good.	Middling.	Poor.	
Saxony	230	768	218	39	28	173	657	381	73	183	635	443	13	161	1,005	118	1,284
Würtemberg	....	....	....	....	1	....	....	....	19	....	....	....	....	....	.....	....	2,091

BAVARIA.—*Curious statistics.*

Provinces.	Number of churches to every 1,000 buildings.	Number of schoolhouses to every 1,000 buildings.	One schoolhouse to how many inhabitants.	Average of crimes to every 100,000 inhabitants.
Upper Bavaria	14.9	5.4	502	667
Lower Bavaria	10.1	4.5	508	870
Palatinate	3.9	10.8	230	425
Upper Palatinate	11.1	6.2	379	690
Upper Franconia	4.8	6.7	412	444
Middle Franconia	7.1	8.3	309	459
Lower Franconia	5.1	10.4	176	384
Swabia	14.6	8.1	435	609

uates from the highest professional school, limited too exclusively to intellectual attainments and not sufficiently inclusive of moral character, or that resultant of all the qualities expressed by the one word "conduct?" Are there not here suggested profound reasons for a revision of our ideas of education? If the demand in the schools and for promotion in the various spheres of life is for intellectual sharpness only, can we expect the young to value or to produce much else? Yet no one contemplating the means of promoting individual good or the public welfare can be satisfied with an education which so intensifies intellectual activity as to overlook the necessity for the training and direction of the moral nature.

Dr. Tayler Lewis remarks with great force:

Experience has abundantly shown that no amount of mere fact knowledge, or of scientific knowledge, in the restricted modern sense of the term, can give security that the man possessing it may not turn out a monster of crime and a deadly scourge to society. Of itself we mean, or in its direct effects, for as an aid to a higher position among men, and thus as furnishing a worldly motive to correct outward behavior, it might, undoubtedly, operate as a salutary check. The same may be said of the pursuit and acquisition of wealth, or of anything else that gives rise to a worldly prudence taking the place, for a time, of moral principle. When this, however, is not the case, or such an education gives less distinction by being more and more diffused, then, instead of a check, it may become a direct incentive to crime by creating increased facilities for its commission.

Evidence is constantly accumulating that the processes of the burglar, of the incendiary, of the counterfeiter, of the poisoner, of the railroad destroyer, of the prison-breaker, of the abortionist, &c., are actually making progress with the progress of crime. They are becoming arts, whether we rank them among the elegant or the useful.

There is reason to believe that before long books may be written upon them and that there may be such a thing as a felon's library.* The same may be maintained in respect to what may be called the more speculative knowledge. When wholly destitute, as it may be, of moral truth and moral intuitions, it may only wake up the dormant faculties of the soul for the discovery of evil and make them all the more acute for its perpetration.

THE CASE OF RULLOFF.

The case of Rulloff, lately executed for murder at Binghamton, New York, furnishes a notable example of this if our land did not abound with others, manifestly proving the same position, though in a less remarkable manner. Rulloff was a man of considerable science in the ordinary acceptation of the term, as denoting chiefly the merely physical branches of knowledge. But this was not his especial characteristic. He was fond of metaphysical studies. His classical knowledge and his classical reading were quite respectable. It is one of the strange features of his case that he was devoted to philology, a study of the more abstract or speculative kind, having little to do with the ordinary ways of life; while, on the other hand, it is suggestive of an elevated and an enlarged way of thinking connected with the history, origin, and destiny of the race. It is akin to psychological and metaphysical studies. It would seem, therefore, specially adapted to purify the mind or to elevate it to a contemplative sphere alien to gross selfishness, and especially removed from the vile offenses, and, at last, the hideous crimes for which his life was distinguished.

Of Rulloff, however, it may be said that he was early educated to evil. In his younger life, as reported by himself, there are no traces of any moral or religious instruction. He had an ardent love of knowledge, with nothing to give it any elevating direction, or any thought of a higher life than that presented by the world of the senses. This was his all, and to this he made everything subservient. Nor was he left alone to feel the effects of this mere negative or godless influence. He seems to have early drunk in that low, earthly, materializing philosophy whose peculiar characteristics consist in discarding all moral intuitions, all ideas, and all knowledge that does not have its origin, its exercise, its termination, and its fruit in this world of sense. We see this in his talk with the physicians who were sent to visit him in his cell, and who so ably performed their difficult duty. Drs. Gray and Vanderpool

*As if to show Dr. Lewis a true prophet, a telegram of November 2 states that the police, in breaking up an organized band of house-breakers, near Chillicothe, Ohio, found among other articles a number of books for the instruction of novices in the art of burglary.

have been censured in some of our newspapers as having given to Rulloff too much credit for his show of philosophy. The fault, however, was in the system, not in his exhibition of it. They said that he uttered mere "platitudes." That may be true; yet still the answers he so promptly made presented, perhaps, as good a view as could be given of this soulless philosophy. In the books of its advocates it shows itself in all its pretentiousness of diction; its affectation of philosophic profundity is most imposing. It stands out fresh and fair, full and round, but what a shrunken and withered appearance does it present as it issues from the condemned murderer's cell! It is, however, essentially the same under both aspects. Its emptiness becomes evident because seen in the midst of such ghastly surroundings. Hollow, indeed, does it sound as coming to us from such a place. This polite bowing away of all spiritual truth as belonging to "an ideal theology;" this bland patronizing relegation of God and moral ideas to the sphere of the unknowable, as though it would reverently save them from the familiarity of ordinary minds—all this seems very grand and profound, as it appears in the books of the school, or is repeated by the lecturer and the newspaper correspondent, but how it shocks us, as something far worse than any empty "platitudes," when we hear it from one on his way to the gallows or to meet that doom for which this philosophy of sense and matter had no small share in preparing him. Instead of being a mere smatterer, Rulloff had thoroughly studied this system. He had not only familiarized himself with its peculiar language, but mastered its ideas to an extent which is fully shown in the evil tendency it gave to his abandoned life. Hence it is that he can talk of the "unknowable" as fluently as the philosophers themselves. Their influence upon him is most manifest. These writings were his *vade mecum*. His estimate of things comes wholly from them. It is not merely this exiling of the idea of God to an unknown scale which has nothing to do with human action, but the utterly low and debased view it has led him to form of man himself as a creature wholly of sense and limited to a sense existence. What was human life on such an estimate, whether his own, or that of others, or even of the whole species? Man viewed simply as an animal, what were his "rights" that he should respect them? Everything moral and religious shut out, there was no restraint of conscience, none of reason, none even that could be referred to that deceptive thing which is sometimes denoted "an enlightened self-interest;" for everything which, in other connections, might be supposed to enter into this term, and really entitle it to the highest epithet, is cut off by that low view of humanity which inevitably comes from such a system of thinking. In some writings of his own in my possession, and especially in a letter received a short time before his execution, there are glimpses of better thoughts. In some of his philological speculations he seems to hold that man differs from the animal in having the thought of the future, or of an infinite existence which he is ever "becoming," to use his own phrase. He does not, however, speak of it as a higher spiritual life, and it seems to have had no influence upon his moral character. Had he received the idea in its practical power, instead of a mere shadowy speculation, it might have saved him. Had it been made the basis of his education from the start, it might have changed the whole tenor of his life. Rulloff was, in short, a specimen of that awful thing, an animal with a reason, yet remaining an animal still. It was an enslaved reason, not supreme as it is when connected with the higher ideas of morals and religion, or the reason of God, but wholly subordinate, and with all its sharp intelligence as clearly manifested in his case, in groveling subjection to the gross animal appetites. No wild beast that roams the forest is so hideous and so dangerous as this; nothing that we know in man so strongly suggests the conception of the demoniac nature. It may well make us shudder when we think how many more of the same kind, perhaps, are now in training through a similar course of education, or that system which, not content with neglecting, openly proscribes all religion, and all morals grounded on religion, as wholly alien to the earliest culture of the human soul.

In connection with these opinions of Professor Lewis, another distinguished educator's testimony to the practical importance of the moral element in intellectual training is in point. The position, experience, and labors of President McCosh, of the College of New Jersey, have given him peculiar opportunities for judging its practical value. In his address at the one hundred and twenty-fourth commencement at Princeton, speaking of the system of examination for political appointments in Great Britain, while admitting "that the system is not absolutely perfect," he claims that those appointed by that method "must, from the very fact that they stand such a scrutiny, be possessed of good abilities;" that "in order to acquire the necessary attainments they must be be possessed of industry and application;" and that no one "who has spent his youth in idleness or vice can succeed at such an

examination, which secures that the person appointed is usually of good moral character."

Thus, not only does deep and thorough moral training, on the one hand, tend to correct the abnormalities of men like Ruloff, but, on the other, it sharpens and renders effective for individual and public good the application of the intellectual faculties.

The teachers of the country will be interested in observing the result of the International Congress on the subject of the prevention and repression of crime proposed by the National Prison Congress, held in Cincinnati, an account of which is contained in my last report. The able philanthropist, Rev. E. C. Wines, LL.D., probably the best informed on this subject of any one in the world, on bringing the subject to the attention of the President and of Congress, was gratified by the unanimous passage of a resolution by Congress authorizing the appointment of a commissioner for the presentation to an international congress of the further consideration of these subjects. The President promptly appointed Dr. Wines commissioner, who, after a conference with the various ministers from foreign governments resident in Washington, sailed for Europe in pursuance of the objects of his mission, and reports the most gratifying reception on the part of the heads of the governments and leading philanthropists, and that he has already arranged for the meeting of an international congress, for the study of the questions connected with the prevention and repression of crime, in London, on the 3d of July, 1872. Among the questions which it is proposed to consider at that time are: 1st. Whether compulsory education has proved, or is likely to prove, a useful agent in the diminution of crime; what is the true place of education in a prison system; whether prison officers should receive a special education and training for their work, thus raising the business of prison-keeping to the dignity of a profession, and giving to it a scientific character such as belongs to other great callings of society.

EDUCATION AND INSANITY.

I have continued the efforts reported last year to collect facts upon the relations of education and insanity. Inquiries intended to bring out the facts in regard to the patients now in the several asylums for the insane in the country were addressed to the superintendents. Increased interest is manifested by these gentlemen in the subject, while they report the difficulty of ascertaining correctly the facts. I hope, however, by the continued aid of their experience, yet to reach results that will be of special value to those engaged in training the young. Many believe, and remark in general terms, that insanity is often due to causes that might have been overcome by proper training in the early life of the individual; and the inquiry should be pressed until specific conclusions are reached, but considerable time must necessarily elapse before records can be accumulated upon which these results depend. In the mean time I have had an article prepared upon this general subject by a gentleman who is recognized as an authority upon all questions relating to the statistics of insanity.

NEWSPAPERS.

The demand for facts with regard to the press as an educator induced me to secure the preparation of an article on the subject. Its able writer has grouped together an invaluable collection of facts upon this great

educational agency. The number of newspapers taken and read in different localities will be found a valuable measure of their growth in intelligence.

TEACHING DRAWING IN THE PUBLIC SCHOOLS.

There has been great backwardness in introducing instruction in drawing in the public schools of the country. A certain imitative use of the pencil for so-called ornament has been chiefly taught. The instances of teaching free-hand drawing that might be at once useful and ornamental have until recently been very rare.

Of the value and importance of this training, Professor C. O. Thompson, of the Free Institute of Worcester, Massachusetts, observes: "The importance of a knowledge of drawing received in its relations to arts and manufactures can hardly be overestimated. It is conceded by all intelligent people. It is to the practical man, whether mechanic, manufacturer, engineer, or builder, what language is to the professional man. Drawing is indeed the language of form. A master workman is almost as helpless without it as a scholar would be without the ability to read and write. To pursue this figure a little further, a knowledge of drawing enables the student to discern the elements of the beauty of all good pictures and all fair forms, whether in nature or in art, just as literary culture brings within his reach the treasures of books. It is clear that the proper time to learn the elements of drawing is in childhood, and it is surprising that we have allowed so many generations of children to go through the public schools without any instruction at all in so important a branch.

"A vigorous movement is on foot in Massachusetts in two directions: first, toward introducing drawing into all the schools of the State; and second, toward providing instruction in evening classes for artisans, engineers, teachers, and other persons who cannot be spared from their usual avocations in the day-time. This movement sprung from the newly-awakened interest in technical education, which is one of the marked features of the present phase of educational activity.

"Almost all the large towns and many of the smaller ones now require drawing to be taught in their public schools. The only available method has been to provide the pupils with drawing-books containing set copies and rules, the teacher guiding as well as a man can who knows very little of the subject. Of course it is not to be expected for some years that teachers will be expert draughtsmen, or understand even the elementary principles of drawing, unless some new vigor should be displayed by committees in finding normal graduates, or some new efficacy should be given to diplomas of graduation from a normal school.

"In the city of Worcester the teachers have a good opportunity to learn drawing in the classes opened from time to time at the technical schools and in the evening classes, to be described hereafter. Just as soon as teachers become at all self-reliant they instinctively abandon all text-books and develop the subject on the black-board. In the city of Boston a very hopeful movement is in progress. Mr. Walter Smith, formerly art-master at Leeds, England, and a graduate of South Kensington, has been secured in the threefold capacity of normal teacher in Boston, under the general direction of the school board; art inspector for the State under the board of education; and supervisor of drawing at the Massachusetts Institute of Technology. Under the first head he meets four submasters once a fortnight, and gives them a dictation lesson from 10 to 12 o'clock. Then these masters, under his general supervision, proceed to repeat this lesson to the teachers of the

city, who repeat in divisions till 4 o'clock in the afternoon. These teachers report the lesson in their respective schools during the interval between their own lessons. It is hoped that this dictation method will gradually displace entirely the drawing-book. Similar experiments will be made at the normal schools.

"Some method of normal instruction to teachers, essentially like this, must lie at the foundation of all effective efforts for introducing drawing into public schools, since it is clearly proved that a person need not be an expert draughtsman to teach the principles of drawing. He must, however, understand thoroughly the elementary principles of form and proportion. The efforts thus far made in favor of our schools relate only to free-hand drawing. In Fall River, Taunton, Cambridge, Charlestown, Springfield, and New Bedford, classes numbering from one hundred and seventy to four hundred were organized on essentially the same plan as at Worcester, and successfully taught."

Hon. Joseph White, secretary of the board of education of Massachusetts, commending the efforts made in the State to introduce drawing, very emphatically observes:

> Let these schools be opened in all our manufacturing towns, and we may expect to find—
>
> I. A great improvement in respect to the taste and skill exhibited in the various products of industry.
>
> II. A rapid multiplication of valuable labor-saving machines.
>
> III. And better than all, an increase of the numbers, and a manifest advance in the intellectual and moral condition and character of the artisans themselves. In proportion as the intellect asserts its sway over mere force, as the cultivated brain controls the hand, labor ceases to be a drudgery and becomes a source of pleasure and delight; it is no longer a badge of servility, but an instrument of power.

His recommendations are worthy of being repeated throughout the country for the benefit of every manufacturing town. Indeed the efforts for the training of mechanical skill are so rapidly spreading in all civilized lands that only by a corresponding attention to these elements of instruction can our manufacturers hope to compete with those in other quarters of the globe.

SCHOOLS OF DESIGN IN AUSTRALIA.

From Victoria, Australia, I have received copies of a report made of the conduct of the "Artisan's School of Design," Trades Hall, Melbourne, a schedule of schools of art and design, established by great effort in that colony, under the auspices of a "royal commission for promoting industrial and technological education," as well as a schedule of the studies pursued in the said schools. Of these there are fourteen in all, having a total of 1,028 scholars on their books, and receiving as aid from the commission, for the quarter ending December 30, 1870, about $540 in gold. The Melbourne school reports 220 scholars; three others report, respectively, 104, 118, and 120.

The lowest number in attendance at any one school is 15. The competitive examination for the prizes offered by the commission includes eight classes, beginning with outlines of the human figure, continuing in ornamental, in outline and full landscape, mechanical, architectural, and geometrical drawing. Special prizes are offered for proficiency in practical geometry and drawings of working carpentry.

The second report of the Artisan's School of Design is an interesting document. It is stated that the average attendance for the year 1870 has been 154. Pupils of all trades are admitted. The course embraces classes in arithmetic, mathematics, geometry, anatomical and figure,

landscape, architectural, and mechanical drawing. The object of the school, (which is noteworthy, as being founded by a trade's society,) is stated to be "the enabling of workmen and apprentices to acquire the art of drawing as applied to their daily avocations; not to train artists or draughtsmen, but to supply such knowledge and power of execution as will be of service to the pupils in making them better workmen than they would otherwise be. It is not so much intended to be a school of the fine arts, as to carry art into trade and manufacture."

PROPOSED CENTENNIAL EXPOSITION AT PHILADELPHIA.

The exposition proposed at Philadelphia in 1876, in connection with the centennial celebration of American Independence, has suggested to the educators of the United States the opportunity that will thus be afforded for collecting and comparing the results of the great experiments in education among us. The teachers of Pennsylvania, as well as the National Association of Educators, have already passed resolutions looking to the improvement of that opportunity for a comparison of results in our own country, and with other portions of the world that may be represented. Should the generalization of results made in this office, as reported from the different parts of the country, continue to improve in value, as there now seems to be reason to expect, a fairer representation of the condition of education in the United States may justly be anticipated than was made in the international exposition at Paris.* Nothing relating to our systems of education should be purposely omitted—from the kindergarten to the university. Model buildings and apparatus showing the best mechanical appliances in the construction and furnishing of school-houses, and in the apparatus of teaching, from the toys of the kindergarten to the fixtures of the laboratory of the chemical professor and the models and material of the technical schools, should all be so exhibited as to enable those interested in educational matters from all parts of the country, and from all parts of the world, to readily examine and compare.

Text-books, maps, and charts should be collected and displayed, while teachers' institutes, normal schools, and kindergartens should be held, so that the best systems may be seen in actual operation.

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* In this connection the following *resumé* of the results obtained at the Paris exposition, drawn from the excellent report of Commissioner Hoyt, will be found of interest:

In what may be styled the educational department, designated by the imperial commission "The Department of Social Science" of the late exposition, the number of exhibitors properly catalogued was 1,092, representing twenty-six different countries. The real number of exhibitors was considerably larger, as many of them made entry in other classes.

The number of prizes of different grades awarded to the exhibitors in this department was 428, awarded to persons representing twenty different countries. Of this number, three were awarded to citizens of the United States, one being the grand prize and the other two silver medals.

To illustrate the range of objects embraced, as well as the relative appreciation of them by the jurors, it may be mentioned that "primary normal schools" received one honorable mention, (the lowest award;) "governments and founders" received 8 gold medals, 7 silver and 1 bronze; "blind, deaf-mutes, idiots," received 1 gold, 10 silver, and 7 bronze medals, with 14 honorable mentions; "arithmetic and metrical system" received 2 silver, 3 bronze medals, and 4 honorable mentions.

The attention bestowed upon the educational department was rendered greater "by the creation and imperial consecration of the group to which it belonged." The number of French teachers alone who visited and studied its displays was over 12,000, and from all parts of the world zealous men and women came expressly to avail themselves of such facts, principles, and suggestions as it afforded.

If this grand opportunity is rightly improved by the educators of the country it can hardly fail to be of the greatest value. The nearest and most distant community can here reap, without the slow training of experience, the best results that the older States have been able to attain, and can avoid the countless mistakes, especially in the constructing of buildings, or in ventilating and heating apparatus, that have in so many cases wasted the means and thwarted the efforts of the most earnest workers.

The Paris exposition rudely shattered the dreams of the English manufacturers, by showing them how rapidly they were being excelled by foreign artisans; the result is shown in the vast increase of English technical and artisan schools. The truth that it pays to educate workmen was very forcibly impressed upon the English mind.

It may be that some, even of our older communities, may find similar lessons of wisdom in this Philadelphia Educational Exposition, for constant watchfulness and effort is requisite to keep up the standard of teachers and schools.

The whole country is interested in securing for ourselves every excellence in the method of educating its citizens, so that they may be in no respect of preparation or training inferior to those of any country in the world. Here, where education is freest, it should also be *best*. It were unworthy of the republic were it otherwise; yet how much remains to be done before this proud boast can be made.

PROGRESS OF EDUCATION IN FOREIGN COUNTRIES.

The summary of education in foreign countries presented among the following papers, though brief, is full of suggestions to American educators. The civilized nations look to the profession of teaching more and more as the source and measure of their progress.

The Japanese, so long excluded from general intercourse, are seeking the best aids and methods of culture. Hundreds of their young men are in this country acquiring knowledge; increased intellectual activity is also apparent among their people at home.

Turkey, with a population of more than thirty-four millions, of exceeding great diversity of origin and antecedents in some particulars, having formally adopted a system of education, is seeking information of the exact educational condition of the people, with a view to its improvement.

Russia, with a population of over seventy-six millions, having, like America, recently accomplished emancipation, has many excellent special schools, while the Czar, and those who sympathize with him in his enlightened views, are devising measures for the education of the vast number of subjects now without a knowledge of letters and without skill in industry.

Prussia, seeking the position of mastery in central and western Europe by the success of her arms, conditioned on her educational system, does not forget this special source of her power, but shows great activity in all departments of education, though some may feel less liberty of intellectual effort than they desire, and the freedom of the teacher may be cramped and his pay inadequate.

In Austria and Italy schools are more and more relieved of the incubus of ecclesiasticism. In Austria particularly is thus to be noticed greater attention to the training of teachers, particularly of women; also greater care for the intelligence of the lower classes. Italy has accom-

plished much within a few years for general education, and is preparing for still more rapid progress.* †

France, smitten by the ignorance and superstition of her people, is showing some signs of greater appreciation of the true condition of national prosperity.‡

Paris, the patron of brilliant scholastics, the home of renowned authors and scientists, the seat of great schools of learning, in so many particulars the center of the intellectual activity and so long the regulator of the fashions of the world, has suffered that prevalence of ignorance among the masses of her children, and that general lack of sound moral training compatible with the growth of those conditions of want and degradation among the many, from which human nature may be expected, earlier or later, to awaken with a fury only excelled by its blindness, till, in the midst of its grasps for support, it seizes the pillars of power, and, bringing down the temple, plunges itself and others in a common ruin.§

These perilous conditions were felt by not a few under the empire, but there was not good sense enough to meet them and stem the tide before the fatal catastrophe. It remains to be seen whether greater wisdom and a better fortune awaits the present experiment.

Switzerland is hardly less conspicuous for educational activity than for location. Sweden and Norway overcame the sparseness of their population and the inclemency of their climate by the general culture

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* A recent paper states that "before September 20, 1870, there was not one municipal school in the city of Rome. There were many under direction of priests. During the past twelve months much has been done. There are in operation (October 3) fourteen free day-schools for boys, and eight for girls; eight evening-schools for boys are in operation, and nine Sunday-schools for girls, besides a rural day and evening school, and day and evening schools of design for both boys and girls. There are now attending the municipal schools 6,161 pupils."

† Italy, during the school year from 1870 to 1871, had 38,300 public schools, with 1,577,654 pupils. Of the teachers, 2,092 were ladies. Public schools are more numerous in the northern part of that country than in the southern. While the province of Turin contains 2,968, that of Caltanisetta has only 141.—*Appleton's Journal.*

‡ From France information is received of an organization known as the "National Movement of the *Sou* against Ignorance." It is proposed to appropriate the money thus raised by popular subscription of one *sou* each from all the people to pay the expense of circulating the petition, the balance to be employed in "encouraging the creation of popular libraries, of classes for adults, and of centers of instruction in those districts which now are without them." The plan has elicited a lively discussion by the leading journals, and is heartily indorsed by the Journal des Debats and the Opinion Nationale, the latter closing an article in advocacy of this measure by declaring, after referring to education in the United States as "the business of every one," that in France "the republic can only be founded on the education of the people." A very interesting discussion on the subject of popular education has been in progress in the National Assembly, but no conclusive action has been reached.

§ From a recent publication it appears that the French minister of public education gives the number of children of school age in Paris at 260,000. The government maintains 314 primary and secondary schools, accommodating 89,000 pupils. Free instruction is provided by other schools for 97,000.

It is estimated that 15,000 are educated at home. There are 67,000 children left without instruction or school accommodation. Of the government schools nearly one-half are under control of a Catholic order, organized as teachers, &c. This fact has much to do with a certain active opposition to government schools. Those opposed to church influences favor a free system of secular instruction, and generally oppose anything short of it. The last budget for instruction was six and a half million francs. An extra appropriation of $1,200,000 is asked. Recently the council general of the department of the Seine have voted for the organization of a complete system of elementary free schools, though it refused to make instruction purely secular.

of their people.* Portugal affords little, compared to the necessities of its people, to attract the favorable comments of the educator. Spain is in the midst of a period of great activity of thought, which, if wisely directed, would produce most excellent results. But in the educational movements of no country do Americans, as a rule, take a more lively interest than in those now in progress in England. Notwithstanding the large grants annually made to denominational schools for so many years, her pauperism and crime have increased to an extent out of all proportion to the addition to her population. The few that had planned to live only to govern the many were disappointed to find themselves by degrees compelled to feed them also.

The support of pauperism outran the efforts for education. The extension of the ballot, and the advancing conflicts of labor and capital, also admonished the good sense of their statesmen to act before too late. Endowments had failed to make uniformly good schools; the church had failed in its efforts to take the place of the state in making universal that education essential to good citizenship.

First came the endowment act, and, still later, the educational act.

No American educator can have failed to observe with profoundest interest the progress of organization under this act, of which a complete summary accompanied my last report. Many of the ablest scholars of the realm have here and there been elected to the board of education. Only partial reports from different cities have as yet reached this office, but the schools are not required to be free, and denominational schools are mixed up with the system, greatly hindering progress and limiting the satisfactory results.

Hon. George F. Hoar, of Massachusetts, who spent a considerable portion of the past summer in England, and studied particularly the various phases of education, briefly sums up the results thus far noted as follows:

1st. Henceforward there will be a good education provided at the public cost for every child in England whose parent or guardian desires he should have one.

2d. The law will "make it extremely awkward" for those parents or guardians who do not so desire.

3d. The popular vote in the various localities determines whether this education shall be wholly non-sectarian or under denominational direc-

* The following is an illustration of the nicety of observation brought by the scientific men of Switzerland to the aid of education.

Dr. Breiting, of Basle, has examined the air of the school-rooms of that city. From the results of this examination we select one, taken in a room measuring 251.61 cubic meters, (2,921.88 cubic feet, equal to a room 24 feet long, 15 feet wide, and 8 feet high,) having 10.54 square meters (115.77 square feet) of windows and doors, and containing on the day of examination 54 children.

Time.	Amount of carbonic acid gas.
7.45 a. m., commencement of school	2.21 per cent.
8 a. m., end of first recitation	4.80 "
9 a. m., after the recess	4.07 "
10 a. m., before a brief recess	6.87 "
10.10 a. m., after the brief recess	6.23 "
11 a. m., end of school hour	8.11 "
11.10 a. m., the room being empty	7.30 "
1.45 p. m., commencement of school	5.03 "
2 p. m., beginning of recess	7.66 "
3 p. m., end of recess	5.03 "
4 p. m., end of singing lesson	9.36 "
4.10 p. m., the room being empty	5.72 "

N. B.—The pure atmosphere contains .0004 carbonic acid gas, and more than 1 per cent. of carbonic acid gas is generally considered detrimental to health.

tion—the complicated and ingenious system which brings this about I have not space to explain—and, so far, the result has been gratifyingly in favor of the non-sectarian education.

4th. University education much more liberal than formerly, both by the abolition of religious texts and immense enlargement of curriculum.

5th. Art education already admirably organized and making great progress. The means, appliances, and capacity of instruction at South Kensington are unsurpassed in the world, and a great work is also done in the provinces. Some 350,000 persons are now under instruction in art in England. This is already telling, with visible effect, on the industries of England which required taste in design, such as wall-papers, carpets, furniture, &c.

6th. Technical education in other respects not so far advanced as we should expect from the efforts made in the last few years, but public meetings are being held and earnest efforts now making which will be successful in a short time.

The London School Board, in October, adopted among its by-laws the following:

> The parent of every child of not less than five years nor more than thirteen is required to cause such child to attend school, unless there shall be some reasonable excuse for non-attendance.

Upon this the London Times comments favorably.

By the courtesy of the Hon. Secretary of State, we are enabled to present in full two dispatches from Hon. Thomas H. Pearne, consul at Kingston, giving a summary of the condition of education in the island of Jamaica; all the more valuable, since Jamaica preceded us in the experiment of emancipation.

It will be noted that there is a manifest embarrassment on this island, arising from the extent to which public funds have been used for denominational purposes. The avidity with which those former slaves, or their descendants, avail themselves of any opportunities, however imperfect, offered them for education, agrees with the experiences in our own Southern States.

If the most beneficial results have not followed emancipation in Jamaica, many causes of partial failure may be found in the inadequate and inefficient efforts made for universal education. There are reported 501 schools, 36,252 scholars enrolled, with an average attendance of 18,294. The aggregate income is $105,407 82; the average amount per scholar, $2 81. Besides the government schools, there are many denominational schools, the details concerning which will be found in the accompanying papers.

PROGRESS IN THE EDUCATION OF WOMAN.

Along with the agitation connected with the various interests of woman, there is a healthy increased attention to her education. An interesting paper on this subject will be found in the accompanying documents, prepared by the writer, after making extended personal observations and collating the latest information at her command. My object has been to bring the facts together, so that any one wishing information on the subject may find them accessible. Caprice cannot be trusted in the solution of a question so important. Great experiments are proceeding, and if we follow closely what they teach, I am confident great good will result, not only to women, but to society.

The question of co-education or separate education of the sexes in any or all institutions of learning is often discussed. It is hardly necessary

to observe that the disposition of some minds to apply the same rule in every case bears upon its face a want of good judgment that might be expected to result in evil. There should be no attempt to infringe the privilege enjoyed in every locality and institution, of deciding these questions in its own way and according to its own measure of responsibility. We shall then be saved from any inflexible uniformity, and enjoy that diversity which the manifold interests of our communities demand.*

EDUCATION AND LABOR.†

In the last report I gave such results of the examination of the relations of education and labor as were contained in the replies then received at the Bureau. Much additional matter of value which came

* Dr. J. M. Gregory, president of the Illinois Industrial University, says the fundamental facts, as he has observed the practice of co-education, appear to be: 1. Women have equal capacity, and study with as much success as young men, with perhaps some discount on account of inferior physical strength and endurance. 2. They have as much need for higher education—possibly more—and their education will more richly repay society and the State for its cost. 3. They have an equal right to the best facilities the State can afford. 4. If practicable, he would prefer woman's universities founded with endowments as ample and facilities as grand and complete as those of the best universities for young men.

President T. E. Abbott, of the Michigan State Agricultural College, says the experience they have had confirms them in the desirableness of having women as students in the college.

President J. W. Morrison, of Olivet College, Michigan, says, "Of the moral advantages of co-education, I think there can be no doubt. It is a powerful intellectual stimulus."

President James B. Angell, of Michigan University, thinks that unless co-education is adopted by existing colleges, a proper opportunity for the higher training of females cannot be furnished at all in this generation, and not even in the future, except at an enormous expenditure.

President White, of Cornell University, having attended a recent commencement at Oberlin, expressed himself thus: "I know that at Yale, at Harvard, at Union, ladies attend lectures; why not attend recitations?"

In a recent report on the subject of the education of the middle class of girls in England, Her Majesty's commissioners say that "the purely intellectual education of girls is scarcely attempted, and when attempted is a complete failure. Music and singing are considered more important than a knowledge of arithmetic or history, or any general cultivation of the mind."

The earnestness with which some English women, including the "Ladies' Honorary Council," are laboring for the more thorough education of the young women of England, is the bow of promise which is beginning to span the dark cloud hitherto overspreading the land.

Female education in Italy has also excited much interest, as shown in a recent course of scientific and literary conferences inaugurated at Milan by Signora Torriani, at which ladies have delivered addresses on matters connected with female education; and this example is to be followed in other cities of Italy.

In Switzerland the course of instruction includes the industrial education of women, and it appears that one little canton, with only 45,193 inhabitants, maintains twenty female industrial schools.

† General H. K. Oliver, in his second annual report of the bureau of statistics of labor, in Massachusetts, says: "The further you recede from a condition wherein educational culture and refinement have generated a rigid self-control, the nearer you approach to its opposite—a condition of ignorance and barbarism. The propensity to resort to violence in order to redress evils suffered can easily be overcome by education.

"Had England aided and encouraged the educational and material advance of its industrial classes, neither trades unions nor strikes would have been the necessities of the workman. When there is trouble between employer and employed, it is not the more intelligent workmen who foment the trouble. When the hours of labor have been reduced, the opportunities thus afforded for self-culture are improved. Good results have always followed the efforts of manufacturers to see that the children employed have attended school according to law. The half-time schools have a marvelous effect for good. It is also a significant fact that the proportion of uneducated native labor seems to be larger in the State prison than in any department of trade.

too late for insertion was found confirmatory of the conclusions therein reached. I have not, however, space to give these replies in detail in this report.* I have received from many quarters in our own country most emphatic testimony of the necessity and desirableness of these inquiries, while Europe is daily bringing to view the admonitory results arising from their neglect. In England a special effort has been made to concentrate the attention of the aristocracy as well as the working men upon the solution of this question.†

EFFECT OF THE GREAT WESTERN FIRES.

The sympathy of the country and of the world has been aroused by the terrible calamities caused by the great fire at Chicago, and by the extensive conflagrations which, sweeping over vast extents of territory, devastated large portions of Wisconsin and Michigan.

Viewed in any aspect this is appalling, but to the educator it has a meaning beyond the destruction of shelter, food, clothing, and the accumulations of wealth. To him the burning of the school-houses and the library and of museums of art and science mean the deprivation of opportunities and inspirations to the young. He sees that, as the consequence of this wholesale destruction of the appliances of education, thousands of children will be deprived of the opportunities necessary to fit them for the future responsibilities of life.

The losses connected with the destruction of the Historical Society and its collections in some respects can never be repaired. In the libraries and collections of natural history many volumes and specimens have been undoubtedly destroyed that it will be difficult, if not impossible, to replace.

Hon. J. L. Pickard, superintendent of the city schools of Chicago, gives the following statistics of the great fire, so far as affecting the school interests:

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*1. The increase of the workingman's wages on account of the simple knowledge of reading and writing, as estimated by observers, employers, and employed, was put at an average of 25 per cent.

2. All agree, too, in estimating the increase of wages which is caused by a better education, which includes a fair knowledge of English, and an understanding of the sciences that underlies the particular mechanical occupation, as very considerable, the average estimate reaching as high as 100 per cent.

3. The fact that increased education will often enable the workingman to become an inventor of improved tools for use in his trade is also generally recognized, and the increase of remuneration that may thus result to the individual is of necessity incalculable.

†J. Scott Russell, after six months of study devoted to a consideration of the real evils which depress the condition of the working men, specified them as follows:

I. The want of family homes, clean, wholesome, and decent, out in pure air and sunshine.

II. The want of an organized supply of wholesome, nutritious, cheap food.

III. The want of leisure for the duties and recreations of family life, for instruction and for social duties.

IV. The want of organized local government to secure the well-being of the inhabitants of villages, towns, counties, and cities.

V. The want of systematic, organized teaching to every skilled workman of the scientific principles and most improved practice of his trade.

VI. The want of public parks, buildings, and institutions for innocent, instructive, and improving recreation.

VII. The want of the adequate organization of the public service for the common good. How impossible the removal of these ills without the universal education of the people in intelligence and virtue is apparent to any well-informed and thoughtful mind.

I.—SCHOOL DISTRICTS.

The city is divided into twenty-two districts for school purposes. Each of these districts has primary sub-districts within its limits, the central building serving the wants of all grammar pupils for the whole territory, as also for primary pupils within a reasonable distance, while the more remote parts of the district are furnished with smaller buildings for the accommodation of primary pupils. Four of the twenty-two districts were so completely burned over that but one dwelling-house remains upon the whole territory. Three other districts have lost each more than half its dwellings, and one other about one-fourth its dwellings. The territory of what may be equivalent to that of six districts is a complete waste, with not a school child residing upon it.

II.—SCHOOL-HOUSES.

Fourteen buildings were consumed, with apparatus, furniture, and books. Of these, four were rented buildings.

Dearborn district lost a rented building.

Jones district lost a two-story brick building, valued at $9,000.

Kinzia district lost two buildings: one brick structure, two stories, valued at $9,800; one frame structure, two stories, valued at $7,000; also two rented buildings.

Franklin district lost four buildings: one a brick structure, four stories, valued at $66,000; one a frame structure, two stories, valued at $7,000; also a primary building, three stories, of brick, valued at $25,000; also a primary building, two stories, of wood, valued at $12,750.

Ogden district lost two buildings: one a brick structure, three stories, valued at $35,000; one a primary building, two stories, of wood, valued at $12,250.

Newbury district lost one building: a primary building, three stories, of brick, valued at $23,000.

Don district lost one rented building.

Total loss to the city, $204,800; loss of books burned estimated at $10,000.

With a single exception, the buildings burned were not of the largest or most valuable kind. Twice the fire raged through the older parts of the city, where the houses had stood for some years, and were not generally of the most approved style.

III.—SCHOOL CHILDREN.

More than 7,000 children who were in daily attendance upon the schools have been deprived of school privileges, and if we mention those who would have attended the schools for a longer or shorter time during the year, the number will reach at least 10,000. As almost every man in the city is a loser by the fire, it is probable that many more than the number residing upon the burnt district will be taken from school.

IV.—GENERAL EFFECTS UPON SCHOOLS.

These cannot be estimated at present. More or less demoralization must, of necessity, follow such a dreadful calamity.

Of course we must give up largely our special teachers of music, drawing, and German, and give attention now exclusively to the absolute necessities of pupils. A complete reorganization seems necessary, that, of the 130 teachers turned out of employment, we might retain such as are left in very destitute circumstances. Every school surviving the fire must, therefore, have its corps of teachers more or less changed.

Our old basis of organization remains, but the quiet ways into which we had settled are of course much disturbed. The high school and the normal school must part with many whose services are needed at home, and the temporary occupancy of our high-school building for other purposes deranges the classes.

Our teachers that remain have settled down into the work, largely new to them, with resolute spirit, and under the conviction that part of the burden to be borne in raising our city from the ashes rests upon their shoulders, and that their share of sacrifice must be met.

Generous aid has come to us from all quarters, so that we can relieve the needy pupils, and thus keep many in school who would otherwise be thrown upon the street.

From Wisconsin I learn that in Oconto County nine school-houses were burned, eight of which were at Peshtigo, in which place there were 619 scholars, *of whom* 120 *were burned to death*, and the rest were scattered throughout the State. The county superintendent at Sturgeon Bay reports seven school-houses burned and 300 children deprived of school privileges.

Hon. C. B. Stebbins, deputy State superintendent of the public schools of Michigan, states that he has received intelligence of the destruction of 31 school-houses, the aggregate loss being about $15,000, besides the loss of that in East Saginaw, valued at $7,500. Thousands of children will consequently be deprived of school privileges for some time to come. He adds: "The educational spirit of our people is equal to their general enterprise, and they will not be long without schools, though they may be in log-houses, rolled up by voluntary labor."

CONDUCT OF THE OFFICE WORK.

Since undertaking the duties of this office I have instituted suitable records of the correspondence, the library, and the expenditures of the Bureau, nothing of the kind having been previously done. The present condition of these records is unsatisfactory, because my whole clerical force would be hardly adequate for the work, even if all educational inquiry should be neglected.

More than twelve thousand educational documents have been distributed during the past year.*

The correspondence of the office has so rapidly increased that repeatedly the letters received in a day have exceeded one hundred, and the communications sent several hundred in number. More than 2,000 written communications have been received and sent.

While this portion of the office work has thus grown, the inquiries and investigations respecting education in all its relations and in all parts of the country † have not been neglected.

THE OFFICE FORCE.

The present report, though much more complete than that of last year, would have been still more satisfactory if the clerical force allowed the office by law had been somewhat more in accordance with its duties and responsibilities.

The acknowledged secret of success in all departments is the subdivision of labor; but if the work of this office in collecting and disseminating facts upon educational subjects is to be carried to its highest success, if its publications are to be as abundant, and its material as trustworthy, as full of the latest information, and as carefully prepared as the educators of the country have a right to demand, the character and number of the Commissioner's assistants should be adequate to a subdivision of the vast work in hand.

It will be noted that *mere* clerical ability will not suffice here; there must be power for wise and discreet action, and great familiarity with cur-

* The demand for the publications of the office has very far exceeded the supply in its possession. It has scarcely been possible for me to send copies of the last annual report, for instance, to the persons whose labors made that report possible—the various school officials of States, counties, cities, colleges, and other institutions of learning—leaving the great mass of the educators of the country entirely beyond the reach of our distribution.

† During the year, feeling the great importance and even necessity for personal observation of the almost indescribable variety of educational organizations and efforts in the country, in order to form correct opinions, I have accepted invitations to attend and address many conventions of educators. I have thus met personally prominent instructors and school officials from all the States and Territories, and have visited thirty-four States and several Territories, inspecting schools, conversing with educators, and conferring with officials, traveling, by various modes of conveyance, over 16,000 miles.

rent educational facts. A vast range of reports must be constantly in view in regard to common free schools and private schools for elementary instruction; academies, and high schools for secondary training; colleges, and every variety of professional schools for superior instruction. With the present limited number of assistants, the Commissioner must not only give his personal attention directly to an untold number of details, but each of those at work with him is under the necessity of laboring more or less in the same way.

THE PROPER ORGANIZATION OF THE OFFICE.

The qualifications thus rendered necessary in the clerical force of the office indicate the character also of the organization desirable for it in the future.

In addition to a sufficient number of copyists to perform the common clerical work demanded by the office, there should be a number of competent persons to take charge of special fields of labor; one at least for each of the departments of elementary, secondary, and superior instruction; one for the charge of educational publications and reports of educational associations; another for the statistics of education; another for the charge of the library and educational documents. Being without this force, the condition of the work of the office is liable to compel any one to turn his attention to either or all of these subjects. To enable me to organize the Bureau with a view to this economical subdivision of labor will require additional appropriations, which, in view of the good results to be obtained, I most earnestly request.

PROPER ROOMS FOR THE OFFICE NECESSARY.

It is obvious, however, that the best clerical force attainable cannot do its utmost in rooms unsuitable for office purposes. The quarters at present occupied by the Bureau, though better adapted to its work than those previously used, are still inadequate to its needs. It should undoubtedly not only have space for all the clerical work and the library at its control, but it should be supplied with room for the reception and exhibition of specimens of improvements in educational facilities in the way of books, apparatus, and means of illustration. Here, if anywhere, either our own citizens, or foreigners visiting the country, should be able to find illustrations of the improvements which are constantly being made to facilitate the progress of education.

FOREIGN CORRESPONDENCE.

The correspondence of the office with foreign countries has been especially facilitated by the favor of the President and of the honorable Secretary of State and his assistants.

On the 1st of last July, I addressed, with your approval, several of our ministers to foreign courts, in transmitting copies of the last annual report of this office, substantially as follows:

I desire to attain two objects in writing to you, hoping thereby to promote education nationally and internationally:

First. I desire to establish between the two governments a system of interchange of official publications; I send this report as a beginning, and I would like to secure reports of the government to whom you are accredited in return.

Second. I desire, if possible, to secure through you an early statement of all educational action, whether national or otherwise, likely to be of use to educators in this country.

This information I hope to make useful in two ways: by the publication of such as may seem appropriate in the annual report of this office, and by occasional publications of circulars of information, specimens of which I shall send you.

I most particularly desire to secure the latest foreign statistics respecting the number of persons unable to read and write in cities and provinces, in order to compare the illiteracy of other nations with that of our own country, as developed in the forthcoming Ninth Census of the United States.

Your co-operation in these plans I shall prize highly, and hope to make the result useful among our own people, and available for use wherever there is an interest in the progress of mankind.

It is believed from letters already received* that the results of this inquiry will be very important. As preliminary to a more extended report, John P. Brown, esq., United States secretary of legation at Constantinople, writes as follows:

UNITED STATES LEGATION,
Constantinople, August 7, 1871.

SIR: In the absence of the minister resident I have had the honor to receive your letter of the 1st ultimo, and hasten to reply.

I have already addressed his excellency Safvet Pacha, minister of public instruction of the Ottoman government, on the subject of your request, and so soon as I receive his answer shall transmit it to you.

Public instruction has made some progress here during the past quarter of a century, especially during the reign of the present Sultan. Besides a military, a naval, and a medical college, there is another founded in Pera, the European quarter of this capital, called the "College of Galatá Seray," in which are pupils of all the peoples of Turkey, Moslem, Christian, and Jew, and where an excellent education is given to those who will study. It has several European professors, and some 500 *élèves*.

There is another large school in Stamboul, called the "School of Arts and Trades," where the pupils receive an ordinary education and learn a trade. It has some 600 pupils. The common schools of Turkey are called *Rukhdieh Mektebe*, or schools for adults. In these the pupils are taught Turkish, Arabic, and Persian, the two latter so as to enable them to write the first correctly. Grammar, rhetoric, &c., and some arithmetic, algebra, and geography are the higher studies; these schools extend all over the empire among the Moslems only.

There is still another class of common schools called simply *Mektebe* (schools) for young Moslem boys and girls, due to private benevolence. The teachers are paid by the pupils, and always belong to the religious class—imaums and khadjas. Few remain in them over the age of eight or ten years, especially the girls. There they *all* learn to read and write, and some grammar.

Among the Christian population of Turkey, as well as the Jewish, there are a great many common schools supported by each community, and the pupils pay the teacher; the education received is very primitive in its nature. Other schools of a similar character are founded by wealthy persons, who also pay the teachers. Pera has a large number of common schools kept by Catholics, and in most of these the teachers are Jesuit priests; there the tuition is paid by the pupils.

I should not fail to mention the splendid college constructed on the heights of Rumali Hissar, midway on the Bosphorus, at the expense of Mr. Robert, of New York, under the direction of Dr. Hamlin. Besides having a fine building, it is the only one here which secures a thoroughly good education in English to its pupils. It is an honor to the founder and to every American citizen. The pupils pay for their education; their number in 1870–'71 was 120, but in 1871–'72 it will be probably doubled.

The American missionaries have done a great deal for education in Turkey; they have published many excellent works, and their influence is clearly visible here and in the provinces. The English missionaries have done far less good. The former educate teachers and aid the new Protestant community to educate its youth of both sexes.

Female education among the Moslems has made but little progress or use. There is only one school in this capital for females in which they can learn anything really useful. In this young women are educated to become teachers or governesses. No foreign language is taught; music, painting, drawing, and embroidery are the higher branches of studies; reading and writing are also taught.

There do not exist any books in the Turkish language for young persons, and

* The receipt of communications from the United States ministers to Russia and Brazil is hereby specially acknowledged. Frequent and valuable letters have also been received from General C. C. Andrews, United States minister resident at Stockholm. This Bureau is also indebted to him for the valuable report on education in Sweden and Norway, published in the circular of July, 1871.

there are none for young girls or ladies. Travels and histories (other than of Turkey) are unknown, and the character of the language offers serious difficulties. The History of the Crusades, by Michaud, has just been translated into Turkish, and I mention this as a wonderful attempt of the kind.

Your obedient servant,

JOHN P. BROWN.

JOHN EATON, Esq.,
Bureau of Education, Department of the Interior, Washington, D. C.

UNITED STATES LEGATION,
Constantinople, August 30, 1871.

SIR: I have the honor to inclose a translation of the reply which I have just received from H. E. Safvet Pacha, minister of public instruction, in reply to your request for information on the system and condition of public education in this empire.

I remain, sir, with much respect, your obedient servant,

JOHN P. BROWN,
Chargé d'Affaires.

JOHN EATON, Esq.,
Washington, D. C.

[Translation.]

DEPARTMENT OF PUBLIC INSTRUCTION,
Constantinople, August 17–29, 1871.

SIR: I have had the honor to receive the letter which you addressed me, the 7th August, for the purpose of transmitting a copy of the report of Mr. John Eaton, on the subject of the information desired by him on the condition of public national instruction in Turkey.

The imperial government is much flattered to learn the value and interest attached by the Government of the United States to an interchange of communication between it and that of the Sublime Porte on the subject of public education, and I shall be personally most happy to be made more intimately acquainted with the daily progress in this matter made in a country such as the United States, where this important branch of public prosperity fills so high and distinguished a position.

As you have very properly stated, it will be difficult for me, at least at the present period, and during the absence of a more regular census, to furnish you with satisfactory statistics, sufficient to establish the degree of intellectual cultivation in Turkey. This department, nevertheless, having fully appreciated the immense advantages of this kind of study, is already engaged in the preparation of an annual report on public instruction, which will contain the greater part of the information which you desire to possess. I therefore shall, so soon as this work is complete, transmit you some copies of it.

I regard it as superfluous to add, sir, that I shall be most happy to receive in return communication of all publications and reports which the Chief of the Bureau of Education in the Department of the Interior shall be pleased to send me.

Accept, sir, assurances of my very distinguished consideration.

SAFVET.

JOHN P. BROWN,
Chargé d'Affaires of the United States of America.

EDUCATIONAL STATISTICS.

The work of this office in collecting and tabulating educational statistics reveals at once its great necessity to the educators of the country, and demonstrates the superiority of the facilities of a national over any local office in prosecuting these inquiries. While aiming at final completeness, we were compelled to act upon the idea from the first that the process of growth would require time, and that we should be obliged to feel in many ways most keenly the imperfections of the results published.

Some of the advantages of efforts to collect these statistics at this point are manifest, and may be readily enumerated. First, its removal from local prejudice and excitement. Second, its treatment of education in its generalizations like other great material interests, as patents, agriculture, the Coast Survey, or even the generalizations in regard to the

weather. Third, another special advantage is in the recognition of the fitness of collecting and disseminating information upon these subjects as they affect the whole country. Fourth, the free use of the Government mail, though adding an expense to its postal service. Fifth, that without the exercise of authority it brings to the minds of all educators, as they are shaping the institutions and customs of education and molding the character of future citizens, their relation to the National Government. The evils of forgetfulness in this direction we have already sufficiently experienced. Sixth, the results of inquiries from this point more than from any other are likely to put the officials of each locality into intercommunication with each other, and to bring about a recognition of their mutual relations, thus creating that sympathy between fellow-laborers to a common end which is so essential to the greatest success of the whole. Seventh, there is another special advantage which should not be overlooked. It may not always be apparent from a single case of pauperism, insanity, or crime, that education has any relation to these results as a modifying cause. Indeed a single case, or several cases in a single locality, may be an exception to the general rule; whereas, upon the collection of the facts from a vast variety of sources, such as are embraced in our entire country, great general principles may be educed, vitally affecting every locality; and the argument once made is for use by every educator. Eighth, in respect to all educational information from foreign countries the facilities of the National Government are of course unequaled.

In order that the public mind might be fully informed of the condition of these educational statistics, and co-operate most cordially in the various measures for their improvement, we gave last year such tables as we were able to compile, although fully conscious of their incompleteness.

In no table, perhaps, is this more apparent than in that showing the attempt to collect statistics in regard to education in our cities. While the beneficial workings of the American system of public schools has been nowhere more successfully shown than in many of our large cities, yet the items of statistics reported from the different cities (school population, enrollment, average attendance, items of income and expenditure) are all so diverse, have so few points in common, that any comparison which would be entirely safe and trustworthy between the results was manifestly impossible.

Each city should furnish an example and help to every other. Each characterized by its own peculiarities and succeeding according to the measure of its own great opportunities, has, at the same time, certain conditions in common with all others; and by a recognition of these common points comparisons incalculably useful in their results could readily be made. Many attempts have been made in this direction, and much good accomplished in respect to organization, discipline, and instruction, but all have been very inadequate from want of some common standard and the lack of being able to find the results of the efforts of the different cities set down together for comparison. One of the results sought in these annual reports is to furnish such facilities. Great necessity for similar effort still remains.

The whole number of incorporated cities in the United States is over 500. Of these, 150 cities contain more than 10,000 population each. The aggregate population of these 150 cities having over 10,000 inhabitants each is 7,328,728, which is a little over 19 per cent. of 38,555,983, the total population of the States and Territories. The superintendents of schools of 116 of these 150 cities have, within the last thirty days, fur-

nished this office the latest statistics of their respective cities, as to the number of pupils enrolled, the average attendance, the number of primary, grammar, higher, evening, corporate, or normal schools, and the income and expenditures of the public schools.

Of 112 cities, each containing over 5,000 and less than 10,000 population, 54 have sent the same class of statistics; 62 cities, containing each a population of less than 5,000 inhabitants, have also furnished the same information.

The great disparity in methods of collecting statistics by individual cities greatly impairs the value of the tables of city statistics of schools, presented in the accompanying papers, and illustrates the vast importance of the movement of the National Educational Association to secure a uniformity of city and State school statistics. Besides the 500 and more incorporated cities, there are 147 towns having over 3,000 population each.

In the national educational meetings at St. Louis, in August last, this subject came up for special consideration; and resolutions were adopted, and a committee appointed to bring it to some successful result. The demand, however, is such that the superintendent of the St. Louis schools has sent out a circular especially with a view of obtaining some harmony of effort among the different cities, and many of the city superintendents of schools in Illinois and other Western States have for some time been reporting to each other for their mutual benefit the statistics of their respective cities.

NORMAL SCHOOLS.

There are reported in the United States 51 normal schools, supported by 23 different States, having 251 teachers, and 6,334 pupils; 4 supported by counties, with 83 pupils; 16 city normal schools, with 112 teachers, and 2,002 pupils; all others, 43, supported in various ways, with 80 teachers and 2,503 pupils; making a total of 114 schools, with 445 teachers, and 10,922 pupils.

The idea of the importance of specially training teachers for their profession is steadily gaining ground. States that for a time suspended their normal schools have re-opened them, and even those having the largest number are disposed to increase them. So far, the literary and scientific instruction given in them has ranked below that of the college, or as secondary; and the normal training has been adapted to prepare teachers chiefly for their duties as instructors in high schools, academies, and schools for elementary training, the training of teachers for instruction in colleges and professional schools receiving little or no attention in our institutions of learning. Indeed there has been in superior instruction a sort of license for inferior methods, that would not be tolerated in a system of well-managed public schools. It is gratifying to observe among the ablest managers of these institutions of higher learning a disposition to correct this evil, and not to allow excellence of method and manner to be excluded from the recitation or lecture room of the college or professional school. President Porter has already intimated his purpose to associate a training school with the exercises of Yale College.

BUSINESS COLLEGES.

The business colleges reported are 84 in number, scattered through 27 States, having 168 instructors and 6,460 pupils. It will be observed

that the public demand for this kind of instruction is very largely met by institutions entirely outside of public control. In some instances they are believed, by gentlemen of excellent judgment, to be purely business speculations. If any community suffers in this way it can censure only itself. What these institutions propose to do is specially demanded in the preparation of the young for the business relations of life, and should be provided in every system of city schools. If many who demand the instruction cannot attend during the hours of the day, the opportunity should be furnished in the evening; but where this necessity is not met by public provision, great credit should be given to those private enterprises which furnish able commercial lectures and thorough training.

INSTITUTIONS FOR SECONDARY INSTRUCTION.

The progress toward completeness exhibited in this report enables us to present a partial illustration of the great subdivisions of instruction so often recognized among educators; as, 1st. Superior; 2d. Secondary; 3d. Elementary. In the last report the statistics of institutions for superior instruction only were included. In addition, this report contains the statistics of 638 academies and high schools—institutions of secondary instruction.

The fullness of the details collected by the office will be seen by comparing those against which the entire series of columns is filled, and those in which several of the columns are blank, as the latter are taken from the reports of the regents of New York and of the State officers of instruction. The value of these inquiries to educators, when carried to their conclusions, can hardly be overestimated. Silently each institution, by its own choice or by the public judgment, takes its place in its appropriate class and grade. The public mind comes by degrees to a clear apprehension of what is included in the respective subdivisions of education, and whatever name an institution may assume does not alter the judgment of the value to be set upon it.

COLLEGES.

In the table* of colleges and collegiate departments chartered to confer degrees in arts, of the 368 reported there are—

In Alabama	9	In Maryland	11	In Rhode Island	1
In Arkansas	2	In Massachusetts	6	In South Carolina	6
In California	20	In Michigan	8	In Tennessee	17
In Colorado Territory	1	In Minnesota	3	In Texas	8
In Connecticut	3	In Mississippi	10	In Vermont	3
In Delaware	2	In Missouri	21	In Virginia	10
In Georgia	8	In Nebraska	2	In West Virginia	4
In Illinois	23	In New Hampshire	1	In Wisconsin	13
In Indiana	20	In New Jersey	4	In District of Columbia	4
In Iowa	15	In New York	25	In New Mexico	1
In Kansas	7	In North Carolina	7	In Utah Territory	1
In Kentucky	8	In Ohio	33	In Washington Territory	1
In Louisiana	10	In Oregon	5		
In Maine	3	In Pennsylvania	29		

Of these 368 colleges 28 are under the supervision of States, 1 of a city,

*Two copies of this table were sent to the several institutions, for the supplying of omissions and correction of errors, with the intention to make all reasonable efforts for completeness and accuracy, but to publish the best results obtained, whether complete or not. It has been impossible to indicate all the subdivisions into schools and departments.

and 1 of the Masonic fraternity; supervisory power over 77 is undetermined. The remaining 261 are divided among the denominations as follows:

Methodist Episcopal	35	Congregational	19
Methodist Episcopal, South	8	Christian	8
Methodist	6	Lutheran	16
African Methodist Episcopal	1	Friends	4
Methodist Protestant	2	United Brethren	4
Presbyterian	25	Universalist	5
United Presbyterian	4	Unitarian	2
Cumberland Presbyterian	2	Moravian	1
Congregational and Presbyterian	1	New Church	1
Protestant Episcopal	16	German Reformed	3
Baptist	38	Dutch Reformed	3
Free Baptist	1	Latter-Day Saints	1
Roman Catholic	54	Evangelical Association	1

As far as is known, there are in these institutions 2,962 instructors and 49,827 pupils. One hundred and fifty-eight colleges instruct males only; 99 admit both males and females; and of 111 the sex of the students is not specified, but is probably male.

FEMALE COLLEGES.

I have thrown into a supplement to this table the statistics collected respecting 136 institutions for the superior instruction of females exclusively.

Of these there are—

In Alabama	7	In New Hampshire	2
In California	3	In New Jersey	2
In Connecticut	4	In New York	11
In Delaware	1	In North Carolina	9
In Georgia	17	In Ohio	13
In Illinois	8	In Oregon	1
In Indiana	2	In Pennsylvania	12
In Kansas	1	In South Carolina	1
In Kentucky	4	In Tennessee	7
In Maryland	4	In Texas	1
In Massachusetts	4	In Vermont	1
In Michigan	2	In Virginia	5
In Minnesota	1	In West Virginia	2
In Mississippi	5	In Wisconsin	2
In Missouri	4		

Of these 136 female colleges, 2 are under the supervision of the Masonic fraternity, and the supervisory power of 65 is undetermined. The remaining 69 are divided among the denominations as follows:

Methodist Episcopal	15	Roman Catholic	6
Methodist Episcopal, South	1	Congregational	6
Presbyterian	13	Lutheran	2
Cumberland Presbyterian	1	United Brethren	2
Protestant Episcopal	7	Moravian	3
Baptist	12	German Reformed	1

As far as is known, there are in these female colleges 1,163 instructors and 12,841 pupils. How many of these institutions are chartered to confer degrees is not known.

From the above statement it will be seen that in the 504 institutions above mentioned there are 4,125 instructors and 62,668 pupils.

No such extended statistics have, it is believed, ever been compiled or published in this country.

Statistics of the professional schools connected with these institutions will be found in the appropriate tables—law, medical, theological, &c.

THEOLOGICAL SEMINARIES.

The table showing theological instruction in the country gives the total number of institutions as 117. Of these, Alabama has 2; California, 3; Connecticut, 3; Georgia, 1; Illinois, 11; Indiana, 1; Iowa, 5; Kentucky, 7; Louisiana, 2; Maine, 2; Maryland, 3; Massachusetts, 7; Michigan, 2; Missouri, 4; New Jersey, 3; New York, 12; North Carolina, 1; Ohio, 13; Pennsylvania, 17; South Carolina, 3; Tennessee, 2; Texas, 1; Virginia, 5; West Virginia, 1; Wisconsin, 4; District of Columbia, 2.

These seminaries are distributed denominationally, as shown by the following table, which also gives the number of professors or instructors and students.

Denomination.	Number of seminaries.	Number of instructors.	Number of students.
Roman Catholic	17	72	862
Presbyterian	14	50	544
Baptist	17	37	389
Methodist Episcopal	10	30	322
Congregational	7	35	276
Protestant Episcopal	12	46	224
Lutheran	14	30	133
Christian	2	2	102
Reformed	4	12	81
Free-Will Baptist	2	8	53
Universalist	2	6	47
United Presbyterian	4	8	42
Unitarian	1	6	21
Moravian	1	4	20
African Methodist Episcopal	1	2	18
Union Evangelical	1	5	12
New Jerusalem	1	4	8
United Brethren	1	1	7
Unknown	6	11	43
Total	117	369	3,204

LAW SCHOOLS.

There are forty law schools in the United States, with one hundred and twenty-nine professors, and 1,722 students. Of the States having more than one, Illinois, Iowa, and Tennessee have each two; Indiana, Ohio, and Virginia have three each; Pennsylvania and the District of Columbia four, and New York five. Seventeen States have no law schools, namely: Alabama, Arkansas, California, Delaware, Florida, Kansas, Maine, Maryland, Minnesota, Nebraska, Nevada, New Hampshire, New Jersey, Oregon, Rhode Island, Vermont, and West Virginia; while Connecticut, Georgia, Louisiana, Kentucky, Massachusetts, Michigan, Mississippi, Missouri, North Carolina, South Carolina, Texas, and Wisconsin have one each.

MEDICAL SCHOOLS.

The table of medical schools indicates fifty-seven known as regular, four as eclectic, two as botanic, six as homeopathic, nine as dental, and sixteen as pharmaceutical; total, ninety-four. Of those denominated regular, Alabama, Connecticut, Indiana, Louisiana, Maine, New Hampshire, Oregon, Texas, and Vermont have each one; Cali-

fornia, Iowa, Kentucky, Maryland, Massachusetts, Michigan, South Carolina, Tennessee, and Virginia, two; Georgia, Illinois, and the District of Columbia, three; Missouri and Pennsylvania, four; Ohio, five; and New York eight. Of the other classes Ohio has seven, New York and Pennsylvania each five.

LIBRARIES.*

Public libraries are at once an important means and a valuable index of education. The following summary, drawn from the table in the Appendix to this report, showing their distribution in the States, will not be without value and interest. Year by year this office should be able to present the growth of this valuable auxiliary to all forms of culture.

States.	Number of libraries.	Number of volumes.	States.	Number of libraries.	Number of volumes.
California	4	28,288	Nebraska	1	10,200
Connecticut	13	66,280	New Hampshire	9	46,694
Delaware	2	36,000	New Jersey	6	11,700
Georgia	1	3,000	New York	16	548,004
Illinois*	6	127,800	Ohio	7	123,846
Indiana	5	19,580	Pennsylvania	19	181,572
Iowa	2	14,000	Rhode Island	13	65,437
Kansas	1	600	South Carolina	2	17,000
Kentucky	4	7,148	Vermont	2	14,683
Louisiana	1	1,000	Virginia	2	28,466
Maine	10	61,394	West Virginia	2	4,700
Maryland	4	55,436	Wisconsin	1	50,500
Massachusetts	29	476,138	District of Columbia	7	280,929
Michigan	5	47,202	Washington Territory	1	2,200
Minnesota	2	18,500			
Mississippi	1		United States	180	2,355,237
Missouri	2	7,000			

* One library, containing 112,000 volumes, reported here, was burned in the Chicago fire.

It is manifest that much more can be done than has been, to utilize the libraries collected, and that this would also facilitate their increase. I would call special attention to the effort of Hon. Wm. T. Harris, the able superintendent of public instruction of the city of St. Louis, to render more useful the public-school libraries of that city, by his essay on the system of classification, published in the catalogue of that library.

BENEFACTIONS TO EDUCATIONAL OBJECTS.

An attempt has been made during the year to collect the statistics of the number and amount of the gifts of individuals throughout the country in aid of education. Although the record attempted by this Bureau is doubtless far from complete, still the results, as shown by the table in the Appendix, which gives the facts in detail, are most surprising and gratifying, summing up a total of more than eight million dollars.

It is believed that these unsolicited contributions by private citizens for the educational interests of the community, are at the present time without a parallel in any other country of the world. Wealth thus recognizes its responsibility and indicates its wisdom, for the education of her children is at once the duty and the safety of the commonwealth.

It will be seen that in California these gifts amount to $2,000,000; in Connecticut to $845,665, of which Yale College receives $319,865; in Georgia, $1,000; in Indiana, $537,025; in Illinois, $391,000; in Iowa,

* For libraries connected with colleges and professional schools reference should be had to the tables relating to these institutions respectively.

$75,000; in Kansas, $50,000; in Louisiana, $1,090; in Massachusetts, $2,502,000, of which Harvard College receives $460,000; in Minnesota, $50,550; in Missouri, $205,000, entirely for Washington University, St. Louis; in Michigan, $15,000; in New Hampshire, $168,000, of which Dartmouth College receives $121,000; in New Jersey, $323,500, of which Princeton College receives $223,500; in New York, $765,000; in Ohio, $23,250; in Oregon, $5,000; in Pennsylvania, $312,000; in Rhode Island, $24,000; in South Carolina, $13,000; in Tennessee, $4,000; in Virginia, $45,000; in Wisconsin, $80,000; making a total of $8,435,090.

Of these individual donations two were of $1,000,000 or over; twenty-three were of $100,000 and over; fifteen of $50,000 and over; eleven of $25,000 and over; twenty of $10,000 and over; and thirty-three of $1,000 and over.

In the following States no individual benefactions amounting to $1,000 were reported: Alabama, Arkansas, Delaware, Florida, Kentucky, Maine, Maryland, Nebraska, Nevada, North Carolina, Texas, and West Virginia.

AMERICAN EFFORTS IN AID OF EDUCATION IN OTHER LANDS.

China and Japan* each maintain an institution presided over by an American educator. American teachers and American merchants may be found in every land. The school system and the civilization of the Sandwich Islands are entirely the outgrowth of the efforts of our citizens. Oahu College at Punaloa, which has been endowed by the government of these islands, is presided over by an American.

Robert College, at Constantinople, as well as its noble founder, C. R. Robert, esq., of New York City, has already received the cordial recognition of the Sultan. This institution, which is presided over by Dr Hamlin, has now nearly 100 students, and graduated its first class of five in July, 1870. In Turkey there are four theological schools, with 78 students; seven boarding-schools for girls, with 151 pupils; and 185 common schools, with 5,679 scholars, under the direction of an American association; and in Syria there is a theological school, and two girls' boarding-schools, with 95 pupils. Details in regard to these and other interesting efforts in behalf of education abroad, will be found in the abstract of foreign educational intelligence in the accompanying papers.

THE LITERATURE OF EDUCATION.

The table respecting the publication of city reports on education exhibits one series of facts related to the literature of education.

The table of educational publications, as far as reported, shows the activity in this department of educational work. Twenty-six publishing houses report the issue of 101 volumes, which would average 297 pages per volume.

COST OF EDUCATION.

At the special solicitation of educators, the statistics contained in Table XXI in regard to the cost of education in the different States of the Union, and in Table XXII as to the cost of education in the public schools of many of the different cities of the Union, were obtained, and the results are presented, as an indication of the present incompleteness and unsatisfactory nature of this class of comparisons, as based upon present accessible statistics, with the hope that philosoph-

* Yet we are informed that in Japan the Mikado is learning the German, and not the English language.

ical educators may be stimulated to a revision of the records and reports of these facts, from which the elements necessary to make such an investigation of the highest value must be derived.

SCHOOL EXPENDITURES AND VALUES OF PROPERTY.

Space and time will not permit me to enter into those comparisons of the States with each other which can be made from the material supplied in the tables above referred to. I, however, call attention to the following:

Graduated table, showing for each State of the Union the public-school expenditure per capita of the school population, and the assessed valuation of property per capita of the total population.

Number.	States.	Public-school expenditure *per capita* of school population.	Assessed valuation of property *per capita* of total population.	Number.	States.	Public-school expenditure *per capita* of school population.	Assessed valuation of property *per capita* of total population.
1	Massachusetts	$20 66+	$972 39	21	Maine	$4 06+	$357 71
2	Nevada	*19 17+	605 79	22	Arkansas	3 53+	194 38
3	Connecticut	12 92+	600 15	23	Louisiana	3 17+	349 93
4	Rhode Island	11 89—	982 59	24	Mississippi	2 95+	214 10
5	California	*11 44+	481 29	25	West Virginia	2 84+	317 97
6	New Jersey	8 89+	689 62	26	Delaware	*2 70+	518 23
7	Nebraska	8 06—	460 06	27	Missouri	*2 65+	323 08
8	Illinois	7 97+	190 13	28	Oregon	2 06—	349 73
9	Pennsylvania	*7 86+	353 04	29	Alabama	*1 49+	157 24
10	Michigan	7 33+	229 92	30	Florida	*91+	173 00
11	Iowa	7 10—	253 91	31	Tennessee	*91+	202 35
12	New York	6 89+	448 80	32	Kentucky	*60+	310 02
13	Ohio	6 86+	438 13	33	North Carolina	*48+	121 69
14	Kansas	*6 45—	252 80	34	Georgia	.....	191 00
15	Vermont	6 09+	310 23	35	South Carolina	.....	200 64
16	Indiana	5 15+	394 75	36	Texas	.....	182 92
17	Wisconsin	4 86+	316 16	37	Virginia	.....	298 27
18	Minnesota	4 85+	191 36				
19	Maryland	4 73—	542 76		United States	.....	358 08
20	New Hampshire	*4 46+	468 31				

*From the report of this Bureau for 1870.

EDUCATION AND PAUPERISM.

The results of the inquiry instituted by this office respecting the relations of education to pauperism have not progressed far enough to call for present publication. The statistics received from nine establishments (State or county) for the support of paupers show the total number of adults to be 1,375; minors, 987; total, 2,362. Of these, 959 were unable to read and write, and 34 only had received a superior education. The number of native-born was 1,157; of foreign birth, 1,002. The total expense for the year was $216,575 56. Among the conditions of admission to these establishments are orphanage, destitution, vagrancy, and truancy.

CENSUS STATISTICS.

Table I in the Appendix has been derived from advance tables of the census of 1870. The area of the States in square miles was kindly supplied by Hon. Willis Drummond, Commissioner of the General Land Office.

PARENTAGE OF THE POPULATION.

The two columns showing "both parents native," and with "one parent only foreign," are deductions from the statistics of the census, and are interesting as showing the proportion of inhabitants in whose families native, or partially native, influences prevail. If the most important steps of education are taken during the earlier years of life, it is necessary for American instructors to know of what character that education for our population is to be. Countless prejudices, bigotries, modifications of temperament, and consequent difficulties in school government, find here their cause, and the educator is obliged to make perpetual allowance for them. But this is not the only lesson which our new census has for us.

STATISTICS OF ILLITERACY, 1870.

Former decennial censuses are very far inferior to this one in the statistics of illiteracy presented. The census of 1840 furnished only the number of white persons over 20 years of age unable to read and write, making no further distinctions of nativity, race, or sex. The censuses of 1850 and 1860 reported the number, nativity, race, and sex, of the free illiterate over 20 years of age, but failed to give any direct information respecting the intelligence of the minor population.

The census of 1870 shows its superiority in this particular. The number of persons whose illiteracy has been reported comprehends all 10 years old and over. As many persons will readily acknowledge their inability to write who will not confess that they cannot read, and as the ability to write is a very useful indication of the extent to which it is possible to use the knowledge of reading, the whole number of persons 10 years old and over unable to read (and therefore not able to write) is given separately; and the value of the census is further greatly increased by the amount of labor bestowed in showing the age, race, and sex of all those unable to write who were 10 years old and over. These are really the illiterates of the country, and never before has there been so searching, skillful, and complete an exhibition of the facts concerning them.

This office was only able to give to the public the first summary of these deductions from the census of 1860, after the close of the decade. Now, only a little over a year after the schedules from the assistant marshals were placed in the hands of the Superintendent of the Census for 1870, he has furnished the data from which this office has prepared the following suggestive tables, for the use of the educators of the country, before the second year of the decade has passed.

NATIVITY OF ILLITERATES IN 1870.

In connection with the subject of parentage, the nativity of the illiterate population is an interesting inquiry, and the following table is presented.

As only general causes of illiteracy will be mentioned in this connection, the States and Territories have been grouped in three geographical positions, designated as Northern, Pacific, and Southern. The first comprises all the present States in which slavery did not exist in 1860, except the three on the Pacific Slope; the second includes the three Pacific States and all the Territories enumerated in the census, except the District of Columbia; the third comprises the rest of the States and the District.

It will be observed that persons of foreign birth furnish nearly one-half the illiteracy of the Northern division, more than one-half of that

in the Pacific division, about one fifty-seventh part of that in the Southern division, and more than one-seventh of that of the whole country.

Table, derived from advance sheets of the Ninth Census, showing the number of native and foreign illiterate persons ten years old and over, of all races, in the States and Territories, arranged in divisions.

States and Territories.	Number of illiterates.		
	Native.	Foreign.	Total.
Grand aggregate, United States	4,882,210	777,864	5,660,074
Aggregate, Northern division	690,117	665,985	1,356,102
Maine	7,986	11,066	19,052
New Hampshire	1,992	7,934	9,926
Vermont	3,902	13,804	17,706
Massachusetts	7,912	89,830	97,742
Rhode Island	4,444	17,477	21,921
Connecticut	5,678	23,938	29,616
New York	72,583	168,569	241,152
New Jersey	29,726	24,961	54,687
Pennsylvania	126,803	95,553	222,356
Ohio	134,102	39,070	173,172
Michigan	22,547	30,580	53,127
Indiana	113,185	13,939	127,124
Wisconsin	14,113	41,328	55,441
Illinois	90,605	42,979	133,584
Minnesota	5,558	18,855	24,413
Iowa	24,980	20,692	45,672
Nebraska	3,552	1,309	4,861
Kansas	20,449	4,101	24,550
Aggregate, Pacific division	74,504	39,496	114,000
California	9,520	22,196	31,716
Oregon	3,003	1,424	4,427
Nevada	98	774	872
Arizona Territory	262	2,491	2,753
Washington Territory	852	503	1,355
Idaho Territory	138	3,250	3,388
Utah Territory	3,334	4,029	7,363
Montana Territory	394	524	918
Dakota Territory	758	805	1,563
Wyoming Territory	266	336	602
Colorado Territory	6,568	255	6,823
New Mexico Territory	49,311	2,909	52,220
Aggregate, Southern division	4,117,589	72,383	4,189,972
Delaware	20,631	2,469	23,100
Maryland	126,907	8,592	135,499
District of Columbia	26,501	2,218	28,719
Virginia	444,623	1,270	445,893
West Virginia	78,389	3,101	81,490
Kentucky	324,945	7,231	332,176
North Carolina	397,573	117	397,690
Tennessee	362,955	1,742	364,697
South Carolina	289,726	653	290,379
Georgia	467,503	1,090	468,593
Alabama	382,142	870	383,012
Florida	71,235	568	71,803
Mississippi	312,483	827	313,310
Missouri	206,827	15,584	222,411
Arkansas	133,042	297	133,339
Louisiana	268,773	7,385	276,158
Texas	203,334	18,369	221,703

RACES AND RACE-PREJUDICE.

From the statistics of "Race" in Table I of the Appendix, the following table, showing the relative proportion of the races, is derived. Of every 10,000 inhabitants there are—

	White.	Colored.	Chinese.	Indian.
In the States	8,711	1,269	15	5
In the Territories	8,711	1,017	158	114
In the whole Union	8,711	1,266	16	7

The curious fact is here shown that the white race bears generally a constant and overpowering relation to all the others. The duties of this highly-gifted numerical majority, this practical totality of intellectual and moral force toward the rest of the population, should, it seems, consist in the exercise of justice and kindness, the supply of equal facilities for their education and improvement, and the protection of their rights of person and property by every safeguard of usage and law.

But the actual state of things is precisely the reverse. There is probably no greater obstacle to universal education than this race-prejudice. It is not satisfied with ordinary manifestations, but records itself in the enactment of prohibitory laws. In its eagerness to wound others the white race of our country has injured itself. The ignorance to which it once sought to doom the negro and the Indian, and in which it would fain now try to keep the Chinese, riots in our own midst and strikes at the permanence of our most cherished institutions.

As safely may one race exclude another from the benefits of medicine or the application of sanitary laws. No city would think of tolerating the small-pox in any class of its citizens even though that class were of another race; for it has been so terribly written that this physical scourge in its deadly unity oversteps all boundaries of race, that the dullest, most bigoted, and stupidest of communities realizes perfectly that its only hope of immunity depends on the protection of each individual, and every class composing it.

But, what bodily disease has ever wrought the terrible evils to society that come from that ignorance whose children are destitution and crime? The despised, neglected, destitute, and ignorant have, in past times, more than once destroyed governments, and may do so again. The children whom society, the church, and the school fail to educate, learn in the streets, and from countless teachers of vice, aided by those grim masters, hunger and want, the malign arts that render the property of our households, the virtue of our women, and the health and happiness of our people insecure.

And from the brief table just given it will be seen that this race-prejudice is exercised by five people out of every six toward one.*

It is true that this reproach of injustice does not apply equally to every State and community;† but in those parts of our country where individuals of these proscribed races are most numerous, and where consequently the danger of allowing them to remain in mental darkness is most imminent, the prejudice against their improvement is (for many natural and some unjustifiable reasons) most difficult to overcome. The

* The white population being 33,586,989, and all the others only 4,968,994, of whom 4,880,009 are colored.

† PROSCRIPTION OF RACE.—An interesting testimony bearing upon this point, is found in the report of the examination of the students of Atlanta University, made to the governor of Georgia, June 28, 1871, and signed by the board of visitors, Messrs. Joseph E. Brown, W. A. Hemphill, William L. Scruggs, John L. Hopkins, John H. Knowles, D. Mayer, James L. Dunning, Jared Irwin Whittaker, S. H. Stout. These gentlemen refer to the design of the institution, "to afford opportunity for thorough education to members of a race only recently elevated to citizenship, and much of its prescribed curriculim of studies being of a higher grade than that of other institutions in the South" for pupils of color.

They say they conducted the examination in a manner fairly and truly indicative of the character of the mental training of the pupils; and at every step they were impressed with the fallacy of the popular idea that the members of the African race are not capable of a high grade of intellectual culture, as it was proved that they could master intricate problems in mathematics, and fully comprehend the construction of the most difficult passages in the classics. "Many of the pupils exhibited a degree of mental culture which, considering the length of time their minds have been in training, would do credit to members of any race."

number of persons of the white and colored races in the Southern States will be found in one of the tables of the Appendix to this report. From the statistics there given it appears that the excess of the white race over the colored is, in—

	Majority.		Majority.
Alabama	45,874	Missouri	1,485,075
Arkansas	239,946	North Carolina	286,820
Delaware	79,427	Tennessee	613,788
Florida	4,368	Texas	311,225
Georgia	93,774	Virginia	199,248
Kentucky	876,442	West Virginia	406,043
Maryland	430,106		

and that the colored race is in excess in only three States, having over the white in—

	Majority.		Majority.
Louisiana	2,145	Mississippi	61,305
South Carolina	126,147		

leaving the whites of these sixteen States in a majority of 4,882,539 over the colored. That is to say, there are more than two whites to every negro in the Southern States as a whole. While this white preponderance, therefore, is powerful enough to assert itself over the co-resident negroes, the proportion of colored people is so great as to render their education in mind and morals and their training for the duties of citizenship and the responsibilities of life a matter of the greatest importance to their white fellow-citizens, for nothing is more certain than the tendency of a partial injustice, a partial error, a partial short-coming to become universal. The measure which we mete out to others is measured out to ourselves; pleasant as it may be for one class, priding itself upon its race superiority, to deny education to another, nature as truly exacts penalties of the State as of the individual, and finds ways "out of our pleasant vices" to frame "the instruments that plague us." If one race, as a race, is kept in ignorance, the instrumentalities for its repression and the hinderances to its improvement gradually but inexorably apply themselves to the rest of the community, and the ignorance which began by being the ordained and legal condition of the negro, becomes at last the heritage of the white also, and the common curse of the whole State.

RACE ILLITERACY.

It will be observed also that the white illiterates of the United States outnumber those of all other races. In the Northern division, out of every fourteen illiterates thirteen are white. In the Pacific division, out of every twenty-three illiterates, twenty are white; in the Southern division, out of every forty-two illiterates fifteen are white.

These statistics, it will be observed, show nothing but the differences of race, and give no clue to the relative proportions of illiteracy in the different sections to their whole population. Those facts will be found in the other tables.

Table, derived from advanced sheets of the Ninth Census, showing the number of illiterate persons, ten years old and over, of the different races in the States and Territories, arranged in divisions.

States and Territories.	Number of illiterates.			
	White.	Colored.	Chinese and Indians.	Total.
Grand aggregate, United States	2,879,543	2,763,991	16,540	5,660,074
Aggregate, Northern division	1,262,113	91,092	2,897	1,356,102
Maine	18,874	173	5	19,052
New Hampshire	9,831	95	.....	9,926
Vermont	17,584	116	6	17,706
Massachusetts	95,576	2,148	18	97,742
Rhode Island	21,031	870	20	21,921
Connecticut	27,913	1,675	28	29,616
New York	230,513	10,639	.....	241,152
New Jersey	46,386	8,297	4	54,687
Pennsylvania	206,458	15,893	5	222,356
Ohio	152,383	20,766	23	173,172
Michigan	48,649	2,655	1,823	53,127
Indiana	118,761	8,254	109	127,124
Wisconsin	54,845	360	236	55,441
Illinois	123,624	9,949	11	133,584
Minnesota	23,932	111	370	24,413
Iowa	44,145	1,524	3	45,672
Nebraska	4,630	205	26	4,861
Kansas	16,978	7,362	210	24,550
Aggregate, Pacific division	101,091	1,503	11,406	114,000
California	26,158	916	4,642	31,716
Oregon	3,411	90	926	4,427
Nevada	653	21	198	872
Arizona Territory	2,729	1	23	2,753
Washington Territory	823	34	498	1,355
Idaho Territory	486	11	2,891	3,388
Utah Territory	7,096	22	245	7,363
Montana Territory	643	66	209	918
Dakota Territory	914	31	618	1,563
Wyoming Territory	481	49	72	602
Colorado Territory	6,564	146	113	6,823
New Mexico Territory	51,133	116	971	52,220
Aggregate, Southern division	1,516,339	2,671,396	2,237	4,189,972
Delaware	11,280	11,820	.....	23,100
Maryland	46,792	88,703	4	135,499
District of Columbia	4,876	23,843	.....	28,719
Virginia	123,538	322,236	119	445,893
West Virginia	71,493	9,997	.....	81,490
Kentucky	201,077	131,050	49	332,176
North Carolina	191,961	205,032	697	397,690
Tennessee	178,727	185,941	29	364,697
South Carolina	55,167	235,164	48	290,379
Georgia	124,935	343,641	17	468,593
Alabama	92,059	290,898	55	383,012
Florida	18,904	52,894	5	71,803
Mississippi	48,028	264,723	559	313,310
Missouri	161,763	60,622	26	222,411
Arkansas	64,095	69,222	22	133,339
Louisiana	50,749	224,993	416	276,158
Texas	70,895	150,617	191	221,703

THE ILLITERACY OF SEX.

There are also interesting statistics bearing on the relative instruction and the illiteracy of the sexes.

In our own country the public-school system, in many of the States reaching every village and neighborhood, is the great instrumentality in producing the equal education of the sexes. Here the feudal and monastic notions respecting the inferior importance of female education have had little influence and are rapidly disappearing. To no man who reflects can the education of women be a matter of indifference; for on the character, intelligence, and cultivation of the mother depend, to an incredible extent, the early instruction, the future habits, and the mental tone of her

children; to her the world looks for the grace of manner, the purity of purpose and of life, the sympathy of heart, and the rectitude of moral sense in which her sex, her tastes, and her disposition enable her to excel the opposite sex.

When women are coarse, or ignorant, or impure, the society they are members of, the race they belong to, the community they live in, and the men around them will infallibly degenerate.

The Chinese and Indian illiterates, not being divided as to sex, are omitted from the following table. In the Northern division the female illiteracy is fifty-eight per cent., in the Pacific division fifty per cent., and in the Southern division about fifty-two per cent. of the total illiteracy.

Table, derived from advanced sheets of the Ninth Census, showing the number of male and female illiterate persons, ten years old and over, (Chinese and Indian excluded,) in the States and Territories, arranged in divisions.

States and Territories.	Number of illiterates.		
	Male.	Female.	Total.
Grand aggregate for the United States	2,608,847	3,034,687	5,643,534
Aggregate, Northern division	571,954	781,251	1,353,205
Maine	9,644	9,403	19,047
New Hampshire	4,581	5,345	9,926
Vermont	9,283	8,417	17,700
Massachusetts	37,075	60,649	97,724
Rhode Island	8,681	13,220	21,901
Connecticut	12,374	17,214	29,588
New York	96,977	144,175	241,152
New Jersey	23,409	31,274	54,683
Pennsylvania	82,457	139,894	222,351
Ohio	75,248	97,901	173,149
Michigan	26,598	24,706	51,304
Indiana	53,313	73,702	127,015
Wisconsin	25,666	29,539	55,205
Illinois	59,494	74,079	133,573
Minnesota	11,234	12,809	24,043
Iowa	20,965	24,704	45,669
Nebraska	2,564	2,271	4,835
Kansas	12,391	11,949	24,340
Aggregate, Pacific division	51,517	51,077	102,594
California	15,155	11,919	27,074
Oregon	1,873	1,628	3,501
Nevada	517	157	674
Arizona Territory	1,587	1,143	2,730
Washington Territory	573	284	857
Idaho Territory	344	153	497
Utah Territory	3,208	3,910	7,118
Montana Territory	534	175	709
Dakota Territory	513	432	945
Wyoming Territory	399	131	530
Colorado Territory	3,366	3,344	6,710
New Mexico Territory	23,448	27,801	51,249
Aggregate, Southern division	1,985,376	2,202,359	4,187,735
Delaware	10,973	12,127	23,100
Maryland	61,981	73,514	135,495
District of Columbia	11,418	17,301	28,719
Virginia	211,278	234,496	445,774
West Virginia	36,584	44,906	81,490
Kentucky	157,239	174,888	332,127
North Carolina	195,692	201,301	396,993
Tennessee	163,195	201,473	364,668
South Carolina	137,246	153,085	290,331
Georgia	220,053	248,523	468,576
Alabama	181,309	201,648	382,957
Florida	34,666	37,132	71,798
Mississippi	150,984	161,767	312,751
Missouri	105,765	116,620	222,385
Arkansas	63,194	70,123	133,317
Louisiana	133,351	142,391	275,742
Texas	110,448	111,064	221,512

SEX ILLITERACY OF ENGLAND, 1841–1869.

There has not been time, since these statistics from the census officials were obtained, to undertake, with the small force at my command, such a comparison with the statistics contained in the census of previous years, and in those of foreign countries, as might be profitable and interesting. The following extracts and table are, however, taken from the thirty-second annual report of the registrar general of England for the year 1869, as furnishing a standard of comparison:

"Thirty-five thousand one hundred and ninety-nine men and forty-eight thousand seven hundred and fifty-eight women made marks in signing the marriage register in the year 1869. Of 100 men married, 20, and of 100 women 28, did not sign their names. The returns continue to afford proofs of slow improvement in the elementary education of the people in the year under review; out of every 100 persons married 17 were able to write their names in excess of the number in 1841, 28 years previously. The improvement has been greater in women than in men. In 1841, in 100 marriages the proportion of men and women who signed by mark was 33 and 49, respectively, and in 1869 it was 20 and 28."

YEAR.	NUMBER OF PERSONS MARRIED.						
		Illiterates.			Percentage—		
	Total.	Male.	Female.	Total.	Of male illiterates to total number of males married.	Of female illiterates to total number of females married.	Of total illiterates to total number married.
1841	244,992	39,954	59,680	99,634	32.7	48.8	40.8
1842	237,650	38,031	56,965	94,996	32.0	47.9	40.0
1843	247,636	40,520	60,715	101,235	32.7	49.0	40.9
1844	264,498	42,912	65,073	107,985	32.4	49.2	40.8
1845	287,486	47,665	71,229	118,894	32.2	49.6	41.4
1846	291,328	47,488	70,145	117,633	32.6	48.2	40.4
1847	271,690	42,429	61,877	104,306	31.2	45.5	38.4
1848	276,460	43,166	62,771	101,937	31.2	45.4	38.3
1849	283,766	44,027	65,135	109,162	31.0	45.9	38.5
1850	305,488	47,572	70,606	118,178	31.1	46.2	38.7
1851	308,412	47,439	69,812	117,251	30.8	45.3	38.1
1852	317,564	48,421	70,772	119,193	30.5	44.6	37.6
1853	329,040	49,983	72,204	122,187	30.4	43.9	37.2
1854	319,454	47,843	68,175	116,018	30.0	42.7	36.4
1855	304,226	44,846	62,672	107,518	29.5	41.2	35.4
1856	318,674	45,900	64,133	110,033	28.8	40.2	34.5
1857	318,194	44,013	61,765	105,778	27.7	38.8	33.3
1858	312,140	42,141	58,733	100,874	27.0	37.6	32.3
1859	335,446	44,807	63,127	107,934	26.7	37.6	32.2
1860	340,312	43,401	61,677	105,078	25.5	36.2	30.9
1861	327,412	40,204	56,770	96,974	24.6	34.7	29.7
1862	382,060	38,801	54,405	93,206	23.7	33.2	28.5
1863	347,020	41,262	57,416	98,678	28.3	33.1	28.5
1864	360,774	41,998	50,402	100,400	23.3	32.4	27.9
1865	370,948	41,664	57,828	99,492	22.5	31.2	26.9
1866	375,552	40,609	56,395	97,004	21.6	30.0	25.8
1867	358,308	37,879	51,606	89,485	21.1	28.8	25.0
1868	353,924	35,628	49,244	84,872	20.1	27.8	23.9
1869	353,940	35,199	48,758	83,957	19.9	27.6	23.8

ADULT AND MINOR ILLITERACY, 1870.

Whether the illiteracy shown by the preceding tables has passed beyond the control of the state, the family, and the school—whether it has become voter, citizen, parent—are questions of grave import.

Table, derived from advance sheets of the Ninth Census, showing the number of illiterate persons, adult and minor, ten years old and over, (Chinese and Indian excluded,) in the States and Territories, arranged in divisions.

States and Territories.	Number of illiterates.		
	Adult, 21 years old and over.	Minor, 10 years to 21 years old.	Total, 10 years old and over.
Grand aggregate, United States	3,637,422	2,006,112	5,643,534
Aggregate, Northern division	1,077,297	275,908	1,353,205
Maine	13,417	5,630	19,047
New Hampshire	7,656	2,270	9,926
Vermont	13,394	4,306	17,700
Massachusetts	85,676	12,048	97,724
Rhode Island	16,786	5,115	21,901
Connecticut	24,004	5,584	29,588
New York	198,747	42,405	241,152
New Jersey	42,821	11,862	54,683
Pennsylvania	190,838	31,513	222,351
Ohio	125,495	47,654	173,149
Michigan	37,485	13,819	51,304
Indiana	100,341	26,674	127,015
Wisconsin	40,607	14,598	55,205
Illinois	105,709	27,864	133,573
Minnesota	18,231	5,812	24,043
Iowa	35,915	9,754	45,669
Nebraska	2,268	2,567	4,835
Kansas	17,907	6,433	24,340
Aggregate, Pacific division	70,534	32,060	102,594
California	23,006	4,068	27,074
Oregon	2,257	1,244	3,501
Nevada	621	53	674
Arizona Territory	1,935	795	2,730
Washington Territory	640	217	857
Idaho Territory	430	67	497
Utah Territory	3,335	3,783	7,118
Montana Territory	527	182	709
Dakota Territory	727	218	945
Wyoming Territory	457	73	530
Colorado Territory	4,490	2,220	6,710
New Mexico Territory	32,109	19,140	51,249
Aggregate, Southern division	2,489,591	1,698,144	4,187,735
Delaware	16,002	7,098	23,100
Maryland	92,471	43,024	135,495
District of Columbia	22,112	6,607	28,719
Virginia	275,592	170,182	445,774
West Virginia	46,354	35,136	81,490
Kentucky	187,717	144,410	332,127
North Carolina	174,834	222,159	396,993
Tennessee	225,713	138,955	364,668
South Carolina	179,145	111,186	290,331
Georgia	275,342	193,234	468,576
Alabama	237,791	145,166	382,957
Florida	44,334	27,464	71,798
Mississippi	191,136	121,615	312,751
Missouri	123,493	98,892	222,385
Arkansas	81,750	51,567	133,317
Louisiana	183,637	92,105	275,742
Texas	132,168	89,344	221,512

RACE AND SEX OF THE ADULT ILLITERACY.

The following table displays these facts. It will be seen that there are in this country about 1,585,000 illiterate male adults, of whom about 743,000 are whites; that in the Northern division there are about 395,000 white and 34,000 colored, in the Pacific division about 35,000 white and 750 colored, and in the Southern division about 313,000 white and 807,000 colored males, who cannot write, and yet who are or may become voters.

There are, of white female adults, (21 years old and over,) unable to

write, about 610,000 in the Northern division, about 34,000 in the Pacific division, and about 484,000 in the Southern division. The colored female adult illiterates number about 38,000 in the Northern division, 500 in the Pacific, and 885,000 in the Southern. There are, therefore, in the whole country 2,052,000 ignorant women, most of whom are or may become mothers of children and trainers of families.

While every preceding census has shown, and the forthcoming one will probably also show, that the males preponderate, there are actually nearly 467,000 more ignorant women than ignorant men in the United States; of this majority 219,000 are in the Northern division, and of these about 215,000 are white women.

Table, derived from advance sheets of the Ninth Census, showing the sex and race of the adult illiterates (Chinese and Indian excluded) in the States and Territories, by divisions.

States and Territories.	Male adults.			Female adults.		
	White.	Colored.	Total.	White.	Colored.	Total.
Grand aggregate, United States	743, 402	841, 941	1, 585, 343	1, 128, 533	923, 546	2, 052, 079
Aggregate, Northern division	395, 159	33, 914	429, 073	609, 979	38, 245	648, 224
Maine	6, 516	69	6, 585	6, 775	57	6, 832
New Hampshire	3, 361	38	3, 399	4, 225	32	4, 257
Vermont	6, 867	45	6, 912	6, 445	37	6, 482
Massachusetts	30, 920	822	31, 742	52, 890	1, 044	53, 934
Rhode Island	5, 922	291	6, 213	10, 152	421	10, 573
Connecticut	8, 990	627	9, 617	13, 683	704	14, 387
New York	73, 201	3, 916	77, 117	116, 742	4, 888	121, 630
New Jersey	14, 515	2, 881	17, 396	21, 916	3, 509	25, 425
Pennsylvania	61, 350	5, 758	67, 108	116, 261	7, 469	123, 730
Ohio	41, 439	7, 531	48, 970	68, 449	8, 076	76, 525
Michigan	17, 543	1, 015	18, 558	17, 986	941	18, 927
Indiana	36, 331	3, 178	39, 509	57, 651	3, 181	60, 832
Wisconsin	17, 637	185	17, 822	22, 670	115	22, 785
Illinois	40, 801	3, 969	44, 770	56, 857	4, 082	60, 939
Minnesota	8, 034	51	8, 085	10, 108	38	10, 146
Iowa	14, 782	635	15, 417	19, 825	673	20, 498
Nebraska	956	93	1, 049	1, 169	50	1, 219
Kansas	5, 994	2, 810	8, 804	6, 175	2, 928	9, 103
Aggregate, Pacific division	35, 302	749	36, 051	33, 971	512	34, 483
California	12, 362	468	12, 830	9, 837	339	10, 176
Oregon	1, 085	48	1, 133	1, 096	28	1, 124
Nevada	474	15	489	126	6	132
Arizona Territory	1, 167	1	1, 168	767	.....	767
Washington Territory	437	15	452	179	9	188
Idaho Territory	315	1	316	107	7	114
Utah Territory	1, 137	8	1, 145	2, 180	10	2, 190
Montana Territory	399	33	432	81	14	95
Dakota Territory	403	6	409	306	12	318
Wyoming Territory	326	33	359	86	12	98
Colorado Territory	2, 305	63	2, 368	2, 074	48	2, 122
New Mexico Territory	14, 892	58	14, 950	17, 132	27	17, 159
Aggregate, Southern division	312, 941	807, 278	1, 120, 219	484, 583	884, 789	1, 369, 572
Delaware	3, 466	3, 765	7, 231	4, 566	4, 205	8, 771
Maryland	13, 344	27, 123	40, 467	19, 422	32, 582	52, 004
District of Columbia	1, 214	7, 599	8, 813	2, 542	10, 757	13, 299
Virginia	27, 646	97, 908	125, 554	40, 351	109, 687	150, 038
West Virginia	15, 181	3, 186	18, 367	24, 545	3, 442	27, 987
Kentucky	43, 826	37, 889	81, 715	62, 725	43, 277	106, 002
North Carolina	27, 557	48, 392	75, 949	45, 552	53, 333	98, 885
Tennessee	37, 713	55, 927	93, 640	68, 825	63, 248	132, 073
South Carolina	12, 490	70, 830	83, 320	17, 901	77, 924	95, 825
Georgia	21, 899	100, 551	122, 450	40, 528	112, 364	152, 892
Alabama	17, 429	91, 017	108, 446	31, 001	98, 344	129, 345
Florida	3, 876	16, 806	20, 682	5, 600	18, 052	23, 652
Mississippi	9, 357	80, 755	90, 112	13, 746	87, 278	101, 024
Missouri	34, 760	18, 002	52, 782	50, 124	20, 587	70, 711
Arkansas	13, 610	23, 681	37, 291	21, 770	22, 689	44, 459
Louisiana	12, 048	76, 612	88, 660	15, 540	79, 437	94, 977
Texas	17, 505	47, 235	64, 740	19, 845	47, 583	67, 428

RACE AND AGE OF THE MINOR ILLITERACY, 1870.

But even these tremendous figures do not show the extent of this threatening evil, for the measure of future adult illiteracy is found in the present record of the number of children growing up without a knowledge of the rudiments of learning.

Were an invading hostile army to threaten our frontiers, the whole people would rise in arms to repel them; but these tables show the mustering of the hosts of a deadlier foe, a more relentless enemy, already within our own borders and by our very firesides: a great army of ignorance, growing ever stronger, denser, and more invincible.

History shows us how slow and painful are the steps by which a people advance to civilization; how easily, suddenly, and completely these slow conquests may be wrested from them. Athens sank rapidly, till its transcendent fame became only a dim tradition. Hostile barbarians plunged Rome into a long night of ignorance.

Ten years without schools for children will insure an adult generation of ignorant citizens, who in losing the knowledge of, will also have lost the desire for, letters. What this danger to our own country is, and where it is to be found, is thus shown: Of the 2,000,000 ignorant persons between 10 and 21 years old, nearly 1,700,000 are in the Southern division; and, as we have already seen, the Southern illiteracy is almost entirely native-born.

The following table gives the race and age of the minors between ten and twenty-one years old. The number between fifteen and twenty-one, who have probably outgrown much chance for instruction, is, in the Northern division, about 137,000; in the Pacific division, about 15,000; and in the Southern division, about 778,000; or, in the whole country, nearly 930,000; of the 505,000 colored youth between fifteen and twenty-one in the United States, about 494,000 are in the Southern division, and nearly 284,000 of the whites of the same age will be found in the same section. The survivors of these 930,000 boys and girls will all, within the next five years, be reckoned among the "adult" illiterate host of the country.

Of the 1,076,600 between ten and fifteen years old, 139,200 are in the Northern division; 17,000 in the Pacific, and 920,400 in the Southern; 7,600 of those in the Northern division, 100 in the Pacific, and 485,600 in the Southern are colored.

For the illiteracy of these 1,076,600 there can be very little satisfactory excuse. They are not too old for control, or too young for study. If neglected, they will form the illiterate adults of the next generation of American citizens, and will carry into future years for the woe of the nation the results of the idleness, mental torpor, and gross ideas which now surround them.

For the unintelligent child or youth, the educator may have good hope of future culture and knowledge, but very little for those who have become men and women. The following statistics show the number who have probably passed beyond all opportunity of instruction, without being able to write, and the number for the greater part of whom there may yet be some possible educational training.

In the Northern division more than 79 per cent., in the Pacific division more than 68 per cent., and in the Southern division more than 59 per cent. of the illiterate are adults. There are more than twice as many adult, and more than four times as many minor illiterate persons in the Southern division than in all the rest of the country. Nearly 1,700,000 persons from 10 years old to 21 years old in the Southern States are without knowledge of the merest rudiments of education.

Table, derived from advance sheets of the Ninth Census, showing the age and race of the illiterate minors (Chinese and Indian excluded) in the States and Territories, arranged in divisions.

States and Territories.	Minors, (10 to 21.)					
	10 to 15.			15 to 21.		
	White.	Colored.	Total.	White.	Colored.	Total.
Grand aggregate, United States	583,232	493,335	1,076,567	424,346	505,199	929,545
Aggregate, Northern division	131,519	7,633	139,152	125,456	11,300	136,756
Maine	3,150	16	3,166	2,433	31	2,464
New Hampshire	833	7	840	1,412	18	1,430
Vermont	1,850	6	1,856	2,422	28	2,450
Massachusetts	4,359	59	4,418	7,407	223	7,630
Rhode Island	2,484	46	2,530	2,473	112	2,585
Connecticut	2,530	131	2,661	2,710	213	2,923
New York	19,899	737	20,636	20,671	1,098	21,769
New Jersey	5,533	875	6,408	4,422	1,032	5,454
Pennsylvania	10,698	851	11,549	18,149	1,815	19,964
Ohio	26,436	2,389	28,825	16,059	2,770	18,829
Michigan	8,022	369	8,391	5,098	330	5,428
Indiana	10,361	695	11,056	14,418	1,200	15,618
Wisconsin	9,274	19	9,293	5,264	41	5,305
Illinois	11,865	660	12,525	14,101	1,238	15,339
Minnesota	3,801	7	3,808	1,989	15	2,004
Iowa	5,858	70	5,928	3,680	146	3,826
Nebraska	1,976	26	2,002	529	36	565
Kansas	2,590	670	3,260	2,219	954	3,173
Aggregate, Pacific division	16,869	114	16,983	14,919	158	15,077
California	1,941	45	1,986	2,018	64	2,082
Oregon	960	7	967	270	7	277
Nevada	23	30	53	.....	.....	.....
Arizona Territory	299	0	299	496	0	496
Washington Territory	129	4	133	78	6	84
Idaho Territory	36	1	37	28	2	30
Utah Territory	2,828	3	2,831	951	1	952
Montana Territory	105	4	109	58	15	73
Dakota Territory	114	2	116	91	11	102
Wyoming Territory	41	1	42	28	3	31
Colorado Territory	970	8	978	1,215	27	1,242
New Mexico Territory	9,423	9	9,432	9,686	22	9,708
Aggregate, Southern division	434,844	485,588	920,432	283,971	493,741	777,712
Delaware	1,878	1,785	3,663	1,370	2,065	3,435
Maryland	7,927	13,645	21,572	6,099	15,353	21,452
District of Columbia	659	2,132	2,791	461	3,355	3,816
Virginia	34,103	57,433	91,536	21,438	57,208	78,646
West Virginia	20,046	1,665	21,711	11,721	1,704	13,425
Kentucky	57,766	24,958	82,724	36,760	24,926	61,686
North Carolina	81,758	63,685	145,443	37,094	39,622	76,716
Tennessee	38,878	31,632	70,510	33,311	35,134	68,445
South Carolina	13,674	40,805	54,479	11,102	45,605	56,707
Georgia	36,497	64,617	101,114	26,011	66,109	92,120
Alabama	24,230	47,006	71,236	19,399	54,531	73,930
Florida	5,083	7,703	12,786	4,345	10,333	14,678
Mississippi	14,729	46,649	61,378	10,196	50,041	60,237
Missouri	49,373	10,497	59,870	27,486	11,536	39,022
Arkansas	14,799	10,334	25,133	13,916	12,518	26,434
Louisiana	13,525	33,353	46,878	9,636	35,591	45,227
Texas	19,919	27,689	47,608	13,626	28,110	41,736

HOMICIDES, 1869–'70.

The foregoing tables point to certain peculiar features of the illiteracy of the country. The following table shows the number of homicides in the States and Territories.

Of the 2,047 homicides so reported, 417 were in the Northern division, 269 in the Pacific, and 1,361 in the Southern. The Indians perpetrated 11 of those in the first division, and 74 of those in the second. Even if it be merely a coincidence that ignorance and homicides go hand in hand, it is a curious one.

Table, from advance sheets of the Ninth Census, showing the number of homicides during the year ending May 31, 1870, in the States and Territories, arranged by divisions.

States and Territories.	Number of homicides.			Remarks.
	Male.	Female.	Total.	
Grand aggregate, United States	1,897	150	2,047	
Aggregate, Northern division	372	45	417	
Maine	6	1	7	
New Hampshire	1	0	1	
Vermont	0	0	0	
Massachusetts	16	6	22	
Rhode Island	4	1	5	
Connecticut	6	0	6	
New York	56	14	70	
New Jersey	5	0	5	
Pennsylvania	57	3	60	
Ohio	52	2	54	
Michigan	10	1	11	
Indiana	30	2	32	
Wisconsin	4	2	6	
Illinois	49	7	56	
Minnesota	5	0	5	By Indians, 1.
Iowa	23	1	24	
Nebraska	11	0	11	
Kansas	37	5	42	By Indians, 10.
Aggregate, Pacific division	261	8	269	
California	40	5	45	
Oregon	5	0	5	
Nevada	18	1	19	
Arizona Territory	44	0	44	By Indians, 31.
Washington Territory	8	0	8	
Idaho Territory	2	0	2	
Utah Territory	1	0	1	
Montana Territory	36	1	37	By Indians, 24.
Dakota Territory	4	0	4	By Indians, 4.
Wyoming Territory	13	0	13	By Indians, 11.
Colorado Territory	36	1	37	By Indians, 4.
New Mexico Territory	54	0	54	
Aggregate, Southern division	1,264	97	1,361	
Delaware	4	0	4	
Maryland	17	3	20	
District of Columbia	10	3	13	
Virginia	61	10	71	
West Virginia	9	0	9	
Kentucky	71	2	73	
North Carolina	43	5	48	
Tennessee	111	6	117	
South Carolina	34	2	36	
Georgia	108	8	116	
Alabama	96	4	100	
Florida	40	4	44	
Mississippi	82	7	89	
Missouri	93	1	94	
Arkansas	70	6	76	
Louisiana	111	17	128	
Texas	304	19	323	

RATIOS OF ILLITERACY, 1870.

If the work on the census had progressed sufficiently to have furnished the statistics of the age and sex of the population in the United States, the comparison between the illiteracy of the different divisions and of this census with its predecessors would not have to be deferred, as it must be for the present.

In order to gather up the statistics presented in one view, the following table has been calculated in this office. It will be seen that, in *proportion to the total population* of the respective divisions, the total illiteracy of the Northern is about one-half of that of the Pacific, and less

than one-fifth of that of the Southern; that the native illiteracy of the Northern division is less than one-tenth of that of the Southern; that the white illiteracy of the Northern is less than one-half of that of the Southern; that the colored illiteracy of the Northern is about one forty-eighth part of that in the Southern; and that in the Southern division the adult male illiteracy is nearly four and one-half times, and the total minor illiteracy more than ten times, as great as that in the Northern division.

Ratios of illiteracy, 1870.

In every 1,000 persons—		There were illiterates—														
		Of all races.						Of the white and colored races only.								
											21 years old and over.			Minors.			
Of the total population.	Of the—	Total.	Native-born.	Foreign-born.	White.	Colored.	Chinese and Indian.	Total.	Male.	Female.	Total.	Male.	Female.	From 10 to 21 years.	From 10 to 15 years.	From 15 to 21 years.	One homicide to every—
23,541,977	North'n division.	57	29	28	53	4	†	57	24	33	45	18	27	12	6	6	‡56,000
1,004,691	Pacific division..	113	74	39	100	1	12	101	51	50	70	36	34	31	16	15	‡4,000
14,009,315	South'n division.	299	294	5	108	191	†	299	142	157	178	80	98	121	64	57	10,000
38,555,983	United States...	146	126	20	74	71	†	146	67	79	94	41	53	52	28	24	‡19,000

†Inappreciable. ‡Including murders by Indians.

Statistics of foreign illiteracy from European sources.

ILLITERACY OF RECRUITS.

The percentage of illiteracy among recruits was, in Belgium, 49; Germany—Anhalt, 1.73; Bavaria, 8; Prussia, 3.37, in 1869–'70; 3.94, in 1868–'69.

ATTENDANCE AT SCHOOL.

Out of every 100 children between the ages of six and thirteen, there attended school, in Saxony, Prussia, and Würtemberg, 96 to 99; Switzerland, 95 to 96; Bavaria and Denmark, 89; France, 78; Sweden, 97; Netherlands, Belgium, and England, 75 to 77; Mecklenburg, 64; Austria, 51; Spain, 46; Italy and Poland, 35; Greece, 29; Portugal, 14; Turkey, 11; Russia, 6.

SOME GENERAL FACTS WITH REGARD TO ILLITERACY IN EUROPEAN COUNTRIES.

Austria.—Hungary: City of Szegedin, population, 70,000; number unable to read and write, 48,000.

Russia.—In Archangel, only 1 out of every 1,166 of the population can read and write.

Belgium.—In the town of Roulers, out of 13,774 inhabitants 9,849 could neither read nor write. In the factory districts of Belgium, out of 1,000 workmen only 100 could read and write; of the rest, 50 only could read.

France.—Out of 130 French officers prisoners of war at Königsberg, Prussia, 17 could not even write their names.

STATISTICS FROM OTHER SOURCES.

The result of an investigation made in the office in regard to the relation of postal and revenue receipts and the number of patents issued, to

the illiteracy in different sections of the country, presents considerations not to be overlooked.

The number of patents issued to the inhabitants of Arkansas was one to every 37,267 persons, while in Connecticut there was one patent issued to every 966 persons. In Arkansas there are sixteen adults unable to write to every one hundred inhabitants; in Connecticut there are four adults unable to write to every one hundred inhabitants. In Arkansas the receipts of internal revenue are twenty-six cents and nine mills *per capita;* in Connecticut the receipts are two dollars and fifty four cents *per capita.* In Arkansas there resulted during the last year to the Post Office Department a dead loss of over forty-nine cents for each inhabitant of the State, a loss in amount almost double the internal revenue receipts from the State! In Connecticut there accrued a net profit to the Post Office Department of twenty-six cents *per capita.* In Florida there are twenty-three adults unable to write to every one hundred inhabitants. In that State one patent was issued to every 31,291 inhabitants, or only six in the entire State. The internal revenue collected amounted to sixty-four cents *per capita* (of the entire population.) From that State the Post Office Department suffered a loss of ninety-two cents *per capita.* Contrast this with California, where the number of patents issued was one to every 2,422 inhabitants, and the amount of internal revenue collected was six dollars and forty-three cents *per capita!* There was a loss to the Post Office of one dollar and a half *per capita*, but this deficit is accounted for in part by the long lines of transportation, to the cost of which the thinly-settled intervening sections do not greatly contribute. But in California there are only four adults unable to write to every one hundred of the inhabitants.

In Tennessee twelve adults are unable to read and write to every one hundred of the inhabitants, and the State pays internal revenue at the rate of sixty-nine cents *per capita*, while Ohio, in which there are four illiterate adults to every one hundred inhabitants, pays five dollars and sixty-eight cents internal revenue *per capita.*

In Massachusetts, where there are three adult illiterate persons out of every one hundred inhabitants, the excess of post-office receipts above expenditures was over $735,000.

Whatever other course would require consideration in a close and final examination, the relation of education to revenue, patents, and postal service is apparent.

RECOMMENDATIONS.

The resources of this Bureau, though greater than at the time of making my last report, are still wholly insufficient to enable me to adequately meet the rapidly increasing demands made upon it. I therefore recommend—

First. An increase of the permanent force of this office, so that the different divisions may each be in charge of a competent chief. Until this is done the Bureau cannot attain that efficiency which the public expect and have a right to demand.

Second. That sufficient accommodations be furnished for the requisite number of clerks, and for the library and various educational works and apparatus, the proper collection and preservation of which are so essential to the fullest usefulness of this office.

Third. That additional funds for the publication of circulars of information may be furnished to meet the rapidly increasing demand, which outruns the means now placed at my disposal.

Fourth. The enactment of a law requiring that all facts in regard to national aid to education, and all facts in regard to education in the Territories and the District of Columbia, necessary for the information of Congress, be presented through this office. For the purpose of enabling the Government to meet its responsibilities with respect to the education of the people in the Territories, I recommend that the office of superintendent of public instruction for each Territory be created, to be filled by the appointment of the President, and his compensation to be fixed and paid as in the case of other Federal appointees for the Territories.

Fifth. In view of the appalling number of children growing up in ignorance, on account of the impoverished condition of portions of the country in which slavery has been lately abolished, and in view of the special difficulties in the way of establishing and maintaining therein schools for universal education, and in consideration of the imperative need of immediate action in this regard, I recommend that the whole or a portion of the net proceeds arising from the sale of public lands shall be set aside as a special fund, and that this amount, or its interest, be divided annually *pro rata* between the people of the several States and Territories and the District of Columbia, under such provisions in regard to amount, allotment, expenditure and supervision, as Congress, n its wisdom, may deem fit and proper.

CONCLUSION.

The acknowledgments of the office are due and cordially tendered to the many persons in different parts of the country who have aided it in the prosecution of educational inquiries.

I am indebted to the Chief of the Bureau of Statistics, to the Commissioner of Internal Revenue, to the Commissioner of Patents, and to the Commissioner of the General Land Office, for valuable statistics in connection with my report; to the Acting Commissioner of Indian Affairs, the board of Indian commissioners, and the officers of various mission boards co-operating with the new policy of the Government, for information in regard to the education of the Indians.

This report is enriched by valuable educational statistical matter, furnished to me by General Francis A. Walker, the Superintendent of the Census, *in advance* of his own publication. I feel called upon to make special mention of this generous aid. In any temporary absence of the Superintendent, his chief clerk, Colonel George D. Harrington, I am happy to acknowledge, has rendered this office similar aid.

Of the efficiency and fidelity of my immediate assistants I cannot speak too highly.

Mr. Herman Jacobson is to be credited with the merit of the translations and the excellence of the summary of foreign information. To Colonel I. Edwards Clarke, a careful critic and ready writer of acknowledged ability, I am under obligations for very efficient assistance in editing the manuscripts for this report, as well as for collecting material for the same. Mr. H. E. Rockwell, so well and favorably known among the educators of the country, has recently become the stenographer of the office, and will assist in its correspondence. Dr. Charles Warren, my chief clerk, besides performing very important labor in the prosecution of special inquiries, has rendered valuable assistance in supervising much of the work of the office, and deserves special commendation for his faithfulness and efficiency in my absence.

The facilities afforded by the courtesy of Hon. A. M. Clapp, Con-

gressional Printer, far exceeding the mere formal performance of official duties, and the cheerful co-operation uniformly given by his assistants, have been most highly appreciated and are cordially acknowledged.

My obligations are especially due to the Assistant Secretary, to yourself, and to the President for direction and co-operation in the discharge of my laborious and responsible duties, and these obligations are all the more readily acknowledged, as they have been quickened and increased by an earnest and active sympathy for the success of the office, and a personal kindness toward me outrunning all mere official forms and obligations.

Very respectfully, your obedient servant,

JOHN EATON, JR.,
Commissioner.

Hon. C. DELANO,
Secretary of the Interior.

NOTE.—The importance of the deductions from the advanced sheets of the census, rendered possible by the special efforts of that office, after a considerable portion of this report was stereotyped, justify the extra pages, it is believed, which, for the convenience of the reader and of indexing, are marked by an asterisk, (*).

ANNUAL STATEMENT

OF THE

PROGRESS OF EDUCATION IN THE UNITED STATES.

APPENDIX.

ABSTRACTS FROM THE OFFICIAL REPORTS OF THE SCHOOL OFFICERS OF STATES, TERRITORIES, AND CITIES, WITH ADDITIONAL INFORMATION FROM VARIOUS SOURCES.

ALABAMA.

SPECIAL REPORT OF HON. JOSEPH HODGSON, STATE SUPERINTENDENT.

Hon. Joseph Hodgson entered upon the discharge of his duties on the 22d day of September, 1870, and at the request of the governor of the State made, on the 28th of January, 1871, a special report respecting the transactions of the office and the educational interests of the State.

This report gives a brief sketch of the school system of the State, its operation and results, from its establishment in 1854 down to the breaking out of the war, with a comparative table of school statistics, and affirming, to quote the language of the report, "that, in 1857, our State, in proportion to her white tax-paying and school-attending population, was far ahead of nearly all the Southern States, and most of the New England States; was the superior, in the school-room, of even Massachusetts; and was almost the peer of New York and Pennsylvania." During that year the public school moneys distributed among the townships of the State paid 57 per cent. of the entire tuition in the public schools, the total expenditures, as estimated by the trustees, being $474,370 52. This, it must be remembered, was but the third year of the public school experiment; a new system went into operation in 1868, though it did not materially differ from the old. Under the old system the township trustees had complete control of the school funds, and could aid schools already established, upon the excellent principle adopted by Mr. Peabody, from the most flourishing continental systems, in his munificent grant to the southern people; but under the new system, from July, 1868, down to the present year, it was held that the schools should be absolutely free and public to all, and that no school rates should be allowed to supplement the school fund.

The new system is under the control of a board of education. In this respect the superintendent thinks the old system had the advantage; and that "there is no reason why the committees upon education of the two houses of the general assembly, during their thirty days' session, cannot suggest as beneficial improvements for this department as can a board of education, which sits at a cost of several thousand dollars to the State." In other respects the two systems are identical, if we may except the fact that in the new system the county superintendents have been given much of the power which formerly belonged to the township trustees.

SCHOOL FUND.

The school fund swelled from $500,409 18, in January, 1870, to $590,605 54, in January, 1871, an increase of $90,196 36. This increase is due to the increased revenue of the State, and the better collection of the poll-tax. Next year, if the rate of taxation is not decreased, and a better plan is adopted for collection of the poll-tax, we may expect to see the school fund reach $700,000. The fund for 1871, after deducting estimated expenses for county superintendents, boards of directors, and the clerkship allowed this office by the board of education, will give the sum of $1 33⅓ per child. The rate per child for 1869 was $1 20, and for 1870, $1 15.

APPORTIONMENT OF THE SCHOOL FUND.

Respecting the disbursement of school funds, the report states that the sum of $208,679 38, appropriated by the general assembly in 1869, was apportioned among the counties by the late superintendent, according to the amounts certified to be due to the respective counties in the above statement. In what manner this money has been disbursed by the county superintendents the present State superintendent is not fully informed, as but few final settlements have yet been made with this department by

the several county superintendents who received the special appropriations for 1866, 1867, and 1868.

It will be observed that the act making the appropriation fixes a proviso to it; a proviso which is doubtful, because the fund was justly due to those teachers alone who were employed under the then existing school laws. The proviso reads thus: "That the provisions of the foregoing act shall be so construed as to include all teachers who have taught a free public school, and have claims against the State, without distinction on account of race or color." The purpose of this proviso, it is remarked, must be transparent. There were no colored teachers of State schools before July, 1868, and no colored pupils, except such as were recognized by the military commander, between January and July, 1868; yet an opportunity has been given for the misappropriation of this entire fund.

CHANGE IN THE SCHOOL YEAR.

The board of education at its late session wisely changed the school year so as to make it correspond with the fiscal year; to open October 1, and close September 30. But as the last scholastic year closed December 31, 1870, the present year will cover only nine months, and extend from January 1, 1871, to October 1, 1871. The next year will begin October 1, 1871, and close September 30, 1872, and hereafter the scholastic and fiscal year will agree. By this arrangement the books of the auditing and of the education departments can be more easily compared, and all errors or irregularities instantly detected and remedied. Reports can also be made more conveniently from this department, and the operations of an entire year may be laid before the general assembly when it convenes in November.

DUTIES OF THE SUPERINTENDENT.

The multiplicity of duties devolving by law upon the State superintendent; the receipt and disbursement of large sums of money; settlements and registry of sixteenth section notes; accounts kept with the county superintendents, and with the fifteen hundred townships in the State; the settlement of legal questions; complaints by or of trustees and superintendents; applications by teachers for situations, and by school committees for teachers—all these are graphically described in the report, and then it is remarked that, "besides these duties, there is now devolved upon the superintendent of public instruction the further duty of presiding over the board of education." This year the greater part of two months will be absorbed in attendance upon that body. He must preside over the board of regents at Tuscaloosa in June, and must therefore be absent from his office just at the time when the county superintendents will be sending or coming for their second quarter's fund. It is also made his duty by law to collect information with regard to the topography of the school districts, and the location and construction of school-houses. He must consult and advise with county superintendents with regard to the qualification of teachers. It is also made his duty to visit every county in the State annually (an impossibility) for the purpose of inspecting the schools, awakening an interest in education, diffusing information as to the public school system by public addresses, and personal talk with the teachers and parents. He is commanded to open correspondence abroad, and seek for the latest ideas as to public schools. He must prepare blanks and circulars, reports, rules, and regulations. He must apportion the school fund annually, which labor requires several weeks of close and laborious calculation in completing, copying, and posting. He must keep a credit and debit account with each of the fifteen hundred townships of the State. To do this the superintendent should have a competent clerical force. He has been given one clerk by the board of education, with a salary of $1,500. One clerk is not sufficient. It is absolutely necessary that the department should have additional clerical force. By a mock economy thousands of dollars may be lost to the State, which might have been saved by an expenditure of a few hundred.

The superintendent asks the general assembly to allow his department a contingent fund of $1,500 annually for the employment of clerical assistance, purchase of postage stamps, and other incidental expenses, when necessary, and that such a sum be appropriated from the general education fund.

LOCAL SUPERVISION.

The board of education, at its recent session, decided to retain the county superintendents and make them elective by the people. They improved upon the old system, by providing that two directors should co-operate with the county superintendent, and that one of the directors should represent the minority of the voters. The three constitute a board of directors to manage the business of the county. The county superintendent is the disbursing and executive officer. He may act alone if the directors fail to act. It results from this wise law that if the directors are careless of their

duties the county superintendent need not be trammeled, while, on the other hand, if the county superintendent is careless of his duties, the directors can control him. The advantage of having the minority party of voters in each county represented on the directory must be apparent to every reflective mind.

The directors are paid $3 a day, but for not more than eight days in the year. It is respectfully suggested to the general assembly that they, and the township trustees, who receive no recompense, be relieved from military, jury, and road duty. This relief, which the State could reasonably give, would undoubtedly secure the active services of competent men in every county and township.

CIRCUIT SUPERINTENDENTS SUGGESTED.

It has occurred to the superintendent, as supervision of the counties is absolutely necessary, and as a sum of not less than $36,000 is required to secure the services of proper officers, and as the whole time of an officer cannot be secured for so small an amount to each county, that it might be well, instead of county superintendents, to have circuit superintendents, with jurisdiction over a judicial circuit, and with a salary of $2,500, or $3,000. Such a salary, and the election of the circuit officer being reposed in the legislature, would secure the first talent of the State and the undivided attention of the superintendent.

IMPROVEMENTS IN THE LAW.

The board of education at their late session placed the county superintendent and directors in immediate relation with the schools and teachers. The board of directors must see to it that the township funds are carefully guarded and appropriately applied. They may remove trustees and appoint others. If the trustees fail to act, the county superintendent is authorized to act in their stead. This power virtually devolves upon the county superintendent the duty of seeing in person that no more teachers are employed in a township than the fund will justify; that they forward their reports, and that they are paid properly and promptly. The teachers must no longer look to the trustees for payment, but to the county superintendent. In order to secure prompt payment to the teacher, the present State superintendent has decided, in apportioning the school fund, to deduct the amount which will be required to pay the county superintendent and directors, and then apportion the remainder among the townships. At the beginning of the first quarter the county superintendent can draw the first quarter's fund, but will not be allowed to draw his own salary, or the pay of the directors, until he reports the vouchers concerning that fund. The law allows him 5 per cent. upon the amount of disbursements, and $100 for traveling expenses. But it cannot be known what he has disbursed, or how much traveling he has done, until the vouchers and reports are returned to this office. As the receipt of salaries will depend on the correctness and expedition of the reports and vouchers for the quarter, it is hoped that we may have more promptness hereafter in the payment of teachers, and in the forwarding of reports.

By relieving the trustees from military, jury, and road duty, it is believed that the county superintendents can secure the co-operation of active and intelligent men in each township.

In 1869 the pay of trustees amounted to $22,549 92. For 1871 the expenses of trustees cannot at present be definitely ascertained, but will swell up to a great amount.

Hereafter the trustees will receive no pay.

INSTITUTIONS OF LEARNING.

There is no report in this department from the institute for the deaf and dumb, or from the medical college at Mobile, both of which institutions properly fall under the supervision of the board of education. The board have taken no action for the benefit of those institutions, and no steps to revive the law school at Montgomery. It comes within the province of the general assembly alone to put in operation the congressional grant in aid of an agricultural college.

THE UNIVERSITY OF ALABAMA.

For the past two years, this institution has been in a deplorable condition. The superintendent has no report as to its operation for the past two years; and can find no record in the department as to the money which has been paid out for it, or as to the result of its operations, except a communication from Hon. Wm. R. Smith, the present president, from which it appears that the annual expenses of the university, as matters now stand, may be estimated at $12,300.

Besides the new building recently completed, which is ample for the accommodation of two hundred cadets, affording at the same time commodious offices and recitation

rooms, there are five houses for professors, the president's mansion, and the observatory.

The university owns about five hundred acres. Attached to each building are ample gardens; and there is abundant room here for agricultural experiments. The university owns some valuable coal lands; and it may be proper to state that one of these coal mines yields an annual rental of 2,300 bushels of coal delivered; (ample fuel for all present purposes.) The catalogue of cadets now reaches the meager number of twenty-one, and there is not much probability of an increase to any great extent, under present auspices. The board of regents will meet at Tuscaloosa in June, and take such action, it is to be hoped, as will give the university an efficient corps of professors, who may enlist the sympathies and co-operation of our people.

Tuscaloosa will soon be of easy access. The health of the locality is excellent. The buildings are ample. The endowment of the university is munificent. There is no reason why the five hundred youths who leave the State annually to attend colleges may not be induced to matriculate at our own university.

The superintendent closes his report by remarking, "There is one thing, however, against which he would raise a word of warning—too much legislation for public schools. The bane of Alabama for some years has been too much government, and, with two legislatures over this department, the fear is that the public school system may be legislated to death. Public education requires the operation of government only as a public trustee. It must be left in a great measure with the people themselves, in their respective townships, to carry into effect the general directions of government. After the State supplies the fund, and provides the most efficient means for its prompt and just disbursement, the filling up of the details should be left to the people as much as possible. The more the management of details is taken from the people and brought nearer to the central power of government, the less efficient will become the system of public instruction."

THE PEABODY FUND.

[From the report made in Philadelphia, February 15, 1871.]

The opposition to free schools in Alabama has proved so discouraging a circumstance, that the scale of operations has not been proportional to that in other Southern States. The litigation in Mobile had the effect to nullify the agreement previously made by the agent with the city school board, and the new State board had not sufficient funds, without the co-operation of the city, to renew the engagement. To the appropriation of Selma of over $10,000, $2,000 of the Peabody fund is added for upward of five hundred pupils. The sum of $1,500 from this fund being granted to the school board of Montgomery, the following results were accomplished:

"After the receipt of your letter, we commenced work, with the following result. We have secured $4,000 for school purposes outside of public school funds. We have furnished four rooms with respectable furniture, and organized a system of schools with four grades; employing ten teachers for five hundred and twenty-four pupils, most of whom are in regular attendance. Our system is not perfect, nor our schools all that we could desire; but we are on the road, thanks to your generous offer. Five schools commenced in October, and others as they were needed." Greensborough received an appropriation of $1,000, and reports: "The schools here, to which I have given aid from your liberal donation, have been kept open for the full scholastic year. There have been in attendance, at these schools, about three hundred and twenty-five pupils, under the charge of seven teachers. The State contributed about $1,300, and patrons, &c., about $1,000, and I hope, with some aid from you, to do better for the next year."

The appropriation for Huntsville was reduced to $1,000, which enabled that town to maintain schools for four hundred and forty-seven colored children and two hundred and twenty-six white children for a term of eight months.

To two schools in La Fayette $550 were appropriated.

The schools in Girard were helped with $1,000, but the attendance not having met the expectations, it was proposed to reduce the amount at least one-half.

A colored school of one hundred pupils in Columbiana has been kept in existence by an appropriation from the fund of $200. Favorable propositions were made to six towns, which did not accept the proffered aid.

COLORED SCHOOLS.

At Mobile the Emerson Institute is quite successful.

From reports made of the schools in Montgomery, it is understood that the teachers and pupils have been faithful and successful in their several positions, and great improvement is said to have been made within the year. Many of the pupils are as well advanced as white children of the same age, generally, at the North. The Sunday-schools, chiefly occupied in teaching reading, are increasing in numbers and interest. The Swayne school is doing an efficient work for the colored children.

In Talladega there have been several Sunday-schools, and, including those in the vicinity, were increased by the first of March to thirty-three. This number seemed to require a special organization for the purpose of creating uniformity. A convention was therefore called and held at Talladega, April 28, at which thirty-four schools were represented by thirty superintendents and forty-three delegates. Rev. J. Silsby was made temporary chairman. A constitution was adopted and permanent officers of the association were elected, and reports made from the different schools, showing much interest in education and the need of all the encouragement that could be given them.

From Athens it is reported that the state of things with reference to educational progress is encouraging. The school here closed its summer session with a two days' examination, which was very thorough, and showed conscientious teaching and faithful study. On this occasion an influential ex-slaveholder, who had attended the examination of the school during the whole of the second afternoon, was called on to speak, and said he "wished it understood—or rather, he had no objection to its being understood—that he had no prejudices against the education of the colored children." "Children," he said, "I wish you well; I hope that you will improve your time and learn as fast as you can." By this incident progress is marked toward a higher and better state of things. In the evening the same gentleman called on the teachers and expressed his sympathy with the work, and assured them that they had many friends of whose interest in their schools they had not been aware.

At Marion the daily attendance at the day-school is about 270. Sabbath-schools here are successful in promoting an interest in education, and the field for usefulness is very promising, as the result of faithful labor of excellent teachers, supplied by the American Missionary Association.

EDUCATIONAL CONVENTIONS.

The State educational convention met at Montgomery in the summer of 1871. Addresses of interest upon general educational topics were delivered, and propositions were discussed. A recommendation by the chairman, that township trustees shall receive pay in money for services rendered in taking the census of children, provoked a warm discussion. It was resolved that the members of the convention shall use their influence in securing good and efficient teachers for the colored schools, and cordially support and sustain the teachers of such schools. The finance committee recommended that the convention appoint a committee of five to memorialize the legislature to have the educational funds set apart as a sacred trust, to meet the claims of the teachers, and for no other purpose.

BAPTIST EDUCATIONAL CONVENTION.

The first general educational convention of Southern Baptists met in Marion, Alabama, on the 12th of April, 1871. Representatives were present from Virginia, South Carolina, Georgia, Alabama, Mississippi, and Kentucky. The object of the convention was announced to be the discussion of educational interests in all their aspects.

An address was delivered by Rev. Theo. Whitfield, upon the advantages of education in denominational colleges. In the discussion which followed the opinion was expressed by Dr. Poindexter, Professor Davis, and Rev. E. B. League, that the tendency of the common-school system was to foster infidelity, and that "the only hope is Christian education in our own schools." Professor H. H. Harris read a valuable paper on academies, contending that there are too few academies and too many colleges. Rev. G. C. Hidder addressed the convention on "the demands of the times for high ministerial culture;" Dr. Poindexter, on college endowments; and Dr. Hooper, of North Carolina, and Dr. Samson, of Washington, both read essays upon the subject of female education.

LIST OF SCHOOL SUPERINTENDENTS.

Hon. JOSEPH HODGSON, *superintendent of public instruction, Montgomery.*

COUNTY SUPERINTENDENTS.

County.	Name.	Post-office.
Autauga	J. L. Alexander	Prattsville.
Baldwin	Dr. S. Moore, (city)	Mobile.
Baldwin	H. Hall, sr	Bay Minette.
Barbour	B. B. Fields	Eufaula.
Bibb	N. C. Lagroni	Centerville.
Blount	T. A. Hanna	Blountsville.
Bullock	C. J. L. Cunningham	Union Springs.

COUNTY SUPERINTENDENTS—Continued.

County.	Name.	Post-office.
Butler	J. M. Shippen	Greerville.
Calhoun	J. C. McAuly	Oxford.
Chambers	Thomas W. Greer	La Fayette.
Cherokee	W. H. Lawrence	Center.
Choctaw	V. R. Williams	Butler.
Clarke	M. Ezell	Gainestown.
Clay	A. Williamson	Hillabee.
Cleburne	N. Y. Mulloy	Chulafinnee.
Coffee	Alfred McGee	Elba.
Colbert	M. C. Byrd	Tuscumbia.
Conecuh	W. J. Ledkins	Evergreen.
Coosa	M. D. Moore	Rockford.
Covington	E. J. Mancill	Andalusia.
Crenshaw	J. J. Brownson	Rutledge.
Dale	W. H. Stuckey	Clopton.
Dallas	E. J. Morgan	Selma.
De Kalb	R. B. Frazier	Porterville.
Elmore	W. P. Hannon	Wetumpka.
Escambia	J. T. B. Ford	Pollard.
Etowah	R. J. C. Hail	Gadsden.
Fayette	B. T. Peters	Fayette Court-House.
Franklin	Isaac I. Bogers	Pleasant Site.
Geneva	J. H. Ruse	Geneva.
Greene	W. G. McCracken	Eutaw.
Hale	M. H. Yerby	Greensborough.
Henry	J. Webb Foster	Abbeville.
Jackson	John J. Beason	Scottsborough.
Jefferson	J. R. Rockett	Elyton.
Lauderdale	J. W. Weem	Florence.
Lawrence	Peter White	Moulton.
Lee	J. F. Yarborough	Opelika.
Limestone	Thomas S. Matone	Athens.
Lowndes	H. V. Caffey, M. D	Benton.
Macon	H. C. Armstrong	Notasulga.
Madison	A. W. McCullough	Huntsville.
Marengo	G. T. Ellis	Linden.
Marion	P. M. R. Spann	Pikeville.
Marshall	A. J. McDonald	Guntersville.
Mobile	E. R. Dickson	Mobile.
Monroe	T. J. Emmons	Monroeville.
Montgomery	James Fitspatrick	Montgomery.
Morgan	Thomas Morrow	Somerville.
Perry	J. H. Houston	Uniontown.
Pickens	James Somerville	Bridgeville.
Pike	W. C. Menifee	Troy.
Randolph	J. M. K. Gunn	Medowee.
Russell	J. M. Brannon	Seale Station.
Sanford	J. M. J. Gynton	Vernon.
Shelby	D. W. Wyatt	Columbiana.
St. Clair	F. Dillon	Crosswell.
Sumter	M. C. Kinnard	Livingston.
Talladega	William L. Lewis	Talladega.
Tallapoosa	Samuel C. Oliver	Dadeville.
Tuscaloosa	R. S. Cox	Tuscaloosa.
Walker	J. C. Scott	Jasper.
Washington	J. A. Richardson	St. Stephen's.
Wilcox	E. D. Morrill	Camden.
Winston	C. W. Hanna	Houston.

ARKANSAS.

From the report of Hon. Thomas Smith, superintendent of public instruction, made to the governor and to the general assembly, under date of December 20, 1870, and covering a period from the inauguration of the present system to that time, a fraction over two years, the following information respecting free schools of Arkansas is taken:

GENERAL SUMMARY FOR 1870.

		Increase.
Number of children of school age	182,474	3,364
Number of schools taught	2,537	1,048
Number of children attending school	107,908	40,496
Number of teachers employed	2,302	967
Number of teachers' institutes	41	29
Number of teachers attending institutes	944	673
Whole amount paid teachers	$454,636	$217,351
Number of school-houses built in 1869 and 1870		657
Total number of school-houses		1,289
Number of persons subject to per capita tax in 1869		79,544
Amount of tax collected from this source in 1869		$61,465 00
Apportionment of State fund for 1869		187,427 08
Direct tax in 1869		334,952 13

FIRST MEETING OF THE BOARD OF EDUCATION.

On the 14th of September, 1868, the State board of education met for the first time in special session. The time prescribed in the law for the annual meeting of that body was on the second Monday of January of each year. At this special meeting of the board, held thus early, for the purpose of facilitating the inauguration of a practical system of public schools, a plan of operation was agreed upon, and such rules and regulations adopted as the nature and importance of the subject seemed to demand; and the circuit superintendents immediately went forth and entered upon the work of organizing and establishing schools in their respective districts.

The condition of the country, as all know, was not the most favorable for carrying forward an enterprise, one of the prominent features of which was directly at variance with the preconceived notions and opinions of the great body of the people, namely, the education and elevation of the colored race. Much prejudice and ignorance of the system had to be met and overcome before a hearty co-operation of the people could be secured in furtherance of its aims. The nature and provision of the school law had to be explained, and the people convinced that the education of all the children would promote the best interests of the community; therefore the work progressed slowly at first, but has moved steadily on, with rapidly increasing interest, until now good schools are established in all the cities and principal towns, and school-houses are seen dotting the rural districts in nearly every portion of the State. After the emancipation of the colored people, and previous to reconstruction, the United States Government had, through the agency of the Freedmen's Bureau, aided by benevolent associations in the Northern States, established schools among the freedmen in different portions of the State, and had built several excellent school-houses for their benefit. Since the present State government was established, and the free-school system inaugurated, the two systems were made co-operative and harmonious, and the freedmen's schools established by the General Government were taken up by school officers and made free schools, in accordance with the provisions of our free-school law, and have been managed and controlled, in every respect, as schools for white children. The superintendent of freedmen's schools, Mr. W. M. Colby, has co-operated heartily with the State's department, and has secured a large expenditure of money in the erection of school-buildings, several of which are quite commodious. About $59,000 have been appropriated to the building and repairing of school-houses alone, besides what was expended in the transportation of teachers from the North to teach freedmen's schools.

PEABODY FUND.

The aid to education in the State furnished by the Peabody fund is mentioned with gratitude. Dr. Sears, the agent, has taken a deep interest in the cause of free schools, visiting the principal towns, conferring with trustees and school-boards, and giving special aid and encouragement to persons seeking professional training as teachers.

THE ARKANSAS JOURNAL OF EDUCATION,

the first number of which was published in January, 1870, has proved a valuable aid

in the propagation of free schools, and in the dissemination of information relative to school affairs. The Journal was adopted as the official organ of the school department at a meeting of the State board in January, 1871.

STATE TEACHERS' ASSOCIATION.

A State teachers' association was organized in 1869, at Little Rock. Delegates were appointed to attend the national association, to be held the August following, at Trenton, New Jersey. The second meeting of the association was held in July, 1870, at which there was a respectable attendance, and delegates were again appointed to attend the national association which met at Cleveland, Ohio, in August following.

CHANGE IN THE SCHOOL YEAR RECOMMENDED.

It is recommended that the law be so changed that the school year shall commence with the first of July instead of October, and that the district meetings be held in August, in order to afford more time for the getting in of reports in season for the superintendent's report in December.

THE PAY OF TEACHERS.

Much dissatisfaction has been occasioned by the fact that teachers have had to take uncurrent funds in payment of their wages. Treasurer's certificates by law were made receivable for all State dues, and as the greater portion of the taxes were paid in this kind of funds, it was in turn paid out to teachers, and there being no money in the treasury for the redemption of these certificates, the teachers were subjected to a heavy discount on the amount of their wages.

CIRCUIT SUPERINTENDENCY.

Arkansas has a system of circuit superintendency, which was adopted, it is stated, upon the supposition that it would be difficult if not impossible to find suitable persons in the several counties who would be willing to perform the duties of county supervision, and that upon the ground of economy it would be cheaper to pay ten competent men who would devote their entire time to the work, at good salaries, than to have a man in each county at a very moderate salary, even if competent persons could be obtained. The opinion is expressed that though this system may not be the best, yet at the present juncture it would be injudicious to make any radical change in it, for the next two years at least.

OPPOSITION TO THE TAX FOR SCHOOL PURPOSES.

Difficulty has been encountered in securing the levy and collection of district taxes for schools, in some cases by the electors of the district refusing to levy such taxes, and in others by the county court refusing to place the amount of tax on the collector's book. In either case the result is to deprive the children of the means of education. In Union County a victory which was of great benefit to the school interest was obtained when the county court absolutely refused to levy a school tax which had been properly certified by one of the trustees of the county, through a writ of mandamus granted in the circuit court to compel the levy according to law. A change of the law in relation to the collection of school taxes is desired by some of the friends of education, by which the levy of a State tax sufficient for the support of schools should be authorized, instead of the present levy of one-fifth of one per cent., which, with the accrued interest on the vested school-fund and poll-tax, is apportioned to the several counties, leaving the additional amount necessary to the support of schools to be levied by the people of the respective districts as a local tax. An amendment is also advised which will prevent the diversion of certain school moneys from their proper use, such as funds accruing from fines, penalties, forfeitures, &c. Circulars have been sent by the board of school commissioners to all justices of the peace, and to all county courts in the State, instructing them that such moneys belong to the school fund, yet there are many magistrates and other officers in the State who have entirely disregarded these instructions, and in some instances it is believed that funds are being applied to the private use and benefit of those having them in possession.

LANDS GRANTED BY THE UNITED STATES FOR SCHOOL PURPOSES.

Taxes which have been collected on lands belonging to the sixteenth sections, and which should in all cases be paid into the common-school fund, have for several years past been merged into the general revenue of the State, no separate account having been kept of them. Of the United States land-grant for educational purposes, the superintendent says: "The past educational history of the State, it is remarked, clearly proves that the failure to establish a practical system of public

instruction was not owing to the want of adequate means at the disposal of the State for the accomplishment of that object, for the United States Government had made munificent grants of land for the support of common schools, and the State legislature had passed several acts with a view of the creation of a school fund, and the establishment of a system of public schools, and yet for the want of a proper co-operation on the part of the people, the whole enterprise proved a lamentable failure, and much of the land which was designed for the promotion of education in the State was sold, and the funds squandered."

The seminary lands granted by Congress in 1827 to the Territory of Arkansas, and confirmed to the State in 1836, amounted to two entire townships, or seventy-two sections. At the request of the general assembly of the State, Congress in 1844 so modified the grant that the State was authorized to appropriate the land to the use of common schools in the State, "or in any other mode the general assembly might deem proper for the promotion of education in said State." In 1836, seventy-two sections of saline lands were granted to the State for the support of schools, with a provision that the State should not sell such lands, nor lease them for a longer term than ten years. This provision was annulled by Congress in 1847; therefore the State was at liberty to sell, and did sell the greater part of these two munificent grants of land. "The outstanding amount of principal of the notes given for seminary land," is stated to be about $35,000, and of notes given for sale of saline lands about $10,000. It is stated also that "after May, 1861, the State diverted from their proper purposes, and used for general expenditures of the seminary fund, $7,260 81, and of the saline fund, $4,633 13." Also, that "the claims of the State, in the form of notes and bonds for school-lands sold and moneys loaned, amount perhaps, with the accrued interest, to three-quarters of a million of dollars." The amount of permanent school-fund on hand on the 1st day of October, 1870, was $35,192 40.

EXTRACTS FROM THE REPORTS OF CIRCUIT SUPERINTENDENTS.

"I can only say, in general terms, that about everything that has ever been done in reference to the education of the masses in my district has been accomplished within the last two years. Many more children have attended school within two years than attended in twenty-five years before, under old democratic rule. The greatest obstacle has been a want of funds to build houses. The people generally have been unwilling to tax themselves beyond what was actually necessary to pay teachers."—W. H. GILLAM, *superintendent third district.*

"There are seven thousand two hundred children in the district who have not attended the public schools. Out of this number there are about one thousand included in new districts that were not organized sufficiently soon for schools this year. A few are in attendance at private schools; some are so scattered among the mountains that they are out of the reach of all schools; others are kept at home by parents opposed to popular education, and still others by parents opposed to any education at all."—W. H. H. CLAYTON, *superintendent fourth district.*

"Our teachers now number three hundred and seven, a majority of whom have proved themselves noble laborers in the cause of human progress. They are a growing class, not only in numbers, but in *efficiency* and *influence*. They have sustained the adverse criticisms of cavilers uncomplainingly. They have done well in the schoolroom. They have refuted arguments against the present system, and have responded to all the demands for labor in the progress of the cause."—E. E. HENDERSON, *superintendent fifth district.*

"Near two hundred *educational journals* have been taken during the year, against none before 1868. * * * The law requires more of the circuit superintendent than mortal man can accomplish. The land report required is simply an impossibility."—W. A. STEWART, *superintendent sixth district.*

"I know, of personal knowledge, of several districts in which schools have been taught in compliance with the present school laws, from which no reports have been received, and in several instances reports which have come to hand from districts having had a school, are so incomplete as scarcely to justify an apportionment of public money to their respective districts."—J. H. HUTCHINSON, *superintendent tenth district.*

THE PEABODY FUND.

The aid furnished to different localities has been, to Little Rock, $2,000; Fort Smith, $1,500; Helena, $1,000; Camden, $1,000, and to Van Buren, $300; a total, with smaller sums to several other places, of $9,450.

In some cases these appropriations were granted for the pay of the teachers after the school moneys of the cities were entirely exhausted. The school board at Helena received aid, under promise of keeping the schools open ten months, for six hundred

children. The general agent of the board notices that prejudices which had existed against free schools were much diminished; and that Pine Bluff, which commenced its operations under the influence of the fund, is now supporting them liberally without this aid. School officers of those localities aided declare, on the other hand, that the offers from the Peabody fund gave them life and nerve, and induced them to co-operate with the regular free schools.

LIST OF SCHOOL SUPERINTENDENTS.

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

CIRCUIT SUPERINTENDENTS.

Judicial district.	Name.	Post-office.
First	Hon. M. H. Wygant	Helena.
Second	Hon. M. A. Cohn	Augusta.
Third	Hon. W. H. Gillam	Batesville.
Fourth	Hon. A. S. Prather	Huntsville.
Fifth	Hon. E. E. Henderson	Fayetteville.
Sixth	Hon. W. A. Stuart	Russellville.
Seventh	Hon. F. M. Christman	Little Rock.
Eighth	Hon. A. P. Searle	Arkadelphia.
Ninth	Hon. H. A. Millen	Camden.
Tenth	Hon. Herbert Marr	Monticello.
City superintendent	N. P. Gates	Little Rock.

I.—*Table of statistical details of schools in Arkansas, by districts and counties, for the year ending September* 30, 1870.

Counties.	POPULATION BETW'EN 5 AND 21.			NUMBER ATTENDING SCHOOL.*			NO. OF TEACHERS EMPLOYED.			WHOLE AMOUNT PAID TEACHERS.		
	White.	Colored.	Total.	White.	Colored.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1ST DISTRICT.												
Crittenden	680	989	1,669	750	213	963	17	8	25	$2,800 00	$1,340 00	$4,140 00
Desha	674	1,310	1,984	575	85	660	9	2	11	1,670 00	530 00	2,200 00
Monroe	1,819	945	2,764	1,525	259	1,784	36	11	47	7,071 00	2,246 00	9,317 00
Mississippi	1,018	295	1,313	725	174	899	19	4	23	3,000 00	440 00	3,440 00
Phillips	2,030	3,290	5,320	2,200	1,632	3,832	57	18	55	15,183 00	5,501 00	20,684 00
Total	6,221	6,889	13,110	5,775	2,363	8,138	138	43	181	29,724 00	10,057 00	39,781 00
2D DISTRICT.												
Cross	1,101	507	1,608	601	101	702	16	4	20	1,930 00	1,045 00	2,975 00
Craighead	1,812	73	1,885	833	.....	833	16	1	17	2,762 50	150 00	2,912 50
Green	3,090	87	3,177	1,789	.....	1,789	34	2	36	4,357 00	150 00	4,507 00
Poinsett	629	90	719	371	.....	371	8	....	8	1,810 00	.....	1,810 00
St. Francis	1,580	805	2,385	1,021	191	1,212	22	10	32	3,433 50	2,220 00	5,653 50
Woodruff	1,381	816	2,197	714	358	1,072	22	2	24	4,418 00	375 00	4,793 00
Total	9,593	2,378	11,971	5,329	650	5,979	118	19	137	18,711 00	3,940 00	22,651 00
3D DISTRICT.												
Fulton	1,621	35	1,656	1,083	1	1,084	32	4	36	2,667 00	375 00	3,042 00
Izard	2,638	83	2,721	1,291	16	1,307	31	....	31	3,674 00	.....	3,674 00
Independence	4,157	337	5,057	3,454	61	3,515	57	8	65	10,476 00	1,350 00	11,826 00
Jackson	1,929	526	2,455	743	417	1,160	17	4	21	4,000 00	810 00	4,810 00
Lawrence	2,202	115	2,317	1,296	37	1,333	26	5	31	2,439 00	720 00	3,150 00
Randolph	3,725	216	3,941	2,063	90	2,153	40	13	53	5,759 00	1,680 00	7,439 00
Sharp	1,753	49	1,802	1,109	.....	1,109	19	2	21	1,970 00	240 00	2,210 00
Total	18,025	1,361	19,949	11,039	622	11,661	222	36	258	30,976 00	5,175 00	36,151 00
4TH DISTRICT.												
Boone†	2,892	33	2,925	1,500	257	1,757	26	3	29	2,793 00	360 00	3,153 00
Carroll	2,151	6	2,157	975	302	1,277	22	2	24	2,384 00	200 00	2,584 00
Madison	2,925	47	2,972	2,103	631	2,734	49	9	58	3,953 00	780 00	4,633 00

* The reports with respect to the number of persons attending school are very meager and imperfect. In many instances nothing but the aggregate is given, and in some cases not even that.

† Not reported by circuit superintendent. ‡ Unorganized in 1869.

CALIFORNIA.

The area of this State embraces about 160,000 square miles—the second in the Union in regard to size. It is nearly as large as the Eastern and Middle States combined. The population in 1870 was 560,247. Native, 350,416; foreign, 209,831—a larger proportion of foreign population than any other State in the Union. The area of the State is territorially divided into fifty counties, which contain eighty cities and towns. The last biennial report of Hon. O. P. Fitzgerald, State superintendent of public instruction, gives the number of school districts in the State in 1869 as 1,144, in every one of which a school must be kept up and supported at least three months in every year, or forfeit its proportion of the interest of the public fund during such neglect. The total expenditure for public schools for the year 1869 was $1,290,585.

HISTORICAL SKETCH OF THE FIRST SCHOOLS IN CALIFORNIA.

Hon. James Denman, one of the pioneers in the cause of education in the State, furnishes us with the earliest data in regard to schools. He says:

"The first American school in San Francisco was organized in April, 1847. Here were collected from twenty to thirty pupils, which then comprised nearly all the children in the city. It was a private institution, supported by the tuition fees from the pupils and the contributions of the citizens. It was taught by Mr. Marsten, who is entitled to the honor of being the first Yankee school-master upon the Pacific coast.

"Late in the fall of 1847, active measures were first taken by the citizens of San Francisco to organize a public school, which resulted in erecting a comfortable one-story school-house. The history of this old building is cherished by the early pioneers with many pleasing associations. Every new enterprise here germinated into existence. Here churches held their first meetings, and the first public amusements were given. After the discovery of gold it was deserted for school purposes, and dignified into a court-house.

"On the 3d of April, 1848, a school was opened by Rev. Thomas Douglas, a graduate of Yale College; although it was regularly organized as a public school, under the control and management of trustees, yet it was mainly supported by private tuition fees from the pupils. The success and usefulness of this school were soon paralyzed by the great discovery of gold, which rapidly depopulated the town, leaving the teacher minus scholars, parents, trustees, tuition, or salary. In the general excitement and confusion which followed the first rush to the mines, the school enterprise was for a time abandoned.

"The education of the children, who were rapidly increasing from the flood of immigration pouring into San Francisco from every part of the world, was entirely neglected until the 23d of April, 1849, when Rev. Albert Williams opened a small select school, which he taught for a few months.

"In October, 1849, Mr. J. C. Pelton and wife opened a school, which was at first commenced as a private enterprise, being supported by such compensation as the friends of the school were disposed to contribute."

This proved to be the germ of the first public school in the State.

From the multiplied advantages which California offers to emigrants, coupled with the fact that the grandest resources of a country are the educational facilities it has to offer, it is presumed that a condensed epitome of the origin and development of the free-school system of the State will not be devoid of interest to the nation.

No complete file of State school reports exists, except in legislative journals; neither reports nor continuous statistical records can be found, either in the offices of county superintendents or elsewhere. For this valuable aggregation of important information the State is indebted to the indefatigable labors of Hon. John Swett, who, with great painstaking and protracted research, has succeeded in gathering from the scanty records of this department, from the journals of the State legislature, and from newspaper files, the fragmentary records of the schools during their early struggle. From this confused material he has gleaned a connected compendium of school legislation, reports, and statistics, and has placed on record, in a condensed and accessible form, the history of public schools in the State.

The foundation of the public-school system of California was laid in the constitutional convention held in Monterey, September, 1849. The select committee on the State constitution reported in favor of appropriating the 500,000 acres of land granted by Congress to new States for the purpose of internal improvements, to constitute a perpetual school fund, with a *proviso*, however, that the legislature might appropriate the revenue so derived to other purposes, if the exigencies of the State required it. An animated debate occurred on this *proviso*, which was finally stricken out by the close vote of 18 to 17.

SCHOOL ACTION OF SAN FRANCISCO.

San Francisco was the first place in the State to organize, by her common council, independently of State law, a free public school. The following is a copy of the crude ordinance:

"*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 over the age of four, or under the age of sixteen, whose parents should obtain an order for their attendance from the chairman of the committee on education. The number of scholars should not exceed one hundred. Thus the first city free school was established by Mr. Pelton, in December, 1849, and opened with *three* scholars. From the records, this seems to have been the first free public school established in the State.

SCHOOL LAW OF 1851.

The school law of 1851 was cumbersome and imperfect in many of its provisions. It provided for the survey and sale of school lands in so impracticable a manner that no lands were sold under its operation. It provided, also, for the apportionment of the interest of the State school fund; defined the duties of the superintendent of public instruction; provided for a superintending school committee of three, who were to be elected annually; and, also, for the distribution of the school fund among religious and sectarian schools, in the same manner as provided for district schools.

The first school ordinance passed under the State school law was that of San Francisco, adopted in September, 1851. This made provision for a city board of education, composed of seven members, and for a city superintendent, and appropriated $35,000 for the support of schools. Thomas J. Nevins, who mainly prepared the ordinance, was elected superintendent of schools and proceeded to organize the department. The first schools organized under this ordinance were the Happy Valley School and the Powell Street School. Hon. James Denman, for many years superintendent of San Francisco County, and present principal of the Denman School of San Francisco, was elected the first teacher of the Happy Valley School.

Hon. John G. Marvin, the first State superintendent of public instruction, made his first annual report to the third legislature, 1852. Mr. Marvin donated to the school fund the sum of $1,456, the same being the amount which he had received for military services in an expedition against the Indians, while holding a civil office. This was the first and last "bequest" which the State school fund ever received. It is recorded as a most refreshing example of official honesty and scrupulous sense of honor.

The estimated number of children in the State, between four and eighteen, was about 6,000. Most of the schools were private, supported by tuition.

At the third session of the legislature, in 1852, the chairman of the senate committee on education made an able report in behalf of common schools, and introduced a revised school law, much more complete than the former one.

Paul K. Hubbs was elected as successor to John G. Marvin, and took office in 1854. His published reports constitute a quaint and interesting portion of early school history. In his fifth annual report, in 1855, he says: "From the solitary teacher of a *very* common school, in 1849, at San Francisco, my predecessor had witnessed their increase to *fifty-six* during his term of office. I have just reported to your honorable body nearly six times that number, with a just demand for a quadruplication of the present force. Strong in the sympathies of the good, great in our natural resources, stimulated by the energies that accompany knowledge, our rank will be continuous in the front till progressive civilization encircles the globe."

FIRST TEACHERS' CONVENTION.

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

CONTRAST BETWEEN COST OF CRIMINALS AND SCHOOL CHILDREN.

Mr. Hubbs was succeeded in office, in 1857, by Andrew J. Moulder, a graduate of the Virginia Military Institute. In his eighth annual report, 1858, he opened with the statement that the schools of California were not creditable to the State, and showed the necessity of an immediate appropriation by the State of $100,000. Concerning this, he goes on to show, by a classification and analysis of reports, that 29,347 children, between four and eighteen years of age, had received no instruction during the year. He adds: "Damning as the record is, it is yet lamentably true, that during the last five years the State of California has paid $754,193 80 for the support of criminals, and but $284,183 69 for the education of the young. In other words, she has expended $1,885 on every criminal, and $9 on every child."

Superintendent Moulder was succeeded, in 1863, by Hon. John Swett, who had devoted his life to the profession of teaching, and had taught ten years in the public schools of the State. In the thirteenth annual report, Mr. Swett states, that of 754, the entire number of public schools, only 219, or a little more than one-fourth, are *free schools*, all the rest being partially maintained by rate-bills and tuition—in other words, being half-private schools. He earnestly recommends a State tax, to make the schools free, and to continue them at least nine months of the year. He adds:

"Our American system of free schools is based upon two fundamental principles, or axioms:

"First. That it is the duty of a republican or representative government, as an act of self-preservation, to provide for the education of every child.

"Second. That the property of the State should be taxed to pay for that education."

In closing his fervent appeal he says:

"The life of the nation lies not in a few great men, not in a few brilliant minds, but is made up of the men who drive the plow, who build the ships, who run the mills, and fill the machine-shops, who build the locomotives and steam-engines, who construct the railroads, who delve in the mines, who cast the cannon, who man the iron-clads and the gunboats, who shoulder the musket, and who do the fighting. These constitute the life and strength of the nation; and it is with all these men that the public schools have done and are now doing their beneficent work. The nation will not be saved by any one 'great man;' the bone and muscle of intelligent laboring men must work out its salvation."

PUBLIC FREE SCHOOLS INTRODUCED.

In the last biennial report of Superintendent Swett, he says:

"The school year ending June 30, 1867, marks the transition period of California from rate-bill common schools to an American free-school system. For the first time in the history of the State, every public school was made entirely free for every child to enter. I am glad that in this, my last official report, I can say that a system of *free schools*, supported by taxation, is an accomplished fact."

The progress and improvement in the public-school system during the five years from 1862 to 1867, may be gathered from the following brief statistical summary:

In 1862 the annual amount of money raised for public schools was $480,000; in 1867 it was $1,287,000, or nearly three times as much.

In 1862 there was no direct State tax for the support of schools; in 1867 the State tax was 8 cents on the $100, giving an annual revenue from this source alone of $120,000.

In 1862 the State apportionment was $130,000; in 1867 it was $260,000.

In 1862 the amount raised by county and city school taxes was $294,000; in 1867 it was nearly $600,000. During that time the amount raised by district taxes, voted by the people, was increased from $7,000 to $73,000.

The maximum county school tax allowed by law, 25 cents, was increased to 35 cents; the minimum, *nothing at all*, was increased to $3 per census child.

The amount raised by rate-bills of tuition, $130,000, was decreased to $79,000, showing the rapid approximation to a free-school system.

The amount paid for teachers' salaries was increased from $328,000 to $700,000—equal to 114 per cent.—while the number of teachers increased only 31 per cent.

The total expenditure for schools, a percentage on the assessment-roll of the State of 30 cents on each $100, was increased to 58.1 cents on $100.

The amount expended per census child, $6 15, was increased to $12 61.

The amount expended for school-houses during that period was greater than for ten years previous.

The average length of the schools was increased from six months in the year to seven and four-tenths months, an average exceeded only by Massachusetts and Nevada, of all the States in the Union.

The number of census children increased 26 per cent., while the number attending public schools increased more than 50 per cent.

BOARDS OF EXAMINATION COMPOSED OF TEACHERS EXCLUSIVELY.

"Every board of examination," says Superintendent Swett, "whether State, city, or county, must be composed of professional teachers exclusively; all examinations must be in writing and in certain specified studies. California is the only State in the Union in which teachers have gained the legal right to be examined exclusively by the members of their own profession, and we have just cause to be proud of the fact. It has already done much to make the occupation of teaching respectable. It has relieved good teachers from useless annoyance and humiliation; it has increased their self-respect, stimulated their ambition, and guarded the schools against quacks and pretenders."

Mr. Swett was succeeded in office, in 1868, by Hon. O. P. Fitzgerald, the present incumbent. In his third biennial report for 1868–'69, the number of school districts in the State is estimated at 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; in number of schools, 157; number of pupils, 12,527; average number of pupils, 11,078; value of school property, $1,003,054.

FEATURES OF THE REVISED SCHOOL LAW.

The constitution of the State requires the legislature to provide a system of common schools, by which a school shall be kept in each district for at least three months of the year; in default of which, the district shall forfeit its proportion of the public fund. It requires, also, that the teachers employed in said schools shall hold legal certificates of fitness for the occupation of teaching, in full force and effect.

STATE BOARD OF EDUCATION.

There is, also, a State board of education, which consists of the governor, the superintendent of public instruction, the principal of the State normal school, the superintendent of public schools of the city and county of San Francisco, the superintendents of the counties of Sacramento, Santa Clara, Alameda, Sonoma, and San Joaquin, and two professional teachers, to be nominated by the superintendent of public instruction and approved by the board. The State board has the power to adopt a course of study not in conflict with special regulations of any city and county; to prescribe regulations in regard to libraries; to grant teachers life diplomas; to adopt a uniform State series of text-books; and to supervise others matters in regard to State printing.

STATE SUPERINTENDENT OF EDUCATION.

The constitution also provides for the election of a superintendent of public instruction, who holds his office for four years, with a salary of $3,000 per annum. He has the power to appoint a clerk, who shall be authorized to act as deputy superintendent. It is the duty of the superintendent to travel in the different counties of the State, during, at least, four months of the year, for the purpose of visiting schools, consulting with county superintendents, or lecturing before county institutes, and attending to the interests of the public schools and educational institutions of the State. He apportions the public money to the districts, cities, and counties; and is required to make, biennially, a report to the legislature upon the condition of the schools, and the administration of the school system. He is, ex officio, one of the trustees of the asylum for the deaf and dumb and blind, and of the State reform school. He is, also, to visit the several orphan asylums, to which State appropriations are made, and make reports of the same.

COUNTY SUPERINTENDENTS.

A county superintendent is elected, who holds his office for two years. He is required to visit each school in his county at least once a year; to preside over county teachers' institutes; to inforce the use of text-books adopted by the State board; to inforce the regulations required in the examination of teachers; to report annually to the State superintendent; to act as the medium of communication between the board of education and State superintendent and the district over which he is appointed.

SCHOOL DISTRICTS.

Each county, city, or incorporated town constitutes one school district; but a new district may be organized, or the boundaries of an old one may be changed, by making petition, through the county superintendent, to the board of supervisors, who has power to approve or disapprove the same. Any two or more adjoining districts may, by concurrent vote, agree to establish a union grammar school for advanced pupils, under the joint supervision of the trustees of such districts.

The board of trustees of each district have the custody of all school property belonging to the district.

CENSUS MARSHAL.

The board of education of each city and county, and the board of trustees of each district, shall appoint a school-census marshal, whose duty it shall be to take, specially and separately, a census of all white children, negro children, and Indian children who live under the guardianship of white persons, between five and fifteen years of age, and shall specify the number and sex of such children, and the names of their parents and guardians.

Every school, unless otherwise provided by special law, shall be open for the admission of all white children between five and twenty-one years of age residing in that school district. The education of children of African descent, and Indian children, shall be provided for in separate schools. Upon the written application of the parents or guardians of, at least, ten such children to any board of trustees or board of education, a separate school shall be established for the education of such children; and the education of a less number may be provided for by the trustees, in separate schools, in any other manner. The same laws, rules, and regulations which apply to schools for white children shall apply to schools for colored children.

SCHOOLS UNSECTARIAN.

No publications of a sectarian or denominational character shall be used or distributed in any school; nor shall any such doctrine be taught therein. The county superintendent and treasurer shall set apart 10 per cent. of each annual apportionment of State school fund as a "district-school library fund."

The State board of education shall prepare a list of suitable books, excluding all works of a sectarian character. The library shall be free to all pupils in the district, of a suitable age.

DUTY OF TEACHERS.

Every teacher employed in any public school shall make an annual report to the county superintendent. It shall be the duty of all teachers to endeavor to impress on the minds of their pupils the principles of morality, truth, justice, and patriotism; to teach them to avoid idleness, profanity, and falsehood; to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties, and dignity of American citizenship.

BOARDS OF EXAMINATION.

The State board of examination consists of the superintendent of public instruction and four professional teachers, who have power to grant State certificates for one, two four, or six years, or for life. The county board of examination is composed of the county superintendent, and a number of teachers not to exceed three of his own appointment, who have power to grant county certificates for one, two, or three years. The city board of examination consists of the city superintendent, the president of the board of education for that city, the county superintendent, and three public-school teachers elected by the city board of education; they have the power to grant certificates of the same grade and for the same time as the State board of examination; valid only in the city in which they are granted. They have power, also, to grant certificates lower than grammar-school certificates, and those for teaching high schools.

RESOLUTION OF TEACHERS' INSTITUTE.

At a meeting of the State teachers' institute last year, at which about six hundred of the leading teachers of the State were present, 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 said certificates on county examinations, or no examinations, should be discontinued."

SCHOOL FUND.

The school fund is composed of the proceeds of all lands that may be granted by the United States for the support of the schools; the congressional grant of 500,000 acres to all new States; all escheated estates; and all percentages on the sale of State lands, the interest of which, together with all the rents of unsold lands, shall be and remain a perpetual fund, to be inviolably appropriated to the use of common schools throughout the State. The school revenue is augmented by an annual *ad valorem* State school tax of 10 cents on each $100 value of all taxable property throughout the State; also by a county school-tax, the maximum rate of which shall not exceed 35 cents on each $100 of taxable property in the county, nor the minimum less than sufficient to raise a sum equal to $3 for each child in the county between five and fifteen years of age; also by a district tax, to be voted by the inhabitants at an election called by the board of trustees for such purpose, the amount not to exceed annually, for building purposes, 70 cents on each $100, or 30 cents on each $100 for school purposes. By these taxes, together with the annual distribution of the income of the common-school fund, the schools are supported. But no school district is entitled to receive any apportionment of State or county school moneys which shall not have maintained a free public school for at least three months during the next preceding school year, and unless the teachers employed hold legal certificates of fitness in full force and effect.

The State comptroller keeps a separate and distinct account of the school fund, of the interest and income thereof, together with all moneys raised for school purposes. The State treasurer receives and holds as a special deposit all school moneys paid into the treasury, and pays them out on the warrant of the State comptroller issued in due form. The county treasurer is required to notify the county superintendent of the amount in treasury subject to apportionment, also to make a financial report to the superintendent of public instruction.

The revised school law of the State has proved satisfactory to the great majority of those most directly interested in education, and is acknowledged by eastern educators to be a model school law.

STATE TEACHERS' INSTITUTE.

The first State institute called by Superintendent Moulder met in the city of San Francisco, 1861, and continued in session five days, with a total attendance of 250 members. The legislature of the previous year had made an appropriation of $3,000 for the purpose of aiding State institutes. A second State institute was convened at Sacramento in 1862, only 109 members being in attendance.

In the month of February, 1863, a circular calling a State institute in the city of San Francisco on the 4th of May was issued by Superintendent Swett, and sent to every school officer in the State. The advantages arising from institutes were strongly and pertinently set forth, some of which we quote:

"No event in the history of education in the United States has proved so fruitful of beneficent results as the organizations of institutes and conventions. They are not intended as substitutes for normal schools, nor can they educate teachers to the business of their profession, yet they serve the most admirable purpose of improving those who are not temporarily engaged in the profession, of furnishing those who are not systematically trained with the best methods of instruction, and of increasing the efficiency of professional teachers.

"The exercises of the institute involve an outline view of subjects relating to the proper mode of imparting instruction, present the latest information regarding the progress of education in our own and in other countries, and afford an occasion for experienced teachers to present practical views which cannot be obtained from books. The best thoughts and best acquirements of the most original teachers are elicited and thrown into the common stock of professional knowledge. They influence public opinion by bringing the teacher's labors more prominently before the community, and by promoting a higher estimate of the common school in its vital relation to society and the State. The routine of a teacher's daily life limits his influence to the narrow sphere of the school-room, but the proceedings of an institute are carried by the press to thousands of families in the State, and his views become an active element in public opinion. No obstacle to the progress of free schools is so formidable as the apathy and indifference of the people.

* * * * * * *

"The teachers of California constitute the advanced guard of the great army of instructors in the United States cut off from all personal communication with the main body, and too distant to feel the influences which are perfecting the drill and discipline of the corps in older communities. Many teachers, though liberally educated, and schooled by experience and travel, are not familiar with the new methods of instruction known to the professionally trained teacher, and to such the practical knowledge communicated in a single session of an institute is invaluable.

"Nor is the institute less productive of useful results to *professionally* educated teachers.

"Associations and conventions in other States have changed teaching from a monotonous routine to a skillful art. The abstract didactic, pedantic, book-bound style of the old-school teaching has been succeeded by more natural and philosophical methods of developing the human mind.

* * * * * * *

"No occupation is more exhausting to nervous force and mental energy than teaching; and the teacher needs, above all others, the cheering influences of pleasant social intercourse with those whose tastes and habits are similar to his own.

"No wonder, then, that the schoolmaster, buried in some obscure district, surrounded only by the raw material of mind, which he is trying to weave into a finer texture, without access to books, his motives either misunderstood or aspersed, his labors often seemingly barren of results, his services half paid, his chief study being 'how to make both ends meet,' no wonder that he sometimes becomes moody and disheartened, loses his enthusiasm, and feels that the very sky above him is one vast black-board on which he is condemned to work out the sum-total of his existence. He only needs the social intercourse of institutes, and the cordial sympathy of fellow-teachers, there evoked, to make the heavens glow with hope. There he finds his difficulties are shared by others, his labors are appreciated, and his vocation respected."

Pursuant to this call, one of the largest and most enthusiastic institutes ever assem-

bled in the United States was organized on Monday, May 4, and continued in session during the week. There were present four hundred and sixty-three registered members, and the daily sessions were attended by hundreds of others interested in public schools.

The result of the institute was highly satisfactory.

Aside from all the incidental labors and benefits of that State institute, five substantial and solid facts remain as monuments:

First. The establishment of an educational journal, the "California Teacher."

Second. The adoption of a uniform State series of text-books.

Third. Action on the question of a State tax for the support of public schools, which resulted most beneficently to the cause of education in the State.

Fourth. The organization of a State educational and professional society.

Fifth. State diplomas and certificates.

THE CALIFORNIA TEACHER.

The first number of the California Teacher was published in July following. It is the State educational journal, the professional organ of the teachers of the State, and the official organ of the State superintendent, and directly under his control. The journal was originally placed in the hands of a board of resident editors, consisting of John Swett, George Tait, George W. Minns, and Samuel I. C. Swezey. It is still in a flourishing condition, under an efficient corps of managing editors. It reaches every school officer in the State; it goes into the hands of every teacher, into every school library, and to every newspaper in the State. The amount of reading matter, relating to schools, has thus been increased a hundred fold. It has done more to inform trustees, to awaken professional pride among teachers, and to secure an efficient execution of the school law, than any other educational agency in the State.

STATE EDUCATIONAL SOCIETY.

It was eminently fitting that these twin efforts in behalf of education should go hand in hand, and that the first number of the California Teacher should contain the constitution of the State society. The designs of the organization were to further the educational interests of the State; to give efficiency to the school system; to furnish a practical basis for united action among those devoted to the cause of education, and to elevate the office of the teacher to its true rank among the professions.

The last biennial report of Hon. O. P. Fitzgerald, the present State superintendent, contains most gratifying statements in regard to State and county institutes, and the California Teacher.

CONCERNING A NATIONAL BUREAU OF EDUCATION.

As far back as 1865, State Superintendent Swett embodied the following in his biennial report:

"The importance of establishing a National Bureau of Education at Washington, with a minister of public instruction, who shall be a member of the Cabinet, has been presented by leading educators in the last national convention of teachers and in various institutes and conventions. A committee has been appointed to memoralize Congress in favor of such a national department of instruction.

"The power of the National Government should be brought to aid the States in perfecting their several systems of public instruction. The educational statistics of the different States should be compiled and published annually by the General Government. Reforms and improvements should be suggested. The best thoughts of the best educators should have a national circulation. What the Department of Agriculture is doing for the material interests of the nation, the Bureau of Education would do for the public schools. Surely the education of men who are soon to control the government of the nation is equally as important as the raising of grain or cattle or horses. * * * * * * *

"The importance of the subject will present itself so forcibly to the mind of all legislators that, without further argument, I recommend that the legislature pass a concurrent resolution requesting the Senators and Representatives of California in Congress to favor the organization, as soon as practicable, of a National Department of Instruction, which shall aim to establish, on purely democratic republican principles, a system of public education in the United States which shall educate physically, morally, and intellectually every child born within the broad domain of the Union."

It will thus be seen that California, though in a measure isolated from the active educational interests of the Union, was fully alive to the great work, and lifted an earnest voice in its behalf.

Four years ago a law was enacted establishing the National Bureau of Education. During the present year the cause of education in the State has received a fresh and vigorous impulse from a protracted visit of the Commissioner, who has visited the

principal cities of the State, personally inspecting the different schools, both public and private, the incorporated institutions, asylums, alms-houses, prisons, and hospitals.

EDUCATIONAL EFFORTS AMONG THE CHINESE IN CALIFORNIA.

Education of the Chinese in California began with missionary labors in San Francisco. Rev. William Speer, D. D., of the Presbyterian Board of Missions, commenced his work here in 1852. He taught such as chose to avail themselves of his gratuitous instruction a few hours daily in rooms rented for the purpose. In 1853 a mission-house was completed and the school removed to it, in which building, with occasional interruptions, there has been a Chinese school until the present time. Mr. Speer being forced to leave in 1857, the school was discontinued for a while. It afterward revived as a day-school, supported by the private contributions of Christian people. It was attended by Chinese boys and girls as well as young men.

In 1859, Rev. A. W. Loomis, who still occupies the field, arrived, and gave renewed impulse to the work. Additional classes of boys and girls were taught during the day, and also in the evening. In 1861 the city board of education was induced to assume the school by paying the salary of the teacher. After a while, a change having come in the political complexion of the board, and the outside clamor against the Chinese increasing, the Chinese school was shaken off, and the salary of the teacher withheld. The school went on as before, Christian people assuming the expense; although, like other citizens, they paid all their assessments for free schools and other purposes. Another change of administration furnished a board that was willing again to support a teacher for the Chinese. The school, after this time, was held only in the evening, on which account only the older boys and many adults availed themselves of its privileges, and comparatively few of the younger Chinese children attended.

With an interruption of several months the school was again reopened, January 25, 1868, in the mission-house, corner of Sacramento and Stockton streets, in which year it was removed to a public-school building on Powell street. Being some distance from the Chinese quarter, this school did not flourish; young men, to the number of about twenty, attending in the evening only. The board of education seemed to take little interest in it, and in the fall of 1870 it was discontinued at this place. On the removal of this school from the mission-house, two other teachers were at once employed by the mission; the attendance increased, and the schools of the mission are still continued. The average attendance last term was 55 in both departments of the evening-school. The largest number at one time was 84. Rev. A. W. Loomis, and Rev. I. M. Condit, the two faithful missionaries, assist more or less; in addition to these, there are employed at present two male teachers and one female teacher. No tuition or other fees are charged; the pupils simply furnish their own books.

AN EFFORT IN BEHALF OF CHINESE WOMEN.

Two and a half years ago, a number of philanthropic ladies from several of the Protestant churches in San Francisco formed a society and employed a teacher, Mrs. Cole, to take charge of a Chinese school, which was designed more particularly for the benefit of Chinese girls and women. Their school was commenced May 24, 1869. The average attendance had been from 23 to 25; highest number on the list at one time 40; at present 30, two-thirds of which are girls. This is a day-school and entirely free. In the afternoon of each day a Chinese assistant is employed, who instructs both boys and girls in Chinese; the girls are also instructed in needle-work. This looks like striking at the very root of the matter in the way of educating and Christianizing this peculiar people.

THE WORK OF THE CHURCHES IN EDUCATING THE CHINESE.

Much has been done by several of the leading churches of San Francisco to gather the Chinese into Sabbath-schools. Here they are taught to read, write, and spell, as the necessary preliminaries to other instruction. During the summer of 1868, Rev. Otis Gibson arrived to establish a mission for the Methodist church amongst the Chinese. He devoted much of his time to visiting the churches and stimulating them in their Sabbath-school work in this direction. But efforts in this line fluctuate very much. About the first of the present year the mission building of this church was dedicated, and soon after their school commenced. They employ three teachers. The attendance at the evening-school at present is about thirty; during the day there is an attendance of from six to ten boys, and about three girls.

During the latter part of 1870 and the early part of 1871, the Roman Catholics started a day-school for boys in a house belonging to the church, at the rear of St. Mary's Cathedral. The teacher is a native Chinaman, a member of the Roman Catholic church, and brought here especially for this work. He had ten or twelve pupils,

and taught them mostly in the Chinese classics, and to write their own language—his knowledge of English being too imperfect to be of much service as an English teacher. It now numbers seven boys and one girl.

About a year ago the American Missionary Society entered the field, and the Congregational churches on this coast co-operate with them. They employ three ladies sent from the Eastern States for this purpose—two at Stockton and one at Sacramento; they also support a school at Marysville, one in a Congregational church in San Francisco, and one just started at the Mission Dolores, San Francisco. The attendance at the church is ten to fifteen; at the mission, fifteen to thirty.

The Baptist church has also a mission to the Chinese in San Francisco. An evening-school was commenced a few months since. The teacher is Rev. Mr. Graves, of the Southern Baptist church, aided by occasional voluntary assistants.

CHINESE TAXED BUT NOT TAUGHT BY THE STATE.

Before the number of schools had increased as at present, there were many classes of four or five, taught by private individuals, most of them in the evening. The pupils were young men who were anxious to fit themselves for doing business with our people.

From the preceding statements it appears:

First. That while the Chinese in this country have always paid their share—and a great deal more than their share—of the taxes, very little has been done to teach their children.

Second. That good, philanthropic people, seeing their need of instruction, are taxing themselves voluntarily to support schools among them, while they are at the same time paying their taxes for the public schools.

Third. Even after all this has been done, the very class for which schools are most needed—viz, the young children—are not benefited so much as those more advanced.

We are told there are five hundred Chinese children, born in this country, who will be citizens by and by. The State must provide schools for them, and require the children to attend them. The proper training of the children of the Chinese would go far toward solving the knotty problem of Chinese immigration. The desired influence upon adults will best reach them through their children. Our language, usages, arts, and manners could thus most easily be grafted upon this peculiar people.

STATE NORMAL SCHOOL.

During the session of the State teachers' institute, held in San Francisco in 1861, the superintendent of public instruction called the attention of the members to the importance of the permanent establishment and maintenance of a school for the special instruction and training of teachers, recommending the appointment of a committee to memorialize the legislature to authorize the establishment of such an institution. This was done, and the sum of $3,000 was appropriated for the support of the school, the first session of which was commenced in 1862.

The design of the normal school is to provide well-trained teachers for the common schools of the State. The great demand in the State is for good teachers in the lower-grade public schools. Skill in teaching, with average scholarship in studies, for the common schools, is more desirable than the highest scholarship without a knowledge of the practical methods to be pursued in the school-room.

The revised school law provides that the 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 and third grade certificates. Members of the graduating class have not infrequently taught from one to three years prior to entering the normal school. Their standing is high, and they receive State educational diplomas, which entitle them to teach as principals of grammar-schools. Others, whose standing is lower, receive first-grade certificates; still others receive second-grade; and those whose standing is still lower, receive third-grade certificates, which entitle them to teach only in primary schools. This mode of graduating pupils according to ability and attainments, though, perhaps, without precedent, is found to be most excellent in its workings. 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 written examination at the close of the term.

The last legislature resolved to erect suitable buildings for the permanent location of the school. The very spirited contest that arose among most of the central cities of the State, showed the high estimation in which the institution was held.

The flourishing city of San José, situated in the fertile and beautiful valley of Santa Clara, won the coveted prize. 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.

The same legislature increased the annual appropriation for the support of the school from $8,000 to $12,000, besides providing funds for the erection of a building that will be a credit to the State, and appropriating $1,000 for the purchase of books. The trustees have made a liberal appropriation for the purchase of additional apparatus. The principal is Dr. W. T. Lucky, A. M., who has a well-established reputation as an able and successful teacher. Henry P. Carlton, A. M., is vice-principal. The time for completing the normal school course is two years, each divided into two terms of five months. At the close of each term there are written examinations. Pupils are required to furnish their own text-books. Tuition is free. Good boarding can be obtained at from $5 to $7 per week; rooms for self-boarding, at reasonable rates.

The school is in a flourishing condition. The removal from San Francisco to San José last June did not diminish the number of pupils. The new building rapidly approaches completion, and, when finished, will be one of the finest school buildings on the coast. The number of pupils in the normal department for the academic year, 1870-'71, was 164, of whom 132 were ladies, and 32 were gentlemen. The twelfth graduating class numbered 21; whole number of graduates from the school, 253. To secure admission into the junior class of the normal school, the applicant, if a male, must be seventeen years of age, or, if a female, sixteen years of age; to enter an advanced class, the applicant must be proportionably older. Before entering, all applicants must sign the following declaration: "We hereby declare that our purpose in entering the California State normal school is to fit ourselves for the profession of teaching, and that it is our intention to engage in teaching in the public schools of the State."

UNIVERSITY OF CALIFORNIA.

An act to create and organize the University of California became a law on the 23d of March, 1868. The *ex-officio* regents are, the governor of the State, lieutenant-governor, speaker of the assembly, State superintendent of public instruction, president of the State Agricultural Society, president of the Mechanics' Institute of San Francisco. There are, also, eight appointed regents, and eight honorary regents. The officers of the board are, His Excellency Henry H. Haight, president; Andrew J. Moulder, esq., secretary; and William C. Ralston, esq., treasurer. Every regent, however appointed, is a voting, legislative, and executive member of the board. The faculty consists of nineteen members, Henry Durant, A. M., being president of the same. The medical department has eight professors, and a board of examiners numbering ten members. The colleges of arts and letters have a faculty of ten professors.

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. This was a munificent gift, the land being estimated as now worth $500 per acre. The grounds have been laid out in handsome style; numerous drives, avenues, and walks have been constructed, and a large number of ornamental trees set out. The work will be continued until the whole estate is converted into a highly attractive and ornamental park. Take it all in all, there is not probably a spot in America, in the vicinity of a great city, that commands so beautiful, so picturesque, and so extended a prospect as the site of the University. The formal opening in the new buildings of the University but recently took place. The poem read on the occasion was by a lady. Young ladies are admitted into the University on equal terms, in all respects, with young men.

The University, which has just entered on its second year, consists of various colleges, namely:

First. Colleges of arts.
Second. A college of letters.
Third. Professional and other colleges.

The following colleges have already been organized:

1. A State college of agriculture. }
2. A State college of mechanic arts. } Colleges of arts.
3. A State college of mines. }
4. A State college of civil engineering. }
5. A State college of letters.
6. A State college of medicine.

In each of these the whole course of instruction occupies four years, with three terms in each year. In all the colleges of the University, the method of instruction is by means of lectures and the study of text-books, accompanied in either case by rigid daily examinations.

The law department of the University has not yet been organized, but early measures will be taken to put it in operation. The appointment of Judge Field, of the United States Supreme Court, as professor of law, and his acceptance of the chair, may be regarded as the first step to the full organization of the college of law. The University already possesses excellent apparatus, recently procured from Europe, and valued at over $30,000, for the use of the physical, chemical, and other scientific departments.

In conformity with an act passed at the last session of the legislature of the State, the regents established the fifth class, or preparatory department of the University. The design of this establishment is to prepare students for admission to the University of California. Thus far the high school of San Francisco, and this department, have been the only schools in the State whose pupils, in any considerable number, have been qualified to enter the University. The standard of qualifications for admission thereto is materially the same as that of Yale, Harvard, and Cornell. The course of study adopted in the preparatory department embraces all the studies pursued in the public schools of the State, and also an extended course in the ancient and modern languages, and in mathematics. Pupils may avail themselves of a daily drill in military tactics, although military discipline is not maintained, and uniforms are not required.

It will be seen from the foregoing statements that the University of California, in the second year of its existence, already offers excellent facilities for a thorough education. With a full and complete faculty of instruction, and a costly and complete apparatus, it opens its doors, without charge, to all of both sexes who are qualified to profit by its advantages.

Students can obtain board and lodging in private families, at from $5 to $8 per week. The whole number of students in the University during the past year was 93; number of students in the preparatory department, 88. The dormitory system being forbidden by the organic act, the students of the University find homes in the boarding-houses and private families of Oakland.

Members of the preparatory department who do not reside with their parents are required to room and board in the building of the department; tuition, board, and lodging, $30 for four weeks; single rooms furnished each student.

PRIVATE EDUCATIONAL INSTITUTIONS.

The total number of colleges and private schools in the city of San Francisco is 65, of which 15 are under the control of the Catholic denomination. From the last school census, the number of children, between six and fifteen years of age, who have attended private schools during the year, was 4,582. In addition to the attendance of the private schools there are about 850 children, under six years of age, at different infant-schools; and about 900 attending the higher schools, private schools, and colleges, the whole aggregating 6,160; a yearly increase of 2,332.

MILLS SEMINARY.

This institution, formerly known as the "Young Ladies' Seminary of Benicia," was founded in 1852, and is the pioneer institution of its kind in California. When first established it was under a board of trustees. In 1854 it passed into private hands; and in 1865 it was purchased by Rev. C. T. Mills, D. D., who since that time has been its sole proprietor, and, with his wife as associate principal, has had charge of the school. The rapid growth of their school demanded better accommodations. Having sold their buildings in Benicia, they transferred their school to its new location in Seminary Park, Brooklyn, Alameda County. The grounds comprise 60 acres. They are attractive and beautiful. The building is one of the finest on the coast, and will furnish accommodations for about 200 pupils. The success of the institution surpasses all expectations, and additional accommodations are already contemplated. Though the Mills Seminary, for the present, is private property, the hope and purpose is to make it a permanent institution. It is the desire of its proprietor that it shall be so arranged, and eventually so endowed, that, like Mount Holyoke, or Vassar, it will be self-perpetuating. There are 200 students, with a board of instructors numbering 20. There is a preparatory and an academic department, with the best facilities for the ornamental branches. The year is divided into two terms of twenty weeks each. Expenses $160 per term.

UNIVERSITY (CITY) COLLEGE.

This institution, founded in 1859, in the heart of the city of San Francisco, was incorporated as a college in 1863. The valuable property was then placed in the hands of trustees, among whom may be named the mayor, Thomas H. Selby, who is president of the board, and Governor Haight, through whose wise foresight and persevering efforts a very valuable tract for university purposes, known as University Mound, situated five miles from the Plaza, was secured.

The City College was established by Rev. George Burrowes, who in 1865 was obliged to resign its charge on account of ill health. He was succeeded by Rev. P. V. Veeder, A. M., who was the present year succeeded by Rev. W. Alexander, now in charge. The college has eight instructors, and about 95 students. The buildings are large and provided with well lighted and ventilated study-halls, and with ample illustrative apparatus. The plan of instruction is comprehensive and broad, aiming to include a thorough and complete college course.

UNIVERSITY OF THE PACIFIC, (METHODIST EPISCOPAL.)

This institution was incorporated in 1851. It is located in Santa Clara; first collegiate class formed in 1854. It has eight professors and teachers; whole number of students about 170. Thirty-four young men have graduated, 20 of whom received the degree of A. B., and 14 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. The yearly expense, per pupil, is $320. T. H. Sinex, D. D., is president.

SANTA CLARA COLLEGE.

This institution is under the superintendence of the Fathers of the Society of Jesus, and is open to all. The college was founded in 1851. It was incorporated in April, 1855. It has a full staff of professors and teachers, numbering in all 26. The number of students for the year ending June, 1871, was 225. It possesses a complete philosophical apparatus, a full chemical laboratory, a museum of natural history, and a college library of 12,000 volumes. The yearly expense, per session of ten months, is $350.

ST. MARY'S COLLEGE.

This institution is situated at San Francisco, on the old Mission road, about five miles from the City Hall. It is a brick building capable of accommodating 200 students. The cost of building and fitting up amounted to about $100,000. It was opened to the reception of students in 1863, and during that year upward of 200 were enrolled. It has a board of managers, and a faculty numbering 16 professors and teachers. There are now in the college more than 250 students. It is now in charge of a number of gentlemen belonging to a society known as "The Christian Brothers," who devote their lives to the work of education.

SAINT MARY, OF THE PACIFIC.

This is a boarding-school for young ladies, located at Benicia. The school has been in operation the past year, occupying a rented building; but on entering its newly erected building it was duly inaugurated under the immediate supervision of Rev. Dr. and Mrs. Breck. For all the branches of a thorough English, classical, and polite education competent instructors have been provided.

OAKLAND MILITARY ACADEMY.

This institution is located on Telegraph avenue, nearly one mile north of the city of Oakland. The course followed is designed for the symmetrical development and discipline of the mind, and the formation of a good physical constitution. The military drill does not encroach upon study hours, but occupies time usually given to recreation, which is often worse than wasted by students. The course of study embraces an English course of four years, a classical course of three years, a commercial course, and the modern languages, if desired. D. McClure, principal. The total number of pupils for the year ending May, 1871, was 110. Expenses per scholastic year of forty weeks, $350.

ST. IGNATIUS COLLEGE.

This literary institution is located in San Francisco. It was organized in 1855; incorporated in 1859. It provides for a thorough classical, mathematical, and philosophical education, and, also, a commercial course. There are 19 professors and teachers. Number of pupils for the year ending June, 1871, 559. The college is intended for day scholars only. Rev. J. Bayma, president.

HEALD'S BUSINESS COLLEGE.

College building, Post street, San Francisco. The design of this school is to educate boys and young men with a special view to business. Its purpose is not to impart a classical education, but a practical one. There are at present about 250 students attending this school, including day and evening classes.

LAUREL HALL BOARDING-SCHOOL FOR YOUNG LADIES.

Located at San Mateo. Organized 1864. Number of pupils, about 70. The grounds include 27 acres. School building commodious; much attention is given to physical training. Miss L. H. Buckmaster, principal, with 6 assistant teachers.

SAN JOSÉ INSTITUTE AND BUSINESS COLLEGE.

Located at San José. F. Gates, principal, and founder of the institution in 1861. From a beginning of only 7 pupils it soon reached 200, with a corps of 10 teachers. The school is thoroughly graded, affording the best educational facilities for both boarding and day scholars. Ladies are also received into the business college course.

PACIFIC METHODIST COLLEGE.

This institution commenced, under its present organization, in March, 1861, at Vacaville, Solano County. The last catalogue shows 210 students, with 7 professors and teachers. The buildings cost about $25,000. It is in a prosperous condition.

COLLEGE OF ST. AUGUSTINE.

The Missionary College of St. Augustine was incorporated in 1868. At present its character and work is limited to that of a grammar school. The location of the college is at Benicia. The buildings are commodious; the site comprises 20 acres. It has a junior and senior grade. The former is designed to give a practical English education; in the latter the pupils may pursue the most advanced English course, or a classical course preparing them for any university in the country. The military instruction is entirely practical, and consists of daily drills in infantry tactics. Whole number in attendance during the year ending June, 1871, was 81. The expense per term of twenty weeks is $175.

CHARITABLE INSTITUTIONS.

The Protestant Orphan Asylum, of San Francisco, was established in 1851. Its twentieth anniversary has just closed. It is the oldest institution of its kind in the State. Two hundred and eighty-nine inmates have found a home in the asylum during the past year. Of this number, 84 have been removed by friends, 14 have been placed in families, 6 have been adopted, and 6 have died, leaving the present number of inmates 179. The older girls, when out of school, are required to mend their clothes and assist in other suitable labor; the boys are occupied in out-door work, industrious habits are inculcated, and labor made attractive. The studies pursued are suited to the capacity of the children, many of whom show decidedly studious habits, and prize their privileges.

ROMAN CATHOLIC ORPHAN ASYLUM.

Location, Market street, San Francisco. Organized 1851, and placed under the care of the Sisters of Charity. The present capacious brick building cost $45,000, which provides for the accommodation of 320 children. Another of the same dimensions provides for 550 day scholars. A farm of 53 acres has been purchased at Hunter's Point, and a frame building, capable of accommodating 300 children, is in process of erection. Whole number of scholars, 623. Of this number 400 are day scholars.

LADIES' PROTECTION AND RELIEF SOCIETY.

Established in San Francisco August 4, 1853. Incorporated August 9, 1854. The society has under its supervision a home where friendless or destitute girls under the age of fourteen and over three years, and boys under ten and over three years old, may be received and provided for until permanent homes in Christian families can be secured. It also receives adults who are temporarily out of employment, or those who are incapacitated for labor. The number of inmates January, 1871, was 200 children and four adults. The cost of the building was $44,000. A school is maintained at the home, under the direction of a salaried teacher, assisted by the larger pupils. The average attendance is 140.

INDUSTRIAL SCHOOL.

Located on Ocean House road, San Francisco. Organized by act of legislature, 1858. The institution is not one of punishment, but of correction. There is a good school connected with it, conducted on the same general plan as the public schools of the city. The president of the institution, in a recent report, says:

"Our greatest want is suitable employment for the inmates. The success of the shoe-shop warrants the supposition that other trades could be made beneficial and profitable. It needs no argument to prove that steady and well-directed employment, out of school hours, is essential to the development of a perfect system of reform. * * * There are a large number of boys who have left this school completely reformed, and have become ornaments to society.

"It is proposed, as soon as the necessary funds are available, to erect workshops, in which the children shall be taught such useful trades as will enable them to earn an honest livelihood when they leave the school. It is of but little use, comparatively, to teach children of this class how to read, write, sing, &c., if we do not afford them at the same time opportunities to obtain a living when they are cast on the world to look out for themselves."

Number of inmates October 1, 1871, 244. Of these, 207 are boys, and 37 are girls. There are three teachers; George Furlong, principal, with two assistant teachers. The general conduct of the children in the school has been good.

INSTITUTION FOR THE DEAF, DUMB, AND BLIND.

This institution was opened in the spring of 1860, with one blind child and three deaf mutes. It was under the supervision of an association of benevolent ladies, whose appeal to a charitable public provided for its support. In 1864 it was placed in the hands of a board of trustees. During the legislative session of 1865–'66 a law was passed reorganizing and providing for the institution, and recognizing it as a part of the educational policy of the State. Its privileges, like those of the common schools, are offered gratuitously to the deaf and blind children of the commonwealth.

This institution is located about four and a half miles north of Oakland, directly in front of the Golden Gate, and adjoins the grounds of the State University. The site comprises 130 acres, of which 50 acres are of the highest fertility, while the remainder is hill land and well adapted to grazing purposes. The edifice is in semi-Gothic style, built of a rough blue stone, in admirable keeping with the architecture. The internal arrangements seem to be as near perfect as experience could make them. Other institutions unite the deaf, dumb, and blind, but such union has always been regarded as a temporary expedient, and endured as a measure of economy. This is the only institution in the world planned with special reference to keeping the two classes together. The building will accommodate comfortably 150 pupils, together with the necessary officers and employés. It is made capable of wonderful expansion. In the years to come it can be enlarged to double its capacity at very small expense. The buildings and lands have cost the State $158,098 30. In the opinion of good judges, the property at this time is worth not less than a quarter of a million of dollars. Being a part of the common-school system of the State, its benefits are free to all deaf, dumb, and blind persons, between the ages of six and twenty-five years, who are of sound intellect and are residents of the State. Pupils from other States or Territories are charged $300 per annum. During the last two years there have been under instruction 96 pupils, 60 of whom are deaf and dumb, and 36 are blind. Of this number 42 are females, and 54 are males. Total receipts for the year, from all sources, $64,042 62. Total expenditures, $59,454 36. In the last report of this institution, Warring Wilkinson, esq., the principal, says:

"The benefits to be derived from the union of the two classes—viz: the deaf and dumb, and the blind—are numerous and important. In the first place, there is the advantage of economy. It is well known that institutions of this kind, even under the most careful management, are the most expensive of all State establishments. Any measure of economy, then, consistent with efficiency in the conduct of the institution, should be used. One building, one principal, one physician, one set of domestics, one steward's department, one stable—in short, one establishment where two would otherwise be required—effects a saving not to be overlooked or disregarded. Much of the apparatus adapted to the use of the blind is available for the deaf and dumb. Moreover, there may be cultivated a generous and healthy rivalry between the deaf and dumb, and the blind, which stimulates to zeal and application. This stimulus extends to teachers as well as pupils. Suggestions derived from individual experience in one line of instruction become the common property of all, and the tendency of all teachers of specialties to provincialism of thought is to a degree counteracted."

At the same time he says that, beyond a certain number, division is a necessity; for he would not have the family relation lost sight of, nor the pupils governed like armies, by delegated authority and the discipline of fear. In closing his report, he adds:

"The universally approved system of written examinations, now adopted in all higher institutions of learning, removes in a great degree the disabilities under which a deaf mute labors in a competitive race for academic honors; and I do not doubt that we shall be able to send students to the State University who will not disgrace the preparatory school. At any rate, we shall ask no special favors in behalf of these candidates we put forward, and sincerely hope that none will be granted."

EDUCATION OF THE SOLDIERS OF THE UNITED STATES ARMY, DEPARTMENT OF CALIFORNIA.

The law of Congress directs that, at permanent posts and camps, schools shall be established for the instruction of the enlisted men in the common branches of English education. At the largest posts and permanent garrisons this has been carried out as far as practicable, and with good effect upon the morals and discipline of the men. At the small one-company posts in the Indian country, since the reduction of the Army, the difficulties in the way almost prevent the carrying out of any regular system of instruction. The garrisons are so small that, after taking out the regular guard detail, only 30 or perhaps 40 men remain for duty; then in addition to stated duties, such as drill, inspection, taking care of animals and property, they have to build and repair their own quarters, and are often absent from the post for weeks at a time, scouting after Indians, or escorting trains or parties, and the time is so fully occupied with various

exacting duties that they have little leisure and less inclination for study. Each post has a small library, and is supplied with the principal newspapers.

INDIAN SCHOOLS.

Colonel B. C. Whiting, superintendent of Indian affairs in California says:

"Comparatively little has been done toward keeping up schools among the Indians within my superintendency. The school at the Hoopa reservation was broken up in April, 1867, in consequence of Indian troubles in which the agent and three other white men were killed. The teacher and most of the other employés of the Indian department left in dismay and could not be induced to return. Most of the time during my term we have been left without any appropriation for school-houses, teachers, or school-books. At Hoopa and Round Valley good schools are maintained at present, one salaried teacher being employed at each reservation. Three teachers are asked for by the agent at Hoopa Valley, on account of the scattered location of the Indian villages, or *rancherias*, and the difficulty at certain seasons of the year in crossing the river without going a great distance to reach the ferry. This embarrassment keeps a great many boys and girls away from the school now kept near the agency. The usual attendance is about 24.

"The school at Round Valley is more flourishing, the average attendance being about 45.

"The school at Tule River has been discontinued on account of the sickness of the teacher. It is difficult to get another suitable teacher during the warm and somewhat sickly season. It is to be hoped that this is but a temporary suspension, and that the school will recommence in November with the usual number of scholars, about 30."

SAN FRANCISCO.

Mr. J. H. Widber, city and county superintendent, in his report for the school and fiscal year ending June 30, 1871, gives the following statistical summary:

POPULATION, ETC.

Population of city, as per United States census, 1870	150,000
Children under fifteen, as per school census, 1871	46,615
Between six and fifteen, entitled to State apportionment of school fund	28,530
Between six and fifteen, (legal school age)	26,034
Average number attending public schools	18,807
Average number attending church and private schools	4,824
Not attending any school, (approximate)	2,403
Buildings owned by department	44
Rented rooms	43
Number of teachers	416
Number of classes	357
Total average monthly enrollment	18,807
Average number belonging	17,420
Average daily attendance	16,382
Average evening-school attendance	503

EXPENDITURES OF 1870-'71.

Salaries of teachers	$345,718 91
Rents	13,617 60
Building fund	174,975 02
Incidentals	170,805 04
Total	705,116 57

RECEIPTS.

State apportionment	$94,196 05
City taxes	437,214 18
Other sources	141,272 25
Total	672,682 48

City assessment-roll	$106,000,000
Taxes collected on	97,000,000
Total city taxes	2,761,000
Amount of current school expenses	530,000

The estimated expenditures for 1871–'72 will exceed income $76,940.

The city assessment-roll of this year is a little less than that of last year, while the increase in school attendance over the average attendance of last year for the first two months was 2,300 children, requiring 30 new classes and an increase of 38 teachers, making an increase of 10 per cent. in the item of salaries of teachers. Without any further increase in the number of teachers, the cost of salaries will amount to about $395,000; and with the addition of 25 teachers, which will be required during the year, the whole amount of teachers' salaries will be, at least, $415,000.

Grammar and high school teachers are paid 25 per cent. less than teachers of the same grade in Boston; primary teachers are paid, on an average, $100 a year more than teachers of that grade in Boston; equal to 14 per cent. more.

The cost per pupil for tuition—that is, salaries of teachers exclusively, last year was $19 83; in Boston, $20 60; Chicago, $16 10. The total cost per pupil, not including building fund, was $30 43; in Boston, $28 20. Total cost per pupil, including building expenses, $40 47; in Boston, $46 28.

The city is now renting forty-three rooms for the accommodation of 2,000 pupils, at a cost of $10,000 a year. Last year, with a school attendance of 18,000, the city expended $175,000. Boston, with an attendance of 35,000, expended $612,000. The demands for new school-houses are not greater than in other cities. It is cheaper to build than to rent. The total cost of new buildings needed would be $244,000. Should a new building for the boys' high school be erected, the amount would be increased to $369,000, including the $90,000 deficit of this year; so that the new issue of bonds should be to the amount of, at least, $375,000.

Superintendent Widber says:

"Good schools cannot be maintained without good buildings and good teachers. Competent teachers cannot be had without a fair rate of wages. Good schools, therefore, are costly, but they must be maintained. A liberal expenditure in education is the truest economy in the end. Let all citizens, all legislators, and all school officers unite in a spirit of enlightened liberality to provide the means for supporting public schools, and then, if educated and professional teachers are placed in charge of the children, we may hope to attain in the future the highest results of modern civilization, a community of educated men and women."

TEXT-BOOKS.

Concerning text-books, Mr. Widber says:

"The sweeping change of text-books, made compulsory on the city by the law passed at the last session of the legislature, which placed the city under the control of the State board of education, is much to be regretted. The expense was very heavy, amounting in some cases in single families to $50. The State uniformity law is open to many grave objections. Books which are suitable for use in graded city schools are not adapted for use in ungraded country schools, and *vice versa*. Leading educators in other States are setting their faces against State uniformity. A question involving so many hundreds of thousands of dollars is a dangerous power to be centralized in one board, subjected to the pressure of influential publishing houses."

Considering the large annual expenditure for books for indigent children, he recommends for consideration the New York and Philadelphia plan of furnishing all text-books free, in the form of school-libraries. In the end it would cost the people less than half the present expense.

DEPUTY SUPERINTENDENT.

Deputy Superintendent Swett assumed the duties of his office January, 1871, and submits the first annual report. It is his special duty to visit schools, to enforce the rules relating to teachers and pupils, and to examine into the classification and course of instruction. He has, also, the immediate supervision of the annual examination of the first grades of the grammar-schools. He is required, also, to make a written report on examinations to the committee on classification. He is to give special attention to methods of teaching in primary schools, in order to secure a uniform standard of fitness for promotion to the grammar-schools. In the absence of the superintendent he is to perform the official duties of that office; and at the close of the school year he is to make a full report in regard to the educational condition of the schools, with any suggestions in regard to the course of instruction and methods of teaching.

THE NEW COURSE OF STUDY.

Deputy Superintendent Swett, in his report closing with September, 1871, says:

"The new course of study was prepared previous to the annual examination. It was my positive conviction that the old course carried too much dead-weight, that it required more than could be thoroughly taught; and, hence, the new course omitted

many of the surplus things required in the old. In the new course, the work of the first grades is materially reduced. Physiology and philosophy have been stricken out of the course, not because they are not valuable studies, but because other studies are more important. The grammar-schools are not provided with apparatus, and no instruction whatever is preferable to the study of natural philosophy without experiments. * * * * * * * *

"The introduction of geometry into the lower grades of grammar-schools was an experiment, and after a costly trial of two years the almost unanimous verdict of teachers, parents, and children has pronounced it a failure. A somewhat complicated course of oral instruction in the old course has been left out altogether, because it had proved a wearisome failure. Provision is made for memorizing less of the text-books in geography and history, and oral grammar precludes the use of the text-book two years. In the primary grades the oral instruction has been greatly reduced and simplified, and in the lower grades there is more reading and less arithmetic. An opportunity is offered in the new course for teachers to cut loose from the pages of the text-books, and to exercise their own skill and judgment. It is to be hoped that they will improve it, for the slavish teaching of text-books has greatly enfeebled the mental habits of our school children. One of the most valuable and important features of the new course is the instruction in music."

The primary grades require four years before entering the grammar-schools, which, also, require four years before entering the high school. The high-school course is three years, making the entire public-school course eleven years. A pupil entering at six, with yearly promotion, would finish the full course at seventeen.

COMPETITIVE EXAMINATIONS.

"The decision of the board during the past year," says Mr. Swett, "to require all candidates for positions, whatever grade of certificate they hold, to pass an oral competitive examination for the purpose of ranking them according to merit, has not been wholly unproductive of good results. It has proved conclusively that some holders of State, city, and normal school certificates are very poorly qualified to teach. * * * Every uneducated and incompetent teacher elected to a position in the schools fills a place which might be occupied by a thoroughly trained and educated teacher, and thus the efficiency of the schools is lowered."

Mr. Swett, in his report, calls special attention to the raising of the standard of promotion and graduation; to cutting down the course of study and dropping some text-books, and to a higher standard for teachers' certificates.

PUPILS AND TEACHERS.

In his statistical summary, which is brought down to September, 1871, the total number of pupils is 20,300, of which 5,008 belong to the grammar grades and 15,292 to the primary grades. There are 407 regular teachers, each having the care of a class employed in the department, which, with a total of 20,300 pupils, would give an average of 52 to each teacher. In addition to this there are 13 special teachers of German and French, 5 special teachers of music and drawing, 13 principals, who exercise a general supervision over the schools under their charge, but do not attend to any particular class, and 19 evening-school teachers; making a grand total of 457, receiving $31,351 14 per month for salaries.

JANITORS.

There are 40 janitors employed, receiving as wages, in the aggregate, $2,228 per month.

MUSIC.

In his annual report for 1867, Superintendent Pelton says:

"I believe I was among the first to propose and urge the introduction of music in the public schools of the city. I am still favorable to the maintenance of musical instruction, and think there should not be less, but more instruction in our schools in this branch. I am, however, of opinion that a somewhat different system of teaching should prevail. How much our schools have been benefited by the present annual expenditure of $3,600, or for the still larger previous annual expenses of music during the past six or eight years, is a matter of conjecture rather than of positive knowledge."

He calls the attention of the board of education to the subject.

Deputy Superintendent Swett, in his report ending September, 1871, says:

"The introduction of the new course in music has been greatly aided by a visit from Professor L. W. Mason, superintendent of musical instruction in the primary schools of Boston, and author of the music books and charts, who came out here at his own expense, and devoted a month of untiring work in explaining his methods of instruction. His visit will long be remembered with pleasure by teachers and pupils. An enthusiast in music, he infused his own spirit into the schools. Under the old course of instruc-

tion, the three music-teachers were occupied almost exclusively in the grammar-schools; the primary classes sang songs by *rote*, but received no specific instruction. The music-teachers now will have the general direction of the instruction in music, but the teacher of each class is held responsible for results."

He proceeds to quote from J. Baxter Upham, M. D., chairman of the committee on music of the public schools of the city of Boston, showing that music in its elementary and simpler forms can be taught as universally and as effectually as reading, writing, geography, or arithmetic; and showing, also, *how* it may be done.

DRAWING.

As late as 1864–'65 very little attention was paid to drawing in the public schools of the State, except in the city of San Francisco, where a regular drawing-teacher was employed. In default of other means, the State superintendent at that time strongly recommended black-board drawing, particularly in the primary departments. We quote from the last report of the deputy superintendent in regard to drawing:

"In the new course of study full provision is made for instruction in drawing in the first and second grades, to which grades the time of the two teachers of drawing is necessarily limited; one hour a week being given to each class. The defect of the new course is a failure to provide for drawing in the lower grammar and primary classes. A course in drawing ought to be devised corresponding to that in music, requiring the teachers in each grade to be responsible for certain specified instruction."

Mr. Swett then quotes from Mr. Barnard's special report on scientific and industrial education in Europe, who, after reviewing their educational systems, and stating what is being accomplished there in the way of instruction in drawing and kindred art studies, says:

"The Government of the United States is the only civilized government of the world that has done practically nothing for the encouragement of art, either in its elementary or higher forms. The State and municipal governments have done, if possible, less. The contributions of the central government of France for the encouragement of art in a single year are greater than the amount appropriated, by the Government of this republic since its foundation."

In conclusion he says:

"Drawing should be taught in every grade of our public schools. * * *

"The introduction of this branch of study into our public schools will do more than anything else to popularize art, and give the whole people a taste for art in its nobler as well as simpler forms."

At the late Mechanics' Institute Fair, the exhibition of a large number of drawings of the pupils of the public school department was a most pleasing feature of the fair. A large number received testimonials of merit, in the shape of medals and diplomas.

PRIMARY SCHOOLS.

The whole number of pupils enrolled in the primary schools during the year ending August, 1871, was 15,292. The whole number of teachers regularly employed was 292. The average number of pupils to each teacher was 50. The condition of these schools is highly satisfactory. Since the early training of the youthful mind and heart has such a powerful influence in molding and shaping the future destiny of the young, the importance of primary education cannot be overestimated. It is in these schools that the first lessons of human life and the rules of social intercourse and morality are impressed upon the plastic mind.

In a late report the city superintendent says:

"It gives me great pleasure to bear testimony to the zeal and ability with which most of our primary principals have discharged their duties. The quiet order and thorough discipline of these schools, the excellent scholarship of the pupils, speak volumes of praise for the ability and success of these devoted teachers. Such teachers should be carefully cherished and supported."

GRAMMAR-SCHOOLS.

The grammar-schools form the second grade in the system of public instruction. No school can be a grammar-school unless it has an average attendance of 125 pupils in the grammar grades. Superintendent Widber, in his last report, gives the number of grammar-schools as 13, with an average monthly enrollment of 4,572, and an average daily attendance of 4,145. There are 108 teachers employed in the grammar-schools.

COSMOPOLITAN SCHOOLS.

These schools are designed to afford facilities for acquiring the modern languages —more especially German and French—in connection with the ordinary English

course. The object of the public-school system, its true policy and leading idea, is to meet all reasonable educational demands. In his annual report of 1867, Hon. John C. Pelton, the originator of the system in San Francisco, says: "A few years since a great number of our citizens, native as well as foreign, were compelled to patronize private institutions, with their less perfect classification, and less thorough instruction, for the sake of the modern languages." To meet this demand he recommended the establishment of a cosmopolitan school. The system, though by no means unique, or confined to this city, is here perhaps better organized, and on a more liberal and comprehensive basis, than elsewhere, except in Cincinnati and St. Louis. The plan is European; Germany has multitudes of schools where the French and German are recognized as we recognize the German and French. The school meets a great want of the people, particularly in this cosmopolitan city.

The Cosmopolitan School, from which those now existing have grown up, was organized in October, 1865. It numbered at first but 12 pupils; but in consequence of the liberal offer of the board of education, to instruct the children of the city gratis in the French and German languages, the system soon became very popular with the public, and the school rapidly increased, numbering 691 pupils at the close of three months. There are at present 61 classes, and about 3,600 boys and girls attending the cosmopolitan schools. The whole number of teachers employed in the schools is 75.

In his last annual report, Superintendent Denman urges the necessity of changing the present system of teaching French and German, so as to introduce the study of these languages in every school in the city where there is a sufficient number of pupils who desire it. The success and obvious benefit of these schools have led to the organization of similar schools in Sacramento.

In 1864, the board of education put in working condition a classical department in the boys' high school. In 1865, they separated this department from the school, and formed a Latin school. But there was a strong prejudice among even the friends of the public schools against incurring the extra expense of maintaining a separate Latin school while there were large deficits called for at every session of the legislature to meet the wants of a rapidly-increasing population. In 1868, at the suggestion of Superintendent Denman, it was again consolidated with the boys' high school, with a yearly saving of $69 25 in the education of each pupil.

EVENING SCHOOLS OF SAN FRANCISCO.

These schools were first organized in August, 1856, under the auspices and supervision of a number of our most efficient educators, who volunteered their services until the board of education was assured of the importance and usefulness of evening-school instruction. They continued with varying success until 1868, when they received a fresh impulse, and were placed upon a vigorous and sure footing. Through the efforts of Hon. John Swett, they were made free to adults; a graded system, corresponding to that of the day school, was established; architectural and mechanical drawing were introduced; and the number of schools increased during the year from 3 to 22, with an attendance of 800 pupils. They are now among the most useful and prosperous of the public schools. The teachers generally have devoted themselves to their difficult work with commendable zeal, and have discharged their duty with fidelity and success. During the past year, there has been a gratifying increase in the number and regularity of attendance. The number of teachers employed is 22. The highest number of pupils in attendance was 993; average attendance, 503. A large majority of the pupils are young men, from sixteen to thirty years of age, who evince an earnest desire to overcome the difficulties of their position, and to make up for the losses of youth. The classes in commercial instruction recently organized have met with promising success. The instruction imparted is of a practical character, which will fit young men for the active duties of life. That sort of instruction which will educate the youth of our country in the different trades and professions by which their daily support is to be obtained is greatly needed in our public schools.

HIGH SCHOOLS.

The present system of high schools was inaugurated in 1856. After thoroughly testing the experiment for three years, and proving the usefulness and success of the school, the board of education, in 1858, established it upon a permanent basis, with a more complete and extended course of study. In 1864 the sexes were separated, and a girls' high school was established. In 1867 this school was thoroughly reorganized, as a girls' high and normal school, with a training department for preparing young ladies for the profession of teaching. It has now become one of the most important educational institutions. The curriculum of study includes all the practical branches taught in the higher seminaries for young ladies. Three years are required to complete the course, and another year for such as desire to receive instruction in the theory of

teaching and the practical drill of the school-room. Many of the graduates of this school have achieved great success as teachers. The whole number of pupils enrolled in these schools during the year was 341; the average daily attendance was 319. While the attendance compares favorably with that of similar institutions in Eastern cities, yet the percentages show that very few of the large number of the juveniles who enter the public schools ever receive any instruction in these higher institutions of learning.

The boys' high school is justly regarded as a credit to the city. It has a good apparatus, and the pupils receive thorough instruction in mathematics, natural science, and the classics.

Since the organization of the State university, the course of study in this school has been so changed as to adapt it to the curriculum of studies in the university.

SCHOOL LIBRARIES.

In accordance with the recommendation of Hon. John Swett, in his biennial report for 1865, the school-library system provided by the school law of 1866 is now in successful operation. In order to insure parents and the public against the introduction of improper or objectionable works, the law provides that the State board of education shall recommend a suitable list of books from which to select libraries. This list embraces several hundred volumes of the most interesting works on education, history, travel, literature, arts, science, and children's fairy tales and story-books. These libraries are quite as necessary in large cities as in country schools. While many children in the cities have access to books at home, there is a large class who are utterly destitute of any except such as are supplied in the Sunday-schools.

"When it is admitted that the reading of the right books is an auxiliary means of educating the young not to be doubted or neglected, the necessity of a free school-library is admitted. And it is easy to prove that, as a measure of economy, the public library for the school would be cheaper than the private library for each. The man of moderate means might in this way secure for his children, by paying a small tax annually, the use of a better selected and far more varied collection of books than manifold the sum thus paid would be for their exclusive use."

SCHOOL DISCIPLINE.

"The foundation of all good schools," says Hon. John Swett, in a late report, "is good government and subordination. As a general rule, the discipline maintained in the public schools of the State is strict without being severe. Judicious severity is in the end the truest kindness. Utopian systems of government without punishment never yet existed, and never will, except in imagination. Fear of punishment is a law of nature. Many parents object to delegating to the teacher the parental right of inflicting punishment. Some even doubt their own right, and settle quietly down into a state of passive non-resistance to their turbulent progeny. Were human nature divested of its animal attributes and passions—could it exist in a purely spiritual state—this fine-spun transcendental philosophy of the law of love might hold true; but, unfortunately, man's animal nature too often controls his moral, and spurns the restraint of his intellectual faculties—passion sways reason, and impulse rules principle."

Says Superintendent Denman, in his last report: "Much of the disorder and punishment in our schools has been caused by the demoralization in consequence of the sensational and exaggerated attacks of a portion of the press of the city, which for a time greatly excited the community against the teacher's right to use any force to compel obedience and submission to his authority. Through intimidation and public clamor, one of the sub-masters of our schools was sentenced, in an inferior court, to a long term of imprisonment, for inflicting a just and merited punishment on a refractory pupil. An appeal was taken to a higher court, which led to a thorough and learned adjudication of the rights and powers of the teacher to enforce obedience to his authority. The teacher was acquitted, and his legal right to inflict corporal punishment, to enforce submission to rightful authority, was fully affirmed by Judge Lake, in an able argument, which has resulted in great good to the school department, and to the community, in settling the right and power of teachers in governing their schools."

Says one of our best educators: "Teachers have a right to expect that parents will co-operate with them in enforcing school discipline in accordance with the dictates of common sense. The greatest lesson which the child has to learn in life is that of self-government, and if he cannot govern himself, the strong hand of power and punishment must be laid upon him to remind him of duty, and compel him to do it."

Mr. Denman adds: "The alternative of expulsion from school is a dangerous expedient for society and the interests of wayward youth; and our police records and crowded industrial school show that we have already too large a number of this class of juvenile offenders for the present and future welfare and safety of community."

SCHOOL-BUILDINGS.

There are 44 school-buildings owned by the department, but the demands for the

accommodation of 2,000 children call for 43 additional rooms, which are rented at a cost of $10,000 a year. The Lincoln school-building is one of the finest and largest public school-houses in the United States. Its cost, including furniture, was $100,000. It is designed exclusively for boys, and has an average daily attendance of 1,437 pupils. The Denman school-building may also be ranked among the first-class school-houses. Its cost was $78,000. It bears the name of the teacher who founded the school, in 1851, who was afterward city superintendent, and who is now principal of the school. It is designed exclusively for girls, and has an average daily attendance of 664 pupils.

COMPULSORY EDUCATION.

There has been much interest shown in the State on the question of *securing* the attendance of all children of school age, and the importance of obtaining this result seems to be very generally felt, and promises to result in action.

SACRAMENTO, OAKLAND, STOCKTON, SAN JOSÉ, AND OTHER CITIES.

The reports of the city superintendents not being embodied in that of the State superintendent, and no published report of schools in these cities having been received by this Bureau, no special information relative to the schools therein can be given. General statistics will be found in the tables.

The following account of the dedication of the Oakland high-school building is abstracted from the "California Teacher:"

"The new high-school building for the city of Oakland was dedicated on the 17th of September, with appropriate ceremonies. This building is the most beautiful public-school edifice in California, and is worthy of Oakland. The architects are Messrs. Wright and Sanders, of San Francisco.

"The dedicatory exercises, which were both interesting and protracted, were opened with a few telling remarks from Rev. L. Hamilton, president of the Oakland city board of education.

"Rev. Mr. Martin read the thirteenth chapter of First Corinthians, and offered a fervent and suitable prayer.

"F. M. Campbell, esq., city superintendent of Oakland, presented a statement of the yearly progress of the Oakland schools, public and private, since 1863, with advice and exhortations to parents.

"G. W. Armes, esq., (introduced by the president of the board as 'one of the strong right *arms* of the department,') read a very interesting paper, exhibiting the progress of the Oakland public-school department in the acquisition of school property and the erection of school-buildings, showing a rapidity of progress extraordinary even for California.

"Then followed the oration by Hon. John B. Felton. It is enough to say it was worthy of Mr. Felton and of the occasion. It was out of the beaten track, but suggestive and progressive, even to the verge of impracticability on some points.

"General Eaton, National Commissioner of Education, was introduced, and his practical, earnest, sensible manner made a very favorable impression upon the audience. He wondered at the homogeneousness of our cosmopolitan population in California, and asked whether the political relations of the Pacific coast would be permanent. He then briefly combated the notion that the State had no right to provide for the higher education as well as the common branches, saying that if the value of the ordinary workman was increased 25 per cent. by an ordinary English education, there was 60 per cent. of gain in the higher departments of learning and labor.

"State Superintendent O. P. Fitzgerald was called for, and said that he would answer the question propounded by General Eaton: 'Would the present political relations of the Pacific coast be permanent?' Yes, the stars and stripes will float over our mountains and valleys as long as the stars shall shine in the heavens! He claimed that the University of California was more intimately correlated to the common schools than any other in the country, there being no break in the chain of *free* public-school tuition, from the tenth grade of the primary school to graduation from the college of letters in the university. He said that the multiplication of new school-houses was the marked feature of our public-school operations for the past two years; that these public school-houses dotting the State were the citadels of our liberties, and a better safeguard against all our foes than a continuous line of fortifications, black with artillery and bristling with bayonets. He had been in every public school-house of special note in the State, and this was the most beautiful of them all.

"Hon. Edward Tompkins, being called for by the audience, made a most felicitous speech. Mr. E. K. Sill read an exquisite poem, which he had written for the occasion, on the visions the children see from 'the school-house windows.'

"There was on exhibition a collection of drawings by the pupils of the school. Of 36 prizes for drawing, given by the recent Mechanics' Institute in San Francisco, 15 were taken by the pupils of this school.

"To Professor J. B. McChesney, the principal of the school, is due great credit for its efficiency."

CONNECTICUT.

[From the fourth annual report of the secretary of the board of education, Hon. B. G. Northrup, being the twenty-sixth from the Department, and the second report of the workings of the free-school system of the State, made June, 1871, for the school year ending August 31, 1870.]

SUMMARY OF STATISTICS.

Number of towns in the State	164
Number which have made returns	164
Number of school districts in the State	1,555
Number of common or public schools	1,644
Number of departments in public schools	2,248
Number of children between four and sixteen years of age, January, 1871	128,468
Increase for the year	3,061
Average number in each district between four and sixteen years of age, January, 1871	83
Average length of winter schools, in days	91.81
Average length of summer schools, in days	76.70
Average length of public schools for the year	8 mos. 8½ days
Increase for the year	6½ days
Whole number of scholars registered in the year	110,640
Number registered who were over sixteen years of age	3,324
Number in other schools than public schools	9,304
Number between four and sixteen years of age in no school	11,887
Decrease for the year	1,589
Whole number in schools of all kinds	119,944
Increase for the year	5,048
Percentage of children in schools of all kinds	95.64
Increase for the year	3.04
Number of teachers in winter, males, 702; females, 1,670; total	2,372
Number of teachers in summer, males, 185; females, 2,141; total	2,326
Number of teachers continued in the same school	1,407
Number of teachers who never taught before	607
Average wages of male teachers, including board	$63 10
Average wages per month of female teachers, including board	$31 29
Number of schools of more than two departments	105
Whole number of graded schools	217
Number of new school-houses erected in the year	45
Number of school-houses reported in "good" condition	905
Number of school-houses reported in "fair" condition	479
Number of school-houses reported in "bad" condition	270
Capital of the school fund	$2,043,375 62
Revenue of school fund distributed February 28, 1871	128,468 00
Dividend per child from school fund, 1871	1 00
Capital of town deposit fund	763,661 83
Revenue of town deposit fund reported	45,650 19
Income of local funds for schools	7,920 77
Amount raised for schools by town tax	568,387 50
Increase for the year	153,069 24
Amount raised for school purposes by district tax	498,846 09
Increase for the year	7,425 48
Amount of voluntary contributions for public schools	11,907 73
Amount received for schools from other sources	225,895 07
Total amount received for public schools from all sources	1,484,016 35
Increase for the year	214,863 52
Amount for each child enumerated	11 88
Increase for the year	1 60
Amount expended for teachers' wages	785,680 04
Increase for the year	90,140 79
Total amount expended for public schools	1,621,387 76
Increase for the year	342,560 75

Throughout the State there is a growing appreciation of the benefits of education, and corresponding efforts to support the public schools and increase their efficiency.

The whole number of registered scholars is 5,327 more than the previous year. The average school year has advanced to eight months and eight and a half days; making it,

with one exception, longer than the school year of any other State; and the average pay of teachers, although still too small, has increased. The total amount expended for public schools is $342,560 more than in any former year.

The number of children in the State between four and sixteen years of age who attend no school is 11,887. But if from these be deducted those children between four and six years of age who are considered by judicious parents too young to attend school, and those who, from fourteen to sixteen, are withdrawn to be put to useful labor, the number deprived of school privileges will be greatly reduced. Still, there are too many growing up in ignorance. To prevent this evil in some measure, an act was passed forbidding manufacturers employing minors under fourteen years of age who had not attended some public or private school for at least three months in each year, and an agent was appointed by the board of education to see that the act was enforced and these children were placed in school. He met with the hearty co-operation of manufacturers and employés, and his chief difficulty was the inefficiency of school accommodations in some instances, and in others the reluctance of parents to send children discharged from the factories to school. The only remedy to this last evil seems to be some sort of compulsory legislation, and the attention of Connecticut, like that of most other States in the Union, is at present directed to the question how far compulsory legislation in educational matters should be carried.

THE SCHOOL SYSTEM.

From the increase in the whole number of scholars registered during the first term of free schools, it is proved that about 10,000 children were debarred of school privileges by the old-rate bill. Nothing more is needed to show its inefficiency; while under the free-school system, which has been in force since 1868, the attendance has been largely increased, truancy and irregularity have been lessened, a higher standard of education has been attained, and better school-houses have been erected.

The advantages of this system are now acknowledged by all classes of people, and it is advocated by both political parties.

THE SCHOOL FUND.

The school fund is relatively diminishing, and the burden of school taxation is very unequally distributed; for, though a small local tax maintains the best educational institutions in the large cities, a heavy tax barely supports the most ordinary schools in the rural districts.

This can only be remedied by increasing the school fund, and it is suggested that a light State tax be levied for the purpose. In this way the large cities, as centers of wealth, would aid the rural districts, and in turn would themselves be profited, since the rural districts supply the cities with men, and the better educated the better citizens.

It is deemed advisable, however, that local taxation should still form the main support of the schools, as it favors economy of expenditure and invites the general interest and co-operation of parents and tax-payers.

SCHOOLS AND GROWTH.

The new census demonstrates that graded schools and growth stand related as cause and effect. This is peculiarly true of Connecticut, both from the fact that its dense population depends mainly on skilled industry for subsistence, and because an important part of the population of its large towns is formed by immigration from New York city, which is attracted to those places that offer the best educational advantages, and hence the most intelligent society.

PRESENT CONDITION.

There are in the State 128,468 children between the ages of four and sixteen; 1,644 public schools, with 2,372 teachers and 119,944 scholars. The average percentage of attendance has decreased this year 2.03 for the winter, and 1.26 for summer. This decrease is due to the large number of children who return to the factories after attending school for the time required by law, and is much less than was anticipated, as many of the factory children continue in the school.

The whole number of graded schools is 217; the number of new school-houses 45, the same as last year. The number of school-houses in good condition is 905; in fair condition, 479; while 270 are reported in bad condition.

The capital of school fund is $2,043,375 62; income of local fund, $7,920 77; amount raised by town tax, $568,387 50; amount raised by district tax, $498,846 09; amount of voluntary contributions, $11,907 73. Total from all sources, $1,484,016 35. Amount for each child, $11 83.

EVENING SCHOOLS.

Additional evening schools have been opened in various towns, and the attendance and improvement are encouraging. Six of these schools, opened in the following localities, New London, Hartford, New Haven, Birmingham, and Bristol, had an average length of session of fifteen weeks; average number of scholars during session, 593, and average nightly attendance, 352.

TEACHERS' INSTITUTES.

The State institutes have increased in number, attendance, and interest during the year; and twenty local institutes, limited to individual towns, have been held. The Teachers' Association, held in New Haven, was attended by 800 teachers.

CONNECTICUT SOLDIERS' ORPHAN HOME.

This institution has 51 children. They have regular school instruction, and their improvement in the branches taught is commendable.

INDUSTRIAL SCHOOL FOR GIRLS.

This school is in full and successful operation. It will accommodate 70 inmates, and has at present 48. Three hours a day are devoted to school, where instruction is given in elementary branches. On the Sabbath, Bible lessons are given.

STATE REFORM SCHOOL, MERIDEN.

In this school six and a half hours a day are devoted to work, and four and a half to study. During the past year $15,000 have been earned by its inmates, less than 300 boys. Kindness and moral suasion are the main reliance in the management of the boys. These motives, united with firmness and authority, and when necessity demands enforcement of government, by still sterner sanctions, secure good order, severity seldom being requisite. Corporal punishment is the last resort. The remarkable health of the boys attests the sound hygienic regulations of the school. The per cent. of average attendance is probably above that of any other school in the State. The boys are kept busy, and the habits of industry here formed are invaluable to this class of boys, as they learn lessons here taught nowhere else.

NORMAL SCHOOL.

The annual appropriation for the normal school is $7,500. In 1869 it was reorganized, after two years' suspension. Its expenses for the last year amount to $9,416 49. The whole number of pupils is 148; of which 18 are gentlemen, and 130 ladies. The average age of pupils is twenty years and two months. They largely represent the industrial classes, and among them are those who have been engaged in teaching, and who, after profiting a few months by the normal drill, will teach again. The school is accomplishing good results, but needs larger annual appropriations.

In connection with the exercises at the close of the spring term of the normal school, a pleasant incident occurred. With wise liberality, the friends of education in the State, as a mark of their appreciation of the eminent services of Hon. B. G. Northrop, presented him with a purse of $1,300, to enable him to make a summer trip to Europe. This example seems well worthy of imitation by other States.

OTHER FREE OR PARTIALLY FREE SCHOOLS.

In addition to the public schools there are other free schools, supported either by individual liberality or by the income of invested funds. Examples of the former are day and evening schools maintained by Messrs. Cheny Brothers, of Manchester, at an annual expense of $3,400; and of the latter are Bacon Academy, at Colchester, with a fund of $25,000, free to the inhabitants of Colchester; Norwich Free Academy, with a fund of $90,000, and the Hopkins Grammar School, at New Haven, founded by the bequest of Governor Edward Hopkins, and which is justly considered as in the front rank of the classical academies of New England.

The Connecticut Literary Institution, Suffield, at its last term graduated nine, two of them young ladies. This is a flourishing institution, and, in the anticipation of building a new hall for its accommodation, is endeavoring to raise the sum of $100,000 as an endowment fund.

THE HOPKINS GRAMMAR SCHOOL OF HARTFORD.

This school has been united with the free high school, which is now the best high school in Connecticut. A similar union of the Guilford Academy and High School is contemplated, and such unions would be found advantageous in many towns, where the fund of an academy joined with the appropriation for the high school would sustain a high school of the first order.

SHEFFIELD SCIENTIFIC SCHOOL OF YALE COLLEGE.

The report of the board of visitors gives evidence of the continued prosperity of this admirable institution. New professorships have been added during the past year, and the salaries of old professors increased. Gifts of models, diagrams, apparatus, books, and especially of the valuable collection of working drawings belonging to the Novelty Iron Works of New York, have furnished increased facilities to the school.

The forty free scholarships given by the State are all taken up, and the large attendance of other students furnishes ample proof of the growth and increasing repute of the school.

COLLEGES.

Munificent donations, amounting to nearly $3,000,000, have been made to the colleges during the past ten years. Professor Dana estimates that Yale College needs, in order to maintain its high position, additional funds and endowments to the value of $785,000. This statement, with some modifications, applies to all the colleges.

YALE COLLEGE.

An important change in the composition of the Corporation of Yale College has been inaugurated by the action of the legislature, in authorizing the substitution of members chosen by the Alumni, in place of the six senior State senators who have hitherto been "ex officio" members of the college corporation.

The Alumni of Yale College are making vigorous attempts to raise, for the general purposes of the University, a fund of $500,000, to be called the "Woolsey Fund," in honor of President Woolsey, who at the last commencement resigned the presidency of the college, after having held it for twenty-five years. Everything connected with Yale College indicates renewed vigor, and of this, as of the other colleges of the State, it may be said that their efforts and sympathies are heartily given to the advancement of common schools as well as of higher education.

The retirement of President Woolsey from the presidency of Yale College, and the inauguration of President Porter, was an occasion of great interest, not only to the friends of the college but to all interested in higher education.

ADDRESSES OF THE RETIRING AND INCOMING PRESIDENTS.

The formal yielding up of his official position by President Woolsey took place October 11, when, at the inauguration ceremonies which were held in the Center Church, New Haven, he publicly committed, "according to a formality of ancient date," the charter and seal of the college to the custody of the newly-elected president, Noah Porter, L.L. D., for so many years professor of mental and moral philosophy in the same college. President Woolsey said:

"I am happy that I can give thanks to God for His blessing upon this college, and upon the administration of its affairs during the last quarter of a century. Never were its prospects and hopes brighter than at this present moment, and I rejoice that I can commit the office, which I now formally resign, into the hands of one who is perfectly well acquainted with the affairs of the college; who has been tested by an official connection with it of twenty-five years; who has honored it by his writings; who commands, as I believe, the respect and confidence of all—of the public, the trustees, the graduates, and the faculties.

"To you, sir, according to a formality of ancient date, I commit this charter and this seal; *a charter* which, in its simplicity and liberality, has long provided an enlightened and efficient government over the institution, and which, as I hope and believe, by the recent change in one of its provisions, will more effectually pledge the 4,500 living graduates to active measures for its prosperity; and *a seal*, which has been affixed with rare moderation to questionable degrees, and which, I augur, will be the certificate of true scholarship, as well as of high scientific and literary reputation, hereafter."

President Woolsey then reverted to the history of the college during his presidency, and, in view of the coming change in the constitution of the Corporation, he expressed the opinion that the prosperity of the college had been largely dependent upon the harmony that had always existed between the members of the Faculty and the Corporation; stating that, "with scarcely an exception, no law has been passed, no officer appointed, unless after a full consultation and exchange of views between the boards of control and of instruction. And hence, if there are defects in our system, the fac-

ulties are, as they ought to be, mainly responsible; if an inefficient or unfaithful officer comes into a chair of instruction, the Faculties, who know him best, and not the Corporation, are to bear whatever censure is justly due. I hope that this may always continue."

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"And growing out of this wise liberty conceded to the officers there is another favorable point in the position of the college officers—that, while the general tradition of what a college ought to be is tolerably fixed, changes have constantly taken place with the enlargement of the corps of instruction, with the raising of the standard of scholarship, and with the demand for a higher education in the country. The best thing about the changes is, that they have been made in all quietness, without flourish of trumpets, each at its time, and not all at once; dictated by the desire of scientific and literary improvement, and not by that of adding to the eclat of the institution. Thus, in the academic department, the senior year is worth vastly more to the students than it was twenty-five years ago; the methods of instruction have been greatly improved; several of the modern languages have been introduced; the system of examinations is on a wholly new basis: the students are classified according to their attainments; and optional studies are allowed, without at all overthrowing the old curriculum. So, also, in the scientific school the requisitions for entrance have been made more severe, at the risk of deterring many candidates, and the means of instruction have been increased by the self-denial and zeal of the professors, until the school in its sphere takes the highest rank in the judgment of the whole country. And, to mention but one other mark of progress, the recent enlargement of the course for graduates in philology and science, brought about by the professors themselves, is a most hopeful indication of the future usefulness and influence of the university. So may it ever be; may the spirit of true science, ever ready to diffuse itself, and acting on a well conceived plan, be more and more the spirit of Yale College, emanating from the teaching faculties and encouraged by the corporation.

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"I have always felt that the details of my office were my duty and my burden, but the teaching of willing students, and the pursuit of some science with them, my duty and my joy; so that, if the office were to run along in the rut of details and official acts and consultations only, I, for one, would not think it worth taking. The president of a college ought, in some department of study, to impress himself on his students as a man of learning and of thought; he ought to be near them in the influences of the lecture-room, and to be one of themselves; his character ought to be so within the reach of their eyes that they can confide in him and respect him, if he is worthy of having such sentiments entertained toward him.

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"And there is another thing, which I hope will always be present here, with the consideration of which I will close this brief address: I hope that as long as the college lasts it will be the abode of religion; of teachers who believe in Christ and lead a religious life, and of scholars who feel that a noble character is something infinitely more precious than learning.

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"He who feels himself called to be a teacher, who has the spirit of service to God and man in this sphere, has the foundation on which all healthy experiments may be built. He, by his trials—even when they fail—will ever be qualifying himself for something better, in the way of imparting knowledge and establishing principles, than he has as yet attained to. And especially he will be anxious not to leave untried all right experiments to promote an honorable and truly Christian character in the institution where his lot is cast.

"And now I close this my last official act with the prayer to God that this may ever be a Christian college, in the highest and best sense. May its graduates go forth to bless the world as men of principle, and as they advance in life may they ever retain a just and fond affection for their *Alma Mater*. May its guardians, under the amendments of the charter, have that unity and devotion to the interests of the departments which will be a sure pledge of successful councils. May its Faculties keep in the van of their sciences, teach with a loving spirit, and feel that life is more and higher than learning. May its students be manly, truthful, honorable—able by their strength of principle to resist the debasing influences that are abroad in the land; may they, in short, be true Christian gentlemen."

President Woolsey then formally exchanged seats with President Porter, and the ceremony of his own resignation, and of the induction of his successor, was complete; a new king reigned.

Much feeling was manifested toward the retiring president, and the high estimation in which he was held by the audience, composed of all the under-graduates and a very large assembly of the Alumni, was shown at every opportunity.

A congratulatory address to the new president was delivered in Latin by Professor

Thomas A. Thatcher, for so many years his colleague. A short address in English was spoken by H. M. Sanders, on the part of the senior class.

After a chorus by the college choir, "Domine Salvum fac Presidem Nostrum," came the inaugural address of the new president, which was a very exhaustive and able treatment of his theme, "The Higher Education of the Country." The active discussion concerning the utility of university education he welcomed as an evidence of interest, and one full of encouragement to all friends of good learning. "Were the higher education esteemed of less value, it would not awaken so warm and passionate an interest.

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"The breeze of public interest and public criticism which is now blowing so freshly through the halls of ancient learning can only bring health and vigor.

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"It were traitorous to abandon positions, the defense of which may be of untold consequence to future generations, because of the confident assertions and the plausible arguments of the innovator and the sciolist. Whatever is good in the old systems will not only endure the scrutiny of argument and abide the test of experiment, but, as we believe, will justify itself to the best judgment of the men who form public opinion.

"1st. Higher Education should be conversant with the Past. An education which despises the past is necessarily limited and narrow. It is judged and condemned already by the ignorance and effrontery of its pretensions.

"This knowledge of the past comprises that of the history of deeds, of ideas, of language; which last is, in itself, a record of human civilization.

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"This study of what man *has been and attempted* in the past is fully as important for education as is the mastery of what he has learned. To assert, as many do, and to imply, as more would ignorantly infer, that the past can teach us nothing, except the positive truths and products which survive it, is to overlook the most important functions of education and knowledge—its office in stimulating thought and awakening activity, its capacity to enlarge the mind by comparative judgment and to enrich it with permanent principles.

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"Institutions of higher education should be seats of learning, in the special sense of the phrase. They must be such, in order that the education may be the highest and est.

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"As long as the teachers of the higher seminaries are only a step in advance of any of their pupils, the culture of the country must be greatly deficient.

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"The mellowing and refining results of converse with the past must be seen in his wise thoughtfulness, his exact knowledge, his cautious positiveness, and his candid spirit. While we concede that our universities and colleges are not primarily designed to be academies for learned acquisition and research, yet they must be such in fact, in order that they may be schools of the highest culture.

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"It is also essential for the general culture of the country that our colleges should be seats of learning. The attention of not a few thoughtful men among us has been directed to the danger, that, in the rush after material wealth, the madness for political supremacy, and the glare of superficial culture, the higher learning and more consummate culture should either fail to be attained, or fail to be honored among us; or, that these should be so far the exclusive possessions of the few as to have little practical influence over the men who control our affairs—as, the editors, the men of the professions, the leading merchants and manufacturers—and even over the educators of the country. Indeed, it has become a doctrine with not a few that there is a natural antagonism between culture and practical success; that exact learning and refined tastes are incompatible with success in the conduct of affairs. This doctrine has been converted into the heresy that in a republic, which, in theory, is controlled by principles and insight, special reliance on either is a disqualification for public trusts. More marvelous still, in a community which rests on popular education, the doctrine is studiously propagated that the higher learning is antagonistic to the lower.

"We have no time to show that no ignorance can be more stupid, and no heresy more malignant and destructive, than this. The lessons of history, both the earlier and the more recent, are distinct and vivid, that in a republic like ours, wealthy, proud, and self-confident, there can be neither permanence nor dignity if the best knowledge and the highest culture of the world do not influence its population and its institutions. It becomes a serious question, then, how the learning and culture of the country can be more successfully provided for and made accessible.

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"Learning and culture never thrive so well as when prosecuted by a society of men who can stimulate and aid one another by their diverse aptitudes, and tastes, and acquisitions.

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"The duty of imparting does not interfere with activity in learning. It imparts a present and pressing interest to research. It gives clearness and method and fixedness to what is learned.

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"On the other hand, the duties of teaching need not interfere with the time and interest which study requires. * * Let the college be so well endowed as to allow its younger teachers sufficient time for study, while it imposes on them special duties of discipline, and teaching. As age advances, and the attainments are more conspicuous, let the duties of instruction be lightened. If graduate classes are formed and university work is undertaken, let this work be assigned to the older and more eminent.

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"The plan which has been developed in Yale College of attaching university schools or classes to the under-graduate curriculum, and of encouraging college professors to enter upon higher teaching, is eminently fitted to make them learned men, and, at the same time, efficient and successful instructors. It cannot but contribute to the learning and culture of the country by arousing the desire for research and culture among the students.

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"From the relation of the higher education to the past, we pass to its concern with the present, and observe that this education should never be so devoted to the generations which are gone as to forget the generation which is now thinking and acting. The learning which it acquires it does not acquire for the gratification of a few erudite students, or the satisfaction of a few curious critics, but for the service of the present age. While a college cannot teach except it also learns from the past, it cannot teach unless it understands and sympathizes with the generation which it attempts to instruct. While it is true that certain truths and principles are the same for all the generations, it is also true that every age has its own methods of conceiving and applying them, its own difficulties in accepting what is true and in refuting what is false, its own forms of scientific inquiry, its own forms of literary expression. This is eminently true of our own country in these our own times. Its intellectual activity is unlike that of any other country, or that of any other period. From the phases of scientific and of popular activity with which the whole country is moved, from time to time, the higher institutions may not estrange themselves, in their devotion to the routine of academic instruction or the prosecution of learned researches.

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"They do well also to remember, that, though learned, they have no monopoly of learning; though scientific, they do not necessarily lead or even follow, the science of their time; though devoted to literary criticism and research, there is a busy world of historians and poets and essayists, whose energetic activity is moving forward or backward, upward or downward, the thought, the diction, and the principles of a progressive generation.

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"Unless the teacher is alive to the thinking of the present, he cannot prepare his pupils fully to meet it—to accept whatever is true and good, and to reject whatever is erroneous and evil. Moreover, if he is ignorant of the present, his pupils cannot be, even while they sit under his teachings. They come into his class-room fresh from the exuberant life of a new generation. He may ignore or despise it; they do not. They sympathize with its knowledge and its ignorance; they share in its wisdom and its folly. If he understands and cares for neither, he is so far unfitted to counsel and guide them. If, however, they believe that he understands the great world without the college, as well as the little world within, they will listen to his instructions with respect.

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"President Woolsey has been none the less efficient as an instructor because he has brought his reading and his thought to bear upon questions of social morals and present international complications. There is special need at the present moment that the student should sympathize with the present generation, because he is so generally reproached with being out of sympathy with it, and because it so pressingly needs all the energy and skill which culture and learning can apply to elevate and correct it. If the professors of our higher institutions sometimes cease to sympathize with present movements, it is never true of their pupils. For this very reason there is so much the greater need that their teachers should also understand these movements, that they may prepare their pupils to meet them—if in the direction of the truth, that they should welcome them; if of error, that they should know why to reject them. The standing re-

proach against university life, that it tends to withdraw its pupils from the thought and activity of their times, is, however, refuted by the history of universities in every generation, from the days when Luther reflected in his own struggling heart the thoughts and feelings which were moving the men of his times, down to the present moment when the speculations of Mill and of Buckle have penetrated into the common-rooms of Oxford, and agitated the colleges where Wesley and Whitefield, Pusey and Newman, Arnold and Whately, half anticipated and half created the revolutions of popular thought and feeling with which their names are connected.

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"The higher education, in mastering the past and sympathizing with the present, will wisely forecast and direct the future. The men whom it trains are men of the future, and to a large extent have the future of the country in their hands. Hence the relations of this education to the future take up into themselves and control its relations to the present and the past.

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"The higher education should aim at intellectual culture and training, rather than at the acquisition of knowledge, and it should respect remote rather than immediate results.

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"That education is conceived in the wisest spirit, and is in the best sense the most liberal, which values permanent intellectual power and culture above any accumulation of facts, any knowledge of words or phrases, or any dexterity in action or in speech.

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"Knowledge, in the best sense, is more than the accumulation of facts, whatever these may be, whether words, events, paradigms, or dates. Facts, as such, do not constitute knowledge, but only facts as held in a method and related to principles and laws.

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"Moreover, in all the stages of education, many of the tasks are purely preparative and disciplinary. The most earnest stickler for knowledge made easy and self-propelling must confess that in childhood alphabets and paradigms and derivations and syntactical rules must be painfully learned before they can be understood and applied.

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"The truth cannot be set aside, nor denied, that in the elementary stages of every branch of knowledge, from the mastery of the alphabet upward, intellectual labor must be enforced largely for the sake of its remote results, and these results often appear only as enhanced skill or capacity.

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"We cannot accept the doctrine that all studies are *equally* disciplinary in their influence and effect, or that a selection of the most quickening and useful cannot be made by teachers better than by pupils. * * In accordance with these views, we have opened two schools for undergraduate students, the one of which is prevailingly scientific, and looking more to modern and active life, and the other is especially classical, historical, and speculative.

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"Both are conceived and conducted after substantially the same theory, that severe and enforced attention and patient labor open the way to intellectual power and thorough acquisition. Over the gateway of neither is written, 'Turn in hither, O ye simple ones, who believe in a short and easy road to mental power.'

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"Instead of providing university studies for undergraduate students, we desire to make our undergraduate departments preparatory for university classes and schools. These undergraduate departments are two—the old classical college, the Yale College, which is known as the germ of all these offshoots, and the Sheffield School, with its modern and scientific curriculum of three years. These are feeders to the University proper. This consists of the professional schools for theology, law, and medicine, and what answers to the department of philosophy in a German university, making the analogy between our university and theirs almost complete. The philosophical department, so far as organized, includes the classes and courses of study for graduate students in the scientific school—as the schools of engineering and chemistry, a school of philology fully organized, a school of mathematics and physics, and a partially organized school in which history, and English literature, and politics are taught, which it is hoped may be organized as a school of the moral and political sciences. To these should be added, as not least significant, the school of fine arts. This is our scheme of an organized university, which presupposes undergraduate instruction and discipline, and superadds to it additional study and reading in regular classes, under able instructors. It is no more than just to say that these arrangements have been responded to by the attendance of as many students as our most sanguine hopes could have contemplated. This scheme of classes looking toward a university degree is capable of indefinite expansion according to the demands of science and letters, and

the resources of the university in money and men, and the appliances of books and collections. It invites to the founding of university professorships—of which more than one is fully endowed and most ably filled—the incumbents of which may not only lend honor to the institution in their appropriate spheres, but may give valuable instruction and incitements to undergraduate pupils.

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"The most efficient of all moral influences in a college are those which proceed from the personal characters of the instructors.

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"Our honored and beloved president, who for forty years has done so much for the scholarship of Yale College, has done most of all for it by the impression of his passionate devotion to truth, his indignant scorn of meanness, and his simple love of goodness.

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"The more Christian a college or university is, other things being equal, the more perfect and harmonious will be its culture, the more philosophical and free its science, the more exact and profound its erudition, the richer and more varied its literature. We should be treacherous to our faith did we not believe this, and act accordingly. We rejoice that this is still the judgment of so many who influence public opinion.

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"The more Christian a university becomes, the less sectarian will be its spirit and influence.

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"We have no favors for our faith to ask of science, and no patronage to solicit from erudition. On the other hand, we have no fears from either.

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"In the light of our past history and what are to be the pressing demands of this country, we assert the opinion that Yale College must and will be forever maintained as a Christian university.

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"Again, the higher education of the country depends upon and sympathizes with the lower. The colleges and universities presuppose preparatory schools that fit men for their curriculum.

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"It is also true that the college is affected by the general civilization of the community, the manners and spirit of the people, and their practical estimates of intelligence and morality. Upon all these the higher education reacts most powerfully, as it elevates the aims, enlarges the conceptions, and refines and brightens the life of the people. Especially is its influence direct and efficient upon its teachings of every grade. Many of these it trains not only for the classical seminaries, but for the numerous public schools of the larger towns. The time is not very distant when courses of study will be arranged and classes will be organized, in connection with this university, with the express object of giving special instruction and training to teachers. It should never fail to sympathize with every movement to advance the educational interests of the whole community.

"In the views expressed concerning the higher education, you will have recognized an exposition of the theory which directs the organization and administration of Yale College in all its departments. You will see, first of all, that we have a theory. We are not the blind followers of tradition or custom, but have a definite system which we intelligently hold. It is true this theory has in some sense taken form under the shaping and progressive influence of the times, and has been made for us rather than made by us, but it is for this reason none the less rational and principled, as we have endeavored to meet these wants in the wisest manner. Theories of education that are ideal or revolutionary, like similar theories of government, read well but work badly. But if our theory takes wisdom from the past, it watches the present and is hopeful and enterprising for the future. We claim for it the very great advantage of providing for the most liberal expansion, and for unlimited growth, if, indeed, the demand of the times for a more accomplished education is met by wakeful enterprise on the part of the managers, and a loyal and liberal support on the part of its friends.

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"I cannot take leave of the venerated and beloved head of the college without making public the testimony—of which he does not need to be assured—that, as few men have known him more intimately in his private and public relations than I, few honor him more sincerely as a man, or are knit more closely to him as a friend. The inspirer of the best and noblest aims of my dawning manhood, the friend of all my active life, the official superior, yet faithful and beloved associate, in all the public and private trials and joys of a quarter of a century, he has now committed to my hands the trust which he has discharged with unabating fidelity and with unexampled success. I rejoice that he is to remain by my side and in the university, to which he will contribute his wise counsel, his large experience, and his cheering sympathy.

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"By an unexpected and generous act of the State of Connecticut, it has become possible to invite the graduates, by a yearly election, to be formally represented in our corporation, and at the next commencement six may be elected members of this body. This change in the constitution of the board of trust will, at least, bring the graduates into more intimate relations with the institution, and give them the opportunity for an active co-operation in every movement for its welfare. To us this change is welcome, and to me it is a happy circumstance that it is already consummated, and that the new era begins at this juncture. This is no time to explain at length the necessities of the college; to some of them I have alluded in passing. The plans for its progress and improvement are manifold; they could not now be unfolded. But I venture to assure the graduates that no persons are more sensitive to many of the defects in the working of our system than are the members of the several faculties, and no persons would be more prompt to supply them were the means at their command. The criticisms upon the college, which now and then appear, we always interpret as showing that you have been trained to free discussion and aspire after the highest perfection."

NEW HAVEN.

Number of children between four and sixteen years of age, in 1870	11,234
Number registered during the year	8,337
Number of schools	23
Number of teachers	149
Average per cent. of attendance of scholars	94.56
Average wages of teachers, per month, (male)	$181 38
Average wages of teachers, per month, (female)	$51 47

HIGH SCHOOL.

The ceremonies of laying the corner-stone of the new high-school building occurred Wednesday, October 4. On this occasion, ex-Mayor Sperry, president of the board of education, in the opening address, pointed out the fact that the one thousand pupils present, from the upper grades in the public schools, who furnished a part of the music, represented but one-seventh of the total school population of the city, whose names were enrolled and about to be deposited in the corner-stone. Every child might now, with reasonable effort, attain a good education without charge, the privileges of education being as free to all in the city as the dews of heaven.

PRESIDENT PORTER

then being introduced, congratulated the assembly on the occurrence of an event so full of promise to the school interests of New Haven. He was glad to have this building; glad that the scholars in the lower schools would have a chance to get a good education in the higher branches, fitting them for a circle of a wider influence. He hoped the work would not stop here; that New Haven would soon have a public library, like Boston. "What a fine sight it is to see on a school holiday this Boston library filled with boys and girls from the schools, eagerly selecting volumes, and all free, no questions being asked, except if the applicant lived in the city of Boston! You could see thousands waiting for their turn, and scarcely a book was ever lost or not returned, out of the great number drawn." When he lived in Springfield he had charge of a library which numbered some six hundred volumes. They had nursed and helped it, and now it occupied a stately building, and the citizens every year cheerfully appropriated money to its support to buy books, which are open to all, to finish the education of the public schools.

He referred to the venerable John E. Lovell, the master who taught for thirty-five years where this new building is to stand, being the pioneer of the Lancasterian system and a most successful teacher, and present to cheer them in the present work.

"This school was to be called the Hillhouse School. Who was Mr. Hillhouse, and why was the school to be named from him? He was a tall Indian-looking man, whom they called the Sachem. Perhaps it was from his looks, or because his ancestors came from an Indian village. He used, in fun, to keep a tomahawk in his desk in the United States Senate, and to have it out occasionally, to keep his opponents quiet. He did a great deal for New Haven. Every one who walks our streets has reason to thank him and make obeisance to his memory. He it was who planted these elms, and he who encouraged the leveling of our present green. He had sent his man to help the city plow it over, when the neighbors opposed to it told him to desist or they would flog him. Mr. Hillhouse heard of it, and came down and took hold of the plow himself, and told his man to drive on; which he did, unmolested. He was the author of many other improvements, and though the right-hand man of Washington, he was not afraid to help build a road himself. We name the school from him for what he has done for New Haven, and through New Haven for the State and the world. It was he who, when the public lands were set apart, traveled over the West collecting the

fund and secured it for the public schools of the State. He recovered $1,750,000 for a State school fund. And when a number of men from whom he had collected the money offered him a present of five or six thousand dollars as a token of their appreciation of his fairness, he gave it all to this fund."

The laying of the corner-stone was by ex-Governor English, who read an interesting account of the progress of free public schools in the city and State, closing as follows:

"In laying the foundation of this high-school edifice, we not only recognize the important educational services done in the past, but proper assurance that there shall be no abatement of interest in the cause of education in the future. We erect a building here at a cost of over $100,000, wherein every cent of the expenditure is a voluntary tax-offering of our people. Under the same roof will come together boys and girls, representing almost every prominent shade of religion and nationality, and while their minds will be imbued with the seeds of common culture, their hearts will ripen into such enduring friendships as no sectarian prejudice in after years will entirely efface; while the educational advantages here offered will be amply good enough for the rich, they will be none too good for the poor. It is this characteristic feature of our public schools which should make them the pride and the boast of a republic like our own, one founded on the principle of individual equality, and recognizing merit as the only test of individual worth."

ORAL INSTRUCTION.

Hon. Ariel Parish, city superintendent of schools, in his report, says: "It is a fact to be regretted, that of the 6,000 pupils in attendance upon our public schools, less than 2,000 are found there after twelve years of age. The knowledge they are able to acquire of the studies pursued, with the best instruction, must be very meager and elementary in its character. And yet this is their chief preparation for the struggle of life; to become citizens of the commonwealth; to participate in every department of business; to give character to the community where they dwell; and take part in the conduct of public affairs. The question comes with force: what more can we do for the individual benefit of these children, and the welfare of society at the same time? It is proposed, by oral instruction, to impart a more full and correct knowledge of the objects with which they will have something to do; including in this instruction all that pertains to morals and manners, as well as objects."

FREE DRAWING-SCHOOL.

Professor Bail gave a second gratuitous course of lessons in mechanical drawing to a class of about sixty young men, who have daily carried his instructions directly into practical use in their shops. Their testimony of the utility of drawing to them, in their work, is unquestionable: a few lines drawn upon the blackboard from a diagram, which enables the workman to cut his sheet of iron with unerring certainty, so that the parts come together with a perfect fit to form the elbow of a stove-pipe, or the frame-work of a carriage-lamp, without any experimental clipping, or the loss of a shaving of stock in obtaining the desired result. And this is the simple process which a master-workman in a tin-shop labored for years to work out in his own brain. Unsuccessful, he offered a teacher $100 if he would instruct him how to do it. But the teacher was obliged to confess his ignorance of drawing, and also his inability to aid him. A few blackboard instructions reveal the coveted secret. These practical mechanics go back to their shops with new ideas of their work. The whole community, as well as the individual, is benefited by increased facility in the performance of ordinary mechanical operations.

HARTFORD.

According to the report of the acting visitor, Rev. C. R. Fisher, there are 8,258 children in the city between four and sixteen years of age. The whole number registered is 5,669. Besides those enrolled in the public schools, there are in two Roman Catholic schools 1508. There are 17 school-buildings, with 93 rooms, and 122 teachers. The receipts for the year were $188,213 28; expenditures, $177,221 34. Of the sum expended, $75,261 26 was for teachers' salaries; $73,608 07 for new buildings.

TEACHERS.

The report suggests that those persons should be employed as teachers, in preference to others, who have chosen teaching as a profession and have fitted themselves for it by study, and often with much self-denial and sacrifice. Competitive examinations are recommended as better than the present plan, by which a person is often engaged, and sometimes actually employed, before examination. Elementary instruction in drawing and vocal music is given in most of the schools, with commendable success.

EVENING SCHOOLS.

An appropriation not exceeding $2,000 was made for the expenses of an evening school. This was opened November 14, 1870, with about 150 scholars, male and female. The school was continued without vacation or interruption, five evenings of each week, four months. The females were assigned the upper room; the males were divided into two classes, and received instruction upon alternate evenings. Reading, writing, spelling, and arithmetic were the branches taught. During the term 337 names were enrolled—97 females and 240 males. The ages of the females varied from twelve to sixty years, the average being nineteen years; of males, from twelve to fifty-three, the average being eighteen years and two months. The number in regular attendance was small, compared with the names enrolled, as most if not all of these were employed at some kind of labor, and many of them engaged in their regular work two or more evenings each week. The deportment, industry, application, desire for improvement, and actual progress of the pupils would compare favorably with the best city schools.

HIGH SCHOOL.

The whole number admitted during the year was 173; dismissed, 138. The whole number enrolled was 325—males, 150; females, 175. Average number, 273; average attendance—males, 108; females, 152; total, 250. Per cent. of attendance, 95.5.

STATE TEACHERS' ASSOCIATION.

The twenty-fifth annual meeting of this association was held at Norwich, October 19 and 20, the meeting on Thursday evening being addressed by Rev. A. A. Miner, D. D., of Tuft's College, Massachusetts, in a logical and forcible plea for liberal education, with the aim of quickening in teachers the appreciation of their possibilities of doing good by awakening the ambition of youth for a high degree of culture.

Lectures and addresses were given on Friday by Professor Louis Bail on *drawing;* by Miss Belle A. Strickland, of Springfield, Massachusetts, on the "Word-Method in Teaching Reading;" by A. Morse, Professor William B. Dwight, and others, on educational topics. Henry E. Sawyer, of Middletown, was re-elected president.

The following were some of the resolutions adopted by the association:

Resolved, That we, the teachers of Connecticut, at this the twenty-fifth annual meeting of our State association, do renewedly consecrate ourselves to the labor of forwarding all true progress, so far as we understand what that is, in the work of our noble profession.

Resolved, That as the normal school at New Britain is doing a work for our State which can be accomplished in no other way, it is the duty of our legislature to make, once for all, ample and perpetual appropriation for its support; and furthermore, that the State should appropriate $1,000 or $1,500 per year to aid such as are anxious to take the normal course, but who are unable to do so without some pecuniary assistance.

Resolved, That the system of certificating teachers in Connecticut is seriously defective; that, in order to elevate the occupation of teaching to the dignity of a profession, persons who have a diploma from the State Normal School, also those to whom the State board of education have granted a certificate of qualification, ought to be accepted by local boards of education as teachers, without further examination.

LIST OF SCHOOL OFFICERS.

Hon. B. G. NORTHROP, *Secretary of the Board of Education, New Haven.*

CITY SUPERINTENDENTS.

City.	Name.	Title.
Bridgeport	Rev. S. Clark	Acting visitor.
Hartford	C. R. Fisher	Acting visitor.
New Haven	Ariel Parish	Superintendent.
Waterbury	J. L. Clark, D. D	Acting visitor.
Norwich	B. B. Whittemore	Acting visitor.
Middletown	George W. Burke	Secretary board of education.

DELAWARE.

The absence of any State supervision of education renders it impossible to give, as is done in the case of most of the other States, an abstract of the authorized reports showing the condition of the schools of the State.

The only State report concerning education is the account contained in the auditor's report, of the amount of the State fund distributed to each district; which amount is only changed by an increase in the number of districts, owing to the occasional division of a district, and the consequently increased subdivision of the fund between the districts. As a consequence of this absence of State reports, it results that the only official data for judging of the educational condition of the inhabitants of the entire State are to be found in the illiteracy returns of the national census which, by the kindness of General Walker, we publish from the advance sheets.

ABSTRACT OF THE SCHOOL LAWS.

The State of Delaware was originally divided into school districts by legislative enactment, and the school law provides for the record of the boundaries of school districts in each county, and for the division of school districts by the levy court upon a petition "signed by twelve or more owners of property in any school district," providing that in the original districts, and in each new one, there shall be "at least thirty-five scholars over five years of age." After such division the children may continue to enjoy "the privileges and benefits of the school in the original district," "until the next annual stated meeting of the school voters in this State, when they can organize." "Two or more districts may unite for establishing and supporting a free school for their common benefit." "United districts shall have the same powers and exercise them in the same manner as original districts." The power of taxation shall extend to the amount that could lawfully be raised by tax in the several districts composing such united district if acting separately.

YEARLY MEETING.

"A stated meeting is appointed by law on the first Saturday in April, at the schoolhouse; or if there is none, at a place designated by the levy court, to be held at 2 p. m., and to be kept open one hour at least." "Every person residing within the district and having paid his school-tax for the preceding year, shall be a school voter of said district." "Any number of voters may proceed to business," "and their acts shall be valid."

DUTIES OF VOTERS.

They elect one member of the school committee each year to serve for three years. The school voters decide what sum shall be raised for the ensuing year by tax for school purposes and then vote by ballot "*for a tax*," or "*against a tax*," the majority deciding. If the majority of the votes be "*against a tax*," the sum so resolved to be raised may be raised by subscription.

POWERS OF SCHOOL COMMITTEES.

The school committees by act of March 1, 1861, are authorized to levy an annual tax in each of the districts of New Castle of $75, since raised to $100; in the districts of Kent County, the sum of $50, and in the districts of Sussex County, the sum of $30, to be applied to the support of the school of their districts. Certain special provisions and limitations are made for repairing school-houses, and for particular districts.

DUTIES OF SCHOOL COMMITTEES.

The duties of the school committees are to make assessment lists for their respective districts; such lists shall consist of the rates of persons of all white inhabitants of the district over twenty-one years old; of the rates of personal property of all the white male inhabitants of the district, and of the clear rental value of all the assessable real estate within the district owned by white persons.

They are to determine sites and procure school-houses for the district; "to keep the school-houses in repair, and supply it with necessary furniture and fuel.

"To provide a school for the district, or as long as their funds will enable them, and to employ teachers.

"To receive, collect, and apply all moneys.

"To appoint collectors for the district, and to do all acts requisite for effecting the premises.

"They shall annually, at the stated meeting, exhibit a just account of their receipts and expenditures and a report of all their proceedings. The meeting may appoint persons to settle said account.

"They receive no emolument, but are allowed $1 per term, or 3 cents per mile for attendance before the auditor."

THE SCHOOL SYSTEM.

*Extracts from the address of Hon. Willard Hall, the "Father of the School Law," to the people of the State.**

The school system under these laws is simple and plain. It forms school districts, appoints and regulates the meeting of the school voters in these districts, and commits to these voters in these meetings the whole power over the subject of common schools for their districts. Every school district is a republican community constituted for the special purpose of taking care of the interests of popular education within its bounds. It depends upon the school voters whether the children of the district shall have the benefit of a school, and what kind of a school they shall have. * * *

STATE AID.

To encourage the school voters in the discharge of this momentous responsibility the law appropriates to every district a generous dividend of school money, larger than is contributed in any State of the Union except Connecticut. * * * Our school system is to be carried out by the school voters; and it requires from them attention, painstaking, and effort. * The course of business is very plain; the school districts are formed, the meeting appointed, the manner of proceeding directed; the people in their meeting can make their own arrangement, choose their own committee, and have as good a school as they and their committee will provide the means and take the pains to procure. * * * It may be set down as certain that if the people will not take the requisite pains to establish good schools in their districts no one else will do it for them, and that under no system of law can they have good schools without attention and painstaking on their part. * * * *

IMPORTANCE OF COMMON SCHOOLS.

It is not necessary to extend these remarks for the sake of illustrating the importance of common schools. All admit the necessity of establishing and sustaining them. Even those who resist and labor to defeat every measure to promote them agree that we cannot dispense with them. No man will hazard his reputation upon an avowal of opposition to them. Every one acknowledges that it is deeply to be deplored if in a single district for a single year the children are destitute of profitable schooling, their genial season of childhood thus running to waste, and they, instead of improvement, contracting habits that may make them unhappy and hurtful members of society. Besides, our Government is so framed that general provision for elementary education is a measure of self-preservation. A State having for its foundation the principle that every citizen shall enjoy the right of suffrage, and the privilege of aspiring to the highest office, for its own safety must place the means of primary education within the reach of all its population. This subject has been in discussion for several years throughout the Union. State after State has established free schools upon the principle adopted in our laws, and the opinion prevails in every State that general provision for elementary education, making common schools common care, is essential to its well-being.

WANT OF SCHOOLS A CALAMITY.

The most deplorable calamity that can afflict communities or individuals is that of neglected mind; yet how great the proportion of mind in this State lost through this negligence; how many children wasting the best season of life for instruction because there is no suitable school for them! Parents are often careless about schools, and children are always averse to them. If the community do not provide schools, and establish, by common example, operating upon one another, habits of going to school and sending to school, so that parents and children shall be inured by custom to regard these as necessaries of life, a great portion of the youth will be injuriously stinted, if not altogether destitute of education.

A reason frequently and forcibly urged for the emigration that has carried from this State many of its most enterprising people, has been the want of suitable schools for the education of their children. * * * It is the object of these remarks to direct public attention to this most important subject. The district schools must be the means of education of the body of the people, of the numbers who make the majorities; who constitute the condition of society, and direct the destinies of the nation; of the men who are to cultivate the soil, whose skill and intelligence are to fix the state of agriculture and the mechanic arts; whose votes at the hustings are to pronounce the popular will; whose voice in the halls of legislation is to prescribe law, and their determination in the jury-boxes to impart life and efficacy to the law, in dispensing justice and guarding person and property; whose industry, capacity, business-habits, and moral excellence are to be the means and measure of the common prosperity.

* This address was issued for circulation among the people of the State soon after the passage of the school law in 1829.

DISTRICT SCHOOLS OF SPECIAL IMPORTANCE TO THE PEOPLE.

It should be of most serious consideration with the people, that in the improvement of the district schools they are to be the gainers; in the neglect of these schools they are to be the sufferers; the chief, if not the only gainers or sufferers, (for those able to educate their children in their own way may cast off concern;) that while these schools can be made most efficient to elevate the common condition, this efficiency will not come of itself, but pains must be taken with the schools to make them efficient; and that if the people do not take this pains, it will not be taken. The only practically safe, wise, or effectual course is for every man to seek and obtain information, and to think, judge, and act for himself, under a sense of conscious independence and conscientious responsibility.

THE SCHOOL SYSTEM FURTHER EXPLAINED.

Extracts from the annual report of the Hon. Willard Hall, superintendent of free schools in New Castle County, made January, 1841.

ABSENCE OF LOCAL REPORTS.

There being no requirement of law that school committees shall report the state of their districts to the superintendents, in this county no such reports have ever been made. * * * The design of the system is not to make schools by *its operation*, but to enable and invite the people to make schools by *their own agency*. * * *

SIMPLICITY OF THE SYSTEM.

Our system is simple and easily understood. Having divided the counties into school districts, it constitutes each school district a community, with power to provide a school according to its will. The school voters in regular meetings, by a majority of votes, appoint their school committee, clothed with full powers for providing a school, and determine what sum shall be raised and the manner of raising it. Each school district, therefore, has the responsibility and charge of its own school committed to it, and it is encouraged to the fulfillment of this responsibility by a liberal dividend from the school fund, to be paid to its school committee upon twenty-five dollars being raised in the district. The original provision was that a school district, to receive the dividend from the school fund, must raise a sum equal to it. It is submitted that it was an error to alter this provision. Certainly a district ought to raise as much as it receives. The principle of the system, that the people shall be interested in their own school, so as to take care of it, requires that they should pay at least as much as is paid for them. It is respectfully suggested to the general assembly that a gradual return to the original provision is required by propriety and expediency. * * * * It is to be considered that the system was commenced under inveterate prejudices; that numbers and influence were imbued with these prejudices; and that the strength of society, the portion that ought to uphold and invigorate the system, too often has directed against it every form of hostility. * * * * * *

POPULAR OPPOSITION TO TAXATION FOR SCHOOLS.

There has been great prejudice against taxation as a feature of this system. This prejudice is indeed blind, for, to have schools there must be money to procure teachers and accommodations, and taxation is the only efficacious method of raising money. To deny taxation in a school system, is to resolve upon the end without the means. But prejudice is none the less difficult to be overcome because blind. From the original act commending our school system the feature of taxation was entirely stricken. It was afterward introduced very timorously. The system has halted on this point, and it is not what it was designed to be, having been constrained to feel its way with caution. * * * The sum to be raised and the question of taxation do occasion serious, perverse, and sometimes fatal embarrassment in the districts. In some districts a generation has already been sacrificed in this way; for six or eight years remove the generation needing school privileges beyond their enjoyment. * * * * Common schools are upon their own foundation, separate, by themselves. If the part of the community dependent upon them for the education of their children do not foster them, no one else will. Has not one great cause of apathy, and even hostility, to common schools arisen from so many persons educating their children in select schools? * * * Literary character is not the only attribute of usefulness incident to common schools; the literary character of the common schools of Scotland is low, but not so the standing and intelligence of the people formed in them; the literary character was very low of the common schools of New England, in which were formed a great portion of the men who could receive,

appreciate, and establish without faltering, the institutions of freedom, a matter in which England failed, France has twice failed, and in the states of Spanish America failure has followed failure in quick succession for a quarter of a century. * *

"Under any system of common schools progress must be slow. When the public mind is to be molded anew upon any subject much time is required by work. Popular education, common schools, afford a fine theme for declamation; but in practical operation they are discouraging, tedious, and perplexing, especially in free communities, where every man regards the maintenance of his opinion as a right."

SUPERINTENDENTS AND SCHOOL FUND.

"The governor shall, yearly, before the 1st of March, appoint a superintendent of free schools in each county" but the superintendent has no real power, and has no pay, other than his postage and traveling expenses.

Of the State school fund the income of a certain specified portion is divided among the counties equally. The remainder is "apportioned among the several counties according to the white population as ascertained by the census of 1830."

PRESENT VIEW OF JUDGE HALL.*

In addition to the above abstract of the school law of the State, and the accompanying abstracts from the address of Hon. Willard Hall, and also those from the report made by him, as superintendent of the free schools in New Castle County, to the general assembly, (January, 1841,) both of which were bound up with one edition of the laws, we insert the following report of a conversation recently held at Wilmington with Hon. Willard Hall, the venerable founder of the system, who has been for these many years judge of the United States district court. The conversation was held with a view to a better understanding of the system and to obtain an authoritative statement concerning it. Judge Hall stated at the outset, in response to a question as to where information should be sought—

"That no State had less information on record; but that the last report of the State auditor, bound up with the journal of the house of representatives, would give the best information, but that this was probably in the hands of the printer at Dover." [Advance sheets of the account for the county of New Castle, obtained through the courtesy of the State printer, showed that this was only a statement of the share of State funds given to each district.]

"The present school system was established about 1829."

In reply to a question as to how it came to be established, Judge Hall said that he went to live in Dover in 1803 as a lawyer, "and saw then the miserable condition of the schools." Afterward, when, in 1813, he was secretary of state, he suggested to the governor and legislature a system for popular education, and when, in 1829, the school law was finally passed, it established substantially the system he had suggested. The chief feature of this system was "to put the whole matter in the *hands of the people*." The "district school voters," who decided the question of tax and elected the committee, "were all who could vote for members of the general assembly."

In answer to the question whether there had been any material change made in the law since its first enactment, he said: "It has always been the same; has never been changed from that voluntary feature. The people of the district may tax themselves as much or as little as they choose. The law has, however, been changed in Wilmington."

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* WILMINGTON, DELAWARE, *November* 13, 1871.

DEAR SIR: In accordance with your instructions, I have sought to gather such information of the educational statistics of this State as was possible in the limited time at my disposal, and have prepared the accompanying abstract for your use in the report.

With a view to obtaining a better understanding of the school system of the State, I have called upon Hon. Willard Hall, United States district judge, and send you his answers to my inquiries from notes taken at the time, and with Judge Hall's permission that they may be used in the report. The venerable judge, who is known as the father of the school system, received me most courteously. He furnishes in himself a notable instance of the endurance of intellectual power, as he is still upon the bench, and tells me that he is ninety-one years of age. His replies in answer to my written questions were clear and comprehensive.

I have thought it of interest to collate from his published address and report made years ago, bound up with a copy of the school laws given me by a leading lawyer of this State, the paragraphs in which he had treated of similar topics. It will be seen that Judge Hall has ever been an ardent advocate for the education of the people.

I have met with marked courtesy from all of whom I have sought information during the prosecution of my inquiries in this State.

In Wilmington there is great activity and interest in all matters connected with the public schools.

I very much regret not having the opportunity of visiting some of the district schools in the remote rural districts, as I have been urged to do by those most alive to the educational needs of the State.

Very respectfully,

I. EDWARDS CLARKE.

General JOHN EATON, JR.,
U. S. Commissioner of Education.

Were there any superintendents?

"We had superintendents, but they were not educated, and would not, or did not, work. I was superintendent here in Wilmington many years. There was no general State superintendent, but it was intended that there should be a county superintendent for each county. There are some *very* good schools in the State."

Was there any standard of qualification for teachers?

"There was no standard of qualification for teachers."

How were they chosen?

"In each district the school committee had the whole charge of all matters: teachers, school-houses, &c. Sometimes they have a pleasant school-house, but sometimes the school-house disgraces the school. The teachers were paid about $100 per year, and the schools were kept generally about four or five months. When I was superintendent of this county, (New Castle,) I made a report annually. It has been a very discouraging, up-hill work in the State, little attention being given to common-school education."

In speaking of the need and value of common, free education, he said: "If they would teach the children to read, write, and calculate a little, they would be surprised to see how much better citizens they would make. In this country we are educating ourselves. The *newspapers* are *educating* the community."

The voluntary principle of the law was dwelt upon by the judge as a vital feature of the system.

ANTIQUATED FEATURES OF THE STATE SYSTEM.

When it is remembered that the State system has remained unchanged for more than forty years, it will be seen that, though doubtless at the time of its adoption it was as good a system as was possessed by any of the States, it would be strange indeed if it did not now admit of any possibility of improvement.

The experience of other States in the employment of a salaried State superintendent, whose exclusive business it is to care for the schools, may perhaps be profitably heeded, while the results of this experiment, as shown in Wilmington, will furnish to the people of the State an excellent opportunity of testing the plan.

According to the testimony of many competent citizens in various parts of the State, the present system works exactly as would be anticipated. In intelligent neighborhoods, where an interest is taken by the residents, the schools are good, but in neighborhoods where this condition does not exist, the schools are said to be as poor as might be expected. "The stream rises no higher than its source;" and so, in the very neighborhoods where the improving influence of a good district free school is *most* needed, there it is never found. It occasionally happens that a district votes "no tax," and there no school is held that year. Sometimes, however, voluntary subscriptions are made and the school held for a longer or shorter period.

Many of the teachers in the rural districts are declared to be unfitted for the position, their selection for the post depending only on the will of the committee, who are often utterly unfit for their duties. The weakness of the system lies just here, and until some plan is adopted by which all the teachers in the State shall be required to come up to a certain standard of scholarship and some public record is made of all the schools, so that each community can compare its own schools with those of other localities, and a generous public spirit be thus advanced, there is little prospect of immediate change.

There are in the State many private schools, and, in addition, many children are sent to the schools of other States to be educated. This class of persons do not, perhaps, feel a deep interest in the public schools of these districts, or take an active part in their management, thus depriving them of the very influence on which the voluntary system depends.

The obvious fact that the community has an equal interest in the training of every child within its borders, "without distinction as to race, color, or previous condition of servitude," seems to be one of those truths which are very slow in winning their way to general acceptance, and yet the fact that the relations of crime and of pauperism are so intimately bound up with the general education and ignorance of a community is so well determined, that the ratio of criminals and paupers to the whole number of the residents of a given place can be accurately calculated, on knowing the educational statistics of the whole population. It is economy to educate every child. School-houses take the place of poor-houses and prisons.

WILMINGTON.

From time to time special enactments, applicable to the city of Wilmington, have been passed by the legislature.

The charter of the board of public education of Wilmington, which would have expired by limitation in February, 1872, was renewed by the last legislature. The provision for taxing colored persons for the support of schools in the same manner as

whites are taxed being struck out, however, notwithstanding it had the unanimous sanction of the board of education. The school matters of the city are now in the hands of a city school board, consisting of thirty members, who are elected by the citizens, and who have full and entire control both of the schools and of the amount to be raised for their support.

POWER OF THE BOARD TO RAISE SCHOOL MONEY.

Their requisition for the money necessary to carry on the schools for the ensuing year being final and binding upon the city authorities. During the present year $50,000 have been appropropriated to the schools, beside the sum of $30,000 issued in bonds, authorized by the legislature for the new school-building erected in French street.

An efficient school superintendent has charge of the schools, and everything in relation to the common-school education of the white children of Wilmington is most promising.

Many of the teachers attended the teachers' institute held at West Chester, Pennsylvania, in November, and it is hoped that these meetings, which have met with so much favor in other States, will soon be introduced in Delaware.

Among the city tables, at the end of this volume, will be found the latest statistics of Wilmington, forwarded by Superintendent Harlan.

ANNUAL REPORT OF PRESIDENT OF SCHOOL BOARD.

The last annual report of Dr. William R. Bullock, the president of the board of public education, published in the Wilmington Daily Commercial of March 30, 1871, states that "in April, 1870, there were thirteen schools, with an attendance of 2,770 pupils. In consequence of the demand for greater school accommodation a commodious school-building belonging to the Roman Catholic Church was rented, and the present attendance of the school is 424 pupils."

There are now under the charge of the board fourteen school-buildings, with a provision for 3,850 seats; total number of pupils enrolled, 3,734; average attendance, 3,039. In some crowded wards, the applicants for seats were greatly in excess of the accommodation, while in others there were vacancies amounting in the aggregate to 116 seats, while in the whole city there were 188 applicants who could not be supplied. Could all have been supplied, the total increase of schools for the year 1870 would have been 1,152.

SCHOOL-BUILDING NO. 1.

Acting in accordance with the power vested in them for providing such additional school accommodation, the board proceeded to erect on French street, between Fifth and Sixth streets, a fine new school-building of brick, which was ready for occupation in September, and in its arrangements and appointments would be a credit to any city in the land. It is known as school-building No. 1; it is of three stories, with a front elevation of 45 feet 6 inches. It has a front on French street of 77 feet 8 inches, and depth of 93 feet 2 inches. The main building is 61 feet 6 inches by 47 feet 6 inches, with wings, each 15 feet 1 inch by 31 feet 3 inches. Each story accommodates a school, and has five pleasant recitation-rooms. There are three schools, one "grammar," and two "secondary."

NEED OF A CITY SUPERINTENDENT.

"With the growth of our schools, it became at last evident that it was impossible for the members of the board, or for any one member, to exercise a supervision that would insure the greatest improvement of the individual schools, and the harmonious operation of the whole." Such a method would not enable them to "keep pace with the improvement in all departments of education, which form so marked a feature of the present day." "As nothing short of a special professional oversight could meet the requirements, the board engaged Mr. David W. Harlan to act as superintendent, and that gentleman entered upon his duties the 1st of January of the present year. It may properly be added that this action of the board is in accordance with the experience of all parts of the country, where the system of public instruction is most complete and efficient, as an essential feature of a successful administration of the schools.

"The attention of the superintendent was at once directed to a more thorough grading of the schools, a uniform system of study, and of school-books, the introduction of improved methods of instruction, and a systematic plan of promotion through various grades. Measures will, it is hoped, be taken for the opening of a normal school for the special benefit of teachers. The present number of teachers is seventy-one, all ladies, no male teachers having been employed by the board for several years."

COST OF THE SCHOOLS.

"The cost of conducting the schools during the past year was $39,775 50, and the cost per pupil $10 65. I think it may be truly said that at no period have our public schools been in better condition, or the prospect of future usefulness more encouraging."

The progress of the schools during the months that have passed since this report, fully justifies the confidence expressed. Under the active supervision of Mr. Harlan, the schools have been graded, and a uniform system introduced. (A gentleman has been secured as principal of the grammar school.)

SCHOOL HOURS.

The schools are opened at 9, and closed at 12 m, except Saturdays and Sundays, and opened at 2, and closed at 4.30 p. m., making five and a half hours of attendance for five days in each week. There is an intermission of not less than fifteen minutes each morning and afternoon.

BOOKS SUPPLIED.

The secretary of the board supplies school-books upon orders from the respective visiting committees. Quarterly collections are made in each school to compensate for the books supplied, which are graduated thus: in grammar schools the rate of assessment is 75 or 50 cents per quarter, according to the books used; in primary schools the rates are 35 or 25 cents per quarter. The visiting committee may remit this payment in case of inability to pay.

All books are issued to pupils by their respective teachers, and are numbered, and labeled "the property of the board of public education." Every pupil is to provide himself with a satchel, if practicable, and in case of loss or injury to books, he is responsible for the value.

SALARIES OF TEACHERS.

The salary of the principal teachers in each school is generally $460; that of one female principal is $800, and of another is $1,000. The usual salary is from $300 to $550.

OTHER CITIES AND TOWNS.

Dover, the capital of the State, has consolidated some of its districts, and put up a larger school-house for the Union district, but as yet the schools are not graded. The district schools are said, however, to be in very fair condition; there are several private schools in the town; the population is about 2,000.

The town of *New Castle* possesses a source of income in the common land, a tract of 1,000 acres, first given by William Penn for a common, to be owned by the citizens of New Castle. This grant was confirmed by his heirs, and the trustees received power from the legislature to rent the land for building purposes, &c.; the income is devoted to the schools, and the town rejoices in excellent graded schools, thanks to Penn's bounty.

Mill Creek Hundred is an agricultural region, the best part of New Castle County. The schools are said to be well kept up. They are all ungraded; are kept eight months in the year; the teachers' pay varies from $25 to $40 per month.

The three district schools in the town of *Felton* in Kent County, are kept six months in the year, 25 to 40 scholars in each school. Pay of teachers, ladies, $100 per quarter.

INCORPORATED INSTITUTIONS IN THE STATE.

There is also an incorporated classical academy at Felton, known as the Felton Seminary, which is quite flourishing. The building cost $9,000; there are about 90 scholars, girls and boys, and 4 teachers. There are also incorporated academies at Wyoming, Kent County, at Laurel, Sussex County, at Georgetown, Sussex County, at Smyrna, Kent County, and at Newark, New Castle County.

The last legislature rescinded the charter of the State Normal University at Wilmington, which was incorporated January 23, 1867, John C. Harkness, A. M., president.

Delaware College, situated at Newark, the sessions of which were for some years suspended, was revived by obtaining the congressional land grant in aid of agricultural scientific schools, and now has an excellent corps of professors, with every prospect of a useful and prosperous course. At the last commencement, Wednesday, July 5, Hon. Thos. F. Bayard, Rev. Thomas L. Poulson, and Rev. J. L. McKim, and other distinguished speakers delivered addresses.

The Wilmington Methodist Episcopal conference proposes to establish an academy for the education of boys, and have secured 16 acres of eligible land near Dover.

Some $12,000 were subscribed by citizens of Dover. They intend to put up buildings costing $100,000. A large meeting was held in Dover, Tuesday, November 21, in aid of this enterprise. Dr. Dashiel, president of Dickenson College, delivered an address, and speeches were made by Hon. N. B. Smithers, Hon. Joseph P. Comegys, and Chas. Brown esq. Another meeting is to be held in the month of January, 1872, in further aid of the enterprise. This institution is to be under the care of the conference, who are pledged to its success. This conference embraces the entire State of Delaware, and the eastern shores of Maryland and Virginia.

THE SCHOOL FUND.

The school fund consists of the income arising from the investment of Delaware's share of the "surplus revenue" distributed by the United States to the several States, together with a portion of the proceeds arising from certain State fees and licenses.

The auditor's report for the year 1869 shows that there were in the county of New Castle 91 districts.

There was raised by contribution	$52,042 75
There was received from the school fund	$10,960 35
Number of schools in operation	88
Time in operation	856½ months.
Number of scholars	6,765

From advance sheets of the auditor's report for the year 1870, for the county of New Castle—

Number of districts	91
Amount raised by contribution	$84,639 78
Amount received from State fund	$10,142 15
*Number of schools	150
Number of scholars	7,522
In Kent County there was received from contribution in 1869	$20,451 39
Received from school fund	$9,199 86
Number of districts	115
Number of schools	101
Number of months in operation	838½
Number of scholars	5,089
In Sussex County there was received from contribution in 1869	$9,203 32
Received from school fund	$11,870 10
Number of districts	164
Number of schools	153
Number of months in operation	654 and 7 days
Number of scholars	6,508

The statistics of Kent and Sussex Counties for 1870 are not at hand.

EDUCATION OF COLORED CHILDREN IN THE STATE.

Although slavery has been abolished for some years, the State of Delaware makes no provision as a State for the education of its colored children. What has been done toward their education by a charitable association may be learned from the following abstract of the third annual report of the managers of the Delaware Association for the Moral Improvement and Education of the Colored People of Delaware, published at Wilmington, March, 1870. The association has a president—Thomas Kimber, jr.—three vice-presidents, executive and financial committees, and a large number of managers.

The third anniversary meeting was held at the hall of the Wilmington Institute on Thursday evening, March 10, 1870.

REPORT.

* * * "Our last report detailed the circumstances under which it was decided by this association to erect a convenient school-house in Wilmington, from the benefits of which no one should be excluded by reason of race or color.

"The city council having accepted, as will be remembered, General Howard's proposition to furnish an equal amount toward its construction, duly appropriated and paid over to the trustees named by our association, Bishop Alfred Lee, Charles W. Howland, and Samuel M. Harrington, the sum of $5,000 for that purpose. These funds, together

*NOTE.—This discrepancy between the number of the year before is partly caused by the schools of Wilmington being put down as 11 in 1869, and as 68 in 1870; in the last case the number of teachers must have been given.

with $5,000 received from General Howard, were disbursed by these gentlemen through a committee of our board, Charles W. Howland, Allen Gawthrop, and William S. Hilles, who were appointed to superintend the construction of the school-building.

"The building was placed under contract in March, and its completion and readiness for occupation were reported to us early in September of last year. From the foundation to the whole superstructure, the work has been done in the most economical and at the same time in the most thorough and substantial manner.

"On the 20th of September last the schools were formally opened in that building, by the managers, with appropriate ceremonies.

"William S. Hilles made a brief but comprehensive statement of the circumstances which led to the inauguration of this building; and Bishop Lee followed with an interesting history of the various efforts that had, for years, been made in Wilmington to educate the colored race.

"General Howard, who was also present, and in whose honor the building was named 'The Howard School,' made a characteristic and stirring address, both to the children and parents, earnestly encouraging them to press forward and avail themselves of the opportunities now so liberally afforded.

"He expressed the opinion that the colored people of Delaware, so far as he had known them, did not seem to be so zealous and so anxious for improvement as those in the far Southern States; and he attributed this indifference and apathy to the fact that they had not been shaken out of their old lethargy by actual contact with the revolutionary elements that had swept over the South."

COLORED SCHOOLS IN WILMINGTON.

"At the date of our last year's report there were four separate day-schools in Wilmington under charge of this association, and these are now concentrated in the new building on Orange street.

"The elementary department is conducted on the first floor of the building, under the charge of two white lady teachers. They are assisted by two colored girls, who were, only last year, pupils of our schools in this city, and who perform their new duties with fidelity and earnestness.

"The higher, or normal school as it is termed, occupies the second story, and is under the charge of Mary Bickford, a sister of the former excellent teacher of the girls' normal school.

"The elementary department is, of course, by far the larger school, and has numbered at times 150 pupils on its rolls. The average attendance in the month of January was about 115 daily. The higher, or normal school, has never numbered over 50 pupils, with an average daily attendance of 40 during the month of January. Both of these schools are under the immediate superintendence of our valued actuary, Abbie C. Peckham, who adds this duty to her general charge of all the schools throughout the State.

"The plan of thus consolidating the Wilmington schools in one building has proved to be a good one, and the general results are satisfactory to the managers." * * *

OTHER SCHOOLS IN THE STATE.

"Besides the Wilmington schools, there are now 23 under charge of the association throughout the State. This does not include the schools at Lewes and Delaware City, which have been closed since the vacation.

"The whole number of pupils enrolled for the month of January was 1,470, with an average attendance of 1,221 daily. Of this number on our rolls, 1,297 were in reading and spelling classes, 711 in writing classes, 586 studying arithmetic, 285 geography, 76 grammar, and only 273 were in the alphabet and primer.

"Estimating the changes that occur on our rolls during the year, and counting the night-schools of last winter, we can safely report 2,100 different children and adults who have been taught the past year at our schools.

TREASURER'S ACCOUNT.

"Our treasurer's account shows that the receipts of the year from all sources have been as follows:

Balance at date of last year's report, (having been received from the English fund about that time)	$1,122 04
English normal-school fund	500 00
African school society	400 00
Individual contributions	2,187 62
Amount received from the colored people for tuition, applied to board for teachers	3,297 44
Received from the colored people for the purchase of books and stationery	536 14
United States Bureau of Education	2,440 00
Total	10,483 24

"By this statement it will be seen that we have received from the colored people themselves, through the weekly charge of 10 cents for each pupil, applied to the payment of the board of the teacher..... $3,297 44
And for purchase of books and stationery..... 536 14

Making a total of..... 3,833 58

or more than one-third of our whole receipts from all sources, and nearly double the amount of all our other individual contributions combined.

* * * * * * *

"Of the $6,650 received from all other sources during the past thirteen months, $1,622 were derived from an English fund, now exhausted and not likely to be renewed; and $2,440 from the Freedmen's Bureau, the scale of whose payments for each school has been greatly reduced the past year, and from which we shall probably soon cease to derive any aid whatsoever.

"Howard Associations have been formed throughout the State by the colored people to defray the tuition of poor children. There are 400 members, who monthly contribute $40, thus paying for 100 children. Five hundred dollars has also been given by the Freedmen's Bureau, and $1,300 raised by the colored people and their friends to rebuild, at Slaughter Neck, a school-house which was burned in January, 1869, and to build a new house at Middletown."

PRIVATE BENEFICENCE.

"We are gratified in being able to report that Henry S. McComb, of this city, still continues to defray the entire expense to our association of one of its best schools, and that the family of our lamented friend, Alexander Peterson, have also maintained the school established during his lifetime in the neighborhood where his early days were spent, and have signified their intention of regularly defraying the needful expenses of its future support.

"It will be seen by the treasurer's statement, that the liberal arrangement of our friends of the African School Society, by which this association is made the medium of disbursement of the trust funds in their charge, still continues, and constitutes an important source of our annual revenue. * * * *

THE NORMAL SCHOOL.

"Even when the State shall have assumed its duties toward its colored citizens, in providing for the elementary instruction of their children, it will be a grave question for our association to consider, whether we can safely at once relinquish our care over their higher education; or, whether it would not be more prudent to reopen our normal schools in their old quarters, as before; in which, for a time at least, teachers shall be trained, under our supervision, for the charge of the other schools throughout the State and elsewhere."

REPORT OF THE ACTUARY.

The actuary's report gives an account of the working of the schools. They were well organized, and in good working order at the end of the first week in October.

"There were 55 pupils enrolled in the normal school, with an average attendance of 40. Fewer night-schools have been taught this winter than in the same season of previous years, because a greater number of middle-aged and young men have attended day-schools. In addition, 16 Sunday-schools have been opened, with about 900 pupils and 85 teachers. The colored people have given largely to the support of their own schools during the year. The tuition of pupils for the year has amounted to over $2,000, and the sale of books over $500. They have also supplied most of their schools with fuel, and paid other incidental expenses, besides contributing to the erection of new school buildings. I am indebted to correspondence with teachers for much of the above.

"ABBIE C. PECKHAM, *Actuary.*

"WILMINGTON, *February* 1, 1870."

The summary shows 29 schools and teachers, with 2,104 pupils enrolled, with an average attendance of 1,221. The following letter from the actuary gives the latest information of the efforts of this association:

OFFICE OF THE DELAWARE ASSOCIATION FOR THE MORAL IMPROVEMENT AND EDUCATION OF THE COLORED PEOPLE,
607 *Market street, Wilmington, Delaware, November* 15, 1871.

* * * Opening our schools a month later than usual last fall, we had 20 in operation and 22 teachers. The average length of the sessions was four and a half

months for each school, though some of them were kept open eight months. They were located at places as follows, viz:

Wilmington, (normal,) New Castle County; Wilmington, (primary,) New Castle County; Dover, Kent County; Seaford, Sussex County; Smyrna, Kent County; Christiana, New Castle County; Odessa, New Castle County; Laurel, Sussex County; New Castle, New Castle County; Newark, New Castle County; Delaware City, New Castle County; Camden, Kent County; Newport, New Castle County; Summit Bridge, Kent County; Mount Pleasant, Kent County; Dutch Neck, Kent County; Slaughter Neck, Sussex County; Frederica, Kent County; Fieldsborough, New Castle County; Middletown, Kent County.

NUMBER OF SCHOOLS IN OPERATION.

"This fall we have six schools open: at Wilmington, 1; Middletown, 1; Odessa, 1; Mount Pleasant, 1; Summit Bridge, 1; Dutch Neck, 1. We hope to open about half-a-dozen more the 1st of December. Money is very hard to be obtained by the colored people. They receive their wages mostly in produce and groceries.

The association has not funds to sustain the schools, and the colored people exerted themselves to the utmost to meet expenses last year; and this year are unable to do very much for schools.

"The teachers' board was paid by the colored people themselves in all cases except in those of the Wilmington schools. The salaries of the teachers was $12 per month, which was paid in part by this association and in part by the colored people, the association paying from $3 to $6 per month according to the necessity of the people. However, at Middletown, Newark, and Fieldsborough and New Castle the colored people themselves paid both board and salary. The whole number of pupils enrolled at any one time was 1,040. The largest average any one month was about 800.

MONEY RECEIVED FROM WILMINGTON AUTHORITIES.

The board of education of this city has appropriated and paid over to the treasurer of this association, recently, $1,000, to be used for the support of the Wilmington schools; but this is an inadequate sum to meet expenses. Sorry that I cannot, on account of the short notice, give you a fuller statement, I respectfully submit this.

A. C. PECKHAM,
Actuary Delaware Association.

General JOHN EATON, *Washington, D. C.*

SCHOOL ATTENDANCE AND ILLITERACY.

We are indebted to General Francis A. Walker, Superintendent of the United States Census, for the following table of school attendance and illiteracy for the State of Delaware.

Counties.	ATTENDED SCHOOL.							Cannot read — 10 and over.	CANNOT WRITE.		
	Total.	Native.	Foreign.	White.		Colored.			Total.	Native.	Foreign.
				Male.	Female.	Male.	Female.				
Total	19,965	19,760	205	9,862	8,908	663	532	19,356	23,100	20,631	2,469
Kent	4,368	4,355	13	2,187	1,793	208	180	4,685	5,658	5,604	54
New Castle	10,536	10,345	191	5,020	4,888	364	264	7,608	9,461	7,052	2,409
Sussex	5,061	5,060	1	2,655	2,227	91	88	7,063	7,981	7,975	6

Counties.	CANNOT WRITE.											
	White.						Colored.					
	10 to 15.		15 to 21.		21 and over.		10 to 15.		15 to 21.		21 and over.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Total	1,045	833	718	652	3,466	4,566	925	860	1,054	1,011	3,765	4,205
Kent	218	164	155	148	739	873	273	271	323	315	1,004	1,175
New Castle	216	183	154	154	1,407	1,894	363	324	499	392	1,910	2,025
Sussex	611	486	409	350	1,320	1,799	289	265	232	304	851	1,005

* The population of the State, as given by the United States Census for 1870, was 125,015, of whom 22,794 are colored.

FLORIDA.

The information from this State is meager. Education encounters fearful obstacles. Hon. Chas. Beecher has been appointed superintendent to fill the vacancy occasioned by the death of Hon. C. Thurston Chase. The reports received by him have not been such as to furnish in season the information which he desires to forward for use in this report. We give the following extracts from the report of the trustees of the Peabody fund which, with the census returns of school attendance and illiteracy, furnish the only data in the possession of this Bureau, relating to the educational matters of the State:

PEABODY FUND.

[From the report of Hon. B. Sears, of February, 1871.]

By the new school law approved January 30, 1869, but not put in operation by establishing schools till near the end of the year, the governor appoints, the senate approving, the superintendent of instruction and the county superintendents. There is a State board of education similar to that of Virginia. Each county constitutes a school district, over which is placed a board of instruction, composed of not more than five members, who are recommended by the representatives of the county, but appointed by the State superintendent. The population is too sparse to admit of the ordinary district or township plan. On the 1st of May last, 26 counties out of 39 were reported as having organized their boards, and opened schools. These schools, 250 in number, with an attendance of 7,500 pupils, were to be supported partly by the State tax, and partly by the county tax. The former, which was hardly sufficient to maintain schools for two or three months, was greatly reduced at a special session of the legislature, held after the schools had commenced, and the latter, always variable and uncertain, was, in most instances, too inconsiderable to furnish any sufficient relief. In many towns, however, the schools were kept up by means of private enterprise and liberality. This was the more necessary from the fact that private schools had very generally been merged in free schools.

Contributions from the Peabody fund have been made to the following towns:

Tallahassee.—The West Florida Seminary, at this place, was converted into a public school last year, and made free to all. Our donation was $1,000, which is continued for the present year. The president of the board, under date of June 21, 1870, writes: "For the first time we have been enabled to have a free school for both sexes. It has worked well. Minor schools have been broken up, and, by consolidation, we have been able to employ an efficient corps of teachers, who would devote themselves exclusively to their several departments."

St. Augustine has the same appropriation as last year, namely, $1,000. Dr. Bronson, the superintendent, writing October 14, 1870, says: "The school has been opened, and is now in successful operation. I am quite sure there is not so good a school in the State. The expense to me has been large, and I should like all the aid you can give." The writer, though sending no children to the school, gave it $500 the first year. The mayor, in acknowledging the receipt of the money contributed by the Peabody fund, remarks: "Our school has been a great success, for which we are much indebted to yourself and Dr. Bronson."

Key West.—The county superintendent writes: "We have in the city, now in operation, two public free schools, one white of 216 scholars, and one colored of 172. We have raised for school purposes $2,500, and shall probably raise more by subscription. We shall open more schools as soon as our means will allow. We are endeavoring to make our schools first-class graded schools." I have promised the city $1,000, on condition that the schools be continued ten months, and not less than seven teachers employed.

At *Gainesville* is the East Florida Seminary, with a primary department, which is adopted as the public school. For 100 pupils in this school we pay $300; and for a colored school of 200 we pay the same amount. The board of trustees informed me that while the primary department, supported by the county and by the Peabody fund, was in a flourishing condition, the other department, depending on the State aid, will probably be obliged to stop unless we can afford it some additional assistance. The teachers receive their salaries in State scrip, which is worth only 23 cents on the dollar. The board, therefore, applied for a special appropriation of $400 in addition to the $600 already proffered. It is believed that with this aid, in a time of extreme exigency, the seminary can safely rely on its regular support from the State in the future. It has educated many of the teachers now employed in the public schools; and the new appropriation asked for was heartily recommended by Superintendent Chase just before his death. It was made accordingly.

"The schools of *Pensacola*," observes the county superintendent, in his letter asking for help, "are public free schools, and properly graded as far as is practicable, and the

instruction is the best we can get. We employ five teachers, with accommodations for 250 or 300 pupils, and there is no doubt but that we shall have that number." This application was approved by the State superintendent, and a donation of $600 was accordingly made to continue the schools through the year.

From *Monticello* I received the following representation: "Our public school has recently closed its second year under the present management, with a very thorough and satisfactory examination. We desire to carry on school as we have done under the impetus given by you, and to offer to every white child in the county of Jefferson a thorough English education. Can we rely upon the aid we have thus far received from the Peabody fund? We have already raised more than half of our usual subscription, and if we can receive the assurance of aid from you, it will do much to stimulate the generosity of our own people." The request was complied with, and $700 appropriated as formerly.

For a public school in *Madison* the late Superintendent Chase made arrangements according to the instructions given him, pledging $500 from our fund. He said, "The best and most intelligent citizens unite in the proposed plan."

The school at *Lake City* receives $500, under the same circumstances and on the same conditions as heretofore.

To the city of *Quincy* the sum of $600 was given for a school of 216 pupils, to be instructed by four teachers. Owing to the unfortunate act of the legislature, passed during the session of the school, reducing the tax, the teachers could not be paid their full salaries. A controversy which arose between the committee and the teachers, and a consequent dissatisfaction among the people, resulted in a diminished attendance.

Ocala has an excellent colored school of over 100 pupils, kept ten months, under the supervision of the county superintendent. It occupies a spacious building, erected by the Freedmen's Bureau, and is designed to be a school of high character. We contribute $200 towards its support.

In *Apalachicola* a good colored school of 100 pupils, which was under the supervision of the county superintendent, received a donation of $200.

List of officers in the department of public instruction of Florida, Hon. Charles Beecher, superintendent, Tallahassee.

Counties.	County superintendents.	Post-offices.
Alachua	S. F. Halliday	Gainesville.
Baker	I. J. Green	Olustee.
Bradford	J. R. Richard	Providence.
Brevard	James Paine, sr.	
Calhoun	H. J. Yearly	Abe's Spring's Bluff.
Clay	Ozias Buddington	Green Cove Springs.
Columbia	A. H. Hutchingson	Lake City.
Dade	Octavius Aimar	Miami.
Duval		Jacksonville.
Escambia	A. B. Munn	Pensacola.
Franklin	F. M. Bryan	Apalachicola.
Gadsden	Samuel Galloway	Quincy.
Hamilton	Samuel McInnis	White Springs.
Hernando	T. S. Coogler	Cedar Tree.
Hillsborough	W. F. White	Tampa.
Holmes	T. H. Pittman	Cerro Gordo.
Jackson	D. L. McKinnon	Marianna.
Jefferson	Robert Meacham	Monticello.
La Fayette		New Troy.
Leon		Tallahassee.
Levy	George S. Leavitt	Bronson.
Liberty	Niel Black, jr	Blue Creek.
Madison	D. Eagan	Madison.
Manatee	John F. Bartholf	Manatee.
Marion	H. W. Long	Ocala.
Monroe	James W. Locke	Key West.
Nassau	J. C. Emerson	Fernandina.
Orange	W. A. Lovell	Orlando.
Polk	William B. Varn	Bartow.
Putnam	E. R. Chadwick	Palatka.
St. John's	O. Bronson, M. D	St. Augustine.
Santa Rosa	James A. Chaffin	Milton.
Sumter	A. P. Roberts	Leesburg.
Suwannee	J. J. Taylor	Welborn.
Taylor	James H. Wentworth	No. 5, J. P. & M. R. R.
Volusia	William F. Bucknor	Enterprise.
Wakulla	S. D. Allen	Crawfordville.
Walton	Daniel McLeod	Uchecanna.
Washington	William J. Tiller	Vernon.

We are indebted to General Francis A. Walker, Superintendent of the Ninth Census, for the following tables in advance of his forthcoming report:

Counties.	Attended school.							Cannot read—10 and over.	Cannot write.													
				White.		Colored.						White.						Colored.					
												10 to 15.		15 to 21.		21 and over.		10 to 15.		15 to 21.		21 and over.	
	Total.	Native.	Foreign.	Male.	Female.	Male.	Female.		Total.	Native.	Foreign.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Total	12,778	12,757	21	4,195	4,059	2,241	2,283	66,238	*71,803	71,235	568	2,691	2,392	2,146	2,199	3,876	5,600	4,190	3,513	4,957	5,376	16,806	18,052
Alachua	1,183	1,183	....	299	297	319	277	7,078	7,134	7,129	5	25	22	9	5	20	23	681	512	948	798	1,760	2,331
Baker	16	16	....	7	5	3	1	464	479	479	....	42	37	34	44	71	99	9	13	14	14	61	41
Bradford	218	218	....	106	99	9	4	1,248	1,365	1,364	1	126	132	87	100	152	291	43	35	53	51	167	128
Brevard	------	------	....	------	------	------	------	305	357	357	....	88	45	63	44	36	77	------	------	------	1	1	2
Calhoun	98	98	....	56	42	------	------	244	323	323	....	31	11	19	21	34	80	9	8	6	18	41	45
Clay	54	54	....	20	27	5	2	688	722	722	....	70	83	57	62	81	118	31	13	28	32	82	65
Columbia	593	593	....	270	232	46	45	2,633	2,652	2,646	6	143	109	83	93	136	225	232	171	160	182	537	581
Dade	3	3	....	2	1	------	------	12	13	12	1	1	1	1	1	3	3	------	------	1	------	------	2
Duval	1,598	1,598	....	312	294	485	507	1,900	2,614	2,614	....	------	------	------	------	9	17	2	6	94	177	1,097	1,212
Escambia	699	699	....	273	288	71	67	1,788	1,936	1,927	9	45	61	43	41	75	109	56	52	102	158	593	601
Franklin	183	182	1	59	64	25	35	345	418	359	59	9	14	9	14	37	59	9	12	22	22	93	118
Gadsden	744	744	....	210	193	152	189	3,829	4,150	4,147	3	106	75	61	53	100	148	250	216	320	318	1,274	1,229
Hamilton	228	228	....	112	112	2	2	2,373	2,394	2,392	2	108	103	110	128	266	299	134	101	153	160	397	435
Hernando	64	64	....	34	28	1	1	978	1,049	1,044	5	89	77	59	58	93	129	67	56	57	52	158	154
Hillsborough	120	120	....	56	58	3	3	726	841	830	11	96	99	62	48	79	108	38	32	48	34	91	106
Holmes	122	122	....	70	52	------	------	576	642	641	1	33	80	44	65	151	217	9	6	4	8	12	13
Jackson	229	229	....	69	84	26	50	4,351	5,060	5,056	4	190	192	161	186	294	452	373	352	289	374	1,019	1,178
Jefferson	899	898	1	228	226	226	219	6,757	6,854	6,834	20	77	84	79	97	187	230	409	340	585	696	1,981	2,088
La Fayette	62	62	....	34	28	------	------	856	883	883	....	122	94	85	87	152	209	17	11	19	12	39	36
Leon	634	634	....	162	151	148	173	7,625	8,096	8,085	11	42	41	45	42	47	79	608	559	639	747	2,555	2,692
Levy	297	297	....	139	114	22	22	644	680	669	11	51	48	51	41	105	157	14	10	20	23	86	74
Liberty	123	123	....	55	50	10	8	262	308	308	....	18	13	22	24	22	39	11	11	10	25	59	54
Madison	642	642	....	163	172	200	107	4,879	5,047	5,047	....	127	104	126	128	225	363	301	266	357	425	1,290	1,335
Manatee	156	156	....	85	71	------	------	384	472	469	3	66	49	47	57	80	117	5	3	5	5	22	16
Marion	875	875	....	142	172	244	317	4,011	4,587	4,585	2	44	34	12	13	29	31	356	272	492	429	1,365	1,510
Monroe	459	443	16	159	179	56	65	802	1,025	654	371	69	42	41	36	177	176	26	39	30	41	158	187
Nassau	187	187	....	22	58	49	58	1,631	1,809	1,795	14	89	66	89	79	152	209	75	81	101	105	360	403
Orange	80	80	....	42	37	1	------	740	748	739	9	111	91	78	81	101	137	12	10	15	15	68	29
Polk	335	332	3	164	150	10	11	457	605	604	1	69	61	65	31	54	78	26	18	21	35	94	53
Putnam	359	359	....	139	131	55	34	1,175	1,314	1,314	....	66	65	55	50	113	152	68	64	76	93	286	226
Santa Rosa	110	110	....	58	52	------	------	825	890	880	10	10	2	43	53	225	251	3	2	14	39	131	117

*Including 5 Indians.

SCHOOL ATTENDANCE AND ILLITERACY—Continued.

Counties.	Attended school.							Cannot read—10 and over.	Cannot write.											
				White.		Colored.						White.						Colored.						
												10 to 15.		15 to 21.		21 and over.		10 to 15.		15 to 21.		21 and over.	
	Total.	Native.	Foreign.	Male.	Female.	Male.	Female.		Total.	Native.	Foreign.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
St. John's	410	410	....	142	172	47	49	453	523	523	....	41	23	28	18	55	55	15	15	13	20	86	154
Sumter	106	106	....	58	48	.....	.....	713	775	775	....	53	44	51	30	41	63	60	47	50	44	152	140
Suwannee	328	328	....	155	127	22	24	1,210	1,255	1,254	1	71	51	34	40	54	107	96	75	74	98	281	274
Taylor	54	54	....	41	13	.....	.....	420	525	525	....	63	54	51	68	104	136	5	7	2	3	15	17
Volusia	38	38	....	20	17	.....	1	460	473	471	2	39	42	40	29	54	66	16	12	30	13	69	63
Wakulla	135	135	....	57	59	9	10	921	1,018	1,014	4	58	60	50	64	68	130	65	50	47	54	176	196
Walton	250	250	....	126	118	4	2	807	985	983	2	112	105	90	94	121	221	21	13	26	30	78	74
Washington	87	87	....	49	38	.....	.....	668	782	782	....	91	78	62	74	73	140	38	23	32	25	72	73

GEORGIA.

The first annual report of the Hon. J. R. Lewis, school commissioner of the State of Georgia, for the year 1871, shows many important matters affecting the progress, present and prospective, of educational matters in that State. It is evident that he has earnestly endeavored to give to the State of Georgia an excellent system of education, and has struggled against great obstacles and unavoidable misfortunes.

The following interesting matter is selected from the report:

SCHOOL STATISTICS.

The number of common schools established in the State up to August 31, 1870, (the date of annual reports,) and including the public schools of Savannah and Columbus, was as follows:

White schools, 719: graded, 57; mixed, 662. Colored schools, 97: graded, 11; mixed, 86. Number of white pupils, 34,558: male, 18,145; female, 16,413. Number of colored pupils, 5,208: male, 2,562; female, 2,646.

Number of pupils and branches taught.

	White.	Colored.
Alphabet	2,927	1,271
Spelling	23,516	3,564
Reading	18,512	1,971
Writing	13,927	1,282
Arithmetic, (mental)	2,678	598
Arithmetic, (written)	10,335	739
Geography	4,984	505
Grammar	6,008	289
Higher branches	1,696	12

From official statements made by the county school commissioners, in 99 counties, to date, there have altogether been established the following common schools under the act of October 13, 1870, (including the public schools of Columbus and Savannah, established under special acts,) very many of them having commenced since September 1, 1871: White schools, 1,352; colored, 221. White pupils, 68,592; colored pupils, 11,443. Many more will be established as fast as teachers and buildings can be obtained. Many counties are waiting for the distribution of the school fund, upon which the full number of schools will go into immediate operation.

PRIVATE SCHOOLS.

Many private-school teachers have failed to respond to inquiries from the school commissioners, and therefore the reports of private schools are very incomplete.

The reports from county commissioners (68 counties) show the following private schools, viz:

White schools, 634; male teachers, 490; female teachers, 251; total, 741. Colored schools, 87; male teachers, 51; female teachers, 28; total, 79. White pupils, males, 12,536; females, 11,237; total, 23,773. Colored pupils, males, 485; females, 1,536; total, 3,021.

It has been impossible to obtain the number in the various branches of study.

ENUMERATION RETURNS AND APPORTIONMENT.

The enumeration returns not being due until November 1, very few of them have come to hand. When received they will furnish very reliable information of the scholastic population in each school sub-district. The census of 1860 shows a scholastic population, from five to twenty years of age, of 236,454, out of a total white population of 591,550, and a colored and white population, from five to twenty years of age, of 424,008, out of a total colored and white population of 1,057,286.

The present number of children from six to twenty-one years of age, estimated in the same proportion as in 1860, and assuming the same number from six to twenty-one as from five to twenty years of age, would give 455,762 out of a total population of 1,184,109. It is believed that the enumeration returns will not show as many by some thousands. When the complete enumeration returns are received the commissioner will be ready to make the apportionment of the school fund, when notified of the amount in the treasury for distribution.

ELECTION OF SCHOOL OFFICERS.

The act approved October 13, 1870, provided that "each and every county in the State shall compose but one school district for all purposes connected with the general interest of education in the county;" and provided, further, for the election, on the 7th day of January, 1871, of a county board of education, one member from each militia district, and one from each ward in any city in the county, and one from each incorporated town, each to serve two years. It provided further for the election, on the same day, in each of the before-mentioned subdivisions, of three school trustees, to serve for one, two, and three years, respectively, one to be elected annually thereafter, to serve for three years. When the certificate of the election of these officers had been furnished by the honorable the secretary of state, through the governor, it was found that in some counties, viz, Douglass, Mitchell, and Ware, no elections for school officers had been held, and that in sixteen counties only a minority of the officers had been elected, while in eighty counties a majority, and in thirty-seven other counties all the officers had been elected. The election returns were obtained, in many instances, only after diligent inquiry and long correspondence. The law prescribing no other means, these vacancies were filled by appointment of the governor, under the provisions of section 66, Code of Georgia, upon the recommendation of the other school officers in all cases where there were any, and in other cases upon the recommendation of the ordinary or other prominent representative of the county. Many of the persons elected declined to qualify or serve, and the vacancies were filled in the same manner. From the election returns, and a careful examination of the tax digests and census returns, it was found that there were, in 136 counties, 1,291 sub-districts, of which 1,129 were Georgia militia districts, 134 incorporated towns, and 28 wards in cities. In each of these 1,291 sub-districts there should be one member of the county board of education.

There are 959 who were elected and have qualified, 207 who were appointed to fill original vacancies, 100 who were appointed to fill vacancies otherwise created, (failure to qualify, resignation, death, &c.,) and there are 25 vacancies.

There should be three trustees in each sub-district. There are 2,899 trustees elected and serving, 666 appointed to original vacancies, 100 appointed to fill other vacancies, and there are 208 vacancies. All the members of county boards of education have been commissioned by the governor, and all the trustees, besides notice by the election officers, have been officially notified, through the county school commissioners, of their election or appointment. The law further provided that the county board of education in each county should meet on the 7th day of February and organize by electing one of their number president, and a secretary, which last-mentioned officer, by virtue of his election, should be the county school commissioner.

The county board of education in each county of the State has organized according to law, except in the counties of Bryan, Chatham, and Coffee; and the school commissioners have all been commissioned by the governor, except in the counties of Camden, Dougherty, Lee, and Towns. In each of these the county commissioner has corresponded with the State commissioner, but the secretary of state has not been furnished with official notice of the organization and election of secretary. The following exhibit, therefore, shows the number of officers required and serving:

	No. required.	No. serving.
County school commissioners	136	133
Members of county board of education	1,291	1,266
Trustees	3,873	3,665

In the selection of these officers the people were urged, in circular letter of December 12, 1870, from the commissioner, which was distributed to leading citizens in every county, and by personal communication in several counties, to select intelligent, influential citizens and property-owners to fill these positions.

In most instances the result has been most satisfactory, and in very few counties could better men be selected for this most responsible duty. Especially is this the case in regard to the county boards of education and county school commissioners, those who were opposed to the system, or who took no interest in the matter, having generally resigned or declined to serve.

DIFFICULTIES IN ORGANIZING DISTRICTS.

Notwithstanding the above facts are exactly as stated, yet, for various reasons, there has been very little accomplished in many counties, it being frequently impossible to obtain a quorum at the meetings of the county board, and at full meetings difficult to secure the necessary definite action. This has resulted from defects, or supposed defects, in the law, the small amount of school fund, and principally from want of confidence in the permanency of the system. The splendid results accomplished in many of the counties show what could have been done in most of them by the same united and intelligent action.

One of the first difficulties encountered was the entire want of information and confused condition of the names, numbers, and boundaries of the Georgia militia districts, the most important subdivisions of territory for school purposes. An attempt was made to provide for this contingency by a circular letter of date December 12, 1870, calling upon the county ordinaries for definite and official information on all these points. Only about forty responded, and very few of them gave all the information required. In a great number of counties there is no record whatever of the establishment and formation, boundaries, &c., of militia districts, and though the law required a transcript of the records of the inferior court to be filed in the executive office at the capital, showing the order of the court forming the districts and establishing their boundaries, such transcripts never have been furnished, or, at least, there is no record of them to be found.

The only record to be found is a book purporting to give the official numbers and counties in which the districts are; but besides being confused and incompetent, it is found to be utterly unreliable as showing the numbers and location of the districts, as recognized and reported in the various counties. According to this record, there are 1,251 militia districts. The complete returns from the counties show that, including seven which are reported as wards, there are really but 1,136 Georgia militia districts, and in many instances two or more of these bear the same number.

These facts, and the system of numbering adopted, has led to the most wonderful ignorance of the whole matter. Very few citizens in any county can tell how many militia districts there are in the county, much less the official numbers, location, or boundaries of such districts.

The next serious difficulty encountered resulted from defects in the law, which is in such general terms, and, in some instances, in such indefinite and ambiguous language, that it was frequently misinterpreted, as, for instance, officers were elected in some instances without regard to the territorial divisions, as specified in the law, &c. To provide as far as possible against these different interpretations already reported, and such as were evident in the future, circular No. 1 was issued on the 18th of January, and approved by the State board of education.

INSTRUCTION TO SCHOOL OFFICERS—UNION WITH PRIVATE SCHOOLS URGED.

On the 23d of February there was published a circular letter of instructions to school officers, sketching a plan of operations, advising union with private school enterprises, the absorption of private schools, teachers, and buildings into the common-school system, and fixing the beginning of the scholastic year on September 1, that being about the time schools would commence after the long summer vacation, and give time for collecting the reports and statistics for use of the general assembly.

POWER TO RAISE MONEY TO PAY TEACHERS QUESTIONED.

The question was raised very early as to the power granted to the county board of education in the 31st section of the act, it being very generally contended that, although it conferred upon the board the power to levy taxes for providing school-houses and school conveniences, it conferred no power to levy taxes for the purpose of paying salaries to teachers.

ATTORNEY GENERAL'S DECISION.

Upon an appeal from the county board of Richmond County, the matter was referred to the attorney general, who gave his opinion, that power to levy taxes for payment of teachers was not granted in the act of October 13, 1870. The matter was then brought before the State board of education, where it was found they were divided in opinion; and inasmuch as the law, in any case, left the exercise of such power optional with the county boards, the opinion of the attorney general, concurred in by the comptroller general, together with the opinion of the majority of the State board, were published, and the matter, with these opinions before them, left to the discretion of the county boards.

DIFFICULTIES ARISING THEREFROM.

This attacked the law at a vital point, for, without such power and action by the county boards, the fund for the actual support of schools was restricted to that provided in the forty-third section of the act—the State fund proper. It was well known that this would not much exceed $400,000, without additional appropriations, and that it was entirely inadequate to support the schools for a term of three months. With this view of the condition of affairs, the county boards were inclined to suspend all further effort until the law could be amended, as there was a general feeling of distrust and fear that no money would be received from the State. They were disinclined to levy taxes for the erection of school-buildings, in which they had no means

to maintain schools for a reasonable time, and no power to raise funds. Many counties have retained this view of the matter to the present time. Several counties, however, felt the imperative necessity of action, and desired to accomplish all that was possible under the law. It was therefore recommended that schools be established, and that the State fund be supplemented by subscriptions of the patrons of each school, so as to maintain free schools for a term of three months. The most of the schools have been established upon this plan, with the expectation that the money belonging to the school fund would approximate one dollar for each child of school age, and that the general assembly would make sufficient additional appropriations to provide a support for the schools for three months.

THE CITIES OF ATLANTA, COLUMBUS, AND SAVANNAH.

The cities of Atlanta, Columbus, and Savannah, with the county of Chatham, have each an organized board of education, under special acts; in the city of Atlanta, under act approved September 30, 1870; in the city of Columbus, under act assented to December 28, 1866; in the city of Savannah, and county of Chatham, under act approved March 21, 1866, amended by act assented to December 18, 1866. In the cities of Atlanta and Columbus, the board of education is elected by the city council. In Savannah the board is self-perpetuating, except those members who are appointed annually by the mayor.

The general act approved October 13, 1870, did not take cognizance of these special acts, nor prescribe the manner by which they should be made to harmonize, nor did it provide that the duties required of officers, under the general act, should also be performed by officers under the special acts. To secure harmony and such action as was possible, therefore, a full corps of officers was elected for the counties of Fulton and Muscogee, including the cities of Atlanta and Columbus, respectively, as required by the general act. The county boards of education were advised simply to supplement the action of the city boards, so far as the cities were concerned, just as might be necessary to carry out the provisions of the general act until, by further legislation, the laws could be made to harmonize. Such action has been had, and in the city of Atlanta preparations are making for the establishment of a thorough system of graded schools, the city of Columbus having, in addition to the splendid system of graded schools for white children, already provided in part for the colored children.

From the city of Savannah, and county of Chatham, only partial election returns were received, and no organization was obtained under the general act. From a complication of adverse circumstances, it was found impracticable to secure such organization by appointments without bringing about a conflict between the two organizations, detrimental to the magnificent public schools already established by the existing board of education, and injurious to the public-school interests. School affairs have, therefore, in that county been left entirely in the hands of the old board, which has consented, through its secretary, to make the reports and enumeration returns required by the general act, believing that the general assembly would authorize an apportionment of State fund to Chatham County upon such returns. No public schools for colored children have been established in that county, but it is believed the established authorities will make such provision as is possible so soon as the laws are made to harmonize and the State aid is apportioned to that county.

TEXT-BOOKS.

Section 5 of the act of October 13, 1870, required the State board of education to prescribe the text-books and books of reference to be used in the common schools of the State. By the kindness of the publishers, the State commissioned officer was supplied with all the best text-books in use for the examination of the board, and for the library of his office. Information was sought of all the county school commissioners and prominent teachers in the State, and reports were received from eighty counties of all the books in use, those in most general use, and those preferred. These facts, together with the books, were laid before the board, and after careful consideration a series of text-books was prescribed for use, and arrangements were made with the publishers to supply them for introduction until November 1, at one-half the usual retail rates. School officers were notified by circulars of books prescribed, and arrangements made with the publishers. These books have been largely introduced into the schools, both public and private, and are reported to give satisfaction. Most of them had previously been in use in many of the private schools of the State.

SCHOOL BLANKS AND REPORTS.

Suitable school registers, to gather and preserve the most important school statistics, have been supplied and furnished to the trustees, for all the common schools, as fast as required. The necessary blanks have been prepared and distributed for conducting all the business of the school organization.

WHY THE STATISTICS ARE INCOMPLETE.

The annual reports provided for obtaining full and complete statistics of all the educational institutions in the State, both public and private, and, if they had been promptly filled and returned as required, might have furnished the most reliable statistics it is possible to obtain. The entire inexperience of school officers, the absence of proper records of educational work performed, the want of system and familiarity with records and reports on the part of teachers and school officers, have prevented any great measure of success in efforts to obtain such statistics. The statistics obtained are therefore very incomplete, but the effort has been productive of great good, in arousing a proper interest in the subject, in directing attention to the proper data to be recorded, and the experience gained will result in reasonably complete and reliable statistics another year. The statistics are invaluable; they show definitely the work accomplished, and what is yet to be done; and whether the investment has been a profitable one or not. A very definite understanding of the whole matter cannot be had without them.

THE COMMISSIONER'S LABORS.

Commissioner Lewis, alluding to the extent of his personal labors, states as follows:

"The immense correspondence and laborious office duties imposed upon me have prevented such general canvass of the State as was desirable. I have done what I could. The labor involved in the preparation of blanks, instructions, &c., has been very great. I have traveled seven thousand one hundred and eight miles by rail upon official business, and two hundred and fifty miles by wagon. Besides general business accomplished, I have met and advised with school officers in twenty-eight counties, and have delivered twenty-two addresses. I have received more than 1,700 letters, besides the reports and returns. I have written 1,847 letters, and have preserved complete and perfect record of the entire correspondence. I have distributed 2,450 copies of the school law, and 1,250 copies of the acts of the general assembly of 1870, including the school law.

"I have distributed 8,500 copies of the various circulars and circular letters. I have prepared and distributed 38,000 copies of the various blanks for returns, reports, &c., and 2,230 copies of White's School Register."

SCHOOL FUND AND PROPERTY.

No school funds or property have come into the hands of the State board, and in very few counties have taxes been levied for school purposes, and very little of the amount levied has been collected. The old academy funds are held and controlled, so far as reported, by local trustees, independent of the common-school officers. Such funds will generally be used to supplement other funds for the support of the common schools, but additional legislation may be necessary to secure such results in all cases.

ALLEGED IMPROPER DIVERSION OF SCHOOL LANDS.

By the land lottery act of 1818, lots 10 and 100 in each surveyor's district, together with the proceeds arising from the sale of fractional lots in the counties of Appling, Irwin, Early, Watson, Gwinnett, Hall, and Habersham, were set apart for the education of poor children. It is believed that much of this property has improperly passed into the hands of private parties, and that very little has been, or is, available for the purpose intended. Additional legislation, and perhaps the appointmennt of a commissioner to thoroughly investigate the whole matter, would be necessary to recover whatever may be valuable of this property, and make it available for support of common schools.

AVAILABLE SCHOOL FUND.

The school fund which may therefore be used for the support of the common schools is that set apart by the act of October 13, 1870. The comptroller general reports that there had been paid into the treasury, up to October 1, 1870, moneys belonging to the school fund, as follows, viz:

From the poll-tax of 1868	$90,465 61
From the poll-tax of 1869	98,198 16
From the poll-tax of 1870	20,601 67
From all sources, except poll-tax, as shown by comptroller's reports for 1868, 1869, and 1870	91,300 78
From liquor tax and tax on shows from January 1 to October 1, 1871	26,516 87
Total	327,083 09

Brought over	$327,083 09
There has been paid into the treasury, by lessees of the Wilmington & Atlanta Railroad, to October 1, 1871, the sum of $2103,99 79, one-half of which belongs to school fund	105,199 89

The interest accruing to school fund on bonds deposited to secure it under act approved July 28, 1870, is unknown.

Total amount standing to the credit of school fund, exclusive of interest on bonds	432,282 98

In addition to the above, there are in the hands of the honorable the secretary of state bonds issued under act approved December 11, 1858, to the amount of $350,000—$150,000 issued November 1, 1859, and $200,000 issued November 1, 1860. This money is by the act constituted a permanent school fund, on which the State shall pay an annual interest of 6 per cent. for current expenses of schools, and for which the faith and honor of the State stand pledged. The interest has been paid, or at least the coupons have been detached for the interest due November 1, 1860, on the bonds issued in 1859. The interest is therefore due and coupons unpaid for the whole amount of these bonds ($350,000) for eleven years, making amount now due, and that should be available for current expenses of schools, $231,000.

The returns of the enumeration of scholastic population were required by law to be made on or before November 1; therefore no apportionment of school fund has or could be made. The returns are now coming in, and the apportionment of school fund can soon be made, and money distributed for support of schools that have already been established, or that shall be in operation before August 31, 1872.

EXPENSES OF THE COMMISSIONER'S OFFICE.

There has been paid for expenses of the commissioner's office as follows, to October 1, 1871:

For salary of State school commissioner	$2,341 62
Traveling expenses of State school commissioner	555 50
Salary of clerk, (ten months)	1,000 00
Postage, &c	397 90
Freight, express, telegrams, &c	248 38
Atlanta New Era, (circulars, blanks, &c	1,838 80
Wilson, Hinkle & Co., (school register)	1,507 55
R. P. Studley & Co., (stationery)	145 00
Philips & Crew, (stationery)	148 56
Printing 2,500 copies school law	125 00
	8,308 31

PAYMENT OF TEACHERS AND OFFICERS.

The schools have been organized by the school officers, and contracts made with teachers, which they have fulfilled in good faith, and now demand their money. The same amount expended has never accomplished as much in the State of Georgia. The faith and honor of the State stand pledged to pay these school teachers and officers, and unless the pledge is redeemed fully and promptly, the school system will suffer a severe and disastrous check, and the State of Georgia will feel its influence for many a dark day.

RECOMMENDATIONS FOR LEGISLATION.

The State commissioner makes the following recommendations for State legislation:

1. That section 15, act approved October 13, 1870, be amended so as to designate each county as a county *only* in the school organization, and each subdivision of the county, viz, wards of cities, incorporated towns, and Georgia militia districts, or parts of Georgia militia districts, constituted a school as districts, and not sub-districts, as styled in the existing law.

2. That members of county boards of education be styled "county school commissioners," and the secretary of said board be styled "county superintendent."

3. That the present system of numbering the Georgia militia districts be changed so as to number the districts in a county series in each county, commencing with the most northwesterly district as number one, and numbering them in a regular series from west to east, in successive tiers, so that the highest-numbered district shall be most southeasterly.

4. That no school district shall be formed with boundaries otherwise than corresponding with those of wards, towns, and Georgia militia districts, and that if changes in

such be needful it shall be done by united action of school officers and county officers having authority in the matter, so as to keep the school districts and civil or military districts identical.

5. That county ordinaries be required to establish and record, within a reasonable time, the exact boundaries of each Georgia militia district by metes and bounds that may easily be mapped.

6. That county superintendents of schools be authorized to examine applicants and grant licenses to teachers at such other times and places than those mentioned in section 22 as they may deem for the best interests of the schools, such action being subject to the supervision and revision of the board at any subsequent meeting.

7. That section 31 be amended so as to grant undoubted authority to the county board to levy such tax as may be necessary, together with State fund, to maintain a sufficient number of schools for the admission of such children as wish to attend school for a term of at least three months in each year, and that said county board shall recommend an additional tax sufficient to maintain the schools for at least three months more in each district, which recommendation shall be voted upon at the regular annual election of school officers by the qualified electors of each county, and if a majority vote in its favor the tax shall be levied and collected; provided, that such tax shall be uniform for the whole county, except for such towns or wards of cities as may be included in its limit.

8. That the tax laws shall be so amended as to require the tax returns to show the taxable property in each school district.

9. That section 33 be amended to require the enumeration to be taken from the 1st to the 15th of September, instead of October, and that the beginning of the scholastic year be fixed by law on September 1.

10. That any city in the State containing a population of not less than 5,000 persons shall have the privilege of securing the passage of a special act giving a *pro rata* part of the general fund, providing a special system suited to the wants of her people, exempting from the general provisions of the school law, excepting such as require equal school privileges to be provided for all, and accept so much as relates to reports and returns and general supervision of the State board and the State commissioner.

11. That county boards of education be authorized to pay the county superintendent such compensation as they may determine, in addition to that provided in section 27. Such additional compensation to be paid only from funds raised by local taxation.

REASONS FOR THESE RECOMMENDATIONS.

Commissioner Lewis gives the following very significant and proper reasons *seriatim* for the foregoing recommendations:

1. Designating each county as a school district in the law is of no avail. The county never is called a district, but always a county; and the subdivisions are almost invariably called districts, and will be by school officers, teachers, and people. The nomenclature proposed is the natural one, and corresponding with the Georgia militia districts, the school districts, the territory so named will never be misnamed when spoken or written of, and it will give opportunity to designate subdivisions of the districts as sub-districts when necessary, and the terms will never be transposed.

2. The same reasons apply for the designation of school officers proposed. The members of county boards are now, in spite of the law, almost invariably styled county commissioners; even in the election returns they were generally called county commissioners, though there is but one county commissioner under the law—the secretary of the board. The members of county boards are commissioners; they perform commissioners' duties, they supervise all school matters, they levy taxes, they hold property, &c., &c. The secretary is the superintendent, and is almost invariably so designated. His title would thus always be given, and never misunderstood or confounded with members of county boards.

3. The present system of numbering the Georgia militia districts has led to interminable confusion, as appears from facts heretofore stated in this report. Not one citizen in ten can tell how many districts there are in his county, or the official numbers of them, or even of his own, or where they are situated. The numbers given serve no purpose whatever except to officials and on official business, and for that purpose they never can be relied upon. The system proposed, it is believed, will remedy the whole matter; it proposes to change no boundaries, but simply to number the districts. Every man, woman, and child will soon learn the number of districts in the county simply from hearing the highest-numbered district mentioned. Every citizen will soon learn the number of his own district, and, knowing that, will know the number and location of the others. He will know that all the lower-numbered districts are north, and all the higher numbers south. He knows that the next lower number is west, and the next higher east. He will know where, or nearly where, to find any district in any county. The whole population will soon become familiar with these matters, of which most of them now know nothing. It may be accomplished by sim

ply requiring the ordinaries to remember the districts in the order specified, and record the same in the records of his court, and also reporting the changes made to the executive department. Of course the tax-digests and all official documents will thereafter designate them by their new numbers.

4. The reasons for this provision have been furnished by the operations of the law. The boundaries of districts are troublesome lines to get over. Every subdivision multiplies the difficulties. All modern legislation on the subject, all the efforts of the most experienced school-men, have been directed recently to the consolidation of the little petty school districts and reduction of number of school officers required. What is called the township system is fast being established under the efforts of experienced school-men as the most economical and efficient. In all the rural districts where the population is sparse, the districts should be not less than six miles square, corresponding with the townships of the north and west. This division allows the establishment of graded schools as fast as the density of the population will permit two or more primary schools and one central school of higher grade in each district. The small districts necessitate a mixed or ungraded school in each, and the lines are bars to more convenient arrangement for pupils and schools. It is found that one such district is better and more economically managed by three trustees, even if there be six or eight schools, than it possibly could be by as many boards of trustees as there are schools. Take, for example, the original organization of Illinois. About one hundred and twenty counties with one county superintendent for each; these divided into about two thousand townships, with four school officers for each, and the townships into about five school districts each, making ten thousand school districts, with three trustees for each—a total of 38,120 school officers for a territory less than that of Georgia. The work is done easier and better by one-fifth as many; and better, far better, schools are established. Georgia has now 1,291 school districts, including the towns and wards of cities. This, even leaving out the town and wards and allowing 58,000 square miles to the State, would make the districts average less than seven miles square. The smaller districts are generally in the more densely-populated sections, and the larger districts are in sparsely-populated sections, just where they ought to be, and two or more schools, as may be required, can be established to much better advantage than if they were subdivided. The almost universal complaint of trustees as to the complexity of the system and amount of labor to be performed will be heard no more when they have become familiar with the duties and learned how to perform them, as they may with very little interference with their private affairs. Such complaints are not heard elsewhere, even when much more is required. The school law and the school system are, and must be, intimately connected with all the affairs of the State. The tax laws must harmonize with it, or it cannot work smoothly. Unless the tax returns show the property in each school district, there is no available way, without extra trouble and expense, to determine the property which shall build certain houses, or maintain certain schools. There is certainly no more important, as there is no more necessary purpose, for which subdivisions of counties are required than as school districts, and such subdivisions as will serve for that will be very sure to serve for any other that may be needed.

5. For this recommendation there need be no argument made; the necessity is evident. Very many counties have no records on the matter, but all the districts are simply recognized by common consent, and the boundaries frequently unknown.

6. If county superintendents are competent for the position, they are competent for this duty, and although, as a general rule, it will be far better to examine applicants in classes, and before the county boards and public, at the regular quarterly meetings, yet there are frequently cases where it is a hardship to the teacher and a great inconvenience to the school that a license cannot be granted between these meetings. It is very generally requested by county school commissioners, and will not only work well, but is commonly practiced elsewhere.

7. This amendment is vital to the school system; the power must be given to some authorized body for this purpose, or the system is and must be a failure. It matters very little where the power is left, so it be unquestionably granted and clearly defined. Certainly one-half the counties in the State would have levied taxes for a school term of from three to six months during the last year if the power had been unquestioned. What has been done in Savannah, Columbus, Memphis, Nashville, and other cities, can be done elsewhere. What has been and is being done in Missouri and Virginia can be done in Georgia. The annual private schools, however expensive, cannot be supplanted by three months' free school, the term must be extended for such length of time as there is need, to reap the full benefits of the system. All the primary education must be supplied by the free schools, and then private schools of a higher grade will prosper. The people are hungry for school privileges and a system that shall supply school facilities at the most economical rates. They look abroad and see the magnificent results of such a system, and desire to move to the front of modern civilization and participate in the use of this greatest engine for human progress known to any time. It is simply a question whether the masses shall be enlightened or not. They cannot be, except with

a common-school system. Look at the statistics of the past. We find that only 94,687 white children attended schools of any kind, in 1860, out of a scholastic population of 236,454, (white,) and the number of adult native white persons who could not read or write was 45,199, out of an adult native white population of 251,575, or almost 18 per cent., as reported in the census returns, and the best statisticians add thirty per cent. to these returns to show the real truth. The census returns of 1870 will doubtless show a still larger percentage of illiteracy. What may be expected when the returns in the commissioner's office show that there were only 325 white children in school during the last year in Baldwin County, out of a scholastic population (white) of 948: in Brooks County, only 50 out of 745; in Columbia, only 263 out of 632; in Habersham, only 769 out of 1,709; in Liberty, only 275 out of 860; in Lowndes, only 351 out of 1,534; in Talbot, only 645 out of 1,702; in Taylor, only 318 out of 1,362; in Worth, only 109 out of 931?

It is futile to think it can be remedied by a private-school system; it has been tried in Georgia a hundred years. The commissioner states that he has discussed all summer the questions that have been settled elsewhere for twenty, thirty, forty years or more, and that he believes the general assembly will look the matter squarely in the face, and act wisely.

8. This recommendation needs no argument.

9. This amendment is intended to complete the labor of trustees in the school work before the busy season commences, and also to secure the annual reports of schools and annual returns of scholastic population at the same time.

10. It will be evident to any one who will examine the subject that all towns of that size require a different machinery from that of the county districts. Under whatever different laws the States have established the common-school system, all have found it necessary to provide a special system for the towns.

11. This provision is intended to provide for only a few of the large and densely populated counties.

CONCLUSION.

In conclusion, Mr. Lewis urges that he had attempted to establish the school system upon an educational basis only, ignoring all political, sectarian, or other considerations. Schools for the masses, schools for all, that shall furnish an ordinary education. This accomplished, the higher educational institutions are sure to follow. Commissioner Lewis further states that he has labored against open and secret opposition, general apathy, and distrust, and without money, and without the power to raise any. Promises have been given, only promises, which, however, have been founded on the law. The almost universal change in public sentiment regarding a common-school system and the work accomplished are sure indications of the wants and wishes of the people.

PEABODY FUND IN GEORGIA.

The fifth report of the agent of this fund, Rev. Dr. Sears, made February 15, 1871, contained the following strictures and statement of his official operations in Georgia:

"Persistent efforts have been made from year to year by the State Teachers' Association, a highly intelligent body of men, and other friends of education, to prepare the way for the passage of a school law adapted to the circumstances of the people. The legislature has at length been induced to take action on the subject. The law thus passed was approved October 13, 1870. It provides for a State board of education like that of Virginia, already described, except that it includes the secretary of state; for a State school commissioner; for county boards of education and commissioners, and for trustees for the sub-districts. Each county forms a school district, as it does in Florida and Mississippi. The following peculiarities are observed in this law: It makes it the duty of the board of education to determine the amount which, in addition to the income of the school fund, it will be necessary to raise by general tax in order to support a school three months in every district of the State, and to report the estimate annually to the general assembly. It is made the duty of the commissioner to give such instructions as he may deem requisite and proper for the organization and government of schools to the local school officers, who are required to act in conformity therewith, having the right, however, of appeal to the State board of education.

"The county boards consist of one person, to be elected by the people, from each militia district, one from each ward in any city of the county, and one from each incorporated town. These boards elect one of their own members for a county commissioner. They have power to establish such graded schools (high schools) as they may think proper in the county, and also to exercise all the powers of the trustees of the sub-districts, whenever the latter neglect their duties. The county commissioners hold the same relation to the sub-districts that the State commissioner does to the counties, and are paid $3 a day while in actual service. The trustees are to have charge of

the primary schools in their respective sub-districts. In contracting with teachers, they are to be governed by the amount of money received from the State. For the erection and repairs of school-houses, they are required to levy such a local tax as the county board shall determine. The white and colored children are to be taught in separate schools. In contiguous districts, having a sparse population, provision is made for ambulatory schools of two months' duration in each district. The same error seems to have been committed in respect to city schools as was noticed in the Virginia law.

"It will require scarcely less than a year to put this law in operation throughout the State. As yet, of course, nothing could be done by us in conjunction with the authorities just coming into power. We continue, therefore, still to act on our former plan of selecting and aiding only those cities which can with such help support free schools.

"The last appropriation made to the city of Savannah was for the year 1867–'70. I had good opportunity, in the month of May, to see what progress had been made in its schools in the three years in which it had received the benefit of your fund. At the meeting of the State association of teachers, held there at that time, one-half day was spent by the teachers in visiting all the schools of the city. It was the testimony of the most intelligent of these visitors, themselves teachers by profession, many of them in colleges, that they had learned more of the superior excellence of public schools during that half day than ever before. Such perfect classification, such conveniences for the school-room, such skill in the art of teaching and government were, in their opinion, hardly to be found elsewhere in the State. The influence of this living and conspicuous example is of estimable value, and is already beginning to be evidently felt.

"The city of Columbus did not intend to call on us for any further assistance, but in March last its large female academy building was burned nearly to the ground. A new building in a more modern style was under contract in August last, and is no doubt completed before this time. The old church, in which another school was kept, has, been sold, making it necesary to procure another building. An appropriation amounting to $1,500 was accordingly made. This city ranks next to Savannah in its schools, and is doing a noble work for the western part of the State, as the latter is for the eastern.

"The condition of the schools of Augusta, to which we contribute $1,000, I cannot better describe than in the language of its superintendent: 'As to our schools, we have not been able so far to organize a system which either you or I would fully approve; but you would be gratified to see how well it works, imperfect as it is. By the opening of the next year we hope to put in operation a graded system, fully in accordance with your views. This year is, I think, a decided improvement upon the last. The teachers work well, and the pupils exhibit great progress.'

"It was proposed by the city government of Atlanta last year to inaugurate a grand system of public schools. The new law has probably interposed an insurmountable obstacle to that project. If it be so, the necessity of removing it will soon be perceived. The offer then made of assistance from your fund is still available for them.

"The colored normal school, called the Atlanta University, is in successful operation. The number of normal pupils has been so great that we have increased our appropriation from $500 to $800, the conditions being the same as at Fisk University in Tennessee, and Hampton Institute, Virginia.

"Correspondence was also opened with Milledgeville, Macon, and some other towns with reference to free schools conducted on our general plan, and distinct propositions were made to them; however, no definite response has yet been received."

SCHOOL STATISTICS OF THE CITY OF SAVANNAH AND THE COUNTY OF CHATHAM.

From the report for the year 1870–'71, of Hon. W. H. Baker, superintendent of schools of the city of Savannah, the following information is presented:

The board of public instruction is composed of the following officers: President, R. D. Arnold, M. D.; vice-president, John Stoddard; secretary, W. H. Baker; treasurer, John L. Villalonga.

The members of the board are Messrs. R. D. Arnold, John Stoddard, Edward A. Anderson, Henry Williams, Solomon Cohen, John Lama, John L. Villalonga, John Williamson, Rev. D. H. Porter, James B. Read, Rev. S. Landman, and John Scriven.

The receipts and expenditures for maintaining these schools are shown as follows:

RECEIPTS.

Balance on hand	$1,870 58
City appropriation	35,000 00
County appropriation	10,000 00
Total	46,870 58

EXPENDITURES.

Teachers' salaries, city and county	$37,492 40
Janitor's wages	600 00
Repairs	2,935 24
Furniture	2,775 62
Rent	341 67
Printing and advertising	636 09
Books, stationery, and school requisites	549 94
Fuel	425 75
Insurance	50 00
Incidentals	487 24
Total	46,293 95

Balance in treasury, $576 63.

For the year ending July, 1867, there were admitted as scholars in the public schools as follows:

Enrolled and admitted	705
Average attendance	550
Cost per scholar	$23 00
During the past year 1870–'71, there were enrolled and admitted	2,438
Average daily attendance	1,915
Cost per scholar	$16 25

Among those enrolled during the past year only four have died. No aid has been received during the past year from the Peabody fund. The schools are in need of five globes, maps on a large scale, and apparatus for demonstration in science. The schools comprise the Boys' High School, Girls' High School, Boys' Grammar School, Girls' Grammar School, Boys' Intermediate, Girls' Intermediate, Boys' Primary, Girls' Primary, Cathedral (Catholic) School, and St. Patrick's (Catholic) School; of all of which Mr. W. H. Baker, A. M., is superintendent, aided by thirty-eight teachers, principals and assistants.

SCHOOL STATISTICS OF THE CITY OF AUGUSTA AND COUNTY OF RICHMOND.

The following facts are derived from the report of Mr. B. Neely, superintendent of schools for the city of Augusta:

Number of children of school age	5,439
Number of children enrolled in school	3,500
Average number attending school	2,632

In the primary schools two male and seven female teachers are employed, with a total number of 1,238 scholars, of which 643 are males and 595 females.

In the grammar or intermediate schools six male teachers and one female teacher are employed, with a total number of 777 scholars, of which 396 are males and 381 females.

In the corporate school two male and five female teachers are employed, with a total number of 300 scholars, of which 200 are males and 100 females.

In the city normal school two teachers, one male and one female, are employed, with a total number of 30 scholars, of which 16 are males and 14 females.

SUMMARY.

Number of male teachers	11
Number of female teachers	14
Total number of teachers	25
Number of male scholars	1,255
Number of female scholars	1,090
Total number of scholars	2,345
Total number of schools	26

INCOME.

Amount received from State fund	$9,000
Amount received from county fund	14,000
Amount from other sources	2,000
Total	25,000

SUMMARY OF SCHOOL INFORMATION.

Georgia has a State school commissioner and a State board of education, consisting of the governor and other State officials. Each county has a county school commissioner, who reports to the State commissioner. In each county there is a board of education, consisting of as many members as there are militia districts in the county; and the county school commissioner is elected by this board, of which he is a member, and he acts as secretary of the board. In each militia district a board of school trustees is chosen, three in number, the office of one of them being vacated and refilled annually. These trustees provide school buildings, secure teachers, and take a census of the children within the district annually. The teachers are examined and receive their certificates from the school commissioners. No State appropriation is made for the support of schools beyond the poll-tax, which amounts in the aggregate to about $200,000 annually. No colored child is admitted to the schools sustained by the board of education of Savannah. The school board is elected by the city council, under the old law. Chatham county, which includes Savannah, and is the largest in the State, claims to be exempt from the operation of the new law; and other counties are about claiming a similar exemption. The chief danger to the system in the State seems to be from the exemption of the larger cities from the operation of the general law; one provision of the law being that, unless any new law should especially repeal particular provisions of the old law, those provisions should remain in force. The first census of the scholars of the State has not been completed under the new law, and no money has been raised yet; there are, therefore, no schools in operation under this law, and none can be opened earlier than January 1, 1872. The new law was passed in December, 1870, and the first election of school officers was held in January, 1871.

COLORED SCHOOLS.

There are no colored schools in Georgia, except in Thomasville, Quitman, Savannah, Bainbridge, and one school in Liberty County. These are all under the care of the American Missionary Association.

Atlanta University is now firmly established, having about three hundred students. The last legislature appropriated for this university, $7,500.

The Beach Institute at Savannah is in a flourishing condition, having at present about 250 pupils. The institute is under the superintendence of Mr. Niles, aided by a efficient corps of teachers.

The university at Athens also received an appropriation of $7,500.

In Richmond County, including the city of Augusta, the amount raised for the support of schools was expended for both white and colored schools, and of the seven colored schools, five of the teachers were white and two colored.

In Columbus and Macon the schools are for white only, so far as supported by tax.

LIST OF SCHOOL OFFICERS, STATE OF GEORGIA.

J. R. Lewis, *State School Commissioner, Atlanta;* Chas. S. Cook, *Clerk.*

COUNTY SCHOOL COMMISSIONERS.

County.	Name.	Post-office.
Appling	E. M. Kennedy	Holmesville.
Baker	Thos. W. Fleming	Newton.
Baldwin	John Hammond	Milledgeville.
Banks	T. C. Chandler	Homer.
Bartow	Robt. C. Soxon	Cartersville.
Berrien	Jas. F. Goodman	Nashville.
Bibb	W. D. Williams	Macon.
Brooks	S. T. Kingsbery	Quitman.
Bryan		
Bullock	Geo. W. Sease	Statesborough.
Burke	Leroy A. Murphy	Griffin's Landing.
Butts	E. E. Pound	Indian Springs.
Calhoun	J. J. Beck	Morgan.
Camden	O. H. Adams	St. Mary's.
Campbell	J. W. Beck	Fairburn.
Carroll	Samuel A. Brown	Bowdon.

List of school officers—Continued.

County.	Name.	Post-office.
Catoosa	T. D. Fox	Ringgold.
Charlton	R. C. McKinney	Trader's Hill.
Chatham		
Chattahoochee	C. N. Howard	Cusseta.
Chattooga	W. T. Irvine	Summerville.
Cherokee	M. Puckett	Woodstock.
City of Savannah	W. H. Baker	Savannah.
City of Columbus	Geo. M. Dews	Columbus.
City of Atlanta	B. Mallon	Atlanta.
Clarke	E. F. Anderson	Watkinsville.
Clay	John C. Wells	Fort Gaines.
Clayton	Robert Logan	Jonesborough.
Clinch	H. D. O. Quin	Lawton.
Cobb	John W. Baker	Marietta.
Coffee		
Columbia	E. S. Florence	Sawdust.
Colquitt	B. E. Watkins	Greenfield.
Coweta	R. E. Pitman	Sharpsburgh.
Crawford	John W. Ellis	Knoxville.
Dade	J. T. Sells	Trenton.
Dawson	John J. Bishop	Dawsonville.
Decatur	Robt. W. Davis	Bainbridge.
De Kalb	W. H. Strickland	Decatur.
Dooly	O. P. Swearingen	Vienna.
Dodge	David M. Buehan	Eastman.
Douglas	John C. Bowden	Salt Springs.
Dougherty	J. S. Ingraham	Albany.
Early	Joel W. Perry	Blakely.
Echols	J. P. Prescott	Statenville.
Effingham	Samuel S. Pitman	Springfield.
Elbert	H. J. Goss, jr	Elberton.
Emanuel	Josephus Camp	Swainesborough.
Fannin	J. D. McDaniel	Morganton.
Fayette	C. J. Fall	Senoia.
Floyd	M. A. Nevin	Rome.
Forsyth	H. L. Patterson	Cumming.
Franklin	Richard D. Yow	Carnesville.
Fulton	J. W. Manning	Atlanta.
Gilmer	N. L. Osborn	Ellijay.
Glascock	J. J. Hyman	Gibson.
Glynn	A. Clark	Brunswick.
Greene	John H. Seals	Greensborough.
Gordon	H. C. Hunt	Calhoun.
Gwinnett	J. N. Glenn	Lawrenceville.
Habersham	Thomas J. Hughes	Clarkesville.
Hall	H. S. Bradley	Gainesville.
Hancock	W. H. Bass	Devereaux.
Haralson	William J. Walton	Buehanan.
Harris	Joel T. Johnson	Hamilton.
Hart	Charles W. Seidell	Hartwell.
Heard	J. B. Merrell	Franklin.
Henry	Q. R. Nolan	McDonough.
Houston	Charles M. Neel	Perry.
Irwin	R. W. Clements	Irwinville.
Jackson	G. J. N. Wilson	Jefferson.
Jasper	W. R. Berner	Montieello.
Jefferson	D. G. Phillips	Louisville.
Johnson	M. H. Mason	Wrightsville.
Jones		
Laurens	W. S. Ramsey	Dublin.
Lee	Samuel C. Wyehe	Starkville.
Liberty	Benj. Darsey	Hinesville.
Lincoln	C. R. Strother	Lincolnton.
Lowndes	A. J. Bessent	Valdosta.

List of school officers—Continued.

County.	Name.	Post-office.
Lumpkin	Benj. F. Sitton	Dahlonega.
Macon	B. A. Hudson	Montezuma.
Madison	Thos. P. Cleveland	Paoli.
Marion	J. H. Dunham	Buena Vista.
McDuffie	E. A. Steed	Thompson.
McIntosh	S. W. Wilson	Darien.
Meriwether	Wm. T. Revill	Greenville.
Miller	M. D. Johnson	Colquitt.
Milton	Thos. L. Lewis	Alpharetta.
Mitchell	M. S. Poore	Camilla.
Monroe	E. M. Hooten	Forsyth.
Montgomery	G. M. T. McLeod	Mount Vernon.
Morgan	C. H. Andrews	Madison.
Murray	S. H. Henry	Spring Place.
Muscogee	W. W. Flewellen	Columbus.
Newton	H. T. Shaw	Oxford.
Oglethorpe	W. W. McLester	Lexington.
Paulding	Jas. G. Denton	Dallas.
Pickens	A. P. Mullinax	Jasper.
Pierce	L. H. Greenleaf	Blackshear.
Pike	D. D. Peden	Griffin.
Polk	A. Huntington	Cedar Town.
Pulaski	John Laidler	Hawkinsville.
Putnam	W. W. Turner	Eatonton.
Quitman	L. C. A. Warren	Georgetown.
Rabun	F. A. Bleckley	Clayton.
Randolph	J. A. Edwards	Cuthbert.
Richmond	Benj. Neely	Augusta.
Rockdale	D. M. Parker	Conyers.
Schley	John N. Hudson	Ellaville.
Scriven	W. L. Mathews	Ogeechee.
Spalding	H. E. Morrow	Griffin.
Stewart	W. H. Harrison	Lumpkin.
Sumter	Wm. A. Wilson	Americus.
Talbot	W. R. Warthen	Talbotton.
Taliaferro	Geo. G. Hixon	Crawfordville.
Tatnall	Isaiah Beasley	Reidville.
Taylor	A. M. Rhodes	Butler.
Terrell	L. M. Lennard	Dawson.
Telfair	Alex. McDuffie	Mackville.
Thomas	W. F. Hubert	Thomasville.
Towns	J. G. Stephens	Hiawassee.
Troup	John E. Toole	La Grange.
Twiggs	G. W. Thorp	Marion.
Union	Wm. C. Hughes	Blairsville.
Upson	John M. Greene	Thomaston.
Walker	J. C. Clements	Lafayette.
Walton	G. A. Nunnally	Monroe.
Ware	C. T. Latimer	Waresborough.
Warren	A. S. Morgan	Warrenton.
Washington	H. N. Hollifield	Sandersville.
Wayne		
Webster	Benj. F. Harrell	Preston.
White	M. K. Palmer	Cleveland.
Wilcox	Stephen Bowen	Abbeville.
Wilkes	F. T. Simpson	Washington.
Wilkinson	F. C. Chambers	Irwinton.
Whitfield	W. C. Richardson	Dalton.
Worth	Thos. G. Westfall	Vine's Mills.

ILLINOIS.

The eight biennial report of the Hon. Newton Bateman, superintendent of public instruction for the State of Illinois, comprising the years 1869–1870, was issued in January, 1871.

	1869.	1870.
Whole population of the State, (census 1870)		2,549,410
Number of persons between ages of six and twenty-one years	837,464	862,624
Number of white persons between ages of six and twenty-one years	830,589	855,325
Number of colored persons between ages of six and twenty-one years	6,875	7,299
Number of school districts	10,593	11,006
Number of districts having school six months or more	9,769	10,179
Number of districts having school less than six months	450	551
Number of districts having no school	374	276
Number of public high schools		108
Number of graded schools	722	641
Number of ungraded common schools	9,774	10,262
Whole number of free public schools	10,496	11,011
Number of private schools	600	530
Number of pupils in private schools	39,379	41,001
Average number of day-schools sustained	141	142
Number of male scholars	345,279	344,375
Number of female scholars	304,470	308,340
Total number of scholars attending	649,749	652,715
Number of male teachers	8,981	8,761
Number of female teachers	10,423	11,320
Total number of teachers	19,404	20,081
Total number of days taught	1,802,557	1,998,240
Average daily attendance	307,008	339,540
Total number of school-houses	10,485	10,773
Number of school-houses built during the year	485	547
Number of districts having libraries		1,190
Whole number of volumes in district libraries	52,149	68,894
Receipts for school purposes	$7,064,793 10	$8,057,232 18
Total expenditures	$6,017,281 78	$6,881,537 62
Highest monthly wages paid to male teachers	$250 00	$250 00
Highest monthly wages paid to female teachers	$120 00	$120 00
Lowest monthly wages paid to male teachers	$10 00	$12 00
Lowest monthly wages paid to female teachers	$8 00	$6 34
Total estimated value of school property	$16,410 257 00	$16,859,300 09
Cost per scholar, (census)	$4 78	$5 35
Cost per scholar, (on enrollment)	$6 17	$7 07
Cost per scholar, (average daily attendance)	$13 04	$13 80
Number of teachers examined during the year	14,386	17,233
Number of teachers rejected during the year	2,480	3,813
Number of certificates issued	11,906	13,420
Number of schools visited	8,353	8,360
Number of schools visited more than once	2,393	1,885
Number of schools visited not at all	1,510	2,026
Number of institutes held	118	119
Whole number of teachers attending	4,651	5,868

COMMON-SCHOOL REVENUES.

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

In 1865	$3,316,739 00
In 1866	4,445,136 00
In 1867	5,707,810 00
In 1868	6,896,879 00
In 1869	7,064,793 10
In 1870	8,057,232 18

These figures are sufficiently suggestive, and explain the rapid increase of the State in all the elements of wealth and power.

THE SCHOOLS.

It is a fundamental requirement of the school law that each district must have and maintain a school absolutely free to all the school-going children in the district for a period of at least six months in each year, as a condition-precedent to a legal claim to share in the distribution of the public-school funds. This is, therefore, one of the proper tests of the condition of the school system in any given year, showing the degree of compliance with an essential requirement. In this particular the exhibit for 1870 is the most favorable ever presented. Out of the whole number of districts in the State, as reported for 1870, being 11,006 in all, 10,179, or more than 92 per cent., sustained schools the full time required by law; of the remainder, 551 districts, or a little over 5 per cent. of the whole, maintained schools, but not for the full time, leaving only 276 districts—2½ per cent. of the whole number—that had no school at all during the year 1870.

Five hundred and fifteen more schools are reported in 1870 than in 1869, the whole number being 11,011. Of these, 108 are reported as high schools, 641 as graded schools, and the remainder, 10,262, as common or ungraded schools.

The reports of graded schools were returned under a very strict definition of that class or kind of schools, and it is not to be inferred that the very large numbers reported as common or ungraded are all unclassified schools.

The number of public high schools reported is 108, being an average of about one to each county in the State. The number is, no doubt, correctly reported, although there is a wide difference in the extent and character of the courses of study, and in the requirements for admission, the standards of scholarship, and the general excellence of the several schools reported in each class. The greater portion of these high schools are in the cities and large towns and villages, and are under the control of boards of education, acting in conformity with the provisions of special charters or acts of incorporation.

CHANGES IN THE SCHOOL LAW.

The report points out carefully, and somewhat exhaustively, the relations of the new State constitution, adopted in 1870, to the common-school system, and suggests various changes necessary to bring the general school law into harmony with the supreme law of the land. While there is but one article in the new constitution devoted exclusively to education and common schools, there are provisions interspersed throughout almost the entire instrument which bear upon the subject. The first section of this article establishes the principle that hereafter all the school-going children in the State shall be equally entitled to the benefits of the public schools without exception or discrimination. It is as follows: "The general assembly shall provide a thorough and efficient system of free schools, whereby all the children of this State may receive a good common-school education."

THE RIGHTS OF COLORED CHILDREN.

The right of colored children equally with others to a good common-school education, (in the judgment of the superintendent,) fully accrued and attached when the new constitution went into effect, on the 8th of August, 1870, and that since that date, now and henceforth, school directors, and other boards of education, working under the general law, may and should provide for the free education of colored children as efficiently and thoroughly as for the education of white children. It is not a case for labored interpretation or construction; the language of the supreme law is too explicit to need any studied interpretation, and it is as peremptory as it is clear: "Shall provide a thorough and efficient system of free schools, whereby *all the children* of this State may receive a good common-school education." There is no white, no black; no exception, distinction, or discrimination, in this language. Its scope is coextensive with the territorial limits of the State, and the boon which it provides is for every child in the State. The only question touching the matter of eligibility will hereafter be, Is this youth one of the children of this State, and of lawful school age? While the colored people may justly claim and demand an immediate participation in the privileges of the free-school system in virtue of the express provisions of the supreme law, no means would seem at present to exist whereby they can enforce their claim, should a board of directors be indisposed to allow them. The *principle* of equality and universality in the exercise and enjoyment of common-school rights and privileges is enunciated and proclaimed in the organic law, and by that principle school directors may and should be at once governed by their actions. But in respect to remedial or coercive appliances, where school officers neglect or refuse to recognize and carry out that principle, further legislation would seem to be necessary.

QUESTION OF SEPARATE SCHOOLS LEFT TO COMMON SENSE.

The question whether separate schools shall be provided for colored children, or whether there shall be the same school for all, was regarded as too trivial a matter for mention, even in the new constitution. It is one of those matters which involve no

principle and which are best left to regulate themselves. It is the right and the imperative duty of school boards, under the new constitution, to provide at once for the education of children of color as efficiently and thoroughly, in all respects, as for the education of white children; in the discharge of this duty, it is optional with them, taking into account the state of opinion and feeling in the community, the wishes of the colored people themselves, and the best good of all the schools and school interests concerned, either to admit them to the same school with the whites or to provide separate schools for them, as in their judgment may seem best. With prudence and common sense, this problem will gradually and safely work out its own solution. *Prejudice* and *cost* will be the two antagonistic forces involved in most instances, and sooner or later the *latter* will be likely to prevail. When the continual indulgence of a mere prejudice is found to be expensive, it is not probable that it will be very long persisted in. Since all distinctions of race or color among the school children of the State have been abrogated by the paramount law, it will, of course, be the duty of the auditor, in making his dividends of the school funds and tax funds under the provision of the seventieth section of the school law, to take into account all the children under twenty years of age in the several counties, instead of white children only, as heretofore; and in like manner, the distributions made by the county superintendents under section sixteen of the school law, and by trustees of schools under section thirty-four, should be made up on the basis of all the children in the respective townships and districts, and not alone upon the white children therein. These points should be included when the legislature comes to consider those provisions of the State school law which conflict with the requirements of the new constitution.

STATE AID TO SECTARIAN SCHOOLS FORBIDDEN.

The third section of the article on education is as follows: "Neither the general assembly, nor any county, city, town, township, school district, or other public corporation, shall ever make any appropriation, or pay from any public fund whatever, anything in aid of any church or sectarian purpose, or to help support or sustain any school, academy, seminary, college, university, or other literary or scientific institution controlled by any church or sectarian denomination whatever; nor shall any grant or donation of land, money, or other personal property ever be made by the State, or any such public corporation, to any church, or for any sectarian purpose." The very thing substantially which this clause is intended to prevent has already occurred in another State, but which, in this State, this article most effectually prevents. The extraordinary and startling spectacle has actually been presented to the American people of the appropriation under legislative sanction of immense sums of money for the benefit and support of denominational and sectarian schools, exclusively managed and controlled by particular sects and churches, and especially designed to advance the interests and inculcate the tenets of said denominations and sects. This is a very grave matter, and well is it that it has been considered and settled in favor of the right, before it became embarrassed and imbittered by any actual movements here toward the disintegration of the school fund for sectarian or other unlawful purposes.

STATE AID TO SECTARIAN SCHOOLS FATAL TO THE COMMON-SCHOOL SYSTEM.

In its inevitable relations and consequences, it involves the stability, integrity, and ever-increasing usefulness and power of the whole system and policy of free public schools in these United States, or the gradual disintegration and enervation of that system, and its ultimate overthrow and destruction, in all the States and in every place. This is too plain for argument. Once commence to make appropriations from the State treasury, or from the general school fund, to one denominational school, and there will be no consistent stopping-place, until all such schools receive an equal or proportional gratuity; once permit any sect or church to have and control its share of the school fund, and, of inexorable necessity and in all fairness and equity, the same right must sooner or later be conceded to every church or sect, and the whole fabric of public education, as an organized State system, is in ruins at once. And in section 4, "no teacher, State, county, township, or district school officer, shall be interested in the sale, proceeds, or profits of any books, apparatus, or furniture, used, or to be used, in any school in this State, with which such officer or teacher may be connected, under such penalties as may be provided by the general assembly." The object is to cut out, root out, and utterly to extirpate from the school system of the State the practice of meddling and trafficking for gain, by school officers, in school-books, furniture, and apparatus.

SCHOOL FUNDS.

It is shown conclusively and at length that the school funds of the State are safely guarded from the possibility of being squandered, lost, or stolen; that "they are protected by an environment of laws, penalties, and liabilities altogether remarkable, and

that they are devoted to the objects for which they exist, with a fidelity to which there is no limitation or drawback save what is necessarily incident to the ignorance or poor judgment of the persons charged with their disbursements." The two classes of school officers who alone can be the custodians of school funds, the county superintendent and township treasurer, are bound to the faithful discharge of their duties in sums of money more than double that of any funds in their possession, which bond is rigidly enforced. Not even accidents by fire or robbery are allowed to furnish any exceptions to the rule. The aggregate amount of the penal bonds of county superintendents is over $3,000,000, while that of the school funds passing through their hands has never exceeded the sum of $1,000,000 in any one year. The money received by these officers merely passes through their hands on its way to the township treasurers, who are the final depositaries of it. The aggregate amount of school money, not principal, coming into the hands of township treasurers, averages less than $7,000,000 per annum, and these officers are held on their official bonds in a sum of over $14,000,000. The principal of the township fund, which is also secured on this bond, is doubly protected, aside from the treasurer's bond, being kept loaned out, and every loan of over $100 secured by mortgage on real estate unincumbered, indestructible, and of double the value of the amount loaned. Township treasurers receive and keep, until wanted for school purposes, the whole vast amount of the distributable school funds of the State. County superintendents are required to pay over to them all the school money coming into their hands. Not a dollar of this fund can be drawn out except upon a proper voucher, signed by the officers of the board of directors, and setting forth the particular purpose for which it is drawn. If the order is in due form of law, and all right and fair on its face, the treasurer has no option but to pay it; he cannot go behind it to inquire into the reasons and purposes of the directors, the propriety or impropriety of the proposed expenditure, its economy or extravagance—that is none of the treasurer's official business; there is the order, and, unless there is palpable proof of intended fraud or corruption, he must pay it.

POWER OF BOARDS OVER EXPENDITURES.

The powers of boards of directors in the expenditure of money are of two kinds—absolute and conditional, or inherent and delegated. They are clothed with direct and absolute authority to provide for and to expend whatever moneys may be necessary to establish, support, and continue free schools in their respective districts for the period of six months in each year. This power vests in them as directors, and they are bound to exercise it according to their own best judgment and discretion. No vote of the people is required.

There are other expenditures and liabilities for school purposes which cannot be incurred by the directors, except as they are empowered by a vote of the people, held and taken as provided by law. Among these are the following: Levying taxes to extend schools beyond the period of six months in any one year, purchasing lots and grounds, building school-houses, purchasing school-houses, borrowing money for building purposes, levying taxes for building or improving school-houses, &c. None of these things can be done, none of these expenses can be incurred by boards of directors, except by express authority conferred upon them by vote of the people so to do. But no outside parties or persons, no township treasurer or trustee, no county or State superintendent, or other officer or person, can meddle, interfere with, dictate, regulate, direct, manage, or control such expenditures or liabilities, or any of them, in any manner whatsoever.

TEACHERS.

The number of male teachers now employed in the public schools of the State is 220 less than one year ago, while there are more female teachers, making a net increase of 677 teachers during the last year. Every year's experience in this and other States is demonstrating the especial adaptation and competency of women as teachers. They are crowding our normal and other professional training schools, taking the lead therein as diligent and capable students, bearing off a large share of the scholarships and other honorary prizes, and passing thence in steadily-increasing numbers to positions of large responsibility in the schools of the State.

During the past year, the principalships of several large graded schools have, for the first time, been given to and successfully held by ladies. The successor of the accomplished and scholarly Harvard graduate, so long at the head of the high school in the State Normal University, is a lady, and the highest praise is accorded her that the school has lost nothing in numbers, efficiency, or prestige under her administration.

The opinion is expressed that much of the talk about the underestimation of teachers is mere twaddle; that there is a higher law which graduates wages by the quailty of service rendered, and which will not be set aside for the benefit of teachers or any other class of workmen.

The law of supply and demand is unchanging and inexorable; skilled labor receives

more pay than unskilled, because it is worth more. Subject to the occasional exceptions incident to all vocations, lawyers, doctors, ministers, merchants, mechanics, artisans, and laborers of every kind receive as much for their services as they are worth. As they learn to do better work they receive better pay; as they become qualified to step out into the smaller company of superior craftsmen, higher wages, salaries, or fees are promptly offered them and cheerfully paid. As they advance, step by step, in qualifications and competency, the higher law of which I have spoken infolds them, and its rewards are sure. This law is not only immutable and inflexible, but it is also just. What right has one to demand a day's pay for a half day's work? What impudence, for an ignorant, lazy, half-fledged lawyer, doctor, or minister, to ask the fees of a Choate or an Abernethy, or the stipend of a Beecher! And how stupendous the effrontery of the flippant young school-master, with the imprint of the merited stripes of his own dull pupilage still visible on his back, with but a smattering of knowledge and little experience, who should expect the salary of an Emerson or a Taylor. Earnest, patient, persevering effort, is the one essential condition of success in the teacher's calling, as in all others. Lucrative and honorable positions are as attainable in the field of instruction as in any other, and by the same means: indomitable energy and thorough preparation. The public will recognize, appreciate, and reward a master in the high and difficult art of teaching, as quickly and cordially as it discovers and welcomes pronounced pre-eminence in any other profession or occupation. What really able and accomplished lawyer, physician, clergyman, engineer, railroad superintendent, architect, machinist, manufacturer, builder, editor, lecturer, or farmer, is there in Illinois whose services are not in constant demand upon remunerative terms? And if there is one deservedly distinguished teacher in the State of whom the same cannot be said, the fact has not come to my knowledge. The applications to this office for teachers of exceptional excellence, accompanied with the tender of liberal salaries, have been many-fold more during the last few years than I could supply.

The average monthly compensation in 1860 was as follows: male teachers, $28 82; female teachers, $18 80. The average for 1870 was: males, $48 35; females, $36 66; showing an increase in ten years of 67 per cent. in the average monthly salaries of male teachers, and of 95 per cent. in those of female teachers. Making proper deduction for the depreciation of the currency and other loss of the purchasing power of the money of the country, caused by the war, these figures show no more than a reasonable advance, while at the same time they demonstrate the effect of the improved general standard of the qualifications of the public-school teachers in the State, which is to be regarded as a favorable indication of the condition of the school system. As large a proportion of poor teachers could have been employed in 1870 as in 1860, but the people chose to employ better ones, at a corresponding increase of wages. It will be noticed with satisfaction that the advance in the compensation of ladies has been much greater in the last decade than that of gentlemen. This is believed to be largely due to the recent marked tendency of ladies to fit themselves more fully for higher positions in the schools of the State.

PEORIA COUNTY NORMAL SCHOOL.

The Peoria County Normal School was established by the joint action of the board of supervisors of the county and the board of school inspectors of the city of Peoria. Its growth has been gradual. During the first year the total number of students was 56; average number, 31. During the second year the total number was 69; average, 35. The total number during the present term thus far is 57; average number, 48. The attendance is over 30 per cent. greater than during the corresponding term of last year. The corps of teachers consists of a principal, an assistant, and a training teacher. Much valuable assistance in instruction is rendered by some of the pupils of the advanced classes. The training school contains about 90 pupils, and forms part of one of the district schools of the city. In it the pupil-teachers engage in the actual work of instruction and school management, under the direction of the training teacher, for as long a time as is thought best, or as long as circumstances will allow. The course of study embraces nominally two years, but the actual time employed depends upon the attainments and abilities of pupils. It embraces, in addition to the studies required by law to be taught in the common schools, school management, two terms in algebra, and one in each of the following studies: physiology, mental philosophy, methods of instruction, analysis of words, botany, geometry, and rhetoric. Lessons are given twice a week in singing.

COOK COUNTY NORMAL SCHOOL.

(Englewood, Illinois.)

This school was established by the county of Cook for the purpose of furnishing competent teachers of both sexes for the public schools, and was first opened Sep-

tember 2, 1867, at Blue Island. By act of the general assembly of March 15, 1869, the action of the counties that had moved in the matter of normal schools was legalized, and provision was made for a system of county normal schools that should be uniform throughout the State. Cook County immediately proceeded to conform to the requirements of this law, and at once to place the school on a more permanent footing. The location was changed to Englewood, where a fine building, well adapted to the purposes contemplated, has been erected. The design of this school is strictly professional, to prepare pupils in the best possible manner for the work of the schoolroom. The school embraces a normal department, a training department, and high-school department.

COURSE OF STUDY.

The course of study in the normal department covers two years, the first year being mainly devoted to what may be termed the common-school branches, and the second to higher mathematics and English branches, with Latin or German. Theory and art of teaching, and practical exercises, continue throughout the course.

REQUISITES FOR ADMISSION.

The conditions of admission are: 1. Age, for males, not less than sixteen, and for females, not less than fifteen years. 2. Satisfactory evidence of good moral character. 3. A declaration in writing of intention to teach in the public schools, and to Cook County the preference in all offers to secure the services of the teacher. 4. Students entering the school are required to report in writing, to the principal, in the month of January of each year after leaving the school, where they have been teaching, with what success, and at what salary, till they report that they have left the profession. The tuition is *free* to residents of Cook County. To others it is at the rate of $30 a year. The school is now in its fourth year. Since its opening the number of students has been as follows: Number of different scholars belonging, 1867–'68, 60; 1868–'69, 79; 1869–'70, 83; average attendance, 1867–'68, 41; 1868–'69, 64; 1869–'70, 71.

The number of different pupils who have belonged to the school since its organization is 153. Of these, 36 have completed the prescribed course of study, and received diplomas.

COUNTY NORMAL SCHOOLS.

Since the superintendent's last report the Cook County normal school and the Peoria County normal school, both of which had been previously established, have been so far modified in their organization and management as to bring them fully under the provisions of the act entitled "An act to enable counties to establish county normal schools," approved March 15, 1869, and each one has gone steadily and successfully forward. The expectation that other counties would avail themselves of the provisions of that act, and establish home training schools of limited courses of study, as a feasible and economical means of supplying their common schools with teachers of superior attainments and qualifications, has not yet been realized. Several other counties have had the subject under consideration, some of which are reported to be about ready to organize such schools under the act, and others expect to do so when the way seems clear. There is reason to anticipate the establishment of quite a number of such schools at an early date.

STATE NORMAL UNIVERSITY.

The financial affairs of this institution are reported in a sound and healthy condition. The institution is free from debt, and has a small balance in the treasury. The books, records, and accounts have been punctually and faithfully kept, and in an orderly and methodical manner. The need of a substantial fire-proof building, for the safe-keeping of the very valuable collection now in the museum of the university, is urgent. The estimated value of these collections is placed by competent judges at $95,000. Valuable contributions are withheld that would be donated if they could be deposited in a fire-proof building. Professor Louis Agassiz, when visiting the university, expressed great satisfaction as he examined the collections, but remarked that "fire ought not to have so great a temptation." Additional room is also needed for the proper arrangement of these collections.

The report of President Edwards states, that in the normal department the attendance for the term was—gentlemen, 112; ladies, 197. In the high school—gentlemen, 27; ladies, 25; total, 52. In the grammar school—boys, 64; girls, 41; total, 105. In the primary school—boys, 18; girls, 9; total, 27. In the normal department the graduating class, in 1870, numbered 27.

The State normal university has been in existence thirteen years. During that time it has given instruction in the normal department for a longer or shorter period, amounting in average to one and a half years each, to 2,084 young persons, not count-

ing those admitted this term. Most of these are now, probably, teaching in the schools of this State. Of this number, 145 have received the highest honors of the institution in that department, and 15 more have graduated in the high school.

Of the normal graduates, 29 only are not teaching, and of these, 6 are deceased, and 13 are ladies who have married, after doing a reasonable amount of teaching. This leaves 10 who have deliberately left the profession, or less than 7 per cent. of the whole number of normal graduates. And even of these there were none who did no teaching, and many taught for a number of years. In the model school, instruction has been given to 2,360 pupils, of whom, as above stated, 15 have received the diplomas of the high school.

According to an investigation, previously reported, from 25 to 33⅓ per cent. of the students in the high and grammar schools become teachers. We have no means of definitely ascertaining the precise number of our students now teaching in the State. Two years ago it was estimated at 800; perhaps the additions since made would amount to 100 for each year in excess of the withdrawals, thus leaving now in the field as teachers 1,000 persons from the normal department who have enjoyed the advantages of the university for an average period of a year and a half.

SOUTHERN ILLINOIS NORMAL UNIVERSITY.

This institution has been established since the date of the last report, and is the result of very general effort on the part of the friends of education in southern Illinois. Twelve cities and towns competed for the privilege of having the university, showing by their liberal offers a remarkable degree of interest in the institution, and a high appreciation of the advantages to be derived from securing it. Carbondale, in Jackson County, was selected. The building is placed in nearly the center of a lot of 20 acres, half a mile south of the public square. It is 209 feet in length, with wings of 109 feet. It is about completed and ready for use.

ILLINOIS INDUSTRIAL UNIVERSITY.

The Illinois Industrial University is a university organized in the interest of the industrial rather than of the professional pursuits.

The departments of instruction are as follows: the agricultural, the polytechnic, the military, and the department of chemistry and natural sciences, the department of trade and commerce, the department of general science and literature. All of these departments and courses are now organized, and instruction actually commenced, excepting in those of mining and military engineering. Preparations are being made to open a course of instruction for mining engineers, and it is hoped that some additional aid from Congress will, ere long, enable the university to begin instruction in military engineering, for which there has arisen an unexpected demand.

At the opening only a few students entered, and these being of the lowest grades, only a small part of the proposed plan appeared in the actual work, and much public apprehension was felt lest the university should fail to meet the great ends of the law; but steadily, as class after class has advanced to the more direct practical work of the courses, this apprehension has given way to almost unqualified praise, and all see now that the plans were not only in accordance with the law, but wisely adapted to the objects in view. The large classes which have already entered its several practical courses proves conclusively that it is meeting a felt want of the State, and its success in the instruction of these adds a new proof to the value of polytechnic education, and to the practicability of its union with university studies and culture.

The attendance during the past two years has steadily increased, term by term, except in spring terms, when many of the agricultural students return to work upon the home farm. The average yearly income is $35,000. The conditions of admission which the law requires are, first, candidates to be not less than fifteen years of age, and, second, to pass satisfactory examinations in all the branches of learning ordinarily taught in the common schools. All studies of the university are elective, but several courses have been carefully prepared for the several industrial pursuits, and the student is expected to follow these courses as far as practicable. It is also earnestly recommended that every student shall include among his studies some of those belonging especially to the industrial arts. All labor is voluntary. As far as practicable, the university provides on the grounds, gardens, or farms, or in the shops, labor for all who wish it, and earnestly request all to join its labor classes. The work is paid for (except the special shop practice of the students in mechanical engineering) at 8 cents an hour, which may be increased, in cases of special skill and fidelity, to 12½ cents. The labor is regarded as educational, serving to give practical insight and skill, and to promote physical culture. During the fall and spring terms students readily pay their current expenses by their labor. In the winter session the work is not so abundant, and the weather often precludes it altogether. Still there are some who pay their way, even in winter, by their work. No charge is made for tuition. Incidental fee, $2 50 per term, or $7 50

a year. All students pay a matriculation or entrance fee of $10 on their first admission. Total expense for year, including fees, room-rent, fuel, lights, board, washing, and books, varying from $100 to $200. Complying with an evident public feeling and desire, the executive committee, at the opening of the fall term, resolved to admit female students, and though but a few days' notice was given, fifteen young ladies passed the examinations and were regularly matriculated. It seems desirable, if instruction is to be provided to meet woman's wants, that a department of domestic economy shall be added at an early day.

ABSENTEEISM.

In respect to the extent of the evil of absenteeism, the superintendent remarks: "The report for 1861–'62 shows that 16 per cent. of the children due at school during those years had failed to make any use whatever, in that time, of public or private instruction. The reports for 1863–'64, 1865–'66, 1867–'68, and 1869–'70 show a somewhat increased degree of failure; the average percentage of absentees for the past ten years being about 19. Now, that, at first sight, *appears* to mean that some nineteen out of every hundred school-eligible children, or one out of every five or six, have not, during the past ten years, been so much as enrolled in the schools; have not even shown their faces at a school-house. *Appears* to mean that; in reality, however, it means not nearly so bad, as will presently be shown. But it *does* mean this much, and let every legislator and every citizen of the commonwealth ponder the meaning: it does mean that one dollar out of every five or six dollars raised for school purposes in the last ten years has fallen through this bad leak and been lost. Nor do even those figures exhibit the total amount of loss. One out of every five or six not enrolled, not in school so much as *one* day; but hundreds—yes, thousands—who were enrolled, but who were not present more than ten days, twenty days, a month—and so upward—but falling short in all degrees of the maximum, the six and a half months the schools were open. Absence, truancy, and tardiness are to be reckoned, all three together, to get at the real amount of failure. The complete statistics show that, while about nineteen out of every hundred due there have not appeared at school at all, of those who did appear, not more than sixty-five out of the hundred have been in regular daily attendance during the average time the schools were open. Of children due at school, that is to say, of all in the State between the ages of six and twenty-one, not more than 45 per cent. have been in regular daily attendance during the school time provided for them by the State. The liberal devise of funds made for the education of our youth has accomplished less than one-half what it had power to accomplish." * * * "But now, upon the other hand, it is due to justice and to truth in this matter that certain very important counter considerations be taken into view." * * * "It is wise, doubtless, for the State to make provision for so long a term of schooling—for fifteen years—rather than ten, because while the entire cost of the system is by a very trifle, if at all, increased thereby, largest opportunity is given to those of lower capacity, and to those who, by reason of sickness or of the poverty of their parents, are necessarily absent some part of their time, to make good their impaired opportunity. At the same time, for the apparent increase of absenteeism so occasioned, neither the free-school system nor its management should be held blamable. It is out of the largeness of the State liberality that this appearance of failure comes. She prefers (and who will not say she rightly prefers?) *real* efficiency in her educational facilities, even at the risk of apparent failures, to a fairer appearance of efficiency without the reality. She desires for the dullest and for the least fortunate all that good which the brightest and the the best situated can get from her largess. It is safe to say that if the limits of school age were from six to sixteen, instead of from six to twenty-one, the statistics of the State for the last ten years, and at the present time, would show an enrollment of nearly 90 per cent. of the whole school census, and an average daily attendance of about 86 per cent. of the entire enrollment, which would put a very different face upon the outward seeming of matters. I have no doubt that from seven-eights to nine-tenths of all the pupils in the public schools of the State are between the ages of six and sixteen years. A further and very large subtraction from the apparent loss in our free-school system is rendered due from this consideration It is not to be supposed that the *same pupils* are absent from the schools, year after year, through any consecutive sixteen years. This year's absentees may have been, doubtless were, a very large number of those present in the schools last year, or the year before last, and will be again within the coming two years. Only comparatively few of them keep clear of school during their entire eligibility; that is, from the time they were six years of age until they are twenty-one. So that while the schooling of many remains imperfect in comparison with what they might have made it under the facilities which the State gave them, still but a very inconsiderable fraction of our children remain totally unschooled. Almost all, without exception, are taught to read and write, and are tolerably well versed in the fundamental rules of arithmetic, and so are fitted for the practical duties of life; are put upon the high road to intelligence, if not to advanced culture." * * * "And now, in testing the real efficiency of our free-school system, the measure of success or failure, not the numbers who, during any one year, or any

two years, fail to report at school, but the number of those who, passing their entire sixteen schoolable years within the State, have failed to obtain at least the rudiments of an education: for these, and for them alone, should the system, or the management of it, be held responsible. But, as has already been shown, that number is, practically, none at all. These remarks are not made with any disposition whatever to evade the fact, so fully brought out above, that our school system, as at present constituted, only partially accomplishes what it has real power to accomplish, but only to show the truth in the matter; that, while confessedly failing in much, it does also undeniably succeed in much. All such abatements which it is possible to make being made, the question still remains a great and a perplexing question—how to reduce this immense evil of absenteeism. It is a shame and a sin for any portion at all, especially for so large a portion of the State's liberal provision for her children, to be lost, if, as is most confidently believed, such loss can be avoided. It is doubtful whether any thorough preventive of this evil will be found short of State compulsion. The theory is that a State may of right do whatever is essential, or which it believes to be essential, to its own preservation, welfare, and perpetuity; that the safety and continuance of a republican government require the education of the whole body of the people; and hence that a State may rightfully do whatever may be found really necessary to secure that end. This is the rock upon which the whole American doctrine of free public education by State law rests down, firmly and immovably. And upon the self-same foundation, in virtue of the same high moral and political necessity, and of strictest logical sequence, abides the right of providing for compulsory attendance, as the last resort. The powers and principles involved in the two cases are co-ordinate and co-extensive, interdependent and conterminous, and must, in the long run, stand or fall together. To provide, at great expense, by the supreme authority of the State, for the free education of all the youth of the State, and at the same time leave all at liberty to reject what is thus provided, is to allow a self-destructive principle to lurk in the very citadel of the whole system."

AN EVENTFUL DECADE.

In closing his report, the superintendent remarks: "The decade that closes with this report has been a most eventful one. It has witnessed the commencement, progress, and close of the war for the suppression of the rebellion, and five years of peace, during which time the nation has been gathering its energies for the great future that lies before it. The history of the past ten years is crowded with facts concerning the progress of public education in Europe, in the United States, and in this State, hardly less noteworthy and memorable than those which have marked the development of other public interests during the same period.

EDUCATIONAL MOVEMENTS IN EUROPE.

"In the Old World the movements toward popular education received a signal stimulus from the great Exposition of the Industries of All Nations, held in the city of Paris in the year 1867. The educational reports, documents, and statistics sent to that cosmopolitan congress of industries, from the different American States, and from other nations and countries having systems of free schools, were eagerly sought and read by the representatives of Spain, France, Italy, Austria, Turkey, and other European countries, and large numbers of copies were distributed therein, and in many instances republished in their own respective languages. England, with amazement and alarm, found herself discomfited in her own chosen field, by the superior skill of the artisans of Prussia, Switzerland, Belgium, and the United States, and that her hereditary prestige was gone as mistress of the markets of the world in a large line of manufactured articles, in the production of which she had been without a rival. An immediate investigation was instituted by the government of Great Britain into the causes of her lost supremacy as a manufacturing nation, and the conclusion being reached that she had been outstripped in consequence of the superior general intelligence and culture of the other countries named, through the agency of their common schools, it was at once resolved to overhaul and reconstruct her own educational system. The result is, that, within the year now closing, proud, conservative, but sagacious Old England has actually established and put in operation a general system of common schools, upon a broad and, in the main, wise and liberal basis. Spain, Austria, and Italy are earnestly moving in the same direction, and there is not a country in Europe upon which the influence of these examples is not felt.

"In the United States, the closing decade has witnessed the extension of the principle of free popular education into nearly every commonwealth of the republic. Many States, in which common schools were both unknown and discountenanced ten years ago, now have well-organized systems of free popular education in successful operation; while measures are in progress to the same effect in all, or nearly all, of the others. It is a noteworthy fact that the most advanced positions yet taken on this continent in respect to popular education have been assumed by some of the late

slavery-scourged and battle-scarred States of the South. The provisions made for the education of the freedmen have been upon a large and general scale, and the results have been, upon the whole, very encouraging. In some of the States of the South the reports show remarkable progress in acquiring the rudiments of learning, on the part of the freedmen, and, as a class, they evince an aptitude and eagerness in the acquisition of knowledge, where fair facilities are afforded them, which leave no room to doubt that they will, in time, become intelligent, industrious, and useful citizens.

"The establishment of a National Bureau of Education is another event of much importance in the general educational history of the last decade. It is difficult to account for the extraordinary opposition which that Bureau has had to encounter from the very beginning. Its province is simple, and clearly defined in the act of Congress creating it, and no intelligent and unprejudiced man can deny the propriety and eminent utility of such a department in a Government like ours, depending for its purity and perpetuity upon the mental and moral culture of the people. The work and purpose of this Bureau is to collect such statistics and facts as shall show the condition and progress of education in the several States and Territories, and to diffuse 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 Bureau has not only demonstrated its usefulness and value, and gained the respect and confidence of the intelligent public, but it has also received the recognition of the Secretary of the Interior, and of the President himself, who thus alludes to it in his late message to Congress: 'The subjects of education and agriculture are of great interest to the success of our republican institutions, happiness, and grandeur as a nation. In the interest of one, a Bureau has been established in the Interior Department—the Bureau of Education; and in the interest of the other, a separate Department, of Agriculture. I believe that great general good is to follow from the operations of both of these Bureaus, if properly fostered. I cannot commend to your careful consideration too highly the reports of the Commissioners of Education and Agriculture, nor urge too strongly liberal legislation to secure their efficiency.'"

ILLINOIS STATE TEACHERS' INSTITUTE.

This association held its annual meeting at Normal, August 7 to 19. Over two hundred names were enrolled. Although the list has been larger in previous years, the actual workers this year seemed as many as heretofore. Exercises were conducted by President Edwards, Dr. Sewall; Professors Hewett, Metcalf, Sletson, Cook, and McCormick, of the normal school; Dr. George Vasey, curator of Natural History Society; Mr. W. B. Powell, Mr. James H. Blodgett, and Mr. Aaron Gove. No part of the exercises excited more interest than the discussion on the proposed new school law.

On account of the extreme heat, several of the evening lectures were omitted. President Edwards, Dr. Sewall, and Professor Metcalf, each gave an evening address. A committee was appointed to consider the question of continuing the annual meetings of the institute. The report of the committee and action of the institute in this matter will be announced hereafter. The proceedings of the institutes of 1870 and 1871 were ordered to be printed with catalogue of members, in one pamphlet, and copies mailed to each member.

WOMEN'S HOSPITAL MEDICAL COLLEGE.

The Women's Hospital Medical College, located at Chicago, published during the summer its second annual announcement. The trustees and faculty congratulate themselves upon the success which has attended this organization. The first session was attended by a good class of students, whose attainments were not surpassed by any class of male students. The number of students during the session of 1870–'71 was 17. There were three graduates.

ILLINOIS SOLDIERS ORPHANS' HOME.

Five hours a day are devoted to study. The graded school system, so far as it can be made applicable, is adopted.

PUBLIC SCHOOLS.

The Chicago Board of Education proposes to equalize the pay of male and female teachers in the public schools.

AGRICULTURAL COLLEGES.

In August a convention was held at Chicago whose object was "the advancement of agricultural and practical education." The chairman, Dr. Gregory, regent of Illinois

Industrial University, remarked that "this convention represented an interest never before represented in like manner in this country. The object of the convention was to secure mutual understanding and co-operation, and uniformity of proceeding in experiments. In this country the business was new and raw. There were many things to be done, about which the only light they had came to them from over the water; consequently there were many changes to be made, and many new things to be attempted."

Several speakers were strongly in favor of admitting women to the agricultural colleges. The committee on experiments reported as follows:

"The field of experiment, in its widest sense, in relation to our colleges founded on the national grant, is large, and crowded with work. We want—

"1. Meteorological observations, scientific after the Smithsonian plan, and practical like those of the signal service.

"2. Mechanical experiments in strength of materials, in motive powers, in trials of agricultural and other industrial implements.

"3. Experiments in physics, especially on the effects of different degrees of light, heat, electricity, and moisture on vegetable life.

"4. Experiments in industrial chemistry, such as analysis of soils, of clays, and other earths used in the arts; of coals, lime, and building-rocks; minerals, manures, plants and their products, and of animal products.

"5. Experiments and observations in mining and metallurgy.

"6. Experiments with soils, in their drainage; pulverization by different implements, and their compaction; the application of different fertilizers; the variation of soils in adjoining plats, their continuous cropping without manure, and their irrigation.

"7. Experiments in special culture with different varieties of grasses, grains, roots, plants, &c., with variations in the time, distance, and depth of planting; modes of cultivation, harvesting, manuring; modes of propagation; and with diseases and insects affecting plants.

"8. Experiments in the breeding and fattening of domestic animals, comparing different breeds and species, their diseases, &c."

The following resolutions were adopted:

Resolved, That the strong commendation that the agricultural experiment stations of Europe have received from such persons as Johnson and Liebig, as the source of a large amount of agricultural science and practical progress, as well as our own examinations into the subject, make us believe that the establishment of at least one such station in each State would be universally beneficial to agricultural purposes.

Resolved, That a representative from each of the States in which an institution based on the national grant has been founded be appointed by the president, whose duty it shall be to memorialize Congress and the several State legislatures for the speedy establishment of such stations throughout the country.

[From the Chicago Schoolmaster of September, 1871.]

ILLINOIS SOCIETY OF SCHOOL PRINCIPALS.

This society met at Rockford, Illinois, July, 1871. The advisability of a compulsory school law was discussed, and various opinions expressed *pro* and *con*, and finally the resolution in favor of such law was laid on the table. Mr. Harris, of St. Louis, in response to queries respecting the method of teaching the phonetic system in St. Louis, stated that by this method one-half the time is saved, better articulation secured, and spelling improved. Mr. J. B. Roberts read a paper on "High-school membership;" Miss Frances Millard, upon "People of whom more might be made;" and Mrs. General Beverage spoke upon the "Woman's Educational Association of Evanston." Mr. Powell continued the discussion of high-school work. Superintendent Crosby read a paper upon "Superintendent's work: what is it, and how shall it be done?" A committee was appointed to examine the proposed school law, now pending in the legislature, and to suggest changes in it.

Hon. NEWTON BATEMAN, *Superintendent of Public Instruction.*

COUNTY SUPERINTENDENTS OF SCHOOLS, (ELECTED NOVEMBER 2, 1869.)

Counties.	Names.	Post-offices.
Adams	John H. Black	Quincy.
Alexander	John C. White	Cairo.
Bond	Rev. Thomas W. Hynes	Old Ripley.
Boone	William H. Durham	Belvidere.
Brown	Hon. John P. Richmond	Mount Sterling.
Bureau	Rev. Albert Etheridge	Princeton.
Calhoun	Solomon Lammy	Hardin.
Carroll	James E. Millard	Lanark.
Cass	Harvey Tate	Virginia.
Champaign	Thomas R. Leal	Urbana.
Christian	William F. Gorrell	Taylorville.
Clark	William T. Adams	Marshall.
Clay	Charles H. Murray	Clay City.
Clinton	Solomon B. Wyle	Trenton.
Coles	Rev. Stephen J. Bovell	Ashmore.
Cook	Albert G. Lane	Chicago.
Crawford	Samuel A. Burner	Robinson.
Cumberland	William E. Lake	Majority Point.
De Kalb	Horace P. Hall	Sycamore.
De Witt	Francis M. Vanlue	Clinton.
Douglas	Samuel T. Callaway	Tuscola.
Du Page	Charles W. Richmond	Naperville.
Edgar	Andrew J. Mapes	Paris.
Edwards	Levinus Harris	Albion.
Effingham	Sylvester F. Gilmore	Effingham.
Fayette	David H. Mays	Vandalia.
Ford	James Brown	Paxton.
Franklin	Robert R. Link	Benton.
Fulton	Horatio J. Benton	Lewistown.
Gallatin	Nathaniel P. Holderby	Ridgway.
Greene	Caleb A. Worley	Carrollton.
Grundy	Hiram C. Goold	Morris.
Hamilton	George B. Robinson	McLeansboro'.
Hancock	Rev. William Griffin	Carthage.
Hardin	John Jack	Elizabethtown.
Henderson	R. P. Randall	Olena.
Henry	Henry S. Comstock	Cambridge.
Iroquois	L. T. Hewins	Oakalla.
Jackson	John Ford	Murphysboro'.
Jasper	P. S. McLaughlin	Newton.
Jefferson	George W. Johnson	Mount Vernon.
Jersey	Charles H. Knapp	Jerseyville.
Jo Daviess	George W. Pepoon	Warren.
Johnson	Robert M. Fisher	Vienna.
Kane	George B. Charles	Aurora.
Kankakee	Rev. Frederick W. Beecher	Kankakee.
Kendall	John R. Marshall	Yorkville.
Knox	Frederick Christianer	Abingdon.
Lake	Byron L. Carr	Waukegan.
La Salle	George S. Wedgwood	La Salle.
Lawrence	Ozias V. Smith	Lawrenceville.
Lee	James H. Preston	Amboy.
Livingston	H. H. Hill	Pontiac.
Logan	Levi T. Regan	Lincoln.
Macon	Oscar F. McKim	Decatur.
Macoupin	Fletcher H. Chapman	Carlinville.
Madison	John Weaver	Edwardsville.
Marion	James McHaney	Salem.
Marshall	Thomas J. Show	Varna.
Mason	Henry H. Moose	Havana.
Massac	William H. Scott	Metropolis.

County Superintendents of Schools, &c.—Continued.

Counties.	Names.	Post-offices.
McDonough	Lloyd H. Copeland	Bushnell.
McHenry	Gardner S. Southworth	Woodstock.
McLean	John Hull	Bloomington.
Menard	William H. Berry	Petersburg.
Mercer	Frederick W. Livingston	Keithsburg.
Monroe	Joseph W. Rickert	Waterloo.
Montgomery	Rev. Hiram L. Gregory	Irving.
Morgan	Samuel M. Martin	Jacksonville.
Moultrie	David F. Stearns	Sullivan.
Ogle	Edward L. Wells	Oregon.
Peoria	N. E. Worthington	Peoria.
Perry	B. G. Roots	Tamaroa.
Piatt	Caleb A. Tatman	Monticello.
Pike	John N. Dewell	Pittsfield.
Pope	Theodore Steyer	Golconda.
Pulaski	James H. Brown	Mound City.
Putnam	A. W. Durley	Hennepin.
Randolph	Robert P. Thompson	Chester.
Richland	John C. Scott	Olney.
Rock Island	Mansfield M. Sturgeon	Rock Island.
Saline	Frederic F. Johnson	Harrisburg.
Sangamon	Warren Burgett	Springfield.
Schuyler	Jonathan R. Neill	Rushville.
Scott	James Callans	Winchester.
Shelby	Anthony T. Hall	Shelbyville.
Stark	Bartlett G. Hall	Toulon.
St. Clair	James P. Slade	Belleville.
Stephenson	Isaac F. Kleckner	Freeport.
Tazewell	Stephen K. Hatfield	Tremont.
Union	Philip H. Kroh	Jonesboro'.
Vermilion	John W. Parker	Danville.
Wabash	James Leeds	Friendsville.
Warren	James B. Donnell	Monmouth.
Washington	Alden C. Hillman	Nashville.
Wayne	William A. Vernon	Rinard.
White	James I. McClintock	Carmi.
Whiteside	Michael W. Smith	Morrison.
Will	Salmon O. Simonds	Joliet.
Williamson	Augustus N. Lodge	Marion.
Winnebago	Archibald Andrew	Rockford.
Woodford	William H. Gardner	Panola.

INDIANA.

From the fifth biennial report of the superintendent of public instruction for the years ending August 31, 1869, and August 30, 1870, made December 31, 1870; Hon. Barnabas C. Hobbs, superintendent.

	1869.	1870.
Population of the State		1,680,637
Number of children between six and twenty-one years of age	610,654	619 627
Number of white children between six and twenty-one years of age	610,654	612,090
Number of colored children between six and twenty-one years of age		7,537.
Number of cities	44	34
Number of school districts in the State	8,692	8,861
Number of districts in which schools were taught within the year	8,604	8,759
Number of pupils attending primary schools	447,416	450,282
Number of pupils attending high schools	12,502	12,245
Average daily attendance in primary schools	284,552	281,912
Average daily attendance in high schools	8,619	9,177
Average length of schools in days	92	97
Average in months of twenty days each	4.6	4.8
Number of male teachers employed	6,730	7,104
Number of female teachers employed	4,274	4,722
Number of male teachers licensed	4,986	5,283
Number of female teachers licensed	3,452	3,765
Number of school-houses built within the year	405	498
Total number of school-houses	8,661	8,827
Number of volumes in township library	285,100	276,799
Number of private schools taught in public school-houses	1,621	1,291
Average daily compensation of male teachers in primary schools	$1 87	$1 85
Average monthly compensation of male teachers in primary schools	37 40	37 00
Average daily compensation of female teachers in primary schools	1 41	1 40
Average monthly compensation of female teachers in primary schools	28 20	28 00
Average daily compensation of male teachers in high schools	3 79	3 96
Average monthly compensation of male teachers in high schools	75 80	79 29
Average daily compensation of female teachers in high schools	1 93	3 18
Average monthly compensation of female teachers in high schools	38 60	63 60
Average cost of tuition per pupil, per month, in both grades		1 32
Amount expended for tuition	1,685,915 04	1,810,866 53
Total value of school property	6,577,258 33	7,282,639 30
Amount of special school revenue expended within the year	1,074,421 27	1,155,883 30
Amount paid to trustees for managing educational matters	49,237 76	52,727 92

PROGRESS OF EDUCATION.

The report states: "The condition of our public schools and of general education was never more flattering than at present. Our academies and colleges were never better filled nor more efficiently conducted. Education in our schools is constantly assuming a higher standard. The interest awakened by county institutes, and the improved methods which have been introduced by many of our enterprising teachers, who have

sought the advantages of the best normal schools of other States, have revolutionized the imperfect systems of the past. The log school-houses, with thin oiled-paper windows, puncheon floors, and clapboard roofs, are rarely seen by the traveler. In their places now appear the neat frame or the more substantial brick, furnished within with elegant and comfortable seats and desks. Our cities and incorporated towns are giving abundant evidence of their appreciation of their public schools by the superior edifices that are everywhere found, or are being erected in their support."

SCHOOL FUNDS.

The common-school and other funds held by counties appear to be safely invested and well secured by mortgage on landed estate. But auditors are much embarrassed in their efforts to renew mortgages, or to collect when the time of loan matures. The borrower claims that auditors and commissioners ought to be indulgent and contented when there are ample securities, without pressing a collection or renewal. A general desire is felt for relief by more positive and more mandatory law in this particular.

The increase of our school fund will not probably keep pace with the increase of population. Our dependence for the increased support of public schools must be found in taxation. Our people are becoming less averse to this. In many portions of the State trustees have levied a township tax for that purpose, and find that regular schools from six to ten months—giving summer as well as winter schools in rural districts—result in general satisfaction.

It is stated that in many cases trustees are induced to apply the funds for tuition to building purposes, to the improvement of roads, building of bridges, or to meet their own private wants.

The superintendent recommends such alterations in the school law as will, by attaching sufficient penalties, secure the school revenues as a sacred fund, for the tuition of the children of the State, that cannot be appropriated with impunity to any other purpose.

THE AMENDMENTS TO THE SCHOOL LAW

recommended by the superintendent embrace, among others, one which will place qualified examiners at the head of the county work, who will give their entire time to such counties as have a population, and make their wages such as will afford them a competent support.

Another is: "A general reorganization of the university system, with a view to a larger and fuller system of education, in such a way as will blend all our State institutions and make them parts of one system, and in such a manner as will look to a full and complete State university."

And another: "To make the certificate given by the faculty of the State Normal School for the common-school course equivalent to a certificate issued by a county examiner, and be legal authority for the holder to teach throughout the State; and their certificate for a full normal-school course, the equivalent of a State certificate issued by the State board of education."

COLORED SCHOOLS.

In most counties there has been a generous disposition shown for the establishment and support of colored schools. These schools have given very satisfactory evidence of the strong desire of the colored population, both parents and children, to avail themselves of the advantages thus afforded them. In some localities there has been an evident neglect, on the part of trustees, to secure them the privileges as the law provides. The colored children, who are too few in number to make a separate school, and whom prejudice excludes from the white schools, are compelled to grow up uneducated. For these the law fails adequately to provide. It is to be hoped that the time may come when color shall not disinherit either the sons or the daughters of the State, by denying them their constitutional rights. States are for the protection of the weak, as well as of the strong.

COUNTY SUPERVISION.

Indiana being without county supervision, this subject is discussed at length by the superintendent. The success of any co-operative work, it is remarked, must depend largely upon careful and competent inspection. Some one must be at the head who is familiar with the work in all its parts. This is eminently the case in the management of public schools. Every successful State has been led, by necessity, to adopt county and city superintendency. Some States have adopted it, and, fearful of its expense, have for a time abandoned it, and, finding it indispensable, have permanently resumed it. This system is now incorporated into the laws of twenty-three of the States and

Territories. They are allowed reasonable salaries, ranging from $800 in counties of small population to $1,500 in those most populous. We can get competent men only by adequate pay. The success of our common schools depends more on efficient county superintendence, inspection, and management, than any other one instrumentality. Examiners all tell me that they cannot afford to visit schools, a work which incurs incidental expense of travel, for $3 per day. The office being thus unremunerative, no competent man can assume its duties and responsibilities with the expectation of living by it. It is usually taken by doctors, lawyers, ministers, editors, and teachers, with the understanding that they will devote odd times and spare days to its demands. These are generally men who mean well, and are willing to serve the county as well as they can afford. They have other duties that are their dependence for the comforts of life, and are to them more imperious in their demands for attention and time. Schools must go unvisited; institutes are imperfectly planned and managed. The examiner, not having inspected the teachers' work in their schools, is unable to instruct them at their institute in what they need. He is equally unable to tell what percentage to place upon their certificates of examination. The best scholars are often found to be the poorest teachers, and the poorest scholars the best teachers. Trustees do not know what price to pay them, for want of a correct percentage that will show their real merit. When good teachers are not correctly appreciated, they soon leave for other counties. Everything is imperfectly and unprofessionally done. Schools do not give satisfaction, and no one can tell why. Discouragement and discontent are everywhere felt.

COUNTY INSTITUTES.

All professional men, whether in science, literature, art, or technics, find it necessary to meet in convention, in order to compare their sentiments and experience, and to exhibit and illustrate their methods. Teachers' county institutes are designed to reach such objects, and to afford opportunities for educators of experience and ability to give instruction in the most approved methods, and inspire teachers with worthy motives, in the performance of their educational work. They can here point out alike the defects and excellencies of the art of teaching. Thus instructed, they can return to their work with increased ability and zeal. There are few instrumentalities that have done more to improve the methods of instruction in our common schools, than the county institutes. But 46 out of 92 counties have been heard from. In these, an aggregate of 4,033 teachers attended; 104 public lectures have been delivered, and $3,030 35 have been expended. No provision of our school law has been more productive of good than that which creates and sustains these county institutes. The small means allowed for their support is rarely found sufficient to meet their current expenses.

EXAMINERS' CONVENTION.

A convention of the county examiners of the State was called by the State board and met at Terre Haute, August 2, 1870. Only about 20, out of the 92, were in attendance. The general reason assigned for absence was the want of sufficient compensation in the discharge of the duties of the office, and the uncertainty of allowance for expenses by the commissioners. The convention passed resolutions recommending changes in the laws relative to teachers' examinations, licenses, and other matters.

HIGHER EDUCATION.

A complete system of education, the superintendent remarks, has the common school for its base, and the university for its apex. The common school cannot long exist without the academy or high school. The academy or high school depends in turn upon the college, and the college upon the university. All are but parts of a complete system. The absence of any one of these parts would produce deformity.

While all admit the paramount importance of elementary education, and that it is the duty of the State to provide such instruction for all its youth, many are ready to call in question the obligations of the State to cheapen knowledge in the higher grades of instruction.

While the great majority of those who attend the primary and intermediate schools are pressed into business life, as soon as they have thus entered the vestibule of learning, from the stern demands of bread and butter, the State is deeply interested in having the minds of its youth prepared by more liberal culture for a higher order of citizenship. Experience tells us all over the world that effects are the results of adequate causes. When the State opens the academy or high school to all, the poor as well as the rich will enter. When we exclude the many from higher education by its cost, we close up the avenues to wealth and general intelligence. When the wealth of the State pays for the education of all its citizens, capital only prepares the way for greater profits.

Woman, too, has a claim upon the State in all this training. To her the future citi-

zen will mainly be indebted for his love of virtue, home, social life; for his high aspirations and Christian patriotism. Her power will be felt for good, as her mind and heart develop together. Her powers are equally susceptible and expansive, her thoughts as elevated, and her destiny as noble, as man's. Why not let her have an equal race? The colleges of our State are generally and generously acting upon this conviction, and in their halls are seen each as but a co-ordinate of the other in the laudable competition for academic honors.

LIBERAL PROVISION FOR MAINTAINING SCHOOLS.

The population of our State will soon reach 2,000,000. The next generation may double that number. Wealth, business life, agriculture, manufacture, mining, and engraving, as well as law and medicine, are constantly drawing on the highest attainments of science and art to increase their facilities and perfect their economy. Hundreds of our sons and daughters are compelled to seek these advantages in other States, because we do not furnish what they there find.

Our common-school fund is near $2,000,000 in excess of any other State in the Union. Our university fund is about $200,000. There is a bill pending in the Senate of the United States for an appropriation by the General Government to the State of Indiana in payment of interest and discount on the war bonds of the State which were put upon the market in relief of the General Government in the year 1862. It is confidently believed that from $400,000 to $600,000 can be realized from this source, which would be a fit tribute to a cause which, of all others, is most perpetual in good results.

The late census of our State will give us a population of about 1,700,000. To maintain an equal standing with Germany in higher education, we ought to have 1,100 of our sons and daughters in the university to-day.

We have now the State University at Bloomington, the normal school at Terre Haute, and the Perdue University, all State institutions of a higher grade. They need general supervision and inspection in order that their professional work may be properly tested, and their degrees conferred according to proper educational standards.

INDIANA UNIVERSITY.

The first board of trustees of Indiana University was organized by an act of the general assembly in 1820, which act also located the institution at Bloomington, Monroe County. The first school was opened in 1824, under the name of Indiana Academy; it was made a college in 1820, and a university in 1839. The first class of alumni graduated in 1830, and annually since, for forty-one years, the university has sent forth a class of graduates. The whole number of her alumni up to the present time is 568. Besides those who completed the course of study, and went forth with the honors of the university, more than 6,000 young men have, within her walls, received a partial course of instruction, and thereby been better fitted for the discharge of life's duties. A large number of these have devoted themselves to teaching, and have become distinguished as principals of academies, seminaries, and high schools; many as presidents and professors of colleges and universities. Until two years ago the resources of the university amounted to less than $5,000 per annum; for she never received one cent from the State treasury until 1867, her support being entirely derived from the two townships of land donated by Congress.

For the last two years the university has greatly improved. Her reputation has spread throughout the Union; and she is now everywhere recognized as one of the very best institutions of learning in the land. Besides the college of arts, literature, and science, the university now has four professional colleges, viz, the college of law, the college of civil engineering, the college of military science, and the normal school, all manned with competent and able instructors. The college and society libraries, accessible to the students, contain more than 5,000 volumes. The philosophical and chemical apparatus is unsurpassed by that of any institution in the West. The laboratory and museum of the late Dr. David Dale Owen, of New Harmony, has recently been purchased and transferred to the university. This laboratory is among the best in the world for chemical analyses, and illustrations of natural science. The museum contains nearly 100,000 specimens, illustrating every department of natural science; but this cannot as yet be used, for the want of a suitable building in which to display it.

The faculty now consist of the president and ten professors, and two tutors. The present term has opened with the largest number of students in attendance ever known in its past history. The senior class numbers 25; junior class, 40; sophomore class, 65; freshman class, 84; normal, 10; sub-freshman class, 30; law department, 50—total, 304.

Up to the year 1860, two students from each county were admitted free of charge for tuition; but at that time the trustees modified the arrangement, making tuition free for all in every department of the university.

STATE NORMAL SCHOOL.

The time embraced by the report extends from the opening of the school, January 6, 1870, to the close of the special term, August 10, 1870. The first term of twelve weeks closed March 30; the second term of twelve weeks began April 4, and closed June 24. Twenty-one students were present at the beginning of the first term, and eighteen more entered during the term. Of those who entered during the first term, 34 remained through the second term, and 32 new ones entered. Educated in common schools, 79 per cent.; educated in common school and academy, 11 per cent.; educated in common school, academy, and college, 4 per cent.; educated in private schools, 6 per cent.

Primary and intermediate schools, representing six grades, are in successful operation in connection with the normal school. The six grades are seated in two rooms. They are under the immediate supervision of trained and competent teachers. In these schools, which will eventually represent all the grades, from the primary to the high school, the students of the normal school of proper attainments will be required to observe the details of school management, methods of teaching, and to practice teaching under criticism. Number enrolled in primary school, 56; number enrolled in intermediate school, 48.

The first section of the act creating the normal school declares that the object of the said school "shall be the preparation of teachers for teaching in the common schools of Indiana;" and the first section in the act in the school laws, approved May 5, 1869, declares what branches shall be taught in the common schools. The object of the school, as thus defined, has been kept clearly in view. The "common schools" include not only the county, but also the graded schools of the villages and cities.

A large majority of the students attending a normal school have neither the time nor the means to prepare themselves thoroughly for teaching in all of the grades of the common schools; a few desire, and have the means, to attain the needed qualifications. To meet the practical wants of these classes, the outlines of two courses of instruction and teaching have been prepared—an elementary course, whose special object shall be to prepare teachers to teach in the country schools, and in the primary and intermediate departments of the graded schools, and an advance course to prepare teachers for teaching in the higher departments of the graded schools. There is still another large class of persons who teach in the country through the winter, and follow another occupation the rest of the year. Many of these are disposed to avail themselves of the advantage of the normal school, if they can have a short course of a single term. To meet the wants of these persons, an "institute" class was formed at the beginning of the spring term, April 4. I think it will be to the advantage of this class of teachers, for a time to come, to organize such a class at the beginning of each spring term. The course of instruction for this class should be planned after entering and examination.

LENGTH OF THE COURSES OF INSTRUCTION AND TRAINING.

Experience, to the present time, indicates that two years, or two years and a term, will be required of energetic students, having a good common-school education—as the standard now—is to complete the elementary course; and at least two years more will be needed to complete the advanced course. Although 42 per cent. of the students in the school had been teachers in the common schools, and others had received a high-school education, yet it was found necessary, in every instance, to begin with the elements.

INDIANA INSTITUTION FOR EDUCATION OF DEAF AND DUMB.

This institution is a part of the common-school education of the State. It has been in operation twenty-seven years, during which time 816 pupils have been under instruction. For the first ten years, the average time spent under instruction was a fraction over three and a half years. The next decade, it averaged four and a half. Now it will average nearly six years. With the increase of time devoted to study there has been a corresponding improvement in the attainments of the pupils. The number of pupils in attendance last session was 195. The number admitted for this term is 240, which is estimated to be about one-fifth of the whole number of deaf mutes in the State and nine-tenths of those who are of the proper age for instruction. There are eleven instructors employed—eight gentlemen and three ladies—six of whom are deaf-mutes, and five speaking and hearing persons. For several years past the institution has been very much in need of additional rooms to accommodate the applicants for admission as pupils. Through the liberality of the last legislature, this deficiency has been supplied. The new addition, just completed, adds to the capacity of the institution about one-third, and will furnish accommodations for all the beneficiaries the State will furnish for years to come. The annual cost per pupil for support, including tuition, school-books, boarding, clothing, medical attendance, ordinary repairs and furnishing, the past year, was $230. This is emphatically a manual-labor school.

All the pupils spend a portion of each day in some labor suited to their age and capacity. The boys engage in boot and shoe making, cabinet-making, or in labor on the farm or in the garden. The girls engage in various kinds of needle-work, and other domestic employments proper for their age. The object aimed at is to train all the pupils in habits of useful industry, that when they leave the institution they may be able to support themselves.

The profits from the sale of articles manufactured by the pupils support the shops. The receipts last year were $5,862 45, and the expenditures $5,442 60; leaving a balance unexpended of $419 85.

INDIANA INSTITUTE FOR THE EDUCATION OF THE BLIND.

This institution constitutes one of the departments of public instruction, and is located at the seat of government, occupying a beautiful and salubrious site in the northern part of the city. Its design is, the moral, intellectual, and physical education of the blind children of the State, and it is in no sense an asylum for the aged and helpless, or a hospital for the treatment of ocular diseases.

The institution was founded in the year 1847, conformably to an act of the legislature of the State, from which body it received its entire support, through the medium of direct appropriations made upon estimates of its wants, furnished by the officers in charge. It is organized under three separate departments, the school, the industrial, and household, each performing its respective office of ministering to the improvement and comfort of the pupils.

The general government of the institute is intrusted by the legislature to a board of trustees elected by that body, while the immediate control and management of its several departments are confided to a general superintendent chosen by the board.

The plan of education pursued is designed to be thoroughly practical, comprehending all that is necessary for such a development of the mental and physical powers of the blind as is best calculated to place them upon an equal footing with seeing persons in their capacity for usefulness and self-maintenance. The course of instruction, therefore, embraces, in addition to the ordinary routine of school branches, the science and practice of vocal and instrumental music, several appropriate mechanic arts, moral and religious culture, and such other training as serves to establish becoming personal habits, energy of character, business tact, &c.

In the household department every means that experience can suggest for the promotion of the health and comfort of the pupils is provided. Among these are commodious, well-ventilated dormitories, school-rooms, hospitals, and various other apartments; spacious piazzas and out-door promenades, suitable for exercise in all kinds of weather; ample arrangements for cold, warm, and shower bathing; good wholesome food and comfortable beds; prompt medical advice, with other necessary attention in case of sickness; and, above all, kind, sympathizing friends, whose duty and pleasure it is to minister to the moral and physical wants of their unfortunate charges, striving, in each of their various relations, to supply to them all the desirable comforts of home. The term of instruction is not limited to any definite number of years, but is determined, in each individual case, by the acquirements of the pupil and the consequent fitness for graduating. The length of each one's term will, of course, depend upon his aptness to learn, and the extent of the course pursued.

There is one session of the school in each year, commencing on the first Wednesday after the 15th of September, and closing on the last Wednesday in June following, leaving a vacation of twelve weeks, during which time the pupils have an opportunity of visiting their homes and replenishing their clothing.

The school opened on the 1st of October, 1847, with 25 pupils. The number enrolled during the last session was 107. The total number received, from the commencement of the institution in 1847 to the date of this report, is 414; 221 males, and 193 females.

The present number of pupils in attendance is 106—many more, the officers state, than the building is properly designed to accommodate. But an application will be made to the coming legislature for an appropriation with which to erect an addition to the building, which will double its present capacity.

THE SOLDIERS ORPHANS' HOME,

located at Knightstown, is reported in a flourishing condition. The matron's report states that general good health prevails among the children, and that "the evidence of reform already visible in many of these children warrant the prospective vision, that our nation and the world may yet feel the influence of strong, earnest, noble minds, once outcasts upon the streets of our cities."

THE INDIANA MEDICAL COLLEGE,

founded in May, 1869, in March, 1870, had received 81 students. The second course, 1870–'71, opened with flattering prospects. The permanency of the college is now beyond question.

PRIVATE AND DENOMINATIONAL INSTITUTIONS.

INDIANA ASBURY UNIVERSITY.

The Indiana Asbury University, located at Greencastle, Putnam County, is under the care and patronage of the Methodist Episcopal Church of Indiana, and is the only one of the grade belonging to that church in this State. Although founded and sustained by a religious denomination, yet its liberal character guarantees equal privileges "to all classes of citizens;" and students representing nearly all the churches are annually found in its halls.

From the organization of the university (1837) to the present time it has had a rapid and healthful growth. The last annual catalogue shows an aggregate of 344 students—254 of whom were in the college classes, and 90 in the preparatory. The entire amount of endowment fund and other property is valued at about $275,000.

The institution is not, as has sometimes been supposed, a theological school, but embraces a classical, a scientific, a biblical, and a preparatory department, and is intended to include professional schools so soon as its funds will permit. The classical course of study, while it covers the branches usually taught in our oldest and best colleges, gives more than ordinary attention to history, German, French, and the English language and literature. The scientific course embraces all of the classical, excepting the Greek, and a part of the Latin studies, and adding several in mathematics and natural science. The biblical department is designed for such students as are preparing for the ministry. The faculty of the university, consisting of seven professors and two tutors, are gentlemen of ability and experience, and are doing efficient work.

It is a great mistake to suppose that our colleges and universities benefit only the rich, and contribute their fruits only to the professions. The larger proportion of the students of Asbury are poor young men and women, many of whom are working their way, unaided by friends, through college. Of its graduates, while it is true that many are practicing law and medicine, many also are in the pulpit and in the school-room, while the goodly number are engaged in industrial pursuits. Besides the graduates, this university has educated, to a greater or less extent, over 5,000 of the youth of this State, most of whom are to-day upon the farm or in the shop, or engaged in some other branch of practical business.

WABASH COLLEGE.

Wabash College was founded and has been sustained entirely by private munificence. It originated in the mature deliberation of a few individuals, at a meeting in Crawfordsville, November 22, 1832. The first classes of the preparatory department were organized December 3, 1833, and the charter was granted by the legislature of 1833–'34. The charter was amended in 1851, by which its privileges were enlarged, and the right given to hold real estate, to the amount of $30,000, free of taxation. The number of regular graduates, including twelve scientifics, is 225. Others, who have enjoyed the advantages of the college, swell the number of pupils to something over 3,000. The present number of students, as by the last catalogue, is, in the collegiate department, 85; scientific, 32; preparatory and English course, 91; total, 208.

The military department, including drawing and a part of civil engineering, under Colonel Carrington, is flourishing, and, coupled with systematic gymnastic exercise, promises great good to the students.

Free tuition, when desired, is granted to candidates for the ministry. There are several scholarships to aid young men, without respect to their choice of a profession.

EARLHAM COLLEGE.

Earlham College is beautifully and healthfully located on the National Road, about one mile west of Richmond. It has a campus of 160 acres, including about 30 acres of woodland, so that its walks, play-grounds, and groves are ample.

Both sexes are admitted to the college with equal privileges and opportunities. There are accommodations sufficient for 170 students, and there are at present near that number. There is a college and a preparatory department, each having both its classical and scientific courses of study. The students nearly all board and lodge at the college. Those in the sophomore, junior, and senior classes have the privilege of procuring their board and lodging elsewhere if they prefer it. Special care is taken that all the students be under the guardianship of moral and religious influences.

Co-operating with the faculty are a governor and governess, and also a superintendent in charge of the financial interests, who, with an efficient matron, has entire charge also of the domestic department, where thorough order and system are secured.

The expenses of tuition, board, lodging, fuel, lights, &c., is from $180 to $235 per year. The year is divided into the autumn, winter, and spring terms, including in all thirty-nine weeks.

The institution, formerly known as Friends' Boarding School, was first opened in 1847,

and was chartered as Earlham College in 1859. An earnest effort is now being made to raise $50,000 as an endowment nucleus, which will naturally lessen the expenses of students in the college department. The subscription, opened three months since, has reached $20,000. When the endowment is obtained it is proposed to dispense with the first preparatory year, and in time with the entire preparatory department.

UNIVERSITY OF NOTRE DAME.

The academic year commences on the first Tuesday of September, and closes on the last Wednesday of June, when the annual commencement, the conferring of degrees, and distribution of premiums take place. It is divided into two sessions of five months each. At the termination of each session a strict examination of all the different classes is made in the presence of the faculty.

When a student presents himself for admission into the college, he is examined by the director of studies and placed in the class for which his previous attainments may have qualified him. His further promotion depends on his application and progress.

Special facilities exist at Notre Dame for the acquirement of the French and German languages. Not only are these languages taught very carefully by persons of acknowledged competency, but many of the members of the institution being natives of France and Germany, opportunities at all times occur for conversation in these tongues.

UNION CHRISTIAN COLLEGE.

Union Christian College is located at Merom, Sullivan County, was incorporated in 1859, and opened for the admission of students in 1860. It is a first-class college, and, although the youngest in the State, has already gained a high reputation.

The course of study embraces all the branches that lie between the primary school and the bachelor's degree. It is arranged in three departments—academic, classical, and scientific.

Ladies pursue the same studies, are subject to the same privileges, and receive the same honors, as gentlemen. This joint education of the sexes has been a prominent feature of the institution from its commencement, and the arrangements for its success are complete and satisfactory. While gentlemen and ladies mingle freely, as brothers and sisters at home, and enjoy the advantages of one another's presence in the street, in the recitation-room, and in all public assemblies, every circumstance that might invite or even permit undue intimacy, or might endanger their morals, is carefully guarded against. Neither is permitted to make calls upon, or receive calls from, the other, at private rooms; all are required to remain in their own rooms after 7 o'clock p. m. in winter, and after 8 p. m. in summer; and no family is allowed to take both as boarders.

FRANKLIN COLLEGE.

In 1834 a manual-labor school was established at Franklin by members of the Baptist denomination. Its situation was determined by the fact, that, of four competing communities, the village of Franklin made the largest offer in order to secure its location. In time the "manual-labor" feature was laid aside, as has been the case with other institutions which have tried this experiment. The institution at length received full college powers, and entered upon the work of giving to young men a complete collegiate education.

There are at present in the college about ninety students. These are contained in the three lower college classes and two preparatory classes, pursuing two courses of study: the classical, and the scientific. Twenty are pursuing collegiate, and the remainder preparatory studies. Twenty of the pupils are females. The college building consists of two brick edifices, each 80 by 40 feet, situated on a campus of 12 acres. The ground is elevated and the location is exceedingly healthful and pleasant.

MOORE'S HILL COLLEGE.

This institution, which admits both sexes, is under the patronage of the Methodist Episcopal Church, and is situated in the village of Moore's Hill, forty miles west of Cincinnati, on the Ohio and Mississippi Railroad. The village contains about 1,000 inhabitants, and is located in one of the most beautiful sections of the State. Perhaps in no village is the standard of morals higher than in this; and being entirely free from dram-shops, it presents few temptations so common to our cities and larger towns.

The college building is a fine brick structure, 54 by 84 feet, three stories high, and its value is estimated at $30,000. There is an endowment fund of about $24,000, and efforts are being made to increase it to $30,000. The number of students enrolled last year was 364, of whom 77 were in the collegiate, and 287 in the preparatory department.

SALEM COLLEGE, BOURBON, INDIANA.

This institution was to commence December 14, 1870, to consist of two departments,

academic and collegiate, in which instruction was to be given in all branches usually taught in colleges; students of both sexes admitted on equal footing.

DE PAUW COLLEGE FOR YOUNG LADIES.

The name of this institution has been changed during the past year from that of the Indiana Asbury Female College. The present name was given in honor of W. C. De Pauw, esq., who contributed $10,000 for the enlargement and improvement of the college building. It is under the patronage of the Methodist denomination, and is now in a flourishing condition.

HARTSVILLE UNIVERSITY.

This institution was established in 1850, on the scholarship plan. The scholarships are now being rapidly converted into permanent funds. The last catalogue presents an aggregate for the year of 215 students. Every year adds improvements and indicates increasing prosperity.

BROOKVILLE COLLEGE

was founded in 1851; is free from debt. The property is worth $25,000, and apparatus $2,000. There are 2,000 volumes in the library. The college admits both sexes.

NOTRE DAME AND ST. MARY'S

is an incorporated university, a charter having been granted by the State of Indiana. It was established in 1845, and comprises law, medical, and commercial departments.

NORTHWESTERN CHRISTIAN UNIVERSITY,

located at Indianapolis, embraces both classical and scientific courses. The female college course has been abolished, no distinction being made between male and female students with respect to branches of study, but they are invited to pursue those branches upon an equal footing, and side by side make proof of the right to the highest academic honors. A new professorship, endowed by Ovid Butler, esq., has been added, called the "Demia Butler chair of English Literature," to be perpetually filled by a female professor.

COMPULSORY EDUCATION A PRACTICAL ANTIDOTE FOR CRIME.

The superintendent remarks in respect to this subject as follows:

"Political economy, as we discover in the administration of our criminal code, presses upon the State the importance of a liberal educational policy. About *one-fifth* of the inmates of our prisons are entirely illiterate; about the same number only spell and read; about *two-thirds* can only read and write; and about *one in two hundred* are well educated. We have about *seven hundred* convicts in our two State prisons, which, in the cost to the State for their arrest, imprisonment, and prosecution, as well as in subsequent expenditures, have been a heavy expense. We have about one hundred county and city jails, which will average five each as regular boarders at public cost. The incendiary is busy in swelling the cost of crime.

"Crime, vagrancy, ignorance, and superstition are mutually supportive of each other. A general system of education is the most effective practical antidote at the command of the State for these evils. It fertilizes the heart and head for good. It is the surest way to secure perpetuity of our social, moral, civil, and religious institutions. In connection with this subject comes to our consideration the whole subject of compulsory education, which has been of late years a topic of national concern on both sides of the Atlantic.

"The tendency of all civilized nations is to a full recognition of the truth that the State has the right, and that it is its duty, to educate its entire population; that is, when parents neglect the education of their children, the State should require it of them; first making compliance with such obligations possible by an ample and complete educational system."

INDIANA REFORM SCHOOL, PLAINFIELD.

The legislature of the State of Indiana, by an act approved March 8, 1867, established an institution to be known as the "House of Refuge for the correction and reformation of juvenile offenders." To carry out the provisions of this act, the sum of $50,000 was appropriated. In the spring succeeding the passage of this bill a farm, consisting of 225 acres, was purchased for a location, and during the summer following the primary buildings were erected. The farm is situated on the east and west banks of the White Lick Creek, one mile south of the village of Plainfield, in Hendricks County, and fourteen miles west of Indianapolis, on a line of the Terre Haute, Vandalia, and

Indianapolis Railroad. The leading industries of the institution are cane-seating chairs, farming, gardening, and shoemaking. About thirty of the boys are employed in the different divisions of the domestic department, and a few are employed at carpentering.

The plan upon which this institution is conducted is familiarly known as the "family system," as opposed to the "congregate plan." Upon this plan, the inmates are divided into families of fifty boys each, each family having a separate house, and separate family officers. The officers of each family are, a house-father, under whose charge the family is placed, and an elder brother, who assists the house-father in the government of his family. Each family is distinct from the others in its own local management, but is united in government with the other families under one central head. Each family has a separate dormitory, school-room, play-ground, and a separate table in the dining-room. The government of the families is parental. Coercion is never used until moral means have failed.

The inclosure contains about 22 acres, which will eventually be tastefully laid off into lawns, and suitably ornamented and beautified. No physical instrumentalities are employed to restrain the inmates, or to prevent them escaping.

A deplorable state of ignorance is reported to prevail among juvenile delinquents. Many of the boys are destitute of a knowledge of the elementary branches usually taught in our common schools. This illiterate condition is not owing to any deficiency in their mental capacities, but to their unfavorable social condition in early life. A large majority of the boys are half-orphans, and many of them were early deprived of both parents. Usually, when first received, they do not evince much anxiety to study; but, after they become thoroughly interested in their books, they show as much eagerness and ability to learn as is generally observed in other children. The educational facilities of the institution afford ample opportunity for each boy to prepare himself for the successful conduct of the ordinary affairs of life. The system of instruction is substantially the same as is employed in our best-regulated common schools. The common branches only are taught. One-half of each day is devoted to school, the other half to labor. Thus, while their minds are being cultivated, they are acquiring physical strength and habits of industry.

Education has been found to be a potent agent in reform. Its tendency is to expel the ignorance which has kept them in surveillance to their animal propensities, and to elevate them above those degrading pursuits from which they have derived their ill-gotten gain. Besides, it furnishes new and more elevating subjects of contemplation, and engenders more ennobling ideas of individual being and individual responsibilities. Aside from the benefit which they derive from a half day's schooling each day, they all have access to a well-selected library from one to two hours every evening during the year.

STATE PRISON.

Recognizing the prisons of the State as in a very important sense educational agencies, the superintendent has included in his report information respecting them, from which it appears that, in the northern State prison, among 540 convicts, only about 20 were, on reception, adepts in some of the educated arts or professions, or experts in penmanship, or gave evidence of good mental discipline. Seventy could not write, and many, who could but sign their names, had no knowledge of arithmetic, geography, American history, or English grammar. The younger men were uneducated in everything but vice. This is true of three-fourths of all whose history I have learned. They either had no homes, or bad home surroundings. As far as consistent with daily work, they have been kept to regular lessons on secular days during the summer. About 30 have learned to read; 26 have learned to write; 44 to use arithmetic; a few were too stupid or too stubborn to learn even the alphabet.

Of the 370 inmates of the southern prison, about 100 can neither read nor write; 30 read and not write; 240 read and write. Of the numbers who read and write none are good scholars. Thirty-five might analyze a sentence in grammar, and perhaps 60 can cipher to the rule of three. Very few know anything of general geography. As to the moral condition of the inmates, I cannot, of course, furnish very definite statistics, but can bear witness to a marked improvement in a large proportion of the whole number. There have been not a few sound conversions, which have been evidenced by consistent lives, both while in the prison and after having gone out into society.

The superintendent quotes at length from the declaration of principles respecting education set forth by the managers of prisons and reformatories at their late convention, held at Cincinnati. Out of many sentiments of great importance and significance, the following are selected:

"Education is the vital force in the reformation of fallen men and women. Its tendency is to quicken the intellect, inspire self-respect, excite to higher aims, and afford a healthful substitute for low and vicious amusements. Education is therefore a matter of primary importance in prisons, and should be carried on to the utmost extent consistent with the other purposes of such institutions."

"In order to the reformation of imprisoned criminals, there must be not only a sincere desire and intention to that end, but a serious conviction in the minds of the prison officers that they are capable of being reformed, since no man can heartily maintain a discipline at war with his inward belief; no man can earnestly strive to accomplish what in his heart he despairs of accomplishing."

"A system of prison discipline, to be truly reformatory, must gain the will of the convict. He is to be amended; but how is this possible, with his mind in a state of hostility? No system can hope to succeed which does not secure this harmony of wills, so that the prisoner shall choose for himself what his officers choose for him. But to this end the officer must really choose the good of the prisoner, and the prisoner must remain in his choice long enough for virtue to become a habit. This consent of wills is an essential condition of reformation."

"The interest of society and the interest of the convicted criminal are really identical, and they should be made practically so. At present there is a combat between crime and laws. Each sets the other at defiance, and, as a rule, there is little kindly feeling and few friendly acts on either side. It would be otherwise, if criminals, on conviction, instead of being cast off, were rather made the objects of generous parental care; that is, if they were trained to virtue, and not merely sentenced to suffering."

LIST OF SCHOOL OFFICIALS.

Hon. M. B. HOPKINS, *Superintendent of Public Instruction.*

COUNTY SUPERINTENDENTS.

Counties.	Names.	Post-offices.
Adams	D. D. Heller	Decatur.
Allen	J. H. Smart	Fort Wayne.
Bartholomew	John M. Wallace	Columbus.
Benton	Henry C. Neal	Oxford.
Blackford	Lewis Willman	Hartford City.
Boone	Joseph Foxworthy	Lebanon.
Brown	Fletcher D. Wood	Nashville.
Carroll	L. E. McReynolds	Delphi.
Cass	Peter A. Berry	Logansport.
Clark	A. C. Goodwin	Jeffersonville.
Clay	William Travis	Bowling Green.
Clinton	J. N. Armantrout	Frankfort.
Crawford	Alexander Sipes	Grantsburgh.
Daviess	George A. Dyer	Washington.
Dearborn	Myron Haynes	Lawrenceburgh.
Decatur	W. H. Powner	Clifty.
De Kalb	James A. Barnes	Waterloo.
Delaware	O. M. Todd	Muncie.
Dubois	A. J. Strain	Ireland.
Elkhart	Valois Butler	Bristol.
Fayette	J. L. Rippetoe	Connersville.
Floyd	P. V. Albright	New Albany.
Fountain	James W. Harper	Covington.
Franklin	William B. Maddock	Brookville.
Fulton	William H. Green	Rochester.
Gibson	W. T. Stillwell	Princeton.
Grant	Thomas D. Harp	Marion.
Greene	R. C. Hilburn	Newberry.
Hamilton	S. N. Cochran	Noblesville.
Harrison	Seth S. Nye	Corydon,
Hancock	James A. New	Greenfield.
Hendricks	A. J. Johnson	Danville.
Henry	Clarkson Davis	New Castle.
Howard	Rawson Vaile	Kokomo.
Huntington	M. L. Spencer	Huntington.
Jackson	James K. Hamilton	Brownstown.
Jasper	S. P. Thompson	Rensselaer.
Jay	Simeon K. Bell	Mt. Pleasant.
Jefferson	Charles W. Allfrey	Brooksburgh.
Jennings	John Carney	Vernon.
Johnson	W. T Stott	Franklin.
Knox	Anson W. Jones	Vincennes.

List of school officials—Continued.

Counties.	Names.	Post-offices.
Kosciusko	Walter Scott	Warsaw.
La Grange	Alfred Bayliss	La Grange.
Lake	James H. Ball	Crown Point.
La Porte	W. P. Phelon	La Porte.
Lawrence	James B. Crow	Bedford.
Madison	H. D. Thompson	Anderson.
Marion	William A. Bell	Indianapolis.
Marshall	Thomas McDonald	Plymouth.
Martin	Thomas M. Clark	Dover Hill.
Miami	W. N. Dunham	Peru.
Montgomery	J. F. Thompson	Crawfordsville.
Monroe	James H. Rogers	Bloomington.
Morgan	Robert Garrison	Hall.
Newton	John B. Smith	Kentland.
Noble	T. Morgan Ellis	Albion.
Ohio	John Buchanan	Rising Sun.
Owen	W. B. Wilson	Spencer.
Orange	Theo. Stackhouse	Orangeville.
Parke	Ared F. White	Rockville.
Perry	Theo. Courcier	Rono.
Pike	T. C. Milburn	Winslow.
Porter	Timothy Keene	Valparaiso.
Pulaski	S. Weyand	Winamac.
Posey	James B. Campbell	Mt. Vernon.
Putnam	Willer B. Smith	Greencastle.
Randolph	Andrew Stakebake	Winchester.
Ripley	Ithomer H. Drake	Rei.
Rush	D. Graham	Rushville.
Scott	Jacob Hollenbeck	Lexington.
Shelby	Richard Norris	Shelbyville.
Spencer	James R. Temple	Grandview.
Starke	W. M. McCormick	Knox.
Steuben	R. V. Carlin	Angola.
St. Joseph	Elisha Sumption	South Bend.
Sullivan	G. W. Register	Paxton.
Switzerland	Will M. Smith	Vevay.
Tippecanoe	John E. Mathews	La Fayette.
Tipton	B. M. Blount	Tipton.
Union	H. K. W. Smith	Liberty.
Vanderburgh	T. W. Peck	Evansville.
Vermillion	William L. Little	Newport.
Vigo	John W. Jones	Terre Haute.
Wabash	Alvah Taylor	Wabash.
Warren	Henry Ritenour	Poolsville.
Warrick	C. W. Armstrong	Boonville.
Washington	A. A. Cravens	Salem.
Wayne	James McNeill	Richmond.
Wells	John S. Mc Cleery	Bluffton.
White	Gilbert Small	Idaville.
Whitley	A. J. Douglass	Columbia City.

IOWA.

The superintendent of public instruction, Hon. A. S. Kissell, in the fifteenth biennial report to the fourteenth general assembly, 1870–'71, gives the following information:

Number of district townships in 1871	1,260
Number of independent districts in 1871	344
Number of sub-districts in 1871	7,716
Number of persons between the ages of five and twenty-one years in 1871, males, 236,940; females, 223,689; total	460,629
Number of schools in 1871	7,823
Number of graded schools in 1871	289
Number of pupils attending school in 1871	341,938
Average number of pupils attending school in 1871	211,568
Number of teachers employed in 1871, males 5,483; females 8,587; total	14,070
Average compensation of male teachers, per week, in 1871	$9 00
Average compensation of female teachers, per week, in 1871	6 95
Number of days schools were taught in 1871, summer, 335,654; winter, 405,158; total	740,212
Average number of months of school in 1871	6.5
Average cost of tuition, per week, for each pupil in 1871, summer 35 cents; winter, 40 cents; average	$0 38
Aggregate amount paid teachers in 1871	$1,900,893 54
Balance of teachers' fund in hands of district treasurer in 1871	$439,222 60
Number of school-houses in 1871, brick, 600; stone, 247; frame, 6,459; log, 288	7,594
Value of school-houses in 1871	$6,764,551 28
Amount of district tax for building school-houses and purchasing grounds in 1871	$914,297 05
Amount of district tax for library and apparatus	$21,319 66
Amount of district tax for rent of school-houses in 1871	$13,757 58
Amount of district tax for repairing and furnishing school-houses in 1871	$182,619 17
Amount of district tax for fuel in 1871	$176,317 76
Amount of district tax for compensation of secretaries and treasurers in 1871	$59,986 39
Amount of district tax assessed for teachers' fund for 1871	$1,258,920 51
Amount of apportionment of county tax and income of permanent school fund in 1871	$479,534 27
Amount of apportionment of temporary school fund in 1871	$83,207 34
Number of volumes in school district libraries	11,482
Value of school apparatus in 1871	$104,359 43

NORMAL SCHOOLS.

The necessity of normal training is enforced, while aptness to teach is regarded as the essential qualification, and a system of graded normal schools is proposed, upon the plan indorsed by the National Teachers' Association of 1870, and commended by the United States Commissioner of Education.

COUNTY SUPERINTENDENTS' CONVENTION.

Three such meetings were held during the year, with gratifying results, showing the importance of the unity of plan in the work of all educational agents.

STATE TEACHERS' ASSOCIATION.

This association held its last session at Council Bluffs, and among the results of this meeting a course of study for high schools was agreed upon. The general and hearty concurrence of all classes of educators in their work was exhibited.

THE TOWNSHIP SYSTEM

is advocated, and the experience of other States cited in its support, while many independent reasons for adopting it are given.

SCHOOL-HOUSES.

During the past two years over $1,250,000 were added to the school-house property of the State, which, either in the form of splendid structures in the populous portions

of the State, or of more humble edifices upon the prairies, exerts a perpetual influence in favor of education.

TEACHERS' INSTITUTES AND COUNTY SUPERINTENDENCY.

Nearly 7,500 teachers have met in the 77 teachers' institutes held throughout the State. The State gave for the support of these institutes $3,850, to which sum the counties and individuals added liberally. These were held from one to four weeks each, and were well attended by teachers and county superintendents.

MORAL AND RELIGIOUS INSTRUCTION IN PUBLIC SCHOOLS.

The importance of moral training is recognized in the fact that the moral character of the teacher is a subject of State legislation. The report discusses very fully the objections to technical religious instruction, giving the arguments of eminent men on both sides of the question, refers to the common errors on this subject in confounding Christianity with denominationalism, and claims that religious instruction should not be excluded from the public schools, sustaining the positions assumed by references to a variety of facts and illustrations.

TEXT-BOOKS AND CRAMMING.

These topics are dwelt upon, and the claim is made that the deranged public sentiment in regard to both is a great cause of the evils connected with them; some of these, resulting from the system of cramming in certain graded schools, are, however, not necessarily incident to the system.

SCHOOL JOURNALS.

Two school journals are now published in the State—the Manual, at Des Moines, and the Iowa School Journal, the former of which is the official organ of the superintendent of public instruction.

HIGH SCHOOLS.

At present Iowa has 40 high schools connected with its 289 graded schools, of which 23 have well-defined courses of studies. The boards of seventeen of the independent districts employ superintendents for these public schools, ten of whom devote a part of their time to teaching, and seven who give all their attention to the work of superintending. Of the latter, two receive salaries of $1,200 each; three of $1,500 each; one of $1,800; and one of $2,500 per annum. There is only one large city in the State whose schools are without the services of a capable superintendent. Every year the people's interest in these home educational institutions is increasing. During the last two years I have known fifteen of these to extend their courses of study and teaching force; for the patrons have learned that setting aside all the superior moral and social benefits which their children enjoy under their own parental guidance, in comparison with any associations or influences to be had away from home, there is the question of financial economy to be considered. The tuition of the high school may even reach the sum of $50 or $60 per annum, and yet it will be from $100 to $200 less per pupil than if sent to schools away from home.

COUNTY HIGH SCHOOLS.

A law empowering counties to establish high schools was enacted two years ago. Its requirement, to submit the question to a vote of the electors, is so difficult to attain that a number of counties desiring the schools failed to secure them. If the future legislators will simplify the law many counties will found such schools.

ACADEMIES AND SEMINARIES.

At this time there are fifteen schools of the class in the State. They compare favorably with similar institutions in other States. Denmark Academy was the first inaugurated, in 1843. Its present faithful and scholarly principal, H. K. Edson, A. M., has been in charge for nearly twenty years. He took possession with 18 pupils, and the same year closed with 90; and this number increased until in 1865 it reached 270. The buildings and grounds are valued at $25,000.

COLLEGES.

There are eighteen institutions of a collegiate character in the State, embracing the two State institutions, Iowa State University and the Agricultural College. In the

absence of full statistics from all of these, our estimates can only be proximate. Yet we can affirm, with tolerable certainty, that the aggregate assets of these institutions will not fall much below two millions of dollars, having in attendance not less than 4,000 students, and employing upward of 200 teachers.

AGRICULTURAL COLLEGE.

Located at Ames, Story County, on a farm consisting of 648 acres. The site is eligible, and the grounds are laid out with great care for purposes of ornament and use. The amount of land received from the General Government, and by a legislative enactment, made a perpetual endowment for the college, is 204,309 acres. The main college building is 157 by 61 feet on the ground, and four stories high. Besides dormitories, it contains a library, museum, cabinet of minerals, &c.

There are also in a separate building a workshop and chemical laboratory. The number of students, male and female, is 218. A system of self-government has been inaugurated, which, under the skillful management of the president, Hon. A. S. Welch, and faculty, has been productive of the most gratifying results.

IOWA STATE UNIVERSITY

consists of an academical, law, medical, and normal department. It is open to both sexes. It is under the management of a board of regents, of which the governor of the State is ex officio president. Thirty teachers and professors give instruction in the institution; 447 students were in attendance, and 66 graduated during the year closing July, 1871. Its fall term opened with 430 students. The annual income approximates $35,000.

STATE REFORM SCHOOL.

This school is located in Lee County, four miles from Salem, Henry County. It has 86 inmates, all boys; and seven officers and teachers. In October, 1868, it received its first inmate, and since, 140 have been brought under its reformatory influences. The cost per capita is $152 22 per annum. Its board of trustees report the institution as under the best of discipline, and give encouraging accounts of those who have left it with reformed habits and higher aims of life, and who are now valuable citizens in the communities in which they are following some industrial pursuit. An effort will be made at the next (1871) legislature to secure permanent location for the school, and one more accessible to all parts of the State.

INSTITUTION FOR THE DEAF AND DUMB

is located at Council Bluffs on 90 acres of land, valued at $9,000; buildings, $140,000; 98 pupils, 5 supervisory offices, 6 teachers, and 20 other employés. It is a very superior institution, affording every facility that is offered in any school of this kind in this country.

INSTITUTION FOR THE EDUCATION OF THE BLIND.

This institution is located at Vinton, on a site embracing 40 acres of ground, valued at $6,000. The value of the buildings is estimated at $150,000. The number of students is 101; the number of officers and teachers, 25. For more detailed information see the report of the superintendent, Rev. S. A. Knapp, as furnished the Bureau through Dr. Howe, of Boston.

HOSPITALS FOR THE INSANE

are located at Mount Pleasant and Independence. The former has 345 acres of land connected with the buildings, valued at $17,250; buildings, $400,000; number of inmates, 501; officers and employés of the institution, 80. Dr. Mark Ranney, superintendent of the hospital, in his report, November, 1869, to the legislature, states that "since the opening of the hospital 1,425 patients have been admitted, of whom 741 were men and 684 women. It was established in 1855."

The hospital at Independence is in process of erection upon a beautiful tract of land, one mile and a half from corporation limits, containing 320 acres, valued at $1,280; cost of the building under construction, $280,000; estimated cost when completed, $700,000.

STATE PENITENTIARY.

This institution, located at Fort Madison, numbered, November 1, 1871, 273 convicts. The "diminution" system adopted is working admirably as a means of discipline. The constant good conduct of a convict, not sentenced for life, during the first year, shortens his term forty-two days; during succeeding years, forty-eight days each. Thus, a person sentenced for five years could, by this humane law, shorten his period of confine-

ment two hundred and thirty-four days. There is religious service every Sunday morning, and a Sabbath-school was organized in 1869, of which the warden reports "that it has a good effect upon all the convicts, and specially beneficial to most of them in the following-named good results:

"1. There is less punishment required to preserve the discipline of the prison now, by more than one-half, than before the organization of the school.

"2. The men do more and better work in the shops than before the school was organized.

"3. All the officers of the institution testify to the better disposition of the men universally."

If these things shall continue it will be found that the best discovered means of prison discipline is the Christian Sabbath-school.

HOMES FOR SOLDIERS' ORPHANS.

There are three of these in the State. The one at Glenwood has 12 acres of land, valued at $1,500; and buildings, at $1,200; number of children, 120; officers and teachers, 5. The second, at Cedar Falls, has 40 acres of land, valued at $2,000; and buildings, $40,000; number of children, 287, with an average age of 11.3 years; officers, 3; teachers, 6; other employés, 30. At Davenport the home has 40 acres of land valued at $8,000; and buildings, $40,000; number of children, 310, and employés, 41. In all these there are graded schools for forty weeks in the year, under the instruction of competent teachers. The superintendent of the Davenport Home reports, November, 1871, that there has been no death in the institution since August, 1869, with an average of 373 children in constant attendance. This home is regulated upon the "cottage" system. The other two have each but one building.

STATE HISTORICAL SOCIETY AND STATE LIBRARY.

The State Historical Society is located at Iowa City. It has a growing cabinet of relics and articles symbolic of the spirit and representative of the customs of times past and current, together with a collection of zoological and mineralogical specimens, amounting in all to 4,003. It publishes a historical periodical quarterly—Annals of Iowa—in which is preserved the early and current history of the State, in every department of public interest, from direct and original sources.

The State library occupies commodious apartments in the capitol building, and consists of about 12,000 volumes, of which about 1,000 are miscellaneous. The remainder are works of a legal and documental character, forming what is esteemed the most complete law library in the northwest.

DAVENPORT SUPERINTENDENT'S REPORT.

The report of the superintendent of the city school, W. E. Crosby, esq., for the year closing March, 1871, contains the following information and suggestions:

Population of the city, as per census of 1871	21,038
Number of children between five and twenty-one years of age	7,441

Table comparing the enrollment, attendance, &c., for several years.

Years.	Total enrollment.	Average number belonging.	Average daily attendance.	Percentage of attendance.
1867–'68	2,224	1,841	1,661	90
1868–'69	2,770	2,060	1,910	92.7
1869–'70	3,048	2,293	2,126	92.7
1870–'71	3,137	2,475	2,297	92.8

ABSENTEEISM AND TRUANCY.

The percentage of daily attendance, reckoned on the average enrollment, as shown by the records of the past ten years, was as follows:

For	1860–'61	75	
	1861–'62		
	1862–'63	71	
	1863–'64		
	1864–'65		
	1865–'66	80	
For	1866–'67	84	
	1867–'68	90	
	1868–'69	92.7	
	1869–'70	92.7	
	1870–'71	92.8	

Some unavoidable circumstances have operated to prevent any considerable increase in the percentage of daily attendance of pupils for the year.

Through all trials and changes, however, we can show advancement. That we can do so, and are able to report an unfailing interest in the public schools, is good reason for congratulating your honorable body on a year of successful management. There have been comparatively few suspensions for "absence without sufficient excuse," and very few cases of truancy. We have had no complaints as to the severity of "rules requiring reasonable excuses for non-attendance."

It will be observed that there have been seven pupils absent, each day, for every hundred belonging. Taking the number belonging to each teacher to be fifty, we shall have at least three pupils absent from each room, daily; one or two from every class taught in the schools. In a superficial view, this may seem a matter of little moment to the community. But we may not so regard it. A day lost from school cannot easily be made good to the child, or find a fair equivalent in any ordinary service to the parent. In nine out of ten cases of absence the child is the loser. A day's absence usually involves the sacrifice of four or five recitations in as many branches of study. It not seldom occurs that the absence falls on a day when a new subject is to be begun, or an important and wide-reaching principle in science is to be considered. In such cases the effect may be serious beyond measure.

Taking all circumstances into account, especially the long distances which the little children must necessarily go to school, the above percentage of attendance for the six months past may be accepted as fair evidence of the fidelity of the teachers and the co-operation of parents.

Numbering from the lowest class upward, the first, second, and third grades constitute the primary department; the fourth, fifth, and sixth, the intermediate department; the seventh, eighth, and ninth, the grammar department; the tenth, eleventh, twelfth, and thirteenth grades, the high school. This gives thirteen years to the course of instruction pursued in these schools, and if the child, entering the first grade at five years of age, suffer no delay in promotion by reason of unavoidable causes, he will, if possessed of ordinary capacity, graduate from the high school at eighteen. A good mind attending school regularly may, *if thought desirable,* do the work in less time. This is *one year saved,* as compared with the former classification, the same amount of work being required. But I am satisfied that the course may be completed in twelve years, and nothing be lost to the pupil—and thus *two years* of school-going be saved to this community. But before making a further reduction of the time *allowed* for the completion of the course of study, it is important to consider whether the age and capacity of a fair minority of children will admit of it.

The actual workings of the schools show that nothing but non-attendance or incapacity interrupts the progress of the individual. Scarcely a week passes that does not embrace in its record promotions of classes or pupils. It is true that here and there is found a mind possessed of superior talent or aptitude in some one branch, on whose behalf it is urged by persons not well informed as to facts, that such an one is restive and suffers injustice under the restrictions of grade and class. The very few of such cases that may possibly exist are provided for by means of the *method of averages.* By this, least and greatest attainments are considered together, with the scale always on the side of talent. For it is seldom, we might almost say never, the case that talent in a single direction is unaccompanied by ability in any other. Besides, all great thinkers who have spoken on the subject urge that education must aim to develop and strengthen each of the whole round of human faculties. Moreover, talent takes care of itself.

Certain it is that somebody must decide that minds are fit or unfit to be classed, to be promoted in a body, or singly, and the decision must be a reasonable judgment, based upon observation in accordance with a plan containing in itself the proofs of its own value and correctness.

Discard the idea of classes and grades, and by so doing you make *free schools an intolerable burden* to the community. For by means of them large numbers of children are taught by comparatively few teachers, and thus the cost of instruction greatly reduced, and taxation rendered less burdensome. It is classification that helps most to make public schools better and cheaper than private institutions.

The table reveals one highly important fact to the community, one in which society as a whole is profoundly concerned. I refer to the large falling off of pupils before the course of study has been completed. In the primary department the first three grades, corresponding to the ages six, seven, and eight, there remain 1,448, one-half of the whole number, while in the high school but 102 remain in the four grades of that department. Out of the whole number but 10 remain to graduate!

The grand objects of education cannot be attained by the best methods in the hands of the best teachers the world can furnish, in the limited time permitted to the majority of children taken from school at early ages. It would be folly to suppose that any artifices could be made to replace the element of time in a process of natural growth. "To everything there is a season." Neither human muscle nor brains can be forced to a maximum result before the age of twenty. Why, then, force the youth to employ their physical powers in hard labor while their mental faculties remain undeveloped?

It is bad economy to take the youth from school and put them at work with a view to gaining, pecuniarily, thereby. Every boy added to the number of laborers tends to diminish the wages of men. Labor is cheapened, but by means of actual waste.

Immature brains and hands will produce cheap results, but at a loss in the quality and workmanship of products. If there be anything in the idea of educated labor, it fails of a fair expression by reason of the fact that education is not given time to train and mature the powers of labor. In the outcome force is wasted through imperfect instrumentalities and crude applications.

It is deleterious to the morals of society. If it be conceded that intellectual employment adds to moral character, then the question needs no further argument. For the mind of the youth engaged daily in the study of facts, principles, and sciences, must live in an atmosphere whose prevailing hue is pure truth. Indeed, one of the chief ends of knowledge is the removal of error, and the consequent gain of truth. As soon as the youth enters any ordinary vocation or profession he nears the purlieus of falsehood and vice, and to resist temptation to evil becomes no small portion of his daily asks. He should have leave and help to grow, intellectually and morally, till he shall have acquired stability of character.

PENMANSHIP AND BOOK-KEEPING.

Before the present year instruction in penmanship was not given to pupils below the "A" rooms; now it is extended to all the children in the schools. Book-keeping is added to the high-school course. That these are great improvements of a useful character the community will not be slow to admit.

Book-keeping in the high school seems to find much favor with parents and pupils. Nearly all of the masters and misses of that department are receiving instruction in a regular course, which will prove equivalent to that obtained at the best commercial schools.

MUSIC.

Instruction in vocal music was introduced into the schools this year for the first time I am aware that many persons regarded it as a doubtful experiment, and some as involving a useless expense. But nine years' observation as principal of a city school, where the elements of music and singing were taught to every one of sixteen hundred children with unquestioned success, was my assurance that if introduced and properly taught in these schools it would become an essential and permanent part of the system, and would earn for itself the hearty approval of the community. My hopes are realizing quite fast enough.

In no exercise of the school-room are the children more interested than in this; to none, say their teachers, do they look forward with more desire, and in none do I find teacher and pupils more heartily in sympathy with one another.

It will afford parents pleasure, surely, to see their children growing up into possession of a knowledge of music as complete and thorough in its particulars and influence upon the character as any other branch of culture. How it could so long remain out of a good system of schools is a mystery to me.

The teacher cannot personally instruct all the children, for a very good reason—want of time. She can give but one lesson a week to each of the rooms of the intermediate, grammar, and high-school departments, leaving the primary rooms to be reached through the regular teachers, whom she instructs. This may not seem so well, but it is the best that can be done under the circumstances. It will not do to neglect the little ones. The notion of favoring the older pupils with instruction in the special branches, and ignoring these little ones, is neither good philosophy nor safe practice.

When the work takes shape, and the teacher finds himself at home in it, time may be gained, and nothing lost, by bringing any two rooms of nearly the same grade in each building together.

Instruction in music may often be given to pupils in mass with advantage. Many things are gained by bringing many voices together, provided they can be suitably directed and harmonized.

Such an arrangement will enable the teacher to visit each grade of pupils oftener than once a week, an end much to be desired, on behalf of rapid progress and unfailing interest.

THE TRAINING SCHOOL.

An attempt has been made this year to give the school a more scholastic character, and, at the same time, preserve all that makes it valuable as a training school for teachers in school government, and methods of instruction. Accordingly, grammar, arithmetic, and geography have been regularly taught. Considerable attention has been given to English analysis, elocution, and composition. Physical geography has been taught topically. Mental philosophy has been considered in its relation to teaching. During the remainder of the year, it is proposed that physiology, history, and literature be taken up and studied as far as time will permit. It will at once occur to you that the results to be accomplished in so wide a range of subjects in a single year, will depend largely upon the willingness of the pupil-teachers to read and investigate for themselves in hours out of school. But the majority of them are already somewhat familiar with most of the branches specified, and for such the task will be only a favorable occasion for review, with a special view to their practical application, and the best modes of teaching them. All are zealous, and seem anxious to qualify themselves in all possible ways for the work of teaching. An assistant, whose time is chiefly occupied as a model teacher, has been employed, but is in part devoted to the instruction of classes from the high school, and in part to teaching in branches of study pursued for professional benefit.

This arrangement provides a skillful and competent teacher to the children attending the training school for a good portion of the time, and thus is met an objection made to it, on the part of some persons, to the effect that their children suffered for the sake of inexperienced girls who were *learning to teach*.

The management of the school has been satisfactory. The good work done this year must commend its usefulness to the confidence of the people. All of last year's graduates, save one, are now in the schools, and, without exception, have proved themselves well qualified. In this connection, I wish to recommend that an examination for graduation on technical and practical qualifications be held at the close of the year, which shall be final for employment in the order of merit shown by means of the examination, and that this be made a standing rule of the board.

It is recommended, further, that a two years' course be authorized, in addition to the present one, which, in character and comprehensiveness, shall aim to reach the dignity of a normal-school course, for the complete training of teachers, in the interest of the city.

The reasons for these recommendations are, in brief, 1st, that the increasing and higher demands of the schools may be supplied with teachers educated under the supervision of the board; and, 2d, that the influence and reputation of the schools of the city may be extended, and thus the interest of the city itself be built up and conserved.

GERMAN INSTRUCTION.

From one teacher in 1868, the corps of instructors in the German language has increased to six, regularly employed, besides two others, a portion of whose time is occupied in teaching German.

From 134 pupils taught in that year, the number has increased to 742, an increase out of all proportion with the school population.

Dividing the number of pupils by the number of teachers, we find that there are over 100 pupils to the teacher. Dividing the last number by the number of half-hours at the disposal of each teacher in 11, we shall have one half-hour each day, allotted to each ten children, in which to acquire the reading and writing of German.

In all of the buildings, except one, a separate room has been provided the German teacher, and thus the time of the teachers of the English branches is not interfered with except by the parsing of classes.

Some irregularities incident to the introduction of any subject into a course of study remain to affect disadvantageously the progress of the pupils and the discipline of the schools. But it is believed that these will gradually disappear with careful management, and that, eventually, the German, as a branch of study, will be as easily handled and thoroughly incorporated into the system as geography, arithmetic, or Latin. The law of the State contemplates as much, if the electors so desire.

Two obvious gains will be made for the community by suitable instruction in German in the public schools, viz:

1. German children will sooner acquire practical familiarity with the English language, by instruction in the two languages at the same time.

2. The children of American parentage have the opportunity of acquiring a knowledge of the most useful and cultivated modern language, excepting, always, one's native tongue.

Hon. A. S. KISSELL, *Superintendent of Public Instruction.*

COUNTY SUPERINTENDENTS.

County.	Post-offices.	Superintendents.
Adair	Fontanelle	Rev. J. W. Peet.
Adams	Quincy	W. P. Jeffrey.
Allamakee	Waukon	Lenthell Eells.
Appanoose	Centerville	David T. Monroe.
Audubon	Oakfield	David B. Beers.
Benton	Vinton	H. M. Hoon.
Black Hawk	Waterloo	A. H. Nye.
Boone	Moingona	L. W. Fisk.
Bremer	Grove Hill	Chiles S. Harwood.
Buchanan	Independence	S. G. Pierce.
Buena Vista	Storm Lake	James D. Adams.
Butler	Butler Center	W. A. Lathrop.
Calhoun	Twin Lakes	E. L. Hobbs.
Carroll	Glidden	Myron W. Beach.
Cass	Lewis	E. D. Hawes.
Cedar	Mechanicsville	A. B. Oakley.
Cerro Gordo	Clear Lake	Asa S. Allen.
Cherokee	Cherokee	John H. Roe.
Chickasaw	New Hampton	Joseph F. Grawe.
Clarke	Osceola	John H. Jamison.
Clay	Spencer	Charles Carver.
Clayton	Farmersborough	John Everall.
Clinton	Low Moor	R. B. Millard.
Crocker	Seneca	Sarah A. Littlefield.
Crawford	Denison	N. J. Wheeler.
Dallas	Adel	Amos Dilley.
Davis	Troy	Moses Downing.
Decatur	Leon	W. C. Jackson.
Delaware	Colesburgh	John Kennedy.
Des Moines	Burlington	W. R. Sellon.
Dickinson	Okoboji	Joshua H. Pratt.
Dubuque	Dubuque	J. J. E. Norman.
Emmet	Estherville	S. W. Brown.
Fayette	Douglas	Marshall M. House.
Floyd	Floyd	Hervey Wilbur.
Franklin	Hampton	J. C. Whitney.
Fremont	Sidney	H. Russell Laird.
Greene	Jefferson	A. R. Mills.
Grundy	Grundy Center	J. M. Rea.
Guthrie	Panora	James H. Meek.
Hamilton	Webster City	H. N. Curtis.
Hancock	Upper Grove	A. R. Barnes.
Hardin	New Providence	Enos P. Stubbs.
Harrison	Logan	Horace H. McKenney.
Henry	Mount Pleasant	George W. Thompson.
Howard	Cresco	C. T. Breckinridge.
Humboldt	Lott's Creek	Eber Stone.
Ida	Ida	M. G. Aldrich.
Iowa	Marengo	Constant S. Lake.
Jackson	Maquoketa	J. W. Fleming.
Jasper	Newton	S. J. Moyer.
Jefferson	Batavia	John N. Edwards.
Johnson	Iowa City	George S. Hampton.
Jones	Monticello	M. W. Herrick.
Keokuk	Sigourney	J. A. Lowe.
Kossuth	Algona	M. Helen Wooster.
Lee	Fort Madison	Wm. G. Kent.
Linn	Western	Wm. Langham.
Louisa	Cairo	Lewis A. Riley.
Lucas	Chariton	John W. Perry.
Madison	Winterset	Rev. H. W. Hardy.
Mahaska	Oskaloosa	Prof. G. T. Carpenter.

COUNTY SUPERINTENDENTS—Continued.

County.	Post-offices.	Superintendents.
Marion	Knoxville	Rev. Aaron Yetters.
Marshall	Marshalltown	Cyrus H. Shaw.
Mills	Glenwood	Rev. C. H. Newell.
Mitchell	Stacyville	Miss J. C. Addington.
Monona	Onawa	W. A. Greene.
Monroe	Albia	Wm. A. Nichol.
Montgomery	Red Oak Junction	W. M. Wright.
Muscatine	Muscatine	Charles Hamilton.
O'Brien	O'Brien	Stephen Harris.
Page	Clarinda	Dr. Elijah Miller.
Palo Alto	Emmetsburgh	Jeremiah L. Martin.
Plymouth	Melbourne	
Pocahontas	Lizard	David Miller.
Polk	Des Moines	J. A. Nash.
Pottawattomie	Council Bluffs	G. L. Jacobs.
Poweshiek	Montezuma	George W. Cutting.
Ringgold	Mount Ayr	Wm. J. Buck.
Sac	Sac City	Raselas Ellis.
Scott	Davenport	Philo S. Morton.
Shelby	Harlan	Caleb Smith.
Sioux	Calliope	Eli Johnson.
Story	Nevada	A. K. Webb.
Tama	Toledo	J. R. Stewart.
Taylor	Bedford	John S. Boyd.
Union	Afton	Thomas Roberts.
Van Buren	Dond's Station	George B. Walker.
Wapello	Ottumwa	Mrs. M. A. Peck.
Warren	Indianola	A. L. Kimball.
Washington	Washington	E. R. Eldridge.
Wayne	Confidence	Enos Rushton.
Webster	Fort Dodge	James M. Phillips.
Winnebago	Forest City	Martin Cooper.
Winneshiek	Castalia	Rev. J. W. Wedgwood.
Woodbury	Sioux City	Dr. Andrew W. Hunt.
Worth	Northwood	Franklin G. Parker.
Wright	Belmond	John D. Sands.

KANSAS.

From the tenth annual report of the department of public instruction, made December 15, 1870, the following view of the condition of education in this State is taken:

		Increase for the year.
Number of school districts	2,068	361
Number of reports from district clerks	1,950	329
Number of male persons between the ages of five and twenty-one years	52,254	4,247
Number of female persons of school age	56,989	12,479
Total number of persons of school age	109,244	16,727
Number of male persons enrolled in public schools	32,183	1,986
Number of female persons enrolled in public schools	31,035	2,551
Whole number of persons enrolled in public schools	63,218	4,537
Average daily attendance in public schools	39,401	8,277
Average length of time school has been taught, (months)	5.2	.2
Number of male teachers employed in public schools	1,079	180
Number of female teachers employed in public schools	1,161	43
Average wages paid to male teachers in public schools	$39 60	$2 53
Average wages paid to female teachers in public schools	31 10	2 12
Amount paid for teachers' wages	318,596 31	25,886 37
Amount expended for repairs and incidentals	98,644 33	19,300 57
Amount received on the semi-annual dividend of State school money	139,957 37	23,721 57
Amount raised by district tax for the support of public schools	518,323 85	89,339 87
Total amount derived from various sources for public schools	673,041 41	107,730 24
Number of school-houses: log, 352; frame, 864; brick, 46; stone, 239; total	1,501	288

GENERAL PROGRESS OF EDUCATION.

Normal district institutes were held during the year at nine different places. County institutes were held also in nearly all the counties of the State. At the district and county institutes the great desideratum is a supply of competent instructors. It is of but little use to convene teachers unless they can be benefited by the modes and process of instruction presented. During vacation many of our ablest lecturers and instructors volunteered their services gratuitously, some even bearing their own expenses. But the public cannot reasonably expect that persons can afford such gratuitous assistance and expenditure of means. To render teachers' institutes in the highest degree efficient, several provisions are necessary:

1. To arrange for holding annually three or four normal institutes, each of which sessions shall continue for two or three weeks, at central points, and remote from the State normal schools. An institute of a few days is worth but very little. It requires several weeks to accomplish a thorough work, and to produce lasting impressions.

2. To make an annual appropriation for employing the best instructors and lecturers for the central institutes thus established. Other States are doing this. New York appropriates about $20,000 each year for the support of institutes; Maine, $4,000; Connecticut, $3,000; Massachusetts, $3,000; Minnesota, $2,000. Such an appropriation would secure the services of some of the ablest educators of the nation, and would do much to elevate the grade of instruction and infuse new life into the public schools of the State.

3. To provide that an institute of two or three weeks' session shall be held annually in connection with each State normal school, under the supervision of the principal. This would enable our normal schools to reach scores of teachers who would not have the disposition or ability to pursue a regular course. The length of the normal school year might be abbreviated, if necessary, and the time be given to normal institutes; or the normal year might begin two weeks earlier, at the 1st of September, and the first fortnight or so be devoted to the work which is here suggested.

4. To authorize and require a county appropriation, each year, not to exceed a certain amount, for the maintenance of the county institute required by law. California, Pennsylvania, Ohio, New Jersey, Michigan, Vermont, Iowa, Indiana, and Arkansas have passed laws providing that the county institutes may draw from the county treasury each year an amount exceeding, in some instances, $200. With such a provision, a calendar of county institutes could be made out, and two or three competent

instructors, under the supervision of the State superintendent, could go from county to county and make each institute a success.

The law requires that all the schools in the county shall be closed during the session of the county institute, and that the teachers shall attend, and receive their wages while in attendance as if engaged in their respective school-rooms.

CORPORAL PUNISHMENTS.

No subject connected with school discipline has been more frequently discussed at institutes, and other educational conventions, than the subject of corporal punishments. Some take the position that corporal punishment in the government of a child is a divinely instituted ordinance. They rely on persuasion, but it is on what has been aptly termed "birch" persuasion. In their estimation, the most healthful process which a child can undergo is the "sprouting" process. Their theory accords well with the practice of Hood's school-master, of whom the poet, from personal experience perhaps, declares,

> "He spoils the child and never spares the rod,
> But spoils the rod and never spares the child;
> And so with holy rule deems he is reconciled."

Others, again, are strenuously opposed to corporal punishment under any circumstances. It is evident that, while such differences of opinion exist, the settlement of the question will be postponed far into the future. In many a school-room, also, will be found some honestly of the opinion that they cannot succeed in school government without resorting to corporal punishment in one form or another.

The personal power of the teacher is one important element in the consideration of this subject. Some teachers can govern themselves; every step, look, word, and action is such as to secure and preserve order. There is no straining, no attempt at overdoing government by an oppressive stillness. General Grant can control hundreds of thousands on the battle-field with comparatively no effort; another cannot handle a company of twenty men. The difference is in the leaders. The same principle holds in the school-room. Knowledge and skill in the teacher are essential to efficient discipline. What will prove the best means of discipline will depend on circumstances. Methods which prove very successful at one time will fail at another. One motive will appeal most forcibly to one pupil; different motives, perhaps, must influence another. The means of discipline which one teacher finds effective will prove worthless when tried by another. It is very evident, therefore, that no cut-and-dried formula of school government will work in all cases. Dr. Arnold once made the remark that two very important requisites in a teacher are, "That he be a gentleman, and know how to treat the boys." In other words, the teacher must endeavor to understand the nature of those with whom he deals, and exercise good common sense. The tendency of the times is to the disuse of corporal punishment. To whip and scold are indications of a poor teacher. The best teachers seldom, if ever, resort to either of these means of discipline. The experienced teacher will find other means more effective.

Every teacher who would take rank in his profession, must think and study outside of the routine of his daily work. One may ask, "What can I do? I am pressed to the earth already by a multitude of labors. The duties of the school-room are sufficient to prostrate body and mind." We admit all this. And yet the teacher will have leisure hours in long winter evenings, and cool summer mornings, together with vacations, during which important plans of study may be prosecuted, valuable books read, and the mind greatly enriched for its chosen work. Dr. Johnson is said to have remarked once, that "Constant teaching belittles the mind, keeping it constantly moving in a circle." How frequently does the observation of Dr. Johnson prove true. The long, beaten path becomes monotonous. The mind shrivels under the strain of incessant routine. The way to prevent such a result is, to strike out in new channels of thought and feeling. Let fresh aliment nourish new tissues. The standing water becomes insipid; trace your pathway to the bubbling spring, and the cool, shady fountain. As another has observed, "A man is fit to teach only so long as he himself is learning daily. A stagnant mind can give no fresh draught to another mind."

TEACHERS' LIBRARIES A NECESSITY.

In order to accomplish the best results in the direction indicated a teacher needs a good library. The lawyer, the clergyman, and the physician find a collection of books indispensable at the very outset of their professions. Teachers are often remiss in this respect. How few, comparatively, have had their attention directed to this subject. Many teach for years, and yet never purchase a single book illustrating the most approved process of instruction. A few well-selected works, such as Page's Theory and Practice, Sheldon's Elementary Instruction, Calkin's New Primary Object Lessons, well studied, will do very much toward increasing a young teacher's efficiency in the school-room.

SCHOOLS IN CITIES SUCCESSFUL.

The efficiency of public instruction in towns and cities is due mainly to a concentration of means and efforts.

The different schools, instead of existing as scattered fragments, constitute one organic whole, part connected with part, and each ministering to the other.

Owing to these and other advantages, the public schools in our towns and cities are usually successful. Indeed, it is now generally conceded that the public schools of the cities of the United States are upon the whole equal, if not superior, to any in the world.

ONE CAUSE OF POORNESS OF COUNTRY SCHOOLS.

Of our country schools so much cannot be said. The people erect substantial houses, levy a large per cent. of tax for the pay of teachers; and yet the results, so far as any liberal culture is concerned, are meager in the extreme. Why is this? The main reason is the lack of all co-operation on the part of contiguous communities in educational efforts. School districts, in many instances, are too small, and are constantly becoming smaller. Each district struggles on year by year in its poverty and feebleness, taxing itself heavily, and yet never able to furnish its youth with any adequate educational facilities. Children grow up to manhood and womanhood restricted in their education by the bounds of petty districts, and never rising above the low plane of a very ordinary common-school. How, then, can this condition of things be rectified? How can our country schools, in which, after all, the majority of the youth of the State are being educated, be infused with new life and energy? How can a broader, higher, and better culture be brought within reach of the masses of the people? This is one of the great problems of the age. Normal schools, city graded schools, superior teachers, efficient county superintendents, and competent district officers will do much toward securing the desired result. And yet, as long as the means and forces of the people are divided into weak and helpless organizations, comparatively little will be effected. Educational facilities depend on pecuniary ability. A poor district cannot secure and retain the best teachers. Concentration of means and effort is essential to the greatest success. In many of the States the adoption of what is called the township districting is attended with most encouraging results.

TOWNSHIP DISTRICTING.

According to this plan, a civil or congressional township embracing an area of six miles square is constituted one school district. This district is subdivided into sub-districts three miles square, or into any convenient size. Each sub-district elects a director, and all the directors of the sub-districts constitute the school district board for the township, with power to levy tax, locate and erect school-houses, employ teachers, &c. The schools in the sub-districts are of the nature of primary schools, while the graded school, centrally located, is designed for the older and more advanced pupils, securing to them, at their own homes, the advantages of a more liberal culture than could possibly be enjoyed on the independent system of districting.

In our own State, just now, peculiar obstacles lie in the way of the adoption of this township system of districting. The civil townships are irregular, and rarely coincide with the congressional townships. The school districts are formed without any regard to either civil or congressional township lines. The settlements are chiefly along the valleys and water-courses. While it is easy, therefore, to speculate upon uniform township districts, and make the whole appear beautiful upon paper, the subject assumes quite a different aspect when one considers the actual condition of things, and the very great inconvenience which would be occasioned by an arbitrary system of districting. All that the people can hope to accomplish at present, therefore, is an approximation toward the concentration and co-operation which the township system is designed to effect. To this end, two, three, or four school districts could often consolidate, for the purpose of maintaining a graded school, with the very best results. A central site, embracing several acres and handsomely situated, could be fixed upon as the grounds for the graded school-building. The other district schools would, in that event, become primary schools, and might be discontinued during the winter, leaving the people free to devote more of their means to the central school for the older and more advanced pupils. Thus the burden which one small district is endeavoring to bear would be shared by several districts.

AGRICULTURAL COLLEGE.

The State agricultural college is reported as in a prosperous condition. The number of students present during the winter term was 108; spring term, 73; fall term, 105—making the aggregate, by terms, 286; of these 165 were gentlemen, and 121 were ladies. They are from 23 different counties of this State, and from Colorado, Wyoming, Nebraska, Ohio, and Illinois.

In the college course there are 32—16 gentlemen and 16 ladies; in the preparatory department are 89 gentlemen, and 47 ladies. The number of different gentlemen present during the year was 105, and of ladies, 63; total 168. From 15 to 20 more have applied, whose age and attainments were not sufficient to warrant their admission.

A sufficient number have been added this year, to those that have gone out from the institution to teach, to make the whole number of teachers supplied to the State, by this institution, over 100.

The professors have rendered service at the teachers' institutes in some of the counties, and the agricultural institute held in January at the college was attended by large numbers and increasing interest, and was a decided success. Another will be held at the college during the fourth week in January, 1871.

A large and valuable addition of specimens have been made to the cabinet of geology the present year.

The board of regents decided not to purchase additional land for the farm, but to receive proposals for acquiring it by donation to the institution and the State. Near fifty acres adjoining the city are thus offered, and forty-five acres of the quarter section directly west of the college are pledged by the person owning it, on condition that the whole quarter is obtained in a similar way.

INCREASING POPULATION DENOTES INCREASED FACILITIES.

The very rapid increase of the population of the State, and its corresponding development and increase in wealth, strongly indicate that the development of its educational institutions should be in corresponding ratio. But the serious question confronting us at every step is the question of means. Two counties of the State that had no inhabitants in 1860—Neosho and Cherokee—in 1870 have over 10,000 each; and though the increase in all the counties is not as great, the population of the State has advanced from 107,204, in 1860, to 353,478 in 1870, and ere the close of 1871 will doubtless become 400,000. In 1860 there was not a mile of railroad completed in the State; now fifteen hundred miles are completed, and yet the work goes on.

One million nine hundred and twenty thousand six hundred and ten acres of land in Kansas are now improved; but this is less than one twenty-fifth of its area. Settlements are rapidly extending westward, and its whole area is destined to be occupied by towns or cities, or in pasturage or tillage, or fruit or forest trees.

According to the census returns, the number of horses owned in the State, in 1870, is 122,192; of mules and their kind, 13,916; milch cows, 127,452; working oxen, 22,090; other cattle, 220,515; sheep, 96,583; swine, 211,109; and the value of all the live stock is, $23,749,855; add to this the value of the farms, $78,891,098; of farm productions, $24,351,585; total, $126,992,538.

While it is true that Kansas is pre-eminently a stock-growing State, and stock here is generally healthy, and fattened on the grasses alone in five or six weeks in the spring, it is also true that they are, to some extent, liable to disease, and this liability may increase as their numbers increase.

A department of veterinary science, properly manned and rightly conducted, would tend to bring this institution into very intimate relation to the stock-growing interest of the State, and would tend to correct many of the fatal and costly blunders now committed in veterinary pathology, medicine, and surgery, on account of the great lack of knowledge on these subjects.

A thorough knowledge of the anatomy and physiology of domestic animals, and of the true theory of stock-raising, would be of immense benefit to the young men of the State, even though they should not become veterinary surgeons.

EMPORIA STATE NORMAL SCHOOL.

The principal's report states the attendance to be 243—males, 111; females, 132. The enrollment would have been considerably larger than this, but the crowded condition of the school during the first and third terms deterred many from making application for admission. As it was, several students were compelled, each of these terms, to occupy temporary seats placed in the aisles, holding their books upon the window-sills. More room is a necessity. Unless there be a serious and unlooked-for falling off in the yearly rate of increase, which has been maintained for the last five years, more than three hundred pupils will knock at the doors of the normal school for admission next year. What shall be done with them? Fifty of the number at least, fifty teachers, must be turned away, unless new buildings are erected or the present one enlarged.

It should be observed that, in prescribing the course of study for the normal school, no attempt has been made to form an ambitious course. The idea of making a normal school a college was not entertained. The object was to provide a first-class training-school for teachers, including in its curriculum such studies, and only such studies, as are of direct practical benefit to the public-school teachers.

Believing that the general course of study is suited to the needs of the school, and especially that the time and labor bestowed upon the common-school studies, the "Theory and Art of Teaching," and the practice teaching in the model school, cannot be safely curtailed, the report of the principal invites attention to another feature of the course, viz: its length. Three years is the time now required for its completion by students of average ability. A few complete the work satisfactorily in less time; a larger number are compelled to remain as members of the school for a longer period than three years, before they are graduates; the ruling being, that the full work of each term must be accomplished before the student is advanced in the course. The optional studies, Latin, Greek, French, and German, have been added within the present year. Without them, the average student found too much, rather than too little, work for the three years. Without extending the time, not one student in ten will be able to carry optional studies in addition to those of the regular course. Let the time be four years instead of three, and the difficulty here presented is obviated. But, on the other hand, the number of students whose circumstances will justify even a three years' attendance at the normal school, is but a small fraction of the whole number. The graduating classes of all normal schools having more than a two years' course are small.

In addition to the ordinary influences tending to diminish the size of senior and graduating classes, which affect all normal schools alike, our institution has been subject to an unusually heavy demand for teachers. Thus far, notwithstanding the large increase of students year by year, and the correspondingly increasing number sent out each term, the demand for normal students as teachers has been largely in excess of the supply. A large number of the students leave the school at the close of the first year. Some begin teaching after they have been in attendance but a single term, frequently to their own disadvantage and to the detriment of the reputation of the school.

A CHANGE IN THE COURSE SUGGESTED.

In view of all the existing circumstances, the principal makes the following suggestion: Let the curriculum be so modified as to present a double course of study; one to extend over two years, the other four years. Let the two years' course include all the studies of the common school, the work in "Theory of Teaching" so far as it relates to the management of the district schools, together with such a selection from the higher studies as will be most available for purposes of general exercises. Physiology and botany are among the studies that should not be omitted. The sole object of this two years' course would be to prepare teachers for the common district school. When satisfactorily completed, the student should receive a certificate or second-grade diploma from the normal school, which would be for him a recommendation, and for school officers an evidence of his fitness to teach. The four years' course, presenting a large and varied list of studies, would fit its graduates to become teachers in the highest grades of the public-school system of the State. Students completing this course should receive the highest honors of the institution, the full diploma.

LEAVENWORTH NORMAL SCHOOL.

Within the year a second State normal school has been organized at Leavenworth, Kansas. Tuition in it is furnished free to—

1. One individual from each representative and senatorial district of the State, who shall be recommended by the representative of the district; provided, such person has reached the age of fifteen, and who shall have passed satisfactory examination, and shall have signed the declaration of intention to follow the profession of teaching.

2. In its organization it consists of two distinct departments. The elementary course is to provide a thorough drill in the various branches taught in our common and grammar schools, with the additional subjects of algebra, natural philosophy, and physiology, together with the consideration of the philosophy of education, method of teaching, school policy, and observations and practice in the best methods of teaching, and will require two years to complete the course. The first year will be spent in the acquisition of truth, and will be called the preparatory class of the elementary school. The second will be occupied in connection with obtaining a knowledge necessary for the profession in reproducing the drill which has been received, both as to methods of teaching and governing, under the supervision of skilled teachers whose duty it is to criticise their work, point out and correct their errors, and to suggest to them sources and means of improvement.

In the advanced course those branches of study will be pursued with more direct reference to the preparation of the student for the higher department of our public schools, including the usual branches of physics, metaphysics, language, both ancient and modern, and literature, and will require a period of three years to complete it. The classes of this course will be known as junior, middle, and senior.

3. Students who complete any of the courses of the institution satisfactorily will receive corresponding diplomas, which will serve as licenses, without further examination, to teach in the public schools of the State.

UNIVERSITY OF KANSAS.

The aggregate attendance, 213, is the number of students enrolled since the publication of the last annual catalogue in February, this year. The preparatory department is still a necessary adjunct of the university, because, with the single exception of the Morris School, in the city of Leavenworth, the public schools throughout the State do not give an elementary education sufficiently broad and thorough to prepare pupils for the collegiate department.

During the year, more than one hundred volumes have been added to the library.

To the collection of apparatus, the following additions have been made, viz: An engineer's transit, and an engineer's Y level, with appliances for office and field work in engineering; a Gambey's sextant; an artificial horizon; a Negus box-chronometer, and Green's standard barometer and thermometer for field practice in astronomy; a Chitton's universal furnace, with sand-bath and appliances for metallurgical operations; an analytical balance; a spectroscope; and a large supply of chemicals, and of glass and porcelain ware, for the chemical laboratory.

To enable the university to meet the growing demands which are made upon it for more extended and thorough courses of instruction than it hitherto has been prepared to give in the theory and practice of drawing, in theoretical and experimental chemistry, and the theoretical and experimental study of light, heat, sound, and electricity, the regents, at their last annual meeting, created two new professorships, viz: a professorship of general and industrial drawing, and a professorship of chemistry and physics; by physics are here meant the science of light, heat, sound, and electricity. This action of the board cannot fail to commend itself to all who appreciate the importance of the above-named branches to almost every department of industrial life.

On the 3d of February, 1870, the citizens of Lawrence, generously, and with rare unanimity, voted an appropriation of one hundred thousand dollars, in city bonds, to aid in the erection of additional buildings for the university. With the proceeds of these bonds there is now being erected, on the highest point of Mount Oread, a splendid building, which it is hoped will be ready for occupancy before September, 1871.

The completion of the building according to the plans and specifications adopted by the board will place the University of Kansas at the head of institutions of its class, in regard to the conveniences which are required by the most approved modern methods of instruction. It is to be hoped that these conveniences will be utilized by the people of Kansas in a way that will make the university a blessing as well as an ornament to the State.

CITY SCHOOLS.

The volume published by the board of education for 1870 embraces the fifth and sixth annual reports for the years 1869–'70, and covers a period of time from August, 1867, to date of publication.

The report for 1870 is very full, containing the report of the president of the board; the city superintendent; the statements of the various committees of the board; the course of instruction pursued in the various grades of the schools; the list of text-books used; directions to teachers; and closes with the statutes of the school law which apply to the city as a school district, the by-laws of the board of education, the school regulations, and statistical tables.

SUPERINTENDENT'S REPORT.

The report of the superintendent states that the schools of the city are classified as primary, grammar, and high; the course of instruction in the primary includes six grades, in the grammar four grades, and in the high school three classes; that there is great uniformity in the number of children in the different schools. The most of the schools are arranged for sixty-three pupils, and a school-room is never allowed to be crowded; this, he thinks, is about the limit a good instructor can teach properly, and schools as thoroughly graded as ours can be properly and thoroughly taught by a competent instructor. In the grammar and high schools, where lessons multiply, a much smaller number will limit the powers of a teacher. The schools of the city occupy eight separate buildings, embracing great contrasts in size, structure, and accommodations: the finest school-buildings in the entire West, and, on the other hand, rooms unfit in every respect for school purposes, viz: in convenience, in size, in appointments, and in ventilation.

ADVANTAGES OF GRADED SCHOOLS.

In respect to the advantages of the graded system the superintendent remarks: "A class of thirty, with the same capacity and attainments, can be instructed in the same time and with much better results than a class of two or three, for with increased numbers interest and enthusiasm are increased. With sixty-three pupils in the ungraded system the teacher would be obliged to divide the three-hour session into sixty-three parts,

giving less than three minutes to a pupil, while the other one hundred and seventy-seven minutes would be spent by the pupils in play or listlessness, so that the least amount of teaching or instruction would be received. But with the graded system the teacher divides the pupils into two classes, interesting, exciting, and drilling one class for fifteen minutes, while the other class prepares an exercise or recitation, and when the time of recitation is over, a tap of the bell brings them in an instant to their studies, while the other class has its recitation. And thus they alternate during the session: now a class in numbers, now a lively and pleasant song, now spelling, now an object-lesson, now a gymnastic exercise; so that they are kept upon the tiptoe of excitement and interest during the session, and not a moment is left for idleness and its attending evils, and the government of the school is entirely absorbed in teaching and interesting the pupils.

PROGRAMME OF STUDIES.

"During the year a definite programme of studies for each grade, for each month and week, has been adopted. It is intended to afford each teacher a standard whereby to determine whether her pupils are doing the required work of the grade. It serves as a guide to the superintendent in examining the schools. He knows precisely the work of each week of each school, and can compare them with accuracy. The beneficial effects of this definite programme have been most apparent. It has shown teachers that not only a school which appears well to a beholder is necessary, but that they are responsible for a definite amount of work done. It has promoted unity and harmony of effort on the part of teachers of the different grades. It secures uniformity of progress in the different grades of the city, so that a pupil can be transferred from one school to another without losing a single recitation, and he goes into the new school with the same recitations he would have had in the old."

LENGTH OF TIME TO EACH GRADE.

In the primary grades five months, or one term, provided the class has an intelligent and competent instructor, and in the grammar and high school one year for each grade, is found sufficient; so that the entire course of instruction will require ten years. Pupils are allowed to advance faster than their classes, if they desire and can pass the requisite examination. Special promotion has been quite common, and there are cases where pupils have advanced several grades during the year, and, on the other hand, there are many cases where pupils have spent the entire year in a grade which should have occupied them but five months.

SCHOOL DISCIPLINE.

Effort has been made to encourage gentleness in the government of the school, and to make emphatic this rule, viz: "That the instructors should aim at such discipline in their schools as would be exercised by kind and judicious parents." A report is required from every teacher of every case of corporal punishment, the degree, and the cause. The desire is, as much as possible, to throw the responsibility of government upon the child; and thus each school is divided into two classes: the one composed of those who will take the responsibility of self-government, and the other of those who will not. Respecting this subject the superintendent makes the following remarks:

"*Order* in school is *important*, but a *power* and a *disposition* on the part of the pupils to exercise *it* is *more* important. This it is which fits them to become good citizens in the republic, to make good laws when the responsibility of law-making shall fall upon them. Some of the teachers of the schools seem to have the power of securing good order without apparently making an effort, while others have to use every appliance in their power to succeed. What are the elements of this wondrous power?

"First. A perfect control of one's self; calm, self-possessed, mild, yet firm. Such teachers have a power that is felt by any pupil.

"Second. Excellent judgment, careful in requirements, withdrawing as far as possible incentive to wrong-doing, avoiding recurring antagonisms.

"Third. The foregoing elements should always be united with a deep interest for the welfare of the pupil.

"Fourth. Interest the pupil in himself and his work. Let him feel that to correct his faults and build up a good character is his duty, as well as the great privilege which he has given him by the school system. But let the pupil be thoroughly interested in his studies, and the labor of government is over. We have found always that when a teacher can interest her pupils she has no trouble in the government of her school.

"I have repeatedly asked teachers, as I have witnessed the perfect deportment of their pupils, listened to their several recitations, as their bright faces, radiant with thought, presented one of the most attractive pictures that could meet the eye, 'How do you manage to secure such perfect order?' The reply has been almost invariably,

'I do not know; I have made no especial effort to do it; I suppose it is because they are *interested*.'"

TRUANCY

The schools of the city have suffered very little from this cause, the reason for which is thought to be, first, that great effort is made by the teachers to make the schools attractive and pleasant—a place where pupils would like to be; and secondly, to the close connection the teacher has with the parent; if the pupil is absent or tardy five times, the parent is notified, and if truancy is the cause, the parent and teacher can concert together to break it up.

TEACHERS' LIBRARY.

The opinion is expressed that a library exclusively for the use of the teachers is really a necessity. The standard works on educational progress and the best methods are indispensable to the thorough improvement of our teachers, and the successful working of the teachers' institute. This library should be kept at the rooms of the board, and the superintendent or clerk of the board made responsible for the same. Two hundred dollars is all that it would be necessary to expend for this purpose at present.

OBJECT-LESSONS.

In each of the schools during the year there has been a systematic course in object-lessons upon the primary and secondary properties of matter, for the purpose of cultivating the powers of perception, and teaching the pupils to describe accurately the qualities of objects. This has never interfered with the usual work of the school, but has given greater variety to the exercises, and has been a marked element in making the school a pleasant place for the children.

PHYSICAL TRAINING.

Each school has had calisthenic exercises several times a day. After a recitation or two, vigorous physical exercise is engaged in to develop the muscles of the body and to awake the mind. This methodical exercise is believed to be far better than boisterous play upon the school-grounds.

THE FOUR-HOUR PLAN.

The president of the board expresses his belief that the time has arrived when the board should take into consideration the propriety of adopting the four-hour plan instead of the six, and earnestly recommends that this change be made in the primary department, at least to the fifth grade. For this change, he states, there are many reasons, the first of which given is, that six hours are too many to keep the child confined in the school-room. The body droops for want of exercise; the mind is overtaxed. This overtaxing of the mind exhibits itself directly by depressing the body, so that the body receives the entire harm from both causes. The president remarks: "This condition of things should be changed at once. I am satisfied that more efficient and thorough work can be done in the lower grades in four hours than in six."

HIGH SCHOOL.

In this school the course of study is comprehensive, including the department of language, both ancient and modern, a full course in mathematics, physical sciences, English literature, metaphysics, ethics, belles-lettres in its various departments, &c. Thus the school is divided into departments of study, and each department is placed in the hands of a competent person who has made this class of studies a specialty, and is held responsible for the results.

Written examinations are held monthly on questions prepared or approved by the superintendent, on the work passed over during the month, and a minimum standing is required in order for the pupil to retain his place in the class. Not *books*, but subjects, are discussed, and each teacher is required to discuss the several subjects of his department without the use of books, systematizing the whole in a logical manner, so that the relation of truth may be clearly seen and easily remembered.

The board of instruction consists of the teacher of mathematics, the teacher of natural sciences and German, the teacher of Latin and English literature, and the teacher of elocution.

A record of the exercises of the school is made daily. At the end of every four weeks a general average is taken of the daily standing of each pupil in his studies, attendance, and deportment. An examination is made of each study, which is added with the daily standing, and an average made of these two. The merit-roll is obtained from a com-

parison of these averages, the highest pupil on the general average standing first. An honor-roll is made up at the end of every term, or five months. Pupils who are perfect in deportment, attendance, and above 90 per cent. in scholarship, are entitled to be marked as honor-scholars. The star-roll is made up at the close of each school year, and is secured by those pupils whose names were found upon the honor-rolls for the year.

STATE NORMAL SCHOOL.

A State normal school is to be established at the beginning of the next school year. The school is to have two distinct departments. The elementary course is to provide a thorough drill in the various branches taught in our common and grammar schools, with the additional subjects of algebra, natural philosophy, and physiology, together with the consideration of the philosophy of education, methods of teaching, school polity, and observation and practice in the best methods of teaching, and will require two years. The first year will be spent in the acquisition of truth, and will be called the preparatory class of the elementary school. The second will be occupied, in connection with obtaining a knowledge necessary for the profession, in reproducing the drill which has been received, both as to methods of teaching and governing, under the supervision of skilled teachers, whose duty it is to criticise their work, commend their excellencies, point out and correct their errors, and to suggest to them sources and means of improvement.

In the advanced course those branches of study will be pursued having more direct reference to the preparation of the student for the higher department of our public schools, including the usual branches of physics, metaphysics, language, both ancient and modern, and literature, and it will require a period of three years for its completion. The classes of this course will be known as junior, middle, and senior. Each representative and senatorial district of the State is entitled to one pupil. Tuition and the use of all text-books are free. Students will be held responsible, however, for any injury or loss of books.

TEACHERS' INSTITUTES.

Institutes were held during the first four months of the year upon Saturday of each week, commencing at 10 o'clock a. m. and continuing until 12 m. During the last six months of the year they have been held every alternate week. Literary, scientific, and professional subjects have been discussed. History of nations, of individuals, of art, of civilization, has had an important part in each meeting. Several lectures have been delivered upon practical chemistry by Professor Wherrell. Classes have been introduced from the different grades of the primary and grammar schools, and drilled by their respective teachers in the various branches of study, to illustrate their methods of teaching. School polity in its various departments has been taken up and thoroughly discussed. Methods of presenting truth, and of conducting recitations, have received their full share of attention. Reports and criticisms of teachers who have visited schools have been read, select readings have been given, and object-lessons discussed and illustrated, and notes of each exercise have been required from each teacher, the work of one institute being reviewed at the next.

FEMALE TEACHERS.

"We have employed," remarks the superintendent, "during the past year, four male and thirty-four female teachers, or more than 89 per cent. of our teachers have been ladies. In employing this large proportion of ladies, we are but carrying out the general plan of schools throughout the land. The employment of ladies for teachers seems to be the order of the day. In Massachusetts there are six times as many female teachers as males. In Vermont the relation is five to one; in Iowa, three to one; in the State of New York, four to one. In large cities the preponderance is still greater in favor of lady teachers. In Chicago they have 24 men and 241 women; in Cincinnati, 60 men and 324 women; in St. Louis, 18 men and 160 women; San Francisco, 56 to 183. Boston has 67 to 565; Providence, 9 to 142; Brooklyn, 27 to 510; Philadelphia, 82 to 217; Baltimore, 42 to 325; Washington, 4 to 56; in New York city, 160 to 2,400.

"There seems to be a fitness in this order of things. We have the testimony of our best educators in favor of female teachers. It is recommended that women be employed as principals of all the schools of the city, with the exception of the high school, and thus reducing the number of male teachers to two—the principal of the high school, and the professor of physical science."

WASHBURN COLLEGE.

This institution was founded in 1865, and is under the care of the Congregational churches. At the meeting of the general association of Congregational churches and ministers of Kansas, held at Emporia, a resolution was passed pledging $25,000 for the erection of permanent buildings for Washburn College, provided the citizens of Topeka would raise $40,000 for the same object. This amount has been made up at Topeka, and the trustees propose to lay the foundation of the new building during the autumn.

OTTAWA UNIVERSITY.

This institution was organized in February, 1860, by the Baptist church of Kansas, and called at first the Roger Williams University. In December, 1862, the Ottawa Indians, in council assembled, agreed to give to the university 20,000 acres of their land, provided that in two years from the ratification of the treaty the trustees of the university shall have expended $10,000 toward this enterprise, and also from and after this time they shall board, clothe, and educate a number, not exceeding fifty, of the Ottawa children every year for thirty years, and after the expiration of the thirty years the Ottawas shall be entitled to ten scholarships in the university forever. The institution is out of debt, and is in a prosperous condition financially.

Tables of statistical details of schools in Kansas, by counties, for the year 1870.

HON. H. D. MCCARTY, *Superintendent of Public Instruction, Topeka.*

I.—DISTRICTS, PUPILS, AND ATTENDANCE.

COUNTY SUPERINTENDENTS.			Number of districts organized.	Number of clerks reporting.	Number of persons between 5 and 21 years of age reported.	Number of persons enrolled in the public schools.	Average daily attendance.
County.	Superintendent's name.	Post-office.					
Allen	M. A. Simpson	Carlyle	44	43	2,316	1,392	837
Anderson	Thomas Bowles	Garnett	41	41	2,032	1,496	1,050
Atchison	T. F. Cook	Huron	57	56	5,101	2,351	1,402
Bourbon	J. S. Weaver	Mapleton	74	73	5,312	3,487	1,849
Brown	R. C. Chase	Hiawatha	56	56	2,214	1,763	941
Butler	S. L. Shotwell	Douglas	26	18	620	561	385
Chase	T. J. Wenney	Toledo	21	20	724	564	358
Clay	George D. Seabury	Clifton	36	25	515	401	16
Crawford	W. U. Townsend	Girard	92	75	2,926	1,960	1,524
Cherokee	J. A. Stockslager	Columbus	72	72	4,078	2,200	33
Cloud	S. Doran	Clyde	23	19	589	297	15
Coffey	J. S. Kline	Burlington			2,165	1,439	762
Davis	I. Jacobus	Junction City	19	18	1,344	696	314
Dickinson	D. R. Emery	Lyona	27	20	757	347	235
Doniphan	D. W. Brown	Troy	65	63	5,114	3,310	2,197
Douglas	Henry C. Speer	Baldwin City	78	77	6,936	4,622	2,619
Ellsworth	L. Sternberg	Harker	7	7	227	64	39
Franklin	Philetus Fales	Ottawa	65	65	3,874	2,543	1,550
Greenwood	L. H. Platt	Eureka	30	30	1,190	622	490
Jackson	R. M. Cook	Banner	52	51	2,196	1,670	943
Jefferson	J. B. McCleery	Winchester	79	79	4,500	3,180	1,750
Johnson	J. B. Pollock	Olathe	72	70	4,921	2,932	1,205
Labette	J. W. Horner	Chetopa	60	48	3,132	1,634	1,138
Leavenworth	J. P. Bauserman	Leavenworth	70	69	10,467	6,212	4,112
Linn	George W. Botkin	Mound City	80	79	4,385	3,303	1,888
Lyon	A. D. Chambers	Hartford	49	47	2,637	2,088	1,514
Marion	J. N. Rogers	Marion Center	7	5	185	85	41
Marshall	C. S. Bolton	Barrett	57	57	2,443	1,333	624
McPherson	O. Olson	Lindsburgh	7	5	118	25	
Miami	A. C. Farnham	Paola	73	73	4,420	2,470	1,217
Morris	C. B. Isham	Council Grove	19	17	768	619	291
Montgomery	N. Bass	Liberty	7	2	2,544		
Nemaha	P. K. Shoemaker	Seneca	54	54	2,287	1,686	1,029
Neosho	J. L. Evans	Jacksonville	77	71	3,519	1,009	838
Osage	J. H. Barrows	Arvonia	57	57	2,592	2,067	
Ottawa	W. Roberts	Lindsey	18	11	510	369	181
Pottawatomie	J. L. Brown	Wamego	56	56	2,199	1,352	1,042
Riley	E. Gale	Manhattan	42	42	1,607	1,027	505
Republic	E. R. Brown	Belleville	6	6	428	183	104
Saline	J. L. Wilson	Salina	23	22	1,166	414	230
Shawnee	D. J. Evans	Auburn	57	57	4,560	3,000	1,670
Sedgwick	W. K. Boggs	Wichita	10	8	250	62	46
Wabaunsee	R. M. Tunnell	Wabaunsee	30	29	1,107	550	16
Washington	J. Palmer	Washington	56	40	1,390	648	358
Wilson	Samuel Burke	Fredonia	53	53	2,205	933	525
Woodson	J. L. Gilbert	Neosho Falls	34	32	1,399	751	447
Wyandotte	E. F. Heisler	Wyandotte	32	32	3,986	1,833	1,050
Total			2,068	1,950	109,242	63,218	39,401

KENTUCKY.

The report of Hon. Z. F. Smith, late superintendent of public instruction, transmitted on the 11th September, to cover the year ending June 30, 1871, is received at this office just in time to include its valuable and recent information in this report.

SUMMARY OF STATISTICS.

Population of the State, United States census of 1870	1,321 011
Total census of pupil children reported to the superintendent for the school year ending June 30, 1872	405,427
Number of school districts reported in the State	5,11[illegible]
Increase	70[illegible]
Number of schools taught	5,068
Increase	591
Average number of children at school	120,866
Increase in average number at school	8,236
Amount apportioned to each child, per rate, in 1870	$2 00
Amount apportioned to each child, per rate, in 1871	$2 30
Total amount of estimated receipts year ending July 1, 1872	$968,176 80

SOURCES OF SCHOOL REVENUE.

The manner in which the State school fund is constituted from year to year will be shown in the following last annual estimate of the State auditor, as required by law:

A statement of moneys which may be expected to be paid into the treasury during the year ending 30th July, 1872, subject to the order of the superintendent of public instruction, viz:

Amount of revenue 1871, as per valuation of 1870, at 20 cents		$818,418 12
Amounts of delinquents re-listed with sheriffs		40,000 00
		858,418 12
Less sheriffs' commissions, &c	$90,000 00	
Paid premiums to 1st July	1,467 20	
		91,467 20
		766,950 92
From interest on State school bond		132,036 50
From Bank of Ashland		1,000 00
From Bank of Kentucky		6,000 00
From Commercial Bank of Kentucky		7,500 00
From Farmers' Bank of Kentucky		8,500 00
From Farmers and Drovers' Bank		500 00
From tax on billiards		1,500 00
From tax on dogs		2,000 00
From Bank of Shelbyville		950 00
From German Bank and Insurance Company		900 00
From sheriffs' old balances		15,000 00
		942,837 42
Add balance in treasury 1st July, 1871		85,339 38
		1,028,176 80
Deduct estimated amount of unpaid school drafts for the year 1871, 1st July, 1871	$20,000 00	
Deduct estimated amount of $766,950 20, to cover balance uncollected 1st July, 1872	40,000 00	
		60,000 00
Total amount of estimated receipts 1st July, 1872		968,176 80

The interest on county school bonds is not included in the above estimates.

Attest:

D. HOWARD SMITH, *Auditor.*

WORKINGS OF THE NEW SCHOOL LAW.

"In making the fourth and last annual report during my official term, as is required by law," says the superintendent, "it becomes my duty and privilege to embody in it an analysis and review of the operations and results of the first year's experiment of the system, as administered under the new law of 1870, and the increase of taxation, as submitted by the previous legislature and ratified by popular vote in 1869. As set forth in my last report, the present law was severely criticised and condemned as too awkward, incompetent, and incomplete to meet the demands of a growing public sentiment and public necessity among the people of our State. Yet, the legislature having made this the law under which the interests of this department should be controlled, I felt it to be incumbent on me to execute the law, and to administer the affairs of the department with all possible enterprise and efficiency. That the law is unsuited and inadequate to the demands of our commonwealth, and a reproach to the reputation and intelligence of our people, is instinctively felt by every well-informed person on the subject of popular educational systems. The argument used most popularly by the legislators, that the people of Kentucky were too ignorant to understand and operate an advanced and liberal school system, is founded neither in good logic nor experience. An indifferent and imperfect law, such as we have, must work awkwardly and feebly; and especially in the hands of the multitudes of novices who must be appointed to execute its details, without regard to qualifications. A liberal and perfect law is no more difficult to understand and operate than such a law as we now have, and I cannot but commend the alacrity and readiness with which the commissioners generally throughout the State have endeavored to understand and apply the new law. The idea that we must adopt an indifferent law, and modify and change it from year to year, until the officials are educated to the point of understanding a good law before we finally have one, is most absurd, for the above reasons. To force such a law as we now have upon the commonwealth, and place it in the hands of the officials of the system, and demand of them good and flourishing common schools, is cruel and unwise."

THE RATE-BILL AMENDMENT.

The amendments to the school law, made last winter, the principal one of which had the effect of establishing the rate-bill system, receive severe criticism from the superintendent. The following is the amendment, with the comments thereon:

"That section 9, article 6, be amended by adding thereto the following: *Provided*, That whenever the pro rata share of the school fund for any district shall be insufficient to employ a competent teacher to teach a full session, *the trustees are authorized to apportion the defieit among the patrons of the school in proportion to the number of children and length of time actually sent by each;* and the sum thus apportioned to any parent or guardian shall be collectable in the same manner as subscriptions are now collected by law.'

"I italicize a portion of the above, to give emphasis to the probable effects of the use of the authority given on the schools.

"The adoption of such a provision into our school system, however well intended, introduces an insidious and vicious principle, which is directly hostile to the design and genius of the free-school policy. If we reflect a moment, reason and experience will indorse the maxim that 'the property of the State must guarantee an education to every child of the commonwealth.' The school policy of the State, therefore, must be liberal and universal to this end—not exclusive and exceptional. Any provision in the school law, then, which presents an impassable barrier to, or drives away from, the common-school privileges, any class of pupil children who have been previously qualified and classified as such, makes a mockery of the boon and heritage of free education, and wars upon the principle of equality of privilege. This the provisions of this ninth section does; and is consequently inimical to the interests of our common schools. Its introduction is but the prelude to violent agitation and controversy until it is purged from the system, if we may judge from the history of every State law which has experimented with a similar provision.

"This provision incorporates into our school system what is popularly known as the 'rate-bill' feature, and almost as popularly, 'the *odious* rate-bill feature.' Every State which has tried the experiment had abolished the feature, after much injury to the cause of popular education and acrimonious contention between friends and foes, up to 1868. Connecticut purged her system of the rate-bill provision in 1868; and previous to that time Ohio, Iowa, Missouri, Pennsylvania, New York, Rhode Island, and other States, had done the same."

THE RATE-BILL AND THE FREE SYSTEMS COMPARED.

In presenting the arguments against the rate-bill, Superintendent Smith republishes a portion of the correspondence drawn out by Superintendent Northrop, of Connecticut, in 1868, from which the following deductions were then made:

"'These letters and discussions establish the following important facts and conclusions:

"'1. Many States copied the rate-bill from Connecticut.

"'2. All these, with one exception, have given it up.

"'3. The results of the change are favorable, and meet universal approval.

"'4. No State that has once tried the free system has since adopted the rate-bill.

"'5. The free system greatly increases the whole number in attendance.

"'6. It lessens tardiness, irregularity, and truancy, and thus increases the average attendance.

"'7. The free system elevates and dignifies the school in the esteem of the pupils.

"'8. It enhances the interest of the parents.

"'9. It quickens the educational spirit of the whole people.

"'10. It has tended to lengthen the school term.

"'11. It has led to the erection of better school-houses.

"'12. It economizes the expenditure of money, securing a better result for the same cost. In one town in Connecticut, containing sixteen districts, the expense of the joint meetings of selectmen and school visitors to act upon questions of abatement of rate bills is, on an average, $60 a year. If every town spent as much, the aggregate thus thrown away would form a large percentage of the amount now raised by the rate-bill.

"'13. The rate-bill is a prolific source of trouble and strife.

"'14. It is burdensome and odious to the poor, imposing an unequal tax upon those more blessed in their children than in their basket and store, becoming a tax upon parental affection, and a barrier between poverty and intelligence.

"'15. The free school tends to break down invidious distinctions and to fraternize the people."

THE LEGISLATIVE ARGUMENTS FOR THE RATE-BILL.

"The member of the legislature who introduced this rate-bill clause, a most estimable gentleman, told me, when I protested with him, that in the school district where he resided there were only about one-fifth of the citizens who were men of wealth, and who paid nearly all the school taxes that were paid in the district; that the remaining four-fifths were poor, indigent, and dependent fellows, who did little or nothing for the common schools, and shared their full benefit, and who should be made to pay. He did not reflect that he would drive some of their children from the school, and that good common schools were necessary to make these children intelligent, thrifty, and enterprising, and would redeem the community from the reproach he uttered and wished to perpetuate upon posterity. If Kentucky had been given a liberal system of common schools thirty years ago, there would not have existed to-day so large a class of these poor, shiftless, and worthless pensioners upon the rich, as our politicians choose to regard them in their mental reservations; nor would there have been to-day 40,000 white voters unable to read and write their names, in our State.

"The same selfish spirit, which rebels and protests in the blue-grass and wealthier sections against paying taxes to support schools in the mountain and poorer counties, dictated this rate-bill provision to drive out the children of the poor and helpless, that the benefits of the common schools might be more exclusively available to those able to pay additional tuition fees. It may appear to work plausibly and well, in some instances, for a time, but the appearance will be deceptive. It has but to live on our book of statutes a few years to become odious."

THE FINANCIAL ENDOWMENTS OF THE KENTUCKY SCHOOL SYSTEM.

The superintendent, who has given much thought to this subject during the last four years, gives his views relative to the necessary provision for an effective free-school system in Kentucky in the following extract:

"Kentucky has established a liberal and sufficient financial basis, as far as action in the name of the commonwealth is concerned, in the assessment of an ad valorem tax of two mills on the dollar of property. No further ad valorem tax should be asked of the State. But few if any States have large amounts of school tax on them, as States; depending on local and district taxation for the greater proportion of the school revenues expended. The necessity for a maximum State rate on property, the revenues from which are to be distributed *pro rata* for the support of free schools throughout the commonwealth, is found in the extremes of wealth and poverty which exist between different sections of the same. Left to their own resources, there are many communities and sections where the people would be utterly unable to educate their children. The basis must be laid, therefore, for a system of common schools in a general tax on property, which becomes a kind of nucleus or guarantee for a free school in each district throughout the State.

"As an equilibrium of justice in the distribution of tax burdens for common schools, I cannot but think that a poll-tax of one or two dollars on the head should be assessed,

in conjunction with the State ad valorem. A poll-tax of $2 on the head, allowing for 30,000 delinquent polls, would increase the school revenues 50 per cent., and give us a grand total, on present taxable basis, of over $1,300,000. With this, and a general provision in the statute allowing all town and county districts the privilege of local taxation, when sanctioned by popular vote, just as Louisville, Henderson, Frankfort, and other cities are specially permitted to do now, we might safely leave the rapid and grand development of our common schools to the instincts and enterprise of the people of each respective community.

"Every citizen, however indigent, should feel grateful for so priceless a heritage as the common school, which brings an education within easy reach of all his children, lifts them above the shadowy spheres and degradations of ignorance, and places them in the ranks of a common equality for the great race and struggle of life. If he has little or no visible property to tax, and has health and vigor of constitution to earn but his daily wages, his pride of manhood would prompt him to pay the pittance of $2 per annum toward the support of popular education. A sense of justice will satisfy him that such a contribution would be but an earnest with every man of his willingness to share some of the lighter burdens where he receives such vast benefits in return, and that he did not desire to receive all without at least a slight consideration and acknowledgment. If any should be too poor and dependent to pay even this poll-tax, and were possessed of no visible property, it could not be collected of them, and to such it would make no difference.

"THE BEAU-IDEAL OF A WELL-ENDOWED SCHOOL SYSTEM.

may be expressed and guaranteed in an ad valorem State tax of two mills on the dollar of property, a State poll-tax of $2, and the general privilege given in the statute to the people of any city, town, or county district to vote an additional local tax for school purposes, of not more than three mills on the dollar, at discretion. Such provision would embody the following just principles of equity and statesmanship:

"1. The establishment of six months' free schools in every district in the State, which would guarantee the means of a good elementary education to every pupil child of the commonwealth.

"2. The reasonable application of the doctrine that the property of the State should be made to guarantee the universal education of the children of the State.

"3. An equitable, but not an oppressive, distribution of the burdens of taxation, so that all who are beneficiaries may share a just and reasonable portion, and thus be made to feel an interest and independence in the common participation of free-school privileges.

"4. The guarantee of the opportunity to improve and extend the school in any district, beyond the general provision of State funds, by local liberality and enterprise, to meet the demands of the growing educational ideas and interests of the community, without a threatening rate-bill at the close to bar the indigent from the school.

"5. The application of laws that would be common in their benefits to all classes and communities in every part of the State, without making discriminations in favor of or against any."

UNEXPENDED SURPLUS.

The unexpended balances in the several counties, accruing during the past three years, have been returned to the State, and bonded according to law, as unexpended surplus by the State, to the board of education. This surplus now reaches over $300,000, and Superintendent Smith says:

"Now, what is best to be done with this 'surplus' in the State bond, and which is annually accumulating? It has been a temptation to negligence, and a sort of common relief to delinquent school officers, ever since it was created. They have come to know that if they neglect the school in their district, the next legislature will enroll them in an 'omnibus bill,' and order them paid any way out of the surplus due their counties. Thus it offers a premium upon indifference and delinquency among school officers, and has done as much to demoralize the vigorous operation of the school system as any other one defect in the land. I would advise that the next legislature of 1871–72 place this bonded surplus at the disposal of the several counties to which it is respectively due, for the purpose of—1. Building, repairing, or furnishing the school-houses of the various districts; or, 2. For improving or extending the time of the free schools; or, 3. For paying the wages of school commissioners and the expenses of county teachers' institutes. In some such way the fund could be made immediately useful."

SCHOOL-HOUSE ACCOMMODATIONS.

The pressing need of school-house accommodations and improvements throughout the State has induced Superintendent Smith to make this subject a specialty in the present report. About 160 pages is given to the discussion of the subject, the presenta-

tion of plans and specifications, and architectural illustrations. To this object he would have the unexpended surplus appropriated, and the special act of last winter for building school-houses in every district of the eighth and ninth congressional districts made to apply to the whole State. A perusal of the reports of the county commissioners will show the wisdom of the superintendent in elaborating the subject of school-building.

EDUCATION OF THE COLORED CHILDREN.

"I have made known my views on this subject in my previous reports as fully and clearly as it is possible for me to do. I think it is to be regretted that the dominant feeling of our legislative sentiment is adverse to the policy of educating the colored population, even though they have petitioned for nothing more than a modified and practicable law, to be taxed themselves independently for the education of their own children. Surely no one can object to a policy of such simple justice and humanity, unless the prejudice of race has seared and blunted his sensibilities beyond the touch of sympathy. Freed and turned loose among us after a lifetime of abject and arbitrary servitude, they must, in some way, be digested and assimilated as an active and real element in the body-politic. From the necessities of the past, and from causes uncontrollable, they are but partially civilized in our midst, and we can hope to do but little toward materially improving the adult colored population of to-day. But do any want the next generation to be of the same class and character? Is it to the interest or pride of any citizen that we should foster and perpetuate, from generation to generation, a barbarous element in our civilized society? But this result is inevitable, unless provision is made to guarantee education to the growing generation. Common schools for the colored population are the only agencies through which there is the remotest hope of qualifying them for higher spheres of action and duties in our political and industrial systems for the future. They have never failed with any people as yet, when rightly applied; they will not with any people who are teachable. Let us give the negro honest trial. The legislature, last winter, passed the following act:

"'AN ACT to repeal an act entitled "An act for the benefit of the negroes and mulattoes of this commonwealth," approved March 9, 1867.

"'1. *Be it enacted by the general assembly of the commonwealth of Kentucky*, That an act entitled "An act for the benefit of the negroes and mulattoes of this commonwealth," approved March the 9th, 1867, be, and the same is, repealed.

"'2. That hereafter the same tax *per capita*, and the same rate of taxation on real and personal estate, (except taxes for common-school purposes,) should be collected of all the negroes and mulattoes in this commonwealth as of the white population, and no other.

"'3. This act shall take effect and be in force from and after its passage.'

"I cannot say that I regret the passage of such act under the circumstances The laws of our statute-books for the past three or four years, mingling together the support of paupers and the education of children out of a common fund, were cruelly unjust and absurdly unstatesmanlike. We lose nothing in having them obliterated by the sweeping statute of last session. It is better to find in the latter a declaration of hostility, than to be misled by the empty and vain pretensions of the former."

MISCELLANEOUS RECOMMENDATIONS.

Among other changes the superintendent proposes, is the addition of at least two able and experienced educators to those officials who now constitute the board.

He urges the appropriation of about $600 for organizing and equipping a model State teachers' institute, and publishing their proceedings, as a wise and economic expenditure of that amount of funds on the 7,000 teachers of the State. The prescribed qualifications of the county commissioners, who supervise the local educational interest, taken in connection with the mode of their selection, does not secure, as a general thing, efficient officers. The State superintendent says that "*none but a teacher, or one who has been a teacher, should be eligible to the office of commissioner;*" and further, that the State superintendent should have the power to remedy the evil appointment of an unqualified person.

There are unfortunate features in the law respecting the appointment of the county commissioners and jurisdiction. The State superintendent presents the plan of consolidating three counties into a district under one commissioner, who shall thus have constant employment and full annual compensation.

The State superintendent has been much annoyed by neglects and omissions of commissioners in preparing statistics. He also urges that both commissioners and trustees be elected and enter on their official duties at about the close of one school year or the beginning of another, and not, as now, in the middle of a school year.

In the absence of normal schools, the superintendent recommends the cheap, accessible, and practical plan of establishing teachers' institutes for the respective counties

The superintendent has been surprised to find a very general sentiment in favor of a law of compulsory attendance upon the schools, and, while believing such a law would be a dead letter, as many of the laws of the commonwealth are, he hopes to see the question discussed on its merits until a ripe public sentiment shall precede any trial of the compulsory system. A modified and milder form of compulsion is pointed out by so amending the State constitution that the school revenue shall be appropriated on the basis of an average attendance on the schools, instead of upon the census of school children. Such a contingent appropriation would, of course, incite trustees and patrons to the greatest diligence and effort in urging the constant attendance of every school child on the district school.

QUALIFICATIONS OF TRUSTEES.

Among the prominent difficulties of establishing an efficient free-school system in Kentucky, is the existence of large sections where the essential qualifications of a good free-school officer—as, intelligence and culture, a sympathy with the free-school system, a public spirit, a hearty and enthusiastic devotion to the public welfare, and moral uprightness—are universally wanting, and qualified citizens cannot be secured for the position of school trustee. Says Superintendent Smith:

"The neglect hitherto of our school interests, and the inadequacy of means to educate the masses in the poorer sections for generations, have left a large percentage of the adult population utterly destitute of the barest elements of education, while the balance have only enough to say that they are one degree better off. The result is, that the ideas of the people as to what education is, and what the schools need, are of the crudest and most imperfect kind. We must take into account that there are forty thousand white adult male population unable to read or write their names in Kentucky. We cannot be surprised, therefore, if it is often the case that trustees are elected who cannot write or read. As long as we follow the diminutive and isolated district plan of organization, with the vast number of trustees of all classes to be elected, we cannot fully remedy this barrier to good school management."

NON-ATTENDANCE OF CHILDREN AT THE SCHOOLS.

One of the most discouraging features, and, says the superintendent, "one of the most difficult to practically provide against in the establishment of a general school policy for universal education, is the large percentage of pupil children who do not appear in attendance upon the schools, though they are made free and open to all. If we accept 370,000 as the average number of pupil children annually reported in the State for the last four years, we may safely take 30 per cent., or 111,000, as the average number in attendance on the common schools, for the full legal sessions. The non-attendant list runs up to the enormous figures of 259,000, or 70 per cent. of the whole. If we accept 4,900 as the average number of schools taught for sessions of three months each, we will have an average attendance on each of 25 pupils. If we except the city schools from the county, this average for the town and county school districts will be about 70 census children reported, and 20 pupils in constant attendance for each. In another view, the ratio of pupils in average attendance to the non-attending pupil children is as one of the former to two and one-half to the latter."

The superintendent suggests as one remedy a reduction of the legal school age, so as to embrace only those children between six and fourteen. The present legal school age is six to twenty years.

DEPARTMENT OF STATE SUPERINTENDENCY.

The State superintendent having worked under the difficulties of an inadequate provision for his office, and having, while in the midst of his term and the labors of adjusting the workings of a new school-law, been deprived of traveling expenses, forcibly states the embarrassment under which he has labored, and appeals to a succeeding legislature to increase the office force by at least another clerk, and place the salaries of both the superintendent and his clerks on an equality with those of the co-ordinate department of State.

"The term of the present superintendent expiring in September, the opportunity invites me to speak freely of the office and department which I have had the honor to occupy and administer for the past four years. I have not much comment to make upon the provisions of the law embodying and setting forth the duties of the superintendent in the main. But I must respectfully protest against what seems to be an illiberal prejudice and a discourteous depreciation of the department of public instruction, which appears to have marked the character of our State legislation to the present date. The friends of education claim for it an equal consideration with the interest in charge of other State departments; no more, no less. Yet, in the salaries allowed in its supplemental aid, and in the liberty and discretion granted, it has been ranked

rather with the dignity and importance of a clerkship than with the co-ordinate departments of State. In the responsibilities imposed, the nature and importance of the work to be done, the amount and elaborateness of details of the same, and the constant demands on time and attention, there is but one other department that bears comparison. The superintendent is allowed one clerk, and the total of salaries paid the entire office force is but $3,000—less than a first-class clerkship in many of the business houses of our cities. The business of the office relates to the disbursement of over $800,000 annually to about 5,000 school districts, and for a multitude of other and miscellaneous purposes; to the tabulation and statistical arrangement of a census of 400,000 pupil children annually reported, of 5,000 schools taught, and the pro-rating and apportionment for same; the keeping of records and account-books; the preparation and distribution of blanks for commissioners, for trustees, census, school, and annual reports, and for other things; the examination, correction, and certification of thousands of drafts upon the auditor; the daily and continual correspondence from all parts of the State, incidental to all these; the preparation of the superintendent's annual report, and the attention to miscellaneous matters without count. I know of no public servant in the State—I question if there is one in any other State—so inadequately supplied, so inconsideratcly overtasked, and so shabbily remunerated for the services rendered.

"To every intelligent and observing man, who has experience in official life, there are two distinct methods of administering the affairs of office. The one consists in a mere mechanical discharge of the duties prescribed, fulfilling the letter of the law; no more. The other, in addition to this, is evidenced in that devoted vigilance and attention which study to economize all forces and utilize them to the best advantage of the trusts in charge, to invent ways and means of improvement, and to apply that energy and enterprise which infuse vitality of function and the growth of development through every arterial channel and from every organic center; and thus, by the successive steps of reformatory progress, to advance the system and its interests to the highest attainable excellence. The merely mechanical service is easily done—usually with ample time for leisure. The additional and optional labors of energy and enterprise may, and do, double, triple, and quadruple this mechanical service; and without them no great interests intrusted can be made to grow and prosper beyond the monotony of a stagnant existence."

EXTRACTS FROM REPORTS OF THE COUNTY SCHOOL COMMISSIONERS.

"We need teachers of a higher grade, better school-houses, district organizations, and an improved standard of education; to accomplish which the plan of securing subscriptions in aid of the school-fund should be encouraged, and, if possible, schools should be kept up ten months instead of five. This would improve the grade of teachers and raise the standard of education.

"One matter of special interest that I desire to call attention to is the size and number of districts. The number should be lessened and the size greatly increased; the county should be laid off in townships, and in that way have fewer districts and fewer officers, and thus increase greatly the efficiency of the system."—M. H. RHORER, *Common School Commissioner, Adair County.*

"We have summer school-houses in each district; but not more than three that would do for a winter school in the county."—J. K. HOWARD, *Common School Commissioner, Elliott County.*

"The practical operation of the common-school system now, and here, is to cause the people in the majority of the districts to rely almost exclusively upon the public funds and the free schools for the education of their children; yet, the average attendance upon the schools is not one-third of the children; and the wonder to me is that the attendance is as large as it is, for the quality of instruction there imparted is of such a nature—so inaccurate, loose, and unsatisfactory, as to palsy all the young inspiration and spirit of inquiry, and transform the pupils into obstinate loafers. Our teachers are, with a few exceptions, graduates of these schools, and never having themselves been taught how to study or to think, are incompetent to teach others. The rich and more educated men refuse both to support the common schools and to act as trustees, forcing us, in many instances, to take trustees who cannot sign their own names, and these do not visit the schools, as required by law, because, they say, they are ignorant as to how a school ought to be conducted. We have not enough school-houses, and those we have are not, generally, in the center of the districts, nor fit for the purpose. The majority of the people are not disposed to bear their proportion of the burden in building school-houses; and where a school-house is not in the center of the district, those who consider themselves aggrieved thereby refuse to support the school.

"My opinion of the common-school commissioner, under the present school law, is, (unless he is in an unusual degreee animated by a more genuine and enlightened zeal for the improvement of the schools, and by higher motives than a defective compliance with the positive and explicit provisions of the law,) that he is a nuisance.

"The law ought to make it the duty of the commissioner to report to the grand jury

any default or neglect on the part of the trustees, and every person who goes to the school-house to whip or insult a teacher. If any one desire to whip a teacher, let him wait until Saturday."—J. D. WILDS, *Common School Commissioner, Ballard County.*

"We are badly off, as a general thing, in the character or quality of teachers; quite a number of men who have been attending other pursuits, principally laboring on farms from ten to fifteen years, come up to get certificates as teachers. They say they are rusty, but a little practice and they will be all right."—S. COLEMAN, *Common School Commissioner, Bath County.*

"In my judgment, all growth and development in our common schools is suppressed by the rate-bill feature contained in the ninth section of the amendment. I believe it should be abolished. The trustees of a majority of the districts in this county assess the parents ten, fifteen, and twenty dollars on their children in attendance, after the common schools were announced as open and free to all. In this way many children of poor parents are driven from the schools."—W. H. LOCKHART, *Common School Commissioner, Bourbon County.*

"I would recommend that the State adopt some plan for the establishing in each county a school that would be free for each teacher of the county to attend for at least three months in the year, upon condition that he would teach a school in some district of the county after he had attended the same. This would be one of the most efficient ways of providing good teachers for the counties."—GEORGE W. SEWELL, *Common School Commissioner, Breathitt County.*

"As to school accommodations, there is not one school-house in Cumberland County that is fitted up with the actual necessaries, such as the modern improvements and aids to education require. Many of the teachers we have are of the so-called second class; but were they subjected to a thorough examination, they would be assigned to the third class, which is now abolished by law, while many of those who would pass a first class lack the faculty of imparting information to others, or are wanting in patience and firmness, without which qualities no one can expect success as an educator."—JOHN G. CRADDOCK, *Common School Commissioner, Cumberland County.*

"At the outset I wish to state that I have paid more attention to teaching and teachers than to school-houses, districts, common school law, or school fund. Wherein I could work under the common school law, I have done so. Wherein the thing heaved itself up between the pupil and education, I bowed to it religiously and went round it. The houses extemporized in five districts are warm-weather establishments. At present the State pays the commissioner just enough to keep him from doing anything. The office is generally held as a help to somebody in some other business than that of seeing the common school answer the ends for which it is intended; consequently, so much money is lost to the cause of education. In the present state of public opinion, the subject of education challenges our most matured judgment. Public men have an open field—a wide expanse. This public speaker says he understands the subject; that intimates that he is thoroughly posted. A knightlier wreath than ever awarded to a Roman awaits the framer of a good common-school system for Kentucky."—B. N. GREHAN, *Common School Commissioner, Fayette County.*

"For the year ending June 30, 1871, 77 schools were taught, making a gain of 101 per cent. under the new school law. The people are very enthusiastic on the subject of schools, and many are in favor of an additional tax for school purposes."—J. S. THOMAS, *Common School Commissioner, Graves County.*

"During the school year ending December 31, 1869, I found a few of the schools well conducted, but most of them imperfectly and badly managed. More than half the teachers were teaching *loud* schools, some of them having nearly as many classes as pupils. During the year ending June 30, 1871, while the schools were in session, I found the character of them somewhat improved. *Loud* schools had given way to silent, pupils better classed, and the system of teaching more uniform."—VINCENT BOREING, *Common School Commissioner, Laurel County.*

"Trustees are under the necessity of riding from five to twenty miles to make special oath to each report. It is difficult to see why a trustee should swear to every separate act. One good, strong oath, well phrased and well administered, ought to last a man of ordinary conscience at least one year."—J. H. BOWDEN, *Common School Commissioner, Logan County.*

"There is one point I desire to call your attention to, and upon which I want your decision. There is a system in the mountain counties termed the vocal, or '*blab system.*' This is prevalent in portions of this county, and has been since its first settlement. The trustees require and prescribe these rules, or this system, to the teacher, and make him carry it out. If the law will sustain me, which I certainly think it will, I will do away with this in this county. I think it would be doing a great deal for education. It would be one step toward getting old-fogyism out of the county—the great drawback to education and improvement generally."—B. F. HOWARD, *Common School Commissioner, Magoffin County.*

"It will be seen, by reference to the tabular portion of this report, that the entire property of the county in school-houses amounts only to the insignificant sum of

$1,705. It is a fact also known to the commissioner, that in three or four only of the forty districts in the county do the trustees hold the legal title to the ground upon which the school-houses stand.

"The glittering tinsel of military achievements, the bloody monuments of war, will appear like dismal shadows when compared with the civic glories that will arise in the future intelligence and morality of Kentucky's sons and daughters who shall live to realize the perfection of her school system."—L. W. GATES, *Common School Commissioner, McLean County.*

"Ignorance and old-fogyism have received a blow from which they will never recover in Wayne. A new era has dawned on the educational interests of our county. We have permanently organized our teachers' institute, and also a teachers' association of 52 members, properly officered, and subject to a constitution and by-laws. Our association will meet once a month until changed by a vote of the members. Our county is supplied with a far better class of teachers than ever before."—B. C. MCBEATH, *Common School Commissioner, Wayne County.*

KENTUCKY TEACHERS' ASSOCIATION.

The State Teachers' Association met at Paris, Kentucky, in August, 1871. The afternoons of the session were devoted to the discussion of a system of common-school law for the State. Mr. Reynolds lectured on and illustrated the best method of teaching grammar; Mrs. Nettie Roberts, principal of the State Normal School at Catlettsburgh, supplemented the lecture with some exceedingly appropriate and instructive remarks. Hon. Z. F. Smith, superintendent of public instruction, delivered an address upon the general system of education and the particular wants of the State of Kentucky. He expressed the opinion that the State had some cause for congratulation that within the past three years her school-fund revenues, collected and disbursed annually, have increased from $275,000 to over $900,000—more than three-fold. In the same time the common schools have been extended from three to five months sessions; while the number of schools taught has been increased little less than 20 per cent., thus giving an increase, in the total number of months taught, of not less than 100 per cent. The teachers are now paid for five months' sessions instead of three, and their wages are about doubled. We have a better class of teachers, who are manifesting a disposition to improve their qualifications, and we may safely estimate the aggregate of net results of school reform, within the time mentioned, at an increase in the quantity and value of free education given of 100 per cent.

BETHEL COLLEGE.

Bethel College, a Baptist institution located at Russelville, founded in 1854. President, Dr. Noah K. Davis.

In Fayette County twenty schools were reported in operation during the month of January, with an aggregate attendance of 936; in the month of February, twenty-nine schools, with an attendance of 1,561; in March, thirty-four schools, with an attendance of about 1,800.

SCHOOL COMMISSIONERS.

Counties.	Names.	Post-offices.
Adair	M. H. Rhorer	Columbia.
Allen	John H. Walker	Scottsville.
Anderson	L. W. Chambers	Lawrenceburgh.
Ballard	J. D. Wilds	Blandville.
Barren	R. P. Collins	Glasgow.
Bath	L. Coleman	Owingsville.
Boone	R. C. Green	Burlington.
Bourbon	W. H. Lockhart	Paris.
Boyd	Jacob Rice	Catlettsburgh.
Boyle	R. H. Caldwell	Parkesville.
Bracken	A. C. Armstrong	Augusta.
Breathitt	George Sewell	Jackson.
Breckinridge	M. Board	Hardinsburgh.
Bullitt	R. J. Meyler	Shepherdsville.
Butler	J. S. Chandler	Morgantown.
Caldwell	D. M. Barkley	Princeton.
Calloway	D. W. Padgitt	Murray.
Campbell	Leo. Tibbatts	Tibbatts's Cross-Roads

School commissioners—Continued.

Counties.	Names.	Post-offices.
Carroll	J. J. Orr	Carrollton.
Carter	Jas. H. Armstrong	Olive Hill.
Casey	D. W. Coleman	Middleburgh.
Christian	George A. Champlin	Hopkinsville.
Clark	D. J. Pendleton	Winchester.
Clay	John E. White	Manchester.
Clinton	Jesse Ewing	Clinton.
Crittenden	Isaac McMurry	Marion.
Cumberland	John G. Craddock	Burkesville.
Daviess	David F. Todd	Owensborough.
Edmonson	James A. Edwards	Glasgow Junction.
Elliott	Jesse K. Howard	Martinsburgh.
Estill	A. D. Hamilton	Irvine.
Fayette	B. N. Grehan	Lexington.
Fleming	W. A. Morrison	Flemingsburgh.
Floyd	G. M. Witten	Prestonsburgh.
Franklin	W. L. Jett	Frankfort.
Fulton	A. S. Tyler	Hickman.
Gallatin	Samuel Turley	Glencoe.
Garrard	John K. West	Lancaster.
Grant	J. H. Thompson	Williamstown.
Graves	J. S. Thomas	Mayfield.
Grayson	N. C. Tilford	Litchfield.
Green	J. W. Williams	Greensburgh.
Greenup	S. J. Filson	Greenupsburgh.
Hancock	J. R. A. Brents	Hawesville.
Hardin	James A. Gaither	Elizabethtown.
Harlan	Henderson Howard	Mount Pleasant.
Harrison	J. F. Lebus	Cynthiana.
Hart	H. C. Martin	Munfordsville.
Henderson	John McCullagh	Henderson.
Henry	Samuel Jones	New Castle.
Hickman	N. P. Moss	Clinton.
Hopkins	George W. Murphy	Madisonville.
Jackson	Green V. Holland	Clover Bottom.
Jefferson	John Downey	Anchorage.
Jessamine	George R. Pryor	Nicholasville.
Johnson	J. F. Stewart	Paintsville.
Josh Bell	John Goodin	Pineville.
Kenton	J. C. Byland	Independence.
Knox	J. H. Tinsley	Barboursville.
Larue	S. H. Bush	Hodgenville.
Laurel	Vincent Boreing	London.
Lawrence	James R. Dean	Louisa.
Lee	Simpson Kelly	Proctor.
Letcher	William H. Nickels	Whitesburgh.
Lewis	Joseph A. Sparks	Vanceburgh.
Lincoln	S. S. McRoberts	Stanford.
Livingston	Randolph Noe	Salem.
Logan	J. H. Bowden	Russellville.
Louisville	Oliver Lucas	Louisville.
Lyon	J. C. Church	Eddyville.
Madison	W. B. Stivers	Richmond,
Magoffin	B. F. Howard	Salyersville.
Marion	James W. Hopper	Lebanon.
Marshall	W. A. Holland	Benton.
Martin	Mark Dempsey	Warfield.
Mason	Emery Whitaker	Maysville.
McCracken	D. D. Thomson	Paducah.
McLean	L. W. Gates	Calhoun.
Meade	Thomas J. Gough	Concordia.
Menifee	F. W. Gross	Frenchburgh.
Mercer	C. Terhune	Harrodsburgh.
Metcalfe	J. W. Compton	Edmonton.

School commissioners—Continued.

Counties.	Names.	Post-offices.
Monroe	J. Rowan Leslie	Tompkinsville.
Montgomery	J. W. Orear	Mount Sterling.
Morgan	Joseph B. Wolfe	West Liberty.
Muhlenburg	Henry Porter	Greenville.
Nelson	J. W. Muir	Bardstown.
Nicholas	Isaac M. Chism	Carlisle.
Ohio	W. F. Gregory	Hartford.
Oldham	Martin De Moss	Beard's Station.
Owen	John C. Strother	Owenton.
Owsley	Joseph G. Hampton	Boonville.
Pendleton	Gideon M. Colvin	Morgan Station.
Perry	E. C. Duff	Hazard.
Pike	Thomas O. Marrs	Piketon.
Powell	W. Frank Crawford	Stanton.
Pulaski	John M. Barnett	Somerset.
Robertson	W. Vaughan Prather	Mount Olivet.
Rockcastle	J. C. P. Myers	Mount Vernon.
Rowan	R. G. Scott	Farmers' Post-Office.
Russell	James M. Lester	Jamestown.
Scott	H. S. Rhoton	Georgetown.
Shelby	C. J. Hinkle	Shelbyville.
Simpson	F. Lee Wilkinson	Franklin.
Spencer	C. B. Stilwell	Taylorsville.
Taylor	D. G. Mitchell	Campbellsville.
Todd	W. E. Mobley	Elkton.
Trigg	J. B. Garnett	Cadiz.
Trimble	L. G. Peak	Bedford.
Union	John F. Cromwell	Morganfield.
Warren	A. E. Moore	Bowling Green.
Washington	F. S. Hill	Springfield.
Wayne	R. C. McBeath	Monticello.
Webster	R. K. Thornberry	Poole's Mill.
Whitley	M. A. Moore	Whitley Court-House
Wolfe	G. B. Swango	Hazle Green.
Woodford	W. M. Dickey	Versailles.

LOUISIANA.

From the report by Hon. T. W. Conway, State superintendent of public education, made January 30, 1871, for the year 1870, the following information respecting schools in Louisiana is taken:

SUMMARY OF STATISTICS.

Number of children between six and twenty-one	253,353
Whole number of public schools	230
Number of pupils enrolled, (male, 11,462; female, 11,761)	23,223
Number of teachers, (male, 112; female, 412)	524
Number of private schools	132
Number of teachers employed in private schools	203
Estimated number of children attending private schools	6,170
Amount of free-school fund	$1,193,500 00
Amount of seminary fund	138,000 00
Total value of school property	234,016,771 75

CURRENT SCHOOL-FUND ASSESSMENT.

Amount levied by the auditor of public accounts	$468,035 52
Amount of poll-tax assessed	122,668 00
Total apportionment for 1870	496,401 38

ORGANIZATION UNDER THE NEW ACT.

The State superintendent, as he reports, has endeavored, during the nine months which have elapsed since the passage of the school act, to carry its provisions into practical effect. During that time the work of organization has proceeded uninterruptedly, and, considering all things, with a fair degree of success, there having been a larger number of schools in operation than at any previous period in the history of the State.

DOCUMENTS DISTRIBUTED.

The act to regulate public instruction, after being thoroughly indexed in the office, was printed, and, in connection with a compilation of all laws of the State relating to education, was circulated among the school directors of the State, to the number of 4,500 copies, and an equal number of copies of the rules for the government of the schools distributed. Circulars, giving full and clear instructions as to the best methods of procedure for a prompt organization of the school work, were issued, and all information sought promptly and cheerfully furnished. Teachers' certificates and the various school blanks required were provided and supplied to the proper officers. Five hundred and sixteen certificates of appointment for school directors of the various parishes and towns were issued, and 460 commissions. The necessity for an entire reorganization of the school work of the State has made the office duties of the State superintendent exceedingly arduous, involving an amount of correspondence and a personal attention to the details of the work never before required.

The preliminary need of creating and organizing the school boards necessarily occupied time, so that the period of actual work in establishing schools has been limited to a fraction of a year. Only nine months have elapsed since the school act received the signature of the governor.

Various impediments to the execution of the school law are alluded to in the report, which have seriously retarded the work of establishing schools in the State.

DEFECTS OF THE SCHOOL LAW.

Certain defects in the law itself are mentioned, as, for instance: The school act gives no power to the State board nor to the superintendent of a school division to act in establishing schools where a parish board fails in its duty to appoint ward district directors, nor where a district board refuses or fails to perform its legal functions. With a nominal control of the entire educational work of the State, the power of the State board actually expires with the appointment of the subordinate boards, while the division superintendent, though clothed with the power of general supervision, and held responsible for the proper and efficient performance of the school work of his division, does not possess authority to open the humblest school in all his division, no matter how completely the district boards may have failed to perform or even to attempt the performance of their duties. In these points the law is essentially

feeble, and needs to be strengthened, by placing a power of ultimate action in the hands of those whom it nominally intrusts with the control of the schools.

A WISE PROVISION OF THE LAW.

By a wise provision of the law, a parish board of directors is empowered to establish schools in certain cases after the failure or neglect of the ward boards, but no provision is made to supplement by other action the failure or neglect of the parish board itself.

SCHOOLS DEPENDENT ON ACTING PARISH OFFICIALS.

This oversight, by which a subordinate board is thus enabled to paralyze the endeavors of the highest school authorities of the State, is one which should be remedied, especially as the difficulty is of a practical and pressing character. Whole parishes in certain sections of the State have been left without a school, owing to this cause.

FUNDS UNUSED AND CHILDREN UNTAUGHT.

Thousands of dollars of public-school money remain idle in the treasury of the State, and the children for whose instruction it should be employed are suffered to grow up untaught.

MIXED SCHOOLS.

As required by section 5 of the act of 1870, the State board of education, at its first meeting, adopted a rule for the government of the public schools of the State, by which they were all opened to children of educable age, without distinction of color or race.

PAY OF MALE AND FEMALE TEACHERS EQUALIZED.

At the same meeting, the board adopted a rule equalizing the rate of compensation for teachers performing similar services, thus removing all distinction based upon the sex of the teacher. This equitable rule, abolishing that relic of barbarism which underestimates a service because rendered by woman, has received an approval from the people of the State which is practically unanimous; the few dissenting voices, coming from men whose prejudices obscure their perceptions of justice, have been lost amidst the general and cordial assent given by the community at large; and this measure of justice to the feebler sex may be regarded as now permanently established in our State.

COMMENTS OF DISTRICT SUPERINTENDENTS.

One superintendent complains of the difficulty of getting the tax authorized by section 27 of the school law, voted by the people of the districts, and suggests the importance of such amendment of the law as will place the support of the schools beyond the reach of hostile opposition; another, of the imperfect and unequal enumeration of the educable children of his division, as "causing much confusion and, in some cases, greatly wronging the wards;" another, that after organizing boards of school directors in every one of the parishes of his division, he met with only supineness and indifference on the part of a majority of the boards, and nearly all of what has been accomplished in this division has been the result of his own steady and determined labor. In the city of Shreveport, which is in this division, public schools have been successfully established, and at some other points. But what is said by him of the parish of Winn applies to a great extent to the larger portion of his division: "There have been divers obstacles to the successful prosecution of the school work in this district, among which may be mentioned the prejudice against the free-school system itself, the general indifference of all classes in regard to education, the political excitement, and the scarcity of intelligent workers."

REPORT OF SUPERINTENDENT OF THIRD DISTRICT.

The superintendent of the third district classifies the schools under his charge as private, sectarian, complex, and public schools. He says: "There are in the division forty-one private schools and institutions of learning, with 78 teachers and 1,670 pupils, and four benevolent institutions with 268 inmates. It will be seen that there are few private schools, and these are inadequately supported. The best schools of this class are in St. Mary, (12;) in St. Landry, (4;) East Baton Rouge, (6;) and in East Feliciana, (7.) Some of them are strictly sectarian, being convents and colleges of the Roman Catholic Church, or supported by and supplementary to different Protestant churches.

COMPLEX CHARACTER OF SOME SCHOOLS.

"There is also to be met with occasionally a school of complex character, sustained partly by the Peabody Fund, partly by an organized local society and by tuition fees.

White children exclusively are entitled to their benefits. Sometimes the State schools have been embarrassed in their organization by the local authorities granting public school-houses, as at Baton Rouge, to trustees of this fund.

NO SUBSTITUTE EQUAL TO COMMON-SCHOOL SYSTEM.

"It is plain that neither churches, nor Peabody funds, nor private enterprise, nor all combined, can adequately or properly meet the demand in this matter. A uniform national system of public education is needed; next to this in value is our State public-school system, securing to every man's child, to the children of the commonwealth, that great blessing—free, universal, and beneficent as the air they breathe—a good English education."

SELF-DENYING TEACHERS.

With regard to some of the teachers employed in this district, he says: "Some of them hold claims for services which have been unpaid for years; others had to procure rooms in which to gather the children, pay the rent, furnish benches, desks, &c., and then wait months for their scanty pay. They submitted to social and personal discomforts, ostracism, and opprobrium, which only a true love for their honorable and holy vocation and for humanity enabled them to endure."

PRESENT SYSTEM OF WARD ORGANIZATION DEFECTIVE.

Respecting amendments suggested in the law, he says: "It is the judgment of every school officer and citizen with whom I have conversed on the subject, that at the present time our plan of ward organization is a hinderance instead of a help to our public education.

POPULATION SPARSE AND UNFAMILIAR WITH DUTIES.

"The reasons are, that the country is thinly settled, the people are poor, traveling is expensive, and few persons outside of the towns are familiar with clerical business; then it is difficult to give bond of a safe character, as men shrink in these evil days from being securities. The people say, 'Send us a teacher, build a school-house, tax us for these purposes, but attend to the business; we don't know how.' It is certainly unsafe to scatter the public money so widely; it involves much expense in the aggregate, each locality requiring the same expenses as would be required at one for the whole parish, and then the people are frequently changing houses."

SUPERINTENDENT OF DIVISION OF NEW ORLEANS.

The report of the superintendent of the division of New Orleans, while it contains many valuable suggestions in regard to the future, touches but lightly on the embarrassments which have obstructed the progress of the schools during the past years. Among those named in his report is the insufficient provision made by law for the support of the schools, a complaint which is common to the whole number of school officers in the State. Mr. Carlin's language is: "A prominent cause of anxiety to the friends of the schools of this division, is the uncertainty as to their necessary support under the present law. The council of this city, which has, without legal obligation to do so, generously honored the pay-rolls of the teachers for several months, declines to do so longer, and as the State apportionments are inadequate and the generally favorable result of the levy of the school tax is at least problematical, our future from this cause is somewhat clouded.

SCHOOL LAW MUST BE MODIFIED.

"It is very clear that the present school law of the State must be modified as an indispensable preliminary to any general and speedy progress of our schools."

There have been 67 schools in operation in this city during the year, with 375 teachers, a detailed report of which will be found in the statistical tables accompanying this report.

DIFFICULTY OF ENFORCING THE LAW.

The State superintendent explains very fully the difficulties and embarrasments which have arisen and still exist respecting the enforcement of the school law in New Orleans. The city board has seen fit to place itself in direct antagonism toward the public school law, in obstructing its execution by the ward boards of the city. Having usurped the powers rightfully belonging to the ward boards, and being enjoined by the courts from such action, they have appealed from the judgments rendered, which appeal is now pending. Their appeal claims that the ward boards having failed to organize and to exercise the powers intrusted to them, (the same powers usurped by

the city board and claimed to be vested in said city board,) the said city board should be authorized to exercise such powers and to receive from the State treasurer the ward apportionment of the State school fund.

EVILS OF ENFORCING MIXED SCHOOLS.

"There is probably no other State in the Union where the work of popular education, by a system of free schools, is conducted under the disadvantages which are encountered in Louisiana. Not only have we, in common with some sister States, to build the whole system anew, and to do this in the face of that general apathy, rising at times to positive antagonism, which prevails in the Gulf States, but that provision of our constitution which forbids the establishing of public schools from which any child shall be rejected on account of race, color, or previous condition, excites a determined opposition on the part of many who would otherwise co-operate in the opening of schools and in the raising of funds for their support.

"Justice to our division superintendents requires that, in estimating what has been done by them, this fact should be borne in mind.

OFFICIALS DENIED DISCRETIONARY POWER.

"Neither the division superintendents nor the boards of school directors are allowed, under the law, the least discretionary power, and because of that constitutional provision, to which reference has been made, the sympathies of thousands are alienated who might otherwise be expected to co-operate with us, and the weight of their influence is often thrown against the establishment of any schools whatever in the districts where they reside.

ANTAGONISM AROUSED—OFFICIALS OSTRACISED.

"Even further than this: where persons of character have been willing to accept the position of school directors, from a desire to extend the advantages of education, they have, in many instances, been deterred from accepting the trust by the apprehension of persecution, and even social ostracism, on the part of the opponents of the law.

FACTS TO BE MET.

"It were irrational to overlook the fact that this active antagonism of so large a portion of the white population of the State is a formidable hinderance to our school-work. However unreasonable it may be shown to be, and unworthy the intelligence of the age, its undeniable existence and influence must be taken into account in any estimate of past progress or of future prospects. The noblest vessel, however ably managed, makes but slow progress when forced to contend with both wind and tide. Such has been the position of those intrusted with the school-work in this State, and such it continues to be, with but little promise of a speedy alteration. What has been accomplished has been in the face of difficulties nowhere else experienced, and, at many points, in defiance of a sleepless opposition.

FULLER POWERS NEEDED BY SUPERINTENDENTS.

"A corrective for the last-named difficulty would be found in empowering the division superintendent to establish schools where, after a reasonable time for action, a parish board fails in performing its duties. The lack of direct power in our higher school officers greatly lessens their efficiency, inasmuch as it renders their most vigorous exertions liable to be neutralized by the apathy or timidity of the boards through whom alone they can act. With power given the division superintendent to act in case of the failure of a parish board in its duty, he may be justly held responsible for the opening of a school in every ward district of his division.

DEFECTIVE ENUMERATION.

"Some embarrassment, and much injustice, has been occasioned by inaccuracy in enumerating children of educable age by tax collectors and assessors in many of the parishes. The duty, in some cases, appears to have been entirely neglected, and mere guesses, guided by no intelligence, have been substituted for the enumeration required by law."

AMENDMENTS TO THE LAW RECOMMENDED.

In view of the many difficulties to the enforcement of the school law, and its lack of adaptation in some respects to the circumstances of the people of the State, the superintendent recommends to the legislature that it be amended in some important particu-

lars. He remarks: "The system embodied in it for the State at large is, in itself considered, an admirable one. It has been adopted in other States with the best of results. Its vital germ resides in the ward district plan, by which the control of the educational work in each neighborhood is placed in the hands of those who are to be taxed for and benefited by it; and the presumption is, that in a country such as ours men will employ the power thus conferred both wisely and efficiently.

CAUSES OF FAILURE.

"To render this presumption reasonable, however, several things must be previously determined. They to whom this power is intrusted must be imbued with a sense of the value of education; they must be capable of administering the system so far as it devolves on them, and be willing to devote to the public good the time and labor which the administration of the law requires; and, finally, they must be in sympathy with the system itself. Should either of these pre-existent conditions be wanting, the ward district system contains within itself the elements of failure. A district will not voluntarily tax itself to support a system it dislikes. A community deficient in intelligence will manifest no zeal for education, and people struggling for the necessaries of life will feel little disposed to devote themselves to gratuitous labors for the public.

COLORED CITIZENS WILLING BUT INCAPACITATED.

"The recently emancipated citizens of Louisiana constitute the portion of our people who sympathize most with our public-school system. Struggling upward to the light, after generations of bondage, oppression, and enforced ignorance, the instances are rare in which the necessary qualifications for this delicate and important office are found to exist among them, and as they are generally compelled to employ their entire energies in securing the necessaries of life, they have no time to bestow on a work which offers no material compensation.

WHITE CITIZENS OPPOSED TO MIXED SCHOOLS.

"The older white citizens of the State are, as a body, possessed of ample intelligence and leisure to act in the work of popular education, but a majority of them are decidedly averse to a system of instruction which makes no distinction on account of race, color, or previous condition, and as these two classes constitute the bulk of the people of the State, successful results from the ward district system are problematical at the best. In those sections of the State where an active, intelligent, and courageous leadership could be secured, good results have been obtained; but in other sections, where these requisites were unattainable, the system has proved a failure.

PRESENT SYSTEM UNSUITABLE FOR NEW ORLEANS.

"It may be fairly questioned whether, in a large city such at New Orleans, requiring a system of graded schools and separated into districts only by arbitrary divisions, the ward district system is practicable, even when conducted under the supervision of a city board.

"I have never believed it to be desirable, but under the law which establishes that system, I have had no alternative except to do my best to enforce the law; but while thus acting as a servant of the law, I have hoped that the proper authority might so modify the school act in its relation to this city as to remove the embarrassments which must continually arise under its present requirements.

PROPOSED AMENDMENT.

"I would, therefore, respectfully propose the following amendment to the act of 1870:

BOARD OF DIRECTORS.

"That the control and regulation of the public schools of the city of New Orleans be vested in a board of fourteen school directors, one from each ward of the city, to be appointed by the State board of education, and one additional member, who shall be the treasurer of the board, to be appointed by the city council, and who shall give bond in such amount and terms as the city council may require.

BOARD TO ELECT CITY SUPERINTENDENT.

"That this city board shall elect the superintendent of public schools for the division of New Orleans, who shall be ex officio president of the board and its executive officer, and shall form one of the State board of education.

BOARD TO DETERMINE EXPENSES.

"The city board to determine annually the sum needed to carry on the schools of the city, and to report the same to the board of administrators, who shall place the amount on their annual budget and levy the same on taxable property of the city, to be collected at the time and in the manner of other taxes.

TREASURER OF BOARD TO HAVE CUSTODY OF SCHOOL FUNDS.

"The same, when collected, to be paid to the treasurer of the city board of school directors for distribution in the manner and for the purposes provided for by law.

CITY BOARD TO GOVERN SCHOOLS.

"The said board to possess all the powers and privileges of a corporate body, and to be vested with the power to make all needful rules and regulations for the government of the schools; provided, that no rule shall be made which shall conflict with those adopted by the State board of education.

"The foregoing recommendations, if adopted by your honorable body, would, I am convinced, meet every necessity of the case, and give to the State a school system both judicious and effective.

INDUSTRIAL SCHOOLS.

"I would invite attention to the desirableness of establishing, at on early date, schools of the above-named class, in which, in connection with the ordinary branches of an English education, pupils might be instructed in some of the useful avocations of life. It is a subject which has been pressed on my attention by the peculiar circumstances in which large numbers of our recently enfranchised citizens are placed. By the disadvantages of their previous condition, the great mass of them, both male and female, were prevented from acquiring the knowledge which gives to skilled labor its high value. Among the males comparatively few are possessed of trades, while many branches of indoor industry have scarcely a representative among that portion of our people. The females are almost equally deficient in the higher departments of needlework, the products of which are always in demand in a highly civilized community."

EVENING SCHOOLS.

He also remarks upon the need for evening schools in our large towns and cities for the benefit of persons whose necessary occupations prevent them from enjoying the advantages of the ordinary public schools. He also repeats his former remarks respecting the importance of providing a State normal school for the special training of teachers to be employed in the public schools of this State.

MANAGEMENT OF SCHOOL LANDS.

In reference to the management of the school lands of the State, the superintendent remarks: "There is either a culpable indifference existing on the part of the officers to whom the duty of guarding the interests of the people in the school lands is intrusted, or the matter requires an amount of time and labor in making the necessary investigations greater than those officers are able to bestow. In either case, the necessity for appointing some person, legally authorized to attend to this important matter, becomes apparent, if these resources are to be preserved to the object for which they were donated by the General Government.

TIMBER STOLEN FROM SCHOOL LANDS.

"Even during the last year it has come to my knowledge that school lands have been stripped of the timber which constituted their chief value, and, when thus denuded, have been thrown into the market and sold at public sale for a fraction of their former value, the person who had previously stripped the lands of their timber becoming, in one instance, the purchaser.

PEABODY FUND—RESOLUTIONS OF STATE BOARD.

"By direction of the State board of education, I transmitted to Rev. Barnes Sears, D. D., the general agent of the Peabody fund, an attested copy of the following preamble and resolution adopted by the board:

"'Whereas a portion of the munificent endowment of Mr. George Peabody, for the promotion of public education in the South, has been assigned and set apart for this State; and whereas this board, created by law and now organized and engaged in the

control and management of the public schools of the State, would seem to be the proper medium for the care and disbursement of the portion of said endowment to which the State is entitled: Therefore,

"'*Be it resolved*, That the president of the board be, and is hereby, instructed to open a correspondence with the Rev. Barnes Sears, general agent of said endowment, with the view of securing the transfer of such portion of the same as may at any time be set apart for the good of this State to this board, and that he may convey an authentic copy of this resolution to the said general agent.'

"No reply having been received, I forwarded to Dr. Sears a second copy of the above resolution, attended by the following communication:

LETTER TO DR. SEARS.

"STATE OF LOUISIANA,
"OFFICE STATE SUPERINTENDENT OF PUBLIC EDUCATION,
New Orleans, October 28, 1870.

SIR: The State board of education for this State, at its first meeting, adopted the following preamble and resolution. A copy of the same was forwarded to you, but, as we have not heard from you, we presume you did not receive it.

"The object in view is to call your attention to the question of the use made of the Peabody Fund in Louisiana, and to suggest that it might add greatly to its success if you were to change the local agency here, and for the following reasons:

"First. Mr. Lusher, your present agent, does not co-operate in any way with the State authorities in the promotion of the work of popular education.

"Second. There is good reason to believe that he is greatly opposed to the State authorities, and that he aims to build up a system antagonistic to that of the State.

"Third. Some of the teachers, aided by him, are doing all in their power to break up our public schools, and in some cases circulars have issued from them urging the citizens to oppose the establishment of public schools.

"Fourth. Mr. Lusher announces that the schools aided by him are for white children, thereby involving the trustees of the Peabody Fund in the false position of establishing a caste system of education, which is, as I believe, at variance with the declarations put forth by them.

"Fifth. Mr. Lusher must necessarily excite widespread opposition because of his prejudiced feelings, his inharmonious conduct toward the public-school officers, and his neglect of the educational interests of the colored population of our State. We think the fund for this State can be used by the State board of education to far better advantage than if it remain in the hands of Mr. Lusher. Not only would we assist schools attended exclusively or partially by white pupils, without exciting the jealousy of the colored population, but we could render all proper assistance to the latter class without exciting the opposition of any of the white citizens of the State.

"You will gain great advantage by having the fund used in perfect harmony with our public-school system; it would be far more economical, since our school officers would charge nothing for any service you would require, and it would secure you double the results which you can possibly accomplish under the present auspices.

"Very respectfully,

"THOMAS W. CONWAY,
"*State Superintendent of Public Education.*

"Rev. BARNES SEARS, D. D., *General Agent, &c.*"

REPLY BY DR. SEARS.

"STAUNTON, VIRGINIA, *November* 8, 1870.

"DEAR SIR: In reply to your communication of October 28, I beg leave to say that, in the distribution of our fund, I should be most happy to co-operate with the State authorities. But I understand that the State public schools are so organized that the greater part of the white population are unwilling to send their children to them, and that, consequently, the benefit of the public money goes, *in fact*, chiefly to the colored children. If there is any feasible way of removing this inequality, bringing the white people generally into co-operation with you, the necessity for a local agency would cease, and we could act in concert with you.

"We, ourselves, raise no questions about mixed schools. We simply take the fact that the white children do not generally attend them, without passing any judgment on the propriety or impropriety of their course. We wish to promote universal education; to aid whole communities, if possible. If that cannot be, on account of peculiar circumstances, we must give the preference to those whose education is neglected. It is well known that we are helping the white children in Louisiana, as being the more destitute, from the fact of their unwillingness to attend mixed schools. We should give the preference to colored children, were they in like circumstances.

"Mr. Lusher has been requested to avoid controversy and antagonism with the State authorities; and he has assured me that this is in accordance with his own views and wishes.

"Yours, truly,

"R SEARS,
"*General Agent of Peabody Fund.*

"Hon. THOMAS W. CONWAY."

GOOD WORK OF THE FREEDMEN'S BUREAU.

In respect to the work of the Freedmen's Bureau, the superintendent remarks:

"The closing up of the educational work of the Freedmen's Bureau affords a proper occasion for expressing my sense of the value of the aid afforded by it to the class of citizens for whose benefit it was especially designed.

"Coming to the aid of the freedmen almost at the moment of their emancipation, the Bureau was far in advance of all other organizations in making provision for their education. At a time when the State was powerless to provide them with the advantages of mental culture, the strong arm of the Bureau, clothed with the power and authority of the nation, was extended in their behalf. My intimate association with that work, as assistant commissioner of the Freedmen's Bureau for this department, during the first year of its existence and operations, enables me to speak intelligently of the value and amount of the work which was performed. It seemed to be one of those providential instrumentalities which an overruling power brings into operation at the coming of great emergencies, and the results of its official work amply vindicate the wisdom of the mind by which it was originated."

PEABODY FUND.

The report of the general agent of the disbursements of this fund in Louisiana for 1870, is as follows:

"It has not been practicable to make any equitable arrangement to co-operate with the school authorities of the State. We have, consequently, continued to act upon the plan pursued in former years, availing ourselves of the voluntary services of Hon. R. M. Lusher, as local agent. The mode of distribution adopted for the present school year is to give the customary aid to twenty-eight localities which have been selected according to their importance and influence, and which will contribute their share of the expense.

"The Peabody Normal Seminary for the State at large, at New Orleans, with six model schools attached, and five auxiliary normal departments at institutions in the rural districts, for the benefit of pupils who cannot attend the former, receive our patronage.

"The local agent has authority to alter the proportions of the donations specified in the list given below, if he see cause; and also to substitute other towns, if any of these shall fail to fulfil their engagements."

Schools receiving donations from the fund.

Towns.	Local contributions.	Donations.	Towns.	Local contributions.	Donations.
Arcadia	$1,600	$600	Clinton	$1,420	$500
Bastrop	1,400	450	Fairview	750	200
Columbia	1,300	400	Franklinton	1,000	300
Harrisonburgh	1,500	400	Gretna	3,200	1,250
Homer	1,400	375	Livonia	500	200
Minden	1,300	350	First district, New Orleans	2,000	700
Monroe	1,200	375	Second district, New Orleans	1,500	500
Natchitoches	1,200	400	Third district, New Orleans	1,200	400
Pleasant Hill	1,100	300	Fourth district, New Orleans	1,200	400
Shreveport	2,500	750	Fifth district, New Orleans	900	300
Winnfield	700	250	Sixth district, New Orleans	900	300
Amite City	2,500	800	Plaquemine, New Orleans	900	300
Baton Rouge	2,800	1,000	Terre aux Boeufs	1,300	500
Bayou Sara	2,700	1,000	Thibodeaux	1,475	500
			Total	41,445	13,800

To this sum of $13,800 is to be added $2,100, appropriated to normal schools. A large part of these expenditures is covered by the appropriation of last year.

LOUISIANA STATE UNIVERSITY.

This institution is located at Baton Rouge, and was organized in 1860. The course of study embraces a preparatory and academic department, including a literary, scientific, and optional course, a special school of civil engineering, and a commercial school. The discipline is military, with daily drill. Expenses of board and tuition, $400. Number of cadets last session, 185. The geological, mineralogical, botanical, and conchological cabinets are said to be among the largest and most complete in the South. The commencement exercises of this institution at the close of the last session were exceedingly interesting. The introductory exercises, consisting of a contest for the oratory and declamation medals, took place on June 27. The annual address to the society of alumni was delivered by Mr. Samuel H. Lewis, of Baton Rouge, a graduate of the university, and now one of the joint principals of the Orleans Military High School. Eighty cadets received certificates of distinction. Degrees conferred were: Master of arts, 1; bachelor of arts, 4; bachelor of science, 12; bachelor of philosophy, 2; civil engineer, 1. Hon. William M. Burrill, of New Orleans, delivered the annual address. He spoke of the exercises of the occasion as representing a new departure in the educational system of the South. The graduating class were eminently fitted for the important duties they were to assume, having no antecedent opinions to obstruct their onward progress, and nothing to forget or recant. They could so shape their action as to adopt a policy adequate to the change in the social and industrial condition of the South. He was in favor of adding a scientific department to the course of Southern education. He was there to show that while the abstract principles of southern statesmen had been correct, there had been always wanting that education which qualifies every member of the State for the service of the State in some moral, political, or industrial capacity. He appealed to the graduates to accept and improve the situation; to maintain the Union—it was useful; it was indispensable to the restoration of the South. He recommended to them the duty of reconciling "capital with labor," reminded them that the colored population produced by its labor an annual value of probably $200,000,000. The mental and moral education of this class of our people belonged to them as a part of their duty to sustain and advocate. The speaker congratulated the institution upon the position it had assumed, and assured both professors and graduates that they would be honored and trusted by the good and wise throughout the entire South.

Notwithstanding the pecuniary difficulties under which the institution has been laboring, the library has been increased by several thousand volumes, among them some valuable and important works on civil engineering and the applied sciences. The chemical and philosophical departments have also been greatly improved, and extensive additions have been made to the mineralogical and botanical collections. During the past year the university has lost many cadets from want of room. The recent law of the legislature transferring the entire building for the use of the university will remove this trouble.

BLIND ASYLUM.

Since last session the blind pupils have been removed to the Orphans' Asylum at Baton Rouge. They number at present 25, and are under the joint care of Professor S. Wrotnoski and Rev. P. Lane.

DEAF AND DUMB ASYLUM.

The Deaf and Dumb Asylum occupies a portion of the university building at Baton Rouge. There are at present about 40 inmates, under the charge of Professor J. McWhorter.

NEW ORLEANS.

UNION NORMAL SCHOOL.

This institution is sustained by the Methodist Episcopal Church. Government funds purchased the premises and building, and a Methodist benevolent society pays the teachers. One hundred students attended this school during the past year.

LELAND ACADEMY.

This institution is under the special patronage of the Baptist denomination, though open, free of charge, to all pupils of proper qualifications. At the time of closing in July it had been but five months in operation, and numbered 170 students.

STRAIGHT UNIVERSITY.

The Straight University, through many difficulties and under many discouragements, has made steady progress, and gives promise of extended usefulness in the future. A normal department, organized in 1869, is connected with the university.

BOYS' HOUSE OF REFUGE.

An exhibition at this institution on the Fourth of July showed that the large number of boys confined there were improving both mentally and morally, and many of them acquitted themselves with great credit. It has been proposed to make in this institution the experiment of an "artisan school," which, if successful, might lead the way to the establishment of similar schools in connection with the public schools, where, in addition to the ordinary studies, pupils should be taught such industries and trades as are called for in the struggle of men and women for their daily bread. This work, being paid for, would enable the pupil to continue in school until thoroughly skilled in a trade, and also enable the city, in time, to require the attendance of all children at school.

PUBLIC SCHOOLS.

The public schools of New Orleans have been conducted during the past year under very great disadvantages. The great difficulty has been want of money. The teachers have been scantily and tardily paid, and many of the school-houses have, from want of funds to make necessary repairs, fallen into a state of absolute dilapidation. Much of the school furniture is old and inconvenient, and the supply of apparatus extremely limited. The report of the committee on school-houses, made in July, showed that many of the school-houses were mere sheds, not only entirely unfitted for the purpose, but so out of repair as to be absolutely unsafe. In some places fifty children are crowded into a room 12 by 13 feet. The only remedy for this is the abolishment of the existing system of rentals, and the erection, as fast as means will permit, of suitable school buildings to be owned by the public. Many of the buildings in use at present are rented for sums entirely out of proportion to their value. The great lack of sympathy with the cause of education, and the almost total want of interest in the schools on the part of a large proportion of the population, could not but have a depressing effect upon these institutions and form a real obstacle in the way of their progress. It was all-important that an interest should be awakened and the parents and teachers brought together. As a means to this end the examinations were closed with a series of exhibitions in the different schools, so conducted as to form a lively and attractive entertainment. The overflow of the river interfered with some of these exhibitions, but in most cases the programme was fully carried out with enthusiasm by the pupils, and to the great gratification of the parents, who attended in large numbers.

TEACHERS.

The present board of directors have determined to make competency, in the most extended sense of the word, the sole guide in the selection of teachers. They intend, also, to institute the principle of permanency of position, deciding very properly that institutions for the instruction of the young are no subjects for party politics.

TEACHERS' INSTITUTES.

An important auxiliary to educational progress, recently organized, is the teachers' institute. In accordance with the requirements of the law, a series of these institutes has been held in different places, with a good attendance, and a manifestation of great interest. The State superintendent had invited Miss H. N. Morris, a lady who had been through the best training schools in the North, to assist at these instititutes. Her lessons and illustrations of improved methods of teaching were a prominent and most interesting feature of the exercises. Previous to the adjournment of the Carrollton institute a vote of thanks was tendered by the teachers present to Miss Morris, and an acknowledgment made of the benefit derived from her suggestions. At one of the institutes a division superintendent stated that last year he could report but 71 schools, 79 teachers, and 3,600 pupils in fourteen parishes; now he reports 133 schools, 150 teachers, and 7,500 pupils, and the number constantly increasing.

LIST OF SUPERINTENDENTS.

Hon. T. W. CONWAY, *State Superintendent, New Orleans.*

Division superintendents.

Name.	Division.	Address.
R. C. Richardson	First division	Amite City.
E. S. Stoddard	Second division	Carrollton.
R. K. Diossy	Third division	Baldwin.
James McCleery	Fourth division	Shreveport.
R. C. Wyly	Fifth division	Lake Provid'ce.
J. B. Carter	Sixth division	New Orleans.

MAINE.

[From the seventeenth annual report of the State superintendent of common schools for the year 1870—Hon. Warren Johnson, superintendent.]

Whole number of towns in the State	409
Whole number of plantations	72
Number of towns making returns	399
Number of plantations making returns	60
Whole number of scholars between four and twenty-one	228,167
Number registered in summer schools	121,125
Average attendance	94,429
Number registered in winter schools	132,867
Average attendance	106,602
Percentage of average attendance to whole number	50
Number in winter schools not attending the summer schools	20,086
Average length of school year, in weeks	20
Number of school-houses	4,004
Number of school-houses in good condition	2,232
Number of school-houses built last year	158
Cost of the same	$210,520
Estimated value of all school property	$2,443,426
Number of male teachers employed in summer	107
Number of male teachers employed in winter	1,987
Number of female teachers employed in summer	4,020
Number of female teachers employed in winter	2,205
Number of teachers graduates of normal schools	193
Average wages of male teachers per month, excluding board	$32 26
Average wages of female teachers per week, excluding board	3 21
Average cost of teachers' board per week	2 31
Amount of school money voted	740,321 00
Excess above amount required by law	136,804 00
Amount raised per scholar	3 07
Amount drawn from State fund in 1869	12,409 00
Amount derived from local funds	27,809 00
Amount paid for tuition in private schools, &c., in the State	58,601 00
Amount paid for same out of the State	9,451 00
Amount expended for repairs, fuel, insurance, &c	102,615 00
Amount expended to prolong schools	18,816 00
Amount paid to superintending school committees	22,593 00
Aggregate amount expended for schools	1,077,927 00
Amount of school fund	293,576 00

THE CHILDREN.

During the last ten years there has been a decrease in the number of persons of school age in the State of 15,753, while for the corresponding time there has been an increase of 440 in the total population. Four reasons are given in explanation of this fact: First. Emigration of young men and women without a corresponding immigration. Second. The temporary removal during the war of almost half the male population between twenty and forty years of age. The third cause is a determination on the part of the parents not to raise large families—for various reasons, the principal of which is the increased expense of living demanded by the despotic will of custom and fashion, and their own slavish obedience to it. The fourth cause of this diminution in number of school children is the insidious, demoralizing practice of abortions. Quietly flitting through the community, like the noiseless vampire on the thickening shades of evening, this weird embodiment of sin and death sucks away at the very life-blood of the State, and threatens to impair, if not to destroy, that finer appreciation of spiritual existence and that exalted sense of parental relations underlying the whole structure of human society.

SCHOOL ATTENDANCE.

The whole number of children enrolled in the summer schools is a little larger than last year; in the winter schools the number is less. The average attendance for either season bears the same order. The average attendance for the year is really a decimal less than last, but not sufficient to make a difference in the record. The stubborn, startling fact still stands before us, that only 50 per cent., or one-half of the youth for whom the State provides education, are found in our public schools. The

State furnishes means at the rate of $4 78 for each child between the ages of four and twenty-one years, but the expense for those actually educated is twice this amount, or $9 56. The largest enrollment, that of winter schools, 132,867, is but 58 per cent. of the total census number, while 20 per cent. of this is lost by truancy and occasional absenteeism.

THE SCHOOLS.

The permanent school-fund continues to increase by small items, the gain the past year being $15,400; total fund, $293,576. Six per cent. of this sum is divided annually among the several towns and plantations according to the number of school children enumerated and returned to the superintendent's office and reported to the State treasurer. It is remarked that the amount voluntarily imposed and paid by a community is a far surer index of popular sentiment and popular favor or disfavor toward any school system than the size of the school-fund, and it is stated that larger sums have been contributed by the people, better school-houses have been built, the old houses are being repaired, teachers and committees are receiving a little better compensation than in the past, while the number of children is increasing and the percentage of average attendance remains about the same.

The State establishes a school-tax of $1 for each inhabitant. This is levied by the towns on the property or wealth of the town. This is right as based on the principle that property shall pay for education, but unjust as between the several towns composing the State. The city of Augusta can easily raise its requirement of $8,000, while it may be comparatively a hardship for a small town with twelve hundred inhabitants to raise $1,200. The amount thus raised in the State by direct taxation exceeds $600,000. The school-tax is generally paid cheerfully. The people of Maine are settled in the conviction that their children must be educated and the expense of this education must be paid. A small revenue is received in aid of schools in some of the towns—about one-third of the whole number—from local funds, the proceeds of sales of land, or from bequests. The amount is small, compared with the total expenditure for schools.

The voluntary contributions by towns, in addition to the regular tax, exceed those of any previous year, amounting to more than $100,000, while the citizens have taxed themselves for building new school-houses more than $200,000 additional. The amount drawn from the State fund ten years ago was nearly $80,000; this year it was but $12,409. The amount contributed to prolong schools shows a slight gain on the past year. The amount expended for repairs and for tuition in academies and colleges in the State exceeds the amount returned in 1869, while the amount paid for tuition out of the State is less. The amount paid to committees shows a commendable increase.

The number of towns and plantations which have failed to send in school returns has decreased slightly during the year. There were 60 delinquent plantations in 1869, and only 12 in 1870. In the number of delinquent towns there is a decrease of one. The only penalty attached to a failure in making the required return is inability to draw from the State treasury the proportion of the annual interest on the permanent school-fund belonging to such delinquent town, to be paid, however, when said town does make the proper return.

The average length of the school year is now twenty weeks. This time, however, is very unequally divided—in a few towns the school-year being thirty-five and forty weeks, in a majority of the towns less than twenty. The division in the same towns is also unequal—in some districts running as high as thirty-eight weeks; in others, in the same towns, only a summer school of ten weeks.

SCHOOL DISTRICTS.

The number of districts and parts of districts remains nearly the same. There is a great reluctance on the part of committees to "consolidate" or unite so as to afford longer and better schools. An examination of the school registers returned to this office by the teachers reveals the fact that there are many summer schools with only five, eight, twelve, or fifteen scholars in attendance, the whole number of scholars in the district being correspondingly small.

TEACHERS.

There are about 6,000 teachers in the State actively engaged—4,000 females, 2,000 males. Not quite a hundred males are employed in the summer, and these are mostly principals of high and grammar schools in the cities and larger towns. In the winter the two forces, male and female, are about equally divided. Nearly three-quarters of the school instruction is given by females. Some of these teachers are fine scholars in every branch required in the school-course, but with no range of information beyond—they are cisterns soon exhausted. Others are well grounded in every study, but have no executive ability. These fail in practical school-work. They can "ask printed questions;" can answer the queries of the inquisitive scholars, if any happen to be

inquisitive; but have no sort of conception how to wake up mind, to stimulate pupils to be inquisitive, to searches after truth, and are totally ignorant of methods of instruction. Others are naturally good executive workers, but are without sufficient acquisitions; they teach better than they know. Others have neither attainments nor executive abilities. Of course, schools with such heads are failures; time and money are wasted. There are a few who are as good teachers as can be found in any State.

The average teacher in Maine, it is thought, will compare favorably with the average teacher of any other State, and that the natural brain quality is certainly superior, but enough is not paid to retain first-class teachers, or to encourage good teaching ability to enter into the business. Other States pay more, or other callings are more lucrative. The highest salaries paid to teachers in the United States, it is stated, are those paid to Maine boys and girls, now occupying high positions in the schools of other States; and as soon as Maine teachers have arrived at a certain elevation in their profession, they have gravitated elsewhere by the attraction of better compensation.

TEACHERS' WAGES.

Maine still stands the lowest on the list of States in wages paid teachers. Consider the amount earned in the school year by a female teacher in Maine. Length of school, five months; wages per month, $14. Total annual salary, $70. This small sum must support her for the entire year. She must engage in other occupations between school terms, or more likely she seeks continuous employment in the shop or mill where the annual compensation is much larger.

COMPULSORY ATTENDANCE.

The following is the only portion of the State law which looks toward compulsory attendance at school of scholars between certain ages:

"SEC. 13. Towns may make such by-laws, not repugnant to the laws of the State, concerning habitual truants, and children between six and seventeen years of age not attending school, without any regular and lawful occupation, and growing up in ignorance, as are most conducive to their welfare and the good order of society; and may annex a suitable penalty, not exceeding twenty dollars, for any breach thereof; but said by-laws must be first approved by a judge of the supreme judicial court."

This law has amounted to little or nothing. It is not the positive mandate of the people that the ignorant and vicious shall be instructed and subjected to discipline. Where parents are dependent upon the labors of children, society should carefully balance the necessities of each, administer to the wants of the parent, and send the children to school. Very few towns have availed themselves of the license of the law, and yet from every quarter the complaints of small school attendance comes up, and the accompanying requests for a compulsory law. The future welfare of the child, the obligations of the State to the tax-payer, the harmony and security of society, the prosperity and perpetuity of the State, demand, it is believed, some positive statutory expression, under whose force the hundreds of youth now growing up in ignorance shall be gathered into the public or private school.

HIGH SCHOOLS.

The establishment of free high schools in the larger towns and cities, amply supported at public expense, and attracting the best teaching talent, has withdrawn largely both the students and the superior administrative ability from the academies. The fact, also, that high schools afford generally a larger and sure salary, has compelled the academies to increase their revenues by imposing still higher rates of tuition, to seek further endowments by gifts from individuals or from the State. Seeking the latter aid by frequent requests to the State legislature, the academy system has compelled educators to an examination of its merits compared with the high-school system. The result is that aid is now almost invariably refused to academies on the part of the State. Medium and smaller towns, perceiving this determination on the part of legislators, and anxious to secure instruction for youth superior to that afforded by the common school, but still too poor to furnish such superior instruction, are beginning to ask the State to aid them individually in the establishment of free town high schools. This entreaty for aid is most commendable, and deserves to be met with hearty encouragement by the State. It is the beginning of a new system of superior instruction, free to the youth of every class, and should be based on certain principles of sound educational policy, ample, just, complete.

NORMAL SCHOOLS.

Maine has established two normal schools: one at Farmington, opened in 1864; the other at Castine, opened in 1866. Neither school is endowed; they depend on the

annual bounties of the State legislature for their support. This is well, although it renders their continuance somewhat precarious. The permanent investment at Farmington in buildings, &c., by the State, amounts in all to about $14,900; at Castine, to $75 for a bell. The State owns nothing else at the latter place. The town of Castine agreed to furnish a suitable building for the period of five years, provided the State would establish the normal school there. The current expenses of the two schools are $10,000 annually; this is defrayed by legislative appropriations. The State also appropriated originally four half-townships of public lands to aid in sustaining the schools. The amount realized from sales of these lands was about $12,500, constituting a normal school fund, under the trust and management of the governor and council.

At these two schools there has been an annual attendance of 300, and total attendance for five years of quite 1,000 students, employed more or less in teaching, and more than 200 graduates, of which number 193 are reported as at work in our common schools—a leaven of immeasurable influence on the whole mass of school instruction and agencies.

In addition to this influence a few academies have been the nurseries of teachers. Occasionally teachers' classes are formed in the spring and fall terms, and special instruction given in this direction. Much good is accomplished by this arrangement: but, as a system of normal or training instruction, experience declares it insufficient; at least, inadequate to the full demands of a complete school-system. Neither the number of academies in active operation nor the number of students thereof employed as teachers in the common schools is known; they must constitute a large proportion.

FARMINGTON NORMAL SCHOOL.

The total attendance for 1869–'70 was 315—ladies, 210; gentlemen, 105. The last graduating class numbered 14. The total number of graduates since the organization of the school, 1864, is 105; of these, 90 are known to have taught in Maine. Not one in six of those entering the school complete the course of study; they are not required to pledge themselves to do so. Many are compelled by necessity to shorten their course of study, and many teach a portion of every year of their connection with the school—a plan not entirely without advantage, since it affords opportunity for experience and the normal school is brought into closer connection with the common schools of the State. The principal, Mr. C. C. Rounds, remarks that, "Although the normal school in theory is a place for professional training—*for teaching teachers how to teach*—the facts do not fully sustain the theory. We spend half of our time, or more, in teaching what should be known as a condition of entering. By one year devoted to training in methods of instruction; to mental science in its applications to teaching; to the study of modes of school organization, and educational history; to practice in model-schools, &c., with classes fitly prepared for such work, we could accomplish more of real normal work than can now be accomplished in our whole course. We ought not to be forced to spend our time, as is often the case now, in teaching the rudiments of arithmetic, geography, and grammar. This necessity is evidence of the unsystematic, unsatisfactory work of the schools from which our pupils come, and there can be no change in our conditions for admission, except as the result of improvement in our public school system. Making the conditions for admission to the normal school the passing of such an examination as would entitle the applicant to a teacher's certificate of a certain grade, would give the advantage of a definite standard *understood throughout the State*. Those not up to the standard could be admitted, if thought advisable, to preparatory classes in a model school. Those fully qualified to enter upon the normal course could, upon completing a professional course of one year, and, perhaps, in case of superior ability and wide experience, of one session, receive the normal diploma. There are many experienced teachers in the State who desire to share the advantages of the normal school, but who cannot devote so long a time as our course now requires. Several, actively engaged in teaching, have this term been with us, observing the working of the school, prolonging their stay as long as their engagements would allow. One of our pupils, after years of successful experience in teaching, left a good situation in order to spend the present term in the normal school.

"Very extensive improvements were made in the school-house during the summer vacation, and steam-heating apparatus was put in. A room has been finished in the basement as a chemical laboratory for instruction in practical chemistry. A supply of apparatus for this room is needed, that the next class in chemistry may learn the science as they ought, with the tools in hand."

The numbers in attendance upon the school are increasing from term to term, and the demands for teachers are increasing still faster.

EASTERN NORMAL SCHOOLS.

During the fall term 87 students were in attendance, the entering class numbering 40. The average age and qualifications were greater than during the previous year.

The rigid class examinations taken each week, and the general examination at the close of the term, showed that valuable knowledge and mental discipline had been obtained. The entering class of the winter term numbered 20. As many of the young men, and some of the young women, who attended the fall term, taught during the winter, the total attendance was reduced to 72. During the first two weeks of the spring term, 121 students were enrolled, the entering class numbering 47. All but 12 of the 85 ladies who attended this term taught during the summer vacation. At the close of the term, a class composed of 16 ladies and 10 gentlemen received diplomas from Governor Chamberlain. All but three of the ladies of this class taught during the summer, and eleven ladies and four gentlemen have fall schools. As the call for female graduates to teach winter schools is now greater than the supply, probably nearly every graduate will teach this winter. Eight were graduated in the first class in the spring of 1869. Every member of that class has taught, meeting with marked success. They are employed in common, grammar, high, and normal schools, and from supervisors, committees, and the people, come expressions of high commendation.

At the present time of writing, the first term of the fourth year is in session, the entering class numbering 70. Two hundred and eighty-five different students have thus far been connected with the school; their average age is twenty years; they represent seven counties and nearly one hundred towns—an army of nearly 300 soon to be in the field.

From all directions come requests for teachers; better wages than have ever before been given are offered, but we cannot supply the demand; more earnest young men and women are needed.

EDUCATIONAL ASSOCIATIONS.

The Maine State Educational Association is in a vigorous condition, dealing fairly with the educational questions of the day, free and outspoken in its expressions. The annual session for 1870 was held at Augusta, November 21, 22, and 23. No other New England State, it is claimed, has taken up county supervisions, teachers' institutes, and normal schools, three most powerful agencies in educational work, so liberally as has Maine.

Four thousand dollars are annually appropriated for teachers' institutes. This money has been expended on two classes of institutes; first, the regular county institute of five days' duration; second, the town or section institute of one, two, or three days. The county institute is a general meeting of teachers and school officers of the towns in the county and of the people of the community where the institute is held. The section institute reaches teachers who are not able to be present at the county session.

The plan of conducting the county institutes has been as follows: The sixteen institutes, one for each county, were held continuously, one week for each institute, commencing the 1st of August and closing November 20. Teachers were requested to assemble punctually at 10 o'clock, Monday morning, and to be present at all the exercises, day and evening. The management or conductorship of the whole series was imposed upon one individual. The responsibility and character of the institute were thus fixed. The daily instructions were confined to methods of teaching the common branches required by law. Questions were submitted to the class, requiring written or oral answers, to clinch the principles enunciated. The evenings were devoted to answers to questions from the "query box," the discussion of school matters by teachers and citizens, and to lectures. Friday afternoon was devoted entirely to the regular examination of teachers in the common branches.

At first apprehensions were entertained lest teachers, shrinking from the examination, would fail to be present at the institute, or, being present, would shirk the examination. Doubtless a few were absent on that account. The average attendance, however, exceeded that of last year, while the whole number of certificates granted exceeded 1,000. The teachers of Maine responded most cheerfully to this request. The certificate presented something tangible, by which the best teacher could vindicate his worth and standing, and to which the inferior but properly ambitious teacher might aspire. The tendency of the examination and certificate plan was to give an uplift to the whole body of teachers.

EDUCATIONAL JOURNAL.

The Maine Journal of Education has continued its monthly issue the past year under the management of Brown Thurston, esq., as publisher; A. P. Stone, principal of Portland High School, resident editor; and twelve associate editors, one for each month, selected at the annual meeting of the Maine Educational Association. Under the wise management of the publisher and the resident editor; the Journal has not only paid its running expenses for the currrent year, but reduced slightly the indebtedness of the previous year. The expenses embrace simply the publishing; nothing has been paid for editorial labor.

DUTIES AND COMPENSATION OF STATE SUPERINTENDENT.

In reviewing briefly the duties of the State superintendent, the present incumbent remarks that, since his term of office expires the coming spring, he can very properly suggest that the salary should be increased; that it should be at least $3,000 to compare favorably with the labor required, with the salaries paid in high schools and cities, and to superintendents in other States.

The compilation and tabulation of the statistics, the preparation of a complete annual report, the direct superintendence of the public and normal schools, the management of the teachers' institutes, and in addition the establishment of all those influences which quicken the educational pulse, including school visitation, lectures, and correspondence respecting every possible detail of school matters, would seem to be more than sufficient to occupy the entire year; and yet it is stated that four months continuously are spent in the county institutes, while the 150 town institutes claim a portion of his time. A man in the educational work for a life-time, it is remarked, should receive not only sufficient to keep him while he works, but to take care of him when he shall have become worn out by such arduous duties.

COUNTY SUPERVISION.

This agency, it is believed, has added 25 per cent. to the value of the school work. The board of supervisors have visited every town and almost every school district and school-house in the State; have gathered together the teachers in more than 150 institutes through the past year, making their influence felt by teachers, scholars, and citizens. The office was established in March, 1869, with an appropriation of $16,000—$1,000 for each county. Their salary is fixed at $3 per diem for actual services—traveling expenses besides. The total average amount received by each supervisor for the year will be $1,000, from which traveling expenses must be deducted. The wonder is, it is remarked, that so good ability has been secured for so small a sum, and the continuance of the appropriations for the purpose is recommended.

COLLEGES AND ACADEMIES.

Colleges and academies have never yet, in our State, been placed under the notice of the State superintendent by law, as in some other States, except once or twice, to contribute certain statistics. We have in Maine four colleges, with a total of 281 students. Since the donations by the State to colleges and academies have been considerable, it is suggested that the State superintendent should be by law empowered to collect such statistics as may be of value in an educational estimate.

BOWDOIN COLLEGE.

This institution, located at Brunswick, Maine, was organized in 1802; president, General Joshua L. Chamberlain. There were but sixteen graduates this year—the smallest number since 1852. At the next term of Bowdoin College a department of engineering will be organized, in which the science will be taught theoretically and practically. This department will also include mines and machinery. The sum of $1,000 has been donated for the establishment of a scholarship, the object of which is to aid students intending to become either Congregational or Presbyterian ministers.

MADAWASKA SCHOOLS.

This territory, situated in the extreme northeastern portion of the State, was until the past year outside of the ordinary school jurisdiction. The inhabitants, who are very poor—their currency being almost entirely buckwheat and shingles—had been excused from the ordinary per capita school-tax. An act of the legislature during the last winter placed this territory under the supervision of the public-school officers, and $1,400 were appropriated in aid of schools therein. The inhabitants, who number from eight to nine thousand, are descendants of the French Arcadians, who fled from Nova Scotia near a century ago to escape the barbarity of the English. Here, in the quiet valley of the St. John's, almost isolated from the rest of the world, they have lived in obscurity and poverty, preserving their former customs, consuming all their summer produce in the long winter; for though the soil is fertile the season is very short, and they can raise only such crops as ripen quickly. These people are too poor to maintain schools without aid, and yet nowhere throughout the State are there people so eager, so absolutely hungering for education. The prospect of even a little aid in money was gladly received; the people set about organizing schools with alacrity, and in the space of three or four months, when the county supervisors went among them to divide the first installment of the promised aid, they had forty-three in operation. The superintendent believes that for the present, at least, these people should be re-

leased from the per capita school-tax, as they are unable to pay it, but that such sums as may be decided best should be required from each town and township, and State aid appropriated upon condition that such local funds are raised, the aid to be distributed to the several districts upon the basis of average attendance of scholars.

CIRCULAR TO EDUCATORS.

A circular addressed "to school committees, supervisors, district agents, and educators in Maine" was issued in May last by the State superintendent, the purpose of which was "to arouse a greater educational activity, and to suggest certain directions in which mutual efforts can with more likelihood accomplish positive and palpable results."

He commences by alluding to present marked educational activity among all the enlightened governments of the earth, the admirable system of primary instruction adopted by Holland in 1806, which to-day places the little Dutch republic in the forefront of national educators; the complete and thorough system of public education in Prussia, based upon the four underlying, upward-pervading principles of authority, revenue, instruction, and inspection or supervision. France, in 1830, and Austria, in 1867, established systems of public instruction; and England, in consequence of the admonition received at the Paris Exposition in 1866, by act of Parliment, in 1870, for the first time in her history establishes a system of schools. Our own national legislators are now for the first time seriously deliberating as to the desirability and necessity of establishing in every State some form of public education at the mandate of the national Government. "Are we as educators doing our duty in the common-school interest of Maine?" It is remarked that the quality of the teaching force in Maine is very low, chiefly caused by the extremely poor compensation afforded by service in the schoolroom. The average female teacher in Maine, engaged in both summer and winter school, earns less than $70 per annum—the lowest rate paid in any of the Northern States.

Teachers without certificates should not to be employed, and their examinations should precede selection. Under the present double-headed system of district agents and town committees—the former to employ, the latter to examine teachers—this order, practically, is reversed; the teacher is first employed and then examined. It is the most systematic way of how *not* to do a thing properly, ever introduced into any department of business.

The next important action after the examination and selection of teachers is that of school inspection. The present lack of proper, thorough school supervision is the weak point in our American school-work.

Eradicate from the course of common-school study much of the present rubbish of higher algebra, puzzling arithmetical conundrums, superfluous guessing at words, termed parsing, and the futile memorizing of geographical names—much of the time of our youth is wasted in these aimless exercises—and introduce the studies of drawing and physiology. The latter study is prescribed by the State superintendent by virtue of power conferred upon him in the school laws, section 71. The last legislature by act allowed towns to appropriate a portion of their school money to instruction in drawing, while the senate, by a vote of 25 to 2, placed physiology on the list of common-school studies. The measure failed in the house by a small minority.

Truancy and absenteeism are the two great channels of waste in our present school system. Our people are not quite prepared to issue the mandate of compulsory attendance, say of all able-bodied youth between seven and fifteen, at some school, either public or private, at least three months of every year; but they are fast coming to that conclusion. The community that draws from its pockets hundreds of thousands of dollars for educational purposes cannot long allow young idlers to take their early lesson on the streets and in grog-shops, and confined to hard labor in the shops and in the mills. First, a feast of good things should be provided, good school-rooms, good teachers; then urge all the youth to come and partake, and to be punctual in attendance. A general missionary effort is needed in this direction. Consult with the teacher and devise means to attract the children to the school-room. Especially among the parents an interest should be awakened, and they should be led to consider and discuss the best way to realize the largest returns from money and efforts expended, the necessity for good school-houses, the abolition of the district system, better methods of instruction, teachers' wages, inspection, text-books, high schools, normal schools, compulsory attendance, &c. Discuss, agitate; the people must and will know where they are going to land before they will step out of former beaten paths. County supervision, teachers' institutes, are among the most important agencies. Never has the State demanded more educators than now. The State superintendent beseeches a continuance of their co-operation.

LIST OF SCHOOL OFFICIALS.

Hon. WARREN JOHNSON, *State Superintendent of Common Schools, Augusta.*

COUNTY SUPERVISORS.

Counties.	Names.	Post-office.
Androscoggin	E. B. Stetson	Lewiston.
Aroostook	W. T. Sleeper	Lyndon.
Cumberland	J. B. Webb	
Franklin	A. H. Abbott	Farmington.
Hancock	Wm. H. Savary	Ellsworth.
Kennebec	D. H. Sheldon	Waterville.
Knox	G. M. Hicks	Rockland.
Lincoln	D. S. Glidden	New Castle.
Oxford	N. T. True	Bethel.
Penobscot	D. H. Tribon	Hampden.
Piscataquis	W. S. Knowlton	Monson.
Sagadahoc	S. F. Dike	Bath.
Somerset	Amos H. Eaton	Norridgewock.
Waldo	N. A. Luce	Freedom.
Washington	W. J. Corthell	Calais.
York	M. K. Mabry	North Parsonfield.

MARYLAND.

Date of the report of the board of State school commissioners, January 14, 1871.

Report for the scholastic year ending September 30, 1870.

CHANGES IN SCHOOL LAW.

The school law of 1870 made several changes in that of 1868, of which the most important are—1st, that with reference to the appointment of State and county school commissioners and local trustees; 2d, the limitation of the county school tax, which the board of school commissioners have a right to charge to a maximum of 10 cents on the hundred dollars, beyond which amount the county commissioners must have concurrent action.

The new school-law has not yet been thoroughly tested, but it has met with little opposition, and promises well. The change which occasioned most anxiety was that restricting the county tax; yet, in spite of the restriction, the school tax of 1870 exceeds that of 1869 by $60,000, a cheering indication of the people's approval.

GENERAL INTEREST IN THE STATE.

The year has been marked by earnest and intelligent activity, with reference to school interests throughout the State. The importance of selecting men of peculiar fitness to the position of school commissioners, and of removing the schools beyond the influence of partisan politics, has been fully recognized. Further, the commissioners seem convinced that the power of the school depends upon the qualifications of the teachers, and while circumstances compel them to keep teachers' salaries at a low figure, they admit that the surest way of elevating the schools as they desire is to make the compensation commensurate with the labor and talent demanded. Throughout the State parents are becoming more alive to the advantages of the free-school system, as is manifest from their increased patronage of the schools and their more general attendance upon the public exercises.

STATE NORMAL SCHOOL.

The State normal school is highly appreciated, and a most gratifying testimony to its efficiency is found in the desire of every county to secure teachers from its graduates, and the universal admission of their superiority over others. There is an earnest desire to increase its facilities, and it is recommended that some plan be adopted by which needy students, of peculiar fitness for teachers, may be so aided by the board of county school commissioners that they may pursue the normal course.

The standard for graduation has been raised this year, and while this has diminished the number of graduates its advantages will be felt in their superiority as teachers. During the summer a county normal school was organized in Alleghany and placed under the charge of two graduates of the State normal school.

TEACHERS' INSTITUTES.

Increased interest has been manifested in the teachers' institutes during the past year, and the attendance has been larger than ever before. At the institute held at Easton for the counties of Talbot and Caroline, an attempt was made to interest the teachers of Delaware, who were invited to attend. The superintendent in his circular says: "Wherever school officers and teachers have come to understand what an institute is, and the manner of conducting them, they have become one of the most useful adjuncts of the school system." A local paper, reporting the exercises of one of the institutes, says: "The old-time prejudices against school-teachers seem to be giving way to a better feeling."

HIGH SCHOOLS.

Throughout the State there is an earnest desire for the establishment of high schools, but it must be remembered that vital work is done in the elementary schools, and that high schools will be the natural product of the graded system toward which the State is aiming. High schools already exist in a few districts, and are reported as accomplishing satisfactory results.

PRIVATE ACADEMIES.

Many private academies receive appropriations from the State. The entire sum thus expended for the year was $62,350, of which $26,000 was paid to St. John's College

and the Agricultural College. The policy of bestowing public money upon private academies originated when there was no public-school system either in State or county, and may have been wise *then;* whether it be equally wise *now,* deserves serious consideration.

SCHOOL-HOUSES.

There has been great activity this year in improving old school-houses and building new ones. Though the necessities in this direction were urgent, the wisdom of diminishing teachers' salaries and shortening school-terms to secure money for this purpose is doubtful. Forty-three new school-houses have been opened during the year, besides which many schools have been supplied with furniture and necessary apparatus.

COLORED SCHOOLS.

No report has been received from any colored schools outside of Baltimore City.

EMBARRASSMENTS.

The progress of the schools has been retarded by a decrease in the amounts received from the State school-tax, and by the apportioning of that fund according to the old census of 1860. Thus Alleghany County, educating 7,000 different pupils, received but $16,825 66, while Anne Arundel, educating about 2,200 pupils, received $15,000. This source of embarrassment, it is hoped, will be removed another year, as the State school-tax will be apportioned by the census of 1870.

In some counties troubles have arisen from a want of co-operation on the part of county commissioners where the necessities of the schools demanded a greater tax than 10 cents on the hundred dollars. Further, individual schools have suffered from great irregularity on the part of pupils—an evil demanding immediate remedy—by reduction in teachers' salaries, causing in many instances the resignation of good teachers, and by the shortening of the school year to three terms, in place of four as ordered by the law. It must not be forgotten that while Maryland has a good school law, the practical application of that law in the establishment of schools, in every district, is yet in its infancy.

BALTIMORE CITY.

Date of superintendent's report, February 17, 1871.

GENERAL VIEW OF THE SYSTEM.

No important change was made in the system of city schools during the year ending September 30, 1870. The grade is carefully preserved, and reasonable advancement has been made by the schools generally. The report shows that there were, on the 1st of January, 1871, 102 day schools for white children, including 1 college, 2 high schools, 37 grammar schools, 60 primary schools and 2 unclassified schools, with 511 teachers, and 21,795 pupils. Besides these were 6 evening schools for white scholars, with 22 teachers, and 1,135 pupils; and 13 schools, for colored children, with 38 teachers, and 1,743 pupils; making a total of 121 schools, 571 teachers, and 24,673 scholars, or an increase over the preceding year of 2 schools and 760 teachers.

BALTIMORE CITY COLLEGE.

This institution is still without suitable accommodations, but it is confidently hoped that a building will soon be furnished. The whole number of pupils on the roll November 20, 1870, was 313.

FEMALE HIGH SCHOOLS.

The Baltimore female high schools maintain their former popularity. In the twenty years since they have been established upward of a thousand young ladies have completed the prescribed course of study, and many of these are now successful teachers in the primary, grammar, and high schools. The number of pupils on the roll November 20, 1870, was, Eastern High School, 349; Western Female High School, 486.

STANDARD OF ADMISSION.

It is advisable to maintain the fixed standard of admission, and every effort is made to withstand the tendency to lower it, caused mainly by the anxiety of parents to have their children enter these schools at as early a period as possible.

GRAMMAR SCHOOLS.

The grammar schools are in good working condition, and notwithstanding the additional requirements put upon pupils, the results are very satisfactory. There is a

disposition to regard these schools as a mere source of supply for the high schools, and the status of grammar-school teachers depends greatly upon the number of candidates they furnish to the higher institutions. It should be remembered that many scholars step immediately into the active duties of life from the grammar schools, and they should provide such a course of study and such instruction as tends to produce self-reliance and correct habits of thought. The number of pupils on the roll November 20, 1870, was, female grammar school, 4,290; male grammar school, 3,952.

PRIMARY SCHOOLS.

These schools have made good progress in many respects, and there is reason to anticipate wholesome improvement in the methods of teaching. The number of pupils November 20, was, male primary, 4,738; female primary, 6,621.

EVENING SCHOOLS.

The attendance at evening is not in all respects satisfactory.

COLORED SCHOOLS.

In these schools there has been an increase of two schools and 122 scholars over the last year.

LIST OF SCHOOL OFFICERS.

Hon. M. A. NEWELL, *Principal State Normal School, President State Board of School Commissioners.*

COUNTY EXAMINERS.

County.	Examiner.	Post-office.
Alleghany	George G. McKay	Cumberland.
Anne Arundel	William H. Perveil	Annapolis.
Baltimore	Dr. Samuel Kepler	Towsontown.
Calvert	Richard Stanforth	Huntington.
Caroline	Rev. George F. Beaven	Hillsborough.
Carroll	J. M. Newson	Westminster.
Cecil	Rev. John Squier	Port Deposit.
Charles	George M. Lloyd	Port Tobacco.
Dorchester	Dr. James L. Bryan	Cambridge.
Frederick	John W. Page	Frederick.
Harford	Robert Henry	Abingdon.
Howard	S. K. Dashiell	32 St. Paul st., Baltimore.
Kent	Howard Meeks	Edesville.
Montgomery	James Anderson	Rockville.
Prince George's	Dr. M. J. Stone	Aquasco.
Queen Anne's	James W. Thompson	Centreville.
Somerset	W. Edgar Jones	Princess Anne.
St. Mary's	Dr. James Bunting	Chaptico.
Talbot	Alexander Chaplain	Easton.
Washington	P. A. Witmer	Hagerstown.
Wicomico	John W. Dougherty	Salisbury.
Worcester	Irving Spence	Snow Hill.
Baltimore City	W. R. Creery	Baltimore.

MASSACHUSETTS.

Thirty-fourth annual report of the board of education, and of the secretary of the board, for the year 1870.

Population, United States census of 1870	1,457,351
Number of persons in the State, five to fifteen, May 1, 1869	271,052
Number of towns and cities*	339
Number of public schools	4,963
Number of different persons employed as teachers	8,106
Whole number of scholars attending	247,030
Average attendance	203,468
Average length of public schools, 8 months, 6 days.	
Number that have raised $3 or more per pupil	334
Number of high schools	172
Estimated attendance at private schools	13,916
Aggregate expended on public schools alone, exclusive of repairing and erecting school-houses, and for school-books	$3,304,917 22
Amount paid for erecting and repairing school-houses	1,768,719 38
Estimated amount of tuition paid private schools	479,681 18

LOW RATES OF SCHOOL ATTENDANCE.

From an examination of the school registers in the several towns I have visited, and from the returns made by the school committees throughout the State, I am surprised at the low rates of attendance at school to the whole number of children between five and fifteen years of age. The number of children of this age in the State in 1869–'70 was reported to be 271,052, and the mean average attendance of these at public schools 199,713, being a ratio of only 74 per cent.

The "ratio of attendance" in seventy of the three hundred and thirty-five towns of the State is very good, being 85 per cent. and upward, which is as high as could reasonably be expected, considering all circumstances. In some it is much higher, and would be increased somewhat, perhaps, in nearly every case, were the number of those attending private schools and academies taken into the account. In many the number of the habitually idle and attending no school must be comparatively insignificant, were it not that even one such child threatens to become an element of evil to the body-politic.

NOTICEABLE DIFFERENCE OF ATTENDANCE IN DIFFERENT COUNTIES.

There is a great difference in this respect in the different counties, the ratio being 78.36 per cent. in Middlesex, and nearly that in several other counties, while in Essex it is only 66.70 per cent. In "average attendance" Essex County stands very low, Berkshire only being lower. This "ratio" is much lower in the cities than in towns. There are but two towns in the State that rank lower than Salem, and six lower than Lawrence; and the rank of Newburyport and of Lynn is but little better. It is difficult to understand why, in two cities so nearly alike as Lowell and Lawrence, the "average attendance" in the former should be 74.61 per cent. and in the latter 54.36 per cent., or why in New Bedford it should be 85.96 per cent. and in Salem only 49.89 per cent. The difference between the number of those attending separate Catholic schools in the two former cities, and of private schools in the two latter, is not sufficient to make much difference in the comparison.

It is a sorrowful thought, that, notwithstanding the very large amount expended for the maintenance of the public schools of our State, so large a proportion of children of school age fail to reap the advantage of this, and grow up in comparative ignorance.

COMPULSORY LAW NOT ENFORCED.

It is true we have a compulsory law, with sufficient penalties, if it were enforced; but in many towns it is not only never enforced, but no disposition to enforce it is shown. Says General Oliver, whose experience and observation for two years as a State constable, specially delegated to see to the enforcement of this law, were such that he knows whereof he affirms:

"Nobody looks after it—neither town authorities, nor school committees, nor local police—and the large cities and many of the towns of the State are full of unschooled

*All have made returns except four towns incorporated at the last session.

children, vagabondizing about the streets and growing up in ignorance and to a heritage of sin. The mills all over the State, the shops in city and town, are full of children deprived of their right to such education as will fit them for the possibilities of their after-life, and nobody thinks of obeying the school laws. In fact, most persons are ignorant that there is any such law, so that between those so ignorant and those that care for none of these things, we have no right to boast of compulsory education in Massachusetts."

DIFFICULTY OF ENFORCING COMPULSORY LAW.

In fact, from the experience of the writer in attempting prosecution to enforce the school act for factory children, an act almost wholly disregarded, he doubts whether any law officer to whom cases might be brought would bring action. It would require much courage to enter the lists against the power that sets the law at defiance. We ought to stop boasting in Massachusetts, educationally at least, because we are very weak and vulnerable in that direction.

LAW ENFORCED IN CERTAIN CITIES AND TOWNS.

Some of the cities and towns in the State have availed themselves of the authority given them by the statute, and have appointed truant officers, and established "reform schools" to which children between the ages of seven and seventeen who are "not attending school, or, without any regular occupation, are growing up in ignorance," may be sent if it is thought best, instead of being fined. Such a school, for boys only, has been established in Springfield in one wing of the alms-house—a very objectionable place, for obvious reasons—and placed under the care of a suitable matron. An ungraded school has also been established in that city, 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. From several visits to this school, I judge that it is doing good work. It 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 one is a real truant, and that there is no mode of preventing it, he takes him to the ungraded schools and keeps him until his attainments and habits will allow of his being transferred to a graded school. If still irregular, the reform school is pointed to as the alternative, and this is generally effective; so there were reported to be only twenty-two in the reform school, some of whom would have been in jail if not sent there. "The result has been," say the committee, "that the attendance upon the schools has been increased and made more regular."

HALF-TIME SCHOOL AT INDIAN ORCHARD.

"In my last report I alluded to the 'half-time school' established at Indian Orchard, by the Springfield school committee, where the children employed in the manufactories attend school three hours each day for forty weeks, and work in the mills the rest of the time. They are paid full wages for three-quarters time, so that the arrangement is satisfactory to the parents. The agent of the mill says, '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.' He fully believes the half-time system is practicable, and, wherever adopted, the manufacturer as well as the operative will derive a benefit from it."

FALL RIVER SCHOOLS.

In Fall River, also, the effort to secure a better attendance of all children of school age, and especially to afford to those employed in the factories the advantage of instruction, has been continued with excellent results. To the efficient labors of its own truant officer during the year is attributed a decrease in truancy of about 50 per cent. The "factory school," as the superintendent says, has succeeded far beyond the most sanguine expectations of its friends. Difficulties which were anticipated have not been encountered, and good results unlooked for have appeared in the progress of the work. The children in the mills look forward as to a vacation to the time of school, as a relief from the long hours of labor; they take hold of study with earnestness and enthusiasm, and return to their work not only invigorated and refreshed, but, carrying with them school influence, are more attentive and industrious.

A class of children is reached and brought under moral influence here, that could not be reached in any other way. The school year comprises the fifty-two weeks, giving thirteen weeks to each term. One fourth of the factory children attend six hours a day for a term, the additional week enabling any who need it to make up lost time,

and so complete the period of twelve weeks required by law, and these receive from the superintendent a certificate, without which they could not again be employed in the factory. As three-fourths of the children are constantly at work, there is no lack of such help, and the families where there are three or four children of school age lose the wages of but one at a time. The prominent features of this system are admirable, and worthy of imitation in large manufacturing cities. During the year 1869, the whole number reported as received from the mills was 851, and the average number in school each term was 212. This excellent arrangement meets the wants of this class of children in that city very well.

The report of the board stated that by the present law attendance at school for three months in each year is rendered compulsory for every child between the ages of eight and fourteen, except in certain special cases, while the towns are required to maintain their schools at least six months in the year.

The board recommend that the statute be changed so as to require attendance for the whole period, at least, during which schools are required to be maintained, believing that attendance upon the schools should be compulsory for the child for the same term in which the maintenance of the school is compulsory for the tax-payer.

FAITHFULNESS OF SCHOOL COMMITTEES.

"The great majority of school-committee men, to whom by statute the supervision of our schools is confided, by their own acknowledgment, discharge this duty very imperfectly. There are very few men in any community who can afford to devote the time and labor which this service requires for the paltry sum of, "in cities $1, and in towns $1 50 a day, for the time they are actually employed in discharging the duties of their office" as members of the school committee; for this is all that they can receive, unless, as is seldom the case, except in the large towns and cities, additional compensation is expressly allowed them. It gives me great pleasure to say that, from an examination of the school registers, from the statements of teachers, and in other ways, I am satisfied that this duty is very faithfully discharged, and with most excellent results, by the school committees, or some portion of them, in numerous towns of the State. Where it is not, the result is what might be expected. 'A school,' says Everett, 'is not a clock, which you can wind up and then leave it to go of itself.' Our railroads and factories require some directing, controlling, and constantly supervising mind for their highest efficiency; and do not our schools need the same?

LOCAL SCHOOL SUPERINTENDENTS.

"To meet this great want, eleven of the fifteen cities in our State, and numerous large towns, have availed themselves of the provision of the statute and elected school superintendents who devote their whole time and energies to this work of supervision. I have visited all or nearly all these towns and cities, and several of them frequently, and can bear my decided testimony to the great benefit that has thus resulted to their schools.

"How to meet this great want of a proper supervision of our schools is the great problem of the day. The more direct, frequent, and constant this supervision is, when wisely and judiciously exerted, the more successful will be the results. Hence the employment of a person possessing the needed qualifications, who shall devote his whole time to the schools of one town, is unquestionably the best thing. Next to this, is for several towns, favorably located, to unite in employing such a person, who shall divide his time among them and be paid proportionately by them according to the time and services rendered, and this they are authorized to do by the special enactment of the last legislature. If a sufficient number of county or district superintendents can be appointed and adequately remunerated for their services by the State, counties, or towns, this, in the opinion of many, would be very desirable.

GENERAL DISSATISFACTION AT REPEALING THE ACT ABOLISHING THE SCHOOL-DISTRICT SYSTEM.

"I have found, with scarcely an exception in the towns visited by me, a general and strong dissatisfaction among those most familiar with and interested in the schools, at the action of the last legislature in virtually repealing the act of the previous year, whereby the school-district system was abolished. That act was passed with such unanimity by the legislature of 1869, there being but nine votes in opposition to it in the house of representatives and none in the senate, that the people generally regarded it as a finality, and the towns that had not previously voluntarily abolished the system were, with few exceptions, making arrangements to comply with the act. The great majority of the friends of education throughout the State rejoiced that by this act of abolishment a simple, uniform, and effective system was created, and were greatly surprised that the legislature of the succeeding year authorized towns to

re-establish the district system 'by a vote of two-thirds of the legal voters present and voting thereon.'" EVIDENCE OF IMPROVEMENT.

The school-year of 1869–'70 has furnished gratifying evidence of improvement and progress. The amount expended in 1869 for erecting school-houses is reported to have been $1,453,307, and for repairing, &c., $315,411; and the estimated value of all the public school-houses in the State, January, 1870, was $13,612,571. Of this amount Suffolk County expended, for erecting school-houses $384,000, (all this was expended by Boston;) Essex County, $376,000; Middlesex County, $251,000, and Worcester County, $181,000.

TEACHERS' INSTITUTES.

Seven teachers' institutes were held during the year in different portions of the State, lasting generally five days each. A day institute was also held at Newburyport as an experiment, which was so successful as to suggest the expediency of frequently holding short institutes in different parts of the State for two days, which might be conducted by the agent, with such special assistance as particular localities might render desirable. "This would be attended with much less expense, and would not unduly tax the hospitalities of the people among whom they were held. It seems to me desirable to modify, in some way, our system of institute work. It has been the same, essentially, since it was commenced a quarter of a century ago at the first institute, held in 1845.

"There have been some modifications of the original act authorizing the holding of institutes, in respect to the length of time they should be held and the minimum number that must justify the holding of them. It has been customary for many years, if not during this whole period, for the people of the towns in which they have been held to extend their hospitalities to the teachers in attendance. This kindness, so far as my observation enables me to judge, has been very cheerfully rendered; still, it is, when extended for a whole week, too severe a tax to impose upon any people, and in making preliminary arrangements for holding institutes, I shrink from intimating the expectations of free entertainment. Yet, without it, the attendance would be seriously lessened; for many lady teachers, especially from the rural towns where their wages are so small, cannot well afford the expense that would otherwise be incurred by them."

The institutes held during the year are reported satisfactory, and seem to have been highly appreciated by the teachers and citizens. The institutes were advertised as usual. Many of the towns adjoining those where they were to be held were previously visited by the agent to awaken an interest in them, and in each case circular letters were sent by the agent to the chairmen of the school committees in about twenty towns. The exercises of the day sessions were frequently attended by many of the citizens, and nearly every evening lecture, which was usually followed by readings, was numerously attended, especially the latter part of the week, when the character of the institute became better known. At two institutes, one in Beverly and the other in Natick, by actual count, a thousand or more citizens were present. Teaching exercises and lectures at the day sessions were given at all the institutes.

IMPROVEMENT IN NORMAL SCHOOLS.

It is but just to remark that the normal schools are better schools to-day than they were ten years ago. Their drill is more thorough, and there is a more complete adaptation of the instruction given, and especially of the method employed in giving it, to the true objects of such a school.

Although the number of graduates is small in comparison with the whole number of teachers in the commonwealth, still their influence upon the public schools is everywhere manifest. Furnishing better models, they have raised the standard and improved the methods of teaching. By their professional enthusiasm and devotion to their calling they have inspired the great body of teachers with a like spirit, and aroused them to earnest efforts for improvement in their work. In this way, through the example and influence of their graduates, the normal schools have performed a service of the highest value to the public schools, but which cannot be measured by tables or statistics.

During the last ten years six months have been added to the length of the regular course of study, it being two years instead of one year and a half, and the course of study has been enlarged to suit this change.

ADDITIONAL COURSE OF STUDY IN NORMAL SCHOOLS.

"The resolution adopted by the board two years ago, to make provision for an additional and voluntary course of study of two years, was an important step of progress in the right direction. Already, in each of these schools, classes in the higher course have been formed, chiefly from former graduates, who have learned from their experience in teaching the value of a more advanced scholarship, and the necessary instructors have been employed. Others will be secured as the necessities of the course require.

"As is well known to the board, I have from the beginning been an earnest advocate of this higher course, as one means of meeting the rapidly growing demand for teachers of a thorough normal training, and also of a grade of scholarship superior to that which the normal schools had hitherto been able to give. It is a well-known fact that it is, to-day, impossible to supply the demand for female teachers of this class."

When the work of the whole number is completed—and it should be done in the present year—the several normal school buildings will be capable of accommodating from 780 to 800 pupils; and nothing will stand in the way of filling them when the contemplated arrangements shall be completed for furnishing the pupils with suitable boarding-places at reasonable rates. The number of graduates from the four schools in 1869–70 was 171. The whole number attending was 716.

Three of the normal schools were established in 1839 and 1840, when the number of persons in the commonwealth between the ages of five and fifteen years was 153,660. The fourth school was established at Salem in 1854, when the number of such persons had risen to 206,628.

"From a comparison of the rate of increase, as indicated by these several numbers, with the proposed enlargement of the normal schools, it will be seen that when the whole work is finished the capacity to educate trained teachers has hardly kept pace with the increase of population. And when we take into the account the fact that the demand for such teachers is a hundred-fold greater to-day than it was thirty years ago, we are confronted with the disagreeable fact that we have been losing ground, imperceptibly indeed, but rapidly, in this most important matter. Meanwhile other States and countries have been vigorously moving forward."

"I am fully convinced, after many years of observation and inquiry, that the several enactments relating to the school age, length of school duration, truancy, and kindred subjects, are ill-adapted to their purpose, discordant, and incapable of execution, and, therefore, need a careful and thorough revision, to which ample time and thought should be given. I therefore respectfully recommend that the present legislature be requested to pass a resolution directing the board of education, or such other competent body as may be deemed proper, to take into consideration all existing laws relating to school attendance, truancy, absenteeism, and the employment of children in manufacturing establishments; and inquire what alterations and amendments are needed to combine said enactments into a uniform, consistent, and efficient code, adapted to the present views and wants of the public, and to report the same, with the reasons therefor, to the next legislature."

AGENTS OF THE BOARD OF EDUCATION.

In 1850 the legislature made the first appropriation of $2,000 to the board for the employment of agents. Six agents were employed to visit the towns in the early summer, among whom were Professor S. S. Greene, now of Brown University, and Hon. N. P. Banks. The secretary of the board, Dr. Sears, reported that these agents "were welcomed enthusiastically by the people of the towns they visited."

APPROVED BY GOVERNOR BOUTWELL.

Writing in 1860, Governor Boutwell says: "The experience of the entire period (from 1850 to 1860) demonstrates the utility of the work performed. The cost of the agency is many times saved to the people every year in the value of the advice which the agents are able to give to teachers, school committees, and building committees."

APPROVAL SUSTAINED.

The secretary expresses the opinion that "the experience of another ten years has served to strengthen and confirm the opinions thus expressed as to the value of the agency. My own views of the value of the existing agency, especially as related to a more thorough supervision of the schools, have been often expressed, and need no repetition here. Nevertheless, I am painfully impressed with its inadequacy to meet the just demands of the schools.

"We have 340 towns to be visited. Governor Boutwell has well said, 'that it is desirable to confer with the citizens of every town as often as once in every twelve months.' And I may add that this is the least possible amount of visitation which should be accomplished. Very many of the towns would be greatly benefited by repeated visits in a single year. When jars and difficulties occur, when existing organizations are to be modified or wholly changed, when school-houses are to be built, when new branches are required to be taught, as was done by the last legislature in respect to drawing, the repeated presence of an experienced and competent educator who will command confidence as the exponent of the views of the board, to heal divisions, to point out the most judicious methods of procedure, and to save from 'expensive and

pernicious mistakes,' cannot fail to be of inestimable service. Now it is impossible for a single agent, in addition to his labors in connection with the teachers' institutes, to reach, even with single visits, more than one-third of the towns in a single year, or the whole number in the period of three years.

INCREASED NUMBER OF AGENTS RECOMMENDED.

"I therefore earnestly recommend that the board ask for an additional appropriation which will enable the board to employ such a number of agents as may, in their judgment, be wisely employed for the purposes above set forth."

SCHOOL FUNDS.

Respecting the results accomplished by the school fund, the secretary remarks that it has established and sustained for thirty years the State normal schools, unsurpassed in excellence by any in the country, from which thousands of trained teachers have gone forth, who have done, and are now doing, a great and good work in the schools of all our cities and towns; it has maintained, for twenty-five years, an annual series of teachers' institutes—those brief normal schools—by means of which vast numbers of teachers have been guided, instructed, and stimulated in their work, and the community has been aroused to higher and better-directed efforts for the education of its youth; it has supported the board of education in all the departments of its action, printed and circulated its annual reports, and sent its agents throughout the length and breadth of the State; by its annual distribution it has served in some measure to relieve the smaller towns from the heavy burdens which the support of their schools imposed, and at the same time has stimulated to greater exertions, so that the amount raised by taxation in this behalf has risen from $465,228 in 1837, to $3,125,033 in 1870; it has, moreover, secured annual and complete statistical returns and general reports of the character and condition of its schools from every town in the commonwealth. Thus it is that the school fund touches the various educational forces of the State, and is to all a life-giving power.

TEACHING OF DRAWING.

"The legislature of 1870 provided that '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.' The law has been cordially welcomed in nearly every section of the State. It evidently met a want felt, if not acknowledged.

INDUSTRIAL DRAWING.

"That portion of it especially which relates to the teaching of industrial drawing has called forth a degree of interest, not to say enthusiasm, altogether beyond my expectation. In many of the cities large classes have been formed, and are now instructed in evening schools composed of persons (mostly mechanics) of all ages from fifteen to fifty, and the progress of attainment has thus far given the highest satisfaction alike to the pupils and instructors, and fully justified the expenditures made.

"Large classes have been formed in Springfield, Worcester, Boston, Cambridge, Charlestown, Salem, Taunton, New Bedford, and Fall River; and in other cities the matter has been favorably considered and steps taken for the formation of classes during the present season. The number in attendance has been large, varying from 120 to over 400. In many instances more persons applied for admission than the committee could accommodate with room, or furnish with competent instruction. Indeed, the small number of properly qualified instructors who can be obtained, is the most serious obstacle in the way of forming classes. If, however, the demand for such instructors shall continue, the pupils in our scientific school will, I doubt not, make special efforts to qualify themselves, and there will soon be no lack of competent teachers."

The report contains valuable papers and letters upon drawing by eminent professors of the art. A special paper upon this subject, written by Professor C. O. Thompson, of Worcester, will be found among the papers accompanying this report.

BOSTON.

[From the annual report of the school committee of the city of Boston, (1870,) Loring Lathrop, esq., chairman of the board, and John D. Philbrick, esq., superintendent of public schools.]

This report contains, in addition to the annual report of the school committee, the two semi-annual reports of the superintendent for the year 1870, the reports of principals of schools and of special committees upon various subjects.

SUMMARY OF STATISTICS.

Population of the city, United States census, 1870	250,701
Number of persons in the city between five and fifteen years of age, May 1, 1870	46,301
Number of districts into which the schools are grouped for supervision	30
Number of high schools	5
Increase for the year	1
Number of grammar schools	36
Increase for the year	8
Number of primary schools for boys and girls	323
Increase for the year	16
Number of schools for licensed minors	2
Number of schools for deaf-mutes	1
Whole number of day schools	367
Increase for the year	26
Number of evening schools	11
Increase for the year	1
Whole number of day and evening schools	378
Number of school-houses for high schools	4
Number of school-houses for grammar schools	36
Number of school-houses for primary schools, belonging to the city, now occupied	67
The number of seats	18,000
Number of teachers in high schools	55
Number of male teachers	30
Number of female teachers	25
Number of teachers in grammar schools	466
Number of male teachers	70
Number of female teachers	396
Number of teachers in primary schools	324
Number of male teachers	1
Number of female teachers	323
Number of teachers in evening schools	99
Number of male teachers	31
Number of female teachers	68
Whole number of teachers	950
Whole number of male teachers	132
Whole number of female teachers	818
Aggregate increase for the year	129
Average whole number of pupils belonging to day schools of all grades during the year	35,164
Ratio of the number of pupils belonging to the schools to school population	.76
Average daily attendance of pupils in all the day schools	32,463
Whole number of pupils belonging to evening schools	3,250
Average attendance at evening schools	835
Aggregate whole number belonging to day and evening schools	38,414
Whole amount of current expenses for all the day and evening schools, and salaries of officers	$987,412 60
Expenditures for school-houses and lots	612,337 86
Total expenditures for all school purposes	1,599,750 46
Cost per scholar, based upon the average whole number belonging	28 07
Whole amount appropriated by the city council for salaries, and ordinary or current expenses of schools, for the year beginning May 1, 1870	1,111,000 00

ATTENDANCE AND EXPENDITURES.

The effect of liberal and judicious expenditures of school money has been found to be very great in securing a better average attendance. The whole amount expended for the purchase of lots, and the erection and alteration of school-buildings, during the two financial years 1868-'69 and 1869-'70, was $958,948 64. This is considerably more than twice as large a sum as ever was before expended for the same objects within two years. This sum has been invested in several noble school edifices for the accommodation of primary, grammar, and high schools.

If to the ordinary expenses of the schools for the past year we add the outlay for new school-houses, the cost per scholar is swelled to the unprecedented amount of $45. But this is evidently not the true cost per scholar for the year. The increase in the school expenses has not kept pace with the increase in the amount annually raised by taxa-

tion for ten years. The average per cent. of the first five years is 0.14, while that of the last five is a fraction over 0.12.

The rate of salaries paid teachers is, perhaps, somewhat higher than it is in most of the other cities of the country; but it has not been raised so much as that of the city officials and employés generally. The annual cost of tuition, per scholar, does not, however, depend upon the rate of salaries alone. The reduction in the number of pupils to a teacher, which has been going on for ten or twelve years, has largely contributed to the cost of tuition per scholar. With our excellent classification of pupils, and our admirable accommodations, each pupil having a separate desk and chair, it is not unreasonable to require a considerably larger number of pupils to a teacher than we now have in our primary and grammar schools. It is believed the wise policy is to pay the teachers competent salaries, and require them to teach a reasonably large number of pupils.

PRIMARY SCHOOLS.

In these schools great improvement is reported in the classification, instruction, and discipline of the pupils, and in the bearing and influence of the teachers. A complete "programme" of studies for the several classes has been introduced, defining with distinctness the work to be done by each teacher, and thus greatly increasing the efficiency of her instruction by providing a standard by which her work may be, to a reasonable extent, tested. Desks and comfortable seats have taken the place of the arm-chairs in use many years. The "primary slates," most important helps to progress, have been introduced. The "primary tablets," designed to facilitate instructions, not only in writing, but also in most of the other branches taught in these schools, have also been introduced. These schools, on the whole, are doing very well; visited at all seasons, without warning, by the superintendent, he finds few faults to condemn in proportion to the excellencies to admire. The singing is better and better every year. All the pupils now begin to learn to sing at the same time that they begin to learn to read. It is very evident that good instruction in singing has helped to improve the instruction in reading. The names of two ladies are mentioned, who have lately produced particularly excellent results in reading—Miss Anna M. Stone and Miss Berthia W. Hintz; the class of the latter being taught by the use of books printed in Dr. Leigh's pronouncing-type.

The sanitary condition of the schools is vastly better than it was ten or fifteen years ago. The children are not repressed, and made to sit still, doing nothing but breathing poisonous air. They are taught to sit and stand in proper positions. They are kept in pleasant and useful activity. The whole number of primary-school pupils, 14,739; average daily attendance, 13,339; seats about 18,000; teachers, 324.

GRAMMAR SCHOOLS.

The grammar school-houses are so arranged that each class is by itself; it is taught by a master and a lady assistant, thus giving to the training of these boys and girls the influence of both man and woman. Among other improvements, vocal culture, physical training, and vocal gymnastics have been adopted, as part of the school training in these classes. Among the changes that have taken place in the management of these schools, the most important was the abandonment of the "double-headed system," and placing each school under the care of one master, with such assistants as might be required.

In 1866 it was provided that "the masters of the grammar schools shall perform the duties of principal, both in the grammar and primary schools of their respective districts, apportioning their time among the various classes in such manner as shall secure the best interest, as far as possible, of each pupil, throughout all the grades, under the direction of the district committees." In the face of many temporary obstacles, this plan has steadily advanced, and before another period of four years shall have passed, it is believed it will probably be in full operation throughout the city. Up to the time of the adoption of this plan the master was little more than the head teacher, and the policeman of his school. To him the knotty cases of discipline were referred by his subordinates; but in the matter of instruction his thoughts and labors were intensely concentrated on the finishing-class, the class that was to show off on exhibition day; leaving ten or fifteen comparatively neglected classes below, whose progress was not satisfactory.

It was objected to the improved plan that the standard of the graduating class would be lowered, but facts in abundance are now at hand to prove this objection groundless, and it is remarked that if a master of a grammar school is really worth $3,000 a year, the worst possible use that can be made of him is to shut him up in one small room, and keep him drilling a small finishing-class.

The whole number of pupils of the grammar schools was 19,023; the number of schools, 36—10 for boys, 10 for girls, and 16 for both; number of teachers, males 70, females 396—466. The cost per scholar for tuition was $21 67.

About 7 per cent. of the pupils of the grammar schools are found in the first class, and a little less than 30 per cent. in the sixth class. The number in the second class is not much larger than that in the first. The average number of pupils to a teacher, not counting the master's head assistants, is nearly 46. The annual cost of carrying on these schools is about $60,000 more than it would be if the regulations respecting the number of teachers to be employed were strictly carried out. The number of scholars who received the diploma of graduation, at the close of the school year, July, 1870, in grammar schools is, boys, 377; girls, 415; total, 792.

HIGH SCHOOLS.

The school board has now under its charge five free public high schools; and the Roxbury Latin school, although not under the control of the board, is free to all residents of the city. Each of these institutions is different in its character and course of study from all the others, which diversity is regarded as a fortunate circumstance, since secondary education has two very distinct and well-defined functions, namely: 1, "to serve as a preparation for a liberal education; and 2, to serve as a supplement to elementary education, preparatory to some occupation or craft not requiring a higher or liberal education for its pursuit." "As a matter of fact," it is remarked, "we find that wherever education advances, the kinds of educational institutions are multiplied. This is the law of educational progress. The city of Berlin affords a good illustration of this law. No city surpasses it in educational advantages; and no city has greater variety of educational institutions, from its peerless university down to its kindergarten schools." "If Boston is to maintain and advance her position as one of the leading educating cities of the world, the policy to be pursued is, to multiply the *kinds* of institutions of learning to meet the new wants of advancing civilization." "The special committee on high-school education of boys, in their recent report, were unanimous in recommending the modification of existing schools, especially the Latin school, rather than the consolidation of this school with the English high school, as had been suggested." "The modifications of the Latin school course recommended and adopted are, mainly, to make the course even more emphatically liberal than it had previously been; to make it a better preparatory school than it had been, and thus render it more adequate as a substitute for the college, and not to turn it into a technical school, or to make it a composite institution with incongruous functions." "Our two great secondary schools for boys, the Latin and the English high, have long stood as types of the liberal and professional schools, respectively. The latter has not, however, been a professional school in the narrow sense, as it has always had some decided characteristics of liberal culture, especially in the scientific branches; while the former has adhered too closely, it is thought, to the old routine of grammatical drill, and too much neglected the claims of literary and scientific culture." "The English high school might be rendered more strictly technical on the one hand, or more liberal on the other, but it is thought it would be preferable to establish a separate school, which should fill the existing gap in the technical direction between the grammar schools and the institute of technology."

GIRLS' HIGH AND NORMAL SCHOOL.

The whole number of teachers in the two departments during the year ending August 31, 1870, was 26. The number of different scholars registered was 492; 174 of whom were received from the public grammar schools of this city. Two hundred and nineteen have been discharged. The largest number present at any one time was 459; the largest average attendance for any one month was 459, in September; and the average attendance for the year, 431. Sixty-one young ladies received diplomas of graduation.

A new, elegant, and commodious building is almost completed for this school, on an open sunshiny and ample space, between Tremont street and Shawmut avenue. This school was founded in 1852 as a normal school, and while the primary design has not been changed, it is believed that less attention has been devoted to preparation for teaching than was desirable. An attempt has been made to combine two dissimilar and, in some respects, incongruous elements; and so strongly was it felt by the committee that the institution was becoming almost exclusively a *high* school, that in 1864 an order was passed by the board requiring those seniors who intend to become teachers to pass four weeks in visiting, observing, and assisting in the public schools. Whether the two departments should be entirely separated is a question which is of late receiving careful and deliberate consideration. The school will enter the new building with nearly six times as many pupils as there were at its opening, eighteen years ago.

The Scavey fund amounts to $2,700. The income is lent to scholars requiring assistance without interest, but with the promise to return the amount, if circumstances permit, when they obtain schools.

LATIN SCHOOL.

The average number of pupils in this school the past year has been 227; the average attendance, 214; the per cent. of attendance, 94. The school committee, it is stated,

have aimed to secure, by an honorable salary, men of talent in the management of this school. The present head master has been connected with the school, as instructor, since 1831. In 1814 the salary of the master was fixed at $2,000 per annum, greater than that of the pastor of the most prominent church in the city. Changes have been made in the school which in former years would have been regarded as innovations, and a new plan of work has been adopted, giving the school a higher purpose and embracing in the range and variety of its studies all that the best schools of our times anywhere offer. The purpose now is to give thorough general culture to boys intending to pursue the higher branches of learning, and preparing for professional life. The success of this proposed plan is regarded somewhat as a matter of experiment. "Whether the boys of this city have the physical stamina requisite for the attainment of high scholarship, and whether they will be willing to apply themselves to the hard work necessary for the successful prosecution of the plan of study proposed, and thus keep the institution where it has always been, foremost among the classical schools of this country, and on a par with European schools of a corresponding grade, are questions the future will determine."

ENGLISH HIGH SCHOOL.

The number of pupils in this school during the year was 463; they were taught by one head master, three masters, ten sub-masters, and three special teachers. Some changes have been introduced in the course of study and instruction, which give it greater breadth and make it more interesting and useful to the pupils. One of these is, thorough and systematic instruction in English language and literature, begun when the pupils enters the school and continued through the three years of his attendance. Some oral, desultory, and incidental instruction in this department has generally been given, particularly in the last year, to the first class; but as there was no system adopted, and no special time assigned, the amount of instruction varied, was always inadequate, and was often entirely crowded out. Instruction in this department has now been systematized, with a text-book and a regular course of studies and lectures for each year, and the result thus far has been very favorable. For several years the number leaving the school without completing the course has been gradually diminishing. But three boys have left from the first class during the year, and those from the second division; from the first division not a boy has left, and this, it is believed, is an unprecedented fact in the history of the school.

The number attending the school the past year was 361, of whom 61, the whole of the first class, after a thorough examination, received diplomas and graduated at the annual exhibition in July last.

DORCHESTER HIGH SCHOOL

was established by the town of Dorchester in 1852, and has continued to increase in numbers and usefulness. It has prepared many young men for college and many more ladies as teachers. One hundred and twenty-eight pupils were registered during the year, while the average whole number was 106. Of these, 70 were girls and 36 were boys. The average attendance was 101, or 95 per cent. It was established as an ordinary town high school for both sexes, in which boys are fitted for college, and in which both boys and girls are instructed in the higher branches. Its programme, therefore, has always included a classical course, as well as the usual routine of French, German, mathematics, and the sciences. Its regular course is completed in three years, but a fourth year's study is provided for those who desire to continue longer, and diplomas are awarded to those who are graduated in each course.

EVENING SCHOOLS.

These schools during the last year were more largely attended and more successful than they were during the preceding year. An evening school was established in the primary school-house in Harrison avenue, where the higher branches were taught. The whole number of pupils was 142; the average attendance, 83. The total number of pupils in attendance at evening schools, exclusive of the evening high school, was 3,250; average attendance, 835; number of teachers, 103.

SCHOOLS FOR LICENSED MINORS.

There are two schools of this description, one in North Margin street, and one in East Street Place. The average number belonging during the last half year was 81; and the average attendance was 68. The sessions are kept two hours in the morning and two hours in the afternoon. The boys who attend are chiefly occupied, out of school hours, as newsboys and bootblacks; the former attend at the morning sessions, and the latter at the afternoon sessions. It is very noticeable that since the establish-

ment of these schools there has been a great change for the better in the appearance and manners of the boys who attend them.

SCHOOL FOR DEAF-MUTES.

This school was opened in September, 1869. It is located at No. 11 Pemberton Square. The average number belonging to the school during the last half-year was 33. The school is taught by a lady principal and three lady assistants. The system of instruction pursued is that of *artificial articulation and reading of the lips*. This is the same method employed at the Clark Institute for Deaf-Mutes, at Northampton. The teachers are working with extraordinary patience and earnestness, and the results of their instruction have exceeded expectation. Still, it is a question whether it will not be found necessary at least to supplement the method here used by others, which have long been employed, such as the manual alphabet, or the natural language of signs.

CHARLESTOWN.

[From the annual report of the school committee.—B. F. Tweed, esq., superintendent.]

The schools are, "as a whole," in a satisfactory condition; meaning that many improvements are desired. Increased school accommodations, and of a better character, are called for by the school committee. The superintendent in his report criticises the course of study; thinks that not enough attention is given to reading; grammar, as now taught, is not of much practical value, the great error being the omission of practice in writing; geography has usurped more time than properly belongs to it, in the teaching of more facts than can be retained in the memory; history is made uninteresting by dry and unimportant details and dates; drawing has pushed its way into the course of studies through the instinct of childhood, which could not be whipped out, impelling the pupil to make pictures on his slate. Is it not possible that some other restless activity of youth which now subjects the offender to punishment may hereafter be found to be in the same category? "Take heed that ye offend not one of these little ones." In compliance with the new law of the State, a school for instruction in mechanical or industrial drawing has been established under direction of the committee on evening schools. The present number of pupils is 188 and is increasing. The school meets a decided want. Although the condition of the primary schools is as a whole satisfactory, some of them are crowded, and some which are the best accommodated have unskilled teachers. The teacher, more than anything else, determines the character of the school, and the idea that almost any one can teach a primary school has gone by. The younger the pupils, the greater the call on the teacher for ingenuity in imparting instruction. In respect to discipline, while not prohibiting the use of corporal punishment in extreme cases, the committee believe its abuse to be far more detrimental than would be its entire abolition; that order should be secured by mild means, and that all restraint not absolutely needful should be avoided. To secure good behavior, the superintendent remarks, teachers should first presume all scholars to be well-disposed; he should not only be just and firm, but magnanimous and kind; keep the children at work, and relieve the tedium of it by frequent changes. A new and commodious high-school building has been completed, dedicated with imposing ceremonies, and is now occupied. The school, which was, for want of room, compelled to meet in different places, was reorganized in the new building. A new department was added, embracing an English course of three years for the benefit of such as cannot remain long enough to complete the four years' course.

The evening schools were not so well attended as during the previous winter; number belonging 224, and average attendance but 91. Still, much good was accomplished by the schools, which are now a part of the educational system.

Population of the city	28,323
Number of children between five and fifteen years	6,081
Number of pupils in all the schools	6,137
Average attendance	4,582
Expenditures for school purposes	$79,227 15

FALL RIVER.

[From the annual report of the school committee for 1870.—William Cornell, jr., chairman, and Malcolm W. Tewksbury, superintendent of schools.]

Notwithstanding that these schools have suffered somewhat from overcrowded rooms and frequent changes of teachers, yet it is thought that more and better work has been accomplished than in any previous year, owing to the fidelity and earnestness of the teachers. The teachers have formed a book club for the purpose of obtaining the reading of scientific journals and other educational works. The discipline in the schools has been excellent, and obtained without undue severity. The teachers are

more and more relying upon love and kindness in government, and the greater variety of interesting exercises in school has diminished the causes which led to punishment. In the primary schools a general exercise of five or ten minutes in gymnastics, including marching, singing, counting, or object-teaching, follows every recitation. The superintendent says it is found that Leigh's phonetic system produces better readers in two-thirds of the time previously required.

STATISTICS OF FALL RIVER SCHOOLS.

Population of Fall River, 1870	27,191
Number of children between ages of five and fifteen	5,827
Number registered in schools	6,359
Average attendance	3,639
Number of children registered in factory schools	1,190
Amount expended for schools	$44,859 49

LAWRENCE.

[From report of E. G. Hood, superintendent.]

The past year in the schools has been one of quiet, steady work, and, in general, satisfactory progress, in all the branches except those of reading and writing. Too little time, it is thought, is given to these all-important branches, and too much in proportion to others—as intellectual arithmetic in primary schools. The order has been good, with fewer cases of punishment of any kind than in any previous year, in proportion to the number of scholars. Drawing has been introduced into all the schools of the city, the elements of this branch, at least, being regarded almost as necessary as is the learning to read and write. The school board, at the request of the Lawrence City Mission, assumed charge of the evening school, and also opened another for women and girls. Six rooms are occupied; largest number of pupils, 534; smallest number in attendance, 148; progress and order, good; nothing lacking but regular attendance to make the schools one of the greatest objects of pride in the school system. The training school has been in operation a year and a half, and has graduated nine young ladies, who are now teaching in the city. The establishment of a truant school in connection with the Poor Farm is in contemplation.

Population of the city	28,921
Number of children between five and fifteen years	4,846
Number enrolled in schools	3,625
Average attendance	2,629
Receipts for school purposes	$51,985 72
Expenditures for school purposes	52,344 96

NEW BEDFORD.

[From the annual report of the school committee for 1870.—Henry F. Harrington, esq., superintendent of schools.]

Good effects are already observed from the new system of salaries, proportioned to the value of the service rendered. The establishment of a training school for teachers is contemplated. The teachers are believed to be as intelligent and faithful as may be found anywhere among equal numbers, and earnestly endeavor to meet the demands which the progress of the age requires. Complaints in regard to the frequency of corporal punishment are sometimes made. A decided advance in the study of music has been made during the year, the pupils are interested and earnest in the study, and the public generally appreciate the benefits and kindly influences of this branch of instruction. The gymnastic exercises have been carefully studied and systematized with reference to the best development of the physical powers. The State law in respect to establishing schools for teaching industrial and mechanical drawing has not yet been complied with, though steps have been taken to that end. Irregularity of attendance is a great and growing evil. As a remedy something has been accomplished through the efforts of Rev. Isaac H. Coe, who was appointed truant officer with the understanding that he was to act rather as friend and adviser than in any police capacity, and has labored among parents and guardians as well as with the children.

SUMMARY OF STATISTICS OF SCHOOLS OF NEW BEDFORD.

Population of the city, United States census of 1870	21,500
Number of children of school age, (1871)	3,850
Number of children in public schools	3,534
Average attendance	2,990
Evening schools	75
Total expenditures for school purposes	$45,469 25

TAUNTON.

[From the school committee's report for 1870.—W. W. Waterman, esq., superintendent.]

Good and general progress in the schools is reported. The many cases of truancy have been annoying, especially since there are many children necessarily absent in the mills. A free school for factory children has been instituted, and is supported by the liberality of Mr. Charles D. Albro. The establishment of a similar public school is suggested. The progress of the primary and intermediate schools is encouraging. A portion of the teachers have imbibed the progressive spirit of the age. The blackboard and slate have been more used, and to a better purpose; musical and physical exercises, &c., and the sounds of letters have been taught as well as their names. The impression is too prevalent that inferior teachers can be tried in the primary schools, while special tact and fitness are required in these schools, which are the foundation of the educational structure, and it is known that "it requires the greatest wisdom to teach the greatest ignorance." A professional teacher of music was employed in the high schools and grammar schools, and with great success. Evening schools were in session about four months; number of pupils, 403; average attendance, 236.

Population of city in 1870	18,467
Number of children between five and fifteen years	3,471
Number enrolled in schools	3,613
Appropriation by city for school purposes	$30,000

WOBURN.

The annual report of the town officers of the town of Woburn, for 1871, contains the valuation of property and tax-list of its inhabitants. The town clerk's report commences with a list of the births of children during the year, with the names and nativity of the parents and the father's occupation; the intentions of marriage, the number of marriages registered, with names of all parties concerned; the number of deaths registered and supposed causes of the same. In connection with these reports is printed—

THE REPORT OF THOMAS EMERSON, ESQ., SUPERINTENDENT.

There are fourteen school-houses in the town, most of them in good condition, though some of them are defective in proper provision for heating. A more thorough grading of the schools, with the addition of two more rooms, has relieved the overcrowded condition of the primaries. In these the instruction is principally oral, and based on the principles of object-teaching, no book except the reader being used, and the time occupied in the use of the slate and the blackboard. The variety of exercises by which the pupil is amused and instructed is limited only by the ingenuity of the teacher. Slates are furnished, at the public expense, as a part of the furniture of primary school-rooms. Musical instruction has been introduced into the high and grammar schools during the year with decided success.

Twenty-three pupils were graduated in the high school at the close of the term, 8 males and 15 females. The training school in less than five years has prepared 29 teachers. The repeated attempts to put a stop to truancy during the last three years have failed in consequence of defects in the statute law, and also in the by-laws of the town. These have been amended, but have not yet sufficient force, and truancy is increasing in the town.

STATISTICS.

Population of the town in 1870	8,564
Number of children between five and fifteen years	1,844
Average number of pupils belonging	1,610
Average attendance	1,412
Total receipts for school purposes	$24,223 18
Total expenditures	23,116 86

CITY OF WORCESTER.

In population, Worcester is the second city in the commonwealth; in wealth, the third, Boston and Cambridge having a greater valuation; in the amount of money appropriated for the education of each child, for the year 1869, the nineteenth; in 1868 this city was the thirteenth.

The ordinary expenses of the schools have increased about 9½ per cent. above those of last year, and the number of rooms occupied and the number of pupils registered has increased in about the same ratio. But the cost per scholar is $1 31 greater than last year. This apparently large increase is due to the prevalence of small-pox in the city during the spring and summer, by which the average number belonging was re-

duced. The expense of carrying on the schools was not diminished, though the number by whom that expense is divided is less. It is to be noticed that the cost of maintaining schools increases with the wealth and population. This is because they are better provided for—have better houses, furniture, apparatus, and teachers. The same is true of the cost of living. Rents, the cost of streets, and of lighting them, are greater in the city than in the country. But our sidewalks are better, and our houses have, generally, more conveniences than those in the country. If we spend more money, we have also better accommodations and superior schools.

SCHOOL-BUILDINGS.

The buildings in process of erection at the time of the last report, on Woodland street and Ledge street, have been completed and occupied during the year; the first in May, and the last in September.

A new house on Belmont street, similar to the one on Ledge street, is nearly completed. The new high-school house is advancing toward completion, and for adaptation to the purposes of a school this building has challenged the admiration of many gentlemen from abroad who have visited it. Petitions have been received from the villages of Valley Falls and Jamesville, in the south part of the city, for better school accommodations, which will be provided.

VENTILATION OF SCHOOL-BUILDINGS.

In respect to ventilation the superintendent remarks: "The proper ventilation of school-rooms is of such importance to health, and is so often discussed in communications to the daily papers, that some remarks on this hackneyed subject may not be inappropriate here, to show the attention it has received and the difficulties attending it. Although every school-house in the city has been supplied with some attempt at a system of ventilation aside from the opening of windows, common to all, in some cases the system is ridiculously insufficient; but the best results by no means follow the most elaborate outlay. Teachers are expressly directed to attend constantly—every hour—to the temperature and ventilation of their rooms, using the best means at their command. At recess, when the pupils are out of doors, and midway between recess, and the beginning and the close of the session, when all are engaged in physical exercise, the windows may be thrown open and the air changed. So much, at least, all can do, except on a very few of the coldest days, and on these very days the air changes most rapidly, through the draughts of chimneys and the crevices around the doors. But this method is sadly insufficient. If any other has been provided it is the business of the teacher to understand its principles, and day by day regulate it to suit the changing winds and temperature. On visiting an elegant school-house in a neighboring city the air was found very impure. The means of rapidly changing it, and securing a fresh, warm, pure supply were at hand, but not used, because not understood. A committee of this board, visiting one of the finest school-houses in New England, found an abundance of registers, passages, and flues for hot and cold air; but the principal could not tell which was for the ingress and which for the egress of air—which for the hot and which for the cold. In vain the best system, unless it is used.

VENTILATING THROUGH CHIMNEYS.

In some houses, as that on Salem street, a sheet-iron smoke-flue, which becomes heated, extends upward in the center of a brick chimney. The draught within the chimney and around the smoke-pipe is sufficient to withdraw a constant current of air from the school-rooms through registers near the floor and near the ceiling. Fresh air is supplied through an opening in the outside wall of the house, connected by a wooden tube with a hole in the floor beneath the stove.

ROBINSON VENTILATOR.

In the Dix street house we have the Robinson ventilator. This consists of a tube 20 or 30 inches square, leading from the ceiling of the room upward through the roof, above which it rises several feet. It is covered with a kind of hip-roof with eaves projecting several inches beyond its walls. Through the whole length of this tube, vertical partitions divide it into four parts. As the air in the room becomes heated it rises through one or more of these tubes, and the heavier external air descends to restore the equilibrium in the room. The wind, also, striking against the sides of the ventilator on the top of the building, is reflected and strikes against the projecting roof above, and thence is again reflected downward through the tubes, the hot air rising in the remaining tubes on the opposite side. Such is the theory of this apparatus. But in several of the houses where it is used, only two of the four tubes extend to each room, and where it is properly applied the good results are not marked. The

fresh air enters the room at a low temperature, and both the ingress and egress take place in only one part of the room.

In some of the newest houses four registers through the floor, in different parts of the room, are connected by passages between the sleepers leading to a ventiduct, which extends horizontally across the building above the entries, and then vertically to cupolas above the entrance. Open sides with broad inclined slats admit the free passage of air through these cupolas. The fresh air is admitted to the room through openings in the external wall near the stove, and, in the design, is to be heated in its passage by the stove. No provision seems to have been made for creating a draught upward through these cupolas.

METHOD OF VENTILATION IN HIGH SCHOOL.

In the new high school, the air is conveyed by tin pipes to each room, from steam-heated radiators in the basement. Registers through the floor, and passages between the sleepers, connect each room with a separate brick flue in which a jet of gas is to be kept burning. Thus a constant draught of air is taken from the room.

NO SYSTEM FOUND PERFECT.

No one of these systems, so far as they have been put in operation here, seems free from objections. Fifty pupils in a room 30 feet square will vitiate the atmosphere in a very short time. To supply a fresh quantity at the proper temperature as often as it is needed is expensive. Good ventilation cannot be secured without cost.

THE FAN EXCELLENT, BUT EXPENSIVE.

To secure a full supply of fresh warm air to a densely crowded room, in all kinds of weather and at all seasons, there is only one reliable method; that is, by means of a fan driven by machinery to force into the room every minute as many cubic feet as are consumed. This method is in use at the Insane Asylum in this city, and at the State House in Boston. It is objectionable for its great expense, and its impracticability in small houses. Whoever will produce some plan by which as good results can be secured in a practical and less expensive way, will be hailed as a public benefactor.

DIFFICULTIES IN CLASSIFYING.

In respect to the difficulties attending classification, the superintendent remarks that "circumstances here are against any very close grading of our schools at present. No sooner does a new house furnish room for the rapidly increasing school population of any part of the city, than this opening of new schools disturbs more or less the classification of all the pupils in the vicinity, and often the want of room interferes with a desirable classification still more. In some of the rooms two classes pursuing the studies of different grades are necessary. This happens oftenest with the fourth and fifth grades; and in all the suburban schools, as well as in those in the borders of the city, from two to half a dozen grades are represented.

"If all the pupils who enter the lowest class of schools were to continue through all, the proper classification would be easy. There would be the same number of schools in each grade. But pupils are dropping out of school at every stage. The number of schools must therefore diminish with the number of pupils in advancing to the higher grades, and the difficulty of determining the proper ratio between these grades is increased by the constant accession of new pupils, and the increase of population in certain localities. It is not easy to secure such a classification of pupils as is desirable, and 'to secure uniformity of instruction in all schools of the same grade' is a thing of the future.

THE TRAINING SCHOOL.

"The training school has graduated twenty-nine teachers, who are now successfully engaged in the primary schools of the city. At present eight young ladies are in training there, all graduates of our high school. The success of those who have enjoyed the advantages of this school, both in obtaining situations and in filling them, would seem a strong inducement for those wishing to become teachers to avail themselves of its privileges. But the school could not accommodate a class twice as large.

"The remedy suggested for this evil, of supporting a most excellent school to do half the work for which it is fitted, is to broaden its aim so as to cover all grades, and to extend its territory so as to include the whole country. But this contemplates work which belongs not to this city, but to the whole State. If this school were so enlarged, there would be always at hand a plenty of well-trained teachers, not only for our schools, but for those of our sister towns.

WORCESTER NEEDS A STATE NORMAL SCHOOL.

"Let it not be forgotten that the great need of this county now is a State normal school here; and let this legislature feel a throb from this central county, beating harder than Hartford and Erie, and deeper than the Hoosac Tunnel. The men at the State House can be made to see that schools are more important than railroads; that all material prosperity depends upon public intelligence and virtue; and if they want proof, the Prussian guns proclaim the fact; for behind each gun in that wonderful army there is a brain! and to these educated brains, not to the guns, the victory is due.*

THE UNGRADED SCHOOL FOR TRUANTS.

As now constituted, and in the hands of its efficient teachers, the ungraded school is doing an excellent work. Its sphere should be enlarged.

To this school we send, first, incorrigible truants, who are assigned by the board of overseers of the poor, according to the law, watched daily by the truant officer, and who are candidates for immediate promotion to the truant school at the city farm; secondly, insubordinate pupils, for whom a change of administration is desirable, to remind them that a change in their conduct is necessary, or because the superior skill of these teachers may prevail to subdue them; thirdly, scholars who on account of sickness or poverty, or for some good reason, are very irregular in attendance at school; and lastly, young men and ladies more than fifteen years old, who work in the busy season and wish to attend school a part of the year only.

To the first two classes, it will be seen, the school has a penal character, while to the last two no such idea properly attaches. And yet it is well-nigh impossible that the idea of penalty, which we wish should deter pupils from being sent there for the first two causes, should not also operate to keep out those who ought to go on other grounds. The same idea is unpleasant to teachers, who dislike the name of keeping a reform school when theirs is more largely of a different character. The present arrangement is defective, then, because it throws together these two classes of pupils; and because it does not sufficiently provide for the last class, which might be and ought to be much larger.

GRADED SCHOOLS INJURED BY CHANGE OF PUPILS.

The design of grading schools is to have, in one room, a class of pupils at very nearly the same stage of progress. Thus, the explanation of a principle will not be lost upon any for want of previous knowledge, and the progress may be rapid. But in nearly all the schools there are those whose irregular attendance seriously interferes with this. New pupils are constantly entering the schools from the country, where they have been taught a good deal of some things and very little of others. Many more return to school after sickness or absence from town in the middle of the year, and find themselves behind their own class and in advance of the one below them.

SCHOOL CHILDREN OF FOREIGN BIRTH.

Scattered through the schools there are numbers of Germans, French, Norwegians, and other immigrants who cannot speak English. Some of these are well instructed in their own tongue. It is interesting to see how well many of them can write. But they need to commence reading in the most elementary books; and so they must often be placed in a school of children much younger than themselves. For all these, and more who might be mentioned, as well as for the improvement of all our schools in grade and progress, this school for special instruction is needed. In its organization one room should be set apart for the disorderly and the truants; and before them might be the constant hope of promotion, for good behavior, to the other rooms. In these other rooms each pupil should receive that special and individual aid which he needs, and which he cannot well receive in the graded schools.

DRAWING SCHOOL.

In compliance with the law requiring every city having a population of more than 10,000 inhabitants to provide free instruction in drawing to persons over fifteen years of age, a school was opened, when over 200 candidates for instruction applied, being more than accommodations allowed, but on examining the list it was found that none could reasonably be excluded, except pupils from the day schools, for whom instruction is already provided. Omitting these, and such as were in any way deterred from entering the school, there remained 145—136 men and 9 women. These were organ-

* Since the publication of Mr. Marble's report the following has been published: Five acres of land in Worcester have been set off as a site for the new State normal school, for which the last legislature appropriated $75,000. The State board of education is to have charge of its erection.

ized into two classes for free hand drawing, each meeting two evenings a week. After these classes were opened, many others applied for admission, but after some progress had been made, beginners could not so profitably commence; the classes were full, the enterprise was new, the strength of the teachers limited; it was not thought best, therefore, to open a third class. In respect of age there were 49 under twenty, 61 between twenty and thirty, 28 between thirty and forty, 4 between forty and fifty, 2 between fifty and sixty, and 1 over sixty. In respect of occupation, there were machinists, 42; carpenters, 26; pattern-makers, 7; teachers, 9; masons, 3; farmers, boot and shoe makers, clerks, and architects, 4 each; organ-builders, book-keepers, painters, armorers, and engravers, 2 each; insurance agents, civil engineers, reed-makers, engineers, upholsterers, molders, wire-drawers, blacksmiths, 1 each; miscellaneous, 24. Since the class started very few have dropped out. More than half the class walk two miles to get the lessons, and more than two-thirds of them are in their seats half an hour before the time of beginning.

METHOD OF INSTRUCTION IN DRAWING.

All the instruction in these classes is oral. The teacher illustrates with crayon at the board, at first drawing in advance of the class the figure he wishes them to copy, and, further on, showing what perspective is by models, cubes, cones, spheres, and a few other simple forms before the eye, and their representation by lines upon the board. In the mechanical classes the projection of any object upon the vertical and the horizontal plane is shown by a small blackboard hinged in the middle. When placed at right angles the two planes are seen; when open, it appears the ordinary surface on which the two planes must be represented. In this simple, practical way, principles are elucidated—not mystified by abstract definitions. Each pupil is provided with paper, pencils, rubber, and a simple drawing-board only, except that the mechanical class have a simple set of instruments; a pair of adjustable dividers, a pen, a scale, a T-square, and a triangle.

THE TEACHERS.

Of the 140 teachers at present employed in our schools, 29 have been engaged within the year. Part of these are graduates of our training-school. The others have, for the most part, been purloined from the smaller town, at whose expense their experience and practical skill have been acquired, and where their services were still needed. By the same unjustifiable practice, some of our best teachers have been lost to us. More of them have been removed by matrimony; a cause more natural, and hence more difficult and less desirable to prevent.

The average length of time female teachers continue in the business here is about four years. Ninety-three per cent. of all our teachers are females. Very likely and properly this per cent. will continue to be nearly as large. For reasons beyond the control of society, and higher than human laws, their time of service will, as a rule, continue to be short. But frequent change in the corps of teachers is injurious. There should be a conservative element among them—a class permanently employed.

YOUNG MALE TEACHERS DIMINISHING IN NUMBER.

Statistics show that the proportion of young men engaged in teaching is smaller than it was twenty years ago. But there is an army of agents urging upon the public that which is not desirable, and of persons courting success in unproductive employments for which they are not qualified. If the men of talent among these would fit themselves to be teachers, and engage in this noble work, they would become useful members of society, and, in elevating humanity, find themselves ennobled, and their self-respect restored.

LOSS OF MALE TEACHERS TO BE REGRETTED.

The policy which has driven young men from this profession is not good. To retain in it in sufficient numbers those whose ability may illustrate its capacity for good, requires a change in the popular estimate of its importance.

ENTHUSIASM OF THE TEACHERS.

The teachers of our schools have entered into several plans for their own improvement, proposed during the year, with an enthusiasm which shows them to be in earnest in their own work. With a few exceptions, the teachers' meetings have been well attended. Nearly 90 per cent. of the whole corps attended the county convention at Southbridge.

AVERAGE ATTENDANCE.

The average daily attendance of pupils has been 91 per cent. of the average whole number belonging to the schools. During the summer term the small-pox prevailed in the city to an alarming extent, and many children were withdrawn from the schools on that account. This will probably fully explain the decrease of about .007 from the per cent. of last year. After every allowance has been made for necessary absence, the number of pupils who attend school with no regularity is alarmingly great. There can be no good reason for the constant absence of one pupil from every eleven, or the absence of each scholar one-eleventh of the time. The cost of the schools is the same as if all were present. By these absences, then, nearly 9 per cent. of this expense is lost. By the rules of the school board, "sickness, domestic affliction, and absence from town, are regarded as the only legitimate causes of absence or tardiness." To enforce this rule, it is generally necessary only to point out to parents and guardians the evils of irregular attendance, both to their children and to the schools. But if moral means fail, the ultimate remedy is expulsion from school; that is, to cure the evil of occasional absence, we compel constant absence. As may well be supposed, such a remedy is applied with great hesitation. For those who willfully or carelessly detain their children from school, it is worth considering whether some other means should not be used. What right have a few persons thus to defeat almost 9 per cent. of the good our schools might accomplish?

PARENTS RESPONSIBLE FOR IRREGULAR ATTENDANCE.

The right of the parent to control his own children is admitted on all hands. But that control is limited. He cannot take their lives, as he could under the Roman law; he cannot deprive them of food, nor of at least a little education. And so, when they are once in school, he is morally bound that their irregularity shall not retard the general progress, and thus infringe upon the rights of others. Besides irregular pupils, there are children under fifteen years of age who do not, even nominally, attend school more than one term in a year, if at all. This leads to the question whether it would be right to make

ATTENDANCE COMPULSORY.

As intimated above, other rights are to be considered besides that of the parent over his child. The child himself, every human being, has a right to such a training as will fit him for usefulness and enjoyment, just as he has a right to care, food, and raiment in the helpless years of infancy. The parent who abandons an infant may be punished; so should he be punished who neglects the education of his child. The infant would perish. The child in ignorance may live in wretchedness and toil, to curse his parents, and by his blighted life to reproach society, if not by crimes, to visit it with retribution for the evil it should have prevented.

Society, then, has rights. It is of the highest interest to us, each, whether our fellow citizens are intelligent or ignorant. We are all concerned whether in the future our children are to live in an educated community, or in the semi-barbarous state of prevailing ignorance. It is a shame that any intelligent freeman—and no others are free—can stand at the ballot-box and see his vote canceled by some ragged, unkempt sot, whose leering eye cannot see, nor his benighted mind comprehend, the printed ballot he casts. Where this is possible, democracy is a sham. To establish firmly republican institutions, such a thing must be made impossible. In self-defense, therefore, and not from benevolence merely, the State has established free schools. But this defense is not complete while those who know not the advantage of those schools may desert them. To secure the education of children, the law of this State imposes a fine upon all parents who do not send their children to school, at least twelve weeks each year, from the age of eight to fourteen years; and another law, fixing a penalty upon all persons in whose employ children are found, under twelve years of age, who have not attended school eighteen weeks within the twelve months next preceding such employment, or between twelve and fifteen years of age, who have not attended school eleven weeks during the preceding year.

ATTENDANCE OF WORKING CHILDREN.

During the past year a large number of children have been sent to school from the manufacturing establishments of this city; and to the credit of the proprietors be it said, not one of them has failed to comply with the law in its true spirit as soon as they learned its existence. To them it had been unknown, and under the first of these two laws children are in school to-day who otherwise would be in the street. Not the infliction of the penalty, but the fear of it, keeps them there. To the credit of the city be it said, these unnatural parents number less than a dozen. One hundred and five weeks at least, or a little more than two and a half school years, the child

fifteen years of age, born in this State, must have attended school. This little is important; it may create a thirst for knowledge which will lead to further search; but it is very little, and wholly inadequate, if intelligence is the qualification for citizenship. At this point the State's defense is weak.

THE TRUANT SCHOOL.

The committee on the truant school report that "under the State law, which requires cities and towns to make all needful regulations concerning habitual truants, this school was established at the City Farm, by an ordinance of the city in 1863. It was opened in December of that year, and was in charge of a board of truant commissioners. By a change in the law, in the year 1867, the care of this school passed into the hands of a committee of the board of overseers of the poor. The expenses of the school, which previously had been included in the cost of maintaining the poor, have since that time been made a distinct item. The yearly cost of each boy is about $170. This outlay accomplishes more than the education and reformation of a single boy, though, when we consider from what he is saved, this seems but a small expense. The fact of truancy implies the absence of proper parental care; and he who when left to himself forsakes his school, will not fail to receive on the street an education in the school of vice. To save a boy from the consequences of such conduct is worth more than $170, and many an instance can be shown of a vicious, idle wanderer transformed at this school into a well-behaved and studious boy. But great as the benefit, in most cases received at this school by the pupils themselves, is believed to be, this is but a small part of the good it accomplishes. By a wholesome regard for its restraints, many an idler, in inclination and wish, is retained in school."

The superintendent of the alms-house has the general care of those sent to this school. He attends to feeding and clothing them, and gives them such liberties about the premises as their conduct entitles them to receive. A teacher assembles them for instruction and study four hours a day in summer and five hours in winter, and in the teaching reference is had to fitting them for re-entering the graded schools.

NUMBER OF TRUANT CASES.

During the year the truant officer has attended to 2,441 cases of absence from school from unknown causes, reported by the teacher. Of these, 1,180 were returned to their schools. One hundred and forty-eight boys, inclined to truancy, have been assigned to their schools by the overseers of the poor, which is the first step toward the truant's school. Of these, 28, who persisted in their truancy, have been arrested and brought before the municipal court. Eighteen of the number have been sentenced to the truant school for terms varying from six months to two years, while the cases of others have been placed on file.

THE METHOD OF THE OPERATION OF THE LAW.

The route to this haven is now pretty well understood by the truants of the city. If absent from school without known and valid excuse, they are reported by the teacher and visited by the truant officer; if this is repeated, they are assigned to the school which they ought to attend by the overseers of the poor; if they continue on the voyage, they find themselves safe in this school and away from a like temptation. As seen above, only a small proportion go beyond the first steps.

DISCIPLINE.

In the discipline of these boys, corporal punishment is resorted to in cases where it seems necessary. But this means is not relied on wholly. Every one understands that by obedience, punctuality, and faithfulness, he may secure many privileges and larger liberty. And the committee have thought that even more may be done in this direction. What these boys need is a prudent foresight and self-control, ability to see a great good before them in the future, and the power to refuse present gratification for the sake of attaining it. Without this, they ran away from school; with it, they would have anticipated the rewards of faithful study. It must, then, be developed in them as far as possible while here.

HARVARD UNIVERSITY.

[From the Annual Report for 1869–'70 of the President of Harvard University, Charles W. Eliot.]

STATISTICAL SUMMARY OF STUDENTS.

Under-graduates	563
Theological students	36
Law students	120

Students attending the medical lectures	306
Students in the dental school	16
Students in the Lawrence scientific and the mining schools	52
Resident graduates	4
Graduate scholars	2
Students attending the university lectures	13
Episcopal theological students	10
Total number of students in attendance	1,122
Amount of university funds invested	$2,387,232 77
Income from investments	$160,623 89

INCREASE IN NUMBER OF PROFESSORS.

The adoption in the college of the elective system has rendered necessary the appointment of a large number of assistant professors and tutors. A third resident in the divinity school has been appointed. An addition of five to the corps of observers at the astronomical observatory was made during the year, and a professor of palæontology was appointed in the school of mining and practical geology; also, instructors in mining and metallurgy. In the medical school an assistant professor of materia medica, and in the dental school an adjunct professor of mechanical dentistry, were appointed.

INCREASE OF SALARY.

From the beginning of the year, the salary of the college professor doing full work was raised from $2,400, with an annual grant of $600, to $4,000 a year. At the same time the salary of the assistant professor was fixed at $2,000, while that of the tutor remained at $1,000. In order to induce the better class of young men to embrace an academic life, it is remarked, the salary of the professor must seem to the aspirant sufficient to secure him against a harassed manhood and a pinched old age; a sure, if slow, promotion must reward every successful young teacher.

ELECTIVE STUDIES.

Room was made for a large extension of the elective courses of study, by abridging somewhat the previously existing course of required studies. In addition to the required work, each senior and junior was obliged to take two, and might take three electives, each of three hours a week; and each sophomore was obliged to take four electives, each of two hours a week. The fact is given as worthy of mention, that only 25 seniors out of a class of 129, and 45 juniors out of a class of 161, confined themselves to the minimum of two electives. It was also arranged, in most departments, that any student of a higher class might pursue with a lower class any elective course which he had not taken in a previous year; and that any student of a lower class might pursue any elective course with a higher class which he was qualified to study with advantage. The faculty of the theological school decided at the commencement of the last year to admit to the full course students who had no knowledge of the Greek and Latin languages; but, under the apprehension that this limited preparation will not only be in most cases a disadvantage to the student himself, but tend to lower the standard of theological education in the university, this decision has been modified to the former terms of admission. In the law school, lectures from practical lawyers have been introduced with marked success.

CHANGES IN STATUTES.

The practice of giving degrees for residence merely is done away with; henceforth the degree of bachelor of laws is to be given on examination. The regulation permitting the conferring of the degree of master of arts upon every bachelor of arts of three years' standing has been repealed, and after commencement, 1872, no degree will be conferred, whether in arts, law, divinity, medicine, or science, without examination.

THE APPOINTMENT OF A NEW COLLEGE OFFICIAL.

It being conceded that the duties of the president of the college were too arduous, and that he should be relieved of the immediate charge of the college administration, a new statute was adopted, defining the duties of the president, and another statute creating the new office of dean of the college faculty, and defining the duties of the dean; by which change, nearly three-fourths of the labor hitherto performed by the president now devolves upon the dean.

THE DUTIES OF THE DEAN.

His is a very responsible and laborious office. He has the immediate charge of the students, of their studies, record of conduct and attendance, scholarship, beneficiary

aid, and in general the superintendence of the clerical and administrative business of the college. It is provided that the dean shall be a professor of the college. The salary was fixed at $4,500 a year; and Professor E. W. Gurney was appointed to the office.

CHANGE OF TERMS.

Another statute was passed by the corporation in the month of May, defining the academic year, and making term-time the same in all the departments of the college. The winter vacation is shortened, and the summer vacation lengthened by three weeks, the original reason for the long winter vacation having ceased to exist, since the undergraduates no longer keep district schools for three months in winter.

UNIVERSITY STATUTES TO BE REVISED.

It is stated that the statutes of the university need revision; that there is no complete collection of them, either in print or manuscript, and that the work of revising and compiling them has been commenced.

DIVINITY AND SCIENTIFIC SCHOOLS REFUSE ADMISSION TO WOMEN STUDENTS.

The fact is stated, without comment, that in the month of August, 1869, a young woman made formal application to the corporation for regular admission to the divinity school; and, in the month of February, another young woman made application for admission to the scientific school; both of which applications were refused by the corporation.

IMPROVEMENTS IN BUILDINGS.

Extensive repairs and improvements were made in buildings of the university during the year. Thayer Hall was begun and completed in 1869–'70. It contains room for over 100 students. Its net income is from $10,000 to $11,000. The cost of the building, without grading, was over $100,000, paid for by Mr. Thayer—the most munificent gift ever made to the college.

The organization of the school of agriculture and horticulture is begun, which is to be established in connection with the university, under the trusts created by the will of Benjamin Bussey. Contracts have been executed for the erection of a stone building to cost about $45,000.

BEQUESTS.

Among other bequests received by the college, it is stated that Miss Rebecca A. Perkins bequeathed $1,000 for the benefit of indigent under-graduates; and Rev. Adams Ayer has given a like amount for the benefit of the divinity school. A gift of $1,000 has been made to the botanic garden by the same person who has given that sum to the garden anonymously for several years past. The Massachusetts Society for the Promotion of Agriculture has appropriated $3,000 per annum for the term of five years for the support of a laboratory, and for experiments in agricultural chemistry to be conducted on the Bussey estate.

LANDS ADDED.

Important additions were made to the territory of the university grounds in 1869–'70. A tract of land was bought for $15,000, containing about five acres, to be used for the purpose of a play-ground. A piece of land which adjoined and projected into the observatory estate, about seven-eighths of an acre in area, was bought in order to protect the observatory against the chance of injury through the proximity of houses or other buildings.

BOATING ENCOURAGED.

To encourage boating, the corporation paid $1,080 for a piece of marsh land by the river side, "to be occupied for a boat-house and the usual incidental uses."

In June, 1870, Mr. Henry W. Longfellow and other friends of the college presented to the president and fellows about seventy acres of salt marsh lying on the Brighton side, above the Brighton street bridge, for use as gardens, public walks, ornamental grounds, &c.

TAX REMITTED.

In view of recent decisions of the supreme court of Massachusetts, the city of Cambridge exempted a portion of college real estate from taxation in May, 1870, which had previously paid taxes to the amount, per year, of $2,500. The corporation propose to appropriate the money thus saved to improvements on college grounds.

FIFTY YEARS OF AMHERST COLLEGE.

The following is from the Boston Advertiser's report of Rev. Professor Tyler's historical address, delivered at Amherst, Wednesday, July 12, the day before commence-

ment, on the occasion of the fiftieth anniversary of the founding of Amherst College; which occasion was celebrated at the last commencement by an unusual gathering of the alumni of the college.

After a graphic sketch of "the dedication to the service of God and the great Head of the Church" of the South College, he proceeded to an analysis of the national and social conditions of those days. A charity fund of $50,000 was the money foundation of the college. Forty-seven students in all entered the college as members of the four classes at the first examination.

"The educational institutions of those times were also in their infancy, imperfectly manned, poorly furnished, and scarcely at all endowed. Endowments were meager, the course of study limited, and the idea even of a university with studies wholly elective had not yet dawned upon the darkened minds of presidents and professors, or even of the most progressive sophomores and freshmen. The decade which immediately preceded the founding of Amherst was, however, one of great political, mental, and religious activity, and among the educational and charitable institutions which date their life from this period are Princeton Theological Seminary, Yale Divinity School, and the American Bible and Educational Societies.

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"The idea of Amherst College, the first public proposition from which a definite result has developed, originated with the Franklin County Association of Congregational Ministers, at the house of Rev. Theophilus Packard, in Shelburne, May, 10, 1815. Later the preposterous project for the removal of Williams College to Amherst was peremptorily ended by the legislature, and on the 29th of September, 1818, a convention of pastors and laymen, representing forty parishes in the four western counties of Massachusetts, met in Amherst and approved the plan of the trustees of Amherst Academy, then flourishing in the vigor of its fourth year, to found a college and endow it with a charity fund of fifty thousand dollars. Noah Webster delivered the address at the laying of the corner-stone of South College, August 9, 1820. There were present on that occasion the Christian men and women of Amherst and the surrounding towns, the foremost of whom were Colonel Rufus Graves and Nathaniel Smith, of Sunderland, and Fowler Dickinson, esq., and Hezekiah W. Strong, of Amherst. Professor Noah Webster, while laying the deep foundation of his philological fame, gave also some of his best and most earnest labors to the infant institution at Amherst. Of all these noble pioneers in the cause of liberal education Professor Tyler speaks in terms of most unqualified gratitude and admiration. Passing onward, he sketches the first faculty of the college, President Moore, Professors Olds and Easterbrook, and Tutors Field and Burr; the doubts, difficultics, and obstacles through which they struggled, and over which they triumphed; and gives a more detailed review of the second administration, that of President Humphrey, under whom, says Professor Tyler, Amherst College was created. His first great battle was that of the charter; a war, rather, in which Moore had fallen, and in which all the strength of sectional prejudice, local envy, rival interests, hatred of orthodoxy, and hostility to evangelical religion were arrayed against the college. But the right cause triumphed at last, and on the 21st of February, 1825, the charter of Amherst College was won. In February, 1827, the college chapel was dedicated, and in 1828 the new North College was erected. Pecuniary aid, refused by the legislature, was supplied by the people, and Amherst rose rapidly in power and position. The first fully organized faculty under the charter appears on the catalogue of 1825, and from their names may be judged the character of the workmanship and material which entered into the foundation of Amherst College. Four have finished their course, and may therefore be spoken of without flattery or prejudice. They are all names of world-wide fame. During President Humphrey's administration students increased rapidly, college societies flourished, and the college passed successfully its experimental stages. Soon after, however, the tide of prosperity began to ebb; perpetual solicitation for funds had wearied the friends of the college; students decreased; disaffections were rife, and embarrassments thickened till the faint-hearted despaired and the strongest minds doubted. Professor Hitchcock was just the man for this emergency, and, says Professor Tyler, 'his personal reputation and his wise policy—I repeat it, and I mean just what I say—his personal reputation and his wise policy saved the college.' Then Williston, Hitchcock, Woods, Sears, Phillips, and others began those generous benefactions which they so liberally continued, and which have proved the life-blood of the institution they nourished. The college, under the Hitchcock administration, took a new departure; subscriptions were abandoned, debts averted, peace at home and abroad established; and the problem of existence and efficiency forever solved.

"The prominent events and attainments of the college since the accession of the Rev. Dr. Stearns to the presidency are next reviewed, more briefly than those of his predecessors; honorable mention made of the liberal donors of the past few years, Dr. Walker and Mr. Stearns; a sincere word of praise bestowed upon the treasurers and secretaries of the college, models of fidelity and integrity, and the history closes with an eloquent tribute to the alumni of Amherst and to their services for their country

and the world, depicting the thrilling days which followed the opening of the rebellion in 1861—and none who were in Amherst then will ever forget them. The address concludes with a far-reaching, prophetic view of the mission of Amherst College in the future, and the noble and commanding results which it will yet achieve."

DR. SAMUEL HARVEY TAYLOR.

The sad bereavement suffered in the death of this eminent educator and Christian minister finds expression in the memorial address by Professor Edwards A. Park, published in the Bibliotheca Sacra. A brief abstract of the address only can be given here.

Dr. Samuel Harvey Taylor was a descendant of devout Scotch ancestors, who first left their homes for the North of Ireland, to escape the persecutions of the Covenanters, and afterward emigrated to this country and established themselves in Londonderry, New Hampshire. Inured to hard labor on a farm from early childhood, his classical education began at the age of eighteen, when, in consequence of being thrown from a wagon, he lost in some degree his power of physical endurance. He had manifested a passion for books from early childhood, and he now commenced his preparation for college with intense delight, and studied with such vehemence that after but two years of preparation he entered the sophomore class of Dartmouth College. He spent his winter vacations in teaching district schools, and graduated with honor in the class of 1832; entered upon the study of theology in the seminary at Andover, in the mean time acting as assistant principal of Phillips's Academy, and again as tutor in Dartmouth College, preaching in some pulpit upon the Sabbath, and still spending his winters at Andover. He was an acceptable preacher, with warm and zealous religious feelings, but he declined the pastorate of an important church he was urged to take, and, after graduating at the theological school, commenced his work as principal of Phillips's Academy, in which he was eminently successful, being beloved and reverenced by nearly all his pupils. The number in attendance more than doubled during his administration, the fame of his teaching attracting young men from the plantations of Georgia, the cotton-fields of Louisiana, the banks of the Ohio and Mississippi, and the Canadian Provinces. He was an educator by nature. His stalwart person, sonorous voice, and strong emphasis; his great reputation for success in teaching; his example of punctuality, energy, and enterprise, gave a distinct force to his admonitions. To these requisites he added a passion for training the youthful mind. He was in his element when his pupils were before him and his words were summoning them to exertion with a kind of talismanic force. He was constitutionally fitted for a disciplinarian. Professor Patterson, now a Senator at Washington, one of the descendants of the Londonderry colonists, says: "Profound convictions, an inflexible will, and strong sensibilities are the natural inheritance of our people." Dr. Taylor shared largely in this inheritance. He had a stern conscience, a keen sense of duty, a deep regard for obligation. In his eye subordination was the first virtue of the pupil; he was the stern foe of the proud and unyielding, and sometimes probably denied them real justice. The thoughtless and idle pupils disliked him, and yet when they became responsible for boys they often placed them in his care. One of his pupils says: "To come under his influence was to move into a new system of gravitation; every one, even the dullest, felt that now he was expected to accomplish something. He increased his authority by maintaining a reserve toward us, which, indeed, he seldom relaxed until we had left his care as pupils and met him as friends, when his manner became in the highest degree frank and cordial. We were called up with great rapidity, and trained to tell promptly and concisely what we knew. Woe to the boy who professed to understand what he did not; no matter how smoothly he could repeat it, the fraud was instantly detected, and exposed without mercy." He was a model of patience in helping dull scholars, if they were industrious; a very model of perseverance in explaining the text until he made it clear to obtuse minds, if they meant well. He ascertained the circumstances of his pupils, knew their fears and their sufferings. He dispensed charities with singular prudence, and without letting his left hand know what his right did. He was an enthusiastic classical student and scholar. When he first studied the Greek accents he was transported with delight; he loved the Greek verb, and felt a personal interest in the Greek syntax. An offense against the laws of the Latin language seemed to be a personal injury to himself. It is not claimed that he possessed all the qualifications of an eminent teacher, though he possessed many remarkable qualifications for the office; and while some teachers may have avoided his faults, but few have surpassed his merits. He died very suddenly on Sunday morning, the 29th of January, 1871, in the academy where he had so long taught, falling near the door of the chapel, toward which he was hastening to teach his Bible-class.

MASSACHUSETTS STATE TEACHERS' ASSOCIATION.

The twenty-seventh annual meeting of this association was held in Boston, October 20, 21, and 22, 1871. The first address was delivered by Professor Agassiz, of Cambridge, who spoke of some of the defects of the public schools. He criticised the methods of teaching as defective, developing little else than the memory. Teachers are required to teach too many studies. Classes are too large, and too much reliance is put upon text-books, many of which are almost worthless. Things themselves should be taught in place of the verbal exposition of things. Normal schools should be furnished with the means of fitting teachers to teach the elements of the physical sciences. Teachers should be prepared to unfold to pupils, in a clear manner, the history of the earth. Rev. A. P. Peabody gave an address on the subject of "Words." The question, "Is it advisable to continue the study of grammar in its present artificial form?" was treated by Miss Jellison, of the Girls' High and Normal School, in a paper full of force, wit, and sharp quotations, showing that the use of grammar, as taught in our public schools, was nonsensical and harmful. The subject was discussed by Mr. Greenough, of the Normal School of Rhode Island; Mr. Leighton, of Melrose; Mr. Hill; Mr. Howison, of the English High School, Boston; Mr. Greene, of the Oread Institute, Worcester, and others, in a manner which showed that the speakers had devoted much thought to the subject. Professor Ternault, of the Normal School, gave a very interesting lesson on free-hand drawing. Papers were read by Mr. H. H. Lincoln, master of Lyman School, East Boston; by Mr. J. D. Philbrick, superintendent of public schools of Boston, who urged the payment of higher wages to teachers; Mr. L. M. Chase, of Boston; and Mr. Emerson, superintendent of public schools in Newton. Mr. N. A. Calkins, superintendent of primary schools in New York, talked of "Object-teaching," and Hon. Joseph White, secretary of the board of education, spoke at length upon a "State educational tax," advocating a tax apportioned to cities and towns according to actual attendance.

TECHNICAL EDUCATION.

In scientific and technical education Massachusetts is in no ways deficient, when compared with other States, as the admirable *Institute of Technology*, at Boston, testifies. This institute, having been made a sharer in the United States grant in aid of colleges of agriculture and the mechanic arts, dividing the grant with the Agricultural College at Amherst, is noticed in Professor Gilman's report upon the "National Schools of Science," pages 427–444 of this volume. The substantial building possessed by this institute, and the fund, arising from the gifts of benevolent men, in addition to the State and national aid granted to it, with its excellent corps of instructors, and its already large attendance, numbering some 224 students, place it upon an assured basis as one of the best of the schools for scientific and technical training and culture. For the technical training of those who intend to work at mechanical trade, there seems requisite some modification in plan of the rapidly increasing scientific schools. This need appears to have been admirably met in the institution at Worcester, where the experiment of combining training in practical working mechanics with theoretical culture has been successfully solved, and the model of an institution, which will ere long be deemed an imperative need to every manufacturing center, there furnished. We give a brief account of this admirable institution, which has received the merited praise of some of the ablest foreign observers.

The Free Institute of Industrial Science at Worcester, established by funds contributed by John Boynton, esq., and Hon. Ichabod Washburn, and now under the charge of Professor C. O. Thompson, was dedicated November 11, 1868. It provides for a junior, middle, and senior class, having an attendance, according to the last report, of 89.

The aim of this institute is peculiar, being designed to give instruction in those branches not usually taught in common schools, and which are essential and best adapted to train the young for practical life, especially such as are intending to become mechanics, manufacturers, or farmers.

The plan of instruction embraces recitations, in small divisions; practice, actual work in the machine-shop, beginning at the middle of the junior year; lectures and examinations in the departments of mechanics, civil engineering, chemistry, architecture, and designing.

The course of study embraces chemistry, physics, geology, mechanical engineering, civil engineering, architecture, drawing and designing, and language.

The institute has two buildings, one having rooms for lectures, recitations, drawing, library, and a thoroughly equipped laboratory, and the other used as a shop for practice.

It has graduated its first class of sixteen, who, with ease, at once secured honorable and lucrative employment.

(Hon. Joseph White is the secretary of the State Board of Education. Adresses of city superintendents will be found in the tables of cities, pages 574–605 of this volume.)

MICHIGAN.

[From the Thirty-fourth Annual Report of the Superintendent of Public Instruction, for the year 1870.—Hon. Oramel Hosford, Superintendent.]

	1869.	1870.
Population of the State, United States census		1,184,059
School population of the State, five to twenty years	374,774	384,554
Number attending school	269,587	278,686
Number attending school under five or over twenty years		6,404
Number of counties in which schools are reported		64
Average number months of school	6.3	6.9
Number of districts failing to have school the legal time		135
Number of districts having no school		73
Number of male teachers	2,354	2,793
Number of female teachers	7,895	8,221
Total number of teachers	10,249	11,014
Average monthly wages of male teachers		$52 62
Average monthly wages of female teachers		$27 31
Total amount paid for teachers' wages	$1,177,847 86	$1,398,228 59
Estimated number of pupils in private schools		9,613
Number of private schools		139
Number of visits to schools by county superintendents		6,621
Number of graded school districts		
Number of school-houses	4,921	5,111
Value of school-houses	$5,331,774 00	$6,234,797 00
Amount paid for building and repairing	776,074 00	852,122 62
Amount raised by rate-bill	94,752 55	
Amount from tax on dogs		25,893 81
Total resources for the year		3,154,221 23

SCHOOLS.

The report from all the schools of the State is, that the past year has been one of continual success. Seldom has anything occurred to disturb the quiet of the school-room, and unusual prosperity has attended the labors of both pupils and teachers.

The results predicted in reference to the beneficial effect of the free-school system are already partially realized; there is a manifest change in the average length of the school, as well as in the number of pupils in attendance. In some counties the school year has been increased from four and five months to seven, eight, and in some instances even to nine months, and an attendance of less than 50 per cent. of the enrollment has been increased to 60, and even 75 per cent. In other counties less time has been given to the school year, and a much less average of attendance has been secured; yet in these counties, at the last annual meeting, it was decided by vote that the time should be lengthened, and several months were added to the former school year.

In a number of the schools in many counties the school term has been divided into three portions instead of two, with the most gratifying results. It has long been known that those schools which were continued through the months of July and August were of comparatively little worth. Many, numbering from 40 to 50 pupils, were reduced in these warm months to less than 20, and often to less than a dozen. Where this change has been made there is secured a more uniform attendance, a greater interest in the school, and more rapid and thorough progress in study.

The number of counties in which schools are reported is 64, one more than last year. There is an increase of 30 in the number of townships reporting, and an increase of 9,780 in the number of children in the State of school age, a much smaller gain than in the previous year, owing to a depression in the mining interests; the average annual increase of children for the last ten years being reported as 13,787. The increase in the number of children attending school over the previous year is 9,099. This, however, does not show the full increase, for the reason that since the abolition of the rate-bill many teachers have supposed it was not necessary to keep or return any roll of the pupils. The number of districts thus failing to report is 142 more than last year.

GRADED SCHOOLS.

The number of schools reported as graded are 231, or five less than last year. In these districts are 134,634 children, or over one-third of all in the State. The number

attending school is reported at 91,692, but fifteen districts, with 4,612 children, do not report the attendance. The whole should be as much as 95,000. The amount paid by these districts to 1,549 teachers was $610,478 35, or 40 cents per month for each person of school age. The same expense per child in the State, including the graded schools, averaged 52½ cents. If we take the remainder of the State separately, it will not be less than 54 cents. So the figures show, as in former years, that the large schools, which pay the highest wages, are the cheapest.

SCHOOL-HOUSES.

There have probably been more school-houses erected during the past year than during any one year before.

A very fine school edifice has been completed in Marshall, which, in contrast with the old style, shows the great advancement made in the school architecture during the last fifteen or twenty years.

The new edifice in Battle Creek is one of rare beauty. It is located on one of the highest elevations in the city, overlooking the town and the surrounding country. It is proposed to heat the entire building by the use of steam. If the plan should prove successful, it will greatly modify the present system of heating. These edifices are among the most expensive that have been erected, but a large number of the smaller towns have built houses which are a great honor to the citizens, and have taxed the people to build them quite as severely as those of the larger towns.

A very large number of school-houses have been erected in the country districts. In the more populous districts larger houses have been built, consisting of two rooms, thus permitting a partial grading of the schools; these houses, or many of them, are heated with a furnace; they have been tastefully built, and are furnished with the most approved modern seats and desks, and are well supplied with blackboards and other general apparatus.

PRIMARY SCHOOL FUNDS.

The congressional grant of school lands to the State, upon its admission into the Union, amounted to 1,068,340 acres, of which only 1,009,025 could be selected in section sixteen, thus making a deficiency of 59,313 acres; 12,590 of which, under the provision of an act of Congress, have been selected and confirmed to the State, leaving an unselected deficiency of 46,725 acres, in regard to which deficiency correspondence has been had with the Land Office at Washington; but, as yet, with no satisfactory conclusion. It is desired that the matter should be settled before all the best lands in the State are otherwise disposed of. The quantity and avails of primary-school lands sold, for the year ending November 1, 1870, is 24,582.80 acres for $98,331 20. The amount of unsold primary school land is 468,713.07 acres, and of unsold agricultural college land, 218,393.37 acres. The total amount of the primary-school fund November 30, 1870, was $2,700,834 63. The increase of the fund during the year was: Realized from primary-school lands, $105,180 86; for primary-school lands previously sold, $2,380,203 24; making a total increase during the year of $2,486,284 10. In 1860, ten years since, the total school fund amounted to $1,684,394 38; which is an increase in ten years of $1,016,440 25, and an increase of annual income in the same time of $68,954 11. The increase of the fund has fully kept pace with the increase of children, an increase of 136,687 in ten years.

TEACHERS' INSTITUTES.

The spring and autumn series of State teachers' institutes was held at sixteen different towns and cities, with a total attendance of 2,005 teachers. The interest manifested by the teachers in these institutes has not in the least abated. The numbers in attendance have never been greater than during the past year. The county superintendents have manifested the same earnestness as formerly, and the success of the institutes has been owing in no small degree to their labors.

COUNTY SUPERINTENDENTS.

It is nearly four years since the organization of the system of county superintendency. Since then great improvements have been made in the schools. The influence of the superintendent is seen in the general interest which has been excited in the schools, as shown by the number of visits which have been made by school officers during the past year, as compared with those of former years. It was formerly a rare occurrence to find school officers visiting the schools; since the appointment of superintendents, there has been a constant increase of visits reported, and although it is now less than four years since the system was inaugurated, there were reported, the last year, more than 12,000 visits from directors alone.

IRREGULAR ATTENDANCE.

Although the free schools have wrought a marked change for the better, yet a deplorable lack of promptness and regularity still exists. There is no reason why all the children of the State capable of receiving an education should not obtain it, since every obstacle has been removed which may have prevented any from study; not even poverty can now serve as an excuse for absence from the school-room. Any failure to become educated now must be owing to the most stolid indifference. This indifference exists in many places to an alarming extent. There are young men and women who were born in the State, and have been reared almost within sight of the school-house that was always open to receive them, and yet to-day are unable to read or write.

One of the prominent educators from Europe, in an address at the Cooper Institute, after praising very much many things he had seen in this country, said that in general our system of education was the best in the world, but that it needed one thing to make it perfect, and that is, that education should be made compulsory. "I should be uncandid," he further said, "if I did not frankly tell you that North Germany and Switzerland excel you in the thoroughness and universality of their systems, and this, I believe, is entirely owing to the fact that in those countries the parent has not the right to deprive the child of the excellent training which the state has provided. When the parent fails in his duty, the state stands *in loco parentis;* and this is what you chiefly need to perfect your educational system."

The free schools of this State have not been in operation long enough to determine their complete power and influence in securing the attendance of all who ought to be found in school. The results have been gratifying, but as yet fall far short of reaching the desired end. There are many of our citizens whose education is very limited, if not entirely wanting, who are utterly indifferent to the education of their children, or of those under their care. But there is evidently a change taking place among the people, and many are now beginning to feel that some measures must be taken to secure a more general and constant attendance upon the public schools. These uneducated children are, in a very few years, to be the men and women upon whom the responsibilities of society will rest. These uneducated boys will become men, and into their hands the sacredness of the ballot is to be committed. Well may we tremble when we remember those burning words of the great champion of universal education, "*An uneducated ballot is the winding-sheet of liberty.*" "The human imagination can picture no semblance of the destructive potency of the ballot-box in the hands of an ignorant people. The Roman cohorts were terrible; the Turkish janizaries were incarnate fiends; but each was powerless as a child for harm, compared with universal suffrage without mental illumination and moral principle. The power of casting a vote is far more formidable than that of casting a spear or javelin." "In the uneducated ballot is found the nation's greatest danger; but the educated ballot is the nation's main tower of strength."

COMPULSORY ATTENDANCE AT SCHOOL.

An act was passed during the session of 1871 of the State legislature requiring every parent, guardian, or other person having control of children between the ages of eight and fourteen years to send them to a public school for a period of at least twelve weeks in each school year; and in case of failure to comply with the provisions of this act, such parent or guardian to be liable to a fine of not less than $5 nor more than $20.

STATE NORMAL SCHOOL.

Since appointments have been made by members of the legislature, a wider State interest has been taken in the normal school.

No particular change has occurred since the last report. The number of pupils has been quite equal to that of any previous year. Professor Daniel Putnam, on account of the inadequate salary, felt compelled to resign, and accept a position in which he would receive a larger compensation. Mrs. Evans also resigned her position in the model school. We have been compelled frequently to part with our best teachers on account of the inadequacy of their salaries. The success of this institution depends largely upon the permanency of the professors. The number of pupils during the year was 746; number of students from the normal department, acting and trained as teachers in the experimental school, was 90; the number of instructors, 10. The normal school fund, including principal due from purchasers, together with that in the hands of the State, amounts to $67,616 69.

THE STATE UNIVERSITY.

Since the resolution was passed recognizing "the right of every resident of Michigan to the enjoyment of the privileges afforded by the university," without regard to sex,

the university is as accessible to women as to men. But one woman entered the university last year. Thirty now are in attendance; seventeen in the medical department, one in the law department, and twelve in the department of science, literature, and the arts.

In all parts of the State young ladies are found in courses of study designed to fit them for the university. The admission of women will increase the current expenses, and will also make more urgent the demand for additional room. The department of science, literature, and the arts has already grown entirely beyond the capacity of the present building.

The total number of students reported for 1870 is 1,126. Professors and instructors, 34. Number of students in the department of science, literature, and the arts, 477; in that of medicine and surgery, 340; in that of law, 309. The number of graduates for the year, 308, besides those who have received a second degree in course. The total receipts for the year were $84,922 56; expenses, $70,167 81.

The general library has been rendered more available by the completion of the card catalogue. Its value is greatly enhanced by the large supply of leading periodicals and newspapers, domestic and foreign, chiefly furnished by the public spirit of the students themselves.

Professor Watson, of the chemical laboratory, has been engaged in making zone observations with the equatorial, and determining star places, preparatory to the formation of new tables of the moon; a work committed to him by Professor Peirce, Superintendent of the United States Coast Survey.

The degree of pharmaceutical chemist, for the year 1870, has been conferred upon 28 students who have completed their course of instruction. No large collections have been added to the museum during the past year. Two alumni of the university, however, have honored themselves by making noble contributions to her material for instruction. Mr. J. B. Steere, a graduate of the literary and law departments, has made donations aggregating 412 specimens, of which 400 are chiefly insects and shells from Ionia County.

Dr. J. T. Scovell, of Central City, Colorado, donated 41 zoological and 350 botanical specimens. A large proportion of both classes belong to species not heretofore represented in our museum.

The Smithsonian Institution donated, from its store of duplicates, 142 species of British shells.

The number of visitors to the museum registered during the year ending September 1 is 6,658; an increase of 1,118 over last year.

Of the university fund, only some 200 acres remain unsold. The principal due from purchasers, and that in the hands of the State, amounts to $564,443 31.

AGRICULTURAL COLLEGE.

The number of students has been largely increased, and the general condition of the college greatly improved. The farm is rapidly improving, and will soon be in condition to furnish better opportunities for general experiments than it has done hitherto. The expense of the college to the State is already diminishing, and will rapidly decrease in the future. In a few years the proceeds from the sale of college lands will fully defray the current expenses. The State will then have a vigorous institution, permanently located, munificently endowed, and thoroughly furnished with all the appliances necessary to the successful working of all its departments. There are now 129 students in attendance, 10 of whom are ladies; instructors, 9; other officers, 4. Of the agricultural college lands 17,280 acres have been sold for $56,880.

STATE REFORM SCHOOL.

November, 1869, the inmates of the institution numbered 285. This number has been increased during the year by 89 fresh commitments, thus making the total number connected with the institution during the entire year to be 375. Of this number, 118 have been released, either by ticket of leave, permitting the individual to remain away from the institution during good behavior, but subject to recall whenever the board shall see cause, or by full discharge.

In addition to the above, the governor of the State holds the power of pardon—a power, however, rarely if ever exercised, all applications therefor being by him referred to the board of control. This is deemed the preferable course, inasmuch as the purpose of commitment is reformation, and not punishment. At this date the inmates numbered 262. In all cases of release in which the individual has neither home nor friends, where and with whom he may find such surroundings as shall promise favorably, efforts are made to provide such for him. Some of the worst cases with which we have to deal consist of those sentenced to the institution in violation of law—they having attained an age in excess of sixteen years, while law affirms that none in excess of those years shall be admitted; resulting from a desire on the part of friends to save

the youth from State prison, by giving the individual the requisite age to admit of a substitution therefor of the reform school.

The prevailing health of the institution during the year just closed has been good. The employment of inmates during the year has been mainly the same as in former years, to wit: in domestic service, including the work of dining, washing, and ironing rooms and general house-cleaning; in cane, flag, shoe, and tailors' shops; in the bakery, on the farm, and in the garden.

Efforts to escape from confinement generally prove a discouraging undertaking; inasmuch as the individual, when recaptured, again commences at the foot of the ladder of deportment, whence by slow gradations, achieved by unexceptionable deportment, he regains his lost ground, and finally reaches the point of honorable release.

The legislature of 1867 passed a law precluding from the institution all lads under ten years of age, and, in their report of 1869, the board of control asked for the repeal of that law, giving their reasons therefor. This request, either through a misapprehension of its importance, or through the press of other matters claiming attention, failed of being acted upon; and the board now desire to press the matter upon the careful consideration of the incoming legislature. The purpose of sending boys to this institution is not their *punishment*, but their *reformation*. By the original law, the age for admission was fixed at seven, and by the revised law, of subsequent date, at ten years of age; and the board ask that the revised law, or the law fixing ten years as the minimum age for admission, be repealed, and that the original law be again placed in force.

The cornet band continues to be an attractive feature in the recreations of the school. Their services on different occasions have been sought quite as much as it has been convenient to let them go. The necessary means to sustain the band have been secured by their services, by gifts of kind friends interested in their welfare, and by concerts given by themselves and a large company of their associates.

KALAMAZOO COLLEGE.

The report represents the college as enjoying its usual prosperity. The course hitherto known as the "ladies' course" is abandoned. The young women now in the college, and those preparing to enter, pursue the same studies as the young men in the same department, and are candidates for like degrees. The college has three distinct courses of study, each occupying four years, and each student is at liberty to pursue the course he may prefer. The whole number of students in attendance is 246; instructors, 12.

ALBION COLLEGE.

Various changes, for the better, have been made in the college buildings and grounds. At a recent meeting, arrangements were made to secure a larger endowment than it now has. The proposition made was to raise $100,000. Pledges have been made to such an extent as to insure the required amount. This will be a great relief to the college, and will enable it to enter at once upon a wider sphere of usefulness. The college embraces two courses of study, a classical course and a scientific course. The number of students for the year was 121; instructors, 6.

OLIVET COLLEGE.

The report of the president of Olivet College represents its condition as essentially the same as a year ago. The new edifice, which has been in progress of erection for some years past, is at length so nearly completed as to be occupied. The building is 112 feet in length by 54 in width, three stories in height, with a fourth story in the Mansard roof. Efforts have been continued during the year to secure additions to the present resources of the college.

COUNTY SUPERINTENDENTS' CONVENTION, 1871.

The convention of county superintendents held its ninth semi-annual meeting in Charlotte, August, 1871. The counties having been called upon for reports of progress, Superintendent Luce, of Branch County, said: "The greatest difficulty was not from licensing too young teachers, but too old ones. The best, or among the best, was a girl fourteen years old, whose first school numbered 47 pupils; and the worst, a man who had taught nineteen terms."

Superintendent North, of Ingham County, expressed similar sentiments. He had found the most energetic, industrious, and successful teachers to be young men and women.

Superintendent Hutchins said: "The business of education reached out so near the edge and down so near the bottom of human nature, that to expect a girl of fourteen years to master it is absurd. He had old maids of both sexes tell him that the teacher always teaches his best school first; but he didn't believe it. He should grant certifi-

cates to inexperienced boys and girls only when he was out of timber, and when it is understood that they take very small schools."

Superintendent Crowell, of Montcalm, said: "It was his experience that the older teachers were, the worse they taught. If they ever had any ambition to become good teachers, they had got beyond it."

Superintendent Goodman, of Saginaw, said the worst failure in his county the last year was made by a lady who had taught twenty-five or thirty terms.

It was stated that in Hillsdale County 75 persons under sixteen years of age now hold certificates, the whole number of certificates in force being about 390. Three adjacent counties have but three each under sixteen years of age. Reports from other counties showed that a number of young girls hold certificates that are merely complimentary, and do not entitle the holders to teach. A resolution was offered to the effect that certificates should never be granted to any applicant under sixteen years of age; but it was laid on the table. The discussion showed that the resolution fairly expressed the sentiments of the meeting. Superintendent Kellogg read a paper entitled, "Our Country: its Peculiarities, its Dangers, and its Hopes." Papers were read by Superintendent Latta upon "County Uniformity of Text-books;" by Superintendent Hill, upon "What do the Times demand in our Courses of Study?" by Superintendent Goodman, upon "The Hinderances to Success in Teaching;" by ex-Superintendent Ford, an essay on "The Place of an Educational Journal in the School System of a State;" by Superintendent Bennett, upon "The County Superintendent's Work, Ordinary and Extraordinary;" by Superintendent Antisdale, "Our Work: Its Nature, its Hinderances; How shall we perform it?" and by Superintendent Rinehart, "Are we Educating the Youth of Michigan practically, or not?"

Remarks were made by many of the superintendents in warm sympathy with the aims and management of The Michigan Teacher, and pledging active efforts to increase its subscription list in their respective counties.

INAUGURATION OF PRESIDENT ANGELL, OF THE STATE UNIVERSITY.

The inauguration of James B. Angell, LL. D., as president of the University of Michigan, is an event worthy of commemoration. The exercises consisted of an introductory address by Professor Henry S. Frieze, LL. D., followed by an inaugural address by the new president, from which the following suggestive paragraph is extracted: "Men are of more consequence than methods. Small men will accomplish little with the best methods. Men of large scope and culture will do much with any method which they will be willing to adopt. There is much discussion just now concerning collegiate methods, and it bids fair to be fruitful of good results. But under any system of college life which is likely to be followed in this country, the best work will probably be done where the students are best prepared for their study, and the professors best prepared to instruct. As the soul of a nation is in the spirit of the people rather than in the words of their constitution, so the soul of a university is in the men who compose it rather than in the plan of organization. If it is to have the highest success it must be able to command the services of the choicest teachers, and to remunerate them so that they can give their best vigor to professional work."

On the same occasion, the corner-stone of the new university hall was laid with appropriate ceremonies.

DETROIT CITY SCHOOLS.

[From the twenty-eighth annual report, for the year ending December 31, 1870, Hon. Duane Doty, superintendent.]

There were 18,717 volumes in the public library. The public-school property was valued at $413,142. An indebtedness of $15,900 thereon was paid off during the year. For buildings and lots there was expended the sum of $97,827 80. It was estimated that $20,000 more would pay for all unfinished work at that date. There were 112 schools in 23 buildings, with 143 teachers. There were 11,252 different pupils enrolled during the year, out of a school population of 26,641. The average daily attendance was 7,261. About 42 per cent. of the school population was thus enrolled, and about 27 per cent. of it in daily attendance.

There were, on January 1, 1871, seats for 8,321 pupils, or about 31 per cent. of the school population. The total amount paid for teachers' salaries, ranging from $1,800 to $300, was $61,620 25, or about $460 to each teacher.

LIST OF SCHOOL-OFFICERS.

Hon. Oramel Hosford, *Superintendent of Public Instruction, Lansing.*

COUNTY SUPERINTENDENTS.

Counties.	Names.	Post-office.
Allegan	P. A. Latta	Otsego.
Barry	T. B. Diamond	Prairieville.
Bay	F. W. Lankenaw	Bay City.
Benzie	Arthur T. Case	Homestead.
Berrien	E. L. Kingsland	Benton Harbor.
Branch	A. A. Luce	Gilead.
Calhoun	Bela Fancher	Homer.
Cass	L. P. Rinehart	Cassopolis.
Charlevoix	John S. Dixon	Charlevoix.
Clinton	J. B. Chapin	St. John's.
Eaton	John Evans	Bellevue.
Genesee	C. A. Gower	Fenton.
Grand Traverse	Solomon Franklin	Old Mission.
Gratiot	D. D. Hamilton	Pompeii.
Hillsdale	George H. Botsford	Hillsdale.
Houghton	P. H. Hollister	Hancock.
Huron	C. B. Cottrell	Port Austin.
Ingham	Elmer North	Lansing.
Ionia	Charles A. Hutchins	Ionia.
Isabella	Charles O. Curtis	Mt. Pleasant.
Jackson	W. I. Bennett	Jackson.
Kalamazoo	C. L. Rood	Kalamazoo.
Kent	H. B. Fallass	Fallassburgh.
Keweenaw	R. C. Satterlee	Eagle River.
Lapeer	J. H. Vincent	Lapeer.
Leelanaw	S. S. Steele	Northport.
Lenawee	Willard Stearns	Adrian.
Livingston	P. Shields	Howell.
Macomb	S. H. Woodford	Mt. Clemens.
Manistee	J. W. Allen	Manistee.
Marquette	Harlow Olcott	Marquette.
Mason	J. E. Smith	Ludington.
Mecosta	H. C. Peck	Big Rapids.
Midland	Isaac Swift	Midland.
Monroe	Elem Willard	Monroe.
Montcalm	E. H. Crowell	Greenville.
Muskegon	George S. Hickey	Muskegon.
Newaygo	Cyrus Alton	Newaygo.
Oakland	J. A. Corbin	Pontiac.
Oceana	A. A. Darling	Hart.
Osceola	Norman Teal	Hersey.
Ottawa	C. S. Fassett	Spring Lake.
Saginaw	J. S. Goodman	East Saginaw.
Sanilac	George A. Parker	Port Sanilac.
Shiawassee	E. G. Cook	Owosso.
St. Clair	G. R. Whitmore	Marine City.
St. Joseph	L. B. Antisdale	Nottawa.
Tuscola	S. N. Hill	Vassar.
Van Buren	H. J. Kellogg	Lawton.
Washtenaw	George S. Wheeler	Ann Arbor.
Wayne	L. R. Brown	Rawsonville.

MINNESOTA.

The latest published State report of the superintendent of education is by Hon. H. B. Wilson, made December 5, 1870.

SUMMARY OF STATISTICS.

Population of the State, United States census of 1870	439,706
Number of organized counties in 1870	56
Number of counties making school reports in 1870	54
Number of districts in the State in 1870	2,625
Number of districts reporting in 1870	2,479
Number of children in the State between five and twenty-one years of age in 1870, (males, 80,110; females, 75,657)	155,767
Number of persons attending school in 1870	110,590
Increase for the year	11,395
Number not attending school in 1870	45,177
Increase in non-attendance	2,849
Number attending summer schools in 1870	70,889
Increase for the year	6,440
Number of teachers for the year, (male, 1,336; female, 2,775)	4,111
Increase for the year, (male, 181; female, 155)	336
Whole amount paid for teachers' wages in 1870	$432,443 02
Increase for the year	$71,745 52
Number of school-houses in the State in 1870	2,119
Increase for the year	190
Value of all the school-houses in the State in 1870	$1,582,507 81
Increase for the year	$242,816 93
Number of school-houses built in 1870	242
Amount received from school-fund in 1870	$289,480 09
Increase for the year	59,933 54
Amount apportioned from permanent school-fund in 1870	176,806 35
Increase for the year	29,337 90
Amount received from taxes voted by districts in 1870	500,928 43
Increase for the year	151,244 12
Amount expended for school purposes in 1870	1,036,098 62
Increase for the year	212,526 80

NUMBER OF CHILDREN OF SCHOOL AGE.

The number of persons of school age has more than doubled in the last six years. One hundred and forty-six districts have not made any return of the number of persons between five and twenty-one years, the school age; but by giving to each a number equal to three-fourths of the average number of those which have reported, the superintendent estimates as not reported 6,632, which, added to the 155,767 reported, would give 162,399. Besides these, 1,000 persons of school age are given as being in the State, which will swell the number to 163,399. This last estimate is thought rather below than above the actual number.

In 1869 the whole number in the schools was 102,086. If this number be taken from the 144,414, the whole number of scholars for the year, we have 42,328, or 29 per cent., as not in attendance. The non-attendance in 1867 was 44 per cent. of all of school age; in 1868 it was 37 per cent.; in 1869 it was 29 per cent.; and in 1870 it was 29 per cent. If we add 4,039 scholars reported to the Department as attending the various private schools in the State, and who did not attend any public school, to the 110,390 attending the public schools, we lessen the per cent. of non-attending pupils below 27. The great majority cease to attend the district schools after they arrive at sixteen years of age. If these were deducted from those non-attending, the per cent. would probably be reduced as low as 20, or to one-fifth of the scholars in the State not attending any school.

LENGTH OF SCHOOLS.

There were, in 1870, 2,155 summer schools, or a gain of 173 over those of 1869; the aggregate number of months taught was 7,327, or a gain of 962 months over 1869, and the average length of these schools in months was 3.43. In 1869 it was 3.21. The average length of the schools for the year 1870 was 6.88 months. In 1869 it was 6.57 months. Summer schools were taught in every county reporting, except Lake and Stevens. The aggregate number of months taught in winter and summer schools was

14,033, a gain of 1,644 over that of 1869. The per cent. of gain in the months taught has been 13, while the per cent. of increase in the number of persons of schoolable age is not quite 8. The number of districts in the State supporting both winter and summer schools has increased, as well as the average length of these schools. Our normal schools, graded schools, teachers' institutes, and the county superintendency, are all exerting a powerful influence in pushing forward and perfecting our great national system of schools for educating the people.

SCHOOL STATISTICS.

The report states that nearly every county superintendent who has reported to this Department this fall has complained of the inaccuracy of the reports of the district clerks. One says, "The financial part of the report is wholly unreasonable." Another, "There is no distinction made between the amount of money the district has received from the school-fund, and that from a tax voted by the district." Another says, "The only part of the report I can place any confidence in, is the number of persons in the district between five and twenty years of age."

It is thought that the principal cause of this want of accuracy is directly attributable to the fact that the close of the school year and the term of office of the district trustees do not correspond. It is thought that a change of the year for which officers report, to correspond with that to which they serve, would do more to improve the school statistics than anything short of a radical change in the system; and, while productive of many good results, it will not cause the least friction in the workings of the school machinery. The number of districts which have failed to report to the county superintendent the present year—one hundred and forty-six—shows an increase of two over the past year in the number of disgraced districts. No penalty is attached to the neglect of their duty by district clerks, and it is believed that these officers are alone responsible for such unfavorable exhibits. The county superintendents should obtain reports from every district in the State. When it is remembered that all the children residing in the one hundred and forty-six non-reporting districts are to be deprived of their just proportion of the school-fund by the unpardonable neglect of an officer who voluntarily accepted a position, and thereby agreed to perform faithfully its duties, this neglect on the part of district clerks is little short of criminal.

NUMBER OF TEACHERS, AND THEIR WAGES.

There has been a relative increase in the number of female teachers over the males during the past year. The signs of the times show that the ratio of female teachers to the males is gradually increasing. This is true of every State in the Union. The time is coming when nearly all the instruction given in our common schools will become monopolized by the ladies.

The average wages of teachers for the year has been as follows: In the winter schools, males, $36 67; females, $24 83; in the summer schools, males, $37 64; females, $21 89. The average for the year has been, males, $37 14; an increase of $3 23 over that of 1869; females, $23 36; an increase of $1 21 over that of 1869. The above figures show that the average of male teachers is larger for the summer than the winter schools, and that female teachers receive a greater compensation in the winter than in the summer months. This is owing to the great increase of female teachers in the summer schools, which serves to bring down the general average.

NEW SCHOOL-HOUSES.

The number of new houses erected during the year 1870 is not so large as in former years, and will probably decrease each succeeding year, owing to the fact that all the districts nearly, in the older counties, have already commodious houses. In 1867 there were built 258 houses, at a cost of $242,039 03; and in 1870 there have been erected 242, at a cost of $243,294 71. In the last four years there have been erected in the State 1,151 school edifices, at an aggregate cost of $1,105,171 67. During the year there has been completed, at St. Peter, a school edifice costing $25,000. It is of brick, 70 by 70 feet, with re-entrant angles and French roof. It is three stories high, and has a basement. It has the most approved heating and ventilating apparatus, and is furnished with the Sterling (Illinois) furniture, and the Gothic folding single-slat desks. At Reed's Landing, Wabashaw County, they have built a fine, commodious brick school-house. A new building was erected at Austin the past year. For so young a State, the people have done nobly in the way of providing comfortable and commodious school-houses. In many of the counties there are good houses in nearly every district. In the villages, cities, and larger towns, the school-buildings are often among the most elegant and imposing public structures. The fact is every day gaining ground that, next to an accomplished and thoroughly qualified teacher, a suitable school-house is the most essential condition of success. A good teacher may teach *well* in a barn or a hovel, but he cannot possibly teach his *best* without the auxiliary of an appropriate building.

GRADED SCHOOLS.

The majority of these schools, it is thought, will compare favorably with those of our older States in everything that goes to constitute completeness. Many of them are annually sending out teachers to supply the needs of the district schools. Many of these teachers are among the most successful instructors and disciplinarians in our common schools. So long as the district system is in operation, it will be quite impracticable to establish graded schools in the rural districts. When the average attendance in a district is less than 30, including pupils from the age of five to twenty-one, with a corresponding range of diversity in the branches pursued, it is simply impossible to grade the school. And the great majority of the county schools are of this kind. There must, from the very nature of this state of things, be a great waste of money and of teaching force while the present system continues. The remedy exists in what is usually called the township system. But while the adoption of that system would remove the obstacles to the general adoption of graded schools, and until which no great improvement can be made, it would not remove the prejudice, misapprehension, and indifference which prevail in respect to the improved kinds of schools and methods of teaching. To do this will require time.

CHANGE OF TEACHERS.

In the great majority of the district schools throughout the State there is a change of teachers with each returning school term. This tells more than volumes of the temporary and itinerant character of the occupation of teaching. In a majority of our country districts it may be literally said that teachers have no abiding-place; they go from district to district, picking up a three months' school here, and a four months' one there, and then "strike their tents," like the Arabs, and as silently glide away. What a contrast is this to the schools of Prussia and Germany, where the teacher often teaches the same school during his life-time! This constant change of teachers is a continual hinderance to the success and advancement of our rural district schools. It takes a good teacher nearly the whole length of a three months' term to introduce his system into a strange school, and get it into good working order; he gets the rubbish removed, his foundation laid, and just commences to build, when his term expires, and another takes his place who does not understand or does not approve his plan, and he goes over the same ground by some other method, and his term expires; and so on to the end of the chapter. The habits of thought and reasoning introduced and initiated by one teacher are broken up by the next, till the mind of the child becomes a confused jumble of ideas, without any plan of clear and well-defined thought on any subject, and thus the children are turned out into the world to guess their way through it the best they can. It is a great wonder that children leave school knowing half as much as they do. Were it not for the odds and ends of practical knowledge they acquire in the nooks and corners of life, it could not be told where or how, the results of such a system of education would be much more deplorable than they are.

STATE TEACHERS' INSTITUTES.

The law provides that the State superintendent of public instruction shall hold annually, in as many counties as shall be found practicable, a teachers' institute, to continue in session one week at least; that he shall give due notice thereof to all teachers and persons proposing to become such, and invite their attendance. It also provides that he shall be present and have charge of such institutes; invite the aid and co-operation of the superintendent of schools for the county; employ suitable instructors and lecturers to give instruction and addresses, with the view to aid the teachers for qualifying themselves for a more successful discharge of their duties in the common schools of the State. In accordance with the provisions of this law, eighteen institutes have been held the past school year, with a total attendance of 701 members.

The experience of another year proves the wisdom of the annual appropriation for holding teachers' institutes. It is found that these local meetings, which bring together the teachers and people of a single community, are, on the one hand, numerously and often enthusiastically attended, and, on the other, occasion no inconvenience to the inhabitants of the town where they are held.

Teachers' institutes are invaluable auxiliaries in aid of popular education. When properly organized, the teachers place themselves under the direction of a competent and well-qualified board of instruction, by whom they are thoroughly drilled during each day in all those branches ordinarily taught in our common schools.

The teachers' institute brings out the most approved modes of organizing, governing, and teaching the schools, in connection with such measures as are found best calculated to develop and mature the thinking powers of children—all of which are freely discussed and clearly explained for the benefit of all.

The institute is a ready medium through which the entire body of teachers in the

State may be kept informed of all those educational improvements which experience is constantly adding to the facilities of acquiring knowledge. Greater uniformity is secured in the common routine of school exercise, preventing that loss of time always occasioned by a change of teachers, introducing different regulations.

The institute provides facilities for combining agencies to bear more efficiently on the common cause of popular education, and the salutary counsels of age, experience, tact, and talent, to reach the great body of teachers in the State. Mind is brought in contact, in the several exercises of the institute, by which the intellectual energies are aroused to more vigorous action, and the members return to their several schools more thoroughly imbued with the true spirit of their profession. Congregating the teachers of a county arrests public attention, and awakens a deeper interest in the several districts to improve their own schools.

Our greatest present want is good, well-skilled, active teachers, who shall bring to their aid all the modern improvements in educational work.

The problem, "How can we secure such teachers?" is one which Minnesota is solving in two ways: First, by the establishing of normal schools; the second is, by maintaining teachers' institutes.

While the normal schools present the greatest inducements to those who are prepared to devote sufficient time to the work and incur the necessary expenses of attending them, there are very many teachers already at work who have never been able to avail themselves of such advantages. Their work is, consequently, more or less defective. Much unavailable force and effort is spent, just as is the case in running machinery without oil, or sleighs without steel-shoeing. A certain amount of resistance, corresponding to the friction, has to be overcome before any real *positive* work is performed. By means of the institute the most pressing needs of all these teachers are, in a great measure, supplied.

STATE TEACHERS' CERTIFICATES.

The act providing for the granting of State teachers' certificates, passed March 5, 1868, provides that "the State superintendent of public instruction be authorized to grant and issue State certificates of eminent qualifications as teachers of such persons as may be found worthy to receive the same upon due examination by himself, and who shall exhibit satisfactory evidence of practical experience and success in teaching. Said State certificate shall supersede the necessity of any and all other examinations, and shall be valid in any county school district in the State for a period of seven years; but a State certificate may be canceled by the State superintendent upon proof of immoral or unprofessional conduct." In the State of Illinois, and perhaps other States, the law touching State certificates makes provision requiring, in all cases, a public examination. The president of the Normal University is associated with the State superintendent of public instruction in arranging for and conducting the examinations. This arrangement is a wise one, and commends itself to all professional teachers. The two gentlemen above named appoint practical teachers of eminent qualifications to become associated with them in conducting these public examinations. They give notice of the time and place of holding these public meetings, and prescribe the necessary regulations for conducting them. It is recommended that the law of Minnesota respecting State certificates should be so amended as to make similar provisions. The president of the State University might be associated with the State superintendent, to appoint a committee to co-operate with them in conducting the public examinations. Notice of these meetings might be given from time to time, upon application of a specified number who might desire to be examined.

PROFESSIONAL TRAINING FOR TEACHERS.

Professional schools for teachers do that for our common schools which can be done by no other existing agencies. Sufficient trial in our own and other States has demonstrated the truth of this statement. Other agencies are as essential to the prosperity of our schools as normal schools; because it is just as necessary that other things be well done, as that the work committed to them be well performed. But they have a sphere to fill, which, in their absence, must remain essentially and damagingly unfilled. Anything which looks to the abolition of our normal schools, or to the crippling of their efficiency, looks in the direction of educational retrogression. Without them, large sums of money spent in the education of the youth of our State, on account of incompetency on the part of those under whose management it is expended, must be worse than wasted. As with the eminent oculist who confessed that he spoiled a hatfull of eyes to obtain proficiency in his art, thus it is with incompetent teachers; they may spoil school-rooms full of children to learn how to teach, and, perhaps, may not always learn even then. The thoroughly prepared teacher does not perform the part of an experimenter. He moves forward with the assured bearing of one skilled in his science and art. His diagnoses are always complete, and his prescriptions are adapted

to do all which the circumstances of the case permit. He strikes the harp whose vibrations last forever, not wholly without appreciation of the high functions of his position. It is a great pity that so many of the teachers in our common schools have been, or are, compelled to learn all they know of the science of teaching by experimenting upon immortal mind. The contemplation of all which is involved in this lamentable condition of things is, indeed, appalling. It is a privilege to be permitted to labor with those who would reduce the number of this class of teachers to the minimum. To produce this result, normal schools are organized and maintained. They cannot provide a full supply of teachers for our common schools. But, if conducted upon such principles as their design demands, those trained in them, being scattered in various portions of our State, set up a standard which is a rebuke to all charlatanry in teaching, and an incitement to high endeavor on the part of all who would be faithful. It should, in the opinion of the superintendent, be the policy of these schools to retain in the teachers' training department only those who give evidence that they appreciate the high work for which they have made preparation, and that they are competent to do well in their chosen vocation.

WOMEN TEACHERS.

Already in many towns the common schools are nearly all instructed by female teachers. As their wages are usually but about half those of the male teachers, districts are enabled to have much longer schools than if they employed males. So far as the experiment has been fully tried, the result has demonstrated the wisdom and prosperity of this practice. Though the wages of women are still very low, they have relatively increased of late far more than those of male teachers. Should not, then, a system which has already worked so well, which is becoming increasingly popular and prevalent, and which furnishes teachers of equal qualifications at half the usual wages of male teachers, be more extensively adopted? This is a question of immediate interest to all friends of our public schools.

COUNTY SUPERINTENDENTS.

In reference to the compensation of these officers, the superintendent remarks: "As the law now stands, it is left with the county commissioners of each county to determine the compensation their own superintendent shall receive. If the board of commissioners was always composed of the best material in the county, this would do, but, unfortunately, in very many instances, this is not the case. Even when the board is composed of men of fine business capacity, in a majority of counties, they are men possessing no knowledge of school matters, and have very little idea of the duties of, or the labor required to be performed by, their county superintendent.

Why should not the legislature regulate the salary of this board, as well as that of other county officers? The fees of sheriffs, county auditors and treasurers, jurymen and judges, are fixed by law. For the same reasons the legislature should, it is urged, establish on some equitable plan the annual salary of county superintendents. In some of the larger counties, as Goodhue, Fillmore, Olmsted, and Hennepin, the entire time of these officers is required in the proper supervision of the schools. There is no reason why the men who spend all their time and talents in the interests of their counties should not be paid as fair salaries as other county officials receive.

CONVENTION OF COUNTY SUPERINTENDENTS.

The annual convention of county superintendents, which the law makes it the duty of the State superintendent to convene, was held in Mankato, August 23. Each county superintendent present gave a report upon the condition of schools and their success in his own county, and many interesting subjects connected with school work were discussed.

The "first-grade certificate, the examination that should claim it," was also discussed. It was the unanimous sentiment of the county superintendents present that the third-grade certificates should be abolished, and that all those claiming first grade should be examined, in addition to the branches now prescribed by law, in the higher English branches.

It is decided that next year the convention of county superintendents should continue in session two days instead of one.

STATE TEACHERS' ASSOCIATION.

The tenth annual session of the State Teachers' Association was held in Normal Hall, Mankato, August 24 and 25. It was attended by over 200 members, representing all the different educational institutions in the State. The session is regarded as the most important one ever held in the State. The proceedings were highly interesting and

profitable, and will doubtless have an important bearing upon the future educational prosperity of our State. Many of the able papers read were freely and thoroughly discussed, and important resolutions were passed.

COURSE OF STUDY.

In respect to a course of study for common schools, the opinion of the superintendent is expressed that it would be better to restrict the branches taught to reading and writing, arithmetic, geography, grammar, history, and drawing. These six elementary branches are of infinitely more importance in a course of education than any others possibly can be, because the child who is taught how to master these subjects is at the same time taught how to master all branches of human knowledge. It is of vastly more importance to the future man or woman that these common-school branches should be thoroughly mastered, than that a much wider range of study be skimmed over superficially. With an accurate knowledge of these few elementary branches, the pupil possesses the key that will enable him to unlock the store-house of all the arts and sciences.

The object of the common school is not to finish the education, but to lay the foundation for future and higher attainments; to teach the pupil how to study, and to inspire him with a love of learning. If this is only done, he will do the rest for himself.

That boy is not best educated who leaves school with the greatest array of facts in his head, but the one who is in possession of the most mental power, in the use of which he can for himself obtain facts. "It is the discipline of the intellectual and moral faculties that constitutes the man, and gives him his individual character and power. It is by means of this discipline that he will be able to excel in any pursuit or profession."

NORMAL SCHOOL NO. 1.

Normal school No. 1, at Winona, was established by act of the legislature of 1858, and went into operation in September, 1860. It was suspended and remained closed over two years. Under favorable legislation, it was reopened November, 1864, and has been in steady operation ever since. Its sessions were held in rented and very inconvenient buildings until September, 1869, when it began to occupy its own noble edifice, erected by the public-spirited and generous liberality of the State, in charge of Professor W. F. Phelps, A. M., as principal, who has now entered on his seventh year of service under our board.

The actual cost of keeping the school through the year 1869–'70 has been $14,180 48; earnings of the model-school, $3,660 48; probable cost of running it through the year 1870–'71, $14,350; probable earnings of the model-school in the same time, $3,000; net expense for the year, $11,350. The number of normal students last year was 185; number now in school, 216; the number of graduates in the school from the first is 91; number to be graduated this year, 17; entire number that have received instruction from the first opening, 427. A large part of these, though not graduated, are abroad in the State, doing good service in its public schools.

The report of the principal states that the aggregate attendance in the normal department is greater by thirty-one than last year, and the average in all departments has increased about 25 per cent. over that year. The attendance has been much more steady during the year than heretofore, and this has given to the school greater stability and character than at any former period. The number of counties represented in the school remains about the same as last year, there being nearly twenty-five in all. The attendance from some of the more distant counties has considerably increased during the past year, indicating that the benefits of the institution are becoming more widely diffused than heretofore; and, what is quite as important, perhaps, the students are now almost entirely from the industrial classes, representing the farmers and mechanics exclusively.

At the last annual meeting of the board a resolution was passed requesting the principals of the three State normal schools to report a course of study in harmony with the object of these institutions and with the wants of our common schools. It has not been altogether practicable, for various reasons, for the principals to act in accordance with this resolution. During the past year, however, aided by my associates, I have revised the course pursued at the first State normal school, and it is presented herewith as actually carried out. This course was also reported, substantially as it appears herewith, to the convention of the American Normal School Association at its session in Cleveland, in August last. The report was earnestly and ably discussed through nearly two days, and was at length adopted, with some modifications. These changes were, however, in the direction of its limitation, rather than its extension. The conviction was quite generally expressed at this convention that the interests alike of our normal and common schools require more attention in the former to the art of teaching, as such, and less to the studies, which belong more appropriately to high schools and colleges. The ground was boldly assumed and maintained that the great problem of American

education is emphatically the problem of elementary instruction, and that if our primary and intermediate schools, including also the schools of the rural districts, are properly cared for, not only will the masses of our people be suitably taught and trained, but a far better foundation will be laid for higher education, which may safely be left largely to care for itself. What the nation wants more than anything else is a supply of earnest, thorough, skillful elementary teachers. It wants a good common education for the common people, far more than it wants a higher or so-called liberal education for a few. Highly educated persons are conceded to be of incalculable value to the community, but it is more important still that the great body of our population should be blessed with such a training as our elementary schools can be made to impart. Hence, let our normal schools not be too ambitious for an extended curriculum of general studies, but rather let it be their supreme aim to send forth the greatest possible number of carefully trained professional teachers, fitted for the work of improving and elevating our schools for elementary instruction.

NORMAL SCHOOL NO. 2.

Normal school No. 2, at Mankato, was opened under the act of the legislature in October, 1868, in charge of Professor George M. Gage.

During two years it was conducted in rented buildings, under serious disadvantages, but at the commencement of the present scholastic year, September 7, it began to occupy its new edifice, and is now comfortably housed. It is, in respect of capacity, inferior to the one in Winona; but it is believed to be durable, safe, comfortable, and for most purposes convenient. Its entire cost, including necessary grounds, and bringing it to its present degree of completion, has been $45,768 82; actual cost of running the school last year, $6,200 14; received from model-school, $702 70. The institution is entirely free from debt, and has a small cash balance on hand. Its number of normal students last year was 121; number of normal students now in school, 175; number of graduates last year, (its first graduating class,) 10; number to be graduated this year, 12.

NORMAL SCHOOL NO. 3.

Normal school No. 3, at St. Cloud, was opened in September, 1869, in charge of Professor Ira Moore, as principal. Impelled by imperative legislation, the board could no longer delay opening the school, but the limited means at command did not warrant the commencement of a permanent edifice at that time, nor could buildings be rented in St. Cloud to answer well the purposes of even a temporary school-house. In this emergency, the board decided to purchase what was known as the "Stearns House" property, in the city of St. Cloud, and the old hotel, (Stearns House,) with repairing and refitting, has been the home of the school thus far. This purchase is believed to have been eminently judicious. The school has now a beautiful lot of six acres of ground on the west bank of the Mississippi River; and the old hotel building, after sheltering the school as long as shall be necessary, will render excellent service as a boarding-house for students—certainly a most desirable appendage to every normal school. The cost of these grounds, including the old hotel building and its necessary repairing and refitting, has been $6,774 52; furniture, including stoves, $2,075 78; total cost, $8,850 30. Number of normal students in attendance last year, 68; this year, about the same—no increase is possible, as it has been crowded to its utmost capacity from the first. No class has yet been graduated in this school; but its present senior class, now numbering 14, is expected to graduate next June.

PERMANENT SCHOOL FUND.

This fund is derived from the proceeds of the sale of the school lands of the State. The lands are sections 16 and 36, and constitute one-eighteenth of the entire public domain. They are sold by the State auditor. The receipts are invested in State and national securities. When it is deemed advisable to dispose of the pine timber on any of these lands, permits to cut off timber are sold at public sale. The conversion of the school lands into interest-bearing funds commenced in 1862. The total production fund, at present, is $2,476,222 19. Disbursements of the interest of the fund, based upon the number of scholars between five and twenty-one years of age, since 1862 amount to $749,358 74; for the year 1870 it was $176,806 35.

RECOMMENDATIONS.

The superintendent makes the following among the other recommendations to the legislature: That the law authorizing the State superintendent of public instruction to issue State certificates be so amended as to provide for the appointment of a committee of gentlemen of scholarship and long-teaching experience, to constitute a board of examiners, to co-operate with the State superintendent in conducting public examinations

of all such as may desire a State certificate. Also, that a law is very much needed, providing that whenever a district clerk fails to make his annual report to the county superintendent, as required by law, it shall be made the duty of the county superintendent to forthwith report such district clerk to the county attorney, whose duty it shall be to commence immediately a prosecution against said clerk on the part of the district, and collect the $50 fine for the benefit of said district.

PRIVATE AND HIGHER INSTITUTIONS OF LEARNING.

The superintendent states that soon after he assumed the duties of his office he sent to the county superintendents and teachers of private schools, so far as their addresses could be ascertained, a blank circular, for the purpose of obtaining what information he could in reference to the number, character, and number of pupils in attendance, of all the private and select schools in the State. Nearly every teacher receiving the blank responded by forwarding the desired information. The aggregate attendance of pupils in these several schools, including the three normal schools and the State University, was 4,030; and there were 119 professors and instructors in these schools. The larger proportion of the pupils attending these schools are reported as having attended no public school. Among these institutions, the most prominent are the Carleton College, at Northfield; Groveland Seminary, at Wasioja; Afton Academy, at Afton; Shattuck Grammar School, and St. Mary's Hall, at Faribault; Catholic Cathedral School, St. Mary's Female Academy, St. Paul Female Seminary, Assumption German Catholic School, at St. Paul; Sisters of Notre Dame, at Mankato; German Evangelical High School, at St. Peter; German Catholic Seminary, at Brownsville; Lutheran Private School, at Cortland; and the Episcopal Parish School, at Red Wing. These several institutions are in a flourishing condition. The Northfield College* has added to its endowment fund some $23,000 during the past year. Rev. James W. Strong has been elected president, and the friends of the institution are greatly encouraged in reference to its future success. The trustees have determined to erect the college building at an early day. Dr. Allen, of the Groveland Seminary, reports the institution at Wasioja under his charge as having had a prosperous year. The condition of the several denominational schools at Faribault, under the Episcopal Church, is highly prosperous.

UNIVERSITY OF MINNESOTA.

The university faculty consists of the president, William W. Folwell, and ten professors.

The number of students in the university is as follows: In the collegiate department, classical course, 61 gentlemen and 21 ladies; scientific course, 53 gentlemen and 22 ladies. Preparatory department: Latin course, 37 gentlemen and 12 ladies; English course, 52 gentlemen and 31 ladies; unclassified, 7 gentlemen and 5 ladies. Total number, 301.

The president's report states that in October, 1867, the University of Minnesota, organized as a preparatory school, opened its doors to the youth of Minnesota. Ably officered and sufficiently equipped, it secured at once the patronage it deserved. The same persons continued to conduct its affairs and give the instruction up to the close of the academic year 1868–'69, at which time a class of students, small in number, but of high character, was passed as competent to enter upon the studies of college freshmen. At the same time the board of regents determined to enlarge the faculty and give the institution some kind of a college status. The act of the legislature, approved February 18, 1868, recognizing the university, had intrusted to its regents the income to be derived from the lands granted by the General Government for the benefit of agriculture and the mechanic arts. This statute required the board of regents to establish and maintain five or more colleges or departments, specifying these: 1. A department of elementary instruction; 2. A college of science, literature, and the arts; 3. A college of agriculture and the mechanic arts; 4. A college of medicine; 5. A college of law.

Hitherto the departments of elementary instruction had been provided for by the so-called preparatory department, covering a period of three years. This department was preparatory not to university studies proper, but to those of the freshman year of the old college courses. Under the modified plan, the "department of elementary instruction" called for by the statute embraced, along with the three years of the preparatory department just named, two other years, five years' work in all. These additional years correspond very nearly to the so-called freshman and sophomore years of the old colleges. For a reason which will appear further on, we separate the studies of the first of these five years, and give to that division the name of preparatory or Latin school.

The remaining four years are grouped into a so-called collegiate department, which,

*Since the superintendent's report was published this college has received an additional endowment of $50,000 from William Carleton, esq., of Charlestown, Massachusetts, and is hereafter to be known as Carleton College. A fine stone edifice is nearly finished, and professors have been appointed, and, through the generous gift of Mr. Carleton, the success of the college seems to be assured.

receiving students well grounded in the "common branches," and in Latin grammar, if they are to take a classical course, brings them out at or near the point usually reached by sophomore classes. There are classical courses of study, which, coinciding as to other matters, offer a choice between Greek and German. There are scientific courses, which, offering the same mathematics, sciences, &c., give an option of any one at a time of the English, French, German, Latin, and Greek languages; to this list we shall add, as soon as may be, the Scandinavian languages. Then there are military exercises and gymnastics, drawing, elocution, lectures on agriculture and mechanics, and other subjects common to all the courses. No degrees are conferred at the end of these courses, but only certificates of fitness to proceed with some proper university course. Lecturing, in the opinion of the president, should have but small place in the instruction of youth. The university professor, however, will employ that method largely, presuming that adult students may be relied on to investigate the subject, and verify for themselves the statement of the lecture.

Young ladies are admitted to the preparatory school and the collegiate department not by virtue of any positive legislation. So far as I am aware, there is not anywhere a line or a word which discriminates between the sexes. There is nothing on record to prevent or embarrass the admission of ladies to any department of the university. The president, however, recommends the establishment, so soon as it may be practicable, of a ladies' college, in which shall be taught those branches of learning and those arts, fine and useful, which are especially calculated to fit women for her chief duties and functions. Referring to this subject, the State superintendent remarks:

"In my judgment, all classes and departments of the university should be open to both sexes alike. If a girl possesses the requisite qualifications, and she desires to study any branch that may be taught in the university, there is no reason why she should not be permitted to pursue it in the regular classes of the institution. For a century and a half after its settlement, girls were not admitted into the free schools of Boston, and it is within the memory of many now living when they became entitled by law to the full benefits of common-school instruction. Now, not only is there no discrimination in Massachusetts, or other States, between boys and girls in these schools, but seminaries for the exclusive education of females are almost as numerous as are our towns.

"Women are every day obtaining a higher and more independent position. They now stand where they can prefer and defend their own claims to social, if not to political equality, with the physically stronger sex; and they will make good these claims. Sneers have lost their power, and ridicule its point, in opposition to the efforts of women to force from society what is justly their due; and the day is not far distant when all shackles will be struck from their limbs, and they will be permitted, nay, required to study and practice any profession, cultivate any taste, and follow any branch of business for which their capacities fit them and their sex does not disqualify them. The Almighty is the great lawgiver, and society has no right to controvene His statutes. He never gave to any single being powers that were not to be exercised, genius that was not to be used. Whatever good thing a woman can do, and can do well, she should be permitted to do, and she should be paid for her work according to its value, and not according to her sex. The public sentiment in this country is moving strongly and, if I mistake not, irresistibly in this direction, and I have no fear of the results. Then, why should not our girls be educated as our boys are educated? Why should not our colleges and lecture-rooms be thrown wide open to them, so that they may be permitted to follow any profession, and embark in any business for which they may be intellectually and physically qualified?

"The idea that by giving a woman fair play on the stage of life, placing her in a position in which, by the exercise of her talents, she may obtain an independent support, she will be less attractive and interesting; that weakness and dependence on her part are essential to her charms, is now entertained only by silly girls, and sillier young men. Men of sense involuntarily respect independence and reverence superiority wherever they find them, and their admiration of a woman will be in exact proportion to the true independence and mental superiority which she attains."

ANNUAL CONVENTION OF COUNTY SUPERINTENDENTS.*

The annual convention of county superintendents was held at Winona in August, 1871, about one-half of the counties being represented. The president of the convention addressed the meeting on the nature of the work in which they were engaged, and the importance and value of these annual gatherings in producing a cordial co-operation with the State department, rendering their labors more and more efficient each year; and that he regarded the county superintendency as the right arm in carrying forward our educational system.

Superintendent Niles, of Olmsted, delivered an address on the subject of "How can the greatest number of trained teachers be obtained in the shortest time?" which elic-

* From the Minnesota Teacher for October.

ited much valuable discussion, and was highly indorsed. Superintendent S. T. Jones, of Dodge County, delivered an address upon "How to awaken an educational spirit among the people." He began by saying that "Americans are a peculiar people, made up of two classes. One would pay more for a humbug than for that which possessed real merit; while the other, including the Yankee, would inquire, 'Would it pay?' The first would spend money more freely for a circus-show than for spelling-books and arithmetics; while the other desires results, 'value received.' Some teachers create a spasmodic interest with show, examinations, exhibitions, &c., but they would soon die out, because the end is worthless and the means unnatural."

The public schools were an everyday affair, and must depend upon *merit* for their hold upon the people. His first plan to create an interest was to have *better schools*, and this implies *better teachers*. He urged the necessity of superintendents being more careful in giving licenses to unqualified persons. He believed in public examinations, and thought they might be conducted in connection with the regular visits of the superintendent. He also advocated the extensive circulation of tracts, containing matters of vital importance to the school work. He spoke, also, of the importance of annual reports, giving the condition and relative standing of the schools, school-houses, grounds, &c., and that a copy of the report should be furnished each family, and that the report should be read at the town meeting. He advocated public lectures, teachers' associations and institutes, and closed by giving an earnest appeal to superintendents.

Superintendent Pingrey opened the discussion in an earnest indorsement of the points set forth in the paper, and believed the personal visits of the teacher to be among the surest means to awaken an interest in the community. He was followed by Superintendent Kerr, of Nicollet County, and Professor Butts, of Owatonna, who advocated especially the cultivation of a love for the beautiful, by rendering the school-house and its surroundings attractive.

Superintendent Burt, of Winona County, read a valuable paper upon the subject of "Graded examination of teachers, requiring a satisfactory examination in the primary branches before becoming candidates for higher grades." Considerable discussion followed, which resulted in the expression that too many teachers were deficient in elementary knowledge; that too many passed over the primary hastily to higher studies, and that examinations should be conducted thoroughly in the primary branches.

MINNESOTA STATE TEACHERS' ASSOCIATION.*

The eleventh annual meeting of the Minnesota State Teachers' Association was held at Winona in August, 1871.

The welcoming address was delivered by C. H. Berry, esq., president of the board of education of the same city. He took occasion to review the progress of education in this country from early colonial times, giving some very interesting historical facts in reference to the liberal educational policy adopted at the outset by Rhode Island and other New England States. "The Federal Government," he remarked, "has been liberal with Minnesota. The unexampled development of our educational system fully attests this fact. In 1851, when the territorial government was about three years old, there were in all Minnesota but thirteen school districts and four school-houses, and the entire appropriation by the public was $1,721 71. In 1869 the number of school districts was 2,521; the number of school-houses, 1,929; and the amount paid teachers, $360,697 50." The speaker gave a brief description of the operation of the Winona public schools, and closed by bidding the guests a hearty welcome to the city.

Professor Charles Marsh, musical instructor in the city schools of Minneapolis, delivered an address upon "Graded music in the public schools." A number of essays and addresses were presented, followed by animated discussions. The most prominent feature of the day was an address by Superintendent Sanford Niles, of Olmsted, on "normal schools," "State teachers' institutes," and other means for improvement of teachers, and the most practical and efficient method of teaching the very large class that the normal schools are unable to reach.

Addresses were delivered by Professor H. Barnard, principal of the Minneapolis Business College, upon "The relation of business colleges to our educational system;" also, by Professor E. J. Thompson, of the State University, on "Exaggeration," which, while it was pleasantly humorous, was replete with good sense and valuable suggestions. Hon. H. B. Wilson, State superintendent of public instruction, presented a paper prepared for the county superintendents' convention, which had adjourned so as to engage in the exercises of this association. The subject, "Uniformity of statistics," was ably discussed, and its importance clearly shown. Valuable suggestions were made with a view to the improvement of our school statistics, which are now, for various reasons, very defective and unreliable. Extracts from correspondence with superintendents of Chicago, Cleveland, and Cincinnati, giving their opinions and suggestions, were read. Lieutenant Governor William H. Yale delivered an address on

*From the Minnesota Teacher for October, 1871.

"common schools," which was received with great interest and abounded with rich thoughts.

A discussion then followed on the relation of seminaries and private institutions to our educational system. It was opened by Rev. J. B. Allen, of Groveland Seminary, and continued by Professor W. W. Folwell, president of the State University, and Right Reverend Bishop Whipple, of Faribault, and was productive of considerable interest and conducted ably and dispassionately.

Professor W. O. Hiskey, Minneapolis, then delivered an address upon "Superintendency, its place in a system of public instruction." Compulsory education was then discussed by Superintendent Kiehle; Mr. Edgerton, of Philadelphia; Professor Brock, superintendent of Winona city schools, and others. Right Reverend Bishop H. B. Whipple, of Faribault, presented one of the most important addresses of the occasion, which was highly applauded.

Hon. A. A. Harwood, of Owatonna, president of the association, then delivered the annual address, in which he pronounced normal schools the true source from which to expect to obtain well-qualified teachers, and submitted a plan for the establishment of a branch normal school in each county, supported partially by the State and partly by local taxation.

LIST OF SCHOOL OFFICERS.

Hon. H. B. WILSON, *State Superintendent of Public Instruction.*

COUNTY SUPERINTENDENTS.

Counties.	Names.	Post-office.
Anoka	Rev. Moses Goodrich	Anoka.
Benton	Rev. Sherman Hall	Sauk Rapids.
Blue Earth	Henry S. Goff	Mankato.
Brown	August Westphal	New Ulm.
Carlton	William Shaw	Thompson.
Carver	F. E. DuToit	Chaska.
Chippewa	Joseph D. Baker	Montevideo.
Chisago	George H. Mayo	Sunrise City.
Cottonwood	H. M. McGaughey	Big Bend.
Crow Wing	C. H. Beaulieu	Crow Wing.
Dakota	Phillip Crowley	West St. Paul.
Dodge	S. T. Jones	Kasson.
Douglas	John S. Mower	Alexandria.
Faribault	R. W. Richards	Minnesota Lake.
Fillmore	Rev. D. L. Kiehle	Preston.
Freeborn	Henry Thurston	Shell Rock City.
Goodhue	J. F. Pingrey	Red Wing.
Hennepin	Charles Hoag	Minneapolis.
Houston	J. B. Le Blond	Brownsville.
Isanti	Rev. Richard Walker	Spencer Brook.
Jackson	William King	Jackson.
Kanabec	Samuel Hicks	Brunswick.
Kandiyohi	Burroughs Abbot	Kandiyohi Station.
Lake	C. Wieland	Beaver Bay.
Le Sueur	M. R. Everett	Cleveland.
Lyon	G. Whitney	Lynd.
Martin	Rev. F. W. Morse	Tenhassen.
McLeod	Liberty Hall	Glencoe.
Meeker	John Y. Bailey	Litchfield.
Mille Lacs	H. M. Atkins	Princeton.
Morrison	Robert K. Whiteley	Little Falls.
Mower	John T. Williams	Le Roy.
Nicollet	Rev. A. H. Kerr	St. Peter.
Olmsted	Sanford Niles	Rochester.
Otter Tail	William M. Corliss	Clitherall.
Pine	Randall K. Burrows	Pine City.
Pope	E. Lathrop	Glenwood.
Ramsey	D. A. J. Baker	St. Paul.
Red Wood	E. A. Chandler	Red Wood Falls.
Renville	William Emerick	Fort Ridgely.
Rice	A. O. Whipple	Faribault.
St. Louis	Albert N. Seip	Du Luth.
Scott	Patrick O. Flynn	Cedar Lake.
Sherburne	John O. Haven	Elk River.
Sibley	Thomas Boland	Henderson.
Stearns	Henry Krebs	St. Augusta.
Steele	O. A. Tiffaney	Owatonna.
Swift	A. W. Lathrop	Benson.
Todd	John Jones	Sauk Center.
Wabashaw	T. A. Thompson	Plainview.
Waseca	R. O. Craig, M. D.	Janesville.
Washington	Alexander Oldham	Cottage Grove.
Watonwan	Thomas Rutledge	Madelia.
Winona	Rev. D. Burt	Winona.
Wright	E. B. McCord	Monticello.

NOTE.—For names of city superintendents, see the table of city school statistics.

MISSISSIPPI.

PUBLIC SCHOOLS.

Total school population	304,762
Number enrolled in school	98,600
Number never registered	201,162
Number of schools	3,450
Average duration of schools	5 mos. 10 days.
Total number of teachers	3,520
Average salary	$50

In Holmes County, during the month of January, twenty public schools were in operation, with an aggregate attendance of 936; in February, twenty-nine schools, with an attendance of 1,561; in March, thirty-four schools, with an attendance of 1,800. About twenty schools are yet to be established, which will make the number of children attending the public schools in this county about 3,000.

In Scott County the superintendent reports an awakening of interest among a large class who were at first wholly indifferent to free schools. Two flourishing graded schools have been established, and a business college has recently been organized at Hillsborough.

In Hinds County the supervisors levied a tax of four mills on the property of the county for the support of free schools, amounting to about $28,000 in the aggregate. Three and a half mills of this tax goes to the teachers' fund, and half a mill for repairing school-houses. At Edwards's Depot, in this county, there is a very flourishing colored school.

Chickasaw County.—A. J. Jamison, county superintendent of education, sends us a very encouraging report of the public schools in Chickasaw. He says: "After a lapse of months, I am able to say that all the schools in this county have had, or are now enjoying, the benefits of our school system. In some localities the people were for a time stubborn, and opposed the free schools, but now I am happy to say all have yielded, and there seems to be a general desire to co-operate with me in building up and sustaining the system."

Choctaw County.—R. B. Wooley, esq., county superintendent, gives a most cheering account of educational matters in Choctaw: "Opposition to the instruction of the colored children was at the outset intense, but that has been entirely obviated by the happy results of the project; the people generally are in favor of educating the masses, white and colored, under the free-school system. There are eighty schools in successful operation in the county, with one hundred teachers. The future prospects of the free-school system in Choctaw are cheering."

Hinds County.—A teachers' convention was held the 8th of October, at the call of County Superintendent J. C. Tucker. An able address on the subject of the progress and results of teachers' institutes in the Northern and Western States, the need of them in Mississippi, and the real objects and worth of teachers' institutes, was delivered. A constitution was adopted and permanent officers elected.

About ninety teachers are employed in the public schools of this county, nearly all of whom were present, and a lively interest was manifested by all. Those who were unable to be present wrote letters stating their reasons, and wished their names added to those who had become members of the institute.

The necessary taxes having been recently levied by the board of county supervisors, the free public schools of Hinds County will re-open about the 10th of October. The amount of funds due the county from the State (about to be distributed) will cancel all outstanding school warrants, thus leaving the entire school-tax as levied to be applied for the maintenance of the schools this fall and the coming winter.

Itawamba County.—The superintendent writes: "We have conducted fifty public schools during the year, and, with few exceptions, they have succeeded finely. I have succeeded in securing the good-will of the teachers, and the co-operation of the people generally. I have inspected the schools, and delivered several educational addresses, and find that it has been productive of much good."

This very creditable condition of public schools in Itawamba speaks well for the efficiency of the superintendent and other school officers of the county.

Warren County.—The public schools are to be re opened the 1st of October. The free public-school system is a success in Warren County. Much credit is due Major M. S. Hasie, the county superintendent, for his earnest, active efforts and indefatigable zeal in the cause of public education. He has, however, been specially favored in having a board of directors alive to the educational interests of the county.

Yazoo County.—The board of school directors have decided to establish two high schools in Yazoo City—one for girls and one for boys; also a second-grade school for the colored children. There will be sixty-six public schools opened by the 1st of October, more than one-half of which are for colored children. The board of supervisors have made the necessary levy of taxes for school purposes for the present year. Last year the county raised, by

special tax, revenue enough to defray the school expenses, including the building of a number of school-houses; teachers were paid promptly in currency, and not in county "promises to pay," as in many other counties. The school department of the county is free from debt. This very commendable condition of school affairs is, in a great measure, due to the earnest and efficient management of the superintendent, P. P. Bailey.

PEABODY FUND.

The agent of the Peabody fund reports:

"The deficiency of funds in Mississippi has been a serious hinderance to the progress of the schools. In many places the schools are maintained entirely by the people, without any aid from the State. Several schools have received aid from the Peabody education fund. The report of the agent for this fund contains some most interesting and encouraging statements: 'Natchez is carrying on its excellent schools successfully without any further assistance from us. The schools of Vicksburg also no longer depend on foreign aid.' From Summit the report is highly encouraging. The president of the board writes, 'I cannot impress you with the lethargy that prevailed here before your visit, nor can I convey to you the spirit that is abroad at this time. Persons from fifteen to twenty miles around in this country are renting houses and securing board, preparatory to the opening of the school in September.'" The payment of $1,000 from the Peabody fund to this school is continued. The town council of Summit recently appropriated $400 for the establishment of a colored school, and placed it under the control of the board of directors of the Peabody school. The school at Hazelhurst receives $1,000 from the Peabody fund, the city contributing $2,000, or more. Jackson has been receiving $2,000, but the attendance on the schools is too small to justify this outlay; but the sum of $700 was promised, in answer to a letter from the committee, asking for assistance in paying their teachers. Crystal Springs received $700. The citizens of this town subscribed $3,300 for the support of the schools. The sum of $300 was given to the school in Durant. The people here have directed their utmost energy to the establishment of a free school, and have subscribed $2,000. To Biloxi we give $400, the committee providing $1,400 for an annual school conducted according to our rules. In Yazoo City there are two high schools, one for males and one for females, besides several smaller schools, all private. The trustees of the high schools propose that all these be united and organized into a graded system, and made free. We have offered to pay $300 for 100 actual attendants, or $450 for 150, which would embrace the whole number of children in the place.

TEACHERS' INSTITUTES.

Teachers' institutes have been organized in several counties. The beginnings are small, but promise well for the future. Practical questions were discussed and much interest manifested, especially in the discussions upon "object-teaching" and "school discipline."

NORMAL SCHOOL.

The Mississippi State Normal School is located at Holly Springs, Mississippi. The course occupies four years. The fall term begins in September; the spring term in February. Only those intending to teach are admitted. Tuition is free. Students sent by Representatives receive 50 cents per week as State aid. Board costs $10 to $15 per month.

TOUGALOO UNIVERSITY.

This institution, situated seven miles north of Jackson, was chartered at the last session of the legislature, though in successful operation for two years previous, under the management of the American Missionary Association. Three fine buildings are devoted to the purposes of the institution. The school year is divided into three terms. The tuition is fixed at $1 a month. The whole expenses, including board, are not over $12 a month. It has also a normal and training department for those intending to become teachers.

PASS CHRISTIAN COLLEGE.

This institution is located at Pass Christian, Harrison County, Mississippi, and was organized October, 1866. President, Brother Isaiah. There are three departments, preparatory, commercial, and collegiate. This college was founded for 500 children, has been built by the voluntary subscriptions of citizens, at a cost for the building and ground of about $9,000, by the Christian Brothers at a time when many of the institutions of learning in the South were closed in consequence of a falling off in patronage, or a scarcity of funds. Liberal aid, furnished by citizens of New Orleans, assisted in establishing the institution, and it is now in a prosperous condition. Diplomas have been granted to twenty-five students of the commercial department, and eight have received the degree of bachelor of arts. The institution has lately been thoroughly reorganized, and many new regulations have been introduced which place the college on a like standing with northern institutions of a similar character.

MISSISSIPPI COLLEGE.

Located at Clinton, Hinds County, Mississippi. President, Rev. W. Hillman. This college dates its present organization only three years back. Commencing with *two* college and *nine* preparatory students, it now numbers one hundred and fifty-three. Thirty-five of these have been preparing for the ministry. At the Baptist State convention held last June, it was resolved to raise an endowment fund of $200,000 immediately, on the completion of the fund now in process of formation for the payment of the debt. The Baptists of Arkansas have adopted this as their State institution. There are two departments, collegiate and preparatory.

UNIVERSITY OF MISSISSIPPI.

Located at Oxford, La Fayette County, Mississippi. Chancellor John N. Waddel, D. D. At the meeting of the board of trustees in October, action was taken in reference to a long-contemplated alteration in the plan of instruction in the university. Three general departments are included in this plan: a department of preparatory education; a department of science, literature, and the arts; a department of professional education. Under the first of these departments is included a university high school; under the second are included six distinct courses of study, four of which shall be under-graduate parallel courses, and two shall be post-graduate courses. The four under-graduate parallel courses are to be known as the course for bachelor of arts; the course for bachelor of science; the course for bachelor of philosophy, and the course for civil engineer. The two post-graduate courses are to be known as the course for master of arts; the course for doctor of philosophy. Under the third general department are embraced two professional schools: a school of law and governmental science; a school of medicine and surgery. The principle that distinguishes the present scheme of the university is that of election of courses running parallel, but with class organization. A student may choose any one of four courses, but all the studies prescribed in any course are compulsory for that course, and necessary to the degree for which the student is a candidate. At the last session of the legislature, on the recommendation of the governor, the sum of $50,000 per annum, for ten years, was appropriated to the support of the university. Two-fifths of the fund donated by Congress to the State for the purpose of establishing a college of agriculture and the mechanic arts, were appropriated by the legislature to be used in founding and equipping such college in connection with the university. Provision was also made by law that $100 should be appropriated out of the common-school fund, toward the support at the university of one student from each county, the appropriation to be termed a scholarship, and to be awarded after a competitive examination.

List of school officers.

Hon. H. R. PEASE, *Superintendent of Public Instruction, Jackson.*

COUNTY SUPERINTENDENTS.

Names.	Counties.	Post-office address.
C. C. Walden	Adams	Natchez.
J. H. Alexander	Attala	Kosciusko.
F. A. Beazeley	Alcorn	Corinth.
W. H. Yeandle	Amite	Liberty.
G. N. Dickerson	Benton	Salem.
W. V. Onslow	Bolivar	Niblett's Landing.
T. J. Williams	Calhoun	Sarepta.
S. M. Sykes	Carroll	Duck Hill.
A, J. Jamison	Chickasaw	Okolona.
R. B. Wooley	Choctaw	Greensborough.
J. W. Striker	Claiborne	Port Gibson.
T. A. Abernathy	Clarke	Enterprise.
John Cochrane	Coahoma	Friar's Point.
George J. Mortimer	Copiah	Crystal Springs.
E. W. Larkin	Covington	Mount Carmel.
John Richardson	De Soto	Hernando.
S. S. Montgomery	Franklin	Meadville.
John McGinnis	Greene	State Line.
Lawrence Riley	Grenada	Grenada.
John C. Tucker	Hinds	Jackson.
M. M. Holmes	Holmes	Lexington.
J. J. Bradford	Hancock	Bay St. Louis.
Caleb Lindsey	Harrison	Pass Christian.
James F. Goodman	Issaquena	Gibson's Landing.

County superintendents—Continued.

Names.	Counties.	Post-office address.
W. T. Elliott	Itawamba	Fulton.
James L. Osborne	Jackson	East Pascagoula.
S. J. Bingham	Jasper	Garlandsville.
Samuel Long	Jefferson	Fayette.
K. M. Watkins	Jones	Ellisville.
William Kellis	Kemper	Kellis's Store.
W. T. Spencer	Lincoln	Brookhaven.
Baylor Palmer	Lauderdale	Meridian.
W. F. Elliott	La Fayette	Oxford.
J. N. Bishop	Lowndes	Columbus.
J. B. Gladney	Lee	Tupelo.
C. C. Ewers	Lawrence	Monticello.
H. H. Howard	Leake	Carthage.
L. D. Vincent	Leflore	Greenwood.
John Williams	Madison	Canton.
O. H. David	Marion	Columbia.
L. C. Abbott	Marshall	Holly Springs.
W. H. Parker	Montgomery	Winona.
A. P. Huggins	Monroe	Aberdeen.
C. S. Swan	Newton	Decatur.
A. J. Cooper	Neshoba	Coffadelia.
C. B. Ames	Noxubee	Macon.
David Pressley	Oktibbeha	Starkville.
J. S. Thompson	Prentiss	Baldwyn.
H. J. Harding	Panola	Sardis.
M. McCallum	Perry	Augusta.
W. J. Persell	Pike	Summit.
St. Clair Laurence	Pontotoc	Pontotoc.
S. J. Proctor	Rankin	Brandon.
J. W. Lack	Scott	Hillsborough.
J. F. Alexander	Simpson	Westville.
D. H. Thompson	Smith	Raleigh.
G. W. Bowles	Sunflower	Johnsonville.
J. T. Freeman	Tishemingo	Iuka.
T. B. Winston	Tippah	Ripley.
C. W. Dunaway	Tunica	Austin.
W. B. Avery	Tallahatchie	Garner's.
James S. Jones	Union	New Albany.
M. S. Haise	Warren	Vicksburg.
C. P. E. Johnson	Washington	Greenville.
Z. Bays	Winston	Louisville.
Thomas Hutchinson	Wayne	Shubuta.
E. H. Osgood	Wilkinson	Woodville.
P. P. Bailey	Yazoo	Yazoo City.
Samuel B. Brown	Yalabusha	Coffeeville.

MISSOURI.

From the fifth annual report of the superintendent of public schools of this State, for the year 1870, made by Hon. T. A. Parker, the following information is abstracted:

SUMMARY OF STATISTICS.

	1867.	1870.
Population, United States census of 1870		1,721,295
Number of children in the State between five and twenty-one years	476,192	609,259
Number of children in public schools	169,270	280,472
Number of teachers in public schools	6,262	7,881
Number of public schools in State	4,840	7,547
Number public school-houses in State	4,135	6,954
Total value of school-houses	$1,480,720	$3,441,411
Total amount of township fund	987,073	2,271,582

DEFECTS OF THE SCHOOL SYSTEM AND PROGRESS OF EDUCATION.

Educational interests have advanced during the year. A large number of new townships have been organized, and many cities and towns are availing themselves of the special privileges of the law, as revised last winter, in improving their schools. There has been a largely increased number of school-houses built within the year, at a large expense, and there is a large increase in the attendance of children in the public schools.

Certain defects in the school system are pointed out, as, for instance, the combination of the two systems of school organization, viz: township system, and the independent district or sub-district system. The attempt to establish a town-school system in the State has thus far proved a failure, and will so continue to prove, it is thought, until political townships are organized.

Another matter referred to as a source of dissatisfaction is the manner in which the taxes for school purposes are levied. It is recommended that, as far as possible, the people of the sub-districts shall be allowed a voice in all matters connected with taxation.

There is a difficulty in obtaining reports from school officers, and a meagerness of such reports complained of, and a remedy is suggested therefor, namely, that the township clerk, the county clerk, and county superintendent's clerk should report in turn, one to the other, in time for the State superintendent's report. A uniform system of reports from school officers is demanded.

School funds have been grossly and shamefully diverted from their original purpose. The attention of the general assembly is called to the subject.

THE OPPONENTS TO FREE SCHOOLS CLASSIFIED.

A steady though slow progress in educational matters is reported in Missouri. County superintendents report a large amount of prejudice against the free-school system among various classes of the people. These are classified by Mr. Charles Beckington, superintendent of schools for St. Charles County, as—

"First. Those who believe, or profess to believe, that free public instruction tends to general infidelity, and hence is dangerous to all religion and ought to be opposed. This class is by no means small, is aggressive in its opposition, and keeps its own private schools.

"Second. Those who maintain that the State, county, or municipal body has no right to tax for educational purposes, certainly not (they claim) to tax those who send no children to school. This class is not so large as the first, but is by no means small, even excluding those of this class who properly belong to the first.

"Third. A large class who look upon all education as useless which goes beyond the protection of the lowest individual interest, or ceases to be useful in gaining the means to satisfy mere animal wants. Those belonging to this class believe in no further education than reading, writing, and the rudiments of arithmetic. They oppose geography and grammar and all higher branches, as a needless waste of time and money. There are many people in this county whom I put in class 3, who will not allow their children to be taught either of the branches just mentioned; and some positively forbid their daughters studying any portion of arithmetic, or receiving instruction in it."

Mr. Beckington suggests the following method of meeting these various opposing elements:

"Let the State superintendent be authorized to get, and have printed, a large num-

ber of brief, clear, well-written essays or tracts, to meet these various classes, to be distributed to the several counties according to their needs. Essays of this order should be well sustained by indisputable facts.

"For the first class, let it be shown (as it well can be) that education, even without the catechism, tends to good morals and true religion.

"For the second class, let it be shown that educational intelligence is necessary for the life of the State or nation, is as much a public as an individual good, and that the State or municipal body has the same right to tax for the education of all its children as it has to tax for the suppression and punishment of crime. Further, that a liberal outlay for public instruction will be more than saved in such items as court-houses, poor-houses, jails, sheriffs, constables, and policemen.

"The third class must be reached by tracts showing that education, in its higher sense, will actually increase the value of real estate, will diminish the rate of taxation for other purposes, enlarge the money-producing power of individuals, and lead to consideration and respectability.

"I am confident that this method of reaching the people is practicable, and would be excellent in its results. If good educational documents were freely scattered all over the State, reaching the quiet corners and out-of-the-way places, a revolution would be very quickly worked in public sentiment on educational matters. There would soon be less grumbling about taxation, better teachers would be in demand, and the free-school system be more universally accepted. I suggest to my fellow county superintendents that they send to the Bureau of Education, Washington, D. C., for educational documents to distribute."

UNIVERSITY OF MISSOURI.

The university is now rapidly growing in public favor, and it is not to be doubted that private benefactions will be bestowed in aid of the public grants. Men of wealth, in this State and elsewhere, will come forward to carry out and perfect special departments in the university of this great central State of the Union, so admirably located for an influence which shall extend far beyond its borders. By the act of the last legislature, locating the Agricultural and Mechanical College provided for by a congressional-grant act in connection with the university, the institution has been placed upon a firm basis, and its prospect of usefulness much enlarged.

In accordance with the conditions of the locating act, Boone County has appropriated $30,000 in cash, and set aside 640 acres of land for the use of the university. As soon as the commissioners appointed by the act of the legislature had accepted these appropriations as fulfilling the required conditions, a meeting of the curators was held, and all possible steps were at once taken for inaugurating the new department required by the incorporation of the Agricultural and Mechanical College with the university.

A committee of reorganization was appointed to visit other scientific and practical schools and universities, and to report in December of the present year.

AGRICULTURAL COLLEGE.

By the act of the general assembly accepting, on the part of the State, the offer by Congress of a grant of land to "provide a college for the benefit of agriculture and the mechanic arts," the State took upon itself certain obligations—in fact, entered into a contract—to the terms of which Missouri is as solemnly bound as by any other contract which it is possible for the State to make. The obligations of the State are clearly pointed out in the congressional act of endowment, approved July 2, 1862.

1. The State must provide at least one college, "the object of which shall be" to teach "branches of learning related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions;" "other scientific and classical studies" are not to be excluded, and "military tactics" is to be excluded.

2. All expenses must be paid by the State out of the treasury of the State, "so that the entire proceeds of the lands shall be applied without any diminution whatever" to the proposed object.

3. No part of the fund, nor the interest thereon, shall be applied directly or indirectly, under any pretense whatever, to the purchase, erection, preservation, or repair of any building or buildings.

4. The State, by its act of acceptance, guarantees the capital of the fund, so that if by any action or contingency it shall be diminished or lost, the State is bound to replace it.

GIFTS AND ENDOWMENTS FROM INDIVIDUALS.

As the university shall become firmly established, and understood to be entirely free from mutations arising from political changes, it cannot be doubted that individuals of wealth will create in the university endowments and foundations, both to accom-

plish a great and lasting public good for the State and for civilization, and to bear their own names with the university down to future generations of men. The name of Dr. Rollins, for instance, must be known as long as the State University shall exist. He will support within its walls representatives of himself for all time.

Two hundred years ago, William Pennoyer, of the county of Norfolk, in England, gave the rents of a certain estate in his own county for the endowment of a scholarship in Harvard College, Cambridge, America. The fund has never failed, and to-day there is a lineal descendant of the family supported by the fund in Harvard University. Revolutions have changed political relations—Massachusetts is no longer a British colony, but this fund remains to bless the family of its donor. In the year 1699, Governor Danforth made a bequest to the same institution, the income of which this very year supports a lineal descendant in the university. In Yale College there are like instances, and the De Forrest fund is sufficient to educate all students of that name (to whom it is confined) who present themselves.

UNIVERSITY COLLEGE FOR WOMEN.

It is a part of the plan of the curators to establish, so soon as may be, a college for women in connection with the university; a college specifically designed to prepare women for their particular sphere in society, and to open to them such advantages of education and high training as they cannot have elsewhere in the State.

This will require means from the legislature, for the erection of a suitable building. A site can be had on the university grounds, admirably adapted to such a building, near the principal edifice, commanding a fine view of the town and surrounding country—being a portion of the ground which has been set aside and designed for ornamental gardening and small-fruit growing.

What is needed is a special college for women, separate and distinct as a college, and having its own supervision, but admitting its members to the recitations and lectures in all the departments of the university—to the school of horticulture, to that of drawing and modeling, to the school of practice in analytical chemistry; thus preparing for the care of the sick-room and the kitchen, and elevating, by science and art, the commonest duties of home-life. The department of social, political, and economic science should be open to them; and, in short, all the instructions of the university which they might desire to attend.

The whole nation has been filled with admiration at the grand bequest of John Simmons, of Boston, of a million and a half of dollars for the establishment of an institution for the education of women in those arts which may render them more independent in procuring a livelihood, such as telegraphy, the arts of design, teaching in its highest grades, &c.

INSTITUTION FOR THE BLIND.

This institution owes its origin to the efforts of Mr. Eli William Whelan, a blind man, formerly a superintendent of the Tennessee Institution for the Blind, who came to St. Louis with the view of founding an institution of a like character in this State. The institution early became generally known, the number of pupils increased, and the house was soon inadequate for their accommodation. A much larger house was absolutely necessary, but the limited means of $5,000 a year precluded the possibility of paying a higher rent. The present locality, the residence of the late General Ruland, was purchased at the price of $27,000; conditional, however, to the approval of the legislature. The bill approving the purchase, and making an additional appropriation of $20,000 for building purposes, passed early in the session.

The number of inmates for the last two years is 126. There have been 59 admissions and 41 discharges, leaving 85 inmates; which exceeds, by 24, any previous year. There is reason to suppose that the increase would be much larger if room could be made for them.

Of those who have left the institution, one had her sight restored; one removed from the State; six completed the prescribed course; eight were removed; twenty-three were broom-makers, and two were taken from us by death. Those who have acquired trades are, so far as I have been able to learn, providing for themselves by their own industry. Four are engaged in teaching music, one in Carlinville, and three in St. Louis. The yare meeting with very gratifying success, pecuniarily, and also answering the oft-repeated question, "How can the blind teach music to the seeing?"

No change has been made in the employment of the pupils. They are engaged in three departments, literary, musical, and mechanical, from 8 to 12 a. m., 2 to 5, and 7 to 9 p. m., five days per week. On Saturdays, from 9 to 11 a. m. is spent reading reports of attendance; of scholarship as determined from the daily recitations; examinations of classes in music and literature; elocutionary exercises, recitations, declamations, and reading of compositions. To these exercises the public is cordially invited, and many avail themselves of this opportunity to witness the proficiency of the pupils and the various means employed for imparting instruction to them.

The branches taught in the literary department are the same as those in our best schools. The musical department receives a large share of attention, for the loss of sight has a tendency to cause one to cultivate the hearing, and music ever has charms to cheer and enliven the mind, and to render this unending night bearable. Besides, if any have musical talent, and the requisite application, which, I am happy to state, is seldom lacking, they will acquire a thorough knowledge of this art, and engage in it as a profession. All the pupils, except those in the mechanical department alone, are given an opportunity to try their musical abilities, and are then assigned those studies which are best suited to their capacities. Instruction is given on the piano, organ, guitar, flute, violin, cornet, double bass, and violoncello.

The boys have been occupied in their workshop a part of each day, so far as has been possible, working at broom and brush making, and chair seating. Mat and mattress making and willow-work are trades which ought to be taught here, but we must have a place to teach them other than the contracted, under-ground room which now holds our mechanical department.

The girls are taught sewing, knitting, and various kinds of fancy-work, and lately have been making quilts and comforts, finishing them from the raw material. They could also learn willow-work, brush, and whisk-broom making, but in a room 16 by 18 there is little space for machinery after forty persons are seated.

We have continued our printing as heretofore, employing one person all the time, while my first literary assistant has devoted the afternoon of each day to the work. The results are not very great. It is a very slow mode of providing books, and also an expensive one, but at present there is only this one way to obtain them. The printing of books in "tangible typography" does not offer any inducements as a private enterprise; hence, from the time Valentine Haüy first opened a school for the blind, till now, the preparation of books adapted to their special condition has been imposed upon those who were engaged in teaching them. The result is, that much time and more money has been spent, and the few books printed are of little value, because of their condensed and abbreviated form.

INSTITUTION FOR DEAF AND DUMB.

The superintendent of this institution reports, that while it is conceded that in many cases it is more difficult to control the deaf and dumb than those who have all their senses in full and perfect development, yet in this institution, with a very few exceptions, we have always succeeded in governing the pupils without special difficulty. During the present session, as well as in the past, the general deportment of our pupils deserves the highest commendation. Industry, prompt obedience, and good order have marked this term as one of the most successful in the history of this institution, which has ever compared favorably with similar ones in our country.

All applicants must be seven years of age, and under thirty. Pupils who are not beneficiaries of the State will be charged $150 per annum for board and tuition, which, in all cases, must be paid as follows: one-half upon entering the institution, and the remainder on the 1st day of February succeeding. Pupils who are beneficiaries of the State must bring a certificate from the county court of their respective counties, the form of which is appended to this report. Each pupil must be furnished with comfortable clothing for one year, each article marked distinctly with the owner's name. A good trunk must also be furnished. Parents must furnish money to procure books, stationery, and postage-stamps for their children, and in all cases their traveling expenses must be paid to and from the institution. No idiotic deaf-mute will be received in the institution.

ST. LOUIS.

[From the report for 1870–'71.—Hon. William T. Harris, superintendent.]

THE SCHOOLS.

A number of substantial school-houses, most of them containing twelve rooms, have been built the past year, containing in all 80 rooms, and accommodating about 4,500 more pupils. In addition to furnishing accommodation for the increase of school population, these houses will supply the place of rented buildings which have been hitherto used for school purposes, leaving a surplus of 2,700 seats in buildings much better adapted to the purpose than the rented buildings, which, for the most part, were too small, and without sufficient light, means of ventilation, or play-rooms. Also, in the new buildings many more pupils can be instructed by one teacher than in the old, so that the cost saved in tuition will in a few years pay for the buildings.

COST OF INSTRUCTION.

In the normal, high, and intermediate schools, the tuition, estimated on the average number belonging, ranges from $50 to $88 per pupil; in the district schools, $15 88;

average for all the schools, $16 85. If the estimate is made on the whole number enrolled, the cost is $11 22 for each pupil in the district schools, and $48 for each pupil in the higher schools. If we deduct the cost of German instruction—99 cents per pupil on the whole number enrolled, or $1 51 on average number belonging—the tuition in the district schools amounts to $10 23 for each pupil who attended the entire year, or 200 days, and to $13 97 to each one who attends 134 days, the latter number being the actual average attendance of the pupils enrolled. The extra cost of special teachers in music and writing might in the same way be deducted, and would reduce the cost 46 cents on average number belonging, and 30 cents on entire number enrolled. Tuition is a small item in the cost of educating our children, compared with the cost of board and clothing, or of that endless parental care and anxiety lavished without stint in order that our sons and daughters may inherit all the culture which our generation received as its heritage or has accumulated by its own industry. Each child of school age costs the community from $200 to $500 per year, and it would be the height of absurdity to waste one-half of the possibilities of growth and culture, furnished at such an expense, through an attempt to save $5 or $10 in the cost of tuition.

GERMAN-ENGLISH INSTRUCTION.

It has been the policy of the board to introduce German into just as many schools as the circumstances would allow, so that the completest intermingling of nationalities could take place. Wherever a sufficient number of German children were in attendance to employ a special teacher a half day, German has been introduced. In this respect our system is very different from that in Cincinnati, where the practical effect has been to isolate the two peoples and have the German schools attended almost exclusively by Germans, and the other schools almost as exclusively by the English-speaking pupils. If separate nationalities keep up their own schools, it will result that the Anglo and German American youth will not intermingle, and caste distinctions will grow up. If the German children can learn to read and write the language of the fatherland in the public schools, they will not need separate ones.

COLORED SCHOOLS.

The five colored schools hitherto open for colored pupils will be increased by one in South St. Louis, (Carondelet.) Additions going on in No. 3 will increase its accommodations to 500 seats, and these will doubtless be immediately filled, as the school is located in a densely populated district.

The number of seats for colored children is 970; of teachers, 16; and of rooms, 17. The expenditure during the past year was $11,787 80; the amount invested by the board, $61,767 64.

HIGH SCHOOL.

The school has reached a point where its numbers are somewhat in excess of accommodations, and the board has established an intermediate school under able management, in which a portion of the junior class is placed. An advantage gained through the intermediate school consists in the fact that it commences a junior class in the middle of the year, thereby allowing pupils that have fallen behind the class by reason of sickness or other causes to commence again at the beginning without waiting until the next year. The principal, Mr. Horace H. Morgan, reports the per cent. of attendance for the year to be 0.95½. The deportment has been particularly good. The intention of the discipline "machinery" is simple; all "unnecessary trouble" is noted by a discredit, and at any time a scholar's position is determined by the three elements which, in school as in life, determine one's status: his success in his studies, his regularity of attendance, and his deportment.

NORMAL SCHOOL.

The course of instruction is only two years, and the graduates prove, in almost all instances, to be superior teachers after a short experience in the schools. They have obtained not only a theoretic knowledge of the science and art of teaching, but they have acquired, during their two years' course in the normal school, what is far more valuable to them, namely, habits of punctilious attention to minute details, both in conduct and in recitation. Its full capacity is 150 pupils, but as yet only two-thirds of that number have been in actual attendance. The normal school admits only females, and is established to supply the district schools with teachers. It graduates two classes per year, and for this purpose admits new pupils in September and February. Not one-half of the new teachers come from the normal school, although all of the graduates of the institution receive appointments at once in the schools. The report of the principal, Anna C. Brackett, states the opinion that to produce adequate results maturity of mind is required in the pupils. There are powers of the mind which only

time can develop, and it is almost hopeless to demand from the average girl of sixteen the kind of mental work we must have. The work is not too hard, but the majority of the minds we have to work on are too immature to grasp it. The girl of sixteen can, in most cases, answer the questions given for examination and enter, under present regulations. The principal states her conviction, based on reason and supported by more than eleven years' experience in teaching normal schools, that there is involved a ruinous waste of time, strength, and health on the part of the teachers and pupils, and of dollars and cents on the part of the board, when the age required for admission is only sixteen.

O'FALLON POLYTECHNIC INSTITUTE.

Higher instruction for evening-school pupils is afforded by the O'Fallon Polytechnic Institute, which holds its sessions during five months in the year four evenings in the week, and performs the same function in the evening schools that the high school does in the day schools. Advanced pupils in the evening schools are promoted to the institute. Although under the management of the board of public schools, this institute is a branch of the Polytechnicum of Washington University.* The grade of instruction, as agreed upon with the university, includes "elementary and preparatory branches of polytechnic or technological instruction," and embraces higher arithmetic, algebra, geometry, English grammar, physics, line drawing, chemistry, and descriptive geometry. Each pupil who attends regularly for sixteen consecutive evenings is furnished a certificate entitling him to three months' use of the Henry Ames library and reading-room. A certain number of such certificates entitle a pupil to a life membership in the library. The number of certificates issued to pupils of this institute in 1869–'70 is 149. Number of pupils attending during the year, reported 144.

EQUALITY IN REPRESENTATION OF DIFFERENT CLASSES IN PUBLIC SCHOOLS.

A table is given showing the occupations of parents of pupils attending the public schools, with the proportion of children sent by each class. Each class is represented in about the same ratio that it obtains in the entire population, and this equality prevails through all grades of the schools, from the primary to the high. One of the arguments brought forward in favor of the co-education of the sexes is also urged here, namely: since people must come in contact through life, they should be prepared in the public school, where each meets the other on an intellectual basis, where they will learn to recognize the true worth of each other and ignore the accidents of wealth and position.

RELATIVE AGE OF CHILDREN IN THE SCHOOLS.

There were 12,006 children under ten years of age, 11,471 between the ages of ten and sixteen, and only 870 over sixteen. The superintendent states that he has so far modified his views, expressed last year, as to recommend the admission of children to school at an earlier age in certain densely crowded portions of the city, where the surroundings are not healthful for the physical and moral growth of the young. The exposure to evil and corrupting influences, and the fact that children in those localities are withdrawn from school at an early age, seem to justify this step. The phonetic system of teaching reading, now used in all our primary grades, is better adapted to the grasp of the childish understanding, and gives the teacher so much more power over the youngest pupils, that it will be safe to admit children of five years of age. Making allowance for the present rate of increase, it is found that the average amount of schooling each pupil gets before he leaves school is five years. This suffices to give him, 1st, a knowledge of reading, spelling, and writing; 2d, a practical acquaintance with the elements of arithmetic; 3d, a fair share of geographical information. These rudiments are of far greater significance to the individual than people of liberal education are apt to think. Like the fundamental instrumentalities of civilization, they are acquired by us almost unconsciously, and we never realize what we should be without them, nor indeed ever think that they do not belong to man as a gift of nature.

DISCIPLINE.

Corporal punishment is seldom administered in the schools; the aim is to stimulate the pupils to practice self-government. In cases where corporal punishment would formerly have been used, pupils are suspended from school. Hardened cases which do not reform after repeated suspensions, it is remarked, should be taken from under the control of their parents by the civil authority and placed in reform schools. It is stated that statistics show that seven-eighths of the inmates are permanently cured.

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* The present system of evening schools in St. Louis was founded by the trustees of the Washington University, and was called the O'Fallon Polytechnic Institute. It was assumed by the board of public schools in 1859.

HEALTHFULNESS OF STUDY.

In respect to the supposed injurious effects of the modern school system on the physical development of children, it is thought that while a few children are injured by over mental work, unbalanced by proper physical exercise and diet, it is likely that ten times as many die from attacks of diseases which would have been easily resisted by boys and girls whose individuality had been developed by study. The increase in the average length of human life, that has gone on remarkably during the past century in all civilized countries, is to be ascribed to the more general diffusion of mental culture. Life-assurance companies have ascertained to a certainty the relative rates of mortality among different classes of people; that of college graduates is nearly 20 per cent. longer than the general average of the society in which they live, counting only those who arrive at twenty years of age. And it is certain that the civilized man withstands acute diseases far better than the savage, and the nervous intellectual man far better than the grossly developed man. The main cause of the general better health of those who study is ascribed to the habits of self-control fostered by study, since temperance is the virtue that mostly affects health. The moral effect upon the child of the punctuality insisted upon in school attendance is very important. The self-discipline acquired in the five years of school life, in subordinating sleep, meals, and play to the duty owed to the school, is likely to become a habit for life.

CO-EDUCATION OF THE SEXES.

The education of the sexes together is advocated by the superintendent on four distinct grounds:

1. Economy has been secured through the circumstance that the co-education of the sexes makes it possible to have better classification, and at the same time larger classes. The item of economy is very considerable, but is not to be compared with the other and greater advantages arising.

2. *Discipline.*—The mixing of the male and female departments of a school has always been followed by improvement in discipline; not merely on the part of the boys, but on that of the girls as well. The rudeness and *abandon* which prevails among boys when separate, at once gives place to self-restraint in the presence of girls. The prurient sentimentality engendered by educating girls apart from boys is manifested by a frivolous and silly bearing when such girls are brought into the society of the opposite sex. This disappears almost entirely in mixed schools.

3. Instruction is also greatly improved; and—

4. Individual development is far more sound and healthy.

It has been found that schools kept exclusively for girls or boys require a much more strict surveillance on the part of the teachers. The girls, confined to themselves, develop the sexual tension much earlier, their imagination being the reigning faculty and not bridled by intercourse with society in its normal form. So it is with boys on the other hand. Daily association in the class-room prevents this tension and supplies its place by indifference. Each sex testing its strength with the other on an intellectual plane in the presence of the teacher, each one seeing the weakness and strength of the other, learns to esteem what is essential at its true value. Theory is in favor of the extension of co-education far beyond present practice, and as a fact the latter is creeping along conservatively up to the standard of the former. The admission of females into colleges and scientific institutions heretofore open exclusively to males is the straw on the moving current, and tells what is coming.

SUMMARY OF STATISTICS.*

Population of the city, United States census of 1870	310,864
Number of children of school age, five to twenty-one years	96,312
Total number enrolled in public schools, day and evening	48,886
Average attending	32,591
Number of teachers, day and evening	718
Total receipts for school purposes	$697,051 62
Total expenditures	$692,540 00

WARRENSBURGH NORMAL UNIVERSITY.

The laying of the corner-stone of the normal university of the second normal district of Missouri, located at Warrensburgh, Johnson County, took place on the 16th of August, 1871. The occasion was one of great interest. People poured in from the surrounding cities and country, and though the town of Warrensburgh numbered only between 4,000 and 5,000 inhabitants, an audience of 10,000 was present.

A delegation of about eighty invited guests, consisting principally of prominent

* From statement dated October 17, 1871.

school men and members of the Masonic fraternity, were furnished with excursion tickets to Warrensburgh and return—special cars and sleeping-coaches provided—through the politeness of Colonel Thomas McKissock, superintendent of the Missouri Pacific Railroad.

The fraternity of Free Masons were invited to lay the corner-stone with their simple but impressive ceremonies. The site of the normal school is in the suburbs of the city, on high ground capable of ornamentation, and the building is to be a very large and imposing structure. At the close of the ceremonies proper the procession retired to the fair grounds near by, where a free and abundant basket pic-nic repast had been prepared by the ladies of Warrensburgh.

The Masonic address was delivered by the Grand Master of Masons, Thomas E. Garrett, and occupied about an hour. Addresses were afterward delivered by Colonel N. J. Coleman; D. H. Crittenden, of the State normal school of Oswego, New York; Judge Moulton, of Mobile, Alabama; Rev. J. Monteith, State superintendent of the public schools of Missouri; Major A. B. Merwin, editor of the St. Louis Journal of Education; Professor J. Baldwin, principal of the normal school of Kirksville; William T. Harris, esq., superintendent of the public schools of St. Louis; and Professor George P. Beard, principal of the normal school of Warrensburgh. The speaking after dinner, which occupied a little over three hours, was unusually pointed and good, being entirely extempore—neither manuscript nor notes being used.

FUNERAL SERVICES OF IRA DIVOLL.

Seldom has the removal by death of any individual created a greater loss than that mourned by the people of St. Louis in the death of the distinguished and zealous educator, Hon. Ira Divoll, late superintendent of public schools in Missouri. His funeral services, which took place in October last, were attended by a vast assemblage of the people of the city, including the pupils, teachers, and officers of the public schools. The procession was headed by the board of education. A beautiful memorial poem was recited by Miss Anna C. Brackett, principal of the normal school of that city, and an appropriate eulogy on his life and character was read by Hon. William T. Harris, city superintendent of schools. The following brief extracts will serve as a sample of the poem:

Here lay we down our dead! In such a tomb
Our searching eyes can find no shade of gloom;
But, filled with solemn awe, forget the tears
That would but shame the bravely conquered years;
That would but shame the state wherein he lies
Who rests to-night, hung round with starry skies.
* * * * *
Reverent, we commemorate the ordered will
That fired those ashes, lying now so still.
Well might we linger, fitly now and here,
To tell the kindly deeds, the words of cheer,
The liberal freedom given, the wise restraint,
We who have known them need no words to paint.
Not tardy he to praise, nor swift to blame;
Generous to recognize a fair-earned fame;
Far-sighted, reading for the future days—
Easy it were to add to terms of praise;
Yet high above them all there shineth still
The life in life, the indomitable will.

Ira Divoll was born in Topham, Orange County, Vermont, in the year 1820. In 1857 he was elected superintendent, and re-elected eleven successive years to the same office; he finally withdrew from the city schools, and was elected as State superintendent of public instruction. During the latter years of his life he struggled against a pulmonary disease, and exhibited the most extraordinary recuperative powers. The energy of purpose, the dauntless hope which he manifested in combating the mortal enemy, was a continual source of admiration to his friends. He seemed to baffle his disease by ignoring it, and by concentrating all his powers on the realization of some grand purpose. To be industrious at work or study, and to be always in earnest—this was his early acquired habit. From his outlook upon human nature and society there appeared one immediately pressing problem: how to make useful members of society of the youth growing up under such a frightful lack of external control. In the public school, and particularly on its disciplinary side, Mr. Divoll found what seemed to him an all-important instrumentality for the well-being of humanity. To this he devoted his best powers. No labor was too exhausting for him to undertake, if it was necessary to add strength to his cause. It was through his efforts that the public school library of St. Louis was established, by which, in connection with the public schools, to render possible a perpetual education in the community, was his idea. In his relation to the board he showed himself a superintendent who gave all his waking thoughts to projecting and maturing measures for the aggrandizement of the public schools.

LIST OF SCHOOL OFFICERS.

Hon. JOHN MONTEITH, *Superintendent of Public Instruction, Jefferson City.*

COUNTY SUPERINTENDENTS.

County.	Names.	Post-office address.
Adair	Joseph T. Dennis	Kirksville.
Andrew	J. R. Tilson	Savannah.
Atchison	M. B. Nicholson	Rockport.
Audrian	J. E. Robinson	Mexico.
Barry	Charles S. Bryan	Cassville.
Bates	Charles H. Wilson	Butler.
Barton	A. J. Wray	Lamar.
Benton	Washington Allen	Warsaw.
Bollinger	James N. Pettit	Marble Hill.
Boone	W. W. Batterton	Columbia.
Buchanan	E. B. Neely	St. Joseph.
Butler	J. M. Davidson	Poplar Bluff.
Caldwell	Myron W. Reed	Hamilton.
Callaway	J. S. Baker	Stephen's Store.
Camden	John Welch	Linn Creek.
Cape Girardeau	S. M. Green	Cape Girardeau.
Carroll	Wiley Roy	Carrollton.
Carter	Amos P. Holland	Van Buren.
Cass	John T. Weathers	Morristown.
Cedar	Daniel P. Stratton	Stockton.
Chariton	Alfred Mann	Keytesville.
Christian	Henry F. Davis	Post-office box 493, Springfield.
Clark	E. H. Davis	Waterloo.
Clay	George Hughes	Liberty.
Clinton	A. K. Porter	Plattsburgh.
Cole	Thomas W. Ward	Jefferson City.
Cooper	W. A. Smiley	Boonville.
Crawford	J. T. Alexander	Steeleville.
Dade	William C. West	Greenfield.
Dallas	J. W. Moore	Buffalo.
Daviess	S. P. Howell	Gallatin.
DeKalb	L. L. Daniel	Maryville.
Dent	John G. Blake	Salem.
Douglas	T. K. Yandell	Cowskin.
Dunklin	Andrew Wray	Kennett.
Franklin	Felix Baudissin	Union.
Gasconade	Leander Baker	Owensville.
Gentry	John B. Twist	Albany.
Greene	J. J. Bunch	Walnut Grove.
Grundy	R. C. Norton	Trenton.
Harrison	Osborn Brown	Eaglefield.
Henry	James E. Flagg	Clinton.
Hickory	Abel E. Martin	Hermitage.
Holt	Frank Gordon	Oregon.
Howard	J. W. Hariston	Fayette.
Howell	Martin L. Lay	West Plains.
Iron	A. J. Puls	Pilot Knob.
Jackson	John E. Hale	Westport.
Jasper	John W. Jacobs	Carthage.
Jefferson	M. C. Jennings	Hanover.
Johnson	G. H. Sack	Warrensburgh.
Knox	M. D. Hollister	Edina.
Laclede	D. Matthias	Lebanon.
La Fayette	George M. Catron	Lexington.
Lawrence	J. B. Underwood	Mt. Vernon.
Lewis	F. L. Schofield	Canton.
Lincoln	William S. Pennington	Troy.
Linn	Charles Hamilton	Brookfield.
Livingston	T. C. Hayden	Chillicothe.

County superintendents—Continued.

County.	Name.	Post-office address.
McDonald	John Wilson	Pineville.
Macon	A. B. Campbell	Macon City.
Madison	W. B. Toler	Fredericktown.
Maries	R. W. Mahaney	Lane's Prairie.
Marion	William E. Hassett	Palmyra.
Mercer	Thomas E. Evans	Princeton.
Miller	James S. Martin	Tuscumbia.
Mississippi	M. V. Rodney	Cairo, Ill.
Moniteau	R. Q. Galbreath	Clarksburgh.
Monroe	George C. Brown	Paris.
Montgomery	E. M. Hughes	Danville.
Morgan	S. R. Lutman	Versailles.
New Madrid	Dr. A. D. Cooke	New Madrid.
Newton	W. J. Kelly	Rocky Comfort.
Nodaway	S. C. McCluskey	Marysville.
Oregon	R. T. Burns	Alton.
Osage	Henry Marquand	Chamois.
Ozark	Dr. John Hyde	Gainesville.
Pemiscot	George W. Carleton	Gayoso.
Perry	A. J. Abernathy	Perryville.
Pettis	A. A. Neal	Georgetown.
Phelps	L. A. Dunlap	Maramec Iron Works.
Pike	Thomas J. Ayers	Spencerburgh.
Platte	S. G. Woodson	Platte City.
Polk	James A. Race	Bolivar.
Pulaski	V. B. Hill	Waynesville.
Putnam	C. F. Brown	Unionville.
Ralls	G. H. Laughlin	New London.
Randolph	W. A. Martin	Randolph.
Ray	J. A. Buchanan	Pleasant View.
Reynolds	Janus M. Ross	Lesterville.
Ripley	B. J. Etheridge	Doniphan.
St. Charles	Charles Beckington	St. Charles.
St. Clair	John Hill	Taborville.
St. Francois	O. A. Belknap	Farmington.
St. Genevieve	C. C. Kerlagon	St. Genevieve.
St. Louis	James W. Loring	St. Louis.
Saline	Allen Gwinn	Marshall.
Schuyler	W. H. Fulton	Lancaster.
Scotland	James Donnelly	Memphis.
Scott	S. O. Schofield	Blodgett.
Shannon	James F. Morris	Eminence.
Shelby	C. M. King	Shelbina.
Stoddard	S. Chapman	Piketon.
Stone	L. D. Bolen	Galena.
Sullivan	J. C. Custar	Green Castle.
Taney	William R. Howard	Forsythe.
Texas	T. A. Ausley	Houston.
Vernon	A. W. Van Swearinger	Montevallo.
Warren	H. H. Middlekamp	Warrenton.
Washington	T. S. Love	Irondale.
Wayne	Rev. W. H. Cooke	Patterson.
Webster	John A. Patterson	Marshfield
Worth	T. S. Neal	Grant City.
Wright	John S. Pope	Hartville.

NEBRASKA.

[From the special report, furnished the Bureau of Education by Hon. J. M. McKenzie, State superintendent of public instruction, for the year ending April 3, 1871.]

SUMMARY OF STATISTICS.

Number of counties	35
Number of districts	1,032
Number of children in districts between the ages of five and twenty-one years	41,063
Whole number of children attending school during the year	23,158
Number attending school under five or over twenty-one years of age	329
Number of school days during year	71,954
Number of private schools	48
Number of scholars in private schools	1,169
Paid for books and apparatus	$2,546 09
Number of public school-houses, (stone, 11; brick, 27; frame, 338; log, 109; sod, 27)	512
Value of school-houses	$374,270 89
Value of school-house sites	$44,217 30
Number of teachers employed, (male, 560; female, 520)	1,080
Total wages of teachers for the year, (males, $80,164 45; females, $65,811 34)	$145,975 79
Number of days' board by districts	7,585
Total resources for the year	$371,455 14
Paid male teachers	$74,079 46
Paid female teachers	$60,663 06
Paid for building and repairs, and debts on same	$108,775 15
Paid for all other purposes	$58,603 56
Amount on hand April 1, 1871	$60,710 19
Total expenditure for the year, including amount on hand	$363,524 87
Total indebtednesss of the districts April 1, 1871	

SCHOOL FUND.

The amount apportioned to the several counties this year is about $160,000. About 90,000 acres of school land have been sold, at an average price of nearly nine dollars per acre. This would give $800,000 as a permanent investment; but as a considerable portion of the land sold becomes forfeited to the State through non-payment, the amount of lands sold cannot be assumed as the true basis of the school fund. It is estimated by the committee on education of the constitutional convention that there are over 3,000,000 acres of school land in the State, which, sold at the minimum rate, would give the immense permanent fund of $25,000,000. It is an undoubted fact that not many years hence Nebraska will have an annual income of $1,000,000 for educational purposes.

SCHOOL BUILDINGS.

The houses now being erected are of a much better quality than those built formerly. Omaha has two fine ward school-buildings, and a high school; Nebraska City has two fine buildings; Brownville, one; Nemaha City, one; Salem, one; Beatrice, one; Fremont, one. All these are for graded schools. Other towns are proposing to erect buildings suitable for graded schools. Lincoln has voted $50,000 for one; Ashland, $10,000; Pawnee City, $10,000. Over one hundred county school-houses will be erected this year.

SCHOOLS.

The report of the State superintendent for the year ending December 31, 1869, was the first educational report that has been published in Nebraska since 1860; hence there are no data from which to institute comparisons showing the progress of the schools. This year many districts have entirely failed to make reports; it is therefore only possible to give approximate reports for the State. Thirty-five counties have been represented in the apportionment of the school fund. Last year there were but thirty-one; showing a gain of four counties. Only 55 per cent. of children between the ages of 5 and 21 have attended school. The average length of time during which school was kept in each district sustaining a school is little more than 3½ months.

List of county superintendents of the State of Nebraska.

Names.	County.	Post-office.
C. Putnam	Buffalo	Gibbon.
B. Presson	Burt	Decatur.
E. G. Paige	Butler	Savannah.
W. A. Patterson	Cass	Plattsmouth.
H. W. Powell	Cedar	St. Helena.
J. C. Van Housan	Colfax	Schuyler.
Robert Robb	Cuming	Dewitt.
Thomas J. Ring	Dakota	Jackson.
S. P. Mikesell	Dixon	Ponca.
L. M. Keene	Dodge	Frémont.
Jeremiah Behm	Douglas	Omaha.
L. B. Filley	Gage	Beatrice.
John Wallichs	Hall	Grand Isle.
S. Wolford	Johnson	Tecumseh.
P. L. Chapman	Jefferson	Fairbury.
A. M. Ghost	Lancaster	Lincoln.
Henry Sturges	L'Eau qui Court	Niobrara.
George R. Wolfe	Fillmore	Empire.
F. B. Williams	Webster	Red Cloud.
Charles McDonald	Lincoln	Cottonwood.
Henry A. Barnes	Madison	Norfolk.
Ed. Parker	Merrick	Lone Tree.
S. W. McGrew	Nemaha	Brownville.
H. K. Raymond	Otoe	Nebraska City.
John M. Osborne	Pawnee	Pawnee City.
J. O. Shannon	Platte	Columbus.
F. M. Williams	Richardson	Salem.
D. W. McFarland	Sarpy	Lisbon.
J. W. Bowler, (supt. of Saline Co.)	Seward	Camden.
Arthur Pancost	Saunders	Pohocco.
George B. France	Seward	Milford.
J. G. Matheson	Stanton	Canton.
Rev. C. G. Bibee	Washington	Fontanelle.
William Armstrong	York	York.
John Lawrie	Hamilton	Farmers' Valley.
R. B. Crawford	Wayne	Taffe.
Charles Goodman	Nuckolls	Henriette.
Daniel Freeman	Dawson	Plum Creek.
John Fox	Polk	Ulysses.
Richard Walters	Franklin	Franklin City.

NEVADA.

The following account of education in Nevada is taken from the first biennial report of the superintendent of public instruction, Hon. A. N. Fisher, under date of December 1, 1870, excepting the following summary of statistics, which is of later date, being furnished by Mr. Fisher to this Bureau:

SUMMARY OF STATISTICS FOR 1870.

Population, United States census of 1870	42,491
Number of children between six and eighteen years	3,952
Number of pupils enrolled, (including 126 under six years)	2,883
Number of pupils reported as attending private schools	349
Number of children between six and eighteen not attending any school	850
Number of teachers: male, 18; female, 35; total	53
Average number of months schools were maintained	8 mo. 18 days.
Average monthly compensation to male teachers	$125 59
Average monthly compensation to female teachers	$94 98
Total receipts of school revenue	$95,112 85
Amount of compensation paid teachers	$45,409 49
Whole amount expended for common-school purposes	$73,836 64

DURATION OF SCHOOLS.

The average length of the public schools of this State during the past year was eight months and eighteen days, a fact which, it is thought, affords occasion of gratulation, inasmuch as no other State, it is stated, furnishes an equal amount of tuition, and that out of fourteen of the largest and wealthiest States of the Union, from which reports are at hand, eight afford less than seven months, ten less than eight months, and none, except Nevada, more than eight months and eight days. In five counties of this State the average was ten months, and in but two counties was the average under seven months. Twenty-five schools were taught nine months or over.

GRADED SCHOOLS.

Only five of the fifty-two schools in the State are reported as properly graded, while at least as many more must be before they can be properly taught. Inexperienced persons have been sometimes employed to hear a few of the primary classes. In some schools this expedient has been adopted, but with no very satisfactory results.

ATTENDANCE.

Of the 3,952 children of school age in the State, 850, or over 21 per cent., were not in attendance upon any school. Last year, 26 per cent. were thus reported. Making allowance for the disabled, and those who receive instruction at home, and those advanced beyond the range of studies pursued in our schools, the proportion of absentees, although no larger than in other States, is yet so great as to demand consideration at the hands of those who seek the public welfare.

The State makes adequate provision for the elementary education of most of its children—for all, save an unfortunate few who chance to be unpopularly complexioned—and every consideration of economy requires that it shall not allow its generous design to be thwarted by so large a portion of those whom it is sought to benefit. The State cannot safely permit such a multiplication of incapable electors; it cannot afford such an accumulation of instruments of vice and lawlessness.

RIGHT OF THE STATE TO COMPEL ATTENDANCE.

Respecting the right of the State to compel attendance, the superintendent quotes from the remarks of Hon. Newton Bateman:

"The primary maxim upon which every free-school law is grounded and defended, and which has become a part of the settled convictions of the American people, that a State has a just moral claim upon so much of the property of the people as may be required to educate its children, and fit them for usefulness as good citizens, involves the idea of compulsion in the last resort. There is compulsory school-tax paying all over the State, and the power that justly demands and enforces, in virtue of its benevolent care and sovereignty, the payment of a tax for the noble purpose of educating and uplifting the people, may surely provide that the end sought shall not fail of attainment through the indifference or perverseness of others. The hand that forcibly

takes the tax money from the pocket of an unwilling non-resident to support a school in a distant district, in which he has no personal interests, is at least as rough and arbitrary as would be the hand that forcibly leads the children to the door of the school-room. If a State may enact a free-school law, it may see that its supreme purpose is not defeated."

COLORED CHILDREN.

The returns of the census marshals report thirty negro children of school age in the State, for whom no educational provision is made. They are denied admission to the public schools; separate schools are permitted under the law, but, as they are not commanded, colored children are without educational privileges. Believing that it is not the intention of the State government to be guilty of the injustice of taxing colored citizens for the support of public schools, and at the same time deny them the benefit of these schools, the superintendent calls attention to the fact that the statutes of the State are at present chargeable with this unworthy discrimination.

ADVANCED EDUCATION.

There are no advanced institutions of learning in the State. The present school law makes provision for no grade above the high school, and until the present year we have had no school beyond the grammar grade. A high school in Virginia City has been recently founded. The school already has thirty pupils, who have been admitted by graduation from grammar departments in Virginia City and Gold Hill. It is presumed that arrangements may be made with the trustees by which students from other towns may be admitted upon reasonable terms. Thus the necessity of sending advanced pupils to other States for prosecution of their studies may be avoided.

TEACHERS' INSTITUTES.

The teachers of the State feel the need of institutes, and in their behalf, and in the interests of the schools of the State, it is asked that an appropriation be made which will enable the holding of at least one annually.

STATE CERTIFICATES.

At such institute, if held, it is desirable that an examination of candidates for State teachers' certificates be authorized. The authority to issue such certificates is implied by the letter of the present school law of the State, but is not provided for. Experienced and successful teachers should not be compelled to submit to re-examination in every county where they may be called to teach. The superintendent expresses regret that there is occasion to again call the attention of legislators to the importance of an amendment of the school law, enabling holders of State certificates or normal school diplomas to pursue their calling without re-examination. These documents are current, as testimonials of fitness to teach, in nearly all States possessed of a system of public instruction. What peculiar pre-eminence justifies the disrespect shown by denial of their validity here? The statute which compels examination at the hands of a county board of a person whose ability is abundantly certified by the highest educational authority of a sister State, expresses an unworthy suspicion as to the competence or honesty of such authority, and occasions both applicant and examiners needless inconvenience.

COMPENSATION OF TEACHERS.

The average salary of teachers in this State is steadily decreasing, although it is considerably larger than elsewhere in the Union. In 1868 the average monthly salary paid male teachers was $157 41; in 1869 it was $131 91; in 1870 it was $129 59. The decrease in the average wages of female teachers is not so great, but it is sufficiently marked to justify the suggestion that it is a questionable economy which seeks retrenchment by reduction here. First-class teachers have been attracted to the State by the fact, published throughout the land, that we pay larger wages than elsewhere. If these remain with us, and if we displace the many ordinary teachers who yet hold positions among us by persons thoroughly qualified for the work, we must continue to pay liberal wages. True economy will, if necessary, increase wages, that the standard of required ability may be elevated. Inferior service should not be accepted upon any terms. Desirable talent cannot be secured at lower rates than are now being paid.

In view of the probability that during the coming year more school-houses will be erected than during any previous year of the history of the State, the superintendent considers it important that special attention be directed to the subject of

SCHOOL ARCHITECTURE.

A school-house may be neat, commodious, substantial, and yet but imperfectly serve its designs. School architecture is a branch of the profession with which ordinary

builders are little acquainted. Few, if any, of the school-houses of the State are as well arranged as they would have been had trustees made themselves familiar with the best plans, and insisted upon their execution. These should be secured and studied before bids are asked for. There are certain important principles involved which cannot be ignored without inflicting injury upon those whom it is sought to benefit. Few reflect that the future work of the school-room is helped or hindered by the man who plans its construction. Fewer still are aware that diseases—life-long afflictions—are almost sure to be engendered in a badly-managed school-room.

In a recent circular from the Bureau of Education appears an article on school-room diseases, from the pen of a celebrated Berlin physician. He enumerates a fearful catalogue of diseases of the eye, the spine, the respiratory organs, which investigations had traced directly to the school-room for their origin. Some of the chief causes of school-room diseases he names, as follows:

"1. The air of the school-room, the condition of which is dependent on the size of the room, the number of pupils, the heating arrangements, ventilation, dampness of the floor and walls, dust.

"2. The light of the school-room, dependent on the location of the building, and the room, size of windows, color of the walls, artificial means of lighting a room—gas, oil.

"3. The arrangements for sitting, size and form of chairs and desks, length of time scholars are obliged to sit still in one position."

If disease from these sources is prevented it will be by care in the construction of the building. An exhibition of plans is not practicable in this report. The present school law directs that before building plans are adopted they shall be submitted to the county superintendent for approval. The provision is a wise one, but it does not fully meet the requirements of the case, for the reason that few county superintendents are in possession of needed information in the premises, and none are authorized to incur expenses to procure it. Diffusion of knowledge upon this important subject is desirable. It would be well if the legislature would interest the State board of education to issue circulars of information upon school architecture to all school officials of the State, at State expense.

EDUCATION OF THE DEAF AND DUMB.

By action of the last legislature, the State superintendent was authorized to make arrangements with the directors of the institution for the deaf and dumb and the blind in California, for the admission, education, and care of the deaf and dumb, and the blind of this State, and to make all needful contracts to carry this humane purpose into effect. Upon the first application to the superintendent under the law, contracts were made with said directors through their agent, the principal, Professor W. Wilkinson, for admission of pupils from their State at the lowest rates permitted by the statutes of California, viz, an annual charge of $300 for support and education, and $50 for clothing, per pupil.

The institution is supplied with fine buildings, beautifully located, near Oakland, in full view of the Bay of San Francisco. It is under the management of able and experienced instructors, who, by skillful training of the unfortunate under their care, are rapidly delivering them from their condition of dependence. Pupils from Nevada have made encouraging progress in their studies. One of them, in addition to the sign language, is learning a trade, and, as an apprentice, he exhibits unusual skill. There is no question as to the desirability of continuing the appropriation.

NORMAL TRAINING.

After remarking upon the advantage of normal training to teachers, the superintendent expresses the opinion that there is no immediate demand to justify the founding of a normal institution in the State, since, by the generous legislation of the neighboring State, California, the advantage is secured of a completely endowed and well-officered normal school, at a merely nominal expense. As an inducement to such to enter this school, and that the young men and women of the State may be placed upon the same footing with their class in other States, the superintendent recommends that an appropriation be made to pay the matriculation fee for as many of our youth as will enter, pledging themselves to pursue the course, and to teach in this State. It is probable that half-fare rates can be secured for candidates and members over the Central Pacific railroad, so that attendance from Nevada will occasion no greater expense than from portions of California.

LIST OF SCHOOL OFFICERS.

Hon. A. N. FISHER, *Superintendent of Public Instruction, Carson.*

LIST OF COUNTY SUPERINTENDENTS.*

County.	Name.	Post-office.
Churchill		
Douglas	A. M. Warnick	Genoa.
Elko	Alex. Kincaid, M. D	Carlin.
Esmeralda	S. B. Smith	Aurora.
Humboldt	Rev. L. Ewing	Unionville.
Lander	J. F. Roberts	Austin.
Lincoln	D. H. Willnan	Pioche.
Lyon	P. T. Kirby, M. D	Silver City.
Nye	J. V. Hathaway	Belmont.
Ormsby	L. S. Greenlaw	Carson.
Storey	J. W. Whitcher	Virginia City.
Washoe	Rev. A. F. Hitchcock	Reno.
White Pine	H. S. Herrick, M. D	Hamilton.

* Revised by Superintendent Fisher, October 11, 1871.

NEW HAMPSHIRE.

[From the report of Hon. Anthony C. Hardy, Superintendent of Public Instruction, made June, 1871.]

SUMMARY OF STATISTICS.

Population, from the United States census of 1870	318,300
Number of towns	222
Number of districts	2,102
Number of schools	2,373
Whole number of different pupils attending not less than two weeks	69,016
Average attendance during the year	46,178
Number of pupils between four and fourteen years of age not attending school anywhere	3,907
Number of male teachers	518
Number of female teachers	2,910
Average wages of male teachers	$36 95
Average wages of female teachers	22 03
Average length of schools for the year in weeks	14
Number of school-houses unfit for school purposes	385
Average amount appropriated for each scholar	$5 10
Whole amount raised from all sources for school purposes	$418,544 88
Number of visits by superintending committee	10,956
Amount paid superintending committee for their services	$11,565 45
Number of visits by prudential committees	3,007
Number of visits by citizens	64,424

PROGRESS AND CONDITION OF SCHOOLS.

There has been, during the year, an increase of interest in educational matters throughout the State. New and excellent school-houses have been built and old ones repaired; more attention has been paid to the selection of teachers; more visits have been paid to the school-room by parents; less instances of tardiness and absenteeism are reported; school committees have been more active and earnest; the statistics have been more accurately collected and reported; teachers have been awakened to more enthusiasm and zeal in their profession.

Dartmouth College never numbered so many students as now. The higher seminaries of learning throughout the State are having an unusually large number of students at their spring terms. In the district schools the average attendance is slightly increased; a large number of visits have been made by school committees and parents; higher wages have been paid for teachers; more money expended on building and repairs; more money raised and expended for schools.

TOWN AND DISTRICT SCHOOL SYSTEMS COMPARED.

A portion of the towns took advantage of the new law to abolish the school district and organize the town district. The district system works unequally and unjustly, giving the rural districts short, poor schools, when four-fifths of the children of the State receive no further education than that afforded by the district school. The superintendent warmly urges the entire abolition of the district schools, and thus commends the town district system: "It makes the schools of equal length, all the schools commencing and closing the same day; it gives equal quality; all the teachers are engaged and examined by the same committee, and placed in that school which in their judgment they are the best adapted to. It removes the evil arising from one committee hiring teachers and another certifying to their competency afterward, which oftentimes place the parties in delicate and embarrassing circumstances, and frequently, under the garb of charity, throws the school-room door wide open to ignorance and incompetency. It classifies the schools, introducing system and unity in the place of irregularity and fractional dissimilarities; it gives a more thorough and complete education to all the children, with the same money, equalizing the burdens and equalizing the benefits."

ATTENDANCE.

Number of pupils enrolled who have attended not less than two weeks, 71,957; average attendance, 48,150; not enrolled, 3,988; average per cent. of attendance, 63. These figures reveal a sad and startling fact. Not one-half of the children in the State attend school anywhere. As a matter of self-defense the State should adopt measures

such as to compel their attendance. We are led to believe that if the record of "those who do not attend" had been correctly returned, it would show that not more than 50 per cent. of the school children of the State attend school. Some measures should be taken to remedy this evil. The State cannot afford to thus waste its school money and let its future citizens grow up in ignorance.

SCHOOL-BOOKS.

On the school-book question the superintendent says: "But few changes have been made in text-books the past year. We are sorry to be again compelled to acknowledge that a change of residence from one town to another, and in very many instances from one school district to another, will necessitate a change of text-books; this is a grievous burden to the poor man and the floating population of the State. We deem the law now on our statutes, forbidding a change of text-books within three years, to work much more for the interest of the book-maker or publisher than as a protection to the State, as he now will get his books introduced at very low rates, and then for three years can, as he *now does*, charge exorbitant rates. I would recommend the repeal of the law."

SCHOOLS OF OHIO AND NEW HAMPSHIRE COMPARED.

In order to show that the schools of New Hampshire, though improving, are yet far behind other and younger States, the superintendent includes in his report an able and instructive comparison between "the public-school system and school laws of the States of New Hampshire and Ohio, and their practical results," a paper read by Hon. S. T. Worcester, before the Nashua Historical Society.

It is shown that the amount paid in Ohio for schools is 46 cents—more than twice as much to each inhabitant as is paid in New Hampshire. Ohio devotes to school purposes for each pupil enrolled $3 26 more than New Hampshire, and $6 38 for each pupil daily attending school; while in Ohio the daily average attendance of children at school in proportion to the whole population is 1 to 5⅓, and in New Hampshire 1 to 7 1/10. The average duration of schools in Ohio is thirty weeks; in New Hampshire, seventeen weeks. In the face of all these unfavorable facts for the schools in New Hampshire, the taxable property of the State is $37 70 greater per capita than in Ohio. The results, therefore, cannot be chargeable to the inability of the people of New Hampshire to sustain schools.

A QUESTION RESPECTING THE PRIVILEGES OF FREE SCHOOLS SETTLED.

During the year two questions arose respecting the right of children, thought to be no resident, in one case, and in another children of French parents who could not speak or read the English language, to be admitted to the privileges of the common school. The selectmen had decided against their admission. Hon. Mason W. Tappan rendered a legal decision, in one case affirming the right of a child to attend school as "*incident* to her *residence* in the district." In the other case Mr. A. C. Hardy, the superintendent, says: "In our educational work we know no nationality, sect, or partisan politics; That '*every child* shall have equal opportunities to secure a common-school education,' is the fundamental and most glorious principle of our common-school law; and he who places himself in antagonism to this principle is in opposition to all its instincts and work. We, as a people, have the blood of all nations under the sun flowing through our veins. The people come to us from all nationalities and tribes. Our laws soon clothe them with the rights, responsibilities, and duties of citizenship—sovereign rulers—and it is our *duty*, as well as a *measure of self-defense*, that we educate them, and fit them to intelligently control the ballot."

STATE NORMAL SCHOOL.

Under the law which was passed by the legislature at its June session, in 1870, a State Normal School has been at last established. After considering bids from several towns, Plymouth was selected. Its first term has been a great success. The number of pupils in attendance was 150. Every teacher in the normal department secured a school for the summer, and many more were called for. Professor S. H. Pearl, A. M., was selected as principal of the institution. It has been a great effort to arouse the people of New Hampshire to the needs of professional education for teachers, to a sufficient degree to secure an appropriation for a normal school. This step may, therefore, be taken as an evidence of substantial progress of free public education in New Hampshire.

TEACHERS' INSTITUTES.

Teachers' institutes have been held in each county during the year, and have been generally successful. Each year but demonstrates more fully the necessity of this educational help. Although we have now an excellent normal school in successful opera-

tion, still a large number of our teachers are only to be reached by this means, nearly one thousand having attended the sessions the past year. No greater harm could be done the cause of popular education than the repeal of the law establishing and sustaining these institutions.

CONCLUSIONS OF THE RETIRING SUPERINTENDENT.

"In surveying the field gone over in the past two years, I note some things that I had hoped to have accomplished—some evils removed, some benefits introduced—still unaccomplished. Laboring in a field having fewer active sympathizers than any other in the State department, I have found warm and true friends, whose memories I shall ever cherish with deep gratitude. These men, by their counsel and active co-operation, have been of great service to me in the discharge of my official duties, and if my term of office has been successful, much of that success is due to them. The position of State superintendent, in the condition our school system and work now is, is one of labor and anxiety, requiring experience and ability. None but those who have toiled in the field know or can appreciate its difficulties and burdens.

"During my term of office I have endeavored to discharge my duties faithfully and fearlessly, and I have the satisfaction of knowing that my labors have not been unappreciated, or entirely in vain; and, whether I may labor in this, or a more humble sphere, my thoughts and labors shall be for the prosperity and success of the schools of my own loved State."

HIGHER INSTITUTIONS OF LEARNING.

Superintendent Hardy has introduced into the last New Hampshire report a new feature, in giving such information as he was able to procure, in response to a circular, respecting the higher institutions of learning in the State. Twenty-two higher institutions of learning reported this year.

DARTMOUTH COLLEGE

received its charter at Hanover, in 1769; More's Charity School, the germ of the foundation, having been founded at Lebanon, Connecticut, in 1754. It is incorporated and endowed. An approximate statement of the amount is between three and four hundred thousand dollars. The land and buildings occupied by the institution are valued at about $75,000. The number of alumni is 3,673. Number of students in the catalogue for 1870–'71, 438. The trustees have recently changed the calendar, as contained in the last catalogue. After the beginning of the next college year, September, 1871, there will be two terms, of twenty weeks each; the first beginning about the 1st of September and closing about the 18th of January; the second beginning about the 9th of February and continuing until the last Thursday in June, which is to be commencement day. There will be a summer vacation of nine weeks, a winter vacation of three weeks, a recess of six days at Thanksgiving time, and another at the middle of the second term. The expenses of a student are from $177 50 to $255. Rev. Asa Dodge Smith, D. D., LL. D., president. The faculty numbers thirty-two educators of eminent ability.

There are three libraries accessible to the students, besides those of the Medical School and Northern Academy of Arts and Sciences. These are annually increased by appropriations and donations. The number of volumes is 40,300.

The college is furnished with the usual apparatus for illustrating the several branches of physical science, and large appropriations have lately been made for its increase and improvement. The astronomical and meteorological observatory, erected and furnished mainly through the liberality of the late George C. Shattuck, LL.D., of Boston, is freely used in exhibiting the most interesting astronomical objects and phenomena, and supplies all the requisites for instruction in the best methods of observation.

A fine zenith sector, loaned to the observatory by the United States Coast Survey, has recently been mounted.

The Hall cabinet contains a large collection of specimens of rock, minerals and fossils, both American and foreign, sufficient for extensive illustration in mineralogy and geology. The instruction in geology is also aided by a series of well-executed drawings on a large scale. The Fairbanks cabinet of zoology, recently founded by Professor Henry Fairbanks, has already a valuable ornithological collection, and is to be further enlarged.

The new building now in process of erection will contain a large and well-appointed chemical laboratory. A gymnasium, erected by the munificence of George H. Bissell, esq., of New York City, at an expense of $24,000, was opened for use in February, 1867. It is a tasteful and commodious structure, 90 feet in length, 47 in breadth, and two stories high.

Large addition has been made, of late, to the means of assisting indigent and worthy students. Aid is mainly given in the form of scholarships, usually of $60 per annum;

but in some cases the amount is increased to $100. Application for these scholarships, with appropriate testimonials, should be made in writing, to the president, in due season. The number of scholarships are as follows: 24 State scholarships, granted years ago by the State, from the income of certain lands, (limited to residents of the State;) 13 ministerial scholarships; 3 conference scholarships; 49 society and individual scholarships—total, 89. More scholarships have recently been pledged. These scholarships are variously appropriated, according to the direction of the donors, the preference being given by some of them, natives of New Hampshire, to the town or county of their birth. It is expressly provided in the instrument by which the "Aiken scholarship" was given to the college, "that no student shall be refused the benefit in said college of said donation, or, being admitted, shall thereafter be deprived of the same on account of his political or religious belief." Additional aids to those desiring to study for the university is furnished from funds established for that purpose.

The Chandler scientific department was established in 1852, in accordance with the will of Abiel Chandler, esq., of Walpole, New Hampshire, who bequeathed $50,000 to the trustees of the college for this purpose. For the first two years, all the instruction was given by members of the academical faculty; but in 1854, James W. Patterson, now of the United States Senate, was chosen professor of mathematics, and the same year the first class received the degree of bachelor of science. In 1856, John S. Woodman was elected to the professorship of civil engineering. With what zeal, fidelity, and success he labored for the upbuilding of the department, is well known to all its friends and alumni. The terms, vacations, laws, and general management of the scientific, are the same as those of the academical department.

The present year, the instruction is given by thirteen professors and one tutor. The average age of the present fourth class is twenty years and four months.

New Hampshire College of Agriculture and the Mechanic Arts.—At the session of the legislature of New Hampshire in 1866, an act was passed establishing the "New Hampshire College of Agriculture and the Mechanic Arts," on the basis of the congressional land grant, and authorizing its location at Hanover and in connection with Dartmouth College. In accordance with this act, the institution has been organized under a board of trustees appointed partly by the governor and council, and partly by the corporation of Dartmouth College; the authorized connection with Dartmouth College has been effected, and the institution is now open to students.

The library belonging to this department contains about one thousand volumes of valuable scientific works purchased in Europe, about one hundred of which are from the private library of the late Professor Faraday. The students have also access to the college library, the cabinets, observatory, and gymnasium, on the same terms as the students of the academical department. A new building for the use of the department, to be called Culver Hall, is in process of erection. A valuable tract of land of 160 acres, in the vicinity of Culver Hall, has been secured for an experimental farm, by the munificence of John Conant, esq., of Jaffrey.

Thayer School of Civil Engineering.—By a donation of $60,000, General Sylvanus Thayer, of Braintree, Massachusetts, has made provision for establishing, in connection with the college, a special course of instruction in civil engineering. This munificence had its origin not merely in a regard, on the part of the venerable donor, for his alma mater, but in a foresight of the large demand for high attainments in this particular line, which the unfolding material resources of our country are sure to make, and in a conviction that an increasing number of our young men are disposed to select it as their profession. The department is to be essentially, though not formally, post-graduate. The requisites for admission will, in some leading branches—particularly in mathematics—embrace not less, and probably more, than the usual college curriculum. The course of study is to be of the highest order, passing beyond what is possible in institutions for general culture, and is designed to prepare the capable and faithful student for the most responsible positions and the most difficult service. It will extend through at least two years.

SEMINARIES, ACADEMIES, AND HIGH SCHOOLS.

New Hampshire Conference Seminary.—This institution has a faculty of nine teachers, with Rev. L. D. Barrows as president, and is located at Tilton, New Hampshire, on the Boston, Concord and Montreal Railroad, eighteen miles north of Concord, near the outlet of Winnipiseogee Lake. It unites the seminary and female college. While the high reputation which the school has heretofore enjoyed for the thoroughness of its drill in the rudiments and substantials of a good English education will be maintained, it will be a leading aim to furnish peculiar advantages to young men fitting for college, and to young ladies pursuing a liberal course of study.

New Hampton Literary and Biblical Institution.—This institution was founded at New Hampton, Belknap County, New Hampshire, April, 1853, and incorporated by special charter, taking the place held for thirty years previously by the "New Hampton Academical and Theological Institution." The endowment fund is about $12,000; volumes

in libraries, 3,000; value of school property, $30,000. Rev. A. B. Meservey, A. M., principal.

Kimball Union Academy was founded at Meriden in 1813, and incorporated the same year. It was endowed by Daniel Kimball, esq., of Meriden, with the sum of $42,000, and has an additional school property of $18,000. Number of alumni, about fifteen hundred; present number of students, (April, 1877,) 107. The average expense for each scholar, including tuition, board, and room-rent, is $150 per year. The average number of students per year for the last thirty years has been about 200. Cyrus S. Richards, LL. D., principal.

Tilden Ladies' Seminary.—Pupils from twelve States of our Union have been connected with the school during the past year, giving an average of about 100, more than three quarters of whom have been boarders. It is the aim of the principal to make Tilden Ladies' Seminary a first-class boarding-school for ladies, whose course of studies and special arrangements are suited to secure for them a thorough and finished solid and ornamental education. Hiram Orcutt, M. A., is at the head of the board of instruction.

New London Institution.—The institution was founded in New London in the year 1853, and was incorporated in 1854. It has an endowment of about $15,000, and the school property is valued at about $100,000. The alumni numbers 235. The present faculty consists of Horace M. Willard, A. M., and ten assistants.

Appleton Academy; principal, D. A. Anderson. The Appleton Academy, in Mount Vernon, was founded in 1848, and incorporated in 1850. It is endowed with a fund of $6,500. The school property, exclusive of the endowment, has a value of $10,000. The number of its alumni is probably 1,000.

Young Ladies' Seminary, in East Derry, has for president Samuel H. Taylor, and six assistants. It was founded in 1823, by Jacob Adams, of Derry, who left about $4,000 for its endowment. The academy and property are estimated at $5,000; the library, $1,000. The alumni number nearly 3,500. The present principal is Miss Emma M. Taylor.

Gilmanton Academy, R. E. Avery, A. B., principal. This institution is situated on an elevated and healthy position at Gilmanton Centre, and was founded in 1794. Exeter Academy was the first institution of the kind chartered in New Hampshire. Gilmanton and Atkinson Academies received their charters in the same year, and are next in age to Exeter Academy. The productive funds are about $10,000; the buildings and land are estimated at $20,000. The academy has been in successful operation since 1797, and the number of alumni must, of course, be large.

Atkinson Academy, Wm. E. Bunten, A. M., principal. This academy was incorporated the 17th of February, 1791, and had then been in operation two years. It has an available fund at present of $4,000, and the value of school property, including library and philosophical apparatus, is estimated at about $6,000. The number of the alumni cannot now be accurately ascertained. In 1859, it was supposed that not less than 4,000 had been educated in the academy. Probably 5,000 would be a fair estimate at the present time.

Wolfborough Christian Institute, J. W. Simonds, A. M., principal. This school was incorporated and opened at Andover, February, 1857. In August, 1866, it was transferred to Wolfborough, where it is now in active operation.

Manchester High School, W. W. Colburn, principal. This school has been in successful operation for the past twenty-five years. There are two courses of study prescribed for the school, viz: an English course of three years, and a classical course of four years. The school numbers usually not far from 150; twenty annually receive diplomas. One male principal and three female assistants are employed.

Penacook Academy is situated in the healthy and flourishing village of Fisherville, on the Northern Railroad, six miles above Concord. First-class brick buildings, with the most approved fixtures, have been erected at great expense, containing as elegant a suite of school-rooms and boarding apartments as may be found at any New England academy, with ample grounds, beautifully ornamented, in the quiet part of the village, remote from places of public resort.

New Ipswich Appleton Academy, Earle W. Westgate, A. M., principal. A library of 500 volumes is open to the students free of charge; also, a new and valuable town library, of about 1,000 volumes, to which students have access on the same terms as the citizens of the town. By the munificence of the late Dr. A. A. Gould, of Boston, the school is provided with one of the finest geological cabinets in the State. There is also a good chemical, philosophical, and mathematical apparatus. A new gymnasium, 56 feet in length by 40 in width, has been furnished and opened for the free use of students and in the same building a new and pleasant reading-room is supplied with the leading, papers and periodicals.

Stevens High School, A. J. Swain, A. M., principal, was founded in 1867, by Hon. Paran Stevens, of New York, a former citizen of this town. A building was erected at an expense, including the lot, of about one and one-half acres costing $2,500, of $27,421 84, Mr. Stevens contributing $12,028 37, and the town of Claremont the balance. It derives an income of $1,500 a year from the fund contributed by Mr. Stevens,

and the town raises $2,000 a year besides. The estimated value of the school property is $30,000. There are no alumni, the course of study being four years, and the school having opened September, 1868.

Concord High School, J. D. Bartley, A. M., principal. Established 1850. On April 2, 1864, the present school-building was dedicated, it having been erected at a cost somewhat exceeding $31,000. It is well supplied with both a reference and a circulating library, cabinet of minerals, philosophical and chemical apparatus, piano, pictures, and other appointments of a well-furnished school.

Littleton Graded School, Professor John J. Ladd, A. M., principal. This school commenced in 1867, districted under the Somersworth act. The present term of the high school numbers nearly one hundred pupils.

HIGH SCHOOLS.

Farmington High School.—Professor Charles E. Harrington, principal.
Peterborough High School.—Just established, and not yet in operation.
Raymond High School.—Charles M. Emery, principal.
Dublin High School.—Not a permanent institution.

THE RECENT COMPULSORY SCHOOL LAW.

By an act of the legislature of New Hampshire, entitled "An act to compel children to attend school," and approved July 14, 1871, the State ordains that all parents, guardians, or masters of any child, between the ages of eight and fourteen, residing within two miles of a public school, shall send such child at least twelve weeks a year, six weeks of which must be consecutive, unless such child shall be excused from such attendance by the school committee of the town, or the board of education or the superintending school committee of such district, upon its being shown to their satisfaction that the physical or mental condition of such child was such as to prevent his attendance at school for the period required, or that such child was instructed in a private school, or at home, for at least twelve weeks during such year, in the branches of education required to be taught in the public schools, or, having acquired those branches, in other more advanced studies. A notice of this law is to be annually posted by the school authorities. The penalties of its violation are $10 for the first, and $20 for each subsequent offense, to be recovered as in an action of debt. A penalty also attaches to school officers for not executing the law.

MANCHESTER.

[From the report of Hon. Joseph G. Edgerly, superintendent of schools, for the year ending December 13, 1870.]

The superintendent, while showing that much improvement has been made in the schools, shows the true spirit of a good school officer by interesting himself in the welfare of the entire school population of the city. He says: "The fact stares us in the face that over three hundred children, under fifteen years of age, have this year been employed in the mills of this city, who ought, according to the laws of New Hampshire, to have been in school. Many of them have lived in this city for years, and have not attended school a single day. Many of these children know very little of the subjects taught in our lowest primary schools, are unable to tell their ages, or to spell their own names. And yet the parents of many of these children are extremely anxious that their children should remain in the mills. In fact, some of them have told me that their children should remain there until they were discharged, and then they should endeavor to obtain situations elsewhere, not intending to place them in school. There is a great deficiency in a system of public instruction when one-sixth of the children of school age are not enrolled in any school."

SUMMARY OF STATISTICS.

Population, by United States census of 1870	23,536
Number of different pupils enrolled during the year	3,200
Average daily attendance	1,987
Number of teachers	61
Total income for school purposes	$42,014 22
Total expenditures for schools	$42,005 63

In addition, $5,000 were appropriated for repairs on school-buildings.

The subjects of employing children in factories, truancy, and the training of teachers, are also treated in Mr. Edgerly's excellent report.

NASHUA.

[From the report of the school committee and Hon. E. H. Davis, superintendent of schools, for the year 1870.]

Convinced that the welfare of the schools would be greatly promoted by the employment of a superintendent, the board unanimously resolved to try the experiment, and the Nashua schools have therefore had the benefit of supervision by a graduate of Dartmouth College, Mr. E. H. Davis.

SUMMARY OF STATISTICS.

Population of Nashua, May 1	10,500
Whole number of different pupils enrolled in the schools	1,975
Average daily attendance	1,212
Number of teachers	42
Amount received for support of schools	$26,943 66
Expended for school purposes	26,922 47

About 6 per cent. of the city pupils enter the high school. About 150 attended the two evening schools which were opened. There are several hundreds of poor children, kept at work through the day by their parents, in mills and manufacturing establishments, who are growing up in ignorance, and very many of whom can neither read nor write. The laws of the State, as well as of humanity, forbid such injustice. But little has ever been done in our city for the instruction of this class.

VIEWS OF A MANUFACTURING AGENT ON HALF-TIME SCHOOL.

Mr. D. D. Crombie, the agent of the Nashua Manufacturing Company, expresses his views in the matter in the following extract: "The experiment of short sessions has been tried in many places, and under widely different circumstances, with the uniform result of increasing, at least not diminishing, the progress of the pupils. The increased zeal and freshness of mind which the children bring to their work more than compensate for the seeming loss of time. Naturally, too, the attendance is larger and more regular with short sessions than with long ones. Reason and experience are thus both on the side of the change; so is economy. The immense school machinery of the country, sustained at an actual cost of upward of $50,000,000, fails, for one reason or another, to reach more than half the children who should be under instruction. A law compelling attendance at school would be futile, as things are, for the single reason that the school-houses would not hold all the children, while the cost of supplying the deficiency would be unbearably great. By adopting a double system of half-time schools, the difficulty might be met without any addition to the school expenses. Let half the children attend school in the morning, the other half in the afternoon, and there would immediately be ample room for all. The same force of teachers would be able to instruct all the children with less difficulty than they now teach half of them. Multitudes of children are now compelled to quit school as soon as they have learned to read, sometimes earlier, to enter upon an apprenticeship to trade or business. The half-time system would enable them to pursue their industrial training without stopping their education."

NEW JERSEY.

The annual report for the year ending August 31, 1870, of the State Superintendent of Public Instruction, Hon. E. A. Apgar, contains the following items:

REVENUE.

The amounts received from all sources and appropriated for the support of public education during the year were as follows:

State appropriation	$100,000 00
Township school tax	462,955 24
District school tax	989,914 89
Surplus revenue	28,722 88
Tuition fees collected	71,866 02
Appropriation for normal and Farnum schools	11,200 00
Total	1,664,659 03

Increase over last year in township tax	$39,086 38
Increase over last year in district tax	74,560 50
Decrease in amount of tuition fees collected	3,691 67
Increase over total amount raised for public school purposes last year	111,323 28

Of the above total the sum of $1,464,070 13 was raised by local taxation, either by township or district tax, the greater part of which was self-imposed.

ATTENDANCE.

Number of children in the State between five and eighteen years of age	258,227
Total enrollment in the public schools	161,683
Total attendance in private schools	32,447
Number attending no school	55,010
Number of children unaccounted for	9,087
Number attending public schools ten months	15,594
Number attending public schools eight months and less than ten months	21,801
Number attending public schools six months and less than eight months	26,570
Number attending public schools four months and less than six months	33,158
Number attending public schools less than four months	63,429
Average attendance	78,612
Increase in the number attending public schools during the year	8,888
Increase in the number attending private schools during the year	1,078
Increase in the number attending no school during the year	9,589

The number reported as having attended no school during the year appears large, but it must be remembered that this number includes many children between five and seven years of age who are considered too young to attend, as well as many between fifteen and eighteen who, having received a fair education, have been withdrawn from school to engage in some of the duties of life.

PERCENTAGE OF ATTENDANCE.

Percentage of pupils attending ten months	.09
Percentage of pupils attending between eight and ten months	.13
Percentage of pupils attending between six and eight months	.17
Percentage of pupils attending between four and six months	.21
Percentage of pupils attending less than four months	.40
Percentage of average attendance	.49

That the average attendance upon our public schools is only 49 per cent.; that the number attending ten months during the year is only 9 per cent. of the number enrolled; and that the number who attend less than four months during the year is 40 per cent., must be recognized as evils which deserve serious attention and which call for some efficient remedy. We are failing to accomplish the object for which public schools are established, and a great portion of the money expended for their support is entirely wasted, if nearly one-half of the children enrolled in these schools attend less than four months during the year.

SCHOOL TERMS.

The average length of time the schools of the State were kept open during the year was eight months and fourteen days. In fifty-seven districts they were kept open less

than five months; in three hundred and sixty-seven districts they were kept open between five and eight months; and more than eight months in one thousand and thirty-four districts.

TEACHERS AND TEACHERS' WAGES.

Number of male teachers employed	915
Number of female teachers employed	1,905
Average salary per month paid to male teachers	$53 62
Average salary per month paid to female teachers	$30 66
Average monthly increase paid to males during the year	$3 14
Average monthly increase paid to females during the year	$1 03

The highest average salary both to male and female teachers was paid in Hudson County. To males, $112 82 per month; to females, $47 64 per month. The lowest average salary to males was paid in Sussex County, being $38 per month, and the lowest paid to females was in Passaic County, being $23 per month.

Since last year there has been a decrease of 26 in the number of male and an increase of 234 in the number of female teachers employed. The time is not far distant when we must depend almost entirely upon female teachers to educate our children. Nor is the fact to be deplored. The schools under the exclusive charge of females compare favorably, both in discipline and scholarship, with those taught by males.

COST OF PUBLIC EDUCATION.

The average annual cost per pupil for education in the public schools of the State for the past year was $15, being an increase of 74 cents per pupil over the cost for the preceding year. The average cost per child, taking as a basis the entire school census, was $4 55 for the State.

SCHOOL DISTRICTS, HOUSES, ETC.

Number of townships, including cities, in the State	239
Number of school districts	1,458
Number of school buildings	1,522
Number of school departments	2,371
Number of new buildings erected during the year	58
Number of buildings repaired during the year	60
Number of unsectarian private schools	368
Number of sectarian private schools	148
Number of visits made by county superintendents	2,414
Total valuation of school property in the State	$3,677,442 00
Increase over the valuation of last year	$696,446 00
Amount expended for building and repairing school-houses during the year	$476,606 83

In no other respect is the increasing interest in public education made so manifest as in the improvements which are being made in our school-houses. In our cities and in many of our towns and villages the school buildings are among the most beautiful and imposing structures, and even in the rural districts the school-houses, instead of being the poorest buildings in the place, as was too often the case formerly, are now, in many places, models in their way, both in outward appearance and internal arrangements.

FREE SCHOOLS.

New Jersey is now the only State having a system of public instruction which has not free schools. Only in New Jersey are rate-bills found necessary, or even allowed. The schools in six hundred and fifty-one districts are still to be made free. It is believed that a law making all the public schools in the State free would receive the most cordial approval of the people.

NORMAL SCHOOL.

The number of different scholars attending this school and its adjuncts, the model school and the Farnum preparatory school, during the year was as follows:

Normal school	282
Model school	563
Preparatory school	281
Total	1,126

In the normal school the number who remain to complete the course is much greater than formerly. About fifty now graduate annually. Nearly all of the graduates engage in the business of teaching, and are silently contributing to that generally-improved condition of our schools which is everywhere perceptible.

STATE AGRICULTURAL COLLEGE.

This institution, which forms a department of the Rutgers scientific school, is in a prosperous condition. The number of students in the institution during the year was sixty-one, of whom one was from Japan, eleven from the State of New York, and forty-nine from the State of New Jersey. During the past year a course of study extending through four years instead of three, as at present, has been adopted; the change to take place in September, 1871.

The new arrangement will provide a better scientific education, and at the same time furnish a satisfactory general education for the graduates of our public schools who may not look forward to a collegiate course of study.

Candidates for admission are required to pass in English grammar and spelling, political and physical geography, history of the United States, arithmetic, algebra to equations of the second degree, and three books in plane geometry.

Three courses of study are provided: 1. A course in mechanics and civil engineering; 2. A course in chemistry and agriculture; 3. A special course in chemistry. Provision is also made for partial students.

During the year the chair of mining and metallurgy has been fully indorsed, and a new chair of analytical chemistry established.

Under the law of the State free tuition is granted to forty students, who are distributed among the counties in proportion to their population.

JERSEY CITY.

[From the annual report of the board of education for the year ending March 31, 1870.—S. B. Bevans, esq., superintendent.]

ATTENDANCE OF THE DAY SCHOOLS FOR THE YEAR.

Whole number admitted and taught	7,722
Average register number	3,743
Average attendance	2,989
Number between five and eighteen years of age in private schools	3,100
Number attending no school	591
Number of teachers	72
Number of schools for colored children	1
Number of colored children admitted and taught	87

Inspection of the statistics of attendance of pupils shows that 20 per cent. of the members of the schools are always absent. The number of those who never go to school is not large; but when the whole number admitted to the schools during the year is reported to be 7,722, while the average register number is 3,743, it is clear that the attendance of many is merely nominal.

EVENING SCHOOLS.

The attendance in these schools was greater than in any previous season. The total number admitted was 1,295. Average attendance, 433; number of adults enrolled, 198; number of German pupils studying English, 121; average attendance of the first month, 605; of the last month, 243; number of teachers employed, 25. Total expense of evening schools, $5,954 42.

COST OF SCHOOLS.

The total expenditure for all the schools during the year was	$82,865 54
Amount expended for salaries, day schools	49,224 91
Cost per pupil for tuition in public schools on the average attendance	16 14
Cost per pupil on whole number taught	6 13

NORMAL SCHOOL.

This school is one of the most useful parts of our system of instruction. Without a source of supply under our control from which new teachers could be obtained, great detriment to the schools would be inevitable. All teachers are required to attend the sessions until they regularly graduate.

HIGH SCHOOL.

The time has come when it is proper to urge the establishment of a high school. The influence of such a school would not be limited to its own pupils and teachers, but would have a powerful tendency to improve the lower departments, elevate the standard of scholarship, and promote thoroughness generally in the schools. Our present course of studies, though satisfactory as far as it goes, does not meet the wants of many parents and pupils, inasmuch as it does not include many of the higher studies which are useful and even necessary.

The University of New York and Columbia College have both given to Jersey City free scholarships in those institutions. The county has the right to send four pupils, free of charge, to the Agricultural College and Scientific School at New Brunswick. Not one of the pupils of our public schools can avail himself of any of these privileges without recourse to additional instruction. The same holds true in respect to the appointments to the Military School at West Point, and the Naval Academy at Annapolis. A city of nearly 100,000 inhabitants can afford to support at least one high school, and open wide the doors of knowledge to all its children.

SCHOOL STATISTICS OF JERSEY CITY.

Number of children between five and eighteen years of age	24,552
Number enrolled in the public schools	14,288
Number attending ten months or more	4,364
Number attending between eight and ten months	2,007
Number attending between six and eight months	2,012
Number attending between four and six months	2,069
Number attending less than four months	3,836
Average attendance	6,403
Number attending private schools	5,998
Number attending no school	4,266
Number of male teachers employed	11
Number of female teachers employed	143
Average salary paid to male teachers per month	$161 37
Average salary paid to female teachers per month	$49 79

PATERSON.

[From the annual report of the Board of Education for the year ending March 25, 1871.—William Swinburne, esq., superintendent.]

Number of children between five and eighteen years of age	9,925
Number of children enrolled in the public schools	6,212
Average number enrolled during the year	4,413
Present number on roll	3,659
Average attendance	3,212
Number of children attending private schools	1,000
Number of children attending no school	2,853
Number of teachers employed	78

EVENING SCHOOLS.

About 800 pupils availed themselves of the privileges afforded by these schools, but the average attendance reaches only about one-half of that number. It is designed to establish in one of these schools an advanced class in mechanical drawing and kindred subjects, for the benefit of young mechanics who have had but limited advantages in early life.

RESULTS.

As a whole, the schools during the past year have been highly successful. At no period in the history of our city has there been so large an amount of money expended for the purposes of public instruction. Two large brick buildings have been erected, and forty-one class-rooms have been added to our permanent school accommodations.

NEWARK.

GEORGE B. SEARS, *Superintendent.*

Number of children between five and eighteen years of age	24,971
Number enrolled	13,232
Number attending ten months or more	1,229

Number attending between eight and ten months	3,697
Number attending between six and eight months	2,134
Number attending between four and six months	1,715
Number attending less than four months	4,457
Average attendance	7,634
Number of children attending private schools	7,000
Number attending no school	4,739
Number of male teachers employed	23
Number of female teachers employed	146
Average pay of male teachers per month	$145 00
Average pay of female teachers per month	$45 00
Total amount raised for school purposes	$150,577 43
Present value of school property	$463,500 00

INCREASED SCHOOL ATTENDANCE.

According to the census the number of children between five and eighteen years of age has increased 631, while the number of children attending public schools has increased from 11,321 to 13,232. This increase has been caused mainly by the increased facilities for seating pupils. We have now modern improved school-seats for more than 10,000 pupils.

Our schools are free to all classes and conditions in the community. The regulations of the board exclude all children from the public schools under six years of age. This would reduce the number of non-attendants at least 1,500, perhaps 2,000. The great majority of the children leave school at a very early age. Of the average number registered in all the schools only 3¼ per cent., and of the number registered in the grammar schools only about 9 per cent. reach the high school. Of the number who enter the primary schools not more than 50 per cent. reach the grammar schools. We are not able to reach a very high grade in our high school, from the fact that pupils must leave on arriving at the age of eighteen.

TRENTON.

Number of children between five and eighteen years of age	6,799
Number enrolled in the public schools	2,916
Number attending ten months	417
Number attending between eight and ten months	436
Number attending between six and eight months	362
Number attending between four and six months	607
Number attending less than four months	1,094
Average attendance	1,736
Number of children attending private schools	1,000
Number attending no school	2,883
Number of male teachers employed	6
Number of female teachers employed	29
Average pay of male teachers per month	$87 50
Average pay of female teachers per month	$33 75
Total amount raised for school purposes	$29,266 33
Present value of school property	$75,000 00

HOBOKEN.

Number of children between five and eighteen years of age	5,354
Number enrolled in the public schools	3,259
Number attending public schools ten months or more	170
Number attending public schools between eight and ten months	594
Number attending public schools between six and eight months	527
Number attending public schools between four and six months	648
Number attending public schools less than four months	1,320
Average attendance	1,637
Number of children attending private schools	1,280
Number attending no school	815
Number of male teachers employed	4
Number of female teachers employed	36
Average pay of male teachers per month	$124 32
Average pay of female teachers per month	$40 00
Total amount raised for school purposes	$33,823 18
Present value of school property	$100,000 00

NEW BRUNSWICK.

HENRY B. PIERCE, *Superintendent.*

Number of children between five and eighteen years of age	4,443
Number enrolled in the public schools	2,201
Number attending ten months or more	697
Number attending between eight and ten months	356
Number attending between six and eight months	303
Number attending between four and six months	254
Number attending less than four months	591
Average attendance	1,295
Number of children attending private schools	963
Number attending no school	1,279
Number of male teachers employed	2
Number of female teachers employed	29
Average pay of male teachers per month	$145 00
Average pay of female teachers per month	$34 00
Total amount raised for school purposes	$18,176 28
Present value of school property	$25,000 00

SCHOOL ACCOMMODATIONS LIMITED.

In respect to school accommodations New Brunswick is behind her sister cities. Were it not that the Catholics have schools of their own, we should lack room for a thousand children. As it is, we cannot properly seat many that are in daily attendance upon the schools.

ELIZABETH.

Number of children between five and eighteen years of age	4,197
Number enrolled in the public schools	2,106
Number attending ten months or more	8
Number attending between eight and ten months	518
Number attending between six and eight months	385
Number attending between four and six months	303
Number attending less than four months	892
Average attendance	1,074
Number of children attending private schools	1,200
Number attending no school	891
Number of male teachers employed	2
Number of female teachers employed	24
Average pay of male teachers per month	$146 00
Average pay of female teachers per month	$39 00
Total amount raised for school purposes	$20,703 03
Present value of school property	$50,000 00

SCHOOL CENSUS IMPERFECT.

Although the census of children between five and eighteen years of age in this city gives but 4,197, it is believed that a correct enumeration would show nearly 7,000. The appropriations granted by the city are entirely too meager, and the school buildings are not half sufficient for the number of pupils in attendance.

CAMDEN CITY.

Number of children between five and eighteen years of age	5,291
Number enrolled in the public schools	3,188
Number attending ten months	1,461
Number attending between eight and ten months	359
Number attending between six and eight months	488
Number attending between four and six months	454
Number attending less than four months	426
Average attendance	2,048
Number attending private schools	760
Number attending no school	1,343
Number of male teachers employed	4
Number of female teachers employed	42
Average pay of male teachers per month	$110 00
Average pay of female teachers per month	$36 80
Total amount raised for school purposes	$47,637 90
Present value of school property	$120,000 00

MISCELLANEOUS.

STEVENS INSTITUTE OF TECHNOLOGY, HOBOKEN.

This school owes its foundation to the munificence of the late Edwin A. Stevens, esq., of Hoboken. A sum of money which, at the discretion of the executors of Mr. Stevens's will, might be as great in the aggregate as $350,000, and a lot of ground, (425 by 200 feet,) were left for the foundation of "an institution of learning for the benefit, tuition, and advancement in learning of the youth residing from time to time, in future, within the State of New Jersey." A charter of the institution, under the name of the "Stevens Institute of Technology," was obtained from the State in 1870.

The plan of instruction to be pursued is such as may best fit young men of ability for leading positions in the departments of mechanical engineering and in the pursuits of scientific investigation.

The course of instruction will occupy the period of four years. The following departments have been organized: department of mathematics, department of mechanical engineering, department of mechanical drawing, department of languages, department of physics, department of chemistry, department of belles-lettres.

The institute opened September 20, 1871, with the following corps of professors: Henry Morton, Ph. D., president; Alfred M. Mayer, Ph. D., professor of physics; Robert H. Thurston, C. E., professor of mechanical engineering; Lieutenant Colonel H. A. Hascall, professor of mathematics; C. W. McCord, A. M., professor of mechanical drawing; Albert R. Leeds, A. M., professor of chemistry; C. F. Kroeh, A. M., professor of languages; Rev. Edward Wall, A. M., professor of belles-lettres.

PUBLIC LECTURES.

In addition to the regular collegiate course of instruction there will be a series of evening lectures in the hall of the institute, not only open to the students, but to the general public on the purchase of tickets. These lectures will be arranged in several courses, continuing weekly through the autumn, winter, and spring, and be divided into two classes of popular and technical.

STEVENS HIGH SCHOOL.

Connected in management with the Stevens Institute is a preparatory school. This is intended as the primary or preparatory department of the institute, and its graduates are prepared for admission to the latter. It is also intended that it should afford to youth of both sexes a sound general education, such as would be required for the after pursuit of classical studies or of business occupations.

STATE INDUSTRIAL SCHOOL FOR GIRLS.

On the 14th of April, 1871, an act was approved by the senate and general assembly of the State of New Jersey, which provides "That an industrial school be established in this State for the reformation of girls between the ages of seven and sixteen years."

DREW THEOLOGICAL SEMINARY.

Located at Madison, New Jersey. Eleven graduates last session. A bequest of $100,000 has been left to this institution "for the purpose of establishing a professorship to educate women for the ministry."

PRINCETON COLLEGE.

Organized 1746. President, James McCosh, D. D. Number of students during the past year, 372; graduates, 72. The college has recently received a donation of $120,000 for a new library. It has also received a sum which is to produce $600 anually, to be offered as prizes: $500 for sophomore scholarship, and $100 for the best junior orator. At a meeting of the alumni it was resolved to secure an endowment of $50,000 for the chair occupied by Rev. Dr. Hodge, who has presided over the seminary for nearly fifty years.

Table of statistical details of schools in New Jersey for 1870.

Counties.	COUNTY SUPERINTENDENTS.		Number of children between 5 and 18 years of age.	Average number of months schools kept open.	ATTENDANCE.							Estimated number of children attending private schools.	Estimated number of children attending no school during the year.
	Names.	Post-office address.			Number of children between 5 and 18 years of age enrolled.	Number attending ten months, or more.	Number attending eight months and less than ten.	Number attending six months and less than eight.	Number attending four months and less than six.	Number attending less than four months.	Average number attending during the year.		
Atlantic	Calvin Wright	Absecom	4,748	6.3	3,501	237	387	696	837	1,344	2,150	164	1,068
Bergen	Alexander Cass	Englewood	8,389	10	4,810	475	824	849	958	1,704	2,415	908	2,671
Burlington	William Hutchinson	Burlington	16,127	8	9,121	301	901	1,429	1,823	4,324	3,564	1,508	2,722
Camden	F. R. Brace	Blackwoodtown	13,056	9.1	8,188	1,648	709	1,204	1,388	2,539	4,014	1,167	3,622
Cape May	Maurice Beesley	Dennisville	2,498	7	1,955	.....	17	242	905	791	1,235	61	482
Cumberland	Albert R. Jones	Shiloh	9,694	8	7,985	1,102	1,104	1,499	1,713	2,567	4,022	385	1,254
Essex	Charles M. Davis	Bloomfield	34,802	10	19,035	2,069	4,789	3,277	2,707	6,193	11,000	8,525	7,242
Gloucester	William Milligan	Woodbury	6,440	8.1	4,876	135	607	918	1,318	2,214	2,104	195	886
Hudson	William M. Dickinson	Jersey City	37,650	10.6	21,633	4,839	3,535	3,518	3,376	6,365	10,142	8,942	7,075
Hunterdon	C. S. Conkling	Mount Pleasant	10,837	9	7,499	633	756	1,135	1,495	3,342	3,170	301	2,074
Mercer	William J. Gibby	Princeton	13,619	9.6	7,508	521	807	1,149	1,660	3,371	3,697	1,632	4,479
Middlesex	Ralph Willis	Spotswood	12,850	8.9	7,493	795	764	1,126	1,520	3,288	3,765	1,749	3,515
Monmouth	Samuel Lockwood	Freehold	14,485	8.3	10,118	248	667	1,324	2,641	5,238	4,250	1,093	3,274
Morris	Remus Robinson	Morristown	12,592	9.2	8,044	465	950	1,580	1,843	3,101	3,898	646	2,200
Ocean	Edward M. Lonan	Forked River	4,373	7.6	3,238	68	194	479	959	1,538	1,438	117	1,018
Passaic	J. C. Cruikshank	Little Falls	13,830	9.5	8,187	1,001	1,088	1,194	1,740	3,145	4,230	1,225	3,828
Salem	William H. Reed	Woodstown	7,624	8.2	4,783	226	475	606	1,030	2,304	2,193	520	867
Somerset	F. J. Frelinghuysen	Raritan	6,919	9.6	4,749	291	607	763	957	2,131	2,210	476	1,374
Sussex	E. A. Stiles	Deckertown	7,836	8	5,667	193	584	998	1,396	2,496	2,691	323	1,660
Union	N. W. Pease	Elizabeth	9,490	8.2	5,319	123	1,111	1,163	997	1,925	2,978	2,164	2,007
Warren	Joseph S. Smith	Asbury	10,368	8.6	7,974	224	925	1,421	1,895	3,509	3,446	346	1,695
Total			258,227	8.7	161,683	15,594	21,801	26,570	33,158	63,429	78,612	32,447	55,010

NEW YORK.

The report of Hon. Abram B. Weaver, superintendent of public education, made February 1, 1871, is just received at this office.

GENERAL PROGRESS OF EDUCATION IN THE STATE.

Our system of public instruction closed the fifty-eighth year of its existence, and the third year of its operation under the free-school act, on the 30th day of September, 1870, with a record of better results than it has ever before produced. The schools were in operation for a period equal to any preceding term. The aggregate and the average attendance was greater absolutely, and in proportion to population, than in any former year, while in other respects there was a corresponding improvement. To accomplish all this, 11,700 schools were maintained, 17,500 teachers were employed, and about $10,000,000 were expended. The product of this vast outlay may be described by words and figures, but it cannot be gathered into a report; nor can it be collected into the treasury, like the fruits of some other enterprises, and be seen and counted.

Popular education is a dispensing process. It operates upon the condition of the people, in developing their manifold interests, as the subtile energy of sunlight contributes to produce the harvests of our fields. Its influence is absorbed and retained as an element of public and of private character. Not in this report, with all its detailed accounting, but in the state of society, in the tone of morality and intelligence prevalent in communities, will be found the true effects of the educational work, which the following statistics represent.

Summary of statistics for 1870.

	Cities.	Rural districts.	Totals.
Population, United States census of 1870			4,382,759
Number of school districts	666	11,372	12,038
Number of teachers employed at the same time for twenty-eight weeks or more in 1868–'69, and for six months or more in 1864–'65	4,463	12,974	17,437
Number of children between five and twenty-one years of age	623,201	857,560	1,480,761
Average number of weeks each school was taught by duly qualified teachers	42.2	32.8	35.2
Number of male teachers employed	412	6,137	6,549
Number of female teachers employed	4,609	17,059	21,668
Number of children attending school	409,477	616,970	1,026,447
Average daily attendance	192,623	292,082	484,705
Number of times schools have been visited by commissioners		16,680	16,680
Number of volumes in district libraries	130,980	855,717	986,697
Number of school-houses, log		127	127
Number of school-houses, frame	45	9,859	9,904
Number of school-houses, brick	308	854	1,162
Number of school-houses, stone	14	488	502
Total number of school-houses	367	11,328	11,695
RECEIPTS.			
Amount on hand at the beginning of the year	$1,133,804 48	$204,141 97	$1,337,946 45
Apportionment of public moneys	848,738 71	1,602,967 47	2,451,706 18
Proceeds of the gospel and school lands	717 54	21,832 91	22,550 45
Raised by tax	3,782,861 18	2,770,132 99	6,552,994 17
Raised by rate bills			
Estimated value of teachers' board		294,291 65	294,291 65
From all other sources	58,121 76	157,300 86	215,422 62
Totals	5,824,243 67	5,055,667 25	10,874,910 92
EXPENDITURES.			
For teachers' wages	3,036,439 98	3,460,252 41	6,496,692 39
For libraries	14,067 58	16,584 24	30,651 82
For school apparatus	155,275 16	23,689 86	178,965 02
For colored schools	60,790 75	6,791 81	67,582 56
For school-houses, sites, &c	1,079,160 61	891,418 27	1,970,578 88
For all other incidental expenses	729,135 23	431,542 55	1,160,677 78
Forfeited in hands of supervisors		365 77	365 77
Amount on hand at the end of the year	749,374 36	220,022 34	969,396 70
Totals	5,824,243 67	5,050,667 25	10,874,910 92

SCHOOL-DISTRICTS, SCHOOL-HOUSES, AND GRADED SCHOOLS.

During the year, twenty-three common-school districts have, under the general act, consolidated and formed eleven union school districts.

The adaptation of the union free-school act of 1853 to the educational interests of villages and other populous districts is generally well understood. It enables such communities to unite small districts, and form large graded schools favorable to better classification and greater efficiency in teaching. It served, for years, the additional purpose of making the schools free within the districts adopting that form of organization, and thus operated as a pioneer to the general free-school act of 1867.

More than ninety academies, included within the limits of such districts, have been absorbed in the establishment of these schools. At present the number of graded schools, organized under this and special acts, is six hundred and ninety-four. Their character and influence have given them a high place in the popular estimation. But this number does not include the many large common schools which have been graded without changing the district organization.

The ample facilities already furnished render it inexpedient that special acts should be resorted to, except in the cases of cities, or to perfect some existing statutes.

Of the two hundred and sixty-three log school-houses which existed in 1860, about one-half have since been discarded for better structures, and one hundred and twenty-seven yet remain, few of which, it is estimated, will survive the next decade. The sums for the last ten years for "school-houses, out-houses, sites, fences, furniture, and repairs," in the State, aggregate the enormous sum of $12,425,745 32. The condition of the school-houses is well shown in the following statement: Average value of school-houses and sites in cities, $32,646 60; average value of school-houses and sites in rural districts, $744 34.

The average value of school-houses in the State has nearly doubled in the last ten years, and well shows, as the superintendent remarks, "a judicious disposition on the part of the people to provide school-houses adapted to the use, and fit for the occupancy of their children."

CHILDREN AND ATTENDANCE.

The success of the free over the rate-bill system is well illustrated in the statistics of the last four years. The attendance in the rural districts in 1867, the last and most successful year of the rate-bill system, was for an average term of only thirty weeks and three days, while that of each of the three years following was for an average term of thirty-two weeks and four days. The average length of time each pupil attended school in the rural districts was more than 16 per cent. greater in 1870 than in 1867.

The average number of pupils, for the whole State, in attendance each day of the entire term in 1870, was 16,284 more than that in 1869, and 64,748 more than that for the shorter term in 1867.

Including the number reported in attendance upon private schools and academies, more than 80 per cent. of all children in the State, between five and twenty-one years of age, attended school some portion of the last year—a number larger than the entire population between the ages of six and seventeen years.

The average length of school terms in the cities was forty-two weeks and one day; in the whole State, thirty-five weeks and one day.

TEACHERS.

The following statement shows by whom the teachers employed in the schools were licensed:

	By normal schools.	By superintendent of public instruction.	By local officers.	Total.
Cities	251	424	4,346	5,021
Rural districts	167	648	22,381	23,196
Total for 1870	418	1,072	26,727	28,217
Total for 1869	401	968	26,641	28,310

The amount paid for teachers' wages was about $2,000,000 more than in 1866, which is an advance of nearly 50 per cent. upon the gross amount, and of 28 per cent. upon the average annual salaries of the increased number of teachers.

FREE-SCHOOL FUND.

In opposition to a proposition of the comptroller of New York State to reduce the State general tax to one and one-eighth mills and increase the local tax for schools, Mr. Weaver says: "The law provides for a system of free schools. The money to support them must be raised chiefly by taxation. During the last fiscal year the aggregate taxation for that purpose amounted to more than $9,000,000, of which less than $2,500,000 was raised by a general State tax. The large balance was derived entirely from local taxes levied upon property in cities and school districts. It is evident that the cost of maintaining our schools will not be less in the future than it has been in the past. Indeed, the statistics published from year to year show that school expenditures have been steadily increasing. The people are building comfortable school-houses, and are supplying them with appropriate furniture and apparatus. They are employing a larger number of teachers, and are learning that the best policy is to employ those who are well qualified to impart instruction, even though such a course entails the payment of higher wages. If, therefore, the comptroller's suggestion should be adopted, the aggregate taxation would not thereby be reduced. The only effect would be to shift a part of the burden, and to increase local taxation in proportion as the general tax should be diminished.

"Education is a matter of State concern. The popular sense has recognized it as such, and that conviction is the basis of all governmental regulations upon the subject. Unless this be true, very much of our legislation in past years is unjustifiable, and all appropriations from the State treasury for the support of schools are indefensible. The pecuniary burden of supporting our system of public instruction should, therefore, be fairly distributed. Those who have given special consideration to this subject concur in the opinion that the most equitable tax which can be levied for such a purpose, except for buildings and other local accommodations, is one that bears equally upon taxable property in every part of the State. For many years every person who has officiated as superintendent of common schools, or superintendent of public instruction in this State, has urged upon the legislature the advantageousness and justice of making, continuing, or enlarging the general tax for educational purposes. The views of Superintendents Morgan, Randall, Leavenworth, Van Dyke, and Rice, expressed in their official reports, agree upon this subject; and the latter, in my opinion, stated the correct doctrine, when he said, in his special report submitted to the legislature in 1867: 'The practice of raising any part of the money for the schools by local taxation can be supported only upon the assumption that, if cities and districts are compelled thus to raise a portion of the money, they will be more economical in its expenditure.' And he adds, 'As the State requires a school to be kept twenty-eight weeks in each year in each district, it is just and equitable to raise a general tax sufficient to defray the expense for that term.'

"That large local taxation for educational purposes is inequitable appears from a comparison of the resources of different counties. The county of New York can comply with the requirements of the law, in maintaining free schools for a period of twenty-eight weeks in each year, by a tax which would not exceed three mills upon the dollar; while, in Warren County, a compliance with the same requirements involves a rate of taxation more than twice as heavy. Inequalities as marked will be discovered by comparing the statistics of other counties.

"An examination of successive reports from this department, and of other legislative documents, discloses a design that the tax of one and one-fourth mill should yield an increased revenue from year to year. If it had been the intention of the legislature to have a limited sum annually applied to the support of schools, some restriction would doubtless have been incorporated in the law. Between the years 1851 and 1856, the State appropriations were limited to the sum of $800,000 annually. But that plan did not work satisfactorily, and, in the year last named, the legislature, acting in accordance with the repeated recommendation of Superintendents Randall, Leavenworth, and Rice, enacted a law whereby, instead of the appropriation of $800,000, a general tax of three-fourths of a mill upon each dollar of assessed valuation was provided, in order that the appropriations from the State might keep pace with the growth of the school system. Probably no tax levied for State purposes excites so little opposition as that for the support of schools. Partisan clamor, though frequently raised against other taxes that are legitimate and proper, has never assailed this. It has been repeatedly increased without producing dissatisfaction or unfavorable comment.',

THE EXPENDITURE OF SCHOOL-MONEYS.

Since 1850 to the present date, a period of twenty-one years, the State of New York has expended nearly $100,000,000 on her public educational system. The annual expenditure has increased from $1,607,684 85 in 1850, to $10,209,712 09 in 1870, not including appropriations made to orphan asylums and other public charities, in which instruction is given. The following are the items of expenditure for 1870:

For the wages of common-school teachers	$6,510,164 32
For district libraries	30,917 05
For school apparatus	179,156 93
For colored schools	67,582 56
For buildings, sites, furniture, repairs, &c	1,982,547 29
For other expenses incident to the support of common schools	1,164,142 67
State appropriation for support of academies	44,646 79
State appropriation for teachers' classes in academies	15,345 00
For teachers' institutes	16,171 10
For normal schools	128,723 59
For Cornell University	25,000 00
For Indian schools	6,837 98
For department of public instruction	19,127 09
For regents of the university	6,349 72
For printing registers for school-districts	13,000 00
Total	10,209,712 09
Corresponding total for 1869	10,107,289 35
Increase	102,422 74

DISTRICT LIBRARIES.

Notwithstanding the fact that $55,000 is annually appropriated for the district libraries in New York State, the number of books rapidly decreases, from the general lack of public interest in their use or preservation. The diminution in the reported number of volumes last year was 39,433. The cause of this rapid decline is attributed to the legislative enactment which permits districts, on certain conditions, sometimes complied with but more generally disregarded, to use the money for apparatus and teachers' wages. It is a startling fact, that since 1853, although $935,000 has been apportioned to the districts for libraries, the number of books in the school libraries has decreased 600,000. The system should be so regulated by law, says the superintendent, "that it will be impracticable for districts to gain possession or control of the money except to pay for books."

TEACHERS' INSTITUTES.

Within the calendar year 1870, institutes were held, as provided by the statutes, in fifty-six counties of the State. Nearly all of them were in session two weeks, and in every case they were organized for the whole county. The number of teachers in attendance exceeded that of any former year, and amounted in the aggregate to 10,397; 3,404 were males, and 6,993 females.

The average attendance at each institute was also larger than ever before; and the average attendance for each county was larger than in any preceding year, except 1863, when fifty-five institutes were held in only forty-seven counties, and in several of them a double registration occurred.

More than 80 per cent. of the entire number, employed as teachers for the full legal term in the counties where institutes were held, attended them. This demonstrates their peculiar adaptation to reach the great mass of teachers throughout the State, and a ready disposition to appropriate the benefits they are designed to bestow.

INDIAN SCHOOLS.

Seven reservations for Indians in the State receive appropriations to the amount of $12,319 34.

Since the year 1856, this department has been charged with the duty of providing instruction for the Indian children living upon reservations within the borders of this State. In all the years since that time, liberal appropriations have been made by the legislature to promote education and civilization among this people. By the reports of the several local superintendents of Indian schools, and by personal observations made upon the occasion of official visits to the reservations, I am convinced that the bounty of the State has not been expended in vain. All accounts agree in representing the condition of the Indians, and especially of those who have availed themselves of the educational facilities afforded by the government, as being much better than it was before schools were established among them.

The first report upon Indian schools was made in 1857, and, at that time, the number of Indian children between the ages of four and twenty-one years, living upon the several reservations, was stated as 1,658, of whom but a small proportion were attending school. The whole number between five and twenty-one, reported in 1870, was 1,785, of whom 957 attended school some portion of the year. The average daily attendance was 549. Twenty-six schools, the same number as in the preceding year,

were in operation, and the average length of terms was a little over 32 weeks. The expense of maintaining them was about the same as during the previous year.

NORMAL SCHOOLS.

Says Superintendent Weaver: "The only sure reliance for an adequate and permanent supply of competent teachers, is preliminary training. In recognition of this fact, normal schools have been established. It is their province to impart professional skill, in connection with instruction in the several branches of study, by practice in the art of teaching. For this purpose departments of different grades are associated with each of these schools, in which pupil-teachers are drilled under the supervision of competent critics.

"Already six of the normal schools authorized by the State have been opened. Buildings have been erected for two others, and for one of them all needful apparatus and appliances have been provided. The attendance in 1860 was 331; in 1865, 358; and in 1870, 1,921.

"No information has been received by the department of any movement for the erection of a normal school-building at Plattsburgh, in accordance with the provisions of the act of 1869.

"The legislature of 1870 'authorized the normal school commission in their discretion to accept the proposals, which may be made to them under the provisions of the act of 1866, for the location of a normal and training school in the village of Nyack, county of Rockland.' At a meeting of the commission held September 7, 1870, it was resolved to be inexpedient to establish any more normal schools until those already authorized shall be in full operation.

"Pursuant to authority granted at the last session of the legislature, moneys collected by local officers, for tuition of pupils in academical and primary departments, have been applied to the support of the respective schools.

NORMAL SCHOOL AT ALBANY.

"The whole number of normal students in attendance for any portion of the school year was 467, of whom 68 received diplomas as graduates of the institution. While it is no longer patronized because it is the only normal school in the State, the competition of the other schools, recently opened, has not diminished the attendance. This is strong evidence that its continued prosperity does not depend upon adventitious circumstances, but is based upon recognized merit. The whole number of graduates, since it was established in 1844, is 1,777. Some additions have been made to the library, and increased facilities have been provided, in the laboratory, for practical work by students.

NORMAL SCHOOL AT OSWEGO.

"Although this school has been in operation but seven years, the number of graduates is already 369. The total attendance of normal students the past year was 399, and the number of graduates 57. The school continues to maintain the high reputation which it has justly won.

NORMAL SCHOOL AT BROCKPORT.

"A special appropriation of $5,000 was made, in 1870, to provide additional apparatus for this school, and to grade and fence the grounds. The contemplated improvements have been made. The aggregate attendance of normal students was 254, and the number of graduates 17. The average daily attendance was more than 80 per cent. of the entire number, and an increase over that of any former year. The character of the instruction, as well as the popularity of the school, has been well sustained.

NORMAL SCHOOL AT FREDONIA.

"The special authority conferred upon the superintendent by the legislature in the management of this school, I have thus far continued to exercise. The unanimous and cordial support which, at the outset, was given by the people of Fredonia to the institution, under the present management, has not wavered. The confidence of the people generally, in the character and ability of the instructors, is evinced by the large number enrolled in the several departments the first year of its reorganization. One hundred and fifty-one normal students were in attendance, fifteen of whom graduated.

NORMAL SCHOOL AT CORTLAND.

"The aggregate attendance of normal students, for the year, amounted to 322, of whom ten completed the prescribed course and received diplomas as graduates. The school deservedly enjoys a general popularity.

NORMAL SCHOOL AT POTSDAM.

"The attendance of normal students at this school, which has been in operation but little more than a year, was most encouraging, and amounted in the aggregate to 328. Its advantages are highly appreciated and eagerly sought, particularly by teachers from the northern counties of the State.

"Authority was given by the legislature of 1869 to use any portion of the appropriations for this school, unexpended at the close of that year, for the purchase of philosophical and illustrative apparatus. Of the balance remaining, $2,196 09 was used for this purpose, though not in time to be included in the financial statement of the fiscal year embraced in this report. The apparatus has been selected with great care, and will prove a valuable accession to the school.

NORMAL SCHOOL AT BUFFALO.

"The building for the normal and training school at Buffalo has been completed and furnished. It was accepted, on behalf of the State, by the normal school commission, on the 7th day of September, 1870, and is well adapted to its purposes."

NORMAL SCHOOL AT GENESEO.

The local commissioners report that the building for the Wadsworth Normal and Training School, at Geneseo, has been completed and fully furnished. For these purposes, the sum of $45,000 was contributed by the town, and $15,000 by the village of Geneseo. With $6,000 received through another legislative act, the aggregate resources available for building amounted to about $70,000.

A PROJECT TO ESTABLISH A NORMAL COLLEGIATE DEPARTMENT,

in connection with the normal school at Buffalo, is entertained by the local board. No definite plan of organization has yet been digested. The general proposition is to provide a department in which those who are suitably prepared, and are willing to pay for tuition, may prosecute a course of advanced study similar to that pursued in our colleges, except that it is to embrace instruction in the theory and practice of teaching, and to be conducted throughout on normal principles. It is to be under the same general management as the regular normal school, but is not to trench upon the proper work or resources of that institution, and is to be maintained without expense to the State.

If this was a proposition to establish another college like those already in existence, or to divert any of the normal schools from their primary and most important work of fitting teachers for our elementary public schools, it should not be encouraged. But it contemplates neither of these results, while it promises valuable advantages with sufficient certainty to justify the experiment.

There is not a college in the State, nor, perhaps, in the whole country, organized and conducted upon such a basis, although the need of special provision in colleges for the professional training of teachers is recognized, and its relative importance has often been admitted by men prominent in the management of those institutions. Many of the graduates engage as instructors in academies and public high schools. Though ambitious to take high rank as teachers, and though possessing the necessary scholastic acquirements, they are undisciplined for their work, and either achieve success by a series of experiments at the expense of their schools, or more commonly abandon a vocation which constantly presents difficulties they are unprepared to surmount. Some college graduates have sought the requisite discipline in the normal schools, but it cannot be expected that many will, for this purpose, expend the time and means necessary for a supplementary course.

To extend the curriculum of study in our normal schools, so as to embrace a collegiate course for the benefit of the comparatively small number of students who would complete it, would be quite certain to impair their general usefulness. But it seems probable that a normal college, conducted as proposed, and for admission to which a high grade of qualification shall be required, might be successfully maintained.

REPORT OF THE REGENTS OF THE UNIVERSITY OF THE STATE OF NEW YORK.

The eighty-fourth annual report of the regents of the university of the State of New York for the year 1870, Hon. John V. L. Pruyn, chancellor, and Hon. S. B. Woolworth, secretary, contains the following information:

The institutions subject to the visitation of the regents, and which are required to make annual reports in relation to their property and system of instruction are (1) literary colleges, (2) medical colleges, and (3) academies. The academies of the State

consist of two classes—those incorporated by the regents and subject to visitation by them, and high schools or free academies, which are a part of the free-school system of the State.

The volume is quite voluminous, consisting of over seven hundred pages, and contains a large amount of interesting matter to which it is not possible even to allude in the present sketch for want of space.

LITERARY COLLEGES.

Number of literary colleges	22
Number of professors in literary colleges	240
Number of tutors or teachers	63
Number of students, not including medical	3,207
Number of graduates in 1870	401
Value of college buildings and grounds	$3,402,528 97
Value of other college property	$7,716,834 35
Receipts	$1,001,404 10
Expenditures	$901,944 52
Debts	$389,940 38

MEDICAL COLLEGES.

Number of medical colleges which report to regent	32
Number of medical colleges which do not report to regents	4
Number of professors	80
Number of demonstrators and lecturers	23
Number of students	1,000
Number of graduates	298
Value of college buildings and grounds	$114,000 00
Amount of matriculation fees received	$1,460 00
Amount of graduation fees received	$2,380 00

ACADEMIES.

Number of academies subject to visitation by regents	144
Free or unincorporated academies	82
Whole number of students during the year in academies	30,000
Males, 3,808; females, 4,337.	
Number pursuing classical or higher English studies	7,456
Amount apportioned to academics from income of literature fund	$40,000 00
Total value of academic property, in library, apparatus, &c	$4,343,579 00
Total receipts by academies during the year	$1,504,475 00
Total expenditures	$971,141 26
Total number of teachers—male 443, female 618	1,061
Number of pupils instructed free of charge	1,494
Number known to have been engaged in teaching	651
Income from tuition fees	$387,283 00
Expenditure for teachers' salaries	$516,985 00

RESOURCES OF ACADEMIES.

The excess of salary over tuition fees, of $129,702, has been increased in comparison with former years by the operation of the free-school law, as applied to the academical departments of union schools. It was supplied from the apportionment of the literary fund, from productive endowments, and from taxes raised for the support of union schools subject to the visitation of the regents. Up to the 14th day of January, 1871, inclusive, the sum of $110,382 92 has been granted to academies by the regents, an equal amount having been raised by the academies, making a total of $220,765 84. Academies are required to account strictly for the expenditures of moneys received by the regents.

DIMINUTION OF ATTENDANCE IN ACADEMIES.

The largest attendance of pupils during the past eleven years was in 1861, and the smallest in 1870. It was reduced in 1862 and 1863, probably owing to the war, but was increased to nearly its former standard until 1867, when the law was passed which changed the support of the common schools from rate-bill to tax, since which time the diminution in attendance upon academies has been constant and increasing.

TEACHERS' CLASSES IN ACADEMIES.

During the year, instruction was given free of charge to 1,494 scholars in the theory and practice of common-school teaching by eighty-seven academies appointed by the regents for this purpose. The number of scholars in any academy for which such

instruction is provided is limited by statute to twenty each year, and the sum allowed by the State for such instruction is fixed at ten dollars for each full-term scholar.

COLUMBIA COLLEGE*

ATTENDANCE.

The total number of students who have been in attendance upon the college and it branches during the present academic year has amounted to seven hundred and fifty-five. Of these there have been one hundred and twenty-three in the college proper; ninety-two in the school of mines; two hundred and forty-three in the school of law; and three hundred and twenty-seven in the school of medicine. It may be remarked as something unusual in the history of the college, that, during the past year no undergraduate student has withdrawn from the college, or has become otherwise discontented with it.

The condition of the school of law continues to be in the highest degree gratifying. With each succeeding year the number of students steadily increases; and in five years the total attendance has been nearly doubled. The entire number of graduates is now very nearly six hundred.

The numbers in attendance upon the school of mines have been also somewhat greater during the past year than in the year preceding it. In this school, instruction in civil engineering has been commenced, and a number of the regular students have selected this course of study. Considerable additions have been made to the collections in mineralogy and metallurgy. The mineralogical cabinet contains some ten thousand specimens arranged in cases and labeled; besides two thousand which are set apart for the use of the students, and to which they have unrestricted access.

The special library of the school now contains more than two thousand volumes, and the reading-room is furnished with all the important scientific periodicals of this country and of Europe, nearly eighty in number.

DR. TORREY'S BOTANICAL COLLECTION.

The number of specimens in the immense botanical collection gathered by Dr. Torrey in the course of a life unremittingly devoted to his favorite science, and presented to the college, exceeds probably at present fifty thousand. The degree to which our collection has become a standard of reference among American botanists was mentioned in the last annual report of the president. It is gratifying now to be able to state that the evidence of this fact becomes more decided every year. Botanists are continually resorting to the herbarium, especially those who are occupied with the scientific uses of plants, in order to make their verifications or comparisons; and the largest facilities are afforded them for conducting their investigations. The resident botanists of New York and the vicinity continue, as heretofore, to meet the herbarium periodically, to interchange views, and to impart and to receive information in regard to the department of natural history in which they are especially interested. The herbarium of Columbia College represents the work of nearly forty years of the life of its collection.

It is stated that throughout the country the members of undergraduate students in all the colleges is less at the present time, in proportion to the entire population, than it was thirty years ago, nearly in the ratio of two to one.

THE CURRICULUM OF COLLEGES AS AFFECTING ATTENDANCE.

The fact that the college course of study is losing favor among the people is due, it is believed, to the demand for a more enlarged curriculum, that education should be so varied as to suit the varying capacities and necessities of individuals, and that in place of limited and necessarily superficial attainment in many things, there shall be thoroughness, or at least the opportunity for thoroughness, in a smaller number. The throng which has filled the halls of Cornell University from the first day of their opening has been gathered mainly by the opportunity thus offered. About eighteen months since, the elective system was introduced into Columbia College to a limited extent and applied to a portion of the studies of the senior year. The results of the first experiment were so satisfactory as to induce the committee on the statutes to authorize its further extension. The diligence of the class throughout the whole year has been to a very marked degree satisfactory. The officers have noticed a greater manifestation of interest in the subjects studied than has been observed in former years, and they agree, it is believed, in ascribing this result to the fact that the studies are voluntarily chosen.

The president recommends that the study of the Evidences of Christianity, which

* Taken from the published report of the college for 1871.

has hitherto been compulsory and confined to the last year of the academic course, should be either transferred to the freshman year or rendered elective. It is designed to accompany this study by instruction upon Christian antiquities and Christian art, or the influence of Christianity upon the fine arts, which, it is thought, would result in making the study of the Evidences more attractive. The president believes that if the study were made elective, the larger number of students would choose it; and to those who would not, experience seems to show that it would be of little profit if they should be compelled to give it their attention. Instruction in German is pursued as a volunteer study, and the classes vary considerably in numbers from year to year.

PRIZE SCHOLARSHIPS AND PRIZE FELLOWSHIPS.

A system of endowing prize scholarship and fellowship has been commenced the present year by the establishment of twelve scholarships of the annual value of one hundred dollars each, to be awarded to the students of the several classes who shall, upon competitive examination, be found to exhibit the highest attainments in the several branches of study which the classes have been pursuing. Two fellowships of the annual value of five hundred dollars each, one to be conferred for excellence in the scientific studies of the senior year, such as chemistry, geology, astronomy, calculus, and physics; and the other, for excellence in the literary studies, as Greek, Latin, and Intellectual and Moral Philosophy, with additional studies to be prescribed in advance by the board of the college. The object of this system, which has been adopted in Princeton and Harvard, and which for a long period of time has existed in the celebrated universities of England, is, to encourage students to devote themselves to intellectual pursuits for some years after graduation.

Union College.—Located at Schenectady, embraces a classical and scientific course.

Number of professors and teachers	15
Number of under-graduates—seniors, 29; juniors, 26; sophomores, 25; freshmen, 22; students in engineering, 12	114
Number of graduates, (1869)	26
Receipts for the year	$32,726 51
Expenditures	$36,773 58

This college presents extraordinary advantages in the number of ordinary scholarships, prize scholarships, medals, and prizes. The income of $50,000 is devoted to the assistance of indigent young men. The number assisted the past year was 87.

Hamilton College.—Located at Clinton, Oneida County.

Number of professors and teachers	11
Number of students—in law, 6; seniors, 36; juniors, 36; sophomores, 36; freshmen, 42	166
Number of graduates, (1870)	42
Whole number of graduates	1,239
Receipts	$23,431 10
Expenditures	$27,860 72

The interest of the Baldwin fund of $12,000 is distributed to needy students of Christian character and good scholarship. Students who are studying for the ministry may receive aid of from $100 to $130 per year.

University of the City of New York.—Contains departments of science and letters, professional schools of art, civil engineering and architecture, analytical and practical chemistry of law, and of medicine.

Number of professors and teachers in literary, scientific, and law schools	20
Total number of professors and lecturers in medical school	16
Total number of students in literary, scientific, and law schools	170
Total number of students in medical college	251
Total number of graduates in medical college	31
Value of college buildings and grounds	$300,000 00
Value of other college property	$208,765 00
Total revenue of the university	$31,752 84
Expenditures	$30,715 70

Students, upon entering, have the option of entering the literary or the scientific department, or may take selected studies in both. No tuition fees are charged.

Vassar College—Poughkeepsie, Dutchess County.

Number of professors and teachers	20
Number of students, (under-graduates)	213
Whole number of college students	383
Whole number of graduates	33
Value of college buildings and grounds	$440,308 48

Value of other college property	$139,659 14
Revenue	$159,566 17
Expenditures	$147,600 13

Cost of tuition in the regular course is about $100 per year; cost including board and washing, about $300 per year. The studies of the junior and senior year are, to a certain extent, elective. The maximum age of under-graduates, 30 years; minimum age, 15; average age of graduates, 20½.

CORNELL UNIVERSITY.

The Cornell University, it is remarked, is realizing the expectations of its friends. While it equals in its range of instruction and the number of its students the long-established and largest colleges of the country, it has not acquired its strength by weakening others, but has made a large positive addition to the educational force of the State.

SUMMARY OF STATISTICS OF CORNELL UNIVERSITY.

Number of professors and teachers	37
Number of students	609
Number of graduates	24
Value of college buildings and grounds	$306,770 00
Value of other college property	$1,286,954 90

By the act of incorporation it is provided that one student each year may be appointed from each assembly district in the State, who shall be entitled to gratuitous instruction. There is provision for the payment of students for labor performed on the university premises, by which young men having some trade, as carpenter, mason, machinist, or painter, have, in many cases mainly, and in some cases entirely, supported themselves while carrying on their studies. The shops, which are ultimately to form a part of the College of the Mechanic Arts, are not yet ready, but are expected to be ready at the beginning of the fall term of 1871, which will furnish employment to mechanics. It is hoped that some simple remunerative manufacture may be introduced which will aid in supporting students, but at present young men are not advised to come relying entirely upon unskilled labor for support.

NON-RESIDENT PROFESSORS OF CORNELL UNIVERSITY.

A special feature of this institution, wherein it differs from other colleges, is that of non-resident professorships. The duties of these professors are to deliver a course of lectures at stated seasons on subjects to which they have devoted special attention. The following distinguished names are given as non-resident professors: Louis Agassiz, LL.D., natural history; George William Curtis, LL.D., recent literature; Theodore W. Dwight, constitutional law; John Stanton Gould, mechanics applied to agriculture; James Russell Lowell, M. A., English literature; Goldwin Smith, LL.D., English history; and Bayard Taylor, M. A., German literature.

COURSES OF INSTRUCTION.

In reference to study, there are three general classes of students, namely, those who pursue one of the three general courses, those who are in one of the seven special courses, and those in optional or elective studies. The three general courses are classical, philosophical, and scientific; the seven special courses embrace agriculture, chemistry, and physics, engineering, history, and political science, mechanic arts, military science, and natural history; elective or optional students are not considered as candidates for any degree or diploma, though they may, by pursuing a course equivalent to one of the general courses, take the same degree as though they had pursued that course regularly. It is the design to make the university, as far as possible, in the words of the founder, "an institution where any person can find instruction in any study."

In addition to the items taken from the Report of the Regents of the University of the State, the Cornell University Register, which is published a few months later, furnishes the following. The Register is the official organ of the university; it is published and printed annually by the university, the type being set by the students in the composing-room of the institution.

COLLEGE OF THE CITY OF NEW YORK.

From the 22d annual register of the college.

Summary of statistics.

Number of professors and teachers	29
Number of students	378

Number of graduates, (1870)	30
Value of college buildings and grounds	$150,000 00
Value of other college property	$125,000 00
Revenue	$148,055 26
Expenditures	$120,111 57

This college was originally entitled the Free Academy, was established in 1848 by the board of education of the city of New York, and, in 1866, on the recommendation of the board, the legislature of the State changed the name to the College of New York, and conferred upon it all the powers and privileges of the college. No student can be admitted into the college unless he resides in the city, has attended the common schools in the city twelve months, and passes a good examination in the common English branches. The graduates of the institution have formed themselves into an association, and hold regular annual meetings in the college building. In 1857 the association established a fund for the purpose of assisting needy students.

Complete statistics of the remaining colleges embraced in the report of the regents will be found in table No. 3.

UNIVERSITY CONVOCATION.

At a meeting of the regents held in January, 1863, it was resolved that an annual meeting of officers of colleges and academies should be held under the direction of the board, to be designated as the "University Convocation" of the State of New York. The seventh anniversary of the convocation was held August 2, 3, and 4, 1870, at the assembly chamber, in the capitol. Papers, by eminent educators, were read and discussed, resolutions were passed, and many valuable suggestions made. The paper of President Alden, entitled "Lectures and Text-books," gave rise to an animated discussion. The report of the regents gives a minute of the proceedings, and then addresses in full.

NEW YORK CITY.

Hon. Henry Kiddle, city superintendent, in making his report for the year ending December 31, 1870, remarks that until the last seven months he held only a subordinate position in the superintendency of schools. The field over which his responsible duties extend is shown in the following table:

Classes of schools.	No. of schools.	Average attendance for the year ending Dec. 31, 1870.	Whole number taught during the year.	Number taught during 1869.	Average number on register.	Average attendance.	Percentage of absentees.
Male grammar schools	47	16,158	32,600	31,545	18,666	16,515	11½+
Female grammar schools	42	14,077	29,151	28,325	16,066	13,827	14 —
Primary departments	54	37,352	88,961	90,446	43,301	37,638	13 +
Primary schools	40	17,070	41,890	43,477	20,029	16,544	17 +
Colored schools	6	785	2,033	2,000	1,191	766	35¾—
Corporate schools	50	7,139	19,323	18,752	10,361	7,045	31½+
Evening schools	32	10,047	24,084	19,537	.....	.....	.....
Total	271	102,608	238,112	234,082	109,554	92,335	15¾—

If to this average attendance is added the 1,214 pupils who attended the normal college and Saturday normal school, the aggregate average attendance for 1870 will reach 103,822, and the whole number taught, 239,764. The number of pupils here reported as taught during the year is not correct, as to different pupils, being found by adding together all who were enrolled in any of the schools for any portion of the year; consequently many pupils are counted several times, as there is necessarily considerable change from school to school during the year.

ATTENDANCE.

It is interesting to note as evidence of the substantial progress of free schools in New York City, that while the whole population of the city has increased but about 14 per cent. in the last ten years, the average attendance of pupils has increased nearly 54 per cent. in the same time. By the foregoing table it will be perceived that the pupils of the male grammar schools are the most regular in attendance, and that those of the colored schools are by far the most irregular, if we except those of the corporate schools. It will also be perceived that there is 4 per cent. more of absenteeism in the primary schools than in the primary departments of the grammar schools, doubtless arising

from the fact that the children in the latter schools can be accompanied by their older brothers or sisters, while in the former this is impossible, as these schools are held in separate buildings. This fact, it seems to me, should be taken into consideration in the establishment of new schools.

The school accommodations, under the immediate control of the board, is claimed to be 14 per cent. greater than the average attendance, allowing 100 cubic feet for each grammar-school pupil, and 80 cubic feet for each primary department pupil.

RESULTS IN SCHOOL DISCIPLINE WITHOUT CORPORAL PUNISHMENT.

The results with respect to discipline are especially gratifying, in view of the fact that, in pursuance of the by-law which went into operation at the commencement of the year, corporal punishment has been abandoned in the male grammar schools, it having been previously prohibited in all the other schools. It is proper to state, however, that many teachers of classes of boys find great difficulty in controlling the pupils and keeping their attention fixed sufficiently upon their studies to secure any degree of progress whatever. Indeed, so much time, they say, is taken up, and their energies exhausted to such a degree in preserving order—in keeping the pupils quiet—that they have little of either left to enable them to give sufficient instruction. While these are, of course, exceptional cases, there is reason to think that the female teachers having the care of boys are often most severely tasked and embarrassed in the matter of discipline with the present somewhat inadequate incentives and means of coercion. The aid of parents, too, is much more frequently invoked than formerly in the discipline of the schools, but very often without effect, since many parents are too negligent and their control too feeble to render their assistance of much avail. From this cause many pupils are expelled from the schools in consequence of disobedience and disorderly conduct, some of whom, however, are subsequently admitted into other schools, in which they quite often repeat the conduct which resulted in their previous expulsion, and thus incur again the same disgrace. The number of pupils expelled for misconduct during 1870 was 287, in reference to which the superintendent adds: "I am decidedly of the opinion that a more extensive and thorough system of rewards could be made the means of controlling most of the refractory pupils, while it would appeal to the better elements of their character, and serve to awaken in them emulation and ambition, which, by judicious treatment, could be subsequently turned in the right direction."

INEFFICIENCY OF TEACHERS.

The superintendent says that facts show that in general the vast body of teachers in New York City are efficient and faithful, in a very high degree, earnestly devoting themselves to their work, aware of their deficiencies and anxious to supply them.

Of course there are some of whom it is impossible to make so creditable a report. In 177 of classes examined during the past three months the instruction was only fair; while in 18 it was very discreditable. If we estimate the average number of pupils in each of these classes at 40, there must have been nearly 8,000 children more or less neglected, or imperfectly taught, during that period; while a similar estimate shows that in 107 classes the discipline was so inefficient that the pupils could not be controlled while under examination, indicating a much worse state of things when the examining officer was not present. Consequently, upward of 4,000 children must have been suffering for the want of efficient and skillful control during this period. The fact of this deficiency has already been communicated to the board in the monthly reports required to be made by the superintendent, and every case has also been brought to the knowledge of the local trustees, whose duty it is to investigate the cause of the deficiency and take the initiatory step for its removal.

EVENING SCHOOLS.

There were nearly 22,000 scholars registered for the evening schools ending February 14, 1870, of which only 8,807 attended the full term. The larger proportion of the evening-school pupils are under sixteen years of age.

REMARKS OF ASSISTANT SUPERINTENDENTS REGARDING INSTRUCTION IN THE SCHOOLS.

Assistant Superintendent Fanning states, as the result of his observations in examining the lower grades of grammar schools, that the instruction appeared to be often confined to merely teaching the pupils to pronounce the words correctly, with but little effort to impart their meaning and cultivate the intelligence of the pupils. In only a few classes did the aim of the teacher go beyond the training of the pupils to articulate and enunciate the words clearly, expression being entirely overlooked.

In some schools the duty of teaching reading in all the classes has been specially assigned to one teacher; and Assistant Superintendent Jones remarks, that where the

plan has been adopted it has been followed by the happiest results—a very perceptible improvement, in all respects, being made.

The system invented by Dr. Edwin Leigh, which, under the authority of the board, has been tried in several of the schools during the past year, is designed to obviate all these difficulties and perplexities, affording, as it does, by slight modifications in the ordinary forms of the letters, a separate sign for every sound in the language. The results of the experiments already made I think favorable to the merits and success of the system; the pupils not only learning to read in a shorter time, but to read more distinctly and fluently; and, what is even more important, making the acquisition in a thoughtful and logical manner, so that their common sense is never shocked by inconsistencies, nor their natural intelligence baffled by arbitrary contradictions. I have found, too, by my own examinations, that the children, having learned to read Dr. Leigh's print, pass without any difficulty or additional instruction or practice to ordinary print, the customary forms of the *words* being so little affected by the slightly modified letters employed. These experiments will be continued, so as to embrace one other grade, at the close of which I will communicate the results in a special report to the board. It is proper, also, to state that the teachers who have had charge of the classes undergoing this instruction are, I believe, without exception, pleased with the results thus far attained.

In reference to spelling, Mr. Harrison complains that some of the teachers spend an inordinate amount of time in dictating and requiring to be written words of so easy a character as to need but little attention, while others, difficult or anomalous in their spelling, are scarcely taught at all. The constant practice afforded in writing sentences is accomplishing excellent results in training the pupils to spell correctly those *little words* which would never be found among the difficult test-words ordinarily used in the spelling exercises.

Mr. Calkins reports that the practice of using short sentences to illustrate the meaning of words becomes yearly more general in the primary schools, and that there is an improvement in the sentences given, impromptu, by the pupils at the examinations. The same fact is also attested by Mr. Jones. The pupils in this way learn a great deal in practical grammar, since this exercise affords constant opportunity for correcting the errors to which they are liable in their daily speech.

In relation to "oral instruction," Mr. Harrison reports as follows: "To the condition of schools in respect to this department of education I have given close attention. I am more than ever impressed with its importance, when properly conducted, both as a means of developing and sharpening the observing faculties, and as the most natural and convenient means of cultivating a facility in simple oral statement in the pupil's own words. The requirement to teach orally physiology and hygiene, and the simple facts in relation to the common physical phenomena, is awakening a manifest and beneficial interest both among teachers and pupils, and must soon exert a marked influence for good on the whole field of oral instruction. The essential basis of real oral teaching is the presentation to the senses of the objects or their nearest pictorial equivalents. To attempt to teach physiology or simple facts relating to minerals, plants, and animals, without some such means of illustration, is absurd."

Object-teaching in the primary schools corresponds to the oral instruction in the grammar schools. In relation to it, Mr. Calkins remarks: "I am happy to report that the instruction by object-lessons is gradually improving in character, as the teachers avail themselves of the opportunities furnished by the board of education for obtaining a better acquaintance with its principles and methods."

BROOKLYN.

[From the sixteenth annual report of the city superintendent for the year ending January 1, 1871.—J W. Buckley, esq., superintendent.]

As the latest information from this city at hand in the office of education, when last year's report was made, was the fourteenth annual report for the year 1869, the statistics for the two years' covered by the fifteenth and sixteenth annual reports are given below.

SUMMARY.

	1870.	1871.
Population of the city	396,099	
School population, (five to twenty-one years of age)		135,869
Number of different pupils in public schools	68,906	66,396
Average attendance	32,761	35,938
Receipts for school purposes		$1,158,524 50
Expenditures		$658,228 15
Cost per scholar upon average attendance		$18 31

It is estimated that probably there are not more than 22,000 of the 86,000 children between the ages of five and fifteen who have not during the year received some instruc-

tion in the public schools. The private schools also afford instruction to a large number, so that it is thought but few are absolutely deprived of all means of school education.

The chief evil is in irregularity of attendance. The schools are being carefully graded. The teachers are, as a body, faithfully endeavoring to do their duty.

GRAMMAR SCHOOLS.

The past year has been one of marked success. The teachers having become more familiar with the course of instruction and the subjects of study; the schools having been better supplied with maps, charts, globes, and other apparatus, than heretofore; the school-rooms made more pleasant and inviting, a new interest has been awakened among the teachers and pupils, which has affected the public also. The teachers have been devoted to their work, laboring zealously for the advancement of their classes, and the pupils, inspired with the spirit of improvement, are "pressing on to that which is before." Some of the fruits of the year's care and labor are a more regular and punctual attendance. From week to week many classes have had an average attendance of 100 per cent.; and several of the schools have had from month to month averages varying from 95 to 100. There has been less truancy during the last than in any preceding year. This has been owing to the fact that the teachers have been careful to look after their pupils when away from, as well as in school. The interests of the class-rooms are better appreciated, also, and the truant officer is "abroad."

In addition to the six regular grades of the course of study, a supplementary class was added some years ago. In about one-half of the large and more advanced grammar schools classes of this grade have been organized, and are successfully pursuing the course; and it is a remarkable fact that the pupils of this class are mostly females, and that in some there is not a single male, while in others there are only a few. The young men of the schools leave their books at a much earlier age than the young ladies, and quite too early for their best interests, they engage in business cares and pursuits.

PRIMARY SCHOOLS.

The primary department, it is remarked, is the foundation of the schools. Any defect in it must weaken, may endanger, and perhaps destroy the superstructure. This truth is not sufficiently regarded in the appointment of teachers. The place usually assigned to the novice is the lowest class of the primary grades. Here she takes the *first* step as teacher, and here the child receives its *first* lesson as learner in its course of instruction. If, as it is generally conceded, the *first* impression upon the mind of the little one be the most important, then with what care and skill should it be made! What a responsibility! Here is work for the hand of a master-workman; nay, rather for the intelligent and accomplished matron. The remedy is found in paying such salaries to teachers of the lower grades as will make it an object for ladies of ability, scholarship, and skill to seek for such appointments—not merely as an entering-wedge to higher positions, but as posts of honor and usefulness, and of more permanency than they can be made by the present policy. Second, a provision should be made for the establishment of a normal institute, and experimental classes or model schools for practice.

WRITING AND DRAWING.

Writing, as an art, it is affirmed, is one of the most important and necessary acquisitions of both child and man. In all the schools where the teachers understand the methods of teaching, and are careful in drilling their classes in the elementary principles of the subject, fine improvement has been made and superior results attained. Exercises in printing, writing, and drawing are initiated in the primary department; first, in the use of the slate and pencil, the crayon and black-board, and then the pen and ink. Drawing and writing are so closely allied that, as a European educator has affirmed, "Without drawing, there can be no writing." That these two branches may be taught more successfully conjointly than separately, does not admit of a doubt. Habits of careful observation are contracted in drawing which aid in developing the perceptive faculties. In the primary department drawing receives early attention. With slate and pencil in hand, or with the crayon and black-board, the child is easily taught to draw simple geometrical lines and figures of familiar objects, and progressively, as it is promoted through the primary classes, it is occupied in making small profile maps and pictures, all of which to him are sources of interest and pleasure.

MUSIC.

Music has for years had a place in the schools of the city, and has ever been considered an important branch of study. For many years five male teachers were daily employed during school hours in giving instructions in the art, science, and practice of music. To this number three female teachers were added last year. Each school and

department has its piano to aid in the music lessons, and for daily use, as occasion may require. This department of instruction is now at an expense of about $10,000 annually. Lessons of the primary departments are of necessity chiefly oral. But the prominent defect of the musical department is the want of a thoroughly graded system of study and instruction for all of the schools of the city.

EVENING SCHOOLS.

There were seven schools for white, and two for colored pupils. The cost of maintaining the evening schools is very inconsiderable, being only $11,013 30; of which amount, $10,990 13 was paid for the wages of teachers. This is only $2 03 for each pupil instructed, and $5 33 for each pupil in average attendance. The whole number of pupils in attendance was 5,416. The average attendance, 2,041.

ORPHAN ASYLUMS.

The orphan asylums are practically, except for the purpose of complying with the requirements of the law in relation to the distribution of the State school moneys, under the care of their own boards of trustees; and the board of education does not in any measure interfere in the appointment of teachers, the course of study, or any other of the details of their government or instruction. They are doing an invaluable work for a large number of children, whose misfortunes are in some degree alleviated by the large-hearted benevolence of the founders and supporters of the truly benevolent charities. The total apportionment by the board to these schools was $10,731 41; being at the rate of $13 69 for each pupil in average attendance. Whole number of pupils instructed, 1,022.

ALBANY.

[From report of Hon. J. O. Cole, superintendent of schools and secretary of the board of education, for the year ending April 30, 1871.]

By the alteration of the boundaries of the city, in 1870, six schools were added to the management of the board. The condition of the schools is shown by the following

SUMMARY OF STATISTICS OF SCHOOLS IN ALBANY.

Population, United States census of 1870	69,422
Total number enrolled	10,939
Average daily attendance	6,179
Number of teachers employed	145
Total receipts for school purposes	$317,397 13
Total disbursements for school purposes	$187,051 38
Balance on hand May 1, 1871	$130,325 75

The sum of $69,942 78, included in the above disbursements, was expended for building purposes. The superintendent says: "Albany stands as the eighth city in population, the eighth from highest in cost of tuition per pupil, eleventh in number of teachers employed, and seventh in number of inhabitants to each teacher. There are three cities with less population which employ more teachers. Out of twenty-two cities, there are sixteen cities which employ more teachers in proportion to the number of inhabitants than Albany. This is the manner in which most tables of this kind are made out; but it hardly seems to be the just method, for certainly all who have entered the schools have partaken of the benefit of them, and should be taken into consideration when calculating the cost per pupil. There were enrolled during the past year 10,939 pupils in this city, which would make the cost per pupil $8 36. The school accommodations seem quite insufficient, as hundreds of children have been refused admission to the schools of the city, and many of the schools have been filled beyond the capacity for desks."

THE FREE ACADEMY.

The academy has been established to aid only those who, by good conduct and progress in their studies, are entitled to its benefits. Promotion to this institution is, in truth, a reward of merit. Careful and rigid examinations have secured to the schools most excellent and successful teachers. At the last examination 188 pupils from the public schools presented themselves for promotion to the free academy. The examinations were conducted during two days, with printed questions, in the presence of twenty-one teachers, to whom was assigned the duty of carefully watching the candidates during the progress of their work, and thus preventing any communication between them. So systematically was this arrangement carried out, that no pupil could possibly derive any information from another, but was compelled to

rely entirely upon himself. By this examination 134 pupils out of the 188 applicants, from 14 different schools, were recommended for promotion to the free academy. The percentage of attendance at the free academy during this year has been 96.6.

In conclusion the report says: "The only thing the board have to regret is their inability to supply the demand for seats in the schools. The report of the committee on construction and repairs shows the great and increasing demand for admission into the schools. This demand is more especially pressing upon the primary departments.

"There are many excellent private schools in our city, but these are diminishing in number and efficiency for want of patronage, and the board feel it their duty to provide as far as possible for the increasing demands upon them from this and every other cause."

BUFFALO.

[From the Thirty-third Annual City Report, Hon Thomas Lathrop, M. D., superintendent, for the year ending December 31, 1870.]

The superintendent says: "The new charter, which came into operation April 28, 1870, relieved me of the supervision of the school-buildings, and imparted increased authority over the educational interests intrusted to my care. The title of the office was changed from superintendent of schools, which it had borne from the organization of the city government, to superintendent of education, and the time and attention previously devoted to the oversight of the necessary repairs, constantly required in so large a department, has since been more profitably occupied in perfecting the system of education adopted in our public schools, and infusing increased vigor and earnestness into the labors of those to whom the education of our youth is intrusted."

TEACHERS' PAY—ORGANIZATION AND SUPERVISION.

The increase of the number of pupils over the year 1869 is 415, making a total of 21,595, while the expenditure has increased from $216,489 17 to $252,188 92. The largely increased expenditure during the year is to be attributed mainly to the increase of the salaries of teachers. This act of justice to a faithful class of public servants has contributed much to the success of the schools. The expense of maintaining our schools is greater per capita, probably, than in any other city, and the reason is found in the defective organization of our educational system.

In the inauguration of a system of free schools, the territory then included in the city was divided into districts, in proportion to the number of inhabitants, locating the school-houses in such positions that they would be both convenient and accessible. With the growth of the city in wealth and population, the subdivision of districts has been carried on until there now exist thirty-six districts, each maintaining one or more separate school organizations, and employing thirty-six principals, twenty-six of whom are male and ten female.

The time of the principal, instead of being occupied, as the necessities of our schools demand, in a close and professional supervision of the work of each teacher and of each pupil, is, under our present system, employed in hearing the recitations of the first and second grades. The consolidation of districts and of the higher grades, and the employment of a less number of male principals, giving to highly educated women the immediate instruction of all the grades, under the supervision of a principal who possesses experience and superior intellectual endowments, is the correct plan, the adoption of which would make our schools tenfold more efficient than they are at the present time.

MODERN AND OLD-STYLE SCHOOL-HOUSES COMPARED.

The average number of pupils to the teacher, in the six modern school-houses of Buffalo, is 38.8. The average number of pupils to the teacher in the old-style school-houses, 29.4. This great difference increases the expenditure for teachers at least 12 per cent., or adds $5,000 per annum to the school expenses. This comparison is made to show the necessity of some change in the internal arrangements of some of the school edifices of Buffalo.

ATTENDANCE AND TRUANCY.

The average attendance of pupils has increased from 10,664 during the first term, to 11,275 during the third. In the management of our public schools one of the greatest obstacles to success is irregularity of attendance. About 25 per cent. of the pupils who are registered fail to attend.

Absences and tardiness from trivial causes, which are allowed to pass unnoticed, lead to that fatal habit, truancy. This subject has engaged the serious attention of school authorities throughout the country. Corporal punishment and moral suasion have proved equally ineffectual in checking this growing evil; and only in those localities in which the strong arm of the law and the fear of punishment reaches out and restrains

the truant has an effectual remedy been found for this class of youthful offenders. The truant law of 1853 having proved ineffectual, it is respectfully suggested that an effort be made at the coming session of the legislature to obtain the enactment of a law giving the police authorities of our city, on the complaint of the teacher or the parent, the power, under certain restrictions, to compel the attendance at school of pupils who are accustomed to play truant. Such a law, judiciously executed, would be a most effectual preventive of crime, and would restrain many a youth who, from the want of proper home influences, or a disposition to vicious practices and evil company, is inclined to a course of life which, unless changed, will lead him step by step in the paths of wickedness and vice, and can only be checked by the penal and reformatory institutions of the State.

ATTENDANCE OF TEACHERS.

During the year a successful attempt has been made to partially correct a serious fault in teachers of absenting themselves from the school-room, and being tardy in attendance. The number of days per month that teachers have been absent was reduced from 190½ days in January to 77⅞ in December, and the number of minutes tardy, from 3,704 to 471 minutes for the same months. Nevertheless, the aggregate time teachers were absent from their posts, in the Buffalo schools for the year 1870, foots up the enormous number of 1,181⅞ days; while, in addition, those who were at their posts were tardy 10,598 minutes.

PRIVATE SCHOOLS.

The increase of the number and attendance of pupils at private schools during the past ten years, is a subject for serious consideration. Formerly, the public schools monopolized almost entirely the education of our youth; but, at the present time, private and religious schools are attended by nearly 25 per cent. of those who are of the school age. It is an interesting question, to ascertain the causes which have led to this diversion of pupils to other channels. If it is an indication that the public schools fail to afford the advantages which the community require, either the public have advanced to an appreciation of a higher order of instruction than our schools impart, or our system of free schools, by not keeping pace with the rapid progress of educational matters, has become incapable of meeting the requirements of the day.

EVENING SCHOOLS.

Evening schools were held three evenings of each week from 7 to 9 o'clock. Seven were at first organized, but these not being sufficient to accommodate the numbers of young men and women whose daily occupations and pecuniary circumstances prevent their attendance at the day schools, five more were organized.

The total expense for instruction and incidental expenses was $3,658 22. The cost per pupil on total registration for the term has been $1 35, and on the average attendance $2 10. The expenditures have been larger than was at first anticipated. The favor with which the system of evening schools was received, and the larger attendance of pupils than the most sanguine anticipated, compelled the employment of a greater number of teachers, and the opening of more schools, than was at first anticipated The investment cannot be regarded an unprofitable one, on the part of the city.

TEXT-BOOKS FOR INDIGENT CHILDREN.

On this important subject the superintendent says: "No provision is made, in the annual estimates, for providing text-books to pupils whose circumstances are not such as to enable them to obtain them. If it is the duty of the city authorities to provide annually the means to purchase the necessary commodities for the poor, costing thousands of dollars, how much more necessary that they should provide a fund adequate to supply the hundreds of poor children with books for their intellectual improvement. Indeed, the principle should be carried to its full extent. All text-books should be provided, and remain the property of the city. New York, Brooklyn, Philadelphia, and other cities have adopted this plan, and with the most satisfactory results. Buffalo should not hesitate to make its public schools as free as are those of other cities. But if impracticable to adopt this plan at the present time, a fund should be placed at the disposal of the superintendent sufficient to meet the almost daily demands of the poor and needy."

SYRACUSE.

[From the report of Hon. Edward Smith, clerk and superintendent, for the year ending March 7, 1871.]

SUMMARY OF STATISTICS.

Population, United States census of 1870	43,051
Population of school-age, five to twenty-one	16,859

Whole number of pupils registered in all the schools	8,042
Average daily attendance in all the schools	5,326
Number of suspensions—for irregular attendance, 459; misconduct, 423	882
Number turned out; that is, not restored	346
Total receipts for school purposes	$139,931 07
Total disbursements	$139,117 86

ATTENDANCE, AND SUSPENSION OF SCHOOL PRIVILEGES.

As it is impossible, for want of space, to give more than one feature of Mr. Smith's excellent report, we select the subject of attendance and suspensions as one of unusual interest—the great question of the hour being, how to get the children into the schools—and present the action of the Syracuse schools as an illustration for serious consideration. Of 7,820 pupils in the graded schools about 12 per cent. attended less than two months; 18 per cent. over two and less than four months; 9 per cent. over four and less than six months; 17 per cent. over six and less than eight months; 45 per cent. attended from eight to ten months. These rates are about the same as those presented a year ago. We have not been able to improve them, although special efforts have been made in that direction. Less than one-fourth of the school population attended our schools eight months or over, and less than one-half of those who ever enter the schools continue in them three-fourths of the time.

ABSENTEEISM AND TARDINESS CHECKED BY SUSPENSION.

The number of days lost by absence during the year is not quite as large as that reported for last year. The good results obtained have been in part, at least, the effects of suspension. It is the rule to suspend from school for three days of unexcused absence, (three tardinesses counting as one day of absence.) This rule seems to many to be too arbitrary and entirely unnecessary. It causes parents much trouble, some say. It keeps more children out of school than would otherwise be out, for they stay out on purpose to be suspended, that they may not be obliged to be in school, others will say.

THE COMPLAINTS OF PARENTS CONSIDERED.

It does cause trouble to the parents, and so does any delinquency from children. For this very reason they look after their children to save themselves trouble, and by so doing not only are they having less trouble, but the teachers are aided and pupils are making better progress.

The number of suspensions is increased a little over last year. For irregular attendance there have been 459 cases; 232 of these were restored, leaving 227 not restored. For misconduct, 423 suspensions were reported; 304 of these have been restored, and 119 not restored. We have those among us, however, who conscientiously think our plan a failure, and that our schools have lost, in a measure at least, their efficiency. They have been led to this conclusion because by means of suspension from school delinquencies for deportment and irregular attendance are made more open—brought in so tangible a manner before their eyes, they are compelled to attend to the matter. This could be made still more effectual by requiring such pupils to attend a reform school until they had redeemed their good character for good deportment. This last idea involves the establishment of a reform school in our city.

WHAT BECOME OF SUSPENDED CHILDREN.

There are many reasons for the speedy establishment of such a school, and among the most apparent are these: A large class of boys who have no father or mother, or who are beyond the control of their parents, are in our schools. They are constantly asserting the right to do as they please in the school-room, as they do at home. Any curtailing of their desires, either by corporal punishment or milder means, begets in them a combative spirit; more especially, however, if the whip or ferule be resorted to. This disobedience must be discarded from the school-room, and is. The child, sooner or later, is suspended from school. If he has no parent or friend, he remains out of the school. If he has friends, he gets back into the school-room, to repeat the same course and to meet with the same results in many cases. He is finally out of the schools; nothing to do—learning nothing good—continually forming evil habits and practices, which are sinking him lower and still lower, and making him day by day less and less likely to reform.

UTICA.

[From the report of Hon. Andrew McMillan, A. M., superintendent, for the school-year ending July 8, 1870.]

Utica owns sixteen school-houses, all substantially-built brick edifices, and is rapidly building to meet her growing population. This is an honorable exception to the vast number of complaining cities and localities respecting their school accommodations.

COMPULSORY EDUCATION.

Yet education is not carried to every child. There is no inconsiderable number of boys who congregate upon street-corners, surround places of public resort, gather in saloons and dram-shops, and infest the thoroughfares of business, shocking decency itself with their oaths and vulgarity. They are depredators upon public and private property; they are the pest of neighborhoods, the terror of unoffending children, a reproach to religion and good morals, and are controlled only by the strong arm of municipal law. Many of these boys, at different periods, have been brought before the grand jury for indictment, but considerations of pity rather than justice have so far prevailed with that body as to suffer these culprits to escape the just and well-merited punishment for their offenses. This evil is not only local in character and effect, but widespread and general, as shown by the ever-recurring deeds of crime which fill our jails, penitentiaries, and prisons, and constantly operate to deprave public morals and disturb the peace, stability, and good order of society. To meet this evil the superintendent recommends the establishment of a school, under the supervision of the school commissioner, equipped and provided in all respects like the other public schools, forming one of the same general system, and subjected in every particular to the same rules and regulations. "To put the plan in practical operation, and keep it so, I would recommend the appointment of an officer whose duty it should be to compel the regular attendance of all boys for whom the school is designed, or included within the limits of its provision." The superintendent well adds: "If ignorance, with its host of depraved minions, is suffered to usurp places of power and trust, what hope can there be of the permanence of free institutions or a free government?"

SUMMARY OF STATISTICS.

Population, United States census of 1870	28,804
Number of children residing in the city, age five to twenty-one years	9,392
Number of public schools	28
Number of teachers	71
Average daily attendance for the year	2,547
Receipts for school purposes	$91,112 05
Expenditures	$60,005 44

MISCELLANEOUS.

FEMALE NORMAL COLLEGE.

Located at New York City. Number of pupils, 1,100; graduates, 151.

HEBREW FREE-SCHOOL ASSOCIATION.

Schools consist of one day school and three evening schools; have been in operation seven years; meet in Steinway Hall, New York City. Number of pupils in all, 429.

HAMILTON COLLEGE.

Located at Clinton, New York. Organized, 1812. President, S. Gilman Brown, D. D. Number of graduates, 33. A committee of the alumni has been appointed to raise $2,000,000 as an endowment fund for the college.

UNION COLLEGE.

Located at Schenectady, New York; organized, 1795. E. N. Potter, D. D., of Troy, has been elected president in place of Dr. Aiken, resigned.

ST. JOHN'S (CATHOLIC) COLLEGE.

Located at Fordham, New York; Organized, 1846; graduates, 13.

UNIVERSITY OF ROCHESTER.

Located at Rochester, New York; organized, 1850. President, Rev. M. B. Anderson. Number of graduates, 29. The alumni have pledged themselves to raise $25,000 for the university, to be paid in on its twenty-fifth anniversary, which will be in 1876.

CORNELL UNIVERSITY.

Located at Ithaca, New York; organized 1865. President, Hon. Andrew D. White. Number of graduates, 40. The past year has been a very prosperous and successful one for

this institution. The library has been increased by several thousand volumes, among them a mathematical library of over 1,600 volumes. President White has presented his fine architectural library, with $1,500 for its increase. Professor Goldwin Smith has added $3,500 to the former gift of his entire private library, for the purchase of works on English history and literature. The collections of the geological and botanical departments have been greatly increased by the addition of a large number of specimens brought from South America by the Cornell University Brazilian Expedition. A building has been completed for the use of the college of the mechanic arts. This will also accommodate the school of civil engineering, and the university press-room, offices, &c. A brass foundery and engine-room are connected with the building. One of the trustees has offered to erect a building for the use of ladies, if it shall be decided to admit them to the university.

LIST OF SCHOOL OFFICERS.

Hon. ABRAM B. WEAVER, *Superintendent of Public Instruction, Albany.*

SCHOOL COMMISSIONERS.

Counties and districts.	Names.	Post-offices.
Albany 1	Leonard A. Carhart	Coeymans.
2	Julius Thayer	S. Westerloo.
3	John P. Whitbeck	West Troy.
	John O. Cole, (city superintendent)....	Albany.
	Murray Hubbard, (president board of education)	Cohoes.
Allegany 1	Lucien B. Treeman	Centreville.
2	Richard L. Andrus	Bolivar.
Broome 1	Henry S. Monroe	P. O. Box 561, Binghamton.
2	Newton W. Edson	Binghamton.
	G. L. Farnham, (secretary board of education)	Binghamton.
Cattaraugus 1	Frank A. Howell.....	Machias.
2	Jerome L. Higbee.....	Cattaraugus.
Cayuga 1	Samuel A. Cole	Throopsville.
2	Leonard F. Hardy	Weedsport.
3	Lewis V. Smith	Genoa.
	B. B. Snow,(secretary board of education)	Auburn.
Chautauqua 1	Alonzo C. Pickard	Busti.
2	Wellington Woodward	Jamestown.
Chemung.....	Charles K. Hetfield	Horseheads.
	Hosea H. Rockwell, (secretary board of education)	Elmira.
Chenango 1	Mathew B. Ludington	North Norwich.
2	David G. Barber.....	Oxford.
Clinton 1	Ira D. Knowles	Peru.
2	Robert S. McCullough	Chazy.
Columbia..... 1	Hiram K. Smith	West Taghkanick.
2	Hiram Winslow	Green River.
	Cyrus Macy, (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 Centre.
	Thos. Lothrop, (city superintendent)...	Buffalo.
Essex 1	William H. McLenathan	Jay.
2	Thomas G. Shaw.....	Olmsteadville.
Franklin 1	Sydney P. Bates	Malone.
2	Cyrus P. Whitney	Dickenson Centre.

School Commissioners—Continued.

Counties and districts.	Names.	Post-offices.
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 Centre.
2	Bennett F. Brown	Philadelphia.
3	Horace E. Morse	Clayton.
	Wm. G. Williams, (secretary board of education)	Watertown.
Kings	C. Warren Hamilton	New Lots.
	J. W. Bulkley, (city superintendent)	Brooklyn.
Lewis 1	William Adams	Martinsburgh.
2	Charles A. Chickering	Copenhagen.
Livingston 1	John W. Byam	Livonia Station.
2	Robert W. Green	Dansville.
Madison 1	Joseph E. Morgan	Earlville.
2	O. W. Sturdevant	Oneida.
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	John W. Slauson	Johnson's.
	H. A. Jones, (city superintendent)	Newburgh.
Orleans	James H. Mattison	Barre Centre.
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 Springs.
Queens 1	William H. Peckham	Manhasset.
2	Isaac G. Fosdick	Jamaica.
Rensselaer 1	Amos H. Allen	Petersburgh.
2	George W. Hidley	Wyantskill.
	Wm. Kemp, (president board of education)	Troy.
Richmond	James Brownlee	Port Richmond.
Rockland	Nelson Puff	Nyack.
St. Lawrence 1	Martin L. Laughlin	Hammond.
2	A. B. Hepburn	Colton.
3	Barney Whitney	Lawrenceville.
	R. B. Lowry, (city superintendent)	Ogdensburgh.
Saratoga 1	Seth Whalen	Ballston Spa.
2	Oscar F. Stile	Saratoga Springs.

School Commissioners—Continued.

Counties and districts.	Names.	Post-offices.
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.
Tioga	William H. Cole	Owego.
Tompkins 1	Albert H. Pierson	Trumansburgh.
*2	Jackson Graves	Dryden.
Ulster 1	William H. Dederick	Kingston.
2	Oscar Mulford	Shawangunk.
3	Horace W. Montross	Ellenville.
Warren	Adam Armstrong, jr.	Glens Falls.
Washington 1	Abram H. 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.

NORTH CAROLINA.

[From the third annual report of the superintendent of public instruction for the year 1870; Hon. S. S. Ashley, superintendent.]

SUMMARY OF STATISTICS.

Population of the State, United States census of 1870	1,071,361
Number of youth reported in State between six and twenty-one years of age	99,114
Number of pupils in public schools, (estimated)	29,303
Number of schools	1,398
Number of teachers in public schools	1,415
Average wages of teachers per month	$20 21¼
Number of school-houses, frame, 309; log, 358	667
Public school revenue	$152,281 82
Amount paid during the year for teachers' wages	$42,862 40

PROGRESS OF THE SCHOOLS.

Only 250 of the 800 townships in the State have reported. As only about half the schools report the number of pupils, this item is merely estimated at about 49,000. In only 74 out of the 90 counties of the State have schools been kept during the year. In the year 1840 there were but 70 counties in the State, and schools were kept in but 38 of these. The number of schools kept in 1840 in the State was 632, the number of pupils attending being 14,937. The amount expended for public schools in that year being but $41,873 08.

EFFORT TO OBTAIN STATISTICS.

The superintendent states that he has endeavored to collect and compile the educational statistics of this State to such an extent as to show not only the condition of the public schools, but its entire educational condition; to collect all the essential facts concerning the organization and condition of the chartered colleges and academies, and private schools of every kind.

For this year the results of this effort are not quite satisfactory. The principals of many institutions have failed to make the returns asked of them; nevertheless, the number now reporting is larger than last year, and it is believed that the facts and statistics submitted show that the State, although embarrassed and depressed, is fostering wise and successful efforts for the education of her youth of all classes. School authorities have not been as prompt and accurate in making their reports as the necessities of the case require.

The law requires the annual school census to be taken in June, and returns thereof to be made to the office of the superintendent on the 1st day of July. This duty is devolved upon the township school committee. But now, on the 1st day of November, four months after the day of return, thirty counties are delinquent; just one-third of the whole number of counties have failed to comply with the law. To illustrate the incompleteness of these reports, it is stated that nearly one-half of the reports of township committees neglect to give the number of pupils attending the schools of the townships; many report a part instead of the whole number attending school. For the guidance and information of school officers, and to insure completeness and accuracy in making reports, a register, or school record, has been adopted, which is more compact and less expensive than the one formally in use. The superintendent has aimed to supply the counties throughout the State with a number sufficient for all the schools in operation. But many counties are so distant from railroad and express accommodations, and many townships are so remote from county seats, that it has not been practicable to place registers within the reach of every teacher. Many schools have therefore been kept without registers, which is like attempting to operate a bank without an account-book, or to regulate a military company without a muster-roll. This lack of register undoubtedly accounts for many of the incomplete reports which have come to hand, as well as for the many failures to report. Inquiries will at once be instituted as to the number of registers that will be needed in the several counties during the present school year, and the demand will be supplied.

COUNTY EXAMINERS.

These officers have in general attended to their school duties with praiseworthy attention and fidelity. Their difficulties have been numerous and perplexing, among which have been indifference to public schools on the part of many citizens; downright opposition on the part of more; the imperfect qualifications of candidates for teachers' cer-

tificates, coupled with the necessity of approbating unqualified and unsuitable persons, or of depriving many anxious neighborhoods of schools.

Placed then in this dilemma, damage to the school system, or no schools where the population are especially needy and hungry for knowledge, their situation is one of great embarrassment and delicacy. The act of April, 1869, providing for a system of public instruction, required that they should be paid from the school fund, but neglected to raise or constitute a fund for that purpose. By that act, all the money designated for school purposes was appropriated for the payment of teachers' wages. Consequently, it was impossible for them to obtain compensation. At the session of 1869–'70 the aforesaid act was so amended that these officers are required to be paid from the county treasury, "as other salaried officers are paid." As soon as the several boards of the county commissioners take note of this amendment, this difficulty will probably disappear.

Several of the examiners have traversed their counties for the purpose of conferring with school authorities; they have also assembled and addressed the people as opportunity afforded, explaining the principles and operations of the school system, and discussing the relations of the public schools to the public good, thereby awakening a new and more intelligent interest on the subject of education.

FREE SCHOOLS THAT ARE NOT PUBLIC SCHOOLS.

These are of three classes, viz: Schools aided by the Peabody fund, Friends' schools, and freedmen's schools. The schools aided by the Peabody fund are located at Thomasville, Davidson County; Kenansville, Duplin County; Springfield, Guilford County; Wilmington, New Hanover County; Newport, Carteret County; Washington, Beaufort County; Smithville, Brunswick County; and at various places for freedmen.

THOMASVILLE.

The school here reports through S. W. Howerton, teacher. There are 125 scholars; average attendance, about 75. Three teachers are all the time employed.

KENANSVILLE.

The number of pupils at this school is between 90 and 100. Only $200 have been received from the common-school fund.

SPRINGFIELD.

The school at Springfield was in session nine months. The whole number of scholars enrolled, 165; average daily attendance, 89. The principal is Deborah Stew.

UNION AND HEMENWAY GRAMMAR SCHOOL.

The Wilmington mission schools, known as the Union and Hemenway Grammar Schools, Miss Amy Bradley, superintendent, commenced their fourth term October 11, 1869, with a corps of seven teachers. The Union school-house has 200 chairs; Hemenway, 150. Three hundred and fifty children could find free seats for a term of eight months. The schools closed June 10, 1870. Estimating changes, there were during that term 271 different scholars in the Union, and 176 in the Hemenway, making a total of 447 pupils who received instruction some portion of the school year. This mission was organized January 9, 1867, by the heroic lady who is now superintendent, under the auspices of the Soldiers' Memorial Society, of Boston, Massachusetts, and the American Unitarian Association. Miss Bradley commenced the work alone with but three pupils, and the number increased so rapidly that she was obliged to employ two assistants before the term closed. The whole number of pupils, first term, 157, 3 teachers; second term, 188, 3 teachers; third term, 430, 7 teachers; fourth term, 447, 7 teachers. The entire cost of the mission from its organization, January 9, 1867, to September 30, 1870, including expenses for building Hemenway school-house and two recitation-rooms to the Union school-house, salaries, &c., &c., $15,288 80, three thousand of which were received from Rev. B. Sears, D. D., agent of the Peabody education fund. Fifth term just commenced; bright prospects for the coming year.

The following letter from Miss Bradley, received as the report is passing through the press, gives the latest information concerning the admirable work of this estimable lady:

"WILMINGTON, NORTH CAROLINA, *November* 26, 1871.

"DEAR SIR: My two schools—the Union and Hemenway grammar schools—which you visited during your southern tour, closed in June with an exhibition in the theater. They were graded three divisions each, with a teacher to each division. Besides these,

we employed another to teach elocution and gymnastics in both schools, making seven teachers in all. Whole number of pupils attending the schools for the term of nine months, 397.

"These schools were adopted by the State as 'model schools,' and were supported four months by State money. We received $1,000 from the Peabody fund, $1,266 70 from the State. Entire cost for maintaining the schools for the term of nine months, $5,983 81, ending June 30, 1871. During the year I sold the Hemenway school-house to the county, and the money was used in keeping up the schools during the entire term.

"In October, 1871, I opened my normal school in the Union school-house, taking the first divisions of each school, with a few new scholars, making 90 in all. Besides these I have 60 smaller ones in a preparatory school in the same building—making 150 pupils, with four teachers.

"Our normal school-house is gradually rising, brick by brick, a building two stories high, 67 feet 8 inches by 71 feet 2 inches—a large, commodious building, with four school-rooms on the first floor, each seating 40 scholars. The second story has a large hall that will seat from 700 to 1,000 persons; four recitation-rooms in the four corners that can be thrown into one main hall by folding-doors. A stage, 36 feet front, with large bay-window for the back-ground, &c., &c.

"My school is the best that I have had. I find every year the children take more interest in their studies. Soon I hope to have teachers enough without bringing any from the North.

"It is not five years until the 9th of January, 1872, since I commenced this work with three scholars. During that time 1,614 children have been taught in my schools; some for the entire time, and are now in the normal school; others for different periods. The entire cost for the five years is $21,272 61; cost per scholar, $13 16+. With that money I have not only educated the children, but built Hemenway school-house and two large recitation-rooms to the Union school-house. The sum of the matter is, we are prospering far beyond my most sanguine expectations.

"In great haste, truly yours,

"AMY M. BRADLEY,
"*Superintendent.*

"Mr. JOHN EATON,
"*Commissioner Bureau of Education.*"

WASHINGTON, BEAUFORT COUNTY.

School No. 1, while in charge of and instructed by Dr. H. B. Ross and Miss Maggie Williams, numbered 115 pupils, and continued in session regularly from its commencement, October 11, 1869, till vacation, the latter part of June, 1870.

School No. 2 numbered 315 pupils, and continued in session during the same period.

These schools are in a prosperous condition, having resumed under nearly the same management, with a full determination to continue them as long as it is possible to do so. The white school No. 1 is occupying the leading academy of the town, and the colored school has usually occupied the colored church, with a hope of changing the same as soon as they complete their school-house. The present prospects indicate that No. 1 will reach near 200, while it is probable that No. 2 will reach 350.

FRIENDS' SCHOOL AIDED BY THE PEABODY FUND.

A letter from Allen Jay, superintendent of these schools, reports the whole number of schools during the past year as 39. The average length of time of continuance, five months, varying from four to nine months in duration. The whole number of scholars enrolled, 2,774. Of these, 1,233 have been members of the Society of Friends; the remainder, 1,541, not in connection with the society; many of them poor and destitute. He says: "We have employed 54 teachers, all of whom are natives of North Carolina, except 8, paying them a salary varying from $18 to $20 per month, and boarding them. I should say that much of the expense of conducting the schools the past year has been met by those sending, voluntarily contributing a sufficient amount to make the school free to all who sent and were not able to pay. We have also avoided anything like sectarian influence in the school, but take pleasure in stating that there has been a true, heartily religious influence pervading the school. We have not had a single case of whipping reported the past year, but the order has been uniformly good. We have endeavored to impress upon the teachers the importance of drilling the pupils well in the primary branches. We also held our fifth normal school, for five weeks during the summer, at Springfield, Guilford County. It was attended by over 60 teachers, during which good teaching was illustrated, and we trust our teachers were qualified for more usefulness in the future. I may say I have visited the schools, done what I could to encourage the teachers and scholars, and have held educational meetings in all the neighborhoods where we have had schools, many of which have been largely attended. In conclusion, let me say that, from personal observation, I think there is much more interest felt in education where we have been at work than there was twelve months ago. I think there are some cheering signs for the future."

FREEDMEN'S SCHOOLS AIDED BY PEABODY FUND.

Through the agency of Dr. H. C. Vogel, Bureau superintendent during the years years 1869–'70, the sum of $5,150 was disbursed by the agent of the Peabody fund. This aid enabled many public schools to successfully complete the legal term of four months, and has thus been of essential service to the people of North Carolina during the past year. The superintendent states that he has found Dr. Sears, the agent of that fund, willing to afford assistance whenever it was consistent and practicable for him to do so. Also that the donations from this fund have greatly strengthened the free public-school system of the State.

THE FRIENDS' ASSOCIATION'S FREEDMEN'S SCHOOLS.

The Friends' Association for the relief of colored freedmen, Philadelphia, has sustained, during the past school year, in this State, 30 schools. Nine of these schools were, for four months, State public free schools.

The number enrolledin the day schools was about 2,340; average attendance, about 1,438.

The American Missionary Association, at New York, has continued its schools for the last school year at Wilmington, Dudley, Wayne County, Beaufort, Smithfield, and Raleigh.

The school at Wilmington consists of three departments, primary, grammar, and normal, with eight teachers. Primary and grammar departments had, in March, 236 pupils; the normal department 56 pupils. For four months this school, in all its departments, was a public free school.

The New England Freedmen's Aid Society, of Boston, Massachusetts, have in the State 6 schools, with 11 teachers and 514 pupils. These schools are located at Raleigh, New Berne, Elizabeth City, Snow Hill, and Edenton.

At New Berne and Elizabeth City there were flourishing normal classes. The members of the normal class at New Berne have been under constant instruction for several years. The lady from Boston, Massachusetts, who made a visit of inspection to this school last spring, remarks of the pupils that they "are equal in brightness and intelligence to any of the same age in our schools." Of this class at Elizabeth City the report states that it is in excellent condition, and making rapid progress. The advanced members sustained an excellent examination in algebra, geography, and Latin grammar. This work at Elizabeth City should develop into a first-class normal school.

The Protestant Episcopal Freedmen's Mission have maintained schools at Fayetteville, Asheville, New Bedford, Wilmington, and perhaps at other points.

The Presbyterian Board has maintained two schools at Raleigh, with 6 teachers; in Franklin County one with one teacher; also schools at Lexington, Wilmington, Charlotte, Concord, and vicinity.

The Freedmen's Bureau has expended for educational purposes, during the past year, in this State, about $35,000.

PEABODY FUND.

In this State, Dr. Sears, in his report of February, 1871, remarks: "The public-school system has struggled through the first year of its trial with as much success as could be expected in such times of party strife. It has met with some opposition and more coldness. The taxes have been imperfectly collected and paid into the treasury, and the counties and townships have been negligent in making the returns required by law. The consequence is that schools have not been well supported, and that the statistics are not complete." It appears from the superintendent's report that there are 342,168 children of the legal school age in the State, of whom about two-thirds are white and one-third colored, and that the public money available for their education the present year will be only about $200,000. The whole number of children attending the public schools in 1870 was about 50,000, and the number of such schools was about 1,400.

WANT OF COMPETENT TEACHERS.

Next to the lack of adequate funds, and of a general interest in the public schools, is the want of competent teachers, and perhaps we may add, of competent school committees. North Carolina is not alone in suffering from these deficiencies. It might not be inexpedient to offer to the State some inducement to establish a normal school, and some assistance in providing for the expense of holding teachers' institutes in the several counties.

WILMINGTON TAKES CHARGE OF THE FREE SCHOOLS.

The city of Wilmington has, at length, assumed the support and control of the free schools which have hitherto been sustained by private contributions.

OHIO.

[From the seventeenth annual report of the State commissioner of common schools for the year 1870; Hon. W. D. Henckle, commissioner.]

SUMMARY OF STATISTICS.

Population of the State, United States census of 1870	2,665,260
Number of children of school age, (five to twenty-one)	1,041,680
Number of sub-districts, (including 667 sub-divisions)	11,304
Number of school-houses	11,547
Number of teachers employed, (male, 9,402; female, 12,436)	21,838
Number of teachers permanently employed	7,171
Number of pupils enrolled	724,896
Total daily attendance	413,893
Number of children in private schools	10,500
Number of children in German public schools	5,096
Number of children in colored schools	6,317
Receipts for school purposes	$9,364,765 70
Expenditures	$7,150,566 08

The statistical information embraced in the report is very full, comprising thirty-seven different tables, with as many district items of school statistics, many of them items of peculiar interest to educators, which are not uniformly given in school reports.

ACCURACY OF REPORTS.

The blanks for school returns have been remodeled, and greater accuracy in the returns thereby secured. The returns show a decrease of 15,486 in the enrollment. The commissioner thinks that the estimate has been too large by at least 100,000. The systems in some townships actually doubles the real number attending, owing to the carelessness of the township clerks; also, by changes of jurisdiction of school bounds, in some instances, the same pupils have been reported two or three times.

It is believed that the accuracy secured by the improved system of reports will make the next annual enrollment much more nearly correct.

AVERAGE ATTENDANCE—TEACHERS AND THEIR WAGES.

The percentage of an average daily attendance on enrollment, 58.7 shows an increase of .74 per cent. during the year. The number of school-rooms in the State is 13,951, and the number of teachers necessary to supply the scholars, 14,375; the difference, 424, shows the number of assistant teachers.

The whole number of different teachers employed during the year being 21,838, shows that 7,463 changes were made during the year. The number of teachers employed in the same school district during the entire time the schools were in session in that district being 7,171, shows an increase of 4,802 over the previous year. The average of the monthly wages of male teachers in the township primary schools of Paulding County was only $28, while the corresponding average of Hamilton County was $56. Ashtabula, Geauga, Lake, and Putnam may be classed with Paulding, as the average in each of these counties was only $29. The average in Montgomery County was $52. The average of the ladies in the same kind of schools was only $16 a month in Ashtabula, Fulton, Geauga, and Medina Counties, while in Montgomery it was $44. The average of wages for gentlemen in separate district primary schools was $137 in Hamilton, and $34 in Athens County. The average in Mercer, namely, $20, is probably incorrect. The corresponding average for ladies was $24 in Allen County, and $60 in Hamilton County. The report of $75 in Union County is, no doubt, a mistake. No high schools are reported, and there may have been teachers in these schools reported in the primary schools. The average of the wages of gentlemen in the separate district high schools was $40 in Carroll County, and $186 in Hamilton. The $200 reported in Jackson is, no doubt, a mistake. The average of the monthly wages of ladies in the separate district high schools was $24 in Athens County, and $108 in Hamilton County. The average wages, as given in this table, are more accurate than those given in my last report, and possibly than those given in previous reports. The averages for the State are not the averages of the counties of the State, but the real average of the wages of the teachers in the State. In averaging by

*This number refers to those teachers who were employed in the same school district during the entire time schools were in session in that district.

counties, Paulding County was considered as equal to Hamilton County. The average of these two counties would be quite different from the average if Paulding formed part of Hamilton County. Instructions were given to the county auditors to adopt the correct mode of ascertaining the averages, and hence the results now obtained may be relied upon, except in cases in which the school clerks made mistakes for the townships of separate districts. It is probable that these mistakes are very few, as the method of finding the average wages in a township is very simple.

Average of gentlemen's monthly wages in township primary schools	$33 00
Average of ladies' monthly wages in township primary schools	24 00
Average of gentlemen's monthly wages in township high schools	22 00
Average of ladies' monthly wages in township high schools	43 00
Average of gentlemen's monthly wages in separate district primary schools	74 00
Average of ladies' monthly wages in separate district primary schools	42 00
Average of gentlemen's monthly wages in separate district high schools	93 00
Average of ladies' monthly wages in separate district high schools	56 00

GERMAN SCHOOLS.

The number of pupils enrolled in German schools, or those conducted exclusively in the German language, is 5,096, the teachers in those schools numbering 78.

COLORED SCHOOLS.

The number of pupils in colored schools, 6,317, with 144 teachers. The number of pupils in these two classes of schools, 11,413, is also included in the 724,896, already given as the enrollment for the public schools of the State. If 60 per cent. of the 24,219 colored youth of the State, in September, 1869, should have been in school, the number enrolled would have been 14,531. There being only 6,319 enrolled in the colored schools, there were 8,214 out of the colored schools that should have been either enrolled in these schools or else admitted to the same schools that white children attend. There are no accurate statistics that show how many colored children are enrolled in schools not exclusively colored, but it is known that here and there all over the State they are admitted.

TEACHERS' CERTIFICATES.

Within the school year ending August 31, 1870, 12,010 different applications for the county teachers' certificates were made by gentlemen, and 13,453 by ladies, 25,453 in all. Of the gentlemen's applications, 2,595, 22 per cent. were rejected; of the ladies', 3,396, 25 per cent.; in all, 5,991, 23.6 per cent. There were granted 360 two-year certificates to gentlemen, and 220 to ladies; in all, 580; 1,271 1½-year certificates to gentlemen, and 991 to ladies; in all, 2,262; 3,875 one-year certificates were granted to gentlemen, and 4,027 to ladies; in all, 7,902; 3,756 half-year certificates were granted to gentlemen, and 4,904 to ladies. The whole number of certificates to gentlemen was 9,262, and to ladies, 10,142; in all, 19,404.

The number of examinations held was 1,349—235 less than are allowed by law.

Number of gentlemen that applied for county certificates	10,061
Number of ladies that applied for county certificates	10,766
Total	20,827
Number of gentlemen that failed in examination	1,457
Number of ladies that failed in examination	1,825
Total	3,282

UNIVERSITIES, COLLEGES, ACADEMIES, &C.

Most of the eighty-eight higher institutions report to the Commissioner, though no statute compels them to do so.

TEACHERS' INSTITUTES.

There are a variety of statistics in reference to teachers' institutes. Reports were received from sixty-three institutes, two being held in Meigs County and two in Monroe County. Seven institutes sent no reports, making sixty-seven counties in which institutes have been held. In several counties normal institutes were held that received no aid from the institute fund, and have therefore not been reported. For several years past city institutes have been held in Cincinnati and Cleveland for the benefit of the city teachers. These institutes have been supported by the boards of education in these cities.

Since the organization of the Northeastern Ohio Teachers' Association there have been organized the Central Ohio Teachers' Association, the Northern Central Ohio Teachers' Association, the Southwestern Ohio Teachers' Association, and the Northwestern Ohio Teachers' Association. These associations have held several profitable meetings, and the discussions have been of a high order. The meetings of the Ohio teachers' association, and the superintendents' associations, held in Columbus the first week in July, were of unusual interest, although the attendance was not as great as in the preceding year. The value of teachers' institutes to the school system of the State cannot be readily estimated. It should be remembered, too, that the expense of the institutes is met entirely from funds furnished by the teachers themselves.

State aid to the institutes is urged as furnishing the means of making the expenditures for common schools far more effective.

KINDERGARTEN SCHOOLS.

A kindergarten school, through the influence of Mrs. Rickoff, the wife of the superintendent of the Cleveland public schools, was established in the latter part of 1870, in the city of Cleveland. The school was placed under the charge of Miss L. G. Marston, a graduate of Madame Kruger's normal school, in Boston. As the views of Fröbel have attracted, in this country, considerable attention through the efforts of Miss Peabody, I have thought it proper to allude particularly to this experiment in our State. The school board of Cleveland extended to this little foster-child sympathy and encouragement, even to the extent of granting for its use a large unoccupied room in one of the public school-houses. A visit to this school is thus described: "A large, airy room, with wide windows, whence the morning sunlight comes freely in. One-half of the room occupied by small, low tables, laid off most accurately in squares of black and buff. Seated at these were perhaps two dozen children, girls and boys, of ages ranging from three to seven. They were evidently from the best families of Cleveland—handsome, well dressed, well bred, the darlings of the households. The other half of the room was occupied, and was used for the playing of games and other exercises. The exercise I witnessed was what was called, in kindergarten phraseology, an occupation. Before each child was placed a small box containing a cube composed of eight small cubes of wood. The teacher then asked, 'Children, what have you before you?' 'A cube.' 'How many sides has it?' Then all the little heads were bowed, and all the little hands were busy counting. Of course not all could answer correctly, but in time, even the littlest ones could learn to do so. Then they counted the edges and the corners, and were instructed to call an angle by its right name. Angle is no more difficult word for baby lips than is corner.

"This exercise was in fact simply an object-lesson, but an object-lesson with this advantage, that each child had before him the object, and manipulated it. A further step in the exercise led the children to divide the compound cube into halves, quarters, and eighths. Afterward they were shown that, by placing their blocks upon the colored squares of their tables, according to certain rules of symmetry, they could build beautiful forms. The lesson was short, and when it was finished the teacher gave them permission to play with their blocks, each child building according to the dictates of his own fancy. How the little things enjoyed showing to each other and to their kind teacher the wonderful things that they could make. After ten or fifteen minutes of this recreation, each child was required to return the blocks to the box in order, to place the box on the corner of his table, and leave it there untouched until collected.

"The children were taught the beauty of neatness, order, and symmetry; were taught observation, docility, and self-esteem. The underlying principle of the whole kindergarten system is harmony. The plan comprised many occupations; weaving strips of colored paper into various patterns, embroidering symmetrical forms upon card-board, drawing upon slates, counting sticks, memorizing simple verses, singing, molding moist clay into simple forms, as balls, flowers, figures, &c., are some of these occupations.

"What delight must these children take in the clay-molding. Blessed memories of mud-pies made long ago, what do we here! The next exercise was a game participated in by all the children and the teacher, and also, on this occasion, by two of the four mothers present. The games are all accompanied by singing, and are intended to give the children a merry frolic, and at the same time exercise of the various parts of the body. One thing that pleased me much in this school was the beautiful social life it afforded the children. There were no strict regulations as to keeping order. The children were simply required to be well-behaved, giving attention to the teacher when she desired it, at other times being free to converse with each other."

EDUCATIONAL PROGRESS.

The educational activity in the State for the year ending August 31, 1870, is reported as fully equal to if not greater than that of the preceding year. In many parts of the State the educational zeal of the people is quite marked. There seems to be no

immediate prospect of any great and permanent improvement in the county schools. Such improvement might be reasonably expected as the result of the establishment of an efficient system of county superintendency, and the abolition of the local-director system. Reports from counties in many cases complain of imperfect reports from teachers, inferiority of school-buildings, school-libraries scattered and neglected, and inefficient teachers. Others report the interest in educational matters increasing, higher wages paid to the teachers who are endeavoring to raise their professional standing to "get out of ruts" and to adopt new and improved methods of teaching and discipline. The commissioner suggests that a new edition of the school laws should be issued, as the old edition is exhausted and many new laws have been passed.

WORK OF THE STATE COMMISSIONER OF SCHOOLS.

Since entering upon the duties of the office in June, 1869, the commissioner reports having traveled about twenty thousand miles, in visiting schools, boards of education, county auditors, and teachers' associations. More than 1,200 letters, of which copies are taken, are annually written in the commissioner's office, most of which are in answer to legal questions arising under the school laws. A large number of letters are written, of which no copies are taken. There are also prepared and distributed annually to the 88 counties of the State 75,000 blanks, and the 18,000 copies of the annual school report. The duties of the school commissioner's office are annually increasing, and more help is permanently required.

CLEVELAND.*

THE GERMAN LANGUAGE IN PUBLIC SCHOOLS—DIFFICULTIES.

The most important event in the history of the schools for the years 1869–'70 is the introduction of the study of German into all the grades of the primary and high schools. The organization of German classes was commenced at the beginning of the last term of the quarter in the "C" and "D" grades of the primary department. Great difficulty was experienced in getting suitably qualified teachers. In the absence of teachers of experience in primary work, some of the first class, that is, of those who had taught in the academy or college, were employed, but the success of the experiment was not such as to justify its repetition. Not having the art of interesting these young pupils, not even the power of controlling them, they were fairly worried out by children who seemed the most docile and tractable when in the English department, and under the care of young misses of but a few weeks' or months' experience. Of those who had taught in the German private schools, I have found all who have been tried at least moderately successful. Even they, however, as a common thing, know little of German pedagogics, and in methods of instruction are generally no more skilled than the average American teacher. A few months' observation has persuaded me that our surest reliance will be found in the graduates of our high schools who are of German parentage. It is probable that, after the work is thoroughly inaugurated, we shall find a sufficient supply from that quarter to fill all vacancies as they occur. But we shall have to look elsewhere to meet the extraordinary demand of the first years.

MOSTLY GERMAN CHILDREN WHO WISH TO LEARN GERMAN.

Though German instruction is open equally to all, we find that nine out of ten of those who desire it are of German parentage. This is true not of Cleveland alone, but of all large or small cities where the study has been introduced. In Cleveland it happens, also, that the Germans are widely scattered, and that there is not a single school in which there are not large numbers of German children, but there are none in which they very largely predominate. For this reason there are not enough in any school to justify its organization as a special German-English school. Very few classes indeed, in the higher grades, can be arranged to that end, and we are, therefore, compelled to plan in one way and another, as the circumstances of each may demand.

The superintendent remarks: "I very seriously regret that the above difficulties—the first of which, the lack of German teachers, has so far proved quite insurmountable—and others in minor details, have prevented us from affording proper facilities for the instruction of American as well as German children in reading, writing, and speaking the German language. It is hoped, however, that another year will enable us to put the whole machinery into efficient operation."

FREE SCHOOLS THE SUREST MEANS OF BLENDING THE GERMAN AND AMERICAN POPULATION.

"That the English language is the language of our country, that it ought to be cultivated by all as the national tongue, is accepted by every man of native or foreign

*The information respecting schools is abstracted from the report of Hon. A. J. Rickoff, for 1870.

birth; but it must be confessed that the German language is the only one well understood by a very large part, and, perhaps, the only one understood at all by a fourth part, of the population of our western cities. That the natural ties of a common nationality and of a common medium of social intercourse draw the German people together, and that their numbers enable the great mass of them to find ample supply among themselves for all their wants, and that there are among them those who, through selfishness or fanaticism, labor to perpetuate the barriers which separate them from their American fellow-citizens, has been so long observed that it cannot be denied. Any foreigner who would spend a few days traversing our larger cities for the purpose of making a study of our population would find two nationalities growing up side by side, and it would not require many years' further observation to show him that they were much more rapidly growing than commingling. How these nationalities may be made one, how their interests and sympathies may be made to harmonize, not only in all great State and national questions, but also in matters of local administration, is one of the most serious questions for the statesman and social economist. And yet, the question is not a difficult one. The education of the schools is a powerful agency, and may be relied upon, in co-operation with our political and social institutions, to make the descendants of the immigrants one with our own children in habits of thought and feeling."

INCREASED SCHOOL ACCOMMODATIONS.

At the beginning of the present year five new massive school-buildings were occupied, having a capacity for seating more than five thousand pupils; more than two-thirds of the school-going population of the city. These buildings are placed upon ample grounds, and are beautifully and commodiously finished. The blackboards extend entirely around every room; all the rooms are so seated as to throw the light upon the left of the pupil, and so as to avoid all cross lights. The teachers, with the aid of their pupils, have nearly covered the walls with fine engravings, chromos, and even well-executed paintings and statuettes, and filled the windows with plants. In such school-rooms as these, suffused with a softened light stealing in through flowers and vines, and every influence adapted to chasten and ennoble the soul, the question is asked, would it be surprising to any visitor to be told that corporal punishment is fast falling into disuse in such school-rooms, and under teachers whose native refinement, cultivated tastes, and interest in their calling, find fitting experience in such surroundings?

MUSIC.

The study of music has, during the year, been introduced into the schools. The duties of the teacher under whose supervision the study was inaugurated were very arduous. It has been remarked, as a rule having very few exceptions, that the average success of teachers in the other studies of the course determines their success in teaching music. This is true in the case of many teachers who themselves are but indifferent singers.

THE NEW PLAN.

Since 1868, the number of principals of schools has been reduced from eleven to four, the duties of the remaining principals being so changed from time to time that, instead of being only teachers of higher classes, they have become assistants to the superintendent in directing and supervising the work of teaching. In consequence of this, the work of supervision has been more perfect than ever before.

WOMEN AS GRAMMAR-SCHOOL TEACHERS.

One of the most gratifying results of the year is the entire success of the experiment made of committing the care of the "A" grammar grades to ladies. So uniformly well-prepared classes have never before been admitted to our high schools since their organization. It was expected, remarks the superintendent, that ladies who had been accustomed to teach only the lower classes would, in the first year of their trial in preparing boys and girls for the high schools, fail to produce so good results as had previously been obtained by gentlemen who had many years' experience in that kind of work; but the fact was, we were enabled to advance the standard required for admission to the high schools, and yet the percentage of failures was less than at any previous examination within my knowledge. In the presence of the experiment itself, it is of little use to indulge in argument for or against the principle upon which it is based.

NEED FOR A NORMAL SCHOOL.

Of the 187 teachers employed in the public schools of the city, 129 have taught in these schools less than five years; 36 from five to ten years; 17 from ten to fifteen;

and only 5 more than fifteen; the average length being only about four years. From 45 to 50 new teachers have therefore to be employed annually. The need for a normal school in the city is expressed. It is stated that normal schools have been established in all the cities of the Union having over eighty thousand inhabitants, excepting four only, Washington, D. C., Newark and Jersey City, N. J., and Cleveland.

TEACHERS' INSTITUTE.

For the last four years a teachers' institute has been held each year preparatory to the opening of the schools in September. The first was held one week; the second, through inability to procure the proper instructors, for two days only. The third, the one preceding the last, was one of two weeks, and of unusual interest and profit to all concerned. In November, 1869, the Northeastern Ohio Teachers' Association was formed, and thenceforward held regular meetings in the city of Cleveland, at the session-room of the Central High School. It having been represented in that association that the course of study adapted in this city a short time before had been substantially adopted in several other towns and cities in this quarter of the State, it was determined to revise it so that it might be equally adapted to the use of all, which was accordingly done. It then became necessary to give it "permanency and efficiency by familiarizing teachers with its plan," to which end the course was made the basis of the institute instruction. The peculiar characteristics of the institute consisted in the following points:

1. Each class was assigned to its room, and kept it during the entire session.
2. Classes of children were frequently taught in presence of the teachers.
3. Each instructor was to base his instruction upon the course of study.
4. Lectures on subjects such as "The Teacher's Work," "Culture," "Population," and "The Teacher's Ideal," which not unfrequently usurp the most valuable time of institutes, were excluded from the regular session hours.

NORMAL SCHOOLS.

An address was delivered before the teachers' institute, Bellfontaine, in August last, by Judge William Lawrence, ex-member of Congress from the State of Ohio, upon the subject of "Normal Schools."

The necessity of popular education, both to maintain prosperity and moral greatness, was discussed at length, and the argument liberally fortified by quotations from sages, both ancient and modern—Goldsmith, Judge Story, De Tocqueville, Lord Brougham, Solomon, and many others.

The second point in the argument is that good common schools depend upon good teachers. Guizot says: "It cannot be too often repeated that it is the master that makes the school." To secure good teachers normal schools are a necessity. Then let teachers demand that their vocation be ranked with the learned professions. The laborer is worthy of his hire; let the teachers be honestly and fully rewarded, and without discrimination on account of sex. "Whoever for service of equal value would pay less to a female than to a male teacher, insults every daughter, sister, wife, and mother in the land."

The teachers of the State, and the people, should see to it that in Ohio there shall be a sufficient number of normal schools as permanently established, as highly honored, as liberally supported, and more largely patronized than the schools of medicine, law, and divinity. They should be authorized to confer the degrees of bachelor of common school-teaching, master of common school-teaching, and, if you please, doctor of teachers. The capacity of women as teachers has been fully proved, and they will soon extend the number of their employments. The speaker enumerated some twenty or more handicrafts for which the capacity of women has been proved, and concludes with the injunction: "Withhold not good from them to whom it is due, when it is in the power of thine hand to do it."

CINCINNATI.

The failure to receive in season a report of the Cincinnati schools compels the omission of the *resumé* of progress of education in that city.

OREGON.

Oregon has an area of 95,468 square miles. According to the census of 1870, there was a population of 90,923, of whom 86,929 were white. The number of youth between four and twenty years of age is 34,655. The governor of the State is the State superintendent of education; and with a salary of $1,500 per annum as governor, and a multiplicity of other duties, he can give but little attention to schools personally.

The taxable property of the State is about $30,000,000. Upon this is levied a two-mill tax for school purposes, which amounted last year, together with certain penalties, to about $60,000. The State school-fund, arising from the sale of lands, is nearly $500,000. The fund on hand now draws 10 per cent. interest, but up to the present time has not been distributed, having been added to the principal. The fund has not therefore hitherto had any practical effect upon the schools.

The amount of school lands in the State, for State university, agricultural college, and common schools, is 4,475,966 acres. The funds raised by the two-mill tax are not large enough by half, and in most cases the schools are kept only so long as the expenses are paid from the public money. In several counties, according to the reports of the superintendents, no money whatever was raised by subscription or local tax for school purposes last year. Nine-tenths of the school-houses in the State are described as unfit for the purposes of education, frequently consisting of a thin shell merely, with rude benches for seats. Libraries and apparatus—beyond the mere text-books, which are not uniform, and a few blackboards—are unknown, with few exceptions in the large towns.

Even in Portland, the need of a knowledge of the best plans for school-houses is painfully evident. Great expense might have been saved, and much comfort and convenience secured, had the best ideas of school architecture been followed.

In the greater part of the State, if a school is continued beyond the time provided for by the State tax, it must be done by subscription or fees for tuition. Oregon needs, throughout the State, public schools that shall be entirely free to all, and it is believed that a five-mill State school tax would accomplish this desirable end.

With a State superintendent, normal schools, and a good system of free graded common schools, having the further help of teachers' institutes, &c., Oregon would be far better prepared than she now is to take that mighty onward stride in population and development of her wondrous natural resources which is sure to follow the incoming of the Northern Pacific Railroad.

SCHOOL FUND.

The school fund of this State is under the management of a board of commissioners consisting of the governor, secretary of state, and State treasurer, who loan the same at 10 per cent. interest, secured by mortgage on real estate. A State enactment levies in each county a tax yearly for common-school purposes, and each school district is authorized by law to raise by tax sufficient to make the schools free to all and to keep them open the entire year.

The land in the State for school purposes is—

1st. The sixteenth and thirty-sixth sections in each township of the public lands.

2d. Seventy-two sections for the State university.

3d. Five hundred thousand acres granted by Congress September 4, 1847.

4th. Ninety thousand acres for an agricultural college.

For the number of its population no State in the Union is more liberally provided with means to furnish educational facilities.

PORTLAND.

All the schools of this city are attended by boys and girls, and are free. There are three graded grammar schools, each in charge of a male principal, and one large high school, to which all children, properly qualified, are admitted without distinction as regards color or sex. The Bishop Scott grammar school is a private institution at this place, having 83 pupils last year.

LIBRARIES.

Portland has two libraries, both of which are furnished, rooms free, by Mr. Ladd, a public-spirited citizen. The Library Association has about 4,000 volumes and a well-furnished reading-room. The Young Men's Christian Association have fewer books, but a valuable collection of current religious news, and keep their rooms open under the charge of the excellent Mr. Joycelin, for the purpose of aiding those who may need help.

SALEM.

The whole number of pupils attending the public schools is 428. The teachers are said to be laboring earnestly for the advancement of their pupils; the buildings are in good repair, and the present system of schools guarantees instruction to every child in the city. The prospects were never brighter here, nor more in favor of free schools than now.

A banker in the town—one of the leading men of wealth—has, with a most inexplicable short-sightedness, opposed the making of the schools free. Indeed the intelligent sentiment of the town did not succeed, until last year, in voting the necessary tax and making the schools free.

Salem has been selected as the seat of government of the State. The town has the advantage of the State library, numbering about 9,000 volumes.

ACADEMIES AND SEMINARIES.

Among the academies and other seminaries of importance are the Roseburg Academy, Wilbur, Douglas County; Umpqua Academy, Portland; Oakland Academy and St. John's High School, Eugene City; Albany Collegiate Institute, Albany; St. Mary's Academy, Jacksonville Academy, Jacksonville. This last institution has the fund accruing from the two-mill tax, supplemented by tuition of $5 per term, four terms annually. The total enrollment for the year was 125; males 62, females 63.

*TUALATIN ACADEMY AND PACIFIC UNIVERSITY.

This institution is located at Forest Grove, Washington County. As early as September 21, 1848, at a meeting of the Congregational and Presbyterian brethren at Oregon City, it was resolved that it was expedient to establish an academy under their patronage. At this time it was also resolved to appoint trustees who should locate the academy, become incorporated, and attend to its interests. At a meeting of the trustees, November 30, 1848, it was decided to locate the academy at the Tualatin Plains, and on the 1st of December a constitution was adopted. March 1, 1849 "the log orphan asylum" was accepted "as a gift from Rev. H. Clark, for a boarding-house." It was also resolved, "to erect a log-house 22 by 32, instead of a frame house, for the $250 subscribed."

But the building of the academy was deferred on account of the embarrassed condition of the country from the mining excitement.

An act of incorporation was secured from the territorial legislature September 26, 1849. May 1, 1850, Rev. H. Clark, the agent, was instructed to erect and inclose the college building; Mr. Clark's donation of two hundred acres of land was accepted and ordered laid off as a town site. In January, 1859, the name of the town was changed to Forest Grove. In October, 1852, the institution was adopted by the Society for Promoting Collegiate and Theological Education at the West, as the ninth on its list, and six hundred dollars were pledged toward supporting a professor. Since 1855 Rev. S. H. Marsh visited the Eastern States several times, and secured an endowment of over $60,000. The four professors receive $1,200 per annum, coin; the president, Rev. Mr. Marsh, receives the interest on twenty thousand dollars, currency, being an endowment. The library, college buildings, furniture, and lands, at a low estimate, are valued at $20,000.

The number of students in all the college classes for 1870 was 19, of whom three were females; in the academy and preparatory department, 79, one of those in the junior preparatory department being from Yedo, Japan.

WILLAMETTE UNIVERSITY.

This is located at Salem, and is designed for both sexes. Its several departments are collegiate, scientific, medical, and preparatory. The number of students in these departments, for 1870, was as follows: Collegiate classical, 23; collegiate scientific, 37; medical, 14; preparatory, 188; music pupils, not counted above, 8—total 270.

This institution was opened in 1844, under the name of the "Oregon Institute." In 1853 a charter was granted by the legislature, and the name was changed to "Willamette University." The first president was Rev. Francis S. Hoyt, A. M., who was highly successful in the task of forming a new college in a new land, and to whose labors the institution is in a great measure indebted for its present honorable position among the educational establishments of the Pacific coast.

The medical department was opened in 1867, and has, since that time, been in successful operation.

The presidency of Mr. Hoyt terminated by his resignation in 1860. From the first young ladies have been admitted to all the classes and all the honors of the school.

The present president is T. M. Gatch, who was the successor of Mr. Hoyt, and was himself succeeded by Rev. Jos. H. Wythe and Rev. Nelson Rounds, and was re-elected in 1870.

* Their foundation is especially due to Rev. Geo. H. Atkinson, D. D., Portland.

AGRICULTURAL COLLEGE.

This is united with the Corvallis College, at Corvallis, and is said to be making progress.

DEAF-MUTE SCHOOL.

The last legislature, upon information that there are 30 deaf-mutes, residents of the State, wholly destitute of the means of education, made provision for the same, to the extent of appropriating $2,000 per annum. A school has been established at Salem under the instruction of a deaf-mute, Mr. Smith, educated at the New York institution, and it is believed that the foundation for a prosperous and useful institution has thus been laid.

OREGON HOSPITAL FOR THE INSANE.

This is a private institution, located at East Portland. Dr. J. C. Hawthorne, the physician in charge, contracts with the State for the care of its insane.

The number of patients treated from September 1, 1868, to September 1, 1870, was 183—135 males and 48 females. Of these all but 8 were State patients. Though the institution is well managed and meets the present necessities of the State, a larger institution will soon be required.

STATE'S PRISON.

About one mile from the city of Salem a new, well-planned, and well-built brick building is now in process of erection, and nearly completed, but none too soon to displace the poor, decayed, wooden building, in which about 100 prisoners are confined. The prisoners are largely employed in various branches of work in the construction of the new building, making all the brick and a large portion of the wood-work.

The manufacture of saddles is carried on to a considerable extent by the prisoners.

No reform school or orphan asylum is to be found in this State, but the need of such institutions claims the attention of the people.

COUNTY SUPERINTENDENTS, 1870-'72.

Counties.	Superintendents.	County seats.
Benton	Elias Wordward	Corvallis.
Baker	J. B. Foster	Baker City.
Clackamas	E. Geary	Oregon City.
Columbia	L. L. Lorman	St. Helens.
Clatsop*	Charles Stevens	Astoria.
Curry	J. W. Cook	Ellensburg.
Coos	J. H. Shroeder	Empire City.
Douglas	John C. Boothe	Roseburg.
Grant	J. M. Dillinger	Canyon City.
Jackson	W. M. Turner	Jacksonville.
Josephine	R. R. Middleworth	Kerbyville.
Linn	Thomas J. Stites	Albany.
Lane	T. G. Hendricks	Eugene City.
Marion	L. J. Powell	Salem.
Multnomah	George H. Atkinson	Portland.
Polk	L. Vineyard	Dallas.
Tillamook	B. A. Bayley	Tellamook.
Umatilla	James O. Shinn	Pendleton.
Union	J. McKinnis	La Grande.
Wasco	D. D. Stephenson	The Dalles.
Washington	W. D. Pittinger	Hillsboro.
Yam Hill	----------	

* A late statement is received from the superintendent of Clatsop County, showing the number of persons of school-age to be 308, of whom 274 are registered in the schools, with an average attendance of 132. Monthly wages of male teachers, $85; of female, $47. Male teachers employed, 2; females, 4.

PENNSYLVANIA.

The annual report of the State superintendent of common schools, Hon. J. P. Wickersham, exhibits the following facts for 1870:

		Increase for the year.
Number of school districts	2,002	31
Number of schools	14,212	270
Number of graded schools	2,892	447
Number of school directors	13,100	200
Number of superintendents	79	3
Number of teachers	17,612	470
Number of pupils, (including Philadelphia)	828,891	13,138
Average number of pupils	555,941	7,866
Average salaries of male teachers per month	$40 66	$0 66
Average salaries of female teachers	$32 29	$1 87
Average length of school term	6.36	.02
Cost of tuition for the year	$3,745,415 81	$244,711 55
Total cost for all purposes	$7,771,761 20	$785,612 28
Estimated value of school property	$15,837,183 00	$1,791,551 00

STATISTICAL STATEMENTS FROM REPORTS OF COUNTY SUPERINTENDENTS.

School-houses	11,913
Built during the year	548
Unfit for use	1,517
Having no privy	5,198
With sufficient grounds	5,441
Well ventilated	6,892
With suitable furniture	6,407
Well supplied with apparatus	2,040
Having outline maps	6,986
Number of schools	13,783
Number of schools graded	2,892
Well classified	9,652
Have uniform books	10,927
Bible read in	11,016
The number of teachers receiving provisional certificates was	14,472
Applicants rejected	1,975
Male teachers employed	7,358
Female teachers employed	8,739
Average age of teachers ..... years	24½
Teachers who had taught more than five years	4,325
Teachers who had attended a normal school	1,693
Graduated at a State normal school	169
Pupils in private institutions	24,815
Teachers in private institutions	848

TEACHERS' INSTITUTES.

The actual attendance of members at the State institute was	11,210
Average attendance	7,913
Attendance of honorary members	1,952
Lecturers	556
Essayists	230
Total cost	$14,479 52

NORMAL SCHOOLS.

There are five State normal schools: at Millersville, Lancaster County; Edinborough, Erie County; Mansfield, Tioga County; Kurtztown, Berks County, and Bloomsburg, Columbia County.

The whole number of students since their organization as State schools is	12,390
The number who have graduated	406
The number of professors and teachers in these schools was	66
Students during the past year	2,675
Students in model schools	670

Number of volumes in libraries	8,136
Estimated value of property	$453,094 48
Aggregate indebtedness	$94,242 45
Income	$159,732 63
Expenditures	$157,156 70
Number of students to whom State aid was extended	1,100

In addition to the five schools now in operation four others will, it is believed, apply for State recognition during the present year.

COLLEGES.

Reports from all the colleges have not been made to the educational department of the State so as to make it possible to give complete statistics.

So far as reported the number who have graduated is	6,564
Number graduated the past year	190
The attendance for the year was	2,805
Number in the preparatory departments	622
Number of professors	157
Number of volumes in libraries	94,873
Value of apparatus	$78,400

ACADEMIES AND SEMINARIES.

Only twenty-three institutions of this character made any report to the State educational department; these had during the year—

Students numbering	2,932
Teachers	131
Students preparing to teach	628
Number of volumes in libraries	22,503
Value of apparatus	$7,620

REPORTS OF SUPERINTENDENTS.

Most of the reports of county superintendents mention several obstacles in the way of improvement in school affairs. The most important of these, as specified, are: "Short school-terms, irregular attendance, poorly qualified teachers, indisposition to grade teachers' salaries according to qualifications, want of local supervision of schools, neglect of duty on the part of directors, and want of interest in education on the part of the people."

THE PENNSYLVANIA SCHOOL JOURNAL.

This journal, issued on the 1st of January, 1852, under the title of "The School Journal," and as the organ of the Lancaster County Educational Association, in July, 1852, became "The Pennsylvania School Journal," and has continued to be the principal educational periodical published in the State since that time.

CITY SUPERINTENDENCY.

Before a city or borough can elect a superintendent it must have at least ten thousand inhabitants. Not a single city or borough having once adopted the policy of superintendency has abandoned it.

All cities or boroughs possessing the requisite number have adopted the system of city superintendency except Philadelphia, Allegheny, Reading, Lancaster, and Norristown, and are included in the following list, with the compensation paid each superintendent:

Allentown	$1,200	Meadville	$2,000
Altoona	750	Pittsburg	2,500
Chester	1,300	Pottsville	1,500
Easton	1,800	Scranton	1,800
Erie	1,800	Wilkesbarre	1,800
Harrisburg	1,300	Williamsport	700
Hyde Park	1,500	York	1,800

STATE TEACHERS' ASSOCIATION.

This association was organized in 1852, and had as its leading spirits such men as Thomas H. Burrowes, Charles R. Coburn, John L. Gow, and William Roberts, all of whom

have since died. Its eighteenth annual meeting was held at Williamsport, commencing Tuesday, August 8, 1871, and closing on Thursday, p. m. In 1856 a similar meeting of the association was held at the same place, on which occasion the following prominent educators participated in its proceedings: Bishop Potter, Professor Davies, of New York, Dr. Burrowes, Dr. Kennedy, Governor Curtin, H. L. Dieffenbach, C. R. Coburn, Professor Stoddard, John L. and A. M. Gow, William Roberts, Professor Colt, Dr. Early, and others. At that meeting 180 members recorded their names, and at the present, 321, while many failed to enter their names. On this occasion the association was welcomed to the city by Rev. A. R. Horne, chairman of the local committee, and Mr. A. O. Newpher responded in behalf of the executive committee. The president, Professor A. N. Raub, gave the inaugural address, in which he said of the school system of Pennsylvania, that, while progress might have been more rapid they had taken no false steps, nor built on any insecure foundation. The original system provided simply for the education of the poor, gratis; the present includes State, county, and city superintendence, normal schools, and teachers' institutes. The most needed improvement suggested by the president was that of a closer union between the private and the public school interests of the State. Besides this he called attention to the necessity for raising the standard of education in all classes of schools; a distinctive sphere for each class of institutions; greater uniformity in methods of examining and passing candidates for the State certificates, and better-trained teachers. The normal schools of the State fail to supply one-fourth of the demand. With more liberal appropriations and a State board of examiners, in addition to the remedy of the previous necessities, the school system of the State would be equal to that of any in the country.

Resolutions were introduced by Hon. J. P. Wickersham, as a tribute of respect to the memory of the late Dr. Thomas Burrowes, which were unanimously adopted. Among the important services of Mr. Burrowes to the schools of Pennsylvania recognized in the resolutions, were the practical organization of the State school system in 1836, 1837, and 1838, and the putting of it into successful operation; starting the School Journal and editing it for nearly nineteen years; valuable assistance in founding the State teachers' association; framing the normal-school law of 1857; three years of educational work as State superintendent of common schools, from 1860 to 1863; efforts in establishing a system of schools for the education and maintenance of the destitute children of soldiers and sailors orphaned by the war of the rebellion, and supervising for three years the schools thus established.

During the eighteen months, between the establishment of the school system in 1834 and the time when Dr. Burrowes took charge of it, little had been done. Out of 907 districts in the State only 93 had put the system in operation, and there were but 451 schools and 19,864 scholars. He revised the law, prepared a digest of it, prescribed all the necessary forms, carried on all the correspondence necessary to introduce the system, held meetings in every county but eight, addressing the people, answering objections to the law, and explaining its workings. The result was that when he left the department the system was in operation in 840 districts, with 5,269 schools and an attendance of 374,732 pupils.

Under the law framed by Mr. Burrowes there are six normal schools in operation in the State and four others preparing for recognition.

Professor George R. Bliss, of Lewisburgh, read a paper on "The Common Relation of Colleges and Public Schools to Liberal Education."

Hon. H. C. Hickok, ex-State superintendent, gave a retrospect of the Pennsylvania school system. County superintendents were authorized in 1854, the first salaries of whom—64 in all—amounted to $26,000, ranging from $150 to $1,500 each.

Professor Jerome Hopkins, of New York, gave an address on "Music in the Common Schools." A discussion followed on the relation of common schools and colleges to a liberal education, in which Professor S. S. Greene, of Brown University, Dr. Taylor, Professor Bliss, Professor Wickersham, and others participated. Professor Greene advocated the retention of a number of good academies, where those who desire a classical education may send their children to acquire the true spirit of the scholar. In small towns the public high schools cannot be expected to give the necessary training in classics to fit pupils for college. Professor Wickersham thought the colleges had not kept pace with the common schools in that State. In 1866 the school system cost $3,600,000. This year, including the schools for the soldiers' orphans, it would not cost less than $9,000,000. This wave of progress had not reached the colleges. They remain almost stationary. This is because the colleges "have no feeders; they are like trees without roots." Students do not come in large numbers, as formerly, from the classical academies to the colleges, and the colleges have not yet formed any close connection with the more vigorous public high schools that have supplanted the academies.

S. C. Shortledge then read a paper entitled "The Next Step." This he considered to be the establishment of county public schools, next above the township high school, with tuition free; this to be the fitting-school for a grand free State university.

The following resolution, offered by State Superintendent Wickersham, was adopted: "Whereas it is almost certain that within the next two years a convention will be

held to revise our State constitution; and whereas the interest of education is one among the leading interests, if not *the* leading interest, in the Commonwealth: Therefore,

"*Resolved*, That we respectfully ask the respective political parties to take into consideration the propriety of nominating as candidates for membership one or more educators of acknowledged ability, in order that provision may be made in the new constitution strong enough to bear the superstructure of the broadest possible educational system."

On Wednesday forenoon the United States Commissioner of Education, General John Eaton, jr., gave an address entitled "American Education Progressive."

Papers were read during the meeting by Miss Laura M. Parker, of Pittsburg, on "Footprints;" by Professor George Eastburn on "Science in Education;" and discussions and essays occupied a considerable portion of the time of the association, while elocutionary readings and music were interspersed, making the occasion an exceedingly pleasant one.

Closing on Thursday p. m. at 4 o'clock, about two hundred members left for an excursion to Niagara Falls.

PHILADELPHIA.

The city constitutes the first school district, whose educational interests are intrusted to a board of twenty-nine controllers.

The following are the statistics for the year 1870:

Number of schools	380
High and normal schools	2
Grammar schools	55
Male teachers	80
Female teachers	1,459
Average attendance of pupils during the year	71,556
Amount of salaries of teachers	$743,111 02
New school-houses to be added	12
Cost of new school-houses	$327,249 00
Total amount of expenses for schools	$1,197,901 74

CENTRAL HIGH SCHOOL.

The average attendance at this school for 1870 was over 550, which is believed to be a greater number than has been known in the history of the school. The course of education heretofore adopted has been retained during the past year.

The teaching is conducted by lectures and text-books combined, with few exceptions, in which the instruction is oral exclusively.

This school, as the *head* of a system which extends throughout the city, is the source of the *higher* education, which, rather from its *quality* than the *number* of its recipients, is of the greatest importance to the future.

Connected with the central high school, and constituting a department of it, is

THE NIGHT SCHOOL FOR ARTISANS.

This school depends for its success upon the aid of the able faculty, and many instrumentalities in the way of models, diagrams, specimens, apparatus, and chemicals, furnished by the high school. It has now been in operation two seasons, the first twenty and the second twenty-one weeks. The mature and earnest men who enroll themselves as its students, and the fact that almost every workshop in the city sent its representatives, attest its necessity, and the imperative demand for its continuance and ample support. Average attendance, 200; branches of business represented, 84; average age of students, twenty-two years three months.

THE NORMAL SCHOOL.

This is for the training of female teachers, having been established about twenty-six years. The number in attendance during the year 1870 was over 500. At the close of the terms ending in February and July diplomas were awarded to 95 pupils. At the teachers' examinations held in May and November, 164 certificates out of the whole number, 211, were given to the pupils of this school, more than 100 of whom are now in the schools of the city. More than 90 per cent. of all the pupils instructed here desire to teach, and the semi-annual examinations are anticipated with as much interest by the students as is the graduation. The pupils now receive the same attention in the study of music as in other departments. The actual daily attendance was about 97 per cent. of the number enrolled.

NIGHT-SCHOOLS.

These were 14 in number, with an average attendance of 3,100 pupils and 50 teachers. They were kept open twenty-one weeks, and proved eminently useful in elevating the classes attending them, both intellectually and morally.

VOCAL MUSIC.

The position of music, as a branch of study in the public schools of Philadelphia, is no longer uncertain. By the revised graded course, recently adopted by the board, the study of vocal music is made to commence in the primary and to continue through all the higher grades of schools. This is said to be daily growing in favor with the citizens, the results thus far having been far better than the most sanguine friends of the policy had anticipated.

THE PHILADELPHIA LIBRARY

owes its origin to Benjamin Franklin in 1731, and was the first subscription library in America. It is especially rich in rare copies of early fine printing, both in Europe and America, and, although of limited extent, numbering 95,000 volumes in 1870, it is a singularly fine collection, and perhaps the best general library in the country, for the reason that it has omitted burdening its shelves with scientific works, which are in Philadelphia gathered into the libraries of the Academy of Natural Sciences and the various medical and other scientific schools and societies, and has devoted itself to the collection of what may be truly called the best style of standard literature.

ACADEMY OF NATURAL SCIENCES.

The collection of the academy is in three divisions—its museum of natural objects, its library, and its apparatus; and, of these, the last-named actually has to be stored away for want of room. This is a chemical apparatus of about fifteen hundred pieces. The library is, of its kind, the finest in America, covering 22,500 volumes, all relating especially to the natural sciences; every other work having been carefully pruned out and sold. This is a complete special library, each branch of natural science having a separate department and being fully represented. Many of the works in this library are profusely illustrated and so costly as to be beyond the reach of people generally.

Public attention has naturally been fixed upon the museum of this institution, which embraces more than 250,000 specimens, of which 65,000 are fossils, 70,000 botanical specimens, 1,000 specimens of zoöphytes, 2,000 of crustaceans, 500 of myriapods and arachnidans, 25,000 specimens of insects, each represented on an average by four specimens; 100,000 specimens of shells, 813 species of serpents, 1,170 species of fishes, 31,000 birds, 5,000 birds' eggs, 1,000 mammals, 217 skeletons, 346 crania, and 259 parts of animals in the department of comparative anatomy; 1,390 human crania, 45 mummies, and 225 mounted specimens of healthy and morbid animal tissues, vegetable structures, mineral substances, &c., in the biological and microscopical section.

All this has been accomplished without any aid from the city, State, or National Government, being the result of patient, persevering labor of men who have been interested in the promotion of science, these labors having extended through a period of more than sixty years.

THE FRANKLIN INSTITUTE

is devoted to science and the mechanic arts, having a library of 15,000 volumes, all on scientific subjects, among which is an entire collection of British patents. Drawing is taught here and regular lectures given annually. The effect of this institution is to increase vastly the amount of skilled labor, thus elevating the workingmen. It also issues a regular monthly journal, in which the latest discoveries and inventions are reported, making them at once available to the members.

THE LINCOLN INSTITUTE.

This has been founded since the late war, and is designed to maintain and educate the orphans of soldiers who fell in that war, and to provide them with employment or a trade that will enable them to support themselves. In this work of charity Philadelphia is believed to have taken the lead.

THE MERCANTILE LIBRARY.

This until recently had no fixed location, but now has a spacious edifice, larger than any other library building in America. It now contains 50,000 volumes, exclusive of large numbers of periodicals. More than 500 volumes are daily loaned on an average.

The other principal libraries in the city are the Philadelphia Library, the oldest public library in America, founded in 1731, and very rich in old books; the Loganian

Library, for reference, free to all, and abounding in classical works; the Apprentices, Library, and several others of great excellence.

COUNTY PRISONS.

There has been a marked decrease in the number of commitments for the year 1870, there being only 15,238, while those for 1869 reached 18,305. This decrease may be received as a very acceptable fact, especially as there has been a diminution during a period of years, the number in 1860 having reached 20,801, and in 1866 19,468. The expenses of the prison for 1870 were $102,680 08, being less than those of 1869 by $3,245 04.

STATE CHARITY.

The State granted the following appropriations to institutions in Philadelphia:

For deaf and dumb	$35,215 45
For blind	31,500 00
For feeble-minded children	28,800 39
For Home for Destitute Colored Children	750 00
For Union Temporary Home	1,875 00
For Northern Home for Friendless Children	11,869 44
For Lincoln Institution	7,908 96
For Church Home	840 14
For Germantown Home	75,00
For St. John's Boys' Orphan Asylum	1,525 00
For Catholic Home	550 00
For Eastern Penitentiary	31,175 00
For House of Refuge	53,750 00
Total	205,834 38

THE SUNDAY-SCHOOL ARMY.

The following census of all the Sunday-schools in Philadelphia was made and returned by the police during the summer:

No. of schools.	Denominations.	Teachers.	Scholars.	Total.
82	Methodist Episcopal	2,522	21,746	24,268
70	Protestant Episcopal	1,863	21,577	23,440
63	Presbyterian	2,134	20,633	22,767
53	Baptist	1,428	13,915	15,343
32	Roman Catholic	1,626	23,864	25,490
23	Lutheran	707	6,685	7,392
15	German Reformed	372	3,248	3,620
10	Reformed Presbyterian	220	1,821	2,041
9	United Presbyterian	194	1,744	1,938
8	Union	122	1,014	1,136
7	Evangelical	123	686	809
4	Moravian	93	789	882
4	Friends	48	690	738
3	Reformed Dutch	116	697	813
2	Congregational	64	577	641
2	Mennonite	32	180	212
2	Christian	25	173	198
2	Universalist	58	323	381
2	Independent	69	565	634
2	Hebrew	43	250	293
1	Union Presbyterian	23	230	253
1	German Evangelical Reformed	24	136	160
1	Disciples of Christ	18	93	111
1	United Brethren	21	110	131
1	Swedenborgian	22	157	179
1	United Methodists	9	32	41
1	Unitarian	24	129	153
1	Methodist Protestant	28	220	248
1	Bible Christian	15	111	126
1	Church of God	27	250	277
1	German, unknown	8	70	78
402		12,078	122,715	134,793

PITTSBURG.

During the past year a much larger proportion of the children of school age have been in attendance at school than during any former year. At the same time, many improvements have been introduced into the schools, and a greatly increased interest in educational matters has been manifested by all classes of the community. As a result of this improved condition of things outwardly, internal order has been easy and progress in learning has been marked and satisfactory. Four school-buildings have been completed in the past year, and three others are in process of construction. The spirit of improvement among the people has been manifested not only in the buildings, but in their surroundings, in the planting of trees, plants, and flowers, where previously all was barren pavement.

Ornamentation is consequently finding its way into the school-rooms, where these representatives of refinement, purity, and gentleness tend to displace rudeness, disrespect, and incorrigibility.

STATISTICS.

Children of school age	21,845
Children attending school	13,862
Children not in school	7,983
Children at work	4,588
Teachers	215
Amount paid teachers of all kinds	$140,153 10
Cost per pupil, estimated on average of daily attendance	$18 45

HIGH SCHOOL.

A magnificent new high-school building, just completed, was formally dedicated on the 13th of October, an event marking a new epoch in the history of the public schools of the city, which had long been anticipated by the youthful population with the liveliest interest. Accordingly, it is stated by one of the chroniclers of the event, that young Pittsburg was early astir to hail the occasion, that mothers and sisters had been pressed into service for days and nights previous in the manufacture of badges and rosettes. "Hands and features which, in the blissful independence of childhood, might have been oblivious to the chemical properties of soap, or the sanitary influences of water for months before, were willingly consigned to the agonies of a perfect ablution," and "shining morning faces," with eager expression of expectancy smiled from every doorstep long before the hour assigned for the ceremonies to commence. At half past 10 o'clock the ranks were formed, fully 4,000 children being in the procession, which moved from its starting-point to the school-building.

DEDICATION ADDRESSES.

In the afternoon a large assemblage, comprising several hundred teachers and many citizens, met in the hall of the new edifice. Professor Luckey, superintendent of the city schools, called the meeting to order, and John Wilson, esq., president of the board of education, was called to preside. After prayer by Rev. Mr. Montgomery and a song by a quartette club, Professor Andrew Burtt made the dedicating address, denominating the cause of free education the lever by which the people are to be raised to the highest degree of intellectual culture and morality. After dwelling appropriately upon the special advantages to Pittsburg from the establishment of this school, he concluded by proclaiming the school dedicated, "calling for anathemas from the wise and good upon such as would refuse to say 'Amen.'"

Other addresses were made by W. D. Moore, esq., Dr. B. C. Jillson, late of the Western University, but at present principal of the high school, and Rev. John S. Sands, during the afternoon; and in the evening an address was given by Hon. H. B. Swope, who concluded his remarks as follows: "The school stands here on this high eminence overlooking our numerous forges, furnaces, mills, and workshops, to tell us that mind rules over all; that all great, grand, and glorious ends are but the legitimate results of educated labor. And now the stately edifice is completed and dedicated to its great work, and it only remains for teachers to carry out what has been so nobly begun. It has been endowed by all the people for the benefit of all; let it be equal in all respects to the best institutions founded and supported by the wealthy for their children alone. Let it be the common aim to send forth all the pupils educated in all the principles constituting the highest manhood, enabling them to become true to God and famous through the ages."

ADDRESS OF SUPERINTENDENT WICKERSHAM.

Hon. J. P. Wickersham, State superintendent, spoke of his being present, two years before, at the laying of the corner-stone of the building, and of his great interest in

its progress to completion, which he was as happy to see as any one could be. The board of education, he said, had cause of self-gratulation, this grandest work ever accomplished in the city having been secured after a long and hard struggle. He considered the school-building one of the finest, if not the finest, in the State. Referring to the school system of the State, he said it was equal to, if not superior to, that of other States, and predicted glorious results in the future. The system was broad enough for all classes, conditions, and all colors. He was glad to see the colored children in the procession to-day, marching proudly under their banners. In reply to the question whether the high schools would be a success, he answered that the best lawyers, business men, and working men would hereafter claim this institution as their *alma mater*, and that its entire success was already assured.

After brief addresses by Mr. J. H. Miller, a member of the central board of education, Professor George J. Luckey, and Dr. Calder, of the State Agricultural School, the dedicatory exercises were concluded by the singing of the song, "Twenty Years Ago," by the quartette club, and the doxology by the audience.

YORK.

HIGH SCHOOL.

The average attendance at this school was 93 per cent. of the number enrolled. The basis of the course of instruction is upon an attendance for four years. The several classes contained the following numbers: Seniors, 4; juniors, 28; sophomores, 27; freshmen, 35; total, 94.

PUBLIC SCHOOLS OF THE BOROUGH.

The number of pupils in the public schools of the borough during the year was 2,038; average attendance of the males, 662; of females, 718; total average, 1,380. Whole number of schools, 28. These are graded as primary, 18; secondary, 7; grammar, 2; high school 1.

The superintendent, W. H. Shelley, esq., is also the principal of the high school, teaching four and a half hours daily, and making one hundred and sixty visits to the schools, besides holding eighteen district institutes, arranging a full graded course of study for all the schools, and other duties.

Hon. J. P. WICKERSHAM, *State Superintendent, Harrisburg.*

COUNTY, CITY, AND BOROUGH SUPERINTENDENTS, 1870.

County, city, or borough.	Name.	Post-office.	No. of schools.	Salary.
Adams	J. Howard Wert	Gettysburg	159	$800 00
Allegheny	A. T. Douthett	Pittsburg	499	2,000 00
Allentown City	R. K. Buehrle	Allentown	47	1,200 00
Altoona	John Miller	Altoona	20	750 00
Armstrong	Hugh McCandless	Freeport	241	1,000 00
Beaver	George M. Fields	New Brighton	181	1,200 00
Bedford	Henry W. Fisher	Bedford	210	4,000 00
Berks	David B. Brunner	Reading	513	1,250 00
Blair	John B. Holland	Newry	134	1,000 00
Bradford	Austin A. Keeney	Towanda	370	1,000 00
Bucks	Hugh B. Eastburn	New Hope	252	1,000 00
Butler	Samuel Glenn	Coultersville	220	1,000 00
Cambria	Thomas J. Chapman	Ebensburg	183	1,000 00
Cameron	Joseph B. Johnson	Emporium	25	1,000 00
Carbon	R. F. Hofford	Lehighton	119	1,000 00
Centre	R. M. Magee	Rebersburg	198	1,200 00
Chester	George L. Maris	West Chester	342	1,700 00
Chester City	A. A. Meader	Chester	23	1,500 00
Clarion	J. E. Wood	Knox	179½	1,500 00
Clearfield	George W. Snyder	Clearfield	157	1,200 00
Clinton	A. N. Raub	Lockhaven	123	800 00
Columbia	Charles G. Barkley	Bloomsburg	176	1,000 00
Crawford	H. D. Persons	Cambridge Borough	366	1,500 00
Cumberland	William A. Lindsey	Carlisle	214	1,000 00
Dauphin	D. H. E. LaRoss	Hummelstown	187	1,000 00
Delaware	James W. Baker	Media	89	1,000 00
Easton Borough	W. W. Cottingham	Easton	35	1,700 00
Elk	Rufus Lucore	Early	45	600 00
Erie	C. C. Taylor	Lundy's Lane	301	1,000 00
Erie City	H. S. Jones	Erie	37	1,800 00
Fayette	Charles W. Wanee	Brownsville	221	800 00
Forest	S. F. Rohrer	Marionville	38	800 00

County, city, and borough superintendents, 1870—Continued.

County, city, or borough.	Name.	Post-office.	No. of schools.	Salary.
Franklin	Samuel Gelwicks	Upper Strasburg	242	$1,200 00
Fulton	Hiram Winters	McConnelisburg	69	500 00
Greene	Thomas J. Teal	Rice's Landing	175	1,000 00
Harrisburg	Daniel S. Burns	Harrisburg	46	1,300 00
Huntington	David F. Tussey	Alexandria	200	800 00
Hyde Park	Jeremiah E. Hawker	Hyde Park	17	1,500 00
Indiana	Samuel Wolf	Indiana	238	1,000 00
Jefferson	James A. Lowry	Punxatawny	141	1,000 00
Juniata	George W. Lloyd	Thompsontown	102	800 00
Lancaster	David Evans	Lancaster	519	1,700 00
Lawrence	William N. Aiken	Newcastle	144	1,000 00
Lebanon	William G. Lehman	Lebanon	176	1,200 00
Lehigh	E. J. Young	Allentown	202½	1,300 00
Luzerne	Horace Armstrong	Wilkesbarre	440	2,000 00
Lycoming	John T. Reed	Montoursville	207	1,300 00
McKean	William J. Milliken	Smithport	76	1,261 00
Meadville City	W. J. C. Hall	Meadville	14	2,000 00
Mercer	N. W. Porter	Sharpville Furnace	269	1,000 00
Mifflin	John M. Bell	Milroy	98	800 00
Monroe	Jeremiah Fruttchey	Stroudsburg	126	600 00
Montgomery	Abel Rambo	Trappe	279	1,200 00
Montour	William Henry	Pottsgrove	73	800 00
Northampton	William N. Walker	Bethlehem	208	1,000 00
Northumberland	Saul Shipman	Sunbury	192	1,000 00
Perry	Lewis B. Kerr	Landisburg	166	500 00
Pike	John Layton	Dingman's Ferry	53	600 00
Pittsburg City	George J. Luckey	Pittsburg	201	2,500 00
Potter	J. W. Allen	Coudersport	116	1,000 00
Pottsville Borough	Benjamin F. Patterson	Pottsville	36	1,500 00
Schuylkill	Jesse Newlin	Port Carbon	374	2,000 00
Scranton City	Josepb Roney	Scranton	40	1,800 00
Snyder	William Moyer	Freeburg	102	800 00
Somerset	James L. Pugh	Somerset	206	800 00
Sullivan	John W. Martin	Dushore	59	800 00
Susquehanna	William C. Tilden	Forest Lake	272½	1,000 00
Tioga	Elias Horton, jr	Knoxville	265½	1,250 00
Titusville	Henry C. Bosley	Titusville	13	2,500 00
Union	C. V. Gundy	Lewisburg	83	800 00
Venango	Charles H. Dale	Franklin	213⅓	1,500 00
Warren	W. M. Linsey	Warren	161	1,000 00
Washington	William G. Fee	Cannonsburg	251	1,000 00
Wayne	D. G. Allen	Prompton	209	1,000 00
Westmoreland	Henry M. Jones	Salem Cross-Roads	313½	800 00
Wilkesbarre Borough	Charles J. Collins	Wilkesbarre	19	1,800 00
Williamsport City	A. R. Horne	Williamsport	44	700 00
Wyoming	Frank H. Piatt	Tunkhannock	96	500 00
York	Stephen G. Boyd	York	138	1,500 00
York Borough	William H. Shelley	York	25	1,800 00

RHODE ISLAND.

THE FIRST REPORT OF THE BOARD OF EDUCATION.

At the date the present report was made, the board of education had, under the recent law establishing it, been organized eight months. The following is the substance of their first report. They refer at length to the complex nature of the former school system, and the great need of a complete change.

THE CHILDREN OUT OF SCHOOL.

"The board desires to call the attention of the general assembly to a large and rapidly increasing class, whose existence is a menace to the future welfare of society—the truant and neglected children growing up in idleness and ignorance, and who, if not cared for, must become a very dangerous element in our body politic. It is hoped the legislature will devise some legal measures for correcting this great evil. Attention is also called to the large number of children employed in our manufacturing establishments deprived of the educational privileges provided by the statutes.

"A voluntary agreement (such as was circulated in Connecticut) is proposed between the various manufacturers to abide by the law, so that all shall stand on common ground in regard to the employment of children, and the law thus receive an easy enforcement."

ESTABLISHMENT OF NORMAL AND TRAINING SCHOOLS.

"The board unanimously urges the immediate establishment of a normal school in Rhode Island. In the legislative enactment which shall establish such a school, it is suggested that the act specify such guarantees and requirements in the management of the schools as shall prevent the squandering of the appropriations upon teachers who have no natural tact for teaching, or will not contract to teach for at least two years within the State; and that the success of the institution may not be jeopardized by lack of pecuniary means, it is recommended that a maximum sum of not less than ten thousand dollars be annually appropriated therefor."

WORK OF THE TEACHERS' INSTITUTE APPROVED.

"The board would also express their approval of the holding of teachers' institutes in the several parts of the State, as promoting the cause of education, not only by suggesting modes of imparting instruction to teachers, and kindling anew their interest and zeal in their work, but by their direct influence upon all others who attend them, and a reflex influence upon the committees, arousing them from the apathy and indifference which have been so prevalent.

REPORT OF THE COMMISSIONER OF PUBLIC SCHOOLS.

The report of the commissioner of public schools, the Hon. Thomas W. Bicknell, for the school year ending May 1, 1870, contains the following information:

SUMMARY OF STATISTICS.

Population of Rhode Island, United States census, 1870	217,306
Total population of the State between the ages of five and fifteen, (census of 1865)	38,788
Number of towns in Rhode Island	34
Number of school districts in the State	412
Number of summer schools in the State	583
Number of winter schools in the State	635
Number of teachers in summer schools	651
Number of teachers in winter schools	711
Number of weeks in school year averaged	34
Number of pupils registered in summer schools	25,567
Average attendance in summer schools	20,048
Number of pupils registered in winter schools	28,364
Average attendance in winter schools	22,444
Percentage of population between the ages of five and fifteen registered in summer schools	.64
Percentage of population between the ages of five and fifteen registered in winter schools	.73
Number of pupils in private schools, (census of 1865)	6,336
Amount of State appropriation for schools	$90,000
Amount of town appropriation for schools	$246,046 05
Amount from registry taxes and other sources	$44,799 96
Amount from district taxes	$82,196 95
Expenditure, exclusive of school-houses	$336,662 27
Expenditure for school-houses	$212,391 81
Total expenditures for school purposes	$529,054 08

UNIFORMITY OF TEXT-BOOKS.

The widest diversity prevails in Rhode Island respecting text-books in the several towns, and often in the same town, and has been a just and serious cause of complaint. The labors of the teachers are increased because classification of pupils is prevented. Much pecuniary loss results to the children of those parents who change their residence. This, no doubt, operates to actually prevent attendance at school in many cases, especially children of poor or avaricious parents.

EDUCATION AND IGNORANCE.

There were 5,014 children in the State who had not attended school during the year. This is 12.9 per cent. of the whole number of children between five and fifteen years of age. It is probable that at least one in seven of all the children in the State between five and fifteen years of age did not attend any school during the year. The greatest percentage of absentees is found in those towns which have the largest foreign population by percentage.

Absent from school.—Cumberland, 17.1 per cent.; North Providence, 28.1 per cent.; Pawtucket, 18 per cent.; Burrillville, 26.8 per cent.; Cranston, 15.8 per cent.; and Smithfield, 20.5 per cent. It is a fact which demands the earnest and immediate attention of our legislators, and of every citizen, that so large a proportion of the children are growing up in ignorance. Of the whole population of the State 63.4 in each 100 are of American and 36.6 are of foreign parentage. The larger portion of these persons of foreign parentage who cannot read and write is of foreign birth, and they are persons who in their childhood did not enjoy the opportunities for education that children do in this State; and, unfortunately, the ignorance of parents, in connection with the open opposition of their spiritual advisers to the free schools, begets on the part of a considerable portion of our foreign population a great indifference, or even opposition, to the education of their children. In this way there is great danger that this alarming amount of ignorance in the State will be perpetuated and increased.

COMPULSORY EDUCATION.

"What shall be done," says Superintendent Bicknell, "for the more than 10,000 children in our State, under fifteen years of age, who attend no school, most of whom can neither read nor write, and many of whom are vagrants and truants, with none to care for their welfare? Some of them work in our factories, and, from necessity of one kind or another, are compelled to pass the tender years of youth—the best and only years for acquiring the rudiments of an education—under the severe restraints of long-continued and wearisome labor, and deprived of the blessing of common-school instruction. Others are learning the vices and corruption which idleness, neglect, and profligacy must surely engender, and, under the influence of bad associates and adepts in crime, are candidates for the reform school and the prison. Can the State afford the loss of so many of its children from its schools of learning, to be educated in schools of crime? Can it take the responsibility even of allowing one-fifth of its youthful population to grow up in a condition which will endanger its civil rights, as well as material prosperity, and its social and moral character? Crime and ignorance, masked by day, go hand in hand by night to perform deeds of wickedness and shame. Shall society patiently suffer the wrong and its repetition? Certainly a call comes to the legislators of the State to protect and secure the homes, the property, the rights, the lives of the people, from the public and private villainy which infests society. The public school can do its part, but not all of the work, and, in order that it may do its legitimate part, the child must be placed and held within its influence."

TEACHERS' INSTITUTES, AND A STATE NORMAL AND TRAINING SCHOOL,

were first held in Rhode Island twenty-five years ago. A series, three days each, have been held this year, some of which had the attendance of 200 teachers each, and the presence of the governor and other eminent persons. An earnest move is being made to secure a State normal and training school, as recommended by the board of education. The superintendent says: "The call is universal for a thoroughly trained and disciplined corps of teachers. Within the past three years the school officers of every town in the State have expressed strong and emphatic opinions upon this subject in their annual reports to the people. The response of the people has been, and still is, heartily unanimous: 'Give us good teachers for all our schools, and we will give of our money for their better support;' and the only proper ground for the demand for increased salaries is a better grade of instruction to be furnished."

THE KIND OF EDUCATION RHODE ISLAND NEEDS.

A system of free schools to be universally popular must be universally practical, so much so that the dullest comprehension may see something of intrinsic value in it.

Rhode Island is a State of manufactures. All of their business interests grow out of the investment of capital in the various productive industries of the factory, the shop, and the foundery. A large portion of their population are artisans, and their wealth is the result of skilled handicraft. While education has its main office in fitting children for citizenship and manhood, it has also its practical work in fitting them for the trades and manufactures to which they will be introduced and on the labor of which they must depend for a livelihood. While labor-saving machines destroy the drudgery of toil and perfect the operations of handicraft, our schools become time-saving machines, by means of which months and years may be saved to our youth in the competitions of daily life.

THOMAS A. TEFFT—A BRIEF BUT BRILLIANT LIFE.

No better illustration of the value of industrial schools can be presented than that which is furnished by the life and example of a native Rhode Islander, Thomas Alexander Tefft. Hon. Henry Barnard, in his first visits among the schools of Rhode Island, found young Tefft in the district school in his native town of Richmond. He thought he saw in him the germs of unusual powers, and was impressed with his energy, intelligence, and power, his love of the beautiful in nature and art, and his taste and skill in drawing. He said to him, in substance, "You must not bury yourself here in obscurity; go to Providence and study architecture; make that your profession, and let our State have the benefit of your acquirements in a department whose æsthetic claims have too long been neglected." He came to Providence, studied architecture, graduated with the degree of bachelor of philosophy in 1851, and in the midst of his studies planned and furnished designs for school-buildings, churches, private dwellings, and other edifices, in this and other States, among which is the fine structure of the Providence and Worcester and Providence and Boston Railroad station. He went to the schools of Europe to study architecture, and studied sculpture also in order to make himself a better architect.

While in Europe he became interested in the question of a universal currency, and his views so commended themselves to the wisest minds of both continents that his plans—without due credit, however, to him—were adopted by the international conference held in Paris during the Universal Exposition of 1867.

The death of Mr. Tefft in 1859 cut short, at the age of thirty-four, a remarkable life.

BROWN UNIVERSITY.

The president of this institution, Rev. Dr. Caswell, has been for more than forty years one of its professors, and identified with all its interests. Under this management the college has at present a freshman class of 80, the largest that has ever been admitted, and a total of 220 students, and 16 professors and college officers.

SOME ACCOUNT OF THE ALUMNI OF BROWN UNIVERSITY.

Since President Manning commenced his college labors at Warren with a single pupil, the late Professor William Rogers, 2,429 young men have graduated, of whom 1,400 are now living. These may be supposed to be scattered all over the world, and to represent the various callings and professions in life. Of these, 32 have rendered, and are now rendering, efficient service in the cause of education, as presidents of colleges and theological schools; 135 as professors and tutors; 18 have been honored with a seat in the United States Senate; 40 have served as Representatives in Congress; 24 have been elected governors and lieutenant-governors; 27 have been honored with a position as judge, or Chief Justice of the Supreme Court; 650 have been ordained to the gospel ministry, one-sixth of whom have received the degree of doctor of divinity from their alma mater and from other colleges. Fifty-three of the graduates of Brown have received the degree of doctor of laws, many of whom, as, for example, Jonathan Russell, William Hunter, Henry Wheaton, and William L. Marcy, have held high official positions under the Government, and by their talents and skill won undying fame.

LIBRARY FUNDS AND ENDOWMENTS.

The library continues to receive valuable accessions. It now numbers upwards of 38,000 volumes. The total amount of the several different funds of the university is $509,482. Outstanding subscriptions amounting to about $20,000 remain unpaid. It is expected $16,000 to $18,000 of this amount will be paid during the present year.

The late Rev. Romeo Elton, D. D., left in his will a legacy to Brown University amounting to about $20,000.

By virtue of the contract between the college and the State of Rhode Island, relative to the transfer and sale of land scrip, the college is bound to educate scholars appointed by the State, each at the rate of $100 per annum, to the extent of the entire annual income of the fund. The entire amount for which the scrip was sold (being $50,000) has now been paid into the treasury. The State will therefore be entitled hereafter to have about thirty beneficiaries in the university. During the past year three only have been upon State scholarships.

PROVIDENCE.

[From the annual report of the school committee for the year 1871, including two semi-annual reports of the city superintendent, Daniel Leach, esq.]

The whole number of pupils registered in all our schools is 8,877. Of this number 316 have been received into the high schools; 2,524 into the grammar schools; 2,002 into the intermediate, and 4,035 into the primary schools.

The schools are reported in a prosperous condition, the greatest drawback to their usefulness being the evil of irregular attendance, and a want of co-operation on the part of the parents with the work of the schools. In many cases children are resigned to the care of the teacher with less concern, it is remarked, than a package of goods to a transportation company, and with less thought regarding their safety. Parents are urged to visit the school-room.

The committee have endeavored to obtain progressive teachers of the broadest culture, in which effort they have been generally successful, although some exceptions in the primary and intermediate schools are satisfied with their attainments, and content to remain treading around the circle, in the same path, term after term. Vacation schools are a feature of the system, their object being to furnish a refuge from the temptations and dangers of the street. During the summer vacation five ungraded schools were in operation for six weeks.

Special instruction in writing has been given, and a marked improvement in music is reported. A new impulse has been given to reading by the successful labors of Mrs. Miller, who spent a fortnight with the teachers and in the schools.

LIGHT AND VENTILATION.

Attention is called by the superintendent to the subject of the proper ventilation and light in the school-room as of the first importance. The best method of securing ventilation, in his opinion, is by the application of heat.

EVENING SCHOOLS.

These schools have been unusually prosperous. No part of our school system is producing more practical results, but their efficiency would be very much increased by better room accommodations, in which the larger pupils can be separated from the smaller. The superintendent recommends the establishment of a school of a higher grade, one that might properly be called an elementary polytechnic school. There is a great and pressing demand for such an institution in the city.

COMPULSORY ATTENDANCE.

The number of children growing up in ignorance and idleness is increasing every year. In respect to compulsory attendance of children at school it is argued that in the right to take property to establish schools is also included the right to see that the end sought for, namely, the security of life, liberty, and property, through intelligence and virtue, is not thwarted by non-use of the privileges so provided, and that a law compelling the attendance of children at school would be no more an infringement upon personal liberty than is any other law; and that all laws, in a greater or less degree, do abridge the freedom of individuals whose conduct they regulate. The establishment of an industrial school separate from the reform school is recommended for the salvation of the large class of orphans, and worse than orphans, who are fast becoming vagrants and criminals.

SUMMARY OF STATISTICS FOR 1871.

Population of the city, United States census of 1870	68,904
Number of children of school age	13,000
Number of children in public schools	8,877
Average attendance	7,990
Receipts for school purposes	$207,393 45
Expenditure for school purposes	$206,903 00

NEWPORT.

[From the annual report of the school committee and the superintendent of public schools for the year 1870-'71—Frederic W. Tilton, superintendent.]

SUMMARY OF STATISTICS.

Population of the city	12,521
Number of children of school age	2,500
Number of children attending public schools, about	594
Percentage of average attendance, (1870-'71)	.903
Whole number of schools	27
Whole number of teachers (males, 3; females, 30)	33
Average number of pupils to each teacher	22
Total receipts for school purposes	$30,055 28
Total expenditure for school purposes	$29,969 92

THE SCHOOLS.

In some matters of very great importance marked progress has been made during the year which is now closing. There has been a greater uniformity in the methods of discipline. The discipline has usually been mild, and, at the same time, firm. The amount of school legislation in the State has been very large, and its character very important, including the passage of a bill authorizing the establishment of a State normal school, for which an annual mileage appropriation of fifteen hundred dollars has been made. This sum will be equitably divided among the pupils who reside more than five miles from the school. The entire expense of tuition is incurred by the State.

TARDINESS.

The average amount of tardiness in the schools has been very small. The cases which have occurred however have been unevenly distributed. It sometimes happens that one-tenth of all the cases of tardiness reported for the week occur in a single room. In one of the primary schools but one case of tardiness was reported during an entire term. But while the attendance of pupils actually belonging to the schools is good, there is in our city, as well as in others, a class of children of school age whose names are upon the roll of no schools, public or private, and whose truancy is consequently permanent. The inquiry as to the means which shall be taken to bring these children under the influence of the school is becoming a very serious one. The support of the schools by general taxation implies a moral contract between the State and the tax-payer. A citizen, whose tax for the support of such a system is large, and who receives no direct benefit from the schools, contents himself with the assurance that the tone of the community in which he lives is being elevated; that ignorance and crime are meeting with a vigorous assault, and that he is to enjoy increased security of person and property. If the tax-payer finds that he does not receive the protection which was promised him, he cannot be blamed for feeling that the State has broken a contract to which, morally at least, she has made herself a party.

INDUSTRIAL SCHOOLS.

A very fine farm of 100 acres has recently been given to the town of Portsmouth, for an industrial school, by Miss Ellen Townsend, where boys who are neglected and friendless may have a plain, comfortable home, and may be taught how to support themselves by honest labor, and to become good and useful members of society.

EVENING SCHOOLS.

Our evening school is doing a quiet work among those persons whose circumstances forbid their attending the day school. If arrangements could be made in connection with this school for instruction in mechanical and free-hand drawing, our industrial interests would be much enhanced. A great many mechanics, whose knowledge and experience are ample, are hampered by the inability to place before their own eyes and the eyes of others the conceptions of their minds.

SOUTH CAROLINA.

OFFICE OF STATE SUPERINTENDENT OF EDUCATION,
Columbia, South Carolina, October 28, 1871.

GENERAL: Inclosed herewith please find school statistics (such as they are) of the State of South Carolina for the scholastic year 1871. It is a source of much regret to me that said statistics are so deficient. This office is almost entirely dependent upon the county school commissioners of the State for statistical information concerning the public schools. The annual reports of many of said officers are very imperfect, while in other instances such reports have not been seasonably forwarded.

SCHOOL FUNDS.

The State appropriation (as is shown in one of the accompanying tables) for the fiscal year ending October 31, 1871, and made for the support and maintenance of free common schools, consisted of $150,000, in addition to the poll or capitation tax, from which we shall probably realize this year $50,000 or more. Add to these two sums $1,000 derived from licenses, and the aggregate amount will be $201,000.

A majority of the school districts in the State have assessed a school district tax, but I have at present no means of ascertaining the aggregate amount of such tax.

STATE APPROPRIATIONS MADE FOR EDUCATIONAL PURPOSES OTHER THAN FREE COMMON SCHOOL.

In addition to the appropriation for the support of common schools, the following State appropriations for educational purposes have been made for the fiscal year hereinbefore mentioned:

For the support of the University of South Carolina	$25,000 00
For repairs on university buildings	6,000 00
For the purchase of school text-books	34,020 14
For the support of the South Carolina Institution for the Education of the Deaf and Dumb and the Blind	10,000 00
For the support of the State Orphan Asylum	10,000 00
Total	85,020 14

PROGRESS.

A reasonable degree—taking into due consideration the adversities and difficulties encountered—has been achieved in our educational work during the scholastic year. Our school attendance for the year 1871 more than doubles that of 1870. Our school law—which is not faultless—will not fail to produce very favorable results if it be properly enforced and carried out. I am glad to testify that the people of this State are gradually acquiring an interest in the cause of public schools.

Our great and practical difficulties are—

1st. Indifference and incompetency of school officers.

2d. The extreme poverty of the people, and the embarrassed condition of our State finances.

Yet, notwithstanding obstacles, the foundation of a thorough, practical, and liberal system of common schools is being laid.

INDEPENDENT AGENCIES OF EDUCATION.

Very much of the educational work in this State has been accomplished by agencies not under the supervision or in connection with this office. There are numerous good private and select schools, academies, and colleges in our midst. The Bureau of Refugees, Freedmen and Abandoned Lands has built a goodly number of comfortable and commodious school-houses.

The colored people of this State owe an everlasting debt of gratitude to the various benevolent societies at the North and elsewhere, which have for several years past done such a noble and generous part in the education and elevation of that race. These schools—*the best in the State*—have been like green oases in the desert waste. We regret that we are not able to give statistical information concerning the work accomplished by outside agencies.

Hoping that this communication and the accompanying tables will not reach you too late to be of service to you,

I have the honor to be, very respectfully, yours,

J. K. JILLSON,
State Superintendent of Education, South Carolina.

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

[From the second annual report of the superintendent of education for the State of South Carolina, for the year 1870, issued 1871. Hon. J. K. Jillson, superintendent.]

	1869.	*1870.
Number of white males between the ages of six and sixteen	40,956	21,660
Number of colored males between the ages of six and sixteen	58,776	27,317
Total males, white and colored	99,732	48,977
Number of white females between the ages of six and sixteen	41,240	20,829
Number of colored females between the ages of six and sixteen	56,207	27,184
Total females, white and colored	97,447	48,013
Total white, males and females	82,196	56,868
Total colored, males and females	114,983	72,478
Whole number, white and colored, males and females	197,179	129,346
Number common schools in the State		769
Number of pupils that attended free common schools		30,448
Average wages, per month, paid teachers of each sex		$35
First grade		$50
Second grade		$35
Third grade		$25
School-houses built during the year		110
Total number of school-houses		657
Number school districts		469

Of the number of school-houses reported as erected during the year, 30 are frame-buildings and the remainder are log-houses. Of those previously erected, the returns are so imperfect and meager, it is quite impossible to give the full number, or estimated value. Only three are reported as having their grounds inclosed.

Teachers are divided, according to the grade of their certificates of qualification, into three classes, and the monthly salary of each class is fixed in accordance with the grade. No discrimination in regard to sex is made in the wages of teachers.

TEACHERS' INSTITUTE.

But one teachers' institute or convention has been held in the State during the year; at Nazareth Church, Spartanburgh County, on the 5th and 6th days of August, 1870. Thirty teachers were in attendance. The organization was made a permanent one, under the name of "The Teachers' Convention of Spartanburgh County, South Carolina," and is to meet annually.

In virtue of the requirements of the State school law, a uniform list of school text-books has been determined upon, by a special commission appointed for that purpose, and presented to the State board of education.

OBSTACLES TO PROGRESS.

There are several obstacles to progress in the educational work; among these may be mentioned the delay in the passage of the school law, inexperience of school officers, want of suitable school-houses, scarcity of good teachers, apathy and impatience of the people, opposition to the new system, inadequacy of the appropriations for school purposes, and defects of the school law.

The act to establish and maintain a system of free common schools for the State of South Carolina did not become a law until the 16th day of February, 1870. In conformity with the provisions of section 43 of said law, all the schools under State supervision were closed on Friday, June 24, 1870. It was therefore practically impossible to accomplish much in so short a space of time, in the way of organizing and establishing schools under the new system. Four school commissioners have made no returns whatever, as required by law. It is hoped that the general assembly will adopt appropriate measures to secure the rigid enforcement of section 26 of the school law. The law provides that each county shall be divided into school districts, and

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* The enumeration of school population for 1870 required by section 38 of the school law has been but partially made; complete returns having been received from twelve counties only.

a board of school trustees elected or appointed for each district. It some counties there are no school districts, and, consequently, no school trustees have been appointed. In many cases where boards of school trustees have been appointed, they have failed to qualify, and in the majority of other instances they have assumed a state of "masterly inactivity," as far as schools are concerned.

POOR SCHOOL BUILDINGS.

Very few of the school-houses are State property. Most of the buildings occupied as school-houses are miserable affairs, entirely destitute of even the most rude and simple comforts and conveniences of a modern school-room. Some legislative action should be taken to enable either district or county authorities to raise by taxation funds to be applied to the building of school-houses, out-houses, and inclosures, the providing of fuel, school-furniture, and apparatus, and in conjunction with the State funds, to the support of teachers. During the past year the State schools have suffered severely from the employment of inefficient and incompetent teachers—an evil which has more sensibly shown itself in the schools where colored children attended. The majority of the native white teachers are reluctant to assume charge of such schools. The native colored teachers, as a class, are wholly incompetent, and it is almost impossible to secure the services of teachers from abroad, unless they can be assigned to communities where they can obtain some of the comforts and conveniences of society and civilization.

Probably no State in the Union is so cursed with poor teachers as is South Carolina. Many of the people are sadly indifferent concerning educational matters, not caring whether "school keeps or not." Many keep their children in the fields at work when they ought, in every sense of the word, to send them to school.

OPPOSITION TO THE NEW SCHOOL SYSTEM.

The new school system, like everything else new, meets with much opposition from certain classes of people, disciples of the "old pod-auger days." The great objection urged is the cost of maintaining the system. Education, certainly, costs much money, but for every investment of money which the State or the people shall make for common-school privileges, there will be a future golden harvest of civilization, progress, prosperity, good order and enterprise.

The general assembly, at its last session, appropriated for the fiscal year ending October 31, 1870, the sum of $50,000, in addition to the amount raised by poll or capitation tax, for the support of free common schools. The poll-tax is at present a very unreliable source of school revenue. We have not been able, up to this date, to obtain the amount of the poll-tax collected for the fiscal year 1868–1869. Fifty thousand dollars is a sum hardly sufficient suitably to support the public-schools of the city of Charleston. Careful calculations prove that it costs at least $1 per month for each child attending common school. Five months' schooling, then, for each child costs $5. The scholastic population of this State is, in round numbers, 200,000. If one-half of these children attend school five months in each year, the cost will be $500,000.

It is submitted that the education of *all* the children of *all* classes and castes in society is indispensable to the highest and best welfare of the whole community, and that suitable and adequate provision for such education is a matter of common weal and common concern.

The war in Europe, whose red waves have deluged with blood the fair fields of unhappy France, illustrates with terrible force the proposition that the thinking bayonet gains the victory; that the bullet, accompanied by an idea or a thought, is swifter and surer in its flight than one propelled by powder only.

The great want, the urgent need of South Carolina, is a general, universal system of free common schools.

AGRICULTURAL LAND SCRIP.

The general assembly of the State of South Carolina, at its regular session of 1868–'69, passed "An act accepting the donation of lands to the State for the endowment of agricultural colleges." It will be well to ascertain whether the officers authorized by said law to act in this matter, or any agents appointed by them, have received, either in whole or in part, the said scrip; and if so, what disposal has been made of the same; or if it has not been received, to ascertain what steps are necessary to obtain possession of it, and that the same be devoted to the establishment of schools of agriculture and the mechanic arts in connection with the University of South Carolina.

UNIVERSITY OF SOUTH CAROLINA.

The general assembly made ample appropriations for the support of the University of South Carolina during the past year. The institution is in charge of an efficient

faculty, and offers facilities, at least equal to any other institution of the kind in the South, to young men desiring to avail themselves of an advanced course of study.

The university library is one of the finest in the Southern States, and has, during the year, received an addition of 632 valuable volumes. It is a source of regret that this institution, liberally provided for by the public funds, has such a small attendance of students. It is provided by law that there shall be admitted annually to the university one free student from each county in the State, such student to be appointed by the governor on the nomination of the delegation in the general assembly from the county in which said student shall reside. A free public competitive examination is to be held annually, on the first Monday in July, which each student desiring to be appointed as free student to the university may attend. The student passing the best examination is entitled to the appointment. The university appropriations for 1870 were $37,500.

SOUTH CAROLINA INSTITUTION FOR THE EDUCATION OF THE DEAF, DUMB, AND THE BLIND.

This institution, located at Cedar Springs, Spartanburgh County, was reopened for the admission of pupils, on November 17, 1869, and placed in charge of Professor J. M. Hughston, a graduate of and former teacher in the institution. The buildings have been recently repaired. The system and thoroughness of the methods of instruction, and the proficiency of the pupils, are deserving of praise.

The cost to the State of maintaining the institution from November 17, 1869, to October 31, 1870, has been $9,727 37½. In addition to this amount, the institution has contributed to its own support the sum of $303 18.

A public examination (the first occurring since the war) of the pupils of this institution was held on Wednesday, October 25, 1871. The exercises were exceedingly interesting. The proficiency and thoroughness evinced by both the mutes and the blind, would put to shame the attainments of many seeing and speaking students. In the school for the blind were students in chemistry, geometry, and Latin. The blind department, under the direction of their accomplished musical instructor, Professor W. B. North, (himself totally blind,) gave, in the afternoon, a most excellent and entertaining concert.

This institution is supported by the State, and is under the supervision of a board of commissioners of the deaf and dumb and the blind, consisting of the governor, comptroller general, and State superintendent of education. For the fiscal year 1870, the general assembly appropriated $10,000 for its support. The number of pupils in attendance is as follows: Blind, males, 8; females, 6; total, 14; mutes, males, 7; females, 8; total, 15. The average cost to the State of the board and tuition of each of these pupils for the last year has been about $280.

The following is a list of the officers of the institution:

Superintendent.—J. M. Hughston.

Intellectual department.—Teachers in the department for the deaf and dumb, Mrs. M. A. W. North, Miss Jane I. Rogers.

Literary department for the blind.—Professor N. F. Walker.

Musical department for the blind.—Professor W. B. North.

Domestic department.—Steward, J. M. Hughston; matron, Mrs. Ann R. Neagle.

THE STATE ORPHAN ASYLUM OF SOUTH CAROLINA

is situated in the city of Charleston. There was appropriated for the support of this institution, for the fiscal year ending October 31, 1870, the sum of $15,000.

The proposition to establish, in connection with the State orphan asylum, a home for idiots and feeble-minded children is submitted.

STATE NORMAL SCHOOL.

Attention is called to that portion of the State constitution which has reference to the establishment and support of a State normal school, for the benefit of all persons who may wish to become teachers. This matter, which has already been touched upon, is of paramount importance in the educational economy of South Carolina.

CHARLESTON, SOUTH CAROLINA.

From the earliest point of time in the history of South Carolina, the matter of education has never been without advocates and supporters, as evidenced by benefactions from the parent country to that State, "for the promotion of learning and religion in foreign parts." These benefactions continued with some regularity for a long series of years, and from 1811 up to 1856 successive legislatures of the State made small appropriations for purposes of free-school education, though the benefits were embraced by

the poorest classes of the community only. The city of Charleston drew its *pro rata* from the annual appropriations, or about one-fourth of the amount thus appropriated by the State.

About the year 1853 or 1854 the attention of the legislature was called to the necessity of enlarged provision for public-school education through a report by Governor R. F. W. Allston.

On the enlargement and remodeling of the Orphan House in that city—about the year 1855—a teacher from the North, Miss A. K. Irving, was employed, who has conducted, up to the present time, a large school of about 300 children connected with that institution, upon the plan pursued by the northern public schools, and which, being carried out with great success, attracted the attention of the citizens thereto. This movement has been regarded by many as the initial point of the public-school enterprise as now existing in the city of Charleston.

About this time an incidental visit was made to the city of Charleston by Hon. Henry Barnard, who was invited to attend a meeting of a club, composed of the most prominent literary gentlemen of the city. The meeting of the club on this occasion was held at the house of James J. McCarter. At the suggestion of Mr. McCarter, the question proposed for the evening's discussion was waived, and the Hon. Mr. Barnard was invited to speak upon the public-school system of the North. A discussion upon various points evolved by Mr. Barnard's address succeeded, which created quite an interest among the members present.

Soon after this two public-spirited citizens, Colonel Memminger and W. J. Bennett, esq., visited the free schools of several northern cities, to observe the working of their respective plans, and to see if they could properly be transferred, with or without modification, to the city of Charleston. The impressions created by this visit were deep and favorable, resulting in the exercise of the influence of Colonel Memminger, who was then a member of the legislature, for the creation of a system of education for the city of Charleston. The legislature adopted such a plan, and provided the requisite means for an experiment, and about the 1st of July, 1856, with appropriate ceremonies, the first public school under the new régime was opened.

Hon. J. D. Geddings, now United States assistant treasurer, a teacher of wide experience, was invited from the North to take charge of the school which was to inaugurate this important enterprise, whose efforts, being seconded by an able board of commissioners, gave it an immediate and unexpected success, so that in the brief period of three years two additional and costly structures, with the most approved furniture, were added to the facilities for public instruction, and four graded and well-ordered common schools were in active operation. In 1858, the legislature having been invoked for an extra appropriation for a normal school, generously appropriated $10,000 for the erection of a normal school building in the city of Charleston, provided that the citizens would raise an equal sum, which was done with the greatest alacrity. And in the year 1859 the normal school for the education of girls as teachers was opened under the direction of Hon. F. A. Sawyer, now United States Senator from the State of South Carolina, with suitable assistants to aid in conducting the enterprise. The legislature also appropriated $5,000 a year, for five consecutive years, to test the value of the experiment; the expiration of the five years occurred in 1864, while the war was in progress, and the legislature made no further appropriation for the school, although it had proved a large success; and up to this time no special appropriation has been made by the legislature for the support of this school, which was abandoned in the autumn of 1864.

In addition to the annual appropriations made for schools, from the year 1856 onward, the legislature empowered the board of school commissioners of Charleston to levy a tax upon the property of the city to supplement the amount given by the State for the support of the schools, and this power was continued until the year 1868, when by a general act the legislature created a school system for the State, when the power to levy a special tax for the city of Charleston was abrogated.

From that time to the present the schools of the city have received an inadequate support from the treasury of the State, until July 1, 1871, when the schools were of necessity closed, to be reopened on the 1st of January, 1872, the legislature of 1870–'71 having renewed the power of the commissioners of schools to levy a tax upon the property of the city for their support.

For a time there were five large school-houses in Charleston, owned by the State, three of them having a capacity to accommodate 1,000 to 1,200 children each, the other two being of smaller dimensions. One large school-house, with a capacity for 1,200 children, was destroyed by the fire of 1861.

About 3,000 children were in attendance upon the public schools from the year 1857 to the year 1864, or the close of the war.

Three of the public schools recently in operation are for white children, and one for colored, one of the three best State buildings being assigned for the colored school. The city has nothing to do with conducting the public schools, excepting as the power to do so is delegated by the State legislature.

The number of teachers employed at the time of closing the schools, on the 1st of

July, 1871, was 68, 4 males and 64 females, with about 2,500 white children, and 1,000 colored, enrolled.

From 1856 to 1870 the school commissioners of the city schools were appointed by the legislature; but by an act of the present legislature they are elected by the popular vote of the citizens; and the number of commissioners, by this act, has been reduced from twelve to eight, which body is empowered to elect a superintendent of schools, an officer hitherto unknown in this city.

The following persons composed the first board of school commissioners of the city in 1856: Hon. C. G. Memminger, William J. Bennett, C. M. Furman, William C. Bee, William J. Erving, Frederick Richards, A. G. Magrath, William Lebby, George Buist, W. Alston Pringle, Hon. George S. Bryan.

OFFICE SCHOOL COMMISSIONER, CHARLESTON COUNTY,
Charleston, South Carolina, November 6, 1871.

DEAR SIR: Yours of 30th ultimo at hand. I have hurriedly thrown together a few statistics in regard to educational matters in this county. More than these I presume you would hardly have room for. We hope to re-open our city schools on the 1st January, 1872, and I trust we shall have the pleasure of another visit from you during the year.

Very respectfully, yours,

E. MONTAGUE GRIMKÉ,
School Commissioner Charleston County.

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

CHARLESTON COUNTY, SOUTH CAROLINA, (EXCLUSIVE OF CHARLESTON CITY.)

Number of square miles	1,883
Number of school districts	13

Scholastic population.

White males between six and sixteen years	917	
White females between six and sixteen years	864	
Total whites		1,781
Colored males between six and sixteen years	4,193	
Colored females between six and sixteen years	4,273	
Total colored		8,466
Grand total		10,247

Number of children in school.

White males	92	
White females	112	
Total whites		204
Colored males	1,667	
Colored females	1,552	
Total colored		3,219
Grand total		3,423
Average number attending school		1,938
Number of schools in operation		61

Number of teachers employed.

White males	26	
White females	17	
Total whites		43
Colored males	18	
Colored females	11	
Total colored		29
Grand total		72

Average monthly wages paid teachers.

Male teachers	$36 02
Female teachers	21 26
Whole amount expended for teachers' salaries	10,886 75

E. MONTAGUE GRIMKÉ,
School Commissioner, Charleston County, South Carolina.

TENNESSEE.

SCHOOL LAWS.

By the action of the legislature of Tennessee at its last session, several amendments were made to the act regulating common schools. This, as amended, provides: "That the common-school fund shall constitute an indebtedness and liability on the part of the State of Tennessee for the support of common schools, and that all such amounts as may be in the treasury of the State belonging to the school fund, on the 1st day of December of every year, shall be apportioned by the comptroller among the several counties;" that "the county court of each county may annually levy a tax, not to exceed the entire State tax, for the maintenance of a system of common schools in their respective counties; but in case a majority of the judges shall refuse to levy such school tax, then the county court shall order an election to ascertain the wishes of a majority of voters in the county;" that "the office of superintendent of public instruction be created, and for the purpose of economy the treasurer of the State is made ex-officio said officer;" that "there shall be three commissioners for each school district, who shall appoint a county superintendent of common schools." "The commissioners for the various school districts of a county shall constitute a board of education for the county, and shall have the control and regulation of the schools therein." Also, that "the schools for white and colored children shall be kept separate and apart from each other."

PUBLIC SCHOOLS.

Twenty-three counties are reported as having organized under the present law. There are ninety-one counties in the State, so that as yet only one-fourth of them have acted under the existing law, and in several of these no taxes have been levied. Outside of these counties already organized a few are moving in the right direction, while in others almost entire apathy prevails. Of those already organized, the counties of Davidson and Montgomery take the lead. Captain Samuel Donelson, the superintendent for Davidson County, reports 83 schools, 60 white and 23 colored, with an average attendance of 40 pupils each. Of Knox County it is said: "The schools are more satisfactory to the people than any heretofore, but there is a great want of good teachers."

NASHVILLE.

Hon. S. Y. CALDWELL, *city superintendent.*

Nashville has had a complete system of public schools in successful operation for fifteen years, but only three printed reports of their progress have ever appeared. This has been chiefly from the want of funds at the close of the term. The schools were suspended during the month of January of the present year, on account of there being no funds to meet the necessary expenditures. They were reopened in February under a rigid system of retrenchment, consolidating classes and reducing salaries to a very low scale. Many of the teachers, occupying the most responsible positions, declined to retain their places at the reduced rate of pay and withdrew. Another month was lost by the closing of the schools, for want of funds, on the 1st of June. At that time there were in actual attendance 2,350 pupils; 1,800 whites and 550 colored. The teachers numbered 62. The scholastic population of Nashville numbers 8,328. Of this number 3,561 were enrolled in the public schools. The number attending private institutions is approximated at 777, leaving 3,900 children connected with no school. The average attendance in the white schools is 94 per cent., in the colored schools 88 per cent. Cost of tuition per pupil, $14 12. In the colored schools there has been a continuous falling off in the number enrolled since the city first made provision for them in 1867. This is in great measure attributable to the migration of this class to the rural districts.

HIGH SCHOOL.

In this department the course was contracted, and the advanced class suspended, in February, 1869, as a means of retrenchment. It now contains 85 pupils. It has been decided to restore it to its former proportion this session.

MEMPHIS.

Hon. J. T. LEATH, *city superintendent.*

The superintendent's report shows 55 schools in operation, 44 white and 11 colored. Last year there were reported only 36 white schools, making a gain of eight schools

during the present year. The schools were closed, for want of funds, on the 31st of May, making the scholastic year only nine months. The scholastic population of Memphis numbers 9,909; white, 7,209; colored, 2,700. Total number of children attending schools, 2,809. Of these 2,234 are white, and 665 colored. Per cent. of attendance in the white schools, 90.7; in the colored schools, 88.3. Average cost of each pupil, $19 53. Three examinations are held during the year, the week before Christmas, the last week of March, and the last week of the session.

KNOXVILLE.

The schools of Knoxville report over 1,000 children in attendance, 293 of whom are colored. Number of teachers, 17. It is in contemplation to open another school, as a school of correction for the most ungovernable pupils now attending the other schools. Among the Knoxville teachers it has been found that ladies are better disciplinarians than men. In North Knoxville a night school has been organized, for the benefit of boys who are compelled to work during the day. The teaching is gratuitous, but the incidental expenses are paid by the city school directors. This school has met with great success.

STATE TEACHERS' ASSOCIATION.

The sixth annual session of the State Teachers' Association was one of unusual interest and of great harmony. Men of all political complexions mingled in the deliberations, and seemed anxious to agree on the greatest interest pertaining to the future of Tennessee. Considerable time was devoted to the discussion of a memorial to be presented to the legislature. This asks for the appointment of a State superintendent, and a State board of education, to consist of six members, for the establishment of a uniform system of rules for the public schools, and for an appropriation from the legislature for the establishment of normal schools. It also calls attention to the school fund as recognized by the present constitution, which now amounts to the sum of one million and a half. On this no interest has been paid since 1861. "The executive committee of this association caused to be published 12,000 copies of the school law, the rules for organizing and regulating schools as adopted by Davidson County, and the proceedings of the State Teachers' Association, which, having been scattered over the State, has had some influence in calling attention to the subject of education." A conviction of the importance of free schools seems to be growing in the State. A prominent newspaper has published statistics, which it recommends to the consideration of those opposed to taxation for schools, showing that "there are from seventy-five to eighty thousand children in the State growing up in ignorance; that there are nearly twice as many liquor-shops as the whole number of schools, academies, and colleges, and that there is spent forty-three times as much for liquor as for educational purposes." And Ex-Governor Brown, in his address before the State Teachers' Association, made the statement that "according to the last report of the penitentiary, out of 551 convicts, 449 could neither read nor write, and of the whole number 51 only had trades."

TEACHERS' INSTITUTES.

Institutes have been organized in several places, and considerable interest was manifested, especially in the discussions of improved methods of elementary teaching.

UNIVERSITY OF NASHVILLE.

Located at Nashville, Tennessee; organized in 1806; chancellor, Kirby Smith; number of students last session, 270. Montgomery Bell Academy is the preparatory school for the university. To this school twenty-five boys, from four counties, are annually admitted free of charge.

EAST TENNESSEE UNIVERSITY.

Located at Knoxville, Tennessee; organized in 1807; president, Rev. T. W. Humes. The graduating class last session numbered only four. Extensive improvements have been made in the buildings and grounds, and there is this session a larger number of students than usual.

CENTRAL TENNESSEE COLLEGE.

Located at Nashville, Tennessee; organized in 1866; president, John Braden; students last session, 226.

LOOKOUT MOUNTAIN INSTITUTIONS.

Located at Lookout Mountain, Tennessee; organized in 1866; president, Rev. C. F. P. Bancroft; superintendent, Rev. C. C. Carpenter. There is an efficient corps of instructors, and the institutions are meeting with great success. Number of graduates last session, 4.

FISK UNIVERSITY, (COLORED.)

Located at Nashville, Tennessee; organized in 1867; president, Professor Spence. About 500 students have been in attendance during the year, the highest number in actual daily attendance at any one time being about 150. There have been 16 students in Greek, 40 in Latin, between 30 and 40 in music, and a large normal class has been pushing on the preparation for teachers with zeal and success. A collegiate department has been established, and instruction in theology is to be afforded to young men of all denominations preparing for the ministry.

EAST TENNESSEE WESLEYAN UNIVERSITY.

Located at Athens, Tennessee; organized in 1867; president, Dr. N. E. Cobleigh; number of students last session, 150; number of graduates, 10. A law department has been added to the university. The trustees have also established and provided for a theological and biblical department.

PEABODY FUND.

The agent for the fund reports that "while in many places the people are inert in regard to education, and in others discouraged by inefficient legislation, there are still other places, more numerous than any one would anticipate, where the citizens, without the aid of the State, take the work into their own hands. A large demand has been made upon us by towns and villages, which have never contributed money for schools so freely before." Assistance has been rendered as follows: Edgefield, $2,000. This town, on account of some legal difficulties in the way of raising money, received two years' payment, with the understanding that "no further contribution will be expected." Knoxville, $2,000; Clarksville, $1,000; Jonesborough, $1,000; Cleveland, $750 for white schools, and $300 for a colored school; Elizabethton, $700; Cave Spring, $600; Chatata, $500; Cog Hill, $450; Cooahulla, $400; Boon's Creek, $300; Cherokee, $300; Little Hope, $300; first district, Polk County, $300; Springtown, $300; seventeenth district, Washington County, $300; Pleasant Valley, $300; Middle Creek Academy, $300; fifth district, McMinn County, $300; Mouse Creek, $300; Mars Hill Academy, $300; twelfth district, Monroe County, $300; Rock Spring Seminary, $300; seventh district, Meigs County, $300; Calhoun, $300; Coytee School, $300; Cricket Hill, $300; Pleasant Grove Academy, $300; Philadelphia, $300; St. Clair's, $300; Russelville, $300; Rogersville, $300; third district, Meigs County, $300; Whitesburgh, $300; eleventh district, McMinn County, $300; Washington College, $300; Holston College, $300; Jalapa, $300; Decatur, $300; third district, Rhea County, $300; third district, McMinn County, $300; Franklin Institute, $300; first district, Bledsoe County, $300; sixth district, Rhea County, $300; Hodge's School, $300; Lookout Mountain, for normal pupils, $1,000; Fisk University, for normal pupils, $800; making the total for Tennessee, of $22,000. Memphis is maintaining its free schools without any further aid from the fund, and Nashville has never asked for aid. The latter city, with a population of 26,000, taxes herself over $60,000 per annum for her public schools. The smaller schools named above have at least 100 pupils each.

Extract from an address to the teachers, magistrates, commissioners, and people of Tennessee.

It is known to all that the condition of the finances of the State is such as to prevent any public appropriation for the benefit of schools, nor can any be expected for years to come. The last legislature, in view of this state of things, was compelled to repeal the late laws known as the State system, and substitute in their place the existing laws, establishing what we call the county system, which we hope will be acceptable and profitable to the people. Under this system every county can tax itself, and expend the money raised among and for its own population, seeing where every cent is applied; and the rate of taxation, as well as the term or duration of the schools, is all left to the discretion of each county, acting for itself, through its county court and its school commissioners in their districts, or as a board of education for their county.

NEGLECT OF EDUCATION OF COLORED CHILDREN.

Complaints deep and earnest come from the colored people of the State of the lack of opportunity for the education of their children, 90 per cent. of whom they affirm are growing up to the responsibilities of manhood without any public system of instruction. They have sent a strong memorial to the President and to Congress, earnestly protesting against the continuance of this state of things.

TEXAS.

Dr. B. Sears, the agent of the trustees of the Peabody fund, in his report for 1870, concludes his remarks upon the condition of education in Texas, after stating that he had visited the State, and recounting some of the difficulties in securing information on the subject, by saying that up to that date he "had not been able to effect anything for schools in Texas."

The following communication shows, as far as is now possible, how great a work has since been undertaken, and the vigor with which it is prosecuted. Several valuable school-buildings had, previous to the organization of free schools, been erected by the aid of the Freedmen's Bureau, and thousands of colored people had secured some degree of elementary instruction by the aid of the Government, the charity of friends, and their own exertions.

The superintendent of public instruction of the State communicates the following general statement:

"OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION, STATE OF TEXAS,
"*Austin, October* 28, 1871.

"DEAR SIR: Your favor of the 13th instant is received.

"I regret that I am compelled to make so short and unsatisfactory a report of the schools in Texas. Until the present year we have been without any kind of an organized system.

"Numerous school laws have been passed by the different legislatures, but by far the greater part of them for the purpose chiefly of directing the bountiful school fund into other channels than that of educating the youths of Texas.

"The public free schools opened on the 4th ultimo, for the first time in the history of Texas; hence I have no report for the scholastic year ending August 31, 1871. I send you a copy of the new school law, and the rules and regulations adopted by the board of education for the government of public free schools, which contain full information relative to the manner of conducting the schools.

"As there was no superintendent for a long time previous to my appointment in April last, I found nothing, save the law passed this year by the legislature, as a nucleus upon which to organize a system. Owing to the vast territory of the State, with its poor mail facilities, I have received reports from but a small number of the supervisors, and it is impossible to give the number of school teachers and pupils in the State. I have, however, sufficient returns to know that the system promises to be a success, notwithstanding the prejudice and strong opposition of a large portion of the people.

"In the county of Travis the schools opened with 35 teachers and 1,779 pupils; and in McLennan County, with 39 teachers and 1,768 pupils.

"No school-houses have been built by the State, but preparatory steps have been taken, and by the opening of the schools for the next scholastic year it is expected a large number of houses will be completed. For the present they are rented, and generally for a nominal sum.

"I give you a few instances of the maltreatment of teachers, and burning of school-houses.

"At Brenham a lady teacher of a private school attended a political meeting of her friends, for which the patrons of her school withdrew their children.

"At Millican a teacher of a public school cast his vote for the candidate of his choice, and his school was broken up in consequence.

"A school-house near Calvert, in which was a colored school, was recently burned by unknown parties; also, a school-house in Collin County, and another in Houston County. Not long since a teacher of a colored school in Bastrop County was taken from his home at night, tied to a tree, and whipped near to death; his school-house was also burned, and a short time since another teacher was whipped in the same county.

"On the 21st instant a school-house for the colored people in Towash Hill County was burned by unknown parties, but I am informed the people have already raised the money to build another.

"It is with great difficulty that houses can be procured for the colored schools in the State, on account of the great opposition to the education of the blacks, and it has been even more difficult to find persons willing to teach such schools, as they have in all cases been ostracized from society. I am in hopes that the prejudice will die out, but fear it will not, until the people who fought to keep the colored race in slavery are made to know that the rights of the colored people will be permanently protected by the strong arm of the Government.

"The scholastic population (between six and eighteen) of this State, is about 235,000. The legislature has made an appropriation of $504,000 for school purposes, for the scholastic year ending August 31, 1872, of which appropriation the sum of $450,000 is for the support of teachers and employés. In addition to this, the levy of an ad valorem tax on all real and personal property has been authorized for the same year, from which the sum of $2,000,000 is anticipated, 'for the purpose of building school-houses and maintaining schools.'

"The permanent school fund consists of $1,457,517 railroad bonds, bearing 6 per cent. interest in gold; $61,000, 6 per cent. registered United States bonds, and $49,000 in United States 5 per cent. bonds, together with the accumulated arrears of interest due by railroads; $320,367 13, 5 per cent. State bonds; $82,168 82, 6 per cent. State bonds, the proceeds of the sale of the public domain of the State, and all sums arising from fines and forfeitures, set apart by law for school purposes. A large portion of the lands of the State has also been surveyed, and set apart for school purposes.

"The available school fund consists of interest on the securities above mentioned; one-fourth of the annual revenue derived from taxation; the 1 per cent. tax hereafter referred to, and the State annual poll-tax of $1, levied on every male person above twenty-one years of age.

"By the school law of August 13, 1870, each organized county was constituted a school district, and the county courts—composed of the five justices of the peace in each county—were, ex-officio, boards of school directors for their respective counties. They were invested with the following authority:

"1. To divide their counties into as many sub-districts as they might consider necessary.

"2. To locate school-houses.

"3. To levy an ad valorem tax on taxable property, not exceeding 1 per cent., for the purpose of building school-houses.

"4. To appoint annually at least one board of school trustees in each county.

"5. To appoint three school examiners in each county, to give certificates to teachers. The indisposition of a great majority of the county courts to take any action under this act, and the lethargic and limited efforts of the few exceptions, resulted in the passing of the act of April 24, 1871, under which a board of education is established, consisting of the governor, the attorney general, and the superintendent of public instruction, to the last of whom—with the approval of the first—is confided the appointment of thirty-five supervisors of education for the State; to each of these the management of a district is intrusted, together with the appointment of a board of school directors for each county in his district, in lieu of the county courts. But the duties of these boards are prescribed by the board of education, while the subdivision of counties into school districts, and the enforcement of all rules adopted by the board of education, rest with the supervisors. Boards of school trustees no longer exist, and examiners as well as other employés are appointed by the superintendent.

"To the objection of centralization which has been urged against this act, the answers are numerous and their force overwhelming:

"1st. The almost total inaction under the law of August 13, 1870.

"2d. The supreme law of necessity.

"3d. The certainty that a system adopted to an educated State, in which a school system had existed for years, is not suited to one, the population of which had been permitted to grow up in ignorance for thirty-five years.

"4th. The opposition to the introduction of any free-school system.

"These are only a few of the reasons that present themselves to every reflecting mind. As soon as better influences prevail, and the hearts of the people shall have been turned toward that education which they have neglected, it will be time enough to concede to a heartfelt interest an amount of local authority which has been refused to a spirit of apathy or contempt.

"Very respectfully, your obedient servant,

"J. C. DE GRESS,

"*Superintendent of Public Instruction, State of Texas.*

"Hon. JOHN EATON, Jr.,

"*Commissioner of Education, Washington, D. C.*"

Supervisors of public instruction in the State of Texas.

Number of district.	Name of supervisor.	Post-office address.		Counties composing district.
		Town.	County.	
1	W. G. Nolan	Liberty	Liberty	Liberty, Hardin, Orange, Jefferson, and Chambers.
2	Edward Finck	Weiss Bluff	Jasper	Polk, Tyler, Jasper, and Newton.
3	A. T. Monroe	Crockett	Houston	Houston, Trinity, and Angelina.
4	G. W. Lane	Larissa	Cherokee	Cherokee, Nacogdoches, and San Augustine.
5	W. M. Waddell	Carthage	Panola	Panola, Shelby, and Sabine.
6	John J. Cary	Henderson	Rusk	Rusk and Harrison.
7	W. C. Towers	Jefferson	Marion	Marion, Titus, and Davis.
8	James Walker	Paris	Lamar	Lamar, Delta, Red River, and Bowie.
9	John A. Comerford	Tyler	Smith	Smith, Rains, Wood, and Upshur.
10	J. L. Brantley	Athens	Henderson	Kaufman, Van Zandt, Henderson, and Anderson.
11	Samuel J. Galbraith	Bonham	Fannin	Fannin, Collin, Hunt, and Hopkins.
12	H. H. Ribble	Sherman	Grayson	Grayson, Cooke, Montague, Wise, Denton, Clay, Archer, Wichita, Baylor, Wilbarger, Hardeman, and Knox.
13	W. F. Carter	Weatherford	Parker	Johnson, Hook, Parker, Palo Pinto, Jack, Young, Stephens, Eastland, Callahan, Shackleford, Throckmorton, Taylor, Jones, and Haskell.
14	David Mackay	Dallas	Dallas	Dallas, Ellis, and Tarrant.
15		Brownsville	Cameron	Cameron, Hidalgo, Starr, Zapata, Encinal, Webb, and Lasalle.
16	Ed. S. Roberts	Victoria	Victoria	Victoria, Nueces, Duval, San Patricio, Refugio, and Calhoun.
17	W. S. Campion	Goliad	Goliad	Bee, Goliad, Karnes, Wilson, Live Oak, and McMullin.
18	W. H. Griffin	Galveston	Galveston	Galveston and Brazoria.
19	Erastus Carter	Houston	Harris	Harris and Montgomery.
20	H. H. Russell	Hallettsville	Lavaca	Lavaca, Jackson, Wharton, and Matagorda.
21	J. H. Baldwin, jr	Columbus	Colorado	Colorado, Austin, and Fort Bend.
22	William D. Carey	Seguin	Guadalupe	Caldwell, Guadalupe, Gonzales, and De Witt.
23	David Bell	San Antonio	Bexar	Bexar.
24	Thomas L. Buckner	Bandera	Bandera	Bandera, Medina, Uvalde, Kinney, Maverick, Zavalla, Frio, Atascosa, and Demmitt.
25		El Paso	El Paso	El Paso and Presidio.
26	J. Brodbeck	Fredericksburg	Gillespie	Gillespie, Blanco, Comal, Kendall, Kerr, Kimble, Edwards, Mason, and Menard.
27	J. N. Shafter	Austin	Travis	Travis, Bastrop, and Hays.
28	A. W. Leedom	Bryan	Brazos	Brazos, Burleson, and Milam.
29	J. G. Lieb	Brenham	Washington	Washington and Fayette.
30	J. J. Reinhardt	Navasota	Grimes	Grimes, Madison, Walker, and San Jacinto.
31		Calvert	Robertson	Robertson, Leon, and Freestone.
32	W. K. Foster	Georgetown	Williamson	Williamson, Burnet, Llano, Lampasas, San Saba, McCulloch, Concho, and Brown.
33	J. H. Townsend	Waco	McLennan	McLellan, Falls, and Limestone.
34	Sam. Houston	Belton	Bell	Bell, Coryell, Hamilton, Comanche Erath, Runnels, and Coleman.
35	Thomas Ford	Cyrus	Bosque	Bosque, Hill, and Navarro.

VERMONT.

From the annual report of the board of education for the year 1870. Hon. John H. French, secretary of the board.]

SUMMARY OF STATISTICS.

Population of the State, United States census of 1870	330,551
Number of families in the State	57,781
Number of children in the State four to eighteen years of age	78,843
Number of children attending school between four and eighteen years of age	64,149
Number of children attending school between eighteen and twenty years of age	2,161
Aggregate average attendance upon public schools	44 559
Number attending select schools	6,640
Number of different district schools	2,750
Number of select schools	229
Number of different teachers	4,239
Number of teachers who have taught before	2,880
Number that have taught before in the same district	900
Number of teachers who have taught without certificate	65
Number of teachers "boarded around"	1,275
Number of school-houses in good condition	1,601
Number of school-houses unfit for the purpose	779
Number of organized districts	2,183
Number of districts having no school during the year	79
Number of districts voting to have no school	18
Amount expended for teachers' wages, board, and fuel	$387,764 20
Total current expenses, exclusive of buildings and repairs	$416,245 52
Total expenditures for school purposes for the year	$486,407 53

SCHOOL STATISTICS.

The failure of town superintendents to comply with the law requiring them to make returns of school statistics annually, before the tenth of April, to the Secretary of the board of education, deprives the report of statistics from more than one-ninth of the entire State.

In the year 1867 the number of town superintendents who failed in this respect was 32, in 1869 the number was 25, and in 1870, 28.

GRADED SCHOOLS.

In the cities and most of the large villages of the State the schools are graded, and in many of the smaller villages districts have united to erect good buildings and establish schools with two or three departments. These schools are in session a longer time than any others in the State; the teachers in them are better, and the scholarship is better than in any of the ungraded schools, public or private. Of the 66,310 children attending the public schools of the State the past year, not less than 10,000 were in the graded schools; and of the 2,750 teachers employed in a single term about 200 were in the graded schools.

TEACHERS.

The chief obstacle to the prosperity of the schools appears to be a lack of properly qualified teachers. The work accomplished by the three normal schools is not entirely satisfactory, owing to the fact that the means for carrying these on are inadequate to the work, and in the opinion of the board it would be better economy to concentrate the three in one and thoroughly provide it with means for its work.

TEACHERS' CERTIFICATES.

There is a widespread feeling of dissatisfaction with the law in respect to the granting of teachers' certificates only after institute and normal-school examinations, a dissatisfaction which, in the opinion of the secretary, has arisen in part from the unwillingness of the committees, and, possibly, from the inability of districts to pay wages sufficient to induce teachers to qualify themselves to pass the institute examinations. From the passage of the law to this date only 181 institute certificates have been granted, and certainly not more than 150 of the holders of these are now available for service in the

school-room. It requires 2,750 teachers to supply all the schools in the State with one teacher for each school, making no allowance for changes. The normal schools have graduated only 169, and of this number not more than 150 are now engaged in or are attainable for teaching. In the institute examinations the successful applicants numbered about one-third of those who entered the examination class, which result, it is thought, does not furnish much promise of an ability to supply teachers to all the schools of the State capable of passing the desired examinations, although it is believed that there is a greater number capable of passing examinations than results have shown, but who reason thus: "I know I can obtain a certificate of the town superintendent. I may fail to obtain one at the institute. In case of my failure, many will account me incapable of teaching. I prefer certainty to the possibility of a failure, and therefore conclude to stay away from the examination at the institute." It is thought that the number of teachers reasoning thus is quite large, and they are usually the better class of teachers.

Very many of the town superintendents are clergymen or physicians, well-meaning men, and generally the most active friends of education; but, remarks the superintendent, "Too many of them act as if they reasoned in the manner of one superintendent, who was honest enough to give expression to his reasoning nearly as follows: 'Now, if I refuse a certificate to any of my parishioners, it will disaffect their parents and friends and I shall lose a part of my support. If I refuse a license to any who are not my parishioners, the people will say I am partial; hence I will license all who apply.'" From these facts it is evident that, unless some modification of the law is made this year, we shall either have the greater number of all our common schools closed, from want of teachers holding institute or normal-school certificates, or the law requiring such certificates will be ignored.

RANDOLPH NORMAL SCHOOL.

The summary of attendance for the fall term was 112; for the winter term, 76; for the spring term, 139; and for the summer term, 19; aggregate for the year, 346. The number examined during the year was 126; the number admitted, 108; and rejected, 18. The number graduated during the year was 19; number rejected, 7.

JOHNSON NORMAL SCHOOL.

The number admitted in the fall term of 1869 was 47; number admitted in the winter term of 1869–'70 was 10; admitted during the spring term of 1870 was 34; admitted during the summer term of 1870 was 7; total, 98. The number graduated in the spring term, 14; and number graduated in fall term is 13; total, 27. The number rejected at examinations for graduation, 5. There are connected with the school 133 ladies and 42 gentlemen.

The number of tuitions paid from State fund is 225; number of different pupils assisted is 120; amount of funds used, $1,267. The number of ladies connected with the school, 212; number of gentlemen, 97. Numbers are constantly increasing, and prospects for the future are very encouraging.

CASTLETON NORMAL SCHOOL.

The number of pupils registered during the first term 1869 was 8; the number during second term, 1870, was 15. Number of ladies during the year, 16; number of gentlemen, 3; total, 19. The number of pupils not accepted, 4. The number graduated, 3. Whole number of terms paid for by the State, 12. Funds received from the State, $500; amount of money appropriated, $117.

GENERAL REMARKS RESPECTING THE NORMAL SCHOOLS OF VERMONT.

It is thought that the reason why the three normal schools have not, thus far, accomplished more is chiefly, if not solely, because the State has done so little for them. Each of these schools receives from the State the pittance of $500 per year, "for the purpose of assisting such indigent young men and women, inhabitants of this State, as may desire to more perfectly qualify themselves for the office of teaching." In order to avail themselves of a portion of the limited aid furnished by the State, applicants must sign a written declaration of their poverty; and the aid which they of right should receive in consideration of the service they are to render the State, they must sue for, on the ground of poverty, and receive as a charity. Of the 894 pupils who have attended the normal schools of Vermont, only 200, thus far, have received any aid from the State. The aid given by the State should be for all, or all should be required to pay alike. Justice to our teachers and our schools demands that a liberal system of normal instruction should be provided, at the expense of the State, for the training of all "who may desire to more perfectly qualify themselves for the office of teaching." Moreover, had the limited appropriation ($1,500 per annum) all been given to one school for the past

three and one-half years, it is thought that more would have been accomplished than has been accomplished by the three schools.

ACADEMIES AND CLASSICAL SCHOOLS.

By section 113 of the revised school laws it is made "the duty of the trustees of all the academies and grammar schools which have been incorporated by the legislature of the State of Vermont to cause their principals to return to the secretary of the board of education, on or before the 1st of April in each year, true and correct answers to such statistical inquiries as may have been addressed to them by the secretary in the month of January previous." But little attention has been given to the law; no statistics of academic instructions have been returned to the secretary's office. Partial information, however, in response to a circular, was received from 85 superintendents, probably comprising nearly all the towns in which such institutions exist; and it is hoped that full and reliable reports may be obtained next year from all the institutions of this class.

VERMONT STATE TEACHERS' ASSOCIATION.

Steps toward the formation of the Vermont Teachers' Association were taken in the summer of 1848. In October, 1850, quite a number of teachers from the different parts of the State met at the court-house in Montpelier. After the preliminary business, a constitution for a State Teachers' Association was presented, and a long and somewhat heated debate arose on the question whether the object of the association should be to promote the cause of education generally—including the academies and colleges—or to confine its efforts to the public schools alone. It was finally decided that the different departments of instruction were so connected that they could not be legitimately separated; hence, the constitution of the State association comprehends the broad principle that three grades of schools are essential for the success of the whole system of education. The first regular meeting of the association was held at Waterbury, in August, 1851. The sessions were fully attended, and much interest on the general subjects was excited. All left imbued with an influence that was apparently felt throughout the State. To any one who has observed the progress of the cause of education in the State, it will be evident that no other agency has been more efficient in creating a public opinion in favor of popular education and keeping alive an interest in the same, especially in the more central portions of the State, than has the Vermont State Teachers' Association.

TEACHERS' INSTITUTES.

In accordance with the provision of an act passed at the last general assembly, institutes of five days each were held during the year in all the counties of the State. There was an effort made to form the teachers into classes as far as practicable. They were invited and urged to participate in each exercise by asking and answering questions. Those who remained through the session were usually ready and willing to participate in each exercise, and became apparently very much interested. It is thought that as much influence was extended in the last day and a half as during all the preceding part of the session.

The exercises of each institute were conducted by one gentleman and one lady, and therefore furnished less diversity of speakers and exercises than institutes held in some of the neighboring States; but the loss in this respect, it is thought, was more than counterbalanced by securing greater unity of plan and more uniform impression and influence. The secretary was fortunate in securing competent managers, thoroughly versed in institute work.

The institutes in Bennington, Rutland, Chittenden, and Franklin Counties were conducted by John H. French, LL. D., the present secretary, aided by Miss Flora T. Parsons. The institutes in Windham, Windsor, Orange, and Grand Isle Counties were conducted by Mr. James Johonnot, aided by Miss Ada Bruce, both of New York.

County teachers' institutes were first organized in the State in 1846. One of the earliest of these meetings was held at Essex Center, and lasted two weeks, the members hiring their board in the place. Over sixty teachers were enrolled. The exercises consisted of lectures on methods of instruction, and the work of the school-room, and of class illustrations and recitations. At the close of this session, the Chittenden County Teachers' Association was organized. The first meeting of the association was held at Williston, in January, 1847, the members paying for their entertainment at the hotel, and holding their first session in the bar-room, as no preparation had been made for their coming. This fact is noted merely to show the apathy then existing in the public mind upon this subject. Not only did the association pay for a notice of its intended meetings, but the publishers of the county papers, in some instances, exacted pay for printing the record of their proceedings!

At a meeting held at Milton in 1849, the following resolutions were adopted:

"*Resolved*, That the general encouragement given to irresponsible select schools in this Commonwealth is very detrimental to the prosperity of our common schools.

"*Resolved*, That more importance ought to be attached to the location, construction finish, heating, ventilation, and furniture of school-houses than it appears most of our people imagine.

"*Resolved*, That, in our opinion, teachers' associations are calculated to awaken an interest in the improvement of our common schools, and that they should be sustained.

"*Resolved*, That, in the examination and employment of teachers, especial regard should be had to their moral qualifications.

"*Resolved*, That, as members of the Chittenden County Teachers' Association, we pledge ourselves to make all the efforts in our power to elevate the standard of common-school instruction, and that we cordially extend an invitation to those teachers in this county and elsewhere who are making like efforts to unite with us in this great cause.

"*Resolved*, That we believe that our county and town superintendents may do much to advance the cause of common-school education by making the examination of teachers more rigid and thorough than they have done for years past."

These resolutions show the range of discussion, and are interesting as an illustration of the direction in which the public mind was then moving in educational reform.

Other county associations in the same State are of more recent date.

The Otter Creek Valley Teachers' Association was organized in 1869, embracing the counties of Addison, Rutland, and Bennington, and has already been the means of arousing much interest among the people.

The Washington County Teachers' Association and Lamoille County Teachers' Association were organized in 1870.

DISTRICT VERSUS TOWN SYSTEMS.

The secretary quotes at length, from his report of the previous year, fourteen reasons therein offered in favor of abolishing the district system and substituting the town system in its place, and offers twenty-four different items in good results which it is supposed will result from the change. Letters upon the subject are also submitted from town superintendents throughout the State, showing a general feeling in favor of the town or municipal system. It is remarked, finally, that the friends of progressive education demand some change in our school organization. I have received numerous communications upon this subject, in which the writers express themselves as decided friends to the town or municipal system, and urge the secretary and the board of education to recommend and work for the passage of a law for abolishing school districts.

VIRGINIA.

From the first annual report of the superintendent of public instruction, Hon. W. H. Ruffner, for the year ending August 31, 1871, it appears that his appointment to the office of superintendent was made March 2, 1870, and the new school bill became a law July 11, 1870, as the superintendent remarks, "a day which marks an epoch in the history of Virginia."

WORK OF THE BOARD OF EDUCATION.

The first work was the appointment by the board of education of county superintendents and district school trustees—about 1,400 in number. The first meeting of the board was held on the 29th of July, at which time twelve county superintendents were appointed. Before the 15th of November more than a thousand officers had been commissioned.

OPENING OF SCHOOLS.

The county superintendents organized the district boards and set them to work, and then began the examination of teachers, and the first schools were opened about the middle of November. Before the end of the scholastic year the number of schools had increased to more than 2,900, with about 130,000 pupils and more than 3,000 teachers.

In the preparation of the school law many detailed arrangements for the operation of the school system were, of necessity, omitted, and were in the law referred to the board of education for regulation. The business of the board passed through the office of the superintendent of public instruction, upon whom devolved the interpretation and execution of all the school laws and regulations. Hence the year was necessarily spent almost exclusively in the mere outward organization of the system.

STATISTICS POSTPONED.

Owing to the delay of some of the school officers in forwarding their reports, the superintendent was unable to complete statistical tables in time for insertion in his report. This short-coming on the part of these officers the superintendent is disposed to excuse in consideration of their want of experience in the exact and detailed methods of the public-school system.

SCHOOL FUNDS.

The uncertainty in regard to school revenue for the year, as to both time and amount, embarrassed the officers in determining what should be the number and location of schools and the pay of teachers. Under these circumstances the superintendent issued a circular, October 1, 1870, to county superintendents, in which he gave the opinion of the best financial authorities that the tax ordered by the legislature might reach half a million dollars; but that until the taxes came into the treasury and the school census returns were made, no authoritative apportionment of money could be made, and that it was not likely that any money would be divided before December. He thought it not wise actually to open schools on an anticipated basis of more than $350,000 of State money.

At the close of the scholastic year, August 31, the amount that had been apportioned among the counties for paying teachers was $345,517; and the total amount of school-tax of 1870, which had been placed to the credit of the board of education, was $362,000.

While in some counties the State funds apportioned were not all employed, in others they were insufficient, and were made up from three sources, namely: individual subscriptions, county taxation, and the Peabody fund.

The superintendent says: "The total amount which was raised during the year for district purposes can be stated only approximately, because of the various and irregular means by which the school accommodations and appliances were obtained. The money which passed through the hands of the district officers for these purposes gives no adequate notion of what was actually done. School-houses were often obtained free of charge, and a variety of services rendered, of which no account was taken The accommodations furnished in most cases were by no means satisfactory, but were as good as could have been expected the first year. Suitable buildings and improved furniture and apparatus are very much needed, and are indispensable for proper and highly successful instruction; but these can only be supplied gradually. The people, however, will not rest until the school-house becomes the delight of the children and the pride of the community."

The vote taken in May, in the school districts, for raising funds for district purposes by taxation, resulted favorably all over the State, with few exceptions.

COUNTY VOTES.

In May the sense of the voters was taken, according to law, in every county of the State, except Warwick, as to raising additional sums by taxation for paying teachers, and in some counties for adding to the pay of the county superintendent; the proceeds to be used during the years 1871 and 1872. The rates of taxation proposed varied, but in no case exceeded the amount expected from the State funds. These questions were carried in 73 counties and lost in 25. According to the census of 1870, the aggregate population of the counties in which the vote was carried and lost, respectively, was 841,584 and 238,105. In very few of the counties was the proposed tax defeated from opposition to public free schools.

THE SCHOOLS.

These had to be set agoing with the material existing, which was not always such as should have been used. The sudden multiplication of schools beyond anything before known in the State created a demand for good teachers beyond the supply. To meet the demand, the county superintendents were compelled to lower the standard of qualification. On the whole, though not entirely satisfactory, the schools were fair, and better than could have been expected for an average pay to teachers of $30 a month.

The female teachers employed are represented as equal, and by some as superior, to males, for elementary instruction. The reverses which had befallen many of the most cultivated people in the State were incidentally converted into blessings to the children, by furnishing a large number of accomplished teachers. Besides these, a large proportion of the best private teachers of primary schools passed into the public schools.

The school-houses being so poor and so deficient in furniture and apparatus, the schools could scarcely be expected to give satisfaction under any kind of teachers. A number of graded schools were carried on during the year. The agent of the Peabody fund rendered aid only to graded schools.

Teachers' institutes were held in several counties, and were very useful.

COLORED SCHOOLS.

It is believed by the superintendent that the school officers have endeavored to execute the law impartially and faithfully in arrangements for colored schools. The chief reason for the disparity in the relative number of white and colored schools was the difficulty, and often the impossibility, of finding qualified teachers for the colored schools. "This difficulty will soon be overcome. Juster views concerning the honorable character of the work of educating the colored people are becoming more prevalent every day. Many of the teachers of colored schools during the past year were persons of the highest social standing."

NORFOLK, PETERSBURG, AND RICHMOND.

The schools in these cities were established in advance of the State system, although now incorporated with it. Public schools were established in Norfolk in 1850 by the city council. The city was divided into four districts; a superintendent of schools and a board of school commissioners appointed. A tax of $4 on every white male inhabitant, over twenty-one, was levied.

There were colored schools in Norfolk in 1870, under the management of white and colored commissioners, two of each, and a colored superintendent. In 1871, the council passed an ordinance providing for one public colored school in each ward, to be under the same commissioners and superintendent as the white schools. During the year there were 16 teachers and 865 pupils, white and colored. The sum of $11,472 76 was expended for schools by the city, and $1,000 was paid by Dr. Sears. The school-houses are in good condition and the instruction thorough. The people are awake to their interests, and ready for improvements. W. W. Lamb, esq., ex-mayor of the city, is superintendent.

In Petersburg free schools had been opened before the war, but the general system was founded in 1868. The report of the second year shows an enrollment of 2,616 pupils. The last report gives the number enrolled as 2,760. From the first the public schools of the city have shown the effect of being under the management of an intelligent and active school board, and they have constantly progressed in excellence. S. H. Owens, esq., is the city school superintendent.

In Richmond the plan of public education was inaugurated in April, 1869, and a board of education of five members appointed. An appropriation of $15,000 was made, and additional aid was furnished by northern educational societies, the Freedmen's Bureau, and Dr. Sears, as the agent of the Peabody fund. Fifty-two schools were opened, with an enrollment of 2,400 scholars, under the superintendence of A. Washburne, esq. At the close of the session of 1869–'70 the city took entire control of the schools for both white and colored. J. H. Binford, esq., was elected superintendent, a new board, of 10 members, was appointed, and the council appropriated $42,625 for the current expenses of the next year. In addition, an appropriation of $100,000, in 8 per

cent. educational bonds, was made for the erection of suitable school-buildings. The growth and prosperity of the schools for 1870–'71 was very great. The number of schools was 73, with an average enrollment of 3,300. The cost of tuition per scholar was $13 58. The percentage of attendance was never below 86, and sometimes reached 97 per cent.

In April the schools of the city were made a part of the State system. The school board was reorganized, consisting now of 9 members, and the mayor of the city is *ex-officio* president of the board.

The schools are graded, being divided into primary, (six grades,) and grammar, (four grades,) with an advanced grammar and high-school grade. German is to be taught in the grammar schools. The progressive public spirit of the board is shown, as in Norfolk, by sending the superintendent to visit other cities and gather information in reference to advanced methods of instruction and discipline. He also holds weekly teachers' meetings. Every effort is made, by all connected with these schools, to make them the pride and glory of the city and State.

STATISTICS OF SCHOOL ATTENDANCE.

As far as received the following figures show the number in the schools for 1870–'71:

Number enrolled in 93 counties, including cities	125,389
Estimated number for 6 counties not reported	5,080
Total enrolled in public schools	130,469
Number in private schools in 94 counties	26,103
Estimated number in 5 counties not reported	1,269
Total number in schools of all grades	157,841

The superintendent presents the following interesting summary:

Below will be found a statement of the percentage of school attendance at the different dates, and according to different exhibits. It may be assumed that in the years 1850 and 1860 the school attendance was entirely from the white population. In 1870, from 8,000 to 12,000 of those attending school were from the colored population; and in 1870–'71 there were 39,000 colored pupils in the schools.

Total number attending schools, public and private, in 1871	157,841
Percentage of attendance on the population	13
According to reports of the school officers, the number attending schools in 1870, was	50,775
Percentage of attendance on the whole population	4.15
Percentage of attendance on white population	7.13
According to the United States census report, the number of pupils in colleges, public schools, academies, and other schools, in 1870, was	58,974
Percentage of attendance on white population	8.28
Percentage of attendance on whole population	4.81
The number attending schools in 1870, reported by families—	
Whites	59,792
Colored	11,079
Total	70,871
Percentage of white attendance	8.39
Percentage of colored attendance	2.16
Percentage of white and colored	5.78
The number of pupils in colleges, schools, and academies, in 1860, was	67,024
Percentage of attendance on white population	9.69
Percentage of attendance on whole population	5.50
Number attending schools as reported by families, in 1860, was	102,330
Percentage of attendance on white population	14.79
Percentage of attendance on whole population	8.39
Number in colleges, schools, and academies, in 1850	51,808
Percentage of attendance on white population	8.41
Percentage of attendance on whole population	4.63
Number attending school as returned by families	71,563
Percentage of attendance on white population	11.61
Percentage of attendance on whole population	6.40

ILLITERACY.

Number of whites over twenty-one who cannot write, in 1870	67,997
Number of colored over twenty-one who cannot write, in 1870	207,595
Total	275,592
Percentage of illiteracy on population	22.5

Estimated number of whites over twenty who cannot read and write, in 1860.	48,915
Estimated number of colored over twenty who cannot read and write, in 1860.	208,000
Total	256,915
Percentage of whole population	21
Number of whites over twenty who cannot read and write, in 1850	51,706
Estimated number of colored over twenty who cannot read and write	200,000
Total	251,706
Percentage of whole population who cannot read and write	22.5

It will be observed that for twenty years previous to the war there was some gaining on the illiteracy in the State, but the decade from 1860 to 1870 shows a fearful reverse in our educational movement.

THE COST OF A FULL SUPPLY OF SCHOOLS FOR THE STATE.

Under this head the superintendent makes an estimate, as nearly as possible, upon the basis of 4,800 schools for the State, placing the cost of tuition only at $720,000 in round numbers, while the cost of school-houses and other incidentals must be added. If all the schools required should be as well attended as those at present established, the enrollment would reach 215,000, or about one-sixth of the whole population. He says: "The applicability of the public-school system even to our sparsely populated State has already been demonstrated, as well as its comparative economy. But as population thickens, the relative cost will be constantly diminished. With us it is emphatically the first step that costs."

THE PEABODY DONATION.

"During the last year about $25,000 from this fund were expended in the State, in connection with the State and city school systems.

"Besides the value of these judiciously distributed appropriations, great good has been done to the cause of education by the private counsel and public addresses of the general agent."

COUNTY SUPERINTENDENTS.

County.	Name.	Post-office.
Accomack	James C. Weaver	Onancock.
Albemarle	D. P. Powers	Scottsville.
Alexandria	Richard L. Carne	Alexandria.
Alleghany and Craig	Robert L. Parrish	Covington.
Amelia	H. T. Darnall	Amelia C. H.
Amherst	W. B. Henley	Amherst C. H.
Appomattox	Chapman H. Chilton	Spout Spring.
Augusta	J. E. Guy	Staunton.
Bath and Highland	J. Kenney Campbell	Spruce Hill, Highland Co.
Bedford	Sidney L. Dunton	Liberty.
Bland	William Hicks	Bland C. H.
Botetourt	G. Gray	Fincastle.
Brunswick	Alexander Mallory	Smoky Ordinary.
Buchanan and Wise	William Wolfe	Big Stone Gap, Wise Co.
Buckingham	William M. Perkins	Buckingham C. H.
Campbell	A. F. Biggers	Lynchburg.
Caroline	Thomas R. Dew	Rappahannock Academy.
Carroll	D. B. Brown	Hillsville.
Charles City and New Kent	James A. Waddell	Box 245, Richmond.
Charlotte	William W. Read	Charlotte C. H.
Chesterfield	B. A. Hancock	Midlothian.
Clarke	Jarvis Jennings	White Post.
Culpeper	Robert E. Utterback	Jeffersonton.
Cumberland	Richard P. Walton	Cartersville.
Dinwiddie	Roger P. Atkinson	Dinwiddie C. H.
Elizabeth City and Warwick	George M. Peck	Hampton, Elizabeth City County.
Essex	J. G. Cannon	Tappahannock.
Fairfax	D. McC. Chichester	Fairfax C. H.
Fauquier	William A. Cave	Salem.
Floyd	C. M. Stigleman	Floyd C. H.
Fluvanna	James O. Shepherd	Palmyra.

County.	Name.	Post-office.
Franklin	Thomas H. Bernard	Rocky Mount.
Frederick	A. Magill Smith	Winchester.
Giles	J. B. Peck	Pearlsburg.
Gloucester	William E. Wiatt	Gloucester C. H.
Goochland	O. W. Kean	Northside.
Grayson	Fielding R. Cornet	Elk Creek.
Greene and Madison	William A. Hill	Rapid Ann Station, Culpeper County.
Greensville and Sussex	John K. Mason	Hicksford, Greensville Co.
Halifax	Henry E. Coleman	South Boston.
Hanover	J. B. Brown	Negrofoot.
Henrico	J. N. Powell	Richmond.
Henry	G. T. Griggs	Martinsville.
Isle of Wight	E. M. Morrison	Smithfield.
James City and York	James H. Allen	Burnt Ordinary.
King & Queen and Middlesex	J. Mason Evans	Church View, Middlesex County.
King George and Stafford	Addison Borst	Fredericksburg.
King William	R. L. Williams	King William C. H.
Lancaster and Northumberland	A. T. Crallé	Heathsville, Northumberland County.
Lee	William A. Taylor	Jonesville.
Loudoun	John W. Wildman	Leesburg.
Louisa	L. J. Haley	Harris's.
Lunenburg	Robert M. Williams	Lunenburg C. H.
Matthews	Vacancy	Matthews C. H.
Mecklenburg	Edward L. Baptist	Christiansville.
Montgomery	George G. Junkin	Christiansburg.
Nansemond	R. L. Brewer, (acting)	Churchland, Norfolk Co.
Nelson	Patrick H. Cabell	Variety Mills.
Norfolk	John T. West	Lake Drummond.
Norfolk City	W. W. Lamb, (acting)	Norfolk.
Northampton	J. S. Parker	Eastville.
Nottoway	Thomas W. Sydnor	Blacks and Whites.
Orange	Jaq. P. Taliaferro	Orange C. H.
Page and Warren	Martin P. Marshall	Front Royal, Warren Co.
Patrick	A. Staples	Patrick C. H.
Petersburg City	S. H. Owens	Petersburg.
Pittsylvania	George W. Dame	Danville.
Portsmouth City	J. F. Crocker	Portsmouth.
Powhatan	P. S. Dance	Powhatan C. H.
Prince Edward	B. M. Smith	Hampden Sidney.
Prince George and Surry	M. W. Raney	Prince George C. H.
Princess Anne	Edgar B. Macon	London Bridge.
Prince William	W. W. Thornton, (acting)	Brentsville.
Pulaski	J. G. Cecil	Newbern.
Rappahannock	Henry Turner	Woodville.
Richmond and Westmoreland	W. W. Walker	Oldham's Cross Roads, Westmoreland County.
Richmond City	J. H. Bisford	Richmond.
Roanoke	L. R. Holland	Salem.
Rockbridge	J. L. Campbell	Lexington.
Rockingham	George W. Holland	Harrisonburg.
Russell	E. D. Miller	New Garden.
Scott	George H. Kendrich	Point Truth.
Shenandoah	John H. Grabill	Woodstock.
Smyth	D. C. Miller	Seven-Mile Ford.
Southampton	James F. Bryant	Franklin Depot.
Spottsylvania	John Howison	Fredericksburg.
Tazewell	Jonathan Lyons	Tazewell C. H.
Washington	A. L. Hogshead	Abingdon.
Wythe	James D. Thomas	Wytheville.

WEST VIRGINIA.

Number of schools taught	2,357
Number of school-houses in the State	2,113
Number between the ages of six and twenty-one	162,432
Number attending school	87,330
Daily average of attendance	55,083
Number of male teachers employed	1,764
Number of female teachers employed	641
Number of certificates granted to teachers	2,303
Value of school property	$1,057,473 94
Amount expended for school property, (underestimated)	$207,237 60
Amount received for schools, (incomplete)	$565,207 99
Amount expended for schools, (incomplete)	$262,891 77
Number of white male children enrolled	78,471
Number of white female children enrolled	71,289
Number of colored male children enrolled	2,536
Number of colored female children enrolled	2,300
General average of age of pupils	11.69
Average salary male teachers, per month	$36 80
Average salary female teachers, per month	$31 71
General average of salaries, per month	$31 79

On the 2d of January, 1871, the Hon. A. D. Williams, then general superintendent of free schools, presented the seventh annual report to the legislature of West Virginia, being a summary of State educational matters for the year 1870.

NUMBER AND CHARACTER OF SCHOOL-HOUSES.

The number of school-houses reported for the State is 2,113, being an increase of 495 over those reported in 1869, or more than 30 per cent. Of these 1,104 are frame, 17 stone, 68 brick, and 904 are log. Of the increase, 188 are frame, 7 are stone, 10 are brick, and 290 are log. This greater increase of log-houses indicates that the system is gaining foot-hold in the back counties, where heretofore the erection of log school-houses had been strongly opposed.

VALUE OF SCHOOL PROPERTY.

The whole amount reported as invested in school-houses, lands, and other school property is $1,057,473 94, being an increase of $98,481 39 over 1869. The amount expended for school property during 1870 was $207,237 66. But Superintendent Williams believes that owing to the failure of several counties to report, this amount is underestimated, and would reach nearly $1,500,000, which creditably represents the accumulation of school property of seven years in a young and sparsely-settled State. The amount reported as expended for current expenses of schools is alleged to be very imperfect, owing to the failure of county superintendents to report the salary of teachers on their blank returns.

SCHOOL ATTENDANCE.

The number of children attending school has increased within a year from 73,310 to 87,330, being a gain of 14,020, or nearly 20 per cent. The daily average of attendance has increased from 39,363 to 55,083, being a gain of 15,720, or nearly 40 per cent. This increase of the daily average of attendance is looked upon as one of the most gratifying and promising results of the year's school history.

ENUMERATION OF POPULATION OF SCHOOL AGE.

The whole number of children of school age in the State, between the ages of six and twenty-one, is reported at 162,432, an increase of 11,483 over 1869. Superintendent Williams complains, however, that many county trustees, notwithstanding ample time was given therefor, failed to report, and in consequence, several counties did not receive so large a proportion of the State school moneys as they otherwise would have done.

INCREASE IN BRANCHES OF STUDIES.

The statistics of the branches studied in the schools show an increase of 20 per cent. in orthography, 30 per cent. in reading, 35 per cent. in writing, 5½ per cent. in arithmetic, 30 per cent. in geography, 26 per cent. in grammar, and 64 per cent. in algebra. The low percentage reported in arithmetic is charged to error of returns, as to the num-

ber of pupils studying the branch, that being in fact one of the commonest studies, pursued often too exclusively. It is claimed that, considering the fact that the larger part of the increase of pupils is of the younger and primary class, this increased percentage of students, in the more advanced studies, is indicative of a gradual and gratifying elevation of scholarship in the public schools.

INCREASE OF SCHOOL-MONTHS AND TEACHERS.

The increase in number of months in which schools were taught is reported at 1792.22 more months than in 1869, and 222 more teachers have been employed. Of the latter increase 94 are males and 128 females, which, it is asserted, shows that the worth of women as teachers is more highly appreciated. Superintendent Williams urges that for teaching primary pupils, and as assistants in higher departments, the female teacher, other things being equal, is actually preferable.

TEXT-BOOKS.

Some of the best books, which seemed to be failures on their first introduction, proved, upon use by teachers and pupils, to be meritorious. Others, that promised everything at the outset, practically failed in the end. Hence a change in some of the text-books has been earnestly recommended to the legislature, while upon others a diversity of opinion exists.

SCHOOL-HOUSES.

In most parts of the State the school-houses are superior to the average of dwellings. They are neat and tasteful, presenting a grateful appearance to the passer-by. Their location is usually well selected, and they are often inclosed with a very pretty fence, and supplied with the necessary fixtures. Not unfrequently they are cosily nestled in some pleasant grove, on a gentle elevation, and mark an era of progress in the conception and tastes of the people. Superintendent Williams asserts that the county school-houses of West Virginia are in advance of those of sister States whose school systems are much older. Elegant school edifices have been erected in Charleston, the capital, Moorefield, and Grafton, and the university at Morgantown is especially commended as an excellent and handsome structure. An engraving of the new Fourth Ward school, in process of erection at Wheeling, is appended to the superintendent's report, and is considered a model of school architecture.

NORMAL SCHOOLS.

The superintendent calls attention to the importance of better establishment and maintenance of normal schools throughout the State. The editors of newspapers are credited with having manifested great interest in promoting this and other school interests, and their efforts have resulted in largely increasing the number of students and in attracting more attention to the importance of normal schools. A still greater effort, it is urged, should be put forth to induce young teachers to attend these schools, as a much larger number might be accommodated, and the instruction imparted would be of great value to the teachers and their schools.

Four students, three gentlemen and one lady, graduated in June, 1870, in the elementary course, at Marshall College. This was the graduation of the first normal class in the State, and one of them remains at the college to graduate in the higher course, one is successfully teaching in the college, and the other two are teaching with credit elsewhere.

GRADED SCHOOLS.

Most of the school resources have hitherto been expended in providing the common district schools, and Superintendent Williams calls attention to the fact that more attention should be given to the establishment of higher and graded schools in the country towns and larger villages. While some of these towns and villages have graded schools, others have none, and most of those in existence might be considerably improved. The need is felt for schools of a higher grade, where the more advanced studies can be advantageously taught, and hence the benefit of a thorough classification and gradation afforded. The school system can supply them, and is supplying them wherever fully in operation. The superintendent urges that they save in avoiding the expense incident to sending children abroad for education, keep money and enterprise at home, and incite many more to secure the benefits of a more advanced education, besides being an ornament and attraction to the town. They also exert a healthy and stimulating effect upon the county schools, promoting a general interest in educational and literary pursuits. The superintendent, however, states that a provision in the law, requiring that each district in a township shall have school for the same period in the

year, operates disadvantageously to the establishment of graded schools, and while this provision is salutary, it ought to be waived as well in the case of graded schools as for high schools and independent districts.

THE PEABODY FUND.

Through Dr. Sears, the general agent, the Peabody fund has rendered very efficient aid to the school interest. Donations of $500 each have been made to the normal department of the State University, the normal school at Fairmount, and the normal school of Marshall College. In addition, it has aided most of the larger and graded schools of the State, outside of the city of Wheeling, in sums varying from $300 to $1,000, the aggregate amount expended being nearly $18,000. This aid has constituted a very material feature in the efficiency and success of the school system, and the funds have been very judiciously appropriated at points where the largest and most permanent results can be obtained. Another praiseworthy effect has been accomplished in disarming prejudice and abating opposition to the school system, opening the eyes of many to the correctness of its theory and the economy of its practice.

INSTITUTES.

Considerable attention has been given to "institute" work, the benefits and purposes of which were comparatively unknown to teachers and county superintendents. It is urged with force and truth that "a school cannot be better than its teacher," and hence, to secure training, experience, and culture to such teachers as have not attended normal schools, and are otherwise inexperienced, the agency of the "institute" has commended itself so strongly, by the practical results of its operation, that it has been adopted everywhere, wherever an efficient school system is in operation.

In order to perfect such teachers in their manifold duties and obligations, and in stimulating them to efficiency and enthusiasm, and thus impart vitality to the school system, a vigorous campaign of "institutes" was determined upon, and, failing of State aid, Dr. Sears, the general agent of the Peabody fund, generously contributed the sum of $1,000 to meet expenses. Superintendent Williams acknowledges his obligations for aid in this work to Hon. E. E. White, editor of the Ohio Educational Monthly; Superintendent William Mitchell, of Columbus, Ohio; Professor McLaughlin, of Ohio; President Andrews, of Marietta College; Professor Woodruff, of Pennsylvania; and Professor Kidd, elocutionist. Professors Thompson, Gilchrist and Colegrove, and Superintendents Gould and Lininger, and Miss Ellen E. Hain, all of West Virginia, are commended as having contributed efficient and valuable services in "institute" work.

"Institutes" have been held at various times during the scholastic year in Parkersburg, Buckhannon, Phillippi, Fetterman, Moundsville, Lewisburg, Harrisville, Kingwood, French Creek, North Martinsville, Boone Court-House, Peytona, Charleston, Ravenswood, Point Pleasant, Harper's Ferry, Martinsburgh, Fairmont, Weston, Ciderville, Romney, Grantsville, Middlebourne, and Morgantown. No expense was incurred to the State for this purpose, other than providing help in the superintendent's office during his necessary absence, and cost of traveling, which was lessened by courtesies of the Baltimore and Ohio Railroad and steamboats plying on the rivers. Great good has resulted from this work, and Superintendent Williams has been highly commended for his labors in their specialty of education.

SCHOOL JOURNALS.

Appreciating the value of a vigorous and judicious school journal, not having any of their own, and lacking the resources to establish one, the Ohio Educational Monthly, an able and earnest periodical, was furnished to such teachers as desired it, at only 75 cents a year. This benefit was conferred through the interest of Dr. Sears, who contributed from the Peabody fund the necessary aid. As some of the States furnish copies of school journals to each township board, Superintendent Williams urges that the State of West Virginia could contribute to no better purpose than by appropriating $1,200 annually for copies of school journals to be furnished to each member of township boards.

ABUSES CORRECTED.

Early attention was given to abuses by which some of the school money was diverted from its intended purpose, the most notable of which was the practice of many township boards voting themselves compensation for their services. In most cases, this was done by the less faithful and inefficient boards. This proceeding was without authority of law, inasmuch as the State requested these boards to serve without compensation, and having accepted the trust, they were bound by its terms. A circular was issued directing how a stop might be put to such proceedings and asking restitution. In most cases restitution was made, and the abuse almost entirely corrected. It was also found

that in some townships there was gross neglect in settling with treasurers. In many cases settlements were omitted from year to year, and several treasurers were in default from $500 to $1,500 each. But these defalcations have mostly been secured, either from the parties or their securities. By the action of the State school department in the two items mentioned, a large sum has been saved to the State. Attention has been given to instructing county superintendents and township officers how to keep their books and accounts, with gratifying results.

ABUSES UNCORRECTED.

It appears that there is a very wide discrepancy between the amount of taxes levied and taxes collected. While it is true a tax-levy can never be entirely collected, the discrepancy is greater than can be reasonably accounted for. The law is doubtless deficient in not providing an effective power of distraint, and in not holding the collecting officer to strict accountability. Another abuse alleged to require correction is the lack of sufficient practical checks against peculation and fraud on the part of school officers. Forming and maintaining a better public sentiment, which will sustain the action of the law in punishing these crimes, is suggested as the proper corrective for this abuse.

PAY OF SCHOOL OFFICERS.

An ambiguity and consequent misunderstanding exists in regard to the compensation of county superintendents, some thinking they are entitled to the fees received for examining teachers, and others the reverse; this in addition to their *per diem*. The superintendent is of opinion that the fee of $1 is too high, and in any event should not inure to the benefit of the county superintendents, but should be used in sustaining institutes in the counties where received. School boards also clamor for compensation, and are sustained by county superintendents in the claim. The State superintendent rebukes this feeling severely, and urges with reason and justice, that the amount paid to these boards would take from the school fund enough money to sustain seven four-month-schools in the back counties, where they are so much needed; that States having the best systems require township officers to serve without moneyed compensation, so that there is no other subsidiary feature of the American school system more universal than this, and that the people of the State of West Virginia would hardly wish to brand themselves as being deficient in public spirit and philanthropy.

WHEELING SCHOOL DISTRICT.

F. S. Williams, superintendent.

The townships of Washington, Madison, Clay, Union, Centre, and Webster constitute one school district, known as the school district of Wheeling. Each township of the district of Wheeling is a sub-district, and is known by the name of its township. The highest or most advanced departments of those schools, known formerly as ward schools, are called grammar schools, and each receives the name of the sub-district in which it is located. They are as follows: Washington grammar school; Madison grammar school; Clay grammar school; Union grammar school; Centre grammar school; Webster grammar school.

All subordinate departments of each of the schools constitute a primary school, and each is known by the name of its sub-district, as is the case in the grammar schools.

NO HIGH SCHOOL.

There is no high school, and, until it is established, in addition to the common English branches, history, anatomy, physiology, natural philosophy, chemistry, botany, algebra, geometry, and science of government, are taught in the grammar schools, subject, however, to the wishes of parents, as to the commencement of such studies, which if commenced are required to be continued, unless excused by the principal.

THE SCHOLASTIC YEAR.

The regular scholastic year commences on the first Monday in September, and closes on the last Friday in June. Vacations are granted for Christmas week, during the week including the 1st day of April, on all days of fasting and thanksgiving, and on such other days as the school commissioners may from time to time direct.

THE BOARD OF EDUCATION.

The board of education consists of John H. Hall, president; Jacob M. Bickel, clerk; F. S. Williams, superintendent of schools, and sixteen members. Regular meetings of

the board of education are held on the third Thursday of every month, and the regular meetings of the teachers' association on the second Saturday of each month. The regular annual examination of teachers takes place in July or August, and special examinations are held only when necessary to fill vacancies.

NUMBER OF CHILDREN—RECEIPTS AND EXPENDITURES.

Population of school age in district, between the ages of six and twenty-one years	6,675
Average number of pupils	2,275
Average of daily attendance	2,030
Total receipts for buildings	$28,179 60
Total receipts for schools	$28,543 07
Total expenditures for buildings	$24,134 98
Total expenditures for schools	$33,746 11

The total number of teachers employed is 58, of which 11 are males and 47 females, including one female and three male teachers of German. The average salary paid to male teachers is $937 75, and $376 58 to females.

GERMAN SCHOOLS.

The German language is taught in every school, the study being optional in the higher classes. The four German teachers devote an hour to each school for three days of the week. There have been schools connected with every German church, but upon the introduction of the study of that language in the public schools many of them were discontinued, and the number of pupils now attending them is only about 300.

CATHOLIC SCHOOLS.

About 1,000 pupils are in attendance upon Catholic schools of a low grade. The fees for tuition are so small that the poorest can afford to pay them. About 100 students attend the schools of higher grade.

COLORED SCHOOLS.

The colored population is about 400, and one colored school is maintained under the auspices of the school board, with an average attendance of 75 scholars.

ENDOWED ACADEMY.

There is one endowed academy for boys, which, however, is not very prosperous. The trustees have endeavored, unsuccessfully, to transfer it to the board of education for a high school. The building was used once as the capitol, when Wheeling was the capital of the State.

WHEELING FEMALE COLLEGE.

This is a chartered institution and is in a flourishing condition, having now 158 students in attendance. The president is Rev. William H. Morton, A. M., an enthusiast in educational affairs, and who conducts the institution with vigor and credit, with 12 assistants, under the auspices of a board of directors and an executive committee. The edifice is well adapted to its use, is in good condition, finely situated, and well provided with chemical and philosophical apparatus. Sixty students board in the college building, and the others reside mainly in the city of Wheeling. The institution confers the degree of "Mistress of Literature," and, to those who complete the required course, bestows a degree in the arts. It is unsectarian, has a normal department, and has done good work in furnishing a large number of lady teachers for the State, some standing very high in their profession.

PUBLIC SENTIMENT.

The feeling is very decidedly in favor of the public-school system. Persons of all classes send their children to the public schools, and no private schools for boys, and but two for girls, exist, except the Catholic and German schools. The Catholics have petitioned for a division of the school fund, but the general opinion prevails that the matter will be properly and satisfactorily disposed of without difficulty or discussion in educational or sectarian circles.

PARKERSBURG.

There are three district graded schools in Parkersburg, each with a male principal, two with three female assistants, and one with six. There is an independent un-

graded school, in addition to these, under the auspices of the Catholic faith. There is also a school for colored children, and about 850 pupils attend the public schools. The school board have used every endeavor to promote the interests of the free-school system, and have recently erected a fine two-story brick edifice capable of accommodating 350 scholars. The average cost of tuition for ten months was $9 93 per capita. In Wood County there have been erected, within six years, no less than 76 good frame and two brick school-houses.

CLARKSBURG.

In Clarksburg there is maintained one graded school, instructing about 250 pupils, and a once flourishing academy barely exists now. A Catholic seminary will soon be established, which, it is thought, will furnish secondary instruction to the young ladies of that section, of all religious denominations.

FAIRMONT.

The schools at Fairmont are all under the supervision of Professor Blair, of the normal school. They consist of a number of classes in one graded school, with normal, academic, grammar, and primary departments. The normal class is not in a very flourishing condition, having only between 15 and 20 students. The academic class is about the same size, consisting of free scholars sufficiently advanced, and of children living outside the district who pay for tuition. All the classes are in the same building and comprise about 300 pupils.

MORGANTOWN.

Morgantown contains about 1,500 inhabitants, and is the seat of the West Virginia University. There are 370 children of school age enrolled, 225 of whom attend the public school, a considerable number being in the preparatory department of the West Virginia University. There is one graded school, with one male and four female teachers. There is also a female seminary conducted by Mrs. J. R. Moore, principal, and four lady assistants, educating about 50 pupils. It is unsectarian, and, although unincorporated, has been granted the privilege of conferring degrees. This privilege, however, has not been exercised.

WEST VIRGINIA UNIVERSITY.

The United States Government endowed this university with land scrip, which realized $100,000 in currency bonds. The citizens of Morgantown offered $50,000 additional in lands, buildings, and money to secure the location of the university, which being accepted, the university commenced operations about three years since with 40 students. One of the buildings was an old academy, which is now used as a drill-room and boarding-house. The State gave about $53,000 additional endowment, and a fine building of imposing external appearance has been erected at a cost of $50,000—the grounds, comprising nearly 30 acres, well situated on the river bank and adjacent hill-slopes.

The board of regents consists of T. H. Logan, Hon. F. H. Pierpont, George M. Hagans, Samuel Billingsley, Hon. A. J. Boreman, J. Loomis Gould, W. W. Harper, J. S. Wilkinson, Samuel Young, James Carskadon, and G. W. Beltzhoover. T. H. Logan is president; Colonel James Evans, treasurer; and George C. Sturgiss, secretary. The Rev. Alexander Martin, D. D., is president of the faculty, assisted by six professors, among whom is Brevet Captain H. H. Pierce, U. S. Army, professor of mathematics and military science. There are two tutors in the preparatory department, one secretary of the faculty; a superintendent of grounds and buildings, a librarian and assistant, and a teacher of elocution. H. W. Brock, M. D., lectures on physiology and hygiene, and the Hon. John A. Dille on civil and constitutional law.

THE MILITARY DEPARTMENT.

The military department consists of Captain Pierce, commandant, with two staff officers and three commissioned officers, all selected from the cadets. There is a drum corps, cadet corps, university corps, and volunteer labor corps, in addition to the normal class.

CLASSES.

This year there are 4 seniors, 15 juniors, 18 sophomores, and 24 freshmen, and, comprising all the departments, there are more than 200 students.

THE NORMAL DEPARTMENT.

Though started originally as an agricultural college, this department has not been fairly organized. The normal department is, and has been from the first, in good

working order, and a number of the students of the collegiate department are fitting themselves to teach. Leaves of absence have been granted to 15 normal students, in order that they may take charge of country schools until spring. The normal class now consists of 25 members, but it is anticipated will largely increase the coming year.

GENERAL FEATURES OF THE UNIVERSITY.

In the preparatory department, the tuition fee is $5 for a term of thirteen weeks; in other departments, $8; and $1 each from the former and $2 each from the latter class as a contingent fee. Two cadets may be appointed by each regent, free of charge for tuition, books, and stationery. Boarding varies from $3 to $4 per week. The volunteer labor corps work an hour or two a day in improving the grounds, and are paid a remuneration therefor. The sum of $25 is awarded as a prize for the best essay upon a given subject, and $15 as a prize for the best declaimer, these prizes being distributed after public competition by a committee of citizens appointed by the faculty.

The annual prize of $100, the munificent gift of General G. W. Brown, of Grafton, is awarded for superiority in essay, oration, declamation, and debate. Donations of books, mineralogical, geological, and conchological curiosities, Indian relics, and alcoholic specimens of animals are earnestly solicited, to add to the valuable collection already obtained. The university is in possession of apparatus requisite for thorough illustration of chemistry and physics.

WEST LIBERTY STATE NORMAL SCHOOL.

The board of regents of the West Liberty State Normal School consists of the Hon. C. S. Lewis, (the present State superintendent, and successor of the Hon. A. D. Williams,) president; John Bassett, secretary; Hon. E. A. Bennett, State auditor; Hon. J. M. Phelps, secretary of state; and Hon. J. S. Burdette, State treasurer. The faculty consists of F. H. Crago, principal, with one gentleman and two lady assistants. In the normal department there were, during the past academic year, 46 gentlemen and 36 lady students; in the music department 29 pupils and 15 not otherwise connected with the school, being a total of 97 in all departments. There are now 40 students at this school, 30 of whom are State pupils. There will be an increase of students after the Christmas holidays.

MARSHALL COLLEGE NORMAL SCHOOL.

No catalogue or official report of this school has been received. From private sources, it has been ascertained that this is well located and flourishing; it is situated near Guyandotte, and draws its students from along the Ohio River, and the comparatively populous valley of the Kanawha. Originally Marshall College was the seat of learning, but latterly fell into decay. For this reason it was selected as a site for a normal school, and a fine building has been erected for that purpose.

BETHANY COLLEGE,

situated in Brooke County, seven miles from the Ohio River, and sixteen miles north of Wheeling, is presided over by Professor W. K. Pendleton, aided by five other professors, one tutor, one assistant in the laboratory, one curator of the museum, and a librarian. The catalogue for the thirtieth session, ending June 15, 1871, shows 15 seniors, 11 juniors, 16 sophomores, and 22 freshmen in the classical course. In the scientific course there are 2 seniors, 4 juniors, 2 sophomores, and 22 freshmen, which, with 13 students in special and partial courses, make a total of 107 students.

NUMBER OF STUDENTS FROM STATES.

The number of students from Ohio is 29; Pennsylvania, 21; West Virginia, 20; Virginia, 8; Kentucky, 8; Tennessee, 3; Missouri, 2; Michigan, 2; Illinois, 2; Canada, 2; Prince Edward's Island, 2; and Indiana, Connecticut, Massachusetts, New York, Mississippi, North Carolina, Georgia, and Maryland each 1. Since the foundation of this college 386 students have graduated from the following States and countries: From Kentucky, 100; Virginia, 63; Missouri, 54; Pennsylvania, 27; Tennessee, 24; Illinois, 17; Ohio, 27; Indiana, 7; Alabama, 6; Mississippi, 7; South Carolina, 5; North Carolina, 3; Maryland, 5; Louisiana, 3; New York, 2; Oregon, 2; Vermont, 1; Wisconsin, 2; Iowa, 1; Michigan, 2; Texas, 1; West Virginia, 16; Georgia, 5; District of Columbia, 1; New Brunswick, 1; Ireland, 1; Scotland, 1; Mexico, 1; and Canada West, 1.

In addition to the usual requisite, every student is required to subscribe an obligation to abstain from gaming, all intoxicating liquors, and not use, have, or keep any fire-arms, or any other kind of deadly weapon. This college confers the degrees of

Bachelor of Arts, Bachelor of Sciences, Master of Arts, in course; and an honorary degree of Master of Arts. Certificates are given for special course in engineering and practical chemistry.

TERMS OF BETHANY COLLEGE.

Boarding per week, including furniture and fuel, is from $4 to $5, and washing from $1 to $1 50 per month, and extra for lights. The fee for college course per term is $15; preparatory, per term, $10; special, per term, $12 50; modern languages, per term, $5; and matriculation and contingent-expense fee, per session, $5. One-half of the yearly college expenses is required to be paid in advance.

WEST VIRGINIA PENITENTIARY.

The penitentiary is located at Moundsville, and contains an average of 110 prisoners, employing 40 officers at an annual cost, salaries included, of $34,000. About 100 convicts are employed in productive labor. There is a library of three hundred and sixty-five volumes, and the prisoners are provided with school-books and the Bible. Those who are educated teach the ignorant, and every Sunday religious exercises are conducted by clergymen of different denominations, who may volunteer. Prayer-meetings are conducted by the convicts. The superintendent is Thomas R. Shallcross, and the value of the penitentiary property, real and personal, is estimated at $460,000.

List of school officers in West Virginia.

Hon. C. S. LEWIS, *superintendent of public instruction, Charleston.*

COUNTY SUPERINTENDENTS.

County.	Name.	Post-office address.
Barbour	R. A. McCutcheon	Belington.
Berkeley	Ed. S. Lacey	Martinsburg.
Boone	Rufus Workman	Mouth Short Creek.
Braxton	W. F. Morrison	Braxton C. H.
Brooke	Milton Wells	Wellsburg.
Cabell	John W. Church	Cabell C. H.
Calhoun	D. W. Knight	Grantsville.
Clay	B. S. Stevenson	Henrysville.
Doddridge	Wm. Stickling	West Union.
Fayette	Wm. T. Timberlake	Fayette C. H.
Gilmer	James Shaw	Steer Creek.
Grant	E. S. Vossler	Grant C. H.
Greenbrier	Z. Trueblood	Lewisburg.
Hampshire	O. P. Wirgman	Romney.
Hancock	T. C. Carothers	Holiday's Cove.
Handy	G. T. Williams	Moorefield.
Harrison	D. C. Louchery	Bown's Creek.
Jackson	A. J. McMillan	Ravenswood.
Jefferson	N. C. Brackett	Harper's Ferry.
Kanawha	W. L. Hindman	Charleston.
Lewis	P. T. L. Queen	Jane Lew.
Lincoln	James Alford	Griffithsville.
Logan	C. S. Stone	Chapmansville.
Marion	William Gray	Palatine.
Marshall	J. W. P. Reed	Moundsville.
Mason	C. T. B. Moore	Mason City.
Mercer	John J. Meader	Concord Church.
Mineral	Thos. P. Adams	New Creek.
Monongalia	H. L. Cox	Morgantown.
Monroe	J. A. McMann	Union.
Morgan	Wm. H. Potter	Sleepy Creek.
McDowell	James F. Gillespie	Tug River.
Nicholas	J. H. Robinson	Nicholas C. H.
Ohio	Jos. Burrows	Triadelphia.
Pendleton	H. W. Arbogast	Marksville.
Pleasants	William N. Jones	Hebron.
Pocahontas	Cornelius Stutting	Academy.

COUNTY SUPERINTENDENTS—Continued.

County.	Name.	Post-office address.
Preston	Thomas Fortney	Reidsville.
Putnam	J. C. Lininger	Winfield.
Raleigh	J. S. Thompson	Raleigh C. H.
Randolph	Squire B. Hart	Beverly.
Ritchie	J. M. McKinney	Hebron, Pleasants County.
Roane	F. H. Gibson	Walton.
Taylor	J. L. Vincent	Fetterman.
Tucker	Joseph Parsons	St. George.
Tyler	J. E. Boyers	Middlebourne.
Upshur	J. L. Gould	Buckhannon.
Wayne	Chas. B. Webb	Ceredo.
Webster	James Dyer	Webster C. H.
Wetzel	Wm. A. Newman	Knob Fork.
Wirt	Lewis C. Rogers	Wirt C. H.
Wood	S. H. Piersol	Parkersburg.
Wyoming	R. M. Cook	Rock View.
Wheeling City	F. S. Williams	Wheeling.

WISCONSIN.

[From the annual report of the superintendent of public instruction for the year ending August 31, 1870, Hon. Samuel Fallows, superintendent.]

SUMMARY OF STATISTICS.

	1869.	1870.
Population of the State, United States census	.....	1,054,670
Number of children over four and under twenty	398,747	412,481
Number attending school four to twenty years	245,435	264,525
Total number of different pupils attending public schools	264,033	267,891
Average number of days a school was maintained	151	154
Number of days school has been taught	.....	795,895
Number of pupils attending private schools	.....	15,618
Number of schools with two departments	.....	184
Number of schools with three or more departments	.....	148
Number of teachers required to teach school	.....	5,661
Number of different teachers during the year	.....	9,304
Average wages of male teachers	.....	$43 00
Average wages of female teachers	.....	$28 00
Number of schools visited by county superintendents	.....	4,681
Number of public school-houses in the State	.....	4,965
Number of pupils the school-houses will accommodate	.....	296,369
Total valuation of school-houses	$2,973,492 00	$3,295,268 00
Amount expended for building and repairing	$456,503 00	$417,775 00
Amount expended for teachers' wages	$1,193,986 00	$1,302,365 00
Total amount expended	$1,987,436 00	$2,094,160 00

ATTENDANCE.

The number of children under four years of age attending the public schools is 621, and of persons over twenty years of age, 1,843. While there has been an increase of nearly 20,000 in the number of legal school children attending public schools, the number returned last year was 670 *less* than for the year previous. It is probable that there is a serious error somewhere in the returns for the past three years. But the apparent large increase just mentioned indicates perhaps that school registers are more generally and accurately kept than in years past. It is estimated that 7,000 pupils are in attendance upon private schools and various institutions not reported; making an aggregate of nearly 295,000 in attendance upon schools of all kinds, which is an increase of 5,000 over the number returned and estimated for last year. But the whole number is more than 117,000 less than the number of persons entitled to attend the public schools; and this fact would be alarming but for the consideration that a large portion of these 117,000 school children, so called, say those between sixteen and twenty years of age, are really past the average school age, and have undoubtedly attended school more or less in previous years. On the whole, while the average yearly attendance of each pupil in the schools is too short, it is believed that a large comparative percentage of the children of the State, who are of proper school age, between the ages of six and sixteen, attend school some portion of each year, still, the number of such children not in attendance is sufficiently large, especially when taken in connection with the large number that attend irregularly or but for a short time, to cause anxiety. The most obvious means of remedying these evils is to so improve the schools as to make them more attractive; and this will best be accomplished by placing in them more generally experienced, skillful, and competent teachers.

TEACHERS.

The number of teachers required to supply all the schools is 5,661; the number employed some portion of the past year was 9,304. While the increase in the number required is but 144, the increase in the number employed is 509, which indicates that many more are pressing into the vocation of teaching than are needed; and likewise, perhaps, that the standard for admission to the lower grades of certificates should be raised. Too many districts are ready to change teachers, if a trifle can be saved in expense. The average wages of male teachers in the country districts is $41 77 per month, and that of females, $27 40. The highest salary paid to teachers is in Milwaukee, which is, males, $2,500, and females, $1,200, per annum. The difference between the wages paid to males and females respectively is greater in the city than in the

country, the proportion being as 8 to 3 in the former, and as 7 to 4.5 in the latter. This is explained by the fact that in the cities female teachers occupy, for the most part, subordinate positions, while, in the country, they often take charge of large and important schools, and are not unfrequently principals in graded schools.

The number of teacher's certificates issued during the year is 7,534; increase of 250 over the previous year, although the number of first-grade certificates issued, namely, 114, is less than the previous year. It is presumed that most of the teachers holding first-class certificates last year are still teaching, and that a corps of professional teachers is being formed.

GRADED SCHOOLS.

The number of schools with two departments out of the cities is 125, and the number with three or more departments is 98; while the number of graded schools in the cities is 109; making a total of 332, and showing an increase of 43 for the year. This class of schools is steadily increasing all over the State, and their multiplication would be hastened by the general adoption of the town system.

SCHOOL DISTRICTS.

The large and increasing number of school districts, now almost 5,000, renders the school system too cumbersome and complicated, requiring, as it does, the services of some sixteen or seventeen thousand officers; and the evil is one which can be remedied only by reducing the number of school districts proper to the number of towns and cities; in other words, by the general adoption of the town system.

The number of districts which failed to maintain school five or more months is less this year than last.

TEACHERS' INSTITUTES.

Forty-four institutes were held during the year ending August 31. Robert Graham, esq., of Kenosha, has been continued in the work as agent of the board of regents of normal schools, and conducted sixteen institutes, very greatly to the benefit and satisfaction of all concerned. Various other persons rendered valuable assistance. The institutes held previous to the 1st of July, and not conducted by the agent, were allowed to the extent of $50 each, if necessary, for expenses.

STATE TEACHERS' ASSOCIATION.

The eighteenth annual meeting was held at Watertown. The addresses were delivered by the president, W. D. Parker, principal of Janesville High School, R. Edwards, president of the Illinois Normal School, Dr. E. O. Haven, of Evanston, Illinois, Miss Elizabeth Peabody, of Massachusetts, and Rev. W. E. Merriman, president of Ripon College. Papers were read by Professor S. S. Rockwood, of Milton College, H. A. Brown, principal of schools at Waupun, B. M. Reynolds, principal of Madison High School, Professor Bernhard, of Watertown, Professor J. T. Loverwell, of Whitewater Normal School, and Arthur Everett, principal of Oshkosh High School. Among the resolutions passed was one requesting the State superintendent and his assistant to conduct and publish a State journal of education.

ADDITIONAL STATISTICS NEEDED.

It is remarked that in order to take a proper view of the actual educational condition of the State, returns of a nature somewhat different from those now received should be made by the several towns and cities. Children ordinarily derive little benefit from attending school before six or seven years of age. From six to sixteen may be considered their proper school period. It is desirable to know, then, how many of the whole number of legal school children who attend school during some portion of the year are between four and six years of age, how many between six and sixteen, and how many between sixteen and twenty. If in addition to this it were possible to ascertain the average length of time children attend school, and their average amount of attainments when they leave school, it would put us in possession of important data for judging of the results and value of our school system. It is suggested, therefore, that some change be made in the blank reports issued annually to the district and town clerks and to the county and city superintendents.

PLATTEVILLE NORMAL SCHOOL.

The attendance in the academic and model departments has continued to be good, but the demand for teachers has been so great during the past term that about thirty have left the normal department to teach, and among them several who came intending to remain during the winter. "The instruction and training of persons in the theory

and art of teaching" is to some extent attained even in the case of those who remain here but a short time. It is thought they are better teachers than they otherwise would have been.

We find that many need instruction in the rudiments. More than three-fourths of those who apply for admission are compelled to spend more or less time in the preparatory or academic department before they can pass the required examination for admission to the normal department itself. Instruction in the theory of teaching is given chiefly by lectures and discussions, in what are called our "training classes." Attention is given to the methods of teaching the various studies pursued in common schools, as well as to school discipline and management in general. The school can accommodate many more students without increasing expense. The total number in attendance is 391. In the normal department, 184, ladies 107, gentlemen 77; in the preparatory and academic departments, 163, ladies 77, gentlemen 86, and 44 in the model school. The number of graduates of the school for the two years, 1869 and 1870, is 23.

WHITEWATER NORMAL SCHOOL.

The number of students who have entered the different departments during the year 1870 is 392. Forty-five of those admitted at the opening of the present term are now occupied in the district schools, many of whom are faithfully performing the work they have undertaken.

But a number of pupils enter the institution spring and fall who remain only a few weeks before going out to their summer or winter schools, which gives an opportunity for a close critical review of the branches they will be called upon to teach, and a practical experience of a systematic school life. In his recitations, the pupil is not expected merely to recite, but to teach, to expound the subject so that it shall be clear, not merely that he studied the lesson, but that he could impart the knowledge therein contained easily and skillfully to another. Pupils are also expected to conduct their own classes frequently under the eye of the teacher, and as soon as they are able they are given actual work in the training department.

It is urged, then, that in the selection of pupils regard should be had to the possession of a sound body as well as a sound mind; that the teacher may be able to carry to the duties of the school-room that union of mental and physical energy which is indispensable to the thorough accomplishment of his work.

On the 30th of June, 1870, the first senior class graduated, all of whom are now occupying important positions as principals of schools, and are discharging their duties acceptably. Each member of the class readily found employment at wages varying from $60 to $100 per month.

The location at Whitewater, Walworth County, is only a few miles from the junction of the Chicago and Northwestern with the Milwaukee and Prairie du Chien road, and about one hundred miles northwest of Chicago. It is thus easy of access, and located in the most densely populated portion of Wisconsin.

THE SURROUNDINGS.

The ground on which the normal school building stands is found, by recent surveys, to be the highest point between Lake Michigan and the Mississippi, and the wide extent of rolling prairie, oak-openings, and small lakes which it overlooks renders its position one of great beauty.

THE BUILDING.

The edifice is new, built of cream-colored brick, and is of the modern style of architecture. It is 108 feet long by 57 wide, and three stories high above the basement.

The whole building is heated by steam, thoroughly ventilated, and no necessary labor or expense has been spared to adapt it to the purpose for which it has been designed.

The grounds embrace an area of 10 acres, which have been handsomely graded and ornamented with walks, lawns, evergreens, shrubs, and flowers, the whole designed to illustrate to the student the necessary surroundings of the school-house; to cultivate the æsthetic as well as the reasoning powers, and to awaken in the students a love of nature which shall find practical expression whenever they may be called to labor.

SIX STUDENTS FROM EACH ASSEMBLY DISTRICT.

Each assembly district in the State is entitled to six representatives in the normal schools, nominated by the county superintendent of the county, or by the city superintendent of the city, in which such candidate may reside, and they shall be at least sixteen years of age, of sound bodily health, and of good moral character.

TUITION FREE.

All normal pupils receive their tuition free. A teacher of light gymnastics is connected with the school. A sufficient apparatus for the pupils now in attendance has been secured, and the classes brought into successful training. We believe that such exercise, wisely managed, gives vigor to the body and activity to the brain, and that it is thus time and strength saved to the pupil.

EXPENSES.

Board can be obtained in Whitewater at from $3 to $3 50 per week. Facilities afforded for club-board or self-board to such as desire it. Those adopting this method of board may bring their expenses within $2 per week, though a different plan is, perhaps, more favorable for study.

OSHKOSH NORMAL SCHOOL.

[From the Wisconsin Journal of Education of November, 1871.]

"The dedicatory exercises of the new building took place in the large assembly-room, which was filled to overflowing. President Starr delivered the opening address, in which he reviewed the labors of the board in connection with the erection of this building, and acknowledged the hearty co-operation of the citizens of Oshkosh, and the munificent gift of $25,000 and the eligible site given by them. After receiving the keys of the building, President Albee responded, first reviewing the history of normal schools in the State, and enlarging upon the necessity for normal schools. General Fallows, State superintendent of public instruction, addressed the audience in a happy and interesting effort, and other speakers followed. President Arey gave details of wages paid professional teachers at home and abroad. 'They are all wanted,' he remarked; 'even if teachers get married the educational interest does not stop.' Professor Whitford, of Milton College, gave a history of normal schools. The Oshkosh Normal School must, in his opinion, give special attention to the wants of mixed country schools.

"The school opened with 50 pupils, and in two weeks' time the number had increased to 160."

STATE UNIVERSITY.

The State University is reported to be in a very prosperous condition. The faculty are able and energetic teachers. During the past two years the number of students in the regular classes has increased from 81 to 132, while in the preparatory department the number has receded from 193 to 102. The regents and faculty look upon this as an encouraging fact.

While there has been a slight diminution in the aggregate attendance, there has been a material increase in the average attendance, as shown by an increase in fees of more than $1,500 over last year.

The growing demand for collegiate education has been still in the direction of *scientific* studies.

The inability of the university to furnish rooms is still a drawback, for the price of board and rooms in the city is beyond the reach of many excellent students.

A building for drill and gymnastic exercises has just been completed at a cost of about $4,000. It is a plain, substantial structure, admirably adapted for the uses for which it was designed. The main building is 100 feet by 50 feet. To this is attached a wing, 34 feet by 20 feet, containing an armory and office for the professor of military tactics.

LAW SCHOOL.

The law department is reported in most excellent condition. The board of visitors speak in the highest terms, in their report, of the closing examinations of the year. It is thought no better facilities for the study of law are to be found anywhere in the West than are afforded by the law department of the University of Wisconsin. It has entered upon its present and third year, under circumstances of great prosperity and promise, with a class of fourteen students, which soon increased to the present number of eighteen, with an expectation of a still larger number for the second term.

The department of military science and engineering, at the last meeting of the board of regents, was placed on the same footing with other professorships, and though from inability to obtain as yet a permanent head to the department among officers of the army, the board has lost no confidence in its practicability and usefulness as a department.

NEW BUILDING FOR FEMALE STUDENTS.

The last legislature appropriated $50,000 for the erection of a building for the use of the ladies of the university, which edifice it is expected will soon be ready for use. It

is to be plain and neat in external appearance, and substantially built, with all the modern improvements and conveniences.

STUDIES AND RECITATIONS TO BE ENTIRELY SEPARATE.

The intention of the regents is to provide the same facilities to ladies for college education enjoyed by gentlemen, the recitations and studies of the two sexes being kept entirely separate. A course of study is prescribed, from which course students are allowed to select any three studies of the term which they are qualified to pursue. In addition to the prescribed course in this college, young ladies are instructed in any study taught in the college of letters or arts for which they are prepared.

WOMEN MAY ATTEND ALL THE LECTURES.

They may also attend all university lectures. Instruction in this department is given by the president and professors of the university, as their services are required. Ladies receive the same degrees as gentlemen for the same or equivalent courses of study.

CONCLUSIONS OF SUPERINTENDENT ON CO-EDUCATION.

In respect to the present plan of separate education, the State superintendent remarks: "I cannot help believing that more thorough instruction would be given the ladies, and expense of carrying on the institution be greatly lessened, if both sexes were generally to recite together. The co-education of the sexes in the collegiate department is no longer a matter of experiment. Its feasibility and success have been triumphantly demonstrated. In giving utterance to these views I am but expressing the conviction of the great majority of the friends of education in this State and of the warmest friends of the university. I know that no feeling of opposition would be manifested by the present faculty if the plan were to be fully adopted in the Wisconsin University."

REMARKS OF BOARD OF VISITORS ON CO-EDUCATION.

The report of the board of visitors of the university to the regents, in respect to this subject, remarks: "We saw less of the female department of the university than of the male, and consequently cannot speak concerning it with so much definiteness. It occurred to me, however, that for the securing of the best advantages of liberal education, the *administration* of this *dual* organization of the university needs revising in some respects; but as it requires wiser heads than ours to indicate the best course, we confidently leave the matter to your superior wisdom, with only this passing reference."

NEW DEPARTMENTS.

A department of civil engineering was established at the last annual meeting of the board of regents, its object being to qualify students, after a moderate amount of practice in the field, to fill the higher positions in the professions. A chair of geology, mining, and metallurgy was also created at the regents' last meeting.

Although but little has been accomplished yet in the agricultural department, improvements have been made on the university farm which add greatly to the attraction of the university. One and three-fourths miles of avenues have been constructed, three-fourths of a mile extending along the shore of Lake Mendota.

The interest taken in the department of analytical chemistry is rapidly increasing. The capacity of the laboratory has been increased one-half since last year, yet the number of applications for admission is now greater than can be accommodated.

Many students preparing for the profession of medicine, and others intending to be druggists, come here with special reference to the facilities afforded in this department.

UNIVERSITY PROPERTY.

The estimated cash value of land, 235 acres, owned by the institution, is $45,000, and the estimated value of buildings $130,500. The amount of endowments and funds, except real estate, is $302,866 14. Amount of income for the year is $48,436 53, of which $7,133 were received for tuition.

List of school officers of Wisconsin.

Hon. S. FALLOWS, *Superintendent of Public Instruction, Madison.*

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	Gilmantown.
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	Wauzeka.
Dane, (1st district)	W. H. Chandler	Sun Prairie.
Dane, (2d district)	S. C. Coolidge	Middleton.
Dodge, (east district)	John A. Barney	Mayville.
Dodge, (west district)	L. M. Benton	Lowell.
Door	Rufus M. Wright	Sturgeon Bay.
Douglas	Irvin W. Gates	Superior.
Dunn	Carroll Lucas	Menominee.
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. Hoffmann	Black River Falls.
Jefferson	Amos Squire	Waterloo.
Juneau	M. F. Carney	New Lisbon.
Kenosha	T. V. Maguire	Paris.
Kewaunee	John M. Read	Kewaunee.
La Crosse	George Paton	Hamilton.
La Fayette	William Ahern	Shullsburg.
Manitowoc	Michael Kirwan	Manitowoc.
Marathon	Thomas Greene	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	Ash Ridge.
Rock, (1st district)	J. W. Harris	Evansville.
Rock, (2d district)	C. M. Treat	Clinton.
St. Croix	E. S. Reed	River Falls, Pierce County.
Sauk	Charles F. Viebahn	Sauk City.
Shawanaw	Z. C. Colborn	Shawanaw.
Sheboygan	William E. Cady	Sheboygan Falls.
Trempealeau	Amos Whiting	Trempealeau.
Vernon	O. B. Wyman	Hillsborough.
Walworth	M. Montague	Allen's Grove.
Washington	Fred. Regenfuss	West Bend.
Waukesha	William S. Green	Waukesha.
Waupaca	C. W. Packard	New London.
Waushara	Theodore S. Chipman	Berlin, Green Lake County.
Winnebago	H. A. Hobart	Winneconnee.
Wood	J. Q. Emery	Grand Rapids.

ARIZONA.

A letter from the governor of the Territory, Hon. A. P. R. Safford, who is also *ex-officio* superintendent of public instruction, dated November 3, 1871, gives the following:

"According to the last census, there were in this Territory 1,923 children under the age of twenty-one and over the age of six years. The last legislature passed a school law, setting aside for school purposes 10 cents on each $100 of the taxable property of the Territory, and gave authority to the several boards of supervisors of the counties and the boards of trustees of the school districts to levy additional taxes, sufficient to maintain a free school in each of the school districts of the Territory. The governor was made *ex-officio* superintendent of public instruction, and the judges of probate were made county superintendents. Every effort has been made to place a free-school system in operation with as little expense as possible. It is now confidently expected that by January 1, 1872, a free school will be established in every school district of the Territory."

The governor expresses the opinion that Congress should pass an act to enable the several Territories to dispose of a portion of the school lands that are donated to them as States upon admittance into the Union, since it is while in their territorial condition that such aid is most needed; that it is the duty of the Government to aid in the maintenance of free schools in cases where poverty prevails. If the desired result is prevented by apathy or prejudice, the Government owes to the children, and as a means of insuring its own perpetuity, to exercise a supervisory power to the extent of accomplishing the desired object.

This Territory was obtained from Mexico, and a large proportion of the children were Mexicans by birth. They are quick and eager to learn.

COLORADO.

A letter from Hon. W. C. Lathrop, superintendent of public instruction, dated October 21, 1871, furnishes the following:

SUMMARY OF STATISTICS, (ESTIMATED.)

Population of Territory, United States census of 1870	39,864
Number of persons between ages of five and twenty-one—males, 4,622; females, 3,971	8,593
Number of children enrolled in public schools	5,345
Average attendance	4,146
Number of schools	135
Number of teachers in public schools—males, 49; females, 96	145
Average salary of male teachers per month	$86
Average salary of female teachers per month	$37
Amount received from taxation	$95,452
Total receipts for public-school purposes	$98,105
Total current expenses—teachers' wages, $45,250; fuel, &c., $9,341	$54,591
Expended for incidentals	$3,283
Total expenditures for school purposes	$98,105

As the reports of county superintendents had not been received by the superintendent at date of his letter, the items furnished by him were estimated. The school law requires reports of county superintendents to be sent to the State superintendent's office on the 1st of November of each year. A list of school officers was inclosed.

List of school officers of Colorado Territory.

Hon. W. C. LATHROP, *Superintendent of Public Instruction, Denver.*

COUNTY SUPERINTENDENTS.

County.	Name.	Post-office.
Arapahoe	Frank Church	Denver.
Bent	R. M. Moore	Las Animas City.
Boulder	A. R. Brown	Boulder City.
Clear Creek	William M. Clark	Georgetown.
Conejos	S. Sandoval	Conejos.
Costilla		
Douglas	W. P. Miller	Glen Grove.
El Paso	William M. Strickler	Colorado City.
Fremont	W. R. Fowler	Cañon City.
Gilpin	H. M. Hale	Central City.
Greenwood	Jacob Gross, jr.	Kit Carson.
Huerfano	Benjamin Dass	St. Mary's.
Jefferson	M. C. Kirby	Golden City.
Lake	James E. Cobb	Granite.
Larimer	James M. Smith	Big Thompson.
Las Animas	Frederique Benitez	Trinidad.
Park	E. M. Innes	Hamilton.
Pueblo	Philip Joeller	Pueblo.
Saguache	Henry Henson	Saguache.
Summit	George W. Munford	Delaware City.
Weld	O. R. Bassett	Greeley.

DAKOTA.

[From the seventh annual report of the superintendent of public instruction for the year 1870–'71.—James S. Foster, superintendent.]

There has been a rapid influx of immigration into the Territory during the year. More school districts have been organized; more comfortable school-houses erected; a better class of teachers employed, and the schools have been more generally patronized than during any previous year in the history of the Territory. Sectarianism and politics are alike ignored in the schools. The salaries of teachers range from $25 to $100 per month. Good teachers can command good wages. One embarrassment from which the schools suffer is the great variety of school-books in use. Formerly the school law contained a provision for the uniformity of text-books, but since the legislature repealed that section, school-books have multiplied in variety, until, in the language of one of the county superintendents, "every known kind is used."

The report gives statistics for only four counties. The failure of many county superintendents to report renders it impossible to give an accurate statement of the number of children in the Territory of school age, or of the amount of money expended for school purposes.

The United States census for 1870 furnishes the following statistics:

Population of Territory, United States census of 1870	14,181
Total number of children attending school	1,144
Number of native children attending school	1,008
Number of foreign children attending school	136
Number over ten years of age who canot read—native, 758; foreign, 805	1,563
Number over twenty-one who cannot write—white, 709; colored, 18	727
Number from ten to twenty-one who cannot write—white, 205; colored, 13	218

LIST OF SCHOOL OFFICERS OF DAKOTA TERRITORY.

Hon. J. M. TURNER, *Superintendent Public Instruction;* JAMES S. FOSTER, *Deputy Superintendent Public Instruction, Yankton.*

COUNTY SUPERINTENDENTS.

Counties.	Name.	Post-office address.
Bonhomme	Bly E. Wood	Springfield, Dak.
Clay	S. A. Ufford	Vermillion, Dak.
Lincoln	B. S. Gillespie	Canton, Dak.
Minnehaha	John Bippos	Sioux Falls, Dak.
Union	J. W. McNeil	Elk Point, Dak.
Yankton	Rev. Joseph Ward	Yankton, Dak.

IDAHO.

[From the second biennial report of the superintendent of public schools for the years 1869 and 1870; Hon Daniel Cram, superintendent.]

PARTIAL SUMMARY OF STATISTICS.

	1869.	1870.
Population of the Territory, census of 1870		14,999
Number of youths in the Territory of school age, (five to twenty-one)	724	888
Number of children enrolled in public schools	377	427
Number of school-houses	12	13
Number of schools	14	19
Average time schools were kept, (about)		2 months.
Number of school districts	24	29
Number of counties in the State	9	9
Number of counties which failed to report	4	4
Amount expended for teachers' salaries	$7,331 10	$7,912 35
Total expenditures for school purposes	$14,119 63	$9,559 52
Total receipts for school purposes	$18,023 98	$12,913 71

Some advance has been made during the past two years in the improvement of school-houses and in the general interest manifested in education. The funds available for school purposes are inadequate to carry on the work. There is not sufficient to defray the necessary expenses of furnishing blanks for the use of county superintendents and teachers, so that the superintendent of the Territory is powerless to perform duties imposed on him by law for want of funds. The school law, it is remarked, is not perfect, and should be amended, but the superintendent suggests that "the success of the schools depends more upon the active interest of the people in the cause than upon the letter of the law." The governor, in his message to the sixth session of the territorial legislature, which met December 5, 1870, remarks: "The present school law is an outrage upon an enlightened people. In many of the counties and school districts where school-houses are built, no school has been held during the present year; those structures stand empty and in silent mockery, it might be said monuments of inadequate legislation."

From the council journal of the legislative session, it appears that an act entitled "An act to establish a common-school system and to provide for the maintenance and supervision of public schools," was passed, which did not receive the approval of the governor, but afterward passed and became a law nowithstanding his objections. A copy of the law has not been received at this office.

NEW MEXICO.

Population of the Territory, 91,874.

There is no improvement to record, since the report of last year, respecting educational matters in this Territory. No public schools yet exist. A very small per cent. of the people can read and write, and an even less per cent. are acquainted with the English language. Letters have been received from Henry Hilgert, esq., a citizen of New Mexico, who, to illustrate the extreme destitution of the people in respect to education, incloses a translation made by himself of a speech of Rev. John Aug. Truchard, parish priest of Santa Fé, on the occasion of a public examination of San Michael College at Santa Fé, New Mexico, August 31, 1871. The reverend father has labored most zealously during the last fifteen years for the establishment of schools in the Territory, and yet, as he himself expresses it, "with the exception of Santa Fé and a few of the larger towns, where convents and colleges have been established by the Catholic clergy, nothing, or almost nothing, has been accomplished."

"In cases where attempts have been made to establish schools the schoolmasters are extremely ignorant men, and of a notorious incapacity for the work of teaching. There are no school-houses existing, and there is no money to rent them; and consequently if a school is started a house must be borrowed for the purpose. But what a house! If there is an abandoned house in the town, a house half fallen down, and in every respect badly in condition, that house is made the school-house, without furniture or any conveniences. The teacher brings his own chair and table; the pupils bring soap and candle boxes to sit on. There are no books in the school, and seldom can the pupils afford to buy them." This condition of affairs is ascribed to "the poverty of one class of people, and to the indifference of the other; the first *cannot*, and the second *will not* support schools. The lands given by the United States for school purposes are either unsurveyed, or else they are worthless, being uncultivatable."

The reverend gentleman sees no remedy or hope for the Territory but in the United States Government, and he urges all influential men in the Territory, the Delegate in Congress, and members of the legislature, to make a general appeal to Congress; and, he continues, "when once the great need of the people shall be understood, then the Government at Washington, so noble and magnanimous in all that refers to ideas of progress, will open to New Mexico the hand of its liberality."

The opinion of Mr. Hilgert as to what the Government should do in view of the educational destitution in New Mexico is, first, to build school-houses in every precinct; supply them with teachers and furniture and books for poor children, and establish a superintendency whose duty it shall be to see that the views of the Government are carried out. Some provision will have to be made to prevent children being kept from the schools by persons who are opposed to them; and the schools thus established would have to be under the protection of Government for at least five years. He gives as a reason why the Government should, in justice, do more for New Mexico than for other Territories: "This Territory was loyal during the rebellion, and in recompense for her loyalty she was deprived, by an act of Congress abolishing peonage, of over two millions of dollars, for which no compensation was allowed, and the people were very much impoverished thereby." He urges that the best possible recompense the Government could bestow would be the provision of education for the children, in which, also, the children of the former peons and masters would equally share. It is also urged that this class of persons, who were formerly peons, (or persons having voluntarily bound themselves to service for a term of years in payment of debt,) are in quite as great need of assistance in regard to education as are the former slaves of the South.

Another reason given why the Government should attend to the education of the people of New Mexico especially is, that New Mexico much exceeds every other part of the United States in its natural resources, as, for instance, its precious minerals, fine climate, stock-raising and grape-growing facilities; and that, when its Indian and land difficulties are settled, it will be acknowledged 'the gem in the crown of the American continent,' and therefore special effort should be made to render educational advantages such that desirable families will emigrate thither and prevent the better class of families from leaving the Territory, as they now do, solely for the purpose of giving school facilities to their children."

SANTA FÉ.

Population of the city, United States census of 1870, 4,765.

Advertisements of the following schools appear in the Santa Fé papers, and comprise all the schools in Santa Fé, as far as known:

The Santa Fé University.—Arrangements have been made to open the primary and music departments of this institution; other departments to "be opened in due time."

The object is stated to be "to establish an institution of learning of the highest order."

St. Michael's College.—Established in 1859 by the Right Rev. Bishop Laumy, for the education of boys. Youths of any denomination received. Those who are not Catholic are not required to attend worship with Catholics. The course of study is thorough in English, mathematics, and all that pertains to a commercial course. The classics taught on application.

Convent of our Lady of Light.—Established in 1853, for the education of girls. Is under the management of the Sisters of Loretto. Vocal music is taught; also, the piano, harp, and guitar, and the French and Spanish languages.

Select schools.—One is under the direction of Rev. John Corwell, for boys and girls; another, for boys alone, under the care of the Sisters of Charity.

UTAH.

A letter from Hon. Robert L. Campbell, superintendent of the Territory, dated October 28, 1871, gives the following:

SCHOOL STATISTICS, (APPROXIMATE.)

Population, United States census of 1870	86,786
Number of school districts	201
Number of school districts reported	188
Number of schools	277
Number of male teachers	190
Number of female teachers	185
Number of boys between four and sixteen years of age	12,761
Number of girls between four and sixteen years of age	12,572
Total	25,333
Number of males enrolled	7,951
Number of females enrolled	7,973
Total	15,924
Percentage of names enrolled	62⅞
Average daily attendance	11,389
Percentage of school population actually attending school	45
Average number of months schools have been taught during the year	7

Schools are generally supported by tuition fees, which range from $3 to $8 per quarter. The present school system has been improvised by the territorial legislature and sustained by the people, without a dollar or an acre of land from the General Government. The assembly of Utah has made appropriations to assist the University of Deseret, more particularly to enable that institution to foster a normal department, with a view to the education of a corps of teachers that would do honor to the profession. The chancellor and regents of Deseret University exercise a general supervision over the educational interests of the Territory.

The superintendent states that, in consequence of the Nevada line having been determined upon, some of the settlements formerly reported in the Territory were found outside of it; it was not then known definitely how many.

UNIVERSITY OF DESERET.

[From the catalogue of the university, forwarded by Superintendent Campbell.]

This institution includes a classical, scientific, and normal course. It was opened in 1850, but was soon after discontinued until 1867, when it was reorganized as a commercial institution; and in 1869 it was more fully organized as a classical and a scientific institution. It is open to persons of both sexes, and indigent persons are admitted free of charge.

NORMAL COURSE.

The regular studies of this course are essentially the same as those of the scientific; but in addition is also given a series of lectures on whatever relates properly to the profession of teaching. Students who take this course are supposed to have a knowledge of the elementary branches of education, and to pursue, in connection with the lectures, the studies either of the classical or scientific course. The subject-matter of the lectures may be comprised under the following heads:

1. The teacher and his profession.
2. The nature of the mental, moral, and physical powers, and method of training them.
3. The character of the different branches of study, and methods of teaching them.
4. The organization and management of public schools,
5. School architecture, school furniture, and school apparatus. In connection with the lectures of the course will also be given class exercises and drills on the subjects illustrated.

The model school in connection with the normal department of the university has the nature of a preparatory department, and is adjunct to the university. It also affords the means of exhibiting the best methods of teaching, discipline, and classification,

illustrating practically the principles taught therein, and giving opportunity to normal students for observation.

ROBERT L. CAMPBELL, *Superintendent of Public Instruction, Salt Lake City.*

COUNTY SUPERINTENDENTS.

Counties.	Superintendents.	Residence.
Beaver	A. M. Farnsworth	Beaver.
Box Elder	James Bywater	Brigham City.
Cache	Samuel Boskelly	Smithfield.
Davis	Anson Call	Bountiful.
Iron	William C. McGregor	Parowan.
Juab	Thomas Ord	Nephi.
Kane	Seth Johnston	Toquerville.
Millard	F. M. Lyman	Fillmore.
Morgan	J. R. Porter	Porterville.
Piute*		
Rich	James H. Hart	Bloomington.
Salt Lake	R. L. Campbell	Salt Lake City.
San Pete	William L. Ried	Manti City.
Sevier*		
Summit	John Boyden	Coalville.
Tooele	A. Galloway	Tooele.
Utah	W. N. Dusenberry	Provo City.
Wasatch	Thomas H. Giles	Heber City.
Washington	George A. Burgon	St. George.
Weber	W. W. Burton	Ogden City.

*Abandoned in consequence of Indian hostilities.

DISTRICT OF COLUMBIA.

The public schools of the District of Columbia are still under the control of four boards of trustees—one for the white schools of Washington, one for the white schools of Georgetown, one for the colored schools of the two cities, and one for the schools of the District outside those cities.

WASHINGTON.

Hon. J. O. Wilson, superintendent of white schools, in his report for the school year ending August 31, 1871, observes that the improvement made in school buildings and furniture since his previous annual report is very gratifying, and places Washington high among the cities holding a front rank in educational facilities.

SUMMARY OF STATISTICS.

	1870.	1871.
Entire white population of the city	73,731	No census.
School population between 6 and 17 years of age, inclusive	17,403	No census.
Whole number of pupils enrolled in the public schools	8,118	8,290
Percentage of the entire population enrolled	11.01	11.24
Percentage of the school population enrolled	46.64	47.63
Average number of pupils enrolled	5,888	6,529
Percentage of attendance on average number enrolled	92.1	93.7
Number of regular teachers	117	123
Number of special teachers	10	8
Whole number of teachers	127	131
Average number of pupils for each regular teacher	50	53
Amount paid for teachers' salaries	$93,268 11	$95,992 50
Incidental expenses	$74,092 23	$60,000 00
Total ordinary expenses	$167,360 34	$155,992 50
Amount paid for permanent improvements	$73,428 24	$40,748 57
Total expenditures for white schools	$240,788 58	$196,741 07
Average salary per teacher	$734 39	$732 76
Cost per pupil for tuition, based upon the average number enrolled	$15 84	$14 70
For incidental expenses	$12 58	$9 18
Total cost per pupil	$28 42	$23 88
Valuation of city property	$60,726,623 00	$62,476,098 00
Tax (per cent.) for schools	.004	.005
For other purposes	.01	.013
Total tax	.014	.018
Percentage of total tax appropriated for schools	28.57	38.46
Amount actually paid out during the year, including payment of debts previously contracted—		
For white schools	$240,788 58	$249,991 20
For colored schools	58,556 52	123,544 15
Total payments	299,345 10	373,535 35

GRADES AND COURSE OF STUDY.

Four grades of schools are established by law, so arranged that the whole course extends nine years, commencing at six years of age and terminating at fifteen. The last year would belong to a high school, as those schools are organized in other cities. In the absence of this, the grammar schools have been raised to a higher level in respect to the branches taught, than other schools of the name. There are several hundred pupils now engaged in the study of branches which pertain to a high-school course. There are also facilities for a course of three years in the German language.

TEACHERS AND ENROLLMENT OF PUPILS.

At the close of the year the corps of instructors consisted of 123 regular and 8 special teachers, including 2 teachers of vocal music, and 2 of German. Of the teachers, 9 are males, 122 females.

The total number of pupils enrolled during the year past, 8,290, is a gain of nearly 11 per cent. in the last ten years.

RECEIPTS AND EXPENDITURES.

There are three sources of revenue for the support of the schools—the public school fund, one-half of all moneys accruing from fines for violation of the United States laws in the District, and the school tax. The income from the first has been nothing for several years; receipts from the second during the past year were less than $2,000; the remainder of the total of $245,995 80 was derived from the school tax. The disbursements amounted to $373,535 35. The excess was drawn from the general fund of the city, or was paid by certificates of indebtedness. Cost of each pupil $23 88, which is less than that of last year by $4 58. The tax for the support of schools during the year has been 60 cents on each $100. The superintendent observes that "there seems a necessity for aid from the General Government, and the situation of Washington, as the seat of Government, seems in a measure to warrant this."

RECOMMENDATIONS OF THE SUPERINTENDENT.

1st. That a normal or training school be established. It could be located in the Franklin school-building, where there is sufficient room.

2d. That measures be taken to establish a high school at an early day. Judiciary square would be the most central and suitable place, if Congress could be induced to donate the west half of the square for this purpose.

3d. That the school fund be increased to $100,000 by investing the interest for the next five years.

4th. That Congress be asked to donate for the use of the public schools of Washington the property known as the Union engine-house, and the Anacostia engine-house, and to authorize the sale of the property on the corner of Fourteenth and G streets northwest, and the investment of the proceeds in other property more suitable for school purposes. These engine-houses have been occupied by schools, and one of them could be remodeled and used as a school-house; the other could be sold for the benefit of the schools. The building at the corner of Fourteenth and G streets was donated by Congress with the proviso that it should only be used for school purposes. It is no longer suitable for such purposes, and its value, otherwise invested, would be a great benefit to the schools.

5th. That the board unite with the governor and Delegate of the District in an endeavor to obtain a grant of 2,000,000 acres of the public lands for the benefit of the schools. The proceeds of 1,000,000 acres to be used in providing buildings; the remainder to form a permanent fund. The due supply of our educational wants cannot at present be otherwise provided for.

The superintendent says: "Washington can no longer be censured for indifference to its educational interests. Its school tax is heavier than that reported for any other city. We feel that we have a claim for aid in educating those thrown upon us by the issues of war, and the children of Government employés (over 20 per cent. of the whole number enrolled) whose parents contribute little or nothing to the support of our schools.

DEDICATION OF THE SEATON PUBLIC SCHOOL BUILDING.

The Seaton public-school building is situated on healthy elevated ground on I street between Second and Third streets northwest. The lot is 90 by 150 feet, upon which is erected the school building, 68 by 94 feet, having a basement 10 feet in height, two stories of 14 feet, and a third story, part of which is occupied by a public hall, 18 feet in height. It is designed exclusively for male scholars. The basement is appropriated to playgrounds, rooms for janitor, and other necessary rooms. There are in all ten schoolrooms, heated throughout with low-pressure steam, and well ventilated.

The name given to this school was selected by the board of school trustees in honor of the memory of the late Mayor W. W. Seaton. The total cost for the lot, building, and furniture was $64,576 86. The exercises connected with the dedication took place September 30, 1871, on which occasion addresses were made by several gentlemen, from which the following extracts are taken:

J. O. Wilson, esq., superintendent of public schools for white children in Washington, said: "Thirty years ago, in the city of Washington, the number of children educated in the free schools was 400. The number of children who did not attend any school was 4,000. The school fund yielded annually about $3,000, of which sum $1,700 was expended for the support of the schools, leaving a surplus of $1,300. When the question "What shall we do with the surplus?" was debated, Mayor Seaton urged the importance of extend.g more widely the means of education to the indigent children of the city, either by applying the entire proceeds of the school fund to that object or by introducing the New England system of common schools. To-day there are 10,000 children attending our public schools. The appropriations for the current year amount to nearly half a million of dollars, and the benefits of education are proffered alike to all classes, without distinction of race, color, sex, or pecuniary condition."

Hon. N. P. Chipman expressed himself thus: "Upon the public-school system rests the success of popular government, and hence the life of the nation. Governor Cooke is in favor of the enforcement by law of a common-school education. This, for the *safety* of the State, becomes the *duty* of the State. We both agree that one of the first measures to be urged upon Congress should be the endowment by the national legislature of our public schools with a liberal land or school-scrip grant."

General F. A. Walker, Superintendent of the Census, in connection with the same subject, very justly remarked: "The efforts which the citizens of Washington are making in the cause of education are put forth at a great disadvantage, and under circumstances of exceptional difficulty. They pay a larger school tax than any city in the United States. One reason for this is the large amount of real estate exempt from taxation as the property of the General Government. The value of the Government reservations, and the buildings thereon, cannot be reckoned at less than one-third of the total value of real estate. For this reason, a moral obligation rests upon the General Government to make stated annual grants for the benefit of the District of Columbia, conditioned upon the raising of certain amounts by the District itself. Another reason for the heavy burden which the school system imposes upon the city lies in the fact that so large an expenditure is necessary for school-buildings, ground, furniture, and apparatus. Other cities have long had these. The close of the war found Washington with everything yet to be done. Anything had been good enough for the free school before that. Still another reason why the school tax is so heavy, and why the General Government should contribute largely toward the expenses, is that more than one-half of that element in the present population which makes the largest demand for such expenditures, without having the ability to contribute in any appreciable measure to the public funds, is to be regarded as the direct creation of the policy of the General Government. In 1850 the number of colored persons in Washington was about ten thousand. Now, twenty or twenty-five thousand are here as the result of acts of the General Government, which should certainly help to provide for their intellectual and moral needs."

General Sherman remarking upon the superiority of the building to that which he attended when a boy, continued: "All this is right, and if it were twice as handsome I would say amen.

"I am sure Congress will, in the end, be fair, for they are not going to let the people of the District pay the national debt, and this is a part of it. They will do something for your educational interests in good time."

GEORGETOWN.

The public schools for white children in the city of Georgetown are under a board of "guardians." Hon. John O. Wilson, who has recently been appointed superintendent by the governor of the District of Columbia, furnishes the following information for this office:

SUMMARY OF STATISTICS.

Population, (United States census, 1870)	11,384
Number of children of school age	2,088
Average number attending school	447
Number of schools	8
Number of teachers, (male 1, female 9)	10
Number of pupils	605
Teachers' salaries	$6,657 20
Total income	$10,242 70
Total expenditures	$8,330 75

PRIVATE SCHOOLS.

There are 23 private schools reported in Georgetown, having an average attendance of 648 pupils.

THE SCHOOLS OF WASHINGTON COUNTY,

or that portion of the district not comprehended in the cities of Washington and Georgetown, are under the control of a board of trustees.

ENROLLMENT IN THE DISTRICT.

The percentage of the whole number of white pupils enrolled in 1870–'71 was 44.9. The percentage of colored pupils enrolled was 53.6. Many white children attend private schools, while very few of the colored children do so.

THE WHOLE DISTRICT.

The following table, kindly furnished by Hon. F. A. Walker, Superintendent of the Ninth Census, shows the school attendance and illiteracy for the whole District of Columbia:

Attended school:	
Natives	19,552
Foreigners	389
Total	19,941
White: Males, 7,505; females, 7,314	14,819
Colored: Males, 2,499; females, 2,623	5,122
Total	19,941
Cannot read—10 and over	22,845
Cannot write:	
Natives	26,501
Foreigners	2,218
Total	28,719
White: 10 to 15, males, 366; females, 293—15 to 21, males, 150; females, 311—21 and over, males, 1,214; females, 2,542	4,876
Colored: 10 to 15, males, 972; females, 1,160—15 to 21, males, 1,117; females, 2,238—21 and over, males, 7,599; females, 10,757	23,843
Total	28,719

Mr. Wilson, superintendent of Washington schools, observes that, "a large proportion of the aggregate illiteracy shown by the table has found its way into the District in consequence of the late war, and it will be seen, from the ages under which it is set down, that the responsibility for it belongs to a period preceding the close of that war. Much of it will remain, undoubtedly, until the generation to which it belongs has passed away."

COLORED SCHOOLS.

The colored schools are under the board of trustees for the colored schools of Washington and Georgetown.

COLORED SCHOOLS, WASHINGTON AND GEORGETOWN.

[From the Annual Report of Hon. A. E. Newton, superintendent of colored schools of Washington and Georgetown, for 1870–'71.]

SCHOOL STATISTICS.

In October, 1870, there were 64 schools for colored children in operation, including 4 sustained by the New England Friends' Mission, of which 57 were located in Washington and 7 in Georgetown. A school of advanced grammar grade was organized during the month following, preparatory to a high-school course, also others of primary grade during the year, making 68 schools in all, the average attendance being 3,075. During the year the number of schools and of teachers was larger than the former year by an average of three, thus making provision for at least 150 more pupils. Vacant seats to the number of about 400, in the average, have existed during the year, while it is estimated that about 5,590, or 60 per cent. of the whole number, were outside the schools.

ABSENTEEISM AND IRREGULAR ATTENDANCE.

Although a slight improvement over past years is reported in regularity of attendance, about 300 pupils on an average were absent every day from their seats, and a large proportion of the excuses brought for absence were frivolous.

SUSPENSIONS AND EXPULSIONS.

The number of children suspended for forfeiture of seat by absence and those for misconduct are reported together; of this number 132 were not restored. It has been the aim to render suspension as effective a means of discipline as possible "by making

restoration a grave and difficult matter." In all cases where practicable the presence of the parent or guardian with the child at the superintendent's office has been required, and an effort made to impress both with the value of school advantages, &c., and it is thought that an unwillingness to undergo this ordeal has prevented many suspended pupils from applying for restoration, but the results upon the discipline of the schools have been far better than if the way of return had been made more easy. It is required that corporal punishment shall be avoided in all cases where good order can be preserved by milder measures, and all cases are required to be reported by the teacher promptly, with the reasons therefor, to the school authorities.

THE STATISTICS OF 1871,

furnished by Charles King, esq., trustee of colored schools, are as follows:

Number of colored children of school age	9,323
Number of colored children enrolled in school	4,986
Average number attending	2,990
Number of schools	69
Number of teachers, (all females)	71
Expended for teachers' salaries	$41,686 45

COLLEGES, LIBRARIES, MUSEUMS, &C., IN THE DISTRICT OF COLUMBIA.

In compliance with the demands upon this office for information respecting the following institutions in this District, these additional notes are included:

THE SMITHSONIAN INSTITUTION.

This institution was chartered by Congress in August, 1846, and the corner-stone of the present building was laid May 1, 1847. Its endower, to the extent of $515,000, was James Smithson, a man of high scientific attainments, a native and resident of England. The object of the testator was, in his own words, "the increase and diffusion of knowledge among men." To carry out the design of Mr. Smithson, two distinct systems were provisionally adopted. The first contemplated the expenditure of a portion of the income in the "diffusion of knowledge" by the formation and embellishment of an extensive park, or pleasure-ground, in which rare and ornamental trees and shrubs of different species should be cultivated; in the erection of a castellated building, which should be an ornament to the city and a monument to the founder; in the formation of a gallery of art, in which should be exhibited choice specimens of painting, sculpture, and engraving; in the establishment of a library, consisting of works on all subjects; and, finally, in the support of a national museum, containing the collection of the United States exploring expedition and all the specimens that might be accumulated from other sources for the illustration of all branches of natural history, geology, ethnology, &c.

The other system, or that which has been denominated the system of active operations, was suggested by the desire to strictly realize the intentions of Smithson, both as regards the increase and the diffusion of knowledge, and this it was proposed to effect by instituting experiments or researches in all departments of science; by making explorations relative to geology, natural history, ethnology, and meteorology, and by diffusing an account of the results of all these, through the press, to every quarter of the globe. It further includes in its design the collection and labeling of large numbers of duplicate specimens to illustrate the branches above mentioned, not merely to be deposited in a national museum, but also to be distributed to colleges, academies, and other establishments, for educational purposes; and, lastly, embraces in its plan an extended arrangement for international exchanges, through which the discoveries of science and the products of literature of the Old and New Worlds *become the common elements of intellectual progress.* "This system," says Professor Henry, "which is immediately suggested to those familiar with scientific language, by the terms of the bequest, is a living, active organization, calculated to produce, unceasingly, results of which the value will everywhere be known and be properly appreciated."

This system has proved, in its operation, to be eminently practical and has established for the institution a reputation as wide as civilization itself. While the institution has distributed its publications and specimens with unprecedented liberality, it has been fully repaid with articles of a similar character. Through its exchanges, it collected a library of scientific reference superior to any in this country and equal to any which can be found abroad.

This library, in 1866, was transferred to the Congressional Library. The valuable publications of the institution, containing accounts of investigations in all departments of science, are distributed to all learned societies of the first class, to all foreign libraries of the first class, to permanently endowed colleges in actual operation in this

country, to all States and Territories, and to such institutions devoted exclusively to the promotion of particular branches of knowledge as are willing to reciprocate by giving copies of their own publications.

Some idea may be formed of the value of these contributions from the exchanges of the institution when it is mentioned that they include the publications of more than one thousand societies, mostly foreign, besides large donations from foreign governments, libraries, and individuals, and that these publications are principally of a very expensive character, illustrated by costly engravings and, in many cases, by colored plates.

AMERICAN UNION ACADEMY OF LITERATURE, SCIENCE, AND ART.

The objects of this academy, which was organized in Washington, D. C., November 1, 1869, are "to secure co-operation and concert of action in the advancement and diffusion of knowledge, to aid inquiries in any department of learning, and to promote the elevation of taste in this community and throughout the country." The academy is divided into the following departments:

1. Mathematics, engineering, and mechanics.
2. Physics and chemistry.
3. Medical science and hygiene.
4. Psychology, ethics, and social science.
5. Ethnology and natural history.
6. Archæology, geography, and civil history.
7. Philology and literature.
8. Fine arts, architecture, and music.
9. Law and polity.
10. Finance, statistics, and political economy.

Each of these departments is under the supervision of a committee consisting of three members, who examine, revise, and, if approved, report for publication, all papers in their several departments presented to the academy; only those persons are eligible for membership who are of known proficiency in some branch of knowledge, who shall be previously nominated by the appropriate department, and elected by a unanimous ballot, and who shall pay an initiation fee of ten dollars.

The regular meetings of the academy are held on the last Monday of each month, and special meetings at such times as the council may determine. At these meetings, papers approved for reading by the appropriate committee are read, discussions held, and queries answered. Any visitor may be invited to speak, or any special topic may be introduced for consideration, by vote of a majority of the members present. John William Draper, M. D. LL.D., is president of the academy, and its membership is large and respectable.

COLUMBIAN COLLEGE.

This institution, which was established in Philadelphia in 1814, by several Baptist ministers, prominent among whom was the Rev. Luther Rice, was originally designed for the education of candidates for the ministry. The present site of the college was purchased in 1819, and in February, 1821, a charter was obtained from Congress with full power to create a faculty in law, divinity, and medicine, as well as to provide for the ordinary branches of collegiate study. In the autumn of the same year the institution in Philadelphia was removed to Washington to form the theological department of the college, with Professor Chase and eight students. The first president of the college was the eminently popular preacher and theological teacher, Rev. William Staughton. The regular exercises of the college were commenced in January, 1822, under the direction of an able faculty. The medical department of the college was organized in the same year and the law department in 1826. The president of the college is James C. Welling, LL.D., professor of moral and intellectual philosophy and history. He succeeded the Rev. G. W. Samson, D. D., who resigned during the present year.

The college consists of four departments, viz:

1. The preparatory school, with two instructors.
2. The college, (proper,) with eight professors, situated on "College Hill," north of the city.
3. The law school, with five instructors, on Fifth street northwest, and—
4. The medical school, with thirteen instructors, on H street, near Thirteenth street.

Although there are several students studying for the ministry at the college, there is no regular theological department at present. In connection with the medical department a school of pharmacy, with three professors, was established in 1870.

HOWARD UNIVERSITY

Howard University, General Oliver O. Howard, president, which is located at the head of Seventh street west, just outside of the northern boundary line of Washington,

was organized under a special act of Congress in the year 1867, and forms a part of a general system of institutions of learning which have grown out of the continued action of benevolent associations, the principal one of which was the Freedmen's Bureau, under General Howard.

It is intended as a national institution for higher education in the training of teachers and the usual college course, including preparatory and normal departments, as also in the departments of theology, medicine, law, and agriculture, and to be truly a university of the highest grade, specially for colored men, though not exclusively, there being no designation of race or sex in the act of incorporation. There are eight buildings in use. The principal edifice is four stories in height, and contains rooms for lectures and recitations, a chapel, library, philosophical rooms, museum, and offices. Minor Hall, for the lodgment of female students, is three stories in height and will accommodate one hundred. Clark Hall, the lodging-house for young men, will accommodate two hundred students. In its basement is a large room adapted to military drills and gymnastic exercises.

The buildings for the medical department and hospital, with their grounds, adjoin the university park. The general hospital connected with this department will accommodate over three hundred patients.

The collegiate department of the university has nineteen students. Although at first assisted by the Government in establishing the institution, the trustees of the university now depend upon yearly contributions and endowments. Towards a purposed endowment of $300,000, $100,000 has been subscribed, President Grant, Hon. David Clark, Hon. Gerrit Smith, and John Taylor, esq., of London, being among the principal contributors. Professor John M. Langston, A. M., is the dean of the law faculty.

GEORGETOWN COLLEGE.

Georgetown College, Rev. John Early, S. J., president, an institution conducted under Roman Catholic auspices, is located on the heights of Georgetown, D. C. The design of forming "an academy at Georgetown, Potomac River, Maryland," originated in 1785 with several gentlemen, the principal of whom was the Rev. John Carroll, subsequently the first archbishop of Baltimore. The first building was erected in 1789, and in 1792 the classical department was opened. In 1798 the institution was designated as "The College of Georgetown, Potomac River, State of Maryland," and in May, 1815, Congress conferred on it university powers. The faculty of the classical department of the college consists of Rev. John Early, S. J., president, with twenty-three instructors.

Applicants for admission must know how to read and write. The entire course of studies, including the preparatory classes, is completed in seven years, unless the proficiency of the student authorizes a shortening of that term. Every student is required to pursue the regular classical course.

The degree of bachelor of arts is conferred upon students who have made the regular course of Latin and Greek.

Two general examinations are held during the year; the minor, or "middle," in January, at the end of the first term, and the major, or "final," in June. The classical department had 212 students in all of its divisions at the close of the term in June last. Of this number 22 were day scholars.

The medical department, organized in May, 1851, has 11 instructors. The lecture-rooms are at the corner of Tenth and E streets, northwest.

A school of pharmacy has recently been organized in the college, in which diplomas are given for proficiency. This school had four graduates last year.

The law department (located in the Colonization Building) was organized in October, 1870.

THE COLUMBIA INSTITUTION FOR THE DEAF AND DUMB,

E. M. Gallaudet, Ph. D., LL. D., president, was founded by Hon. Amos Kendall, (who was its first president,) and was chartered by Congress February 16, 1857. It is located near the junction of M and Boundary streets, northeast. It is the only deaf-mute college in the world. Seven professors, including the president, are employed, and the course of study is substantially the same as in other colleges. The students are taught by signs and the finger alphabet, but the time consumed in pursuing the studies of the preparatory department and the collegiate department proper is no longer than that required by other colleges. The institution consists of two departments, one called the National Deaf-Mute College and the other the Preparatory Department. The latter department is especially for residents of the District of Columbia and the children of soldiers and sailors. The branches taught are those in which instruction is given in the usual primary, grammar, and high schools. About seven years are required to complete the course of studies in this department, and about four years in the National Deaf-Mute College. Instruction is given in articulation to such as promise to profit by it, and it is believed that two of the next graduating class will deliver

their orations orally. The institution is at present attended by ninety-eight students, forty-eight of whom are in the preparatory department. Of this number about one-third are females.

The students in the college proper are all males and come from twenty-four different States. In 1868 there were four graduates of the college, and in 1869 there were five. It may be mentioned as an interesting fact that these nine graduates are now receiving an average annual salary of $1,100 each. One of them is an assistant examiner in the Patent Office, having received his appointment after a competitive examination over seventeen other applicants, one is a microscopist in the Coast Survey office, several are in the different departments of the Government as clerks, but the majority are engaged in teaching. A small library and reading-room are attached to the institution, which is supported by congressional appropriations, made yearly, by the tuition fees of paying pupils, (a small number,) and by voluntary contributions. Twenty-five scholarships are provided by the Government, and the amount annually appropriated by Congress is about $40,000, with occasional extra allowances for building purposes. As it is estimated that there are at least twenty thousand deaf-mutes in the United States, and as all of the different States of the Union have recently established preparatory schools for the education of their deaf-mutes, it is believed that within a short time the National Deaf-Mute College will be unable to accommodate the large number that will apply for admission. But one wing of the college proper has been built, and the friends of the institution are anxious to see the main structure erected as soon as possible.

GONZAGA COLLEGE.

This institution, which was formerly known as the "Washington Seminary," was re-opened for the youth of Washington and vicinity on the 2d of October, 1848. It is conducted by the fathers of the Society of Jesus, (Roman Catholic,) and is located on I street, between North Capitol and First streets, northwest, near St. Aloysius Church. The president is the Rev. James Clark, S. J. This college was incorporated by Congress in May, 1858, under the name of the "President and Directors of Gonzaga College." The college is intended for day scholars only, irrespective of creed or religious profession, is usually attended by about 150 students, whose ages range from ten to eighteen years, and has seven instructors.

WAYLAND SEMINARY.

This institution was organized in 1865, having for its object the education of preachers and teachers for the colored people. Its present location is at the corner of Nineteenth and I streets, but land has recently been purchased for new buildings upon Meridian Hill on Sixteenth street, and the funds for the erection of the buildings are in process of collection among the colored people of the Baptist denomination. The value of the school property at present is estimated at $10,000. The current expenses of the institution are furnished by the Sabbath-schools of the country, amounting to about $6,000 annually. The American Baptist Home Missionary Society has the general charge of the support of the school. The school has three departments, theological, academic, and normal. The number of students during the past year was 70, of whom 60 were males and 10 females. The average age of the students is about twenty-three years. Connected with the school is a student's home, where 45 are boarded, the funds for their support coming from abroad, without which aid it would have been impossible to carry on the school. The instructors are the Rev. G. M. P. King, A. M., principal, and two assistants.

THE WASHINGTON BUSINESS COLLEGE.

The Washington Business College, H. C. Spencer, principal, is located at the corner of Seventh and L streets, northwest. The instruction includes knowledge essential in all kinds of business operations. The business course comprises practical penmanship, grammar, composition and correspondence, commercial geography, business arithmetic, book-keeping applied to all kinds of business, business practice, business forms, political economy, and commercial law. There are special departments in the college, which include telegraphy, French, German, phonography, and drawing. Hours of instruction from 9 a. m. to 2 p. m., and from 6 to 9 p. m. The average membership is about 200. A membership in this college is good in any of the institutions of "the Business College Association."

THE LYCEUM IN WASHINGTON

has grown rapidly within a few years. Its public discourses have been given by the learned of both America and Europe, and it is estimated that they have been listened to by at least 50,000 people within the past five years. The organizations which have taken the lead in making the enterprise of public lectures a success, are the Grand Army of the Republic and the Young Men's Christian Association.

THE PUBLIC LIBRARIES

are great educational repositories. Those of national importance are the Library of Congress, the library of the Department of State, the document library of Congress, the library of the Naval Observatory, and the Patent Office library. The Library of Congress now comprises the library of the Smithsonian Institution, the copyright library of the Patent Office, the law library of the Supreme Court, and to it has been added the library of Peter Force, ex-mayor of Washington. Its collection numbers over 230,000 volumes, being the largest in the United States. Congress appropriates $10,000 annually for the increase of the library, and has further enacted that two copies of every book copyrighted in the United States shall be deposited here. Any person is allowed to examine the books, but none are permitted to be taken away, except by the President of the United States, the Vice-President, members of the Senate and House of Representatives, judges of the Supreme Court, cabinet officers, the diplomatic corps, and a few other high officials. A. R. Spofford, esq., is librarian.

The library of the Department of State contains nearly 19,000 volumes, embracing works on diplomacy, international law, &c.

The document libraries of the Senate and House of Representatives contain nearly 100,000 volumes of documents, reports, debates, &c.

The Patent Office library was founded in 1837, and now contains 21,000 volumes, embracing scientific and technical works of all descriptions as applied to the arts. As such, it is believed to be unsurpassed in the world. Its use is restricted to the Department officials, but for reference within its doors it is free to the public. Dr. G. C. Shaeffer is librarian.

The Agricultural, the Interior, and Treasury Departments have each a library of considerable magnitude. That of the Agricultural Department contains about 8,000 volumes, relating almost exclusively to agriculture and its collateral interests. The collection is yearly swelled by the choicest productions of the foreign, scientific, and industrial press, especially from that of France and Germany. Exchanges are at present made with over 1,500 native and 300 foreign societies.

The Young Men's Christian Association of Washington, and the order of Odd Fellows have libraries of considerable size. The former contains 12,000 volumes, and is under the charge of the "Washington Library Company." It embraces every species of general literature. The books are free to the use of all, in the rooms, but only members or subscribers can take them away. The Odd Fellows' library is of a miscellaneous character, and has 3,229 volumes. It is limited to the use of the members of the order, their widows and children.

The library of the Naval Observatory is noticed under that institution.

THE ENTOMOLOGICAL AND AGRICULTURAL MUSEUM

is located in the building of the Department of Agriculture, and is a novel exhibition of the manufactures from agricultural products, and also shows how these products are affected by different climates, and processes of cultivation, and what insects, birds, and animals are especially injurious or beneficial to them.

THE HERBARIUM OF THE DEPARTMENT OF AGRICULTURE

contains about 15,000 specimens of dried plants. A laboratory is connected with this department, where analyses are made of soils, fertilizers, and agricultural products, and the results communicated to societies or individuals desiring them.

THE CONSERVATORY OF THE DEPARTMENT OF AGRICULTURE

was established in 1870. It is intended for the propagation and experimental culture of all plants that may be utilized in the arts, in medicine, or as food. It contains many kindred specimens of plants and flowers, and, in connection with the arboretum attached to the grounds—which represents, by groups, the different genera of trees, and which contains over 1,400 species—is a place of interesting study.

THE BOTANICAL GARDEN,

located west of the Capitol, contains over 4,000 species of plants, from this and other countries embraced within the temperate and tropical zones. A green-house is supplied for plants which require its protection. The garden was established since 1853, and the first plants received were from the Wilkes's Exploring Expedition.

THE CORCORAN ART GALLERY

contains a collection of paintings and statuary, valued at several hundred thousand dollars, donated to the city of Washington by W. W. Corcoran, in 1869. Among the collections is the "Greek Slave," by Powers. The collection is still exhibited at the residence of Mr. Corcoran, on Tuesdays and Fridays, as the building intended for their reception, corner of Pennsylvania Avenue and Seventeenth street, is not yet fully finished.

THE MINERAL CABINET OF THE GENERAL LAND OFFICE

contains a large number of geological specimens from almost every State and Territory, (some being from foreign countries,) fossils of various kinds, Indian relics, &c., most of which have been contributed, from time to time, by the sub-officers of the Land Office throughout the West. In connection with the cabinet is a laboratory in which analyses are made of soils and ores. The cabinet is located in the Interior Department building.

THE UNITED STATES PATENT MUSEUM OR MODEL-ROOM,

in what is known as the "Patent Office," is located between F and G, and Seventh and Ninth streets, northeast from the Capitol. It is estimatedthat it contains over 160,000 models, of which 30 per cent. failed to receive letters-patent. The three floors of the building, including the galleries occupied by the glass cases in which the models are stored, make a museum nearly two thousand feet in length by about seventy feet in width, from which the observer can learn the wonderful progress of the useful arts.

THE ARMY MEDICAL MUSEUM

is an outgrowth of the great rebellion, and is located in Ford's Theatre building, on Tenth street, between E and F. The collections of the museum are divided into sections as follows:

1. *The surgical section*, containing 6,000 specimens, showing the effects of missiles of every variety on all parts of the human body.
2. *The medical section*, containing 1,150 specimens, the majority of which illustrate morbid conditions of the internal organs in fever, chronic dysentery, &c.
3. *The microscopical section*, contains 4,000 specimens, embracing dissevered tissues, dissevered organs, &c.
4. *The anatomical section* consists of skeletons, separated crania, &c.
5. *The section of miscellaneous articles* includes models of hospital barracks, ambulances, and medical wagons, a collection of surgical instruments, samples of artificial limbs, &c.

THE MUSEUM OF THE SMITHSONIAN INSTITUTION

possesses the collections made by more than fifty government expeditions, and thousands of contributions from other sources. They embrace the larger North American and European mammalia, both skins and skeletons; stuffed birds and fish; a series of minerals, meteorites, fossils, rocks, plants, originals and casts of the giant vertebrates of the past and present time, and a display of objects of human art and industry. The value of this museum to the student cannot be estimated.

THE UNITED STATES NAVAL OBSERVATORY,

established about twenty-five years ago for the purpose of making astronomical and meterological observations for the especial benefit of navigators and astronomers. The astronomical observations are made with a view of preparing celestial catalogues, of discovering new planets, and of noting the different changes which take place, from time to time, among the heavenly bodies. Special observations are at present being made for the purpose of revising the lunar theory, and of ascertaining more definite information in regard to the effect of changes in the moon upon the earth. A new equatorial telescope, which will be one of the largest, if not the largest, in the world, is now in process of construction for the observatory at Cambridge, Massachusetts.

The library is specially rich in works of science and the higher mathematics. It is, of course, reserved to the use of the professors and officials of the Observatory.

HIGH SCHOOLS NEEDED.

A special deficiency in the system of public education in this District is the want of high schools or secondary instruction. This is needed not only for the higher training

of those who would receive instruction in no other way, but to tone up and direct the aspirations of the pupils of the lowest grade and in the remotest elementary school.

HOWARD UNIVERSITY LAW GRADUATES.

A marked feature in the educational progress of the District of special interest has been the graduation of a class of young colored men from the law department of Howard University, under the instruction of Professor John M. Langston. In spite of previous disadvantages they gave proof of thorough and excellent attainments in their professional studies. Their addresses were not only in good English, but were well delivered.

Number	Name.	Principal.	Location.	Established.	Pupils then.	Pupils now.	Average attendance.	Ages of pupils.	Branches taught.
1	Boarding and Day School for Young Ladies	Misses Burgess	1403 N. Y. ave., N. E	1865	16	15	12	11–18	Higher English, music, and French.
2	Memorial Hall for Young Ladies	Misses Annie Evans and Helen Williams.	Cor. 14th and N. sts., N. W.	1869	30	60	53	5–18	Higher English, French, German, classics, drawing.
3	Immaculate Conception Parish School for Girls, (R. C.)	Sisters of Charity, with three associates.	1554 8th st., N. W	1865	14	26	24	6–14	Common English and ornamental work.
4	Primary School for Boys and Girls	Madame Cantori	1303 M st., N. W	1869	5	8	7	8–10	
5	Primary School for Girls and Boys	Mrs. Elizabeth Pryor	1421 N st., N. W	1852	40	10	19	8–12	
6	Primary School for Girls and Boys	Miss Marcia Clifton	634 Mass. ave., N. W	1870	2	18	15	4–10	
7	Intermediate School for Girls and Boys	Miss Alfonse Clifton		1870	12	18	12	4–16	Common English and music.
8	Young Ladies' Seminary	Elizabeth Koones	221 D st., N. W	1844	17	19	15	6–17	Higher English, music, and French.
9	Primary School for Boys and Girls	Helen Curran	214 D st., N. W	1871	3	3	3	7–15	Latin, French, natural science, astronomy, ethics, drawing, &c.
10	Select School for Young Ladies	Mrs. G. M. Condron and Miss A. T. Smith.	506 5th st., N. W	1868	8	90	85	13–20	Higher English, Latin, French, free-hand drawing, lectures.
11	St. Cecilia's Academy for Young Ladies, (R. C.)	Sisters of the Holy Cross	131 Engle Place	1869	40	80	70	10–18	English and scientific, Latin and modern languages, painting, &c.
12	Select School for Young Ladies and Little Boys, (R. C.)	Sisters of the Sacred Heart of Mary.	706 C st., S. W	1867	45	65	63	12–20	Higher English, music, French, painting, ornamental, &c.
13	Primary School for Boys and Girls	Miss Kate Hereus	1202 C st., S. W	1868	10	27	23	6–12	
14	Select School for Girls	Mrs. A. S. Bayne	1725 F st., N. W	1870	....	8	8	6–13	Common English, French, and vocal music.
15	School for Boys	Mrs. S. A. Peck	1704 I st., N. W	....	....	9	9	6–17	Common English.
16	Primary School for Boys	Miss Sarah E. Tiffey	1753 K st., N. W	1871	1	4	4	7–12	
17	School for Boys and Girls	Mary A. Hanna	2136 Pa. ave., N. W	1865	....	35	34	6–14	Common English, music, and French.
18	Primary School for Boys and Girls	Miss Mary Mumford	220 Del. ave	1871	4	15	13	4–12	
19	School for Boys and Girls	Simon Burke	103 H st., N. W	1868	14	50	30	7–13	Common English.
20	School for Young Ladies	Vernon Dorsey	30 —— st., S. E	1865	1	6	6	12–18	Higher English and the languages.
21	Schools for Boys and Girls	Mrs. Wagner	307 C st., S. E	1871	14	8	6	3–6	
22	School for Girls	Sisters of Notre Dame	Cor. 5th and Wash'n sts	1866	50	120	110	5–15	Common English and the German language.
23	Schools for Girls and Boys	Miss A. M. Hanson	107 Pa. ave	1868	18	45	43	6–18	Common English, German, and wax-work.
24	Schools for Girls and Boys	Miss Gertie Lane	1529 9th st., N. W	1869	14	26	24	6–14	
25	Colored Night Schools for Adults	Robert Johnson	Vt. ave., bet. Q and R sts.	1871	23	15	9	16–35	Common English.
26	Parish Schools for Boys	Rev. Father McCarthy	N st., bet. 7th and 8th	1865	75	130	115	6–15	Do.
27	Parish School for Colored Girls	Sister Seraphina Nocll	15th st., bet. L and M	1866	12	140	135	7–18	Do.
28	Primary School for Boys and Girls	Miss E. W. Jewett	1311 13th st., N. W	1869	5	17	16	5–13	

29	Incarnation Church Select School or Young Ladies.	Miss E. H. McLeod	1115 M st., N. W	1868	15	15	13	6-16	Common English and modern languages, music, &c.
30	Primary Schools for Boys and Girls	Miss Kate Herald	1015 L st., bet. 10th and 11th, S. E.	1870	20	26	24	4-8	
31	German Lutheran Trinity School for Boys and Girls.	George Seitz	Cor. 4th and E sts., N. W.	1867	40	130	125	7-13	Common English, German, &c.
32	St. Joseph's Parish School for Boys and Girls	Lawrence Rabstock	2d st., bet. C and D	1871	40	125	115	6-15	Common English and German.
33	Primary School for Boys and Girls	Miss Katie Harbin	Va. ave., bet. 4th and 5th sts	1870	12	20	18	7-15	
34	Primary School for Colored Boys	Cecilia Thomas	2d and D sts., S. E	1869	28	16	14	6-13	
35	St. Peter's Parish School for Boys and Girls	Four Sisters of the Holy Cross.	E st., bet. 3d and 4th, S. E.	1868	100	267	230	5-16	Common and higher English.
36	Primary Schools for Boys and Girls	Mrs. M. A. Swayne	Cor. 7th and L sts.	1870	20	20	18	5-14	
37	School for Boys and Girls	Miss Jennie Polkinhorn	942 B st., S. W	1867	30	16	15	6-12	Common and higher English.
38	German and English School for Boys and Girls	Rev. C. T. Diehl	4½ st. bet. C and D	1858	12	40	38	7-14	Common English and grammar.
39	St. Dominick's Parish School for Boys and Girls.	Rev. Father Favtune	Cor. F and 6th sts	1863	40	300	278	4-15	Common English.
40	Academy of the Visitation for Young Ladies only	Visitation Nuns	Cor. 10th and G sts., N. W.	1850	....	....	150	6-18	
41	Primary School for Boys and Girls	Miss R. M. Calkins	Cor. 4th st. and Pa. ave	1868	12	55	50	6-12	
42	Primary School for Boys and Girls	P. Vaughn	321 Va. ave., S. W	1871	25	36	34	6-15	
43	Primary School for Boys and Girls	Miss Jeanette Bright	1317 E st., S. E	1864	12	20	17	6-15	
44	Primary School for Boys and Girls	Miss Mary Miller	810 G st., S. E	1868	20	11	10	6-12	
45	Primary School for Boys and Girls	Miss Jennie A. Russell	805 Pa. ave	1871	15	23	20	5-10	
46	German and English Institute for Boys and Girls	J. P. Rothe	423 G st	1871	34	84	80	7-14	Common English and German language.
47	St. Mary's Parish School for Boys	Emile F. Schwakoff	Washington, near 5th st	1845	25	75	65	6-13	Do.
48	Primary School for Boys and Girls	Miss —— ——	Cor. Pa. ave. and 4½ st	1861	....	16	13	6-12	Do.
49	English and Classical Academy for Boys	Charles Roys	Dr. Sunderland's church	1870	14	22	20	8-17	Common English, mathematics, Latin, &c.
50	Young Ladies' Seminary	Miss L. Thompson	735 9th st., N. W	1861	8	20	18	10-18	Common English, French, drawing, &c.
51	Primary School for Boys	Miss Laura Creaser	926 8th st., N. W	1871	4	4	4	6-10	Do.
52	Primary and Intermediate School for Boys and Girls, (colored.)	Mrs. George Hays	822 9th st., N. W	1831	....	30	25	4-15	Common English.
53	St. John's Parish School for Boys and Girls, (P. E.)	Mrs. Hollsman	Cor. 21st and E sts	1866	....	45	40	5-15	Do.
54	School for Young Ladies	Mrs. A. J. Faust	2209 I st., N. W	1868	....	7	7	14-16	English, Latin, French, mathematics, &c.
55	St. Matthew's Parish for Young Ladies, (R. C.)	Sisters of the Holy Cross	813 15th st., N. W	1869	60	75	70	5-17	Common English and ornamental needle-work.
56	School for Young Ladies	Miss Lydia Fletcher	1313 N. Y. ave	1869	....	15	14	12-18	Higher English, French, music, &c.
57	School for Young Ladies	Madame Burr	1308 N. Y. ave	1841	....	30	28	9-18	Do.
58	Select English and Classical Institute for Boys	Rev. F. L. Bright	G st., bet. 14th and 15th sts.	1870	15	20	17	10-18	Common English, Latin, Greek, drawing, &c.
59	Evening School for Adults of both Sexes	Miss S. E. Langton	N. Y. ave., near 13th st	1870	5	5	5	15-30	Common English.
60	Emerson Institute for Boys	Charles B. Young	725 14th st., N. W	1852	5	140	125	10-20	English, Latin, Greek, German, French, &c.
61	Night School for Male Adults	J. F. Patterson	725 14th st., N. W	1869	....	10	10	15-25	Common English, bookkeeping, and French.
62	Young Ladies' Seminary	Miss M. J. Harrover	511 13th st., N. W	1856	15	25	20	10-18	English and French.
63	School for Boys and Girls	Misses Kerr	915 12th st., N. W	1855	13	30	25	8-15	Common English and French.
64	School for Boys and Girls, (colored)	Joseph Ambush	924 11th st., N. W	1868	15	78	70	7-18	Common English.
65	Day School for Young Ladies	Mrs. Watherspoon	1713 H st., N. W	1869	23	43	40	10-18	English, Latin, Greek, modern languages, &c.
66	St. Aloysius Parish School for Girls, (R. C.)	Miss Kate Cleary	1st st., bet. I and K sts.	1861	120	275	250	6-16	Common English.

Statistics of private schools in the District of Columbia—Continued

umber.	Name.	Principal.	Location.	Established.	Pupils then.	Pupils now.	Average attendance.	Ages of pupils.	Branches taught.
67	St. Aloysius Parish School for Boys, (R. C.)	Simon Fennell	I st., bet. N. Capitol and 1st sts.	1861	100	238	230	6–15	Common and higher English.
68	School for Boys and Girls	Miss Mollie Thompson	711 12th st., N. W	1869	35	14	12	6–15	Common English and French.
69	Evening School for Boys and Girls, (colored)	Isaiah Ross	915 11th st., N. W	1871	2	2	2	20–30	Common English.
70	St. Martin's Parish School for Boys, (colored)	Rev. Father Berrotti	15th st., bet. L and M	1867	20	55	48	6–18	Do.
71	Rosslyn Seminary for Young Ladies	Miss Barbara Ross	1538 I st., N. W	1862	6	31	28	12–20	Higher English, French, Latin, German, and music.
72	Lincoln Mission Colored Night School	Warren Brown	Cor. 11th and B sts., N. W	1867	30	250	240	15–40	Common and higher English, &c.
73	Eclectic Institute	Rev. Oliver Cox	Cor. I and 5th sts	1870	....	45	43	9–18	English, Latin, Greek, chemistry, and physiology.
74	Rittenhouse Academy	O. C. Wight	306 Indiana av	1840	....	32	31	10–18	Higher English and Latin.
75	French and English School for Young Ladies	M'lle Prud'homme	419 4½ st	1867	8	22	21	7–17	Higher English, mathematics, French, Latin, &c.
76	English and Classical High School for Boys		Dr. Sunderland's church	1868	30	30	25	11–20	Common and higher English.
77	Select School for Boys and Girls	Miss Cluskey	404 6th st., N.W	1871	4	15	10	6–12	Common English.
78	West End English and Classsical Academy for Boys.	F. A. Springer	1811 I st., N. W	1868	....	12	11	8–16	English, classics, French and German, mathematics, &c.
79	St. Matthew's Parish School for Boys, (R. C)	Conducted by Christian Bro's.	K st., bet. 14th and 15th sts.	1869	35	140	130	6–18	Common and higher English.
80	Christian Brothers School for Boys	Brother Tobias	K st., bet. 14th and 15th sts.	1868	100	170	165	7–19	Common and higher English, Latin, Greek, and modern languages, &c.
81	English and French School for Young Ladies		1407 L st., N. W	1867	30	19	17	8–18	English and modern languages, music, &c.
82	Boarding and Day School for Young Ladies		943 M st., N. W	1870	9	102	100	4–19	English and modern languages, music, &c.
83	English, French, and Classical Institute for Young Ladies.	Mrs. Angelo Jackson	915 New York av	1868	25	18	17	8–18	Common English, French, and Latin.
84	School for Girls	Miss M. E. Jones	1104 9th st., N. W	1867	....	19	17	6–13	Common English.
85	School for Boys and Girls	Miss Laura Laws	1145 8th st., N. W	1867	....	20	16	6–11	Common English.
86	Wesleyan Seminary School for Boys and Girls, (colored.)	P. A. Lee	D st., bet. 2d and 3d sts	1871	2	35	30	6–15	
87	Israel Church Primary School for Boys and Girls, (colored.)		South Capitol st., bet. B and C sts.	1870	38	50	42	4–17	
88	Primary School for Boys and Girls	Miss M. A. Brown	610 I st., N. W	1849	....	....	22	6–10	
89	Institute of Penmanship for Youths and Adults.	James Corridon	204 H st., N. W	1871	....	74	15	9–40	Penmanship.
90	School for Boys and Girls	Michael Burke	76 Jackson's alley	1866	....	....	65	6–16	Common English.
91	Primary School for Boys and Girls	Miss Woodard	1009 26th st., N. W	1870	....	25	23	4–15	
92	Primary School for Boys and Girls	Miss Mary Sullivan		1870	....	35	30	4–13	

93	Kindergarten for Infants of both sexes	Mrs. E. A. Miriek	300 1st st	1870	8	14	14	3–10	
94	Kindergarten for Infants of both sexes	Miss Mary Hooper	Cor. 7th and G sts., N. W.	1871	....	24	....	.....	
	PRIVATE SCHOOLS OF GEORGETOWN.								
95	Primary School for Boys and Girls	Miss Cartwright	Cor. Jay & Washington sts.	1870	....	12	12	4–14	
96	Boarding and Day School for Young Ladies	Mrs. Ira Wheeler	13 3d st	1865	....	5	3	8–15	English, modern languages, Latin, music, &c.
97	Trinity Parochial Schools for Boys	M. J. Whelan, S. T	Cor. 1st and Fayette sts.	1817	....	170	150	8–18	Common English, drawing, and book-keeping.
98	St. John's Parochial School for Girls, (P. E)	Miss Nina Lawrence	Cor. 1st and Potomac sts.	1868	....	30	30	9–16	Common English.
99	Primary School for Boys and Girls	.....	150 High st	.....	....	17	17	5–12	
100	Primary School for Boys	.....	Lingan, bet. 2d and 3d sts	1871	....	13	13	7–12	
101	St. Joseph's Free School for Females	.....	Fayette st	1799	....	120	100	6–16	
102	West Street Academy for Boys	.....	161 West st	.....	....	25	23	8–16	Common English, French, Latin, &c.
103	Primary School for Boys, (colored)	.....	71 Market st	1870	....	28	20	4–15	
104	Georgetown Female Seminary for Young Ladies	Miss S. A. Liscomb	76 Gay st	1868	12	100	90	7–17	Common English, French, music, &c.
105	School for Boys	William J. Carroll	Cor. High and Gay sts	1868	....	....	22	6–18	English and mathematics, &c.
106	School for Boys and Girls	Miss M. C. Knowles	123 Washington st	1867	....	....	14	8–20	English and common.
107	Georgetown Institute for Males	Rev. P. Hall Sweet	128 Bridge st	1856	....	....	25	.....	
108	Young Ladies' Day School	Misses C. and K. N. Tenney	91 Beall st	1852	....	....	10	.....	English, mathematics, science, &c.
109	School for Boys	Miss C. J. Maynadier	107 West st	1868	....	....	15	6–14	English and common.
110	School for Boys and Girls	Miss Annie J. Mitchell	123 Gay st	1866	....	....	....	.....	Common English.
111	Select English and French School for Young Ladies.	Mrs. Sarah M. McDonald	.....	1868	....	....	15	.....	English, mathematics, French, music, &c.
112	Primary School for Boys and Girls	Miss V. Harrison	26 Gay st	.....	....	....	7	7–12	
113	School for Boys and Girls	Mrs. M. Laura Larens	"Cottage," on Fayette st.	1871	....	....	9	.....	
114	Primary School for Boys	Mrs. E. A. Brown	Cor. Beall & Washington sts	1847	....	....	19	7–12	
115	Grace Church Parish School for Boys and Girls	.....	High st., bet. Bridge and Water sts.	1866	....	50	40	.....	
116	Primary School for Boys and Girls	Miss Christie Smackum	4 4th st	1871	....	13	11	4–12	
117	Georgetown Academy of Visitation for Young Ladies, (R. C.)	Sisters of the Visitation	.....	1799	....	180	....	.....	English, modern and ancient languages, music, &c.
118	School for Boys and Girls	.....	155 Bridge street	1861	....	4	3	6-14	Common English.
	PRIVATE SCHOOLS OF UNIONTOWN.								
119	Primary School for Boys and Girls	Mrs. Williamson	Uniontown, D. C	1870	....	16	15	5–13	
120	Primary School for Boys and Girls	Miss Frances Bailey	Uniontown, D. C	1871	15	16	15	6–15	

Name.	Location.	When established.	How established.	Chief officer.	Inmates.			Instructed in—
					Male.	Female.	Total.	
St. Vincent's Orphan Asylum[1]	S. W. cor. 10th and G sts., N. W.	1821	Chartered by Congress	Sister Blanche, of Sisters of Charity.	.....	.....	.....	English branches, French, music, needle-work, dress-making, millinery, &c.
The National Soldiers and Sailors' Home.[2] *	No. 1732 G st., N. W.	July 25, 1866	Incorporated by Congress.	Mrs. E. E. Scanborough	.....	.....	67	English branches, house-work, &c.
The Aged Woman's Home[3]	High st., near Bridge, Georgetown.	.....	.....	.....	.....	7	7	
St. Ann's Infant Asylum*	24th and K sts., N. W.	1863	Chartered by Congress through efforts of Sisters of Charity.	Sister Arsenia	.....	.....	50	
St. Joseph's Male Orphan Asylum[4]*	H st., N., bet. 9th and 10th.	1855	By special act	Sister Hortense	100	.....	100	Primary English branches.
The Industrial Home School[5]†	.....	1867	.....	Gov. H. D. Cooke	76	23	99	All in primary English branches, and girls in use of needle and domestic work.
Washington City Orphan Asylum*	I st., bet. 2d and 3d sts., N. W.	1815	.....	Mrs. S. P. Lee	40	50	90	Common English branches.
A Home for the Aged[6]	G st., bet. 9th and 10th sts.	Feb. 2, 1871	.....	.....	.....	16	16	
The Woman's College[7]	6th st., cor. of O	Oct. 1, 1871	.....	.....	.....	15	15	General domestic duties.
St. Mary's House of Industry[8]	.....	.....	.....	Mrs. Gen. W. T. Sherman.	.....	.....	.....	
The Government Insane Asylum[9]‡	South side of Anacostia River.	1853	.....	Charles H. Nichols	403	132	535	
The Woman's Christian Association[10]	Judiciary Square	1870	By the ladies	Mrs. Wm. Stickney	.....	40	40	Religious instruction and house-work.
The Louise Home[11]§	S. E. cor. 16th st. and Mass. ave.	1869	By W. W. Corcoran, esq.	Miss Lucy M. Hunter, (matron.)	.....	25	.....	

(1) Since the establishment of this asylum, over 5,000 orphan girls, who are received at the age of 4 years, and retained if necessary until 18, have been cared for. The names of its directors are Rev. Father Boyle, president; Rev. Father Walter, Edward Simons, Thomas Berry, and William Galt.

(2) Congress appropriated $15,000 for the home. Among its incorporators are Mrs. President Grant, Mrs. General Sherman, and Mrs. H. D. Cooke. Its inmates range in age from 4 to 14 years.

(3) The inmates are mostly widows, and their ages vary between 45 and 90.

(4) The ages of inmates range between 5 and 11 years. Rev. J. A. Walter is president of the board of trustees.

(5) Two schools are in operation—one in Georgetown and the other in Washington.

(6) The Little Sisters of the Poor (Roman Catholic) have charge of the home, which receives no applicants under the age of 60.

(7) The college is for the benefit and training of fallen women. The property is held by a stock company, with a nominal capital of $15,000, divided into shares of $20 each.

(8) This institution is not yet in operation, the building, located on North Capitol street, being still in process of erection. Its purpose is for the instruction of girls and women.

(9) The asylum was established through the instrumentality of Miss Dorothea Dix, the eminent American philanthropist, and went into operation on the breaking out of the rebellion. It receives all the insane of the Army and Navy and the revenue-cutter service, and the indigent insane of the District of Columbia, under prescribed official recommendation. About 45 per cent. of all cases received have been permanently cured. It is managed by a board of visitors, appointed by the President of the United States.

(10) The object of the association is to furnish a home, temporarily, for destitute women and children, and to obtain employment for them. During the first year of its operation, it provided for a great many destitute, and reclaimed many fallen women, who are now pursuing an honorable livelihood. The young inmates are given a primary education, and the pupils now number 35.

(11) This institution is designed for the support and maintenance of a limited number of gentlewomen, who have been reduced by misfortune, so as, in the judgment of the trustees and directresses, to be proper persons to receive such assistance. It will accommodate 60 inmates. There are four trustees and nine directresses. A further endowment of $130,000, from sources not yet available, is anticipated.

* Source of support.—Voluntary subscription.
† Source of support.—Private donations.
‡ Source of support.—Annual Government appropriations.
§ Source of support.—Endowed. Endowment of the donor, $160,000.

GENERAL CONDITION OF EDUCATION AMONG THE INDIANS.

At no time in the history of this country has there been more interest felt, or discussion provoked, over the condition of the aboriginal race, than at present. The policy of peace and honesty, which was inaugurated under the present administration, is no longer an experiment; it has become a well-defined plan of action, and everywhere produces marked results, of a beneficial character. The most warlike and predatory tribes, the hitherto unyielding nomads of the plains and mountains, are being brought into amicable relations. A large proportion have been gathered on suitable reservations, and, in spite of incidental drawbacks and threatened outbreaks, seem to have fairly accepted the situation. Even the unrelenting Apache, who for two centuries has waged never-ceasing war on the dominant race, alike in our own territories and the border states of Mexico, begins to show signs of yielding to the proffers of a just and merciful civilization. The establishment of Cochise, the Apache chief, with his followers, on a Government reservation in Arizona, is a sign of the most hopeful character. A break has been made in their traditions, and even though Cochise and band may themselves go back to their Ishmaelite existence, still the effort will be renewed and a second time more successfully. This wise and humane policy of peace and honesty, being placed beyond an experimental position, affords a desired opportunity of again considering the educational conditions of the Indian race, as well as the means best fitted to make those conditions thoroughly serviceable in working out the problem of their civilization to a permanent solution. As the several Indian tribes are now and likely to long remain under the direct guardianship of the General Government, the matter of providing a suitable scheme and means of education adapted to the necessities of this peculiar people, is one which demands a careful review of the facts relative to the funds, schools, and experiments now in existence among the several tribes, and a candid consideration of the means of making these most useful, as well as of the methods by which their future value may be increased. These facts may be suggestive of needed legislation. From the recent reports of the several officers of the Bureau of Indian Affairs, as well as from those made by the board of Indian commissioners and other active friends of this new policy, the following facts, relating to the schools and educational agencies formed among the aboriginal tribes within the United States, have been collated:

THE INDIANS OF THE PACIFIC COAST.

As a matter of convenient reference, it has been deemed best to group together the several tribes inclosed within certain geographical limits. The States of California, Nevada, and Oregon, with the Territories of Washington and Alaska, being on the western slope of the great mountain system of this continent, fall most naturally into one division

TRIBES IN WASHINGTON TERRITORY.

A census taken in 1870 of the Indians within Washington Territory, under direction of Brevet Colonel Samuel Ross, United States Army, then acting as superintendent of Indian affairs, shows a total Indian population in that Territory as follows:

Number of tribes or confederate bands	61
Number of male adults	4,311
Number of female adults	4,476
Number of children	6,700
Total	15,487

Colonel Ross also estimates that 5 per cent. must be added for absentee Indians, which will make the total 16,261. For this population, it is stated that there were in operation in 1870, but four schools; Yakima school being under control of Protestant missionaries, and that of the Tulalip Indians being under the famous Catholic missionary, Father Chirouse, and his assistants. The other two were agency and not mission schools. The number of teachers are reported to be, males, 7; females, 6; in all, 13. The number of scholars, as given, is, males, 65; females, 36; a total of but 101 pupils in a population of 12,794 treaty Indians. Other schools have since been organized and are now in operation.

Of Washington Indians, east of the Cascade Mountains, with whom no treaties have been made, it appears that they are not generally nomads, but farmers and fishermen.

The Spokanes till farms, own horses and cattle. They need instruction, and ask for it urgently. A portion of this tribe are Catholics. They have no schools, but urge the Fathers by whom they are visited twice a year, to live permanently in their midst and teach them. The Protestant Spokanes also ask for missionaries and teachers. Another tribe, the Calis-

pees, formerly had a Catholic mission among them. It was burned in 1854, and has not been rebuilt. They possess quite an advanced degree of civilization, owing to the instruction they received from the Fathers. Their chief urges the establishment of a school. The Colvilles are in the same condition, honest, industrious, urgent for more teachers, though there are two Catholic missions in their country—one occupied during the salmon-catching season and the other all the year. The Lakes, a small tribe of peaceable fishermen, want teachers and schools. Other tribes are suspicious of white influence, but all, when it is explained, ask for instruction and teachers for their children. There are no schools or missions established among them. Some of the tribes are visited annually by a Catholic Father. Nearly all the chiefs are anxious to have their boys learn trades and their people instructed in farming. The non-treaty tribes west of the Cascade Mountains are small in number. There are no schools or missionaries in their midst.

A commendable degree of activity and progress is reported among the treaty Indians. On the Puyallup reservation a new school-building was erected in 1870. A similar building was in process of construction at the Puyallup agency. It is noted as a sign of improvement here and in the Makah Indians, that a sufficient supply of vegetables was raised by the pupils for the use of the schools. At the Yakima agency the school has had only limited attendance. The agent believes that to make the school a success the children must be separated entirely from their parents and taken entire control of by the Government. The S'Kokomish Indians appear to be prejudiced against schools. Children who attend have, therefore, to be clothed and subsisted, yet the attendance is regular and the number increasing. This school should be, the agent advises, a contract school, which, requiring the lands attached to be cultivated, would give the children a double advantage—teach them farming as well as ordinary education. Forty children could be cared for. At Neah Bay an industrial school was organized in 1870. It had nineteen scholars, averaging twelve in regular attendance. Children work in the garden three hours daily. This was first obstinately opposed by the parents, but now meets their approval. The garden produced sufficient to supply the school. At the Tulalip agency and mission, the buildings are too small for the attendance. They are three, one being necessarily occupied by the Fathers. Thirty children live in the two others, the largest being but 18 by 24 feet. The appropriation is but $5,000 per year. The attendance could be greatly enlarged if further means and accommodations were provided. The school is on the industrial plan—the only one the agent declares can succeed among Indians. On the other reservation under the control of this agency there are no schools. Father Chirouse states, in his report for 1870, that, if the Government will furnish the means, his mission can educate and provide for 200 children. There is no other means of civilizing the Indians, he declares, but that of taking and training their children. The Lummi Indians send a small number of children to the Tulalip mission, but have no school on their own reservation. The Puyallup industrial school has under cultivation five acres. On the Chehalis reservation a school-building has been finished, and is now in use. The Quinaielt agency has a school with a dozen pupils in it. The children have been made orderly, industrious, and cleanly. Colonel Ross, the late superintendent for this Territory, thus tersely summed up his opinion on the Indian problem: "First, provide for the wants of the adults, and keep them peaceable; second, educate the children, and teach them useful industries." In this way they can be made self-supporting and individualized.

OREGON INDIANS.

The Indian population of Oregon is given at 10,975, distributed among six agencies, besides the scattered bands on the Columbia River. Mr. Meacham, superintendent of Indian affairs, declares that the idea that the Indians are the "wards" or children of the Government—that their wants are to be provided for as such, and not as aliens—their children cared for and trained—has done more "in one year to elevate the Indians in Oregon than all the cruel and inhuman regulations ever invented could accomplish in ten years." He recommends earnestly that manual-labor schools alone be organized at the several agencies, "and that to do so the whole school fund belonging to each agency be consolidated and appropriated to the support of such schools." The condition of the educational work at the various agencies is thus noted: At Umatilla, with three tribes, numbering 837 souls on the reservation, and 785 not settled, there is but one school, having an attendance of about 20 scholars. It is under the direction of a Catholic priest, Father Vermeersch, who, though he states that the progress is good in reading and writing, does not think the general improvement as favorable as would be the case if the children were brought in earlier and kept from their parents. He urges a manual-labor school as the only one that meets the necessity. Under the policy of appointing active missionaries and others, attached to the several Christian organizations, the reverend Father has been appointed agent at the Warm Springs agency; an Indian teacher has been in charge, with an average attendance of 22 pupils. A new building and boarding-house was under contract, and is probably now in use. Industrial training and separation from their parents is urged by agent and teacher. At the Grande Ronde agency there are two schools, one a manual-labor boarding-school, and the other for day-scholars. It it proposed to consolidate both on the industrial plan. The manual-labor school reported an average attendance of 14. An extensive garden is culti-

vated by the pupils. The day-school reported an average attendance of 10 scholars. No school is established at Alsea nor at the Klamath agencies.

CALIFORNIA INDIANS.

In this State additional steps have been taken to settle the Indians on reservations, a policy necessary in the preparation for civilized life. There are now four large reservations, the last being located by President Grant's orders at San Pasqual. The Indian population of the superintendency is given as 21,627 souls. At the Round Valley reservation, on which are 730 Indians, there is no school-house. A room was fitted up in 1870, and a lady teacher appointed. No regular school was established until the present year. At the Hoopa Valley agency a missionary clergyman of the Methodist Church has been appointed agent. He has six families, teachers, &c., residing at the agency. Day and Sabbath schools have been established, and are well attended. There are 975 Indians under its charge.

Seven years ago these Indians killed their agent. Five years ago they were at war with the whites. One year ago they were regarded as idle and worthless. Now they are on the high road to order and industry. Six new buildings have been erected and 500 acres of wheat harvested by their labor. At the Tule River farm, on which reside 232 Indians, no school exists. There are over 4,000 Indians who are not on any reservation or under agents' control. Of course, no schools exist among them. The California superintendency has in this respect been among the most ill-y provided. The agents say that the Indians, when spoken to on the subject, express a great desire to have their children at school. Industrial training is regarded by all as an essential condition of success. The new non-political appointees will naturally strive to achieve success in such a direction.

THE NEVADA INDIANS.

This superintendency includes four Indian nations or tribes, numbering, it is estimated, 16,220 souls, without a school or mission among them. There are but two reservations in the State, and but little progress toward settlement or cultivation.

ALASKA MATTERS.

At the last session of the Forty-first Congress, an appropriation of $100,000 was made for "industrial and other schools among the Indian tribes not otherwise provided for." This amount was recommended by the board of Indian commissioners, with the expectation that a considerable proportion would be used in establishing free schools among the Alaska and Aleutian Indians. It does not appear that any steps have been taken for that purpose, the money being expended among other tribes. No effort has so far been made to educate these Indians, estimated as numbering more than seventy thousand souls. The discovery of gold induces the migrations of whites. The few trading operations are also gathering a large force of employés. There is great need of some practicable educational work in this Territory.

INDIANS OF THE MOUNTAIN TERRITORIES.

This designation includes the Territories of Arizona, New Mexico, Colorado, Utah, Montana, and Idaho, a region in which are located a large proportion of our wild Indian population, as well as some communities and tribes; like the Pueblos of New Mexico and the Moquis, Pimas, and Maricopas of Arizona.

The extent of the Indian population may be seen by the following statement:

Arizona superintendency	32,052
New Mexico superintendency*	20,450
Colorado superintendency	7,300
Utah superintendency	12,800
Montana superintendency	19,335
Idaho superintendency	5,669
Wyoming superintendency	2,400
Total	99,936

Of Arizona the superintendent writes but little progress has been made, though the subject of schools has been frequently discussed. The Pimas and Maricopas seem anxious to secure the advantages of education for their children. The recommendations from all sources relative to this subject turn on the localizing of Indians on reservations, the providing for adults, separation of children from parents, and an industrial training to go hand in hand with ordinary studies.

*This includes the Pueblo or Village Indians. The wild Indians are estimated at 14,349.

THE UTAH SUPERINTENDENCY.

This presents the most meager of reports. "No schools have ever been established for benefit of any Indians" therein. It is rather a sad comment on the character of Mormonism, that though its leaders have always been worldly-wise enough to maintain peaceful relations with the aboriginal tribes in the Territory, they have made no efforts to either educate them or organize any ameliorative movements for their benefit. The estimated enumeration of the Utah Indians, (1870,) is as follows:

Northwestern Shoshones	1,200
Goship Shoshones	800
Weber Utes	300
San Pete Indians	200
Pah-Vants	800
Pi-Edes	650
Pi-Utes	1,265
Yam Pi-Utes	270
Sheberetches	300
Fish and Elk Mountain Utes	1,210
Total	6,995

There is but one reservation in the Territory, that of the Uintah Valley, but lands are cultivated to a limited extent by bands other than those located thereon.

THE VILLAGE INDIANS.

Attention was turned during the last session of the Forty-first Congress to the condition of the Pueblo or Village Indians, in New Mexico, and the Indian Bureau appointed Governor W. F. M. Arny, a most intelligent friend of the Indians, as their agent, especially charging him with the work of organizing schools. He has been engaged at this during the past year. Governor Arny gives the following enumeration of wild tribes in New Mexico:

Pi-Utes, (three bands)	1,257
Apaches, (seven bands)	4,502
Navajoes	8,500
Total	14,259

Of the above, 4,745 are children, and, with the half-grown youths, who are counted among the warriors, there are probably 6,000 of school age.

In his report for the present year, Governor Arny gives the census of the Pueblos. Their population is 7,683 souls. Besides these the census of 1870, Table No. 2, gives 1,309 as the number of Indians enumerated among the whites, being those who have no tribal or other communal relations. In 1860 the Pueblos were counted with the white population, and were then set down at 10,507, which figures show a diminution during the last decade of 2,824 persons. This was, however, an overestimate. The Spanish records show that for a century or more past the Pueblo population was from seven to ten thousand. The Pueblos have not improved since the territory passed under our control.

Officials in charge of Indians in this superintendency urge the importance of farm-schools as well as of other industrial training. The late superintendent recommends that children be apprenticed after a certain age.

Governor Arny presents a favorable view of his work, showing what can be done by a really energetic and devoted man. There are in all twenty pueblos, most of them within a circle of sixty miles around Santa Fé. These Indians are descendants of the native Mexican population. They maintain their worship of the sun and believe in the reappearance of Montezuma, a traditional prophet or savior, personified under that name. Professing adherence to the Catholic church, the tie seems to have been an imposed, rather than an accepted one. Governor Arny found in one pueblo 160 families professing to be Protestants, though they appeared quite dull as to the meaning of the term. In the entire Pueblo population he reports but fifty persons able to read and write, and they adults. During the past year he has organized thirteen Pueblo schools. One of these answers for two villages. He has asked the Presbyterian board of foreign missions to send teachers to other points and has also solicited the aid of the Roman Catholic bishop of the Territory. Governor Arny asks that an appropriation of $10,000 be made to purchase apparatus, furniture, &c.; and that $5,000 be given to purchase seeds and tools, for experimental agriculture. With this amount he can establish a school and farm in each village. He is satisfied, however, that this interesting people, who have always been friendly with and ready to serve us, cannot be prevented from retro

gression without a vigorous attempt to reach their children. He desires instruction to be given in English and Spanish, and asks the establishment of a system of industrial education.

Such a plan would be, he urges, of incalculable benefit to the Indians, and would cost the Government but a small sum. He proposes the appropriation of $25,000 at once, and $10,000 for each of four succeeding years; the same to be used in the establishment of an industrial normal school and model farm. The orphan children, of whom there are 136 in his agency, with others that may be selected, to be trained, or the most intelligent of them, as teachers. He claims that after three years the institution could turn out thirty native teachers each year.

A school has been organized at the Navajoe agency, under charge of Miss Gaston, of the Presbyterian board of foreign missions. The average attendance is about thirty. The agent asks for a farm-school, and says the Navajoes, being an industrious people, will take their children from the ordinary school in order to secure their services on the farms during seed and harvest times.

THE COLORADO SUPERINTENDENCY.

This has an Indian population of 7,300, divided between two agencies. Progress has been made in establishing missions among them, and a school at each agency has been organized. The chief difficulty in making these successful is here, as elsewhere, the want of means to care for the scholars altogether, and to give them an industrial training.

WYOMING SUPERINTENDENCY.

This is unfortunately situated, so far as any definite control over, or the location of, the Indians that roam through it are concerned. The number of Indians within this superintendency is probably estimated below the real total. The Territory is a sort of debatable ground for the Sioux, Blackfeet, and Northern Cheyennes, tribes of a warlike character, and hitherto regarded as irreclaimable. Governor Campbell reports Shoshones as intelligent and well disposed, and anxious for schools. One is now under way. The number of scholars is not known. The Sioux bands of this Territory are those of the famous Red Cloud and his associate leaders of the Ogallallas. Red Cloud's opinion of education and those who possess it was forcibly expressed while in the Federal capital: "The whites, who are civilized and educated, swindle me; and I am not hard to swindle, because I do not know how to read and write." While here his interpreter read and translated to him all that was said in the daily newspapers about his party. Some effort is being made to organize schools, but with little result as yet.

IDAHO SUPERINTENDENCY.

This contains one Indian tribe who present a most favorable illustration of the results of Christian effort. Reference is made to the Nez Percés, who, under the wise training of Catholic Fathers, have almost become a model people. The superintendency contains the following Indian population:

Kootenays	400
Pend d'Oreilles	700
Cœur d'Alenes	300
Spokanes	400
Nez Percés	3,200
Shoshones, (four bands)	544
Bannacks	520
Total	6,064

The Nez Percés at Lapwai have a decent school, with an attendance of about 45 scholars. The girls have been instructed in household duties, making of clothing, &c. The difficulty hitherto experienced is the same with all tribal schools not arranged as boarding and industrial institutions. This is now obviated, as the Jesuit Fathers take entire control of the pupils. The Cœur d'Alenes have a Jesuit mission among them, and a school has been started during the past year.

THE MONTANA SUPERINTENDENCY.

This includes the Assinaboines, Flatheads, Gros Ventres, Blackfeet, Mountain and River Crows, Bannacks, and Shoshones, to the number of 19,335. They all are marked as having no schools in their midst, except that at the Jocko reservation, which is under control of the Jesuit Fathers. The school is doing well, and only needs some aid from the Government to be quite flourishng.

A review of the foregoing will show that among an Indian population of at least one hundred thousand, there are not more than one in two hundred receiving any sort of instruction. Yet one can hardly doubt when examining the proof that a great body of these children could be educated at schools specially organized to meet their limited needs.

INDIANS OF DAKOTA.

This is an important superintendency, not only so from the number of its Indians, but even more from the fact that there have been experiments in progress which are of a promising character. The Indians under Governor Burbank's charge number 27,921, grouped about six agencies. The Santee Sioux are being located on separate homesteads. They have an Episcopal church and school of their own. The pastor is also their agent. The Poncas are following their example, though they are not as far advanced or as favorably situated as the Santees. A small school is in operation among them. During the past year $5,000 has been appropriated for an industrial and other schools, which are now successfully started. The Yankton Sioux at the agency of that name are also improving rapidly. Their schools are quite successful and well attended. At the Whetstone agency, which is the headquarters of the bands in alliance with Red Cloud, Ogallalas, and Brulés, a school has been organized. At the Yankton agency the attendance will average 100 scholars. At the Ponca agency, 50 pupils was the average attendance. At the Fort Berthold agency the school is doing well. At the Sisseton Sioux agency four schools were established in 1870, and have been maintained since. All the agents and teachers unite in recommending the establishment of industrial schools.

INDIANS OF NEBRASKA, KANSAS, AND THE PLAINS.

The northern superintendency, which includes all Indians residing within the State of Nebraska, was, with the central superintendency, including the State of Kansas and the Western Indian Territory, the earliest selected by President Grant for the policy of peace and honesty which has characterized his administration of Indian affairs. Members of the Society of Friends were selected for superintendents and agents in these regions. Most admirable results have followed. The last report of Friend Janney of the northern superintendency is in itself ample vindication. In 1869 the Indian tribes therein were decreasing in number; now there is a marked increase. In 1869 the settlers were agitated with "wars and rumors of wars;" now there is complete peace, and the reservation Indians, as the Pawnees for example, begin to look upon the white settlements about them as so many additional safeguards from enemies of their own race. By this time it is understood peace has been concluded between the Sioux and Pawnees. A number of additional schools are organized. A normal industrial school has been organized among the Santee Sioux. The Indians are gradually assimilating with the white population, and Friend Janney thinks the smaller bodies are traveling to citizenship quite as fast as is desirable for themselves and their white neighbors.

He gives the following enumeration, (1871:)

Santee Sioux	987
Winnebagoes	1,400
Omahas	984
Pawnees	2,364
Ottoes and Missourias	456
Iowas	215
Sacs and Foxes of the Missouri	80
Total	6,486

This is an increase over the enumeration of 1869 of 139 persons. The Santee Sioux maintain a small day-school, besides the normal school supported by the Protestant Episcopal Church in connection with its mission. An industrial boarding-school is recommended. The Winnebagoes have shown great activity in school affairs. Three school-houses have been repaired, and new furniture for these buildings has been obtained. Three day-schools are in operation, and one Sabbath-school. The Omahas have built a new school-house, chiefly by Indian labor. A block-house, formerly used as a fort, has been converted into a school-house. Three day-schools are in operation. The Pawnees have a successful manual-labor boarding-school, also a good day-school, well housed, in a commodious building. The treaty of 1857 with these Indians requires that all their children between five and eighteen years shall be sent to school at least nine months in the year. Complaint is made that the Government does not seem to realize that there is a corresponding obligation on its part, and that is to provide schools for them to attend. No appropriation for Pawnee education has been made during the past three years. The Ottoes and Missourias have a good school. The Iowas have an industrial orphans' home with 14 inmates, and a day-school attended by 68 pupils. There is a sewing department attached, attended by many girls and women. As this tribe only numbers 215 souls, the attendance is more than one in three, a ratio greater probably than any other community in the country. The Sacs and Foxes only number eighty persons. Complaint is made that treaty obligations for educational purposes are not fulfilled by the Government. Under them $1,000 was to to be expended in erecting school and dwelling houses. The President was also authorized to pay, at his discretion, $200 per annum for teacher's salary. Neither obligation has been carried out.

Superintendent Janney, (who has resigned,) in closing his current report, recommends that tribal industrial schools be made the basis of educational efforts; that day-schools be conveniently arranged, and that the policy of employing white families of suitable persons as teachers, agents, mechanics, &c., be maintained, because of the great advantage derived from the presence of an example set by devoted white women to the Indians.

KANSAS.

A great change has been wrought in Kansas Indian affairs. The larger body of the semi-civilized tribes are now settled in the Eastern Indian Territory, while the nomads of the plains have, to the number of six or seven thousand, been gathered about Fort Sill, and on the Wichita and Canadian Rivers, in the Western Territory. The removal of the Osages has been effected during the past year. That of the Delawares, Sacs and Foxes, and Shawnees was in part already accomplished. Within the limits of the State there now remain only the following tribes:

Shawnees	527
Pottawattomies	1,930
Kickapoos	296
Confederated tribes, (Piankeshaws, &c.)	161
Kansas Indians	574
Total	3,518

Of these, the Shawnees are preparing for removal south. Such as remain will become citizens and take their lands in severalty. Of the Pottawattomies only the Prairie band, numbering 419, adhere to wild life. The remainder of the tribe has for years, under the lead of Catholic missionaries, been advancing in civilization. They have sectionalized their lands, sold a large portion, and are rapidly settling in separate farms on the balance The Confederated Indians have for years been farmers; many of them have become citizens. The Kickapoos are improving. The Kaws are now the only vagabond tribe besides the Prairie Pottawattomies remaining in Kansas. The remaining Indian tribes or bands belonging to this superintendency, with the exception of those under the Neosho agency, which are in the Territory proper, are now located in the Western Indian country, ceded by the Cherokees, &c., under the treaties of 1866, to the United States, for the purpose of settling the Indians now being located there. This has been the point of greatest interest along the whole frontier, next to that of the Northwestern Sioux, and the negotiations going on with them. Tribes which have for many years past kept the frontier in alarm, have been made to see the futility of future warfare. The year has not passed without threatenings, which happily did not culminate in outbreaks. The number of Indians concentrated under this superintendency are—

In Kansas	3,518
Neosho agency.—Osages, Quapaws, Wyandots, Ottawas, Confederated Peorias, &c.	5,352
Wichita agency.—Wichitas, Absentees, Delawares, and Shawnees	1,016
Sacs and Foxes	722
Upper Arkansas agency.—Arapahoes and Cheyennes	3,890
Fort Sill agency.—Kiowas, Comanches, and Apaches	6,258
Total	20,756

These Indians will doubtless all be transferred to the southern superintendency, where they really belong, having been retained under the old supervision till finally settled. Those of the confederated bands of Peorias, Piankeshaws, Keas, Kaskaskias, who still remain in Kansas, have their children attending the common schools. The Shawnees have good schools. A successful school has been kept open among the Kansas Indians during the past year. The indifference of the adult Indians has been overcome. Very little progress has been made among the Prairie Pottawattomies, so far as education is concerned. One hundred and fifty scholars are usually attending the St. Mary's Mission Academy, on the Kansas River reservation. The Kickapoos have a good day-school. The whole number of scholars reported for 1870, in this superintendency, was 394, with 19 teachers in seven schools. Though the data for this year are not entirely definite, it is safe to estimate the number of scholars at 550, with at least 15 schools in operation.

THE WESTERN INDIAN TERRITORY.

Agent Tatum, at Fort Sill, erected in 1870 a convenient building, in which a large school has since been carried on. No school has yet been organized at the Upper Arkansas agency. The Sacs and Foxes are now comfortably located in their new homes. A very good school has been in operation among them for the past two years, though it was removed to the mission building in Kansas during the winter of 1870–'71. A school has recently been organized among the absentee Shawnees attached to the Sac and Fox agency. The Pottawa-

tomies are settling in the same region. At the Shawnee reservation in Kansas there are good mission schools, and many of the children attend district schools. Those who have removed into the Indian Territory have generally settled in bodies, large enough to enable them to organize district schools under the Cherokee school system. Those of the confederated tribes who have removed to the Indian Territory have a good school in operation.

CIVILIZED NATIONS OF THE INDIAN TERRITORY.

Whether happily or otherwise, the construction of railroads north and south, east and west, through the Indian Territory, is doing a great deal to bring the continuance of separate Indian tribal or national existence to a speedy decision. The leading Indian communities have, by their representative men, taken steps to present their solution of difficulties which have already, and may speedily arise. Acting under provisions of treaties framed in 1866, they have met for two succeeding years in general council at Ocmulgee, in the Muscogee or Creek nation, and framed a constitution and plan of confederate government, which is designed to include all the nations and tribes having a separate communal existence within both the Eastern and Western Indian Territories. There are some twenty-five of these. At the first council in 1870, none were present but those residing in the Eastern Territory. At the second, delegates from the tribes at the Wichita, Fort Sill, and Upper Arkansas agencies were present, thus bringing the recently nomadic tribes into the orbit of such influence as the more powerful and educated nations have evolved. The constitution framed at the first council has not been ratified, except by the Creeks. Congress did not pass on it, even in the modified form recommended by the President and the House Indian Committee. At the last council some changes were made which would make it more acceptable, it was expected, to the Indians themselves. In the meanwhile, under the stimulus of railroad construction, there is a large travel of whites through the Territory, as well as encroachments on the Indian lands. An active agitation has begun for the sectionalizing and settlement of Indians in severalty, with a sale of what remains, after each has 160 acres set apart, for the benefit of the whole. These particulars are necessary to give importance to the educational work in progress there. Each nation—Cherokees, Creeks, Choctaws, Chickasaws, and Seminoles—have a district school system, with a superintendent, &c., supported in part by national funds and in part by taxes. To this system the tribes which have been removed hither now conform. The Cherokees, Choctaws, and Chickasaws also maintain their orphan children, and send a number to be educated at schools and colleges in the States. When the rebellion began, the Cherokees, Choctaws, and Chickasaws had large boarding-schools in operation, capable of accommodating several hundred scholars. These were all closed, and the buildings, much injured by military occupancy, were only repaired and reopened the past year. Several academies have been maintained, and a mission-school in each of the five nations. From the last report (1870) published at this date, the following tabular statement is annexed:

Education statistics of the Indian tribes.

Nation or tribe.	Number of schools.	Scholars.		Teachers.			Average compensation.	Average amount expended for schools.	Number of scholars maintained in the States.	Cost of same.	Additional boarding and mission schools.	Estimated population.
		Average number.	Total number.	Indian.	White.	Total.						
Choctaws *a*	84	21	1,764	56	28	84	$42 per month	$36,000	20	$8,300	2	16,500
Chickasaws	11	40	440	5	18	15	3 per capita	35,000	60	21,000	....	5,400
Muscogees, or Creeks.	*b*22	24	*c*540	13	9	22	400 per sch'l year.	24,758	.....	.....	*d*1	13,000
Seminoles	4	40	225	4	....	4	600 per year	2,500	.....	.....	*e*1	17,000
Cherokees	48	40	1,948	39	13	52	400 per year	43,000	.....	.....	*f*1	2,500
Osages	1	50	50	2	....	2	.....	3,000	.....	.....	1	3,500
Confederated Peorias.	1	25	25	....	....	1	.....	2,460	.....	.....	....	170
Ottawas	1	52	52	....	....	2	.....	.....	.....	.....	....	722
Sacs and Foxes	1	10	10	....	....	1	.....	*g*5,000	.....	.....	....	.....
Quapaws, Shawnees, and others.	....	....	.....	....	....	....	.....	.....	.....	.....	....	600
Total	173	....	5,054	119	68	183	.....	151,718	80	29,300	6	59,392

a. Report of School Superintendent Le Flore, August 29, 1870.
b. Nine additional schools ordered.
c. At Ocmulgee Council, December, 1870, 100 scholars were reported.
d. Eighty pupils reported; mission teachers.
e. Moravian mission; also private schools. Two seminaries have been repaired, and are now open.
f. Mission school; will accommodate 50 pupils.
g. 20,000 acres of land.

The amount of educational funds belonging to the several nations or tribes who are parties to the plan of confederation is as follows:

Trust funds invested in national, State, or other securities by the United States.

	Amount of stock.	Annual interest.
Cherokee schools and orphan funds, including Delaware fund	$815,914 75	$43,000 00
Chickasaw national funds from which school support is derived	1,183,884 47	70,533 06
Choctaw school fund	52,427 20	3,145 63
Creek orphans	93,800 00	5,428 00
Osage schools	41 000 00	2,460 00
Confederated Peorias, &c	122,003 85	7,930 23
Sacs and Foxes	17,200 60	1,032 03
Total	2,326,230 87	133,528 95

Besides the foregoing, there are trust-fund investments for school purposes to the amount of $230,591 28, with annual interest to the amount of $13,655 48, belonging to the Kansas, Pottawattomies, Senecas, and Shawnees, at least two-thirds of whom now are, or soon will be, located in the Indian Territory. It may then be fairly estimated that the several bodies of civilized Indians thereon located have a school fund of about one and a half million dollars in bonds, the interest on which will be fully $150,000 or more per annum. These figures do not include appropriations made by Congress for educational purposes.

INDIANS OF THE NORTHWESTERN STATES.

There are six independent agencies having supervision of Indian tribes remaining in the States of Iowa, Minnesota, Wisconsin, and Michigan. A large proportion of the Indians under these agencies is in a transition state, likely to become merged, at no distant day, in the general body of the people. Their condition, then, as to intelligence and capacity, is a matter of importance. The agency of that name in Minnesota has direction of the Chippewas of the Mississippi, the Pillager and Lake Winnebagoshish bands, and the Red Lake and Pembina bands; in all, 6,367 souls. A day-school, under the Episcopal church, is well attended. At the White Earth reservation a new school structure is needed. A school is also in operation among the Pillager and associated bands. Manual labor is part of school discipline, and works well. The scholars raise the vegetables needed. It is conducted as a boarding-school. Other portions of the Chippewa nation are living in Wisconsin and Michigan, under charge of agencies at Superior City and Detroit and Mackinac agency. The Wisconsin agency has charge of 4,757 persons, and the Michigan of 8,099, a total of 12,756 souls; making a total Chippewa population of 19,123 persons. The Wisconsin Chippewas should be concentrated on one reservation. There were, in 1870, but four schools open; two of them appeared to be scantily attended; the others were flourishing. The Michigan Chippewas are succeeding well at agriculture, a mode of life to which many have but recently taken. There is a considerable body of Ottawas connected with this agency. The general account of their condition is gratifying. Farms, houses, cattle, orchards, &c., are indications of prosperity. A small band of Pottawattomies is found, hardly distinguishable from their neighbors, tribal characteristics having almost disappeared. In fact, the attempt to act as guardians over these Indians should be suspended, for they appear to be quite capable of looking after their own affairs. In all, the Michigan agency reports some thirteen schools and school-houses, which the agent recommends should be turned over to the State.

The Green Bay (Wisconsin) agency has in charge a number of tribal remnants, the Oneidas, Stockbridges, Munsees, and Menomonees. They number, in all, 2,696 souls; are settled and civilized, with good farms and decent schools. Of these there were 5 in 1870, with 6 teachers and 411 scholars. There are some small stray bands of Sacs and Foxes in Iowa, and of Winnebagoes and Pottawattomies in Wisconsin, for whose welfare special agents are employed. The former number 295; the latter, 1,693. The condition of the Iowa Indians has improved, but schools, as yet, have been a failure. In Wisconsin schools have just been organized. The total Indian population, under the several independent agencies named, is 23,817 persons. Statements are made as to the existence of some 24 schools. Only the attendance on a few, about 500 scholars in all, is given.

THE NEW YORK INDIANS.

No recent report of these Indians is accessible. Their number is set down at 4,804, and their schools at 26. The statistics of attendance are in the New York school reports, but the number of scholars was stated in 1870 to have been 1,026.

INDIANS IN TEXAS.

There are three small tribes living in Polk County, under the supervision of the State. They are the Alabamas, about 260 persons; the Cooshatties, about 150; the Muscogees,

(Blunt's band,) are 20 in number; in all, the three number 330 souls. They seem to be doing very well, and besides the provisions made in land by the State, rations are issued from the nearest United States military post.

TREATY AND OTHER LIABILITIES FOR EDUCATIONAL PURPOSES.

The Indian Bureau gives the names of seventy-five nations and tribes, separate and confederated, with whom treaties have been made. In all, mention is made only thirty-eight times in the enumeration of treaty objects, of appropriations for schools or education, either specifically or generally. There are some forty-five references to the payment of teachers. The annual amount required to meet stipulations now allowed, but liable to be discontinued, is given at $2,532,636 17, of which amount it is usually estimated that one-tenth, or $253,263 61, is devoted each year to educational purposes. The United States is liable for a total aggregate of appropriations needed to the amount of $6,658,489 03. If we apply the same rule, and apply one-tenth as the amount required for schools and similar objects, we shall have $665,848 09. The United States is liable for permanent annual appropriations to the amount of $384,427 24, and holds in trust funds to the amount of $6,777,030 48.

SUMMARY OF POPULATION, SCHOOLS, ETC.

The following review will present a clear idea of the facts that have been gathered in this paper. The figures are given as approximate and not positively accurate in many instances.

POPULATION BY SUPERINTENDENCIES.

Washington	15,494
Oregon	10,975
California	21,627
Nevada	16,220
Alaska	70,000
Arizona	32,052
New Mexico	21,432
Colorado	7,300
Utah	12,800
Montana	19,335
Idaho	5,669
Wyoming	2,400
Dakota	27,921
Nebraska	6,488
Kansas	3,518
Western Indian Territory	11,886
Eastern Indian Territory, (civilized)	69,392
Independent agencies, Chippewas, Ottawas, New York Indians, &c	28,621
Total estimated number of Indians	383,130

SCHOOLS, TEACHERS, AND PUPILS.

It is very difficult to obtain an accurate account of these items; but so far as a careful collating of the meager returns now accessible will allow, the result is about as follows: Number of schools, 294; number of teachers, 281; while the number of scholars is, at the lowest estimate, 7,499, and this does not include the Chippewas in Michigan. There is very little doubt that the number of school teachers and pupils may be increased by one-fourth for the last year, and not then be overestimated. This would give an estimate of 351 schools, of 367 teachers, and of 9,373 scholars. This is a great advance over the meager estimate presented in our last year's abstracts. The constant suggestion presented by all persons, officially or as teachers and missionaries, of the necessity of organizing education on the industrial and objective basis, deserves consideration. Such a concurrence of opinion points conclusively to the wisdom of making manual, mechanical, and farm schools the unit of all future tribal effort. Every reservation of any extent might have an industrial boarding-school, with work-shop and farm attached; ordinary day-schools could be multiplied as needed. There might also be organized at convenient points, as in the Indian Territory, at some point in the northwest, among the New Mexico Pueblos, normal schools of the same character, from which, in a very few years, the Indian service should have a large number of competent persons as agents, teachers, instructors in farming, mechanic arts, and other useful pursuits.

The Pension Bureau has recently made public a statement relating to the number of soldiers employed in fighting Indians since the Government was organized; those distinctly recruited for such service number over 64,000. This does not include the Regular Army, the dozen or fifteen regiments of volunteers used in service against Indians during the recent civil war, nor troops raised on the Pacific coast at different periods for similar warfare. Probably 80,000 troops have been enrolled and employed against Indians at different periods. The cost of such warfare is in striking contrast to the facts presented in the foregoing paper.

RICHARD J. HINTON.

EDUCATIONAL CONVENTIONS AND INSTITUTES.

THE NATIONAL EDUCATIONAL CONVENTION.

[From the National Teacher, Columbus, Ohio, edited by Hon. E. E. White.]

We have briefly noticed the annual meeting of this body, held at St. Louis in August last. We now add a brief account of the proceedings:

GENERAL ASSOCIATION.

The association was cordially welcomed to St. Louis by Governor B. Gratz Brown, who, after highly complimenting the "Great City of the West" and the State of Missouri, for their liberal provision for public education, proceeded to controvert the current opinion that education promotes virtue and morality, and is the safeguard of republics. He assumed that education, "as now engineered," is "confined merely to the acquisition of knowledge," and, from this false assumption, he argued that education only changes the forms of crime—that it fosters "acute knaveries." The remedy suggested was the teaching of "the actual compensations of nature; in taking the criminal code into your schools and collating the action with the retribution; in demonstrating virtue as its own best reward, not by axiom, but by illustration; and in showing forth by suitable methods that wrong is ever miscalculation, and therefore foreign to the first law of education." This passage in the governor's address provoked not a little unfavorable criticism, and, in subsequent sessions, it was sharply reviewed by Commissioner Eaton, Professor Phelps, Superintendent Harris, and others. The governor also urged Herbert Spencer's views respecting the study of the physical and social sciences, and touched upon several other professional topics. President Pickard happily responded, and then introduced those chosen to preside over the several sections, each of whom made a brief address.

In the evening, Hon. J. P. Wickersham, of Pennsylvania, delivered an able address on "A national compulsory system of education impracticable and un-American." He gave a very full analysis of the bill introduced into the last Congress by Mr. Hoar, of Massachusetts, and condemned the measure as ill-advised and mischievous. He urged that the scheme to establish a national system of education is in opposition to the theory and uniform practice of the National Government; to the views of the founders of the Republic, and of its leading statesmen, and to a sound political philosophy. He approved of the policy of the National Government's aiding public education in the South by conditional appropriations of land or money.

The subject was subsequently discussed by Messrs. Beckington, of Missouri, Platt, of Kansas, Rolfe, of Illinois, Henderson, of Arkansas, and others. Commissioner Eaton was called out, but declined to express an opinion on the merits of Mr. Hoar's bill. He made an encouraging statement respecting the progress and condition of the free-school systems of the South, and favored their financial assistance by Congress.

The following resolution, offered by Mr. Wickersham, was unanimously adopted:

"*Resolved*, That this association will look with favor upon any plan of giving pecuniary aid to the struggling educational systems of the South, that the General Government may deem judicious."

The next question considered was, "How far may a State provide for the education of her children at public cost?" The discussion was opened by Hon. Newton Bateman, of Illinois, who, in an able and eloquent paper, urged that the State should make the most liberal provision for public education, including higher education. He concluded thus:

"The question for American statesmen is not how *little*, but how *much* can the State properly do for the education of her children; that the one thing most precious in the sight of God, and of good men, is the welfare and growth of the immortal mind, and that, to do this, legislatures should go to the verge of their constitutional powers, courts to the limits of liberality of construction, and executives to the extreme of official prerogatives. I believe that an American State can and should supplant the district school with the high school, and the high school with the university, all at the public cost—exhibiting to the world the noblest privilege of the country—*a model free-school system; totus teres atque rotundus.*"

Superintendent William Harris, of St. Louis, followed with an able and scholarly paper. He reviewed the recent events in Europe, finding education to be their explanation. The immense efforts made all over Europe to found a system of *industrial* education are made for the preservation and defense of the monarchical system. But the people will not long submit to be educated simply as directors of machines and instrumentalities of industry. Their education will stop at nothing short of that spiritual culture which prepares for self-government in the realm of social, moral, and intellectual existence. He next considered the nature of the State, and its limits and pre-

rogatives, and the nature of education, and its relation to the individual, to society at large, and to the State, with this conclusion:

"The government of a republic must educate *all* its people, and it must educate them so far that they are able to educate *themselves* in a continued process of culture, extending through life. This implies the existence of *higher institutions of public education.* And these, not so much with the expectation that all will attend them, as that the lower schools, which are more initiatory in their character, and deal with new elements, depend for their efficiency upon the organization of higher institutions for their direction and control. Without the education in higher institutions of the teachers of lower schools, and, furthermore, without the possibility hovering before pupils of ascent into the higher schools, there can be no practical effect given to primary schools."

Mr. Harris closed his paper with a brief reference to the question of the morality of public education. His concluding sentences were as follows:

"The discipline of our public schools, wherein punctuality and regularity are enforced, and the pupils are continually taught to *suppress mere self-will* and inclination, is the best school of morality. Self-control is the basis of all moral virtues, and industrious habits are the highest qualities we can form in our children. A free, self-conscious, self-controlled manhood is to be produced only through universal public education at public cost; and, as this is the object of our Government, it is proper for *our* Government to provide this means, and at the cost of the people."

Dr. John W. Hoyt, of Wisconsin, presented the report of the committee, appointed last year, on an American university. It stated very concisely the conditions and general features of such an institution. It suggested that the original endowment should not be less than ten millions of dollars, and its management should secure the co-operation of the citizen, the State, and the General Government. The history of the idea of such a central institution, and the authority of Congress to establish and endow it, were briefly presented. The report concluded with the recommendation that another committee be appointed to conduct the enterprise to a successful issue; which was adopted.

The president appointed Dr. J. W. Hoyt, Wisconsin; Dr. Thomas Hill, Massachusetts; E. L. Godkin, esq., New York; Hon. J. F. Wickersham, Pennsylvania; Dr. Barnas Sears, Virginia; Colonel D. F. Boyd, Louisiana; Dr. Daniel Read, Missouri; Professor William F. Phelps, Minnesota; Hon. A. Gibbs, Oregon; Hon. Newton Bateman, Illinois; and as *ex-officio* members, E. E. White, president National Educational Association; Hon. John Eaton, National Commissioner of Education; Dr. Joseph Henry, president National Academy of Science; Dr. J. Lawrence Smith, president American Association for the Advancement of Science, and Dr. Samuel Elliott, president American Social Science Association.

Thomas Davidson, of St. Louis, read a paper on "Pedagogical bibliography." He divided the history of educational literature into three great periods—the childhood, youth, and manhood of education—and sketched these periods as presented in different times and countries. The lecture showed much research, and will be valuable for reference, since it presents a very full catalogue of pedagogical works, ancient and modern.

Alfred Kirk, of Chicago, presented the "Moral uses of the recitation," in a well-written paper. He took strong ground in favor of positive moral training in the public schools. The foundations of character must there be laid, and morals must be the center of every educational scheme. The recitation is the teacher's opportunity to teach the pupil that greatest of all lessons, *how to live.*

S. G. Williams, of Cleveland, read an excellent paper, the last evening, on "The use of text-books." He said that, in the earlier periods of instruction, the teacher was much the more prominent figure, and, for a long period in the child's history, perhaps the only text-book that could be used with advantage was the reading-book. The second period is that in which text-books legitimately occupy the largest place. But even here the text-books are too often made the alpha and omega of the whole lesson. In the third period of pupilage, which properly includes the upper classes of the high school and the first two classes of collegiate instruction, the pupil's use of text-books must be considerably modified, and he should now be encouraged and required to test and supplement their contents by means of other information.

The paper elicited a lively discussion, which was participated in by Superintendent Calkins, of New York city; Professor Woodward, of Washington University, Missouri; Superintendent Harris and Mr. Merwin, of St. Louis; Commissioner Henkle, of Ohio; Professor Phelps, of Minnesota, and others. Professor Woodward urged that lectures and oral instruction could not be relied upon, even in professional schools, and Mr. Harris claimed that the great thing in education is to teach the pupil *how to use text-books.*

The foregoing addresses, papers, and discussions constituted the principal exercises of the general association. To these were added brief addresses on the condition of

education in the several States represented, with closing addresses by Rev. John Montieth, State school superintendent of Missouri, and President Pickard.

ELEMENTARY SECTION.

The first exercise in this section was a brief lecture on the "First steps in teaching reading," by E. E. White, of Ohio; which was discussed by C. C. Rounds, of Maine, John Hancock, of Cincinnati, N. C. Calkins, of New York city, and others. The discussion was characterized by a remarkable concurrence of views.

This was followed by an address on "Methods of teaching languages," by D. H. Cruttenden, of New York, which was briefly discussed.

At the next session, Henry C. Harden, of Boston, read a valuable paper on "Methods of teaching drawing," with blackboard illustrations. He stated that all children can learn to draw with no more difference of results than is seen in other branches, and that the elements of the art can be successfully taught in primary and grammar schools, without the sacrifice of any present excellence in other studies. The drawing-lessons for primary classes must be of the simplest nature, and the advancement must be by the slowest stages. Forms must be analyzed, and criticism must stimulate observation. Classes of faults must be shown by illustration, and there must be energy in drill and instruction, and definiteness of aim.

A paper on the "Philosophy of methods," by John W. Armstrong, of New York, was read, and a discussion of the two papers occupied the rest of the session.

On Thursday morning, Mrs. Mary Howe Smith, of New York, read a paper on "Methods of teaching geography," which elicited high commendation. She believed that the two methods of teaching, which may be called the text-book and the non-text-book methods, are "not only the outgrowth of the same principles and inspired by the same motive, but they are capable of being combined into one harmonious whole, and that the highest usefulness of our public schools can be secured only when they shall be thus combined in the practice of instructors generally." The first instruction should be oral and objective. When the pupil has learned to read so readily and intelligently that he can begin the study of the text-book, each book lesson should be preceded by an oral exercise, designed to awaken and direct thought, to enable the pupil to comprehend the lesson, and to interest him in it. By degrees these oral exercises, preceding the study of text, should be discontinued, until finally the pupil may be sent unaided to the task of mastering his lesson.

This was followed by a very pointed, suggestive, and interesting discussion of the question, "What constitutes a good primary teacher?" It was opened by W. T. Harris, of St. Louis, and continued by N. A. Calkins, of New York, Miss Delia A. Lathrop, E. E. White, and John Hancock, of Ohio, B. Mallon, of Georgia, J. H. Rolfe, of Illinois, and W. A. Bell, of Indiana.

NORMAL SECTION.

The first exercise was an able paper on "Model schools in connection with normal schools," by Richard Edwards, of Illinois. He held that, as teaching is a practical art, normal training should include a practical apprenticeship, and for this purpose a school of practice is needed. He believed that a model school might be made to furnish (1) models of good teaching and government; (2) apprentice work; and (3) opportunity for experiment—that it may be made both a model school and a school of practice and experiment. He sketched a plan of organizing and conducting such a school.

Miss Anna C. Brackett, principal of the St. Louis Normal School, read a well-written paper on the same subject. She understood a model school to be one taught by competent teachers, not pupils. It exists for the normal school, and has no separate existence. The paper was, however, chiefly devoted to methods of normal training. She said that it is the province of a normal school to teach the *how* and not the *what*, and that the *why* of the *how* should be ascertained. The normal school must give general culture, the same as other institutions of higher education, but this is not the leading aim. Discipline and method must be conjoined.

This discussion was continued by Wm. F. Phelps, of Minnesota, who also read a brief paper by J. H. Hoose, of New York, who was absent. Mr. Phelps favored the separation of experimental, model, and normal schools, basing his argument on his own experience. He was followed by Dr. J. H. Sangster, superintendent of the normal school at Toronto, Ontario, who strongly advocated the union of normal schools and schools of practice. In answer to questions, he explained the peculiar features of his school, which he said was full, with two thousand (?) applicants waiting for admission.

At the next session, a very sensible paper, by Superintendent J. D. Philbrick, of Boston, on "The normal school problem," was read by W. D. Henkle, of Maine, Mr. Philbrick being absent. The paper opened with a sketch of the four State normal schools of Massachusetts, now supported by an annual appropriation of $50,000. Their success is established, but they need to be supplemented by more elementary normal schools for the preparation of teachers for the ungraded rural schools. Let the term

be three months, and let the instruction be efficient. Three months' normal instruction is better than none. Normal training must supply what is lost by the temporary occupation of teachers. The outline of a plan for organizing and conducting such a grade of normal schools was briefly sketched.

The paper was discussed by C. C. Rounds, of Maine, Wm. F. Phelps, of Minnesota, J. M. McKenzie, of Nebraska, Geo. B. Beard, of Missouri, J. P. Wickersham, of Pennsylvania, E. E. White, of Ohio, and Richard Edwards, of Illinois. It was agreed that the great need of our school systems is a complete system of normal instruction, adapted to and practically reaching all classes of teachers, and the best plan of organizing such a system was the principal question considered. It was generally conceded that there should be three classes of agencies, viz: (1) one or more State normal schools of a high grade; (2) normal schools of a lower and more elementary grade; and (3) the teachers' institute. There was some difference of opinion respecting the second or intermediate class of schools. Several speakers suggested that there might be county normal schools, the system begun in Illinois. One speaker favored normal institutes, with sessions of four to twelve weeks, the same to be held in prescribed districts annually, and at such points as may furnish the best facilities. Such institutes would answer the purpose until there is such a demand for normal institutes as will organize and sustain county normal schools.

On motion of Mr. Phelps, a committee was appointed to make a report, at the next meeting, on a plan of normal schools to meet the wants of the community.

The last session, which was brief, was devoted to a paper by J. W. Armstrong, of New York, on "Principles and methods in a normal course." It was briefly discussed by Professor Phelps, of Minnesota, M. A. Newell, of Maryland, J. C. Gilchrist, of West Virginia, Miss Brackett, of St. Louis, and Wm. A. Jones, of Indiana.

SUPERINTENDENTS' SECTION.

The principal topic considered in this section was "Compulsory school attendance." The discussion was opened by John Hancock, of Ohio, who ably presented the right of the State to provide for and demand the education of all its youth. The right of the State transcends the will of the parent. If we are not prepared for a general compulsory law, he believed in first taking the outposts, and never yielding the struggle until we have the general system.

Mr. Tooke, of Illinois, believed that a law compelling parents and guardians to send their children to school was both right and expedient. The State should require youth between six and eighteen years of age to attend school at least three months in each year. He offered a resolution to this effect.

A. J. Rickoff, of Ohio, believed that the State must educate the whole people or perish, but he was reluctant to resort to a compulsory system. Before adopting so extreme a measure, every other practicable means should be exhausted. The means offered by religious organizations and the platform should first be used; tracts on the subject should be distributed; all classes of educated and professional men should be appealed to.

Mr. Foster, of Missouri, admitted the right of the State to compel school attendance, but doubted the expediency of the measure. He offered a substitute for Mr. Tooke's resolution.

Wm. F. Phelps, of Minnesota, asserted that universal education is a necessity, and no nation has as yet succeeded in educating all its people, except by compelling school attendance. He believed that the measure was both right and expedient. It was the doctrine of common sense. How much longer shall we experiment and wait? Statistics show that illiteracy is on the increase, in the face of the most earnest efforts. Compulsion must be made a part of our educational policy, but it will be but a temporary expedient. When once the whole people are educated, no compulsory law will be needed.

State Superintendent Montieth, of Missouri, believed that all sides of this question should be considered. It may be legally right, and yet there may be concomitants which make it unwise. He thought centralization and compulsion were inseparable.

Mr. White, of Ohio, said there are two questions to be dispassionately considered before we resort to the compulsory system, viz: 1. To what extent has the voluntary system failed, and wherein has it failed? 2. Will a compulsory system be a success, both where the voluntary system has failed and where it has succeeded? Statistics furnish no certain answer to the first question. The kind of statistics used to show that the American voluntary system has failed, also prove that the compulsory system of Prussia has failed. The difference between the enrollment and the enumeration proves nothing respecting the number of children growing up unschooled. The voluntary system has not failed. The statistics show that as high a per cent. of the population attended school last year in Ohio as in Prussia. Education is as universal in Holland without the compulsory system, as in Bavaria with it. The school attendance is as great in those cantons of Switzerland that have no compulsory law, as it is in those cantons which have. He did not believe that a compulsory system would be a success

in this country. Where it was most needed, there would be no public sentiment to enforce it. He was in favor of supplementing the voluntary system, but not of abandoning it.

The resolutions were referred to a committee consisting of Messrs. White, Phelps, and Hancock, who, at the next session, reported the following resolutions, which were unanimously adopted:

"*Resolved*, That universal education is a public necessity, and that the State has the full right to provide for and secure it.

"*Resolved*, That to secure universal education in this country, our present system of voluntary school attendance should be supplemented by truant laws, reformatory schools, and such other compulsory measures as may be necessary to reach that class of youth now growing up in ignorance."

Superintendent W. R. Creery, of Baltimore, read a paper on a "Uniform basis of school statistics;" but we have seen no report of the paper or of its discussion, and hence are unable to give an abstract.

DEPARTMENT OF HIGHER EDUCATION.

The exercises were opened by a paper on "Classical study and the means of securing it in the West," by H. K. Edson, of Iowa. He asserted that, after a thorough examination of the merits of classical studies for years, through the press and in all classes of society, the verdict rendered is substantially in their favor. No other means of discipline so effective and thorough have yet been discovered. The question to be considered is, What means shall we use to secure more attention to them, and bring about their general introduction? Dividing educational institutions into three classes, primary, secondary, and higher, we find in the West a deficiency of institutions of the second class. The States make ample provision for the first class, and, in exceptional cases, for the third class. The lack of good preparatory schools is a serious hinderance to the prosperity of our colleges. The immediate and pressing want of the time is the establishment of schools that shall initiate the youth in the rural districts in a course of classical study. Mr. Edson also urged the establishment of independent training schools to prepare classical teachers, thus implying that the colleges fail to meet this demand. He opposed the support of higher institutions by public taxation.

The subject was discussed by Dr. Daniel Reed, of Missouri, S. G. Williams, of Ohio, Dr. Gulliver, of Illinois, and others. It was urged that the colleges cannot depend upon the public high schools to prepare students. The want must be met by thorough private classical schools. A resolution, offered by Dr. Gulliver, approving of "the effort now in progress to unite more perfectly the courses of study in public high schools and colleges, by introducing special classical courses on the part of the schools, and by modifying, without lowering, the requirements of admission on the part of the colleges," was laid over until the next meeting.

Hon. John Eaton, National Commissioner of Education, read an able and exhaustive paper on "Superior instruction in its relation to universal education." The paper pointed out several defects in the higher institutions of learning in their relation to students, and then presented the duties of these institutions and all liberally educated men to the universal education of the people. The conclusion was thus stated: "If any section or class is neglected, excluded from letters, or shut up in ignorance, may we not justly hold superior instruction accountable? Either it has not done its work, or has done it badly."

At the second session, Professor T. H. Safford, of the Chicago University, read a scholarly paper on "Modern mathematics in the college course." The following are his main positions: 1. Our college course of mathematics must contain in future more synthetic geometry, and less algebra and higher analysis; more practical and less abstract matter. 2. Time must be gained by beginning geometry in an elementary way before the preparatory college course. 3. Geometry and arithmetic—both subjects taken in their broadest sense—must go hand in hand throughout the course; must continually support each other, each retaining its individuality. What we now call analytical geometry must be introduced in various stages with geometry proper. 4. The text-books must diminish in size, and be largely supplemented by oral teaching. Both teacher and pupil must learn better how to work at the subjects, not at the books merely. 5. The interests of educational science, of mathematical science, of physical science, and of practical utility, alike demand these changes. The paper engaged the closest attention, and was warmly applauded at its close.

The subject was discussed by President Tappan, of Ohio, Professor Woodward, of Missouri, Dr. Gulliver, of Illinois, and others. President Tappan said that he was greatly pleased with the paper. He was satisfied that the amount of mathematics now included in the college course was too great, and he doubted whether the mathematical studies of the sophomore year should not be made elective.

Professor Henry M. Tyler, of Knox College, Illinois, read an elaborate paper on the "Pronunciation of the Latin and Greek languages," in which he urged the adoption of

the ancient pronunciation. This has been recommended by the Philological Association of this country, and it would bring us very nearly into agreement with the usage of the gymnasia and universities of Germany. He thought that the difficulties in the way of reproducing the pronunciation of the ancients could be easily overcome.

Superintendent Harris dissented from the views of the paper, while he admired its spirit. Are we to pronounce Cicero as we do Quintilian? The pronunciation of languages changes. We do not pronounce the verses of Shakspeare as he pronounced them. He thought it would take two thousand years to go back to the pronunciation of Cicero. The subject was further discussed by Professors Kistler, Allen, and Westcott, of Illinois; Professor Berg, of St. Louis; Professor Whipple, Miss M. F. Buchanan, of Chicago, and others. Most of the speakers strongly favored what is known as the continental pronunciation. On motion of Mr. Henckle, of Ohio, a committee, consisting of Professors Tyler, Boise, and Kistler, was appointed to prepare rules for the pronunciation of Greek and Latin, and report at the next meeting.

A discussion on "College degrees" concluded the exercises in this section. It was opened by W. W. Folwell, of Minnesota, and continued by President Tappan and others. A committee was appointed to collect facts as to the history of degrees in our colleges and the usages of various institutions in bestowing them, and to report, with recommendations, if deemed best, at the next session. The committee consists of President Allyn, of McKendree College, President White, of Cornell University, and Professor McGuffey, of the Michigan University.

The following are the principal officers for the ensuing year:

National Educational Association.—President, E. E. White, of Ohio; Secretary, S. H. White, of Illinois.

Elementary Section.—President, Miss Delia A. Lathrop, of Ohio; Secretary, L. H. Cheney, of Missouri.

Normal Section.—President, C. C. Rounds, of Maine; Secretary, N. Newby, of Indiana.

Superintendents' Section.—President, John Hancock, of Ohio; Secretary, A. C. Shortridge, of Indiana.

Department of Higher Education.—President, James McCosh, of New Jersey; Secretaries, Eli T. Tappan, of Ohio, and E. H. Safford, of Illinois.

Arrangements were made for the speedy publication of the proceedings of the association, including the addresses and papers and abstracts of the discussions. The publication committee consists of W. E. Crosby, of Iowa, (secretary for 1870–'71,) S. H. White, of Illinois, N. A. Calkins, of New York, and W. D. Williams, of Georgia.

EDUCATIONAL CONVENTION—METHODIST EPISCOPAL.

This convention met in Boston, continuing three days from the 14th of November, 1871, opening on the evening of the 14th with a sermon by Rev. Professor Rice, of Wesleyan University. The convention was formally organized by the choice of Rev. James Pike, of New Hampshire, as president; his excellency, Governor Claflin, Isaac Rich, esq., of Boston, John Kendrick, esq., of Providence, Governor Dillingham, of Vermont, J. J. Perry, of Maine, Rev. L. Crowell, of Worcester, and Dr. J. Cummings, of the Wesleyan University, as vice-presidents; Revs. E. A. Armstrong, of Lynn, J. Scott, of Boston, and W. D. Bridge, of Marblehead, as secretaries.

Rev. D. Dorchester, of Salem, read a statistical paper upon the educational institutions of the Methodist and other denominations in New England; Professor S. H. Kimpton read an essay on the consecration of the young to the work of teaching in the public schools; Rev. J. B. Robinson, of the New Hampshire Conference Seminary, also presented a paper on the same subject; Professor Latimer, of the Boston Theological Seminary, read an earnest argument for the study of the French and German languages in our public schools; Rev. Dr. W. F. Warren and F. A. Clapp, esq., of Worcester, presented topics relating to the education of the university; Professor Lindsay, of the Boston Theological Seminary, gave an extended account of the Board of Education of the Methodist Episcopal Church, which was followed by a discussion.

Among the topics presented and discussed were, "The need of greater thoroughness in our educational institutions;" "The Bible in schools;" and "Colleges and women." This latter topic was fully discussed, the preponderance of opinion being in accordance with the views of Dr. Cummings, the essayist, favoring co-education.

Rev. Dr. L. R. Thayer, of Springfield, read an essay on "Our educational institutions for New England." "The claims of our schools on the liberality of the Church" was the topic presented by Rev. D. H. Ela, of Rhode Island, and these topics were discussed at length.

Among the resolutions adopted was one expressing satisfaction in the educational work undertaken by the denomination in the South; regarding the ignorance so prevalent in any large portion of the country as fraught with danger to the free institutions of the republic; and one expressing cordial approval of the public-school system, as an important bulwark

of free institutions. In this connection they say in regard to the freedmen: "Having been enslaved under the authority of law, and made free by the nation's act, the nation should provide them facilities for education, both for its own safety and in justice to those who have become its wards. We therefore respectfully represent to Congress the necessity of making provision for the training of teachers for this class of the population, by appropriating a sufficient sum of money for the establishment of normal schools at the South, from which no person, otherwise qualified, shall be excluded on account of color."

NATIONAL BAPTIST EDUCATIONAL CONVENTION.

This convention, held in Brooklyn, April 19–21, 1870, was called by the Baptist Educational Commission, which had been formed in 1867 upon two distinct yet related conceptions: first, that the efforts of a limited number of persons to establish and carry on institutions of higher learning were not met by a corresponding popular interest in education; second, that the increase of the ministry of the denomination, both in respect to numbers and aggregate intellectual force and furnishing, was below the provisions attempted for such increase in the theological seminaries, and below the demands of the churches and the condition and tendencies of our civilization. It was not an organization for the support of any particular institutions of learning, nor as the exponent of any new theory of education, but to stir up the popular mind and heart, and enlighten it upon the value and importance of higher education; in a word, to promote education from the popular side as an outgrowth of popular interests and demands.

The commission at first restricted the sphere of its operations to the States of New York and New Jersey. The convention was a meeting of appointed delegates, representing boards and faculties, and embraced the most distinguished pastors and laymen and the chief educators of the denomination. It was fortunate in its plan, and accomplished in nine sessions a vast amount of work. The church in which the convention was held was filled at every session. Friends of education of other denominations were present, and among those most interested in the proceedings. The demand for reports of the proceedings from every quarter of the country is a most gratifying proof of the common interest in education to which the convention gave expression, and imparted a fresh and encouraging impulse.

NEW ENGLAND BAPTIST EDUCATIONAL CONVENTION.

This convention was held at Worcester, Massachusetts, May 4 and 5, 1871.

Hon. J. Warren Merrill, of Cambridge, was chosen president, Dr. Shaler, of Portland, Maine, and Dr. Phelps, of New Haven, Connecticut, secretaries.

Dr. Cutting stated that the meeting was called in conformity with a vote passed in April, 1870, at the meeting of the Baptist Educational Commission, advising this and similar conventions in different parts of the country, for the assembling of delegates from Baptist educational institutions, to discuss topics connected with education, and to listen to papers on such subjects from able men more or less directly engaged in the work of education. A conviction, he said, was prevailing in the mind of the Baptist denomination of the country that the cause of education is not the cause of ministerial education alone, but must be for the whole people. There must be academies for the preparation of more young men to enter college.

Rev. Wm. Lamson, D.D., of Brookline, read a paper upon "The defects in our public schools, considered as creating a necessity for academies." He thought that while the expenses of the public schools had greatly increased within the past forty years, there had not been a corresponding increase in the beneficial results produced, the youth being little if at all better prepared for the duties of life than formerly. The public high schools of Massachusetts, he thought, attempted to go over too much ground, a single teacher sometimes carrying on Latin, Greek, French, and many other branches, each one of which would demand the whole time of a professor in a college. The fact that in these schools there is an absence of all distinctive religious training, renders them less suited to prepare young men for great usefulness, and points to the necessity of academies where special religious instruction can be given.

The academies should be well endowed; the instruction given in them should be of the highest order; and immediate action is demanded to meet the wants which the public schools do not afford.

Professor S. L. Greene, of Rhode Island, in the discussion of the preceding paper, spoke of the maladjustment in theological seminaries, colleges, academies, and schools. They should be proportioned to each other, as in manufactories the carding must meet the spinning, the spinning the weaving, and the weaving the finishing. Referring to the Brooklyn meeting, he said eight academies were represented there, none of them endowed as they should be. Means should be at hand for assuring those at the head of such schools

that they are placed above want for a life-work. Whatever may be the benefits of common schools, there must be other means to supply the colleges, where the spirit of science and of Christ may prevail. The discussion was further continued by Rev. Dr. Ives, of Suffield, Connecticut, Rev. Mr. Caldwell, of Rhode Island, Rev. Dr. Gardner, of Charlestown, Massachusetts, and Rev. Drs. Cutting and Gow.

In the afternoon the discussion on academies was resumed, Professor Hanson, of Waterville, Maine, first giving his experience in establishing the Waterville Institute, who was followed by Professor Greene, Rev. Mr. Abbott, of Watertown, Dr. Champlin, of Waterville College, and Professor Chase, of Brown University, the latter gentleman saying he thought too much attention was given to the number of names upon college catalogues rather than to the degree of scholarship attained.

The next paper was by Professor Hamlin, upon "The proper attitude of our Christian teachers with respect to science," pointing out the extent to which the prevailing theories in many sciences are shaken by recent discoveries, and showing that revealed religion has nothing to fear from these theories, the Scriptures and true science being in entire harmony.

Professor Chase, Dr. Harvey, and Dr. Caswell expressed their satisfaction with the views presented by Professor Hamlin. In the evening Dr. Caswell spoke of "The requirements of educational institutions for the Baptists of New England, and the duties of the denomination to such institutions." A large number of brief addresses followed, all urging the necessity of greater effort for the endowment of the schools of the denomination.

Thursday morning Rev. Galusha Anderson, D.D., read a paper on "The increase of the ministry, including the sources of supply, and the support of those requiring pecuniary aid." This was followed by a discussion of the subject.

Rev. A. Hovey, D.D., President of Newton Theological Institute, next gave an essay on "The education of woman." He did not ask for the education of woman that she might enter with man upon the political or any other public arena or profession, but that she might more appropriately fill her own sphere in life.

An important question is how these opportunities of education to women are to be furnished, whether in the same or separate institutions. The advantages of mingling the sexes in academies and colleges were considered, and he thought the experiment worth an impartial trial, from which he hoped beneficial results to both sexes.

There was a general agreement in the views of the essay, approving the establishment of a Baptist college where both sexes could be educated together.

Rev. Dr. Champlin did not think so favorably of the plan; Rev. Dr. Coldwell saw insuperable moral objections to it; and Rev. J. D. Fulton spoke against the views of the essay as a sad instance of "Newton radicalism."

In the afternoon Rev. C. B. Crane, D. D., of Hartford, Connecticut, read a paper on "The duties to education of pastors in their own congregations." Several resolutions were adopted recommending the establishment of at least one academy of a high order in each New England State for the education of children of the Baptist denomination; recommending a continuation of the work of the American Baptist Educational Commission; also the publication of a periodical devoted to the educational interests of the denomination, for special circulation among the most intelligent classes of their people.

WESTERN BAPTIST EDUCATIONAL CONVENTION.

This convention was held in Chicago May 24 and 25, 1871, attended by delegates and visitors from twenty States and from Canada, Hon. Mark H. Dunnell, president. The topics discussed were similar in their character to those presented at Worcester, the "Relation of academies in a system of education" being presented by Professor J. W Stearns, of the University of Chicago; "Education of women in the West," by Rev. H. L. Wayland, D. D., president of Franklin College, Indiana; "The place of scientific studies in present education," by Rev. Sampson Talbot, D. D., president of Denison University, Ohio; "The colleges and universities of the West," by Rev. J. A. Smith, D. D., of Illinois; "The building up of higher Christian institutions in the West," by Rev. J. Bulkley, D. D., of Shurtleff College; "The duties of the church to educate the ministry," by President Kendall Brooks, D. D., of Kalamazoo College, Michigan; and "The care of education as a part of pastoral duty," by Rev. J. V. Schofield, of Des Moines, Iowa.

The committee to whom was referred the paper upon woman's education reported that they hail with gratitude the interest which this subject is now exciting, and earnestly recommend that female seminaries be strengthened by more ample endowments. They say: "It is unjust, not to say cruel, to continue to give by millions for the education of our sons, and so little for that of our daughters." "The demand of the age is, that the education of woman be no longer neglected, and that she be no longer deprived of the force, breadth, and earnestness of Christian character which the most liberal culture can bestow."

AMERICAN INSTITUTE OF INSTRUCTION.

The forty-second annual meeting of this association was held at Fitchburgh, Massachusetts, commencing Wednesday, July 26, and continuing through that and the two following days. The president, Abner J. Phipps, State agent of the Massachusetts Board of Education, occupied the chair, and at the opening made a brief address, giving a sketch of the history of the Institute.

Miss E. J. Peabody, of Cambridge, read an excellent paper upon "Kindergartening the Gospel for children," showing the principles upon which "Kindergartening" was founded, and tracing its development. She claimed, among other advantages for this system, that it would be far more economical, in the long run, to commence the education of children upon this plan; and, in the course of her remarks, referred to the fact that in the city of St. Louis the truth is recognized that the younger the children to be taught the greater the qualifications required for their teachers, and the higher should be the salary paid them. A brief discussion followed the reading of this paper.

General John Eaton, jr., United States Commissioner of Education, was present in the evening and gave a lecture on the subject, "American Education Progressive," tracing educational progress through its various agencies, and especially emphasizing the necessity of work to be done throughout the country, particularly in the South.

On Thursday morning, W. T. Harris, of St. Louis, Missouri, read an interesting paper upon "Prescription in modern education—its province," followed by a discussion of the topics presented therein, in which A. Bronson Alcott, J. D. Philbrick, Miss Peabody, and others expressed their concurrence in an approval of the views presented.

Rev. H. N. Hudson, of Boston, then read a paper on "The study of history in schools." He inferred that the public taste is a vitiated one in regard to the selection of reading-matter, referring to statistics of the Boston Public Library as showing this fact, some 5,000 of the worst books in that rich collection being read more than all the other 150,000 volumes put together. A discussion of this paper followed, in which Mr. John Kneeland took some exceptions to the doctrines presented. Rev. Charles Hammond, principal of Monson Academy, in presenting his views, said that a class that has made some degree of advance in history is best taught by assigned topics, such as, Was the banishment of Roger Williams from Salem justifiable? Here is a topic to be studied two or three weeks, and to be examined by reading all that can be found in relation to it. Let the scholars go to every history in the library and search; and here you have the benefit of a school library that shall contain the leading works of history. Hon. Joseph White, secretary of the Massachusetts Board of Education, was better pleased with the paper than any he had heard on the subject of history. He thought history, as a general thing, was not well taught. It is, of all things, important that a taste for reading, and a taste for reading good books for original historic discussions, should be acquired; then libraries would not be filled with so many novels. It is worth more to the schools of this generation to acquire that taste, that power of discrimination, that love of the true and beautiful, than to get all the knowledge in every text-book in existence.

Papers were read by C. C. Perkins, of Boston, on "The importance of drawing as a branch of general education;" by General H. R. Oliver, on "How I was taught;" and a discussion followed on the question, "How far may the State provide for the education of her children at public cost?" This turned in the direction of compulsory education, and was participated in by Hon. J. White, General H. R. Oliver, H. F. Harrington, M. A. Warren of Charleston, South Carolina, Richard Edwards of Normal, Illinois, and others.

In the evening, Professor D. C. Gilman, of Yale College, gave a lecture on "Scientific schools in relation to colleges and high schools," and Professor L. B. Monroe gave a series of reading, with great satisfaction.

Friday morning Hon. Richard Edwards, principal of the Illinois State Normal School, gave his views on "The causes of failure and the work of teaching." Hon. Warren Johnson, State superintendent of schools, of Maine, presented a paper on "State uniformity of text-books." Hon. N. A. Calkins in the afternoon read a carefully-prepared paper on the question, "Does object-teaching hold a philosophical relation to the natural development of mind and the acquisition of knowledge?" and maintaining affirmatively that object-teaching furnishes the best conditions for obtaining the most valuable results in education.

The resolution which excited as much interest as any, and which was adopted with great enthusiasm, was, "That the American Institute of Instruction continue its work upon the same general plan which has been pursued during the forty-one years of its existence." Upon this resolution Ex-Governor Washburn, LL. D., of Cambridge, and a member of the Massachusetts State Board of Education, said: "This institution is a power in the land. It is not the men who are in business who have no opportunity

to study this matter, or the mechanics who have no access to the public, that can instruct the people on this subject of education. But it is the teachers, those who are connected with this and kindred associations, those who are actually engaged in teaching, who can make known to the public what is proper to be done; and it is their duty to do it. The arguments that they can urge will be a sure means of carrying conviction to the public mind, so that something will be done."

Hon. David H. Mason of Newton, United States district attorney, and also an active member of the Massachusetts Board of Education, referred to the lack of technical education as the principal thing wanting in the New England system. Nathaniel Allen, of West Newton, also spoke of the same necessity for making this advance in the direction of technical training, enforcing his position by reference to what he had witnessed in Germany in technical training. Abner J. Phipps, of West Medford, Massachusetts, was re-elected president, and D. W. Jones, of Boston, secretary.

AN AMERICAN UNIVERSITY.

The second report of the national committee of the National Educational Association, held at St. Louis, August, 1871, specifies some of the advantages from the establishment of an American university in the midst of the United States.

In general terms, the principal features which such an institution should embrace are stated as follows:

1st. It should be broad enough to embrace every department of science, literature, and the arts, and every real profession.

2d. It should be high enough to supplement the highest existing institutions of the country, and to embrace within its field of instruction the utmost limits of human knowledge.

3d. In the interest of truth and justice it should guarantee equal privileges to all duly qualified applicants for admission to its course of instruction, and equal rights and the largest freedom to all earnest investigators in that domain which lies outside the limits of acknowledged science.

4th. It should be so constituted and established as to command the hearty support of the American people, regardless of section, party, or creed.

5th. Its material resources should be vast enough to enable it not only to furnish, and that either freely or at a nominal cost, the best instruction the world can afford, but also to provide the best known facilities for the work of scientific investigation, together with endowed fellowships and honorary fellowships, open respectively to the most meritorious graduates, and to such investigators, whether native or foreign, as, being candidates therefor, shall have distinguished themselves most in the advancement of knowledge.

6th. It should be so co-ordinated in plan with the other institutions of the country as not only in no way to conflict with them, but, on the contrary, to become at once a potent agency for their improvement, and the means of creating a complete, harmonious, and efficient system of American education.

For the establishment, endowment, and maintenance of such an institution, the co-operation of the citizen, the State, and the General Government must be had.

The original endowment, which should not be less than the equivalent of $10,000,000, and which may properly consist of lands now embraced in the public domain, will need to be furnished by the Government, and Congress must therefore determine the general terms and conditions upon which the institution shall be administered.

In regard to the authority for the endowment and establishment of such an institution, the committee refer to the proceedings of the Federal convention which framed the Constitution of the United States, to the successive recommendations of Presidents Washington and Madison, in their messages to Congress, urging "the expediency of establishing a national university," to the provision in the last will and testament of Washington toward the endowment of such a university, and to the various propositions to this end, at various dates, by many of the most eminent men of the country, showing that the idea of a national university is as old as the nation, has had the fullest sanction of the wisest and best men of succeeding generations, and it is in perfect harmony with the policy and practice of the Government.

In accordance with this report of the committee, the following persons were nominated the permanent national university committee, for the purpose of conducting the enterprise to a successful issue: Dr. J. W. Hoyt, chairman, Madison, Wisconsin; Dr. Thomas Hill, Waltham, Massachusetts; E. L. Godkin, esq., New York City; Hon. J. P. Wickersham, Harrisburg, Pennsylvania; Dr. Barnas Sears, Staunton, Virginia; Colonel D. F. Boyd, Baton Rouge, Louisiana; Dr. Daniel Read, Columbia, Missouri; Professor W. F. Phelps, Winona, Minnesota; Ex-Governor A. C. Gibbs, Portland, Oregon; Hon. Newton Bateman, Springfield, Illinois.

Ex-officio members.—Hon. E. E. White, president National Educational Association, Columbus, Ohio; Hon. John Eaton, jr., Commissioner of Education, Washington, D. C.; Dr. Joseph Henry, president National Academy of Sciences, Washington, D. C.; Dr. J. Lawrence Smith, president American Association for the Advancement of Science, Louisville, Kentucky; Dr. Samuel Elliot, president American Social Science Association.

THE GERMAN-AMERICAN TEACHERS' UNION.

The second annual convention of the German teachers of this country assembled at Woodward High School, Cincinnati, Ohio, on the 1st, 2d, and 3d of August, 1871. At the preliminary meeting held at Turners' Hall, during the afternoon of July 31, an address of welcome was delivered by Mr. Buerger, of Cincinnati, president of the local committee. The report of the central committee, showing the promising condition of the organization, and containing the recommendations concerning the manner of hold ing the annual conventions, was read by Mr. L. Soldan, assistant superintendent of schools of St. Louis. The committee also submitted a constitution, which was adopted after debate. The object of the German Teachers' Union as stated is, first, to cultivate the German language and literature together with the English; secondly, to introduce into the schools of this country the natural and progressive system of teaching as followed in Germany; thirdly, to train really free republican citizens in the true sense of the term; fourth, to further the intellectual and material interest of the German teachers of America.

The electing of permanent officers resulted in the choice of Mr. H. Engelmann, of Milwaukee, for president; W. Buerger, for vice-president; and F. Thurm, of Williamsburg, New York; M. Müller, of Louisville; and A. Deutsch, of St. Louis, as secretaries.

By 9 o'clock of the second day the hall was filled to its utmost capacity. Delegates appeared from Boston, Brooklyn, Williamsburg, New York, Philadelphia, Pittsburg, Newark, Hoboken, Buffalo, Detroit, Milwaukee, Chicago, Bellville, Illinois, St. Louis, Memphis, Louisville, Columbus, Indiana, Indianapolis, Columbus, Cleveland, Hamilton, Dayton, Oshkosh, Fort Wayne, Des Moines, Kansas City, and other remote places.

Several communications of congratulation and sympathy from liberal-minded educators in different parts of Germany, Vienna, Hamburg, Berlin, and other cities were read and received with great enthusiasm. Mr. John Hancock, superintendent of the Cincinnati schools, welcomed the delegates in behalf of the city school-board. He felt the more pleasure in this from the fact that Cincinnati was the first to adopt a general system of instruction in both German and English. He spoke of the value of the German system of public instruction, of the attention which was now being given to the natural methods of instruction introduced by the Germans, and of the intrinsic worth of the literature of Germany, and the increasing familiarity of Americans with its treasures. His remarks elicited warm applause. Mr. H. L. Wehmer, a gentleman of twenty years' connection with the school board of Cincinnati, warmly recommended the German method of instruction.

Mr H. Dörner, of Cincinnati, delivered the first regular discourse according to the programme, on the "Emancipation of the schools." It was a very elaborate discourse, and unquestionably the longest that ever has been delivered before an assembly of professional teachers, and one that would have accomplished more if only half as long. It gave in detail the history of the long struggle in Germany, which resulted in freeing the schools from that surveillance of the clergy which, existing for centuries, had well-nigh paralyzed all freedom of thought. The discussion upon this address led to the adoption of the following resolutions:

1. *Resolved*, That it is absolutely necessary that the supervision and direction of public schools be intrusted only to persons who have the requisite professional education and experience, and who have proved their competence in an adequate examination.

2. *Resolved*, That State school laws should be changed in accordance with this principle, and especially that the requisite number of normal schools should be established.

The next paper was on the question, "What are the grounds that so many of our German-American schools fail to meet the demands put to a well-conducted school?" by Mr. F. Thurm, of Williamsburg. The speaker believed that anybody familiar with the mighty progress which the German school has made, thanks to the efforts of Basedow, Pestalozzi, Diesterweg, and many more noble men, would readily admit that the German schools alone were capable of standing up for reform. After elaborating his five theses, he denounced, in conclusion, very forcibly, the many exhibitions customary in German-American schools, partly because in the preparation therefor much valuable time was lost, and partly because they were calculated to excite a dangerous vanity in the pupils, and were therefore obnoxious.

"The ways and means to interest Anglo-Americans in favor of the German method of education," by Mr. W. V. Hailmann, of Louisville, was next in order. He, however, suggested to the convention to hear Mr. A. Schneck, of Detroit, whose theme had more of general interest than his own. The theme of Mr. Schneck was on "The relation of education to liberty." One of the wisest jurists has said that the first object of a free people is the preservation of their liberties; and there can be no other safeguard of freedom but the education of *all* its youth to liberty. In the discourse of Mr. Schneck, the United States of America were applauded as the only community whose institutions were based on the idea of universal liberty; but, on the other hand, they

were blamed for not having taken steps to educate the people for liberty; and the system of instruction, as well as the discipline enforced in the American school, he thought, did rather retard and impede than promote education to liberty.

Resolutions indorsing these views were passed; when the next paper was read by Dr. A. Douai, of Newark, on "English readers for German-American schools," in which he pronounced the books now in use insufficient, being generally introduced by speculators, ignorant of the necessities for such work. To meet a long-felt want he himself had compiled two English readers, in which all religious allusions were excluded. On motion, they were referred to a committee of three for investigation.

At the final session the various committees read their reports, which were all adopted except that of the committee on the table of study in German-American schools, which was sent back for further consideration and to be reported on at the next convention. Such a profound discussion by professional teachers about an expedient, judicious plan of study is worthy the attention of any convention.

The last paper read was on "Object-lessons in higher grades," by C. L. Hotze, of Cleveland, in which he showed that it was inconsistent with reason to stop object-lessons at the fourth year; that these should be continued up to the highest class; that the lessons should embrace what is most worth knowing out of the descriptive natural history, physics, and chemistry; that to each of the higher German-English classes one hour for German object-lessons should be given. On motion of Mr. L. Klemm, the theses of this discourse were referred to the committee on elementary schools.

It was expected that an address on the education of girls would be read by a lady, but a telegram announcing that she could not be present was received. Mr. John Kraus, of Washington, was requested to make some remarks.

Mr. Kraus availed himself of the opportunity to call the attention of the convention to a document which, although offered last, he hoped would not be found the least interesting and worthy of consideration. It had been sent to him in order to publish in this country, and he deemed it proper to make it first known to the Teachers' Union, namely: "Call to a participation in a General Educational Union." (Aufforderung zur Betheiligung an einem allgemeinen Erziehungsverein.) The society had recently been formed in Dresden, embracing members from all parts of Germany, and even of Holland, England, and America; that the call was signed by persons of high respectability and social and official position, namely: Bertha von Marenholtz-Bulow, Berlin; Countess M. v. Hessenstein, Prof. J. H. v. Fichte, Stuttgart; Professor and privy-councillor Th. Schliephake and Professor Röder, Heidelberg; Professor v. Leonhardi, Prague; Doctor P. Hohlfeld and Director B. Marquart, Dresden; Assessor Schrader, Braunschweig; and Doctor Rohrbach, Gotha; that the association had a similar aim as the Philosophers' Congress in Germany, whose praiseworthy efforts were made to bring about and strengthen a cordial and sincere intercourse between school and home. That at all times and by all nations this truth had verified itself—that the elevation of schools had also promoted the welfare of the state in all directions. That in all countries where there flourished industry and commerce, arts and sciences, one would be sure to find also good schools; that the effort to emancipate the school from all narow boudages and fetters—from church* and political parsons, and to afford and vouchsafe what was necessary to her development—was a triumph of the modern times; that the school not only should become the foundation of material interests, but that it should take care of and foster the intellectual interests, the highest that man possesses, and should lay the germs of them in the susceptible heart of the child; that parents and teachers and all who were interested in the judicious instruction and good education of the youth should join their hands; that just as the political association endeavored to explain political questions, *so should it become the aim of the educational association to lay open to the people the true meaning of instruction and education, and to bring about a more effective and cordial intercourse between parents and teachers;* that it was more especially the work of the teachers' associations and conventions to produce this effect, as had been shown by the General German Teachers' Conventions; that while the humanists adhered by preference to history and to that which has grown out of history, Rousseau has discovered and emphasized the laws of development of the individuals, Pestalozzi invented the means of this development, Fichte put in the right light the idea of national education, Froebel had succeeded in reforming family education and the nursery by his kindergarten system; that this system was the result of the progress of education and of culture in general, and of a want of rising generation; that its fundamental principle, being the same which Pestalozzi carried out so ably, must become the ground-work of education by all nations; that for this reason

* In Germany, without any exception, the clergyman of a place is ex-officio local inspector; the clerical superintendent of a district is inspector of schools for the district. They both keep a secret conduct-list, so that the teacher in this way never certainly knows what his superiors and the official authorities think of him. The teacher is excluded from rights which all other trades and professions enjoy. In every other profession the members are superintended by members of the profession; that is a matter of course. Everywhere those who devote themselves to a profession are trained by members of the profession, and only by such. The application by the teacher in this country is easy. Thus, the German teachers know where the shoe pinches.

the aims, means, and fundamental principles of the General Educational Union were just as applicable in this country as in the Old World; that the kindergarten system was a medium between home and school, and that it was especially the aim of this Union to bring both into co-operation; that the most of the signers of this call have already worked many years for this purpose, and not only by words but also by deeds; that by the efforts of Bertha v. Marenholtz-Bulow alone, the kindergartens have been spread all over Europe, even to America.

Mr. Kraus said that he had placed himself in communication with the bureau of this association. As there had been sent already many American children to German kindergartens at Berlin, Dresden, Gotha, Stuttgart, Heidelberg, Munich, &c., and as there will be ever more parents who visit Germany for that purpose, and as the means and aims of this society are just as applicable here as on the other side of the Atlantic, the annual report of the Commissioner of Education may perhaps be the best way to make them generally known.

The General Educational Union is a wandering meeting, which annually will meet at certain places, and aims to make education and its improvement a common cause of the people. The means are as follows: The formation of branch societies, whose object it is to establish institutions for the better education of females, with a special view to their general educating talent; to introduce improvements in educational institutions, for the furtherance of the bodily and mental health of the pupils; to multiply kindergartens, particularly people's kindergartens, (Volks-Kindergarten,) and unite them organically with the public-schools youth gardens as a continuation of kindergarten; provision for proper juvenile books and papers and enlargement of popular libraries; training of teachers of both sexes in a normal institute, constructed according to the principles of the society; publication of a paper, promulgating the principles of the society in a popular way, a supplement of which would be distributed gratuitously to mothers of the working classes, for the purpose of teaching them the general principles of hygiene and education, &c.

The fundamental principles of the society are that the thorough improvement of our educational systems is to be secured by beginning with the life of the individual; that education should assist, but never disturb, a free development of the individual, in accordance with human nature; that the general aim of all education is to educate morally free, religious, and practically able men and women; that the present time requires particularly that education should tend to the formation of character, to develop power to will and to do the beautiful, ideal, and sublime; that the society acknowledges in Froebel's system of education the safest foundation for the early education of children, and finds in it leading features for all degrees of higher education.

Various standing committees were appointed for the ensuing year, and the following gentlemen were selected as a central committee: Stahl, Klund, and Schroeder, of Hoboken; Douai, of Newark; and Thurm, of Williamsburg.

The following were among the resolutions adopted: That the next convention be held at Hoboken, New Jersey; that a vote of thanks be extended to Mr. John Kraus, of Washington, for the interest he has shown in the welfare of the Teachers' Union; to the central committee of the last year, especially to the secretary, H. Rosenstengel, for faithful services; to the local committee, for the cordial reception of the teachers; to the authors and publishers who had furnished specimen books; and to the press for faithful accounts of the convention. After which the president, Mr. Engelmann, of Milwaukee, pronounced the closing address.

JOHN KRAUS.

AGRICULTURAL EDUCATIONAL CONVENTION.

For the purpose of promoting the science of agriculture, a convention of gentlemen, interested in agricultural schools, and in the agricultural departments of universities and colleges, was held in Chicago, August 24, 1871.

The following was the call:

"CIRCULAR TO THE FRIENDS OF AGRICULTURAL EDUCATION.

"After correspondence with those more immediately interested, it has been decided to call a convention of presidents of agricultural colleges, professors of agriculture, or other persons in the United States or British Provinces, who are engaged or interested in promoting the art or science of agriculture, by experiments in the field or laboratory, for the purpose of organizing, consulting, and co-operating in the great work of advancing the cause of agricultural knowledge and education, especially by experimentation with similar crops under similar conditions, at all the agricultural colleges.

"Accordingly a meeting will be held, commencing on Thursday, August 24, at 10 o'clock a. m., in one of the halls in the Prairie Farmer Building, 112 Monroe Street, in the city of Chicago, at which the attendance of all interested, but especially of the representatives of the agricultural colleges of the country, is earnestly invited.

"Papers upon various topics related to the objects of the meeting are expected from several gentlemen, and are solicited from all who have any suggestions to make thereon."

This meeting was called with the approval of a large number of gentlemen, most of whom expected to be present.

At the appointed time the following gentlemen assembled, and organized their meeting by the election of Dr. J. M. Gregory, of Illinois, as president, and Professor Prentiss, of New York, and Professor Hamilton, of Pennsylvania, as secretaries; Dr. J. M. Gregory, Champaign, Illinois; Dr. Mauly Miles, Lansing, Michigan; Dr. Joseph Denison, Manhattan, Kansas; Professor D. C. Gilman, New Haven, Connecticut; Professor A. N. Prentiss, Ithaca, New York; Professor John Hamilton, Agricultural College, P. O., Pennsylvania; Professor E. W. Hilgard, Oxford, Mississippi; G. C. Swallow, Columbia, Missouri; Dr. E. S. Hall, Alton, Illinois; W. W. Daniels, Madison, Wisconsin; Rev. R. S. Parker, Manhattan, Kansas; W. W. Folwell, St. Anthony, Minnesota; S. H. Peabody, Amherst, Massachusetts; A. S. Welch, Ames, Iowa; I. H. Roberts, Ames, Iowa; W. W. McAfee, Madison, Wisconsin; W C. Flagg, Moro, Illinois; Edward Snyder, Champaign, Illinois; Dr. H. J. Detmers, Champaign, Illinois; H. D. Emery, Chicago, Illinois; W. W. Corbett, Illinois; G. E. Morrow, Madison, Wisconsin; T. H. Glenn, Chicago, Illinois; Julius Silversmith, Chicago, Illinois; C. W. Murtfelot, St. Louis, Missouri; Milton George, Chicago, Illinois; Edward Young, Mansfield Young, and William Watkins, Joliet, Illinois.

The chief attention of the meeting was directed, in accordance with the call, to the subject of agriculture and the best method of promoting it.

The following resolutions were adopted:

"*Resolved*, That the very strong commendations that the agricultural experiment stations of Europe have received from such persons as Johnston and Liebig, as the source of a large amount of agricultural science and practical progress, as well as our own investigations into the subject, makes us believe that the establishment of not less than one such station in each of the several States of the Union would be eminently beneficial to the agricultural interests of the country.

"*Resolved*, That a committee consisting of one person from each of the several States in which an institution founded on the national land-grant has been organized be appointed by the president, whose duty it shall be to memorialize Congress and the several State legislatures for the speedy establishment of such stations throughout the country."

In accordance with these resolutions the President, Dr. Gregory, has nominated the following gentlemen to serve as such committee:

Arkansas.—M. A. Cohen, secretary board of trustees Arkansas Industrial University Little Rock.

Connecticut.—D. C. Gilman, professor Sheffield Scientific School, New Haven.

Illinois.—W. C. Flagg, secretary board of trustees Illinois Industrial University, Champaign.

Iowa.—Hon. A. S. Welch, president Iowa Agricultural College, Manhattan.

Kentucky.—J. B. Bowman, regent Kentucky University, Lexington.

Maine.—M. C. Fernald, president Maine Agricultural College, Orono.

Maryland.—Dr. Samuel Regester, president Maryland Agricultural College, Hyattsville

Massachusetts.—W. S. Clark, president Massachusetts Agricultural College, Amherst.

Michigan.—T. C. Abbott, president Michigan Agricultural College, Lansing.

Minnesota.—W. W. Folwell, president University of Minnesota, Minneapolis.

Mississippi.—Eugene W. Hilgard, professor University of Mississippi, Oxford.

Missouri.—G. C. Swallow, professor of agriculture Missouri State University, Columbia.

Nebraska.—S. R. Thompson, professor of agriculture, Lincoln.

New Hampshire.—Rev. A. D. Smith, president Dartmouth College, Hanover.

New Jersey.—George H. Cook, professor of agriculture Rutgers Scientific School, New Brunswick.

New York.—Hon. A. D. White, president Cornell University, Ithaca.

Pennsylvania.—John Hamilton, professor of agriculture Pennsylvania Agricultural College.

Tennessee.—Hunter Nicholson, professor of agriculture East Tennessee University, Knoxville.

Wisconsin.—W. H. Daniels, professor of agriculture and analytical chemistry University of Wisconsin, Madison.

During the deliberations there was much discussion of the principles and methods by which the purposes of the national endowment can best be secured. So general indeed was the interest thus manifested, and the desire for further conference on this subject, that proposals were made for assembling the convention at a future day, and inviting the attendance of other gentlemen from other kindred institutions. The responsibility of calling another meeting was left to Dr. Gregory and his associates in the conduct of this convention.

The proceedings, with a praiseworthy degree of enterprise, were reported almost *verbatim* for the Prairie Farmer of Chicago, and published in successive numbers of that journal. Being a universal report of familiar conversations, full allowance should be

made for the fragmentary and not always sufficiently guarded expressions which appear to have found utterance.

As an indication of the value of the meeting in its second or educational aspect, the following extract is made from the report of Professor Hilgard, of the University of Mississippi:

"I found the attendance much larger than, from the limited publicity of the call and short notice given, I had been led to expect. The meeting seemed in this case really to justify the use of a much-abused phrase, viz, to supply a want to-day felt. It appeared in the course of the discussions that the predominant thought of the originators of the call had been the establishment of uniformity in the agricultural experiments conducted by the several institutions, and some of the delegates could not to the last divest themselves of the idea that this subject should have been made paramount. But the great majority evidently held that the consideration of the educational interests, and of the results reached by the various plans of organization and study, was first in importance; and the reports made thereon successively, as called upon by the presidents or other representatives of twelve institutions, (two or three only of importance being represented,) were decidedly the most interesting and practically important feature of the meeting. The general conviction of the great benefits to be derived from a more frequent personal interchange of views soon found expression in the appointment of a committee on the foundation of a permanent organization.

"In view of the brief space of time allowed for consideration, and of wide differences of opinion as to the scope to be given to the association, the committee reported in favor of referring the whole subject to a committee consisting of the officers of the convention."

REPORT ON THE NATIONAL SCHOOLS OF SCIENCE.

SHEFFIELD SCIENTIFIC SCHOOL OF YALE COLLEGE,
NEW HAVEN, CONNECTICUT, *November* 1, 1871.

SIR: It is now about three months since you entrusted me with a commission to investigate and report upon the condition of the various scientific and agricultural schools which have been established in the Northern States, east of the Rocky Mountains, in accordance with an act of Congress approved July 2, 1862, and commonly, though erroneously, called "the Agricultural College bill."

The interval which has passed since your wishes were made known has been insufficient for a thorough survey of even this restricted field. During a considerable portion of the time the various institutions were in the midst of their summer vacations, and since the period of instruction began I have been occupied even more closely than I expected by college duties in New Haven.

I have been able, however, during the last few months to visit the colleges which are aided by the national grant in Massachusetts, New Hampshire, Connecticut, New York, New Jersey, Michigan, Wisconsin, and Minnesota, and to have prolonged conversation with one or more of the principal officers in these institutions, and in those of Illinois, Iowa, Kansas, Kentucky, Pennsylvania, Tennessee, Missouri, and Mississippi. With those of some of the other States I have been in correspondence.

But the more I consider the subject the more important does it appear to postpone for a year a detailed report upon these institutions. In 1872 ten years will have gone by since the act of Congress was passed under which the national colleges have been organized, and this expiration of the first decade seems to me a fit time for a review of the work accomplished. It constitutes the period of State legislation and preliminary inquiry.

Probably, as each successive decennium rolls by, it will be found that a like report will be called for by the Government and the people. Whether this duty is intrusted to me or to some one else for the coming year, I would respectfully recommend that the inquiry be as complete and thorough as possible, and that it be conducted in the spirit of a sincere desire to discover what is good, and likewise what is deficient, in these institutions, so that the good may be strengthened and copied, and the failures, if such there be, may be so distinctly pointed out that they shall not be repeated.

Such an investigation should, of course, extend to the States of the whole Union, and not to those of the North and East alone. It would also be highly desirable that notice should be simultaneously taken of such scientific schools as are not aided by the national grant; like the Lawrence School at Cambridge, the Rensselaer School at Troy, the Stevens Institute at Hoboken, and others in like manner endowed by private munificence.

As an indication of the scope of such inquiries, I would present the following schedule, which is designed to be suggestive rather than exhaustive:

TABLE I.—*Schedule of inquiries respecting the national schools of science.*

(To be answered in 1872.)

I. *State action.*—A full exhibition of the legislation of the State bearing upon the national grant.

II. *Financial results of the grant.*—What price did the scrip sell for? What aggregate fund has it made? What annual income does it afford? By whom is the fund held? How is it invested?

III. *Other funds.*—Whence derived? Of what amount? How restricted? What annual income?

IV. *Tuition.*—How much is charged? How much in the aggregate was received last year? How many free scholarships, and how are they bestowed?

V. *Buildings.*—A particular statement of the number, dimensions, cost, uses, &c.

VI. *Lands held for college purposes.*—Amount, cost, purpose to which devoted.

VII. *Farm.*—What experience in respect to its educational utility, economy, service in experimental work, &c.

VIII. *Courses of study.*—The published schemes. How far are they actually established and attended by students? Qualifications for admission and for graduation. What views are held in respect to the proportion of technical or professional studies, and of general or disciplinary studies; comparative estimate of lectures, recitations, and laboratory exercises?

IX. *Trustees.*—How constituted?

X. *Teachers.*—How many give all their time to this work? How many are connected

with other institutions or departments? How many are permanent and how many are temporary appointments? What difficulties are experienced in filling vacancies?

XI. *Students.*—Number; grade; aim in life. Are women admitted as scholars? Are there post-graduate students?

XII. *Discipline.*—Of what character?

XIII. *Religious and moral instruction.*

XIV. *Military instruction.*—How given; with what results?

XV. *Manual labor.*—Is it required? Is it provided? Can students earn their own support? Does work interfere with study?

XVI. *Boarding-houses, lodging-halls, &c.*—What views are held in regard to their importance and their management?

XVII. *Aid for needy students.*—How provided?

XVIII. *Results of the work of the Institution.*

XIX. *Bibliography.*—What pamphlets, reports, addresses, magazine and newspaper articles have been printed in relation to the college? Copies of all legislative enactments, publications, catalogues, &c., are requested. Particular care in the preparation of statistics is specially entreated.

With this understanding, that such inquiries are soon to be prosecuted, I shall limit my report at the present time to those points on which Congress and the public may naturally seek for information immediately, without respect to the more complete and detailed reports of the future.

PRINTED SOURCES OF INFORMATION.

To begin with, I am confident that an indication of the printed sources of information on this subject will be serviceable at home and abroad.

The publications of your predecessor in this Department (Hon. Henry Barnard) have already included many statements and documents pertaining to the scientific schools of this country, to which the investigator should refer. In the report for 1867–'68 the enactments of Congress bearing date July 2, 1862, and July 23, 1866, are given in full, and that of February 24, 1867, is succinctly stated. The legislation consequent upon the congressional appropriation is also given (generally with completeness) for the States below mentioned, viz: California, Connecticut, Delaware, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont, West Virginia, Wisconsin—in all, twenty-two States. The more recent legislation in Missouri and California will be appended to this report.

In the same report there are also descriptions, more or less detailed, of thirteen institutions, in twelve States, founded or aided by the national land grant.

Dr. Barnard has also prepared an elaborate volume on technical instruction in Europe. Dr. J. W. Hoyt, one of the American commissioners at the Paris exhibition, in his report on education has likewise paid especial attention to the subject of technical education, and collected at home and abroad many of the facts which bear upon it. In the reports of the Commissioner of Agriculture special notice has been annually taken of the agricultural colleges. Especially noteworthy are the volumes for 1863 and 1865. In the report for 1865, Hon. H. F. French, then president of the Massachusetts Agricultural College, discusses many of the most important topics bearing upon agricultural colleges, and gives detailed accounts of the agricultural schools then organized in the country.

The report for 1868 contains an important paper by Professor J. H. McChesney, of Illinois, on Agricultural Education in Germany, which is of interest not only on account of the recent facts which it presents, but for the incidental expressions of opinion and comparison.

Besides these national reports, all, or nearly all, of the institutions which are recipients of the national grant have published one or more reports of progress.

The law of Congress requires that these reports be annually sent to the Secretary of the Interior, and to each of the affiliated colleges. It is very important that this clause should be complied with, for thus publicity, one of the securities of good management, is effectually gained; but judging by the experience of one institution, I doubt whether the law is now regarded.

The principal documents of the several States which have come under my eye are named in the following list. It includes those which have been sent to the Sheffield Scientific School, to Professor W. H. Brewer, and to myself, during a long series of years. Notwithstanding the pains we have taken, we have not succeeded in making a complete series.

Many of the reports are only printed with the legislative documents, and are very difficult to procure; others are printed in small editions and quickly disappear. It is believed, however, that the publication of a preliminary list, incomplete though it is, will be of service to those who wish to form a like bibliographical collection, and

that it may rescue from oblivion some of the papers which have had an important influence upon this movement in behalf of scientific education. Additions to the list, for future publication, are earnestly solicited.*

EXTENT TO WHICH THE OFFERS OF CONGRESS HAVE BEEN ACCEPTED.

I am informed by inquiry at the Land Office, that every State in the Union has accepted and taken measures to secure the grant of land which was offered by Congress. In Arkansas and Florida the scrip has been temporarily withheld by the authorities in Washington because of some unsettled claims which the general government has upon these States. The scrip for Georgia has been prepared but not yet delivered. The States of California, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, Nevada, Oregon, and Wisconsin, (ten in all,) have located their claims within their own territory; and the remaining States, Alabama, Connecticut, Delaware, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Mississippi, New Hampshire, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Vermont, Virginia, West Virginia, and Wisconsin, (twenty-five in number,) have received land-scrip which has been or will be sold for the benefit of the State.

The following table exhibits the number of portions of land (amounting to 30,000 acres for every Representative and Senator in Congress) to which the several States were entitled; the whole number of acres allotted upon this principle; and an indication as to whether the State has located the land within its own borders, or has received scrip entitling the holder to locate elsewhere. The table has been officially revised in the Land Office.

TABLE II.—*Distribution of land to the several States for colleges of agriculture and the mechanic arts.*

States.	Number of senators and representatives.	Acres.	States.	Number of senators and representatives.	Acres.
Alabama*	8	240,000 scrip.	Missouri	11	330,000 land.
Arkansas	5	150,000 scrip.	Nebraska	3	90,000 land.
California	5	150,000 land.	Nevada	3	90,000 land.
Connecticut	6	180,000 scrip.	New Hampshire	5	150,000 scrip.
Delaware	3	90,000 scrip.	New Jersey	7	210,000 scrip.
Florida*	3	90,000 scrip.	New York	33	990,000 scrip.
Georgia†	9	270,000 scrip.	North Carolina	9	270,000 scrip.
Illinois	16	480,000 scrip.	Ohio	21	630,000 scrip.
Indiana	13	390,000 scrip.	Oregon	3	90,000 land.
Iowa	8	240,000 land.	Pennsylvania	26	780,000 scrip.
Kansas	3	90,000 land.	Rhode Island	4	120,000 scrip.
Kentucky	11	330,000 scrip.	South Carolina	6	180,000 scrip.
Louisiana	7	210,000 scrip.	Tennessee	10	300,000 scrip.
Maine	7	210,000 scrip.	Texas	6	180,000 scrip.
Maryland	7	210,000 scrip.	Virginia	10	300,000 scrip.
Massachusetts	12	360,000 scrip.	Vermont	5	150,000 scrip.
Michigan	8	240,000 land.	West Virginia	5	150,000 scrip.
Minnesota	4	120,000 land.	Wisconsin	8	240,000 land.
Mississippi	7	210,000 scrip.			

* Unsettled. † Prepared, but not yet delivered.

FINANCIAL RESULTS OF THE LAND GRANT.

It is desirable on many accounts that the financial management of the congressional endowments should be publicly reported, and yet it is still very difficult in many States to give an absolute statement of the result of the grant. For example, in New York, the land-scrip was mostly disposed of at a fair price to Hon. Ezra Cornell, who located it with great skill, and who is now selling portions of his allotment, from time to time, and giving to the university which bears his name the whole accrued profit. What the entire endowment is worth no one can tell.

In California, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, Nevada, Oregon, and Wisconsin, all or nearly all the claims of each State are located within its own borders, and only a portion of the same is yet sold. Foreseeing the ultimate value of the land, the legislature in more than one instance has temporarily advanced a sum of money to the college or university entitled to the grant, in the certainty that in a few years this outlay will be reimbursed. One State, at least, appears to have followed the pol-

* See Table IV, at end of article.

icy of renting the lands instead of selling them, securing thus a certain income without funding the capital.

These illustrations show how difficult it is to state the capital derived from the national grant. So, also, it would be very instructive if we could ascertain to what extent the national bounty has stimulated appropriations from the local treasuries of the State, from towns and counties benefited by the new university or college, and from private individuals.

But on this subject, also, it is not easy to command the complete statistics. In general it may be stated that there is not a single instance where the national school has not received generous help from some other source than the national grant. This outside help is first directed to securing (by gift, purchase, or construction) a suitable building by law; for no portion of the national money can be turned to bricks and mortar. In many cases excellent sites have been provided for the new institutions. In some, generous foundations for professorships are established. In all, there are contributions, more or less generous, of books and instruments. The private benefactions are, for the most part, much more liberal in the East than in the West; on the contrary, the appropriations from the public treasuries of the State, the county, or the town are much freer in the West than in the East. Three institutions bear the names of individuals whose benefactions have been so considerable as to merit this distinction.

ACTUAL ESTABLISHMENT OF COLLEGES IN THE SEVERAL STATES.

Among the thirty-four States which have received the national grant twenty-eight are known to the undersigned as having taken definite steps for the establishment of such colleges as the act of Congress contemplates. These efforts have usually been put forth in good faith; but in some portions of the country the unsettled state of public affairs has been such as to embarrass all progress. Elsewhere vague notions have prevailed respecting the possibility of securing the end in view. In some cases the national grant is so small, and the lack of public and private liberality in the State is so great, that very little has been accomplished. In many States, at the East as truly as at the West, great difficulties are experienced in securing the services of accomplished and able men as professors in the departments of science to which these institutions are devoted. This, as it appears to me, is one of the greatest obstacles which impedes the success of the movement.

In almost every State the national grant has been added to the funds of some existing institution, in order that, by the concentration of resources, greater power may be acquired; but almost invariably in such cases the congressional funds, with others expressly given for scientific purposes, have been separately invested and employed so that they may not be diverted to classical or literary studies.

Four of the New England States directed their national grant to one of the historic colleges within their borders—Yale, Brown, Dartmouth, and the University of Vermont—the conditions of connection varying in each State. Massachusetts, on the contrary, established a new agricultural college, and endowed the new Institute of Technology in Boston instead of building up Harvard, Amherst, Williams, or Tufts.

Beyond New England, New York, Ohio, Indiana, and Illinois have established new institutions. In New Jersey, Delaware, Maryland, Michigan, Wisconsin, Iowa, Minnesota, Missouri, Kentucky, California, and elsewhere the national grant has contributed to strengthen the State university, the State agricultural school, or some other pre-existent college.

The following table exhibits the location and name of the institutions to which the national grant has been directed.

TABLE III.—*A list of the States and institutions which received the national grant.*

State.	Location.	Name of institution.
Alabama		
Arkansas		Scrip not yet delivered.
California	Oakland	University of California.
Connecticut	New Haven	Sheffield Scientific School of Yale College.
Delaware	Newark	Delaware College.
Florida		Scrip not yet delivered.
Georgia		Scrip not yet delivered.
Illinois	Urbana	Illinois Industrial University.
Indiana	La Fayette	Purdue College.
Iowa	Ames, Story County.	Iowa Agricultural College.
Kansas	Manhattan	Kansas State Agricultural College.
Kentucky	Lexington	Kentucky University.
Louisiana		
Maine	Orono	State College of Agriculture and the Mechanic Arts.
Maryland	Hyattsville	Maryland Agricultural College.
Massachusetts	Boston	Massachusetts Institute of Technology.
	Amherst	Massachusetts Agricultural College.
Michigan	Near Lansing	Michigan Agricultural College.
Minnesota	St. Anthony	University of Minnesota.
Mississippi	Oxford	University of Mississippi.
Missouri	Columbia	University of Missouri.
Nebraska		
Nevada		
New Hampshire	Hanover	*New Hampshire College of Agriculture and Mechanic Arts.
New Jersey	New Brunswick	†Rutgers Scientific School.
New York	Ithaca	Cornell University.
North Carolina	Chapel Hill	University of North Carolina.
Ohio		Ohio Agricultural and Mechanical College.
Oregon	Corvallis	Oregon Agricultural College.
Pennsylvania	Near Bellefonte	Agricultural College of Pennsylvania.
Rhode Island	Providence	Brown University.
South Carolina		
Tennessee	Knoxville	East Tennessee University.
Texas		
Virginia	Not yet determined.	
Vermont	Burlington	University of Vermont and State Agricultural College.
West Virginia	Morgantown	West Virginia Agricultural College.
Wisconsin	Madison	University of Wisconsin.

*In connection with Dartmouth College. †In connection with Rutgers College.

WANT OF A GENERIC NAME FOR THESE INSTITUTIONS.

By the scrutiny of this table it will appear that the titles which have been affixed to these various institutions are quite different. For example, in Rhode Island and New Jersey, Brown University and Rutgers College have recognized scientific departments bearing the name of the old institutions. In Kentucky, Wisconsin, and Minnesota, colleges are established as branches of the State universities. In Wisconsin and California, the title "College of Arts" is the title of the scientific department of the State University; while in New Haven, the "Faculty of Arts" refers to the classical or literary department of the university. In New Hampshire, and several other States, the designation "College of Agriculture and the Mechanic Arts" is that which appears to be preferred.

In Pennsylvania, Iowa, and Michigan, we have the term "State agricultural college." Illinois rejoices in the foundation of an "industrial university." In Massachusetts there is an "agricultural college" and an "institute of technology." In New York the gifts and services of Mr. Cornell have affixed his name to the University of Ithaca. In Connecticut the name of Mr. Sheffield is associated with that of the "Scientific School of Yale College."

So far as the several institutions are concerned these differences in style are advantageous. Each title, if peculiar or unique, becomes a proper name, like Harvard or Yale, and is quickly associated with a characteristic reputation. But there is constant occasion to employ a generic designation. The newspapers and the public generally use the term "agricultural colleges," which is not only incorrect, but injurious, because it cherishes a notion that these foundations are only for the promotion of agricultural education.

The term "colleges of agriculture and the mechanic arts" would be much more appropriate, though not quite comprehensive enough, and it is too long a phrase to become popular. As these institutions are largely indebted to the bounty of the National Government, and are called upon to make an annual report of their progress, it seems fit that this fact should be employed to distinguish the group from other

kindred foundations which have no congressional aid. The term "National" schools of science, (or scientific schools,) has been elsewhere proposed as a generic designation.* Either "national," "governmental," or "United States," would seem to be a suitable prefix for the class of colleges and schools which are so largely indebted to the congressional endowment.

It is to be hoped that, by the action of the Department or by common consent of the authorities of the various institutions, some designation more correct than "agricultural colleges" will come into vogue.

OUTLINE OF THE ORGANIZATION OF THE SEVERAL INSTITUTIONS AIDED BY CONGRESS.

The general organization of these institutions may be seen in the following statements, which are chiefly based on the publications just referred to:

California.—After some preliminary legislation, which it is not important here to record, the State of California, by enactment dated March 23, 1868, reorganized the State University, bestowing upon it, in addition to other funds, the income of the congressional endowment now under discussion, and uniting with it, by consent of the various authorities, the College of California, which had been founded some years previous, and had already acquired an admirable site at Berkeley, in Oakland Township, Alameda County, in the immediate neighborhood of San Francisco.

Six colleges are now organized as departments of the university, viz: 1st, of agriculture; 2d, of mechanic arts; 3d, of mines; 4th, of civil engineering; 5th, of letters; 6th, of medicine.

Connecticut.—The scrip which fell to Connecticut was sold by the State and the proceeds were directed to the enlarged endowment of the scientific school of Yale College. The enactments were dated June 24, 1863, and July 6, 1864. This school was commenced in 1847, and had borne for several years the name of Mr. Joseph E. Sheffield, of New Haven, its munificent benefactor. It has now a convenient building, extensive apparatus, and a full corps of teachers. It has no farm. The number of students and the benefactions of individuals have rapidly increased since the national endowment was received. Instruction is given to graduate students, under-graduates, and special students. The sections most definitely organized are the following; (*a*) in chemistry and metallurgy; (*b*) in civil engineering; (*c*) in mechanical or dynamic engineering; (*d*) in agriculture; (*e*) in natural history; (*f*) in studies preparatory to medical studies; (*g*) in studies preparatory to mining; (*h*) in select studies preparatory to other higher pursuits, to business, &c.

Delaware.—The legislature of Delaware, by an act approved March 14, 1867, conferred the benefit of this grant upon Delaware College in Newark, an institution founded many years previous.

The catalogue announces three courses: (*a*) classical; (*b*) scientific; (*c*) agricultural.

Illinois.—By enactments made in the early part of 1867 (January 25 and February 28) the State of Illinois provided for the foundation of an Industrial University at Urbana, Champaign County. The institution was soon afterward organized and is now possessed of a farm, college buildings, apparatus, and a large body of teachers and scholars. It has received generous contributions from the town, county, and State in which it is located.

The university announces five colleges, viz: (*a*) agriculture; (*b*) mechanics and engineering; (*c*) chemistry; (*d*) natural history; (*e*) literature, science, and art.

Indiana.—On the 6th of March, 1865, the State of Indiana accepted the congressional endowment, and created a body corporate under the name of the Trustees of the Indiana Agricultural College. The institution under their charge is to be established in the neighborhood of La Fayette, and has received the name of Purdue College, in recognition of the gifts of a citizen of La Fayette.

Iowa.—As long ago as 1858, Iowa had established a "State Agricultural College and Model Farm." The congressional grant was bestowed upon this institution by enactments dated March 24 and 29, 1866. The present plan of organization was adopted November 21, 1868, and the college in its new form was opened March 17, 1869. Its site is Ames, Story County. The following courses of study are announced, all studies optional, viz: (*a*) agricultural; (*b*) horticultural; (*c*) stock-breeding; (*d*) nursery; (*e*) mechanical engineering; (*f*) civil engineering; (*g*) mining engineering; (*h*) architecture; (*i*) ladies' course; (*j*) normal course.

Kansas.—In Kansas, by the acts of February 16 and March 3, 1863, the State Agricultural College was organized. It is located in the Kansas Valley, near Manhattan, Riley County, about one hundred and fifteen miles west of Leavenworth and eighty miles west from Lawrence. The college has a farm, a building for general purposes, and a boarding-house. The college offers the following courses: (*a*) classical; (*b*) agricultural and scientific; (*c*) in military science and tactics; (*d*) in mechanic arts

* See the North American Review for October, 1867.

and civil engineering; (*e*) academic and preparatory; (*f*) commercial and mercantile; (*g*) mineral.

Kentucky.—The trustees of the Transylvania University and of the Kentucky University having agreed to become united in one corporation, to be known as the Kentucky University, in the county of Fayette, near the city of Lexington, the State established, with the proceeds of the congressional gift, the "Agricultural and Mechanical College of Kentucky," as one department of the State University. This action was completed February 22, 1865, and the institution since that time has been in vigorous progress. It includes seven colleges: 1st, the College of Science, Literature, and the Arts; 2d, the Agricultural and Mechanical College of Kentucky; 3d, the College of the Bible; 4th, the Normal College, (not yet organized;) 5th, the Commercial College; 6th, the College of Law; 7th, the College of Medicine, (not yet organized.)

Maine.—By an act dated February 25, 1865, the legislature of Maine established a "State College of Agriculture and the Mechanic Arts," and subsequently a site was secured for the institution at Orono, in the neighborhood of Bangor. A building has been erected, a faculty appointed, and instruction is now in progress.

Maryland.—In this State, the proceeds of the land-scrip were given by the act of March 21, 1866, to the Maryland Agricultural College, which had been established in 1857, at Hyattsville, in Prince George's County, about nine miles from Washington and twenty-eight from Baltimore.

Massachusetts.—In this State, two institutions share the congressional appropriation. The Massachusetts Institute of Technology, in Boston, receives one-third the income of the fund. This institution had been already chartered in 1861; the act bestowing upon it the congressional aid was dated April 27, 1863. A costly and commodious building has been erected, admirable apparatus secured, and instruction is given by a numerous and accomplished body of teachers.

The remaining portion of the grant was bestowed upon a new institution, the Massachusetts Agricultural College, by an act dated April 29, 1863. This college is established in Amherst near to but independent of "Amherst College." It has an extensive farm, commodious buildings, varied collections, and enthusiastic teachers. Both institutions have received generous aid from the State treasury and from private benefactions. The courses in the Massachusetts Institute of Technology are these: 1st, mechanical engineering; 2d, civil and topographical engineering; 3d, chemistry; 4th, mining engineering; 5th, building and architecture; 6th, science and literature.

Michigan.—Early in 1855 an agricultural college was established in this State, on a farm at a short distance from Lansing, the capital. It has been, for most of the intervening period, in successful operation, and by its marked success has been conspicuous among all the agricultural educational enterprises of the country. By the act of March 18, 1863, the new national grant was bestowed upon this institution. It is provided with extensive grounds, good buildings, efficient teachers, and a large body of students.

Minnesota.—The agricultural college of Minnesota was established prior to 1866, but subsequently the university of the State was reorganized, and the colleges of agriculture and the mechanic arts were made essential departments of the same. It is fixed in St. Anthony, opposite Minneapolis, and has a large edifice and a farm yet undeveloped.

The organization of the university is carefully adapted to the necessities of the State. In addition to the preparatory and collegiate departments, advanced courses are arranged, 1st, in science, literature, and the arts; 2d, in agriculture and the mechanic arts. Schools of law and medicine are also proposed.

Mississippi.—Two-fifths of the land scrip allotted to this State has been recently assigned to the university of Mississippi, which, before the war, was in successful operation at Oxford. A report on the organization of the department of agriculture and mechanic arts has just been drawn up by Professor E. W. Hilgard, October 1871.

Missouri.—The legislature, by an act approved February 24, 1870, and amended March 10, 1871, established the agricultural and mechanical college at Columbia, Boone County, in connection with the State University, and as a distinct department of the same. It also established a school of mines and metallurgy in connection with the university, and this department was located at Rolla, in Phelps County. One-fourth of the national grant was directed to this branch, three-fourths to the other.

The State University had been organized in 1840 and had encountered many obstacles, especially during the war. In 1867 it was reorganized and put on a better financial basis than ever before.

New Hampshire.—The grant is given to an independent board of trustees, known as the trustees of the "New Hampshire College of Agriculture and the Mechanic Arts," and they have established their institution according to law at Hanover, in close connection with Dartmouth College. A building has been erected for this new foundation, a farm bought, and instruction commenced. Besides this foundation and the medical school, Dartmouth College has maintained for many years the "Chandler Scientific School," and is about to organize the "Thayer Foundation for higher Civil Engineering."

New Jersey.—Rutgers College, one of the two historic colleges of New Jersey, secured

the endowment in this State and directed it to the maintenance of a scientific school. A farm has been bought, a building for scientific collections is now in process of erection, and a considerable number of students have been annually taught.

New York.—The imperial grant received by the Empire State was directed (April 27, 1865) to the foundation of the Cornell University, in Ithaca, so named in honor of the munificent gifts of Mr. Ezra Cornell. Several large and costly stone buildings have been erected for the university, extensive libraries and collections have been secured, the farm is under cultivation, and a body of students, several hundred in number, are under the care of a large and able corps of instructors.

(*a.*) The general courses are those in science, philosophy, and the arts; (*b.*) the elective courses are those which the student may select out for himself; (*c.*) and the special courses are those which are pursued by a student taking up only a single department of science.

North Carolina.—The University of North Carolina, established at Chapel Hill, was seriously affected by the war, and the efforts for its reorganization have not been successful. It was announced in 1869 that it would contain eight colleges: 1st, of literature and the arts; 2d, of philosophy; 3d, of science and the arts; 4th, of agriculture and the mechanic arts; 5th, of business and commerce; 6th, the normal college; 7th of law; 8th, of medicine.

Ohio.—The fund derived from the sale of the scrip assigned to this State amounts to much more than $400,000. There has been a difference of opinion as to whether a new institution should be organized with this fund, or whether it should be directed to the strengthening of one or more of the colleges already in operation. Meanwhile the capital was increasing under the management of the State authorities. The legislature at length voted to establish an Ohio College of Agriculture and the Mechanic Arts, and to receive proposals offering a site.

Pennsylvania.—"The Agricultural College in Pennsylvania," opened in 1859, near Bellefonte, in Centre County, became the recipient of the congressional gift by an act approved April 1, 1863, and slightly modified April 11, 1866. The circular for the year 1871 offers the choice of three courses: 1st, agricultural; 2d, scientific; 3d, literary.

Rhode Island.—In this State the scrip was assigned to the corporation of Brown University for the purpose of providing and maintaining a scientific department or college. Such a department is now maintained with special reference to chemistry (in its applications to agriculture and the mechanic arts) and civil engineering.

Tennessee.—In January, 1869, the general assembly appropriated the proceeds of the sale of the land scrip to the East Tennessee University at Knoxville. The endowment was accepted by the trustees, and in June, 1869, the institution, which had been suspended on account of the war, (and resumed in 1865,) was reorganized, in accordance with the congressional law. In spite of some embarrassments, it is now making such progress as appears to the trustees satisfactory. A farm and appropriate buildings are owned by the university.

Vermont.—On the 22d of November, 1864, the Vermont scrip was assigned to a new body corporate by the name of the "Vermont Agricultural College," and on the 9th of November, 1865, this body was joined with the well-known University in Burlington, under the name of the "University of Vermont, and State Agricultural College." The reorganized institution is in successful progress.

West Virginia.—The scrip in this State is devoted to the establishment of the West Virginia Agricultural College at Morgantown. In addition to the preparatory and literary courses, there are scientific, agricultural, military, optional, and normal courses of study. The act of the State legislature bears date February 7, 1867.

Wisconsin.—By an act approved April 12, 1866, the legislature of Wisconsin reorganized the State University, established at Madison, and bestowed upon it, in addition to the income of the university fund, the income of the fund derived from the national appropriation of 1862. The university is provided with several important edifices, and a farm contiguous to the original site of the university has been bought for the promotion of agricultural science. The university has made uninterrupted progress for several years past. It includes two colleges: 1st, of arts; 2d, of letters.

The departments of agriculture, mining, metallurgy, and engineering are branches of the college of arts. The university has also a law department and a female college.

CHARACTER OF THE INSTRUCTION.

It has been shown elsewhere that in the organization and management of the national schools the influence of three distinct social wants is apparent.

First, and most easily recognized, is the need, which is felt throughout the land, of able, educated, trustworthy technologists, such as well-informed engineers, architects, mechanicians, manufacturers, miners, agriculturists, and the like. Such men the necessities of the country are loudly calling for. They find ready and lucrative employment; they contribute to the development of the national wealth. While their general culture should be as good as possible, they must be men who know how to put in practice

the principles they have learned; men who can apply to the requirements of modern society the discoveries of modern science. They must be expert, and to make them so their training must be technical, that is to say, it must have a decided bearing upon some useful calling.

Secondly. The country needs more skillful laborers; men who add to dexterity and muscular ability an appreciation of their work, an acquaintance more or less profound with the nature of the materials, the natural laws underlying the manufacturer's processes, the construction and office of the instruments and enginery employed. Such men, adding brain work to manual work, are more contented with their callings, more useful to the country, and are worth much higher wages than any other laborers. For them industrial or trade schools are requisites—the more the better.

Thirdly. There is even a greater want than the two just named. In order to carry forward scientific investigations, and to contribute to the advancement of knowledge, on which all the useful arts depend, the country requires a great many men of science. This class includes professors and teachers, investigators, and writers, leaders in the explorations of new regions, officers of trigonometrical and hydrographic surveys, geologists, naturalists—scientists, in short, who are not thinking of pecuniary returns, nor primarily of the application of science to the arts, but of the discovery of truth, and of its diffusion among men.

Now, a completely-organized educational scheme for the United States should include provision for all these three wants, by the establishment of, 1st, schools of science; 2d, schools of technology; and, 3d, schools of industry. It is not necessary to discuss which is the most useful. The eye cannot say to the hand, "I have no need of thee," nor the head to the arm. Science is helped forward continually by practical men; industry depends upon science at every stage of its progress.

To prosecute science for the sake of science is the proper work of the highest universities. Men may well devote their lives to such studies.

Technical expertness must usually be acquired at the college period of life, say between the ages of sixteen and twenty-one.

Industrial training will ordinarily be provided for youth between the ages, say, of fourteen and eighteen, or will be supplementary training to those who, having begun to work, are conscious of their own deficiencies. It is a legitimate part of the elementary school system.

It is safe to say that thus far in almost all the institutions aided by the congressional grant, the technical aspect predominates, that is to say, special efforts are put forth to train up men who shall lead in the applications of science to industry. I do not know that among all this group of colleges, there is an exception to this recognition of the obvious wants of the country. Some of the institutions also appear to have closely in mind the wants of those who are to labor with their own hands upon the farm and in the work-shop. There is one institution, and possibly more, where the presence of post-graduate students, studying science for its own sake, is regarded as of the highest value. Probably as the next decade proceeds, these three tendencies, all good and all honorable, will be more and more distinctly marked; but, at present, it would hardly be just to attempt a classification of the colleges upon this basis. We may, however, even now discover a tendency to certain special lines of work in the several institutions which are under discussion.

The congressional enactment uses the phrase "Colleges of Agriculture and the Mechanic Arts," and this terminology has governed the aim of every foundation. Massachusetts is the only State which has divided the fund—giving the larger portion for the promotion of agriculture, the lesser for technology. In Missouri, the school of mines is to be built up away from the other departments of the university, but under the same trustees. The other States propose to provide in one institution for both agriculture and the mechanic arts. But there are often decided indications of greater excellence in one department than in another. Thus, in Michigan, Iowa, Wisconsin, Pennsylvania, and hitherto, in Illinois, education in agriculture has preponderated over that in the mechanic arts. The same is doubtless true elsewhere. Such tendencies will doubtless be more and more distinctly manifested as the years roll on, and doubtless the country will be much benefited by this necessary and multiform diversity. It is very desirable that there should be as little reduplication as possible, and that each national college should have an office and aim of its own, distinct from that of other institutions, based upon a careful study of the want of the State in which it is located, the nature of the colleges and schools already organized, and the degree of culture which the young men of the region are likely to seek after and attain.

THE PROMOTION OF AGRICULTURE.

One of the most interesting inquiries which can be made in respect to the influence of the congressional grant pertains to the science of agriculture. There is no doubt that many of those who urged upon Congress the bestowal of a grant of land to the several States were deeply interested in the culture of the soil and in the development of the national resources by improving the agriculture both of the older and newer

States. There is also no doubt that, in many cases, the end to be gained was better understood than the means which should be employed, or, in other words, that the theory of agricultural education was vaguely worked out.

The action of Congress, however, was most wisely guided under the leadership of Hon. J. S. Morrill, of Vermont, then a Representative and now a Senator in Congress, so that not only agriculture, but the mechanic arts—and not only these departments of study, but all other branches of modern science—might be taught in the institutions aided by the national bounty. Even classical studies are not excluded. The object of the gift is expressly stated to be "the liberal and practical education of the industrial classes." As an indication of the mode in which the several States are trying to meet the agricultural demands, the following facts are brought together from the printed statements of the several colleges:

Delaware.—The college has the use of the farm of the professor of agriculture, embracing about 70 acres of well-improved land, adjoining the town of Newark, containing meadow, tillage, and pasture grounds, six acres in truck garden eight acres in small fruits and vineyard, five acres in apples, pears, peaches, and plums, and the whole place well supplied with stock, tools, and farm machinery.

Illinois.—The College of Agriculture consists of two divisions, styled—1st, the school of agriculture proper; 2d, the school of horticulture and fruit-growing. The college has a large stock farm of 410 acres, provided with a barn, and has a large variety of cattle. It is well supplid with farm machinery and tools.

There is also an experimental farm of about 70 acres, exclusive of orchards, &c. A clinic for sick animals is held in the fall or winter term, to furnish opportunity for the practical study of veterinary science. Surveying and drainage are illustrated by practice in the field. The course in the school of horticulture embraces such studies as are necessary to thorough mastery of gardening, fruit-growing, and forestry. The school has ample horticultural grounds of about 130 acres, including 20 acres of forest plantations, 10 acres of ornamental grounds, several acres of nurseries, and large garden plats. It has an apple orchard containing about 1,400 varieties, a pear orchard of nearly 400 varieties, and various kinds of small fruits. It has two well-filled greenhouses, and is amply supplied with garden machinery and tools.

Iowa.—The farm originally purchased for the use of the Agricultural College comprises 648 acres, and contains about 160 acres of woodland. About 300 acres are under the plow, and are cultivated by the students. One hundred and ninety acres additional have recently been purchased. This tract is to supply grazing. The nursery contains about 3 acres, and the garden about 12. The farm is well supplied with barns, sheds, &c.

Kansas.—The college farm contains 80 acres, inclosed by good fences. About one-half of this tract is cultivated. Initial steps have been taken to add two or three hundred acres to the farm. Agricultural institutes are a feature peculiar to this institution, and up to January, 1870, five had been held at different places in the State.

Kentucky.—The entire tract of land purchased for an experimental and model farm comprised "Ashland," the home of Henry Clay, and the "Woodlands," a tract adjoining it. There are 463 acres in all. The Ashland estate is divided into the necessary plats of pasture and tillable lands for the handling of the various breeds of stock, and for the culture of every variety of crops. In this department students have opportunities, while defraying part of their expenses, to apply practically the principles of science which they acquire in the class-room.

The horticultural department embraces the ornamental and experimental grounds at Ashland and Woodlands, including gardens, orchards, vineyards, &c. Students laboring in this department are under the supervision of a skillful superintendent, and have ample facilities for practically applying the principles of botany and vegetable physiology, and for a thorough knowledge of the art of grafting, budding, and planting, and the general care and culture of all kinds of trees, shrubs, and flowers.

Maine.—The college farm contains 370 acres of good land, with buildings not yet completed, and includes extensive nurseries.

Maryland.—The instruction in agriculture is both theoretical and practical. Labor on the farm is not allowed to interfere with studies, but is superadded to the mental training, the primary object of the college. The farm contains 428 acres, with good and commodious buildings, and various breeds of cattle, sheep, swine, &c.

Massachusetts.—The farm at Amherst contains 383 acres, and has numerous varieties of excellent stock. The farm, besides producing various kinds of grain, is largely devoted to the growing of the sugar-beet. The students are all required to work more or less of the time, and, under the skillful and enthusiastic guidance of their instructors, are heartily interested in their work. The success of the agricultural college crew in the regatta of 1871 was a very significant occurrence, which may well be noticed by all who are interested in questions of physical culture.

Michigan.—The farm contains 676 acres, about 300 of which are under cultivation. Botanical, vegetable, and small fruit gardens, orchards, nurseries, museum of vegetable products, and varieties of stock, are used constantly as means of illustrating the

theoretical science as given in text-books. The success of this institution has been assured for many years past.

Minnesota.—The course of instruction extends through ten years, conditions of admission requiring that the applicant be at least sixteen years of age, and possessed of a good English education. Practical applications of the various subjects of geology, mineralogy, entomology, &c., are given in the study of soils, the examination of insects and their effects upon vegetation, &c.

Missouri.—In 1870 the county of Boone and town of Columbia, Missouri, gave, as a bonus for the location of the college at Columbia, the sum of $30,000 in cash, and 640 acres of land as the agricultural college farm. On the farm are several houses, one of them an elegant mansion, worth $15,000 or $20,000. There are also on the ground two large vineyards.

New Hampshire.—The total area of the farm is 158 acres. Of this, about 25 acres are purchased by the college, and the remainder, in a separate tract, was bought by Professor Dimond and is held by him to be transferred to the Agricultural College whenever it shall have means to make the purchase. It has a desirable variety of soil and embraces a considerable number of acres of woodland.

New Jersey.—The farm contains 99 acres in all. As only about one-third of it is upland, much draining has been necessary, involving a great deal of labor and expense. The crops are the ordinary staples, varied slightly on account of the nearness to the city and the markets. The farm is stocked with horses, mules, cattle, and hogs—no sheep. The horses and mules are ordinary team animals.

New York.—Cornell University has a farm of over 200 acres, with the necessary outbuildings and implements. In the instruction given, laboratory and field practice are combined with the usual lecture-room work, to the utmost extent possible. Three courses of study have been arranged, one of which requires four years for its completion and leads to the degree of bachelor of science. The other two are abridged courses, one of three, and the other of two years, comprising nearly all the purely agricultural instruction given in the full course. These abridged courses were made out to meet a want that appeared at the opening of the university, and it is believed that a large portion of the agricultural community, which would otherwise derive little advantage from the establishment of the college, will be benefited by them.

Pennsylvania.—The farm at the Agricultural College, near Bellefonte, embracing 400 acres of land of excellent natural quality, is still quite rough and stony in many parts; but, it is thought, a few more years of labor will bring it all into good working order by the efforts of the students themselves. The entire college building is 234 feet in front, embracing a central part and two wings, all facing in the same line, and two curtains between the center and the wings and facing on a parallel line with the others, but 10 feet farther back.

There is a nursery covering about six acres; five acres more are devoted to producing summer pears, mulberries, quinces, plums, &c.; and two more are appropriated for a vineyard. Hedges are cultivated to a great extent. Corn and wheat constitute the main crops.

The State maintains two other experimental farms, one in the neighborhood of Philadelphia, and the other near Pittsburg, so that the eastern, central, and western districts may have benefit of experiments adapted to local differences of climate, soil, &c.

Tennessee.—We quote from the catalogue of the State Industrial College for 1870–'71: "A beautiful farm, admirably suited to be made a model, is provided, where these subjects may be taught practically. In addition to the professor of agriculture, a very competent agricultural chemist, who has spent the past two years in Europe, studying the sciences and visiting various colleges and schools, will return by the opening of the next session with a supply of the most improved apparatus for the laboratory." "It is frankly stated that this department is just inaugurated, and its work is not fairly begun, but its success is certain if it only has the friendly co-operation of the farmers themselves."

Vermont.—The only form in which the Vermont Agricultural College offers training in agriculture is that of theory, except so far as practice in the chemical laboratory can be applied to agricultural subjects.

A special course of lectures on agricultural subjects is given in February and March, to meet the wants of young men who cannot leave their homes in the summer or autumn.

Wisconsin.—The farm has an area of over 235 acres, and is intended especially "as *an experimental farm* where agriculture is to be practically taught by experimenting on different soils and location of the land, and *not a model farm*, where the best kind and largest quantity of particular products are sought to be obtained from a particular piece of land."

As yet, everything connected with this department is too new to show extensive or very conclusive results in any series of experiments, but constant improvements are being made in the farm itself, and the methods of experimenting on it.

MANUAL LABOR.

There is a great difference of opinion and usage in respect to the desirability of requiring manual labor from young men who are attendant upon the national schools of science. At New Haven it has not been thought practicable to exact any such duty from young men whose time was fully occupied with their scholastic work; but in many other places the opposite opinion has prevailed. With the exception of a small number of colleges, I should think the tendency was away from rather than toward an increase of manual labor. When it is prescribed, the opinions differ as to the end which should be kept in view—some thinking chiefly of the health which physical exercise promotes, others of the economy which labor secures, and others still of the dexterity and skill which proceed from the constant use of implements.

As illustrations of the state of the question, the following statements are condensed from recent reports:

Delaware.—All students in the agricultural department who are not excused on account of physical inability are required to labor on the farm, under the direction of the professor of agriculture, from *one* to *two* hours each day, except Saturday and Sunday. This labor is designed to be educational; to exhibit the practical application of the theories taught in the text-books and lecture-room; to preserve habits of industry when they have been formed, and to form them where they do not exist; to give facility and precision in the use of implements, and skill in the application of labor, and to secure more valuable physical culture than can be furnished by any system of gymnastics. In addition to the time thus devoted to *educational labor*, all students have the opportunity of working on Saturday, and such other times as will not interfere with a thorough preparation for the recitation-room, when there is any work to be performed; for such work they receive from 8 to 12 cents per hour, depending upon the ability and fidelity of the laborer.

Iowa.—The law requires that manual labor, an average of two hours and a half per day, should be as regular on the part of the student as the daily recitation. The following are the rates of payment for the year 1871, as established by the trustees:

1. Students working on the farm or doing other heavy work which is not instructive shall be paid at the rate of from 3 to 9 cents per hour.
2. Students laboring in the garden, orchard, or ornamental grounds, shall be paid from 3 to 7 cents per hour.
3. Students laboring in the work-shop shall be furnished with tools and all needed instruction, but shall receive no compensation until their labor is of value to the college, when they shall be paid the same rates as those laboring on the farm, deducting a moderate sum for the use of the tools.
4. Young ladies laboring in the dining-room, kitchen, laundry, or bakery, shall be paid the rates received by young men laboring on the farm.

The president in his report says: "All labor of the garden, orchard, nursery, vineyards, ornamental grounds, and nearly all the labor of the farm, has been done by the young men; and the young women have, with an equal zeal and energy, done almost the entire work of the dining-room, kitchen, and bakery. Still, the workers are so numerous, and the labor so various, that it is very difficult to manage this department so as to make it remunerative to the college."

Maine.—Students are required to labor not more than three hours of each day for the five days in the week, the nature of the work engaged in at any time being such as to correspond with the science studied at the same time, as far as possible.

Massachusetts.—Under direction of Professor Stockbridge, the students have done a great amount of labor during the past year, much of it of the least interesting and most disagreeable kind, such as ditching, stump-pulling, and digging up old orchards. All students of the regular classes, unless physically incapacitated, are obliged to work upon the farm without compensation six hours each week, whenever called upon to do so. The intention of the system of compulsory manual labor is altogether educational.

Kentucky.—All students of the agricultural and mechanical college are required to spend a portion of their time in active labor, either in the agricultural, horticultural, or mechanical department. They are distributed into these several departments according to their respective qualifications, and as far as practicable in harmony with their wishes and purposes in life. Students who wish to defray a portion of their expenses while acquiring their education are required to labor four hours a day, six days in the week. The rates of compensation vary from 5 to 10 cents per hour during the first year, and from 10 to 20 cents per hour during the second and third years, according to industry and proficiency. All other students are required to work two hours per day, three days in the week, in the horticultural department, without compensation. All students applying for admission are free to select either the compensated or uncompensated labor.

MILITARY SCIENCE.

It appears that the clause of the congressional bill requiring the national colleges to teach military science and tactics has given, in most of the States, a great deal of trouble. Occasionally the requirement is regarded with favor by the faculty, but so far as my observation has gone, in most of the States the repeal of the clause would be welcomed. Without special help from the State or from Congress, the thorough training of a military school cannot be secured, and it is questionable whether the little that is done for the recognition of military science in most of the national schools is of any real advantage. It would seem to me very desirable to leave the college in each State free to determine whether or not to maintain military tactics as a branch of instruction. Among the announcements on this subject, I select and condense the following:

Massachusetts.—The agricultural college has provided amply for instruction in military science. A convenient armory and a spacious hall have been erected, the State has furnished arms and equipments, and the United States supports at the college an officer who has entire charge of this department. The military drill in the hall is, to a great extent, substituted for manual labor in the field during stormy weather and the winter season.

Delaware.—According to act of Congress, all students connected with the college must be connected with the classes in military tactics and engineering, but the faculty may, for sufficient reasons, exempt any student from the drill.

California.—Measures have been taken to carry out the provisions of the act creating the university, in respect to military instruction and discipline. Professor Welcker and Assistant Professor Soulé, graduates of the West Point Academy, have organized the battalion of the university cadets. All able-bodied male students of the university are required to attend the military exercises.

Illinois.—All students, unless excused for sufficient cause, are required to take part in military exercise. There is taught a class in military science and art, as far as it is necessary for duties as officers of the line. Students may be admitted into this class after having participated at least two terms in the general military exercises. The instruction, theoretical and practical, does not occupy more than five hours each week.

Kansas.—The practical portion of the military instruction is obligatory upon each student, and embraces the manual of arms, including the loadings and firings, target-practice, and a knowledge of the school of the soldier and the skirmish drill.

The theoretical portion of the course is elective, and embraces the general history of the art of war, and the elements both as an art and science. The course of study extends over a period of two years. A drill in some one of the arms of service, at least twice a week, is required.

Kentucky.—In accordance with the congressional act, regular instruction is given to the students of the Agricultural College in the infantry drill and military discipline and police, in accordance with the regulations prescribed for the United States Army.

Iowa.—All male students of the college, except such as may be excused, are expected to attend all military exercises in their respective classes. The company organization conforms strictly with the United States Regulations, and the company officers and non-commissioned officers are severally instructed in the duties which devolve upon their respective ranks.

CONCLUSION.

In closing these statements respecting the national schools of science, it seems important to add, that many of the colleges of the country which do not receive the national grant are introducing scientific departments and courses of study; so that we shall doubtless soon have as manifold reduplications of the scientific schools as we already have of classical colleges. Many, if not most, of these enterprises will for years be weak, partly for want of funds, partly for want of teachers, partly for want of definiteness of aim, and partly from undertaking to accomplish too much. This state of things, though undesirable, is in a great degree inevitable. The wide diffusion of enterprise, the popular regard for education, the youthful enthusiasm and resolution of every part of the country, the American readiness to seize and carry forward new ideas regardless of experience and precedent, all contribute to this new development of educational plans. In the end we must expect to see failure as well as success; strong prejudice awakened against the schools of science, and equally strong confidence in their enduring importance; but the net result is sure to be of the greatest service to the country and mankind.

Fortunately for the culture of the nation, the love of scientific research has grown up, and the need of technical instruction has been advocated from no spirit of hostility toward literary and classical training. The traditional colleges of the country are stronger to-day than they have ever been before. Their courses of study and methods of discipline have been criticised by their advocates far more than by their opponents. Modern science has only asked for a free course—willing and eager that every branch of human knowledge useful to mankind should have the same liberty.

More than this can be said: the wisest and best-informed advocates of the scientific school insist upon linguistic training forming part of the curriculum for youth. In some cases Latin is expressly required; commonly French and German are indispensable; and there are gratifying indications that the critical study of the mother tongue is to be promoted with the same thoroughness heretofore exhibited in the study of Latin and Greek.

DISCIPLINE DEFINED.

It would be well if all who are interested in the relations of science and of language to education would ponder a well-considered and elaborate essay in the North American Review for October, 1871, which was written by a scholar who is acknowledged in Germany, as well as at home, to stand among the foremost of philologists, Professor W. D. Whitney.

In reference to the perpetual echo of the word "discipline" in educational discussions, he makes the following pithy remarks: "Discipline is a word with which not a little conjuring is done now-a-days by men who fail to understand fully what it means. It is often spoken or written of as if it were itself an end, or at least the means to an end; as if it were something quite unconnected with the acquisition of valuable knowledge; as if the acquisition of certain kinds of knowledge always gave discipline, while that of other kinds did not; and so on. Now, properly speaking, culture and training are the only ends, and the acquisition of knowledge the only means to them, while the position of discipline is rather that of a method. The essence of discipline is simply preparation; that is a disciplinary study which duly leads the way to something that is to come after. He who sets up discipline and knowledge as opposed to and excluding each other, wholly misapprehends their mutual relations, and casts the advantage into the hands of his adversaries. In reality, the connection and interdependence of the two are complete. No discipline without valuable knowledge acquired; all valuable knowledge available for discipline; the discipline in proportion to the amount and value of the knowledge acquired—these are fundamental truths in the theory of education.

"Only, of course, the degree of value of any given knowledge is not absolute, but relative. One kind of knowledge is worth more to men in general, another to a particular learner, in view of his natural disposition, his past studies, or his plans for the future; one kind is worth more than another at a certain stage of education; one kind should be taught in a certain manner and extent, another in another. The disciplinary method implies that the instructor, viewing the whole body of knowledge in its connections and applications, will bring before his pupils' mind the right kind, at the right time, to secure the best result in the end."

He also adds the following remarks upon the relations of science to language in an educational scheme. If such just and enlightened views were generally prevalent, it would be of the highest advantage to the progress of truth and civilization:

"Nothing, therefore, can well be more unfortunate for the cause of education than that misunderstanding should prevail between the representatives of two departments of study so nearly agreeing in both object and method, which are not antagonistic, and hardly even antithetical, but rather supplementary to one another; nothing sadder than to hear, on the one hand, the works of man decried as a subject of study compared with the works of God, as if the former were not also the works of God, or as if the latter concerned us, or were comprehensible by us, except in their relation to us; or, on the other hand, to hear utility depreciated and facts sneered at, as if utility were not merely another name for value, or as if there were anything to oppose to facts save fictions. Men may dispute as to which is the foremost, but it is certain that these are the two feet of knowledge, and that to hamper either is to check the progress of culture. Each has its undesirable tendencies, which the influence of the other must help to correct; the one makes for overconservatism, the other for overradicalism; the one is apt to inspire a too credulous trust to authority, the other an overweening self-confidence, a depreciation of even rightful authority, a contempt for the past and its lessons. Both alike have an imperative claim to our attention, and upon their due combination must rest the system of education, if it would be indeed disciplinary.

"Into the more practical question of what constitutes their due combination we do not here enter, having undertaken to speak only of some of the principles that underlie its settlement. What part of philological training shall be given through the English, the other modern tongues, or the ancient; how we are to avoid cram, and give that which, instead of obstructing or nauseating, creates the capacity and the desire for more; how to adjust the details of a proper compromise between the general and the special discipline and culture; these and matters demanding the most careful consideration, and sure to lead to infinite discussion, since upon them the differences of individual taste, capacity, and circumstance must occasion wide diversities of opinion.

"In conclusion, we will only repeat that those differences themselves have to be fully allowed for in our systems; that we may not cut out too strait-laced a scheme of study; to be forced upon all minds that in an acknowledged course of compromise

and selection it were foolish to exact uniformity; that we should beware how much we pronounce indispensable, and how we allow ourselves to look down upon any one unversed in what our experience has taught us to regard as valuable, since he may have gained from something else that we are ignorant of an equal or greater amount of discipline and enlightenment. Let us, above all things, have that wisdom which consists in knowing how little we know; and, as its natural consequence, the humility and charity which shall lead us to estimate at its utmost value and to respect what is known by our fellow."

I am, dear sir, yours, respectfully,

D. C. GILMAN.

General J. EATON, Jr.,
United States Commissioner of Education, Washington, D. C.

TABLE IV.—*Preliminary list of local publications pertaining to the national grant.*

CALIFORNIA.

1862.—Incorporation, organic basis and laws of the College of California. 16 pp., 8vo.
1863.—Memorial of the trustees of the College of California, asking for the national grant.
1864.—Report by Professor J. D. Whitney and others, on establishing a State university.
1866.—Report upon a projected improvement of the estate of the College of California, by Olmsted Vaux & Co. 26 pp., 8vo., with a plat of the grounds.
1868.—Prospectus of the University, (including the legislation of the State, by-laws of the regents, &c.) pp. 43, xi, 8°.
1869.—Prospectus, (including catalogue, schedule of studies, &c.,) statutes of the University of California. 10 pp., 8vo.
1870.—Register of the University of California, 1870–'71. 67 pp., 8vo.

CONNECTICUT.

1846 and every subsequent year. Catalogues of Yale College.
Memoir of Professor J. P. Norton. New Englander, vol. x, 1852.
Memorial of Professor J. P. Norton. 12mo.
Report of the joint standing committee on education in the general assembly of Connecticut, (May session, 1847,) on the establishment in Yale College of a professorship of agriculture and the arts. (Signed by Ephraim Williams, chairman.)
1856.—Scientific schools in Europe, by D. C. Gilman. 11 pp., 8vo. (Printed also in Barnard's American Journal of Education.)
Scientific education the want of Connecticut, by D. C. Gilman. 8 pp., 8vo. (Printed also in the Connecticut Agricultural Society's Transactions.)
Appeal in behalf of the Yale Scientific School. 32 pp., 8vo.
Private proposal for reorganizing the Scientific School of Yale College. (Foolscap sheet.)
Proposed plan for a school of science in Yale College. 32 pp., 8vo.
Plan of an agricultural school, by Professor J. A. Porter. 8 pp., 8vo.
Plan of an engineering school, by Professor W. A. Norton. 4 pp., 8vo.
Science and scientific schools. An address before the alumni of Yale College at commencement in 1856, by Professor J. D. Dana.
1860.—Agricultural lectures at Yale College. Reported by H. S. Olcott. 12mo.
Regulations of the Scientific School of Yale College, (several editions in successive years.) 4 pp., 8vo.
1863.—Statement respecting the Sheffield Scientific School, laid before members of the legislature of Connecticut. 4 pp., 8vo.
1864.—Prospectus of the Sheffield Scientific School. 4 pp., 8vo.
1865.—Circular of the Sheffield Scientific School. 4 pp., 8vo.
Circular respecting a course in agriculture. 4 pp., 4to.
1866.—First annual report of the State visitors of the Sheffield Scientific School. 40 pp., 8vo. (Containing a history of the foundation.)
1867.—Second annual report of the Sheffield Scientific School, containing a description of Sheffield Hall, (with cuts.) 64 pp., 8vo.
Acts of Congress and of the Connecticut legislature, respecting the national grant. 4 pp., 8vo.
On the relations of scientific education to industrial pursuits, by Professor C. S. Lyman. An address at the twenty-first anniversary of the Sheffield Scientific School. 8vo.
On our national schools of science, by D. C. Gilman. (From the North American Review, October, 1867.)

1868.—Third annual report. 64 pp., 8vo. (Containing an essay on the aim and object of scientific education, by Professor William D. Whitney.)
1869.—Fourth annual report. 76 pp., 8vo. (Containing a catalogue of officers, benefactors, and students, 1846–1869.)
1870.—Fifth annual report. 108 pp., 8vo. (Containing a catalogue of the Hillhouse mathematical library.)
Inaugural address, by Professor William P. Trowbridge, on the profession of the dynamic or mechanical engineer.
The same. Second edition; Philadelphia.
Five brief explanatory tracts.
1871.—Sixth annual report. 64 pp., 8vo. (Containing short essays on dynamic engineering, and on city surveys, by Professor W. P. Trowbridge, and a catalogue of drawings from the Novelty Iron-Works.)

DELAWARE.

1871.—Circular of Delaware College. 28 pp., 8vo.

ILLINOIS.

1854.—Industrial universities for the people, by J. B. Turner.
1864.—On the Illinois School of Agriculture, by W. C. Flagg. 12 pp., 8vo.
On industrial university education, by J. B. Turner. 21 pp., 8vo.
1867.—Laws of Congress and of Illinois in relation to the Industrial University, and minutes of the first meeting of the trustees.
1868.—First annual report of the trustees of the Illinois Industrial University. 323 pp., 8vo. (Containing a history of the movement for industrial education in Illinois, and an account of the condition of agriculture in that State, past and present.)
1869.—Second annual report. 407 pp., 8vo. (Including a full report of the lectures and discussions on agriculture at the university, January, 1869.)
1870.—Third annual report, (with a full report of the agricultural lectures, &c., of 1870.)
Third annual circular.
1871.—Fourth annual circular.
The Illinois Industrial University, Vol. I, No. 1, June, 1871. 20 pp., 4to.

IOWA.

1863.—Fourth annual report of the secretary of the Iowa State Agricultural College and Farm.
1864.—Fifth annual report of the same.
1866.—First annual report of the superintendent and secretary of the Iowa State Agricultural College and Farm. 66 pp., 8vo. (Containing history and financial condition of the college building and farm from 1858 to 1866.)
1868.—Plan of organization of the Iowa State Agricultural College. (Presented by President A. S. Welch.) 24 pp., 8vo.
Second report of the trustees of the Iowa Agricultural College. 96 pp., 8vo. (Containing history of the college from its inception to 1868.)
1870.—Third biennial report of the board of trustees of the State Agricultural College and Farm. 143 pp., 8vo.
1871.—The annual report of the Iowa Agricultural College. 125 pp., 12mo.

KANSAS.

1866.—Sixth annual report of the superintendent of public instruction of the State.
1867.—Third annual catalogue of the State Agricultural College.
1868.—Annual report of the State Agricultural College.
1869.—Fourth annual catalogue of the same.
Annual report of the board of regents of the State Agricultural College. 15 pp., 8vo.
Annual report of the superintendent of public instruction. 163 pp., 8vo.

KENTUCKY.

1866–'71, inclusive.—Annual Catalogues of Kentucky University, each catalogue contains an historical sketch and the report of the regent, J. B. Bowman.

MAINE.

1867.—Annual report of the State College of Agriculture and the Mechanic Arts.
1868.—Reports of the trustees and treasurer of the College of Agriculture and the Mechanic Arts.
Catalogue of the State College of Agriculture and the Mechanic Arts.

1869.—Annual reports of the trustees and treasurer of the College of Agriculture. 30 pp., 8vo.
1870.—Catalogue of the State College of Agriculture and the Mechanic Arts.
Annual reports of the trustees, farm superintendent, and treasurer of the College of Agriculture and the Mechanic Arts. 40 pp., 8vo.

MARYLAND.

1858.—Report of register of the Maryland Agricultural College.
1859.—First circular of the Maryland Agricultural College.
1863.—Circular of the same.

MASSACHUSETTS.

1. *Institute of Technology, Boston.*

1861.—Proceedings preliminary to the organization of the Massachusetts Institute of Technology. 23 pp., 8vo.
1862.—Officers, objects, and by-laws of the Institute of Technology.
1865.—First annual catalogue of the Institute of Technology.
1866.—Second annual catalogue.
1867.—Third annual catalogue.
1868.—Fourth annual catalogue.
1869.—Fifth annual catalogue.
1870.—Sixth annual catalogue.

2. *Agricultural College, Amherst.*

1864.—First annual report of the Massachusetts Agricultural College. (Supply exhausted.)
1865.—Second annual report.
1866.—Third annual report.
1867.—Fourth annual report.
1868.—Fifth annual report. (Containing illustrations of the buildings.)
1869.—Sixth annual report. (Containing illustrations of the buildings.)
1870.—Seventh annual report. (Containing illustrations of the buildings.)
1871.—Eighth annual report. (Containing a plot of the college farm.)

MICHIGAN.

1857 and onward.—Annual catalogues. (The catalogue for 1857 contains the legislation and the proceedings at the opening of the college.)
1863.—Second annual report of the secretary of the State board of agriculture. (Contains a sketch of the history of the agricultural college.)
1864.—Annual catalogue.
1865.—Annual catalogue.
1866.—Report of the president of the State Agricultural College.
Address on the Agricultural College. By Governor H. H. Crapo.
Annual catalogue.
1867.—Annual catalogue.
1868.—Report of the president of the State Agricultural College.
Annual catalogue.
Experiments conducted at the Agricultural College.
1869.—Report of the president of the State Agricultural College.
Address on the industrial arts, by Hon. G. Willard.
Report on experiment in agricultural chemistry.
Report on farm experiment.
1870.—Report on the accounts of the State Agricultural College.
Annual catalogue.

MINNESOTA.

1869.—Report of the committee on organization, made to the board of regents of the University of Minnesota.
Annual report of the board of regents of the University of Minnesota.
Tenth annual report of the State superintendent of public instruction. (Containing report of president of the university.) 208 pp., 8vo.
1870.—Annual report of the State superintendent of public instruction.
Annual report of the board of regents of the university.
Announcement of the university for 1871.
1871.—University Almanac for 1871. (Containing historical sketch of the university.
Announcement of the university for 1872. 32 pp., 12mo.

MISSISSIPPI.

1871.—Minutes of the board of trustees of the university, with an appendix on the organization of the College of Agriculture and the Mechanic Arts. 27 pp., 8vo

MISSOURI.

1870.—Report of the University of Missouri.
Address of President Read at the commencement, 1870.
1871.—Report of the university, by the curators. (Containing catalogue, announcements, &c.) 117 pp., 8vo.

NEW HAMPSHIRE.

1867 and onward.—Catalogues of Dartmouth College.
First report of the trustees.
1868.—Second report of the trustees.
1869.—Third report. (With charts.) 83 pp., 12mo.
1870.—Fourth report of the same. (With topographical map of the farm and engraving of college edifice.) 40 pp., 12mo.
1871.—Fifth report of the same.

NEW JERSEY.

1865 and onward.—Catalogue of Rutgers College.
1865.—First annual report.
1866.—Second annual report.
1867.—Third annual report.
1868.—Fourth annual report.
1869.—Fifth annual report.
1870.—Sixth annual report.
(These reports, in addition to other matter, contain annually the lectures of Professor G. H. Cook, delivered in different counties of the State.)

NEW YORK.

1866.—Report of the committee on organization of Cornell University.
1869.—Address on agricultural education. By Andrew D. White, president of Cornell University. 50 pp., 8vo.
Catalogue of Cornell University.
1869–'70.—The Cornell University registers. (The last containing an address by President White relative to the College of Agriculture and the Mechanic Arts.)

PENNSYLVANIA.

1859.—Annual report of the Farmers' High School.
1860.—Inaugural address of the president of the Farmers' High School. 26 pp., 8vo.
1860–'61.—Catalogues of the Farmers' High School.
1862 and onward.—Catalogues of the Agricultural College of Pennsylvania.
1862.—Report of a committee of the trustees. 63 pp., 8vo.
1864.—Plan for organization of colleges for agriculture and mechanic arts. 36 pp., 8vo.
1869.—First annual report of East Pennsylvania Experimental Farm.
Report of the trustees of the Agricultural College.
1870.—Report of the trustees of the Agricultural College.
1871.—Report of the trustees of the Agricultural College.

RHODE ISLAND.

1863.—Act of Congress granting land for the establishing of agricultural colleges, with resolutions accepting the lands for Rhode Island and assigning them to Brown University. 12 pp., 8vo.
1865 and onward.—Catalogue of Brown University.
1866.—First, second, and third annual reports of the Agricultural College of Rhode Island.

EAST TENNESSEE.

1870.—Catalogue of State Industrial College.
1871.—Catalogue of State Industrial College.

VERMONT.

1866 and onward.—Annual reports of the State Agricultural College for 1866–'70.
Catalogues of University of Vermont.

WEST VIRGINIA.

1868.—First annual catalogue of State Agricultural College.

WISCONSIN.

1866 and onward.—Catalogues of the University.
Annual reports of the regents.

EDUCATION OF THE BLIND.

GENERAL STATISTICS OF BLINDNESS.

It is usually thought that the proportion of blind persons in any community depends greatly upon climatic influences. Zeune, so long director of the institution for the blind in Berlin, put forth tables showing that the ratio of the blind to the whole population is—

Between 20° and 30° north latitude	1 to 100
Between 30° and 40° north latitude	1 to 300
Between 40° and 50° north latitude	1 to 800
Between 50° and 60° north latitude	1 to 1,400
Between 67° and 70° north latitude	1 to 1,000
Between 70° and 80° north latitude	1 to 500

Closer calculation shows that Zeune's doctrine is questionable; and his tables unreliable. This is certainly so with regard to the United States.

The census of 1870 gives 20,320 as the number of the blind in the United States, the whole population being 38,555,983. But this by no means represents the number cut off from the blessings of common schools, and the common occupations of life, by total or partial lack of sight.

None are counted as blind who ought not to be counted; while some who are totally, and many who are partially blind, escape notice. People dislike to admit their own, or their children's imperfection of vision.

If we should apply the test used in some schools for the blind, and count as blind all who cannot distinguish printed letters the eighth of an inch square; all those who "see men as trees walking," but who cannot see distinctly enough to pursue ordinary industrial occupations; and add the average persistent number of those temporarily deprived of the use of their eyes by disease, we should have a more correct idea of the number of individual sufferers, and the amount of public loss consequent upon lack of, or defect of, the sense of sight.

We are gathering statistical data to show, more accurately than has yet been done, the number of the blind in various sections of the world, and in various States of the United States; but, although not yet ready for publication, they indicate that the commonly received theory of Zeune, that blindness increases as we go northward or southward from the center of the temperate zone, is not true of this continent.

CAUSES OF BLINDNESS.

A careful examination of 500 cases at the Perkins Institution shows the causes of blindness to be: Congenital, 37.75 per cent.; disease, 47.09 per cent.; accidents, 15.16 per cent. It should be borne in mind, however, that many of those set down as blind by disease or by accident were born with organs of sight too feeble to resist ordinary destructive agencies of disease or accident. A blow of a chip, or a blast of cold air, that would affect sound visual organs only slightly and temporarily, is, in these persons, followed by severe inflammation, often ending in blindness. They were, so to speak, not born blind, but born to become blind.

PHYSICAL CONDITION OF THE BLIND AS A CLASS.

The failure of the visual organs to perform their functions normally, or to perform them persistently through life, is often a symptom of some defect which pervades the whole bodily organization. The inference from this is, that the blind, taken as a whole class, have less bodily vigor, less persistent vital force, than ordinary persons. The superinduced sedentary habits still further depress the vital force, so that the blind have less than average power to resist disease and destructive agencies than average persons have.

According to tables carefully prepared at the Perkins Institution for the Blind, it appears that of the entire 1,102 persons (admitted to seven institutions) whose after history is known, 878 now survive; whereas the life table of Massachusetts calls for about 964, and that of England for about 979 survivors—thereby indicating that the power of the blind, represented by the returns of these institutions, to resist destructive influences is 8.9 per cent. less than that of the population of Massachusetts, and 10.3 per cent. less than that of the population of all England; and that the number of deaths is from 60 to 80 per cent. greater, according to the tables employed for the comparison, than the number required by such tables.

SKETCH OF THE RISE AND PROGRESS OF SCHOOLS FOR THE BLIND IN EUROPE.

Notwithstanding the general sympathy which blindness excites, and the universal readiness to help those suffering by this sore infirmity, no better way was devised

to do so than that of giving them alms, until toward the end of the eighteenth century.

The device of forming letters by placing pins in large cushions had been adopted by several noted blind persons in Germany. One of them, Weissenberg of Manheim, added a method of making relief maps.

Mademoiselle Paradis, a blind pianist of Vienna, who was familiar with these processes, came to Paris in 1784. She used a large pincushion in which she stuck pins to represent notes. Among her acquaintances was the Abbé Valentine Haüy, brother of the celebrated mineralogist.

Haüy at once saw how Mademoiselle's pincushion might become changed to a book. He embossed some stiff paper with large letters, and found they could be distinguished by the touch. He immediately sought out some blind children, among whom was a little beggar-boy, named Lesuer, of superior talents and quick wit. This boy afterward played the same part in the enterprise of educating the blind as Massieu had done in that of deaf-mutes. Haüy taught him to distinguish letters, arithmetical figures, and outline maps. In a few weeks he exhibited his pupil before the Société Philanthropique, and carried them as by storm. A small house (No. 18 Notre-Dame des Victoires) was put at his disposal, and also funds to support twelve scholars. Thus a blind girl's pincushion was the foundation of the first institution for the education of the blind.

If the history of this first public institution for the education of the blind had been known by founders of similar institutions in this country, some of them might have avoided some mistakes and losses. It shows clearly that the most generous impulses, unguided by reason, may lead to measures more harmful than helpful to the object of our sympathy; and that no amount of genius and zeal can atone for lack of common sense.

Valentine Haüy had genius, generosity, and zeal; but he lacked common sense, and utterly failed as an administrator of affairs.

It is usually supposed that Haüy first conceived the idea of teaching the blind from the sad exhibition of a band of blind musicians, with leathern spectacles on nose, and music books before their sightless eyes, playing to a crowd. There is (or was, within my memory) a low coffee-house in Paris in which blind men fiddled for the amusement of the visitors, hence called the *Café des Aveugles*. Haüy probably visited it while on his search for pupils for his new school; but, from what I gather of his memoirs, it is most probable that his first impulse was received from what he saw of Mademoiselle Paradis and her pincushion. His enthusiasm and zeal so hastened the progress of his little school, that in the very same year he exhibited them before Louis XVI and his court. They made a deep impression upon all hearts. Their reading excited wonder, admiration, and undue hope. The school became one of the lions of Paris; and its master a favorite of the court. He was made interpreter to the King, and to the navy department, for the English, German, and Dutch languages; royal interpreter; and professor of ancient inscriptions; and finally, secretary to the King.

In the same year he dedicated to his royal master a book called "Essays upon the Education of the Blind." This was printed in relief, nominally by the blind boys at the new school, but really by Clousier, the printer; the boys, perhaps, pulling the press. This book (which is of little real value) was translated into English by Blacklock, the blind poet, in 1795.

The school seems to have been badly directed; and in 1790 it was joined to that for the deaf-mutes, and the two classes were assembled in the Convent of the Celestins. The union seems to have been unwise, and unblessed. The managers quarreled; and managed matters so badly that the existence of both schools was endangered; when the National Assembly decreed, July 2, 1791, that the expenses of the schools should be assumed by the State, and that one pupil should be received from each of the eighty departments of France.

But the pecuniary relief did not mend matters in the schools. The quarrels of the managers were taken up by the pupils; and the blind and the mutes were at loggerheads. This discreditable condition of things was terminated after the resolution of 9th Thermidor, Anno II, by a decree of the national convention, July 27, 1794, which separated the disputants, and placed the deaf-mutes in the seminary of Saint Magloire, and the blind in Saint Catharine's House, Rue des Lombards.

But Haüy's intemperate zeal made matters still worse at the school for the blind. Having discarded what were styled the mummeries of the Roman Church, the Theophilanthropes set up more ridiculous mummeries of their own; and Haüy having become a sort of sub-priest of Revelliere Lepaux, used to make his pupils take part in the miscalled religious ceremonies, by chanting.

Earnestly desiring to make his pupils happy, he foolishly thought to do so by allowing some of them to marry, and to bring their brides to live in the institution. The consequences may be easily imagined. Although an abbé, he had married a suitable woman, but upon her death he took to wife, and to the institution, a common market girl, without manners or culture. Under such a matron the confusion in the household became "worse confounded;" and as its chief and ostensible object, "the instruction of

the blind," was not attained, Chaptal, minister of interior, recommended that it be transferred to the old establishment of the Quinze-Vingts, or asylum for fifteen scores (300) blind soldiers. This step was probably taken to get rid of Haüy, who had proved incompetent to direct the establishment which he had created. He was pensioned; and his unfortunate pupils were utterly demoralized by being mingled with the inmates of the Quinze-Vingts; all of whom were paupers; and some of whom were beggars.

After an eclipse of fourteen years, the school was rescued from its demoralizing relations, and moved to a house in Rue St. Victor, where it revived under the care of Dr. Guille. His successor, Dr. Dufau, completely regenerated it; obtained for it liberal patronage of the government; and made it the leading establishment of the kind upon the Continent.

Haüy attempted, upon the strength of his reputation, to establish a boarding-school for children. It was dignified with the name of Musée des Aveugles, but had no success; and lived only about two years. He then went to St. Petersburg, and commenced, under royal patronage, the establishment of a school for the blind. He had partial success in awakening public interest; but he failed in the management of his school for the same reasons as in Paris. He was, however, treated with great respect, and received the decoration of the order of St. Vladimir. He then tried his hand in Berlin; but although the institution which he founded took root, and still flourishes, his connection with it was ended, and he returned to Paris, to die a dependent upon his less brilliant but *abler* brother.

The fruits which Haüy planted have multiplied, until all the principal countries of Europe have their special institutions for the instruction of the blind in the rudiments of learning, in music, and in the mechanical arts.

SKETCH OF THE RISE AND PROGRESS OF INSTITUTIONS FOR THE BLIND IN THE UNITED STATES.

The first public and systematic efforts made in the United States to secure for blind children a share in the advantages of common-school instruction, were made in Boston in 1829.

Dr. John D. Fisher while studying medicine in Paris had visited the French school for the blind; and on his return home associated himself with a half dozen benevolent gentlemen, among whom was William H. Prescott, the eminent historian, who was himself partially blind. It was shown by experiment, in the meetings of these gentlemen, that blind children could be taught to read embossed type, to distinguish outline maps, &c. They therefore obtained from the legislature an act (dated March 2, 1829) incorporating an institution, to be styled the New England Asylum for the Blind; which name has been since changed to that of Perkins Institution and Massachusetts Asylum for the Blind. The act of incorporation provided that the institution should be under the control of twelve trustees, eight to be chosen annually by the corporation, and four by the governor and council. The trustees proceeded at once to collect money to establish a school, and appealed to the legislature for aid. That body had previously made a grant of $6,000, to be continued annually, for the education of indigent deaf-mute pupils at the American Asylum in Hartford, and as there were not beneficiaries enough to exhaust the appropriation, the unexpended balance was granted to the institution for the blind.

In 1831 Dr. Samuel G. Howe took direction of the establishment, and he has continued at its head ever since.

The grants by the legislature were during many years proportioned to the number of beneficiaries received and educated; but were increased with the growth of the establishment, and with the number of State beneficiaries received. Now the sum appropriated is $30,000 a year, upon condition that all indigent blind persons belonging to Masssachusetts who are recommended by the governor and council, shall be received and educated gratuitously.

The other New England States immediately took measures to secure for their blind children the advantages of instruction; but, instead of erecting institutions at home, sent their beneficiaries to the Massachusetts school.

This history is given somewhat in detail, because nearly the same course has been followed in establishing kindred institutions in other States. It shows, also, how our citizens are accustomed to work. Two or three zealous persons gather together in a small chamber, and pass resolutions that such and such an institution is desirable and must be had. If it meets approval, others come into the movement. They procure an act of incorporation, and when the establishment has got successfully at work, they ask, and generally obtain, aid from the public treasury.

It shows, also, an important fundamental feature in respect to which our public institutions for the blind differ. Some are, legally, private corporations. They may, or may not, receive aid from the State, in shape of payment for beneficiaries; but the State has no direct control over the management. This is left to a board of trustees, chosen annually by the members of the corporation. Such is the original New York Institution for the Blind, in the city of New York.

Some are strictly State institutions; the State owns the property, appoints the trustees, (virtually the superintendents,) and pays all the expenses. Such is the New York State Institution at Batavia, and the Ohio Institution for the Blind.

A third class are partly private, partly public establishments. The property is held by a corporation; but the State appoints a certain number of the board of trustees, generally one-third, sometimes one-half. Such is the Perkins Institution of Massachusetts.

There are advantages and disadvantages in each mode, but the two chief advantages claimed for the third class are strong. First, institutions so organized call for the personal sympathy and the intelligent co-operation of a considerable number of private citizens, and such are sure to be found when called for. Second, they are kept out of the sphere of local politics and the scramble for office. Some institutions already suffer from the fact that practically, however excellent the superintendent may be, however valuable his knowledge and experience, he is turned out when the political party which put him in, is defeated at the polls.

But to return to history. In 1831 Dr. Akerly, of New York City, who had been active in introducing instruction for deaf-mutes, interested himself and others in procuring like benefits for the blind. Some children were taken from the almshouse and instructed, by "way of experiment," in a small room in Canal street, by Dr. John D. Russ, who raised the infant institution to maturity; and though he long since ceased to superintend it officially, he has not yet ceased to be its efficient friend.

The first thought and purpose of building up special institutions for the instruction of the blind seems to have occurred to benevolent persons in New England, New York, and Pennsylvania almost simultaneously, but without concert.

In Philadelphia the benevolent Robert Vaux had been urging the matter for several years upon his friends in that city, before they fairly organized the excellent institution which has grown to be among the foremost of the world.

The success of these institutions awakened an interest over the whole United States. A detachment of pupils from the Perkins Institute visited seventeen States, and were exhibited before the legislatures and people. Schools were established successively in Ohio, Virginia, Kentucky, Tennessee, Indiana, North Carolina, South Carolina, Illinois, Wisconsin, Missouri, Georgia, Iowa, Mississippi, Maryland, Michigan, Texas, Arkansas, Minnesota, California, New York State, Kansas, Louisiana, and West Virginia Thus it has become part of the fixed policy of the country that the blind shall have a full share of the instruction.

The legislatures of thirty-one States make special appropriations, either for the maintenance of schools for the blind, or for the support of a certain number of beneficiaries in the institutions of other States.

Nineteen special institutions are in operation for the sole benefit of the blind, and seven others of which the blind share the benefits with the deaf mutes. The aggregate of their property is about $3,500,000. Their aggregate annual income is about half a million. They have received in all 6,476 pupils. Their actual present number is 2,018.

The general statistics of these institutions are given in the table subjoined. They are made up from recent written returns, given by the several superintendents.

We propose, in another article, to give a sketch of the course of instruction pursued in these institutions; to consider the principles upon which they are founded, the mode in which they are administered; and to compare them with European institutions of the same kind.

SAM'L G. HOWE.

EDUCATION OF THE DEAF AND DUMB.

As will be seen from the tables, the number of schools for the instruction of the deaf and dumb in the country is thirty-eight. In these were gathered during the last academic year more than four thousand pupils, an increase of over two hundred from the preceding year. Pennsylvania has taken a step towards clearing herself from the charge of making insufficient provision for her deaf-mutes, by incorporating an institution to be located at Pittsburgh.

No essential changes have been made in the methods of instruction pursued in the several institutions. Articulation is, however, receiving increased attention, as an accomplishment for the comparatively few, who, having acquired speech before losing hearing, retain more or less facility of vocal utterance.

CONVENTION AT INDIANAPOLIS.

An event of interest and importance was the assembling of a convention of experts in this profession, at Indianapolis, on the 24th of August, 1870. Twenty-four institutions were represented by eighty-three officers and teachers, and the deliberations of the convention were continued for nearly four days. The subjects presented and debated were as follows:

Language, considered in reference to the instruction of primary classes, by Horace S. Gillett, A. M., instructor in the Indiana institution.

Prizes as rewards for superiority in scholarship, by H. A. Turton, esq., instructor in the Iowa institution.

The proper order of signs, by E. G. Valentine, A. B., instructor in the Wisconsin institution.

The higher education of deaf-mutes, by John C. Bull, A. M., instructor in the Connecticut institution.

Religious services for deaf-mutes, by H. W. Milligan, A. M., instructor in the Illinois institution.

Day-schools for the deaf and dumb, by Edward A. Fay, A. M., professor in the National Deaf-mute College.

The nobility, dignity, and antiquity of the sign language, by J. C. Covell, A. M., principal of the Virginia institution.

Compulsory education in its relation to deaf-mutes, by J. L. Noyes, A. M., principal of the Minnesota institution.

Organization of institutions for the deaf and dumb, by Philip G. Gillett, A. M., principal of the Illinois institution.

Method of preaching to deaf-mutes, by Franklin Read, esq., instructor in the Illinois institution.

A practical view of deaf-mute instruction, by Isaac Lewis Peet, A. M., principal of the New York institution.

The progress of deaf-mute instruction, by Harvey P. Peet, Ph. D., LL. D., late principal of the New York institution.

Mimography.

Articulation.

Probably no subject is of greater importance in the instruction of deaf-mutes than the one brought forward in the article first named above, for it is well understood by instructors that when a mute child has written language well in use, his education proceeds with no greater difficulty than that of his hearing brother.

FAMILIARITY WITH THE ENGLISH LANGUAGE ESSENTIAL.

Mr. Gillett, an instructor of long experience in the Indiana institution, stated the question and the difficulty as follows, in opening his paper on language:

"The more familiar a deaf-mute is with the English language at any period of school life, the more satisfactory, in general, will be his progress in study at any subsequent period. The advantages possessed and acquisitions made in this branch of education during his first year will favorably affect every remaining part of his course. It is of the highest importance, then, that he begin and proceed according to the best methods. And here arises the great question which takes precedence of every other in the literary education of this class of persons. What is the best method of making them acquainted with our language?

"Are the processes now employed the best? Do deaf-mutes graduate from our institutions with that ability, not to say accuracy, in the expression of their thoughts, which may reasonably be expected? Does the average acquirement of the ordinary and high-class scholars approach that of the common-school and academic graduates

of our public schools as nearly as, under the different circumstances, we have a right to demand?

"However these questions may be answered, there seems to be among the instructors of deaf-mutes a prevailing dissatisfaction with their usual rate of progress and amount of attainment in language. Their advancement should be more rapid, the results of study larger and more complete. Their minds are believed to be capable of something better. They should leave the school, if they finish the prescribed course, with an ability to express their thoughts more correctly and with greater facility; some, at least, with elegance."

Again the difficulty was stated in a paper on the proper order of signs, by Mr. Valentine, a young teacher in the Wisconsin institution, as follows:

"It must be evident to you who are so conversant with deaf-mutes, to you who have watched their conversation and read their productions, that they do not want for ideas. They could talk from morning till night, with no intermission, if permitted; and their productions, all in all, show much thought. What, then, is the difficulty? I believe it to be this: When they write out their thoughts, they express them, not in the English order, but in the order they have been most accustomed to use, in the so-called natural order. In short, they fail in the converting process. Their minds not being sufficiently strong to grasp two opposite systems at once, they naturally acquire the system most commonly used. They never learn to use the English order correctly, because they never learn to *think* in that order."

Referring to the importance of requiring deaf-mute children to practice the verbal language taught them in school, Mr. B. Talbot, principal of the Iowa institution, and a teacher of many years' experience, said:

"If a pupil must make signs, and cannot get along without it, of course we must let him make signs, but we can very easily encourage the other form of expression. I know that sign-making is the easiest—it is the *laziest* process—and that is probably the reason why we follow it; but if we do our whole duty to the deaf-mute we must, as soon as possible, get him out of the habitual use of signs, and as soon as possible get him into the constant practice of words put together into sentences. I do not care how short they are; in fact, the fewer words in a sentence the better for a deaf-mute, until you get him into the ready and habitual use of the simpler forms of expression. We should, in every way that we possibly can, secure this practice in the use of words. I am sure, from my experience in the school-room and out of it, as well as from what others testify as the result of their observation and experience, that there is no easier method of promoting the early use of verbal language. It seems to me that this is the point of the article before us—practice, practice, over and over again."

QUESTIONS DISCUSSED BY MESSRS. GALLAUDET AND KEEP.

Alluding to the essays of Messrs. Gillett and Valentine, the writer of this article spoke as follows:

"I have listened to the paper which has been read this afternoon, as I listened to the paper read this morning, with a very great interest. I have followed the discussions as closely as I might with no less interest; and I see running through it all the fact, which I am very glad to have acknowledged so plainly in this convention, and which we have all to look in the face, that the deaf and dumb, as a class, do not master the English language. I take it that it is the confession of the discussion and of the article that the deaf and dumb in our institutions, as a class, do not master the English language. I consider this a very serious confession. I do not know that I can say when I first became aware of this great fact, though I can look back to the time when I was not aware of it, in my experience as a teacher of the deaf and dumb. But it is a fact of which I am fully satisfied, and I find it pretty well confessed here to day. Other evidences of this fact have also come to my knowledge. To the college at Washington have come students from various parts of the country, representing a large number of the institutions. These pupils have come to us for the purpose of extending their education; of going into the study of various branches of learning not taught them elsewhere. We, of course, have to examine them, in order to learn what have been their previous attainments; to learn how far they have mastered that language, which in the college at Washington is made the basis of communication and instruction; I mean, not the sign language, but the English language. In the working of our college, we find young men of fine minds, who have had the best advantages that the country can afford, in institutions second to none, who, doubtless, have had faithful teachers, and have been earnest and persevering themselves, and had a great ambition to be scholars—we find such young men not by any means masters of the English language. In saying this, I mean, not masters of the English language in its comparatively simpler forms—not, of course, the elementary forms, but the simpler forms of expression. In some of the middle classes of the college we have young men whose minds are well stored with facts, who have a good knowledge of mathematics and the natural sciences, who, perhaps, know something of French and a good deal of Latin, and who yet are not

masters of the English language, as we feel, and as every one of you would admit, if placed in communication with them, they ought to be."

The only serious opposition to the views thus set forth was made by Mr. John R. Keep, for many years an instructor in the institution at Hartford, who said:

"I am very sorry, for one, to have the attainments of the deaf and dumb, under all the difficulties that they have to encounter, belittled for the sake of establishing a theory; to have the proclamation made here, to go forth to the world, that, after all our efforts to educate the deaf and dumb, they do not *master* the English language. But who ever claimed that they do? It is the wonder of the age that they accomplish so much, considering the embarrassments under which they labor. To say they do not master the English language is simply saying that they are deaf and dumb, born into the world under very great disadvantages; but God has so wonderfully constructed the human mind that, of its own native force, it has invented a way to communicate its ideas. The question before us is, whether we shall, before we have reached the top of the scaffold, knock out the foundation upon which it rests; whether we shall stand on the ladder and pull out its rounds above us, and flatter ourselves that we are going up all the faster. Would you destroy the French language in order thereby to hasten the acquisition of the English? Where these two spoken languages are used in one family they do not find it necessary to destroy the genius and the idiom of the one and go into a barbarous dialect of jargon in order to acquire a knowledge of the other. On the contrary, each person speaks his own language, and speaks it purely and without regard to the other. It seems to be monstrous that it should be asserted here that the sign language, as is confessed by all, the only medium we have by which to introduce the deaf-mute child into the knowledge of English speech, is a dangerous thing to use in the instruction of deaf-mutes."

CONCLUSIONS.

It is proper to remark that Mr. Keep states what is not a fact when he says "the sign language is confessed" to be "the only medium we have by which to introduce the deaf-mute child into the knowledge of English speech." And, further, he begs the question when he says "the question before us is, whether we shall, before we have reached the top of the scaffold, knock out the foundation upon which it rests."

It is not, however, the purpose of this article to renew the discussion of the convention, but simply to call attention to the fact that a general admission was accorded of the unsatisfactoriness of certain results of the system now generally pursued in this country. This admission may be regarded as a wholesome evidence of a purpose on the part of the body of teachers of deaf-mutes to work out reforms whenever opportunity offers, and not to rest satisfied with repeating the processes of past generations.

It would be impossible, in the limits allotted to this paper, to give even a *resumé* of the discussions of the convention. A full report of the proceedings has been published by the Indianapolis institution, whose generous hospitalities the convention enjoyed, and copies of the document can be procured by any one interested in its subject-matter, on application to Rev. Thomas MacIntire, superintendent of the Institution for the Deaf and Dumb, Indianapolis, Indiana.

PROFESSIONAL DEAF-MUTE LITERATURE.

It may be of interest to many engaged in the work of general education to know that the profession of deaf-mute instruction has its current literature, embracing a quarterly periodical, besides several monthly and semi-monthly papers.

The periodical entitled "The American Annals of the Deaf and Dumb" has extended through sixteen volumes, its publication having been begun in 1847, in Hartford, Connecticut, under the auspices of the instructors of the institution in that place.

Sustained for two years as a private enterprise, this publication was adopted in 1850 as the organ of the convention of American instructors of the deaf and dumb, which held its first meeting at New York in that year. For eleven years its publication was continued at Hartford, Connecticut, under the editorial direction of Luzerne Rae for four years, and for seven years under that of Samuel Porter, both instructors in the institution at Hartford, the latter now a professor in the National Deaf-Mute College at Washington. Suspended in 1861, on account of difficulties growing out of the war, it was revived by the action of the conference of principals, held at Washington in May, 1868. Since that time it has been published in Washington for two years, under the charge of Lewellyn Pratt, followed by the present editor, Edward A. Fay, both professors in the National Deaf-Mute College.

The sixteen volumes now complete present a most valuable series of articles relating to the instruction of the deaf and dumb. They include, in fact, the greater part of the literature of our profession in the English language, excepting, of course, text-books, and are almost indispensable to any who wish to acquaint themselves with the art of

instructing the deaf and dumb, its history and its theories, especially to those who would become successful teachers.

This periodical has never been published with a view to pecuniary profit. The responsibility of its support has been assumed by the several State institutions, the expense being distributed *pro rata* in proportion to the number of pupils in each.

There are five newspapers which may be named as being published in the interest of deaf-mute instruction. Four of these are controlled and issued by institutions for the deaf and dumb, and are designed to extend information with regard to the work of the respective institutions sustaining them, and to afford reading-matter to their pupils and their friends.

The "Deaf-Mute Advance," published at the Illinois institution, is a semi-monthly paper; the "Mute's Chronicle," published at the Ohio institution, is issued monthly, as also are the "Deaf-Mute Home Circle," of Kansas, and the "Pelican," of Louisiana. "The Silent World," published at Washington, is neither controlled by, nor in the interest of, any institution. It is a monthly paper of sixteen pages, managed and edited by alumni and students of the National Deaf-Mute College.

It is designed for circulation among educated deaf-mutes and their friends, and aims to strengthen the ties which bind the graduates of our institutions to their teachers and schoolmates; to keep the deaf and dumb well acquainted with the progress that is constantly being made in the systems of instruction; to furnish a medium for the discussion of new theories and practices by the deaf themselves, as well as by their friends; in short, to minister to their pleasure, to instruct, aid, elevate, and refine, and to give others an insight into the *silent world* of the deaf, their education and capabilities.

E. M. GALLAUDET, Ph. D., LL. D.

ANNUAL STATEMENT

OF THE

PROGRESS OF EDUCATION IN FOREIGN COUNTRIES.

ANNUAL REVIEW OF EDUCATION IN FOREIGN COUNTRIES.

INTRODUCTION.

In this review no more than a mere outline of recent important educational events in foreign countries is attempted; where possible, the latest statistics are given.

Wherever it has seemed essential to the complete understanding of events, a brief résumé of the preceding facts has been given.

The official reports transmitted to the Bureau of Education have been consulted as far as possible, and, in addition, the following standard and reliable German publications:

"Lüben's pädagogischer Jahresbericht," [Lüben's Annual Review of Pedagogics,] published annually at Leipsic.

"Wolfram's allgemeine Chronik des Volksschulwesens," [Wolfram's General Chronicle of public instruction,] published annually at Hamburg.

"Allgemeine Schulzeitung," [General School Journal,] published weekly at Darmstadt, one of the oldest German publications of the kind.

I.—EUROPE.

1.—AUSTRIA.

HISTORICAL REVIEW.

In spite of innumerable difficulties, having their cause chiefly in the many different nationalities of the Austrian monarchy, and the reactionary tendencies of the clergy, education has progressed rapidly during the last year.

The chief event of the year 1870 was the *final abolition of the concordat with Rome*, which had existed since 1855. This only refers to Austria proper, for in Hungary the concordat never became a law. This was the first step, and others have followed tending to a complete secularization of public instruction and its thorough reform.

NEW SCHOOL LAW.

The new school law has been sanctioned by the votes of nearly all the assemblies (landtage) of the different Austrian provinces, with the exception of Carniola, Illiria, Tyrol, and Gallicia. It was found that, in order to carry out this law, 1,100 teachers were wanting, and, to supply this want, several new teachers' seminaries have been founded. The ministry of public instruction has, July 19, 1870, published a very full course of instruction for these institutions, embracing religion, 1 to 2 hours; pedagogics, 2 to 3 hours; grammar, 4 to 5 hours; arithmetic, 1 to 2 hours; natural history, 2 to 3 hours; natural philosophy, 2 to 3 hours; geography, 2 hours; history, 2 hours; agriculture, 2 hours, penmanship, 2 hours; drawing, 2 hours; music, 2 hours; gymnastics, 2 hours.

According to the new law of May 14, 1869, so-called supplementary courses for teachers, have been inaugurated. They are held during the vacation, and last from four to eight weeks, and instruction is given in all the branches taught in the teachers' seminaries. The expenditure for elementary education during the year 1870 amounted to 6,297,054 florins, (one florin = 50 cents.) Out of this sum, 178,887 florins were expended for the ministry of public instruction, and 367,824 florins for teachers' seminaries.

GENERAL GERMAN TEACHERS' ASSOCIATION AT VIENNA.

An important event of the year was the general German teachers' association, held in Vienna from the 7th till the 10th of June, 1870. It was attended by upwards of 5,000 teachers from all parts of Germany. Of the many important subjects discussed we mention a few: 1. The German national school. 3. The public school, a school for the formation of character. 4. Non-sectarian schools. 14. The aim of female education. This last-named subject gave rise to violent discussions. Dr. A. Meir, principal of a female seminary in Lubeck, the first speaker, dwelt forcibly on the following points: 1. Female education—such as it is at present, does not meet the requirements of our time. 2. The aim of female education is the preparation of women for their duties in the house and family. 3. At the same time women's education, to prepare them for earn-

ing an independent living, is not to be neglected. 4. The pernicious influences of modern society on the family are to be fought against with the utmost energy. Among the speakers was school-director Jansen, from Bremen. We quote the following from his speech: "As long as the world stands, as long as nature remains the same, the principle must stand that man will remain a man, and woman a woman, much as modern emancipators will deny it. In no sense does woman stand lower than we, and in no sense do we stand lower than woman; both are to reach an equal height, but each in its own way. Away with the woman-man, who stands like a dwarf beside the woman; away, likewise, with the man-woman, who wishes to be and act, in every respect, like a man! We men do not wish to see in woman a poor imitation of man. No! We wish to see her in her own sphere as a high ideal, whose purifying and elevating influence is felt throughout our whole life."

CITY SCHOOLS.

As regards the city schools of Austria, much remains to be done. In Vienna, with about 750,000 inhabitants, there are 9 school districts with 78 communal elementary schools, and 36,384 scholars, who are instructed in 501 school-rooms by 510 teachers. There are on an average 70 scholars to each teacher, but there are also schools where the number reaches 100. The salaries have, hitherto, been entirely inadequate, varying from 1,000 to 250 florins. The one year's volunteers of the Vienna garrison underwent the usual examination for officers' places, in November, and out of 124 only 18 passed the examination.

BOHEMIA.

In Bohemia a normal course was opened during the past year for young ladies who wish to teach in kingdergartens.

CARINTHIA.

Much has been done by private and communal munificence; thus, the little town of Villach, in Carinthia, with 4,000 inhabitants, erected a new higher burgher school with 8 classes; one citizen gave the lot, another the bricks; another again did the carpenter's, locksmith's, and other works, free of charge; and, finally, a sum of 25,000 florins was subscribed for the maintenance of the school.

STYRIA.

Styria, with a population of 1,056,773, in 1869, had 741 elementary schools, with 1,262 teachers, and 97,938 scholars, out of a school population of 111,550.

A society at Graz has commenced to publish popular educational documents at a cheap price. Of the first of these, 5,000 copies were sold or distributed.

HUNGARY.

In Hungary (including Transylvania) the year 1870 has been distinguished by great activity among the teachers, by holding numerous meetings and spreading educational tracts. The zealous minister of public instruction, Eötvös, made great exertions to reform the whole system of public education. How necessary such a reform is will be seen from a simple fact. In the city of Szegedin, with 70,000 inhabitants, 48,000 could neither read nor write; and, on close examination, it was found that many who professed a knowledge of writing could, in reality, write nothing but their own name. The proportion in some of the rural districts is even worse. The Hungarian diet appropriated 725,000 florins for public instruction, viz, 320,000 florins for 6 seminaries for male teachers, and 2 for female teachers: 15,000 for professors at these seminaries; 100,000 florins for agricultural courses; 50,000 florins for apparatus in the elementary schools; 100,000 florins for the support of communal schools; 50,000 florins for the elementary instruction of adults whose education had been neglected; 40,000 florins for a seminary for teachers in infant schools, &c. The most important meeting of the year was the first general Hungarian teachers' meeting, held in Pest, August 16–18, 1870, which was attended by about 2,500 teachers, almost exclusively Hungarians. The stenographic reporter of the meeting was a Hungarian lady, Mrs. Illesy. The whole subject of education was discussed; and of the various questions we mention a few: 1. The elementary schools and their influence on society in general: 2. On the instruction and education of criminals, &c.

COURSE OF INSTRUCTION IN AUSTRIAN SEMINARIES FOR MALE TEACHERS.

We append the course of instruction in the Austrian seminaries for male teachers, as prescribed by the law of July, 1870.

1. Religion: The extent of this study is regulated by the respective religious authorities, (Roman Catholic, Greek Church, Protestants, and Jews.)

2. Pedagogics: A thorough knowledge of man, as to body and mind; logic; bodily and mental faculties of children, and the best method of developing them; fundamental principles of education; historical development of elementary instruction in Austria; general history of pedagogics; principles of school discipline.

3. Language, (differing according to the different provinces:) Grammar; history of literature; composition and speeches; method of instruction.

4. Mathematics: Arithmetic, elements of algebra, and geometry.

5. Natural History: The natural productions of the animal, vegetable, and mineral kingdom.

6. Natural Philosophy: Elements of chemistry, in as far as they are necessary for daily life and general industrial pursuits; knowledge of the most important branches of physics, (with experiments;) knowledge of the apparatus used, especially such as the teacher can easily manufacture himself.

7. Geography: Maps and globes; general, physical and political geography; ancient geography; special geography of Austria.

8. History: Greek and Roman history; general history; special history of Austria.

9. Agriculture: Raising and breeding of the most important domestic animals; pisciculture; cultivation of silk-worms and of bees; fertilizing; knowledge of soils; cultivation of the most important plants; agricultural implements.

10. Penmanship; 11, drawing; 12, music; 13, gymnastics.

COURSE OF INSTRUCTION IN AUSTRIAN SEMINARIES FOR FEMALE TEACHERS.

By the same law of July, 1870, a new course of instruction was prescribed for the seminaries for female teachers.

Obligatory studies.—1, religion; 2, pedagogics; 3, languages, (differing according to the different provinces;) 4, mathematics; 5, natural history; 6, natural philosophy; 7, geography; 8, history; 9, knowledge of house-keeping; 10, French; 11, penmanship; 12, free-hand drawing; 13, music; 14, gymnastics; 15, needle-work.

Not obligatory.—1, the second language used in the province; 2, English; 3, organization and management of infant schools and kindergartens.

SCHOOL STATISTICS OF AUSTRIA, EXCLUSIVE OF HUNGARY.

Population, 18,224,500. Population of the whole monarchy, 32,573,003.

I.—PRIMARY INSTRUCTION.

1. *Schools:*

Number of public elementary schools, 15,054.
Number of teachers' seminaries, 65.
Number of industrial schools for girls, 1,015.
Number of industrial schools for apprentices, 91.
Number of Sunday-schools, 12,354.
Number of pomological schools, 3,045.
Number of bee-culture, 477.
Number of silk-worm culture, 243.

(All these schools are connected with elementary schools. The Sunday-schools are *not* schools for religious instruction.)

Number of public boarding-schools, 206.
Number of private elementary schools, 976.

2. *Teachers:*

In public elementary schools, 34,951, (32,137 males, 2,814 females.)
In public boarding-schools, 1,138.
In private elementary schools, 3,588, (2,092 males, 1,496 females.)

3. *Scholars:*

Number of children of school age, 2,219,917, (1,139,926 boys, 1,079,991 girls.)
Number of children attending school, 1,691,349.
Number of students in teachers' seminaries, 2,322, (1,736 males, 586 females.)
Number attending the industrial and Sunday schools, 624,117, (338,914 boys, 285,203 girls.)

II.—SECONDARY INSTRUCTION.

1. *Schools:*

Number of gymnasia, 98. (The gymnasium has a purely classical course.)
Number of real gymnasia, 18. (The real gymnasium has a classical and realistic course combined.)
Number of real schools, 49. (The real school has a purely realistic course.)

2. *Teachers:*

In the gymnasia, 1,677.
In the real gymnasia, 215.
In the real schools, 680.

3. *Scholars:*

In the gymnasia, 27,772.
In the real gymnasia, 2,725.
In the real schools, 13,275.

III.—SUPERIOR INSTRUCTION.

Number of universities, 6.
Number of professors, 591.
Number of students of law, 2,876.
Number of students of medicine, 2,318.
Number of students of theology, 1,158.
Number of students of philosophy, 1,803.

IV.—SPECIAL INSTRUCTION.

44 theological seminaries, with 247 professors and 2,035 students.
3 schools of surgery, with 33 professors and 248 students.
3 higher commercial colleges, with 65 professors and 1,181 students.
7 polytechnic schools, with 219 professors and 2,279 students.
3 nautical schools, with 16 professors and 30 students.
16 schools of midwifery, with 34 professors and 712 (female) students.
2 schools of mining.
5 schools of forestry.
19 military schools.
18 schools of agriculture and horticulture.
2 conservatories of music.
1 school of veterinary surgery.
1 academy of the fine arts at Vienna with 252 students, and one at Prague.
1 school of industrial art, with 157 students.

2.—BELGIUM.

GENERAL REMARKS.

In a speech which the well known Professor von Döllinger made some years ago, at the session of the Bavarian academy of sciences, he very truly characterized the Belgian system of public instruction by saying: "In Belgium the legislation regarding education is the result of a deep-rooted distrust of the government, and has led to a great decline in the standard and attendance of the elementary schools, and, consequent thereupon, to a growing ignorance of the lower classes, to a deterioration of the secondary schools, and to a constantly-renewed combat, which is carried on with great violence, and the end of which is, apparently, far distant."

STATISTICS OF ILLITERACY.

Belgium has no compulsory law, and the combat for and against it has, at times, been extremely violent, and even once led to the resignation of the entire cabinet. In 1845 the number of male teachers was 2,305; now there are upward of 4,000; and the number of female teachers, 164; now, between 1,000 and 2,000. In spite of this, the minister of the interior, who has the general supervision of public instruction, in 1867 complained in the chambers that the average percentage of those who could neither read nor write was 33. The lowest percentage of illiteracy was found in the manufacturing districts. Thus, according to a report from the town of Roulers, out of 13,774 inhabitants, 9,849 could neither read nor write, (a percentage of 70.) In other districts the percentage varies between 31 and 48. Among the workingmen in the factories, out of 1,000 only 100 could read and write; of the rest 50 could only read; so that 850 were ignorant of either. According to a report made by the minister of the interior, the average percentage of those who could neither read nor write, among the recruits from East and West Flanders in 1868, was 66, and the general percentage of illiteracy in 1869 was 49.

REMEDYING EXISTING EVILS.

In view of these facts, and with the express purpose of remedying existing evils, the "ligue de l'enseignement" was founded at Brussels some years ago, and at present the number of its members is upward of ten thousand, scattered through all the provinces of the kingdom. The society establishes libraries, institutes, courses of free lectures, in all parts of the country, and endeavors to influence the teachers, and the public in general, by the discussion of educational questions in pamphlets and journals. Especially active is Mr. Tempels, one of the members. According to a programme which he laid before the general meeting, the following are the objects at which the society aims: The care for elementary instruction belongs to the State; the expenses of in-

struction are met, in the first place, by the parents of the children; only where they are utterly incapable of raising the necessary amount, the town, provincial, or general authorities are to lend a helping hand; the schools are to be graded in the following manner:

1. *Écoles maternelles* (infant schools) for children below the age of nine, under the superintendence of females.

2. Primary schools of the first and second grade, for boys between the ages of nine and twelve, and twelve and fourteen; primary schools for girls between the ages of nine and twelve.

3. Sunday and evening schools for boys above the age of 14, and schools of housekeeping and needle-work for girls above the age of twelve.

The salaries of teachers are to be raised, so as to avoid all necessity for earning money by outside occupations. The State is to maintain the teachers' seminaries. In every canton there is to be an examining committee, to give certificates according to the degree of education acquired in the elementary schools. No children are to be employed in factories below the age of twelve, and up to the age of fourteen only, for half-day work. As the society numbers many influential men among its members, there is every reason to hope that at some future day this programme, though perhaps slightly modified, will be adopted.

The number of educational journals in Belgium is 9, (6 in French, 2 in Flemish, and 1 in German, in Luxembourg.)

3.—DENMARK.

GENERAL REMARKS.

The standard of education in Denmark is high; not only is it a rare case to find men who cannot read or write, but there is, even among the lower classes, a remarkable knowledge of general history and geography, but more especially of Scandinavian literature and history.

FARMERS' HIGH SCHOOLS.

More than any other schools, the so-called farmers' high school [*folke-hoiskole*] has been instrumental in producing this effect. The first school of this kind was founded by Professor Flor, in the little village of Rödding, in northern Schleswig, (now belonging to Prussia,) in the year 1844. The benefits of this institution were soon felt, and similar schools were founded in all parts of Denmark; at present, their number is between 70 and 80. They have hitherto been entirely supported by volunteer contributions, and the school fees of the students, amounting to 50 Danish rix-dalers, (about $25) per term. But of late the government, recognizing the high importance of these schools, has granted an annual appropriation of 14,000 rix-dalers (about $7,000) for their better support. These schools are intended for adults of the rural districts, and the age of the students ranges between eighteen and thirty years. All of these schools are well attended, and are exercising a most beneficial influence. The course of instruction embraces the following subjects: General and Danish literature; general and Danish history, and geography; chemistry, natural philosophy, zoölogy and botany, as applied to agriculture; orthography, arithmetic, free-hand drawing, leveling, surveying, singing, and gymnastics. No text-books are used, but everything is treated by lectures. The scholars are never examined, and no lessons are heard, but it entirely depends on the student himself how much and what he wishes to learn. There is always a well-selected library in connection with these schools, which is open for the use of the students. The course of instruction lasts six months, and it is a frequent occurrence that students will go through the course twice, and even three times. On the same bench may frequently be seen the son of the well-to-do farmer and the poor farm-hand, who has saved up his scanty wages in order to study at the "folke-hoiskole." The spirit pervading these schools aims at a development of sound practical thought, and endeavors to cultivate a wholesome enthusiasm for all the higher and nobler interests of mankind, and to awaken an independent national spirit. The intercourse between the teacher and the student, outside of the proper hours of instruction, forms an important element in these schools, and with pleasure will the students, in after life, think of the pleasant and instructive social evening gatherings which, as boarders in the teacher's house, they enjoyed in his family circle. The general course in these schools is this: Instruction commences at 8 o'clock in the morning, and is opened with singing and prayer. The first hour of the morning is devoted to the reading of Danish authors. During the second hour, history is treated; at 10 o'clock there is an intermission of half an hour; after this there follow writing exercises; likewise essays, written from time to time, on given themes. At 12 o'clock, dinner; at 2 o'clock, instruction is resumed, and lasts, with an intermission from 5 to 6, till supper at 7 o'clock. To the stranger it seems almost incomprehensible how young peasants, accustomed to manual labor, can devote seven hours daily, during

winter, to mental work. A visitor to one of these schools, says: "I saw with my own eyes that there was no indication of weariness, and that the change of subjects and the lively manner of instruction, and the frequent interspersion of singing, kept the mind in a healthy tone." Quite recently a similar course of three months for grown up girls of the lower classes, has been instituted, where more regard is paid to housekeeping, needle-work, &c.

SECONDARY INSTRUCTION.

Secondary instruction in Denmark was, hitherto, represented by gymnasia, with a classical course, and real schools more realistic than otherwise. After long discussions in the *folkething*, (the Danish parliament,) the so-called bifurcation (practiced some years already in the German institutions of this kind) was introduced, so that these institutions have two divisions each, viz, one of languages and history, and one of mathematics and natural sciences. These divisions go through all the classes, and are intended to give a freer scope and development to the individual capacities and predilections of each student. The subjects of instruction are very much the same as those of the German gymnasium, only that a very full course of Danish and old Norse (history, language, and literature) is given, and that more time is devoted to English and French.

GENERAL EDUCATION.

Popular education is much furthered by various societies devoted to this purpose, and by the numerous libraries which are found in nearly every village and town. The capital, Copenhagen, with a population of about 200,000, offers educational advantages scarcely equaled by many larger cities; besides the university, the various special schools, the large and well arranged museum of northern antiquities, ethnography, art and natural history, there are two large libraries open to the public, the university library of 230,000 volumes and 4,000 manuscripts, and the royal library with upwards of 500,000 volumes and 20,000 manuscripts.

4.—FRANCE.

GENERAL REMARKS.

In view of the unparalleled misfortunes which have befallen this country during the last year and a half, many of which have clearly been traced to a want of thoroughness, not only in the art of war, but likewise in the arts of peace—above everything else, education—it will not be uninteresting to cast a brief glance at the history of public education during the last forty years.

HISTORICAL REVIEW FROM 1833 TILL THE COMMENCEMENT OF THE WAR, 1870.

As far back as 1833, Guizot originated a new law of public instruction, but, up to the present day, it has not been carried out. At that time 14,000 French communities were without schools, out of a number of 38,000. At the begining of 1870, 800 communities were still without any schools whatever. M. Duruy, the minister of public instruction, endeavored to remedy this; his intentions were excellent, and the draft of a new law was prepared. His successor, Ségris, addressed a circular letter to all the prefects, earnestly exhorting them to devote their attention to the subject of elementary instruction. In reviewing the last twenty years, he says: "The number of children attending school has been increased by 1,200,000; upwards of 800,000 adults are participating in the elementary instruction; more than 20,000 new school-houses have been built. In consequence of the law of April 10, 1867, numerous girls' schools were founded, and school libraries established in many places; the salary of the teachers was increased, &c. But encouraging as are all these signs, a great deal remains to be done.

NUMBER OF CHILDREN NOT ATTENDING SCHOOL.

"Even if at the end of the year 1856 the communal and free elementary schools were attended by four and a half millions of children, the sad fact cannot be denied, that nearly 300,000 children between the ages of six and thirteen never attended any school, and that of those who attend about 150,000 receive an entirely insufficient elementary education, and soon forget what they have learned. This is the root of the evil, and how is this to be remedied?" The minister said, in conclusion, that it was the intention of the government to make the elementary schools free for the poor, and to increase the number of schools.

Ségris drew up the plan for a new law of public instruction, in which he especially advocated an increase of teachers' salaries, and for this purpose demanded large approations from the legislative body, (corps legislatif.)

THE EMPEROR'S INTEREST IN THE EDUCATION OF THE PEOPLE.

The Emperor, Napoleon III, likewise took a great interest in education. When on the 14th March, 1870, a large delegation of teachers waited on the Emperor, he said: "I know what zeal for the interests of the country animates the teachers, and that they are worthy of the highest esteem. Tell your fellow-teachers that I watch their exertions with the greatest interest and approbation. Tell them to continue to give a patriotic, religious, and rational instruction."

THE TEACHERS THE "PEACE ARMY OF FRANCE."

When the Emperor, upon inquiring, was told that the number of teachers in the whole of France was 45,000, he exclaimed: "Why, that is a whole army, the peace army of France." But the great want of this peace army was sufficient pay, for fully one-third of the French teachers had not as much pay as a common day-laborer. From this cause a great disinclination existed among young men to become teachers, and this difficulty increased from year to year, as many, who had commenced to prepare themselves for teaching, soon exchanged this profession for a more remunerative occupation. In order to alleviate the needs of the elementary teachers to some degree, the finance committee of the corps legislatif resolved to increase the salaries by 100 francs each, and to distribute the sum of 500,000 francs among the female teachers. The draft of a law was prepared for the corps legislatif by which elementary instruction was to be made free throughout the whole of France. It was thought that an annual appropriation of 25,000,000 francs would be sufficient to cover all expenses. This law, however, never was discussed, as the grave events of July, 1870, soon occupied the entire attention of the government and the nation.

NORMAL SCHOOL AT CLUNY.

Some years previous (in 1866) the *école normal*, at Cluny, had been founded, which may, in every respect, be considered a model institution. An opportunity is here given to acquire, not merely a thorough theoretical knowledge, but also to study the practice of teaching. The institution possesses an excellent physical cabinet, a large library, a laboratory, a technological museum, a carefully selected collection of drawing copies, various workshops, among the rest one for models of school furniture and schoolhouses, and a botanical garden. The course of instruction embraces the following subjects: French language and literature, one foreign language, (either German, English, Italian, or Spanish,) history, geography, natural history, mathematics, natural philosophy, chemistry, mechanics, agriculture and technology, arithmetic, religion, and elements of civil law. Indigent scholars are instructed free of charge. The school was opened with 166 scholars, and shortly before the breaking out of the war the number had increased to 500. This school was also to be open to foreigners.

COMMITTEE OF SUPERIOR INSTRUCTION.

A committee of superior instruction was appointed with Guizot, the former minister, as president. Its first work consisted in sending competent men to Germany, England, Belgium, and Switzerland, in order to make a report on the superior instruction of those countries, especially with regard to the method of instruction in the mathematical sciences. These reports were then to form a basis for reform in France. Much valuable material had already been collected, but the war likewise brought the labors of this committee to a premature end.

THE INADEQUACY OF THE SYSTEM AS SHOWN BY THE WAR.

How very urgently a thorough reform of the whole system of education was needed was clearly shown by many facts that were brought to light during the fearful war of 1870, showing the enormous amount of illiteracy among the people who had prided themselves as "marching at the head of civilization." Among the French officers that were prisoners in Germany many could not even write their names. Thus when, in Königsberg, 130 officers had to sign the monthly pay roll, 17 could not do so simply because they could not write. In geography, history, &c., they were likewise found to be grossly ignorant. The amount of illiteracy among the private soldiers was, of course, greater. The fact, however, that in the French army promotion from the ranks is customary, renders the difference of education between the officers and privates less than in most other armies, and must necessarily modify conclusions.

EFFORTS OF JULES SIMON FOR IMPROVING THE SYSTEM.

During the war, October 14, the minister of public instruction, Jules Simon, decreed the foundation of an elementary normal school for male and female teachers. In his

circular he says: "If you ask why we establish this school now, at a time when everyone is anxiously watching the fearful conflict raging in the very heart of our country, at a time when all other duties seem to be absorbed in the one of national defence, we answer that this question of reform in the field of education had been matured long ago; that we have studied it for many years, that not a day was to be lost. This present war, although commenced against the will of the nation, must, nevertheless, be placed to its account; for eighteen long years it has patiently borne the oppressive rule of the originators of this war—men, during whose reign the standard of public and private morality has been lowered, and who have guided the thought of the nation in a wrong direction. The unexampled misfortunes which have befallen the country during the last two weeks of the Empire should teach us the lesson, never to be forgotten, that the only power which makes a nation invincible is the intellectual and moral power. This we must restore before we can hope for any victory on the battle-field."

EFFORTS IN PARIS.

At the end of October, the mayor of Paris appropriated 100,000 francs for the establishment of new elementary schools. Considerable sums were also promised to the already existing schools.

GAMBETTA CHARGES THAT THE EMPIRE SYSTEMATICALLY DISCOURAGED POPULAR EDUCATION.

In the middle of November, Gambetta addressed the following characteristic circular letter to the prefects and sub-prefects: "Every Sunday, and, if possible, also several times during the week, the inhabitants of every town are to assemble at the mayor's office, or in the school-house, where the teacher is to read to them the leading articles of the 'Bulletin de la Republique.' He is to select particularly those articles which are written with a view of enlightening the people with regard to their social and political duties, and which prove conclusively that the republic alone can vouchsafe the liberty, greatness, and future prosperity of France. The empire has systematically kept the great mass of the people in ignorance, in order to make them convenient tools of despotism. It is our duty now to revive the drooping spirit of the nation, to develop the ideas of justice, patriotism, and independence, and all other civil virtues; and thus, through an intellectual and moral new birth, to prevent the recurrence of such catastrophes as the present."

A strong feeling for a reform, particularly of the system of elementary instruction, pervaded all classes of society, and on this question the political parties, otherwise bitterly opposed to each other, seemed unanimous. And if more has not been done as yet, the only cause to be assigned for this is the troubled state of the country.

EFFORTS OF THE COMMUNE FOR EDUCATION.

The Paris commune soon directed its attention to the subject of education; even while the guns of Marshal MacMahon's army were thundering at the gates of the city, resolutions were passed making elementary education entirely free, secular, and compulsory. The government of President Thiers is laboring in the same direction, and aims not merely at a reorganization of the army on the Prussian system, but, likewise, at a thorough reorganization of the system of public instruction after the same model. Thus the misfortunes of France may prove to her a wholesome lesson, and her very defeat become the source of future prosperity and happiness.

5.—GERMANY.

Since January 18, 1871, Germany became an empire under the leadership of Prussia, comprising 27 states, (counting in Alsace and German Lorraine,) with a population of 40,148,209. Each state has its own system of public instruction, agreeing in the main feature of compulsory education.

1. *Anhalt:* Population, 197,041.

STATISTICS OF ILLITERACY.

At the examination of the recruits it was found that 75 per cent. could read and write well; 21.90 per cent. could read well, but not write well; 0.21 per cent. could read well and only write their names; and 1.73 per cent. could not read, but write their name.

GENERAL EDUCATIONAL STATISTICS.

Anhalt possesses the following educational establishments: 4 gymnasia, (classical colleges,) 2 real schools, (technical colleges,) 1 commercial academy, 5 superior girls'

schools, 2 high schools, 15 burgher schools, (city elementary schools of a higher grade,) 2 communal schools, 199 public elementary schools, 7 free schools, 1 factory school, 4 Roman Catholic parochial schools, 12 Jewish schools, 13 private schools, and 2 schools for apprentices—altogether 296 schools, with 798 classes, 644 teachers, and 35,848 scholars, (18,878 males and 16,970 females.)

2. *Baden:* Population, 1,434,970.

STATISTICS.

The number of elementary schools is 1,832, with 2,615 teachers and 195,823 scholars. There are 3 teachers' seminaries, with 255 students. The number of teachers is not sufficient, 97 schools being without teachers.

TEACHERS' PENSIONS.

Teachers' widows receive an annual pension of 100 florins, and teachers' orphans, of 20 florins.

NON-SECTARIAN SCHOOLS AT MANNHEIM.

On the 12th of May the large non-sectarian school at Mannheim (the first of the kind in the Grand Duchy) was solemnly opened in the presence of Protestant, Catholic, and Jewish teachers.

LAW REGARDING EMPLOYMENT OF CHILDREN IN FACTORIES.

A new law has been passed regulating the employment of children in factories. No child under the age of twelve can be employed in factories; if the character of the factory tends to retard the physical and mental development of children, none are to be employed below the age of sixteen. No child under the age of sixteen can be employed in a factory from 8 p. m. to 5 a. m. Children between the ages of twelve and fourteen can only be employed in factories six hours a day, and those between the ages of twelve and sixteen, twelve hours at the utmost. Proprietors of factories have to keep a list of children employed by them, duplicates of which are to be handed to the police and school authorities.

3. *Bavaria:* Population, 4,824,421.

STATISTICS OF ILLITERACY.

At the last recruit examination 14,148 recruits were examined, of which number 1,134, or 8 per cent. had an insufficient elementary education. The percentage, according to provinces, was the following: Middle Franconia, 4.15; Lower Franconia, 4.65; Suabia, 4.65; Upper Bavaria, 5.15; Upper Franconia, 7.6; Lower Bavaria, 11; Upper Palatinate, 12.5; Palatinate, 12.05.

The Bavarian bureau of statistics has published the following curious statistics:

Porvinces.	Number of churches to every 1,000 buildings.	Number of schoolhouses to every 1,000 buildings.	One schoolhouse to how many inhabitants.	Average of crimes to every 100,000 of the population.
Upper Bavaria	14.9	5.4	502	667
Lower Bavaria	10.1	4.5	508	870
Palatinate	3.9	10.8	230	425
Upper Palatinate	11.1	6.2	379	690
Upper Franconia	4.8	6.7	412	444
Middle Franconia	7.1	8.3	309	459
Lower Franconia	5.1	10.4	176	384
Suabia	14.6	8.1	435	609

EXHIBITION BY THE PUPILS OF AGRICULTURAL SCHOOLS.

During the course of the year there was an exhibition of work done by the pupils of agricultural schools, at which 175 schools were represented. These schools are not agricultural academies, but merely continue the instruction given in the elementary schools, and give, besides, a course of elementary instruction in agriculture, chemistry, mathematics, and book-keeping.

SCHOOL EXPENDITURE.

The annual appropriation for school purposes amounted to 5,582,468 florins. The salaries of teachers vary from 300 to 1,000 florins. Teachers are generally respected in Bavaria, and one of them (the first case of the kind) has lately been elected to the Bavarian chambers. The number of institutions for secondary instruction is 84.

4. *Bremen:* Population, 109,572.

STATISTICS.

The elementary schools were attended during the year 1869 by 7,427 scholars, and the secondary schools by 3,872. The teachers' seminary has 59 students. There are quite a number of higher private schools.

5. *Brunswick:* Population, 302,792.

TEACHERS' SALARIES.

The salaries of the teachers have been raised, and in order to meet the growing demand for female teachers, two seminaries for such have been established at Brunswick and Wolfenbüttel.

6. *Hamburg:* Population, 305,196.

STATISTICS.

Hamburg has 378 schools of all grades, 30 so-called courses of instruction (for adults,) and 23 kindergartens. The number of public schools is 102, and of private schools 276. Including the courses and kindergartens, the schools of Hamburg were attended by 39,098 scholars, (20,394 boys and 18,704 girls;) 52.66 per cent. attended the public, and 47.34 the private schools. The number of teachers is, altogether, 2,521, viz: in the schools, 1,541 males and 780 females; in the courses of instruction, 80 males and 52 females; in the kindergartens, 7 males and 61 females.

The annual state appropriation for school purposes amounts to 109,302 Prussian dollars.

7. *Hesse:* Population, 823,138.

NEW LAW OF PUBLIC INSTRUCTION.

By the new law, instruction in drawing is to form an essential feature of elementary education. A new pension law has been passed which enables superannuated teachers to spend the evening of their life in comparative ease.

Every year an agricultural course is held for elementary teachers, in which last year 72 teachers participated.

8. *The Lippe principalities:* Population, 142,538.

TEACHERS' MEETING AT LEMGO.

During the month of June the thirty-ninth general teachers' meeting was held in Lemgo. The chief object of discussion was a teachers' life insurance society.

9. *Lubeck:* Population, 48,538.

WANT OF COMPETENT TEACHERS.

According to a report of Dr. A. Meyer, in Lubeck, the state of public education is not as favorable there as in the other two free cities of Germany, and he traces this chiefly to the lack of competent teachers.

10. *The two Mecklenburgs:* Population, 659,388.

EDUCATIONAL ASSOCIATION.

The standard of education in these two duchies has hitherto been the lowest of all the German states, as likewise in other respects the country seemed to be a century behind the time, the feudal system being still in full force. But for the last two years some exertions have been made to awaken people from their lethargy. A general teachers' association has been formed, and an educational journal has been started, both laboring zealously for reform.

11. *Oldenburg:* Population, 315,622.

WANT OF COMPETENT TEACHERS.

The chief complaint raised during the year has been the want of competent teachers, the main cause being the extremely low salaries paid. There are two teachers' seminaries; two educational journals are published. The government expense for public instruction was 30,000 Prussian thalers.

12. *Prussia:* Population, 24,039,668.

STATISTICS OF ILLITERACY.

With regard to the state of illiteracy in Prussia, the following figures will speak for themselves. They show the results of the annual examination of the recruits for 1868-'69, and 1869-'70. The examination comprises reading, writing, and arithmetic. The provinces are somewhat differently arranged in the two tables; what is now officially called the province of Hesse-Nassau embraces Hesse-Nassau and Frankfort.

	1868-'69.			1869-70.			
	Provinces.	Percentage.		Provinces.	Number of recruits. Total.	Not able to read.	Percentage.
1	Nassau-Frankfort	0.45	1	Hohenzollern	227		0.00
2	Saxony	0.53	2	Hesse-Nassau	4,359	10	0.22
3	Hesse	0.55	3	Lauenburg	174	1	0.57
4	Brandenburg	0.65	4	Brandenburg	7,836	47	0.59
5	Schleswig-Holstein	0.67	5	Schleswig-Holstein	2,748	19	0.67
6	Rhine Province	0.81	6	Rhine Province	11,188	84	0.75
7	Lauenburg	0.81	7	Saxony	7,516	28	0.87
8	Hanover	1.08	8	Hanover	6,188	54	0.98
9	Pomerania	1.24	9	Pomerania	4,935	47	1.08
10	Westphalia	1.62	10	Westphalia	5,806	60	1.08
11	Silesia	3.05	11	Silesia	12,605	361	2.86
12	Prussia	13.26	12	Prussia	10,809	1,183	11.00
13	Posen	14.73	13	Posen	5,577	802	14.38
	Total	3.94		Total	80,028	2,696	3.37

That even in the province of Posen, which ranks lowest, great progress has been made, the following figures will show: in 1836-'37 the percentage of illiteracy among the recruits was 46.02. During the years 1855-'59 the subject of nationality and religion was considered at the examination of recruits in the province of Posen, and the following result was obtained: There were unable to read and write, 5.45 per centum of the German recruits and 26.64 of the Polish. There were unable to read and write, 5.38 per centum of the Protestant recruits and 22.95 of the Roman Catholic

GENERAL SCHOOL STATISTICS.

There are in the old provinces 27,073 elementary schools of different grades, with 43,143 teachers and 3,005,080 scholars. The number of teachers' seminaries is 88, and besides these 38 private institution educate teachers of both sexes. The number of gymnasia is 204; the number of real schools and higher burgher schools is 157. There are ten universities, viz: Berlin, Halle, Greifswald, Breslau, Königsberg, Münster, Bonn, Kiel, Marburg, and Göttingen. The number of students at all the Prussian universities is 7,195, viz: Theology, 1,837; law, 1,226; medicine, surgery, and pharmacy, 1,502, and philosophy and philology, 2,630. The total number of professors is 816. Of special schools Prussia possesses the following: 13 schools of architecture; 10 schools of mining; 6 schools of forestry; 9 commercial academies; 27 military schools of different grades; 40 schools of agriculture and horticulture; 16 nautical schools; 4 schools of veterinary surgery; 7 schools of music; 42 polytechnic schools of different grades. At Berlin there is a seminary for the education of ladies intended to teach in Kindergartens; it was founded in 1861, and up to the present time 215 ladies have graduated from this institution.

SCHOOL EXPENDITURE.

The annual government expense for elementary instruction was 1,307,547 thalers, (=75 cents, gold, each.)

WANT OF TEACHERS.

The want of teachers is severely felt; thus, on 1st July, 1869, 595 teachers' places and 474 assistant teachers' places were vacant; 970 teachers' places and 822 assistant teachers' places were held by young men who had left the teachers' seminary long before finishing their studies; the total number of teachers actually wanting was 2,861.

TEACHERS' SALARIES.

The salaries of teachers are entirely insufficient, ranging from 100 to about 400 Prussian thalers per annum; there are 1,926 teachers who get even less than 100 thalers.

SCHOOL-HOUSES.

In some of the eastern provinces the school-houses are in a very poor condition; thus, we glean the following item from the "Freie Pädagogische Blätter," (edited by Jessen, in Vienna:) A model school-house: "The school-house of Kaweczin (Prussian province of Posen) is built of wood, and has a thatched roof; the school-room is 7 feet high, and its area is 256 square feet for 60 scholars; the married teacher has two rooms, one serving as a dining-room, kitchen, study, and sitting-room (110 square feet;) the bed-room has an area of 40 square feet; the bake-oven is in the school-room; and this instance does not stand alone; the government, however, is making strenuous efforts to remedy these evils."

STATISTICS OF BERLIN.

Full statistics have been received from Berlin. No city of Europe has grown so rapidly; the number of inhabitants in 1858 was 458,000; in 1867, 702,000; in 1871, estimated at very near 900,000. Berlin possesses the following educational establishments:

1. *Public schools.*—Ten gymnasia, with 134 classes and 5,058 scholars; 10 real schools for boys, with 127 classes and 4,806 scholars; 4 real schools for girls, with 57 classes and 2,214 scholars; 54 intermediate and elementary schools, with 552 classes and 31,113 scholars; 35 schools maintained by societies, churches, &c., with 124 classes and 4,985 scholars; total, 113 public schools of all grades, with 988 classes and 48,176 scholars, (28,808 boys, and 19,368 girls.)

2. *Private schools.*—Eight higher boys' schools, with 60 classes and 1,925 scholars; 21 intermediate and elementary boys' schools, with 140 classes and 6,893 scholars; 32 higher girls' schools, with 212 classes and 5,814 scholars; 26 intermediate and elementary girls' schools, with 168 classes and 7,255 scholars; 11 mixed schools, with 119 classes and 6,773 scholars; 2 Jewish schools, with 21 classes and 1,064 scholars; total, 100 schools, with 720 classes and 29,724 scholars, (13,029 boys and 16,695 girls.)

The grand total of schools, both public and private, is, therefore, 213 schools, with 1,708 classes and 77,900 scholars, (41,837 boys and 36,063 girls.) The number of infant asylums is 18, with about 2,000 children between the ages of two and six. There is at Berlin a private institution for the education of female teachers of gymnastics; and, recently, a school for female children's nurses has been started by the "Society for Family and Popular Education."

13. *The Reuss principalities:* population, 131,986.

CONDITION OF THE SCHOOLS.

The schools are in a good condition; gymnastics for both sexes, and needlework for the girls, has been made obligatory in all the elementary schools.

14. *Saxe-Altenburg:* population, 141,426.

15. *Saxe-Coburg Gotha:* population, 168,735.

NEW SCHOOL LAW.

The new school law has been promulgated; it is based on very sound pedagogical principles, and excellent results are expected from it.

16. *Saxe-Meiningen:* population, 180,335.

PATERNAL CARE OF THE GOVERNMENT.

By a law of February 2, 1870, all young men must attend an evening course of instruction ("Fortbildungsschulen") from the time they leave school till their eighteenth year. As a curious instance of the paternal care of the government, we mention the following regulations published by the school authorities at Meiningen: 1. The

windows of school-rooms must be opened every day from 12 to 2. 2. The school-room must be swept once a day. 3. The floor is to be thoroughly washed and scrubbed once a week. 4. The school-rooms must be whitewashed twice a year.

17. *Saxe-Weimar:* population, 283,044.

LADIES' SOCIETIES.

Great activity is displayed by ladies' societies. At the beginning of the year 1870, there were 7 general and 144 local societies, which maintained 144 industrial schools and 13 infant asylums. In the former 5,766 children were instructed in sewing and knitting; and, in the latter, 834 infants were cared for and received some elementary instruction. There are two (winter) industrial schools, in which 72 boys and 218 girls are instructed in various branches of industry.

18. *Saxony:* population, 2,423,401.

SCHOOL LEGISLATION.

The school law of the kingdom of Saxony dates from the year 1835. The draught of a new law was laid before the chambers, and after a violent discussion of three days it was laid on the table. Only some paragraphs relating to the increase of salaries and pensions of teachers were adopted.

INDUSTRIAL EDUCATION.

Industry has reached a high standard in Saxony, and there are a large number of schools for industrial education. Among these deserves to be mentioned the "School for foremen in factories," at Chemnitz. This school supplies dyers, bleachers, tanners, soap manufacturers, brewers, paper manufacturers, &c., with foremen. Since Easter, 1869, there is added to it a chemical division for druggists. Besides the special subjects of instruction, German, book-keeping, mathematics, and drawing are taught. Children are frequently employed in factories. Thus, in the mountain district of Saida, with a population of 12,850, 4,468 persons are employed in the manufacture of wooden toys; of this number 1,688 were children below the age of 14.

STATISTICS OF ILLITERACY.

As regards illiteracy, the following were the results of an examination held in the penitentiary at Zwickau: The total number of prisoners was 1,284. They were examined in religion, reading, writing, arithmetic, grammar, and general knowledge; history, geography, natural history. Religion: 18 good, 564 middling, 701 bad, 1 entirely ignorant of it. Reading: 230 could read well, 768 tolerably well, 218 poorly, 39 only knew the letters of the alphabet, 28 knew nothing of reading or letters. Writing: 173 could write well, 657 tolerably well, 381 poorly, and 73 not at all. Arithmetic: 183 were well advanced, 635 were thoroughly acquainted with the elements, 443 partially, 13 knew nothing at all. The knowledge of grammar was good with 161, middling with 1,005, and poor with 118. The amount of general knowledge was good with 94, middling with 266, and poor with 924. Saxony has one university at Leipsig, attended, during the last year, by 1,227 students, while the number of professors was 111.

19. *The Schwarzburg principalities:* population, 142,649.

TEACHERS' SEMINARY.

A peculiarity of the course of instruction in the teachers' seminary is that French, gymnastics, and swimming, have been made obligatory.

CONDITION OF TEACHERS.

Among the teachers there are, as yet, quite a number who are officially termed "preceptors," *i. e.*, such as have not gone through the whole seminary course. For these, the mediæval institution of the "Wandeltisch" still exists, *i. e.*, they have to take their meals one day in this house, to-morrow in the next, till they have got through the whole village.

20. *Waldeck:* population, 56,807.

MERGING OF THE SCHOOLS WITH THOSE OF PRUSSIA.

Since April 1, 1869, all the schools of every grade have been placed under the jurisdiction of the Prussian ministry of public instruction, at Berlin, and the whole system entirely merged with that of Prussia.

21. *Würtemberg:* population, 1,778,396.

STATISTICS OF ILLITERACY.

Education has reached a very high standard. The percentage of illiteracy is exceedingly small. According to an official report 96,000 recruits were drafted during the twenty-one years from 1844 to 1866. Out of this whole number only 14 were unable to read and write. In 1866 and 1867 2,091 persons were sentenced to prisons. Out of this number 19 could not write, 20 could neither read nor write, while 98 per cent. could both read and write, a percentage which has varied but little for several years, while before 1840 there were but 70 to 80 per cent.

COURSES OF INSTRUCTION FOR ADULTS.

Würtemberg has numerous courses of instruction for adults. The number of agricultural courses was 196, with 3,728 scholars; the number of obligatory evening schools, in which general, technical, and agricultural instruction is given, was 452, with 9,165 scholars; 92 towns had agricultural evening meetings, which were attended during the year by 2,548 persons; the number of reading societies was 110, with 3,583 members; and the number of town libraries 422, with 39,618 volumes.

UNIVERSITY.

The University of Tubingen has 78 professors, and was attended by 772 students, (theology 312, law 153, medicine 123, and philosophy and philology 184.*)

6.—GREAT BRITAIN.

GENERAL VIEW OF THE SCHOOL SYSTEM.

The system of English common schools may be dated from 1847, at which time the first annual grants were made. These grants were of two kinds: 1st. Grants to aid in establishing schools; 2d. Annual grants, conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools. All schools receiving grants were subject to yearly examination by Her Majesty's inspectors, which was the saving principle of the system.

Schools were divided into four classes, with reference to government aid and inspection: 1st. Schools independent of both, hence irresponsible; 2d. Schools existing without government aid, but inviting inspection; 3d. Schools established by aid of government, and hence subject to inspection; 4th. Schools whose managers fulfilled the conditions upon which annual grants were made. The report of the committee of council on education has almost entire reference to the latter class, which formed the true field for government effort.

Further, the schools under the supervision of the board were divided into Church of England schools, Protestant schools, Roman Catholic schools, Church of Scotland schools, Free Church schools, and Episcopal schools in Scotland. This, of course, necessitated denominational inspection, a complication of machinery extravagant and prejudicial.

The great flaw in the system was that government in every case waited for voluntary local action. The uncertainty of this voluntary action was its weak side. On no part of the public has this uncertainty weighed more heavily than on the clergy. "They are the visible representatives of a common duty, and are too often left to choose between the pain of seeing it undone or of doing it themselves." In the report of 1868–'69, Her Majesty's inspector for East and West Devon, Rev. W. W. Howard, writes: "At present the chief burden of the support of the schools is borne by the clergy; the farmers, as a class, give nothing; the contributions of country gentlemen are shamefully small. I could name parishes in which good schools are mainly supported by the clergy, where there are large estates owned by men of high position in the county, but whose names do not appear on the list of voluntary subscribers." This testimony is amply confirmed by other inspectors.

Moreover, there were entire districts in which, on account of poverty, voluntary action was impossible; these were, of course, given up to mental starvation.

SOURCES OF LOCAL REVENUE.

The sources of local revenue were endowments, voluntary contributions, and scholars' fees. During the year 1868 the maintenance of elementary schools receiving annual

* During the war with France, (1870–'71,) instruction of all grades throughout Germany was more or less disturbed; not only did a large number of students and some professors of the universities, as well as many scholars of the higher classes in the gymnasium and real-schools, and many students from the teachers' seminaries join the army, (mostly as volunteers,) but it is estimated that upward of 4,000 teachers of elementary schools were found in its ranks.

grants cost £1,552,542, of which amount £484,010 was provided by government, £66,819 derived from endowments, and £508,772 from scholars' fees, leaving £492,941 to be provided by volunteers under no other obligation than their own sense of duty. "While it would be impolitic to reject the social force which is thus attested, the error would be hardly less, of assuming that the national benefit is as great as the effort made to promote it is meritorious and surprising."

SCOPE OF THE SYSTEM.

The inadequacy of the system to accomplish the education of the masses throughout the kingdom is evident. At the same time it has been the stepping-stone to a system which shall extend school privilege to every hamlet, toward which result British legislation seems rapidly hastening; as such, its provisions invite special consideration.

PARTICULAR FEATURES.

From the revised code (1870) we learn: 1st. A sum of money is annually granted by Parliament for public education in Great Britain. 2d. This sum is administered by an establishment called the education department, at whose head is the lord president of the council. 3d. The object of the grant is to promote the education of children belonging to the classes who support themselves by manual labor. 4th. The means consist in aiding voluntary local action, under certain conditions, to establish or maintain schools, which are either for the instruction of children (elementary) or for training school-masters or school-mistresses, (normal.) 5th. Every school aided by the grant must be either "a school in connection with some recognized religious denomination," or "a school in which, besides secular instruction, the scriptures are read daily from the authorized version."

DISTRIBUTION OF AID.

The aid was distributed as follows: The manager of every school entitled to the aid might claim annually the sum of 4*s.* per scholar, according to the average number in attendance throughout the year, at the morning and afternoon meetings, not being less than 400 of their school; and 2*s.* 6*d.* per scholar, according to the average number in attendance throughout the year at the evening meetings, not being less than 40 of their school; also, for every scholar who attended more than two hundred morning or afternoon meetings of their school. If more than six years of age, 8*s.*, subject to examination. If under six years of age, and present on the day of examination, 6*s.* 6*d.*, subject to a report by the inspector that such children are suitably instructed. For every scholar who has attended more than twenty-four evening meetings of their school, 5*s.*, subject to examination. Every day-scholar entitled to 8*s.* forfeits 2*s.* 8*d.* for failure to satisfy the inspector in either reading, writing, or arithmetic. Every evening-scholar entitled to 5*s.* forfeits 1*s.* 8*d.* for similar failure. The grant is, moreover, increased at the rate of 1*s.* 4*d.* per pass in reading, writing, or arithmetic, up to any number not exceeding 120: *Provided*, That the passes exceed 200 per cent. of the number of scholars in attendance over six years of age; that one-fifth of the passes are within the three highest standards; that one-fifth of the average number of scholars over six years of age have passed a satisfactory examination in one or more specific subjects above the standard; and that the number of pupil teachers or assistant teachers employed bears a certain proportion to the number of scholars. Thus, every manager had a direct pecuniary interest in maintaining regularity of attendance in the improvement of each individual scholar, and in providing a sufficient corps of teachers.

ADVANTAGE OF THE SYSTEM.

The three great excellencies of the system were:

1. The employment of certificated teachers.
2. Provision for training a corps of teachers under the name of pupil teachers.
3. The individual examination of scholars upon certain standards clearly defined for each grade of schools.

CERTIFICATED TEACHERS.

No school could receive the annual grant unless its principal were a certificated teacher. Teachers, in order to receive these certificates, must pass an examination and undergo probation by absolute service in schools.

PUPIL TEACHERS.

By the provision for pupil teachers, any pupil of thirteen years or upward might be employed by a certificated teacher as an assistant, provided the said pupil teacher were

not employed more than six hours in any one day, and should receive from the certificated teacher, without charge, special instruction five hours per week, of which hours not more than two should occur in any one day. These pupil teachers were annually examined by Her Majesty's inspectors, and were obliged to present certificates of character and success in teaching. The principal entered into an especial agreement with regard to board, wages, &c., with some party standing as surety for the pupil teacher. Pupil teachers who had passed their apprenticeship might obtain positions as assistant teachers, or be provisionally certificated in charge of small rural schools. Thus the board of education early recognized that trained teachers are essential to good schools

EXAMINATIONS.

There were six standards for examinations, of which the lowest required in reading, "Narrative in monosyllables;" writing, "Form on blackboard or slate from dictation, letters—capital and small;" arithmetic, "Form on blackboard or slate figures up to 20; add and subtract figures up to 10, orally from examples on board." The sixth or highest standard required: "Reading—A short, ordinary paragraph in a newspaper, or other modern narrative;" "Writing—Another short, ordinary paragraph, slowly dictated once by a few words at a time;" "Arithmetic—A sum in practice, or bills of parcels." The lowest standard was intended for scholars between six and seven years old; the highest for those between eleven and twelve.

The amount of information comprised in these standards, if very limited, was also very definite. Nothing more conclusively proved the inadequacy of the system than the failure to bring any large percentage of the scholars to the required standard, in spite of the efforts of conscientious and devoted inspectors, zealous clergy, and faithful teachers who had a great pecuniary interest in the result.

The result of calculations made by Dr. Farr and other authorities on independent bases for the "schools inquiry commission," justify the statement that in 1869 there were in England and Wales 3,936,513 children, between three and twelve years of age, of the class to be benefited by the parliamentary grants. In this year there were in England and Wales 11,404 schools entitled to the annual grant, and showing a daily average of 1,062,999 pupils. Of these, the number under six years of age who were presented for inspection was 219,970. The number above six years of age tendered for examination was 696,440. The total number presented in the first three standards, under ten years of age, was 403,969; over ten years, 118,809; presented in the three highest standards, under ten years, 26,162; over ten years, 147,500. The number who passed without failure in any one of the three subjects, was 470,346. This result is still more unsatisfactory, if we take into account the fact that a considerable number of the scholars, being upward of twelve years of age, should have passed in previous years in the sixth standard. The effect of these statistics is increased by the reports of the separate inspectors, who, with few exceptions, agree with the declarations of Mr. Bruce in his address on National Education in Great Britain, and of the late Mr. Harry Chester, "That one-half the children of the working-classes, between three and thirteen years of age, are under no scholastic education at all." Statistics of ignorance and crime prove that a low state of instruction is always accompanied with increased criminal tendency. Rev. H. W. Bellairs, Her Majesty's inspector for Berks and Oxford, declares that for the year 1868, "to every 100 male criminals committed to prison in the counties of his district, the proportional number with little or no instruction was: Berks, 98.52, and Oxford, 96.71."

These grave considerations moved the lords of the committee of Her Majesty's privy council on education to declare in their report of 1869-70: "In order that our administration should, within any reasonable period, attain to the dimensions of a national system, by which the means of efficient elementary education may be brought within the reach of every home, some further and powerful impulse must be given to its workings."

SPECIAL BRANCHES OF INSTRUCTION.

It is interesting to note that the study in advance of the standards generally introduced was geography, and that its introduction invariably excited greater enthusiasm and thoroughness in the lower branches. Needle-work was a part of the prescribed course in all the female schools. Drawing was also introduced in many schools, and always with the happiest result.

DISCUSSIONS EXCITED.

The board of education and Her Majesty's inspectors, while discharging their duties, have evolved the very problems which at this moment engage the attention of educators in our own country, viz, school rates, graded schools, Bible in schools, methods of discipline and instruction, and that most delicate of school questions, compulsory education. The effects of these discussions are felt in the school law of August 9, 1870.

ACT OF 1870.

An abstract of the act of 1870, entitled "An act to provide for public elementary education for England and Wales," was given in the Commissioner's report for the year 1870.

Her Majesty's committee on education, in their report for 1870–'71, state that none of the great changes made by the act took effect within the time covered by their report, and confine themselves to a statement of the measures taken to carry into effect the provisions of the act. To this end an education census of England and Wales was ordered, to ascertain the amount of school provision already available and the deficiency to be supplied in each locality. Numerous applications were received for the formation of school-boards, and orders were issued for the election of school-boards in 96 out of the 220 municipal boroughs and in 188 civil parishes. The adoption by so large a proportion of the population of the kingdom of one of the principles of the act is extremely gratifying, as it shows how earnest a desire is felt throughout the country to carry into effect without delay the powers with which each locality is now vested to extend, improve, and complete the existing provision for the education of the people. It augurs well for the efficient working of the new national system that it has enlisted the sympathy and services of so many active, earnest, and experienced friends of education.

COMPULSORY ATTENDANCE—BUILDING-GRANTS.

The provisions of the act for enforcing the attendance of children at school are receiving the attention which is demanded by the novelty and importance of the powers intrusted to the local authorities by whom they are to be carried out. By-laws submitted under this section have been approved and sanctioned for Liverpool, Stockport, and Battle Cum Lanacre, and similar by-laws have been passed by the school-boards of Manchester, Oxford, Rochdale, Hanley, Bromley, Blackburn, Barnstable, &c.

The act prescribes that no further grants for building elementary schools should be made, unless the memorials from the applicants were completed by the 31st of December, 1870. Within the year upward of 5,000 applications for building-grants were received, and complete memorials were sent in for aid to erect 1,723 new buildings and to enlarge or improve 1,479 schools.

NEW CODE.

The education act, which prescribed certain changes in the principles of the revised code, was passed on the understanding that the amount of the annual grant previously available under the code for the support of elementary schools would be increased. A new code was therefore framed with special reference to the alterations required by the act.

In this code, Her Majesty's committee remark, "We have carefully maintained the principles of payment by results; we have endeavored to lay down terms of aid which, while increasing the efficiency of the inspected schools, will materially simplify the administration of the grants.

"As the code did not come into operation till the month of May, 1871, it would be premature to express any opinion upon its working; but there is reason to hope that it will lead to improved regularity in the attendance of scholars; to greater variety in the subjects of instruction, and to a considerable addition to the number of pupil-teachers, whose employment will increase the efficiency of the schools, while they are themselves preparing for a career of usefulness as elementary teachers."

The object of the grants administered by the education department is to aid local exertion; to maintain elementary schools for children and training schools for teachers. This aid is granted to the managers, conditioned upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools. No grant is made, however, in respect of any instruction in religious subjects. No child can be refused admission to aided schools on other than reasonable grounds, and, except in evening schools, the teachers must be certificated.

GRANTS TO DAY SCHOOLS.

The new code provides that the managers of a school which has met not less than 400 times in the morning and afternoon, in the course of the year, may claim at the end of each year the sum of 6*s.* per scholar, according to the average number in attendance throughout the year; for every scholar present on the day of examination who has attended not less than 150 morning and afternoon meetings, if above 4 and under 7 years of age, 8*s.*, or 10*s.* if the infants are taught in a separate department, in a room suitable for the purpose; if more than seven years of age, 12*s.*, subject to examination and passing in reading, writing, and arithmetic. One hundred and fifty attendances of scholars attending under any half-time act, and of boys above ten years of age attending school in a rural district, qualify for examination.

GRANTS TO EVENING SCHOOLS.

The managers of a school which has met not less than eighty times in the evening in the course of a year may claim 4*s.* per scholar, according to the average number in attendance throughout the year; for every scholar who has attended not less than fifty evening meetings of the school, 7*s.* 6*d.*, subject to examination and passing in reading, writing, and arithmetic.

TRAINING SCHOOLS.

The importance of trained teachers being fully recognized by the board, training schools became objects of deep interest. According to the report for 1870–'71, there were 45 such schools in England and Scotland, containing 2,933 students, 1,597 in the first year of residence, and 1,316 in the second year. Admission is by competitive examination open to all applicants who intend to adopt the profession of teaching, and who have either served the apprenticeship of pupil teachers, or are over 18 years of age.

Annual grants are made to the practicing departments of these schools on the same conditions as to the public elementary schools. The total expenditure for these schools in 1870 was £111,583 16*s.*, of which sum £94,940 9*s.* 8*d.* was granted by the committee of council on education.

LENGTH OF COURSE.

It is desired that all students should remain in the training schools two years; but those who remain a single year can receive certificates as teachers in the lower grades, on passing the examination.

Additional accommodation is being provided by the British and Foreign School Society, and by the Wesleyan Education Committee, for persons desirous of being trained for the work of a teacher. Without any increase in the provision made for supplying trained masters and mistresses, the English trainings chools, which furnish accommodations for about 2,500 students, could turn out every year 1,250 teachers who had gone through a two years' course of training. This supply, if the school-life of a teacher, under a thoroughly organized system of public instruction, is estimated at 20 years, would keep up a staff of 25,000 trained teachers for the elementary schools, without taking into account the number that enter the profession through other channels.

EXAMINATIONS.

The examination at the end of both years is thorough, embracing, besides the elementary branches, geography, history, economy, vocal music, drawing, school management, and Euclid, (two books the first year and four the second,) for male students, and the same for female students, excepting that Euclid is omitted, and "domestic economy" and "sewing and cutting out" added.

PRACTICING SCHOOLS.

Practicing schools are maintained in connection with nearly all training schools, affording to the students the best means of acquiring the art of teaching. These schools are not, however, similar to the American model schools, and Her Majesty's inspector, J. Bowstead, M. A., recommended in 1869 the establishment of model schools, so that pupils might not only have opportunity of practice in teaching, but of observing the best methods of instruction and discipline.

HINDERANCES.

The chief hinderances to the training-school work have arisen from the low qualifications of students admitted, and the obligation to make teaching a life profession. Many of the inspectors complain of deficiency of the students in some of the most important of the elementary studies. Mr. Matthew Arnold, D. C. L., Her Majesty's inspector of the training schools of the British and Foreign School Society, in his report for 1870, says: "Ninety-six students at Borough Road College were examined at Christmas, all passed, and none fell into the fourth division. For the second-year students, I find their weak points were geometry, mental arithmetic, geography, and grammar. Less than 27 per cent. reached the mark of fair in Euclid, less than 14 per cent. in mental arithmetic, less than 5 per cent. in geography, and less than 3 per cent. in grammar." Mr. Arnold continues: "In these reports I have more than once commented on the grammar and composition paper for the Christmas examination, and I am glad to see by the syllabus of the present year that there has been a revision of the scale of marks, and that grammar now receives a larger proportion. To the judicious setting and marking of this paper, I attach the greatest importance. It is that paper in the examination which represents letters and literary culture. The friends of the physical sciences

are all for the increased teaching of their own matters, and they have the public with them. Judicious observers know well that the real difficulty and deficiency with students, such as those of our training schools, lies not in the direction of physics, but in the direction of humane letters. It is so great that one might be tempted to pronounce it irremediable, at least for one or two generations, if one had not before one the development of spirit and feeling brought about in a few years by the establishment of one well-conceived exercise—the recitation exercise. I have seldom been more struck by the results of any agency in education than by observing the progress which had been reached by the Borough Road students, within my own experience, through this exercise alone."

RESULTS.

The most valuable testimony to the absolute good resulting from them, is found in such declarations as the following: Her Majesty's inspector, Rev. N. J. Kennedy, writes, "The mere daily contact with persons so well educated and well mannered as our present school-teachers, the product of our excellent training colleges, has had a most beneficial effect upon the present generation of the working classes in England and Wales. Great numbers of persons in Lancashire testify strongly this silent revolution which has been effected by this means, declaring that the change from roughness and semi-barbarism to civilization, which may be seen in such towns as Oldham, Padiham, Colne, Bacup and elsewhere, is little short of marvelous." And the committee of council on education state in their report of 1869–'70, that "inquiries made by us in the course of the last year showed conclusively that the efficiency of the profession of teaching is mainly sustained by the action of the training schools."

SCIENCE AND ART DEPARTMENTS.

It would be impossible to convey any just view of what has been done for education in Great Britain without referring to the science schools and the art schools. The report for 1870–'71 shows 942 science schools (not including the navigation schools) for elementary instruction in the kingdom, with 38,015 students. Of these schools 642 are in England and Wales, 50 in Scotland, and 251 in Ireland. The subjects taught are, practical, plane, and solid geometry; machine construction and drawing, building construction, or naval architecture and drawing, pure mathematics, theoretical mechanics, applied mechanics, acoustics, light and heat, magnetism and electricity, inorganic chemistry, organic chemistry, geology, mineralogy, animal physiology, zoology, vegetable anatomy and physiology, systematic and economic botany, principles of mining, metallurgy, navigation, nautical astronomy, steam, and physical geography.

The amount of the parliamentary grant to these schools likewise depends upon the results of the examinations; grants are also made for the purchase of apparatus, diagrams, and examples, and for prizes and medals. The increased local interest in this class of schools is evidenced by local pecuniary aid, contributions to exhibitions and scholarships, and the great amount of time and labor devoted by the gentlemen of the local committees in superintendence of examinations and other work connected with the schools.

For advanced scientific instruction, there are the Royal School of Mines, the Royal College of Chemistry, the Metallurgical Laboratory in Jermyn street, the Royal College of Science of Ireland, the Royal School of Architecture and Marine Engineering, with the privilege of attending the royal dock-yards and factories accorded to the private students from June to September inclusive.

ART SCHOOLS.

For the promotion of instruction in elementary drawing as a part of national education and fine art as applied to industry, there are 117 schools, of which the most important is the National Art Training School at South Kensington. The students in regular attendance numbered 20,290. The total number of pupils instructed increased from 157,198 in 1869 to 187,916 in 1870. Connected with these schools are night classes, schools for the poor, training schools for teachers of elementary schools, and lectures for artisans.

The total number of persons who received direct instruction as students, or by means of lectures in connection with the science and art departments in 1870, was upward of 254,000, being an increase over the previous year of 67,000, or nearly 36 per cent.; and the total number of separate attendances at the different institutions and exhibitions, by means of which instruction in science and art is offered in connection with the department, was upward of 2,973,000, or 25 per cent. more than in 1869. The expenditure of the department for the year was (exclusive of the Geological Survey) £184,796 8*s.* 3*d.*

It would be impossible in the limits of this report to give an idea of the results attained through these schools. Their influence is felt in every branch of industry.

From France, so pre-eminent for taste and power in designing, orders have been received for designs for silks, damasks, cretonnes, and paper-hangings.

The most valuable auxiliary to these schools is the South Kensington Museum. The mere enumeration of a few of the departments of this museum must suffice to suggest the immense treasures there collected for the benefit of pupils: The art collection, art library, naval museum, collection of animal products, food collection, museum of construction and building materials, museum of modern war materials, Keramic collection, museum of machinery and models, collection of economic entomology, museum of economic fish culture, &c.

The branch museum supported by the State, and institutions and societies which receive aid from the State, subject to the superintendence of the science and art department, are the Bethnel Green Auxiliary Museum, the Museum of Practical Geology, Edinburgh Museum of Science and Art, Natural History Museum of the Royal Dublin Society, Glasnerian Botanical Gardens, the Library of the Royal Dublin Society, the Royal Zoological Society of Ireland, and the Royal Hibernian Academy.

Her Majesty's committee conclude their report for the year 1870–'71 by remarking upon the encouraging progress of instruction in science and art during the year, and expressing the hope that the passing of an education act for Scotland may enable them to discontinue the present provisional arrangements for promoting public education in that part of the kingdom.

7.—GREECE.

GENERAL REMARKS.

Much has been done for education during the last few years, and there is every reason to hope that, unless political disturbances will arrest the march of progress, the barbarous and uncivilized condition of a great part of the country will rapidly disappear, and this much-tried people again show themselves worthy of the name and fame of their ancestors.

REMARKS OF SIR THOMAS WYSE.

Sir Thomas Wyse, who has recently visited Greece, says, in his "Impressions of Greece," published in 1871, after having referred to the innate temperance, industry, and bravery of the Greeks: "Add to these qualities a love and a desire for education, which, except in the Irish peasantry, has no rival in Europe. To Greek ambition learning is the one road; he asks no other, aspires to no other. What Greece has done in this respect a few facts will illustrate: In the year 1835 there were but 75 primary schools, frequented by 6,721 scholars. In 1866 the return of public schools makes their number 1,067, and that of the scholars 65,363. There are, besides, 123 superior schools, or what are called in Greece 'Hellenic schools,' attended by 6,675 pupils, and presided over by 964 masters, all of whom are graduates of a university. In these all the higher branches of education are followed out, and the classics especially cultivated. Over these, again, are the gymnasia, and, lastly, the university, which numbers 62 professors and 1,200 students. In the most critical moments of national history these numbers have not fallen off; a large number, indeed, come from the Greek provinces of Turkey. The total of scholars of both sexes in the various educational establishments of the country amounts to 75,000, which gives one for every 19 of the population. It is not unwarrantable to hope much from a people who, in all the pressure of a deep poverty, can make such efforts as these for regeneration and improvement; nor is it unreasonable that they who love Greece, and feel closely interested in her fortunes, would rather dwell on these reasons for hopefulness than on the character of her public men, and the fame of their actions before the world."

LATEST STATISTICS.

From a letter sent by Professor Constantinides to the British and Foreign School Society, we glean the following statistics for the year 1868:

	Teachers.	Pupils.
119 Hellenic schools	256	6,643
877 primary schools for boys	97	45,094
134 primary schools for girls	157	9,312
The seminary of Risoris, for higher ecclesiastical education	13	56
3 ecclesiastical schools	10	47
5 normal schools	5	98
20 secondary boys' schools	....	527
7 secondary girls' schools	....	655
42 primary boys' schools of a higher grade 48 primary girls' schools of a higher grade	....	4,894
Common private schools	....	8,000
16 gymnasia	119	2,904

One university at Athens, with 52 professors and 1,217 students.

8.—ITALY.

GENERAL REMARKS.

A beginning has been made to raise the very low standard of education. An able school-man, Mr. Mamiani, was commissioned to draw up a plan for the thorough reorganization of the whole system of public instruction. One of the most influential journals, The Tempo, comments on it in the following words: "Above everything else it shall be our endeavor to advance elementary instruction, because we consider it the very foundation of a nation's greatness and happiness. Germany has shown us the way we should go. The victories of Sadowa, Woerth, and Sedan were not only brought about by a complete military organization, but they were the indirect result of a well-arranged general system of elementary education."

NEW SCHOOL LAW.

The draft of the new Italian school law contains the following paragraphs: 1. Elementary instruction is to be given everywhere free of charge. 2. Regular attendance at school is obligatory for all. 3. Parents or guardians who do not comply with this regulation are fined. 4. No one can be appointed to any State, provincial, or communal office whatever, who cannot read and write.

STATISTICS.

From the official documents published by the ministry of public instruction, we glean the following statistical items: The number of public and private elementary schools in the Kingdom of Italy in 1864 was 31,804; in 1865, 31,117, (687 less;) and in 1868, 33,077, (an increase of 1,910 in three years.) Italy (exclusive of Venetia) has a population of 21,770,000; consequently there was one elementary school for every 667 inhabitants in 1864, one for every 699 in 1865, and for every 659 in 1868. This does not seem an unfavorable proportion, but if we look at the distribution of schools in the different provinces we arrive at a somewhat different result. In Piedmont there is one school for every 384 inhabitants; in Lombardy, one for 436; in Tuscany, one for every 667; in Calabria, one for every 1,000; and, in Sicily, one for 1,660. In 1865, there were in Italy 17,613 schools for boys, 12,793 for girls, and 2,621 for both sexes. The number of public schools was 27,132, and that of private schools 5,895. The total number of teachers was 34,435. This number has largely increased of late, particularly that of female teachers.

The number of scholars in 1868 was 1,319,367. This is about two-fifths of all the children in school age; three-fifths, therefore, are growing up without any education whatever. In Turin, 15 per cent. of the population attend school, while the percentage in Naples is only 4, and in Syracuse even as low as 1.70. Much remains to be done; but if the proposed reforms are faithfully carried out, we may look for a total change in the Italian statistics of illiteracy during the next decade. In Venetia the number of schools in 1868 was 3.296; there was consequently one school for every 792 inhabitants, and the percentage of scholars was 6.20 of the whole population. In Rome, the first public elementary schools were opened December 18, 1870, and the attendance was so large that the rooms provided proved utterly insufficient. Pliagio Placidi, a member of the municipal council, presided at the formal opening. Special schools for girls, with female teachers, were proposed by the inspector of schools, Gabelli, but have not, as yet, been commenced.

9.—NETHERLANDS.

LAW OF ELEMENTARY INSTRUCTION.

The law of August 13, 1857, has regulated elementary instruction. According to this law, education is not compulsory, and it is estimated that annually about 100,000 children grow up without any proper education. The number of private schools is very large.

LAW OF SECONDARY EDUCATION.

Secondary instruction is regulated by the law of May 3, 1863. The state took upon itself the obligation to maintain a polytechnic school, and agricultural school, and 15 higher burgher schools in the most important cities of the country. All towns with more than 10,000 inhabitants were obliged to maintain one higher burgher school. Superior instruction in the Netherlands comprises 86 Latin schools or gymnasia; two athenæums at Amsterdam and Deventer, and the three universities of Utrecht, Groningen, and Leyden, the last mentioned of which occupies a very high rank among European universities.

RELIGIOUS CONTROVERSY.

The orthodox party, calling itself the "National Christian" party, already in 1868 made strenuous efforts to have the paragraphs relating to religious instruction in elementary schools struck out from the law of August 13, 1857. But the leader of the party, Mr. Groen van Prinsterer, found no support in the lower chamber of the Diet, and these two paragraphs, 16 and 23, are still in force. The first-mentioned paragraph says: "In every town elementary instruction is to be given in a number of schools corresponding to the number of inhabitants, which schools are to be open to all children, without distinction of religious creed." And the second: "The school intends to develop the reasoning powers of the child by instruction in useful and practical knowledge, and to educate it in all Christian and civil virtues; the teacher will avoid to teach anything that might wound the feelings with regard to the religious views of others. Religious instruction is left entirely to each religious denomination." When M. Groen van Prinsterer saw that he could not succeed, he left the chambers in a violent passion, but continued his agitations against the school law. He tried to form societies throughout the whole country for a "National Christian" instruction, but although a few schools in this spirit were started, the general mass of the people viewed the matter unfavorably, and these schools accomplished but little, on account of the want of support. In 1862, Prinsterer was again elected into the chambers, and moved that the word "Christian" be struck out from the 23d paragraph of the law, but without success; and Hemskerk, the minister of public instruction, who favored the endeavors of Prinsterer, had to resign. This dispute is resting at present, but there is every indication that at some future day it will be renewed, as the orthodox party, especially, is not idle, but works hard to influence public opinion by pamphlets and journals.

EDUCATIONAL SOCIETY.

The educational society of the Netherlands, during the year 1870, held its first general meeting at Utrecht. Its chief aim is to further, by all means in their power, attendance at school, and to urge compulsory education. The society already numbers 8,500 members. The society appointed a central permanent committee, with Professor Harting as chairman, a man who had by his untiring efforts been chiefly instrumental in founding this society.

10.—PORTUGAL.

ELEMENTARY INSTRUCTION.

The first public elementary schools were established in Portugal by Pombal, in 1759. Their number in 1772 was 400; in 1800, 873; in 1854, 1,349; and in 1865, 1,788, with 79,172 pupils, (70,720 boys and 8,452 girls.) The whole country is divided into school districts, each with an inspector, who has to report to the central authorities at Lisbon. Elementary instruction has been made compulsory, free of charge, and entirely secular; the teacher is an officer in the civil service of the government. The whole system of public instruction is under the "conselho superior da instrucção publica," (chief council of public instruction,) the president of which is the minister of the interior. The members of this council are chosen by the government from among the professors of the University of Coimbra.

NORMAL SCHOOLS.

By a law of 1844 two normal schools have been established at Lisbon and Oporto, which are in a flourishing condition.

LABORS OF DON PEDRO V.

The late King, Don Pedro V, 1853–1861, deserves the highest praise for the zeal which he displayed in the cause of education. He had scarcely ascended the throne when, out of his own private funds, he founded model elementary schools in the royal palace, Necessidades, at Lisbon, and in the palace at Mafra. These schools he superintended in person; he often conversed with the teachers, whom he had selected himself, and frequently was present during the hours of instruction. The example set by him bore excellent fruit, and the words which he spoke at the introduction of these teachers into their office—"I intrust these children to you to make them good Portuguese and good citizens,"—have become true. The Portuguese have good natural capacities, and are desirous of learning, and elementary education has, during the last years, advanced in an astonishing degree.

11.—RUSSIA.

DISTRIBUTION OF SCHOOLS AMONG THE DIFFERENT MINISTRIES.

In Russia every ministry has its special schools: thus, the war ministry expended for schools 4,395,966 roubles; the ministry of marine, 380,525; the ministry of the Imperial Crown domains, 708, 601; the ministry of justice, 190,000; the ministry of finance, 302,215, &c. The expenditures for schools by the ministry of public instruction amounted to about five millions of roubles, while the expenditures for schools supported by the other ministries were, altogether, more than six millions. In these different schools a great variety of subjects is taught, but in rare cases only instruction aspires to anything like thoroughness; for, as a general rule, the Russian student studies more for the sake of obtaining some official position than from any real interest in the sciences.

SECONDARY INSTRUCTION.

As regards secondary instruction, the following statistics of the year 1869 will show the state of this branch of public education:

School districts.	Number of inhabitants.	Number of institutions for secondary instruction.	Number of scholars.	One institution to how many inhabitants.
Dorpat	1, 800, 000	9	1, 974	200, 000
St. Petersburg	4, 600, 000	15	3, 363	306, 666
Moscow	11, 000, 000	13	4, 767	846, 153
Wilna	5, 500, 000	16	3, 475	343, 750
Kiew	9, 000, 000	15	3, 922	600, 000
Kasan	15, 300, 000	13	3, 005	1, 176, 923
Charkow	9, 800, 000	10	3, 266	980, 000
Odessa	4, 400, 000	8	2, 796	550, 000
Siberia	4, 650, 000	4	688	1, 162, 500
Total...	65, 950, 000	113	27, 257	583, 628

Of the students in these institutions 67 per cent. belong to the nobility, or are sons of military and civil officers; 23 per cent. are sons of tradesmen; 5½ per cent. sons of clergymen; and 4½ per cent. sons of peasants.

DISTRICT SCHOOLS.

The state of the district schools (a class of schools standing between the institutions for secondary instruction and the elementary school) is deplorable, as nothing is done but the mechanical drilling of the scholars in a few subjects, according to text-books prescribed by the government.

ELEMENTARY SCHOOLS.

The standard of the elementary schools is even lower. On an average only one out of every 245 of the whole population of the Russian empire can read and write. It is true that the appropriation for the ministry of public instruction has been raised to 10,124,000 roubles, but the various government regulations impede the natural development of public instruction. In proportion to the number of inhabitants Russia ought to have, at the very least, 180,000 elementary schools, while their number at the present time is about 31,000—10,000 of which are in the Baltic Provinces and Poland.

With regard to elementary instruction Russia stands lowest in the scale of European nations, for out of every 100 children (between the ages of six and thirteen) only 6 attend school. In some of the provinces of Russia the disproportion is almost incredible. Thus, in the province of Archangel, only one in every 1,166 inhabitants can read; the district of Alexandrowsk, with a population of 130,000, had in 1868 only 4 schools; and when it was decreed that 47 new schools were to be opened, only 21 teachers could be got. Seminaries for teachers have been founded in different parts of the empire, but the number of students has remained small, as but few Russians wish to engage in teaching as long as they can make more money in other ways.

In the assembly of the province of Odessa, which was held specially with a view to raising the standard of education, some of the speakers showed that many of the teach-

ers had an annual income of no more than 8 to 16 roubles, some only 5 roubles; that their dwellings were miserable in the extreme; that in many cases their food consisted of nothing but potatoes. The assembly voted 23,000 roubles for 30 new teachers' places (each with 100 roubles annual salary and dwellings provided;) 1,600 roubles for teachers' meetings; and 4,000 roubles for normal courses.

DRAUGHT OF NEW LAW.

The ministry of public instruction has prepared the draught of a law concerning the reorganization of the whole system of public instruction. According to this law, every teacher, after having served 12 years, will receive a sum of money sufficient to enable him to buy a small farm. There is to be one elementary school for every 1,000 inhabitants, the expense for each of these schools to be 200 roubles per annum.

PRIVATE EXERTIONS.

Private individuals and communities have made noble efforts for the spread of education. Thus, the late Count Naryschkin has donated 250,000 roubles for a teachers' seminary at Tambow, for young men belonging to the Greek Church. The city of Moscow gave 10,000 roubles per annum for the foundation and maintenance of five girls' schools for children of the poorer classes. The district council of Kyrse gave 30,741 roubles for elementary schools. The Princess Tscherkhaska, in Moscow, started at her own expense a pedagogical journal. Many similar instances might be mentioned. As there is a great lack of teachers for the gymnasia, it is the intention of the government to call about 20 talented young men every year from the Slavonic Provinces of Austria and educate them as teachers at the public expense.

GENERAL EDUCATIONAL FACILITIES.

The large imperial library of St. Petersburg, containing upwards of 800,000 volumes, was about ten years ago visited by about 30,000 readers per annum, while their number in 1868 was 73,000, who used 240,800 volumes. Among this number the journals and periodicals are not counted. Besides all the Russian journals and periodicals, 340 foreign periodicals are taken.

RUSSIFICATION OF THE BALTIC PROVINCES AND POLAND.

The process of Russification has been carried out with great rigor in the Baltic Provinces, Poland. Some of the directors of gymnasia in these provinces were dismissed because they did not speak Russian. The number of Russian orthodox schools in Esthonia is at present 398. In all these schools instruction is imparted free of charge by the Russian priest and his assistants. The former Polish University of Warsaw has been transformed into a Russian one, and eleven professors, as well as the secretary of the university, were dismissed because of insufficient knowledge of the Russian language. Several Russian gymnasia and elementary schools have been founded in Warsaw, and, in order to encourage these institutions, instruction is given free of charge.

12.—SPAIN.

HISTORICAL REVIEW.

In olden times education was well cared for in Spain. The first schools were well endowed by donations, legacies, and free contributions, and, up to the eighth century, were entirely independent of the church. Soon, however, the schools came under the control of the clergy, and, with the exception of some institutions for superior instruction, lost their high character. The first impetus toward a reform was given in the beginning of this century, by the writings of Pestalozzi, which were translated into Spanish, published at the expense of the government, and urgently recommended to all teachers. The political disturbances retarded the march of progress, but the government never entirely lost sight of the matter of popular education.

February 16, 1825, a law was published regulating the system of public instruction, exhorting the citizens of all towns and villages to establish and maintain schools, and fixing the salaries of the teachers. Some normal schools were founded by the government and liberally endowed.

In the year 1857, Minister Moyano placed all the schools of the country under one common administration. The number of schools was increased and many institutions that had formally been suppressed were opened again.

But, by reason of the disturbed state of the country, and the reactionary tendencies prevailing in the higher government circles, not much was accomplished during the following twelve years, till the dethronement of Queen Isabella. The standard of education has consequently been very low up to a recent date. Thus, in 1869, out of a

population of 15,673,000, no less than 11,837,000 could neither read nor write, and 705,000 could only read.

NEW LAW OF PUBLIC INSTRUCTION.

Since the revolution of 1869 a great deal has been done. Already, during the regency of Serrano, a new law of public instruction has been adopted by the Cortes. This law contains 232 paragraphs, and its main features are the following: Private instruction is entirely free, and in nowise dependent on the general, provincial, and communal authorities. Foreigners are permitted to open schools. The general and provincial authorities will give special rewards to those towns which distinguish themselves by founding schools and otherwise encourage the cause of education. No one can occupy any military or civil office under the government who cannot read and write. Every town and village must have, at least, one elementary school, to be maintained by said town or village. The local authorities call the teacher; but if, five days after a vacancy has occurred, the place is not filled, the general government will appoint a teacher. There is a special committee, to which teachers can appeal in case they are wronged or ill-treated by the local authorities. The salary of elementary teachers varies from 125 to 330 escudos. (This is considered too low, but the financial pressure has been so great as to preclude any improvement in this direction, much as the government desires it.) The universities and other institutions for superior instruction are maintained by the state and the provinces. In order to obtain academical titles or degrees, it is not necessary to have studied a certain number of years, but it suffices to have gone through the prescribed course of studies. Professors have entire liberty in the choice of text books. Teachers cannot be removed except in cases of misdemeanor. A national academy is to be founded. The general council of instruction consists of 45 members, of whom 5 are chosen by the national academy, 10 by the seminary, (the Central Normal School,) 10 professors chosen by the universities, 10 teachers and 10 notables, (members of the preliminary assembly, called to consider the revision of the constitution.) The office is an honorary one, without any emoluments whatever. Annually one-third of this council is re-elected. Every province has its special provincial council of instruction, consisting of 16 members, elected by the teachers of the province and the provincial diet.

RECENT EDUCATIONAL MOVEMENTS.

Amadeo, the new King of Spain, has, during the short time that he has occupied the throne, displayed a laudable zeal for the cause of education, and there is just reason to hope much from the future. Quite recently the government has ordered the foundation of public libraries with all the elementary schools, and to further this end has distributed a large number of books.

In answer to a question made in the Cortes as regards the prohibition of religious instruction in the public schools, the minister of public instruction replied that as yet no regulation has been made regarding this matter, and that, according to the principles of religious liberty, the government had no right to demand that the tenets of any religious creed were taught in the public schools. Under the presidency of Mr. Castro, the rector of the university of Madrid, a meeting of educators was held in Madrid in order to prepare questions for a "national congress of educators." The subjects that had, so far, been agreed upon as subjects of discussion, were: 1. The relation of the state to public instruction. 2. The course of instruction to be introduced in elementary schools of the different grades. 3. Is elementary instruction to be compulsory and free of charge? And if so, which are the best means for obtaining this object? 4. The method of instruction. 5. Can the state demand instruction in any positive religion? 6. The regulation of superior instruction. The public organ of the Spanish teachers is the "Anales de Primera Enseñanza," which is ably edited.

13.—SWEDEN AND NORWAY.

SWEDEN SCHOOL LAW.

The law for popular instruction in Sweden at present valid is of the 18th June, 1842, with various alterations subsequently ordained. The principal determinations of this law are as follows:

In each parish there is to be one fixed school, with one master certificated by the normal school. Where, from want of money or other difficulties, a fixed school cannot be established, the instruction can, for a time, be provided in movable schools with one or more certificated masters. At those places where the children live so far from schools that they have difficulty in reaching them, preparatory schools are to be established, in which the teachers need not be certificated. For each parish, which generally forms a school district, a school board is to be chosen.

The school board, in which the pastor of the parish is the chairman, has the inspection of everything concerning the instructions in the schools, and makes out a plan of regulations, which is submitted for the approbation of the bishop and the chapter of the diocese.

The popular or elementary schools are established and supported by the parish itself, with certain help from the state.

The salary of an examined teacher of the elementary schools must not be fixed at less than 400 rdr. rmt. = £22; and the emoluments for lodging, fuel, fodder for a cow, and ground for planting as well for his own wants as for instructions in the planting of trees.

To be a teacher of an elementary school it is necessary to have passed an examination at the normal school; and such a teacher is to be chosen by the parish after the school board has given a proposal of three candidates.

The subjects taught in popular or elementary schools are: Religion, the Swedish language, arithmetic and geometry, history and geography, natural history, writing, drawing, singing, gymnastics and drilling exercises, and gardening and the planting of trees. The instruction is gratuitous, but the parishes have the liberty to demand a little tribute for every child that is not poor, if necessary, for the support of the schools. This tribute, however, is seldom required.

COMPULSORY ATTENDANCE.

All children at the school-age must go to school, excepting those who have been by parents or guardians announced as being taught either at home, at a public college, or at a private school. Those who enjoy instruction at home must undergo examination every year at the elementary school, in order that the school board may learn if the instruction which they have received at home corresponds in correctness and extent with that given at the schools.

Those children whose parents or guardians are unable to pay for their clothing and support at school are to be relieved by the parish. These children, as well as such as are prevented from going to the school every day by too great a distance, or by the coldness of the season, may, after having learned to read, have the liberty to frequent the schools only once or twice a week; yet only on condition that their parents or guardians are known for morality, capacity to educate children, and do attend to their instruction.

Every master of a family must see that the children of his servants or of his dependents are not left without the necessary instruction.

If parents or guardians do not follow the prescriptions given with regard to the attendance of children at school, the latter are to be separated from their parents and left to the care of other persons.

The vicar of every parish is required to make out, twice a year, a list of the children who, during the last half year, have entered the school-age.

Elementary schools are kept open eight months each year, and the instruction is given five days a week and six hours a day.

Parish schools are also subject to inspection by the school board; and if any one desires to establish such a school, application is to be made to the school board, which does not refuse permission for its foundation if satisfied that the applicant has a good character, and has proved himself to possess the necessary qualifications for teaching.

SCHOOL AGE AND ATTENDANCE.

According to the above-mentioned law for the elementary schools it is left to each parish and to the school board to decide as to the age of children for beginning school. In this respect the regulation only prescribes that attending school should not be delayed longer than to nine years of age. The school-age, however, differs somewhat in different parishes, but it is generally considered to be between the age of seven to fourteen years. In 1868, when the number of inhabitants in the whole kingdom amounted to 4,173,080, the number of children between the ages of seven and fourteen was 714,765. But the number of children included in the school-age amounted to 679,128, or 16 per cent. of the whole population.

Respecting the relation between the number of children at the school-age and the number attending elementary schools—the last number for the entire kingdom—amounted, in 1868, to 77 per cent. of the number of children at the school-age. If to this number the number attending other schools and those taught at home be added, it would amount to 97 per cent. of the number of children at the school-age.

FIXED AND MOVABLE ELEMENTARY SCHOOLS.

The elementary school (*folkskolan*) in Sweden is, as before mentioned, divided into two chief kinds: the fixed school (*den fasta folkskolan*) and the movable school, (*den flyttande folkskolan.*) Where forests, hills, or lakes have hindered the establishing of

fixed schools, the instruction has hitherto been carried on in movable schools, many of which have, by degrees, been changed into fixed schools. In 1868, when the number of fixed and movable schools amounted to 3,509, of which number 2,303, or 66 per cent., were fixed schools, and 1,206, or 34 per cent., were movable schools, the number of children taught in these two different kind of schools amounted to 357,955, of which number 200,339 were taught in the fixed, and 157,616 in the movable schools.

HIGHER ELEMENTARY SCHOOLS.

There is also a third kind of schools for the people, called higher elementary schools, (*högre folkskolan.*) These schools are intended for facilitating the future progress of the pupils who have already gone through the elementary school. The higher elementary schools, of which there are ten in the kingdom, can only be considered as being in the first period of development.

PREPARATORY SCHOOLS.

Preparatory schools (*småskolar*) are established chiefly for the purpose of giving children in the sterile and more mountainous parts of the country the first instruction as near home as possible, while the elementary schools have to attend to the instruction of those children who have come more forward. In the year 1868, the number of preparatory schools amounted to 3,410 in the entire kingdom, and the number of children instructed in them was 162,581.

INCREASE OF SCHOOLS AND RATE OF ATTENDANCE.

Since the year 1840, the number of schools has been steadily increasing, and the number of scholars has increased in a much greater proportion. From 1840 to 1868, the average increase amounted to 6 per cent., in the first case, while in the latter it amounted to 13 per cent.

From 1850 to 1859, the number of children taught in elementary schools was, in proportion to the number at the school age, about 60 per cent.; after this time, when the number of children at the preparatory schools was added, it amounted to 77 per cent.

In 1868, the number of children taught in elementary and preparatory schools was 520,546
Number taught in public or private schools 42,298
Number taught at home 99,243

Total 662,087

This total amounted to 97 per cent. of the whole number of children at the school age.

SALARIES OF TEACHERS.

According to the law of June 18, 1842, and the regulation of December 11, 1863, the examined teacher, whose service is eight months in the year, is to receive at least an annual income of 400 rix-dollars, (£22,) including eight barrels of corn to be paid *in natura*. Besides this, the parish is required to furnish such a teacher with lodging and fuel, fodder for a cow, and ground for planting for his own use, and for teaching children gardening and the planting of trees. Of this sum of money the parish pays one-half and the state one-half. Should the parish be willing to augment this income to 500 rdr. rmt., the state pays one-half, as before mentioned. Examined mistresses receive the same income as masters. The average pay of the teachers in the towns is between 1,000 and 1,500 riksdaler, Swedish, not including lodging and the above-mentioned emoluments.

According to the ordinance of September 29, 1853, the payment of teachers of preparatory schools is to be determined by the heads of families and the school-board in the districts where such schools are established.

PENSION TO RETIRED TEACHERS.

Examined teachers of the elementary school, who have reached sixty years of age, receive, on retiring, after thirty years of service, three-fourths of the annual income as a pension. Pensions are also granted, in some cases, after twenty-five years of service, but with some deduction in amount.

STATE AID.

The elementary school being an establishment of the community, each parish is required to maintain its own elementary schools; but since 1842, when the school law

was issued, grants from the state for the support of the schools are made on certain conditions. The principal of the grants up to this time was a general tax, (*folks kole afgift*,) which every tax-payer must contribute for himself and his household. This tax was levied on the principle that every member of the community should pay something toward the support of the education of poor children. Besides this tax, the grants from the state for the schools are: aids for the payment of teachers of elementary and preparatory schools; aid for higher elementary schools; aid for poor families; and aid for the supply of school material at a low rate.

According to the principle that the communities ought to bear the principal expenses for their schools, the state gives its help on condition that the parish pays for the schools a sum equal to the above-mentioned school-tax; and the parish must, besides this, pay a certain sum for each kind of support from the state, namely:

While the state pays two-thirds to the higher elementary schools, the parish pays one-third. The state pays one-half of the teachers' income, while the parish pays the other; and for the preparatory schools the state pays one-third while the parish pays two-thirds of the expenses. The state bears the expense for the education of the teachers and for the payment of the inspectors.

NORMAL SCHOOLS.

There are nine normal schools (*folkskolelärare-seminarier*) in Sweden, intended for the training of the masters and mistresses of the elementary schools. Of these, seven are for male and two for female teachers. A normal school has three classes; the pupils generally remain one year in each. To give the pupils an opportunity of practicing as teachers, an elementary school is attached to each school. The subjects taught in these schools are: Religion, the Swedish language, history and geography, arithmetic and geometry, natural history, pedagogy, writing, drawing, music and singing, gymnastics and drilling exercises, gardening and the planting of trees. Instruction is given thirty-six weeks a year, forty-two hours a week.

The teachers at each of the schools are, the rector, three or four teachers for the different subjects, besides masters for instructions in music, gymnastics, drawing, and gardening. The rector must be a doctor of philosophy, and the teachers have to pass the examination required to be received at the university. The instruction is gratuitous. The state pays an annual sum of 44,000 rdr. rmt. for the stipends of poor pupils. The pupils who have passed their examinations receive a certificate according to a sanctioned model.

Several normal schools, established at the expense of the different provinces, are intended for teaching the masters and mistresses of the smaller preparatory schools. Three schools for this purpose are supported by the public means, and are united with the normal schools of the state.

NORWAY.

Owing to want of more recent information, an abstract of the report on the educational system of Norway, by Gerhard Gade, United States consul at Christiania, published in the circular of July, 1871, of the Bureau of Education, is given for the sake of completeness.

LEGISLATION.

Since the year 1814, when Norway gained its independence from Denmark, the educational system has been the object of repeated attention; its chief results are to be found in a law of 14th July, 1827, relating to the common schools in the country, which law was supplanted by a fuller and more complete one of the 16th May, 1860. The common schools in towns had been regulated by a law of the 12th July, 1848. Some additions to the two above-named laws, which are still in force, are contained in a recent law, of the 22d May, 1869.

DIVISION OF SCHOOLS.

The schools of Norway are divided into five classes, viz: A. Common schools; B. Grammar and high schools; C. Latin schools, combined Latin and high schools; D. The university; E. Schools for special branches.

A.—Common Schools:

The common schools are subdivided into (1) common schools in the country; (2) common schools in towns.

COMMON SCHOOLS IN THE COUNTRY.

There are "lower schools" and "higher schools." In the former the children belonging to a circle of the district receive a common education, and in the latter those of several circles or districts receive a more complete education. Wherever there are thirty children, legally bound to attend school, a common school is to be established.

As many portions of the country are intersected by high mountains and deep fiords, the law has established "ambulatory schools," whose teachers travel from one farm to the other, living with the different peasants. These schools are gradually diminishing in number.

Manufactories and other industrial establishments in the rural districts are obliged to provide a school for the children of the workmen whenever they have at least thirty in their employ.

The establishment of "lower common schools" is obligatory on the school district, but that of the "higher schools" is optional to it. These schools only receive pupils above twelve years of age, and their course of instruction embraces, besides the common branches, geography, history, natural history, drawing, and geometry.

COMMON SCHOOLS IN TOWNS.

The law of the 12th July, 1848, enacts that there shall be at least one of these schools in every town, and that no teacher shall have more than sixty pupils in one class. The branches of instruction are almost the same as those in the rural schools. Whenever the school-board thinks it advisable, a higher class for fuller instruction is to be formed.

SCHOOL AGE, COMPULSORY ATTENDANCE, ETC.

Attendance on the common schools is obligatory for all children living in the country from the eighth year (in the towns from the seventh year) till the time of their confirmation, which generally takes place in the fifteenth year.

Whenever the parents or guardians either themselves instruct the children under their care in the branches taught in the common schools, or hire others to do so, they are exempted from sending the children to the public schools; but must, like all other tax-payers, pay their school tax. In order to enforce the regular attendance of scholars, the law enacts that whenever a pupil is absent its parent or guardian shall give a satisfactory excuse; or in cases when they omit this, the school committee may, after an ineffectual warning, fine them from 24 skillings to 5 specie dollars, (one specie dollar = 120 skillings = $1 06.)

In the common schools of the rural districts the children are to receive instruction during twelve weeks of the year, or only nine weeks if the school contains several classes. Many school districts, however, have established schools with a longer school term.

EXAMINATIONS.

Once a year a public examination of the pupils in the common schools takes place in the presence of the pastor and other members of the school committee.

REVENUES AND EXPENSES OF COMMON SCHOOLS.

Each municipal district forms a school district, and has a school fund common to the several circles into which a district may be divided. Its revenues are: 1. Interests of capitals belonging to it; 2. Voluntary gifts; 3. Fines; 4. Contributions from the secondary school district, and from the state. Its main revenues, however, are derived from the municipal council, which grants the money in all school matters, decides the amount of the school expenses, and apportions the school taxes. These are generally assessed on the residents in proportion to their property.

From the school-district common fund are paid the expenses of building, repairs, and hire of school-houses, but the several circles which together constitute the school district pay separately the expenses of the heating, lighting, and cleaning of the circle schools, the traveling expenses of the teachers, and their board and lodging during the school weeks.

The school districts must also, as often as possible, set apart a small piece of land for the schoolmasters to cultivate, in addition to their regular salary. At least one teacher in every district shall have a dwelling-house for himself and family, with land enough to pasture at least two cows, and lay out a small garden.

Norway is divided into twenty different provinces, (amt.,) and from the provincial school fund are granted: Increase of salary for teachers who have been long in employment; contributions for higher common schools and for work-schools; contributions for erection of school-houses, and for purchase of land for schoolmasters; contributions for promotion of education at large in poor parishes; compensation to schoolmasters for fitting pupils to be teachers. The school taxes imposed by the provincial council are assessed on the estates in the province in proportion to their relative value.

ADMINISTRATION AND INSPECTION.

The ordinary school district in the country generally has the same limits as the municipal district, of which there are, at present, 434 in the rural districts. It is gov-

erned by two co-operative boards; the one is administrative, and called the school committee; the other grants the necessary money, and is the ordinary municipal council, elected by all the inhabitants of the parish who have a right to vote. The pastor of the parish is always the chairman of the school committee.

Norway is ecclesiastically divided into 77 deaneries, the heads of which are, by the law, invested with the superior inspection of the schools and the control of the school committees. The deans themselves are accountable to the diocesan superintendent of the six dioceses of the kingdom. These superintendents are the bishop, the governor of the diocese, and the school inspector, who is appointed by the King, and salaried by the state. There are six such inspectors in Norway, whose duties are to travel through the diocese and examine minutely into the condition of the common schools.

The superintendents of the diocese are obliged every year to send in reports on the condition of the schools to the royal department for the church and education. Every year this department has to lay before the King and Stôrthing (the Norwegian parliament) a survey of the progress and condition of the schools throughout the kingdom.

NORMAL SCHOOLS.

A normal school has been established at the expense of the government in each of the six dioceses to train teachers for the public schools. In addition to these, smaller institutes for teachers have been established, either as parallel classes of a higher common school, or as a higher class of a public common school.

The normal schools are under the supervision of the government, and their teachers are appointed by the King. The course of instruction in these schools comprises: Religion, Norwegian language, arithmetic, music, geography, natural history, writing, drawing, gymnastics, and use of arms.

A children's school is connected with every normal school, to exercise the normal pupils as teachers. As a general rule, only those teachers who have passed an examination at a normal school or a teachers' institute receive situations in a public common school; assistant teachers are appointed by the school committee.

By a law of May 22, 1860, women may also be appointed teachers in the lower classes of the common schools after having passed an examination. In the towns female teachers have been employed for some time to a considerable extent.

STATISTICS OF COMMON SCHOOLS.

In 1861 the school districts in the country were divided into 6,189 circles; in 1866, 6,344 circles.

(The aggregate rural population of Norway was, in the year 1865, when the last census was taken, 1,434,727 persons.)

In the following number of school circles instruction was given:

Years.	In school-houses belonging to the schools themselves.	In rented schools.	In ambulatory schools.
1861	613	1,956	3,620
1866	1,478	2,521	2,345

Consequently, in the course of six years, 1,275 ambulatory schools have changed into fixed school circles.

The following number of children attending the fixed schools lived a distance of more than one fourth of a Norwegian (about two English) mile from them:

	No. of children.
In 1861	6,418
In 1866	11,348

In the sixty towns of Norway, which in 1865 numbered 267,029 inhabitants, in 54,226 households, living in 23,167 houses, 116 common schools existed in 1866, with an aggregate number of 702 classes.

The statistics of school attendance were the following:

(*a.*) *In the country districts:*

Years.	No. of children bound to attend school.	No. of children receiving no instruction at all.	No. of children attending school.
1861	200,273	6,632	193,641
1866	22,136	5,514	206,623

(*b.*) *In towns.*

In the towns of Norway, in 1867, 42,892 children were bound to attend the common schools. In the same year the aggregate population of the towns amounted to 264,855 persons, and consequently the proportion was 1 child bound to attend school to 6.2 inhabitants. 10,210 children, who were placed in private schools at the charge of their supporters, were exempted from attending the common schools. Of the 32,682 children belonging to the common schools, 756 have not attended school at all during the course of the year. Private schools corresponding to the lower common schools were attended by 3,106 pupils.

The aggregate revenues of the school funds, together with particular grants by the various school circles, amount to 397,683 specie dollars in 1860, in the rural districts, and to 118,216 specie dollars in 1867, in the towns; whilst the aggregate expenses in the rural districts were 415,819 specie dollars, and in the towns 110,892 specie dollars. The total number of teachers in the rural districts in 1866 was 3,118. The minimum of teachers' weekly salary was from 100 skillings to 2 specie dollars, on an average. The number of teachers in the towns was 307, 246 males and 61 females; the highest salary paid to male teachers was 165 specie dollars per annum.

B. Public and high schools.

The larger part of these schools consists of the so-called higher or civic schools, which differ chiefly from the best arranged common schools, in addition of modern foreign languages to the branches of instruction, and in giving a fuller instruction in other branches. Some of these schools also prepare pupils for the university. They are supported by the municipalities, or at least guaranteed by the towns in the case that the pupils pay for their tuition. The most of them are destined exclusively for boys, some for both boys and girls, and a couple of them are exclusively girls' schools. Many of these schools are under the inspection of the superintendents of the diocese, and some are supported by the large fund for educational purposes, which now amounts to more than three millions of specie dollars. This fund owes its origin to the sale of large estates formerly bequeathed to the clergy and churches. In 1867, 35 higher schools existed in the towns of Norway, with 144 classes, 159 teachers, and 2,531 pupils. The expenses of these schools amounted to 41,095 specie dollars, of which 4,702 were contributed by the state and public funds.

C. Latin schools, combined latin and high civic schools.

These public schools, established in the principal towns of Norway, and belonging to the state, give the pupils a higher general education, and either prepare them by classical studies for the university, or by the study of natural science, for entrance on practical life. Some few of the Latin schools which have existed for several centuries possess considerable funds of their own, but the greater part of them are supported by contributions from the state and the different towns. The pupils pay for tuition in all of them.

There are at present 16 higher schools of the state, with 134 classes, 197 teachers, and 2,105 pupils. Together their revenues amounted in 1867 to 109,425 specie dollars, of which 40,840 were school money paid by the pupils. Their aggregate expenses were 106,348 specie dollars. Besides these there are quite a number of higher private schools, with a total number of pupils in 1867 of 6,451.

D. The university.

The Norwegian University, at Christiania, was founded in the year 1811. Subscriptions were raised, and a part of the large educational fund was set apart for its support.

The lectures are entirely gratuitous, and the students are not bound to any fixed term of study. Before being matriculated, the students must pass an examination,

for which a knowledge of either English or French is required. The university is governed by an academic council, which consists of professors elected in turn by their colleagues. It has five faculties—of theology, of law, medicine, history and philosophy and mathematics, and natural science. It possesses a considerable library, large scientific collection, a botanical garden, and an astronomical and magnetical observatory. In 1867 it had 43 professors, and was attended by 850 students. Its expenses amounted in the same year to 83,104 specie dollars, of which 70,900 were contributed by the state.

E. SPECIAL SCHOOLS AND EDUCATIONAL ESTABLISHMENTS.

The 27 asylums for infants in the towns had, in 1867, 2,867 pupils, and the 20 Sunday-schools had 1,520. The 20 farmers' high schools, organized on the Danish plan, had 400 pupils.

Agricultural schools, supported by the state and the various districts, are established in most of the provinces, and have diffused much knowledge in farming. The government has founded a large central agricultural school near Christiania.

Nautical schools.—To educate captains for the large commercial marine of Norway, the government has established many nautical schools in the towns along the coast. Besides these there are numerous private maritime schools. No one can obtain a license as mate or skipper without having been first examined by a board appointed by the King. In the year 1869, 1,204 sailors were examined by the board, but out of this number 384, or 31 per cent., were rejected.

Military college.—Norway has a military college for the training of army officers; a naval college for the training of naval officers; a military high school for the education of engineers and artillery officers; a school for civil engineers, recently founded at the expense of the government.

EDUCATIONAL PERIODICALS.

Two periodicals relating to the common schools are published in Norway. The university publishes regularly an annual record for the university and the higher schools.

14.—SWITZERLAND.

GENERAL REMARKS.

Switzerland possesses no national system of instruction; the Federal Polytechnic School, at Zürich, being the only institution of learning which is supported by the general government, and is under its authority. Each canton has its own system of instruction.

STATISTICS.

Appenzell.—The number of day scholars was 6,236; those who attended the repetition courses, 2,900; scholars of the real-school, 415; the proportion of scholars to the total population is as 1 to 5. By carefully prepared statistics it is shown that the following are the outside occupations of the scholars: 736 work in factories; 1,737 are weavers; 561 are occupied with sewing and knitting; 537 tended cattle, &c.

CANTONAL SCHOOL.

Argovia.—The cantonal school (secondary institution) was attended by 144 scholars, (21 in the preparatory school, 81 in the gymnasium, and 42 in the industrial school.) The total government expense for school purposes was 492,600 francs, and the amount of the school fund 5,130,000 francs. All the schools teach military drill and tactics, and the annual cantonal cadet festival was attended by 1,600 cadets, from the age of 12 to 18. A maneuver and sham fight was held, and gave general satisfaction.

NEW FACTORY LAW.

Basle.—The school committee drew up a new factory law, which was adopted without discussion. By this law children in school age are not to be employed in factories.

STATISTICS.

The government expenditure for public instruction was 360,000 francs. A great deal is done by societies and individuals. Thus the society for the furtherance of good (already in existence for 92 years) has under its charge 18 educational and benevolent institutions, amongst the rest a drawing school for apprentices, a school of music, Sunday schools, &c. Another society maintains 8 primary schools, with 472 scholars,

and a number of infant schools, with 375 pupils. The total number of children attending school was 250, out of a total population of 41,251. The number of students at the university was 115. The pedagogium (a classical college) had 60 scholars; the industrial school, 130; the humanistic gymnasium, 365; the real-gymnasium, 410; the real-school, 483; the higher girls' school, 464.

INDUSTRIAL SCHOOL.

The programme of the industrial school for 1870–'71 has been received, of which an abstract is given.

1. *Aim of the institution.*—According to the law establishing this school it is to give a higher practical education, and to prepare young men for any special technical school.

2. *Course of instruction.*—The school has a three and a half years' course, embracing the following subjects:

	Summer term.				Winter course.		
	Class 1.	Class 2.	Class 3.	Class 4.	Class 1.	Class 2.	Class 3.
German.....hours per week..	6	4	4	.....	6	4	4
French.....do.....	4	4	4	.....	4	4	4
English.....do.....	4	4	4	.....	4	4	4
History.....do.....	3	2	3	.....	3	2	2
Natural history.....do.....	2	2	2	2	2	2	2
Natural philosophy.....do.....	.....	3	2	2	.....	3	2
Chemistry.....do.....	.....	2	2	2	.....	2	2
Mechanics.....do.....	1	.....	.....	2	1	.....	2
Mathematics.....do.....	6	4	5	6	6	6	6
Drawing.....do.....	4	4	4	6	4	4	4
Gymnastics.....do.....	1	1	.....	.....	1	1	.....
Total.....	31	30	30	20	31	32	32

Conditions of admission.—Age, 14; a certificate from the school last attended. Subjects required at the examination: a knowledge of German and French, and elements of arithmetic, geometry, and algebra. Among the scholars last year there were three from America.

NEW LAW OF PUBLIC INSTRUCTION.

Berne.—The new law on primary instruction has finally passed the cantonal council. The main points of the new law are: Instruction is compulsory; school age, 7 to 16; number of weeks during which school is kept, 32 to 40 per annum; number of school hours per day, 3 to 6; no class is to contain more than 70 pupils; the townships have to maintain the schools; every teacher is to have a house, with garden, three cords of wood, and 450 francs; an annual cantonal appropriation of 20,000 francs is intended to assist poor townships. In addition to the subjects hitherto taught, instruction is given in book-keeping, Swiss constitution, gymnastics; and, for girls, needle-work; in the higher classes, French and geometry. Number of primary schools, 1,559, with 89,981 scholars, and 1,540 teachers, (1,085 males and 455 females.) Number of secondary schools, 42, with 159 teachers and 2,545 scholars. Number of cantonal schools, 2, with 622 scholars. Number of students at the university, 262.

TEACHERS' SEMINARIES.

There are two seminaries for male teachers, with 160 students; and two seminaries for female teachers, with 42 students. There are two institutions for the deaf and dumb, 37 infant schools, 5 factory schools, and 65 private schools, with 4,687 pupils. Total government expense for public instruction, 1,118,256 francs.

NEW SCHOOL LAW.

Fribourg.—A new school law has been adopted by the cantonal council, which places primary and secondary education in the hands of the cantonal government. There is a board of education, consisting of 4 members—2 clergymen elected by the bishop, and 2 laymen elected by the communal council. This board prescribes the method of instruction, the books to be used, &c. The number of elementary schools was 314, with 15,791 scholars.

ABOLISHING THE APPROPRIATION FOR RELIGIOUS INSTRUCTION.

Geneva.—The cantonal council decreed, with an overwhelming majority, that the sum of 6,000 francs, hitherto expended for religious instruction in the primary schools, should be struck out from the annual appropriation. A new school law was contemplated.

CHILDREN'S SAVINGS BANK.

Glaris.—A peculiar institution in this canton is the children's savings bank, established by Rev. Tschudi. The amount paid last year into this bank by the scholars was 21,734 francs.

TEACHERS' SEMINARY.

Grisons.—There is one teachers' seminary, with which an agricultural course is connected; the number of students was 78; that of the normal school, 71. The cantonal school had 273 pupils. Among the 460 teachers of elementary schools, 150 have no certificate from the seminary; education is altogether at a lower standard than in the other cantons.

NEW PRIMARY-SCHOOL LAW.

Lucerne has likewise introduced a new primary-school law. According to this law the schools are classed in the following manner: 1. Communal schools, embracing elementary schools and repetition courses; 2. Middle schools, (secondary instruction;) 3. Special schools, viz, deaf and dumb institutions and the teachers' seminary.

FEMALE INDUSTRIAL SCHOOLS.

Schaffhausen.—A course of instruction for teachers in female industrial schools has been commenced, which has been largely attended.

STATISTICS.

Schwyz.—Number of primary schools, 102; number of female industrial schools, 20. The total number of scholars was 6,132; the number of teachers was 99, 65 males and 34 females.

INDUSTRIAL SCHOOLS.

Solcure.—This canton likewise instituted instruction courses for teachers in female industrial schools. In the village of Grenchen there is a private institution of a higher character, called "the international school." It is under the superintendence of Mr. Breidenstein, and had 82 scholars: from Belgium, 18; England, 15; Italy, 13; Switzerland, 11; Germany, 7; Austria, 5; America, 4; France, 3; Russia, 2; Holland, 2; Turkey, 1; Roumania, 1.

STATISTICS.

St. Gall.—There are in this canton 406 primary schools, 30 real-schools, 5 reformatory institutions, 2 orphan schools, 1 asylum for neglected girls, 1 institution for deaf and dumb, and a number of industrial and private schools, and repetition courses, besides 1 teachers' seminary, with 80 students. The primary schools were attended by 24,088 pupils; the repetition courses by 4,235; the real-schools by 1,316; the private schools by 535; the female industrial schools by 8,608. The cantonal school had 244 pupils; 111 in the classical department, 62 in the technical, and 71 in the commercial. The total government expense for public instruction was 1,035,526 francs.

STATISTICS.

Tessin.—Number of primary schools, 467; number of higher elementary schools, 17; number of drawing schools, 9; and of gymnasia, 5.

STATISTICS.

Upper Unterwald.—Number of primary schools, 33, with 1,560 scholars. The cantonal school had 115 scholars, 62 in the technical and 53 in the classical course, and 10 teachers.

VEGETABLE GARDENS IN CONNECTION WITH GIRLS' SCHOOLS.

Uri.—As a specialty in this canton, it deserves to be mentioned that every girls' school is obliged by law to have a vegetable garden, in which the scholars must practice regularly.

STATISTICS.

Valais.—Number of primary schools, 403; 130 boys' schools, 118 girls' schools, 150 mixed, and 5 so-called alternating schools, where instruction is given to boys one-half of the day, and to girls the other.

STATISTICS.

Vaud.—Number of children attending the public elementary schools, 29,571.

STATISTICS.

Zug.—Number of primary schools, 51; 18 for boys, 16 for girls, and 17 mixed. Number of scholars, 2,212; number of teachers, 55, 34 males and 21 females. Number of repetition courses, 19, with 486 scholars. Number of secondary schools, 4, with 14 teachers and 130 scholars. Besides these, there are 2 so-called Latin schools, with 19 scholars. The cantonal institutions comprise 1 secondary school and lower gymnasium, with 46 scholars; 1 industrial school and 1 higher gymnasium, with 37 scholars. The number of instructors in all these institutions is 10. The Sunday drawing-school in the city of Zug was attended by 28 apprentices. Total government expenditure for public instruction, 57,383 francs; 2 francs, 92 centimes *per capita* of the population.

MODE OF APPOINTING TEACHERS.

Zürich.—The most important matter discussed by the cantonal council during the year was the mode of appointing teachers. By a great majority the new law was adopted, which provides that teachers have to be elected, in the same manner as other government officials, every six years.

STATISTICS.

Number of primary schools, 366, with 555 teachers and 31,576 scholars. Number of scholars attending the repetition courses, 7,601; and of those attending the special singing courses, 13,507. Number of female industrial schools, 334, with 328 teachers and 9,125 scholars. Number of secondary schools, 59, with 90 teachers and 2,424 scholars. The teachers' seminary was attended by 132 students, and the normal school numbered 87 scholars. The cantonal school had 564 scholars—209 in the classical course and 355 in the technical course. The university numbered 266 students—56 theology, 26 law, 137 medicine, 47 philosophy.

CITY OF WINTERTHUR.

The city of Winterthur, 8,000 inhabitants, has a very complete system of secondary instruction, viz, 1 higher girls' school, with 128 scholars; 1 intermediate school, with 28; 1 preparatory course for the gymnasium, with 27; 1 gymnasium, with 80; and 1 industrial school, with 122. In the city of Zürich is located the famous Federal Polytechnic School, one of the best in Europe, with 64 professors and 648 students—232 Swiss and 416 foreigners.

15.—TURKEY.

NEW SCHOOL LAW.

The new school law has been promulgated. It consists of 138 paragraphs, and divides the schools of the empire into lower elementary schools, higher elementary schools, preparatory schools, lyceums, and special schools. In future there is to be an elementary school in every village, or town, and if the population is mixed there is to be one for the Mohammedans and one for the other religious denominations. Boys are obliged to attend school up to their eleventh year, and girls up to their tenth year. Whenever a town has more than 500 houses, a higher elementary school is to be erected. The four years' course of such an institution comprises Turkish, Persian, and Arabic grammar, geography, history, arithmetic, geometry, book-keeping, and the language spoken in the province. The preparatory schools admit all sects and religions without any distinction whatever. They have a three years' course, in which French, political economy, and natural history are taught.

Lyceums are to be erected in the capital of every district to receive students who have satisfactorily passed the final examination at some preparatory school. Only Turkish subjects are admitted as boarders in these institutions. There is to be a three years' course, embracing ancient and modern languages, mathematics, and natural sciences. Among the institutions for superior instruction there are classed: The normal schools, the higher schools for arts and sciences, and the university of Constantinople. The object of the normal school is to educate teachers. Any one who has satisfactorily passed through the elementary school may enter as a student. The university of Constantinople has three faculties, viz: Belles-lettres, law, and natural sciences. The school superintendence is to be in the hands of a committee in every district, while in the capital there is to be a school council. Boys and girls are to be instructed separately; girls are to be instructed by male teachers of mature age, until a sufficiently large number of female teachers has been educated. Several normal schools are to be founded exclusively for female teachers. One of these is already in successful operation. It was founded by the untiring efforts of Munif Effendi. Such a step as the last-mentioned one is of special importance in a country like Turkey, where woman, hitherto, was considered little better than a slave.

With regard to the elementary schools, it is to be regretted that the law has scarcely been carried out at all, partly, certainly, owing to the want of competent teachers. Even at this date these schools are, as regards school-houses, teachers, and mode of instruction, in the most pitiable state, and the poor children are obliged to spend their childhood in these establishments, which they leave after a number of years without having learned anything. It is to be hoped that Safvet Pasha and Munif Effendi will, at an early day, devote their attention to the matter of elementary schools.

II.—AFRICA.

EGYPT.

UNIVERSITY OF ALEXANDRIA.

The Egyptian viceroy, Ismail Pasha, has decreed the foundation of a university in Alexandria. It is to be after the French model, and in connection with it there is to be a "School of Egyptology," which it is hoped will bear important fruits on the field of Egyptian archeology. As director of this school, Professor Brugsch, the well known German savant, and explorer of Egyptian history and archeology, has been nominated. The number of students in this school is limited to 24, and will be open for Europeans. These have to pledge themselves that, after having completed their studies, they will enter the service of the Egyptian government for a number of years. The viceroy will, out of his private treasury, bear all their expenses.

SCHOOLS AT CAIRO.

In Cairo, a girls' school has been commenced in the neighborhood of Kassr-en-Nil, where the pupils are boarded, lodged, and instructed. A careful supervision is kept by the (female) teachers, and the pupils are kept in strict seclusion.

A Frenchman, Macé, from Alsace, who has done a great deal in his own country for the opening of public libraries, and for the furtherance of elementary instruction, happened to be present at the inauguration of the Suez Canal. During his stay in Egypt he succeeded in organizing an "Egyptian Educational Association," and awakening the Khédive's interest in this undertaking. This association obtained the special patronage of the crown prince, and was soon joined by many prominent Egyptians, and good results are looked for.

The government schools in Egypt admit pupils of every religion, and of every nationality, if they are only subjects of the Ottoman Empire. Last year, the first public distribution of prizes to the pupils of the schools, connected with the mosques, took place in the minisitry of public instruction in Cairo. Civil officers and priests were the judges. About 150 boys received books, stationery, &c., as prizes, and at the close of the solemn meeting were accompanied home by a band of music.

III.—ASIA.

1.—INDIA.

EDUCATIONAL SOCIETIES.

Among the inhabitants of India a great desire for European education is spreading ever since the great insurection of 1857–'58. The most important means of education have been schools, newspapers, and societies. There are two great religious parties, one of which wishes to introduce a purely deistical system of religion, while the other wishes to restore the old Hindoo religion in its original purity. Many of the societies have more general human aims; thus there is a large society at Lucknow, which publishes journals and holds regular meetings, at which essays are read; admission to this society is free to all sects and nationalities. In Dsheipur there is another large society, under the patronage of the government, whose aim it is to found schools, publish text-books, to raise the sanitary condition of the country, and to encourage the modern system of agriculture. This society, which is entirely aristocratic, engages the best teachers that can be had to instruct children of members in the natural sciences, English, political economy, riding, dancing, &c. In Alighar is the head center of the "East Indian Society for the furtherance of public welfare." This society is managed exclus-

ively by Englishmen. It endeavors to encourage education by sending young natives to travel and study in different European states. Stipends have been founded for twelve young men, who are thus to receive a European education. A special desire for higher education is manifested by the 50,000 Parsees who live in Bombay. The German savant, Martin Haug, (born 1827, in Würtemberg,) during his recent travels in India, visited the Elphinstone College, at Bombay, where several hundred natives are instructed in languages and natural sciences according to European methods. He was present at a session of the debating society, and heard several young Bramins and Parsees carry on a learned discussion on one of Shakspeare's dramas, which showed not only a large fund of information, but also an astonishing practice in logic and rhetoric. He was asked by the Parsees to deliver a lecture on their sacred literature, which for many years had formed his favorite study. More than 300 Parsees were present, and collected on the spot a handsome sum of money for the lecturer, which he gave as a fund to be distributed among the best scholars in the study of the Zend and Pehlewi languages, and literature at the Zertoshti Medresa, the Parsee institution for superior instruction. The position of women was hitherto very low among the Hindoos; but, recently, endeavors have been made to raise their condition, chiefly by giving instruction to girls, from which they had been almost entirely excluded. A commencement has been made in Bombay, where special schools for girls have been established. According to the latest information, the number of these schools was rapidly increasing and the attendance was good.

2.—CHINA.

GENERAL EDUCATIONAL MOVEMENTS.

In the flowery kingdom great educational movements are going on. It was of no avail that the Chinese, after their defeat, bought steamers and guns, they soon saw that reforms must begin on another field, to domesticate among them the wonders of modern mechanics and arts. The French were their first teachers. The first establishment for the construction of steamers and steam-engines was founded at Tshe-Fu. In 1866 a similar establishment was founded at Shanghai, and officers from Peking were ordered to study there. In 1867 a polytechnic school was established in the province of Fu-tsien, at which school talented young men are instructed in mechanical engineering by foreign teachers.

UNIVERSITY OF PEKING.

February 26, 1868, the Emperor sanctioned the plan proposed by Prince Kung for the establishment of a large university at Peking, and granted considerable sums for this purpose. As teachers at this university, a number of Frenchmen and Germans have been called. They had to pledge themselves to learn Chinese in two years, so as to be able to lecture in that language. By that time all the buildings of the university are to be finished, particularly a magnificent observatory. The official Peking gazette has given the statute of the university in all its details. There are five sections:

1. Before entering the student must have gone through a thorough course of classical studies.
2. He must live in the university building.
3. There are monthly and half yearly examinations.
4. After three years he can take his final examination. If passed satisfactorily, he receives a degree; if not, he has to continue his studies.
5. Board and lodging are free, and every student receives some pocket-money besides.

Each section is further explained. With regard to section 1, it says: "By classical studies we understand the study of those numerous works, almost considered sacred, which form the subject of examination for all candidates for government offices. He who has thoroughly mastered these works is considered capable and accustomed to exercise his reasoning faculty. From him we may also expect diligence and perseverance to enter the hidden mysteries of the mathematical and astronomical sciences." With regard to section 2: "In order to accomplish any work a man must live in the workshop; in order to study to some purpose, a student must constantly be near the teacher, in order that he may consult him, whenever he meets with any difficulty."

Besides the "sciences," the so called "six fine arts" form subjects of study at the university, viz:

1. Observations on the principles of social order: 2. Music; 3. Archery: 4. Driving; 5. Writing; 6. Ciphering. The expense for the elementary schools are mostly covered by free contributions, donations, legacies, &c. Children of well-to-do parents pay 3 Spanish dollars for nine months' instruction; and some teachers who have several hundred scholars earn more than a thousand dollars a year. There are, however, exceptions, but as a general rule, elementary school-teachers are better cared for in China than in many European countries; his social position is higher, and his pay is better.

Rich Chinese usually keep private tutors for their children, who live in the family. Elementary education is very general in China, and it is a rare case to find any one entirely ignorant of reading and writing. Quite recently the government has determined to send, at public expense, a certain number of talented young men every year to American and European institutions of learning, in order to have an able body of native teachers.

3.—JAPAN.

GENERAL REMARKS.

Great reformatory movements are going on in all directions, and if the intentions of the government are fully carried out, Japan bids fair to become the leading nation of eastern Asia. Railways and telegraphs are constructed, machine-shops are erected, and distinguished Americans are called by the Japanese government to improve the system of agriculture. Education has likewise received the early attention of the government, and many young men are annually sent at government expense to study at American and European schools and colleges.

EUROPEAN COLLEGE AT YEDDO.

There is in Yeddo a so-called European college, with about 70 professors and about 1,245 students. Of the professors, four are Americans, five English, three French, three Germans, and one Swiss. This college is intended chiefly for the study of foreign languages. Of the students, 710 are studying English, 322 French, and 163 German. Though, according to the prospectus of this college, other branches are to be taught, foreign tongues and the elementary branches form as yet the chief subjects of instruction, for the simple reason that but few students are prepared to advance higher; nevertheless, there are some who are studying political economy, international law, natural phlosophy, &c.

OTHER SCHOOLS AT YEDDO.

Beside this college, there are about sixteen private schools of a higher grade, in which foreign languages are taught. The highest number of students in these schools is about 500.

SCHOOLS AT MIAKO.

In Miako, which is the third large city of the empire, and which was the imperial residence until the late revolution, a large number of schools and academies have been established. Their number is 66. The number of scholars, boys and girls, amounts to 25,747, of which 637 attend academies, and 25,082 schools of a lower grade.

The course of instruction in the schools comprises reading, writing, and arithmetic, and that of the academies the following subjects: Oral paraphrase, (*i. e.*, exercises in giving the meaning of different authors in their own (the student's) words,) 50 students; higher reading, 151 students; higher penmanship, 199 students; higher arithmetic, 72 students; English, 93; German, 81; chemistry, 26. Each of these subjects is taught in different classes. It is a curious fact that the number of female students is almost equal, and at times even exceeds, that of the male students.

PROVINCIAL SCHOOLS.

Every provincial government has established at least two or three schools where foreign languages are taught. In some places foreigners are engaged as teachers, but, as a general rule, the teachers are natives who have studied abroad. There are, of course, in every city and town a great number of old-fashioned schools, in which Japanese, Chinese, and calculation by abacus are taught.

IV.—AMERICA.

Owing to want of information but a few of the states of America, north and south, are mentioned in this review.

A.—NORTH AMERICA.

DOMINION OF CANADA.

1. *New Brunswick.*

The following extracts are taken from the annual report of Dr. Bennet, chief superintendent of schools for the province of New Brunswick, for the year ending September 30, 1869.

"I have the honor to submit my report on the condition of the common, superior, grammar, training, and model schools of New Brunswick, for the year 1869. In doing so, I remark with satisfaction that there has been a sensible increase of schools in both terms of the year; that the increase of the pupils has rather more than kept pace with the increase of the schools; that the average attendance, though still too low, has perceptibly improved; there seems to be an improving public opinion in respect to education and to the importance of providing for it by a system of free schools."

SCHOOLS.

"The number of schools in operation during the winter portion of the past year was 828, or 19 more than in the corresponding term of 1868. In the summer term, beginning with April and ending with September, there are returns of schools in operation to the number of 883, an increase on the preceding summer term of 9, and very considerably more than ever before found in operation at the same time."

TEACHERS TRAINED AND UNTRAINED.

"The trained teachers are steadily increasing in numbers, and bidding fair in a few years more to have the whole of the educational field to themselves. In winter the number of teachers in active service was 858, and of these 641 were of the trained class, an increase of 43 trained on the like period of the preceding year. Again, the teachers employed in summer, as shown by the latest returns, were 901, of whom 687 were trained, an increase on the preceding summer term of 20. The number of untrained teachers still in the service was, in winter, 217, and in summer, 214."

ASSISTANT TEACHERS.

"There is a greater number of assistant teachers in the schools now than at any former period, and the schools are better organized, the pupils are more judiciously classified, and a more economic division of labor for both teachers and scholars is introduced."

PUPILS.

"It has been already stated that there has been an increase of pupils within the year, and the increase is indeed a material one. In the first term the number enrolled was 29,754, an increase on the attendance of the corresponding period of 1868 to no less an extent than 2,034; and in the summer the attendance had reached the large number of 32,641, showing an increase of 1,215 on the like term in the preceding year. Of the winter scholars, 16,853 were boys, and 12,901 girls, or nearly 4,000 more boys than girls. This disparity might be partially accounted for by the season which disengages many boys from the labors of the field, but in summer the disparity is still in favor of the boys by nearly 2,000. I regret that owing to very many of the returns having been made in the old form of register, a sufficient number of answers was not received to inquiries in the new form, which, if received, would have enabled me to state with exactness the number of pupils attending the public schools for longer or shorter portions of the past year. Following, therefore, of necessity, the mode of reckoning employed in former years, of adding one-third of the winter attendance to that of the summer, we obtain 42,559 as the number enrolled at the common and superior schools in the year ending 30th September last. Adding to these figures the attendance at the grammar-schools, at certain of the Madras schools, and at many of those receiving special grants from the legislature I estimate the total attendance for the year at about 47,000.

"This result is good, and some will, perhaps, regard it as almost good enough, but yet is not equal to our necessities. The children who should be at school, but are not, must number several thousands, and it is not well, it is not safe, that they should grow up to be men and women without such elementary instruction as our common schools afford. True, these schools are increasing from year to year, but scarcely at a rate that promises universal instruction at an early day. Indeed, if we may be permitted to learn from the experience of other countries, it would seem that if not the only, at all events the most effectual means to such an end is the establishment of a system of free schools."

PROVINCIAL EXPENDITURE.

The expenditure on account of the salaries of 858 teachers for the winter term was $42,654 97, and during the second term, for 901 teachers, $44,175 98, making a total expenditure for salaries for the whole year of $86,830 95.

LOCAL EXPENDITURES.

In the winter term the expenditures on account of teachers' salaries were $54,856 64, and in the summer term $58,058 98.

From the report of Dr. Bennet for the year ending September 30, 1870, the following extracts are made:

SCHOOLS.

"In the winter term ending 31st March there were 825 schools in operation, or three less than in the corresponding period of the year before. In eight counties there was an aggregate decrease of 43 schools, and in the other six counties an aggregate increase of 40 schools. In the summer time, however, the schools reached a figure never before attained. The returns show 888 schools to have been in operation during that period, being an increase of 18 on the preceding summer term. In seven counties there was an aggregate decrease of 23 schools, and an aggregate increase of 41 in the other seven counties. The largest decrease occurred in Queens, where it was 8, and the greatest increase in Northumberland, where it was 10. These being all single schools, and therefore the number of the teachers corresponding with the number of the schools, it may be noticed that of the 8 teachers thus temporarily or permanently lost to Queens, 6 were of the trained class, and that in Northumberland, with a clear gain of teachers, of 10 teachers all of them were of the trained-class scholars. Northumberland had in winter and summer an increase respectively of 727 and 367, and during the same terms Queens sustained a loss of 250 and 280 respectively, as compared with the year 1869."

TEACHERS TRAINED AND UNTRAINED.

"The number of trained teachers is slowly but surely increasing, being in the winter 643 against 211 of the untrained class; and in the summer term 700 trained against 227 untrained, the figures in both terms showing an increase of trained teachers over those of the corresponding terms of the preceding year."

ASSISTANT TEACHERS.

"The employment of assistant teachers in large schools is a feature of comparatively recent introduction, but wherever the system has been tried it has invariably worked well. The main regret is that, owing to a want of suitable school-houses, the plan is not more generally adopted. As it is, 29 assistants were employed in the winter term and 39 in the summer, or a decrease of 1 in the former term, and an increase of 8 in the latter as compared with the term of 1869."

RELIGIOUS DENOMINATION OF TEACHERS.

"The teachers employed in winter to the number of 854, and in the summer term to the number of 927, were divided among the different denominations as follows, the list also showing the increase or decrease in each term as compared with the past year:

Denominations.	Teachers in winter.			Teachers in summer.		
	Number.	Increase.	Decrease.	Number.	Increase.	Decrease.
Episcopalians	147	.....	7	178	10	.....
Roman Catholics	213	.....	5	239	5	.....
Presbyterians	146	.....	1	148	4	.....
Methodists	114	9	.....	105	.....	1
Baptists	207	6	.....	227	5	.....
Congregationalists	3	.....	4	2	.....	1
Others not reported	24	.....	2	28	4	.....

PUPILS.

"Mention has already been made of an increase of pupils within the year, and this has been the case to a considerable extent in both terms. It is also worthy of notice that the increase in the winter term took place concurrently with a slightly diminished number of schools. In the winter term the number enrolled at the common and superior schools was 30,693. In summer the registered number was 33,627. This gives about 35 pupils on the average for each teacher in winter and 36 in summer. In winter 3,147 more boys than girls, and in summer the boys were still in excess of the girls by 2,055."

PROVINCIAL EXPENDITURE.

"The whole amount paid in teachers' salaries within the first half of the year was $42,790 50. For the second half or summer term the amount expended for same object was $45,600, making a total for the whole year of $88,390 50."

LOCAL EXPENDITURES.

"The amount derived from local sources, that is, from subscriptions, tuition fees, assessments, lands, or donations, and paid for salaries in the winter term, was $56,356 26. In the summer term the local contributions from the same sources and for like purposes were $59,222 25. Thus the local contributions for salaries within the year were $115,578 51."

SUPERIOR SCHOOLS.

"In the winter term there were 31 of these schools in operation, and 35 in summer. In the 31 schools open in winter there were 41 teachers engaged, and in the 35 in operation during the summer term, 44 teachers, thus showing the employment of 10 assistants in the former term and of 9 in the latter. The attendance in winter was 1,918, and in summer 2,153."

2. *Province of Ontario.*

It is seldom the good fortune of a public officer, holding position at the will of the executive, to have the privilege to lay the foundation and conduct to eminent success a great public reform. Specially is this the fact with the work of public instruction, in which frequent changes of administration not only have delayed progress but prevented that unity of purpose and plan essential.

The development of public education in Ontario and its present gratifying condition are largely due to the fact that changes of administration have been avoided, and that the chief superintendent is a non-political and a permanent officer.

The present superintendent, the Rev. Dr. Ryerson, was appointed by the governor general in 1844, and has labored faithfully and efficiently for twenty-seven years, thus adding treasures of experience to the natural talent, administrative ability, physical energy, and intellectual vigor which qualified him for the work of organizing a system of public instruction. Under his supervision the public schools of Ontario have attained a degree of prosperity which makes them not only the friends of Canadians, but the admiration of all promoters of popular education.

We give our abstracts of the acts respecting educated schools and such statistical information as is contained in the annual reports of the normal, model, grammar, and common schools of the province.

HISTORICAL SKETCH.

As early as 1796, attention was directed to the establishment of public schools, and a grant of half a million acres made for the establishment of four district grammar schools and a university. The low value of lands rendered this endowment insufficient and the scheme was abandoned.

The first legislative enactment was passed in 1807, but availed little, providing for grammar or high schools but not for common schools. The grants then made are still continued. In 1816, common schools were established. Three trustees were chosen for each district, with power to appoint the teachers, select text-books, and make all rules and regulations.

The province granted $100 annually to each school, the balance of the salary to be made up by subscription.

In 1822 a board of education was appointed to superintend the grammar schools and manage the university and school lands.

In 1824 the sum of $600 was annually appropriated for the purchase of books and tracts designed to afford moral and religious instruction, and to be equally divided among all the districts.

In 1836 a commission was appointed to inquire into systems of education in other countries, but their labors were productive of no results for want of a vigorous and systematic supervisor. This need was provided in 1844, by the appointment of the Rev. Dr. Ryerson, the present honored head of the department of public instruction. As a preliminary step, he devoted a year to the examination of systems of education in Europe and America, and embodied the results in a report, which proved that the educational interest of Upper Canada had been intrusted to a "master-builder."

The system of public instruction, as provided by law, does not differ in its chief outlines from those in the majority of the States of the United States, but is wisely adapted to meet local wants and harmonize sectarian antagonism. The statutes respecting schools have not been materially altered since their adoption, the policy being to enlarge their scope as the growth of population may require, not to change the essential principles upon which the statutes were originally founded.

Three classes of public educational institutions were organized, the common school, the grammar school, and the university; the latter being independent, but receiving aid from the public educational resources.

In 1847 a normal and model school were established in Toronto, thus completing the educational facilities of the province.

GOVERNMENT.

The general control of the school system is in a council of public instruction, of which the chief superintendent is a member. They hold office during pleasure, and, in addition to the oversight of the school, prescribe the text-books, select reading books for the public school libraries, make rules for board of examiners, and, upon satisfactory evidence, can revoke the certificates of teachers.

The superintendent receives a liberal salary and is allowed a contingent fund ample for the work of his office; he receives and distributes school money, prepares all necessary forms, collects statistics, examines all accounts, makes an annual report to the legislature, and when he deems it necessary visits the school municipalities to obtain information and correct errors.

To facilitate the government of the schools the province is divided into districts, each under the control of five commissioners, elected at a general meeting of landholders and house-holders and to hold office three years. The school commissioners thus elected are a body corporate, with all the usual rights and powers, and hold all school property, real and personal. The powers of the commissioners are ample, and upon their energy and ability the condition of the schools of each district largely depends. The apparent teachers regulate the course of study, and fix the school fees, which shall not exceed 40 cents, or be less than 5 cents per month. They are required to make an annual census of children of school age, and when the number of children makes it expedient can establish separate schools for girls.

DISSENTIENT SCHOOLS.

A wise feature of the law reconciles, to a great extent, sectarian antagonisms. When the school regulations are not agreeable to any number whatever of the inhabitants professing a religious faith different from that of the majority, the dissentients may choose trustees, establish schools, and receive their proportion of the school fund. Ample provision is made for carrying out this portion of the law harmoniously and efficiently.

SCHOOL FUNDS.

These are derived from legislative grants and local sources. The whole amount provided for common-school purposes in 1868 was $1,789,332, of which the legislative appropriation was only $171,387. The legislative fund is distributed to each municipality according to population, upon condition that an equal sum is provided by local assessment, but in many districts a much larger amount is raised by voluntary act, thus exhibiting the progress and strength of the feeling of the district in regard to the education of its youth.

During the last two years the rate-bills on pupils have decreased, indicating an increase of free schools, and encouraging the hope that ere long all the schools will be made *free by law*.

The schools are further aided by appropriations for the purchase of maps, globes, and various articles of school apparatus, the department giving an amount equal the sums provided from local sources. These articles are nearly all manufactured in Canada, and are said to be better made and furnished at lower prices than those imported from Europe or the United States.

FREE PUBLIC LIBRARIES.

For the encouragement of education free libraries are established. The books are procured by the education department at as low prices as possible. A classified catalogue of over 4,000 works is sent to the trustees of each school section, from which volumes are selected, and these are supplied with an addition of the books equal in value to the amount provided by the district. The value of libraries thus furnished to the end of 1868 is $127,474; the number of volumes, 227,610.

TEACHERS AND SCHOOLS.

No teachers are employed in the common and grammar schools unless found qualified by the board of examiners, and provided with a certificate of good moral character

signed by the minister of his own faith and three school commissioners of the locality in which he has resided for the last six months. If deemed expedient the board may from time to time require a new examination, at which, if the teacher fail, the certificate before granted becomes null and void.

Teachers are employed by the year, and seldom engage in any other occupation. Thus many young men and women adopt teaching as a profession and prepare themselves carefully, hoping to rise gradually to the higher duties of academy and university. But the salaries are low, the highest in the country being $635; in the city, $1,300. The lowest salary paid to a male teacher in a county was $100; in a city, $250. Notwithstanding the low rates of remuneration, many teachers continue their work until incapacitated by old age. For these superannuated teachers provision is made, generous in its designs if not liberal in its extent.

The educational summary for 1868 shows that schools were open eleven months; there were 4,882 institutions of various grades. The whole number of pupils was 434,933, and the total amount expended for all educational purposes was $2,239.639.

B.—SOUTH AMERICA.

1.—ARGENTINE REPUBLIC.

MESSAGE OF PRESIDENT SARMIENTO.

Not having received any other recent documents, that portion of President Sarmiento's message addressed to Congress, July, 1871, which relates to public instruction, is given in a free translation:

"I can announce, with sincere satisfaction, that education, in all its grades, has made great progress during the last year. The census recently taken in San Juan has shown that this province has succeeded in diffusing instruction among the majority of the youth in school age, while the province of La Rioja, which, in the beginning of the present administration, contained only a single school, shows to-day a number of about 4,000 pupils in its schools.

"Other provinces, as Salta, Tucuman, and Catamarca, have in every way encouraged public instruction, their governments having, since 1869, doubled, and in some cases tripled, the appropriation for this purpose.

"Education is, to-day, the chief care of the republic, which is sufficiently proved by the laws and decrees of the different States and the extensive correspondence on this subject addressed to the ministry of public instruction. There is every evidence that, shortly, still greater progress is to be made.

"All the laws that have been passed regarding education have been carried out immediately. A new college has been established in La Rioja, and the normal school of Parana, whose foundation had been retarded by the war, has just been fully organized.

"The astronomical observatory of Córdoba, which has commenced its functions, does honor to the country and will materially contribute to the advancement of science.

"The professors who have come from Germany have been installed at the University of Córdoba, in order to establish there a faculty of the mathematical and physical sciences. Scarcely was their number completed when the ministry charged them with the foundation of a scientific association for the study of the natural history of the country. Among the members of this association are Dr. Burmeister, the director of the Museum of Buenos Ayres, the director of the observatory," &c.

2.—BRAZIL.

HE DIFFERENT KINDS OF SCHOOLS.

The different kinds of schools are: Primary, primary and secondary, (primary schools with higher classes,) secondary, superior, and special. The public schools are all free, but as there are, specially in some of the larger cities, quite a number of private schools, many parents of the better class prefer to send their children to these.

PRIMARY, AND PRIMARY AND SECONDARY SCHOOLS.

The number of primary schools, according to the report of the ministry, was 3,378; of these, 2,264 were exclusively for boys, and 1,114 exclusively for girls; the number of pupils in these schools was 106,624; the number of primary and secondary schools was 409, with about 8,000 pupils.

DISTRIBUTION OF PRIMARY, AND PRIMARY AND SECONDARY SCHOOLS.

The empire of Brazil, exclusive of Rio de Janeiro, has an area of 290,080 Brazilian square miles, (leguas quadradas,) = 3,100,104 English square miles, and a population of 10,580,000 inhabitants. Thus there is about one child attending school out of every 92 inhabitants.

Distributed according to provinces, the following number of schools comes to every thousand Brazilian square miles:

1. Sergipe, 109 schools to every 1,000 square miles; 2. Rio de Janeiro, 100; 3. Ceara, 60; 4. Alagoas, 53; 5. Espirito Sancto, 52; 6. Pernambuco, 40; 7. St. Catharina, 36; 8. Parahiba, 36; 9. Rio Grande do Norte, 29; 10. S. Pedro do Rio Grande do Sul, 26; 11. S. Paulo, 24; 12. Minas Geraes, 21; 13. Bahia, 20; 14. Maranhao, 9; 15. Parana, 8; 16. Pianhy, 5; 17. Goyaz, 3; 18. Para, 3. The province of Amazonas has only one school to every 2,000 square miles, and the province of Matto Grosso one to every 4,000.

THE SCHOOLS OF RIO DE JANEIRO.

The population of Rio de Janeiro, according to last reports, was 235,381. The number of public schools was 47, viz, 26 for boys and 21 for girls. These schools were attended by 4,383 scholars; 2,480 boys and 1,903 girls.

By a decree of November 7, 1870, a number of primary schools of a higher grade have been established, viz, 4 for boys and 7 for girls; thus the total number of public schools is 58, (30 for boys and 28 for girls.) The comparative statistics of attendance for the last six years shows that though slow, there has been after all an increase: Attendance in 1865, 3,482; in 1866, 3,765; in 1867, 4,125; in 1868, 4,313; in 1869, 4,309; in 1870, 4,383.

The number of private elementary schools is 109, viz, 54 for boys and 55 for girls; these schools were attended by 5,728 scholars, (3,403 boys and 2,325 girls.) The total number of primary schools is, therefore, 167, with an attendance of 10,111 scholars.

In the neighboring village of Copacabana e Cempinho there are two private schools in which gratuitous instruction is given to poor children.

SECONDARY SCHOOLS.

There are secondary schools at Rio de Janeiro, Pernambuco, and San Paulo; the two last mentioned are preparatory schools (institutions of a secondary grade) attached to the two law schools in those cities. The course of instruction in these institutions embraces the following subjects: Rhetoric and poetry, philosophy, geometry, arithmetic, history, geography, English, French, Latin, and Portuguese.

The secondary school of Rio de Janeiro is called the Imperial College of Pedro I. The number of students is 224, viz, 77 paying students and 127 free students. The number of private secondary schools is 66, viz, 36 for males and 30 for females, with an attendance of 2,851, (1,975 boys and 876 girls.)

SUPERIOR SCHOOLS.

There are two law schools, viz, one at Pernambuco and the other at San Paulo, the former with 443 students, the latter with 214.

There are two medical schools, viz, one at Rio de Janeiro and one at Bahia. The medical school at Rio de Janeiro has three departments, viz, one of medicine, 435 students; pharmacy, 108 students; obstetrics, 2 students; total number of students, 545. The medical school of Bahia has two departments; of medicine, 242 students; and of pharmacy, 100 students; total number of students, 342.

SPECIAL SCHOOLS.

The Commercial Institute, at Rio de Janeiro. This institution, which is intended to give a thorough business education, is maintained by the government. Formerly under the ministry of the interior, it has by a decree of September 27, 1870, been placed under the ministry of public works, agriculture, and commerce. Besides the usual commercial branches the course of instruction embraces linear drawing and political economy, as applied to commerce and industry. During the last year 34 students matriculated.

Institution for the blind.—The number of inmates is 27, viz, 18 males and 9 females. Of these, 7 were natives of Rio de Janeiro, 18 were from the different provinces of the empire, 1 from Uruguay, and 1 from Germany; four paid for their board and instruction.

Institution for deaf-mutes.—The number of inmates is 13—all male—sone of whom only is paying. Of the others ten were maintained by the general government and two by the provincial government of Rio Grande do Norte.

Academy of the fine arts.—This academy has a day and an evening course; the former was attended by 45 students, the latter by 215, making the total number of students 260. The course of instruction embraces drawing, painting, sculpture, architecture, æstheties, archæology, history of the fine arts, anatomy, and mathematics. According to the different subjects, the students of the evening course were distributed in the following manner: 12 drawing from living models; 44 industrial drawing; 16 industrial, ornamental, and figure drawing; 5 industrial drawing and elementary mathematics; 1 making ornamental and figure drawing and elementary mathematics; 123 ornamental and figure drawing; 13 drawing and sculpture of ornaments and figures. Of the students of the day course 10 studied landscape painting and 7 historical painting.

Conservatory of music.—The number of students in this institution is 155, viz, 66 males and 89 females. According to subjects the students were distributed in the following manner: 1. Males: rudiments of music, 28; violin, 9; clarionet, 3; flute, 5; violoncello, 1; double-bass, 4; singing, 10; singing and violin, 2; singing and clarionet, 1; singing and flute, 1; singing, violoncello, and double-bass, 2; singing, clarionet, violoncello, and double-bass, 1. 2. Females: 28 singing, 61 rudiments of music.

Imperial Lyceum of Arts.—Under the auspices of the Society for the Propagation of the Fine Arts. This institution, established in 1858, has made great progress, and is now in a flourishing condition. The number of students that have matriculated at this institution during the last year is 921. The course of instruction embraces the following subjects: Arithmetic, algebra, geometry, drawing, (figures, ornaments, flowers, and animals,) machine-drawing, construction of machinery, naval architecture, civil architecture, sculpture of statues and ornaments, geography, penmanship, Portuguese, French, and English.

Military Academy.—This academy has 44 professors and 353 students. The course of instruction embraces, besides the military sciences, geography, history, mathematics, French, English, and Portuguese.

Naval Academy.—Like the preceding institution, this one is maintained by the government. The course of instruction lasts four years, and embraces all the branches of naval science, besides several foreign languages.

SCIENTIFIC, LITERARY, AND ART ASSOCIATIONS, ETC.

Imperial Medical Association.—This association held thirty-two sessions during the last year; it publishes a valuable periodical, The Brazilian Annals of Medicine, (Annaes Brazilienses de Medicina.)

The Historical and Geographical Institute.—This institute numbers among its members some of the most prominent men of the empire, and its sessions have been regularly attended by the Emperor himself. Its object is the study of Brazilian history and geography. It publishes a learned periodical, the Revista Trimensal, (Quarterly Review.)

The Public Library of Rio de Janeiro.—This library numbers already about 150,000 volumes, and is constantly increasing. There are also considerable libraries at Bahia and San Paulo.

Dramatic Conservatory and National Theater.—The society called the Brazilian Dramatic Conservatory was founded in 1843; and in 1849 greater powers were conferred upon it. Its duties are now to examine the pieces which are handed in to the managers of the theaters of Rio de Janeiro, to inspect the theater from time to time, &c.

3.—PERU.

GENERAL REMARKS.

Of the schools in Peru it must be said, as of many other institutions in that country, there is much talk, but little is done. The whole instruction consists of learning by heart the contents of certain text-books, without developing the reasoning faculties of the scholars in the least. All the schools (private and public) issue very pompous circulars, in which all manner of sciences are enumerated; but, as a general rule, the scholars leave these schools with a small amount of superficial knowledge and a profound self-conceit.

ELEMENTARY EDUCATION.

The elementary schools are in a miserable condition, because only old women and such men as can positively find no other employment will take the places of elementary-school teachers. But little is known of the recent improvements in the methods of instruction, and the only branch of instruction in which good results are obtained is penmanship.

Only quite recently town schools were established in Lima; the school-house is provided by the municipal authorities, which also pay the teacher's salary; instruction

is given free of charge. The teacher has an assistant as soon as the number of his scholars exceeds 60. Although the teacher is not allowed to take any fee, this is frequently done, the result being that chiefly children of those parents are admitted who pay well, while the children of the poorer classes have to go to the "dames' schools." The course of instruction in these town schools embraces catechism, scriptural history, reading, writing, arithmetic, grammar, geography, and history of Peru. The boys and girls are kept strictly separate in these schools.

NORMAL SCHOOL.

Some years ago a normal school was established in Lima, under the direction of the German philologist Dr. Brauns, after the model of the German teachers' seminaries; this institution, which since Dr. Brauns left has lost much of its former excellence, has two departments, viz, one for elementary and one for secondary instruction. The former is to be open to all students, without distinction of color or rank; the students live in the school, have an opportunity of studying education theoretically and practically, and after having passed an examination are to be sent as elementary teachers to all parts of the country. This department, which was intended to be the chief and most important one, is, however, more and more neglected.

There are quite a number of private schools, but, with the exception of the English elementary school and the German school, they are mere speculations for making money. Every one who wishes to commence a school must be a Roman Catholic; must undergo an examination before the "council of education," and submit his course of instruction for their approbation. But these conditions do not seem to be kept very strictly, for in 1865 an entirely uneducated Berlin Jew opened a Roman Catholic boarding-school.

SECONDARY AND SUPERIOR INSTRUCTION.

The college of Guadaloupe is a state institution; it has a curious course of instruction.

Preparatory, or seventh class.—Scripture history as far as the birth of Christ; Spanish grammar; arithmetic, as far as proportion; geography of Peru; general geography.

Sixth class.—Church history; Latin, (grammar and Cornelius Nepos;) arithmetic; algebra; ancient geography.

Fifth and fourth classes.—Dogmatics; geometry; trigonometry; Latin, (syntax, Cicero, Ovid;) ancient history; Peruvian grammar, and translation of the four Gospels; elements of mechanics; magnetism; electricity; air and heat; history of the middle ages; French.

Third class.—Philosophy; descriptive and chronological astronomy;(?) mathematical geography; planetary system; fixed stars; almanacs.

Philosophical course.—Second and first classes.—Logic; psychology; modern history; French; English; elements of natural history; literature; poetry; rhetoric. The whole course is to be gone through in six years.

The college of San Carlos has three departments, viz, law, medicine, and natural sciences. The number of professors in the law department is 8. The method of instruction is peculiar; at the beginning of the term the professor gives the manuscript of his lectures to one of the students; after two weeks he comes and asks whether the manuscript has been copied. If this has been done, he sets a certain portion of the manuscript to be learned by the student, and appoints a day for an examination. He now commences to examine, and continues till all the students have had their turn of copying, studying, and of being examined. During the last year three professors made an exception from this practice, and delivered their lectures.

There are five universities (scarcely deserving the name) at Lima, Cuzco, Ayachuco, Truxillo, and Puno. The University of St. Mark, in Lima, (founded in 1570,) is the oldest institution of the kind in South America. There are a number of theological seminaries, in which mathematics and law are likewise taught. A polytechnic school has, in 1864, been started in Lima, by the government, at great expense; it has two directors and four professors.

V.—AUSTRALIA.

VICTORIA.

The eighth report of the commissioner of the board of education for this colony has been received. It comprises a statement of their proceedings, and much additional information of value and interest worthy of a larger space than can be appropriated for it in this report.

SUMMARY OF STATISTICS.

Population of colony	727,494
Number of children between five and fifteen years, (estimated)	182,836
Number of all ages attending common and rural schools	107,537
Number of all ages attending private schools	27,053
Attending industrial schools and reformatories	2,627
Attending some school	137,217
Number of common schools, including rural, &c	942
Exclusively for boys	22
Exclusively for girls	25
Exclusively for infants, (under eight years)	17
Number of teachers and assistants	1,259
Number of pupil teachers	316
Number of work-mistresses	414
Number of rural and half-time schools	55
Number of pupils in rural and other schools	1,385
Cost of instruction per head of population	7*s.* 10*d.*
Number of months of school year	10
Number of mixed schools including rural	878

In addition to the figures given above it is estimated that about 9 per cent. of the children of the colony are taught at home by parents or tutors. It is therefore believed that about 78 per cent. of the children of school age are receiving instruction during the year.

BOARD OF EDUCATION.

The board of education consists of five members, who must be laymen, and no two of the same denomination. They are appointed by the governor, in council, for five years; three form a quorum at their meetings; they control the distribution of school moneys, the establishment and inspection of schools, the examination and classification of teachers, course of instruction, rate of fees, &c.; all such regulations subject to approval by the governor in council.

NATIONAL AND DENOMINATIONAL SCHOOLS.

Previous to the passage of the school act of 1862, two boards of education were in existence in the colony, one denominational and the other national. By the common school act of 1862, the personal property of both boards, as well as the real property of the national board, was transferred to the new board, and all lands and school-buildings, hitherto vested in trustees of denominational schools, were permitted to be transferred to the new board. When the act came into force, there were in operation 706 schools, of which 193 were national, or vested schools, while 513 were denominational, or non-vested. The vested schools have increased from 193 to 457, while the non-vested schools have decreased from 513 to 434. The non-vested schools are decreasing in all the denominations except that of the Catholics, while those among them are increasing. The policy of the board has been, not to press the suppression of non-vested schools, save under exceptional circumstances, but the existence in any locality of a school not vested in the board is not regarded as a hinderance to the establishment of a vested school, should such be applied for; although the establishment of such school necessitates the withdrawing of aid from the non-vested school. No aid is granted by way of buildings, repairs, furniture, or school sites, except to vested schools.

RURAL AND HALF-TIME SCHOOLS.

Provision is made for the establishment of rural and half-time schools in districts so thinly populated that the required average of 20 pupils for a common school cannot be maintained. In those cases the board grants aid toward the salary of a teacher, but nothing toward the provision of buildings, furniture, books, &c. The attendance of 15 pupils is a condition necessary to the establishment of a rural school. Where this number cannot attend, half-time schools of ten pupils are allowed, the teacher dividing his time between the two schools in such manner as the board may sanction. The same rate of fees are required of the pupils in rural schools as in the ordinary common schools. Reports of inspectors indicate a difference of opinion respecting the efficiency of these rural schools. Inspector Geary, of the western district, thinks the establishment of these schools of the greatest importance in that section of the country, and even recommends that all the common schools should be put upon the same footing. Inspector Broadsill, of the eastern district, on the contrary, expresses the opinion that the rural schools should be regarded as merely a temporary expedient, and believes that, as a general thing, the condition of the rural schools recalls the frank answer of a home school-mistress to the English educational commissioner, who required of her details respecting her school: "It's little they pays me, and it's little I teaches 'em."

TECHNOLOGICAL INSTRUCTION.

Drawing.—Attention has recently been specially called by the board, in a printed circular, to the importance of technological instruction as affecting the industrial progress of the country, and permitting instruction in mensuration, geometry, and algebra, to be given in the common schools, where it could be given sufficiently and without detriment to the other branches. At present the technological instruction in the common schools is confined to drawing.

The number of common schools in which drawing is taught has been slowly, though steadily, increasing for several years. In 1870 it was taught in 60 schools, to an average number of 3,371 pupils, at an additional cost to the board of about £626, and to the parents of about £620.

Music.—During the year 1831 instructors in music were employed in 152 schools, who taught an average number of 10,355 children, at an expense to the board of about £1,613, and to the parents of about £1,571.

TRAINING TEACHERS.

It is stated that in this colony 4 per cent. of the total cost of education is expended in the training of teachers, while in the State of Massachusetts less than 1 per cent. of the sum therein expended for school purposes is devoted to the training of teachers. It is thought that the system of pupil teachers has proved very successful in the colony. These pupil teachers, commencing at thirteen or fourteen years of age, pass through a course of instruction extending over four years, in which they receive special instruction in teaching, and salaries varying from £16 to £50 per annum; they are examined every year, and if they pass are promoted to a higher grade. At the close of their course they are eligible to enter the training schools to complete their professional training, where their board and lodging costs them but £15 per annum. Teachers of schools who are recommended for a course of training by their inspectors are allowed to enter at the same rate. Others have to pay: males, £30 per annum, females, £25. An increase during the past year of 43 pupil teachers is reported. Since the opening of the new training school, in January, 1870, 78 students have been in training, of which 46 were females, and 32 males. Only about one-third of the teachers in the colony are females, *i. e.*, about 400 literary teachers and 414 work mistresses. The board is strongly of the opinion that the employment of female teachers should be extended, and proposes to take steps with this view.

COMPARISON WITH THE UNITED STATES.

As respects the cost of instruction, a comparison is instituted between the States of New York and Massachusetts, and the Colony of Victoria, from which it appears that the cost of education per head of population was in the case of Massachusetts more than double, and in that of New York 50 per cent. greater than that in Victoria; while it is represented that the school term is much longer in Victoria, and the teachers superior in point of experience and training to those in the United States; the majority of teachers in the United States being females, who are obtained for very small salaries. "In any comparison, therefore, of American and Victorian schools," it is remarked, "we must give due weight to the frequent changes, the low salaries, the incompetency of the teachers, and the short time during which the schools are open, as well as to the irregular attendance of the scholars and the want of anything like an efficient system of inspection in America." It is remarked that "in San Francisco the cost of instruction, per head, is three times as great as in Melbourne, and in Chicago more than twice as great;" while in these cities the school-houses in many cases are showy and expensive buildings, resembling modern club-houses, or extensive town mansions; accommodation is not provided for more than about one-half of those who require to use them, the poorer classes being almost altogether excluded from any of the benefits of the common school-system."

QUEENSLAND.

[From the report of the board of general education for the year 1869–'70.]

SUMMARY OF STATISTICS.

Population of the colony, (estimated)	110,000
Total school population	not given.
Whole number of children in attendance	11,087
Total average attendance	5,736.2
Total number of schools	89
Total number of teachers: masters, 60; mistresses, 28; assistants, 18; pupil teachers, 47	143
Estimated value of vested school property	£44,856

THE SCHOOLS.

The studies pursued in these schools, which are all denominated "primary," are the usual common English branches, and, in a very few cases, the higher branches, as mathematics and the languages, are pursued, but always out of the regular school-hours. The results of the year's instruction indicate that the schools are improving in efficiency, the great evil being irregularity of attendance, an evil which, it is remarked, may find its remedy at last in some system of compulsory attendance. The average daily attendance, though still very low, shows an increase over that of the past year of 917, or nearly 20 per cent. The evil of irregular attendance is especially great in the districts where cotton is raised. During the ripening season, indeed, the schools in these districts are entirely deserted for a period of from two to four months.

THE ESTABLISHMENT OF SCHOOLS.

As a general rule the board do not grant aid toward the establishment of a primary school unless an average attendance of 30 pupils can be guaranteed. The extent of the aid usually afforded is an amount equal to twice the sum raised by local contributions. In special cases, however, where there may be an inability to raise a sufficient sum locally, the board may deviate from the general rule and grant a further proportion of the cost of school-buildings, furniture, and apparatus.

In cases where the settlers are too few or too poor to comply with the regulations provided for the establishment of vested schools, the people sometimes erect a rough temporary building, and if they succeed in getting a teacher moderately competent, the board recognize the school provisionally, and grant a small stipend to the teacher. There were five provisional schools in operation during the year.

TEACHERS.

Teachers are classified, according to their attainments and skill, into three classes, each class having two grades. The highest salary of masters is £200 per annum; of mistresses, £170; the lowest salary of masters is £100, and of mistresses £80 per annum. The great majority of the teachers have received a professional education in the colonies, or in some one or other of the training institutions in the old country; and of the others nearly all have had an extended experience in the management of a school and have otherwise proved their fitness for the duties of their office. The masters of schools, being married men, are allowed house-rent, if not provided with a house attached to the school. In small towns and in country schools the salary of the master implies the assistance of his wife for an hour and a half daily, who must be competent to instruct the girls in needle-work.

Apprentices, or pupil teachers, as they are called, receive instruction as pupils either before or after the ordinary school-hours. In addition to the common school studies they are taught some of the higher branches and the art of teaching. The salary paid these apprentices ranges from £20 to £65 per annum.

FREE INSTRUCTION.

Upon the 3d of December, 1869, an order was issued from the colonial government providing that education should thenceforth be free to every child in the colony, in accordance with which order the board of education, a few days thereafter, issued a notice to masters and mistresses of schools directing them to receive no fees from January 1, 1870. It was further decided by the board of education that books and other school requisites should be provided gratis during the year 1870.

A supplement to the report is added, dated June 30, 1870, containing a report of the effect upon the educational interests, for the six months previous, of the abolition of the rate-bills. The immediate consequence of the freedom of tuition was a very large increase in the number of pupils, particularly of very young children, so that it was found necessary to limit the age of admittance to those over five years, and even with this restriction so great was the increase in attendance that additional teaching-force had to be obtained.

The total increase for the half year was 2,325 or about 33 per cent., and which pupils, it is further stated, did not appear to belong to a lower or more needy class than the rest of their school-fellows.

PROGRESS OF EDUCATION IN JAMAICA.*

UNITED STATES CONSULATE,
Kingston, Jamaica, January 18, 1871.

SIR: Having received by this morning's mail the Jamaica Blue-Book for 1869, I proceed to lay before you such summaries of the various departments as will probably have interest and importance.

I begin with the educational statistics. There are five classes of schools under government patronage and inspection; to these may be added another class, viz, private schools.

The former are designated as elementary schools *under government inspection;* elementary schools *not* under government inspection; model schools not endowed, and model schools endowed; and normal schools to tabulate them. In fourteen parishes there are 270 elementary schools under government inspection, being an average of nineteen schools in each parish; in these there are 20,439 scholars enrolled, with an average attendance of 11,660, and having an income of £9,500, or $40,800, of which £7,576, or $36,364 80, are paid by the government. Of elementary schools *not* under government inspection, in thirteen parishes there are 127, being an average of ten such schools in each parish, an enrollment of 13,014 scholars, and an average attendance of 4,861, with an income of £2,137, or $10,057 60.

The aggregate of these two classes is, of schools, 397, or an average of twenty-nine schools in each parish; enrollment, 33,453 scholars; average attendance, 16,521, or less than one-half the number enrolled; aggregate income, £11,639, or $50,857 60, being an average of $1 50 per annum per each enrolled elementary scholar. Of private schools, not reported in the government tables, there are 170, with an income of £3,000, or $14,400. Of model schools not endowed—*i. e.*, model schools sustained by different churches—there are four, with an enrollment of 325 pupils and an average attendance of 199, and an income of £1,052, or $5,040 96. Of endowed model schools there are 25, an enrollment of 2,374, an average attendance, of 1,464, and an income of £5,249, or $25,195 20. Of normal schools there are five, with an enrollment of 100 and an equal average attendance, the income being £5,477, or $26,297 60.

The grand aggregate may be thus summed, viz: 501 schools; enrolled scholars, 36,252; average attendance, 18,294. The grand aggregate income of these schools is £21,959 19*s.* 3½*d.*, or $105,407 82. The average amount per scholar per annum is $2 81.

In addition to the schools enumerated in the above summary there are many private schools, scattered all over the islands, especially in the towns, besides the Roman Catholic college and the collegiate school in Kingston, from which no report for publication has been received, which may increase the number of schools to about 600 schools in operation, with an enrollment of 42,252, and an average attendance of 21,000. Denominationally the schools may be classed thus:

	Schools.		Schools.
Church of England	102	American Missionary Society	6
Wesleyan	49	Hebrew National	1
Moravian	33	London Missionary Society	1
Baptist	40	American Christian Church	1
Undenominational	13	Roman Catholic	2
Presbyterian	9	Wesleyan Association	2
United Methodist Free Church	11		

The various endowed schools have funds amounting in all to £91,174, or $437,635 32, from which, and the rent of property not included in the funds, the revenue in 1869 was £9,985, or $47,920 80. As no census of the island has been taken for many years, it is impossible to show what proportion the enrolled scholars bear to the scholastic population.

Of the pupils in the model schools the great majority are colored or creole; of those in the normal schools, in training as teachers, almost all are colored. Of those engaged in teaching I should suppose fully seven-tenths are creoles.

I have visited many of the schools, and they compare favorably with those of the frontier and Southern States as to proficiency of pupils and efficiency of instructors.

I have the honor to remain, very respectfully, your most obedient servant,

THOMAS H. PEARNE,
United States Consul.

Hon. J. C. B. DAVIS,
Assistant Secretary of State.

No. 153.] UNITED STATES CONSULATE,
Kingston, Jamaica, October 18, 1871.

SIR: I am to give in this dispatch the educational statistics of Jamaica as contained in the Jamaica Blue-Book for 1870, and in the annual report of the inspector of schools for the same year. A much larger number of applications for government aid occurs in this year than in any former one.

*Letters furnished by the courtesy of the Secretary of State.

Three hundred and twenty-nine schools were inspected in 1870, an increase of 67 over the previous year.

The system of giving an opening grant—*i. e.*, a special grant in aid of erecting and furnishing a school-house—whenever a new school is opened in a destitute district, has been found to work well. It enabled 24 new schools to commence and advance sufficiently in their operations to come under inspection this year. The general results of inspection show an advance in nearly all the departments of the educational system of the island.

In 14 parishes there are 329 schools, 186 trained teachers, 150 untrained teachers, 25,961 enrolled pupils; average attendance, 14,609. Fees collected in these schools, £3,785 7*s.*; grants, £5,857 6*s.*; total, £9,642 13*s.* The grants of 1870 exceed those of 1869 by £1,395 18*s.* The grants distributed to the denominational schools are as follows viz:

Name.	Grants for—						Increase in 1870.		
	1870.			1869.					
	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*
Church of England	2,115	17	0	1,709	13	0	406	4	0
Wesleyan	889	11	0	804	17	0	184	14	0
Moravian	703	11	0	618	17	0	84	14	0
Baptist	892	14	0	540	9	0	302	5	0
Presbyterian	388	11	0	208	8	0	180	3	0
United Methodist	148	0	0	127	12	0	20	8	0
American Missionary Society	68	16	0	89	2	0	*20	6	0
Hebrew	14	8	0	50	0	0	35	12	0
London Missionary Society	229	12	0	17	4	0	212	8	0
American Christian Church	15	0	0	14	8	0	0	12	0
Roman Catholic	22	0	0	11	6	0	10	14	0
Undenominational school	269	6	0	219	12	0	49	14	0

* Decrease.

Number of denominational schools.

Name.	No. of denominational schools in—		Increase.	Decrease.
	1870.	1869.		
Church of England	119	102	17	.....
Wesleyan	56	49	7	.....
Moravian	34	33	1	.....
Baptist	58	40	18	.....
Presbyterian	21	9	12	.....
United Methodist	9	11	.....	2
American Missionary Society	4	6	.....	2
Hebrew	1	1	.....	.....
Roman Catholic	11	1	10	.....
Undenominational	13	13	.....	.....

Name.	Average grant in—						Increase.			Decrease.		
	1870.			1869.								
	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*
Church of England	17	15	7½	16	15	2¾	0	19	4¾	.....		
Wesleyan	17	13	4¾	16	8	6	0	14	8¾	.....		
Moravian	20	13	10	18	15	0¾	1	18	9¾	.....		
Baptist	15	7	9¾	14	15	2¾	0	12	7¼	.....		
Presbyterian	18	10	0½	23	3	1½	.....			4	13	0¾
United Methodist	16	18	10½	11	12	0	5	6	10½	.....		
American Missionary Society	17	4	0	14	17	0	2	17	0	.....		
Hebrew	14	3	0	.....			14	8	0	.....		
London Missionary Society	20	17	5½	17	14	0	3	13	5½	.....		
American Christian Church	15	0	0	14	8	0	1	12	0	.....		
Roman Catholic	22	0	0	11	6	0	10	14	0	.....		

Schools not under government inspection in 1870.

Name.	Schools.	Teachers.	Enrolled.	Average attendance.	School fees.			Other.			Total.		
					£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*
Church of England	7	7	257	138	18	0	0	59	10	0	77	10	0
Moravian	4	4	156	79	3	4	3	56	7	9	60	0	0
Presbyterian	24	24	1,093	642	110	16	10½	267	16	8	378	13	6¾
Wesleyan	9	9	382	210	12	12	0	42	0	0	54	12	0
Baptist	55	55	2,867	1,477	302	9	5	122	11	4	430	1	9
Roman Catholic	9	9	698	581	70	0	0	92	0	0	162	0	0
London Missionary Society	6	6	492	335	54	9	9	105	16	6	160	6	3

There are 4 government model schools and 4 teachers, 350 enrolled scholars, 220 average attendance, supported at an expense of £999 15*s.* 11½*d.* There is a government training college, supported at an expense of £290 4*s.* 5½*d.* There are 33 endowed schools of various grades; enrolled attendance, 2,199; average attendance, 1,472; salaries of teachers, £36 78*s*; expenditure, £5,283 12*s.* 6*d.* Four normal schools, 138 pupils enrolled; expense, £3,546 5*s.* 9*d.*

To recapitulate and summarise:

Name.	Schools.	Enrolled scholars.	Average attendance.	Increase.		
				£	*s.*	*d.*
Under government inspection	329	25,961	14,609	9,642	13	0
Not under government inspection	118	7,167	4,196	1,353	13	3½
Model schools	4	350	220	999	15	11½
Endowed schools	29	2,199	1,472	5,824	19	2
Normal schools	5	138	74	4,422	4	11
Total	485	35,815	20,571			
Increase of several of the above from religious societies and other sources				3,214	0	0
				25,457	11	4
To this a further sum for private schools, say				4,000	0	0
				29,457	11	4

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

THOMAS H. PEARNE,
United States Consul.

Hon. J. C. B. DAVIS,
Assistant Secretary of State.

EDUCATION IN FOREIGN COUNTRIES AIDED BY AMERICAN INSTITUTIONS.

At the Sandwich Islands, Oahee College, at Punahoa, near Honolulu, has grown out of the missions of the American Board of Commissioners for Foreign Missions. In 1853 it received a charter from the island government, which endowed it with a grant of 300 acres of good lands; and $12,000, resulting from the sale of these lands, are invested for the institution, while about $19,000 are invested in the United States, raised by donations here. The college is governed by trustees residing at the islands. The pupils, up to 1866, numbered 290. During the year ending in 1868 there were 72 students.

The American board propose two new colleges: one at Batticotta, Jaffna district, Ceylon for which about $22,000 have been subscribed in this country, and $15,000 in Ceylon; and one in Central Turkey, toward which about $9,000 have been pledged by the people there.

In the Sandwich Islands the Lahainaluna Seminary, founded by the mission about 1832, and transferred to the government about 1849, has done a great work for the education of the people. In 1870 it was reported that the number of pupils had been 100 for three years. There are some thirteen other boarding-schools at the islands, attended by nearly 200 boys and 250 girls in 1870. There is also a theological school, with 16 students last year, and a medical school, with 10 students. The government schools in 1870 were 224, with an average attendance of 5,938 scholars; and 29 day-schools, in which English was taught, had 1,458 pupils.

In Turkey, not including Syria, the missions of the American board have now four theological schools, with 78 students; seven boarding-schools for girls, with 151 pupils; and 185 common schools, with 5,679 scholars.

In Syria there is also a theological school at Abeih; and two girls' boarding-schools at Beirût and Sidon, which had, in 1870, 95 pupils.

In Persia, at Ooroomeeyah, there have been for many years two seminaries, one for boys and one for girls, which have educated a large number of young people. The missions in Syria and Persia are now under the care of the Presbyterian board of missions.

In western India the American board has one boarding-school for girls, with 70 pupils.

In the Madura district, Southern India, one training and theological school, with 38 students; one boarding-school for girls, with 34 pupils; seven station schools, with 125 male and 45 female pupils; and 105 village day schools, with 2,079 scholars.

In Ceylon a training and theological school has 20 pupils; and two girls' boarding-schools have 76.

In China there is a girls' boarding-school at Foochow, with 15, and one at Peking, with 27 pupils, besides a few female pupils in other places, and some training classes for young men.

Among the Zulus, in South Africa, the training and theological school has 42 pupils, and the girls' boarding-school 29.

In mission schools of the American board are 15,467 pupils, exclusive of the Sandwich Islands, Syria, and Persia.

AMERICAN EFFORTS IN AID OF EDUCATION IN OTHER LANDS.

THE SYRIAN PROTESTANT COLLEGE.

This institution, which owes its existence to American influence and benevolence, is located at Beirût, the chief seaport of Syria, a city of 80,000 inhabitants, steadily growing in size and importance, and occupying a central position in respect to all the Arabic-speaking races. The college is incorporated in accordance with the laws of the State of New York, and is under the general control of trustees in the United States, where the funds are invested; but local affairs are administered by a board of managers composed of American and British missionaries, and residents in Syria and Egypt. A preparatory department was established in 1865, the regular course was begun in the autumn of 1866, and the medical department added one year later. The first class graduated in July, 1870, with five members. The college is conducted upon strictly Protestant and Evangelical principles, but is open to students from any of the Oriental sects and nationalities who will conform to its regulations. Nearly one hundred young men are enjoying the advantages it offers. The sects represented are the Protestant, Orthodox-Greek, Papal-Greek, Maronite, Druse, Armenian, and Coptic. The language of the college is exclusively Arabic, the common tongue of Syria, and used by more than one hundred millions of people throughout the East. The course of instruction embraces the several branches of Arabic language and literature, mathematics, the natural sciences, modern languages, moral science, Biblical literature, and the various departments of medicine and surgery; jurisprudence and Turkish law, with other studies, will be added as means allow. The college has an able body of instructors, foreign and native, and possesses a fair equipment of apparatus. The literary department embraces the ordinary college course of four years. An eclectic course has been added, permitting students,

in some cases, to select specific branches. The medical department is awakening deep interest throughout the country. Native practitioners hitherto have been grossly ignorant and incompetent. This school furnishes a professional training in accordance with the principles and practice of modern science. It is a feature of the medical college that its course is graded. This system, which some older colleges are striving to adopt, has wrought well here. Thirty students are attending the medical lectures. At the commencement in July six received the diploma of Doctor of Medicine. The literary graduates numbered eight. Five of the orations were in Arabic, one in Turkish, one in French, and one in English. The Syrian Protestant college, through many difficulties, has now gained a recognized position in the land. Is has largely the respect of the people and the confidence of the government. Ecclesiastics and others, dreading its liberalizing tendencies, have endeavored to establish colleges of their own; but, while a large number have been gathered in, the course of instruction is limited, and the standard of scholarship low. These institutions, however, are beginning to supply students for the college, and aid in stimulating the general interest in education. The native agent of the college has received the recognition of the authorities, the college property has been freed from taxation, permission has been granted to erect buildings, and further encouragement is promised. The college, under American influence, has every prospect of success. Americans, free from political entanglements in the East, and having by years of missionary labor secured the confidence of the people, can, as no others could, carry on the work with efficiency, and make this institution a center of wide and permanent power.

ROBERT COLLEGE, OF CONSTANTINOPLE.

This institution is situated in Constantinople, Turkey, and derives its name from the American gentleman through whose munificence it was founded, Mr. C. R. Robert, of New York City. Its site is pleasant, and its surroundings have been immortalized by some of the great scenes and leading events in ancient history. But one-third of a mile distant from the village of Roumili Hissur, it looks down upon the Bosphorus, only a few hundred yards below. Near by is the spot where Darius sat on his throne, centuries before Christ, and witnessed the crossing of his army to invade Scythia. Here Xenophon passed, one hundred years later, in his gloomy retreat of 10,000 soldiers. Here, too, the crusaders went on their way to Palestine. The building is of imposing design, having a frontage on the Bosphorus of 113 feet, a depth of 103 feet, and being four stories high, including the basement. It has a Mansard roof, which projects at the center of the front and at the four angles in the form of towers. The material is stone and iron. Its entire cost was about $90,000. The college was founded about nine years ago, but the present building was not finished for occupancy until within the past four years. Students board within the building, for which it has a capacity for 250. The college was founded by Mr. Robert, upon the suggestion of the missionary workers in that country, who had long felt that an educational institution of a high character should be established in Constantinople. Mr. Robert had previously traveled through Turkey on a tour of pleasure, and having then formed an interest in the elevation of education of its people, he received the suggestion with favor, and in due time gave the sum of $100,000 for erecting and furnishing a college.

The course of instruction is based on unsectarian Christianity, and embraces all the branches of a liberal education, literature, ancient and modern, philosophy, science, and theology. It is open to all the youth of Turkey, under certain regulations, the same as prevail in this country. It was incorporated by a statute of the State of New York under a board of six trustees, who regulate its affairs. It is under the immediate superintendence of Rev. Dr. Hamlin, as principal, with a corps of assistants. The present fall term numbers about one hundred and eighty students, representing some ten or twelve nationalities. Instruction is conducted in eight or ten languages.

Since its establishment, the institution has instituted gratuities amounting to $10,127 50 for the benefit of poor students. In its last annual report the gratifying fact is shown that the college has already reached a self-sustaining basis.

The institution has been very liberally treated by the Turkish government, a fact which its conductors gratefully acknowledge. Each year shows great and good results flowing from this fountain of intellectual and moral knowledge, and already has it been found necessary to prepare for enlarging its capacity. To this end twelve acres of land have been added to the seven or eight now occupied, at an expense of $12,000 in gold, and an endowment of $300,000 is now being urged for a president, three professors, the suitable residences for the same, for a library building with necessary books, philosophical apparatus, geological cabinet, &c.

A most satisfactory indication of the high appreciation in which this great educational charity is held by the English residents of Turkey, and especially by the government, is exhibited in the fact that the former gave Mr. Robert a grand reception on the occasion of his recent visit to that country, and the Sultan relieved the imported materials for the building of all duty, and commanded the grand vizier to offer the benevolent founder the "decoration of the Osmanli" as a token of His Imperial Majesty's personal regards. The bestowal of this, the highest official favor of the empire, upon Mr. Robert, was a recognition of the course of education in foreign lands which its supporters and workers everywhere will warmly appreciate.

EDUCATIONAL METHODS IN GERMANY

AMERICAN EDUCATION AS RELATED TO EMIGRATION.

GOTHA, GERMANY, *October*, 1871.

SIR: The little kingdoms, duchies, and principalities of Germany, which are fast disappearing, have not been an unmixed evil. Grant that they have greatly weakened Germany's international influence, and were the source of petty intrigues and jealousies, yet they have preserved that sense of individuality and solidarity for which the Germans were noted in the times of Tacitus and Cesar, and which has not been without its advantages to the world. The leading minds of these small states being unable to play a prominent part upon the political stage, have expended their activity in other channels, which are of no less vital importance to the weal of nations. Munich, Dresden, Stuttgart, Manheim, Weimar, Gotha, and other capitals of the minor states, entered into a keen contest of superiority in the collection of books, paintings, statuary, and other works of art; in the establishment of universities, gymnasiums, seminaries, and other educational institutions; in the procurement of prominent and noted teachers and laborers in the fields of science; in pre-eminence in music, the drama, and architecture.

THE PRINCES OF SMALL STATES THE PATRONS OF ART AND SCIENCE.

This general competition for talent on the part of the princes of the minor states, secured an independence and social consideration to the learned classes which they did not command either in England or France, where but a single monarch or capital sat in judgment upon their capacities. It is for this reason that so many scientific minds, who consider political effects of subordinate importance, regard consolidation as a very great evil, detrimental alike to individual independence and progress in absolute science. These considerations, weighty in themselves, are, however, only introduced here to show that Gotha, though a small city, has been the home of many leading minds, and has exercised a great influence upon educational science.

THE TEACHERS' SEMINARY AT GOTHA.

Celebrated throughout Germany, and even in the Austrian Empire, from which many pupils are received, are its Teachers' Seminary, under the directorship of Dr. Paul Möbius, an authority on educational matters, and the Teachers' Kindergarten Seminary, for the education of female teachers, under the direction of Professor August Köhler, author of several books upon the kindergarten system.

A description of the educational methods of these institutions is given, not only because they have been practically successful, but because they represent the latest and most thorough methods of scientific education.

COURSE OF STUDY.

The male teachers' seminary comprises about seventy pupils, divided into three classes, a three years' course being necessary to graduation. In addition to the usual studies of our best normal schools, two subjects are introduced—a complete history of educational systems, and a theoretical and practical knowledge of music. The history of educational methods comprises some twelve authors, commencing with Pestalozzi, and extending to the present day; and the education in music is carried so far that setting two bases to choral songs, as well as execution on the violin and organ-playing, are among the graduating tests. But what distinguishes this seminary from most others, and gives it its peculiar value, is that several large common schools, comprising two hundred male scholars, are attached thereto. The graduating class is, therefore, not merely instructed theoretically in the art of teaching, but also practically, being compelled to teach under the supervision of the professors, and subject to each other's criticism.

METHODS OF INSTRUCTION.

One of the pupil teachers, of the graduating class, for instance, takes the school in hand for an hour and conducts the recitation. The others of the class, with their professor, look on, note-book in hand, in which all the criticisms and observations are noted—every scholar making a criticism being, by the rules, compelled to quote the language or event he criticises.

Perhaps four or five pupil-teachers have had charge of the school during the day, when the class adjourns with the professor to its own room, and the day's proceedings are criticised.

CRITICISING.

The criticisms extend to the minutest matter; for instance, "He did not speak in a kindly voice when saying"—(here follows the quotation as proof)—"Never address me so loud again." Or, "He did not speak grammatically;" "He did not give a certain word the proper accent;" "He put too many leading questions;" "He did not make his explanation sufficiently clear," &c. When the notes are all read, the pupil-teacher obtains the floor to explain, and then the professor sums up the case, taking good care to give credit for everything well done. Should the criticisms have brought out any general rule of conduct, the professor says: "The pupils will please to make a note, that the first question put to the scholars should never be a leading one, though in default of a correct answer, or in case of a partial answer, other questions suggesting by comparison or analysis the correct answer may be put;" or any other general rule which may be suggested.

CARE TAKEN TO KNOW THE CHARACTER OF EACH PUPIL.

For the purpose of instructing the young teacher in the true method of finding his way to the heart of his pupils, further conferences are held, where the character of each pupil is thoroughly criticised.

Every pupil-teacher is expected to know the name and appearance of all his pupils, so that he recognizes them at once, and addresses them readily by their proper name. When the character of each pupil has been carefully canvassed, his characteristics are noted in a record-book according to the final judgment of the conference. This is done for the purpose of determining wherein the pupil ought to be encouraged or restrained, and what are his governing motives, so that he may be controlled without resort to harsh measures. This analysis of character, and the attention devoted to each pupil, enables the seminary school to dispense with whipping or other harsh treatment. It may be presumed that the teacher who conducts the school under the critical eye of perhaps twenty observers is not only upon his best behavior, but is sharpened up to the utmost limit of his capacity.

FEMALE TEACHERS' SEMINARY.

Having described the method of educating teachers in the male seminary, a few words of illustration will be sufficient to explain the method of the female teachers' seminary, in connection wherewith a large kindergarten school is conducted. The pupil-teachers here also learn to teach not merely theoretically, but practically, being temporary teachers themselves, and criticising their fellow-pupils.

HOW KINDERGARTEN TEACHERS ARE TRAINED.

Having personally witnessed the manner in which this seminary is conducted, and made notes thereon, I extract the following account taken from my note-book which will illustrate the method of teaching kindergarten.

One of the young ladies in the graduating class, which comprised pupils from Russia, Austria, England, and America, as well as of Germany, having taken charge of the school, introduced a little play in which three fishes are selected. One of the children, on being asked what kind of a fish she would be, said, "I want to be a gold-fish." The next responded to the same query, "I want to be a gold-fish, too." The teacher said, "O, no; we do not want so many fish of one kind." Thereupon the child said, "I will be a crawfish;" to this the teacher responded, "Crawfishes, remember, always go backwards." While the play progressed, a little one, who had come too late, made her appearance, of whom the teacher took no notice. When this play was concluded another pupil-teacher took charge. She said, "Now he who stands up the nicest I will select as the leader." Another teacher took charge and selected one of the little girls (all the scholars being between the ages of three and six) to count the boys in the ring, and one of the little boys to count the girls. In the mean time the young ladies were busily engaged taking notes. It was a puzzle to me what these ladies could see worthy of notice, as, to my unpracticed eye, everything seemed to be progressing smoothly.

THE CRITICISM.

As soon as the exercises were concluded, Professor Köhler and the lady pupils assembled for mutual criticism. Their little note-books seemed to be inexhaustible, and for two hours the critical discussion continued. As specimens of its character I mention the following:

One lady said she admired the tact with which the teacher met the remark, "I want to be a gold-fish, too." The professor asked what did that remark indicate? A certain laziness of mind and an indisposition to think. This must always be corrected. When

the little girl came too late, the teacher should have said, "My dear Lina, how much you have missed by coming too late." Or, "I was so sorry to have been compelled to begin the exercises without dear little Lina." "I am quite sure," continued the professor, "that words like these would have induced the child to make every effort to be in time the next day."

In addition to a number of minor topics, the whole question of the plan of appealing to the children by means of rewards and prizes came up for discussion, in commenting upon the remark of the teacher that she would select the child that stood up straightest for the leader, and was held that, while remarks like the foregoing were not censurable, and might be employed, yet the whole system of rewards and prizes was pernicious, *because it appealed to base and selfish motives*, and frequently aroused envy and discontent in the hearts of the scholars.

EQUANIMITY UNDER CRITICISM.

But what appeared to me most charming was the perfect good nature with which this almost inexhaustible criticism was listened to by the pupil-teachers themselves. In my discussions with men, I have seldom found those who could separate the subject from the person, and who could bear adverse criticism, of even a favorite doctrine, with equanimity. A training which enables a young lady to submit to such minute criticism in regard to defects of voice, grammar, style, appearance, &c., and which permits the fair critics to speak out with perfect frankness and good faith, knowing that their own turn will come next, is certainly very superior, and has few equals in the world as a method of teaching self-control.

INDIVIDUALITY.

There are three vital questions agitating the German educational minds, and the battle is waged on both sides with vigor: First, how far must individuality and self-thought be encouraged, and by what methods, and when must it be restrained? It is held that self-thought and individuality may be encouraged to the point where they become singular, disagreeable, or where they intrench upon the rights of others. Of course these limits are within the judgment of each educator, and in monarchical countries are much more circumscribed than in a republic. But it is generally conceded that lessons and rules committed merely mechanically are worthless, and even injurious to mental growth.

DISCUSSION BETWEEN THE ADVOCATES OF CLASSICAL AND SCIENTIFIC TRAINING.

The next question is one which has already excited discussion in the United States, and upon which the general press and the masses of the people have taken sides. It is, whether the college classical course, which consists in a thorough drilling, (in Greek, Latin, mathematics, general history, and philosophy,) constitutes the best possible training, or whether these studies shall be subordinated to what are called *practical themes*, such as book-keeping, natural philosophy, and chemistry, &c. The distinguished chemist Liebig is quoted as having said that, while the purely classical scholars from the gymnasium who entered his chemical laboratory were far behind those who came from the "real-schools," where practical chemistry was taught, for the first six months, they always outstripped the latter by the end of the year. It is, therefore, contended that the general strengthening of the mind will enable the youth to learn more thoroughly any particular calling than the endeavor to take up the calling at the expense of a thorough mental discipline.

I am inclined to think that there is room for both systems, and that it depends both upon the mind of the scholar, upon the time he can afford to spend, and upon the particular walks of life he expects to enter, whether he should take the practical scientific, or classical scientific, course. But I am equally clear that a mixed course is unsatisfactory, and that the courses should be kept entirely separate, and even appertain to different institutions.

TOO MANY STUDIES TAUGHT IN THE COMMON SCHOOLS.

Parallel with this is the third question. It is claimed that public sentiment in Germany demands the overcrowding of the common schools with too great a variety of studies. It is said by educators that, between the ages of six and fifteen, the brain is extending and obtaining its physical growth, and that all attempts to over-stimulate it result disastrously. This is an age already of more knowledge than wisdom, and notwithstanding the greater amount of knowledge, there is evidently great mental laziness, and an absence of originality and individuality. The demands made upon the common schools for more studies has resulted in the purely mechanical memorization of lessons, which is highly injurious to mental development.

INFLUENCE OF GERMAN EDUCATION UPON THE UNITED STATES.

The educational systems of Germany have a double influence upon the United States. One is their example; but the one of still greater magnitude lies in the fact that every year, probably for the next thirty years at least, one hundred and fifty thousand Germans will emigrate to our shores, and finally share with us the governing power.

EDUCATION IN ENGLISH FOR IMMIGRANTS.

It is safe to estimate that, for the next fifty years, three hundred thousand Europeans will seek our shores each year. This vast injection of foreign thought, with the diverse languages, customs, and habits of the strangers, seems to demand, as a matter of self-preservation, that the Government should establish for these emigrants a system of compulsory education in the English language. At present, those who have either been used to compulsory education, as on the continent, or to no education at all, as Ireland, are apt either to neglect to send their children to school regularly, or to send them to parochial schools, (Lutheran or Catholic,) where the English language is subordinated to other studies. The law ought to provide that all children that do not attend public schools shall make the annual examination, with the scholars of the common schools, in reading, spelling, and, subsequently, grammar and composition in the English language, and that if any pupil or pupils of private or parochial schools shall not be able to pass an equal or satisfactory examination, they shall continue in school until they can. This system will be of incalculable benefit to those German children who are sent to parochial schools where greater attention is paid to the catechism than to English. There are thousands of German youths to-day compelled to fill subordinate and menial stations because their English education was neglected in these schools.

The inability to read English with fluency induces also foreign and hostile habits of thought, detrimental alike to themselves and to the American republic.

The time has come when this vast immigration movement should no longer be regarded with indifference, but guided by sound statesmanship.

Very respectfully,

J. FRED. MEYERS.

General JOHN EATON, Jr.,
Commissioner of Education, United States of America.

SPECIAL ARTICLES.

PROGRESS OF EDUCATION FOR WOMEN.

The present time is characterized by a spontaneous movement of the female mind toward higher education. Multiplied facilities are opening on every hand in response to the movement. "The experience of age in things that fall within the compass of it directeth them, in new things, abuseth them," says Bacon. In a single lifetime we have passed from the attitude of abuse to that of direction with reference to the higher education of women. The universities, the colleges, the technical schools to-day opening to women are not experiments, but the result of experiments already successful. From the general interest of the subject, and for the sake of a few alarmists who still predict that such influences will unsex woman, destroy her loveliness, and thwart the divine purpose in her creation, we may ask what is the history of this progress, and what its teaching, with reference to the effect of education upon the happiness of women, or her power in the family and society?

A glance at the domestic history of nations will disclose that though the idea of superior education for women is not new, there has never been a popular settled conviction of the necessity of such education, or of definite good to result therefrom, the advantage, when offered, having been the blossoming of a peculiar national condition or prosperity.

PRACTICE OF THE ANCIENTS.

The ancients had exquisite conceptions of female loveliness, as shown by their poetry, art, and philosophy, but in their brigthest periods the educated woman was, as a rule, of a nameless caste, and but an exponent of the refinement of Pagan sensuality.

For women as a class, the common women, nothing seems to have been regarded but the physical nature and domestic qualities.

The Jews were an exceptional people, in the words of Dr. Raphael, "Without education they cease to exist," and though their daughters were jealously guarded, the influences under which they were nurtured developed moral purity and great dignity of character. In considering Pagan nations we must not forget, "that they had no school of politics but the forum, of morality and religion, but the theater," the scope and genius of their nationality was as unlike our own as were their views of life and their hopes in death. Their national integrity depended rather upon military efficiency than individual character, and they were entirely destitute of that sense of universal brotherhood, and those vast charities with which Christian nations are animated, and which in their outreach for the universal amelioration of mankind demand every power in the race. Time and sense was the dominant thought in heathen, as soul and eternity must be in Christian systems. In a cursory view of ancient history we come suddenly upon a striking characteristic of the Germans; while yet barbarians their women possessed elevated characters and defined influence. The historian affirms that the "Germans treated their women with esteem and confidence, and fondly believed that in their breasts resided a sanctity and wisdom more than human."

The fact suggests a dazzling possibility, as it was the mission of the Greeks to realize the ideal of beauty, and of the Romans to perfect jurisprudence, it may have been reserved for the Anglo-Saxon to reach the *ideal* of social development.

WOMAN IN ENGLAND.

The general attainment of English women in the sixteenth century is suggested by Scott, who says of Amy Robsart: "If she had not loved to collect finery and to wear it, she might have woven tapestry or sewed embroidery till her labors spread in profusion over all the walls of Lidcote Hall, or she might have varied Minerva's labors with the task of preparing a mighty pudding against her father's return from the greenwood."

That single tragedy, as developed by the novelist, is a powerful representation of the wreck which the life of a woman may become, who knows no duty or law but submission to another's will, and realizes no power but that of hopeless or misplaced love.

From nearly contemporary times, there has come to us the beautiful picture of Lady Jane Grey, who united with the graces of young womanhood attainments worthy, according to Froude, of "a matured man," and who met her early tragic fate with the serenity of a noble mind, and the more brilliant record of Queen Elizabeth, of whose administration Bacon affirms that he "could not have chosen a more remarkable instance of the conjunction of learning in the prince, with felicity in the people."

The higher education of women found championship in the trenchant pen of Sidney Smith. His declaration that all the objections against the education of women have at one time been urged against the education of common men, must be at least assuring to timid souls.

The aristocracy of intellect has always existed, only once it was monopolized by a class, as since by a sex.

LESSONS OF HISTORY.

History, it must be admitted, affords ample proof of the capacity of women for liberal education, and example of men of masterly thought, who have regarded her education as an important problem in social development, as Lycurgus, who wished the sexes regarded

alike with respect to education; Charlemagne, who founded schools for girls in the eighth century; Luther, who regarded education as the handmaid of religion and was the first to urge the establishment of better schools for girls, and Fenelon, whose book, "Sur l'education des filles," exercised great influence on female education in the seventeenth century.

RECORD OF PROGRESS.

Up to the moment when our own country advocated the cause, little had been done for the education of girls, save in a few noble families by the labor of private tutors. The graces, the charms, the happy influence of these favored girls illuminate the pages of history and biography. Around their memory circles a halo brighter than the beams of beauty.

John Bugenhagen, who drew up the famous *Brunswick school law* and *regulations* of 1528 and 1543, may be considered as the founder of the first state elementary schools for girls in Germany that really deserved the name. The Brunswick law served as a model to nearly all the German states. The seventeenth century, with the thirty years' war, and the general disorder and demoralization consequent thereupon, was unfavorable to education in general; most of the schools that had been established ceased to exist. About the year 1700 the state of female education was as bad as ever. There were quite a number of girls' schools, but they were mostly kept by ignorant old women. The city of Königsberg alone had 200 such schools.

August Hermann Franke was the first who started a higher girls' school in connection with his famous establishment at Halle. The number of pupils at this school in 1714 was 700.

In 1787 the *first* higher girls' school was founded at Berlin, by Professor A. Hartung.

A few items will give the educational standard for American girls previous to 1825. In 1762, writes Rev. Wm. Woodbridge, "boys could do something in the simple rules of arithmetic; girls were never taught it." A merchant residing in Hartford, desiring to give his daughter the best education, sent her for one quarter to Boston to learn needlework and dancing, and to improve her manners in good and genteel company. In 1779, two Yale students, during a long vacation, after the British troops invaded New Haven, had each a class of young ladies in arithmetic, geography, and composition, for one term.

The Moravians had previously opened a young ladies' school at Bethlehem. In 1780 Mr. Woodbridge heard, for the first time, in Philadelphia, a class of young ladies parse English. In 1789 a female academy opened in Medford, the first of its class in New England, and in 1820 visitors assembled in Mrs. Willard's seminary for the amazing novelty of hearing a lady pass an examination in geometry.

The only schools in Boston to which girls were admitted in 1784 were called writing-schools, kept by the teachers of the public schools between the forenoon and afternoon sessions. In 1789 girls were admitted on a footing of equality with boys in three of the reading-schools. The girls attended the reading-school in the morning, and the boys the writing-school, and in the afternoon vice versa. This was known as the "great reform," but even under this advance girls were only allowed to attend schools six months in the year, from April to October.

On September 25, 1825, the city council appropriated $2,000 for a high-school for girls. The school was instituted January 13, 1825, and before the end of the second year had become so popular, the applicants for admission were so numerous, so many parents were disappointed that children were not received, the demand for larger and better accommodations involved such additional expenditures, that the school committee, under the lead of the mayor, Josiah Quincy, met the emergency *by abolishing the school and pronouncing it a failure.* For a period of twenty-three years no attempt was made to revive the subject in either branch of the city council.

These years form a transition period in our history. The time of the planting of our colonies was distinguished by a prodigious activity of the moral forces. The character of the women, no less than of the men, had been matured by the discipline of life and religious faith and consecration. In a small community, welded together by the power of a single purpose and common dangers, there is an equalization of attainments, restoring men and women to that relation so clearly expressed in the words, the woman shall be a helpmeet for the man. Such a period is generally followed by one of mental vigor.

Here is a marked difference between our own course and that of other nations, as they have struck out into the mighty stream of intellectual progress; woman has remained the fossil of a past era; we have borne her forward on the current, but as it would seem in the involuntary fulfillment of destiny rather than of conscious purpose.

SPECIAL MOVEMENTS.

The first public movement in the East toward the systematic training of women for a definite purpose was the normal school opened in Lexington, Massachusetts, July 3, 1839. The absolute superiority of woman in the work of primary instruction, and her peculiar adaptation to the entire profession, is now so fully established that a school system which

ignores her services seems inconceivable, yet the employment of female teachers was scouted by the legislature of New York, in 1820, and in Scotland has been, until very recently, resisted as opposed to national custom. Such a blind mole is prejudice!

These normal schools resulted from the immediate efforts of such earnest men as J. G. Carter, Rev. T. H. Gallaudet, Horace Mann, Dr. Channing, and their associates, but Mrs. Emma Willard and Mary Lyon had previously imparted an impulse toward scholarly culture for their sex. With deep conviction of the importance of female education and entire self-consecration, they mingled the enthusiasm which fires apathetic souls. Their schools were already established, and their scholars already abroad imparting to society the savor of elevated thought and pure sentiment. These two women, alike broad and comprehensive in their views, had each her ruling thought, which has left its impress upon her own institution. With Mrs. Willard, it was the æsthetics; with Miss Lyon, the discipline of study.

Thus, in 1839, the subject of the higher education of women was practically before the people in two classes of institutions, the one aiming at the development of character and superior fitness for any relation in life as the result of mental training; the other offering special preparation for a definite purpose.

In the fifty years which have elapsed, schools of the latter class have multiplied much more than the former—a natural result, since tangible necessities are stronger incentives than aspirations.

EUROPEAN EXAMPLES.

It was exactly here, in the application of technical and professional training to the capacities of women, that we should have looked to Europe for direction. Prussia, France, Austria and Belgium had long recognized the necessity of such training for men, and already possessed effective systems, but on the adaptation of any of these facilities to women, their school histories were nearly blank. It was not easy to understand how, in countries where the whole curriculum of arts and sciences was open to the son of the meanest subject, women were yoked like beasts to the plough. The fact was a plain denial of the assertion that there is in man an instinctive recognition of the claims of woman upon his care and tenderness—a plain proof that when beside man's highest intellectual elevation, woman is left stultified and ignorant, she becomes the slave of the pleasures, the passions, or the necessities of her natural protector.

SUCCESS OF NORMAL SCHOOLS.

Without precedent in foreign countries, or immediate encouragement at home, normal schools were multiplied and improved. Their success stimulated the British provinces, and finally continental nations to similar efforts. Their growth in our country may be estimated by a single example. The Boston City Normal School to-day has a building worth $250,000, and seems prepared by its complete facilities to bear the palm even from college competitors in the field of scientific investigation, in which Dr. Raymond declares "women have a specific, suitable, and important part to perform"—a declaration confirmed by the success of Caroline Herschel, Maria Mitchell, and Mary Somerville.

INFLUENCE OF NORMAL SCHOOLS.

The power of these normal schools was not limited to supplying teachers to public schools; they sent an influence upward to the higher social strata, and downward to the lowest. Their graduates imparted an exhilaration to the society with which they mingled, which excited the attention of the wealthy, who began to covet, also, for their daughters the best gifts, while, on the other hand, the good done to the young women trained in these schools, and their beneficial reaction upon the community, gave a new suggestion to philanthropy.

Far below the circle of the public-school influence were the children of the aimless and desperate poor—the fungi of a social mildew; for them came industrial schools, inferior to the normal in scope, but possessing the same vitalizing power of training for a specific purpose, with the inseparable results of principle, direction, and aspiration.

OBERLIN COLLEGE.

In 1833, the second great step in the education of women was taken in the opening of Oberlin College, for the co-education of the sexes. Here three much-vexed questions were brought to immediate issue:

1. The capacity of women for collegiate training.
2. The desire of women for such training.
3. The advantage of the co-education of the sexes.

The address of Rev. James H. Fairchild, before a meeting of college presidents, at Springfield, Illinois, July 10, 1867, presents concisely the conclusions reached by this experiment. A letter dated October 31, 1871, reiterates these conclusions as the summary of their experience to the present time. The majority of ladies, observes Mr. Fairchild, do not desire the

full collegiate course — not from conscious incapacity, but from a recognition of the relations between school training and the probable duties of life. Hence there has resulted an adaptation of the college course to ladies' classes. A small proportion of ladies always take the full course, and reflect credit upon their classes. The association of both sexes, so far from being prejudicial, has undeniable advantages, of which the most important are, an economy of means and forces, wholesome and natural incentives to effort, and harmonious relations with the community incident to the presence of ladies.

With Oberlin in the van, many other schools, as the Northwestern University, Illinois, the Indiana University, and Cornell College, Iowa, admitted women.

The light of culture and refinement, spreading so rapidly over the tide of westward emigration, seems a natural emanation from those seminaries which the West established so early and opened so freely to both sexes.

ART SCHOOLS.

Among the specific institutions established for women, one of the most interesting, both as regards its history and results, was the Women's Art School of New York, opened as an independent association in 1852, and merged into Cooper Institute in 1859. Here art was pursued, not only in its ideal relation, but in its mechanical application: the departments of designing and wood-engraving being especially interesting. The students in these were not only trained in the art study, but in canvassing for orders; and thus, under the encouragement of the professors, acquired a difficult but essential duty of the profession. Many of the graduates of the institution are now established in business as teachers of art, designers, engravers, and professional artists.

The students, as compared with young men, were characterized by eagerness for results, and *impatience in the tedium of practice.* Many influences other than sex account for the difference. The young man serves apprenticeship with certain reference to future necessity; all the traditions and experiences of the past are spurs to his untiring effort. Let the varied influences of parents, teachers, and society, combine to assure a young woman that whatever be her subsequent relations, a trade or profession is invaluable, and the sexes stand on an equality with reference to external forces.

The National Academy of Design at New York is opened to both sexes, and in the experience of this institution mutual advantages have resulted from the association.

Women are more literal in art, as shown by their exact copies; men are more original. The women excel in delicate effects; the men in bold combinations. The one tends to soften, the other to elevate art. It is worthy of note that the two highest prizes offered last year for copies were taken by lady students.

In 1867 the New York Ladies' Art Society was founded by Mrs. Pope and Mrs. Henry Peters Gray for the purpose of promoting the interests of women artists. The advising committee of four gentlemen have extended cordial aid to the association, and peculiar social recognition was given in the winter of 1870, by a reception tendered by William T. Blodgett. A prize of $100 offered during the past year for a particular design was won by a member of the association, and another member received the order for designs for the upholstery of the Pacific Railroad line.

In addition to other facilities, a life class is sustained by the association, securing to young women the advantage of studying from the living model at a very slight charge.

The art association is a gratifying evidence that women are not lacking in the sense of mutual dependence and the power of combination.

MEDICAL SCHOOLS.

Of the learned professions, medicine has proved most attractive to women, which seems natural when we consider her powers as a nurse, her quick perceptions, and her skill in minute analysis.

The practice of the ancients and the present custom of eastern nations confirm the propriety of the relation, yet no step in the advancement of women has excited wilder indignation. The earliest medical college for women was the New England Female Medical College, incorporated in 1850, but really founded in 1848, when a class of twelve ladies commenced receiving a course of lectures.

The history of its planting is the drama of social prejudice, even in an intelligent Boston community. City doctors would not lecture before the students for fear of professional ostracism; but in spite of opposition, and sustained by the energy and undaunted faith of its originator and present secretary, Dr. Gregory, the idea has developed, till, to quote his own expressive language, "the little ripple of a movement in the intellectual realm two and twenty years ago has extended over the enlightened world, dispensing and to dispense untold benefits upon mankind."

There are at present in this country in the regular system three medical colleges exclusively for women, and three open to both sexes; in the botanic system, one for women only; and in the homeopathic system, one exclusively for women, and two open to both sexes.

While to our own country belongs the honor of having taken the initiative in this movement, its progress in Europe has been still more remarkable. The first instance of the obtaining of a medical degree by a lady in England occurred in 1865. Since that time like honors have been conferred upon women in Zurich, St. Petersburg, Paris, and Berlin, while in Vienna, Edinburgh, and Stockholm the same distinction awaits women now pursuing their medical education in those cities. The lady graduate alluded to in England has been admitted as a member of the medical staff of the East London Hospital for Children; a professional recognition of the idea of women physicians.

The hospital facilities of foreign cities have long been celebrated, but it was the opinion of Mrs. Dr. Clemens Lozier, who had full opportunities for observation and comparison, that no European city surpasses New York in this particular. The clinic advantages of this city are now freely extended to women.

PRACTICAL ADVANTAGES OF THE EXPERIMENT.

The imperative necessity for female physicians was proved by the immediate demand for graduates of the new colleges. From every missionary field came a cry for these trained women who often have the only "open sesame" to Pagan households.

A graduate of the New England Female Medical College established in Chicago a hospital for women and children; another, a hospital for women in Detroit. In 1870 a lady physician was appointed assistant in the State Lunatic Asylum at Worcester, and a little later a similar assistant was appointed in the State Alms-House at Tewksbury. The blessed day approaches when every reformatory and remedial institution in the land shall secure to the depraved or unfortunate women in its wards the tender ministrations of their own sex.

Graduates of the New England college fill the responsible positions of professors of anatomy, physiology, and hygiene in Mount Holyoke Seminary and Vassar College, while numbers rank with the most successful practitioners of Boston.

Even in surgery woman has distinguished herself. We read that Madame Regina Dal Cin, a famous Austrian surgeon, performed 150 successful operations in the city hospital at Trieste, and was rewarded by the municipal authorities with a letter of thanks and a purse of gold.

The dreaded competition between the sexes is going on; but society survives, and home is still the shrine of our civilization.

There seems a poetic justice in this rapid success of woman in medicine. For in the middle ages, while the men "who professed the healing art were generally astrologers and alchymists, dealing in charms and nativities, dreaming of elixir vitæ and the philosopher's stone," the simple Sisters of Charity were accumulating "a vast fund of practical knowledge in the treatment of disease," which was turned to good account when, in the sixteenth century, surgery and medicine rose to the rank of an exact science.

AGRICULTURAL SCHOOLS.

An interesting event in the practical education of women was the opening of the Massachusetts Horticultural School, at Newton Center. A thousand fruitful fields testify to the skill of women, and, though American sentiment revolts against her employment as a common farm laborer, the lighter work of gardening, with ornamental horticulture, seems perfectly adapted to her. For women of leisure the studies connected with the course—drawing, botany, chemistry, and entomology—are interesting, the exercise healthful, and the acquirement a beautiful decorative art; while it is hoped the training may prepare poor women for employment amid the pure influence of country life. As far as the East is concerned, the movement is at present mere experiment; but in the West, this is recognized as a legitimate direction for women's thought and labor. Already the Illinois and Michigan industrial universities are welcoming women.

It is worthy of note that the best farm in England, which took the first prize recently offered by the Royal Agricultural Society, is managed by a woman. It is a farm of 400 acres; the soil was originally poor, but much improved by skillful treatment, and in 72 acres the examiner saw no weeds.

Nor does farm life for women lack its romantic phase. The New York Evangelist prints a letter from a woman in New England, who lives among the mountains in a little cottage—a lady of education, enamored of rustic life and labor, tilling her acre of ground and rejoicing in her harvests like the Ceres of a new Tempé.

GENERAL INDUSTRIES.

Many other important movements in the education of women have resulted from the necessities of the poor, as telegraphing, printing, stenography, and commercial business, till in almost every art and handicraft known to man, woman is quietly rising to his level.

Women ensphered and enthroned in the security of home, and men who dream only of such women, may view the fact with disgust; but for the thousands of workingwomen, a single new occupation, or increased facility, is of more value than all the incense ever offered to the sex.

HIGHER EDUCATION.

In tracing the practical education of women, we cannot but ask, is this a surface agitation from a deep current setting toward liberal education for the entire sex, or only one of the influences helping to that result? However this may be, such education is the desire of the day. Our own country is filled with it. England is pushing the discussion where Professors Huxley, Foster, Morley, Masson, and others are now lecturing to large classes of women, forming the true nuclei of universities, and where a movement is absolutely in progress, to effect a national union for the education of girls. The purpose of the union is to give a center to all the different efforts now being made throughout the country to promote the same object. The idea originated with Mrs. William Grey, and is supported by some of the ablest men in the realm.

A breath of the agitation has even reached Italy, where several ladies have devoted their time to lecture on the improvement of female education.

SOCIAL EFFECTS.

The isms of the day have helped to these results by hastening the conviction that the purity of society, the sanctity of home, the perpetuity of those relations which insure the protection of woman, and the refinement of man, demand that woman shall have an intelligent comprehension of herself, and that she shall no longer, from ignorance or the cravings of an undisciplined mind, be at the mercy of noisy declaimers.

The day has dawned when women of well-stored minds, and disciplined powers, will be regarded as a preservative element in society, and when it will be recognized that the education which strengthens the intellect, also steadies the will, quickens the sympathies, and makes the affections purer, because sounder and more constant.

VASSAR COLLEGE.

Six years ago the thought found its first exponent in Vassar College. The endowments, the facilities, the gifted faculty, the liberal views with which she entered the lists for woman, gave her an immediate prestige, and vitalized in the minds of the people at large the idea of full collegiate advantages for women as for men. Beautiful for situation, affording enchanting views of river and mountain, inclosing ample space for walking, riding, boating, and skating, and displaying in the adornment of the grounds that taste which is in itself a fine æsthetic influence, possessing cabinets in natural history, a general library, an art library, and an observatory, which often make the possessor sigh as he contrasts these with the meager apparatus of his beloved university—such is the alma mata for women.

Yet Vassar was only the signal-light; as beacon after beacon flashes above the horizon, so one after the other, Colby, Burlington, and Michigan flashed back response to Vassar, and a glimmering is even being perceived from the classic haunts of Harvard and Yale.

INFLUENCE UPON LITERATURE.

This movement for women has given a great impulse to the literature of education. It has revived old subjects of discussion, and introduced new ones, of which the most interesting, in its social bearings, is that of the co-education of the sexes.

CO-EDUCATION.

Popular sentiment holds still to separate education, but educators are much divided. On the same side with the Oberlin faculty are A. L. Wayland, D. D., president of Franklin College, Indiana, Dr. Gregory, of the Illinois Industrial University, and W. T. Harris, superintendent of public schools, St. Louis.

The strongest argument for co-education is founded upon the naturalness of the association, and the greatest benefit which is expected to result, namely, the softening of the roughness of boys, and the moderation of the over-susceptibility of girls to the influence of the opposite sex.

On the other side stands President Raymond, who, without arguing the question in his beautiful and forcible representation of the promise of higher education for women, unconsciously sways the mind toward separate education. "I premise," says President Raymond, "that a liberal education for woman is not in all its details precisely the same thing with a liberal education for man. There are ineradicable differences between the sexes, which must be taken into account in determining the conditions of a proper culture for each." And again: "The world has yet to see the glory of a perfect womanhood, fed on a generous diet of thoroughly-digested knowledge, developed by a various, wise, and symmetrical regimen, uniting womanly strength with beauty, and womanly beauty with strength, and applying its enlarged and disciplined powers with that conscientious earnestness and devotion so characteristic of woman's nature, to just those sweet and sacred, those dignified and beneficent offices, which God has assigned her in the great economy of life."

ATTITUDE OF VASSAR.

While the co-education of the sexes, discussed through the press and on the platform, is pushing to solution in many schools, all eyes are turned upon Vassar, as the exponent of a different method. At the first glance we are disheartened by the preparatory department, which has already excited against the college a whisper of unworthy aims, and inferior standards. Let us not misconstrue facts. That preparatory department is an exposure of the fatal mistakes committed throughout our land in the name of education. The question is much agitated, whether it is wise in the college to admit these elementary scholars, lest by her own act she sink to the level of a high-school. The matter of rank is for the institution, but the fact that so many applicants are in the A B C of culture, is a lesson for parents and educators.

To introduce an ignorant girl to college facilities, is like putting the classics into the hands of a boor, and calling upon him to revel in the treasures of literature. "Sir," he replies, "I do not know the alphabet." The foundation for collegiate education is elementary and secondary instruction; here the teacher is the architect, planning for strength and symmetry. Let Vassar be true to her collegiate rank, and she will send an influence throughout the land to strengthen the hands of faithful teachers, who seek to impart aim and method to local schools, and to bind them together by a sympathetic impulse toward her standard. They will be the nurseries of her matured life, and in their determined purpose as preparatory to her work, they will impart more solid and scholarly culture to that large number of pupils for whom they will still be finishing schools.

Though co-education may become the general method, Vassar and the colleges yet to spring from the bequests of Sophia Smith and the munificent Simmond's fund, will always find a mission. There is an argument in nature for separate education; it is on the side of the ideals of life.

DOMESTIC EDUCATION.

With the opening of colleges to girls, there should also be conceded to them the right of choice. Ignorant people ofttimes conceive education to be power, wealth, happiness, success; they mistake means for an end. Forced culture crushes the mind and unfits the victim for any part in life. As far as individual training is essential to the common good, it may be compulsory; beyond that, it should harmonize with desire and ability. Care also must be taken that, in the ardor for scholastic training, domestic education does not decline; domestic virtues may be inherited, but domestic economy, we fondly believe, is best learned under maternal influences and the unconscious tuition of well-ordered households.

OBJECTIONS CONSIDERED.

The technical and professional education of women, with its practical results, has at times aroused the cruelest social persecution, but their higher education has apparently nothing worse to encounter than wordy caviling. Some do not believe in the education of women at all; their "Golden Age" was a thousand years ago. Others cannot see in what woman should be educated; classics and mathematics and ethics, they opine, are for men, and "what can women do with them?" In the same soil you plant different seeds; each chooses and adapts its peculiar nutriment. Is the soul alone destitute of this power of selection and adaptation? Others cannot move in the education of woman till her sphere is defined; develop the mind of woman, clear it from the rust of idleness and the poison of dissipation and the chains of prejudice, and her sphere will define itself. Some tremble lest the education of woman is a blow at religion; but the church itself rises to espouse the cause.

In the Western Baptist Educational Convention, held in Chicago May 24 and 25, 1871, "The Education of Women" was the subject of most earnest and interesting discussion. The report of the committee on the education of women declares that, "The demand of the age is that woman be no longer neglected and deprived of the force, breadth, and earnestness of Christian character which the most liberal culture can bestow. The great work now before us seems to be to create and foster more just, enlightened, and Christian views in the main question; in this way we can call out a vast amount of talent and means to elevate the social mass and evangelize the world."

Before the National Baptist Educational Convention, held in Brooklyn, April, 1870, President Raymond read a most able and interesting paper on the higher education of women. The committee to whom the paper was referred resolved, "That we anticipate the time when the higher education of women will receive the attention of our ablest minds, and will claim for its realization the moral influence and the material aid of the Baptist denomination." The resolutions were adopted by the convention.

FUTURE PROMISE.

Missionary fields and reformatory institutions have already proven that educated women are an invaluable auxiliary in the work of the church; but it is not in special directions alone that their influence will be felt. This age, so vigorous and prolific in mental action, in investigation and speculation, is marked by a weariness and blind groping of the soul. Man exclaims with the poet—

> "I'd rather be a Pagan,
> Suckled in a creed outworn;
> So might I, standing on this pleasant lea,
> Have glimpses that would make me less forlorn;
> Have sight of Proteus, coming from the sea,
> Or hear old Triton blow his wreathed horn."

Spiritual insight is the birthright of woman; she has the glimpses that *do* make us "less forlorn." Disciplined and matured by education, she will bring to the family and to society the quickening power of faith—faith no longer smiled at as the emanation of ignorance, but recognized as the divine impulse of the soul.

"The end of learning," Milton quaintly says, "is to repair the ruin of our first parents by regaining to know God aright, and out of that knowledge to love Him, to imitate Him, and to be like Him;" and as in that early Eden they stood male and female in the image of God, so shall it be in the later Paradise, where for woman also the ages shall drop down their vintage of truth and knowledge.

ANNIE TOLMAN SMITH.

COOPER UNION.

Cooper Union, for the advancement of "science and art," now one of the prominent educational institutions of the city of New York, was founded by the philanthropist whose name it bears, in the year 1856. That is to say, the building devoted to the object named was erected during that year. The institution was incorporated by an act of the legislature in 1857, amended in 1859. In the year last named, and by virtue of the amended act of incorporation, based on a deed of trust made by Peter Cooper, and Sarah, his wife, the institution and its management passed into the hands of a board of trustees, composed of Peter Cooper, Edward Cooper, Abram S. Hewitt, Daniel F. Tieman, Wilson G. Hunt, and John E. Parsons, all of whom are still living and acting as guardians of the trust. The act provides for successors to these in case of resignation or death, and is so worded as to secure the existence of the institution in perpetuity for the purpose specified and for this only.

DESIGN OF THE FOUNDER.

The motive which inspired the philanthropist to devote a large portion of his wealth to the free education of the children of the people, will be best interpreted by quoting his own words. In his address to the pupils of the institute, delivered on the occasion of his eightieth birth-day, in May last, he says:

"Shunning intemperance and debt, and practicing industry, rigid economy, and self-denial, it was easy to be honest, and to acquire such knowledge as the opportunities of this city offered in the days of my youth. But these opportunities were so limited—there being no free schools by day nor any night schools whatever—that I found it far more difficult to learn what I wanted to know than to be industrious, temperate, and prudent. Hence I decided, if I should prosper in the acquisition of worldly means, to found an institution to which all young people of the working classes, who desired to be good citizens and to rise in life, could resort, without money and without price, in order to acquire that knowledge of their business and science, which, in these days, is absolutely indispensable to a successful career. Providence, in accordance with the declaration that 'to faith all things are possible,' did bless my efforts, and this institution, and these encouraging evidences of its value and its fruits, are the results of this resolution, never lost sight of during a business career of nearly sixty years, in which I was cheered, comforted, sustained, and encouraged by the greatest of human blessings, a diligent, wise, industrious, faithful, and affectionate wife, and, in the work of founding this institution, aided by the earnest sympathy and active co-operation of my children, who justly regarded as the richest portion of their inheritance that part of my wealth which I desired to consecrate to the public welfare."

The gift set forth in the trust-deed referred to, comprises the block of ground bounded by Astor Place, Seventh street, and Third and Fourth avenues, with the building thereupon, erected by the founder for the object specified, at an outlay of $630,000.

THE BUILDING.

The structure is prominently located, occupying the angle where two of the leading avenues of the city merge into its oldest one—the Bowery. On this account it is all the more to be regretted, that as an architectural object it is by no means a pleasing one. It is a gloomy pile of brownstone, more suggestive of a hospital than of a home of art and science. Nor is the internal arrangement of it more satisfactory. The irregular form of the plot presented difficulties to the architect which he had not the genius to surmount, and the result is failure in a great measure to secure the two great essentials, light and ventilation.

The basement of the structure is the great hall, made historic ground as the gathering place of the people during the late great crisis of our history. The first floor is rented for stores, and a portion of the second for offices; the rents of all going to the sustenance of the institution. The revenue from this source last year was $45,852 30. Since the foundation of the institution, says the report of 1870-'71, $368,016 have been expended for educational purposes, making an outlay of nearly $1,000,000. And further, that we may appreciate fully the munificence of the venerable founder, we may here state, that on the occasion before referred to, when he delivered the address from which we have quoted, he presented to the institution an additional sum of $150,000. Of this sum, $50,000 are to be devoted to the formation of a reference and lending library; the remainder to be placed at interest. Of this interest one-half is to be given yearly to sustain this library, the other half to be used for the benefit of the schools, at the discretion of the trustees.

This is, in brief, the history of the foundation of the Cooper Union. The story of its work during the twelve years of its existence could hardly be justly set forth in the space permitted us. From the outset, the institution has been highly popular; the demands upon it being always in excess of its resources. That it has done good service in the cause of education is unquestionable; that it will do still better service in the future is suggested by the fact that, profiting by the experience of past years, and by the example of institutions

elsewhere of kindred character, the trustees are gradually perfecting their scheme of management so as to realize the greatest amount of good attainable in each department with the funds at their disposal.

If mistakes have been made in some features of the management, and such as we shall have occasion to refer to before the close of this article, they are of a kind scarcely to be avoided in the formation of an institution *sui generis*, and especially in view of the fact that the managers, with whom that formation lay, were gentlemen chosen to the position more on account of their trustworthiness than of their possession of the qualifications necessary to the successful working of a scheme for popular education in science and art. Much of lhe good effected by the Cooper Union, through its library, reading-room, schools, and lectures, cannot be measured. The reading-room is open to all comers, and its reference library at the service of all. The lectures are held with open doors. Probably not more than a third of those who enter as pupils of the classes, continue until the end of the season; so that the visible results suggest the work done and the good accomplished, but cannot set them forth in full. Nevertheless, the exhibit is an exceedingly gratifying one, as will be apparent from the facts and figures embraced in the following detailed description of the working plan of the institution:

READING-ROOM AND LIBRARY.

The reading-room and library, open from 8 a. m. until 10 p. m., are situated on the third floor of the building and have an area of about 4,200 square feet. The arrangements of this department are very satisfactory, the files of newspapers being of easy access, and the magazines so distributed at low desks, with seats before them, that they can be read with comfort. Near that portion of the room devoted to the library are tables with seats for those consulting the books. Up to this time the library has been one of reference only. There are several fine paintings in the room, busts of eminent statesmen and philosophers, and, conspicuously placed, the testimonial, in its massive carved frame, presented to Mr. Cooper on his last birth-day by the grateful pupils of the institution. The newspapers on file last year were one hundred and seventy-three, of which forty-two were daily, and eighty weekly, American; and eleven daily and thirty-seven weekly, foreign. The American magazines provided during the year numbered fifty-one; foreign, sixty-three. The library, at the beginning of the year, contained about 7,000 books, to which 2,000 were added before its close, 554 of which were donations by friends of the institution. The number of visits paid by readers during the year was 226,940, an increase over the year preceding of 16,000.

It might be assumed that, as the room is free to all, and the bulk of the visitors of the working classes, accustomed to the free and easy ways of the work-shop during the day, there would be some difficulty in preserving the order imperative in such a place. Such, however, is not the fact. Difficulties of any kind are almost unknown. Visitors respect the rights of each other, and the property of the institution is rarely, if ever, injured. The superintendents of this department are four in number: Mr. O. W. Morris, Mrs. Davies, Mrs. Curtis, and Mrs. Schrœder.

SCHOOLS OF SCIENCE.

It may be said of the schools of science, that they have gathered to themselves the larger share of the honors. This is accounted for by the fact that their proper organization was easier of accomplishment than to do like service by the art-schools. The subdivisions were clearly marked; other scientific schools in the country and city suggested the best methods for the conduct of this one, and competent professors were within reach. Hence, the proper machinery was soon obtained and put in motion, and important practical results attained early in the history of these schools. The good accomplished during the twelve years of their working can scarcely be estimated. Some idea of the extent of this, however, may be gathered from the following statement of facts and figures. The "free night-school of science," as it is called, embraces ten classes, designated thus: 1, algebra; 2, geometry; 3, trigonometry; 4, descriptive geometry; 5, analytical geometry; 6, differential and integral calculus; 7, mechanics; 8, natural philosophy; 9, analytical, elementary, and applied chemistry; 10, literary.

The term commences on the 1st of October, and ends on the 15th of April. The hours of recitation are from 7.15 p. m. till 9.30 p. m.

Applications for admission are received during the month of September, on Tuesday, Wednesday, Thursday, and Friday evenings.

Each applicant for admission must be at least fifteen years of age, and is required to present a letter of recommendation from his employer.

Women are admitted to any of the classes in the "school of science" for which they are fitted.

Each applicant is permitted to pursue the study of any subject taught in the school for which he is fitted. Applicants for admission to the class in algebra are required to pass a satisfactory examination in arithmetic, and those who desire to enter any of the higher classes must be able to pass a satisfactory examination in all the preliminary studies; the desire being that all who are admitted to the "school of science" shall pursue the regular course. The regu-

lar course of study requires five terms for its completion, and to those who have successfully completed it, the medal of the Cooper Union is awarded. Those subjects not embraced in the regular course can be pursued on its completion.

COURSE OF STUDY.

CLASS E.—First year: Algebra, geometry, natural philosophy, and elementary chemistry.
CLASS D.—Second year: Algebra, geometry, elementary chemistry, and astronomy.
CLASS C.—Third year: Trigonometry, descriptive geometry, analytical geometry, and mechanics.
CLASS B.—Fourth year: Analytical geometry, differential and integral calculus, and mechanical drawing.
CLASS A.—Fifth year: Mechanical engineering and analytical chemistry.

A special class has just been formed in practical chemical analysis with reference to the industrial arts. These classes are taught chiefly in the two large rooms known as the "chemical lecture-room" and the "philosophy lecture-room," each seated to accommodate three to four hundred persons. Other class-rooms adjacent are used for advanced pupils when the number is not large. These two lecture-rooms are well arranged for the convenience of professors, and comfort of students and visitors. They are both well provided with the necessary apparatus and objects for consultation and illustration. The chemical lecture-room has an interesting and valuable, though small, collection of mineralogical and geological specimens and many cases and shelves well filled with useful objects, the greater number of them donations to the institution. Between this lecture-room and the "philosophical lecture-room," available to both, is the "museum of natural history," which, not rich, is increasing in value yearly, being added to by purchases made from the funds of the institution and by the donations of generous outsiders.

The philosophical lecture-room is, perhaps, the best furnished of any department of the institute, and best illustrates the character of our people and their chief currents of thought. Besides a goodly supply of the necessary apparatus, it boasts innumerable objects of interest illustrative of the love of invention so characteristic of these Eastern States, and of the success with which that love has been rewarded. Its shelves, and those of the adjoining rooms, auxiliaries to it, are filled with models in glass, wood, and metal; some of these the first rude forms of machines, since world-famous; others of them the still-born efforts of inventive genius off the track; but all of them interesting in the highest degree; too much so, indeed, to be disposed of satisfactorily in a paragraph where there is food for volumes of description. Scarcely a model that has not a double history, the story of its making and of its maker—the last not the least interesting, either.

The instructors of the free night-school of science are Charles S. Stone, A. M., professor of chemistry and geology; George W. Plympton, A. M., C. E., professor of philosophy, mechanism, and astronomy; George N. Sanders, jr., instructor in differential and integral calculus; Elliot Sandford, A. M., instructor in analytical geometry; J. H. Partidge, instructor in solid geometry and trigonometry; Marcellus Bowen, instructor in plane geometry; George N. Sanders, jr., William G. McGuckin, J. E. Kellogg, instructors in algebra; J. H. Striedinger, A. M., C. E., instructor in descriptive geometry and mechanical drawing; J. A. Saxton, A. M., instructor in rudiments of mechanical drawing; Edward T. Avery, instructor in architectural drawing; Constantine Herzberg, A. B., professor of perspective and drawing from life.

RECORD OF CLASSES AND ATTENDANCE, 1870–'71.

Classes.	Admitted during the term.	Remaining at close of term.	Number that received certificates.
Algebra	116	52	43
Plane geometry	62	17	12
Solid geometry and trigonometry	22	9	9
Analytical geometry	11	6	6
Descriptive geometry	38	13	8
Differential and integral calculus	14	7	7
Theoretical and practical mechanics	9	8	8
Natural philosophy	184	39	35
Mechanical philosophy and mechanism	9	8	8
Astronomy	8	8	7
Elementary chemistry	72	35	14
Organic and applied chemistry	24	18	13
Mineralogy and geology	18	15	6
Mechanical drawing, (school of science)	18	9	6
Oratory and debate	94	.....	.....
Total in school of science	699	244	182

The falling off in attendance during the term, indicated above, is accounted for in a great measure by the migratory habits of that portion of our city population from which these classes are, in the main, made up; and also by the falling off from the good intentions with which many pupils begin the term; intentions formed without consideration of the necessity of regular attendance, and the restrictions imperative during school hours, that the discipline of the classes may be preserved and the efficacy of the teaching secured.

In addition to the advantages derived by the community generally from the attendance of the children of the working classes at these free schools, there is much benefit derived from the privilege of free consultation with the professors of science on matters relating to industrial pursuits. At stated hours of stated days these gentlemen may be consulted in their offices by artisans or others seeking advice in their trades or professions. During 1870–'71, Professor Stone answered the inquiries of two hundred and seven visitors, on matters relating to industrial chemistry; and Dr. Plympton solved one hundred and fourteen knotty questions in mechanics propounded to him by that number of callers.

SCHOOLS OF ART.

The art-schools of the Cooper Union have been successful only when the efforts made were unmistakably with a view to add grace of form or charm of color to the products of our industries, and in those departments which come under the general head, but where the knowledge needed is scientific rather than artistic—perspective and mechanical drawing.

It is true that the schools have accomplished a good deal toward refining the taste of the workman and workwomen, and in educating their hands, but that they could have accomplished very much more had they been intelligently managed, is also true.

ERRORS OF THE PAST.

The trustees recognize themselves that they have been at sea during all these long years in the conduct of this department, and listening to good advice, have begun to reform it altogether. The reports of the annual exhibitions of the various classes, where almost every pupil is set down as receiving a first-class certificate, read very agreeably, but are in themselves most palpable evidence to the intelligent reader of them, of the lack of system and purpose which prevailed. But a new life begins to pervade this branch, and we can already observe most gratifying promise of prolific fruit. Before the lately-instituted reforms of the schools, pupils were permitted to choose their classes, and, indeed, their grades in them It rested entirely with themselves whether they began with drawing the outline of a parallelogram, or plunging boldly at the tortuous difficulties of the *Laocoon*. In the classes where drawing from the flat was practiced, the pupil might exercise himself or herself to-day at a landscape; to-morrow at a scroll; and it was not unusual to find in the class of color, a pupil portrait-painting who had never received a single lesson at drawing from either the flat or round. That the worthless, if not evil, results of all this should not have been foreseen is surprising enough. But when we reflect how little our people have known of art, the most intelligent of them, too, we can understand why the worthy gentlemen, trustees of the Cooper Union, should take for granted that where there was so much show of paper and canvas, and such a number of first-class certificates, there must be good and useful work going on. Late visits to Europe, and consultation with working art associations at home, have, however, awakened these gentlemen to the necessity of systematic training in art, and to a perception of the fact that there is no easy way to acquire the facility to describe a graceful form or to put colors harmoniously together—that this can be accomplished only step by step, beginning with the lowest and skipping none.

REFORM ATTEMPTED.

Mr. Abram S. Hewitt, son-in-law of Mr. Cooper, secretary of the board of trustees, and with whom, indeed, the entire management of the institution may be said to rest, was the first to realize that the art-schools were not doing the service which they ought. He saw that to secure their success they needed to be remodeled, and to be conducted by competent art-teachers whose reputations would be at stake in the result. With a view of securing such management and instruction, Mr. Hewitt applied, rather more than a year ago, to the National Academy of Design for its co-operation, proposing to place the entire sum allotted to the department in their hands, provided they found accommodation in the academy buildings and competent teachers for the classes. After considerable discussion and interviewing, the academicians concluded to preserve their dignified ease rather than encounter the labors which the scheme proposed (had they adopted it) would have entailed. About this time Mr. Hewitt secured the services of Miss Ellen E. Childe, an English lady, who had received thorough drilling in the schools at Kensington, and placed her in charge of the day classes in drawing; the services of Mr. Victor Nehlig, N. A., being retained as professor of painting. Miss Childe began at the beginning with her pupils, and although the severe routine was at first unpleasant to many, the intelligent girls soon began to discern that there was more pleasure in telling the simplest truth than to be derived from elaborate efforts such as were before made at will, and which were all misstatements. Mr. Nehlig's success was all that it could be expected to be with the material given him. He could not make

painters out of pupils who had not acquired the simplest elementary training; nor could he have sent them back to this unless he had left himself alone with his easel. He was the right man in the wrong place, for there was really no need of such as he at all, since the object of the institution, in this respect, was not to make artists, but artistic workmen and workwomen, and so to direct their talents.

PLAN PROPOSED BY PALETTE ASSOCIATION.

The evening classes were still without systematic management, when, toward the close of last session, an offer was made to the art association "Palette" of New York that it should devise a scheme for the better management of the art-schools of Cooper Union, and to provide teachers for them from among its members. The Palette accepted the task, and appointed a committee of artists to prepare a plan for the efficient working of the schools. This committee gave much of its time to the preparation of a scheme, printed it, and presented it to the committee of the Cooper Union, by whom it was approved and accepted. But, unfortunately, when the matter was being brought to a close, it was found that certain engagements with teachers had been entered into by the trustees during the negotiations which could not be interfered with, but the existence of which must interfere greatly with the programme of the Palette. So the association declined to take charge of the schools until the Cooper Union was in a position to give them full charge of the schools, as then, and then only, would it be fair to risk the reputation of the society. The Palette provided a "working plan," based on a map of the various rooms, and showing the available space in each. By this plan it was shown that in the evening classes methodical instruction could be given, by systematic alternation of teachers, to 936 pupils, each pupil receiving two nights' instruction per week, and that from the same teacher until promoted. To accomplish this, they required eleven teachers six nights weekly, and one for two nights—the teacher of the life-class.

It was with the day-school scheme that the difficulty arose which led to the withdrawal of their proposition by the Palette. Here, as we have said, certain engagements had been made by the trustees which stood in the way of a perfect organization, and of the independence of the Palette in carrying out the scheme, which, but for this, would now be in successful operation.

In the mean time Miss Childe is making a laudable and fruitful effort to systematize and develop the day-schools, assisted by Miss Powers, and in conjunction with Mr. Engel, an artist member of the Palette.

The school of painting, under Mr. Nehlig, has been abandoned. Some seven or eight others, members of the Palette, have received charge of the evening classes, and are engaged at this time in the effort to carry out the scheme suggested, as nearly as practicable, without the official supervision, advice, and assistance of competent authorities. It ought to be stated here that the Palette is in no measure responsible for the success of the schools as they are now conducted, notwithstanding the fact that the teachers are those suggested by its board of managers. These teachers they provided from among the members of the association, at the request of the Cooper Union, but they have not organized their classes for them, nor do they ever see their work.

THE DAY-SCHOOL STATISTICS.

At the day-school, which is for women exclusively, the hours of attendance are from 9 a. m. till 1 p. m., with a brief recess. The number of students who attended this school last year was 213. The number at close of term, 100.

EVENING-SCHOOL STATISTICS.

At the evening classes, for men exclusively, the branches set forth in the following table are taught. The table also shows the character of the attendance:

	Admitted during term.	Remaining at close of term.	Number that received certificates.
Perspective drawing	64	45	34
Drawing from cast	57	26	8
Drawing from life	20	14	13
Mechanical drawing	106	81	35
Architectural drawing	131	73	26
Free-hand drawing	605	451	192
Modeling in clay	87	37	12
Total	1,130	727	320

GENERAL FEATURES.

The schools are excellently well supplied with drawings and casts; there is nothing whatever, needed, denied by the trustees, who are prompt to respond to applications. In the spirit of the founder of the institution, they are willing always to contribute all that money will procure to secure success. Neither are the schools badly arranged as for space and light, yet by no means as well as if the requirements had been properly understood when the plan of the building was decided upon. In this particular also, however, the best under the circumstances has been done lately, so as to give the schools a better chance of progress. Several additional class-rooms have been fitted up and the lights readjusted. From all this, it is but fair to conclude that the art department of the Cooper Union will do itself much more credit in the future than it has done in the past, even if the certificates and medals be not handed out quite so freely. The wholesome desire which now animates the trustees, is to have their schools give evidence of practical results on all sides. They have at last realized that the mission of such an institution is better served by teaching the pupil to draw in chalk or pencil simple objects, carefully and well, than by the annual exposition of daubs in oil-colors. They recognize that they may *discover*, but that it is not with them to *develop*, the genius of a Michael Angelo, or a Raphael; that their mission is fulfilled when they have had taught successfully how to add grace of form and charm of color to the every-day things of life.

ENGRAVING DEPARTMENT.

The school of engraving on wood, for women, was one of the first formed in the institute. It has been fairly successful; would be much more so, doubtless, were it pushed in a business way. Of this school Mrs. Charlotte B. Cogswell is the principal. She is quite experienced and competent, and has her whole heart in her work. Orders for work are received here and executed by the pupils under her supervision, the pupil receiving the entire proceeds of her work. Last year the pupils received over $3,000. Several of the young women give unmistakable evidence of talent in their drawings on the wood, and handle the graver with that delicacy needed to insure nice results. The school is patronized by several of the New York publishers, but not as much as it ought to be. In fact, the affair is altogether too small for an industry so important, and with a little management its usefulness might be much extended and work found for one hundred pupils. There are but thirty now. It is true, however, that the attendance noted does not fairly represent the success of the school, for its best pupils are being taken away, from time to time, to good situations. It is assuredly a success, what there is of it, but it might be very much better, and, as we have already said, very much bigger. The pupils of this school attend the same hours as those of the drawing class for women, from 9 a. m. till 1 p. m.

SCHOOL OF TELEGRAPHY.

In April, 1869, a "free school of telegraphy" for women was instituted, which has proved to work very satisfactorily. The trustees, when the project was first spoken of, were met promptly by offers of help from the Western Union Telegraph Company, who not only furnished the required apparatus, but provided a highly accomplished instructress, Miss Lydia H. Snow, who continues the principal of this department. She commenced with sixteen pupils, which number has been increased to thirty, all that can be accommodated in the school. During the three terms of its working thirty young women have obtained good situations out of the school. Only pupils who are prepared to accept situations, out of the city of New York, as soon as they are qualified to take them, are admitted to the school.

A school for young men was set in operation last term, which was fairly successful, but which, for some cause, has not been continued this season.

LECTURES.

In addition to the scientific lectures before referred to as given by the professors of departments to their respective classes, popular lectures are delivered in the large hall. These are given each Saturday evening during the term, and are free to all. During the Saturday evenings of the winter of 1870'-71, the following gentlemen lectured on the subjects named:

A. J. Mundella, esq., M. P., on "Strikes, arbitration, and labor questions in Great Britain."

Professor E. L. Youmans, M. D., on "The dynamics of life."

Major J. W. Powell, on "The great Cañon of the Colorado."

Hon. N. P. Langford, on "The Upper Waters."

Arthur Gilman, esq., on "Traits of Yankee humor."

Dr. A. J. Ebell, on "The microscope and its revelations."

Dr. A. J. Ebell, on "The anatomy and natural history of Insecta."

Professor W. D. Gunning, on "The last glacial epoch in America."
P. B. Wight, esq., on "Architecture in its practical relation to the needs of the present day."
Professor S. E. Frobisher, "Readings."
R. W. Raymond, esq., Ph. D., on "Darwin's hypothesis of the origin of the species."
James B. Hodgskin, esq., on "Work, weather, and wealth."
Professor Thomas Eggleston, on "The manufacture of iron."
Professor J. C. Zachos, on "Shakespeare."
Dr. C. F. Chandler, on "Illuminating gas."
Professor Benjamin Silliman, two lectures on "The atmosphere, with reference to respiration and ventilation."
Professor Charles Davies, LL. D., on "The metric system, with reference to its introduction and use in the United States."
These were generously attended by the public, and were of wholesome influence.

EXTRA CLASSES.

During last winter classes worked well in French, English, and phonography; but the arrangements of these for this season had not been perfected at this writing. The course in French last year was given by Professor Etienne Lambert.

TRADES AND OCCUPATIONS OF PUPILS.

The following table, compiled from the records of the institution, indicates the daily occupation of the pupils of the school, and the choice of study made by them.

Occupations.	Mathematics.	Chemistry and natural philosophy.	Architectural drawing.	Mechanical drawing.	Perspective drawing.	Free-hand drawing.	Drawing from cast and life.	Total.
Clerks and book-keepers	109	97	10	5	6	71	9	307
Machinists and iron workers	45	78	.....	19	5	23	7	177
Teachers and students	18	10	.....	.....	2	9	5	44
Carpenters and cabinet-makers	21	24	50	7	5	27	4	138
Draughtsmen and pattern-makers	11	9	10	6	1	8	11	56
Masons and builders	3	5	19	1	2	3	.....	33
Stone and marble cutters	3	2	4	2	.....	1	1	13
Painters	.....	.....	4	2	2	41	3	52
Piano-forte makers	1	.....	.....	1	.....	10	1	13
Engineers	14	7	.....	3	.....	3	.....	27
Carvers and turners	5	2	13	4	4	206	2	236
Engravers and lithographers	.....	1	.....	.....	5	101	19	126
Artists	.....	8	.....	.....	6	2	4	20
Jewelers and watchmakers	6	.....	5	1	.....	29	10	51
Printers	.....	7	1	.....	1	15	.....	24
Plumbers and gas-fitters	.....	11	.....	5	.....	3	.....	19
Coopers	2	1	.....	.....	.....	.....	.....	3
Sundry occupations	.....	27	9	.....	4	22	.....	62
Not specified	5	12	6	.....	2	31	1	57
	243	301	131	56	45	605	77	1,458

CONCLUSION.

Thus it will be seen that, while there is much yet to do to develop to the full the usefulness of the Cooper Union, very much has been done that is praiseworthy, and which cannot but have had a marked influence for good. As we said at the outset, much of that good cannot be traced far beyond its source; but hundreds of cases are on record where the instruction received at the schools of the Cooper Union has materially benefited the scholars. The pupils of past years are to be found to-day occupying positions of trust and responsibility, which, lacking the instruction they received in chemistry, mechanics, or drawing, as the case may be, they could not have filled creditably or profitably. The fruits of the good man's philanthropy are to be found in the better management of the counting-house; in the better products of the work-shops; in the comforts and happiness which they have brought to many a home.

We have endeavored to suggest the good accomplished by this noble institution, this being the utmost which we could do. The fruits of that deed of trust, made twelve years ago, by Peter Cooper, and Sarah, his wife, cannot be weighed on earth. *He* only, who can trace a noble action to its ultimate, can measure the worth of this one and reward it.

D. O'C. TOWNLEY.

EDUCATION OF ARTISANS.

The following letter, addressed to the Commissioner by a young English mechanic resident in New York City, will be read with interest, as containing the expression of a practical, intelligent, and trained artisan, who has seen in Europe and the United States the advantages of that broader educational training, for which he so strongly pleads, as a necessity alike to American labor and capital.

Hon. JOHN EATON, *Commissioner of Education:*

DEAR SIR: Since arriving in this country and mingling among its mechanics, I have anxiously sought to find out wherein consists the difference between the skilled workers of America and those of Europe. Puzzled at the outset, by noting in more than one case newly-arrived artisans, whom I knew to have been counted in the old home as first-class workmen, failing to satisfy those who first employed them here, I afterwards saw the same men answer very well, when they had adapted themselves to the American system of work. The inquiry will naturally be, what is the difference between the systems of English workmen and American? So far as my observation extends, I should say that in England, as a rule, the first condition of work is that it should be done well; the second, that it should be done quickly. *Here*, the first condition is, that it be done quickly, the quality being of secondary importance. Employers encourage the fast workman, before the slower and better artisan—the man who takes pride in his work—by this course educating their employés to sacrifice everything for speed. That this is a system that will not answer in the future, however well it may have done in the past, is beginning to be shown by the ease first-class European workmen experience, when they come here and prove their skill, in getting employment at high wages in the many new trades springing up within our midst—trades that require skilled manipulation and previous training—while many native workmen have to be contented with the rougher work, not because they are not as clever, or in their natures as adaptable, as the skilled immigrant, for in fact they are more so, but because they *lack* just the higher technical training the new comers have had. Let me draw an illustration from one of the trades I am best acquainted with—stone-cutting and carving.

Here in New York are to be found the fastest stone-cutters in the world; but are they the best? Hardly. Any one who has visited the Central Park must have viewed with delight the building known as "the terrace." On it are found the finest specimens of ornate stone-cutting to be found in the country. Was this cut by native workmen? With perhaps a few exceptions, the answer would be, *no!* The beautiful carving was nearly all done by foreigners, who, if they had been trained here, would not have known how to cut anything outside the, to them, sing-song work of Corinthian leaves and capitals, the prescribed pattern that seems to be essential for the adornment (or disfigurement) of every house in this city (New York) that is built with a stone front to it. The workmen in the building trades afford a favorable and wide field for technical training. The carpenter, the plasterer, the stone-cutter, the bricklayer, or the painter, all work out, every day they toil, problems in geometry, mathematics, and mechanics, to say nothing of architectural construction, which, perhaps, may be claimed to be a result of the three previously mentioned sciences. Be that as it may, it is very desirable that the mechanics who cover this country with habitations and public buildings should know something of the higher branches of their callings, without that knowledge being required to become highly scientific. Besides the building trades there are many more established in our midst, or rapidly forming, as the resources of the country develop and the people increase in wealth and education, and their new wants call them into being, in which technical instruction is, or will be, absolutely needful; for instance, to workers in textile fabrics, cabinet and furniture makers, machinists, engineers, workers in leather, in bronze, the precious metals, gas-fixtures, &c. Take as an example the pottery trade. Is it not a disgrace to American manufacturers and workmen that European delf, china, and glass should supply so much of the demand for those household articles and ornaments? Surely there must be a clay here, if we had but the men who would know it when they saw it, convertible into good delf; and if there were but the same chances for instruction here as there now are in Europe, the man would be forthcoming who would not deem it beneath his powers, to add to the beauty of even such common things as a cup or pitcher. There is really no good and substantial reason why American workmen should forever continue to imitate the patterns of European goods. Let them but have the same chances for instruction as their more favored rivals have had, and it will not be long before they add to the number of the few trades in which they have shown themselves to be the equals of the best workmen of any country.

A very simple trade, commencing at first from the ingenuity, skill, and energy of, perhaps, one man, will oftentimes spread until thousands find employment and a livelihood at it. This is well known. I simply allude to it that I may cite a case in point; that of the manufacturing of children's toys. We have but to visit any extensive warehouse to discover how large a proportion of these delights of children are imported. Why should this continue?

It could be stopped if the action of other governments were copied. "Some of the best modeled toys," says Cassel's Magazine, "in the world come from Grünheinscher, in Saxony, where their modeling is attended to in the most artistic manner." In Germany the government educates its children in artistic construction. Hence the comparative cheapness with which we procure from that country those elegant toys that so delight young America. The Germans are wise enough to use their best energies and talents in such simple trades as this, while dealing with the mightier, as of war and state craft; and, *painstaking as they are in small and great things*, it is no wonder they reap success. That trades may be drawn away, through the want and neglect of technical training, was shown, somewhat to the chagrin of English manufacturers, by the contents of the last great Paris industrial exhibition. It was there seen that, in many branches of industry in which Englishmen had long been accustomed to consider their country unapproachable, they were equaled, if not surpassed, by German, French, and Belgian manufactures, and that, in many of the lighter businesses requiring taste and high skill, they were "nowhere" beside their continental rivals. The change had been generally wrought within ten years. Naturally, they sought to learn the reason for this state of things, and found the chief to be that the French, German, and Belgian governments had striven, with great success, to give to their artisans such a thorough technical training that the artisans of those countries were able to put their individuality into their work; that is, highly-skilled workmen were able to turn out highly-finished work, so that when the buyers of the world wanted good articles they knew they could get them of such or such a Parisian or Brussells firm. The revolution—for such the Paris Exposition proved to be—was not thrown away upon the English people. It was generally conceded, after a lengthy discussion, that, though the workmen of the past had been able to get along by sheer industry, for the future their powers must be added to; that, instead of a few men of an extensive trade being first-class, the whole trade must be lifted up to their plane. This could only be done by an improved system of technical education. What was found to be needful in England would prove of great use here; nay, the need for improvement is even greater *here* than there.

The question will be naturally asked, "What is meant by the term 'technical education for artisans?'" It is not always easy to find a definition for phrases in common use, generally understood in a vague way, but thoroughly comprehended only by a few experts. The writer thinks he will not be far wrong if he defines what is meant by the term in England, by illustration, as follows: A bricklayer should not only know how to lay a brick, but why he lays it—not so simple a thing as it may at first appear; that an engineer should be able to tell when his machine is safe, as well as be able to run it; that a cabinet-maker should know something about the principles of art, as well as to fit and screw pieces of wood together; that a miner should have some acquaintance with geology and know more about mines than the simple fact of how to wield a pick in them; that he should be able to tell when a mine is safe, and when it is not so, thus avoiding, if possible, repetitions of the Avondale disaster. Surely this is nearly, if not quite, practicable. Artisans' technical education would require that painters should know how to harmonize the colors they so prodigally spread upon our habitations and public edifices; that the dyer should know something of the properties of the chemicals used in his business, beside their mere names, and so on through the list of the trades.

In France, Switzerland, and most of Germany, the education of artisans commences when they are boys at school. It is surprising how much can be taught to boys before they are sent out into the world to learn a trade that will serve in making what they will be shown easy of comprehension to them. In England, in very many schools, they now teach free-hand drawing, once or twice a week, to the children attending them. Here I must record my earnest conviction that it is as absolutely necessary to teach boys who have, in after life, to get their livelihood by skilled labor, free-hand drawing; although it be but the simple rudiments of that art, to me it seems as necessary as that they should know how to write, it being as easy to teach one as the other. The very fact that nearly all can be taught to write, proves that they can also be taught how to draw, writing being really, after all, but a species of drawing. Then free-hand drawing is a splendid method of training the hand and eye into perceptions of size, order, and proportion. If boys are taught (and girls, also) how to draw, even but a little, they become apt to learn many things pertaining to the business of their after-life that, without such knowledge, would be as a sealed book to them. Besides, what is of great importance, the time of journeyman and foreman, who have to teach the apprentice, is saved. This the writer has proved by personal experience. He would rather teach half a dozen boys how to cut and carve stone, if they had had even this slight preliminary training, that can be so easily imparted at the common schools, than he would show one who did not know how to wield a pencil.

If we proceed to the journeyman, we shall find that having some knowledge of free-hand drawing, architectural and mechanical draughting becomes easy of comprehension. The economizing of the time of employés and men holds good here; half their time and care would be saved if the men under them only had some technical knowledge, beside a saving in material oftentimes spoiled by the mistakes made through imperfectly-understood instructions or ignorance of aught besides the simplest work.

The leaders of our industries would have less care, more time to study out the improvements, and find new fields for their energies. The boy who had had his mind prepared,

his eye and hand trained, by even the simplest lessons of the common drawing school, would, as a rule, be eager to learn more. It is just here that a system of good night or half-time schools would prove of great practical utility, coupled with some general system of schools of art, such as have been established in England in connection with the South Kensington Museum, with branches established in every town of any importance, and having avenues open for the exceptionally talented pupils to travel upward toward the central school of art, where they might receive the very highest training that could be given them. Museums and galleries of industry and art are also of surpassing importance, as silent but patient instructors. America is shamefully behind in the matter of having public museums, considering the position she holds among the nations of the earth. It is only surprising that her people should have been able to do as well as they have done. Their success must be ascribed to that indomitable energy, characteristic of Americans, rather than to any aid given them by the national or State governments in whose hands, by right, the power rests.if the will be there, to see that their people have every advantage afforded by other governments to their own people in the training that goes before all work. The writer devoutly hopes this letting alone an important need of the enrichers of the country will soon be changed. It must see that it is but poor economy to stop at only the frame-work, when paying for or preparing for the education of the people.

With facilities for instruction freely open to all, there will be no lack of eager pupils. This is shown by the success of the noble institution given to this city by Peter Cooper, and by the results of the act of Mr. Whitworth, in England, in founding scholarships open to every working man who could win them by his abilities. The example of these two gentlemen is worthy of the earnest consideration of the swarming crop of millionaires America is producing. Enriched by labor, they cannot do a more graceful thing than to help labor to further help itself.

LOUIS J. HINTON.

THE OBJECTS OF THE KINDERGARTEN.

THE NAME "KINDERGARTEN."

Fanny Fern gives a very amusing account of her sleepless nights, in endeavoring to find a suitable name for her last new book, and how, when toward the gray dawn one morning she jumped out of bed, exclaiming, "I've got it—Ginger-Snaps." Her husband thought she had been seized with a sudden fit of lunacy, and mildly inquired *what it was* she had? "You stupid thing, a name to my book." "I have got it—Cosmos," Alexander von Humboldt one day exclaimed to his most intimate friend, Karl August Varnhagen von der Ense, with whom he had consulted for years in regard to the most proper and significant name of his excellent and "immortal work." "I have got it—Kindergarten," Frederick Froebel exclaimed one fine summer evening, when, walking in the Thuringian Mountains, arm in arm with his most intimate friend, Wilhelm Middendorff, they came to one of the loveliest spots conceivable. This was only thirty-two years ago. It took Froebel more than fifty-five years of his life before he could exclaim "I have got it—Kindergarten," or the "paradise of childhood," as the kindergarten has properly been called. The somewhat fanciful but not altogether figurative name of kindergarten was selected, allowing poetical lovers of childhood to indulge in association of a beautiful garden-full of happy children with that garden of Eden in which the human race spent its infancy. The word Eden signifies pleasure, and the garden of Eden might be called the place or garden of pleasure.

THE THREE OBJECTS OF THE KINDERGARTEN.

In Germany, where the system has been tried for many years, the objects of the kindergarten have been considered under three heads: In the first place, it is to protect the children from the hurtful influences of nature, and from the corruptions of society; secondly, it is to provide the most improving kinds of play and occupation for children, as well as the purest, most devoted moral guidance, where that of the mother has been removed; thirdly, it is to afford the basis of cultivating the art of infant training, and a knowledge of the principles of education among women.

TO OBTAIN THE FIRST OBJECT,

a spacious, airy, dry room, with a garden attached to it, is to be procured by the united efforts of several neighboring families. Twelve will be found a convenient average number of children for one kindergarten. There should not be more than twice that number, nor fewer than half. From room and garden must be removed all objects that might injure the children during their play, or might be destroyed by them. The dress of the children must be simple, calculated to stand wear and tear. An incalculable amount of moral injury is kept from the children by the kindergarten, which removes them, at least for a part of the day, from persons unfit for infant training. All persons are unfit to educate who are themselves not educated, or educated badly. Therefore, domestic servants are, in general, unfit company for children, as was preached by Locke nearly two hundred years ago. In the case of mothers alone, and of the nearest female relatives, it may be supposed that love and instinct make up for the want of skill in education to a certain degree. But the females, who, as hired servants, have so much to do with the early training of our children, are notoriously incompetent in both respects. Their kindness is apt to turn into flattery, their strictness into cruelty. Many of them are abusive in language, vulgar in sentiment, in behavior, in everything. Their moral standard is generally low; their opinions and notions are disfigured by prejudice, ignorance, and superstition. Yet it is to these persons that we intrust our children at the very time that their natures are most tender and pliant, and when their dispositions are forming for good or for evil. It is one of the chief merits of the kindergarten system that it saves our little ones from being exposed to such influences; for uneducated females are expressly excluded from all share in their management. At the age in question, moreover, children are particularly unfit for being left to their own society, though they are so much the more benefited by being collected around their trainer. In one sense they are innocent, because ignorant of the distinction between good and evil, right and wrong. Allow them to congregate as an untended flock, and there shoots forth a growth of rank passions, anger, violence, cruelty, (particularly to animals,) destructiveness, jealousy, cowardice, and folly. But bring these children together, with their minds turned, not against each other, but toward the superior mind of an educated person among them, who has food for their minds, who gives them games and improving occupations, whom, therefore, they love and revere, and their natures seem changed—the animal part tamely serves the angelic. Such is the process of the kindergarten. It is the garden in which the drone part in man is to be cultivated from infancy.

THE SECOND AND POSITIVE OBJECT

of the kindergarten is to supply the children with the favoring influences of nature and civilization, and to secure for them the best moral guidance. Of the natural objects which should surround children the most beneficial will be the garden, with grass-plat, graveled walks, some banks of sand, clay, or mold, some water, stones, vegetation, more or less, according to circumstances. A supply of natural products for play-material, such as leaves, flowers, seeds, shells, feathers, pebbles, sticks, thorns, barks, moss, &c., will be collected in walks with the children. There is nothing that gives children more improving pleasure than little foraging expeditions, which, indeed, form an important part of the system. It is wonderful to what an infinite variety of purposes such material will be put, spontaneously, by the children; how much inventive power will be developed, and how useful all this may be made for a knowledge of nature at a later stage.

More important for later scientific knowledge are the artificial products which are to serve for playthings. Ready-made toys are almost entirely excluded from the kindergarten, and should be nearly so from the nursery. Their influence is of little value for children, as that of ready-made truths and opinions for adults, in matters in which they ought to be enabled to judge for themselves. The best use that children generally make of toys is to break them, to examine how they are made and what they are composed of, and to make of them something to their own taste. For such naughtiness, which, however, cannot happen in the kindergarten, they are, of course, punished in the nursery. Something ready-made, however, is necessary, only it should be simple and not too plentiful. The kindergarten gives what is required in the shape of cubic bricks, tablets of wood, little sticks of certain proportionate lengths for laying figures, or sharpened to be stuck into softened peas, for forming the shapes of crystals and other structures, paper for folding and cutting out figures and ornaments, clay for modeling, scissors, harmless knives, slates, pencils, and other similar things. Here, also, it is quite wonderful to see what little children will make out of the old nursery *regime*, how skillful their little hands become, and how much more their minds are intent on constructing than on breaking them. But when the play-room, the garden, and playthings are provided, success will still depend on the manner in which they are used, and therefore on the person who conducts the children's occupations. For the most grateful, though by no means easy, duty a class of persons must be secured who are naturally fond of children and inclined to enter into their feelings, who easily perceive their wants and are rich in resources to supply them—persons of a pure, loving heart, a cultivated mind, and possessed of the accomplishments which grace our educated females; for they must be able to sing songs, invent games, tell stories, and draw pictures to illustrate them, know something about natural history, have a distinct notion of the powers of the human mind, and the general laws of their development, and understand the principles of moral philosophy—at all events, sufficiently to know that a little child must not be treated too early as a responsible agent, and can hardly deserve punishment any more than an animal or a table. By such knowledge alone can the gross mistakes so commonly committed in the training of children be avoided.

AN APPROPRIATE WORK FOR YOUNG AND ACCOMPLISHED WOMEN.

Excepting mothers, no other class of persons can be more fit or worthy to reign in the kindergarten than the well-educated and accomplished young ladies of modern society, the very class with whom at present we do not know what to do. Social science is clamorous in demanding for a large portion of that class a more useful employment than to wait for husbands.

Let the kindergarten system become general and proper employment is found, to the great benefit of every future generation. It may, with reason, be maintained that every able-bodied man should be prepared to be a soldier; every female should be equally qualified to educate children. The country has not always enemies to be killed, but it has always a young generation to be reared. Rank makes no exception as to the soldier; so ought also the claim on the female sex to train up the new generation be general. In whatever rank the kindergarten be established, its training will be worthy of an offspring destined to become free moral agents, conscious of immortality. In Germany, the land of education, it has, from its beginning, been favored by the great of the land. The mother of the Count de Paris took her little son to a kindergarten near Eisenach, in which he received some of his earliest education. And even princesses have, in the kindergarten, tried their hand at infant-training.

THE THIRD OBJECT OF THE KINDERGARTEN.

In the third place, then, the kindergarten is to form the basis of cultivating the art of infant-training and a knowledge of the principles of education among women. And because education, physical, moral, and intellectual, cannot be made an object of study in books, the kindergarten has suggested the plan of connecting with normal institutions this highest or finishing education of the female sex. Where there are favorable localities there are to be established model kindergartens for practical demonstrations of the system, and courses

of lectures should be delivered to all female students, in all branches bearing upon the education of children, both within and beyond the limits of the kindergarten. And what sciences and arts do not bear upon this subject? If there be some minimum of knowledge and proficiency in a subject that must be possessed before it can be taught, there is no maximum that may be surpassed. The ability to sing a little song well, and accompany the children on the piano, which belongs to the kindergarten, will not be impaired by such proficiency as will do for the drawing-room; to draw on a school-board a scene including animals and persons, composed, of course, or arranged by herself, though not requiring the talent of a Rosa Bonheur, may test the skill of an artist. To make a set of little toys from the five regular solids, with sticks stuck into softened peas, and likewise pyramids prisms, plane figures, &c., and give them the right names, as to divide a cube into its fractional parts, and let the children perceive that one-eighth is exactly two-fourths—these mathematical plays, the most improving of the kindergarten, demand a knowledge of geometry—the sounder the better. Why do young ladies learn geometry? Here is a useful and worthy object. But there is much more to be done. Children will as easily learn French and German songs in the kindergarten as to talk French and German in the nursery. Then there are a thousand questions to be answered about matters of natural history and physics. Why does the brook always flow? where does it run? What is the moon? why does it shine? where does it go? What is the wind? What makes the waves of the sea? What is the use of this plant? Why does a ball fall; a soap-bubble rise? Why do flowers stuck in the sand wither so soon? Where does this animal live? If not snubbed and stunted by being told not to ask foolish questions, there is no limit to the intellectual craving of a young child. The wisdom of the deepest philosopher may be insufficient for answering some of these questions, but a judicious reply, striking out the first spark of reflection, may start the germ for the later researches of a *Newton*.

WHAT IS REQUIRED OF THE TEACHERS.

The most essential part of the whole system is the methodical arrangement of the exercises and the games, and the explanations given by Froebel to those who are to conduct them. To know them all, is quite a study; to apply them well, an art; to understand their significance, their effort, the order and manner in which they ought to be given to the children, is a science. The young trainer must know what to select from the great store to suit the different ages, how long to continue one exercise so as not to overstretch the faculties. There is great power united in her hands, and, not to misuse it she must well understand the infant nature on which it is exercised.

THE DEVELOPMENT AND PERFECTION OF THE INDIVIDUAL.

The kindergarten involves the best of the Pestalozzian system, and some of Froebel's principles were already laid down by Locke. The kindergarten is one of the consequences of that principle of modern education which aims at the perfect cultivation of the human individual, individual perfection. This is to be the grand result of education; and the way to it, the method, is the free development of the mental faculties. Froebel saw this principle enjoined in Christianity, "Be ye therefore perfect, even as your Father in Heaven is perfect," and considered his system eminently Christian. He tried to carry out the developing method into all branches of instruction, first in the school at Keilhau, and afterward applied it to infant training. This method may be defined as education, guided by the true knowledge of human nature, as by the philosophy of the human mind. A little of that knowledge shows that the education of the youngest requires the greatest skill, because everything belonging to their education must be done for them, while, as they grow older, they learn more and more to educate themselves, till, at the age of manhood, they are left to self-education. Thus as young people grow older the educator has less and less to do for them. When, with the sixth or seventh year, the child begins to reflect, he is capable of conceiving general purposes, though in particular cases, and of employing means for them, that is, of working. His trying to get and use means for ends is learning, and fits him for the school. The occupations of the kindergarten are merely a playing at school, and in this sense the kindergarten is a *play school*, in which, if children are not exactly taught to play, they are guided *how* to play. They are full of activity, and all that is wanted is the supply of proper material and liberty to exert their powers upon it; these powers are summed up in imagination, first betrayed by the impulse of the will to produce some effect, and then defined by imitation. The first plays are imitations of motions and actions which the children have perceived, and which the trainer takes advantage of in order to teach them graceful motions of their limbs and bodies. Of the quiet games, the most simple are those with the natural products obtained from their walks. Next come those with the divided cube, for which each child is supplied, 1st, with a box containing eight cubes, then with one containing eight bricks, then one with some diagonal sections, then one with some diagonal sections of cubes, and lastly one of bricks with subdivisions. These blocks are first applied to the construction of familiar objects, as houses, chairs, tables, everything which may be included under the forms of use, and which are interesting even to the youngest. The

forms of beauty and symmetry require more sense, but are found to be inexhaustibly attractive. And last of all come the forms of knowledge, which familiarize them with the geometrical properties of the cube, and the names of its sides and lines. Then tablets are introduced, some of equilateral, some of triangular shape, which impress them with the peculiarity of the numbers three, six, nine, as squares do with the numbers two, four, eight. At last, sticks and peas, or sticks alone, serve as material for forms of use, of beauty, and of knowledge. The latter may lead far into a knowledge, of course merely intuitive, of geometrical relations and laws. The use of sticks disciplines the eye for drawing, which also requires skillful manipulation of the pencil. The age from three to seven years seems to be the period of fantastic invention, in which latent genius is developed, and which may be compared with the plowing and sowing season of husbandry. This most important season of childhood is, how often, allowed to pass neglected. Poor children in the country are often better provided with right occupations than the children of the rich, which may in some measure account for the genius which springs up in country colleges. It will thus be observed that the material given to children is at first the most natural, and is followed by the more and more artificial. The latter, again, is given at first in the most simple and palpable shape, and is followed by representations of abstractions more and more removed from the concrete. The highest intellectual effort in the kindergarten is the Pestalozzian form of drawing on slates or drawing in books ruled over with small squares. This drawing, though entirely under the rule of imagination, prepares for proper drawing, for writing, and for geometry, better than anything else. Children, at an early age, become excessively fond of it; consider it quite an amusement, and yet will work at it an hour without getting tired, so that it may be necessary to check their eagerness. Of poetry, accompanied by music, great use is made in the kindergarten, which offers a most extensive field to the poetical and musical genius of ladies who love children and the pure joy of their paradise. In Germany, Hoffman von Fallersleben has shown, by his "Kinderlieder," that verses which please little children may have poetical charms for every period of life, and some of the best composers have added to the beauty of the words by their graceful composition. The first visible effect of a well-conducted kindergarten on the children is that it tames them. They soon evince that their happiness is increased. Though more gentle, they become more lively. Their affection for their trainer, the kindergarten, is great, yet their love to their parents does not seem to diminish. It is found that at home they are much more quiet, because they soon find a quiet amusement and eagerly engage in it. The genial occupation of their brain, combined with the bodily exercises and the happy humor in which they seem to be, for hours, when in the kindergarten, cannot but favor an increase of their natural faculties.

A generation that has passed through the developing system which begins in the kindergarten will have learned self-command or virtue, will be possessed of pure and genuine taste, and will be self-dependent both in thought and action. As a striking testimony to this effect, we may take the proceedings of the Russian government against that system since 1850. Fichte, in his addresses to the German nation, has recommended national education on the developing system. John Jahn applied it to physical education by his "Turnwesen," or gymnastics, which quickly spread over Germany, and was as quickly put down as politically dangerous. Froebel tried to apply it to general education, but the German governments, particularly Austria and Prussia, were frightened at the spirit of independence from which the system proceeded and which it fostered. Prussia, receding more and more from her glorious efforts of 1813, almost eradicated the developing principle from her national education, once so renowned. But a better spirit is alive again in Germany. "Turnen" is again flourishing, and national education, on the developing principle, again appears as one of the great objects of interest to the German nation. Consequences of the kindergarten system on the female portion of the population will proceed from two sources at once; from the better training of children, and from the complete education of those who are to train them. The advantages of a system which places infant training in the hands of educated women can, perhaps, not be too highly estimated.*

EXPLANATORY NOTE OF THE PLAN OF THE EXERCISES IN THE KINDERGARTEN.

The time of occupation in the kindergarten is three or four hours on each week-day, usually from 9 to 12 or 1 o'clock; the changes from one to another occupy from twenty to thirty minutes. It is worthy of remark that the arrangements and furniture must have a special adaptation to the method of teaching. Thus, for instance, the desks are covered with lines, which make squares of an inch; this teaches the child to arrange his material in an orderly manner. However, all occupations that can be engaged in out of doors should be carried on in the garden whenever the season and weather permit. The character of the plays is such that some instruction is combined with the amusement, for pleasant games introduced are almost always accompanied by singing. There are movement plays, so-called, symbolic plays, in which the forces of nature are introduced, as in the games of the wind-mill and the water-wheel, &c., or the children imitate the flying of birds, the swimming of fish, &c., or they represent the different tradesmen, as the cooper, miller, farmer, &c., for instance, the motions of sowing, mowing, threshing, &c. By all these and similar plays the relation of one to another

* The foregoing article has been prepared partly from the writings of Carl Froebel.

is brought out, and in this way they get connected ideas. It should be mentioned that the children in the kindergarten are never left to themselves, neither during the play exercises nor the time devoted to other occupations. There is nothing of that rude, aimless playing and screaming so common at recess-time in so many ordinary schools.

It is impossible to give a plan for all existing kindergartens, as they are unlike in their arrangements. In small places the time of occupation is during the forenoon and afternoon; this is also the case with the poor children in large cities, as it is a blessing for them to remain as long as possible under the good care of the institution. The plan of occupation is not only dictated by local circumstances but also by the seasons. The winter requires another arrangement than the summer. The children are divided, according to their age, in two divisions; as not all the exercises for children from 5 to 7 years old can be comprehended by children from 3 to 5. The following order of exercises is from Lina Morgenstern's Paradise of Childhood.* I should not forget to mention that the kindergarten furnishes all the material.

SCHEDULE OF EXERCISES FOR A KINDERGARTEN, WINTER AND SUMMER.

WINTER OCCUPATION.

Monday.—9 to 9½, coming, arranging; 9½ to 10, recitation or song; 10 to 10½, telling stories; 10½ to 11, building; 11 to 11½, eating; 11½ to 12, ball-plays; 12 to 12½, puncturing paper; 12½ to 1, movement plays.

Tuesday.—9 to 9½, coming, arranging; 9½ to 10, recitation, song; 10 to 10½, telling stories; 10½ to 11, weaving or braiding; 11 to 11½, eating; 11½ to 12, ball-plays; 12 to 12½, paper-cutting and mounting; 12½ to 1, movement plays.

Wednesday.—9 to 9½, coming, arranging; 9½ to 10, recitation or song; 10 to 10½, learning a song; 10½ to 11, drawing; 11 to 11½, eating; 11½ to 12, ball-plays; 12 to 12½, peas-work; 12½ to 1, movement plays.

Thursday.—9 to 9½, coming, arranging; 9½ to 10, recitation, &c.; 10 to 10½, telling stories; 10½ to 11, building; 11 to 11½, eating; 11½ to 12, ball-plays; 12 to 12½, puncturing paper; 12½ to 1, movement plays.

Friday.—9 to 9½, coming, arranging; 9½ to 10, recitation, &c.; 10 to 10½, telling stories; 10½ to 11, weaving or braiding; 11 to 11½, eating; 11½ to 12, ball-plays; 12 to 12½, paper-cutting; 12½ to 1, movement plays.

Saturday.—9 to 9½, coming, arranging; 9½ to 10, recitation, &c.; 10 to 10½, repetition of the songs; 10½ to 11, drawing; 11 to 11½, eating; 11½ to 12, ball-plays; 12 to 12½, working in clay; 12½ to 1, movement plays.

SUMMER OCCUPATION—FIRST DIVISION.

Monday.—9 to 9½, coming, arranging; 9½ to 10, telling stories, conversation on objects; 10 to 10½, drawing; 10½ to 11, eating; 11 to 11½, work in the garden; 11½ to 12, movement plays; 12 to 12½, free occupations; 12½ to 1, concluding prayer.

Tuesday.—9 to 9½, coming, arranging; 9½ to 10, conversation on objects; 10 to 10½, folding and interlacing; 10½ to 11, eating; 11 to 11½, work in the garden; 11½ to 12, movement plays; 12 to 12½, free occupations; 12½ to 1, concluding prayer.

Wednesday.—9 to 9½, coming, arranging; 9½ to 10, conversation on objects; 10 to 10½, peas-work; 10½ to 11, eating; 11 to 11½, work in the garden; 11½ to 12, movement plays; 12 to 12½, free occupations; 12½ to 1, concluding prayer.

Thursday —9 to 9½, coming, arranging; 9½ to 10, conversation on objects; 10 to 10½, weaving and braiding; 10½ to 11, eating; 11 to 11½, work in the garden; 11½ to 12, movement plays; 12 to 12½, free occupations; 12½ to 1, concluding prayer.

Friday.—9 to 9½, coming, arranging; 9½ to 10, conversation on objects; 10 to 10½, puncturing and cutting paper; 10½ to 11, eating; 11 to 11½, work in the garden; 11½ to 12, movement plays; 12 to 12½, free occupations; 12½ to 1, concluding prayer.

Saturday.—9 to 9½, coming, arranging; 9½ to 10, conversation on objects; 10 to 10½ building; 10½ to 11, eating; 11 to 11½, work in the garden; 11½ to 12, movement plays; 12 to 12½, free occupations; 12½ to 1, concluding prayer.

SUMMER OCCUPATION—SECOND DIVISION.

Monday.—9 to 9½, coming; 9½ to 10, prayer, telling stories; 10 to 10½, building and laying figures; 10½ to 11, eating; 11 to 11½, work in the garden; 11½ to 12, movement plays; 12 to 12½, free occupations; 12½ to 1, concluding prayer.

Tuesday.—9 to 9½, coming; 9½ to 10, prayer, recitation; 10 to 10½, weaving and paper-folding; 10½ to 11, eating; 11 to 11½, work in the garden; 11½ to 12, movement plays; 12 to 12½, free occupations; 12½ to 1, concluding prayer.

Wednesday.—9 to 9½, coming; 9½ to 10, prayer, telling stories; 10 to 10½, puncturing and drawing; 10½ to 11, eating; 11 to 11½, work in the garden; 11½ to 12, movement plays; 12 to 12½, free occupations; 12½ to 1, concluding prayer.

*Compare "DasParadies der Kindheit nach Friedrich Froebels Grundsätzen" von Lina Morgenstern Paradise of Childhood, according to the principles of F. Froebel, by L. Morgenstern,] Berlin, 1865.]

Thursday.—9 to 9½, coming; 9½ to 10, prayer, telling stories; 10 to 10½, building and laying; 10½ to 11, eating; 11 to 11½, work in the garden; 11½ to 12, movement plays; 12 to 12½, free occupations; 12½ to 1, concluding prayer.

Friday.—9 to 9½, coming; 9½ to 10, prayer, telling stories; 10 to 10½, weaving and drawing; 10½ to 11, eating; 11 to 11½, work in the garden; 11½ to 12, movement plays; 12 to 12½, free occupations; 12½ to 1, concluding prayer.

Saturday.—9 to 9½, coming; 9½ to 10, prayer, recitation; 10 to 10½, drawing, ball-plays; 10½ to 11, eating; 11 to 11½, work in the garden; 11½ to 12, movement plays; 12 to 12½, free occupations; 12½ to 1, concluding prayer.

JOHN KRAUS.

PROGRESS OF KINDERGARTEN CULTURE IN AMERICA AND ELSEWHERE.

The following is a brief abstract of a report made by Miss Elizabeth P. Peabody upon the progress of kindergarten culture, the limits of this volume forbidding the publication of the article in full.

OBSTACLES TO THE ESTABLISHMENT OF KINDERGARTEN SCHOOLS.

The progress of the genuine kindergarten, *versus* ignorant attempts at it, has not been very great in America, for the reason that the public is not yet prepared to sustain attempts at establishing such schools, and there are not yet sufficient facilities for the education of teachers of the genuine kindergarten. Private munificence is necessary to sustain such attempts at reform in education until their value shall be demonstrated. The history of the first establishment of normal schools proves this. After ten years of lecturing by Rev. Charles Brooks, of Medford, and Hon. Horace Mann, to prepare the people to appreciate the necessity of normal schools, it was still necessary for a private citizen to offer $10,000, on condition that the legislature should grant an equal sum, before the first normal school could be instituted, and morever, at its first opening, the intelligent State of Massachusetts urnished only three young women who desired to improve by its advantages.

KINDERGARTEN NORMAL TRAINING.

The first and only kindergarten normal school established in this country is that in Boston, taught by two German-American ladies, whose very religion it is to educate children according to Froebel's system. This is a private class, and is taught by lectures and practice in a model kindergarten. More than twenty-five teachers have completed their training here, although fully half of this number have been obliged to incur debt in so doing; and after all, they have been severely tried by finding the public unprepared to understand or appreciate their system, so different is the old idea of that which a child should first learn from the inspiration of Froebel, namely, that the true order of the unfolding of human nature is first doing, and afterward thinking, because the child will attend at first only to what himself does.

THE TEACHERS' TEMPTATION.

But the ignorant and impatient ambition of parents makes a sore temptation to teachers even of the most unmercenary spirit. It is so easy to *please* parents and gratify their vanity by *showing* children the way to do things, instead of addressing their own active power by words fitly chosen, that the young teacher is tempted to do it, letting the child make and do things with no more intellectual movement than accompanies a monkey's imitations.

PUBLIC APPRECIATION DEMANDED.

To diffuse throughout the country a proper public appreciation of the kindergarten principle, producing a deferential co-operation with the educated kindergartener, instead of a tormenting and obstructing criticism, and to afford young women an opportunity for attaining this most beautiful of the fine arts, (because its material is the highest,) well-endowed public normal schools for it are indispensable, where those who feel the vocation can have instruction free. The Boston school that has been mentioned above will, it is hoped, be adopted as an independent department of the city normal school, since, in Boston, a beginning has been made by the school committee of 1870, who established one kindergarten in the public system.

PROPOSED EXPERIMENTAL SCHOOL IN NEW YORK.

In New York it has been proposed by the commissioners of education, who have a term of five years to work in, to make one of three experimental schools a normal school, with its model kindergarten attached.

FRAGMENTARY INSTRUCTION.

A German lady in California, Mrs. Weddigen, has done some good work in keeping a kindergarten under every imaginable disadvantage, and without any intelligent co-operation, and has also lectured and written upon the subject.

Another person who has done very much, especially among the German population in and about New York, is Dr. Adolph Douai, who has now an institute in Newark, New Jersey. He imported a trained teacher from Hamburg, at great expense, to instruct his daughter in the art, and though he has varied a little from the method of Froebel, especially in the art of drawing, his kindergarten should not be characterized as a false one.

Miss Louisa Frankenburg, an old lady of seventy, who was the pupil and friend of Froebel, now resident at Germantown, Pennsylvania, has instructed some superior ladies in the art, and feels still capable of doing so, notwithstanding her age. She has made some efforts to assist intelligent colored women to obtain the kindergarten training, but the efforts hitherto failed from lack of appreciation by the public.

KINDERGARTEN MATERIAL.

A gentleman of Springfield, Massachusetts, has established a manufactory of kindergarten material, a truly public-spirited act, since he does not expect to even get back his money for years.

KINDERGARTEN IN EUROPE.

The only place where Froebel commenced his kindergarten work triumphantly was in Hamburg, whither he was invited by a remarkable society of ladies, half of them Christians and half Jewish, who had associated for the purpose of producing religious toleration, and who naturally became a radical education society. In this city the widow of Froebel now has a kindergarten. In Dresden, Frau Marguadt keeps an admirable kindergarten. But the best in the world is, perhaps, Madame Vogler's in Berlin. At this moment there is in Germany a new impulse toward genuine kindergarten culture in the highest intellectual classes. The philosophers' congress, which met in Prague, Bohemia, in 1868, and at Frankfort-on-the-Main in 1869, has made it a special object to investigate Froebel's system, and has pronounced it the most advanced on the subject of education.

ITALY AND ENGLAND.

It is an interesting fact that the kindergarten is about being made the first step of the new public-school system of Italy, which is superseding the old ecclesiastical schools hitherto prevalent there.

The Italian minister of instruction having become interested in kindergartenry, has imported some German kindergartens into Italy, and also sent some Italian girls to be taught in the normal schools of Berlin.

An English lady says that Manchester and London are almost the only towns where kindergartens have taken root, though there have been isolated attempts and partial success in some other places. Miss Praetorius, a woman thoroughly skilled in the art and science of Froebel, says that there is not a genuine kindergarten in England. A visitor to her school, in which I have passed a few hours, may, however, see the most perfect teaching of singing to children in the world.

ELIZABETH P. PEABODY.

MUSICAL EDUCATION IN COMMON SCHOOLS.

Only within a few years has the importance and desirableness of making music a regular part of popular education come to be generally recognized and admitted; a great improvement in this respect has taken place within the past three years. The report of the board of public education of the city of Philadelphia for the year 1870 says:

"While recognizing the fact that we, and our predecessors in office, were most unaccountably slow to perceive the benefits which are to be derived from the addition of vocal music to the list of studies, and that until within the last two years we had not taken even the first step in that direction, wherein not only many of the most enlightened and progressive nations of Europe, but also a very large number of our sister cities, have for a long time been making rapid strides, we can congratulate ourselves that the formidable opposition which we were constantly compelled to encounter from those who regarded the introduction of vocal music as an unwarrantable innovation, involving a wasteful expenditure of the public moneys for instruction in a *mere accomplishment*, has been at length almost entirely overcome. Music is now regularly incorporated in the course; and it should be the earnest desire of every faithful and progressive teacher, and the direct effort of all that have the best interests of popular education at heart, to engraft it upon the system of education so thoroughly that it may form an inseparable part of it, on account of its direct appeal to the heart, and its direct tendency to elevate and refine."

The report of the school committee of Boston, of the same date, after explaining the system of instruction, and noticing some of the happy effects of musical exercises in the public schools, remarks:

"The primary school is, of all others, the place where instruction in music, if we would ever expect it to attain to anything like a satisfactory result as a part of our common-school instruction, ought to begin. The child of five or six years can easily be taught the first rudiments of music, and a few plain principles in the management of the voice, if early adopted and carried up through the lower and intermediate classes; especially, if to this were added some instruction in the art of correct vocalization, and the proper management of the registers, greater strength, a more resonant tone, purer intonation, exacter enunciation, precision, ease, fluency of delivery—everything that is improving to the voice—would finally result."

In an address delivered before the national teachers' association, at Cleveland, Ohio, an eminent teacher and authority says:

"Music should enter into common-school education, because—

"1st. It is an aid to other studies.

"2d. It assists the teacher in maintaining the discipline of the school.

"3d. It cultivates the æsthetic nature of the child.

"4th. It is valuable as a means of mental discipline.

"5th. It lays a favorable foundation for the more advanced culture of later life.

"6th. It is a positive economy.

"7th. It is of the highest value as a sanitary measure.

"8th. It prepares for participation in the church service."

And again:

"*Through the medium of the music lesson the moral nature of the child may be powerfully cultivated.*

"Of all the manifold advantages which musical instruction in school possesses, this is among the most prominent; it is also the most apparent. The child is a creature of impulse; reason, conscience, have not yet asserted their sway. He is therefore to be addressed through his emotional nature. Music meets the demands of that nature; it infuses itself into his life; it entwines itself about his heart, and becomes a law of his being. Hence, his songs may more directly and powerfully than any other agency give tone and direction to his moral character; they may be made the means of cultivating his nationality and patriotism; they may promote a love of order, virtue, truth, temperance, and a hatred of their opposites; they may subserve his religious advancement, implanting lessons at once salutary and eternal."

Regular musical instruction is now incorporated with the school studies of nearly every city and large town in New England and the Northern and Western States, not only with the happiest musical results, but with marked good influence upon the health, general intelligence, capacity for receiving general instruction, and orderly habits of the youth so taught.

The musical knowledge acquired in the primary and grammar schools is increased and supplemented in the high and normal schools, every graduate of which is expected to be able to teach music to elementary classes as successfully as arithmetic or any other topic.

For those who wish to become skillful musicians, are established (by private enterprise) conservatories, or musical colleges, where the most complete and finished musical education may be obtained.

Of these last there are, in different cities, about twenty, large and small, varying from a thousand pupils down to twenty-five or thirty.

Without the means of compiling an accurate statistical table, it is probably quite a moderate estimate to say that, in the States of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Maryland, Ohio, Indiana, Michigan, Illinois, Missouri, and California, there are at present, nearly, if not quite, 500,000 school children receiving regular elementary music lessons; in high and normal schools, about 10,000 having lessons of a higher grade, and in the conservatories, probably 6,000.

In conclusion, we would heartily indorse the action of the Philadelphia school board of 1870. as follows:

"It is recommended, under the limitation which shall be fixed by the superintendent of music, that the rudiments of the theory of music be taught in the primary department from charts or black-boards, by the regular teachers therein, an acquisition as easy to the child as learning the alphabet; also, that a few of the simplest songs be designated by the superintendent for the opening and closing exercises of the school.

"It is also recommended that the theory of music be taught (under the direction and supervision of the superintendent) in the remaining departments by the regular teachers of the same, from a suitable manual, and that a review of the study of the same be made by the respective music-teachers, and also that all the practical music in these departments be taught by the music-teachers.

"If any of the regular teachers feel that they are not qualified to comply with this direction, they will be taught, free of charge, by the superintendent of music."

With regard to the latter section of the above, in an address before the American Social Science Association, the speaker, a gentleman well known for his practical familiarity with the subject, remarks:

"I take it for granted that all the regular teachers could do their part in such instruction if they would. It requires, in the system we have been considering, no special musical ability or previous training. An aptness to teach only is necessary, and any person who, if fitted in other respects to hold the responsible position as a teacher in a public school, has the ability, I contend, to learn in a very short time, under the direction of a competent professional head such as we have named, how to teach the elements of music as well as the other studies required in our common schools. Nor is it necessary that the teachers should be able to sing in order to be successful in this branch of study, though, of course, it is an aid.

EBEN F. TOURJEE.

RELATION OF EDUCATION TO INSANITY.

By education is here intended any training of the mind by which its facilities are drawn out, its powers disciplined, and knowledge is acquired. This includes the study of books, of the thoughts, principles, and facts that have been prepared, digested, and printed by others. Usually this is done in the schools, from the infant school to the university, or it is done in private life, with or without teachers. Besides these means there is the education of the outer world in social intercourse, in business, in the management of affairs, public and private, political, of State or town, in commerce, manufactures, agriculture, &c.

THE BRAIN AND MENTAL ACTION.

Whatever stimulates the mind to observe, to study, or reflect, whether it be things present to the eye, or abstract ideas in books; whatever demands thought, comparison, or deduction, whether it be arithmetic, grammar, geography, or the profoundest problems in science and philosophy, whether it be the relations of values in business, the combination of materials and succession of processes to obtain definite ends in mechanics, or the observation and pursuit of the laws of nature to obtain crops of grain, and other products in agriculture, they all demand mental action; they develop and train the mind; they discipline the perceptive and the reasoning faculties, and all lay burdens of various weight upon the brain. There is no work of the mind without cerebral action.

These burdens are extremely light upon the savage, who only thinks enough to find a cavern to shelter himself from the storm, or to search for wild fruits, or to catch a fish or an animal for food. They are heavier on the farmer who develops the riches of the soil, and raises grains, fruits, and vegetables for his nutriment, or on the mechanic who plans and builds a comfortable dwelling, adapted to the wants and health of a family, and still heavier upon the manager of a manufacturing establishment, or the conductor of a commercial enterprise, or the affairs of state; and in the technical education of the schools, the burden increases from the lightest upon the child who endeavors to grasp the relations of sounds to the form of letters, to the philosopher who solves the most abstruse problem of mathematics; whatever this burden may be, its first demand is for action of the brain.

Now the question arises, whether this action of the brain has any disturbing influence upon its health; and if so, in what manner and to what extent is insanity or mental unsoundness increased by education, and, if so, how much? And, lastly, is this a necessary condition of educating the people, of raising them from a savage and rude state to the civilized and the cultivated?

LITTLE OR NO INSANITY AMONG SAVAGES.

Without means of demonstration, there is an almost universal opinion that there is little or no insanity in savage nations, or even among barbarians. This is the opinion of almost all travelers of every kind—the curiosity hunters, the commercial, the philosopher—all concur in reporting that they found no lunatics, and heard of none among the rudest people.

This is admitted by writers on insanity—Esquirol, Halliday, Prichard, Bucknil, Tuke, and others—men of the greatest research, and of the most cautious habits of deduction, the profoundest thinkers, the most reliable philosophers.

Insanity is manifest in all countries above the state of barbarism, from half-civilized Egypt and Turkey to the most cultivated and refined. It exists in various proportions to the population, but there are no means of determining these ratios. Although from all these countries there are reports of insanity, from most they are vague and ill-founded. Some include only those who are in hospitals for lunatics, as Egypt; others report such as are in public institutions, as hospitals, alms-houses, and prisons. England reports those who are in these establishments, and also those who are under guardianship.

Some governments, at their periodical censuses, inquire as to the insane in the families, and publish their numbers, with some statements of their condition.

EVERY CENSUS OF THE INSANE IMPERFECT.

It is not an easy matter to obtain the number of the insane in any community. In early times they were supposed to be possessed by the evil spirit; and later, even now, they are considered by some people more than a misfortune, even a disgrace to their families, and many were, and some are now, concealed, known only to their relatives and a few friends. Many still are unwilling to speak of the insane of their

households as they do of others whose sickness is of the body, fever, consumption, pneumonia, &c.; still more do they shrink from speaking of this domestic calamity to strangers.

Governments find this difficulty in this inquiry, and fail, in great degree, to overcome it. When their agents ask at the houses whether any of the family is a lunatic, the question is often evaded, or met by a direct denial. This is a source of mortification that the sensitive, the agonized or proud parent, child, or brother is not willing to expose to a public officer who asks that he may publish it; and therefore the information is withheld. Hence even these official enumerations fall short of the probable fact.

TRUE PERCENTAGE OF THE INSANE POPULATION.

The report of the insane of Massachusetts in 1854 makes the nearest approximation to completeness. The commissioners appointed to make that survey requested every physician to give the name of every lunatic within his knowledge, with a description as to thirteen specified points. The name enabled the commission to avoid duplication, and exclude all repetition of the same persons. Every physician except four reported. As in any established community, like Massachusetts, there are few or no families whose domestic condition is not known to some physician, it was presumed that few or none could fail to be reported. The result was that one person in every four hundred and twenty-one of the living was found to be insane.

The average of the reports of two State censuses, 1855 and 1865, and of three national censuses, 1850, 1860, and 1870, in Massachusetts, was one lunatic in five hundred and seventy-one of the living. The commissioners' report was 2,375 in 1,000,000, and the censuses reported 1,750 in the same number of people. The commissioners found 28.14 per cent. more than the families revealed to the enumerating officials of State and nation.

In the absence of other standards of comparison, this may be assumed as a correct one, and that the State or national reports of results of inquiries made in the ordinary way fall short of the truth in a similar degree, and the 28.14 per cent. should be added for the incompleteness of the returns.

It is safe, at least, then, to add this proportion to the number of the insane reported by the census of any civilized country.

The enumeration of the people by actual family and personal inquiry and counting is a modern improvement. Few of them go back even into the last century. Most statements of population a hundred and more years ago are based upon indirect inquiry—upon calculations, inference, estimates, which at least are but approximations to the facts. The inquiries into the number of the insane are still more recent, mostly within less than half a century, or even a quarter of a century. The first of the United States was in 1840, and again in 1850, 1860, and 1870. Those for 1850 and 1860, as already shown, were manifestly incomplete as to Massachusetts, and probably for other States.

APPARENT INCREASE OF THE INSANE.

In whatever way the number of the insane have been ascertained, calculated, or estimated, there has been a constant increase reported—more and more have been revealed and known with the progress of years.

The successive reports, upon whatever source or means of information procured, all tend to show an increasing number of the insane.

In the United States, Great Britain, Ireland, and other civilized nations, so far as known, there has been a great increase of provision for the insane within forty years, and a very rapid increase within twenty years. Hospitals have been built, seemingly sufficient to accommodate all the lunatics within their respective States, counties, or districts. These have been soon filled, and then crowded and pressed to admit still more. They have been successively enlarged, and then other institutions created, and filled and crowded as the earlier houses were.

This increase of lunatics presented to the hospitals has been and is much greater than the increase of population, and seemed to indicate an increase of insanity in proportion to the numbers of the people.

CAUSES OF APPARENT INCREASE.

At first sight this seems to be evidence of so much actual increase of lunacy in the world. But further examination shows that it is not so much the development of new cases of insanity as the development of the persons insane—not so much a manifestation of increased lunacy as an increase of the world's knowledge of its presence among them.

In former times lunatics were objects of terror and disgust. They were considered as unpleasant blots on families, sources of shame and mortification. Hence they were concealed and their existence known to as few as possible. Their disease being thought remediless, they were allowed a bare existence, but not to be numbered as among men.

INSANITY A CURABLE DISEASE.

But in later times a better knowledge of pathology shows that insanity is primarily a disease of the physical organs, and is generally remediable. The means of restoration are now provided in hospitals fitted for them. Patients, such as in another age would have been given up as forever lost to their friends and the state, are now sent to these institutions and again brought back in their sound mind, and again assume the burdens and bear the responsibilities of healthy life at home.

Society now seldom attaches dishonor to this disease. They respect it and regard it as tenderly as the disorder of any other organs, the lungs, the stomach, &c.; consequently the insane are more and more brought out. The more the means of healing are provided and made known to the people and brought within the reach of families, the more are they moved to take advantage of them and intrust their mentally-disordered friends to their care. This is remarkably illustrated by the growth and increase of hospitals in most of the States of the Union and in the nations of Europe.

In a State where perhaps a hundred patients are known, the Government builds a hospital for them; but, looking providently to the future, plans it large enough to accommodate one hundred and fifty. Soon after its doors are opened the hundred appear, and in a short time the other fifty, and still more, apply for admission. The State builds wings for another hundred with the same far-seeing prudence; but in a short time the new rooms are filled; again there is a crowd and a new demand for expansion.

THE EXPERIENCE OF MASSACHUSETTS.

The history of Massachusetts is a type of the experience of other States in this respect. In 1832 the State built the lunatic hospital at Worcester for one hundred and twenty patients, which was as many as the legislature thought would be offered for several years. In their first report, at the end of the first year, the trustees said: "The hospital is now in a very crowded condition," and proposed that additional accommodations should be provided. In the next year, 1834, the superintendent, Dr. Woodward, reported that the hospital was crowded, and that he had been obliged to reject half the applications for want of room. In 1837 two wings were added, for one hundred and sixteen patients. One hundred and seventy-seven patients were admitted in 1838, and one hundred and seventy-nine in 1839. There were two hundred and thirty present at the end of 1842, and two hundred and fifty-five at the end of 1843. In 1844 two more wings were added, for one hundred and twenty-five patients. In 1843 two hundred and ninety-three were admitted. In 1853 the average number was five hundred and twenty, through the year; and at one time there were five hundred and sixty-seven in the house.

In 1854 the State opened the new hospital at Taunton, for two hundred and fifty patients. At the end of September, 1857, there were three hundred and twenty-seven patients in this institution, and three hundred and eighty-seven in that at Worcester.

In 1858 the State opened the third hospital, at Northampton, for two hundred and fifty patients. In 1862 it contained three hundred and thirty-two lunatics, while there were four hundred and one at Worcester, and four hundred and twenty-one at Taunton.

Within two years the State has built an establishment for lunatics at Tewksbury. In 1870 there were two hundred and sixty-seven inmates in this house; and at the same time eleven hundred and ninety-three in the three State hospitals, two hundred and thirty-three in the Boston city hospital, and one hundred and seventy-eight in the McLean asylum; in all the public institutions of Massachusetts, eighteen hundred and seventy-one insane patients.

It cannot be supposed that so many persons were suddenly attacked with insanity when these successive establishments were opened or enlarged for their healing—that an epidemic mania fell upon the people so contemporaneously with the new opportunities of relief. But rather there was an increase of intelligence of the nature of the malady and of its curability, and of confidence in the management of these hospitals, and in their power to restore the mentally disordered to health. From this cause, so many more of the insane were brought out from their homes and revealed to the authorities and to the world.

The more these means of healing were prepared, the wider the knowledge of their worth spread among the people, and the more the number of the insane seemed to increase. Yet, however we may qualify this apparent increase of lunatics by this explanation of increased interest in them, and of the means of cure, within the last fifty years, there has unquestionably been a very great real increase of the malady in the progress of the world from the savage to the civilized state. Without asserting that these two great facts, the development of mental disorder and the growth of human culture, stand as cause and effect, still all the known evidence goes to show that these have marched side by side, and disease of the brain has grown up in connection with the increased mental activity and culture, if not out of them. We may then reasonably ask, whether this connection is more than accidental, and, if so, to what extent?

CONNECTION OF INSANITY WITH CIVILIZATION.

The savage is apathetic, and his mind is torpid. He has but little more than the animal instincts, cunning and appetite. He neither learns nor thinks, nor loves nor hates as cultivated people do; so his brain bears little or no burden. The barbarian has somewhat more mental action. He is somewhat more emotional, and his brain has more to do, but far less than the civilized races.

As man emerges from this low estate, his brain begins its destined work; new wants present themselves, and compel thought to satisfy them; new gratifications tempt him to devise means of obtaining them. He seeks variety; he co-operates with his fellows in business; mechanic arts exercise his mental faculties; public affairs require his attention; education in schools, with books, quicken the cerebral energies; and thus burdens are laid upon the brain, and its labors increase as civilization passes from the lower to the higher, admitting more and more culture.

The brain is the seat or organ of thought and emotions. By this, or with this, certainly in connection with this, we conduct all the mental operations; we study, learn, think, plan. By it, or with it, we love or hate; we feel joy or sorrow, exhilaration or depression. All that constitutes life and its movements is connected with the brain and its actions.

It is natural to suppose that any machine or structure is in more danger of getting out of order when it is put in motion and used than when it is entirely dormant. The active brain is in more danger of disturbance than one that is ever at rest.

CAUSES OF MENTAL DISORDER.

When patients are admitted into insane hospitals the officers obtain the best information they can from friends and previous medical attendants, in respect to their history, habits, exposures, and conditions, and the events, circumstances, and influences that might be supposed to be causes of the disorder. All this is put on record, and if afterward any new facts are discovered that should modify the opinions first formed the record is altered correspondingly. These causes are digested into systems, arranged in tables, and published in the periodical reports of the hospitals. By means of these the psychological student is enabled to trace insanity back to its probable or assumed causes, in most civilized nations, through periods varying with the experience of the hospitals.

In a part of the cases the causes are self-evident and manifest equally to the common and scientific observer, to the friends, the physician, and the specialist, who is familiar with the diseases of the brain. Of these there is no doubt. But, in regard to many others, it is difficult to determine the origin. There may be several causes combined. Some which seem to be causes may have been merely co-existing conditions or events. Sometimes habits or conditions which are apparently causes are really a part of the disorder or its early symptoms. A man, ordinarily very cautious, may go out of his usual track of business and enter into hazardous speculations and grow more and more venturesome, and at last he becomes excited, absorbed, loses his wonted balance and at length becomes manifestly insane. His speculations are, by most persons, supposed to be the cause of his mental disease; but, in reality, the disease had its origin before the speculation, and first prompted him to go out of his habitual course of life into this uncertain and dangerous business. This was the first open stage of his malady.

Beside the classes of cases whose origin is certain and those which are doubtful, there is a large class of which nothing can be learned, and some whose history, although fully known and faithfully reported, reveals nothing as to the source of the mental disturbance. This class of the unknown figures largely in the tables of most, if not all, hospitals.

CLASSIFICATION OF CAUSES.

The causes of insanity which are certain and accepted are usually divided into two classes: 1. Physical, those which affect the body and brain primarily; as apoplexy, palsy, epilepsy, fever, blows on the head, and many other diseases or injuries. 2. Moral, those which first affect the mind and the emotions; as excess of study, all sorts of overaction of the brain in business, excitements, mental disturbances, disappointments, griefs.

In some of the hospital reports there are ninety-three of the physical and eighty of the moral causes given. In all the reports the number of imputed or stated causes is much greater. They include most of the diseases, disturbances, exposures, mistakes, misappropriation of mental power or emotion that happen among men.

Among these are comparatively few that are directly chargeable to education, yet it is equally clear that comparatively few of these causes exist in the savage state, nor are common in an ignorant age. They have mostly grown up with civilization and are its contemporaries, if not its results, immediately or remotely.

INFLUENCE OF EDUCATION.

Education causes directly but little insanity. In a table of seventeen hundred and forty-one cases, whose causes are given, from sixteen hospitals, only two hundred and five are from excess of study, two hundred and six from mental struggles and anxiety, and sixty-one from excitements. Eleven hundred and thirty-four were from business trials and disappointments.

But education lays the foundation of a large portion of the causes of mental disorder. It unlooses the brain from its bondage of torpor, and encourages mental activity in the numberless paths of life. It opens the fields of enterprise; it adds intelligence and reason to the power of the muscles, and makes them more available for every purpose. It stimulates energy and bold adventure. It offers temptations for the assumptions of mental burdens in business. It holds out rewards to ambition, for the strife for knowledge, wealth, honor, political success. These and other motives act in various degrees on civilized communities, and few people completely escape their influence; and among nearly all there is more mental activity, more cerebral labor, in thought, anxiety, more exhilaration from hope and success, and more depression from anxiety and disappointment, than is found among people that are untaught. All these have their dangers, and among those thus engaged some lose their mental balance, and some become insane.

There are other causes that only appear in a cultivated age, yet they may affect mostly uncultivated people. Education and civilization produce machines and other means of labor. In the hands of uneducated men these cause accidents to their ignorant operators, who are thereby made insane.

In the hospital reports the largest class of causes is included in the comprehensive term "ill health." This was the presumed origin of 21 per cent. of the cases. Under this head are the manifold depressions of life, or disturbances of the physical powers. Dyspepsia is the most prominent. With the general failure of health the brain and nervous system suffer and falter in their functions.

INTEMPERANCE A CAUSE.

Intemperance is another cause of much insanity. About 10 per cent. of all stated are said to arise from this vice. This happens more among the poor and the ignorant in a civilized society. Savages are protected from this cause of insanity simply by their want of opportunity; but in cultivated communities the means of intoxication are more accessible and obtainable; few are so poor as to be unable to obtain them, and it is noticeable that the poor are the most addicted to this indulgence, and furnish thereby a very great portion of the victims of lunacy.

It is a melancholy yet unavoidable conclusion that some or many of these causes of insanity are peculiarly abundant in this country and in this age, and some of them are increasing in frequency and disturbing force. Almost the whole class of accidents, injuries, and exposures has increased. With the new improvements in the mechanic arts, the multiplication of machinery, the new and sometimes uncontrolled, if not uncontrolable, motive powers, and with the new modes of travel, more accidents happen, more injuries are inflicted, and in their way they multiply the causes and the cases of insanity.

In course of the same progress of improvement, there are more chemical agents discovered, and numberless new applications of this science, and its discoveries to practical use, in the common arts and business of life. Men are, therefore, more exposed to minerals, acids, gases, paints, dye-stuffs, and combustibles, and explosive elements and mixtures, which are sometimes more or less injurious to health, or cause accidents dangerous to those who are connected with them, and consequently multiply the causes and the cases of lunacy.

COMPLEX NATURE OF MODERN CIVILIZATION A CAUSE.

The causes connected with mental labor in its manifold applications have increased and are increasing continually. In the progress of the age, education has made rapid advance both in reaching a wider circle of persons, and in multiplying the subjects of study. The improvements in the education of children and youth have increased their mental labors, and imposed more burdens upon their brains in the present than in the preceding ages. The proportion of children who are taught in schools increases every year in the United States, and in most civilized nations. There are more and more of those whose knowledge, whose sense of duty, whose desire of gratifying friends, and whose ambition, impel them to make their utmost exertion to become good scholars. Thus they task their minds unduly, and sometimes exhaust their cerebral energies, and leave their brains a prey to other causes which may derange them afterwards.

The new sciences which have been lately discovered, or the old sciences that were formerly confined to the learned, but are now simplified and popularized, and offered to the young as a part of their education, multiply the subjects of study, and increase the mental labor of almost all schools.

Men, and classes of men, such as in the last century would have thought of nothing but how they should obtain their bread, are now induced to study subjects, and pursue sciences, and burden their brains with great, and sometimes with excessive, labor. New fields of investigation have been laid open within the last hundred, and especially within the last fifty, years. New inducements are offered, so that a greater variety of tastes is invited to their peculiar feasts of knowledge. Many more now study metaphysics, mathematics, physiology, chemistry, biology, &c., and thus they compel their brains to labor with more energy and exhausting zeal than those of any former generation. In this multiplication of students there are some who attempt to grapple with subjects that they cannot master, and sink under the burden of perplexities which they cannot unravel.

In this general increase of mental activity some men become interested and give their minds intensely to the study of public topics, politics, state or national affairs, and the subjects of legislation, the banking system, tariff, anti-rent, anti-masonry, the license question, &c., or to public moral questions, anti-slavery, temperance, and general or special reforms, any or all of which impose upon them great anxiety and mental labor.

In this country, where no son is necessarily confined to the work or employment of his father, but all the fields of labor, of profit, and of honor are open to whomsoever will put on the harness and enter therein, and all are invited to join the strife for that which may be gained in each, many are in a transition state from the lower and less desirable to the higher and more desirable conditions. They are struggling for that which costs them mental labor, and anxiety, and pain. The mistake, or the ambition of some, leads them to aim at that which they cannot reach, to strive for more than they can grasp, and their mental powers are strained to their utmost tension; they labor in agitation, and they end in frequent disappointment. Their minds stagger under the disproportionate burden; they are perplexed with the variety of insurmountable obstacles, and they are exhausted with the ineffectual labor.

EXCESSIVE MENTAL APPLICATION A CAUSE.

But in an uneducated community, or where the people are overborne by despotic government or inflexible customs, where men are born in castes and die without stepping beyond their native condition; where the child is content with the pursuit and the fortune of his father, and has no hope or expectations of any other, these undue mental excitements and struggles do not happen, and men's brains are not confused with new plans nor exhausted with the struggle for a higher life, nor overthrown with the disappointment in failure. Of course, in such a state of society these causes of insanity cannot operate. But, in proportion as education prevails and emancipates the new generations from the trammels and the condition of the old, and the manifold ways of life are opened to all, the danger of misapplication of the cerebral forces and the mental power increases, and men may think and act indiscreetly and become insane.

The same is distinctly manifested in the pursuits of business. There are many new trades and new employments; there are new schemes of increasing wealth, new articles of merchandise, and speculations in many things of new and multiplying kinds. All these increase the activity of the commercial world. The energy of men of new enterprises gives a hope of actual value and a momentary market value of some new kinds of property. The consequent inflation or expansion of prices to a greater or less degree, makes many kinds of business more uncertain and many men's fortunes more precarious. This increases the doubts and perplexities of business, the necessity of more labor and watchfulness; it compels greater fear and anxiety, and the end is more frequently in loss, and failure of plans, and mental disturbance.

Connected with these uncertainties which may happen to any, there are more that enter the free and open avenues to occupations which hold out high and flattering promises for which they are unprepared, in which they must struggle with greater labor and anxiety than others, and in which they must be more frequently disappointed.

FAST LIVING A CAUSE.

Besides these causes of mental disturbance in the new and untried fields of study and business and commerce, there are other causes in the social position, which is subject to like change. Many are passing, or have passed, from a comparatively retired, simple, and unpretending, to the showy, the fashionable, or the cultivated style of life. In this transition state there must be more mental labor for those who are passing from one condition to the other; there must be much thought and toil, much hope and fear, and much anxiety and vexation to effect the passage and to sustain one's self in the new position.

With the increase of wealth and fashion there come also more artificial life, more neglect of the rational laws of self-government, more unseasonable hours for food and for sleep, more dissipation of the open, allowable, and genteel kind, and also more of the baser, disreputable, and concealed sorts.

Consequent upon the new labor and new position and new style of life, there come low health, from exhausting and perplexing cares and toils of business, of social life and fashion, and from frequent irregular habits of diet and regimen. The second consequences of impaired health, of diminished vital force, dyspepsia, debility, consumption, gout, or other diseases, are at length manifested in the brain, and then nervousness frequently, and insanity sometimes, follows.

PROPER EDUCATION NOT RESPONSIBLE FOR INSANITY.

This multiplication of cases of insanity must not be charged to education as a necessary condition or consequence. It is rather due to the incompleteness and the perversion of education. Some is caused by the early stimulation of precocious children, some to the pressure upon the brain in childhood and youth, but most from misapplication of education, of mental power, and the cerebral forces in the maturer periods of life.

LAW OF LIFE NOT TAUGHT.

Among the abundant, various, and profitable teachings of the schools and the world, of books and of society, the inseparable connection of mind and body, of thought, mental action, study and reasoning, with the brain, holds an insufficient prominence. Ordinarily this has no place in the plans of education. Among the countless improvements that have been made, there yet remains the frequent error, both of faith and of practice, that the human mind has no limit to its expansibility, none to its capacity of labor, that the infinite spirit is not bound by any finite organ, that the work of the brain may begin with the earliest dawn of sense, and be increased as fast as the will of the child, the ambition of friends and teachers may desire, and that in all the fields of study, observation, and thought, whether with books in early and mature life, or in the world's affairs, business, politics, there is no danger of overtasking the cerebral powers, or of exhausting their energies, or of disturbing the mental balance.

PROPER METHOD OF DEVELOPING THE BRAIN.

Every organ of the body has its appropriate duty and sufficient strength to perform it. Each one is intended for action and effectiveness. The hand and the foot were made for labor, the stomach for digestion, and all gain strength thereby. Yet the hand may be lamed, the foot may be sprained, and the stomach disordered by excess of exercise or by bearing unfitting burdens. The brain was not designed to lie dormant. It was intended for action and grows strong with proper use. But, like the hand and the foot, it has its conditions of action and of growth. It may, and its best health demands that it should, be developed and strengthened, but this is by a slow and gradual process. The child's brain, like its muscles, cannot bear the burden of a more advanced age. If either be overtasked it falters and its growth is retarded. Yet the training of both in early life and their exercise through maturity and age are favorable to and needful for their best condition. If, in what is technically called the educational period, in the beginning, and through all mature life, even to the end, progress is made step by step, each one growing out of the strength of the preceding, the brain's utmost capacity may be reached, and the mind sustained in unvarying soundness.

Any change may be made in mental progress, and any degree of growth attained, without injury to the cerebral health, if done under these conditions, and no attempt made to leap over the intervening grades of advancement. The laborer may become a philosopher, and grasp the hardest problems, if he go through the same course of training and development that the scholar has passed. The philosopher or scholar may become a laborer and do the heaviest work with his hands, if he begin with the lightest tasks and add the heavier only as his strength increases. The blacksmith, whose strength is in his arms, and the rope-dancer, whose strength is in his legs and feet, may exchange their occupations, and each become proficient in his new art, provided that, in his new field, he go through the same slow process of development and training as the original professor or workman had in his earlier life.

But neither of these can suddenly exchange his habit and occupation with the other and assume the new tasks, without suffering in the organs that are made to bear burdens for which they are not suitably prepared.

By training and use the brain becomes not only strong, but flexible and versatile; it is more easily brought into action, more readily turned to new purposes; its powers are more under the command of the will. It becomes more refined, and its functions, both intellectual and emotional, more delicate and intense in their operations. Its sensibility is exalted; it is more susceptible of impressions and influence for good and for evil.

HIGHER FUNCTIONAL ACTIVITY DEMANDS GREATER CARE.

In an educated community there is generally, almost universally, a larger and more active mental power. The mind grasps more and reasons more. There are deeper and

inger emotions and passions. There is a higher joy and deeper suffering. There is ecmer love, and hate more bitter. Life is there larger, broader, more earnest, and effective. tWith this increase of power derived from education there is also more delicacy in lganization and more danger of functional disturbance. With these larger endowents of capacity and knowledge there comes a greater responsibility for self-manageent, more danger of mistakes and of consequent disease.

These dangers are strewn all along the path of life. Education and civilization have created or increased them, and should be held responsible for them, to prevent their efficiency and save the world from the mental injury which they threaten.

FAILURE OF EDUCATORS TO MEET THIS RESPONSIBILITY.

Education thus far has wrought an incomplete work. What it has done is well done; but there is yet more for it to do. It has yet to show man and woman how they may use the great trust committed to them, the care of themselves. Great powers of body and mind are put into their hands, by which they can accomplish an almost infinite variety of purposes, do great good to the world, and gain unmeasured happiness for themselves. They are taught and encouraged to work with their bodily organs and mental faculties, their muscles, brain, and mind; but they are not shown the conditions of these endowments, their capacities and liabilities, their limits and dangers.

When the seaman undertakes to manage a ship, it is not enough that he understands navigation and geography, the course and way to the destined ports, to raise and present the sails to the wind, but he learns all the conditions of the path, the shoals, the rocks that lie in his way, and the dangers of the ocean. He learns the capacity of the vessel, its liability to leak, the burden that it will carry safely, the strength of the sails, ropes, and masts. Then, in accordance with these conditions, he manages the ship. When an engineer assumes the direction of a steam-engine, he is not content with the assurance that with it he can run mills, looms, spinning-jennies, lathes, &c., but he studies the whole structure and strength of his machine, and of all its parts; the rate it can move; the force that can be applied without injury; the quantity of water and fuel that are needed; the pressure of steam that can be borne. Having thus prepared themselves for their responsibilities, the seaman sails his ship and the engineer runs his engine safely, and both accomplish the purposes for which they were designed without injury or loss, without needless or unnatural wear and tear. But the schools, when they send their pupils forth to the world intrusted with their own vital machines to do the work of life, neglect to teach the law which must govern them, and thus these educated children are exposed to error and danger in after-life.

CARE OF SELF A DUTY.

However well one may be prepared for the recognized responsibilities of life; however learned in geography, mathematics, science, philosophy; however well he may be fitted to manage business, farms, factories, ships, there is yet this first responsibility that comes upon all men—the care of themselves. Before he can apply his other knowledge to any of its destined purposes, he must eat, and nourish himself; he must decarbonize his blood with air; he must use his muscles and his brain, and recruit their expended forces with rest or sleep. He may do these well, and make himself strong, healthy, clear-headed, mentally sound; or he may do them indiscreetly, and make himself sick, weak, stupid, insane. These evil consequences of error in self-management are everywhere seen. They are as frequent as the shipwrecks and the steam-explosions that are due to the ignorance of seamen and engineers.

INSANITY AMONG PROFESSIONAL MEN AND SCHOLARS.

Even those whose education is of the highest character, professional men whose whole labor is mental, are not free from the dangers that hang over the brain. They are exposed to the same causes of insanity that the non-professional people are; and in addition to these, they are subject to such as arise from excessive culture, and overburden the mental powers.

Some approximation may be made to the comparative liability of men of high education and others, in Massachusetts, from the record of admissions to the State hospitals, since that at Worcester was opened, in 1833. Neither the McLean asylum nor the city lunatic hospital, of Boston, give the occupation of the patients in their reports. Most of their inmates are sent to them from Suffolk County. The insane of the other counties are mostly sent to the three State hospitals, which publish the occupations. From 1833 to 1870, inclusive, these hospitals had admitted from the learned professions—

Clergymen	61	Editors	6
Physicians	54	Civil engineers	6
Lawyers	34		
Teachers	56	Total	346
Authors	5		
Students	124		

None of the censuses, State or national, give the professions in connection with age, sex, and county previous to that of 1865. The number of males over fifteen engaged in these learned professions, and of those in all other occupations in the State, out of Suffolk, between 1833 and 1865, cannot be ascertained. The number of these in 1865 is therefore the only obtainable basis of comparison. Without assuming that these numbers in the period 1833 to 1865 were the same as those in 1865, it may be supposed that their proportions were alike.

Comparing, then, this number of the professional insane admitted to the hospitals with the number of men engaged in all the learned professions, including also professors, librarians, and chemists, living in the State in 1865, and all other males admitted, with the non-professional males over fifteen years old in the State at that date, it is shown that the professional patients admitted in thirty-seven years were 3.75 per cent. of the whole number, and the non-professional patients were 2.16 per cent. of their whole number over fifteen in 1865. So far as the experience of Massachusetts from 1833 to 1870 goes, this seems to be the approximate relative proportions of insane sent to the hospitals from all the counties except Suffolk. Three and seventy-seven hundredths of the professional, and 2.16 of the non-professional males, or, as often as one hundred of the latter class were sent, one hundred and seventy-four of the first class, were sent to the State hospitals for the insane, out of the same numbers living in each class.

CONCLUSION.

From all this survey, we are irresistibly drawn to the conclusion that insanity is a part of the price that we are paying for the imperfection of our civilization and the incompleteness of our education.

This is not merely a present fact. It has been so in ages past. It will be so in the future. Our children will be required to pay the same price, until all men, women, and youths shall be educated to know the law of their being, and to feel and sustain their responsibility for the faithful management of the brain and mind, and the other organs and functions intrusted to their care.

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The following extracts from the works of Dr. Henry Maudsley, a distinguished English authority on insanity, are appended as confirming substantially certain interesting views of Dr. Jarvis in the preceding article.

APPARENT INCREASE OF INSANITY.

"Another fact which deserves serious consideration is, that there has undoubtedly been a very large increase of late years in the number of the insane who have come under care and consideration. The reports of the lunacy commissioners show that, on the 1st of January, 1849, there were 14,560 patients in the hospitals, asylums, and licensed houses of England and Wales; that six years afterward, on the 1st of January, 1855, there were 20,493 insane; that ten years afterward, on the 1st of January, 1865, there were 29,425 insane under certificates, and that on the 1st of January, 1866, the number had risen to 30,869. Now it is certain that this large increase is not to be attributed to an increase of insanity in the population; it is undoubtedly mainly owing, first, to the large number of cases, formerly unreported, which more stringent legislation has brought under observation; second, to the larger number of insane, especially of paupers, who are now sent to asylums; and, third, to the prolongation of life in those who have been brought under proper care. In fact, it might be said roughly, that the greater part of this large increase in the insane population of England and Wales is due to the facts that now-a-days more people are thought and declared mad than would formerly have been thought so; that more persons are admitted into asylums, where they live longer, and that fewer persons are discharged, either by death or by being thought to have recovered, than formerly. But, when all due allowance has been made for these causes, it must be admitted that a steady increase of about 1,000 a year in the insane population of England and Wales, for the last seventeen years, does seem to point to an actual increase in the production of insanity, and even to an increase more than proportionate to an increasing sane population."—*Physiology and Pathology of the Mind, (Part II, Chapter I.)*

IMPROPER EDUCATION A CAUSE OF INSANITY.

"Next to the inherited nature which every one has, the acquired nature which he owes to the circumstances of his education and training is most important in determin-

ing the character. I mean not the education which is called learning alone, but that education of the nature of the individual; that development of the character which the circumstances of his life have determined. There are in every nature its particular tendencies or impulses of development which may be fostered or checked by the conditions of life, and which, therefore, according to their good or evil nature, and the external influences which they meet with, may minister to the future weal or woe of the individual—may lead to a stability of character which prevents the mental equilibrium ever being seriously disturbed, or to such an instability of character that the smallest adversity may destroy it forever. How often is one condemned to see, with pain and sorrow, an injudicious education sorely aggravate an inherent mischief. The parent not only transmits a taint or vice of nature to the child, but fosters its evil growth by the influence of a bad example, and by a foolish training at the time when the young mind is very susceptible, and when the direction given to its development is sometimes decisive for life. Where there is no innate taint, evil may still be wrought by enforcing an unnatural precocity, wherein is often planted the germ of future disease. Parental harshness and neglect—repressing the child's feelings, stifling its need of love, and driving it to a morbid self-brooding, or to take refuge in a world of vague fancies—is not less pernicious than a foolish indulgence, through which it never learns the necessary lessons of renunciation and self-control. The aim of a good education should be to develop the power and habit of what the events of life will not fail to rudely enforce—renunciation and self-control, and to lead to the continued transference of thoughts and feelings into external actions of a beneficial kind. By the habitual encouragement of self-feeling, and by an egotistic development in all the relations of life, a character may, by imperceptible degrees, be so framed that insanity is the natural and consummate evolution of it, while every step taken in such deterioration will so far predispose to insanity under adverse circumstances of life."—*Physiology and Pathology of the Mind, (Part II, Chapter I.)*

THE BODY AND THE MIND.

"As physicians, we cannot afford to lose sight of the physical aspects of mental states if we would truly comprehend the nature of mental disease and learn to treat it with success. The metaphysician may, for the purposes of speculation, separate mind from body, and evoke laws of its operation out of the depths of self-consciousness; but the physician, who has to deal practically with the thoughts, feelings, and conduct of men; who has to do with mind, not as an abstract entity concerning which he may be content to speculate, but as a force in nature, the operations of which he must patiently observe and anxiously labor to influence, must recognize how entirely the integrity of the mental functions depends on the integrity of the bodily organization—must acknowledge the essential unity of body and mind. To set forth this unity has been the chief end in these lectures, because I entertain a most sincere conviction that a just conception of it must lie at the foundation of a real advance in our knowledge, both of the physiology and pathology of mind. I have no wish whatever to exalt unduly the body; I have, if possible, still less desire to degrade the mind; but I do protest, with all the energy I dare use, against the unjust and most unscientific practice of declaring the body vile and despicable, of looking down upon the highest and most wonderful contrivance of creative skill, as something of which man dare venture to feel ashamed."—(*Gulstonian Lectures for* 1870.)

THE RELATIONS OF EDUCATION TO CRIME IN NEW ENGLAND, AND THE FACILITIES FOR EDUCATION IN HER PENAL INSTITUTIONS.

Criminal statistics, even in our oldest States, are yet in a very unsatisfactory condition. The facts of main importance to any valuable study of the conditions of crime are often entirely neglected. There is no tabulation for the municipal prisons and police stations in the State reports. As between different States, no uniformity exists as to methods or objects of tabulation. An inquirer, seeking to learn the extraction of criminals, whether native or foreign, will find the facts in the tables of one State, or one prison, while in those of another he will find merely the places of nativity. In seeking to learn the average grade of their intellectual development he will find sometimes the number of those who cannot read; sometimes of those who can neither read nor write, and often nothing at all on the subject; and never anything like a careful statement of amount of education received. If he seeks to know the number of the prison population who had learned a trade, or mastered some skilled labor, he finds nowhere any exhibit of the facts. Much more value is to be attached to the estimates of experienced and thoughtful men than to any figures which can be collated at present on either of these points, or on many others that might be named. Special and valuable studies in the conditions and sources of crime wait for their material in a uniform and thorough system of statistical presentation of facts in the case. Massachusetts, through her State board of charities, has begun an excellent work in this direction. Even here is the very great defect, among others—that they present no report of the police work in the State, nor of the municipal places of confinement. The figures of the board cover only State and county institutions, which is more than can be said of the reports of any other New England State.

Every student of the conditions of crime is immediately and always in the presence of five commanding facts. Concerning their exact proportions there may be slight variations of opinion.

MAJORITY OF CRIMINALS ILLITERATE.

1. The first of these facts is, that at least 80 per cent. of the crime of New England is committed by those who have no education, or none sufficient to serve them a valuable purpose in life.

All tables are fallacious here, in two respects. Firstly, every man, not expecting to be put to the test, will overstate his educational advancement. Secondly, the mere ability to read and write with difficulty gives a man no considerable advantage, either as to character, powers, or chance in life. To be advantaged by the power to read, he must read with pleasure; must be interested in, and have the habit of, gaining knowledge by reading. Much of culture must be added to the mere power to read before that becomes of any practical advantage.

The Massachusetts figures for her State and county penal institutions are as follows: Of all those incarcerated the past year—a total of 14,315—31 per cent. could not read and write, and 8 per cent. more are registered as only able to read and write; making a total of 39 per cent. uneducated beyond this point. Twenty-three persons only are reported as having had any higher education than that of the common schools; the remainder, about 60 per cent., as having a common-school education. Of this 60 per cent., doubtless but a few came from the more advanced studies. Fully two-thirds of our common-school pupils who have learned to read are not yet advanced so far as to have mastered the rudiments of written arithmetic. The Massachusetts tables, then, appear to substantiate the fact as announced.

Careful and extensive inquiry of wardens, jailers, superintendents of houses of industry, of correction, and of reformation, and of teachers and other officers of the same, have fully convinced the writer that 80 per cent. of the criminal population of New England have never mastered the fundamental rules of written arithmetic, nor entered on the study of geography or grammar. The great majority of our juvenile delinquents begin in reform schools, lower than this, and the same is true of the pupils in the evening schools of our adult prisons. Having reached such conclusions concerning New England, it is found that 28 per cent. of all the State prisoners of the country in 1868 were unable to read or write; that 32 per cent. of the adult prisoners of New York State were equally untaught; that 27 per cent. of those in her reformatories could not read, and that of 2,120 prisoners in Ohio 14 per cent. did not know their letters, and 67 per cent. more could not read and write—a total of 81 per cent. practically altogether without education.

If, now, the fact that the utterly-unlettered 6 per cent. of the population of Massachusetts commits 31 per cent. of all her crime be set over against the fact that of all her 14,315 criminals but 23 had enjoyed educational opportunities beyond the com-

mon school, have we not a striking illustration of the fact that ignorance is the mother of crime, and that thorough education is a very perfect safeguard against it? And this fact for Massachusetts is only a specimen of what is true of every New England State. From 3 to 7 per cent. of our population, the wholly uneducated, in New England and the United States, commit at least 30 per cent. of all our crime, and less than one-fifth of one per cent. is committed by those who are educated beyond the common school. The entirely uneducated man is nine times as likely to be a criminal as the average of the men who have been taught, and more than one hundred times as likely to become a criminal as he who has been thoroughly educated.

MAJORITY OF CRIMINALS ARE IGNORANT OF TRADES.

2. The second grand fact is, that, as through all the country so through New England, from 80 to 90 per cent. of criminals *have never learned any trade*, or mastered any skilled labor. Here again the "statistics" are almost entirely deficient. But the deliberate answers of every one of a large number of prison officers, in four of our six States, accord with the statement here made. The New England prisons and jails are filled with mere day-laborers, artisans, mechanics; skilled laborers are there only in very small percentage. *Education in labor bears the same ratio of freedom from crime as education in schools.* Ignorance of the methods of skilled labor is just such a danger as ignorance of letters.

CRIMINALS OF FOREIGN BIRTH.

3. The third grand fact is, that not far from 75 per cent. of New England crime is committed by persons of foreign extraction—that is, by persons who were born abroad, or one or both of whose parents were. Here, still, the statistics are at fault, giving, in very many instances, only the place of nativity, and not the extraction of the criminals. In this particular, as in others, the Massachusetts reports give our most reliable data. Of the 14,315 inmates of her State and county institutions, 11,382, or a fraction less than 80 per cent., are of foreign extraction. Of the juvenile delinquents at the Boston Reformatory, on Deer Island, numbering 280, only 35 were foreign born; and yet 90 per cent. were estimated by the superintendent to be of foreign extraction. At Westborough, but seven out of ninety-seven received the past year were of foreign birth; while 85 per cent. were of foreign extraction. In the Connecticut State Prison are 165 American born, to 46 born abroad—extraction not given. Of the inmates of the Connecticut Reform School, for its whole nineteen years, 63 per cent. have been of foreign parentage. Considering the very great relative increase of our foreign population in the last decade, there is no reason to doubt that these figures indicate a figure for the last year at least as high as seventy-five in the hundred.

Rhode Island's State institutions (and county so far as known) record 55 per cent. of foreign born, which fully justifies our estimate of 75 per cent. foreign extraction. In New Hampshire, though the tables are only of nativity, the estimates of officers in charge place the percentage as high as 70. The Maine and Vermont institutions, with their comparatively small numbers of inmates, show a slightly lower per cent.; but these figures of the State, and, so far as they can be found, of the county prisons, completely justify the estimate of 75 per cent. as the proportion of criminals of foreign extraction. But it is to be considered that the far more numerous inmates of our municipal prisons and police stations came from city and manufacturing populations, where the percentage of foreign population is greatly in excess of that of the State at large. Did the facts of these institutions appear in the tables, the writer has no doubt the percentage would be swelled to a much higher figure than 75. Say, therefore, that 20 per cent. of our population furnish 75 per cent. of our criminals.

INTEMPERANCE MAKES CRIMINALS.

4. The fourth fact is, that from 80 to 90 per cent. of our criminals connect their courses of crime with intemperance. Of the 14,315 inmates of the Massachusetts prisons, 12,396 are reported to have been intemperate, or 84 per cent. At the Deer Island House of Industry, (Boston,) not included in the above State figures, of 3,514 committals, 3,097, or 88 per cent., were for drunkenness; fifty-four more as idle and disorderly, which commonly means under the influence of drink; seventy-seven for assault and battery, which means the same thing; and forty-eight as common night-walkers, every one of whom is also a common drinker. We have, therefore, of this prison a full 93 per cent. whose confinement is connected with the use of drink, and this may be taken as a not exaggerated sample of many municipal prisons. In the New Hampshire State prison sixty-five out of ninety-one admit themselves to have been intemperate. Reports were asked from every State, county, and municipal prison of Connecticut in the spring of 1871, in reference to the statistics of drinking habits among the inmates, and it was found that more than 90 per cent. had been in habits of drink, by their own admission.

The warden of the Rhode Island State Prison and county jailer estimates 90 per cent. of the residents of his cells as drinkers.

From Vermont and Maine no reports on this point have been secured; but they could not, if their prisoners were all temperate, bring the estimate below 80 per cent.

It will still be remembered that those figures do not cover the mere temporary arrests for drunken disorder, nor the facts of the municipal places of detention, where the percentage of drunken committals will be the most striking.

IGNORANCE BREEDS CRIME.

5. The fifth fact is, that, according to the unanimous judgment of all officers of juvenile reformatories, 95 per cent. of these offenders came from idle, ignorant, vicious, and drunken homes. Oftenest the answer comes, quick and clear, from these officers, when asked, "How many of your boys or girls come from, in any wise, decent houses?" "Not one in a hundred!" The answer will then be modified a little, and settle close to the figure named above. Almost all children are truant from school at the time of their committal; almost all of them have been habitually idle upon the streets; far the greater part of them have been long in petty vices and crimes, and almost the entire number are children of ignorant and besotted parents.

In the face of these facts, what can be said but this: "Ignorance breeds crime; education is the remedy for the crimes that imperil us?"

Grouping them together, this is their one impression; the two first link together the two perils of ignorance of letters and ignorance of skilled labor. The one, as the other, gives employment, occupies time, prevents idleness; the one, as the other, develops the intellect, masses knowledge and puts it to use; the one, as the other, elevates the taste, and advantages character itself; the one, as the other, advances its possessor to a new grade in society, makes him self-respecting, and wins for him the respect of his fellows; the one, as the other, opens to him new avenues for steady and compensated employment; holds out to him the certainty of an ultimate rise in life; puts in him new hope and impulse and inspiration; lifts him above temptation. Nay, these two classes are, in fact, the same class. No decently-taught person proposes to himself the mere unskilled day's working life; he uniformly, and he *alone*, as the general law, seeks to master some skilled labor, learn some trade or mechanic art, and so, by special skill and value, means to come to something better.

Close to these two facts, and of the same force precisely, follows the third. The man of foreign-extraction birth is of no poorer fiber, no meaner material, that he figures so terribly in the tables of crime. The immigrant, coming hither with education, either in schools or skilled industry, does not betake himself to crime. The foreigner, untaught, by no fault of his, in books or in any trade, is thrown in almost complete destitution on strange shores, in great cities, where the worst classes congregate and receive him. He brings to the labor market no special skill, brings just what everybody else has, simple muscle—awkward and unavailable. He has come, too, to a land of "liberty," where he dreamed he should find ease and plenty, and necessity to do only what he liked. He finds *his* kind of work poorly paid and in poor demand. He, of all men, is weakest; suffers soonest in any pinch; goes to the wall first, and is able to recover last; anybody can fill his place and do his work. He, therefore, is most of all exposed to vice and crime, and he least of all is defended by culture, or character, or circumstances against evil ways. It is inevitable that he should figure very largely in our lesser crimes and disorders, and in our more brutal breaches of the public peace. But the reason is, solely, that he is educated neither in the schools nor by the analogous training to skilled labor.

The fourth fact follows close in the same line. The man who is untrained in brain and in hands will have a mate like himself; will have a comfortless, unclean, and naked home; will have few enjoyments, and they will be sensual. No pleasure he can buy will seem so cheap, so convenient to procure, or so agreeable, as the pleasures of drink. So he can forget his cares, his weariness, his poverty, the wants of himself and family, and be, for the time, rich and full and happy. The classes most widely debauched by drink are the classes least taught in letters and least skilled in labor; and now, by their habits of drink, reduced to deeper wretchedness of poverty, want, degradation, and helplessness, shall they not betake themselves to lives of vice and lives of crime? Will they not become, as the figures prove them, the disturbers of the public order, the vast peril of the public weal? And when all this is true, what must be true of their children? Must they not be the 95 per cent. of our juvenile offenders? Must they not grow up to fill our jails and prisons to glut the sword of public justice?

The crime of New England is the direct and the inevitable outgrowth of the ignorance that still degrades so great a multitude among us.

WHERE IS THE REMEDY?

Nothing can abate it but thorough and universal education under the hand of the State. That will do it. There is but a single class of crimes in which intelligence fig-

ures to any great extent: the getting of money under false pretenses, by forgeries, swindles, and the like—crimes that *require* a certain culture.

It is not true, indeed, that education will change a bad heart; but education means intelligence which will keep clear of the clutches of the law; means a certain prudence and self-control which will keep a man from the things society punishes; that is, from "crimes;" and, more than that, education, either in schools or trades, means a wide opening of all ways to respect, honor, affluence; means removal from the sharpest temptations to crime, and from all plea of necessity to sin; means ten thousand comforts, tastes—possessions which give man a stake in the public order and welfare, and make him a bulwark of society instead of a freebooter upon it; means the possession of capital, which is more sensitive than life itself to violations of law and order; means a dignity and worth in character which is the hope and glory of the race.

WHAT "THE STATE" SEEMS TO CRIMINALS.

The facts which constitute the basis of this paper prove that the criminal classes are those who have never had any fair chance to be anything else *but* criminal. They have never received anything, so far as they can see, from society, or the State. They cannot see that they owe anything to the State. Law seems little to them but the rule of the strongest, and they are the natural, inevitable enemies of any body or thing which represents the restraining power of society. They have had no chance to reach an intelligence which could see more truly; no chance to attain a morality which should be for them a nobler law. These criminal classes, reared in ignorance and vice, and trained from infancy, as multitudes of them are, to crime—taught or led to it—are foredoomed from their birth to police courts, and prisons, and the gallows. We have thousands in our penal establishments whose criminal careers were made as certain, by their surroundings, as darkness is certain to follow the withdrawal of the light. And New England is yet bringing up, in this dread certainty, a great throng of future criminals, simply because she does not take them out of these conditions by universal and thorough education.

THE IMPERATIVE DUTY OF THE STATE.

It is needless to say that this can only be done by compulsory laws. The schools are open, and free, and ample. But the parents will not of themselves, or cannot, send their children to them. The prime duty of the State to herself, to these parents, to these children, is to ordain it that every one growing up within her borders shall be educated to such a degree as to provide him amply for a worthy, reputable, and comfortable life, and to guard him against the temptations which so ensnare the untaught into crime.

In regard to the opportunities for education in our penal institutions, there is not very much to be said. In the State prisons there are, commonly, evening schools, sometimes taught by the chaplains, sometimes by other officers of the prisons, and sometimes by volunteer teachers. Up to the present year no State has made any appropriation for secular instruction. Massachusetts has now made a beginning. These schools are ordinarily eagerly attended, and the progress made in them is good. In the New Hampshire prison the only secular instruction allowed is that of the chaplain at the cell-door of the prisoner. There is a fair library connected with each of the prisons.

Why exclude all newspapers from prisons? Newspapers are everywhere interdicted. On what ground a paper which is fit to enter our virtuous and Christian families should be excluded from our prisons, it is exceedingly difficult to see. It would seem to be the very, most powerful imaginable reformatory force. Let the prisoner share all the great human interests, so far as with safety to society he can. Let him catch the inspirations of progress. Let him enter into the great tides of human feeling and sympathy. How shall it hurt him, or us? Can it fail to do him good? Each prison has its chaplain, its Sabbath religious service, its Sabbath-school, and most of them an evening prayer-meeting; and moral and religious influences are not used in vain. The great and salutary education of regular productive industry is in constant progress.

JUVENILE REFORM SCHOOLS.

In the juvenile reformatories the schools are admirable and successful. All the inmates, with the exception of a few who are employed in outside labor, are in school from three to five hours in a day, and pursue all the branches ordinarily pursued in our common schools. The children are bright and active, and their alternate hours of labor and of study invigorate and refresh, rather than exhaust. In all the reformatories, without a single exception, the schools are cared for with pride and enthusiasm, and are relied on in connection with regular labor as a main reformatory power. A great number of children are here getting what they could never else have secured, a good and thorough common-school education. It is, in the main, the result of this fact,

that 75 per cent. of the boys of our reform schools go out of those institutions to lives of integrity and usefulness. Conjoined with this system of intellectual culture in all these institutions is a careful, faithful, but undenominational system of religious and moral care. The Sabbath is held in strict observance, and occupied in the ordinary religious services. Sabbath-schools nowhere receive greater attention, while the training in truth and honor and purity and manliness and courtesy is nowhere in the world more careful and constant.

TRADES SHOULD BE TAUGHT.

It seems greatly to be regretted that the labor of these reformatories should not be directed to the acquirement of trades, by which an honest livelihood might be assured to every well-disposed boy on his discharge. To turn him out upon the world with nothing but common day-labor to depend on, is to subject him, as we have seen, to the strain of very sharp temptation. Could the writer have his way about it, the terms of sentence should be longer than they are, and all children as old as thirteen should perform their tasks in the acquisition of the practical knowledge of some skilled labor or handicraft. The system of indenture meets, to a certain extent, this requirement, outside the reformatory; but inside of it, as at present conducted, the industry is in caning chairs, or some such work, which is of money value to the State, of value to the child as a training to industry, but has no relation whatever to any means of procuring an honest and comfortable living after he leaves the establishment. This seems a pecuniary economy, secured at cost of a great peril—a saving of money, rather than of the boys. This subject, however, can only be alluded to, not discussed, here.

Of these institutions of juvenile reform we cannot speak with too much enthusiasm, whether we think of them as the best advance yet in the line of penal discipline and reform; as institutions for prevention more than cure; as educational establishments, or as homes better than their inmates ever knew before; whether we think of the noble views of their founders, the new civilization they indicate, or the new promise they give for the future; whether we think of their perfect interior arrangements, or the kindness, fidelity, and Christian zeal of the officers who conduct them.

A. S. FISKE, *A. M.*

THE PRESS AS AN EDUCATOR.

The press is a great and constant educator of the people, and, in the material development of education, has performed and will continue to perform an all-important part. Dependent for its influence and success upon the intelligence of the masses, its watch-word has been "progress!" As institutions, education and the press march hand-in-hand, encouraging each other, born of like necessities, and are twin branches of that great parent-stock—the welfare of society. The immense increase of newspapers and newspaper circulation attests the inexorable laws of demand and supply. Without general diffusion of education newspapers could not exist, and without newspapers the progress of education would be difficult, if not impracticable. The demand and necessity for education include within their import the supply of intelligence through the medium of the press. As one flourishes the other progresses, and each institution, *pari passu*, fulfills its grand purpose and accomplishes its great results.

The power of the press, like the power of education, exists everywhere in American civilization; it reaches the million, in every city, town, village, and hamlet in the land; its freedom is guaranteed by the Constitution, and thus, being without let or hinderance, and unembarrassed by the caprice of rulers, becomes an inestimable blessing. Were the press shackled and restrained, ignorance and tyranny would predominate, and hence education would be limited and checked. Deprive the people of the press, and at once darkness would pall the land, and the necessity to desire, as well as the opportunity to acquire education, would inevitably pass away.

Through the medium of the press we are made acquainted with our liberties and our privileges, and hence we understand what is required of us in all the requisites of happy and prosperous government. By its assistance beneficial results are accomplished, almost instantaneously, which otherwise would utterly fail, or take years to culminate. It creates public opinion in its healthiest action, puts us in communication with other nations, promotes commerce, stimulates enterprise, and adds to the intellectual development of the whole people. Indeed, the ablest writers all agree in the assertion that the press is the "most remarkable phenomena of modern times, vitally affecting society in all its relations, and forming one of the political elements of modern free nations which the ancients had not even in embryo."

Newspapers have undoubtedly changed all the relations of government by their enterprise and activity, and this has been accomplished by reason of their wide circulation, the rapid communication of intelligence on subjects of immediate interest, and the means afforded of acting on the public mind in its state of highest excitement. As political engines they are all-powerful, and hence in countries where the liberty of the press has been abridged, or qualified, are capable of creating great mischief, as well as of performing great good. Recognizing the availability and advantages of the press, special interests have demanded the publication of newspapers devoted to those interests alone. In addition to papers devoted to the dissemination of news—newspapers strictly, and to those especially devoted to education, organs of professional educators—there are now printed class-journals, dedicated to every conceivable interest: journals of religion, science, mechanics, agriculture, commerce, medicine, insurance, law, music, temperance, Free-Masonry, Odd-Fellowship, sporting, and juvenile reading, besides the organs of the different trades and industries. But these, numerous as they are, are only addenda to the national press, and will never supersede its paramount importance, even in these specialties. They are simply adjuncts and no more.

HISTORY OF THE PRESS.

In order that the power of the press as an educator may be better appreciated, it becomes necessary to make a condensed *résumé* of its history, following its rise and progress through the different periods of its existence and gestation in different countries, up to the present advanced era of railroads, telegraphs, and steam-navigation—the annihilators of time and space, whose mouth-piece and "Herald-Mercury" is the newspaper. This history is necessarily collated from the various sources of information which have been accepted as correct, and reveals many remarkable incidents, viewed from the stand-point of present experiences and ideas, the most important of which is that the American press has set the example of progress to the older world, and that in this, as in all other essentials of wide-spread liberty and beneficent institutions, our country has been foremost in good example.

THE FIRST NEWSPAPER.

According to accepted statistics, newspapers, like many other institutions important to modern civilization, originated in Italy. The war which the republic of Venice

waged against Solyman II in Dalmatia, in the year 1563, gave rise to the practice of communicating military and commercial information by written sheets. These were read to such people as desired to listen, who paid for the privilege enjoyed in a coin, now obsolete, called *gazetta*, which some claim was the origin of the word "gazette." Etymologists have urged that the name "gazetta" was derived from *gazzera*, a magpie or chatterer, while others assert the word to have been the Latin *gaza*, which, being lengthened into *gazetta*, would signify a "treasury of news." The Spanish derive it from the Latin, and use the word *gazetista*, to signify a lover of the gazette. The German *zeitung* is derived from the ancient *theidinge* or *theidung*, the English word "tiding," or Swedish "tidingar."

A file of these written Venetian papers, comprising a series of sixty years, was, some years since, and doubtless now is, preserved in the Magliabecchi library at Florence. Newspapers, however, were preceded in antiquity by the Roman *Acta Diurna*, which were daily written official reports of public occurrences. The first regular paper of which we have mention was a monthly written government paper at Venice, which continued, long after the invention of printing, to be distributed in manuscript—the government being too jealous to permit the publication of a *printed* newspaper. Those who first wrote newspapers were stigmatized by the Italians as *menanti*, the "threateners," or those who spread defamatory sayings. In consequence, these *menanti* were suppressed by a special bull from Pope Gregory XIII. In some portions of Germany it is the habit of the peasantry to call the newspaper *das Lügenblatt*, (the lying paper,) and the German axiom, *er lügt wie gedruckt*, ("he lies like print,") is probably traceable to the accepted idea of early newspaper mendacity. There can hardly be a doubt that the original idea of issuing newspapers, other than official bulletins, was conceived more in the spirit of wrong-doing and mischief, than for any practical use of good to the people, or of fostering the arts, sciences, and education. It is therefore creditable to the press that it has, in the march of progress, achieved higher and nobler purposes.

THE PRESS OF GREAT BRITAIN.

In England, the rise and progress of newspapers are remarkable. The first publication was the written news-letter, furnished only to the wealthy aristocracy. As the appetite for information increased, the news was sung or recited in the shape of ballads. Then followed the news-pamphlet, the periodical, and lastly the genuine newspaper. It has been claimed that the English Mercurie, of 1588, was the first printed English newspaper, but this has been definitely pronounced as fraudulent, and it is now accepted that the "Weekly News from Italy, Germanie, &c.," published in 1622, was the first regularly printed series of newspapers in England. This English Mercurie was alleged to have been printed under Elizabeth, in the epoch of the Spanish Armada, and several copies, said to have been printed when the Spanish fleet was in the English Channel, were carefully preserved in the British Museum. But the forgery was exposed in 1839, and again in 1850, by Mr. Thomas Watts, one of the librarians of the British Museum.

During the civil war, numbers of newspapers were published, mostly called "Mercuries," but home politics were not discussed in them until after the abolition of the Star Chamber in 1641. These papers were bitter, eccentric, and frequently coarse, and hence were made the objects of censorship after the Restoration. The license laws, however, were not abolished until after the accession of William and Mary. The first commercial paper was the City Mercury, published in 1675; the first literary paper, the Mercurius Librarius, in 1680; the first sporting paper, the Jockey's Intelligencer, in 1683; and the first medical paper, in 1686. From that time to 1692, twenty-six new journals came into existence, some of which were exclusively literary.

The first daily morning newspaper was the Daily Courant, published in 1702, and contained but one page, of two columns. The weekly journals were better supplied, and contained but little home news, maintaining correspondents in foreign countries, which was the staple then demanded in the way of newspaper information. The aggregate number of copies of newspapers sold in England during the year 1757 was about 7,000,000, and in 1767 upward of 10,000,000. The famous letters of "Junius" began to appear in 1767, in the Public Advertiser, and accomplished no little toward the importance and power of the daily press of that era.

The circulation of the London Times at the beginning of this century was only 1,000 copies a day, while other newspapers reached the number of 4,000. "The Morning Chronicle" and "Morning Post" at that time enjoyed high literary reputations, Coleridge, Southey, Lamb, Wordsworth, and Mackintosh contributing to the latter, while Fox and Sheridan aided in the brilliant career of the former.

The Times, however, after a severe struggle, obtained precedence, and in 1814, on the morning of November 29, after successfully applying steam-power to its printing-press, claimed to have presented to the public "the practical result of the greatest improvement connected with printing since the discovery of the art itself." The editors had but little conception of what the future had in store. In 1815 there were

254 newspapers published in the United Kingdom, of which 55 were in London, (15 dailies,) 124 in other parts of England and Wales, 26 in Scotland, and 49 in Ireland. In 1829 this number had increased to 325, and as the government maintained the stamp duties upon newspapers and advertisements, a revenue was derived for that year of £438,667 10*s.* 8*d.* from English newspapers alone, and £136,052 13*s.* 10*d.* from advertisements; from Scotch newspapers, £42,301 6*s.*; on advertisements, £17,592 5*s.* 7*d.*; from Irish newspapers, £28,576 16*s.* 7*d.*; on advertisements, £14,985 6*s.*; being a total of £678,178 3*s.* 8*d.* revenue obtained for the year 1829 from taxes on newspapers and newspaper sources. These imposts were burdensome, and had the effect, very necessarily, of repressing education by keeping the newspapers beyond the reach of the poorer classes, who could not afford the luxury of their purchase. The subscription to the morning papers was then £2 6*s.* per quarter, or about $45 per annum in gold, which, it will be observed, operated absolutely as a prohibition to the masses. Indeed, it might be proper to urge that, were such subscription prices demanded to-day, it would prove almost the death-blow to popular intelligence and education. In 1836 the stamp duty was reduced from 4*d.* to a penny, and such was the power of the press, that in 1855 the stamp tax was totally abolished, which necessarily caused a reduction in the price of all the newspapers. From this era dates the true success of the British press, but the stamp duty would never have been removed but for the example of the American press and its cheap publication.

In 1833 the number of journals published in Great Britain was about 400, circulating annually through the post-office nearly 42,000,000 copies. After the reduction of the stamp duty to one penny the number increased to 458 within one year, 14 being established in London alone. Among the distinguished *literati* employed on these papers were Leigh Hunt, Charles Dickens, Douglas Jerrold, Laman Blanchard, and Thackeray. Robert Owen published a socialist journal called the New Moral World, and Feargus O'Connor the famous chartist organ, the Northern Star. The Illustrated London News was founded in 1842 by Mr. Herbert Ingram, who, it will be remembered, perished in a steamboat accident on Lake Michigan, in 1860, while traveling in the United States on a tour of observation and pleasure. The railway mania in England, in 1845, caused the publication of about 30 railway journals, but these papers expired mainly with the explosion of the railway bubbles. There are printed in London over 140 weekly papers, including Punch, the Athenæum, Saturday Review, Spectator, and Press, besides many journals devoted to special branches of science, art, and religion. Their joint circulation is estimated at over 500,000 weekly.

In 1860 the total number of newspapers, daily and weekly, published in the United Kingdom was 800, of which, in round numbers, 600 were issued in England, 100 in Ireland, and 100 in Scotland. In 1782 there was published one newspaper to 110,000 of the population; in 1821, one to every 90,000; and in 1832, one to every 55,000. In 1868, the latest information now attainable, there were published in the United Kingdom 1,297 journals and periodicals, which, in round numbers, makes about one to every 26,000 of the population. In animadverting upon the reporters and employés of the London newspapers, Dr. Lieber in his Encyclopedia Americana, published in 1835, thus naively alludes to the "penny-a-liners," and their use of that which is now commonly known as the "manifold writer:"

"The 'penny-a-line' men are to the press what the Cossacks are to a regular army. The peculiar mode in which these persons, who are about twenty in number, obtain the means of subsistence is worthy of notice. When the facts upon which an article is to be manufactured have been collected, the reporter, by means of a paper, something between silver and bank paper, called *flimsy*, and prepared sheets of silk, covered over with a thick coating of printers' ink, and dried, make seven or eight copies for the several morning or evening papers. This is attended with very little trouble. The black and white sheets are placed alternately, the reporter writes on the upper paper with a piece of steel or glass, not too finely pointed, so that the paper may not be cut, and with a moderate degree of pressure the ink is transferred from the black to the white sheets, and he obtains seven or eight perfect copies."

THE PRESS OF AMERICA.

The first newspaper issued in the United States was at Boston, on September 25, 1690. Its publication was declared contrary to law by the colonial legislature, and it was charged with containing "reflections of a very high nature."

A second number never was printed, and it is supposed its further issue was suppressed by the authorities. One copy only of this paper is preserved, and is on file in the state-paper office in London. It is a small sheet of four quarto pages, one of them blank, and contains the record of passing occurrences, domestic and foreign. In the same year, Governor Fletcher, of New York, caused a copy of the London Gazette, containing intelligence of an engagement with the French, to be reprinted. John Campbell, postmaster of Boston, by birth a Scotchman, and a bookseller by occupation, commenced the publication of the Boston News-Letter on April 24, 1704. It was

a half sheet, 12 inches by 8, with two columns on each page, and continued to be issued weekly until 1776. On December 21, 1719, the Boston Gazette made its appearance, and on the 22d of December, 1719, the American Weekly Mercurie was issued from the printing office of William Bradford, of Philadelphia. On the 18th of August, 1721, James Franklin, the elder brother of Benjamin Franklin, issued, at Boston, the New England Courant, which, becoming involved in controversies with the Rev. Increase Mather and other ministers, upon the subject of inoculation, and indulging in free criticisms of magistrates and rulers in reference to public affairs, the legislature decreed that James Franklin be forbidden to print or publish the New England Courant, or any other pamphlet or paper of the like nature, unless it should be first supervised by the secretary of the province. As a consequence, James Franklin's name was stricken from the paper and his brother Benjamin's name substituted, who, at that time, was an apprentice in the printing office, and aged but sixteen years. Here he began his literary career, and was a frequent, forcible, and precocious writer.

The first paper issued in New York City was the New York Gazette, published October 16, 1725, by William Bradford, the founder of the Philadelphia Mercurie. In 1754 there were four newspapers published in Boston, two in New York, two in Philadelphia, and one in Virginia, (the Gazette, of Williamsburgh,) which was first issued in 1736. In 1776 the total number of newspapers published in the United States was 37, of which there were 7 in Massachusetts, 1 in New Hampshire, 2 in Rhode Island, 4 in Connecticut, 4 in New York, 9 in Pennsylvania, 2 in Maryland, 2 in Virginia, 2 in North Carolina, 3 in South Carolina, and 1 in Georgia; all weeklies but one, which was a semi-weekly.

The Newport Mercury was first issued at Newport, Rhode Island, June 12, 1758, and on June 16, 1836, published the following interesting article, celebrating its one hundred and eighth anniversary:

"OUR ANNIVERSARY.—One hundred and eight years ago last Tuesday, (June 12, 1758,) the first number of the Newport Mercury was offered to the public as a weekly messenger and chronicler of the times. Other papers had been printed in Newport previous to that time, but were discontinued for the want of support.

"James Franklin was a practical printer, and to that business he confined himself, and when his previous efforts to conduct the Rhode Island Gazette were not supported by the public, he devoted himself to job printing. In 1758 he was induced to start another paper, and he gave it the name of Newport Mercury. It was about the size of a letter-sheet, containing eight columns, three and a half inches wide, and twelve inches in length. For a frontispiece it showed a ship leaving the harbor, a fortification in the rear with the British flag flying, and a figure of Mercury passing through the air, holding in his hand a package, signifying a news-carrier. Six columns were devoted to news, and Charles Handy, Joseph Gardner, Sarah Osborne, George Hazard, Job Almy, William Stevens, Benjamin Wilbur, Mary Tate, Christopher Ellery, Gideon and John Wanton occupied the other columns with advertisements; James Franklin reserving two-thirds of a column to proclaim the contents of 'Poor Richard's Almanac for 1759.'

"Mr. Franklin lived but a few years after his new adventure, when the paper passed to the charge of Ann Franklin, (the mother of James and Benjamin,) then to Samuel Hall, and subsequently to Solomon Southwick, who published it at the time the British took possession of the town. Mr. Southwick buried the press and materials in the yard of the Kilburn house in Broad street, but the British soon ascertained where they were hid, and continued the publication of the paper.

"When the British evacuated the town Mr. Southwick returned, and, with Henry Barber, resumed its publication. In 1780 it was conducted solely by Mr. Barber, and when he died Ann Barber, his wife, published it. Soon after, her son William, and son-in-law Henry Rosmanier, took it, and, subsequently, William and John H. Barber were publishers; next John H. and William L. Barber, and finally William L. Barber continued its publication until his death in 1850. It was then purchased by George C. Mason and Frederick A. Pratt, who continued its publication four years, when Mr. Mason sold his interest to David M. Coggeshall, and the firm of Coggeshall & Pratt was continued five years, when Mr. Coggeshall sold to William Messer, and by Pratt & Messer it was continued until December, 1862, when the present proprietor became solely in charge of the valuable old journal. Thus, in one hundred and eight years fourteen persons have conducted it, and, by the generous support of the public, it has continued to the present day."

In the year 1800 the number of journals had increased to 200, of which several were dailies.

The first daily was the Pennsylvania Packet, or the General Advertiser, subsequently called the Daily Advertiser, of Philadelphia, which was issued regularly from 1784 to 1837. During the revolutionary war, the principal and main organ of the patriots was the Boston Gazette. This journal was published by Edes & Gill, and its office became the resort and rendezvous of such distinguished political writers as John Hancock, James Otis, Josiah Quincy, jr., John Adams, Samuel Adams, Thomas

Cushing, and Joseph Warren. It was in the columns of the Gazette that John Adams published his famous series of papers in defense of the colonial cause, under the *nom de plume* of "Novanglus," and which were continued until the battles of Lexington and Concord brought matters to the crisis of war. Such was the education taught by the Gazette and its array of patriot contributors! The Massachusetts Spy, founded by Isaiah Thomas, March 7, 1771, contributed largely to the success of the revolutionary cause, and was removed to Worcester, Massachusetts, in 1775, where it is still published. Rivington's Royal Gazette, a supporter of the royalist cause, was established in New York in 1773, but although it had obtained a large circulation, it necessarily suspended after the declaration of peace in 1783. The Commercial Advertiser, still published in New York, was established in 1797, and the Evening Post was founded in 1801 by William Coleman, a lawyer of eminence, from Massachusetts. William Leggett was one of its early editors, and was succeeded by William Cullen Bryant, in 1826, who, notwithstanding his ripe age, still retains his connection with the paper. The National Intelligencer was founded at Washington City by Samuel Harrison Smith, and Mr. Joseph Gales became connected with it in 1807, and Mr. William W. Seaton in 1812. In January, 1813, it commenced its first issue as a daily, and continued until 1869, when its publication was suspended.

By the census of 1810 it appears that there were 358 newspapers published in the United States, of which 27 were dailies, and the annual issue 22,321,000 copies. In 1824 there were 11 dailies in Philadelphia, and 12 in New York, circulating from 1,000 to 4,000 copies. In 1828 the yearly issue had increased to 68,117,796 copies. The following table, published in the American Almanac of 1830, shows the increase of newspapers, by States, from 1775 to 1810 and 1828:

States.	Newspapers.		
	1775.	1810.	1828.
Maine	.....	.....	29
Massachusetts	7	32	78
New Hampshire	1	12	17
Vermont	.....	14	21
Rhode Island	2	7	14
Connecticut	4	11	33
New York	4	66	161
New Jersey	.....	8	22
Pennsylvania	9	71	185
Delaware	.....	2	4
Maryland	2	21	37
District of Columbia	.....	6	9
Virginia	2	23	34
North Carolina	2	10	20
South Carolina	3	10	16
Georgia	1	13	18
Florida	.....	1	2
Alabama	.....	.....	10
Mississippi	.....	4	6
Louisiana	.....	10	9
Tennessee	.....	6	8
Kentucky	.....	17	23
Ohio	.....	14	66
Indiana	.....	.....	17
Michigan	.....	.....	2
Illinois	.....	.....	4
Missouri	.....	.....	5
Arkansas	.....	.....	1
Cherokee Nation	.....	.....	1

In 1835 there were over 1,000 newspapers published in the United States, of which the State of New York, containing 1,913,000 inhabitants, had 193, exclusive of religious journals. According to the statistics of that date, it appears that there were over fifty dailies published in the United States, most of which were well supported. In 1720, the North American colonies had only seven newspapers; in 1810 the United States had 359; in 1826 they had 640; in 1830 they had 1,000, with a population of 13,000,000,

which Dr. Lieber boldly asserts was more than those furnished the whole 190,000,000 population of Europe. In commenting upon the newspapers of England, France, and the United States, viewed from the situation in 1835, a stand-point of only thirty-six years ago, Dr. Lieber quaintly, and perhaps somewhat truthfully, remarks:

"We find those of the United States most numerous, while some of the French papers have the largest subscription, and the whole establishment of a first-rate London paper is the most complete. Its activity is immense. When Canning sent British troops to Portugal in 1826, we know that some papers *sent reporters with the army.* The zeal of the New York papers also deserves to be mentioned, which send out their news-boats even fifty miles to sea, to board approaching vessels and obtain the news they bring. * * * From the immense number of different papers in the United States, it results that the number of subscribers is limited, 2,000 being considered a respectable list. One paper, therefore, is not able to unite the talent of many able men, as is the case with France. * * * In the United States, few papers have more than one editor, who generally writes upon almost all subjects himself. This circumstance necessarily makes the papers less spirited and able than some of the foreign journals, but is attended with this advantage, that no particular set of men is enabled to exercise a predominant influence by means of these periodicals. Their abundance neutralizes their effects. Declamation and sophistry are made comparatively harmless by running into a thousand conflicting currents. How different would be the case if there existed in the United States but a few papers, *with from 25 to 30,000 subscribers and five times as many readers.* * * * As respects propriety of tone, generally speaking, the English, and especially the French papers, excel the American; and perhaps future ages may look upon the violence of political controversy which disfigures the journals of our country in the present day with somewhat the same feeling as that with which we regard the intemperance of religious controversy at the period of the Reformation. The leading spirits of that time used language which, at the present day, is mostly banished to Billingsgate."

The census of 1840 returned 1,631 newspapers, with a yearly issue of 195,838,673 copies; and in 1850 the number reached 2,800, with an annual circulation of 426,409,978 copies, an average of 21.81 copies to each person in the population, and of 12.9 journals to every 100,000 inhabitants. The number of dailies in 1850 was 254, with an average circulation of 3,200 copies each.

The census of 1860 returned 3,725 daily, tri-weekly, semi-weekly, weekly, bi-weekly, and semi-monthly periodicals, and 326 monthly, bi-monthly, quarterly, semi-annual, and annual periodicals; making a gross total of 4,051, of all kinds of journals then published in the United States, with annual circulation estimated at 927,951,548 copies.

The total number of periodicals now published in the United States and Territories is 6,056, which, at the returned census population of 1870 of 38,307,399, is one journal to 6,325 inhabitants. The following table shows the number and character of periodicals published in the ten principal cities, the total being 1,007 journals.

Number of newspapers and periodicals published in the ten principal cities of the United States, furnished by courtesy of the superintendent of the census.

Cities.	Daily, tri-weekly, semi-weekly, weekly, bi-weekly, semi-monthly.	Monthly, bi-monthly, quarterly, semi-annually, annually.	Total.
New York City	204	152	356
Philadelphia	101	63	164
Cincinnati	51	17	68
St. Louis	38	11	49
Chicago	62	19	81
Baltimore	25	8	33
Brooklyn	12	3	15
Boston	74	59	133
San Francisco	63	18	81
New Orleans	25	2	27
Total	655	352	1,007

LATEST STATISTICS OF AMERICAN JOURNALISM.

The following interesting statistics and tables of American journalism are selected from the October quarterly, 1871, of the Advertisers' Gazette, published by George P. Rowell & Co., of New York City. By careful comparison with official and private data, these statistics are found to be, in the main, correct, and to be relied upon as furnishing the latest results obtainable of the present condition of American journalism.

American Journalism of 1871.—"The whole number of periodicals issued in the United States is 5,983, with 73 to be added for the Territories, and 353 are printed in the Dominion of Canada, and 29 in the British Colonies, making a grand total of 6,438, of which 637 are daily, 118 tri-weekly, 129 semi-weekly, 4,642 weekly, 21 bi-weekly, 100 semi-monthly, 715 monthly, 14 bi-monthly, and 62 are issued quarterly. New York has the largest number of publications, 894, of which 371 are printed in New York City, and Nevada has the smallest number issued in any State—only 15. Nevada has more daily than weekly papers, and is unique in this respect, every other State having from three to twelve times as many weeklies as dailies. Tri-weekly papers are more common in the South than semi-weeklies, while in the Northern States the facts are reversed.

"The largest number of daily papers published in any State is 89, in New York. Pennsylvania is second, with 61. Next comes Illinois, with 38, and California has 34, being the fourth on the list. Delaware and Florida have each one daily paper. Kansas has as many as Vermont, West Virginia, Mississippi, and Arkansas combined. Nebraska and Nevada have each more dailies than either Oregon, Rhode Island, South Carolina, Vermont, West Virginia, Arkansas, Delaware, Florida, Maine, or Mississippi.

"Of the 73 publications issued regularly in the Territories, 13 are daily and 50 weekly, 3 tri-weekly, 4 semi-weekly, 1 appears monthly, 1 semi-monthly, and 1 bi-weekly.

"The papers of New York State have the largest circulation, averaging 7,411 each issue. Massachusetts is second, with 5,709 average; then comes the District of Columbia with 4,323. Nevada has the smallest average circulation, only 516, while Florida averages 616, Arkansas 650, Texas 701, and Mississippi 753. The average circulation of all daily papers published is 2,717, of the weeklies 1,598, and of the monthlies 4,081. The average edition of all the papers printed is 1,842, which, multiplied by 6,438, the entire number of publications, gives 11,858,796 as the number of copies in which an advertisement would appear if inserted once in all. The same advertisement, if continued one year, would be printed the enormous number of 1,499,922,219 times. The total number of publications printed in an entire year in North Carolina will supply only four copies to each inhabitant, equivalent to one paper to every soul once in three months. Mississippi, Florida, and Arkansas do but little better, furnishing 5 copies per year. Alabama, Minnesota, South Carolina, Texas, and West Virginia all print less than enough to give each inhabitant a paper once in five weeks, while California gives 82 copies per year, exceeding every other State except New York, which prints 113 copies per year for every soul within its borders. As New York papers circulate everywhere, while those of California do not go very much out of the State, it is evident that the papers issued there have a better local support than in any other State of the American Union.

"In the District of Columbia we find that one newspaper is published for every three square miles of territory. Massachusetts has one to 30 square miles, and Rhode Island one to 50; then comes New York with one to 57; Connecticut has one to 60, New Jersey one to 63, Texas one to 2,345, Florida one to 2,693; while in the Territories one newspaper spreads its circulation over no less than 14,465 square miles.

"There are 548 papers in the United States which print more than 5,000 copies each issue, and 11 which print more than 100,000. The New York Weekly has the largest circulation given; among the political mediums the New York Weekly Tribune takes the lead, and among the agricultural weeklies Moore's Rural New-Yorker stands first. The New York Independent is the largest paper and has the largest circulation of any religious paper. Nearly 1,000 papers are printed on the auxiliary plan—that is, on sheets purchased from New York, Chicago, and other centers, with one side already printed. This number has more than doubled within one year. More than 1,000 new newspapers have been established since the 1st of March, 1870, and the number of new ones announced since January 1, 1871, has averaged nearly four per day. The number of suspensions is about one-fourth as large as that of the new issues announced. The number of newspapers issued has fully doubled within six years.

"In looking over the publications devoted to specialties (or class publications) we find the religious largely predominate over any other class, which shows the interest the public press takes in the moral and religious welfare of the country. There are in the United States 283 publications advocating evangelical or sectarian ideas, with 22 in the Dominion of Canada, with none either in the Territories or colonies. Of this number New York City has 44, Philadelphia 23, Boston 21, while Florida, Kansas, Nevada, and New Jersey are entirely unrepresented.

"The farmers, horticulturists and stock-raisers have their interests represented by an agricultural press numbering no less than 106 publications, many of which are gotten up at great expense, and are very extensively circulated.

"The medical profession enlightens its members through the columns of 72 publications, of which 5 are weeklies, 50 monthlies, 3 semi-monthlies, 3 bi-monthlies, and 11 quarterlies.

"Nearly, if not all, the schools of medicine have their representative organ, which circulates among its admirers and is criticised severely by its contemporaries whose views differ from it about the 'healing of the nations,' while there are a number that furnish intelligence of interest to all medical men, as well as the general reader, without taking sides for or against any particular school of medicine.

"Most of the colleges and many of the State boards of education have their representative organ, besides several publications that treat educational matters in a general way. Of this class we have 84 in the United States, and 6 in the Dominion of Canada. They are mostly monthlies, with an occasional weekly, bi-weekly, and quarterly.

"The large cities have their commercial papers, which are nearly all issued weekly.

"Insurance is discussed through the medium of 19 special publications, 12 of which are issued monthly, and a number of them being noted for their superior typographical appearance.

"Free Masonry, temperance, Odd-Fellowship, music, mechanics, law, sporting, real estate, and woman's suffrage, have each their representative organs, many of which are edited with ability and have extensive circulations, and net large incomes to their enterprising publishers.

"The list of class publications is increasing rapidly of late, its ratio of increase being greater than that of the entire press of the country taken together, owing probably to the fact that the increase of wealth and population of the country make it possible and profitable to publish class papers where, but a very few years back, they could not have been made self-supporting.

"The number of papers published in other than the English language is growing rapidly, owing to the immense immigration from foreign countries, especially Germany, France, Scandinavia, and Italy.

"The publications printed in the German language in the United States number 341, and the Dominion of Canada 5, and are over three times as many as the sum of all the other publications in foreign languages combined.

"The publications in the French language are confined principally to Louisiana and the Province of Quebec, where the language is in common use.

"The Scandinavian publications number 18, and are confined entirely to the West and Northwest, (with a single exception, that of a daily, semi-weekly, and weekly in New York City,) the immigrants from Denmark, Norway, and Sweden having principally settled there. Many of the thriving western towns have been almost entirely built up by these industrious and frugal people, who use their native tongue universally, and frequently never learn the English language.

"In the Spanish language there are but 7, Dutch 6, Italian 4, Welsh 3, Bohemian 2, Portuguese 1, Cherokee 1—none of which have a very wide circulation or influence, owing to the reason that the population speaking these languages is comparatively limited and widely scattered."

A table showing the number of newspapers and periodicals published in the United States, Territories, Dominion of Canada, and British Provinces of North America.

	Daily.	Tri-weekly.	Semi-weekly.	Weekly.	Bi-weekly.	Semi-monthly.	Monthly.	Bi-monthly.	Quarterly.	Total.
Alabama	9	2	.....	66	.....	1	.....	.....	.....	78
Arkansas	4	2	.....	41	.....	.....	4	.....	.....	51
California	34	3	6	129	.....	2	12	.....	1	187
Connecticut	17	.....	1	51	1	3	13	.....	1	87
Delaware	1	.....	3	13	.....	.....	1	.....	.....	18
District of Columbia	6	.....	.....	12	.....	.....	6	.....	1	25
Florida	1	1	1	21	.....	.....	1	.....	.....	25
Georgia	14	5	7	86	.....	2	9	.....	.....	123
Illinois	38	11	7	371	3	5	58	2	4	499
Indiana	20	3	3	209	.....	3	25	.....	1	264
Iowa	20	5	3	231	1	1	18	.....	1	280
Kansas	14	3	.....	85	.....	.....	8	1	1	112
Kentucky	10	2	5	76	.....	.....	12	.....	.....	105
Louisiana	9	2	3	71	.....	.....	3	.....	2	90
Maine	6	1	.....	48	1	1	9	.....	.....	66
Maryland	9	.....	.....	77	.....	.....	9	.....	1	96
Massachusetts	21	1	13	165	4	5	60	1	10	280
Michigan	13	4	.....	107	1	1	11	.....	2	139
Minnesota	8	5	1	85	.....	.....	5	.....	.....	104
Mississippi	4	5	1	75	.....	2	6	.....	.....	93
Missouri	21	5	.....	227	.....	5	29	1	1	289
Nebraska	7	.....	.....	31	.....	1	7	.....	.....	46
Nevada	7	.....	2	6	.....	.....	.....	.....	.....	15
New Hampshire	7	.....	.....	39	.....	2	6	1	1	56
New Jersey	21	.....	1	98	1	1	16	.....	.....	138
New York	89	3	18	568	2	25	167	2	20	894
North Carolina	8	3	4	43	1	1	5	.....	.....	65
Ohio	25	9	5	306	1	9	53	2	1	411
Oregon	5	.....	.....	25	.....	.....	1	.....	1	32
Pennsylvania	61	2	1	410	.....	17	82	3	8	584
Rhode Island	6	.....	1	18	.....	.....	1	.....	.....	26
South Carolina	5	4	2	42	.....	.....	4	.....	2	59
Tennessee	12	2	1	79	.....	1	9	.....	.....	104
Texas	11	8	7	95	.....	.....	2	.....	.....	123
Vermont	3	.....	.....	39	.....	.....	2	.....	.....	44
Virginia	16	8	8	71	.....	2	11	.....	.....	116
West Virginia	3	1	1	49	.....	1	3	.....	.....	58
Wisconsin	16	2	3	165	.....	6	9	.....	.....	201
Total States	581	102	108	4,330	16	98	676	13	59	5,983
Territories	13	3	4	50	1	1	1	.....	.....	73
New Brunswick, D. C	3	1	.....	18	1	1	1	.....	1	26
Nova Scotia, D. C	3	5	.....	20	1	.....	3	.....	.....	32
Ontario, D. C	21	1	2	166	.....	.....	21	1	1	213
Quebec, D. C	13	5	7	43	.....	1	12	.....	1	82
Total Dominion of Canada	40	12	9	247	2	2	37	1	3	353
British colonies	3	1	8	15	2	.....	.....	.....	.....	29
Grand total	637	118	129	4,642	21	100	715	14	62	6,438

Table showing the average circulation of the newspapers and periodicals printed in the United States and Dominion of Canada.

	Daily.	Tri-weekly.	Semi-weekly.	Weekly.	Bi-weekly.	Semi-monthly.	Monthly.	Bi-monthly.	Quarterly.	Total.
Alabama	1,960	838	.....	944	.....	1,500	.....	.....	.....	1,070
Arkansas	788	250	.....	652	.....	.....	600	.....	.....	650
California	3,387	2,500	1,077	1,308	.....	1,500	3,519	.....	2,600	1,846
Connecticut	2,160	.....	1,080	1,632	700	410	10,425	.....	1,500	3,000
Delaware	1,488	.....	783	1,278	.....	.....	2,000	.....	.....	1,247
District of Columbia	7,275	.....	.....	4,260	.....	.....	2,500	.....	500	4,323
Florida	450	.....	400	635	.....	.....	.....	.....	.....	616
Georgia	2,095	876	587	1,050	.....	438	3,273	.....	.....	1,270
Illinois	4,333	3,294	464	2,249	4,000	7,756	6,069	5,500	1,504	2,907
Indiana	2,490	450	628	1,129	.....	587	4,102	.....	3,000	1,490
Iowa	1,102	480	734	983	500	.....	1,862	.....	750	1,013
Kansas	1,539	309	.....	1,024	.....	.....	10,665	5,000	5,000	1,828
Kentucky	3,348	500	1,080	1,768	.....	.....	2,880	.....	.....	1,968
Louisiana	3,903	400	1,000	846	.....	.....	2,833	.....	1,168	1,220
Maine	1,496	348	.....	2,377	480	720	2,763	.....	.....	2,257
Maryland	4,920	.....	.....	1,831	.....	.....	2,075	.....	1,500	2,077
Massachusetts	10,436	600	1,983	4,541	1,267	1,670	8,852	4,000	6,174	5,709
Michigan	2,354	1,301	.....	1,429	800	.....	3,318	.....	960	1,654
Minnesota	1,126	480	225	1,124	.....	.....	2,056	.....	.....	1,121
Mississippi	881	480	4,000	719	.....	1,968	1,179	.....	.....	753
Missouri	4,511	2,997	.....	1,633	.....	7,900	3,111	1,050	1,500	2,104
Nebraska	910	.....	.....	885	.....	1,000	1,021	.....	.....	913
Nevada	660	.....	575	493	.....	.....	.....	.....	.....	516
New Hampshire	961	.....	.....	1,760	.....	400	6,880	1,000	.....	2,194
New Jersey	2,164	.....	300	1,146	200	300	2,646	.....	.....	1,475
New York	10,714	1,007	4,950	6,300	900	5,332	10,899	38,700	3,162	7,411
North Carolina	694	233	1,181	835	300	2,500	650	.....	.....	814
Ohio	6,148	663	1,720	2,888	2,000	2,748	4,140	1,400	500	3,154
Oregon	1,264	.....	.....	1,257	.....	.....	5,000	.....	500	1,352
Pennsylvania	7,789	5,000	5,000	2,938	.....	2,671	10,175	2,717	3,400	3,704
Rhode Island	4,410	.....	1,000	2,066	.....	.....	900	.....	.....	2,489
South Carolina	1,686	906	490	1,054	.....	.....	5,338	.....	475	1,354
Tennessee	2,483	1,150	1,700	1,383	.....	.....	1,305	.....	.....	1,747
Texas	628	704	443	721	.....	.....	980	.....	.....	701
Vermont	963	.....	.....	1,465	.....	.....	25,600	.....	.....	2,528
Virginia	1,651	772	986	1,001	.....	950	1,389	.....	.....	1,107
West Virginia	1,267	350	216	801	.....	600	1,550	.....	.....	842
Wisconsin	2,044	1,600	2,050	1,200	.....	1,383	2,009	.....	.....	1,317
Territories	733	222	645	933	.....	1,000	960	.....	.....	858
New Brunswick, D. C.	2,367	400	.....	1,600	2,000	5,000	700	.....	1,500	1,750
Nova Scotia, D. C.	1,367	1,610	.....	1,165	400	.....	2,283	.....	.....	1,334
Ontario, D. C.	3,046	1,100	700	1,594	.....	.....	3,267	.....	3,000	1,897
Quebec, D. C.	3,154	1,647	1,596	2,687	.....	14,500	1,492	.....	900	1,409
British Colonies	367	350	556	758	700	.....	.....	.....	.....	640
Total average	2,717	1,057	1,272	1,598	1,096	2,741	4,081	7,421	1,951	1,842

A table showing the area, population, annual circulation of all newspapers and periodicals printed in the United States and Dominion of Canada, and the number of copies printed per year for each inhabitant.

	Area in square miles.	Population.*	Total annual circulation.	Average number of copies printed yearly for each inhabitant.	Average area for each publication, square miles.
Alabama	50, 722	1, 002, 240	8, 891, 432	9	676
Arkansas	52, 198	474, 818	2, 438, 716	5	1, 065
California	118, 891	559, 742	45, 869, 408	82	1, 032
Connecticut	4, 750	537, 418	15, 697, 329	29	60
Delaware	2, 120	125, 015	1, 596, 480	13	118
District of Columbia	60	131, 706	11, 637, 400	89	3
Florida	59, 248	176, 741	841, 880	5	2, 693
Georgia	58, 000	1, 188, 857	14, 447, 388	12	489
Illinois	55, 410	2, 538, 337	102, 686, 204	41	116
Indiana	33, 809	1, 642, 451	28, 515, 862	17	130
Iowa	55, 045	1, 193, 083	19, 344, 636	16	204
Kansas	81, 318	361, 961	12, 465, 768	35	726
Kentucky	37, 680	1, 309, 128	17, 392, 044	13	369
Louisiana	41, 346	717, 026	14, 628, 028	20	954
Maine	35, 000	630, 719	9, 082, 596	14	538
Maryland	11, 124	779, 750	19, 461, 660	25	122
Massachusetts	7, 800	1, 457, 351	107, 691, 952	74	30
Michigan	56, 461	1, 184, 266	17, 513, 120	15	425
Minnesota	83, 531	432, 387	2, 811, 120	7	811
Mississippi	47, 156	859, 006	4, 403, 460	5	518
Missouri	65, 350	1, 722, 102	37, 737, 564	22	233
Nebraska	75, 995	116, 888	3, 147, 120	27	1, 302
Nevada	81, 539	42, 667	1, 714, 960	40	5, 436
New Hampshire	9, 280	317, 603	5, 711, 720	18	179
New Jersey	8, 320	902, 980	19, 766, 104	22	63
New York	47, 000	4, 370, 846	492, 770, 868	113	57
North Carolina	50, 704	1, 074, 235	4, 220, 676	4	805
Ohio	39, 964	2, 662, 681	93, 592, 448	35	101
Oregon	95, 274	90, 922	3, 658, 304	40	2, 977
Pennsylvania	46, 000	3, 511, 543	233, 380, 532	67	83
Rhode Island	1, 306	217, 393	10, 048, 048	46	50
South Carolina	34, 000	735, 000	5, 804, 136	8	586
Tennessee	45, 600	1, 237, 412	15, 712, 236	13	456
Texas	274, 356	885, 000	5, 813, 432	7	2, 345
Vermont	10, 212	330, 235	4, 486, 944	14	232
Virginia	38, 350	1, 195, 278	13, 790, 788	12	342
West Virginia	23, 000	442, 000	3, 372, 668	8	396
Wisconsin	53, 924	1, 052, 878	20, 577, 396	20	277
Territories	1, 041, 366	297, 934	3, 829, 121	13	14, 465
New Brunswick, D. C	27, 105	319, 091	3, 961, 808	12	1, 043
Nova Scotia, D. C	18, 660	391, 073	3, 838, 784	10	583
Ontario, D. C	121, 260	2, 000, 000	33, 757, 528	17	580
Quebec, D. C	210, 020	1, 400, 000	21, 812, 560	16	2, 561
Total	3, 380, 254	42, 617, 960	1, 499, 922, 219	35	550

* Population estimated prior to receipt of census returns.

NOTE.—Deducting the area in square miles, population, and total annual circulation of the four provinces of the Dominion of Canada, the following is the result for the United States and Territories: area in square miles, 3,003,269; population, 38,507,796; total annual circulation, 1,436,551,539.

THE PRESS OF GERMANY.

In Germany newspapers originated with the "Relationes," as they were termed, which sprung up at Augsburg and Vienna in 1524, at Ratisbon in 1528, at Dillingen in 1569, at Nuremberg in 1571, where they originally appeared in the form of a printed letter, without mentioning the place of printing, or number. These, however, were preceded by periodical publications of news, a specimen of which, dated 1495, is still preserved in the University library, at Leipsic. In 1612 a newspaper was published in sheets, called "Account of what has happened in Germany, Italy, Spain, France, the East and West Indies, &c." Other newspapers followed, entitled the Relation, Ristretto, Chronick, and the Realzeitung, which were under governmental censorship.

It therefore appears that in Germany, as well as in Great Britain, the desire to receive news from the theaters of war and foreign countries gave birth to regular newspapers.

The first regular series of weekly journals appeared at Frankfort-on-the-Main—the Frankfurter Oberpostamts-Zeitung—which was established in 1616, under the auspices of the postmaster, after the model of a journal founded by a bookseller named Emmel, in 1615. This was followed by newspapers in all the principal cities of Germany. Among those widely circulated was Der Hamburgische-Correspondent, founded in 1714, and the Augsburg Allgemeine Zeitung, which became the leading journal of Germany, and is still in existence. The progress of journalism in the nineteenth century was very marked, and developed much talent in the art of editing. Among the eminent editors who came into notice early in the present century were Kotzebue, Niebuhr, and Görres. The French Revolution provoked the establishment of several radical journals, such as Seibenpfeiffer's Westbote, Wirth's Deutsche Tribune, and Der Freisinnige, edited by Rotteck and Welcker; but these were mainly suppressed in 1833. The Rheinische Zeitung, established at Cologne in 1841, was considered a very able journal. The revolution of 1848–'49 did not diminish the number of newspapers, and in 1861 the number of journals published in Germany was estimated at about 1,400, and in 1868 the number had increased to 2,566. Among the principal newspapers of the chief cities of Germany are the Augsburg Allgemeine Zeitung, in Berlin, the Vossiche Zeitung, (the favorite paper of the middle classes,) the Spenersche Zeitung, established originally by order of Frederick II, the Neue Preussiche Zeitung, the Volkszeitung, (organ of the working classes,) the National-Zeitung, an ably conducted journal, having eminent foreign correspondence as a special feature; in Cologne, the Kölnische Zeitung; in Bremen, the Weser Zeitung; in Leipsic, the Deutsche Allgemeine Zeitung; in Hamburg, the Börsenhalle, Hamburger Nachrichten, and Correspondent; in Frankfort-on-the-Main, the Frankfurter Journal and the Ober-Postamts-Zeitung; in Vienna, Austria, the Wiener Zeitung, the Oestreichische Zeitung, Donau-Zeitung, Wanderer, Ostdeutsche Post, and Presse; in Stettin, the Ostsee Zeitung; and in Hanover, the Zeitung für Norddeutschland.

THE FRENCH PRESS.

In France newspapers have always been educators of, and popular with, the people, dating their origin from the publication of the Mercure François in 1605. De Sainte Foix, in his "Essai historique sur Paris," states that Renaudot, a Paris physician, in order to amuse his patients in healthy seasons, and to thereby increase his practice, adopted the plan of publishing and circulating occasional sheets, containing news from foreign countries which he had collected, and for which he obtained a privilege in 1632. This paper was called the Gazette de Receuils, and Gazette de France, and continued until about 1792, being published once, and sometimes twice, a week. A poetical paper, filled with local gossip and scandal, was published by Loret during the latter part of the seventeenth century, under the auspices of M'lle de Longueville, afterward Duchesse de Nemours. In 1672 the Mercure Galant, a literary journal, made its appearance, and was succeeded by the Nouveau Mercure, and the Mercure de France, the latter continuing until 1815. The Journal Étranger existed until 1763, and numbered among its contributors Rousseau and Prevost. The first daily political newspaper, called the Journal de Paris, ou Poste de Soir, was published in 1777, which remained in existence until 1825. The revolution gave great importance to newspapers, and Mirabeau's Courrier de Provence, in 1789, was the precursor of hundreds of other papers. These journals, however, were very revolutionary and heated, culminating with Marat's Ami du Peuple and Herbert's Père Duchesne. As a consequence, Napoleon, then First Consul, suppressed all but thirteen, and, under his empire, only five were permitted to appear. The rapid succession of revolutions had a great influence upon the appearance and disappearance of French newspapers. It appears, upon investigation, that the French were the first to adopt the practice of undertaking the publication of papers on shares or in stock, a scheme which has proved very successful in England and the United States. The Journal des Debats was founded in 1789, and has maintained a high literary reputation. Among its contributors were Chateaubriand, Geoffroy, Malte-Brun, and Hoffman, and with this paper was published a *feuilleton*, containing literary discussions of a high order of merit. The Journal du Soir, by its truthful, intellectual, free and simple tone, maintained itself undisturbed during the revolution, and was regarded as the symbol of newspaper truth. The Globe numbered among its contributors Guizot, Cousin, St. Marc Girardin, and the Duc de Broglie; and Thiers and Mignet wrote for the Constitutionel.

In 1829, there were published in Paris 169 journals, literary, scientific, religious, and political, of which 151 were liberal, and 18 monarchical. The liberal journals had 197,000 subscribers and 1,500,000 readers, and the monarchical only 21,000 subscribers and 192,000 readers.

The Moniteur was the official organ of Napoleon I, and was used to promulgate his orders and for making known his projects. The Presse was founded in 1835, by Emile de Girardin, and, with the Siècle, enjoyed great success by publishing *feuilletons* of novels written by Eugene Sue, Alexandre Dumas, and other literary celebrities. The Constitutionel retrieved its fallen fortunes by the publication of Eugene Sue's "Wandering Jew," paying a royalty of 100,000 francs to the author; and a reduction in the price of

subscription increased the daily circulation of this paper in 1845 to 180,000. In 1846, the circulation of the Siècle was 40,000 daily, chiefly patronized by the lower middle classes, but after the revolution of 1848, numbers of other papers, chiefly democratic or socialistic, came into existence, which operated materially to diminish the average circulation of all.

Class journals are also popular in France, almost every branch of science, industry, and trade maintaining organs. But in no other country has the press undergone as many trials, and, until supplanted by the United States in that regard, has, notwithstanding, maintained the largest newspaper circulations. The constant excitement incident to rapid change of government, wars, and revolutions, have all combined to reduce the newspapers of France to uncertain existence and value as property, which has not been the case in Great Britain and the United States. In no other country, either, has the modern press been of so varied a character, ranging, as it has, from the highest order of literary merit to the lowest grades of scandal and prurience. In 1868, there were 1,771 newspapers published in France, with prospect of constant increase; but the recent war has naturally operated to diminish the number of journals, as it has relatively injured all other enterprises.

THE PRESS OF RUSSIA.

The first Russian journal was published at Moscow, under the auspices of Peter the Great, in 1703, but newspapers have not yet obtained general circulation throughout the empire, although published in almost all the principal cities. The leading journals are confined to St. Petersburg and Moscow. The Gazette of the Senate publishes laws and ukases, and the Journal de St. Pétersbourg, published in the French, was generally considered an organ of the department of foreign affairs. Another of the same name is published in Russian, and a third in German. During the reign of Nicholas, the Northern Bee was influential for police purposes, and the Invalide Russe circulated mainly among those interested in military affairs.

In the Baltic provinces the newspapers are published in the German, in Finland in the Swedish, and in Poland and Lithuania in the Polish languages. In Kasan a journal is published in Tartar, and in Astrakhan, one in the Kalmuck tongue. Under the reign of Alexander II, new journals have been encouraged, and owing to his wise and liberal policy the press has been given an impetus which promises a brilliant future. There are now published 328 newspapers in Russia, with prospect of increase commensurate with the advanced ideas of the present Emperor, who, it is understood, has been much impressed with the progress and influence of the press in the United States.

THE PRESS OF ITALY.

The credit of the first newspaper has been properly awarded to Italy, but other countries have left her far behind in the van of newspaper progress. In modern times the principal newspapers were merely official organs, such as the Gazzetta di Napoli and the Diario di Roma.

The total number of Italian papers in 1836 was 171, and in 1845 was 205. After the accession of Pope Pius IX, in 1847, a newspaper mania deluged Italy with a flood of journals, mostly political and revolutionary; but they only maintained existence until 1849, and, with the exception of Sardinia, the press was placed under restraint. In Sardinia the press has been nominally free since 1848, but large circulations have never been obtained anywhere in Italy; notwithstanding, papers are maintained in all the principal cities. The number of journals published in Italy is now estimated at 467, some of them being highly literary and devoted to art, science, and politics.

THE PRESS OF SPAIN AND PORTUGAL.

Until the revolution of 1829, newspapers in Spain and Portugal were very few and of no importance. Although preceded by periodical publications of news, often printed or recited in verse, the first regular journal in Spain was the Diario de Madrid, established about the middle of the eighteenth century. After the liberty of the press had been established in 1834, many journals came into existence, and in 1844 there were published 44 in Madrid alone, the largest circulation of any being 7,000. Satirical and humorous papers are very popular, and able and eminent writers contribute to literary, scientific, and artistic journals. The number of newspapers now published in Spain is estimated at 279. In Portugal, the progress of the press has latterly been in advance of Spain, for there are now at least 200 papers published, with a population only of 3,987,861, while the population of Spain is 16,302,625.

THE PRESS OF BELGIUM AND THE NETHERLANDS.

Newspapers were published in Belgium before they were known in Great Britain, France, or Germany, and the Nieuwe Tydinghen was published at Antwerp, in 1605, by

Abraham Verhoeven, although it is not known whether it was a regular journal. There were certainly two papers in existence at Brussels between 1637 and 1645. The Annales Politiques, published in the last century, was very highly esteemed and liberally patronized. The principal journals are the Moniteur Belge and the Independance Belge, which maintain large influence and respectable circulations. Like France, newspapers are very popular in Belgium, and there are now published 180 journals, which is deemed a very creditable exhibit, considering the population and immediate contiguity to French territory.

In the Netherlands, the first paper published was the Courant, in 1523, and newspapers have always since been maintained in the principal cities. In 1826, there were published in the Dutch language 80 daily and weekly papers, and 35 monthlies; but the Holland press, although free, has never been of much political importance, being confined to commercial and foreign intelligence, science, and art. The number of journals now published is estimated at 200.

THE PRESS OF NORWAY, SWEDEN, AND DENMARK.

The first paper published in Sweden was in 1643, but notwithstanding newspapers were subsequently published in all the principal cities, none of them had any political importance until 1820. Since that period the press has maintained a large influence, the total number of papers being 113 in 1850, and in 1868 increasing to 179. The oldest paper in Norway is the Christiana Intelligentssedler, founded in 1768. The first Danish newspaper was the Mercurius, published at Copenhagen in 1666; and the oldest journal is the Berlingske Tidende, which appeared in 1749, printed in the German, but afterward in the Danish. In 1830 there were only two papers published at Copenhagen; but the number has since increased rapidly, and it is now estimated there are 201 journals published in Denmark, which, although of comparatively small circulation, are popular, instructive, and influential. In Scandinavia, it has been the practice of leading statesmen and churchmen to contribute frequently to the press, and this has necessarily given a high tone to journalism, in excess of that of Germany.

This literature of the Scandinavians has been of an eminently practical nature, and has contributed largely to the education of the people, by whom it is highly appreciated. It is claimed that it would be immensely beneficial to the masses were the high standard of Scandinavian newspaper literature emulated by other European countries.

THE PRESS OF HUNGARY, TURKEY, GREECE, AND SWITZERLAND.

The first series of Hungarian newspapers appeared in Latin in 1721, and the first in the vernacular in 1781, published in Presburg. There were several influential journals published before the revolution of 1848–'49, among which were the Pesth Journal, edited by Kossuth, and the Pesther Zeitung, printed in German. The movements of 1860 gave birth to a large number of new journals, all of a liberal character, and the press of Bohemia, Transylvania, Croatia, and adjacent countries afterward assumed, and now maintain, great importance. It is estimated there are at least 205 journals now published in Hungary.

The establishment of newspapers in Greece dates from the era of national independence in 1824, although political journals were occasionally issued in 1821; the center of journalism being at Athens. Three papers were published in the Greek language in Vienna before the revolution. In 1830 two very influential papers were published in liberated Greece, one in Greek and the other in French. Papers are published in Nauplia, Patras, Syra, and the Ionian Islands, some in English and Italian, as well as in Greek. During the revolutionary struggle, the Greek Telegraph, published at Missolonghi, was issued under the auspices of Lord Bryon, who, it will be remembered, took an active part in the struggle for the freedom of Greece. The number of newspapers now published is estimated at 77, but none of them circulate largely.

The first Turkish paper was published in the French language, in 1795, but journalism was not actually founded in Turkey until 1825, when Alexandre Blacque established, at Smyrna, the Spectateur de l'Orient, and Courrier de Smyrne.

The official journal of the government appeared in French in 1831, under the title of the Moniteur Ottoman, and in Turkish in 1832, under the name of the Taquimi Vagâi. There are now 35 journals published throughout various parts of the Ottoman Empire, with favorable prospects of increase, inasmuch as the present Sultan is impressed with the paramount necessity for progress in all the essentials of liberal government.

In Switzerland, in 1824, there were 11 political papers, 7 of which were printed in German, 2 in French, and 2 in Italian. In 1835 this number had increased to 24, and in 1849 there were 77 newspapers published in German alone. Since that time journalism has materially advanced in the mountain republic, and, like Belguim, the people have cultivated the French taste for newspaper literature, the result of which is that 375 journals are now published, quite respectably patronized, and with an increasing demand. Switzerland presents the best average, next to the United States, in the number of journals to the number of inhabitants, being one for every 6,695 of the population.

THE PRESS OF INDIA, CHINA, AND AUSTRALIA.

In India the first paper, called Hicking's Gazette, was established at Calcutta in 1781, and in 1795 the Bengal Hurkuru made its appearance, and still continues, the oldest of the East Indian newspapers, having been published as a daily since 1819. Until 1835 the press was under censorship or restraint of the East India Company; but a law drafted by Macaulay, and enacted by Governor General Sir Charles Metcalfe, subsequently removed all arbitrary restrictions upon the press. On the outbreak of the Sepoy mutiny in 1857, a newspaper license from the government was necessary; but this law was, by its terms, limited to the duration of one year. Newspapers are published in Calcutta, Serampore, Madras, Bangalore, Bombay, Delhi, Poonah, Lahore, and other cities, but they are of comparatively limited circulation. Several papers are published in the native language, and there are eight of them printed at Calcutta, all influential and popular.

In China a species of native newspaper has existed for centuries, called by foreigners the Pekin Gazette. It is a court journal, containing such publications as are deemed proper by the Emperor for the annals and history of the government and are placarded upon bulletin-boards in a court of the palace. Couriers are dispatched to all parts of China to convey copies to high provincial officers, and anybody may print or sell them to the people. This gazette is generally read with attention by the better classes of the natives in the large cities.

In 1827, an English weekly paper, called the Register, was established at Canton, and the Canton Press followed in 1836. The North China Mail, at Shanghai, and the China Mail, at Hong-Kong, were leading and influential journals, and there are others published at Singapore, but with necessarily small circulation.

The first paper, the Sidney Gazette and New South Wales Advertiser, was established in Australia in 1803. Other newspapers followed as the country became populated and developed, and a great number are now published in the various colonies, some of which circulate largely and are creditable specimens of the English provincial press, being ably edited and conducted. In New Zealand, in 1858, there were fourteen English papers, and one printed in the native or Maori language. There are also several newspapers published in Van Dieman's Land, and also in the colony of the Cape of Good Hope. The first paper published in the latter colony was the South African Advertiser, established in 1824.

THE PRESS OF SOUTH AMERICA AND MEXICO.

In 1835 the republic of Columbia had sixteen political papers, but the first paper was founded in Chili in 1810. In 1855 the total number of periodicals published in Mexico, Central and South America, was estimated at 192, circulating among a population of about 30,000,000, and distributed as follows: Mexico, 20; Central America, 3; Havana, 7; Porto Rico, 3; St. Domingo, 4; New Granada, 48; Venezuela, 3; Ecuador, 3; Peru, 27; Bolivia, 2; Chili, 14; Buenos Ayres, 6; La Plata, 4; Paraguay, 2; Montevideo, 4; Brazil, 32. Four of these were published in English, 5 in French, 1 in German, 29 in Portuguese, and the rest in Spanish. The Brazilian and Chilian press are ably conducted, and exert large influence in public affairs. The press of New Granada is the most active, free, and numerous of any of the South American countries, comprising politics, religion, and literature. Since the last compilation of newspaper statistics of South and Central America the press has undergone vicissitudes incident to wars and revolutions, and although comparatively of small circulation, still maintains character, caste, and increasing numbers and influence.

THE PRESS OF THE BRITISH AMERICAN COLONIES.

The first newspaper in these colonies was founded in the island of Barbados, in 1731. In 1762 the Barbados Mercury was established, which continued until 1845. Other newspapers were founded at Granada in 1742; Antigua, in 1748; St. Kitts, in 1748; Dominica, in 1765; St. Vincent, in 1784; and Bermuda, in 1784. In Canada the Quebec Gazette appeared in 1765, and the Montreal Gazette in 1775. In Nova Scotia, the Halifax Gazette appeared in 1751; and in New Brunswick two or three papers were published at St. John in 1782. The progress of journalism in the territory comprising the Dominion of Canada has been very creditable; but this is, no doubt, mainly owing to the example of enterprise afforded by the American press. The contiguity of territory and the relations of commerce have combined to cause the people of the Dominion to emulate the progress of the United States in this regard. In New Brunswick, 26 periodicals are published; in Nova Scotia, 32; in Ontario, 213; in Quebec, 82; and in the British Colonies, 29. Of these, 43 are dailies, 13 tri-weekly, 17 semi-weekly, 262 weekly, 4 bi-weekly, 2 semi-monthly, 37 monthly, 1 bi-monthly, and three quarterly; being a total of 382 periodicals now published in the Dominion of Canada and the British Colonies.

The following interesting tables show the development of journalism in Europe and in the United States, carefully arranged from the latest sources of authentic information:

Development of Journalism in Europe.

Country.	No. of inhabitants.	No. of journals and periodicals published at end of 1868.	One journal to how many inhabitants.	Largest issue of—		First paper published.		Name of first paper.
				Political papers.	Non-political.	When.	Where.	
Austria	18,224,500	200	91,122	21,000	.....	1700	Vienna	Amtliche Wiener Zeitung.
Belgium	4,836,566	180	26,869	31,000	.....	1605	Antwerp	Niewe Tydinghe.
Denmark	1,731,514	201	8,624	12,000	.....	1666	Copenhagen	Danske Mercurius.
France	36,000,000	1,771	20 384	200,000	250,000-300,000	1605	Paris	Mercure Français.
Germany	40,000,000	2,566	15,592	20,000-30,000	300,000	1615	Frankfort	Frankfurter Journal.
Great Britain	31,232,013	1,297	24,080	60,000-80,000	250,000	1622	London	The Certain Newes of this Present Week.
Greece	1,325,341	77	17,212	.....	.....	1821	Athens	‘ Ηλληνικὴ σάλπιγξ.
Hungary	14,348,503	205	71,212	5,000	.....	1721	.....	
Italy	21,770,000	467	46,616	15,000	.....	1563	Venice	Notizia Scritte.
Norway	1,701,478	100	17,014	.....	.....	1763	Christiania	Christiania Intelligents Sedlerne.
Netherlands	3,529,108	200	17,645	.....	.....	1623	Amsterdam	Courant.
Poland	4,840,466	59	82,042	.....	.....	.....	.....	
Portugal	3,987,861	200	19,939	.....	.....	.....	.....	
Roumania	3,864,848	14	276,060	.....	.....	1828	Bucharest	Currier Romanescu.
Russia	75,414,964	328	229,923	.....	.....	1703	Moscow	Moskowskÿa Wjedsmoste.
Servia	1,157,397	27	42,866	.....	.....	1841	Belgrade	Serbske Novine.
Spain	16,302,625	279	58,432	7,000	14,000	1626	Madrid	Gaceta de Madrid.
Sweden	4,114,141	179	22,984	5,000	.....	1643	Stockholm	Ordinarie Posttidning.
Switzerland	2,510,494	375	6,695	.....	.....	.....	.....	
Turkey	34,000,000	35	971,428	.....	.....	1825	Smyrna	Spectateur de l'Orient.

Development of Journalism in the United States.

Country.	No. of inhabitants.	No. of journals published in 1871.	One journal to how many inhabitants.	Largest issue of—		First paper published.		Name of first paper.
				Political papers.	Non-political.	When.	Where.	
United States and Territories	38,307,399	6,056	6,325	150,000	300,000	1690	Boston	Name unknown.
						1690	New York	Reprint of London Gazette.

ARGUMENT.

In view of the immense and almost incredible circulation of the newspaper press, which daily reaches people of all conditions of life, from the highest to the lowest, patrician and plebeian, alike the ruler and the subject, it must be evident that newspapers are the great educators. It is clear that the press, by imparting that essential education which accompanies and follows the tuition of youth, becomes its guide and mentor in the after relations of life. It brings to notice every event of importance occurring in the known regions of the earth, and hence shapes, in a great measure, the enterprise and destiny of the world. Nothing escapes the notice of the press. Keenly alive to every occurrence worthy of note, and calculated to be useful to society, it is its especial province to make the record and to present it to public view. In the exercise of this prerogative it is without restraint; the right so to do is tacitly yielded, and all alike respect it.

Through the medium of our schools and colleges, we give to our children the elements of education, as far as they can be there attained. This, however, is but the preparation for the duties appertaining to after life, for experience alone can teach us those essentials. The education of manhood is peculiarly important, not only to ourselves, but to our country and to posterity. Therefore the province and duty of imparting education are committed to the care of those who are deemed fitted for the responsibility, and the capacity to perform this devoir is acquired only by the experiences of life. The newspaper press is the main agent whereby these experiences are obtained, and therefore it at once becomes the *educator of educators.*

This is more especially the case in the United States, over and above all other countries; for here the press is the most far-reaching and influential of all institutions. Here the wants of the people demand the universal circulation of newspapers, and forthwith the supply is yielded. If a remedy be suggested or required for general or local abuses, the press is at once constituted the umpire.

No measure calculated to benefit the masses, or to ameliorate their condition, fails to attract the active support of our newspapers; and in this regard the free-school system (which is, as it should be, the pride of the people) has always received the friendship and assistance of the editorial fraternity. Our people look to our press to give direction to their opinions, and in the main, this duty is justly and honorably performed. The newspaper communes and converses with the masses; it is an essential element in the social circle, which, after all, is the great lever which moves the world onward. Reach the fireside and home circle and you attain the innermost heart of the people. It is the "wheel within the wheel," the mainspring which gives all things life and impetus.

THE PRESS OF THE PAST AND THE PRESENT.

The press of the present is far different in its character from the press of the past. In days gone by, it required time to receive and disseminate news, and pending the interim the editors of the past were naturally compelled to indulge in essays. Hence it has been claimed, and with some show of reason, that in the olden time our American newspapers were better edited and wielded a more powerful influence over the people—that they dictated public opinion, and avoided catering to the capricious tastes and ideas of their readers. It has also been urged that the early American editors—such as Messrs. Gales, Seaton, Ritchie, Stone, Webb, Noah, Prentice, and their contemporaries—were superior in intellect and influence to those who now wield the newspaper pen.

The comparison, however, is difficult to draw. In the days when these gentlemen wrote for the press its circulation was limited, its price expensive, and hence did not reach the masses. The lightning printing-press, the telegraph, the railroad, and steamship were in embryo. Therefore their duties and their relations to the public were far different from those appertaining to the editors and paragraphists of the present day; and the historiographer can only justly record their eminent abilities and possible virtues, without venturing upon comparisons or parallels.

People do not look for ethics, essays, and miscellany in the press of to-day. Our local interests are so diversified and outspread, our habits so regulated and governed by immediate sectional, national, and business interests, that the people can only regard the press as an immediate want, the chronicler of news, the recorder of events which appear and pass away as the lightning, and as their constant educator or didactic, in the things that are and the things that should be, all over the world. The weekly, monthly, quarterly, and other periodicals which have recently obtained large circulations in the United States ably represent the by-gone newspaper press. These periodicals are now necessarily the essayists and the reciters of agreeable and popular tales. The newspapers are the results of progress, and, as such, are compelled to keep pace with the swiftness of its demands. They have space only for that which is daily required by the public, and hence the editor of to-day is compelled to be versatile and brief, pointed and pithy, free from prosing and sermonizing.

There are but few of the *ancien regime* of editors now left to the profession, and they doubtless mourn the halcyon days of the past. But they must be sensible of the fact that the present imposes other and more varied duties upon the corps-editorial—duties which require increased activity and energy.

The "elder Mr. Weller," as chronicled in the "Pickwick Papers," could not be reconciled to the decadence of stage-coaches and the innovation of steam-engines, and in the same kindly but unreasonable view, the claim of precedence is urged for that which was known in days past as the "six-penny press." The stage-coach is the press of the past; the locomotive is the press of the present. The first fulfilled its purpose honorably and commensurately, and the last is now keeping pace with the rapid march of civilization, and the popular demand for wide-spread, universal education.

In Great Britain the press in importance and power has increased materially within the last ten years, and, through the press contributions and other writings of such educationalists and philanthropists as John Stuart Mill, John Bright, Mundella, and Foster, the cause of education has been largely advanced.

The masses in England, by the force of American example, are now demanding and receiving the benefit of educational progress heretofore denied them, and to this happy consummation the general British press largely contributes. As education progresses in Great Britain, so the demand for a liberal press increases in the same ratio, and this must inevitably be the case in all countries where a free and untrammeled press is permitted. In addition to the general and educational press in England, as in America, the religious or secular journals now devote attention and space to the advancement of education, and in this essential are invaluable adjuncts. But the printing-press and the school-house are the special exhibits of American culture and enterprise, exercising paramount influence in our communities, and, by example, in all the other abodes of civilization.

It is fair, also, to claim that the press does not materially abuse its power, privilege, and freedom. Considering its unrestricted license and the opportunity to use it to the injury of individuals, there are but few prosecutions for libel in our courts. Whenever, maliciously and flagrantly, injury is worked to individuals or corporations through the medium of the press, the law should be swift to punish for the benefit of the example; but the necessity for this is happily of rare occurrence. A licentious, sensational, and prurient press is always to be deprecated, and although such papers do sometimes flourish, and obtain large circulations, they are without influence, and are comparatively powerless to injure the fair name and fame of any good citizen.

THE EXPENSE INCIDENT TO AMERICAN JOURNALS.

Writers upon press statistics have enlarged upon the expense incident to editing and publishing the leading London journals, from which it might be inferred that influential American journals are printed and maintained at less cost. Such an impression is erroneous. Although it has been found impracticable to give the detailed expenses incident to the leading American newspapers published in our metropolii, the cost of editing and publishing them is far greater than those of the transatlantic cities. The average salaries now paid to journalists, embracing editors, reporters, correspondents, and experts in the various branches of newspaper essentials, are greater than those disbursed anywhere in Europe.

The price of type-composition, press-work, and paper is also in excess, and so with almost every other incident of newspaper expense. Nearly all the influential journals of the United States, from the Atlantic to the Pacific, maintain special correspondents at the city of Washington, the national capital, and this employment must necessarily be given to gentlemen of education, culture, and enterprise, well posted in the inner workings of our system of government, as well as in the machinery of national politics. The expense thus incurred is very great, and is exclusively a feature of American newspaper enterprise.

During the session of Congress the detailed transactions of all branches of the Government are sent throughout the country by telegraph, at rates of private cost far in excess of wire communication in Europe. Examples of American enterprise, regardless of expense, were commonly furnished in the publication of ocean cable dispatches narrating at great length the particulars of the recent Franco-Prussian war.

In closing this "paper," the contributor feels justified in asserting that the press is the great educator of the world, and that the main credit of this consummation is due to the example of energy, influence, and progress of American journalism, affecting the modern journalism of all other countries.

J. J. NOAH.

STATISTICAL TABLES

RELATING TO

EDUCATION IN THE UNITED STATES.

TABLE I.—STATISTICS (FROM THE NINTH CENSUS) SHOWING THE AREA IN SQUARE MILES, THE RACE, NATIVITY, PARENTAGE, AND NUMBER OF THE POPULATION, AND THE ASSESSED VALUATION OF PROPERTY IN EACH OF THE STATES OF THE UNION.

States.	Area in square miles.	Population in 1870.	RACE.				NATIVITY.		PARENTAGE.			Valuation of taxable property.
			White.	Colored.	Chinese.	Indians.	Native born.	Foreign born.	Both parents native.	One parent foreign.	Both parents foreign.	
Alabama	50,722	996,992	521,384	475,510	.....	160	987,030	9,962	975,148	4,863	16,981	$156,770,387
Arkansas	52,198	484,471	362,115	122,169	98	48	479,445	5,026	473,854	2,857	7,760	94,168,843
California	188,891	560,247	499,424	4,272	49,310	17,798	350,416	209,831	236,740	27,784	295,723	269,644,068
Connecticut	4,750	537,454	527,549	9,668	2	16	423,815	113,639	333,804	10,965	192,685	322,553,488
Delaware	2,120	125,015	102,221	22,794	.....	.....	115,879	9,136	104,654	3,073	17,288	64,787,223
Florida	59,248	187,748	96,057	91,689	.....	1	182,781	4,967	178,453	1,836	7,459	32,480,843
Georgia	58,000	1,184,109	638,926	545,142	1	38	1,172,982	11,127	1,160,295	5,314	18,500	227,219,519
Illinois	55,410	2,539,891	2,511,096	28,762	1	32	2,024,693	515,198	1,553,856	95,212	890,823	482,899,575
Indiana	33,809	1,680,637	1,655,837	24,560	.....	290	1,539,163	141,474	1,339,636	56,937	284,064	663,455,044
Iowa	55,045	1,191,792	1,185,979	5,762	3	65	987,735	204,057	775,653	55,168	360,971	302,515,418
Kansas	81,318	364,399	346,377	17,108	.....	189	316,007	48,392	277,188	13,746	73,465	92,125,861
Kentucky	37,680	1,321,011	1,098,692	222,210	1	33	1,257,613	63,398	1,178,291	15,921	126,799	409,544,294
Louisiana	41,346	726,915	362,065	364,210	71	173	665,088	61,827	594,904	18,525	113,486	254,371,890
Maine	35,000	626,915	624,809	1,606	1	5	578,034	48,881	535,264	17,793	73,858	204,253,780
Maryland	11,124	780,894	605,497	175,391	2	.....	697,482	83,412	599,532	21,490	159,872	423,834,918*
Massachusetts	7,800	1,457,351	1,443,156	13,947	97	32	1,104,032	353,319	831,140	35,859	590,352	1,417,127,376
Michigan	56,451	1,184,059	1,167,282	11,849	2	6,172	916,049	268,010	695,900	71,823	416,336	272,242,917
Minnesota	83,531	439,706	438,257	759	.....	2,369	279,009	160,697	154,190	19,827	265,689	84,135,332
Mississippi	47,156	827,922	382,896	444,201	16	2	816,731	11,191	809,166	3,789	14,967	177,288,892
Missouri	65,350	1,721,295	1,603,146	118,071	3	20	1,499,628	222,267	1,256,170	48,216	416,909	556,129,969
Nebraska	75,995	122,993	122,117	789	.....	63	92,245	30,748	72,976	5,365	44,652	56,584,616
Nevada	81,539	42,491	38,959	357	3,152	.....	23,690	18,801	17,374	1,970	23,147	25,740,973
New Hampshire	9,280	318,300	317,697	580	.....	.....	288,689	29,611	273,708	3,772	40,820	149,065,290
New Jersey	8,320	906,096	875,407	30,658	15	.....	717,153	188,943	555,780	29,071	321,245	624,868,971
New York	47,000	4,382,759	4,330,210	52,081	29	140	3,244,406	1,138,353	2,157,132	182,515	2,043,112	1,967,001,185
North Carolina	50,704	1,071,361	678,470	391,650	.....	1,158	1,068,332	3,029	1,064,897	2,136	4,328	130,378,622
Ohio	39,964	2,665,260	2,601,946	63,213	1	30	2,292,767	372,493	1,815,445	118,470	731,345	1,167,731,097
Oregon	95,274	90,923	86,929	346	3,330	177	79,323	11,600	70,218	4,549	16,156	31,798,510
Pennsylvania	46,000	3,521,791	3,456,449	65,294	14	7	2,976,530	545,261	2,370,583	159,357	991,851	1,243,367,852
Rhode Island	1,306	217,353	212,219	4,980	.....	19	161,957	55,396	122,263	5,107	89,983	213,570,353
South Carolina	34,000	705,606	289,667	415,814	1	88	697,532	8,074	689,157	2,867	13,582	183,913,337
Tennessee	45,600	1,258,520	936,119	322,331	.....	60	1,239,204	19,316	1,222,194	5,746	30,580	254,673,792
Texas	274,356	818,579	564,700	253,475	25	403	756,168	62,411	711,252	10,894	96,433	149,734,929
Vermont	10,212	330,551	329,613	924	.....	20	283,396	47,155	246,936	11,461	72,154	102,548,528
Virginia	38,350	1,225,163	712,089	512,841	4	112	1,211,409	13,754	1,194,369	7,160	23,634	365,439,917
West Virginia	23,000	442,014	424,033	17,980	.....	.....	424,923	17,091	395,810	9,414	36,790	140,538,273
Wisconsin	53,954	1,054,670	1,051,351	2,113	.....	1,017	690,171	364,499	336,838	47,073	670,759	333,447,568
Total	1,961,803	38,113,253	33,200,740	4,835,106	*56,179	30,737	32,640,907	5,472,346	27,380,770	1,137,925	9,594,558	13,647,948,450

* Including 55 Japanese.

TABLE II.—SCHOOL STATISTICS OF THE UNITED STATES, COMPILED FROM THE MOST RECENT INFORMATION.

Common school statistics.

States.	Date of report.	SCHOOL POPULATION.				No. of children enrolled in public schools.	Average attendance.	No. of children of school age never registered.	Average absence of those enrolled.	Average total absence.	No. of schools or school districts.	Average duration of school in months and days.	No. pupils in private elementary schools.	No. of teachers in the public schools.			Ave'ge salary of teachers per mo.	
		Between the ages of—	Total No.	Sex.										Male.	Female.	Total.	Male.	Female.
				M.	F.													
Alabama	1871	5–21	387,057								1,845							
Arkansas	1871	5–21	182,474	93,958	88,516	107,908		74,566			2,537			1,901	401	2,302		
California		5–15																
Connecticut	1871	4–16	125,409			110,640	62,625	11,887	26,017	62,784	1,644	8 mos. 8½ days.	9,304	702	2,141	2,843	$63 10	$31 29
Delaware		5–21																
Florida		4–21																
Georgia	1871	5–21	425,000			39,766	26,773		12,993		1,291	2 mos. 15 days.	26,778	620	268	888	55 54	38 37
Illinois	1870	6–21	862,624			652,715	339,540	209,909			11,011	6 mos. 10 days.	41,001	8,761	11,320	20,081	48 35	36 66
Indiana	1870	6–21	622,728	321,614	301,114	461,906	287,767	157,100			9,032	5 months	8,861	7,167	4,662	11,843	38 00	30 40
Iowa	1871	5–21	460,629	236,940	223,689	341,938	211,568	122,030			7,823	6½ months	2,817	5,483	8,587	14,070	36 00	28 00
Kansas	1870	5–21	109,242	52,254	56,988	63,218	39,401	46,024			2,068	5 mos. 4 days		1,079	1,161	2,240	39 60	31 10
Kentucky	1871	6–20					120,866				5,177							
Louisiana	1871	6–21	246,290	125,146	121,144	91,500	70,000	154,790	21,500	176,290	640	6 mos. 10 days		865	555	1,420	65 00	65 00
Maine		4–21	225,508			119,480	94,548				3,853	4 mos. 5 days		1,801	3,790	5,591	32 44	13 72
Maryland	1870	5–20	276,120			101,367	60,151		41,216		1,475	9 months		1,018	1,186	2,204	44 33	44 33
Massachusetts	1870	5–15	278,249			273,661	201,750	4,588			5,076	8 mos. 9 days		1,040	7,186	8,235	76 44	31 67
Michigan	1870	5–20	384,554			278,686	245,000	105,868	33,686	139,554	5,008	6 mos. 2 days	10,000	2,793	8,221	11,014	52 62	27 31
Minnesota	1871	5–21	163,399	83,705	79,694	109,590	45,351	53,809			2,625	6 mos. 12 days						
Mississippi		5–21	304,762			98,600		201,162			3,450	5 mos. 10 days				3,520	50 00	50 00
Missouri		5–21																
Nebraska		5–21	41,063			21,178					1,032	3 mos. 12 days	2,236	510	482	992	38 50	36 60
Nevada		6–18	3,952	2,068	1,884	2,883	1,804	850			52	8 mos. 18 days	349	18	35	53	125 59	94 98
New Hampshire	1871	4–21	71,957	37,613	34,344	91,959	48,150	3,988			2,216	3½ months		542	3,065	3,607	35 26	22 00
New Jersey	1871	5–18	265,958			169,436	86,812	62,718			1,501	9 months	30,106	952	1,979	2,931	57 34	32 43
New York	1871	5–21	1,480,761			1,031,318	487,773	231,869			11,739	8 mos. 4 days	157,574	6,549	21,668	28,217		
North Carolina	1870	6–21	346,507				31,093									1,400		
Ohio		5–21	1,041,680	530,509	511,171	724,896	413,893	316,784	311,003		13,951		10,550	9,402	12,436	21,838		
Oregon	1871	4–20	34,055	17,525	16,530	21,000	21,000	13,055			636	4½ months	(*)	(†)	(†)	(†)	50 00	30 00
Pennsylvania	1871	6–21				834,614	567,188		267,426		15,700	6 mos. 8 days		7,720	10,301	18,021	41 04	32 86
Rhode Island	1870	5–15	38,788			28,364	22,444	10,424	5,920		412	8 mos. 10 days	6,336	178	533	711	36 81	36 81
South Carolina	1871	6–16	197,179	99,732	99,447	67,098		130,081			1,639	6 months		1,150	705	1,855	35 00	35 00
Tennessee		6–20																
Texas		6–18																
Vermont	1870	4–18	78,843			64,149	44,559	34,694	19,590		2,750	5 mos. 6¼ days	6,640					
Virginia	1871	5–21	411,104	211,173	199,931	130,000	76,600				2,900	4 mos. 12 days		1,975	1,075	3,050	32 29	26 25
West Virginia	1870	6–21	154,596	81,007	73,589	87,330	55,083				2,357	4 mos. 2⅝ days		1,764	641	2,405	36 80	21 77
Wisconsin	1870	4–20	412,481	211,000	201,481	267,891		114,590				7 months	15,618	2,959	6,345	9,304	41 77	27 40

* None reported.

† No correct report.

TABLE III.—SCHOOL STATISTICS OF THE UNITED STATES, &c.—Continued.—SCHOOL FINANCES.

States.	INCOME.						EXPENDITURE.							Amount of permanent school fund.
							Current expenses.			Incidental expenses.			Total expenditure.	
	From taxation.	Interest on permanent fund.	Revenue from other funds.	Proceeds of sales of land.	From other sources.	Total.	Teachers' wages.	Fuel, &c.	Total.	Sites, buildings, and repairs.	Libraries and apparatus.	For other objects.		
Alabama	$82,579 66	$115,268 85	$51,078 53	.....	$341,678 50	$590,605 54	.....	.....	.....	.....	.....	.....	.....	.....
Arkansas	221,011 07	3,016 25	334,952 13	$66,074 02	.....	625,053 47	$405,748 37	.....	$405,748 37	$260,974 22	$1,000 00	$37,942 00	$645,664 59	.....
California	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut	1,067,233 59	125,409 00	53,570 96	.....	237,802 80	1,484,016 35	785,680 04	$101,086 94	886,766 98	550,318 10	8,065 20	176,247 48	1,621,397 76	$2,043,375 62
Delaware**	81,697 46	32,030 31	.....	.....	.....	113,727 77	84,157 02	.....	.....	.....	.....	31,250 13	115,407 15	.....
Florida	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	327,083 09	.....	.....	.....	105,199 89	432,282 98	.....	.....	.....	.....	.....	8,308 31	(*)	350,000 00
Illinois	5,666,108 61	442,382 07	.....	154,459 76	1,948,741 50	8,057,232 18	3,970,693 04	647,439 50	4,618,132 54	1,371,052 90	39,124 05	853,228 13	6,881,537 62	6,132,086 28
Indiana	1,339,472 55	369,798 32	.....	.....	100,794 62	1,810,065 49	2,035,288 28	.....	2,035,288 28	.....	.....	1,173,155 96	3,208,444 24	8,826,665 03
Iowa	3,030,193 14	226,110 92	.....	.....	.....	3,256,304 06	1,900,893 54	176,317 76	2,077,211 30	914,297 05	21,319 66	256,363 14	3,269,191 15	3,174,578 01
Kansas	518,323 85	21,274 50	74,268 09	44,010 30	14,260 19	672,136 93	318,596 31	94,644 33	413,240 64	.....	.....	.....	.....	560,775 00
Kentucky	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Louisiana	590,703 52	.....	24,480 00	5,472 00	320,154 52	915,810 04	654,800 00	43,000 00	697,800 00	45,000 00	.....	40,000 00	782,800 00	.....
Maine	910,555 00	15,440 00	14,639 00	.....	.....	940,638 00	400,000 00	100,000 00	500,000 00	117,364 00	.....	300,000 00	917,364 00	309,109 00
Maryland	1,083,843 80	63,664 02	.....	.....	186,177 48	1,315,685 30	808,860 45	79,967 98	888,828 43	219,087 29	.....	196,844 98	1,304,760 70	315,370 01
Massachusetts	5,453,276 09	190,000 00	82,049 16	.....	12,540 26	5,737,865 51	.....	.....	3,284,875 59	2,058,853 30	.....	406,676 88	5,750,405 77	2,211,410 00
Michigan	2,172,690 41	186,485 24	.....	.....	801,365 67	3,160,541 32	1,391,801 61	.....	1,391,801 61	852,122 62	50,000 00	.....	2,821,160 23	2,700,834 63
Minnesota	.....	173,335 55	.....	89,696 41	4,862 28	267,894 24	432,443 02	.....	432,443 02	272,646 38	.....	87,763 51	792,852 91	2,476,222 19
Mississippi	700,000 00	50,000 00	.....	.....	190,000 00	940,000 00	200,000 00	(*)	300,000 00	(*)	(*)	(*)	900,000 00	2,000,000 00
Missouri	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nebraska	.....	.....	.....	.....	.....	337,647 14	133,274 79	.....	133,274 79	.....	.....	.....	330,924 87	.....
Nevada	59,260 24	16,957 59	.....	.....	18,895 02	95,112 85	45,409 49	6,369 64	51,779 13	21,700 10	358 01	.....	73,836 64	67,587 38
New Hampshire	306,826 59	(†)	(†)	(†)	101,718 29	408,544 88	(*)	(*)	(*)	107,627 00	(*)	(*)	(*)	(†)
New Jersey	2,227,347 18	35,000 00	39,000 00	.....	62,100 90	2,364,441 58	1,677,691 38	61,550 00	1,739,241 38	597,400 20	27,800 00	.....	2,364,441 58	550,783 50
New York	9,011,745 65	325,000 00	.....	22,550 45	1,847,660 12	11,216,956 22	6,584,017 54	1,164,142 67	7,748,160 21	1,982,547 29	210,073 98	268,930 61	10,209,712 09	2,915,633 04
North Carolina	114,624 75	.....	.....	12,991 35	102,374 69	229,990 79	42,862 40	.....	42,862 40	.....	.....	.....	.....	.....
Ohio	6,342,325 97	234,749 86	.....	.....	849,957 67	7,427,033 50	4,005,800 00	1,165,188 54	5,170,988 54	1,979,577 54	.....	.....	7,150,566 08	3,912,497 00
Oregon	113,699 00	40,000 00	.....	.....	.....	153,699 00	.....	(*)	.....	70,098 00	(†)	(‡)	70,098 00	(§)
Pennsylvania	7,194,356 65	.....	.....	.....	.....	7,694,356 65	3,926,529 88	1,167,124 94	5,093,654 82	3,386,263 51	.....	101,000 00	8,580,918 33	.....
Rhode Island	90,000 00	.....	.....	.....	424,040 00	514,040 00	.....	.....	312,325 00	148,834 00	.....	.....	461,159 00	.....
South Carolina	240,000 00	.....	.....	.....	1,000 00	241,000 00	.....	.....	.....	.....	.....	.....	.....	.....
Tennessee	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Texas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Vermont	326,647 87	.....	.....	.....	101,847 77	428,495 64	357,885 00	37,086 05	394,971 05	70,162 01	.....	15,363 46	480,496 52	.....
Virginia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
West Virginia	528,855 33	13,758 00	.....	.....	43,235 82	585,849 15	220,753 84	.....	220,753 84	207,237 66	1,864 69	9,404 24	439,260 43	229,300 00
Wisconsin	1,705,546 70	158,249 60	.....	.....	714,696 63	2,578,492 93	1,302,363 83	.....	1,302,363 83	417,775 22	7,771 85	278,909 76	2,006,820 66	2,290,627 51

** From Auditor's report of 1870. * No reports. † None reported. ‡ None. § About $400 000

TABLE IV.—SCHOOL STATISTICS OF CITIES CON

CLASS A—PART I.—*Names of superintendents, the population, enrollment,*

Number.	State.	Name of city.	Name of superintendent.	Population.	Legal school age.	Number of children of school age.	Number of children enrolled in school.	Average number attending school.
1	2	3	4	5	6	7	8	9
1	Ala	Mobile	E. R. Dickson	32,034	5-21	24,870	6,000	4,686
2	Ala	Montgomery		10,588	5-21			
3	Ark	Little Rock	N. P. Gates	12,380	5-21	3,100	1,580	1,183
4	Cal	Oakland	F. M. Campbell	10,500	5-15	1,792	1,415	1,309
5	Cal	Sacramento	Wm. H. Hill	16,283	5-15	3,158	2,356	1,781
6	Cal	San Francisco	J. H. Widber	149,473	5-15	27,897	19,713	18,069
7	Cal	Stockton	George S. Ladd	10,066	5-15	2,168	2,405	
8	Conn	Bridgeport	Rev. Sylvester Clark (*w*)	18,969	4-16			
9	Conn	Hartford	C. R. Fisher	37,180	4-16	8,258	5,669	
10	Conn	New Haven	Ariel Parish	50,840	4-16	10,477	7,209	6,060
11	Conn	Norwich	N. H. Whittemore	16,653	4-16	4,373	3,859	3,574
12	Conn	Waterbury	M. S. Crosby	10,826	4-16			
13	Del	Wilmington	David W. Harlan	30,841	5-21		4,171	3,627
14	D. C	Georgetown (*b*)	J. O. Wilson (*c*)	11,384		2,086	605	447
15	D. C	Washington (*b*)	J. O. Wilson (*c*)	109,199	6-17	17,403	8,230	6,529
16	Ga	Atlanta		21,789	6-21			
17	Ga	Augusta	B. Neely	15,389	6-21	5,439	3,509	2,632
18	Ga	Macon		10,810	6-21			
19	Ga	Savannah	W. H. Baker	28,235	6-21	3,200	2,458	1,769
20	Ill	Aurora	W. B. Powell	11,162	6-21	3,828	2,487	1,954
21	Ill	Bloomington	S. M. Etter	14,590	6-21	4,173	3,091	2,482
22	Ill	Chicago	J. L. Pickard	298,977	6-21	80,280	40,832	28,174
23	Ill	Galesburgh	J. B. Roberts	10,158	6-21	3,228	2,165	1,440
24	Ill	Peoria	J. E. Dow	22,849	6-21	6,931	2,935	*f* 2,088
25	Ill	Quincy	Thomas W. Macfall (*g*)	24,052	6-21	10,692	3,171	1,980
26	Ill	Rockford	James H. Blodgett (*h*)	11,049	6-21	3,889	*i* 2,672	*i* 2,100
27	Ill	Springfield	James C. Bennett (*l*)	17,364	6-21		2,637	1,750
28	Ind	Evansville	Alex. M. Gow	21,830	6-21	10,287	3,562	3,453
29	Ind	Fort Wayne	James H. Smart	17,718	6-21	8,239	2,641	1,798
30	Ind	Indianapolis	A. C. Shortridge	48,244	6-21	14,735	6,560	4,468
31	Ind	Lafayette	J. T. Merrill	13,506	6-21	5,380	2,532	2,100
32	Ind	Madison	C. E. Emmerick	10,709	6-21			2,358
33	Ind	New Albany	George Lyman (*p*)	15,396	6-21	7,031	2,898	2,662
34	Ind	Terre Haute	William H. Wiley	16,103	6-21	5,889	3,410	2,048
35	Iowa	Burlington	William M. Bryant	14,930	5-21	4,418	1,583	1,451
36	Iowa	Council Bluff		10,020	5-21			
37	Iowa	Davenport	W. E. Crosby	20,038	5-21	7,120	3,697	2,429
38	Iowa	Des Moines (*o*)	W. H. Sears (*o*)	12,035	5-21	2,400	1,400	1,255
39	Iowa	Dubuque	Thomas Hardy (*p*)	18,434	5-21	6,929	2,721	2,292
40	Iowa	Keokuk	W. W. Jamison	12,766	5-21	4,816	2,169	1,650
41	Kans	Leavenworth	P. J. Williams	17,873	5-21	4,744	3,275	1,784
42	Ky	Covington	Dr. J. W. Hall	24,505	6-20	7,700	3,246	2,054
43	Ky	Lexington		14,801	6-20			
44	Ky	Louisville (*r*)	George H. Tingley, jr (*r*)	100,753	6-20	39,168	14,574	10,174
45	Ky	Newport	W. H. Jones	15,087	6-20	5,871	2,004	1,424
46	La	New Orleans	J. B. Carter	191,418	6-21	99,893	20,000	11,616
47	Me	Bangor	C. P. Roberts	18,289	4-21	5,314	3,424	2,717
48	Me	Biddeford	Edwin Stone, (*v*)	10,282	4-21	3,500	1,495	1,100
49	Me	Lewiston	Thomas Tash	13,600	4-21	4,326	2,575	1,717
50	Me	Portland	A. L. Dresser, (*w*)	31,413	4-21	*x* 10,520	4,972	3,718
51	Md	Baltimore	William R. Creery	267,534	5-20	*m* 75,000	34,769	19,279
52	Mass	Boston	John D. Philbrick	250,526	5-15	45,970	36,174	33,464

a These are district schools, and the acting visitor has not separated the primary from the grammar departments.
b Not including the colored schools.
c Superintendent of white schools only.
d Grammar departments connected with primary departments.
e Includes high and normal pupils.
f Average number belonging. Attendance not given.
g The late superintendent, J. W. Brown, furnished this report of the schools of Quincy.
h Principal of West High School.
i Unreliable.
j Whole number of school-rooms.
k Approximately.
l From printed report of Samuel Willard, superintendent, for year ending July 11, 1870.
m Estimated.

TAINING 10,000 INHABITANTS OR MORE.

and attendance, and the statistics of primary and grammar schools.

Primary schools.							Grammar schools.							
Number of.	Teachers.			Pupils.			Number of.	Teachers.			Pupils.			Number.
	Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	1
45	16	59	75	1,395	1,605	3,000	9	6	22	28	736	804	1,540	1
														2
21	2	11	13	.....	.....	899	5	6	2	8	.....	.....	159	3
5	....	21	21	493	472	965	2	2	8	10	170	219	389	4
9	....	18	18	.....	.....	1,290	1	2	9	11	.....	.....	417	5
32	5	259	264	.....	.....	12,749	13	24	84	108	.....	.....	4,342	6
15	1	14	15	410	451	861	9	10	3	13	225	263	488	7
														8
*a*10	....	.....	106	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9
14	2	79	81	1,201	1,131	2,332	6	6	75	81	1,852	1,697	3,549	10
44	....	47	47	1,221	927	2,148	14	2	15	17	464	374	848	11
														12
12	....	62	62	.....	.....	2,823	2	1	15	16	203	371	574	13
4	....	6	6	.....	.....	407	4	1	3	4	79	119	198	14
98	....	98	98	2,448	2,372	4,820	32	6	26	32	826	883	1,709	15
														16
17	2	7	9	643	595	1,238	7	6	1	7	396	381	777	17
														18
18	2	16	18	457	540	997	10	4	6	10	242	250	492	19
14	1	13	14	421	439	860	20	.....	20	20	459	475	934	20
28	....	33	33	851	795	1,646	7	.....	11	11	315	341	656	21
15	....	123	123	3,359	3,234	6,593	*d*23	23	405	428	11,043	10,538	*e*21,581	22
8	1	20	21	616	550	1,166	4	1	3	4	95	100	195	23
....	.....	.....	32	.....	.....	*f*1,565	.....	.....	.....	17	.....	.....	*f*556	24
10	....	36	36	1,500	1,350	2,850	1	.....	3	3	103	101	204	25
*f*15	....	34	34	*k*816	810	1,626	8	1	8	9	*k*132	168	300	26
*m*5	4	36	40	.....	.....	1,616	(*m*)	.....	.....	.....	.....	.....	.....	27
49	2	52	54	1,487	1,368	2,855	.....	2	9	11	281	285	566	28
27	2	32	34	670	679	1,349	7	1	14	15	158	219	377	29
60	....	60	60	1,507	1,587	3,094	31	2	29	31	603	644	1,247	30
25	2	23	25	604	611	1,215	8	.....	8	8	196	203	399	31
6	....	21	21	809	827	1,636	.....	.....	.....	.....	.....	.....	.....	32
42	4	38	42	.....	.....	1,406	3	3	.....	3	80	90	150	33
27	3	27	30	809	655	1,464	10	5	7	12	250	249	499	35
*n*7	8	23	31	633	681	1,314	.....	.....	.....	.....	.....	.....	.....	36
														34
9	1	49	50	1,030	969	2,009	5	9	6	15	111	119	230	37
13	2	11	13	400	355	755	7	.....	7	7	180	195	375	38
....	(*q*)	.....	.....	.....	.....	.....	(*q*)	.....	.....	.....	.....	.....	.....	39
23	.....	.....	.....	.....	.....	.....	5	.....	.....	.....	.....	.....	.....	40
24	2	22	24	1,253	1,248	2,501	8	.....	8	8	366	358	724	41
31	....	31	31	.....	.....	.....	12	3	9	12	.....	.....	.....	42
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	43
19	*s*31	*t*230	261	.....	.....	9,809	.....	.....	.....	.....	.....	.....	.....	44
24	1	33	24	.....	.....	1,335	2	.....	2	2	.....	.....	.....	45
*u*25	....	.....	.....	.....	.....	.....	38	.....	.....	.....	.....	.....	80	46
31	....	36	36	.....	.....	1,749	9	2	13	15	.....	.....	603	47
31	5	21	26	552	603	1,155	2	2	2	4	64	96	160	48
25	...	26	26	.....	.....	1,040	1	1	9	10	.....	.....	282	49
10	....	62	62	.....	.....	2,452	5	3	27	30	.....	.....	921	50
75	7	320	327	5,186	5,718	10,904	37	25	168	193	3,269	3,506	6,775	51
327	1	327	328	7,561	6,246	13,807	37	70	407	477	9,678	8,634	18,312	52

n Primary and grammar are united.
o Report by W. H. Sears, president of board of education for the west side of Des Moines River, containing but two-thirds of the population of the city of Des Moines.
p Secretary of board of education.
q Mr. Hardin says: "Our schools are mostly in large buildings, containing primary, secondary, and grammar grades, and cannot be classified as you have them."
r P. Michels, assistant superintendent German department.
s Including 10 German and 3 music.
t Including 14 German.
u Includes intermediate.
v Chairman of S. S. Committee.
w President of the board of education.
x This is for the months of September and October only.

TABLE IV.—SCHOOL STATISTICS OF CITIES CONTAINING

CLASS A—PART I.—*Statistics of primary*

Number.	State.	Name of city.	Name of superintendent.	Population.	Legal school age.	Number of children of school age.	Number of children enrolled in school.	Average number attending school.
1	2	3	4	5	6	7		9
53	Mass..	Cambridge	E. B. Hale	39,634	5–15	8,086	*a*7,029	5,772
54	Mass..	Charlestown	Benj. F. Tweed	28,323	5–15	6,557	5,056	4,635
55	Mass..	Chelsea	Tracy P. Cheevers (*b*)	18,547	5–15	3,145	3,121	2,800
56	Mass..	Fall River	M. W. Tewksbury	26,766	5–15	5,867	5,637	3,637
57	Mass..	Haverhill	B. A. Sawyer	13,092	5–15	2,166	2,319	2,111
58	Mass..	Lawrence	Gilbert E. Hood	28,921	5–15	4,856	3,625	*c*3,372
59	Mass..	Lowell	Charles Morrill	40,928	5–15	*d*6,437	7,469	4,503
60	Mass..	Lynn	Bowman W. Breed (*f*)	28,233	5–15	5,904	4,812	3,626
61	Mass..	New Bedford	Henry F. Harrington	21,320	5–15	3,850	3,550	2,895
62	Mass..	Newburyport	F. D. Burnham (*g*)	12,595	5–15	2,452	2,536	1,987
63	Mass..	Salem	Jona Kimball	24,117	5–15	5,340	4,178	3,022
64	Mass..	Springfield	E. A. Hubbard	26,703	5–15	4,167	4,095	3,815
65	Mass..	Taunton	W. W. Waterman	18,629	5–15	3,290	3,794	2,655
66	Mass..	Worcester (*i*)	Albert P. Marble	41,105	5–15	7,519	6,885	6,563
67	Mich..	Detroit	Duane Doty	79,577	5–20	28,779	11,582	7,744
68	Mich..	East Saginaw	H. S. Tarbell	11,350	5–20	3,085	1,901	1,575
69	Mich..	Grand Rapids	A. J. Daniels	16,507	5–20	.....	3,361	2,030
70	Mich..	Jackson	John E. Mitchell (*j*)	11,447	5–20	3,045	2,472	.....
71	Minn .	Minneapolis	Name not given	13,066	5–21	4,448	1,832	1,600
72	Minn .	St. Paul	John Mattocks	20,030	5–21	8,250	2,400	2,200
73	Miss ..	Vicksburgh	M. S. Hasie	12,443	5–21	.....	.....	.....
74	Mo ...	Hannibal	C. C. Hutchinson	10,125	5–21	2,814	1,800	1,600
75	Mo ...	Kansas City	John R. Phillips	32,260	5–21	4,046	3,938	2,083
76	Mo....	St. Joseph	Edward B. Neely	19,565	5–21	5,800	2,405	1,656
77	Mo....	St. Louis	William T. Harris	310,864	5–21	96,312	48,886	32,591
78	Nebr..	Omaha	.....	16,083	5–21	.....	.....	.....
79	N. H ..	Concord (*m*)	.....	12,241	4–21	.....	2,344	1,767
80	N. H..	Manchester	Joseph G. Edgerly	23,536	4–21	*n*4,500	2,300	2,100
81	N. H..	Nashua	E. H. Davis	10,543	4–21	2,500	1,975	1,405
82	N. J...	Camden	William P. Smith	20,045	5–18	6,880	4,841	2,696
83	N. J...	Elizabeth	.....	20,832	5–18	.....	.....	.....
84	N. J...	Hoboken	L. M. Drew	20,297	5–18	6,037	3,534	1,870
85	N. J...	Jersey City	William L. Dickenson	28,546	5–18	24,635	16,308	7,609
86	N. J...	Newark	George B. Sears	105,059	5–18	27,868	15,142	10,551
87	N. J...	New Brunswick	H. B. Pierce	15,058	5–18	4,443	2,201	1,306
88	N. J...	Paterson	S. C. Hosford	33,579	5–18	10,029	5,839	3,359
89	N. J...	Trenton	Cornelius Sherherd	22,874	5–18	6,099	1,860	1,750
90	N. Y..	Albany (*p*)	J. O. Cole	69,422	5–21	28,898	10,939	6,179
91	N. Y..	Auburn	B. B. Snow	17,225	5–21	4,392	2,763	1,730
92	N. Y..	Binghamton	George L. Farnham	12,692	5–21	4,670	2,412	1,268
93	N. Y..	Brooklyn (*p*)	I. W. Buckley	396,099	5–21	135,869	76,175	36,590
94	N. Y..	Buffalo	T. Lothrop	117,714	5–21	31,500	21,808	11,445
95	N. Y..	Cohoes (*m*)	M. Hubbard	15,357	5–21	7,679	3,405	*n*1,873
96	N. Y..	Elmira	H. H. Rockwell (*r*)	15,863	5–21	5,104	2,828	2,295
97	N. Y..	Lockport	James Ferguson	12,426	5–21	3,836	3,080	1,546
98	N. Y..	Newburgh	H. A. Jones	17,014	5–21	5,497	3,345	1,623
99	N. Y..	New York	Henry Kiddle	942,292	5–21	.....	131,467	106,170
100	N. Y..	Ogdensburgh (*m*)	B. B. Lowry	10,076	5–21	3,709	2,134	1,173
101	N. Y..	Oswego	V. C. Douglass	20,910	5–21	8,711	5,350	*n*3,397
102	N. Y..	Poughkeepsie	Richard Brittain (*u*)	20,080	5–21	6,240	2,903	1,303
103	N. Y..	Rochester	S. A. Ellis	62,386	5–21	.....	10,128	6,088
104	N. Y..	Rome (*v*)	O. C. Harrington	11,000	5–21	.....	.....	.....
105	N. Y..	Schenectady	S. B. Howe	11,026	5–21	4,152	1,966	1,328
106	N. Y..	Syracuse	Edward Smith	43,051	5–21	15,808	8,043	5,365
107	N. Y..	Troy (*m*)	William Kempt	46,465	5–21	16,867	10,802	*n*4,941
108	N. Y..	Utica	Andrew McMillan	28,804	5–21	9,626	4,252	2,645

a From State superintendent's report for 1870.
b No superintendent. Tracy P. Cheevers, chairman of High School Committee.
c This number includes 425 attending evening schools.
d Statistics of 1870. Imperfect.
e Including teachers of penmanship and music.
f Chairman of school committee.
g Secretary of school committee.
h Includes junior grade of pupils.
i The statistics of Worcester are for the year 1870.
j Director.
k Grammar and intermediate combined.
l This includes primary and grammar schools.
m From the last report of the State superintendent.

10,000 INHABITANTS OR MORE—Continued.

and grammar schools, &c.—Continued.

Primary schools.							Grammar schools.							
Number of.	Teachers.			Pupils.			Number of.	Teachers.			Pupils.			Number.
	Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	1
20	....	65	65	.....	.....	.....	7	7	60	67	.....	.....	.....	53
41	....	43	43	.....	.....	2,034	5	10	52	62	.....	.....	2,654	54
12	....	22	22	559	586	1,145	3	2	32	34	710	767	1,477	55
.....	....	36	36	.....	.....	2,945	13	3	10	13	.....	.....	918	56
21	....	21	21	421	396	817	25	2	24	26	578	602	1,180	57
33	....	42	42	1,000	950	1,950	4	3	21	24	475	525	1,000	58
52	....	52	52	1,243	1,075	2,318	8	*e*10	45	55	1,089	919	2,008	59
43	....	44	44	.....	.....	1,831	7	4	40	44	.....	.....	1,649	60
10	....	35	35	575	625	1,200	3	3	27	30	503	665	1,168	61
16	....	24	24	504	493	997	9	3	16	19	338	364	702	62
10	....	37	37	1,657	919	2,576	5	4	28	32	612	559	1,171	63
15	....	47	47	*h*874	855	1,729	6	6	45	51	943	953	1,896	64
43	....	49	49	1,219	1,116	2,335	13	4	11	15	257	324	581	65
65	1	64	65	1,772	1,677	3,449	60	6	56	62	1,336	1,371	2,707	66
.....	.....	.....	.....	2,633	2,640	5,273	.....	6	58	64	1,436	1,592	3,028	67
20	....	21	21	.....	.....	1,039	7	3	6	9	.....	.....	407	68
11	....	42	42	.....	.....	1,778	2	2	4	6	.....	.....	177	69
20	....	25	25	968	1,116	2,084	5	2	7	9	130	150	280	70
35	...	8	8	290	280	570	*k*25	3	28	31	480	490	970	71
23	....	23	23	1,025	866	1,891	8	4	8	12	260	249	509	72
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	73
6	....	17	17	.....	.....	.....	2	.....	4	4	.....	.....	.....	74
*l*9	10	30	40	1,029	1,015	2,044	.....	.....	.....	.....	.....	.....	.....	75
22	....	22	22	580	686	1,266	8	1	7	8	150	160	310	76
57	5	324	329	7,673	7,587	15,260	20	31	99	130	1,347	1,621	2,968	77
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	78
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	79
*o*30	....	30	30	546	521	1,067	6	6	11	17	322	345	667	80
17	....	22	22	.....	.....	809	7	1	13	14	.....	.....	625	81
51	3	48	51	1,225	1,275	2,500	16	5	11	16	225	275	500	82
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	83
3	....	20	20	511	611	1,122	3	4	21	25	294	334	628	84
14	....	100	100	3,000	2,706	5,706	11	12	64	76	950	953	1,903	85
21	3	98	101	3,209	3,110	6,319	11	15	60	75	1,620	1,380	3,000	86
.....	....	18	18	460	410	870	.....	.....	9	9	165	208	373	87
10	2	47	49	.....	.....	2,174	6	4	15	19	.....	.....	570	88
27	....	27	27	640	710	1,350	8	6	2	8	175	205	380	89
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	90
2	....	3	3	*q*70	*q*58	128	5	1	31	32	700	574	1,274	91
8	....	24	24	398	481	879	6	3	8	11	143	165	308	92
52	....	481	481	14,591	13,614	28,205	38	34	325	395	6,052	6,722	12,774	93
2	....	22	22	500	650	1,150	36	38	284	322	.....	.....	12,622	94
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	95
26	....	43	43	.....	.....	*s*2,188	4	4	4	8	.....	.....	.....	96
9	....	24	24	518	598	1,116	1	.....	5	5	119	150	269	97
42	8	35	43	.....	.....	*t*1,623	.....	.....	.....	.....	.....	.....	.....	98
100	....	1,310	1,310	27,124	46,627	53,751	94	179	877	1,056	16,574	14,122	30,696	99
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	100
10	....	32	32	.....	.....	*s*1,615	6	1	37	38	.....	.....	1,692	101
15	....	30	30	.....	.....	1,011	3	.....	9	9	.....	.....	232	102
6	....	26	26	589	523	1,112	12	10	97	107	2,382	2,441	4,823	103
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	104
4	....	17	17	485	503	988	3	.....	5	5	120	125	245	105
33	2	138	140	2,231	2,332	4,563	6	5	18	23	306	333	639	106
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	107
32	....	30	30	1,077	1,214	2,291	*w*12	.....	20	20	605	624	1,229	108

n Estimated.

o This includes ten "middle schools," a grade between primary and grammar, and having ten female teachers.

p From the last State and last city report.

q Estimated. Primary departments are connected with grammar schools.

r Secretary of the board of education.

s Grammar and primary reported all together, being in same building, and graded, with one principal.

t Average number for whole year, for primary, grammar, and high school.

u Mr. Brittain is clerk of the board of education.

v Rome, New York, Dr. R. E. Fulton, clerk board of education.

w Intermediate instead of grammar. Advanced for high and free academy instead of corporate. The total enrollments not given.

TABLE IV.—SCHOOL STATISTICS OF CITIES CONTAIN

CLASS A—PART I.—*Statistics of primary*

Number.	State.	Name of city.	Name of superintendent.	Population.	Legal school age.	Number of children of school age.	Number of children enrolled in school.	Average number attending school.
1	2	3	4	5	6	7	8	9
109	N. C...	Wilmington.....	Miss Amy M. Bradley (*a*).	13,446	6-21	.....	.....	.....
110	Ohio ..	Akron	Samuel Findley.....	10,006	5-21	3,690	1,700	1,322
111	Ohio ..	Cincinnati	John Hancock.....	216,239	5-21	112,125	29,670	22,134
112	Ohio ..	Cleveland	A. J. Rickoff.....	92,829	5-21	32,177	13,184	8,175
113	Ohio ..	Columbus	W. Mitchell.....	31,274	5-21	*c*11,395	5,683	4,003
114	Ohio ..	Dayton (*d*).....	Warren Higley	30,473	5-21	12,090	.....	.....
115	Ohio ..	Hamilton	Alston Ellis.....	11,081	5-21	.....	1,353	1,204
116	Ohio ..	Portsmouth	John Bolton.....	10,592	5-21	3,403	2,067	1,406
117	Ohio ..	Sandusky	L. S. Thompson (*e*)	13,000	2-21	.....	1,758	1,449
118	Ohio ..	Springfield	C. H. Evans	12,652	5-21	4,450	2,412	1,691
119	Ohio ..	Toledo	D. F. De Wolf.....	31,584	5-21	9,637	6,476	4,478
120	Ohio ..	Zanesville.....	Alva F. Wiles	10,011	5-21	4,232	2,231	1,669
121	Pa	Allegheny.....	A. T. Donthell (*r*).....	53,180	6-21	12,978	9,749	6,442
122	Pa	Allentown	R. K. Buehrle.....	13,884	6-21	.....	3,130	1,825
123	Pa	Altoona	John Miller.....	10,610	6-21	2,292	1,950	1,400
124	Pa	Erie.....	H. S. Jones.....	19,646	6-21	4,500	3,500	2,046
125	Pa	Harrisburgh	Daniel S. Burns	23,104	6-21	.....	4,467	3,283
126	Pa	Lancaster	David Evans (*h*).....	20,233	6-21	.....	2,694	2,416
127	Pa	Philadelphia	H. W. Halliwell (*i*)	674,022	6-21	.....	81,854	71,556
128	Pa	Pittsburgh	George J. Luckey	86,076	6-21	21,000	13,000	9,167
129	Pa	Reading.....	T. Severn.....	33,930	6-21	.....	4,966	4,228
130	Pa	Scranton	Joseph Roney	35,092	6-21	.....	.....	.....
131	Pa	Williamsport....	A. R. Horne.....	16,030	6-21	4,000	3,224	2,548
132	Pa	York.....	W. H. Shelley.....	11,003	6-21	.....	.....	1,409
133	R. I...	Newport	A. D. Small.....	12,521	.....	2,500	1,426	1,301
134	R. I...	Providence.....	Daniel Leach.....	68,904	.....	13,000	8,877	*k*7,990
135	S. C...	Charleston	E. M. Grinke.....	48,956	5-18	12,727	5,068	.....
136	Tenn..	Memphis.....	H. C. Slaughter.....	40,226	6-20	9,909	5,005	2,509
137	Tenn..	Nashville	S. Y. Caldwell.....	25,865	6-20	8,238	3,561	2,227
138	Texas.	Galveston (*l*)....	.....	13,818	6-18	.....	.....	.....
139	Texas.	San Antonio (*l*)..	.....	12,256	6-18	.....	.....	.....
140	Utah..	Salt Lake City...	.....	12,854	.....	.....	.....	.....
141	Vt	Burlington.....	Rev. A. J. Willard	14,387	4-18	3,076	2,381	912
142	Va	Alexandria.....	Richard L. Carne.....	13,570	5-21	3,330	1,109	652
143	Va	Norfolk (*n*)	William W. Lamb (*e*)	19,229	5-21	6,180	865	556
144	Va	Petersburgh	Sidney H. Owens.....	18,950	5-21	.....	2,760	1,230
145	Va	Portsmouth	J. F. Crocker.....	10,492	5-21	2,834	500	480
146	Va	Richmond.....	J. H. Binford.....	51,038	5-21	17,382	3,256	2,752
147	W. Va.	Wheeling	F. S. Williams.....	19,280	6-21	6,675	3,456	2,092
148	Wis...	Fond du Lac	Thomas S. Wright	12,764	4-20	5,336	3,517	1,819
149	Wis...	Milwaukee.....	F. C. Law.....	71,440	4-20	.....	.....	.....
150	Wis...	Oshkosh.....	H. B. Dale.....	12,663	4-20	4,445	2,555	2,100

a Miss Bradley is county examiner of New Hanover County.
b The primary and grammar are given together, under the head of primary.
c Estimated.
d From the last report of the State superintendent.
e Acting superintendent.
f Includes German and unclassified schools.
g Schools of Zanesville are classed as primary and high.
h Mr. Evans is county superintendent. Hon. William P. Brinton is president of the board of school directors of the city of Lancaster. This city also has fifteen private schools, with 2,143 pupils.
i Secretary of the board of education.

ING 10,000 INHABITANTS OR MORE—Continued.

and grammar schools, &c.—Continued.

Primary schools.							Grammar schools.							
Number of.	Teachers.			Pupils.			Number of.	Teachers.			Pupils.			Number.
	Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	1
														109
14	....	14	14	430	415	845	5	.....	10	10	200	227	427	110
26	74	338	412	9,460	8,562	18,022	3	17	41	58	1,114	1,102	2,216	111
*b*15	2	173	175	4,039	3,912	7,951	.....	.....	.....	.....	.....	.....	.....	112
72	11	82	93	1,586	1,919	3,805	.....	4	5	9	79	119	198	113
						3,603								114
20	3	17	20	514	433	947	5	4	1	5	96	112	208	115
22	....	22	22	575	481	996	6	2	5	7	164	176	340	116
*f*18	2	19	21	503	494	997	3	1	6	7	151	163	314	117
30	4	25	29	721	742	1,463	4	2	4	6	85	95	180	118
62	9	54	63	1,801	1,845	3,646	10	5	18	23	374	377	750	119
*g*40	4	45	49	826	775	1,601	(*g*)	.....	.....	.....	.....	.....	.....	120
29	....	41	41	1,493	1,369	2,862	28	.....	.....	58	1,066	1,135	2,201	121
39	9	30	39	859	763	1,622	6	3	3	6	73	80	153	122
19	2	23	25	580	635	1,215	4	4	.....	4	85	74	159	123
18	5	35	40	820	774	1,594	3	.....	6	6	114	86	200	124
50	15	40	55	1,201	1,302	2,503	11	3	11	14	220	255	475	125
15	3	37	40	800	855	1,655	4	2	10	12	248	261	509	126
182	....	705	705	.....	.....	.....	*j*196	62	744	806	.....	.....	.....	127
149	....	149	149	3,600	3,699	7,299	69	26	43	69	770	782	1,552	128
68	....	90	90	1,724	1,825	3,549	12	6	6	12	193	212	405	129
														130
18	2	16	18	.....	.....	1,073	24	7	17	24	.....	.....	1,126	131
18	1	17	18	554	660	1,214	2	1	1	2	57	58	115	132
20	....	20	20	451	452	903	8	2	6	8	145	165	310	133
53	....	60	60	2,777	3,318	6,035	8	7	48	55	1,137	1,387	2,524	134
3	....	31	31	603	792	1,395	5	3	31	34	580	580	1,160	135
43	4	39	43	980	1,075	2,055	10	6	4	10	303	157	460	136
18	....	34	34	654	700	1,354	12	3	20	23	489	329	818	137
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	138
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	139
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	140
15	....	15	15	.....	.....	731	3	.....	3	3	.....	.....	107	141
*m*6	3	13	16	375	277	652	.....	.....	.....	.....	.....	.....	.....	142
*o*4	4	12	16	315	241	556	.....	.....	.....	.....	.....	.....	.....	143
9	2	26	28	624	606	1,230	.....	.....	.....	.....	.....	.....	.....	144
10	1	9	10	191	168	359	3	3	.....	3	86	35	121	145
63	3	60	63	974	1,463	2,437	10	1	9	10	126	189	315	146
9	*p*2	*q*42	44	968	876	1,844	6	6	8	14	119	129	248	147
35	1	38	39	1,444	1,581	3,025	2	.....	4	4	143	149	292	148
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	149
12	....	19	19	410	450	860	11	2	24	26	520	770	1,290	150

j This includes 55 "grammar," 34 "consolidated," and 107 "secondary."
k Nearly 3,000 children in the city of Providence attend Catholic and other private schools.
l The public free-school system of Texas went into operation for the first time in September 1871.
m Graded schools, uniting both primary and grammar departments.
n The number of children attending colored schools were not reported and are not included
o The public white schools of Norfolk combine the elements of both primary and grammar.
p Five special teachers of German are not included.
q Two special teachers of German are not included.
r County superintendent in charge of city schools.
s Including 20 intermediate schools, with 26 teachers, 607 male, 626 female.

TABLE IV.—SCHOOL STATISTICS OF CITIES CONTAIN

CLASS A—PART II.—*High, evening, corporate,*

Number.	State.	Name of city.	High schools.							Evening schools.						
			Number of.	Teachers.			Pupils.			Number of.	Teachers.			Pupils.		
				Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	24	25	26	27	28	29	30	31	32	33	34	35	36	37
1	Ala...	Mobile	2	2	5	7	105	241	346	....	....	....	....	....	....	.....
2	Ala...	Montgomery	....	....	....	....	....	....	.....	....	....	....	....	....	....	.....
3	Ark..	Little Rock	2	2	1	3	....	.....	125	1	1	....	1	....	....	50
4	Cal...	Oakland	1	2	....	2	18	43	61	....	....	....	....	....	....	.....
5	Cal...	Sacramento	1	2	1	3	....	.....	60	....	....	....	....	....	....	.....
6	Cal...	San Francisco	2	7	5	12	....	.....	329	7	20	1	21	....	....	690
7	Cal...	Stockton	1	2	....	....	18	19	37	....	....	....	....	....	....	.....
8	Conn..	Bridgeport	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
9	Conn..	Hartford	1	8	4	12	....	.....	325	1	3	2	5	240	97	337
10	Conn..	New Haven	1	2	5	7	72	107	179	1	6	....	6	180	....	180
11	Conn..	Norwich	4	4	3	7	172	131	303	1	1	1	2	21	15	36
12	Conn..	Waterbury	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
13	Del...	Wilmington*	....	....	....	....	....	.....	.....	....	3	10	13	....	....	190
14	D. C..	Georgetown*	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
15	D. C..	Washington	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
16	Ga....	Atlanta	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
17	Ga....	Augusta	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
18	Ga....	Macon	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
19	Ga....	Savannah	9	6	5	11	110	170	280	....	....	....	....	....	....	.....
20	Ill	Aurora	2	2	2	4	41	93	134	....	....	....	....	....	....	.....
21	Ill	Bloomington	1	2	4	6	72	108	180	....	....	....	....	....	....	.....
22	Ill	Chicago	1	10	13	23	....	.....	*g*587	6	12	36	48	....	....	1232
23	Ill	Galesburgh	1	....	2	2	26	53	79	(*h*)	....	....	....	....	....	.....
24	Ill	Peoria	....	....	....	3	....	.....	*j*66	....	....	....	....	....	....	.....
25	Ill	Quincy	1	3	2	5	52	63	115	....	....	....	....	....	....	.....
26	Ill	Rockford	2	2	4	6	*k*74	100	174	....	....	....	....	....	....	.....
27	Ill	Springfield	1	1	3	4	....	.....	134	....	....	....	....	....	....	.....
28	Ind ...	Evansville	....	3	2	5	52	89	141	....	....	....	....	....	....	.....
29	Ind ...	Fort Wayne	1	3	3	6	27	45	72	....	....	....	....	....	....	.....
30	Ind ...	Indianapolis	1	2	5	7	52	75	127	5	3	2	5	109	40	149
31	Ind ...	La Faycttc	1	4	1	5	48	55	103	4	3	1	4	175	30	215
32	Ind ...	Madison	1	1	2	3	30	50	80	2	1	1	2	12	20	32
33	Ind ...	New Albany	2	2	3	5	52	97	149	....	....	....	....	....	....	.....
34	Ind ...	Terre Haute	1	2	2	4	40	45	85	....	....	....	....	....	....	.....
35	Iowa..	Burlington	1	3	3	6	58	79	137	....	....	....	....	....	....	.....
36	Iowa..	Council Bluffs	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
37	Iowa..	Davenport	1	2	2	4	31	59	90	1	4	....	4	93	14	107
38	Iowa..	Des Moines	1	1	3	4	60	65	125	....	....	....	....	....	....	.....
39	Iowa..	Dubuque	1	1	3	4	....	.....	84	....	....	....	....	....	....	.....
40	Iowa..	Keokuk	1	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
41	Kans..	Leavenworth	1	1	2	3	20	30	50	....	....	....	....	....	....	.....
42	Ky....	Covington	1	1	3	4	50	61	111	....	....	....	....	....	....	.....
43	Ky....	Lexington	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
44	Ky....	Louisville	2	11	4	15	148	217	365	....	....	....	....	....	....	.....
45	Ky....	Newport	2	1	1	2	....	.....	27	....	....	....	....	....	....	.....
46	La....	New Orleans	4	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
47	Me....	Bangor	1	1	4	5	....	.....	128	....	....	....	....	....	....	.....
48	Me....	Biddeford	1	1	2	3	32	48	80	....	....	....	....	....	....	.....
49	Me....	Lewiston	1	1	3	4	....	.....	120	....	....	....	....	....	....	.....
50	Me....	Portland	1	3	9	12	160	188	348	....	....	....	....	....	....	.....
51	Md ...	Baltimore	3	13	23	36	287	735	1022	6	6	9	15	578	....	578
52	Mass..	Boston	5	40	30	70	798	632	1430	11	20	79	99	....	....	1037
53	Mass..	Cambridge	1	4	4	8	....	.....	.....	6	6	4	10	....	....	150
54	Mass..	Charlestown	1	3	4	7	74	123	197	*r*6	4	6	10	....	....	208
55	Mass..	Chelsea	1	2	4	6	68	110	178	....	....	....	....	....	....	.....
56	Mass..	Fall River	1	2	2	4	....	.....	150	3	3	7	10	226	83	309

a Total number, including 4 intermediate.
b Including 8 in intermediate school.
c Including 481 in intermediate school.
d Including 9 teachers of music, drawing, French, and German.
e Mr. Parish could not obtain statistics of corporation schools.
f Norwich Free Academy takes the place of high school.
g Including normal pupils.
h Two colleges, Knox College and Lombard University.
i Not including colleges.
j Average number belonging; attendance not given.
k Approximately.
l Female seminary instead of corporate.
* The 69 colored schools of Georgetown and Washington, with 71 female teachers and an average

ING 10,000 INHABITANTS OR MORE—Continued.

and normal schools, and grand total of schools.

Corporate schools.							City normal schools.							Grand total.							
Number of.	Teachers.			Pupils.			Number of.	Teachers.			Pupils.			No. of schools of every kind.	Teachers.			Pupils.			Number.
	Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.	
38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	1
....	....	....	....	....	....	....	....	....	....	....	....	....	....	61	24	86	110	2236	2650	4886	1
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2
....	....	....	....	....	....	....	....	....	....	....	....	....	....	29	11	14	25	....	....	334	3
....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	4	29	33	606	735	1341	4
....	....	....	....	....	....	....	....	....	....	....	....	....	....	*a*17	5	*b*37	42	1219	1137	*c*2356	5
....	....	....	....	....	....	....	1	....	1	1	....	15	15	55	56	350	*d*415	....	....	18125	6
....	....	....	....	....	....	....	....	....	....	....	....	....	....	25	13	17	30	653	713	1366	7
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	8
....	....	....	....	....	....	....	....	....	....	....	....	....	....	17	....	....	118	....	....	6331	9
(*e*)	....	....	....	....	....	....	....	....	....	....	....	....	....	21	13	144	157	3125	2935	6060	10
*f*1	3	2	5	63	61	124	....	....	....	....	....	....	....	63	9	70	109	1920	1503	3423	11
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	12
....	....	....	....	....	....	....	1	2	....	2	....	40	40	*18	6	87	93	....	....	*3627	13
....	....	....	....	....	....	....	....	....	....	....	....	....	....	*8	1	9	10	....	....	*605	14
....	....	....	....	....	....	....	....	....	....	....	....	....	....	123	9	122	131	3274	3255	6529	15
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	16
1	2	5	7	200	100	300	1	1	....	1	16	14	30	26	11	13	24	1255	1090	2345	17
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	18
....	....	....	....	....	....	....	....	....	....	....	....	....	....	37	11	27	38	809	960	1769	19
....	....	....	....	....	....	....	1	1	1	2	1	25	26	37	4	36	40	922	1032	1954	20
....	....	....	....	....	....	....	....	....	....	....	....	....	....	36	2	48	50	1238	1244	2482	21
....	....	....	....	....	....	....	1	1	4	5	....	89	89	59	53	539	572	14402	13772	28174	22
14	6	20	221	216	437	....	....	....	....	....	....	....	....	*i*13	2	25	27	737	703	1440	23
....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	5	48	53	....	....	....	24
....	....	....	....	....	....	....	....	....	....	....	....	....	....	12	3	41	44	1656	1515	3171	25
*l*1	1	12	13	....	191	191	....	....	....	....	....	....	....	*m*25	4	57	61	1048	1052	2100	26
....	....	....	....	....	....	....	....	....	....	....	....	....	....	6	5	39	44	....	....	1750	27
....	....	....	....	....	....	....	....	....	....	....	....	....	....	48	7	63	70	1820	1742	3562	28
(*n*)	....	....	....	....	....	....	1	....	*o*2	2	....	9	9	36	6	51	57	855	943	1798	29
13	19	26	45	975	1012	1987	1	....	1	1	....	11	11	111	26	122	148	3246	3258	6504	30
*p*5	6	8	14	300	300	600	....	....	....	....	....	....	....	43	15	41	56	1323	1199	2532	31
6	4	8	12	250	360	610	....	....	....	....	....	....	....	15	6	32	38	1101	1257	2358	32
8	14	14	28	403	454	857	....	....	....	....	....	....	....	55	23	55	78	....	....	2562	33
....	....	....	....	....	....	....	....	....	....	....	....	....	....	38	10	36	46	1099	949	2048	34
....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	11	26	37	691	760	1451	35
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	36
....	....	....	....	....	....	....	1	....	2	2	....	5	5	54	16	59	75	1266	1162	2428	37
....	....	....	....	....	....	....	....	....	....	....	....	....	....	21	3	21	24	640	615	1225	38
....	....	....	....	....	....	....	....	....	....	....	....	....	....	9	6	58	64	....	....	2292	39
....	....	....	....	....	....	....	....	....	....	....	....	....	....	29	9	29	38	....	....	2169	40
....	....	....	....	....	....	....	1	2	3	5	6	59	65	34	5	35	40	1640	1700	3340	41
....	....	....	....	....	....	....	....	....	....	....	....	....	....	44	4	43	47	....	....	....	42
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	43
(*q*)	....	....	....	....	....	....	....	....	....	....	....	....	....	21	42	223	265	....	....	10174	44
....	....	....	....	....	....	....	....	....	....	....	....	....	....	28	3	27	30	....	....	1442	45
....	....	....	....	....	....	....	....	....	....	....	....	....	....	67	25	350	375	8373	8769	11616	46
....	....	....	....	....	....	....	....	....	....	....	....	....	....	*r*53	3	65	*r*68	....	....	2717	47
....	....	....	....	....	....	....	....	....	....	....	....	....	....	34	8	30	38	648	747	1495	48
(*s*)	....	....	*s*17	178	1	179	....	....	....	....	....	....	....	*t*41	2	52	*t*54	....	....	1717	49
....	....	....	....	....	....	....	....	....	....	....	....	....	....	16	6	98	104	....	....	3721	50
....	....	32	....	....	....	1128	....	....	....	....	....	....	....	121	51	520	571	10320	9959	19279	51
....	....	....	....	....	....	....	....	....	....	....	....	....	....	380	140	850	990	....	....	34501	52
....	....	....	....	....	....	....	1	....	4	4	....	....	....	*u*35	17	137	154	....	....	....	53
....	....	....	....	....	....	....	....	....	....	....	....	....	....	47	18	105	123	....	....	5478	54
....	....	....	....	....	....	....	....	....	....	....	....	....	....	12	4	58	62	1337	1463	2800	55
....	....	....	....	....	....	....	....	....	....	....	....	....	....	*w*23	8	55	63	....	....	4322	56

m Three private schools not included.
n Private and parochial.
o Principal.
p Catholic schools.
q Unknown.
r Includes 12 suburban schools, having 12 female teachers and 237 pupils.
s Not included in grand total nor connected with city schools, but under control of Baptist denomination.
t Does not include corporate school.
u There are also 18 private schools, with 630 pupils.
v Including 2 mechanical drawing schools, with 2 male teachers and average attendance of 96 pupils.
w A factory school for children, in session 52 weeks, enrolling 1,190 pupils, is not included.
attendance of 2,970 are not included,

TABLE IV.—SCHOOL STATISTICS OF CITIES CONTAIN

CLASS A—PART II.—*High, evening, corporate, and normal*

Number.	State.	Name of city.	High schools.							Evening schools.						
			Number of.	Teachers.			Pupils.			Number of.	Teachers.			Pupils.		
				Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	24	25	26	27	28	29	30	31	32	33	34	35	36	37
57	Mass..	Haverhill	1	2	3	5	39	75	114	....	....	....	....	....	....	....
58	Mass..	Lawrence	1	1	4	5	50	75	125	2	....	17	17	200	225	425
59	Mass..	Lowell	1	3	5	8	107	160	267	c2	1	32	33	....	....	334
60	Mass..	Lynn	1	2	3	5	....	....	147	4	8	27	35	....	....	420
61	Mass..	New Bedford	1	2	7	9	72	200	272	2	1	9	10	111	42	153
62	Mass..	Newburyport	2	3	3	6	110	118	228	1	....	....	....	....	....	....
63	Mass..	Salem	1	2	4	6	74	58	132	2	1	5	6	100	60	160
64	Mass..	Springfield	1	3	5	8	85	105	190	g2	3	6	9	70	100	170
65	Mass..	Taunton	1	2	1	3	28	60	88	3	7	7	14	250	27	277
66	Mass..	Worcester	1	3	5	8	92	127	219	3	....	7	7	75	113	188
67	Mich..	Detroit	....	2	4	6	103	100	203	....	....	....	....	....	....	....
68	Mich..	East Saginaw	1	1	2	3	20	46	66	....	....	....	....	....	....	....
69	Mich..	Grand Rapids	1	2	2	4	....	....	75	....	....	....	....	....	....	....
70	Mich..	Jackson	2	3	3	6	64	44	108	....	....	....	....	....	....	....
71	Minn .	Minneapolis	2	....	2	2	34	26	60	....	....	....	....	....	....	....
72	Minn .	St. Paul	1	2	2	4	56	48	104	....	....	....	....	....	....	....
73	Miss ..	Vicksburgh	....	....	....	....	....	....	....	....	....	....	....	....	....	....
74	Mo....	Hannibal	1	1	3	4	....	....	....	i1	1	....	1	....	....	....
75	Mo....	Kansas City	1	1	1	2	22	17	39	....	....	....	....	....	....	....
76	Mo....	St. Joseph	1	2	1	3	45	35	80	....	....	....	....	....	....	....
77	Mo....	St. Louis	2	8	9	17	171	203	374	15	21	43	63	1939	470	2409
78	Nebr..	Omaha	....	....	....	....	....	....	....	....	....	....	....	....	....	....
79	N. H..	Concord (*j*)	1	1	3	4	....	....	150	....	....	....	....	....	....	....
80	N. H..	Manchester	1	1	3	4	58	78	136	2	e2	2	4	....	....	100
81	N. H..	Nashua	1	1	2	3	....	....	81	2	....	3	3	....	....	150
82	N. J...	Camden	....	....	....	....	....	....	....	....	....	....	....	....	....	....
83	N. J...	Elizabeth	....	....	....	....	....	....	....	....	....	....	....	....	....	....
84	N. J...	Hoboken	....	....	....	....	....	....	....	1	2	4	6	80	40	120
85	N. J...	Jersey City	....	....	....	....	....	....	....	8	13	31	44	450	150	600
86	N. J...	Newark	1	5	6	11	151	200	351	5	13	6	19	484	294	778
87	N. J...	New Brunswick	....	1	2	3	23	40	63	....	....	....	....	....	....	....
88	N. J...	Paterson	1	1	4	5	....	....	150	5	4	13	17	....	....	415
89	N. J...	Trenton	....	....	....	....	....	....	....	2	2	....	2	80	....	80
90	N. Y ..	Albany (*n*)	o1	9	5	14	....	....	283	....	....	....	....	....	....	....
91	N. Y ..	Auburn	1	2	2	4	43	55	98	2	2	9	11	80	60	140
92	N. Y ..	Binghamton	1	1	3	4	36	45	81	....	....	....	....	....	....	....
93	N. Y ..	Brooklyn (*n*)	....	....	....	....	....	....	9	21	78	99	....	....	....	2071
94	N. Y ..	Buffalo	1	6	8	14	158	277	435	13	15	53	68	....	....	1956
95	N. Y ..	Cohoes (*n*)	....	....	....	....	....	....	....	....	....	....	....	....	....	....
96	N. Y ..	Elmira	1	2	3	5	....	....	107	....	....	....	....	....	....	....
97	N. Y ..	Lockport	1	4	4	8	70	91	161	....	....	....	....	....	....	....
98	N. Y ..	Newburgh	....	....	....	....	....	....	....	1	2	1	3	....	....	183
99	N. Y ..	New York	1	31	....	31	909	....	909	34	165	193	358	8119	3664	11783
100	N. Y ..	Ogdensburgh (*n*)	....	....	....	....	....	....	....	....	....	....	....	....	....	....
101	N. Y ..	Oswego	1	2	3	5	....	....	90	1	1	1	2	....	....	117
102	N. Y ..	Poughkeepsie	1	1	2	3	....	....	60	....	....	....	....	....	....	....
103	N. Y ..	Rochester	1	3	4	7	57	95	152	....	....	....	....	....	....	....
104	N. Y ..	Rome	....	....	....	....	....	....	....	....	....	....	....	....	....	....
105	N. Y ..	Schenectady	1	3	5	8	45	50	95	....	....	....	....	....	....	....
106	N. Y ..	Syracuse	1	4	6	10	79	84	163	....	....	....	....	....	....	....
107	N. Y ..	Troy (*n*)	....	....	....	....	....	....	....	....	....	....	....	....	....	....
108	N. Y ..	Utica	1	1	9	10	233	198	431	1	1	2	3	114	142	156
109	N. C ..	Wilmington	....	....	....	....	....	....	....	....	....	....	....	....	....	....
110	Ohio ..	Akron	....	....	....	....	....	....	....	....	....	....	....	....	....	....
111	Ohio ..	Cincinnati	2	5	5	10	94	130	224	1	1	1	2	55	....	55

a Teachers training for sole charge of schools.
b Also in city 2 Catholic Church schools, containing about 600 boys and 800 girls and 20 female teachers.
c Evening schools are an irregular institution; sometimes kept, sometimes not.
d Not including evening schools.
e Private schools.
f Corporate school, private institution, not included in grand totals nor the sum $7,000 in income.
g These are not included in grand total.
h Reports of Grand Rapids schools do not show the sex of children attending.
i Commercial College.
j From the last State report.
k Number of different teachers employed.

ING 10,000 INHABITANTS OR MORE—Continued.

schools, and grand total of schools—Continued.

Corporate schools.							City normal schools.							Grand total.							
Number of.	Teachers.			Pupils.			Number of.	Teachers.			Pupils.			No. of schools of every kind.	Teachers.			Pupils.			Number.
	Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.	
38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	1
....	....	....	....	....	....	....	....	....	....	....	....	....	....	47	4	48	52	1038	1073	2111	57
....	....	....	....	....	....	....	(*a*)	....	2	2	....	8	8	*b*44	4	69	73	1725	1775	3500	58
....	....	....	....	....	....	....	....	....	....	....	....	....	....	*d*61	13	102	115	2439	2154	4593	59
*e*3	2	9	11	....	....	382	....	....	....	....	....	....	....	63	16	123	139	.....	.....	4429	60
*f*1	2	2	4	28	38	66	1	....	5	5	....	13	13	23	9	89	98	1374	1740	3114	61
1	1	2	3	30	30	60	....	....	....	....	....	....	....	28	6	45	51	982	1005	1987	62
....	....	....	....	....	....	....	....	....	....	....	....	....	....	18	7	67	74	1805	1217	3022	63
....	....	....	....	....	....	....	....	....	....	....	....	....	....	21	9	97	106	1902	1913	3815	64
1	1	2	3	....	....	....	....	....	....	....	....	....	....	60	20	60	80	1754	1527	3281	65
....	....	....	....	....	....	....	....	....	....	....	....	....	....	129	10	132	142	3275	3288	6563	66
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	164	172	4172	4332	8504	67
....	....	....	....	....	....	....	....	....	....	....	....	....	....	28	4	29	33	.....	.....	1575	68
....	....	....	....	....	....	....	....	....	....	....	....	....	....	14	4	48	52	.....	.....	*k*2030	69
....	....	....	....	....	....	....	....	....	....	....	....	....	....	27	5	35	40	1162	1310	2472	70
....	....	....	....	....	....	....	....	....	....	....	....	....	....	62	3	38	41	800	796	1596	71
....	....	....	....	....	....	....	....	....	....	....	....	....	....	37	6	33	39	1341	1173	2514	72
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	73
1	1	2	3	....	....	....	....	....	....	....	....	....	....	9	1	24	25	.....	.....	1600	74
....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	11	31	42	1051	1032	2083	75
....	....	....	....	....	....	....	....	....	....	....	....	....	....	31	3	30	33	775	881	1656	76
64	79	92	171	5256	6221	11477	1	....	7	7	....	103	103	159	144	574	718	16386	16205	32591	77
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	78
....	....	....	....	....	....	....	....	....	....	....	....	....	....	49	1	62	*k*75	.....	.....	1767	79
....	....	....	....	....	....	....	....	....	....	....	....	....	....	39	9	56	65	1056	1044	2100	80
....	....	....	....	....	....	....	....	....	....	....	....	....	....	25	2	39	41	.....	.....	1405	81
....	....	....	....	....	....	....	....	....	....	....	....	....	....	*l*67	8	59	67	1450	1550	3000	82
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	83
....	....	....	....	....	....	....	....	....	....	....	....	....	....	7	4	47	51	885	985	1870	84
....	....	....	....	....	....	....	1	8	....	8	....	175	175	34	33	195	228	4400	3984	8384	85
....	....	....	....	....	....	....	1	4	1	5	3	100	103	39	41	171	212	5467	5084	10551	86
....	....	....	....	....	....	....	....	....	....	....	....	....	....	*m*4	1	29	30	648	658	1306	87
....	....	....	....	....	....	....	1	2	1	3	....	....	30	23	14	79	93	.....	.....	3359	88
....	....	....	....	....	....	....	....	....	....	....	....	....	....	37	8	29	37	895	915	1810	89
....	....	....	....	....	....	....	....	....	....	....	....	....	....	22	26	117	143	.....	.....	6179	90
*p*1	....	1	1	50	30	80	....	....	....	....	....	....	....	11	5	46	51	943	777	1720	91
....	....	....	....	....	....	....	....	....	....	....	....	....	....	15	4	35	39	577	691	1268	92
*q*4	4	10	14	368	417	785	....	....	....	....	....	....	....	105	34	789	823	21037	20762	41799	93
....	....	....	....	....	....	....	*r*1	7	4	11	....	....	70	52	59	367	426	.....	.....	16163	94
....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	3	22	25	.....	.....	1873	95
6	....	....	....	....	....	....	*s*1	....	....	....	....	....	26	31	6	50	56	.....	.....	2295	96
....	....	....	....	....	....	....	....	....	....	....	....	....	....	11	4	33	37	708	838	1546	97
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	43	.....	.....	*t*1623	98
48	37	125	162	2419	4202	7620	2	6	22	28	....	1410	1410	279	418	1327	1745	56145	50025	106170	99
....	....	....	....	....	....	....	....	....	....	....	....	....	....	9	9	27	36	.....	.....	1173	100
*u*2	2	2	4	....	....	521	....	....	....	....	....	....	....	*v*20	6	75	81	.....	.....	3397	101
....	....	....	....	....	....	....	....	....	....	....	....	....	....	19	2	41	43	.....	.....	1303	102
....	....	9	9	249	294	543	....	....	....	....	....	....	....	19	13	136	149	3277	3352	6629	103
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	104
....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	3	27	30	650	678	1328	105
....	....	....	....	....	....	....	....	....	....	....	....	....	....	40	11	162	173	2616	2749	5365	106
....	....	....	....	....	....	....	....	....	....	....	....	....	....	14	19	119	138	.....	.....	4941	107
1	6	2	8	....	....	....	....	....	....	....	....	....	....	31	8	64	72	2212	2046	4258	108
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	109
....	....	....	....	....	....	....	....	....	....	....	....	....	....	20	....	26	26	650	672	1322	110
....	....	....	....	....	....	....	1	....	4	4	....	34	34	38	125	411	536	11918	10211	22134	111

l Twelve school-buildings, with 67 classes.
m Four buildings, containing 30 classes.
n From the last city and State report.
o Albany Free Academy. Also 70 private schools, with about 6,000 pupils.
p Asylum for destitute children; not a corporate school in charge of the board.
q Asylum and charity schools, that receive a share of the public school money.
r State Normal School.
s Normal class at academy.
t Includes 12 private schools, with 20 teachers and 976 pupils.
u Unclassified and arithmetic.
v Unclassified, arithmetic, and evening excepted.

TABLE IV.—SCHOOL STATISTICS OF CITIES CONTAIN

CLASS A—PART II.—*High evening, corporate, and normal*

Number.	State.	Name of city.	High schools.							Evening school.						
			Number of.	Teachers.			Pupils.			Number of.	Teachers.			Pupils.		
				Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	24	25	26	27	28	29	30	31	32	33	34	35	36	37
112	Ohio ..	Cleveland	1	....	2	2	20	30	50	....	....	....	....	....	....	.....
113	Ohio ..	Columbus	2	9	10	19	325	296	621	7	25	18	43	1019	222	1241
114	Ohio ..	Dayton	....	....	....	....	....	.....	158	....	....	....	....	....	....	.....
115	Ohio ..	Hamilton	1	....	2	2	18	32	50	....	....	....	....	....	....	.....
116	Ohio ..	Portsmouth	1	2	....	2	30	40	70	....	....	....	....	....	....	.....
117	Ohio ..	Sandusky	1	1	2	3	46	92	138	....	....	....	....	....	....	.....
118	Ohio ..	Springfield	1	1	1	2	22	26	48	....	....	....	....	....	....	.....
119	Ohio ..	Toledo	1	2	3	5	27	55	82	*b*3	25	24	49	310	74	384
120	Ohio ..	Zanesville	1	1	3	4	25	43	68	....	....	....	....	....	....	.....
121	Pa	Allegheny	8	8	18	26	86	165	251	6	6	10	16	460	500	960
122	Pa	Allentown	2	3	1	4	19	31	50	....	....	....	....	....	....	.....
123	Pa	Altoona	1	1	....	1	11	15	26	....	....	....	....	....	....	.....
124	Pa	Erie	1	2	3	5	28	69	97	4	4	1	5	115	40	155
125	Pa	Harrisburgh	2	1	4	5	42	69	111	2	2	....	2	100	....	100
126	Pa	Lancaster	2	2	2	4	65	76	141	2	2	4	6	56	55	111
127	Pa	Philadelphia	2	18	10	28	533	515	1048	....	....	....	....	....	....	.....
128	Pa	Pittsburgh	13	8	5	13	201	115	216	4	19	22	41	1291	231	1522
129	Pa	Reading	1	4	4	8	80	122	202	....	....	....	....	....	....	.....
130	Pa	Scranton	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
131	Pa	Williamsport	1	1	1	2	....	.....	46	....	....	....	....	....	....	.....
132	Pa	York	1	2	1	3	27	53	80	....	....	....	....	....	....	.....
133	R. I ...	Newport	1	1	2	3	22	41	63	1	....	2	2	15	10	25
134	R. I ...	Providence	1	4	6	10	5	267	272	8	18	32	50	500	210	710
135	S. C ...	Charleston	....	1	2	3	32	33	*d*65	....	....	....	....	....	....	.....
136	Tenn ..	Memphis	2	1	1	2	37	47	84	....	....	....	....	....	....	.....
137	Tenn .	Nashville	1	1	2	3	19	36	55	....	....	....	....	....	....	.....
138	Texas.	Galveston	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
139	Texas.	San Antonio	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
140	Utah .	Salt Lake City	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
141	Vt	Burlington	1	2	1	3	....	.....	74	1	1	....	....	....	....	50
142	Va	Alexandria	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
143	Va	Norfolk (*c*)	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
144	Va	Petersburgh	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
145	Va	Portsmouth	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
146	Va	Richmond	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
147	W.Va.	Wheeling	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
148	Wis ..	Fond du Lac	1	1	3	4	109	91	200	....	....	....	....	....	....	.....
149	Wis ..	Milwaukee	....	....	....	....	....	.....	.....	....	....	....	....	....	....	.....
150	Wis ..	Oshkosh	1	3	2	5	85	115	200	....	....	....	....	....	....	.....

a German and Irish Catholic, having 1,000 pupils.
b Board of education defrays all expenses except teaching, which is voluntary.
c All Catholic church schools.
d Five private schools and 1 Catholic convent not included.

ING 10,000 INHABITANTS OR MORE—Continued.

schools, and grand total of schools—Continued.

Corporate schools.							City normal schools.							Grand total.							
Number of.	Teachers.			Pupils.			Number of.	Teachers.			Pupils.			No. of schools of every kind.	Teachers.			Pupils.			Number.
	Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.	
38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	1
....	....	....	....	....	....	....	....	....	....	....	....	....	....	17	9	178	187	4133	4042	8175	112
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	15	87	102	1965	2038	4003	113
....	....	....	....	....	....	....	....	....	....	....	....	....	....	88	21	67	88	.....	.....	.....	114
....	....	....	....	....	....	....	....	....	....	....	....	....	....	26	7	20	27	628	576	1204	115
....	....	....	....	....	....	....	....	....	....	....	....	....	....	29	4	27	31	709	697	1406	116
....	....	....	....	....	....	....	....	....	....	....	....	....	....	*e*22	4	27	31	700	749	1449	117
....	....	....	....	....	....	....	....	....	....	....	....	....	....	35	7	30	37	828	863	1691	118
*c*4	4	11	15	360	510	870	....	....	....	....	....	....	....	80	45	157	202	2872	2861	5733	119
....	....	....	....	....	....	....	....	....	....	....	....	....	....	41	5	48	53	851	818	1669	120
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	121
....	....	....	....	....	....	....	....	....	....	....	....	....	....	47	15	34	49	951	874	1825	122
....	....	....	....	....	....	....	....	....	....	....	....	....	....	24	7	23	30	600	800	1400	123
1	1	2	3	20	45	65	....	....	....	....	....	....	....	25	10	44	54	1101	945	2046	124
....	....	....	....	....	....	....	....	....	....	....	....	....	....	65	55	21	76	1562	1721	3283	125
....	....	....	....	....	....	....	....	....	....	....	....	....	....	23	7	49	56	1169	1247	2416	126
....	....	....	....	....	....	....	1	2	10	12	....	515	515	380	80	1459	1539	.....	.....	71556	127
....	....	....	....	....	....	....	....	....	....	....	....	....	....	231	34	197	231	4571	4596	9167	128
....	....	....	....	....	....	....	1	2	....	2	....	72	72	82	4	107	111	1997	2231	4228	129
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	130
....	....	....	....	....	....	....	....	....	....	....	....	....	....	43	10	34	44	.....	.....	2245	131
....	....	....	....	....	....	....	....	....	....	....	....	....	....	21	4	19	23	638	771	1409	132
....	....	....	....	....	....	....	....	....	....	....	....	....	....	30	3	30	33	633	668	1301	133
....	....	....	....	....	....	....	1	1	2	3	6	100	106	71	30	148	178	4425	5282	9707	134
....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	4	64	68	1215	1405	2620	135
....	....	....	....	....	....	....	....	....	....	....	....	....	....	55	12	44	56	1320	1279	2599	136
....	....	....	....	....	....	....	....	....	....	....	....	....	....	31	4	46	60	1162	1065	2227	137
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	138
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	139
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	140
....	....	....	....	....	....	....	....	....	....	....	....	....	....	20	3	19	22	.....	.....	1500	141
....	....	....	....	....	....	....	....	....	....	....	....	....	....	6	3	13	16	375	277	652	142
....	....	....	....	....	....	....	....	....	....	....	....	....	....	*f*4	4	12	16	315	241	556	143
....	....	....	....	....	....	....	....	....	....	....	....	....	....	9	2	26	28	624	606	1230	144
....	....	....	....	....	....	....	....	....	....	....	....	....	....	13	4	9	13	277	203	480	145
....	....	....	....	....	....	....	....	....	....	....	....	....	....	73	4	69	73	1100	1652	2752	146
....	....	....	....	....	....	....	....	....	....	....	....	....	....	15	8	50	65	1087	1005	2092	147
1	....	2	2	....	65	65	....	....	....	....	....	....	....	*g*39	2	47	49	1696	1886	3582	148
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	149
2	2	4	6	75	130	205	....	....	....	....	....	....	....	26	7	49	56	1090	1465	2555	150

e Statistics of white schools only given.
f Graded schools, including grammar.
g Including 7 grammar.

TABLE IV.—SCHOOL STATISTICS OF CITIES CONTAINING POPULATION OF 10,000 OR MORE—Continued.

CLASS A—PART III.—*School finances.*

Number.	State.	City.	INCOME.						
			Balance on hand, &c.	Received from State fund.	Received from county fund.	Received from local fund.	Received from taxation.	Received from other sources.	Total.
1	2	3	59	60	61	62	63	64	65
1	Ala	Mobile		$31,484 21	$7,000 00		$2,500 00	$1,000 00	*a*$40,984 21
2	Ala	Montgomery							
3	Ark	Little Rock		2,005 50		$150 00	49,900 60		52,056 10
4	Cal	Oakland	$4,588 83	17,874 71		13,901 99		47,774 00	84,139 53
5	Cal	Sacramento	57 57	9,124 26	16,905 20	5,000 00	31,349 28	19,185 20	81,115 51
6	Cal	San Francisco	18,591 82	94,196 05			437,214 18	141,272 25	761,274 30
7	Cal	Stockton	4,130 87	6,302 84	7,777 54	27,571 31			45,782 56
8	Conn	Bridgeport							
9	Conn	Hartford							188,213 28
10	Conn	New Haven	16,493 39	10,477 00			132,229 43	2,829 73	166,031 55
11	Conn	Norwich	18,411 87	5,840 00		7,216 52	51,286 43	14,964 48	97,653 30
12	Conn	Waterbury							
13	Del	Wilmington	1,000 00	1,834 47			37,600 00	9,889 03	48,328 50
14	D. C	Georgetown (*b*)	4,182 90				5,368 10	691 70	10,242 70
15	D. C	Washington (*b*)					244,240 84	1,754 96	245,995 80
16	Ga	Atlanta							
17	Ga	Augusta		9,000 00	14,000 00			2,000 00	25,000 00
18	Ga	Macon							
19	Ga	Savannah	1,870 50		10,000 00		35,000 00	46,870 50	
20	Ill	Aurora	15,478 36	2,681 51		253 88	44,489 64		62,903 39
21	Ill	Bloomington	3,004 15	3,008 16	468 94		42,389 57	45,126 45	93,997 27
22	Ill	Chicago		41,758 19		69,299 22	366,024 89		477,082 30
23	Ill	Galesburgh		2,404 13		390 12	20,918 89	194 45	23,907 59
24	Ill	Peoria		7,180 32			32,937 19		*c*64,783 43
25	Ill	Quincy	26,395 96	5,035 40			46,333 15	2,275 00	80,039 51
26	Ill	Rockford	14,159 14	3,168 72		500 00	26,857 61	531 90	45,217 37
27	Ill	Springfield			3,588 30		14,640 46	198 00	18,426 76
28	Ind	Evansville	43,379 60	53,555 36			6,681 05		85,616 01
29	Ind	Fort Wayne	3,777 58		36,988 74	11,139 36			51,903 68
30	Ind	Indianapolis	64,653 51	32,534 92			59,711 87	3,526 03	160,426 33
31	Ind	La Fayette	11,813 68	16,683 59			26,010 83		54,508 10
32	Ind	Madison	3,225 84	8,759 77	8,973 51				20,959 14
33	Ind	New Albany	16,384 43	18,305 09	12,836 57				47,526 09
34	Ind	Terre Haute	283 52	9,403 55		35,188 67	19 00		44,894 71
35	Iowa	Burlington	125 63	10,866 19	21,732 39		(*d*)		32,724 21
36	Iowa	Council Bluffs							
37	Iowa	Davenport	25,686 47	10,495 95	3,055 78		43,175 79	6,791 34	89,203 32
38	Iowa	Des Moines (*e*)		2,700 00			30,000 00		*f*33,100 00
39	Iowa	Dubuque		7,726 48			37,031 74		44,758 22
40	Iowa	Keokuk	351 16	5,432 19	1,029 08		26,495 19		

41	Kans..	Leavenworth	18,964 16	9,285 40			40,596 13	53,763 93	122,609 62
42	Ky....	Covington	3,762 86	15,322 00			27,823 38	4,632 41	51,540 65
43	Ky....	Lexington							
44	Ky....	Louisville		79,007 53		181,955 52		2,809 77	263,763 82
45	Ky....	Newport	437 09	11,502 00		5,763 00	9,197 70	128 75	27,028 54
46	La....	New Orleans							*g*376,716 65
47	Me....	Bangor		403 00			31,000 00		31,403 00
48	Me....	Biddeford		284 72			16,000 00		16,284 72
49	Me....	Lewiston		295 59			27,550 00	32 53	27,878 12
50	Me....	Portland					66,306 95		66,356 95
51	Md....	Baltimore		145,630 71			383,169 48	42,800 73	571,666 92
52	Mass..	Boston		12,015 14			1,563,263 93		1,575,279 07
53	Mass..	Cambridge		1,307 83		800 00	127,713 82		129,821 65
54	Mass..	Charlestown		1,757 42		336 00	113,500 00		115,593 42
55	Mass..	Chelsea		871 45			53,000 00		53,871 45
56	Mass..	Fall River		1,579 86			53,000 00		54,579 86
57	Mass..	Haverhill	7,606 00	733 15	885 27		34,000 00	85 00	42,209 42
58	Mass..	Lawrence		820 64	1,005 07		57,057 22		69,042 92
59	Mass..	Lowell	7,847 09	1,129 12			80,000 00		88,976 21
60	Mass..	Lynn		965 45			67,171 97		68,137 42
61	Mass..	New Bedford		1,915 00			68,164 00	3,000 00	73,079 00
62	Mass..	Newburyport	166 49	841 33			24,000 00	3,900 00	*g*30,803 00
63	Mass..	Salem		952 56		1,152 56	56,947 32	60 28	58,160 72
64	Mass..	Springfield		1,261 73			80,000 00		81,261 73
65	Mass..	Taunton		750 00			37,000 00		*g*109,700 00
66	Mass..	Worcester		1,051 18			257,672 42		258,723 60
67	Mich..	Detroit	104,232 51	13,054 09			159,064 00		276,350 60
68	Mich..	East Saginaw	1,608 49	1,786 98	411 70		34,645 33	4,847 87	43,300 37
69	Mich..	Grand Rapids	59 25	2,537 71				51,604 38	54,201 34
70	Mich..	Jackson	3,718 98	1,406 69	277 00	147 01	27,853 43		33,463 11
71	Minn..	Minneapolis	1,699 57						44,745 20
72	Minn..	St. Paul	16,545 00		21,379 00		25,524 00		46,903 00
73	Miss ..	Vicksburgh							
74	Mo....	Hannibal	8 56	3,302 73		26,470 40			29,871 69
75	Mo....	Kansas City	2,611 00	3,065 00			53,973 86	162 95	*h*100,937 91
76	Mo....	St. Joseph	558 26	3,140 26	1,324 91		28,935 88	36,000 00	69,959 31
77	Mo....	St. Louis	11,051 62	56,000 00		55,000 00	575,000 00		697,051 62
78	Nebr..	Omaha							
79	N. H..	Concord				60 00	11,000 00	7,938 48	18,998 48
80	N. H..	Manchester					43,000 00		44,000 00
81	N. H..	Nashua	6,011 87				19,702 50	1,229 29	26,943 66
82	N. J...	Camden	5,857 85	2,301 34		695 56	51,242 48	32,005 03	92,102 26
83	N. J...	Elizabeth							
84	N. J...	Hoboken		1,067 00			36,433 00		37,500 00
85	N. J...	Jersey City		9,505 12			184,894 88		194,400 00
86	N. J...	Newark	4,031 40	9,947 56			141,500 00	294 00	155,772 96

a This does not include money borrowed to sustain the schools of Mobile.
b Not including the colored schools, which were not reported to this Bureau.
c Includes rents and interest, $1,914 68; tuition, $433 20; heating apparatus sold, $1,926 78; and city building bonds sold, $9,391 16.
d Included under "Received from county fund."
e West side of Des Moines River, containing two-thirds of the population.
f This includes $400 for tuition.
g Income not given.
h This includes $41,125 from sale of bonds.

TABLE IV—CLASS A—PART III.—*School finances*—Continued.

Number.	State.	City.	INCOME.						
			Balance on hand, &c.	Received from State fund.	Received from county fund.	Received from local fund.	Received from taxation.	Received from other sources.	Total.
1	2	3	59	60	61	62	63	64	65
87	N. J.	New Brunswick	$5 67	$1,592 28			$16,703 72		$18,301 00
88	N. J.	Paterson	2,841 26	3,270 35			44,229 65		50,341 26
89	N. J.	Trenton	692 65	2,366 33			22,800 00		25,166 33
90	N. Y.	Albany(*a*)	134,249 42	35,248 42			145,730 00	$2,139 29	317,377 13
91	N. Y.	Auburn	5,980 44	8,004 49			30,000 00	1,487 98	45,472 91
92	N. Y.	Binghamton	2,255 77	5,251 79			29,000 00	221 00	36,729 25
93	N. Y.	Brooklyn (*a*)	157,365 46	163,842 55			617,726 00	*b*219,540 49	1,158,524 50
94	N. Y.	Buffalo	99,488 17	58,983 14			205,783 78		363,655 69
95	N. Y.	Cohoes		6,700 79			29,675 82		49,956 23
96	N. Y.	Elmira	34,588 12	453 62		*c*$1,228 35	63,082 93	83 46	107,437 48
97	N. Y.	Lockport	18,607 33	6,771 34			26,900 00	5,035 07	57,313 74
98	N. Y.	Newburgh	5,165 27	8,531 46			42,800 00	671 33	57,168 06
99	N. Y.	New York	236,467 06	422,216 92	$422,216 92		1,537,566 16	165,582 50	2,784,049 06
100	N. Y.	Ogdensburgh		4,478 42			25,891 62		*d*32,348 30
101	N. Y.	Oswego		12,260 20			53,432 85	444 89	66,137 94
102	N. Y.	Poughkeepsie	3,944 13	9,202 06			16,300 00	231 42	29,677 61
103	N. Y.	Rochester	48,963 16	29,991 71			110,000 00	354 00	189,308 87
104	N. Y.	Rome							
105	N. Y.	Schenectady		5,984 50			8,731 62	2,416 87	17,132 89
106	N. Y.	Syracuse	50,492 51	28,879 60			119,600 00	3,507 71	196,479 82
107	N. Y.	Troy		22,331 36			77,047 00		*e*102,471 33
108	N. Y.	Utica	31,106 61	15,040 07			36,300 00	4,274 02	86,720 70
109	N. C.	Wilmington							
110	Ohio	Akron	5,400 44	5,412 54		678 68	25,938 46		37,430 12
111	Ohio	Cincinnati	41,607 06			1,182 66	754,427 58	34,757 34	831,974 64
112	Ohio	Cleveland	58,316 41	48,457 69			145,049 67	7,150 66	258,974 43
113	Ohio	Columbus	20,997 95	81,923 82	41,997 88	2,832 84			147,732 49
114	Ohio	Dayton							191,783 00
115	Ohio	Hamilton (*f*)							
116	Ohio	Portsmouth	8,864 84	4,789 05			22,433 10	470 45	36,541 99
117	Ohio	Sandusky							
118	Ohio	Springfield	19,794 48	6,383 00	32,469 13	234 14		100 00	58,980 15
119	Ohio	Toledo							117,470 91
120	Ohio	Zanesville	1,698 45	420 21			26,218 51	*g*9,896 77	38,233 94
121	Pa.	Allegheny					67,222 51	575 05	67,797 56
122	Pa.	Allentown	2,006 71	1,846 70			34,327 78	106,473 55	144,654 74
123	Pa.	Altoona		1,008 31			19,278 14	16,816 00	37,102 45
124	Pa.	Erie		2,002 93			51,447 32		53,450 25
125	Pa.	Harrisburgh	4,000 00	2,355 00			60,000 00		66,355 00
126	Pa.	Lancaster		2,406 00			28,665 21	80 00	31,151 21

127	Pa	Philadelphia		60,000 00	1,137,901 74					1,197,901 74
128	Pa	Pittsburgh (*f*)								
129	Pa	Reading	170 00	3,420 00			57,786 32			61,376 32
130	Pa	Scranton								
131	Pa	Williamsport		2,156 00			38,500 00			40,656 00
132	Pa	York	11 28	1,497 98			10,053 74	20 75		11,583 75
133	R. I	Newport		4,920 11			*h*24,000 00	1,135 17		30,058 28
134	R. I	Providence		20,750 45			182,000 00	4,643 00		207,393 45
135	S. C	Charleston	71 00	21,648 00				138 00		21,857 00
136	Tenn	Memphis					61,333 93	906 75		62,240 68
137	Tenn	Nashville			23,000 00	25,000 00				48,000 00
138	Texas	Galveston								
139	Texas	San Antonio								
140	Utah	Salt Lake City								
141	Vt	Burlington	569 65			228 65	10,862 19	1,048 17		12,668 66
142	Va	Alexandria					6,275 20	100 00		6,375 20
143	Va	Norfolk				13,972 76		1,000 00		14,972 76
144	Va	Petersburgh		5,336 30	12,000 00	15,059 30		2,000 00		20,895 60
145	Va	Portsmouth		3,000 00	7,000 60					10,000 00
146	Va	Richmond	1,384 50			142,625 00		2,000 00		146,009 50
147	W. Va	Wheeling	374 00	9,757 23			52,973 22	5,302 00		68,406 45
148	Wis	Fond du Lac	12,594 65	2,011 62	2,100 00		35,881 97			52,588 24
149	Wis	Milwaukee								
150	Wis	Oshkosh	15,237 93	1,709 20			31,000 00	131 00		48,078 13
		Total income								

a From the last report of the State superintendent.
b Including sale of books and old iron, $33,665 02.
c Amount of tuition from non-resident pupils.
d Includes repairs and furniture.
e From all sources.
f No financial report furnished.
g The school board receives $8,000 per year from the income of the estate of John McIntire, deceased, left for the support of schools for the poor children of the town of Zanesville; also $500 per year to furnish poor children with books and clothing.
h By appropriation.

TABLE IV—CLASS A—PART III.—*School finances*—Continued.

Number.	State.	City.	EXPENDITURE.									
			Permanent.		Current.							
			Sites and buildings.	Libraries and apparatus.	Salaries of superintendents, &c.	Salaries of teachers.	Fuel and light.	Rent.	Repairs.	Stationery.	School-books.	Total.
1	2	3	66	67	68	69	70	71	72	73	74	75
1	Ala ...	Mobile			(*a*)	$39,000 00	$175 00	$1,500 00	$6,000 00			*b*$40,984 31
2	Ala ...	Montgomery										
3	Ark...	Little Rock	$3,000 00	$1,256 31	$2,640 00	23,850 00	1,010 00		150 00	$35 00	$30 00	31,961 31
4	Cal....	Oakland	43,743 52	350 00	1,000 00	26,400 00		300 00		6,566 00		78,359 52
5	Cal....	Sacramento	20,819 62	313 32	1,200 00	31,493 30	6,099 30	330 00	1,571 02	632 21		*c*80,961 47
6	Cal....	San Francisco	174,975 02	15,808 17	5,500 00	343,118 91	7,095 82	13,617 60	28,903 87	13,290 58	3,000 00	*d*705,116 57
7	Cal....	Stockton	19,156 21	558 55	900 00	20,751 67	*e*7,260 64			429 50	92 88	49,149 45
8	Conn..	Bridgeport										
9	Conn..	Hartford										177,221 34
10	Conn..	New Haven	28,616 00	1,353 88	*f*5,750 00	89,312 32	3,509 00	2,053 30	2,932 54	1,234 76	278 96	114,920 76
11	Conn..	Norwich	8,012 87		2,250 00	28,730 58	28,061 80		4,312 30	42 92	114 04	94,473 92
12	Conn..	Waterbury										
13	Del ...	Wilmington	12,560 00			23,746 02		975 00		3,985 31		*g*43,927 00
14	D. C...	Georgetown(*h*)				6,657 20	898 13		233 90	541 52		8,330 75
15	D. C...	Washington (*h*)	40,748 57		2,500 00	95,992 50	*i*57,500 00					*j*373,535 35
16	Ga	Savannah			2,500 00	32,992 00	400 00	350 00	3,000 00	550 00		39,792 00
17	Ill.....	Aurora	30,914 89	259 00	2,500 00	22,375 00	3,448 18		2,425 92	94 00		62,903 39
18	Ill.....	Bloomington	41,971 35	3,420 47	2,500 00	22,270 30	4,014 66	149 64	2,078 39	171 50		*k*87,090 13
19	Ill.....	Chicago	39,014 53		6,300 00	444,634 03	102,827 21	9,911 98				*l*833,598 73
20	Ill.....	Galesburgh	5,259 17	607 02	1,400 00	12,694 25	1,424 24		1,290 56	656 24		23,349 48
21	Il	Peoria	12,406 60		2,100 00	29,696 66	6,448 03					*m*55,530 46
22	Il	Quincy	41,714 92		2,086 79	18,450 25	2,406 39	295 87	2,653 18			*n*67,607 40
23	Ill	Rockford										33,367 51
24	Ill	Springfield				29,830 12	*o*11,063 89	210 00	1,222 68	883 79		43,210 48
25	Ind ...	Evansville	46,444 61		2,500 00	34,147 18		300 00				36,947 18
26	Ind ...	Fort Wayne	6,312 88		2,500 00	24,570 71	3,585 23		509 01	689 29		*p*40,990 52
27	Ind ...	Indianapolis	53,147 93	399 07	5,400 00	58,857 02	3,269 33	1,094 50	3,129 41	968 25		126,283 48
28	Ind ...	La Fayette	18,000 00		1,800 00	17,525 25	1,422 04		500 00	20 00	40 00	39,307 29
29	Ind ...	Madison	12,000 00			10,525 00	420 00		500 00	20 00		23,465 00
30	Ind ...	New Albany	24,000 00			18,850 00	2,500 00					45,350 00
31	Ind ...	Terre Haute	45,000 00	100 00	1,800 00	23,467 50	1,000 00	233 35	1,550 00	20 00	300 00	73,470 85
32	Iowa ..	Burlington	6,930 50		1,200 00	18,650 00	1,815 25	275 00	825 86	303 55		*q*32,961 23
33	Iowa ..	Council Bluffs										
34	Iowa ..	Davenport	12,307 15	442 40	2,466 65	37,318 13	2,261 59	110 00	5,084 42	341 93		*r*60,382 12
35	Iowa ..	Des Moines(*s*)	158,000 00	500 00	3,000 00		800 00			100 00		*t*162,400 00
36	Iowa ..	Dubuque	2,000 00			29,767 50	3,089 90	160 00	4,081 33	942 12		*u*44 758 22
37	Iowa ..	Keokuk	115,000 00	250 00	1,800 00	21,096 28	1,053 69		4,944 98	201 78		144,346 73
38	Kans..	Leavenworth	7,787 00	1,297 55	3,500 00	32,023 13	2,195 72	500 00	1,585 89	1,058 20		*v*103,919 87

												*v*51,540 65
39	Ky....	Covington	2,500 00	250 00	1,800 00	25,033 85	8,046 97	900 00		180 00		262,334 19
40	Ky....	Louisville	45,753 70		4,000 00	164,265 59			11,492 12		36,822 78	19,475 23
41	Ky....	Newport	2,951 17		1,800 00	14,367 65	356 58					*y*376,716 60
42	La	New Orleans				293,927 65		30,803 15	*x*25,004 60			30,943 00
43	Me....	Bangor			1,000 00	24,163 00	2,580 00		3,200 00			12,871 69
44	Me....	Biddeford		46 00	550 00	10,114 00	759 81	36 00	1,244 99	106 53		28,143 95
45	Me....	Lewiston	2,113 71	400 00		20,355 28	4,129 02		1,145 90			66,356 91
46	Me....	Portland				50,524 10	4,869 12		4,727 33	1,089 01		*aa*583,108 84
47	Md....	Baltimore	118,441 13	13,255 39	2,500 00	335,724 22	11,964 46	16,256 71	18,945 85	*z*30,420 92		1,575,279 07
48	Mass..	Boston	443,679 71		*bb*22,022 11	816,344 66	*i*293,232 59					149,043 37
49	Mass..	Cambridge	26,882 74	150 00	3,000 00	101,180 88	6,382 02	525 00	8,382 10	*dd*2,540 63		98,904 85
50	Mass..	Charleston	100,512 02		2,500 00	2,414 57	5,000 00	875 00	5,607 15		2,508 13	54,564 28
51	Mass..	Chelsea				40,000 00	*cc*14,564 28					129,870 94
52	Mass..	Fall River	75,000 00	300 00	2,000 00	38,828 00	5,750 94		8,000 00			50,101 22
53	Mass..	Haverhill	15,301 22	400 00	500 00	28,500 00	1,500 00	600 00	3,000 00	300 00		69,042 94
54	Mass..	Lawrence	11,302 40	100 00	1,500 00	38,864 09	11,309 88	200 00	4,601 59	150 00	1,014 88	163,043 30
55	Mass..	Lowell	83,150 65		2,000 00	66,467 50	6,616 63	94 00	4,714 52			68,137 42
56	Mass..	Lynn	7,799 50	336 86	1,845 51	48,074 42	*ee*7,516 13	344 45		*dd*2,200 65		67,464 00
57	Mass..	New Bedford	4,000 00		2,000 00	53,000 00	2,800 00	200 00	4,164 00	500 00	800 00	30,803 00
58	Mass..	Newburyport	4,600 00	100 00		23,110 00	2,568 00	300 00	200 00	50 00	75 00	302,033 29
59	Mass..	Salem	246,500 00	2,000 00	2,250 00	44,001 00	3,269 79	156 50	2,731 00		1,085 00	76,650 95
60	Mass..	Springfield	26,150 00		3,000 00	59,264 22	9,211 75	97 00	4,027 70	100 00	950 28	109,700 00
61	Mass..	Taunton	68,000 00	200 00	2,000 00	30,600 00	6,150 00	1,200 00	1,300 00	50 00	200 00	*ee*258,723 60
62	Mass..	Worcester	138,997 00	1,250 00	3,000 00	85,383 25	6,089 21	322 50	7,650 30	250 00	1,014 83	*ff*56,800 00
63	Mich..	Detroit	50,000 00		3,000 00	72,000 00	8,500 00	800 00				35,676 24
64	Mich..	East Saginaw	8,760 91	821 75	2,312 50	15,818 00	6,856 61		985 32	121 15		53,207 20
65	Mich..	Grand Rapids	9,342 10			*gg*26,879 89	*ii*6,985 21					29,357 67
66	Mich..	Jackson		277 00	3,500 00	17,812 00	6,793 07		975 10		470 50	33,719 94
67	Minn..	Minneapolis	3,935 40	1,438 25		25,971 10			2,004 69			62,363 00
68	Minn..	St. Paul	31,437 00		1,000 00	24,303 00	1,641 00	125 00	2,836 00	1,021 00		
69	Miss ..	Vicksburgh										

a Superintendents receive 5 per cent.
b This does not include money borrowed to sustain the schools of Mobile.
c This includes $18,302 70 for temporary loans and interest.
d This includes $11,418 71 for incidentals.
e For janitors' salaries and sundry expenses.
f Includes $2,750 for a secretary.
g This includes $2,660 02 for furniture.
h Not including the colored schools of Georgetown and Washingtown, which expended $63,759 94 for sites and buildings, $41,686 45 for teachers, and other payments, amounting in all to $114,050 87.
i Includes fuel, lights, rents, repairs, stationery, and school-books.
j This includes $194,741 07 for white, $123,544 15 for colored schools, and $53,250 13 for debts other than permanent improvements previously contracted.
k Includes $10,513 85 interest on bonds.
l This includes $225,010 48 for school buildings, the money from the proceeds of sale of bonds, and $5,930 salary of clerk, &c.
m This includes $18 interest.
n Includes $4,879 17 for discounting orders.
o Only $223 10 of this sum is for fuel and lights.
p This includes $2,518 53 salaries trustees and janitors, and $264 87 miscellaneous.
q Including $2,737 67 for furniture, and $223 40 for sundries.
r Does not include $71,862 80 for janitors, furniture, &c.
s West side of Des Moines River, containing two-thirds of the population.
t This does not include teachers' salaries, and is probably only for that part of Des Moines lying on the west side of the river.
u Includes $532 31 for interests, $2,885 for janitors, and $1,300 for secretary and treasurer.
v Includes $31,687 43 bonds payable or matured.
w Includes $12,829 48 payment of debts.
x Includes supplies.
y Includes $26,981 20 for officers and employés.
z For stationery and books.
aa This includes $8,921 48 for printing and $26,678 68 for colored schools.
bb Salaries of superintendent, school, and truant officers.
cc Includes $4,623 89 for care of school-houses.
dd Partly for school-books.
ee This includes $7,548 26 for furniture, and $6,418 16 not classified.
ff This includes $12,000 labor and supplies, and $10,500 janitors' salaries and other purposes.
gg This includes superintendent's salary.

TABLE IV—CLASS A—PART III.—*School finances*—Continued.

Number.	State.	City.	EXPENDITURES.									
			Permanent.		Current.							
			Sites and buildings.	Libraries and apparatus.	Salaries of superintendents, &c.	Salaries of teachers.	Fuel and light.	Rent.	Repairs.	Stationery.	School-books.	Total.
1	3	3	66	67	68	69	70	71	72	73	74	75
70	Mo.	Hannibal	$1,915 00	$1,095 00	$1,500 00	$13,721 00	$685 88	$533 00	$2,031 00	$229 00	$746 50	$22,456 38
71	Mo.	Kansas City	28,700 08	396 00	1,833 30	25,002 92	1,510 62	178 00	789 15	21 73	300 00	a98,074 14
72	Mo.	St. Joseph	29,000 00	150 00	2,400 00	21,970 00	1,437 00	740 00	7,000 00	175 00		62,872 00
73	Mo.	St. Louis	149,000 00	11,000 00	9,500 00	421,000 00	18,500 00	8,700 00	26,000 00	4,408 00	6,432 00	b692,540 00
74	N. H.	Concord (c)			440 00							
75	N. H.	Manchester	20,000 00		1,500 00	34,000 00	9,000 00		4,000 00			69,500 00
76	N. H.	Nashua	30,000 00		1,200 00	15,501 18			5,057 83	363 66		26,943 66
77	N. J.	Camden			3,420 75	d20,640 57	1,595 65	320 88	7,747 15	e5,261 97		f81,523 44
78	N. J.	Hoboken			1,800 00	24,919 80			10,780 20			37,500 00
79	N. J.	Jersey City				g156,000 00		300 00		e10,000 00		169,010 00
80	N. J.	Newark	70,172 68		4,000 00	106,422 26	7,898 60	610 00	11,640 75	10,051 08	7,104 36	h217,899 75
81	N. J.	New Brunswick	1,000 00		2,000 00	11,015 00	712 75	125 00	3,167 83		280 42	18,301 00
82	N. J.	Paterson	168,334 11		1,500 00	37,364 00	1,255 48		3,095 72		2,111 46	j50,341 26
83	N. J.	Trenton				18,293 75	1,550 50	200 00	1,186 09	659 32		21,930 06
84	N. Y.	Albany	69,942 78	325 18	2,000 00	91,439 37	40,122 41	2,993 75	3,256 20	k1,895 48		l187,051 38
85	N. Y.	Auburn	11,469 55	630 53	1,293 33	20,128 50	1,086 68	70 00	2,390 77	387 63	255 05	m45,172 73
86	N. Y.	Binghamton	9,776 76	457 52	2,000 00	17,075 22	2,033 38	144 00	3,650 00			n37,325 26
87	N. Y.	Brooklyn	154,681 05		10,945 19	499,194 07	18,518 82	4,070 94	22,493 66		4,467 68	o12,969 20
88	N. Y.	Buffalo	2,500 00	2,259 25	1,800 00	219,947 11	6,921 58	880 00	8,225 45			242,533 39
89	N. Y.	Cohoes	11,968 42	357 14		13,471 93						p49,956 23
90	N. Y.	Elmira	24,067 62	502 00	q509 61	31,037 00	4,316 43	200 00		820 72		r63,748 38
91	N. Y.	Lockport	19,610 13	575 25	1,000 00	16,058 96	2,769 38	100 00	1,115 24	93 94		41,322 90
92	N. Y.	Newburgh	2,600 00	5,175 88	1,600 00	21,674 05	3,567 96		2,753 88	558 13		37,929 90
93	N. Y.	New York	227,977 12	920 50	20,350 00	1,891,965 29	98,305 03	39,079 82	37,666 18	33,877 57	160,214 22	s2,733,591 58
94	N. Y.	Ogdensburgh	9,310 17	130 00		10,457 84						p32,348 30
95	N. Y.	Oswego	4,611 97	1,050 70	2,000 00	37,027 77	7,099 52	432 50	3,105 27	459 21	260 70	66,137 94
96	N. Y.	Poughkeepsie		1,600 00		17,647 28		1,152 50	605 13			t29,677 61
97	N. Y.	Rochester	11,586 55	1,285 93	2,000 00	75,526 00	11,004 39	130 00	6,061 75	967 71	657 74	u189,308 87
98	N. Y.	Schenectady	200 00	445 12	1,800 00	10,835 75	2,089 87		1,605 68	156 47		17,132 89
99	N. Y.	Syracuse	35,222 86	5,789 58	2,000 00	74,416 50	4,472 40	387 50	16,180 09	1,951 81		v152,517 00
100	N. Y.	Troy	16,202 84	935 87		61,024 14						102,471 33
101	N. Y.	Utica	18,173 39	933 46	2,000 00	32,394 23	d5,908 00	390 70	1,677 11		333 63	w62,683 52
102	N. C.	Wilmington										
103	Ohio	Akron			2,500 00	15,153 00	x8,420 00					26,073 00
104	Ohio	Cincinnati	120,557 10	73,774 52	4,445 68	418,229 81	y63,330 82	3,952 74	33,316 73		362 03	717,969 43
105	Ohio	Cleveland	27,880 69		10,000 00	118,655 00	5,343 88	2,230 02	5,243 30	2,228 75		143,700 95
106	Ohio	Columbus	53,158 35	300 00	2,500 00	53,759 92	2,000 00	150 00	10,000 00	350 00	30 00	121,255 27
107	Ohio	Dayton	5,644 00									147,818 00

108	Ohio ..	Portsmouth	4,680 08	.....	900 00	15,087 50	1,091 10	1,080 00	1,836 15	.....	.....	24,674 75
109	Ohio ..	Springfield	5,150 00	.....	300 00	21,375 00	16,242 23	.....	.....	.....	.....	43,067 23
110	Ohio ..	Toledo	45,130 14	.....	2,500 00	53,060 12	16,780 65	.....	.....	.....	.....	117,470 91
111	Ohio ..	Zanesville	.....	.....	*z*3,379 16	24,590 85	6,125 29	.....	4,263 73	.....	.....	38,359 03
112	Pa	Allegheny	122,384 97	.....	.....	68,124 50	22,864 00	.....	.....	.....	.....	213,373 47
113	Pa	Allentown	67,874 19	.....	1,200 00	20,448 00	3,050 09	.....	.....	.....	.....	141,711 85
114	Pa	Altoona	20,265 55	34 00	750 00	11,716 46	1,238 65	145 32	185 34	10 20	.....	*aa*34,345 52
115	Pa	Erie	22,379 73	.....	1,800 00	22,110 22	5,481 81	500 00	3,000 50	436 14	56 00	55,764 40
116	Pa	Harrisburgh	2,292 00	.....	1,300 00	37,018 96	1,412 00	985 00	1,592 00	548 00	.....	49,147 96
117	Pa	Lancaster	400 00	60 00	.....	20,560 00	2,712 44	.....	3,411 00	.....	400 00	27,083 44
118	Pa	Philadelphia	293,127 84	.....	.....	743,111 02	63,861 68	33,495 25	53,446 01	.....	99,929 01	*bb*1,197,901 74
119	Pa	Pittsburgh	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
120	Pa	Reading	47,981 85	.....	.....	34,681 25	1,546 49	620 00	3,918 90	492 23	.....	*cc*91,024 25
121	Pa	Williamsport	5,000 00	1,000 00	1,600 00	24,000 00	6,000 00	500 00	3,000 00	.....	.....	81,756 00
122	Pa	York	.....	.....	277 42	9,924 50	554 00	201 00	.....	2,537 58	.....	13,494 50
123	R. I ...	Newport	6,989 15	674 04	2,500 00	15,776 57	1,906 26	132 50	1,505 07	*e*286 39	.....	29,969 92
124	R. I ...	Providence	56,000 00	.....	2,500 00	115,032 89	15,795 00	200 00	15,000 00	2,375 18	.....	206,903 00
125	S. C ...	Charleston	.....	.....	.....	36,813 00	2,014 00	768 00	600 00	258 00	.....	40,453 00
126	Tenn ..	Memphis	50,000 00	.....	3,400 00	38,411 80	884 40	3,132 66	2,075 84	948 40	.....	*dd*54,858 65
127	Tenn ..	Nashville	750 00	.....	2,400 00	38,600 00	1,200 00	.....	1,300 00	900 00	700 00	*ee*48,000 00
128	Va	Alexandria	.....	100 00	262 50	3,800 00	354 00	428 00	1,201 17	189 72	.....	6,235 39
129	Va	Norfolk	.....	.....	700 00	13,100 00	492 52	200 00	325 60	.....	154 64	*ff*14,972 76
130	Va	Petersburgh	.....	.....	.....	13,789 96	656 51	446 65	570 56	.....	1,473 60	*gg*26,162 10
131	a	Richmond	90,000 00	3,649 70	2,000 00	31,008 00	1,569 67	4,606 92	2,252 65	358 74	.....	155,445 68
132	W. Va.	Wheeling	33,957 36	.....	1,960 00	29,562 50	4,161 17	562 00	1,151 75	142 01	450 00	71,946 79
133	Wis ...	Fond du Lac	14,656 87	.....	500 00	18,536 75	5,180 61	1,800 00	2,500 00	.....	1,800 00	44,974 23
134	Wis ...	Oshkosh	5,000 00	.....	600 00	17,606 75	1,000 00	.....	2,000 00	300 00	150 00	26,662 00

a This includes for janitors, $1,988; officers of board, $879 36; heating apparatus, $472 20; furniture, $1,662 20; hardware, $22 47; printing, $475 90; insurance, $228 15; matured bonds, $29,843 61; and incidental expenses of board, $610 45.
b Total includes $38,000 for janitors' salaries.
c Expenditure not given.
d Includes janitors' salaries.
e For stationery and school-books.
f Includes $32,000 for notes paid, and $11,136 97 matured bonds, furniture, and other expenses.
g This includes salary of superintendent.
h Includes $147,727 07 for current expenses.
i The amount for sites, &c., is raised by city school bond, and not included in regular account.
j This total includes $703 incidentals, and $434 56 for janitors.
k Includes sum for text-books.
l Includes $11,076 23 for miscellaneous items.
m This total includes $7,460 69 for janitors, fences, sidewalks, furniture, &c.
n $2,188 38 miscellaneous.
o Includes janitors and cleaning, $26,436 50; repairing heating-apparatus, $15,807 59; orphan asylums, $10,731 41; printing, $1,869 71; exchange of books, $4,977 46; pianos, $8,555; general supplies, $30,084 63.
p Includes balance on hand.
q Secretary
r Includes $2,895 for bonds, notes, and interest.
s Includes $77,876 67 corporate schools, and $145,360 18 miscellaneous.
t Includes $3,945 88 other expenses, and $4,726 82 balance.
u Includes $1,982 74 for fences, &c., $1,850 salaries besides superintendents, $12,328 75 purposes not enumerated in foregoing columns, and $63,927 31 amount on hand October 1, 1871.
v Total includes janitors, $5,490 87; furniture, $5,530 94; salaries of messengers and repairer, $1,074 88.
w Includes $873 salaries of librarians and clerks.
x This includes fuel, rents, repairs, stationery, and school-books.
y Miscellaneous items included.
z This amount includes that paid principals for the portion of their time given to supervision.
aa Includes temporary sums, $34,150 59; collector, $1,283 87; treasurer, $1,414 72; interest, $11,915 09; and district secretary, $375.
bb Includes $79,223 29 for housekeepers' wages, $32,392 56 for furniture, $8,154 16 for printing and miscellaneous, $2,900 clerks' hire, $36,893 80 ground-rents, $5,626 60 for night-school, and $29,502 57 general expenses.
cc Includes $4,783 53 for school furniture.
dd Includes 2,150 for janitors, not included in foregoing columns.
ee Includes $1,904 68 for furniture, and $84,187 insurance and interest.
ff Includes $200 for janitors.
gg Includes $711 70 for incidentals, furniture, and printing.

TABLE IV.—SCHOOL STATISTICS OF CITIES CONTAINING

CLASS B—PART I.—*Names of superintendents, the population, enrollment,*

Number.	State.	Name of city..	Name of superintendent.	Population.	Legal school age.	No. of children of school age.	No. of children enrolled in school.	Average No. attending school.
1	2	3	4	5	6	7	8	9
1	Ala...	Selma (*a*).....	William C. Ward.....	6,484	5 to 21	1,500	900	752
2	Ga....	Columbus.....	George M. Dews.....	7,401	5 to 21	2,250	1,565	545
3	Ill....	Alton.....	E. A. Haight.....	8,665	6 to 21	3,055	1,421	965
4	Ill....	Belleville.....	C. F. Noetling.....	8,146	6 to 21	3,670	1,500	1,300
5	Ill....	Decatur.....	E. A. Gastman.....	7,161	6 to 21	2,406	1,916	1,376
6	Ill....	Elgin.....	C. F. Kimball.....	5,441	6 to 21	1,786	1,216	846
7	Ill....	Jacksonville..	D. H. Harris.....	9,203	6 to 21	.....	1,700	1,243
8	Ill....	Joliet.....	Charles I. Parker.....	7,263	6 to 21	4,260	1,927	1,243
9	Ind....	South Bend...	D. A. Ewing.....	7,206	6 to 21	2,450	831	669
10	Ind....	Vincennes....	A. W. Jones.....	5,440	6 to 21	2,118	700	486
11	Iowa..	Clinton.....	Henry Sabin.....	6,129	5 to 21	2,000	1,331	1,260
12	Iowa..	Iowa City.....	Mrs. H. S. Lane.....	5,914	5 to 21	1,635	664	.....
13	Iowa..	Muscatine....	F. M. Witter.....	6,718	5 to 21	2,328	1,250	1,025
14	Kans..	Atchison.....	R. H. Jackson.....	7,054	5 to 21	2,300	1,155	748
15	Kans..	Lawrence.....	William C. Rote.....	8,320	5 to 21	2,547	1,763	907
16	Me....	Bath.....	Samuel F. Dike.....	7,371	4 to 21	2,736	1,795	1,513
17	Me....	Belfast.....	Wooster Parker.....	5,273	4 to 21	1,755	1,056	840
18	Me....	Rockland.....	A. L. Tyler.....	7,079	4 to 21	2,321	1,658	1,209
19	Mich..	Adrian.....	W. H. Payne.....	8,438	5 to 20	.....	1,574	1,101
20	Mich..	Ann Arbor....	W. S. Perry.....	7,363	5 to 20	2,439	1,495	1,335
21	Mich..	Battle Creek..	C. B. Thomas.....	5,838	5 to 20	1,810	1,500	1,050
22	Mich..	Bay City.....	D. C. Scoville.....	7,069	5 to 20	2,225	1,851	1,100
23	Mich..	Flint.....	Zelotes Truesdel.....	5,386	5 to 20	1,945	1,894	1,145
24	Mich..	Lansing.....	E. Van Wiekler Brokaw.....	5,241	5 to 20	1,536	965	828
25	Mich..	Muskegon....	O. B. Curtis.....	6,002	5 to 20	1,726	1,406	709
26	Mich..	Port Huron...	John C. Magill.....	5,973	5 to 20	2,230	1,113	868
27	Minn..	St. Anthony..	E. W. B. Harvey.....	5,013	5 to 21	1,800	1,200	1,000
28	Minn..	Winona.....	F. M. Dodge.....	7,192	5 to 21	2,254	1,387	966
29	N. H..	Dover.....	J. B. Stevans, jr.....	9,294	4 to 21	1,937	1,865	1,270
30	N. J...	Bridgeton....	Robert W. Elmer.....	6,830	5 to 18	1,989	1,300	978
31	N. J...	Orange.....	J. T. Clarke.....	9,348	5 to 18	2,183	1,116	695
32	N. J...	Plainfield....	C. H. Stillman.....	5,095	5 to 18	1,200	925	580
33	N. Y..	Hudson.....	Cyrus Macy.....	8,615	5 to 21	3,389	1,662	905
34	Ohio..	Canton.....	Daniel Worley.....	8,660	5 to 21	3,056	1,523	1,196
35	Ohio..	Chillicothe....	J. H. Brenneman.....	8,920	5 to 21	4,252	2,084	1,857
36	Ohio..	Circleville....	C. S. Smart.....	5,407	5 to 21	.....	1,416	1,004
37	Ohio..	Ironton.....	A. M. Van Dyke.....	5,686	5 to 21	1,963	1,484	975
38	Ohio..	Mansfield.....	H. M. Parker.....	8,029	5 to 21	2,397	1,606	1,242
39	Ohio..	Newark.....	C. A. Snow.....	6,698	5 to 21	.....	1,134	1,082
40	Ohio..	Piqua.....	William Richardson.....	5,967	5 to 21	3,200	1,128	938
41	Ohio..	Steubenville..	M. K. Andrews.....	8,107	5 to 21	2,883	1,299	958
42	Ohio..	Wooster.....	W. P. Hussey.....	5,419	5 to 21	2,830	1,317	847
43	Ohio..	Xenia.....	George S. Ormsby.....	6,377	5 to 21	2,315	1,165	792
44	Oreg..	Portland.....	G. H. Atkinson.....	8,293	4 to 20	*f*2,370	.....	.....
45	Pa....	Chester.....	A. A. Meader.....	9,485	6 to 21	1,600	1,075	934
46	Pa....	Cory.....	A. B. Crandall.....	6,809	6 to 21	1,368	868	748
47	Pa....	Titusville.....	Henry C. Bosley.....	8,639	6 to 21	.....	.....	979
48	S. C...	Columbia	S. A. Haley.....	9,298	5 to 18	2,280	1,287	1,029
49	Va....	Lynchburgh..	A. F. Biggers.....	6,825	5 to 21	3,272	854	780
50	W. Va.	Parkersburgh.	S. H. Pursol.....	5,546	6 to 21	2,385	2,112	2,100
51	Wis..	Janesville....	Warren D. Parker.....	8,789	4 to 20	.....	1,905	1,109
52	Wis..	Manitowoe....	Michael Kirwan.....	5,168	4 to 20	2,233	1,332	.....
53	Wis..	Sheboygan....	.....	5,310	4 to 20	2,252	954	88
54	Wis..	Watertown...	William H. Rohr.....	5,364	4 to 20	3,626	1,228	1,167

a The statistics for Selma are only approximate; two free public schools, one white and one colored; and four white and one colored private schools.
b One school having three grades.
c Primary, divided into Nos. 1 and 2, 75 pupils in No. 1 and 81 in No. 2.
d Including both grammar and intermediate.

OVER 5,000 AND LESS THAN 10,000 INHABITANTS.

and attendance, and the statistics of primary and grammar schools.

Primary schools.							Grammar schools.							
Number of.	Teachers.			Pupils.			Number of.	Teachers.			Pupils.			Number.
	Male.	Female.	Total.	Male.	Female.	Total.		Male.	Fem.	Total.	Male.	Fem.	Total.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	1
2	5	14	19	.....	.....	625	.....	.....	.....	.....	.....	.....	.....	1
3	.....	7	7	169	179	348	2	.....	4	4	77	83	160	2
5	.....	5	5	.....	.....	742	4	.....	4	4	.....	.....	95	3
21	.....	21	21	.....	.....	.....	4	3	2	5	.....	.....	.....	4
17	1	16	17	485	443	928	6	1	6	7	147	183	330	5
12	.....	13	13	297	289	586	2	.....	4	4	93	114	207	6
7	.....	16	16	.....	.....	.....	4	1	11	12	400	400	800	7
6	.....	15	15	454	378	832	3	.....	8	8	160	148	308	8
6	4	24	28	.....	.....	.....	1	3	1	4	45	40	85	9
1	2	11	13	300	400	700	.....	.....	.....	.....	.....	.....	.....	10
*b*26	.....	16	16	.....	.....	.....	.....	1	9	10	.....	.....	.....	11
16	.....	5	5	129	86	215	1	.....	2	2	18	31	49	12
14	.....	14	14	.....	.....	900	2	.....	5	5	.....	.....	250	13
6	.....	6	6	203	194	397	3	.....	3	3	70	63	133	14
14	2	12	14	300	309	609	5	3	4	7	130	149	279	15
12	.....	18	18	.....	.....	899	4	2	10	12	.....	.....	655	16
*c*20	11	8	19	81	75	156	4	1	6	7	87	76	163	17
10	.....	10	10	.....	.....	645	6	1	6	7	.....	.....	359	18
11	.....	11	11	354	362	716	.....	.....	15	15	385	377	762	19
5	.....	20	20	436	408	844	1	.....	6	6	130	136	266	20
19	.....	19	19	375	421	796	4	.....	4	4	75	86	161	21
4	.....	11	11	240	280	520	*d*8	3	11	14	216	324	540	22
5	1	15	16	404	421	825	2	.....	4	4	70	90	160	23
.....	.....	15	15	272	405	677	4	.....	4	4	46	66	112	24
11	.....	11	11	285	227	512	4	.....	4	4	90	74	164	25
12	.....	12	12	.....	.....	.....	5	.....	7	7	.....	.....	236	26
*e*5	.....	14	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	27
10	.....	10	10	237	258	495	3	.....	3	3	58	53	111	28
31	.....	.....	28	.....	.....	.....	3	1	4	5	.....	.....	.....	29
7	2	12	14	302	334	636	3	2	5	7	212	130	342	30
12	.....	12	12	272	212	484	5	.....	5	5	86	90	176	31
1	.....	9	9	184	146	330	1	.....	4	4	89	71	160	32
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	33
12	1	11	12	281	301	582	6	4	3	7	110	128	238	34
36	5	37	42	929	842	1,771	2	2	2	4	41	45	86	35
2	.....	11	11	580	539	1,119	5	2	3	5	120	111	231	36
18	3	15	18	326	383	709	3	.....	3	3	57	101	158	37
15	3	12	15	400	415	815	6	2	4	6	166	175	341	38
22	2	20	22	539	413	952	2	.....	2	2	38	48	86	39
7	1	10	11	240	260	500	4	2	5	7	150	160	310	40
.....	4	16	16	482	363	765	2	1	3	4	54	76	130	41
14	.....	15	15	345	319	665	1	.....	3	3	46	55	102	42
1	1	17	18	320	326	646	2	.....	2	2	31	43	74	43
5	2	8	10	.....	.....	320	4	5	15	20	185	180	365	44
14	.....	14	14	299	270	569	*g*6	.....	6	6	113	108	221	45
9	.....	9	9	259	252	511	7	.....	8	8	130	163	293	46
3	.....	12	12	325	354	679	2	.....	3	3	107	118	225	47
6	2	24	26	500	742	1,242	1	.....	6	6	81	128	209	48
1	11	10	21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	49
22	8	14	22	940	860	1,800	3	2	1	3	55	40	95	50
5	.....	20	20	419	458	877	2	.....	4	4	70	71	141	51
9	1	12	13	.....	.....	.....	3	3	1	4	.....	.....	.....	52
3	.....	4	4	102	80	182	5	2	8	10	234	234	468	53
9	1	8	9	335	311	646	8	2	6	8	263	233	496	54

e The superintendent only answered such questions as he thought necessary, the salaries being what each receives per annum.
f From census of March 6, 1871, number between four and twenty years.
g Instead of grammar, high and evening. These schools are secondary, intermediate, and grammar.

TABLE IV.—SCHOOL STATISTICS OF CITIES CONTAINING OVER

CLASS B—PART II.—*High, evening, corporate, and*

Number.	State.	Name of city.	High schools.							Evening schools.						
			Number of.	Teachers.			Pupils.			Number of.	Teachers.			Pupils.		
				Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	24	25	26	27	28	29	30	31	32	33	34	35	36	37
1	Ala	Selma	....	....	....	....	....	....	....	....	....	....	....	....	....	....
2	Ga	Columbus	1	....	1	1	12	5	17	1	....	1	*a*1	20	....	20
3	Ill	Alton	3	1	3	4	....	....	55	....	....	....	....	....	....	....
4	Ill	Belleville	1	2	....	2	....	....	....	....	....	....	....	....	....	....
5	Ill	Decatur	1	1	3	4	47	69	117	....	....	....	....	....	....	....
6	Ill	Elgin	1	2	1	3	20	33	53	....	....	....	....	....	....	....
7	Ill	Jacksonville	1	2	2	4	30	60	90	1	....	....	4	....	....	40
8	Ill	Joliet	1	....	3	3	50	53	103	....	....	....	....	....	....	....
9	Ind	South Bend	1	3	1	4	50	40	90	1	1	....	1	15	10	25
10	Ind	Vincennes	1	2	....	2	11	38	49	....	....	....	....	....	....	....
11	Iowa	Clinton	....	1	1	2	....	....	....	....	....	....	....	....	....	....
12	Iowa	Iowa City	1	....	1	1	21	35	56	5	....	11	11	154	175	329
13	Iowa	Muscatine	1	1	1	2	40	60	100	....	....	....	....	....	....	....
14	Kans	Atchison	1	1	....	1	11	7	18	....	....	....	....	....	....	....
15	Kans	Lawrence	1	1	2	3	10	9	19	....	....	....	....	....	....	....
16	Me	Bath	1	2	2	4	....	....	120	....	....	....	....	....	....	....
17	Me	Belfast	....	1	1	2	32	28	60	....	....	....	....	....	....	....
18	Me	Rockland	1	1	2	3	....	....	136	*d*7	....	7	7	....	....	336
19	Mich	Adrian	1	1	3	4	38	58	96	....	....	....	....	....	....	....
20	Mich	Ann Arbor	1	3	4	7	108	117	225	....	....	....	....	....	....	....
21	Mich	Battle Creek	1	1	3	4	35	58	93	....	....	....	....	....	....	....
22	Mich	Bay City	1	1	2	3	13	27	40	1	3	2	5	65	10	75
23	Mich	Flint	*g*2	3	3	6	65	95	*h*160	....	....	....	....	....	....	....
24	Mich	Lansing	1	1	2	3	16	23	39	....	....	....	....	....	....	....
25	Mich	Muskegon	1	1	1	2	16	17	33	....	....	....	....	....	....	....
26	Mich	Port Huron	1	2	1	3	....	....	30	....	....	....	....	....	....	....
27	Minn	St. Anthony	1	....	1	....	....	....	....	....	....	....	....	....	....	....
28	Minn	Winona	1	1	1	2	32	25	57	*i*7	....	7	7	127	176	303
29	N. H	Dover	1	1	2	3	....	....	134	....	....	....	....	....	....	....
30	N. J	Bridgeton	....	....	....	....	....	....	....	....	....	....	....	....	....	....
31	N. J	Orange	1	1	1	2	20	15	35	....	....	....	....	....	....	....
32	N. J	Plainfield	1	4	3	7	50	40	90	....	....	....	....	....	....	....
33	N. Y	Hudson	....	....	....	....	....	....	....	....	....	....	....	....	....	....
34	Ohio	Canton	1	1	2	3	20	28	48	....	....	....	....	....	....	....
35	Ohio	Chillicothe	1	1	2	3	14	38	52	....	....	....	....	....	....	....
36	Ohio	Circleville	2	1	1	2	28	38	66	....	....	....	....	....	....	....
37	Ohio	Ironton	1	1	....	1	11	33	44	1	1	....	1	28	....	28
38	Ohio	Mansfield	1	....	3	3	32	54	86	....	....	....	....	....	....	....
39	Ohio	Newark	2	1	1	2	21	23	44	....	....	....	....	....	....	....
40	Ohio	Piqua	1	1	1	2	35	40	75	....	....	....	....	....	....	....
41	Ohio	Steubenville	1	1	2	3	24	39	63	....	....	....	....	....	....	....
42	Ohio	Wooster	1	1	2	3	28	52	80	....	....	....	....	....	....	....
43	Ohio	Xenia	1	1	1	2	32	40	72	....	....	....	....	....	....	....
44	Oreg	Portland	1	1	1	2	40	10	50	....	....	....	....	....	....	....
45	Penn	Chester	2	....	2	2	31	33	64	1	1	2	3	26	51	78
46	Penn	Cory	*q*1	1	2	3	20	44	64	....	....	....	....	....	....	....
47	Penn	Titusville	1	1	2	3	33	42	75	....	....	....	....	....	....	....
48	S. C	Columbia	....	....	....	....	....	....	....	3	....	3	3	70	100	170
49	Va	Lynchburgh	....	....	....	....	....	....	....	....	....	....	....	....	....	....
50	Va	Parkersburgh	....	1	1	2	18	12	30	....	....	....	....	....	....	....
51	Wis	Janesville	1	1	3	4	31	60	91	....	....	....	....	....	....	....
52	Wis	Manitowoc	....	....	....	....	....	....	....	....	....	....	....	....	....	....
53	Wis	Sheboygan	1	1	1	2	43	41	84	....	....	....	....	....	....	....
54	Wis	Watertown	2	1	1	2	52	46	98	1	2	....	2	107	....	107

a This is a day-school teacher also; received for evening school $300; school kept up six months.
b Four colleges.
c There is the university, two teachers and 60 pupils; German Catholic, 3 teachers, 200 pupils; German Lutheran, 1 teacher, 60 pupils; and German Presbyterian, 1 teacher and 40 pupils.
d Intermediate, between primary and grammar.
e Mixed.
f Miscellaneous schools.
g Normal department connected with this school and conducted by its teacher.
h There are 150 non-resident students.
i Secondary school; no evening schools.

5,000 AND LESS THAN 10,000 INHABITANTS—Continued.

normal schools, and grand total of schools.

Corporate schools.							City normal schools.							Grand total.							
Number of.	Teachers.			Pupils.			Number of.	Teachers.			Pupils.			No. of schools of every kind.	Teachers.			Pupils.			Number.
	Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.	
38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	1
....	....	....	....	....	....	....	....	....	....	....	....	....	....	7	....	....	24	....	....	750	1
....	....	....	....	....	....	....	1	1	....	1	....	20	20	8	1	13	14	227	274	545	2
....	....	....	....	....	....	....	....	....	....	....	....	....	....	19	3	18	21	....	....	965	3
....	....	....	....	....	....	....	....	....	....	....	....	....	....	27	5	27	29	806	694	1500	4
....	....	....	....	....	....	....	....	....	....	....	....	....	....	24	3	25	28	680	696	1376	5
1	2	4	6	55	65	120	....	....	....	....	....	....	....	15	2	18	20	410	436	846	6
*b*4	....	....	....	....	....	....	1	1	....	....	....	12	12	7	3	29	32	500	700	1200	7
....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	....	26	26	664	579	1243	8
....	....	....	....	....	....	....	....	....	....	....	....	....	....	9	11	26	37	110	90	200	9
....	....	....	....	....	....	....	....	....	....	....	....	....	....	*c*2	4	11	15	311	438	749	10
....	....	....	....	....	....	....	....	....	....	....	....	....	....	26	2	26	28	628	703	1331	11
....	....	....	....	....	....	....	....	....	....	....	....	....	....	16	....	19	19	322	327	649	12
....	....	....	....	....	....	....	....	....	....	....	....	....	....	17	1	20	21	....	....	1250	13
....	....	....	....	....	....	....	....	....	....	....	....	....	....	9	1	13	14	374	374	748	14
....	....	....	....	....	....	....	....	....	....	....	....	....	....	20	6	18	24	440	467	907	15
....	....	....	....	....	....	....	....	....	....	....	....	....	....	19	4	33	37	....	....	1795	16
....	....	....	....	....	....	....	....	....	....	....	....	....	....	24	13	15	28	158	70	228	17
*e*3	....	3	3	....	....	69	*f*1	1	2	3	113	....	113	28	3	27	30	....	....	1658	18
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	29	30	777	797	1574	19
....	....	....	....	....	....	....	....	....	....	....	....	....	....	7	3	30	33	674	661	1335	20
....	....	....	....	....	....	....	....	....	....	....	....	....	....	24	1	26	27	485	565	1050	21
....	....	....	....	....	....	....	....	....	....	....	....	....	....	14	3	25	28	534	641	1175	22
....	....	....	....	....	....	....	....	....	....	....	....	....	....	9	4	22	26	557	588	1145	23
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	21	22	334	494	828	24
....	....	....	....	....	....	....	....	....	....	....	....	....	....	16	1	16	17	391	318	709	25
....	....	....	....	....	....	....	....	....	....	....	....	....	....	18	2	20	22	....	....	868	26
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	27
....	....	....	....	....	....	....	*j*1	....	....	....	....	....	....	21	1	21	22	454	512	966	28
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	29
....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	4	17	21	514	464	978	30
....	....	....	....	....	....	....	....	....	....	....	....	....	....	18	2	17	19	378	317	695	31
....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	4	16	20	323	257	680	32
....	....	....	....	....	....	....	....	....	....	....	....	....	....	*k*5	2	19	21	850	812	1662	33
3	1	6	7	155	227	382	....	....	....	....	....	....	....	22	*l*7	*m*22	29	566	684	1250	34
....	....	....	....	....	....	....	....	....	....	....	....	....	....	36	5	37	42	970	887	1857	35
....	....	....	....	....	....	....	....	....	....	....	....	....	....	18	3	16	19	728	688	1416	36
....	....	....	....	....	....	....	....	....	....	....	....	....	....	23	5	18	23	422	517	939	37
....	....	....	....	....	....	....	....	....	....	....	....	....	....	22	5	19	24	598	644	1242	38
....	....	....	....	....	....	....	....	....	....	....	....	....	....	26	3	23	26	598	484	1082	39
....	....	....	....	....	....	....	....	....	....	....	....	....	....	12	4	16	20	425	460	885	40
*n*11	1	16	17	190	364	554	....	....	....	....	....	....	....	31	4	36	40	670	842	1512	41
....	....	....	....	....	....	....	....	....	....	....	....	....	....	16	1	21	22	420	426	847	42
*o*1	3	4	7	39	137	176	....	....	....	....	....	....	....	5	5	24	29	422	546	968	43
6	5	20	25	220	226	446	....	....	....	....	....	....	....	*p*20	12	48	60	663	606	1269	44
....	....	....	....	....	....	....	....	....	....	....	....	....	....	23	1	25	26	465	464	933	45
....	....	....	....	....	....	....	....	....	....	....	....	....	....	17	1	19	20	400	468	868	46
....	....	....	....	....	....	....	....	....	....	....	....	....	....	6	1	17	18	465	514	979	47
....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	2	30	32	429	600	1029	48
....	....	....	....	....	....	....	....	....	....	....	....	....	....	9	11	10	21	410	370	780	49
*r*4	1	6	7	35	140	175	....	....	....	....	....	....	....	27	12	22	34	1048	1052	2100	50
....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	1	27	28	529	589	1118	51
....	....	....	....	....	....	....	....	....	....	....	....	....	....	12	4	13	17	....	....	1332	52
....	....	....	....	....	....	....	....	....	....	....	....	....	....	9	3	13	16	379	355	734	53
1	7	....	7	152	12	164	4	4	6	10	435	410	845	25	17	21	38	1344	1012	2356	54

j State normal school.
k We have 689 pupils in private schools and 100 in Hudson Academy—the primary and grammar in one building, divided into seven grades.
l Exclusive of superintendent of public school and teacher of penmanship.
m Exclusive of teacher of vocal music.
n Includes 6 Catholic schools, 3 private and 2 seminaries.
o Xenia College, care M. E. Church—mixed.
p Includes 4 private schools, 4 teachers, and 65 pupils.
q Academic instead of high school.
r Select schools.

TABLE IV.—SCHOOL STATISTICS OF CITIES CONTAINING OVER

CLASS B—PART III.—

Number.	State.	City.	INCOME.						
			Balance on hand, &c.	Received from State fund.	Received from county fund.	Received from local fund.	Received from taxation.	Received from other sources.	Total.
1	2	3	59	60	61	62	63	64	65
1	Ala	Selma	.....	$1,966 66	.....	$800 00	.....	$2,000 00	$11,966 66
2	Ga	Columbus	.....	.....	.....	.....	$8,000 00	3,321 75	11,321 75
3	Ill	Alton	$1,923 18	2,221 43	.....	405 54	12,223 47	1,039 13	17,817 75
4	Ill	Belleville	5,990 61	2,834 50	.....	31,400 68	27,000 00	.....	67,225 79
5	Ill	Decatur	.....	1,871 08	.....	.....	25,257 85	.....	27,128 93
6	Ill	Elgin	1,639 86	1,441 25	.....	2,737 47	10,310 61	.....	16,129 19
7	Ill	Jacksonville	.....	2,342 75	.....	.....	32,897 80	.....	35,240 55
8	Ill	Joliet	.....	.....	.....	.....	.....	.....	.....
9	Ind	South Bend	1,200 00	6,000 00	$3,000 00	1,200 00	812 00	.....	12,212 00
10	Ind	Vincennes	c6,418 00	d9,910 00	.....	.....	.....	.....	e16,334 00
11	Iowa	Clinton	.....	.....	.....	.....	.....	.....	.....
12	Iowa	Iowa City	.....	.....	.....	.....	.....	.....	.....
13	Iowa	Muscatine	1,625 00	4,000 00	.....	.....	11,300 00	325 00	17,250 00
14	Kans	Atchison	6,519 22	.....	3,513 66	.....	14,630 80	.....	24,663 68
15	Kans	Lawrence	445 18	3,946 45	.....	2,031 25	15,360 00	11,240 75	33,023 63
16	Me	Bath	436 41	207 70	.....	.....	21,000 00	123 50	21,331 20
17	Me	Belfast	.....	145 00	.....	.....	7,200 00	.....	7,345 00
18	Me	Rockland	258 23	176 19	.....	.....	11,000 00	236 18	11,661 60
19	Mich	Adrian	2,231 43	1,259 30	.....	303 95	29,473 66	20,898 02	54,196 36
20	Mich	Ann Arbor	3,989 16	1,140 23	.....	1,810 40	16,030 00	20,762 92	f47,095 00
21	Mich	Battle Creek	6,683 11	888 37	81 57	902 59	30,792 96	28,501 46	67,850 06
22	Mich	Bay City	9 21	3,362 93	.....	.....	26,115 00	.....	29,487 14
23	Mich	Flint	315 00	945 00	.....	2,164 00	15,254 00	786 00	g39,464 00
24	Mich	Lansing	3,101 72	752 64	.....	.....	11,850 00	.....	15,704 36
25	Mich	Muskegon	4,395 72	865 34	3,510 00	.....	5,100 00	.....	13,872 05
26	Mich	Port Huron	.....	.....	.....	.....	.....	.....	.....
27	Minn	St. Anthony	.....	2,200 00	.....	.....	7,000 00	.....	9,200 00
28	Minn	Winona	3,622 77	4,765 82	.....	.....	18,998 57	228 25	27,615 41
29	N. H	Dover	405 01	574 38	.....	.....	18,417 50	.....	18,991 88
30	N. J	Bridgeton	66 64	728 00	378 00	.....	10,534 00	235 00	11,941 64
31	N. J	Orange	.....	1,065 00	.....	.....	13,915 00	470 00	15,450 00
32	N. J	Plainfield	2,352 89	526 80	.....	1,106 07	15,125 69	19,111 45	.....
33	N. Y	Hudson	2,549 17	4,413 79	.....	6,000 00	.....	187 50	13,150 46
34	Ohio	Canton	5,818 96	4,754 01	.....	.....	16,433 72	53 60	27,060 29
35	Ohio	Chillicothe	33,499 48	2,795 80	12,737 37	.....	.....	44,427 60	93,470 25
36	Ohio	Circleville	18,686 79	3,091 20	301 51	.....	.....	14 26	40,769 04
37	Ohio	Ironton	2,743 39	2,787 30	.....	.....	15,411 95	8,352 60	29,295 24
38	Ohio	Mansfield	24,056 55	.....	.....	.....	.....	1,000 00	o97,581 09
39	Ohio	Newark	.....	.....	.....	.....	.....	.....	.....
40	Ohio	Piqua	2,570 71	4,607 40	386 58	84 05	8,902 15	2,000 00	18,550 89
41	Ohio	Steubenville	11,435 25	3,470 60	.....	28,691 51	43,597 36	142 95	43,740 31
42	Ohio	Wooster	21,849 22	3,585 99	.....	4,686 00	19,412 73	520 72	50,054 66
43	Ohio	Xenia	.....	.....	.....	.....	.....	.....	.....
44	Oreg	Portland	.....	.....	10,211 38	.....	9,941 28	.....	20,152 66
45	Pa	Chester	182 75	1,109 79	.....	.....	18,162 66	287 44	19,742 64
46	Pa	Cory	.....	530 40	54 78	1,320 75	12,766 95	.....	14,672 85
47	Pa	Titusville	143 39	607 68	.....	35,640 39	13,494 84	378 50	50,264 80
48	S. C	Columbia	.....	4,199 00	1,100 00	.....	.....	.....	5,299 00
49	Va	Lynchburgh	.....	2,944 80	.....	3,600 00	.....	1,000 00	7,544 80
50	W. Va	Parkersburgh	.....	10,529 00	11,000 00	.....	.....	.....	.....
51	Wis	Janesville	1,981 71	1,472 64	2,334 74	279 63	10,000 00	.....	14,087 01
52	Wis	Manitowoc	9,460 37	729 31	1,573 04	3,061 15	4,500 00	9,112 81	28,436 68
53	Wis	Sheboygan	331 12	859 56	1,000 00	.....	10,071 50	.....	12,302 18
54	Wis	Watertown	2,106 27	1,874 88	1,305 66	10,006 28	125 12	.....	15,418 21

a This includes janitors' salaries, $1,125; incidentals, $460; interest and principal of bonds, and commissions to treasurer, $45,262 65; balance in treasury, $2,383 31.
b Includes janitors, $1,582; and incidentals, $527 87.
c Special, $3,424; common, $2,994.
d Special, $906; common, $60 10.
e Total special, $1,330; common, $9,004.
f Includes $2,474 70, incidentals, not classified.
g Includes $372 54, furnishing.
h Contains $1,568 56, balance on hand, and $34,892 12, debts, &c.
i Includes $3,362 29 received from null tax.
j $24,835 47, for items not in above list.

5,000 AND LESS THAN 10,000 INHABITANTS—Continued.

School finances.

EXPENDITURE.

Permanent.		Current.							
Sites and buildings.	Libaries and apparatus.	Salary of superin't'nd'nts, &c.	Salary of teachers.	Fuel and light.	Rent.	Repairs.	Station-ery.	School-books.	Total.
66	67	68	69	70	71	72	73	74	75
$1,409 29	.....	$1,925 00	$5,025 00	$421 90	$72 00	$1,449 55	$784 01	.....	$11,086 75
4,000 00	$118 50	1,800 00	9,392 65	1,569 53	225 65	701 42	.....	.....	13,807 75
.....	272 60	.....	15,966 95	235 20	.....	876 70	.....	.....	*a*67,225 79
721 84	.....	1,800 00	15,848 69	854 05	520 00	1,650 66	177 63	.....	*b*23,682 74
1,941 41	203 25	200 00	8,295 50	559 72	.....	720 23	.....	.....	10,819 11
11,679 92	.....	1,800 00	17,990 00	990 58	.....	.....	.....	.....	32,460 50
9,429 43	.....	1,500 00	9,981 79	1,877 21	.....	.....	.....	.....	22,788 43
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	1,000 00	6,000 00	300 00	1,000 00	.....	.....	.....	8,300 00
.....	.....	1,500 00	12,000 00	.....	.....	.....	.....	.....	13,500 00
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
925 00	325 00	200 00	8,800 00	2,638 00	430 00	250 00	.....	.....	14,068 00
6,350 00	265 00	1,700 00	6,800 00	850 00	738 00	.....	.....	.....	16,703 00
14,595 93	183 51	1,000 00	10,805 25	1,896 32	138 10	1,179 51	.....	.....	*f*32,273 32
.....	500 00	500 00	14,296 71	1,976 12	.....	3,397 88	1,224 08	.....	21,394 79
.....	.....	250 00	4,430 00	450 00	175 00	1,600 00	125 00	$170 00	7,200 00
12,000 00	242 00	300 00	9,199 50	764 15	.....	204 07	28 75	74 16	*g*11,242 69
.....	300 00	2,000 00	12,174 00	3,261 68	.....	.....	.....	.....	*h*54,196 36
28,256 33	.....	1,800 00	13,919 75	2,087 46	.....	1,031 46	.....	.....	47,095 00
29,054 02	174 95	1,700 00	8,873 71	1,114 91	1,002 00	800 00	250 00	45 00	*j*57,850 06
1,242 60	300 00	2,500 00	12,560 00	500 00	.....	.....	.....	.....	*k*27,383 55
25,000 00	64 00	1,800 00	11,280 00	320 00	.....	756 00	32 00	3 00	39,256 00
3,180 19	450 00	1,400 00	8,375 00	.....	425 00	.....	.....	.....	13,830 19
9,000 00	.....	1,500 00	6,800 00	509 00	100 00	100 00	25 00	.....	17,025 00
12,000 00	.....	1,500 00	7,290 00	.....	.....	.....	.....	.....	20,790 00
11,000 00	.....	1,000 00	360 00	.....	.....	.....	.....	.....	.....
73,800 00	500 00	1,800 00	13,300 00	765 53	200 00	3,216 00	100 00	100 00	93,781 53
27,957 12	500 00	.....	14,153 76	1,664 92	.....	1,663 91	316 84	.....	46,256 55
.....	.....	.....	7,073 13	1,086 34	50 00	1,649 47	2,019 21	.....	11,878 15
29,000 00	175 00	2,200 00	7,500 00	490 00	150 00	570 00	90 00	86 00	11,221 00
5,338 15	204 80	.....	8,632 84	375 29	.....	521 18	601 09	.....	*m*10,525 68
.....	.....	.....	7,880 00	650 00	.....	1,786 00	.....	.....	10,316 00
8,875 72	.....	1,500 00	10,822 50	2,631 87	.....	.....	.....	.....	23,830 09
30,335 24	450 00	4,000 00	16,159 50	723 30	307 00	763 07	385 56	.....	53,123 67
4,953 89	.....	1,800 00	7,310 00	2,022 76	.....	.....	.....	.....	*n*18,836 65
14,388 07	.....	1,400 00	8,782 50	2,927 28	.....	.....	.....	.....	27,497 85
47,942 02	.....	1,750 00	11,281 48	4,167 02	.....	.....	.....	.....	*p*81,826 18
.....	.....	1,500 00	.....	.....	.....	.....	.....	.....	.....
1,850 00	.....	1,600 00	6,770 00	2,088 22	1,162 78	2,455 00	.....	.....	*q*18,550 89
1,168 67	31,280 26	1,500 00	9,829 25	.....	.....	3,348 18	.....	.....	47,126 34
16,154 62	.....	2,000 00	6,355 25	3,190 22	.....	.....	.....	.....	*r*33,786 66
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5,500 00	1,000 00	.....	13,552 06	4,036 64	320 00	1,523 60	.....	.....	20,429 30
4,656 31	.....	300 00	9,490 00	555 02	.....	1,183 77	.....	422 08	16,607 18
23,300 00	.....	1,500 00	7,769 97	6,604 86	.....	.....	.....	.....	39,254 83
35,769 03	.....	2,155 54	6,107 50	2,064 69	517 68	993 07	33 30	.....	47,640 83
.....	.....	80 00	6,636 00	.....	.....	255 00	50 00	633 00	7,654 00
.....	.....	1,200 00	2,945 00	.....	*s*1,748 85	.....	.....	.....	5,893 85
20,000 00	.....	500 00	16,000 00	250 00	100 00	65 00	4 00	.....	36,819 00
.....	.....	1,500 00	10,036 00	2,000 00	.....	200 00	75 00	.....	13,811 00
111 71	78 40	.....	7,554 33	.....	86 41	.....	.....	.....	18,995 82
.....	.....	250 00	5,753 25	.....	.....	4,714 07	.....	.....	10,767 32
288 69	10 05	.....	8,387 00	.....	.....	3,087 19	.....	.....	11,772 93

k Includes for bonds and interest, janitors, heating-apparatus, previously unpaid claims, &c., $10,780 95
l Includes $20,000 received from sale of bonds.
m Includes $395 28, insurance and interest.
n Includes $2,750, paid on redemption of bonds.
o Includes $34,115 28 received from State tax collected on duplicate of 1870; State common school fund, $3,488 86; school fund, $916 07; sale of bonds and interest, $26,425 28; sale of property, $7,584 11.
p Includes $16,685 66, paid on redemption of bonds.
q Includes $2,624 89, not entered above.
r Includes $6,086 57, interest of bonds.
s Includes fuel, lights, rents, repairs, stationery, and school-books.

TABLE IV.—SCHOOL STATISTICS OF CITIES

CLASS C—PART I.—*Names of superintendents, the population, enroll*

Number.	State.	Name of city.	Name of superintendent.	Population.	Legal school age.	Number of children of school age.	Number of children enrolled in school.	Average number attending school.
1	2	3	4	5	6	7	8	9
1	Ala...	Tuscaloosa(*a*)...	R. S. Cox	1,689	5-21	1,000	150	89
2	Ill....	Danville	J. G. Shedd	4,751	6-21	1,652	1,012	780
3	Ill....	Dickson	E. C. Smith	4,055	6-21			739
4	Ill....	El Paso	D. C. Smith	1,564	6-21	874	447	431
5	Ill....	Litchfield	B. F. Hedges	3,852	6-21	1,158	1,037	609
6	Ill....	Macomb	M. Andrews	2,748	6-21	1,019	811	603
7	Ill....	Mendota	W. F. Bromfield	3,546	6-21	1,490	997	943
8	Ill....	Monmouth	J. H. Wilson (*b*)	4,662	6-21	1,760	1,029	950
9	Ill....	Peru	G. B. Stockdale	3,650	6-21	1,880	890	830
10	Ill....	Watsuka	L. T. Hewins (*c*)	1,551	6-21	336	261	
11	Ind...	Columbus	A. H. Graham	1,663	6-21		570	474
12	Ind...	Goshen	D. D. Luke	3,133	6-21	1,024	850	785
13	Ind...	Green Castle	E. P. Cole	3,227	6-21	1,026	716	478
14	Ind...	Lawrenceburgh.	E. H. Butler	3,159	6-21	1,683	860	642
15	Ind ..	Logansport	Sheridan Cox	3,241	6-21	2,690	1,471	945
16	Ind..	Seymour	J. C. Housekeeper	2,372	6-21	875	679	430
17	Iowa..	Cedar Falls	J. K. Sweeney	3,070	5-21	1,118	771	513
18	Iowa..	Independence...	Wilson Palmer	2,945	5-21	1,027	625	499
19	Iowa..	Lyons	C. C. Snyder	4,088	5-21	1,588	950	735
20	Iowa..	Marshalltown...	Charles Robinson	3,218	5-21	1,053	509	416
21	Iowa..	McGregor	O. E. Haven	2,074	5-21		414	328
22	Iowa..	Waverly	C. S. Harwood (*g*)	2,291	5-21	805	542	416
23	Iowa..	Winterset	Jos. W. Bartlett (*b*)	1,485	5-21	535	505	302
24	Kans .	Baxter Springs..	D. W. King	1,284	5-21	501	209	193
25	Kans .	Emporia	P. S. Carmichael	2,168	5-21	1,080	380	368
26	Kans .	Fort Scott	T. W. McKinney	4,174	5-21	1,425	854	683
27	Kans .	Ottawa	Philitus Fales	2,941	5-21	967	640	426
28	Kans .	Wyandotte	O. C. Palmer	2,940	5-21	1,171	540	480
29	Ky ...	Marysville	G. W. Martin (*i*)	4,705	6-20	1,410	600	370
30	Ky ...	Owensborough..	J. W. Gray	3,437	6-20	865	550	525
31	Ky ...	Paris	W. E. Clarke	2,655	6-20	465	186	170
32	Mich .	Big Rapids	Chas. W. Borst	1,237	5-20	452	360	300
33	Mich .	Coldwater	David Bemiss	4,381	5-20	1,273	1,254	1,228
34	Mich .	Lapeer City	O. D. Thompson	1,772	5-20	677	491	412
35	Mich .	Marshall	Henry N. French	4,935	5-20	*k*1,597	1,057	1,014
36	Mich .	Grand Haven...		3,147	5-20	872	839	435
37	Mich .	Pontiac	J. A. Corbin	4,867	5-20	1,219	1,043	667
38	Mich .	St. Clair	J. T. Aulls	1,790	5-20	916	588	290
39	Mich .	Wyandotte	J. H. Bishop	2,731	5-20	1,084	612	582
40	Minn .	Mankato	J. H. Hartman (*l*)	3,482	5-21	1,435	717	540
41	Minn .	Owatonna	W. L. Butts	2,070	5-21	724	866	500
42	Minn .	Red Wing	O. Whitman	4,260	5-21	1,419	1,038	602
43	Minn .	Rochester	C. H. Roberts (*n*)	3,953	5-21		1,015	716
44	Mo ..	Chillicothe	W. O. Fletcher	3,978	5-21	1,324	740	581
45	Mo ..	Independence...	A. Carroll	3,148	5-21	1,108	800	527
46	Mo ..	Jefferson City ..	A. F. Hamilton	4,420	5-21	1,300	900	600
47	Mo ..	Louisiana	Geo. L. Osborne	3,639	5-21	1,429	719	491
48	Mo ..	Westport	Wyatt Webb (*l*)	1,095	5-21	432	290	201
49	Nev ..	Austin	M. D. L. Buell	1,324	6-18		125	117
50	N. J ..	Atlantic City ...	Edward S. Reed	1,043	5-18	507	423	346
51	N. J ..	Salem	Theophilus Patterson	4,555	5-18	1,224	500	400
52	Ohio ..	Lancaster	Geo. W. Welsh	4,725	5-21	1,400	1,130	900
53	Ohio ..	Mount Vernon..	R. B. Marsh	4,876	5-21	1,545	840	784
54	Ohio ..	Urbana	A. C. Deuel	4,276	5-21		1,020	659
55	Ohio ..	Warren	J. C. Barney	3,457	5-21	1,352	861	559
56	Texas.	Jefferson	W. C. Towers	4,190	6-18		755	782
57	Utah .	Manti	Wm. T. Reid	1,239	4-16	335	285	240
58	Utah .	Mount Pleasant.		1,346	4-16	454		250
59	Va....	Fred'ksburgh (*o*)	John Howison	4,046	5-21	1,179	281	
60	Wis ..	Beloit	T. L. Wright	4,396	4-20	1,526	1,291	1,224
61	Wis ..	Green Bay	A. H. Ensnorth	4,666	4-20	1,419	614	200
62	Wis ..	Portage	J. J. Guppey	3,945	4-20	1,564	1,069	538
								710

a Includes Northport and Taylorsville.
b Clerk of the school board.
c County superintendent. Wm. J. Jones, clerk of the school board.
d A district graded school.
e Enrollment.
f One graded school, having eight departments.
g County superintendent.
h One graded school, having nine rooms.
i President of the board of education.

CONTAINING LESS THAN 5,000 INHABITANTS.

ment, and attendance, and statistics of primary and grammar schools.

Primary schools.							Grammar schools.							
Number of.	Teachers.			Pupils.			Number of.	Teachers.			Pupils.			Number.
	Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	
....	....	....	....	....	....	....	2	1	4	5	35	29	64	1
17	....	17	17	286	336	622	2	.....	2	2	37	61	98	2
9	....	9	9	226	263	489	4	.....	4	4	80	89	169	3
4	....	4	4	121	110	231	4	1	3	4	98	99	197	4
9	....	9	9	245	250	495	2	.....	2	2	30	50	80	5
7	....	4	7	.....	.....	505	2	1	1	2	.....	.....	95	6
8	....	8	8	205	277	482	6	.....	6	6	169	175	544	7
4	....	16	16	300	397	697	5	1	4	5	147	150	297	8
5	....	6	6	200	220	420	8	.....	7	7	162	188	350	9
*d*1	....	2	2	72	79	151	1	1	2	3	64	77	141	10
5	1	7	8	202	227	429	.....	.....	.....	.....	.....	.....	.....	11
12	1	11	12	309	331	640	2	.....	2	2	30	40	70	12
6	....	6	6	234	207	441	2	.....	2	2	57	68	125	13
4	....	4	4	143	164	307	6	.....	6	6	144	146	290	14
20	3	17	20	*e*633	*e*613	818	2	.....	2	2	*e*63	*e*56	81	15
1	1	4	5	153	130	283	1	1	2	3	51	64	115	16
*f*1	....	5	5	187	157	344	1	.....	2	2	44	51	95	17
4	....	4	4	*e*123	*e*125	189	4	.....	4	4	*e*109	*e*114	187	18
7	....	8	8	270	285	555	2	1	2	3	67	85	152	19
11	....	9	9	150	174	324	1	.....	2	2	23	34	57	20
5	....	5	5	100	82	182	4	1	4	5	51	66	117	21
4	....	4	4	.....	.....	270	.....	.....	.....	.....	.....	.....	.....	22
*h*1	1	8	9	170	132	302	.....	.....	.....	.....	.....	.....	.....	23
4	1	3	4	68	62	130	.....	2	1	3	29	34	63	24
3	....	4	4	141	147	288	3	1	3	4	33	47	80	25
12	1	11	12	277	296	573	2	.....	2	2	37	43	80	26
3	2	3	5	.....	354	354	1	1	1	2	35	37	72	27
2	....	2	2	70	80	150	1	1	2	3	50	54	104	28
3	3	6	9	.....	.....	316	1	2	.....	2	.....	.....	54	29
2	....	2	2	100	100	200	5	2	3	5	150	150	300	30
2	....	2	2	40	40	80	1	.....	1	1	15	25	40	31
3	....	3	3	.....	.....	140	*j*3	.....	3	3	.....	.....	120	32
15	2	13	15	.....	.....	917	2	1	1	2	.....	.....	111	33
5	....	5	5	112	130	242	2	.....	2	2	40	43	83	34
12	....	14	14	325	380	705	2	.....	2	2	20	40	60	35
4	....	6	6	.....	.....	645	2	1	3	4	.....	.....	194	36
9	....	11	11	892	195	187	1	.....	2	2	51	47	98	37
3	....	3	3	67	68	135	1	.....	1	1	16	23	39	38
4	....	.....	6	185	279	464	1	.....	1	1	31	38	39	39
3	....	6	6	120	160	280	2	.....	4	4	110	145	255	40
3	....	3	3	139	148	287	*m*6	1	4	6	100	117	217	41
11	....	11	11	256	242	498	2	.....	2	2	36	42	78	42
8	....	8	8	215	252	440	5	.....	5	5	115	125	240	43
10	2	8	10	200	264	464	1	.....	1	1	31	25	56	44
6	....	6	6	396	404	800	3	.....	3	3	140	126	266	45
6	1	7	8	225	215	440	2	1	4	5	83	77	160	46
8	1	4	5	181	212	393	2	.....	2	2	25	43	68	47
4	....	4	4	83	60	143	.....	.....	.....	.....	.....	.....	.....	48
2	....	2	2	44	40	84	1	.....	1	.....	17	15	32	49
2	....	2	2	84	73	157	2	.....	2	2	84	88	162	50
2	....	2	2	64	60	124	.....	.....	2	2	20	100	190	51
11	....	11	11	340	450	790	4	2	2	4	80	110	190	52
13	....	13	13	243	321	564	2	1	1	2	47	73	120	53
10	....	11	11	237	239	476	3	2	1	3	71	61	132	54
9	....	10	10	215	191	406	1	.....	3	3	70	47	117	55
7	6	1	7	150	205	355	.....	.....	.....	.....	.....	.....	.....	56
2	....	2	2	60	70	130	2	2	.....	2	65	55	120	57
4	2	2	4	239	215	454	.....	.....	.....	.....	.....	.....	.....	58
10	2	8	10	127	97	224	.....	.....	.....	.....	.....	.....	.....	59
8	....	9	9	200	210	410	4	.....	8	8	130	160	290	60
.....	.....	7	7	.....	.....	383	.....	.....	2	2	.....	.....	88	61
9	....	9	9	250	260	510	1	.....	2	2	48	54	102	62

j Includes intermediate department.
k Approximately, and including the enrollment of sectarian school children.
l Clerk of board of education.
m Including three intermediate schools, having 362 pupils.
n Secretary of board of education.
o Public schools have had no existence in Fredericksburgh until the present year.

TABLE IV.—SCHOOL STATISTICS OF CITIES CON

CLASS C—PART II.—*High, evening, corporate,*

Number.	State.	Name of city.	High schools.							Evening schools.						
			Number of.	Teachers.			Pupils.			Number of.	Teachers.			Pupils.		
				Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	24	25	26	27	28	29	30	31	32	33	34	35	36	37
1	Ala...	Tuscaloosa	1	1	....	1	15	10	25	....	....	....	....	....	....	.....
2	Ill....	Danville	1	....	3	3	18	42	60	....	....	....	....	....	....	.....
3	Ill....	Dixon	2	2	1	3	36	45	81	....	....	....	....	....	....	.....
4	Ill....	El Paso	....	....	....	....	....	....	.....	....	....	....	....	....	....	.....
5	Ill....	Litchfield	1	....	1	1	13	21	34	....	....	....	....	....	....	.....
6	Ill....	Macomb	1	1	1	2	....	.....	55	....	....	....	....	....	....	.....
7	Ill....	Mendota	2	2	....	2	43	74	117	....	....	....	....	....	....	.....
8	Ill....	Monmouth	1	1	....	1	14	20	34	....	....	....	....	....	....	.....
9	Ill....	Peru	....	1	2	3	28	32	60	....	....	....	....	....	....	.....
10	Ill....	Watsuka	....	....	....	....	....	....	.....	....	....	....	....	....	....	.....
11	Ind...	Columbus	1	1	....	1	21	24	45	....	....	....	....	....	....	.....
12	Ind...	Goshen	1	1	1	2	31	46	77	....	....	....	....	....	....	.....
13	Ind...	Green Castle	1	1	1	2	24	54	78	....	....	....	....	....	....	.....
14	Ind...	Lawrenceburgh	1	1	1	2	27	18	45	....	....	....	....	....	....	.....
15	Ind...	Logansport	1	....	3	3	c52	54	151	....	....	....	....	....	....	.....
16	Ind...	Seymour	1	2	....	2	16	16	32	....	....	....	....	....	....	.....
17	Iowa..	Cedar Falls	1	....	2	2	32	42	74	....	....	....	....	....	....	.....
18	Iowa..	Independence	2	....	4	4	c70	84	123	....	....	....	....	....	....	.....
19	Iowa..	Lyons	1	....	1	1	10	16	26	....	....	....	....	....	....	.....
20	Iowa..	Marshalltown	1	....	1	1	13	22	35	....	....	....	....	....	....	.....
21	Iowa..	McGregor	1	1	1	2	7	22	29	....	....	....	....	....	....	.....
22	Iowa..	Waverly	1	1	1	2	25	50	75	....	....	....	....	....	....	.....
23	Iowa..	Winterset	....	....	....	....	....	....	.....	....	....	....	....	....	....	.....
24	Kans .	Baxter Springs	....	....	....	....	....	....	.....	....	....	....	....	....	....	.....
25	Kans .	Emporia	....	....	....	....	....	....	.....	....	....	....	....	....	....	.....
26	Kans .	Fort Scott	1	1	....	1	18	12	30	....	....	....	....	....	....	.....
27	Kans .	Ottawa	....	....	....	....	....	....	.....	....	....	....	....	....	....	.....
28	Kans .	Wyandotte	1	2	....	2	30	40	70	....	....	....	....	....	....	.....
29	Ky ...	Maysville	....	....	....	....	....	....	.....	....	....	....	....	....	....	.....
30	Ky ...	Owensborough	1	1	....	1	15	10	25	....	....	....	....	....	....	.....
31	Ky ...	Paris	1	1	....	1	28	12	40	....	....	....	....	....	....	.....
32	Mich .	Big Rapids	1	1	1	2	....	.....	40	....	....	....	....	....	....	.....
33	Mich .	Coldwater	1	1	2	3	....	.....	100	....	....	....	....	....	....	.....
34	Mich .	Lapeer City	1	1	1	2	40	47	87	....	....	....	....	....	....	.....
35	Mich .	Marshall	1	1	3	4	23	46	69	....	....	....	....	....	....	.....
36	Mich .	Grand Haven	....	....	....	....	....	....	.....	....	....	....	....	....	....	.....
37	Mich .	Pontiac	1	2	1	3	40	42	82	....	....	....	....	....	....	.....
38	Mich .	St. Clair	1	1	1	2	9	17	26	....	....	....	....	....	....	.....
39	Mich .	Wyandotte	1	1	1	2	19	30	49	....	....	....	....	....	....	.....
40	Minn .	Mankato	2	1	2	3	80	102	182	....	....	....	....	....	....	.....
41	Minn .	Owatonna	1	2	....	2	15	20	35	....	....	....	....	....	....	.....
42	Minn .	Red Wing	1	1	1	2	13	13	26	....	....	....	....	....	....	.....
43	Minn .	Rochester	1	1	1	2	20	16	36	....	....	....	....	....	....	.....
44	Mo ...	Chillicothe	1	1	....	1	16	45	61	....	....	....	....	....	....	.....
45	Mo ...	Independence	2	2	....	2	22	18	40	....	....	....	....	....	....	.....
46	Mo ...	Jefferson City	....	....	....	....	....	....	.....	....	....	....	....	....	....	.....
47	Mo ...	Louisiana	1	1	1	2	12	18	30	....	....	....	....	....	....	.....
48	Mo ...	Westport	....	2	....	2	20	38	58	....	....	....	....	....	....	.....
49	Nev ..	Austin	....	....	....	....	....	....	.....	....	....	....	....	....	....	.....
50	N. J ..	Atlantic City	1	1	....	1	17	10	27	....	....	....	....	....	....	.....
51	N. J ..	Salem	1	1	1	2	30	41	71	1	1	2	3	50	....	.....
52	Ohio ..	Lancaster	1	1	1	2	21	30	51	....	....	....	....	....	....	.....
53	Ohio ..	Mount Vernon	1	1	3	4	34	66	100	....	....	....	....	....	....	.....
54	Ohio ..	Urbana	1	....	2	2	16	35	51	....	....	....	....	....	....	.....
55	Ohio ..	Warren	1	....	3	3	24	35	59	....	....	....	....	....	....	.....
56	Texas.	Jefferson	6	4	2	6	130	143	273	....	....	....	....	....	....	.....
57	Utah .	Manti	....	....	....	....	....	....	.....	....	....	....	....	....	....	.....
58	Utah .	Mount Pleasant	....	....	....	....	....	....	.....	....	....	....	....	....	....	.....
59	Va....	Fredericksburgh	....	....	....	....	....	....	.....	....	....	....	....	....	....	.....
60	Wis ..	Beloit	1	1	2	3	40	60	120	....	....	....	....	....	....	.....
61	Wis ..	Green Bay	1	1	....	1	....	.....	37	....	....	....	....	....	....	.....
62	Wis ..	Portage	1	1	1	2	45	53	98	....	....	....	....	....	....	.....

a Also two private schools having 220 pupils.
b Ashbury Univ'sity and Indiana Female College.
c Enrollments.
d One graded school, having eight departments.
e One graded school, having nine rooms.
f This is an intermediate school.
g Approximately and including the enrollment of sectarian schools.

TAINING LESS THAN 5,000 INHABITANTS—Continued.

and normal schools, and grand total of schools.

Corporate schools.						City normal schools.						Grand total.							
Number of.	Teachers.			Pupils.			Number of.	Teachers.			Pupils.			No. of schools of every kind.	Teachers.			Pupils.			Number.
	Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.	
38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	1
....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	2	4	6	50	39	89	1
....	....	....	....	....	....	....	....	....	....	....	....	....	....	20	....	22	22	341	439	780	2
....	....	....	....	....	....	....	....	....	....	....	....	....	....	15	2	14	16	342	397	739	3
....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	1	7	8	219	209	428	4
....	....	....	....	....	....	....	....	....	....	....	....	....	....	13	2	12	14	288	321	609	5
....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	2	6	11	.....	.....	655	6
....	....	....	....	....	....	....	....	....	....	....	....	....	....	16	2	14	16	417	526	943	7
1	14	1	15	175	125	250	....	....	....	....	....	....	....	11	19	21	40	.....	.....	950	8
....	....	....	....	....	....	....	....	....	....	....	....	....	....	*a*14	1	15	16	390	440	830	9
....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	1	4	5	136	156	292	10
....	....	....	....	....	....	....	....	....	....	....	....	....	....	6	2	7	9	223	251	474	11
....	....	....	....	....	....	....	....	....	....	....	....	....	....	15	2	14	16	370	411	781	12
*b*2	....	....	....	....	....	....	....	....	....	....	....	....	....	9	1	9	10	315	401	716	13
2	1	1	2	40	28	68	....	....	....	....	....	....	....	12	2	12	14	335	328	642	14
....	....	....	....	....	....	....	....	....	....	....	....	....	....	23	3	22	25	748	723	945	15
....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	4	7	11	*c*344	*c*335	*c*679	16
....	....	....	....	....	....	....	....	....	....	....	....	....	....	*d*1	1	10	11	263	250	513	17
....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	2	12	14	302	323	625	18
....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	1	11	12	347	386	733	19
....	....	....	....	....	....	....	....	....	....	....	....	....	....	13	....	12	12	186	236	416	20
....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	2	10	12	158	170	328	21
....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	1	5	6	.....	.....	345	22
....	....	....	....	....	....	....	....	....	....	....	....	....	....	*e*1	1	8	9	170	132	302	23
....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	2	3	5	97	96	193	24
....	....	....	....	....	....	....	....	....	....	....	....	....	....	6	1	7	8	174	194	368	25
....	....	....	....	....	....	....	....	....	....	....	....	....	....	15	2	13	15	332	351	683	26
....	....	....	....	....	....	....	....	....	....	....	....	....	....	6	3	4	7	.....	426	426	27
....	....	....	....	....	....	....	....	....	....	....	....	....	....	*f*8	3	5	8	225	234	459	28
....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	5	6	11	.....	.....	370	29
....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	3	5	8	265	260	525	30
....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	1	3	4	83	77	160	31
....	....	....	....	....	....	....	....	....	....	....	....	....	....	6	1	7	8	.....	.....	300	32
....	....	....	....	....	....	....	....	....	....	....	....	....	....	18	3	17	20	.....	.....	1128	33
....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	1	8	9	192	220	412	34
2	1	3	4	80	100	180	....	....	....	....	....	....	....	19	2	22	24	448	566	*g*1014	35
....	....	....	....	....	....	....	....	....	....	....	....	....	....	6	1	9	10	.....	.....	839	36
....	....	....	....	....	....	....	....	....	....	....	....	....	....	11	2	14	16	383	284	667	37
....	....	....	....	....	....	....	....	....	....	....	....	....	....	*h*3	2	8	10	121	169	290	38
....	....	....	....	....	....	....	....	....	....	....	....	....	....	*i*8	1	8	9	235	347	582	39
....	....	....	....	....	....	....	....	....	....	....	....	....	....	7	1	12	13	310	407	717	40
....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	2	8	10	449	417	866	41
....	....	....	....	....	....	....	....	....	....	....	....	....	....	14	1	14	15	305	297	602	42
....	....	....	....	....	....	....	....	....	....	....	....	....	....	14	1	14	15	350	366	716	43
....	....	....	....	....	....	....	....	....	....	....	....	....	....	12	3	9	12	247	334	581	44
....	....	....	....	....	....	....	....	....	....	....	....	....	....	17	5	12	17	396	404	800	45
....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	2	11	13	308	292	600	46
*j*1	2	3	5	32	35	67	....	....	....	....	....	....	....	9	4	13	17	250	308	558	47
....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	2	4	6	103	98	201	48
....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	2	1	3	62	55	117	49
....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	1	4	5	175	171	346	50
*k*1	1	....	1	9	12	21	....	....	....	....	....	....	....	7	3	11	14	243	213	456	51
1	1	3	4	40	50	90	....	....	....	....	....	....	....	17	4	17	21	480	640	1120	52
....	....	....	....	....	....	....	....	....	....	....	....	....	....	16	2	17	19	324	460	784	53
....	....	....	....	....	....	....	....	....	....	....	....	....	....	14	3	13	16	324	335	659	54
....	....	....	....	....	....	....	....	....	....	....	....	....	....	11	....	16	16	439	422	861	55
....	....	....	....	....	....	....	1	....	2	2	20	35	55	14	10	5	15	300	383	683	56
....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	2	2	4	125	125	250	57
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	58
....	....	....	....	....	....	....	....	....	....	....	....	....	....	*l*10	2	8	10	127	97	224	59
....	....	....	....	....	....	....	....	....	....	....	....	....	....	13	1	19	20	370	450	820	60
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	9	10	.....	.....	430	61
....	....	....	....	....	....	....	....	....	....	....	....	....	....	11	1	10	11	343	367	710	62

h St. Clair Union School; also two sectarian schools, having 2 teachers and 90 pupils. Also one German private school, having 2 teachers and about 150 pupils.

j Baptist college.

k Colored corporate institution.

l Public schools have had no existence until the present year in Fredericksburgh.

TABLE IV.—SCHOOL STATISTICS OF CITIES CON

CLASS C—PART III.—

Number.	State.	City.	INCOME.						
			Balance on hand, &c.	Received from State fund.	Received from County fund.	Received from local fund.	Received from taxation.	Received from other sources.	Total.
1	2	3	59	60	61	62	63	64	65
1	Ala	Tuscaloosa		$6,969 65					$6,969 65
2	Ill	Danville	$3,080 43	1,994 08	$2,314 75	$374 54	$12,193 37		19,957 09
3	Ill	Dickson	483 24	1,598 81			18,480 10	$418 98	21,981 13
4	Ill	El Paso	2,033 80	600 00	15 00	230 00	6,270 16		9,148 96
5	Ill	Litchfield							
6	Ill	Macomb	165 27	736 03			7,716 02	1,104 70	9,722 02
7	Ill	Mindota	3,104 21	1,392 14			11,037 59		15,583 94
8	Ill	Monmouth	5,000 00	2,000 00			13,000 00		20,000 09
9	Ill	Peru	4 22	1,207 90			10,547 48	156 00	11,915 60
10	Ill	Watseeka	945 63		333 93	82 68	6,654 28	150 00	8,166 52
11	Ind	Columbus	6,977 59					8,466 09	15,443 68
12	Ind	Goshen	5,348 47	2,544 37	2,140 39	2,706 84	2,884 32	2,792 07	18,416 47
13	Ind	Green Castle	7,642 33	2,955 38			5,168 94		15,766 65
14	Ind	Lawrenceb'gh		4,000 00			3,600 00		7,600 00
15	Ind	Logansport	1,367 84	7,391 89		1,675 44	6,952 46		17,387 63
16	Ind	Seymour	5,477 34	2,614 78	2,027 83	132 80			10,252 75
17	Iowa	Cedar Falls		790 25		94 40	9,246 00		10,130 65
18	Iowa	Independence	6,981 57	1,275 94			14,508 51	609 20	23,375 22
19	Iowa	Lyons	2,531 20	2,475 28			4,156 11		9,142 59
20	Iowa	Marshalltown	2,025 76	1,053 24			13,336 50	10,000 00	26,415 50
21	Iowa	McGregor							
22	Iowa	Waverly	2,931 41	935 67	5,937 13		8,888 54		9,824 21
23	Iowa	Winterset	2,927 14				3,682 91		6,610 05
24	Kans	Baxter Springs		684 00					684 00
25	Kans	Emporia	1,899 75	1,064 00			1,718 95		4,682 70
26	Kans	Fort Scott	2,390 00	2,850 00		15,949 00		37,825 00	59,014 00
27	Kans	Ottawa	533 24	1,598 25	600 00		4,191 75		6,923 24
28	Kans	Wyandotte		1,502 60			11,884 56		13,387 16
29	Ky	Maysville		2,720 94			2,541 31	730 40	5,992 65
30	Ky	Owensborough		1,920 00			5,000 00		6,920 00
31	Ky	Paris		480 00			2,950 00		3,430 00
32	Mich	Big Rapids	2 06	194 42	1,195 25	76 25	4,213 39		5,592 37
33	Mich	Coldwater	293 41	2,356 47		125 00	13,561 60	476 75	16,813 23
34	Mich	Lapeer City	2,392 18	308 46	548 96	278 60	3,096 16		6,624 36
35	Mich	Marshall	3,821 40	820 26	1,633 14		15,937 89	383 80	22,596 49
36	Mich	Grand Haven		433 65			12,564 65	107 56	13,105 76
37	Mich	Pontiac	5,183 66	886 09	1,860 60		18,675 00	49,132 06	75,115 41
38	Mich	Saint Clair	438 88	1,126 39	95 07	74 00	2,800 00	56 82	4,591 16
39	Mich	Wyandotte		415 23	403 50		7,995 00		8,013 73
40	Minn	Mankato	98 04	1,950 40	2,400 83			16,883 50	31,332 77
41	Minn	Owatonna		894 21			3,635 79		4,530 00
42	Minn	Red Wing		3,216 31			13,299 54	141 00	16,656 85
43	Minn	Rochester			2,945 14	18,781 35	2,151 76	717 00	24,595 25
44	Mo	Chillicothe		500 00	1,500 00		5,000 00		7,000 00
45	Mo	Independence		859 50	1,042 77	114 87	9,429 12		11,446 26
46	Mo	Jefferson City		699 70			8,300 00		8,999 70
47	Mo	Louisiana			813 00		4,879 97		5,692 97
48	Mo	Westport	515 10	243 95		76 20	4,190 90		5,025 95
49	Nev	Austin		455 00	3,195 45		8,000 00		11,650 45
50	N. J	Atlantic City							
51	N. J	Salem	11 00	473 86	285 46		4,896 00		5,566 32
52	Ohio	Lancaster	1,730 63	2,206 50	190 04		11,479 92	7,178 05	22,785 14
53	Ohio	Mount Vernon							
54	Ohio	Urbana	4,601 11	2,611 00			15,234 86	223 53	22,670 50
55	Ohio	Warren	965 32	2,889 60		23,207 81		655 00	27,864 26
56	Tex	Jefferson							
57	Utah	Manti					575 00	1,400 00	1,975 00
58	Utah	Mt. Pleasant							
59	Va	Fred'ricksb'(f)		1,061 00				200 00	1,261 00
60	Wis	Beloit	616 41	632 62	1,222 63		16,166 05	449 00	19,086 71
61	Wis	Green Bay	4,313 16	717 60	632 80		12,000 00	5,015 00	22,678 46
62	Wis	Portage		593 19	601 60		5,500 00	155 00	6,849 79

a Includes $8,651 51, unclassified current expenditure.
b Unclassified expenditures.
c Includes $86[illegible] 45 interest on bonds.

TAINING LESS THAN 5,000 INHABITANTS—Continued.

School finances.

EXPENDITURE.

Permanent.		Current.							
Sites and buildings.	Libraries and apparatus.	Salary of superint'nd'nts, &c.	Salary of teachers.	Fuel and light.	Rent.	Repairs.	Stationery.	School books.	Total.
66	67	68	69	70	71	72	73	74	75
									$6,969 65
$31,356 00		$1,200 00	$6,789 09	$1,361 25	$1,056 00				41,762 34
7,219 00	$295 56	2,700 00	6,265 00	795 92		$549 01	$10 25		17,834 74
20,000 00	2,000 00	1,000 00	2,920 00	250 00	30 00	225 00	26 25	$25 70	26,476 95
	25 00	1,500 00	4,758 00		300 00	250 00	5 00		6,813 00
6,932 43		1,500 00	6,400 00	751 51					*a*15,583 94
									15,500 00
		2,000 00	7,500 00	800 00		400 00	100 00		10,800 00
14,300 00			3,000 00	418 00					17,718 00
		1,200 00	3,858 75	1,371 00					6,429 75
5,300 00	100 00	1,600 00	5,468 00	430 00		120 00	50 00		13,068 00
1,000 00		1,200 00	3,717 70			*b*3,187 35			9,105 05
		1,450 00	5,100 00	150 00		50 00			6,750 00
1,103 25		1,300 00	9,026 00			*b*6,601 92			18,031 17
27,000 00	200 00	1,400 00	2,950 00	550 00					32,800 00
8,000 00		1,200 00	3,700 00	524 90	100 00	425 00	4 45		13,754 35
9,484 98			5,865 00	629 54	20 00	538 40	195 85		16,733 77
	60 00	1,000 00	4,350 28	710 73		900 96			7,021 97
11,876 47		1,500 00	5,070 50	1,946 91		381 40			25,935 91
40,600 00	400 00		4,350 00	1,062 88				25 00	46,437 86
	100 00	1,000 00	3,059 99	404 82					4,564 81
1,500 00	150 00		1,230 00	150 00	75 00	40 00			16,643 00
		110 00	1,485 00	158 68		596 34			*c*3,212 47
37,825 00	100 00	1,200 00	6,500 00	300 00	300 00	500 00	50 00		*d*56,624 00
127 86			3,965 00	750 00	241 85	42 75			*d*6,228 03
		1,500 00	3,450 00	662 65		3,000 00			8,612 65
			5,000 00	150 00	120 00	776 79			6,046 79
20,000 00		1,800 00	4,500 00	200 00	300 00	150 00	100 00	50 00	29,100 00
			2,750 00	150 00		50 00			2,950 00
1,850 31		1,200 00	1,920 00	150 00	170 00				5,590 31
435 00		1,200 00	6,619 00	644 98		1,955 99			*d*13,077 99
2,546 97	50 00	1,500 00	2,720 00	150 00		50 00			7,016 97
4,615 63		1,500 00	6,878 95			*e*7,169 67			20,164 25
25,063 61	10 00	1,200 00	1,320 00	1,264 77					38,858 38
53,460 00	1,000 00	1,800 00	6,520 00	300 00		800 00	200 00	50 00	64,130 00
25,000 00	200 00		2,990 00		738 47	305 15			4,591 16
	600 00	1,100 00	2,700 00			2,800 00			7,200 00
9,961 00			4,520 00	290 00	37 50	800 00	15 00		15,967 50
		1,200 00	3,330 00	220 00		700 00			5,450 00
7,000 00		1,500 00	6,348 00	1,000 00		315 00	75 00		16,238 00
6,290 80		1,500 00	7,500 00	1,378 75		1,426 00			20,136 82
	150 00	1,100 00	4,280 00	225 00	800 00	50 00			6,605 00
15,000 00	500 00	1,200 00	7,855 00	500 00	160 00	150 00			10,365 00
45,663 00	200 00	1,500 00	7,700 00	1,000 00		500 00	200 00	100 00	56,863 00
23,000 00	50 00	1,800 00	6,589 50	537 00	84 00				31,060 50
1,900 00		680 00	2,000 00	145 00		40 00			4,725 00
8,100 00	75 25		3,885 00		320 70				12,750 40
	300 00	20 00	2,650 00	150 00		50 00		150 00	3,320 00
		122 40	3,850 00	225 00	32 00		325 92		4,554 32
6,657 77		1,300 00	8,407 15	2,251 78					18,616 60
		1,700 00	5,500 00						7,200 00
2,918 12	132 12	1,500 00	8,331 10	4,049 58					19,022 30
9,281 90		1,800 00	6,584 77	3,161 43					20,727 10
500 00	75 00		1,400 00						1,975 00
			1,420 00	50 00	150 00				1,620 00
		100 00	7,432 17	974 23		*d*9,693 34			19,086 71
	5,477 00	300 00	5,900 00			1,800 00			13,477 00
387 00		200 00	4,819 00	500 00	75 00	262 25			6,243 33

d Includes unclassified expenditure.
e Includes unclassified expenditures of columns 12, 15, 17, 18, and 19.
f Public schools in Fredericksburgh have had no existence until the present year.

TABLE V.—STATISTICS OF NORMAL

Number.	Name.	Location.	Date of organization.	Principal.
1	State Normal School	Talladega, Ala		
2	Arkadelphia Normal School	Arkadelphia, Ark	1869	Rev. John Jordan
3	Girls' Normal School	San Francisco, Cal	1869	Ellis H. Holmes
4	State Normal School	San José, Cal	1862	W.T. Lucky, A. M., D.D
5	State Normal School	New Britain, Conn	1849	Isaac N. Carleton, A. M.
6	Normal University	Wilmington, Del	1867	John C. Harkness
7	East Florida Seminary	Gainsville, Fla		
8	West Florida Seminary	———, Fla		
9	Normal dep't Atlanta University	Atlanta, Ga		E. A. Ware, A. M
10	State Normal University	Normal, Ill	1857	
11	Cook County Normal School	Englewood, Ill	1868	D. S. Wentworth
12	Normal class of Westfield College	Westfield, Ill		
13	Normal dep't of Eureka College	Eureka, Ill		H. W. Everest, A. M.
14	Addison Teachers' Seminary	Addison, Ill		
15	County Normal School	Peoria, Ill	1868	
16	Southern Illinois Normal University	Carbondale, Ill	1869	
17	County Normal Schools	Bureau County, Ill		A. Ethridge
18	City Normal School	Chicago, Ill		
19	Northwestern German-English Normal School.	Galena, Ill	1860	J. Wernli
20	State Normal School	Terre Haute, Ind	1867	W. A. Jones, A. M
21	City Training School	Fort Wayne, Ind	1867	Mary H. Swaun
22	City Training School	Indianapolis, Ind	1867	Amanda F. Funnell
23	Normal dep't of Iowa College	Grinnell, Iowa		George F. Magoun, D. D
24	Teachers' dep't of Tabor College	Tabor, Iowa		
25	Normal dep't of Iowa University	Iowa City, Iowa	1866	S. N. Fellows
26	City Training School	Davenport, Iowa	1863	Mrs. M. A. Mcgonegal.
27	State Normal School	Emporia, Kans	1864	George W. Hoss, A. M.
28	Ely Normal School	Louisville, Ky		
29	Normal course of Georgetown Coll	Georgetown, Ky		N. M. Crawford, D. D
30	Normal department Berea College	Berea, Ky		E. H. Fairchild, D. D.
31	New Orleans Normal School	New Orleans, La	1858	Mrs. K. Shaw
32	Normal dep't Straight University	New Orleans, La	1869	J. W. Healey
33	Eastern State Normal School	Castine, Me	1867	J. T. Fletcher, A. M
34	Western State Normal School	Farmington, Me	1863	C. C. Rounds, M. S
35	State Normal School	Baltimore, Md	1865	M. A. Newell
36	County Normal School	Alleghany County, Md		
37	State Normal School	Westfield, Mass	1839	J. W. Dickinson, A. M.
38	State Normal School	Framingham, Mass	1839	Annie E. Johnson
39	State Normal School	Salem, Mass	1854	D. B. Hagar, A. M
40	State Normal School	Bridgewater, Mass	1840	A. J. Boyden. A. M
41	City Normal School	Boston, Mass		
42	City Normal School	Worcester, Mass		
43	Girls' High and Normal School	Boston, Mass	1852	Ephraim Hunt
44	State Normal School	Ypsilanti, Mich	1847	D. P. Mayhew
45	First State Normal School	Winona, Minn		Wm. F. Phelps, A. M
46	Second State Normal School	Mankato, Minn		Geo. M. Gage
47	Third State Normal School	St. Cloud, Minn		Ira Moore
48	State Normal	Holly Springs, Miss		S. W. Garmen
49	Normal and Manual Labor School	Tugaloo, Miss		
50	North Missouri State Normal School	Kirksville, Mo	1867	J. Baldwin
51	Fruitland Normal School	Fruitland, Mo	1869	J. H. Kerr
52	State Normal School	Warrensburgh, Mo	1871	Geo. P. Beard, A. M.
53	Coll. of Normal Instruct'n, Univ. of Mo.	Columbia, Mo	1867	D. Read, LL.D.
54	Central Normal School	Sedalia, Mo		
55	City Normal School	St. Louis, Mo	1857	Anna C. Brackett
56	State Normal School	Peru, Nebr	1867	H. H. Straight, A.B.
57	State Normal School	Trenton, N. J		Lewis M. Johnson, A.M.
58	Farnum Preparatory School	Beverly, N. J		Lewis M. Johnson, A.M.
59	State Normal School	Plymouth, N. H	1870	Prof. S. H. Pearl, A. M.
60	State Normal School	Albany, N. Y	1844	J. Alden, D.D., LL.D.
61	State Normal School	Oswego, N. Y	1861	E. A. Sheldon
62	Liberty Normal Institute	Liberty, N. Y		M. B. Hall
63	State Normal School	Brockport, N. Y	1866	
64	State Normal School	Cortland, N. Y	1866	Henry S. Randall
65	State Normal School	Fredonia, N. Y	1867	Jno. W. Armstrong, D.D.
66	State Normal School	Potsdam, N. Y	1866	M. McVicar, Ph.D., LL.D
67	State Normal School	Buffalo, N. Y	1867	
68	State Normal School	Geneseo, N. Y	1867	
69	Normal College of City of New York	New York, N. Y		T. Hunter, A. M.
70	Normal departm't Ingham University	Le Roy, N. Y	1857	S. D. Burchard, D. D.
71	Normal College, University of N. C.	Chapel Hill, N. C		S. Pool
72	St. Augustine Normal School	Raleigh, N. C	1868	Rev. J. B. Smith, D. D.
73	Central Normal School	Worthington, Ohio		W. Mitchell & J. Ogden.
74	Western Reserve Normal School	Milan, Ohio		
75	Northwestern Normal School	Ada, Ohio		H. S. Lehr

SCHOOLS IN THE UNITED STATES.

Number.	Number of instructors.	NUMBER OF STUDENTS.			Whole number of graduates.	Course of study.	Number of volumes in library.	Annual appropriation from State or city.	Annual expense to each student.	Time of anniversary.
		Male.	Female.	Total.						
1										
2	3	83	102	185						September 25.
3	9		250	250		3 years	400			July.
4	3	32	132	164	253	2 years	1,500	$8,000 00		May.
5	5	10	114	124	24	2 years				
6	6	59	27	86	10	2 years				Last week in May.
7										
8										
9	6	108	59	167		2 years				
10						3 years	3,000	12,500 00	$100 to 200	Third Thursday in June.
11	2	13	70	83						
12										
13			13	40						
14	3	93		93						
15										
16										
17										
18										
19	6	203	118	321		3 years	250			First Monday of Sept.
20	8	61	74	135		2 to 4 yrs				
21										
22	1									
23	3	66		66						
24										
25										
26										
27	4	81	106	187		3 years				
28										
29	2									
30										June 26.
31	16									Third Saturday in June.
32	3					3 years				
33	7	44	96	140		2 years	1,200	2,000 00	180 00	Third Thursday in March.
34	7	93	49	142		2 years		4,400 00		
35	6	24	139	163		2 years	500	8,000 00		Last Thursday in May.
36										
37	7	17	118	135		2 to 4 yrs	1,300	8,500 00	160 00	Third Thursday in July.
38	9		98	98			900	8,500 00	163 00	Last Tuesday of each term.
39	9		152	152			8,000	8,500 00	175 00	Last of Jan., & 1st July.
40	7	38	96	134			5,000	8,500 00	200 00	Second week in July.
41										
42										
43	33		630	630		3 to 4 yrs				September.
44	10	119	10	129		4 years		10,000 00		
45	8	57	159	216		2 years	3,000	5,000 00	160 00	Fourth week in June.
46	8	43	111	154		2 years				
47	4	15	67	82		2 years				
48	1	32	18	50		4 years				
49										
50	13	193	128	321		4 years				
51	2			52	11	6 years				
52	5	42	45	87		2 years				
53	5	20	10	30			3,000		140 to 200	Last Thursday in July.
54										
55	6						91	3,531 95	75 14	Third week in June.
56	4	41	51	92		3 years	50		150 00	Last week in June.
57	7	36	256	292			3,000	10,000 00	150 00	Last Thursday Jan. & June
58	6	24	101	125			1,000	2,400 00	160 00	June and December.
59	8								24 00	
60	14		275	275	1,879		1,200	16,000 00	180 00	
61	8	88	344	432	314		241	16,000 00	160 00	July 8 and February 4.
62				77						July 8.
63							750	12,000 00		
64		60	75	135						
65	13									
66	13									
67										
68										
69	27		804	804						
70										
71										
72	2	39	34	73						September 27.
73										
74										
75	3	80	51	131		4 years				

TABLE V.—STATISTICS OF NORMAL

Number.	Name.	Location.	Date of organization.	Principal.
76	Orwell Normal Institute	Orwell, Ohio	1865	H. U. Johnson
77	National Normal School	Lebanon, Ohio	.....	A. Holbrook
78	McNeely Normal School	Hopedale, Ohio	1852	W. Brinkerhoof
79	Teachers' Institute of Oberlin College.	Oberlin, Ohio	.....	Jas. H. Fairchild, D. D
80	Normal dep't Wilberforce University.	Near Xenia, Ohio	.....	D. A. Payne, D.D
81	Normal dep't Mount Union College	Mount Union, Ohio	.....	O. N. Hartshorne, LL.D.
82	Normal dep't Willamette University.	Salem, Oreg	.....	L. J. Powell, A. M.
83	Normal course Pacific University	Forest Grove, Oreg	.....	S. H. Marsh, D. D
84	State Normal School	Millersville, Pa	1859	E. Brooks, A.M
85	State Normal School	Edinborough, Pa	1861	J. A. Cooper
86	State Normal School	Bloomsburgh, Pa	1869	H. Carver, A.M.
87	State Normal School	Mansfield, Pa	1862	C. H. Verrill, A. M.
88	State Normal School	Kutztown, Pa	1866	J. S. Ermeutraut
89	Girls' Normal School	Philadelphia, Pa	1848	G. W. Fetter
90	Normal departm't Lincoln University.	Oxford, Pa	1854	I. N. Rendall, D. D
91	Normal course Palatinate College	Myerstown, Pa	.....	H. R. Nicks, A.M.
92	State Normal School	Providence, R. I	1854	.....
93	Normal class Avery Institute	Charleston, S. C	.....	.....
94	Normal class Fisk University	Nashville, Tenn	.....	Prof. Spence
95	Normal dep't Central Tenn. College	Nashville, Tenn	1866	J. Braden, A. M
96	Normal Department	Lookout Mountain, Tenn.	1866	C. F. P. Bancroft, A. M.
97	Normal dep't East Tenn. Wesleyan Un.	Athens, Tenn	.....	N. E. Cobleigh, D. D.
98	State Normal School	Johnson, Vt	1867	S. H. Pearl
99	State Normal School	Randolph, Vt	1867	E. Conant
100	State Normal School	Castleton, Vt	1868	R. G. Williams
101	Hampton Normal Institute	Hampton, Va	1868	S. C. Armstrong
102	Richmond Normal School	Richmond, Va	1867	Andrew Washburn
103	State Normal School	West Liberty, W. Va	1870	F. H. Crago
104	Normal department Storer College	Harper's Ferry, W. Va	.....	N. C. Brackett, A. M.
105	Normal dep't West Virginia College	Flemington, W. Va	.....	Rev. A.D. Williams, A.M
106	State Normal School	Marshall Coll. P. O., W. Va.	1868	S. R. Thompson
107	State Normal School	Fairmont, W. Va	1869	J. Blair
108	State Normal School	Whitewater, Wis	1866	Oliver Arey, A. M.
109	Normal department Ripon College	Ripon, Wis	.....	W. E. Merriman, A. M.
110	State Normal School	Platteville, Wis	1866	E. A. Charleton
111	State Normal School	Madison, Wis	1862	.....
112	State Normal School	Oshkosh, Wis	1867	.....
113	Normal dep't Howard University	Washington, D. C	.....	Gen. O. O. Howard, LL.D.
114	Normal dep't University of Deseret	Salt Lake City, Utah	.....	John R. Park, M. D.

SCHOOLS IN THE UNITED STATES—Continued.

Number.	Number of instructors.	NUMBER OF STUDENTS.			Whole number of graduates.	Course of study.	Number of volumes in library.	Annual appropriation from State or city.	Annual expense to each student.	Time of anniversary.
		Male.	Female.	Total.						
76	4	120	120	240	8	.....	.....	.....	$150 00	June 22.
77	4	239	145	384	.....	.....	.....	.....	.....	
78	6	110	165	175	43	.....	.....	.....	150 00	June 23.
79	....	.....	.....	.....	.....	.....	.....	.....	.....	
80	....	16	15	31	.....	.....	.....	.....	.....	
81	4	.....	.....	242	.....	.....	.....	.....	.....	
82	....	.....	31	31	.....	.....	.....	.....	.....	
83	2	.....	.....	.....	.....	.....	.....	.....	.....	
84	8	480	267	747	.....	.....	3,900	$5,000 00	200 00	Third Thursday in July.
85	8	175	110	285	.....	.....	1,662	5,600 00	170 00	
86	10	210	151	361	.....	.....	630	5,000 00	184 00	Third Thursday in June.
87	11	112	110	222	.....	.....	2,000	5,000 00	178 00	
88	....	.....	.....	.....	.....	.....	.....	.....	.....	
89	11	.....	.....	.....	1,019	.....	500	11,925 24	2 75	February and July.
90	2	9	.....	9	.....	.....	.....	.....	.....	
91	....	.....	.....	.....	.....	.....	.....	.....	.....	
92	....	.....	.....	.....	.....	.....	.....	.....	.....	
93	....	.....	.....	.....	.....	.....	.....	.....	.....	
94	....	.....	.....	.....	.....	.....	.....	.....	.....	
95	2	32	20	52	.....	.....	.....	.....	.....	
96	1	21	12	33	.....	.....	.....	.....	.....	
97	....	.....	.....	.....	.....	2 years..	.....	.....	.....	
98	....	.....	.....	98	.....	.....	.....	.....	.....	
99	4	.....	.....	346	.....	.....	500	.....	150 00	
100	....	3	16	19	.....	.....	500	.....	160 00	Third Wednesday in Feb.
101	5	54	32	86	.....	3 years..	.....	.....	.....	
102	3	.....	40	40	.....	3 years..	400	.....	.....	October 1.
103	3	46	36	82	.....	2 to 4 yrs.	.....	.....	.....	
104	7	90	77	167	.....	.....	.....	.....	.....	
105	1	30	9	39	.....	.....	.....	.....	.....	
106	2	.....	.....	.....	.....	2 to 4 yrs.	.....	.....	.....	
107	2	20	.....	20	.....	2 to 4 yrs.	.....	.....	.....	
108	9	80	110	190	.....	.....	.....	.....	.....	
109	....	.....	.....	.....	.....	.....	.....	.....	.....	
110	....	.....	.....	.....	.....	3 years..	600	8,000–10,000	50 00	Last week in June.
111	....	.....	.....	.....	.....	.....	.....	.....	.....	
112	....	.....	.....	.....	.....	.....	.....	.....	.....	
113	2	1	13	14	.....	2 years..	.....	.....	.....	
114	2	.....	.....	.....	.....	.....	.....	.....	.....	

TABLE VI.—COMMERCIAL

Number.	Name.	Location.		Date of charter.	Date of opening.	Principal.
		City or town.	State.			
1	Commercial school of East Alabama College.	Auburn	Ala			A. D. McVay, A. M
2	Commerc'l course of Spring Hill College.	Mobile	Ala			J. Montillot, S. J
3	Heald's Business College	San Francisco	Cal			E. P. Heald
4	Commercial class of St. Ignatius College.	San Francisco	Cal			J. Bayma, S. J
5	Moore's Southern Business University.	Atlanta	Ga		1858	B. F. Moore
6	Business course of Bowdon College.	Bowdon	Ga			F. H. M. Henderson
7	The Bryant & Stratton Chicago Business College.	Chicago	Ill		1856	H. B. Bryant
8	Commercial College	Onarga	Ill	1865	1863	John T. Dickinson, A. M
9	Business College	Peoria	Ill			A. J. Cole
10	Business College	Springfield	Ill			W. D. Rutledge
11	Commercial course of St. Ignatius College.	Chicago	Ill			A. Damen, S. J
12	Business department of Eureka College.	Eureka	Ill			H. W. Everert, A. M
13	Commercial sch'l of Northwestern University,	Evanston	Ill			E. O. Haven, D. D., LL. D
14	Commercial school of McKendree College.	Lebanon	Ill			R. Allyn, D. D
15	Business College	Indianapolis	Ind			C. E. Hollenbeck
16	Commercial department of Fort Wayne College.	Fort Wayne	Ind			John B. Robinson, A. M
17	Commercial course of the Univer'y of Notre Dame.	Notre Dame	Ind			W. W. Corby, S. S. C
18	Business College of Northwestern Christian Univ'y.	Indianapolis	Ind			W. F. Black, A. M
19	Burlington Business Coll	Burlington	Iowa		1865	J. Bonsall
20	Business College	Davenport	Iowa			A. J. Montague
21	Commercial departm't Upper Iowa University.	Fayette	Iowa			B. W. McLain, A. M
22	Commercial course Iowa Wesleyan University.	Mount Pleasant	Iowa			J. Wheeler, D. D
23	Bryant & Stratton Bus. Coll.	Louisville	Ky		1865	A. L. Carson and J. W. Warr
24	Commercial College of Kentucky University.	Lexington	Ky			J. P. Bowman
25	Dept. of commerce of Kentucky Military Institute.	Frankfort	Ky			R. Z. P. Allen, A. M
26	Commercial course of Berea College.	Berea	Ky			E. H. Fairchild
27	Commercial department of Cecilian College.	Hardin County	Ky			H. A. Cecil
28	Soulé's Commercial College.	New Orleans	La	1861	1856	George Soulé
29	Business College	Portland	Me			L. A. Gray
30	Bryant, Stratton & Sadler's Business College.	Baltimore	Md	1852	1863	W. H. Sadler
31	Bryant & Stratton Business College.	Boston	Mass.		1865	H. E. Hibbard
32	Bryant & Stratton Business University.	Detroit	Mich.		1852	J. H. Goldsmith
33	Commercial departm't Pass Christian College.	Pass Christian	Miss			Brother Isaiah
34	Business College	St. Paul	Minn.			W. A. Faddis
35	Commercial course of St. Louis University.	St. Louis	Mo			F. H. Stuntebeck, S. J
36	Gaskell, Bryant & Stratton's New Hampshire Bus. Coll.	Manchester	N. H.		1865	G. A. Gaskell
37	Trenton Business College	Trenton	N. J.		1865	A. J. Rider
38	Business College	Newark	N. J.			W. C. Whitney
39	Ogdensburgh Business Coll.	Ogdensburgh	N. Y.		1860	John R. Raycraft
40	Troy Business College	Troy	N. Y.		1858	John R. Carnell
41	Packard's Business College.	New York City	N. Y.		1858	Silas S. Packard
42	Scientific and Business Inst.	Williamsville	N. Y.		1871	B. Vanator and G. W. Suavely
43	Albany Business College	Albany	N. Y.			E. G. Folsom
44	Clark, Bryant & Stratton's Business College.	Brooklyn	N. Y.		1859	S. A. Clark
45	Bryant & Stratton's Buffalo Business College.	Buffalo	N. Y.		1854	J. C. Bryant
46	Rochester Business College	Rochester	N. Y.			L. L. Williams
47	Syracuse Business College.	Syracuse	N. Y.			C. P. Meads
48	Utica Business College	Utica	N. Y.			C. A. Walworth
49	Com'al course of Brooklyn Collegiate and Polytechnic Institute.	Brooklyn	N. Y.			D. H. Cochran, Ph. D., LL. D

AND BUSINESS COLLEGES.

Students.			Teachers.			Number of alumni.	Length of course.	Cost for each student.	No. vols. in library.	Scholastic year commences—	Number.
Male.	Fem.	Total.	Male.	Fem.	Total.						
.....	.....	1	.....	.....	1	.....	.....	.....	.....	.....	1
.....	.....	73	.....	.....	3	.....	.....	.....	.....	.....	2
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	4
.....	.....	113	.....	.....	4	.....	.....	.....	.....	.....	5
.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	6
400	25	425	.....	.....	6 to 12	.....	6 mos. to 2 yrs.	.....	.....	Any time	7
.....	.....	.....	.....	.....	.....	.....	.....	.....	600	September 5	8
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10
.....	.....	23	.....	.....	1	.....	.....	.....	.....	.....	11
.....	.....	40	.....	.....	1	.....	.....	.....	.....	.....	12
.....	.....	185	.....	.....	.....	.....	.....	.....	.....	.....	13
.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	14
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15
.....	.....	69	.....	.....	1	.....	.....	.....	.....	.....	16
.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	17
.....	.....	83	.....	.....	2	.....	.....	.....	.....	.....	18
184	18	202	.....	.....	5	212	.....	.....	.....	Any time	19
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20
.....	.....	40	.....	.....	1	.....	.....	.....	.....	.....	21
.....	.....	25	.....	.....	2	.....	.....	.....	.....	.....	22
100	.....	100	.....	.....	3	.....	.....	.....	.....	Any time	23
.....	.....	102	.....	.....	2	.....	.....	.....	.....	.....	24
.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	25
.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	26
.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	27
200	.....	250	.....	.....	9	300	.....	$145	450	Any time	28
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	29
300	.....	300	5	.....	5	.....	5 to 6 mos.	.....	.....	Any time	30
400	20	420	4	1	5	.....	.....	.....	.....	September	31
321	11	332	.....	.....	.....	8	.....	.....	.....	Any time	32
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	33
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	34
.....	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	35
239	45	284	.....	.....	3	400	.....	.....	.....	.....	36
290	7	297	.....	.....	.....	.....	.....	.....	150	June 30	37
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	38
.....	.....	215	.....	.....	3	1,914	.....	.....	325	.....	39
.....	.....	140	.....	.....	5	460	.....	.....	.....	.....	40
400	25	425	.....	.....	7	.....	2 years	.....	.....	No term divisions	41
16	21	37	2	2	4	.....	.....	.....	.....	First Tuesday in Sept.	42
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	43
100	10	110	3	1	4	.....	1 to 1½ years.	$75	500	Any time	44
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	45
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	46
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	47
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	48
.....	.....	15	.....	.....	1	.....	.....	.....	.....	.....	49

TABLE VI.—COMMERCIAL AND

Number.	Name.	Location.		Date of charter.	Date of opening.	Principal.
		City or town.	State.			
50	Commercial course of St. John's College.	Fordham	N. Y.			Joseph Shea, S. J
51	Commercial class of St. Francis Xavier College.	New York City	N. Y.			H. Hudson, S. J
52	Commercial department of St. Joseph's College.	Buffalo	N. Y.			
53	Commercial course of Trinity College.	Near Highpoint	N. C.			B. Craven, D. D
54	Commercial department of Wake Forest College.	Forestville	N. C.			W. W. Wingate, D. D
55	Nelson's Business College	Cincinnati	Ohio		1866	Richard Nelson
56	Union Business College	Cleveland	Ohio		1852	E. R. Felton and J. Bigelow
57	Columbus Business College	Columbus	Ohio		1865	E. K. Bryant
58	Commercial department of Baldwin University.	Berea	Ohio			J. Wheeler, D. D
59	Commercial department of Willoughby College.	Willoughby	Ohio			L. O. Lee
60	Commercial department of Mount Union College.	Mount Union	Ohio			O. N. Hartshorn, LL. D
61	Commercial department of St. Xavier College.	Cincinnati	Ohio			T. O'Neil, S. J
62	Commercial department of Willamette University.	Salem	Oreg.			T. M. Gatch and L. L. Rogers
63	Bryant, Stratton & Smith's Internat'al Business Coll.	Meadville	Pa		1865	A. W. Smith
64	Peirce's Union Bus. Coll	Philadelphia	Pa		1865	Thomas M. Peirce, M. A
65	Business College	Philadelphia	Pa			W. R. Kimberly
66	Crittenden's Philadelphia Commercial College.	Philadelphia	Pa		1844	John Groesbeck
67	Iron City Commercial Coll	Pittsburgh	Pa		1855	J. C. Smith, A. M
68	Commercial department of Lebanon Valley College.	Annville	Pa			L. A. Hammond, A. M
69	Commercial course of Villa Nova College.	Delaware Co	Pa			P. O. Stanton, O. S. A
70	Commercial department of Lasalle College.	Philadelphia	Pa			James F. Wood
71	Commercial department of Waynesburgh College.	Waynesburgh	Pa			A. B. Miller, D. D
72	Commercial course of St. Vincent's College.	Westmorel'd Co.	Pa			A. Heimler, O. S. B
73	Business departm't of Lincoln University.	Oxford	Pa			J. N. Rendall, D. D
74	Warner's Bryant & Stratton Business College.	Providence	R. I.		1863	William W. Warner
75	Earhart's Nashville Business College.	Nashville	Tenn.		1865	H. P. Earhart
76	Commercial school of Cumberland University.	Lebanon	Tenn.			B. W. McDonnold, D. D., LL. D.
77	Business school of Washington and Lee Univers'y.	Lexington	Va.			Marcus Anmaeu
78	Business course of Emory and Henry College.	Near Wytheville	Va.			E. E. Wiley, D. D
79	Commercial course of Richmond College.	Richmond	Va.			G. M. Nical
80	Spencerian Business Coll	Milwaukee	Wis.	1870	1863	Robert C. Spencer
81	Commercial department of Milton College.	Milton	Wis.			W. C. Whitford, A. M
82	Commercial department of Lawrence University.	Appleton	Wis.			G. M. Steele, D. D
83	Commercial department of Howard University.	Washington	D. C.			O. O. Howard, LL. D
84	Spencer's Business College.	Washington	D. C.			

BUSINESS COLLEGES—Continued.

Students.			Teachers.			Number of alumni.	Length of course.	Cost for each student.	No. vols. in library.	Scholastic year commences—	Number.
Male.	Fem.	Total.	Male.	Fem.	Total.						
.....	.....	.....	.....	.....	5	.....	.....	.....	.....	.....	50
.....	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	51
.....	.....	86	.....	.....	.....	.....	.....	.....	.....	.....	52
.....	.....	7	.....	.....	1	.....	.....	.....	.....	.....	53
.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	54
335	6	341	.....	.....	5	.....	.....	.....	.....	Perpetual session	55
425	23	448	6	.....	6	7,000	.....	.....	.....	.....	56
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	57
.....	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	58
.....	.....	33	.....	.....	1	.....	.....	.....	.....	.....	59
.....	.....	296	.....	.....	4	.....	.....	.....	.....	.....	60
.....	.....	46	.....	.....	2	.....	.....	.....	.....	.....	61
.....	.....	61	.....	.....	2	.....	.....	.....	.....	.....	62
60	15	75	4	1	5	.....	1 year	.....	.....	Any time	63
.....	.....	.....	.....	.....	7	.....	.....	.....	.....	.....	64
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	65
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	66
.....	.....	.....	.....	.....	.....	10,000	.....	.....	.....	.....	67
.....	.....	21	.....	.....	1	.....	.....	.....	.....	.....	68
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	69
.....	.....	24	.....	.....	.....	.....	.....	.....	.....	.....	70
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	71
.....	.....	69	.....	.....	1	.....	.....	.....	.....	.....	72
.....	.....	7	.....	.....	1	.....	.....	.....	.....	.....	73
225	55	280	5	1	6	.....	1 year	.....	.....	Any time	74
120	.....	120	3	.....	3	400	.....	.....	.....	.....	75
.....	.....	2	.....	.....	1	.....	.....	.....	.....	.....	76
.....	.....	19	.....	.....	2	.....	.....	.....	.....	.....	77
.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	78
.....	.....	9	.....	.....	1	.....	.....	.....	.....	.....	79
.....	.....	89	4	2	6	1,700	.....	.....	.....	Any time	80
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	81
.....	.....	98	.....	.....	1	.....	.....	.....	.....	.....	82
.....	.....	33	.....	.....	3	.....	.....	.....	.....	.....	83
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	84

TABLE VII.—STATISTICS OF INSTITUTIONS FOR SECONDARY

NOTE.—Abbreviations in the column "religious denomination" are the same as in table No. IX.

Number.	Name.	Post-office address.	Date of charter.	Date of organization.	Name of principal.	Religious denomination.
1	La Fayette Male High School.	Chambers C. H., Ala	....	1870	John A. Morris, A. B	.....
2	Green Springs School	Havana, Hale Co., Ala.	....	1847	Henry Tatwiler, LL. D.	.....
3	Montgomery Male High School.	Montgomery, Ala	....	1870	F. W. Lewis, A. B	.....
4	Centenary Institute	Summerfield, Ala	1842	....	Rev. A. D. McVoy	M. E
5	Southwood Select School	Talladega, Ala	....	1853	W. W. Wilson	.....
6	Tuskegee High School	Tuskegee, Ala	....	1857	J. F. Park, M. A	.....
7	Soulesbury Institute	Batesville, Ark	1850	1850	Rev. A. R. Bennick	M. E. S.
8	Batesville Academy	do	....	1849	Rev. J. B. Long, A. B	Pres
9	Grass Valley High School	Grass Valley, Cal	1866	1866	J. Leggett	.....
10	Oakland Military Institute	Oakland, Cal	....	1865	David McClure	.....
11	Oakland High School	do	....	1869	J. B. McChesney	.....
12	Vallejo Public School	Vallejo, Cal	....	1854	G. W. Simonton	.....
13	Bacon Academy	Colchester, Conn	1801	....	F. E. Burnette	.....
14	Primary, Intermediate, Grammar, and High School.	Danbury, Conn	....	....	R. W. Newman	.....
15	Durham Academy	Durham, Conn	1838	1842	Mark Pitman, A. M	.....
16	Mr. Hall's Family School	Ellington, Conn	....	1844	Edward Hall	Cong
17	School for Young Ladies	Farmington, Conn	....	1848	Miss Sarah Porter	.....
18	Glastonburgh Academy	Glastonbury, Conn	....	1870	L. T. Brown	Cong
19	Greenwich Academy	Greenwich, Conn	1826	1827	F. Shepard, A. M	Cong
20	Brainerd Academy	Haddam, Conn	....	1839	J. A. Brainerd	Cong
21	Hartford Public High School	Hartford, Conn	1798	1847	S. M. Capron	Cong
22	Hartford Seminary	do	1827	1823	A. M. Beecher	.....
23	Rocky Dell Institute	Lime Rock, Conn	....	1864	J. H. Hurlburt	.....
24	Lee's Academy	Madison, Conn	1825	1825	E. H. Dickinson, A. M	Cong
25	Senior Dept. Central School	Middleton, Conn	....	1840	Henry E. Sawyer	.....
26	Mystic Bridge High School	Mystic Bridge, Conn	....	....	Geo. O. Hopkins, A. M	.....
27	New Britain Public High School.	New Britain, Conn	....	1848	John H. Peck	.....
28	Boarding and Day School for Young Ladies.	New Haven, Conn	....	1834	Misses Edwards	P. E
29	Hill House High School	do	....	1857	T. W. T. Curtis	.....
30	Bartlett High School	New London, Conn	1685	1685	E. B. Jennings	Cong
31	Waramany Academy	New Preston, Conn	....	1856	G. C. Whittlesey	Cong
32	Public District School	Rockville, Conn	....	....	R. Spaulding	.....
33	Seabury Institute	Saybrook, Conn	....	1865	Rev. P. S. Shepard, M.A	P. E
34	Seymour High School	Seymour, Conn	....	1860	Lucy S. Merwin	.....
35	Rural Home School	Sharon, Conn	....	1853	C. H. Sears, A. M., M. D.	P. E
36	Stanford Institute	Stanford, Conn	....	1850	W. C. Willcox	Cong
37	Stanford High School	do	....	....	A. P. Beals	.....
38	Gothic Hall	do	....	1855	Misses Aiken & Chase	Pres
39	Thomaston Academy	Thomaston, Conn	1865	1866	J. R. French	.....
40	Wethersfield Public High School.	Wethersfield, Conn	....	1868	A. E. Nolen	.....
41	Natchang High and Grammar School.	Willimantic, Conn	....	....	T. H. Fuller	.....
42	Wilton Academy	Wilton, Conn	....	1817	Edward Olmstead	Cong
43	Norwich Free Academy	Norwich, Conn	1854	1856	William Hutchison	.....
44	Woodstock Academy	Woodstock, Conn	1801	1801	W. E. Davidson	Cong
45	Suffield Academy	Suffield, Conn	....	....	.....	.....
46	Episcopal Academy	Cheshire, Conn	....	....	.....	.....
47	Hopkins Grammar School	New Haven, Conn	....	....	H. N. Johnson	.....
48	Frederica High School	Frederica, Del	....	1871	C. W. Super	.....
49	Felton Institute and Classical Seminary.	Felton, Del	1867	1867	R. H. Skinner	M. E
50	St. Joseph's Academy	Jacksonville, Fla	....	1869	Mother M. Sidonie	R. C
51	Hillard Institute	Forsyth, Ga	1857	1870	B. M. Turner	M. E
52	Carroll Masonic Institute	Carrollton, Ga	1871	1871	J. M. Richardson	Mas
53	Hepzibah High School	Richmond Factory, Ga	1861	1861	Rev. W. L. Kilpatrick	Bapt
54	Collingsworth Institute	Talbotton, Ga	....	1837	J. T. McLaughlin	M. E. S.
55	Marietta Male Academy	Marietta, Ga	....	1870	E. P. Cater, A. M	.....
56	Fletcher Institute	Thomasville, Ga	1850	....	Rev. J. F. Nixon	M. E
57	Samuel Bailey Male Institute	Griffin, Ga	....	1870	Maj. W. F. Slaton, A.M.	.....
58	Harn School	Cave Spring, Ga	1839	1839	P. J. King	Bapt
59	La Grange High School	La Grange, Ga	1837	1838	R. E. Park	.....
60	Mount Zion Select School	Sparta, Ga	....	1854	W. J. Northen	.....
61	Bradwell Institute	Hinesville, Ga	....	1871	S. D. Bradwell	.....
62	Slade's School for Boys	Columbus, Ga	....	1867	J. J. Slade	.....
63	Martin Institute	Jefferson, Ga	1857	1858	J. W. Glenn	.....
64	Danville High School	Danville, Ill	....	....	.....	.....
65	Shelbyville Graded School	Shelbyville, Ill	1869	1869	J. Hobbs, A. M	.....
66	Rock River Seminary and Collegiate Institute.	Mount Morris, Ill	1838	1839	S. H. Adams, A. M	M. E

INSTRUCTION IN THE UNITED STATES.

In column of expenses, "*a*" signifies total expenses per annum; "*b*," total expenses per month.

No. of instructors.			No. of students.			No. of years in course of instruction.	Character of course—E, English branches; C, classical studies; M, mod'n languages.	Average expenses per annum.					No. of volumes in library.	Scholastic year begins—
Male.	Female.	Total.	Male.	Female.	Total.			Lodging.	Board.	English branches.	Classical studies.	Modern languages.		
3	...	3	70	....	70	4	.....	.....	$150 00	$40 00	$50 00	$50 00	.....	September 1.
2	...	2	50	....	50	....	E. C. M..	*b*$30 00	.....	.....	.....	.....	2,000	1st Monday Oct.
2	...	2	45	....	45	6	E. C. M..	45 00	180 00	80 00	80 00	20 00	.....	1st Monday Oct.
3	4	7	50	75	125	3	E. C. M..	*a*230 00	.....	.....	.....	.....	400	October 1.
1	..	1	....	....	....	....	E. C. M..	*a*200 00	.....	.....	.....	.....	.....	1st Monday Sept.
3	...	3	115	....	115	....	E. C. M..	.....	170 00	35 00	42 00	48 00	300	September 10.
1	1	2	15	13	28	4	E. C. M..	.....	150 00	36 00	50 00	20 00	.....	1st Monday Sept.
1	1	2	12	16	28	....	E. C. M..	.....	150 00	36 00	50 00	20 00	.....	
1	..	1	22	18	40	....	E. C. M..	.....	.....	15 00	15 00	15 00	270	September.
9	7	9	97	....	97	....	E. C. M..	*a*380 00	.....	.....	.....	.....	1,000	September 18.
4	12	11	18	47	65	3	E. C. M..	.....	.....	Free ..	Free ..	Free	200	2d week in July.
4	...	16	540	480	1,020	....	E. C. M..	.....	.....	.....	.....	.....	500	1st of July.
1	..	1	20	22	42	4	E. C.	.....	.....	18 00	6 00	.....	200	September 1.
2	18	20	461	530	991	4	E. C. M..	.....	.....	Free ..	Free ..	Free	.....	1st Monday Sept.
1	3	4	40	30	70	3	E. C. M..	.....	240 00	36 00	50 00	60 00	300	1st Monday Sept.
2	1	3	12	....	12	4	.....	*a*480 00	.....	.....	.....	.....	200	September.
2	10	12	....	75	75	....	E. C. M..	*a*600 00	.....	.....	.....	.....	2,000	October 1.
1	2	3	45	35	80	....	E. C. M..	.....	160 00	30 00	36 00	36 00	.....	April.
1	5	6	40	40	80	....	E. C. M..	.....	.....	32 00	40 00	24 00	50	1st Monday Sept.
1	1	2	20	30	50	3	E. C. M..	.....	225 00	25 00	32 00	32 00	.....	1st Monday Sept.
9	5	14	173	172	345	4	.....	.....	.....	.....	.....	.....	1,450	May 15.
4	9	13	....	100	100	4	E. C. M..	*a*510 00	.....	.....	.....	.....	150	1st Wedn'y Sept.
1	...	1	12	10	22	....	.....	*a*450 00	.....	.....	.....	.....	.....	2d Wedn'y Sept.
1	1	2	14	25	39	....	E. C. M..	.....	200 00	25 00	33 00	35 00	.....	September 25.
1	6	7	87	101	188	5	E. C. M..	.....	.....	Free ..	Free ..	Free	900	1st Monday Sept.
1	4	5	125	200	325	4	E. C. M..	.....	.....	.....	.....	.....	100	1st Monday Sept.
2	2	4	46	58	104	4	E. C. M..	.....	200 00	Free ..	Free ..	Free	230	September 5.
1	8	9	...	75	75	....	.....	*a*530 00	.....	.....	.....	.....	.....	
4	5	9	63	123	186	4	E. C. M..	.....	.....	.....	.....	.....	552	August 31.
2	...	2	60	....	60	4	E. C. M..	.....	.....	Free ..	Free ..	Free	50	September 1.
1	...	1	15	15	30	....	E. C.	.....	.....	30 00	34 00	.....	.....	
1	1	2	25	30	55	4	.....	.....	.....	.....	.....	.....	200	1st Monday Sept.
3	2	5	47	23	70	3–5	E. C. M..	100 00	200 00	20 00	20 00	20 00	200	1st Tuesday Sept.
...	2	2	30	40	70	....	.....	.....	.....	.....	.....	.....	.....	1st Monday Sept.
2	3	5	15	3	18	....	E. C. M..	*a*390 00	.....	.....	.....	.....	.....	August 7.
3	1	4	36	....	36	5	E. C. M..	*a*460 00	.....	.....	.....	.....	300	September 12.
1	8	9	200	200	400	8	.....	.....	.....	.....	.....	.....	150	September.
3	6	9	....	50	50	4	.....	*a*500 00	.....	.....	.....	.....	375	September 20.
1	1	2	35	15	50	4	E. C.	.....	240 00	.....	.....	.....	.....	September.
1	1	2	12	38	50	....	E. C. M..	.....	.....	.....	.....	.....	.....	1st Monday Sept.
1	2	3	40	40	80	3–4	E. C. M..	.....	.....	84 00	83 00	83 00	60	August 20.
1	...	1	18	12	30	1–5	.....	*a*350 00	.....	.....	.....	.....	.....	September 15.
3	2	5	63	60	123	4	E. C. M..	.....	.....	.....	.....	.....	2,000	September.
2	1	3	57	25	82	3	E. C. M..	.....	140 00	19 50	6 00	6 00	300	August 29.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	130	....	130	....	.....	.....	.....	.....	.....	.....	.....	
1	...	1	10	20	30	....	.....	.....	.....	.....	.....	.....	.....	
3	2	5	40	35	75	....	E. C. M..	.....	150 00	30 00	5 00	5 00	300	September 4.
10	10	10	....	100	100	12	E. M	.....	.....	.....	.....	.....	500	October 1.
2	...	2	54	....	54	6	E. C. M..	.....	160 00	35 00	50 00	50 00	100	2d Monday Jan.
2	2	4	54	43	97	....	E. C. M..	.....	150 00	18 00	17 00	17 00	.....	1st Thursd'y Feb.
4	1	5	54	56	110	4	E. C. M..	.....	150 00	50 00	60 00	.....	250	1st Monday Feb.
3	...	3	75	....	75	8	E. C. M..	.....	180 00	30 00	40 00	50 00	300	3d Monday Aug.
2	...	2	60	....	60	...	E. C. M..	.....	180 00	16 00	14 00	14 00	.....	September 18.
2	...	2	42	....	42	....	E. C.	.....	210 00	35 00	50 00	.....	.....	1st Monday Sept.
3	...	3	108	....	108	....	E. C.	.....	150 00	20 00	20 00	.....	150	August 8.
2	1	3	60	....	60	....	E. C. M..	20 00	130 00	3 00	4 00	.....	.....	January 16.
4	...	4	115	....	115	....	E. C. M..	.....	150 00	27 00	54 00	30 00	300	January 8.
1	...	1	24	....	24	....	E. C. M..	*a*320 00	.....	.....	.....	.....	125	Middle January.
1	3	4	35	25	60	6	E. C. M..	.....	130 00	25 00	40 00	40 00	100	September 1.
2	...	2	64	....	64	5	E. C. M..	.....	200 00	37 00	38 00	36 00	.....	1st Monday Oct.
2	2	4	92	62	154	4	E. C. M..	.....	140 00	30–40 00	40 00	40 00	.....	3d Wedn'y Jan.
...	3	3	18	44	62	4	E. C. M..	.....	.....	23 40	23 40	.....	.....	September 11.
1	8	9	....	....	480	8	E. C. M..	.....	160 00	Free ..	24 00	.....	.....	September.
3	2	5	90	30	120	4	E. C. M..	.....	120 00	8–12 00	8–12 00	5 00	500	4th Monday Aug.

TABLE VII.—STATISTICS OF INSTITUTIONS FOR SECONDARY

Number.	Name.	Post-office address.	Date of charter.	Date of organization.	Name of principal.	Religious denomination.
67	Princeton High School	Princeton, Ill	1867	1867	H. L. Boltwood	
68	Academy Immaculate Conception.	Belleville, Ill				
69	Bettie Stuart Institute	Springfield, Ill				
70	Bloomington Female Seminary	Bloomington, Ill				
71	Champaign Female Seminary	Champaign, Ill				
72	Dearborn Seminary	Chicago, Ill				
73	Dixon Seminary	Dixon, Ill				
74	Edgar Collegiate Institute	Paris, Ill				
75	Ewing University	Knoxville, Ill				
76	Fowler Institute	Newark, Ill				
77	Grand Prairie Seminary	Ornaga, Ill				
78	German Evangelical Lutheran School.	Addison, Ill				
79	Henry Female Seminary	Henry, Ill				
80	Jacksonville Female Academy	Jacksonville, Ill				
81	Jennings's Seminary	Aurora, Ill				
82	Lake Forest Academy	Lake Forest, Ill				
83	Monticello Seminary	Godfrey, Ill				
84	McDonough Normal and Scientific College.	Macomb, Ill				
85	Mt. Zion Male and Female Seminary.	Mt. Zion, Ill				
86	Ornaga Institute	Ornaga, Ill				
87	Palmer's Academy	Chicago, Ill				
88	Saviour's College	St. Anne, Ill				
89	St. Patrick's Academy	Sterling, Ill				
90	Young Ladies' Athenæum	Jacksonville, Ill				
91	Mercer County Collegiate Institute.	Aledo, Ill		1871	J. Henderson	
92	Flora Academy	Flora, Ill		1870	Joseph Warren, D. D	Pres
93	St. Augustine's School	Fort Wayne, Ind	1845	1845	Mother Anastasie	R. C
94	St. Mary's Academic Institute	St. Mary's of the Woods, Ind.	1846	1840	Mother Anastasie	R. C
95	Bloomingdale Academy	Bloomingdale, Ind	1860	1846	B. C. Hobbs, LL. D	Fr
96	Peru Graded School	Peru, Ind			G. G. Manning	
97	St. Paul's High School	Valparaiso, Ind		1865	Rev. M. O'Reilly	R. C
98	Dubuque High School	Dubuque, Iowa		1866	W. H. Beach	
99	Academy of the Immaculate Conception.	Davenport, Iowa	1869	1859	Sister Mary Alphonse	R. C
100	Hartford Collegiate Institute	Hartford, Kansas		1862	A. D. Chambers, A. M	
101	Wetmore Institute	Irving, Kansas		1862	Prof. C. E. Tibbets	Pres
102	The Episcopal Female Seminary.	Topeka, Kansas	1860	1861	Rev. J. N. Lee, A. M	R. C
103	Green River Academy	Elkton, Ky		1871	A. J. Laughlin	Dis
104	School of the Parish of Good Shepherd.	Frankford, Ky		1867	Bro. Flavian	R. C
105	Mount Olivet School	Gethsemane, Ky	1868	1866	Mother Jane de Chantal.	R. C
106	Visitation Academy	Maysville, Ky	1868	1865	Mother Margaret Mary.	R. C
107	Shelby Graded School	Shelbyville, Ky	1871	1871	R. W. McRery	
108	New Orleans Central Boys' High School.	New Orleans, La		1867	Rev. J. Percival	
109	Academy of St. Vincent	Fairfield, La.	1869	1868	Mother Mary Hyacinth	
110	Hebrew Education Society	New Orleans, La	1867	1866	A. B. Chandler	Heb
111	Ursuline Order	Near New Orleans, La		1727	Sister St. Seraphine	R. C
112	Westbrook Seminary	Stevens Plains, Me	1831	1834	Rev. J. C. Snow, A. M	Univ
113	Patten Academy	Patten, Me	1847	1847		
114	Monmouth Academy	Monmouth, Me	1809	1809	J. S. Richards, jr	
115	Franklin Family School	Topsham, Me		1857	R. O. Linsley	
116	Litchfield Academy	Litchfield, Me	1845	1845	D. L. Smith	Cong
117	Hampden Academy	Hampden, Me	1803	1804	Rev. D. H. Fribore	State
118	Bluehill Academy	Bluehill, Me	1803	1803		
119	Bridgeton Academy	North Bridgeton, Me	1808	1808		
120	Gould's Academy	Bethel, Me	1836	1836	G. M. Bodge, A. M	Cong
121	Oak Grove Seminary	Vassalborough, Me	1848	1857	R. M. Jones	Fr
122	Waterville Classical Institute	Waterville, Me	1842	1843	J. H. Hanson	Bapt
123	Corinna Union Academy	Corinna, Me	1852	1852	D. H. Sherman	Union
124	East Maine Conference Sem'y	Bucksport, Me	1850	1852	M. F. Arey, A. M	M. E
125	Anson Academy	North Anson, Me	1823	1823	A. Simmons	
126	Lincoln Academy	New Castle, Me	1801	1803	G. M. Thurlow	

INSTRUCTION IN THE UNITED STATES—Continued.

No. of instructors.			No. of students.			No. of years in course of instruction.	Character of course—E, English branches; C, classical studies; M, modern languages.	Average expenses per annum.					No. of volumes in library.	Scholastic year begins—
Male.	Female.	Total.	Male.	Female.	Total.			Lodging.	Board.	English branches.	Classical studies.	Modern languages.		
3	3	6	145	142	287	4–5	E. C. M.	$25 00	$200 00	$18 00	$30 00	$30 00	300	August 28.
...	...	12	180	350	530	2–6	.....	*a* 260 00	.....	.....	.....	.....	200	
2	9	11	5	98	103	....	.....	*a* 350 00	.....	.....	.....	.....	.....	
1	4	5	....	60	60	....	.....	*a* 300 00	.....	.....	.....	.....	.....	
2	4	6	....	70	70	2–4	.....	.....	.....	.....	.....	.....	30	
1	8	9	....	170	170	....	.....	.....	.....	.....	.....	.....	.....	
...	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	.....	
1	1	2	41	25	66	....	.....	.....	.....	.....	.....	.....	13	
...	...	8	.....	.....	80	4	.....	*a* 300 00	.....	.....	.....	.....	500	
1	3	4	84	59	143	1–3	.....	*a* 160 00	.....	.....	.....	.....	168	
3	3	6	94	64	158	1–3	.....	*a* 190 00	.....	.....	.....	.....	600	
2	...	2	....	....	142	....	.....	*a* 200 00	.....	.....	.....	.....	.....	
2	2	4	....	....	....	2–4	.....	.....	.....	.....	.....	.....	.....	
2	9	11	....	151	151	2–4	.....	*a* 275 00	.....	.....	.....	.....	1,000	
6	6	12	166	155	321	3–4	.....	*a* 200 00	.....	.....	.....	.....	1,579	
5	3	8	86	18	104	3–6	.....	*a* 380 00	.....	.....	.....	.....	550	
...	12	12	....	131	131	4	.....	*a* 260 00	.....	.....	.....	.....	1,000	
1	1	2	64	66	130	2–3	.....	*a* 165 00	.....	.....	.....	.....	40	
2	...	2	45	20	65	2–4	.....	*a* 170 00	.....	.....	.....	.....	200	
1	4	5	28	30	58	....	.....	.....	.....	.....	.....	.....	60	
2	2	4	50	20	70	2	.....	.....	.....	.....	.....	.....	.....	
...	...	4	.....	.....	145	2	.....	.....	.....	.....	.....	.....	500	
1	1	2	73	76	149	....	.....	.....	.....	.....	.....	.....	50	
4	11	15	....	173	173	....	.....	*a* 275 00	.....	.....	.....	.....	250	
2	2	4	14	6	20	....	E. C. M.	.....	160 00	24 00	30 00	30 00	.....	September.
1	2	3	12	18	30	....	E. C. M.	.....	.....	.....	.....	.....	.....	September.
...	10	10	....	350	350	....	E. M.	.....	150 00	30 00	.....	24 00	100	1st Mon. in Sept.
...	16	16	....	175	175	6–8	.....	.....	.....	.....	.....	.....	2, 200	September 1.
1	2	3	75	30	105	3	E. C. M.	.....	.....	18–30 00	.....	.....	800	September 26.
2	9	11	364	378	742	....	E. C. M.	.....	.....	.....	.....	.....	200	September 11.
3	1	4	123	102	225	6	E. C. M.	*a*1,200 00	.....	.....	.....	.....	300	1st Mon. in Sept.
1	3	4	50	30	80	4	.....	.....	.....	Free ..	Free ..	Free	150	1st Mon. in Sept.
...	12	12	30	120	150	7	E. C. M.	.....	180 00	30 00	20 00	40 00	400	1st Mon. in Sept.
1	3	4	44	36	80	....	.....	.....	.....	.....	.....	.....	.....	
...	...	3	50	75	125	....	.....	.....	.....	.....	.....	.....	.....	
2	7	9	....	100	100	3	E. C. M.	*b* 208 00	.....	15–45 00	Free ..	15 00	1,000	September 20.
1	1	2	40	40	80	4	E. C. M.	.....	.....	30 00	40 00	40 00	.....	3d Monday Sept.
2	3	5	70	65	135	....	.....	.....	.....	.....	.....	.....	.....	
...	5	5	....	40	40	....	.....	.....	75 00	100 00	.....	.....	200	1st Monday May.
...	10	10	....	75	75	....	E. C. M.	....	200 00	{ 30 00 / 60 00	50 00 / 120 00 }	30 00	500	1st Monday Sept.
2	2	4	104	39	143	7	E. C.	.....	.....	{ 12 50 / 40 00	30 00 / 40 00 }	.....	.....	1st Monday Sept.
6	...	6	170	....	170	4	E. C. M.	.....	.....	.....	.....	.....	.....	1st of January.
...	6	6	....	21	21	....	E. M.	.....	20 00	5 00	.....	.....	.....	September 15.
4	3	7	150	120	270	7	E. C. M.	.....	.....	33 00	15 00	15 00	.....	1st Monday Sept.
1	18	19	....	100	100	5–7	.....	*a*176 00	.....	.....	.....	.....	1, 000	November 3.
5	4	9	85	75	160	3	E. C. M.	.....	140 00	18 00	24 00	7 00	900	3d Monday Aug.
1	1	2	36	33	69	....	E. C. M.	.....	.....	10 00	8 00	8 00	.....	1st Monday Sept.
1	2	3	45	27	72	....	E. C. M.	.....	.....	9 00	10 50	10 50	350	Last Tues'y Feb.
2	1	3	30	....	30	4	.....	*a*350 00	.....	.....	.....	.....	1, 000	2d Wedns'y Sept.
1	2	3	62	47	109	....	E. C. M.	.....	140 00	4 30	5 30	4 80	400	Last Tues'y Aug.
4	3	7	178	163	341	2–3	E. C. M.	.....	.....	18 00	20 00	20 00	500	Last Mon'y May.
...	...	...	.....	.....	.....	...	E. C. M.	.....	350 00	10 00	7 00	7 00	100	September.
...	...	...	.....	.....	.....	...	.....	.....	160 00	20 00	24 00	24 00	200	1st Tuesday Sept.
3	3	6	70	80	150	3	E. C. M.	.....	350 00	20 00	5 00	5 00	700	1st Tuesday Sept.
3	2	5	67	33	100	....	E. C. M.	19 50	126 75	15 00	3 00	3 00	.....	2d Monday Aug.
1	4	5	132	130	262	3–4	E. C. M.	.....	160 00	22 00	24 00	24 00	50	1st Monday Sept.
2	4	6	79	76	155	3	E. C. M.	5 00	50 00	6 00	10 00	10 00	400	1st Monday Sept.
3	3	6	54	36	90	4	E. C. M.	.....	350 00	16 00	20 00	20 00	1, 200	3d Monday May.
1	3	4	28	39	67	....	.....	.....	.....	.....	.....	.....	.....	August.
1	1	2	58	46	104	3	E. C. M.	.....	.....	{ 16 00 / 20 00 }	24 00	24 00	75	1st Monday Sept.

TABLE VII.—STATISTICS OF INSTITUTIONS FOR SECONDARY

Number.	Name.	Post-office address.	Date of charter.	Date of organization.	Name of principal.	Religious denomination.
127	Cherryfield Academy	Cherryfield, Me	1829	1830	F. A. Campbell	
128	Fulford Female Seminary	Sandy Spring, P. O., Md.	....	1848	J. S. Hallowell	
129	Brookeville Academy	Brookeville, Md	1814	1815	R. C. Marshall and S. H. Coleman.	
130	Stanmore School for Girls	Sandy Spring, Md	....	1867	C. H. Miller	
131	St. Timothy's Hall	Catonsville, Md	1846	1844		P. E.
132	Rockville Academy	Rockville, Md	1809	1807	J. D. Abrahams	
133	Charlotte Hall	St. Mary's County, Md.	1772	1774	N. F. D. Browne	
134	Notre Dame Institute	Baltimore, Md	1864	1863	Mother Mary	R. C
135	Wrentham High School	Wrentham, Mass	1806	1806	G. W. Wiggin	
136	Punchard Free School	Andover, Mass	1851	1855	W. G. Goldsmith	
137	Derby Academy	Hingham, Mass	1784	1784	F. J. Marsh	
138	Hanover Academy	Hanover, Mass	1861	1806	Rev. T. D. P. Stone	
139	Partrige Academy	Duxbury, Mass	1829	1829	E. W. Wright, A. M	
140	Chatham High School	Chatham, Mass	1869	1869	A. F. Blaisdell	
141	Milton High School	Milton, Mass	....	....	S. D. Hunt	
142	Hitchcock Free High School	Brimfield, Mass	1855	1855	E. W. Norwood	
143	Ipswich Female Seminary	Ipswich, Mass	....	1828	Rev. J. C. Cowles	Cong
144	Williston Seminary	East Hampton, Mass	1841	1841	M. Henshaw	Cong
145	High School	Medford, Mass	....	1835	C. Cummings	
146	English High School	Boston, Mass	....	1821	C. M. Cumston	
147	West Newton School	West Newton, Mass	1855	1854	N. T. Allen	Unit
148	South Berkshire Institute	New Marlborough	1856	....	M. M. Tracy	Cong
149	Lawrence Academy	Groton, Mass	1793	1793	Rev. J. Fletcher	Cong
150	Marblehead High School	Marblehead, Mass	....	1849	W. W. Wilkins	Cong
151	Lancaster Academy	Lancaster, Mass	1848	....	W. A. Kilbourn	Unit
152	Sheffield High School	Sheffield, Mass	....	1870	Anne E. Fitch	
153	Bristol Academy	Taunton, Mass	1792	1794	J. B. Reed, A. B	
154	Westminster High School and Academy.	Westminster, Mass	....	....	G. W. Bailey	
155	Deerfield Academy and High School.	Deerfield, Mass	1797	1797	V. M. Howard	
156	Wesleyan Academy	Wilbraham, Mass	1824	1825	Rev. E. Cook, D. D	M. E
157	Phillips Academy	Andover, Mass	1780	1778	F. W. Tilton	
158	Monson Academy	Monson, Mass	1804	1806	Rev. C. Hammond, A. M.	Cong
159	Bridgewater Academy	Bridgewater, Mass	1799	1799	C. C. Woodman, A. M.	
160	Concord High and Grammar School.	Concord, Mass	....	....	H. K. Spaulding	
161	Dummer Academy	Bayfield, Mass	1782	1763	L. W. Stanton	
162	Leicester Academy	Leicester, Mass	1784	1784	C. A. Wetmore	
163	High and Putman School	Newburyport, Mass	1838	1848	A. H. Thompson	
164	Cambridge High School	Cambridge, Mass	....	....	L. R. Williston	
165	Friends' Academy	New Bedford, Mass	1812	1810	J. Tetlow	
166	Lawrence Academy	Falmouth, Mass	1834	1835	L. Hunt	Cong
167	Wheaton Female Seminary	Norton, Mass	1837	1835	Mrs. C. C. Metcalf	Cong
168	St. Patrick's Female Academy	Lowell, Mass	1862	1852	Sister Désirée	R. C
169	Worcester Academy	Worcester, Mass	....	1834	D. Weston	Bapt
170	Chauncy Hall School	Boston, Mass	....	1828	Cushing & Tadd	
171	North Bridgewater High Sch'l.	N. Bridgewater, Mass	....	1864	E. Parker, jr., A. M	
172	Oakland Hall School	Needham, Mass	....	1866	J. B. Clark	P. E
173	Howe School	Billerica, Mass	1852	1851	S. Tucker, A. M	
174	Hopkins's Academy	Hadley, Mass	1817	1817	G. H. White	
175	Warren Academy	Woburn, Mass	1827	1827	W. A. Stone	Cong
176	Hinsdale High School	Hinsdale, Mass	....	....	Miss. P. A. Holden	Cong
177	The Misses Clarks' School	Ann Arbor, Mich	....	1839	Mary H. Clark	
178	Detroit Public High School	Detroit, Mich	....	1858	J. M. Wellington	
179	Clarkston Union Graded School	Clarkston, Mich	....	1862	E. A. Whitwarn	
180	Saint Paul Female Seminary	Saint Paul, Minn	....	....		Pres
181	Sisters of Notre Dame	Mankato, Minn	....	....		R. C
182	Select School	Mankato, Minn	....	....		
183	German Catholic Seminary	Hokah, Minn	....	....		R. C
184	Chatfield Graded School	Chatfield, Minn	....	1866	L. Wright	
185	Shattuck School	Faribault, Minn	1860	1865	Rev. J. Dobbin	P. E
186	Saint Croix Valley Academy	Afton, Minn	....	....		
187	Groveland Seminary	Wasioga, Minn	....	....		Bapt
188	Assumption Church, German Catholic School.	Saint Paul, Minn	....	....		R. C
189	Saint Joseph's Academy	Saint Paul, Minn	....	....		R. C

INSTRUCTION IN THE UNITED STATES—Continued.

No. of instructors.			No. of students.			No. of years in course of instruction.	Character of course—E, English branches; C, classical studies; M, mod'n languages.	Average expenses per annum.					No. of volumes in library.	Scholastic year begins—
Male.	Female.	Total.	Male.	Female.	Total.			Lodging.	Board.	English branches.	Classical studies.	Modern languages.		
1	1	2	39	48	87	4	E. C. M.	$18 00	$108 00	$3 50	$4 50	$5 00	.....	3d Wedns'y Sept.
1	3	4	....	25	25	....	E. M.	.....	200 00	50 00	.....	24 00	400	October 1.
2	..	2	29	....	29	4–6	E. C. M.	*a*250 00	.....	.....	.....	.....	.....	1st Monday Sept.
1	3	4	....	33	33	....	E. C. M.	.....	225 00	.....	16 00	16 00	400	October 1.
3	...	3	35	....	35	....	E. C. M.	*a*350 00	.....	.....	.....	.....	3,000	September 15.
2	...	2	40	....	40	6	E. C. M.	.....	175 00	{ 20 00 / 60 00	{ 40 00	20 00	.....	September 1.
4	...	4	65	....	65	3–7	E. C. M.	.....	150 00	28 00	.....	*5 00	760	1st Monday Sept.
3	22	25	....	170	170	8	E. M.	*a*210 00	.....	.....	.....	.....	1,200	1st Monday Sept.
1	...	1	23	15	38	....	.....	.....	.....	.....	.....	.....	.....	1st Monday Apr.
1	2	3	26	41	67	....	E. C. M.	.....	.....	20 00	20 00	20 00	200	September.
1	1	2	31	25	56	4	.....	.....	.....	6 00	.....	.....	.....	September 1.
1	1	2	15	15	30	....	E. C. M.	.....	200 00	24 00	28 00	.....	100	
1	1	2	20	20	40	3–4	E. C. M.	.....	.....	Free ..	Free ..	Free	100	1st Monday Sept.
1	...	1	10	32	42	3	E. C. M.	.....	.....	.....	.....	.....	150	September 1.
1	1	2	20	24	44	4	E. C. M.	.....	.....	.....	.....	.....	.....	
1	3	4	46	58	104	5	E. C. M.	.....	200 00	Free ..	Free ..	Free	500	Middle of Aug.
2	5	7	....	50	50	4–6	E. C. M.	.....	200 00	34 00	6 00	25 00	1,200	Last Wed'y Aug.
9	...	9	220	....	220	3–4	E. C. M.	30 00	140 00	45 00	45 00	50 00	1,800	September 30.
2	1	3	36	48	84	3	E. C. M.	.....	.....	.....	.....	.....	148	1st Monday Sept.
18	...	18	540	....	540	3	E. M.	.....	.....	.....	.....	.....	.....	2d Monday Sept.
8	5	13	84	32	116	4–18	E. C. M.	.....	340 00	{ 60 00 / 100 00	{ 100 00	30 00	1,000	2d Wed'y Sept.
3	3	6	40	20	60	4	E. C. M.	.....	200 00	30 00	36 00	15 00	500	September 12.
3	2	5	60	34	94	4	E. C. M.	.....	160 00	20 00	24 00	6 00	2,500	September 1.
1	1	2	15	20	35	4	E. C. M.	.....	.....	.....	.....	.....	.....	December 1
1	2	3	27	18	45	4	E. C. M.	.....	275 00	10 00	10 00	10 00	.....	1st Wed'y Sept.
...	1	1	....	70	70	....	.....	.....	.....	.....	.....	.....	.....	
1	3	4	25	29	54	....	E. C. M.	.....	.....	13 00	13 00	13 00	.....	1st Monday Sept.
1	1	2	38	41	79	....	E.	.....	.....	8 00	.....	.....	.....	1st Monday Sept.
1	1	2	20	30	50	5	E. C. M.	.....	200 00	16 00	24 00	24 00	300	August 25.
8	4	12	377	217	594	4	E. C. M.	*a*200 00	.....	.....	.....	.....	5,000	4th Wed'y Aug.
7	...	7	228	....	228	3	E. C.	9 00	.....	45 00	45 00	.....	.....	Aug. 23.
2	3	5	91	61	152	3	E. C. M.	.....	.....	24 00	27 00	27 00	1,800	Last Wed'y Aug.
4	1	5	49	28	77	4	E. C. M.	100 00	200 00	36 00	40 00	.....	700	2d Monday Sept.
1	2	3	42	40	82	5	E. C. M.	.....	.....	.....	.....	.....	.....	August 28.
1	1	2	44	....	44	3	.....	*a*200 00	.....	.....	.....	.....	.....	3d Tuesday Aug.
2	3	5	77	47	124	4	E. C. M.	12 00	164	27 00	42 00	42 00	2,500	August 22.
3	5	8	110	174	284	4	E. C. M.	.....	.....	Free ..	Free ..	Free	300	1st Monday Sept.
5	4	9	180	153	333	4–5	E. C. M.	.....	.....	.....	.....	.....	.....	1st Monday Sept.
2	2	4	27	29	56	7	E. C. M.	.....	.....	.....	.....	.....	.....	1st Monday Sept.
1	2	3	15	20	35	4	E. C. M.	.....	150 00	6 00	6 00	6 00	.....	1st Monday Sept.
6	12	18	2	132	134	4	E. C. M.	.....	210 00	22 00	23 00	15 00	2,000	1st Thurs'y Sept.
...	16	16	....	500	500	8	E. M.	.....	.....	.....	.....	.....	300	1st Monday Sept.
1	3	4	46	12	58	....	E. C. M.	12 00	160 00	36–48 00	.....	.....	.....	1st Monday Sept.
7	3	10	210	13	223	7	E. C. M.	.....	.....	150 00	50 00	*28 00	500	September 11.
1	2	3	42	59	101	3–4	E. C. M.	.....	.....	Free ..	Free ..	Free	.....	Last Mon'y Aug.
2	1	3	.....	....	27	4	.....	*a*400 00	.....	.....	.....	.....	500	3d Wed'y Sept.
1	1	2	20	25	45	3–4	E. C. M.	.....	.....	6 00	.....	.....	200	Last part of Aug.
1	1	2	20	18	38	3	E. C. M.	.....	.....	.....	.....	.....	.....	August 20.
1	2	3	50	25	75	4	E. C. M.	.....	.....	24 09	32 00	32 00	300	September.
...	1	1	15	25	40	....	E. C.	.....	180 00	Free ..	Free ..	.....	.....	April.
..	3	3	....	20	20	....	E.	*a*240 00	.....	.....	.....	.....	2,309	1st Monday Sept.
2	5	7	66	140	206	3	E. C. M.	.....	.....	.....	.....	.....	200	1st Monday Sept.
1	2	3	95	111	206	9	E. C. M.	.....	.....	{ 10 00 / 16 00	{ 8 00	.....	100	August 28.
...	...	7	....	75	75	....	E. C.	.....	.....	.....	.....	.....	.....	
...	...	3	110	130	240	....	E. M.	.....	.....	.....	.....	.....	.....	
...	...	1	10	6	16	....	E. C.	.....	.....	.....	.....	.....	.....	
...	...	8	44	74	118	....	E. M.	.....	.....	.....	.....	.....	.....	
1	4	5	.....	....	375	....	E. C. M.	.....	.....	18 00	24 00	24 00	.....	September 18.
6	...	6	93	...	93	....	E. C. M.	*a*300 00	.....	.....	.....	.....	500	September 14.
...	...	4	57	56	113	....	E. C.	.....	.....	.....	.....	.....	.....	
...	...	4	40	33	73	....	E. C.	.....	.....	.....	.....	.....	.....	
...	...	6	233	815	1048	....	E. M.	.....	.....	.....	.....	.....	.....	
...	...	7	....	65	65	....	E. C.	.....	.....	.....	.....	.....	.....	

* Each.

TABLE VII.—STATISTICS OF INSTITUTIONS FOR SECONDARY

Number.	Name.	Post-office address.	Date of charter.	Date of organization.	Name of principal.	Religious denomination.
190	Mrs. Brown's School	Saint Paul, Minn				P. E.
191	Parish School	Red Wing, Minn				P. E.
192	Fair Lawn Institute	Jackson, Minn	1871	1867	Miss. M. A. Moseley	
193	Macon Male School	Macon, Minn		1871	E. C. Simonds	
194	Pontotoc Male Academy	Pontotoc, Miss			Rev. J. D. West	
195	Cassville Institute	Cassville, Mo		1870	A. S. White	
196	Liberty High School	Liberty, Mo		1868	G. Hughes	
197	Clinton County Male and Female Institute.	Plattsburgh, Mo		1870	E. C. Thomas	
198	Stewartsville Seminary	Stewartsville, Mo		1863	Rev. W. O. H. Perry	
199	Male and Female Seminary	Palmyra, Mo		1853	Rev. M. McIlhany	
200	Saint Joseph's Academy	Hannibal, Mo		1864	Father O'Neil	
201	James's Institute	Saint James, Mo			J. S. Clark	
202	High School	Bolivar, Mo		1868	J. A. Race	
203	High School	Pleasant Hope, Mo		1869		
204	Van Rensselaer	Hydeburgh, Mo			Rev. J. Greer	
205	Sacred Heart Convent	Saint Louis, Mo	1846	1827	Madame E. Tucker	R. C.
206	Male and Female Academy	New London, Mo		1860	J. H. Laughlin	
207	Shelby High School	Shelbyville, Mo		1870	Rev. J. W. Adkisson	
208	Summit Institute	Marshfield, Mo		1869	Hattie L. Noble	
209	Female Seminary	Jefferson City, Mo		1862	Rev. O. Bulkley	
210	Institute of Holy Innocents	Jefferson City, Mo		1868	Sister Clara	
211	Lincoln Institute	Jefferson City, Mo		1866	R. B. Foster	
212	O'Fallon Polytechnic Institute	Saint Louis, Mo		1867	Regis Chaurenet	
213	Contoocook Academy	Contoocookville, N. H	1856	1857	Thom. B. Richardson	N. J.
214	Bath Academy	Bath, N. H		1848	S. F. Longee	
215	McCollom Institute	Mount Vernon, N. H	1850	1849	D. A. Anderson	Cong.
216	Farmington High School	Farmington, N. H		1869	Prof. C. E. Harrington	
217	Peterborough High School	Peterborough, N. H		1871		
218	Raymond High School	Raymond, N. H			C. M. Emery	
219	Dublin High School	Dublin, N. H				
220	Lancaster Academy	Lancaster, N. H	1828	1829	J. Smith	
221	Wolfeborough Christian Institute.	Wolfeborough, N. H	1866	1866	J. W. Simonds	Chr.
222	Kimball Union Academy	Meriden, N. H	1813	1815	J. E. Goodrich	Cong.
223	Pinkerton Academy	Derry, N. H	1814	1815	Rev. E. G. Parsons	Cong.
224	Blanchard Academy	Pembroke, N. H	1818	1819	W. M. Larvin	
225	Pittsfield Academy	Pittsfield, N. H			V. Lang	
226	Francestown Academy	Francestown, N. H	1800	1800	G. W. Flint, A. B	Cong.
227	New Hampton Literary and Biblical Institution.	New Hampton, N. H	1853	1853	A. B. Meservey	F. B.
228	New Ipswich Appleton Acad'y	New Ispwich, N. H	1789	1787	E. W. Westgate	Cong.
229	St. Paul's School	St. Paul's, N. H	1855	1856	Rev. H. A. Coit, D. D	P. E.
230	New Hampshire Conference Seminary and Female College.	Tilton, N. H			Rev. L. D. Barrows, D. D	
231	New London Institution	New London, N. H	1854	1853	H. M. Willard, A. M	
232	Gilmanton Academy	Gilmanton, N. H		1794	R. E. Avery, A. M	
233	Atkinson Academy	Atkinson, N. H	1791	1789	W. E. Bunten	
234	Manchester High School	Manchester, N. H			W. W. Colburn	
235	Penacook Academy	Fisherville, N. H		1866		
236	Stevens High School	Claremont, N. H		1867	A. J. Servain, A. M	
237	Concord High School	Concord, N. H		1855	J. D. Bartley, A. M	
238	Littleton Graded School	Littleton, N. H		1867	J. J. Ladd, A. M	
239	New Jersey Classical and Scientific Institute.	Hightstown, N. J	1865	1864	H. A. Pratt	Bapt.
240	Trenton Academy	Trenton, N. J	1785	1781	G. S. Grosvenor	
241	St. Mary's Hall	Burlington, N. J	1846	1837	Rev. E. K. Smith	P. E.
242	Classical and Commercial High School.	Lawrenceville, N. J		1810	H. Hamilly, D. D	Pres.
243	South Jersey Institute	Bridgeton, N. J	1866	1870	H. J. Trask	Bapt.
244	Pennington Seminary and Female Collegiate Institute.	Pennington, N. H	1839	1839	Thomas Hanlon	M. E.
245	Westfield Academy and Union School.	Westfield, N. Y	1836	1836	John S. Fosdick	
246	Yates Polytechnic Institute	Chittenango, N. Y			J. W. Hall, A. B	
247	Falley Seminary	Fulton, N. Y	1857		Rev. J. Gilmour, A. M	Pres.
248	Watkins Academic and Union School.	Watkins, N. Y	1863	1863	J. L. Mark	
249	Fairfield Academy	Fairfield, N. Y	1803	1803	G. S. Griffin, A. M	

INSTRUCTION IN THE UNITED STATES—Continued.

No. of instructors.			No. of students.			No. of years in course of instruction.	Character of course—E, English branches; C, classical studies; M, mod'n languages.	Average expenses per annum.					No. of volumes in library.	Scholastic year begins—
Male.	Female.	Total.	Male.	Female.	Total.			Lodging.	Board.	English branches.	Classical studies.	Modern languages.		
...	...	6	27	20	47	....	E. C	.....	.....	.....	.....	.....	.....	
...	...	2	17	18	35	....	E. M	.....	.....	.....	.....	.....	.....	
2	3	5	25	70	95	7	E. C. M..	.....	$200 00	$50 00	$20 00	$10 00	.....	4th Monday Sept.
1	...	1	50	....	50	....	E. C	.....	.....	.....	.....	.....	.....	September or Oct.
4	...	4	55	....	55	3–6	E. C	.....	150 00	2 50 5 00	.....	.....	.....	2d Monday Sept.
1	1	2	...	...	23	....		.....	.....	.....	.....	.....	.....	
1	1	2	...	...	70	3–4		.....	.....	.....	.....	.....	.....	
2	2	4	...	...	110	4		.....	.....	.....	.....	.....	.....	
1	1	2	...	...	60	....		.....	.....	.....	.....	.....	.....	
2	5	7	...	...	110	....		.....	.....	.....	.....	.....	.....	
2	3	5	...	...	120	....		.....	.....	.....	.....	.....	.....	
2	1	3	...	...	75	3–4		.....	.....	.....	.....	.....	.....	
1	2	3	...	...	161	....		.....	.....	.....	.....	.....	.....	
1	...	1	...	...	35	....		.....	.....	.....	.....	.....	.....	
...	...	...	...	...	30	3–4		.....	.....	.....	.....	.....	.....	
...	48	48	....	135	135	7	E. C. M..	.....	200 00	.....	.....	40 00	1, 500	1st Tuesday Sept.
2	2	4	...	...	120	3–4		.....	.....	.....	.....	.....	.....	
1	...	1	...	...	48	4–6		.....	.....	.....	.....	.....	.....	
1	1	2	...	...	50	3–4		.....	.....	.....	.....	.....	.....	
2	3	5	...	...	84	3		.....	.....	.....	.....	.....	.....	
...	...	3	...	...	163	....		.....	.....	.....	.....	.....	.....	
1	..	1	...	...	34	....		.....	.....	.....	.....	.....	.....	
4	...	4	130	....	130	2–3	E	.....	.....	Free.	Free.	Free.	24, 000	2d Monday Oct.
1	2	3	70	60	130	....		.....	.....	.....	.....	.....	.....	3d Wedn'y Aug.
2	1	3	15	29	44	....		.....	.....	.....	.....	.....	.....	
1	2	3	32	22	54	3–4	E. C. M..	.....	150 00	15 00	21 00	21 00	600	1st Wedn'y Sept.
1	1	2	....	...	64	....		.....	.....	.....	.....	.....	.....	
...	...	...	...	...	...	....		.....	.....	.....	.....	.....	.....	
2	2	4	...	...	64	....		.....	.....	.....	.....	.....	.....	
...	...	...	...	...	...	....		.....	.....	.....	.....	.....	.....	
1	...	1	21	18	39	....	E. C	.....	.....	4 25	5 00	.....	.....	
1	3	4	68	60	128	3	E. C. M..	.....	125 00	16 50	24 00	24 00	.....	Last Tues. Aug.
5	4	9	173	76	249	3	E. C. M..	$18 00	108 00	30 00	30 00	39 00	2, 600	August 23.
1	2	3	93	62	155	3	E. C. M..	42 00	126 00	20 00	20 00	20 00	259	August 23.
1	1	2	14	18	32	....	E. C. M..	.....	150 00	15 00	18 00	18 00	350	
1	1	2	25	25	50	3	E. C.....	150 00	160 00	17 00	18 00	.....	.....	September 1.
1	1	2	20	17	37	3	E. C. M..	25 00	160 00	20 00 22 00	24 00	24 00	400	Middle of Aug.
5	3	8	78	54	132	2–4	E. C. M..	10 00	116 00	22 00	26 00	26 00	3, 000	August 21.
2	4	6	45	55	100	3–4	E. C. M..	15 00	140 00	24 00	30 00	30 00	500	Last Wedn'y but one in Aug.
10	..	10	153	....	153	7	E. C. M..	*a*500	.....	.....	.....	.....	6, 000	1st Thurs. Sept.
5	4	9	...	...	...	....		.....	120 00	.....	.....	.....	.....	
4	5	9	...	...	261	....		*a*300	.....	.....	.....	.....	.....	3d Wedn'y Aug.
1	3	4	...	...	38	....		.....	140 00	12 00	15 00	15 00	.....	
...	...	...	...	...	...	....		*a*200	.....	.....	.....	.....	.....	
1	3	4	...	...	...	....		.....	.....	.....	.....	.....	.....	
2	2	4	...	...	...	....		.....	.....	20 00	24 00	.....	.....	4th Wedn'y Aug.
2	2	4	...	...	85	....		.....	.....	21 00	30 00	.....	.....	
1	3	4	...	...	150	....		.....	.....	.....	.....	.....	.....	
2	6	8	...	...	...	....		.....	.....	.....	.....	.....	.....	Last Wed. Aug.
4	4	8	115	37	152	4	E. C. M..	*a*250	.....	.....	.....	.....	.....	4th Wedn'y Aug.
2	1	3	100	....	100	....	E. C. M..	.....	.....	32 00	48 00	20 00	.....	1st Monday Sept.
8	20	28	209	....	209	5	E. M	*a*450	.....	.....	.....	.....	2, 400	1st Tuesday Oct.
8	...	8	97	....	97	4	E. C. M..	*a*375	.....	.....	.....	.....	4, 000	September 12.
4	4	8	30	20	50	3	E. C. M..	.....	160 00	40 00	50 00	15 00	200	1st Wedn'y Sept.
7	4	11	125	50	175	3	E. C. M..	*a*273	.....	.....	.....	.....	1, 000	September 13.
5	10	15	337	227	564	3–5	E. C. M..	.....	.....	13 50	21 00	9 00	.....	
...	...	...	...	...	173	....		.....	.....	.....	.....	.....	.....	July 23.
4	4	8	49	60	109	2–6	E. C. M..	20 00	120 00	30 00	38 00	40 00	726	1st Monday Sept.
1	1	2	35	37	72	3	E. C.....	.....	.....	12 00	24 00	.....	546	August 28.
5	5	10	141	78	219	3–5	E. C. M..	.....	160 00	27 00	6 00	6 00	5, 000	3d week August.

TABLE VII.—STATISTICS OF INSTITUTIONS FOR SECONDARY

Number.	Name.	Post-office address.	Date of charter.	Date of organization.	Name of principal.	Religious denomination.
250	Batavia Union School and Academy.	Batavia, N. Y	1860	1860	G. Fuller, A. M	
251	Ten Broeck Free Academy	Franklinville, N. Y	1862	1867	W. M. Benson	
252	Middlebury Academy	Wyoming, N. Y	1818	1820	F. W. Forbes	Bapt
253	Naples Academy	Naples, N. Y	1860	1860	A. J. Osborn	
254	Amenia Seminary	Amenia, N. Y	1834		S. F. Frost	M. E
255	Warrensburgh Academy	Warrensburgh, N. Y	1860	1860	H. R. Robinson, A. B	
256	Lawrenceville Academy	Lawrenceville, N. Y	1860	1860	C. Cunningham	
257	Union Academy of Belleville	Belleville, N. Y	1826	1826	W. W. Grant, A. B	
258	St. Philomena's School	Brooklyn, N. Y		1869	Brother Angelus	R. C
259	Nunda Academy	Nunda, N. Y	1868	1865	W. H. Truesdale, A. M.	
260	Kingston Academy	Kingston, N. Y			C. Curtis, A. M	Ref
261	Newton Collegiate Institute	Newton, N. Y	1851	1852	C. L. Tcel	
262	Little Falls Academy	Little Falls, N. Y	1844	1844	Rev. W. F. Bridge	
263	Rogersville Union Seminary	South Dansville, N. Y	1851	1851	W. A. Dansom	
264	Augusta Academy	Augusta, N. Y	1834	1834		
265	Owego Free Academy and Union School.	Owego, N. Y	1828	1828	T. L. Griswold	
266	Cayuga Lake Academy	Aurora, N. Y	1801	1799	C. Kelsey, A. M	
267	Oneida Seminary	Oneida, N. Y	1857	1858	J. D. Houghton	Pres
268	St. John's School	Sing Sing, N. Y		1869	Rev. J. B. Gibson, D. D.	P. E
269	St. Joseph's Provincial Seminary.	Troy, N. Y		1864	Rev. H. Gabriels	R. C
270	Troy High School	Troy, N. Y		1853	D. Beattie, A. M	
271	Utica Academy	Utica, N. Y	1814	1818	G. C. Sawyer	
272	Covington Academy	Covington, N. Y			W. H. Winchester	
273	St. Stephen's Latin School	New York City, N. Y		1866	Rev. E. McGlynn, D. D.	R. C
274	Walton Academy and Union School.	Walton, N. Y	1854	1854	T. D. Barclay	
275	St. Catherine's School of our Lady of Mercy.	New York City, N. Y	1858	1850	Mother M. Augustine	R. C
276	Huntington Union School	Huntington, N. Y	1856	1858	C. G. Holyoke	
277	Groton Academy	Groton, N. Y	1837	1837	M. M. Baldwin	
278	Union School and Academy	Newark, N. Y	1863		O. B. C. Grave	
279	Warwick Institute	Warwick, N. Y	1854	1853	C. Van Buren	
280	Wilson Union School	Wilson, N. Y	1845	1846	F. A. Greene	
281	Palmyra Classical Union School.	Palmyra, N. Y			C. M. Hutchins	
282	Cary Collegiate Seminary	Oakfield, N. Y			Rev. J. R. Coe	P. E
283	Institute of Mercy	Greenbush, N. Y	1871	1863	Sister M. V. Sweetman	R. C
284	Rochester Free Academy	Rochester, N. Y	1861	1857	Rev. W. W. Benedict, D. D.	Bapt
285	Lockport Union School	Lockport, N. Y	1850	1850	A. B. Evans, A. M	
286	New Berlin Academy	New Berlin, N. Y	1843	1843	J. M. Sprague	
287	Gilbertsville Academy	Butternuts, N. Y	1839	1840	Rev. A. Wood, A. M	Cong
288	Keeseville Union Free School	Keeseville, N. Y		1870	E. F. Bullard	
289	Delaware Literary Institute	Franklin, N. Y	1836	1832	G. W. Briggs	
290	Fort Edward Collegiate Institute.	Fort Edward, N. Y	1854	1854	Rev. J. E. King, D. D	M. E
291	Saint Mary's School for Girls	Albany, N. Y	1871	1850	Sister Mary Creuin	R. C
292	Black River Conference Seminary.	Antwerp, N. Y	1856		S. M. Coon	M. E
293	Cambridge Washington Seminary.	Cambridge, N. Y	1815	1800	Miss Amelia Merriam	
294	Mechanicsville Academy	Mechanicsville, N. Y	1860	1861	Rev. B. D. Ames, A. M.	
295	Mount Morris Union Free School.	Mount Morris, N. Y	1866	1866	I. O. Best	
296	Lyons Union School and Academy.	Lyons, N. Y	1856	1856	E. A. Kingsley	
297	North Granville Ladies' Seminary.	North Granville, N. Y	1862	1854	W. W. Dowd, A. M	Pres
298	Argyle Academy	Argyle, N. Y	1841	1841	H. W. Hunt, A. B	
299	Troy Female Seminary	Troy, N. Y	1837	1816	J. H. Willard	
300	Griffith Institute	Springville, N. Y	1830	1830	A. R. Wightman, A. M.	M. E
301	Hartford Academy	South Hartford, N. Y	1866		E. R. Safford	
302	Free School of Sacred Heart	Manhattanville, N. Y	1851	1848	M. C. White	R. C
303	Academic Department Chester Union Free School.	Chester, N. Y	1841	1840	William Simpson	
304	Academy of the Sacred Heart	Manhattanville, N. Y	1851	1841	M. A. Hardey	R. C
305	Baldwinsville Free Academy	Baldwinsville, N. Y	1864	1864	A. E. Lasher	
306	Saint Michael's School	New York, N. Y		1867	F. Heidenas	R. C
307	Canton Academy and Graded School.	Canton, N. Y	1841	1842	W. W. Thompson, A. B.	

INSTRUCTION IN THE UNITED STATES—Continued.

No. of instructors.			No. of students.			No. of years in course of instruction.	Character of course—E, English branches; C, classical studies; M, mod'n languages.	Average expenses per annum.					No. of volumes in library.	Scholastic year begins—
Male.	Female.	Total.	Male.	Female.	Total.			Lodging.	Board.	English branches.	Classical studies.	Modern languages.		
1	7	8	190	210	400	....	E. C. M..	.....	$200 00	$25 00	$30 00	$36 00	2,000	1st Monday Sept.
3	4	7	145	180	325	3	E. C. M..	.....	125 00	21 00	25 50	25 50	385	August 23.
2	2	4	50	53	103	4	E. C. M..	$42 00	147 00	21 00	24 00	24 00	845	September 5.
1	4	5	47	56	103	3	E. C. M..	.....	140 00	18 00	27 00	25 50	350	September 6.
5	5	10	119	72	191	3	E. C. M..	a300 00	.....	.....	.....	.....	1,800	September 25.
1	2	3	28	40	68	....	E. C. M..	.....	123 00	22 00	30 00	15 00	175	September 4.
1	3	4	29	35	64	3	E. C. M..	.....	.....	21 00	24 00	24 00	212	August 22.
4	3	7	46	55	101	3	E. C. M..	15 00	120 00	18 00	9 00	9 00	790	August 30.
6	4	10	300	300	600	....	E	.....	.....	.....	.....	.....	5,000	1st Monday Sept.
1	4	5	60	75	135	3	E. C. M..	.....	.....	8 00	10 00	10 00	450	September 5.
1	2	3	44	21	65	3	E. C. M..	.....	.....	25 00	25 00	25 00	750	1st Monday Sept.
3	1	4	30	25	55	3	E. C. M..	a250 00	.....	.....	.....	.....	100	1st Wedn'y Sept.
3	3	6	70	30	100	....	E. C. M..	10 00	160 00	24 00	30 00	20 00	400	September 6.
1	5	6	87	93	180	3	E. C. M..	25 00	175 00	21 00	27 00	20 00	231	August 28.
1	1	2	20	15	35	....	E. C. M..	.....	.....	18 00	21 00	21 00	221	September 1.
2	3	5	105	120	225	6	E. C. M..	25–40 00	175 00	24 00	30 00	30 00	2,000	October 1.
1	3	4	21	22	43	5	E. C. M..	.....	300 00	24 00	32 00	20 00	.....	2d Tuesday Sept.
3	4	7	60	62	122	4	E. C. M..	.....	180 00	18–30 00	30 00	30 00	312	1st Monday Sept.
8	...	8	55	....	55	6	E. C. M..	a600 00	.....	.....	.....	.....	400	
7	...	7	125	....	125	4	.....	a225 00	.....	.....	.....	.....	5,000	2d Thursday Sept.
3	3	6	30	70	100	4	E. C. M..	.....	.....	Free ..	Free ..	Free.	500	Last Mondy Aug.
6	2	8	46	72	118	4	E. C. M..	.....	.....	8 00	10 00	10 00	.....	1st Monday Sept.
1	4	5	140	160	300	3	E. C. M..	.....	.....	15 00	18 00	21 00	400	September 18.
1	...	1	15	....	15	....	E. C.	.....	.....	.....	.....	.....	.....	September 1.
1	7	8	155	166	321	3	E. C. M..	.....	.....	24 00	30 00	30 00	580	3d Wedn'y Aug.
...	8	8	....	....	.....	....	E. M	.....	.....	28 00	.....	20 00	.....	1st Monday Sept.
1	1	2	24	40	64	4	E. C. M..	.....	160 00	.....	.....	.....	670	1st Monday Sept.
2	4	6	40	52	92	2–3	E. C. M..	20–40 00	160 00	18 00	27 00	21 00	676	August 21.
1	2	3	75	80	155	3–4	E. C. M..	.....	160 00	21 00	21 00	24 00	600	September 1.
1	1	2	4	21	25	4	E. C.	.....	.....	26 00	26 00	.....	400	October 1.
1	7	8	220	218	438	....	E. C. M..	15 00	140 00	24 00	27 00	.....	583	October 1.
1	11	12	400	300	700	4	E. C. M..	.....	175 00	20 00	.....	.....	800	September 4.
2	3	5	107	90	197	4	E. C. M..	a300 00	.....	.....	.....	.....	780	September 1.
...	10	10	....	280	280	8	E. M	.....	140 00	20–30 00	.....	10 00	.....	1st Monday Sept.
4	4	8	58	113	171	4	E. C. M..	.....	.....	Free ..	Free ..	Free.	.....	1st Monday Sept.
4	11	15	309	373	682	3–4	E. C. M..	.....	.....	24 00	31 80	33 00	3,700	Last M'day Aug.
1	4	5	72	58	130	4	E. C. M..	.....	1 40	17 00	24 00	21 00	343	Sept. 1.
1	2	3	20	30	50	3	E. C. M..	.....	156 00	21–24 00	27 00	27 00	500	Aug. 1.
3	6	9	200	250	450	4	E. C.	.....	.....	18 00	24 00	.....	1,200	1st Monday Sept.
3	4	7	149	90	239	4	E. C. M..	.....	150 00	31 50	40 50	.....	2,860	Sept. 5.
12	4	16	350	150	500	2–3	E. C. M..	.....	160 00	24 00	40 00	36 00	1,100	Sept. 1.
...	8	8	....	250	250	10	E. M....	.....	.....	20–50 00	.....	20 00	300	1st Monday Sept.
3	3	6	71	61	132	3	E. C. M..	18 00	117 00	21–27 00	12 00	12 00	500	Aug. 21.
1	4	5	31	62	93	4	E. C. M..	.....	.....	18–27 00	.....	4 00	1,260	Sept. 1.
2	5	7	42	64	106	3	E. C. M..	.....	180 00	27 00	12 00	12 00	252	Aug. 7.
1	2	3	50	50	100	....	E. C. M..	.....	.....	4 00	4 00	4 00	375	1st Tuesday Sept.
2	11	13	223	301	524	5	.....	.....	200 00	Free ..	Free ..	Free.	600	Last M'day Aug.
3	7	10	....	63	63	4	.....	a2 50	.....	.....	.....	.....	.....	
1	1	2	20	36	56	3	E. C. M..	.....	160 00	58 00	58 00	58 00	935	Aug. 1.
5	16	21	....	295	295	3–5	E. C. M..	.....	300 00	28 00	28 00	62 00	1,506	3d Wedn'y Sept.
2	5	7	80	85	165	3	E. C. M..	.....	140 00	8 00	10 00	10 00	250	Aug. 23.
1	...	1	11	13	24	....	E. C. M..	.....	.....	7 00	9 00	9 00	.....	Aug. —.
...	12	12	45	455	500	....	.....	.....	.....	.....	.....	.....	.....	1st Monday Sept.
1	...	1	7	15	22	4	E. C. M..	.....	.....	Free ..	Free ..	Free.	1,000	1st Monday Oct.
8	45	53	....	300	300	7	.....	a460 00	.....	.....	.....	.....	1,000	1st W'd'day Sept.
1	3	4	70	152	222	2–5	E. C. M..	.....	.....	21 00	24 00	24 00	400	Sept. 1.
5	5	10	400	....	400	....	E. C. M..	.....	.....	.....	.....	.....	.....	1st Monday Sept.
2	6	8	218	220	438	5	E. C. M..	.....	180 00	18 00	24 00	30 00	5,862	1st Monday after 3d Tu'sday Aug.

TABLE VII.—STATISTICS OF INSTITUTIONS FOR SECONDARY

Number.	Name.	Post-office address.	Date of charter.	Date of organization.	Name of principal.	Religious denomination.
308	Peeksville Academy	Peeksville, N. Y	....	....	A. Wells	
309	Whitestown Seminary	Whitestown, N. Y	1845	1845	J. S. Gardner	F. B
310	Sisters of Saint Mary's Select School.	Elmira, N. Y	....	1864	Mother Mary Claver	R. C
311	Central New York Conference Seminary.	Cazenovia, N. Y	1825	1818	Rev. W. S. Smyth, M. A	M. E
312	Sherburne Union High School	Sherburne, N. Y	1868	1868	L. Dembinski, A. M	
313	Starkey Seminary	Eddytown, N. Y	1842	1842	O. F. Ingalsbe	Chr
314	Union School Academic Department.	Saratoga Springs, N. Y	1867	1867	L. S. Packard	
315	High School	Seneca, N. Y	1867	...	F. D. Hodgson	
316	Elmira Free Academy	Elmira, N. Y	1860	1860	J. D. Steele, Ph. D	
317	Gerrard Institute	Florida, N. Y	1847	....	T. G. Schriver, A. M	Pres
318	Rural High School	Clinton, N. Y	1815	1814	A. P. Kelsey	
319	New Paltz Academy	New Paltz, N. Y	1833	1833	H. M. Bauscher, M. D.	Ref
320	Glen's Falls Academy	Glen's Falls, N. Y	1842	1841	C. W. Hall	
321	Geneva Classical and Union School.	Geneva, N. Y	1839	1838	W. H. Vrooman	
322	Jamestown Union School and Collegiate Institute.	Jamestown, N. Y	....	1866	S. G. Love	
323	Mexico Academy	Mexico, N. Y	1852	1852	W. H. Reese	
324	Rome Academy	Rome, N. Y	1834	1834	G. H. Barton	M. E
325	Webster Academy	Webster, N. Y	1856	....	Rev. E. F. Maine	
326	St. Joseph's Literary Institute	Jackson, N. Y	1867	1862	Mary S. McGarr	R. C
327	Port Jervis Union School and Academy.	Port Jervis, N. Y	1867	1867	A. B. Wilbur	
328	Oxford Academy and Collegiate Institute.	Oxford, N. Y	1793	1794	H. J. Cook	P. E
329	Classical Department Schenectady Union School.	Schenectady, N. Y	1854	1855	S. B. Howe, A. M	
330	Auburn Academic High School	Auburn, N. Y	1866	1866	J. E. Myer, A. M	
331	Albany Academy	Albany, N. Y	1812	1813	M. E. Gates	
332	Pulaski Academy	Pulaski, N. Y	1853	1853	S. Duffy	
333	Port Byron Free School and Academy.	Port Byron, N. Y	1859	1859	Rev. D. D. Van Allen, A. M.	
334	Plattsburgh Academy	Plattsburgh, N. Y	1828	1829	A. Atwood	
335	Albion Academy	Albion, N. Y	1838	1838	O. Morehouse, A. M	
336	Franklin Academy	Prattsburgh, N. Y	1824	1824	E. Cummings	Pres
337	Buffalo Central School	Buffalo, N. Y	1854	1854	R. T. Spencer	
338	Elizabethtown Union Free School.	Elizabethtown, N. Y	....	1866	J. W. Chandler	
339	Hartwick Theological and Classical Seminary,	Otsego County, N. Y	1816	1815	Rev. T. T. Titus, A. M.	Luth
340	Christian Brothers' Academy	Troy, N. Y	....	1850	Brother Josiah	R. C
341	St. Joseph's School	Albany, N. Y	....	1865	Sister Lucretia	R. C
342	Perry Academy	Perry, N. Y	1853	1853	Rev. E. Wildman, A.M.	M. E
343	Amsterdam Academy	Amsterdam, N. Y	1841	1839	C. C. Wetsell	
344	Nassau Academy	Nassau, N. Y	1868	....	A. B. Wiggin	
345	Rural Seminary	East Pembroke, N. Y	1856	1856	J. D. Fisher	
346	Addison Academy	Addison, N. Y	....	....	T. F. Welch	
347	Albany Female Academy	Albany, N. Y	....	....	Miss L. Ostrom	
348	Academic Department, Alfred University.	Alfred, N. Y	....	....	J. Allen, A. M	
349	Ames Academy	Ames, N. Y	....	....	A. B. Miller	
350	Andes Collegiate Institute	Andes, N. Y	....	....	Mrs. J. M. Smeallie	
351	Angelica Academy	Angelica, N. Y	....	....	J. E. Bennett	
352	Arcade Academy	Arcade, N. Y	....	....	D. A. Burke	
353	Attica Academy	Attica, N. Y	....	....	T. B. Lovell	
354	Aurora Academy	East Aurora, N. Y	....	....	C. W. Merritt, A. M	
355	Binghamton Academy	Binghamton, N. Y	....	....	G. Jackson, A. M	
356	Brookfield Academy	Brookfield, N. Y	....	....	Mrs. J. Babcock	
357	Buffalo Female Academy	Buffalo, N. Y	....	....	Rev. A. T. Chester, D.D	
358	Canajoharie Academy	Canajoharie, N. Y	....	....	J. B. Choate, A. M	
359	Canandaigua Academy	Canandaigua, N. Y	....	....	N. T. Clarke, Ph. D	
360	Catskill Free Academy	Catskill, N. Y	....	....	W. P. McLaury	
361	Chamberlain Institute	Randolph, N. Y	....	....	Rev. J. T. Edwards	
362	Champlain Academy	Champlain, N. Y	....	....	E. P. Collins	
363	Chester Academy	Chester, N. Y	....	....	A. H. Hart	
364	Chili Seminary	Chili, N. Y	....	....	G. W. Anderson	
365	Christian Brothers' Academy	Albany, N. Y	....	....	Brother Hugh	
366	Cincinnatus Academy	Cincinnatus, N. Y	....	....	G. A. Haven	

INSTRUCTION IN THE UNITED STATES—Continued.

No. of instructors.			No. of students.			No. of years in course of instruction.	Character of course—E, English branches; C, classical studies; M, mod'n languages.	Average expenses per annum.					No. of volumes in library.	Scholastic year begins—
Male.	Female.	Total.	Male.	Female.	Total.			Lodging.	Board.	English branches.	Classical studies.	Modern languages.		
5	...	5	50	....	50	....	E. C. M..	.....	$240 00	$50 00	$60 00	$30 00	740	2d Tuesday Sept.
4	7	11	337	166	503	3–4	E. C. M..	$18 00	156 00	24 00	30 00	36 00	2, 000	Aug. 23.
...	9	9	100	315	415	....	E. M....	.....	.....	.....	.....	.....	150	1st Monday Feb.
12	4	16	329	226	555	3–4	E. C. M..	.....	182 00	27 00	33 00	33 00	2, 500	Last Thursday but one in Aug.
1	3	4	99	101	200	3	E. C. M..	.....	.....	.....	.....	.....	650	3d Monday Sept.
2	4	6	72	68	140	1–4	E. C. M..	42 00	126 00	27 00	5 00	5 00	1, 463	Aug. 28.
2	1	3	25	30	55	4	E. C. M..	.....	.....	21 00	24 00	24 00	1, 000	1st Monday Sept.
2	2	4	60	90	150	6	.....	.....	.....	Free ..	Free ..	Free.	800	Aug. 28.
2	3	5	60	80	140	4	E. C. M..	5 00	.....	30 00	.....	.....	1, 000	Sept. 4.
3	4	7	35	45	80	....	.....	*a*300 00	.....	.....	.....	.....	.....	Sept. 12.
3	1	4	52	...	52	3	E. C.....	.....	350 00	45 00	.....	.....	780	2d Tuesday Sept.
2	2	4	35	37	72	....	E. C. M..	*a*350 00	.....	.....	.....	.....	600	Sept. 19.
3	5	8	150	100	250	4	E. C. M..	.....	200 00	20 00	20 00	20 00	260	1st week Sept.
4	7	11	300	200	500	3–4	E. C. M..	.....	.....	20 00	25 00	25 00	1, 700	1st Monday Sept.
3	6	9	154	111	265	3–5	E. C. M..	.....	180 00	21 00	24 00	24 00	949	4th Tuesday Aug.
2	3	5	73	53	126	3	E. C. M..	.....	.....	6 00	10 00	10 00	1, 126	Aug. 22.
1	3	4	45	60	105	4	E. C. M..	.....	.....	24 00	30 00	27 00	1, 000	Sept. 6.
1	3	4	38	30	68	4	E. C. M..	.....	156 00	18 00	25 50	28 50	113	August 5.
...	12	12	371	320	691	5	E. C. M..	.....	275 00	29 00	30 00	15 00	371	September 1.
1	...	1	4	12	16	4	E. C. M..	.....	.....	8 00	8 00	8 00	220	1st Monday Sept.
2	5	7	60	65	125	....	E. C. M..	.....	.....	24 00	36 00	36 00	1, 000	August 14.
2	3	5	60	50	110	3	E. C.....	.....	.....	30 00	.....	.....	3, 000	August 23.
2	3	5	73	87	160	3–4	E. C. M..	.....	.....	25 00	28 00	15 00	300	1st Monday Sept.
6	3	9	190	....	190	9	E. C. M..	.....	.....	60 00	80 00	.....	800	1st Monday Sept.
3	3	6	50	55	105	3–5	E. C. M..	5 00	140 00	{ 18 00 / 30 00 }	{ 30 00 }	30 00	.....	August 21.
1	5	6	32	44	76	4	E. C. M..	.....	.....	18 00	6 00	6 00	1, 000	August 28.
1	1	2	25	30	55	3	E. C. M..	.....	140 00	18 00	20 00	20 00	500	Last Wed'y Aug.
2	2	4	125	40	165	3	E. C. M..	.....	.....	21 75	27 75	27 75	900	1st Monday Sept.
1	7	8	165	150	315	3	E. C. M..	6 00	126 00	21 00	24 00	24 00	1, 060	2d Monday Aug.
5	8	13	118	205	323	3	E. C. M..	.....	.....	Free.	Free.	Free.	650	1st Monday Sept.
1	3	4	60	65	125	....	.....	.....	160 00	18 00	24 00	24 00	174	July 16.
3	1	4	20	10	30	5	E. C. M..	45 00	120 00	{ 24 00 / 30 00 }	{ 30 00 / 36 00 }	....	1, 800	1st Wed'y Sept.
12	...	12	325	....	325	....	E. C. M..	.....	.....	{ 20 00 / 50 00 }	.....	.....	900	1st Wed'y Sept.
...	7	7	...	400	400	....	.....	.....	.....	.....	.....	.....	.....	1st Monday Sept.
2	4	6	80	70	150	3	E. C. M..	20 00	140 00	6 50	9 50	4 00	500	September 20.
3	4	7	70	75	145	3	E. C. M..	.....	250 00	120 00	30 00	30 00	450	September 2.
1	2	3	28	18	46	7	E. C. M..	*a*240 00	.....	.....	.....	.....	100	1st Wed'y Sept.
1	2	3	34	48	82	2–3	E. C. M..	.....	.....	19 50	30 00	30 00	650	August 15.
...	...	...	.....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	July 26.
...	...	...	.....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	June 2.
7	5	12	.....	.....	313	....	.....	.....	.....	.....	.....	.....	.....	June 29.
1	...	1	.....	.....	18	....	.....	.....	.....	.....	.....	.....	.....	July 15.
3	4	7	.....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	August 1.
1	1	2	.....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	July 1.
2	2	4	.....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	July 31.
2	5	7	.....	.....	129	....	.....	.....	.....	.....	.....	.....	.....	July 15.
1	1	2	.....	.....	212	....	.....	.....	.....	.....	.....	.....	.....	June 30.
2	3	5	.....	.....	160	....	.....	.....	.....	.....	.....	.....	.....	July 31.
1	2	3	.....	.....	55	....	.....	.....	.....	.....	.....	.....	.....	July 25.
2	7	9	.....	.....	202	....	.....	.....	.....	.....	.....	.....	.....	September 1.
1	1	2	.....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	August 31.
7	1	8	.....	.....	221	....	.....	.....	.....	.....	.....	.....	.....	July 5.
1	1	2	.....	.....	57	....	.....	.....	.....	.....	.....	.....	.....	July 22.
3	5	8	.....	.....	351	....	.....	.....	.....	.....	.....	.....	.....	June 30.
1	1	2	.....	.....	88	....	.....	.....	.....	.....	.....	.....	.....	July 7.
1	3	4	.....	.....	38	....	.....	.....	.....	.....	.....	.....	.....	September 30.
...	...	...	.....	.....	56	....	.....	.....	.....	.....	.....	.....	.....	September 4.
...	...	...	.....	.....	247	....	.....	.....	.....	.....	.....	.....	.....	July 15.
2	5	7	.....	.....	87	....	.....	.....	.....	.....	.....	.....	.....	July 1.

TABLE VII.—STATISTICS OF INSTITUTIONS FOR SECONDARY

Number.	Name.	Post-office address.	Date of charter.	Date of organization.	Name of principal.	Religious denomination.
367	Clarence Academy	Clarence, N. Y			A. C. De Groat	
368	Claveraek Academy and Hudson River Institute.	Claveraek, N. Y			Rev. A. Flaek, A. M	
369	Clinton Grammar School	Clinton, N. Y			J. C. Gallup	
370	Clinton Liberal Institute	do			A. G. Lewis	
371	Corning Free Academy	Corning, N. Y			H. A. Balcam	
372	Cortland Academy	Homer, N. Y			H. H. Sanford	
373	Coxsaekie Academy	Coxsackie, N. Y			J. B. Steele, jr	
374	Dansville Seminary	Dansville, N Y			A. R. Lewis, A. B	
375	Delaware Academy	Delhi, N. Y			William Wight	
376	Deposit Academy	Deposit, N. Y			R. L. Thateher	
377	De Ruyter Institute	De Ruyter, N. Y			Rev. L. E. Livermore, A. B.	
378	East Bloomfield Academy	East Bloomfield, N. Y			E. M. Plumlee, A. B	
379	East Genesee Conference Seminary.	Ovid, N. Y			C. W. Winehester	
380	Erasmus Hall Academy	Flatbush, N. Y			Rev. E. T. Maek, A. M	
381	Evans Academy	Peterborough, N. Y			Rev. W. F. Bridge, A. M	
382	Farmers' Hall Academy	Goshen, N. Y			W. Simpson	
383	Forestville Free Academy	Forestville, N. Y			L. D. Miller	
384	Fort Covington Academy	Fort Covington, N. Y			G. G. Ryan	
385	Fort Plain Seminary and Collegiate Institute.	Fort Plain, N. Y			Rev. B. I. Diefendorf, A. M.	
386	Franklin Academy	Malone, N. Y			W. S. Aumock	
387	Friends' Academy	Union Springs, N. Y			Elijah Cook, jr	
388	Friendship Academy	Friendship, N. Y			W. H. Pitt, A. M	
389	Genesee Valley Seminary	Belfast, N. Y			R. A. Waterbury, A. B	
390	Genesee Wesleyan Seminary	Lima, N. Y			Rev. H. F. Fisk, A. M	
391	Genesee Academy	Genesee, N. Y			Rev. J. Jones, A. M	
392	Gloversville Union Seminary	Gloversville, N. Y			H. A. Pratt	
393	Gouverneur Wesleyan Seminary.	Gouverneur, N. Y			M. H. Fitts	
394	Grammar school of Madison University.	Hamilton, N. Y			J. M. Taylor, A. M	
395	Greenville Academy	Greenville, N. Y			P. Phillips	
396	Half Moon Academy	Half Moon, N. Y			M. L. Ferris	
397	Hamburgh Union School	White's Corners, N. Y			C. W. Richards	
398	Haverling Union School	Bath, N. Y			L. M. Johnson	
399	Holly Union School and Academy.	Holley, N. Y			D. J. Sinclair	
400	Hoosick Falls Union School	Hoosick Falls, N. Y			J. K. Hull	
401	Hudson Academy	Hudson, N. Y			Rev. A. Mattice	
402	Hungerford Collegiate Institute.	Adams, N. Y			A. B. Watkins	
403	Ithaca Academy	Ithaca, N. Y			W. C. Ginn	
404	Johnstown Union School	Johnstown, N. Y			F. B. Wilson	
405	Jordan Academy	Jordan, N. Y			E. B. Faneher	
406	Kinderhook Academy	Kinderhook, N. Y			H. Van Schaack	
407	Lansingburgh Academy	Lansingburgh, N. Y			Mrs. E. O'Donnell	
408	Leavenworth Institute	Woleott, N. Y			J. W. Hoag	
409	Le Roy Academic Institute	Le Roy, N. Y			E. H. Russell	
410	Lowville Academy	Lowville, N. Y			A. J. Barrett, A. M	
411	Macedon Academy	Macedon Centre, N. Y			G. C. Andrews	
412	Marathon Academy	Marathon, N. Y			M. L. Hawley	
413	Marion Collegiate Institute	Marion, N. Y			E. G. Cheesman	
414	Marshall Seminary of Easton	Easton, N. Y			T. D. Smedley	
415	Mayville Union School	Mayville, N. Y			T. J. Pratt	
416	McGrawville Union School	McGrawville, N. Y			G. H. Traey, A. B	
417	Medina Free Academy	Medina, N. Y			M. H. Paddock, A. B	
418	Monroe Academy	Henrietta, N. Y			J. W. Stone	
419	Montgomery Academy	Montgomery, N. Y			M. Beardsley	
420	Monticello Academy	Monticello, N. Y			F. G. Snook	
421	Moravia Union School and Academy.	Moravia, N. Y			H. Curtiee	
422	Mount Pleasant Academy	Sing Sing, N. Y			W. W. Benjamin	
423	Munro Collegiate Institute	Elbridge, N. Y			T. K. Wright, A. M	
424	New York Conference Seminary and Collegiate Insti'te.	Charlotteville, N. Y			Rev. S. Sias, A. M., M. D.	
425	Norwich Academy	Norwich, N. Y	1843	1842	H. L. Ward	
426	Ogdensburgh Educational Institute.	Ogdensburgh, N. Y			A. P. Hepburn, A. M	
427	Olean Academy	Olean, N. Y			J. S. Peek	
428	Onondaga Academy	Onondaga, N. Y			W. A. Welch	

INSTRUCTION IN THE UNITED STATES—Continued.

No. of instructors.			No. of students.			No. of years in course of instruction.	Character of course—E, English branches; C, classical studies; M, mod'n languages.	Average expenses per annum.					No. of volumes in library.	Scholastic year begins—
Male.	Female.	Total.	Male.	Female.	Total.			Lodging.	Board.	English branches.	Classical studies.	Modern languages.		
1	1	2	....	....	132	....	.....	.....	.....	.....	.....	.....	.....	August 8.
7	10	17	....	....	267	....	.....	.....	.....	.....	.....	.....	.....	September 15.
1	7	8	....	....	91	....	.....	.....	.....	.....	.....	.....	.....	June 22.
5	9	14	....	....	197	....	.....	.....	.....	.....	.....	.....	.....	September 1.
1	3	4	....	....	122	....	.....	.....	.....	.....	.....	.....	.....	July 3.
2	4	6	....	....	288	....	.....	.....	.....	.....	.....	.....	.....	July 31.
1	4	5	....	....	98	....	.....	.....	.....	.....	.....	.....	.....	July 10.
4	2	6	....	....	135	....	.....	.....	.....	.....	.....	.....	.....	June 23.
2	3	5	....	....	134	....	.....	.....	.....	.....	.....	.....	.....	July 1.
2	3	5	....	....	121	....	.....	.....	.....	.....	.....	.....	.....	July 10.
3	6	9	....	....	126	....	.....	.....	.....	.....	.....	.....	.....	July 25.
1	2	3	....	....	104	....	.....	.....	.....	.....	.....	.....	.....	July 31.
3	4	7	....	....	170	....	.....	.....	.....	.....	.....	.....	.....	July 6.
2	2	4	....	....	124	....	.....	.....	.....	.....	.....	.....	.....	September 1.
1	1	2	....	....	88	....	.....	.....	.....	.....	.....	.....	.....	July 1.
....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	October 5.
1	5	6	....	....	318	....	.....	.....	.....	.....	.....	.....	.....	July 31.
1	1	2	....	....	74	....	.....	.....	.....	.....	.....	.....	.....	August 31.
2	2	4	....	....	72	....	.....	.....	.....	.....	.....	.....	.....	June 17.
1	3	4	....	....	103	....	.....	.....	.....	.....	.....	.....	.....	July 15.
4	4	8	....	....	111	....	.....	.....	.....	.....	.....	.....	.....	August 15.
1	1	2	....	....	62	....	.....	.....	.....	.....	.....	.....	.....	June 10.
1	4	5	....	....	170	....	.....	.....	.....	.....	.....	.....	.....	June 22.
6	4	10	....	....	338	....	.....	.....	.....	.....	.....	.....	.....	July 13.
4	4	8	....	....	163	....	.....	.....	.....	.....	.....	.....	.....	July 8.
2	4	6	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	July 14.
2	4	6	....	....	173	....	.....	.....	.....	.....	.....	.....	.....	June 20.
4	....	4	....	....	61	....	.....	.....	.....	.....	.....	.....	.....	August 3.
1	....	1	....	....	47	....	.....	.....	.....	.....	.....	.....	.....	July 25.
1	4	5	....	....	75	....	.....	.....	.....	.....	.....	.....	.....	July 31.
....	....	....	....	....	177	....	.....	.....	.....	.....	.....	.....	.....	July 1.
2	2	4	....	....	156	....	.....	.....	.....	.....	.....	.....	.....	August 1.
1	1	2	....	....	150	....	.....	.....	.....	.....	.....	.....	.....	July 2.
1	1	2	....	....	118	....	.....	.....	.....	.....	.....	.....	.....	September 1.
1	....	1	....	....	126	....	.....	.....	.....	.....	.....	.....	.....	July 28.
3	4	7	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	July 18.
3	4	7	....	....	384	....	.....	.....	.....	.....	.....	.....	.....	July 20.
2	3	5	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	August 1.
1	2	3	....	....	120	....	.....	.....	.....	.....	.....	.....	.....	July 16.
1	1	2	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	August 11.
3	4	7	....	....	99	....	.....	.....	.....	.....	.....	.....	.....	July 22.
1	2	3	....	....	334	....	.....	.....	.....	.....	.....	.....	.....	July 15.
3	5	8	....	....	247	....	.....	.....	.....	.....	.....	.....	.....	June 10.
....	....	....	....	....	295	....	.....	.....	.....	.....	.....	.....	.....	August 1.
2	1	3	....	....	47	....	.....	.....	.....	.....	.....	.....	.....	July 20.
1	1	2	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	August 8.
1	3	4	....	....	102	....	.....	.....	.....	.....	.....	.....	.....	August 31.
....	....	....	....	....	108	....	.....	.....	.....	.....	.....	.....	.....	July 5.
....	....	....	....	....	150	....	.....	.....	.....	.....	.....	.....	.....	August 30.
1	3	4	....	....	130	....	.....	.....	.....	.....	.....	.....	.....	July 15.
1	1	2	....	....	98	....	.....	.....	.....	.....	.....	.....	.....	July 3.
1	1	2	....	....	26	....	.....	.....	.....	.....	.....	.....	.....	May 1.
1	1	2	....	....	92	....	.....	.....	.....	.....	.....	.....	.....	August 1.
....	....	....	....	....	198	....	.....	.....	.....	.....	.....	.....	.....	June 30.
1	2	3	....	....	60	....	.....	.....	.....	.....	.....	.....	.....	August 15.
....	....	....	....	....	60	....	.....	.....	.....	.....	.....	.....	.....	July 30.
2	2	4	....	....	156	....	.....	.....	.....	.....	.....	.....	.....	July 25.
2	3	5	....	....	100	....	.....	.....	.....	.....	.....	.....	.....	August 2.
4	3	7	77	113	190	3	E. C. M.	.....	.....	24	30	30	1,050	August 20.
1	1	2	....	....	91	....	.....	.....	.....	.....	.....	.....	.....	June 30.
1	2	3	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	August 25.
1	1	2	....	....	132	....	.....	.....	.....	.....	.....	.....	.....	August 15.

TABLE VII.—STATISTICS OF INSTITUTIONS FOR SECONDARY

Number.	Name.	Post-office address.	Date of charter.	Date of organization.	Name of prineipal.	Religious denomination.
429	Oswego High School	Oswego, N. Y			E. J. Hamilton, Ph. D.	
430	Palatine Bridge High School	Palatine Bridge, N. Y.			P. J. Loveland	
431	Parma Institute	Parma, N. Y			Cora C. Clark	
432	Penfield Seminary	Penfield, N. Y			J. A. Page	
433	Pen Yan Academy	Pen Yan, N. Y			S. D. Barr	
434	Phelps Union and Classical School.	Phelps, N. Y			H. C. Kirk	
435	Phipps Union Seminary	Albion, N. Y			Mrs. C. P. Achilles	
436	Pike Seminary	Pike, N. Y			W. W. Bean, A. M.	
437	Pompey Academy	Pompey, N. Y.			L. S. Pomeroy, A. M	
438	Poughkeepsie Female Academy.	Poughkeepsie, N. Y.			Rev. D. G. Wright, A. M.	
439	Red Creek Union Seminary	Red Creek, N. Y			R. Hunt	
440	Rochester Female Academy	Rochester, N. Y			Mrs. S. J. Nichols	
441	Sauquoit Academy	Sauquoit, N. Y			L. P. Bissell	
442	Schoharie Academy	Schohari, N. Y			O. C. Sykes	
443	Skaneateles Union School	Skaneateles, N. Y			W. C. Bowen, A. M	
444	Sodus Academy	Sodus, N. Y			E. Curtiss, A. B.	
445	Spencertown Academy	Spencertown, N. Y.			C. L. Howes	
446	S. S. Seward Institute	Florida, N. Y			T. G. Schriver, A. M	
447	Syracuse High School	Syracuse, N. Y			C. O. Roundy, A. M	
448	Troy Academy	Troy, N. Y			T. N. Wilson, A. M	
449	Trumansburgh Academy	Trumansburgh, N. Y			O. Horton	
450	Unadilla Academy	Unadilla, N. Y			J. Kelly	
451	Union Village Academy	Greenwich, N. Y			W. H. Sybrandt	
452	Utiea Female Academy	Utica, N. Y			Miss J. E. Kelly	
453	Vernon Academy	Vernon, N. Y			M. A. Sullivan	
454	Wallkill Academy	Middletown, N. Y			G. H. Deeker, A. M	
455	Walworth Academy	Walworth, N. Y			L. W. Church	
456	Warsaw Union School	Warsaw, N. Y			S. E. Peek	
457	Washington Academy	Salem, N. Y			J. A. McFarland, A. M.	
458	Watcrloo Union School	Waterloo, N. Y			J. S. Boughton	
459	Watertown High School	Watertown, N. Y			H. Smith, A. M	
460	Waverly Institute	Waverly, N. Y			P. Houlet	
461	Westfield Academy	Westfield, N. Y			J. S. Fosdick	
462	West Hebrew Union School	West Hebrew, N. Y			A. J. Ina	
463	Westport Union School	Westport, N. Y			L. B. Newell	
464	West Winfield Academy	West Winfield, N. Y			A. K. Goodier	
465	Whitney's Point Union School	Whitney's Point, N. Y.			T. H. Roberts	
466	Windsor Academy	Windsor, N. Y			J. H. Vosburg	
467	Woodhull Academy	Woodhull, N. Y			D. H. Cobb	
468	Zates Academy	Zates, N. Y			F. A. Greene	
469	Union Hall Academy	Jamaica, N. Y	1792	1792	J. Hasbrouck, A. M	
470	Yadkinville School	Yadkinville, N. C		1865	J. D. Johnson	
471	Belvidere Academy	Belvidere, N. C		1835	C. Birdsall	Fr.
472	Cary High School	Cary, N. C			A. H. Merritt, A. M	
473	Kernersville High School	Kernersville, N. C	1860	1860	Prof. J. S. Ray	
474	Mount Airy Male Academy	Mount Airy, N. C	1854	1855	J. S. Nill	M. E. S.
475	New Garden Boarding School.	New Garden P.O., N.C.		1807	G. N. Hartley	Fr
476	Hieksville Academy	Hayesville, N. C		1857	J. O. Hieks	
477	East Bend Male Academy	East Bend, N. C		1867	Rev. M. Baldwin, A. B.	
478	Wentworth Male Academy	Wentworth, N. C			J. W. Reid, A. B.	
479	Bingham School	Mebanesville, N. C	1865	1801	Col. W. Y. Bingham	Pres
480	Hughes High School	Cincinnati, Ohio		1851	J. L. Thornton	
481	Gallia Academy	Gallipolis, Ohio	1811	1811	E. A. Cooley	
482	Curran and Kuhn's Boys' Academy.	Cincinnati, Ohio		1856	U. T. Curran	
483	Bloomingburgh Academy	Bloomingburgh, Ohio	1864	1864	A. F. Cate	
484	Morning Sun Academy	Morning Sun, Ohio	1856	1852	John Marshall	
485	Salem Academy	South Salem, Ohio		1843	Rev. H. Gill	Pres
486	St. Mary's Institute	Dayton, Ohio		1850	Bro. M. Zehler	R. C.
487	Starr's Institute	Seven Mile, Ohio		1861	B. Starr	M. E
488	Friend's Boarding School	Mount Pleasant, Ohio		1837	W. Hall	Fr
489	Chickering Institute	Cincinnati, Ohio		1855	J. B. Chickering	
490	Grand River Institute	Austinburgh, Ohio	1846		J. Tuckerman	
491	Atwood Institute	Lee, Ohio		1864	J. M. Wood	F. B.
492	Western Reserve Seminary	West Farmington, Ohio	1855	1854	G. W. Beatty	M. E
493	Greenway Boarding School	Springfield, Ohio		1848	S. W. Strowger	P. E.
494	Sandusky High School	Sandusky, Ohio		1849	M. H. Lewis	
495	Academy of the Sisters of Notre Dame.	Cincinnati, Ohio	1843	1840	Sister Louise	R. C.
496	Central Ohio Conference Seminary.	Maumee City, Ohio	1861	1861	C. L. Clippinger	M. E

INSTRUCTION IN THE UNITED STATES—Continued.

No. of instructors.			No. of students.			No. of years in course of instruction.	Character of course—E, English branches; C, classical studies; M, modern languages.	Average expenses per annum.					No. of volumes in library.	Scholastic year begins—
Male.	Female.	Total.	Male.	Female.	Total.			Lodging.	Board.	English branches.	Classical studies.	Modern languages.		
2	1	3	....	....	170	....		.....	.....	.....	.....	.....	.....	July 1.
...	...	...	....	....	48	....		.....	.....	.....	.....	.....	.....	July 13.
1	3	4	....	....	37	....		.....	.....	.....	.....	.....	.....	September 14.
1	3	4	....	....	....	....		.....	.....	.....	.....	.....	.....	September 9.
3	3	6	....	....	352	....		.....	.....	.....	.....	.....	.....	June 24.
1	7	8	....	....	271	....		.....	.....	.....	.....	.....	.....	July 15.
1	8	9	....	....	118	....		.....	.....	.....	.....	.....	.....	August 2.
2	1	3	....	....	119	....		.....	.....	.....	.....	.....	.....	June 30.
2	2	4	....	....	83	....		.....	.....	.....	.....	.....	.....	July 31.
...	...	...	....	....	....	....		.....	.....	.....	.....	.....	.....	June 29.
1	5	6	....	....	132	....		.....	.....	.....	.....	.....	.....	June 20.
1	5	6	....	....	87	....		.....	.....	.....	.....	.....	.....	July 15.
1	4	5	....	....	....	....		.....	.....	.....	.....	.....	.....	September 1.
3	3	6	....	....	84	....		.....	.....	.....	.....	.....	.....	August 20.
...	...	...	....	....	146	....		.....	.....	.....	.....	.....	.....	July 31.
1	3	4	....	....	186	....		.....	.....	.....	.....	.....	.....	July 20.
1	...	1	....	....	....	....		.....	.....	.....	.....	.....	.....	July 28.
2	6	8	....	....	82	....		.....	.....	.....	.....	.....	.....	June 25.
1	3	4	....	....	276	....		.....	.....	.....	.....	.....	.....	July 8.
3	1	4	....	....	132	....		.....	.....	.....	.....	.....	.....	September 1.
1	3	4	....	....	110	....		.....	.....	.....	.....	.....	.....	July 1.
1	2	3	....	....	....	....		.....	.....	.....	.....	.....	.....	July 4.
1	2	3	....	....	....	....		.....	.....	.....	.....	.....	.....	September 2.
...	...	...	....	....	....	....		.....	.....	.....	.....	.....	.....	July 4.
1	1	2	....	....	....	....		.....	.....	.....	.....	.....	.....	September 5.
2	...	2	....	....	430	....		.....	.....	.....	.....	.....	.....	July 1.
1	3	4	....	....	68	....		.....	.....	.....	.....	.....	.....	July 15.
1	1	2	....	....	151	....		.....	.....	.....	.....	.....	.....	July 5.
1	2	3	....	....	175	....		.....	.....	.....	.....	.....	.....	August 20.
2	8	10	....	....	146	....		.....	.....	.....	.....	.....	.....	July 1.
1	3	4	....	....	145	....		.....	.....	.....	.....	.....	.....	July 1.
3	3	6	....	....	207	....		.....	.....	.....	.....	.....	.....	July 6.
1	4	5	....	....	195	....		.....	.....	.....	.....	.....	.....	July 1.
...	...	...	....	....	55	....		.....	.....	.....	.....	.....	.....	September 1.
...	...	...	....	....	182	....		.....	.....	.....	.....	.....	.....	September 30.
2	2	4	....	....	190	....		.....	.....	.....	.....	.....	.....	August 31.
1	2	3	....	....	112	....		.....	.....	.....	.....	.....	.....	June 24.
2	2	4	....	....	120	....		.....	.....	.....	.....	.....	.....	July 30.
2	2	4	....	....	239	....		.....	.....	.....	.....	.....	.....	June 20.
1	1	2	....	....	106	....		.....	.....	.....	.....	.....	.....	July 1.
1	2	3	40	....	40	9	E. C. M..	*b*$300 00	.....	$50–$60	.....	$32 00	.....	1st Wed. in Sept.
2	...	2	30	20	50	....	E. C.....	10 00	$80 00	20 00	$30 00	.....	.....	1st Mon. in Jan.
1	1	2	26	24	50	....	E. C. M..	.....	120 00	20 00	30 00	30 00	.....	October 9.
1	2	3	21	22	43	....	E. C. M..	.....	120 00	35 00	50 00	50 00	.....	Last Wed. in July.
2	2	4	31	29	60	4	E. C. M..	.....	80 00	20 00	30 00	30 00	.....	1st Wed. in Jan.
2	2	4	40	38	78	3	E. C. M..	.....	120 60	15 00	18 00	15 00	60	January 16.
2	1	3	27	21	48	4	E. C. M..	.....	120 00	30 00	40 00	40 00	800	Last of July.
1	1	2	89	76	165	....	E	10 00	100 00	16–20 00	.....	.....	.....	January 1.
1	1	2	40	10	50	....	E. C. M..	.....	100 00	6–12 50	15–20 00	10 00	.....	4th Mon. in July.
1	...	1	30	....	30	....	E. C. M..	.....	125 00	30 00	10 00	10 00	.....	1st week in Jan.
4	...	4	85	....	85	5	E. C. M..	.....	165 00	41 00	42 00	42 00	.....	
6	7	13	173	238	411	4	E. C. M..	.....	.....	50 00	.....	.....	2,000	1st Mon. in Sept.
2	3	5	55	45	100	2–4	E. C. M..	.....	.....	20 00	30 00	12 00	350	September 4.
4	1	5	40	....	40	4	E. C. M..	.....	.....	65 00	65 00	20 00	.....	3d Mon. in Sept.
2	2	4	32	42	74	....	E. C. M..	.....	160 00	24 00	30 00	16 00	200	1st Mon. in Sept.
1	1	2	12	8	20	3	E. C. M..	25 00	125 00	30 00	36 00	.....	600	1st Tues. in Sept.
1	1	2	30	31	61	4	E. C.....	15 00	160 00	20–25 00	30 00	.....	600	1st Mon. in Sept.
12	...	12	200	....	200	5	E. M.....	.....	150 00	.....	.....	.....	300	1st Mon. in Sept.
1	...	1	15	5	20	....	.....	*a* 280 00	.....	.....	.....	.....	.....	1st Mon. in Sept.
2	2	4	53	64	117	....	.....	*a* 110 00	.....	.....	.....	.....	300	
11	3	14	220	....	220	5	E. C. M..	.....	.....	60 00	60 00	.....	550	September 18.
2	2	4	143	164	307	3	E. C. M..	.....	.....	18–24 00	24 00	6 00	850	August 15.
1	2	3	24	23	47	2	E. C	20 00	120 00	18 00	21 00	.....	.....	August 22.
4	2	6	57	50	107	3–4	E. C. M..	.....	.....	24 00	30 00	30 00	500	June.
1	1	2	12	....	12	....	E. C. M..	*a* 300 00	.....	.....	.....	.....	225	September 1.
1	2	3	60	75	135	4	E. C.....	.....	.....	.....	.....	.....	.....	1st Mon. in Sept.
...	14	14	....	230	200	5–9	.....	.....	.....	.....	.....	.....	.....	1st Mon. in Sept.
2	3	5	....	....	.....	4	E. C. M..	.....	.....	21 00	24 00	.....	.....	1st Tues. in Sept.

TABLE VII.—STATISTICS OF INSTITUTIONS FOR SECONDARY

Number.	Name.	Post-office address.	Date of charter.	Date of organization.	Name of principal.	Religious denomination.
497	Savannah Academy	Savannah, Ohio	....	1858	S. T. Boyd	.....
498	Pierpont Academy	Pierpont, Ohio	....	1868	J. P. Ellinwood	.....
499	Kingsville Academy	Kingsville, Ohio	....	1836	J. Tuckerman	.....
500	Western Female Seminary	Oxford, Ohio	....	1853	Helen Peabody	.....
501	New Hagerstown Academy	New Hagerstown, Ohio	....	1837	J. T. Daniel	.....
502	Springfield Female Seminary	Springfield, Ohio	....	1844	.....	.....
503	Goshen Seminary	Goshen, Ohio	....	1860	G. H. Hill	.....
504	Cleveland Academy	Cleveland, Ohio	....	1861	Miss L. T. Guilford	.....
505	Fairfield Academy	Pleasantville, Ohio	....	....	.....	.....
506	Cheshire Academy	Cheshire, Ohio	....	....	.....	.....
507	Ewington Academy	Ewington, Ohio	....	1857	G. Cherington	.....
508	Highland Institute	Hillsborough, Ohio	....	1857	E. G. Girard	.....
509	Steubenville Female Seminary.	Steubenville, Ohio	....	1827	A. M. Reid	.....
510	Third Street Seminary	Steubenville, Ohio	....	1865	Eliza McCracken	.....
511	Martinsburgh Seminary	Martinsburgh, Ohio	....	....	.....	.....
512	Madison Seminary	Madison, Ohio	....	1847	W. V. Wright	.....
513	Lake Erie Seminary	Painesville, Ohio	....	....	Mary A. Evans	.....
514	Plains Seminary	Tupper's Plains, Ohio	....	1860	L. C. Crippen	.....
515	Decamp Institute	Downington, Ohio	....	....	.....	.....
516	Putnam Seminary	Putnam, Ohio	....	1833	S. L. Chapman	.....
517	Mansfield Female Seminary	Mansfield, Ohio	....	....	.....	.....
518	Mt. Pleasant Academy	Kingston, Ohio	....	....	.....	.....
519	Portsmouth Young Ladies' Seminary.	Portsmouth, Ohio	....	1867	B. L. Lang	.....
520	Hudson Ladies' Seminary	Hudson, Ohio	....	1844	Emily E. Metcalf	.....
521	Tallmadge Academical Institute.	Tallmadge, Ohio	....	1829	S. A. Sessions	.....
522	Twinsburgh Institute	Twinsburgh, Ohio	....	....	.....	.....
523	New Plymouth Academy	New Plymouth, Ohio	....	....	.....	.....
524	Smithville High School	Smithville, Ohio	....	1865	J. B. Eberly	.....
525	Williams Centre Academy	Williams Centre, Ohio	....	....	.....	.....
526	Central College Academy	Central College, Ohio	....	1840	A. W. Williamson	.....
527	Umpqua Academy	Wilbur, Oreg	1857	1854	J. G. Herron	M. E
528	York County Academy	York, Pa	1796	1792	G. W. Ruby, A. M	.....
529	West Branch High School	Jersey Shore, Pa	1852	1852	Mrs. E. Hall	Pres
530	Wellsborough Graded School	Wellsborough, Pa	1825	1825	A. C. Winters, A. M	.....
531	McKeesport Academy and Female Seminary.	McKeesport, Pa	....	1868	J. A. Bower	Pres
532	Milnwood Academy	Shade Gap, Pa	....	1849	R. S. Kuhn	Pres
533	Smithport Graded School	Smithport, Pa	....	1871	S. W. Smith	.....
534	Nazareth Hall	Nazareth, Pa	1863	1785	E. Leibert	Mor
535	Washington Institute	Philadelphia, Pa	....	1867	Marcy E. Clarke	.....
536	St. Joseph's Academy	Philadelphia, Pa	....	1852	Sister M. Liguori	R. C
537	Germantown Public School	Germantown, Pa	1784	1760	C. V. Mayo	.....
538	Wyoming Institute	Wyoming, Pa	1848	1850	J. M. Crawford, A. B	Pres
539	York High School	York, Pa	....	1870	W. H. Shelley	.....
540	Fremont Seminary	Norristown, Pa	....	1844	J. W. Loch, A. M	.....
541	Bellefonte Academy	Bellefonte, Pa	1825	....	Rev. J. P. Hughes	Pres
542	Unionville Institute	Unionville, Pa	....	1835	J. W. Harvey	Fr
543	St. Joseph's Academy	Pottsville, Pa	....	1839	Sister M. Monica	R. C
544	Boalsburgh Academy	Boalsburgh, Pa	....	1854	G. W. Leisher	.....
545	Williamsport Dickinson Seminary.	Williamsport, Pa	1856	1848	Rev. W. L. Spottswood, D. D.	M. E
546	Mount Pleasant Seminary	Boyerstown, Pa	....	1850	L. M. Koons	Ref
547	Susquehanna Collegiate Institute.	Towanda, Pa	1853	1854	G. W. Ryan and E. E. Quinlan.	Pres
548	Loller Academy	Hatborough, Pa	1812	1812	Rev. M. Heath	.....
549	Lapham Institute	North Scituate, R. I	1839	1863	G. H. Ricker, A. M	F. B
550	Friends' School	Providence, R. I	1825	1819	A. K. Smiley	Fr

INSTRUCTION IN THE UNITED STATES—Continued.

No. of instructors.			No. of students.			No. of years in course of instruction.	Character of course—E, English branches; C, classical studies; M, mod'n languages.	Average expenses per annum.					No. of volumes in library.	Scholastic year begins.
Male.	Female.	Total.	Male.	Female.	Total.			Lodging.	Board.	English branches.	Classical studies.	Modern languages.		
...	...	10	205	180	385	...	.....	a$130 00	.....	.....	.....	.....	750	June 21.
...	...	5	45	55	100	...	.....	a110 00	.....	.....	.....	.....	.....	June 15.
...	...	4	121	141	262	...	.....	.....	.....	.....	.....	.....	.....	
...	...	14	....	160	160	...	.....	a 150 00	.....	.....	.....	.....	.....	June 23.
								a 260 00						
...	...	2	16	8	24	...	.....	a 125 00	.....	.....	.....	.....	170	June 30.
								a 200 00						
...	...	...	...	...	...	...	.....	a 170 00	.....	.....	.....	.....	1,500	June 14.
								a 300 00						
...	...	1	20	10	30	...	.....	a 150 00	.....	.....	.....	.....	4,000	
								a 175 00						
...	...	6	40	80	120	...	.....	.....	.....	$54-90 00	.....	.....	.....	June 24.
...	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	.....	
...	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	.....	
...	...	2	45	40	85	...	.....	a 80 00	.....	.....	.....	.....	.....	June 2.
								a 125 00						
...	...	7	....	54	54	...	.....	.....	.....	.....	.....	.....	1,200	June 15.
...	...	15	....	195	195	...	.....	.....	.....	.....	.....	.....	.....	
...	...	5	....	82	82	...	.....	a210 00	.....	.....	.....	.....	4,000	June 21.
								220 00						
...	...	...	...	...	...	...	.....	.....	.....	20–28 00	.....	.....	.....	
...	...	3	24	29	53	...	.....	a125 00	.....	.....	.....	.....	.....	September 7.
								135 00						
...	...	10	....	70	70	...	.....	a150 00	.....	.....	.....	.....	1,362	
...	...	2	20	22	42	...	.....	a75 00	.....	.....	.....	.....	.....	
								240 00						
...	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	.....	
...	...	8	....	100	100	...	.....	.....	.....	.....	.....	.....	2,000	June 21.
...	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	.....	
...	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	.....	
...	...	6	....	60	60	...	.....	a80 00	.....	.....	.....	.....	500	June 27.
								300 00						
...	...	4	....	40	40	...	.....	a200 00	.....	.....	.....	.....	150	June 28.
								250 00						
...	...	1	25	15	40	...	.....	a160 00	.....	.....	.....	.....	.....	
								175 00						
...	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	.....	
...	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	.....	
...	...	7	165	96	261	...	.....	a125 00	.....	.....	.....	.....	300	
								150 00						
...	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	.....	
...	...	2	16	10	26	...	.....	a125 00	.....	.....	.....	.....	500	June 23.
								250 00						
2	3	5	67	47	114	5	E. C. M..	25 00	$150 00	$30 00	$12 04	$12 00	500	4th Monday Aug.
2	...	2	125	....	125	4	E. C. M..	.....	.....	40 00	10 00	10 00	500	4th Monday Aug.
2	3	5	38	65	103	3–4	E. C. M..	.....	200 00	25 00	45 00	45 00	1, 600	1st Monday Sept.
4	6	10	180	220	400	10	E. C. M..	.....	.....	18 00	24 00	24 00	.....	1st Monday Sept.
2	...	2	....	....	....	9	E. C. M..	.....	200 00	35 00	72 00	75 00	.....	1st week Sept.
3	2	5	32	29	61	3	E. C.....	.....	120 00	40 00	10 00	.....	200	August 29.
1	1	2	38	65	103	....	E	.....	.....	8 00	.....	.....	.....	1st week Sept.
14	1	5	115	....	115	3	E. C. M..	.....	280 00	.....	20 00	20 00	5, 000	August 22.
3	5	8	15	31	46	....	E. C. M..	.....	.....	.....	.....	.....	.....	Middle of Sept.
...	5	5	....	350	350	....	E. M....	.....	.....	40 00	.....	.....	.....	1st Monday Sept.
5	...	5	67	....	67	7	E. C. M..	.....	.....	80 00	100 00	20 00	.....	1st Monday Sept.
1	2	3	30	43	73	....	E. C. M..	.....	125 00	25 00	40 00	40 00	50	September 18.
3	1	4	26	59	85	4	E. C. M..	.....	.....	Free ..	Free ..	Free.	50	1st Wedn'y Sept.
6	1	7	125	....	125	....	E. C. M..	.....	268 00	.....	16 00	20 00	700	1st Tuesday Sept.
5	2	7	75	30	105	6	.....	a300 00	.....	.....	.....	.....	50	1st Wedn'y Sept.
3	2	5	35	25	60	4	E. C. M..	.....	160 00	48 00	10 00	10 00	100	October 2.
...	6	6	....	337	337	....	E.....	.....	135 00	.....	.....	.....	250	1st Monday Sept.
1	1	2	43	21	64	....	E. C. M..	.....	120 00	20 00	38 00	24 00	189	Last Mond'y Oct.
7	3	10	172	69	241	4	F. C. M..	.....	152 00	32 00	40 00	23 00	3, 000	August 24.
2	...	2	45	32	77	3	E. C. M..	12 00	117 00	20 00	4 00	4 00	312	1st Monday Aug.
4	4	8	113	119	232	3	E. C. M..	b160 00	.....	36 00	45 00	16 00	200	August 28.
1	2	3	29	26	55	....	E. C.....	b210 00	.....	.....	.....	.....	.....	1st Monday Sept.
3	3	6	180	170	350	2,3,4	E. C. M	3 50	300 00	24 00	32 00	32 00	500	Last Mond. Aug.
								5 00						
6	5	11	113	68	181		.....	.....	.....	.....	.....	.....	.....	1st Wed. Sept.

TABLE VII.—STATISTICS OF INSTITUTIONS FOR SECONDARY

Number.	Name.	Post-office address.	Date of charter.	Date of organization.	Name of principal.	Religious denomination.
551	Providence Conference Seminary.	East Greenwich, R. I.	1804	1804	Rev. D. H. Ela, A. M.	M. E
552	St. Joseph's Academy for Young Ladies.	Sumter, S. C	1869	1862	Sister M. J. Kent	R. C
553	Carolina Female Seminary	Lexington Court-House, S. C.		1859	Rev. M. Berly	
554	Bedford Male and Female Seminary.	Shelbyville, Tenn	1855	1869	C. W. Jerome, M. A.	M. E
555	St. Paul's Parish School	Franklin, Tenn		1870	Rev. E. Beadley	P. E
556	Austin Young Ladies' School	Austin, Tex		1870	T. C. Bittle, A. M	
557	Live Oak Female Seminary	Brenham, Tex		1853	Rev. J. W. Miller, D. D.	Pres
558	Middlebury Graded School	Middlebury, Vt		1869	A. J. Sanborn	
559	Union High School	Bradford, Vt		1866	W. T. Daumdes, A. B.	
560	Bellows Falls High School	Bellows Falls, Vt			H. L. Cheesman	
561	Barton Academy and Graded School.	Barton, Vt	1854	1870	J. H. Bailey	
562	Green Mountain Seminary	Waterbury Centre, Vt.	1868	1869	C. A. Movers	F. B
563	Morgan Academy	Morgan, Vt	1866	1867	Mary A. Manson	
564	Rural Home	Pownal, Vt		1869	J. M. Bacheldor	
565	Bristol Academy	Bristol, Vt	1855		M. S. Bates, A. B	
566	Northfield Graded and High School.	Northfield, Vt	1847	1851	M. R. Peck, A. B	
567	West Randolph Academy	West Randolph, Vt	1847	1848	G. Dutton, M. D	
568	Westfield Grammar School	Westfield, Vt	1857	1858	G. H. Arnold	
569	Vermont Episcopal Institute	Burlington, Vt	1854	1858	Rev. T. A. Hopkins	P. E
570	People's Academy and Morrisville Graded School.	Morrisville, Vt	1846	1847	F. C. Hathaway, A. M	
571	Goddard Seminary	Barre, Vt	1863	1870	L. L. Burrington, A. M.	Univ
572	McIndoe's Falls Academy	McIndoe's Falls, Vt	1853	1853	T. Martin	
573	Lydon Graded School	St. Johnsburgh, Vt		1871	W. H. Cow	
574	Barre Academy	Barre, Vt	1849	1852	J. S. Spaulding	Cong
575	Castleton Seminary	Castleton, Vt	1787		Rev. R. G. Williams	Cong
576	Rutland Graded High School	Rutland, Vt		1867	J. Dana	
577	Jonesville Academy	Jonesville, Vt		1868	B. T. Holcomb, A.B	
578	St. Agnes Hall	Bellows Falls, Vt		1868	Jane Hapgood	P. E
579	Derby Academy	Derby, Vt	1839	1839	W. E. Marshall	Bapt
580	Burr and Burton Seminary	Manchester, Vt	1829	1833	Rev. L. J. Austin, A.M.	Cong
581	Orange Co. Grammar School	Brownington, Vt	1820			
582	New Hampton Institute	Fairfax, Vt		1825	Rev. L. B. Barker	Bapt
583	Black River Academy	Ludlow, Vt			S. A. Griffin	
584	Lamville Central Academy	Hyde Park, Vt		1857	George F. Marsh	
585	Caledonia Co. Grammar School.	Peacham, Vt	1795	1797	C. A. Bunker	
586	Chester Academy	Chester, Vt		1814	J. S. Chapman	
587	Thetford Academy and Boarding School.	Thetford, Vt	1819	1819	D. Turner, jr	
588	Berryville Academy	Berryville, Va			E. J. Smith	P. E
589	St. Boniface High School	Richmond, Va		1869	Rev. P. L. Mayer, O.S.B.	R. C
590	Montgomery Male Academy	Christiansburgh, Va	1853	1850	C. Martin, A. M	Pres
591	St. Mary's Select School	Norfolk, Va	1852	1840	Sister M. A. Thomas	R. C
592	Lecsburgh Academy	Lecsburgh, Va	1800	1800	T. Williamson	
593	St. Patrick's Female Academy.	Richmond, Va	1868	1869	Sister Rosalie	R. C
594	Mount de Chantal Academy	Wheeling, W. Va	1849	1849	Sister Baptista Linton	R. C
595	St. Joseph's Academy	do		1865	Mother D. Chantal	R. C
596	Morgantown Female Seminary	Morgantown, W. Va			Mrs. J. R. Moore	
597	Linsley Institute	Wheeling, W. Va			C. H. Collier	
598	St. Mary's Academy	Charleston, W. Va		1871	Sister M. V. Smythe	R. C
599	Clarksburgh Graded School	Clarksburgh, W. Va			William Meigs	
600	German and English Academy.	Milwaukee, Wis	1852	1851	P. Engelmann	
601	Milwaukee Academy	do		1864	A. Markham	
602	Evansville Seminary	Evansville, Wis		1855	Rev. G. S. Bradley	
603	Patch Grove Academy	Patch Grove, Wis		1860	Prof. W. B. Clark	
604	Jefferson Liberal Institute	Jefferson, Wis		1866	Prof. E. Chase, A. M	
605	Academy of Our Lady of Light	Santa Fé, N. Mex		1852	Mother M. M. Hayden	R. C
606	Rittenhouse Academy	Washington, D. C		1840	O. C. Wight	
607	Young Ladies' Seminary	do		1844	Miss Elizabeth Koomes	
608	Select School for Young Ladies	do		1868	Mrs. G. M. Condron	
609	St. Cecilia's Academy	do		1869	Sister M. Ambrose	R. C
610	School for Young Ladies	do				
611	Memorial Hall	do		1869	Miss Annie E. Evans	
612	Young Ladies' Select School	do				R. C
613	Academy of the Visitation	do		1850	Sister M. Osburn	R. C
614	English and Classical Academy	do		1870	Charles Roys	

INSTRUCTION IN THE UNITED STATES—Continued.

No. of instructors.			No. of students.			No. of years in course of instruction.	Character of course—E, English branches; C, classical studies; M, mod'n languages.	Average expenses per annum.					No. of volumes in library.	Scholastic year begins—
Male.	Female.	Total.	Male.	Female.	Total.			Lodging.	Board.	English branches.	Classical studies.	Modern languages.		
6	3	9	130	93	223	3	E. C. M..	.....	$180 00	.....	$36 00	$36 00	1, 500	August 21.
...	5	5	....	....	.....	....	E. C. M..	.....	200 00	.....	25 00	.....	600	June 30.
1	2	3	30	20	53	5	E. C. M..	.....	130 00	$30 00	30 00	30 00	.....	1st Monday Sept.
2	3	5	96	90	186	....	E. C. M..	.....	160 00	28 00 43 00	26 50	5 00	.....	September 13.
2	...	4	18	22	40	....	E. C. M..	.....	.....	20 00	10 00	10 00	.....	1st Monday Sept.
2	2	4	....	70	70	5	E. C. M..	.....	.....	50 00	.....	10 00	.....	1st Monday Sept.
1	3	4	....	40	40	4	E. C. M..	*a*$180 00	.....	.....	.....	.....	300	2d Monday Feb.
1	8	9	220	275	495	....	.....	.....	.....	.....	.....	.....	.....	April 1.
1	4	5	41	47	88	4	E. C. M..	40 00	140 00	20 00	24 00	24 00	932	September 4.
2	...	2	25	22	47	....	E. C.	.....	.....	.....	.....	.....	.....	September 4.
...	3	3	74	73	147	....	E. C. M..	.....	.....	10 00	3 00	9 00	.....	Last Wed. Aug.
4	3	7	106	104	210	3–4	E. C. M..	20 00	140 00	21 20	25 20	32 00	200	August 29.
...	1	1	30	22	52	3	E	.....	120 00	2 50	.....	.....	.....	October 6.
1	...	1	16	....	16	....	E. C. M..	*a*400 00	.....	.....	.....	.....	.....	August 9.
1	2	3	33	46	79	....	E. C. M..	.....	.....	12 00	21 00	21 00	.....	September 5.
2	8	10	142	166	308	3–4	E. C. M..	22 50	132 50	12 00 21 00	6 00	6 00	75	Last Mond. Aug.
1	2	3	30	30	60	....	E. C. M..	.....	.....	20 00	28 00	28 00	.....	Last Mond. Aug
1	1	2	24	27	51	....	E. C. M..	.....	.....	.....	.....	.....	.....	September 1.
5	1	6	35	....	35	3	E. C. M..	*a*410 00	.....	.....	.....	.....	3, 000	September 1.
3	3	6	50	50	100	3	E. C. M..	15 00	100 00	15 00	20 00	12 00	500	September 1.
6	3	9	76	55	131	3–4	E. C. M..	.....	400 00	30 00	10 00	8 00	160	September 7.
1	2	3	48	73	121	....	E. C. M..	.....	.....	13 00	15 00	.....	.....	1st Tuesday Sept.
1	2	3	40	80	120	....	E. C.	.....	16 00	6 00	.....	.....	100	
4	3	7	125	110	235	3	E. C. M..	16 00	120 00	25 00	27 00	.....	600	August 20.
3	5	8	12	81	93	4	E. C. M..	.....	200 00	35 00	20 00	20 00	1, 400	1st Thurs. Sept.
1	2	3	28	47	75	4	E. C. M..	.....	.....	.....	.....	.....	1, 100	September 1.
2	1	3	12	28	40	....	E. C. M..	.....	120 00	17 00	21 00	21 00	.....	1st Monday Sept.
1	3	4	...	44	44	4	E. C. M..	.....	260 00	40 00	.....	20 00	500	November 15.
3	1	4	53	37	90	....	E. C. M..	.....	120 00	20 00	7 00	7 00	.....	September 1.
4	3	7	59	52	111	3–4	E. C. M..	.....	180 00	21 00	26 00	12 00	900	August 23.
1	1	2	21	30	51	....	.....	*a*275 00	.....	.....	.....	.....	.....	
3	3	6	60	50	110	2–3	E. C. M..	39 00	117 00	21 00	6 00	6 00	3, 000	3d Thursday Aug.
2	4	6	94	87	181	3	E. C. M..	.....	.....	20 00	22 00	25 00	.....	3d Wed. August.
2	3	5	40	35	75	....	E. C. M..	*b*1200 00	.....	.....	.....	.....	150	September 1.
1	4	5	52	50	102	....	E. C. M..	140 00	.....	.....	.....	.....	1, 000	1st Tuesday Sept.
1	3	4	43	47	90	4	E. C. M..	.....	.....	20 00	25 00	30 00	200	September 7.
2	2	4	42	35	77	3	E. C. M..	.....	*a*160 00	20 00	24 00	12 00	200	August 29.
1	...	1	26	....	26	....	E. C. M..	.....	.....	20 00	20 00	20 00	.....	September 1.
2	...	2	25	....	25	3	E. C, M..	.....	.....	.....	.....	.....	.....	1st Monday Sept.
1	...	1	26	....	26	8	E. C. M..	13 50	90 00	35 00	50 00	20 00	300	September 15.
...	4	4	....	100	100	8	E. M	*a*400 00	.....	.....	.....	.....	75	September 1.
2	...	2	....	28	28	5–6	E. C. M..	.....	.....	60 00	.....	.....	.....	September.
...	5	5	....	108	108	....	E. M	.....	.....	16–32 00	.....	.....	.....	1st Monday Sept.
...	20	20	....	100	100	6–7	E. C. M..	.....	200 00	40 00	.....	20 00	1, 500	September 1.
...	8	8	....	100	100	6	E. C. M..	.....	.....	16–40 00	.....	.....	.....	September 1.
...	5	5	...	51	51	3	E. C. M..	.....	180 00	30 00	10 00	10 00	.....	
1	...	1	21	....	21	....	E. C.	.....	.....	.....	.....	.....	.....	1st Monday Sept.
...	3	3	35	25	60	....	E. M	.....	.....	12–40 00	.....	20 00	.....	1st Monday Sept.
2	5	7	167	148	315	....	.....	.....	.....	.....	.....	.....	.....	
8	7	15	244	121	365	9	E. C. M..	.....	.....	42 00	.....	.....	600	August 15.
5	2	7	139	....	139	3–4	.....	.....	.....	60 00	.....	20 00	.....	1st Monday Sept.
...	...	...	95	66	161	....	.....	.....	.....	12 50	.....	.....	.....	
1	1	2	....	....	....	....	.....	.....	.....	18 00	.....	.....	.....	
3	6	9	....	....	....	....	.....	.....	.....	17–27 00	.....	.....	.....	
...	11	11	....	150	150	7	E. M	.....	.....	.....	.....	.....	.....	November 1.
1	...	1	32	....	32	....	E. C. M..	.....	.....	100 00	.....	.....	100	1st Monday Sept
...	...	...	....	....	19	....	E. M	.....	.....	.....	.....	.....	.....	
1	3	4	....	....	90	....	E. C. M..	.....	.....	.....	.....	.....	.....	
...	...	...	....	....	80	....	E. C. M..	.....	.....	.....	.....	.....	.....	
...	...	...	....	....	15	....	E. M	.....	.....	.....	.....	.....	.....	
...	...	...	....	....	60	....	E. M	.....	.....	.....	.....	.....	.....	
...	...	...	....	....	65	....	E. M	.....	.....	.....	.....	.....	.....	
...	...	...	....	....	.....	....	E. C. M..	.....	.....	.....	.....	.....	.....	
...	...	...	....	....	22	....	E. C	.....	.....	.....	.....	.....	.....	

TABLE VII.—STATISTICS OF INSTITUTIONS FOR SECONDARY

Number.	Name.	Post-office address.	Date of charter.	Date of organization.	Name of principal.	Religious denomination.
615	Young Ladies' Seminary	Washington, D. C	....	....	Miss L. Thompson	.....
616	Young Ladies' School	do	....	1866	Mrs. A. J. Faust	P. E.
617	Young Ladies' School	do	....	1841	Madame Burr	.....
618	English and Classical Institute	do	....	1870	Rev. T. L. Wright	.....
619	Emerson Institute	do	....	1852	C. B. Young	.....
620	Young Ladies' Seminary	do	....	1856	Miss M. J. Harrover	.....
621	Young Ladies' Day School	do	....	1869	Mrs. Wotherspoon	.....
622	Roslyn Seminary	do	....	1862	Miss Barbara Ross	.....
623	Eclectic Institute	do	....	1870	Rev. Oliver Cox	.....
624	French and English School	do	....	....	M'lle Prud'homme	.....
625	Institute for Young Ladies	do	....	1868	Mrs. Angelo Jackson	.....
626	Select School	do	....	1862	Mrs. Janson	.....
627	West End Academy	do	....	1868	F. A. Springer	.....
628	Christian Brothers' School	do	....	1868	Brother Tobias	R. C.
629	School for Young Ladies	do	....	1867	Miss Jones	.....
630	School for Young Ladies	do	....	1870	Miss Osborne	.....
631	Select School for Young Ladies	do	....	....	Miss Perley	.....
632	Georgetown Academy of the Visitation.	Georgetown, D. C	....	1799	.....	R. C.
633	Young Ladies' Seminary	do	....	1861	Mrs. Wheeler	.....
634	Young Ladies' Select School	do	....	1868	Mrs. S. M. McDonald	.....
635	West Street Academy	do	....	1866	B. D. Porter	.....
636	Georgetown Institute	do	....	1856	Rev. T. H. Sweet	.....
637	Georgetown Female Seminary	do	....	1868	Miss S. A. Lipscomb	.....

INSTRUCTION IN THE UNITED STATES—Continued.

No. of instructors.			No. of students.			No. of years in course of instruction.	Character of course—E, English branches; C, classical studies; M, modern languages.	Average expenses per annum.					No. of volumes in library.	Scholastic year begins—
Male.	Female.	Total.	Male.	Female.	Total.			Lodging.	Board.	English branches.	Classical studies.	Modern languages.		
..	....	....	....	....	20	....	E. M	.....	.....	.....	.....	.....	.....	
...	....	....	....	....	7	....	E. C. M..	.....	.....	.....	.....	.....	.....	
...	....	....	....	....	30	....	E. M	.....	.....	.....	.....	.....	.....	
...	....	....	....	....	20	....	E. C. M..	.....	.....	.....	.....	.....	.....	
6	...	6	140	....	140	....	E. C. M..	.....	.....	.....	.....	.....	.....	
...	....	....	....	25	25	....	E. M	.....	.....	.....	.....	.....	.....	
...	....	....	....	43	43	....	E. C. M..	.....	.....	.....	.....	.....	.....	
...	3	3	....	31	31	....	E. C. M..	.....	.....	.....	.....	.....	.....	
...	....	2	....	....	45	....	E. C. M..	.....	.....	.....	.....	.....	.....	
...	4	4	....	22	22	....	E. C. M..	.....	.....	.....	.....	.....	.....	
...	1	1	....	18	18	....	E. C. M..	.....	.....	.....	.....	.....	.....	
...	....	....	....	....	17	....	E. C. M..	.....	.....	.....	.....	.....	.....	
...	....	....	12	....	12	....	E. C. M..	.....	.....	.....	.....	.....	.....	
...	....	....	170	....	170	....	E. C. M..	.....	.....	.....	.....	.....	.....	
...	2	2	....	19	19	....	E. M	.....	.....	.....	.....	.....	.....	
...	....	....	....	102	102	....	E. C. M..	.....	.....	.....	.....	.....	.....	
...	....	....	....	7	7	....	E. C. M..	.....	.....	.....	.....	.....	.....	
...	....	....	....	180	180	....	E. C. M..	.....	.....	.....	.....	.....	.....	
...	....	....	....	5	5	....	E. C. M..	.....	.....	.....	.....	.....	.....	
1	1	2	....	15	15	....	E. M	.....	.....	.....	.....	.....	.....	
...	....	....	....	....	25	....	E. C. M..	.....	.....	.....	.....	.....	.....	
...	...	3	....	....	25	....	E. C	.....	.....	.....	.....	.....	.....	
...	...	9	....	100	100	....	E. M	.....	.....	.....	.....	.....	.....	

TABLE VIII.—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.
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 VIII—Continued.—SUMMARY OF EXAMINATIONS FOR ADMISSION TO THE UNITED STATES MILITARY AND NAVAL ACADEMIES DURING THE YEAR 1871.

STATES AND TERRITORIES.	U. S. MILITARY ACADEMY.										U. S. NAVAL ACADEMY.									
			REJECTED.										REJECTED.							
				On what account.										On what account.						
					For deficiency in—										For deficiency in—					
	Candidates.	Accepted total.	Total.	Physical disability.	Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History.	Candidates.	Accepted total.	Total.	Physical disability.	Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History.
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Alabama	4	1	3	....	....	....	1	3	2	3	1	1	....	....	....	....	....	....	....	....
Arkansas	1	....	1	....	....	....	1	..	1	1	1	1	....	....	....	....	....	....	....	....
California	....	....	....	....	....	....	....	..	..	..	....	....	....	....	....	....	....	....	....	....
Connecticut	2	1	1	....	....	....	1	..	1	..	1	....	1	....	....	....	1	....	....	....
Delaware	1	1	....	....	....	....	....	..	..	..	1	1	....	....	....	....	....	....	....	....
Florida	....	....	....	....	....	....	....	..	..	..	....	....	....	....	....	....	....	....	....	....
Georgia	4	....	4	1	....	....	2	2	2	3	3	3	....	....	....	....	....	....	....	....
Illinois	3	2	1	....	....	....	1	..	..	..	5	3	2	....	....	....	2	2	1	..
Indiana	4	3	1	....	....	....	1	1	1	1	6	4	2	....	....	....	2	1	2	..
Iowa	4	2	2	1	....	....	....	..	1	..	....	....	....	....	....	....	....	....	....	....
Kansas	1	1	....	....	....	....	....	..	..	..	....	....	....	....	....	....	....	....	....	....
Kentucky	7	4	3	....	2	3	2	2	3	2	2	1	1	....	....	....	1	....	....	....
Louisiana	2	2	....	....	....	....	....	..	..	..	1	1	....	....	....	....	....	....	....	....
Maine	1	1	....	....	....	....	....	..	..	..	1	1	....	....	....	....	....	....	....	....
Maryland	....	....	....	....	....	....	....	..	..	..	4	2	2	....	....	1	1	1	....	....
Massachusetts	4	3	1	1	....	....	....	..	..	..	2	2	....	....	....	....	....	....	....	....
Michigan	....	....	....	....	....	....	....	..	..	..	1	....	1	....	....	....	1	1	1	..
Minnesota	....	....	....	....	....	....	....	..	..	..	1	1	....	....	....	....	....	....	....	....
Mississippi	3	3	....	....	....	....	....	..	..	..	3	2	1	....	....	1	1	1	1	..
Missouri	4	1	3	....	....	2	....	..	1	2	3	3	....	....	....	....	....	....	....	....
Nebraska	....	....	....	....	....	....	....	..	..	..	....	....	....	....	....	....	....	....	....	....
Nevada	1	1	....	....	....	....	....	..	..	..	....	....	....	....	....	....	....	....	....	....
New Hampshire	....	....	....	....	....	....	....	..	1	1	1	1	....	....	....	....	....	....	....	....
New Jersey	2	1	1	....	....	....	....	..	..	..	2	2	....	....	....	....	....	....	....	....
New York	15	10	5	2	....	1	....	2	3	2	11	9	2	....	....	....	2	2	1	2
North Carolina	....	....	....	....	....	....	....	..	..	..	2	1	1	....	....	....	1	1	....	..
Ohio	9	8	1	....	....	1	....	1	1	1	3	3	2	....	....	....	1	2	....	..
Oregon	1	1	....	....	....	....	....	..	..	..	....	....	....	....	....	....	....	....	....	....
Pennsylvania	13	8	5	2	1	1	1	1	3	2	5	1	4	1	....	....	3	3	3	2
Rhode Island	2	1	1	1	....	....	....	..	1	..	1	....	1	1	....	....	....	....	....	....
South Carolina	....	....	....	....	....	....	....	..	..	..	2	1	1	....	....	....	1	....	....	....
Tennessee	4	3	1	....	....	....	1	1	..	1	5	3	2	1	....	....	....	....	....	....
Texas	2	2	....	....	....	....	....	..	..	..	....	....	....	....	....	....	....	....	....	....
Vermont	1	1	....	....	....	....	....	..	..	..	2	1	1	....	....	....	1	1	....	....
Virginia	5	1	4	1	....	1	2	1	2	2	1	1	....	....	....	....	....	....	....	....
West Virginia	1	1	....	....	....	....	....	..	..	..	....	....	....	....	....	....	....	....	....	....
Wisconsin	2	1	1	....	....	1	1	..	1	1	2	2	....	....	....	....	....	....	....	....
Arizona Ter	....	....	....	....	....	....	....	..	..	..	1	1	....	....	....	....	....	....	....	....
Colorado Ter	1	1	....	....	....	....	....	..	..	..	....	....	....	....	....	....	....	....	....	....
Dakota Ter	....	....	....	....	....	....	....	..	..	..	....	....	....	....	....	....	....	....	....	....
District of Columbia	....	....	....	....	....	....	....	..	..	..	....	....	....	....	....	....	....	....	....	....
Idaho Ter	....	....	....	....	....	....	....	..	..	..	....	....	....	....	....	....	....	....	....	....
Montana Ter	....	....	....	....	....	....	....	..	..	..	1	1	....	....	....	....	....	....	....	....
New Mexico Ter	1	1	....	....	....	....	....	..	..	..	1	1	....	....	....	....	....	....	....	....
Utah Ter	1	1	....	....	....	....	....	..	..	..	....	....	....	....	....	....	....	....	....	....
Washington Ter	....	....	....	....	....	....	....	..	..	..	1	1	....	....	....	....	....	....	....	....
Wyoming Ter	....	....	....	....	....	....	....	..	..	..	....	....	....	....	....	....	....	....	....	....
Foreign	....	....	....	....	....	....	....	..	..	..	*1	1	....	....	....	....	....	....	....	....
At large	13	10	3	2	....	....	1	..	..	..	17	15	2	....	....	1	2	1	1	..
Total	119	77	42	11	3	10	15	14	24	22	97	71	26	3	....	15	21	11	10	..

*A Japanese student.

TABLE IX.—STATISTICS OF COLLEGES AND COLLEGIATE DEPARTMENTS IN THE UNITED
CENT INFORMATION IN THE POSSESSION OF

NOTE 1.—Institutions not fully reported are to be understood as not being in receent correspondence
NOTE 2.—For statisties of the professional sehools or departments conneeted with any of these institu
cultural, &e., in this report.
NOTE 3.—In the columns of "Cost of tuition per term," and "Board per month," statistics marked
NOTE 4.—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.,
tists; Univ., Universalist; Unit., Unitarian; Mor., Moravian; N. Ch., New Church; G. R., German
pal; E. A., Evangelical Associations; M. P., Methodist Protestant; C. and P., Congregational and Pres
NOTE 5.—The existence of those colleges marked with an interrogation point (?) is considered doubt

Number.	Name.	Location.	Date of organization.	President.
1	East Alabama Male College	Auburn, Ala	....	J. T. Dunklin
2	Florence University (?)	Florence, Ala	....	
3	Wesleyan College (?)	do	....	
4	Southern University	Greensborough, Ala	....	A. S. Andrews, D. D.
5	La Grange College (?)	La Grange, Ala	1830	
6	Howard College	Marion, Ala	1841	J. F. Murfee
7	Spring Hill College	(Spring Hill,) near Mobile, Ala.	1835	Rev. J. Montillot, S. J
8	Talladega College	Talladega, Ala	....	
9	University of Alabama	Tusealoosa, Ala	1832	N. T. Lupton, A. M.
10	Cane Hill College	Cane Hill, Ark	1852	Rev. F. R. Earle, A. M.
11	St. John's College	Little Roek, Ark	1857	Col. O. C. Gray, A. M
12	College of St. Augustine	Benieia, Cal	1868	Rev. W. P. Tueker, A. M
13	St. Vincent's College	Los Angeles, Cal	1867	Rev. J. McGill, C. M.
14	Marysville College	Marysville, Cal	....	
15	Odd Fellows' College (?)	Napa City, Cal	....	
16	University of California	Oakland, Cal	1855	H. Durant, A. M
17	Petaluma College	Petaluma, Cal	1866	
18	St. Ignatius College	San Franeiseo, Cal	1855	Rev. J. Bayma, S. J
19	St. Mary's College	do	1863	Brother Justin
20	Union College	do	....	
21	University College	do	1859	Rev. Wm. Alexander
22	San Rafael College	San Rafael, Cal	1869	Alfred Bates
23	Franciscan College	Santa Barbara, Cal	1868	Rev. J. J. O'Keefe, O. S. F.
24	College of our Lady of Guadalupe.	do	....	
25	Santa Clara College	Santa Clara, Cal	1851	Rev. A. Varsi, S. J
26	University of the Pacific	do	1851	Rev. T. H. Sinex, D. D.
27	Pacific Methodist College	Santa Rosa, Cal	1861	A. L. Fitzgerald
28	Sonoma College	Sonoma, Cal	1858	Rev. W. N. Cunningham
29	Pacific Methodist College	Vacaville, Cal	1851	Rev. J. R. Thomas, D. D., LL. D.
30	California College	do	1871	M. Bailey, A. M.
31	Hesperian College	Woodland, Cal	1869	J. M. Martin, A. M
32	Colorado College (?)	Golden City, Col. Ter	....	
33	Trinity College	Hartford, Conn	1823	Rev. Abner Jackson, D. D., LL.D
34	Wesleyan University	Middletown, Conn	1831	Rev. Joseph Cummings, D. D., LL. D.
35	Yale College	New Haven, Conn	1701	Rev. Noah Porter, D. D., LL. D.
36	Brandywine College (?)	Brandywine, Del	....	
37	Delaware College	Newark, Del	1869	W. H. Purnell, A. M
38	University of Georgia	Athens, Ga	1801	A. A. Lipscomb, D. D.
39	Atlanta University	Atlanta, Ga	1867	E. A. Ware, A. M.
40	Bowdon College	Bowdon, Ga	1856	Rev. F. H. M. Henderson, A. B.
41	Oglethorpe College	Atlanta, Ga	1835	Rev. D. Wills, D. D.
42	Mercer University	Maeon, Ga	1838	Rev. A. J. Battle
43	Christ's College	Montpelier, Ga	....	
44	Montpelier College	do	....	
45	Emory College	Oxford, Ga	1837	Rev. L. M. Smith, D. D
46	Abingdon College	Abingdon, Ill	1853	J. W. Butler, A. M
47	Illinois Wesleyan University	Bloomington, Ill	1852	Rev. O. S. Munsell, D. D
48	St. Viatur's College	Bourbonnais Grove, Ill	1866	Very Rev. P. Beaudoin
49	Blackburn University	Carlinville, Ill	....	Rev. J. W. Bailey, D. D
50	Chicago University	Chicago, Ill	1859	Rev. J. C. Burroughs, D. D., LL.D
51	St. Ignatius College	do	1870	Rev. A. Damen
52	St. Aloysius College	East St. Louis, Ill	1868	Rev. F. H. Zabel, D. D., D. C. L.
53	Eureka College	Eureka, Ill	1852	H. W. Everest, A. M

STATES AUTHORIZED TO CONFER DEGREES IN ARTS, COMPILED FROM THE MOST RE-
THE UNITED STATES BUREAU OF EDUCATION.

with the office.
tions, reference is made to the appropriate tables, theological, legal, medical, normal, commercial, agri-

"*a*" mean the given amount per annum; "*b*" signifies board and tuition per annum.
Roman Catholic; Bapt., Baptist; Mas., Masonic; M. E., Methodist Episcopal; P. E., Protestant Epis-
Cumberland Presbyterian; Luth., Lutheran; Fr., Friends; U. B., United Brethren; F. B., Free Bap-
Reformed; Ref., Reformed, (Dutch;) L. D. S., Latter-Day Saints; A. M. E., African Methodist Episco-
byterian; M. E. S., Methodist Episcopal, South.
ful.

Number.	Denomination.	Number of instructors.	Students.									Cost of—		Number of volumes in library.	Time of commencement.
			Preparatory department.	Freshmen.	Sophomores.	Juniors.	Seniors.	Other schools not professional.	Males.	Females.	Total.	Tuition per term.	Board per month.		
1	M. E. S.	7	15	...	...	28	55	....	98	...	98	*a*$70	$18	.....	Last Wednesday in June.
2	Pres ...	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
3	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
4	M. E ...	5	...	...	...	...	...	....	...	...	...	.....	.....	.....	
5	Pres ...	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
6	Bapt...	5	...	...	...	...	...	....	142	...	142	50	.....	2,500	Last Thursday in June.
7	R. C ...	18	40	6	6	...	...	....	52	...	52	*b*328	.....	8,000	4th Tuesday in August.
8	.....	8	...	...	...	...	...	....	...	...	386	.....	.....	.....	
9	.....	11	...	...	...	...	...	....	64	...	64	*a*50	*a*150	3,000	Last Wednesday in June.
10	.....	3	77	...	...	...	...	27	104	...	104	*a*50	13	.....	
11	Mas ...	6	...	...	...	...	...	....	67	...	67	*a*50	18	.....	
12	P. E ...	7	49	10	14	8	9	....	90	...	90	20–50	25	1,100	Thursday after 1st Wednesday of June.
13	R. C ...	4	...	...	...	...	...	....	50	...	50	*a*250	25	1,000	August 16.
14	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
15	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
16	State ..	18	174	32	13	2	5	26	247	5	252	Free ...	*a*200–320	.....	3d Wednesday in July.
17	Bapt. ..	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
18	R. C ...	19	...	...	...	...	...	....	559	...	559	36	.....	.....	June 5.
19	R. C ...	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
20	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
21	.....	7	...	...	...	...	...	....	...	...	...	.....	.....	.....	
22	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
23	R. C ...	6	30	...	...	30	30	2	92	...	92	*a*150	.....	2,000	March 2.
24	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
25	R. C ...	17	...	...	...	...	...	....	225	...	225	*b*350	.....	12,000	1st Tuesday in June.
26	M. E ...	6	86	2	2	2	3	20	55	60	115	*a*36–60	20–25	2,000	May 30.
27	M. E ...	6	115	20	10	3	2	....	78	72	150	*a*30–70	20	500	Middle of May.
28	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
29	M. E ...	7	68	23	6	8	6	96	119	88	207	*a*30–80	20	.....	May 18.
30	Bapt ...	4	32	8	...	2	...	....	25	17	42	25–40	20	300	3d Wednesday in May.
31	Chr	7	87	11	...	14	4	37	82	71	153	15½–34½	22	150	2d Friday in May.
32	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
33	P. E ...	16	...	49	42	42	30	....	163	...	163	*a*90	18	15,000	2d Thursday in July.
34	M. E ...	10	...	49	42	42	30	....	163	...	163	*a*33	18	20,000	3d Thursday in July.
35	Cong ..	25	...	130	134	135	128	....	527	...	527	30	22	90,000	Last Thurs. but two in July.
36	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
37	State ..	6	44	28	...	...	...	....	72	...	72	*a*60	16	.....	1st Wednesday in July.
38	State ..	12	...	14	59	...	33	125	231	...	231	*b*300	.....	20,000	1st Wednesday in August.
39	.....	7	...	...	...	...	...	....	111	59	170	.....	.....	.....	
40	.....	5	51	25	12	8	6	....	102	...	102	*a*54	*a*150	.....	1st Wednesday in July.
41	Pres ...	6	75	...	...	...	...	....	75	150	...	150	75	18–25	5,000	1st Wednesday in July.
42	Bapt ...	5	...	14	24	24	20	....	82	...	82	*a*100	18	5,000	2d Wednesday in July.
43	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
44	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
45	M. E. S.	7	34	28	47	41	23	13	186	...	186	35	18	7,000	Wednesday after 3d Monday in July.
46	Chr	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
47	M. E ...	6	132	6	4	1	1	56	200	...	200	*a*33	19	1,500	June 20.
48	R. C	9	...	...	...	...	...	....	...	...	...	*b*207	.....	.....	
49	Pres ...	8	28	6	5	2	2	231	181	93	274	*b*150	.....	.....	2d Thursday in June.
50	Bapt ...	14	186	26	16	15	10	24	277	...	277	*a*50	10	4,000	Last Thursday in June.
51	R. C	6	64	43	...	...	...	....	107	...	107	*a*60	.....	.....	About the end of June.
52	R. C	4	...	...	...	...	...	....	50	...	50	*a*40	16	300	1st Monday in September.
53	Chr	6	...	...	...	...	...	....	100	35	135	.....	.....	.....	1st Wednesday in June.

TABLE IX.—STATISTICS OF COLLEGES AND COLLEGIATE

Number.	Name.	Location.	Date of organization.	President.
54	Northwestern University	Evanston, Ill	1855	E. O. Haven, D. D., LL. D
55	Lombard University	Galesburgh, Ill	1852	Rev. J. P. Weston, D. D
56	Knox College	do	1841	Rev. J. P. Gulliver, D. D
57	Marshall College (?)	Henry, Ill	1855	
58	Illinois College	Jacksonville, Ill	1830	Rev. J. M. Sturtevant, D. D
59	McKendree College	Lebanon, Ill	1835	Rev. R. Allyn, D. D
60	Lincoln University	Lincoln, Ill	1865	J. C. Bowdon, D. D
61	Mendota College (?)	Mendota, Ill	....	Rev. J. W. Corbet, A. M
62	Monmouth College	Monmouth, Ill	1856	D. A. Wallace, D. D., LL. D
63	Northwestern College	Naperville, Ill	1865	Rev. A. A. Smith, A. M
64	Augustana College	Paxton, Ill	1860	Rev. T. N. Hasselquist
65	Quincy College	Quincy, Ill	1854	G. W. Gray, A. M
66	Jubilee College	Robin's Nest, Ill	1847	Rt. Rev. H. J. Whitehouse, D. D.
67	St. Patrick's College (?)	Ruma, Ill	....	
68	Shurtleff College	Upper Alton, Ill	1832	J. Bulkley, D. D
69	Westfield College	Westfield, Ill	1861	Rev. S. B. Allen, A. M
70	Wheaton College	Wheaton, Ill	....	Rev. J. Blanchard, A. M
71	Illinois Industrial University	Urbana, Ill	1868	J. M. Gregory, LL. D
72	Dunkard College (?)	Bourbon, Ind	....	
73	Indiana University	Bloomington, Ind	1828	Rev. C. Nutt, D. D
74	Brookville College	Brookville, Ind	1851	Rev. J. P. D. John, A. M
75	Wabash College	Crawfordsville, Ind	1834	Rev. J. F. Tuttle, D. D
76	Franklin College	Franklin, Ind	1843	H. L. Wayland, D. D
77	Fort Wayne College	Fort Wayne, Ind	1846	Rev. L. Beers, A. B
78	Concordia College	do	1850	Rev. W. Sihler, Ph. D
79	Indiana Asbury University	Greencastle, Ind	1837	Rev. T. Bowman, D. D
80	Hanover College	Hanover, Ind	1833	Rev. G. C. Heckman, D. D
81	Hartsville University	Hartsville, Ind	1850	J. W. Scribner, A. M
82	Northwestern Christian University.	Indianapolis, Ind	1855	W. F. Black, A. M
83	Union Christian College	Merom, Ind	1859	Rev. T. Holmes, D. D
84	Moore's Hill College	Moore's Hill, Ind	1853	Rev. J. H. Martin, A. M
85	Salem College	Bourbon, Ind	1870	O. W. Miller, A. M
86	University of Notre Dame	Notre Dame, Ind	1842	Very Rev. W. Corby
87	Earlham College	Richmond, Ind	1860	J. Moore, A. M
88	St. Meinrad's College	St. Meinrad, Ind	1860	Rev. J. Hobie, O. S. B
89	Valparaiso College	Valparaiso, Ind	....	Rev. T. B. Wood
90	Smithson College	——, Ind	....	Rev. P. R. Kendall
91	Howard College	Kokomo, Ind	....	
92	Burlington University	Burlington, Iowa	1854	J. Henderson
93	Griswold College	Davenport, Iowa	1859	Rev. E. Lounsbery, A. M
94	Norwegian Luther College	Decorah, Iowa	1861	Prof. L. Larsen
95	Parson's College (?)	Des Moines, Iowa	....	
96	Fairfield College	Fairfield, Iowa	....	Rev. A. Axline, A. M
97	Upper Iowa University	Fayette, Iowa	1858	B. W. McLain, A. M
98	Iowa College	Grinnell, Iowa	....	Rev. G. F. Magoun, D. D
99	Simpson Centenary College	Indianola, Iowa	1867	Rev. A. Burns, D. D
100	Iowa State University	Iowa City, Iowa	1860	Rev. G. Thacher, D. D
101	Iowa Wesleyan University	Mount Pleasant, Iowa	1851	John Wheeler, D. D
102	Cornell College	Mount Vernon, Iowa	1857	Rev. W. F. King, D. D
103	Central University of Iowa	Pella, Iowa	1854	Rev. L. A. Dunn
104	Whittier College (?)	Salem, Iowa	1867	J. H. Pickering
105	Humboldt College	Springvale, Iowa	....	Rev. S. H. Taft
106	Tabor College	Tabor, Iowa	....	Rev. W. M. Brooks, A. M
107	St. Benedict's College	Atchison, Kans	1859	Very Rev. G. Christoph
108	Baker University	Baldwin City, Kans	1858	Rev. J. A. Simpson, A. M
109	Highland University	Highland, Kans	1859	Rev. J. A. McAfee
110	State University	Lawrence, Kans	1864	John Fraser, A. M
111	Ottawa University	Ottawa, Kans	....	
113	Washburn College	Topeka, Kans	1865	Rev. P. McVicar, D. D
114	Lane University	Lecompton, Kans	1865	N. B. Bartlett
115	Berea College	Berea, Ky	1858	Rev. E. H. Fairchild
116	Cecilian College	Cecilian Post Office, Ky	1860	H. A. Cecil
117	Centre College	Danville, Ky	1823	O. Beatty, LL. D
118	Kentucky Military Institute	Near Frankfort, Ky	1846	Col. R. T. P. Allen, A. M., C. E

DEPARTMENTS IN THE UNITED STATES, &c.—Continued.

Number.	Denomination.	Number of instructors.	Students.								Cost of—		Number of volumes in library.	Time of commencement.
			Preparatory department.	Freshmen.	Sophomores.	Juniors.	Seniors.	Other schools not professional.	Males.	Females.	Total.	Tuition per term.	Board per month.		
54	M. E.	30	185	40	27	20	15	20	289	18	307	$7	$20	27,000	4th Tuesday in June.
55	Univ.	9	107	18	16	4	11	....	156	...	156	33	18	3,500	3d Wednesday in June.
56	Cong.	15	127	26	9	13	13	78	156	110	266	*a*30	18	6,200	4th Thursday in June.
57	.....	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	.....
58	Cong.	12	...	...	...	...	...	...	324	...	324	.....	.....	.....	.....
59	M. E.	7	39	14	14	10	6	178	218	43	261	8	18	8,500	3d Thursday in June.
60	C. P.	6	98	13	8	18	11	55	140	66	206	*a*26–40	16–18	.....	2d Thursday in June.
61	Luth	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	.....
62	U. P.	13	147	19	13	27	18	117	218	123	341	*a*30	17	1,500	Last Thursday in June.
63	E. A.	10	21	10	6	8	4	195	164	80	244	6–8	12–16	600	Last Wednesday in June.
64	Luth.	3	31	7	2	...	...	....	58	...	58	.....	.....	7,000	.....
65	M. E.	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	.....
66	P. E.	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	.....
67	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	.....
68	Bapt.	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	.....
69	U. B.	7	3	4	1	1	...	160	128	41	169	*a*24	14	.....	2d Wednesday in June.
70	Cong.	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	.....
71	State	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	.....
72	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	.....
73	State	13	50	46	26	27	23	136	277	31	308	Free	16	5,000	Thursday preceding 4th of July.
74	M. E.	6	...	...	...	...	...	....	80	70	150	9	16	2,000	June 7.
75	Pres.	10	138	33	27	10	18	....	226	...	226	10	14	12,000	3d Thursday in June.
76	Bapt.	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	.....
77	Meth.	7	29	84	4	6	4	34	105	56	161	4–15	15	.....	June 21.
78	Luth.	...	60	41	15	19	13	....	148	...	148	*a*24	*a*60	3,000	September 1.
79	M. E.	9	77	68	39	32	33	84	298	35	333	10	14–20	10,000	June 21.
80	Pres.	7	47	25	9	16	7	53	157	...	157	Free	*a*144	6,400	4th Thursday in June.
81	U. B.	7	17	2	1	...	2	201	149	74	223	18	*a*72–117	.....	2d Tuesday in June.
82	Chr.	22	113	13	5	3	9	156	219	80	299	14	18	.....	June 24.
83	Chr.	5	16	2	2	2	...	129	100	51	151	6–10	16	300	2d Wednesday in June.
84	Meth.	6	...	...	...	...	...	....	195	115	310	.....	.....	.....	.....
85	Bapt.	9	...	...	...	...	...	....	...	...	...	7–15	14	.....	June 15.
86	R. C.	29	...	...	...	...	...	....	421	...	421	*b*150	.....	11,000	Last Wednesday in June.
87	Fr.	8	135	7	10	4	1	51	131	77	208	*b*300	.....	3,300	June 26.
88	R. C.	7	19	7	8	15	7	....	56	...	56	15	15	4,000	Last Thursday in June.
89	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	.....
90	Univ.	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	.....
91	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	.....
92	Bapt.	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	.....
93	P. E.	7	103	4	3	5	2	....	117	...	117	16	14	4,000	3d Wednesday in June.
94	Luth.	6	86	28	12	5	5	....	136	...	136	Free	7	1,000	About June 15.
95	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	.....
96	Luth.	2	...	...	...	...	...	....	53	65	118	.....	.....	.....	.....
97	M. E.	10	141	17	7	5	...	....	86	84	170	9	13	4,000	4th Tuesday in June.
98	Cong.	12	48	13	13	6	9	193	174	108	282	20	8–16	7,000	2d Wednesday in July.
99	M. E.	13	122	4	3	2	2	26	86	73	159	9	10–16	200	2d Wednesday in June.
100	State.	30	136	52	42	28	9	78	229	116	345	5	12–20	5,000	Last Wednesday in June.
101	M. E.	16	118	15	14	6	11	104	159	109	268	Free	12–16	1,500	3d Wednesday in June.
102	M. E.	9	102	31	6	6	5	214	253	111	364	7	12–16	4,000	3d Tuesday in June.
103	Bapt.	7	...	...	...	...	...	....	...	...	...	.....	.....	.....	.....
104	Fr.	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	.....
105	Unit	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	.....
106	Cong.	6	8	9	4	2	...	176	114	85	199	7	16	2,500	2d Wednesday in June.
107	R. C.	8	...	...	...	...	...	....	51	..	51	*b*200	.....	1,200	.....
108	M. E.	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	.....
109	Pres.	6	77	10	6	4	3	....	55	45	100	7–12	3–4	4,000	June 20.
110	State	9	...	...	...	...	...	....	97	116	213	.....	.....	.....	.....
111	Bapt.	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	.....
113	Cong.	8	25	6	...	2	...	35	53	15	68	*a*30	16–20	2,000	3d Wednesday in June.
114	U. B.	3	...	...	...	...	...	....	...	...	130	*a*30	.....	.....	.....
115	.....	12	22	9	5	...	...	259	188	107	295	3	7–10	600	2d Wednesday in July.
116	R. C.	9	...	...	...	...	...	....	162	...	162	*b*200	.....	.....	2d Friday in June.
117	Pres.	7	95	17	20	8	7	18	165	...	165	*a*40	16–20	5,500	Last Thursday in June.
118	State.	7	15	43	34	11	9	....	112	...	112	*a*100	*a*250	.....	1st Monday in September.

TABLE IX.—STATISTICS OF COLLEGES AND COLLEGIATE

Number.	Name.	Location.	Date of organization.	President.
119	Georgetown College	Georgetown, Ky	1838	Basil Manly, jr., D. D
120	Kentucky University	Lexington, Ky	1859	J. B. Bowman, A. M., regent
121	St. Mary's College	Marion County, Ky	1820	Rev. L. Elend, C. R., LL. D
122	Bethel College	Russellville, Ky	1856	N. K. Davis, LL. D
123	Thompson University	Baldwin, La	1867	W. S. Wilson
124	Louisiana State University	Baton Rouge, La	1860	D. F. Boyd
125	Baton Rouge College	do	1838	
126	St. Charles College	Grand Coteau, La	1852	Rev. J. Roduit, S. J
127	Centenary College	Jackson, La	1845	W. H. Watkins, D. D
128	Mount Lebanon University	Mount Lebanon, La	1853	S. C. McCormickle
129	College of the Immaculate Conception.	New Orleans, La	1848	Rev. J. Gautrelet
130	Leland University	do	....	E. E. S. Taylor, D. D
131	Straight University	do	1869	
132	Jefferson College	St. Michael, La	....	
133	Bowdoin College	Brunswick, Me	1802	J. L. Chamberlain, LL. D
134	Bates College	Lewiston, Me	1863	Rev. O. B. Cheney, D. D
135	Colby University	Waterville, Me	1820	J. T. Champlin, D. D
136	St. John's College	Annapolis, Md	1784	J. M. Garnett, M. A
137	Loyola College	Baltimore, Md	1852	Rev. S. A. Kelly, S. J
138	Washington College	Chestertown, Md	1782	R. C. Berkeley, A. M
139	Roek Hill College	Ellicott City, Md	1857	Brother Bettelin
140	St. Charles College	do	1848	Rev. S. Férté, D. D
141	Mount St. Mary's College	Emmittsburgh, Md	1830	Very Rev. J. McCaffrey, D. D
142	Mount St. Clement's College	Ilehester, Md	1868	Rev. F. Van de Braak, C. S., S. R
143	Calvert College	New Windsor, Md	1852	A. H. Baker, A. M
144	Borromeo College	Pikesville, Md	1860	Rev. E. Q. S. Waldron
145	Frederick College	Frederiek City, Md	1796	J. S. Bonsall, A. M
146	Western Maryland College	Westminster, Md	1867	J. T. Ward, D.D
147	Amherst College	Amherst, Mass	1821	W. A. Stearns, D. D., LL. D
148	Boston College	Boston, Mass	1863	Rev. R. Fulton, S. J
149	Harvard College	Cambridge, Mass	1638	C. W. Eliot, LL. D
150	Tufts College	College Hill, Mass	1855	A. A. Miner, D. D
151	Williams College	Williamstown, Mass	1793	Rev. M. Hopkins, D. D., LL. D
152	College of the Holy Cross	Woreester, Mass	1843	Rev. A. F. Ciampi
153	Adrian College	Adrian, Mieh	1858	A. H. Lowrie, A. M
154	Albion College	Albion, Mieh	1860	G. B. Joeelyn, D. D
155	Michigan University	Ann Arbor, Mieh	1841	J. B. Angell, LL. D
156	St. Philip's College	Detroit, Mieh	....	
157	Hillsdale College	Hillsdale, Mieh	....	D. M. Graham, D. D
158	Hope College	Holland, Mieh	....	Philip Phelps, D. D
159	Kalamazoo College	Kalamazoo, Mieh	1855	Rev. K. Brooks, D. D
160	Olivet College	Olivet, Mieh	1855	Rev. N. J. Morrison, D. D
161	St. John's College	Clinton, Minn	....	
162	Carleton College	Northfield, Minn	1866	Rev. J. W. Strong, D. D
163	University of Minnesota	St. Anthony, Minn	1868	W. W. Folwell, M. A
164	Simple Broaddus College	Centre Hill, Miss	1857	W. W. Hawkins, A. M
165	Mississippi College	Clinton, Miss	1851	Rev. W. Hillman, A. M
166	Shaw University	Holly Springs, Miss	1871	Rev. A. C. McDonald, A. M
167	Aleorn University	Jaekson, Miss	1871	Rev. H. R. Revels
168	Oakland College	Oakland, Miss	1830	W. L. Breekenridge, D. D
169	University of Mississippi	Oxford, Miss	1848	J. N. Waddell, D. D
170	Pass Christian College	Pass Christian, Miss	1866	Brother Isaiah
171	Madison College	Sharon, Miss	1850	Rev. J. M. Pugh, A. M
172	Tongaloo University	Near Tongaloo, Miss	1870	E. Tueker, A. M
173	Jefferson College	Washington, Miss	1813	Prof. Hamilton
174	St. Vineent's College	Cape Girardeau, Mo	1843	Rev. J. Alizeri
175	University of Missouri	Columbia, Mo	1843	Daniel Read, LL. D
176	Central College	Fayette, Mo	1854	Rev. J. C. Wills, A. M
177	Westminster College	Fulton, Mo	1853	Rev. N. L. Rice, D. D
178	Lewis College	Glasgow, Mo	1867	Rev. T. A. Parker, A. M., M. D
179	Jefferson City College	Jefferson City, Mo	1867	Rev. W. H. D. Hatton
180	William Jewell College	Liberty, Mo	1848	Rev. T. Rambaut, LL. D., S. T. P
181	Palmyra College	Palmyra, Mo	1848	Rev. J. A. Wainwright, A. M
182	St. Charles College	St. Charles, Mo	1850	J. J. Potts, A. M
183	Grand River College	Edinburgh, Mo	1858	J. E. Vetrees
184	Woodland College	Independenee, Mo	1869	W. A. Buekner
185	Lincoln College	Greenwood, Mo	1869	G. S. Bryant

DEPARTMENTS IN THE UNITED STATES, &c.—Continued.

Number.	Denomination.	Number of instructors.	Students.								Cost of—		Number of volumes in library.	Time of commencement.
			Preparatory department.	Freshmen.	Sophomores.	Juniors.	Seniors.	Other schools not professional.	Males.	Females.	Total.	Tuition per term.	Board per month.		
119	Bapt	7	47	43	36	11	8	....	145	...	145	*a*$45	$18-20	5,500	2d Thursday in June.
120	State	28	...	...	...	...	...	....	216	...	216	*a*30	20	10,000	2d Thursday in June.
121	R. C	...	...	...	...	...	...	....	58	...	58	*b*200	.....	.....	1st Thursday in September.
122	Bapt	...	...	...	...	...	...	....	60	...	60	.....	.....	.....	
123	M. E	2	55	...	...	...	...	....	30	25	55	.....	.....	1,000	
124	State	18	28	10	8	5	5	128	184	...	184	*a*100	*a*200	7,000	Last Wednesday in June.
125	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
126	R. C	11	...	...	...	...	...	....	85	...	85	*b*200	.....	.....	2d Wednesday in August.
127	Meth	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
128	Bapt	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
129	R. C	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
130	Bapt	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
131	.....	10	...	...	...	...	...	....	...	...	1054	.....	.....	.....	
132	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
133	Cong	26	...	60	38	37	26	....	161	...	161	*a*60	10-16	34,150	2d Wednesday in July.
134	F. B	9	...	24	23	27	14	....	87	1	88	*a*36	*a*76-114	7,100	Last Wednesday in June.
135	Bapt	7	...	20	13	11	8	....	51	1	52	10	12	12,000	Last Thursday in July.
136	State	10	76	24	22	10	6	....	138	...	138	*b*250	.....	3,000	Last Wednesday in July.
137	R. C	13	138	8	7	2	3	....	158	...	158	*a*75	.....	21,500	Last Wednesday in June.
138	State	2	16	9	5	1	2	....	33	...	33	40-60	16	1,000	2d Wednesday in July.
139	R. C	22	...	...	...	...	...	....	166	...	166	*b*260	.....	.....	Last Thursday in June.
140	R. C	12	...	...	...	...	...	....	160	...	160	*b*180	.....	4,000	July.
141	R. C	11	92	18	7	7	5	....	129	...	129	*b*310	.....	5,000	Last Wednesday in June.
142	R. C	...	...	...	...	...	...	....	...	...	...	.....	.....	1,200	
143	R. C	8	...	...	...	...	...	....	59	...	59	*b*240	.....	.....	Last Tuesday in June.
144	R. C	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	.....
145	State	3	...	...	...	...	...	....	103	...	103	*a*30	.....	1,200	.....
146	M. P	10	74	30	13	6	4	....	84	43	127	*a*20-110	18	2,000	3d Thursday in June .....
147	Cong	20	...	71	76	49	65	....	261	...	261	25	14-24	35,000	2d Thursday in July.
148	R. C	10	118	9	2	9	...	2	140	...	140	.....	.....	.....	4th Wednesday in June.
149	.....	76	...	189	139	122	158	35	643	...	643	*a*150	*a*152-304	187,000	Last Wednesday in June.
150	Univ	14	...	14	15	17	8	20	74	...	74	*a*60	*a*136	12,000	3d Wednesday in July.
151	Cong	11	...	32	26	40	43	....	141	...	141	25	14-24	12,000	Last Thursday in June.
152	R. C	10	96	20	11	11	2	....	140	...	140	*b*250	.....	.....	Last Thursday in June.
153	M. P	9	86	1	5	3	5	60	99	61	160	*a*20	12	.....	3d Thursday in June.
154	M. E	6	137	11	7	9	13		108	69	177	Free	12	1,000	Last Thursday in June.
155	State	35	...	160	93	77	84	69	458	25	483	Free	8-20	25,000	Last Wednesday in June.
156	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
157	F. W. B	14	313	19	15	9	9	220	365	220	585	*a*100	8-12	3,000	2d Thursday in June.
158	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
159	Bapt	12	175	8	4	4	11	7	138	71	209	6	.....	2,000	3d Wednesday in June.
160	Cong	11	27	14	17	6	3	166	134	99	233	7	14-20	4,000	Last Thursday but one in June.
161	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
162	Cong	5	52	3	1	...	...	....	41	15	56	8	11	968	Last Wednesday in June.
163	State	9	...	...	...	...	...	....	242	93	335	.....	16	3,558	Last Thursday in June.
164	Bapt	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
165	Bapt	7	120	12	11	7	3	....	153	...	153	*a*50	15-17	.....	Last Tuesday in June.
166	M. E	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
167	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
168	Pres	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
169	State	16	11	15	20	13	18	34	111	...	111	Free	18	.....	Last Thursday in June.
170	R. C	14	...	...	...	...	...	....	142	...	142	*b*330	.....	.....	3d Friday in July.
171	.....	2	40	5	2	...	...	....	47	...	47	*a*30-50	50-20	540	3d Thursday in July.
172	.....	6	...	...	...	...	...	....	...	...	...	.....	10	.....	June 23.
173	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
174	R. C	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
175	State	12	118	48	20	22	9	....	177	40	217	*a*40	12-20	5,000	Last Wednesday in June.
176	M. E. S.	6	13	...	...	...	...	91	104	...	104	25	16	.....	Opens September 21.
177	Pres	6	...	...	...	...	...	....	90	...	90	*a*50	13	.....	3d Thursday in June.
178	M. E	4	...	...	...	...	...	....	58	34	92	*a*40	*a*150	2,000	4th Thursday in June.
179	P. E	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	1st Wednesday in June.
180	Bapt	7	...	...	...	...	...	....	152	..	152	*a*60	12-16	4,000	
181	P. E	3	...	...	...	...	...	....	...	...	60	.....	.....	800	
182	M. E. S.	2	...	...	...	...	...	....	...	...	...	.....	.....	.....	
183	.....	3	...	...	...	...	...	....	...	...	100	.....	.....	.....	
184	.....	6	...	...	...	...	...	....	...	...	93	.....	.....	.....	
185	.....	3	...	...	...	...	...	....	...	...	40	.....	.....	.....	

TABLE IX.—STATISTICS OF COLLEGES AND COLLEGIATE

Number.	Name.	Location.	Date of organization.	President.
186	St. Paul's College	Palmyra, Mo	1869	Rev. R. Rose, A. M
187	Bethel College	Palmyra, Mo	1848	Rev. W. B. Corbin
188	Hannibal College	Hannibal, Mo	1868	J. F. Hamilton
189	McGee College	College Monnd, Mo	1834	J. B. Mitchell
190	Johnson College	Macon City, Mo	1868	E. W. Hall
191	St. Joseph's College	St. Joseph, Mo	1867	Brother Agatho
192	St. Louis University	St. Louis, Mo	1832	Rev. J. G. Zealand, S. J
193	Washington University	do	1857	W. G. Eliot, D. D
194	College of the Christ'n Brothers	St. Louis, Mo	1857	Brother Edward
195	Congregational College	Fontenelle, Nebr		
196	Nebraska College	Nebraska City, Nebr	1868	Rev. J. McNamara, D. D
197	Dartmouth College	Hanover, N. H	1769	Rev. A. D. Smith, D. D., LL. D
198	Burlington College	Burlington, N. J	1846	Rt. Rev. W. H. Odenheimer, D. D.
199	Rutgers College	New Brunswick, N. J	1770	Rev. W. H. Campbell, D. D., LL. D.
200	College of New Jersey	Princeton, N. J	1746	Rev. J. McCosh, D. D., LL. D
201	Seton Hall College	South Orange, N. J	1856	Very Rev. M. A. Corrigan, D. D.
202	Alfred University	Alfred, N. Y	1836	Rev. J. Allen
203	Franciscan College	Allegheny, N. Y		
204	St. Stephen's College	Annandale, N. Y	1860	Rev. R. B. Fairbairn, D. D
205	Brooklyn Collegiate and Polytechnic Institute.	Brooklyn, N. Y	1854	D. H. Cochran, Ph. D., LL. D
206	St. John Baptist's College	do	1870	Rev. J. T. Landry, C. M
207	Canisius College	Buffalo, N. Y	1870	Rev. W. Beeker, S. J
208	St. Joseph's College	do	1862	Brother Frank
209	Martin Luther College	do	1853	Rev. J. F. Winkler
210	St. Lawrence University	Canton, N. Y	1856	R. Fisk, jr., D. D
211	Hamilton College	Clinton, N. Y	1812	Rev. S. G. Brown, D. D., LL. D.
212	St. John's College	Fordham, N. Y	1846	Rev. J. Shea, S. J
213	Hobart College	Geneva, N. Y	1825	Rev. J. Rankine, D. D
214	Madison University	Hamilton, N. Y	1819	E. Dodge, D. D., LL. D
215	Cornell University	Ithaca, N. Y	1868	A. D. White, LL. D
216	Genesee College	Lima, N. Y	1849	
217	College of the City of New York	New York City, N. Y	1854	A. S. Webb, LL. D
218	College of St. Francis Xavier	do	1847	Rev. H. Hudon, S. J
219	Columbia College	do	1754	F. A. P. Barnard, S. T. D., LL. D.
220	Manhattan College	do	1863	Brother Patriek
221	University of the City of New York.	do	1831	Howard Crosby, D. D
222	St. Joseph's College	Rhinecliff, N. Y		Rev. M. J. Seully
223	University of Rochester	Roehester, N. Y	1850	M. B. Anderson, LL. D
224	Union College	Scheneetady, N. Y	1795	Rev. E. N. Potter, D. D
225	Syracuse University	Syracuse, N. Y	1870	D. Steele, D. D, (aeting)
226	Rensselaer Polytechnie Institute.	Troy, N. Y		
227	University of North Carolina	Chapel Hill, N. C	1795	S. Pool
228	Wake Forest College	Forestville, N. C	1834	W. M. Wingate, D. D
229	Rutherford College	Happy Home P. O., N. C	1870	Rev. R. L. Abernethy, A. M
230	Olin College	Iredell County, N. C	1853	J. Southgate
231	Davidson College	Mecklenburgh County, N. C	1837	Rev. G. W. McPhail, D. D., LL. D.
232	North Carolina College	Mount Pleasant, N. C	1859	Rev. L. A. Bikle, A. M
233	Trinity College	Randolph County, N. C	1850	Rev. B. Craven, D. D
234	Buehtel College	Akron, Ohio		Rev. H. F. Miller, See
235	Ohio University	Athens, Ohio	1804	Rev. S. Howard, D. D., LL. D
236	Baldwin University	Berea, Ohio	1856	W. D. Godman, D. D
237	German Wallace College	Cincinnati, Ohio	1863	W. Nast, D. D
238	St. Xavier College	do	1842	Rev. T. O'Neil
239	Mount St. Mary's of the West	do	1851	F. J. Pabish, D. D., LL. D., D.C.L
240	Farmers' College	College Hill, Ohio	1846	C. D. Curtis
241	Capitol University	Columbus, Ohio		Rev. W. F. Lehman
242	Kenyon College	Gambier, Ohio	1824	E. T. Tappan
243	Denison University	Granville, Ohio	1831	Rev. S. Talbot, D. D
244	Harlem Springs College	Harlem Springs, Ohio	1867	
245	Western Reserve College	Hudson, Ohio	1826	C. Cutler A. M
246	St. Louis College	Louisville, Ohio	1866	F. Hours
247	Marietta College	Marietta, Ohio	1835	I. W. Andrews, D. D
248	Mount Union College	Mount Union, Ohio	1846	Rev. O. N. Hartshorn, LL. D

DEPARTMENTS IN THE UNITED STATES, &c.—Continued.

Number.	Denomination.	Number of instructors.	Students.								Cost of—		Number of volumes in library.	Time of commencement.
			Preparatory department.	Freshmen.	Sophomores.	Juniors.	Seniors.	Other schools not professional.	Males.	Females.	Total.	Tuition per term.	Board per month.		
186	.....	8	...	...	...	...	...	...	...	...	70	.....	.....	.....	
187	.....	5	...	...	...	...	...	...	...	...	80	.....	.....	.....	
188	.....	4	...	...	...	...	...	...	...	...	80	.....	.....	.....	
189	.....	11	...	...	...	...	...	...	...	...	213	.....	.....	.....	
190	.....	3	...	...	...	...	...	...	...	...	80	.....	.....	.....	
191	R. C ...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	
192	R. C ...	22	124	21	6	7	3	...	161	...	161	*b*280	.....	16,000	Last Thursday in June.
193	.....	27	104	10	6	5	4	185	314	...	314	*a*45	.....	6,000	3d Thursday in June.
194	R. C ...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	
195	Cong...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	
196	P. E ...	5	9	...	...	...	...	...	20	...	29	*b*$280	.....	1,500	Last Thursday in June.
197	Cong...	23	...	60	75	78	69	78	360	...	360	.....	$10–16	44,900	Last Thursday in June.
198	P. E ...	5	...	...	...	...	...	...	...	...	...	.....	.....	.....	
199	Ref	13	195	54	47	56	33	...	385	...	385	*a*75	16–24	.....	3d Wednesday in June.
200	Pres ...	18	...	87	106	87	95	5	380	...	380	*a*140	16–24	30,000	Last Wednesday in June.
201	R. C ...	15	58	14	8	8	12	30	130	...	130	*b*400	.....	8,000	Last Wednesday in June.
202	Bapt...	21	90	33	27	15	5	328	186	222	408	10	6–12	6,000	1st Wednesday in July.
203	.....	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	
204	P. E ...	8	27	14	10	15	8	...	74	...	74	Free ..	*a*225	1,800	1st Thursday in July.
205	.....	26	438	...	...	...	...	124	562	...	562	*a*120	.....	3,000	3d Wednesday in June.
206	R. C ...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	
207	R. C ...	6	...	...	...	...	...	...	62	...	62	*a*50	.....	.....	About the end of June.
208	R. C ...	14	...	...	...	...	...	...	291	...	291	*b*220	.....	2,000	July 2.
209	Luth ..	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	
210	Univ ..	13	...	11	14	6	10	6	27	20	47	*a*25	12	6,600	Last Wednesday in June.
211	Pres ...	12	...	45	39	39	41	...	164	...	164	20	*a*114–190	12,000	Thursday after last Tuesday in June.
212	R. C ...	21	...	...	...	...	...	...	265	...	265	*b*300	.....	.....	Last Wednesday in June.
213	P. E ...	9	...	14	3	15	7	...	39	...	39	15	16–20	13,000	2d Thursday after 4th July.
214	Bapt...	12	51	34	24	40	16	...	165	...	165	*a*30	12	10,454	3d Wednesday in June.
215	.....	38	...	10	22	4	5	449	490	...	490	*a*45	*a*220	30,000	4th Thursday in June.
216	M. E...	4	...	8	6	10	7	25	48	8	56	Free ..	.....	5,300	2d Thursday in July.
217	City ...	36	410	153	72	49	39	...	723	...	723	Free ..	.....	20,000	Last Thursday in June.
218	R. C ...	25	271	37	29	17	16	107	477	...	477	*a*60	.....	14,000	Last Monday in June.
219	P. E ...	12	...	31	32	25	29	...	117	...	117	Free ..	.....	2,000	Last Wednesday in June.
220	R. C ...	43	448	27	29	15	11	101	631	...	631	*a*50	30	6,500	June 30.
221	.....	35	...	27	31	21	28	...	107	...	107	Free ..	.....	3,000	2d Thursday before July 4.
222	R. C ...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	
223	Bapt...	9	...	23	22	19	24	33	121	...	121	20	14–20	.....	Last Wednesday in June.
224	Pres ...	16	...	20	25	25	19	...	89	...	89	15	13–20	19,000	Wednesday before 4th July.
225	M. E...	7	...	29	8	6	17	...	51	9	60	20	18–20	1,395	4th Thursday in June.
226	.....	12	...	...	...	...	...	...	...	...	...	.....	.....	.....	
227	State ..	6	...	...	...	...	...	...	55	...	55	*a*40	12	21,700	2d Thursday in June.
228	Bapt...	6	...	...	...	...	...	...	100	...	100	*a*70	10–12	8,000	4th Thursday in June.
229	Meth ..	7	14	...	...	...	...	109	95	28	123	*a*50	7–10	200	1st Wednesday in August.
230	.....	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	
231	Pres ...	7	...	22	36	16	32	6	112	...	112	*a*45	14	3,000	Last Thursday in June.
232	Luth ..	5	70	6	6	...	2	...	84	...	84	*a*20–40	8–10	1,200	Last Thursday in May.
233	M. E. S.	6	22	34	21	18	16	54	165	...	165	*a*65	10–13	.....	3d Thursday in June.
234	Univ....	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	
235	State ..	5	67	9	6	5	5	29	121	...	121	10	.....	5,000	Last Friday in June.
236	M. E...	11	20	5	3	3	6	169	116	90	206	*a*21	.....	1,000	Second Thursday in June.
237	M. E...	5	...	...	...	...	...	...	74	19	93	4–9	.....	600	Second Thursday in June.
238	R. C ...	17	188	34	21	17	9	...	269	...	269	*a*60	.....	12,000	Last Wednesday in June.
239	R. C ...	16	...	...	...	...	...	...	80	...	80	.....	16	10,000	June 24.
240	Meth ..	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	
241	Luth....	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	
242	P. E ...	12	47	13	13	9	10	...	92	...	92	*a*42	12–16	18,320	Last Thursday in June.
243	Bapt...	8	49	22	14	13	7	97	202	...	202	*a*34	12	10,500	Last Thursday in June.
244	.....	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	
245	.....	11	42	16	17	20	14	...	109	...	109	*a*30	10–16	10,000	Last Wednesday in June.
246	R. C ...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	
247	C. & P.	9	92	35	26	13	17	...	183	...	183	*a*38	10–16	23,350	Wednesday before July 4.
248	M. E...	19	30	172	93	40	54	275	418	246	664	13	*a*108	3,400	Last Thursday in July.

TABLE IX.—STATISTICS OF COLLEGES AND COLLEGIATE

Number.	Name.	Location.	Date of organization.	President.
249	Franklin College	New Athens, Ohio	1822	A. F. Ross, LL. D
250	Muskingum College	New Concord, Ohio	1837	Rev. D. Paul, A. M
251	Oberlin College	Oberlin, Ohio	1834	Rev. J. H. Fairchild, D. D
252	Miami University	Oxford, Ohio	1809	Rev. A. D. Hepburn
253	Richmond College	Richmond, Ohio	1835	L. W. Ong, A. M
254	Wittenberg College	Springfield, Ohio	1844	Rev. S. Sprecher, D. D
255	Heidelberg College	Tiffin, Ohio	1850	Rev. G. W. Willard, D. D
256	Urbana University	Urbana, Ohio	1852	Rev. F. Sewall, A. M
257	Otterbein University	Westerville, Ohio	1857	Rev. L. Davis, D. D
258	Willoughby College	Willoughby, Ohio	1855	L. O. Lee
259	University of Wooster	Wooster, Ohio	1870	Rev. W. Lord, D. D
260	Antioch College	Yellow Springs, Ohio	1854	G. W. Hosmer, D. D
261	Wilberforce University	Near Xenia, Ohio	1863	Rt. Rev. D. A. Payne, D. D
262	Xenia College	Xenia, Ohio	1850	Wm. Smith, A. M
263	Ohio Wesleyan University	Delaware, Ohio	1842	Rev. F. Merrick, D. D
264	New Market College	Scio P. O., Ohio	1859	A. D. Lee, A. M
265	Ohio Central College	Iberia, Ohio	1854	E. F. Reed
266	Hiram College	Hiram, Ohio	1867	B. A. Hinsdale, A. M
268	Pacific University	Forest Grove, Oreg	1859	Rev. S. H. Marsh, D. D
269	Oregon College	Oregon City, Oreg	1850	G. C. Chandler, D. D
270	Willamette University	Salem, Oreg	1853	T. M. Gatch, A. M
271	Holy Angels College	Vancouver, Oreg	----	
272	Philomath College	Philomath, Oreg	----	Prof. Biddle
273	Avery College	Allegheny City, Pa	----	
274	Muhlenberg College	Allentown, Pa	1867	Rev. F. A. Muhlenberg, D. D
275	Andalusia College	Andalusia, Pa	1861	Rev. H. T. Wells, LL. D
276	Lebanon Valley College	Annville, Pa	1866	L. H. Hammond, A. M
277	Moravian College	Bethlehem, Pa	1807	Rt. Rev. E. de Schweinitz, D. D
278	Dickinson College	Carlisle, Pa	1783	Rev. R. L. Dashiell, D. D
279	Augustinian College of Villanova.	Delaware County, Pa	1848	Very Rev. P. A. Stanton, O. S. A
280	Lafayette College	Easton, Pa	1826	Rev. W. C. Cattell, D. D
281	Pennsylvania College	Gettysburgh, Pa	1832	M. Valentine, D. D
282	Franklin and Marshall College	Lancaster, Pa	1853	Rev. J. W. Nevin, D. D
283	Lewisburgh University	Lewisburgh, Pa	1847	Rev. J. R. Loomis, LL. D
284	St. Francis College	Loretto, Pa	1850	Rev. A. J. Brownam
285	Allegheny College	Meadville, Pa	1815	Rev. G. Loomis, D. D
286	Mercersburgh College	Mercersburgh, Pa	1865	Rev. E. E. Higby, D. D
287	Palatinate College	Myerstown, Pa	----	Rev. H. R. Nicks, A. M
288	Westminster College	New Wilmington, Pa	1852	R. A. Brown, D. D
289	Lincoln University	Oxford, Pa	1854	Rev. I. N. Rendall, D. D
290	Maimonides College	Philadelphia, Pa	----	
291	Department of Arts, University of Pennsylvania.	do	1755	C. J. Stillé, LL. D
292	La Salle College	do	1862	Brother Oliver
293	St. Joseph's College	do	1852	Rev. P. A. Jordan, S. J
294	Western University	Pittsburgh, Pa	1819	G. Woods, LL. D
295	Lehigh University	South Bethlehem, Pa	1866	H. Coppee, LL. D
296	Swarthmore College	Swarthmore, Pa	1869	E. H. McGill
297	Washington and Jefferson College.	Washington, Pa	1802	Rev. G. P. Hays, D. D
298	Waynesburgh College	Waynesburgh, Pa	1850	A. B. Miller, D. D
299	Haverford College	West Haverford, Pa	1833	S. J. Gummere, A. M
300	St. Vincent's College	Westmoreland County, Pa	1846	Rev. A. Heimler, O. S. B
301	Ursinus College	Freeland, Pa	1869	J. H. A. Bomberger, D. D
302	Brown University	Providence, R. I	1764	Rev. A. Caswell, D. D., LL. D
303	College of Charleston	Charleston, S. C	1787	N. R. Middleton
304	University of South Carolina	Columbia, S. C	1801	Hon. R. W. Barnwell, LL. D
305	Furman University	Greenville, S. C	1851	J. C. Furman, D. D
306	Claflin University	Orangeburgh, S. C	1869	A. Webster, D. D
307	Wofford College	Spartanburgh C. H., S. C	1851	Rev. A. M. Shipp, A. M., D. D
308	Newberry College	Walhalla, S. C	1859	Rev. J. P. Smeltzer, A. M
309	East Tennessee Wesleyan University.	Athens, Tenn	1867	Rev. N. E. Cobleigh, D. D
310	King College	Bristol, Tenn	1869	Rev. J. D. Tadlock

DEPARTMENTS IN THE UNITED STATES, &c.—Continued.

Number.	Denomination.	Number of instructors.	Students.									Cost of—		Number of volumes in library.	Time of commencement.
			Preparatory department.	Freshmen.	Sophomores.	Juniors.	Seniors.	Other schools not professional.	Males.	Females.	Total.	Tuition per term.	Board per month.		
249	U. P	6							58	13	71	*a*$30	$12–16		Last Thursday in June.
250															
251	Cong	26	678	61	36	30	40	328	656	517	1173	3	10	10,000	First Wednesday in Aug.
252	State	8	45	17	18	17	19	23	139		139	*a*45	18–20	9,000	Last Thursday in June.
253		4	26	31	14	7	4	25	55	52	107	10	12		Third Wednesday in June.
254	Luth	7	90	24	19	19	17	8	177		177	*a*30	10	6,000	Last Thursday in June.
255	Ref	9	120	18	18	5	16		147	30	177	*a*26	10	4,800	June 21.
256	N. Ch														
257	U. B	7	20	14	10	12	10	70	87	49	136	*a*10	12		1st Wednesd'y after May 26.
258		8	27	33	18	11	4	18	49	62	111	8	12–16	3,000	June 22.
259	Pres	9									72	15	16	2,500	Last Wednesday in June.
260	Unit	10	65	12	6	4	3	125	116	99	215	*a*38	*a*133	4,700	Last Wednesday in June.
261	A.M.E	8	88	2		4	4	2	62	38	100	5–7	6–12	3,500	June 21.
262	Meth	7	27					149	39	137	176	12	16	350	June 19.
263	M. E	9	74	64	46	37	45	151	417		417	*a*54	14–18	13,036	Last Thursday in June.
264			20	100	21	14			105	50	155	15	16	500	June 14.
265	U. P	4							63	29	92	*b*130–200		500	June 22.
266	Chr	10							125	44	169	*b*200–300		2,000	June 22.
268		7	33	4	2	2		57	64	34	98	*a*33	*a*180	5,000	First Wednesday in June.
269	Bapt														
270	M. E	13	188	9	10	1	3	45	129	127	256	15	16–2	650	Third Thursday in June.
271															
272											70				
273															
274	Luth	9	16	18	18	13	14	63	142		142	*a*45	*a*150	2,800	Last Thursday in June.
275	P. E	11	55		13	5	4		77		77	*b*300		400	About the last of June.
276	U. B	7	20	6	5	5		81	93	24	117	*a*47	16		Last Thursday but one in June.
277	Mor														
278	M. E	8		26	31	20	18	30	125		125	*a*40	10–16	25,563	Last Thursday in June.
279	R. C	15							110		110	*b*250		4,000	Last Wednesday in June.
280	Pres	25		83	67	32	38	11	231		231	15	20–24	8,000	3d Wednesday in June.
281	Luth	11	63	34	26	31	23		177		177	13	*a*137	17,800	Last Thursday in June.
282	G. R	7	59	17	16	28	14		124	10	134	13	14–18	8,000	Last Thursday in June.
283	Bapt	6	36	29	15	16	20	40	156		156	*a*36	12–16	5,000	Last Tuesday in June.
284	R. C														
285	M. E	6	25	21	15	11	20		85	7	192		16	12,000	June 20.
286	G. R	6	63	19	10	8	2	8	96	14	210	*b*200			2d Wednesday in June.
287	G. R	6							233	50	283	*a*32	*a*154	600	2d Thursday in June.
288	U. P	6	52	35	32	16	31	64	166	64	130	*a*25	8–16	1,500	Last Thursday in June.
289	Pres	18	71	34	22	18	15		158		158	10	10	28,000	3d Wednesday in June.
290															
291	State	36		31	30	38	26	62	187		187				
292	R. C	15							212		212	*a*60–80		3,000	End of June.
293	R. C	8							340		340		10–15	7,500	1st Monday in July.
294		16		11	27	17	9	153	217		217	18–25	16–24	2,600	Last Tuesday in June.
295	P. E	15	48	38	13	9	8		116		116	Free	20	2,000	Last Thursday in June.
296	Fr		173	30	18	7			134	94	228	*b*350			Last Wednesday in June.
297	Pres	10	39	30	14	16	19		118		118	8	9–16		Wednesday before July 3.
298	C. P	10									275	*a*12	12–14		2d Thursday in September.
299	Fr	5		8	10	20	13		51		51			7,857	July 12.
300	R. C	22	23					204	227		227	10	16	6,000	Last Wednesday in June.
301	Ref	6	98	13	3	6			120		120	*a*48	15		Last Thursday in June.
302	Bapt	13		56	78	41	50		225		225	*a*75	13–32	38,000	Last Wednesday in June.
303		5							50		50	*a*40		8,000	Last Tuesday in March.
304	State	14							70		70	*a*45	14	27,000	Last Monday in June
305	Bapt	4							50		50				
306	M. E	6							73	30	103			200	
307	M. E. S.	7	42	22	24	22	15	11	136		136	32	15	2,000	Last Wednesday in June.
308	Luth	4	79	2	3	2			86		86	*a*45	12		Last Thursday in June.
309	M. E	9	35	14	11	5	5	73	100	43	143	*a*46	12	300	2d Wednesday in June.
310		6							162		162	20	14		Last Wednesday but one in May.

TABLE IX.—STATISTICS OF COLLEGES AND COLLEGIATE

Number.	Name.	Location.	Date of organization.	President.
312	Greenville and Tusculum College.	Greenville, Tenn	1869	Rev. W. S. Doak, A. M
313	West Tennessee University	Jaekson, Tenn	....	Rev. E. L. Patton, A. M
314	Jonesborough College	Jonesborough, Tenn	1865	H. Presnell, A. M
315	East Tennessee University	Knoxville, Tenn	1807	Rev. T. W. Humes, S. T. D
316	Presbyterian Synodieal College	Lagrange, Tenn	1856	
317	Cumberland University	Lebanon, Tenn	1842	B. W. McDonnald, D. D., LL. D.
318	Lookout Mountain Educational Institution.	Lookout Mountain, Ten	1866	Rev. C. F. P. Baneroft, A. M
319	Hiawassee College	Madisonville, Tenn	....	J. B. Greiner, A. M
320	Maryville College	Maryville, Tenn	1819	Rev. P. M. Bartlett, A. M
321	Union University	Murfreesborough, Tenn	1848	G. W. Jarman, A. M
322	Central Tennessee College	Nashville, Tenn	1866	Rev. J. Braden, A. M
323	College of Arts, University of Nashville.	do	1806	E. K. Smith
324	Fisk University	do	1867	A. K. Spenee, A. M
325	Franklin College	Near Nashville, Tenn	1844	A. J. Fanning
326	University of the South	Sewanee, Tenn	1868	Gen. Gorgas
327	St. Joseph's College	Brownsville, Texas	....	
328	Colorado College	Columbus, Texas	1857	Rev. J. J. Scherer, A. M
329	University of St. Mary	Galveston, Texas	1856	Brother Bonifaee, S. S. C
330	Aranama College	Goliad, Texas	1852	J. E. C. Doremus, D. D
331	Henderson College	Henderson, Texas	1871	G. H. Gould
332	Baylor University	Independenee, Texas	1845	W. C. Crane, D. D
333	St. Mary's College	San Antonio, Texas	....	
334	Waeo University	Waeo, Texas	1861	Rev. R. C. Burleson, D. D
335	University of Vermont	Burlington, Vt	....	M. H. Buckham
336	Middlebury College	Middlebury, Vt	1797	Rev. H. D. Kitchel, D. D
337	Norwieh University	Northfield, Vt	1834	Rev. R. S. Howard, D. D
338	Randolph Maeon College	Ashland, Va	1831	Rev. J. A. Duncan, A. M., D. D.
339	University of Virginia	Univ. of Va. P. O	1825	C. S. Venable, LL. D
340	Emory and Henry College	Emory, Va	1838	Rev. E. E. Wiley, D. D
341	Washington and Lee University.	Lexington, Va	1782	Gen. G. W. C. Lee
342	Hampden Sidney College	Prince Edward County, Va.	1776	B. Puryear, A. M
343	Richmond College	Richmond, Va	1844	B. Puryear, A. M
344	Roanoke College	Salem, Va	1853	Rev. D. F. Bittle, D. D
345	College of William and Mary	Williamsburgh, Va	1693	B. S. Ewell
346	Virginia Military Institute	Lexington, Va	1839	Gen. F. H. Smith
347	St. John's College	Norfolk, Va	....	
348	Bethany College	Bethany, W. Va	1841	W. K. Pendleton
350	West Virginia University	Morgantown, W. Va	1868	Rev. A. Martin, D. D
351	St. Vineent's College	Wheeling, W. Va	1863	Rev. A. Louage
352	West Virginia College	Flemington, W. Va	....	Rev. W. Colegrove, A. M
353	Lawrenee University	Appleton, Wis	1847	Rev. G. M. Steele, D. D
354	Wayland University	Beaver Dam, Wis	1854	A. S. Hutchens
355	Beloit College	Beloit, Wis	1847	Rev. A. L. Chapin, D. D
356	Galesville University	Galesville, Wis	1859	Rev. H. Gilliland, A. M
357	Janesville College	Janesville, Wis	....	A. L. Reed
358	University of Wiseonsin	Madison, Wis	1848	J. H. Twombly, D. D
359	Pio Nono College	St. Franeis, Wis	1871	Rev. J. Salzmann, D. D
360	Milton College	Milton, Wis	1844	Rev. W. C. Whitford, A. M
361	Raeine College	Raeine, Wis	1852	Rev. J. De Koven, D. D
362	Ripon College	Ripon, Wis	1863	Rev. W. E. Merriman, A. M
363	St. John's College	Prairie du Chien, Wis	1865	Brother Benedict
364	Northwestern University	Watertown, Wis	1864	Rev. A. F. Ernest, A. M
365	Carroll College	Waukesha, Wis	1846	Rev. W. D. F. Lummis A. M
366	Georgetown College	Georgetown, D. C	1792	Rev. J. Early, S. J
367	Columbian College	Washington, D. C	1822	J. C. Welling, LL. D
368	Gonzaga College	do	1848	Rev. J. Clark
369	Howard University	do	1867	Gen. O. O. Howard, LL. D
370	Santa Fé University	Santa Fé, N. M	1870	Rev. D. F. MeFarland
371	University of Deseret	Salt Lake City, Utah Ter	1868	J. R. Park, M. D
372	Washington University	Seattle, Wash. Ter	1861	J. H. Hall

DEPARTMENTS IN THE UNITED STATES, &c.—Continued.

Number.	Denomination.	Number of instructors.	Students.									Cost of—		Number of volumes in library.	Time of commencement.
			Preparatory department.	Freshmen.	Sophomores.	Juniors.	Seniors.	Other schools not professional.	Males.	Females.	Total.	Tuition per term.	Board per month.		
312	Pres	5	...	...	...	...	...	....	65	...	65	.....	.....	.....	
313	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
314	M. E	3	...	...	...	...	...	....	5	60	65	.....	.....	.....	
315	.....	12	113	26	15	9	4	....	167	...	167	*a*$36	$8	1,000	3d Wednesday in June.
316	Pres	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
317	C. P	9	100	33	29	25	22	....	30	239	...	239	*a*60–70	14–20	.....	2d Thursday in June.
318	.....	6	44	6	2	...	...	....	53	79	26	105	*b*200	.....	.....	3d Tuesday in June.
319	Luth	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
320	Pres	6	24	8	...	4	5	59	71	29	100	*a*20	8–12	2,000	Last Thursday in May.
321	Bapt	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
322	M. E	6	9	...	...	...	...	....	211	115	105	220	*a*9	10–12	450	May 17.
323	State	10	...	15	10	5	2	239	271	...	271	*b*150–175	.....	10,000	2d Tuesday in June.
324	Cong	7	...	...	...	...	...	....	524	...	524	.....	.....	.....	
325	Chr	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
326	P. E	8	...	...	...	...	...	....	180	...	180	.....	.....	.....	
327	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
328	Luth	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
329	R. C	9	78	...	...	...	...	84	162	...	162	3–6	*c*30	500	Last Thursday in June.
330	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
331	.....	7	...	...	...	...	...	....	173	142	315	*a*130	.....	.....	September 4.
332	Bapt	6	...	...	...	...	...	....	113	...	113	*a*30–60	12–50	2,500	2d Wednesday in June.
333	.....	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
334	Bapt	11	...	...	...	...	9	236	140	105	245	15–25	12–15	.....	Last Week in June.
335	State	15	...	11	7	14	13	24	69	...	69	*a*45	14–16	15,000	1st Thursday in August.
336	Cong	7	...	14	10	18	16	....	58	...	58	*a*45	*a*142	11,000	Thursday following 2d Wednesday in August.
337	P. E	10	...	12	24	30	8	....	74	...	74	*b*350	.....	4,000	2d Thursday in July.
338	M. E. S	7	...	...	...	...	...	....	142	...	142	*a*40–75	10–18	10,000	Last Thursday in June.
339	State	19	...	...	...	...	...	....	317	...	317	70	16–20	37,000	Thursday before July 4.
340	M. E. S	5	88	27	25	25	15	....	180	...	180	*a*60	13	13,580	1st Wednesday in June.
341	.....	22	...	...	...	...	...	....	305	...	305	*a*60	16	6,000	4th Thursday in June.
342	Pres	5	...	18	16	21	10	16	81	...	81	*a*50	*a*160	3,500	2d Thursday in June.
343	Bapt	11	...	...	...	...	...	....	144	...	144	*a*70	10	.....	July 1.
344	Luth	11	69	11	14	16	7	34	151	...	151	*a*50	*a*140–205	6,600	3d Wednesday in June.
345	P. E	12	...	...	...	...	...	....	76	...	76	50	16	5,000	3d Monday in June.
346	State	...	...	...	...	...	...	386	386	...	386	Free	15	.....	July 4.
347	R. C	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
348	Chr	9	...	22	16	11	15	43	107	...	107	*a*30	20	.....	3d Thursday in June.
350	State	13	99	25	8	12	2	....	146	...	...	5–8	16	1,500	3d Wednesday in June.
351	R. C	12	...	...	...	...	...	....	120	...	120	*a*30	*a*200	3,500	1st Monday in September.
352	.....	10	...	...	...	...	...	....	48	28	76	6–8	12	.....	July 12.
353	M. E	9	57	29	24	11	13	138	185	87	272	5–7	8–11	6,000	Last Thursday in June.
354	Bapt	5	...	...	...	...	...	....	...	...	...	*a*25	.....	.....	
355	Cong	9	133	14	20	14	11	5	197	...	197	*a*36	*a*80–160	7,200	2d Wednesday in July.
356	M. E	5	...	...	...	...	...	....	62	44	106	*a*21–30	.....	4,500	
357	.....	3	...	...	...	...	...	....	161	22	183	.....	.....	.....	
358	State	27	131	7	5	10	6	303	338	124	462	6	12	5,000	Wednesday preceding last Tuesday in June.
359	R. C	5	...	...	...	...	...	....	20	...	20	*a*160	.....	7,200	July 1.
360	Bapt	7	163	32	26	10	6	....	141	96	237	8–11	13	1,310	Last Wednesday in June.
361	P. E	16	131	13	21	4	7	9	185	...	185	*b*400	.....	.....	2d Wednesday in July.
362	.....	12	54	6	5	5	7	244	174	147	321	8	10	1,500	Last Wednesday in June.
363	R. C	15	...	...	...	...	...	....	130	...	130	.....	.....	.....	
364	Luth	7	...	...	...	...	...	....	128	4	132	10	*a*120–150	1,500	July 4.
365	Pres	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
366	R. C	16	139	36	15	11	11	....	212	...	212	*b*325	.....	33,000	Last Thursday in June.
367	Bapt	9	70	13	8	8	10	....	109	...	109	*a*60	16	8,000	Last Wednesday in June.
368	R. C	8	...	...	...	...	...	....	143	...	143	*a*44	.....	400	1st Monday in July.
369	Cong	...	...	...	...	...	...	....	...	...	...	.....	.....	.....	
370	Pres	4	...	...	...	...	...	....	34	17	51	40–60	*a*225	40	September 11.
371	L. D. S	13	...	...	...	...	...	....	286	294	580	*a*60	20–32	.....	June 14.
372	.....	5	...	...	...	...	...	....	110	88	198	14	14	400	

TABLE IX.—SUPPLEMENT.—STATISTICS OF INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF FEMALES EXCLUSIVELY, NOT COMPREHENDED IN THE TABLE OF ACADEMIES, &c., IN THIS REPORT.

Number.	Name.	Location.	Date of organization.	President.	Denomination.	Number of instructors.	Number of students.	Cost of tuition per term.	Cost of board per month.	Number of volumes in library.
1	Florence Synodical Female College	Florence, Ala	1846	Rev. W. H. Mitchell, D. D	Pres	.....	91	*a*$60	*a*$200	.....
2	Huntsville Female College	Huntsville, Ala	.....	Rev. J. G. Wilson, D. D	M. E	7	14	*b*250	.....	.....
3	Marion Female Seminary	Marion, Ala	1836	J. K. Thompson	.....	9	138	*a*50	*a*180	1,000
4	Judson Female Seminary	do	1838	Rev. A. J. Battle	Bapt	13	165	85	*a*200	2,000
5	Tuskaloosa Female College	Tuskaloosa, Ala	.....	Rev. B. F. Larrabee, A. M	.....	9	50	*b*260	.....	.....
6	East Alabama Female College	Tuskegee, Ala	.....	R. H. Rawlings, M. A	.....	10	72	*a*70	*a*220	.....
7	Tuskegee Female College	do	1855	Rev. G. W. F. Price, M. A	M. E. S	10	137	*a*90	.....	500
8	Young Ladies' Seminary	Benicia, Cal	1852	C. H. Pope	Cong	8	45	*b*320	.....	.....
9	Female College of the Pacific	Oakland, Cal	1864	E. B. Walsworth, D. D	.....	14	125	*a*320	.....	3,000
10	College of Notre Dame	San José, Cal	1855	Marie Cornelie	R. C	24	550	*b*250	.....	2,000
11	Grove Hall Young Ladies' School	New Haven, Conn	1820	Prof. O. P. Hubbard	Cong	10	75	*b*475	.....	1,500
12	Young Ladies' High School	New London, Conn	1855	Miss Marion A. Greene	.....	6	71	Free	.....	50
13	Stanford Collegiate Institute for Ladies	Stanford, Conn	1861	R. C. Flack, A. M	.....	6	12	*b*325	.....	200
14	Young Ladies' Institute	Windsor, Conn	1867	Miss Julia S. Williams	P. E	5	40	*a*75	*a*300	.....
15	Wesleyan Female College	Wimington, Del	1837	Rev. John Wilson, A. M	M. E	9	120	*a*30–80	*a*200	3,500
16	North Georgia Female College	Atlanta, Ga	1871	A. J. Haile, A. M	.....	2	.....	*a*36–72	*a*180	.....
17	Southern Masonic Female College	Covington, Ga	.....	Rev. J. N. Bradshaw	Mas	7	.....	*a*25–35	20	.....
18	Griffin Female College	Griffin, Ga	1849	A. B. Niles, A. M	.....	8	127	*a*30–50	20	.....
19	Hamilton Female College	Hamilton, Ga	.....	J. H. Lovelace	.....	.....	.....	*a*20–50	15	.....
20	Southern Female College	La Grange, Ga	1842	J. F. Cox, A. M	.....	11	124	*a*40–60	*a*172	.....
21	Lumpkin Masonic Female College	Lumpkin, Ga	.....	Rev. D. S. T. Douglas, A. M	Mas	5	86	*a*25–45	15–18	.....
22	Wesleyan Female College	Macon, Ga	.....	Rev. J. M. Bonnell, D. D	.....	11	246	*a*90	*a*225	.....
23	Montpelier Institute for Young Ladies	Near Macon, Ga	1841	Rev. J. T. Pryse, M. A	P. E	5	100	*b*260	.....	1,000
24	Georgia Female College	Madison, Ga	1849	Rev. G. Y. Browne	.....	.....	100	*a*50–60	*a*160	.....
25	Marietta Female College	Marietta, Ga	1868	Rev. W. A. Rogers, A. M	.....	5	60	*a*60	*a*150	500
26	Le Vert College	Talbotton, Ga	1856	Rev. H. D. Moore	M. E	5	78	*a*50	*a*150	.....
27	West Point Female College	West Point, Ga	1863	A. P. Mooty, A. M	.....	6	129	*a*32–60	15	.....
28	Cuthbert Female College	Cuthbert, Ga	1851	Dr. A. L. Hamilton	Bapt	5	60	*a*20–60	18	.....
29	La Grange Female College	La Grange, Ga	.....	Rev. M. Calloway	.....	.....	.....	.....	.....	.....
30	Forsyth Female College	Forsyth, Ga	.....	.....	.....	.....	.....	.....	.....	.....
31	Perry Female College	Perry, Ga	.....	.....	.....	.....	.....	.....	.....	.....
32	Masonic Female College	Americus, Ga	.....	.....	.....	.....	.....	.....	.....	.....
33	Major Female College	Bloomington, Ill	.....	.....	.....	.....	.....	.....	.....	.....
34	Northwestern Female College	Evanston, Ill	1855	Rev. W. P. Jones, A. M	M. E	5	61	*a*74	18	500
35	Almira College	Greenville, Ill	1856	Rev. J. B. White, A. M	.....	13	119	.....	.....	.....
						8	115	*b*174	.....	.....

36	Ulinois Female College	Jacksonville, Ill.		W. H. De Motte, A. M		11	129	*b*230		
37	Young Ladies' Seminary	Lake Forest, Ill.	1869	E. P. Weston, A. M		13	124	*a*80		
38	Mount Carroll Seminary	Mount Carroll, Ill.	1852	Mrs. F. A. W. Shimer	Bapt.	13	180	*b*180		3,000
39	Quiney Female Seminary	Quiney, Ill.	1866	Miss M. E. Chapin		7	150	*a*84		500
40	Rockford Female Seminary	Rockford, Ill.				15	221	*a*32	12	2,000
41	Moravian Seminary for Young Ladies	Hope, Ind	1866	Rev. F. R. Holland	Mor	10	60	*b*180		250
42	De Pauw College	New Albany, Ind	1852	Rev. E. Rowley, D. D	M. E.	6				
43	Episcopal Female Seminary	Topeka, Kans	1861	Rev. J. N. Lee, A. M	P. E	9	115	*b*300		
44	The Daughters' College	Greenville Springs, Ky	1856	J. A. Williams		8		*b*300		
45	Lebanon Baptist Female College	Lebanon, Ky	1869	Rev. V. E. Kirtley	U. B	4	65	*a*40–50	14	2,500
46	St. Catharine's Academy	Lexington, Ky	1830		R. C	9	100	*a*45	*a*145	300
47	Hocker Female College	do	1869	R. Graham, A. M		10	172	*a*60	*a*250	
48	Baltimore Female College	Baltimore, Md	1849	N. C. Brooks, LL. D	M. E.	13	175	60	*a*200	3,500
49	Burkittsville Female Seminary	Burkittsville, Md	1867	Rev. W. C. Wire, A. M	Luth.	5	60	*b*200		
50	Frederick Female Seminary	Frederick, Md	1840	Rev. T. M. Cann, A. M		9	85	*a*90–110	*a*200	1,000
51	Fulford Female Seminary	Sandy Spring P. O., Md	1864	J. S. Hallowell					*b*250	
52	Abbott Female Academy	Andover, Mass	1827	P. McKeen		11	126	*a*66	*a*240	1,248
53	Bradford Academy	Bradford, Mass	1804	A. H. Johnson	Cong.	19	175	*a*250	*a*69	1,725
54	Young Ladies' Institute	Pittsfield, Mass		Rev. C. V. Spear, A. M		12	140	*b*300		
55	Mount Holyoke Female Seminary	South Hadley, Mass		Miss H. M. French		24	276	*b*150		
56	Michigan Female College	Lansing, Mich	1859	A. C. Rogers						
57	Young Ladies' Seminary and Collegiate Institute	Monroe, Mich.	1850	E. I. Boyd, A. M		8	107	*a*212	*a*60	400
58	St. Mary's Hall	Faribault, Minn	1866	Miss S. P. Darlington	P. E	10	55	*b*350		600
59	Central Female Institute	Clinton, Miss	1853	Rev. W. Hillman, M. A		8	123	*a*50	17	
60	Columbus Female Institute	Columbus, Miss	1847	Rev. J. F. Tarrant, A. M		10	147	*a*60	*a*180	
61	Chickasaw Female College	Pontotoe, Miss	1852	Rev. J. D. West	Pres	7	55	*a*70	15	1,500
62	Meridian Female College	Meridian, Miss	1865	Eld. J. B. Hamberlin, A. M		6	144	*a*20–50	20	
63	Sharon Female College	Sharon, Miss	1837	Rev. W. L. C. Hunnicutt						
64	Liberty Female College	Liberty, Mo	1855	A. Matchet		4	70			
65	Lindenwood Female College	St. Charles, Mo		Rev. J. H. Nixon	Pres	11		*a*30–62	*a*200	
66	Academy of the Visitation	St. Louis, Mo	1856		R. C	20	200	*a*30–80	*a*300	3,000
67	Stephens College (?)	————, Mo								
68	Adams Female Seminary	East Derry, N. H	1823	Miss E. L. Laylor	Cong	4	100	*a*33	16	500
69	Tilden Ladies' Seminary	West Lebanon, N. H	1869	H. Orcutt, A. M	Cong	12	100	*b*225–300		200
70	Bordentown College	Bordentown, N. J	1853	Rev. J. H. Brakeley, A. M						
71	Glenwood Collegiate Institute	Matawan, N. J	1855	A. B. Dayton, M. D	Pres					
72	Packer's Collegiate Institute	Brooklyn, N. Y		A. Crittenden		34	792	*b*475		
73	Ontario Female Seminary	Canandaigua, N. Y	1825	B. Richards, A. M		9	135	*b*280		935
74	Claverack College	Claverack, N. Y	1854	Rev. A. Flack, A. M		22	109	*b*300		1,200
75	Elmira Female College	Elmira, N. Y	1855	A. W. Cowles, D. D	Pres					
76	Ingham University	Le Roy, N. Y	1835	Rev. S. D. Burchard, D. D		15	179	*b*230		3,000
77	St. Joseph's Academy	Lockport, N. Y	1866	Sister Emilie	R. C	9	150		*a*200	300
78	Jane Grey School for Young Ladies	Mount Morris, N. Y	1868	Rev. L. Van Bokkelen, D. D	P. E	4	40	*b*300		300
79	Rutgers Female College	New York City, N. Y	1838	George W. Samson, D. D	Bapt.					
80	Rockland Female Institute	Nyack on the Hudson, N. Y.	1855	Rev. L. D. Mansfield		9	100	*b*420		400
81	Vassar College	Poughkeepsie, N. Y	1865	J. H. Raymond, LL. D	Bapt.	33	381	*b*400		
82	Wells College	Aurora, N. Y	1870	Rev. S. I. Prime, D. D	Pres	11		*b*450		
83	Davenport Female College	Lenoir, N. C	1856	Rev. S. Lander, A. M						
84	Murfreesborough Female College	Murfreesborough, N. C		Rev. ——— Blackwell	M. E					
85	Chowan Baptist Female Institute	do	1848	A. McDowell	Bapt.	8	98	*a*50	*a*108	500
86	St. John's Female College	Oxford, N. C		Rev. C. B. Riddick	M. E					

TABLE IX—SUPPLEMENT.—STATISTICS OF INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF FEMALES, &c.—Continued.

Number.	Name.	Location.	Date of organization.	President.	Denomination.	Number of instructors.	Number of students.	Cost of tuition per term.	Cost of board per month.	Number of volumes in library.
87	Raleigh Female Seminary	Raleigh, N. C	.....	E. P. Hobgood, A. M	.....	7	.....	a$40-60	a$160	.....
88	St. Mary's Female College	....do	.....	A. Smeedes, D. D	P. E	.....	.....	.....	.....	.....
89	Salem Female Academy	Salem, N. C	1866	Rev. M. E. Grunert	Mor	31	247	*a*40	*a*200	3, 500
90	Concord Female College	Statesville, N. C	1854	Rev. E. F. Roekwell, A. M	.....	.....	.....	.....	.....	.....
91	Wilson Collegiate Seminary	Wilson, N. C	1867	Rev. W. Hooper, LL. D	.....	7	79	*a*40-60	*a*170	.....
92	Young Ladies' Literary Institute	Cincinnati, Ohio	.....	.....	.....	.....	.....	*a*16-60	.....	.....
93	Cincinnati Young Ladies' Seminary	....do	1851	G. M. Maxwell, D. D	Pres	10	175	*b*300	.....	5, 000
94	Cincinnati Wesleyan College	....do	1842	Rev. L. H. Bugbee, D. D	M. E	17	200	*a*80	*a*230	.....
95	Mount Auburn Young Ladies' Institute	....do	1856	Mrs. C. H. Smith	.....	14	140	*b*400	.....	1, 250
96	Cleveland Female Seminary	Cleveland, Ohio	1853	S. N. Sanford, A. M	P. E	13	100	*a*88	*a*300	1, 000
97	Ohio Female College	College Hill, Ohio	1848	A. E. Sloan, A. M	.....	13	130	*b*250-350	.....	1, 000
98	Cooper Seminary	Dayton, Ohio	.....	Mrs. B. G. Galloway	.....	9	.....	*b*250	.....	.....
99	Ohio Wesleyan Female College	Delaware, Ohio	1863	Rev. P. S. Donelson, D. D	M. E	10	210	.....	13	.....
100	Glendale Female College	Glendale, Ohio	1854	Rev. L. D. Potter, A. M	Pres	12	122	*b*250	.....	2, 200
101	Granville Female College	Granville, Ohio	1834	Rev. W. P. Kerr, A. M	Pres	8	120	*a*30	*a*170	.....
102	Oakland Female Seminary	Hillsborough, Ohio	1843	Rev. J. McD. Mathews, D. D	M. E	4	.....	.....	.....	800
103	Hillsborough Female College	....do	1855	Rev. D. Copeland, A. M	M. E	6	75	*a*36-48	*a*160	300
104	Oxford Female College	Oxford, Ohio	1854	Rev. R. D. Morris, D. D	Pres	11	117	*b*250	.....	.....
105	St. Helen's Hall	Portland, Oreg	.....	.....	.....	.....	179	*a*36-50	24	.....
106	Allentown Female College	Allentown, Pa	1867	Rev. W. R. Hofford, A. M	G. R	7	94	*b*250	.....	.....
107	Moravian Seminary for Young Ladies	Bethlehem, Pa	1863	Rev. F. Wolle	Mor	30	240	*a*60	*a*235	4, 000
108	Wilson College	Chambersburgh, Pa	.....	Rev. J. W. Wightman	Pres	9	81	*b*300	.....	.....
109	University Female Institute	Lewisburgh, Pa	1846	Miss H. E. Spratt	Bapt	8	100	*a*66	*a*148	1, 000
110	Brooke Hall Female Seminary	Media, Pa	1856	Maria L. Eastman	.....	16	72	*b*450	.....	.....
111	Oakland Female Institution	Norristown, Pa	1845	J. G. Ralston, D. D., LL. D	Pres	10	70	*b*260	.....	5, 500
112	Chestnut Street Female Seminary	Philadelphia, Pa	1850	Miss M. L. Bonney	Bapt	18	75	*a*125	*a*475	1, 000
113	Academy of Notre Dame	....do	1867	Sister Julia	R. C	13	180	*a*48-100	*a*250	.....
114	Pittsburgh Female College	Pittsburgh, Pa	1855	Rev. I. C. Pershing, D. D	M. E	20	282	*a*42-75	*a*210	500
115	Susquehanna Female College	Selinsgrove, Pa	.....	W. Noetling, A. M	Luth	4	82	*b*170	.....	.....
116	Cottage Hill College for Young Ladies	York, Pa	1868	Rev. D. Eberly, A. M	U. B	9	102	16	18	200
117	Pennsylvania Female College	Collegeville, Pa	.....	J. P. Sherman, A. M	.....	.....	.....	.....	.....	.....
118	Greenville Baptist Female College	Greenville, S. C	1854	C. H. Judson	Bapt	5	75	*a*50-90	*a*150	200
119	Tennessee Female College	Franklin, Tenn	.....	Rev. R. K. Hargrove, A. M	.....	9	141	*a*30-60	*a*180	.....
120	Jonesborough Female College	Jonesborough, Tenn	.....	H. Presnell, A. M	.....	5	150	*a*12-24	12	.....
121	Cumberland Female College	McMinnville, Tenn	1851	Prof. A. W. Burney	C. P	4	75	*b*200	.....	400

122	State Female College	Memphis, Tenn	1858	Rev. C. Collins, D. D	M. E	13	229	*a*40–50	*a*200	.....
123	W. E. Ward's Seminary	Nashville, Tenn	1868	W. E. Ward	.....	17	280	*a*80	*a*280	4,000
124	Washington Female College	Washington Co., Tenn.	1796	Rev. W. B. Rankin	Pres	.....	.....	.....	.....	.....
125	Mary Sharp College	Winchester, Tenn	1851	Z. C. Graves, LL. D	Bapt	.....	.....	.....	.....	.....
126	Lamar Female Seminary	Paris, Tex	1866	Rev. O. P. Stark	.....	5	75	10	13	300
127	Vermont Methodist Female College	Montpelier, Vt	1865	Rev. C. W. Wilder, M. A	M. E	12	167	*a*100	*a*150	800
128	Hollins Institute	Botetourt Springs, Va.	1845	C. L. Cocke, A. M	Bapt	10	97	*a*60	*a*190	400
129	Roanoke Female College	Danville, Va	1859	Rev. I. B. Loke	.....	7	80	*a*40–70	*a*150	.....
130	Southern Female College	Petersburgh, Va	.....	W. T. Davis, A. M	.....	.....	.....	*a*40–50	*a*200	.....
131	Richmond Female Institute	Richmond, Va	1853	C. H. Winston, M. A	.....	13	133	*a*45–72	*a*200	.....
132	Staunton Baptist Female Institute	Staunton, Va	1870	J. Hart, M. A	Bapt	9	31	*a*40–80	*a*210	.....
133	Parkersburgh Female Seminary	Parkersburgh, W. Va	1865	Sister M. B. McElroy	R. C	8	85	*a*35	*a*200	400
134	Wheeling Female College	Wheeling, W. Va	1865	Rev. W. H. Morton, A. M	.....	13	182	6–10	16	.....
135	Wisconsin Female College	Fox Lake, Wis	1862	Miss M. L. Crowell	Cong	6	59	*b*150	.....	.....
136	Milwaukee Female College	Milwaukee, Wis	1854	Miss Mary Mortimer	.....	13	165	*b*300	.....	.....

TABLE X.—STATISTICS OF AGRICULTURAL AND SCIENTIFIC SCHOOLS IN THE UNITED STATES.

Number.	Name.	Location.	THE NATIONAL GRANT.			President.	Number of instructors.	Number of students.	Number of volumes in library.
			Acres in scrip.	Date of acceptance.	Date of establishment.				
	COLLEGES OF AGRICULTURE AND THE MECHANIC ARTS RECEIVING THE NATIONAL GRANT OF LANDS.								
1	College of Agriculture, the Mechanic Arts, Mines and Civil Engineering of the University of California.	Oakland, California	150,000	Mar 31, 1866	Mar. 31, 1866	H. Durant, A. M	.....	.....	.....
2	Sheffield Scientific School of Yale College	New Haven, Connecticut	180,000	June 24, 1863	—— —, 1847	Noah Porter, D. D., LL. D	22	146	6,500
3	Delaware College, Departments of Science and Agriculture.	Newark, Delaware	90,000	Feb. 17, 1867	Mar. 14, 1867	Wm. H. Purnell, A. M	3	.....	.....
4	University of Georgia, Departments of Agriculture and Engineering.	Athens, Georgia	270,000	Mar. 10, 1866	.....	A. A. Lipscomb, D. D	6	26	.....
5	Illinois Industrial University	Urbana, Illinois	480,000	Jan. 25, 1867	Feb. 28, 1867	John N. Gregory, LL. D	14	277	5,000
6	Purdue College	Lafayette, Indiana	390,000	Mar. 6, 1865	.....	.....	.....	.....	.....
7	Iowa State Agricultural College	Ames, Iowa	240,000	Sept. 11, 1862	Mar. 29, 1866	A. S. Welch, A. M	10	218	.....
8	Kansas State Agricultural College	Manhattan, Kansas	90,000	Feb. 8, 1863	Feb. 16, 1863	J. Denison, D. D	10	194	3,000
9	Agricultural and Mechanical Departments, Kentucky University.	Lexington, Kentucky	330,000	Jan. 27, 1863	Feb. 22, 1865	Jas. K. Patterson	9	212	.....
10	Scientific Course of the Louisiana State University.	Baton Rouge, Louisiana	210,000	.....	.....	David F. Boyd	2	.....	.....
11	Maine State College of Agriculture and the Mechanic Arts.	Orono, Maine	210,000	Mar. 25, 1863	Feb. 25, 1865	M. C. Fernald, A. M	10	29	1,000
							8	136	.....
12	Maryland Agricultural College	Hyattsville, Maryland	210,000	Jan. 24, 1864	.....	S. Regester, D. D	.....	.....	.....
13	Massachusetts Agricultural College	Amherst, Massachusetts	360,000	.....	April 29, 1863	W. S. Clark, Ph. D	24	147	.....
14	Michigan Agricultural College	Lansing, Michigan	240,000	Feb. 25, 1863	Mar. 18, 1863	F. E. Abbott, M. A	7	142	.....
15	College of Agriculture and Mechanic Arts, of the University of Minnesota.	St. Anthony, Minnesota	120,000	Mar. 2, 1865	.....	Wm. W. Folwell, M. A	3	.....	.....
16	Scientific Department of the University of Mississippi.	Oxford, Mississippi	210,000	.....	.....	John N. Waddell, D. D	6	12	.....
17	Agricultural Department of Missouri University	Columbia, Missouri	330,000	.....	—— —, 1870	G. C. Swallow	1	6	.....
18	New Hampshire College of Agriculture and Mechanic Arts.	Hanover, New Hampshire	150,000	July 9, 1863	July 9, 1863	A. D. Smith, D. D., LL. D	9	86	1,000
19	Rutger's Scientific School	New Brunswick, New Jersey	210,000	Mar. 21, 1863	April 4, 1864	W. H. Campbell, D. D., LL. D	10	61	.....
20	Cornell University	Ithaca, New York	990,000	May 14, 1863	April 27, 1865	A. D. White, LL. D	8	228	.....
21	College of Agriculture and the Mechanic Arts, University of North Carolina.	Chapel Hill, North Carolina	270,000	.....	.....	S. Pool	1	.....	.....
22	Agricultural College of Oregon	Corvallis, Oregon	90,000	.....	.....	.....	.....	.....	.....
23	Agricultural College of Pennsylvania	—— ——, Pennsylvania	780,000	May 1, 1863	.....	.....	.....	.....	.....
24	Scientific School of Brown University	Providence, Rhode Island	120,000	Jan. 23, 1863	.....	A. Caswell, D. D., LL. D	3	.....	.....

25	Department of Agriculture and Mechanic Arts, East Tennessee University.	Knoxville, Tennessee	300,000		—— —, 1869	T. W. Humes, D. D	3	40	
26	Vermont State Agricultural College	Burlington, Vermont	150,000	Nov. 11, 1862	Nov. 22, 1864		2	14	
27	Department of Agriculture, Chemistry, Engineering, Virginia University.	University of Virginia, Va.	300,000			C. S. Venable, LL. D	6	74	
28	Agricultural College of West Virginia	Morgantown, W. Virginia	150,000	Oct, 3, 1863	Feb. 7, 1867				
29	Technical Courses, University of Wisconsin	Madison, Wisconsin	240,000	Apr. 2, 1862	April 12, 1866	J. H. Twombly	3	92	
	OTHER SCIENTIFIC SCHOOLS NOT ENDOWED BY CONGRESS.								
30	School of Natural Sciences, East Alabama College.	Auburn, Alabama			—— —, 1860	A. D. McVoy, A. M	3	59	
31	Scientific Course of Bowdon College	Bowdon, Georgia				F. H. M. Henderson, A. B	2		
32	Science Department, Northwestern University.	Evanston, Illinois				E. O. Haven, D. D., LL. D	3	20	
33	Massachusetts Institute of Technology	Boston, Massachusetts			April 10, 1861	J. D. Runkle, A. M., Ph. D	13	224	
34	Worcester Free Institute	Worcester, Massachusetts			May 1, 1865	C. O. Thompson, A. M	6	82	
35	Horticultural School for Women	Newton Centre, Mass			—— —, 1870	Miss Abby W. May			
36	Scientific Department of Tufts College	Medford, Massachusetts			—— —, 1855	A. A. Miner, D. D			
37	Scientific School of Harvard University	Cambridge, Massachusetts				Charles W. Eliot, LL. D	11	35	
38	Scientific Department of Michigan University.	Ann Arbor, Michigan				J. B. Angell, LL. D	6	126	
39	Scientific Department of Washington University.	St. Louis, Missouri			—— —, 1853	W. G. Eliot, D. D	5	189	
40	Scientific Course of Westminister College	Fulton, Missouri				N. L. Rice, D. D	2		
41	Chandler Scientific School of Dartmouth College	Hanover, New Hampshire				Asa D. Smith, D. D., LL. D	13	77	
42	Thayer Engineering School of Dartmouth College.	do	do			Asa D. Smith, D. D., LL. D		5	
43	Stevens' Institute of Technology	Hoboken, New Jersey			April 15, 1867	Henry Morton, Ph. D	7		
44	Brooklyn Collegiate and Polytechnic Institute.	Brooklyn, New York			—— —, 1855	D. H. Cochran, Ph. D., LL. D	3	48	
45	School of Mines, Columbia College	New York, New York				F. A. P. Barnard, S. T. D., LL. D	22	92	2,000
46	Scientific Department of Trinity College	Near High Point, N. Carolina				B. Craven, D. D	1		
47	Scientific Department of the University of the City of New York.	New York, New York				John W. Draper, M. D., LL. D	6	26	
48	Scientific Department of Lafayette College	Easton, Pennsylvania				Wm. C. Cattell, D. D	6		
49	Scientific School of Lehigh University	South Bethlehem, Penn			—— —, 1866	Henry Coppée, LL. D	7	116	2,000
50	Scientific Course of the University of Pennsylvania,	Philadelphia, Pennsylvania				Chas. J. Stillé, LL. D	5	35	
51	Scientific Department of the Western University of Pennsylvania.	Pittsburgh, Pennsylvania				G. Woods, LL. D	3	36	
52	Scientific Department, University of Nashville.	Nashville, Tennessee				E. Kirby Smith	2		
53	Scientific Department, Norwich University	Northfield, Vermont				R. S. Howard, D. D	1		
54	Agricultural Department of Hampton Institute.	Hampton, Virginia				S. C. Armstrong	2		
55	Scientific Department of Washington and Lee University.	Lexington, Virginia				G. W. Custis Lee	4	148	
56	Scientific Department of Bethany College	Brooke County, W. Virginia				W. K. Pendleton	3	30	

TABLE XI.—STATISTICS OF THEOLOGICAL

[Compiled from the most recent reports sent

Number.	Name.	Location.	Date of organization.	Denomination.
1	Theological department of Howard College.	Marion, Ala	1841	Baptist
2	Ecclesiastical Seminary of Diocese of Mobile.	South Orange, Ala	.....	Roman Catholic
3	Saint Augustine College	Benicia, Cal	1868	Protestant Episcopal
4	Theological Seminary	San Francisco, Cal	1871	Presbyterian
5	Pacific Theological Seminary	Oakland, Cal	1866	Congregational
6	Theological Institute of Connecticut	Hartford, Conn	1834	do
7	Theological department of Yale College	New Haven, Conn	1823	do
8	Berkeley Divinity School	Middletown, Conn	1854	Protestant Episcopal
9	Theological department of Mercer University.	Macon, Ga	1833	Baptist
10	St. Joseph's Ecclesiastical College	Teutopolis, Ill	1861	Roman Catholic
11	Theological Seminary of the Northwest	Monmouth, Ill	1839	United Presbyterian
12	Theological school of Blackburn University.	Carlinville, Ill	1857	Presbyterian
13	Garrett Biblical Institute	Evanston, Ill	1854	Methodist Episcopal
14	Chicago Theological Seminary	Chicago, Ill	1855	Congregational
15	Theological Seminary of the Northwest	do	1859	Presbyterian
16	Baptist Theological Seminary	do	1866	Baptist
17	Bible department of Eureka College	Eureka, Ill	1852	Christian
18	Theological department of Shurtleff College.	Upper Alton, Ill	1832	Baptist
19	Theological department of Augustana College.	Genesee, Ill	.....	Lutheran
20	Theological School of Hartsville University.	Hartsville, Ind	.....	United Brethren
21	Wartburg Seminary	St. Sebald, Iowa	1857	Lutheran
22	Theological department of Griswold College.	Davenport, Iowa	1859	Protestant Episcopal
23	German Theological Seminary	Dubuque, Iowa	.....	Presbyterian
24	Theological Department of Iowa Wesleyan University.	Mt. Pleasant, Iowa	1858	Methodist Episcopal
25	Norwegian Theological Seminary	Decorah, Iowa	.....	Lutheran
26	Theological department of Georgetown College.	Georgetown, Ky	.....	Baptist
27	Western Baptist Theological Institute	do	1840	do
28	St. Joseph's Ecclesiastical Seminary	Bardstown, Ky	1820	Roman Catholic
29	College of the Bible, of Kentucky University.	Lexington, Ky	1865	Christian
30	Danville Theological Seminary	Danville, Ky	1853	Presbyterian
31	Diocesan Theological Seminary	Shelbyville, Ky	1865	Protestant Episcopal
32	Theological school of Bethel College	Russellville, Ky	1858	Baptist
33	Thomson Biblical Institute	New Orleans, La	1865	Methodist Episcopal
34	Theological Seminary	do	.....	Roman Catholic
35	Theological Seminary	Bangor, Me	1816	Congregational
36	Theological school of Bates College	Lewiston, Me	1830	Free Baptist
37	Theological Seminary of St. Sulpice	Baltimore, Md	1791	Roman Catholic
38	Theological department of Mt. St. Mary's College.	Near Emmittsburgh, Md.	1800	do
39	Theological Seminary	Woodstock, Md	.....	do
40	Divinity school of Tufts College	College Hill, Mass	1868	Universalist
41	Divinity school of Harvard University	Cambridge, Mass	1811	No tests
42	Boston Theological Seminary	Boston, Mass	1847	Methodist Episcopal
43	Andover Theological Seminary	Andover, Mass	1808	Congregational
44	Episcopal Theological School	Cambridge, Mass	1867	Protestant Episcopal
45	Newton Theological Institution	Newton Centre, Mass	1826	Baptist
46	New Jerusalem Theological School	Waltham, Mass	1866	New Jerusalem Church
47	Theological department of Adrian College	Adrian, Mich	.....	.....
48	Theological department of Hillsdale College.	Hillsdale, Mich	.....	Free Baptist
49	Scandinavian Theological Seminary	Chicago, Ill	.....	Lutheran
50	Concordia Seminary	St. Louis, Mo	1840	do
51	Vanderman School of Theology	Liberty, Mo	1868	Baptist
52	Theological school of Westminster College	Fulton, Mo	.....	.....
53	St. Vincent's Theological Seminary	Cape Girardeau, Mo	1844	Roman Catholic
54	Theological Seminary of the Reformed Church.	New Brunswick, N. J	1785	Reformed

SEMINARIES IN THE UNITED STATES.

to the United States Bureau of Education.]

Number.	President or senior professor.	No. of professors.	No. of students.	Whole number educated.	Amount of endowment.	Number of volumes in library.	Estimated annual expense of each student.	Time of commencement.
1	Rev. S. R. Freeman, D. D	1	4	.....	.....	2,500	$105	Last Thursday in June.
2	.....	...	...	.....	.....	.....	.....	
3	Rt. Rev. Wm. I. Kip, D. D	6	7	.....	.....	.....	.....	
4	.....	...	...	.....	.....	.....	.....	
5	Rev. James A. Benton, D. D	2	7	2	$50,000	1,500	150	3d Thursday of August.
6	William Thompson, D. D	3	25	290	.....	7,000	80	Last Thursday in June.
7	Noah Porter, D. D., LL. D	7	55	865	308,000	.....	.....	3d Thursday in May.
8	Rt. Rev. John Williams, D. D., LL. D.	10	38	149	40,000	.....	.....	1st week in June.
9	Henry H. Tucker, D. D	...	...	.....	.....	.....	.....	
10	Very Rev. P. Maurice Klosterman, O. S. F.	7	106	527	.....	700	180	
11	Rev. Alexander Young, D. D	3	15	208	15,000	2,050	150–175	Last Thursday in March.
12	Rev. John W. Bailey, D. D	1	20	.....	16,000	700	180	
13	H. Bannister, D. D	4	90	256	300,000	3,300	150	Last Thursday in June.
14	Rev. S. C. Bartlett, D. D	6	55	125	100,000	3,700	150	Last Thursday in April.
15	.....	...	...	171	100,000	8,000	125–150	1st Thursday in April.
16	.....	...	...	.....	112,000	10,000	150	
17	.....	...	...	.....	.....	.....	.....	2d Thursday in June.
18	Rev. J. Bulkley, D. D	3	...	.....	65,000	.....	150	Do.
19	Rev. T. N. Hasselquist	2	18	.....	.....	.....	.....	
20	Rev. J. Woodbury Scribner, A. M.	1	7	.....	.....	.....	93–150	2d Tuesday in June.
21	.....	...	...	67	3,400	1,045	.....	
22	Rt. Rev. Henry W. Lee, D. D., LL. D.	2	7	15	40,000	5,000	250	3d week in June.
23	Rev. J. Conzet	2	16	75	10,000	5,000	150	June 1st.
24	John Wheeler, D. D	1	...	.....	.....	.....	.....	
25	.....	...	...	.....	.....	.....	.....	
26	Rev. N. M. Crawford	1	...	.....	.....	.....	200–250	2d Thursday in June.
27	.....	...	...	.....	.....	.....	.....	
28	Rev. P. de Fraine	7	68	.....	.....	3,000	150	Last Tuesday in June.
29	Rev. Robert Milligan	2	122	110	.....	.....	125	2d Friday in June.
30	.....	...	...	194	218,000	8,000	.....	31st October.
31	.....	...	...	.....	.....	.....	.....	2d Thursday in June.
32	.....	...	...	.....	.....	.....	.....	
33	.....	...	...	.....	.....	.....	.....	
34	.....	2	30	.....	.....	.....	.....	
35	Rev. Enoch Pond, D. D	4	24	640	120,000	13,000	150	1st Thursday in June.
36	Rev. Oren B. Cheney, D. D	4	21	.....	.....	2,000	.....	Tuesday before the last Wednesday in June.
37	.....	6	70	.....	.....	.....	.....	July 1st.
38	Very Rev. Jno. McCaffrey, D. D	3	29	320	.....	15,000	150	3d Monday in June.
39	.....	7	75	.....	.....	.....	.....	
40	Rev. Alonzo A. Miner, D. D	3	20	.....	.....	12,000	250	
41	Charles W. Eliot, LL. D	5	37	432	240,000	16,000	300	Last Tuesday in June.
42	Rev. William F. Warren, D. D	14	90	665	250,000	4,000	140	2d Wednesday in June.
43	Rev. Edwards A. Park, D. D	11	88	2,606	.....	30,000	156	1st Thursday in August.
44	Rev. John S. Stone, D. D	4	11	.....	125,000	.....	350	1st Wednesday in July.
45	Rev. Alvah Hovey, D. D	5	50	530	335,000	1,200	200	2d Wednesday in June.
46	Rev. Thomas Worcester	4	8	9	27,000	500	175	Not fixed.
47	Rev. A. Mahan, D. D	...	...	.....	.....	.....	.....	
48	Rev. James Calder, D. D	4	32	.....	.....	.....	.....	
49	.....	...	...	.....	.....	.....	.....	
50	Rev. C. F. W. Walter	4	...	.....	.....	5,000	.....	1st September.
51	Rev. T. Rambaut, D. D	4	52	.....	60,000	3,000	310	1st Wednesday in June.
52	Rev. Nathan L. Rice, D. D	3	6	.....	.....	.....	.....	
53	Rev. J. Alizeri	...	...	.....	.....	.....	.....	
54	Rev. Samuel M. Woodbridge	4	22	779	175,000	16,000	300	September 20.

TABLE XI.—STATISTICS OF THEOLOGICAL SEM

Number.	Name.	Location.	Date of organization.	Denomination.
55	Theological Seminary	Princeton, N. J	1812	Presbyterian
56	Drew Theological Seminary	Madison, N. J	1867	Methodist Episcopal
57	Auburn Theological Seminary	Auburn, N. Y	1821	Presbyterian
58	Rochester Theological Seminary	Rochester, N. Y	1850	Baptist
59	Union Theological Seminary	New York City, N. Y	1836	Presbyterian
60	Hartwick Theological Seminary	Hartwick, N. Y	1816	Lutheran
61	Theological seminary of Madison University	Hamilton, N. Y	1820	Baptist
62	Theological school of St. Lawrence University.	Canton, N. Y	1858	Universalist
63	Martin Luther (theological) College	Buffalo, N. Y	1854	Lutheran
64	Newburgh Theological Seminary	Newburgh, N. Y	1865	United Presbyterian
65	St. Joseph's Provincial Seminary	Troy, N. Y	1864	Roman Catholic
66	Theological Seminary	New York City, N. Y	1817	Protestant Episcopal
67	De Lancy Divinity School	Geneva, N. Y	1861	do
68	Theological Seminary of Our Lady of Angels.	Suspension Bridge, N. Y	1856	Roman Catholic
69	Theological school of Trinity College	Trinity College, N. C		Methodist Episcopal
70	Biblical department of Baldwin University	Berea, Ohio		do
71	Theological Seminary	Gambier, Ohio	1826	Protestant Episcopal
72	Theological school of Ohio Wesleyan University.	Delaware, Ohio		Methodist Episcopal
73	Theological department of Wilberforce University.	Near Xenia, Ohio	1864	African Methodist Episcopal.
74	Theological department of Oberlin College	Oberlin, Ohio	1835	Congregational
75	Heidelberg Theological Seminary	Tiffin, Ohio	1850	Reformed
76	Theological seminary of St. Charles Borromeo.	Carthagena, Ohio	1869	Roman Catholic
77	Wittenberg College	Springfield, Ohio	1845	Lutheran
78	Mount Saint Mary's of the West	Cincinnati, Ohio	1849	Roman Catholic
79	Lane Theological Seminary	do	1829	Presbyterian
80	Theological department of Capital University.	Columbus, Ohio		Lutheran
81	Theological Seminary	Xenia, Ohio	1794	United Presbyterian
82	St. Mary's Ecclesiastical Seminary	Cleveland, Ohio		Roman Catholic
83	Crozer Theological Seminary	Upland, Pa	1868	Baptist
84	Meadville Theological School	Meadville, Pa	1844	Unitarian
85	Theological Seminary	Lancaster, Pa	1825	Reformed
86	Divinity School	Philadelphia, Pa	1862	Protestant Episcopal
87	Lutheran Theological Seminary	do	1864	Lutheran
88	Missionary Institute	Selin's Grove, Pa	1858	do
89	Western Theological Seminary	Allegheny City, Pa	1825	Presbyterian
90	Theological Seminary	do		United Presbyterian
91	Biblical department of Allegheny College	Meadville, Pa		
92	Theological department of Lincoln University.	Oxford, Pa	1865	Presbyterian
93	Chair of Biblical language and literature, Dickinson College.	Carlisle, Pa		Methodist Episcopal
94	Theological Seminary	Bethlehem, Pa	1807	Moravian
95	St. Michael's Theological Seminary	Pittsburgh, Pa	1847	Roman Catholic
96	Theological Seminary	Gettysburgh, Pa	1825	Lutheran
97	Protestant Episcopal Mission House	West Philadelphia, Pa	1864	Protestant Episcopal
98	St. Charles Borromeo Seminary	Philadelphia, Pa	1858	Roman Catholic
99	Theological Seminary of Ursinus College	Freeland, Pa	1870	
100	Theological Seminary	Columbia, S. C	1831	Presbyterian
101	Theological Seminary	do	1859	Lutheran
102	Southern Baptist Theological Seminary	Greenville, S. C	1859	Baptist
103	Theological department of Cumberland University.	Lebanon, Tenn	1842	Presbyterian
104	Theological department of Central University.	Nashville, Tenn	1866	Methodist Episcopal
105	Theological department of Baylor University.	Independence, Tex	1864	Baptist
106	Colver Institute	Richmond, Va	1867	do
107	Union Theological Seminary	Hampden Sidney, Va	1824	Presbyterian

INARIES IN THE UNITED STATES—Continued.

Number.	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.
55	Rev. Charles Hodge, D.D., LL.D	6	122	2,927	$500,000	21,804	$175	Last Wednesday in April.
56	Randolph S. Foster, D.D., LL.D	5	97	189	500,000	10,000	150	3d Thursday in May.
57	S. M. Hopkins, D. D.	5	40	.....	.....	8,500	250	Thursday after 1st Sunday in May.
58	Rev. E. G. Robinson, D. D.	5	71	476	267,000	8,000	175	3d week in May.
59	Rev. Henry B. Smith, D. D., LL. D.	6	117	935	375,000	30,000	250	Monday before 2d Thursday in May.
60	Rev. T. T. Titus, A. M.	1	2	100	15,000	2,000	175	4th Wednesday in June.
61	Rev. Geo. W. Eaton, D.D., LL.D	4	22	860	180,000	10,000	200	3d Tuesday in June.
62	Rev. Ebenezer Fisher, D. D	3	27	142	60,000	6,000	240	1st Thursday in July.
63	Rev. J. A. A. Graban	5	12	.....	.....	.....	.....	
64	A board of superintendents	2	12	.....	30,000	3,400	160	Last Wednesday in March.
65	Very Rev. H. Gabriels	7	120	260	.....	.....	225	Last Thursday in June.
66	.....	6	...	812	200,000	13,845	400–500	Last Friday in June.
67	Rev. James Rankine, D. D	5	...	.....	20,000	.....	.....	
68	Very Rev. Robert E. V. Rice	4	50	150	.....	3,500	262	Last Wednesday in June.
69	Rev. B. Craven, D. D	1	28	20	.....	400	125	Last Thursday in June.
70	Rev. W. D. Godman, D. D	...	...	.....	.....	.....	.....	
71	Rt. Rev. C. P. McIlvaine, D.D., D. C. L., LL. D.	4	15	161	100,000	7,000	300	Last Thursday in June.
72	Rev. Frederick Merrick	3	...	.....	.....	.....	.....	
73	Rt. Rev. Daniel A. Payne, D. D.	2	18	4	.....	.....	150	Third Wednesday in June.
74	Rev. James H. Fairchild, D. D.	5	47	288	60,000	10,000	150–225	1st Wednesday in August.
75	Rev. J. H. Good, D. D.	2	18	130	21,000	2,400	175	Last Wednesday in June.
76	Rev. Henry Drees, D. D	3	27	.....	.....	3,500	Free	4th week in June.
77	Rev. S. Sprecher, D. D.	1	6	109	.....	.....	150	June 30.
78	Rev. F. J. Pabisch, D.D., LL.D., D. C. L.	3	33	.....	160,000	10,000	225	June 24.
79	Rev. Henry Smith, D. D.	5	40	533	200,000	12,000	150	2d Thursday in May.
80	.....	...	...	.....	.....	.....	.....	
81	Rev. S. Wilson, D. D.	3	15	376	50,000	2,000	100–150	1st Thursday in October.
82	.....	...	...	.....	.....	.....	.....	
83	Rev. Henry G. Weston, D. D	...	...	.....	.....	.....	.....	
84	Rev. A. A. Livermore	6	21	166	140,000	11,000	225	3d Thursday in June.
85	Rev. E. V. Gerhart, D. D	3	26	270	60,000	8,000	200	Last Wednesday in May.
86	Rev. D. R. Goodwin, D. D., LL. D	5	45	133	.....	6,100	250–300	Thursday after 3d Tuesday in June.
87	Rev. Charles F. Schaeffer, D. D.	4	38	52	88,000	1,800	240	Week before Trinity Sunday.
88	H. Zeigler	4	17	52	.....	2,000	.....	Week before Trinity Sunday.
89	Rev. M. W. Jacobus, D.D., LL.D	7	75	1,005	184,000	.....	200	Last Wednesday in April.
90	.....	...	...	.....	.....	.....	.....	
91	Rev. George Loomis, D. D	...	...	.....	.....	.....	.....	
92	Rev. I. N. Rendall, D. D	5	6	.....	.....	.....	98–113	3d Wednesday in June.
93	Rev. Robert L. Dashiell, D. D.	1	11	.....	.....	.....	.....	
94	Right Reverend Edmund de Schweinitz, D. D.	4	20	233	42,000	4,100	200	1st Wednesday in Sept.
95	Rev. S. Wall	5	60	130	.....	4,000	200	Last of June.
96	Rev. J. A. Brown, D. D	5	28	426	100,000	12,000	150	4th Thursday in June.
97	Rev. Washington Rodman	3	9	30	.....	600	300	3d Thursday in September.
98	.....	...	...	.....	.....	10,000	300	1st Monday in September.
99	Rev. J. H. A. Bomberger	3	...	.....	.....	.....	200	Last Thursday in June.
100	Rev. George Howe, D. D.	7	41	374	145,715	18,340	150	2d week in May.
101	Rev. A. R. Rude	2	...	.....	29,000	4,000	150	1st Thursday in October.
102	Rev. James P. Boyce, D. D.	5	51	185	50,000	10,000	110	Last Saturday in April.
103	Rev. B. W. McDonnold, D.D., LL. D.	2	8	40	35,000	5,000	100	1st Thursday in June.
104	Rev. J. Braden, A. M	1	6	.....	.....	400	100	3d week in May.
105	Rev. Wm. Carey Crane, D. D.	1	21	.....	.....	400	100	3d Thursday in June.
106	Rev. Charles H. Corey, A. M.	2	73	.....	.....	1,000	60	3d week in May.
107	Rev. R. L. Dabney, D. D	4	59	400	196,000	8,000	250–300	2d Tuesday in May.

TABLE XI.—STATISTICS OF THEOLOGICAL SEM

Number.	Name.	Location.	Date of organization.	Denomination.
108	Theological Seminary	Fairfax County, Va	1823	Protestant Episcopal
109	St. John's Theological Seminary	Norfolk, Va	1869	Roman Catholic
110	New Hampton Theological Seminary	Fairfax, Va	1825	Baptist
111	St. Vincent's College	Wheeling, W. Va	1865	Roman Catholic
112	Nashotah Theological Seminary	Nashotah Lakes, Wis.	1847	Protestant Episcopal
113	Mission House	Howard's Grove, Wis.	1864	Reformed
114	The Salesianum	St. Francis, Wis.	1856	Roman Catholic
115	Augsburg Seminary	Marshall, Wis	1869	Lutheran
116	Theological department of Howard University.	Washington, D. C	1870	Union Evangelical
117	Wayland Theological Seminary	do	1865	Baptist

INARIES IN THE UNITED STATES—Continued.

Number.	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.
108	Rt. Rev. John Johns, D.D., LL.D	3	45	599	.....	9,500	$200	Last Thursday in June.
109	Rev. M. O'Keefe	3	10	3	.....	3,000	150–250	Second Thursday in July.
110	.....	2	.....	.....	.....	.....	.....	.....
111	Rev. A. Lonaze	3	12	56	.....	1,500	.....	.....
112	Rev. A. D. Cole, D.D	4	54	216	.....	5,000	.....	June 29.
113	Rev. H. A. Muehlmeyer	3	15	35	$100	1,400	50	First Monday in Sept.
114	Rev. Joseph Salzmann, D. D	12	172	416	.....	7,200	150–180	July 1.
115	Rev. A. Weenaas, A. M	2	20	6	.....	1,000	100	.....
116	Gen. O. O. Howard	5	12	.....	.....	.....	150	Last Tuesday in June.
117	Rev. G. M. P. King	2	45	.....	.....	250	75	Last Wednesday in May.

TABLE XII.—STATISTICS OF LAW

Number.	Name.	Location.	
		City or town.	State.
1	Law school of Yale College	New Haven	Connecticut
2	Law department of University of Georgia	Athens	Georgia
3	Law school of University of Chicago	Chicago	Illinois
4	Law department of McKendree College	Lebanon	Illinois
5	Law school of University of Indiana	Bloomington	Indiana
6	College of law of Northwestern Christian University	Indianapolis	Indiana
7	Law department of the University of Notre Dame	Notre Dame	Indiana
8	Law department of Iowa State University	Iowa City	Iowa
9	Law department of Iowa Wesleyan University	Mount Pleasant	Iowa
10	College of law of Kentucky University	Lexington	Kentucky
11	New Orleans Law School	New Orleans	Louisiana
12	Law school of Harvard University	Cambridge	Massachusetts
13	Law school of the University of Mississippi	Oxford	Mississippi
14	Law department of Michigan University	Ann Arbor	Michigan
15	Law school of Washington University	St. Louis	Missouri
16	Law school of the University of Albany	Albany	New York
17	Law department of the University of New York	New York	New York
18	Law school of Columbia College	New York	New York
19	Law school of Hamilton College	Clinton	New York
20	Law school of St. Lawrence University	Canton	New York
21	Law school of Trinity College	Near High Point	North Carolina
22	Law school of Cincinnati College	Cincinnati	Ohio
23	Ohio State and Union Law College	Cleveland	Ohio
24	Law department of Wilberforce University	Near Xenia	Ohio
25	Law department of the University of Pennsylvania	Philadelphia	Pennsylvania
26	Law school of the Western University of Pennsylvania	Pittsburgh	Pennsylvania
27	Law department of Lincoln University	Oxford	Pennsylvania
28	Law department of Dickinson College	Carlisle	Pennsylvania
29	Law department of South Carolina University	Columbia	South Carolina
30	Law department of University of Nashville	Nashville	Tennessee
31	Law department of Cumberland University	Lebanon	Tennessee
32	Law department of Baylor University	Independence	Texas
33	Law school of Richmond College	Richmond	Virginia
34	Law department of Washington and Lee University	Lexington	Virginia
35	Law department of the University of Virginia	Charlottesville	Virginia
36	Law department of the University of Wisconsin	Madison	Wisconsin
37	Law department of Columbian College	Washington	Dist. Columbia
38	Law department of Howard University	Washington	Dist. Columbia
39	Law school of Georgetown College	Georgetown	Dist. Columbia
40	Law school of National University	Washington	Dist. Columbia

SCHOOLS IN THE UNITED STATES.

Number.	When founded.	President or senior professor.	Number of professors.	Number of students.	Number of alumni.	Number of vols. in library.	Time of commencement.
1	1843	Noah Porter, D. D., LL. D	4	23	.....	2,150	Last Thursday but two in July.
2	1867	A. A. Lipscomb, D. D	3	19	.....	731	August 2d.
3	1859	J. C. Burroughs, D. D., LL. D	4	52	201	.....	Last Thursday in June.
4	1860	Henry H. Horner, A. M	1	5	23	850	First Thursday in June.
5	1843	David McDonald, LL. D	2	53	229	1,099	
6	1870	Horatio C. Newcomb, LL. D	2	11	.....	.....	27th day of March.
7	.....	Rev. W. Corby, S. S. C	6	.....	.....	.....	
8	1865	George Thacher	3	50	91	2,000	Last Thursday in June.
9	1871	John Wheeler, D. D	4	.....	12	.....	June 18.
10	1865	Madison C. Johnson	3	28	.....	1,000	
11	1846	Christian Roselius, LL. D	4	54	853	3,000	First Monday in April.
12	1817	Charles W. Eliot, LL. D	7	154	1,629	15,000	Last Wednesday in June.
13	1854	John N. Waddel, D. D	2	7	.....	500	
14	1859	James B. Angell, LL. D	4	321	1,030	3,100	
15	1867	Henry Hitchcock, A. M	9	53	33	2,000	Second Monday in May.
16	1851	Ira Harris, LL. D	3	86	.....	.....	
17	.....	Henry E. Davies, LL. D	4	.....	.....	.....	
18	1859	F. A. P. Barnard, D. D., LL. D	6	59	690	.....	
19	1853	S. G. Brown, D. D., LL. D	1	14	65	5,000	Thursday after last Tuesday in June.
20	1856	Richmond Fisk, jr., D. D	2	11	15	600	
21	.....	B. Craven, D. D	1	.....	.....	.....	
22	1832	Bellamy Storer, LL. D	.....	.....	.....	.....	
23	1856	John Crowell, LL. D	2	28	.....	2,500	
24	1859	R. F. Howard, A. M., B. L	1	.....	.....	.....	
25	1850	E. Spencer Miller, A. M	2	62	.....	.....	
26	1871	George Woods, LL. D	3	.....	.....	.....	
27	1854	I. N. Randall, D. D	9	3	.....	.....	
28	1864	James H. Graham, LL. D	1	12	.....	.....	First Thursday in September.
29	1847	R. W. Barnwell, LL. D	1	3	.....	.....	
30	.....	Nathaniel Baxter, LL. D	3	.....	.....	.....	
31	1842	B. W. McDonnold, D. D	2	86	.....	.....	
32	1845	William Carey Crane, D. D	4	10	.....	.....	First Wednesday in June.
33	1870	B. Puryear, A. M	2	13	8	.....	First Wednesday in July.
34	.....	J. W. Brockenbrough, LL. D	2	31	.....	.....	
35	1825	John B. Minor, LL. D	2	117	.....	.....	Thursday before 4th of July.
36	1868	H. S. Orton, LL. D	6	23	.....	.....	
37	1826	J. C. Welling, LL. D	5	167	.....	.....	
38	1868	John M. Langston, A. M	3	55	13	.....	
39	1870	Rev. John Early, S. J	3	25	.....	.....	June 5.
40	1870	W. B. Wedgwood, LL. D	3	87	.....	.....	Last Thursday in May.

TABLE XIII.—STATISTICS OF MEDICAL, DENTAL, AND

Number.	Name.	Location.	Date of organization.	Matriculation fee.	Graduation fee.
	I. MEDICAL AND SURGICAL.				
	1. "*Regular.*"				
1	Medical College of Alabama	Mobile, Ala	1856	$25	$30
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	Savannah Medical College	Savannah, Ga	1856	5	30
7	Atlanta Medical College	Atlanta, Ga	1855	5	25
8	Rush Medical College	Chicago, Ill	1842	5	25
9	Chicago Medical College, (medical department of the Northwestern University.)	do	1859	5	20
10	Woman's Hospital Medical College*	do	1870	5	20
11	Indiana Medical College, (medical department of the State University.)	Indianapolis, Ind	1869	10	25
12	College of Physicians and Surgeons	Keokuk, Iowa	1849	5	30
13	Medical department of Iowa State University	Iowa City, Iowa	1870	5	25
14	Medical department of the University of Louisville	Louisville, Ky	1837	5	30
15	Louisville Medical College	do			
16	Medical department of the University of Louisiana	New Orleans, La	1836	5	30
17	Medical School of Maine, (medical department of Bowdoin College.)	Brunswick, Me	1820	5	20
18	Medical department of Washington University	Baltimore, Md	1867	5	20
19	School of medicine of the University of Maryland	do	1807	5	20
20	Medical school of Harvard University	Boston, Mass	1783	5	30
21	New England Female Medical College*	do	1848	5	30
22	Medical department of Michigan University†	Ann Arbor, Mich	1850		
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 College of Kansas City	Kansas City, Mo	1870	5	25
27	Kansas City College of Physicians and Surgeons	do	1868	5	20
28	Medical department of Dartmouth College	Hanover, N. H	1796	5	25
29	College of Physicians and Surgeons	New York City, N. Y	1807	5	20
30	Albany Medical College	Albany, N. Y	1838	5	25
31	Medical department of the University of New York	New York City, N. Y	1841	5	30
32	Woman's Medical College of the New York Infirmary*	do	1865	5	30
33	Medical department of the University of Buffalo	Buffalo, N. Y	1846	5	25
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	Geneva Medical College, (medical department of Hobart College.)	Geneva, N. Y	1834	5	20
37	Medical College of Ohio	Cincinnati, Ohio	1819	5	25
38	Cleveland Medical College, (medical department of University of Wooster.)	Cleveland, Ohio	1843	5	25
39	Starling Medical College	Columbus, Ohio	1847	5	20
40	Cincinnati College of Medicine and Surgery	Cincinnati, Ohio	1851	5	25
41	Miami Medical College	do	1852	5	25
42	Medical department of Willamette University	Salem, Oreg		5	30
43	Medical department of University of Pennsylvania	Philadelphia, Pa	1765	5	30
44	Jefferson Medical College	do	1826	5	30
45	Woman's Medical College of Pennsylvania*	do	1850	5	30
46	Medical department of Lincoln University	Oxford, Pa			
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 the University of Nashville	Nashville, Tenn	1850	5	30
50	Memphis Medical College, (medical department of Cumberland University.) §	Memphis, Tenn	1847	5	30
51	Galveston Medical College	Galveston, Tex	1868		
52	Medical department of Vermont University	Burlington, Vt		5	25
53	Medical department of the University of Virginia	Charlottesville, Va	1825	25	15
54	Medical College of Virginia	Richmond, Va	1838	5	30
55	Medical department of Georgetown College	Washington, D. C	1850	5	30
56	National Medical College, (medical department of Columbian College.)	do	1821	5	30
57	Medical department of Howard University†	do	1867	5	

*For female students only.
‡College not yet opened, (November 10, 1871,) on account of prevailing yellow fever and the suspen-
§After the war, reorganized in 1868; in 1871 became medical department of Cumberland University,

PHARMACEUTICAL INSTITUTIONS IN THE UNITED STATES.

President or dean.	Number of instructors.	Number of students.	Number of alumni.	Cost of lecture tickets.	Number of volumes in library.	Commencement of lecture course.	Number.
William H. Anderson, M. D	11			Free			1
R. Beverly Cole, M. D., dean	14			$130 00		July	2
Henry Gibbons, jr., M. D., dean	7	22	44	130 00		1st Monday in June	3
Chas. A. Lindsley, M. D., dean	8	35		100 00	2,000	2d Thursday in September	4
L. A. Dugas, M. D., LL. D., dean	8	103	1,100	105 00	5,000	1st Monday in November	5
W. Duncan, M. D., dean	12			105 00	4,000	1st Wednesday in Nov'ber	6
J. G. Westmoreland, M. D., dean	8			120 00		1st Monday in May	7
Joseph W. Freer, M. D., president	16	213	1,483	55 00			8
N. S. Davis, A. M., M. D., dean	17	107	320	50 00	1,000	1st Monday in October	9
W. H. Byford, A. M., M. D., pres	13	12	4	50 00			10
J. A. Comingor, M. D., secretary	9	100	60	Free		October 17	11
J. C. Hughes, M. D., dean	8		577	40 00		November 1	12
W. F. Peck, M. D., dean	11	57		20 00		October 11	13
J. M. Bodine, M. D., dean	13	242	2,042	50 00	4,000	October 3	14
E. S. Gaillard, M. D., dean						October 3	15
T. G. Richardson, M. D., dean	7	250	1,458	140 00	2,000	November 13	16
C. F. Brackett, M. D., secretary	10	67		70 00	4,000	February 15	17
Chas. W. Chancellor, M. D., dean	9	170		120 00		October 1	18
Julian J. Chisolm, M. D., dean	10	172		126 00		October 2	19
Calvin Ellis, M. D., dean	25	301		120 00	2,000	September 28	20
Stephen Tracy, M. D., dean	5	26	83	75 00		1st Wednesday in Nov'ber	21
Abram Sager, M. A., M. D., dean	9	315				October 2	22
Theo're A. McGraw, M. D., secr'y	12	61	67	50 00		March 1	23
John S. Moore, M. D., dean	10	40	720	105 00		1st Monday in October	24
J. T. Hodgson, M. D., dean	9	162	1,089	105 00		2d Monday in October	25
Joseph Chew, M. D., dean	10	18		50 00		2d day of October	26
S. S. Todd, M. D., president	13	22		105 00		2d day of October	27
A. D. Smith, D. D., LL. D	11	44		77 00	1,100	1st Thursday in August	28
Jas. W. McLane, M. D., secretary	28	326		140 00	1,200	October 1	29
J. V. Lansing, M. D					4,500	1st Tuesday in September	30
J. W. Draper, M. D., LL. D., pres't	8	251		140 00		October 12	31
Emily Blackwell, M. D., secretary	17	36		105 00		1st Tuesday in October	32
Julius F. Miner, M. D., dean	11	101		75 00	500	1st Wednesday in Nov'ber	33
S. G. Armor, M. D., dean	8			100 00		5th day of March	34
Austin Flint, jr., M. D., secretary	15	420	1,040	140 00		September 13	35
John Towler, M. D., dean	6	20	566	72 00	800	1st Wednesday in October	36
James Graham, M. D., dean	10		1,634	40 00	1,500	1st week in October	37
J. Lang Cassels, M. D., LL. D., dean	14	101		40 00		1st Wednesday in October	38
Francis Carter, M. D., dean	10	42		60 00		October 5	39
B. S. Lawson, M. D., dean	8	100		25 00		October 5	40
George Mendenhall, M. D., dean	9	180		40 00		1st Tuesday in October	41
Daniel Payton, M. D	5	14		110 00		1st Friday in November	42
R. E. Rogers, M. D., dean	11	310		140 00		September 4	43
B. Howard Rand, M. D., dean	10	411		140 00		2d Monday in September	44
Ann Preston, M. D., dean	8	60	138	105 00	1,300	1st Thursday in October	45
I. N. Rendall, D. D., president	4	3					46
George E. Trescot, M. D., dean	9			120 00		1st Monday in November	47
							48
T. B. Buchanan, M. D., secretary	10	203	1,383	50 00		October 3	49
A. Erskine, M. D., dean	8	23		60 00		October 16	50
G. Dowell, M. D., dean							51
Peter Collier, Ph. D., M. D	9	61		70 00		1st Thursday in March	52
S. Maupin, A. M., M. D	4	49		100 00	35,000	October 1	53
James B. McCaw, M. D., dean	8	23	880	120 00	1,200	October 2	54
Johnson Eliot, M. D., dean	10	81		135 00		October 2	55
John C. Riley, M. D., dean	12	54		135 00		1st Monday in October	56
G. S. Palmer, M. D., dean	10			100 00		October 11	57

†Both sexes admitted.
sion of the *habeas corpus* in a portion of the State. [Note by Dr. Trescot.]
Lebanon, Tenn., still at Memphis. [Note by Dr. Erskine.]

TABLE XIII.—STATISTICS OF MEDICAL, DENTAL, AND PHARMA

Number.	Name.	Location.	Date of organization.	Matriculation fee.	Graduation fee.
	2. "*Eclectic.*"				
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	Electic Medical College	Philadelphia, Pa	1848	.....	.....
	3. "*Botanic.*"				
1					
2	Physio-Medical Institute	Cincinnati, Ohio	1859	5	25
	Physio-Medical College*	....do	1851	.....	.....
	4. "*Homœopathic.*"				
1					
2	Hahnemann Medical College	Chicago, Ill	1859	5	30
3	Homœopathic Medical College	St. Louis, Mo	1858	5	30
4	Homœopathic Medical College	New York City, N. Y.	1859	5	30
5	New York Medical College for Women†	....do	1863	5	10
6	Homœopathic Hospital College‡	Cleveland, Ohio	1849	5	30
	Hahnemann Medical College	Philadelphia, Pa	1847	5	30
	II.—DENTAL.				
1					
2	Baltimore College of Dental Surgery	Baltimore, Md	1839	5	20
3	Dental school of Harvard University	Boston, Mass	1868	5	30
4	Boston Dental College	....do	.....	.....	.....
5	Missouri Dental College	St. Louis, Mo	1866	5	30
6	New York College of Dentistry	New York City, N. Y.	1865	.....	.....
7	Ohio College of Dental Surgery	Cincinnati, Ohio	1845	5	30
8	Pennsylvania College of Dental Surgery	Philadelphia, Pa	1856	5	30
	Philadelphia Dental College	....do	1863	5	30
9	New Orleans Dental College	New Orleans, La	1867	5	30
	III.—PHARMACEUTICAL.				
1	Chicago College of Pharmacy	Chicago, Ill	1859	2	5
2	Department of Pharmacy, Iowa Wesleyan Univer'y	Mount Pleasant, Iowa	1871	5	5
3	Kansas College of Pharmacy	Leavenworth, Kans	1869	2	5
4	Louisville College of Pharmacy	Louisville, Ky	.....	.....	.....
5	Maryland College of Pharmacy	Baltimore, Md	1841	4	10
6	School of Pharmacy, University of Michigan	Ann Arbor, Mich	1868	5	20–35
7	Massachusetts College of Pharmacy	Boston, Mass	1867	.....	.....
8	Mississippi College of Pharmacy	Jackson, Miss	.....	.....	.....
9	St. Louis College of Pharmacy	St. Louis, Mo	.....	5	5
10	College of Pharmacy of the City of New York	New York City, N. Y.	1829	2	5
11	College of Pharmacy of Baldwin University	Berea, Ohio	1865	2	5
12	Cincinnati College of Pharmacy	Cincinnati, Ohio	.....	.....	.....
13	Philadelphia College of Pharmacy	Philadelphia, Pa	1821	4	10
14	School of Pharmacy of Columbian College	Washington, D. C	.....	.....	.....
15	School of Pharmacy of Georgetown College	....do	1870	5	20
16	New Orleans College of Pharmacy	New Orleans, La	1865	5	15

*At present in abeyance; formerly (1851–'58) devoted to the medical education of both sexes; this open the college during the present session, 1871–'72. [Note by Dr Curtis.]

‡Both sexes admitted.

CEUTICAL INSTITUTIONS IN THE UNITED STATES—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.
Milton Jay, M. D., dean	14	103	.....	$50 00	.....	October 3	1
John M. Scudder, M. D., dean	7	213	.....	70 00	.....	October 16	2
Robert S. Newton, M. D., pres't	7	76	133	105 00	500	October 12	3
	.....	.....	.....	.....	.....	.....	4
Wm. H. Cook, A. M., M. D., dean	6	.....	.....	75 00	.....	October 10	1
A. Curtis, A. M., M. D., dean	.....	.....	.....	.....	.....	.....	2
F. A. Lord, M. D., registrar	15	113	.....	85 00	.....	2d Thursday in October	1
J. T. Temple, M. D., dean	.....	.....	.....	.....	.....	.....	2
Carroll Dunham, M. D., dean	16	94	341	100 00	.....	2d Tuesday in October	3
	.....	47	.....	105 00	.....	.....	4
H. F. Biggar, M. D., registrar	17	86	780	90 00	2,000	Last Wednesday in Sept	5
H. N. Guernsey, M. D., dean	11	134	.....	100 00	.....	2d Monday in October	6
F. J. S. Gorgas, M. D., dean	10	.....	664	100 00	.....	October 15	1
N. C. Keep, M. D., dean	8	27	.....	110 00	.....	First Wednesday in Nov'ber	2
	.....	.....	.....	.....	.....	.....	3
Homer Judd, M. D., D.D.S., dean	9	20	37	100 00	.....	October 16	4
Frank Abbott, M. D., dean	8	30	47	150 00	.....	October 15	5
J. Taft, D. D. S., dean	7	30	210	100 00	100	October 16	6
E. Wildmar, M. D., D. D. S., dean	7	74	.....	100 00	.....	November 1	7
J. R. McQuillen, M. D., D. D. S., dean.	7	73	190	100 00	.....	November 1	8
Jas. S. Knapp, D. D. S., dean	8	26	23	100 00	.....	November 27	9
A. E. Ebert, dean	3	43	3	30 00	800	First Monday in October	1
John Wheeler, D. D., president	3	.....	.....	35 00	.....	December 13	2
B. W. Woodward, president	.....	.....	.....	.....	.....	.....	3
F. C. Miller, secretary	.....	.....	.....	.....	.....	.....	4
J. Brown Baxley, president	3	45	110	36 00	.....	October 10	5
A. B. Prescott, M. D.	3	39	.....	.....	.....	October 1	6
George T. H. Markoe, dean	3	.....	.....	30 00	.....	October 2	7
Matt. F. Ash, president	.....	.....	.....	.....	.....	.....	8
W. H. Crawford, president	3	.....	.....	10 00	.....	October 2	9
H. A. Cassebeer, jr. secretary	3	90	157	30 00	550	September 25	10
W. D. Godman, D. D., president	3	.....	22	45 00	.....	November 15	11
E. S. Wayne, dean	3	.....	.....	30 00	.....	.....	12
Robert Bridges, M. D., dean	3	242	821	36 00	2,500	October 1	13
John C. Riley, M. D.	3	12	.....	40 00	.....	1st Monday in October	14
Johnson Eliot, M. D., dean	3	20	.....	40 00	.....	October 2	15
S. Logan, M. D., dean	.....	.....	.....	.....	.....	October 15	16

gave rise to the preceding No. 1 "Botanic;" charter has not been surrendered, and it is proposed to

†For female students only.

TABLE XIV.—PRINCIPAL LIBRARIES OF THE UNITED STATES,

Number.	Name and location.	When founded.	By whom founded.	Amount of fund.	Amount of annual income.	No. of volumes.
	CALIFORNIA.					
1	Sacramento Library Asssociat'n, Sacramento.	1857	Citizens of Sacramento..	$10,000	$3,000	5,088
2	Odd Fellows' Library Association, Petaluma.	1867	I. O. O. F. of Petaluma...	None.	800	1,400
3	Library at Woodward's Gardens, San Francisco.	....	R. B. Woodward	.....	.....	1,800
4	Odd Fellows' Library Assoc'n, San Francisco.	1854	O. F. of San Francisco...	None.	7,500	20,000
	CONNECTICUT.					
5	Lakeville Library, Lakeville.....	1863	Citizens.....	.....	.....	.....
6	New Britain Institute, New Britain	1852	State	None.	2,100	3,150
7	Thomaston Village Library, Thomaston.....	1859	Citizens of the village...	None.	18	530
8	Otis Library, Norwich.....	1850	D. J. Otis	8,000	600	7,000
9	Thompson Fire Engine Library, Thompson..	1850	Thompson Engine Co	None.	.....	800
10	Douglas Library, North Canaan	1823	William Douglas.....	1,300	78	1,600
11	Silas Bronson Library, Waterbury.....	1868	Silas Bronson	200,000	12,000	13,000
12	State Library of Connecticut, Hartford.....	1854	State	.....	.....	12,000
13	Watkinson Library of Reference, Hartford..	1858	David Watkinson.....	125,000	6,000	24,000
14	Danbury Library, Danbury.....	1869	W. A. White	.....	.....	1,000
15	Rose Library, Wethersfield	1866	Chauncey Rose	1,500	200	1,600
16	Bill Library, Ledyard.....	1867	Henry Bill.....	.....	.....	1,200
17	Babcock Library, Ashford	1863	A. Babcock	.....	.....	400
	DELAWARE.					
18	State Library, Dover.....	1832	State	.....	150	30,000
19	New Castle Library Company, New Castle..	1812	.....	5,550	364	6,000
	GEORGIA.					
20	Young Men's Library Association, Atlanta..	1867	Young men of Atlanta ..	.....	2,000	3,000
	ILLINOIS.					
21	Sängerbund and Library Society's Library, Belleville.	1836	German immigrants	.....	1,500	5,000
22	Quincy Library, Quincy.....	1841	Citizens of Quincy.....	None.	450	4,000
23	Peoria Mercantile Library, Peoria	1855	Citizens of Peoria.....	.....	1,600	2,000
24	Chicago Historical Society, Chicago.....	1856	Citizens of Chicago	67,000	3,000	112,000
25	Alton Public Library, Alton.....	1850	Citizens of Alton	.....	200	4,000
26	Sterling Literary Association, Sterling.....	....	Citizens of Sterling	.....	.....	800
	INDIANA.					
27	Harrison County Library, Corydon	....	.....	.....	.....	300
28	Madison Library Association, Madison.....	1854	Citizens of Madison.....	2,400	200	4,000
29	Monroe County Library, Bloomington	....	.....	4,032	282	2,000
30	Lawrenceburgh Library, Lawrenceburgh...	1856	Citizens of Lawrenceb'h.	.....	.....	780
31	Indiana State Library, Indianapolis.....	1831	State	.....	.....	12,500
	IOWA.					
32	Davenport Library Association, Davenport.	1858	Citizens of Davenport...	None.	1,200	3,000
33	Iowa State Library, Des Moines,.....	1839	State	None.	.....	11,000
	KANSAS.					
34	Kansas State Library, Topeka	1856	State	None.	.....	600
	KENTUCKY.					
35	Y. M. C. A. Library, Louisville	1867	Louisville Y. M. C. A...	None.	.....	3,683
36	Louisville Law Library Company, Louisville.	1839	Members Louisville bar.	None.	1,100	3,300
37	Talbott Library, Columbia.....	1857	.....	None.	None.	165
38	Louisville Library Association, Louisville ..	1871	Citizens of Louisville ...	7,800	3,300	.....
	LOUISIANA.					
39	Y. M. C. A. Library, New Orleans	1871	Y. M. C. A.....	None.	2,800	1,000
	MAINE.					
40	Bucksport Social Library, Bucksport	1805	.....	.....	.....	1,360
41	Maine State Library, Augusta.....	1839	State	None.	500	31,000
42	Mercantile Library Association, Portland...	1851	Chartered members.....	6,200	1,700	3,500
43	Ladies' Home Library, Thomaston.....	1851	Ladies of Thomaston.....	.....	.....	1,100

EXCLUSIVE OF THOSE CONNECTED WITH COLLEGES, ETC.

Number.	Annual increase.	Conditions on which use of library is granted to citizens.	Amount of annual subscription of members.	Does the library own its building?	Is the building fire-proof?	Name of chief librarian.	No. of employés.	Specality.
1	441	$2 per quarter	$2, 720	No.	.....	M. S. Cushman	2	
2	250	50 cents per month	600	Yes.	Yes.	C. W. Otis	....	
3	.....	Free	.....	.....	No.	H. Andrews	....	Natural history and travels.
4	1, 200	Membership in O. F.	.....	Yes.	No.	G. A. Carnes	1	Voyages and travels on Pacific Coast.
5	350	5 cents per volume	.....	No.	No.	E. H. Jones	....	
6	350	$1 per annum	1, 200	No.	No.	Carrie Talcott	....	
7	12	1 per annum	.....	No.	No.	T. H. Newton	....	
8	.....	2 per annum	.....	Yes.	No.	H. B. Bushingham	1	
9	.....	1 per annum	.....	No.	No.	J. N. Kingsbury	....	
10	20	Free	.....	No.	No.	Charles Gillette	1	
11	3, 000	$5	None	Yes.	No.	W. I. Fletcher	3	
12	350	Free	.....	.....	No.	C. J. Hoadly	1	Law and state papr's.
13	2, 000	Free	.....	Yes.	No.	J. H. Trumbull	2	
14	.....	$2 per annum	.....	.....	.....	.....	....	
15	.....	2 per annum	.....	.....	.....	.....	....	
16	.....	25 cents per annum	.....	.....	.....	.....	....	
17	.....	.....	.....	.....	.....	.....	....	
18	150	Free	None	Yes.	No.	J. G. O. Harrington	5	
19	50	$3 per annum	60	No.	No.	A. B. Cooper	1	
20	.....	Initiation fee, $2, and $4 per annum.	.....	No.	Yes.	J. W. Pearce	1	
21	350	Membership	$4 80 each.)	No.	.....	Henry Raab	1	
22	.....	$5 per share and $2 per annum.	$250	No.	No.	Miss L. Sherman	2	
23	400	$4 per annum	1, 100	.....	No.	J. B. Armstrong	1	
24	3, 500	Free	1, 750	Yes.	Yes.	William Corkran	3	
25	.....	$2 per annum	2 each	No.	No.	Miss M. Douglass	....	
26	.....	2 per annum	.....	No.	No.	W. Stager	....	
27	.....	.....	.....	No.	No.	W. Zallneuw	....	
28	25	$3 per annum	.....	No.	No.	James Giddall	....	
29	100	1 per annum	.....	Yes.	Yes.	Albert Bryan	....	
30	.....	Free	.....	No.	.....	C. W. Hunt	....	
31	250	Free	.....	No.	No.	J. De Sanno	3	
32	100	$3 per annum	.....	No.	No.	Miss J. Miller	1	
33	.....	For State officers	.....	No.	No.	Mrs. A. North	....	Law.
34	.....	Free	.....	No.	Yes.	D. Dickinson	....	
35	.....	$3 per annum	.....	No.	No.	H. H. Munroe	1	
36	150	Free to lawyers	150	No.	Yes.	J. O. Donnell	....	Law.
37	.....	.....	None	No.	No.	.....	....	
38	.....	$1 per month	.....	No.	No.	E. G. Booth	1	
39	.....	Free	.....	No.	No.	Robert Gribble	1	
40	.....	$1 per annum	.....	No.	No.	A. R. Sparhawk	....	
41	450	.....	None	No.	No.	J. T. Woodward	1	Law.
42	500	$2 per annum	.....	No.	No.	D. P. Coombs	2	
43	.....	Membership	.....	No.	No.	.....	3	

TABLE XIV.—PRINCIPAL LIBRARIES OF THE UNITED STATES.

Number.	Name and location.	When founded.	By whom founded.	Amount of fund.	Amount of annual income.	No. of volumes.
	MAINE—Continued.					
44	Town Library, Castine	1801			$75	1,434
45	Gardiner Public Library, Gardiner	1841	Gardiner Mechanics' Association.	None.		2,500
46	Maine Charitable Mechanics' Association, Portland.	1815	Mechanics' Association.	$80,000	3,000	4,000
47	Bangor Library Association, Bangor	1843	James Crosby	None.	3,000	11,000
48	Woodcock's Circulating Library, Belfast	1867	W. F. Washburn	700	125	1,000
49	Hallowell Social Library, Hallowell	1845	Citizens of Hallowell	1,500	200	4,500
	MARYLAND.					
50	Rockville Library Association, Rockville	1869	Citizens of Rockville	500	55	300
51	The Law Library, Baltimore	1840	State		4,000	8,000
52	Odd Fellows' Library, Baltimore	1835	Odd Fellows of Baltimore		1,500	21,136
53	Mercantile Library Association, Baltimore	1839	Merchants' clerks	None.	6,000	26,000
	MASSACHUSETTS.					
54	Lancaster Town Library, Lancaster	1862	Town	5,000	1,300	6,200
55	Appleton Library, Brookfield	1859	Hon. William Appleton	5,000	200	3,500
56	Chelsea Public Library, Chelsea	1868	City	None.	2,000	5,000
57	Sawyer Library, Gloucester	1854	Citizens of Gloucester	10,000	700	3,600
58	City Library Association of Springfield, Springfield.	1857	City Library Association	5,000		30,000
59	Lynn Free Public Library, Lynn	1862	Lynn Library Associat'n	10,000	5,700	14,000
60	Congregational Library, Boston	1853	American Congregation'l Association.	168,000		6,500
61	Morse & Son's Circulating Library, Haverhill	1869	C. C. Morse & Son	1,000		1,100
62	Milford Public Library, Milford	1858	Town		950	3,850
63	Dana Library, Cambridge		E. T. Dana			5,500
64	Mechanic Apprentices' Library Association, Boston.	1820	William Wood	1,100		6,000
65	Woburn Town Library, Woburn	1856	J. B. Winn	800	980	4,800
66	Town Library, Westford	1797	Citizens of Westford	None.	200	2,000
67	Public Library, Newburyport	1854	Hon. J. Little	20,000	1,000	13,261
68	New Bedford Free Public Library, New Bedford.	1853	City	52,600	6,156	23,000
69	Social Law Library, Boston	1804	Members of Boston bar	8,000	8,000	11,000
70	Boston Library Association, Boston	1794	Citizens of Boston	10,000	2,000	19,500
71	Massachusetts State Library, Boston	1826	State	None.	2,300	32,000
72	Pittsfield Athenæum, Pittsfield	1848				4,276
73	Deerfield Reading Association, Deerfield	1840	Citizens of Deerfield	None.	80	2,000
74	West Roxbury Free Library, West Roxbury	1823	Ladies of West Roxbury			2,300
75	Holton Library, Brighton	1864	James Holton	6,000	1,750	9,000
76	Taunton Public Library, Taunton	1866	City	1,000	2,500	9,051
77	Public Library of Boston, Boston	1852	City	100,000	74,000	183,000
78	Mercantile Library Association, Boston	1820		20,000		20,000
79	Handel and Haydn Society, Boston	1815		8,000		40,000
80	Public Library, Charlestown	1860	City	None.	5,250	13,000
81	Religious Charitable Library, Woburn		Private subscription	None.	25	700
82	North Adams Library Association, North Adams.		Citizens		300	2,000
	MICHIGAN.					
83	Michigan State Library, Lansing	1836	State	3,000	250	40,000
84	Ladies' Library Association, Flint	1851	Ladies of Flint	None.	300	1,850
85	Young Men's Library Associati'n, Kalamazoo	1858	Young men of Kal'mazoo		1,400	2,000
86	Ladies' Library Association, Marshall	1869	Citizens of Marshall	300	500	1,200
87	Ladies' Library Association, Kalamazoo	1852	Ladies of Kalamazoo	1,261	409	2,152
	MINNESOTA.					
88	St. Paul Library, St. Paul	1863	Union of Y. M. C. A. and Mercantile libraries.	None.	500	5,000
89	Minnesota Historical Society, St. Paul	1849	Early settlers			13,500
	MISSISSIPPI.					
90	State Library, Jackson					
	MISSOURI.					
91	State Library, Jefferson City		State		500	
92	Law Library Association, St. Louis	1838			2,807	7,000

EXCLUSIVE OF THOSE CONNECTED WITH COLLEGES, ETC.—Continued.

Number.	Annual increase.	Condition on which use of library is granted to citizens.	Amount of annual subscription of members.	Does the library own its building?	Is the building fire-proof?	Name of chief librarian.	No. of employés.	Specialty.
44	75	Free	.....	No..	.....	R. J. Hooke	3	
45	350	50 cents per annum	.....	No..	No..	Miss A. E. Baker	....	
46	.....	$2 per annum	.....	Yes.	Yes.	J. B. Thorndike	4	
47	1,500	$3 per annum	.....	No..	No..	E. H. Cass	2	
48	50	.....	.....	No .	Yes.	H. L. Woodcock	2	
49	100	$2 per annum	$110	No..	No..	J. De W. Smith	1	
50	50	$2 per annum	.....	No..	No..	H. W. Talbott	....	
51	500	Free	3,500	No..	Yes.	T. H. Philips	3	Law.
52	300	Odd Fellows only	.....	.....	No..	J. Shotten	....	
53	1,500	$3 per annum	.....	No..	No..	J. W. M. Lee	2	
54	550	Free	.....	No..	Yes.	J. L. S. Thompson	2	
55	125	.....	.....	No..	No..	Rev. G. H. De Bevaise	....	Religious literature.
56	1,500	Free	None	No..	No..	Medora J. Simpson	2	
57	.....	Free	.....	No..	No..	Mary D. Andrews	2	
58	2,500	$1 per annum	1,500	Yes.	No..	William Rice	2	
59	1,400	Free	.....	Yes.	No..	J. Babchelder	2	
60	1,500	Free	None	.....	No..	I. P. Langworthy	1	
61	500	10 cents per week	.....	.....	No..	.....	....	
62	150	Free	None	No..	No..	F. L. Smith	1	
63	550	$1	350	No..	No..	C. F. Orne	1	
64	25	$1 per annum for apprentices.	.....	No..	Yes.	J. A. Mahoney	....	
65	350	Free	None	No..	No..	Clara B. Woodberry	1	
66	100	Free	None	No..	No..	T. A. Bean	3	
67	500	Free	.....	No..	No..	H. A. Tenney	....	
68	1,000	Free	.....	No..	No..	R. C. Ingraham	1	
69	590	$10 per annum	1,750	No..	Yes.	F. W. Vaughan	1	Law.
70	600	$5 per annum	.....	Yes.	No..	A. J. Nye	....	
71	1,200	Free	None	No..	Yes.	S. C. Jackson	2	Law and State pap'rs.
72	369	.....	100	No..	No..	Miss M. H. Samberson	1	
73	30	.....	75	No..	No..	Martha G. Pratt	....	
74	200	Free	.....	No..	No..	C. Cowing	1	
75	1,000	Free	.....	No..	Yes.	W. F. Warren	2	
76	600	Free	None	No..	Yes.	E. Manley	2	
77	10,000	Free	None	No..	Yes.	J. Winsor	55	
78	650	$2 per annum	.....	No..	No..	C. W. Baker	2	
79	.....	Special permission	None	No..	No..	C. H. Johnson	....	Music.
80	1,000	Free	None	No..	No..	C. S. Cartie	2	
81	.....	.....	.....	.....	.....	W. A. Stone	....	
82	200	$2 initiation fee and $1 per annum.	.....	No..	No..	E. D. Tyler	1	
83	.....	Free	.....	No..	No..	Mrs. H. A. Tenney	....	Law.
84	.....	$2 per annum	200	Yes.	No..	Miss J. McFarlan	2	
85	150	Membership	100	No..	No..	W. W. Peck	....	
86	.....	$4 per annum	275	No..	.....	Miss K. Mitchell	....	
87	154	$1 per annum	194	No..	.....	Mrs. D. B. Webster	3	
88	375	$3 per annum	1,117	No..	.....	Miss M. S. Crcek	2	
89	1,000	Free	200	No..	No..	J. F. Williams	1	
90	.....	.....	.....	.....	.....	B. L. Loomis	....	
91	.....	Free	.....	No..	Yes.	N. C. Burch	1	Law.
92	200	Lawyers only; $10 per annum.	.....	No..	Yes.	E. C. Tittmann	2	Law.

TABLE XIV.—PRINCIPAL LIBRARIES OF THE UNITED STATES.

Number.	Name and location.	When founded.	By whom founded.	Amount of fund.	Amount of annual income.	No. of volumes.
	NEBRASKA.					
93	Nebraska State Library, Lincoln	1855	United States	.....	.....	10,200
	NEW HAMPSHIRE.					
94	Wakefield and Brookfield Library, Wakefield	1797	Forty subscribers	None.	.....	500
95	Dublin Juvenile and Social Library, Dublin.	1793	L. W. Leonare	.....	Variable.	2,000
96	Manchester City Library, Manchester	1854	Manchester Athenæum	.....	None	15,300
97	New Hampshire State Library, Concord	....	State	.....	.....	12,000
98	Portsmouth Mercantile Library Association, Portsmouth.	1853	Citizens of Portsmouth.	$500	$150	1,800
99	Exeter Town Library, Exeter	1853	Town	None.	300	2,964
100	Manufacturers' and Village Library, Great Falls.	1842	Stockholders	None.	250	5,180
101	Concord Public Library, Concord	1855	City	2,000	800	5,500
102	Charlestown Social Library, Charlestown	1810	Citizens of Charlestown.	None.	34	1,456
	NEW JERSEY.					
103	Pilesgrove Library Association, Woodstown.	1858	Citizens of Woodstown	.....	100	1,100
104	Bridgeton Library, Bridgeton	1860	Y. M. C. Association	None.	.....	1,100
105	Young Men's Christian Association Library, Trenton.	....	Trenton Library Ass'n.	.....	.....	4,000
106	Newton Library Association, Newton	1868	A. L. Dennis and citizens	30,000	.....	.....
107	Young Men's Christian Association Library, New Brunswick.	1868	Y. M. C. Association	.....	.....	3,000
108	Apprentices' Library Association, Morristown.	1848	Citizens	.....	.....	2,500
	NEW YORK.					
109	Mercantile Library, Brooklyn	1857	Mercantile Library As'n	55,000	6,000	39,500
110	Wadsworth Library, Genesee	1869	J. W. & J. S. Wadsworth	15,500	1,000	6,404
111	Young Men's Association, Albany	1833	.....	None.	10,000	13,000
112	Apprentices' Library, New York	1820	Mechanics and tradesmen of city.	6,907	9,000	50,000
113	Library of the Department of Public Instruction, New York.	...	L. D. Kiernan	.....	.....	400
114	Brooklyn Institute, Brooklyn	1823	A. Graham	32,000	5,495	10,000
115	Library of the American Bible Society, New York.	1817	American Bible Society.	None.	.....	2,500
116	Oswego City Library, Oswego	1855	Hon. G. Smith	30,000	4,000	7,000
117	Flushing Library Association, Flushing	1858	Young men of village	750	400	3,400
118	Mercantile Library, New York	1820	Merchants' clerks	None.	60,000	131,000
119	Astor Library, New York	1849	J. J. Astor	200,000	13,000	160,000
120	Young Men's Christian Association Library, Albany.	1858	Y. M. C. Association	None.	None	1,800
121	Utica City Library, Utica	1838	.....	.....	650	5,000
122	New York State Library, Albany	1845	State	.....	3,500	85,000
123	Young Men's Association Library, Buffalo	1855	Young Men's Associa'n.	.....	14,000	23,000
124	American Institute, New York	....	.....	.....	.....	10,000
	OHIO.					
125	Cincinnati Law Library, Cincinnati	1847	Members of Cincin'i bar.	None.	1,750	6,000
126	Akron Library Association, Akron	1868	Young Men's Lit'y As'n.	.....	.....	4,000
127	Cleveland Library Association, Cleveland	1845	.....	20,000	2,000	10,000
128	Public Library of Cincinnati, Cincinnati	1867	Board of Educ'n of Cin'i.	.....	17,500	33,958
129	Jefferson Library Association, Jefferson	1847	Stockholders	.....	.....	613
130	Ohio State Library, Columbus	1817	State	.....	2,750	36,100
131	Young Men's Mercantile Library Association, Cincinnati.	1835	Young Men of Cincinnati	2,600	9,970	33,175
	PENNSYLVANIA.					
132	Moyamensing Literary Institute, Philadelphia.	1852	Young Men's Institute	.....	720	3,000
133	Mechanics' Library, Lancaster	1828	Association of Mechanics	4,300	400	3,900
134	Cassel's Library, Harleysville	1840	A. H. Cassel	.....	.....	10,000
135	Wilkesbarre Law and Library Association, Wilkesbarre.	1850	Members of county bar	None.	.....	1,000
136	Apprentices' Library Company of Philadelphia, Philadelphia.	1820	Citizens of Philadelphia.	37,000	2,000	20,500

*Now being

EXCLUSIVE OF THOSE CONNECTED WITH COLLEGES, &c.—Continued.

Number.	Annual increase.	Conditions on which use of library is granted to citizens.	Amount of annual subscription of members.	Does the library own its building?	Is the building fire-proof?	Name of chief librarian.	No. of employés.	Specialty.
93	350	Free	.....	No..	No..	G. A. Brown	....	
94	.....	Free	None	No..	.....	.....	....	
95	Variable.	Free	.....	No..	.....	M. D. Mason	....	
96	800	Free to residents	.....	Yes.	Yes.	C. M. Marshall	1	
97	.....	Free	.....	No..	No..	M. Gilmore	....	
98	75	Membership	$150	No..	No..	C. A. Hazlett	....	
99	100	Free	.....	No..	No..	Mrs. Inez Gordon	1	
100	100	$1 per annum	.....	No..	No..	J. E. Randall	4	
101	275	25 cents per annum	.....	No..	No..	F. S. Crawford	1	
102	25	Shareholders only	34	No..	No..	S. Webber	....	
103	60	Membership	50	Yes.	No..	W. H. Pancoast	....	
104	100	Membership	300	No..	No..	Miss M. E. Logue	....	
105	.....	$2 per annum	.....	No..	No..	L. R. Cheeseman	1	
106	.....	Free	None	(*)	.....	Rev. M. Barrett	....	
107	400	$2 per annum	.....	No..	No..	W. Kirkpatrick	1	
108	.....	25 cents per annum	.....	No..	No..	.....	....	
109	2,000	$5 per annum	13,000	Yes.	No..	S. B. Noyes	9	
110	388	Free	.....	Yes.	No..	Mrs. C. Olmsted	....	
111	750	$3 per annum	3,716	No..	No..	D. Adams	3	
112	3,000	Free to apprentices	.....	No..	No..	W. Van Norden	6	
113	.....	.....	None	Yes.	Yes.	L. D. Kiernan	....	
114	300	Free	.....	Yes.	No..	Louise N. Rose	2	
115	100	Not public	.....	No..	Yes.	J. Holdiek	....	
116	.....	Free	.....	Yes.	No..	A. Leonard	1	
117	200	Free	.....	No..	No..	A. Scott	....	
118	12,000	$5 per annum	30,000	Yes.	No..	A. M. Palmer	21	
119	1,000	Free	.....	Yes.	Yes.	E. R. Strazniecky	6	
120	150	Membership	.....	No..	No..	H. L. Gladding	2	
121	200	Free to residents	.....	No..	Yes.	Miss E. S. Dutton	1	
122	2,500	Free	.....	No..	Yes.	H. A. Homes	4	American history.
123	5,000	$3 per annum	.....	Yes.	No..	William Joes	4	
124	.....	Introduction by a member.	.....	No..	Yes.	J. W. Chambers	1	Science and art.
125	400	Mem. & State officers	.....	No..	No..	M. W. Myers	....	Law.
126	.....	$3 per annum	1,000	Yes.	No..	T. H. Noble	....	
127	600	$3 per annum	.....	Yes.	Yes.	Miss S. E. Chamberlin	2	
128	11,553	Free	None	No..	Yes.	W. F. Poole	18	
129	.....	50 cents per annum	.....	No..	Yes.	C. S. Simonds	....	
130	1,200	Free	None	No..	Yes.	S. G. Harbaugh	1	
131	1,812	$5 per annum	.....	No..	No..	M. H. White	4	
132	200	Free	.....	Yes.	No..	J. A. Mathiew	1	
133	140	$1 50 per annum	.....	No..	.....	P. McConomy	....	
134	50	Free	.....	Yes.	No..	A. H. Cassel	....	
135	50	Members of bar	.....	No..	No..	.....	1	
136	1,000	Free	550	No..	No..	Mary A. Harpur	5	

erected.

TABLE XIV.—PRINCIPAL LIBRARIES OF THE UNITED STATES,

Number.	Name and location.	When founded.	By whom founded.	Amount of fund.	Amount of annual income.	No. of volumes.
	PENNSYLVANIA—Continued.					
137	German Library Association, Pittsburgh	1851		None.	$1,000	$3,500
138	Southwark Library, Philadelphia	1830	State		650	8,000
139	Fallsington Library Company, Fallsington	1802				1,822
140	Mountville Library, Mountville	1856	Citizens of Mountville			1,000
141	Union Library Company of Hatborough, Hatborough.	1755		$2,430		7,500
142	Byberry Library, Philadelphia	1794	Citizens of Philadelphia.	None.	60	2,000
143	Young Men's Mercantile Library, Pittsburgh	1848			5,500	11,250
144	Altoona Mechanics' Library and Reading Room Association, Altoona.	1858	Officers of Pa. R. R. Co	1,500	350	2,500
145	Library Company of Philadelphia, Philadelphia.	1731	Dr. B. Franklin		10,000	95,000
146	Friends' Library, Germantown	1846	Orthodox Friends of Germantown.	None.	250	3,000
147	Doylestown Library Company, Doylestown	1856	Citizens of Doylestown		130	1,500
148	Friends' Library, Philadelphia					
149	Easton Library, Easton, Pa	1811		None.	150	4,500
150	Union Library of Upper Merion, King of Prussia Post-Office.	1853		None.	75	1,600
	RHODE ISLAND.					
151	State Library of Rhode Island, Providence					3,000
152	Pawcatuck Library Association, Westerly	1848	Citizens of Westerly		400	3,500
153	Narragansett Library Association, Peace Dale.	1856	Citizens	1,000		1,350
154	Miantonoma Library, Middletown	1848	Citizens	None.	10	500
155	Mechanics and Apprentices' Library, Providence.	1821	Association of Mechanics and Manufacturers.			6,692
156	Old Warwick Library Association, Warwick Neck.	1848	Citizens			694
157	Lonsdale Library and Reading Room Association, Lonsdale.	1849	Lonsdale Company	None.	600	3,000
158	Redwood Library and Athenæum, Newport	1747	A. Redwood	20,000	3,000	18,289
159	People's Library, Newport	1870	C. Townsend	10,000	1,900	13,000
160	Statersville Library and Reading Room, Statersville.	1848			60	1,500
161	Franklin Lyceum, Providence	1831	Students	None.	3,000	7,112
162	Aborn Library, North Scituate	1848	Citizens	500	None	800
163	Harris Institute Library, Woonsocket	1863	Hon. E. Harris	75,000	3,000	6,000
	SOUTH CAROLINA.					
164	Charleston Library Society, Charleston	1748		None.	1,040	14,000
165	State Library of South Carolina, Columbia	1814	State			3,000
	VERMONT.					
166	Derby Library and Reading Room Association, Derby.	1853	Citizens of Derby			800
167	Vermont State Library, Montpelier		State		500	13,883
	VIRGINIA.					
168	Petersburgh Library Association, Petersburgh.	1853	Citizens	None.	1,325	3 406
169	Virginia State Library, Richmond	1823	State		2,000	25,000
	WEST VIRGINIA.					
170	Wheeling Library Association, Wheeling	1860	Wheeling Library Ass'n	20,000	2,200	4,200
171	Young Men's Christian Association Library, Parkersburgh.	1865		100	50	500
	WISCONSIN.					
172	State Historical Society of Wisconsin, Madison.	1849	State Historical Society	600	6,350	50,500
	DISTRICT OF COLUMBIA.					
173	Interior Department Library, Washington	1849				4,000

EXCLUSIVE OF THOSE CONNECTED WITH COLLEGES, &c.—Continued.

Number.	Annual increase.	Conditions on which use of library is granted to citizens.	Amount of annual subscription of members.	Does the library own its building?	Is the building fire-proof?	Name of chief librarian.	No. of employés.	Specialty.
137	.....	Membership.....	.....	No..	No..	Miss L. Batz.....	1	
138	300	$2 per annum.....	$150	Yes.	No..	O. Barney.....	....	
139	8	$1 per annum.....	30	No..	No..	Lottie Moon	....	
140	.....	Free	.....	No..	No..	J. S. Conklin.....	....	
141	120	Free	.....	Yes.	No..	C. Wakefield.....	....	
142	25	6 cents per week	.....	Yes.	No..	J. Comly.....	....	
143	700	$4 per annum.....	3,500	Yes.	No..	G. E. Appleton.....	4	
144	100	$3 per annum.....	.....	No..	No..	F. D. Casanave	....	
145	1,500	15 cents per week ...	.....	Yes.	No..	L. P. Smith	2	
146	175	Free	.....	No..	No..	William Kite	1	
147	90	Purchase of share ...	.....	No..	No..	T. Hughes	....	
148	50	.....	.....	.....	.....	J. L. Stokes.....	....	
149	100	$2 per annum.....	.....	Yes.	No..	W. W. Cothingham...	....	
150	60	5 cents per week	.....	No..	No..	Sallie E. Roberts.....	....	
151	250	Free	None	No..	No..	.....	1	
152	300	5 cents per week	.....	No..	No..	C. Perry, jr	5	
153	.....	6 cents per week	.....	No..	No..	Irene F. Dixon.....	....	
154	.....	2 cents per week	.....	No..	No..	G. C. Coggerhall	....	
155	275	$3 per annum.....	1,300	No..	No..	S. Tingley	....	
156	.....	50 cents per annum..	.....	No..	No..	J. T. Smith	....	
157	100	$1 per annum.....	200	No..	No..	Harriet Kilburn	2	
158	1,000	$6 per annum.....	1,800	Yes.	No..	B. H. Rhoades	2	
159	.....	Free	.....	Yes.	Yes.	Elma M. Dame.....	2	
160	50	2 cents per week	.....	No..	No..	W. H. Sanford.....	....	
161	400	Membership	2,000	No..	No..	H. W. Allen.....	1	
162	.....	.....	.....	No..	.....	G. R. Fisher	....	
163	250	Free	.....	Yes.	No..	Annah Ballou.....	2	
164	.....	Membership.....	.....	Yes.	No..	A. Mayyck	1	
165	350	.....	.....	No..	No..	A. Feininger.....	....	
166	.....	$1 per annum.....	.....	No..	.....	E. A. Stewart.....	....	
167	650	.....	.....	No..	Yes.	C. Reed	2	State history.
168	.....	$6 per annum.....	580	Yes.	Yes.	W. L. Baylor	1	
169	1,000	Free	.....	Yes.	No..	J. McDonald.....	3	Law and politics.
170	250	$5 per annum.....	200	No..	No..	G. E. Stanbery.....	1	
171	75	Free	.....	No..	No..	W. T. Heaton.....	2	
172	2,800	Free	.....	No..	No..	D. S. Durrie.....	4	
173	.....	.....	.....	.....	.....	Colonel D. C. Cox.....	....	

TABLE XIV.—PRINCIPAL LIBRARIES OF THE UNITED STATES,

Number.	Name and location.	When founded.	By whom founded.	Amount of fund.	Amount of annual income.	No. of volumes.
	DISTRICT OF COLUMBIA—Continued.					
174	Library of the Agricultural Department, Washington.	....	.....	.....	.....	8,000
175	Patent-Office Library, Washington.....	1837	.....	.....	.....	21,000
176	Odd Fellows Library, Washington	....	.....	.....	.....	3,229
177	Library of Congress, Washington.....	1802	Congress of United States	.....	$11,500	230,000
178	Young Men's Christian Association Library, Washington.	....	.....	.....	.....	12,000
179	Treasury Department Library, Washington.	....	.....	.....	.....	2,700
	WASHINGTON TERRITORY.					
180	Library of Washington Territory, Olympia .	1863	.....	None.	.....	2,200

EXCLUSIVE OF THOSE CONNECTED WITH COLLEGES, &c.—Continued.

Number.	Annual increase.	Conditions on which use of library is granted to citizens.	Amount of annual subscription of members.	Does the library own its building?	Is the building fire-proof?	Name of chief librarian.	No. of employés.	Specialty.
174	.....	.....	.....	.....	.....	.....	....	
175	.....	Free	.....	.....	.....	.....	....	
176	.....	Membership.....	.....	.....	.....	.....	....	
177	13, 000	Free	.....	Yes.	Yes.	A. R. Spofford	15	
178	.....	.....	.....	.....	.....	.....	....	
179	.....	.....	.....	.....	.....	Miss A. A. Baker	....	
180	100	Free	.....	No..	No..	J. V. Mossman.....	....	

TABLE XV.—STATISTICS OF INSTITUTIONS FOR THE DEAF AND DUMB IN THE UNITED STATES.

Number.	Name.	City or town and State.	Year of foundation.	Principal.	Number of inmates at date of last report.			Number under instruction during year 1871.			Number of instructors.	Income for year last reported.	Expenditure for year last reported.
					Males.	Females.	Total.	Males.	Females.	Total.			
1	Institution for Deaf, Dumb, and Blind	Talladega, Ala	1858	Jos. H. Johnson, M. D	15	26	41	18	32	50	2	$12,004 87	$14,060 66
2	Institution for Deaf and Dumb	Little Rock, Ark	1867	E. P. Caruthers, M. A	26	19	45	35	26	61	2	35,826 74	35,689 39
3	Institution for Deaf, Dumb, and Blind	Oakland, Cal	1866	Warring Wilkinson, M. A	35	25	60	39	26	65	3	158,098 30	158,098 30
4	American Asylum for Deaf and Dumb	Hartford, Conn	1817	Edward C. Stone, M. A	186	112	298	181	111	292	17	37,570 52	37,394 34
5	Whipple's Home School for Deaf Mutes	Mystic, Conn	1869	Jonathan Whipple, jr	3	1	4	3	1	4	1	.....	.....
6	Institution for the Deaf and Dumb	Cave Spring, Ga	1846	Wesley O. Conner	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	Institution for the Deaf and Dumb	Jacksonville, Ill	1846	Philip G. Gillett, LL. D	155	133	288	133	136	269	14	68,393 85	63,067 23
8	Day School for the Deaf and Dumb	Chicago, Ill	1870	D. Greenberger	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	Institution for the Deaf and Dumb	Indianapolis, Ind	1844	Rev. Thomas MacIntire, M. A	135	129	264	142	127	269	14	68,980 64	55,299 63
10	Deaf and Dumb Institution	Council Bluffs, Iowa	1855	Rev. Benjamin Talbot, A. M	68	44	112	72	47	119	7	34,706 58	29,887 89
11	Institution for the Deaf and Dumb	Olathe, Kans	1862	Louis H. Jenkins, M. A	37	14	51	.....	.....	.....	2	13,193 38	13,193 38
12	Institution for Deaf-Mutes	Danville, Ky	1823	J. A. Jacobs, jr	54	43	97	.....	.....	.....	5	27,271 71	27,271 71
13	Institution for Deaf, Dumb, and Blind	Baton Rouge, La	1852	J. A. McWhorter, M. A	.....	.....	.....	26	21	47	4	.....	.....
14	Institution for Deaf and Dumb	Frederick, Md	1868	Charles W. Ely, A. M	61	27	88	61	29	90	5	32,730 47	32,730 47
15	Clarke Institution for Deaf-Mutes	Northampton, Mass	1867	Harriet B. Rogers	22	18	40	26	20	46	4	92,012 48	92,012 48
16	Boston Day School for Deaf-Mutes	Boston, Mass	1869	Sarah Fuller	.....	.....	.....	19	26	45	4	.....	.....
17	Institution for Deaf, Dumb, and Blind	Flint, Mich	1854	Egbert L. Bangs, A. M	90	75	165	80	70	150	11	152,877 76	152,919 12
18	Institution for Deaf, Dumb, and Blind	Faribault, Minn	1863	J. L. Noyes, M. A	37	24	61	35	25	60	4	.....	17,549 02
19	Institution for Deaf and Dumb	Jackson, Miss	1856	John L. Carter, M. D	.....	.....	20	.....	.....	20	2	.....	.....
20	Institution for the Deaf and Dumb	Fulton, Mo	1851	W. D. Kerr, M. A	76	94	170	76	87	163	8	40,000 00	27,545 22
21	St. Bridget's Institution for Deaf and Dumb.	St. Louis, Mo	----	Sister Stanislas	None	25	25	None	25	25	1	.....	.....
22	Institute for Deaf and Dumb	Omaha, Nebr	1869	Wm. M. French	11	12	23	12	13	25	2	2,403 83	3,160 23
23	Institution for the Deaf and Dumb	New York City, N. Y.	1818	Isaac Lewis Peet, M. A	325	230	555	341	239	580	30	127,039 36	127,039 36
24	Institution for improved instruction of deaf-mutes.	------do	1864	F. A. Rising, A. M	28	22	50	28	25	53	4	15,193 20	14,769 07
25	St. Mary's Asylum	Buffalo, N. Y	1862	Sister Mary Ann	27	36	63	27	36	63	6	.....	.....
26	Institution for Deaf, Dumb, and Blind	Raleigh, N. C	1845	S. F. Tomlinson	73	59	132	73	59	132	9	.....	.....
27	Institution for the Deaf and Dumb	Columbus, Ohio	1827	Gilbert O. Fay, M. A	205	139	344	.....	.....	.....	16	75,898 20	71,993 41
28	Institution for the Deaf and Dumb	Salem, Oreg	1871	Wm. S. Smith	9	5	14	9	5	14	2	.....	.....
29	Institution for the Deaf and Dumb	Philadelphia, Pa	1820	Joshua Foster	*119	91	210	151	121	272	13	72,153 93	60,188 02
30	Pittsburgh Day School	Pittsburgh, Pa	1869	Archy Woodsides	17	18	35	17	18	35	.....	.....	.....
31	Institution for the Deaf, Dumb, and Blind	Cedar Spring, S. C	1849	J. M. Hughston	7	8	15	7	8	15	2	.....	.....
32	Deaf and Dumb School	Knoxville, Tenn	1845	J. H. Ijams, B. A	65	48	113	65	48	113	8	.....	.....
33	Institution for the Deaf and Dumb	Austin, Tex	1857	J. Van Nostrand, M. A	20	7	27	22	12	34	2	.....	10,382 66

34	Institution for the Deaf, Dumb, and Blind	Staunton, Va	1839	Charles D. McCoy	47	45	92	47	45	92	6	40,715 05	40,309 93
35	Institution for the Deaf, Dumb, and Blind	Romney, W. Va	1870	H. H. Hollister, M. A	30	19	49	30	19	49	4	3,067 09	3,082 37
36	Institution for the Deaf and Dumb	Delavan, Wis	1852	Geo. L. Weed, jr., A. M	73	49	122	86	63	149	8	30,040 31	28,834 93
37	Columbia Institution for the Deaf and Dumb.	Washington, D. C	1857	E.M.Gallaudet, Ph. D., LL.D., Pres	84	16	100	87	17	104	11	160,141 97	149,070 26
38	National Deaf-Mute College	do	1864	do	51	None	51	53	1	54	9		

N. B.—Delaware sends 7 pupils to Philadelphia; Maine sends 67 pupils to Hartford; Massachusetts sends 117 pupils to Hartford; Nevada sends 2 pupils to California; New Hampshire sends 19 pupils to Hartford; New Jersey sends 11 pupils to Philadelphia, 34 to New York, and 1 to Hartford; Rhode Island sends 7 pupils to Hartford; Vermont sends 19 pupils to Hartford.

The National Deaf-Mute College is a department in the Columbia Institution for Deaf and Dumb, its professors and students having been enumerated in the statistics given of the Columbia Institution.

TABLE XVI.—STATISTICS OF INSTITUTIONS

Number.	Name.	Location.	Year of foundation.	Superintendent.	Belonging to State or corporation.
1	Institution for Deaf, Dumb, and Blind	Talladega, Ala	1858	Joseph H. Johnson	
2	Institution for the Blind	Little Rock, Ark	1859	Otis Patten	State
3	Institution for Deaf, Dumb, and Blind	Oakland, Cal	1866	Warring Wilkinson	State
4	Academy for the Blind	Macon, Ga	1853	W. D. Williams	
5	Institution for the Blind	Jacksonville, Ill	1849	Joshua Rhoades	State
6	Institution for the Blind	Indianapolis, Ind	1847	W. H. Churchman	State
7	Institution for the Blind	Vinton, Iowa	1853	S. A. Knapp	State
8	Institution for the Blind	Wyandotte, Kans	1868	W. W. Updegraff	State
9	Institution for the Blind	Louisville, Ky	1842	B. B. Huntoon	State
10	Louisiana Institution for Instruction of the Blind.	Baton Rouge, La	1870		State
11	Institution for the Blind	Baltimore, Md	1853	F. D. Morrison	Corporation
12	Perkins Institute and Massachusetts Asylum for the Blind.	Boston, Mass	1829	Samuel G. Howe	Corporation
13	Institution for Deaf, Dumb, and Blind	Flint, Mich	1854	Egbert L. Bangs	State
14	Minnesota Institution for Deaf, Dumb, and Blind.	Faribault, Minn	1863	J. L. Noyes	
15	Institution for the Blind	Jackson, Miss	1853	Sarah B. Merrill	State
16	Institution for the Blind	St. Louis, Mo	1851	H. R. Foster	Corporation
17	New York State Institution for the Blind.	Batavia, N. Y	1867	A. D. Lord	State
18	New York Institution for the Blind	New York City, N. Y	1831	William B. Wait	Corporation
19	Institution for Deaf, Dumb, and Blind	Raleigh, N. C	1846	S. F. Tomlinson	State
20	Institution for the Blind	Columbus, Ohio	1837	G. L. Smead	State
21	Institution for the Blind	Philadelphia, Pa	1833	William Chapin	Corporation
22	Institution for the Blind	Nashville, Tenn	1844	J. M. Sturtevant	Corporation
23	Institution for the Blind	Austin, Texas	1856	R. M. Mills	State
24	Institution for Deaf, Dumb, and Blind	Staunton, Va	1839	Charles T. McCoy	
25	Institution for Deaf, Dumb, and Blind	Romney, W. Va	1870	H. H. Hollister	State
26	Institution for the Blind	Janesville, Wis	1850	Thomas H. Little	State

FOR THE BLIND IN THE UNITED STATES.

Estimated value of its property	Average annual receipts for five years.	Average receipts from regular sources for five years.	Average annual expenditure for five years.	Average annual ordinary expenditure.	Annual receipts from State.	Annual receipts from other States and individuals.	Total number admitted since opening.	Present number.	Number of instructors and other employés.	Number of blind employés.	Total amount paid blind employés and workmen.	Number.
.....	.....	.....	.....	.....	.....	.....	.....	14	2	...	.....	1
$20,000 00	$17,754 83	$17,754 83	$12,625 73	$12,625 73	$17,754 83	$18,000 00	87	40	11	3	$2,456 00	2
250,000 00	57,000 00	26,000 00	57,000 00	25,000 00	30,000 00	1,000 00	66	33	19	1	1,350 00	3
.....	13,861 92	9,900 00	12,490 01	.....	9,900 00	.....	.....	33	.....	...	.....	4
80,000 00	25,000 00	25,000 00	25,000 00	23,000 00	25,000 00	.....	394	70	17	...	.....	5
550,000 00	37,262 00	37,262 00	37,086 00	30,000 00	37,262 00	.....	434	106	25	6	3,910 00	6
.....	12,750 92	11,961 51	11,207 73	.....	14,200 00	.....	.....	105	8	2	.....	7
.....	15,403 88	.....	14,429 51	.....	.....	.....	.....	23	3	...	.....	8
94,000 00	16,945 55	12,563 72	16,752 75	15,678 32	8,850 00	.....	277	29	18	7	1,500 00	9
3,000 00	7,000 00	7,000 00	7,000 00	.....	.....	.....	23	23	9	1	1,000 00	10
200,000 00	18,000 00	14,000 00	36,000 00	14,850 00	15,000 00	.....	124	50	14	2	100 00	11
303,490 98	78,497 24	36,766 49	71,342 18	36,038 63	24,300 00	12,466 29	776	162	40	13	3,655 11	12
150,000 00	45,179 39	44,978 09	46,598 09	46,598 09	30,752 16	.....	354	181	.....	...	.....	13
.....	9,219 83	.....	7,830 55	.....	.....	.....	83	66	.....	...	.....	14
150,000 00	37,500 00	24,000 00	37,500 00	17,500 00	24,000 00	.....	244	108	28	9	1,589 00	15
.....	17,233 82	12,000 00	18,771 05	.....	12,000 00	.....	.....	85	7	...	.....	16
260,000 00	†32,500 00	†32,500 00	†36,733 00	.....	32,500 00	.....	166	121	27	2	400 00	17
356,504 04	97,127 33	44,396 76	95,643 02	49,780 54	34,460 40	3,753 49	1,001	159	51	9	2,508 00	18
50,000 00	.....	.....	.....	.....	.....	.....	113	62	.....	3	1,100 00	19
352,000 00	60,389 11	60,389 11	60,389 11	31,033 07	31,033 07	.....	732	183	30	4	1,116 00	20
145,000 00	72,927 53	49,621 98	71,885 87	45,286 40	33,000 00	7,800 00	751	186	60	24	2,200 00	21
8,000 00	11,000 00	11,000 00	11,300 00	10,750 00	8,200 00	.....	123	41	8	4	1,920 00	22
25,000 00	9,500 00	9,500 00	9,500 00	.....	10,000 00	.....	.....	15	1	1	150 00	23
.....	*42,063 33	.....	*42,658 32	.....	.....	.....	545	137	.....	...	.....	24
40,000 00	5,200 00	5,200 00	5,200 00	5,200 00	5,200 00	.....	13	11	3	1	1,150 00	25
160,000 00	35,115 64	.....	33,372 34	17,260 00	.....	.....	173	69	7	1	455 00	26

* For four years. † For two years.

TABLE XVII.—STATISTICS OF ASYLUMS FOR IDIOTS.

Number.	Name.	Location.		Foundation.	Date of opening.	Superintendent.	No. of inmates.			Total No. of inmates since opening.	No. of those dismissed or improved since opening.	Income.	Expenditures.
		City or town.	State.				Male.	Female.	Total.				
1	Connecticut Institution for feeble-minded Children.	Lakeville	Conn	Private	1858	Dr. Knight	30	23	53	109	26 p. ct.	.....	.....
2	Illinois Asylum for Idiots	Jacksonville	Ill	State *a*	1865	Dr. Charles T. Wilbur	50	30	80	147	*b*64	$23,184 01	$23,107 17
3	Kentucky Institution for Feeble-minded Children.	Frankfort	Ky	.....	.....	Dr. Black	.....	.....	.....	.....	.....	.....	.....
4	Massachusetts School for Idiotic and Feeble-minded Children.	South Boston	Mass	State	1848	Dr. S. G. Howe	63	43	106	465	.....	20,800 00	20,000 00
5	Private School for Feeble-minded Children	Barre	do	No money	1848	Dr. Brown	45	19	64	205	12 p. ct	*e*42,000 00	*e*42,000 00
6	School for Imbecile Children	Faysville	do	Not endowed	1870	Mrs. Knight and Miss Dana.	2	1	3	5	.....	.....	.....
7	New York Asylum for Idiots	Syracuse	N. Y.	State	1851	Dr. H. B. Wilbur	90	65	155	560	*c*377	32,304 81	32,652 54
8	Ohio Asylum for Imbecile and Feeble-minded Youth.	Columbus	Ohio	do	1857	Dr. G. A. Doren	125	107	232	408	27	51,700 00	43,000 00
9	Pennsylvania Training School for Feeble-minded Children.	Media	Pa	.....	1853	Dr. F. N. Kerlin	118	75	193	613	(*d*)	57,153 90	55,741 40

a Founded by act of legislature, February 15, 1865, as an "Experimental School for Idiots and Imbeciles." Incorporated by act of legislature, April 6, 1871, as the "Illinois Institution for the education of Feeble-minded Children."

b Twenty have been discharged but little improved on account of epilepsy or other causes; forty-four removed greatly improved.

c Of this number, 70 per cent. were regarded as having received a satisfactory degree of education, in view of their mental condition when received.

d Ten per cent are discharged as self-supporting; 4-5 are greatly improved or improved.

e The profits have always been used in the improvement of the institution.

TABLE XVIII.—SUMMARY OF UNFORTUNATES.

Showing the number of the blind, deaf, and dumb, insane and idiotic in the several States and Territories, taken from advance sheets of the Ninth Census.

States and Territories.	Total.	Blind.	Deaf and dumb.	Insane.	Idiotic.
Alabama	2,288	611	401	555	721
Arkansas	1,048	333	265	161	289
California	1,553	179	141	1,146	87
Connecticut	1,840	252	475	772	341
Delaware	263	68	61	65	69
Florida	265	88	48	29	100
Georgia	2,571	740	326	634	871
Illinois	4,744	1,042	833	1,625	1,244
Indiana	4,727	991	872	1,504	1,360
Iowa	2,289	465	549	742	533
Kansas	489	128	121	131	109
Kentucky	4,087	978	723	1,245	1,141
Louisiana	1,381	447	197	451	286
Maine	2,043	324	299	792	628
Maryland	1,906	427	384	733	362
Massachusetts	4,739	761	538	2,662	778
Michigan	2,300	418	455	814	613
Minnesota	705	103	166	302	134
Mississippi	1,449	474	245	245	485
Missouri	3,736	904	790	1,263	779
Nebraska	130	22	55	28	25
Nevada	12	4	4	2	2
New Hampshire	1,199	206	170	498	325
New Jersey	1,902	317	231	918	436
New York	12,835	2,213	1,783	6,353	2,486
North Carolina	3,109	835	619	779	976
Ohio	8,457	1,366	1,339	3,414	2,338
Oregon	235	35	23	122	55
Pennsylvania	9,345	1,767	1,433	3,895	2,250
Rhode Island	620	121	64	312	123
South Carolina	1,461	451	212	333	465
Tennessee	3,462	876	570	925	1,091
Texas	1,357	404	232	270	451
Vermont	1,383	189	148	721	325
Virginia	3,684	895	534	1,125	1,130
West Virginia	1,187	168	218	374	427
Wisconsin	2,274	409	459	846	560
Arizona	2	1	.....	1	.....
Colorado	45	26	4	12	3
Dakota	15	5	4	3	3
District of Columbia	741	78	134	479	50
Idaho	7	4	1	1	1
Montana	8	.....	5	2	1
New Mexico	303	159	48	50	46
Utah	95	29	18	25	23
Washington	39	5	6	23	5
Wyoming	4	2	2	.....	.....
Total	98,434	20,320	16,205	37,382	24,527

TABLE XIX.—TABLE OF INEBRIATE ASYLUMS.

Number.	Name.	Location.		Superintendent.
		City or town.	State.	
1	Washingtonian Home	Chicago	Illinois	P. J. Wardner, M. D.
2	Washingtonian Home	Boston	Massachusetts.	W. C. Lawrence.
3	Greenwood Institute	.....	Massachusetts.	Albert Day, M. D.
4	New York State Inebriate Asylum	Binghamton	New York	D. G. Dodge, M. D.
5	Inebriate's Home of King's County	.....	New York	Rev. J. Willett.
6	Pennsylvania Sanitarium	Media	Pennsylvania	Joseph Parrish, M. D.

TABLE XX.—EDUCATIONAL BENEFACTIONS FOR 1870–'71, SO FAR AS OBTAINED FROM PUBLISHED STATEMENTS AND FROM RETURNS MADE TO THE BUREAU OF EDUCATION.

Benefactor.		Organization to which intrusted.		Benefaction.			Conditions attached. Remarks.
Name.	Residence.	Name.	Location.	Amount.	Object.	Donation or bequest.	
Horace Hawes	San Francisco, Cal.	Mount Eagle University	Redwood, Cal	$2,000,000	Endowment fund	Bequest	$100,000 to be raised in 15 years, $500,000 in 50 years, and $4,000,000 in 100 yr's.
Citizens	Woodstock, Conn.	Bowen Academy	Woodstock, Conn	10,000	Building fund	Donation	
Unknown	Various	Conn. Literary Institute	Suffield, Conn	50,000	General fund	do	
Charles Morgan	New York City	Morgan School	Clinton, Conn	60,000	Establishment of school	do	
Orange Judd	do	Wesleyan University	Middletown, Conn	100,000	Hall of natural science	do	
William A. White	Brooklyn, N. Y.	Borough of Danbury	Danbury, Conn	10,000	Library	Bequest	
Alexander M. White	do	do	do	15,000	do	Donation	
George G. White	do	do	do	5,000	do	do	
Charles H. Merritt	Unknown	do	do	550	do	do	
Various	New York and New Haven.	Sheffield Scientific School.	New Haven, Conn	125,000	Payment of salaries	do	The income of this amount is to be used.
Joseph E. Sheffield	New Haven, Conn.	do	do	100,000	New building	do	
A lady	Liverpool, England	do	do	£5,000	Professorship	do	
Samuel Holmes	Montclair, N. J.	do	do	$1,000	Scholarship	do	
Various	Various	Yale College	do	10,100	College library	do	
Henry Farnam	New Haven, Conn.	do	do	10,000	Building	do	
Prof. E. E. Salisbury	do	do	do	38,000	Professorships	do	
John J. Phelps	New York City	do	do	50,000	Not specified	Bequest	To be expended as executor directs.
Samuel Holmes	Montclair, N. J.	do	do	4,000	Scholarships	Donation	
Morris W. Lyon	New York City	do	do	1,000	Indigent students	do	
Dr. Henry Bunsen	New Haven, Conn.	do	do	1,000	Medical department	do	
Hon. O. F. Winchester	do	do	do	100,000	College observatory	do	Part of donation is in land.
Charles H. Board	Unknown	do	do	2,500	Lib'ry political economy	Bequest	
Unknown	do	do	do	1,000	Observatory	Donation	
Various	New York and Connecticut.	do	do	55,875	Theo. dep't, build'g fund	do	
Various	New Haven, Conn.	do	do	4,700	Theo. dep't, library	Donation, principally.	$500 was a bequest.
H. W. Sage	Brooklyn, N. Y.	do	do	10,000	Theo. dep't, lectureship	Donation	
Rev. Charles Nichols	New Britain, Conn	do	do	1,000	Theo. dep't, scholarship	do	
Various	Various	do	do	3,140	Theo. dep't, general purposes.	do	
Various	do	do	do	6,000	Theo. dep't, furnishing rooms.	do	
Frederic Marquand	Southport	do	do	21,550	Theo. dep't, chapel	do	
Charles Hosmer	Unknown	Theological Institute	Hartford, Conn	25,000	Indigent students	Bequest	
Ex-Governor Brown	Georgia	Oglethorpe University	Atlanta, Ga	1,000	Building fund	Donation	

M. L. Pierce	Lafayette, Ind	Franklin College	Franklin, Ind	10,000	Endowment fund	do	To be paid when $90,000 is secured.
Various	Various	Earlham College	Richmond, Ind	17,000	do	do	
Congregation Plymouth Church.	Brooklyn, N. Y	Wabash College	Crawfordsville, Ind	10,000	To endow a chair	do	
Miss S. P. Morrison	Unknown	Indiana State University	Bloomington, Ind	25	Nucleus of a prize fund	do	
Hon. Chauncey Rose	Terre Haute, Ind	Female College	Indiana	100,000	Founding female college	do	To be given to any organization that will establish a first-class female college.
Robert Barnes	Unknown		Indiana	400,000	Education of orphans	Bequest	This is to educate and provide for the destitute orphans of Indiana.
Captain Richardson	San Francisco, Cal	Richardson College	Chicago, Ill	250,000	Founding of college	Donation	
Citizens	Galesburgh, Ill	Knox College	Galesburgh, Ill	60,000	Endowment fund	do	
Cyrus H. McCormick	Unknown	Presbyt'n Theo. Seminary	Chicago, Ill	60,000	Endowment of chairs	do	
Unknown	do	State Normal School	Normal, Ill	1,000	Not specified	do	
Various	do	Presbyt'n Theo. Seminary	Chicago, Ill	20,000	Endowment fund	do	
General Parsons	do	Parsons College	Des Moines, Iowa	75,000	Founding of college	Bequest	
Senator Pomeroy	Kansas	Washburn College	Topeka, Kans	25,000	Building fund	Donation	
Citizens	Topeka, Kans	do	do	30,000	do	do	
Citizens	Olivet, Mich	Theological Seminary	New Orleans, La	1,000	Not specified	do	
Nathan Matthews	Unknown	Harvard College	Cambridge, Mass	100,000	Erection students' hall	do	
Cyrus Wakefield	do	do	do	100,000	Not specified	do	
William F. Weld	do	do	do	60,000	do	do	
Nathaniel Thayer	Boston, Mass	do	do	100,000	New dormitory	do	
B. T. Read	do		do	100,000	Episcopal theo. semin'ry	do	
—— Simmons	do	Simmons Female College	Boston, Mass	1,300,000	Endowment fund	Bequest	
Various	Unknown	Newton Theo. Seminary	Newton Center, Mass	200,000	do	Donation	
O. Sage	do	Williams College	Williamstown, Mass	30,000	Not specified	do	
Various	do	do	do	1,000	Scholarship	do	
Angelo Ames	Albany, N. Y	New England Female Medical College.	Boston, Mass	1,000	Not specified	do	
Unknown	Unknown	Wellesley Female Sem'y	Massachusetts	500,000	Buildings	do	
Unknown	do	Technical School	Boston, Mass	10,000	Graduates' aid fund	do	
William Carlton	Charlestown, Mass	Carlton College	Northfield, Minn	50,000	Not specified	do	
Citizens	Minneapolis, Minn	do	do	550	do	do	
Nathaniel Thayer	Boston, Mass	Washington University	St. Louis, Mo	15,000	Building fund	do	
Thomas Allen	Unknown	do	do	40,000	Professorship	do	
Hudson E. Bridge	President Missouri Pacific Railroad.	do	do	30,000	Polytechnic building	do	
Hudson E. Bridge	do	do	do	100,000	Chancellorship and lib'y	do	
D. Appleton	New York City		Missouri	20,000	School-house	do	
Hon. Henry Waldron	Michigan	Hillsdale College	Hillsdale	5,000	Endowment fund	do	
Philo Parsons	do	Olivet College	Olivet, Mich	10,000	Not specified	do	Has also completed the college building.
Dr. D. H. Pierce	Unknown	Phillips Exeter Academy	Exeter, N. H	5,000	do	do	
Woodbridge Odlin	Exeter, N. H	do	do	5,000	English professorship	do	Provided $20,000 is raised for this object.
George McCollom	New York	Mount Vernon Academy	New Hampshire	10,000	Not specified	do	Academy to take name of donor.
Mrs. Simonds	New Hampshire	Warwick High School	Warwick, N. H	10,000	Endowment fund	do	
John Conant	Unknown	Agricultural College	Hanover, N. H	5,000	Building	do	Gives also 160 acres of land.

TABLE XX.—EDUCATIONAL BENEFACTIONS FOR 1870-'71, SO FAR AS OBTAINED FROM PUBLISHED STATEMENTS, &c.—Continued.

Benefactor.		Organization to which intrusted.		Benefaction.			Conditions attached. Remarks.
Name.	Residence.	Name.	Location.	Amount.	Object.	Donation or bequest.	
Unknown	Unknown	Agricultural College	Hanover, N. H	$12,000	Not specified	Donation	
J. S. Woodman	do	Dartmouth College	do	20,000	do	Bequest	To accumulate till it reaches $30,000.
General Thayer		do	do	70,000	Thayer School	Donation	
Various	Unknown	do	do	9,000	Scholarships	do	
Unknown	do	do	do	12,000	Library	do	In case $50,000 can be raised.
E. W. Houghton	do	do	do	10,000	Museum of anatomy	do	
Abel Minard	do	Drew Theological Seminary	Madison, N. J	100,000	Educate ladies for the ministry.	Bequest	
Stephen Colwell		Princeton College	Princeton, N. J	30,000	Not specified	do	Provided that a chair of political economy be founded.
Robert Bonner	New York City	do	do	18,000	Observatory	Donation	
Gen. Norris Halstead	Newark, N. J	do	do	50,000	Halstead Observatory	do	
John C. Green	New York	do	do	117,000	Library building	do	
John C. Green	do	do	do	6,000	Purchase of books	do	This amount to be paid annually.
Henry Clews	do	do	do	2,500	Organ for chapel	do	
Loring Andrews	do	University of New York	New York City, N.Y	100,000	Not specified	do	
Henry W. Sage	Unknown	Theological School	Brooklyn, N. Y	10,000	Lyman Beecher lectureship.	do	
Various	do	Union College	Schenectady, N. Y	100,000	Building fund	do	
Conrad Poppenhausen	do	Poppenhausen Institute	College Point, N. Y	100,000	Not specified	do	
Peter B. Porter	do	Hamilton College	Clinton, N. Y	5,000	Library	Bequest	
Hon. Hiram Sibley	Rochester	Rochester University	Rochester, N. Y	75,000	Library building	Donation	
L. C. Woodruff	Unknown	Hobart College	Geneva, N. Y	5,000	Not specified	do	
D. W. Marshall	do	do	do	5,000	do	do	
John H. Swift	do	do	do	10,000	do	do	
Erastus Corning	New York	Episcopal Female College	Albany, N. Y	200,000	Founding college	do	
—— Sage	Unknown	Cornell University	Ithaca, N. Y	100,000	Buildings	do	
Hon. Hiram Sibley		do	do	50,000	do	do	
President White	Ithaca, N. Y	do	do	50,000	Not specified	do	
Various	Unknown	do	do	45,000	do	do	
Citizens	Summit County	Buchtel College	Akron, Ohio	62,000	do	do	
Unknown	Unknown	Jewish University	Ohio	10,000	do	do	
Dr. A. D. Lord	New York	Marietta College	Marietta, Ohio	1,000	do	do	
Various	Unknown	do	do	1,250	Scholarship	do	
Dr. J. M. Trimble	Ohio	Wesleyan University	Delaware, Ohio	1,000	Professorship	do	Provided the amount be increased to $30,000.
Unknown	do	do	do	10,000	General fund	do	
Various	Unknown	Philomoth College	Oregon	5,000	Not specified	do	

Unknown	....do	Lincoln University	Oxford, Pa	1,000	Scholarship	Bequest	The scholarship is to be called "One Blood."
Unknown	....do	Dickinson College	Carlisle, Pa	2,000	Endowment fund	Donation	
A. W. Pfatteiger	....do	Muhlenberg College	Allentown, Pa	3,000	Not specified	....do	
William Shaw	Pittsburgh	Western University	Pittsburgh, Pa	100,000	Endowment fund	....do	
John Rice	Baltimore	Theological Seminary	Pennsylvania	1,000	Not specified	....do	
—— Pardee	Hazelton, Pa	Lafayette College	Easton, Pa	200,000	Scientific department	....do	
Stephen Colwell	Unknown	University of Pennsylvania	Philadelphia, Pa	5,000	Professorship	Bequest	Also a library of 5,000 vols.
Unknown	....do	Brown University	Providence, R. I	20,000	Not specified	....do	
Various	Various	Providence Conference Seminary.	Rhode Island	4,000	Reduction of debt	Donation	
A lady	Unknown	School	Columbia, S. C	13,000	Education of colored preachers.	....do	
William Shaw	Pittsburgh	Presbyterian College	Marysville, Tenn	4,000	Not specified	....do	This is solely on account of the purpose to admit colored as well as white students.
Margaret Whaley	England	William and Mary College	Williamsburgh, Va	8,000	....do	Bequest	This is the accumulated proceeds of a legacy left in 1742.
Various	Unknown	Richmond College	Richmond, Va	7,000	....do	Donation	
Henry Young	New York	Union Theological Semin'y	Hampden Sidney, Va	30,000	Professorship	....do	
Unknown	Unknown	Presbyterian College	Wisconsin	55,000	Erection of buildings	....do	Also ten acres of land.
Mrs. Hubbell	....do	Nashotah Seminary	Nashotah, Wis	25,000	Professorship	....do	To be called the "Peter Hubbell Professorship."

TABLE XXI.—COST OF EDUCATION IN THE DIFFERENT STATES OF THE UNION, 1871.

States and Territories.	Tax for the support of schools.		Tax on property for the support of schools.		Value of invested school fund.	Increase from invested school fund for the year.	Population—		Assessed valuation of real and personal property in the State.	Estimated true value of real and personal property in the State.
	Per capita.	Total.	On the dollar.	Total.			Of the State.	Of school age.		
Alabama										
Arkansas										
California										
Connecticut			$0 00.182	$568,387 50	$2,043,375 62		537,454	125,409	$312,574,408 00	$700,000,000 00
Delaware										
Florida										
Georgia										
Illinois	None.	None.	00.7½		4,583,086 86			862,624	460,660,000 00	2,000,000,000 00
Indiana										
Iowa	$2 33	$2,776,769 79			3,174,578 01	241,951 97	1,191,802	460,629	348,642,728 00	970,726,299 00
Kansas										
Kentucky							1,397,980		429,519,161 00	644,278,741 00
Louisiana										
Maine	1 00	626,915 00			306,109 00	$18,546 00	626,915	225,508	224,823,210 00	300,000,000 00
Maryland										
Massachusetts		5,543,276 00			2,211,410 00	190,000 00	1,457,352	278,249	1,009,709,652 00	
Michigan			60.833	2,172,690 41	2,700,834 63	110,620 32	1,184,059	384,554	261,158,704 54	800,000,000 00
Minnesota										
Mississippi										
Missouri										
Nebraska										
Nevada										
New Hampshire										
New Jersey	2 45	2,227,347 18	00.2	2,227,347 18	550,000 00		906,132	265,958	584,400,540 00	701,280,648 00
New York		2,458,751 48	00.1¼	2,458,751 48	2,915,633 44	35,616 03	4,382,759	1,480,761	1,967,001,185 00	
North Carolina										
Ohio		6,342,325 97			3,912,497 00	23,690 00	2,665,260	1,041,680	1,167,732,000 00	1,875,579,000 00
Oregon										
Pennsylvania		7,194,356 65								
Rhode Island	2 30	500,000 00			250,376 37	22,734 00	217,000	65,030	225,000,000 00	325,000,000 00
South Carolina										
Tennessee										
Texas										
Vermont										
Virginia	1 00	142,061 81	00.1				1,224,948	411,104	379,537,514 00	
West Virginia										
Wisconsin										

TABLE XXII.—COST OF EDUCATION IN THE PUBLIC SCHOOLS OF THE DIFFERENT CITIES OF THE UNION.

Number.	City and State.	Statement made for the year ending—	Assessed valuation of real and personal property in the city.	Estimated true value of real and personal property in the city.	Value of land and buildings assessed and used for school purposes.	Value of personal property assessed and used for school purposes.	Total value of school property.	Cost of land bought, and buildings erected for schools during the year.	Expenses of conducting the school for the year, including salaries of superintendent, teachers, and employés, fuel, repairs, and books.	Amount paid for rents.	Percentage of children attending school in rented buildings.
1	Baltimore, Md	Dec. 31, 1870	$212,000,000 00		$667,155 00			$118,441 31	$433,945 61	$16,256 71	
2	Boston, Mass	April 3, 1871	612,663,550 00		5,891,747 15			443,679 71	1,131,599 36		.02
3	Chicago, Ill	June 30, 1871	275,954,600 00		2,235,935 00	None held.	$2,235,935 00	150,000 00	547,461 74	8,411 98	.06
4	Detroit, Mich	Dec. 31, 1870	23,603,327 00	$76,677,757 00	413,142 00	$19,830 00	432,972 00	97,827 00	93,528 91	746 00	.03
5	Harrisburgh, Pa	June 1, 1871	5,369,000 00	16,107,000 00	190,800 00	19,770 00	210,570 00	6,292 00	46,411 87	985 00	.11
6	Manchester, N. H	Dec. 31, 1870	10,710,252 00	Not known.	165,000 00	6,000 00	171,000 00	19,000 00	48,000 00	Nominal.	None.
7	New Haven, Conn	Aug. 31, 1871	46,000,000 00	92,000,000 00	300,000 00	40,000 00	340,000 00	25,525 00	136,750 00	*2,700 00	.19
8	Newark, N. J	Dec. 31, 1871	86,978,000 00	144,963,000 00	514,000 00	60,000 00	574,000 00	100,000 00	147,117 07	610 00	.0016
9	New York, N. Y	Dec. 31, 1870	1,076,249,473 00	1,600,000,000 00	8,977,000 00	617,000 00	9,594,000 00	None.	2,694,511 76	39,097 82	.03½
10	Paterson, N. J	Mar. 30, 1871	Not assessed.	176,500 00			176,500 00	68,334 11	50,241 26	Nominal.	Nominal.
11	Petersburgh, Va	Aug. 31, 1871			25,000 00	5,000 00	40,000 00	4,500 00	16,602 08	423 40	.21
12	Philadelphia, Pa	Dec. —, 1871	511,024,682 00		4,000,000 00	200,000 00	4,200,000 00	500,000 00	1,132,013 93	33,495 81	
13	Rochester, N. Y	June 30, 1871	11,227,736 00	56,138,680 00			300,000 00	17,900 00	73,865 42	130 00	.10
14	Washington, D. C	Aug. 31, 1871	62,500,000 00		415,000 00	35,000 00	450,000 00	25,000 00	141,000 00	15,000 00	.45
15	Wheeling, W. Va†	June 30, 1871	11,981,492 00	27,500,000 00	133,000 00	12,500 00	145,500 00	33,957 36	37,427 43	562 00	.13
16	Brooklyn, N. Y		201,210,859 00	500,000,000 00			3,300,000 00	101,599 58	587,933 77	4,428 43	.04
17	Cleveland, Ohio	Aug. 31, 1871	59,841,746 00	107,000,000 00	743,000 00	95,000 00	838,000 00	40,000 00	163,005 76	2,436 14	.032
18	St. Louis, Mo	Aug. 1, 1871	148,000,000 00	246,000,000 00	1,706,810 00		3,009,620 00	149,000 00	678,000 00	8,700 00	.03

* Included in the preceding item. † The following statement does not include South Wheeling.

TABLE XXII.—COST OF EDUCATION IN THE PUBLIC SCHOOLS OF THE DIFFERENT CITIES OF THE UNION—Continued.

Number.	City and State.	Tax—		Number of children.			Value of school fund invested.	Income from school fund invested.	Value of land and buildings owned and used for school purposes in the State.	Value of personal property owned and used for those purposes.	Amount expended by the State for purchase of sites and erection of school buildings.	Amount paid by counties, towns, and cities, for the same purposes.
		For sites and buildings for the year, per dollar of assessed valuation.	For sites and buildings for the year, per dollar of true value.	Of school age.	Enrolled in the public schools.	Average number of children in attendance.						
1	Baltimore, Md				24,673	19,277						
2	Boston, Mass	72-10 mills.		45,970	36,174	33,464	None.	None.	$13,612,571 00		$1,453,307 00	
3	Chicago, Ill	None.	None.	80,280	40,832	27,022	$2,000,000 00	$69,299 22		$16,859,109 00		$949,221 09
4	Detroit, Mich	(*)	(†)	28,779	8,504	7,744	Nothing.	Nothing.				
5	Harrisburgh, Pa	4 mills.	1⅓ mill.	Unknown.	4,467	3,283	None.	None.				
6	Manchester, N. H	.08½	Not known.		3,200	2,160			1,438,014 00	15,256 05		
7	New Haven, Conn				6,627	6,060	25,000 00	1,457 00				
8	Newark, N. J	.00115	.0019	27,868	13,850	9,660	40,000,000 00	28,722 88	3,677,442 00		476,606 83	
9	New York, N. Y	None.	None.		239,764	102,608						
10	Paterson, N. J	No tax.	No tax.	10,029	6,212	4,413	None.	None.				
11	Petersburgh, Va	No tax.	No tax.	6,278	2,760	1,230	No investment					
12	Philadelphia, Pa				81,854	71,556						
13	Rochester, N. Y			25,306	10,128	5,633						
14	Washington, D. C	.00024		17,403	8,290	6,529	64,385 00	3,863 10	750,000 00			
15	Wheeling, W. Va‡	.0025	.0015	6,675	3,456	2,333	2,092 00		1,012,932 86	43,583 31		
16	Brooklyn, N. Y			135,869	76,175	36,590	None.	None.	24,154,035 00		None.	1,970,578 88
17	Cleveland, Ohio			32,157	13,184	8,174	None.	None.	12,818,554 00		None.	1,391,597 00
18	St. Louis, Mo	.001	.0006	106,000	31,000	20,770	1,524,662 00	50,000 00	3,441,411 00			

* Not quite 3 mills. † About 8-10 of a mill. ‡ The following statement does not include South Wheeling.

Number.	Name of institution.	Location.	Name of superintendent.	When opened.	From report for year ending—	Number of inmates.			Committed during year.			Average age at reception.	No. discharged during the year.	When committed—	
						Male.	Female.	Total.	Number.	Native.	Foreign.			Could not read.	Could not write.
1	Industrial School	San Francisco, Cal		1858											
2	State Reform School	West Meriden, Conn	Edward W. Hatch	1854	Mar. 31, 1871			292	152	133	15		127		
3	Chicago Reform School	Chicago, Ill	Robert Turner	1855	Mar. 31, 1871			179	52	76	8	13	84	11	39
4	House of Refuge	Plainfield, Ind	Frank B. Ainsworth	1868	Dec. 31, 1870			217	142	139	3		13	33	56
5	State Reform School	Des Moines, Iowa		1868											
6	House of Refuge	Louisville, Ky	P. Caldwell	1865	Dec. 31, 1870			134	66	30	36	13	103	14	38
7	House of Refuge	New Orleans, La		1847											
8	State Reform School	Cape Elizabeth, Me	E. W. Hutchinson	1853	Dec. 1, 1870			160	65	60	5	12	59	10	48
9	House of Refuge	Baltimore, Md	W. R. Lincoln	1855	Dec. 31, 1870	341	17	358	115	101	14	14	36	23	69
10	State Reform School	Westborough, Mass	Benjamin Evans	1848	Sept. 30, 1870			261	93	93		12	213		
11	Nautical Reform School	Boston and New Bedford, Mass.	Richard Matthews	1860	Oct. 1, 1869			270	183	160	23	15	90		
12	House of Reformation	Deer Island, Mass		1827											
13	State Industrial Girls' School	Lancaster, Mass	Rev. Marcus Ames	1856											
14	State Reform School	Lansing, Mich	Charles Johnson	1856	Nov. 16, 1870			262	89	72	17	13	115	10	43
15	House of Refuge	St. Louis, Mo		1854											
16	State Reform School	Manchester, N. H		1856											
17	State Reform School	Jamesburgh, N. J	L. H. Sheldon	1867	Oct. 31, 1870			82	50	50		14	41		
18	Catholic Protectory	West Farms, N. Y		1862	Dec. 31, 1870	900	354	1,254	920			11	780		
19	House of Refuge	Randall's Island, N. Y		1825											
20	Juvenile Asylum	do	Israel C. Jones	1855	Dec. 31, 1870	600	90	690	522			14	605		
21	Western House of Refuge	Rochester, N. Y		1849											
22	House of Refuge	Cincinnati, Ohio	H. A. Monfort	1850	Sept. 30, 1870	182	43	225	274	249	25	13	248		
23	State Reform School	Lancaster, Ohio	G. E. Howe	1858	Nov. 1, 1870			335	134	129	5	13	138		
24	Reform School for Girls	Columbus, Ohio	John Nichols	1869	Nov. 15, 1870		48	48	44	31	13	15	1	7	
25	House of Refuge	Philadelphia, Pa	J. K. McKeever and J. H. Laverty.	1828	Dec. 31, 1870	431	116	547	312	194	118	14	304	68	92
26	Western House of Refuge	Pittsburgh, Pa		1854											
27	Providence Reform School	Providence, R. I	James M. Talcott	1850	Nov. 30, 1870	181	51	232	143	130	13	14	134	5	62
28	State Reform School	Waterbury, Vt	William G. Fairbank	1865	Sept. 1, 1870			99	57			13	21	7	33
29	State Reform School	Wakesha, Wis	A. D. Hendrickson	1860	Oct. 10, 1870	204	2	206	114			13	3		
30	Reform School	Georgetown, D. C	F. W. Howe	1869	Oct. 1, 1870			46	55	55		13	9		

TABLE XXIV.—PRISON STATISTICS

Number.	Name.	Location.	Warden.
1	Alabama State prison	Wetumpka, Ala	
2	Arkansas State prison	Little Rock, Ark	
3	California State prison	San Quentin, Cal	William Holden
4	Connecticut State prison	Wethersfield, Conn	Andrew J. Botelle
5	Florida State prison	Chattachoochee, Fla	
6	Georgia penitentiary	Milledgeville, Ga	John Darnell
7	Illinois State prison	Joliet, Ill	
8	Indiana State prison, north	Michigan City, Ind	
9	Indiana State prison, south	Jeffersonville, Ind	L. S. Shuler
10	Iowa State prison	Fort Madison, Iowa	
11	Kansas State prison	Leavenworth, Kans	
12	Kentucky State prison	Frankfort, Ky	
13	Louisiana State prison	Baton Rouge, La	
14	Maine State prison	Thomaston, Me	
15	Maryland State prison	Baltimore, Md	
16	Massachusetts State prison	Charlestown, Mass	
17	Michigan State prison	Jackson, Mich	
18	Detroit House of Correction	Detroit, Mich	Z. R. Brockway
19	Minnesota State prison	Stillwater, Minn	H. A. Jackman
20	Mississippi State prison	Jackson, Miss	Z. A. Philips
21	Missouri State penitentiary	Jefferson City, Mo	Col. W. J. Dougherty
22	Nevada State prison	Carson City, Nev	F. Denver
23	New Hampshire State prison	Concord, N. H	
24	New Jersey state prison	Trenton, N. J	
25	Auburn prison	Auburn, N. Y	
26	Clinton prison	Dannemora, N. Y	William C. Rhodes
27	Sing Sing prison	Sing Sing, N. Y	
28	Albany penitentiary	Albany, N. Y	Amos Pilsbury
29	North Carolina State penitentiary	Raleigh, N. C	Everard Hall
30	Ohio State prison	Columbus, Ohio	
31	Oregon State prison	Salem, Oreg	
32	Eastern penitentiary of Pennsylvania	Philadelphia, Pa	E. Townsend
33	Western penitentiary of Pennsylvania	Pittsburgh, Pa	
34	Rhode Island State prison	Providence, R. I	Nelson Viall
35	South Carolina State prison	Columbia, S. C	
36	Tennessee State prison	Nashville, Tenn	
37	Texas State prison	Huntsville, Tex	
38	Vermont State prison	Windsor, Vt	James A. Pollard
39	Virginia State penitentiary	Richmond, Va	George F. Strother
40	Wisconsin State prison	Waupun, Wis	George F. Wheeler

OF THE UNITED STATES.

Number.	Chaplain.	Number of officers and employés.	Average number of prisoners for the past year.			Number of cells.	Dimension of cells in feet.			Nativity.	
			Male.	Female.	Total.		Length.	Breadth.	Height.	Born in the United States.	Born in foreign countries.
1											
2											
3	C. C. Cummings	51	874	6	880	453	7	4½	7	477	403
4	Geo. W. Wooding	16	176	7	183	232	7	3½		137	46
5											
6	None	None.	369	16	385	350	12	9	7		
7											
8											
9	J. W. Sullivan, D. D.	20	350	20	370	298	7	4	7	296	74
10											
11											
12											
13											
14											
15											
16											
17											
18	Rev. C. C. Foote	25	1,052	320	1,372	400	7	4	7	855	517
19	Rev. William Weld	19	94		94	162	7	5	7	63	31
20	Dr. Hunter	20	404	16	420	200	9	5	7½		
21	Rev. O. Bulkley	65	862	24	886	356	8	4	7½	637	249
22	None	13	70		70	42	8	5	7⅓	23	47
23											
24											
25											
26	Rev. Levi Smith	75	529		529	538	8	4	7	359	170
27											
28	Rev. Chas. Reynolds	21			1,146		7	7	4	602	544
29		55	372	17	389					383	6
30											
31											
32	Rev. John Ruth	36	310	5	315	562	11	7	12	232	83
33											
34	Rev. Wm. Douglas	10	94	3	97	88	7½	4	7½	49	20
35											
36											
37											
38	F. Butler	9	89	4	93	110	7½	5½	6 5-6	65	28
39	Rev. M. Moorman	15	764	64	828	170	12	6	10	800	28
40	Rev. Henry Drew	27	200	2	202	594	7	4	7	119	72

TABLE XXIV.—PRISON STATISTICS OF

Number.	Name.	Parentage.				Kind of industries.
		Parents born in the United States.	Parents born in foreign countries.	Number, neither of whose parents has been committed.	Number, either of whose parents has been committed.	
1	Alabama State prison	.....	.....	.....	.....	.....
2	Arkansas State prison	.....	.....	.....	.....	.....
3	California State prison	.....	.....	.....	.....	Cabinet-mak'g, cooperage, brick-making, harness-making.
4	Connecticut State prison	.....	.....	.....	.....	Making boots, rules, &c., burnishing plated ware.
5	Florida State prison	.....	.....	.....	.....	.....
6	Georgia penitentiary	.....	.....	.....	.....	Work on railroad
7	Illinois State prison	.....	.....	.....	.....	.....
8	Indiana State prison, north	.....	.....	.....	.....	.....
9	Indiana State prison, south	.....	.....	.....	.....	Agricultural implements, wood-work, &c.
10	Iowa State prison	.....	.....	.....	.....	.....
11	Kansas State prison	.....	.....	.....	.....	.....
12	Kentucky State prison	.....	.....	.....	.....	.....
13	Louisiana State prison	.....	.....	.....	.....	.....
14	Maine State prison	.....	.....	.....	.....	.....
15	Maryland State prison	.....	.....	.....	.....	.....
16	Massachusetts State prison	.....	.....	.....	.....	.....
17	Michigan State prison	.....	.....	.....	.....	.....
18	Detroit House of Correction	.....	.....	.....	.....	Chair and shoe making
19	Minnesota State prison	29	65	.....	.....	Pail and tub making
20	Mississippi State prison	.....	.....	.....	.....	.....
21	Missouri State penitentiary	603	283	861	25	Shoemaking, quarrying, cabinet-net-making, &c.
22	Nevada State prison	31	39	.....	.....	Stone-cutting
23	New Hampshire State prison	.....	.....	.....	.....	.....
24	New Jersey State prison	.....	.....	.....	.....	.....
25	Auburn Prison	.....	.....	.....	.....	.....
26	Clinton prison	.....	.....	.....	.....	Mining
27	Sing Sing prison	.....	.....	.....	.....	.....
28	Albany penitentiary	.....	.....	.....	.....	.....
29	North Carolina State penitentiary	.....	.....	.....	.....	Brick-making, tailoring, shoe-making.
30	Ohio State prison	.....	.....	.....	.....	.....
31	Oregon State prison	.....	.....	.....	.....	.....
32	Eastern penitentiary of Pennsylvania	.....	.....	.....	.....	Cord-waining, wood-work, cane-work.
33	Western penitentiary of Pennsylvania	.....	.....	.....	.....	.....
34	Rhode Island State prison	40	29	66	3	Shoemaking
35	South Carolina State prison	.....	.....	.....	.....	.....
36	Tennessee State prison	.....	.....	.....	.....	.....
37	Texas State prison	.....	.....	.....	.....	.....
38	Vermont State prison	42	11	.....	.....	Shoemaking
39	Virginia State penitentiary	.....	.....	.....	2	Mechanical labor
40	Wisconsin State prison	.....	.....	.....	.....	.....

THE UNITED STATES—Continued.

Number.	Previous education.			Commitments.		Kind of instruction given.	Number who have learned to read and write since admission.	Number of volumes in library.
	Number who could read and write on admission.	Number who had been taught in higher schools.	Number who had been taught in Sabbath-schools.	Number committed previously once.	Number committed previously twice or more.			
1	.....	.....	.....	.....	.....	.....	.....	.....
2	.....	.....	.....	.....	.....	.....	.....	.....
3	531	35	.....	124	66	Elementary branches	190	3,000
4	147	29	52	14	4	Common English branches	19	1,165
5	.....	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	.....	.....	.....	None.
7	.....	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....	.....
9	236	.....	.....	.....	.....	Writing and religion	50 pr.ct.	1,000
10	.....	.....	.....	.....	.....	.....	.....	.....
11	.....	.....	.....	.....	.....	.....	.....	.....
12	.....	.....	.....	.....	.....	.....	.....	.....
13	.....	.....	.....	.....	.....	.....	.....	.....
14	.....	.....	.....	.....	.....	.....	.....	.....
15	.....	.....	.....	.....	.....	.....	.....	.....
16	.....	.....	.....	.....	.....	.....	.....	.....
17	.....	.....	.....	.....	.....	.....	.....	.....
18	845	.....	.....	232	271	Common branches	.....	1,000
19	84	10	49	2	1	Reading and writing	8	400
20	.....	.....	.....	.....	.....	.....	.....	150
21	487	21	122	46	5	Religion	50	1,938
22	63	None.	.....	3	2	.....	7	150
23	.....	.....	.....	.....	.....	.....	.....	.....
24	.....	.....	.....	.....	.....	.....	.....	.....
25	.....	.....	.....	.....	.....	.....	.....	.....
26	411	.....	.....	.....	.....	Common English branches	.....	2,432
27	.....	.....	.....	.....	.....	.....	.....	.....
28	635	.....	.....	.....	.....	.....	.....	1,600
29	121	4	.....	4	.....	.....	.....	.....
30	.....	.....	.....	.....	.....	.....	.....	.....
31	.....	.....	.....	.....	.....	.....	.....	.....
32	223	57	90	24	38	Moral and secular	70	3,533
33	.....	.....	.....	.....	.....	.....	.....	.....
34	47	5	31	17	11	Common English branches	20	900
35	.....	.....	.....	.....	.....	.....	.....	.....
36	.....	.....	.....	.....	.....	.....	.....	.....
37	.....	.....	.....	.....	.....	.....	.....	.....
38	69	5	48	7	3	Religious and moral	10	500
39	.....	.....	.....	15	2	Sabbath-school	.....	None.
40	177	.....	.....	14	5	Common English branches	315	.....

TABLE XXV.—REPORTS OF CITY SUPERINTENDENTS.

No.	State.	Name of city.	Year ends—	To whom made.	When made.	When publish'd.	Name of superintendent.
1	Ala...	Mobile.....	Sept. 1..	State superintendent.	October.	Nov	E. R. Dickson.
2	Ala...	Montgomery..	Sept. 30.	County superintend't.	Oct. 15..	Nov. 28	R. S. Cox.*
3	Ark..	Little Rock...	July 1 ..	Board of education ..	July 15 .	Not pub.	N. P. Gates.
4	Cal...	Oakland	June 30.	County superintend't.	July 15..	.....	F. M. Campbell.
5	Cal...	Sacramento ...	Dec. 30..	Board of education ..	Dec.....	Jan. 1...	William H. Hill.
6	Cal...	San Francisco	June 31.	Board of education...	July	October.	J. H. Widber.
7	Cal...	Stockton	.....	.....	.....	.....	George S. Ladd.
8	Conn .	Bridgeport....	.....	.....	.....	.....	Rev. S. Clark.†
9	Conn .	Hartford.....	Aug. 31	Annual town meeting	October .	Nov	C. R. Fisher.
10	Conn .	New Haven...	Aug. 31.	Board of education...	August .	Sept	A. Parish.
11	Conn .	Norwich	.....	Town meeting	Not prin.	.....	N. H. Whittemore.
12	Conn .	Waterbury ...	Aug. 31.	Board of education...	October.	October	M. S. Crosby.
13	Del ...	Wilmington...	March ..	Board of education...	April	April ...	David W. Harlan.
14	D. C ..	Georgetown‡..	.....	.....	.....	.....	
15	D. C ..	Washington‡..	Aug. 31.	Legislative assembly.	April	Nov	J. O. Wilson.
16	Ga....	Atlanta	.....	.....	.....	.....	— — Mallon.
17	Ga....	Augusta	Aug. 31.	State Comr. education	Oct. 20 ..	.....	B. Neely.
18	Ga....	Macon	.....	.....	.....	.....	
19	Ga....	Savannah	July 15..	B'd public education .	August .	Sept ...	W. H. Baker.
20	Ill	Aurora	June 31.	City b'd of education .	Oct. 1....	Oct. 10..	W. B. Powell.
21	Ill	Bloomington ..	April 1..	City council.....	April 1..	April 20	S. M. Etter.
22	Ill	Chicago.....	.....	.....	.....	.....	J. L. Picard.
23	Ill	Galesburgh ...	.....	.....	.....	.....	J. B. Roberts.
24	Ill	Peoria	Dec. 31..	City council.....	Jan. 1....	.....	J. E. Dow.
25	Ill	Quincy.....	Aug. 1...	City council.....	August .	August .	Thos. W. Macfall.
26	Ill	Rockford	.....	.....	.....	.....	James H. Blodgett.
27	Ill	Springfield...	Sept. 1..	Board of education ..	.....	Sept. 1..	James C. Bennett.
28	Ind ...	Evansville	Aug. 31.	Trustees.....	Oct. 1....	Sept. 1..	Alex. M. Gow.
29	Ind ...	Fort Wayne ..	July 1...	City council.....	Aug. 1..	Oct. 1...	James H. Smart.
30	Ind ...	Indianapolis ..	Aug. 31.	Board of school com'rs	Nov. 1 .	Sept. 1..	A. C. Shortridge.
31	Ind ...	La Fayette....	Aug. 31.	City council.....	J'y, Sept	.....	J. T. Merrill.
32	Ind ...	Madison	March 1.	City council.....	March 1.	March 1	C. E. Emmerick.
33	Ind ...	New Albany ..	.....	County examiner	Sept. 1..	.....	George Lyman.
34	Ind ...	Terre Haute ..	June 30.	Trustees.....	Sept. 1..	Oct. 1...	W. H. Wiley.
35	Iowa..	Burlington....	June 30.	.....	.....	.....	W. M. Bryant.
36	Iowa..	Council Bluffs.	.....	....	.....	.....	
37	Iowa..	Davenport	.....	.....	.....	.....	W. E. Crosby.
38	Iowa..	Des Moines ...	.....	.....	.....	.....	W. H. Sears.
39	Iowa..	Dubuque	Aug. 31.	County superintend't.	Sept. 15.	Sept. 15.	Thomas Hardy.
40	Iowa..	Keokuk.....	.....	.....	.....	.....	W. W. Jamison.
41	Kans .	Leavenworth .	.....	.....	.....	.....	P. J. Williams.
42	Ky	Covington	.....	.....	.....	.....	Dr. J. W. Hall.
43	Ky	Lexington	.....	.....	.....	.....	
44	Ky	Louisville....	June 30 .	City council.....	Aug. 1...	.....	Geo. H. Tingley, jr.
45	Ky	Newport	June 30 .	Trustees of schools ..	July 1....	Aug. 1..	W. H. Jones.
46	La....	New Orleans ..	Aug. 31.	State b'd of education.	Oct. 5....	Jan.....	J. B. Carter.
47	Me	Bangor.....	.....	.....	.....	.....	C. P. Roberts.
48	Me	Biddeford	July 29 .	City council.....	Mar. 1..	April ...	Edwin Stone.
49	Me	Lewiston	.....	.....	.....	.....	Thomas Tash.
50	Me	Portland	March ..	City government.....	March ..	May 1...	A. L. Dresser.
51	Md	Baltimore	Oct. 31..	M'r and city council..	Feb. 1...	Feb. 1 ..	William R. Creery.
52	Mass .	Boston	Aug. 31.	Citizens	May 1....	May	John D. Philbrick.
53	Mass .	Cambridge....	Jan. 1...	School board.....	Jan. 15..	Feb.....	E. B. Hale.
54	Mass .	Charlestown ..	Jan. 1...	Citizens	May 1....	May	Benj. F. Tweed.
55	Mass .	Chelsea	Dec. 1...	Citizens	Dec. 1...	Jan. 1...	Tracy P. Cheever.
56	Mass .	Fall River	March 1.	School committee....	April 1..	April ...	M. W. Tewksbury.
57	Mass .	Haverhill	Jan. 1...	Citizens	.....	Dec.....	B. A. Sawyer.
58	Mass .	Lawrence.....	Dec. 31..	Citizens of Lawrence.	Dec.....	Jan. 1 ..	Gilbert E. Hood.
59	Mass .	Lowell	Dec. 31..	School committee....	.....	Jan.....	Charles Morrill.
60	Mass .	Lynn	Jan. 1...	Citizens.....	May 1....	May	Bowman W. Breed.
61	Mass .	New Bedford..	Dec.....	To the citizens.....	Feb.....	Mar. 1..	H. F. Harrington.
62	Mass .	Newburyport .	Dec. 31..	Citizens	.....	Dec. 1...	T. D. Burnham.
63	Mass .	Salem.....	Dec. 31..	Secretary of educat'n.	April 1..	Mar. 20	Jona. Kimball.
64	Mass .	Springfield....	Dec. 31..	Citizens	Jan. 1...	March ..	E. A. Hubbard.
65	Mass .	Trenton.....	Jan. 1...	Citizens	May 1....	May	W. W. Waterman.
66	Mass .	Worcester	Dec. 31..	Mayor	Jan. 15..	March 1.	Albert P. Marble.
67	Mich .	Detroit.....	Dec. 31..	Board of education ..	April 1..	.....	Duane Doty.
68	Mich .	East Saginaw .	July 1 ..	Board of education...	.....	Sept	H. S. Tarbell.
69	Mich .	Grand Rapids.	Sept. 1..	State superintendent.	Sept. 1..	July	A. J. Daniels.
70	Mich .	Jackson.....	.....	.....	.....	.....	John E. Mitchell.
71	Minn .	Minneapolis ..	Sept. 1..	Board of education...	Jan.....	Jan.....	
72	Minn .	St. Paul.....	.....	.....	.....	.....	John Mattocks.
73	Miss ..	Vicksburgh...	.....	.....	.....	.....	
74	Mo	Hannibal	.....	.....	.....	.....	C. C. Hutchinson.
75	Mo	Kansas City ..	Oct. 1....	Board of education...	Dec.....	Jan. 1...	John A. Phillips.
76	Mo	St. Joseph.....	July 31..	B'd of public schools.	Dec. 31..	Jan. 15..	Edward B. Neely.
77	Mo	St. Louis	July 30..	Board of education...	Oct	Feb.....	William T. Harris.
78	Nebr..	Omaha.....	.....	.....	.....	.....	

* County superintendent in charge. † Chairman of the board of education.
‡ G. F. T. Cook, superintendent public schools, Washington and Georgetown.

TABLE XXV.—REPORTS OF CITY SUPERINTENDENTS—Continued.

No.	State.	Name of city.	Year ends—	To whom made.	When made.	When publish'd.	Name of superintendent.
79	N. H.	Concord					
80	N. H.	Manchester					Joseph G. Edgerly.
81	N. H.	Nashua					E. H. Davis.
82	N. J.	Camden	Aug. 31	To county sup't	Sept. 1		William P. Smith.
83	N. J.	Elizabeth					John Toncy.
84	N. J.	Hoboken	Dec. 31	Common council	Jan. 10-15	March 1	L. M. Drew.
85	N. J.	Jersey City	June 30	B'd of finance and tax.	June 30	Sept	Wm. L. Dickinson.
86	N. J.	Newark	Dec. 31	Common council	Jan. 15	March 1	George B. Sears.
87	N. J.	New Brunsw'k	May 1	State superintendent	May 1	May 1	H. B. Pierce.
88	N. J.	Paterson	Mar. 25	Board of aldermen	Mar. 20	April 1	S. C. Hosford.
89	N. J.	Trenton	Mar. 1	Common council			Cornelius Sherherd.
90	N. Y.	Albany	May 1	Common council	Aug. 1	August	J. O. Cole.
91	N. Y.	Auburn	July 31	Board of education	Sept	Oct	B. B. Snow.
92	N. Y.	Binghamton					G. L. Farnham.
93	N. Y.	Brooklyn	Feb. 1	Board of education	Mar. 1	June	J. W. Buckley.
94	N. Y.	Buffalo	July 1	Common council	July 1	August	T. Lothrop.
95	N. Y.	Cohoes					M. Hubbard.
96	N. Y.	Elmira	Sept. 1	Board of education	Oct. 1	Nov. 1	H. H. Rockwell.
97	N. Y.	Lockport					James Ferguson,
98	N. Y.	Newburgh					H. A. Jones.
99	N. Y.	New York	Dec. 31	State superintendent	Jan. 15		Henry Kiddle.
100	N. Y.	Ogdensburgh					R. B. Lowry.
101	N. Y.	Oswego	Feb. 20	Common council		July	V. C. Donglass.
102	N. Y.	Poughkeepsie					Richard Brittain.
103	N. Y.	Rochester	June 30	Board of education	Sept. 1	Nov. 1	S. A. Ellis.
104	N. Y.	Rome					C. C. Harrington.
105	N. Y.	Schenectady	June	State superintendent			S. B. Howe.
106	N. Y.	Syracuse	March 1	Board of education	Mar. 1	June	Edward Smith.
107	N. Y.	Troy					William Kenpt.
108	N. Y.	Utica	Oct. 1	School commissioner	Jan. 1	Jan. 10	Andrew McMillan.
109	N. C.	Wilmington					Miss A. M. Bradley.
110	Ohio	Akron	Aug. 31	Board of education	Nov 1	Jan. 1	Samuel Findley.
111	Ohio	Cincinnati	Jan., J'e.	Board of education	Jan, J'ne	Feb. 15.	John Hancock.
112	Ohio	Cleveland	Aug. 31	Board of education		Jan. 1	A. J. Rickoff.
113	Ohio	Columbus					W. Mitchell.
114	Ohio	Dayton					Warren Higley.
115	Ohio	Hamilton	June 30	Board of education	July	August	Alston Ellis.
116	Ohio	Portsmouth				(*)	John Bolton.
117	Ohio	Sandusky					L. S Thompson.
118	Ohio	Springfield					C. H. Evans.
119	Ohio	Toledo	Aug. 31	Board of education	Sept. 10		D. F. De Wolf.
120	Ohio	Zanesville	Aug. 31	School commissioner.	Sept.	Sept. 15	Alva T. Wiles.
121	Pa.	Allegheny					A. T. Douthell.
122	Pa.	Allentown					R. K. Buehrle.
123	Pa.	Altoona					John Miller.
124	Pa.	Erie	July 1	School board	Sept	Oct	H. S. Jones.
125	Pa.	Harrisburgh					Daniel S. Burns.
126	Pa.	Lancaster	June.	State superintendents	July 15	Spring	David Evans.
127	Pa.	Philadelphia	Dec. 31	To the board	Immed'y	Jan. 1	H. W. Halliwell.
128	Pa.	Pittsburgh					George J. Luckey.
129	Pa.	Reading					T. Severn.
130	Pa.	Scranton					Joseph Roney.
131	Pa.	Williamsport					A. R. Horn.
132	Pa.	York	June 30	Board of comptrollers	Aug. 1	Sept. 1	W. H. Shelley.
133	R. I.	Newport	May 31	City council	May	June	A. D. Small.
134	R. I.	Providence					Daniel Leach.
135	S. C.	Charleston	June 30	Supt. of education	Oct. 1	Not pub.	E. M. Grimke.
136	Tenn	Memphis	July	Board of education	(†)	Oct	H. C. Slaughter.
137	Tenn	Nashville	June 15	Board of education	July 15	Sept. 1	S. Y. Caldwell.
138	Tex.	Galveston					
139	Tex.	San Antonio					
140	Utah	Salt Lake City					
141	Vt	Burlington					Rev. A. J. Willard.
142	Va.	Alexandria	Aug. 31	Superintendent	Sept. 10	Sept	Richard L. Carne.
143	Va.	Norfolk	Aug. 31	Sup't public instruct.	Sept. 1	Dec	William W. Lamb.
144	Va.	Petersburgh					Sidney H. Owens.
145	Va.	Portsmouth					J. F. Crocker.
146	Va.	Richmond	June 30	City council	Oct. 1	Oct. 15	J. H. Binford.
147	W. Va.	Wheeling		State superintendent		Not p't'd	F. S. Williams.
148	Wis	Fond du Lac	July 1	State superintendent	Oct. 10	Uncert'n	Thomas S. Wright.
149	Wis	Milwaukee	Aug. 31	Common council	Sept	Nov. 1	F. C. Law.
150	Wis	Oshkosh	Mar. 31	General public	Mar. 31	Mar. 31	H. B. Dale.

* No printed report. † Soon as published.

NOTE.—All reports are annual except Fort Wayne, Indiana, which is biennial, and Boston, Massachusetts, and Cincinnati, Ohio, which are semi-annual.

TABLE XXVI.—TABLE OF EDUCATIONAL PUBLICATIONS.

Name of publisher.	Place of publication.	Name of book.	Size of book.	Number of pages.	Retail price per copy.
Charles C. Chatfield & Co	New Haven, Conn	Barker's Chemistry	12mo	350	$1 75
Do	do	Prof. H. N. Day's Logical Praxis	12mo	125	1 00
Do	do	Prof. H. N. Day's Æsthetics	12mo	400	2 25
Do	do	B. Jepson's Music-Reader	8vo	168	60
J. B. Burr & Hyde	Hartford, Conn	The Uncivilized Races of Men, by Rev. J. G. Wood	Royal 8 vo	1,481	6 00
Do	do	Bible Dictionary, by Dr. William Smith	8vo	776	2 50
S. C. Griggs & Co	Chicago, Ill	First Lessons in Greek, by Dr. J. R. Boise	12mo	142	1 25
John Murphy & Co	Baltimore, Md	Kerney's First-Class Book of History	18mo	396	60
Do	do	Kerney's Compendium of Ancient and Modern History	12mo	432	1 25
Do	do	Kerney's Columbian Arithmetic	12mo	240	50
Do	do	Kerney's Murray's Grammar	18mo	144	25
Do	do	Murray's English Grammar	12mo	216	40
Do	do	Wilson's Progressive Speller	12mo	190	40
Do	do	Fredet's Ancient History	12mo	540	1 50
Do	do	Fredet's Modern History	12mo	604	1 50
Do	do	History of the Catholic Church	12mo	644	1 25
Do	do	Catechism of Scripture History	18mo	344	75
Do	do	Sestini's Manual of Geometrical and Infinitesimal Analysis	8vo	134	1 50
Schoenhof & Moeller	Boston, Mass	Dr. Ploetz's Easy and Practical French Method	12mo	200	1 00
Do	do	Trésor de Contes Élémentaires	12mo	239	75
J. W. McIntyre	St. Louis, Mo	Object and Outline Teaching, by Rev. H. C. McCook	12mo	438	1 75
Do	do	American Sunday School Worker	8vo	32	*1 50
D. Appleton & Co	New York City, N. Y.	Lincoln's Livy	12mo	370	1 75
Do	do	Cornell's New Intermediate Geography	4to	106	1 50
Do	do	Cornell's Physical Geography	4to	104	1 60
Do	do	Cornell's Primary Geography	4to	100	90
Do	do	Munsell's Psychology	12mo	320	1 75
Do	do	Munsell's Metaphysics	12mo	358	2 00
Do	do	Youman's Pry Botany	12mo	202	1 00
Do	do	Gillespie's Higher Surveying	12mo	172	2 50
Do	do	Barbauld's Lessons	16mo	206	75
Do	do	Loekyer's Astronomy	12mo	312	1 75
Do	do	Wrage's German Grammar	12mo	316	1 50
Do	do	Harkness's Cæsar	12mo	378	1 50
D. Van Nostrand	do	A Text-Book of Geometrical Drawing, by W. Minifie	8vo	162	4 00
Do	do	A Text-Book of Geometrical Drawing, abridged from eighth edition	12mo	154	1 50
Do	do	Manual of the Mechanics of Engineering and of the Construction of Machines, by Julius Wiesbach.	8vo	1,112	10 00
Hurd & Houghton	do	Intellectual Arithmetic upon the Inductive Method of Instruction, by W. Colburn	16mo	176	40
Do	do	First Steps in English Literature, by Arthur Gilman	16mo	231	1 00
A. S. Barnes & Co	do	Barnes's One-Term History, or a Brief History of the United States	12mo	330	1 50
Do	do	Opal Training Lessons in Natural Science and General Knowledge, by H. Barnard	12mo	138	1 00
Do	do	The Independent Spelling-Book, by J. M. Watson	16mo	160	25
Do	do	Elementary Drawing-Book, by J. G. Chapman	4to	87	2 00

Do	do	Independent Sixth Reader, by J. M. Watson	12mo	456	1 50
Do	do	Practical Calculus, by W. G. Peck, LL. D	12mo	200	1 75
Do	do	German Copy-Book, by J. H. Worman, A. M	Small 4to	24	15
Do	do	Educational Bulletin			
D. and J. Sadlier & Co	do	Metropolitan Intermediate Third Reader	12mo	240	60
Woolworth, Ainsworth & Co	do	Wilson's Punctuation	12mo	334	2 00
Do	do	Bascom's Æsthetics	12mo	268	1 75
Do	do	The Federal Government	12mo	444	2 00
Do	do	Crosby's Greek Grammar	12mo	475	2 00
Do	do	Crosby's Compendious Greek Grammar	12mo		1 50
Do	do	Bartholomew's Drawing-Books			
Clark & Maynard	do	A Treatise on Physiology and Hygiene, by J. C. Hutchison, M. D	12mo	270	1 60
Do	do	The Historical Reader	12mo	544	1 80
P O'Shea	do	The Illustrated Progressive First Reader	12mo	108	25
Do	do	The Illustrated Progressive Second Reader	12mo	144	40
Do	do	The Illustrated Progressive Third Reader	12mo	240	65
Do	do	The Illustrated Progressive Fourth Reader	12mo	312	90
Do	do	The Illustrated Progressive Primer	12mo	36	06
Do	do	The Illustrated Progressive Spelling-Book	12mo	144	25
Do	do	Primary Grammar	12mo	94	40
Do	do	Catholic Youth's Hymn-Book, edition with music	12mo	192	60
Do	do	Catholic Youth's Hymn-Book, edition without music	12mo	192	15
Howe & Terry	do	English Grammar, by Lindley Murray	12mo	232	60
Do	do	English Reader, by Lindley Murray	12mo	264	60
Do	do	Juvenile Spelling-Book, by A. Picket	18mo	216	25
Do	do	Frost's Kame's Elements of Criticism	12mo	300	90
William J. Pooley	do	Gleaning of the Poets	12mo	500	1 75
Do	do	American Table-Book	16mo	50	25
Harper & Brothers	do	Rolfe's Merchant of Venice	16mo	168	90
Do	do	Rolfe's Tempest	16mo	148	90
Do	do	Comfort's German Reader	12mo	432	2 00
Do	do	Rowlinson's Ancient History		633	2 50
Do	do	Smith's English Latin Dictionary	8vo	754	6 00
Do	do	Smith's Smaller Scripture History	16mo	375	1 00
Do	do	Livy's Rome, translated by Spillan	12mo	1,472	3 00
Do	do	Sophocles's Greek Text	18mo	340	75
Do	do	Waddell's Latin Grammar	12mo	86	1 00
Do	do	Lyell's Geology	12mo	640	2 00
Do	do	Potter's Manual of Reading	12mo	420	1 40
Do	do	Hunter's Geometry	12mo	132	1 00
Do	do	Comfort's German Conversation	12mo	239	1 50
P. C. Root, Anthonny & Co	do	Blank Book's for Bookkeeping, by P. Duff		192	3 00
Steele & Avery	Rochester, N. Y	Ladys System of Penmanship, English Angular Hand	4to	24	30
Applegate, Pounford & Co	Cincinnati, Ohio	Brown's English Grammar	12mo	250	1 00
Do	do	Soden's German Grammar	12mo	320	1 25
P. F. Cunningham	Philadelphia, Pa	History of England, for the Young, by the Sisters of the Holy Child Jesus	12mo	374	80
E. H. Butler & Co	do	Mitchell's New Outline Maps, large series, and keys			†20 00
Do	do	The New American First Reader	12mo	48	20
Do	do	The New American Second Reader	12mo	96	30
Do	do	The New American Third Reader	12mo	144	50

*Per annum. †Per set.

TABLE XXVI.—TABLE OF EDUCATIONAL PUBLICATIONS—Continued.

Name of publisher.	Place of publication.	Name of book.	Size of book.	Number of pages.	Retail price per copy.
E. H. Butler & Co	Philadelphia	The New American Fourth Reader	12mo	216	$0 60
Do	do	The New American Fifth Reader	12mo	312	90
Porter & Coates	do	Young America Speaker, designed for the use of the younger classes in schools, by J. R. Sypher.	16mo	176	75
Do	do	American Popular Speaker, by J. R. Sypher		384	1 50
Do	do	Comprehensive Speaker, by Henry J. Coates	8vo	672	1 75
Henry C. Baird	do	Hand Book of Mineral Analysis, by Frederick Wöhler	12mo	315	3 00
Do	do	Table of Reactions of Qualitative Analysis, by H. B. Nason	8vo		63
Howard Challen	do	Practical Grammar, by P. F. Lamar	16mo	219	90
Do	do	Elements of Moral Science, by P. R. Leatherman	12mo	414	1 50

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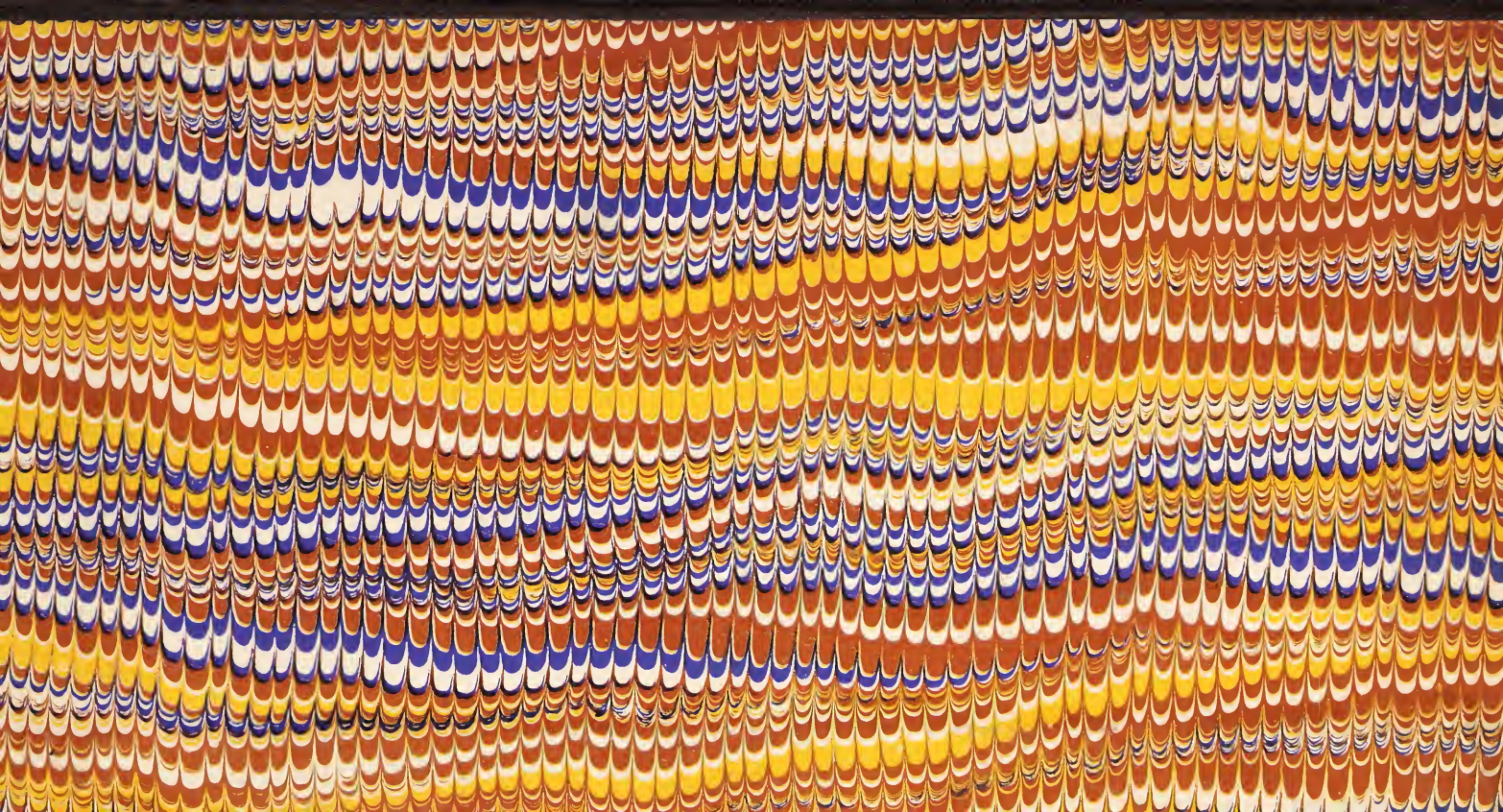
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